

Secondary Staffing Report 2013

June 2013

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1. Introduction

In term two 2013 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 201 schools. This represents 44.6% of schools that received the survey. Four schools did not identify themselves. The response rate was higher for identified secondary schools (48.5%) than for other identified schools (29.9%).

The responses relate to the staffing situation as at 15th March 2013 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 2012 survey are provided for comparison and comparable data from earlier years can be found in the appendices.

The survey findings generally indicate that:
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1. *The overall relative stability in supply continued this year on most measures, largely attributed by principals to the effects of the economic downturn.*
2. Despite this, approximately one in six advertised positions allowed no choice of candidate, either because no-one applied or only one person did so.
3. Principals were, in general, optimistic about recruiting and retaining teachers for the 2013 year and, again, relate this to the state of the broader economic situation.
4. Resignation rates per school have increased slightly on 2012 and base scale teachers form a larger proportion of those leaving. A quarter left to go overseas.
5. Schools were hiring slightly more overseas teachers to fill vacancies, but the number remains low in terms of pre-financial crisis years.
6. The relief pool is stable, but a number of schools still have no relievers.
7. Technology, maths, sciences, and Te Reo Maori are mentioned as problem areas for recruitment.
8. A number of principals continue to express reservations about the impacts of pending retirements on their future supply situation.

2. Executive Summary

Jobs

There were fewer advertised jobs in the 27 January -15 March period this year than last year.

There has been a small increase in currently unfilled vacancies in 2013.

Filling positions

There has been deterioration in the number of appropriately filled vacancies relative to 2012.

The employment of untrained/unqualified staff is similar to 2012 .

Applications for jobs:

Overall the average numbers of applicants per position remains high relative to earlier years, but dipped from 2012.

Overall the average numbers of New Zealand applicants per position remains high in 2012 for both assistant and for management positions, relative to earlier years, but both have dipped from 2012.

While the average numbers of applicants per position remains relatively higher there remains a number of advertised positions for which there was no choice of applicant, or no applicant at all, or no choice of applicants with New Zealand training.

One in seven advertised assistant positions had no NZ trained applicants and for more than 1 in 4 there were no choice of NZ trained applicants.

One in nine management positions had no choice of NZ trained applicants.

Suitability of applicants

Over a quarter of assistant positions had no suitable applicants and 45% had no choice of suitable applicant.

One in nine management positions had no suitable applicants and one in six had no suitable NZ applicants.

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

This year the principals indicated that a majority of NZ applicants were unsuitable for the advertised positions.

Overseas trained teachers

While schools relied slightly more on overseas trained appointments to fill vacancies relative to 2012, the overall use remains relatively low compared to earlier years.

Recruitment and retention experiences and expectations:

Principals remain optimistic about recruiting and retaining teachers for this school year. Many cite the economic situation as the reason.

Retention

Schools overall had more resignations from teaching than in the same period for the 2012 survey.

An increased proportion were lost from base scale positions.

Teachers are still leaving for other (non-teaching) jobs, but in lower proportion. One in six left for non-teaching jobs, one in four left to go overseas.

Losses for 'other reasons' e.g. retirement, continue to account for more than half of resignations.

Day relief pool

There has been no significant change in the relief pool since last year.

Despite the overall improvement in the day relief pool since the financial crisis there are still schools with few or no day relievers at all and fewer trained and qualified day relievers.

Subject-specific difficulties

A similar proportion of schools were forced to rely on teachers who are teaching outside their specialist field(s) to last year. About one eighth of schools continue to have to do so.

A greater proportion of schools were forced to cancel classes or transfer them to correspondence or electronic lessons than in 2012. About one seventh of schools had to do so

In their comments principals mention Sciences, Maths, technology, Te Reo Maori as hard-to-staff subjects. PE teachers are in surplus supply.

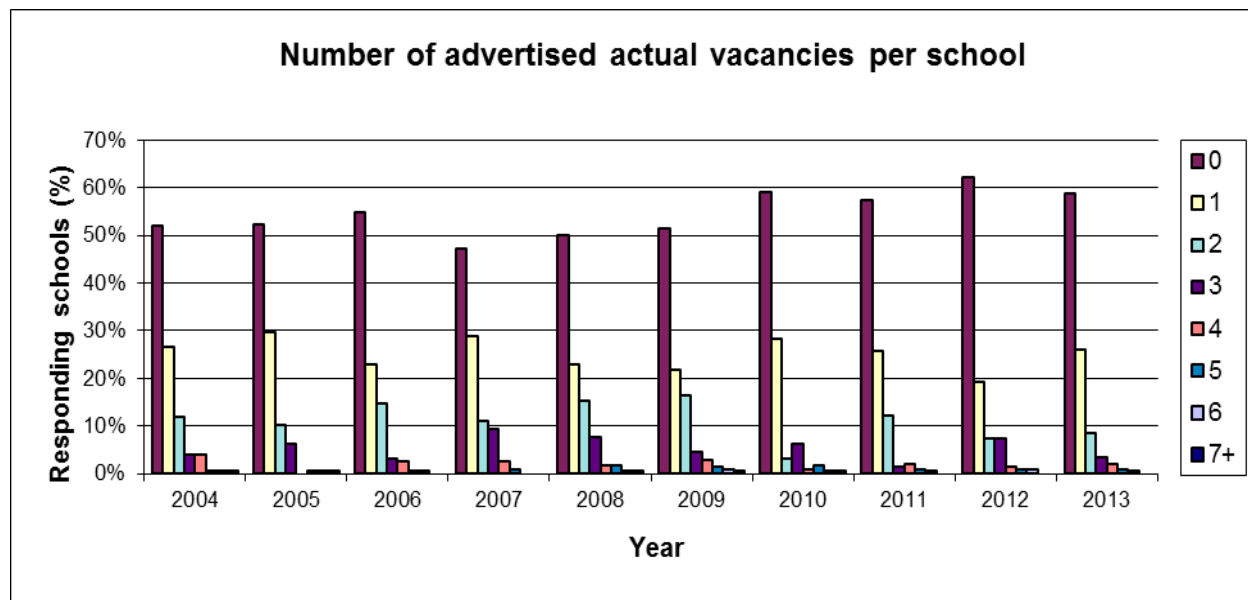
3. Recruitment

Advertised jobs

- 41.3% of schools advertised in the first three gazettes of 2013 (38.7% in 2012).
- They advertised 139 actual vacancy positions.
- Vacancies averaged 0.69 positions per school over all of the responding schools (0.73 in 2012) and 1.67 positions per advertising school (1.90 in 2012).
- 40.3% of positions advertised (56) were permanent vacancies, 58.3% (81) were relieving positions and 2.4% (2 positions) were not identified by tenure.

Distribution of actual vacancies advertised in responding schools

Vacancies	Year	
	2013	2012
0	58.7%	62.3%
1	25.9%	19.3%
2	8.5%	7.5%
3	3.5%	7.5%
4	2.0%	1.4%
5	1.0%	0.9%
6	0.5%	0.9%
7+	0.0%	0.0%



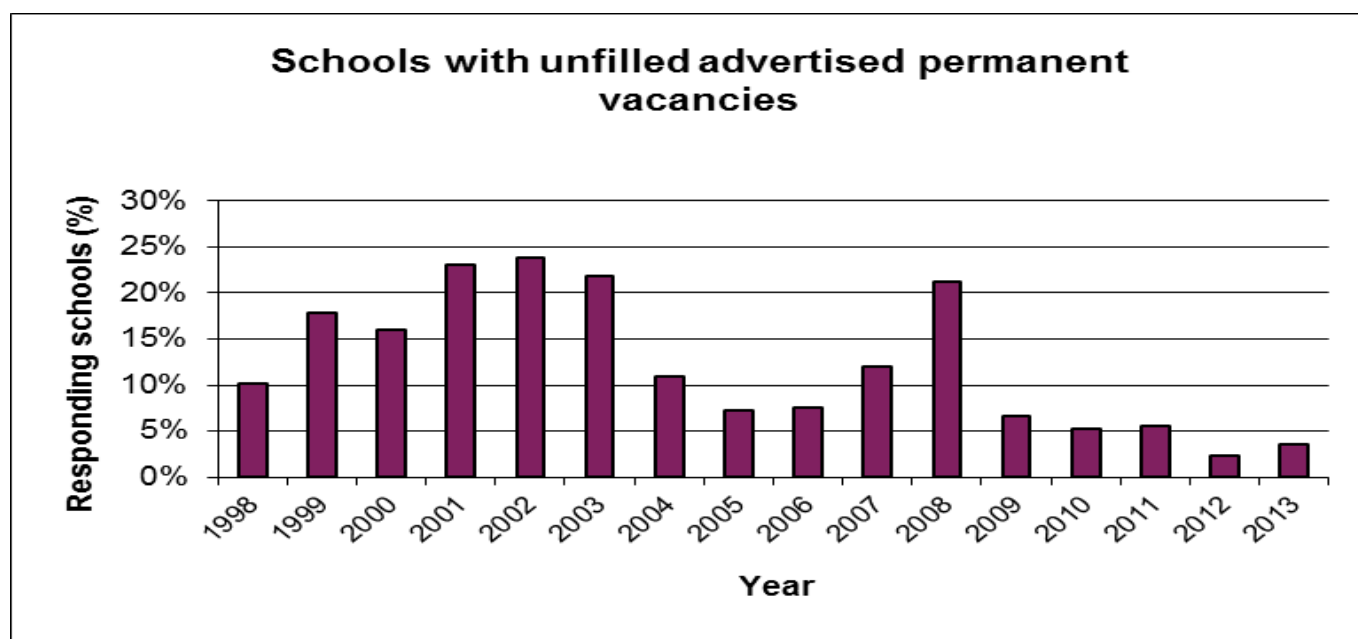
There were fewer advertised jobs in the 27 January -15 March period this year than in 2012.

Outcome of advertising in January-March 2013

- The nature of the appointment to 126 positions for which the appointment period had closed at the time of the survey was indicated.
- Of those 126 positions 7.9% could not be filled, compared to 3.3% in the previous year.
- 2.4% of the advertised positions had been filled by LATTs in the period (0.0% in 2012)

Permanent positions with identified outcomes (51):

- 80.4% of permanent positions were filled by permanent external appointments
- 2.0% of permanent positions were filled by internal appointments
- 3.9% of permanent positions were filled by a relieving teacher
- No permanent positions were filled by LATTs
- 19.6% of permanent positions could not be filled by permanent appointment
- 13.7% of permanent positions could not be filled at all because no-one could be found (3.6% of the schools)



Relieving positions (75):

- 4% of positions could not be filled
- 4% were filled by internal appointments
- 86.7% were filled by relievers
- 4.0% were filled by LATTs
- 1.3% were filled by a permanent appointment

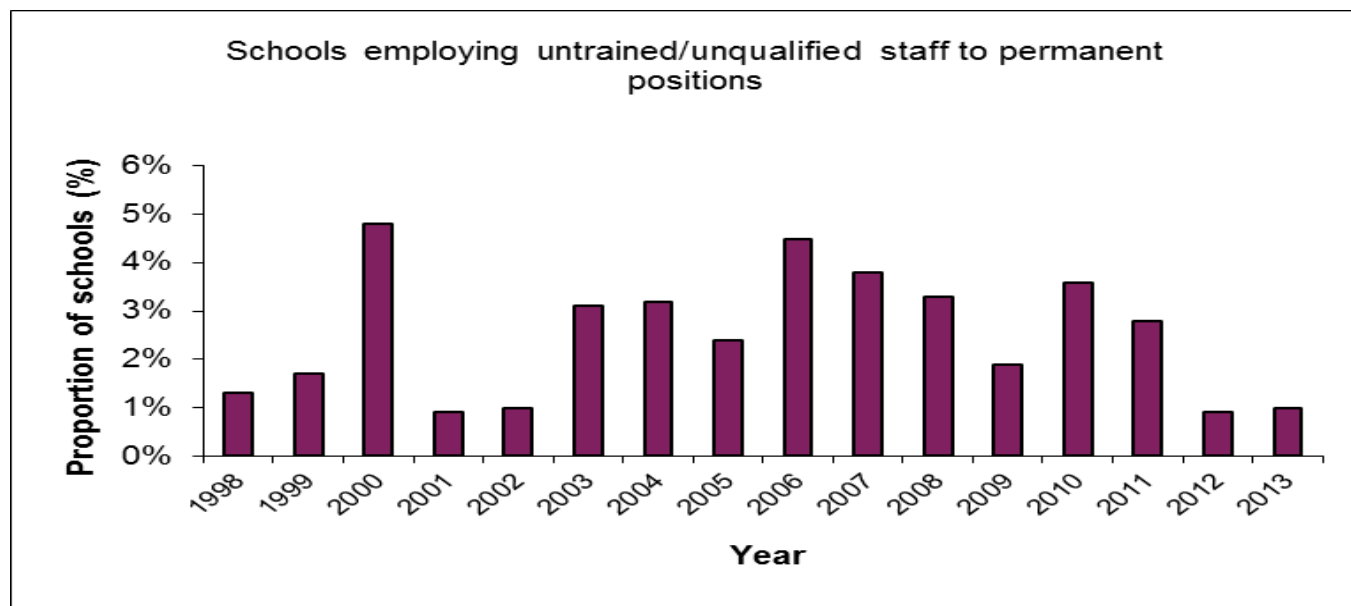
There has been deterioration in the proportion of appropriately filled vacancies relative to 2012.

Appointment of untrained/unqualified teachers

Vacancies filled 28 January to 15 March 2013 by untrained/unqualified staff because no trained/qualified teachers were available

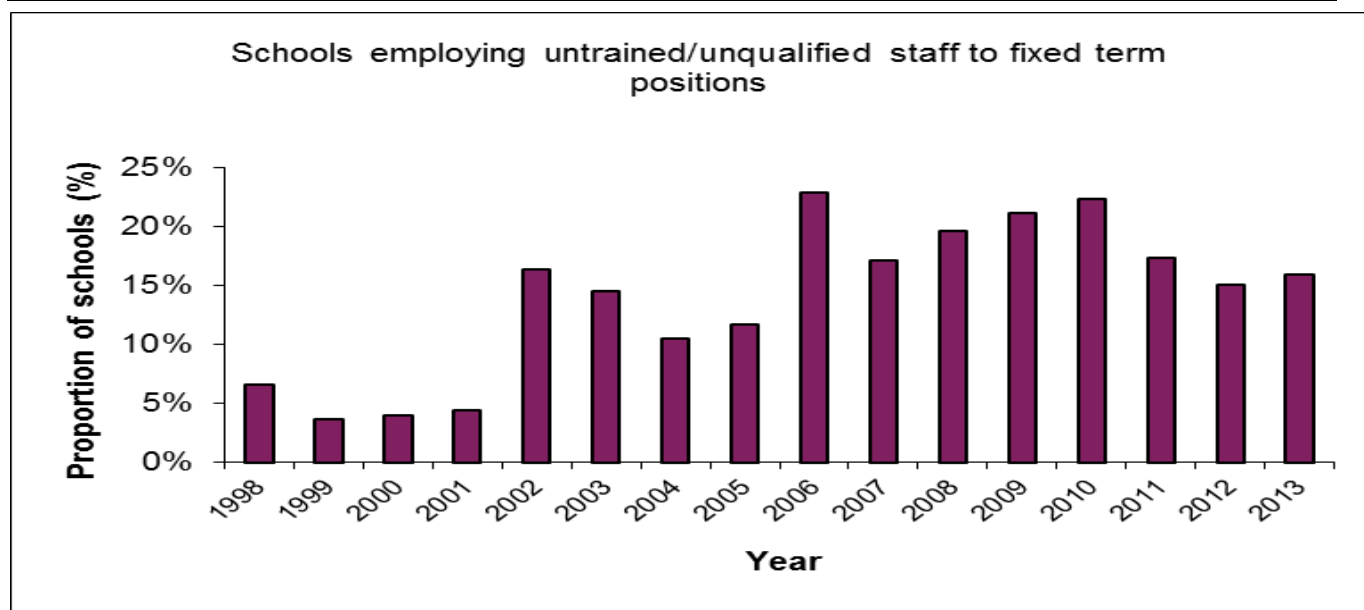
Permanent positions

YEAR	Proportion of schools	Mean appointments (All schools)	Mean appointments (Effected schools)	National projection
2013	1.0%	0.01	1.00	4
2012	0.9%	0.01	1.00	4



Fixed term positions

YEAR	Proportion of schools	Mean appointments (All school)	Mean appointments (Effected schools)	National projection
2013	15.9%	0.24	1.50	108
2012	15.1%	0.20	1.34	87



There has been a small increase in the employment of untrained/unqualified staff in 2013.

Secondary positions advertised by subject

- The most advertised fields were: Maths, English, science and languages
- The most advertised subjects were: Maths, English, Science and Maori.

