

Secondary Staffing Report

2016



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1. Introduction

In term one 2016 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 206 secondary and composite schools. This represents 39.8% of schools that received the survey. The response rate for secondary schools was 51.9%, and 23.7% for composite (area) schools. The responses relate to the staffing situation as at 15th March 2016 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 reflect the shortfall caused by Ministry of Education underestimates of individual school staffing needs.

The data has been summarised in this report and individual schools are not identified. Results from the 2015 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:

- *There is now a clear trend in the deterioration in teacher supply following the easing of pressures during the period of the global economic crisis.*
- *Retention is relatively less problematic at this stage, but it is increasingly clear that the pressure is building in respect of replacing teachers where they leave.*
- *More jobs are being advertised and the mean number of applicants per position is declining.*
- *Principals were, in general, less optimistic about retaining teachers and more pessimistic about recruiting.*
- *There is growing unease about the age of the workforce and the impacts of retirement.*
- *Schools are continuing to hire overseas teachers to fill vacancies, but the number remains low.*
- *The relief pool continues its decline, with some schools this year indicating they had no relievers.*
- *Maths, Chemistry, Physics, Science, Te Reo Maori and Technology are mentioned most frequently by principals as problem areas for recruitment.*

2. Executive Summary

Jobs

- More schools advertised more jobs between 27 January and 15 March year than in 2015.

Filling positions

- There was an increase in the proportion of unfilled permanent vacancies relative to 2015.
- There were examples of appointments of untrained/ unqualified staff to permanent positions.
- There has been another increase in schools with currently unfilled vacancies.

Applications for jobs

- The average numbers of applicants per position continues to fall.
- The average number of New Zealand applicants per position declined for the fourth successive year.
- One in twelve of the assistant positions advertised in the period had no applicants.
- About one in eight assistant positions advertised had no NZ trained applicants.
- The average numbers of applicants for management positions halved relative to 2015.
- One in eight management positions had no applicants and one in four had one or none.

Suitability of applicants

- About half of New Zealand applicants and one in six overseas applicants were considered to be suitable for consideration.
- Over 50% of assistant positions had no suitable applicants and over 60% had no suitable New Zealand applicants.
- A third of management positions had no suitable applicants and no suitable New Zealand applicants.
- Most overseas applicants are considered unsuitable for the position they applying for.

Appointment of overseas trained teachers

- There were fewer appointments of overseas trained appointments to fill permanent vacancies relative to 2015, and use remains low relative to earlier years.

Retention

- Schools overall had more resignations at the end of the 2015 year and at the start of the 2016 school year than in the previous comparable periods.
- Retention is still relatively stable compared to historic levels but is deteriorating.

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

Day relief pool

- The average number of day relievers per school has continued to decrease, while the proportion which schools would prefer not to use has remained steady.
- The day relief pool is now the lowest it has been since 2003. The depletion of the day relief pool is an early warning sign of significant secondary teacher shortages.
- The proportion of untrained/unqualified relievers has also shown little movement.

Curriculum delivery matters

- The most advertised positions by subject were in Maths, English, science and PE.
- In their comments principals most frequently mention Maths, Hard materials Technology, Physics, science and Te Reo Maori as hard to staff subjects.
- 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.
- 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, science, maths, English, social studies and primary.
- One in six schools had to cancel classes or transfer to distance learning because a suitable specialist teacher could not be found. The number of classes affected (and the number of students) has increased since last year.

3. Recruitment

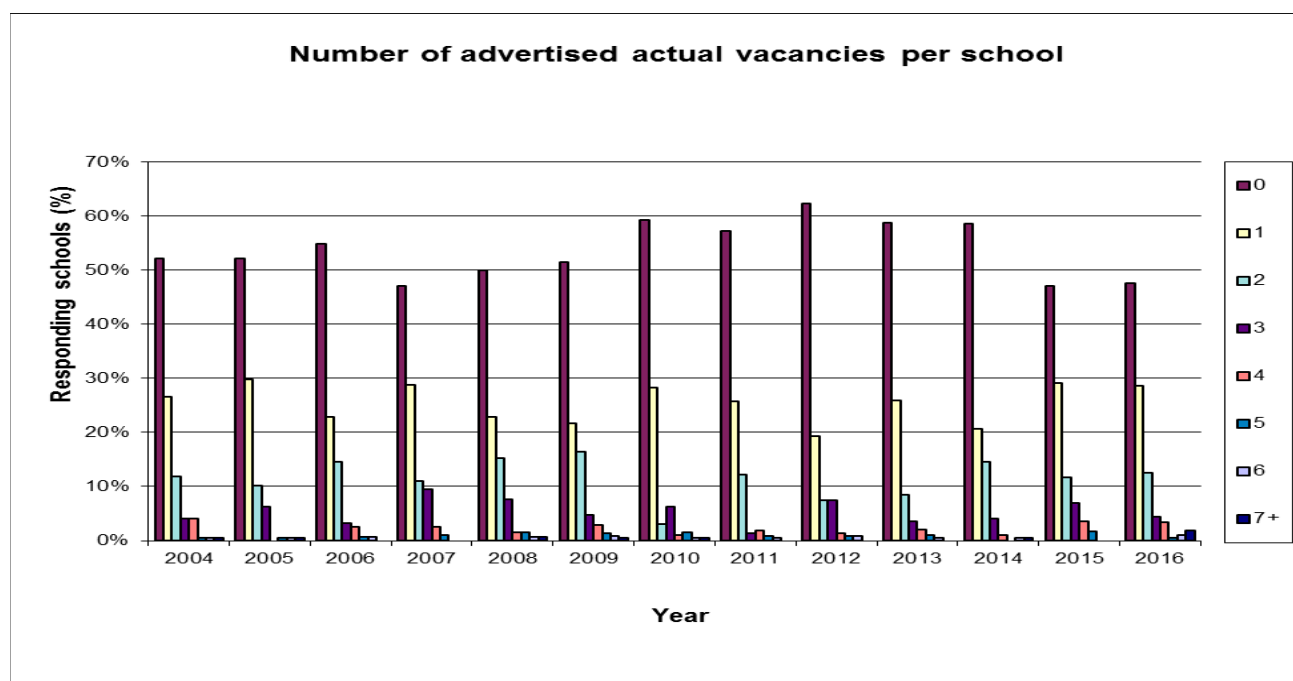
3.1 Advertised jobs

There were more advertised jobs in the 27 January -15 March period this year than in 2015 and a higher proportion of schools were reporting vacancies.

- 52.4% of schools advertised secondary teaching positions in the first three gazettes of 2016 (52.9% in 2015).
- They advertised 215 actual vacancy positions.
- Vacancies averaged 1.04 positions per school over all of the responding schools (0.96 in 2015) and 1.99 positions per advertising school (1.81 in 2015).
- 59.1% of positions advertised (127) were permanent vacancies, 24.7% (53) were relieving positions, 13.0% (28) were fixed term, not relieving positions and 3.3% (7 positions) were not identified by tenure.

Distribution of actual vacancies advertised in responding schools

Vacancies	Year	
	2016	2015
0	47.6%	47.1%
1	28.6%	29.1%
2	12.6%	11.6%
3	4.4%	7.0%
4	3.4%	3.5%
5 +	3.5%	1.7%



3.2 Outcome of advertising in January-March 2016

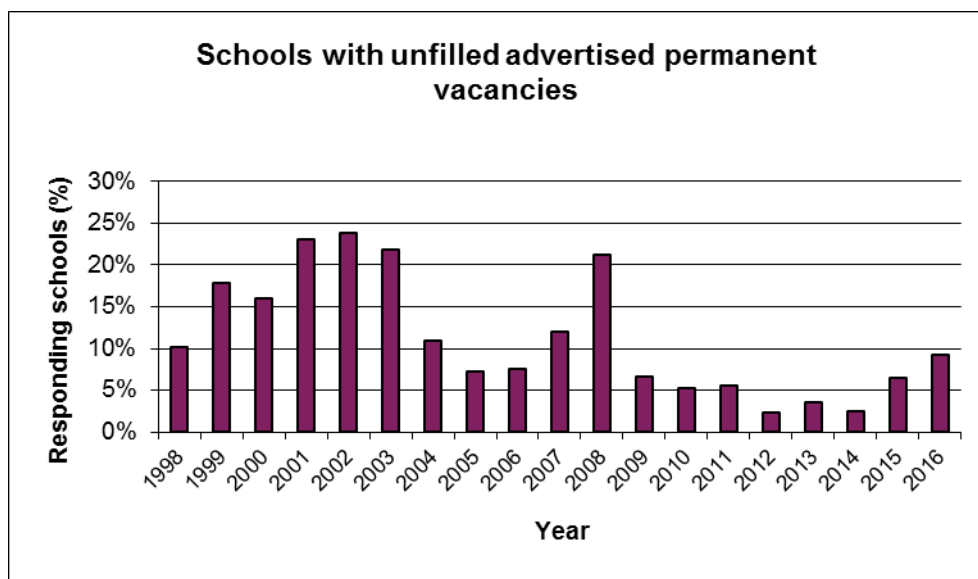
There has been an increase in the proportion of unfilled vacancies relative to 2015.

Advertising for 149 positions were indicated to have closed at the time of the survey.

- 9.2% of the schools responding had vacancies they had not been able to fill following advertising.
- 14.1% of the vacancies could not be filled, compared to 15.0% in the previous year.
- 1.3% of the advertised positions had been filled by LATs in the period (0.8% in 2015)

Permanent positions with identified outcomes (84):

- 69.0% of permanent positions were filled by permanent external appointments;
- 1.2% of permanent positions were filled by internal appointments;
- 8.3% of permanent positions were filled by relieving teachers;
- 1.2% of permanent positions were filled by LATs;
- 20.2% of permanent positions could not be filled because no-one could be found;
- 29.8% of permanent positions could not be filled by permanent appointment.



Relieving positions (65):

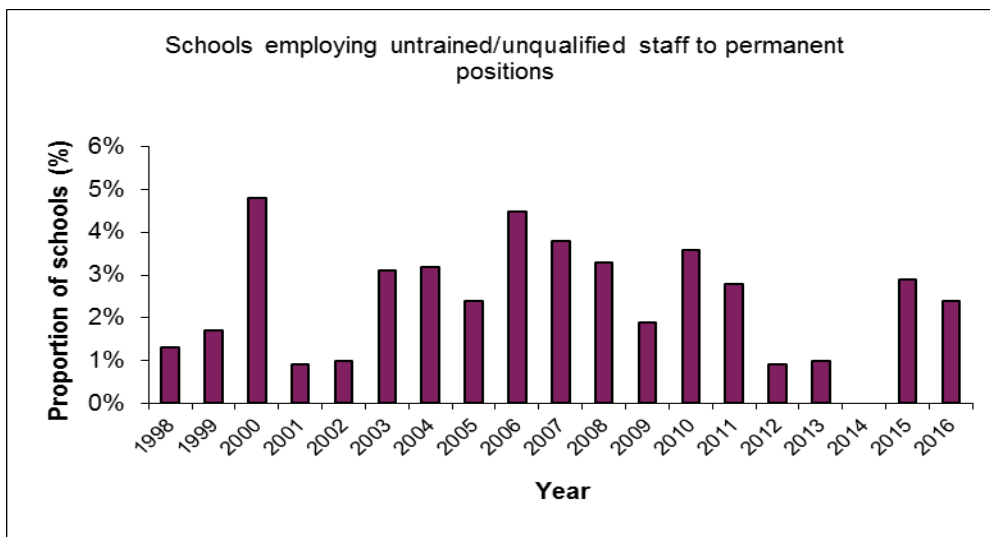
- 6.2% of positions could not be filled.
- 1.5% were filled by internal appointments.
- 90.8% were filled by relievers.
- 1.5% were filled by LATs.
- none were filled by a permanent appointment

3.3 Appointment of untrained/unqualified teachers

There is continuing appointment of untrained and unqualified staff to permanent and fixed term positions at the start of the school year because schools could not find trained and qualified teachers for those positions.

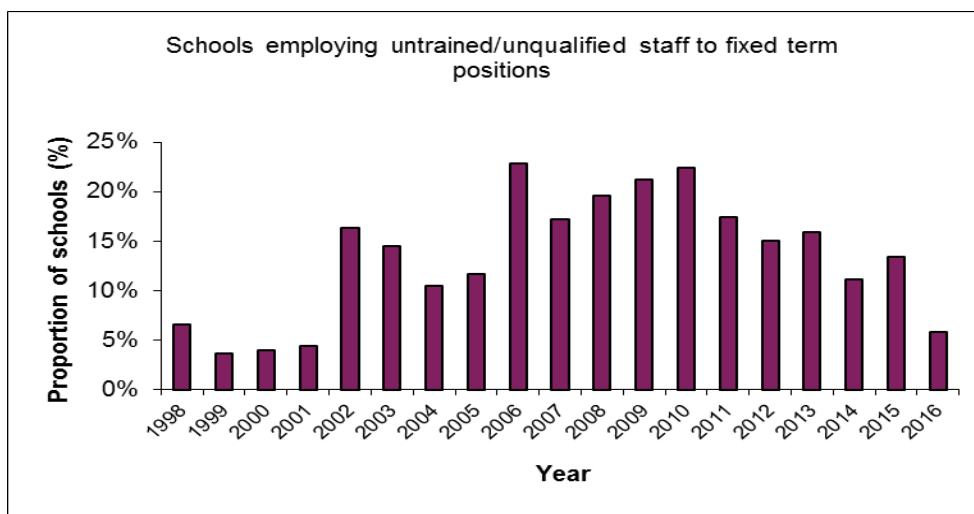
Permanent positions

YEAR	Proportion of schools	Mean appointments (All schools)	Mean appointments (Affected schools)	National projection
2016	2.4%	0.03	1.4	14
2015	2.9%	0.04	1.4	19



Fixed term positions

YEAR	Proportion of schools	Mean appointments (All school)	Mean appointments (Effectd schools)	National projection
2016	5.8%	0.09	1.50	41
2015	13.4%	0.20	1.40	91



3.4 Secondary positions advertised by subject

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

The most advertised subjects were: Maths, English and Science and PE.

Principals most frequently commented on Maths, Hard materials Technology, Physics, Science and Te Reo Maori as hard to staff subjects.

