



MINISTRY OF EDUCATION NEW ZEALAND

Te Tāhuhu o te Mātauranga Aotearoa

Monitoring Teacher Supply

**Survey of staffing in New Zealand schools
at the beginning of the 2010 school year**

**Megan Lee
Ministry of Education**

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Executive Summary

The Research Division, Ministry of Education conducts the *survey of staffing* annually to provide the Ministry with a snapshot of the number of entitlement staffing vacancies¹ and re-advertised vacancies in schools at the start of Term 1. In 2010, the survey was completed by 95 percent of all state and state-integrated schools.

Results from this year's survey showed that as a proportion of all entitlement positions, staffing vacancies in New Zealand schools at the beginning of the school year have halved since the start of the 2009 school year (from 0.8% in 2009 to 0.4% in 2010). This decrease in staffing vacancies is also reflected in a notable drop in the number of FTTE (Full-Time Teacher Equivalent) vacancies from 329.5 in 2009 to 185.6 in 2010. The significant decline in job vacancies in New Zealand schools is not unexpected given national trends indicating a decline in vacancies across a number of sectors as a result of the 2008/09 economic recession.

Consistent with the results presented in previous years' reports, the subject areas with the highest number of vacancies in secondary schools were English, technology and mathematics and statistics.

Re-advertised positions in schools are considered to be an indication of 'hard-to-staff' positions. In 2010, one-third (33%) of all entitlement vacancies at the beginning of Term 1 had been re-advertised. These re-advertised vacancies represented 0.1 percent of all FTTE entitlement positions, a considerable decrease from 0.3 percent in 2009.

Consistent with trends identified in previous reports, vacancies and re-advertised positions were greatest in schools in rural areas (population <1,000), schools with the highest proportion of Māori students on their roll (relative to other schools) and low decile schools (deciles 1-3).

The survey also examined other sources of teacher supply for New Zealand schools, including the recruitment of first and second year (beginning) teachers. Just over half (55%) of primary schools and nearly three-quarters (84%) of secondary schools had first and/or second year beginning teachers on their staff in 2010. First and second year beginning teachers comprised 7.8 percent of the teaching population in primary schools and 6.6 percent of the teaching population in secondary schools.

¹ In this survey an 'entitlement staffing vacancy' is defined as any position which was not filled by a permanent teacher, or by a long-term relief teacher whose tenure was more than 10 consecutive weeks, at the beginning of the new school year.

Introduction

Background

Teacher supply is a major focus for the Ministry of Education. Over recent years the government has introduced a number of initiatives aimed at ensuring a sufficient number of teachers in New Zealand schools². The Ministry has a role in monitoring the teacher supply situation, and this is carried out in a variety of ways including monitoring the advertisements in the *Education Gazette* and information received from the March roll returns³, and carrying out the *survey of staffing* in all state and state-integrated schools at the beginning of the school year. The Research Division has carried out the *survey of staffing* since 1997. The aim of the survey is to provide a snapshot of the staffing situation in schools at the start of Term 1. This report is a continuation of that annual series.

Method and response rates

As with previous years, information was sought on the staffing situation in schools at the beginning of the school year. Both primary and secondary principals were asked to complete a one-page survey outlining the situation in their schools as at their first day of school in 2010.

The 2010 survey asked principals to provide information on:

- the number of entitlement vacancies and re-advertised vacancies in their school at the beginning of the school year;
- the subject areas in which any of their vacancies occurred (answered by secondary principals only);
- the number of vacancies that were for Māori medium/bilingual or Samoan bilingual teachers (answered by primary principals only);
- the number of positions where an appointment had been made but the appointee was unable to start at the beginning of Term 1;
- whether or not they had advertised for a permanent teacher (Scale A classroom teachers for primary schools, and various subject teachers⁴ for secondary schools) in the past six months. If so, how many New Zealand trained teachers applied for the position, and was an appointment made;
- the availability of relief teachers (i.e. whether there were any days during terms 3 and 4 in 2009 when schools needed a day relief teacher, but no relief teachers were available);
- the number of relatively new overseas-trained teachers as well as the number of first and second year beginning teachers who were teaching in their school.

² More information on these initiatives can be obtained from the TeachNZ website on www.teachnz.govt.nz.

³ These returns are managed by the Education Information and Analysis Division of the Ministry of Education.

⁴ Subjects included: English; Te Reo Māori; chemistry; physics; general science; mathematics and statistics; health and physical education; and technology

Schools were asked to either fax the completed forms to the Research Division of the Ministry of Education or complete the survey online. The 2010 survey was completed by 95 percent of all schools as shown in Table 1.

Table 1: Response Rates

	Primary ¹	Secondary ²	Total
Number of schools surveyed	2,039	427	2,466
Number of schools that responded	1,946	402	2,348
Percentage of schools that responded	95.4	94.1	95.2
Number of schools that did not respond	93	25	118

¹ Primary includes full primary, contributing, intermediate, Kura Teina and special schools.

² Secondary includes composite (year 1-15) and secondary (both years 7–15 & 9–15) schools.

Limitations of the report

This report provides a snapshot of the staffing situation in New Zealand state and state-integrated schools at the start of the 2010 school year. This report does not take into account population trends that might impact future teacher demand (e.g. fluctuations in the number of births) nor does it account for characteristics of the teaching population that might impact future teacher supply (e.g. the age of currently employed teachers). This report should therefore not be used in isolation to predict the staffing situation in the future.

Additionally, this report does not address the staffing situation in early childhood education services.

Points to note

1. To enable comparisons to be made with data collected from the *survey of staffing* conducted in previous years, data from special schools are included with the data from primary schools and data from composite schools are included with the data from secondary schools.
2. Schools were asked to indicate whether they had any *entitlement staffing vacancies*. Some schools may have had vacancies at the beginning of Term 1 above their current staffing entitlement but it was beyond the scope of the survey in its present format to collect information on these vacancies.
3. An *entitlement staffing vacancy* was defined as any position which was not filled by a permanent teacher or a long-term relief teacher whose tenure was more than 10 consecutive weeks.
4. A *re-advertised vacancy* was defined as any position which had been advertised nationally more than once with no appointment being made after the first time advertised.
5. Throughout the report vacancies and re-advertised vacancies are analysed as a proportion of all entitlement positions. Entitlement positions for the 2010 year are based on provisional data for those schools that responded. The entitlement figures are obtained from the Resourcing Division of the Ministry of Education and are confirmed after the annual March 1 roll return data are compiled.

Table 2 presents the number of schools that have responded to the vacancy surveys since 2003, and the number of entitlement positions in those schools (expressed as full-time teacher equivalents, FTTEs).