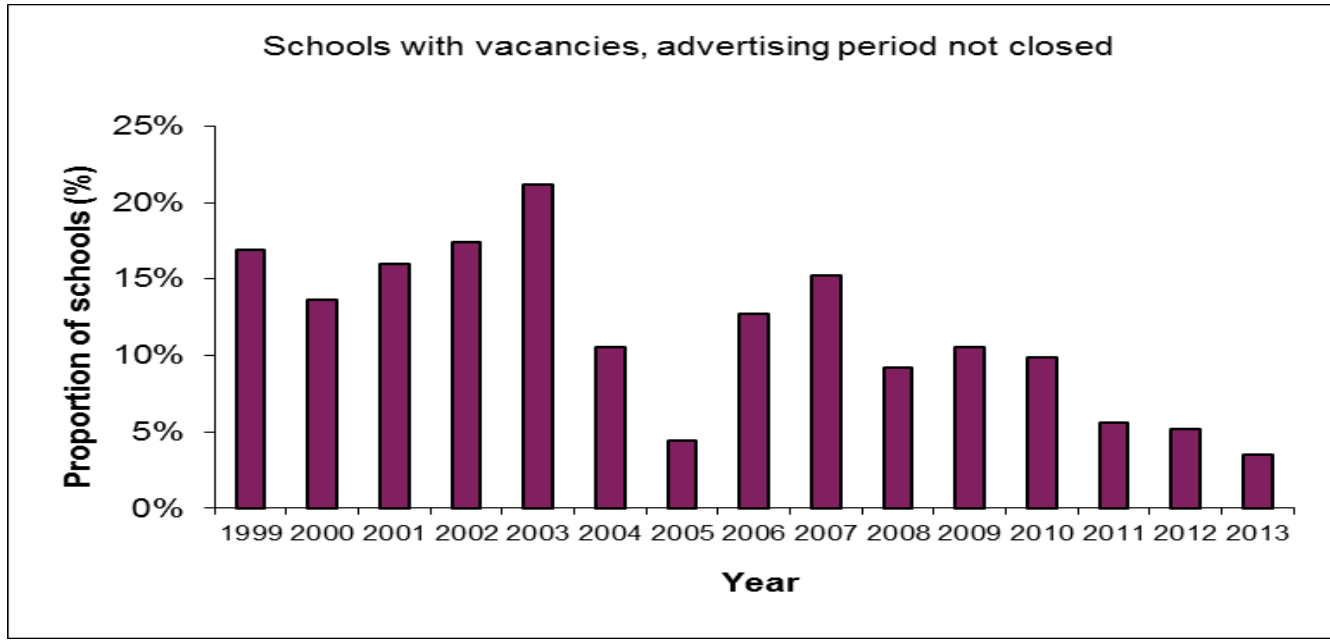
Subject	Assistant	HoD	All	2013	2012
Food Technology	3		3	7.1%	10.0%
Graphics			0		
Technology	3		3	15.5%	17.8%
Literacy			0		
English	12		12		
Media studies	1		1		
ESOL			0	16.7%	11.4%
Mathematics	11	3	14		
Biology	1		1	11.9%	13.5%
Chemistry	2		2		
Physics	1		1		
Science	4	2	6		
PE	5		5	7.1%	7.8%
Sports Admin	1		1		
Te Reo	5	1	6	9.5%	5.7%
Spanish			0		
Japanese	1		1		
French	1		1		
Deaf Lang.			0		
Dance/Drama	2		2	4.8%	12.7%
Music	2		2		
History	1		1	7.1%	5.7%
Geography	3		3		
Social Science(s)	2		2		
Digital Technology	1	1	2	2.4%	
Business	1		1	1.2%	0.7%
Arts	1		1	1.2%	5.0%
Student learning support	3	1	4	4.8%	
Special Needs	2	1	3	3.6%	2.9%
Careers			0	1.2%	3.5%
Guidance Counsellor	1		1		
Religious Education		1	1	2.4%	1.4%
General /unidentified	3		4	4.8%	3.6%

In their comments principals mention Sciences, Maths, technology and Te Reo Maori as hard to staff subjects. PE is greatly over supplied.

Other vacancies

March Gazette - advertised vacancies, advertising period not closed.

YEAR	Schools	Mean vacancy (All schools)	Mean vacancy (Advertising schools)
2013	3.5%	0.04	0.1
2012	5.2%	0.06	0.11



Unadvertised vacancies at 15 March

YEAR	Schools	Mean positions (All schools)	Mean vacancy (Schools with vacancies)	National projection
2013	9.0%	0.15	1.67	40
2012	12.7%	0.16	1.22	71

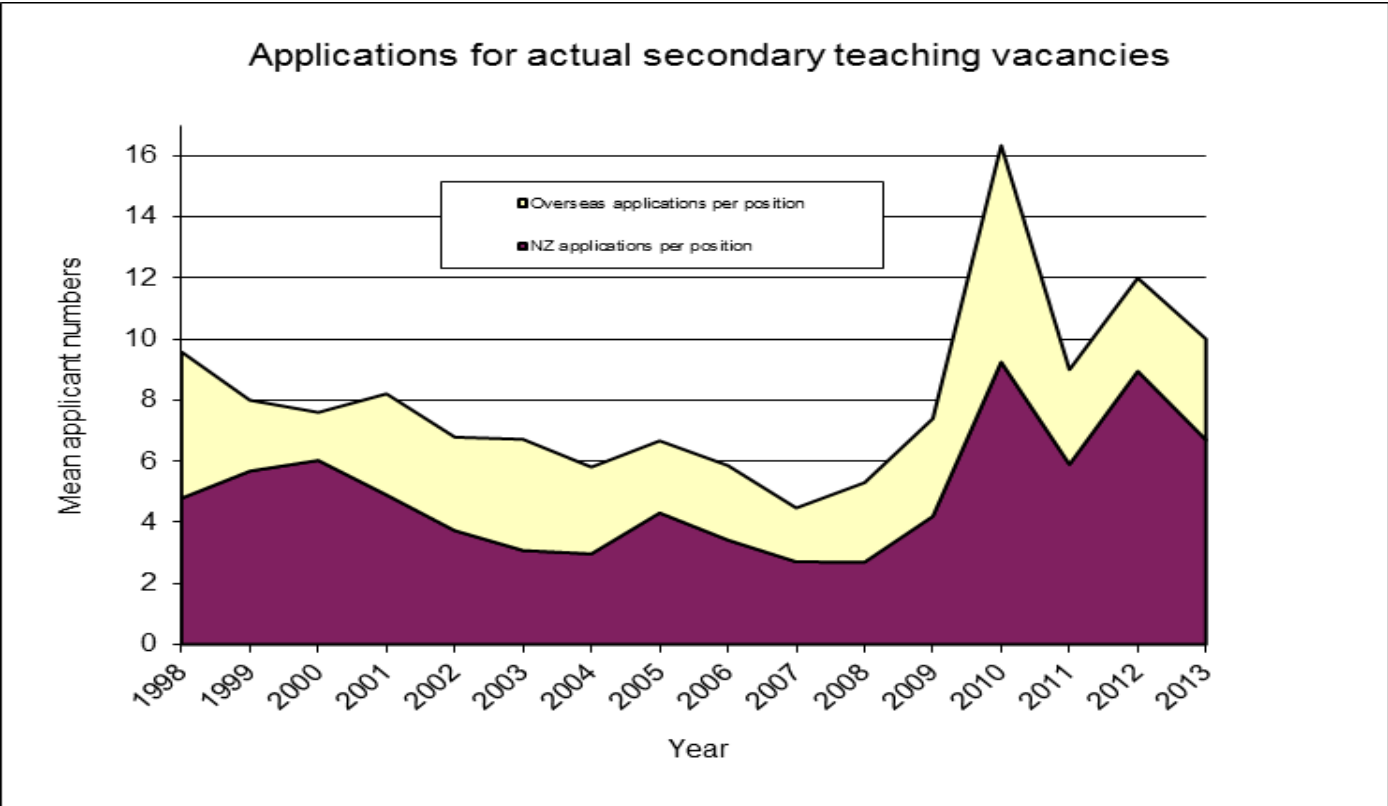


There has been a reduction in currently unfilled vacancies in 2013.

Application numbers – secondary positions

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
2013	9.7	6.7	67.5%	3.2	3.0	0.6
2012	12.0	9.0	74.6%	6.0	3.1	0.8



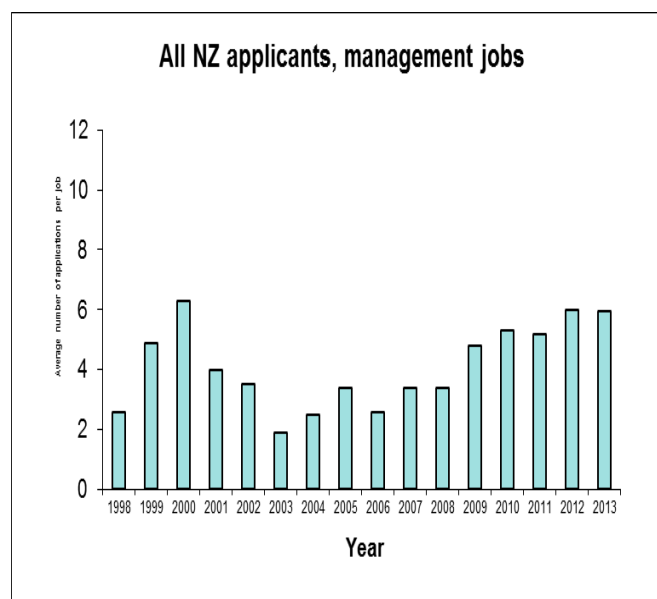
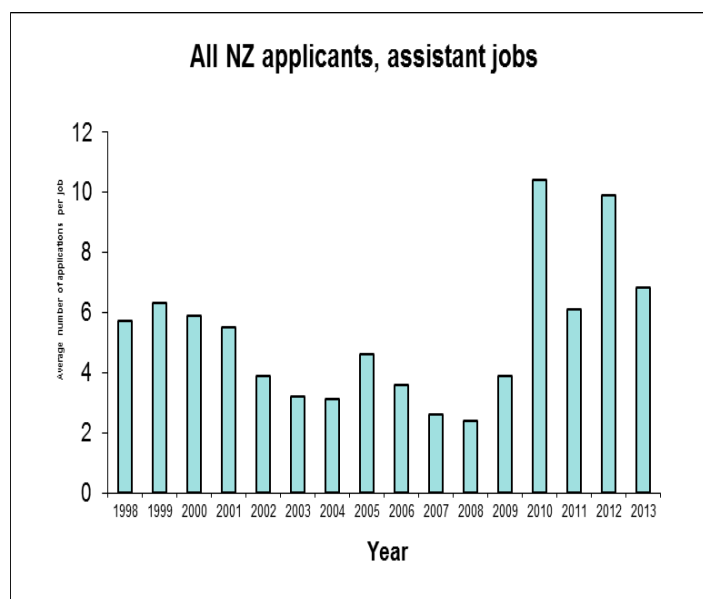
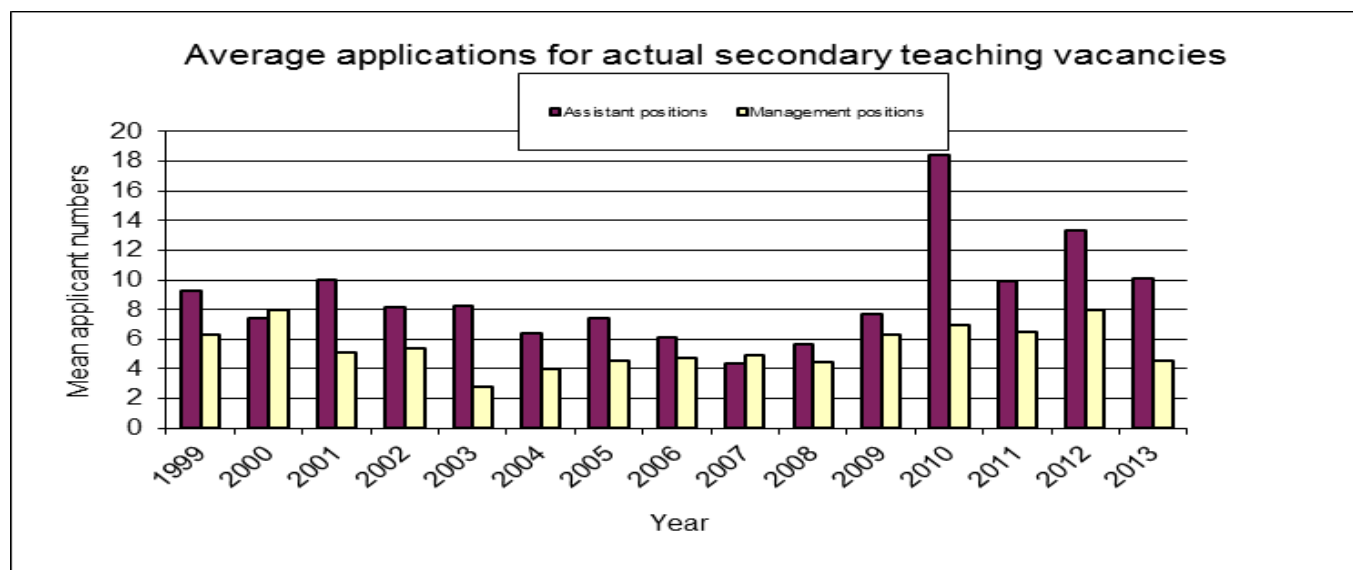
Overall the average numbers of applicants per position dipped relative to 2012, but remains high relative to pre-crash years.

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
2013	9.9	6.3	3.2	3.3	0.6
2012	13.3	9.9	6.8	3.4	0.9

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
2013	7.1	5.9	4.1	1.2	0.4
2012	8.0	6.0	3.7	2.0	0.5



The average number of New Zealand applicants per position remains high in 2013² for both assistant and for management positions, relative to pre-crash years.

¹ 'Management position' here indicates any positions holding one or more permanent units and principal positions. 32 positions.

Distribution of applicants

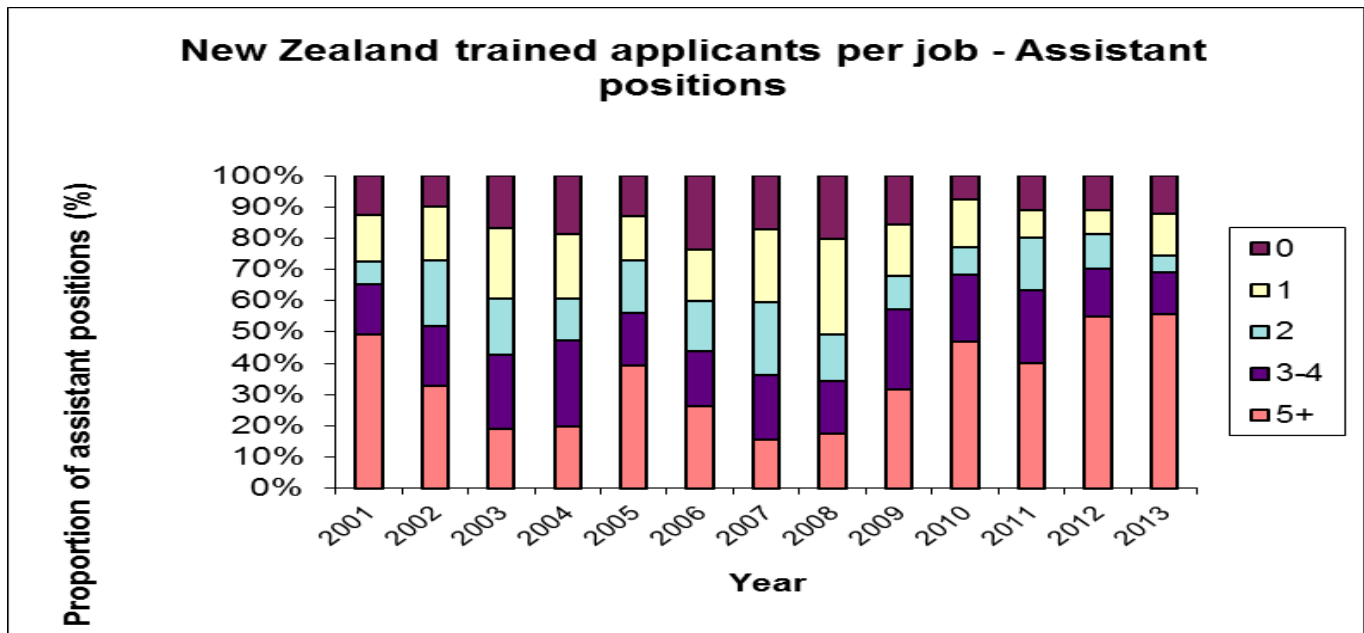
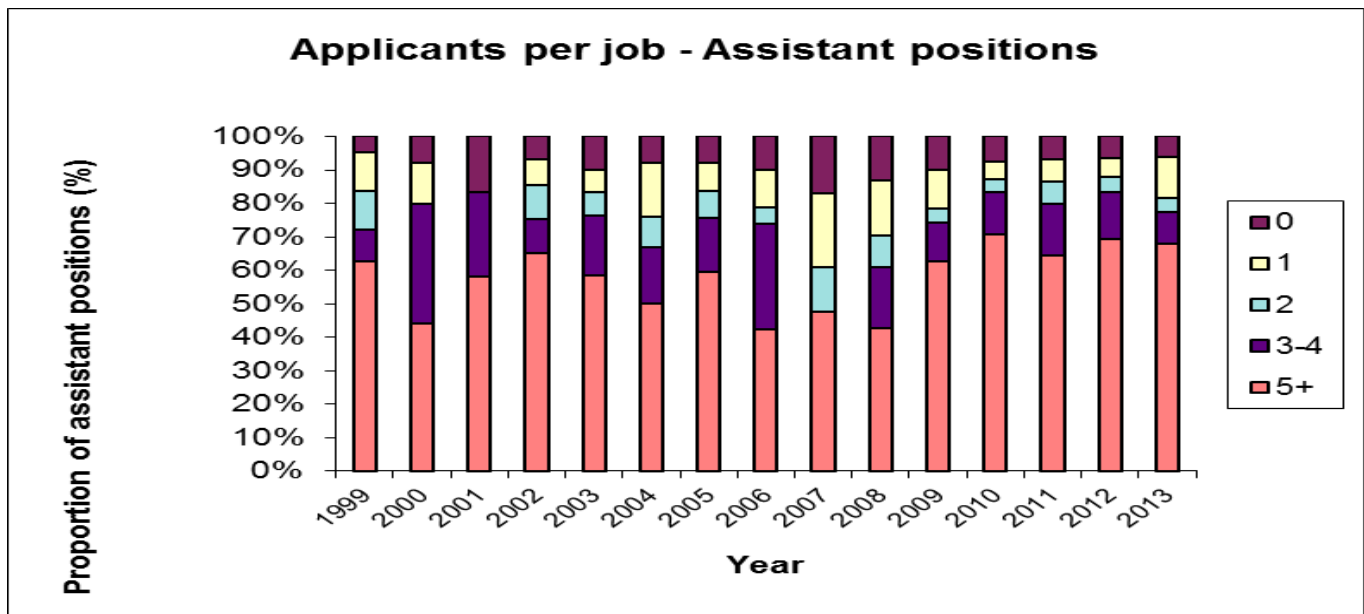
Assistant positions

