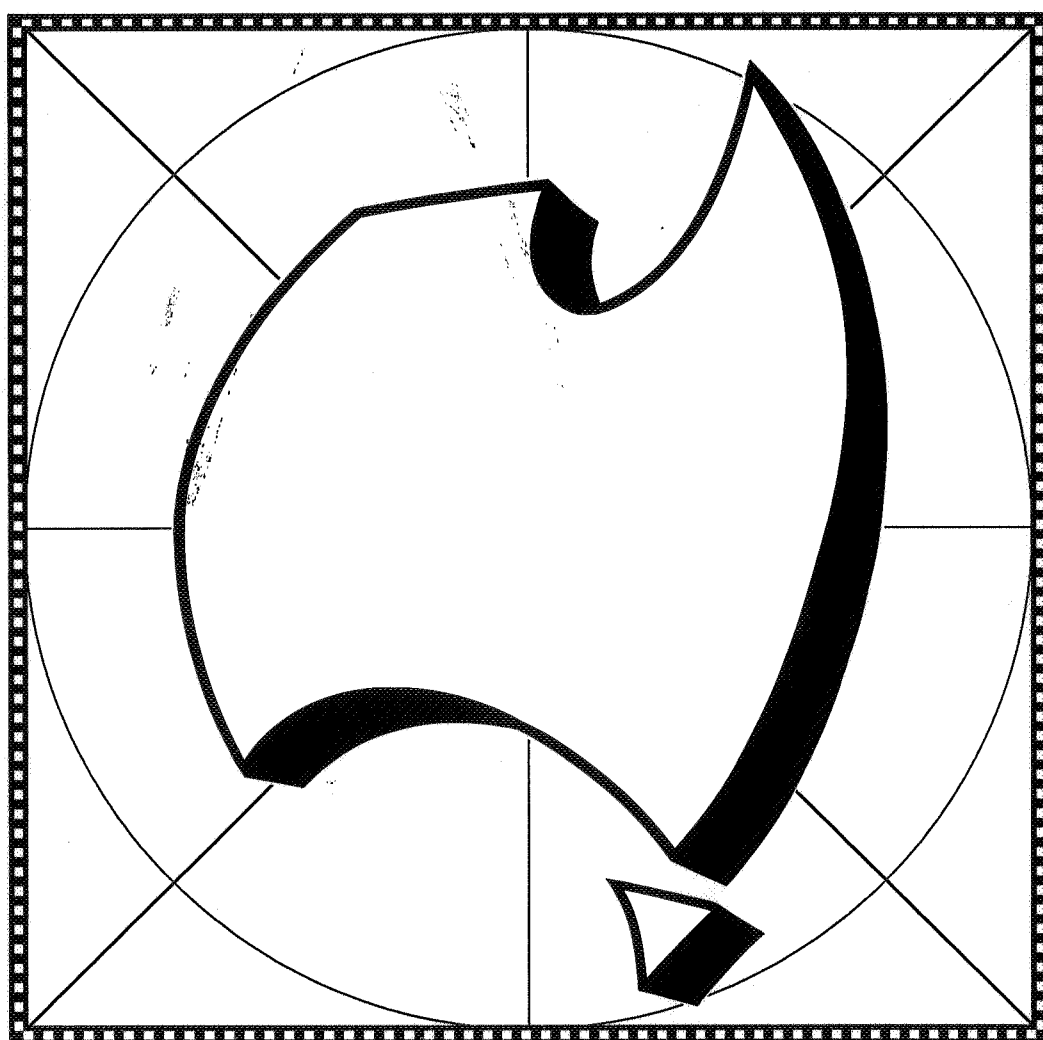
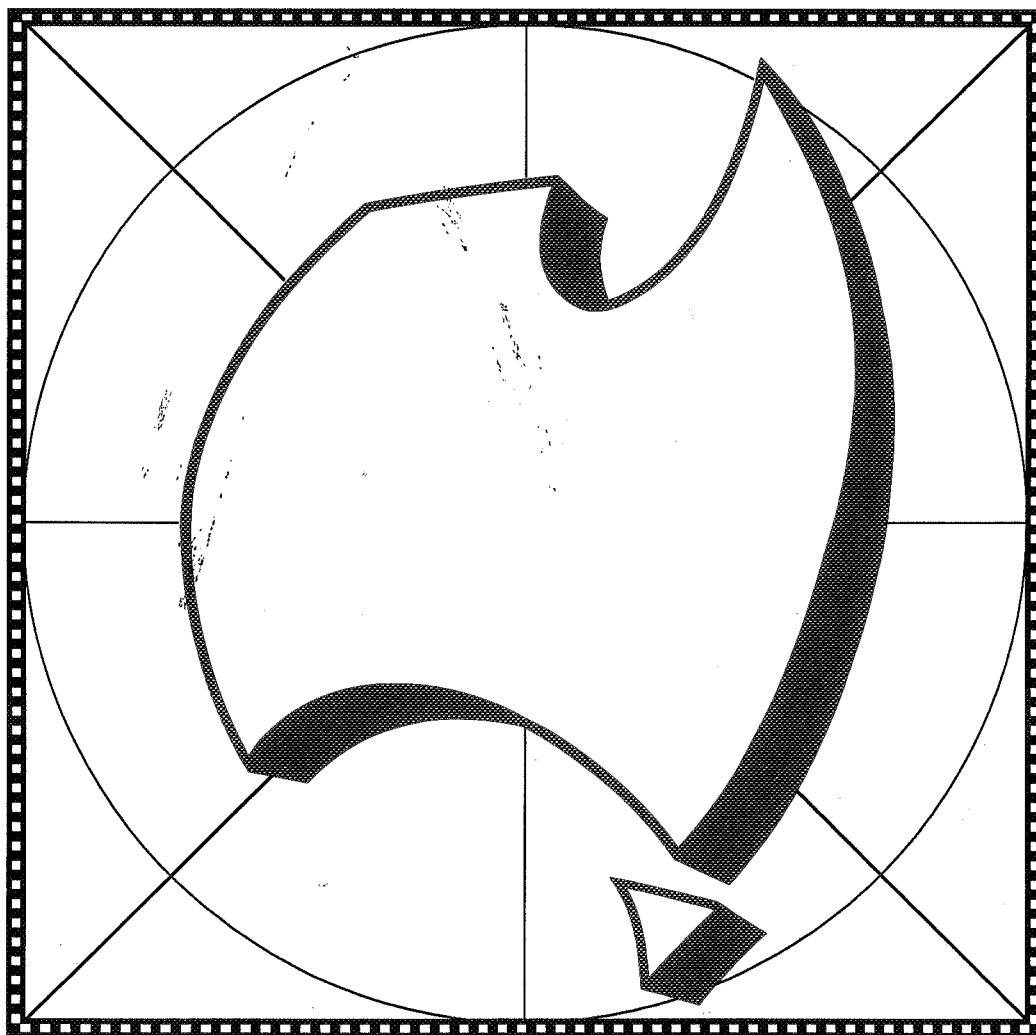


NATIONAL REPORT ON SCHOOLING IN **AUSTRALIA**



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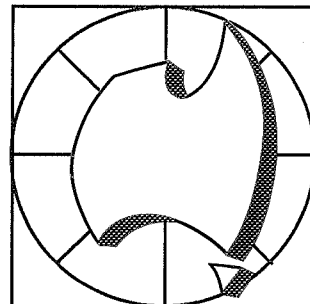
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PREFACE



In April 1989 State and Territory Ministers for Education, together with the Commonwealth Minister, agreed that, subject to the successful implementation of the pilot report for 1989, an annual national report on schooling in Australia would be produced for the 1990 school year. This would mark the beginning of a process of annual national reporting to the Australian people. The decision to produce the report arose in large part from concerns that there was no single document to inform the Australian public about the nation's education systems and their effectiveness.

The annual national report will provide commentary on the operation of school systems and participation of students in schooling, report on the school curriculum, describe student outcomes and summarise the application of financial resources to schools. A major aim of the report is to raise public awareness of schooling in Australia by providing an authoritative source of information on various aspects of schooling and a sound basis for informed comment. It will also be used to report on topics of national interest, to highlight important national and State initiatives in schooling, and to draw public attention to particular schooling activities or programs. At the same time, the contents of the Report and the Statistical Annex will provide an avenue for satisfying the legal requirements for the Federal Government to account for the expenditure of Commonwealth funds on schooling.

This report for the 1989 school year is a pilot report. It will provide the basis for future decisions on national reporting arrangements. The report has been endorsed by Ministers.

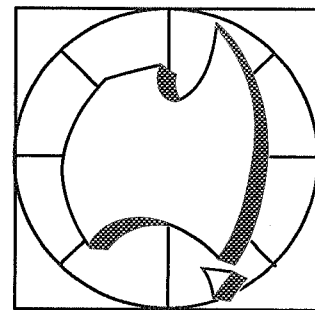
State, Territory and Commonwealth Ministers for Education, with responsibilities for schooling as at December 1990 were:

New South Wales	The Hon Virginia Chadwick MP
Victoria	The Hon Barry Pullen MP
Queensland	The Hon Paul Braddy MLA
South Australia	The Hon Greg Crafter MP
Western Australia	The Hon Dr Geoff Gallop MLA
Tasmania	The Hon Peter Patmore MHA
Northern Territory	The Hon Shane Stone MLA
Australian Capital Territory	Mr Garry Humphries MLA
Commonwealth	The Hon John Dawkins MP

Chair of the Australian Education Council in 1990 was the Hon John Dawkins MP, Commonwealth Minister for Employment, Education and Training.



COMMON AND AGREED NATIONAL GOALS FOR SCHOOLING IN AUSTRALIA



PREAMBLE

The following ten national goals for schooling form the basis for co-operation and collaboration between schools, States and Territories and the Commonwealth.

They are intended as a set of general objectives, which will assist each school and each system in the development of specific objectives and strategies, including objectives and strategies in the areas of curriculum and assessment.

The goals have been agreed by Education Ministers to guide their co-operative effort in enhancing schooling in Australia.

Ministers look forward to future development and refinement of these goals in response to the changing needs of the community. The goals will be reviewed from time to time by the Australian Education Council, using consultative processes involving both government and non-government schools, parents, teachers and the community.

The complementary roles of the three major partners in schooling are as follows:

Schools

The schools are responsible for the provision of excellent schooling, by means of a curriculum which reflects local needs and aspirations within the framework of common and agreed national goals. This is achieved through the development of effective partnerships between parents, students and teachers.

States and Territories

The States and Territories have the constitutional and major financial responsibility for schooling.

Commonwealth

The Commonwealth, along with States and Territories, has a significant role in identifying national priorities for schooling. The Commonwealth contributes to the funding of schooling, has financial responsibility in the area of higher education and contributes to industry training.

GOALS FOR SCHOOLING IN AUSTRALIA

- 1 To provide an excellent education for all young people, being one which develops their talents and capacities to full potential, and is relevant to the social, cultural and economic needs of the nation.
- 2 To enable all students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others, and achievement of personal excellence.
- 3 To promote equality of education opportunities, and to provide for groups with special learning requirements.
- 4 To respond to the current and emerging economic and social needs of the nation, and to provide those skills which will allow students maximum flexibility and adaptability in their future employment and other aspects of life.
- 5 To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for life-long education.
- 6 To develop in students:
 - a the skills of English literacy, including skills in listening, speaking, reading and writing;
 - b skills of numeracy, and other mathematical skills;
 - c skills of analysis and problem solving;

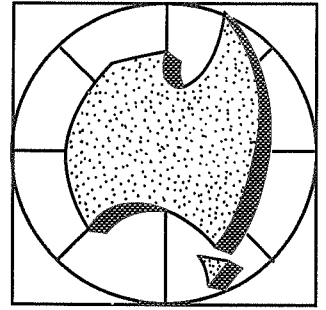
- d skills of information processing and computing;
 - e an understanding of the role of science and technology in society, together with scientific and technological skills;
 - f a knowledge and appreciation of Australia's historical and geographic context;
 - g a knowledge of languages other than English;
 - h an appreciation and understanding of, and confidence to participate in, the creative arts;
 - i an understanding of, and concern for, balanced development and the global environment; and
 - j a capacity to exercise judgement in matters of morality, ethics and social justice.
-
- 7 To develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context.
 - 8 To provide students with an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups.
 - 9 To provide for the physical development and personal health and fitness of students, and for the creative use of leisure time.
 - 10 To provide appropriate career education and knowledge of the world of work, including an understanding of the nature and place of work in our society.

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NATIONAL OVERVIEW



1 INTRODUCTION

The purpose of this report is to inform the Australian people about the Australian school system, which in 1989 comprised more than 10,000 schools attended by over 3,000,000 full-time students. The report describes the effectiveness of the policies and programs pursued by school systems during 1989, as well as highlighting recent developments at the State, Territory and national levels.

Australia has two sectors of schooling: a government and non-government sector. Government school systems have the central role in Australian education and have constitutional responsibility for providing education to all children of school age, regardless of physical and intellectual ability, social and economic circumstances, cultural background and beliefs. Parents also have the right, however, to choose non-government schooling for their children for educational, religious, cultural or other reasons. While the main focus of this pilot report is on the government school sector, each chapter also reports briefly on schooling provision by the non-government sector.

This chapter provides a national overview of schooling in Australia. The subsequent chapters provide information on the role of the Commonwealth and a more detailed account of schooling provision and educational initiatives in each State and Territory. (Note: the term 'State' is used hereafter to refer to 'State and Territory'.)

Responsibility for schooling in Australia

Under the federal system of government in Australia, responsibility for Australian schooling is shared between the six States, the Northern Territory, the Australian Capital Territory and the Commonwealth.

State Ministers for Education have constitutional responsibility for primary and secondary schooling. They are responsible for the provision of schooling to all students of school age in their State. In particular, they are responsible for school and teacher registration policies and processes, student enrolment policies, determination of curriculum content, course accreditation and certification procedures, methods of student assessment, and teacher employment and staffing policies. Through these and the development of State equity policies dealing with such disadvantaged groups as Aboriginals and isolated students, State

Ministers ensure quality schooling is provided to all students. While these responsibilities apply to government schools in their State or Territory, some, such as teacher registration and course accreditation and certification, also apply to non-government schools.

The Commonwealth plays an important national role in considering schooling more broadly, in the context of a nation undergoing significant social and economic adjustment and dependent upon a well-educated workforce. In cooperation with the States, the Commonwealth plays a significant role in addressing resourcing, equity and quality issues through its general recurrent, capital and specific purpose programs. In addition, it has specific responsibilities for Aboriginal people and migrants, and is responsible for international relations in education.

The Australian Education Council

The Australian Education Council (AEC), established in 1936, is of major importance in shaping the future of Australian education. The Council comprises the State and Commonwealth Ministers for Education. The New Zealand and Papua New Guinean Ministers for Education are associate members.

The function of the AEC is to promote the development of Australian education by enabling the State and Commonwealth Ministers for Education to consult on matters of common interest or national significance, to coordinate educational policies and develop collective approaches to major education issues, and generally to facilitate the exchange of information on education in Australia and overseas.

The Council meets at least once a year, although additional special meetings are held as necessary. Its ongoing work is undertaken through a system of standing committees and working parties. It is supported by a secretariat located in Melbourne which is funded by the State and Commonwealth Governments.

Major agenda of AEC for 1989

In April 1989 the Australian Education Council made a historic commitment to improving Australian schooling within a framework of national collaboration and agreed to work on a number of significant initiatives aimed at improving the quality of Australian schooling.

The AEC's major activities in 1989 were:

- establishing national goals for schooling;
- developing an annual National Report on Schooling;
- engaging in national collaboration in curriculum review and development;
- devising strategies to improve teacher education, particularly in science and mathematics;
- minimising the disadvantages faced by students changing school both locally and interstate;
- encouraging links between schools and TAFE colleges;
- considering issues associated with careers education;
- regulation of institutions marketing Australian education services overseas.

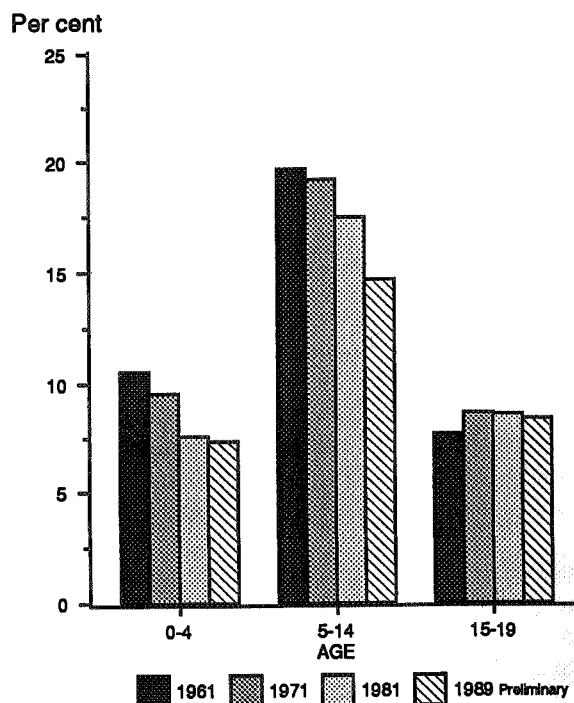
2 CONTEXT OF AUSTRALIAN SCHOOLING

In 1989 the Australian population numbered more than 16.5 million and was characterised by the following features:

- the average age was 31.9 years compared to 27.5 years in 1971;
- there were about 3.7 million children aged under 15 years;
- the proportion of children has fallen from 30 per cent of the total population in 1971 to 22 per cent in 1989;
- there were relatively more young people aged less than 15 years in rural areas than urban areas;
- overseas-born children accounted for 7 per cent of the population, with another 20 per cent having both parents born overseas;
- there were relatively fewer young people born overseas living in rural areas than in urban areas;
- about 2.5 per cent of Australian children were of Aboriginal or Torres Strait Islander descent.

The size and nature of the school-aged population have been affected by recent demographic changes. After the relatively high birth rates of the 1950s, lower birth rates in the late 1960s, most of the 1970s and throughout the 1980s have resulted in successive enrolment peaks passing through the years of primary, junior secondary and senior secondary schooling. This has been most evident in States such as New South Wales, which has a significantly older population than does, for example, the Northern Territory.

Figure 1: Proportion of young persons in the population by age, Australia – selected years



Source: ABS Cat. No. 3201.0 *Estimated Resident Population by Sex and Age, States and Territories of Australia*.

Other characteristics of the school-aged population have also changed, particularly with regard to the children's country of birth. While the proportion of overseas-born children has remained relatively constant at 7 per cent since the 1950s, their country of origin has changed significantly. In the 1950s, 90 per cent of overseas-born children came from European countries and 5 per cent from Asia. In 1989, only 31 per cent of overseas-born children came from Europe and 37 per cent came from Asia. Such changes impact upon school curricula and system-level support programs.

The provision of schooling is also influenced by the dispersion of the population and this is particularly evident in a country as large as Australia with a relatively small population concentrated in capital cities and along the eastern seaboard. As a result the population density for a very large part of Australia is low. The Northern Territory chapter points out that the Territory has a population of about 156,000 spread over an area of 1,348,000 square kilometres and an overall population density of one person per eight square kilometres.

Finally, the provision of schooling is also influenced by State and regional differences in the student populations.

For example, there are significant differences between rural and urban areas in terms of the ethnic and socioeconomic backgrounds of students, and tertiary education and employment opportunities.

The social and economic context of schooling

Australia, like many other countries, is experiencing demands for improvement in the quality of schooling. Debate is increasingly focussed on the critical role of education and training in improving the country's economic performance and international competitiveness. Schools have a critical role in providing the foundation for a highly skilled, flexible and productive workforce and the basis for a well-informed and cohesive society.

Rapid social and technological change is a feature of our society. Pressures brought about by structural changes to the labour market, particularly those affecting employment opportunities for school leavers, are placing particular demands on schools. Schools are having to respond by ensuring that their programs encompass new areas of knowledge as well as engendering in students greater creativity and flexibility and the ability to cope with change.

Changes in the composition of Australian society have had a major impact on schools, with people from a wide range of non-English speaking backgrounds now constituting a significant proportion of the Australian population. This has resulted in a student population which is more diverse both in terms of learning expectations and achievement and in terms of social and cultural background.

Changes in family structures, in employment patterns for men and women, and in community attitudes and values have also resulted in new demands on schools, including demands for schools to assume a growing role in the provision of pastoral care and various kinds of social support previously provided by the family or other community agencies.

New social issues continue to emerge. These include the relationship between economic development and the environment, the increasingly multicultural nature of Australian society, youth homelessness and problems associated with drug abuse and AIDS. These are extremely complex issues and schools, as well as parents and the wider community, have an important role to play in enhancing young people's knowledge and understanding of them so that they can participate fully in the community and assume adult responsibilities generally.

Growing community recognition of the educational disadvantage suffered by specific groups of young people has focussed on the issues of access and participation. As a result, the Commonwealth and all States have education

Figure 2: Population density of Australia



Source: NT Department of Education. Refer to *Statistical Annex* for full-size version and methodology.

policies aimed at improving the educational opportunities and outcomes of students suffering various forms of educational disadvantage.

All States have responded to these new challenges for schooling. This has been reflected in their major reports and policy documents, many of which are highlighted in the State chapters of this report.

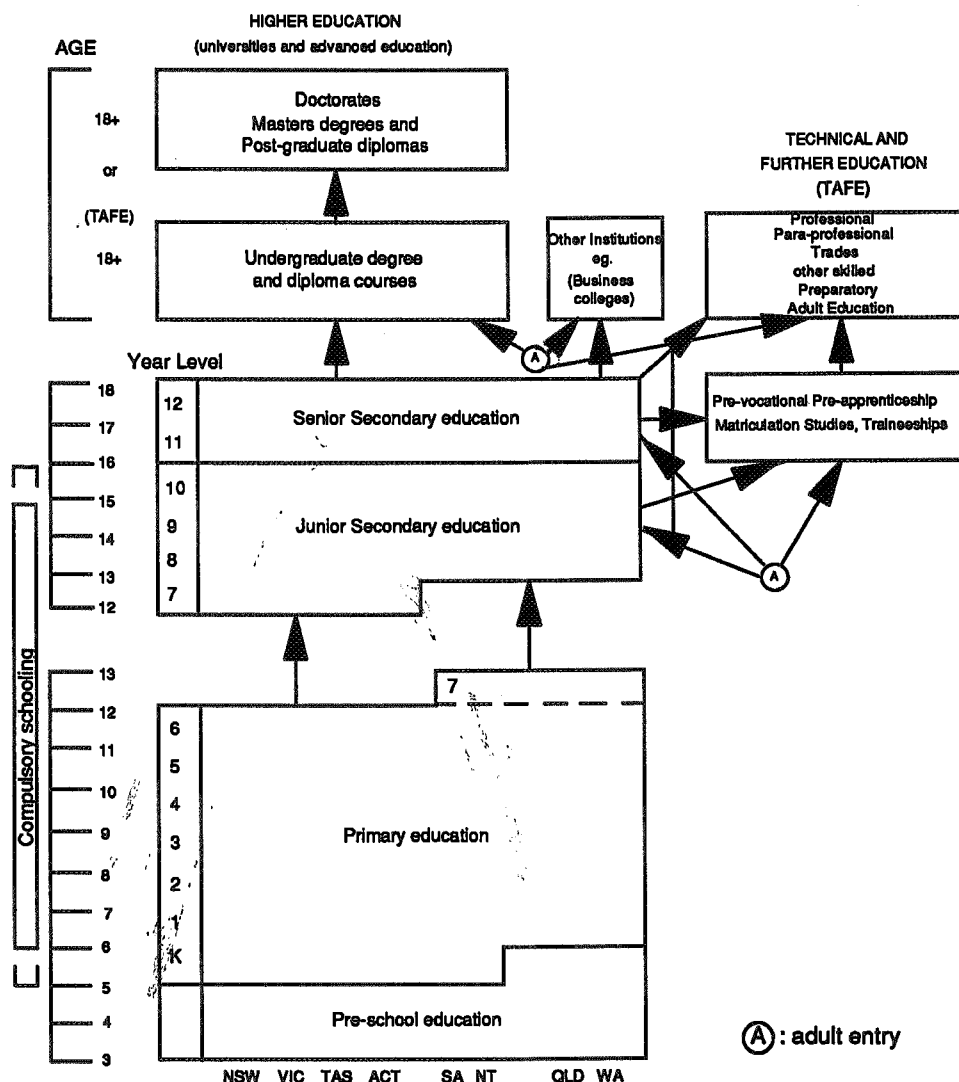
As part of the national effort to strengthen Australia's schools, State Governments, together with the Commonwealth, have identified a set of national goals for schooling and are developing cooperative approaches to such priority areas as school curriculum, reporting on the outcomes of education, the quality of teaching and student mobility.

3 GOALS OF AUSTRALIAN SCHOOLING

In 1989 State and Commonwealth Ministers for Education agreed upon ten national goals for schooling. The goals will assist schools and systems develop objectives and strategies, particularly in the areas of curriculum and assessment, to achieve important educational outcomes for all Australian primary and secondary students.

The State chapters of this report show that the objectives for each State and non-government school system for 1989 related closely to the National Goals for Schooling. The Commonwealth's framework of objectives for schooling which underpin the Commonwealth general recurrent and specific purpose programs for 1989 also relate closely to this set of national goals. (See pages iii and iv of this report.)

Figure 3: The Australian education system in 1989



4 THE STRUCTURE OF AUSTRALIAN SCHOOLING

In 1989 there were 10,000 schools operating in Australia, of which approximately 7,500 were government schools and 2,500 non-government schools.

There were 8 State and Territory education systems, 8 Catholic education systems and 10 other non-government education systems.

A substantial number of non-government schools, about 850, are independent ie. they do not belong to a system.

Some three-quarters of all schools were primary schools and, apart from a small number of special schools, the remainder were secondary schools.

Most non-government primary and secondary schools are conducted by religious denominations: Anglican, Baptist, Catholic, Greek Orthodox, Jewish, Lutheran, Seventh-Day Adventist denominations as well as other Christian and non-Christian affiliations.

There were also significant numbers of non-denominational schools: community schools, schools offering alternative approaches to education including, for example, Montessori and Rudolf Steiner schools, and specialist schools.

The number of schools in Australia

There have been significant changes in the number of government and non-government schools operating in Australia during the last three decades. For example, there was a steady reduction in the number of government schools until the early seventies due in part to closure of many small rural schools. The number of government, Catholic and Anglican schools has remained relatively stable in more recent times. By contrast the number of other non-government schools increased at a relatively rapid rate until about 1984 although since then the rate of increase has slowed somewhat. The most significant recent growth has been in Christian community schools and parent-controlled Christian schools.

Growth in the number of schools is influenced by student population changes, choices parents wish to make, the availability of resources and educational priorities, State registration policies for non-government schools and both State and Commonwealth policies for the funding of non-government schools.

Over the last four years 162 out of a total of 239 proposed new non-government schools were provisionally approved to receive Commonwealth funding. The major reason that 77 were not approved for funding was that they were not considered to be consistent with the planned provision of education in their proposed location.

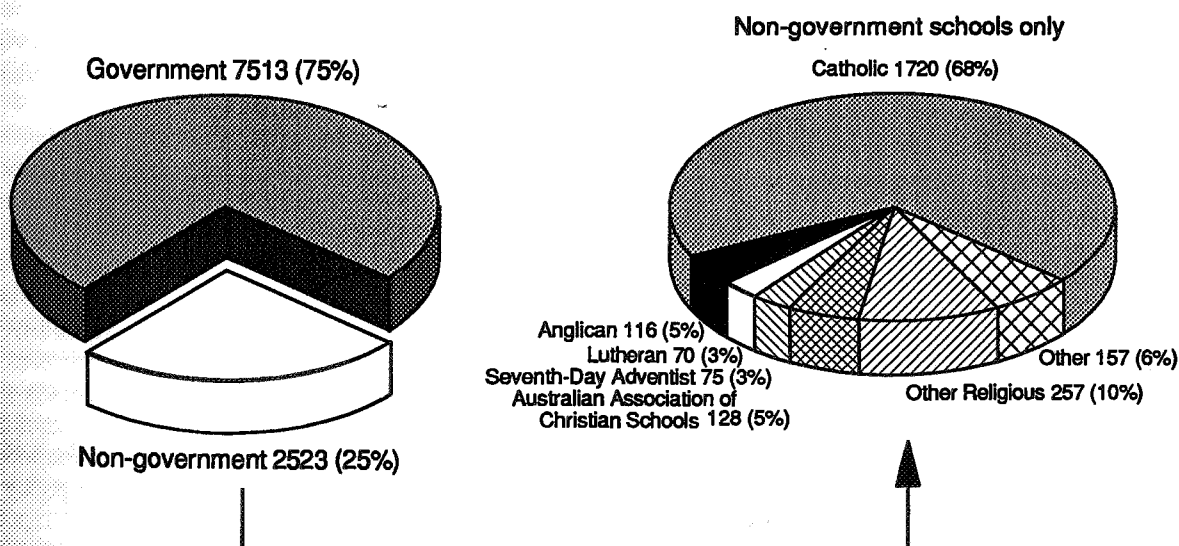
School size

The wide range of school sizes in Australia reflects in part the uneven dispersion of the student population, with high concentrations of students in a small number of capital and provincial cities and relatively few students spread throughout a large geographical area.

School size is also influenced by changing demographic and parent choice patterns, as well as system policies regarding the provision of schooling. A 1987 Project of National Significance documented the rapid rate at which school enrolments can decline as a result of reduced birth rates and the 'ageing' of inner metropolitan areas in capital cities.

The State chapters indicate that systems respond to the reduced size of schools in particular localities in a variety of ways. Schools may be closed or amalgamated and school sites sold with funds being used for initiatives such as the Back to School Improvement Plan in South Australia, which provided for minor works and maintenance for school buildings. Even in the construction of new schools, educational systems take into account possible future enrolment decline. Some schools are now being constructed so that they may be converted into housing units or other community facilities at a later date as enrolments decline in the schools' catchment areas. Finally, there is considerable resource sharing between schools, including between schools from different levels of schooling, together with co-location of schools. In this way schools can maintain a breadth of curriculum in a cost-effective manner even when enrolments are in decline.

Figure 4: Proportion of schools by category and non-government affiliation, Australia 1989



Source: ABS Cat.No. 4221.0 *Schools Australia 1989* and Department of Employment, Education and Training.

Schooling arrangements for particular groups of students

State and Commonwealth Governments are sensitive to the special educational needs of particular groups of students, including senior secondary students and students disadvantaged by lack of access to appropriate schooling because of their geographic location, Aboriginal students and students with disabilities.

Students living in isolated areas

Government school authorities have responded to the needs of these students through correspondence schools, schools of the air and distance education services. Other students live away from home in boarding facilities at non-government schools, hostels operated by State governments (some of which are attached to government schools in rural areas), and hostels run by religious groups or other non-government community organisations.

Aboriginal students

Bilingual Aboriginal schools have been established in those States with significant Aboriginal populations. For example, in South Australia there are about 15 Aboriginal and Anangu (Pitjantjatjara) schools and in the Northern Territory bilingual programs in 17 Aboriginal languages are offered. Other means of catering for Aboriginal students include Homeland Centre Schools in very remote areas and Community Education Centres in selected Aboriginal communities to increase Aboriginal students' participation in secondary and postsecondary programs.

Students with disabilities

Special education for students with disabilities is provided by State governments and non-government authorities in specialist schools or centres, in special classes or units in regular schools, or by withdrawal from regular classes for periods of intensive assistance by special staff. In 1989 there were 462 special schools in Australia, of which 377 were in the government sector. At the same time systems and schools are moving towards the integration of students with disabilities where the benefits of integration in mainstream are clearly recognised.

Senior secondary school students

Although the most common type of secondary school is the co-educational, comprehensive high school, new institutional structures have been created in some States and Territories in order to meet the changing needs of the postcompulsory student population.

Secondary colleges which cater for students in Years 11 and 12 have been operating in Tasmania and the ACT for well over a decade. The more recently established senior colleges in Queensland offer both senior secondary school

subjects and vocational training on the same campus, providing students with a much more diversified postcompulsory curriculum.

Recent cooperative arrangements between secondary schools and TAFE colleges have provided school students with access to a range of TAFE programs, enabling them to undertake a broader range of studies at the senior secondary level. In 1989 a AEC Working Party on Links Between Schools and TAFE examined the issue of cooperation between the sectors on a national basis. This included documenting current arrangements for schools/TAFE links and initiatives to improve those links as well as identifying barriers to cooperative activities such as difficulties in course accreditation and credit transfer.

Moving between school systems

During 1989 79,530 young people aged under 14 moved interstate. In respect of school students, an estimated 75,000 young people aged between 5 and 19 moved interstate. This group included children of Australian Defence Force personnel, government employees, employees of national companies, and others who moved to another State or Territory for professional, business or personal reasons.

In 1988 the AEC established a Working Party on Mobility Issues to examine the problems faced by students changing school systems. Issues of particular concern included the incidence of students repeating classes, the different age requirements for starting school, the enforcement of different handwriting styles, and the problems caused by curriculum differences between State schools. In 1989 State Ministers for Education agreed on a range of measures aimed at eliminating or minimising these difficulties.

Role of parents in schooling

Over the past two decades there have been considerable changes in school and system policies which have encouraged and facilitated greater interaction between schools and the communities they serve, particularly through increased parent participation in schooling.

In 1989 both Queensland and Western Australia moved towards further devolution of responsibility for educational decision making to schools and increased parent and local community participation in school development planning and performance reporting processes. In South Australia legislation was passed to ensure that parents and the wider community have increased responsibility in school management and a policy statement designed to promote and develop parent participation in schools was launched. Victoria has moved towards greater consolidation of grants to schools following earlier legislation which made school councils responsible for curriculum policy in their schools. In New South Wales two major 1989 reports on schooling call for enhancement of the parent's role in schooling. Details of specific initiatives are provided in the State chapters.

5 ENROLMENTS, RETENTION AND SCHOOL LEAVERS

In 1989 total school enrolments reached 3,031,387, about 9,000 higher than in 1988.

Some 1,734,574 students were enrolled in Australian primary schools in 1989, representing a 1.7 per cent increase over the previous year's primary school enrolment.

By contrast, secondary school enrolments declined to 1,276,969 students, a decrease of 1.5 per cent from 1988.

About 47,000 Aboriginal students attended primary and secondary schools.

Another 19,844 students attended special schools or centres.

In 1989 more students were enrolled in Australian primary and secondary schools than at any other time. However between 1988 and 1989 not all States and Territories experienced increased school enrolments. Total enrolments declined in New South Wales, Victoria and the Australian Capital Territory, with both New South Wales and Victoria experiencing overall enrolment declines of 0.5 per cent. By contrast, Queensland experienced an increase of 2.1 per cent, the largest enrolment increase in any State or Territory.

An examination of recent enrolment changes highlights the potential difficulties faced by educational systems as they respond to significant enrolment increases and decreases within their State or Territory.

The dramatic changes in the age structure of the Australian population over the last 20 years are reflected in the level of primary and secondary enrolments during the period. Primary enrolments peaked in 1978, declining until 1987 (reflecting the decline in birth rates between 1972 and 1979), and are now increasing.

The flow-on effect of primary enrolments upon secondary enrolments is evident in the enrolment trends for secondary education over the period. Junior secondary enrolments peaked in 1985 and continue to decrease: since 1985 they have decreased by 8.5 per cent. Such large enrolment decreases over a four-year period, particularly where decreases are far greater in some schools, affect the extent to which educational systems can provide a broad range of curriculum offerings to meet individual students' needs in a cost-effective manner. At the same time senior secondary enrolments are continuing to increase in number, reflecting the greater emphasis now being placed by State and Commonwealth governments on students remaining at

school until the end of Year 12. The increase in senior secondary students itself places additional strain upon educational systems owing to higher costs associated with the provision of senior secondary education.

Government and non-government school enrolments

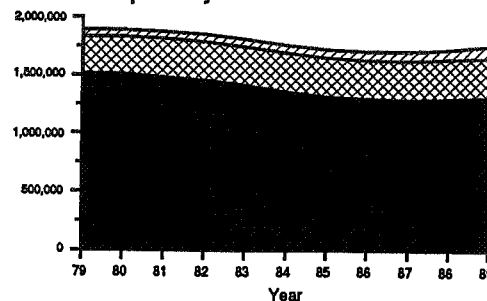
The number of students attending government schools in 1989 was 2,194,355, which represents a slight decrease from that in 1988. The number of students attending non-government schools in 1989 increased by 1.5 per cent to 837,032 students.

The proportion of enrolments in government schools increased at both the primary and secondary levels until the mid-seventies. However, since 1979 there has been a steady decrease in the proportion of government school enrolments:

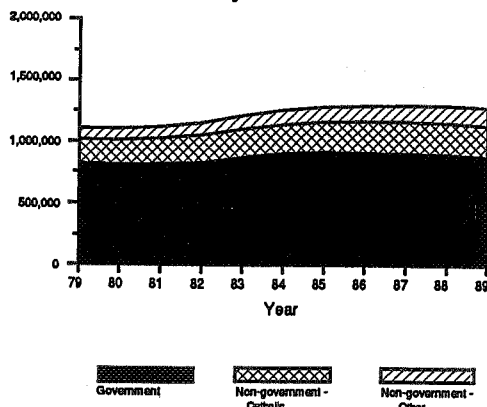
- 80.5 per cent of primary students were enrolled in government schools in 1979 compared to 75.2 per cent in 1989;
- 74.3 per cent of secondary students were enrolled in government schools in 1979 compared to 68.5 per cent in 1989.

Figure 5: Number and proportion of full-time students in government and non-government schools by level of education, Australia 1979-89

Total number of primary students

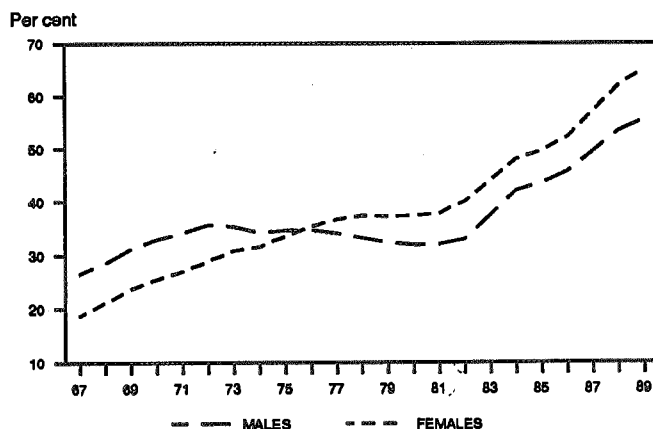


Total number of secondary students



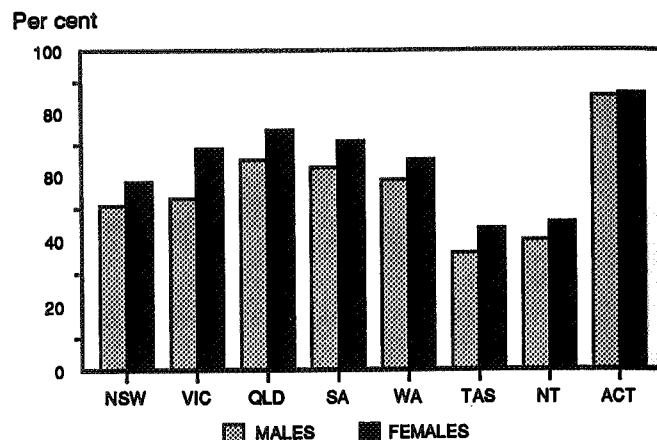
Source: ABS Cat. No. 4221.0 *Schools Australia* and earlier associated publications.

Figure 6: Apparent retention rates of full-time secondary students to Year 12 by sex, Australia, 1967-89



Source: Department of Employment, Education and Training, derived from ABS Cat. No. 4221.0 *Schools Australia* and earlier associated publications.

Figure 7: Apparent retention rates of full-time secondary students to Year 12 by sex, States and Territories, 1989



Source: ABS Cat. No. 4221.0 *Schools Australia* and associated publications.

While these enrolment trends are evident across all States and Territories there remains wide variation in the actual proportion of students enrolled in a particular level of schooling. At the primary level in Queensland, Western Australia, South Australia and the Northern Territory more than 79 per cent of students were enrolled in government schools in 1989; for Victoria and the Australian Capital Territory the proportion was slightly less than 70 per cent. Similar differences existed at the secondary level.

Enrolment increase within the non-government sector has not been uniform. While the overall enrolment numbers in Catholic schools are increasing, they are increasing at a lesser rate than enrolments in other types of non-government schools. The largest rate of increase in primary enrolments has been seen among the Christian community and parent-controlled Christian schools. In these schools over the last 5 years enrolments have increased by 75 per cent, from about 14,500 to 25,500 students. Over the same period Catholic school enrolments have increased by 3.5 per cent, from about 574,000 students to 593,000 students.

Participation in schooling

The number of young people participating in schooling after the compulsory schooling age has increased significantly over the past decade. In 1989, over 90 per cent of all 15-year-olds and over 70 per cent of 16-year-olds in Australia attended school; about half of all 17-year-olds attended school full time.

Australia is taking a leading role at the international level in the analysis of student retention and participation. This is reflected in its participation in a major OECD project on international educational indicators and, particularly, its coordination of the network of OECD countries which is seeking to develop measures of educational participation, retention and student flows.

At the national level, the need to increase the number of young people completing a full secondary education has been a key element of the recent work of the Australian Education Council, and State and Commonwealth Ministers for Education have agreed to work towards a national Year 12 retention rate of 65 per cent by the early 1990s. Significant progress has been made towards the target, with the national Year 12 retention rate reaching over 60 per cent in 1989. This means that 60 per cent of those entering the first year of junior secondary school (Year 7 in 1984 or Year 8 in 1985, depending on the State concerned) were in Year 12 in 1989.

Retention to Year 11 has also shown significant gains in recent years and in 1989 stands at 77.2 per cent compared with 54.0 per cent in 1980. These retention rates do not take into account the large number of students who leave school at the end of Year 10 to undertake courses of further study at a TAFE institution or non-government business college. Some of these courses may be regarded as equivalent to Years 11 and 12 at school.

An important achievement has been the marked increase in female participation in education in Australia, with

approximately two-thirds of girls now completing Year 12 compared with only a third in the early 1970s. The proportion of female students remaining at school to Year 12 now exceeds that of male students.

Retention rates differ significantly between the States and the sectors. This can be attributed in part to the different demographic, social, employment and urban/rural profiles of each State and variations between States in school and student age structures. Other factors which need to be borne in mind are the effects of interstate and overseas migration on retention figures and variations in the balance of education provision between the schools and TAFE sectors from State to State.

Nonetheless, State and Commonwealth policies are being developed to address these differences, particularly in those States with relatively low Year 12 retention. For example, the recommendations of a Commonwealth/State Task Force on Tasmania have given rise to a series of measures to promote increased student participation in schooling, including funding for a retention and skills development strategy.

Retention among disadvantaged groups

Aboriginal students

The national retention rate for Aboriginal and Torres Strait Islander students has increased significantly from 11 per cent in 1982 to just under 30 per cent in 1989; however, it remains well below the rate for the general Australian population. The fact that some 15 per cent of Aboriginal children of compulsory schooling age are not participating in education and low attendance rates of those who are enrolled in school are further matters for concern.

In recognition of the particular educational disadvantage experienced by Aboriginal people, all States, working with the Commonwealth, are implementing a National Aboriginal and Torres Strait Islander Education Policy (AEP). As one of its major goals, the AEP aims to achieve education participation for Aboriginal people at rates commensurate with those for all Australians.

Students from non-English speaking backgrounds

Most students from non-English speaking backgrounds complete Year 12 at a rate equal to or higher than Australian-born students. However, there is some evidence that students from particular ethnic groups have lower than average rates of retention to Year 12.

Low achievers in primary school

Students with poor levels of achievement in the early years of schooling together with a family environment which

does not value education have generally not continued through to Year 12. The proportion of low achievers in primary school continuing through to Year 12 is, however, beginning to increase.

Socioeconomic disadvantage and urban/rural location

While there is no national information on retention rate trends in terms of socioeconomic status and location, the Commonwealth does collate information on the characteristics of students who complete Year 12. Over the past five years there have been significant increases in the proportion of students from lower socioeconomic backgrounds and students living in rural or remote areas who have completed Year 12.

Changing composition of senior secondary school population

It is significant that, in recent years, the fastest rates of increase in retention to Year 12 have occurred among students from Australian-born or other English-speaking-country backgrounds with low socioeconomic backgrounds and relatively low levels of early school achievement. The Year 12 population is therefore now more diverse not only in terms of social and economic background but also in terms of ability, achievement, interests and aspirations.

Research studies relating to increased participation in schooling, the changing composition of Years 11 and 12, and the resultant demands on schools are being promoted by both the States and the Commonwealth. A 1989 Project of National Significance examined the challenges to teachers arising from increased student retention. It drew particular attention to teachers' needs for professional support and assistance in planning and developing new subjects and alternative courses, modifying the curriculum, and developing new teaching strategies to cater for students with a broad range of ability, skills, motivation and background.

Re-entry to secondary schooling

There has been a significant increase in recent years in the number of persons returning to school who had left without completing Year 12. These students, generally known as re-entry students, want a second chance at completing a full secondary education and are often older than the majority of the senior secondary school population.

Special re-entry student centres, which provide for more flexible attendance patterns by adult students, have been established in Queensland and Western Australia. Re-entry students may also return to study at secondary colleges which offer an adult learning atmosphere more appropriate to the educational needs of the older student group. For example, secondary colleges in the Northern Territory operate over an extended day to accommodate both full-time and part-time students, including an increasing number of mature-age students.

Overseas students

In 1989, 6,000 overseas students were enrolled in secondary schooling. Of these, 4,200 were admitted under the full fee-paying program and a further 1,800 were subsidised by the Commonwealth Government.

The majority of students came from countries in the Asian-Pacific region. There were 270 government and non-government schools registered to conduct full-fee courses for overseas students in Years 7-12.

State governments have responded to the recent policy emphasis upon the provision of education to full fee-paying overseas students as an important component of Australia's export industry. This policy also promotes the development of international relations and cultural exchange.

6 RESOURCE DISTRIBUTION AND MANAGEMENT

During 1989 the total expenditure on Australian primary and secondary schools was \$11.5 billion.

Over the last ten years there have been substantial real increases in per student recurrent expenditure in both primary and secondary schools.

Teaching salaries account for 58 per cent of expenditure in the government sector, with another 11 per cent of expenditure on non-teaching salaries.

Major responsibility for funding government schools lies with State governments. The total expenditure on primary and secondary government schools during 1988-89 was \$8.3 billion of which about 90 per cent was provided by State governments. State governments provided funds to schools for recurrent expenditure associated with a range of programs and capital expenditure for construction and additions to school grounds and buildings. The remainder was provided by the Commonwealth under its General Recurrent Grants, Capital Grants and Specific Purpose Programs.

Teaching salaries accounted for about 58 per cent of the total expenditure in the government schools sector, with another 11 per cent being allocated to non-teaching salary costs. The remaining 30 per cent of expenditure was directed towards the provision of buildings and grounds, goods and services and cleaning.

Expenditure on non-government schools in Australia in 1989 amounted to about \$3.2 billion, of which \$1.9 billion was expended on Catholic schools. The Commonwealth is the major source of public funding for non-government schools. Commonwealth grants represented about 50 per cent of total operating income for Catholic schools and for other non-government schools about 20 per cent of operating income. State grants were 23 per cent for Catholic schools and 13 per cent for other non-government schools; funds raised from private sources represented 27 per cent of the operational income of Catholic schools and 67 per cent of other non-government schools' operating income.

Over the last 10 years there have been substantial real increases in per student recurrent expenditure in both primary and secondary schools.

Recurrent expenditure per student on primary education at government schools has increased from \$2,214 to \$2,971 per student or by 34 per cent between 1977-78 and 1988-89. Recurrent expenditure per student on secondary education at government schools has increased from \$3,538 per student to \$4,501 per student, or by 27 per cent over the same period.

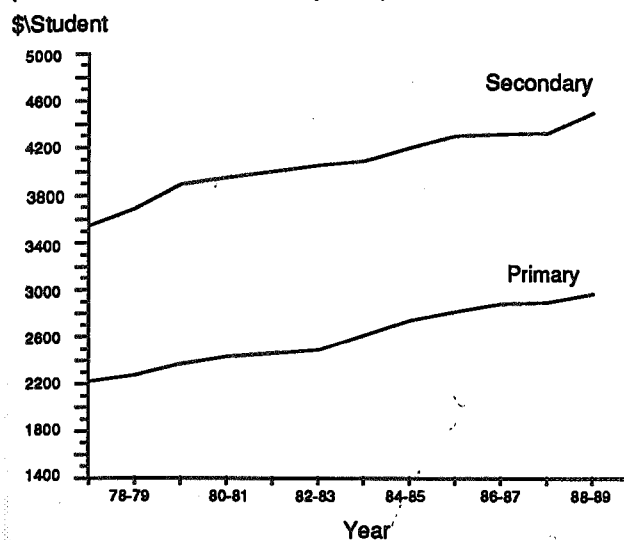
Differences exist between States in recurrent and total per capita expenditure due to differences in the composition of the student population, geographic factors associated with the provision of schooling as well as differences in structural arrangements and educational priorities to meet prevailing student needs.

Recurrent expenditure per student by non-government schools also increased significantly from 1977 to 1988. Recurrent expenditure by Catholic primary schools increased by 53 per cent from \$1,509 in 1977 to \$2,302 in 1988. Recurrent expenditure by other non-government primary schools increased by 33 per cent, from \$2,139 to \$2,844.

Between 1977 and 1988 per student recurrent expenditure at Catholic secondary schools increased by 51 per cent from \$2,339 to \$3,530, and at other non-government secondary schools by 34 per cent from \$3,512 to \$4,721. Over the same period, recurrent expenditure at mixed (combined primary and secondary) schools increased by 51 per cent in Catholic schools from \$2,152 to \$3,259 and by 35 per cent from \$3,452 to \$4,643 in other non-government schools.

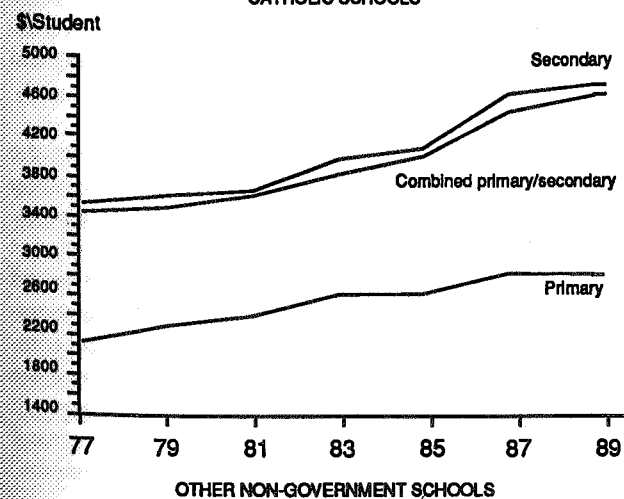
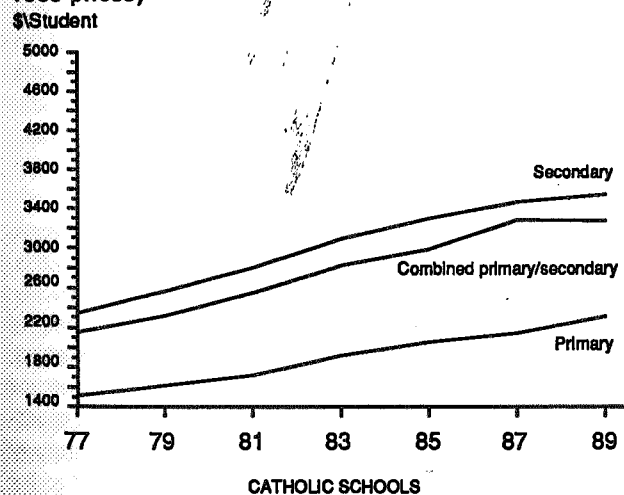
Direct comparisons between government and non-government per capita expenditure should be treated with caution due to different collection procedures and reference to different periods and time (calendar compared to financial year).

Figure 8: Recurrent expenditure per student in government schools, Australia 1977-78 to 1988-89 (estimated December 1989 prices)



Source: Department of Employment, Education and Training.

Figure 9: Recurrent expenditure per student in non-government schools by affiliation by level of education, Australia 1977-1988 (estimated December 1989 prices)



Source: Department of Employment, Education and Training.

7 CURRICULUM

During 1989:

- a mapping of the general curriculum, together with a more detailed mapping of the mathematics, science and technology curricula, was undertaken under the aegis of the AEC;
- an Australia-wide analysis of the subjects studied by Year 11 and 12 students was commissioned as a topic of national interest;
- the educational initiatives in literacy, numeracy and science introduced by non-systemic non-government schools were the focus of a major national study;
- the second national report on the Education of Girls in Australian schools was released;
- the Curriculum Corporation, a national curriculum agency, was established.

New national policy directions in curriculum: Curriculum mapping

Over recent years new pressures upon schools have emerged which have important implications for school curricula. Schools are being asked to meet demands for a better educated, more productive and more adaptable workforce. They also face the challenge of catering for the educational needs of a postcompulsory student population which is more diverse both in terms of learning expectations and achievement, and in terms of social and cultural background. Curriculum reform is an essential element in ensuring that schooling is responsive to these emergent pressures.

The demand for far-reaching curriculum reform has highlighted the need for more collaborative curriculum development on a national level. It has also focused attention on the need to identify inconsistencies between the States in school curricula which might limit national cooperation in curriculum reform. As a first step, the AEC agreed to a series of curriculum mapping exercises being carried out across all State education systems. This was intended to provide a firm basis for future discussion of a nationally agreed curriculum framework.

Mapping the general curriculum

The mapping of the general curriculum documented the curriculum policies operating in each State. This mapping exercise revealed that there was considerable commonality in the subject areas offered at the primary and secondary levels of education. Within these broad subject areas there was, however, diversity in subject content, teaching style and time allocation. As well as the more commonly offered

AEC collaborative curriculum activities

	<i>Mapping</i>	<i>Statement of principles</i>
General curriculum	<i>completed</i>	
Mathematics	<i>completed</i>	<i>May 89 – Dec 90</i>
Science	<i>completed</i>	<i>July 90 – June 91</i>
Technology	<i>completed</i>	<i>July 90 – June 91</i>
ESL	<i>Audit / mapping / policy development exercise completed</i>	
English literacy	<i>Feb 90 – Nov 90</i>	<i>Nov 90 – June 91</i>
Studies of society and environment	<i>July 90 – June 91 Aug 90 – June 91</i>	
Aboriginal studies	<i>Audit & evaluation July 90 to April 91</i>	

subjects, additional subject areas were offered in particular systems to meet system priorities and the various needs of their students. At both the primary and secondary level there was therefore some variation in the overall composition and balance of the curriculum. For example, the designation of particular studies as core or elective varied considerably between systems at the secondary level.

At the primary level the following subjects or broad areas of learning were common to the curriculum in all systems:

- language/English
- mathematics
- social studies
- the arts (including art, craft, music and drama)
- science
- health (including physical education and personal development)

At the secondary level the following curriculum components were common to most systems:

- English
- mathematics
- science
- social studies/science (including history, geography, commerce, Asian studies, etc.)
- health/physical education

- craft (including technical studies, metalwork, woodwork, etc.)
- arts (including visual, fine, performing and expressive arts, and music)

Mapping of specific curriculum areas

The second, more detailed phase of the mapping activity is focussing on the content of specific curriculum areas, where differences in content and process across systems are more likely to become evident. Mapping of the mathematics, science and technology curricula has already taken place. Three further mapping exercises are due for completion in 1990–91. These are in the curriculum areas of English literacy, studies of society and environment and Aboriginal studies.

At the conclusion of the mathematics mapping activity the AEC agreed to the development of a statement of common and agreed curriculum principles for the teaching of mathematics which will set out key mathematical knowledge and skills for all students, agreed areas of the curriculum which require further development, and strategies necessary for their development. The statement should be completed in December 1990; a similar statement for the teaching of science, technology and English literacy will be developed in 1991. Consultation will be a critical component of the process for developing the statements.

Senior secondary curriculum: The challenges of increased Year 12 retention

Governments and school authorities recognise that the programs traditionally offered by schools, which have been largely directed at preparation for higher education, are not suitable for the more diverse range of students now completing a full secondary education. In particular, as senior secondary retention increases, there is a need to pay greater attention to the vocational education needs of students completing Year 12.

New courses such as legal studies, computing, media studies, commerce and economics have been developed as part of the broadening of the senior secondary curriculum. The development of new publicly examined subjects has been accompanied by the development of a wide range of school-based and school-assessed courses and by a shift from the traditional emphasis on theoretical studies to an increasing recognition of the importance of practical and applied studies at the senior secondary level.

The subject choice study

National information on the major subject areas studied by a sample of 47,000 Year 11 and 12 students was collected in 1989-90 by the Australian Council for Educational Research (ACER). The study provided information on students' subject choices in Years 11 and 12 in relation to their personal characteristics (gender, socioeconomic background and ethnic background), school characteristics (State, type of school system attended, urban or rural location and size of town or city), and early school achievement in literacy and numeracy. The study will provide benchmark information against which change over time in response to policy initiatives can be monitored.

English and mathematics are studied by almost all Year 12 students. The next most commonly studied subjects are in the humanities and social sciences, biological sciences, and economics and business studies. About 50 per cent of all Year 12 students studied at least one subject in each of these subject areas.

The level at which students study a subject such as mathematics is also important, as it influences their further educational and career opportunities. Overall about 84 per cent of students studied at least some mathematics in Year 12. Of those students studying mathematics, about one-third studied a mathematics not oriented towards tertiary study such as mathematics in society, mathematics at work or mathematics in business. A similar proportion studied one mathematics subject oriented towards higher education and another 17 per cent studied mathematics at an

advanced level. Within the study of mathematics gender differences were quite marked. In comparison to males, females studying mathematics tended more frequently to study non-tertiary oriented mathematics and less frequently to study advanced mathematics.

**Table 1: Most commonly studied Year 12
subject areas in all schools, Australia*, 1989-90**

Subject area	Students studying at least one subject in the area (per cent)
English	96
Mathematics	84
Humanities & Social Sciences	52
Biological Sciences	48
Economics & Business	47
Physical Sciences	30
Creative & Performing Arts	29
Home Science	13
Technical Studies	12
Physical Education, etc.	12
Computer Studies	11
Languages	10

**Table 2: Participation rates in Year 12 mathematics
programs by gender in Australia*, 1989-90**

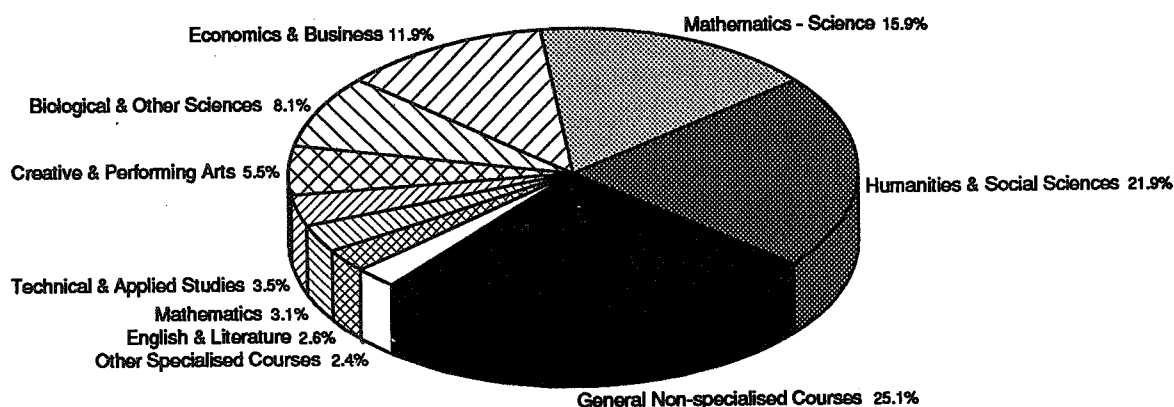
Type of mathematics	Males	Females
Double mathematics	24.9	11.4
Single mathematics	34.4	34.0
Non-tertiary oriented	28.5	33.8
No mathematics	12.3	20.8

* Above table provides data for all States except for ACT and NT. See Table 30 in *Statistical Annex* for more detail.
Source: Australian Council for Educational Research study of subject choice.

There is growing recognition that skills in languages other than English need to be viewed and promoted as significant national assets.

In 1989, approximately nine per cent of Year 12 students were studying one language other than English, and another one per cent were studying more than one foreign language. The most commonly studied languages were French, German, Italian, Modern Greek, Japanese,

Figure 10: The clusters of subjects or course types studied by students at Year 12, give a better understanding of the overall education received by students during Year 12.



Source: Australian Council for Educational Research Study of Subject Choice.

Indonesian and Chinese. While there has been little change in the proportion of students studying foreign languages in recent years, the types of foreign languages being studied have changed. About 19 per cent of enrolments in foreign languages in 1984 were in Asian languages compared to 25 per cent in 1988, with most increases being in Japanese, Chinese and Vietnamese.

Major course types studied fell into four main groups.

- The most common cluster of Year 12 subjects studied by students comprised humanities and social studies subjects (22 per cent of Year 12 students); another 8 per cent studied more arts-oriented courses.
- About 16 per cent of Year 12 students studied a mathematics-science cluster of subjects and a further 8 per cent studied a biological science cluster; 4 per cent studied a course specialising in mathematics.
- About 12 per cent of Year 12 students studied an economics and business subject cluster.
- A large proportion, about 25 per cent, studied a more 'mixed' curriculum rather than specialised in specific fields of study.

State differences in the subjects studied were most evident in the areas of mathematics, English, humanities and

social science, and economics and business studies. These arise due to differences in the curricula offered to senior secondary students and the rules governing the ways in which subjects are treated for certification purposes.

The cluster or course type studied appeared to have been influenced by a range of student characteristics:

- **Gender**

Gender had a clear influence on courses studied; students studying a 'mixed' curriculum without specialising in particular fields of study, students studying humanities and social science courses and arts courses were more likely to be female. The greatest differences in participation rates were in mathematics-science courses and technical and applied courses which were predominately studied by male students.

- **Socioeconomic background of students**

There was greater participation in the more traditional course types of mathematics-science and humanities and social studies among higher socioeconomic student groups. The opposite was the case for the more practically oriented courses such as economics and business and technical and applied courses, which were studied more frequently by lower socioeconomic groups.

- **Ethnic background**

This appeared to be a strong influence upon the study of mathematics–science courses. Year 12 participation rates in these courses for those whose home language was not English were nearly double the rates of other students. By contrast, participation in humanities and social science courses was less.

There were substantial differences between the States in student participation in those courses specialising in economics and business studies, humanities and social science, the creative and performing arts and, to a somewhat lesser extent, mathematics–science. Of interest is the wide variation across States in the extent to which students tend to take a more generalised or mixed course of study rather than specialise in a particular area.

Differences associated with type of school (government, Catholic, other non-government) and residential location were generally smaller than differences associated with the above factors.

The ACER study also showed that early school achievement in literacy and numeracy has a significant influence on subject choice in senior secondary schooling, particularly upon later enrolment in the physical sciences and mathematics. This underlines the importance of primary education as the basis for subsequent educational and occupational opportunities and the significance of literacy and numeracy within the primary school curriculum.

Initiatives in literacy, numeracy and science

The importance of literacy, numeracy and inquiry is highlighted in the AEC National Goals for Schooling in Australia. Literacy and numeracy are major priorities across all educational systems. The AEC general curriculum mapping exercise showed that language development had a central role in all primary school systems, as did numeracy.

An analysis of the objectives and priorities which schools and systems had adopted for 1989 also revealed that most government systems and at least half of non-government schools and systems had adopted the specific objective of increasing the general competencies of both primary and secondary students in the key areas of literacy, numeracy and inquiry as a high priority. Strategies for achieving these objectives during 1989 included diagnostic testing, evaluation of teaching methods, professional development of teachers, curriculum development and increased provision of educational resource materials.

During 1989–90 a largely qualitative analysis of literacy, numeracy and science initiatives recently implemented by

non-systemic non-government schools across Australia was undertaken. About 50 per cent of these schools had adopted at least one of these as priority areas for 1989. The information gained from this study complements similar information reported in State chapters about government system initiatives in these areas.

The study found that non-systemic non-government schools are responsive to the increasing diversity of student needs in the areas of literacy, numeracy and science.

Educational initiatives in literacy, numeracy and science were most often directed towards:

- the acquisition of skills, knowledge and general competencies which targeted a specific group such as students with specific learning difficulties or from non-English speaking backgrounds;
- enhanced participation in particular subject areas, e.g. girls in mathematics and science.

The main types of educational initiatives in literacy, numeracy and science in these schools were as follows.

- Remedial programs in areas such as reading recovery, English as a Second Language, special education and perceptual motor skills, and integration of the disabled were the most common form of educational initiatives.
- A small proportion of non-systemic schools had recently introduced educational programs which involved the extension of competencies of students with exceptional abilities.
- A relatively large proportion of initiatives in literacy and numeracy involved changes in teaching and learning practices, e.g. family mathematics projects and cross-age tutoring.
- curriculum initiatives which were in response to newly introduced State requirements.

How effective were the initiatives? Taking into account that in some schools the initiatives had been introduced only in 1989 and in others two or three years ago, schools were generally very positive about their effectiveness.

The study found that initiatives in literacy, numeracy and science had a significant impact on:

- increasing the general competencies of their students;
- providing environments more conducive to learning;
- promoting equity in the school by increasing participation and achievement levels of disadvantaged students;
- increasing students social and personal skills.

The National Policy for the Education of Girls

In 1987 the National Policy for the Education of Girls in Australian Schools was adopted by State and Territory government education systems through the Australian Education Council. The major non-government education systems also endorsed the Policy framework in 1987 as appropriate to commend to their schools. Adoption of the Policy included an undertaking to report annually on its implementation.

The objectives of the policy relate to :

- raising awareness of the educational needs of girls;
- equal access to and participation in appropriate curriculum;
- the development of a supportive and challenging environment;
- ensuring that school resource allocation policies are consistent with principles of equity and relative need.

During 1989 there was a diverse set of strategies undertaken by States to help achieve these objectives, including:

- action research to increase teachers' awareness of gender differences in the teaching and learning process;
- career education programs to encourage girls into non-traditional jobs, trades and TAFE programs;
- the issue of guidelines for curriculum development and the closer interaction between curriculum committees and officers responsible for the education of girls;
- research into girls' participation in mathematics, science and technology;
- the employment of State, regional and school gender equity officers;
- professional development activities on the education of girls.

Establishment of Curriculum Corporation

In order to strengthen and improve the efficiency and effectiveness of collaborative curriculum development work, State and Commonwealth Ministers agreed in April 1989 to the establishment of a new company, the Curriculum Corporation. The Corporation's board of management comprises nominees of State and Commonwealth Ministers for Education, as well as nominees of the National Catholic Education Commission, the National Council of Independent Schools' Associations, and

representatives of parent and teacher organisations. New South Wales is not a member of the Curriculum Corporation.

The Curriculum Corporation will undertake such functions as national level curriculum research and evaluation and the development, publication and dissemination of curriculum materials for use by all systems.