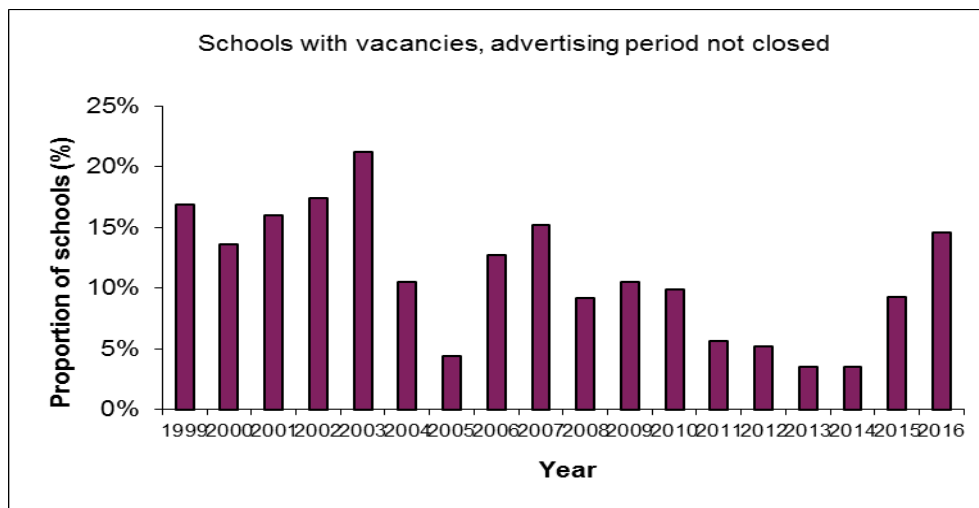
Subject	Assistant	HoD	All	2015	2015
Food Technology	6	1	7	12.2%	9.0%
Soft technology	2		2		
Hard materials	8		8		
Graphics	1		1		
Technology	6	1	7		
Digital Technology/ICT	5		5	2.4%	1.4%
English	23	1	24	13.7%	16.7%
ESOL	3	1	4		
Mathematics	22	5	27	13.2%	17.4%
Ag/hort	2		2	15.1%	16.7%
Biology	3		3		
Chemistry	7		7		
Electronics	5		5		
Physics	5		5		
Science	10	4	14		
PE	13	1	14	6.8%	8.3%
Languages		1	1	5.9%	3.5%
Te Reo	5	4	9		
French	2		2		
Japanese		1	1		
Dance/Drama	5	3	8	6.3%	6.9%
Music	4	2			
History	1		1	5.9%	1.4%
Geography	2		2		
Social Science(s) or studies	8	1	9		
Maori immersion	3		3	1.5%	-
Business/commerce/economics etc	10		10	4.9%	2.1%
Arts	7		7	3.4%	2.1%
Student learning support		1	1	2.0%	2.8%
Special Needs	2	1	3		
Careers				3.9%	2.8%
Guidance		8	8		
RE	1		1	0.5%	0.0%
Other/general/unidentified	3		3	1.5%	6.9%

3.5 Other vacancies

The number of currently unfilled vacancies (advertising period not complete or not yet advertised) was higher than in 2015.

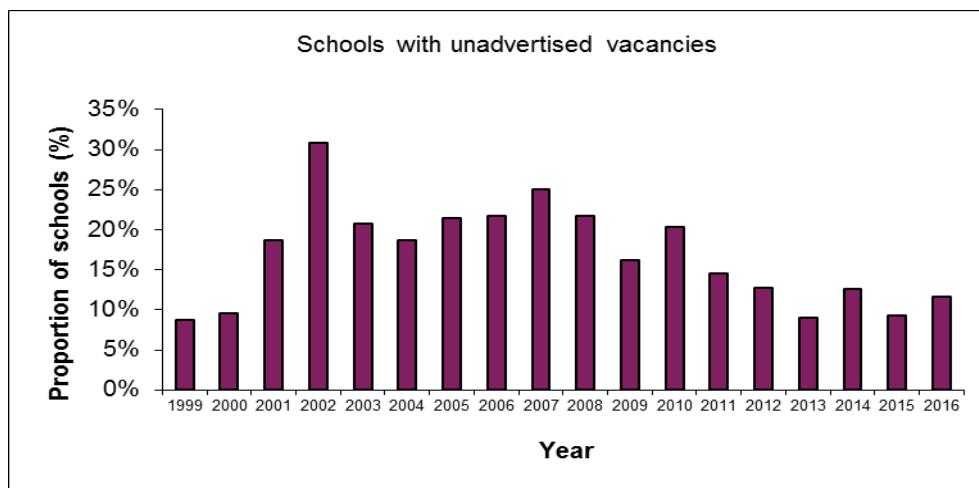
March Gazette - advertised vacancies, advertising period not closed

YEAR	Schools	Mean vacancy (All schools)	Mean vacancy (Advertising schools)
2016	14.6%	0.20	0.28
2015	9.3%	0.12	0.23



Unadvertised vacancies at 15 March

YEAR	Schools	Mean positions (All schools)	Mean vacancy (Schools with vacancies)	National projection
2016	11.7%	0.16	1.33	73
2015	9.3%	0.12	1.31	55

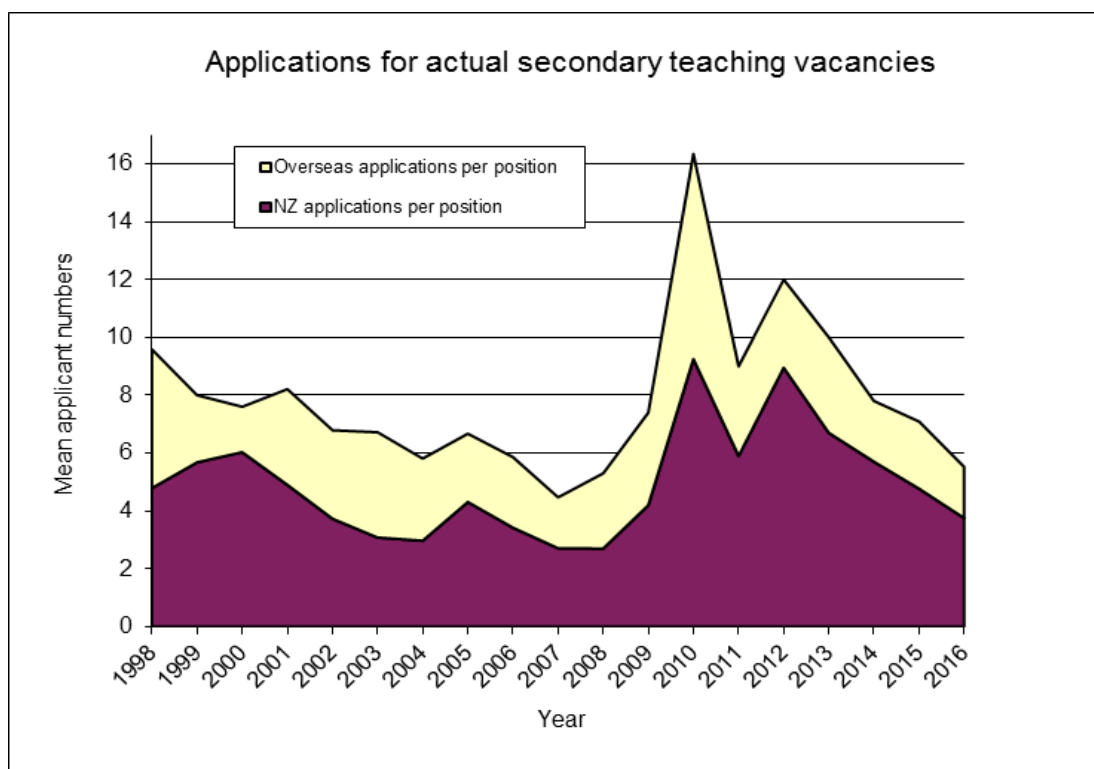


3.6 Application numbers – all applicants for secondary positions

ALL POSITIONS

The average numbers of applicants per position continues to dip, but is higher than 2008 (pre Global Financial Crisis).

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
2016	5.7	3.8	68.6%	1.8	1.7	0.3
2015	7.1	4.4	67.3%	2.8	2.3	0.5



The average number of applicants for assistant positions continues to decline.

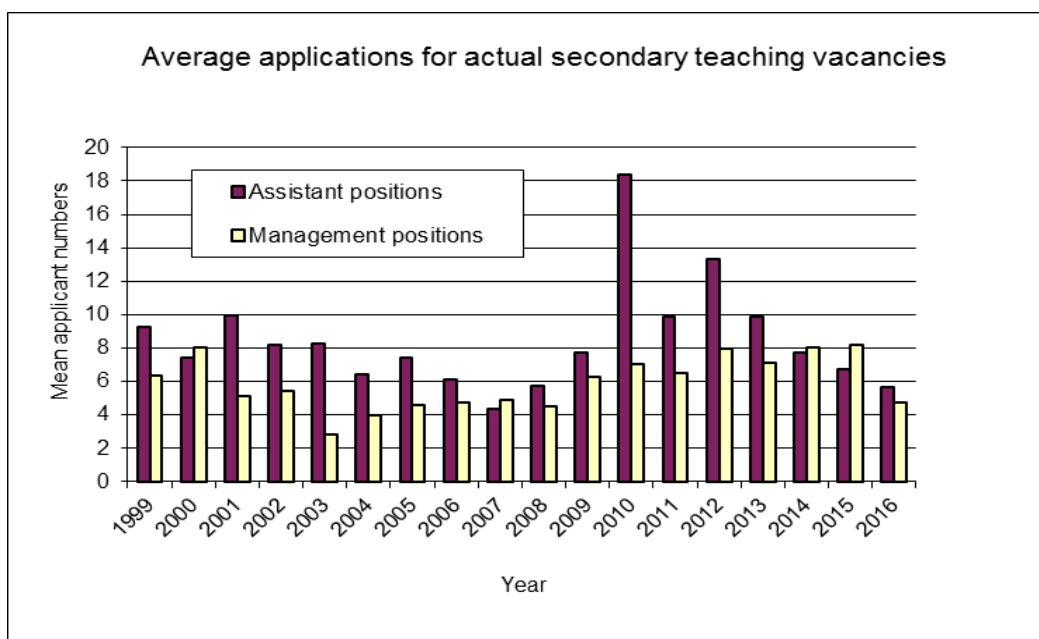
The average numbers of applicants for management positions has halved relative to 2015.

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
2016	5.7	3.8	1.7	1.9	0.3
2015	6.7	4.4	2.4	2.3	0.5

MANAGEMENT¹ STAFF POSITIONS

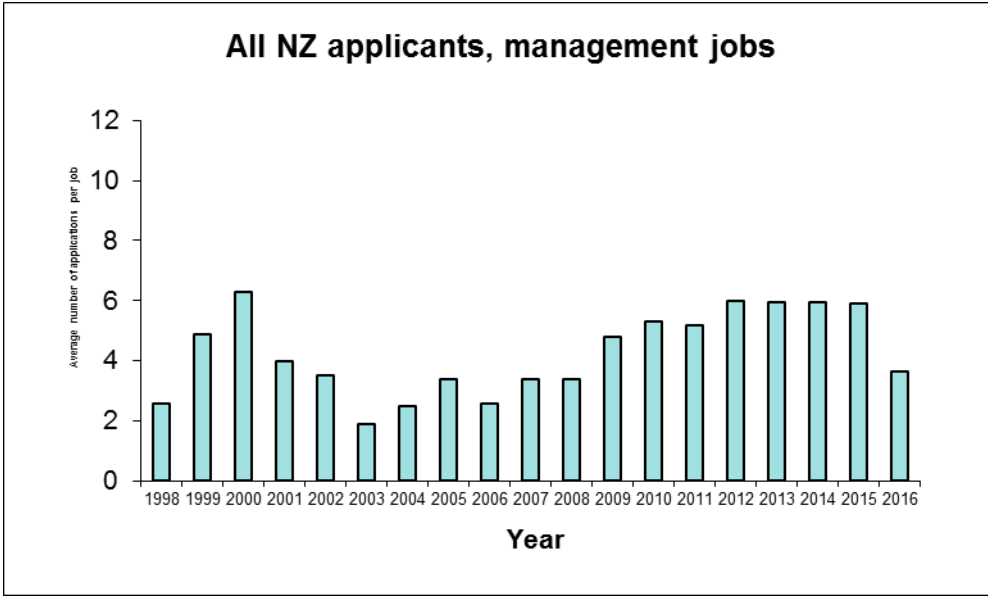
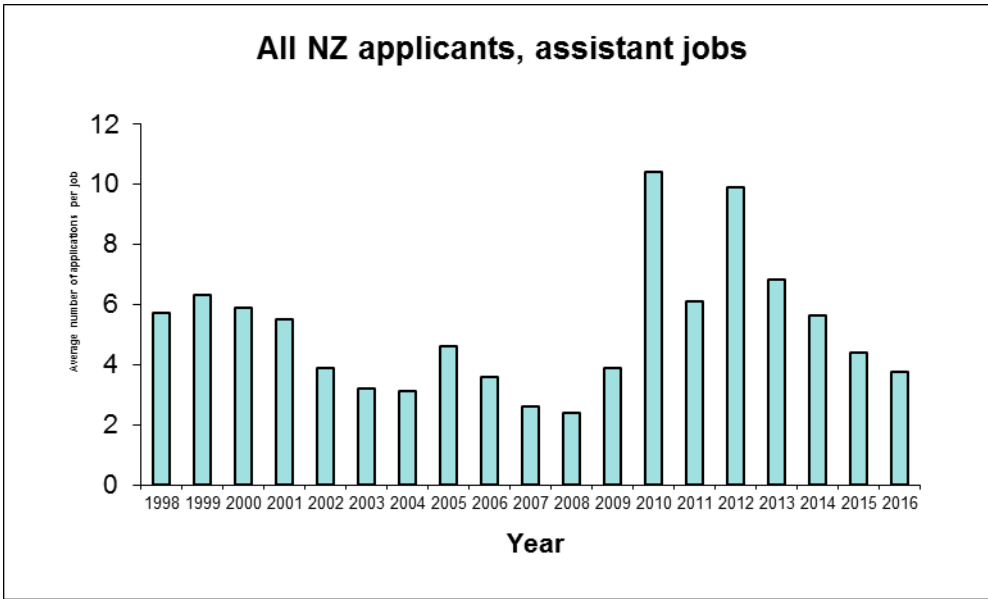
Year	All applications per job	All NZ-trained applications /job	Suitable NZ-trained applications /job	O/S trained applications /job	Suitable O/S trained applications /job
2016	4.7	3.6	2.3	1.1	0.2
2015	8.2	5.9	4.2	2.3	0.7



New Zealand Applicants

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

The average number of New Zealand applicants for assistant is continuing to decline. Average numbers of New Zealand applicants for management positions dipped relative to 2015.



