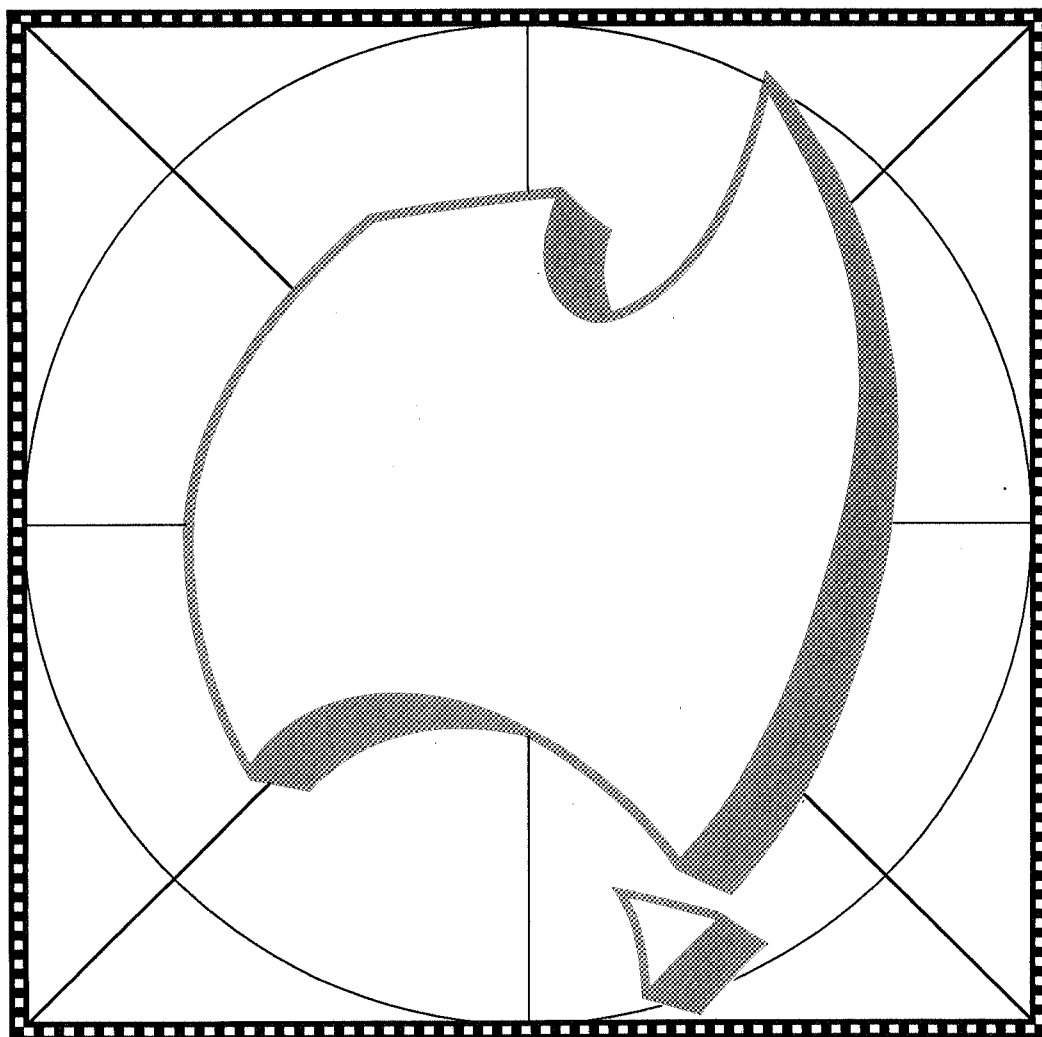


NATIONAL REPORT ON SCHOOLING IN AUSTRALIA



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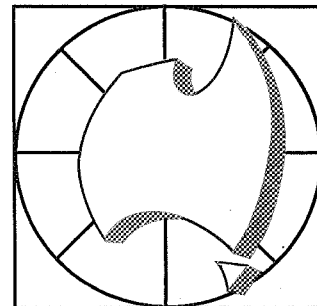
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PREFACE



In April 1989, State and Territory Ministers for Education, together with the Commonwealth Minister, agreed that, subject to the successful implementation of a first annual national report for the 1989 school year, a second report on schooling in Australia would be produced for the 1990 school year. This would continue the 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.

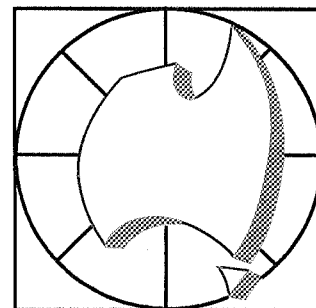
The second annual national report will provide commentary on the operation of school systems and participation of students in schooling, report on the school curriculum, describe student outcomes and summarise the application of financial resources to schools. A major aim of the report is to raise public 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.

State and Territory and Commonwealth Ministers with responsibilities for schooling as at October 1991 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 Kay Hallahan MLA
Tasmania	The Hon Michael Aird MHA
Northern Territory	The Hon Shane Stone MLA
ACT	Mr Bill Wood MLA
Commonwealth	The Hon John Dawkins MP

Chair of the Australian Education Council in 1991 was the Hon Greg Crafter MP, South Australian Minister of Education and Children's Services.

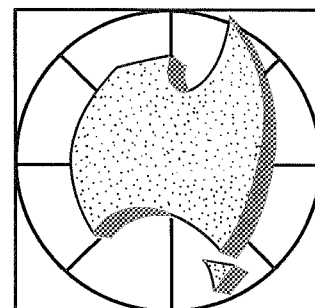
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NATIONAL OVERVIEW



1 INTRODUCTION

The purpose of the *National Report on Schooling in Australia 1990* is to inform the Australian people about the schooling that was provided during 1990 to over three million students in approximately 10,000 schools in Australia's eight States and Territories.

This chapter offers a national overview of schooling in Australia. The particular emphasis for 1990 is on progress towards achieving the national goals for schooling through national collaboration in curriculum and other aspects of schooling. The nature and extent of this national collaboration is a new and significant development in Australian education and one which this chapter of the Report will trace in some detail over the coming decade. 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'.)

Australia has two sectors of schooling: a government and a non-government sector. Government school systems

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, however, have the right to choose non-government schooling for their children and many do so for educational, religious, cultural or other reasons. While the main focus of this year's Report is on the government school sector, each chapter also reports on schooling provision by the non-government sector.

THE STRUCTURE AND CONTEXT OF AUSTRALIAN SCHOOLING

The *National Report on Schooling in Australia 1989* contained detailed information on the social and economic context and the structure of schooling. This information will not be repeated each year, but the detailed statistical material will be compiled in a Statistical Annex companion volume. The Statistical Annex will be made available on request to education researchers and writers and other interested people. Where possible, relevant statistical material is reported in the text of the Report.

Table 1. Summary details of schooling in Australia, 1990

Schools	Government	Non-government	All schools
Primary	5,553	1,551	7,104
Secondary	1,204	432	1,636
Combined primary/secondary	365	458	823
Special schools*	368	76	444
Total	7,490	2,517	10,007
Students (full-time only)			
Primary	1,322,543	440,951	1,763,494
Secondary	870,084	407,359	1,278,163
Total	2,193,347	848,310	3,041,657
School staff (teaching and non-teaching)			
Primary	89,970	26,767	116,737
Secondary	88,287	39,394	127,681
Total	178,257	66,161	244,418

*Note: Special schools are identified in number only; as from 1990 the students and staff of such schools have been assigned to either primary or secondary education. Special education has in recent years been provided increasingly in regular schools as part of government integration policies.

Source: ABS Cat. No. 4221.0 *Schools Australia*, 1990

Table 1 shows summary details of the institutions, students and school staff involved in Australian schooling during 1990. Additional information and more detailed analyses, including State comparative data, are included in the Statistical Annex.

Key features of the structure of Australian schooling in 1990 were:

- there were 10,270 more full-time students enrolled in Australia's schools in 1990 than in 1989, representing an increase of 0.3 per cent—see Table 5 in Statistical Annex;
- approximately 72 per cent of full-time students in Australian schools attended government schools in 1990. The relative proportions for primary, junior secondary and senior secondary were 75 per cent, 69 per cent and 66 per cent—see Table 5 in Statistical Annex;
- there were 64,735 full-time Aboriginal and Torres Strait Islander students enrolled in 1990, 57,324 of whom attended government schools—see Table 5A in Statistical Annex;
- almost three-quarters of teaching staff in primary schools were female, compared with half in secondary schools—see Table 35 in Statistical Annex;
- the average number of students per teaching staff member in 1990 was 16 for non-government schools and 15 for government schools; for all schools the ratios for primary and secondary were 12:1 and 18:1 respectively—see Table 37A in Statistical Annex.

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 of 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 Aborigines and isolated students, State Ministers ensure quality schooling is provided to all students. While these responsibilities apply to government schools in their State, some, such as 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 work force. In cooperation with the States, the Commonwealth has a 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.

2 THE AUSTRALIAN EDUCATION COUNCIL: NATIONAL COOPERATION IN SCHOOLING

The Australian Education Council (AEC), established in 1936, is the forum for national collaboration in policy development and implementation relating to all levels of education in Australia. The Council comprises the State and Commonwealth Ministers for Education. The New Zealand and Papua New Guinean Ministers for Education are associate members.

Ministers of Education are responsible for both government and non-government schools. The Council as a matter of principle has established a range of consultative mechanisms at both Federal and State levels to obtain the views of the non-government sector, and, whenever possible, extends membership of its working parties and committees to the peak national bodies representing the non-government employing authorities, the National Catholic Education Commission (NCEC) and the National Council of Independent Schools' Associations (NCISA). Regular consultation also takes place with the peak national bodies representing:

- parents—the Australian Council of State Schools Organisations (ACSSO) and the Australian Parents Council (APC);
- teachers—the Australian Teachers Union (ATU) and the Independent Teachers Federation of Australia (ITFA);
- the business sector—the Business Council of Australia (BCA).

Two national research and development companies, partly or wholly funded by Commonwealth and State Ministers of Education, facilitate cooperative initiatives:

- the Australian Council for Educational Research (ACER), founded in 1930, which undertakes, promotes, disseminates and markets research and development projects, including educational and psychological tests;
- the Curriculum Corporation (CC), which in 1990 commenced full operation in the development and publication of curriculum materials resulting from national collaboration, and is managed by a Board comprising representatives from the government and non-government sectors and parents and teacher organisations.

Common and Agreed 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;
 - 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.

The Australian Education Council meets at least twice 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 small secretariat, funded by all Governments, which is located in Melbourne.

The agenda of the Australian Education Council in 1990 was dominated by initiatives associated with national cooperation in schooling and school-related activities.

In April 1989, there was a historic agreement to a set of national goals for schooling among State and Commonwealth Ministers in Hobart. During 1990, the agencies responsible to Education Ministers were engaged in implementing aspects of this agreement for the benefit of Australian school students.

The following activities summarise the national collaborative initiatives during 1990:

- consolidation of the framework for national collaboration in curriculum development in agreed areas of priority;
- commencement of developmental work on subject profiles in the areas of mathematics and English literacy as a means of monitoring student progress;
- continued compilation of achievements in the implementation of the National Policy for the Education of Girls;
- completion and distribution of a comprehensive set of booklets on mobile students (aimed at schools, parents, teachers and employers) to assist students who change schools;
- provision of education to students in remote areas;
- investigation of the delivery of educational programs by telecommunication;
- encouragement of links between schools and Technical and Further Education (TAFE) institutions, including distribution of the publication *What Works* — a descriptive collection of exemplary practices in all Australian States;
- negotiation of copyright interests on behalf of government and non-government schools in the print, music, computer software and audio-visual areas with the Copyright Agency Limited (CAL) and the Australian Mechanical Copyright Owners Society (AMCOS);
- development of a national database of job and course information to assist students in career choice;
- establishment of a project to develop a nationally agreed statement on career education;
- extension of the range of nationally comparable and publishable statistics on schooling in Australia, in cooperation with the Australian Bureau of Statistics (ABS);
- establishment of the Curriculum Corporation.

During 1990, in accordance with the decisions of the Council at its April 1989 meeting in Hobart, the first draft annual National Report on Schooling in Australia was produced, commenting upon the 1989 school year. The current report, focusing on the 1990 school year, constitutes the second annual National Report on Schooling in Australia.

In the next section of this chapter, these national collaborative initiatives will be expanded upon in relation to the Common and Agreed National Goals for Australian Schooling (see page 3). In the chapters describing State and Commonwealth activities during 1990, there is more detailed reporting indicative of progress by the separate education portfolios towards achieving the national goals.

3 ACHIEVING THE NATIONAL GOALS FOR SCHOOLING

INTRODUCTION

The national goals for schooling reflect the increased expectations placed on formal schooling, both in terms of the full intellectual, emotional and social development of all young people, and in terms of the economic, social and cultural well-being of the nation.

As a national statement of the goals of Australian schooling, these goals make a historically unique commitment.

They proclaim that, as a nation, and whether we be individually rich or poor, of British, European, Aboriginal or Asian background, in geographically remote or in highly urbanised locations, we want our children, girls equally with boys and including to the greatest possible extent those young people with physical or mental disabilities, to be sufficiently well educated — in its fullest sense — upon leaving school to be able to take the appropriate pathway towards a career which is personally satisfying and which contributes to the national well-being.