All applicants:

YEAR	Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2013	6.6%	13.2%	4.4%	9.9%	72.5%
2012	6.6%	5.5%	4.4%	14.3%	69.2%

NZ trained Applicants:

YEAR	Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2013	13.19%	14.29%	5.49%	14.29%	59.34%
2012	11.0%	7.7%	11.0%	15.4%	54.9%



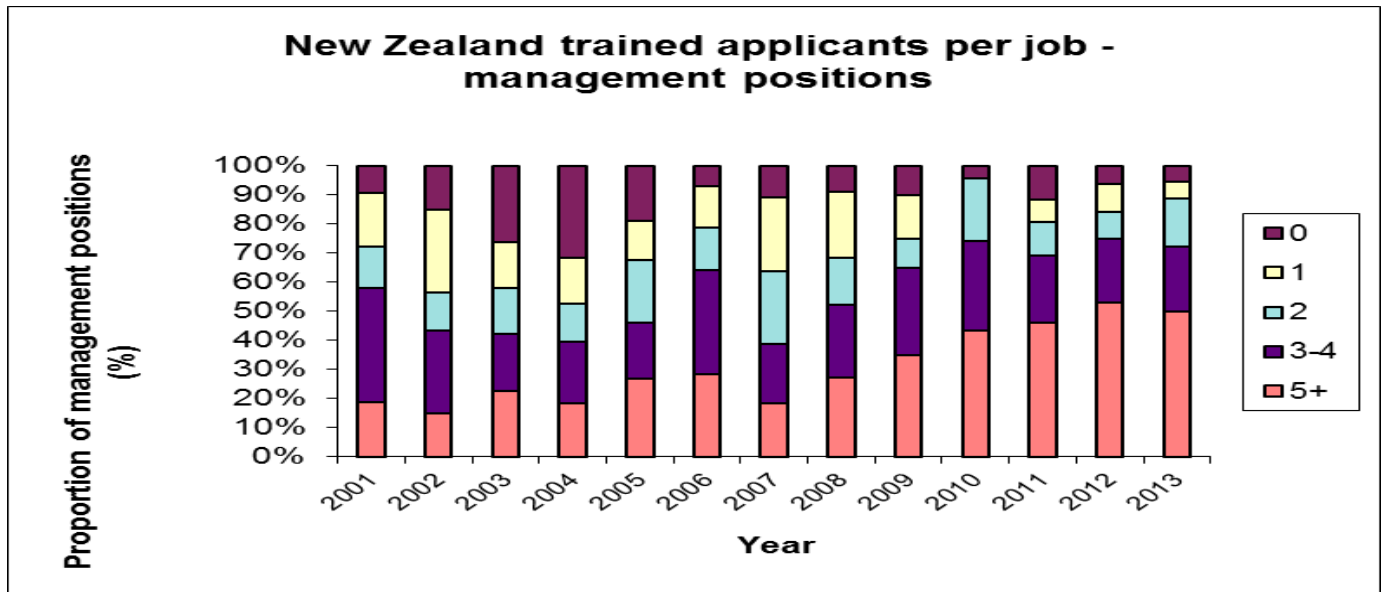
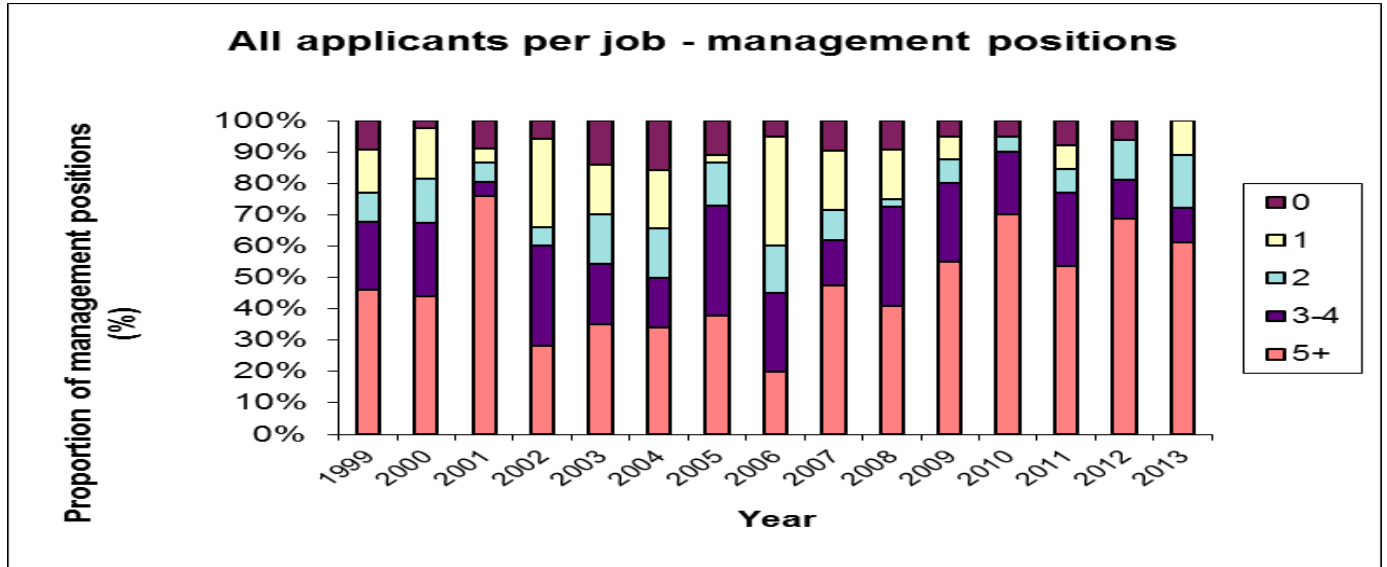
Management positions

All applicants

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2013	0.0%	11.1%	16.7%	11.1%	61.1%
2012	6.3%	0.0%	12.5%	12.5%	68.8%

NZ trained Applicants

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2013	5.6%	5.6%	16.7%	22.2%	50.0%
2012	6.3%	9.4%	9.4%	21.9%	53.1%



While less than pre-crash there remains a significant proportion of positions for which there was no applicant at all, no choice of applicant, or no choice of applicants with New Zealand training.

Applicant suitability

Defining Suitability of applicants

Principals were asked to indicate suitability based upon the following criteria²:

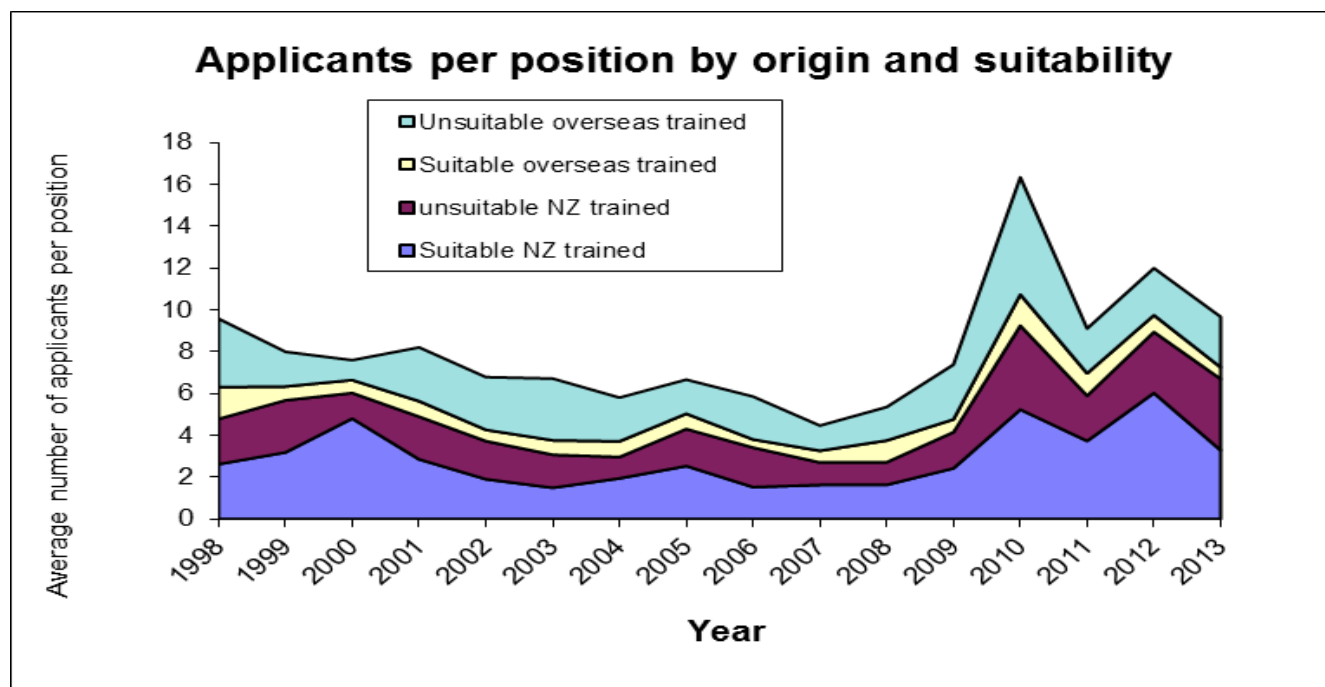
Base scale and unit holder positions	Evidence of teaching competence Recognised secondary teacher training Relevant tertiary subject qualification(s) Appropriate communication skills Appropriate interpersonal skills
Unit holder positions only	Appropriate experience relevant to position
Any position	Special 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
2013	9.66	2.97	0.56	6.7	3.29	49.10%	18.96%
2012	12.00	3.05	0.80	8.95	6.03	67.4%	26.1%

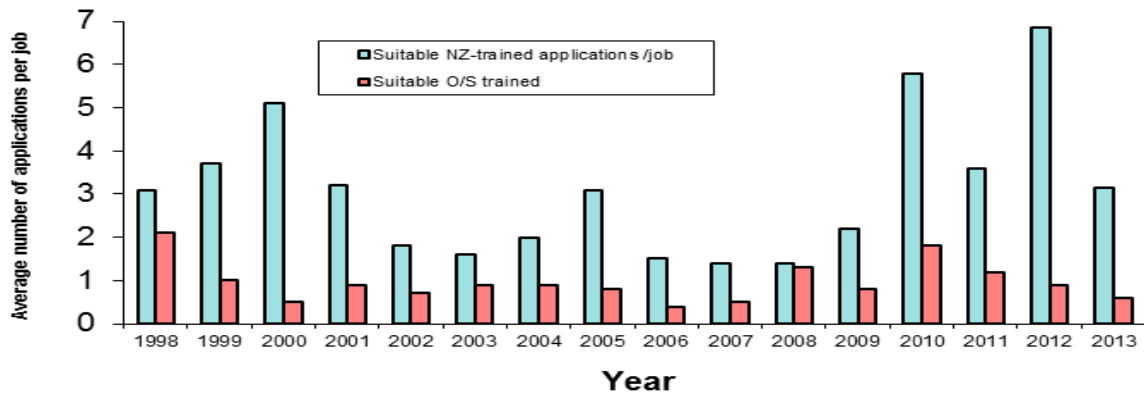
Applications per position: New Zealand Applicants

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
2013	6.70	0.67	0.40	6.03	2.90	59.70%	48.1%
2012	8.95	0.59	0.35	8.36	5.68	59.3%	67.9%

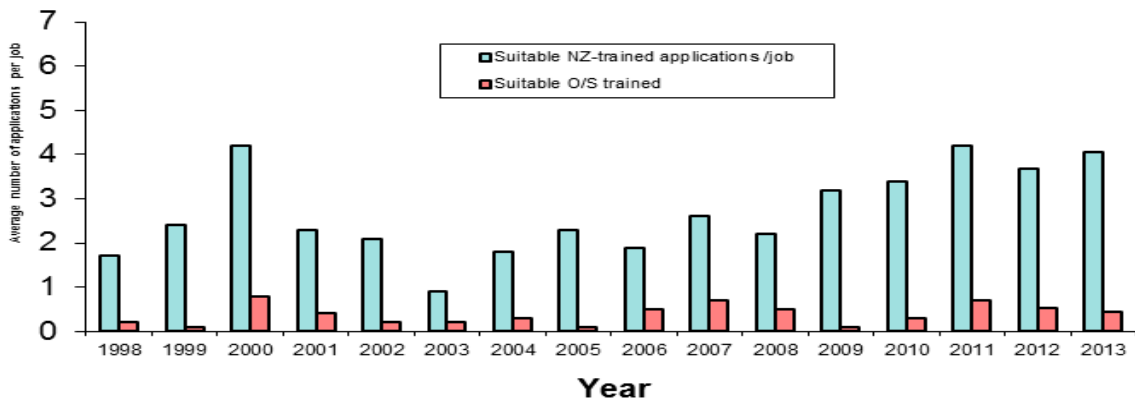


² *Criteria for suitability, each identified by at least 85% of secondary principals responding in the 2004 survey.

Suitable applicants for assistant positions



Suitable applicants for management positions



The average number of applicants per position remains relatively high, has increased, so has the proportion of applicants seen as unsuitable per position.

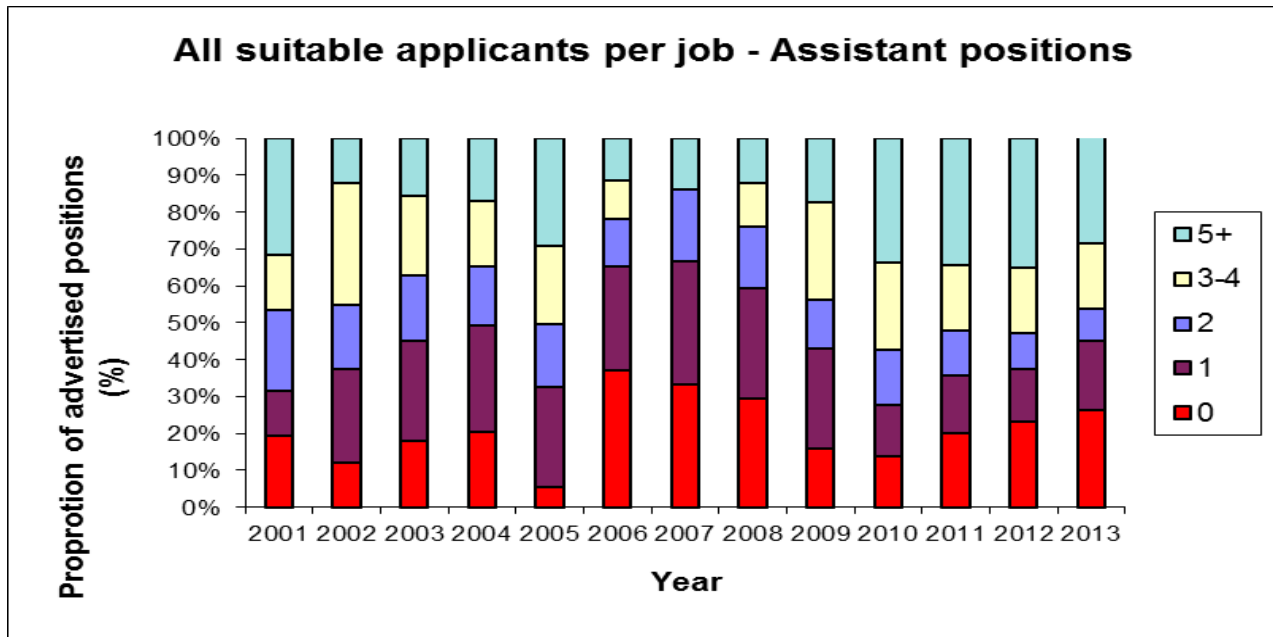
The majority of overseas applicants continue to be considered to be unsuited to the position they are applying for.

This year the principals indicated that a majority of NZ applicants were unsuitable for the advertised positions.