8 STUDENT OUTCOMES

During 1989:

- States were involved in the assessment of their students' competencies in the basic skills of literacy and numeracy;
- substantial progress across Australia was made in the introduction of student portfolios for reporting on student educational outcomes;
- 1988 school leavers had been more successful in gaining employment compared to 1987 school leavers;
- a study of Year 12 school leavers demonstrated the value of students staying on to Year 12;
- the continuation rate from secondary to tertiary education of just over 50 per cent of all school leavers was greater than the previous year.

There has been growing recognition at the international level of the need for improved measures to assess the effectiveness and efficiency of educational programs. During 1989, as part of a broader OECD project on educational indicators, Australia cooperated with 18 countries in identifying possible indicators of student outcomes for assessing the effectiveness of educational systems. At the national level, initiatives pursued through the AEC have focused on achieving greater national consistency in assessment procedures and a common approach to measuring student achievement. The initial focus is on the key areas of literacy and numeracy and substantial work will be undertaken in both these areas during 1990 and 1991 as part of the Australasian Cooperative Assessment Program.

In assessing the effectiveness of schools and schooling, there has been a change in focus by governments and others from the monitoring of resource inputs to the monitoring of student outcomes.

Emphasis has now shifted to the assessment of student learning outcomes, rather than retention and age participation rates.

Basic skills and key subject areas

All Australian education systems are developing more systematic and effective policies and practices for the

assessment of student achievement in the basic skills and key subject areas. These developments are characterised by a move away from standardised testing of narrowly defined skills towards systematic assessment of student performance in a range of broad learning areas which can be used both to inform teachers and parents of students' individual progress and achievements and to monitor overall educational standards. There are, nevertheless, differences between systems in the numbers and the ages of students participating in assessment programs, the frequency of testing, the types of student competencies and areas of the curriculum tested, and the purpose and audience of the test results.

In 1989 the New South Wales Department of Education introduced an annual Basic Skills Testing Program to assess aspects of literacy and numeracy. This testing program was administered in 1989 to all Year 6 students and a sample of Year 3 students. Parents were provided with a profile of students' results, teachers were provided with more detailed information of students' performance on particular test items, school principals received information on performance of students at their school which could be compared with statewide results, and a public report was issued, showing statewide achievement levels. This testing program, administered by ACER, showed that a high percentage of Year 6 students achieved competency in basic literacy and numeracy skills. Similar high proportions of Year 3 students also demonstrated competency in literacy and numeracy skills.

Nevertheless, there were significant differences in competency for different types of students.

- Girls achieved markedly higher than boys in language and reading skills and slightly higher in number skills. By contrast boys achieved slightly higher than girls in measurement and spatial skills.
- Across all tests, students from non-English speaking backgrounds and Aboriginal and Torres Strait Islander students demonstrated less competency in these basic skills than the overall student body.

In Victoria, a study of student achievement in literacy and numeracy in 1988 was the first of a series of tests which were administered to samples of students from government and non-government schools. This testing program, also undertaken by ACER, found that:

- 94 per cent of Year 9 students and 52 per cent of Year 5 students in Victoria achieved above the minimum level of numeracy defined as necessary for adults in Australian society – many Year 9 students performed well above this minimum level;

- there was evidence of an improvement in the overall standards of performance in numeracy over the period 1975–1988;
- similar proportions of Year 9 and Year 5 students achieved above a level of reading competence which could be considered sufficient for adults in Australian society;
- there was no evidence of a decline in reading standards since 1975, despite a considerable increase in the proportion of students from non-English speaking backgrounds.

Testing programs will be introduced in Victoria to assess student achievement in science (1990), social education (1992), literacy (1993) and numeracy (1993).

In Western Australia, standards of student achievement in various subjects in Years 3, 7 and 10 are to be monitored through the Monitoring Standards in Education project. In 1989 the project focused on test development in preparation for the testing of samples of students in particular aspects of English and mathematics from 1990 onwards.

As an interim proxy measure of literacy and numeracy, the Western Australian chapter reports that during 1989, 96 per cent of government school students attained Unit Curriculum Stage 4 or higher in English and about the same proportion attained Stage 3 or higher in mathematics. These levels of English and mathematics competence are considered necessary for meeting the requirements of Year 10.

The recently introduced South Australian Writing and Reading Assessment Project (WRAP) measures the literacy levels of students in Years 6 and 10 in a representative sample of schools.

Queensland is currently developing an expanded program for monitoring student performance in various aspects of mathematics, reading and writing in Years 5, 7 and 9. These tests build on five-yearly surveys of Year 5 and Year 7 students that have been undertaken in Queensland for quite some time, allowing current achievement levels to be compared with earlier results. This testing program has shown that the reading skills of Year 5 students remained stable between 1976 and 1986, the most recent year of testing. There was also no substantial difference in the reading skills of Year 7 students between 1972 and 1987. During 1989 the Queensland Department published the results of the study related to science achievement of primary students, focussing upon scientific thinking skills and concept development.

In 1989 the Northern Territory introduced a new program for the external assessment of Year 10 students' performance in English and mathematics. All students attending urban primary schools are now tested in both reading and

mathematics in Years 5 and 7. Testing in Aboriginal schools occurs at Year 5.

Surveys of the basic literacy and numeracy skills of all 10 and 14-year-olds have been conducted in Tasmanian schools since 1975. The survey results are used to assist planning and curriculum development as well as individual student assessment and remediation. While the numeracy tests have shown little change over the period of the surveys, literacy testing has indicated significant improvement in standards over time, particularly in 14-year-olds' basic reading skills.

The Australian Capital Territory continued to broaden the professional training of teachers in the assessment of literacy and numeracy, through programs such as the Early Literacy Inservice Course, the Canberra Literacy Program and the Maths Inservice Network Course. An important ACT Government initiative in 1990 is expected to be the release of a discussion paper on monitoring aspects of literacy and numeracy in ACT schools.

As is evident, the systematic assessment of basic skill areas such as literacy and numeracy is of high priority across Australian education. Where there are not already testing or assessment programs in existence, these are being introduced. These programs are being used widely within the government sector and, to a lesser extent, within the non-government sector.

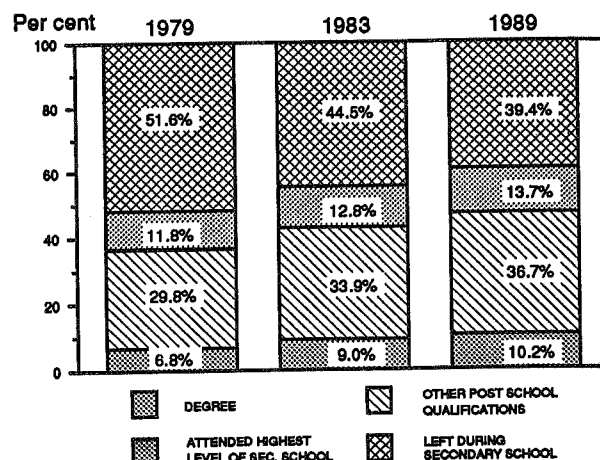
Reporting on student outcomes

Some States have introduced student portfolios for school leavers which provide comprehensive information on students' achievements and interests for parents, post-school education or training institutions, and potential employers. The portfolios are of particular value for students who move interstate and are then faced with the problems of continuing their schooling in a different system. With this in mind the AEC established in 1989 a Working Party to produce guidelines for the introduction of student portfolios.

Levels of educational attainment of the workforce

A key indicator of the current national effort in education is the level of educational attainment of the workforce. The last decade has seen significant changes in the level of educational attainment of the labour force, with a definite shift towards a more educated labour force.

Figure 11: Changes in level of educational attainment of the labour force*, selected years, Australia



* 15 years and over

Source: ABS Cat. No. 6235.0 *Labour Force Status and Educational Achievement*.

The educational and labour market destinations of school leavers

A major goal of secondary education is to prepare students for adult life and, in particular, to prepare them for higher education and training and a smooth transition into the adult workforce. The educational and labour market destination of school leavers is therefore an important indicator of the effectiveness of schooling.

Transition from schooling to work

There were about 175,700 persons who had attended school full time during 1988 and had left full-time education by 1989.

Of these:

- 143,600 (81 per cent) were employed, with slightly more than half being employed as tradespersons or salespersons and personal service workers;
- 22,200 (13 per cent) were unemployed;
- 9,900 (6 per cent) were not in the labour force.

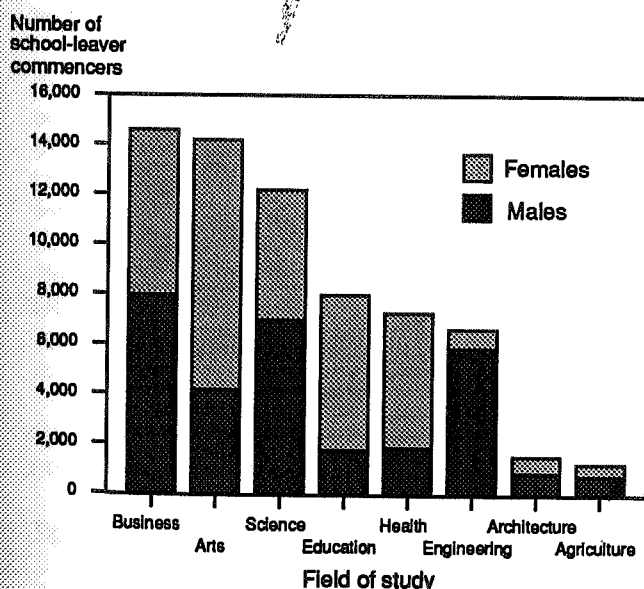
This group of 1988 school leavers was more successful in gaining employment and less likely to be unemployed compared with leavers of the previous year. This reflected the stronger labour market conditions over the period and highlighted the influence of economic factors upon the outcomes of schooling so far as individual students were concerned.

A Project of National Significance study undertaken in 1989 found that Year 12 school leavers who directly entered the workforce and did not pursue further studies nevertheless felt that Year 12 was relevant to their job. Their schooling had provided them with employment-related skills and prepared them well for entry into the workforce. In terms of this indicator of school effectiveness, these school leavers gave a positive assessment.

Transition from schooling to tertiary education

A further 96,000 persons who had attended school in 1988 continued in some form of full-time education in a tertiary institution during 1989. Another 44,000 continued in some form of part-time education. Overall about one-half (51.5 per cent) of 1988 school leavers were engaged in either full- or part-time tertiary education, up significantly on the continuation rate of 43.1 per cent for the previous year. The continuation rate into tertiary education was higher for non-government school leavers (61.3 per cent) than government school leavers (44.7 per cent) and slightly higher for females (49.6 per cent) than males (48.3 per cent).

Figure 12: School-leaver commencers* in higher education by sex and field of study, Australia, 1989



* School-leaver commencers are students who commence higher education immediately after completing Year 12.
Source: Department of Employment, Education and Training.

Transition to higher education

The number of students going straight from Year 12 to higher education has risen considerably over the past decade, from 40,800 in 1979 to approximately 66,900 in 1989.

Three broad fields of study—arts, business and science—attracted the majority (62 per cent) of school leavers commencing higher education in 1989, with a further 33 per cent being enrolled in education, health and engineering courses.

Female school leavers commencing higher education studies have outnumbered males nearly every year since 1979; in 1989 they represented 54 per cent of the total. There are, however, major differences in patterns of male and female enrolments by field of study and level of course.

- Far fewer males enrolled in arts, education and health-related courses than did females.
- Far fewer females enrolled in engineering, architecture, agriculture and science courses than did males.
- Relatively more males enrolled in degree courses and fewer in diploma courses than did females.

Transition to technical and further education

The technical and further education (TAFE) sector provides a major educational and career pathway for school leavers not proceeding to higher education. It offers a wide diversity of vocational education courses, ranging from preparatory, prevocational or remedial courses, through trade qualification certificate programs to para-professional and professional courses at the associate diploma and diploma levels.

Research undertaken in 1989 by the Australian Council for Educational Research into the transition from school to TAFE showed:

- the achievement level of students entering TAFE directly from school is fairly evenly spread across all achievement levels;
- students from government schools are slightly more likely to participate in TAFE courses than students from Catholic schools and somewhat more likely than students from independent schools. The major reason is the difference in apprenticeship participation rates, which is higher among government school leavers.

In all, the study demonstrated the importance of TAFE in the provision of education to early school leavers, particularly those leaving school in Years 10 and 11.

9 STAFFING AND THE QUALITY OF TEACHING

During 1989:

- there were 200,000 full-time and part-time teachers in Australian schools, with about two-thirds being female;
- there were a further 44,000 non-teaching staff employed in schools, 77 per cent of whom were female;
- there was a significant oversupply of primary teachers, yet shortages in secondary teaching areas such as mathematics, computing and science and foreign languages;
- there were also particular regional shortages of specialist teachers, especially in rural areas;
- a study demonstrated that schools and systems had placed a high value on inservice education and continuing professional development.

State Governments, together with the Commonwealth, recognise that the quality of schooling which can be offered to young people depends on the quality of the teaching force. The changing expectations and increasing demands on systems and schools have highlighted the importance of a dynamic, highly motivated, skilled and up-to-date teaching force.

A Working Party on Teacher Education established by the AEC in 1989 is considering a range of issues which impact on the quality of teaching. These include the quality of preservice and inservice teacher training, teacher mobility, interstate recognition of teachers' qualifications, the responsibilities of Advanced Skills Teachers and the achievement of national benchmarks for teacher salaries.

Responsibility for teachers and the quality of teaching

State, Territory and non-government education authorities are responsible for the recruitment of teachers and for determining terms and conditions of employment and staffing requirements for schools.

The continuing professional development of teachers is primarily the responsibility of teacher employers (i.e. government and non-government education authorities) and the teaching profession itself. While the Commonwealth is not an employer of teachers, it makes a significant contribution to teacher education through its responsibility for the recurrent funding of higher education institutions offering both preservice and post-initial courses of study. It also provides support for teacher development through its specific purpose and general recurrent grants programs.

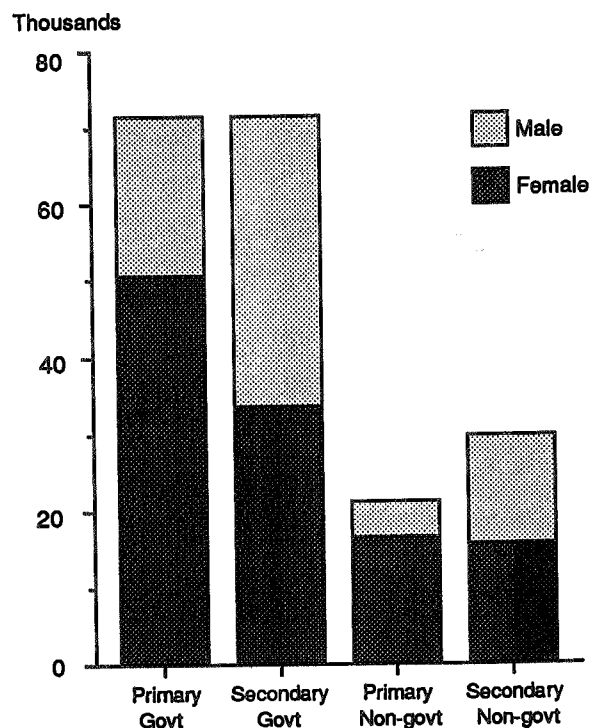
Number of teachers employed

Education systems allocate the largest part of their educational expenditure to the employment of teachers. In July 1989 there were over 200,000 full-time and part-time teaching staff in Australian schools. These were equivalent to 198,568 full-time staff. Of these, about 150,000 taught in government schools and the remaining 50,000 taught in non-government schools.

Student-teacher ratios were about the same for 1989 as in 1988. For the government sector, student-teacher ratios of 18.2 and 12.2 applied to primary and secondary schooling respectively. Respective student-teacher ratios for the non-government sector were 20.3 and 13.5. Differences exist between States in student-teacher ratios due to differences in the composition of the student population, geographic factors associated with the provision of schooling, and differences in structural arrangements and educational priorities to meet current student needs.

Approximately 12 per cent of teachers work part time (compared with 20 per cent for the workforce as a whole) and the proportion of part-time teachers is higher in the non-government sector than the government sector. The number of casual or emergency teachers is estimated to be as high as 25,000. These teachers are additional to the above numbers.

Figure 13: An overview of teaching staff* in schools, Australia, 1989



*Full-time equivalent

Source: ABS Cat. No. 4221.0 Schools Australia 1989.

Characteristics of the teaching force

Nearly two-thirds of all teaching staff are female: almost three-quarters of primary teachers and teachers in special schools but somewhat fewer than half of secondary teachers.

The mean age of teachers is now approaching 40 years compared with less than 30 years in the 1960s.

The teaching force is not representative of the wider population in terms of linguistic and cultural background: the vast majority of teachers continue to be Australian-born and from families in which both parents' first language is English.

Nearly half of all teachers have four or more years training; another third have three-year training; of the remainder, approximately 15 per cent have trained for two years and about 5 per cent for one year.

For teachers of Year 12 students, over 70 per cent of English teachers, 60 per cent of mathematics teachers and 50 per cent of science teachers hold bachelor degrees in the subject taught.

Non-teaching school staff

In 1989 there were almost 44,000 staff employed in schools who were not teachers. The vast majority (77 per cent) of non-teaching school staff were female. Of all non-teaching school staff, over 32,000 were administrative and clerical staff (including teacher aides and assistants), over 4,500 were non-teaching specialist support staff and nearly 7,000 were building, maintenance and janitorial staff.

Non-school staff

In 1989 the government sector employed over 10,158 non-school staff (equivalent to about 9,500 full-time staff). Of these, approximately 6,000 were administrative and clerical staff, 2,000 were specialist support staff and 1,200 were building and maintenance staff. The remaining 800 were executive staff, comprising directors-general, directors, inspectors and superintendents of education. Of these executive staff about 20 per cent were women, which contrasts with their relative employment in the teaching profession.

Comparable information is not available for the non-government sector.

Teacher supply and demand

Changes in student enrolments, teacher employment policies and broader economic factors have affected teaching staff numbers and the composition of the teacher workforce. The high rate of teacher recruitment in the 1960s to meet the demands of increased student numbers was followed by a reduction in the mid-1970s in the recruitment rate. This resulted, in the 1980s, in an ageing teaching force with relatively few new entrants and fewer opportunities for promotion within the teaching profession.

As well, there have been teacher surpluses in areas such as primary teaching and shortages in others. Oversupplies of primary school teachers are expected to moderate by 1992, but prospects for promotion are unlikely to improve in the short term. While there is generally an oversupply of secondary school teachers there are shortages apparent in mathematics, computing and science, foreign languages, business studies, home economics and industrial arts. These shortages, particularly among the more experienced teachers, are more evident in rural areas.

A general oversupply of teachers is evident in recent graduation figures from teacher training institutions. In 1988 there were approximately 13,000 graduates from initial teacher education courses. Given that in 1989 the number of government school teaching staff showed a decrease of 1.3 per cent from the 1988 figure and the number of teaching staff in the non-government sector experienced only a relatively small overall increase (1.5 per cent) over the 1988 figure, a significant proportion of recent teacher education graduates had difficulty entering the profession in 1989.

Upgrading of qualifications

In recent years there has been considerable emphasis by teachers on upgrading their qualifications. In 1988 about 8,000 people who already had an initial teaching qualification upgraded their basic teacher qualifications. The large majority of these gained a bachelor degree or higher level qualification. In 1989 about 22,000 people were upgrading their basic teacher qualifications in higher education institutions. Again, the large majority were enrolled at the bachelor degree level or higher.

While not all of these people would have been practising teachers, it would appear to reflect a fairly strong trend

towards upgrading among teachers already in the classroom and those wishing to re-enter the profession.

The age profile of teachers with two or three years training indicates that they are likely to remain in the teaching profession for some time, highlighting the need for schools and systems to make provision for them to upgrade their formal qualifications. This is particularly the case for teachers recruited in the 1960s with less than the currently accepted minimum qualifications for entry to the teaching profession.

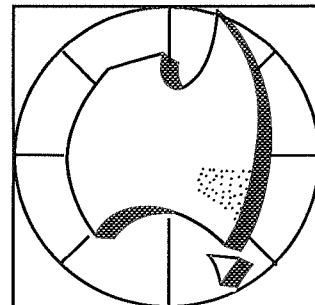
A national study of teachers undertaken by the Australian College of Education in 1989 found that there were significant numbers of Year 12 teachers of technical subjects, foreign languages, science and mathematics with no post-school qualifications in the Year 12 subject taught. The rapid rate of curriculum change in schools is likely to place major pressures upon these Year 12 teachers.

A recent review of mathematics and science teachers highlighted existing shortages of qualified and experienced mathematics and science teachers. It also drew attention to deficiencies in the skills and knowledge of existing science and mathematics teachers. Both factors have been identified as major obstacles to increasing participation in these subjects at both the school and post-school levels.

Participation in non-award bearing inservice education

The 1989 study of teachers found that over the two-year period 1987-1988 teachers in Australian schools had generally placed a high priority on inservice education, especially inservice education organised in their own schools. The study indicated that:

- the teachers' own schools, teacher centres and neighbouring schools were the most common sites;
- there was a strong focus upon topics associated with classroom teaching: subject matter, curriculum development, teaching process, evaluation and assessment;
- areas of most interest were computer education, school improvement, staff performance appraisal and parental involvement programs;
- about half of the inservice occurred during school time;
- more than 30 per cent of teachers had attended at least 6 days inservice over the two-year period; about 30 per cent had attended less than 4 days.



INTRODUCTION

Legislation in NSW makes school attendance compulsory for children between the ages of 6 and 15 years. Children are required to attend a government school or a registered non-government school or to have approval for home schooling.

Primary education covers the seven years from Kindergarten to Year 6 and secondary education the six years from Year 7 to Year 12. Most students begin school in Kindergarten at age 5 and continue at least to the School Certificate (Year 10) when they are aged about 16. More than half proceed to Year 12 when they sit for the Higher School Certificate examination. Pre-school programs for children under 5 are also available at some primary schools. Schools and services are also provided for children with special needs, including children with disabilities and children living in areas remote from centres of population.

Parents in NSW may exercise their right to have their children educated in a registered non-government school. These schools are provided, in the case of systemic schools, through Catholic Dioceses or, in the case of non-systemic schools, by governing bodies constituted as non-profit incorporated companies. Following the release in 1989 of the Report of the Committee of Review of NSW Schools, new legislative provisions for the registration of non-government schools have been proposed in the Education Reform Bill.

1 GOALS AND OBJECTIVES FOR SCHOOLING

NSW Government key principles

The education policy of the NSW Government for both government and non-government schools is based on the key principles of:

- maximising individual freedom of choice and the pursuit of excellence;
- providing equality of opportunity and support for the disadvantaged;
- strengthening basic skills and the core curriculum;
- strengthening the family and traditional values;
- decentralising decisionmaking;
- promoting efficient management and responding to technological change.

Government sector objectives

These key principles were reflected in the Department of School Education's statement of Areas of Emphasis for 1989 which set the main objectives and priorities for action at all levels of the government school system. The areas of emphasis and their main objectives were:

Excellence and choice

promote and reward excellence in all aspects of schooling and provide parents with increased choice in schooling;

Equality of opportunity

provide increased opportunities for specific groups of students to benefit more from their education;

Teaching and testing basic skills

improve the performance of students in basic skills;

Standards, discipline and pride in citizenship

foster values, attitudes and behaviours which promote personal responsibility and good citizenship;

Professional opportunities for teachers

increase the professional skills of and opportunities for teachers;

Parent, community and business/industry links

establish closer links with parents, business and industry in relation to curriculum and management of schools;

The learning environment

improve the quality of the learning environment including school grounds and buildings;

Technology in teaching and administration

accelerate the application of information technology to school curriculum, teaching methods, management information systems and administrative processes;

Efficient management and accountability

improve the efficiency of management structures, processes and accountability procedures.

The Areas of Emphasis statement, reviewed every year, is developed within the context of the Department's statement of longer term purpose and goals. These are set out in *A Statement of Corporate Purpose and Goals* (1987) located at the end of this chapter:

The purpose of the NSW Department of School Education is to provide a state-wide system of school education which is:

- relevant to the needs and aspirations of students;
- responsive to community expectations;
- effective in the achievement of high quality educational programs;
- efficient in the use of available resources.

The recommendations of the Scott, Carrick and curriculum reviews translated the Government's key principles into broad strategies for action. They provided the Department of School Education with a blueprint for expanding, in the second half of the year, the 1989 program developed to implement Government policies, and for preparing for further change and renewal in 1990.

Non-government schools

Non-government schools in NSW set their own goals and objectives in line with their particular educational and/or religious philosophies within the context of registration and other legislative requirements.

In 1989 the 11 Catholic diocesan school systems submitted to the Commonwealth Department of Employment, Education and Training an agreed statement of program objectives for the period 1989-92. The agreed objectives were consistent with the Commonwealth Objectives for Schooling as specified in the Resource Agreement between the Commonwealth and the NSW Catholic System. A list of these objectives is located at the end of the chapter.

Particular program objectives and priorities, strategies and annual reporting intentions developed by each diocesan education system within the agreed program objectives were also forwarded to the Commonwealth. Non-systemic Catholic schools separately forwarded program objectives and annual reports to the Commonwealth.

Under the Commonwealth Government's accountability provisions the non-government sector provides information covering particular goals and objectives. In 1989, for example, two of these goals covered: programs for students who experience difficulties due to their ethnicity, learning difficulty or geographic location; and programs designed to improve the competence, efficiency and confidence of teachers.

2 STRUCTURE OF SCHOOLING

Introduction

In NSW, 1989 has been a year in which the foundations were laid for far-reaching changes in educational management, legislation and curriculum. During the year, reports from three major reviews, two of them external, were presented to the Government and released to the community.

Legislative review

Sir John Carrick chaired a comprehensive review of the quality of education in NSW schools, both government and non-government, with particular reference to the *Education and Public Instruction Act 1987*. The *Report of the Committee of Review of NSW Schools* was presented to the Government in September, 1989. The Committee also drafted a new Education Bill which the Government has used as a starting point for its Education Reform Bill. An exposure draft of this Bill was tabled in State Parliament at the end of 1989 for debate early in 1990.

The findings of the Committee supported the Government's policy of providing choice within the government school system, as well as between government and non-government schools. A major recommendation of the Committee was that a Board of Studies be established to develop curriculum guidelines for both primary and secondary schooling, to provide advice to the Minister on courses for the School Certificate and Higher School Certificate, and to recommend on the registration of schools.

The Committee supported, among other things:

- a decentralised government school system as recommended in an interim report *Schools Renewal - A Strategy to Revitalise Schools within the NSW State Education System*, prepared by Dr Brian Scott;
- the value of standardised testing programs;
- flexible progression and grouping of students in schools;
- the provision of specialist high schools within the government system;
- increased educational provision for preschool-aged children and their parents.

The Committee recognised the need for continuing public expenditure restraint in the present situation of significant reductions in general revenue allocation to the States. It also indicated that the quality of education could be significantly improved by a rearrangement of priorities, more efficient use of available resources and greater accountability.

Curriculum review

The Government White Paper on curriculum reform, *Excellence and Equity*, released in November 1989 following intensive professional and community consultation, proposed the reorganisation of the primary and secondary curriculum around Key Learning Areas, six for primary and eight for secondary schools, an approach consistent with the Carrick Committee's recommendations. The Key Learning Areas are listed below:

Primary Key Learning Areas

- English
- Mathematics
- Science and technology
- Human society and its environment (including modern languages)
- Creative and practical arts

Secondary Key Learning Areas

- English
- Mathematics
- Science
- Technology and allied studies
- Human society and its environment
- Modern and classical languages
- Personal development, health and physical education
- Creative arts

This approach would allow, in primary school, a consolidation of existing curriculum documents and a strengthening of links between syllabuses to build a more coherent curriculum framework. For secondary education, the White Paper proposed:

- a significant extension of the core curriculum for School Certificate requirements, including requirements for all students to study a priority modern language, an integrated technology and design course, an integrated course in health and personal development, and at least two years study over Years 7–10 of Australian history and geography;
- that the requirements for the Higher School Certificate include, in addition to the study of English, study in at least four Key Learning Areas in such a way as to ensure that all students have some access to both the maths/science/technology group of subjects and the humanities group;

- that the Board of Secondary Education (and then the new Board of Studies) should no longer require a minimum time allocation as part of its syllabus requirements for the School Certificate and the Higher School Certificate. Course requirements should now, instead, be defined in terms of objectives, content and expected outcomes.

The changes to the secondary curriculum were scheduled for implementation beginning in 1992.

The Committee of Review of NSW Schools and the Curriculum White Paper recommended changes to the existing system of curriculum development under which the curriculum for NSW primary schools was developed by the Department of School Education, and for secondary schools by the Board of Secondary Education. Primary curriculum documents were developed by the Department with involvement from the non-government school sector, and were distributed to both government and non-government schools. For the most part, non-government schools elected to follow these primary syllabuses.

The recommendations of these two reviews will, when implemented, transfer responsibility for primary curriculum development from the Department to a new and independent Board of Studies also responsible for the development of secondary curriculum. The Department would continue to be responsible for the implementation of curriculum in government schools.

Management review

In 1988, the Government commissioned Dr Brian Scott, formerly head of WD Scott and Company (Australia), to review the efficiency and effectiveness of management structures and administrative procedures across the government education portfolio. The interim report, *Schools Renewal*, was released to the Government and distributed to school communities early in 1989. The major recommendations of *Schools Renewal* focused on supporting and empowering Government schools by decentralising administration and by giving schools greater control over their resources. These actions required new structures and processes to be established and considerable staff and community involvement and development. The Management Review recommended the establishment of a Task Force chaired by the Director-General to plan the implementation program.

The Department responded rapidly to the challenges of restructuring, and change and preparation for renewal have characterised 1989. To emphasise the particular function of the Department of Education, its name was changed on 13 December 1989 to the Department of School Education.

Implementing change and renewal

Legislative change

The State government has a legislative responsibility for the education of children in NSW through a Minister who is answerable to Parliament and the people. The *Education and Public Instruction Act 1987* together with the *Education and Public Instruction (Amendment) Act 1988* formed the legislative base governing school education in NSW during 1989. The main objectives of these two Acts were:

- to provide for education in State schools;
- to provide for the registration of other schools;
- to provide for the granting of School Certificates and Higher School Certificates;
- to constitute a Board of Secondary Education and to define its functions.

A new legislative framework for the education of school children, based on the recommendations of the Report of the Committee of Review of NSW Schools and the Curriculum White Paper, was developed in 1989. The Education Reform Bill was tabled in State Parliament at the end of 1989 for debate early in 1990. The Reform Bill proposed a change in the balance of powers and responsibilities between an independent Board of Studies (proposed to replace the present Board of Secondary Education), the Minister and Parliament, in that it would vest in the Minister the final responsibility for approving all syllabuses, both primary and secondary. The Bill requires the Minister to make public the reasons for not approving a course. Under the terms of the Bill, the function of the Minister would involve responsibility for curriculum, funding, assessment, certification and 'the implementation of such educational audits and program reviews as the Minister considers appropriate to assess and improve the quality of education for school children in NSW'.

The Reform Bill proposed to legislate a minimum curriculum for children of compulsory school age for the purposes of school registration, and the curriculum for School Certificate and Higher School Certificate candidates. Curriculum requirements would apply both to government and non-government schools.

The proposed legislation continues the requirement for the School Certificate examination or other assessment to be moderated on a statewide basis in the Key Learning Areas of English, Maths and Science, and for the Higher School Certificate examination or other assessment to include a public examination conducted on a statewide basis.

The Bill also addressed the objectives of strengthening the core curriculum and basic skills and giving parents a wider choice in the selection of schools for their children, including a choice of home-schooling.

It was proposed that the Education Reform Bill would, as the *Education Reform Act 1990*, replace the existing Acts.

Schools Renewal in the Department of School Education

Accountability

The responsibilities of the Director-General and the requirements for accountability are set out in legislation. Under the terms of the *Public Sector Management Act 1988*, and the *Teaching Services Act 1980*, the Director-General of School Education is responsible to the Minister for Education and Youth Affairs for the general conduct and the effective, efficient and economical management of the functions and activities of the Department and of the Education Teaching Service. The employment of ancillary staff by the Director-General is governed by the terms of the *Education (Ancillary Staff) Act 1987*. While the responsibility for public education is vested in the Minister for Education and Youth Affairs, the Director-General has responsibility for advising the Minister on policy relating to schools and for functions relating to schools.

In accordance with the terms of the *Annual Reports (Departments) Act 1985*, the Director-General is responsible for submitting to the Minister for Education an annual report on the activities of the Department for presentation to Parliament.

Each school is required to provide an annual report of its achievements, operations and future directions. Annual reports from schools are available to the community. Each regional director and functional director is also required to prepare an annual report. These reports provide information for incorporation into the Department's annual report.

The Department regularly conducts statewide program evaluations and commissions external research/evaluation to be conducted on its behalf. The investigations commissioned in 1989 are identified in a later section of this chapter. The Department also maintains a program of management reviews of specific operational areas and of particular programs. These reviews focus on the cost and efficiency of the selected programs and areas. In 1989 reviews included:

- the cost of short-term relief in secondary schools;
- the effectiveness of home-school liaison programs;
- the operational procedures for opening and closing schools;
- the delivery of schooling to children undergoing extensive hospitalisation.

Additional accountability mechanisms were established in 1989. As a result of the government's establishment of a Senior Executive Service and the appointment of the Director-General of School Education under the

conditions of the Senior Executive Service, a Performance Agreement was drawn up between the Director-General and the Minister. The Performance Agreement sets out the specific initiatives which the Director-General has agreed to implement in the period July 1989 to June 1990. Similar performance agreements are to be drawn up for all members of the Senior Executive Service.

Planning

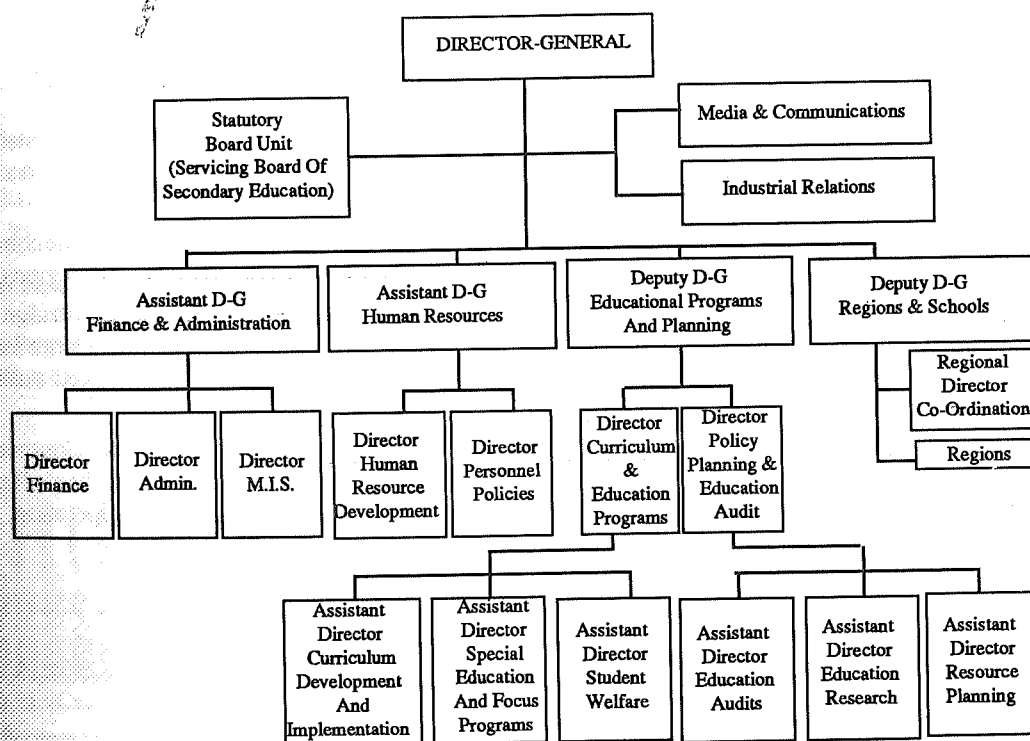
A Strategic Action Plan, based on the statement of areas of emphasis and government priorities and consistent with the Director-General's Performance Agreement, was developed. The plan, which is to be reviewed annually, has specified targets for each initiative. Performance indicators enable effective monitoring of the progress and outcomes resulting from implementation of the plan. *Schools Renewal* has recommended that each school develop a School Renewal Plan as the basis for its ongoing program of school improvement and professional development, and publish, in an annual School Report, the school's performance in achieving its goals. The School's Renewal Plan would provide important input to the Regional Plan and thus to the Department's overall planning process. It is intended that by the end of 1990 all schools should have commenced developing their School Renewal Plan.

Senior management appointments

Senior management positions in the Department of School Education were transferred into the Senior Executive Service in 1989, and a new senior management structure, as recommended in the Scott Review, was adopted. New appointments to the 14 most senior positions in the State are now headed by officers at Assistant Director-General level in accordance with recommendations of the Scott Review for a flatter hierarchy and devolution of power and responsibility to regions. These positions were previously below Assistant Director-General level. A Central Policy Committee was established to include the regions formally in the policy-making function.

Further senior management appointments of Directors, Cluster Directors and Assistant Directors, all to be part of the Senior Executive Service, are to be made in 1990, again in accordance with the structure recommended in the Scott Report. Figure 1 shows the central executive structure.

Figure 1: Department of School Education – Central executive structure proposed in the Scott Report



Establishment of Schools Renewal Task Force

Responding to recommendations in the Scott interim report, the Director-General established and chaired a Schools Renewal Task Force, consisting of representatives from school, regional and central levels of the Department.

The Task Force was responsible for:

- planning the implementation of the *Schools Renewal* recommendations;
- developing a number of programs to trial devolution of management processes and resources to schools and regions;
- consulting extensively with parent, community and professional interest groups and unions;
- implementing an extensive communication program to inform all Departmental staff and the community about *Schools Renewal* philosophy, initiatives and planning;
- developing an integrated Schools Renewal Implementation Plan.

Schools Renewal trial programs implemented in 1989 included school-based budgeting, local selection of Special Fitness Appointment Principals, recruitment of outstanding final-year students and incentive packages.

School-based budgeting

School-based global budgeting, which is fundamental to the concept of the self-managing school, was introduced in 118 schools in a trial program during 1989. As Schools Renewal is progressively implemented, school budgets will increasingly reflect and support the educational priorities of schools. A comprehensive evaluation of this trial was carried out at the end of 1989. All schools were invited to participate in an expanded trial.

Local selection of Special Fitness Appointment Principals

In accordance with the Schools Renewal recommendation for more localised recruitment and selection processes, the Schools Renewal Task Force developed a program to trial a process of regional selection of principals for schools with certain characteristics nominated as Special Fitness Appointments. Vacant principal positions were advertised as open to all applicants on any teaching service promotion list. The trial also extended the merit promotion processes introduced in 1988.

Recruitment of outstanding final-year students

Three hundred vacant positions were identified statewide to be filled by outstanding 1989 graduates and outstanding teachers from the employment waiting list. Most of the identified positions were in the more difficult to staff

regions. This initiative was designed to attract the best possible graduates to teaching immediately without a waiting period.

Incentives package

An incentives package was designed to attract teachers to executive positions in remote and difficult to staff schools and to encourage teachers in such schools to remain for four years and beyond.

School Councils

To encourage community and parent participation a plan was developed for accelerating the progressive implementation of School Councils from the beginning of 1990. During 1989, training courses for school staff and community representatives were run and new guidelines were promulgated for discussion. Funds of \$65,000 were allocated for this purpose in 1989.

Schools Renewal in 1990

The recommendations of the Scott Management Review will be phased in progressively over a 5-year period. Priorities for 1990 include the following:

- Trials described above will be evaluated and extended.
- All schools will begin to develop their School Renewal Plans.
- A Performance Appraisal System will be considered.
- School clusters will be established.
- Cluster Directors will be appointed.
- Education Resource Centres will be established in all regions to bring curriculum and other support closer to schools.
- An organisational restructure will be completed to achieve further devolution to regions.
- The Department of Education's Bridge Street building will be vacated and the large majority of Central Executive staff moved out of the central business district.
- A service-wide professional development program specifically supporting Schools Renewal will be prepared and put into operation.

3 THE DIMENSIONS OF SCHOOLING

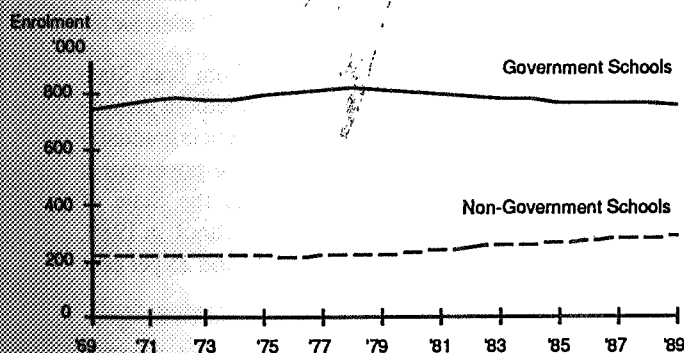
Student enrolment

The NSW school system is one of the largest in the western world. NSW schools enrolled 35% of the total Australian student population in 1989. In that year, of the total 1,033,593 students in the State, 749,263 (72.5%) were enrolled in government schools and 284,330 (27.5%) in non-government schools. In July 1989 there were:

- 434,098 students in government primary schools and 310,765 in government secondary schools;
- 148,819 students in non-government primary schools and 134,662 in non-government secondary schools.

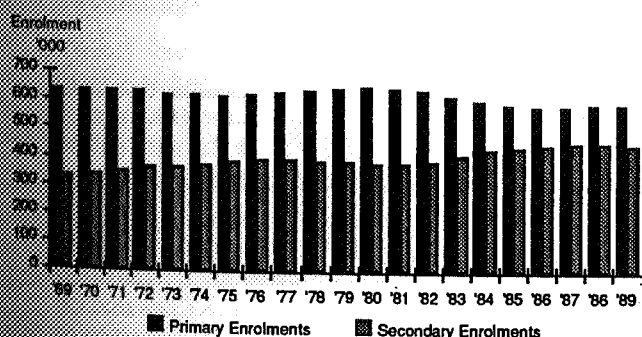
Over the past 20 years, enrolments in NSW have grown from 966,602 in 1969 to 1,033,593 in 1989. The pattern of enrolment for government and non-government schools and for primary and secondary education has varied over this period.

Figure 2: Enrolments in NSW government and non-government schools 1969-89



Source: NSW Department of School Education.

Figure 3: Primary and secondary enrolments in all NSW schools 1969-89



Source: NSW Department of School Education.

Student retention and participation rates

While total secondary enrolments declined, the percentage of students continuing their studies to Years 10, 11 and 12 increased again in 1989. Between 1984 and 1989, the retention rate for all students increased from 41% to 54%. In this period, the increase in retention rates for girls was somewhat higher than for boys (see Figure 4).

Figure 4: Apparent retention rates to Year 12 in all NSW Schools 1984-89, by sex



Source: NSW Department of School Education.

In NSW, Technical and Further Education provides an important alternative to senior secondary education, particularly for boys pursuing trade apprenticeships. School retention figures do not indicate the broader view of participation in education. Thus, while the retention rate for all school students in 1989 was 54%, the rate for participation in any form of education (including schools, TAFE and tertiary) for 17-year-olds would have been above 70%.

Aboriginal students

In June 1989 there were 16,035 Aboriginal or Torres Strait Islander students in NSW schools – 9,534 in primary, 6,346 in secondary and 155 in schools for specific purposes.

Non-English speaking background students

In 1989, four out of ten migrants who entered Australia settled in NSW. This had major implications for the provision of education for non-English speaking background children. For example, some 180,000 students of non-English speaking background were enrolled, in NSW schools in 1989. Of these, some 72,000 students in government schools received special assistance under the Commonwealth funded English as a Second Language (ESL) program. The comparable ESL figure for non-government schools in 1989 was approximately 20,000.

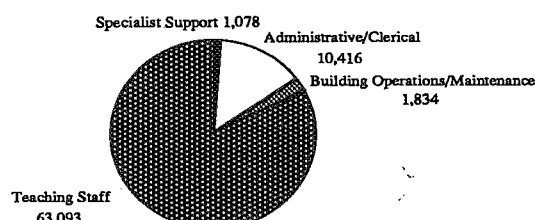
Human resources

In 1989, over 86,000 persons (76,000 full-time equivalent) were employed in all NSW schools, 63,093 teaching staff, and 13,327 non-teaching staff. In July 1989 there were 45,812 teaching and 9,678 non-teaching staff in the NSW

government school sector and 17,281 teaching and 3,650 non-teaching staff in the non-government sector.

Figure 5 shows teaching staff, specialist support staff, administrative/clerical staff (including teacher aides and laboratory assistants) and building operations and maintenance staff in NSW schools in 1989.

Figure 5: NSW school personnel, all schools, 1989



Source: ABS National Schools Statistics Collection (derived).

Number of schools

Almost one-third (30.5%) of all schools in Australia were in NSW in 1989. Table 1 shows all schools by category and level.

Table 1: NSW schools, sector and level, 1989

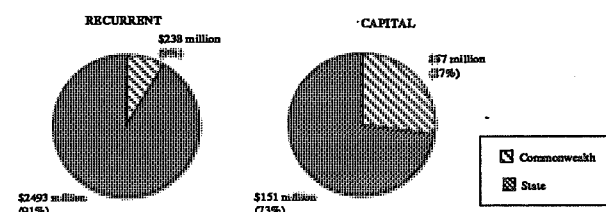
Level	Govt.	Non-govt.	All Schools
Primary	1,659	542	2,201
Secondary	381	152	533
Primary/Secondary	62	132	194
Special Schools	98	32	130
Total	2,200	858	3,058

Source: ABS National Schools Statistics Collection 1989.

Recurrent and capital resources

The NSW State Government provides about 80% of all public revenues for school education in the State. The remaining 20% is provided by the Commonwealth government. In 1988-89 the State's financial resources amounted to some \$17.9 billion, of which about \$3 billion or approximately 16.8 per cent was allocated to school education. This allocation was expended as either recurrent funds for salaries, other continuing operating costs, grants, and direct assistance to non-government schools and students; or as capital funds for construction and additions to buildings and grounds.

Figure 6: Sources of funds for school education 1988-89



Source: NSW Department of School Education *Annual Report 1989*.

A break-up of the recurrent funds in Figure 6 is shown in Table 2.

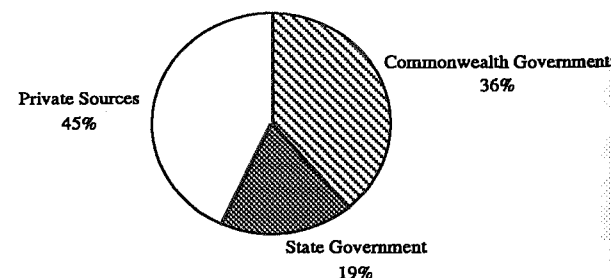
Table 2: State recurrent funds for school education, all schools, 1988-89

	Govt. schools (\$'000)	Non-govt schools (\$'000)	Total (\$'000)
Primary	1,179,803	69,906	1,248,899
Secondary	1,251,399	102,754	1,354,153
Administration	128,441	0	128,441
Total	2,559,643	171,850	2,731,493

Non-government schools receive funds from both State and Commonwealth governments to supplement income raised from fees. The NSW State government is gradually increasing per capita allowances for non-government schools from 21 per cent of the cost to the State of educating a student in a non-government school in 1989, to 22 per cent in 1990, 23 per cent in 1991 and 25 per cent in 1992.

The source of funds for non-government schools in NSW is shown in Figure 7.

Figure 7: Source of funds for NSW non-government schools, 1988



Source: Commonwealth Department of Employment, Education and Training.

4 MAJOR POLICY INITIATIVES

Various new programs and initiatives supporting Government and Departmental policies and objectives were introduced in 1989, and some programs established in 1988 were extended.

Freedom of choice and pursuit of excellence

Dezoning of primary schools

Arbitrary school boundaries for government primary schools in Sydney, Newcastle and Wollongong were abolished. Planning began for further dezoning in 1990.

Selective high schools

Eight additional selective high schools, providing a challenging learning environment for able students, began operation in 1989, taking the number of such schools in NSW to fifteen. The cost of extending this program in 1989 was \$34,650. Access to selective high schools is open to students from across the State.

Senior high school

A high school catering for senior students was established in western Sydney with the aim of boosting retention rates by providing a wider range of subjects for students in Years 11 and 12. All feeder schools continued as full Years 7-10 high schools.

This is the first senior high school in the government school system. Senior high schools have been provided in the Catholic sector for a number of years.

High school for the performing arts

The State's first government school for performing arts began operation in inner Sydney. The cost of this initiative in 1989 was \$120,000. A similar non-government school has operated for a number of years.

Technology high schools

Twenty four high schools were nominated for development as technology high schools. In 1989, \$300,000 was spent to assist with this development. While continuing to offer a comprehensive curriculum, the schools will focus on the study of technology and will be linked with industry and business to give students access to technology in industry, expert industry personnel, curriculum advice and opportunities for work experience. Links between the schools and TAFE will also be extended to allow students to undertake joint school/TAFE courses for accreditation towards both the Higher School Certificate and TAFE Certificates.

Centres of Excellence

The recognition of certain government schools as Centres of Excellence in relation to particular provisions, projects or activities was part of the policy to encourage and promote high achievement and educational standards in government schools. In 1989 this initiative cost \$75,000. Excellence is also recognised through the Minister's Award for Young Innovator of the Year and the Director-General's School Achievement Awards. The Premier's Awards for Excellence at the Higher School Certificate Examination are available to high achievers in both the government and non-government school sectors.

Strengthened School Certificate

A Record of Achievements showing results for Reference Tests in English and mathematics and a list of courses satisfactorily completed, was awarded to Year 10 students in addition to the School Certificate testamur. There will be an additional Reference Test, in science, for the 1990 School Certificate.

Leading Teacher program

In 1989, 53 Leading Teachers, selected on merit, were appointed at the level of Deputy Principal, to foster excellence in teaching and professional development in government secondary schools. The program will be expanded in 1990.

Equality of opportunity

Staying-on program

This program, established by the Department at the end of 1987, aimed at increasing student retention by improving the educational achievement of students and promoting access to post-school opportunities for training, employment and higher education. In 1989 the program was extended to include an additional 29 secondary schools at a cost of approximately \$1.3 million.

Joint Schools/TAFE program

In 1989, 423 joint courses involving 6309 students from 334 secondary schools attending 102 colleges of TAFE were operating. This was a significant extension on 1988, when 230 joint courses involving 3,812 students from 254 secondary schools attending 84 TAFE colleges operated. The program gives senior secondary students the opportunity to take up vocationally oriented courses which are accredited by both the Board of Secondary Education and TAFE. Students continuing the TAFE courses after they leave school can gain advanced standing in Trade or Certificate Courses. In 1989, the program included four TAFE Certificate Courses which students could undertake while still at school completing their Higher School Certificate and which will be fully accredited and examined

courses for the 1990 Higher School Certificate. The cost of this program for government schools in 1989 was \$2,407,600. Non-government schools also participated in this program on a fee-for-service basis.

Western Sydney Education and Training Plan

Western Sydney (the western and south western suburbs of Sydney) is an area with concentrations of economically disadvantaged groups, a limited range of work opportunities and inadequate community services. With 40% of Sydney's population, Western Sydney has the largest concentration of young people in the state. The Western Sydney Education and Training Plan gives priority and additional resources to this part of Sydney for extending a number of existing programs and establishing new programs which focus on improving retention rates and promoting access to post-school training, employment and higher education. In 1989 funding of \$1,081,000 was provided for the Western Sydney Plan.

Girls Education Strategy

The Girls Education Strategy was released in March 1989. It contains a new mandatory policy statement and sets out specific objectives to improve outcomes of schooling for girls. A pilot program encouraging girls in technology was established in 70 government schools. The strategy has also been supported with staff development programs and distribution of support materials to schools. It is consistent with the National Policy on the Education of Girls. This National Policy is also supported by non-government schools.

Special Education Plan

A coordinated plan for upgrading services and resources for students with disabilities and learning difficulties in special schools and support units was put in place during 1988. Initiatives in the plan include establishment of three Special Education Support Centres, scholarships to attract teachers into special education, increased funding for in service and technological equipment, additional teachers and teachers' aides and the development of joint schools/TAFE programs for students with disabilities and learning difficulties. The Government has guaranteed an additional \$80 million to special education over 5 years.

Rural Schools Plan

Initiatives under this plan, costing \$22.6 million in the period 1989 to 1990, included grants to isolated schools, staffing betterments in small and central schools, 100 teaching scholarships for persons willing to teach in isolated areas and a review of provisions for distance education.

Aboriginal education

Departmental programs established in 1988 were supported and reinforced during 1989. Planning has focused on finalising a long-term plan for Aboriginal Education. Achievements during 1989 included appointment of ten Regional Aboriginal Community Liaison officers and nine Aboriginal Education Resource Teachers; establishment of a program for Aboriginal Education Assistants to gain conditional certification as teachers; beginning implementation of the Aboriginal Employment Plan; and reaching general agreement with the Commonwealth on the National Aboriginal Education Policy. Funding for this initiative in 1989 totalled \$1,751,500.

Multicultural education

During 1989 multicultural education provisions were expanded by the establishment of five additional Intensive Language Units, 20 additional permanent teaching positions in Units/Centres and four additional New Arrivals consultancy positions. Teachers were also appointed to the 37 additional New Arrivals Program positions. ESL teaching time for newly arrived students was increased. Training courses for new ESL teachers and refresher/renewal courses for existing ESL teachers were provided.

Strengthening basic skills and the core curriculum

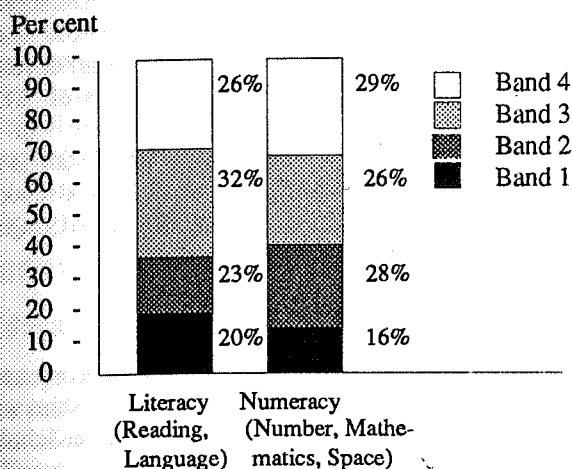
Basic skills testing program

Tests in the basic skills of literacy and numeracy which were developed for the Department in 1989 by ACER were administered to all Year 6 and a sample of Year 3 students. An education and information campaign for schools and the community was successfully conducted. Reporting procedures were developed and put into operation.

Statewide results showed that a high percentage of Year 6 students achieved competency in basic literacy and numeracy skills. Over 80% could choose a word or words to sum up a piece of writing and notice missing capital letters. About 60% could understand meaning in a piece of writing when it was not directly stated and recognised a wrong spelling that sounds right. In basic numeracy skills, over 80% of Year 6 students could use percentages and estimate measurements in common use. Between 50% and 60% could generally work out the cost of items sold in sets and used line graphs.

Results were reported in skill bands. Parents were provided with a detailed report on their child's results and were given written descriptions of the skills demonstrated. Figure 8 shows the percentage of Year 6 students able to answer correctly tasks graded at different bands.

Figure 8: Literacy and numeracy results* – Year 6, 1989



* Showing the percentage of students able to answer correctly tasks graded at different bands. For example, Band 4 shows the percentage of students able to generally answer Band 4 questions correctly. These students were also able to answer correctly most questions in Bands 1, 2 and 3.

Source: NSW Department of School Education *Annual Report 1989*.

A number of non-government schools indicated that they would be participating in the Basic Skills Testing Program in 1990.

Primary curriculum focus on the basics

In 1988 the primary school curriculum was consolidated into six learning areas with particular emphasis on basics. Curriculum documents in the mathematics learning area were completed and released in 1989. In the area of literacy, a statewide evaluation of the Reading K-12 program was carried out. The findings of the evaluation were used by the team which is developing the new K-6 English syllabus.

Assessment and reporting of student progress

Assessment is an integral aspect of effective teaching, both in determining needs and evaluating outcomes. The current methods of assessing and reporting student progress were evaluated by the Department during 1988-89 and development of a new policy on assessing and reporting student progress commenced.

Strengthening the family and traditional values

Fair Discipline Code

Following an evaluation of the 1988 trial of the Fair Discipline Code in 30 schools, a Statement of Principles for a Fair Discipline Code was disseminated to all government schools and the community. All government schools formulated a Fair Discipline Code in consultation with their communities. In 1989, \$31,210 was allocated for this initiative.

Greater support for schools in managing behaviour problems

An additional 15 teachers were appointed to support government schools in managing students with behaviour problems. The authority of regional directors to expel and principals to suspend students was strengthened. Staff appointments were finalised for 10 additional classes for students with behavioural problems to begin operation in 1990.

Student Welfare program

A Student Welfare Coordination program now operates in all regions. A consultant has been appointed in each region to assist with the coordination of human and material resources and the implementation of student welfare programs in government schools. Child Protection curriculum materials have been developed. They are designed to be implemented in the context of personal development type courses. The curriculum was implemented in almost 100 schools during 1989. Funds of \$923,700 were allocated to the program in 1989.

Decentralising decision making

Devolution

The Department devolved 117 staff and their functions to regions during 1989. Further functions are being reviewed to determine their suitability for devolution. Initiatives developed to devolve management processes and resources to schools and regions under the Schools Renewal Strategy have been outlined in 'Structure of schooling', pages 24-28.

Efficient management and response to technological change

Schools renewal implementation

Initiatives and plans related to implementation of the management review recommendations are set out in 'Structure of schooling', pages 24-28.

Promotion on merit

The promotion system for teachers in government schools was dramatically changed in 1988 when seniority was removed as a factor in appointments made as a result of Comparative Assessment. Extensions to a merit promotion system in 1989 included introduction of processes for selection of some principals and executive teachers and the provision of inservice training materials on merit selection to senior officers and potential applicants.

Introduction of SES

Senior management positions in the Department were assessed by the Office of Public Management for inclusion in the NSW Senior Executive Service (SES). This process

occurred simultaneously with the implementation of *Schools Renewal*. A Senior Executive Service Unit was established by the Director-General to facilitate the introduction of the SES.

Rationalisation of school sites

This rationalisation program allows the transfer of resources from areas with declining enrolments to areas of rapid growth. Of 15 government schools identified in 1988 for possible closure 14 had closed by the end of 1989.

Staff performance review and development

This scheme is designed to support, review and improve individual work performance. A pilot study of the scheme has been implemented with Public Service and Teaching Service staff at a cost of \$65,000.

School development and accountability

A trial of a comprehensive School Development and Evaluation Model, formulated by the Department, was started in selected secondary and primary schools. Performance indicators for school and system effectiveness were developed.

Acceleration of the application of technology to educational administration

During 1989, the Department accelerated its program of introducing OASIS (Office Administration and School Information System) to schools. A finance module designed to incorporate all aspects of school accounting and central school finances was trialled in selected schools. This module will be particularly useful in implementation of school-based budgeting. The implementation of OASIS has been greatly helped by finances provided by the Commonwealth Bank in return for exclusive access to school and student banking. The Department and the Catholic systemic sector have signed an agreement for the introduction of OASIS in Catholic schools.

Extension of computer education in schools

Computer education funding was expanded significantly in 1989, with an allocation of \$20.99 million to government schools for the 1989-90 financial year. In a trial of devolution of decision making, school communities will be responsible for determining spending priorities for the computer education funding.

Professional opportunities for teaching and non-teaching staff

Staff development

An extensive program of professional development was provided for teachers. Greater responsibility for staff development was devolved to Regions along with increased

allocations of funds for this purpose. Planning for a major staff development program to support implementation of *Schools Renewal* recommendations was undertaken. Funds of \$11,406,000 were allocated in 1989 for staff development in addition to staff development funds of \$12.5 million allocated within particular programs. In the non-government sector, the development of staff is the responsibility of system authorities and individual schools. Many independent schools participate through AIS in joint professional development activities.

Scholarships

To assist teachers with continuing development or retraining in specialty areas, 940 postgraduate scholarships were made available. In addition Teacher Education Scholarships were offered to students willing to teach in specified areas of NSW. Under the Rural Program scholarships were awarded to 153 students who agreed to serve west of the Dividing Range. Priority was given to students from rural areas. Western Sydney program scholarships were available to students in the areas of secondary maths, science, languages, industrial arts, or general primary, who were willing to serve in Western Sydney or anywhere in NSW for a minimum period. Priority was given to students from Western Sydney, and 260 scholarships were awarded under this program. Funding of \$800,000 was made available for scholarships in 1989.

Retraining

Retraining opportunities in special education, industrial arts, secondary maths and general teaching were also available. Two trials which began in 1988 were expanded. Whole School Staffing in central schools allowed secondary specialist teachers to teach primary classes and also primary teachers with specialist skills to teach appropriate secondary subjects. Participating schools increased from 31 in 1988 to 51 in 1989.

A Permanent Part-time Work pilot scheme has run for two years now in government schools and a preliminary review showed a high level of satisfaction with the program. The program will be extended for another two years with an increase in positions from 150 to 300.

Award Restructuring

Negotiations between the Department and the NSW Teachers Federation began in the first part of the year. Current wage fixing guidelines require that unions agree to significant productivity improvements in return for pay increases. In December 1989 the first 3% salary increase to teachers was awarded on the basis of Structural Efficiency Principles. Negotiations are continuing.

Ancillary staff

A new classification, School Assistant, was introduced this year. It is an amalgamation of five previous

classifications and will allow schools to use ancillary staff resources more flexibly. At the same time ancillary staff will have opportunities to widen their skill base and increase their level of expertise. An extensive Staff Development program to support the introduction of the School Assistant classification was provided and relief for ancillary staff on training courses increased by 50%.

Parent, community and business/industry links

Education and Business Links program

This program increases teacher and student awareness of the importance of closely linking the school curriculum to the world of work, and gives students an opportunity to apply theoretical knowledge to practical experience. Seventy school-business links have been established in 1989 in addition to the two links in the 1988 pilot program. Funding for business/industry links in 1989 was \$130,000.

Schools' Visits to Industry program (Schools' VIP)

A joint venture between the Department and the NSW Employees' Education Consortium, this program encourages employers to provide schools with visits to industry that are relevant to key aspects of the curriculum. Schools visited a wide range of businesses and industries in 1989.

Fostering community use of school facilities

The Department continued consultation with community groups on reviewing the policy and guidelines for community use of school facilities.

Learning environment

School maintenance

In 1989 a total allocation of \$90 million was made to the Department's school maintenance program. This included an additional \$30 million for arrears of maintenance along with the cyclic program of regular painting and repair of school buildings.

School security

Electronic surveillance systems were connected in 80 additional schools and return-to-base alarm systems in 16 additional schools. Planning commenced to trial a Care-takers in Schools program. A significant decline in the cost of vandalism, theft and arson has been achieved with a saving of approximately \$3 million in 1988-89 over 1987-88.

Environmental education

The Greening of Schools program, part of a comprehensive environmental education plan, was established in

1989. Each region identified five schools for development as School Environmental Centres. Three additional Field Studies Centres were established. Funds of \$184,000 were allocated for this in 1989.

5 OTHER PROGRAMS

Ongoing programs

In addition to establishing new initiatives and expanding existing programs to support Government policy emphases, the Department maintained the following programs.

Curriculum development

In 1989 two syllabuses were completed - Visual Arts K-6 which was the last of the subject-focused syllabuses and Mathematics K-6, the first of the Key Learning Area syllabuses. Work proceeded on the development of syllabuses in the Key Learning Areas of English K-6 and Science and Technology K-6. These are to be completed in 1990. In addition, initial preparations began for developing syllabuses in Human Society and Its Environment K-6 and Personal Development, Health and Physical Education K-6. These are due for completion in 1991. The new Board of Studies, when established, may take over the development of these syllabuses. Curriculum support documents were released for the Child Protection Curriculum, Environmental Education K-12 curriculum and the curriculum for the Education of Students with Severe Disabilities.

Curriculum mapping

NSW played a major part in 1989 in the curriculum mapping exercises agreed on by the AEC. These mapping exercises, referred to in the chapter 'National Overview', and those planned for completion in 1990 and 1991 will provide useful frameworks for future curriculum development in New South Wales.

Consultancy services

The Department continued to support schools through consultancy services operating from both the centre and regions. Consultants provide expertise and assistance to teachers in implementing curriculum and programs, coordinating resources and providing staff development activities.

Research and evaluation

The Department continued an extensive program of research and evaluation through its own research group, through commissioned research and through granting access for researchers to schools and other departmental facilities. Commissioned research in 1989 was undertaken for the Department by the Australian Council for Educational Research, the National Acoustics Laboratory,

Sydney University, the University of New South Wales, the University of New England, Macquarie University, Wollongong University, the University of Western Sydney, Charles Sturt University and the Hunter College of Advanced Education.

Commissioned research 1989

Organisational Structures of Secondary Schools
Program and Outcomes in Secondary Schools

Evaluation of Selective High Schools

Evaluation of St Mary's High School

Impact of Basic Skills Testing in Government Schools

Integration of Disabled Students into Regular Classrooms

Survey of Work Experience Programs in NSW Schools

Survey of Gender Differences in Self-Concept

Survey of Participation and Retention in the South- West Region

Development of an Auditory Screening Test

Development of Fair Discipline Code

Evaluation of the Syllabus in Contemporary English

Survey of Teacher Satisfaction & Retention in Rural Areas

Survey of Beginning Principals

Student welfare

Specific initiatives in this area (for example the Child Protection Curriculum and the Student Welfare Coordination Initiative) were highlighted in 1989.

Ongoing elements include:

- guidance and counselling services;
- support to schools to implement personal development-type programs;
- assistance to teachers in implementing drug education programs;
- behaviour and attendance programs to assist in improving the ability of teachers and schools to meet the needs of students with behaviour and attendance problems;
- a home-school liaison program to address school attendance problems by providing support to parents, students and schools.

Other programs

These included:

- Commercial and Entrepreneurial Ventures program aimed at generating funds for the development and enhancement of educational services;
- overseas marketing of education services;
- increasing business and industry involvement by establishing corporate sponsorships for various projects such as the State Dance Festival, Art Express and others;
- Occupational Health and Safety program;
- continued implementation of EEO principles and mainstreaming of EEO functions by making them the responsibility of appropriate departmental officers throughout the Department.

6 COMMONWEALTH PROGRAMS

As noted in 'The dimensions of schooling' on pages 29-30, about 20 % of public revenue for school education in New South Wales is provided by the Commonwealth Government. The largest part of this revenue is allocated to general recurrent and general capital areas. In addition to this general support Commonwealth funds are allocated to improve educational opportunities and outcomes for particular student groups and for particular initiatives. In 1989 these specific grants were directed to the following programs:

- the Country Areas program (managed jointly by the Department of School Education, the Catholic Education Commission and parents/ community);
- the Disadvantaged Schools program;
- General Education in English as a Second Language program;
- English as a Second Language for New Arrivals program;
- Children in Residential Institutions program;
- Integration of Students with Disabilities into Regular Schools program;
- program for Children with Severe Disabilities.