One general indicator of the likely progress towards achieving such a comprehensive set of educational goals is the *financial provision for schooling* made by the Australian people. A historical shift in national expectations in relation to education could be expected, over time, to have some impact upon national priorities in expenditure, and to reverse the trend apparent from data from 1980 to 1990 on national expenditure in the three top-priority areas — education, health and defence — which indicates that expenditure on government schools has declined from 2.9 to 2.1 per cent of Gross Domestic Product,* whereas expenditure on both health and defence has remained steady. (For detailed information on national school expenditure see Tables 16 to 28 in the Statistical Annex.)

The ten national goals fall into three main groupings:

- Goals 1–3 are *general*, goals aiming at an excellent standard of education, equally accessible to all young people for the full quota

* Derived from Tables 3.8 and 3.9 in G Burke Resource Allocation in Education, Training and Employment Programs 1970 to 2001, NBEET 1991

of the schooling years.

- Goals 4, 5 and 10 are *vocational* in emphasis, concerned with employment opportunities and career pathways.
- Goals 6–9 are concerned with appropriate *curriculum* provision—the key areas of learning and the key skills to be developed.

In this chapter, progress towards achieving the goals in each of these three main groupings will be indicated by reference to relevant statistical data where it is nationally comparable, to national sample studies approved by the Annual National Report Working Party, to special initiatives undertaken by AEC working parties and—of particular national significance—with reference to the national collaborative work in curriculum and assessment.

GOALS 1–3: GENERAL

In 1990, national progress towards the general goal of a complete school education for all young people was indicated by:

- improved school retention and age participation rates;
- initiatives designed to improve access to education for girls, mobile students and students in remote areas;
- initiatives to assist the teaching profession.

SCHOOL RETENTION RATES

The AEC Committee on School Statistics, in extending the range of statistics on Australian schooling collected on a nationally comparable basis, provided publishable statistics on retention and participation rates.

The apparent retention rate of secondary students to Year 12 rose from 60.3 per cent in 1989 to 64.0 per cent in 1990, continuing a marked upward trend in this indicator over the past decade and a half. By comparison, the overall retention rate to Year 12 in Australian schools was 34.9 per cent in 1976. Within the overall retention rate there were considerable variations between subgroups and between States—see Table 9 and 9B of Statistical Annex for details:

- the retention rate to Year 12 for female students was 69.9 per cent compared with 58.3 per cent for males;
- the retention rate to Year 12 for government school students was 58.3 per cent compared with 78.4 per cent for students in non-government schools;
- there was considerable variation between States, which can in part be attributed to the different demographic, social, employment and urban/rural profiles and variations in school and student age structures, making it more useful to compare retention rates within rather than between States. What is clear from the State comparative data is that all States experienced increasing retention rates of roughly 3 to 5 per cent from 1989 to 1990.

AGE PARTICIPATION RATES

Age participation rates may provide a more meaningful measure of the success of strategies to encourage young people to stay at school.

Age participation rates measure the number of school students of a particular age and sex expressed as a proportion of the estimated resident population of the same age and sex (based on Australian Bureau of Statistics (ABS) demographic estimates). The most relevant age group is the 15 to 19 age range, roughly equivalent to the immediate post-compulsory school education phase.

However, it must be recognised that school attendance is only one of a number of education and training options available to Australian 15- to 19-year-olds, there being roughly 5 per cent of this group in attendance at Technical and Further Education (TAFE) colleges and significant numbers in the first year of higher education. Furthermore, differences between States in the rules (and practices) governing admission to primary school cause differing age patterns of school enrolments, for example the average age of Year 12 secondary students in South Australia is 17 years and 2 months, compared with 17 years and 10 months in the Australian Capital Territory.

Recognition of the importance of completing school education is shown in the increasing numbers of mature-age students, a phenomenon which has raised the average age of Australian secondary school students. New arrangements for school-level education specifically adapted for the particular needs of this group, ranging from self-paced learning programs to child-care facilities, are being introduced in some systems.

Increasing participation was schooling in 1990 was indicated by:

- an increase in the number of 15- to 19-year-olds in schools from 43.9 per cent in 1989 to 44.2 per cent in 1990 (for further comparison, the rate in 1986 was 42.5 per cent);
- increases in the number of male students from 42.7 per cent in 1989 to 43.1 per cent in 1990, and in the number of female students from 45.1 per cent in 1989 to 45.4 per cent in 1990.

IMPROVED ACCESS TO EDUCATION

GIRLS

Since 1986, a Commonwealth-initiated National Policy for the Education of Girls, endorsed by the AEC, has been in operation in each school system. Implementation of the Policy, which has taken a variety of forms according to the circumstances and structures of individual systems, has had the following four objectives:

- to raise awareness of the educational needs of girls;
- to facilitate equal access to and participation in appropriate curriculum;
- to provide supportive school environment;

- to ensure equitable resource allocation.
The report on the National Policy for 1990 indicated a highly comprehensive array of training programs, curriculum materials, staff development kits, survey instruments, trials, action conferences, seminars and monitoring and evaluation strategies. The range of initiatives was striking, including:
- a Register of Women at Work in Queensland which records the names of women who work in non-traditional occupations and who are prepared to provide information to young people;
- Girls Technology Expos being run throughout New South Wales;
- a Teenage Mothers Education Support Program assisting young women in Western Australia to complete secondary schooling and enrol in tertiary education and training.

All States now have as an established priority the implementation of the National Policy, and it was agreed by the AEC at its June meeting that formal monitoring and assessment of project outcomes would now be appropriate. It was also agreed that the principles and objectives of the National Policy would be added to the terms of reference for collaborative curriculum development. The Policy would be reviewed in 1991 as a basis for revising objectives for the second five-year phase. (Details of particular Commonwealth and State initiatives are provided in the relevant chapters.)

MOBILE STUDENTS

In 1990, the Commonwealth funded a cooperative study of enrolment flows in Victorian government and non-government schools and South Australian government schools between 1989 and 1990. It was found that:

- about 10 per cent of all students changed schools (excluding the primary/secondary transition factor);
- about 3 per cent of all students changed sector, with a total of 14 per cent if including the transition factor;
- about 3 per cent of all students moved interstate, most frequently to an adjacent State;
- about 1 per cent of all students had come in from overseas, with about 0.4 per cent moving out of Australia.

Four publications to help students to adjust to a new school in another State (or in another country) were produced for the AEC, funded by the Commonwealth as a Project of National Significance.

The publications were in considerable demand in 1990 and will be reprinted by the Curriculum Corporation in 1991. The four titles are:

Mobile Students — A Guide for Parents
Mobile Students — A Guide for Schools

Mobile Students — A Guide to Good Practice
Mobile Students — A Guide for Employers

STUDENTS IN REMOTE AREAS

In addition to the ongoing operation of a range of access and equity programs initiated by the Commonwealth in cooperation with the States and reported on in the following chapters, two working parties of the AEC were engaged on investigating ways of overcoming the disadvantage of distance in relation to effective schooling.

The AEC Working Party on Provision of Access to Education in Remote Areas, Predominantly for Aboriginal Students, reported to Council in December 1990. This collaborative effort most particularly involved the Northern Territory, South Australia, Queensland and Western Australia in conjunction with the Commonwealth. The Working Party reviewed current provision of education to remote areas and proposed four project areas for collaborative development:

- common core curriculum and materials specially designed for the delivery of full primary education to very remote Aboriginal communities, such as outstation communities and other remote communities where there are insufficient numbers of students to justify the provision of trained teachers;
- common approaches to the provision of tutor support in very remote Aboriginal communities, so that training support is available to the community-based tutors;
- teachers' guide for curriculum and classroom organisation in multigrade schools in remote areas;
- distance education delivery of junior secondary education up to and including Year 10 to remote areas, especially curriculum for Aboriginal students.

The Working Party also reported on the development of common courses in selected core subjects for schools of distance education and schools of the air.

Delivering such educational programs would rely in part upon effective and cost-efficient telecommunications technologies. Investigation of these was the task of another group, the AEC Working Party on the Collaboration of the States in the Use of Satellite Facilities in Distance Education which covered schools, colleges (K-12) and TAFE. The Working Party found that each system was addressing similar pedagogical, technical and regulatory issues in the use of telecommunications in distance education and undertook a range of tasks to carry this work forward as a national collaborative venture, including:

- national mapping of communications technologies currently in use;
- investigation, through the major carriers and regulatory bodies, of ways the regulatory environment governing telecommunication might be modified to support educational objectives;

- identification of cost efficiencies in inter-system collaboration, of further models for national collaboration and of teacher training programs in the use of communication technologies;
- formal liaison with the National Collaboration in Curriculum Development Project and with the higher education sector National Distance Education Conference.

INITIATIVES TO ASSIST THE TEACHING PROFESSION

The goal of high standards of learning for all, together with the development of mature personal and social attitudes, places unprecedented demands on teachers. In 1990, across the whole range of national teacher and school organisations, a major focus of attention was the identification of these

demands, and wide consultation took place on the means whereby they might be met.

During the year, an AEC Working Party on Teacher Education undertook a major review of initial training and professional development of teachers. This review was informed by the *Discipline Review of Mathematics and Science Teaching* (Speedy Report), released by the Commonwealth early in 1990, which raised serious questions about the quality of learning taking place in this curriculum area in the light of evidence of declining teaching qualifications.

The Working Party sought to establish more flexible teacher-training models capable of supporting the initial and ongoing professional development of teachers to enable them to meet the increased expectations as proclaimed in the national goals.

1990 Sample Studies

As part of the annual national reporting process, two studies were commissioned dealing with teacher training and continuing professional development.

1 1990 survey of newly recruited teachers in three States: effectiveness of pre-service and inservice training

The great majority indicated satisfaction with teaching as an occupation. Despite this, only half of the newly recruited teachers surveyed from both sectors in Victoria, Queensland and the ACT considered their pre-service training effective.

- only 39 per cent reported adequate preparation in the area of subject knowledge, and 24 per cent had received no pre-service training for a subject area in which they were teaching;
- 70 per cent found training in teaching method satisfactory (except for music);
- 75 per cent felt their understanding of mainstream student learning processes was adequate, but fewer than 50 per cent had received any training in meeting the learning requirements of students with disabilities;
- 60 per cent indicated the need for more practical training in their pre-service years. As a corollary to this, reporting on inservice programs, 80 per cent had participated in and found helpful, courses directly related to classroom practice.

Survey of Newly Recruited Teachers, Margaret Batten, Mark Griffin, John Ainley, ACER, 1991

2 1990 analysis of inservice education in a devolving school system

This study, undertaken in Queensland government schools, aimed to identify the changing demands likely to be placed upon inservice programs as teachers gain more control over their own professional development. Strong preferences were expressed for:

- programs directly related to improving classroom practice, as distinct from professional status (with the exception of teachers needing programs offering formal credit in order to upgrade their qualifications to the four-year benchmark);
- programs provided within the teacher's own school or at a nearby school;
- programs provided within normal school hours;
- programs specifically targeted at highly specialised needs.

The study concluded that careful definition of function at the school, regional and central office levels would be necessary to avoid inequities, excessive 'practicality' and fragmentation of effort.

The Provision of Professional Development in a Devolving Education System, Research Services, Department of Education, Queensland, 1991

The National Board of Employment, Education and Training commissioned a study from the Working Party and published the final report in September as a paper for wide public discussion to assist further work by the Board in this area fundamental to the goal of quality schooling by, in particular, the Schools Council of the Board.

A collaborative project initiated by the Commonwealth, the National Project on the Quality of Teaching and Learning, brought government and non-government teacher employers and teacher unions together as an ongoing forum to address key issues (see Commonwealth chapter).

The AEC, re-convening as the Conference of Government Employers, negotiated industrial issues related to raising the status of the teaching profession.

GOALS 4, 5 AND 10: VOCATIONAL

Progress in 1990 towards the goal of enhancing employment opportunities and career pathways was indicated by:

- improved transition rates from school to tertiary education;
- publication of a national guide to Year 12 certification;
- promotion of school/TAFE links;
- establishment of a major review of post-compulsory education and training;
- development of a national database for career information.

IMPROVED TRANSITION RATES FROM SCHOOL TO FURTHER EDUCATION AND TRAINING

Table 2. School leavers who attended school in May 1989

Attending in May 1990	Males	Females	Persons
Higher Education			
Institution	31,900	34,500	66,500
TAFE/technical college	34,500	25,000	59,500
Other	6,000	8,000	14,000
Total attending			
tertiary education	72,400	67,500	140,000
Not attending			
tertiary education	58,500	57,100	115,600
Total	130,900	124,700	255,600

Source: ABS Cat No. 6227.0 *Transition from Education to Work, Australia*

Table 2 indicates that 51.6 per cent of students proceeded from school in 1989 to some form of tertiary education in May 1990. Comparable figures from the same source indicate a transition rate of 44.2 per cent from school in May 1986 to tertiary education in May 1987. (See Table 13 in Statistical Annex.)