Distribution of suitable applicants

Assistant positions

YEAR	Suitable applicants:				
	0	1	2	3-4	5+
2013	26.4%	18.7%	8.8%	17.6%	35.2%
2012	23.1%	14.3%	9.9%	17.6%	35.2%



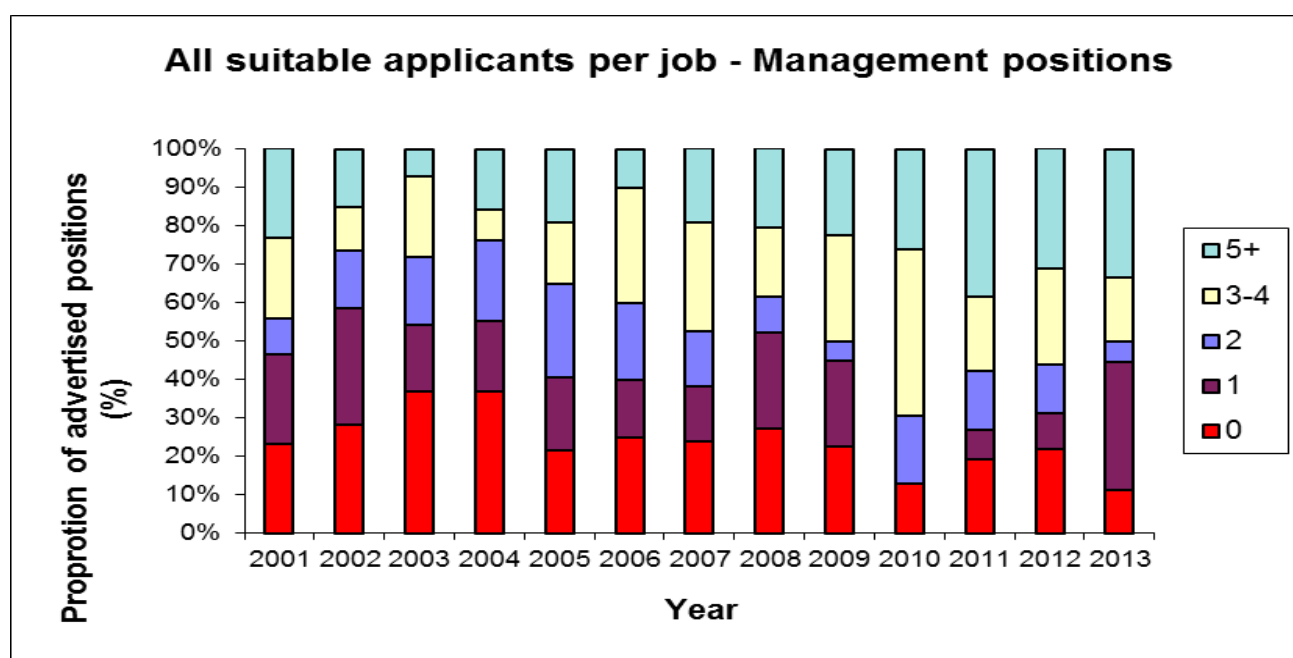
Distribution of suitable New Zealand-trained applicants

Assistant positions

YEAR	Suitable NZ-trained applicants				
	0	1	2	3-4	5+
2013	28.6%	16.5%	12.1%	18.7%	30.8%
2012	27.5%	14.3%	11.0%	13.2%	34.1%

Management positions

YEAR	Suitable applicants:				
	0	1	2	3-4	5+
2013	11.1%	33.3%	5.6%	16.7%	33.3%
2012	21.9%	9.4%	12.5%	25.0%	31.3%



Distribution of suitable New Zealand-trained applicants

Management positions

YEAR	Suitable NZ-trained applicants				
	0	1	2	3-4	5+
2013	16.7%	27.8%	5.6%	16.7%	33.3%
2012	28.1%	6.3%	15.6%	25.0%	25.0%

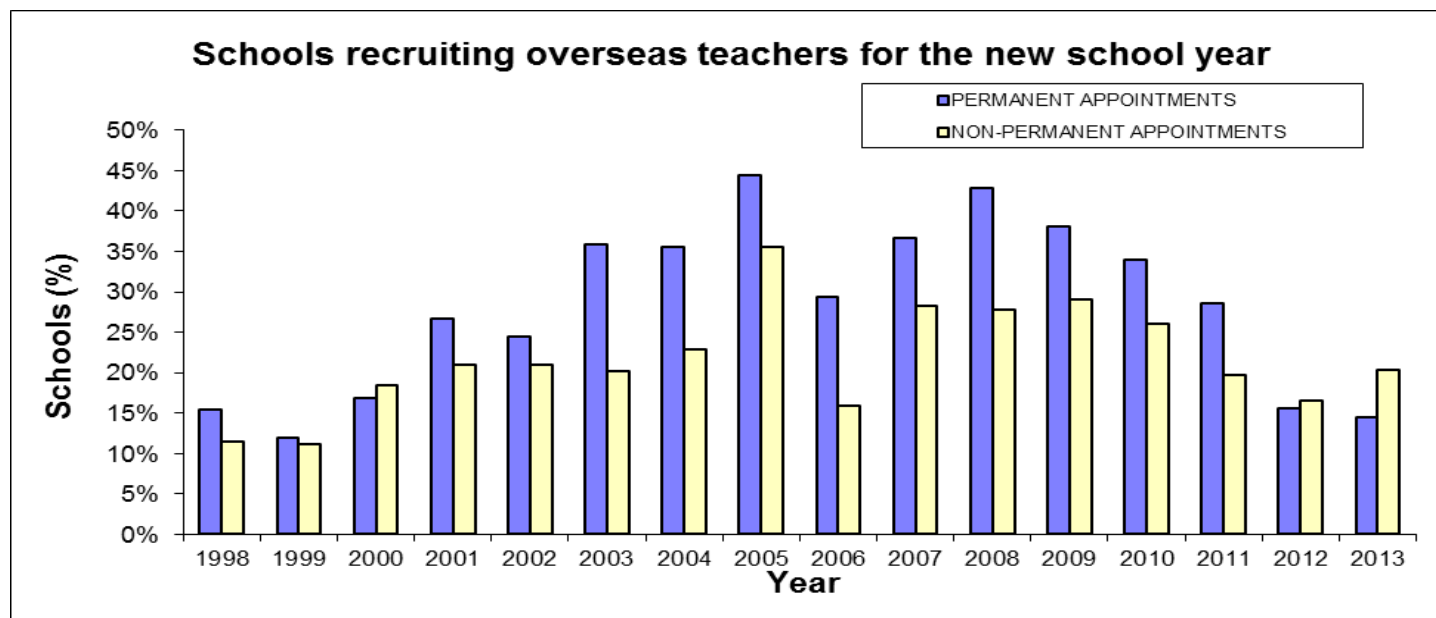
The proportion of assistant and management positions which had no suitable applicants or only one suitable applicant increased continued to increase since 2010.

The proportions of assistant and management positions with no or only one suitable New Zealand trained applicants increased relative to 2011 and 2012.

4. Overseas recruitment

Overseas teachers recruited to positions for the new school year

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
2013	14.4%	0.37	20.4%	0.36	0.73
2012	15.6%	0.40	16.5%	0.28	0.68



National projections

YEAR	PERMANENT APPOINTMENTS	NON-PERMANENT APPOINTMENTS	ALL APPOINTMENTS (projected)
2013	166	163	330
2012	176	124	300

Schools relied only slightly more on overseas trained appointments to fill vacancies relative to 2012, and use remains low relative to earlier years. This reflects job losses and the low level of movement in the sector.

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.

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	Yr 2	Yr 3	Other				
2012/13	0.08		0.45		0.38	0.07	0.98	442
2011/12	0.06		0.38		0.44	0.05	0.93	411

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	Yr 2	Yr 3	Other				
2012/13	0.02		0.12		0.07	0.01	0.22	101
2011/12	>0.01		0.15		0.11	0.01	0.28	124

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

Year	Base scale teachers				Unit holders	Senior management
	Yr 1	Yr 2	Yr 3	Other		
2012/13	8.1%		46.2%		38.6%	7.1%
2011/12	5.0%		44.4%		45.6%	5.0%

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

Year	Base scale teachers				Unit holders	Senior management
	Yr 1	Yr 2	Yr 3	Other		
2012/13	8.9%		53.3%		31.1%	6.6%
2011/12	5.3%		43.8%		45.5%	5.0%

Schools overall had slightly more resignations from teaching than in the same period 2011-2.

There was an increase in the proportion being lost from base scale positions and a concomitant drop in the proportion of leavers in management positions.

RESIGNATIONS BY DESTINATION

15 November to 27 January periods

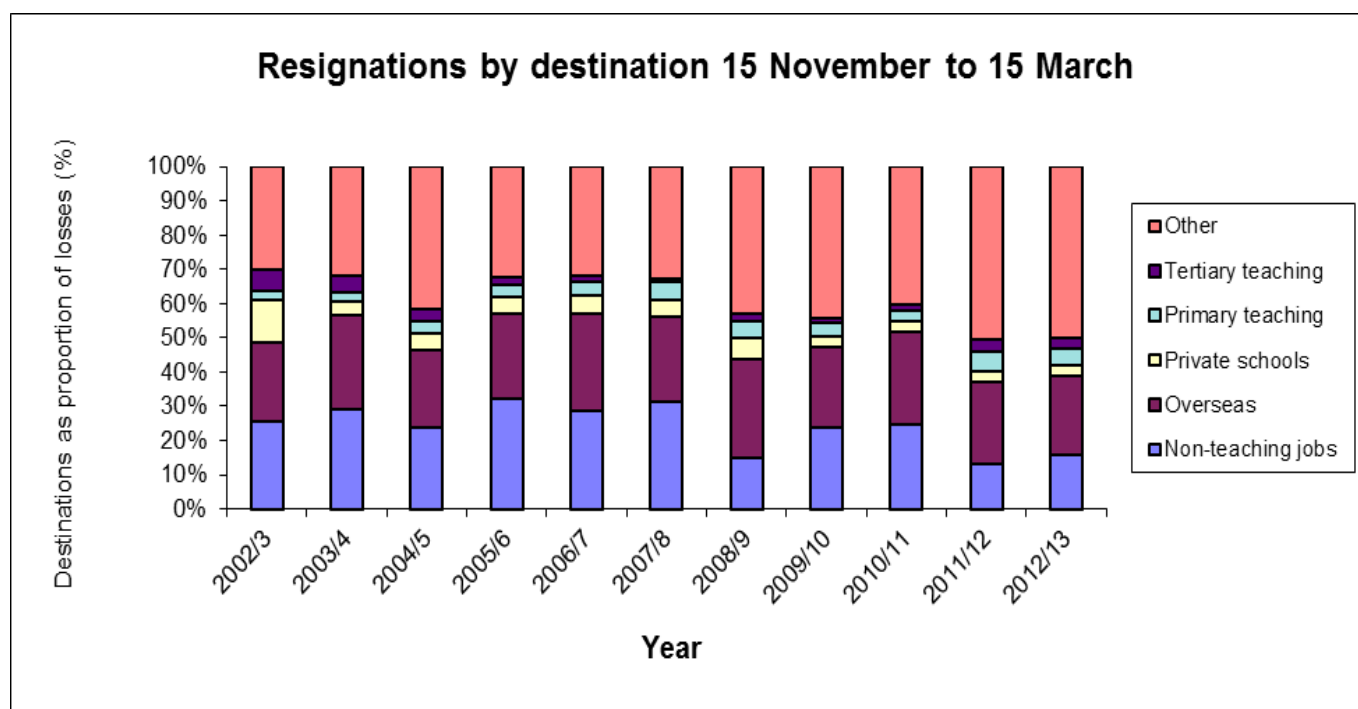
Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2012/13	16.8%	22.8%	3.0%	4.1%	3.0%	50.3%
2011/12	11.1%	21.1%	4.0%	5.5%	3.5%	54.8%

Start of year losses: 28 January to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2012/13	11.1%	24.4%	4.4%	6.7%	4.4%	48.9%
2011/12	20.0%	33.3%	0.0%	6.7%	3.3%	36.7%

Combined losses 15 November to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2012/13	15.7%	23.1%	3.3%	4.5%	3.3%	50.0%
2011/12	13.1%	23.9%	3.1%	5.8%	3.5%	50.6%



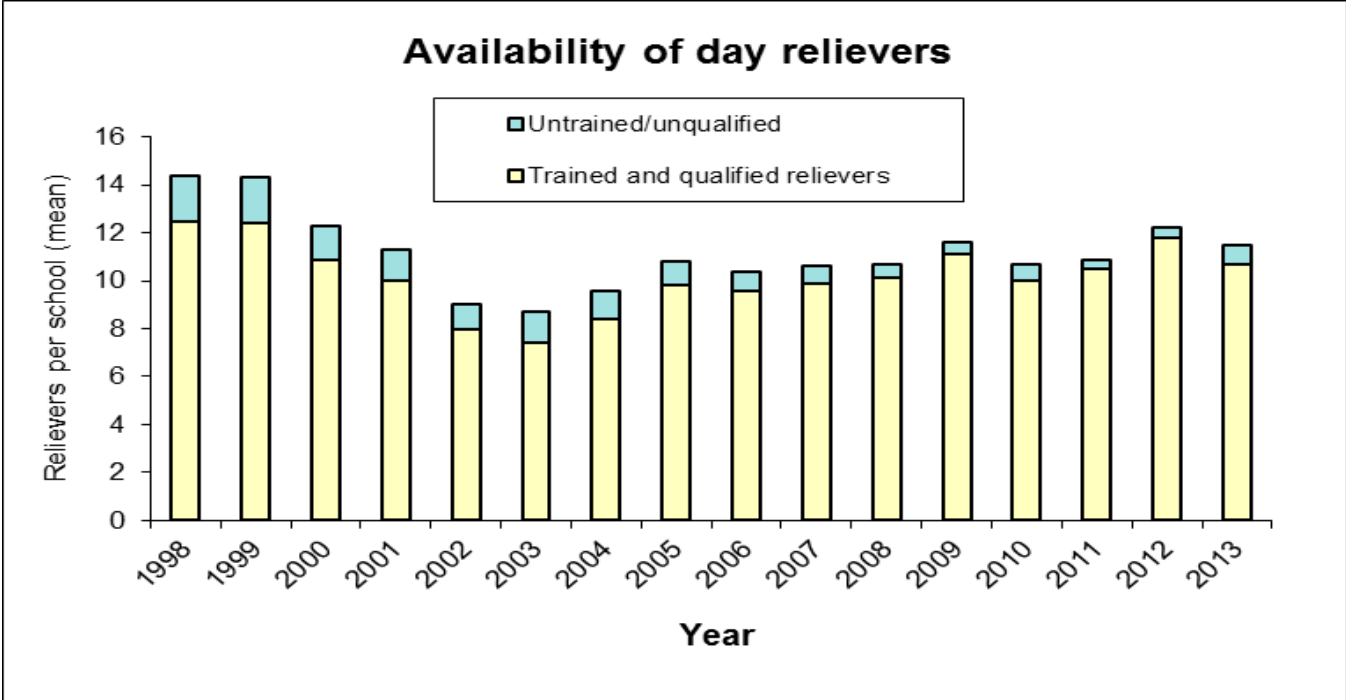
Teachers are still leaving for other (non-teaching) jobs, but in lower proportion than usual.

Losses overseas remain quite steady as a proportion of losses and those leaving for 'other reasons' (e.g. retirement), account for more than half of resignations again.

6 Day Relief Pool

Availability of day relievers

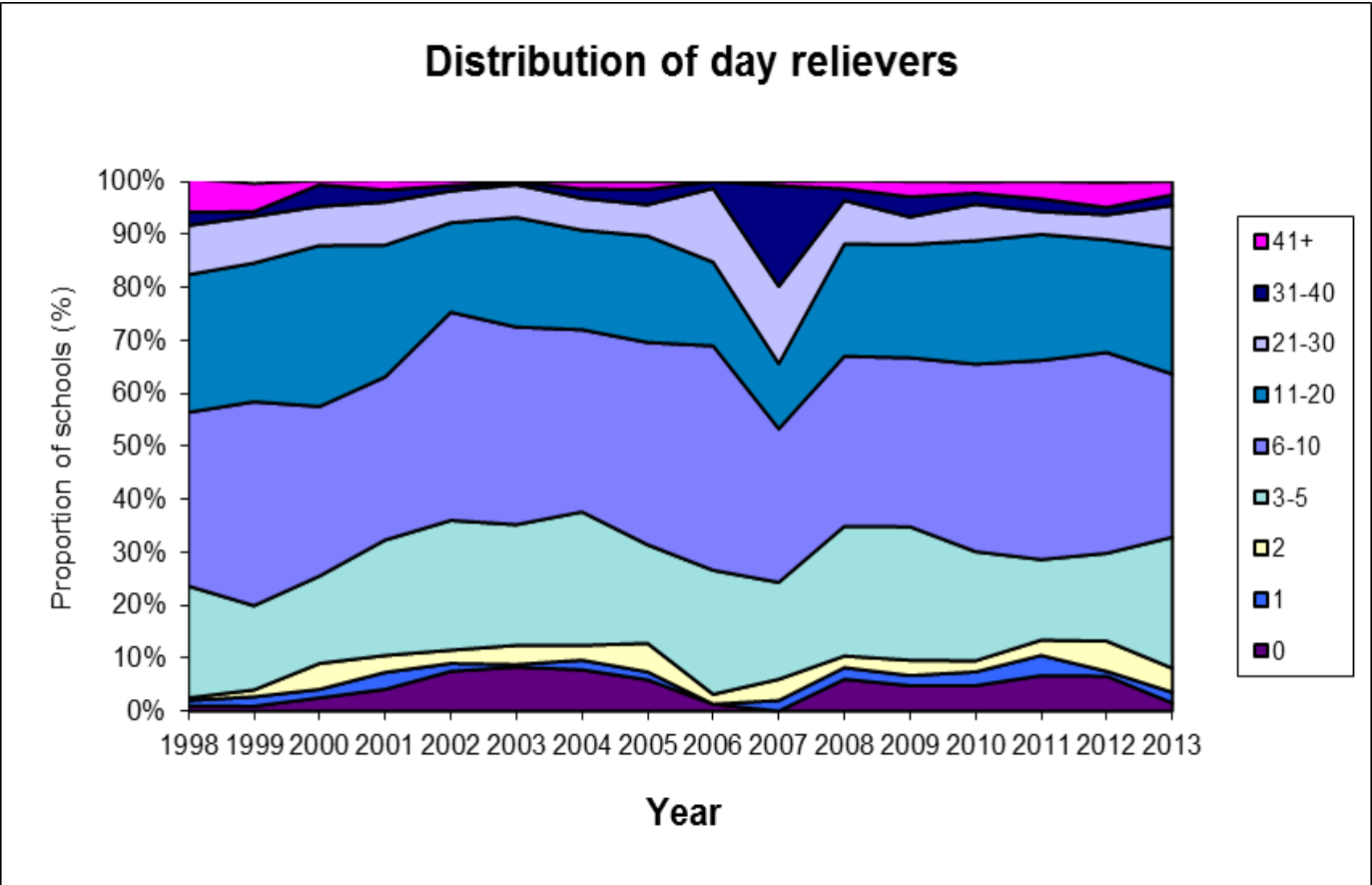
YEAR	Relievers / school	Trained and qualified relievers / schools	Trained and qualified proportion	Proportion schools would prefer not to use
2013	11.5	10.7	93.2%	7.0%
2012	12.2	11.8	96.3%	9.4%



The average number of day relievers per school has not changed significantly in the last year.