Corporate goals, NSW government schools (1987)

- 1 Provide for all students a curriculum which is relevant and challenging and which promotes their intellectual, aesthetic, moral, social, emotional and physical development.
- 2 Offer a range of learning opportunities so that students acquire the skills and competencies necessary to participate in and contribute to society.
- 3 Ensure consistency and continuity in the curriculum of schools and also allow reasonable scope for diversity.
- 4 Foster in students a respect for the rights and needs of others, a respect for legitimate and just authority, a commitment to democracy, and a willingness to assume responsibilities of Australian citizenship within the world community.
- 5 Encourage students to value achievement in all aspects of life and to strive for excellence in their personal endeavours.
- 6 Promote the value of helping and working cooperatively with others and encourage students to contribute to the life of the school and the wider community.
- 7 Encourage students to be both receptive and critical in their approach to learning.
- 8 Encourage students to see education as a life-long process.
- 9 Provide all students with access to a public school education which is equitable in its practices and provides for a range of differing educational needs.
- 10 Provide for staff and students a safe, ordered, secure and caring environment which is conducive to working and learning.
- 11 Ensure that available resources are equitably allocated and efficiently used.
- 12 Ensure effective teaching in all public schools.
- 13 Ensure effective and efficient operations at all levels of the public school system.
- 14 Encourage community participation in the education process.
- 15 Support the development of staff at all levels so that their capacity to contribute to the Department's purpose is enhanced, and give recognition to effective individual or group performance in contributing to this purpose.

NSW Catholic diocesan school systems -- agreed program objectives 1989-92

The curriculum -- learning and knowledge

- provide educational quality in learning experiences to ensure relevance, challenge and sense of achievement
- develop a critical sense in students which maintains due respect for the authority of human knowledge and for the rules and methods proper to each discipline
- provide individual opportunities for students to develop fully their potential and capability across spiritual, academic, emotional, physical and social/cultural areas of endeavour
- develop mastery of all the basic skills including literacy, numeracy and inquiry skills
- prepare for employment and successful entry to the world of work.
- provide increased curriculum variety for improving the achievement of students who are not academically gifted
- provide adequate and appropriate opportunities for the education of talented and intellectually gifted students
- provide effective use of computers and computer education
- integrate cultural and aesthetic attributes with intellectual and physical development

Personal development and Christian values

- develop a faith community within schools based on belief in God and a Christian way of life which permeates all areas of learning and school life
- integrate learning and provide opportunities for students to find the meaning of their faith by relating it to their own lives and culture
- develop self-discipline and ability to form relationships with Jesus Christ as model characterised by hope, love, reconciliation, compassion and freedom
- develop and encourage the self-esteem of each student

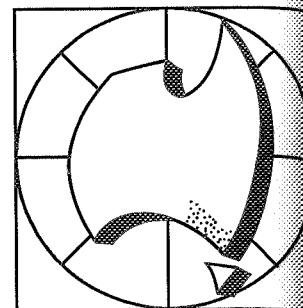
Institutional and community involvement

- involve all members of the school community (including pastor, parents, teachers and students) in the growth and development of students' faith, belief and attitudes
- involve parents in school and in the education of their children through knowledge and support of school objectives and programs
- improve organisation and methods for administration within schools and the central office
- improve quality of education and professional skills of teachers through consultancy services in school-based evaluation and curriculum development
- provide adequate and appropriate teacher development on a whole school basis and through professional development opportunities
- enhance professional competence, management and administrative skills of teachers and other staff occupying leadership positions and positions of special responsibility
- increase liaison and cooperation between institutions at transition stages of education
- provide buildings and equipment to meet adequate standards for accommodation and for learning opportunities

Special needs and disadvantage

- adapt the educational process to the particular needs and circumstances of each student and of each school community
- improve participation and equity of students who are disadvantaged by language, Aboriginality, socioeconomic circumstance, geographic location, or physical/mental disability
- provide for the integration of students with special needs and handicaps
- broaden the educational opportunities of girls especially in ways which increase subsequent opportunities and employment options
- respond to cultural and language needs of students with English as a second language
- improve school retention especially among those groups which currently have low retention
- increase retention in Years 11 and 12

VICTORIA



This chapter was prepared by officers of the Victorian Ministry of Education in close consultation with the Catholic and independent sectors of schooling in the State with the aim of presenting a balanced view of the provision of schooling to all children in Victoria in 1989. Consultation took place with the Catholic Education Office, Victoria and the Association of Independent Schools, Victoria, who participated in the preparation of this report.

1 OBJECTIVES AND PRIORITIES FOR SCHOOLING

Government schools

The education goals of the Victorian Government were described as a set of principles in the series of six Ministerial Papers issued between 1982 and 1984. There are five such principles:

- genuine devolution of authority and responsibility to the school community;
- collaborative decision making processes;
- a responsive bureaucracy, the main function of which is to service and assist schools;
- effectiveness of educational outcomes;
- the active redress of disadvantage and discrimination.

Three key priorities and ten objectives, derived from these principles and the economic, social justice and conservation policy thrusts of Victorian Government, formed the strategic planning framework of the Office of Schools Administration for 1989.


Strategic planning framework: Government school system

- Key Priority:** Expansion of educational and training opportunities
- Objective* Significantly reduce disadvantage and discrimination in education
- Objective* Facilitate transition of students from school to postcompulsory education and training
- Key Priority:** Consolidation of community ownership of the Victorian education and training system
- Objective* Promote collaborative decision-making
- Objective* Raise public confidence in government education and training
- Objective* Further evaluation of, and accountability for, educational provision
- Key Priority:** Promotion of educational excellence in education and training
- Objective* Achieve improved learning for all students
- Objective* Achieve improved student literacy, numeracy and basic education and training
- Objective* Improve support for schools and colleges
- Objective* Improve the quality of teaching
- Objective* Achieve effective coordination within and between organisations responsible for providing educational services

Catholic schools

The broad principles and objectives specified for Catholic schools for 1989 were:

- to provide a high quality education for all young Catholic people in a context which includes the Catholic dimension, an understanding of the nature of work in society, and cooperative relationship with others;

- 
- to develop persons able to make autonomous choices informed by the Gospel and its values;
 - to promote equity through the provision of a comprehensive P-12 curriculum for all, and excellence through the enhancement of particular capacities in individuals and groups;
 - to improve access to a comprehensive and work-related curriculum by broadening the educational experiences of both girls and boys, by maximising student retention, and by improving the participation and achievement of students who are disadvantaged or who have physical or intellectual disabilities;
 - to ensure that the assessment, recording and reporting practices provide comprehensive and accurate information on student learning to students and their parents;
 - to facilitate transition from primary to secondary schooling, from one school to another, and from schooling to further education, training and employment;
 - to foster participation of the community, especially parents, teachers and students, in forming policy at the school, diocesan and State levels;
 - to maximise the competence, efficiency and confidence of teachers.

Non-systemic non-Catholic schools

The priority objectives of the non-systemic non-Catholic schools for 1989 were:

- to increase participation in key subject areas particularly in the areas of languages other than English, computer science, mathematics and science;
- to maximise the competence, efficiency and confidence of teachers;
- to maximise the general competencies of students, particularly in literacy and numeracy skills;
- to respond to State Government initiatives such as implementation of the Victorian Certificate of Education and Curriculum Frameworks;
- to maximise learning for all students;
- to provide better feedback to the school community and to involve the community in schools' operations;
- to increase the participation and achievement of disadvantaged groups of students;
- to facilitate the transition of students from special schools to regular schools;
- in the case of Aboriginal community schools, to make schooling more relevant to contemporary circumstances, including the maintenance of Aboriginal culture and language.

2 THE STRUCTURE OF VICTORIAN SCHOOLING

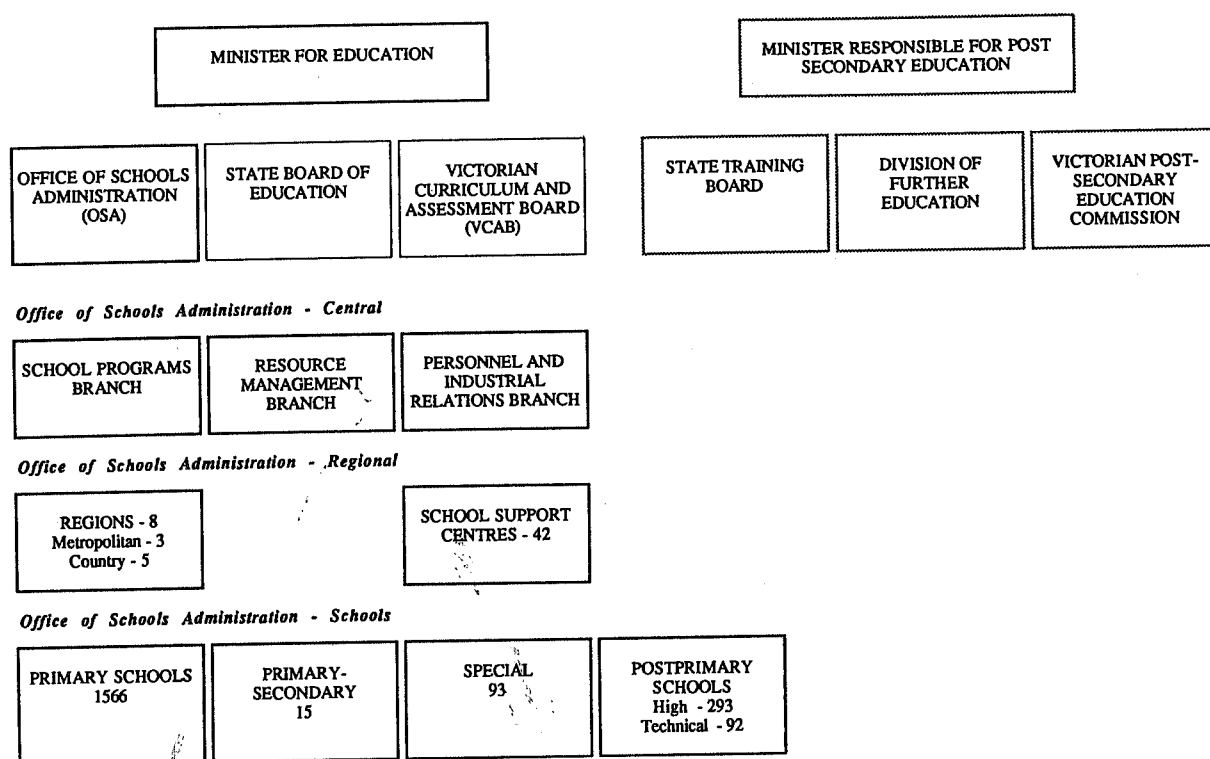
Structure and operation of the school system

Education in Victoria is provided by government and non-government schools from Years Prep to 12, and by universities and colleges, including TAFE, at the postsecondary level.

Within the Ministry of Education, the Office of Schools Administration (OSA) is responsible for the provision and operation of government schools and related educational services. In 1989 the OSA consisted of schools, school support centres (42) and regional offices in eight regions and centrally located divisions and units. The Catholic Education Office in the four dioceses administers the Catholic school system, while the independent schools consist mostly of separate schools serviced and supported by the Association of Independent Schools - Victoria.

The State Board of Education (SBE), established to enquire into and to report publicly on the needs of primary and postprimary education in Victoria, provides policy advice to the Minister after consultation with the wider educational community. The Victorian Curriculum and Assessment Board (VCAB) is responsible for the development and accreditation of curricula and certification at the postcompulsory (age 15+) level of schooling. Both bodies have membership from government and non-government schools, and from community groups.

Figure1: Organisation of the Ministry of Education – 1989



The system of Victorian schools includes the following:

- **Primary schools:** for students in Preparatory Year to Year 6 (equating to an approximate age range of 5 to 11 years).
- **Postprimary schools and secondary colleges:** for students in Year 7 to Year 12 (equating to an approximate age range of 12 to 17 years). A small number of junior secondary college (Years 7–10) and senior secondary college (Years 11–12) campuses exist.
- **P–12 schools:** which have existed in the non-government schools for many years, and have developed in government schools in recent years, mainly to service more remote areas of the state.
- **Special schools:** for students with disabilities who have not been integrated into regular primary or postprimary schools.
- **Specialist schools:** such as the Victorian School of Languages and the Correspondence School which provide educational programs not readily available through local schools.

Schools

Each government school has a school council responsible for determining school policies, including those impinging on curriculum, school programs and the use of school

resources, within the broad framework of Government policies and regulations. Council members include principals, teachers, parents, other community members, and students where appropriate. Schools are grouped regionally for support and administrative purposes.

A variety of governance structures exists in non-government schools. Most non-government non-Catholic schools are independent incorporated bodies. All primary and most secondary Catholic schools have parish education boards or school boards.

The educational program of schools is directed towards preparing young people to enter fully into the life of their society, participate in further education and training, and attain their vocational aspirations. Schools have responsibility for the selection and development of curriculum that promotes student access to challenging, purposeful and comprehensive educational experiences.

Regions and school support centres

As most operational and curriculum support functions have been decentralised to regions including school support centres, the proportion of available resources flowing directly to schools or to school support functions has increased. The eight regional administrations support schools through the provision of finance, facilities, planning, administration, information systems, student transportation and some personnel services. The school

support centres provide curriculum, student, school council and other support services.

During 1989, Regional Boards of Education developed plans for the delivery of resources and services to schools. They were representative of the school councils within the region and included a small number of persons nominated by statewide parent, school council, teacher and principal organisations.

The Catholic Education Office has diocesan and zone structures which provide curriculum and other support to schools.

Central divisions and units

In addition to the executive role of the Office of the Chief General Manager, the functions of the centrally located divisions of the Office of Schools Administration included statewide curriculum and resource planning, policy development, and personnel operations and industrial relations. A number of specialist statewide services were also centrally located.

Links with higher education and TAFE, industry, business and the wider community

The Victorian Curriculum and Assessment Board (VCAB) provides for representation of industry, TAFE and higher education on the Board, and on committees determining policy and assisting in management of VCAB programs. VCAB liaises closely with employer organisations, the State Training Board, the Victorian Post-Secondary Education Commission and selection committees of tertiary institutions, to ensure clear pathways are established between the Victorian Certificate of Education (VCE) and postsecondary options.

An important link between schools, TAFE and higher education was established through the development of the VCE. In particular, the opportunity for credit transfer between the VCE and appropriate TAFE courses is being developed through the Schools/TAFE Integrated Program (STIP).

Following the Ministerial Review of Work Experience in 1988, a Work Education Policy was developed and distributed to schools during August 1989. The policy recognised the responsibility of schools to provide students with knowledge and understanding of work in general, to strengthen the links between schools and the world of work, and to improve the quality of career advice and counselling.

Project School/Industry has developed strategies to improve work education in schools. Statewide and regional contact personnel assist schools to establish links with

their local industrial and commercial community so that students can gain a better understanding of the world of work.

3 DESCRIPTIVE BASELINE INFORMATION ON VICTORIAN SCHOOLING

Enrolments, retention and educational participation

In Victoria, school attendance is compulsory between the ages of 6 and 15, but children may be enrolled in government schools as young as 4 years 6 months and young people of 17 years or more are being actively encouraged to remain at school for the purpose of completing Year 12.

Table 1: Number of Victorian schools by school type – 1989 February

School Type	Total		Metropolitan		Country	
	Govt	Non Govt	Govt	Non Govt	Govt	Non Govt
Primary	1566	442	711	276	855	166
High	293	113	183	73	110	40
Technical	92	4	56	1	36	3
Primary-Secondary	14	104	3	79	11	25
Correspondence	1		1			
Special	93	16	62	13	31	3
Language Schools	3		3			
Total	2062	679	1019	442	1043	237

Source: Ministry of Education – Victoria, Office of Schools Administration, *Compendium of Statistics 1989*.

Table 2: Number of Victorian students by school type and location – 1989 February

School Type	Total		Metropolitan		Country	
	Govt	Non Govt	Govt	Non Govt	Govt	Non Govt
Primary	291,412	104,830	191,453	77,980	99,959	26,850
High	183,682	74,114	128,446	53,469	55,236	20,645
Technical	49,133	1,446	27,084	374	22,049	1,072
Primary-Secondary	2,556	77,161	1,200	66,796	1,712	10,365
Correspondence	356					
Special	4,888	516	3,776	485	1,112	31
Language Schools	680		680			
Total	532,707	258,067	352,639	199,104	180,068	58,963

Source: Ministry of Education – Victoria, Office of Schools Administration, *Compendium of Statistics 1989*.

Number and types of schools

The amalgamation of some government schools to provide a more comprehensive curriculum for the students in their district, and the closure of other schools, resulted in a reduction of school numbers for 1989. Three language schools were established during 1989. The number of non-government schools has increased only slightly since 1986.

There were 505 Catholic schools operating in Victoria in 1989 of which 497 were regular schools.

In 1989, the non-systemic non-Catholic sector consisted of 180 regular schools, with most schools offering education

at both the primary and secondary levels and 34 special schools. The majority of the schools were affiliated with Christian organisations, the remainder being community based or established to offer an alternative approach to education.

Student enrolments

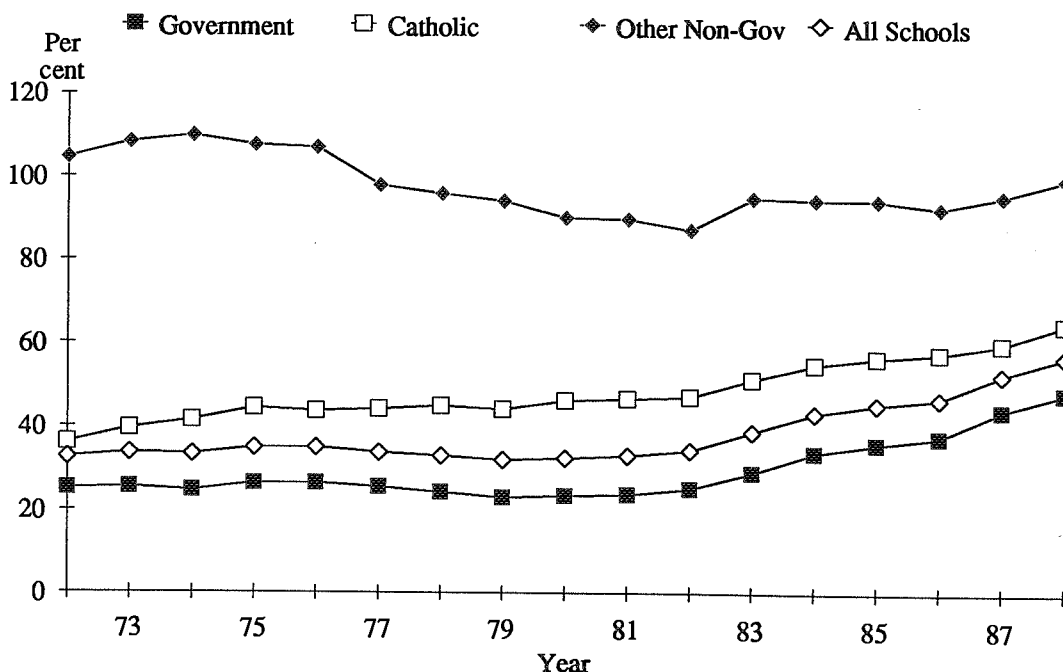
The number of students attending government schools continued to decline, reflecting changes in the school age population. However, primary school student enrolments increased in both metropolitan and country schools for the first time since the early 1980s. The number of students attending non-government schools increased gradually from 1984 to 1989.

Retention to Year 12

The Government's target for the mid 1990s is that at least 70% of students should complete Year 12. Present indications are that this target will be achieved before 1995.

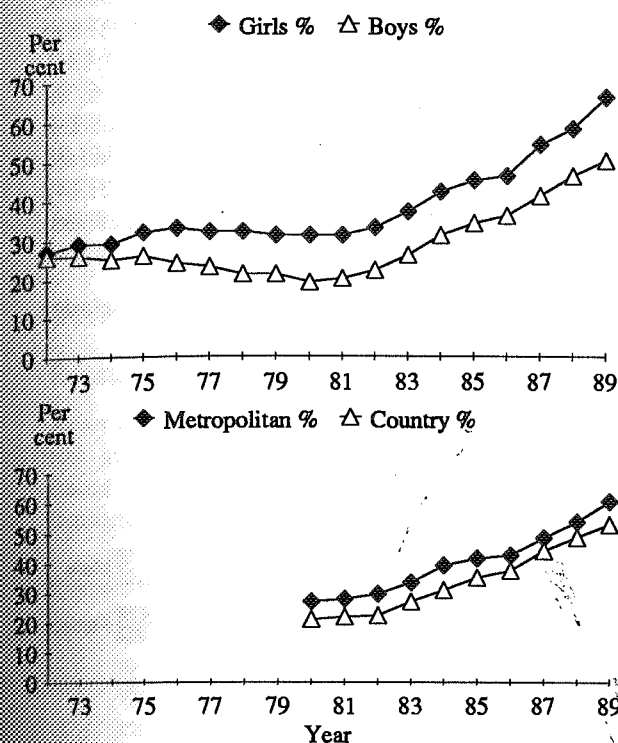
Overall, the apparent Year 12 retention rate in Government schools as of February 1989 was 58%, a strong increase since the 25% recorded in the period 1979-81. The apparent retention rate for girls has been consistently higher than that for boys (Figure 3), with the gap reaching 16% in 1989 (girls+66%: boys+50%). However, the interpretation of this trend must take into account the transfer of more boys than girls into apprenticeships and TAFE courses. Increases in retention rates have been similar in country and metropolitan regions (Figure 3), with retention being marginally higher in the metropolitan schools. For the 1989 Year 12 cohort, the apparent retention rate for Non-English speaking students (NESB) was somewhat higher than that for students from English speaking backgrounds.

Figure 2: Apparent retention rates by school type, 1972-88



Source: Department of Employment, Education and Training 1988 update.

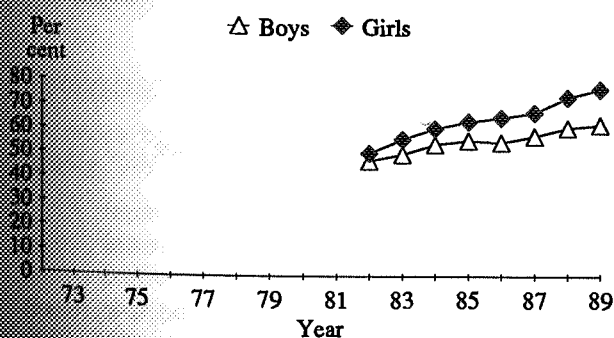
Figure 3: Apparent retention rates – 1989 Government schools by gender and region



Source: Ministry of Education Victoria, Office of Schools Administration, *Compendium of Statistics 1989*.

Figure 2 indicates the apparent retention rates for all school systems in Victoria based on the July enrolment figures. The charts in Figures 3 and 4 were based on February enrolment data, hence the difference between these retention rates and those in Figure 2.

Figure 4: Apparent retention rates – Victorian Catholic schools by gender



Source: Catholic Education Office, Feb 1989.

In Catholic schools apparent student retention rates from Year 7 to Year 12 have increased from 49.1% in 1982 to 69.1% in 1989. As with government schools, retention rate increases have been greater for girls than for boys. For 1989, the apparent retention rate for girls was 76.1% and for boys 61.6% (see Figure 4).

Educational participation

At the more senior levels of schooling there is increased opportunity for students to undertake subjects of their choice. The patterns associated with student subject choice are considered in 'Specific curriculum initiatives, on pages 46-51.

Student outcomes

In Victoria, several strategies have been used to evaluate student outcomes, including achievement in selected curriculum areas. The Victorian Ministry commissioned the Australian Council for Educational Research (ACER) to undertake testing of literacy and numeracy in a sample of all Victorian schools in September 1988. Data was collected on 1,112 Year 9 students from 52 secondary schools and 1,536 Year 5 students from 75 primary schools. The measures of reading, writing and mathematics were linked to tests of minimum competence previously administered in 1980 and in 1975, but the 1988 tests also sought baseline information on higher level achievement. The results of the study were published in 1989 as *Literacy and Numeracy in Victorian Schools: 1988*. In general, comparisons with results in earlier years indicated maintenance of achievement levels in basic skills, with minor variations on particular skills for particular year levels. A further sample testing in literacy and numeracy is planned for 1993 while a similar exercise will be conducted for science in 1990.

The 100 Schools Project, a five-year longitudinal study, commenced in 1988 with a sample of 5,000 students drawn from government and non-government schools, the Victorian Ministry is also evaluating the impact on student outcomes of teachers attending literacy professional development programs. Published reports on the early stages of this research indicate a number of factors related to student outcomes, including the role played by parents. The study indicated that parental encouragement and involvement in reading with their children had a positive influence on students' reading achievement, attitudes towards reading, and attentiveness in the classroom.

Another significant development in 1989 was completion of 'Literacy Profiles' in reading and writing, and the commencement of developmental work on oral language and mathematics profiles. These indicators of student growth provide teachers with a basis for assessing achievement through classroom tasks and observation. They also facilitate reporting to parents. The Profiles have been developed in close collaboration with schools and they will be disseminated through professional development programs during 1990.

The development and introduction of the Victorian Certificate of Education (VCE) was a major Victorian initiative. Within the VCE, students will be required to complete a designated set of 'work requirements'; and will be assessed

on several Common Assessment Tasks (CATs). Grades on the CATs will be linked to clear and simple descriptions of the quality of the work accomplished. The approach to assessment used in the Profiles and in the VCE emphasises what students actually do (criterion referenced) rather than the comparison with other students' results (norm referenced) and therefore is a very sound approach to monitoring student outcomes.

Staffing of government schools: Management and development

Management: Teaching staff

During 1989 the supply of primary teachers continued to exceed demand. As at 30 June, 2,200 applicants were listed on the Ministry of Education Primary Employment Register which included both recent graduates and experienced teachers seeking re-employment. During 1989, over 1,460 new appointments were made to primary teaching vacancies in government schools, with 32 per cent being graduates from 1988.

The supply of postprimary teachers continued to be uneven, with a surplus in some subject areas and in some geographical areas, and shortages in others. The main deficit areas were in mathematics/science, accounting and secretarial studies, home economics and woodwork/graphics. In 1989 almost 1800 new appointments were made to postprimary teaching vacancies of which 45% were from the previous year's graduates.

In 1988, negotiations commenced on conditions and staffing for primary, special and postprimary schools. The agreed conditions will be presented to the Industrial Relations Commission in 1990.

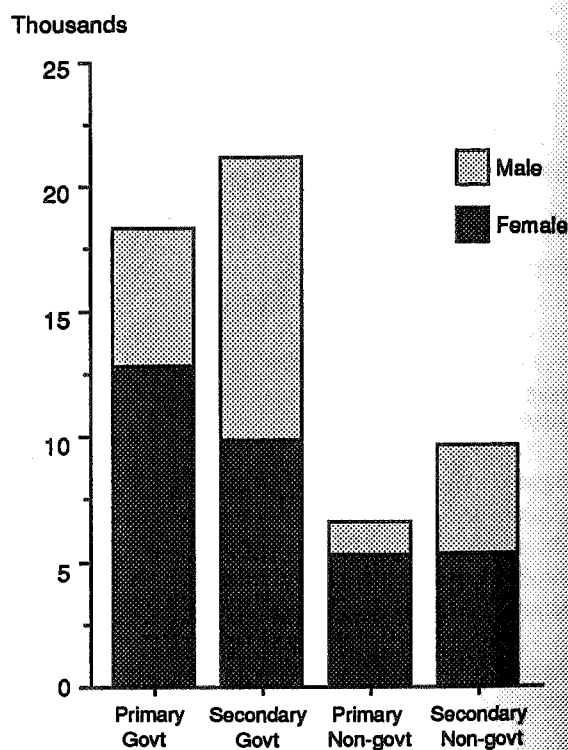
Victorian schools continued to be staffed on the basis of a formula entitlement to which was added a special needs allocation, where appropriate. Variations were implemented for 1989 in the staffing formula. More than 90 per cent of staff were allocated to schools through staffing formulae based on enrolment and other established factors. The remaining 8-10 per cent were allocated on a differential basis according to the individually assessed school needs.

The staffing ratios for primary, special schools and special developmental schools were unchanged from the previous year. All primary schools with an enrolment in the range of 124 to 186 continued to be provided with an additional teacher above formula entitlement.

Shared specialist teachers were allocated to service clusters of small primary schools while the provision of teachers of languages other than English (LOTE) enabled selected schools to develop LOTE programs for pupils. Integration teachers were provided to allow integration

of students with disabilities into regular schools. Overall, numbers of teaching staff (EFT) in government schools marginally increased despite a decline in student numbers. As at July 1989, these respective figures were 40,737 and 527,700, representing a teacher-student ratio of 1:13.0. Primary school teaching staff numbers continued to increase (18,272 in July) reflecting slightly higher student numbers than in the preceding two years; in contrast, postprimary teacher numbers continued to decline (21,142 in July) reflecting declining secondary student numbers.

Figure 5: An overview of teaching staff in Victorian Schools by school type and gender, 1989



(a) Full-time equivalent

Source: ABS Cat. No. 4221.0 *Schools Australia* 1989.

Management: Non-teaching staff

The number of non-teaching staff in schools increased significantly from 5213 in 1988 to 5988 in 1989. This increase was due to increased provision of specialist and teacher-aide support in schools. The ratio of non-teaching staff to teaching staff was 1:6.0, representing high non-teaching school-based resource provision.

During 1989 there was a 12.6% increase in non-school based support staff as a result of the establishment of 42 school support centres with executive and specialist support services staff.

During 1989 there were two significant changes to the management of non-teaching staff associated with schools. Firstly, changes to regional staffing arrangements allowed regional general managers to manage staff resources within a set budget, thus providing increased opportunities for the involvement of operational staff in planning and development processes. Secondly, a review of administrative staff in schools, including the effectiveness of administrative support provided to schools, was completed in April 1989. The major recommendations of the review will be phased in over a number of years in line with budget priorities.

Development: Teaching staff

Recruitment

Apart from the ongoing recruitment program centred on new graduates, a number of initiatives have been introduced to recruit teachers for country postings and train mathematics and science teachers.

Recruitment initiatives were:

- scholarships for final-year science students and Diploma of Education students to qualify them to teach mathematics, physics and chemistry;
- retraining allowances for primary teachers to complete the Bachelor of Education in mathematics;
- retraining of postprimary women teachers, who were on leave, to gain qualifications to teach mathematics, physics or chemistry;
- scholarships to train primary and postprimary teachers of Asian languages;
- the recruitment of overseas teachers qualified in mathematics, science, music and English;
- recruitment and training of potential teachers from industry.

Professional development

A review of professional development was undertaken during 1989 to:

- recommend organisational changes to improve the coordination and planning of professional and staff development across all sectors of the Ministry;
- develop a three-year professional development strategic plan for the Office of Schools Administration.

A major recommendation involved a change from the allocation of professional development funds through committees and submissions, to a forward planning approach under which all sections of the Ministry, including schools, are to develop their own annual professional development programs within broad financial guidelines.

Programs related to the VCE, Curriculum Frameworks, literacy and numeracy, and the various specific purpose initiatives were the major focus for professional development in all school sectors. More detailed information about these activities is included in the relevant sections of the report of the review.

Development: Non-teaching staff

During 1988-89, agreements leading to 4 per cent second-tier wage increases were reached for teacher aides and canteen workers and the first award for professional, administrative, clerical, computing and technical staff was established.

Agreements under negotiation for the non-teaching service were:

- second-tier negotiations for school nurses and gardeners;
- expansion of the Cleaners' Award to include conditions of service;
- efficiency improvements in school cleaning.

Recurrent and capital resources

Overview of funding arrangements

The Ministry of Education operates within a program budgeting framework to implement and monitor the objectives and priorities established to support Government policy. Table 3 indicates the levels of expenditure for 1988-89 and the financial estimates for 1989-90. The programs associated with the Office of Schools Administration were as follows: School Education Planning and Coordination; School Education; Schools Support; Equal Education Opportunity; and Non-Government School Education.

Capital works

The Schools Building program included 317 new major works, with a total expenditure of \$202.3 million. Eight new schools (5 primary, 1 postprimary, 2 special developmental schools), seven replacement schools (6 primary, 1 postprimary) and major works in a further nine schools were funded during 1989. Facilities were provided to cater for local increases in student enrolments, replacement of outdated or inadequate facilities in older schools and refurbishing existing schools to current facilities standards.

Capital grants in non-government schools were assisted by funds from the Commonwealth Capital Grants program and administered by Block Grant Authorities.

Occupancy, maintenance and disposal of school buildings

The introduction of the VCE and other initiatives associated with the provision of a comprehensive

Table 3: Office of Schools Administration — Budget Summary

Program Name	Recurrent Expenditure \$	Works & Services Expenditure \$	Total \$
School Education	72,756,000	5,248,000	78,004,000
Planning & Coordination	<i>66,395,188</i>	<i>2,226,425</i>	<i>68,621,613</i>
School Education	1,803,083,000	209,563,800	2,012,646,800
	<i>1,775,719,102</i>	<i>188,653,279</i>	<i>1,964,372,381</i>
Schools Support	256,518,000	9,723,000	266,241,000
	<i>257,264,196</i>	<i>9,935,937</i>	<i>267,200,133</i>
Equal Education Opportunity	15,690,000		15,690,000
	<i>15,634,510</i>		<i>15,634,510</i>
Non-Government School Education	176,958,000	1,500,000	178,458,000
	<i>169,508,264</i>	<i>1,500,000</i>	<i>171,008,264</i>
Totals	2,148,047,000	224,534,800	2,372,581,800
	<i>2,115,012,996</i>	<i>200,815,641</i>	<i>2,315,828,637</i>

Estimate for 1989-90, Bold figures: Actual for 1988-89, *Italic* figures.

riculum for all students (see 'Specific purpose programs and other initiatives' on pages 51-56) has resulted in the reorganisation of some schools. Some of the funds generated through the closure and disposal of surplus facilities have been returned to Education from Consolidated Revenue.

Schools' Grant

A large number of separate grants to schools were combined with the existing direct grant to form the new Schools' Grant. This increased by \$10 million the funds available for expenditure at the discretion of schools.

Specialist equipment

For the first time annual grants for the purchase of furniture and equipment were included in the schools' grant. In some instances, additional funding was provided for the purchase of specialist equipment such as computers. As part of the 1989-90 budget \$1 million was provided for the purchase of computers for curriculum use in primary schools. By the end of the 1989-90 financial year all government schools had received funding for purchase of computers.

4 SPECIFIC CURRICULUM INITIATIVES

Curriculum/subject choice

Development in curriculum provision in Victoria

Current curriculum policy is directed toward providing equitable access to a comprehensive curriculum of high quality for the full 13 years of schooling, meeting the needs of a greater number and range of students at the postcompulsory level, and achieving the Government's social justice, economic and conservation strategies.

In recent years, a commitment to choice and diversity has led to expansion of subjects offered, elective programs and diversity in curriculum offerings. The late seventies and early eighties brought discussion of the core curriculum as a means of organising and bringing coherence to these diverse curriculum offerings, but by the mid to late eighties

the emphasis was on means of providing a comprehensive curriculum.

The curriculum in Victoria is conceptualised in terms of nine Curriculum Frameworks (incorporating environmental education) at Years P-10 and the 44 VCE studies at Years 11 and 12. Schools are expected to provide all students with access to studies in each of the nine Frameworks areas P-10 and access to a comprehensive and coherent range of VCE studies. Current studies on the comprehensiveness of curriculum provision in schools, and initiatives to increase comprehensiveness take into account the variation of provision at different phases of schooling.

Curriculum at the primary level is directed towards the fundamentals of literacy and numeracy, knowledge and understanding about the world, experience in the arts, and physical and personal development. At Years 7-10 the curriculum maintains a strong emphasis on literacy and numeracy and provides continuous studies in nine Curriculum Frameworks areas. Postcompulsory curriculum at Years 11 and 12, which is still comprehensive, includes common studies in English and Australian studies and offers specialised programs in the broad areas of arts, business, humanities, science and technology.

Guided by the curriculum principles contained in Ministerial Paper Number 6 (1984), *The Ministerial Review of Postcompulsory Schooling* (Blackburn Report, 1985), and statewide Curriculum Frameworks (1987-89), all schools determine the policy and content of their educational programs, drawing on the expertise of staff and local community members, as well as the curriculum support provided by the local school support centre.

At Years 11 and 12 the new VCE, a 2-year certificate program to be delivered across sectors, is to be implemented in three phases over the period 1990-92. The VCE will be the common credential for all students completing their postprimary education and thus overcome the proliferation of courses, subjects, methods of assessment and certification of previous years. During 1989, Phase 1 VCE studies were trialled in both country and metropolitan schools and preliminary professional development activities conducted in preparation for the full implementation of the VCE in 1992.

The VCE curriculum consists of 44 studies, with most students completing 24 units over two years. Study units are of one semester or half-year duration. Programs of study must include four English units, two arts or humanities units, two Australian studies units, and four mathematics, science or technology units.

Developments in the Curriculum Frameworks project during 1989 included:

- distribution and implementation of the remaining documents in the series of ten Curriculum Frameworks core documents;
- development of support materials for Years 7-10 to help schools in writing courses of study in each of the Frameworks areas. These materials consist of sample course outlines and assessment materials along with exemplary units of work;
- professional development programs to support schools implementing Curriculum Frameworks.

In addition to the Curriculum Frameworks and VCE documents, materials and professional development activities, two projects designed to provide information on current patterns of curriculum provision are in progress:

- Collection and analysis of data at the primary level have been carried out in the State Board of Education project, Mapping the Primary School Curriculum.
- The Comprehensive Curriculum Data Base project is to undertake secondary analysis of an existing database to explore patterns of provision of Year 7-10 curriculum programs in government schools prior to a more intensive longitudinal study.

Support for school curriculum planning, development and review is provided by the consultants attached to the 42 school support centres and through statewide curriculum materials and professional development.

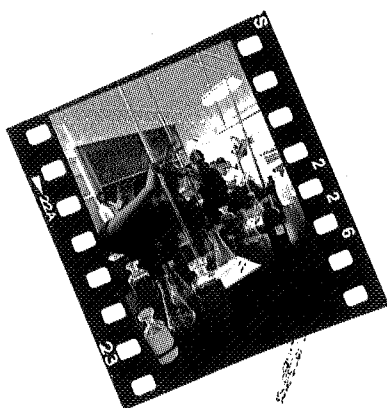
Student subject choice

The Students' Choice of Occupations and Paths in Education (SCOPE), launched in 1983 to extend the work of the Secondary Tertiary Education Planning Project (STEP, 1975-79), involves the collection of data on student subject choice at Years 10, 11 and 12 in Victorian Schools. At the Year 12 level for 1988 there were quite marked differences in the subject choices of girls and boys. The percentage of boys choosing mathematics and technology education was greater than that for girls, while a greater percentage of girls chose subjects such as personal development, languages other than English, social education and the arts (Table 4).

A comparison of the 1986 and 1988 surveys showed that subject selection patterns were relatively constant for Year 12 students; however, there was an increase in the percentage of students choosing subjects in the arts and technology education areas and a decrease in the proportion of students selecting social education studies.

Examples of VCE student programs

STUDENT PROGRAM – HUMANITIES EXAMPLE						
FIRST YEAR	English 1	Australian Studies 1	Political Studies 1	LOTE: Italian 1	Mathematics: Space and Number 1	Environmental Studies 1
	English 2	Australian Studies 2	Political Studies 2	LOTE: Italian 2	Mathematics: Space and Number 2	Environmental Studies 2
SECOND YEAR	English 3	History: Revolutions 3	Political Studies 3	LOTE: Italian 3	Science 3	Literature 3
	English 4	History: Revolutions 4	Political Studies 4	LOTE: Italian 4	Science 4	Literature 4
<p>This program can lead to, for example: ► Arts, Law, Education, Humanities. ► TAFE Associate Diplomas and Certificates, including Traineeships. ► Employment in areas such as administration, education, social and community services.</p>						



STUDENT PROGRAM – SCIENCES EXAMPLE						
FIRST YEAR	English 1	Australian Studies 1	Mathematics: Space and Number 1	Mathematics: Change and Approx. 1	Chemistry 1	Music Craft 1
	English 2	Australian Studies 2	Mathematics: Space and Number 2	Mathematics: Change and Approx. 2	Chemistry 2	Music Craft 2
SECOND YEAR	English 3	Physics 1	Mathematics: Reasoning and Data 3	Mathematics: Exten. (Change and Approx.) 3	Chemistry 3	Music Craft: Solo Performance 3
	English 4	Physics 2	Mathematics: Reasoning and Data 4	Mathematics: Exten. (Change and Approx.) 4	Chemistry 4	Music Craft: Solo Performance 4
<p>This program can lead to, for example: ► Engineering, Sciences, Health Sciences, Medicine, Education. ► TAFE Associate Diplomas and Certificates, including Apprenticeships. ► Employment in a range of occupations. Certain post-VCE options may require Physics 3 and 4.</p>						

STUDENT PROGRAM – TECHNOLOGY EXAMPLE						
FIRST YEAR	English 1	Australian Studies 1	Mathematics: Space and Number 1	Graphic Communication 1	Materials and Technology (Metals) 1	Science 1
	English 2	Australian Studies 2	Mathematics: Space and Number 2	Graphic Communication 2	Materials and Technology (Metals) 2	Physics 2
SECOND YEAR	English 3	Physical Education 1	Information Technology 1	Graphic Communication 3	Materials and Technology (Metals) 3	Technological Design and Development 3
	English 4	Physical Education 2	Information Technology 2	Graphic Communication 4	Materials and Technology (Metals) 4	Technological Design and Development 4
<p>This program can lead to, for example: ► TAFE Associate Diplomas and Certificates, including Apprenticeships. ► Employment in areas such as the engineering industry, metals industry, design and drafting. For some post-VCE options, consideration should be given to selecting more units from Sciences and Mathematics.</p>						



Table 4 : Percentages of all Year 12 students studying at least one semester in each curriculum area in 1986 and 1988

CURRICULUM AREA	FEMALE		MALE		TOTAL	
	1986	1988	1986	1988	1986	1988
Arts	23.3	26.6	18.2	22.5	21.0	24.8
Commerce	47.7	49.0	46.6	46.7	47.1	48.0
English	99.2	99.3	98.7	99.3	99.0	99.3
LOTE	18.1	16.3	9.8	9.2	14.4	13.3
Mathematics	50.7	53.2	70.1	71.8	59.3	61.2
Personal Development	43.9	42.9	18.2	21.3	32.5	33.6
Science	57.4	57.4	58.5	58.3	57.9	57.7
Social Education	53.6	49.8	40.3	39.5	47.7	45.4
Technology Education	1.0	3.6	6.4	7.4	3.4	5.3
Other	13.1	14.8	16.2	18.2	14.5	16.3

Source: SCOPE Project, Ministry of Education.

A comparison of subject choice across Years 10, 11 and 12 suggested the following trends:

- Students who continue LOTE studies into Year 11 are likely to continue the subject to Year 12.
- Students are more likely to cease studies in mathematics at the conclusion of Year 11 than at the end of Year 10.
- Students are more likely to cease studies in the arts, personal development, science, social education and technology education at the end of Year 10 than following Year 11.

The subject participation rates of Year 12 students in country and metropolitan regions were similar except for

LOTE, science and personal development. A higher proportion of students in Metropolitan regions (M=17%; C=4%) studied a LOTE, while proportionately more students in country regions studied a science (C=61%; M=57%) and a personal development subject (C=41%; M=31%).

Initiatives in Literacy and Numeracy

Literacy and Numeracy Strategies

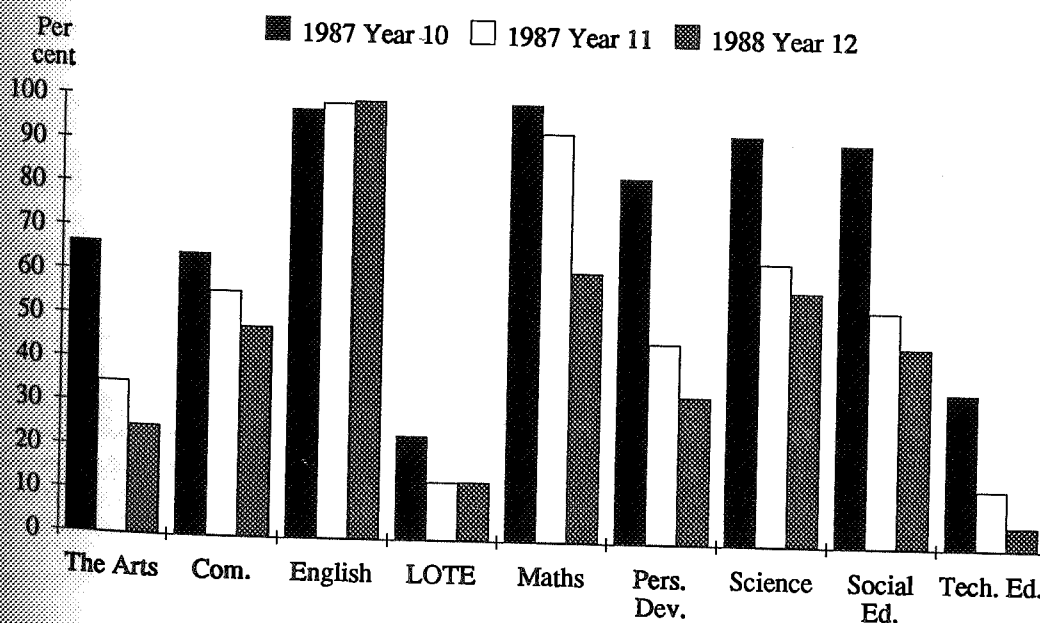
The Literacy and Numeracy Strategies are the focus for a range of major literacy and numeracy initiatives in Victoria. The first stage, the Prep-Year 3 Literacy Strategy with its theme of 'Reading Together', launched by the Minister for Education in 1989, was developed jointly by the State Board of Education, the Office of Schools Administration of the Ministry of Education, the Catholic Education Office of Victoria and representatives of independent schools. The development of a Numeracy Strategy to improve the quality of mathematics education for all children in Years Prep-10 has commenced. The elements of the literacy and numeracy strategies include support for school planning, professional development for teachers, encouragement for parental involvement and assistance for individual children.

Support for school planning

The Frameworks core documents, particularly the *English Language* and *Mathematics Frameworks* and the *School Curriculum and Organisation Framework* together with professional development and support materials form the basis for school planning.

The Literacy/Mathematics Profiles project will assist schools to assess student achievement, to build a comprehensive picture of a student's learning and to use this information in reporting to parents. Literacy profiles are

Figure 6: Subject choice of Victorian Year 10, 11 and 12 students 1987-88



descriptions of students' levels of achievement empirically validated and condensed into bands. A pilot version of bands developed for reading and writing at primary and postprimary levels was trialled in schools in 1989. Initial work also commenced on the mathematics profiles.

Professional development

In addition to the professional development courses associated directly with Curriculum Frameworks, inservice programs such as the Early Literacy Inservice Course (ELIC) and Exploring Mathematics in Classrooms (EMIC) were attended by 1,800 and 1,970 teachers respectively during 1989. Over half the Prep-Year 3 teachers in government and non-government schools in Victoria had participated in ELIC by the end of 1989.

More than two hundred schools were involved in Literacy and Numeracy Key Groups in 1989.

Other courses were available in both government and non-government schools, for example, the Later Reading Inservice Course (LaRIC), the Canberra Literacy program (CLP), and the Continuing Literacy Inservice Course (CLIC) developed by the Catholic Education Office.

Parental involvement

Both the literacy and numeracy strategies included a planned public awareness program. A key factor in the Prep-Year 3 Literacy Strategy is 'Reading Together' which emphasises the important role of parents and other family members in the development of children's literacy skills, particularly reading.

Programs specifically designed to involve parents in the education of their children, such as SHARE and Family Maths Program Australia (FAMPA), were conducted in schools throughout Victoria. Since 1985, Family Maths has convened 83 workshops in Victoria, 18 in 1989, involving 197 government and 38 non-government schools; 350 parents and 403 teachers were trained.

Assistance for individual children.

The Reading Recovery program and the Commonwealth-funded English as a Second Language (see pages 54-55) program provided assistance for individual children. Reading Recovery is a school-based early intervention program that provides a second opportunity for children in Year 1 who, after one year at school, have not established effective reading and writing foundations. Since its introduction in 1983, 4,740 children from government and non-government schools have been through the program. Sixty Catholic Schools were involved in providing Reading Recovery programs with support being provided by four Reading Recovery tutors. Approximately 300 students attending Catholic schools have successfully completed the program.

Research and evaluation studies

'Descriptive baseline information on Victoria schooling' on pages 41-46 contains information about the following major research and evaluation studies undertaken during 1989.

- *The Victorian Achievement Study: Literacy and Numeracy in Victorian Schools* (ACER; 1989)
- *The 100 Schools Project* (Victorian Ministry of Education, 1989)

Initiatives in science

Two documents forming part of Victoria's Economic Strategy for the 1990s, *Victoria: the Next Decade* and the *Technology Statement*, identified the need for a stronger basis of mathematical, scientific and technological skills. To address this need, the Government has funded a package of initiatives to ensure that all Victorian students gain a sound foundation of mathematical, scientific and technological knowledge and skills.

Increasing the supply of science and mathematics teachers

To reduce a shortfall in the supply of qualified mathematics and science teachers, special programs have been introduced to encourage students to qualify as teachers of mathematics and science (see 'Descriptive baseline information on Victoria schooling' on pages 41-46).

Upgrading existing teachers' skills

An intensive professional development program to improve the quality of science, mathematics and technology education in schools in all sectors commenced in 1988 and continued throughout 1989. The small team implementing the initiative devised an extensive program of support for consultants. During 1989 more than 1,000 teachers and consultants attended a total of 171 separate activities including conferences, workshops, Science Key Groups, and discussion groups.

Other priorities of the program were:

- the development of a Years 4-10 structured course following the ELIC model;
- materials for use in activities and discussions;
- support for the Science and Technology Inservice Course developed by regions.

Technology education project grants supported innovative school-based projects in science and technology. In 1989, eight of the 50 seeding grants were made to primary schools, or clusters of primary schools. Tekpaks, a series of mobile resource kits designed to overcome the lack of technology workshops in small schools and to provide students with more opportunities in technology studies, were funded under this initiative.

New organisational arrangements for the delivery of mathematics, science and technology education

The John Gardiner Centre for science, technology and mathematics education, an initiative of the Swinburne Institute of Technology and College of TAFE, supported by the Ministry of Education and the Science Teachers Centre, began its first programs in October 1988. The centre, on the site of John Gardiner High School, is a non-profit incorporated company limited by guarantee. The major aim of the centre is to develop increased interest in science and technology among students and the general community and to provide opportunities for industry and tertiary institutions to be involved in the delivery of science and technology in schools.

Programs offered during 1989 were teacher professional development programs in primary science, new mathematics teaching strategies and analytic instrumentation techniques (jointly with Swinburne Institute of Technology). Over 5,000 students attended classroom activity programs. The community science program took the form of holiday programs for students.

At the same location, a Science Teachers' Centre provides science and technology programs and displays for schools. This centre also works with local industry and offers statewide mathematics and science professional development programs. The Science Shop markets science education materials, documents and information, particularly those emphasising links between science education and industry.

While equal opportunity has been a major thrust of all projects, several projects have focused on increasing the number of girls taking mathematics, science and technology education subjects. The Coordinated Area programs, based at four tertiary institutions, involved strategies to increase the participation rates of girls in mathematics, science and technology at both the postprimary and postsecondary levels. The Technical Skills for Girls program, funded by the Department of Labour, provided grants for schools which were able to demonstrate increased participation of girls in mathematics, science and technology subjects, and enabled the trial in six schools of the Technical Work Experience program and the Career Guidance program. Planning for a Science, Mathematics and Technology Education Centre for Girls commenced in 1989. The centre is to develop more appropriate teaching strategies and curriculum materials to encourage the participation of women and girls in science, mathematics and technology fields.

Parental involvement

The Family Science Project Australian (FASPA) has encouraged the participation of parents in their children's learning of science and technology.

5 SPECIFIC PURPOSE PROGRAMS AND OTHER INITIATIVES

Disadvantaged Schools program

The schools included in the Disadvantaged Schools program (DSP) were those declared disadvantaged in 1986, in accordance with the criteria detailed below, with the addition of 44 schools declared disadvantaged in 1987. The additional 44 schools were declared on the basis of the Ross Methodology Indicator Q, using the 1981 national Census data and the associated mapping of school catchments conducted through a survey of schools in 1984.

Criteria for determining disadvantage in government schools, 1989

- the percentage of students who transferred to the school during the previous year (not including the initial intake in primary or postprimary schools)
- the percentage of students from single-parent families
- the percentage of students from families where the major breadwinners were pensioners
- the percentage of students from families where the major breadwinners were unemployed
- the percentage of students from homes where English was not the major language spoken, and who were either born in a non-English speaking country or had at least one parent born in a non-English speaking country
- the percentage of Aboriginal students
- the average socioeconomic level of the school based on the number of students from families in which the major breadwinner's occupation was in one of 16 occupation categories

Similar criteria were used to determine which non-government schools would participate in the program.

For 1989, the ceiling for the 370 government schools participating in the program was 108,250 students. Table 5 summarises the types of government schools participating in each of the regions. Seventy-two Catholic parish primary schools, eleven Catholic secondary schools and nine independent schools form the non-government component of the Disadvantaged Schools program, with an enrolment ceiling of 27,250.

Table 5: Numbers of government schools in the DSP program by region and school type, 1989

REGION/SCHOOL	Primary	Post-primary	Special/SDS
Western Metropolitan	118	60	6
Southern Metropolitan	49	14	5
Eastern Metropolitan	10	5	2
Barwon South Western	20	7	1
Central Highlands Wimmera	13	2	2
Loddon Campaspe Mallee	15	4	2
Goulburn North Eastern	11	2	1
Gippsland	18	2	1
Total	254	96	20

School councils of declared schools, in collaboration with their school community, develop programs that meet identified student needs and form part of the school curriculum plan and program budget statement. School councils obtain funding for these programs from the DSP Area Committee.

Area Committees:

- give practical assistance in the coordinated development of programs in schools in their area;
- negotiate and determine the eligibility of programs to receive financial support;
- advise their Regional Board of Education of funding allocation and report annually on their operations.

Regional Boards then advise Regional General Managers of the most appropriate allocation of DSP funds to declared schools.

A representative committee at the State level monitors the operations of the Program, provides advice and guidelines to all schools, DSP Area Committees and Regional Boards on the roles and responsibilities of each group and on the funding criteria for school programs. DSP Area Committees are composed of parents, teachers and students elected from clusters of DSP schools within a school support centre area. Funds are allocated to Area Committees on the basis of student enrolments weighted for the relative socioeconomic ranking of schools forming the DSP cluster.

The DSP program in non-government schools is operated by the non-government Disadvantaged Area Committee which is accountable through the Catholic Education Commission of Victoria to the Commonwealth Government.

Specific DSP initiatives in Victoria in 1989 were:

- development of a new Index of Disadvantage;
- a joint project with Macquarie University investigating the teaching workforce in DSP schools;
- a project to document exemplary school programs across the Curriculum Framework areas;
- the commissioning of the Melbourne College of Advanced Education Centre for Urban Studies to develop a discussion paper on student outcomes;
- the conduct of a DSP State conference on 'Poverty, Curriculum and DSP Policy'.

Country education project

The Country Education Project (CEP) engages the local communities in education decision making, encourages sharing between schools and communities, reviews new methods of delivering educational services, strengthens rural skills and promotes education as a life-long process. In Victoria, the Project operates in 13 defined geographic areas, each with an area committee responsible for developing, implementing and evaluating programs in response to local school community needs. Membership of the area committees includes teachers; representatives from the Ministry of Education, the Catholic Education office and the Association of Independent Schools' of Victoria; and community members including local government representatives.

The area committees are supported by the Country Education Areas Association, the State Country Education Project Committee and the Project Director.

Distribution of program funds

The State CEP Committee is responsible for the distribution of funds to area programs, statewide initiatives and administration, and professional development and school support. Seventy-five percent of the Victorian funds were allocated to area committees to fund local projects. Ten per cent of the funds supported projects of statewide significance to rural education. The balance of the State allocation was used for administration, professional development and program support.

Participation

In 1989, 251 country schools with a total of 24,208 students, 11,942 female and 12,266 male, participated in the Project. Of the 251 schools, 218 were government and 33 non-government, 108 were primary, 39 postprimary and 4 higher elementary.

Retention

Many CEP areas have selected retention and comprehensive curriculum as their major priorities. The project has emphasised cooperation between schools in improving the educational opportunities offered to rural students. This has enabled schools to gain maximum benefit from the use of communication technology for teaching purposes. CEP programs, at both statewide and area levels, designed specifically for senior students, include: Small Schools VCE Seminar, tekpaq developments, Arts/Drama teachers' aide, Agriculture/Horticulture, VCE consultations and work experience.

Two programs were conducted in cooperation with regional higher education institutions in East Gippsland and Kara Kara. These initiatives, centred on student retention and attitudes to further education in rural areas, aimed at increasing general community awareness of postsecondary education options and supporting students in their information gathering and decision making.

Specific CEP initiatives in Victoria in 1989 were:

- the development of primary science kits;
- assistance with the implementation of the Victorian Certificate of Education in small schools;
- city-country student exchanges;
- student enterprises;
- programs in postschool education, arts and music, environmental education, new technology, social justice, literacy programs and work experience/urban orientation;
- 'Bush Week In Bourke Street' - a major country arts initiative which provided the opportunity for rural schools and communities to celebrate their arts achievements and to share these with the people of Melbourne. Over 6,000 people from all rural areas participated in 'Bush Week' and many more assisted in local preparation and planning.

Special education program

The Special Education Program is a joint government - non-government program and has three elements: early special education, children with severe disabilities and children in residential care. The strategies employed for each element in 1989 are outlined as follows.

Early special education

- employment of integration aides in preschools (200 grants)
- home-based programs (30 supported)
- early therapy intervention (10 grants)
- early intervention program and other system-wide services (17 grants)

Children with severe disabilities

- supporting home-based programs (9 grants)
- providing teacher aides in special settings where exceptional circumstances justified additional resources (20 grants)
- therapy intervention (8 grants)
- toilet training (6 grants)
- equipment for individual children (35 grants)
- system-wide services (10 grants)
- professional and parent development (2 grants)

Children in residential care

- supplementing school program through tutoring, curriculum support, provision of education resource
- broadening the general experience and increasing the options of children

Early special education

Application forms and guidelines were sent to all previous applicants, regional offices of the Victorian Ministry of Education, Departments of Community Services and Health. Newspaper advertisements also appeared in metropolitan and rural newspapers. The 390 applications received were grouped and assessed according to priorities for each category group. Applications for Integration aides were also considered by regional advisory groups who provided local advice on the needs of each child.

In 1989, the program supported 997 children below school age; 286 were in preschools, 30 at home, 76 in special settings and 415 in other settings. Approximately half were female. Of the \$1,207,000 provided by the Commonwealth, \$1,131,529 was distributed in grants, \$50,471 was spent on administration and \$25,000 was allocated for an evaluation of the former national element recipients and other major services funded by the element.

Children with severe disabilities

The mechanisms for distribution of funds were similar to those reported under the early special education element. A total of 200 applications were received and approximately 600 children supported. Ninety per cent were of school age. Of the \$1,193,000 Commonwealth funding, \$1,063,627 was distributed in grants and \$35,000 was allocated to employ a project officer to support home-based programs and link these to generic services. Administration costs totalled \$94,373.

Children in residential care

Eligible residential settings were issued with guidelines and invited to submit applications for funding on a program basis, one per facility or residential unit. Each facility was advised of its notional allocation. In all, 538

applications were received. Approximately 2000 school-aged and 140 preschool children were supported with an approximately equal breakdown between females and males. Of the \$744,000 made available by the Commonwealth, \$677,649 was allocated as grants to 378 facilities and to specific initiatives, and \$66,351 was used to support the administration of the program. The specific initiative grants included 39 innovative grants (\$51,294), 13 grants for computers (\$22,355) and 20 grants to support work practice (\$41,776).

Specific special education initiatives in Victoria in 1989 were:

- development of a microcomputer applications centre, based at Yooralla, to provide students with severe disabilities and teachers with access to the latest communication aids and computer education devices;
- training of teachers and consultants as part of a Severe Communications Impairment Outreach program to support children with severe communication impairments;
- a review of the operations of all early intervention centres;
- the provision of computer equipment to support the education of children living in residential care;
- implementation of a work practice scheme to provide more substantial workplace experience for children living in residential care;
- support for more than 5,000 students with disabilities;
- funding of 347 projects covering a total of 500 government and non-government schools and facilities.

English as a second language

New arrivals element

In the Metropolitan area there were three English Language Schools and ten English Language Centres with a staff of 176.4 ESL teachers, while in the Geelong area there were 5.0 teachers in a school cluster arrangement. Eligible students were entitled to intensive ESL tuition from these government schools for a period of up to twelve months. A short-term school-based ESL teacher program was available to cater for those students who were unable to participate in the intensive program. The maximum number of teachers employed during 1989 was 35.5 teachers. Twenty-four ethnic teacher aides, three bursars, 7.4 clerical assistants and a number of cleaning and gardening staff were available to support the government schools program. The Catholic Education Office provided 57 EFT teachers to support new arrivals programs.

Victoria's contribution was also significant in the area of capital works (buildings and related facilities), and in the provision of education expense allowances and education maintenance allowances paid direct to families, in addition to other grants and allowances paid to schools and centres for normal running costs.

General support element

ESL teaching positions in addition to base establishment were allocated to schools on the basis of their enrolment of students of non-English speaking backgrounds with emphasis on those most recently arrived. In 1989, 679 ESL teachers, 349 in primary schools and 330 in postprimary schools, and 169.5 ethnic teacher aides were employed in government schools. The salary costs were:

- Teachers – \$23,000,000 (\$10,764,000 from Commonwealth funds)
- Teacher aides – approximately \$3,500,000

Schools were able to exercise their discretion over the use of these additional staff within the guidelines provided by the Ministry.

Catholic schools employed 212 ESL teachers, 166 across 143 primary schools, 46 to 44 postprimary schools, and 12 teacher advisers. The 12 advisers worked with schools and teachers in relation to both elements of the ESL program.

In addition, 25 non-Catholic, non-government schools were supported with a funding allocation of \$193,410.

System support services

Both elements of the ESL program continue to be strongly supported by a range of services provided from State resources. Chief among these are:

- ESL consultancy (16 ESL consultants in 1989)
- professional development (inservice training)
- curriculum materials support and publications
- the interpreter/translator service (33 staff in 1989)
- data collection and policy advice

These services are provided largely through regionalised school support centres but are coordinated on a statewide basis by the Multicultural Education Coordination Unit.

Participation by students

Table 6: Student participation in the new arrivals program

SCHOOLS	REFUGEE		OTHER		TOTAL
	M	F	M	F	
Government					
Primary	229	203	963	878	2273
Secondary	268	212	679	613	1772
Total	497	415	1642	1491	4045
Catholic					
Primary	133	96	287	277	793
Secondary	1	3	37	39	80
Total	134	99	324	316	873
Non-Catholic					
Primary	n/a	n/a	n/a	n/a	32
Secondary	n/a	n/a	n/a	n/a	18
Total					50

Specific ESL initiatives in Victoria in 1989 were:

- school status for language centres;
- development of curriculum materials in the teaching of English as a second language;
- review of statewide interpreter services;
- provision of intensive English language instruction for newly arrived students and the appointment of 12 additional consultants;
- provision of additional teachers and ethnic teacher aides.

Specific curriculum initiatives

Integration

In 1989, the fifth year of the integration program, 4,335 students with disabilities received support in regular schools. Resources, amounting to \$25.7 million, were spent on 796.8 integration aides, 338 integration teachers, grants for specialised equipment and paramedical support. The policy of placing a priority on resourcing preschool children entering the regular school for the first time and on students transferring from special to regular government schools has resulted in numbers of students in each year level up to Year 8.

Within the Office of Schools' Administration a new Integration Unit was established and a manager appointed. The Integration Reference Group was established to provide policy advice to OSA and to provide a forum for consultation for relevant groups.

A booklet *Everybody's Different, Everybody's the Same*, documenting case studies in effective practice of integration was published. A new emphasis on promoting curriculum initiatives which are inclusive of all students has been given to the program.

In Catholic schools in 1989 there were 1,103 students with disabilities integrated into Catholic regular primary and secondary schools. Resources devoted to integration amounted to \$991,654, derived from the Commonwealth Special Education Programs and from Commonwealth General Recurrent Grants distributed by the Catholic Education Commission of Victoria. In non-Catholic, non-government schools there were at least 230 students with disabilities integrated into regular classes. An amount of \$223,077 was made available from the Commonwealth Special Education Program to assist these students.

Telematics

The Telematics project, funded through Resource Agreement 3, is part of the Victorian Ministry's social justice strategy to help overcome educational disadvantage caused by geographic isolation. During 1989, 17 clusters of 79 of the State's smallest postprimary schools used audiographic technology and tekpaks (self-contained, multi-purpose mobile kits of resources) to increase curriculum options for senior students. In all, 206 students from 12 school clusters received instruction in 88 classes for 145 hours each week by telematics. Thirteen different subjects were taught by telematics, with French and mathematics being the most frequently taught. Telematics was used for delivering professional development courses to country teachers. Principals and subject coordinators have used it extensively for administrative meetings.

Tekpaks were used by 1,353 students in 268 classes for 591 hours each week. Electronics and graphics were the most frequently taught courses using tekpaks. A full-time development officer was appointed in 1989 to manage the commercial production of tekpaks.

Indications are that during 1990, there will be a 40 to 50 per cent increase in the use of telematics for teaching and the number of country students using tekpaks will almost double.

Other initiatives

Teacher award restructuring

The August 1988 National Wage Case decision was based on trade union agreement to undertake award restructure under the Structural Efficiency Principle. Under these arrangements all public sector agencies were required to develop award review proposals; in addition, it was expected that these agencies would develop 3 to 5 year plans to identify obstacles to efficient work practices, staff flexibility and skills development. Specifically the principles for education include:

- establishing career paths to provide incentives for workers to continue to participate in skills formation;
- broadening the range of employee tasks;
- creating appropriate relativities between different categories of workers within awards;
- ensuring flexibility in work patterns and arrangements; and
- addressing anomalies in awards, including areas of discrimination.

During 1989 the 3% salary payment to teachers was based on agreement that the agreed principles would be used as the basis for more definite award restructure proposals. These proposals to change working patterns and conditions will be further developed during 1990, for commencement in the 1991 school year, and are likely to include:

- introduction of Advanced Skills Teachers (AST) with selection by merit across three levels;
- broad participation by teachers and principals in a range of professional development activities;
- increased salaries for all teachers, in particular for school principals who will be on limited tenure;
- development of a National Salaries and Conditions benchmark;
- permanent employment with the Teaching Service through an assessment of competency within the first three years of employment.

It is anticipated that these proposals will provide a basis for improving teacher morale and the status of teaching as a profession.