The total number of entitlement positions in responding schools has changed over the years. The number of entitlement positions is formula driven and derived from schools' year level rolls, which vary from year to year. Some of the fluctuation will also be due to changes in the number of schools that responded to the survey. Policy changes have also influenced the number of entitlement positions in schools. For example, the increase in entitlement positions between 2008 and 2009 is reflective of the reduction in the teacher: student ratio for Year 1 students and for Māori immersion levels 1 and 2 during this time.

Table 2: Number of responding schools and the entitlement positions^a (FTTEs^b) within these schools (2003 – 2010)

	Primary							
	2003	2004	2005	2006	2007	2008	2009	2010
Number of schools that responded	2,121	2,026	1,919	1,898	1,955	1,924	1,959	1,946
Entitlement positions within these schools (FTTE)	22,789	22,923	21,710	22,360	23,216	22,848	25,179	25,250
	Secondary							
	2003	2004	2005	2006	2007	2008	2009	2010
Number of schools that responded	385	379	382	382	384	393	388	402
Entitlement positions within these schools (FTTE)	15,948	16,082	17,641	18,154	18,209	18,479	18,064	18,583
	Total							
	2003	2004	2005	2006	2007	2008	2009	2010
Number of schools that responded	2,506	2,405	2,301	2,280	2,339	2,317	2,347	2,348
Entitlement positions within these schools (FTTE)	38,737	39,005	39,351	40,514	41,425	41,327	43,243	43,833

^a Entitlement positions for the 2010 school year are based on provisional data for those schools that responded. The entitlement figures are obtained from the Resourcing Division, Ministry of Education. These figures are confirmed after the annual March 1 roll return data are compiled.

^b Full-time teacher equivalents.

The staffing situation in New Zealand schools at the start of the 2010 school year

Entitlement staffing vacancies

Entitlement staffing refers to the number of full-time (or full-time equivalent) teachers that a school is entitled to given the number of students attending and their education needs.

In this survey the term ‘entitlement staffing vacancy’ is defined as *any position which was not filled by a permanent teacher, or by a long-term relief teacher whose tenure was more than 10 consecutive weeks, at the beginning of the new school year.*

How many schools had vacancies on the first day of school in 2010?

The proportion of all schools with vacant entitlement positions at the beginning of 2010 (7.7%) was the lowest it has been since 2003. The proportion of primary schools with entitlement vacancies decreased from 8.5 percent in 2009 to 6.0 percent in 2010. The proportion of secondary schools with entitlement vacancies also decreased from 27.3 percent in 2009 to 16.2 percent.

How many vacancies were there on the first day of school in 2010?

Schools that responded to the survey reported having 185.6 full-time teacher equivalent (FTTE) vacancies at the start of Term 1 2010. These vacancies represented just 0.4 percent of all FTTE entitlement positions.

The number of FTTE vacancies reported by schools, and the proportion of vacant entitlement positions relative to entitlement positions in these schools, has halved since 2009 (329.5 FTTEs, representing 0.8% of all entitlement positions).

When analysed by sector, the proportion of vacant entitlement positions in primary schools decreased for the first time since 2007 (from 0.7% in 2007, 2008 and 2009 to 0.5% in 2010). A decrease in the proportion of vacant entitlement positions in secondary schools was also noted, continuing the downward trend recorded over the past three years (1.1% in 2008, 0.8% in 2009 and 0.4% in 2010).

The significant decrease in the number of vacancies in New Zealand schools was expected given the impact of the economic recession of 2008/09 on the New Zealand labour market. Research by the New Zealand Department of Labour (2009) has shown that the recent economic recession has caused sharp increases in job losses coupled with a considerable reduction in new job openings⁵. Thus the decline in the job vacancy rate in New Zealand schools at the start of 2010 is reflective of a national trend in declining vacancies across a number of sectors.

⁵ <http://www.dol.govt.nz/services/LMI/workforce2020/resilience-to-recession/resilience-to-recession.pdf>

Table 3: Vacancies (FTTE) as at the beginning of the school year (2003 – 2010)

	Primary							
	2003	2004	2005	2006	2007	2008	2009	2010
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	275.2	197.0	189.1	188.3	173.0	170.6	180.7	114.2
- proportion of all entitlement positions (%)	1.2	0.9	0.9	0.8	0.7	0.7	0.7	0.5
<i>Schools with vacancies</i>								
- number	236	171	184	186	167	162	166	116
- proportion of responding schools (%)	11.1	8.4	9.6	9.8	8.5	8.4	8.5	6.0
<i>Schools with at least one FTTE vacancy</i>								
- number	188	142	146	149	138	122	140	89
- proportion of responding schools (%)	8.9	7.0	7.6	7.9	7.1	6.3	7.1	4.6
	Secondary							
	2003	2004	2005	2006	2007	2008	2009	2010
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	266.1	227.3	173.7	180.9	189.9	201.0	148.9	71.4
- proportion of all entitlement positions (%)	1.7	1.4	1.0	1.0	1.0	1.1	0.8	0.4
<i>Schools with vacancies</i>								
- number	166	147	120	120	135	129	106	65
- proportion of responding schools (%)	43.1	38.8	31.4	31.4	35.2	32.8	27.3	16.2
<i>Schools with at least one FTTE vacancy</i>								
- number	149	128	103	105	114	113	92	52
- proportion of responding schools (%)	38.7	33.8	27.0	27.5	29.7	28.8	23.7	12.9
	All Schools							
	2003	2004	2005	2006	2007	2008	2009	2010
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	541.3	424.3	362.8	369.2	362.9	371.6	329.5	185.6
- proportion of all entitlement positions (%)	1.4	1.1	0.9	0.9	0.9	0.9	0.8	0.4
<i>Schools with vacancies</i>								
- number	402	318	304	306	302	291	272	181
- proportion of responding schools (%)	16.0	13.2	13.2	13.4	12.9	12.6	11.6	7.7
<i>Schools with at least one FTTE vacancy</i>								
- number	337	270	249	254	252	235	232	141
- proportion of responding schools (%)	13.4	11.2	10.8	11.1	10.8	10.1	9.9	6.0

Re-advertised vacancies

As in previous surveys, the 2010 survey defined a 're-advertised position' as *any position which had been advertised nationally more than once with no appointment being made after the first time advertised*. Re-advertising is considered to be an indication that the position is hard to staff.

What proportion of entitlement positions were vacancies that had been re-advertised?

In 2010, re-advertised vacancies represented 0.1 percent of all FTTE entitlement positions in schools that responded to the survey (Table 4). This overall percentage represents a considerable decrease in the proportion of re-advertised vacancies from 2009 for both primary schools (0.3% in 2009 to 0.1% in 2010) and secondary schools (0.4% in 2009 to 0.1% in 2010).

