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Within Tuition Editorial

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Editorial

The tutoring sector domestically continues to experience change. Global firms have entered the Australian market and though there are exceptions, the market has become quite clearly delineated as follows:

- The emergence of the highly professional premium accredited tutoring business. These enterprises employ tutors and pay for each to be accredited, abide by the highest standards and fully support the peak body;
- The ongoing existence of highly specialised tutoring firms that exist for the purpose of transfer testing (OC tests, selective school tests, private school entry tests and undergraduate medical entry – UMAT – tests). Many of these businesses charge a premium fee but do not have tutors who are teacher trained, or highly trained or even accredited staff. Typically, training comes in the form of exposure to materials to be used for tutoring purposes;
- The ongoing existence of stable, small-to-medium teacher owned tutoring business and specialist niche tutoring business, such as special needs, music, speech, dance and other niche areas of specialisation;
- The ongoing existence of agencies that match tutors and students together, but are generally not run by professional teachers. Here the tutors are employed as contractors so that the agency does not have to follow the usual legal standards applied to employing enterprises. This sector is subject to increasing competition from on-line options;
- Independent tutors who may or may not be teacher trained, and may or may not be accredited.

Accreditation has given the industry a framework for on-going professional development and the benchmarking of best practice standards both in verification of tutor qualification and also for training. New units are being developed, including units on risk-management, child protection and special needs. This last unit on special needs is a prerequisite for any tutor seeking to apply for tutoring work when the Prentus Charity allocates funds to families.

The ATA continues to provide a leading voice in the education sector in Australia as regards the impact of mainstream educational assessment on tutoring practices, the role of tutoring in supporting mainstream education, the impact of tutoring on remediating learning difficulties and the strong role tutoring can play in boosting national literacy and numeracy standards for students most disadvantaged under the current educational system.

Job Outlook data on the Australian Tutoring Sector

The general trends in the domestic industry are detailed in the Job Outlook data provided by the Australian Government. Much of this data is presented below.

Job Prospects

Data on Job Outlook are updated on a yearly basis and are compiled from national statistics, which may not reflect either regional variations or more recent changes in employment conditions.

Over the five years to November 2019, the number of job openings for Private Tutors and Teachers is expected to be above average (between 25,001 and 50,000). Job openings count both employment growth and turnover (defined as workers leaving their occupation for other employment or leaving the workforce).

Employment for this occupation rose moderately in the past five years and rose strongly in the long-term (ten years). Looking forward, employment for Private Tutors and Teachers to November 2020 is expected to grow very strongly.

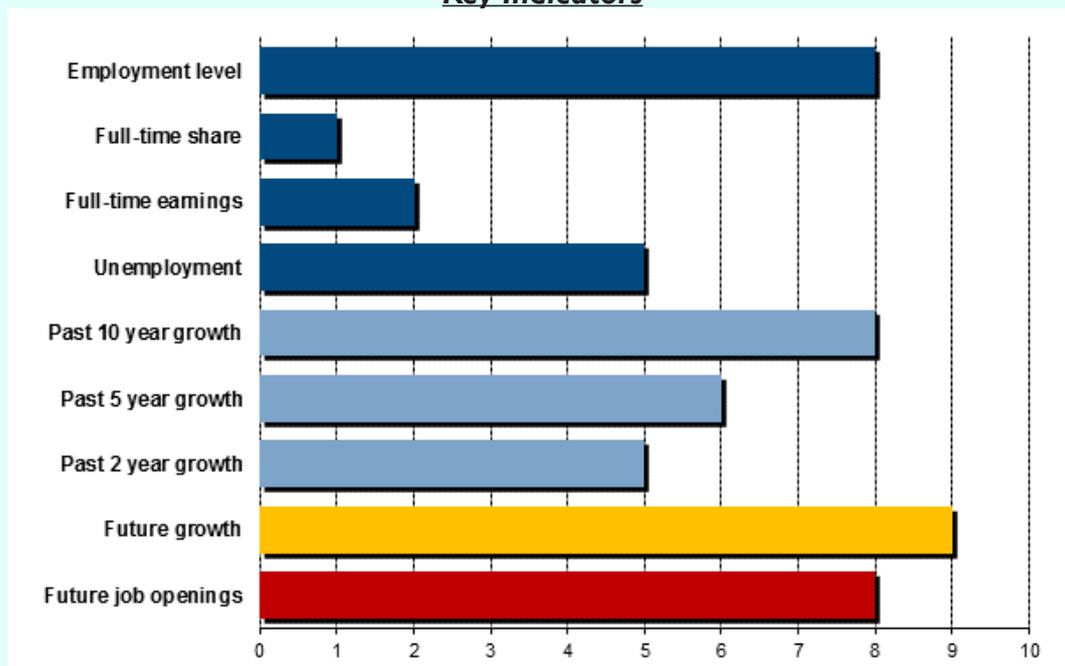
This is a large occupation (34,700 in November 2015) suggesting that opportunities should be available in many (but not all) regions.