A similar agreement was arrived at between parties involved in Catholic schools and resulted in the payment of the first 3% under award restructuring processes. Likewise, agreements were reached within the non-Catholic non-government school sector whereby the first 3% payment under the Structural Efficiency Principle was made.

School reorganisation

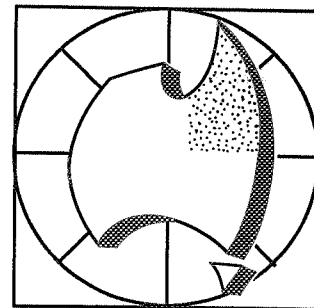
A policy of 'District Provision of a Comprehensive Curriculum' was announced by the Minister for Education in September 1989. Schools will be grouped in districts, review their curriculum provisions and capacity to deliver a comprehensive curriculum, and determine if any reorganisation of school structures is required to provide all students with a comprehensive curriculum.

For the purposes of district review a comprehensive curriculum at the upper postprimary level is defined in terms of access to a Victorian Certificate of Education (VCE) program in each of five broad areas of study.

Proposals for the reorganisation of the following schools were finalised, and the implementation process commenced in 1989:

- Leongatha High School and Leongatha Technical School to amalgamate to form a two-campus college, Leongatha Secondary College;
- Burwood Technical School, Burwood Heights High School, Nunawading High School and Blackburn South High School to amalgamate to form a three-campus college, Forest Hill Secondary College, with Burwood Technical School to close;
- Heidelberg High School, Heidelberg Technical School and La Trobe High School to amalgamate to form a single secondary college, Banksia Secondary College on the Heidelberg High School site;
- Watsonia High School and Watsonia Technical School to amalgamate to form a two campus college, Greensborough Secondary College.

A three-year self-funding capital works program for reorganised schools was approved in 1989 with the first year commencing in 1989-90. This program is to be funded from the proceeds of the sale or transfer of surplus properties released through the reorganisation process. Total program expenditure for the three-year period is projected to be \$28 million.



This chapter was prepared by the Queensland Department of Education and incorporates contributions from non-government bodies. In particular, extensive consultation took place with the Queensland Catholic Education Commission (QCEC), the Association of Independent Schools, Queensland (AISQ) and the Christian Schools Association, Queensland (CSAQ). Most Queensland non-government schools are affiliated with one of these three organisations.

1 OBJECTIVES AND PRIORITIES OF SCHOOLING

The purpose of school education in Queensland is to provide quality education, which is the key to a quality life. The challenge is to equip students with skills that will allow them to manage continuing change, not just through the formative years of schooling but throughout life.

It became clear during the compilation of this chapter that overall, the objectives of Queensland schooling were concerned with the following priority topics:

- the themes of shared responsibility and greater parent and community involvement in school management;
- the challenges in providing essential learning for schooling including literacy and numeracy and new technologies, skills in inquiry and learning, and the development of social responsibility and self-esteem;
- the challenges posed by increasing participation in postcompulsory schooling. There was frequent mention of strategies to improve retention. There was also realisation of its complex consequences – the need to cater for a larger, more diverse student body and the implications for curriculum, educational environments, teacher attitudes and guidance services;
- recognition of teachers as the key resource in schools, leading to renewed emphasis on professional development and on enhanced salary and career structures.

Government schools

During 1989, the objectives of the Department of Education were expressed as goals in its *Interim Strategic Plan: 1989–92*. These goals related to community relationships, state education provisions, personnel and resources, accountability and development, and support systems and marketing.

Within this framework, Departmental priorities were articulated through four key strategies:

- preparing students for living and working;
- advancing the professionalism of Queensland teachers;
- promoting education as a shared responsibility;
- expanding entrepreneurial activity within Queensland education.

Catholic schools

Priority goals were also set by the Queensland Catholic Education Commission. These goals were:

- development of the faith life of each member of the school community;
- school renewal programs designed to enhance the quality of education;
- development of leadership in the school community using shared decision making, service and empowerment models;
- curriculum development aimed at providing professional involvement of members of the school community;
- establishment of structures for effective policy development and implementation at State, diocesan and local levels.

Non-Catholic non-government schools

The Association of Independent Schools, Queensland (AISQ) operated according to the organisational objectives on the next page.

Objectives

- to promote, improve, foster and encourage independent schools in Queensland;
- to promote consultation and cooperation between the governing bodies of member schools;
- to consider the relation of independent schools to the general educational interests and needs of the community;
- to consult and cooperate with state, national and international associations and bodies having similar objectives, and to take in conjunction with them any appropriate actions.

Another non-government body, the Christian Schools Association of Queensland (CSAQ), which was formed during 1989, had the following organisational objectives:

- to enable Christian schools to speak with one voice on issues relevant to Christian education;
- to provide representation on behalf of Christian schools;
- to develop group arrangements that will benefit all Christian schools;
- to promote the development of curriculum and other resources for Christian schools.

2 STRUCTURE AND OPERATION OF THE QUEENSLAND SCHOOL SYSTEM

Contextual influences

Population growth, distribution and composition are important influences on the provision of education in Queensland. In the Australian context, Queensland has a relatively high population growth rate, a youthful age structure, a geographically dispersed distribution and a high proportion of Aboriginal people.

Population growth

Between the 1981 and 1986 census, Queensland averaged a high annual growth of 2.2 per cent. The Australian annual average for the same period was 1.38 per cent. The estimated Queensland population in 1989 was 2,830,200, representing an increase of 3.15 per cent over the previous year. This made it the fastest growing State or Territory in Australia.

While birth rates throughout Australia declined in the

1980s, Queensland's relatively high level of natural increase (the excess of births over deaths), was maintained by its relatively large numbers in the child-bearing years. However, it has been migration which has contributed most significantly to Queensland's growth. In particular, two main population waves from other Australian States, the first in 1981-82 (35,000) and the second in 1988-89 (45,000), have fuelled the State's growth. Overseas migration has also become an increasingly important source of growth for Queensland since 1983, with a net gain of 22,600 in 1988-89.

Age structure

In common with that of Australia as a whole, the average age of the Queensland population is gradually increasing. Nevertheless, Queensland has a more youthful population compared to the Australian profile. The proportion of persons in the Queensland population aged 5-14 years in 1989 was 15.39 per cent compared to 14.7 Australia-wide; and for the 15-19 year old population, 8.87 per cent compared to 8.42 per cent.

Population distribution

The geographic distribution of the Queensland population differs markedly from that of Australia as a whole. The capital city and close major urban centres account for only 46.4 per cent of population (1986 census), compared with the national figure of 67.6 per cent.

Aboriginality

Another important characteristic of the Queensland population is the relatively high Aboriginal and Torres Strait Islander (ATSI) component (2.4 per cent of the population). At the 1986 census, there were 61,269 ATSI people in Queensland. This was the largest number of any State and represented 27 per cent of the Australian ATSI population, whereas the total Queensland population was 16.5 per cent of the Australian population. Of the ATSI population in Queensland, it is estimated that 25 per cent live in remote areas, 17 per cent in other rural areas, and 58 per cent are widely dispersed in urban areas.

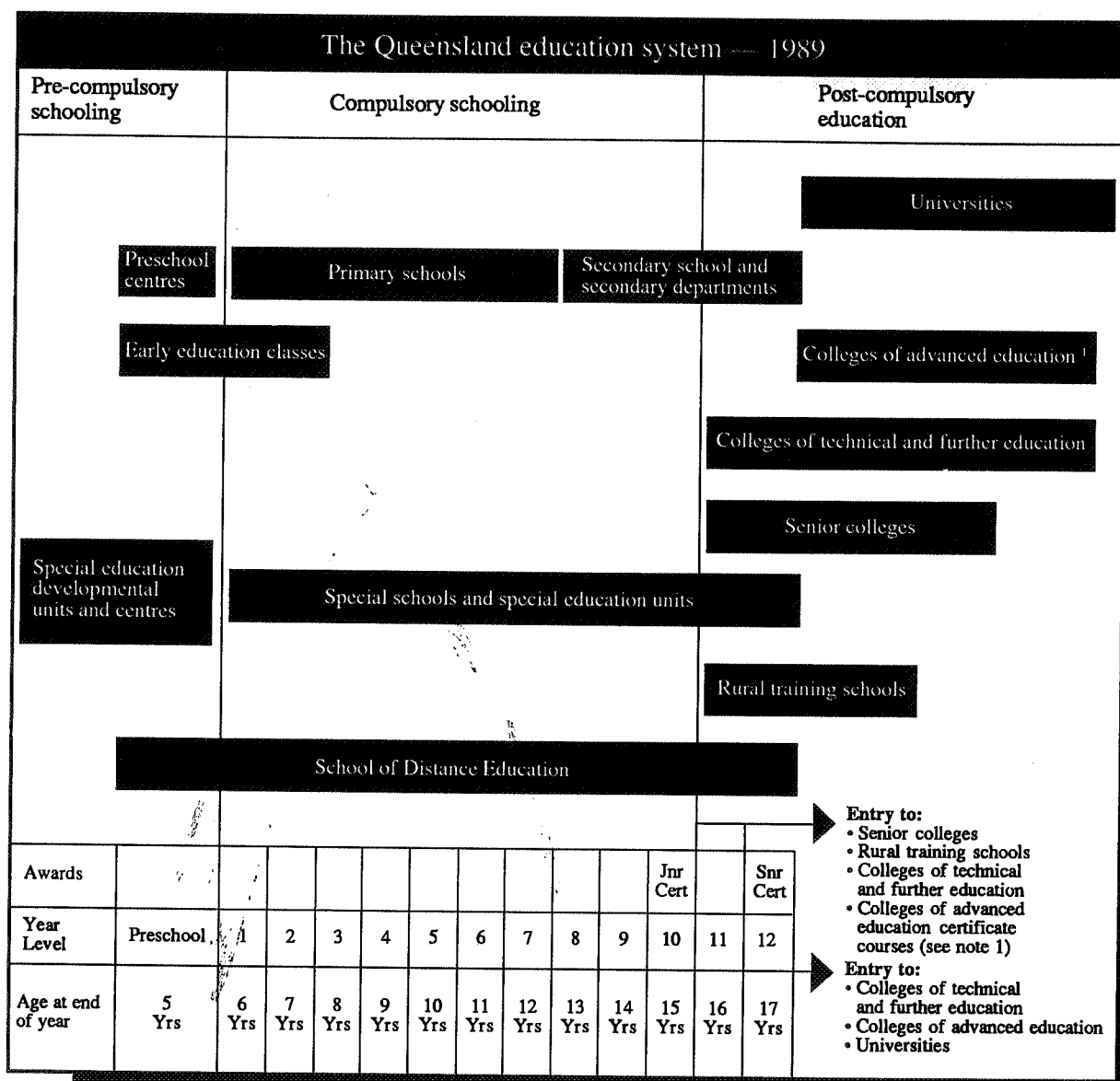
System and school management

Legislative framework

The legislative framework within which the school education system operates underwent major review and revision during 1989. Widespread consultation with education bodies and parent representatives occurred during drafting of the legislation and this contributed to its general community acceptance.

The Acts which govern the provision of school education in Queensland are as follows:

Education (General Provisions) Act 1989 which was proclaimed on 5 August 1989. Provisions within this Act



NOTE

1. Queensland Agricultural College offers entry to certificate courses from Year 10.

relate mainly to the operations and management of preschools, and primary, special and secondary schools. Among other provisions, it enables the commercial use of Departmental facilities, and the marketing of educational materials and services, as well as devolution of decision-making responsibilities to local school communities. The vital role played by parents and the community generally in school development has been acknowledged, and a legal indemnity is extended to members of parents and citizens associations while acting in good faith in the conduct of their duties.

Student Education (Work Experience) Act, Amendment Act 1989 which ensures a better operating environment for practical education through the workplace.

Education (Consultation on Curriculum) Act 1988, Education (Teacher Registration) Act 1988, and Education (Senior Secondary School Studies) Act 1988 which afford

statutory independence in the areas of curriculum advice, teacher registration and senior schooling, in particular statewide syllabuses and certification.

The *Education (General Provisions) Regulations 1989* and related Orders in Council were also completed. Of particular significance are the Orders in Council which include guidelines in respect of facilities for, and instruction in preschool, primary, secondary or special education for non-government schools, and guidelines in respect of instruction in a place other than a government school or a non-government school (home-schooling).

Organisational framework

The system comprises three closely integrated stages to cater for the educational needs of all Queenslanders from early childhood through to adulthood.

Precompulsory schooling

From the beginning of the year after which they turn four, children may attend free State preschools or early education classes for the equivalent of two and a half hours per day, five days a week. Special education developmental units and centres cater flexibly for young children from birth with special needs. The School of Distance Education provides preschool correspondence programs for children living in remote areas.

Private creche and kindergarten centres provide opportunities for children up to school age to attend organised developmental programs. It is becoming more common for non-government schools also to provide preschool education both part-time and full-time (5 hours per day).

Compulsory schooling

Attendance at school is compulsory from the age of six to 15 years. Queensland primary schools provide seven years of education and children may be enrolled in Year 1 providing they have turned five years of age by the end of the preceding year. The remaining years of compulsory schooling are undertaken in secondary schools.

Children with special educational needs are integrated into mainstream primary and secondary schools as far as practicable, and this strategy is complemented by a network of special schools, units and support services.

The School of Distance Education provides programs for primary and secondary students living at a distance, using a variety of media and distance learning strategies.

Postcompulsory education

From the completion of Year 10 of secondary schooling, students may continue in secondary school or enter a range of technical and vocational courses at colleges of technical and further education, senior colleges and rural training schools.

For students remaining at school, a wide range of senior secondary subjects is available throughout Queensland secondary schools. These offerings provide for students wishing to proceed to higher education and for those wishing to proceed more directly to vocational options. Students who complete Year 12 may then choose from many technical, academic and professional courses at universities, colleges of advanced education and colleges of technical and further education.

Government schooling structure and administration

During 1989 the Department of Education operated three major levels of administration – schools, regions, and central office. A total of 1,300 government schools provided educational services. In support of them, central

In 1989, specific structural and administrative initiatives for the Department of Education included:

- the use of participative planning processes in the drafting of school development plans. The Department released the guidelines, *Participative Planning for School Development*, in order to help schools involve school communities in formulating their development plans. The regionalised inspectorate supported school implementation by facilitating the planning process in individual schools;
- the operation of the School Community Participation Project, which used external consultancy to enhance existing programs and to create awareness of collaborative decision-making processes involving school communities in school management;
- the provision of resources to parents and parents and citizens associations to support the consultative process. The *Working Together* kit provided practical materials to help facilitators in school communities, and two brochures *Parents and Teacher: Partners in Education* and *Take Part*, assisted schools to promote community participation programs;
- increased opportunities for the community to be involved in school budgeting, simplification of the administration of the secondary textbook allowance scheme, and the development of the FORMULA financial management software;
- the commencement of the development of guidelines for the conduct of collaborative school reviews. The reviews will involve members of the school community. Such reviews will highlight achievements and make recommendations for further development.

office was concerned primarily with system-wide goal setting, policy formulation, planning of the Department's programs, curriculum development, resource advocacy, and determination of resource allocations across programs and regions. The 12 regions were concerned primarily with more detailed planning, implementation and resource management.

Also supporting schools were parents and citizens associations. In addition to fostering community interest in education, these groups provided advice to principals on issues concerning students and helped provide resources for the benefit of students.

A major focus during 1989 was the devolution of decision making to the local school community in the areas of planning, resource management and budgeting.

Non-government schooling structure and organisation

Catholic education is structured on five geographical areas called dioceses. Each diocese has as its ultimate authority the Bishop, who has established a Catholic Education Council. Each of these is serviced by a Catholic Education Office, in which the most senior person is the Director. At the State level, the Bishops of Queensland have established the Catholic Education Commission to coordinate and advance Catholic education. The Commission is serviced by a Secretariat. In addition, Catholic education is serviced by a number of non-systemic schools. In 1989, there were a total of 276 Catholic schools in Queensland.

The AISQ, which is centrally located, represented in 1989 some 100 independent schools in Queensland. Policy is established by Executive and Education Committees elected annually from representatives of member schools. A small secretariat implements policy and supports member independent schools. Teacher inservice training is a significant feature of AISQ's activity.

The CSAQ coordinated its administration through a Committee of Management and an Executive Officer. During 1989, it represented 30 Christian schools throughout Queensland.

Throughout 1989, Government consulted with the above three peak bodies in respect of policies and programs affecting non-government schools.

Queensland schools offer senior secondary students a wide range of subjects.

3 CURRICULUM

Statutory curriculum bodies

In 1989 the Ministerial Consultative Council on Curriculum was established by the *Education (Consultation on Curriculum) Act 1988*. This autonomous body reports to the Queensland Parliament on all aspects of the curriculum taught in Queensland schools during the compulsory years. During 1989 activities included the establishment of networks to facilitate consultation and research and the identification of major issues for future examination of their implications for curriculum development and implementation. These issues included: the 'new basics', standards and community expectations, the nature of curriculum development, implementing curriculum change, and 'reading the future'.

The Board of Senior Secondary School Studies (BSSSS) was established by the *Education (Senior Secondary School Studies) Act 1988*. It is responsible for assessment and certification of syllabuses for courses of study in Years 11 and 12. The Board also maintains syllabuses for those subjects currently designated Board subjects on Junior Certificates (issued to students at the end of Year 10). To assist it to perform its functions, the Board has appointed subject advisory committees in all major curriculum areas. These in turn are supported by subcommittees providing advice in specific subjects.



In 1989, key curriculum initiatives included:

- the establishment of the Ministerial Advisory Consultative Council on Curriculum;
- the appointment of the Ministerial Advisory Committee on Curriculum Development;
- the distribution of the P-10 (preschool to year 10) Curriculum Framework to professional and community groups for review, and the development of P-10 teaching and assessment frameworks;
- the publishing of P-10 Language Education and Social Education curriculum area frameworks;
- the publishing of source books to support Years 1-10 Mathematics syllabus and the Years 1-7 Social Education syllabus;
- the commencement of a Senior Secondary Curriculum Framework;
- the conduct of special inservice courses to assist in implementing curriculum initiatives;
- the undertaking of specific diagnostic, formative and summative curriculum research studies.

Curriculum development in the Department of Education

Curriculum development for government schools in Queensland is the responsibility of the Minister for Education as defined by the *Education (General Provisions) Act 1989*:

The Minister is authorised to do all things considered by him to be necessary to develop, review, maintain and implement curricula taught or to be taught in State education institutions.
(Section 18(i))

In early 1989, the Minister for Education appointed the Ministerial Advisory Committee on Curriculum Development (MACCD). The MACCD membership comprised representatives of State and non-State education systems, independent schools' parent organisations, the tertiary education system, and business and industry. These representatives discussed issues and concerns relating to the development of curriculum for preschool to Year 12 and reviewed reports on programs such as the P-10

Curriculum Development program. Curriculum development committees were established to oversee initiatives in curriculum areas.

Within the Department of Education, the Division of Curriculum Services has a responsibility for curriculum development, research and evaluation, and curriculum resource services.

P-10 Curriculum Development program

The P-10 Curriculum Development program aims to provide all children from preschool to Year 10 with continuity in learning experiences while also catering for their individual needs, strengths and interests. Children develop attitudes, processes, skills and knowledge necessary for effective participation in society.

Development continued throughout 1989 on three phases of the program.

The first phase involves the development and dissemination of the P-10 curriculum, teaching and assessment frameworks.

During 1989, the P-10 Curriculum Framework was distributed widely to professional and community groups for review. Comments from these groups were gathered by working parties established to make recommendations concerning P-10 implementation. Work continued on the development of the P-10 teaching and assessment frameworks, with distribution planned for 1990.

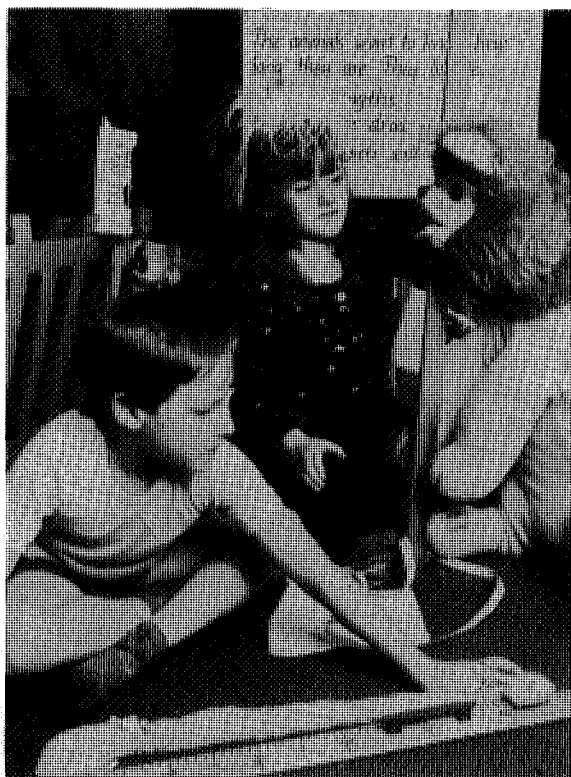
The second phase involves the development of P-10 curriculum area frameworks in each curriculum area of the common program. Each curriculum area framework will define the nature and scope of the curriculum area and form the basis for further development of the area.

The Department published the P-10 Language Education Framework and the P-10 Social Education Framework in 1989, and distributed the frameworks and implementation kits to schools. Development of draft frameworks for arts, science, and health and physical education commenced.

The program's third phase is the preparation of syllabuses and guidelines, teaching guides and sourcebooks to support the P-10 curriculum.

During 1989, the Department published sourcebooks to support the Years 1-10 mathematics syllabus and the Years 1-7 social education syllabus. The Social Education Curriculum Development Committee began the development of Years 8-10 social education syllabus. The *Understanding Children* Series curriculum documents provided a focus upon learning, development and teaching strategies in the early years.

The Years 1-10 Mathematics Inservice Project operated to assist teachers to develop a range of teaching strategies for teaching Years 1-10 mathematics. This project will be expanded in 1990.



The Years 1-10 mathematics syllabus encourages students to undertake practical activities in mathematics.

Curriculum development in postcompulsory education

A major initiative to support curriculum development for schooling in Years 11 and 12 was the commencement of the development of a Senior Secondary Curriculum Framework. The development process is based on widespread consultation and review involving school, regional and central office personnel.

The range of subjects available to senior secondary students continued to broaden, enabling schools to offer a range of courses of study appropriate to the diverse needs of an increasing student population in Years 11 and 12. During 1989 the Department published syllabuses, guidelines and resource lists for Mathematical Investigations, Small Business Studies and Australian Social Investigations.

The Department also commenced development of guidelines and resource lists for existing BSSSS syllabuses to support teaching of English and Literacy, and Numeracy and Critical Thinking.

Selected government and non-government schools also assisted with the trialling and piloting of new BSSSS syllabuses in the areas of marine studies, technical studies,

information processing and technology, legal studies, and dance.

TAFE subjects continued to be offered through cooperative programs at secondary and special schools, as well as at TAFE colleges and in industrial settings. Students had access to a variety of learning environments while gaining recognised TAFE credentials to enhance their employment and study options. Representatives from schools, TAFE colleges and regional education offices met regularly in order to promote equity of access to these subjects. The regional groups included government and non-government schools.

Departmental implementation of curriculum

Curriculum resource services

High-quality print and non-print resources to support the implementation of the P-10 curriculum helped teachers develop the knowledge and skills necessary to implement changes in teaching methodology, assessment of student performance and syllabuses.

Access to both professional and curriculum materials continued to be provided by the Department of Education Library and the Film and Video Library. The latter's computerised operation offered an improved service to schools, to Distance Education students and their families and to community organisations. The introduction of automated systems in school resource centres and the further development of the Australian Curriculum Information Network database also increased curriculum resource access, as did the Departmental negotiation of agreements with copyright owners to enable the easier copying of printed materials by schools.

Ongoing advice to schools on all aspects of resource availability, usage and management was also provided, including a series of interactive video-conferences and support to regions on cooperative planning and teaching between teachers and teacher-librarians.

Consultancy services

The Department of Education also placed a high priority on providing expert personal advice to teachers, school administrators and parents to assist in the implementation of curriculum syllabuses, guidelines and resource books.

Consultants worked in regions to provide inservice, especially on issues relevant to the implementation of the P-10 curriculum, including:

- the philosophy and practice of the P-10 curriculum;
- introduction to the language and social education frameworks;

- practical approaches to improve teaching and learning for P-10 teachers;
- school-based inservice on P-10 mathematics.

Departmental evaluation of curriculum

Curriculum research studies were diagnostic, formative and summative, focusing on:

- levels of teacher satisfaction, and levels of success of major teacher support provisions in serving identified teacher needs;
- assessment of the effectiveness of the processes used in curriculum development and implementation;
- assessment of the quality, educational validity and feasibility for school implementation of new Departmental syllabuses;
- assessment of effects of curriculum projects on school curriculum development, the teaching and learning environment and classroom management strategies.

Specific research studies on curriculum development and implementation focused on:

- an evaluation of new Departmental syllabuses for senior secondary students in Journalism, Small Business Studies, Tourism, Australian Social Investigations and Mathematics Investigations;
- an evaluation of teacher support provisions for Years 1-10 mathematics;
- an evaluation of the Learning Systems Project (technological systems);
- P-10 Curriculum Development Programs in the areas of arts education, health and physical education, mathematics education, religious education, science education and social education;
- Human Relationships Education program;
- an evaluation of the Reading Recovery program.

Non-government schools

Under the *Education (General Provisions) Act 1989*, it is not incumbent upon non-government schools to use the curriculum developed by the Department of Education. Nevertheless, there is in general close cooperation between government and non-government authorities in the areas of curriculum development.

During 1989, the Queensland Catholic Education Commission (QCEC) participated in all the statutory curriculum structures as well as in the significant non-statutory structures established by the Minister.

The Catholic sector supported the development of the P-10 Curriculum Framework and, through the QCEC, developed a Catholic perspective for the Framework.

In addition, Catholic education had its own diocesan and State level Curriculum Committees which were concerned with policy development, and curriculum development, implementation and review. Close cooperation with the Department of Education and the statutory authorities was extensive and highly valued.

Similarly the AISQ believed that the quality of curriculum was enhanced through cross-fertilisation and the commitment that follows from curriculum ownership. The Association supported the design, development and accreditation of curriculum through independent representative statutory bodies.

Independent schools were involved in BSSSS activities and funded the cost of teacher release to participate in subject committees.

The approach of many Christian schools was to adapt the curriculum developed by the Department of Education and statutory bodies to their own context while others either developed their own or adapted other curricula.

Accreditation processes for new courses

Under the current legislative provisions, authorisation of syllabuses for courses of study in primary schools is the responsibility of the respective educational authorities – government and non-government.

With regard to secondary schooling, new accredited courses can be developed in three categories:

- Board subjects
- Board-registered subjects
- Recorded subjects

New Board subjects must comply with a comprehensive set of criteria with regard to content and format and undergo trial and pilot processes in selected schools prior to submission to BSSSS for approval. For each subject, BSSSS provides a syllabus. Teachers then use these syllabuses to write work programs for their own schools. Board-registered school subjects are those developed by individual schools to meet specific perceived needs. School work programs for Board-registered school subjects are developed according to prescribed guidelines and must be submitted to the Board for accreditation.

Recorded subjects presently consist of certain approved TAFE and Australian Music Examination Board (AMEB) subjects. These courses are subject to TAFE and AMEB accreditation procedures.

4 STUDENT ENROLMENTS, RETENTION AND EDUCATIONAL PARTICIPATION

Enrolments and postcompulsory retention

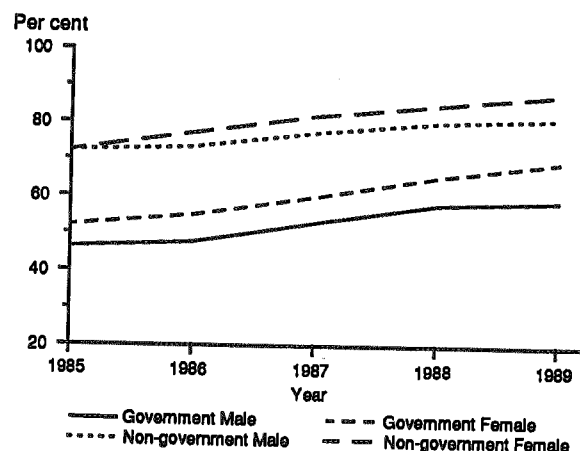
In 1989, there were 1,300 government primary, secondary and special schools enrolling 387,438 full-time students; and 394 non-government primary, secondary and special schools enrolling 126,418 full-time students. In addition, 34,616 children were enrolled in 573 State preschool facilities (including 30 facilities for children with special needs).

The retention rates to Year 11 and Year 12 for all Queensland schools were higher than at any previous time (80.1 per cent and 69.7 per cent respectively).

There were however, retention differences among various social elements in Queensland. For example:

- the Year 12 retention rate for females was higher than males (74.5 per cent compared to 65.1 per cent);
- the Year 12 retention rate for rural schools (as determined by those schools on the Country Areas Program) was lower than the total for Queensland (50 per cent compared to 69.7 per cent for Year 12). This may be partially explained by higher urban population growth (contributing to the apparent retention rate) and the generally larger size of school, which offers greater choice to the continuing students. Another factor is the need for country students to move to the city to continue their secondary education;
- there were lower Year 12 retention rates in schools drawing students from socioeconomically disadvantaged areas (as measured by government schools on the Disadvantaged Schools Program – called Special Program Schools Scheme in Queensland). The retention rate for these schools was 54 per cent compared to 69.7 per cent for all Queensland schools.

Figure 1: Apparent retention rates by sector by sex, 1985–89



Source: National Schools Statistics Collection.

During 1989 both government and non-government schools endeavoured to satisfy the dual objectives of increasing retention and increasing the range of curriculum offerings to cater for the diversity of students arising from such increased retention. Initiatives in these areas included:

- the Senior Schooling Conferencing Process, a strategic planning exercise to develop the policy document *The Corporate Vision for Senior Schooling in Queensland*. This document clearly establishes the role of quality teaching, success, partnership, responsiveness and educational access in providing a foundation education for life;
- the establishment of closer links among education, business and industry groups. Major school and regional projects included industry experience for teachers, the accreditation of school-based TAFE subjects, enhanced work-experience programs, teacher inservice and industry involvement in senior schooling projects;
- the development of Centres for Continuing Secondary Education (CCSE). Flexible organisations were created by the amalgamation of the CCSEs with the State high schools at Hendra and Oxley. These unified campuses provide models for the operation of an extended school day;
- the participation of students who return to complete senior secondary education after a break from schooling; the provision of both full-time and part-time attendance at the same school;
- a broadening of curriculum offerings at the senior secondary level. This included an expansion of Board, Board-registered and TAFE subjects. For example, information from the BSSSS indicates that 88 per cent of

Queensland schools offered 16 or more Board subjects (in 1989 there were 43 approved Board subjects), and 53 per cent of schools offered six or more Board-registered subjects;

senior schooling projects associated with gender equity. For example, an external researcher was employed to undertake a Project of National Significance entitled 'Retention Rates: There's More to it Than Just Counting Heads'.

Postcompulsory participation in key subject areas

While several major initiatives were undertaken to cater for a broadening population, educational participation remained differentiated, especially with respect to subject choice.

There were significant differences between males and females, the largest occurring in subjects traditionally associated with male and female preferences. For example, 1989 BSSSS data indicates that of the subjects chosen by Year 12 students who sat for Common Scaling Test:

- over twice as many males as females studied Physics and Mathematics 2;
- males dominated Technical Studies almost totally;
- over three times as many females as males studied French and German;
- over four times as many females as males studied Speech and Drama;
- females dominated Home Economics almost totally.

Catering for the needs of the individual throughout the school years

The key to increasing retention and education participation does not lie solely in the senior schooling area. Throughout the entire schooling years (P-12), the aim in Queensland is to provide all students with an education appropriate to their needs, taking into account differences in ability, race, culture and gender. Details on 1989 activities are provided below.

Special education

An ongoing goal in Queensland has been to enhance and extend the educational options for students whose needs exceed those provided for by mainstream education.

During 1989, various strategies were employed to increase the relevance and quality of special education services. Parent and community involvement was encouraged and a policy statement was developed to establish standards for special education services throughout Queensland.

Specific special education initiatives in 1989 included:

- the introduction of individual education plans (IEPs) for students with special needs in mainstream schools;
- an increase in the direct services for students with disabilities to support them through mainstream education;
- alternative programs for students with individual curriculum needs, including those with severe to profound sensory and multiple impairments;
- modified programs for students with mild impairments by adapting the curriculum in regular schools and providing specialist teacher support. Supported programs were provided in regular schools for students with learning difficulties;
- the increased provision of guidance, counselling and welfare services. The number of teachers seconded to guidance duties was increased by 15 to a total of 230 with a ratio of guidance teachers to students of 1:1,100 at secondary level and 1:2,200 at the combined preschool, primary and special level;
- the maintenance and development of special project work in areas including literacy and numeracy, self-esteem, guidance tutoring, an index of workers with disabilities, a Queensland career investigation system, early childhood education, the management of adolescent behaviour and critical incidents in school communities, computer-assisted learning and electronic linking of service centres.

Distance education

During 1989, the Department of Education aimed to improve the quality of education provided to learners enrolled in distance education programs. Priorities were:

- developing new methods to provide distance education;
- enhancing programs to cater for the needs of learners.

The major activity was the amalgamation of the Preschool, Primary and Secondary Correspondence Schools into the School of Distance Education - Brisbane. The new school will ensure that the curriculum offered to learners will have greater continuity, in line with the aims of the curriculum frameworks being developed by the Department.

The Ministerial Advisory Committee on Distance Education recommended that distance education services be further localised and personalised. The services at the School of the Air sites at Charleville, Mount Isa and Cairns were upgraded so the sites could begin to operate as Centres of Distance Education (CDE) in 1990. Additional staff, facilities and resources were provided. The Department also surveyed families in central and south-eastern Queensland to gather information on local wishes for the siting of possible additional CDEs.

Within the non-government sector, both Catholic education and independent schools continued to provide an alternative to distance education through the provision of 53 boarding schools throughout Queensland, enrolling over 10,000 students. There remains a strong commitment to the role of boarding schools in the provision of education in Queensland. Since 1985, AISQ and QCEC have spent \$250,000 on the professional development of boarding school supervisors.

Technology in schools

The role of technology in education has increased rapidly over the past 10 years. A high priority has been placed on the application of technology in ways which will expand learning opportunities. A major focus has been on the use of computers, both in day-to-day learning in primary and secondary schools, and in business and technology education applications.

Specific statewide initiatives during 1989 included:

- the opening of Business Education Centres in 51 Queensland State high schools for the purpose of giving students an understanding of the technology found in the modern office;
- the establishment of an additional 49 Electronic Learning Centres at government primary and secondary schools, for use as part of day-to-day learning;
- the commencement of projects to give greater access to courses and information through the use of computer technology and telecommunications. For example, five State secondary schools taught languages by using computers, telephones or facsimile machines. Similar experimental work was undertaken by Catholic education;
- the development of the FORMULA school administration package, which encompassed major aspects of school administration and record-keeping;
- the allocation of grants to non-State secondary schools to enhance computer hardware and software resources for students in these schools.



Electronic Learning Centres provide primary students with the opportunity to use computer technology in every-day learning situations.

Aboriginal and Islander education

Programs continued to be developed to support the participation of Aboriginal and Torres Strait Islander (ATSI) students in P-10 and postcompulsory education. Specific statewide 1989 initiatives included:

- an expansion of the Aboriginal and Islander Tertiary Aspiration Program (AITAP) – a joint venture on the part of the Department of Education, the Commonwealth Department of Employment, Education and Training (DEET) and the Queensland and Torres Strait Islander Consultative Committee (QATSICC), to encourage and assist students with tertiary aspirations;
- the operation of the Remote Area Program for Aborigines (RAPA) in which programs were conducted in schools on 10 remote Aboriginal communities to foster skills of specific cultural importance, and to establish and maintain community enterprise development projects;
- the facilitation of local curriculum development by the establishment of the Far Northern Schools Development Unit and by Aboriginal Education Resource Centres in Townsville, Rockhampton and Brisbane and the Aboriginal and Islander Early Childhood Curriculum Development Unit;
- the expansion of networks linking teachers, ATSI teacher graduates, tertiary students and institutions involved in ATSI education.

QATSICC also conducted parent and community workshops at State, regional and local levels to develop awareness of educational issues relating to school development plans and the formulation of a National Aboriginal Education Policy. The Department of Education also contributed to the development of the policy which will be implemented in 1990, as did non-government school authorities.

Equity issues

During 1989, the Department of Education worked to improve equity in education in two major ways. The Department identified needs arising from the influence of gender, socioeconomic status, geographic location, ability and ethnicity on the educational experiences of students, and implemented activities in 1989 to meet these needs. Activities included:

- the publication of the second edition of the magazine *Razz* to help Year 8 (first year of secondary schooling) students in exploring and understanding future options for their lives;
- the coordination of a research project to examine retention issues from cultural, social and gender perspectives;
- a review of resources which support cultural and gender equity policies and practices in schools;
- an investigation of the school experiences of students from non-English speaking backgrounds in selected secondary schools;
- the establishment of a network throughout Queensland of the special needs consultants appointed to provide advice on the education of gifted and talented students in each of the regions;
- the release of the video *Chickens for Pormpuraaw* to provide information on programs to meet the educational needs of groups with a low socioeconomic status;
- the evaluation of strategies used to provide alternative ways of enhancing educational opportunities for students in isolated areas.

Commonwealth specific purpose programs

Commonwealth funds supported a number of specific-purpose programs to improve educational opportunities, participation, achievement and outcomes of particular student populations, or to provide for initiatives in specific areas for all students. Programs included:

- the Disadvantaged Schools program (known in government schools as the Special Program Schools Scheme);

- Country Areas program (known in Queensland as the Priority Country Area program);
- the Special Education program;
- the Australian Second Language Learning program;
- the English as a Second Language program;
- the Adult Migrant Education program;
- various Projects of National Significance.

Each of the programs established or continued a range of particular projects in 1989 which interfaced with Departmental activities.



Non-English speaking background students have access to a range of support services.

5 STUDENT OUTCOMES

Assessment policy

Student assessment in Queensland is school-based and continuous. The central purpose of assessment is to facilitate the attainment of a sound general education. Three closely linked broad aims evolving from this central purpose are:

- to improve teaching and learning;
- to provide educational accountability;
- to satisfy certification, credentialling and selection requirements.

Statewide assessment initiatives

Periodic surveys

Queensland has a long history of statewide assessment programs to improve teaching and learning and to provide educational accountability. These programs have taken the form of standardised educational tests to samples of school pupils. These tests, commonly referred to as periodic surveys, have largely concentrated on the educational performance of State school pupils at the Year 5 and Year 7 levels.

The Year 5 periodic survey has provided information to the Department of Education about the current level of pupils' reading achievement and has allowed comparisons to be made with achievement levels in previous years. The other major element of the program, the Year 7 periodic survey, has been conducted in various forms since 1935. Recent Year 7 test programs have comprised tests of reading, spelling, and four study-skill areas.

The most recent Year 5 periodic reading survey was conducted in November 1986 when a sample of approximately five per cent of Year 5 pupils were tested.

The procedures adopted in the study were consistent with those of earlier Year 5 surveys, to allow comparisons with scores obtained from the 1981 test administration. Results from these comparisons indicated that the level of reading achievement of Year 5 pupils in Queensland State primary schools in 1986, as measured by the Reading Test QR5, had not changed since 1981. Further, the 1986 distribution of scores was very similar to that recorded in 1976, which suggests that the level of reading achievement of Year 5 pupils had remained stable over the 10-year period.

The most recent Year 7 periodic survey was conducted in November 1987. A test battery was administered to a sample of approximately five per cent of Year 7 pupils. The test battery comprised three areas of language: reading vocabulary, reading comprehension and spelling; and four study-skill areas: map reading, graph, index and dictionary.

The results obtained from these tests indicated that the levels of pupil achievement in reading vocabulary, reading comprehension and spelling were at similar levels to those recorded in 1982. Pupil achievement on the graph test showed an increase since 1982, and small decreases were found on the map reading, index and dictionary tests.

In general, the 1987 results can be viewed as part of long-term stability in pupil performance particularly evident since 1972.

Recent developments and reports

In 1989, the Department of Education's Chief Inspector was responsible for the assessment of student performance in State schools for purposes of educational accountability and improvement. Specific activities undertaken during the year were:

- the planning of an expanded government and non-government school sample survey student assessment program for commencement during 1990;
- the introduction of an aide-memoire scheme for use by the regionalised inspectorate;
- the publication of a primary science sample study.

Sample survey program

Planning began on the development and administration of an expanded statewide program of monitoring government and non-government school student performance in aspects of mathematics, reading and writing during Years 5, 7 and 9 using light sampling techniques. Departmental officers began developing test items on aspects of mathematics skills in Years 5, 7 and 9 and aspects of reading and writing skills in Year 7. The project is being undertaken with assistance from the Australian Council for Educational Research (ACER).

Administration and reporting of these tests will be carried out in 1990.

Aide-memoires

Aide-memoires are schedules or surveys which allow on-site collection of data for later aggregation and statewide reporting. During 1989, members of the regionalised inspectorate:

- administered two model proofreading tasks to samples of students in Years 7 and 10 throughout the State. The results were published in the report *Indicators of Year 7 and Year 10 Performance on Spelling and Punctuation Proofreading Tasks*. The results indicated the need to strengthen students' spelling and proofreading skills, although the results cannot be regarded as definitive indicators of standard of performance;
- monitored student performance on selected functional competencies in order to identify student needs in literacy and numeracy.



Practical activities are used in primary science lessons to develop science concepts.

Publication of primary science sample study

During 1989, the results of the Departmental primary science sample study became available. Its aims were to provide information and instrumentation for monitoring the learning of science in primary schools and to establish some benchmarks of pupil performance for possible future investigation.

The study obtained general results of Year 5 and Year 7 pupils' performance in science concepts (connected with life, energy, matter, earth and space) and process skills (collecting data, organising data, generating knowledge and interpreting knowledge).

Additional information was also gathered by questionnaires covering attitudes to science and science lessons, and perceptions of classroom practice.

With respect to the five science concept categories listed above, for both Year 5 and 7, the highest mean scores were obtained for *life* and *energy* while the lowest mean scores were obtained on questions about the *earth*.

With respect to the four process skills listed above, the highest mean scores were obtained for *collecting data* and the lowest for *generating knowledge*.

On the subject of attitudes to science, pupils indicated they would like to visit places where scientists work to make up their own experiments and to learn about new and unusual things. Pupils generally displayed uncertainty about

whether they would like to be scientists, belong to a science club, or do science in their own time.

Regarding attitudes to science lessons, a similar pattern of positive attitudes was expressed by pupils at both year levels, although the Year 7 pupils were somewhat less positive.

On the differences between ideal and actual classroom practices, it was found that pupils were more interested in active involvement (e.g. more experimenting, more group work, reading about science) than in passive activities (e.g. sitting and listening to the teacher for most of the lesson).

One of the more interesting outcomes of the science study has been the production of two resource books, one on science concepts and the other on science process skills. These resource books are designed to be used by teachers, administrators, inspectors, consultants, curriculum developers and the wider educational community.

Student assessment for certification, credentialling and selection

Certification and credentialling

Since student assessment in Queensland is school-based and continuous, various certificates and reports are issued to students at the school level. As well, student portfolios are increasingly being issued to students so that they can collate their schooling achievements.

During 1989, a trial commenced at 12 State high schools (one in each government school region) for the following purposes:

- to determine the most effective recording and reporting procedures to be used with the portfolios;
- to explore the educational potential of the portfolios;
- to identify the level of support needed.

In 1989 student portfolio folders were issued to the total Year 10 cohort in all State high schools. This will continue each year and will include non-State Year 10 students in 1990.

The portfolios will present a total picture of students – their academic results, skills, interests and personal qualities from Year 8 to school exit.

With respect to certification and credentialling for senior schooling, a Year 12 student is eligible to receive the Senior Certificate provided he/she remains at school until the statutory date specified by the BSSSS and has completed at least one semester of study in any of three categories of subject (described in 'Curriculum' on pages 61–65).

The three categories of subject are:

- Board (BSSSS) subjects
- Board (BSSSS) - registered subjects
- Recorded subjects

With respect to Board subjects, attention is paid to achieving comparability across the State and to ensuring that students are assessed fairly in each subject. A BSSSS syllabus is provided for each subject and teachers use these syllabuses to write work programs for their own schools. Panels of teachers for each subject then see that all work programs meet the requirements of the syllabuses. These panels also look at tests and assignments that students have undertaken to ensure that standards are similar from school to school.

Board-registered subjects do not have Board syllabuses, but the school must have a work program accredited for the subject. Levels of achievement in Board-registered subjects are assigned by schools and are not subject to BSSSS review procedures.

Results on recorded subjects are awarded by the TAFE colleges and AMEB, and are not subject to BSSSS review procedures.

A summary of the 1989 attainment by field of study of students undertaking the Senior Board subjects is presented in Figure 3 on the following page.

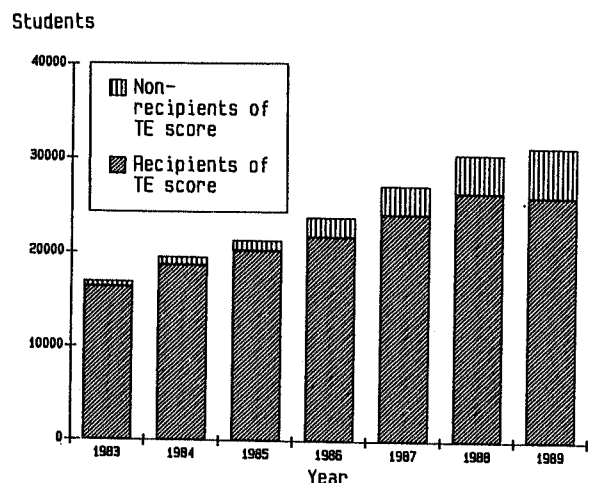
Selection

In addition to the Senior Certificate, Year 12 students are eligible to receive a Tertiary Entrance (TE) score if the following requirements have been met:

- completion of 20 semester units of Board subjects, with at least three subjects taken over four semesters each;
- attendance at the Common Scaling Test (CST).

Figure 2 shows the number of recipients of a TE score and/or a Senior Certificate. The percentage of the cohort not receiving a TE score is also shown. It can be seen that the number of students through the period 1983–89 increased dramatically. Also evident is the increasing percentage of Year 12 students not receiving a TE score—one indication of the broadening population (and curriculum) in senior secondary schooling.

Figure 2: Number of students completing Year 12 – recipients and non-recipients of a TE score



Source: Board of Senior Secondary School Studies 1990.

Student attitudes to assessment

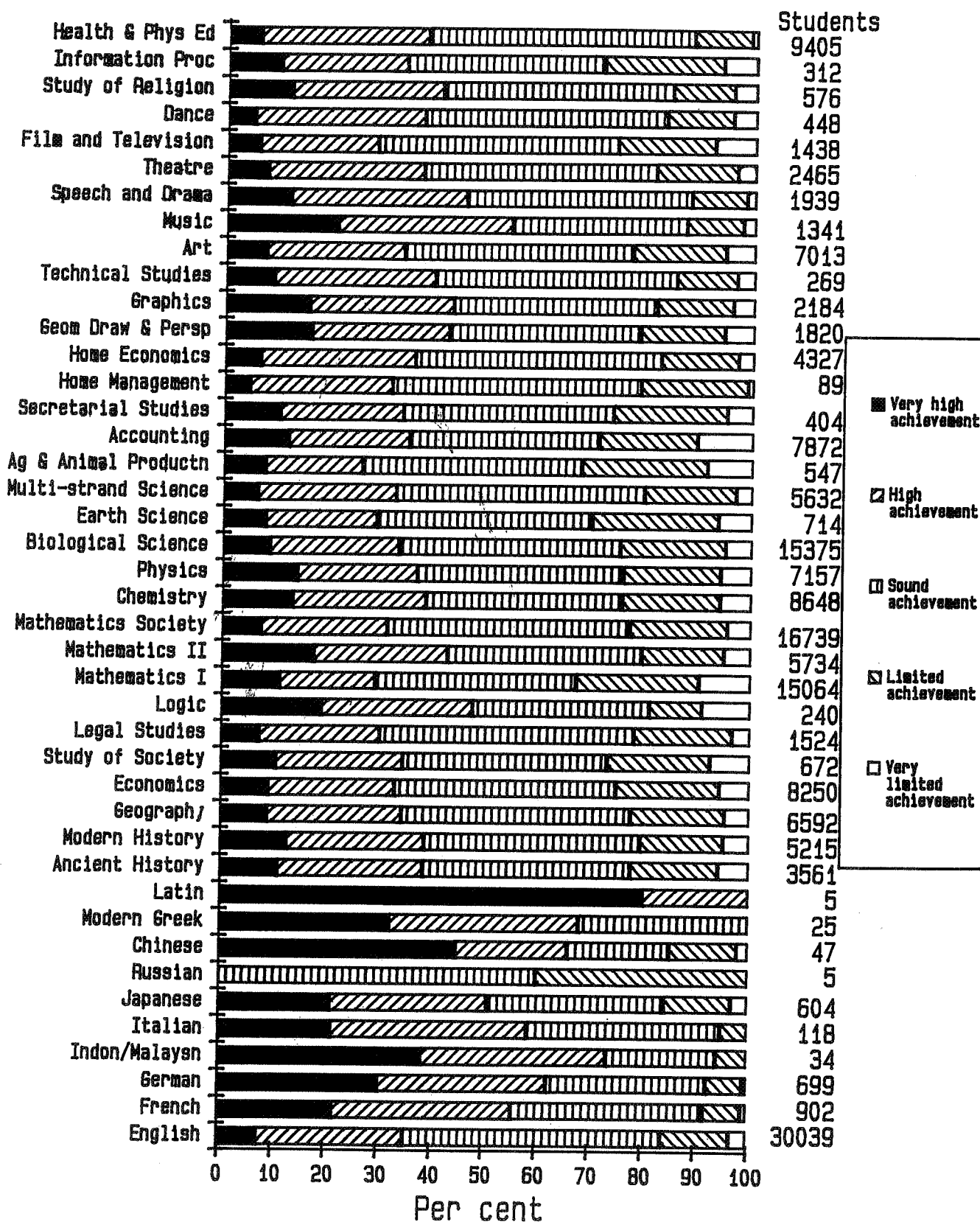
During 1989, the results of a senior secondary schooling study conducted by the Department were published in two reports, *Managing the Effects of Change in Secondary Education* and *Issues in Senior Schooling*.

Part of the study involved the collection of senior students' perceptions of assessment practices. The results included the following:

- Generally students accepted assessment as part and parcel of schooling. However, they had two main worries – they wished the spacing of assessment requirements to be more even throughout the year, and the weighting of assessment components to be more evenly distributed.
- While assessment marks were the main source of motivation for many students, by no means were all students motivated in this way. Some were motivated mainly by the interest and enjoyment they derive from the subject or teacher, and others were motivated by little else than the desire to improve their employment prospects.
- Most students regarded the TE score as important and useful as an 'all-purpose' credential, but it evoked extremely negative responses among many of the students. Interestingly, the TE score tended to be seen as important by more of the students as a general credential for seeking employment than as a criterion for tertiary selection.

The TE score system is being reviewed during 1990.

Figure 3: Levels of Achievement in Senior Board Subjects, Queensland, 1989



Source: Board of Senior Secondary School Studies, 1990

6 STAFFING: MANAGEMENT AND DEVELOPMENT

School-based staffing

Professional development: Government schools

One of the four priority strategies set by the Department during 1989 was 'Advancing the professionalism of Queensland Teachers'. Professional development activities in 1989 included:

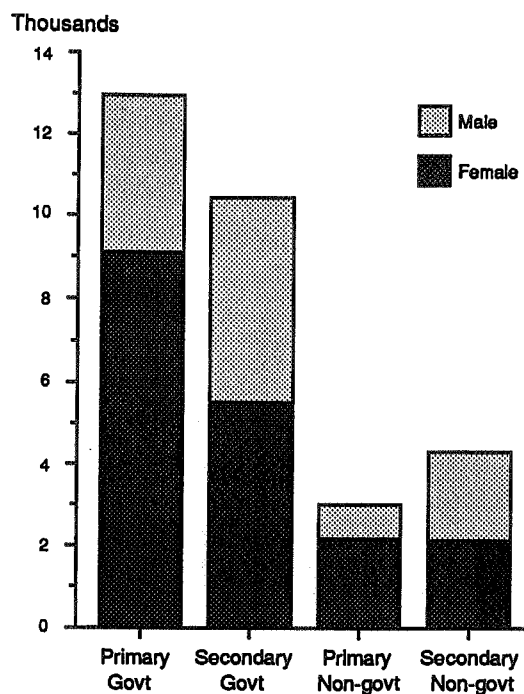
- the Effective Teaching and Learning Priority Project, which provided workshops on topics such as excellence in teaching and resources, including the video and print package *A Class for All Seasons*, which examines classroom management and teaching strategies;
- inservice education associated with the introduction of the P-10 syllabus;
- TSN 11 (Aussat) telecasts associated with mathematics education, human relationships education, special education, languages other than English and manual arts;
- the principals' and administrators' induction program, which provided seminars for new administrators, principals of secondary departments, and beginning principals;
- the operation of the Teacher Exchange program, in which 80 Queensland teachers taught overseas and benefited from the professional, cultural and personal insights gained in their host countries;
- the Study and Research Assistance Scheme, through which 4000 teachers and public servants gained assistance in the upgrading of their qualifications;
- the use of the regionalised inspectorate in development activities, especially those associated with school development planning.

Professional development: Non-government schools

Within non-government systems, similar professional development activities took place. For example, Catholic education provided a wide range of professional development activities for administrators, teachers and in many instances, parents.

Such activities ranged from highly structured programs of 300-400 hours (e.g. The Christian Leadership program), through courses of 30-100 hours duration (in Religious Education), to much shorter conferences, seminars and school-based programs. In addition, Catholic educators

Figure 4: An overview of teaching staff* of Queensland primary and secondary schools, 1989



* Full-time equivalent

Source: ABS Cat No. 4221.0 *Schools Australia 1989*.

participated in the wide range of formal and informal (award and non-award) courses offered by the education community in general.

As all principals in Queensland Catholic schools are employed on contracts (i.e. they are not covered by an industrial award) a great deal of effort was invested in refining the nature of these contracts and in developing the appraisal mechanisms which are an integral part of such contracts.

At the school level, support teams (interdisciplinary consultants) were available to assist teachers in the P-10 curriculum areas. A start was made on developing a new system for classifying Catholic schools, as a potential basis both for establishing the remuneration of principals and for reviewing the resource allocations to schools.

The preparation of teams to assist with the processes of School Renewal (including validation) was noteworthy. A revision of the current middle management scheme operating in secondary schools was completed.

In 1989 the AISQ conducted a State professional development conference for independent school principals and members of school governing bodies and provided a range of inservice for middle management and classroom teachers. Emphasis was placed on professional development

for teachers of languages other than English and six issues of a Japanese student newspaper were provided to students of Japanese in all government and non-government schools in Australia. A monthly teacher inservice bulletin was provided to assist independent schools provide inservice education for their teachers.

AISQ and QCEC jointly sponsored the Boarding Schools Project for the professional development of boarding school supervisors.

With respect to the CSAQ, professional development was organised according to the following policy:

- the encouragement of schools to give high priority to professional development;
- the encouragement of schools to be involved in professional activities organised by other educational bodies;
- the organisation of professional development activities to help schools become distinctively Christian.

New career structure for teachers and school administration officers

The Department of Education has recognised the need to raise the career expectations of teachers in order to attract and retain high-quality teachers in schools. A new career structure for teachers in State schools was proposed in 1989 in order to:

- advance the professional standing of teachers;
- encourage experienced teachers to remain in the classroom;
- provide experienced teachers with opportunities to share their skills with others;
- provide several career paths, including classroom teaching, specialist advisory and consultancy roles, and school administration;
- recognise the range, magnitude and complexity of the administrative and managerial responsibilities undertaken by school administrators.

The proposed structure involved replacing existing salary classifications and scales with a series of salary bands, each band containing a number of levels. A leading teacher classification and a restructure of subject master and senior administrative positions were proposed as part of the new bands to provide a choice of career paths with similar remuneration. A work value study of existing positions began in 1989 in order to determine the final structure, using the Cullen, Egan and Dell methodology.

In 1989, also, the development of a new promotional appraisal system continued through a working party

established by the Chief Inspector. The Department distributed the discussion paper, Proposed Promotional Appraisal Procedures, to schools for comment. Feedback was considered and procedures refined, with phased introduction due to commence in 1990 for applicants seeking promotion to principal class/grade 1 at primary, secondary or special schools.

Towards the end of 1989, the old position of administrative officer in schools was upgraded and redesignated as registrar with three classification levels. Existing administrative officer positions in secondary schools were changed and 140 extra positions created. Planning was undertaken to employ registrars during 1990 in all other primary and secondary schools with enrolments over 600 and secondary departments with 450 or more students. Schools will receive funds during 1990 to employ casual administrative assistants to increase administrative support to schools.

Non school-based staffing

Staff development and training

In 1989, a small training and development unit focusing on managerial and non-teaching personnel was established in the Department of Education.

The major focus was on productivity increases and multi-skilling of groups through training supervisors and other personnel in each client division.

Job evaluation

The Cullen, Egan and Dell evaluation process was used by the Department to review senior public service positions (both contracted and non-contracted) in regions and central office. All other proposed changes to remuneration levels were subject to the same process.

Employee assistance

The Department's Employee Assistance Service continued to provide a confidential counselling and referral service to any employee (including school-based staff) in the Department with a work-related or personal problem.

7 RECURRENT AND CAPITAL RESOURCES

During 1988, the Government Expenditure Review Committee examined the funding and expenditure patterns of the Department. It addressed the financial measures that had already been explored by Department of Education officers and recommended implementation of major changes in staffing, grants and asset rationalisation.

Major Departmental management initiatives associated with the allocation of resources during 1989 included:

- commencement of strategic planning across the Department;
- continued restructuring of central office;
- increased devolution of responsibility to regions including the regionalisation of the inspectorate – a regionally based, multi-level, multi-functional group;
- increased participation of the school community in the operation of schools, including involvement in school budgeting and the use of a bulk operations grant;
- commencement of the operation of EDMART, replacing the Supply and Stores Section, to provide a more efficient and responsive service to schools in the supply of material requisites;
- negotiations with Treasury and Works Department on asset rationalisation and retention of proceeds;
- increased marketing of educational products and services.

The 1989–90 State Budget speech announced:

- an increase of 11.3 per cent (3.3 per cent real) in the total allocation to education
- an increase of 709 teachers
- 25,000 extra Teacher Release Scheme days
- \$10.1 million for registrars and casual administration
- \$5.2 million for extra aides
- \$5.4 million for a School–Industry Links program
- a 4 per cent real increase in per capita funding to non-government schools
- a commercial and self-insurance scheme
- a \$140 million career structure proposal and remote area incentives scheme for teachers
- increased school improvements subsidies
- increased financial assistance to kindergartens associated with the Creche and Kindergarten Association and other non-affiliated kindergartens.

The 1988–89 State Budget provided for:

- an increase in the total allocation to education of 10.8 per cent (4.4 per cent real increase)
- an increase of 522 teachers (2.04 per cent)
- a decrease in capital works of 4.04 per cent

Table 1: Expenditure – Department of Education & other Departments on behalf of the Department of Education, 1988–89

(\$000s, rounded)

	School-based				Administration	Total
	Preschool	Primary	Secondary	Special		
Salaries & allowances of staff	40,901.4	463,347.6	382,235.4	42,636.5	43,468.4	972,589.3
Goods & services	6,375.2	92,134.9	91,737.7	14,293.0	28,068.9	232,609.7
Provision of buildings & grounds	2,837.3	41,786.9	47,959.8	4,756.9	5,060.9	102,401.8
Fixed charges	6,044.8	69,599.9	60,926.9	11,898.4	6,836.7	155,306.7
Total	56,158.7	666,869.3	582,859.8	73,584.8	83,434.9	1,462,907.5

8 OTHER PRIORITY EDUCATIONAL INITIATIVES

One other 1989 Department of Education priority not discussed in any detail above was the expansion of entrepreneurial activity within Queensland education.

In 1989, the Department established a unit to manage the international initiatives of the Department outside Queensland.

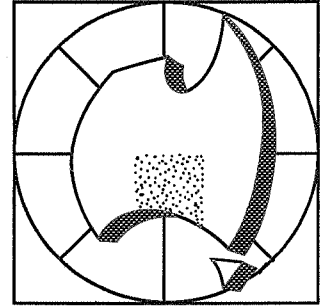
Major activities during 1989 included:

- developing and implementing a business and marketing plan for the Department for 1990 in particular, and for subsequent years;
- providing executive support for the Queensland Education Consortium to secure international aid and development projects;

- providing executive support for the Queensland Education Consortium;
- managing short-term visits to Australia by overseas groups seeking cultural and educational experiences;
- managing the implementation of the full-fee program for overseas students in Queensland secondary schools;
- accepting responsibility for registering all Queensland institutions and courses that may be offered to overseas students;
- assuming responsibility for approving and monitoring all student exchange organisations operating in Queensland;
- assisting the negotiations and implementation of government-to-government cooperative educational agreements.

A cooperative exchange agreement was signed in May 1989, with Hubei Province in central China, and discussions on cooperation with relevant educational authorities in Thailand, Malaysia and Indonesia were commenced.

SOUTH AUSTRALIA



This chapter presents an overview of the provision of schooling in South Australia in 1989. It was prepared by officers of the Education Department and includes contributions from the Catholic and independent sectors following close consultation with the Catholic Education Office and the Independent Schools Board. Most non-government schools are affiliated with one of these agencies.

1 OBJECTIVES AND PRIORITIES FOR SCHOOLING

Government schools

The South Australian Education Department's priorities are defined in its Three Year Plans which have rolling three-year horizons and are reviewed annually.

The key objectives of the 1990–1992 plan, which was produced in the 1989 planning cycle are as follows:

- to improve the capacity of the Education Department to anticipate and respond to change;
- to improve school curriculum and the processes of teaching and learning;
- to promote equality of educational opportunity for students;
- to strengthen support for schools;
- to improve staff morale, performance and career opportunities;
- to manage our resources better;
- to build public confidence in the State education system.

All directorates and schools in the Education Department produce their own developmental and operational plans within the context of the Department's three-year plan.

Catholic schools

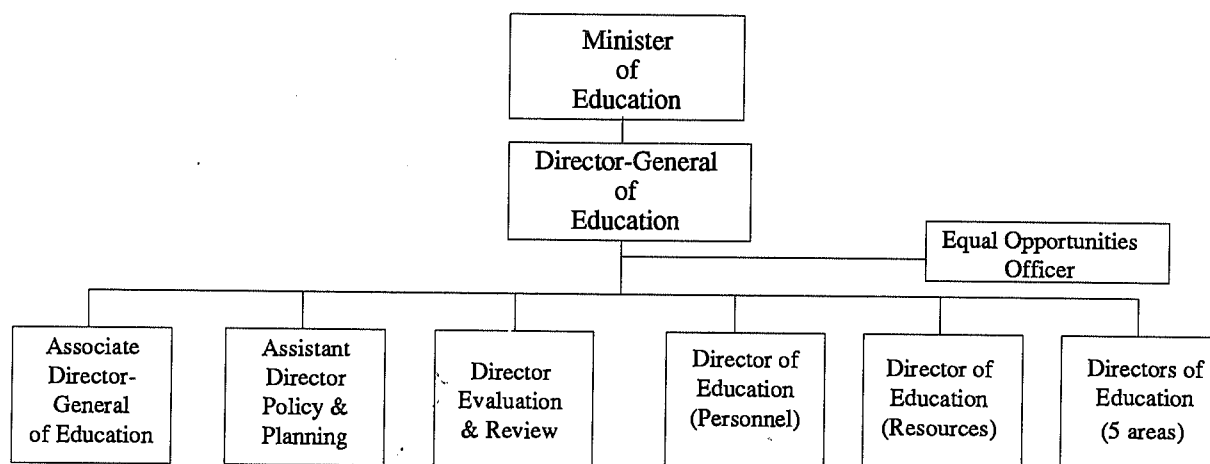
The overall objective of Catholic schools is to develop fully the potential of all students in a religious context, to prepare them for life, for further education and/or for profitable employment in Australian society. In 1989 schools have particularly emphasised:

- improving student literacy;
- improving the teaching of mathematics;
- increasing the level of Special Education support;
- developing the potential of school boards and parent bodies;
- maximising educational opportunities for girls;
- improving professional development of persons in leadership positions;
- implementing courses in Aboriginal education.

Independent schools

In the context of wishing to provide an education for students that develops their educational potential in a way that is relevant to their individual needs, including moral and spiritual needs, the following objectives were priorities for Independent Schools in 1989:

- to maintain and develop programs which are accessible to disadvantaged students;
- to make students more aware of our geo-political links with Asian countries and of our historical links with European countries;
- to continue to encourage teachers to develop their professional skills;
- to continue to provide a well-rounded education for students from isolated areas through provision of boarding house facilities;
- to develop in students, as far as their potential will allow, basic skills of English literacy, numeracy and social sciences as well as an appreciation and understanding of creative arts.



2 STRUCTURE AND OPERATION OF SCHOOL SYSTEMS

South Australia has three sectors of schooling: Government, Catholic and Independent. The age of entry to schooling is legally six but most children enter Reception soon after they turn five. Junior primary schooling encompasses Reception to Year 2 and children remain there for from two and three-quarter years to three years. The remainder of primary schooling is from Year 3 to Year 7. Students enter high school at Year 8 and compulsory schooling ends when students turn 15 years of age. In Year 12 students may take Publicly Examined Subjects (PES) and/or a variety of School Assessed Subjects (SAS) or a mixture (Hybrid courses) for which they receive a certificate stating their achievements.

Government sector: System and school management

The Director-General of Education is based in Central Office in Adelaide, as are other senior officers with statewide responsibilities for policy, planning, monitoring and review. The central directorates are Curriculum, Resources and Personnel.

The State is divided into five administrative regions called Areas which form the interface between central directorates and schools and implement centrally generated curriculum and other policies. During 1989 the Department has continued to stress its corporate cohesion while ensuring the right mixture of policy and operational

decentralisation to ensure flexibility in the delivery of services to students.

Within the Areas there are geographical clusters of primary and secondary schools called Districts. District superintendents, who are senior education officers, work with the school principals in their Districts on such tasks as School Development Plans. They are responsible for identifying the inservice needs of principals and generally support them in providing quality education for students in their schools. District superintendents are responsible to their local Area Directors.

The school principal is the manager of the school and responds to the Director-General of Education through the local Area Director. The principal is not only responsible for the day-to-day administration of the school but plots its course to meet the objectives of the Department's Three Year Plan, which are addressed within the context of local priorities in each school's individual School Development Plan.

Community involvement in school governance is ensured through the system of school councils, which play an important management role in all government schools. School councils are made up of parents, teachers, students (in schools with senior secondary students) and community members. In November 1989, Executive Council of the South Australian Government approved amendments to the Education Department Regulations to ensure that parents and the wider community have increased responsibility in the management of schools. In 1989 the parent participation policy statement, *Parents and Schools*, was launched to promote and develop the role of parents in schools.