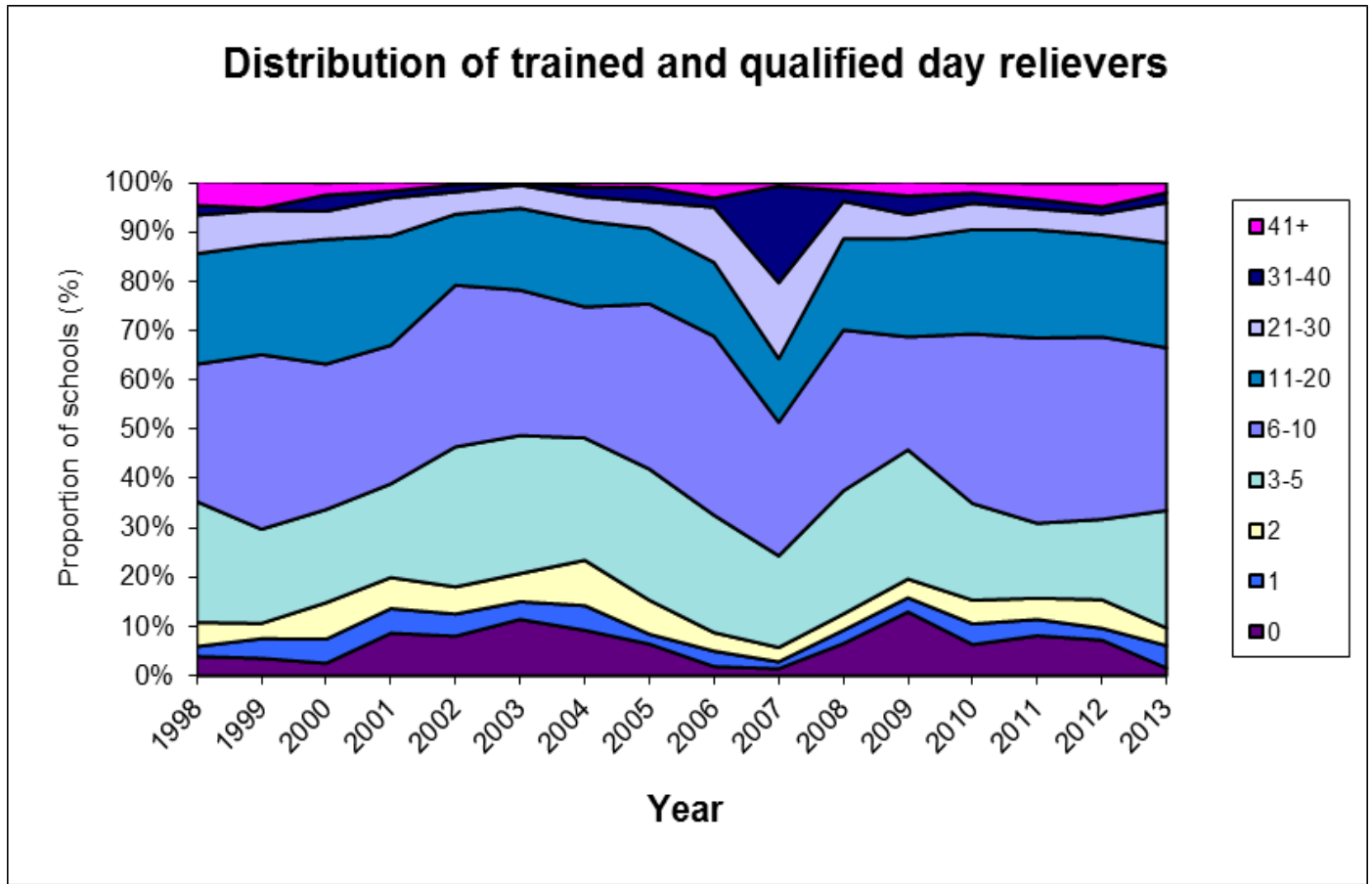
Distribution of day relievers

YEAR	Number of relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2013	1.5%	2.0%	4.6%	24.8%	30.8%	23.7%	8.1%	2.0%	2.5%
2012	6.6%	0.9%	5.7%	16.6%	37.9%	21.3%	4.7%	1.4%	4.7%



Distribution of trained and qualified day relievers

YEAR	Number of trained/qualified relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2013	1.5%	4.6%	3.6%	23.9%	33.0%	21.3%	8.1%	2.0%	2.0%
2012	7.2%	2.4%	5.8%	16.3%	37.0%	20.7%	4.3%	1.4%	4.8%



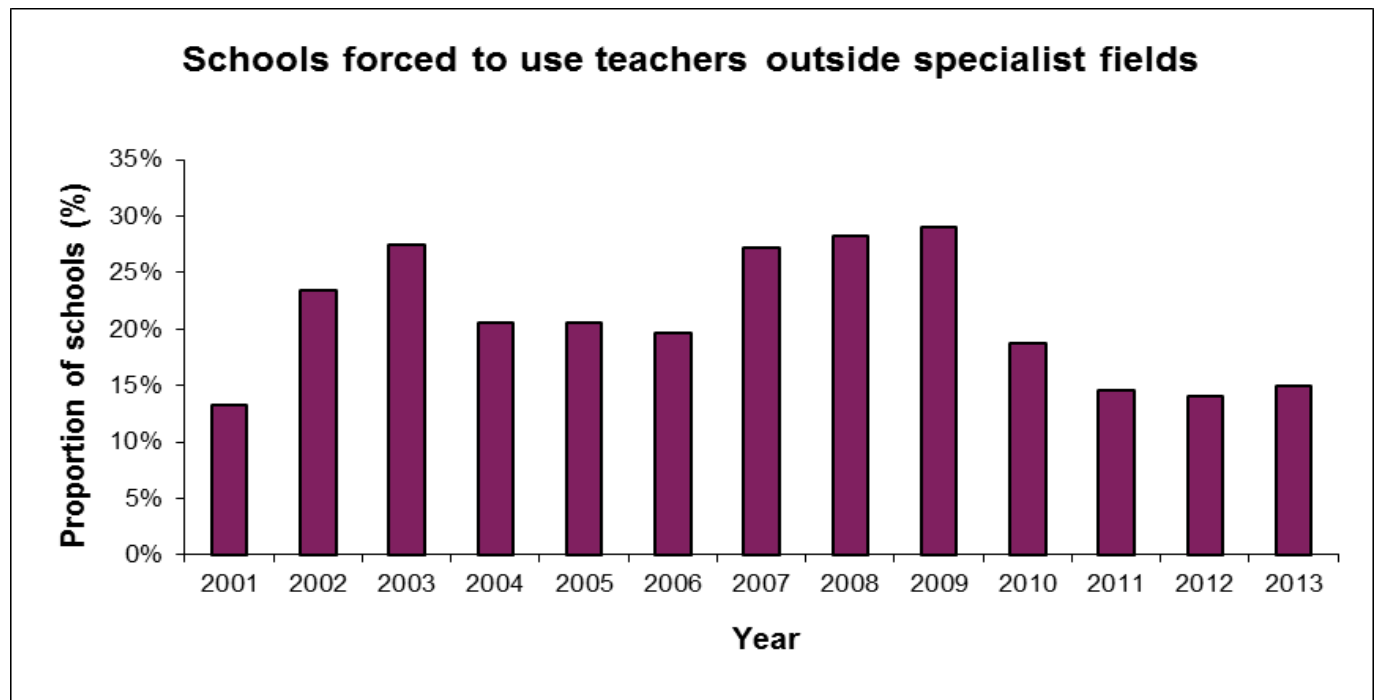
There is little change in the relief pool since 2012. There are still schools with few or no day relievers at all and fewer trained and qualified day relievers.

7. Curriculum Delivery Issues

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

YEAR	Schools	Teachers per school	Teachers per effected school	National projection
2013	14.9%	0.29	1.93	130
2012	14.0%	0.26	1.87	117

- 2019 students were affected by the teaching of subjects by non-specialists in the responding schools, which suggests 4336 students nationally.

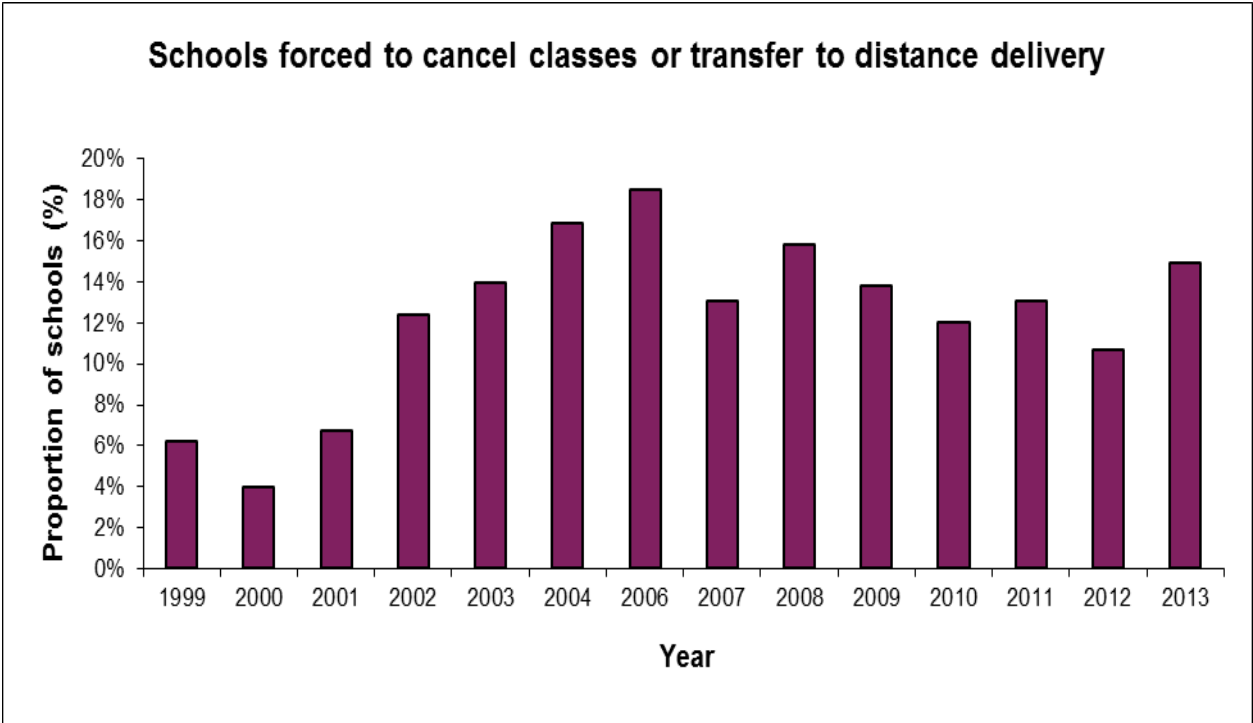


A similar proportion of schools were forced to rely on teachers who are teaching outside their specialist field(s) because specialists could not be found. About one eighth of schools continue to have to do so.

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

Option reduction			
YEAR	Proportion of schools	Average number classes (All school)	Average no. of classes (effected schools)
2013	14.8%	0.18	1.22
2012	10.7%	0.16	1.52

- 464 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 1042 students nationally.



More schools were forced to cancel classes or transfer them to correspondence or electronic lessons than in 2012.

8. Staffing expectations

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 2013 compared to term 1 2012.	6.4%	21.5%	59.9%	10.5%	1.7%
Actual recruitment of Overseas trained teachers for term 1 2013 compared to term 1 2012:	0.0%	11.9%	79.2%	5.9%	3.0%
Expected recruitment of NZ trained teachers for the rest of 2013 compared to 2012:	3.6%	18.2%	62.4%	14.6%	1.2%
Expected recruitment of Overseas trained teachers for the rest of 2013 compared to 2012:	0.9%	8.4%	82.2%	6.5%	2.8%
Actual retention of teachers into 2013 compared to 2012:	4.4%	23.9%	62.5%	9.2%	0.5%
Expected retention of teachers over the rest of 2013 compared to the same period in 2012:	4.4%	19.4%	67.8%	7.8%	0.6%

OPTIMISM INDICES

RECRUITMENT

Actual recruitment: start of year	NZ trained teachers INDEX	Overseas trained teachers INDEX
March 2013	+0.157	+0.030
March 12	+0.172	+0.01
March 11	+0.191	+0.113
March 10	+0.092	+0.667
March 09	-0.137	+0.016
March 08	-0.287	-0.152
March 07	-0.189	-0.055
March 06	-0.076	+0.063
March 05	-0.006	+0.020
March 04	-0.197	+0.052
March 03	-0.571	-0.159
March 02	-0.570	-0.111

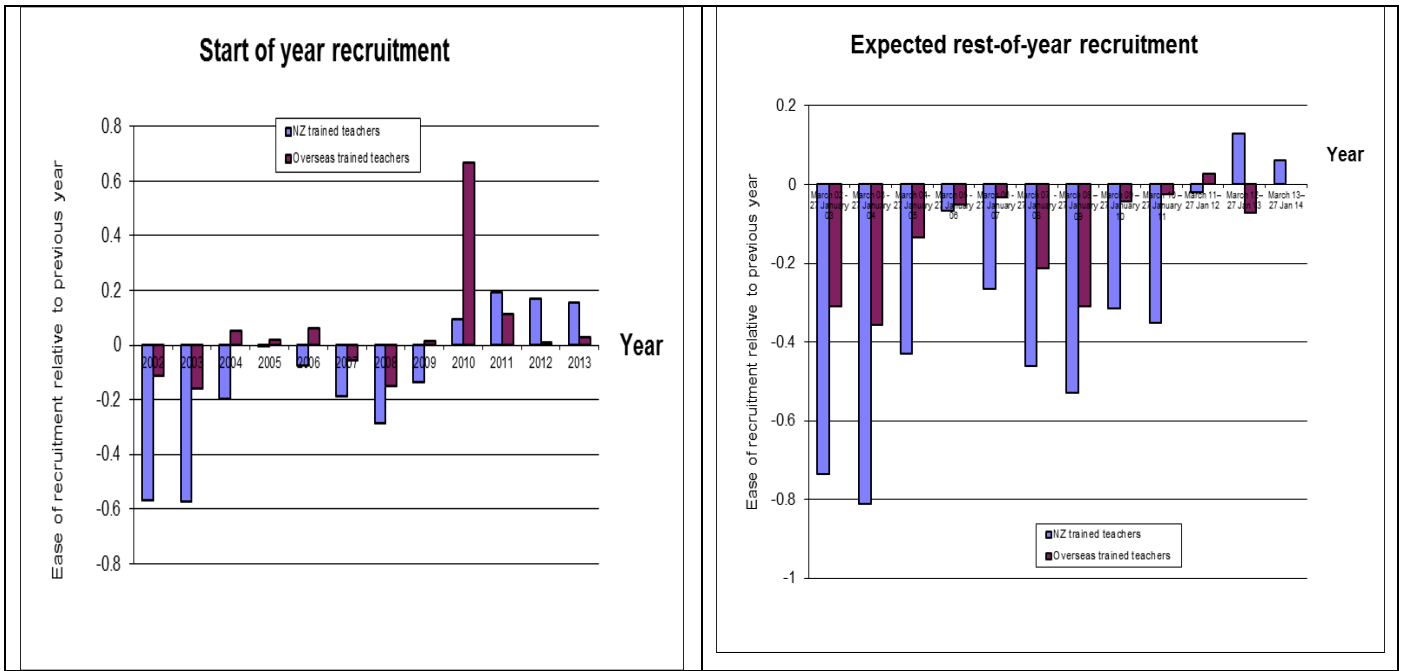
Expected recruitment: rest of year	NZ trained teachers INDEX	Overseas trained teachers INDEX
March 13–27 Jan 14	+0.061	0.000
March 12–27 Jan 13	+0.128	-0.071
March 11–27 Jan 12	-0.019	+0.027
March 10 – 27 January 11	-0.351	-0.025
March 09 – 27 January 10	-0.315	+0.042
March 08 – 27 January 09	-0.530	-0.310
March 07 - 27 January 08	-0.462	-0.214
March 06 - 27 January 07	-0.265	-0.033
March 05 - 27 January 06	-0.067	-0.050
March 04- 27 January 05	-0.430	-0.135
March 03 - 27 January 04	-0.812	-0.356
March 02 - 27 January 03	-0.736	-0.309

RETENTION

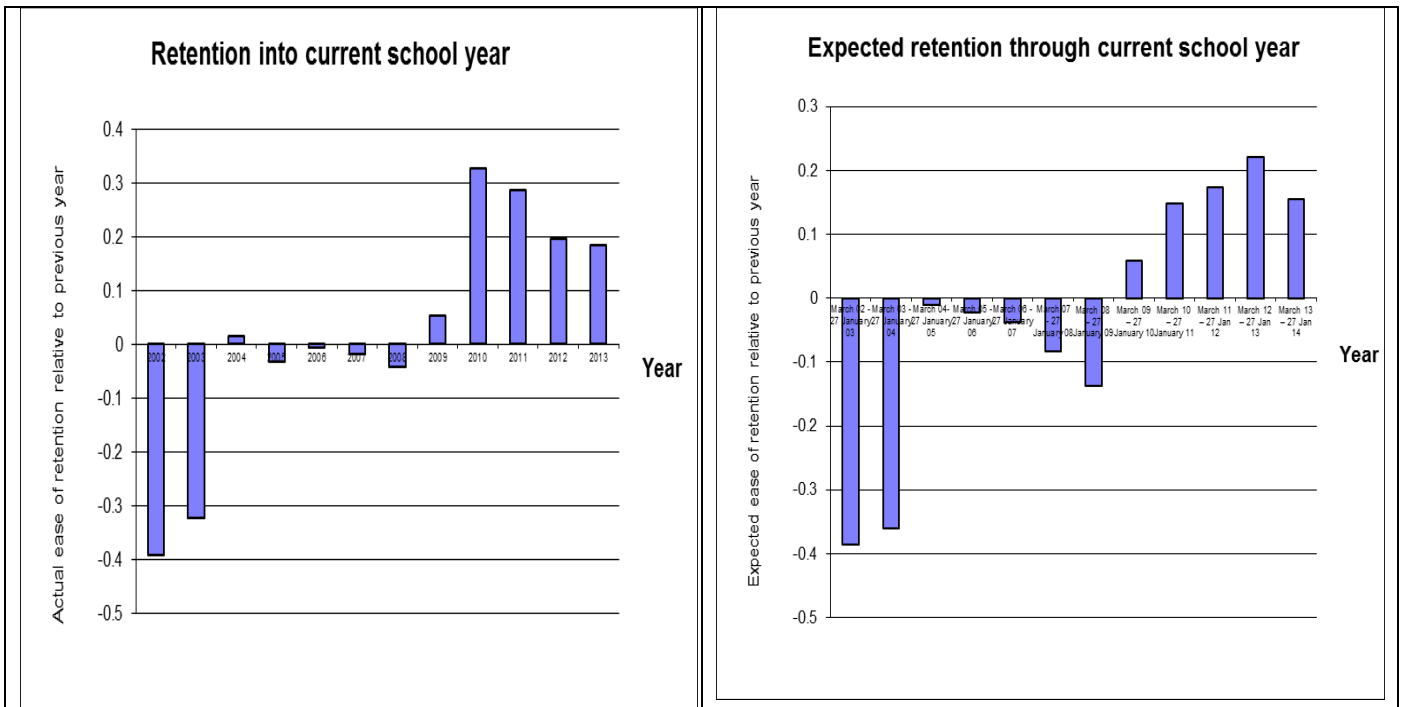
Actual retention between school years	All teachers INDEX
March 2013	+0.185
March 12	+0.197
March 11	+0.287
March 10	+0.328
March 09	+0.054
March 08	-0.041
March 07	-0.017
March 06	-0.007
March 05	-0.033
March 04	+0.016
March 03	-0.323
March 02	-0.392

Expected retention for remaining school year	All teachers INDEX
March 13 – 27 Jan 14	+0.156
March 12 – 27 Jan 13	+0.220
March 11 – 27 Jan 12	+0.174
March 10 – 27 January 11	+0.149
March 09 – 27 January 10	+0.058
March 08 – 27 January 09	-0.137
March 07 - 27 January 08	-0.083
March 06 - 27 January 07	-0.038
March 05 - 27 January 06	-0.023
March 04- 27 January 05	-0.011
March 03 - 27 January 04	-0.361
March 02 - 27 January 03	-0.386

Recruitment



Retention



Principals remain optimistic about recruiting and retaining teachers for this school year. A number cite the economic situation as the basis for this.