Private Tutors and Teachers have a relatively low proportion of full-time jobs (23.9 per cent). For Private Tutors and Teachers working full-time, average weekly hours are 40.0 (compared to 40.2 for all occupations) and earnings are low - in the second decile. Unemployment for Private Tutors and Teachers is average.

The most common level of educational attainment for Private Tutors and Teachers is Bachelor degree (37.6 per cent).

Private Tutors and Teachers are mainly employed in: Education and Training; Health Care and Social Assistance; and Retail Trade.

Key Indicators



These data show past and projected (to 2020) employment levels (thousands).

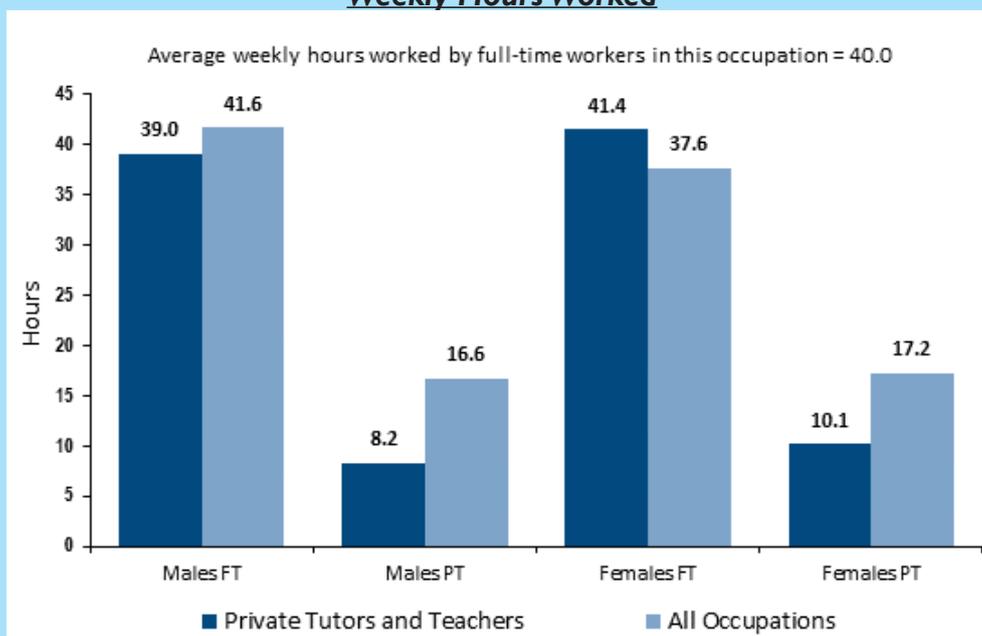
This table below shows how this occupation compares with other occupations on 9 key measures: employment size; full-time share of employment; earnings; unemployment; employment growth over the past 2, 5 and 10 years; future growth (projected growth rate over 5 years); and future job openings (estimated number of vacancies due to employment growth and turnover). The Future Growth indicator is based on growth in percentage terms, while the Future Job Openings indicator is based on an estimated number of vacancies.