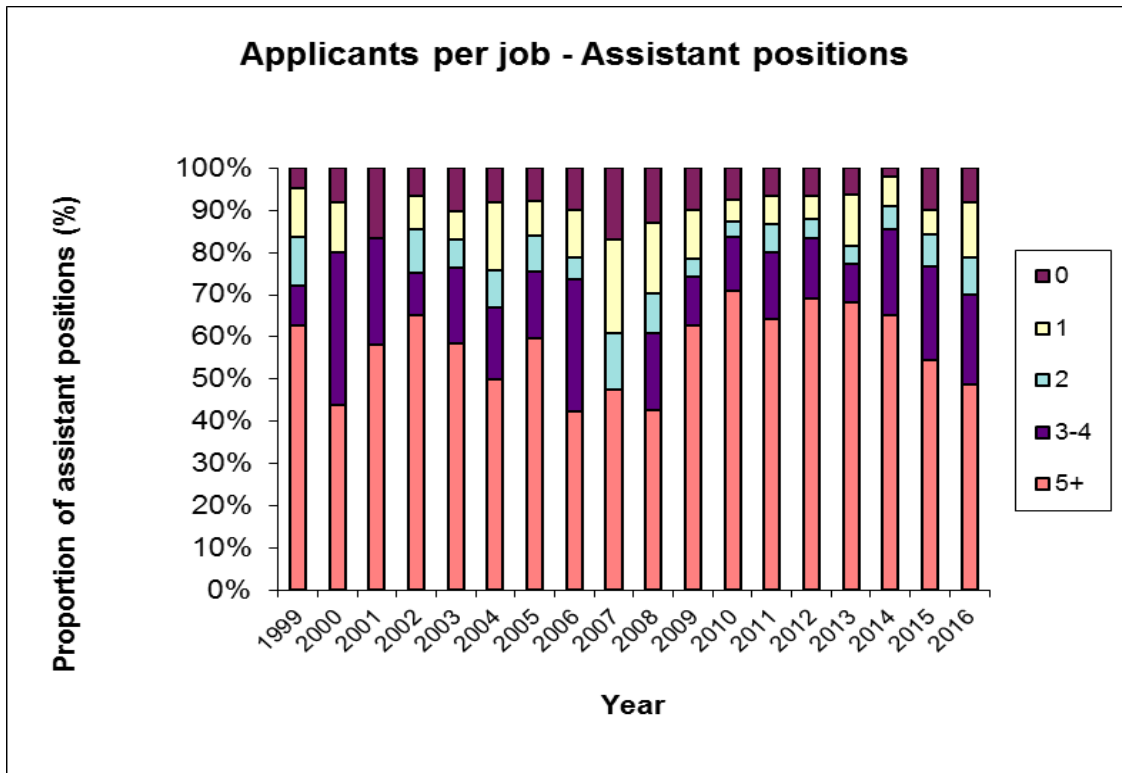
3.7 Distribution of applicants for assistant positions

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

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

All applicants:

YEAR	Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2016	8.1%	13.0%	8.9%	21.1%	48.8%
2015	10.0%	5.6%	7.8%	22.2%	54.4%

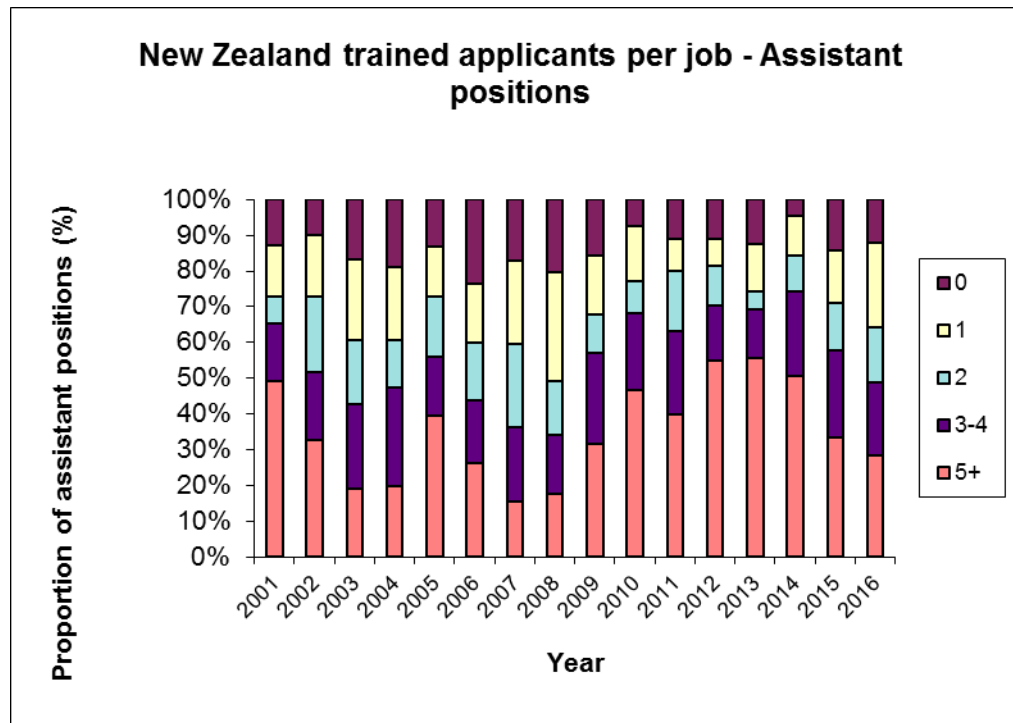


3.8 NZ trained applicants for assistant positions

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

About one in every eight 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+
2016	12.2%	23.6%	15.4%	20.3%	28.5%
2015	14.4%	14.4%	13.3%	24.4%	33.3%

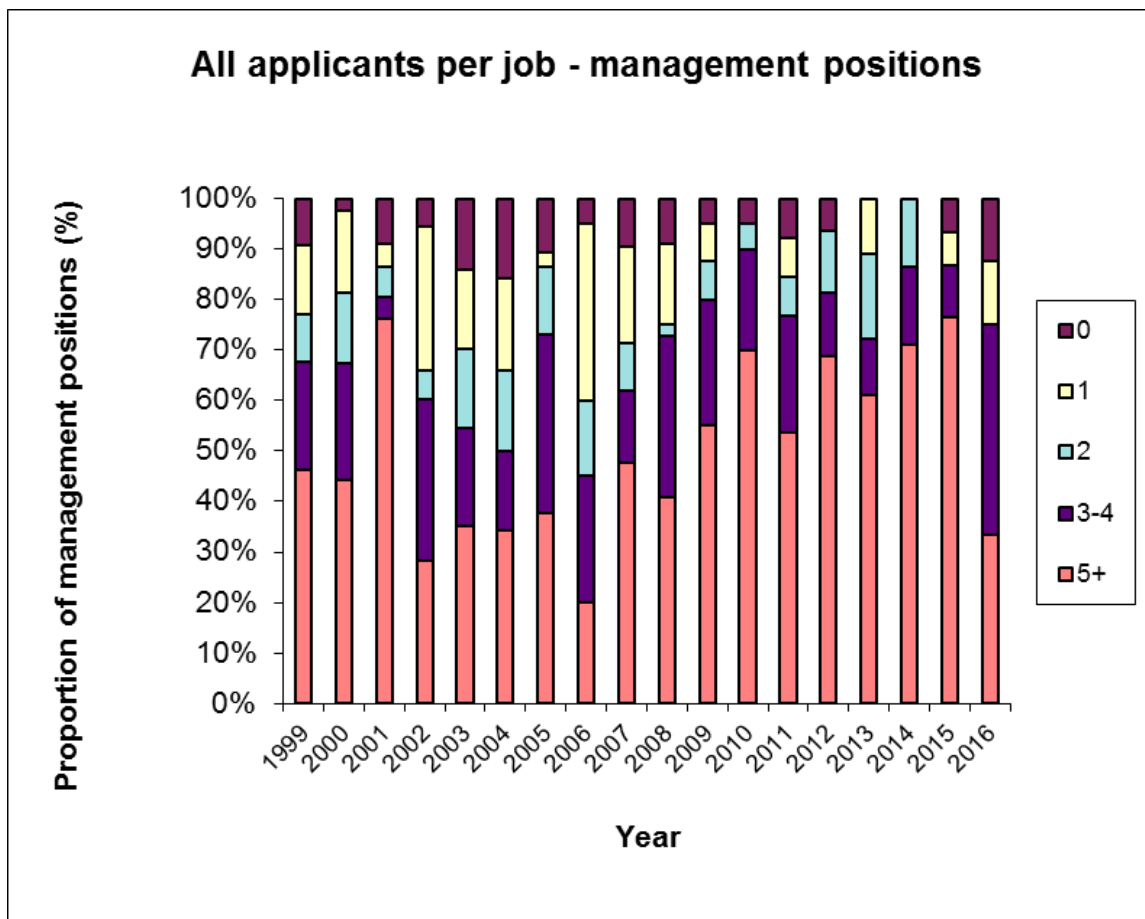


3.9 Distribution of applicants for management positions

The proportion of advertised management positions attracting five or more applicants has halved relative to the same period last year. About one in eight positions had no applicants and one in four had no choice of applicant.

All applicants

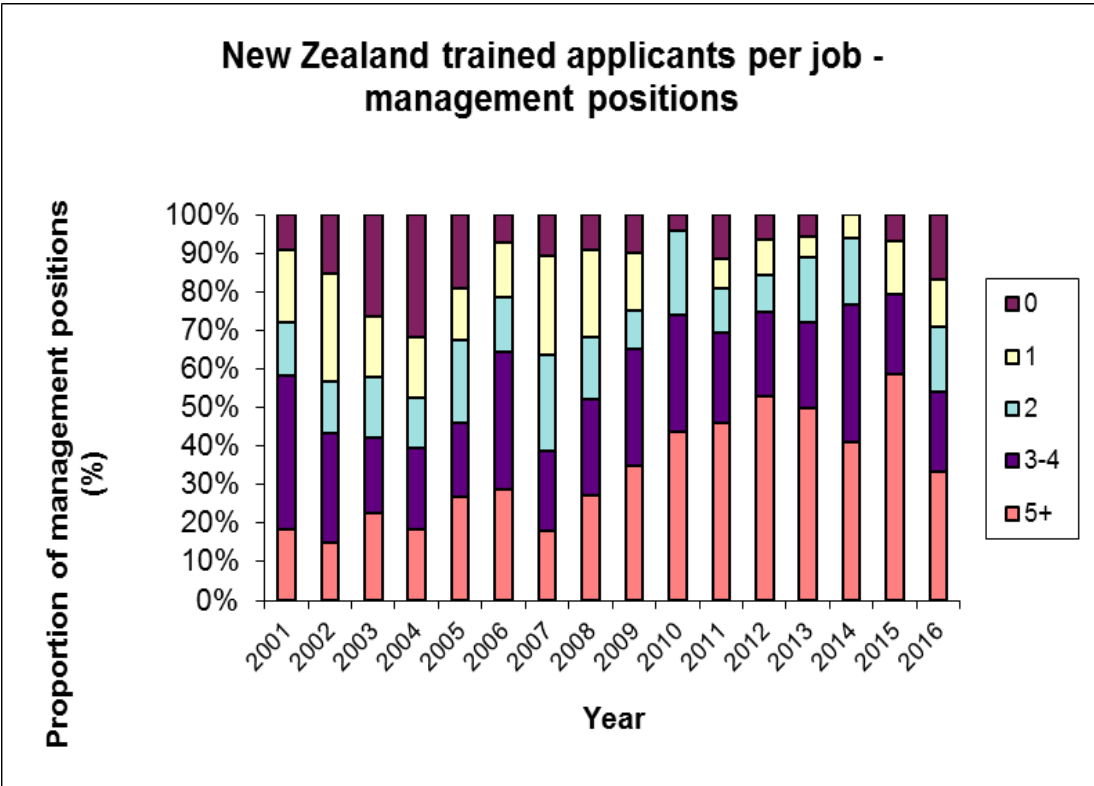
YEAR	Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2016	12.5%	12.5%	0.0%	41.7%	33.3%
2015	6.7%	6.7%	0.0%	10.0%	76.7%



3.10 Distribution of NZ trained applicants for management positions

The proportion of advertised management positions attracting five or more NZ trained declined relative to 2015. About one in six positions had no-one NZ trained applicant and for nearly thirty percent of positions there was no choice of New Zealand applicants.

YEAR	NZ trained Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2016	16.7%	12.5%	16.7%	20.8%	33.3%
2015	6.9%	13.8%	0.0%	20.7%	58.6%



3.11 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.