YEAR 12 CERTIFICATION ---- LEAVING SCHOOL 1990

Australian students leaving school in 1990 carried away with them to institutions or employers across the country eight different forms of Year 12 certificates and records of achievement. As part of an ongoing commitment by education ministers to the removal of unnecessary differences between systems, *Leaving School 1990: A Guide to Year 12 Certificates and Tertiary Entrance Statements* was prepared by the Australasian Conference of Assessment and Certification Authorities (ACACA), endorsed by the AEC and funded as a publication by the Commonwealth.

PROMOTION OF SCHOOL/TAFE LINKS

A national publication entitled *What Works — Improving School/TAFE Links*, endorsed by the AEC as a special project of the Working Party on links between schools and TAFE and funded by the Commonwealth as a Project of National Significance, was distributed to all schools and TAFE colleges in 1990.

REVIEW OF POST-COMPULSORY EDUCATION AND TRAINING

At the end of 1990 the AEC commenced a major review of the future development of post-compulsory education and training in Australia, with particular reference to those young people who have left school and are not participating in a formal education or training program. The findings of this AEC Review of Young People's Participation in Post-Compulsory Education and Training (the Finn Review) will be reported on in 1991.

NATIONAL CAREER INFORMATION DATABASE

National coordination of initiatives in career education and knowledge of the world of work has been the charter of the AEC Working Party on Careers Education, established in 1989. During 1990, a major achievement of the Working Party was the establishment of a National Database Management Committee.

In its report to the AEC in June 1990, the Working Party described the important role played by computerised information databases in careers education. They provide access to comprehensive, up-to-date and easily retrievable information for a wide range of people, such as students at all levels of education and training, job seekers and job changers. They are also valuable aids to counsellors, careers teachers and parents, as people assisting in the process. Such databases are useful tools in overall careers education school curricula and can facilitate the inclusion of 'world of work' issues in the wider school curriculum.

Computerised databases have the potential to make large amounts of information available to those students and adults who might otherwise have difficulty in, or resistance to, collecting and using information in printed form. With appropriate technological solutions, rural and isolated people can be provided with access to a range of information, otherwise difficult to access. More easily accessible careers information assists in meeting the needs of 'students at risk', underpins the national efforts to improve school retention rates, and encourages and assists disadvantaged job seekers to explore careers options.

The National Database of careers information is modelled upon the Job and Course (JAC) Explorer system, developed by the Victorian government, which allows users to search and retrieve information from an extensive database on occupations, courses of study and educational institutions. The National Database was designed to be compatible with the JAC system which had already been purchased by, and was in various stages of implementation in, Queensland, South Australia, Western Australia and the Northern Territory.

During 1990, all States began submitting material to the National Database. It will become fully operational in 1991.

The Careers Education Working Party commenced a second major initiative during 1990, namely a collaborative project to investigate the following three areas:

- a statement of national goals for career education, encompassing a set of outcomes for students, schools and systems and appropriate evaluation strategies;
- an analysis of key strategic issues common to all systems in the achievement of these national goals and outcomes;
- a review of the roles and responsibilities of the Commonwealth, States and other parties in the delivery of effective careers education to students.

This collaborative work is based on the notion that careers education implies a coherent and systematic approach with clear goals and integrated components, and encourages defined roles for all participants in the process. While all components of careers education are complementary, they require different teaching/learning strategies and support structures according to their specific purpose. This differentiation is critical in determining the type and level of action to support this goal for schooling.

GOALS 6-9: CURRICULUM

Goal 6 specifies particular student competencies expected as an outcome of schooling, literacy and numeracy being the two competencies most commonly identified. Taken together with Goals 7, 8, 9 and 10, 6a to 6j indicate the desired range of the school curriculum. As the AEC National Collaboration in Curriculum Program was a major focus of collaborative activity in 1990, a progress report in relation to each of the curriculum areas is given here in some detail.

The management structure for national collaborative curriculum development is as follows:

- Project Team: usually 3-4 officers from different State education systems;
- Steering Committee: usually the Directors of Curriculum and the Commonwealth;
- National Reference Group: a representative from each State and the Commonwealth. A major task of each member of the reference group is to consult widely with the various interest groups including parents and community organisations.

A common data-collection format was used for each of the collaborative curriculum projects:

- research materials;
- policy statements and strategies;
- guidelines and frameworks;
- syllabuses, courses and units of work;
- resource materials;
- assessment materials including subject profiles (see definition below);
- parent and community materials;
- teacher development programs.

Guidance was also sought on priority areas for new initiatives likely to benefit from collaborative effort. Table 3 on the next page provides an overview of stages of development by the end of 1990.

As the table shows, the sequence for development of each of the curriculum areas varies. However, the sequence established by Mathematics as the most advanced of the projects provides a useful model. A national professional statement and a community statement were prepared, for publication mid-1991. Implementation activities, resource materials and subject profiles will follow.

MONITORING STUDENT PROGRESS AS PART OF CURRICULUM DEVELOPMENT: SUBJECT PROFILES

The development and implementation of a common framework for monitoring student progress was seen as an integral part of national collaboration in curriculum. The AEC agreed in December 1990 to work towards developing a common approach to reporting of student achievement in English and Mathematics within a common assessment framework. This work will identify six major levels of student achievement across Years 1-10 in each of these key subject areas. Each level of achievement will be defined by a set of student outcomes and examples of student work which illustrate expected standards of achievement. Students' progress through these six achievement levels can be monitored. Taken together, the six achievement levels constitute the 'subject profile' for a particular subject area.

For example, at Achievement Level 3 in Writing Skills, students may be expected to be able to 'review and edit

Table 3. National collaborative curriculum development as at end of 1990

Key Learning Areas	Mapping	Statement		Assessment (Profiling)	Corresponding Goals
		Preliminary	Final		
1 Mathematics					6 (b)
2 Science					6 (e)
3 Technology					6 (e)
4 English Language/Literacy					6 (a)
5a Studies of Society					7, 8, 10
b Environmental Education					6 (i)
c Aboriginal Studies					8
6 Languages other than English (LOTE)		ALL Guidelines		NLIA Guidelines	6 (g)
7 Health/Physical Education/Personal Development					9
8 Arts					6 (h)

ALL = Australian Language Learning NLIA = National Languages Institute of Australia



more than one aspect of their writing and/or others' writing'. Teachers' assessment of the standard of reviewing and editing at Achievement Level 3 is guided by annotated exemplary assignments contained in the ACAP project documents, such as: 'Rewrite parts of a text, cross out, reread, cut and paste, use carets (^), completely discard and begin again, change in response to feedback, circle misspelling, read out loud to check punctuation.'

These annotations indicate both the skills mastered and the skills remaining to be mastered to achieve the appropriate level. In this way, using the subject profile proforma, students' progress through these major achievement levels is monitored in sufficient detail to enable parents, teachers and the students themselves to form an assessment of progress in relation to nationally agreed specified skills and understandings (as distinct from relative place in the class), and to construct a specific course of action to improve progress as desired.

Hence, the development of subject profiles will:

- enable students to monitor their own progress against national achievement levels;
- help schools in their reporting to parents, employers and other members of their community;

- assist teachers in the classrooms chart the progress of individual learners;
- enable systems to report on the performance of their students;
- be amenable to reporting student achievement at the national level.

The subject profile project will be under the management of the Australasian Cooperative Assessment Program (ACAP), which includes New Zealand as a participant, and will be funded by all members, with the Commonwealth contributing \$150,000 towards an overall direct cost for 1991 of \$300,000. The development of subject profiles for other key subject areas is expected to commence in 1992.

Goal 6a To develop in students the skills of English literacy, including skills in listening, speaking, reading and writing.

National Mapping of the English Language/Literacy Curriculum (which included English as a Second Language (ESL) learning) was undertaken in 1990. The scope of the mapping exercise was defined as follows (with systems invited to enrich the scope as desired):

English literacy may encompass functional, social, and cultural aspects of literacy. It involves the integration of reading, writing, speaking, listening and critical thinking skills, skills in the use of the conventions of language (such as grammar and spelling) and skills in handwriting and keyboard use. It is developed through both the composition and comprehension of a wide range of texts, which may include, amongst others, novels, poems, plays, stories, newspapers, cartoons, pictures, films, TV programs, conversations, songs and radio programs.

Phase 1, the national survey, obtained information from all systems on materials and activities, both current and in progress. Systems were also asked to submit any additional curriculum provision considered desirable and suitable for national collaborative development, such as the Tasmanian Developing a Family Language Project, and to indicate priority areas, such as the development of ESL in the mainstream curriculum identified by South Australia.

Phase 2 was commenced late in 1990, building on the national survey with a project aimed at an agreed description of the *scope* of the English language/literacy curriculum in terms of the *understandings, skills, knowledge and processes* which should typically be made available to students at each of the bands of schooling K-4, 4-7, 7-10, 10-12. This work would take place in close cooperation with the (ACAP) Project on English Literacy Profiles.

As part of the annual national reporting process, a survey entitled 'Assessment and reporting in English Literacy/Language Arts in Australian Schools' in 1990, funded by the Commonwealth, added information on non-government practice in assessment to the national mapping of this key learning area.

The survey noted that at the school level across both sectors there was general acceptance of the need to evaluate English programs continually, and of the key role of assessment as an instrument to inform teaching practice.

The survey also noted, however, that there was an increasing public demand for better indicators and more concrete evidence of student progress, such as standardised testing, standards monitoring and accessible forms of grading and ranking.

In response to this, a diverse range of practices across systems 'could be seen to reflect the current struggle to find a process which will be consistent with both the educational reasons for assessment, and the need for public accountability'.

The survey concluded: 'The cooperation between the Commonwealth and the States in developing a national profile in English is indicative of the desire to ensure that there is a shared language for communicating student achievement.'

Goal 6b To develop in students the skills of numeracy, and other mathematical skills.

Following mapping of the Mathematics curriculum across the States in 1988-89, hosted by New South Wales, work on Phase 2, development of a national statement on mathematics for Australian schools, proceeded throughout 1990. A reference group comprised of representatives from government education systems consulted widely with mathematics educators, academics and professional associations and with a broad spectrum of community, business, industry, parent, union and special interest groups, culminating in a National Consultative Workshop.

The main aim of the *National Statement on Mathematics for Australian Schools* is to enhance and build upon system-level initiatives in this fundamental but also rapidly changing area of learning, through a creative interaction of ideas and resources across the nation. The Statement would:

...provide a framework around which systems and schools may build their mathematics curriculum. It does not provide a syllabus or curriculum ... rather, it should provide a foundation for appropriate courses which will meet students' needs and reflect advances in our knowledge — both of the subject of mathematics itself and the ways in which students learn mathematics. The Statement encourages innovation and experimentation so that all learners have a positive experience of mathematics.

In order to obtain the desired national interaction, two documents were drafted for public debate. The community document outlined mathematics past, present and future, and indicated the fundamental importance of mathematics for the further education and training of all young people. It foreshadowed new types of skills and accompanying assessment models; it put forward proposals for key ways in which parents could assist in the mathematics learning of their children. To sharpen the focus of debate, each system was to provide a concluding section listing current school and community initiatives.

A second document centred attention on mathematical processes, utilising a subject profiles format (see Goal 6a) of *bands* and *strands*, the series of *bands* denoting the broad stages of schooling (band A — lower primary, band B — upper primary, band C — lower secondary, band D — upper secondary), and the series of *strands* denoting key process and content areas. Students' mathematics profiles would in turn form the basis for national assessment of progress in learning, with agreement in December 1990 for a collaborative project on assessment being undertaken by ACAP.

The Mathematics Project identified three further major areas for future collaborative action to support schooling in mathematics:

- resources for the 'chance and data' strand of the Statement, 'chance and data' being one of the most significant additions to content across systems;

- common agreed principles and core learning for mathematics in Years 11 and 12 to facilitate carry-through to tertiary study and industry nationwide;
- resources for teachers.

Goal 6c *To develop in students the skills of analysis and problem solving.*

Development of such skills is a major learning objective across the entire range of the school curriculum as the emphasis in the learning experience shifts from absorption of content to active participation in process. Nationally agreed definitions of these skills as they relate to mathematics and English language/literacy are being developed as part of the subject-profiles exercise and, in turn, as an assessment instrument through the work of ACAP. More comprehensive reporting on national achievement in these skills at the school level is to be expected as the collaborative projects develop over the next few years.

Goal 6d *To develop in students the skills of information processing and computing.*

From 1986 to 1990 the number of Year 12 enrolments in tertiary-accredited subjects in the area of computer studies increased threefold.

Phase 1 of the national mapping of technology education, hosted by Tasmania, in cooperation with South Australia and Victoria, reported that systems were producing resources in different areas with little overlap, indicating that 'the scope and/or status of this area of learning remains ill-defined'. Such evidence pointed to the timeliness of Phase 2, the development and publication of a *National Statement on Technology Education*, which would also provide a framework for national collaboration on resources. This second phase commenced late in 1990 with three interdependent rounds of consultations with States, Territories and the Commonwealth, education systems and the wider community.

Goal 6e *To develop in students an understanding of the role of science and technology in society, together with scientific and technological skills.*

National mapping of the science curriculum took place in 1990, hosted by Queensland with Northern Territory and Victoria contributing to the project-team membership. The team reported on the widespread expectations generated by this opportunity to bring cohesion and direction into this area of the curriculum. Particular interest was shown in the use of an approach which linked science with technology in the wider social context, an approach to be outlined in the

A Grade 2 Mathematics class at St Anne's College in Sale, Victoria

Activity description: Chance and Data

In the physical group game, pupils were challenged to play the role of a pirate captain. To give the 'victim' a chance, they start in the centre of the plank and, according to dice rolls, move towards the safety of the boat (B) or towards the sharks (S). The mathematical purpose is to link number work with probability.