Note that:

A small occupation with a strong Future Growth score may have a weak Job Openings score, while a large occupation with a weak Future Growth score may have a strong Job Openings score, as even a small percentage change can result in a relatively large number of new jobs.

Indicator	Level	Decile
How many workers are employed in this occupation?	34,700	8
How many work full-time (% share)?	23.9	1
What are the weekly earnings for full-time workers (\$ before tax)?	916	2
How does unemployment compare with other occupations?	Average	5
What has been the long-term employment growth - 10 years (%)?	43	8
What has been the medium-term employment growth - 5 years (%)?	4.1	6
What has been the short-term employment growth - 2 years (%)?	1.5	5
What will be the likely future employment growth for the next five years?	Very strong growth	9
What will be the level of future job openings?	Above average	8

Weekly Hours Worked



The data above show the average weekly hours (by gender and full-time and part-time) worked for this occupation, compared with all occupations. Source: ABS Labour Force Survey, annual average 2015. Estimates have been rounded and consequently some discrepancies may occur between sums of the component items and totals.

Category	Occupation average hours worked	All Occupations average hours worked
Males FT	39.0	41.6
Males PT	8.2	16.6
Females FT	41.4	37.6
Females PT	10.1	17.2
Weekly Hours Worked Persons FT	40.0	40.2

Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

Year	Employment Level (thousands)
2005	24.3
2006	27.2
2007	22.4
2008	29.0
2009	34.6
2010	33.4
2011	32.6
2012	26.3
2013	34.2
2014	30.4
2015	34.7
2020	40.8

Department of Employment trend data to November 2015

Time Period	Occupation (per cent growth)	All Occupations (per cent growth)
5 Year Growth	4.1	6.9
2 Year Growth	1.5	3.8

Sourced from:

Job Outlook, Australian Government from: <http://joboutlook.gov.au/occupation.aspx?search=&tab=stats&cluster=&code=2492&graph=HO>

ATA in the news

In early June 2016, Sydney Morning Herald journalist, Kelsey Munro, wrote an article detailing the need for tutors in NSW to get the Working With Children Check credentials. Both the ATA and the Children's Guardian are concerned that parents are not exercising their rights to request a tutor show proof of their clearance. Her story is below.

Parents are not checking private tutors' credentials: Children's Guardian

By K Munro, 9.07.16

The Office of the Children's Guardian says parents are engaging private tutors or coaches without checking their clearance to work with children, potentially putting their kids at risk.

It's a legal requirement for all private tuition and coaching workers to have a current clearance, but a spokesman for the Guardian said parents are often reluctant to follow through on the checks.

"Parents often make informal arrangements regarding how their children spend their time and this approach can sometimes extend into other areas of their children's lives, particularly where it's considered a 'private' arrangement," the spokeswoman said.

There is concern that people barred from working for the Department of Education for misconduct with children can seek work informally in the booming private tutor market.

"This sector includes a large number of individuals who may have moved out of more regulated employment (such as schools and tutoring companies) and who often work as self-employed individuals with children in unsupervised settings, which can increase the potential risk to children," the spokeswoman said.

She cited the example of maths tutor Quy Huy Hoang, who had no Working with Children Clearance and received a 24-year jail term in April for the sexual abuse of a number of young students over several years.

About 1800 people have been barred from working with children in NSW since the new system began in June 2013.

Currently, there is inconsistency across the states and territories with not all jurisdictions requiring a Working With Children Clearance for tutors.

Mohan Dhall from the Australian Tutoring Association, which requires all NSW members to have such clearances, said, *"most parents don't know their rights with regards to private tutors and they really should.... This is particularly the case when tutors who are contractors with an agency go into the home of the child."*

Mr Dhall said the trend towards tutoring businesses engaging tutors as contractors rather than employees, where the onus is on the tutor to get the checks done, makes it easier for someone to bypass the child protection laws. *"Parents should be extremely careful,"* he said.