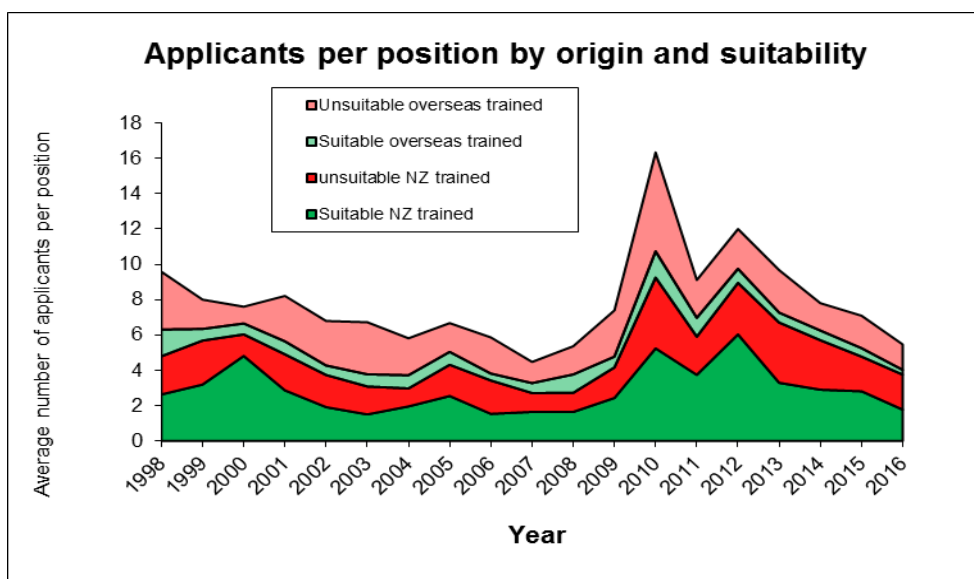
Base scale and unit holder positions	Evidence of teaching competence Recognised secondary teacher training Relevant tertiary subject qualification(s) Appropriate communication skills Appropriate interpersonal skills
Unit holder positions only	Appropriate experience relevant to position
Any position	Special 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
2016	5.6	1.7	0.3	3.8	1.8	47%	16%
2015	7.1	2.3	0.5	4.8	2.8	59%	21%

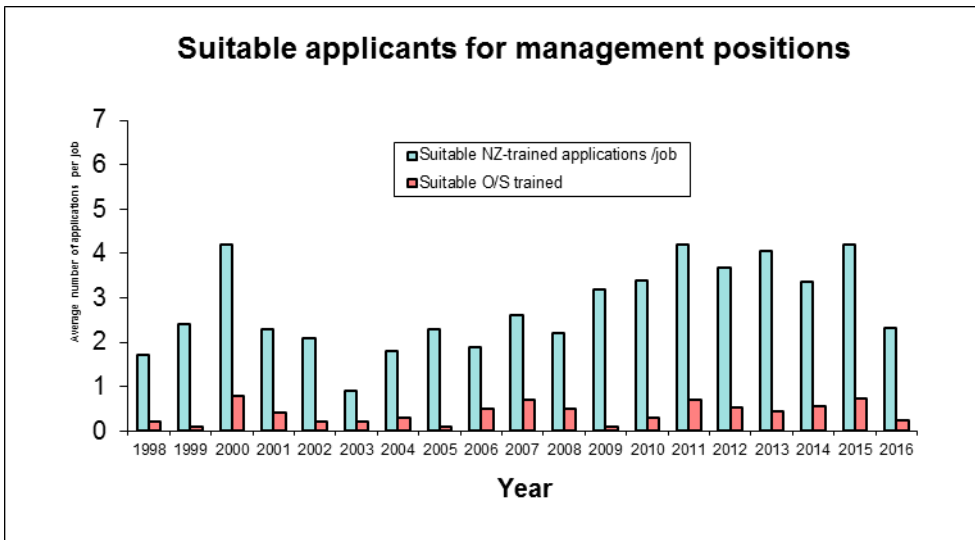
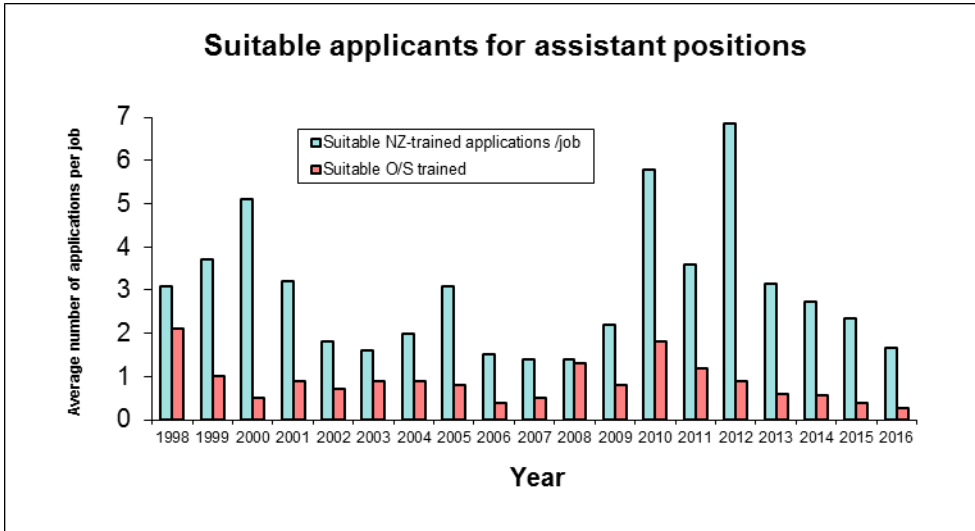
Applications per position: New Zealand Applicants

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
2016	3.8	0.3	0.2	3.5	1.6	58%	46%
2015	4.8	0.3	0.1	4.4	2.8	29%	59%



Suitable applicants by level of position advertised

Both the number and suitability of applicants continues to decline. About half of New Zealand applicants and about one in six overseas applicants were considered to be suitable for consideration.

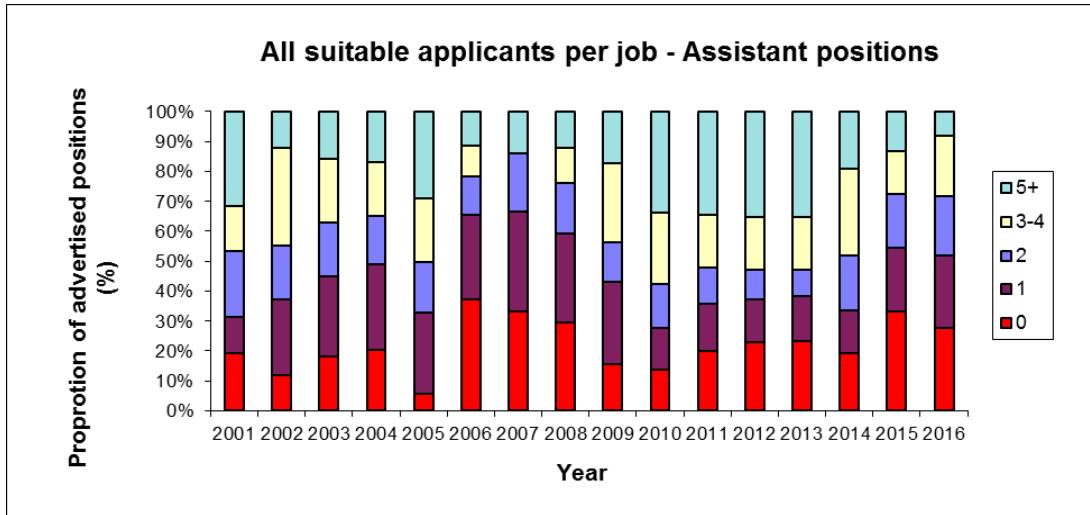


Distribution of suitable applicants

An increasing and significant proportion of assistant and management positions advertised in this period had no or only one suitable applicants. For assistant positions was over 50% had no suitable applicants and over 60% had no suitable New Zealand applicants.

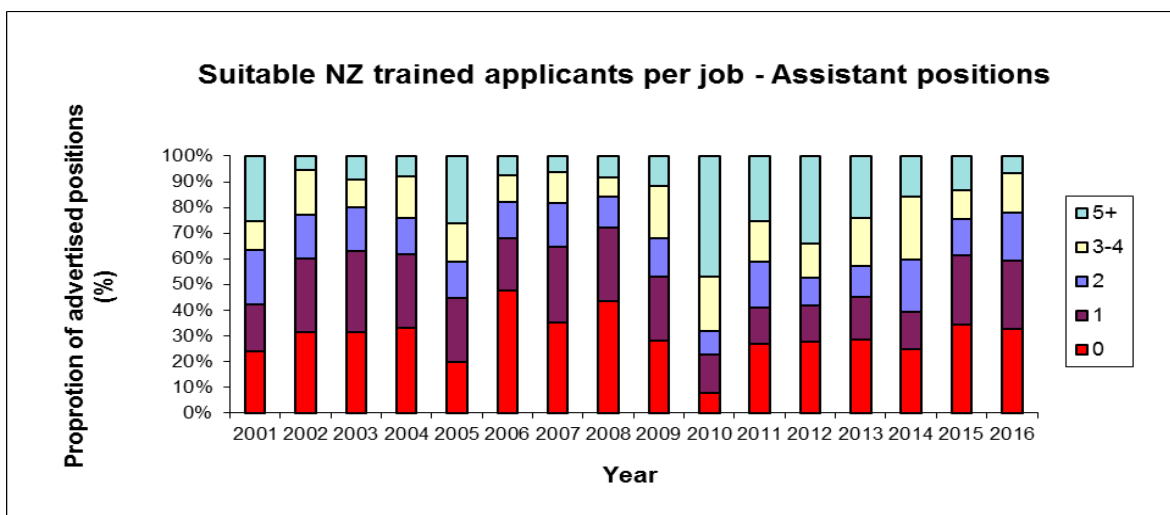
Assistant positions – all suitable applicants

YEAR	Suitable applicants:				
	0	1	2	3-4	5+
2016	27.6%	24.4%	19.5%	20.3%	8.1%
2015	33.3%	21.1%	17.8%	14.4%	13.3%



Assistant positions – suitable New Zealand-trained applicants

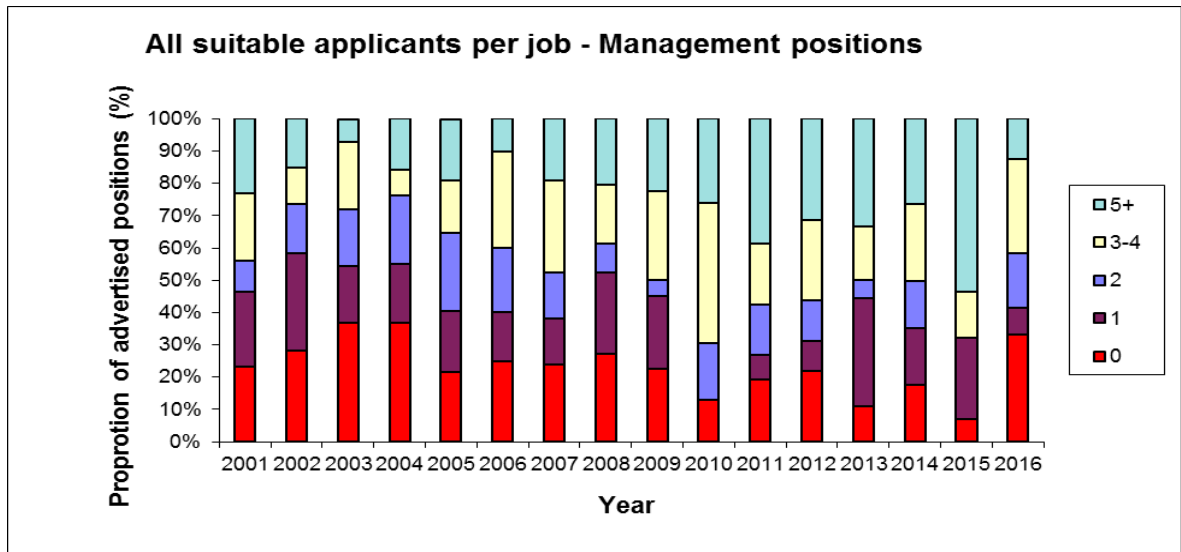
YEAR	Suitable NZ-trained applicants				
	0	1	2	3-4	5+
2016	32.5%	26.8%	18.7%	15.4%	6.5%
2015	34.4%	26.7%	14.4%	11.1%	13.3%



A third of management positions had no suitable applicants and no suitable New Zealand applicants.

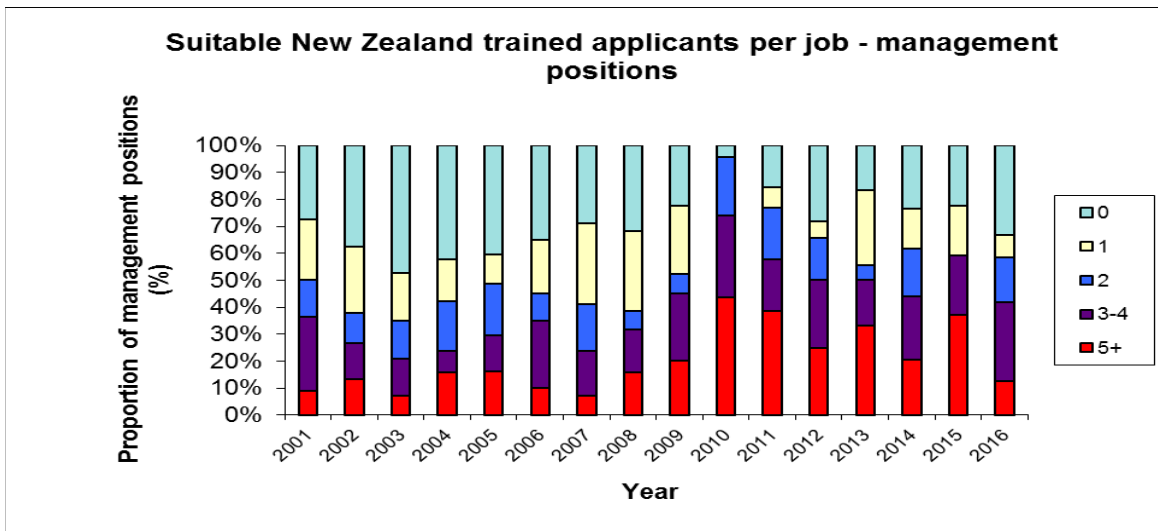
Management positions – all suitable applicants

YEAR	Suitable applicants:				
	0	1	2	3-4	5+
2016	33.3%	8.3%	8.3%	29.2%	20.8%
2015	7.1%	25.0%	0.0%	14.3%	53.6%



Management positions - suitable New Zealand trained applicants

YEAR	Suitable NZ-trained applicants				
	0	1	2	3-4	5+
2016	33.3%	8.3%	16.7%	29.2%	12.5%
2015	22.2%	18.5%	0.0%	22.2%	37.0%