Most secondary schools and increasing numbers of primary schools have some form of student council. The role of these councils is being developed to give students an increasing participation in the decision-making processes of school. The State Council of Students (SCOFS) policy was drafted during 1989.

Catholic and independent schools

Catholic Schools operate on a decentralised basis. Each school is run by a board comprising elected parent and parish representatives. They are responsible for policy making and financial management within the overall policy framework established by the South Australian Commission for Catholic Schools (SACCS), which all Catholic schools have agreed should represent them to the Commonwealth Government for reporting purposes.

Independent non-government non-Catholic Schools associated with the Independent Schools Board have their own teaching methods, administration, religious ethos, staffing, financial arrangements and curriculum. They are actively involved in statewide educational and curriculum issues as well as professional development programs, and maintain ongoing liaison with groups involved in education as well as their individual school communities.

The role of the South Australian Independent Schools Board (ISB) is to strengthen the capability of member schools in order to preserve their individual independence and to sustain their preferred approach to education. The ISB develops, coordinates and represents the interests of independent schools on educational issues, industrial issues, government policies and regulations and other issues that have the potential to affect schools.

In South Australia the Independent and Catholic sectors have representation on a series of committees and boards which are coordinated by the Non-Government Schools Secretariat. The Secretariat also coordinates State Government funding for Catholic and Independent schools, registration of schools and cross-sector planning. Nationally, the ISB is represented by the State Minister of Education via the Australian Education Council and through the National Council of Independent Schools Associations in consultation with the Commonwealth Department of Employment, Education and Training (DEET).

Contextual Influences

The population of South Australia consisted of 1,423,300 people in mid-1989. The majority, 1,036,300 (or 73%), were concentrated in metropolitan Adelaide. There were 243,539.6 (full-time equivalent) school students. Of

these, 71% were in schools in metropolitan Adelaide while 29% received their education in a variety of settings such as the industrial centres of Whyalla or Port Augusta, country towns and villages, mining settlements, remote homesteads or Aboriginal Homelands in the far north-west of South Australia.

For some time South Australia has had minimal population growth and declining numbers of school children. Increasingly, however, the lack of employment for youth and positive government policies aimed at retention of students in school have caused more students to remain there for Years 11 and 12. Competition for jobs, an ever more technologically oriented work environment plus an increasing demand for qualifications have been complemented by growing numbers of people returning to school to improve their academic qualifications.

The increased number of students in Years 11 and 12 has led to a consideration of appropriate curriculum and assessment and certification procedures for senior secondary students. The Enquiry into Immediate Postcompulsory Education under Mr Kevin Gilding, which commenced in 1987, concluded in July 1989. Following extensive consultation with higher education authorities, the Catholic Education Office, the Independent Schools Board, parents, employers, trade unions, teachers and students, a comprehensive two year study course leading to the new South Australian Certificate of Education (SACE) will replace the existing Year 11 and 12 programs by 1992.

Links with higher education/TAFE/industry/business and the wider community

Higher education

Most school leavers enter higher education on the basis of their results in Publicly Examined Subjects which are aggregated, moderated and ranked by the Senior Secondary Assessment Board of South Australia (SSABSA) on behalf of the tertiary institutions. The Enquiry into Immediate Postcompulsory Education recommended modifications to the entry selection process for institutions of higher education. It was recommended that students should be selected on the basis of completing SACE and an aggregation of the best three full-year subjects out of a possible five subjects. Four of these subjects would be designated Higher Education Selection Score subjects by the higher education institutions. It is proposed that these modifications should begin with the 1994 entry intake. The matter is being considered by the higher education institutions who will respond by September 30, 1990.

Department of Employment and Technical and Further Education

Transfer of credit arrangements presently exist between Year 12 subjects credited by SSABSA and awards of the former Department of TAFE, now the Department of Employment and Technical and Further Education (DETAFE). At the moment, 15 Year 12 Business subjects carry status into a range of TAFE Certificate and Advanced Certificate courses. Negotiations are under way to extend the range of curriculum areas in which this transfer can occur and also to enable TAFE subjects to carry credit towards the new South Australian Certificate of Education. The roles of the Education Department and TAFE were clarified in the release of a joint statement on schools: *Providing High Quality Education and Training Services for South Australians*.

School-industry links

1989 was designated the 'Year of School and Industry' to raise public awareness of the importance of school-industry cooperation and to encourage the development of stronger links between schools and industry. The impetus gained from this year will be built on in 1990 and beyond.

To assist students the Labour Market Awareness program provides up-to-date youth labour market information to schools. With the cooperation of DEET and DETAFE such publications as *Youth Labour Market Issues* and *Careers Update* were produced and the *Job and Course Explorer* computerised data base of career information has been set up.

Independent and Catholic schools

In common with Education Department initiatives, schools have developed links with industry through the State's tripartite Work Experience program. Further links have been established with Business and Higher Education through the Unlock Your Future Project which has been developed with DETAFE, SSABSA and the three sectors of schooling. Employment outcomes for students have been enhanced through career information services in schools and discussion with local major employers about their requirements for apprenticeships and job training.

3 CURRICULUM

Curriculum policy in government schools

Under the Education Act the Director-General of Education has full responsibility for curriculum in schools. It is the role of central directorates within the Education Department to generate policy and for each of the five Area directorates to implement policy. The four major

emphases of the Curriculum Directorate are:

- the preparation of policy documents and curriculum framework statements to be followed by all schools;
- the preparation of policy support materials for use by schools;
- the coordination of curriculum activities;
- the monitoring of curriculum across the state.

In 1989 there was extensive work in the preparation of the document *Educating for the Twenty-First Century: A Charter for Schooling in South Australia*. This document, to be published in 1990, sets out long-term curriculum objectives for education

Review and development

Processes

The Education Department's Three Year Plan determines the number, type and range of curriculum activities to be supported. In turn, Area and school educational plans reflect the system's local priorities. Strategies for review can vary from formal to informal and are managed at school and Area levels or statewide as appropriate.

Outcomes

The Department and Directorate Three Year Plans describe the parameters within which new curriculum policy and frameworks are taken up. Outside the system's imperatives, individual schools are responsible for determining their own subject offerings. The take-up rate, therefore, for non-required curricula will vary according to the needs of individual schools.

Accreditation processes for new courses

Within the Education Department new courses developed by project teams within the Curriculum Directorate are approved by Accreditation Advisory Panels, which consist of people with expertise in the specific subject areas to be reviewed. These Panels pass on their recommendations to the Associate Director-General of Education who advises the Director-General.

SSABSA is responsible for the development of final-year secondary curriculum as well as for student assessment for the purposes of certification. SSABSA publishes syllabuses in over 100 subjects which are accredited by its Board, and approves and publishes descriptions of many more school-based subjects (Registered Subjects).

Individual subject committees prepare new courses at Year 12 level. There is an opportunity for formal and informal response by 'stakeholders' during the process. Subject committees pass on their recommended courses

to the SSABSA Education Standing Committee which recommends to the SSABSA full Board for accreditation, usually for a five-year period.

With the introduction of the new certificate imminent, SSABSA is now preparing Curriculum Frameworks for Year 11 (or Stage 1 as it will be known). These will be used to develop school curriculum for commencement in 1992.

Curriculum documents, publications and materials

Curriculum support materials for Education Department courses have for many years been produced by the Publications Branch. There is a limited free distribution to schools together with extra copies for sale to teachers in South Australia and interstate. South Australian curriculum materials have attracted interest and sales in the 1988-89 financial year amounted to \$479,000. The best selling title for 1989 throughout Australia was *Learning in Early Childhood: What Does it Mean in Practice?* This comprehensive document aims to help educators of children from three to seven years of age develop effective programs. Other major publications included *Media Lab Resources*, *Keyboarding: Stages 1-4* and *The Kaurua People*, which is the first volume in the new secondary Aboriginal Studies series. In 1989 the Publications Branch amalgamated with the Educational Production Services at its Darlington site to form the new Materials Development and Production Services Unit.

Curriculum policy in independent and Catholic schools

Individual schools are responsible for curriculum implementation. Schools choose from a range of curriculum developments occurring within the State and nationally. There is a high degree of cooperation on a regional and statewide basis between Catholic schools, the Education Department and the Independent Schools Board. Some projects involve all systems.

Evaluation of curriculum is primarily school-based and is complemented by schools participating in Education Department projects. Regular reviews of schools' curriculum provision are undertaken by the Non-Government Schools Registration Board under the aegis of the State Minister of Education.

4 ENROLMENTS, RETENTION AND EDUCATIONAL PARTICIPATION

Table 1: Number of schools by sector and location, 1989

School Type	Government	Catholic	Independent	All Schools
Metropolitan				
Primary	286	53	26	365
Primary-Secondary	3	15	23	41
Secondary	63	11	6	80
Special	18	2	3	23
Total	370	81	58	509
Country				
Primary	240	19	18	277
Primary-Secondary	53	3	1	57
Secondary	35	2	1	38
Special	8	0	0	8
Correspondence	2	0	0	2
Total	338	24	20	382
GRAND TOTAL	708	105	78	891

Source: SA Department of Education.

Number and types of schools in the government sector

Within the 708 schools operational in 1989 the South Australian Education Department offered a wide range of school types to accommodate student needs.

Urban areas are usually served by high schools and primary schools. In some instances the junior primary school is a separate entity from the primary school and about 100 junior primary/primary schools have Child Parent Centres attached to them.

In rural locations, 53 Area Schools cater for students from Reception to Year 12 inclusive, while 31 Rural Schools usually take students from Reception to Year 10. There are 18 Special Schools for students with disabilities. Two metropolitan schools cater for students from Reception to Year 12 and three high schools take girls only. There are a number of Special Interest schools including four secondary schools for music and one for languages. There are also agricultural schools and a primary school for gymnastics. These schools provide a more intensive program in the area identified. One school specifically prepares students for careers in the trades and some schools have a special interest in adults who return to school to upgrade their academic skills. The Correspondence School in Adelaide provides primary and secondary courses to anyone requiring them, while the School of the

Air at Port Augusta supports the learning of remote and isolated children. Though the majority of Aboriginal students attend mainstream schools, there are 15 Aboriginal and Anangu (Pitjantjatjara) schools, mainly in the north-west of the state. Kurna Plains School is in Adelaide and caters for urban Aboriginal students. Two schools, Bowden Brompton Community School and Warriappendi, provide alternative educational settings for students experiencing difficulty in mainstream schools.

Student enrolments

Table 2 gives a breakdown of the number of students in the three South Australian education systems. Numbers are given in terms of full-time equivalent students: full-time plus the aggregated fraction of part-time students.

Table 2 : Number of students in government and non-government systems by sector and location, 1989

School Type	Government	Catholic	Independent	All Schools
Metropolitan				
Primary	286	53	26	365
Primary-Secondary	3	15	23	41
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Total Metropolitan	370	81	58	509
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Special	8	0	0	8
Correspondence	2	0	0	2
Total Country	338	24	20	382
Total for State	708	105	78	891

Source: SA Department of Education.

At 21 July 1989, enrolments in South Australian government schools numbered 187,072, made up of 117,276 full-time equivalent students in primary education, 68,538 full-time equivalent students in secondary education and 1,258 full-time equivalent students in special schools. Total Government enrolments increased from 185,706 in 1988, mainly due to additional primary enrolments.

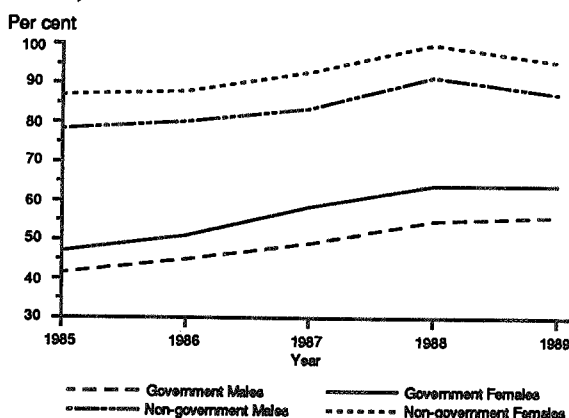
In line with national trends, there has been increased retention in the upper senior years; in 1989, 59.6% of students remained in school to Year 12 as compared with 30.9% a decade ago. Girls seem more inclined to stay on at school than boys and in 1989 their apparent retention rate was 63.7% and that of the boys was 56%. Similar trends are observable for Years 10 and 11.

Initiatives to increase retention in Government Schools

Progress was made towards the implementation in 1992 of the two-year (Year 11/12) SACE, which is designed to provide a form of certification to meet the needs of the full

range of students, not only those going to higher education. During 1989, the South Australian Government announced increased grants for 48,000 students (\$100.00 for primary students and \$150.00 for secondary students) to assist with the costs of school books, activities and equipment. Additional salaries were allocated as part of the Commonwealth and State funded "Students at Risk" program to schools with low retention rates or with students at risk of leaving school prematurely.

Figure 1: Apparent retention rates by gender and sector, 1985-1989



Source: *Schools Australia 1989*, ABS Cat 4221.0.

The South Australian government system has high retention rates to Year 12 (59.6% in 1989) and is only surpassed by the ACT (96.9%) and Queensland (64.1%). However, some students benefit more from education than others and particular groups of students have higher retention rates than others. The Social Justice Strategy of the South Australian Government was launched in 1987 and focuses on matching available resources more effectively to the needs of the community. The Education Department's Curriculum Directorate has social justice as one of its major responsibilities.

In 1989-1990 funding through the Government's Social Justice Strategy was redirected towards:

- placing teaching staff in schools with high numbers of disadvantaged students;
- establishment of schools specialising in literacy, maths and science ('Focus' Schools) in disadvantaged areas;
- expansion of programs supporting the integration of children with disabilities into neighbourhood schools;
- extension of labour market awareness programs for girls;
- support of bilingual school assistant programs in primary schools.

Initiatives such as this are aimed at helping students gain a full secondary education and opening the full range of future pathways available to them.

Initiatives to increase retention among specific student groups

Aboriginal students

Research into Aboriginal students' language and learning continued and the results will be disseminated in 1990.

Aboriginal Studies courses were implemented in some primary schools as well as the recently published *Kaurna People* course for Years 8-9.

Aboriginal retention rates to Year 12 have improved. In 1985, for instance, 15% of the original year intake were still at school but in 1989, 27% remained. These projects will increase the trend and help to make schooling a more successful experience for Aboriginal students by developing:

- increased self-esteem and confidence in Aboriginal students;
- greater awareness and understanding in non-Aboriginal students;
- improved academic outcomes for Aboriginal students;
- greater knowledge and pride in Aboriginal students about their cultural heritage.

Students from Non-English speaking backgrounds

In 1989 there were a number of key initiatives including the following:

- A research project has been conducted to identify school and classroom practices which can be changed in order to create a supportive school environment for students from non-English speaking backgrounds (NESB). Strategies recommended by the study will be trialled in 1990 and will be available in schools in 1991.
- Classroom initiatives to improve the quality of participation in schooling of NESB students have been documented by teachers and Area advisors on multiculturalism in education. These will be available for dissemination in 1990 under the title of *Case Studies of Good Practice in Culturally Inclusive Education*.
- Classroom research has been undertaken into the learning styles of NESB students in

mathematics, seeking to identify critical factors in addition to language which may impinge on the learning process. It is anticipated that preliminary results will be available at the beginning of 1991.

Students with disabilities

Students with disabilities increasingly receive their education in neighbourhood schools. Initiatives to support them in the schools in 1989 included the development of enrolment procedures, the provision of an appropriate negotiated curriculum, a disability awareness package and communications and language training for teachers. In addition, an outcome of the Three Year Plan to promote equality of opportunity for students with disabilities was the development of a draft policy titled *The Education of Students with Disabilities*.

There was a secondary emphasis in Special Education resourcing in 1989. Strategies for encouraging students with disabilities to remain at school included:

- provision of SSABSA Registered Subjects for students with disabilities at postcompulsory level and, in addition, facilitation of access to the SSABSA accredited course Community Studies;
- promotion of the inclusion of students with disabilities in SACE.

Girls

In 1989, a Three Year Plan was devised for girls' education across the State system. Three objectives were established and the priorities for these over a three-year period will be the focus of activity relating to girls' education in South Australia. The objectives and priorities are:

- to broaden girls' postschool options through work education, labour market awareness programs and work experience;
- to increase the active participation of girls in maths, science and technology through the development of a Reception to Year 7 maths curriculum based on girls' experiences;
- to provide a supportive learning environment for girls through the development of curriculum to counter sexual harassment, through the development of guidelines for the most appropriate ways of teaching single-sex classes and through the collection and distribution of examples of practices which enhance girls' learning.

A Project of National Significance for girls' education was undertaken in 1989. The research examined three areas of school activity:

- the responses of a group of girls from a single sex secondary school to various forms of assessment;
- teacher methodology in relation to girls from Reception to Year 12;
- teachers working on ways of identifying sexual harassment in a junior primary school.

The results of this project will be published in late 1990.

Students with economic or geographic disadvantage

The Priority Projects Program and the Country Areas Program aim to increase retention through assisting schools and school community groups disadvantaged by socio-economic circumstances or by geographic isolation. In 1989 both programs put increased emphasis on initiatives that provided affirmative action for girls and Aboriginal students.

Distance education and open access education

A tradition of creative and successful practices is being followed to provide increased access to a far wider range of courses for isolated rural and metropolitan students from Reception to Year 12. The Open Access Strategic Plan 1990-1992 which was developed in 1989 involved wide consultation with parents and educators across the State.

Under the Plan:

- a multicampus Open Access College, combining a restructured Correspondence School and School of the Air, and creating a Senior Secondary School of Distance Education, will be established;
- the production of open access education learning packages of educational materials will be centralised;
- the introduction of new technologies to support distance education will be coordinated;
- training and development of staff in open access education practices will be provided.

Catholic schools

There are 105 Catholic schools including 72 primary, 13 secondary, 18 primary and secondary and two special schools. Eighty-seven of these schools are systemic and receive Commonwealth funding from a block grant administered by SACCS. Eighteen are non-systemic and receive Commonwealth funding directly from DEET. Eighty-one schools are metropolitan and 24 are non-metropolitan. In 1989, there were 33,845 students enrolled in Catholic schools.

Historically Catholic schools have experienced high retention rates to Year 12 and in 1989 these were 82.4% of the original year (87.2 for females and 77.6 for males). Schools are endeavouring to improve these rates further through SSABSA-based curriculum development and also by:

- increasing curriculum offerings at secondary level;
- increasing funding for special and Aboriginal education;
- establishing gender and equity programs;
- providing assistance to students from non-English speaking backgrounds.

Independent schools

According to South Australian Education Department statistics there were 22,622.5 students enrolled in the independent sector in 1989. Out of a total of 78 non-government non-Catholic schools 44 were primary, 7 were secondary and 24 were combined primary and secondary schools. There were also three special schools. Seventy-one schools were members of the Independent Schools Board.

Independent schools have very high apparent retention rates. In 1989 the retention rate was 104.7 indicating that numbers of students had increased in the upper secondary years. Independent schools are maintaining their retention rates through increasing the number of SSABSA School-Assessed Subject offerings, thereby widening the range of options open to students at the postcompulsory level.

Gender equity

Within the framework of the national policy for the education of girls, school initiatives in gender equity reflect the various and unique philosophies of independent schools and are focused on the development of the full potential of individual students.

5 STUDENT OUTCOMES

The Education Review Unit

Outcomes for students in South Australian Schools will be closely monitored by the Education Review Unit (ERU) which was established by the Director-General of Education and began its work late in 1989. The basic objectives of its program are to contribute to the improvement of learning outcomes for students in South Australian government schools. To this end, the Unit will review schools in relation to their School Development Plans and provide direct feedback to them. The Unit will also review Directorates, Curriculum units, Support and Service Sections and Project teams at all levels within the context of their Three Year Plans or other educational development plans. The ERU will gather information for reviews of how the education system functions overall and assist the Education Department's processes of public accountability by providing accurate and timely information on the effectiveness of educational practice and of the adequacy of the services provided.

Assessment and reporting

The Education Department has published a position paper on student assessment, *Student Assessment and Reporting*. Basic to its philosophy is that the major purpose of assessment in schools is to encourage and assist the learning of all students. This places more emphasis on 'formative' than on 'summative' assessment – that is, on providing regular assistance to students within a course rather than measuring their performance at the end of it. The prime aim, therefore, of assessment from Reception up to Year 11 should be the encouragement and fostering of learning rather than ranking and selection.

The paper provides a framework within which school communities can review their assessment and reporting practices, and develop a school assessment policy. This school-based review and policy development is intended to take place within existing resources and over a period of time developed by each school community. Students and parents should be encouraged to become involved in this review and in any discussions leading to an agreed school policy on assessment and reporting.

All schools are expected to provide students and their parents with accurate and informative reports on educational progress.

Certification policy and processes at the senior level

SSABSA is the authorised certifying body of student performance at Year 12 level. SSABSA's authority to certificate is intended to extend to Year 11 level from 1992 as part of the implementation of the new two-year senior secondary course recommended by the Enquiry into Immediate Postcompulsory Education.

Official certification of achievement is by the presentation of a SSABSA document of the candidate's results in any SSABSA accredited or registered subjects. Most students who were in Year 12 in 1989 would have attempted a SSABSA course/subject and received a SSABSA certificate with a statement of achievement.

Assessment is partially by public examinations (50% of the total grading for some subjects) and partially by the school. While publicly examined subjects (PES) are acceptable currently for entrance to higher education courses, the majority of SSABSA subjects are entirely school assessed. These are registered Subjects and accredited School-Assessed Subjects (SAS). School assessments for all accredited subjects are moderated as follows: PES by statistical methods using examination marks, and SAS by expert opinion for which visiting moderators are employed by SSABSA.

Completion rates and attainment

SSABSA publishes an annual report including data on enrolment and attainment statistics. With regard to completion of courses, students who take publicly examined subjects (PES) are more likely to complete them than those who take school-assessed subjects (SAS) or Hybrid courses. In 1989, about 5% of candidates taking a full PES course withdrew, as compared with about 14% of those taking all SAS and 11% of those taking Hybrid courses. The SSABSA report also reveals trends of ongoing concern to schools. For instance, females predominate in arts and SAS subjects while males prefer maths/science areas and take publicly examined subjects which lead on to university. Much effort has been and is being devoted in schools to redress this imbalance.

Student achievement record

All school leavers from government and some non-government schools in South Australia receive a Student Achievement Record. This is the official record of a student's school-based achievements and is included in the student's Personal Portfolio with other records and manuals containing instructions for use. The Personal Portfolio and Student Achievement Record are statements of an individual student's achievements and are not intended to be statements comparing one student's achievement with another.

The Student Achievement Record includes the following essential sections:

- a school reference focusing on the student's personal qualities and capabilities both academic and non-academic;
- a statement outlining the activities and responsibilities in which a student has participated while at school;
- a statement documenting the student's English literacy skills;
- a description of the subjects studied prior to the final years of schooling;
- subjects studied in the student's final year of school and teachers' comments;
- a specific statement about the student's achievements written in relation to subject descriptions;
- the category of the student's achievement (e.g. 'Satisfactorily completed with high quality', 'Satisfactorily completed', 'Not satisfactorily completed').

Employers, unions, parents, teachers, students, the Independent Schools Board and the Catholic Education Office were involved in the development of the Student Achievement Record.

Assessment of literacy

In line with the Department's Three Year Plan, the assessment of literacy is a priority area. One important project is the Writing, Reading Assessment program (WRAP), a three-year program which began in 1989 to monitor the literacy performance of students in South Australian Education Department, Catholic and Independent schools in Year 6 and Year 10. The survey will provide a rich portrait of literacy activity and performance and aims to contribute in a positive way to improving the teaching and learning of literacy skills. It will:

- provide information about students' performance in reading and writing;
- describe the range of reading and writing in which students are engaged;
- describe students' attitudes to reading and writing;
- provide professional development for selected highly skilled teachers in assessment of literacy;

- provide information for all teachers on assessment of literacy.

A stratified random sample of students from 61 schools participated and an interim report has been produced. The survey thus far has revealed that while students are asked to write in a wide range of forms, much of the writing concentrates on a limited set of functions. There is evidence that students in general are not challenged to extend their thinking through writing. Most students can communicate a straightforward message in reading and writing with reasonable accuracy. However, there is a suggestion that an emphasis needs to be placed on the elaboration of ideas and their organisation in writing. Teachers are teaching the conventions (i.e., punctuation, grammar and spelling). Students in general are competent in these areas.

Most students in Year 6 can read the texts set for them by their teachers with substantial comprehension of main points and supporting details. A small group of students cannot. Students at this level read widely and rely on home, school and class libraries for much of their reading needs.

The survey will continue through 1990 with a comprehensive range of new and repeated writing and reading tasks at both year levels. WRAP will also target the literacy performance of students from non-English speaking backgrounds and children in poverty and will investigate gender issues.

WRAP procedures and materials are currently being used by special groups:

- Aboriginal students
- students with disabilities
- students with hearing impairment

Assessment and languages

Initiatives to assist in the assessment of NESB students and programs in languages other than English include the following:

- The English as a Second Language (ESL) Student Needs Assessment project for Reception to Year 12 aims to develop a set of guidelines to inform the provision of services for NESB students in South Australian schools. These guidelines will include assessment procedures to identify NESB students with particular English language and learning needs and a needs-based resourcing formula to direct the allocation of staffing, special programs and facilities. It also aims to relate school based assessment practices to the process of ESL curriculum development.

- The Languages other than English (LOTE) Reception to Year 12 project aims to provide guidelines for teachers and schools on assessment processes and reporting practices and to develop an assessment kit for teachers with exemplars of good assessment and reporting practices.

Independent and Catholic schools

Student outcomes are primarily the responsibility of individual schools. In this area, there is a great deal of cooperation and collaboration amongst schools.

Assessment processes vary, but are developed in consultation with students and parents. Schools use 'formative' assessment to guide and assist students in realising curriculum objectives, especially at junior secondary levels.

6 STAFFING: MANAGEMENT AND DEVELOPMENT

Table 3 gives numbers of full-time equivalent teaching staff employed in South Australia.

Table 3: Teaching staff, by sector and level, 1989

	Primary	Secondary	Special School	Total
Government	7,046	6,066	263	13,375
Non-government	1,620	1,898	32	3,550
All Schools	8,666	7,964	295	16,925

Source: National Schools Statistics Collection.

Education department staffing

South Australian Education Department statistics show that in addition to more than 13,000 full-time equivalent teachers in government schools there were some 5,000 part-time and full-time ancillary staff also employed in schools: bursars, school assistants, groundsmen, etc. Approximately 370 full-time equivalent teachers were seconded to advisory or other kinds of support positions. In addition, nearly 850 public servants were employed as executives, senior education officers, administrators and clerical workers elsewhere in the system.

Professional development

The Orphanage Teachers Centre was opened in October 1989 as a professional development centre for the whole school community including teachers, parents, students and others working in the field of education.

In view of the importance of training and development to organisational effectiveness and performance improvement, 'professional development' has become closely aligned to the needs of the education system. New management structures and procedures have been established to ensure that training and development priorities, programs and resourcing are better coordinated, more efficiently administered and lead to more effective outcomes.

The Department's Three Year Plan and related Area and School Development Plans provide the framework for the development and delivery of training and development programs. These plans articulate the objectives and priorities upon which the bulk of training and development activities must be focused. Hence, the key areas for training and development have been:

- principal support;
- support for the implementation of new curriculum programs;
- support for the implementation of mandatory policies;
- personnel management and delivery of quality service for 'first line managers' in the public service.

A major aim of the professional development of principals has been to assist them in the preparation of School Development Plans and achievement of the specified objectives in order to enhance the learning opportunities of students in their schools.

Examples of successful professional development initiatives in 1989

Schools, Areas and Central Directorates have funding for their own staff development priorities and the examples below are of systemwide initiatives for school-based staff.

Graduate certificate programs

The Education Department has continued to work closely with the tertiary institutions on upgrading the skills of practising teachers. A number of Graduate Certificate programs were developed during 1989 (for implementation in 1990) to provide teachers with intensive short courses relevant to current needs and priorities. One example is the Graduate Certificate in Mathematics Education. This course will help teachers acquire relevant mathematical and teaching skills for new senior secondary mathematics courses and a new PES course titled Contemporary Mathematical Applications. The starting point for such a course was available in the Mathematics Teachers Study Program, a joint venture of the Education Department and the South Australian Institute of Technology, which had operated since 1986 and which in 1989

involved seven teachers on full-time study release for terms 3 and 4. This program was extended and formalised by the Adelaide Consortium for Mathematics Education (involving all the tertiary institutions) in close consultation with policy makers and teachers of senior mathematics. The accredited full-time semester (or one year part-time) course, Graduate Certificate in Mathematics Education, was the result. It is one of the first of its kind in Australia and favourably regarded by the Discipline Review of Teacher Education in Mathematics and Science (the 'Speedy' Enquiry). It brings teachers up to date on new teaching methods and introduces topics such as Mathematical Modelling and Discrete Mathematics which may not have been offered during their original training. In 1990 eight teachers will undertake this course on Release Time Scholarships. The program will also be supported by exemption from the Higher Education Contribution Scheme. Other Graduate Certificate courses in Science (Physics) Education, German and Leadership in Education have been planned for 1990.

Focus schools

There were a number of programs based on the teacher-tutor model developed with the cooperation of tertiary institutions. 'Focus Schools' in literacy, mathematics, science and technology are a key strategy for improving teaching in primary schools. They were introduced in 1988 and received extra funding and staff training so that they could in turn help neighbouring schools develop these essential areas of the curriculum. The basic philosophy underlying the focus school model is that teachers learn very effectively from other practising teachers. In 1989, the number of focus schools was increased from 75 to 93.

The 'AWRITE' schools provide an example of focus schools. Over twenty primary schools received funding to develop teachers' expertise in literacy assessment. The program is based on the work of the Assessment of Writing and Reading Inservice Teacher Education project (AWRITE) which developed a practical collection of approaches to assessment based on work by classroom teachers. Teachers in these focus schools also made plans for passing on their skills to teachers in neighbouring schools. Similarly, the Sci-Tec project which develops teacher skills in the important area of science and technology expanded from 24 schools and 40 teachers in 1988 to involve 120 primary schools and 200 teachers during 1989.

Career planning for school-based staff

The Curriculum Guarantee negotiated at the end of 1989 ensures that students have access to a suitably wide range of subjects and quality teaching. It may be seen also as assisting teachers greatly in planning their careers, for it offers a new award and career structure. The Guarantee

also offers a leadership structure which can respond to changing school priorities, as well as provide teachers with the opportunity to develop a broad range of leadership skills throughout the different stages of their careers. It enables schools to recognise and retain good teachers in the classroom through the creation of the Advanced Skills Teacher scale, the top of which is equivalent to Assistant Principal.

Other staff policies and initiatives for school-based staff

Student behaviour management

In response to community and teacher concern over student behaviour, the policy, *School Discipline: The Management of Student Behaviour* was produced. It is accompanied by an *Implementation Kit* and a directory of schools with good practices in student behaviour management. The policy package provides schools with the current knowledge available on behaviour management. The *Implementation Kit* provides the recommended strategies for developing and implementing the School Discipline policy.

Health education

Under the broad umbrella of Health Education a number of programs are run with support from other government departments and agencies to assist teachers prepare their students. For example, drug education programs require the Education Department to work with other Commonwealth and State Government agencies such as the National Campaign Against Drug Use to provide training and development for teachers. The AIDS Education program is currently funded by the State and Commonwealth and is part of a five-year strategy begun in 1987 which includes a review near the end of that period. In addition, The Teacher Education and Community Health (TEACH) project aimed at addressing the needs of students and school communities identified under the South Australian Social Justice strategy, receives support from the State Health Commission.



Learning together

Child protection policy

The Child Protection Policy was completed in 1989 to be launched in 1990. The policy has two priorities:

- the training and development of all school-based personnel in the identification of child abuse and necessary reporting procedures;
- the development of statewide curriculum guidelines for teachers.

Other initiatives

There were additional encouragements for the professional development of school-based staff such as:

- a major review of teacher scholarships and exchanges which identified ways in which the program can be strengthened;
- a greater share of Temporary Relieving Teacher days and of financial grants have been given to schools; these resources may be used to support staff training and development activities relating to priorities identified in their School Development Plans.

Non-school-based staff

The following initiatives were aimed at a wider audience than schools and included Central and Area Office based project officers whose role is policy and program development and advisory teachers whose role is the delivery of training and development. Parents, students and other members of the school community were also involved.

Examples of effective professional development activities

A major conference of teachers, academics and senior officers from both sectors was held early in the year to explore further means of cooperation. Programs and activities were conducted for teachers, administrators, administrative staff and parents. The focus of these activities related to the Education Department's Three Year Plan and/or School Development Plans. Topics covered a range of issues including School Development Planning, curriculum methodology, classroom management, leadership, personnel management, selection procedures and legislative matters such as Occupational Health, Safety and Welfare.

Parents and students

Most training for parents about educational policies, curriculum and participation in school decision making is provided at the school level through the principals and staff. However, there are central project officers involved

in coordinating work on the Parents and Students in Schools (PASS) Project and on Parent/Community Participation Programs. There is also a project officer funded jointly by Catholic Education and the Education Department working on the Learning Assistance Program (LAP) where parents or other members of the school community assist students on a one-to-one basis. In addition, Area advisers have conducted workshops and produced a number of publications to support parents.

Career planning

A review exercise of advisory teachers has been undertaken. This will provide significant increases in the flexible use of advisory staff and assist them in their work with teachers in the classroom. This will significantly improve the range of services to students.

The development of Five Year Plans for women throughout the Education Department has provided strategic training and development and broadened career options and development opportunities for women. Specific strategies under the Equal Employment Opportunity Management Plan ensure equal employment opportunities and career development for designated groups including employees from non-English speaking backgrounds, Aboriginals and employees with disabilities.

Other staff policies and initiatives

In 1989, there were a number of other equal opportunity initiatives affecting both school based and non-school based employees. These include the completion of the Anti-Racism Policy, the draft of the Racist Harassment Grievance Procedures and the implementation of Section 65 of the State's Equal Opportunity Act to increase the employment and promotion of Aboriginal employees.

Future priorities

Areas to be addressed throughout the State education system were identified in the Three Year Plan priorities as follows:

- Literacy
- Mathematics
- Languages other than English
- Science
- Technology
- Environmental education
- Health education

The priority to provide 'safe, healthy environments free from discrimination and harassment' assumes some further work in the areas of:

- occupational health, safety and welfare;
- sexual harassment policy and grievance procedures;

- school leadership/management development;
- anti-racism policy and grievance procedures.

Catholic schools

Staffing and management are the responsibility of the local school and complementary induction and developmental programs are run centrally in consultation with schools. Centrally run programs in 1989 included the development of school philosophy, teaching of mathematics, leadership development, assessment and reporting procedures, behaviour management and music teaching.

Independent schools

Most professional development happens in the school but to complement many school-based initiatives, some co-operative ventures have been facilitated through the ISB. In particular the tutor-teacher model using a focus teacher in one school assisting teachers in other schools has been adopted. With negotiated assistance, specialist consultants and advisory staff this model has assisted the implementation of programs which parallel those in the Education Department and the Catholic Education sector.

Two ISB initiatives employing the tutor-teacher model are:

- the Sci-Tech project which used consultants from the SA College of Advanced Education to stimulate primary science teaching;
- the English as a Second Language in the Mainstream project which was implemented with expert assistance from the SA Education Department.

Professional development opportunities were enhanced by the participation of staff on SSABSA committees and ISB subject groups which complement cross-sector professional associations for teachers by keeping teachers in touch with up to date information and methodologies in their particular subject areas.

Opportunity for promotion positions are available but limited by the economics of scale in an independent school. Interschool opportunities arise from time to time. Award restructuring, together with the introduction of the new advanced skill teachers, will have implications for teacher career planning and schools as a whole.

7 RECURRENT AND CAPITAL RESOURCES

Management initiatives for an effective and efficient use of resources to meet changing enrolment patterns

The Education Department has responded to enrolment trends with strategies leading to a rationalisation of resources. During 1989, initiatives used in the management of Departmental assets included relocation of groups of curriculum advisers and other units into vacant space in schools thus saving considerable sums in inner city rents. Several schools were closed or amalgamated. Some school sites and properties were sold. Some functions were consolidated; for instance, the Department's major library and professional development resources were brought together at The Orphanage Teachers Centre. A number of schools collaborated to share resources. There was also sharing of resources across the three education sectors, as when Golden Grove High School was opened on a site shared by Pedare Christian College (Independent Sector) and Gleeson College (Roman Catholic).

Some new schools have classrooms which are permanent structures and similar in appearance to neighbouring houses. The buildings can be re-used or disposed of and become residential housing as enrolments decline in a particular catchment area.

Such strategies helped to fund initiatives such as the Back to School Improvement Plan which provided an additional \$11.5 million program of minor works and maintenance for school buildings such as repainted classrooms, repairs to school heating and cooling facilities and other improvements to the learning environment.

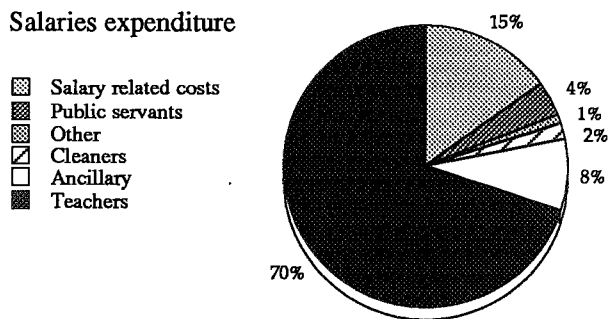
Overview of funding arrangements and principles of resource distribution

While the greater part of Education Department funding is from the State, Commonwealth funding is available for capital expenditure and for specific programs to target disadvantage. Recurrent expenditure of the Education Department during the 1988-89 financial year was \$817.4 million as compared with \$763.4 million in the previous financial year, an increase of \$53.9 million or 7.05 per cent. (These figures include oncosts such as payroll tax and superannuation not included in AEC NSSC totals.)

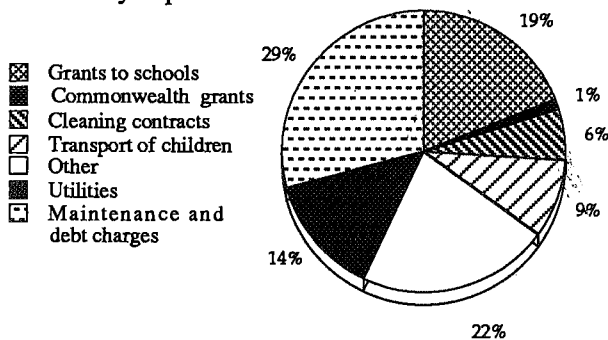
By far the largest component of the Education Department's budget is expended on salaries. In 1989 allocation of teachers to schools was decided by a complex formula which took into account class size, curriculum requirements and non-instruction time for teachers to prepare lessons, assess students' work and undertake other duties. Some non-formula salaries were also available for specific purposes such as Special Education.

Figure 2: SA Education Department expenditure 1988-1989

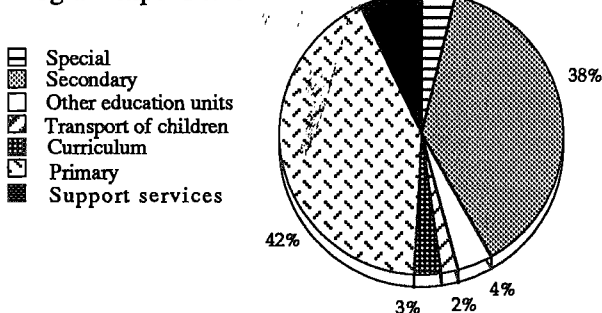
Salaries expenditure



Non-salary expenditure



Program expenditure



Source: SA Department of Education.

Funds are distributed to schools according to the following principles:

- on a per capita basis;
- according to the size of individual school sites and age of buildings;
- in accordance with principles of social justice, i.e. by taking into account such considerations as the socioeconomic status of a school community.

Catholic schools

The distribution of Commonwealth and State funding is on the basis of assessed need. Individual schools have the responsibility of managing their resources, both recurrent and capital, and of determining the level of their private income through fee collection.

SACCS acts as the South Australian 'Catholic Block Grant Authority' for the distribution of Commonwealth Capital grants. All Catholic schools belong to the Catholic Block Grant Authority.

Independent schools

Management of recurrent and capital resources is entirely school-based. Private fee income, State and Commonwealth Government grants contribute to school resources. Grants to schools are predetermined by formulas which categorise schools into particular levels of resource requirement. The appropriate management of all incoming funds by individual schools ensures that their students receive the best education the school can offer.

8 OTHER PRIORITY EDUCATIONAL ACTIVITIES

State system

The Primary Education Review

The Review was undertaken at the request of the Primary Principals Association and made far-reaching recommendations for the future of primary education in South Australia. In line with the recommendations, the Primary Education Board was established in 1989, as was the Secondary Education Board. Other outcomes include:

- primary education has become a priority in the Department's Three Year Plan;
- there is an increased emphasis on training of the principal and senior school staff;
- regular editions of the Early Childhood/Primary Curriculum are issued to promote thinking and influence the practice of teachers in primary schools;
- introduction at primary level of specialist teachers as in music and LOTE.

Responding to technology

The Technology School of the Future, opened in May 1989, is a unique educational facility established at Technology Park to equip young South Australians for membership of the 'clever society.' Visiting students from

around the State have the chance to use or be exposed to the latest 'high tech' equipment and many manufacturing practices and techniques. Subject areas in 1989 included computer aided design (CAD), computer aided manufacturing (CAM), computer numeric controlled machining, remote sensing, media/animation and desktop publishing. During 1989, 480 students from 35 schools and many teachers and principals participated in programs.

Developments in the use of technology for open access education included the provision of instrumental music tuition to students in the far north and west of the State and the Yorke Peninsula through teleconferencing. Similarly, primary school students successfully learned languages other than English through distance education. This option is now available to metropolitan students. Also, an electronic white board at Loxton High school was linked through a telephone line to a television monitor at Browns Well Area School. This technology, the only such system in Australia, has allowed the continuation of the secondary section at Browns Well. In addition, each school has been provided with a facsimile machine which allows the transmission of documents to support distance learning as well as facilitating speedy communications throughout the Department.

Catholic schools

SACCS has developed policies and is implementing priorities on AIDS, Aboriginal Education, Languages Other than English, Accreditation of Teachers, Special Education and Gender and Equity. It is also implementing policies dealing with the access of rural students to

Catholic schools including boarding schools. In addition, workshops are being run on protective behaviour and behaviour management.

Independent schools

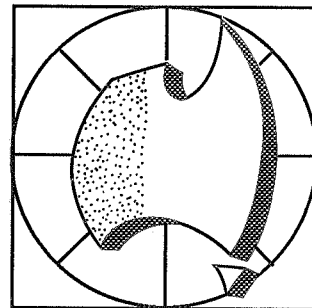
Youth at risk

In moving to assist disadvantaged groups, ISB schools are developing a Youth at Risk statement. In relation to this, the ISB Special Education Network is a major development strategy to assist teachers who are integrating handicapped children into regular classes. Fifty-two schools and five Special Education Units are operating educational programs to integrate 222 children with disabilities. In addition, some 1200 students benefit from programs specially designed for those with learning difficulties.

Provision for two years study at Year 12

Accommodated in facilities leased from the State Minister of Education, the ISB Year 12 Program is an innovative response to changing tertiary entrance requirements in South Australia. The program is open to students from all education sectors and enables those who, after completing a full five-subject PES course at Year 12, want to improve their tertiary entrance score by repeating or by studying new subjects on a part-time basis. Classes are specifically designed to provide the opportunity for students to take a second year to achieve their goals in a supportive adult environment. Fees for the program are subsidised by government.

WESTERN AUSTRALIA



1 OBJECTIVES AND PRIORITIES FOR SCHOOLING

The purpose of the Western Australian school system is to provide a quality education service for all Western Australians, irrespective of their location or background, from preprimary to the conclusion of secondary school. The education provided should:

- develop the individual interests and aptitudes of students;
- equip students to enter the workforce or proceed to further education;
- enable students to contribute to the social, cultural and economic goals of the wider Australian community.

Priorities of government schools

Priorities for development of Western Australian Government schools were identified for the 1989-90 planning cycle and influenced both resource allocation and school development planning.

The following curriculum areas constitute the 1989 development priorities:

- Literacy and numeracy
- Aboriginal education
- Languages other than English
- Postcompulsory education
- Computer use in education

Literacy and numeracy

Community demands that students demonstrate ever-increasing literacy and numeracy skills are a continuing challenge for schools. The nature of this challenge is magnified by the substantial number of students who continue to experience learning difficulties in these areas.

Aboriginal education

The Western Australian Government school system is committed to achieving equity for all students. It is therefore important that Aboriginal students are assisted to achieve parity with the general student population. In addition to this, there is a need for all students to increase their knowledge of Aboriginal culture, history and languages, to help them understand the role of Aboriginal Australians in today's society.

Languages other than English

Learning a second language enables individuals to increase their understanding of foreign countries and diverse cultures. It also assists people to contribute to ethnic communities within Australia, and participate commercially and politically in an international forum.

Postcompulsory education

Social and economic changes have led to an increasing number of students staying at school longer. In addition to this, students leaving school are required to demonstrate higher levels of competence and skill than in the past. The Western Australian Government school system is committed to providing appropriate educational opportunities for students, regardless of whether they proceed to further study or employment.

Computer use in education

Through their experiences at school, students must be prepared adequately for future technologies. In particular, computers are an increasingly common tool both in the workplace and for personal use.

In addition to the educational priorities of the Government school system, two key aspects of management were identified in 1989 as requiring significant systemwide attention: devolution and human resource management.

Devolution

Devolution of responsibility to schools is intended to improve the educational services provided to students, clarify the lines of management and accountability, and reduce unnecessary workload and bureaucratic constraints.

Human resource management

To cope with the demands of high community expectations and altered roles required by structural changes to the education system, all staff need access to professional support which will assist them and the organisation to develop and use their skills.

Priority objectives for Catholic schools for 1989

- community participation in Catholic education
- unit curriculum
- professional development of teachers
- languages other than English
- equity of participation in Catholic schools
- values education
- comprehensive curriculum in primary schools
- leadership training

• **Community participation in Catholic education**
In order to ensure that Catholic education continues to involve the whole community, provision for community participation, especially of parents, has been strengthened.

• **Professional development of teachers**
Schools undertook the professional development of teachers as a major thrust for 1989.

• **Equity of participation in Catholic education**
Students disadvantaged by ethnicity, isolation and physical and intellectual disability are provided for in Catholic education, by encouraging schools to enrol students with physical and intellectual disabilities.

The equity of subject choice for girls and boys is being developed at senior secondary level, by improving awareness of the breadth of subjects offered, extending understanding of the relationship between subject choice and future careers, and provision of services in the area of career education and counselling programs that will focus particularly on subject choice for girls and boys.

• **Comprehensive curriculum in primary schools**

A comprehensive curriculum that caters for all students is being developed to enable primary schools to undertake a review of the curriculum and develop policy documents in all curriculum areas.

• **Unit curriculum**

In 1989 most Catholic schools undertook Unit Curriculum as an integral part of their Year 8–10 operation. The new system will provide for high standards of achievement, range and breadth, and specialisation in areas of interest and ability.

• **Languages other than English**

An improved understanding of the importance of languages other than English was developed in primary and secondary schools.

• **Values education**

In order to ensure that Catholic education continues to provide for values education, secondary school teachers' awareness of the values aspect of all subject areas was strengthened.

• **Leadership training**

Leadership training for secondary school students is provided through leadership camps and work experience programs.

Priorities for non-Catholic non-government schools for 1989

- general education
- professional development of teachers
- literacy and numeracy
- values education
- participation in key subject areas
- transition
- community involvement

• **General education**

Many non-Catholic non-Government schools continue to foster all-round development of individual students in a wide variety of curricular and co-curricular programs. The education offered by many non-Catholic non-Government schools is based on an individual philosophy of education, usually linked to a particular set of religious beliefs.

• **Literacy and numeracy**

Schools attempt to maximise the general competency of students, particularly in literacy and numeracy skills.

• **Participation in key subject areas**

Increased participation is sought in the areas of languages other than English, science, physical education, and computer science.

• **Community involvement**

Improved feedback to school communities and increased involvement of the communities in school operations are aims for many schools.

- **Professional development of teachers**
Many schools seek to maximise the competence, effectiveness and confidence of teachers through the provision of professional development opportunities.

- **Values education**
Development of personal characteristics such as self discipline and respect for the rights of others are important objectives in schools.

- **Transition**
Facilitating the transitions students make across levels of education and from education to employment is an important aim in many schools.

2 STRUCTURE AND OPERATION OF SCHOOLING

System and school management including community involvement in school governance

Government schools

The management of the Western Australian Government school system is structured according to the plan set out in the report *Better Schools in Western Australia: A Programme for Improvement* (1987). The main features of the structure are as follows:

- The principal of each school is responsible for the management of the school and for the quality of the student outcomes.
- The principal is accountable to a District Superintendent, who in turn is accountable to a Director of Operations, who is a member of the Executive.
- All schools must have a school development plan which states their intentions for ensuring effective outcomes within the resources available.
- The local community is involved in educational decisionmaking through the school decision-making group which participates in the school development planning process.
- At the school level, school development planning is the key process guiding management decision making and performance reporting. To assist schools in the preparation of school development plans, a statement *School Development Plans: Policy and Guidelines* was produced in 1989.

- The District Superintendents ensure that schools and their school decision making groups work within Ministry policy and that school planning is responsive to the Schools Division corporate plan.

Catholic schools

The Western Australian Catholic school system has the following features:

- The Conference of Bishops, Major Superiors and Heads of Orders constitute the Catholic Education Commission of Western Australia with the mandate to institute policy and oversee the operations of Catholic schools.
- Financial management of the school is the responsibility of individual school boards whose membership is drawn from the local school community.
- The principal of each school is responsible for the educational outcomes of the school as well as ensuring that the financial operation of the school follows the decisions of the School Board.

Non-Catholic non-government schools

Most non-Catholic non-government schools in Western Australia are affiliated with Christian organisations. In most cases the schools are governed by school boards, the members of which are usually chosen by the denominational church organisations or by the school community.

Links with tertiary education and business and the wider community

The interface between the school system and the range of postschool interest groups and agencies is most apparent at the upper secondary level. Significant initiatives were undertaken during 1989 to strengthen the links between postcompulsory schooling and higher education/TAFE, industry/business and the wider community.

The government school system has established strong links with the TAFE sector. For example, the Schools/TAFE Coordinating Committee, which was initiated in 1988 to work collaboratively on the development of curriculum strategies in response to the changing needs of the community, employers, students and parents, identified broad goals to be achieved within the postcompulsory years of education. A two-year Schools/TAFE Accredited Pilot program was begun in 1989 in an attempt to explore solutions to the problems associated with secondary school students enrolling in an isolated TAFE subject or studying a collection of disparate subjects.

A joint government schools/TAFE Ministerial Postcompulsory Education Taskforce was established in June 1989. Its purpose was to consider ways of resolving all of the disparate and sometimes overlapping elements of the current schools and TAFE provision for immediate postcompulsory education and training in Western Australia. The Taskforce engaged in extensive consultations with a wide range of interest groups and prepared a discussion paper to provide the basis for extended and comprehensive consultation involving all interest groups during 1990.

Professor David Andrich undertook the Review of Upper-secondary Certification and Tertiary Entrance Procedures and reported to the Minister for Education during 1989. This review examined the effect of the tertiary selection and secondary certification procedures set up as a result of the McGaw Report, and recommendations for minor changes in procedure were made. Consideration of these recommendations was put aside pending the results of the consultations instituted by the Ministerial Taskforce.

The Catholic schools and the non-Catholic non-government schools foster school-level links between post-compulsory schooling and higher education/TAFE, industry/business and the wider community.

Collectively, the efforts of all sectors have been aimed at a more systematic and consistent approach to strengthening these links.

Contextual influences

Western Australia constitutes almost one-third of the total area of Australia but has approximately one-eleventh of Australia's total population. In order to provide access to education for students in agricultural areas of low population density and in remote areas where small groups live in isolated settlements it is necessary to provide relatively small schools, transport for students to attend school, expensive schools in isolated locations, and an extensive distance education service. In addition, independent metropolitan boarding schools provide an alternative for parents who live in remote areas.

During this century, in order to provide the people of Western Australia with access to education, a system of providing school buildings, facilities, curricula, and competent teachers has evolved which has of necessity been based on a central administration with central curriculum development and central employment and payment of teachers.

Aboriginal people make up 2.7% of the population of Western Australia, with a disproportionate 63% under 25 years of age. Aboriginal students make up 4.2% of the total population of schools, 4.6% of all primary school students, 3.5% of government secondary school students and 2.1% of non-government secondary school students.

Many of these Aboriginal students live in remote areas and are provided with access to education in small schools of predominantly Aboriginal students, located in centres of low population or attached to Aboriginal communities. Approximately one third of Aboriginal students in primary schools attend schools with an 80% or greater proportion of Aboriginals.

Western Australia has had a higher average rate of increase in population compared to the other states. At the 1986 census, the annual growth rate was 2.85%. The average annual growth rate from 1971 to 1986 was 2.22% for Western Australia, compared to 1.37% for Australia as a whole.

In the Perth metropolitan area, new housing developments at the outer edge of the suburbs continue to be opened up, and new schools continue to be required. At the same time, the school age population is declining in the inner suburbs, which has resulted in an excess Government school capacity in some areas.

3 CURRICULUM

Statement on curriculum policy

Context

The tradition in the Western Australian system is of centralised syllabus development, accompanied by a high degree of specification of centrally produced curriculum-support materials.

Apart from brief references in government regulations, and broad statements of recommended time allocation in schools, overall curriculum policy was implicit rather than explicit. Specification of requirements and guidelines occurred through specific syllabuses, which varied from subject to subject in the way the curriculum was framed and valued. Implicit curriculum policy emerged, but was known and observed at the subject level, rather than at the school or system level.

The Secondary Education Authority is a statutory body, independent of the Ministry of Education, but responsible to the Minister for Education. It has a strong role in lower and upper secondary education, through the accreditation and certification of courses. Implicit policy for the school curriculum has emerged from individual subject syllabuses and examinations, and from decisions concerning tertiary selection processes.

Following the implementation of the *Better Schools* (1987) management structure, schools have increased flexibility in decision making. Schools are expected to make decisions regarding curriculum delivery strategies to suit the particular needs of their students, within the parameters of Ministry policy.

Status of policy development in 1989

In 1989 the process of curriculum policy clarification and explication, which was necessary to set the parameters for increased decision making by schools, had commenced. This process took several forms.

Planning and goal development were refined to the point where curriculum statements could be clearly related to educational goals. In both the government school system and the Catholic school system a focus on outcomes rather than inputs in curriculum terms emerged, requiring new curriculum developments to be framed in such terms.

New or revised syllabuses to emerge, such as K-7 Mathematics, K-7 English and K-7 Art/Craft, illustrated a focus on objectives matched to expected outcomes. Expected student outcomes were specified, and the policy status of the syllabus made explicit. A defined timeline, with clear options for government schools, was mandated for the implementation of these syllabuses by 1993, or 1994 for Art/Craft, while most Catholic schools will have implemented them during the same period.

The Unit Curriculum, which was introduced for secondary Years 8-10 in 1988, comprises pathways of study made up from 40 hour units which can be studied at six different levels of difficulty, or stages. The units are spread over seven curriculum components which encompass all subject areas, and are based on a framework of a consistent

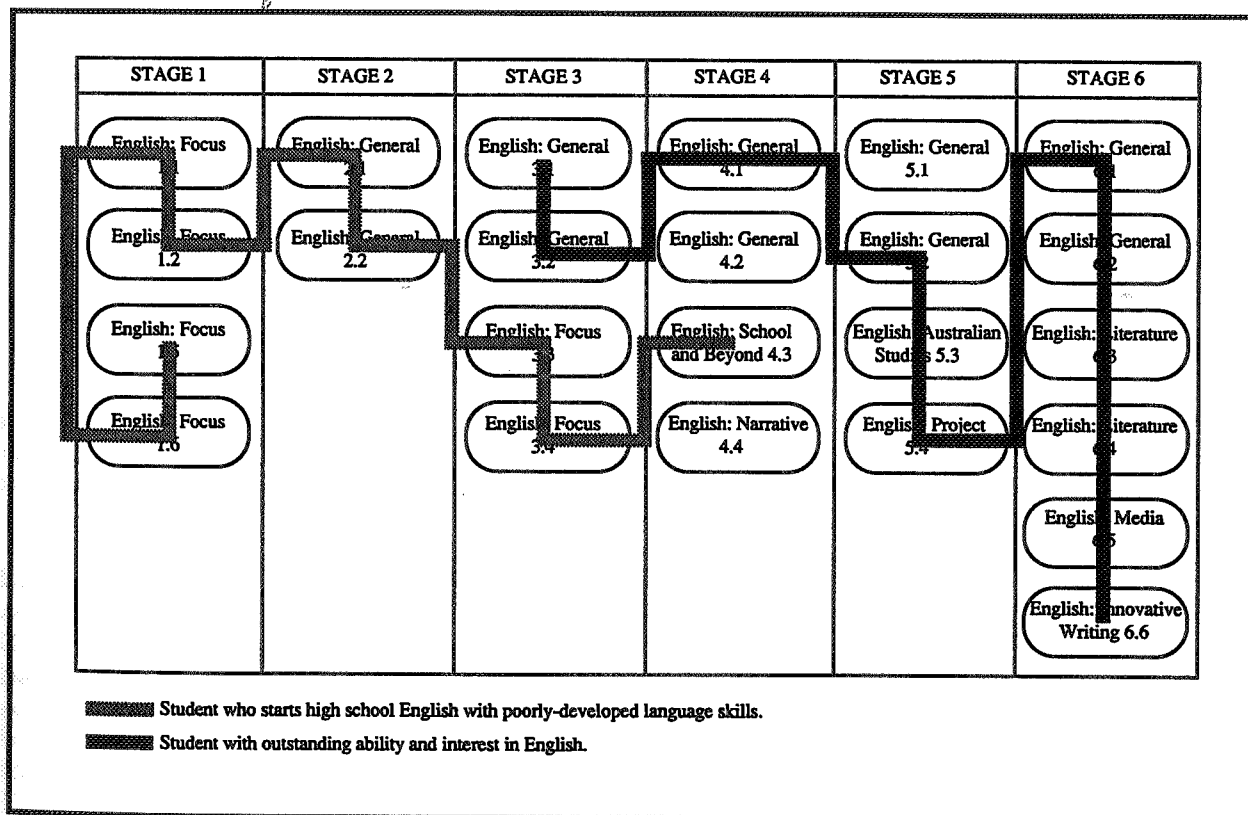
stage structure, with clear unit objectives, and on a system of standards-based assessment using grade-related descriptors. Suggested pathways for student choice are defined through unit maps, two examples of which are illustrated in Figure 1 below. Moderation and monitoring requirements and procedures were developed and made explicit.

Unit Curriculum was implemented in all government secondary schools and most Catholic secondary schools, but has not been adopted in many non-Catholic non-government schools. Non-Catholic non-government schools exercise considerable autonomy in curriculum planning and implementation.

A key document *Lower Secondary Studies: Policy and Guidelines* was published, which made explicit a range of curriculum policy matters for schools in relation to the implementation and structure of the Unit Curriculum in schools.

These processes are all examples of the 1989 direction: a clear movement towards the development of explicit statements of policy, which are expressed in outcome terms and tied to corporate goals. The distinction between policy and guidelines was clear. Policy mandated the central curriculum framework within which schools were to operate, and the framework was to be sharp and directional in its focus. Guidelines provided advice to principals and teachers, and were explanatory and more comprehensive. The explicit

Figure 1: Possible unit maps for Lower Secondary English: Two hypothetical students



statements of policy and the guidelines were framed with the general intention of increasing schools' capacities for decision making.

Review and Development

Processes

As a result of the approach to curriculum policy development described above, and within the context of the post-*Better Schools* structure of self-determining schools, a planned approach to curriculum needs analysis was conducted. The following were significant aspects of this process during 1989.

Curriculum reviews into Social Studies, ESL and aspects of the Unit Curriculum were conducted during 1989. The existing Social Studies K-10 Syllabus had a high degree of support in schools, and fine-tuning of some aspects of social studies in the Unit Curriculum will be achieved within the current syllabus framework. The ESL review identified the need to cater for possibly 1,000 students in addition to the 2,500 students already assisted by special programs, and indicated that many Aboriginal students could be classified as having a non-English speaking background (NESB), and would have similar needs to other NESB students. Unit Curriculum outcomes are described below.

Formal consultation was conducted with key groups such as principals' associations, senior teacher groups by subject, business groups and community groups. Outcomes were systematically collected and analysed.

Government policy focuses gave rise to system initiatives. The First Steps program of teacher development was commenced out of a government concern for progress in basic skills in mathematics and English in the early years of schooling, and the Monitoring Standards in Education program was a response to concern about the system's standards in key curriculum areas such as mathematics, English and science, and to the government focus on accountability to the public for those standards. Non-government schools were invited to participate in these programs.

Information on various external factors was sought through labour market analysis, school and community attitudinal surveys, analysis of participation rates, and a major focus on postcompulsory initiatives, especially for the non-tertiary bound proportion of the student population.

At the school level, curriculum offerings in terms of pathways for students were reviewed, with attention to participation rates for key subgroups such as NESB and Aboriginal students.

Centralised curriculum development became more consequent on goals and priorities, with resources concentrated

in those curriculum areas which emerged from needs analyses and were consistent with system-level priorities. Development priorities were literacy and numeracy, LOTE, postcompulsory schooling, Aboriginal studies, and support for the Unit Curriculum. Work has commenced or is continuing in each of these areas.

It was necessary to complete curriculum development programs commenced in earlier years, for example the K-7 art/craft syllabus, and these were refined to reflect the emerging policy concern for outcomes and explicitness of requirements for schools.

Outcomes - Implementation of new curricula

Major outcomes, in terms of the implementation of new curricula, were in the Unit Curriculum. This was in only its second year of implementation, and was significantly different from the Achievement Certificate it replaced. A Clearing House project, to produce support materials for a wide range of units, was established, and produced its first materials during 1989.

The review procedures described above were all applied to the assessment of effectiveness in schools of the Unit Curriculum, and levels of satisfaction in the community and in schools. Such review proceedings were extensive and predominantly involved consultation with schools. They led to the issuing of the *Lower Secondary Studies: Policy and Guidelines* document which established clear implementation requirements for schools, and a professional development program to assist secondary schools to develop solutions to problems in areas such as low achieving students, literacy and numeracy skills, and counselling students for selection of units in the Unit Curriculum.

At the primary level, new curricula were completed and published for English, mathematics, and art/craft. Implementation commences in 1990.

Accreditation processes for new courses

Accreditation of secondary curriculum courses in Western Australia is the responsibility of the Secondary Education Authority (SEA), a statutory authority responsible to the Minister for Education.

Accredited Year 11 and 12 courses include courses which can contribute to a student's Tertiary Entrance Score and those which cannot. All accredited Year 11 and Year 12 courses can contribute to a student meeting the requirements for Secondary Graduation. Approved courses are published in SEA Syllabus Manuals, and additional courses can be approved by the SEA following a formal course approval process.

Accredited courses in Years 8 to 10 are developed within the context of the Unit Curriculum. Most foundation units were developed by the Ministry of Education and were accredited by the SEA in 1987 for the introduction of Unit Curriculum in 1988. Subsequent units developed by both the Ministry of Education and the Catholic Education Commission are accredited by the SEA, based on criteria established in the document *Guidelines for Unit Development*.

4 ENROLMENTS RETENTION AND EDUCATIONAL PARTICIPATION

Number of schools in Western Australia

Table 1: Number of schools by Sector and Area*, July 1989

Government Schools	Metro. Country Total		
Primary Schools	297	242	539
District High Schools	3	56	59
Secondary Schools	57	34	91
Education Support Schools/Centres	44	17	61
Distance Education Centre	1	-	1
Total Government Schools	402	349	751
Non-government Schools			
Primary Schools	94	51	145
Primary & Secondary Schools	40	21	61
Secondary Schools	32	10	42
Total Non-government Schools	166	82	248
Community Pre-schools	76	57	133
Independent Pre-schools	19	3	22
Total, All Schools	663	491	1154

* The Perth metropolitan area is defined as the Perth Statistical Division.

Figure 2: Students in Western Australian schools, July 1989

Government

Primary

Preprimary

Secondary

Non-government

Primary

Preprimary

Secondary

Source: Western Australian Ministry of Education

The Government school system provides access to education for students from all parts of Western Australia through the following types of schools.

Primary schools generally cater for full-time students from Year 1 to Year 7, and most have a preprimary centre which provides sessional education activities for 5-year-olds, and some 4-year-olds. Some Junior Primary Schools and Early Childhood Education Centres cater for Years K-3 or Years K-2 in conjunction with a primary school catering for Years 4-7 or Years 3-7. Some primary schools in remote areas provide lower secondary education for small numbers of students.

District high schools provide primary and lower secondary education in rural areas of low population density. They generally cater for Years K-10, with some district high schools in remote areas providing upper secondary education, often in conjunction with the Distance Education Centre. The Distance Education Centre provides learning materials and teaching services for students who cannot attend a school.

Senior high schools cater for all secondary students from Year 8 to Year 12, and six high schools cater for Years 8-10. The two senior colleges provide second chance opportunities to complete tertiary entrance studies for students who achieved inadequate results in Year 12 at school, and for students who previously left school before Year 12.

Education Support Schools and Education Support Centres provide education for those students whose disabilities or learning difficulties preclude them from being integrated into mainstream schools. Where possible, students with disabilities and learning difficulties are integrated into normal classrooms or into special classes in normal schools.

Table 2: Full-time (a) Students by Level, July 1989

Government schools	Preprim	Primary	Second	Total
Primary schools	22808	125363	449	148620
District high schools	2347	11221	4507	18075
Secondary schools	-	-	68240	68240
Education support	32	758	174	2142*
Distance education	28	327	227	582
Total Government	25215	137669	73597	237659
Non-government schools				
Primary schools	2450	26886	-	29336
Primary-secondary	628	8620	15592	24840
Secondary schools	-	-	16623	16623
Total Non-government	3078	35506	32215	70799
Community preschools	6835	-	-	6835
Independent preschools	1251	-	-	1251
Total, All Schools	36379	173175	105812	316544

(a) Not applicable to preprimary students; they attend sessions, the number of which varies.

* This total includes 1178 ungraded students not included in the table; these students are also included in the total of government schools and the grand total, all schools.

Non-government schools have a variety of configurations, and are classified into primary schools, secondary schools, and schools which provide both primary and secondary education programs. Primary schools generally cater for full-time students from Years 1–7. Catholic schools also offer preprimary classes, most of which are full-time, in accordance with the policy of the Catholic Education Commission. This occurs in a significant number of schools and is expanding as schools institute Commission policy. Preprimary education is also offered by many non-Catholic non-Government schools. Secondary schools offer courses for Years 8–12. Some schools offer both primary and secondary education for students.