What to do before you hire a private tutor or coach:

- Get their full name, date of birth and Working With Children Check APP or WWCC Number
- go to www.kidsguardian.nsw.gov.au/parentscheckthecheck
- and enter the details to verify the tutor or coach is not barred from working with children in NSW.
- If a parent registers to verify a person who is later barred from working with children, the parent will be notified of the change of status.

If anyone suspects an adult is providing services to children without a valid Working With Children Check a confidential report can be made to the Office of the Children's Guardian [online](#) or by phone on (02) 9286 7219.

From: <http://www.theage.com.au/national/education/parents-are-not-checking-private-tutors-credentials-childrens-guardian-20160707-gq0wf5.html>

The previous article followed a very disturbing criminal trial involving a man posing as a tutor in order to commit child sex crimes. The details of this man's offences are below. The ATA has argued for years that there is an overwhelming need for uniform and strong national child protection laws.

Maths tutor Quy Huy Hoang sentenced to 18 years jail for abusing five children

A sexual predator who went under the guise of a maths tutor to sexually abuse five children over many years will spend at least 18 years behind bars.

Quy Huy Hoang stared straight ahead as Judge Kate Traill sentenced the 68-year-old to a maximum 24-year jail term. The Downing Centre District Court heard Hoang manipulated his victims and their mothers to give him the perfect environments to sexually abuse young children.

Hoang used his position of trust in the Vietnamese community and as a teacher to gain access to children for his own "sexual gratification". The victims and their families have been left shattered in his wake. They struggle with feelings of guilt and shame, and one of the victims has had suicidal thoughts.

"*The guilt is eating her up,*" Ms Traill said about one mother, who locks herself in her bedroom.

The mothers of Hoang's victims enlisted Hoang's maths tutoring on referral from other parents. Ms Traill said Hoang tutored the children of one woman whose six-year-old daughter had been killed in a car crash a year earlier and husband had died from cancer. Ms Traill said the woman was extremely poor and said she couldn't afford to pay Hoang.

He said he would teach her children for free. Hoang, a "*grandfather figure*", was then let into their home once a week and sexually abused her daughters. He digitally penetrated her daughter and made her masturbate him when she was between three and five years old. Hoang also tutored three children in another family in Sydney's west.

Their mother brought him into the family as a tutor and agreed to his requests to put a lock on the bedroom door - behind which he taught - and curtains on the windows. Hoang grabbed the penis of

the mother's then-seven-year-old son while he was teaching him in 2007. He went on to abuse the boy's seven-year-old sister.

Hoang would put cream, which he kept in small containers in his briefcase, on his hand before sexually assaulting the girl. Hoang also abused the girl's best friend. He sat her on his lap and sexually abused her before an adult in the next room heard her cries and intervened.

When asked what happened, Hoang said the child was being "a bad girl" and hadn't done her homework. Ms Traill said Hoang intended to get unfettered access to the children and there was extensive planning involved in his crimes.

"The offender is a sexual predator who took advantage of his position of trust as a teacher in the Vietnamese community and abused that trust in order to assault young children," Ms Traill said.

The Crown had submitted Hoang should be sentenced to life in prison, a maximum penalty in place for sexually assaulting a child. The Crown argued that the offences were heinous and exposed the offender to five terms of life behind bars. Hoang won't be eligible for parole until October 2033.

Source: Ava Benny-Morrison, "Maths tutor Quy Huy Hoang sentenced to 18 years jail for abusing five children", 15.04.16 from:

<http://www.smh.com.au/nsw/maths-tutor-quy-huy-hoang-sentenced-to-18-years-jail-for-abusing-five-children-20160415-go7kcg.html>

The next article relates to the NSW public Selective Schools, and the test scores required by candidates to get entry into the different schools. Preparation for the Selective Schools Test is offered by many private tutoring firms. However, ATA CEO, Mohan Dhall believes that far too often parents are not given accurate disclosure about the chances of their child getting an offer into a Selective School.