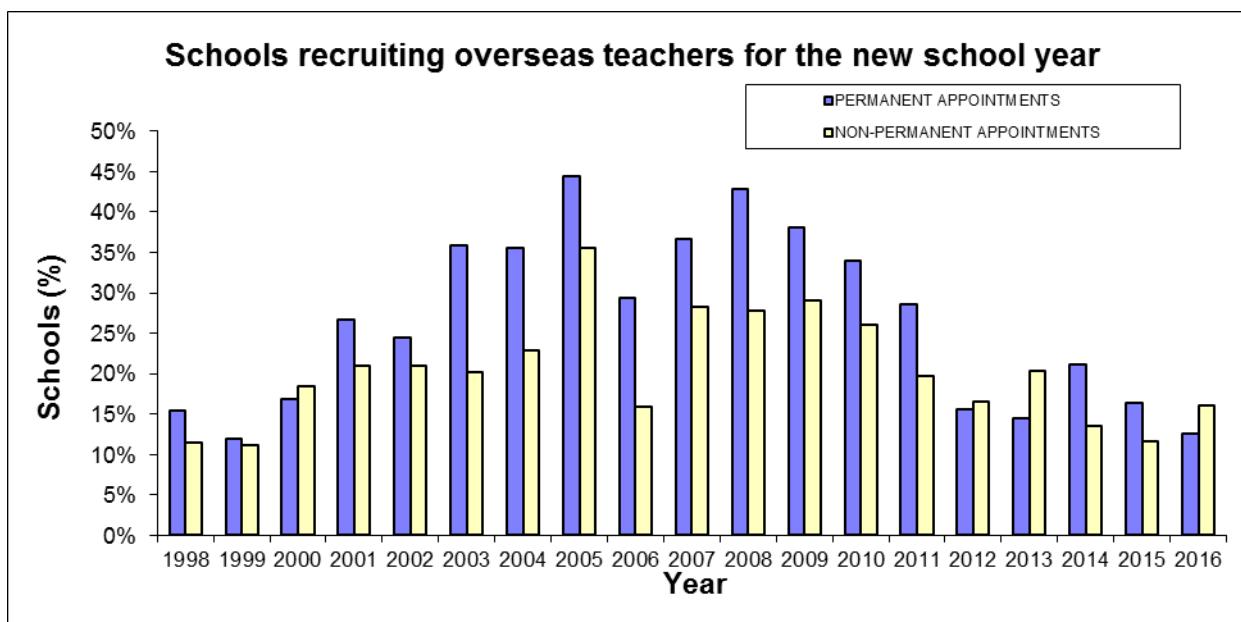


4. Overseas recruitment

Overseas teachers recruited to positions for the new school year

Fewer schools relied on overseas trained appointments to fill permanent vacancies relative to 2015. Use remains low relative to earlier years, however, more schools are employing more overseas teachers 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
2016	12.6%	0.23	16.0%	0.31	0.53
2015	16.3%	0.57	11.6%	0.24	0.81



National projections

YEAR	PERMANENT APPOINTMENTS	NON-PERMANENT APPOINTMENTS	ALL APPOINTMENTS (projected)
2016	102	138	236
2015	259	111	370

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 overall had more resignations at the end of the 2015 year and at the start of the 2016 school year than in the comparable periods a year previously.

While retention is still relatively high compared to historic levels it is showing signs of deteriorating. As the pressure is currently in recruitment – replacing teachers where they leave rather than in actual losses – the growing number of losses from the system will place increasing pressure on recruitment.

5.1 Resignation by level

Of the 206 schools responding, 125 schools reported the loss of teachers from secondary teaching from 15 November to 15 March, and 34 at the start of the year and 134 schools lost teachers over the combined period.

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				
2015/16	0.06	0.88	0.40	0.14	1.49	681
2014/15	0.05	0.44	0.35	0.06	0.88	401

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				
2015/16	0.01	0.13	0.09	0.02	0.25	115
2014/15	0.01	0.15	0.05	0.01	0.22	100

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

Year	Base scale teachers		Unit holders	Senior management
	Yr 1 & 2	Other		
2015/16	3.9%	59.3%	27.0%	9.7%
2014/15	5.9%	49.3%	39.5%	5.3%

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

Year	Base scale teachers		Unit holders	Senior management
	Yr 1 & 2	Other		
2015/16	3.8%	51.9%	36.5%	7.6%
2014/15	2.6%	68.4%	23.7%	5.3%

5.2 Resignations by destination

Teachers leaving for 'other reasons' (e.g. retirement) account for the largest proportion of leavers. The proportion of teachers leaving for these reasons continues to increase.

15 November to 27 January periods

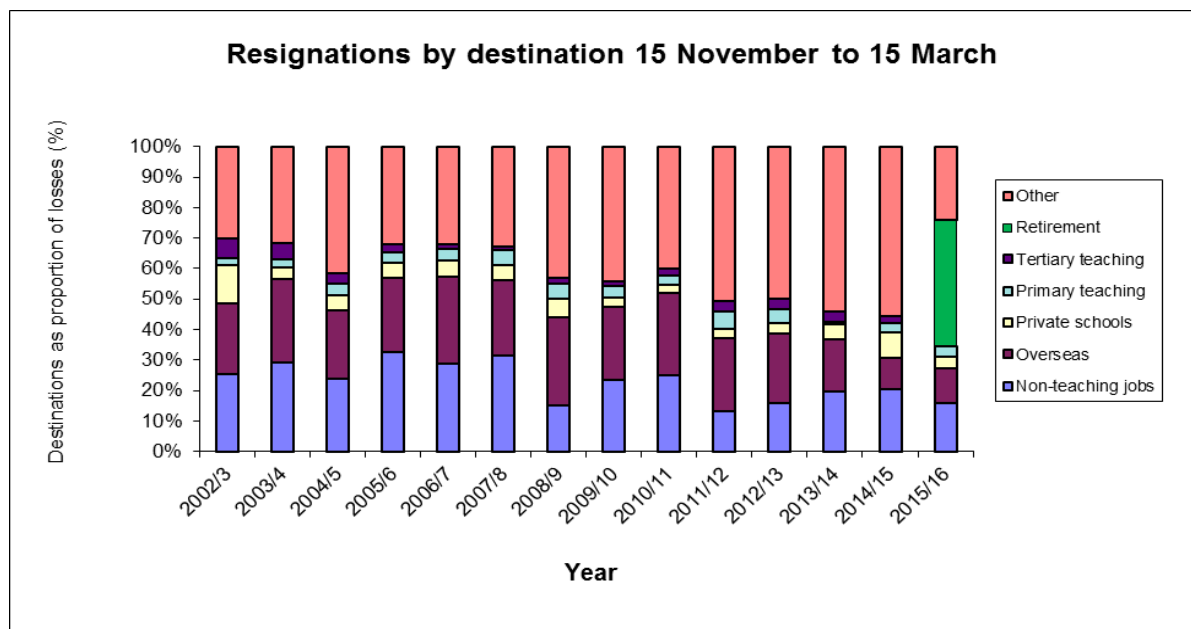
Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Retirement	Other
2015/16	15.3%	10.4%	4.2%	3.6%	4.6%	42.7%	19.2%
2014/15	23.0%	9.2%	9.2%	3.3%	2.0%	53.3%	

Start of year losses: 28 January to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Retirement	Other
2015/16	13.5%	15.4%	0.0%	1.9%	1.9%	23.1%	44.2%
2014/15	10.5%	13.2%	5.3%	2.6%	2.6%	65.8%	

Combined losses 15 November to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Retirement	Other
2015/16	15.0%	11.1%	3.6%	3.3%	4.2%	39.8%	22.8%
2014/15	20.5%	10.0%	8.4%	3.2%	2.1%	55.8%	



6 Day Relief Pool

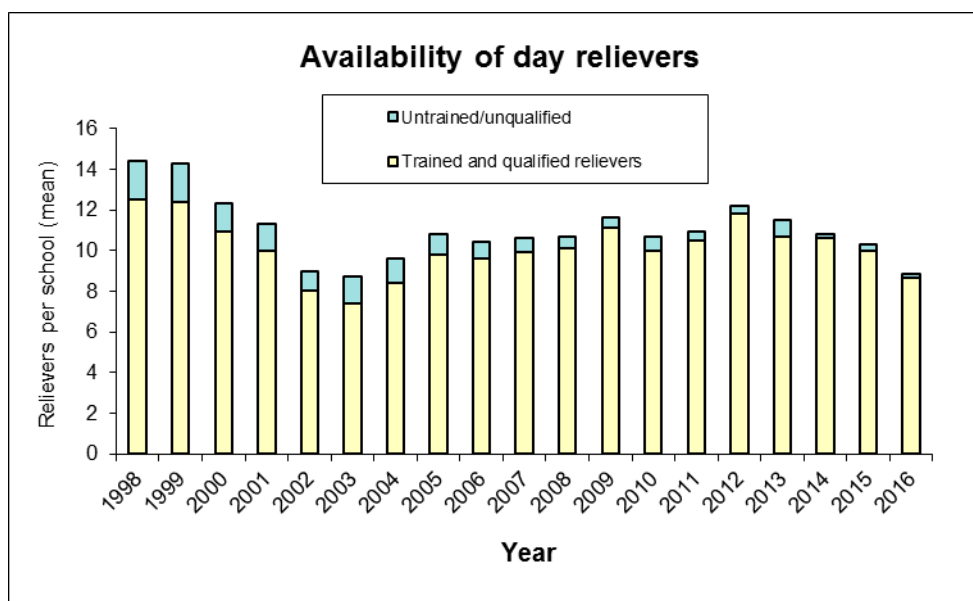
6.1 Availability of day relievers

197 schools supplied data on their relief pool.

The average number of day relievers per school has continued a downwards trend, while the proportion which schools would prefer not to use has remained steady. The day relief pool is now the lowest it has been since 2003. The depletion of the day relief pool is an early warning sign of significant secondary teacher shortages.

The proportion of untrained/unqualified relievers has also shown little movement.

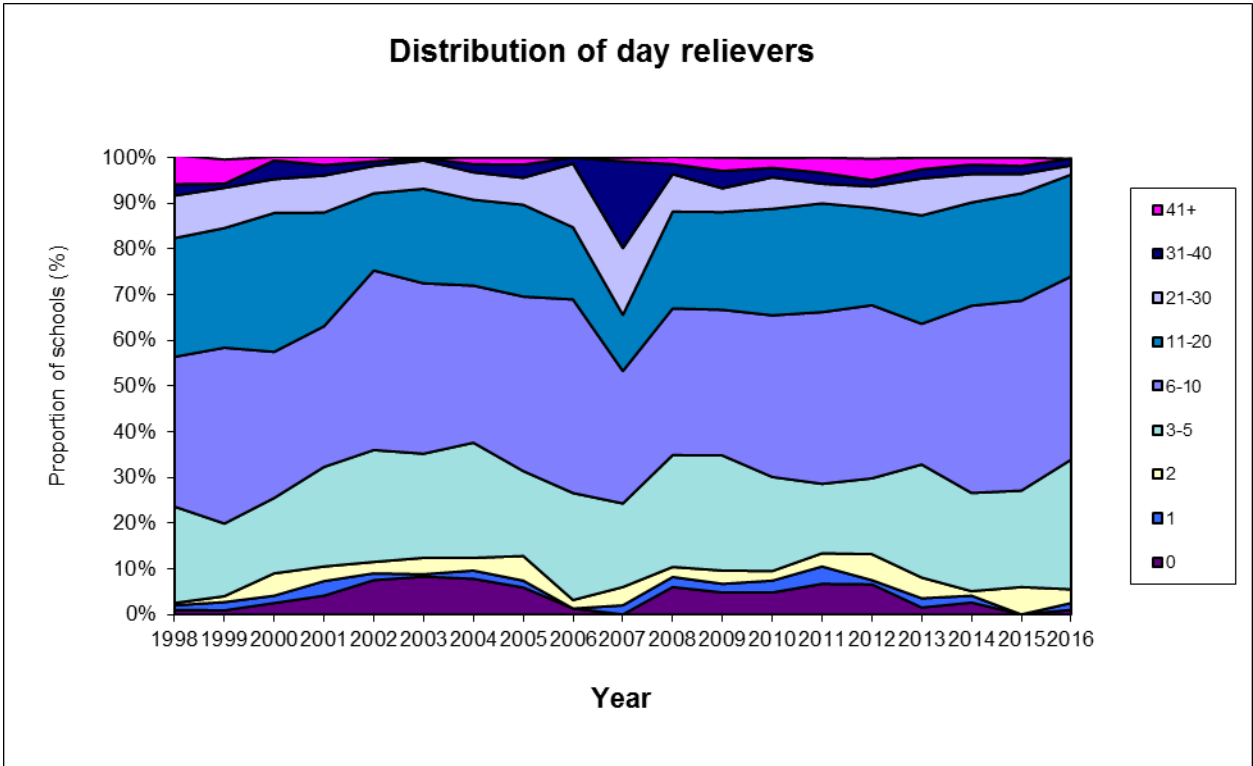
YEAR	Relievers / school	Trained and qualified relievers / schools	Trained and qualified proportion	Proportion schools would prefer not to use
2016	8.9	8.7	98%	11.6%
2015	10.3	10.0	98%	11.8%



6.2 Distribution of day relievers

Most schools still report between 6 and 10 relievers available to them, but some schools this year reported fewer than two relievers available to them and none reported an excess of 40 this year.

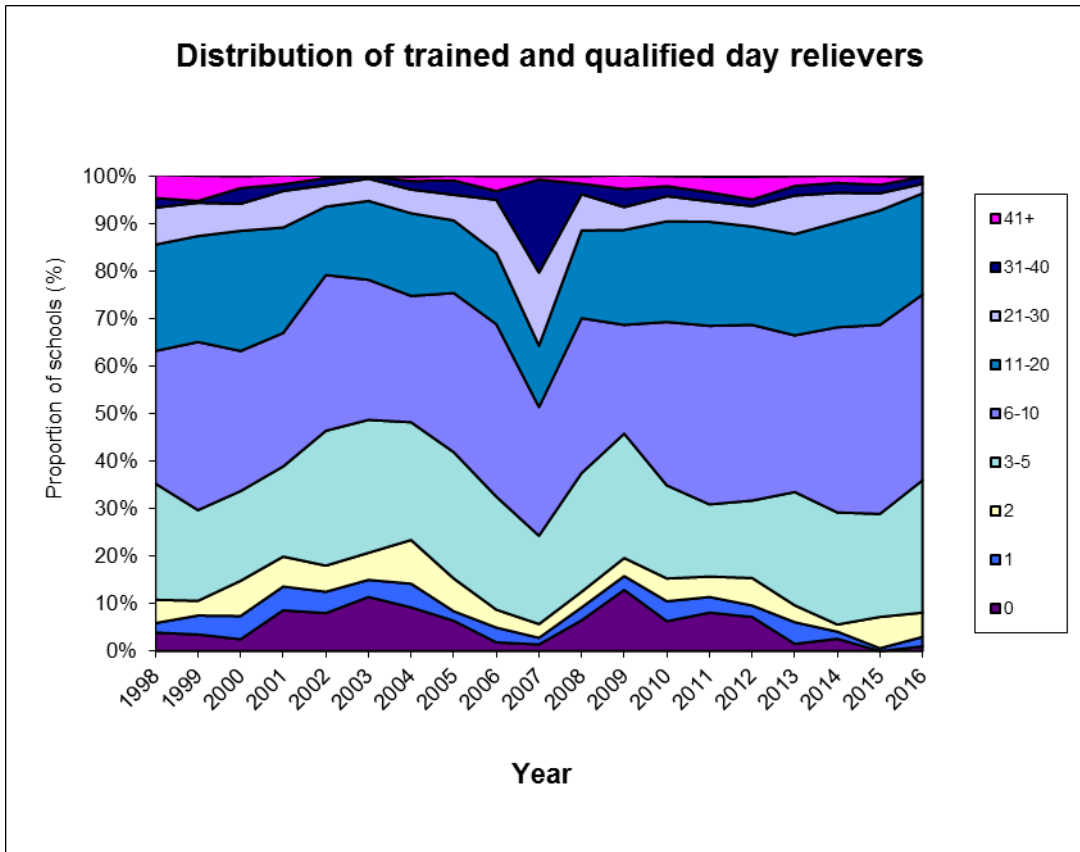
YEAR	Number of relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2016	1.0%	1.5%	3.0%	28.4%	40.1%	22.3%	2.0%	1.5%	0.0%
2015	0.0%	0.0%	6.0%	21.1%	41.6%	23.5%	4.2%	1.8%	1.8%



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. None this year are reporting more than 40.