9. Principals' comments on teacher supply

Decile	Comment
1	If only staffing was always this good. 50 applicants for a pt job and would have had 45 of them. Still tight in maths.
1	Seems easier to attract NZ trained staff this year. Better quality graduates! Keeness of part time mums to re-join work force has helped reliever pool. We are level one Maori immersion school. Need more graduates with other subjects than Te Reo e.g. Te Reo/PE, Te Reo/Science.
1	The level of language proficiency of candidates for maths and science positions was concerning.
2	All teaching positions at this kura need to be competent users of te reo and be familiar with most if not some tribal differences in Tikanga Maori
2	It is difficult to recruit teachers for many curricula areas, especially to a rural place like (city).
2	It is very difficult to obtain quality teachers in rural locations. There is very little incentive to teachers to teach here. Therefore those that come tend not to have a sufficient skill level to meet the expectations of our school (achievement targets).
2	There is an oversupply of PE teachers
3	Feel we have been fortunate in attracting NZ trained teachers (3) for the start of 2013.
3	Finding we are getting an influx of overseas teachers wanting to apply for jobs in NZ.
3	In my (over 10 years) as principal I have never had such a settled teacher supply environment There are much higher quality fields of applicants now than a few years ago.
3	Long term reliever who is untrained is an ITM.
3	Looking for an appropriately qualified teacher for technology - engineering/automotive/graphics. 10 applicants end of term! No appointment to date, issues - skills do not match position - no secondary experience etc.
3	My concern is being able to attract suitably qualified middle management in the next couple of years due to retirements.
3	We are a hard to staff school in a rural and remote part of the (region). We believe our viability would be under threat if we were to lose any of our subject specialist teachers. We don't see any evidence of this supply of specialists improving for schools like ours.
3	We have a falling roll. Our problem is being able to offer an appropriate curriculum when our teacher numbers keep being reduced because of a CAPNA. We are at the mercy of wealthy schools who offer scholarships, and send buses into (city zone) to take students to their schools. They are feeling the effects of reduced numbers of students and their solution is to take students from less well-off communities - the implication being that a poor school could not possibly offer a better education than they can as a wealthy one.
4	Although we have an adequate 'list' of available trained teacher relievers they are not always available at short notice. They might be already working, moved to LTR, fitting relieving into their family lifestyle. Or actually be inappropriate or unsuitable e.g. snr maths trained for a junior SoS or PE class = chaos!!
4	I will have vacancies in two years' time in the field of technology and art and I can foresee difficulties recruiting suitable people that will survive in small town, rural NZ. Urbanisation in NZ is taking its toll on schools in rural NZ. The bus transport issues, quarterly funding and a lack of teacher swilling to teach where we are, are all impacting on falling rolls and teacher morale. Rural schools have transient families (dairy farming and shearing). This is a given. Quarterly funding means that I cannot hire teachers in to support students if I do not know what our income is going to be.
4	We do have teachers teaching outside of their specialist area due to staffing /timetabling pressure. We may be able to recruit, but frequently have a very small pool of applicants, e.g. 1. We do offer courses using distance learning but mainly due to unusual requests or, at times, insufficient student numbers to run courses.
5	Large pool of first year teachers who deserve an opportunity. In high needs class scenario I would be circumspect about appointing to such a position from this pool. Very important to start to have a wide(ning) skill set (including first years etc.): knowledge of wider curriculum, multiple strategies for dealing with difficult students (and parents), absolutely must have e-learning strategies in their arsenal, resilience and resolve, familiarity with wide educational contexts e.g. govt/moe goals and initiatives like raising Maori student achievement.
5	Lost 4 to Australia - 2 a couple. All are teaching there. Good teachers all four but young at heart. I'm sure they will return after their OE and remain in teaching.
5	No staffing recruitment issues because roll fall.
5	Shortages of teacher applicants do depend on subject Maths, te reo hard to fill.
5	Staffing is easier because more teachers are out of work. Our roll has dropped for the past 4 years, so no roll growth to encourage lots of young teachers but we are surviving well.

5	The number of quality applicants from within NZ and from overseas has greatly increased. Availability of relievers, however, is still a concern.
5	We are fortunate that we are attractive place to teach. Possibly not enough movement which might be a result of the current economic climate. There is a huge number of overseas trained applicants, many of whom are not even in the country, who apply for everything going.
5	We have been fortunate in that our staff has been stable over the last few years. Our only problem has been filling a fixed term technology position where there were no suitable NZ applicants and it took an age to get the overseas applicant.
6	There has been a significant increase in part time teachers i.e. move from full time to part time.
6	LAT under law are still only able to be employed as fixed term non-permanent. This goes against the ERA that asks an employer to make an employee permanent if they have worked in the position for two years or longer. TC asked why our LATs are not permanent - maybe TC needs to update themselves on education law? I am appalled that NZ education may put non-registered, non-trained or qualified teachers in front of students in the proposed charter schools!!! We need to challenge this!
6	Our experience in 2012 was that it was much easier to attract a reasonable quantity of high quality applicants for positions available in the school.
6	Staffing has been very stable for us over the last couple of years. Thankfully. Where we now have a huge problem is recruitment of specialist senior subject teachers from overseas. Immigration NZ simply states "there are teachers available locally" but the specialist teachers available locally and what is needed often don't 'marry'.
6	There is an oversupply of trained PE teachers, many of whom have not been able to secure jobs. Getting qualified technology staff is difficult, especially those who can teach the entire spectrum from graphics through to food nutrition and auto. Untrained staff we use are teachers of Maori Performing Arts and Spanish respectively. No applicants for MPA and 4 out of 6 for Spanish position (which is part time) were overseas applicants with no experience of NZ curriculum.
6	Two vacancies advertised at the end of 2012 attracted large numbers of quality applicants in PE and English. The issue in a small area school is the number of teachers we can appoint which makes curriculum coverage at senior secondary levels extremely difficult.
6	We are currently experiencing no problems with recruitment or retention. Previously we had struggled to find trained and qualified maths, physics and te reo teachers.
6	We have found it very difficult to fill a te reo position and are still patching it up so to speak. Also too many Phys Ed graduate teachers and not enough maths and sciences (physics and chemistry particularly).
6	We have had very little movement of staff over the past couple of years, except maternity leave.
7	As an area school we have real problems recruiting suitable staff in the secondary area - especially in maths and science. Both of these positions are filled by overseas teachers at the moment, who do a splendid job. We cannot have part time jobs as I know we wouldn't get any applicants, as we are 1.5 hours from a major centre. Thus our secondary staff are called upon to teach subjects which are not their specialist subject.
7	Fully staffed at present. Only technology teacher position hard to fill.
7	Good supply at the moment. Stable staff.
7	Plenty of good young teachers looking for work, particularly in primary.
7	Plethora of overseas trained teachers who are not suitable because of lack of understanding of the NZ cultural and educational context.
7	Senior chemistry, physics, economics, mathematics of any level are impossible to attract to small rural schools. We need to help to attract and retain competent mathematics staff.
7	There seem to be supply issues for teacher providers. There are millions of PE teachers for sale and no physicists/maths teachers etc. It seems no longer does someone have a handle on what is <u>needed</u> - it's just bums on seats. I feel sorry for people like the young PE teacher who was a student teacher at my school and who is now waitressing.
7	Very few if any resignations/recruitment externally so no real point of comparison (<i>for assessing supply pressures</i>).
7	We have made five appointments in late 2012 and early 2013. Good field of applicants and appointments made.
7	We seem to have an imbalance of staff/subjects. 3 outstanding home ec teachers for a position with only 8 contact hours per week prepared to travel 30 minutes each way each day. No suitable applicants for HoD maths so have placed an LTR and will readvertise for 2014.
7	With South Island secondary rolls down on 2011-12 staffing has not been as challenging. A late advertisement for a full time permanent position was well subscribed. Specialist areas such as technology, physics, chemistry, digital technology remain difficult areas to cover.
8	At present there is probably an oversupply of teachers. I am sure there are a lot of teachers who

	cannot find work.
8	I have 2/3 of my teaching staff aged 50 years or older. 1/3 are aged 60 years or older. I anticipate a large number of these staff aged over 60 will retire in the next 1-5 years. If they resign in the second half of the school year and certainly if it is in term 4, it is much harder to fill the position as the pool of applicants is reduced. There are a considerable number of year 1 teachers available but a lesser number with the skills and experience needed to take a position of responsibility, especially in curriculum. The number of aging staff with MUs is a concern as many staff due to retire in the next few years suffer in their retirement as it is based on their role in the last five years.
8	I have appointed a superb teacher, trained in England, to a one year relieving position. For her to renew her visa I have to state that I am unable to find a NZ teacher for the position, provide evidence of advertising etc. I find it frustrating and interventionist, when she was by far the best applicant for the role.
8	In general I am happy with the current staffing situation and my ability to attract trained and qualified teachers. This school has an older than usual staff, and a staff that has in most cases been here a long time. Vacancies are few and have been easy to fill up to this stage. My real worry though is with several of my maths staff nearing retirement whether I am able to source quality replacements. I guess time will tell.
8	Most significant issue over next 5 years will be retirement. Recruitment might then be harder.
8	Primary trained teacher supply for year 7&8 area excellent and much more buoyant than secondary trained teacher supply which is erratic depending on subject area and time of year, and year to year in the same subject area. Quite good applications but concerned for the future with Invercargill Campus of OU College of Education closed now - 20% of Southland teachers were trained there.
8	The highly uncertain nature of several schools in Christchurch has meant teachers are tending to stay put and consequently there is a larger than usual pool of teachers available in most subject areas (although technology and maths still can be an issue).
8	We faced a CAPNA and lost one permanent staff member due to that Capna. We also have two staff members on maternity leave. It is very difficult to recruit to our remote HPTSA area for LTR maternity positions, and to get suitably qualified applicants willing to come to this area for just a one year position (especially when the positions to be filled are middle management - 2 HoDs). This is probably a greater problem for us than recruiting permanent staff is going to be.
8	We have been unable to attract any suitable NZ trained teachers to a permanent maths position and for the first time in my 3 years as principal had to pay a recruiting agency to obtain a suitable candidate.
8	We have had a very stable staff and this has continued. This year was the first time in 8 years as principal here that we have had no new staff.
9	At present the college is in a position of high retention of staff. There is very little staff turnover.
9	High level of retention of teachers so very few vacancies arise. One vacancy for DP position attracted 19 applicants, many high calibre and experienced. This is a very different experience to previous advertisements for HoD position which historically attracted 3 or 4 applicants. Applicants tend to be local or recently relocated into the area. Mobility is a barrier to generating applicants.
9	Situation in Christchurch for a school in our location, with strong stable roll, is very positive.
9	The tightening economic situation in this region has resulted in staff "hanging onto" their jobs and not applying elsewhere as much as we would normally experience. This stability in the teaching workforce has both advantages and disadvantages.
9	There has been very little movement on our staff. Our staff is aging, I suspect they are concerned about job security. I prefer not to employ teachers from overseas as the paperwork to get them into the country is too hard. The untrained teacher I employed works in the learning support centre with deaf students. She can 'sign' - not an easy place to find such a teacher. I suspect that we will be able to attract strong fields at the end of the year.
9	We have turned down several relievers where we feel the qualifications/experience/skills are not suitable for the work. To this point, while fields are slightly smaller, there remain strong applications sufficient to appoint. Overseas applicants have fallen away since the immigration rules changed. Media studies applicants were few and some merely thought they could do it from a generalist background, when that would not be desirable. We appointed a good candidate, but from a short list of two.
9	With demographics against the region recruiting is not a problem. High quality and male.
10	Te Reo Maori teachers are scarce. Lots of applicants from persons who from their CVs are not a good fit for our special character school. However, successful appointments have been made
10	Difficulty getting suitable candidates for teaching position in 2013 in sciences and languages - hence appointment of two overseas trained teachers.
10	Every job we advertise attracts a reasonably large number of applicants from overseas - Sth Africa, Fiji, Middle East especially. Qualifications dubious and no experience of NZ education system - NCEA etc. Not NZ registered. Too much trouble to take on. Perhaps there could be a 'buffer zone' such people

	could spend time in where they could be employable.
10	Very concerned that the public, the media and parents are told that there is no teacher shortage. There is if there is a quality teacher shortage! There is a quality teacher shortage because qualified teachers have been allowed to reside in New Zealand without their bona fides as 'quality teachers' being checked. There is no use having a situation where we get large numbers of applicants for jobs only to consistently find that only two or three are employable. Unfortunately we know that many of the unsuccessful applicants will get positions in hard to staff schools in rural and provincial NZ and in the large metropolitan areas and contribute to the downward spiral of teaching and learning quality in our schools. Quantity is being mistaken for quality. A foolish mistake!
10	We have a commerce teacher who is on sick leave and there is <u>no-one</u> around who is suitable to do her job. Really is a worry.
10	We have two teachers leaving at the end of term 2 2013 to teach overseas (both in PE and both base scale). We had no staff leave last year. In 2011 we had to replace two physics teachers. Historically this may have been difficult but we were delighted to be able to replace them easily with two NZ born and trained teachers.
?	We seem to be getting a good range of applicants for any position advertised - good quality NZ applicants too. Older/more resistant to change teachers are probably hanging on longer in current financial position.