Table 4: Re-advertised vacancies (FTTE) at the beginning of the school year (2003 – 2010)

	Primary							
	2003	2004	2005	2006	2007	2008	2009	2010
<i>Re-advertised positions (FTTE)</i>								
- number	66.6	40.4	55.2	41.5	47.3	69.7	73.4	34.9
- proportion of all entitlement positions (%)	0.3	0.2	0.3	0.2	0.2	0.3	0.3	0.1
<i>Schools with re-advertised positions</i>								
- number	59	37	55	42	46	72	69	37
- proportion of responding schools (%)	2.8	1.8	2.9	2.2	2.4	3.7	3.5	1.9
	Secondary							
	2003	2004	2005	2006	2007	2008	2009	2010
<i>Re-advertised positions (FTTE)</i>								
- number	143.6	116.0	82.0	74.2	100.6	120.2	67.4	26.1
- proportion of all entitlement positions (%)	0.9	0.7	0.5	0.4	0.6	0.7	0.4	0.1
<i>Schools with re-advertised positions</i>								
- number	104	87	63	61	81	82	54	24
- proportion of responding schools (%)	27.0	23.0	16.5	16.0	21.1	20.9	13.9	6.0
	All Schools							
	2003	2004	2005	2006	2007	2008	2009	2010
<i>Re-advertised positions (FTTE)</i>								
- number	210.2	156.4	137.2	115.7	147.9	190.0	140.8	61.0
- proportion of all entitlement positions (%)	0.5	0.4	0.3	0.3	0.4	0.5	0.3	0.1
<i>Schools with re-advertised positions</i>								
- number	163	124	118	103	127	154	123	61
- proportion of responding schools (%)	6.5	5.2	5.1	4.5	5.4	6.6	5.2	2.6

What proportion of all vacancies in 2010 had been re-advertised?

In 2010, one-third (33%) of all entitlement vacancies in schools at the beginning of Term 1 had been re-advertised. This continues a downward trend in the proportion of re-advertised vacancies noted in the past two years (e.g. 51% in 2008 and 43% in 2009). Compared with the data from 2009, decreases in the proportion of re-advertised vacancies were found in both primary (41% in 2009 to 31% in 2010) and secondary (45% in 2009 to 37% in 2010) schools.

Characteristics of schools with vacancies and re-advertised vacancies

Table 5 provides a breakdown of the schools that had vacancies and re-advertised vacancies at the beginning of the 2010 school year by locality (rural and urban), decile and concentration of Māori students.

As a proportion of all entitlement positions, vacancies and re-advertised positions were greatest in:

- Schools in rural areas (population <1,000);
- Schools with the highest proportion of Māori students on their roll (relative to other schools);
- low decile schools (deciles 1-3).

These results were similar to the findings from previous staffing surveys (see Appendix Table 1 for 2009 results).

Table 5: Distribution of vacancies and of re-advertised positions in 2010, by school characteristics^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	181	7.7	185.6	0.4	61	2.6	61.0	0.1
<i>Locality</i>								
Main Urban (population > 30,000)	89	7.2	95.1	0.3	25	2.0	24.7	0.1
Secondary Urban (10,000 to 30,000)	19	12.3	21.0	0.6	7	4.5	7.6	0.2
Minor Urban (1,000 to 9,999)	31	11.2	33.8	0.7	13	4.7	14.3	0.3
Rural (< 1,000)	42	6.2	35.7	0.9	16	2.3	14.4	0.4
<i>Māori Roll (quartiles)</i>								
0% to <10.2%	36	6.2	36.8	0.3	10	1.7	10.7	0.1
10.2% to <19.0%	38	6.5	35.6	0.3	12	2.0	10.1	0.1
19.0% to <37.5%	46	7.9	48.2	0.4	15	2.6	14.1	0.1
37.5% to 100%	61	10.3	65.0	0.8	24	4.1	26.1	0.3
<i>Socio-economic indicator</i>								
Deciles 1–3	66	9.3	68.5	0.6	25	3.5	25.7	0.2
Deciles 4–7	74	7.8	76.9	0.4	24	2.5	23.0	0.1
Deciles 8–10	41	5.9	40.2	0.3	12	1.7	12.3	0.1

^a Note that percentages in the first and third columns (i.e. the 'Schools' columns) of figures in this table are based on the total number of schools that responded to the survey (n=2,348), and percentages in the second and fourth columns (i.e. the 'Positions' columns) are based on the total number of provisional entitlement positions in these schools.

Geographical location of schools with vacancies and re-advertised vacancies

Table 6 provides details of vacancies and re-advertised vacancies for 2009 and 2010 in each of the Ministry of Education local office areas. These figures provide an indication of whether schools in particular regions of New Zealand experience more or less difficulty in employing staff than those in other regions.

In 2010, the Nelson area had the highest proportion of vacancies (0.9%) relative to all entitlement positions in that region. Whangarei experienced the highest proportion of re-advertised positions (0.3%).

Although there was a notable reduction in the proportion of vacancies between 2009 and 2010 at a national level (0.8% in 2009 to 0.4% in 2010), the Wanganui area recorded an increase in the proportion of vacancies (0.4% in 2009 to 0.5% in 2010) while the Nelson area recorded no change in the proportion of vacancies (0.9% in both 2009 and 2010).

Similarly, although the proportion of re-advertised vacancies decreased between 2009 and 2010 at a national level (0.3% in 2009 to 0.1% in 2010), the Invercargill area recorded an increase in the proportion of re-advertised vacancies (0.0% in 2009 to 0.2% in 2010) while the Wanganui and Nelson areas recorded no change in the proportion of re-advertised vacancies (0.2% in both 2009 and 2010).

Table 6: Regional distribution (according to Ministry of Education local office areas) of vacancies and of re-advertised positions 2009 and 2010

Ministry of Education local office areas	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2009		2010		2009		2010	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	19.4	1.1	13.8	0.7	9.4	0.6	4.8	0.3
Auckland North	23.8	0.5	16.6	0.2	8.0	0.2	7.1	0.1
Auckland South	67.6	0.8	22.4	0.3	40.3	0.5	6.5	0.1
Hamilton	44.0	1.1	22.4	0.6	21.5	0.6	8.6	0.2
Rotorua	21.8	0.7	11.3	0.3	8.0	0.2	3.0	0.1
Wanganui	13.5	0.4	16.1	0.5	7.1	0.2	6.0	0.2
Napier	22.3	0.9	11.3	0.5	9.0	0.4	4.9	0.2
Wellington	56.2	1.2	24.3	0.5	20.6	0.4	4.4	0.1
Nelson	16.0	0.9	15.6	0.9	4.0	0.2	3.6	0.2
Christchurch	29.7	0.6	20.7	0.4	9.3	0.2	7.5	0.1
Dunedin	10.0	0.5	7.0	0.4	3.5	0.2	2.0	0.1
Invercargill	5.2	0.5	4.1	0.4	0.0	0.0	2.6	0.2
Total	329.5	0.8	185.6	0.4	140.8	0.3	61.0	0.1

^a Percentage of provisional entitlement positions (FTTE) in schools that responded to the survey.