YEAR	Number of trained/qualified relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2016	1.0%	2.0%	5.1%	27.9%	39.1%	21.3%	2.0%	1.5%	0.0%
2015	0.0%	0.6%	6.6%	21.7%	39.8%	24.1%	3.6%	1.8%	1.8%



7. Curriculum Delivery Issues

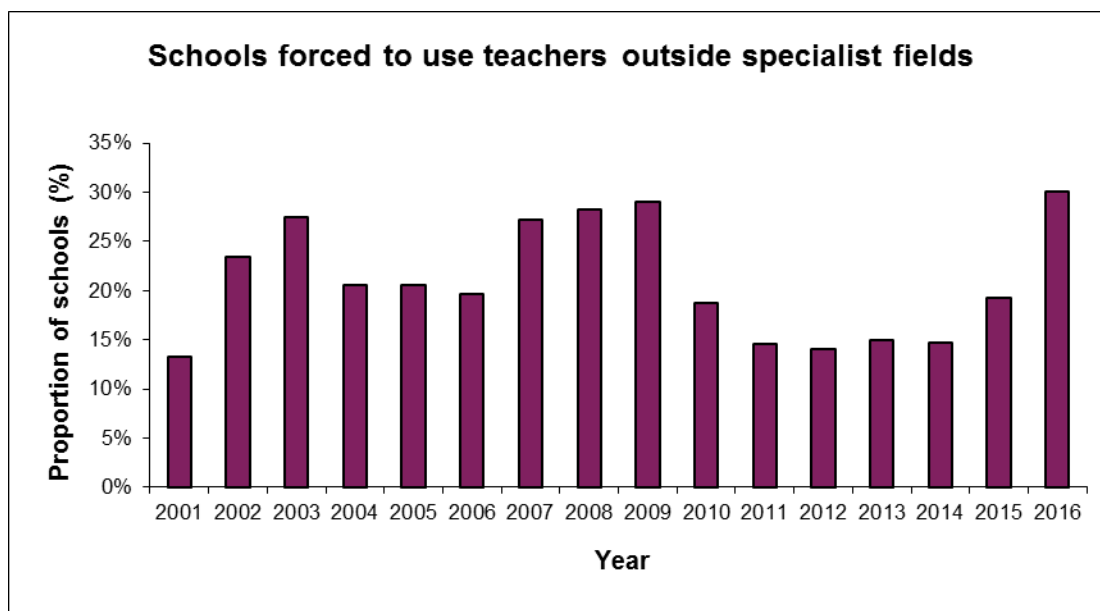
There is a further jump in teachers being used out of their specialist area because specialists could not be found. About one in three schools have had to do so this year. This result takes us back to pre the 2008 Global Financial Crisis levels.

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 effected school	National projection
2016	30.1%	0.49	1.63	218
2015	19.2%	0.32	1.67	145

- 3955 students were identified as affected by the teaching of subjects by non-specialists in the responding schools, which suggests 8750 students nationally (compared to 2374 last year at this time).



Non-specialist areas covered

Non-specialist area (count where 5 or more references)	Specialist area (count where 5 or more references)
Mathematics (21)	PE (6), Commerce, Science, Social Science, Biology, Economics, history, Music, Technology, English, Primary trained
Science (9)	Home Economics, Mathematics. PE, Social Sciences, Primary
Chemistry	Biology, Food tech
Physics	Biology, chemistry, Maths
Robotics	Geography
Agriculture	Chemistry
Art	Primary trained, SENCO, Fabric & Food Technology
Economics	Social Sciences
English	PE, Social Science
Early Childhood	Health/PE
Cooking, home ec, hospitality, food technology	PE, DTE, English, Art/Maths
Fabric design	Art design, IT
Hard Materials	Technology
Digital Tech	Health, Primary Trained
DVC	Fabric and Food Tech
ICT	PE
Computing	Primary trained
Languages	Te Reo
Te Reo Maori	Design and Visual Communication, English
Music	Classical Studies, Social Sciences
Phys Ed	Technology, Maths, Science
Health	English
Religious Education	Drama, Mathematics
Social Science	English, Te Reo, French
Social Studies	Maori, Maths, Music, PE
Special Ed	ESOL
Visual art	Social science

Specialist areas drawn from

(NI = not indicated)

Specialist area (count where 5 or more references)	Non-specialist area (count where 5 or more references)
PE (18)	Social Studies, Science, Maths, English, Cooking/food technology, ICT
Science (10)	Mathematics, PE, NI
Mathematics (9)	Science, PE, Social Studies, Science, Technology, Physics, Maths, RE, NI
English (7)	Food Technology, Te Reo Maori, Social Science, Health, Maths, NI
Social Science (6)	English, Mathematics, Visual art, Economics, Music, Science
Primary trained (5)	Secondary Science, Secondary Maths, Computing, Art, Digital Technology
Art design	Fabric design
Art/Maths	Hospitality, Home Economics
Biology	Chemistry, Physics, Maths
Chemistry	Physics, Agriculture
Business studies	NI
Economics	Maths
Commerce	Maths
Dance	NI
Drama	RE, NI
Early childhood	NI
ESOL	Special Ed, PE
Materials Technology	NI
Technology	Maths, Hard Materials, PE, ICT
Fabric and Food Technology	Junior At, Junior DVC
Food Technology	Chemistry, Science, NI
Design Technology	Food technology
DVC	Te Reo Maori
Geography/Music	Robotics
Graphics	NI
Health	Digital Tech, Early Childhood
History	Maths
Classical Studies	Junior Music
IT	Fabric design
Maori	Social Studies, Languages, Social Science
Music	Maths, Social Studies, NI
Performing Arts	NI
SENCO	Art

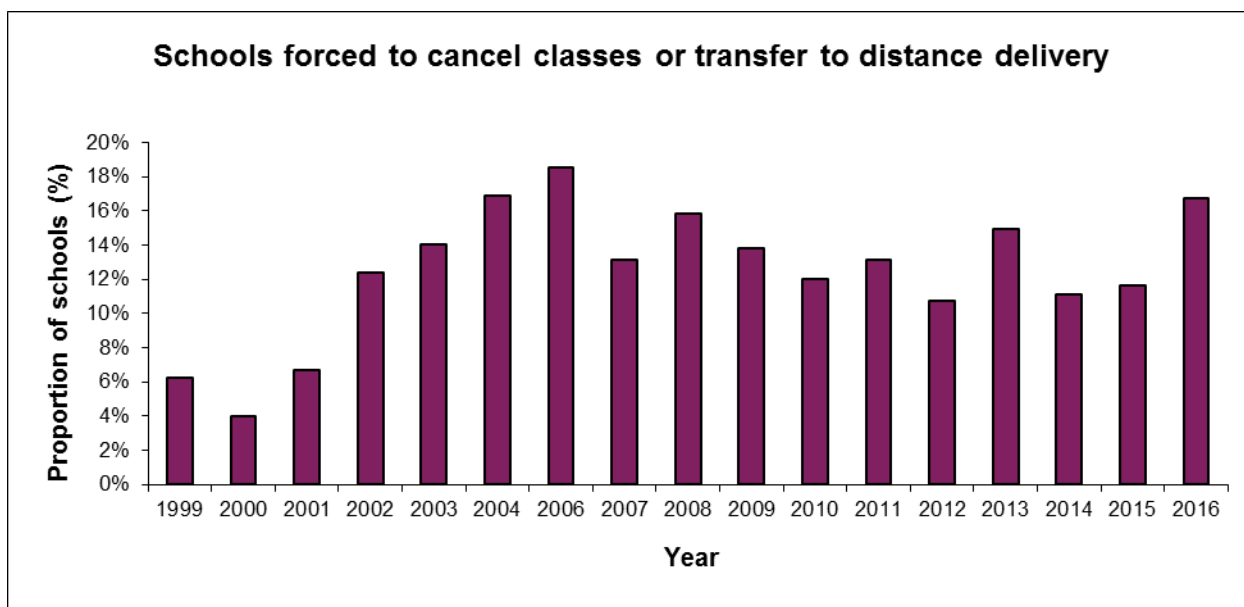
7.2 Classes cancelled or transferred

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 six schools had to cancel classes or transfer to a form of distance learning because a suitable specialist teacher could not be found. The number of classes affected (and the number of students) has increased since last year.

YEAR	Option reduction		
	Proportion of schools	Average number classes (All school)	Average no. of classes (effected schools)
2016	16.7%	0.33	1.91
2015	11.6%	0.20	1.75

- Schools gave information for 57 courses on the numbers of students affected. This averaged 10 students per course, ranging from 1 to 65 students affected.
- This suggests 1150 students nationally.



Subject classes and areas affected

Accounting
Agriculture
Automotive Engineering
Biology
Business Studies
Calculus
Chemistry
Classical Studies
Dance
Design Graphics
Technology
Digital Tech
Drama
DVC
Economics
Electronics
Environmental education
Food technology
French
Geography
German
Hard Materials Technology
Health
History
Horticulture
Japanese
Languages
Maori
Maths
Music
Outdoor Education
Personal Financial
Management
Physical Education
Physics
Samoan
Science
Statistics
Te Reo Maori
Technology
Textiles
Workshop technology

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 through the rest of the year, increasingly less so.

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

This is what we would expect of the overall feelings of principals in a system which is now firmly tracking on the downward curve of the supply cycle.

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.

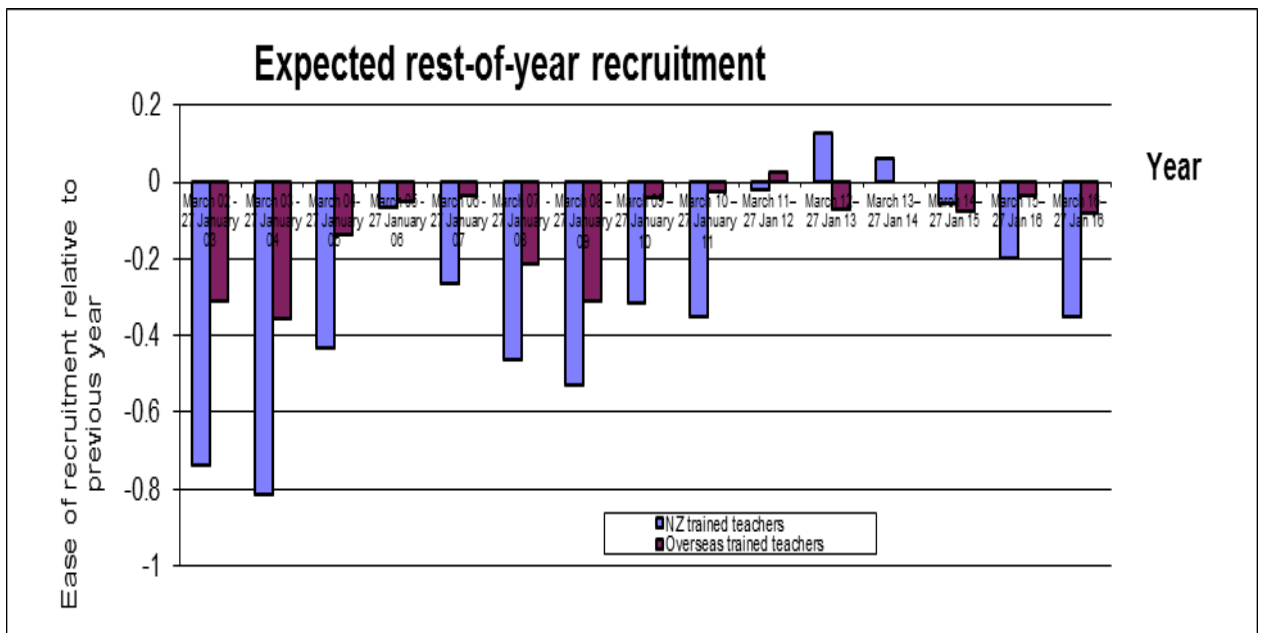
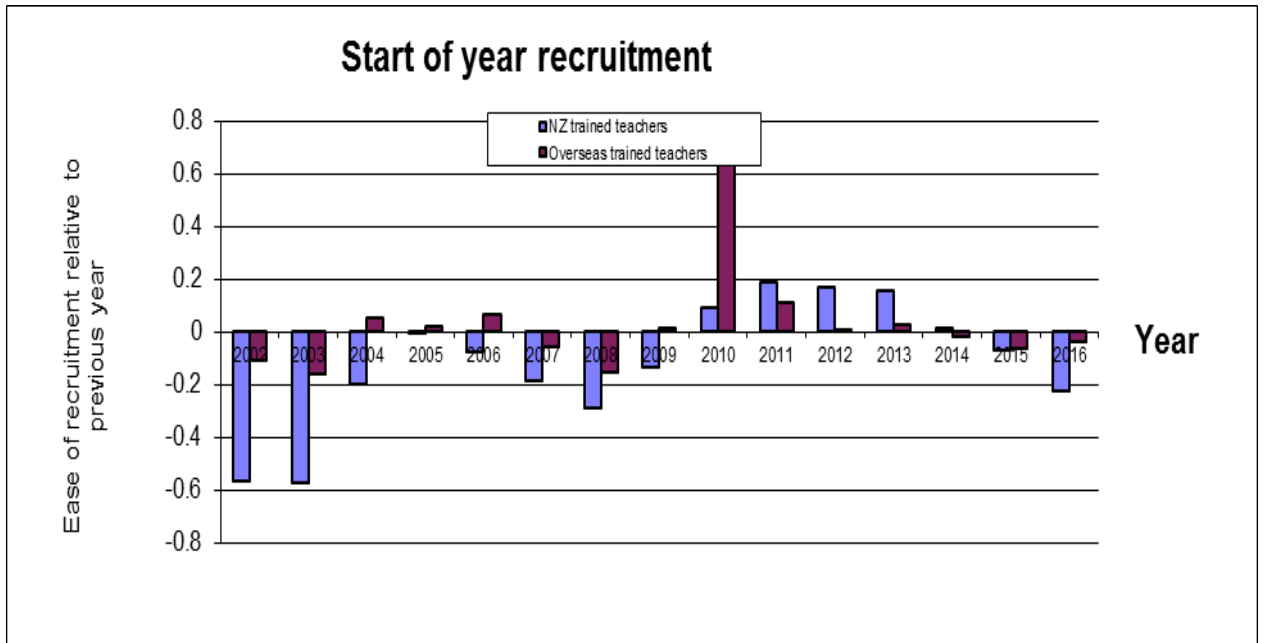
COMPARISONS	Much easier	Easier	Same	Harder	Much harder
Actual recruitment of NZ trained teachers for the term 1 2016 compared to term 1 2015.	0.5%	7.4%	53.5%	20.3%	9.9%
Actual recruitment of Overseas trained teachers for term 1 2016 compared to term 1 2015:	1.0%	2.6%	43.4%	4.1%	3.6%
Expected recruitment of NZ trained teachers for the rest of 2016 compared to 2015:	0.5%	2.0%	48.0%	27.7%	9.9%
Expected recruitment of Overseas trained teachers for the rest of 2016 compared to 2015:	1.0%	2.1%	42.6%	8.2%	3.1%
Actual retention of teachers into 2016 compared to 2015:	2.5%	10.4%	66.3%	12.9%	2.0%
Expected retention of teachers over the rest of 2016 compared to the same period in 2015:	1.5%	13.5%	65.0%	11.0%	1.5%