How difficult is it to get into Sydney's best-performing high schools?

By Catherine Armitage on 18.06.16

Each year more than 13,000 kids sit a test for entry into one of NSW's selective schools. You can move house. You can pay for years of tutoring at up to \$100 an hour. But to get a start in year 7 at one of Sydney's best performing high schools, none of that counts if you don't perform well enough in the selective high schools placement test. [Figures released by the NSW Department of Education](#) show just how well you need

to do.

Two out of three students who competed for a Year 7 place at a selective high school this year missed out, Department of Education figures suggest, with 13,118 applications for 4,215 places.

Based on the minimum entry score, James Ruse Agricultural High School was the hardest of all Sydney schools to enter in 2016. The lowest score good enough to get you in was 239 out of 300. There's no direct correlation between entry score and school performance. But the high entry bar for James Ruse is not a surprise because for the past 20 years the school has taken out [top spot in the HSC](#). In 2015 its students scored band six or above in 74 per cent of the exams they sat.

Baulkham Hills High School ranked sixth in HSC performance in 2015 but it was the second hardest school to get into, requiring a score of 235 on the selective schools test, followed by North Sydney

Boys High (225) and Sydney Girls High.

The Department of Education emphasises that the minimum scores cannot be used to rank schools against each other to gauge performance or even to gauge a school's popularity. They depend on the geographic location of the school and the academic merit of the students who apply.

For the 17 fully selective high schools and 26 high schools with selective classes in NSW, students are placed in rank order and places are filled by moving down the list. The mark of the lowest-scoring student to accept a place in the school is published as the minimum entry score. It varies from school to school and year to year. For example, if offers are declined after the school term ends, it may be necessary to go further down the list than in previous years to fill available places.



**Selective high schools
minimum entry scores** Year 7, 2016

James Ruse Agricultural High School	239
Baulkham Hills High School	231
North Sydney Boys High School	225
Sydney Girls High School	214
North Sydney Girls High School	212
Sydney Boys High School	212
Hornsby Girls High School	212
Fort Street High School	211
Girraween High School	210
Normanhurst Boys High School	210
Northern Beaches Secondary College (Manly Campus)	204
Penrith High School	200

SOURCE NSW DET

The selective school test has four components: reading and writing, mathematics and general

ability. A student's primary school's assessment of their performance in English and mathematics is also taken into account.

Merewether High School at Newcastle was the hardest selective school to get into outside the Sydney region in 2016. With a minimum entry score of 182 it was the 22nd hardest school to enter in the state.

The test for entry to Year 7 in 2017 was held in March. Students' families will be notified whether they have been successful in early July. For those who miss out in Year 7, there is another chance to apply for selective school vacancies which may arise in later years and for which schools set their own assessment criteria. [Applications for entry to selective high schools in Years 8 to 12 in 2017](#) open on 27 June.

Among all Year 7 entrants to NSW public schools this year, one in 12 are at selective high schools. For many children the selective high schools test is not an appropriate challenge, and their parents' unreasonable expectations place undue stress on them, according to the chief executive of the Australian Tutoring Association, Mohan Dhall.

Source:

<http://www.smh.com.au/national/education/how-difficult-is-it-to-get-into-sydneys-bestperforming-high-schools-20160618-gpm8i4.html#ixzz4Dyc6lJQP>

Letters to The Editor, Sydney Morning Herald

End public school bashing

About 10 years ago, I stood in the grounds of Sydney Grammar School alongside hundreds of students who were sitting the selective scholarship test at that private school ("*Top schools' test a tall order*", June 19). I have no doubt these children were just as pressured by their parents to do well as children at public selectives. The "unreasonable expectations" of parents on many of these children, as expressed by the chief executive of the Australian Tutoring Association, applies equally to private as public entrance exams. So let's stop bashing public selective high schools.