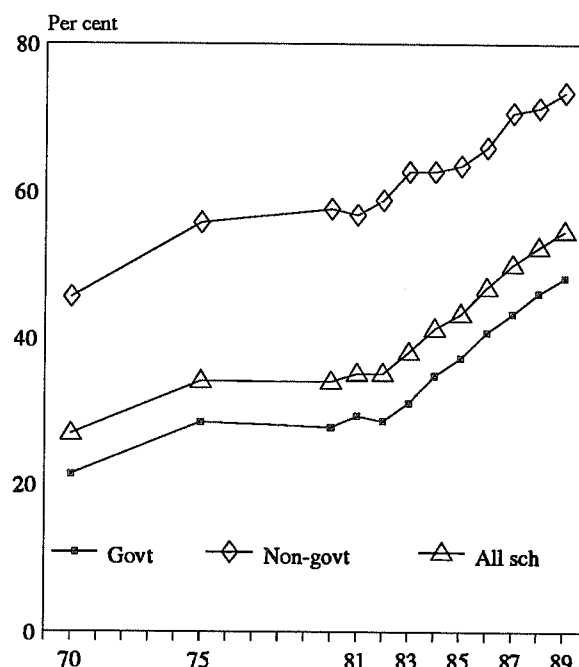
Non-government boarding schools provide significant educational opportunities for young people who reside in rural areas. Twenty-one non-government schools, both Catholic and non-Catholic, provide boarding accommodation for students.

Preschools offer sessional educational activities for 3–5 year-olds. Community preschools are administered by a community committee, and their teachers are provided by the Government school system. Independent pre-schools are operated independently from the Government school system.

Retention rate trends over time

During 1989, the number of students who remained at school until the last year of secondary schooling increased, continuing the trend of the previous six years. The retention rate in government schools has increased steadily since 1983, while the retention rate in non-Government schools has increased unevenly during the same period. The retention rate in non-Government schools remains significantly higher than in Government schools.

Figure 3: Retention rate trends, Year 12, July, 1970–89



Excludes senior college students and full-fee paying overseas students.

Although retention rates are rising steadily, there are differences between some groups. The retention rate for girls is higher than for boys in both government and non-government schools (see Figure 4). The retention rate of Aboriginal students is very low, in both government and non-government schools (see Table 3)

Figure 4: Retention rates to Year 12 by gender, July, 1985–1989

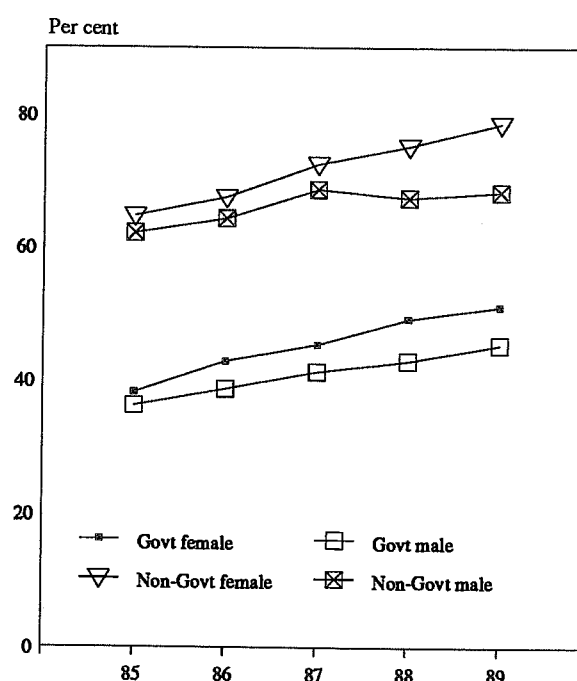


Table 3: Apparent retention rates (a) Year 11 and 12, by Aboriginality, July 1985-1989

Government	1985	1986	1987	1988	1989
Aboriginal Yr 11	28.8	25.3	27.8	26.3	26.0
Non-Ab'l Yr 11	65.7	65.9	67.1	71.1	71.5
Aboriginal Yr 12	5.6	9.4	6.7	9.1	9.9
Non-Ab'l Yr 12	38.5	42.0	44.8	47.3	49.8
Non-government					
Aboriginal Yr 11	29.5	39.4	29.2	25.8	23.8
Non-Ab'l Yr 11	82.8	82.0	84.8	86.9	88.4
Aboriginal Yr 12	12.1	12.3	13.7	8.2	14.0
Non-Ab'l Yr 12	64.8	67.3	69.1	73.2	75.5

(a) Percentage of Year 8 cohort enrolled in Year 11 and 12.
Excludes senior college students and full-fee paying overseas students.

Initiatives to increase retention and to meet the needs of the increased diversity of students arising from increased retention rates or improved access

The development of more direct involvement between schools and their wider communities, including parents and employers, has been pursued as a means of enhancing the relevance of upper secondary courses. At the school level, school-industry initiatives have included an extensive array of projects involving stronger links between individual schools and industries, the implementation of courses in work studies, student and teacher work experience, and the setting up of technology programs which incorporate partnerships with particular local technology-related businesses and industries.

Within the government school system, school-based initiatives were centrally funded during 1988 and 1989, and strong links were forged with TAFE. Assistance was provided to schools to develop career-related activities, funds were allocated to districts to support schools in increasing the vocational orientation of learning programs of all students and technology, employer and educators partnerships were developed.

The Schools/TAFE Coordinating Committee identified three broad goals to be achieved within the postcompulsory phase of education:

- to rationalise and reconstruct the curriculum, and to improve articulation with TAFE courses to better meet the aspirations of non-tertiary bound students;
- to introduce a greater degree of vocational direction into the postcompulsory school curriculum whilst maintaining the integrity and rigour of tertiary entrance requirements;
- to provide access to improved counselling and career information for all students.

In this context, the two-year Schools/TAFE Accredited Pilot program was begun in 1989 in an attempt to explore solutions to the problems associated with secondary school students enrolling in an isolated TAFE subject or studying a collection of disparate subjects. The pilot program encouraged students to study TAFE subjects as part of a Year 11 and 12 school program and to see them as progress towards postschool TAFE courses.

Non-Catholic non-government schools already have very high retention rates, and these are increasing as more non-tertiary courses are offered.

Initiatives relating to particular groups

Aboriginal students

The Ministry of Education is committed to ensuring that all students within the government school system achieve the highest possible standards of education. Owing to the particular history and social condition of the Aboriginal people, and because Aboriginal student achievement has not yet reached a standard acceptable to students, parents or the wider community, it is necessary that a special commitment be made to the needs of Aboriginal students. Furthermore, the history, cultures and languages of the Aboriginal people form an important part of the heritage of all Australians.

The Catholic Education Commission of Western Australia is committed to Aboriginal education. The mandate of the Commission involves the broad perspective of education that includes appropriate education for all students, in all areas of Western Australia. This education includes not only the education of Aboriginal students, but also the education of all students with respect to Aboriginal studies.

Both the government school system and the Catholic school system seek to increase the participation of Aboriginal people in the educational process. In 1989, the Government school system employed 24 Aboriginal

Liaison Officers and 142 Aboriginal Education Workers, and has sought to increase the number of Aboriginal parents involved in school decision-making groups. Catholic education has a long tradition of offering education in remote Aboriginal communities at their request. In more recent times, the Catholic Education system has responded to the needs of urban Aboriginal people in the provision of special primary and secondary facilities.

The Aboriginal Studies program is a key element of the Ministry of Education's attempts to ensure that the school curriculum values and builds on the culture of the Aboriginal people. This program commenced in 1988; syllabus and resource materials were developed during 1989.

Increasing the participation and retention rates of Aboriginal students is one of the major challenges facing both the government school system and the Catholic school system. During 1989, planning was conducted in conjunction with other Government departments to address the problem of alienated Aboriginal students. A pilot project focusing on improving attendance and retention is planned for the Murchison region for 1990.

Initiatives on gender equity

During 1989, selected secondary and primary schools were funded to undertake school-based projects related to gender equity. These have been mainly in the area of non-traditional subject and career choices. Strategies have included staff development, selection of curriculum resources, career and subject counselling, a scholarship scheme for Years 11 and 12 science, and the development of a science/mathematics bridging unit for Year 10.

Encouragement for girls in non-traditional occupations was continued through Ministry of Education support for Department of Employment and Training (DET) programs. Joint projects have been run with DET and Scitech Discovery Centre to encourage girls to take up physical sciences and to broaden their career aspirations.

Provision of accommodation for girls at agricultural schools and colleges was reviewed, and the report was accepted by Schools Division Executive in May 1989. Recommendations have been made for a building program to provide girls with equitable access to residential facilities for the specialist agricultural courses currently available to boys. In the interim period, until funds are available for the complete building program, some facilities have been made possible by alterations to existing buildings.

Pregnant girls and teenage mothers were given opportunities to complete their studies through correspondence and tutor courses designed by the Ministry's Distance Education Centre, supported by Boordaak School and in conjunction with Trinity Learning Centre and Fremantle Education Centre. Personal development workshops and creche facilities are provided to assist these young women.

Non-government girls schools foster and encourage high levels of involvement in subjects which have not traditionally been attempted by large numbers of girls.

Participation in key subjects by social groupings

Participation in the various aspects of the curriculum in the last two years of the compulsory period of schooling is indicated by the Unit Curriculum enrolment index. This index indicates the proportion of the curriculum devoted to each subject area. These data are reported in Table 4, and illustrated in Figure 5. Complete data necessary for this analysis are available only for the government school system.

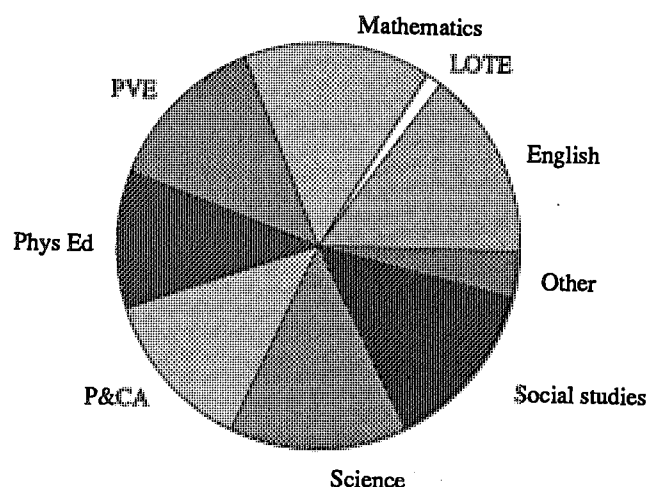
Table 4: Unit Curriculum enrolment index (a), Year 10 government students, by gender 1989 (b)

Subject Area	Female	Male	Total
English	15.2	15.0	15.1
LOTE	1.7	0.9	1.3
Mathematics	14.9	15.1	15.0
Personal & vocational	14.5	11.5	13.0
Physical education	10.5	11.6	11.0
Practical & creative arts	11.7	14.0	12.9
Science	14.1	14.2	14.2
Social studies	13.9	13.7	13.8
Other	3.5	4.0	3.7
Total	100.0	100.0	100.0

(a) The enrolment index for a subject area is calculated by dividing the total number of units studied by all students (student-units) in that subject area by the total number of units studied by the students in all subject areas, and expressing the result as a percentage.

(b) Based on 1988 & 1989 data, covering study in Years 9 and 10. Data supplied by Secondary Education Authority

Figure 5: Unit Curriculum Year 10 government students



Participation in selected subject areas in the final year of schooling is indicated by the proportion of Year 12 Tertiary Entrance Examination (TEE) students who study in those areas. TEE students are students who study TEE subjects and who receive a grade in at least one subject. Year 12 students who study no TEE subjects at all, or who leave before the end of Year 12, are not included in the analysis.

Increasing participation in the study of a language other than English is a priority for the Government school system for the 1990s. During 1989, 5.9 per cent of Year 12 Tertiary Education Entrance students in Government schools studied at least one LOTE subject compared to 9.0 per cent for the State as a whole. This will act as a baseline for monitoring future participation.

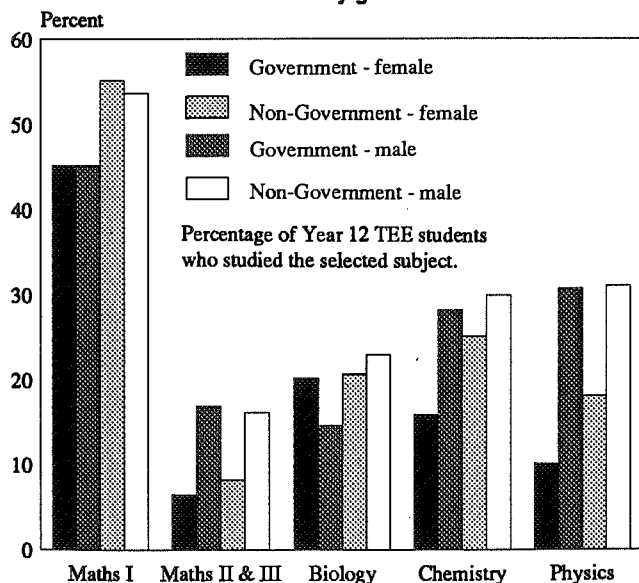
Participation of male and female students in selected Year 12 mathematics and science subjects is monitored. These data are illustrated in Figure 6. Participation in other Year 12 mathematics and science subjects is not reported here. For example, participation in TEE science subjects such as Human Biology, Geology and Physical Science is not reported, and participation in non-TEE Year 12 mathematics and science subjects is not reported.

Table 5: Participation rate (a) in Year 12 mathematics and science by sector, 1989

Subject Area	Govt	Non-govt	Total
Mathematics I	45.2	54.4	48.3
Mathematics II & III	11.6	12.1	11.7
Biology	17.5	21.7	18.9
Chemistry	21.9	27.5	23.8
Physics	20.2	24.4	21.6

(a) Percentage of Year 12 TEE students who studied the selected subject. Excludes senior college students, full-fee paying overseas students, TAFE students and students studying privately. Data supplied by the SEA.

Figure 6: Participation Year 12 TEE students in mathematics and science by gender



5 STUDENT OUTCOMES

Statement on assessment policy

Policy on student assessment for the secondary curriculum has been developed by the Secondary Education Authority (SEA). During 1989, explicit statements of policy on assessment and moderation of grades within the Unit Curriculum were developed within the Ministry of Education. The processes proposed were accepted by the Catholic education system, and are used for all government and Catholic schools. As part of the delegation of authority from the SEA to the Ministry of Education, the management of this process for ensuring the accuracy of grades awarded under the Certificate of Lower Secondary Studies, was commenced in 1989.

A statement of policy for the Lower Secondary Curriculum and guidelines to assist implementation of that policy was circulated to all Government schools in 1989. It reinforced the policy enunciated by the SEA on standards-referenced assessment. This assessment policy has been supported by non-government schools. In each unit of work teachers are expected to apply centrally developed grade-related descriptors in judging the standards of student performance.

Similarly in courses undertaken in Years 11 and 12 which are developed through the SEA, assessment policy is elaborated through grade-related descriptors to be applied at the school level in each course. As well, a scaling procedure which combines external examination scores, ASAT and moderated school assessments determines assessment of student performance for tertiary entrance. School-based assessment constitutes 50% of the final Tertiary Entrance Score.

In the primary curriculum, advice on assessment methods is incorporated within subject specific syllabus documents.

In non-Catholic non-government schools, assessment procedures operate in accordance with each school's policies and objectives.

Assessment initiatives

Description of processes

Diagnostic testing is undertaken at the discretion of individual schools as part of routine educational planning. Two system-level initiatives were commenced in 1989 to enhance the process of student assessment. In the K-5 area in primary schools a professional development program, First Steps, was instituted in some schools. The program is based on a student mapping technique which places student language and mathematics development on a continuum. The map of expected behaviours is then used as a basis for developing detailed, well-resourced teaching strategies, to pinpoint students at risk and to isolate

particular learning problem areas. These developmental continua have been produced in the areas of writing, oral language, reading and mathematics. It is expected that classroom teachers will, in due course, be able to apply the techniques for a range of diagnostic, assessment and reporting purposes.

The second initiative commenced in 1989 is designed to establish a system-level process for collecting information to report on standards of student achievement in key areas of the curriculum. Assessment tasks in English and mathematics were constructed. The tasks are based on existing syllabuses and focus on a sample of students in Years 3, 7 and 10. Along with supporting materials and the establishment of benchmark statements of standards, the tasks and the assessment principles upon which they are based will be made available to all schools. It is anticipated that data on student achievement may be collected on a three-year cycle in particular areas.

Both of these government initiatives operate primarily within government schools, with Catholic schools also taking part.

Attainment information

Student performance is measured and monitored at the school level. State-level data for Year 12 TEE student performance are published annually by the Secondary Education Authority. Student-level performance data at the primary level are reported to parents but not used at the system level.

Indicators relating to secondary graduation, literacy and numeracy levels, and Unit Curriculum achievement constitute the system-level information being developed by the Ministry of Education to make judgements about the performance of the Government school system as a whole. The apparent secondary graduation rate is an indicator of the proportion of students who complete a full academic education, and the literacy and numeracy levels and the Unit Curriculum achievement information provide indicators of the performance attained by the end of the compulsory period of schooling. Except for the secondary graduation rate, these data are not available for non-Government schools.

Secondary graduation

Students who satisfy criteria laid down by the Secondary Education Authority with respect to academic achievements in Years 11 and 12 achieve secondary graduation. A student must achieve a pass in ten accredited Year 11 and 12 courses, at least three of which must be Year 12 courses, and a pass in a Year 12 accredited English course. The apparent secondary graduation rate is the percentage of the Year 8 cohort who satisfy the requirements for secondary graduation by Year 12.

In 1989, the apparent secondary graduation rate in the government sector was 40.6%, and in the non-Government sector was 65.5%. Overall, the rate was 46.9% for all students.

Literacy and numeracy

Literacy and numeracy performance in the government school system will be monitored by testing a sample of students in Years 3, 7 and 10 from 1990 onwards. For 1989, an interim proxy measure of literacy and numeracy for the government school system is the proportion of students who reach a benchmark Unit Curriculum stage in English and mathematics. During 1989, 95.8% of the government Year 10 student population passed at Stage 4 or higher in English, and 94.2% passed at Stage 3 or higher in mathematics.

Unit curriculum achievement

The overall performance of Government school students by the end of the compulsory period of schooling is indicated by Unit Curriculum level, Unit Curriculum breadth, and Unit Curriculum depth.

Unit Curriculum level refers to the expected levels of achievement in the Unit Curriculum. It is expected that students would have achieved passes at Stage 3 maths, Stage 4 English and Stage 4 in at least 3 other subject areas during Year 10. During 1989, 90.6% of the Government Year 10 student population reached these expected levels of achievement in the Unit Curriculum.

Unit Curriculum breadth refers to the extent to which students study from all seven curriculum components during their lower secondary education. In 1989, 97.2% of the government Year 10 student population studied from all seven curriculum components during Years 9 (1988) and 10 (1989).

Unit Curriculum depth refers to the expectation that students will study 320 hours, or eight units, from each of five separate subject areas during their lower secondary education. An interim indicator for 1989 is the proportion of the Year 10 student population who during Years 9 (1988) and 10 (1989) passed five units from each of five separate subject areas. In 1989, 83.4% of the government Year 10 student population satisfied this criterion.

Notes on Interpretation of Unit Curriculum information

The base for the calculation of proportions for the unit curriculum indicators is all students who received a grade (A-D;F) in at least one unit. This includes approximately 20% of students who have studied fewer than the expected number of units. Reasons include transfer into and out of the State, extended absence for sickness or holiday, students

who leave school before the end of Year 10 with exemption under Section 13(4) of the *Education Act, 1928* and students whose intellectual or physical capacity restricts them to studying a reduced load.

Certification policy and processes especially at the senior secondary level

Certification policy and processes are the responsibility of the Secondary Education Authority (SEA). At the senior secondary level the SEA executes this responsibility directly; at the lower secondary level the SEA has delegated much of the responsibility to the Ministry of Education or to individual schools, although the Certificate of Lower Secondary Studies is still issued by the SEA. Some non-Catholic non-government schools issue their own certificate or statement of attainment at the end of Year 10.

The Certificate of Secondary Education (CSE) is awarded to students completing upper secondary accredited courses, and shows the grades achieved in these courses. If students complete certain requirements (grades A–D in the equivalent of 10 courses, of which 3 are at Year 12 level, and a pass in a Year 12 accredited English course) then they are considered to have achieved Secondary Graduation.

In devising and ratifying policy, the SEA makes significant and substantial use of committees. In particular, a statutory committee (the Tertiary Entrance Subject Committee, TESC) has specific responsibilities for tertiary entrance subjects; and the Curriculum and Assessment Policy Committee is responsible for considering curriculum structures and syllabuses, certification requirements (e.g. Secondary Graduation) assessment, grading and moderation issues.

The SEA consists of representatives of the secondary, higher education and TAFE sectors; and also community representatives.

6 STAFFING: MANAGEMENT AND DEVELOPMENT

Number of staff

Numbers of school-based and non-school based staff are reported in the National Overview chapter, and in the statistical annexe. Details on the numbers of school-based teaching staff, including preprimary teachers, are reported in Table 6 and illustrated in Figure 7.

Table 6: School-based teaching staff (a) by level and gender, July 1989

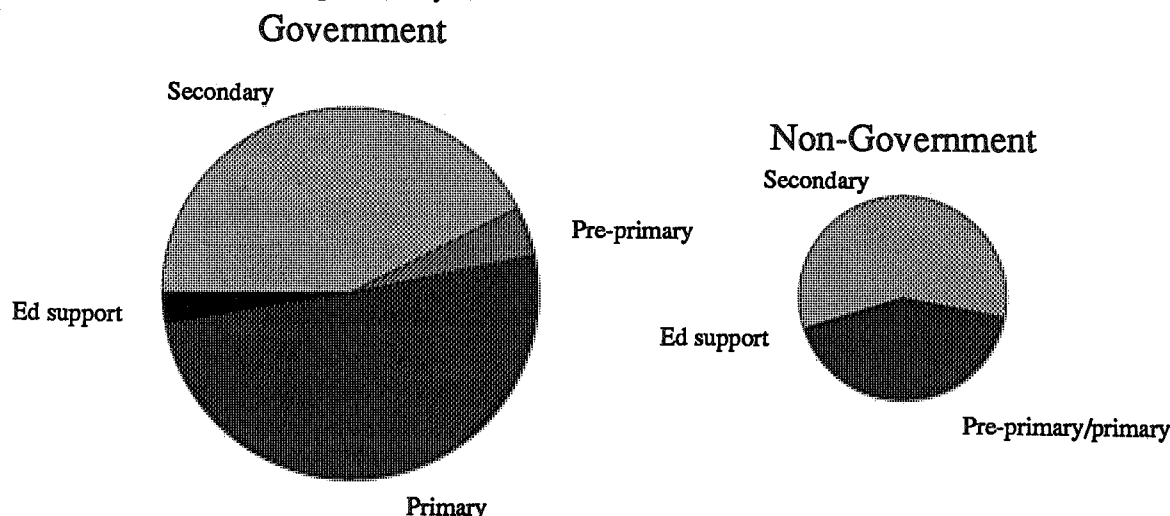
	Government			Non-government		
	M	F	P	M	F	P
Preprimary	3	599	602	443	1,314	1,757
Primary	2,241	4,851	7,092			
Secondary	3,190	2,749	5,939	1,228	1,216	2,444
Education Support(b)	71	299	370	2	23	25
Total	5,504	8,499	14,003	1,673	2,553	4,227

(a) Numbers shown are full-time equivalents (FTE) rounded to the nearest whole number.

(b) Includes teachers in education support schools and centres (special schools) and excludes teachers of education support classes in other schools.

Data for non-government schools supplied by National Schools Statistics Collection

Figure 7: School-based teaching staff, July 1989



Professional development initiatives

In both the government school system and the Catholic school system, management development and induction programs for school principals are carried out by centrally based personnel and by district or regionally based personnel. All new principals, and some deputy principals, receive an extensive induction course, and various avenues of improving the management skills of principals are employed.

A School Development Grant is paid directly to government schools to enable them to fund professional development activities, to engage in participative decision making on school development planning, and to provide inservice activities associated with the implementation of new syllabuses.

In non-government schools, the funds for professional development are budgeted for from recurrent income available to the schools.

Professional development programs in the government sector are provided or coordinated centrally and by district office personnel in curriculum areas which have been identified as Priorities for Development for the Government school system. Examples of these programs follow.

The First Steps program provides professional development to teachers in their teaching of language and mathematics to K-5 students, particularly those who experience difficulty in learning. Extra staff are based in schools and districts to enable teachers to incorporate strategies and activities derived from their professional development into the classroom program.

The Postcompulsory Schooling program provides the opportunity for schools and district education offices to conduct inservice activities which raise awareness of career education issues; to conduct technology, employment and education partnerships with local business and industry; and to conduct specific inservice activities on career-related areas.

The Organisation Development Unit provides inservice courses and consultancy support on school development planning to school staff or District Education Office personnel. The aim of this support is to empower schools to take control of their own planning and to enable them to gain maximum benefit from the implementation of further devolution of responsibility to schools which is associated with the restructuring of the Western Australian government school system as a result of the publication of *Better Schools in Western Australia: A Programme for Improvement* (1987).

Professional development is provided to government school staff in the area of administrative and financial systems and procedures.

Inservice training courses are provided to gardeners and cleaners in the government school system. Occupational health and safety issues are an important element of this training.

The introduction of an administrative computing system into all government secondary schools to provide a school based information management system was, and is, accompanied by an extensive training program for school registrars, school assistants, and school administrators.

The professional development programs in the non-government sector are either centrally coordinated or school based. Examples in the Catholic Education system include:

- accreditation programs for new teachers, religious education teachers and coordinators, and new principals;
- induction programs for school board members;
- various inservice courses in different curriculum areas for primary and secondary teachers;
- inservice courses for school secretaries.

The Association of Independent Schools mounts and fosters professional development activities in a variety of contexts.

Career planning and other staffing initiatives

Areas of immediate teacher shortage in the school system have been identified. Western Australia has insufficient secondary school teachers of physical science, mathematics, Mandarin and Japanese languages, computing and agriculture. In the government school system, special scholarships have been provided to enable graduates with expertise in the identified areas to complete a teaching qualification. In addition, similar scholarships have been provided to assist in increasing the supply of teachers of Asian languages. In the Catholic school system a limited number of scholarships were awarded to graduates to enable them to complete Diplomas in Education.

The main strategy of the government school system is the Ministerial Taskforce on the Condition and Status of Teaching which was established at the end of 1989. The taskforce is to make recommendations to the Minister for Education which are designed to:

- enhance the status of the teaching profession in the community;
- improve communication and understanding between central office, schools and district offices;
- ensure the management structures of the Ministry are responsive to the needs of a

professional workforce in a period of change;

- ensure potential policies and practices maximise the potential of each teacher;
- develop career paths in schools which recognise and reward excellent teaching practices.

Several initiatives are operating within the Catholic school system. A secondment policy aims at encouraging movement of teachers within the Catholic system, particularly in isolated areas. A teacher housing policy encourages teachers to take up positions in isolated country Catholic schools, particularly in the Kimberley region. A key promotional position in Catholic schools is that of the Religious Education Coordinator. In primary schools, a pilot scheme has been initiated where the Principal, Assistant Principal and Religious Education Coordinator constitute a leadership team in the school.

7 RECURRENT AND CAPITAL RESOURCES

Management initiatives for an effective and efficient use of resources to meet changing enrolment patterns

In response to the State Government's policies regarding community development and the rationalised use of facilities and services, the Ministry of Education has developed a policy statement on the acquisition and use of educational sites and facilities. The principles embodied in the draft statement have been agreed by representatives of the government school system, TAFE and the higher education sector. It is expected that the non-government schools sector will endorse the policy in due course, and take part in the proposed Education Sites and Facilities Planning Committee. This body, which will be more representative than the committee it supersedes, will be responsible for coordination of long-term planning between the various education sectors and for ensuring that coordinated advice is provided to both State and Federal Governments.

The draft policy has three main dimensions:

- flexibility in the use of resources;
- responsiveness and adaptability to the needs of the community;
- where appropriate, shared use of facilities.

Flexibility in planning and design will mean that sites and facilities will not be restricted to a single purpose or client base. Buildings can be designed so that minor structural changes can be made and interiors redesigned with relative ease. The flexible building design will allow an economi-

cal conversion from classroom use to a variety of other uses. In summary, care will be taken that sites chosen and buildings constructed recognise the likely future changes in community needs.

Cooperative planning for education sites and facilities will be undertaken across education sectors and levels and with other human service agencies. Shared use of facilities can include the co-location of government and non-government schools, school-TAFE joint ventures, and joint school-community ventures. Examples of work in this area follow.

Opportunities have been provided in the Clarkson-Butler region for the co-location of schools on a shared campus. Not only will this offer the potential to share certain facilities, such as libraries and playing fields, but the entry of the non-government sector to a residential development will be advanced and coordinated with population movements. This should reduce the likelihood of over-provision of student places in Government schools, a situation which has occurred in the past.

The Ministry of Education and the Department of TAFE have held discussions on options for alternative structures and facilities for the delivery of postcompulsory education, taking into account the report of the Postcompulsory Education Taskforce and the need for a widening of opportunities for 16 to 17-year-olds in particular.

There are several school-community recreation joint ventures such as Leeming High School. This type of development, which involves both the Ministry of Education and the local government authority, will be explored as a matter of course in the planning process for large-scale developments. Other possibilities for shared use include community libraries, aquatic centres, performing arts venues, and more extensive use by the community of school facilities.

In the Catholic school system a site acquisition program has been recommended to the Bishops of the Diocese who are responsible for securing land for future school use. The location of future sites has taken into account demographic trends and future residential developments in metropolitan and country regions.

Overview of funding arrangements and principles of resource distribution

The Ministry of Education is largely funded by the Western Australian State Government, but also receives Commonwealth funding which represents approximately 8.5% of the Ministry's expenditure.

Recurrent and capital programs are funded through the State Government's annual budget and appropriation process. As part of these processes the Ministry, along

with other agencies, presents annual budget estimates for consideration by the Treasury. These estimates reflect both the recurrent and the capital funding requirements for the forthcoming year.

By convention, Commonwealth general recurrent and specific purpose funds are incorporated in the Ministry's budget in accordance with the Commonwealth's funding policy and, where appropriate, are viewed as being additional to State funding of the government school system.

All funding requests are scrutinised by the State Treasury which recommends base budget allocations to Government through the Financial and Economic Development Committee which consists of the Premier, senior nominated Ministers, and representatives from the State Treasury. Recurrent funding for new programs is generally scarce, therefore agencies must compete for these funds which are allocated in accordance with Government policy and priorities. Although the capital works budget is also determined by Government priorities and community needs, there is the added dimension of having to formulate the capital works program within the constraints of the Federal Government's borrowing policy.

Resource allocation throughout the Ministry is on a needs basis, with programs being reviewed regularly to ensure resources are used in the most efficient and effective manner.

Recurrent funding to schools in the non-government sector comes from three main areas: Commonwealth general recurrent grants, State per capita grants, and private income, of which school fees form the major portion. Additional recurrent income is provided by Commonwealth special purpose programs. The financial operation of individual schools is the responsibility of school boards. Within the Catholic school system, the Catholic Education Commission has a monitoring role in this area.

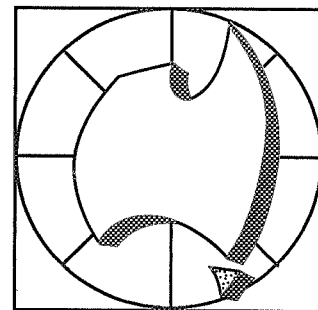
Capital funding in the non-government sector is provided from Commonwealth capital grants, State Government low interest loans, a school's private income and, in the case of the Catholic school system, the Coresponsibility Building Fund.

The Catholic Education Commission is responsible for the allocation of Commonwealth capital grants to Catholic schools in its role of Block Grant Authority, and the Independent Schools Block Grant Authority allocates grants to other non-government schools. Capital funds allocations are made on a needs basis and in accordance with Commonwealth policy.

The major source of assistance for capital works in non-government schools is provided by the State Government in the form of low interest loans. The Ministry of Education coordinates the low interest loans scheme which provides non-government schools with increased capacity to develop new buildings and facilities.

Oombulguri student group painting crocodiles.





1 OBJECTIVES AND PRIORITIES: GOVERNMENT SCHOOLS

The Education Department's aim is to provide the Tasmanian community with educational services of the highest quality possible: services that will help all students to develop intellectually, socially, emotionally, morally and physically in a stimulating and supportive environment.

Corporate plan

The Corporate Plan for 1989-92 was published in 1989 following a considerable period of consultation within the Department. The purpose of the Corporate Plan is to provide guidance to all sections of the Department in responding to the needs of education. The document contains a mission statement, the major principles which guide the way the education system works, the Department's corporate goals and the major strategic goals and priorities. The document represents a basis from which schools and colleges develop their own plans.

The major significance of the Corporate Plan lies in the way it is used and developed throughout the system. The plan acts as a cohesive force within the Department, promoting greater coordination and cooperation through its framework of principles and goals and indicating the current priorities for action.

Major priorities and strategies

To improve learning programs in schools and colleges so that students have the attitudes, skills and knowledge needed to live in a rapidly changing society and to contribute to the social and economic well being of Tasmania.

The strategies identified to achieve this include implementing the policies in *Secondary Education: The Future* and in the *Report of the Committee on Primary Education*. These strategies are elaborated in 'Curriculum' on pages

112-114. To encourage students to participate in education beyond Year 10 a broader range of educational programs is being provided. Educational and social justice for all children are being promoted. Opportunities for teachers to develop the knowledge base and skills needed to improve teaching and learning have been provided. These opportunities are described in 'Staffing: Management and development' on pages 118-119.

To improve the quality of management processes so that there will be more unity of purpose and more efficiency within the Department, and improved relationships between the Department and the community.

Strategies to achieve this goal within the education division include improving communication and consultation processes, progressively reviewing the administration, improving the processes and procedures used to account for the quality of educational services in Tasmania and offering staff development programs relating to educational management.

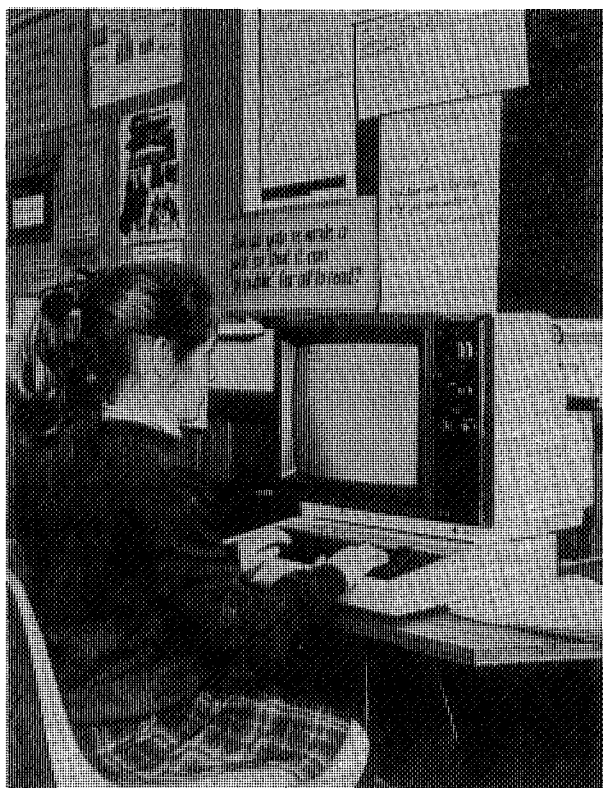
Late in 1989 an Education Planning and Advisory Unit (EPAU) was established as a key strategy to improve management processes, particularly those relating to the articulation and coordination of system policy. More information on the anticipated role of this unit is given in 'Structure and operation of school system' on pages 110-112.

A major plan is to progressively implement additional self-management practices and processes in all parts of the system with particular emphasis on schools and colleges.

Mechanisms to improve communication and consultation between the education system and the community are being developed. Each week the system assists local newspapers to provide at least a one-page spread on activities in education, particularly in schools, frequently supplemented by news releases on important education events. Members of the community are included in many planning and management committees. Additional information on the system-community interface is included in 'Structure and operation of school system' pages 110-112.

To increase the use of new technologies to improve educational programs and management.

Strategies to achieve this include developing programs to achieve a measurable increase in the use of a range of curriculum information systems which support teachers and learning programs. Appropriate infrastructure support is being established for the use of the new technology. It is planned to integrate computer applications progressively into all areas of the curriculum.



A primary student uses a word processor as part of her school's language program: only one area of the curriculum in which computer applications are being implemented.

To increase the marketing of educational services and locally developed educational resources.

The system has established strong links with South East Asian countries. While there were only slightly in excess of 30 students from these countries enrolled in our senior colleges this year there is already evidence of the likelihood of rapid increases in the next few years.

The system has successfully published a number of curriculum documents and computer-based curriculum materials for sale at the national level. An expansion into the international market is being explored for a limited range of such materials.

Other influences

The change of government in Tasmania has had an influence on the education system. Although education is considered to be a high priority, the realisation of the financial problems of the State will probably result in a reduction in the level of resources which can be allocated to education. In order to maintain the high standard of education in this State significant changes may have to be made to ensure that the most efficient use is made of the resources available. The Department's commitment to strategic planning will be of significance in determining priorities in this changed situation.

On a national level the national goals for schooling and the pressure for increased retention have influenced State priorities and strategies in these areas.

2 STRUCTURE AND OPERATION OF SCHOOL SYSTEM

System management and new directions

Central office roles

The Education Department has now been incorporated into a new Department of Education and the Arts. The head of the Education Division is therefore no longer the head of the Department. Following the creation of the new Department a reorganisation of function has occurred. As previously stated, Central Office has been adjusted to include a new Education Policy and Advisory Unit (EPAU). The role proposed for EPAU is to:

- provide support to the Deputy Secretary (Education);
- take major responsibility for preparing and coordinating system level policy;
- develop detailed plans for the implementation of system-level policies;
- develop and sustain communication networks to assist policy development and implementation.

Since the unit was only established late in November it did not have the opportunity to play a significant role in system management in 1989.

The Central Office role is therefore one of providing Ministerial support and advice and financial and personnel management, and the development of system policy and guidelines.

The Central Office role is supported by system-wide services grouped into curriculum services and student services.

Regional office roles

Regional Office is now moving towards an educational leadership, management and consultative role with schools, rather than its previous predominantly teacher assessment function. As the trend towards school-based decision making and management increases educational leadership will assume greater importance for the regional officers.

Local management of schools

School planning

There is no formal requirement for schools to prepare whole school development plans although they are encouraged to do so. During 1989 most schools engaged in school-based planning. A major study of school-based planning has alerted the system to the wide variety of practices in operation and the variable capacity of schools to engage in a coherent planning process. This report is being used to prepare system guidelines for school-based planning.

Allocation of funds and budgeting

Tasmanian schools have had some measure of self-management of funds since the mid 1970s when Schools Commission funds were allocated to individual schools. Since then there has been a progressive increase in funds allocated to schools. In the 1989-90 financial year \$11.6 million was provided direct to schools and colleges to encourage school-based decision making and self management. These funds to schools were made available under a scheme known as the Combined Funds Scheme and included funds from both State and Commonwealth sources. They were allocated in three parts, namely, a base grant, a per capita grant and a needs per capita grant. The needs component of about 40% of the total is calculated on a scale of 4 to 20 developed from socioeconomic information relating to the students at each school. While \$11.6 million is less than 5% of the total recurrent budget of the system, it represents a very high proportion of funds not committed to salaries, service charges and transport costs. Of particular importance is the allocation of funds to schools for professional development and curriculum development. It is planned that further State funds be allocated direct to schools in future years, leading towards greater school based management.

Demonstrating responsibility

As part of the process towards school-based management, schools are required to provide plans for the expenditure of their allocation of funds and to provide accountability

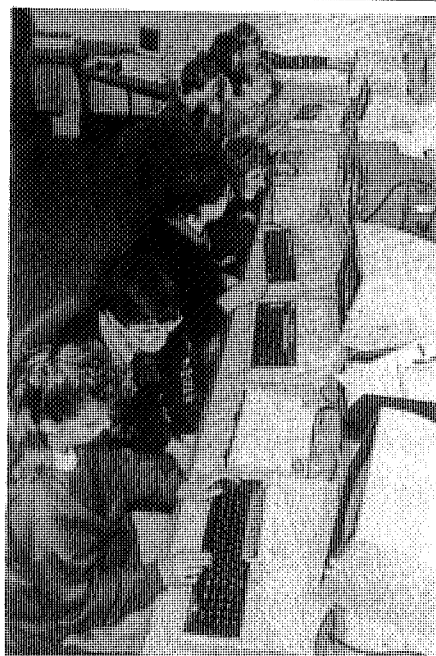
reports. In 1989 these requirements were not closely defined, thus allowing for a process of development to take place. More stringent guidelines will be published during 1990.

System-community interface

Links with business and industry continued to grow through industry reference groups, enterprise projects, the work experience program and teacher work placement. In the south of the State, an industry reference group developed its own pilot project, Adopt-A-Class. Participating businesses and industries 'adopted' small groups of Year 8 students from three high schools. The work sites became the classrooms for these students as they researched a range of work issues. The project was evaluated and a video made. Approximately a quarter of the students said that they had changed their choice of subject options for Years 9 and 10 because of their involvement in the project.

Over 40 student enterprise projects were centrally funded, but it is estimated that, statewide, over 150 were run. Projects ranged from students devising tourist packages to a student agency promoting post-Year 10 study at senior secondary colleges. The Department published *Student Enterprise: A Direction* and enterprise became increasingly mainstreamed into the curriculum.

Total placements for work experience were close to 10,000. Every Year 10 student in Tasmania has the opportunity to do work experience and some do it in Years 9, 11 and 12



A senior secondary student enterprise group from North West Tasmania has devised, developed and marketed computer software for the special school students seen here, as well as primary schools, Adult Education and local industry.

as well. The program is run by the Work Experience Advisory Committee, with representatives from education, employers and unions.

As part of a successful pilot work placement project, four teachers each completed a week working in the industries of tourism, journalism, computer technology and furniture trades.

While parents continued to be involved in many school activities, few participated through school councils in the decision-making process. Although all senior secondary colleges have councils, approximately only 12 schools have them. It is an area under review and redevelopment.

TAFE-school interface

The TAFE system in Tasmania was an administrative sector of the Department of Education and the Arts until a change in government in mid-year restructured the Department and linked TAFE with the new Department of Employment, Industrial Relations and Training.

Individual TAFE colleges have been responsible for any links made with the school and secondary college system.

These links have included:

- sharing of physical facilities for special education groups and providing some program support;
- the provision of teaching and facilities for senior secondary classes on a fee-for-service basis;
- the sharing of library facilities where a secondary college and a TAFE college are on the same campus;
- the use by TAFE of secondary college facilities for the teaching of TAFE courses.



The senior secondary and TAFE systems have established a joint working party which will consider strengthening and formalising the interface between these two facets of education in areas such as:

- Year 11 and 12 curriculum design;
- articulation and transfer of credit between senior secondary and TAFE subjects and courses;
- cooperation in the use of staff and facilities.

3 CURRICULUM

General curriculum policy

The development, organisation and delivery of curriculum services is dominated by five principles:

- The system believes that students will enjoy the best possible learning experiences when schools have freedom to implement curriculum strategies and to select curriculum resources within a framework which defines general principles of operation and expected student outcomes;
- The system accepts that national goals, national curriculum frameworks and nationally developed sets of student entitlements within defined curriculum areas provide important reference points for Tasmanian students;
- The system believes that schools are best placed to perform their function effectively when teachers share a common understanding of and commitment to the intentions of a particular curriculum. Thus it is accepted that centrally devised curriculum guidelines and materials must be prepared in consultation with teachers and must be implemented in a way that enables teachers to develop a clear understanding of what the curriculum is trying to achieve;
- The system accepts as essential the notion that curriculum should be subject to a continuous process of review and that as far as possible this process should focus on student learning or student outcomes;
- The system believes that there should be a strong element of continuity in curriculum development from kindergarten to Year 12 underpinning all curriculum development.

A primary student operates an ultra-sensitive microphone during a visit to the school of a mobile museum education display based on high technology.

Currently the curriculum activities of the system are organised around a small number of major themes described below.

Secondary renewal and the Tasmanian Certificate of Education

In 1989 the Department undertook a number of curriculum projects relating to its secondary renewal program and to the Tasmanian Certificate of Education due for introduction in 1990. Particular attention was given to completing Year 9 syllabuses ready for implementation in 1990 and to preliminary work on syllabuses for later years. Work included the preparation of handbooks and support materials and the trialling and evaluation of new materials. The redevelopment of curriculum related to all areas, and involved new courses of study as well as the revamping of existing courses. New areas included:

- health education and drug education
- technology and design education
- media education



Students from a northern Tasmanian high school work in a local radio station as part of their media studies course.

In keeping with general policy the curriculum development program encompassed system wide, regional and cluster staff development activities relating to such issues as:

- new curriculum
- assessment processes
- competencies
- records of achievement
- school management and administration
- evaluation strategies

Update of the report on primary education

The Committee on Primary Education (COPE) report was first published in 1980 and has led to many significant improvements in the provision of primary education. In 1989 a major review and update of the report was initiated.

This required input from a large number of teachers working in groups with each group focussing on a key topic. Topics included:

- primary school curriculum for the 90s
- student assessment and reporting
- continuity in education
- teacher effectiveness
- public accountability

At the same time as the overall review proceeded, guidelines in a number of curriculum areas were being reviewed and updated.

Review and development activities during 1989 were as follows:

- Mathematics K-8—preliminary and exemplary practices and the collation of recent research evidence;
- Science K-8—as for mathematics but building on work already completed in Years 5 to 8;
- Health Education—preparation and publication of final guidelines, experimental use of new resources, preparation of key school personnel for implementation;
- Language K-8—preparation of draft material, spot testing, trial and evaluation of various components;
- Arts (music and art)—publication of guidelines, development of resources, preparation of key school personnel for implementation.

Changing role of secondary colleges

The curriculum of the college system continued to change during 1989 due to:

- significant increases in retention and the consequent need to widen the scope of the curriculum;
- the impending introduction of the new TCE with its emphasis on criterion based assessment;
- the need to conform with the recommendations of the report *Secondary Education: The Future*.

Major attention during the year was focused on:

- a cooperative venture between teachers, curriculum officers and the Schools Board to redevelop all syllabuses for Years 11 and 12 to bring them into line with the new requirements;

- working with teachers to improve skills in criterion-based assessment;
- developing additional courses of study particularly in preparation for the opening of the Claremont Education Park with its technology, business and Asian studies focus;
- new teaching strategies including collaborative teaching, peer coaching, group work and cooperative learning, peer assessment, self-assessment and records of achievement;
- assisting college teachers to work with students with special needs.

Performance indicators

The Department commenced the process of developing performance indicators relating to various areas of the curriculum.

While student outcomes represent the only reason for the existence of an education system, adequate inputs and processes are necessary prerequisites to the achievement of acceptable outcomes. Thus, an efficient evaluation process, directed at both accountability and development is being considered for all three aspects.

Health education has been the first curriculum area chosen to test the feasibility of the performance indicator approach.

Implementation

The implementation of all curriculum initiatives is associated with a very deliberate teacher development program. Various techniques are employed including seminars, cluster groups, training of school-based leaders and the use of consultants.

Centre for Advanced Teaching Studies

Following completion during 1989 of planning and preparation the Centre for Advanced Teaching Studies (CATS) was established in January 1990 as a collaborative initiative involving the Department of Education and the Arts, the University of Tasmania and the Tasmanian State Institute of Technology.

The mission of CATS is 'to describe current practice and enhance the quality of teaching and learning in schools through rigorous, systematic award-linked inquiry and consultancy services'.

The Centre will be particularly concerned with award-linked studies at masters and doctoral level. It will extend the flexible study arrangements available through the Centre for Continuing Education of Teachers and provide

opportunities for teachers to be involved in collaborative research in areas focusing on teaching and learning.

The CATS mode of operation will be characterised by linkages between research and school-based action, a focus on system-wide research priorities, and the provision of a range of support services for those teachers involved. All research outcomes, including descriptions of exemplary practices, will be disseminated to school administrators and teachers.

Research will be coordinated through five study groups which have been established in the areas of:

- retention
- teachers and teaching
- children and learning
- school effectiveness
- parents and community

Each study group will develop a research agenda to focus its selection of questions and examination of issues.

4 ENROLMENTS, RETENTION AND PARTICIPATION

A summary of the 1989 student census is presented in the following table:

Table 1: Number of students in Tasmanian government schools, 1989

	Special Schools	Kinder- garten	Primary P-6	Secondary 7-10	Senior 11-12	Total
Persons	988	6,559	36,771	21,587	8,400	74,305
FTE	842	2,787	36,771	21,586	6,540	68,526

Source: National Schools Statistics Collection.

Analysis of student enrolment data

When the detailed information on which the above summary is based is compared with previous years, several factors emerge as having an important impact on the provision of education in Tasmania:

- The P-6 enrolment which has been steady for some years is just beginning to show a slight increase. The enrolments are also gradually being redistributed with significant increases in a small number of urban centres being offset by small declines, particularly in some rural areas and some established Housing Commission areas.

- Junior secondary enrolments have declined by about 10% in the past five years and it will be at least three years before the position becomes stable. The position has been reached where one high school was closed at the beginning of this year and the future of a few others is in doubt.
- Senior secondary enrolments are increasing rapidly. The Year 10 to Year 11 apparent retention in 1989 was 59.2% compared with 46% two years earlier. At the same time the Year 11 to Year 12 retention has remained steady at 75%, demonstrating that an increasing proportion of each cohort is completing 12 years of education. The number of part-time enrolments of more than 2 000 is also a feature of senior secondary provision in Tasmania.

Initiatives to increase retention

The program directed at increasing retention was multi-faceted. It emphasised:

- improved immediate job prospects;
- the long-term value of additional qualifications;
- the quality and relevance of college courses;
- the social benefit of continuing at school.

Strategies included:

- close liaison between each college and its feeder schools, Year 10 student visits, marketing by Year 11 students, cooperative activities, teacher exchanges;
- a strong community awareness program;
- a special 'students-at-risk' program focusing on schools with traditional low retention.

The effectiveness of the program will be judged on:

- general retention in 1990;
- retention from schools which were part of the special effort program;
- the drop out rate during Year 11.

Initiatives in relation to justice and equity

Socioeconomic initiatives

The system provides funds, resources and guidelines to encourage selected schools and clusters of schools to plan and implement programs to raise the educational performance of students from low socioeconomic areas.

Over 8,000 students are involved in these programs which offer:

- a range of experiences;
- opportunities to develop self-esteem and personal growth;
- literacy and communication skills;
- participation in the expressive arts.

Gender equity programs

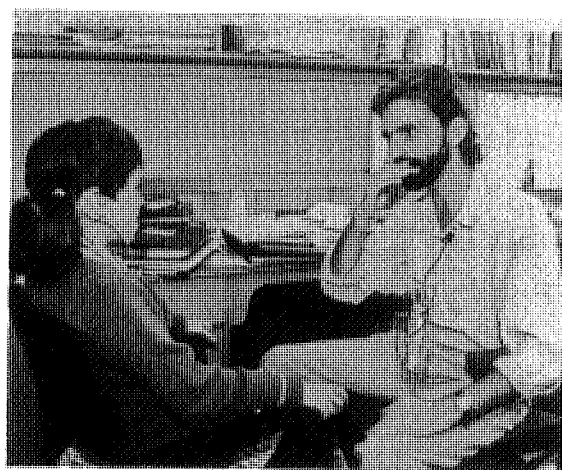
During 1989 the system continued to implement national policies on gender equity. Forty-six schools took part in action research projects involving construction activities, physical activities and non-traditional role models.

Students with special needs

The system has a strong commitment to the integration of students with disabilities into regular classes. During 1989 132 students were integrated into 74 classes. Support was provided in various ways but particularly through the employment of aides, provision of specialist resources and through teacher development programs.

In the early childhood area 182 children were assisted. Particular attention was focused on the coordination of services throughout the state. Other support included a visiting speaker program, a parent involvement program and the provision of a range of human and material resources.

Eighty-four students with severe disabilities received special support with the first priority being an appropriate home-based service for children not having access to school-based services.



A teacher of the deaf working with a hearing impaired student on a specific language program at a north western Tasmanian high school. Such students spend the greatest part of their time in regular classes.

New arrivals

Tasmania has only a small number of refugees and other non-English speaking students arriving each year. Only 91 were enrolled in 1989. Nevertheless these students come from a wide range of cultures and countries and are distributed over a significant number of schools - 27 in 1989.

Intensive English tuition was made available for these new arrivals through the employment of ESL teachers, the development of special learning materials and the scheduling of inservice activities for both ESL and mainstream teachers.

Rural students

A significant proportion of Tasmanian children live in rural and isolated locations. In order to ensure that these students have access to a high quality education, the system:

- provides hostel accommodation for some students;
- locates senior secondary facilities in some areas;
- ensures that rural schools are staffed to enable them to offer a broad secondary curriculum;
- encourages schools to adapt curriculum to build on the experiences associated with rural living;
- assists schools to give students an experience of the urban environment.



Students from a rural district high school measure the growth of fleeces from goats kept on the school's farm. Such schools adapt their curriculum to build on the experience of rural living.

5 STUDENT OUTCOMES

Directions for assessment and reporting

Criterion-based assessment

Teachers in secondary schools in Tasmania have undertaken training programs this year in preparation for the introduction in 1990 of criterion-based methods for judging student performance. The impetus for this decision has come from the need to improve the processes for assessment in order to assist students' learning and also to provide the basis for certification for school leavers through the new Tasmanian Certificate of Education.

A criterion-based system of assessment is perceived as having benefits for teachers, students and the community. The educational benefits of a criterion-based system include the fact that any award issued to a student is entirely dependent on the student's performance in relation to the criteria specified for a particular course. The assessment criteria will be explicit and common to all students studying a particular syllabus and they will be rated according to the same standards thereby facilitating maintenance of uniform standards between teachers and schools. The process of defining course objectives and criteria for assessment provides a clear sense of purpose and direction for learning for both students and teachers. Students will be aware of their strengths and weaknesses, thereby enabling them to undertake self-assessment and assume more responsibility for their own learning. The potential exists for awards to be more informative to the community by providing details of a student's strengths and weaknesses across the assessment criteria. Provided that the standards for rating performance upon the criteria are specified clearly enough then the resultant awards should be regarded as being reasonably reliable and trustworthy by the community.

An assessment leader has been trained in every secondary school in the state. As from 1990 teachers will be assessing their students' work on the basis of a relatively small number of broad criteria (15-30). This system is to replace the current norm-based system where students' marks and awards depend to some extent upon how their performance compares with that of their peers. There is still implicit endorsement of the need for specialist personnel to continue to use their specific purpose tests, many of which are norm-referenced, for guidance purposes.

Records of achievement and records of development

The Education Department's policy statement *Secondary Education: The Future* includes as one of its key principles that students should, as a joint enterprise with their teachers, prepare records of their achievements. Over half of Tasmanian secondary schools have commenced such programs.

Students are encouraged to compile a portfolio comprising materials relating to their noteworthy accomplishments and experiences from within and outside the school. A record of achievement, which is a selection of materials from a student's portfolio, is compiled by the student with the support and guidance of teachers to meet a specified need of a student such as a job application or admission to a tertiary institution.

A working party is preparing guidelines to ensure consistency across the state in the development of records of achievement. A support program is being developed which will enable all students to leave school with a portfolio and at least one record of achievement by 1993. As well as attempting to ensure that good quality products are developed by the students, the Department is encouraging teachers to use the development process to support their students' learning.

A record of development is a selection of material designed to illustrate a student's development over a period of time. It is usually prepared by the teacher for diagnostic purposes and for the benefit of other teachers when the student transfers to another class or school.

A record of development is also used to demonstrate a student's strengths, weaknesses and growth to parents. The record of development is seen as being of particular relevance in years K-8. Although not yet in widespread use the idea is perceived to have considerable potential, and will be investigated further.

Diagnostic testing

A unique mathematics diagnostic program, Tasmanian Education Department Diagnostic Information System (TEDDIS), has been developed in Tasmania. The TEDDIS system is a computer-based analysis procedure that enables teachers to identify and remedy computational errors the students make in basic mathematics. The development of this system is highly significant in that it systematises both the diagnosis and remediation of students' difficulties in mathematics for the first time in Australia and possibly the world.

The system has been developed to the stage of six tests with accompanying software and comprehensive folders of background and remediation material. Tests include the addition of whole numbers, the subtraction of whole numbers, manipulation of whole numbers, manipulation of rational numbers, manipulation of decimals and basic mathematics for students entering TAFE courses.

The system is used in Tasmanian schools as well as some interstate schools. The ACER has commenced preparation of some materials for publication. Future developments planned in this area include the development and trialling of a similar approach for the diagnosis of spelling errors and the construction of an interactive computer version.

Papers relating to TEDDIS were accepted in 1989 for inclusion in 1990 conferences of the Australian Association of Mathematics Teachers and the 5th World Conference on Computers in Education.

Literacy and numeracy testing

Since 1975 Tasmania has conducted periodic tests of literacy and numeracy for all 10-year-old and 14-year-old students. At least one test is administered each year. A substantial analysis of the results is distributed widely to inform schools, the system and the community on performance and trends in results. The analysis includes comparisons between important subgroups in the population.

In 1989 the 14N (14-year-old numeracy) test was administered. Using 100 as the baseline, the performance index for all students is summarised in the following table.

Table 2: Student performance index - Numeracy, 1989

Year	1975	1978	1981	1985	1989
Index	100	102	99	103	99

Thus, there has been no significant change in overall performance over a period of 15 years.

Some subgroup comparisons for the 1989 tests are shown in the following table.

Table 3: Subgroup comparison - Numeracy 1989

Group	Index
Boys	101
Girls	98
Disadvantaged schools	81
Non-disadvantaged schools	103
High schools	105
District high schools	93
Year 8	90
Year 9	105
Year 10	126
Schools of > 600 students	109
Schools with 201-600 students	101
Schools with < students	93
Cities	104
Towns > 1000	103
Towns 200-999	95
Rural balance	87

This pattern of results has been reasonably consistent over the years although the performance of girls has declined in the most recent administration of the test.

Certification

Planning and training for the introduction of the Tasmanian Certificate of Education (TCE) continued this year. The TCE, which is to be introduced in 1990, will show all courses in which a student has achieved an award over Years 9 to 12.

Implementation will commence with Year 9 students in 1990, and be completed when those students reach Year 12 in 1993. This single certificate will replace the two which are currently in use (the School Certificate and the Higher School Certificate).

Assessment for the certificate will be done using criterion based procedures (see the preceding notes on assessment). Each course will have from 15 to 30 criteria, which together will reflect the three broad areas of subject knowledge, subject specific skills and cross-curricular competencies, with each area given similar emphasis. Performance upon each of the criteria in a course will be rated on a four point scale (A-D) according to stated grade descriptors. The final rating upon a criterion will be arrived at through the accumulation of information about performance over various sub-criteria (referred to as 'evidence of attainment' in many syllabuses). A student's ultimate achievement award in a course will be derived, using prescribed aggregation rules, from the final set of ratings on the course criteria. There will be three possible achievement awards: Outstanding Achievement (OA); High Achievement (HA); and Satisfactory Achievement (SA).

As well as listing each course in which a student attained one of these awards (along with the award itself), the certificate will present a 75-word course descriptor for each of the 12 most recently studied courses. These descriptors will provide a brief insight into the nature and degree of difficulty of the courses.

Students will be able to study three different broad types of courses under the certificate: A, B and C courses. The C courses will replace the present Year 11 and 12 courses. They will take approximately 150 hours to complete and will be assessed by a combination of internal and external procedures. The B courses will take approximately 100 hours to complete, will be offered to students in all of Years 9-12, and will be assessed entirely by internal means. The A courses will also be entirely internally assessed and be able to be studied in all four year levels, but they will be short courses of around 25 hours duration.

It should be noted that the A, B and C labels do not denote the level of academic difficulty of a course: A courses, for instance, could conceivably be offered in areas as diverse as relativity and basket weaving. So, too, could C courses. Differing abilities and needs will be catered for by offering up to four different syllabuses in a given subject for each of the three course categories for each grade. These very specific courses or syllabuses will have their own unique course names, course codes and 75-word descriptors.

6 STAFFING: MANAGEMENT AND DEVELOPMENT

Staffing schools

The total number of professional staff available for appointment to schools was reduced by 6.5% in 1989 to allow for such factors as:

- teachers on extended sick, long service, and maternity leave;
- additional staff in low socioeconomic areas;
- regional office support;
- rounding of entitlements in rural areas.

The remaining staff were allocated to schools strictly on the basis of agreed formulae.

In 1989 the staffing formulae were as follows:

Primary schools

$$\text{Entitlement} = \frac{0.2 + \text{P-6 enrolment}}{20.4}$$

High schools

The key to calculating the entitlement of a high school is the 'Notional Teaching Weight' which varies from 0 for a principal or a teacher librarian to 0.3 for an assistant principal to 0.7 for a classroom teacher.

The total 'Notional Teaching Weight' for a school,

$$T = \frac{7-10 \text{ enrolment}}{23.3}$$

The senior staff and teacher librarian entitlement for a school is determined by its enrolment.

Colleges

$$\text{Entitlement} = \frac{\text{FTE enrolment}}{12}$$

District high schools

The school is divided into its primary and secondary components and treated as separate primary and high schools except that for the secondary enrolment the denominator for calculating the Notional Teaching Weight is 21 instead of 23.3.

Flexibility and negotiation on staffing

The formulae described above provide equal staffing in each sector. There are three ways of adjusting from equal to equitable staffing:

- additional teachers may be appointed to schools in low socioeconomic Housing Department areas;

- regional directors may round up fractional entitlements in small rural schools;
- regional directors each have a very small discretionary staffing allocation which they may use in special circumstances.

Schools of course may purchase additional staff resources from multi-purpose funds that are made available to them. This frequently leads to part time and hourly appointments.

Schools negotiate directly with regional superintendents in relation to type of staff in schools. Schools' needs are met, as far as possible, through the overall composition of the permanent teaching service, with the availability of staff to serve in more isolated areas imposing some restrictions.

Professional development opportunities

Opportunities are provided by several means.

First, many staff undertake post graduate (M Ed and Ph D and Grad Dip) studies with the University of Tasmania or the Tasmanian State Institute of Technology.

Second, the Centre for the Continuing Education of Teachers (CCET), which is a joint venture between the Department and the tertiary institutions, provides a wide variety of award-bearing courses to enable teachers to upgrade their qualifications. Many of these lead to a B Ed. Research has shown that over 90 per cent of school based personnel apply knowledge and skills gained from CCET courses in their schools and classrooms. Tasmania has a high proportion of four-year trained teachers (between 60 and 70 per cent), largely as a result of the CCET initiative. Late in 1989 the CCET was replaced by CATS which is described in 'Enrolments, retention and participation' on pages 114-116 of this report.

Third, teachers' centres continue to offer a variety of opportunities for the development of teachers.

Fourth, many regionally based, school-based and cluster-based seminars are organised for teachers, often looking at new curriculum initiatives.

From the beginning of 1990 expenses associated with most professional development opportunities will be met by schools from their direct grants.

Award restructuring

In 1989 award restructuring was only in its early stages. However it became apparent that the focus of attention would be:

- an increased school year to give probably two weeks of student-free time for teachers to plan, develop curriculum and engage in professional development;
- a significant rethink of the role of the teacher with some further duties being reallocated to para professional staff;
- removal of existing differential service conditions between teachers in different sectors;
- the creation of opportunities for teachers to obtain salary increases by becoming advanced skills teachers.

Selection and promotion of professional staff

Teaching Services came under the jurisdiction of the State Services legislation in December 1985. This move had two major effects. First it required all selection for promotion to be based solely on the merit principle and, second, it placed the appeals process outside the control of the Department of Education. As a result of extensive planning and trialling a new promotion system began to operate in 1989. The key features of the new system were:

- a separate selection panel of three or four for each advertised position;
- interviews for shortlisted applicants;
- referees' reports replacing promotion reports written previously by regional superintendents.

The new system was monitored carefully in order to overcome as quickly as possible any inefficiencies and potential injustices that might emerge.

In a situation of fairly stable enrolments and low separation rates the system has only limited needs to recruit new staff. Basically the system recruits from existing students and from experienced teachers wishing to re-enter the work force. Criteria for selection depend on the nature and location of the vacancy, but only fully qualified teachers are recruited, the great majority being four-year trained.

7 RECURRENT AND CAPITAL RESOURCES

The Government believes that the environment in which children and teachers come together is a vitally important part of the teaching and learning process. In 1988-89 by sharply increasing expenditure on the school environment, the Government is assisting both schools and teachers and making a clear commitment to the future of both.

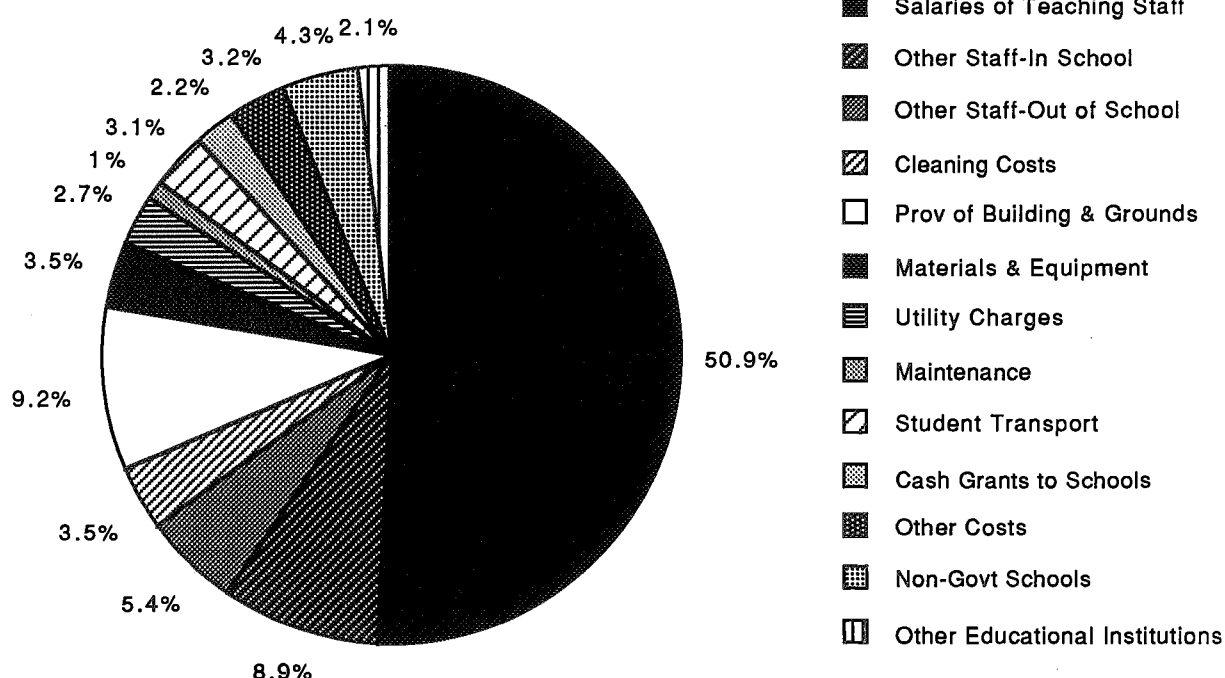
The 1988-89 State Budget provided for:

- an increase in the total allocation to education of 9 per cent (2 per cent real increase);
- appointment of 55 extra teachers to enable special needs of students to be met, especially those in high and district high schools;
- a 2 per cent real increase in the annual supplies budget;
- enough teachers to cope with dramatically increased enrolments in senior secondary colleges and to ensure that both primary and secondary schools will be able to provide art, music, languages and other specialist subjects;
- a significant increase (34 per cent) in capital works and services.