8.2 Optimism indices

RECRUITMENT

Actual recruitment: start of year	NZ trained teachers INDEX	O/S trained teachers INDEX
March 16	-0.223	-0.041
March 15	-0.069	-0.063

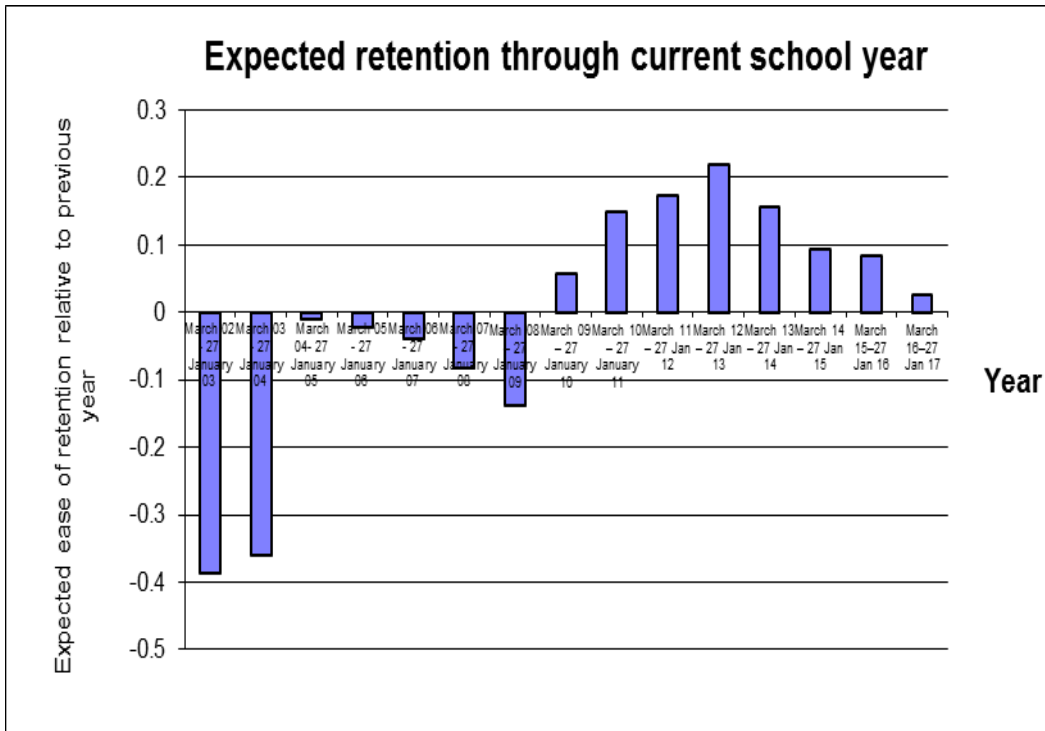
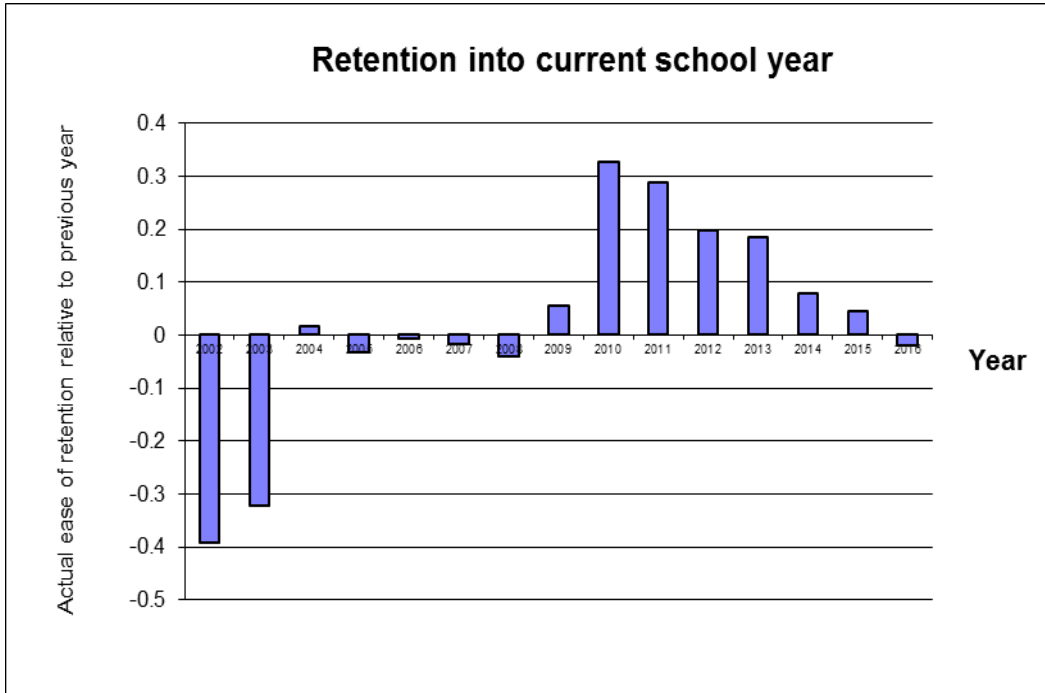
Expected recruitment: rest of year	NZ trained teachers INDEX	O/s trained teachers INDEX
March 16–27 Jan 17	-0.352	-0.082
March 15–27 Jan 16	-0.197	-0.034



RETENTION

Actual retention between school years	All teachers INDEX
March 16	-0.020
March 15	+0.045

Expected retention for remaining school year	All teachers INDEX
March 16 – 27 Jan 17	+ 0.025
March 15 – 27 Jan 16	+0.085



9. Principals' comments on teacher supply

9.1 Summary of principals' comments

90 principals made comments on their staffing situation. The most frequent references made were:

On subject areas difficulties:		On general issues of concern:	
maths	32	The age /retirement of staff	12
physics	17	General recruitment	11
science	15	Auckland/housing costs	9
chemistry	5	ITE graduates	6
electronics	1	Relievers	6
ag/hort	1	Middle leadership	5
		Recruiting to integrated schools	3
technology	21		
computing	2		
ICT/digital tech	4		
Te Reo Maori	11		
Maori immersion	2		
English	4		
languages	2		
accounting/business studies	2		
art	1		

9.2 Comments by school decile

Decile	Comment
1	As a total immersion school , Impossible to get some subject specialists
1	Having difficulty getting adequately trained Technology (wood and textiles) teachers as well as Maths and Science teachers.
1	Level 2, 3 maths delivered through Te Kura Correspondence School this year. However, to support our students, tutorial classes are being timetabled (after school hours) with a fully trained and experienced Maths teacher from a neighbouring school.
1	Teachers are moving out of Auckland due to high relative costs. This is a growing problem.
1	We are a small school so our teachers teach at least two subjects e.g. English & social studies or Reo Maori & Maori Performing Arts. In smaller schools we have to be prepared to teach another subject. We have been very lucky with our relievers as they keep returning even though our school is situated over 20 km from the city.
1	We are an isolated, rural area school; trained teachers are difficult to procure. We are decile 1, 98% Maori teachers must have an empathy with Maori students and a willingness to meet with whanau.
2	As a Kura Kaupapa Māori Te Aho Matua in New Zealand it is extremely difficult to staff our Kura particularly in the high school area. Art, Maths and science are taught through video conferencing this year but every year staffing in this area has been extremely difficult. I believe MOE is wanting to "cut" that too. Our high school would have to close if we did not have that teaching facility. We will be expected to pay for the service!! Each year I tend to find community ex-Kura Kaupapa students who have te reo and have an interest in teaching or teacher aiding. Then I apply for LATs for them. So far I have been reasonably successful and those who I have appointed have been very good as I have put in place senior experienced teachers on staff to assist and mentor them in their work and help them with planning etc. Some have gone on to teacher training. Those teachers who are qualified on my staff have usually come from mainstream with minimal reo Māori. I spend extra time working on te reo with them and usually have to bring in "raukura" ex-pupils with te reo to assist in the classrooms. This of course comes out of our bulk budget. Our Kura roll continues to grow a little each year and the staffing situation seems to get worse.
2	Still extremely difficult to retain/attract high calibre teacher for Maths, Physics and Technology (hard materials). Impressed with standard of first year staff. Having to deal increasingly with a core of 1st/2nd year staff and very experienced (nearing retirement age) staff. Increasing problems with numbers of potential experienced middle leaders.
2	We are a special character state integrated school in Northland and it is always difficult to find even one experienced NZ trained teacher that meets our special character requirements as well. In the past, at secondary NCEA level we have had to employ first year teachers, or overseas teachers.
2	We have repeatedly advertised for our Technology teacher with little or no response. We currently have a LTR and he is well below standard so the students have been placed on correspondence or moved to other subject areas. We are currently advertising a maternity position in our Intermediate area and will be advertising a maternity in Music. So far there has been little interest. It is making life very difficult.
3	Hard to get NZ trained teachers in Science. Maths, Technology
3	I found it very difficult to recruit to certain positions, particularly Maths. I am concerned that I have other staff nearing retirement in hard to staff subjects and we are not getting large fields - sometimes no fields! I was lucky for 2016 that I had a huge pool of applicants for a PE position, so I was able to employ a couple of strong second subjects. Maths, Science and Technology are particularly hard at present.
3	I still have teachers in positions they are not qualified to teach. These teachers are permanent and were appointed in times when it was difficult to get trained teachers in small towns.
3	In Auckland, travel, house costs, rents are having a bearing on whether teachers remain at your school or move elsewhere.

3	Not only are we finding suitable teachers in key areas near impossible to find (Maths, English, Technology, ICT, Science) but we have had 3 staff move out of Auckland specifically due to the cost of living. These are high quality experienced staff.
3	The MOE do not realise that there is an enormous difference between a passionate new teacher and a teacher who "may" be winding down towards retirement.
3	The recruitment of specialist teachers is difficult due largely to the location and possibly low socio-economic status. There have been however, a keen interest from overseas particularly those whose English is their second language.
3	We have a very little access to day relief. It causes us great concern as it impacts very heavily on the good will of our staff.
3	We have limited turnover and are attracting very good applicants. Best it has been for some time.
4	An interesting dilemma for us was with this vacancy. We did find a superb applicant who was working at a local Intermediate and wanted a new challenge and a move to a secondary school. However he turned this down when he realised he would be dropping salary by \$13,000. He had two allowances (\$4000) for responsibilities and an ACET payment of \$5000 and as we couldn't provide any MUs he opted to stay in primary/intermediate. We have had to fill with relievers with no real applicants of a calibre that we want to work with
4	Physics is an area of concern
4	The main thrust for me is the movement of Year 1-3 teachers who take a position in a low decile, gain experience, are supported well and then leave for high deciles. The next point is that it is difficult for me as a principal from a low decile school to attract quality teachers. We simply do not get the quality of candidate applications. Last year I ended up hiring two teachers because I wanted to have someone in the class, not because they were great. I also had one HOD leave to go to a non-teaching position as he wanted a lifestyle.
4	The principal is called upon to teach food technology Yr 10 due to large numbers of students wishing to take this subject and a shortage of trained technology teachers.
4	The situation where we lose teachers when the roll drops and then have to appoint again when the roll grows is ridiculous. This is especially problematic in smaller Rural areas. Good teachers do not grow on trees and not many people want to bring their families into smaller areas with a downturn in the economy. Although we are OK at the moment and we should be for the foreseeable future, the system is not necessarily allowing us to hold on to good teachers.
4	Three permanent appointments (Maths & Maori) took over 12 months to find suitable applicants for.
4	We are fully staffed - in fact overstaffed. We have made appointments to start the year in Hard Materials technology - inundated with overseas applicants - however NZ trained applicant able to be appointed.
4	We were able to fill a physics vacancy with a NZ registered teacher. I had predicted this would be difficult but we were fortunate in this case despite the shortage. We appointed a science teacher who moved from Auckland because of the high housing costs there.
5	Employment of quality, well trained or experienced Maths teachers remains a problem for us.
5	We have a science / agriculture / chemistry vacancy and are unable to attract anyone with an agriculture interest or knowledge. We have had a couple of interested parties who could teach science / chemistry but not suitable applicants. A number of overseas interests who do not seem to understand knowledge of NZC / NCEA.
5	Wish we could have more training to fast track current or potential staff in to technology areas, hard and soft tech more that the graphics or ITC side. Quality personal in Maori are extremely hard for us to attract down south. We have a brilliant LATT who will never be able to afford to train and raise her family, yet a natural teacher, I'm serious about the brilliant statement.
6	Almost impossible to appoint Physics teachers.
6	As an Integrated school with a special character, it is increasingly difficult to find teachers who can meet the requirements of a 'tagged' position. We have two staff from Australia because of this. Certain areas remind of the phrase "Hen's teeth", particularly Science and Technology.