Subject vacancies

Primary schools

Primary schools were asked if any of their vacancies were for Māori medium/bilingual teachers. In total, 15 schools that offer Māori medium education had vacancies for Māori medium/bilingual teachers at the start of the 2010 school year. These schools included full immersion and bilingual schools in addition to schools who offer some immersion and bilingual classes.

These 15 schools reported 15.3 FTTE vacancies for Māori medium/bilingual teachers (representing 0.4% of all FTTE entitlement positions in Māori medium education schools). The number of vacancies has increased slightly from 14.6 FTTEs in 2009. This increase may be reflective of the increasing number of schools offering Māori medium education⁶. The Māori medium/bilingual positions represented 13 percent of all primary vacancies (an increase from 8.1% in 2009)

Primary schools were also asked if any of their vacancies were for Samoan bilingual teachers. There are 23 primary schools offering Pasifika-medium education. In total there were 1.1 FTTE vacancies for Samoan bilingual teachers (across two schools). These Samoan bilingual vacancies represented 1.0 percent of all primary vacancies (there were no Samoan bilingual vacancies in 2009).

Secondary schools

Secondary schools were asked to classify the subject areas in which their vacancies occurred, to establish whether there was a concentration of vacancies in particular subject areas. Table 7 presents this information for both 2010 and 2009.

⁶ See the following annual reporting series, Ngā Haeata Mātauranga on trends in Māori Education http://www.educationcounts.govt.nz/publications/maori_education/5851

As in 2009, English vacancies made up the greatest proportion of all vacancies in secondary schools. At the beginning of 2010, there were 14.8 FTTE vacancies in English, representing 20.7 percent of all vacancies in secondary schools. Although there was a drop in the actual number of English vacancies (from 26.1 FTTEs in 2009), the proportion of English vacancies relative to all vacancies increased from 17.5 percent in 2009.

In 2010, the second highest proportion of vacancies was in technology subjects (13.7%, slightly lower than the 14.4% recorded in 2009), followed closely by mathematics and statistics (12.9%, slightly higher than 10.2% in 2009). The proportion of Māori vacancies (8.1%) and science vacancies (9.3%) had decreased from their 2009 levels (12.2% and 11.6% respectively).

Table 7: Subjects in which there were vacancies in secondary schools at the beginning of the 2009 and 2010 school years

Subjects	Number of FTTE vacancies in 2009	Percentage of total FTTE vacancies in 2009 (%)	Number of FTTE vacancies in 2010	Percentage of total FTTE vacancies in 2010 (%)
English	26.1	17.5	14.8	20.7
Māori (Total)	18.2	12.2	5.8	8.1
Māori (Te Reo)	12.2	8.2	2.8	3.9
Māori medium / bilingual	6.0	4.0	3.0	4.2
Sciences (Total)	17.3	11.6	6.7	9.3
General science	12.3	8.3	4.1	5.7
Biology	2.0	1.3	2.6	3.6
Physics	2.0	1.3	0.0	0.0
Chemistry	1.0	0.7	0.0	0.0
Technology (Total) ^a	21.4	14.4	9.8	13.7
Graphics	-	-	1.2	1.7
Resistant materials	-	-	3.5	4.9
Electronics	-	-	0.0	0.0
Food technology	-	-	2.6	3.6
Textiles	-	-	1.1	1.5
Design	-	-	0.0	0.0
Bio and chemical related technology	-	-	0.0	0.0
Programming and computer science	-	-	0.2	0.3
Digital information	-	-	0.2	0.3
Digital infrastructure	-	-	0.0	0.0
Digital media	-	-	1.0	1.4

Table 7 continued next page

Table 7 continued: Subjects in which there were vacancies in secondary schools at the beginning of the 2009 and 2010 school years

Subjects	Number of FTTE vacancies in 2009	Percentage of total FTTE vacancies in 2009 (%)	Number of FTTE vacancies in 2010	Percentage of total FTTE vacancies in 2010 (%)
Mathematics & statistics	15.2	10.2	9.2	12.9
Health & physical education	9.3	6.2	1.4	2.0
Food & nutrition	5.0	3.4	2.2	3.1
Drama	-	-	0.9	1.3
Social studies ^b	6.3	4.2	5.5	7.7
Art ^c	2.7	1.8	3.1	4.3
Commerce ^d	2.0	1.3	2.1	2.9
Languages	0.9	0.6	0.9	1.3
Music	1.6	1.1	1.9	2.7
Other / Non-subject specific ^e	22.9	15.3	7.2	10.1
Total ^f	148.9	100.0	71.4	100.0

^a Technology was not broken down into individual technology subjects in 2009.

^b Social studies was added as a separate subject in 2010. In 2009, the term 'social sciences' was used to refer to social studies, media studies, history, and classical studies.

^c In the 2009 report, art included art and drama. In 2010, art included art, visual art and dance. Drama was added as a separate subject.

^d In 2010, commerce included economics and accounting.

^e Vacancies in the 'other' or 'non-subject specific' category include hairdressing, management staff, transition teachers, teachers working in special education and ESOL (English speakers of other languages) teachers.

^f Due to rounding, percentages may not add up to 100%.