The Budget announced the following initiatives for recurrent services:

- extension of health education curriculum in all primary and secondary schools;
- funds to enable the Schools Board to continue introduction of the new Tasmanian Certificate of Education;
- priority to attracting private full fee-paying overseas students to the State's educational institutions, particularly at tertiary levels;
- provision of two new computer systems to schools and colleges: the first gives assistance with administration (i.e. timetabling, student records); the second system will provide assistance for the operation of school and college libraries;
- appointment of staff to plan for the opening of the Claremont Education Park in 1990;
- increased support to the Youth Affairs Council of Tasmania and the Office for Youth Affairs;
- introduction of a new postgraduate course in aquaculture at the Tasmanian State Institute of Technology;
- maintenance of a pupil-teacher ratio of 17.9:1 in primary schools and 12:1 in secondary schools.

1988/89 EXPENDITURE BY TYPE



Additional economy measures include:

- operation of Adult Education on a user-pays basis, and an increase in the standard course fee to approximately \$5.00 or \$2.50 per hour;
- a complete review of all property holdings, land and properties which are surplus to requirements will be sold and the funds used to help education;
- encouragement of schools and colleges to establish energy conservation measures and the provision of professional advice, minor works alterations and incentives to achieve this.

Works and Services allocations in the 1988-89 budget involved a total allocation of \$41,497,000 to fund a major expansion in the building program for Tasmanian schools and colleges.

A feature of the program was the number of new major projects which were started. These included the Claremont Education Park (total cost \$13.9 million); redevelopment of the Don College (totalling \$2.9 million); new primary school at Penguin (\$2.9 million); and redevelopment at other schools and colleges.

Total expenditure in 1988-89 amounted to \$362.2 million.

Features of the 1989-90 State Budget included:

- an additional \$500,000 to the recurrent budget for maintenance of buildings, ground and equipment (total increase of 28 per cent).
- maintenance of funding to schools in real terms and additional funds for staff development activities (\$2 million) to be provided directly to schools as part of the Combined Funds Scheme. Similarly, funds will be more fairly allocated between primary, high and secondary colleges as part of the Annual Requisition Scheme;
- maintaining current pupil-teacher ratio in schools;
- an incentive scheme to conserve energy in schools and colleges. A principal feature of the scheme is that schools will be able to retain half of the saving;
- transfer of the student transport system to the Department of Roads and Transport to

provide a more equitable, efficient and coordinated system;

- sufficient increase in funding for Nurse Education (88.3 per cent rise) based on an anticipated increase in student enrolments;
- development of a three-year Capital Works Program, which involves a thorough review of the needs of each and every school in the State.

School-based budgeting

At present Tasmanian schools have a high degree of autonomy in relation to the curriculum; very limited control over the appointment, transfer and promotion of staff; and a high degree of control over certain other financial resources which determine the current level of school-based budgeting.

Over the past two or three years there has been a steady devolution of financial responsibility to schools. The two major schemes to provide funds directly to schools are the Combined Funds Scheme and the Annual Requisition Scheme.

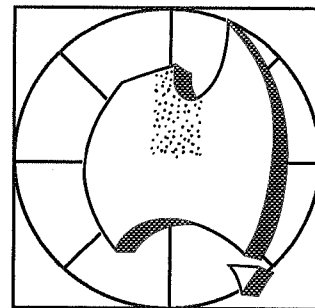
Funds are allocated by applying a per capita rate and a minimum grant.

These schemes are designed to give schools greater opportunity and flexibility to manage their own finances. As Principals are regarded as resource managers, as well as educational managers, the schemes assist them to fulfil this role by facilitating financial planning, to ensure that funds are directed to areas of highest priority in the school.

Non-government schools

In support of the non-government sector the Government maintained its 25 per cent support scheme for non-government schools and increased the funds provided for this scheme in 1989 by \$576,552 (4.6 per cent). Under this scheme, capitation and special grants are paid to the governing bodies of the schools concerned and may be applied for such purposes as the governing body thinks fit. In addition, the Education Act provides for interest subsidy payments on certain loans raised by non-government schools. These loans must be raised for the purpose of meeting capital expenditure incurred in the provision alterations or extensions of teaching or residential accommodation for children.

NORTHERN TERRITORY



1 OBJECTIVES AND PRIORITIES IN SCHOOLING

Government sector

The Northern Territory has a well-developed education system which has undergone dramatic improvements since self-government in 1978. Education is compulsory for children between six and 15 years of age. The Northern Territory provides a whole range of educational services from Outstation Schools to postgraduate level at the Northern Territory University.

Some areas of priority concern are:

- Students of Aboriginal descent
- Overcoming isolation
- Increasing the influence of parents and community
- Teacher development
- Language and communication
- Retention rates
- Computer education
- Providing for special needs
- Curriculum uniformity and national compatability

Students of Aboriginal descent

Aborigines make up 32% of the total Northern Territory student population, 74% of whom are tribally oriented and live in remote and rural communities. Bilingual schools teach in 17 Aboriginal languages. Whilst recognising the differing backgrounds and needs of Aboriginal students, the objective is to significantly improve their academic performance to qualify for entry to training courses and higher education courses. A significant initiative is the ongoing establishment of Community Education and Vocational Centres. The Remote Area Teacher Program and the Mentor Program are initiatives to increase participation in education by Aboriginal Territorians.

Overcoming isolation

Some progress is being achieved through the development of improved primary and secondary correspondence education. The outstation scheme is providing a very basic form of primary education to very remote Aboriginal groups. The high cost of developing curriculum and of delivering educational services to isolated areas significantly impedes this goal.

Increasing the influence of parents and community

School Councils are well developed and Action Plans for School Improvement have been introduced to ensure each school works towards agreed objectives in consultation with its community. The involvement of Aboriginal communities is actively supported.

Teacher development

Teacher development activities to maintain a well-qualified professional service are extensive. A Master Teacher Scheme provides an attractive career path for teachers who wish to develop their teaching expertise rather than move out of the classroom.

Language and communication

Special attention is given to developing competence in the basic skills of communication in written and spoken English in respect of Aboriginal students and those of other non-English speaking backgrounds. The maintenance and development of Aboriginal and other languages is an ongoing process.

Retention rates

Continuing success is being achieved with students staying at school longer to improve their general education, skills and qualifications. However, retention rates for Aboriginal students both at the primary and secondary levels require significant improvement.

Computer education

Northern Territory schools are well equipped for the use of computers for teaching and learning across the curriculum. Opportunities are provided for students to learn about and become literate in the use of computers.

Providing for special needs

Provision for children with special needs is made wherever possible, within the normal school environment. Support in order to maintain children with special needs in their neighbourhood school is provided by specialist teacher and ancillary staff.

Curriculum uniformity and national compatibility

Because of both the highly mobile nature of students within Northern Territory schools and teacher turnover, a uniform curriculum has been established throughout the Territory, which is compatible with other Australian school systems. This is well established and is being further developed.

Catholic schools

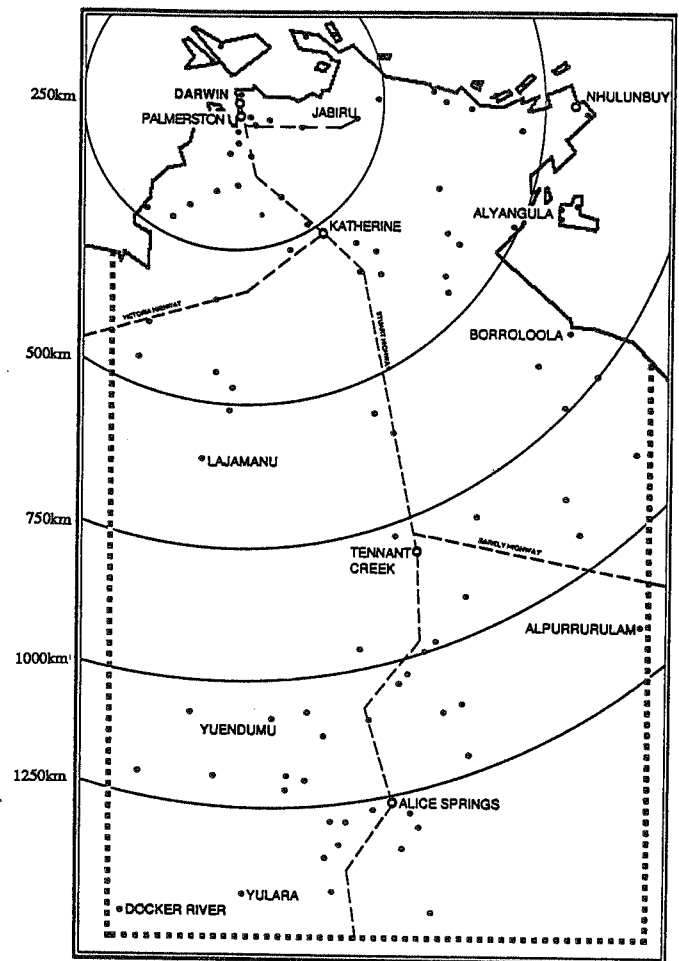
In 1989 there were 15 systemic Catholic schools in the Northern Territory. One comprehensive secondary school, a junior secondary college and five primary schools were located in Darwin; one primary school in Katherine; one junior secondary college and one primary school in Alice Springs; and five Catholic Aboriginal schools at Bathurst Island, Port Keats, Daly River and Santa Theresa. St Theresa, OLSH Wadeye and Lyente Purte are bilingual schools.

Areas of priority concern

The objectives established for the Catholic education system were:

- making schooling more relevant to contemporary circumstances and to Australia's Asia/Pacific location;
- providing an effective educational environment which will foster positive human relationships in the school community and which will encourage students to develop a healthy self-esteem and a sense of social responsibility, and equip them to deal with the dangers of substance abuse;
- acknowledging and responding to the needs of society and promoting students' participation at upper secondary level where we seek to improve retention rates through a curriculum designed to encourage and enable all students to remain longer at school;
- improving the participation and achievements of students who are affected by the

Figure 1: Location of Northern Territory schools showing linear distances from Darwin centre



Source: Statistics and Demography Unit, NT Department of Education 1990, Project Rubicon.

complexity and diversity of Aboriginal Communities;

- improving the participation and achievements of students who are affected by physical, emotional and intellectual factors.

System and school management, including community

The Bishop of Darwin is advised on education policy by a Catholic Education Council with members drawn from a variety of backgrounds including parents, principals and religious. School Boards have been developed at individual school levels.

Curriculum

The system participates in curriculum initiatives, accreditation, assessment and evaluation developed by the NT

Education Department. Additionally, the Catholic ethos and religious dimension is an integral part of each individual school's curriculum.

Non-systemic non-Catholic schools

In 1989 there were six non-systemic non-Catholic regular schools in the Northern Territory. The majority of the schools offered education at the primary level only. All of these schools were coeducational and most served urban communities. All of these schools were affiliated with Christian organisations with the exception of one Aboriginal community school.

The most important priority objectives being highlighted for the 1989 school year were:

- to maximise the general competencies of students, particularly in literacy and numeracy skills;
- to provide better feedback to the school community and to involve the community in school operations;
- to maximise learning for all students;
- to develop personal characteristics such as self-discipline and respect for the rights of others;
- to increase participation in key subject areas, particularly in the areas of physical education, maths and the arts;
- to promote equity both within schools and within society more generally;
- to maximise the competence, efficiency and confidence of teachers;
- to make schooling more relevant to contemporary circumstances including maintaining Aboriginal language and culture.

It must be explained that these objectives were those being highlighted for the 1989 year. Where schools did not mention specific objectives this does not mean that they were not pursuing those objectives as part of their normal ongoing operation.

2 STRUCTURE AND OPERATION OF SCHOOL SYSTEM

System and school management including community involvement in school governance

It is the aim of the Northern Territory Government to devolve a range of functions to School Councils.

The Northern Territory *Education Act* provides for the establishment of incorporated School Councils which can opt to take on functions including control of school funds, capital works and repairs and maintenance. They can advise on all aspects of the schools, including staff selection.

Some remote Aboriginal localities have formal School Councils while others have advisory non-incorporated School Councils or committees. This involvement is actively encouraged to provide communities with a vested interest in the educational process. Each School Council decides on the level of devolution it is capable of managing successfully.

Strategic areas which require a central coordination role, or cannot be delegated due to legislative conditions are:

- educational aims, policies and guidelines;
- curriculum and advisory services;
- system-wide assessment, certification and student awards;
- staff formulae and bulk resource allocations;
- audit controls and financial accounting.

Links with tertiary education, industry, business and the wider community

The Northern Territory University (NTU) offers an expanding range of tertiary courses, in addition to diplomas and associate diplomas. Government scholarships and student assistance schemes for students ensure barriers to entry are minimised.

TAFE Colleges and the school sector are expanding cross accreditation and credit arrangements to ensure that students at senior secondary levels have expanded study and vocationally relevant options.

Industry and community involvement in all areas of the education system is actively encouraged. The Board of Studies, which recommends all Northern Territory curriculum and approves assessment and certification, provides a forum for wide community input.

The Board includes representatives of tertiary education, parents' associations, industry and business groups, teachers and Feppi (aboriginal advisory body – Feppi is a Daly River tribal word for 'rock', 'foundation'). A supporting network of committees provides extensive opportunity for all parts of the community to be involved.

Feppi's 12-Point-Plan for Aboriginal education has been incorporated in the government's aims and objectives.

School Councils are encouraged to draw upon expertise from the community, particularly business. Curriculum developed is appropriate and based on research and employment requirements.

Contextual influences

Geographical

The Northern Territory, with a population of about 156,000 and a land area of 1,348,000 km², has a population density of approximately one person per 8 km². Educational services are provided to a diverse multicultural and multi-lingual population which is scattered over an area 30% larger than New South Wales and Victoria combined. Most of the population live in the major townships of Darwin, Palmerston, Alice Springs, Katherine, Tennant Creek, Nhulunbuy, Alyangula and Jabiru with the remainder widely dispersed across the Northern Territory. Many smaller centres are accessible only by air or by sea, and are often not accessible during the wet season.

It is important to note that 57.4% of Northern Territory schools and 25% of the students are located in remote areas.

The physical and social environment imposes exceptional cost disabilities. School-aged children comprise 20.7% of total Northern Territory population. This proportion is greater than in any of the States. Students are widely dispersed over terrain which necessitates many small schools, which are expensive to maintain and supply. The diverse racial and social nature of the student body requires additional expenditures on curriculum and language support staff and resources.

Demographic

Schools are grouped into three classifications:

- Urban (Darwin, Palmerston and Alice Springs)
- Rural (Katherine, Tennant Creek, Jabiru and Nhulunbuy)
- Remote (all other areas)

In 1989 there were 148 government schools throughout the Territory – 48 Urban, 19 Rural and 81 Remote.

Total government school enrolments for 1989 were 29,455.

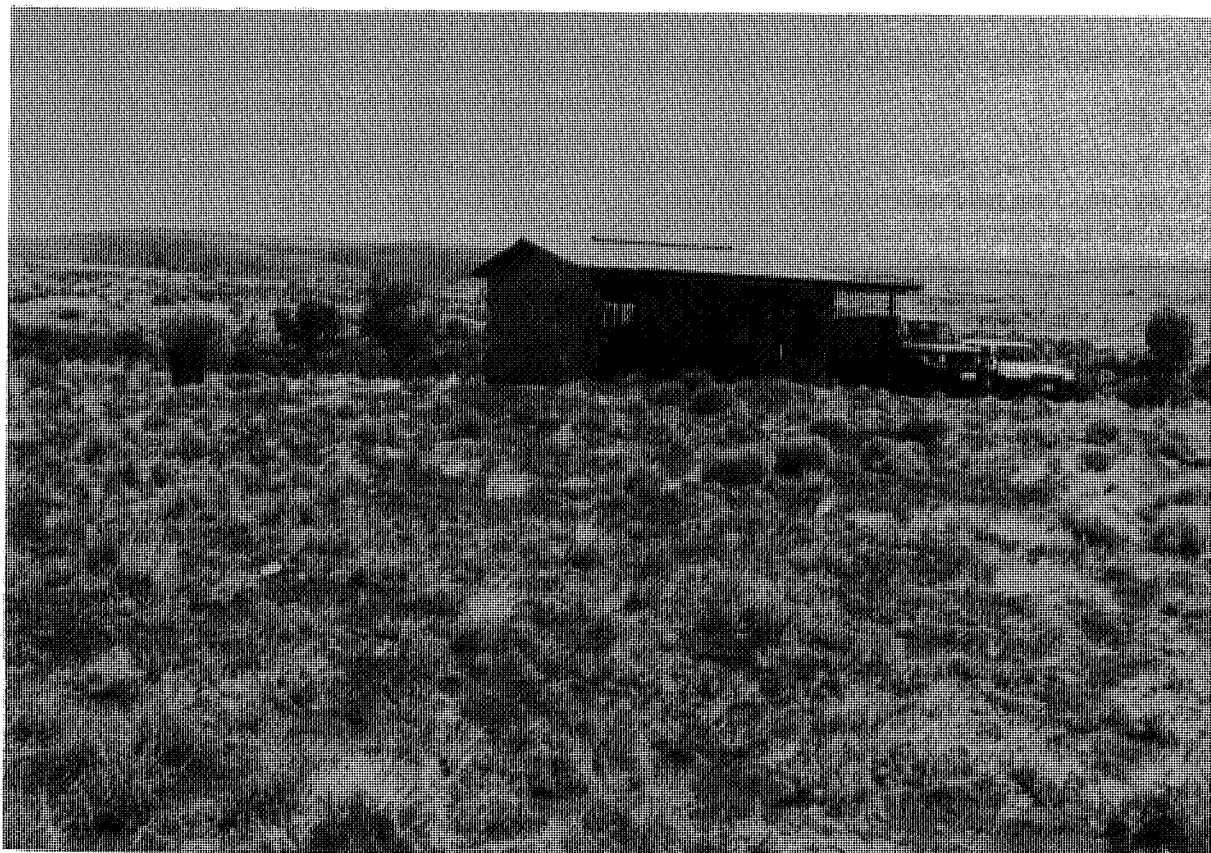
These schools include one-teacher schools in isolated areas, large and small Aboriginal schools, area schools, schools of the air, a secondary correspondence school, large urban primary and secondary schools, and junior high schools and senior secondary colleges. There are also a large number of outstation schools.

3 CURRICULUM

Curriculum policy

Students in Northern Territory schools are highly mobile – approximately 10% change schools within the Territory each year and many arrive from or move interstate.

Remote outstation school - Red Sand Hills, Central Australia, Alice Springs Region



Students have difficulties adjusting to new school environments, and differences in curricula, teaching and learning methods.

Adjustment problems are alleviated by ensuring an appropriate curriculum uniformity throughout Northern Territory schools and that the content of the Northern Territory curriculum is comparable to those of other States.

The curriculum also has sufficient flexibility to provide for student's special needs. Other problems such as teacher turnover, distance, communication difficulties, a small and dispersed population and cultural differences make curriculum support and appropriate inservice activities costly and difficult to provide. These factors reinforce the need for comparability of standards across the Territory.

In addition to accepting the common and agreed national goals for schooling, the Government set out the goals of Northern Territory education in *Directions for the Eighties and Towards the 90s, Parts I and II*.

The school curriculum consists of the total of all the planned learning experiences provided by the school. From Transition to Year 10 the curriculum is organised into three related components, which, whilst ensuring an appropriate degree of uniformity, allow for a necessary element of flexibility.

The three components are;

- the core objectives;
- the Board of Studies approved courses;
- school-based courses.

Review and development

Processes

At the Territory level, prime responsibility for setting directions, overseeing and monitoring of curriculum development and implementation rests with the Northern Territory Board of Studies which advises the Secretary and Minister.

The Board is a Statutory Authority reflecting a wide range of educational and community interests. It has standing committees with the expertise needed to advise it on all aspects of accreditation, assessment, and curriculum.

The Board is assisted by a number of Subject Area Committees, one for each of the key areas in the curriculum and some with a broader brief, e.g. early childhood, gifted children's programs and distance education. These committees are drawn from those with particular expertise or interest and include practising teachers, office-based personnel, representatives of further education and the community.

The school-based component of the curriculum allows schools to meet their own identified needs. These programs are continually reviewed as part of the ongoing process of developing and updating Action Plans for School Improvement, based on the partnership of school, community and the Department.

Outcomes

At this stage, formal records of schools' use of curriculum are only maintained for particular areas of interest. The maintenance and compilation of formal records are currently being addressed. All schools are expected to meet the Department's requirements and their success is monitored in a number of ways, e.g. oversight by Superintendents, moderation programs, assessment requirements and advisory visits.

Accreditation processes for new courses

Courses for Transition to Year 10 are approved in the first instance by the appropriate Subject Area Committee which then makes recommendations to the Board of Studies, through the Board's Pre-10 Committee. The Board recommends approval to the Secretary for Education. The general principle is that schools must seek approval for any variation from Board Approved Curriculum.

Senior school courses are developed by Subject Area Committees, which go through the Board's Accreditation Committee, then to the Secretary for approval.

4 ENROLMENTS, RETENTION AND EDUCATIONAL PARTICIPATION

Table 1: Number of schools by level, type, location, 1989

Non-government	Urban	Rural	Remote	Total
Preschools	2	0	0	2
Primary schools	11	1	2*	14
Secondary schools	3	0	0	3
Primary-Secondary	3	0	0	3
Approved postprimary	1	0	5	6
Total	20	1	7	28
Government	Urban	Rural	Remote	Total
Preschools	4	1	0	5
Primary schools	29	11	60*	100
Secondary schools	9	3	1	13
Primary-Secondary	0	3	1	4
Approved Postprimary	0	0	11	11
Community Educ. Centre	0	0	8	8
Special	6	1	0	7
Total	48	19	81	148
GRAND TOTAL	68	20	88	176

*Not specified here are 65 outstation classes, of which 13 are non-government and 52 government. An outstation class is one which has no residential teaching staff. However, such classes do have resident Aboriginal Teaching Assistants, either full-time or part-time. Teachers visit the outstation on a regular basis from an administrative centre or a hub school to provide primary education to remote Northern Territory communities with traditional Aboriginal populations. The number of visits per week is limited by distance, terrain and climate.

Table 2: Enrolments by level, school type, gender.

Non-government	Preschool	Prim.	Sec.	Total(a)
Preschools	53	0	0	53
Primary schools	0	2748	0	2763
Secondary schools	0	0	1175	1175
Primary-Secondary	0	423	501	928
Approved Postprimary	136	829	200	1165
Total	189	4134	1876	6218
Government	Preschool	Prim.	Sec.	Total
Preschools	93	0	0	93
Primary schools	2158	14176	59	16738
Secondary schools	0	0	6442	6603
Primary-Secondary	96	556	278	941
Outstation*	0	935	0	935
Approved Postprimary	232	1013	336	1583
Comm. Educ. Centre	228	1127	404	1771
Special	0	0	0	130
Total	2807	17807	7524	28794
GRAND TOTAL	2996	21941	9400	35012

(a) Excluded from the body of the table but included in the column totals and grand total are 675 ungraded students (19 in non-government schools and 656 in government schools).

*An outstation class is defined as for Table 1.

Note: Part-time students are excluded from this Table.

Figure 2: Apparent retention rates, government schools, by gender, 1985-89

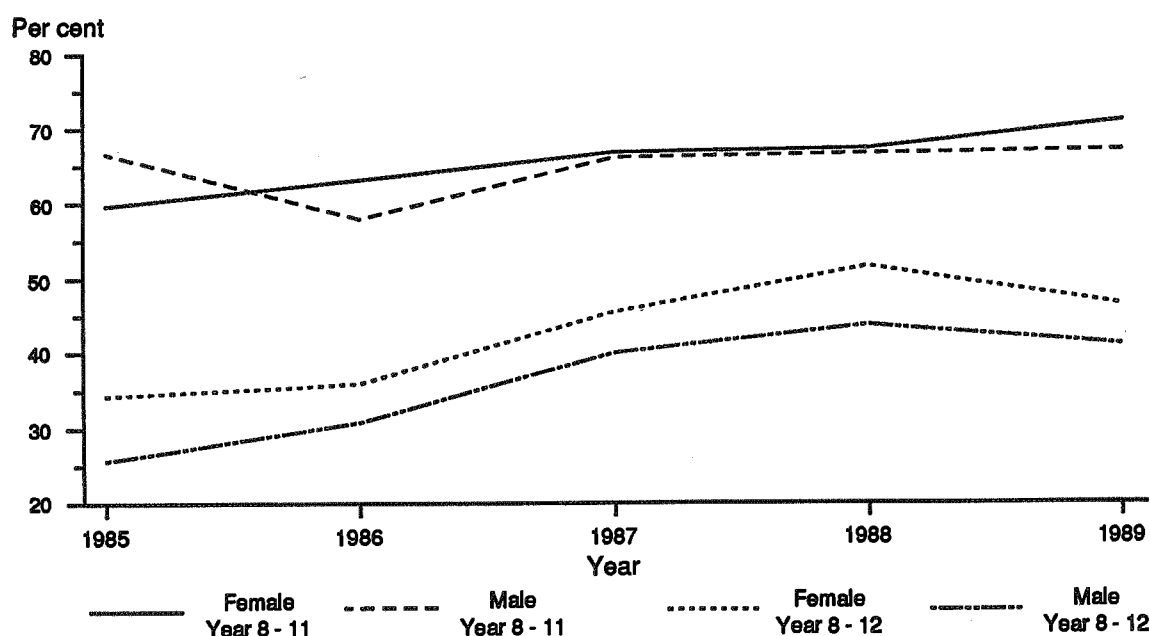
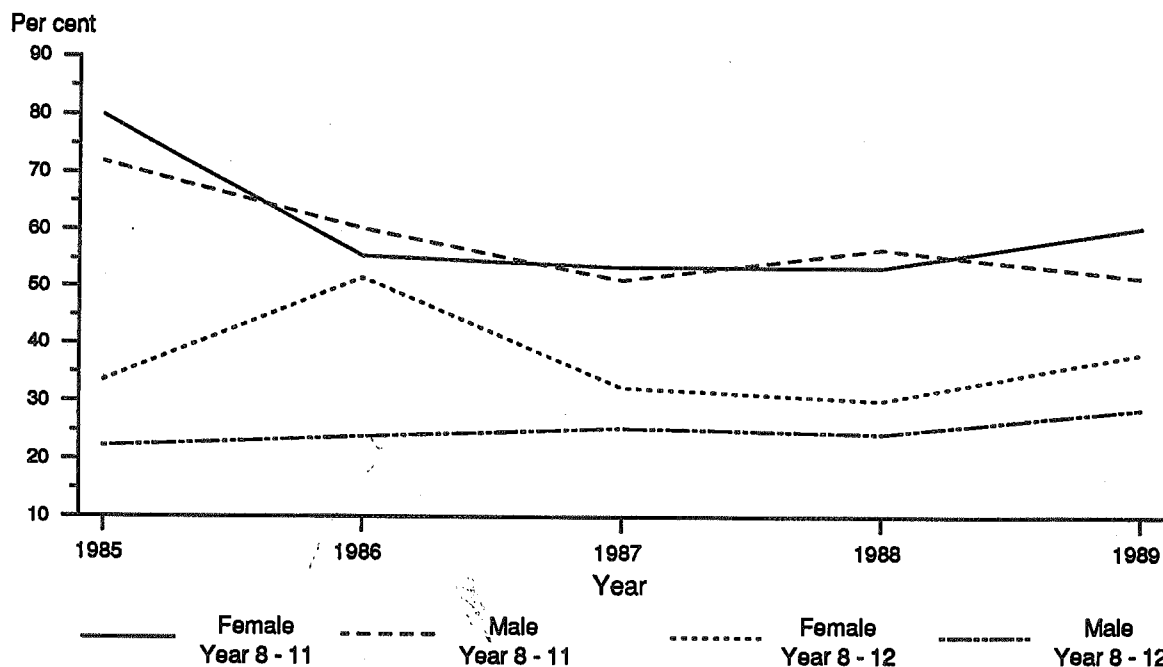


Figure 3: Apparent retention rates, non-government schools, by gender, 1985-89



Initiatives to increase retention and/or meet the needs of the increased diversity of students arising from increased retention rates or improved access

Secondary colleges were introduced in the Northern Territory in 1987 and have proved attractive to young people. The colleges offer a wide range of Year 11 and Year 12 courses over an extended day to full-time and part-time students including an increasing number of mature-age students.

Provision for the diverse range of students generated by increased retention rates has required the development of courses for less able students. Vocationally orientated courses and senior secondary/TAFE cooperative programs have and are being developed.

The establishment of Community Education Centres (CECs) in selected Aboriginal communities during 1988 to 1990 has led to increased access to, and participation in, secondary and postsecondary programs. CECs supplement the provision for Aboriginal secondary students to board at Yirara and St Phillip's, (Alice Springs), or Kormilda and St John's (Darwin).

Initiatives on gender equity

Gender equity initiatives in the Northern Territory focus on promoting equal opportunity for all students to fully participate in society and the economy. Strategies used target three levels of the education system to mainstream gender equity issues: executive, middle management and schools.

At the executive level policy encourages schools to incorporate strategies such as the use of performance indicators to ensure that effective gender equity policies are implemented. At the middle management level, strategies include formation of networks with community agencies as a means of coordinating such programs as Tradeswomen on the Move. Professional associations have consolidated firm links with the gender equity unit. Subject committees in the areas of science, mathematics, technical studies and physical education identify policies and procedures to address girls' needs.

At the school level, specific programs such as Young Women in Business and Shadowing Women in the Workforce target girls. Inservice programs, resources distribution and action research provide support for teachers.

Participation in key subjects by social groupings

The Northern Territory initiated a research project which was managed by Deakin University, entitled Education and Training of Aboriginal Girls in Remote Communities of the Northern Territory. The report is due to be finalised in 1990.

The organisation of junior high schools gives students from a variety of social groupings and backgrounds the widest subject choice.

Employment opportunities in remote or Aboriginal communities are extremely limited. However, it is hoped that the introduction of Community Education Centres will provide a range of options that will maximise these students' employment opportunities.

5 STUDENT OUTCOMES

Assessment policy

Assessment, accreditation and certification are functions of the Northern Territory Board of Studies, a statutory body established in 1984.

An overall formal statement of assessment policy for the Northern Territory is being developed to complement the restatement of curriculum policy which has emerged from the curriculum review.

The new assessment policy will provide over-arching guidelines concerning philosophy, approach and strategies for guidance at all levels.

Assessment initiatives

Senior secondary

In order to produce final student assessments which are comparable throughout the Northern Territory, contribute towards the maintenance of standards, and assist teachers with internal assessment procedures, student assessments in all Northern Territory accredited Year 11 English and mathematics courses are moderated through visitation and consensus techniques.

Other subjects, which are school assessed, are controlled through clearly specified requirements in accredited course documents and moderation programs.

For Year 12 the Northern Territory purchases the services of the Senior Secondary Assessment Board of South Australia and this involves extensive moderation and assessment procedures subject to overall policy.

Junior secondary

Assessment of junior secondary student achievement is largely the responsibility of the schools.

Schools are assisted by guidelines prepared through the Subject Area Committees. This assistance includes the provision of inservice training activities and the production of assessment guidelines for teachers. Item pools and other assessment instruments complement assessment procedures and instruments developed by schools.

In 1989 a new Year 10 Assessment Package was introduced in English and mathematics. This comprises a moderated school assessment component worth approximately 70 per cent of the overall final grade, and a common, system-wide external component examination worth approximately 30 per cent of the overall final grade. These components are combined to provide each student with a final grade in English and mathematics using the A to E scale. English and mathematics are moderated through

group meetings of teachers within each subject area, and by assistant moderator visits to all schools.

In other subjects for the Junior Secondary Studies Certificate (JSSC), grades are derived from school-based assessment procedures but various subject areas are developing moderation programs.

Primary assessment program

This system-wide testing program was introduced in urban primary schools in 1984. It was extended to Aboriginal schools in 1986. All urban primary school students in Years 5 and 7 undergo tests in English and maths. In Aboriginal schools testing is at the Year 5 level.

Early childhood

In Early Childhood a Screening and Assessment package is being implemented in all schools. At this stage it is school-based with no central information.

Attainment

Senior secondary

The Senior Secondary Studies Certificate issued by the Northern Territory Board of Studies reports student achievement in all Northern Territory Year 11 and 12 accredited courses, registered courses and TAFE courses. It also shows the SSABSA Publicly Examined and School Assessed Subjects taken by the student in Year 12.

An accredited course is one which has been approved by the Board of Studies as educationally sound and appropriate. A registered course is one which has been lodged with the Northern Territory Board of Studies. They range from formal courses which cater for groups of students for whom accredited courses are deemed unsuitable, to informal courses involving extracurricular activities.

Except in English and mathematics which are externally moderated, the level of achievement is assessed by the school and is determined by student achievement on tasks defined in the course, e.g. tests, assignments, practicals. Publicly Examined and School Assessed Subjects undertaken by students in Year 12 are all accredited with the Senior Secondary Assessment Board of South Australia which issues a Year 12 Certificate of Achievement in January following the year of study.

Achievement ratings are reported as:

A*	Outstanding	20	C	Competent	13-11
A	Very High	19-17	D	Marginal	10-8
B	High	16-14	E	Low	7-0

Junior secondary

The Junior Secondary Studies Certificate (JSSC) is issued by the Board of Studies and reports student achievement at

the Year 10 level in Board Approved and school-based courses.

The JSSC is in two parts. The left-hand side of the certificate shows the student's graded achievement in all subjects taken at Year 10 level, divided into those that are school-based and those approved (which are further divided into those which are moderated and externally assessed (English and Maths) and others). The right-hand side of the certificate shows the student's basic competence in the elements of the curriculum related to the core objectives.

The core objectives spell out the basic skills and understandings in which students are expected to gain competence, and the educational experiences which they should have. The total curriculum, which incorporates the core, is based on the recognition that students need to be extended beyond the basic core and that local needs and interests must be catered for by individual schools.

Achievement is graded as:

A*	Outstanding	20	C	Competent	13-11
A	Very High	19-17	D	Marginal	10-8
B	High	16-14	E	Low	7-0

Statistics of achievement are available and results on the external assessment in English and maths are made available to systems and schools and to parents and students, on request.

Primary

Through the Primary Assessment Program individual schools are issued with the results of their own students and the Territory-wide results for comparison. Generation of a range of Territory norms against which various aspects of student performance can be judged, enables the program to serve as a multi-purpose indicator of educational quality.

Certification policy and processes — Secondary level

Senior secondary

The Senior Secondary Studies Certificate (SSSC) is issued by the Board of Studies to record student achievement in senior secondary education (Years 11 and 12). A certificate is issued for successful completion of at least one course over one semester.

Achievement in SSABSA subjects is recorded on the SSABSA Certificate of Achievement.

Junior secondary

The Northern Territory Junior Secondary Studies Certificate caters for students who successfully complete Year 10. The certificate is designed to meet the requirements of

educationists, parents and employers. The certificate indicates:

- achievement on a five-point scale, as assessed by each school, in all courses completed during Year 10;
- the nature of assessment for each subject;
- whether the core objectives have been attained.

Completion rates

In 1989 a total of 703 Year 12 students completed 5 subjects. Of these, 387 did five Publicly Examined Subjects, (ie the matriculation course) and 66% matriculated. The remaining 320 students sat for one or more School Assessed Subject and 74% achieved a combined Subject Achievement Score of 50 points out of a possible 100.

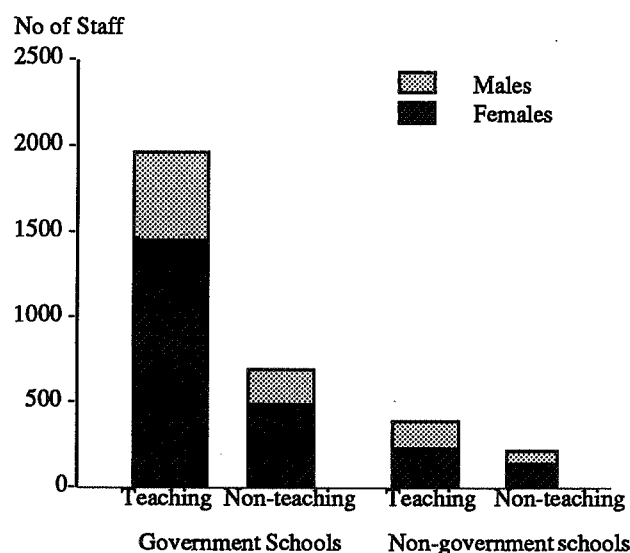
6 STAFFING: MANAGEMENT AND DEVELOPMENT

Table 3: School-based teaching staff, by level, by gender (rounded FTE)

	Government			Non-government			Total
	M	F	P	M	F	P	P
Preschool	5	85	89	0	4	4	93
Primary	319	896	1215	57	180	237	1452
Secondary	368	378	746	80	75	155	901
Special Schools	6	30	36	0	0	0	36
Total	698	1389	2086	138	258	396	2482

Source: National Schools Statistics Collection and Department of Education (Statistics/Demography Unit).

Figure 4: Number of school based staff by sector, type, and gender



Professional development

Policies and programs

The Northern Territory Department of Education has a set of comprehensive and wide-ranging professional and career development programs and policies covering the areas listed below:

PROGRAMS	NUMBER OF PARTICIPANTS
Full-time scholarships for professional development of teachers and public service staff.	(NTTS) 12 (NTPS) 2
Part-time and external study leave for teaching and public service staff	(NTTS) 350 (NTPS) 100
Interstate and international teacher exchange	7
National and international seminar programs	100
Bursaries for Aboriginal teacher training	12
Senior management development programs	5
Industry exchange programs	4
Tertiary scholarships for 10 top academic students	10
Student Teacher scholarships (new per year).	49
Library Traineeships	13
Apprenticeships	5
External Agency Short Course Program	200
Technology training	520
Professional and administrative inservices	>3 000
Financial and administrative support to professional associations.	\$40 000

Note: Professional and administrative inservice courses vary in duration and participant work time involvement from 1-40 hours.

Future direction

The Professional and Career Development Unit will have a greater role as a result of the award restructuring outcomes for both the Teaching and Public Services. The unit is currently preparing a comprehensive strategic plan for introduction in 1991. Principal elements will be:

- more use of programs by TAFE instructors and staff related to Industry Exchange and reskilling;
- development of a structured and career integrated performance management program;
- supervisory and specific work area programs;
- accreditation of professional development activities with the institutes of higher learning.

7 RECURRENT AND CAPITAL RESOURCES

Principles of resource distribution and management

The Northern Territory School population has a majority of students of low socioeconomic status. The Northern Territory has the highest per capita ethnic population. Approximately one-third of the Northern Territory's Students are Aboriginal, comprising mainly traditional Aborigines. These factors significantly impact upon the cost of delivery of education. This is further compounded by the remoteness and dispersion of these students.

For general recurrent and capital funding, resources are distributed on a per capita basis across the Territory.

Specific purpose program allocations in the Northern Territory target special needs groups and are distributed on that basis. However, the Northern Territory's allocation under several specific purpose programs is far less than the target populations identified by ABS statistics.

8 OTHER PRIORITY EDUCATIONAL INITIATIVES

The Northern Territory Department of Education has undertaken extensive analysis of three Specific Purpose Programs in which the Commonwealth allocations significantly disadvantage Aboriginal Territorians. The three programs concerned are:

- English as a Second Language program (General Support Element);
- Country Areas program;
- Disadvantaged Schools program.

English as a second language (general support element)

The Commonwealth's general support element of the English as a Second Language Program (ESL) aims to improve educational opportunity and outcomes and participation in Australian society for ESL students.

The Northern Territory has a significant multicultural population: 22.5% are Aborigines, and a further 18.4% are migrants – a total of 40.9%.

The Northern Territory has the highest proportion of students from non-English speaking backgrounds in Australia: 30% of the student population are from non-English speaking backgrounds, based on 8% migrants and 22% Aborigines.

The Northern Territory has 15% of the national Aboriginal population and 56% of Australia's Aborigines who speak an Aboriginal language, and 6.8% of the Northern Territory population, over 5 years of age, do not speak English or have a low command of English, compared to the next highest State at 3.9%.

The Northern Territory has the highest percentage of population lacking proficiency in English: 24% of the population over five years of age have English as a second language. Between five and nineteen years of age, the percentage rises to 30%. This can mainly be attributed to the significant migrant and Aboriginal population. Aborigines were granted access to the program in 1984 but extra funding was not available at that time. This important issues will be given consideration during the review of the program in 1991.

Country areas program

The Country Areas Program, according to the Commonwealth Guidelines, is a program to assist schools and community groups to improve the educational participation, learning outcomes and personal development of students disadvantaged by restricted access to social, cultural and educational activities and services, as a result of geographic isolation.

The Northern Territory Department of Education has completed a comprehensive analysis of the existing national Country Areas Program.

The Northern Territory has also undertaken a significant amount of work on access and isolation and has developed new methods of analysing and using ABS data based on Collection Districts (CDs). This methodology allows the Northern Territory to develop comparative models by State, Local Government Area, Community or at School level.

The current formula used by the Commonwealth requires some reassessment as it appears to take insufficient account of the disadvantages of remote populations. The distances used by the Commonwealth in calculation of eligible populations for the program are >100km and >150km from a 10,000 population centre, the former being weighted once and the latter twice.

However, the calculation of population density seems to significantly offset any allowance for remoteness by including population centres in close proximity to major cities and towns. This issue will need to be addressed in the review of the CAP resource allocation formula in 1991.

Table 4 shows the current distances used in the formula and demonstrates the percentage of population at these distances.

Table 7: Population Distribution from centres of 10 000 or More

STATE	100-<150 km	%	150+ km	%	Total	%
New South Wales	111463	35.1	167616	17.5	279079	21.9
Victoria	26249	8.3	34148	3.6	60397	4.7
Queensland	77655	24.5	301236	31.5	378891	29.7
South Australia	41878	13.2	86086	9.0	127964	10.0
Western Australia	50123	15.8	272530	28.5	322653	25.3
Tasmania	7820	2.5	5860	0.6	13680	1.1
Northern Territory	2247	0.7	90294	9.4	92541	7.3
Aust (Excluding ACT)	317435	100	957770	100	1275205	100

Source: ABS 1986 Census.

Disadvantaged schools program

The Disadvantaged Schools program, according to the Commonwealth Guidelines, was introduced to assist those schools servicing communities with the greatest degree and concentration of socioeconomic disadvantage and to increase the education opportunities of their students. These schools serve communities where many people are traditionally locked into a cycle of poverty and poor educational attainment.

The Commonwealth Department of Employment, Education and Training has recently announced the new national 'Index of Disadvantage'.

Occupation, unemployment, education, income, accommodation and crowding are the dimensions selected to identify socioeconomic disadvantages. Of these dimensions, occupation is given a weighting of five and other dimensions a weighing of one, making occupation the dominant dimension.

The Northern Territory is concerned at the extent of under-enumeration of persons classified in the occupation and unemployment dimensions, especially in remote Aboriginal communities.

This under-enumeration is also of concern to the Commonwealth. This problem has been highlighted in two recent Commonwealth Education reports.

In the Commonwealth Schools Commission document, *Commonwealth Programs and Policy Development for Schools 1988*, at page 18, it is stated 'because of the methodological limitations and deficiencies in Census

data sources for Aboriginal and Torres Strait Islander communities, schools serving concentrations of students of Aboriginal and Torres Strait Islander descent should be identified and the enrolments from these schools included in the national and system enrolment ceilings...the index then be applied to all other schools, to determine the distribution of the enrolment ceiling across systems.

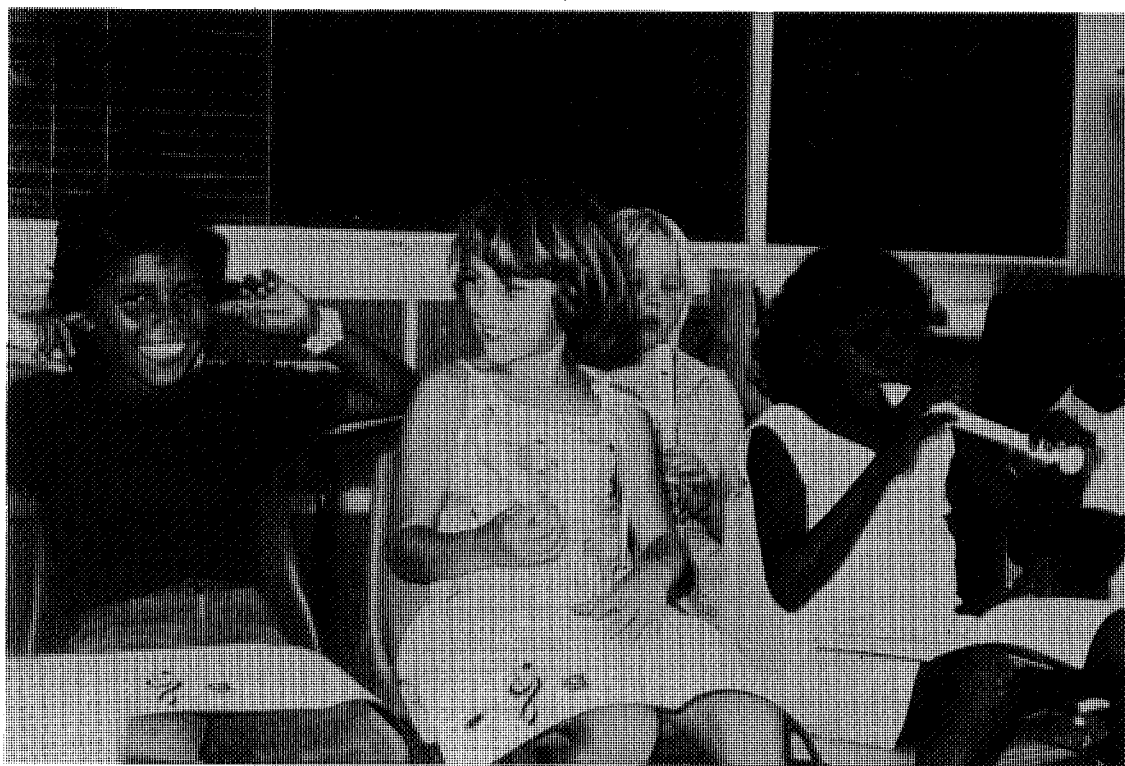
A National Board of Employment, Education and Training report providing advice on strengthening the Disadvantaged Schools and other Commonwealth Programs entitled *Advice on the Schools Council July 1988—December 1989*, reiterated the Schools Commission's earlier advice on this issue.

The Northern Territory Government is also concerned that an appropriate mechanism for identifying the depth of poverty as it impacts on Aborigines has not yet been satisfactorily resolved.

This issue warrants further investigation at the earliest opportunity to determine the extent and impact of these factors in the current resource allocation methodology.

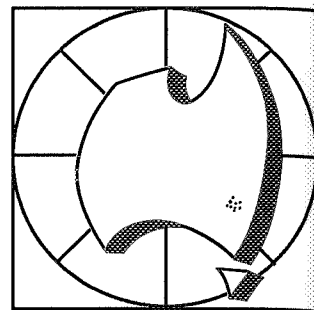
SUMMARY

The Northern Territory welcomes the initiative of the Commonwealth to have these complex issues reviewed in 1991 and looks forward to a satisfactory resolution.



Numballwar music program — country areas program

AUSTRALIAN CAPITAL TERRITORY



INTRODUCTION

On 11 May 1989 a new chapter in the life of the Australian Capital Territory began when the ACT Government commenced operations. A year of great significance for the ACT and its education systems, 1989 brought with it events which set the pace for change. As the Chief Education Officer remarked in an open letter in 1989:

About three-quarters of a century after the foundation stone was laid to mark Canberra as the Capital of Australia, the people of this Territory will choose their first State legislature. The ACT becomes a city-state, unique in Australia.

The Australian Capital Territory had attained its own school system in October 1973 when the Interim ACT Schools Authority was established. In the years that followed, substantial changes took place, none more significant than in 1989.

With self-government, the ACT Schools Authority was replaced by the ACT Department of Education. As part of the transition process, the ACT participated for the first time on the same basis as the States and Northern Territory in Commonwealth education funding programs.

The new Department was launched in a time of a changing social and political context for the ACT. Changes in governance, organisational structures and management styles reflected the rapid changes in the social, political, economic and educational environment in which ACT schools were to operate. Emerging was an awareness that compelling realities would have to be faced if the provision of quality education was to continue.

1 OBJECTIVES AND PRIORITIES

ACT government and non-government schools provide a purposeful and productive general education of the highest quality to all students enrolled in their schools and centres.

The schools are sensitive, just and caring in their response to the needs of students, staff and the community.

Mission statement—Government schools

The Australian Capital Territory Department of Education's government school system works in partnership with parents and the community to empower students to live in and contribute to a rapidly changing society and to act as responsible, independent children, adolescents and later, self sufficient adults who care about others and their environment.

Guiding principles

The ACT education system has been based on three guiding principles since its inception in the early 1970s when it became independent of New South Wales.

Quality

The operation of a system which assists all students to realise their full potential through high quality teaching and curriculum and an emphasis on high standards of achievement.

Fairness

The provision of equal treatment and education opportunities for all and the striving for equality of education outcomes among social groups.

Community participation

The provision of opportunities for widespread involvement in the formulation of policy and the delivery of services and the devolution of authority and responsibility to local school communities.

Resource allocation is based on these guiding principles and embraces the philosophy of serving students and parents through an appropriate and responsive organisational structure, and supporting those who provide this service.

Within the framework of curriculum and administrative policies, each school is responsible for making decisions about its operations and the education programs best suited to the needs, interests and aspirations of its students and the community. Schools are supported in these responsibilities by staffing and financial resources and by the provision of facilities and equipment.

Schools are facing increasing demands for programs which reflect the changing composition and nature of society. A high quality general education for all increasingly requires monitoring and review of relevant criteria of education performance and overall system accountability.

The ACT Department of Education identified the following five priority areas for 1989:

- School and system management
- School programs
- Teaching and learning environments
- Resource management
- Community participation

The major objectives for each priority area are:

- to improve the quality of school and system management and to develop quality management practices that are responsive to changing administration and educational needs;
- to promote educational programs of the highest standard which are relevant to the needs of students and which provide equality of educational opportunity;
- to ensure quality teaching and learning processes that provide a wide range of skills and attributes for life-long learning, living and working;
- to better manage available resources by maximising flexibility in their use at the individual school level;
- to maintain public confidence in the education system of the ACT and to support the capacity and opportunity for students, parents, school staff and the wider community to participate in decision making in schools.

Strategic approach

The ACT government school system's delivery of educational services, within the socioeconomic context prevailing in the ACT, reflects a total commitment to serving the needs of students, parents and society, including government.

Mission statement -- Non-government schools

The non-government school sector of the Australian Capital Territory aims to prepare students to contribute to and benefit from Australian society by maximising their competencies in key subject areas of learning, improving the participation and achievement of disadvantaged groups, broadening educational experiences of all students and

maximising the competence, efficiency and confidence of teachers. Such aspirations are in accord with each school's own distinctive philosophy and ethos. The diversity of educational aspiration in non-government schools is reflected in the range and type of school. The educational fabric of the ACT is further enhanced by this diversification.

Priority objectives for non-government schools for 1989 were:

- to maximise the competence, efficiency and confidence of teachers;
- to provide better feedback to the school community and to involve the community in school operations;
- to maximise the general competencies of students, particularly in literacy and numeracy skills;
- to maximise learning for all students;
- to increase participation in key subject areas, particularly in the areas of physical education, computer science, languages other than English and science;
- to increase the participation and achievement of disadvantaged groups of students;
- to facilitate the transition students have to make across levels of education and from education to employment;
- to provide opportunities for the continuing professional development of teachers;
- to develop a range of skills including reasoning, enquiry, problem solving and independent learning skills.

Other priority objectives set by the Catholic Education office for 1989 were:

- to further develop school communities in basing their organisation and curriculum on the teaching of Jesus and His church;
- to improve the quality of communication between the Catholic Education Office and schools, and schools and their communities, so that a service model pervades the relational and professional interactions of these partners.

2 STRUCTURE AND OPERATION OF THE SCHOOL SYSTEM

Government schools

The ACT system of government schooling caters for approximately 45,000 students in 96 schools and 79

preschools. The system gives wide scope for action in individual schools and encourages participation in decision making by students, teachers, parents and the community generally. The Department employs approximately 3,800 equivalent full-time staff of whom approximately 3,000 are teachers.

The devolution of power to school boards has been a feature of government education in the ACT since 1974. Each school is governed by a school board composed of elected parents and citizens, teachers, the school principal, a nominated community representative and, in the case of secondary schools, student representatives. School board responsibilities include assessing the financial needs of the school and determining the purposes for which funds are used and the approval of the educational program offered by the school.

The government school system generally comprises preschools, primary schools (Kindergarten to Year 6), high schools (Years 7-10) and secondary colleges (Years 11 and 12).

In 1989, 20,486 students were enrolled in non-government schools in the ACT.

The Catholic Education Office of the Archdiocese of Canberra and Goulburn administers 21 primary schools and five secondary schools in the ACT, as well as 27 other systemic schools in New South Wales.

There are three combined primary/secondary Catholic schools in the ACT, administered by the Marist and Christian Brothers and the Missionaries of the Sacred Heart.

Three Anglican schools offer both primary and secondary education. There are two other denominational schools and three non-government, non-denominational schools.

School management

In line with the original intent, the ACT government education system has been characterised by a relatively flat organisational structure.

School boards have continued to retain their function as representing local communities and through them, authority has been devolved to schools and their communities.

In keeping with principles of autonomy and diversity, and within practical limits, students and their parents have been able to choose the school and type of education best suited to their needs. There are no enrolment zones for ACT government schools, although each school gives priority to the enrolment of children living in its designated area.

The ACT Department of Education

The ACT Department of Education is responsible for schooling and other matters which are described on the following page.

A new administrative structure was put in place following presentation of the report *A Management Review of the ACT Schools Authority* (Berkeley, G. & Kenway, N. 1987).

A flatter hierarchical structure was introduced, with two divisions, Schools and Resources, providing system-wide educational and resource management for schools. Four new field positions of Directors of Schools and two new office-based positions of Director were created. Schools were divided into four regional groups, each under a Director of Schools.

The Department's responsibilities for schooling are managed by the Secretary of the Department through the two Divisions, each of which is directed by a Deputy Secretary.

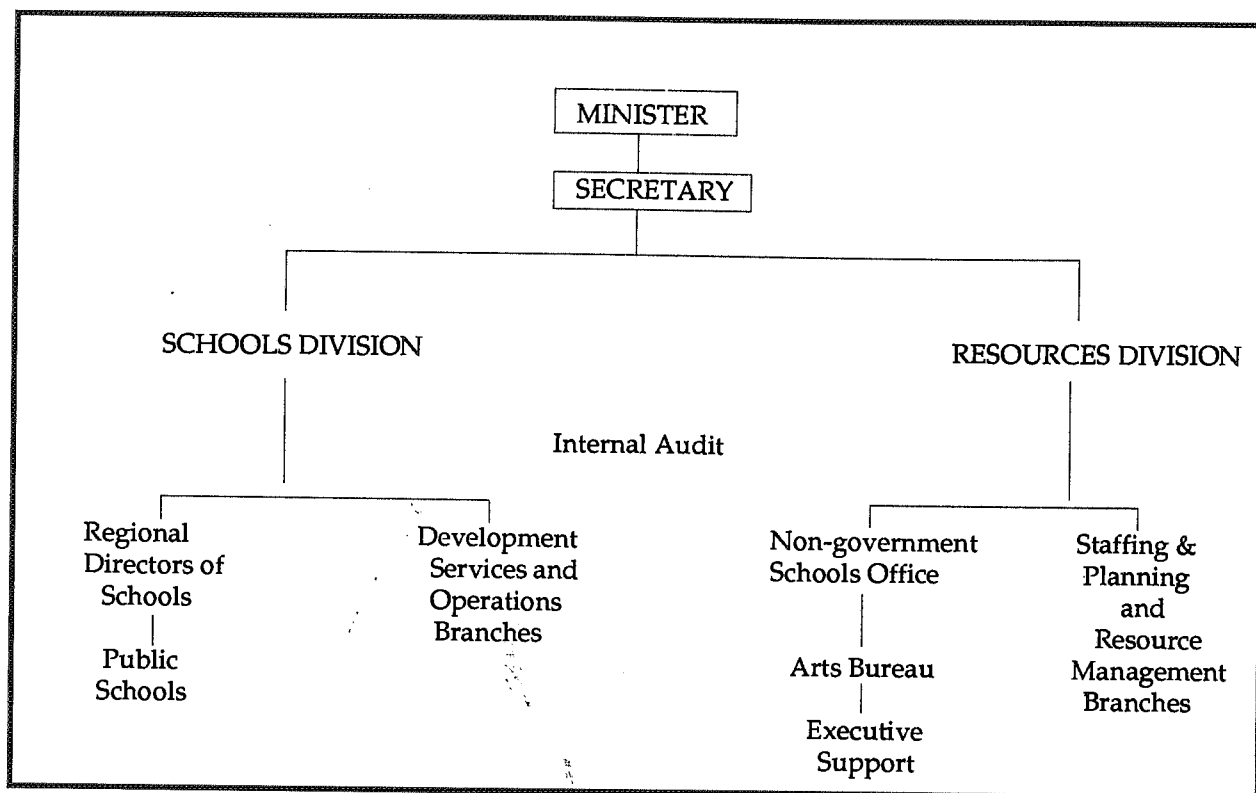
Management structure

System-level management of ACT government schools through the Schools Division is on a regional basis, with a Regional Director of Schools being responsible for each of the four school regions.

The non-government school sector is serviced by the Non-Government Schools Office, which is responsible to the Deputy Secretary (Resources).

Table 1: Number of schools in the ACT, July 1989

Government schools	
Primary, preschool combined	3
Primary school (K-6 only)	63
Primary, high school combined (K-10)	1
High school (7-10) only	15
High school, college (9-12) combined	1
Secondary college (11-12) only	8
Special schools, centres	5
Anglican schools	
Primary, secondary (K-12) combined	2
Secondary (7-12) only	1
Catholic Schools	
Primary (K-6)	21
Primary, secondary (4-12) combined	2
Primary, secondary (5-12) combined	1
Junior secondary (7-10) only	2
Secondary (7-12) only	3
Other Non-government schools	
Primary (K)	1
Primary (K-6)	3
Primary, secondary (K-10) combined	3



Lines of responsibility

Governance

Governance of the government school system requires formal community participation at two levels.

- At the system level, the Minister receives independent advice from a Ministerial Consultative Committee on Schooling, membership of which is representatively drawn from the community.
- At the school level the community exercises considerable authority through representative school boards, which have responsibility for curriculum development, school-based policy development, budgeting and the overseeing of school finances. They also participate in the process of principal selection.

Regional meetings of school boards are represented on the School Board Forum which meets with senior officers.

In the non-government sector, governance structures depend on whether the schools are systemic or non-systemic.

The Catholic systemic schools are administered by the Catholic Education Office of the Archdiocese of Canberra and Goulburn. The Catholic order schools, which are non-systemic schools, are administered by their respective orders. Each non-Catholic non-government school is governed independently.

Links with tertiary education, business industry and the wider community

Tertiary education

The principal links between both government and non-government school sectors and higher education are through the course registration/accreditation and student certification processes.

Accreditation of Year 12 Certificate courses is supervised by the ACT Schools Accrediting Agency, which is chaired by the Secretary and includes representation from the Australian National University, the Canberra College of Advanced Education (University of Canberra) and the ACT Institute of TAFE as well as from the government and non-government school sectors. The Agency's responsibility covers both government and non-government school sectors.

TAFE

Links with TAFE include:

- close cooperation between the Department and TAFE in the development and accreditation of 'E' (employment oriented) courses for Year 11 and 12 students. This new type of course was introduced for the first time in 1989. Some 'E' courses contain actual TAFE units;

- the interface between careers coordinators in the schools and the Careers Education Unit and career education officers of TAFE.

Business and industry

Links with business and industry include:

- business/industry representation on Year 11–12 course accreditation panels and the Agency committee which scrutinises 'E' courses submitted by colleges and schools for approval;
- the work experience program run in both government and non-government secondary schools. In 1989 over 5,000 students have been placed in the program, in which students spend time working in local enterprises. About 2,000 employers presently participate and over 30 trade unions are involved in the approval process for work experience placements;
- many individual schools have established their own links with local businesses which support the schools in various ways; e.g. fundraising, sponsorship of school programs, presentation of prizes, student visits to workplaces, employer visits to schools, etc.;
- a November 1989 seminar, sponsored jointly by the Department and employer groups concerning school–industry links. About 100 people attended the conference, which attracted considerable interest within industry.

The wider community

Canberra is a city state which essentially means that its education system is concentrated in a comparatively small geographic region, enhancing its close integration with the community. Close formal and informal links have been historically established between Canberra's schools, their communities and the community of the city.

Contextual influences

Historical influences

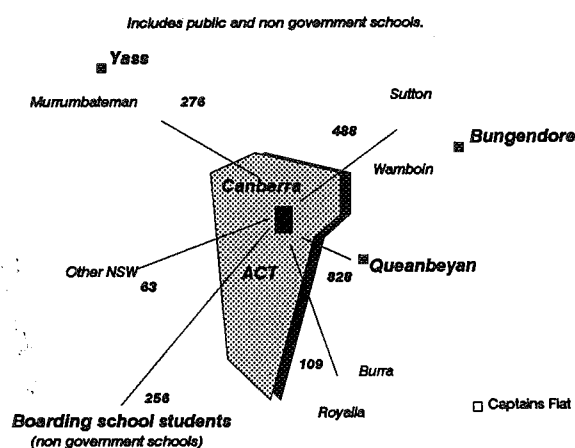
The ACT government school system had its origins within the NSW public education system under the terms of a 1913 agreement between the Commonwealth and NSW Governments. Responsibility for the system passed to an interim ACT Schools Authority in October 1973. With the transition to self-government in 1989, the ACT Minister for Industry, Employment and Education took control, bringing the administration of government and non-government school functions within the ACT Department of Education.

The non-government school sector is widely diverse. It comprises systemic and non-systemic Catholic schools, Anglican schools, schools of other denominations and non-denominational schools which operate according to their particular philosophy.

Geographical influences

ACT schools serve a wide region of NSW surrounding the Australian Capital Territory. About two per cent of government school enrolments, six per cent of non-government school enrolments and three per cent of overall enrolments are of students who are not resident in the ACT.

Figure 1: Non-ACT residents in Canberra schools*, July 1989



Source: ACT Department of Education July school census.

The ACT has a significant influence on the south-east region of NSW, particularly on Queanbeyan, located in NSW adjacent to the ACT border. Of the 863 NSW students enrolled in ACT government schools in 1989, 260 were from Queanbeyan. In the non-government sector, 568 of the 1,204 NSW students were Queanbeyan residents.

The government school system operates rural schools at Hall (enrolment 134), Tharwa (28), Uriarra (26) and at Jervis Bay (146), situated in the Commonwealth Territory of Jervis Bay on the NSW south coast.

The Catholic systemic schools belong to the Archdiocese of Canberra and Goulburn. The diocesan Catholic Education Office, which administers these schools, is located in Canberra but must treat the local ACT schools as part of a system that covers a region extending from south-eastern NSW to the mid-west of the State.

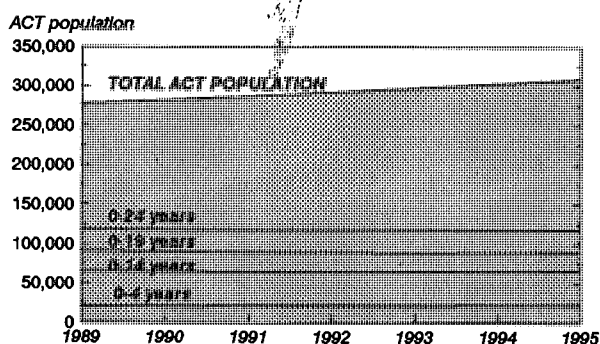
Demographic influences

Both government and non-government schools are affected by Canberra's pattern of urban demography, which is typified by:

- an ageing population in older suburbs, with consequent enrolment decline in local schools;
- a comparatively large proportion of two-income families;
- a substantial number of parents who choose to enrol their children at out-of-area schools;
- infill housing developments in established areas;
- a younger population in newer suburbs, generally on the periphery of the city, with a consequent demand for new school places;
- rising per student costs, because of the requirement to stretch resources by maintaining educational provision in older suburbs while extending it in newer areas;
- a small rural population.

The ACT population is now 278,000 and is projected to rise to about 340,000 by the year 2000. This represents an annual growth rate of around 2 per cent.

Figure 2: ACT population forecasts 1989-95



Source: ACT Commercial Research Bureau.

As a consequence of an ageing population the school age population is expected to increase at a lower rate, averaging about 0.2 per cent annually.

3 CURRICULUM

Curriculum policy

Curriculum in the ACT within both government and non-government school sectors is school-based but is developed according to system-level guidelines and approval processes.

Review and development

Development processes

Schools develop their own curricula, in consultation with the local community and the Department's curriculum consultancy service, and in accordance with the Department's curriculum guidelines/frameworks and the National Goals of Schooling. Curriculum frameworks are developed within a consultative process involving Departmental and external consultants, teachers and the school community.

New curriculum policies and frameworks are trialled and reviewed within the school as part of the school review process. After approval by the school board, the school's curriculum documents are registered with the Department's Accreditation Section.

Approval processes – Government schools

In government primary schools and all high schools, an approval program is conducted by expert panels consisting of Departmental, community and school representatives. The panels thoroughly review each school's program, provide advice and feedback to the schools and make recommendations to the Department about its approval or otherwise.

This process is cyclical, occurring every six years in primary schools and every five years in high schools.

In 1990, Program Approval will be replaced by School Review in government high schools and primary schools. While Program Approval had as its major emphasis the school's curriculum documentation, School Review will focus on the whole school, its management, operations and progress.

At the Year 11-12 level, the curriculum approval mechanism for both government schools and all but one non-government school is the course accreditation process administered by the ACT Schools Accrediting Agency.

Approval processes – Non-government schools

Each school assumes responsibility for developing curriculum policy and initiatives and, as stated above, Year 11 and 12 courses are subject to the accreditation processes administered by the ACT Schools Accrediting Authority.