6	Concern regarding the process for recertification, eg. In the future it will become very difficult to retain quality relief teachers.
6	Quality Maths teachers continue to be a concern - otherwise no issues.
6	Subject areas difficult to staff are: Maths, Te Reo, Physics, Electronics, Technology, and Computing. There appears to be fewer applicants for HOD positions.
6	The removal of secondary teacher training from Invercargill makes recruitment harder. The rigid conditions and pay relating to suitably qualified staff with LATs to teacher subjects is an issue. Classes could be covered with good people rather than an unsuitable teacher qualified reliever. The current inflexibility in teacher training and lack of locations in which it is provided is an issue.
6	There is a chronic shortage of Chemistry and Physics teachers in our country which must be urgently addressed. This shortage has resulted in some very unprofessional practices in some schools, where people are appointed without a job even being advertised!
6	Very difficult to get good experienced teachers in (town) teachers of agriculture are almost impossible to attract.
6	We are a very small school with a stable staff. The one resignation was due to a farming opportunity. Day relief is fairly easy with quality staff.
6	We did struggle in 2015 to find an ICT teacher as our ICT teacher left in May, but once we advertised for the beginning of 2016 we had 2 teacher we could have appointed. The college has been fortunate to get a good ICT teacher, Film teacher, and Te Reo kaiako in 2016. There are a lot of PE/Health kaiako unable to secure work in Christchurch.
6	We do not have any issues attracting trained teachers, thankfully.
6	We get lots of applications in some areas such as Social Science, PE, English, Science but very hard to get maths and seemingly impossible to get technology.
6	We receive increasing numbers of applications for all advertised positions and receive unsolicited enquiries from teachers looking for work at least twice a month.
6	While my responses at the moment due to actual vacancies and appointments are fairly neutral, I am anticipating difficulties in recruiting staff in certain areas in the short term future. This includes specific subject areas like Accounting, Physics, Mathematics and Te Reo Maori. We are in a relatively fortunate geographical location that has certain lifestyle attractions that would, I believe, attract a greater spread than was the case in my previous school (rural, mid-decile, North Island secondary school). Even so, it appears that there is still various hard to fill positions due to specific subjects. A number of current staff will be approaching retirement in the next couple of years so I am expecting more of an issue in the future than the responses to this survey would suggest based on current situations. While there continue to be a number of overseas applicants for positions, previous experience has not always been favourable and, ironically considering my own background, I would prioritise New Zealand trained and experienced teachers where possible.
7	Ability to staff a Physics job took a whole year - overseas person (UK) given the job and so far has caused numerous problems despite use of agency. Maths applicants are weak and in very limited supply.
7	General staffing concerns remain the same, there seems to be far too many PE teachers for any available position when compared to other subjects such as Maths or languages. There is a distinct lack of trained and qualified Te Reo teachers despite an exponential increase in those studying Te Reo based courses at university.
7	I am impressed by the skills of young teachers 1st year - 6th year. All have two major subjects that they are qualified/ready to teach, which is a major advantage. Credit to trainers.
7	In term 4 2015, we advertised a 2 year LTR position for Assistant HOD Maths (2 MU). Earlier we had made a permanent appointment to a 1 MU Maths position and this teacher (from another school) applied for and was appointed to the 2 MU 2 year LTR. After the close of the school year, this teacher advised us that he would not be joining our staff. We advertised the 2 MU assistant HOD as a 2 year LTR and received no NZ applicants and no suitable overseas applicants. We then readvertised, making the position permanent, with the same result. We continue to advertise in the Education Gazette and have also engaged the services of Oasis Education in an attempt to recruit a suitable overseas applicant. The 1 MU

	position originally accepted by the teacher remains unfilled. A retired Maths teacher, previously on our staff, has been teaching the classes, but the stress resulting from workload has been significant for the HOD. She is being supported by senior leadership but the flow-on effect will result in sub-optimal situations.
7	In the past it has been difficult, but over the last 2 years we haven't had much of a problem staffing. Internal areas of responsibility are much more difficult to fill.
7	Issues around Teachers Council getting teacher registration complete. Several jobs re-advertised in more than one gazette and had to be patched. Still one science teaching position not filled.
7	STEM subjects are very difficult to fill.
7	There was a good pool of people for a maternity leave position for a year. More than in the past. Our location is attractive though.
7	To attract teachers to maths and science positions is difficult. We needed a reliever for T1. We found one (the only applicant) who is attempting to get a change to her visa. Immigration is delaying the process and our students are missing out. In my previous school I left the school still re-re-advertising for an HOF Maths. There are insufficient quality candidates in NZ.
7	Vacancies - we appear to have a larger pool from within the district but a smaller pool of applicants.
7	We are an area school with a small secondary area. We have a special character. Finding suitable and willing secondary trained teachers in Maths and English has been very hard.
7	We had one position in the secondary area of the school last year. We found no difficulty in filling this position.
8	Age-based analysis of my staff indicates a significant cluster of teachers aged 59-65. These include both fulltime teachers and middle/senior leaders. I believe we are approaching the end of a period of staffing stability, as these staff have all been "sitting tight" until they are ready to leave. I have noticed a significant reduction in applications from graduating teacher trainees. This is related to (a) the permanent closure of the Southland campus of Otago Uni secondary graduate programme, and (b) the structure of OU (Dunedin) teacher training programme which prevents/precludes trainees from experiencing practicums in regional schools (outside Dunedin). I believe the combined effect of these 2 factors will create significant problems in recruitment as retirements increase in the coming years.
8	Completely satisfied with the staffing we have at present and appear to have little trouble getting the staff we need. Long may this last.
8	Mainly retirements that will begin to affect retention in the next couple of years.
8	Quality mathematics and science specialist teachers (particularly physics and chemistry) are an endangered species. Advertised during 2014 and 2015 for Maths and Science jobs multiple times. The field of prospective candidates as very poor and of those who applied, many were woeful with no formal training or still overseas and of a speculative nature, in possibly moving to NZ
8	Recruitment of NZ trained teachers in Auckland is becoming more difficult. Possibly the cost of housing is having an impact. The number of applicants for positions has decreased.
8	Still hard to find good maths and physics teachers.
8	Still impossible to get applicants for Maths/Technology/Science
8	The general quality of applications is/seems below the level of previous years in experience and skills, across NZ and overseas applicants. The overseas applications are generally well qualified on paper - some highly so. However one feels you would be taking a great risk in terms of employing a person completely foreign to NZ's educational system and context.
8	The single largest staffing problem in this school is when a staff member takes LTR Maternity leave. Trying to get qualified teachers to move into this remote area with limited security around tenure is next to impossible.
8	There seems to be a pool of very good relievers available this year. Applications for positions advertised mid-late 2015 provided strong choices for appointments. Staff retiring gave a good lead time for advertising for replacements which is beneficial to the school.
8	This has been quite an exceptional year. With 6 staff on study leave from 40+, 5 staff on

	maternity, 2 on LWOP for the year, 1 resignation. 14 new staff appointed with an amazing number of applicants per position. Could be "sunny BOP" and migration from Auckland. However this year the 'golden age' hits and over the next 2 years could be up to 14 staff retiring with others seeking part-time work.
8	We had a number of vacancies occur late in 2015 - leading to difficulties based on timing as much as availability of candidates.
8	We have had no problems filling vacancies. A number of these vacancies have been retirement from teaching which is indicative of the age of the teaching profession and in particular in our school.
9	As a school, we are in the process over the next 2-3 years of having up to 12 staff retire so both recruitment and that there is a supply of teachers in a large range of curriculum areas is vital to retaining our current curriculum and choices for our students.
9	As is often the case, certain subject areas are more difficult to staff than others. For our school commerce and woodwork/metalwork have been difficult. The average age of our technology staff is a concern and in the next five years we could potentially lose all but one of that department due to retirement. We attempted to secure the services of an overseas trained teacher in commerce two years ago, but the Teachers Council refused to 'sign-off' on his qualifications as part of his degree was taught in another language, yet all his communication with them and with us was in English. It was frustrating for all concerned; bureaucracy at its most idiotic. We have been fortunate to have picked up some excellent young teachers in recent years. We had been concerned at the quality of a number of student teachers yet the appointments of the last three years have included some very promising teachers. We are also lucky to have a stable staff and in recent years have had a relatively low turnover.
9	Getting good qualified teachers has become an increasing problem. We are getting very few applications for some positions - no choice!
9	I had difficulty finding a Te Reo Maori teacher. I find overseas teachers have problems with visa, getting qualifications recognised, timeliness around police vetting and cannot start till July. Also hard to referee so it is sometimes easier not to bother.
9	I'm concerned with the Educanz regulations that require provisionally registered part time, experienced relievers to under the teacher refresher course TER in order to gain the STC status. Now that STC can be 'continuously re-applied for' (used to be for a maximum of five years) in terms of an extension, this will help us keep very highly valued and experienced day and short term experienced part time relievers in the system. HOWEVER many will be squeezed from the workforce simply because of the cost of \$4000 for TER and the six weeks loss of income (potentially \$10,000). Some say it's no worth it and will simply leave the teaching profession. This is not good for any schools who depend on flexible staffing to cover staff on PD or sick etc.
9	Re Relievers - As relief staff get to the stage of renewing their registration they are running into problems through having no one able to attest to their ability to develop and teach a programme. We've already had two drop out, one for that reason and one because he can't do the identity requirements without renewing his UK passport which he says he'll never use. These are both retired people. We do have a significant group of younger relievers who simply cannot get jobs after training and now have 'gappy' CVs even though they are okay. Re recruitment - We had a much higher turnover than usual. It's a blip and we'll return to form in 2017, I expect. Currently it is almost impossible to employ an NZ trained workshop technology trainer. We've employed one from the UK and have had to go through the process of proving we couldn't find a suitable local one. That's frustrating as this shortage has existed for years. Maths and Science teachers who are good are very hard to get at present. There are people available, but they are not strong. We'll be expanding the number of trips I take this year to training colleges around the country specifically to build up a knowledge of who is available for Math and Chemistry. The immigration regulations change is not helpful. We should be able to recruit the best teacher whether in NZ or overseas, not limited to employing overseas teachers (here, UK) here they are clearly strong teachers.
9	Recruitment is very subject specific. It is very easier to recruit someone in areas like PE, social science and English. However in areas such as Maori, Hard Materials Technology,

	Maths and Physics, it is extremely difficult. It is much easier to appoint at the beginning of the year, than any other time. It is almost worth advertising a little bit earlier to gain the best graduates from colleges of education. The standard of the younger teachers seems to be getting better and better.
9	The increased cost of living in Auckland is creating a barrier to recruiting suitable teachers.
9	We are a Y1-13 College with 3 schools on one campus
9	We have a number of teachers ready for retirement - one has indicated he will retire this year. Replacing him will be problematic given the nature of his role and area. While I am told I should advertise for a new HOF (not his role), I will not have a full time position to enable that. Specific subject areas do present challenges. Digital Technologies is an area of stress. Last year recruiting a teacher of Te Reo Maori was really difficult and we needed to appoint a person completing her training, who began in November. Managing for 2 terms without was a real issue. Also Technology positions generally is difficult. We would like to develop some new areas of Technology but it is difficult to recruit for this without the hours available to take a risk on something new. Mathematics has been very difficult in the past, but we have had some really good success recently. A major issue with recruitment for Principals comes around the length and continued maternity leaves which offers no job security to replacements who then leave. This affects quality of teachers employed in these positions as they have no tenure and security for what can be years - in our case one person was 4 years continuous, returned for 1 term and off for another year. This gives no continuity for students with changes and affects our ability to progress with regular changes of short term staff. We always want to support staff and their families, we have to be concerned about student learning first and foremost.
9	We have several teachers in their mid 60's and will need within the coming two years to replace them. Of concern are specialist Maths Teachers - in particular Maths with Statistics.
10	It is a huge challenge for most schools to fill certain positions especially in faculties like Maths and Accounting/Business Studies and Economics
10	It is increasingly difficult to attract quality teachers to provincial schools.
10	It is increasingly difficult to find competent Physics and Mathematics teachers
10	It seems very subject specific in terms of what it is difficult to recruit for. Physics, Maths and Maori have proven more difficult than others.
10	Our main concern is possible shortage of trained teachers in hard materials technology area with several probable retirements at school in next two years. Continue to note dearth of trainees in this area, and also in Physics and languages.
10	The overall situation in the hard to staff subjects and surprisingly for a Geography HOD is very difficult. The number of teachers allowed into NZ from overseas several years ago and without proper appraisal of their suitability is creating a perception of over-supply. The reality is that most of them are poor and should not be employed. The lack of NZ trained and qualified teachers in the hard to staff subjects such as Mathematics and the Sciences is the worst I have experienced in my 23 years as a principal. We have got away with it this year but I dread any more retirements etc.
10	The quality is non-existent in many subject areas. This has the potential to further erode public confidence in the profession. Particular problem areas are: Science (Physics) and others, Maths, Maori, Technology, and Computer related subjects. Auckland costs are seriously impacting the market. Needs to be market rates in hard to staff subject areas.
10	There have been issues with staff wanting to leave Auckland due to cost of housing, though only one has left. I am also aware of a real shortage of teachers in Science, Maths, Tech and Maori. This has not impacted on us directly although finding a replacement Tech teacher in 2015 did prove difficult.
10	Three staff have left due to Auckland house prices. They were outstanding. Overseas recruitment costs us a lot of money. This should be reimbursed. There is a crisis in Physics, maths, chemistry, and almost English. I am talking good capable teachers. All the various leave provisions are making matters worse. Pay is an issue to the cost of accommodation in Auckland. Three bedroom townhouse in Browns Bay is \$750 plus. There are no surprises here. All of this has been signalled in principal meetings for years.

10	We have had no problems obtaining replacements in the last 12 months although in some cases the fields have been quite limited and it's difficult to attract candidates from main centres to provincial cities. Good new graduates - especially males - are hard to find. Teacher training and recruitment must attract top graduates and more males (as role models) with the current ageing workforce.
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