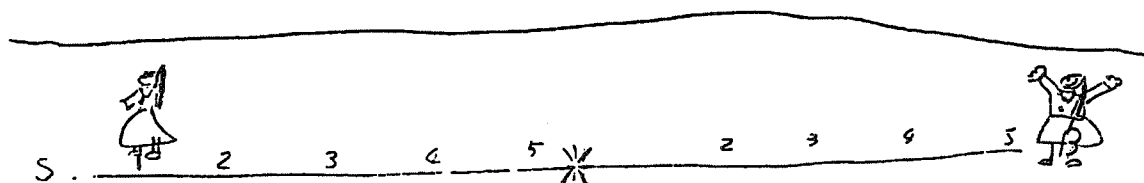
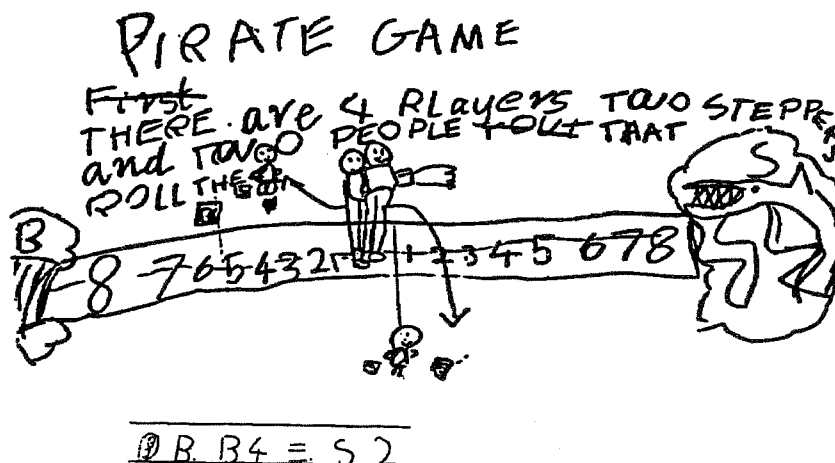
One challenge for the pupils was to decide how long the plank should be to create an interesting game.

Teacher comment:

(i) One pupil, Katherine Sundermann, clearly understands the transfer from the concrete activity to the symbolic representation, and is able to operate with the symbols. The choice of eight steps in each direction illustrates her grasp of the probability concepts involved.

(ii) A second pupil, Kathryn

Kallady, indicates a feel for the probability with her choice of 5 steps, but indicates some uncertainty about the spatial direction of the number line.



National Science Statement, upon which work commenced in August.

In the Statement's terms of reference, particular attention was given to the incorporation of gender-equity strategies in science education, science being under-represented in girls' subject choices. A series of broadly based consultations was set in train in November, including a meeting with the Deans of Science of all major Australian universities which resulted in an ongoing commitment by the Deans to the national science curriculum project. The *National Statement on Science in Australian Schools*, using a format similar to that used in the Mathematics Statement, is due to be released late in 1991.

The results of an evaluation of science education across Australia in 1983-84, with a survey update to 1989, were published by the Australian Council for Educational Research in 1990.

The Second International Science Study (SISS), conducted under the auspices of the International Association for the Evaluation of Scientific Achievement (IEA), was a comprehensive examination of science education in 24 countries conducted between 1981 and 1983 as a follow-up to the first Science study in 1970. Detailed results from the Australian component of the study for upper primary and lower secondary students analysed in this 1990 study showed that, in 1983, science achievement had increased slightly since 1970, but that the achievement of many other countries had increased to a greater extent. The authors' survey of developments from 1984 to 1989 did not suggest any marked improvement in these results and particularly noted the decline in the level of science teaching qualifications.

The Scientific Literacy of Australian Students, Malcolm J. Rosier and Diana K. Banks, ACER Research Monograph No. 39, 1990

Goal 6f To develop in students a knowledge and appreciation of Australia's historical and geographic context.

The Project for National Mapping of Studies of Society, hosted by Queensland with Tasmania, Victoria and South Australia participating in the project team, commenced mid-year. As this area of the curriculum is organised in various ways in different systems, conceptualising the domain to be mapped involved a process of careful negotiation. Some systems favoured a discipline-based approach (history/ geography), some an integrated social science approach. The initial mapping exercise identified a range of resource materials, including materials relating to Australia's historical and geographical context, reflecting the diversity of approach to the study of Australian society.

The project reported that many systems identified clear needs for comprehensive curriculum packages in priority study areas. Such packages would embrace policy, guideline and sample units, and signal useful resources. They could embody the best of Australian curriculum research, professional development models and assessment advice, and achieve economies of scale. Priority areas particularly identified included :

- environmental education;
- Aboriginal and Torres Strait Islander studies;
- Asian and Pacific studies;
- political studies and cultural studies.

Several systems highlighted the need for specific support to be provided for studies at particular year levels. The primary years were most often mentioned, with facilitation of innovative school practice being the focal point (see also Goal 6i).

Goal 6g To develop in students a knowledge of languages other than English.

From 1986 to 1990 there was an increase in the proportion of Year 12 enrolments in the major Asian languages, with three times as many students studying tertiary accredited subjects in Japanese and Chinese. Although the major European languages show a roughly corresponding decrease in participation, they still remain dominant in the curriculum.

Table 4. Number and proportion of language enrolments in Year 12, 1986 and 1990.

Selected Languages	1986 Number (%*)	1990 Number (%*)
French	5,497 (34)	5,085 (25)
German	3,037 (19)	2,966 (15)
Italian	2,321 (15)	2,429 (12)
Japanese	870 (5)	2,541 (13)
Chinese	678 (4)	2,042 (10)
Indonesian	750 (5)	1,129 (6)

* Proportion of all language enrolments in Year 12 tertiary-accredited subjects.

Source: Commonwealth DEET

Responses to the 1991 preliminary survey for the National Mapping of the LOTE Curriculum concentrated on the areas of syllabuses, resource materials and assessment, and indicated strong support for collaborative work in syllabus and materials development.

Twenty-six separate languages were cited, with most frequent reference being to German, Italian, French, Modern Greek, Japanese, Indonesian and Chinese.

Materials for a number of languages were being developed for distance delivery. Queensland and the Northern Territory provided details of several local area-specific Aboriginal and Torres Strait Islander languages, the Northern

Territory also noted Vietnamese, and the Australian Capital Territory noted Thai. Further priority areas were seen as:

- the development of subject profiles for LOTE (Victoria);
- distance education materials for Japanese (Western Australia);
- a national database for LOTE materials (Northern Territory, Tasmania for Asian languages).

As yet, there appeared to be relatively little emphasis on parent/community materials. Some coordination of effort was provided by the Asian Studies Council and the Commonwealth through its various funding programs (see Commonwealth chapter) and the roles of those responsible for LOTE development may become clearer following the review of the Commonwealth National Language Policy in 1991.

Goal 6h To develop in students an appreciation and understanding of, and confidence to participate in, the creative arts.

An initial survey of the arts curriculum begun at the end of 1990 revealed clear patterns of activity. Although some systems were recommending the need for frameworks in several arts areas (Australian Capital Territory and South Australia), other systems had already completed work in some, if not all, of the six main areas:

- Dance (Victoria);
- Design (Victoria, South Australia);
- Drama (Victoria, Australian Capital Territory and Tasmania);
- Media (Victoria, Australian Capital Territory);
- Music (Victoria, Queensland, South Australia, Western Australia, Australian Capital Territory and Tasmania);
- Visual Arts (Victoria, Western Australia, Tasmania).

An Arts Framework has been developed by Queensland and progressively extended to Dance, Drama and Media, and Victoria has undertaken major Year 11/12 course development. Such work indicated to the Project Group that completed Frameworks/Guidelines might be adapted for use by other systems, thus avoiding costly duplication of effort and enabling speedier implementation.

In order to promote excellence in art, the AEC agreed in 1990 to acquire, over the years, an art collection comprised of outstanding examples of student work from the senior secondary year. Works from each system from the 1990 school year, representing both sectors, would form the basis of the collection, with an additional work acquired each year from a student in the system hosting the Council.

Goal 6i To develop in students an understanding of, and concern for, balanced development and the global environment.

In 1990, a national audit of environmental education

curriculum materials was carried out, initiated by the AEC at the Hobart meeting in April of the previous year. The AEC agreed to audit and evaluate the materials with a view to both publishing a resource book and providing maximum support for future cooperative curriculum development in environmental education. Following the audit report, work commenced on a mapping exercise in this cross-curriculum area concurrently with the Studies of Society mapping exercise (see Goal 6f), hosted by Victoria with representatives from Queensland, New South Wales and South Australia. This exercise will be further developed into a Statement of Principles and Profiles for Technology Education, reflecting its multidisciplinary nature, in 1991.

Goal 6j To develop in students a capacity to exercise judgement in matters of morality, ethics and social justice.

Curriculum directly addressing moral, ethical and equity values was identified in the national mapping exercise in such programs as:

- Combating Prejudice in Schools (Victoria);
- Educating for Peace (Australian Capital Territory);
- Values through Human Relationships Education (Queensland)

Values education is implicit across the whole range of the curriculum, traditionally in the arts disciplines but with a relatively new emphasis appearing in, for example, science education (in the concern for ethical practice in the care and use of animals in scientific research; in occupational health and safety; in the regard for gender equity in access to scientific knowledge/careers in such materials as the Western Australia video 'You Can Do It — Girls in Agriculture'). The science mapping exercise also pointed to the need for national guidelines for science education of disadvantaged groups, such as the Commonwealth Schools Commission document *Science and the ESL Student*.

The formation of morally and socially responsible attitudes by young people is also assisted by embedding the educational experience within a social-justice framework such as is being implemented in the Commonwealth/States equity programs for Disadvantaged Schools, Special Education, Country Areas and Aboriginal Education (see individual chapters for details).

Goal 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.

Schooling initiatives commented upon in the State and Commonwealth chapters for 1990 that place Australia in an international context fall into two main categories: first, there are subjects in the curriculum concerned with languages other than English and the study of the history and culture of other countries; second, there are increasing

opportunities for Australian students to study in overseas countries, as well as a steadily growing number of overseas students enrolling in Australian schools, especially at the senior secondary levels.

National curriculum collaboration in the mapping and eventual development of a national statement in the area of languages other than English (LOTE) is described under Goal 6f.

In 1990, there were 5,401 full-fee-paying overseas students enrolled in Australian schools, over 50 per cent more than had been the case in 1989. Almost 4,800 of these were in non-government schools, although government school overseas enrolments are increasing at a relatively faster rate.

Goal 8 To provide students with an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups.

Collaborative curriculum development in English Language/Literacy, LOTE, the Arts, and Studies in Society all include elements contributing to the achievement of this goal. This national curriculum development has been informed by the work on multicultural education by the Australian Advisory Council on Languages and Multicultural Education (AACLAME), which reports regularly to the AEC. The national audit and evaluation of K-12 Aboriginal and Torres Strait Islander Studies

materials was endorsed by the AEC at its 62nd meeting in Canberra in June 1990, following a proposal initiated by the Aboriginal Education Advisory Group to the Conference of Directors General of Education. The project was undertaken by staff based at the Aboriginal Education Curriculum Unit, Education Department of South Australia, as a Project of National Significance (see Commonwealth chapter). The audit and evaluation has become part of the collaborative curriculum work in Studies of Society (see Goal 6f) and will be developed in the larger context of the process of National Reconciliation between Aboriginal and Torres Strait Islander people and all other Australians, commenced in 1990.

At a more detailed level, State chapters reported on a number of interesting initiatives in schooling and curriculum designed to increase Australian students' understanding of the cultural background of Aborigines.

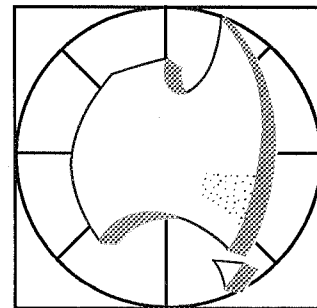
Goal 9 To provide for the physical development and personal health and fitness of students, and for the creative use of leisure time.

In late 1990, the AEC identified health, incorporating physical education and personal development, for inclusion in the eight priority areas for collaborative curriculum development, with the expectation that work would commence in 1991.

Table 5. Number and proportion of Year 12 enrolments in selected tertiary-accredited subject areas, excluding English (mandatory in all systems), 1986 and 1990

Subject Area	1986		1990	
	Number	%	Number	%
Science	129,507	26.8	154,305	25.1
Mathematics	104,199	21.6	136,524	22.2
Studies of Society	102,435	21.2	114,173	18.6
Economics and Business	63,389	13.1	76,836	25.1
Arts	28,941	6.0	40,403	6.6
LOTE	15,966	3.3	20,000	3.3
Physical Education	8,532	1.8	14,329	2.3
Technology	2,587	0.5	10,234	1.7

Source: Table 12, Statistical Annex



INTRODUCTION

In 1989, the NSW Government laid foundations for far-reaching changes in legislation, curriculum and educational management through the release of three major reviews. The reviews were *The Report of the Committee of Review of NSW Schools*, chaired by Sir John Carrick, *School-Centred Education*, prepared by Dr Brian Scott, and the Government White Paper on curriculum reform, *Excellence and Equity*.

