

Mr Paul McMahon
Committee Secretary
House of Representatives
Standing Committee on Employment, Education and
Workplace Relations
Parliament House
CANBERRA ACT 2600

August 13 2001

Inquiry into the education of boys

Thank you for the opportunity to make any corrections to the current transcript and to provide additional information requested during the hearing.

We believe the transcript is accurate and do not request any changes. I understand that the Principals of Bridgewater primary school and Herdsman's cove primary school have been asked to comment on their section of the transcript separately.

I am happy to provide the following additional information as requested in the transcript.

1. ENI (Education Needs Index) (p. EEWR 1114)

How does the Department of Education's Educational Needs Index relate, conceptually, to the Commonwealth's SES formula.

Answer

Socio-economic disadvantage in Tasmanian government schools is addressed by the provision of resource supplementation to schools based on their relative neediness as measured by each school's ENI.

The ENI is recalculated annually and is comprised of two components:

- The proportion of the school's population approved for assistance with the cost of levies and text books under DoE's Student Assistance Scheme. The Student Assistance Scheme is a means tested scheme based on parental income levels; and
- A socio economic status (SES) indicator for the school. The SES indicator is derived from the socio-economic characteristics of the areas from which the school's enrolments are drawn. The SES indicator is based on the Australian Bureau of Statistics' (ABS) Index of Relative Socio-Economic Disadvantage (IRSED).

The two components of the ENI ensure that the measure takes account of the socio-economic status of the students attending the school and the socio-economic status of the community serviced by the school.

The Commonwealth's SES index, like the SES index used within Tasmanian ENI, is based on the socio-economic characteristics of the areas from which school's enrolments are drawn. The index was developed specifically for the purposes of allocating Commonwealth funding to non-government schools. The Commonwealth SES does not include a direct measure of the socio- status of the students attending the school.

In terms of resource allocation, the Tasmanian ENI is used to determine a school's share of the resources allocated to address the additional educational need of students arising from socio-economically disadvantaged backgrounds.

In contrast the Commonwealth SES index is intended to measure the "relative capacity of schools to generate funds on their own behalf from the community they serve".(DETYA, p15) The index is used to determine the per capita funding level provided to individual non-government schools based on a proportion of the Average Government School Recurrent Cost (AGSRC).

Source:

DETYA, 1998, *Schools Funding: SES Simulation Project Report*, Commonwealth of Australia, Canberra, ISBN 0 642 23847 2

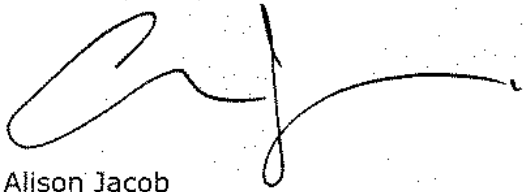
2. The proportion of male teachers (EEWR 1115)

The following table shows male teacher employment levels by percentage.

Sector	1994	1996	1998	2000	2001
District High	36.6%	33.7%	33.8%	33.7%	35.76%
Other	47.7%	46.5%	40.7%	31.2%	30.94%
Primary	17.8%	15.6%	15.2%	16.2%	15.89%
Secondary	51.5%	47.3%	44.9%	44.4%	44.90%
Senior Secondary	50.1%	46.9%	46.8%	46.4%	45.42%
Special	18.2%	21.9%	21.1%	14.6%	11.83%
Average	33.1%	30.4%	29.7%	29.4%	29.52%

- From this table it can be seen that the percentage of males in the primary sector improved in 2000, halting a trend downwards from 1994 to 1998. From 2000 to 2001, there has been a slight decline of .3%
- Some of this increase in the primary sector since 1998 can be attributed to changed working patterns in Australian teachers generally. However, the Department of Education has adopted the following strategies which have contributed to this increase:
 - Scholarship program (in 2000, 61.5 % of scholarships were awarded to male students);
 - Strengthening linkages with the University of Tasmania;
 - Public advertising;
 - Job fairs (active marketing of teaching as a possible career to both sexes); and
 - Linkages with national campaigns/strategies.

I hope that this additional information is useful. If you have any further queries I would be happy to respond.

A handwritten signature in black ink, appearing to read 'Alison Jacob', with a long horizontal flourish extending to the right.

Alison Jacob
Deputy Secretary (Education Strategies)