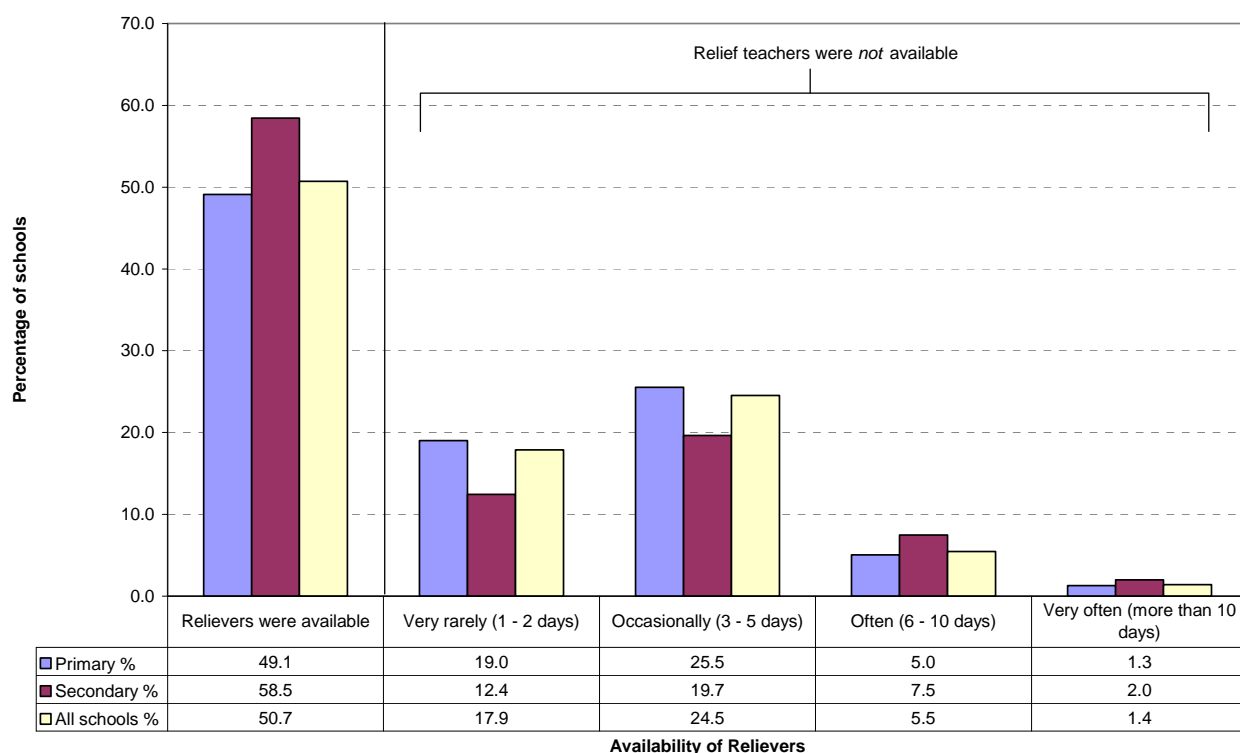
Availability of Relief teachers

Principals at both primary and secondary schools were asked if there were any days during terms 3 and 4 in 2009 when they needed a day relief teacher but no relief teachers were available. If this was the case, principals were asked to indicate if this situation occurred very rarely (1-2 days), occasionally (3-5 days), often (6-10 days) or very often (more than 10 days).

As shown in Figure 1, half of all schools (51%) indicated that they had no difficulties sourcing day relief teachers, with more principals of secondary (59%) than primary (49%) schools indicating this was the case. The proportion of principals who reported having no difficulty increased from 39 percent in the previous year (2009).

In cases where no relief teachers were available, a quarter of principals indicated that this situation had occurred occasionally (3-5 days) during terms 3 and 4 in 2009, with around a fifth indicating it had happened very rarely (1-2 days) at their school. Schools from main urban areas were less likely to have experienced this situation than schools situated in rural and less populated areas of the country. For example, 43 percent of schools in major urban areas (population > 30,000) had days where no relief teachers were available, compared with 53 percent of schools in rural areas (population < 1,000) and 62 percent of schools in minor urban areas (population 1,000 to 9,999).

Figure 1: Availability of relief teachers during terms 3 and 4 in 2009^a



^a Based on responses from 1,946 primary and 402 secondary schools

Teacher Appointments

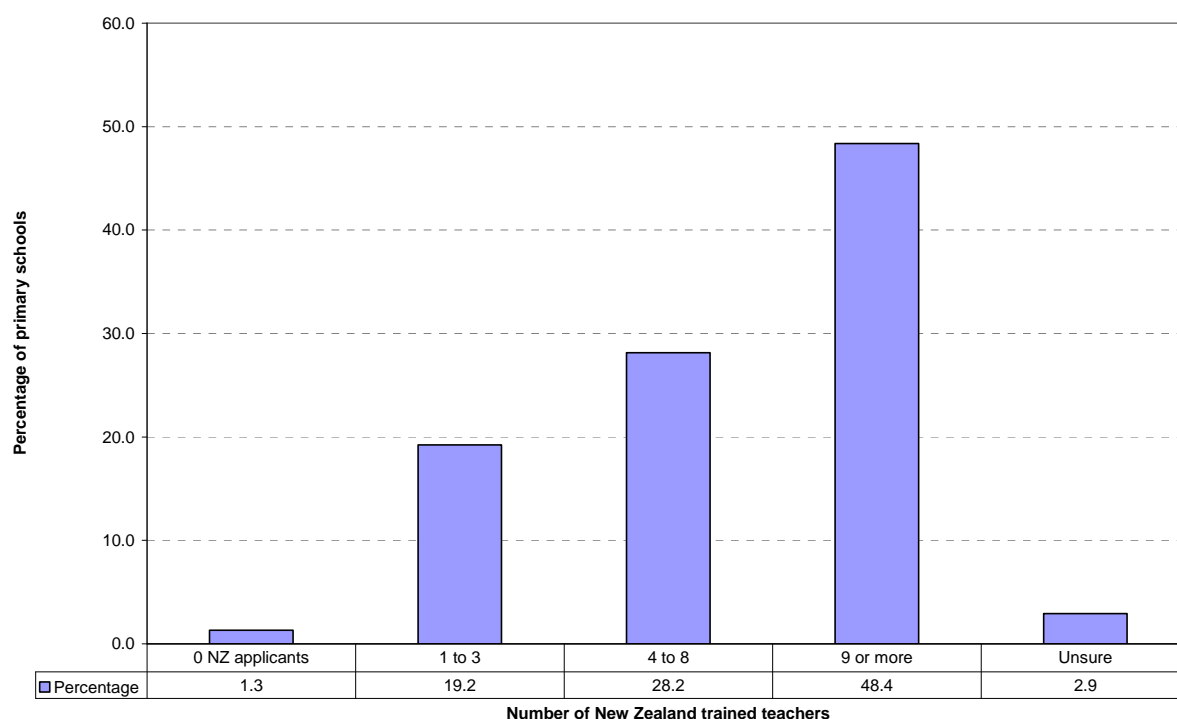
Principals at both primary and secondary schools were asked to state whether they had advertised for a permanent classroom teacher in the six months prior to the survey (July 2009 to January 2010), and if so, how many applicants were New Zealand trained teachers. This question was introduced in 2008 as a result of anecdotal reports that some schools were having difficulty recruiting qualified teachers who were familiar with the New Zealand curriculum and teaching in the New Zealand context.

Primary school principals answered this question with regard to permanent Scale A classroom teachers, while secondary school principals answered this question with regard to vacancies in the following subjects: English, Te Reo Māori, Mathematics and Statistics, Chemistry, Physics, General Science, Health and Physical Education, and Technology.