During 1990, many of the recommendations of the three reviews were translated into action in a way which saw some of the most significant changes ever to occur in education in this State.

New legislation governing school education in NSW was enacted in the form of the *Education Reform Act 1990*, assented to on June 1st.

Under NSW legislation, school attendance is compulsory for all 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 services are 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 and the Seventh Day Adventist system, or in the case of non-systemic schools, by governing bodies some of which are constituted as non-profit incorporated companies.

New legislation provisions for the registration of non-government schools and school systems were included in the *Education Reform Act*.

1 GOALS AND OBJECTIVES FOR SCHOOLING

NSW GOVERNMENT POLICY

It is the policy of the Government that every person concerned with the education of children of school age in NSW will have regard as far as practicable or possible to the following principles, as provided by the *Education Reform Act 1990*:

- every child has a right to receive an education;
- the education of a child is primarily the responsibility of the child's parents;
- it is the duty of the State to ensure that every child receives an education of the highest quality;
- the principal responsibility of the State in the education of children is the provision of public education.

The principal objects of the Act are as follows:

- to set out aspects of the school curriculum, including the minimum curriculum for school registration and the curriculum for School Certificate and Higher School Certificate candidates;
- to provide for the establishment and operation of government schools;
- to ensure that only government schools established under this Act or non-government schools registered under this Act operate in NSW;
- to allow children to be educated at home;
- to provide for the grant of School Certificates and Higher School Certificates and for the accreditation of non-government schools that are competent to present candidates for those certificates.

GOVERNMENT SYSTEM OBJECTIVES

The Government's key priorities for school education were reflected in the Department of School Education's statement of Areas of Emphasis for 1990. The Areas of

Emphasis for 1990 and their main objectives were as follows:

Schools renewal

Implement the main strategies and recommendations of *School-Centred Education* to ensure that the school, not a central bureaucracy, is the focus of education services.

Excellence and choice

Promote and reward excellence in quality and provide parents with increased choice in schooling.

Equity

Foster excellence and ensure that any deficiencies in quality and provision are corrected by developing and implementing programs to benefit specific groups.

Parental and community participation

Encourage the formation of school councils to share in decisions on the allocation of the school's resources and foster community use of school facilities.

The basic skills literacy and numeracy

Improve the performances of students in the basic skills, test student achievement and report outcomes to the community.

Strengthening and broadening the curriculum

Review all syllabuses and reorganise the curriculum to ensure a range of learning opportunities which have a general and vocational application.

Teacher education and staff development

Increase the professional skills of and opportunities for teachers and administrative staff.

Business and industry links

Strengthen the close links with business and industry, established in 1989, to provide curriculum and educational experiences relevant to the long-term needs of students and the community.

Technology in teaching and administration

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

Targets for each of the initiatives were developed for the year. Performance indicators were also developed to enable effective monitoring of the progress and outcomes of the initiatives.

The Areas of Emphasis statement, reviewed each year, is developed within the context of the Department's statement of longer term purpose and goals. These are set out in the document *A Statement of Corporate Purpose and Goals* (1987) which was presented in the *National Report on Schooling in Australia 1989*. 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.

NON-GOVERNMENT SCHOOL OBJECTIVES

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.

Under the Commonwealth Government's accountability provisions, the 11 Catholic diocesan school systems in 1990 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 appeared in the *National Report on Schooling in Australia 1989*.

Particular program objectives, priorities and strategies developed by each diocesan education system within the agreed program objectives are reported annually to the Commonwealth. Program outcomes are also reported on an annual basis.

The non-systemic non-government sector also provides information concerning particular goals and objectives. In 1990, for example, two of these goals covered:

- the subject choices available to senior secondary students;
- programs designed to improve the competence, efficiency and confidence of teachers.

2 STRUCTURE OF SCHOOLING

LEGISLATIVE CHANGE

The *Education Reform Act 1990* replaced the *Education and Public Instruction Act 1987*, although some of the provisions of the earlier Act were retained. Unlike the 1987 Act, the *Education Reform Act* gave priority to educational rather than to administrative and technical matters. It retained necessary administrative provisions but, for the first time, made explicit in legislation such matters as the core curriculum, students' basic skills, education standards, parental choice and diversity in education. It gave emphasis to the key principles of freedom of choice, parental rights and public accountability for educational policy.

The *Education Reform Act* made a number of provisions for the development of curriculum for NSW schools. These provisions heralded profound changes in the manner in which curriculum is developed and delivered to schools. The Act structured the curriculum for both primary and secondary students in terms of key learning

areas. This was proposed in 1989 in the White Paper, *Excellence and Equity*. The Act also set minimum requirements for study in each key learning area for both the primary and secondary years. The responsibility to provide an equality of access to curriculum for all groups of students in our schools, including Aboriginal students, students from non-English-speaking backgrounds, students with special abilities and disabilities and isolated students, was enshrined in this legislation.

The curriculum requirements of the Act are to be executed by the Board of Studies. The Board, as promulgated in the Act, is now independent of the Department of School Education and is responsible directly to the Minister. The Director-General of School Education is a member of the Board, as are representatives of the other organisations listed in Figure 1. The Board has its own management structure and support staff. The Department participates, together with other education systems and the community, in the process of curriculum development, for which the Board of Studies has responsibility.

The Act also makes provision for registration through the Board of Studies for non-government schools, which involved prescribing minimum but essential standards and requirements. It also dealt with registration for home schooling and the conditions relating to the provision of instruction that meets the curriculum and the other requirements of the Act.

The Act provides for the accreditation of both government and non-government schools for the purposes of presenting candidates for the School Certificate and the Higher School Certificate.

The Board of Studies is developing a manual for the registration of non-government schools, providing guidelines and procedures for the registration and accreditation of schools and school systems.

CURRICULUM CHANGE

Following the promulgation of the *Education Reform Act 1990*, responsibility for curriculum development for primary and secondary education was transferred to the newly constituted Board of Studies. The implementation of curriculum remained the responsibility of the Department of School Education in government schools and the various authorities responsible for non-government schools.

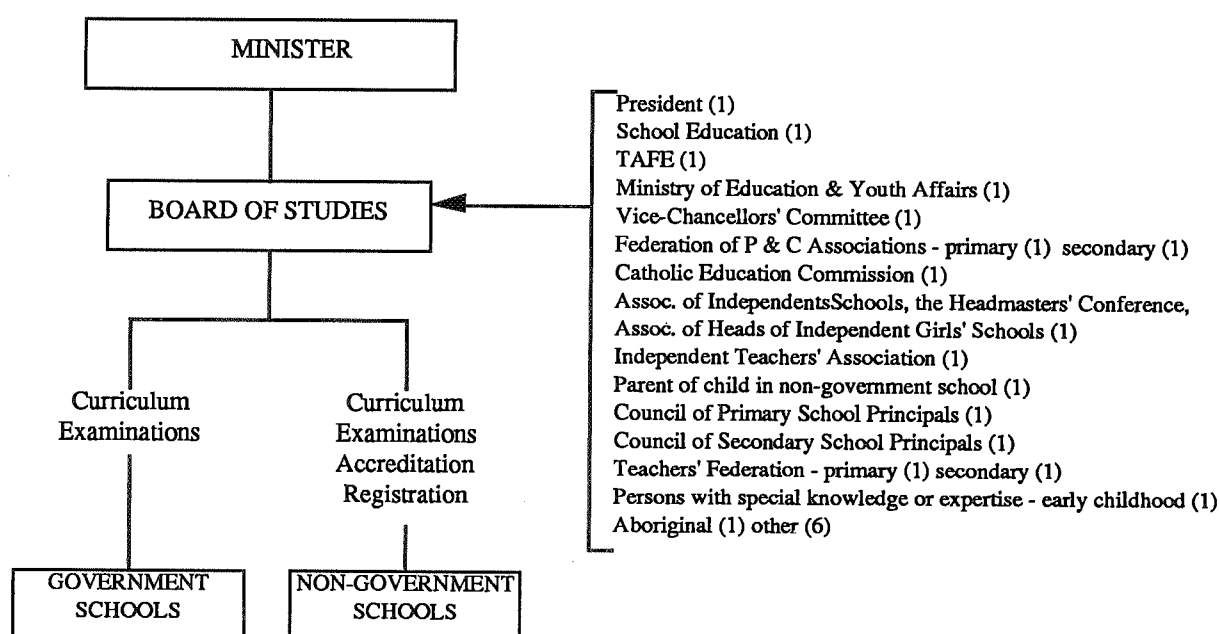
The relationship between the Board of Studies and government and non-government schools, as well as its composition, are outlined in Figure 1.

Consistent with the Carrick Committee's recommendations, the primary and secondary curriculum has been reorganised around key learning areas, six for primary and eight for secondary schools.

Primary key learning areas

- English;
- Mathematics;
- Science and Technology;
- Human Society and its Environment (including Modern Languages);
- Creative and Practical Arts;
- Personal Development, Health and Physical Education.

Figure 1. New South Wales Board of Studies in relation to organisational arrangements



Secondary key learning areas

- English;
- Mathematics;
- Science;
- Technological and Applied Studies;
- Human Society and its Environment;
- Languages other than English (LOTE);
- Personal Development, Health and Physical Education;
- Creative Arts.

The Board of Studies has established Key Learning Area Coordinating Committees (KLACC) to provide advice on curriculum balance to the Board.

In primary education, this approach allowed a consolidation of existing curriculum documents and a strengthening of links between syllabuses to build a more coherent curriculum framework.

Primary-school syllabuses being developed by the Board included Science and Technology K-6 and English K-6. The Board also endorsed the Mathematics K-6 syllabus produced by the Department of School Education in 1989.

In secondary education, the following changes are scheduled for implementation in the period 1992-95:

- a significant extension of the core curriculum for School Certificate requirements, including requirements for all students to study an integrated Technology and Design course, an integrated course in Health, Personal Development and Physical Education and at least two years study over Years 7-10 of Australian History and Geography and from 1996, a language other than English;
- the requirements for the Higher School Certificate to include at least two units of English and at least one unit from the key learning areas of Science, Mathematics, Technological and Applied Studies (key learning area Group 1) and at least one unit from the key learning areas of Languages other than English, Human Society and its Environment, Creative Arts, Personal Development, Health and Physical Education (key learning area Group 2);
- the abolition of a minimum time allocation as part of its syllabus requirements for the School Certificate and the Higher School Certificate. Course requirements will now, instead, be defined in terms of objectives, content and expected outcomes, together with advice on indicative time.

In 1990, the Board despatched a number of secondary syllabuses to schools, including Years 11-12 Aboriginal Studies and Years 11-12 Personal Development, Health and Physical Education. The following mandatory Years

7-10 syllabuses were being developed for issue in 1991:

- Design and Technology;
- Personal Development, Health and Physical Education.

Other secondary syllabuses were being developed for despatch to schools in 1991 and 1992 to provide students with a broader curriculum choice in the areas of Technological and Applied Studies, Creative Arts, and Languages other than English.

There has been a significant addition to the Board of Studies assessment of School Certificate subjects. A Science Reference Test was introduced in 1990 and from 1991 all School Certificate subjects will be reported on an A to E basis, using performance indicators as a guide for determining grades.

The Board also has responsibility for the preparation of curriculum support materials and is developing these for all its syllabuses from Kindergarten to Year 12. In addition to support documents, the Board is also producing teaching kits for sale to teachers. These kits contain complete lesson outlines for units of work, representing models of good teaching practice, and also provide high-quality resource materials. The first teaching kits for the Science and Technology K-6 syllabus will be published in June 1991.

During 1990, officers from the Department of School Education along with representatives from non-government schools have had the opportunity to contribute to curriculum consultative forums organised by the Board of Studies. In October 1990, the Board held a Primary Principals' Forum to exchange views on primary curriculum development, and in November 1990, a Secondary Principals' Forum to discuss development in the Secondary curriculum area. In October-November 1990, the Board also held 17 conferences across the State to discuss the general nature of issues raised by *Excellence and Equity*, the *Education Reform Act 1990* and the Carrick Report.

MANAGEMENT CHANGE IN THE GOVERNMENT SECTOR

While preparation for renewal characterised 1989, in 1990 the NSW Department of School Education, focused on achieving key outcomes associated with Schools Renewal.

These key outcomes included:

- the transformation of the human-resource management system towards one based on merit selection at the local level;
- the widespread involvement of parents and community members in the major policy decisions of schools through the development of school councils;
- the establishment of new regional structures under the leadership of regional Assistant Directors-General and Directors of Educational

Programs and Planning, Human Resources, and Administration and Finance.

- the successful introduction of Clusters and Education Resource Centres in all regions to strengthen support to schools at the local level, where educational programs are delivered;
- major reduction in the size of Head Office and the devolvement of many Head Office tasks and staff to regions and schools;
- more support to schools by the allocation of additional ancillary staff to Clusters and the provision of fax machines to all schools;
- progress towards the self-managing school through the successful Global (school-based) Budgeting trial and the widespread introduction of the OASIS system of computer-assisted school management;
- the provision of increased resources to schools to enable them to become responsible for their own professional development;
- the involvement of all schools in the significant process of developing their own School Renewal Plans to improve the quality of educational outcomes for students;
- significant initiatives in the areas of Aboriginal, multicultural, rural and special education, as well as student welfare.