APPENDIX 1 Positions which could not be filled after advertising

Unfilled advertised permanent vacancies

YEAR	Proportion of responding schools	Mean positions (all responding schools)	National projection
2013	3.6%	0.05	22
2012	2.4%	0.02	9
2011	5.6%	0.06	27
2010	5.3%	0.05	22
2009	6.6%	0.08	34
2008	21.2%	0.12	48
2007	12.0%	0.14	57
2006	7.6%	0.10	42
2005	7.3%	0.07	29
2004	11.0%	0.12	47
2003	21.8%	0.38	149
2002	23.9%	0.36	139
2001	23.1%	0.29	112
2000	16.0%	0.18	69
1999	17.8%	0.23	89
1998	10.2%	0.13	50

APPENDIX 2 Distribution of actual vacancies advertised

Year	Vacancies							
	0	1	2	3	4	5	6	7+
2013	58.7%	25.9%	835%	3.5%	2.0%	1.0%	0.5%	0.5%
2012	62.3%	19.3%	7.5%	7.5%	1.4%	0.9%	0.9%	0.0%
2011	57.3%	25.8%	12.2%	1.4%	1.9%	0.9%	0.5%	0.0%
2010	59.2%	28.3%	3.1%	6.3%	1.0%	1.6%	0.5%	0.05%
2009	51.4%	21.7%	16.5%	4.7%	2.8%	1.4%	0.9%	0.05%
2008	50.0%	22.8%	15.2%	7.6%	1.6%	1.6%	0.6%	0.6%
2007	47.1%	28.8%	11.0%	9.4%	2.6%	1.0%	0.0%	0.0%
2006	54.8%	22.9%	14.6%	3.2%	2.5%	0.6%	0.6%	0.0%
2005	52.2%	29.8%	10.2%	6.3%	0.0%	0.5%	0.5%	0.5%
2004	52.1%	26.5%	11.9%	4.1%	4.1%	0.5%	0.5%	0.5%

APPENDIX 3 Untrained/unqualified appointments

Permanent vacancies filled 28 January to 15 March by untrained/unqualified staff - no trained/qualified teachers available

YEAR	Proportion of schools	Mean appointments (All schools)	Mean appointments (Effected schools)	National projection
2013	1.0%	0.01	1.00	4
2012	0.9%	0.01	1.00	4
2011	2.8%	0.05	1.67	21
2010	3.6%	0.04	1.14	17
2009	1.9%	0.02	1.00	9
2008	3.3%	0.04	1.33	16
2007	3.8%	0.07	1.86	28
2006	4.5%	0.05	1.14	21
2005	2.4%	0.02	1.00	10
2004	3.2%	0.04	1.29	16
2003	3.1%	0.04	1.17	16
2002	1.0%	0.01	1.00	4
2001	0.9%	0.01	1.00	4
2000	4.8%	0.06	1.25	23
1999	1.7%	0.02	1.18	8
1998	1.3%	0.02	1.54	8

Short term vacancies filled 28 January to 15 March by untrained/unqualified relievers - no trained/qualified teachers available

YEAR	Proportion of schools	Mean appointments (All school)	Mean appointments (Effected schools)	National projection
2013	15.9%	0.24	1.50	108
2012	15.1%	0.20	1.34	87
2011	17.4%	0.23	1.30	98
2010	22.4%	0.31	1.37	132
2009	21.2%	0.32	1.51	137
2008	19.6%	0.29	1.47	117
2007	17.2%	0.22	1.45	87
2006	22.9%	0.36	1.58	151
2005	11.7%	0.18	1.50	72
2004	10.5%	0.16	1.52	63
2003	14.5%	0.25	1.75	99
2002	16.4%	0.30	1.82	116
2001	4.4%	0.07	1.59	27
2000	4.0%	0.04	1.00	15
1999	3.7%	0.05	1.35	19
1998	6.6%	0.08	1.21	31

APPENDIX 4 Advertised positions reported by subject

Subject	Year						
	2013	2012	2011	2010	2009	2008	2007
Food Technology	7.1%	10.0%	6.00%	14.10%	10.20%	14.90%	16.30%
Graphics							
Technology							
Literacy	15.5%	17.8%	14.00%	20.20%	14.50%	16.10%	15.00%
English							
Media studies							
ESOL							
Mathematics	16.7%	11.4%	10.70%	14.10%	10.20%	11.50%	13.10%
Biology	11.9%	13.5%	13.30%	6.10%	9.10%	13.80%	9.40%
Chemistry							
Physics							
Science							
PE	7.1%	7.8%	6.00%	9.10%	8.10%	10.90	8.80%
Sports Admin							
Te Reo	9.5%	5.7%	11.30%	4.00%	11.80%	8.60%	7.50%
Spanish							
Japanese							
French							
Deaf Lang.							
Dance/Drama	4.8%	12.7%	6.70%	9.10%	8.10%	5.20%	5.60%
Music	7.1%	5.7%	2.00%	3.00%	3.20%	1.70%	3.80%
History							
Geography							
Social Science(s)	2.4%	2.70%	0.00%	1.10%	3.40%	3.80%	2.70%
Digital Technology							
Business/Ec/Acc	1.2%	0.7%	3.00%	4.80%	1.70%	3.80%	3.00%
Arts (visual)	1.2%	5.0%	7.30%	6.10%	6.50%	4.60%	5.60%
Student learning support	4.8%	0.70%	3.00%	4.80%	1.70%	3.80%	0.70%
Special Needs	3.6%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%
Careers	1.2%	3.5%	3.30%	4.00%	2.20%	5.20%	2.50%
Guidance Counsellor							
Religious Education	2.4%	1.4%	1.30%	0.00%	1.10%	0.60%	1.30%
General /unidentified	4.8%	3.6%	5.30%	4.00%	2.20%	0.60%	0.60%

APPENDIX 5 Other vacancies

March Gazette - advertised vacancies, advertising period not closed.

YEAR	Schools	Mean vacancy (All schools)	Mean vacancy (Advertising schools)
2013	3.5%	0.04	0.10
2012	5.2%	0.06	1.10
2011	5.6%	0.07	0.15
2010	9.9%	0.12	0.30
2009	10.5%	0.13	0.26
2008	9.2%	0.13	0.25
2007	15.2%	0.21	0.41
2006	12.7%	0.15	1.15
2005	4.4%	0.04	1.00
2004	10.5%	0.14	1.35
2003	21.2%	0.32	1.51
2002	17.4%	0.22	1.29
2001	16.0%	0.21	1.31
2000	13.6%	0.18	1.32
1999	16.9%	0.22	1.30

Unadvertised vacancies

YEAR	Schools	Mean positions (All schools)	Mean vacancy (Schools with vacancies)
2013	9.0%	0.15	1.67
2012	12.7%	0.16	1.22
2011	14.6%	0.18	1.23
2010	20.3%	0.26	1.28
2009	16.2%	0.20	1.26
2008	21.7%	0.30	1.40
2007	25.1%	0.34	1.33
2006	21.7%	0.26	1.21
2005	21.5%	0.33	0.55
2004	18.7%	0.21	1.15
2003	20.7%	0.28	1.35
2002	30.8%	0.43	1.40
2001	18.7%	0.23	1.44
2000	9.6%	0.11	1.15
1999	8.7%	0.13	1.49

APPENDIX 6 Application numbers – secondary positions

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
2013	9.7	6.7	67.5%	3.2	3.0	0.6
2012	12.0	9.0	74.6%	6.0	3.1	0.8
2011	9.1	5.9	64.7%	3.7	3.1	1.7
2010	16.4	9.3	56.7%	5.2	7.1	1.5
2009	7.4	4.2	56.8%	2.4	3.2	0.6
2008	5.4	2.7	50.7%	1.6	2.6	1.0
2007	4.5	2.7	60.6%	1.6	1.8	0.6
2006	5.9	3.4	58.4%	1.5	2.4	0.4
2005	6.7	4.3	64.6%	2.5	2.4	0.7
2004	5.8	3.0	51.1%	2.0	2.8	0.8
2003	6.7	3.1	45.8%	1.5	3.6	0.7
2002	6.8	3.7	54.9%	1.9	3.1	0.5
2001	8.2	4.9	59.7%	3.0	3.3	0.8
2000	7.6	6.0	79.4%	4.8	1.6	0.6
1999	8.0	5.7	71.0%	3.2	2.3	0.7
1998	9.6	4.8	49.8%	2.6	4.8	1.5

ASSISTANT 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
2013	9.9	6.3	3.2	3.3	0.6
2012	13.3	9.9	6.8	3.4	0.9
2011	9.9	6.1	3.6	3.8	1.2
2010	18.4	10.4	5.8	8.0	1.8
2009	7.7	3.9	2.2	3.9	0.8
2008	5.7	2.4	1.4	3.3	1.3
2007	4.3	2.6	1.4	1.8	0.5
2006	6.1	3.6	1.5	2.5	0.4
2005	7.4	4.6	3.1	2.8	0.8
2004	6.4	3.1	2.0	3.3	0.9
2003	8.2	3.2	1.6	5.1	0.9
2002	8.2	3.9	1.8	4.3	0.7
2001	10.0	5.5	3.2	4.5	0.9
2000	7.4	5.9	5.1	1.5	0.5
1999	9.3	6.3	3.7	2.9	1.0
1998	11.8	5.7	3.1	6.0	2.1

MANAGEMENT³ 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
2013	7.1	5.9	4.1	1.2	0.4
2012	8.0	6.0	3.7	2.0	0.5
2011	6.5	5.2	4.2	1.3	0.7
2010	7.0	5.3	3.4	1.7	0.3
2009	6.0	4.8	3.2	1.2	0.1
2008	4.5	3.4	2.2	1.1	0.5
2007	4.9	3.4	2.6	1.6	0.7
2006	4.8	2.6	1.9	2.2	0.5
2005	4.6	3.4	2.3	1.2	0.1
2004	4.0	2.5	1.8	1.5	0.3
2003	2.8	1.9	0.9	0.9	0.2
2002	4.4	3.5	2.1	1.0	0.2
2001	5.1	4.0	2.3	1.2	0.4
2000	8.0	6.3	4.2	1.7	0.8
1999	6.3	4.9	2.4	1.5	0.1
1998	4.8	2.6	1.7	2.3	0.2

³ 'management position' here indicates any positions holding one or more permanent units and principal positions. 36 positions.

APPENDIX 7 Distribution of applications

All applicants: Assistant positions					
YEAR	0	1	2	3-4	5+
2013	6.6%	13.2%	4.4%	9.9%	72.5%
2012	6.6%	5.5%	4.4%	14.3%	69.2%
2011	6.7%	6.7%	6.7%	15.6%	64.4%
2010	7.6%	5.1%	3.8%	12.7%	70.9%
2009	9.9%	11.6%	4.1%	11.6%	62.8%
2008	13.0%	16.7%	9.3%	18.5%	42.6%
2007	17.1%	22.0%	13.4%	0.0%	47.6%
2006	10.3%	11.5%	5.1%	32.1%	43.6%
2005	7.8%	8.4%	8.4%	15.9%	59.8%
2004	8.0%	16.1%	8.9%	17.0%	50.0%
2003	10.1%	6.7%	6.7%	18.0%	58.4%
2002	6.7%	7.9%	10.1%	10.1%	65.2%
2001	16.7%	0.0%	0.0%	25.0%	58.3%
2000	8.0%	12.0%	0.0%	36.0%	44.0%
1999	4.7%	11.6%	11.6%	9.3%	62.8%

NZ trained Applicants: Assistant positions					
YEAR	0	1	2	3-4	5+
2013	13.2%	14.3%	5.5%	14.3%	59.3%
2012	11.0%	7.7%	11.0%	15.4%	54.9%
2011	11.1%	8.9%	16.7%	23.3%	40.0%
2010	7.6%	15.2%	8.9%	21.5%	46.8%
2009	15.7%	16.5%	10.7%	25.6%	31.4%
2008	20.4%	30.6%	14.8%	16.7%	17.6%
2007	17.2%	23.3%	23.3%	20.7%	15.5%
2006	24.4%	16.7%	16.7%	18.0%	26.9%
2005	13.1%	14.0%	16.8%	16.8%	39.3%
2004	18.8%	20.5%	13.4%	27.7%	19.6%
2003	16.9%	22.5%	18.0%	23.6%	19.1%
2002	10.1%	16.9%	21.3%	19.1%	32.6%
2001	9.6%	11.0%	5.5%	12.3%	37.0%

All applicants: Senior positions					
YEAR	0	1	2	3-4	5+
2013	0.0%	11.1%	16.7%	11.1%	61.1%
2012	6.3%	0.0%	12.5%	12.5%	68.8%
2011	7.7%	7.7%	7.7%	23.1%	53.8%
2010	5.0%	0.0%	5.0%	20.0%	70.0%
2009	5.0%	7.5%	7.5%	25.0%	55.0%
2008	9.1%	15.9%	2.3%	31.8%	40.9%
2007	9.5%	19.1%	9.5%	14.3%	47.6%
2006	5.0%	35.0%	15.0%	25.0%	20.0%
2005	10.8%	2.7%	13.5%	35.1%	37.8%
2004	15.8%	18.4%	15.8%	15.8%	34.2%
2003	14.0%	15.8%	15.8%	19.3%	35.1%
2002	5.7%	28.3%	5.7%	32.1%	28.3%
2001	8.2%	4.1%	5.5%	4.1%	69.9%
2000	2.3%	16.3%	14.0%	23.3%	44.2%
1999	10.0%	15.0%	10.0%	23.3%	50.0%

NZ trained Applicants: Senior positions					
YEAR	0	1	2	3-4	5+
2013	5.6%	5.6%	16.7%	22.2%	50.0%
2012	6.3%	9.4%	9.4%	21.9%	53.1%
2011	11.5%	7.7%	11.5%	23.1%	46.2%
2010	4.3%	0.0%	21.7%	30.4%	43.5%
2009	10.0%	15.0%	10.0%	30.0%	35.0%
2008	9.1%	22.7%	15.9%	25.0%	27.3%
2007	10.7%	25.6%	24.8%	20.7%	18.2%
2006	5.0%	10.0%	10.0%	25.0%	20.0%
2005	18.9%	13.5%	21.6%	18.9%	27.0%
2004	31.6%	15.8%	13.2%	21.1%	18.4%
2003	26.3%	15.8%	15.8%	19.3%	22.8%
2002	15.1%	28.3%	13.2%	28.3%	15.1%
2001	9.3%	18.6%	14.0%	39.5%	18.6%

APPENDIX 8 Applicant suitability

Suitability is based upon the following criteria⁴:

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
2013	9.66	2.97	0.56	6.70	3.29	49.1%	19.0%
2012	12.00	3.05	0.80	8.95	6.03	67.4%	26.1%
2011	9.11	3.21	1.07	5.90	3.74	63.4%	33.3%
2010	16.35	7.09	1.49	9.25	5.24	56.6%	21.0%
2009	7.39	3.23	0.61	4.16	2.43	58.4%	18.9%
2008	5.36	2.64	1.04	2.72	1.64	60.3%	39.4%
2007	4.47	1.76	0.56	2.71	1.64	60.5%	31.8%
2006	5.86	2.44	0.39	3.42	1.53	44.7%	16.0%
2005	6.67	2.36	0.73	4.31	2.54	59.0%	30.9%
2004	5.81	2.84	0.75	2.97	1.95	65.7%	26.4%
2003	6.72	3.64	0.69	3.08	1.50	48.7%	19.0%
2002	6.78	3.06	0.54	3.73	1.91	51.2%	17.5%
2001	8.21	3.31	0.74	4.90	2.86	59.7%	22.2%
2000	7.59	1.57	0.62	6.03	4.81	79.8%	39.5%
1999	8.00	2.32	0.66	5.68	3.19	56.2%	28.4%
1998	9.59	4.79	1.52	4.79	2.63	55.0%	31.8%

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
2013	6.70	0.67	0.40	6.03	2.90	59.7%	48.1%
2012	8.95	0.59	0.35	8.36	5.68	59.3%	67.9%
2011	5.90	0.71	0.31	5.19	3.43	43.7%	66.1%
2010	9.25	0.26	0.15	8.99	5.08	57.7%	56.5%
2009	4.16	0.25	0.12	3.91	2.31	48.0%	59.1%
2008	2.72	0.18	0.14	2.53	1.51	77.8%	59.7%
2007	2.71	0.37	0.18	2.34	1.45	48.6%	62.0%
2006	3.42	0.16	0.02	3.26	1.53	12.5%	46.9%
2005	4.31	0.63	0.40	3.67	2.54	63.5%	69.2%

⁴ *Criteria for suitability, each identified by at least 85% of secondary principals responding in the 2004 survey.

APPENDIX 9 Distribution of suitable applicants

All suitable applicants: Assistant positions					
YEAR	0	1	2	3-4	5+
2013	26.4%	18.7%	8.8%	17.6%	35.2%
2012	23.1%	14.3%	9.9%	17.6%	35.2%
2011	20.0%	15.6%	12.2%	17.8%	34.4%
2010	13.8%	13.8%	15.0%	23.8%	33.8%
2009	15.7%	27.3%	13.2%	26.4%	17.4%
2008	29.6%	29.6%	16.7%	12.0%	12.0%
2007	33.3%	33.3%	19.4%	0.0%	14.0%
2006	37.2%	28.1%	12.8%	10.3%	11.5%
2005	5.6%	27.1%	16.8%	21.5%	29.0%
2004	20.5%	28.6%	16.1%	17.9%	17.0%
2003	18.0%	27.0%	18.0%	21.3%	15.7%
2002	12.1%	25.3%	17.7%	32.8%	12.2%
2001	19.2%	12.3%	21.9%	15.1%	31.5%

Suitable NZ trained applicants: Assistant positions					
YEAR	0	1	2	3-4	5+
2013	28.6%	16.5%	12.1%	18.7%	30.8%
2012	27.5%	14.3%	11.0%	13.2%	34.1%
2011	26.7%	14.4%	17.8%	15.6%	25.6%
2010	7.6%	15.2%	8.9%	21.5%	46.8%
2009	28.1%	24.8%	14.9%	20.7%	11.6%
2008	43.5%	28.7%	12.0%	7.4%	8.3%
2007	35.3%	29.3%	17.2%	12.1%	6.0%
2006	47.4%	20.5%	14.1%	10.2%	7.7%
2005	19.6%	25.2%	14.0%	15.0%	26.2%
2004	33.0%	28.6%	14.3%	16.1%	8.0%
2003	31.5%	31.5%	16.9%	11.2%	9.0%
2002	31.5%	29.2%	16.9%	17.6%	5.6%
2001	23.9%	18.3%	21.1%	11.3%	25.4%

All suitable applicants: Management positions					
YEAR	0	1	2	3-4	5+
2013	11.1%	33.3%	5.6%	16.7%	33.3%
2012	21.9%	9.4%	12.5%	25.0%	31.3%
2011	19.2%	7.7%	15.4%	19.2%	38.5%
2010	13.0%	0.0%	17.4%	43.5%	26.1%
2009	22.5%	22.5%	5.0%	27.5%	22.5%
2008	27.3%	25.0%	9.1%	18.2%	20.5%
2007	23.8%	14.3%	14.3%	28.6%	19.1%
2006	25.0%	15.0%	20.0%	30.0%	10.0%
2005	21.6%	18.9%	24.3%	16.2%	18.9%
2004	36.8%	18.4%	21.1%	7.9%	15.8%
2003	36.8%	17.5%	17.5%	21.1%	7.0%
2002	28.3%	30.2%	15.1%	11.3%	15.1%
2001	23.3%	23.3%	9.3%	20.9%	23.3%

Suitable NZ trained applicants: Management positions					
YEAR	0	1	2	3-4	5+
2013	16.7%	27.8%	5.6%	16.7%	33.3%
2012	28.1%	6.3%	15.6%	25.0%	25.0%
2011	15.4%	7.7%	19.2%	19.2%	38.5%
2010	4.3%	0.0%	21.7%	30.4%	43.5%
2009	22.5%	25.0%	7.5%	25.0%	20.0%
2008	31.8%	29.5%	6.8%	15.9%	15.9%
2007	28.9%	29.8%	17.4%	16.5%	7.0%
2006	35.0%	20.0%	10.0%	25.0%	10.0%
2005	40.5%	10.8%	18.9%	13.5%	16.2%
2004	42.1%	15.8%	18.4%	7.9%	15.8%
2003	47.4%	17.5%	14.0%	14.0%	7.0%
2002	37.7%	24.5%	11.3%	13.3%	13.2%
2001	27.9%	23.3%	14.0%	27.9%	9.3%

APPENDIX 10 Overseas recruitment

Overseas teachers recruited to positions for the new school year

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
2013	14.4%	0.37	20.4%	0.36	0.73
2012	15.6%	0.40	16.5%	0.28	0.68
2011	28.6%	0.62	19.7%	0.31	0.93
2010	33.9%	0.76	26.0%	0.44	1.19
2009	38.1%	0.89	29.0%	0.64	1.52
2008	42.9%	0.98	27.8%	0.45	1.43
2007	36.7%	0.79	28.3%	0.46	1.25
2006	29.3%	0.54	15.9%	0.18	0.72
2005	44.4%	1.01	35.6%	0.64	1.65
2004	35.6%	0.58	22.8%	0.32	0.90
2003	35.8%	0.72	20.2%	0.35	1.07
2002	24.4%	0.36	20.9%	0.25	0.61
2001	26.7%	0.42	20.9%	0.25	0.67
2000	16.8%	0.19	18.4%	0.26	0.45
1999	12.0%	0.19	11.2%	0.13	0.32
1998	15.5%	0.19	11.5%	0.13	0.32

National projections

YEAR	PERMANENT APPOINTMENTS	NON-PERMANENT APPOINTMENTS	ALL APPOINTMENTS (projected)
2013	166	163	330
2012	176	124	300
2011	265	135	399
2010	323	187	510
2009	376	271	648
2008	396	182	578
2007	319	186	506
2006	227	76	289
2005	406	257	658
2004	228	126	354
2003	284	138	422
2002	141	95	236
2001	163	98	260
2000	73	100	173
1999	73	50	123
1998	73	50	123

APPENDIX 11 Attrition

Attrition data refers to teachers who resigned to leave the secondary state teaching service in New Zealand other than for temporary reasons, such as maternity leave.