Primary schools

In total, 920 primary principals indicated they had advertised for a permanent Scale A classroom teacher in the past six months. In almost half (48%) of these cases there were more than nine applications made by New Zealand trained teachers. In a further 28 percent of cases, there were between four and eight applications, and in 19 percent of cases there were between one and three applications, from New Zealand trained teachers. Appointments were made for these positions in 96 percent of cases. Appointments were less likely to be made in cases where there were no applications from New Zealand trained teachers.

Figure 2: Number of New Zealand trained applicants applying for permanent Scale A classroom teacher positions at primary schools between July 2009 and January 2010



Secondary schools

A total of 273 secondary principals indicated they had advertised for a permanent position in at least one of the subjects listed in Table 8 in the past six months. Vacancies in health and physical education had the greatest proportion of New Zealand trained applicants (63% had four or more New Zealand trained applicants), followed by English and mathematics and statistics (57% had four or more New Zealand trained applicants) and general science (52% had 4 or more New Zealand trained applicants).

Vacancies in physics and technology had lower numbers of New Zealand trained applicants than other subjects. For example, slightly more than half of advertised positions in physics (53%) and technology (57%) had less than four New Zealand trained applicants.

As shown in Table 8, vacancies in Te Reo Māori had the lowest number of New Zealand trained applicants. Ten percent of advertised positions had no NZ trained applicants. It is most likely however is that there were no applicants for these vacancies.

Advertised vacancies in Te Reo Māori were also less likely to result in an appointment being made than advertised vacancies in other subjects. This result is likely to be a reflection of the lower numbers of applicants for these positions. For all other subjects, appointments were made in over 90 percent of cases.

Table 8: Number of New Zealand trained applicants applying for subject positions at secondary schools between July 2009 and January 2010

Number of New Zealand trained applicants	English % (n=157)	Te Reo Māori % (n=50)	Maths & statistics % (n=124)	Health & P.E % (n=88)
0	3.8	10.0	3.2	2.3
1 to 3	34.4	70.0	34.7	29.5
4 to 8	25.5	12.0	32.3	20.5
9 or more	31.8	6.0	25.0	42.0
Unsure	4.5	2.0	4.8	5.7
TOTAL	100.0	100.0	100.0	100.0
Appointments made	91.7	80.0	94.4	96.6
Number of New Zealand trained applicants	General science % (n=86)	Chemistry % (n=43)	Physics % (n=36)	Technology % (n=116)
0	2.3	4.7	5.6	4.3
1 to 3	38.4	41.9	47.2	52.6
4 to 8	26.7	27.9	16.7	25.9
9 or more	25.6	18.6	27.8	11.2
Unsure	7.0	7.0	2.8	6.0
TOTAL	100.0	100.0	100.0	100.0
Appointments made	97.7	100.0	91.7	94.8

Sources of Teacher Supply in 2010

The supply of teachers for New Zealand schools is dependent on a number of sources. The recruitment of first year (beginning) teachers is one of these sources. Another source is the recruitment of overseas-trained teachers. Over recent years, when demand for teachers has been particularly high, overseas-trained teachers have been encouraged to apply for positions in New Zealand. As in previous years, the 2010 survey asked questions about these two sources of teacher supply.

Overseas-trained Teachers

Principals at both primary and secondary schools were asked whether their school employed any overseas-trained teachers, and, if so, to indicate the actual number of teachers employed by the school and the year in which they first began teaching in New Zealand.

For the purpose of the survey, an ‘overseas-trained teacher’ was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2009 or 2010*.

Table 9 presents the number of overseas-trained teachers who began teaching in New Zealand in 2009 and 2010 (the equivalent data from 2009 is in Appendix Table 2). Compared to 2009⁷ (which included teachers who began in 2008 and 2009), there were decreases in the total number of overseas-trained teachers in primary schools (from 317 teachers in 2009 to 248 teachers in 2010), and in the number of overseas-trained teachers in secondary schools (from 376 teachers in 2008 to 289 teachers in 2009).

Table 9: The year in which overseas-trained teachers (teaching at schools in 2010) began teaching in New Zealand

Overseas-trained teachers in schools as at the first day of Term 1, 2010	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began in 2009	169	178	347
Overseas-trained teachers who began in (at the beginning of) 2010	79	111	190
TOTAL	248	289	537

Table 10 provides details of the 537 overseas-trained teachers who began teaching in New Zealand in either 2009 or 2010. These teachers represented 1.1 percent of all primary and secondary teachers in 2010, which is slightly lower than the proportion of all teachers who were overseas-trained in 2009 (1.3% in 2009).

⁷ Completed surveys were not received from 93 primary schools and 25 secondary schools in 2010, therefore the actual number of overseas teachers employed at the start of the 2010 school year may be slightly higher than reported here.

As a proportion of all teachers in state and state-integrated schools, overseas-trained teachers were:

- more likely to be employed in secondary schools and schools in urban areas with a population greater than 10,000;
- less likely to be employed in schools with the highest proportion of Māori students on their roll;
- equally likely to be employed in the highest (8-10) and lowest (1-3) decile schools.

Equivalent data from the 2009 survey are detailed in Appendix Table 3.

Table 10: Characteristics of schools in which ‘relatively new’⁸ overseas-trained teachers were employed in 2010

	Schools with overseas-trained teachers		Overseas-trained teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	308	13.1	537	1.1
Primary	168	8.6	248	0.8
Secondary	140	34.8	289	1.4
<i>Locality</i>				
Main Urban (population > 30,000)	215	17.4	398	1.1
Secondary Urban (10,000 to 30,000)	26	16.9	53	1.4
Minor Urban (1,000 to 9,999)	38	13.8	50	0.8
Rural (< 1,000)	29	4.3	36	0.7
<i>Māori Roll (quartiles)</i>				
0% to < 10.2%	96	16.6	177	1.2
10.2% to < 19.0%	90	15.3	144	1.0
19.0% to < 37.5%	85	14.6	154	1.2
37.5% to 100%	37	6.3	62	0.7
<i>Socio-economic indicator</i>				
Deciles 1–3	80	11.3	145	1.1
Deciles 4–7	119	12.6	195	0.9
Deciles 8–10	109	15.6	197	1.1

^a ‘Percentage of all teachers’ is based on the headcount of teachers on the payroll during pay period ending 23 February 2010 from those schools that responded to the survey.

⁸ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2009 or 2010.

Beginning Teachers

Principals at both primary and secondary schools were asked to indicate whether their school had any first year beginning teachers on their staff in 2010, and if so, to indicate the number of these teachers who were eligible, and those who were not eligible, for the Beginning Teacher Time Allowance⁹ (BTTA).