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. Advice on directions in education in New South Wales from an independent non-operational perspective, the identification of priority issues and the provision of strategic leadership for the portfolio is provided by the Office of Education and Youth Affairs, which is a department under the *Public Management Act*.

In accordance with the terms of the *Annual Reports (Departments) Act 1985*, the Director-General is responsible for submitting to the Minister for School Education and

Youth Affairs 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 Assistant Director-General (Region) and all regional and functional directors are also required to prepare annual reports. These reports provide information for incorporation into the Department's annual report to the Minister for Education and Youth Affairs.

The Department regularly conducts State-wide program evaluations and commissions external research/evaluation to be conducted on its behalf. 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 1990, reviews included:

- hospital ward teachers;
- learning materials, production for distance education;
- Minto Community Library;
- conveyance of students with disabilities;
- broad-banded work classification for school assistants.

Additional accountability mechanisms were continued in 1990. 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 between the Director-General and the Minister set out the specific initiatives which the Director-General has agreed to implement in the period July 1990 to June 1991. Similar performance agreements were also introduced for other Education members of the Senior Executive Service. These performance agreements were based on the Management Plans for the areas for which they were each responsible.

PLANNING

In order to bring about the desired changes in organisation and management of Public Education in NSW, the Department of School Education in 1990 developed a Schools Renewal Strategic Plan, based on the Schools Renewal Strategy elaborated in *Schools Renewal* and *School-Centred Education*, the reports of the Management Review commissioned in 1989 by the NSW Government.

A fundamental purpose of the Schools Renewal Strategic Plan was to ensure the provision of high quality education to students in NSW by revitalising the administration and operation of government schooling. This aim is being realised through a number of structural changes designed to put schools at the forefront of the management process. The new structure is one which places the school at the centre of a decentralised support structure. The Schools Renewal Plan will be implemented over a five-year period

with 1990 the first full year of its implementation. An integral part of Schools Renewal is the development of schools renewal plans by all schools.

As a result of the Schools Renewal Plan, from the beginning of 1995 NSW government schools will:

- have greater flexibility in working conditions, organisation and curriculum management;
- determine their own needs and priorities within broad system policies and guidelines;
- function with a school council, leading to more effective community involvement;
- engage in a continuous process of planning, review and improvement which will be documented as each school's Renewal Plan;
- evaluate and report regularly on their performance in terms of student outcomes;
- be entrepreneurial in promoting and marketing their particular services and characteristics;
- select their own staff on the basis of merit after transfers have been effected;
- operate a performance appraisal scheme for staff promotion, development and accountability;
- have access to a wide range of development activities to support individual, school, community and system needs;
- make decisions about the composition and use of resources within a global budget;
- use modern technology for administration, communication, teaching and learning;
- operate cooperatively within a cluster network and with other educational, business and community organisations;
- be serviced by a highly decentralised support system.

3 THE DIMENSIONS OF SCHOOLING

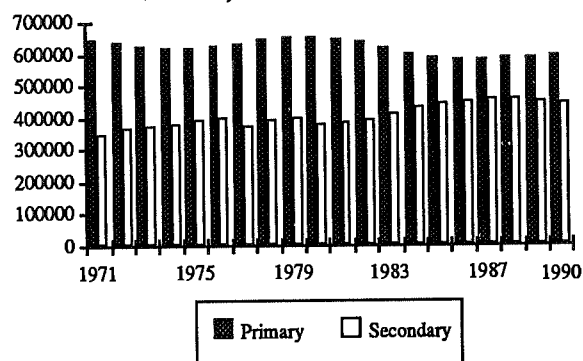
THE STUDENT POPULATION

Of the total 1,030,623 students in the State, 743,186 were enrolled in government schools (72.1 per cent) and 287,437 in non-government schools (27.9 per cent). In July 1990, there were:

- 434,814 students in government primary schools and 304,006 in government secondary schools. A further 4,366 students were enrolled in special schools and 3,610 attended Departmental pre-schools;
- 151,020 students in non-government primary schools and 135,604 in non-government secondary schools (inclusive of special schools and classes).

Over the last 20 years, enrolments in NSW have grown from 981,625 in 1970 to 1,030,623 in 1990. The pattern of enrolment for government and non-government schools and for primary and secondary schools has varied over this period.

Figure 2. Primary and secondary enrolments in NSW schools, 1971-90

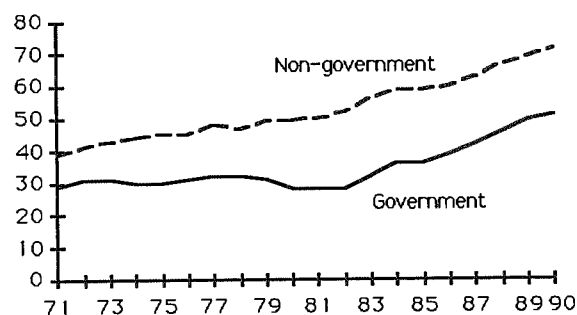


Source: ABS Cat. No. 4221.0 *Schools Australia*

STUDENT RETENTION RATES

Year 7-12 retention rates in government and non-government schools increased to 51 per cent and 71 per cent respectively, taking the Year 7-12 retention rate for all schools in NSW in 1990 to 57 per cent.

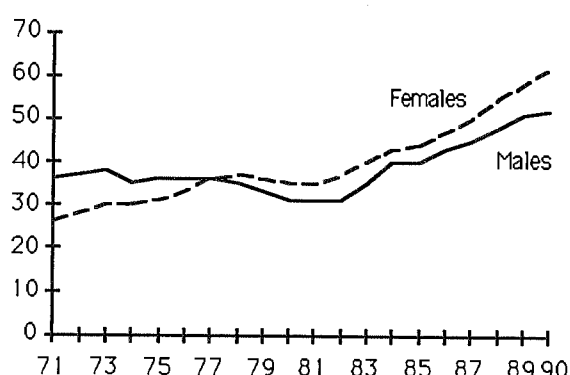
Figure 3a. Retention rates for government and non-government Schools, NSW, 1971-90



Source: *Retention and Participation in Australian Schools*, Monograph Series No. 6, April 1991, DEET

In 1971, the Year 12 retention rate for female students was 10 per cent lower than for males. In 1977, the retention rate for females caught up to the male rate and by 1990, surpassed it by 10 per cent.

Figure 3b. Retention rates for male and female students, NSW schools, 1971-90

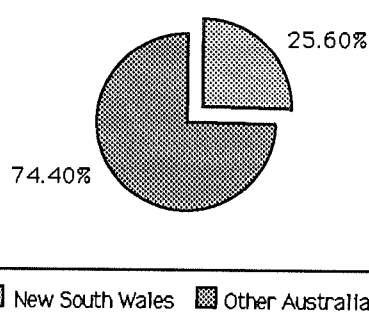


Source: *Retention and Participation in Australian Schools*, Monograph Series No. 6, April 1991, DEET

ABORIGINAL STUDENTS

In June 1990, there were 16,564 Aboriginal students in all NSW schools — 10,398 in primary and 6,256 in secondary schools. Of these, 15,613 were in government schools and 951 in non-government schools.

Figure 4. Percentage of total Aboriginal and Torres Strait Islander students in NSW schools, 1990



Source: National Schools Statistics Collection

STUDENTS FROM NON-ENGLISH-SPEAKING BACKGROUNDS

In 1990, there were 136,195 students from non-English-speaking backgrounds (NESB) in government schools — 76,512 in primary schools, 58,872 in secondary schools and 811 in specific-purpose schools. This figure represents 18.3 per cent of the total NSW government school enrolments and includes more than 25 different home languages—Arabic (21,000), Chinese (15,000), Greek

(14,000), Vietnamese (9,000) and Italian (5,800) accounting for half of the total NESB student population. In non-government schools there were also 26,676 students from non-English-speaking backgrounds in primary schools, 18,171 in secondary schools and 15 in special schools in 1990.

HUMAN RESOURCES

In 1990, over 75,560 persons were employed in all NSW schools: 64,335 teaching staff and 11,225 non-teaching staff. In July 1990, the Department of School Education employed the full-time equivalent of 46,645 permanent, temporary and casual teachers: 22,871 in primary and 23,774 in secondary schools and 7,594 non-teaching staff. In the non-government sector there were 17,690 teaching and 3,631 non-teaching staff employed in schools.

NUMBER OF SCHOOLS

NSW contained almost one-third of all schools in Australia in 1990. Table 1 shows NSW schools by sector and level.

Table 1. Number of schools by sector and level, NSW, 1990

	Government	Non-government	All schools
Primary	1,643	533	2,176
Secondary	381	151	532
Primary/Secondary	62	136	198
Special schools	95	30	125
Total	2,181	850	3,031

Source: National Schools Statistics Collection

RECURRENT AND CAPITAL RESOURCES

The NSW State Government provides about 80 per cent of all public revenues for school education in the State. The remaining 20 per cent is provided by the Commonwealth government. In 1989-90, the State's financial resources amounted to some \$19.2 billion, of which about \$3.2 billion, or approximately 16.7 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. A breakup of the recurrent funds is shown in Table 2.

Table 2. State recurrent funds for school education, by sector and level, 1989-90

	Government	Non-government	All schools
Primary	1,283,248	78,618	1,361,866
Secondary	1,314,851	120,781	1,435,632
Administration	128,896	0	128,896
Total	2,726,995	199,399	2,926,394

Source: NSW Department of School Education

Non-government schools receive funds from both State and Commonwealth governments to supplement income raised from fees. The NSW State government is progressively increasing the pool of available funds for per capita allowances for non-government schools from 22 per cent of the cost to the State of educating a student in a non-government school in 1990, to 23 per cent in 1991, 25 per cent in 1992. From this pool, funds are dispersed under a 12-category distribution scheme.

4 MAJOR POLICY INITIATIVES, GOVERNMENT SCHOOLS

Several new programs and initiatives supporting Government policies and objectives were introduced in 1990, and some programs established in 1989 were extended.

SCHOOLS RENEWAL

SCHOOLS RENEWAL PLANS

By the end of 1990, in conjunction with their communities, all government schools had commenced development of their School Renewal Plans, incorporating a mission statement, long- and short-term education goals, and management structures. Schools also prepared annual reports to submit to their Cluster Directors.

SCHOOL-BASED BUDGETING

This initiative was trialled during 1990 in over 900 schools. Principals were given responsibility for school expenditure in such areas as casual relief staffing, and the purchase and payment for major services such as school heating and lighting. Staff development activities occurred for all schools involved in the trial. All schools will participate in global budgeting in 1991 and budgets will include an expanded range of items.

NEW EXECUTIVE STRUCTURE

In 1990, the Department was renamed the Department of School Education and restructuring of the Central Executive

and regions with the appointment of Senior Executive Service officers occurred. A Central Policy Committee involving Assistant Directors-General (Regions) and Central Executive senior offices, was established. A Schools Renewal Task Force, established in 1989, continued to meet regularly throughout 1990. The staff establishment for all central directorates and units was reduced from about 1,800 to 1,164 officers by the end of 1990. The Bridge Street Head Office building was vacated and staff were relocated to Market Street City and Parramatta. Further reductions will occur in the Central Executive during 1991. Schools have been organised into a new organisational pattern, the cluster, which consists of a group of schools, led by a Cluster Director. Education Resource Centres (ERCs) have been established in regions, each ERC serving about 4 clusters. These centres provide professional support for their school communities. In 1990, a sum of \$6.4 million was allocated to regions to establish 43 ERCs and a total of 150 Cluster Directors were appointed.

LOCAL APPOINTMENT ON MERIT

This initiative has involved progress towards the merit-based selection of executive staff at a local level, to enable school communities to select the best candidates to meet particular needs. In 1990, many of the previously used promotion lists were abolished and special fitness was extended to all categories of executive positions. Over 600 positions were filled by local selection based on special fitness for particular positions. During 1990, the Flexible School Resource Management Trial was operating in 50 schools, providing an opportunity for local decision making in allocating staff resources within broad central guidelines. The trial will continue in 1991 and will be evaluated following wide consultation with interest groups.

TEACHER RECRUITMENT CAMPAIGN

A recruitment campaign to attract teachers for special education, mathematics and science was conducted in Hong Kong and England during 1990. Successful teachers who were identified through interviews will commence duty during 1991.

EFFICIENT MANAGEMENT AND ACCOUNTABILITY

During 1990, the Department instituted strategic and management planning processes, centrally, regionally and at the school level. The Department began development of a ten-year vision statement, *Education 2000*, to provide a framework for strategic and management planning. This vision statement will be released in 1991 following wide consultation.

EXCELLENCE AND CHOICE

Parents in NSW are free to choose a school for their children to attend from either the government or non-government sector. The range of available schools has

been enhanced within the government sector by the establishment of a variety of specialist high schools. The government's policy to extend the freedom of choice to parents resulted in dezoning for all schools in 1990. An evaluation of parents' attitudes towards dezoning was carried out. Of the parents who responded, 89 per cent indicated that they were pleased to be able to exercise choice in the matter of school placement.