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	Yr 2	Yr 3	Other				
2012/13	0.08		0.45		0.38	0.07	0.98	442
2011/12	0.06		0.38		0.44	0.05	0.93	411
2010/11	0.08		0.52		0.39	0.10	1.08	470
2009/10	0.14		0.62		0.29	0.07	1.13	481
2008/09	0.06	0.10	0.10	0.54	0.50	0.10	1.34	583
2007/08	0.06	0.15	0.16	0.83	0.57	0.11	1.89	764
2006/07	0.04	0.10	0.19	0.60	0.46	0.09	1.48	599
2005/06	0.03	0.17	0.14	0.69	0.50	0.07	1.61	575
2004/05	0.05	0.12	0.09	0.63	0.43	0.05	1.37	552
2003/04	0.11	0.17	0.11	0.57	0.50	0.10	1.55	607
2002/03	0.07	0.14	0.08	0.57	0.57	0.12	1.54	607
2001/02	0.06	0.13	0.13	0.46	0.39	0.10	1.28	495

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	Yr 2	Yr 3	Other				
2012/13	0.02		0.12		0.07	0.01	0.22	101
2010/12	>0.01		0.15		0.11	0.01	0.28	124
2010/11	0.01		0.11		0.09	0.01	0.22	96
2009/10	0.05		0.15		0.10	0.02	0.31	134
2008/09	0.01	0.03	0.03	0.11	0.11	0.02	0.33	140
2007/08	0.01	0.03	0.03	0.13	0.15	0.03	0.37	148
2006/07	0.01	0.03	0.01	0.14	0.10	0.02	0.31	125
2005/06	0.01	0.04	0.01	0.10	0.11	0.01	0.28	118
2004/05	0.01	0.01	0.01	0.18	0.11	0.02	0.32	129
2003/04	0.01	0.03	0.04	0.07	0.09	0.01	0.23	90
2002/03	0.02	0.01	0.01	0.13	0.08	0.03	0.26	104
2001/02	0.00	0.01	0.00	0.11	0.09	0.02	0.25	95

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

Year	Base scale teachers				Unit holders	Senior management
	Yr 1	Yr 2	Yr 3	Other		
2012/13	8.1%		46.2%		38.6%	7.1%
2011/12	5.0%		44.4%		45.6%	5.0%
2010/11	7.4%		47.8%		35.7%	9.1%
2009/10	12.5%		55.1%		25.9%	6.5%
2008/09	4.2%	6.9%	6.6%	39.2%	36.1%	6.9%
2007/08	3.2%	8.1%	8.6%	43.8%	30.3%	6.1%
2006/07	2.8%	7.1%	12.7%	40.3%	31.1%	6.0%
2005/06	2.0%	10.3%	8.7%	43.3%	31.0%	4.8%
2004/05	3.6%	8.7%	6.2%	46.0%	31.5%	4.0%
2003/04	6.9%	10.8%	7.2%	36.6%	32.4%	6.2%
2002/03	4.4%	9.1%	5.0%	36.9%	36.9%	7.7%
2001/02	5.2%	10.7%	10.3%	36.5%	31.3%	6.0%

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

Year	Base scale teachers				Unit holders	Senior management
	Yr 1	Yr 2	Yr 3	Other		
2012/13	8.9%		53.3%		31.1%	6.6%
2011/12	5.3%		43.8%		45.5%	5.0%
2010/11	4.3%		48.9%		42.6%	4.3%
2009/10	15.0%		46.7%		33.3%	5.0%
2008/09	4.3%	10.1%	10.1%	33.3%	34.8%	7.2%
2007/08	2.9%	7.1%	7.1%	34.3%	40.0%	8.6%
2006/07	3.4%	8.5%	3.4%	44.1%	33.9%	6.8%
2005/06	2.3%	15.9%	4.5%	34.1%	40.9%	2.3%
2004/05	0.0%	1.6%	1.6%	56.3%	34.4%	6.3%
2003/04	4.3%	10.9%	17.4%	28.3%	37.0%	2.2%
2002/03	5.9%	2.0%	3.9%	49.0%	29.4%	9.8%
2001/02	2.0%	6.0%	2.0%	46.0%	36.0%	8.0%

Resignations by destination - 15 November to 27 January periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2012/13	16.8%	22.8%	3.0%	4.1%	3.0%	50.3%
2011/12	11.1%	21.1%	4.0%	5.5%	3.5%	54.8%
2010/11	24.3%	25.2%	3.0%	3.5%	1.7%	42.2%
2009/10	23.6%	24.1%	3.7%	5.1%	1.4%	42.1%
2008/9	14.9%	27.8%	6.6%	4.2%	2.1%	44.4%
2007/8	30.5%	23.9%	5.8%	5.8%	0.9%	33.1%
2006/7	27.6%	29.7%	6.0%	4.6%	2.1%	27.6%
2005/6	31.7%	22.6%	5.2%	4.4%	2.8%	33.3%
2004/5	26.1%	26.4%	6.1%	4.6%	4.3%	32.5%
2003/4	30.7%	25.5%	4.6%	2.9%	4.2%	32.0%
2002/3	26.8%	23.2%	12.4%	2.7%	4.7%	30.2%
2001/2	77.0%	12.7%	3.2%	4.8%	2.4%	

Resignations by destination - 28 January to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2013	11.1%	24.4%	4.4%	6.7%	4.4%	48.9%
2012	20.0%	33.3%	0.0%	6.7%	3.3%	36.7%
2011	27.7%	36.2%	2.1%	0.0%	4.3%	29.8%
2010	23.3%	23.3%	0.0%	0.0%	1.7%	51.7%
2009	15.9%	33.3%	4.3%	7.2%	1.4%	37.7%
2008	35.7%	28.6%	1.4%	1.4%	2.9%	30.0%
2007	35.6%	22.0%	1.7%	0.0%	0.0%	40.7%
2006	36.4%	36.4%	2.3%	0.0%	0.0%	25.0%
2005	26.2%	18.5%	3.1%	1.5%	1.5%	49.2%
2004	19.6%	39.1%	0.0%	0.0%	10.9%	30.4%
2003	17.6%	23.5%	11.8%	2.0%	16.7%	29.4%
2002	38.0%	14.0%	6.0%	4.0%	38.0%	

Resignations by destination - 15 November to 15 March periods total

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2012/13	15.7%	23.1%	3.3%	4.5%	3.3%	50.0%
2011/12	13.1%	23.9%	3.1%	5.8%	3.5%	50.6%
2010/11	24.9%	27.1%	2.9%	2.9%	2.2%	40.1%
2009/10	23.6%	23.9%	2.9%	4.0%	1.4%	44.2%
2008/9	15.1%	28.9%	6.2%	4.8%	2.0%	43.1%
2007/8	31.4%	24.7%	5.0%	5.0%	1.2%	32.6%
2006/7	28.9%	28.4%	5.3%	3.8%	1.8%	31.9%
2005/6	32.4%	24.7%	4.7%	3.7%	2.4%	32.1%
2004/5	26.1%	24.9%	5.5%	4.1%	3.8%	45.7%
2003/4	29.3%	27.3%	4.0%	2.6%	5.1%	31.8%
2002/3	25.5%	23.2%	12.3%	2.6%	6.3%	30.1%
2001/2	65.9%	13.1%	4.0%	4.5%	12.5%	

APPENDIX 12 Day Relief Pool

Availability of day relievers

YEAR	Relievers / school	Trained and qualified relievers / schools	Trained and qualified proportion	Proportion schools would prefer not to use
2013	11.5	10.7	93.2%	7.0%
2012	12.2	11.8	96.3%	9.4%
2011	10.9	10.5	96.2%	10.1%
2010	10.7	10.0	93.2%	10.7%
2009	11.6	11.1	96.0%	11.5%
2008	10.7	10.1	94.0%	10.4%
2007	10.6	9.9	93.2%	10.8%
2006	10.4	9.6	92.3%	10.8%
2005	10.8	9.8	91.1%	13.7%
2004	9.6	8.4	88.0%	12.9%
2003	8.7	7.4	85.4%	15.8%
2002	9.0	8.0	88.1%	16.0%
2001	11.3	10.0	88.4%	12.0%
2000	12.3	10.9	88.7%	7.4%
1999	14.3	12.4	86.7%	15.3%
1998	14.4	12.5	86.6%	9.3%

Distribution of day relievers

YEAR	Number of relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2013	1.5%	2.0%	4.6%	24.8%	30.8%	23.7%	8.1%	2.0%	2.5%
2012	6.6%	0.9%	5.7%	16.6%	37.9%	21.3%	4.7%	1.4%	4.7%
2011	6.7%	3.8%	2.9%	15.2%	37.6%	23.8%	4.3%	2.4%	3.3%
2010	4.8%	2.6%	2.1%	20.6%	35.4%	23.3%	6.9%	2.1%	2.1%
2009	4.8%	1.9%	2.9%	25.2%	31.9%	21.4%	5.2%	3.8%	2.9%
2008	6.0%	2.2%	2.2%	24.5%	32.1%	21.2%	8.2%	2.2%	1.6%
2007	0.0%	2.0%	4.0%	18.3%	29.0%	12.3%	14.7%	19.0%	0.8%
2006	1.3%	0.0%	1.9%	23.4%	42.4%	15.8%	13.9%	1.3%	0.0%
2005	5.9%	1.5%	5.4%	18.6%	38.2%	20.1%	5.9%	2.9%	1.5%
2004	7.8%	1.8%	2.8%	25.2%	34.4%	18.8%	6.0%	1.8%	1.4%
2003	8.3%	0.5%	3.6%	22.8%	37.3%	20.7%	6.2%	0.5%	0.0%
2002	7.5%	1.5%	2.5%	24.5%	39.3%	16.9%	6.0%	1.0%	1.0%
2001	4.1%	3.2%	3.2%	21.8%	30.8%	24.9%	8.1%	2.3%	1.9%
2000	2.5%	1.6%	4.9%	16.5%	32.0%	30.4%	7.4%	4.1%	0.8%
1999	0.9%	1.8%	1.3%	15.9%	38.5%	26.2%	8.8%	0.9%	5.3%
1998	1.0%	1.0%	0.5%	21.1%	32.8%	26.0%	9.3%	2.5%	6.4%

Distribution of trained and qualified day relievers

YEAR	Number of trained/qualified relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2013	1.5%	4.6%	3.6%	23.9%	33.0%	21.3%	8.1%	2.0%	2.0%
2012	7.2%	2.4%	5.8%	16.3%	37.0%	20.7%	4.3%	1.4%	4.8%
2011	8.1%	3.3%	4.3%	15.2%	37.6%	21.9%	4.3%	1.9%	3.3%
2010	6.3%	4.2%	4.8%	19.6%	34.4%	21.2%	5.3%	2.1%	2.1%
2009	12.9%	2.9%	3.8%	26.2%	22.9%	20.0%	4.8%	3.8%	2.9%
2008	6.5%	2.7%	3.3%	25.0%	32.6%	18.5%	7.6%	2.2%	1.6%
2007	1.4%	1.4%	2.9%	18.6%	27.1%	12.9%	15.4%	19.6%	0.7%
2006	1.8%	3.1%	3.8%	23.8%	36.3%	15.0%	11.2%	1.8%	3.1%
2005	6.4%	2.0%	6.9%	26.6%	33.5%	15.3%	5.4%	3.0%	1.0%
2004	9.2%	5.0%	9.2%	24.8%	26.6%	17.4%	5.0%	1.8%	0.9%
2003	11.4%	3.6%	5.7%	28.0%	29.5%	16.6%	4.7%	0.5%	0.0%
2002	8.0%	4.5%	5.5%	28.4%	32.8%	14.4%	4.5%	1.5%	0.5%
2001	8.6%	5.0%	6.3%	19.0%	28.1%	22.2%	7.7%	1.4%	1.9%
2000	2.5%	4.9%	7.4%	18.9%	29.5%	25.3%	5.7%	3.3%	2.5%
1999	3.5%	4.0%	3.1%	19.1%	35.4%	22.3%	7.0%	0.4%	5.3%
1998	3.9%	2.0%	4.9%	24.5%	27.9%	22.4%	7.8%	2.0%	4.9%

APPENDIX 13 Curriculum Delivery Issues

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

YEAR	Schools	Teachers per school	Teachers per effected school	National projection
2013	14.9%	0.29	1.93	130
2012	14.0%	0.26	1.87	156
2011	14.6%	0.27	1.84	117
2010	18.8%	0.34	1.83	146
2009	29.0%	0.47	1.62	200
2008	28.3%	0.47	1.65	190
2007	27.2%	0.42	1.54	169
2006	19.6%	0.27	1.23	113
2005	20.5%	0.32	1.56	128
2004	20.5%	0.39	1.89	153
2003	27.5%	0.56	1.81	221
2002	23.4%	0.44	1.89	170
2001	13.3%	0.20	1.63	77

Classes cancelled or transferred to Correspondence or VC because specialists were not available

YEAR	Option reduction		
	Proportion of schools	Average number classes (All school)	Average no. of classes (effected schools)
2013	14.8%	0.18	1.22
2012	10.7%	0.16	1.52
2011	13.1%	0.19	1.43
2010	12.0%	0.22	1.87
2009	13.8%	0.21	1.52
2008	15.8%	0.28	1.79
2007	13.1%	0.19	1.48
2006	18.5%	0.30	1.62
2004	16.9%	0.30	1.76
2003	14.0%	0.28	1.96
2002	12.4%	0.19	1.56
2001	6.7%	0.09	1.33
2000	4.0%	0.07	1.75
1999	6.2%	0.08	1.29

APPENDIX 14 Principals' staffing expectations

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

OPTIMISM INDICES

RECRUITMENT

ACTUAL RECRUITMENT: START OF YEAR	NZ trained teachers INDEX	Overseas trained teachers INDEX
March 2013	+0.157	+0.03
March 2012	+0.1716	+0.01
March 2011	+0.191	+0.113
March 10	+0.092	+0.667
March 09	-0.137	+0.016
March 08	-0.287	-0.152
March 07	-0.189	-0.055
March 06	-0.076	+0.063
March 05	-0.006	+0.020
March 04	-0.197	+0.052
March 03	-0.571	-0.159
March 02	-0.570	-0.111

EXPECTED RECRUITMENT: REST OF YEAR	NZ trained teachers INDEX	Overseas trained teachers INDEX
March 13–27 Jan 14	+0.061	0.000
March 12–27 Jan 13	+0.128	-0.071
March 11–27 Jan 12	-0.019	+0.027
March 10 – 27 January 11	-0.351	-0.025
March 09 – 27 January 10	-0.315	+0.042
March 08 – 27 January 09	-0.530	-0.310
March 07 - 27 January 08	-0.462	-0.214
March 06 - 27 January 07	-0.265	-0.033
March 05 - 27 January 06	-0.067	-0.050
March 04- 27 January 05	-0.430	-0.135
March 03 - 27 January 04	-0.812	-0.356
March 02 - 27 January 03	-0.736	-0.309

RETENTION

ACTUAL RETENTION BETWEEN SCHOOL YEARS	All teachers INDEX
March 2013	+0.185
March 2012	+0.197
March 2011	+0.287
March 10	+0.328
March 09	+0.054
March 08	-0.041
March 07	-0.017
March 06	-0.007
March 05	-0.033
March 04	+0.016
March 03	-0.323
March 02	-0.392

EXPECTED RETENTION FOR REMAINING SCHOOL YEAR	All teachers INDEX
March 13 – 27 Jan 14	+0.0156
March 12 – 27 Jan 13	+0.220
March 11 – 27 Jan 12	+0.174
March 10 – 27 January 11	+0.149
March 09 – 27 January 10	+0.058
March 08 – 27 January 09	-0.137
March 07 - 27 January 08	-0.083
March 06 - 27 January 07	-0.038
March 05 - 27 January 06	-0.023
March 04- 27 January 05	-0.011
March 03 - 27 January 04	-0.361
March 02 - 27 January 03	-0.386