In 2010, there were 1,720 first year beginning teachers employed in New Zealand schools (Table 11). The vast majority of these teachers (96%) were eligible for BTTA. First year beginning teachers represented 3.9 percent of all primary and secondary teachers in 2010. This was similar to the proportion of first year teachers in 2009 (3.8%).

Table 11: First year beginning teachers in New Zealand schools on day one of the new school year (2003 – 2010)

	2003	2004	2005	2006	2007	2008	2009	2010
<i>Total number of beginning teachers (headcount)</i>								
Total	2,524	2,348	2,308	2,344	2,272	2,223	2,029	1,720
Primary	1,556	1,319	1,288	1,363	1,415	1,365	1,308	1,064
Secondary	968	1,029	1,020	981	857	858	721	656
<i>Number of beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	2,364	2,200	2,200	2,142	2,129	2,148	1,973	1,658
Primary	1,441	1,211	1,215	1,276	1,318	1,317	1,280	1,027
Secondary	923	989	985	866	811	831	693	631
<i>Number of beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	160	148	108	202	143	75	56	62
Primary	115	108	73	87	97	48	28	37
Secondary	45	40	35	115	46	27	28	25
<i>Number of beginning overseas-trained teachers</i>								
Total	57	81	58	65	81	47	56	45
Primary	13	10	23	21	22	17	31	25
Secondary	44	71	35	44	59	30	25	20
<i>Total number of beginning teachers, excluding overseas-trained teachers</i>								
Total	2,467	2,267	2,250	2,279	2,191	2,176	1,973	1,675
Primary	1,543	1,309	1,265	1,342	1,393	1,348	1,277	1,039
Secondary	924	958	985	937	798	828	696	636

⁹ The Beginning Teacher Time Allowance (BTTA) is available to state school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. It aims to assist schools in providing advice and guidance programmes for beginning teachers. The teacher must be provisionally registered, appointed to a position for at least 10 weeks and for at least 0.5 FTTE, and be paid out of teacher salaries. BTTA has also been available for second year beginning teachers at secondary schools from 2002, and 2004 for primary schools.

Table 12 provides details of the characteristics of the schools in which first year beginning teachers were employed in 2010. As a proportion of all teachers in each of the primary and secondary sectors, slightly more beginning teachers entered the primary sector (3.6%) than the secondary sector (3.1%). Secondary schools (65%) however, were more likely to have employed at least one first year beginning teacher in 2010 than primary schools (35%).

First year beginning teachers were more likely to be employed in schools situated in main urban areas (population > 30,000), and the highest decile schools (8-10). First year beginning teachers were less likely to be employed in schools with the highest proportion of Māori students relative to the rest of the country. Equivalent results for the 2009 survey are shown in Appendix Table 4.

Table 12: Characteristics of schools in which first year beginning teachers were employed in 2010

	Schools with first year beginning teachers		First year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	946	40.3	1,720	3.4
Primary	686	35.3	1,064	3.6
Secondary	260	64.7	656	3.1
<i>Locality</i>				
Main Urban (population > 30,000)	631	51.1	1,264	3.5
Secondary Urban (10,000 to 30,000)	67	43.5	118	3.1
Minor Urban (1,000 to 9,999)	116	42.0	176	3.0
Rural (< 1,000)	132	19.4	162	3.2
<i>Māori Roll (quartiles)^b</i>				
0% to < 10.2%	246	42.6	471	3.3
10.2% to < 19.0%	260	44.1	503	3.5
19.0% to < 37.5%	249	42.6	446	3.4
37.5% to 100%	190	32.1	299	3.3
<i>Socio-economic indicator</i>				
Deciles 1–3	273	38.6	461	3.6
Deciles 4–7	376	39.9	675	3.3
Deciles 8–10	297	42.6	584	3.3

a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 23 February 2010, from those schools that responded to the survey.

b Excludes data from one school with missing Māori roll information.

In addition to collecting information about first year beginning teachers, principals were also asked to indicate the number of second year beginning teachers on their staff in 2010, and whether or not these teachers were eligible for the BTTA. Table 13 aggregates this data for first and second year beginning teachers for 2010.

Just over half (55%) of primary schools and 84 percent of secondary schools were employing first and/or second year beginning teachers in 2010. First and second year beginning teachers comprised 7.8 percent of the teaching population in primary schools and 6.6 percent of the teaching population in secondary schools.

Table 13: Number of first and second year beginning teachers in schools in 2010

	Schools with 1st Year Beginning Teachers		Schools with 2nd Year Beginning Teachers		Total Schools with Beginning Teachers ^a		First Year Beginning Teachers		Second Year Beginning Teachers		Total Beginning Teachers	
	Number	% of all schools	Number	% of all schools	Number	% of all schools	Number (head-count)	% of all teachers ^b	Number (head-count)	% of all teachers ^b	Number (head-count)	% of all teachers ^b
Total	946	40.3	1,034	44.0	1,410	60.1	1,720	3.4	1,986	3.9	3,706	7.3
Primary	686	35.3	761	39.1	1,073	55.1	1,064	3.6	1,246	4.2	2,310	7.8
Secondary	260	64.7	273	67.9	337	83.8	656	3.1	740	3.5	1,396	6.6
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>												
Total	923	39.3	989	42.1	1,373	58.5	1,658	3.3	1,881	3.7	3,539	6.9
Primary	668	34.3	727	37.4	1,041	53.5	1,027	3.5	1,190	4.0	2,217	7.5
Secondary	255	63.4	262	65.2	332	82.6	631	3.0	691	3.3	1,322	6.2
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>												
Total	47	2.0	74	3.2	115	4.9	62	0.1	105	0.2	167	0.3
Primary	25	1.3	47	2.4	70	3.6	37	0.1	56	0.2	93	0.3
Secondary	22	5.5	27	6.7	45	11.2	25	0.1	49	0.2	74	0.3
<i>Beginning overseas-trained teachers</i>												
Total	40	1.7	44	1.9	77	3.3	45	0.1	55	0.1	100	0.2
Primary	20	1.0	23	1.2	39	9.5	25	0.1	27	0.1	52	0.2
Secondary	20	5.0	21	5.2	38	2.0	20	0.1	28	0.1	48	0.2

^a Note that the total number of schools with beginning teachers is not a sum of the schools with first year teachers and the schools with second year teachers (first and second columns). Some of the schools have both first and second year teachers, in which case those schools would be only counted once.

^b 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 23 February 2010, from those schools that responded to the survey.