TECHNOLOGY HIGH SCHOOLS

At the start of the 1990 school year, the Department of School Education established 24 technology high schools. These schools were established in existing high schools and were designed to focus on the study of technology as well as providing the traditional curriculum. A draft Technology Studies syllabus, prepared by the Board of Studies, was introduced to the 24 technology high schools to trial and evaluate. Most high schools in the government system are comprehensive, co-educational schools. In addition to these schools, various specialist schools, including languages high schools and selective high schools, exist, to which parents may choose to send their children. During 1990, the Department of School Education promoted 16 languages high schools and sought sponsorship and support to prepare Westfields High School as the site for the 1991 opening of the State's first sports high school.

EQUALITY OF OPPORTUNITY

DISTANCE EDUCATION

The policy to decentralise distance education was approved in July 1988, and plans for the implementation of this policy were prepared during 1990. Seventeen Distance Education Centres were established and equipped, and staff appointments were finalised ready for operation for the beginning of Term 1, 1991.

The Years 11-12 Access Program for Central Schools was implemented in the following central schools in Western and Riverina regions: Peak Hill, Trundle, Trangie, Tullamore, Tullibigeal, Tottenham, Yeoval, Ardlethan, Barellan, Ariah Park.

The schools within each group are linked by telematics to provide facilities for students to continue Years 11 and 12 at central schools which had not previously offered senior years.

The number of students enrolled in the Years 11-12 Access Program for Central Schools will more than double in 1991. This decentralisation of distance education will provide educational facilities closer to the students and their families. There were over 1,400 full-time students from Pre-School to Year 12 and over 2,000 part-time students Years 7-12 enrolled in distance education throughout NSW in 1990.

EARLY CHILDHOOD EDUCATION

In response to the emphasis placed on early childhood

education in the report of the Committee of Review of NSW Schools, an Early Childhood Unit was established by the Department of School Education in 1990. The role of the Unit is to develop policy, covering provision of services on school sites, and to coordinate the Parents as Teachers Pilot Program across the State.

During 1990, three sites were selected to pilot the Parents as Teachers Program for first-time parents of children from 0-3 years. Staff members visited Missouri, USA to complete a training course and to visit operating Parents as Teachers centres. A State communication network for early childhood education was established. This network will develop the Carrick Report recommendations and ensure that a consistency of standards operates in early childhood services across the state.

In 1990, the Early Special Education Program was administered by the Commonwealth Department of Employment, Education and Training with assistance from the NSW Department of School Education. Money provided under this program was allocated to 56 projects to provide special education services for 1,661 children below school age. These projects were designed to help prepare these children for integration into regular schools and into early childhood educational settings.

EQUITY PROGRAMS

The Staying-On Program, which was established by the Department of School Education in 1987, aims to increase student retention in low-retention schools by improving the educational achievement of students and promoting access to post-school opportunities for training, employment and higher education. The Program provides opportunities for teachers, parents and students to cooperate in planning the delivery of high-quality educational and advisory services. In 1990, the program established a State Advisory Committee and employed Deputy Principals (Special) and Community Liaison Officers for the Commonwealth-funded Students at Risk Program, an element of the Staying-On Program. By 1991, there will be 70 targeted schools, organised into 21 groups across 9 regions, involved in the Staying-On Program.

The Commonwealth Country Areas Program, managed jointly by the Department of School Education, the non-government schools sector and parent/community groups, provided special assistance to the education of some 19,000 students in 153 government and non-government schools in isolated country areas of the State. NSW's priority areas for the Program in 1990 were:

- resource centres—to facilitate access to resources, facilities and services and to provide important links between isolated schools and the communities they serve;
- local resources—to promote utilisation of 'home-grown' talents in the production of local resource materials and the development of core curriculum units;

- social/cultural access—to promote initiatives such as visits from special artistic groups and authors, combined school and community bands, and workshops and residencies by touring groups.

Examples of specific projects in 1990 included: Pen-Pals across the World Computer Project, Regional CAP News-letter Exchange, Aboriginal Big-Book Production, Career Markets and Career Excursions, Small Schools Computer Communications Network, and Higher School Certificate Markers Seminars.

Funding from the Commonwealth's Disadvantaged Schools Program was applied in 401 government and 109 non-government schools to assist 158,400 students in a range of curriculum projects. These supplementary funds were used in 1990 to support literacy, numeracy and computer-related programs approved by regional committees in response to school-based submissions. A large proportion of the DSP funds was expended on projects in the earliest years of primary school to help students develop strong competencies in literacy and numeracy at an early age and increase the likelihood that the same students would 'stay on' in secondary school and successfully complete the Higher School Certificate or, alternatively, undertake appropriate vocational courses in TAFE at the highest standard.

JOINT SCHOOLS/TAFE PROGRAM (JSSTAFE)

In 1990, approximately 527 joint courses involving 7,800 students from over 350 secondary schools attending 104 colleges or TAFE were operating. This is a significant extension of 1989, when 423 joint courses involving 6,309 students from 334 secondary schools operated in 102 TAFE colleges. Non-government schools also participated in the JSSTAFE Program on a fee-for-service basis.

The Program allows senior secondary students to take up vocationally oriented courses which are accredited by both the Board of Studies and TAFE. Students continuing the TAFE courses after leaving school gain advanced standing in trade or certificate courses.

Four Board-developed JSSTAFE courses were approved in 1990 by the Board of Studies in the areas of:

- Certificate in Accounts/Clerical
- Certificate in Electronics/Technology
- Certificate in Travel Agency Practice
- Certificate in Small Business Practice

These courses are all two-year two-unit courses which, when successfully completed, offer students a national registered TAFE Certificate. They can also be included in the calculation of the Tertiary Entrance Rank for university entrance. In 1990, three content-endorsed JSSTAFE courses in the areas of Office Studies, Child Studies and Automotive Studies were approved for implementation in 1991.

These courses are recognised in the Higher School Certificate but are not included in the Tertiary Entrance Rank.

GIRLS EDUCATION STRATEGY

The Girls Education Strategy is the policy which guides the direction of girls education throughout NSW. The policy's three objectives are:

- increasing the participation of girls in science and technology subjects;
- expanding girls' career options;
- providing supportive and challenging learning environments for girls.

These objectives are also consistent with those of the National Policy for the Education of Girls in Australian Schools and are being addressed throughout the system. At school, regional and central levels, a range of strategies has been employed to address the Girls Education Strategy policy objectives. School strategies have included:

- School Development Days to analyse the policy and its implications;
- teachers sharing gender-inclusive curriculum ideas, teaching methodology and classroom management practices with colleagues;
- programs to give girls greater access to relevant curriculum in mathematics, science and technology-related subjects;
- projects K-12 to expand girls' awareness of career options;
- programs to increase the self-esteem and confidence of girls across all key learning areas, but in particular those associated with mathematics, science and technology.

The main focus for regions has been professional development for executive staff and school-based personnel. Cluster networks have also been established to facilitate the exchange of ideas on gender issues and implementation strategies. Girls Education Expos continued to be employed as a strategy to improve the learning outcomes for girls in mathematics, science and technology-related subjects and to provide valuable inservicing in gender-inclusive technology education.

The role of the central office has been one of coordination, monitoring and reporting, in collaboration with the Girls Education Strategy Regional Implementation Group. Throughout 1990, a priority has been given to developing K-6 syllabus documents which advocate curriculum content together with teaching and learning practices which cater for the needs, interests and experiences of girls and boys. The central office is also committed to the development of gender-inclusive curriculum at the national level through national curriculum projects.

Corporate sponsorship has supported the development of a metropolitan regional pilot initiative to raise student, teacher and community awareness of women in technological occupations. The State-wide pilot, Encouraging Girls into Technology, continued throughout 1990. It has provided valuable information on future directions for this area of the Strategy.

SPECIAL EDUCATION

By 1990, NSW Government's Special Education Plan had entered its third year. This Plan represents the Government's commitment to spending \$80 million over four years, to establish coordinated, innovative programs for students with disabilities and learning difficulties.

Significant initiatives introduced during 1990 included:

- the extension of Special Education Resource Centres to the Metropolitan North and East Regions. By 1991, all the regions throughout the State will have Special Education Resource Centres which provide assessment and remedial programs to students with learning difficulties;
- an extension of the Reading Recovery Program across four regions in 31 schools to meet the needs of 'at risk' 6-year-old students who are supported through a course of extensive individual tuition;
- the introduction of the Early School Support Program to provide special education intervention for 5- to 8-year-old students with mild intellectual disability who are maintained in their regular classes with specialist support;
- the establishment of Severe Conduct Disorder Units in eight regions to provide for secondary-aged students who exhibit severe behavioural problems;
- an aural-habilitation program to allow teachers to support deaf students more effectively in regular and special class settings;
- the Special Education Technology Program to foster improvement in education services to students with disabilities and learning difficulties;
- the extension of the State's Transition Program for students with disabilities in cooperation with federal and State government departments as well as Macquarie University;
- the provision of \$1 million to provide for Equity and Innovations Grants to schools, regions and

community groups to develop innovative resources and programs;

- programs to train, recruit and appoint special education teachers to classes throughout the State.

Commonwealth funding for children with severe disabilities was allocated to 143 schools for 60 projects designed to provide specialist programs and services for 511 children aged 0-6 years and 47 children aged 6-18 years. Commonwealth funds were also allocated to programs providing opportunities for integrated education in regular schools to students with disabilities. Some 2,500 children aged 0-18 years living in residential care for medical, rehabilitation, welfare or correctional purposes received support in New South Wales from the Children in Residential Care Program.

ABORIGINAL EDUCATION

The schooling needs of Aboriginal students are met by both government and non-government schools.

In 1990, the Aboriginal Education Plan was prepared by the Department of School Education as a result of an agreement reached by State and Commonwealth Ministers for Education, to implement the National Aboriginal and Torres Strait Islander Education Policy. The Aboriginal Education Plan aimed at enhancing educational outcomes for Aboriginal students and increasing the number of Aboriginal persons employed by the Department.

An external evaluation of the implementation of the Aboriginal Education Policy was commenced in 1990 by Charles Sturt University (Mitchell Campus). This will be finalised in November 1991.

The Board of Studies launched the Aboriginal Education syllabus, a secondary elective two-unit HSC course; 12 secondary schools have agreed to implement the syllabus at the start of the 1991 school year.

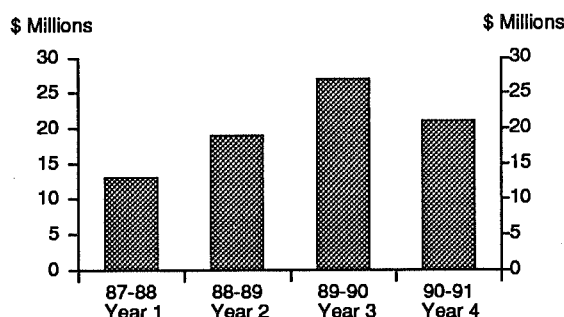
Each region established an Aboriginal Education Advisory Committee in 1990. These committees will provide local level advice on Aboriginal education issues, to enable all sections of the Department to more effectively implement the agreed strategies outlined in the National Policy.

MULTICULTURAL EDUCATION

The Department of School Education is implementing, throughout all its schools, policies and practices appropriate to an Australian multicultural society. 1990 was the first year of the Government's three-year strategy for additional multicultural education initiatives. The objectives of these initiatives are:

- to enhance English as a Second Language (ESL) provision in schools;
- to strengthen the implementation of multicultural perspectives across the curriculum;
- to promote policies and practices which combat racism in all its forms;

Figure 5. Special Education Plan, allocation of funds, 1988-91



Source: NSW Department of School Education

- to ensure maximum participation of students from non-English-speaking backgrounds and ethnic communities in school education;
- to increase access to languages other than English.

The Department of School Education initiated the development of an anti-racism policy in consultation with community organisations and government agencies. This policy will be finalised in 1991 and will provide schools with additional resources to assist in combating racism. A kit on anti-racism for schools, *The Prejudice Kit*, was produced in 1990 and will be released to schools in 1991.

In 1990, approximately 13,500 primary school students participated in Community Languages programs covering eleven languages, and the Saturday School of Community Languages offered instruction in 20 languages to 6,700 secondary school students.

Sixteen specialist languages high schools were established in NSW in 1990 and ten language Planning Consultants were allocated to regions.

The Department of School Education continued to collaborate with overseas governments to obtain language advisers who provide consultancy to schools in priority languages.

Commonwealth funds for the English as a Second Language Program were used to assist in the provision of additional specialist teachers in the State's 19 Intensive Language Units and Centres as well as additional specialist ESL teachers in primary and secondary schools and schools for specific purposes. In addition, other support staff were employed, inservice and professional development activities were provided and funds were expended on the preparation, printing and distribution of teaching materials and resources. These funds, together with State funds, assisted 8,000 new non-English-speaking arrivals in New South Wales, including about 1,000 refugee children, as well as 100,000 non-English-speaking background students in 800 regular schools. The State's priority areas for funding in 1990 were:

- employment of specialist teachers in Intensive Language Units and Intensive Language Centres;
- employment of specialist teachers to provide assistance to newly arrived students in primary schools and isolated high schools;
- employment of advisory staff, such as coordinators, consultants and counsellors;
- employment of ancillary staff, such as bilingual teachers' aids and clerical staff;
- funding for the preparation, printing and distribution of teaching material and resources;
- provision of books, materials, funding for excursions etc.;
- funding for retraining, inservice and professional development activities for specialist ESL teachers and teachers in Intensive Language Centres/Units;

- provision of smaller classes for students who are functionally illiterate on arrival in Australia.