Brenton White, Mosman

Source:

<http://www.smh.com.au/comment/smh-letters/chip-off-clooneys-block-20160622-gppc5r.html#ixzz4Cm2LGAzA>

Kelsey Munro wrote another interesting education article, titled, "*Is standardised testing putting too much pressure on kids?*" This well researched article asked questions pertinent to the nature of standardised assessment, individual, national and international achievement comparisons and the

July 9 2016 [Kelsey Munro](#)

"School is not for everyone," well-meaning people kept telling Lucy Clark, as her daughter struggled through high school. But the author and Guardian Australia journalist began to wonder about the way parents, teachers and the whole education system puts pressure on kids, and how narrowly it defines success.

"I started asking questions about what school is for and how we measure success, because here I was with a child who was deemed to be a failure by the system," she says.

In her new book *Beautiful Failures*, Ms Clark looked at where the system was letting kids like her daughter down, and argues excessive focus on standardised testing is part of the problem.

Australia's slipping results in the international PISA rankings have generated much concern among politicians and policymakers, but Ms Clark says the emphasis on PISA ranking - a global test that every three years pits 15-year-old Australian students against contemporaries overseas - is getting too much focus.

"There is this overarching global pressure now with everyone thinking the way to measure the efficacy of the education system means we have to get up the ladder in PISA," she says. "I think that narrows the focus of what education is becoming, and when we do that, that pressure drills down into the classroom and strips out much of what should be joyful and necessary in education, and leaves us with that narrow view of what success means."

But what does a non-academic vision of school look like?

“We should talk more about the whole child and non-cognitive skills,” she says. “It’s all about balance. Focusing less on the grades and assessment and giving parents the language to talk about other things.... If we are obsessed with measurement, let’s measure other things like character or values or ethical thinking.”

Not everyone is buying the argument that standardised tests are changing the nature of education, or even putting that much pressure on kids.

“It’s not every year. PISA is a sample test, not every student. Even NAPLAN is only a couple of days every couple of years,” says Dr Jennifer Buckingham, Education Research Fellow from the Centre for Independent Studies. “There are no stakes attached to it: it’s not like schools are getting extra or less funding depending on results, no one’s losing their jobs, kids aren’t being expelled.

“If there is high pressure on children, I don’t think it’s got anything to do with PISA, or NAPLAN either. In and of themselves they’re not stressful events. It’s the way the adults around children deal with those events. The onus goes back on to schools and parents about the amount of pressure they might be putting on students.”

The former head of Curriculum at the Australian Curriculum, Assessment and Reporting Authority, Phil Lambert, said there is value in PISA data, but Australia is already offering a more rounded curriculum than nations beating it on PISA scores.

“Getting some insight into our progress from an international measure is helpful, we can see where there are particularly groups that are not progressing as typically as we’d want. That should inform policy,” he said

Ironically, Dr Lambert says high-performing PISA countries have been locked into their current systems by doing well in the test, while churning out school leavers who may not be as proficient in creative, social or adaptive skills.

He points out that the Australian curriculum, spanning a range of subjects including arts, sport and technology, is broader than that of most other countries.

“We should recognise other aspects of learning where we do very well and acknowledge that’s because we culturally value a broad curriculum. Other countries would like to have a curriculum like ours.”

Source: Kelsey Munro, “Is standardised testing putting too much pressure on students?”, 9.07.16, from:

<http://www.watoday.com.au/national/education/is-standardised-testing-putting-too-much-pressure-on-kids-20160708-gq1hxs.html>

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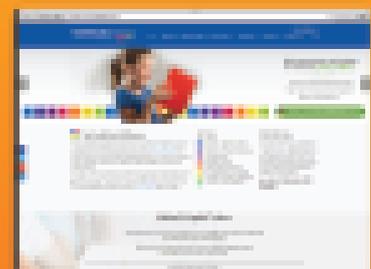
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