Summary

Results from this year's *survey of staffing* showed that staffing vacancies, as a proportion of all entitlement positions, decreased from 0.8 percent in 2009 to 0.4 percent in 2010. For the first time since 2007, the proportion of vacant entitlement positions in primary schools decreased to 0.5 percent in 2010 (from 2007 to 2009 it was 0.7%). Vacant entitlement positions also decreased in secondary schools in 2010, continuing the downward trend recorded over the past few years (1.1% in 2008, 0.8% in 2009 and 0.4% in 2010). The significant decline in job vacancies in New Zealand schools is not unexpected given national trends indicating a decline in vacancies across a number of sectors as a result of the 2008/09 economic recession.

In secondary schools, the subject areas with the highest vacancies were English (20.7% of all secondary vacancies), technology (13.7%) and mathematics and statistics (12.9%).

Re-advertised positions are considered to be an indication of positions that are 'hard-to-staff'. In 2010, a third of all entitlement vacancies at the beginning of Term 1 had been re-advertised. These re-advertised vacancies represented 0.1 percent of all FTTE entitlement positions, a decrease from 2009 (0.3%). Similar to the trends noted in previous reports, vacancies and re-advertised positions were greatest in schools in rural localities (population < 1,000), in schools with the highest proportion of Māori students on their roll, and in the lowest decile schools (deciles 1-3).

Schools in the Nelson area recorded the highest proportion of vacancies (0.9%) relative to all entitlement positions in that area. Whangarei experienced the highest proportion of re-advertised positions (0.3%).

The survey also examined other sources of teacher supply for New Zealand schools, including the recruitment of first and second year (beginning) teachers. Just over half (55%) of primary schools and 84 percent of secondary schools had first and/or second year beginning teachers on their staff in 2010. First and second year beginning teachers comprised 7.8 percent of the teaching population in primary schools and 6.6 percent of the teaching population in secondary schools.

Another source of teacher supply is overseas-trained teachers. The number of overseas-trained teachers who were newly employed in New Zealand schools (i.e. who began teaching in New Zealand in the two years prior to the survey) decreased from 693 in 2009 to 537 in 2010. Overseas-trained teachers were more likely to be employed in secondary schools and schools in urban areas with population greater than 10,000 and were less likely to be employed in schools with the lowest proportion of Māori students on their roll. Overseas-trained teachers were equally likely to be employed in the highest decile (8-10) and lowest decile (1-3) schools.

Teacher supply remains a focus for the Ministry of Education to ensure schools have sufficient numbers of teachers in the classrooms. The teacher supply situation will continued to be closely monitored by the Ministry in collaboration with other data sources.

Appendix Tables

Appendix Table 1: Distribution of vacancies and of re-advertised positions in 2009, by school characteristics^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	272	11.6	329.5	0.8	123	5.2	140.8	0.3
<i>Locality</i>								
Main Urban (population > 30,000)	161	13.2	205.6	0.7	68	5.6	83.9	0.3
Secondary Urban (10,000 to 30,000)	18	11.8	25.1	0.8	11	7.2	14.0	0.4
Minor Urban (1,000 to 9,999)	38	13.9	47.5	0.9	17	6.2	18.5	0.4
Rural (< 1,000)	55	7.9	51.4	1.3	27	3.9	24.4	0.6
<i>Māori Roll (quartiles)</i>								
0% to <9.7%	55	13.9	61.6	1.4	19	3.5	19.8	0.2
9.7% to <18.6%	57	9.8	64.7	0.5	22	3.8	24.3	0.2
18.6% to <37.4%	77	13.1	94.9	0.8	30	5.1	38.1	0.3
37.4% to 100%	83	14.2	108.3	1.4	52	8.9	58.5	0.8
<i>Socio-economic indicator</i>								
Deciles 1–3	95	13.7	132.3	1.2	57	8.2	72.9	0.7
Deciles 4–7	106	11.2	121.0	0.7	47	5.0	50.2	0.3
Deciles 8–10	71	10.1	76.2	0.5	19	2.7	17.6	0.1

^a Note that percentages in the first and third columns (i.e. the 'Schools' columns) of figures in this table are based on the total number of schools, and percentages in the second and fourth columns (i.e. the 'Positions' columns) are based on the total number of provisional entitlement positions in each category.

Appendix Table 2: The year in which overseas-trained teachers (teaching at schools in 2009) began teaching in New Zealand

Overseas-trained teachers in schools as at the first day of Term 1, 2009	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began in 2008	209	209	418
Overseas-trained teachers who began in (at the beginning of) 2009	108	167	275
TOTAL	317	376	693

Appendix Table 3: Characteristics of schools in which ‘relatively new’¹⁰ overseas-trained teachers were employed in 2009

	Schools		Overseas-trained Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	383	16.3	693	1.3
Primary	227	11.6	317	1.0
Secondary	156	40.2	376	1.7
<i>Locality</i>				
Main Urban (population > 30,000)	261	21.3	497	1.3
Secondary Urban (10,000 to 30,000)	35	22.9	78	2.0
Minor Urban (1,000 to 9,999)	48	17.6	66	1.0
Rural (< 1,000)	39	5.6	52	1.0
<i>Māori Roll (quartiles)</i>				
0% to <9.7%	123	32.1	224	5.7
9.7% to <18.6%	105	18.0	170	1.1
18.6% to <37.4%	100	17.0	184	1.3
37.4% to 100%	55	9.4	115	1.2
<i>Socio-economic indicator</i>				
Deciles 1–3	97	14.0	197	1.5
Deciles 4–7	149	15.7	252	1.2
Deciles 8–10	137	19.4	244	1.3

^a ‘Percentage of all teachers’ is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 24 February 2009.

¹⁰ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2008 or 2009.

Appendix Table 4: Characteristics of schools in which beginning first year teachers were employed in 2009

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,070	45.6	2,029	3.8
Primary	800	40.8	1,308	4.2
Secondary	270	69.6	721	3.2
<i>Locality</i>				
Main Urban (population > 30,000)	718	58.7	1,487	3.9
Secondary Urban (10,000 to 30,000)	77	50.3	123	3.1
Minor Urban (1,000 to 9,999)	130	47.6	232	3.7
Rural (< 1,000)	145	20.8	187	3.5
<i>Māori Roll (quartiles) ^a</i>				
0% to <9.7%	280	62.9	551	7.1
9.7% to <18.6%	298	51.0	603	4.0
18.6% to <37.4%	291	49.5	533	3.7
37.4% to 100%	201	34.3	342	3.7
<i>Socio-economic indicator</i>				
Deciles 1–3	296	42.6	520	3.9
Deciles 4–7	415	43.8	787	3.6
Deciles 8–10	359	50.9	722	3.9

^a 'Percentage of all teachers' is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 24 February 2009.