System-level strategies used to review existing curriculum and develop new curriculum

In addition to the processes described above, the Department has developed an over-arching Kindergarten to Year

12 (K-12) curriculum policy which outlines key learning outcomes, essential learning processes and seven essential areas of knowledge and experience. It has also developed or is developing system-level Kindergarten to Year 10 curriculum frameworks in the key areas of language, mathematics, science, technology, the arts, social education, health and physical education.

It is developing curriculum statements for K-12 in cross curriculum perspectives – Aboriginal studies, Australian studies, environment education, gender equity, information technology, language across the curriculum, multicultural education and work education.

The Department, through the ACT Schools Accrediting Agency, has developed curriculum guidelines for secondary colleges and non-government schools using the Agency's services. These are used by college communities in developing Year 11-12 courses and also by the independent accreditation panels which scrutinise courses submitted for accreditation.

Evaluation processes

Evaluation is an essential part of the curriculum development and approval processes. Schools are required to demonstrate that they are both regularly reviewing curriculum and seeking feedback from the monitoring of student achievement. They must also describe the procedures used to evaluate the effectiveness of their educational programs and the ways in which the evaluations have changed aspects of the programs.

Outcomes of implementation of new curricula

Evaluation procedures to be followed are a required section of the course document in a secondary college. When the accreditation panel examines a course in the next accreditation round, it considers the responses to this evaluation. Aspects such as take-up rates and levels of satisfaction are taken into account as part of the accreditation and reaccreditation of courses.

Registration of curricula

At the primary level, government schools' programs are registered with the Department's Accreditation Section after approval by school boards.

At the Years 7-10 level, both government and non-government school curricula must be registered with the Accreditation Section and approved via the cyclical process of program approval.

At the Years 11-12 level, courses submitted for accreditation require scrutiny by panels of specialists which include representatives of the Australian National University and the Canberra College of Advanced Education (University of Canberra). This process is supervised by the ACT Schools Accrediting Agency and is the same for both government and non-government schools.

School registration — Non-government schools

A further process related to accreditation is school registration. ACT non-government schools are assessed for registration for periods of up to five years under the *Education Act*. Assessments of schools' educational programs and physical facilities are conducted by panels of appropriately qualified persons from the Catholic system, independent schools, the School of Education of the Canberra College of Advanced Education (University of Canberra) and the government school system.

From 1988, the registration assessment of the Years 7 to 10 components of non-government schools has been conducted in conjunction with the Department's program approval process.

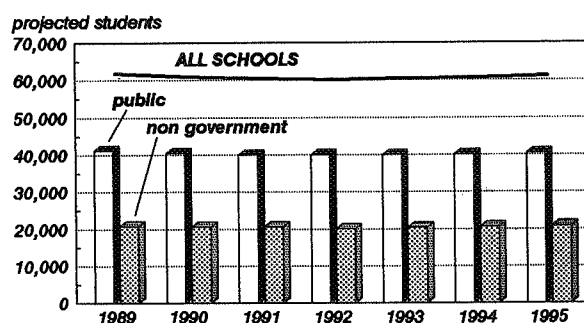
4 ENROLMENTS, RETENTION AND EDUCATIONAL PARTICIPATION

Enrolments

In the short term, total ACT school enrolments are expected to decline slightly, returning to current levels by the mid 1990s, with a further growth to the year 2000.

Actual and projected school enrolments for the period 1989-1995 are summarised in Figure 3.

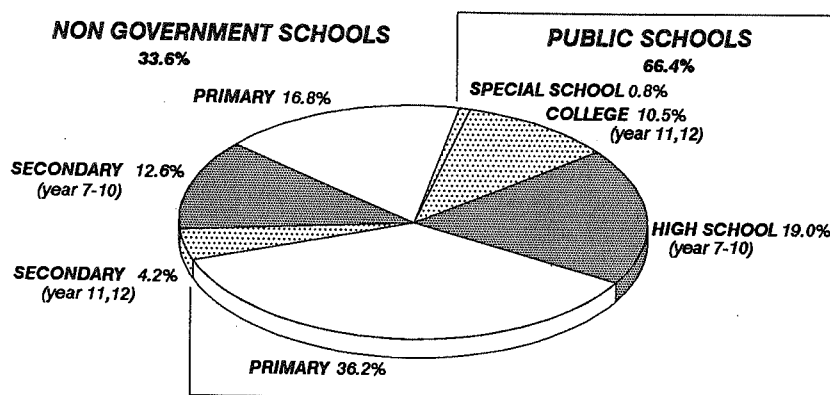
Figure 3: Projected School Enrolments 1989-1995



Source: ACT Department of Education Projections 1989.

As Figure 4 shows, approximately two-thirds of all school students are enrolled in government schools with the remaining one-third attending non-government schools. The proportion of students attending non-government schools in the ACT is higher than the national average of 27.3 per cent. Canberra has a higher proportion of people of the Catholic denomination than the national figure.

Figure 4: Students in ACT schools, July 1989



Source: ACT Department of Education data for ABS NSSC – includes only full-time students.

Over time, the proportion of government to non-government enrolments has remained fairly stable. Enrolments in the non-government sector are proportionally highest in Years 7–10. In the government school sector the highest levels of enrolments in 1989 were in Years 1 and 11.

Retention

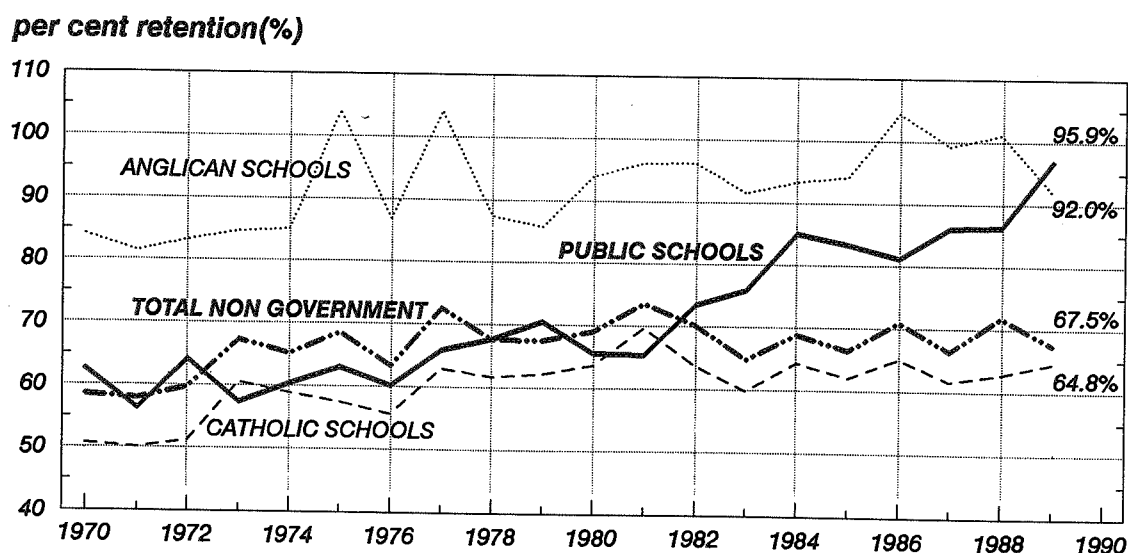
Retention rates for all ACT students in Years 7 to 12 have continued to rise as shown in Figure 5. The apparent retention rate represents the percentage of students in Year 7 who continued to Year 12.

The retention rate to Year 12 for government schools has been consistently higher than those in the private sector since 1983. Retention rates for the non-government sector are constrained by the inability of that sector to provide senior secondary places for all students leaving Year 10 who require places in Year 11. The non-government sector's capacity to provide Year 11 and 12 places is determined by Commonwealth policy.

High retention rate

The ACT retention rate of 85.6 per cent was higher than the national average of 60.3 per cent in July 1989. Secondary

Figure 5: Apparent retention rates Year 7–12, 1970 to 1989



Source: ACT Department of Education July school census. Apparent retention rate is the ratio of Year 12 to Year 7 five years earlier.

retention rates have traditionally been high in the ACT. They have continued to increase over time. This increase can in part be attributed to the introduction of the secondary college system in 1976. Premised on school-based curriculum development and assessment according to system-level guidelines and moderation, the colleges have generally given students greater flexibility in designing their own course packages.

Courses at varying levels of conceptual difficulty have been developed. These are broadly 'T' (tertiary accredited), 'A' (accredited as appropriate for Years 11 and 12) and 'R' (registered courses in a wide range of subjects covering personal development, recreational, cultural and supplementary study assistance activities).

Subsequent adaptation has resulted in the development of 'E' (employment-oriented) courses which were introduced in 1989. The wide range of educational programs thus available has succeeded in attracting students from an increasing range of ability levels.

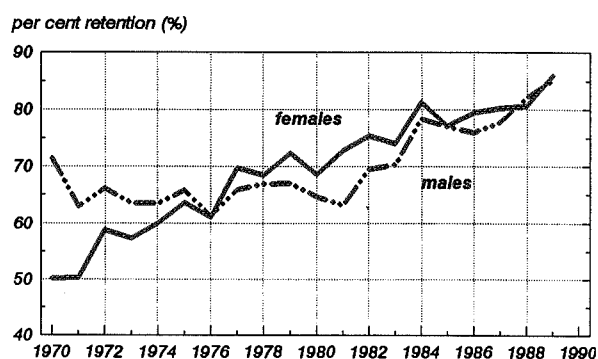
Educational participation

Gender equity initiatives/ outcomes

The Department employs a full-time gender equity consultant, whose role includes encouraging greater participation by girls in science, mathematics and other technical subjects.

Measures of the achievement of gender equity goals include the comparative proportions of males and females proceeding to Year 12. Figure 6 indicates the apparent retention rates for females and males over time in ACT schools.

Figure 6: Apparent retention rates for males, females

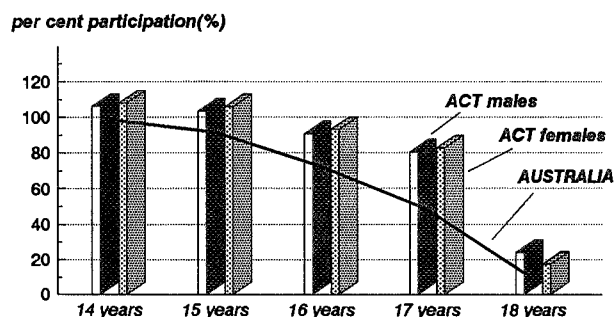


Source: ACT Department of Education July school census

School participation rates

As Figure 7 demonstrates, compared with the national figures, a much higher proportion of ACT students stay at school after the mandatory leaving age.

Figure 7: Age participation rates

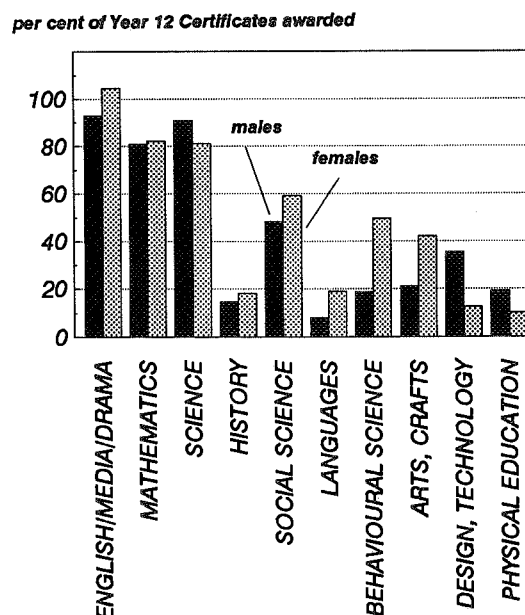


Source: ACT Department of Education July school census.
ABS population estimates.

Participation in key subject areas

Participation of both females and males in English, mathematics and science was comparatively high in 1989. Figure 8 reflects the achievement of gender equity goals in participation rates in science and mathematics by girls in Year 12. The data indicate, however, that females and males still tend to congregate in different subject groupings. For example, while 81 per cent of males complete courses in mathematics compared with 82 per cent of females, 50 per cent of females complete courses in behavioural sciences compared with 19 per cent of males.

Figure 8: Subject groupings for Year 12 students



For groups with more than one subject (English/media) students may be counted more than once

Source: ACT Department of Education Year 12 Study.

Participation by students from non-English speaking backgrounds

Over 9 per cent of students enrolled in government schools in 1989 came from non-English speaking backgrounds.

Students assessed as having non-English speaking background (NESB) comprise 7.8 per cent of the public sector and 5.3 per cent of non-government sector candidates for the Year 12 Certificate.

Over 200 NESB students participated in the 1989 ESL Summer School which provided three weeks of ESL instruction.

5 STUDENT OUTCOMES

Assessment policy

Assessment in both ACT government and non-government schools is school-based.

In Years Kindergarten to 10, school boards are responsible for developing the schools' policies on student assessment and reporting. All government and non-government schools offering Year 10 studies participate in a school-based assessment program leading to the award of the ACT Year 10 Certificate.

In Years 11 and 12, assessment is school-based, within system-level guidelines administered by the ACT Schools Accrediting Agency. All government and all but one non-government school (which sits its students for the NSW Higher School Certificate) participate in the school-based assessment program, which leads to the award of the ACT Year 12 Certificate. Students wishing to receive a Tertiary Entrance Score must sit the Australian Scholastic Aptitude Test (ASAT) during Year 12. ASAT is used to statistically moderate all course scores used to calculate the Tertiary Entrance Score.

Assessment initiatives

Assessment at all levels is school-based, regular and progressive, with class teachers compiling profiles on individual students containing a range of both subjective and objective data and information.

Assessment methods

A variety of assessment methods is used, including teacher-designed tests and commercially produced standardised tests. The latter are used in English and mathematics in particular, both to screen students and as a diagnostic aid to identify specific learning needs.

Reporting practices

In all schools, information on student attainment is regularly reported to parents. The method of reporting depends on the policy adopted by each school and its board if applicable. Following a review of credentialling practices in 1988, the Department has introduced a system-wide standardised method of reporting on the ACT Year 10 Certificate.

The School Review and Development process which is scheduled to commence in 1990 in government schools will have a whole school focus. It is expected to make a significant contribution both to a school's planning endeavours and to the Department's reporting capacity. In the course of the review, planned to take 20 to 40 weeks, information will be gathered about a range of important aspects of school life including student welfare, school climate, educational programs and outcomes and school management. To assist the information gathering, a series of questionnaires for parents, students and teachers is being developed. This way schools can gather comprehensive and systematic data on which to base proposals for short- and long-term development. The data will be aggregated to establish base line information and performance indicators for system reporting. Significant preparatory work in this important area was undertaken prior to, and during, 1989. In addition, the Department's Guidance and Counselling program provides a means for monitoring student attitudes, progress and welfare.

Assessment and reporting practices within Catholic systemic schools have been surveyed and policies are being developed in such areas as Year 6-Year 7 transition, the development of pupil profiles for reporting student portfolios and standardised testing.

Certification policy and processes

Certificates

Formal certificates are awarded to ACT students who have met the necessary requirements at the completion of Year 10 and Year 12. The certificates are awarded to students from both the government and non-government sectors. Students not meeting the requirements for certification can request an official record of studies.

The Year 10 Certificate is awarded to students who have completed an approved program of studies during high school (Years 7-10). In 1989, almost 5,000 Year 10 Certificates were awarded.

At the senior secondary level, a Year 12 Certificate is awarded to students who have completed an approved program of studies at a secondary college/senior high school. The studies program normally extends over two years and includes five or six major and/or minor courses.

Special arrangements, involving a one-year program, are made for mature age and repeating students; special arrangements are also made for evening class students. Statistical details of the 1989 Year 12 candidature are given in Figure 9. Students fulfilling further requirements, including sitting for the Australian Scholastic Aptitude Test (ASAT) and studying a certain quota of 'tertiary accredited' courses, receive an additional certificate called the Tertiary Entrance Statement. Students who completed an 'E' course were awarded Employment Course Certificates in 1989 for the first time.

Portfolios

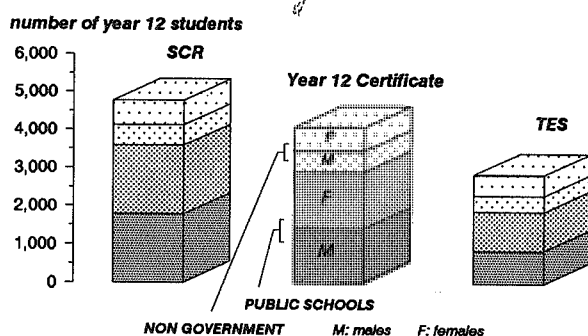
In 1989 all students in Years 10, 11 and 12 were presented with an ACT Personal Portfolio. This consisted of a high quality plastic folder and envelopes together with information for students, parents and employers. In future years Year 10 students and new enrolments in Year 11 and 12 will receive a portfolio.

Completion rates/student achievement

Certification

In 1989, 84 per cent of students enrolled in a Year 12 certificate course were awarded a Year 12 certificate and 59 per cent qualified for the Tertiary Entrance Score and would therefore be eligible to enter a tertiary studies program.

Figure 9: Certification of Year 12 students, 1989



SCR = Secondary College Record
TES = Tertiary Entrance Score
Source: ACTDE Year 12 Study.

6 STAFFING: MANAGEMENT AND DEVELOPMENT

On 10 May 1989, as part of the transition arrangement leading to ACT self-government, the Commonwealth Teaching Service was replaced by the Australian Capital Territory Teaching Service.

Recruitment – Government schools

To redress the imbalance in the age profile of teaching staff it was agreed in the Second Tier negotiations that 50 per cent of beginning teachers would be young teachers. A recruitment drive in teacher training institutions in Queensland, South Australia and at the Canberra College of Advanced Education (University of Canberra) was directed at students in their final year of four-year courses. It resulted in 43 recruits being employed from the beginning of the 1989 school year. Particular attention was given to the recruitment of teachers in areas of most need, including physics and mathematics.

Teacher supply

The supply of teachers continued to be uneven, however, with scarcity in areas including physics, mathematics and computing. Teacher shortages were also experienced in Asian languages (Japanese, Indonesian, Chinese), home economics, industrial arts, drama and media. In special education, there was a continuing need for teachers of profoundly handicapped children. A shortage of qualified school counsellors existed in 1989.

New promotions structure – Government schools

As part of the 1988 Second Tier Agreement, a new teaching service structure was put in place. Promotional bands were replaced by a four-level structure.

The former Assistant Principal position was abolished. The new structure in schools comprises: Level 1, representing the classroom teacher; Level 2, the Senior Teacher; and Level 3, the Principal. One senior teaching position at Level 2 in each school with an enrolment of more than 275 is designated as Deputy Principal. Four new Level 4 positions were designated as Directors of Schools.

Deployment of staff – All schools

The deployment of staff at July 1989 is shown in Table 2.

Table 2: Number of FTE (a) office and school staff July 1989

	GOVERNMENT SCHOOLS			NON-GOVERNMENT SCHOOL		
	PUBLIC SERVICE	TEACHING SERVICE(b)	TOTAL	NON-TEACHING	TEACHING STAFF	TOTAL
OFFICE (c)						
EXECUTIVE	5	6	11	(e)	(e)	(e)
OTHER	222	89	311			
SCHOOLS						
PRIMARY SCHOOLS	247	1132	1379	62	498	560
HIGH SCHOOLS	165	921	1086	206	731	937
SECONDARY COLLEGES	94	558	652			
SPECIAL SCHOOLS	73	107	180			
OTHER (d)	28	137	165	268	1229	1497
TOTAL SCHOOLS	607	2855	3462	268	1229	1497
TOTAL	834	2950	3784	268	1229	1497

(a) FTE: Full-time equivalent. Operative staff occupying positions. Includes staff employed for special purpose programs funded from outside by DEET, AIS and foreign governments (French, Yugoslav, Spanish). Excludes paid inoperative staff, casual relief usage and evening class teachers.

(b) Teaching Service staff are staff employed under a teacher salary award.

(c) Office includes Macarthur House, OEC, regional offices and Fyshwick store.

(d) Includes counsellors, education centre staff and relief janitors.

(e) The National Schools Statistics Collection does not include non school based staff for non-government schools.

Source: ACT Department of Education Staff Listing System as at 5 July 1989; Non-government, ABS National Schools Statistics Collection.

PROFESSIONAL DEVELOPMENT INITIATIVES

The Department maintains a Professional Development Section with 11.75 FTE positions to identify and cater to the development needs of both its teaching and public service staff.

Participation and outcomes

The Professional Development Section is responsible for a very active program of staff development activities. On average it conducts 200 central courses and up to 60 school-based courses annually. These courses vary in length from half and whole-day units to multi-unit courses extending over one or more school terms. In 1989 approximately 5,000 places were taken up by Departmental staff in central courses.

Teaching and administrative staff were offered a wide range of inservice programs during 1989. Particular emphasis was placed on educative leadership and other programs aimed at enhancing teaching and management skills.

The shift in emphasis from centrally administered courses to school-based programs continued.

Participation levels of non-government school staff in government-funded courses have been reduced since the withdrawal of Commonwealth Schools Commission funds. When no upper limit applies in the courses being offered, non-government school staff may participate; where a course limit applies, excess places are offered to non-government school staff after the closing date.

Career planning

Career planning is a subject regularly covered by the Department's professional development program. Courses are run regularly for both teaching and public service staffs in aspects of career planning such as career path setting, job application writing and job interview skills, leadership, interpersonal relations and communications skills. Such courses are always well subscribed.

Other staff policies and initiatives

In addition, the Department's Professional Development Section is responsible for administration of:

- the teacher exchange program
- the study award program for teachers
- the study assistance program
- Senior Managers' Overseas Study tours
- the assessment centre program
- seminars and conferences
- Higher Education Contribution Scheme
- the provision of library services
- Parent/ Community Services

Initiatives – Non-government schooling Catholic systemic schools

In the Catholic systemic sector, a study was commissioned in 1988, *Staff Inservice Assessment Needs* (Lundin). From the research findings, it was recommended that the general balance of professional development be shifted from executive development for administrators, principals and coordinators toward teachers. A range of programs for teachers was presented during the year including twilight courses, cluster and regional groups, centrally mounted and school based courses.

Non-systemic schools

The non systemic non-government schools have an ongoing commitment to the professional development of their teaching and related staff. Individual schools not only provide internal inservice courses for their staff, but also provide funding for their staff to attend external courses, seminars, workshops, conferences and similar activities.

MANAGEMENT INITIATIVES

Government education

In 1988 the Department adopted a Schools Reorganisation Plan to adjust the school system to declining enrolments in older suburbs. The plan involved a program of consolidation during which eight primary schools were closed and replaced by four new schools housed in the refurbished premises of four of the closed schools. In addition, one high school was closed and the students redirected to neighbouring high schools.

The Department continues to monitor patterns of resource usage through an annual 'cost centre analysis', which determines per student costs at each school in the government education system and annual surveys of enrolment/capacity balance.

A further initiative in 1989 was the development of a Corporate Education Plan for government schooling, which included a draft Strategic Plan for Educational Services. As part of the planning process, a sample document containing review and reporting procedures for educational and management accountability was circulated throughout the government school system and the community. From these system documents detailed operational plans at school and office section level are being developed which will incorporate performance indicators and standards of accomplishment measured through verifiable outcomes. Results will be appraised against established objectives.

Non-government education

Within the non-government sector strict accountability mechanisms ensure effective and efficient use of resources. Non-government schools are accountable for the moneys paid to them in the following ways.

The Commonwealth Department of Employment, Education and Training gains detailed information of schools' incomes from all sources including Commonwealth grants, state/territorial grants and fees from parents. This information is gathered from annual questionnaires which also monitor schools' expenditures. From this data, schools are placed in 12 funding categories, according to their position on the Education Resources Index, which determines their levels of Commonwealth recurrent funding. The ACT, New South Wales, Victoria and Western Australia also pay their state/territorial grants on the basis of these categories.

Following a review of the operation of the Catholic Education Commission and the Catholic Education Office in 1988-89, there has been a major shift in the operational and management functions leading to significant and cost-effective changes. The Commission and its permanent committees have been reorganised, as have the structures of the Catholic Education Office. In particular, the finan-

cial infrastructure and planning processes have undergone significant change.

Non-government schools are also directly accountable to their parent communities, because the shortfall between government funding and school running costs is met by each school from fees and other sources.

7 OVERVIEW OF FUNDING ARRANGEMENTS AND PRINCIPLES OF RESOURCE DISTRIBUTION

Government schools

The Department resources the three principal levels of schooling (primary, high school, college) differentially, on the principle that the higher levels of schooling are administratively more complex. There are two main areas in which differential resourcing occurs:

- the staffing formula, which distributes the enrolment-related component of teaching resources between primary schools, high schools and secondary colleges in the ratio of 1:1.39:1.65;
- schools' self-management funds, which are enrolment-related.

In 1989 the amount per student was \$77 for primary schools, \$95 for high schools and \$106 for secondary colleges; these amounts represented a ratio of 1:1.23:1.38 between the three levels of schooling.

The Department monitors distribution of resources between the various levels of schooling. It does so by means of an annual level-by-level analysis of average recurrent expenditure per student. This exercise supplements the monitoring occurring via the 'cost centre analysis' exercise.

Non-government schools

Funding and staffing arrangements

Commonwealth recurrent funding policy is applied. Territorial recurrent grants are currently at 50 per cent of the Commonwealth Grant. In Catholic primary schools the staffing formula varies according to the size of the school. In secondary schools, staffing is determined according to the funds available to each school. Non-systemic schools are responsible for their individual staffing. Local Catholic system school communities determine a levy to meet the costs of non-salary resources. In Catholic parish primary schools, all schools are staffed according to the same staffing formula which takes into account all the funds available for this purpose.

8 OTHER PRIORITY EDUCATIONAL INITIATIVES

Equal Employment Opportunity program – Government education 1989–91

A new Equal Employment Opportunity program (1989–91) was prepared after consultation with school EEO committees. Senior officers approved the program and presented it to the Public Service in 1988. EEO contact officers for school staff and sexual harassment contact officers for students were nominated. Schools were required to appoint EEO committees.

The Department also appointed ten sexual harassment contact officers for all system staff and under legislation, an EEO Coordinator was also appointed.

Workshops to encourage women to become effective leaders were conducted over three days in conjunction with the professional development unit. The Department examined ways of improving the representation of women, and other groups designated under the EEO guidelines, in senior positions within the organisation. It developed a program to provide:

- opportunities to develop expertise in handling tasks and responsibilities at a senior level, and to working directly with senior officers ;
- participants with full information on the structure of the Department;
- experience in working on significant system projects;
- opportunities to develop administrative expertise across the system and the wider ACT public service.

Other developments have included the appointment of two women as Directors and two as Executive Assistants to the Deputy Secretaries.

Three other specific programs have been proposed within the Department:

- the Executive Assistant program;
- executive development study awards and work experience program;
- the project assignment program.

School-based management

During 1989 the Department developed a School-Based Management proposal through which control of a wide range of resource functions could be devolved to schools. These include most non-salary items of recurrent expendi-

ture. School based management is to be introduced in a number of schools during 1990–92. In the longer term, it is possible that further resource management functions will be devolved to schools, eventually including the major areas of school cleaning, grounds maintenance, furniture and some aspects of staffing.

Community use of schools

ACT public schools continued to be widely used for community purposes in 1989. The importance of the facilities provided by the Department for community use is evident in the number of bookings made in 1988–89. Approximately 15,000 individual bookings were made for the hire of community facilities by community groups. In addition, approximately 40 primary schools were used for after-school-care programs in 1989.

School premises are used by a variety of community organisations, small non-government schools, preschools and play groups, child care centres and theatrical and charitable groups. The principle of providing facilities for such purposes is in accordance with the ideals of the community school concept and the result of the implementation of the urban development plan for Canberra by the Commonwealth Government.

School performance review and development

In January 1989 the School Performance Review and Development Section was established with the responsibility of assisting the government school system and its schools to monitor and evaluate their programs.

The purpose of School Review is to provide information about schools:

- for school development and future planning;
- to satisfy requirements for schools to be accountable;
- to enhance public confidence in individual schools and the government school system as a whole.

A thorough approach will involve the collection of information across the whole spectrum of school management, operations and programs. Ultimately, a system-wide approach to school performance review will facilitate informed judgements about the effectiveness of individual schools and the government school system.

English as a Second Language (ESL)

Over 100 specialist ESL teachers provided instruction to more than 500 students in centres and more than 2,000 students in ESL programs in 1989. Department programs are supplemented by Commonwealth ESL Program funds

which provide for a range of additional services, including bilingual teachers' assistants, advisory and administrative support, language across the curriculum programs and professional development activities for ESL teachers.

Special education

In July 1989 the Department provided programs for 476 students in special settings and approximately 500 students in classes and units in mainstream schools. The special education program provided services to students with special educational needs which cannot be met in an unsupported classroom setting. Students are assessed to determine the most appropriate educational setting. The delivery of special education services was provided in:

- four special schools, catering for intellectually disabled students;
- a special school annexe, located on the same campus as a mainstream primary school, catering for physically disabled students;
- special classes for students in need of a modified or highly specialised program in a small, structured setting with various levels of integration within a regular school;
- itinerant programs supporting hearing and visually impaired students enrolled in mainstream classes;
- a school at Royal Canberra Hospital for hospitalised students;
- other settings offering specialised programs and support, including a hostel for profoundly disabled children and adults.

The Department continued to support the resourcing concept for special needs students enrolled in ACT government schools which provided for a five-level model for service delivery and is based on the degrees of supplementary resourcing required to implement appropriate educational programs.

Behaviour Management Support program

In a major reassessment undertaken in 1988, the Department targeted the management of behaviourally difficult students as a critical area for attention. A range of programs catering for diverse student groups has been established.

The programs are designed to enable students to learn to make responsible decisions, appropriate to their age, about their behaviour and social participation in the community generally and in the school in particular.

Students are given time, space and a safe environment in which they learn to take responsibility for changing their own behaviour.

9 REVIEW AND RENEWAL

Throughout 1989 the Department undertook a significant program of review and renewal. New programs and initiatives took their place alongside established programs which were further extended.

Culture of service

A new initiative aimed at improving delivery of service to parents, students, society and government was introduced.

Teacher performance, review and development

A review of the process of teacher appraisal, incorporating professional development and elements of career path planning was commenced.

Probationary assessment

A review of the procedures and processes relating to induction and assessment of new and beginning teachers was undertaken.

Curriculum resource information for school management

An information package to assist schools in evaluating resource deployment was developed.

Promotion procedures

An examination of the principles for promotion procedures, criteria used for shortlisting and the roles and functions of selection panels, their members and the selection methods took place.

Student service

The policy for services to students with special needs and current program provisions were reviewed and the procedures for assessing students with special needs were re-examined.

Supplementary programs

Recommendations on priorities for supplementary program resourcing for 1990 were prepared as part of a draft long term management model.

Curriculum policy

A review of the 1984 Curriculum Responsibilities paper took place and formed the basis of the production of a new Curriculum Policy for ACT government schools for the 1990s.

Environmental education

A draft Environmental Policy statement was developed. It will form the basis for the development of the Department's Environmental Education Curriculum Statement in 1990.

High school improvement

Work commenced on reviewing educational provision in government high schools. The educational and resource implications of the report *Cohesion, Coordination and Curriculum* were investigated.

Teacher mobility

Inter-school and inter-level patterns of teacher mobility in government schools were examined and mechanisms for improving the rate of teacher circulation between schools and levels of learning were developed.

Computers in education

A Computers in Education Working Party reviewed computer education and computer applications in education from the preschool to Year 12 levels and developed a new Computers in Education policy statement.

Literacy assessment in primary schools

Work was commenced to develop a scheme for the identification, recording and reporting of student behaviour and achievement in relation to attainment of literacy.

10 CONCLUSION

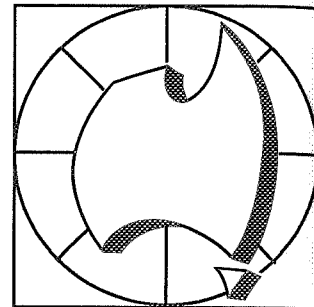
Major changes occurred in the direction and working environment of the ACT school system during 1989. The growing role and status of the ACT was recognised when, in November 1988, the leaders of State education systems in Australia and New Zealand agreed that the then ACT Schools Authority should host the main meeting of the Conference of Directors General of Education of Australia and New Zealand in Canberra during March 1989. The Chief Education Officer was also accorded speaking status at meetings of the Australian Education Council.

The move to self-government brought a number of challenges for the ACT and its education system. As a city state with national, international and immediate regional functions, the ACT is in a unique position in Australia. The impact of statehood and self-government is likely to be significant in the development of ACT education in the 1990s.

The ACT has an education system of which it can be justly proud. Its schools have a history of community involvement and participation, its teaching force is well qualified and its students are provided with a range of programs and services which offer broad destination schooling. 1989 was a year of change, which highlighted the excellent foundation on which the ACT education system is based. From such a base, it is in a good position to meet the challenges of the new decade.



COMMONWEALTH OF AUSTRALIA



The future prosperity of Australia is in large part dependent on the quality of schooling received by young people. To this end the Commonwealth government is concerned to ensure that, as far as possible, all young people are provided with the knowledge, skills and experience that will enable them to work productively, enjoy fulfilling personal lives and contribute constructively to their own, as well as society's, future.

1 COMMONWEALTH INVOLVEMENT IN SCHOOLING

The Commonwealth recognises that for both constitutional and financial reasons, States hold primary responsibility for the education of young people. The Commonwealth also has several important responsibilities in schooling. These arise because of the Commonwealth's role in a range of social and economic policy matters which relate closely to the outcomes of schooling. For example, the success of Commonwealth involvement in higher education and industry training relies on quality schooling.

The Commonwealth has a responsibility to consider the role of schools from a national perspective. This it does in the context of a society undergoing significant social and economic adjustment, and expanding community expectations of the outcomes of schooling. During 1988 and 1989 the Commonwealth, as part of this responsibility, worked with States in developing a national schools strategy in order to strengthen the capacity of Australian schools to meet the emergent social and economic needs of Australia during the 1990s.

The Commonwealth also assists State government and non-government systems and schools to provide quality schooling to all Australian young people. General recurrent, capital and specific purpose programs have been established for this purpose. The Commonwealth recognises the importance of maintaining financial support for

the non-government sector. This enables the maintenance of effective non-government schools which are a significant feature of Australian education.

Key objective

Underlying Commonwealth involvement in schooling is the following key objective:

- In cooperation with government and non-government education authorities and institutions, the Commonwealth, through its Schools Program, aims to provide the nation's young people with an education and training foundation which will:
 - help them to develop to their full potential;
 - prepare them for participation in Australian society;
 - equip them to pursue postschool qualifications and employment opportunities.

In addition, the Commonwealth provides financial assistance to secondary students under the AUSTUDY scheme and to Aboriginal students under the ABSTUDY scheme.

The Commonwealth's broad objectives for schooling fit within the government's overall social justice policy of:

- facilitating access to educational services and opportunities;
- increasing participation in all aspects of schooling.

for all young people, and particularly those who are disadvantaged as a consequence of ethnicity, Aboriginality, socioeconomic circumstances, geographic location or physical or intellectual disability, or who are girls.

The Commonwealth's policies and programs for schools and students are administered through the Commonwealth Department of Employment, Education and Training.

2 MAJOR DEVELOPMENTS DURING 1989

National schools strategy

In May 1988 the Commonwealth Minister for Employment, Education and Training released a major policy statement *Strengthening Australia's Schools: A Consideration of the Focus and Content of Schooling*. This statement guided the direction the Commonwealth has taken during 1989 in pursuing its objectives for schooling. The statement stressed the critical and central role schools play in Australian society and the economy. It emphasised that schools provide the foundation on which a well-informed, compassionate and cohesive society is built and that well-educated students form the basis of a highly skilled, adaptive and productive workforce.

To meet the challenges schools face, the *Strengthening Australia's Schools* statement identified the following areas calling for national attention:

- purposes, objectives and priorities of schooling;
- a common curriculum framework;
- a common approach to assessment;
- priorities for improving the training of teachers;
- increasing the number of young Australians completing schooling;
- education and equity;
- maximising investment in education, by developing national coordinating mechanisms and the removal of unnecessary differences across the nation.

During 1988 and 1989 the Commonwealth worked together with States through the Australian Education Council (AEC) to develop a national perspective on Australian schooling. An important outcome of this process was seen at the April 1989 meeting of the AEC in Hobart, when State and Commonwealth Education Ministers made a historic commitment to improving Australian schooling within a framework of national collaboration on a range of issues of national concern. As part of this commitment the Commonwealth agreed with the States to a set of national goals of schooling.

Within this collaborative approach and in recognition of the national focus of these issues, the Commonwealth invested considerable resources and funds during 1989 to assist in their development. Not only did the Commonwealth participate on a wide range of AEC committees, it also contributed financial assistance through its Projects of National Significance to further the work of these committees.

The 'Fair Go' strategy

In April 1989 the Ministers for Employment, Education and Training and Primary Industries and Energy announced the Federal Government's rural education and training strategy, 'A Fair Go'. Its objectives are, to ensure that broad-based education and training initiatives are effective in non-metropolitan areas; and to take particular action to meet the problems faced by rural Australians, particularly those disadvantaged by isolation or who are of Aboriginal descent.

- About 65 per cent of all 5 to 14-year-olds live in capital cities and major urban centres compared to 29 per cent and 6 per cent who live in rural and remote areas respectively.
- About 28 per cent of all 5 to 14-year-olds who are of Aboriginal descent live in capital cities and major urban areas compared to 30 per cent in rural areas and 42 per cent in remote areas.
- Of people who have left school, about 46 per cent of those living in capital cities and major urban centres had left before the age of 16 years; this compares to 54 per cent of people living in rural areas and 53 per cent of people living in remote areas.

Rural and regional Australians in the past participated less in education and training than Australians living in metropolitan regions. Low population densities and sheer distance can make it difficult for many people outside the capital cities to gain access to education and training.

The Government developed three specific objectives for education and training in rural and regional Australia which are fundamental to its economic and social justice policies:

- to increase non-metropolitan Year 12 retention rates to the Government's target rate of 65 per cent;
- to increase participation in postschool education and training to levels comparable to those in metropolitan areas;
- to increase overall participation in education and training so that the proportion of the non-metropolitan workforce with postschool qualifications approaches the national average.

As part of the 'Fair Go' strategy, the National Board of Employment, Education and Training (NBEET), an advisory Board of the Commonwealth Minister, was asked to examine during 1989 the effectiveness of the Country Areas Program (CAP) in relation to the need to improve school participation and retention in rural areas. In addition NBEET is reviewing the overall provision of education and training to rural Australia.

New educational accountability arrangements

New education accountability requirements were introduced for the 1989 program year. These requirements are designed to produce more meaningful information about the quality of schooling provided by government and non-government educational authorities in receipt of Commonwealth funding. Educational authorities are required to identify priority objectives, strategies designed to achieve priority objectives and outcome information. The Minister has agreed that participation in the 1989 pilot *National Report on Schooling in Australia* will provide an avenue for satisfying educational accountability requirements for government schools. In the case of the non-government sector, separate educational accountability arrangements applied in 1989 such that the above information was provided directly to the Commonwealth. In general, the non-government sector has also cooperated on a voluntary basis in the preparation of the 1989 *National Report on Schooling*.

Post-1992 Commonwealth funding of government and non-government schooling

During 1989, developmental work was carried out on arrangements for general recurrent funding for both government and non-government school sectors after 1992 when the current eight-year scheme (1985 to 1992) concludes. In June 1989 the Minister released a discussion paper in which the Government guaranteed that per capita grants in 1993 would be at least the same in real terms as in 1992. The paper formed the basis for discussions during 1989 with both government and non-government school authorities and was referred to the Schools Council of the National Board of Employment, Education and Training.

New arrangements for 1993-2000 were announced by the Government in February 1990. They provide real increases in grants to non-government schools in categories 9-12.

Additional support will be provided for disabled students from 1991 under the General Recurrent Grants program including those integrated into regular government and non-government schools. A new secondary support scheme was also announced. It will provide capital funds for government and non-government schools to help cope with the increased cost of retention.

Hostels

Several initiatives during the year recognised the importance of hostel accommodation in enabling rural students to complete secondary education. A Hostel for Rural Students scheme was introduced, with funding of \$6.8 million over 1990-92 to non-school organisations and gifts of \$2 or more to hostel building funds for rural school students became tax deductible from 1 April 1989.

National Policy for the Education of Girls

During 1989, the Commonwealth continued to work with the States and major non-government bodies on the implementation of the National Policy for the Education of Girls in Australian Schools.

Significant contributions made by the Commonwealth included activities specifically designed to raise awareness of the educational needs of girls.

About \$210,000 was allocated in 1989 as part of a three-year National Information Campaign to highlight the Policy and associated implementation strategies. An important element of this priority has been a wider distribution of the monthly newsletter *The GEN*.

A second important element is the Database on the Education of Girls which has been integrated into the Commonwealth Department's computer mainframe for annual update, access by educational authorities and as a source for publications. The data base contains a wide range of information on female and male participation in schooling, tertiary education and employment.

The provision of a supportive school environment is a priority objective for the policy. During 1989 a range of Projects of National Significance (Education of Girls element) were conducted which will contribute to achieving this objective. Some \$330,000 was allocated for projects which included:

- indicators for gender equity;
- gender equity professional development kit for school administrators;
- a social, cultural and gender perspective on increased student retention.

Another priority objective is to ensure an equitable resource allocation between female and male students. To help achieve this objective, it is a condition of funding under all Schools Programs including coeducational schools that Commonwealth funds are made available 'for the equal benefit of male and female students'.

Initiatives to promote equal access to, and participation in, the school curriculum:

- The Education of Girls Element of the PNS program for 1989 allocated \$248,500 to projects which focused specifically on broadening girls' postschool options.
- The Education of Girls in Mathematics and Science project was allocated \$1,000,000 over 1988 and 1989 to help increase the participation of girls in mathematics and science. Particular emphasis was given to the development of curriculum and professional development materials to support the efforts being made by schools and teachers.

3 THE COMMONWEALTH'S PROGRAMS FOR SCHOOLS

The Commonwealth government provides funding for a wide range of school programs, as part of its contribution to the national effort for Australian schooling. Taken as a whole these programs represent an integrated approach by the government to the funding of primary and secondary education.

The Schools Program is organised around four themes:

- Participation, retention and student competencies
- Assistance for disadvantaged schools and students
- Language and multicultural studies
- Teaching and curriculum policy

Within each theme is an array of programs with specific objectives and, in general, targeted towards clearly defined groups of students. The program objectives taken together form an overall set of Commonwealth objectives for schooling and are an integral part of the government's social justice strategy.

Theme 1: Participation, retention and student competencies

Four schools' programs are funded under Theme 1:

- General Recurrent Grants
- Capital Grants
- Projects of National Significance
- Policy for the Education of Girls

Primary responsibility for funding school education (including facilities) rests with State governments and non-government school authorities. The Commonwealth provides supplementary funds to State and non-government authorities in the form of general recurrent and capital grants so that students can be better prepared to undertake postschool education and training, to participate successfully in the labour market and to contribute to and benefit from Australian society.

Table 1: Number of Commonwealth-funded non-government schools and students, Australia 1985-89

Year	Number of Funded Schools	Number of Funded Students
1985	2,476	774,756
1986	2,457	793,051
1987	2,465	807,328
1988	2,474	822,019
1989	2,481	833,802

Source: Commonwealth Department of Employment, Education and Training.

It is expected that funding from the General Recurrent and Capital Grants programs will assist in overcoming barriers to education for disadvantaged groups and improve general participation and retention rates.

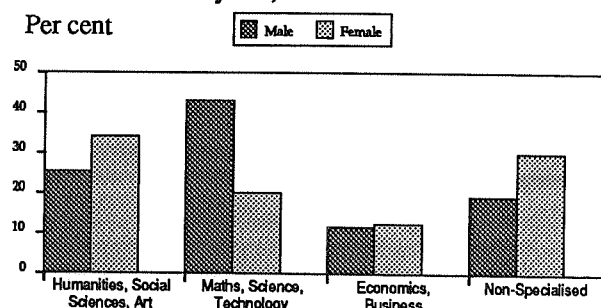
In addition to the recurrent and capital grants schemes, funding is provided through the Projects of National Significance to support investigative projects and research in the development of education policy. Funding is also provided for the National Policy for the Education of Girls.

General Recurrent Grants program

In 1989, the Commonwealth provided \$1,640 million under the General Recurrent Grants program to support the recurrent costs of Australian schools, e.g. teaching and ancillary staff salaries, maintenance, and general operational requirements.

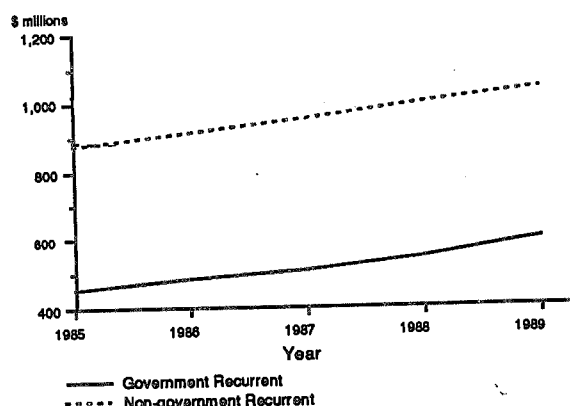
Of this, \$597 million was provided for the education of 1,301,065 primary and 897,488 secondary students in government schools. Commonwealth general recurrent grants are provided to State government authorities as block grants calculated on a per student basis. The per capita rates for government students in 1989 were \$233 per primary school student and \$322 per secondary student.

Figure 1: Percentage of Year 12 students studying selected courses by sex, 1989-90.



Source: Australian Council for Education Research Study of Subject Choice.

**Figure 2: General recurrent grants to states 1985-89
(estimated Dec 1989 prices)**



Source: Commonwealth Department of Employment, Education and Training.

The total general recurrent grants to non-government schools in 1989 amounted to \$1,042 million. These grants were made in respect of 434,003 primary students and 399,717 secondary students in non-government schools.

The level of Commonwealth funding support for non-government schools is based on need. Schools are categorised into one of 12 funding categories (category 1 receiving the least financial support and category 12 the most). The largest proportion of students were enrolled in category 10 schools which received \$1,149 and \$1,734 per primary and secondary student respectively.

Of the 2481 non-government schools receiving general recurrent funding, 1809 were funded at category 10 or more. These schools enrolled a total of 571,029 students of the 833,900 students enrolled in all non-government schools. Since 1985, enrolments in schools in categories 10-12 have increased by 9 per cent. By contrast student enrolments in category 5-7 schools have almost doubled, increasing from 18,470 in 1985 to 34,644 in 1989.

The funding of new non-government schools

The Commonwealth, in its approach to the funding of new non-government schools, has adopted a policy whereby parents are offered a reasonable choice of schooling for their children within an overall planned approach to the provision of government and non-government schooling in a particular area.

As a result of this policy, the Commonwealth Government over the last four years has agreed to fund up to some 51,000 students to attend 162 new non-government schools. This number makes allowance for the new schools to grow to the size for which approval has been sought. This represents about 74 per cent of the total number of enrolments for which approval was sought. The major reason why funding was not approved was that the proposed new non-government schools were not considered to be consistent with the planned provision of education in the proposed location. That is, the proposals were likely to

have a detrimental impact upon the educational programs and services in existing government and non-government schools. In general these proposed new schools were to be located in areas of significant enrolment decline. By the end of 1989, not all schools which were approved had actually commenced. At the same time a considerable number of non-government schools had closed or amalgamated with other schools. The net growth in the number of non-government schools over the period was therefore less than might be expected.

Capital Grants program

Within the context of the Commonwealth objectives for schooling, the Capital Grants program places particular emphasis upon improving educational outcomes in schools catering for students from low socioeconomic backgrounds and other disadvantaged groups. As such it plays an important role in the government's Social Justice strategy.

In 1989, the Commonwealth provided over \$239 million under the general element of the Capital Grants program. Of this, approximately \$180 million was for government schools and \$60 million for non-government schools.

Grants for government schools (\$180 million) provided or improved facilities at some 560 schools. About 70 per cent of funds went to upgrade existing facilities while the remainder was for new facilities to cater for new student places. The average government school grant was \$320,000 and the program helped some 164,000 government students.

Of the capital grants to non-government schools (\$60 million), 64 per cent of funds available to the Block Grant Authorities (BGAs) was allocated for the upgrading of existing facilities and 36 per cent used to construct facilities for new pupil places.

The BGAs received 416 applications, of which 184 were approved. The average grant was \$328,000 towards an average project cost of \$493,000. Of the 232 applications not recommended for funding, four per cent were considered ineligible for funding and 96 per cent were eligible but lacked sufficient priority relative to recommended applications.

A further 13 applications were received from non-government schools not belonging to BGAs; two were successful. The average grant offered was \$679,900 towards an average project cost of \$1,047,900.

Under the Children with Disabilities element of the program, 38 applications were received but 63 projects were offered grants as 41 projects from the 1990 funding round were able to be considered for funding out of the 1989 calendar year allocation. The average size of grants was \$42,260 towards an average project cost of \$54,360.

The Commonwealth Minister has announced a review of the adequacy of the Capital Grants program.

Projects of National Significance and other research*

During 1988–89, the Projects of National Significance gave priority to the following areas of research and development:

- the School curriculum
- Student assessment
- Teacher quality
- Increased student retention
- Career education
- School–TAFE links
- Schooling difficulties experienced by mobile families

School curriculum

The following curriculum-related projects were funded during 1989:

- an analysis of the English as a Second Language curricula – this project identified national ESL curriculum needs, areas where collaborative activities in ESL curriculum development could be mutually beneficial and provided a vehicle for information dissemination about current ESL curriculum activities and priorities;
- an audit and evaluation of the nature and extent of environmental education materials available in Australia today, with a view to identifying current strengths and weaknesses and proposing possible options for future directions;
- an investigation of the choice of subjects studied by students in Years 11 and 12 across Australian government and non-government schools;
- a sample study of the initiatives in literacy, numeracy and science undertaken among non-systemic non-government schools.

Teacher quality

High priority in 1989 was given to projects to improve teacher quality, including:

- a review of the current methods of selecting and training teachers;
- development of a strategy for school-based inservice teacher training;
- development of modules for inservice teacher training in areas of perceived need;
- the development of a cooperative policy for the application of distance learning to inservice teacher training.

Career education

An examination was undertaken of the strengths and shortfalls of career education in Australian schools, including the expectations held by teachers, employers and unions of career education in the curriculum and its effectiveness in meeting the needs of disadvantaged groups.

School – TAFE links

A range of successful initiatives in school–TAFE co-operation being undertaken by States was documented. The report of that project, *What Works: Improving School/TAFE Links*, has been disseminated to all secondary schools and TAFE institutions.

Student assessment

The Australian Conference of Assessment and Certification Authorities (ACACA) was given a grant to develop a coordinated statement of equivalence of Year 12 certificates and statements of achievements. The project is also addressing the relationship between Year 11 certificates/statements and the provision of basic information regarding Tertiary Entrance scores across States and Territories. It will provide useful information for mobile families as well as base-line data for the development of a more consistent approach to assessment and certification.

Increased student retention

A major area of activity during 1988–89 was the provision of funding for research dealing with the effects of increased school retention, and links with postschool careers and vocational education.

These studies included:

- the challenges to teachers arising from increased retention of students;
- the labour market relevance of Year 12 schooling;
- increasing girls' participation in key subject areas, in order to improve their postschool options.

Schooling difficulties experienced by mobile families

The preparation of an information kit for parents, students, teachers and employers about the structure and requirements of schooling in all States and Territories was funded by the Commonwealth as a Project of National Significance. The kit offers strategies to help students move from one school to another.

*Details and reports of these projects are available from the Schools and Curriculum Division of the Commonwealth Department of Employment Education and Training.

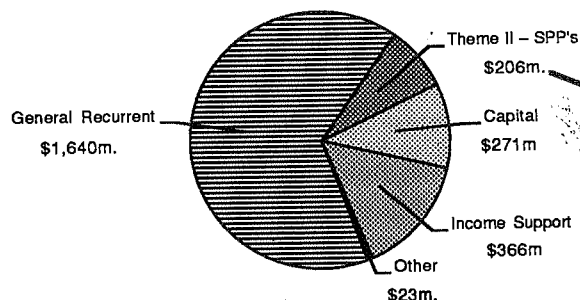
Theme II: Assistance for disadvantaged schools and students

The Commonwealth provided \$206 million for programs specifically designed to improve the education participation and outcome of young people disadvantaged by language, socioeconomic circumstances, geographic isolation, or disabilities.

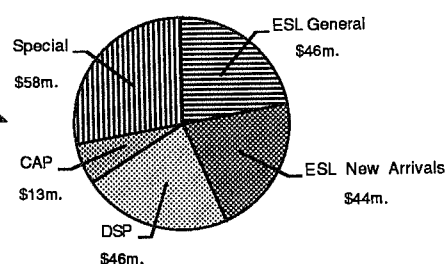
These programs were:

- English as a Second Language
- Disadvantaged Schools
- Country areas
- Special Education

Commonwealth Grants for School Programs 1989
(in \$'m)



Theme II : Specific Purpose Programs (in \$'m)



The English as a Second Language program

In 1989, 14,715 new arrivals to Australia were catered for in intensive classes in government schools and special language centres and 2362 in non-government schools, representing an increase of one per cent over 1988. A total of \$43.5 million was provided for this purpose.

The program allocated \$46 million to assist schools to provide additional English tuition for ESL students (including those born in Australia) who have reached a sufficient level of English competence to participate in mainstream classes. Some 110,000 government school students and 70,000 non-government students benefited from this aspect of the program in 1989.

For 1989 States adopted a wide range of strategies to assist ESL students. These often emphasised the integration of ESL teaching across the whole school curriculum rather than the withdrawal of ESL students from mainstream classes for intensive instruction.

For example:

- the development of the ESL teacher's role as a support person within the school to assist generalist teachers or subject specialists to meet the needs of ESL students across the curriculum;

- the introduction of whole school and collaborative approaches to support ESL students within the mainstream which included projects such as English Language Development across the Curriculum at the secondary level and Cooperative Programming, Planning and Teaching at primary level.

Among the specific activities complementing these approaches were:

- writing skill development at the primary level;
- contracting of an external team to conduct a review of ESL program guidelines;
- intensive language learning where necessary, especially for pupils in secondary schools;
- an assessment of ESL student needs and the development of ESL curriculum guidelines;
- an annual ESL summer school where the program supported the payment of special teachers' assistant salaries.

For students newly arrived in Australia, the program supported intensive learning centres and 'cluster' programs in low density areas. In addition the program provided a bridging for students as they moved from intensive language centres to mainstream classes and assisted in the development of curriculum for newly arrived students.

The Special Education program

The Commonwealth allocated \$57.8 million to government and non-government schools and community organisations under the five elements of the program.

- Special Education Recurrent Grants Element, including integration grants, supplemented the operating costs associated with educating children with disabilities in special and regular schools and in centres (28.3 million);
- Early Special Education Element provided funding assistance to support educational services to children with disabilities below school age (\$5 million);
- Children in Residential Institutions Element provided supplementary educational support to broaden the general experience of young people living in residential care institutions (\$3 million);
- Children with Severe Disabilities Element assisted agencies funding educational programs for children with severe disabilities living in residential care or in their own homes (\$4.8 million);
- Special Education Services Element provided education, training and related support services for children with disabilities attending government and non-government schools and centres (\$16.6 million).

Details of the number of educational institutions and students assisted are provided in the statistical annex to this report.

In order to meet the objectives of the Special Education program, funds were allocated in a variety of ways:

- salaries of teachers, specialists and support staff;
- inservice for literacy and numeracy diagnostic materials;
- assistance to children receiving inadequate levels of service, particularly in isolated and rural areas;
- equipment purchases such as language and speech aides, audio-visual equipment and braille writers;
- transport of students with disabilities, particularly where the population is widely dispersed;
- teacher guides covering areas such as emotional disturbance, child abuse, domestic violence, divorce and loss;
- conduct of an increasing number of integrated programs initiated by special schools.

The Disadvantaged Schools program

There were 1,663 declared disadvantaged schools located in all States and Territories of Australia which received funds in 1989. Of these 1,355 were government and 308 were non-government schools, with about 80 per cent being primary schools. Approximately 347,000 government school students and 65,000 non-government students benefited from the program which was allocated a total of \$46.2 million for 1989.

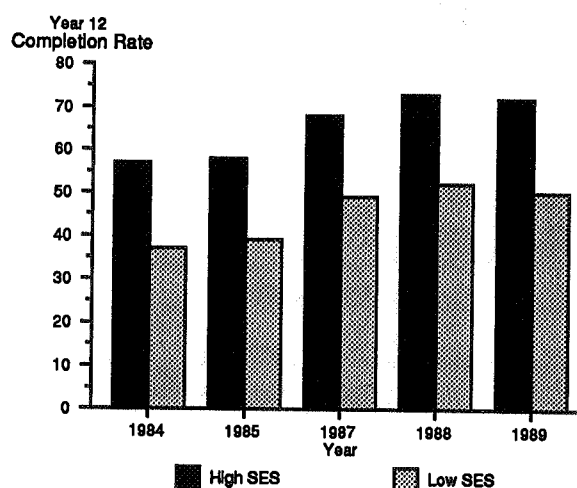
During 1989, DSP funds were frequently used to develop and implement programs designed to improve the literacy and numeracy skills of primary and secondary students. Parents also participated in some programs as a means of helping their children acquire these basic skills and thereby improve their educational opportunities.

Enrichment programs gave students the opportunity to gain experience in the expressive arts and participate in a variety of school excursions which would otherwise not be available.

Other activities included the development of business and computing skills, programs on money management, legal studies and health education. Innovations in school organisation such as cross-age tutoring and negotiated goal based assessment were also introduced.

A major objective of the DSP program is to improve the educational participation of young people disadvantaged by socioeconomic circumstances. Information on retention rates for declared secondary schools was collected for the first time in 1989. As expected these were somewhat lower than the national average of 60 per cent.

Figure 3: Estimated Year 12 completion rate by socioeconomic status, Australia 1984-89



Source: Commonwealth Department of Employment, Education and Training.

The Country Areas program

The Commonwealth provided \$12.6 million for the Country Areas program during 1989. There were 51 declared eligible country areas across Australia in 1989 which contained 975 government and 124 non-government schools, of which some 70 per cent were primary schools. In 1989 rural and isolated areas covering about 70 per cent of Australia were eligible for funding from CAP.

There were about 120,000 students attending government schools and 14,000 students attending non-government schools who were assisted by the program.

Over the past year, projects continued to be focused on school-and-area-level educational and physical needs such as:

- communications links between schools through the use of computer networking, facsimile machines and satellite dishes, giving students access to wider educational resources;
- excursions, visiting artists, cultural and sporting festivals to enrich the social, cultural and recreational life of students;
- local development of curriculum materials tailored to meet students' particular needs in areas such as technology studies, maritime studies and environmental studies;
- tertiary orientation programs, career advisory services and work experience designed to broaden students' perceptions of career and further education options.

Key findings of the 1989 CAP evaluation

As part of the Department's three year program evaluation plan, the Commonwealth commissioned an evaluation of the Country Areas program during 1989. Key findings of the CAP evaluation were:

Attaining competencies

The evaluation found that among principals, parent bodies and area coordinators the Country Areas program (CAP) was considered 'to improve the learning experiences of students by providing resources not available from other sources. This allowed for more imaginative and broader based curricula and teaching approaches to be developed. Resource centres, music, computers and excursions were identified particularly as having improved the learning experiences of country students. Overall, CAP was most successful in improving social and cultural experiences of students.'

Increasing participation and retention

The evaluation found that increased retention and participation was considered by many schools to be an indirect objective and consequence of CAP. Two States were very positive about the impact of CAP on this objective:

- In Tasmania the program assisted students who were forced to move to major urban centres in order to continue into Years 11 and 12.
- In Victoria the program increased the quality and relevance of curricula through computer and telecommunications programs, resulting in students' increased enjoyment of school and a sense of purpose to complete Years 11 and 12.

Improved teaching experience

There was some variation between and within states in the level to which CAP was seen to improve teaching experiences. In some cases isolation, physical distance and lack of relief teaching resources mitigated against teachers benefiting from professional development, inservice training and using resource centre facilities. This was particularly the case in small schools where staff numbers were at a premium.

Broadening career and further education awareness

The evaluation found that 'the objective of broadening careers and further education knowledge and awareness of secondary students appears to have been met in rural secondary schools'. For example, the Tasmanian and New South Wales principals were the most positive, 'with career orientation and work experience programs seen to be the most valuable as they created an awareness of potential further education and career paths ... widening students' views of what the world can offer them'.

A more equitable distribution of resources

The evaluation found that a major long-term strength of the program was that CAP was perceived to be a 'real attempt to minimise the imbalance between urban and rural education through the provision of resources otherwise unavailable to children who are geographically isolated'.

Reinforcing the positive aspects of rural life

Perceptions as to whether CAP met the objective of reinforcing the positive aspects of rural life and schooling varied widely between and within States.

Theme III: Language and multicultural studies

The Commonwealth funded three Language and Multicultural programs aimed to encourage students to acquire or maintain languages and knowledge of other cultures which contribute to the cultural strength and economic competitiveness of Australia.

These programs are:

- Ethnic Schools
- Australian Second Language Learning
- Asian Languages and Studies.

The Ethnic Schools program

The Ethnic Schools program through the provision of \$7.4 million assisted approximately 500 ethnic community reorganisations in 1989 to operate classes in languages and cultural studies relevant to their communities.

Nearly 50 languages were covered by the program in 1989 with the most popular being Italian (67 per cent of all funding) followed by Greek (10.3 per cent), Arabic (4.5 per cent), Chinese (5.3 per cent) and Vietnamese (2.2 per cent). Some 200,000 students were enrolled in classes supported by the program.

The Australian Second Language Learning program

Of the \$7.7 million available in 1989, \$1.5 million was set aside for Projects of National Significance and \$6.2 million was allocated to school systems on the basis of share of school enrolments and in accordance with national priorities. Projects of National Significance included:

- Professional development of language teachers
- Distance education
- Bilingual education
- National assessment framework for languages at the senior secondary level

Asian Languages and Studies Program

For 1989, \$1.4 million was allocated for the development of national curricula and materials for Indonesian, Japanese, Chinese, Thai, Korean and Vietnamese and Asian studies. An independent evaluation of the first three projects resulted in design enhancement and stimulated the reconsideration by some State authorities of related language teaching and testing policies. National reviews of Asian studies teacher training and curriculum policies were initiated.

The numbers of students undertaking Year 12 in Asian studies continued to increase with the proportion rising from 2.0 per cent in 1986 to 4.2 in 1989.

Theme IV: Teacher education and curriculum policy

During 1989, about \$4 million was allocated to enhance educational services in government and non-government schools by promoting the development of collaborative curricula and the professional competence of teachers.

Commonwealth activities assisting in the provision of quality education services included operating the Curriculum Development Centre (CDC) and Education Centres across Australia. The Curriculum Development Centre ceased to function at 30 June 1989 following the endorsement, by the Australian Education Council (AEC) in April 1989, of the establishment of the Curriculum Corporation (CC).

The Education Centres program

An amount of \$2.1 million was provided in general recurrent grants to 23 Education Centres in city and rural locations throughout Australia. Activities carried out by the Centres in 1989 were aligned with Commonwealth's educational objectives and covered such diverse fields as planning and evaluating inservice activities, supporting parent and community participation in activities aimed at improving the quality of schooling and providing a link between school and work.

4 INCOME SUPPORT FOR STUDENTS

Certain sectors of the population face financial barriers to participating in postcompulsory schooling or achieving optimum educational outcomes. Schemes have been established by the Commonwealth to provide financial assistance to students who are financially disadvantaged (AUSTUDY), of Aboriginal or Torres Strait Islander origin (ABSTUDY), or who are geographically isolated or disabled (AIC).

Education Income Support 1989-90

	Students Assisted	Expenditure (\$'m.)
AUSTUDY		
Secondary	148,999	290.1
Adult Secondary	6,442	21.9
AUSTUDY	155,441	312.0
ABSTUDY		
Secondary	23,880	38.9
AIC	14,662	14.8
TOTAL	193,883	365.7

AUSTUDY

AUSTUDY (Secondary) helps students who are 16 years of age and over or who, if homeless, have reached minimum school leaving age. Students must be taking approved secondary studies.

AUSTUDY was introduced in 1987, replacing the Secondary Allowances Scheme and the Adult Secondary Education Assistance Scheme. The number of secondary school-age students receiving assistance increased from 98,358 in 1987 to 148,999 in 1989, or by 51 per cent; the number of adult secondary students has increased from 4,294 to 6,442, again by about 50 per cent. For 1989, the Commonwealth provided \$312m in AUSTUDY payments to secondary school students.

ABSTUDY

ABSTUDY (Schooling) enables Aboriginal and Torres Strait Islander students to take full advantage of the educational opportunities at secondary school that are available to all other Australian students.

In 1989 there were 23,880 students receiving ABSTUDY (Schooling) compared to 25,629 in 1988 and 25,100 in 1986 (1987 figures are not available). The introduction of means testing and lack of awareness contributed to lower numbers in 1989. However revised application procedures and increased awareness of the scheme is expected to increase ABSTUDY take-up rates.

Assistance for isolated children

The Assistance for Isolated Children (AIC) scheme gives financial help to the families of children who, because of geographic isolation or disability, must live away from home to attend school, study by correspondence or live in a second family home to go to school.

The Commonwealth allocated \$14.8 million to AIC in 1989 and about 14,700 students were assisted. This was about 15 per cent fewer than 1988, due mainly to the transfer of students aged 16 and over to AUSTUDY.

5 INFORMATION SERVICES

The Department is continuing developmental work in the area of career education in relation to the school curriculum, and the provision of career and work information to school children. Information is distributed through the Commonwealth Employment Service (CES) network and Youth Access Centres, with the CES network developing a significant School Program as part of the Government's Youth Strategy. The coordination of services provided by the States and by all areas of the Department has been given priority during 1989 and 1990 to ensure the most effective provision of career occupational and training information to all students.

Information is especially targeted at specific student groups, such as those most at risk of leaving school prior to completion of Year 12. This is an important part of the government's social justice strategy by enabling young people to make better informed and more appropriate choices about further education, training and long-term employment paths. As well as information, training is available to assist school leavers and others to improve their job search and interview capabilities.

In Victoria, an agreement was reached with the State Ministry of Education for joint management of the Job and Course Explorer (JAC) computerised career information system. JAC, which is currently distributed to 600 sites in Victoria (including schools, libraries and neighbourhood houses), provides information to a range of clients, particularly young people and the disadvantaged. The trial of JAC over the last two years proved successful. JAC is now operating in 270 sites in Queensland including Career Reference Centres, Youth Access Centres, Secondary Schools, TAFE colleges, SkillShare projects and Job Clubs.

Youth affairs at the national level

The Youth Bureau continued to provide during 1989 a focus for youth affairs at the national level. In particular, it oversaw implementation of the Social Justice Strategy for Young Australians announced in the 1989-90 Budget. The Bureau identified key issues for employment, education and training and, in conjunction with State officers, developed joint approaches to local level delivery of the Strategy initiatives.

Initiatives have included joint development and planned use of databases; training programs for the youth sector; jointly funded pilot projects in key areas and Commonwealth-State working parties in areas such as AIDS and young peoples' health.