PARENT AND COMMUNITY PARTICIPATION

SCHOOL COUNCILS

In 1990, the Department of School Education continued to promote its policy of encouraging the establishment of school councils to enable school communities to share in many of the decisions relating to schools. These decisions include such areas as broad school policy, financial planning, the allocation of school resources and community use of school facilities.

Guidelines for the establishment of school councils were distributed in 1990 and were modified later in the year to allow greater flexibility in the composition of membership. The modified guidelines also allowed the option of student membership on school councils. Regions were provided with the funds to conduct inservice courses and to develop resources to further promote this important initiative.

By the end of 1990 there was significant community interest in the concept of school councils, and 128 school communities had established them. This was a substantial increase on the 17 school councils which were operating at the end of 1989. As a result of this interest, it is anticipated that by the end of 1991, approximately 400 school councils will be operating.

COMMUNITY USE OF SCHOOL FACILITIES

Policy and guidelines for the community use of school facilities were distributed in August 1990. These were developed to assist principals in the administration of a program which allows community groups to use the wide range of facilities which are available in schools.

Many community groups make use of school facilities and schools are able to charge fees where appropriate, to provide funds which can be used for resources and improvements which benefit the whole school community.

THE BASIC SKILLS — LITERACY AND NUMERACY

BASIC SKILLS TESTING PROGRAM

The tests in basic skills of literacy and numeracy which commenced in 1989 with all Year 6 students and a sample of Year 3 students were extended in 1990 to include all Year 3 students.

Several years of testing under standardised conditions will be required before valid comparisons can be made from year to year. The Year 6 tests were conducted two months earlier in 1990 than in 1989 in order to allow schools increased opportunity for remediation with students

having difficulties. The earlier testing time precluded meaningful direct comparison of results from 1989 to 1990. In absolute terms, the results for 1990 were slightly below those for 1989, but when adjusted for the two-month earlier testing time, the results were higher than the 1989 results for language, number, measurement and space and slightly lower for reading.

State-wide results again showed that a high percentage of Year 6 students achieved competency in basic literacy and numeracy skills. Around 80 per cent were able to find and put together pieces of simple information from factual writing, a story, cartoon or advertisement, and recognise spelling mistakes in familiar words. About 50 per cent of students could make comparisons between different points of view in two pieces of writing and recognise inconsistent use of tense in a story.

In numeracy, around 80 per cent of Year 6 students were able to choose the correct coins to give as change and find places on simple maps using coordinates. More than 50 per cent of students were able to calculate a simple percentage, work out sizes of objects from a picture drawn to scale and find the highest point on a line graph.

At Year 3, more than 80 per cent of students were able to find information given directly in a piece of factual writing and recognise the correct use of a full stop at the end of a sentence. Around 40 per cent of students were able to predict an outcome from information given in a story or factual writing, interpret meaning not directly expressed in text, and choose the correctly spelt word from words that look or sound familiar.

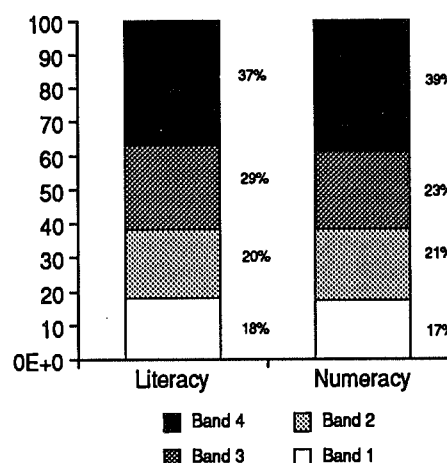
In numeracy, more than 80 per cent of Year 3 students were able to complete a simple column graph and add two numbers less than 20. About 40 per cent of students were able to apply a fraction concept by interpreting a diagram and work out whether to add, subtract, multiply or divide to solve problems.

As in 1989, the pattern of results that emerged for various subgroups indicated that girls outperformed boys in literacy and numeracy at Year 3, whereas at Year 6 girls maintained their superiority in literacy and the number aspect of the numeracy test, but fell behind boys in measurement and space. Students of non-English-speaking background and Aboriginal and Torres Strait Island students performed at a lower level than other students at both Year 3 and Year 6. However, at Year 3 the average literacy performance of non-English-speaking background students was about the same as the average score for all boys.

Results were reported in four skill bands, the highest band including skills attained by the most able students. Figure 6 illustrates the way in which results were reported for Year 3. For Year 6, separate reports are given for each of the two aspects of literacy (reading and language) and the three aspects of numeracy (number, measurement and space).

Non-government schools can participate in the Basic Skills Testing Program on a user-pays basis.

Figure 6. Literacy and numeracy results—Year 3 1990, showing the percentage of students able to answer correctly tasks graded at different bands



For example: Band 4 shows the percentage of students generally able to 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

A Department of School Education document, *Assessing and Reporting Student Achievement*, was completed in 1990 for release in 1991. This document will provide a concise statement for schools of the Department's policy and guidelines for implementation so that there are comprehensive and consistent assessing and reporting procedures throughout the State.

PRIMARY SCHOOL CURRICULUM FOCUS ON THE BASICS

A draft English K-6 syllabus was completed in September 1990 by the Department of School Education and distributed widely for comment. During the time that responses to the syllabus were being received, responsibility for the development of the syllabus moved to the Board of Studies under the control of the English K-6 syllabus committee. In 1991, work will proceed on a final draft for release to schools in 1992.

The new Mathematics K-6 syllabus was implemented in 1990 and the Department produced materials to support its implementation.

TEACHER EDUCATION AND STAFF DEVELOPMENT

REGION AND SCHOOL-BASED STAFF DEVELOPMENT

There are a variety of opportunities through universities, professional associations, courses provided by regions and

schools, the Association for Independent Schools and the Catholic diocesan employers, for teachers to undertake teacher education and staff development programs in NSW.

As decision making and accountability in the Department of School Education have moved to the local school, greater emphasis have been given to professional development in areas such as leadership, management and information technology. An extensive program of professional development for teachers, supported by comprehensive region-based programs geared to the aims of schools renewal, has been implemented. The total funding for staff development in 1990 was \$34 million.

The Department of School Education has identified eight priority areas for professional development in 1991. Each school's Human Resource Development Program will provide a balance of activities in each of the following eight priority areas.

- Schools Renewal to include the areas of school support, human resource management (for example, merit selection, career path planning, EEO awareness), financial and physical resource management, community involvement and technology management;
- curriculum professional development to include areas such as implementation of Board of Studies syllabuses and policies in the key learning areas, student welfare, effective teaching;
- computer professional development to include the classroom applications of computers;
- special education to include areas such as intellectual disabilities, behaviour disorders, learning difficulties, sensory and physical disabilities, community care centres, juvenile justice;
- Focus areas to include Aboriginal education, multicultural education, Staying-On Program, Country Areas Program, Disadvantaged Schools Program;
- leadership/management development to include areas such as educational leadership, staff induction, supervisor development, management development;
- Skills development to include areas such as job skills development, multiskilling training, administrative skills development, interpersonal skills development;
- occupational health and safety to include areas such as occupational health and safety, committee member training, safe work practices.

During 1991 and 1992, a Department Human Resource Development Implementation Plan will be developed for each of these priority areas. The plans will be distributed to schools as they are completed and will provide further assistance in the development of the school's Human Resource Development Program. The Human Resource

Development Implementation Plan for Implementing the Schools Renewal Strategy, priority area one, was completed during 1990.

In the non-government sector, the development of staff is the responsibility of individual systems and schools. Many non-systemic schools participate in joint professional development activities through the Association of Independent Schools and key professional associations such as the Association of Catholic Principals.

COOPERATIVE PROGRAMS WITH TERTIARY INSTITUTIONS

During 1990, the Department continued its commitment to cooperative and enhanced teacher education and pre-service training programs. Liaison with tertiary institutions enabled the review of a number of teacher education programs. The Department maintained a high level of support for postgraduate study through a range of assistance schemes. It implemented a new mixed-mode teacher education program for mathematics/science graduates in conjunction with the University of Newcastle.

SCHOLARSHIPS

To assist teachers with continuing development and re-training in speciality areas, 970 Higher Education Contribution Scheme exemption scholarships for postgraduate studies were made available. In addition, teacher education scholarships were offered to students wishing to teach in specified areas of NSW. A total of 143 scholarships was awarded to students who agreed to serve west of the Dividing Range and priority was given to students from rural areas; 241 scholarships were awarded to students who agreed to serve in Western Sydney or anywhere in NSW for a minimum period, with priority being given to students from Western Sydney. The scholarships available were for the teaching of secondary mathematics, science, languages, industrial arts, social sciences, music, or general primary. Funding of \$1,500,000 was made available for the above new scholarships for the 1990 academic year.

A total of 17 retraining courses in the areas of special education, industrial arts, secondary mathematics, general teaching, English-history, teacher librarianship, careers Advisers and ESL, were available in 1990. These included short courses of 7-12 weeks duration and school-based support courses lasting approximately 18 weeks.

These retraining opportunities allow the Department to recruit teachers into areas of labour shortfall and enable teachers currently in specialist positions to become more skilled in their area of specialisation.

Mixed-mode courses also operated for science teaching. These courses allowed personnel with qualifications in specialist areas to gain teacher qualifications by way of a short intensive courses, followed by employment at a school while completing a Diploma of Education through a university.

OVERSEAS-TRAINED TEACHERS

During 1990, the second in a series of induction courses was offered to recently appointed overseas-trained teachers in NSW schools. The 1990 course was developed and delivered centrally by the Human Resources Development Directorate with 37 overseas trained teachers participating. The course involved eight days of lectures and workshops, with an intervening school-based phase during which in-school tasks were assigned. The teachers were also supported in schools by course coordinators.

The year also saw the preliminary development of the Policy on the Employment of Teachers with Overseas Qualifications, which was targeted for implementation in 1991.

BUSINESS AND INDUSTRY LINKS

The Schools-Industry Links Program aims to extend and enrich the curriculum through close links with business and industry and to give students practical experience of the application of technologies and processes in the business/industrial context. By the end of 1990, a total of 150 school-industry links had been established. The University of Western Sydney commenced an evaluation of the link between Hawker de Havilland and East Sydney Boys and Girls Technology High Schools. This Program will be fully devolved to regions in 1991, and the revision of the Program's handbook to establish procedures and support mechanisms for devolutions for the Program will be finalised. The Visits to Industries Program is designed to organise curriculum-specific excursions for school students to various industries. In 1990, consultancy support was provided to enable integration between visits and curriculum requirements in Commerce, Geography, Industrial Technology, and Textiles and Design.

The Program was extended through external school and professional association promotion. The Teachers in Business Program — based on placing teachers in business for one month, where they have direct experience of work requirements and curriculum applications — enhances teacher awareness, career education and school links with business and industry. In 1990, the Program was introduced in all regions of the State, where selected teachers were placed in local businesses.

SPONSORSHIP

Business sponsorship of school, regional and State-wide activities has facilitated the involvement of many students in a range of educational experiences, especially sport and cultural activities. Important sponsorships have been obtained to support the development of technology high schools and the computerisation of administrative functions in schools. A policy to cover sponsorship was developed in 1990 and will be released in 1991. The Department continued to seek sponsorships for Centres of Excellence and awards for individual students and

teachers. The number and types of sponsorships were significantly expanded during the year. Public school education in NSW is being widely promoted throughout Australia and overseas, leading to an increased demand for courses, teaching resources and consultancy services. 1990 saw the enrolment of 100 full-fee-paying students from overseas on a trial program. Marketing procedures were developed for retail outlets, in-school marketing, and the interstate and overseas export of programs and services.

TECHNOLOGY IN TEACHING AND ADMINISTRATION

INCREASED EMPHASIS ON COMPUTER EDUCATION

Enhancements to computer education formed a comprehensive coordinated strategy to provide students with the skills and experiences needed to be confident and capable in handling the new computerised technologies.

During 1990, an allocation of \$11.3 million was made for computer education in schools. Support was given to schools to enable them to gain access to available electronic information services and training was provided for school-based conference education coordinators.

COMPUTERISATION OF SCHOOL AND SYSTEM ADMINISTRATION

The Office Automation and School Information System (OASIS) provides modules for student and staff management, school information, financial management, library management and a report generator. A word processor and a database system, together with training and central support are provided. A total of 1,000 schools had OASIS Administration installed by December 1990. The OASIS Library was installed in 260 schools and installation of OASIS Finance has begun. In 1991, all schools will be provided with fax machines. The Department has a sophisticated network linking head office and regions for a number of applications including finance, personnel and properties matters. In 1990, the emphasis was on extending the network of schools linked to regional and central databases.

STUDENT WELFARE

During 1990, student welfare initiatives which were commenced in 1989 were consolidated. The Child Protection Curriculum was launched with support materials in 1989, and schools have chosen to increasingly use these materials in 1990.

Student welfare coordinators in each region have developed programs and activities to support positive school-discipline strategies. They have also worked in specialist areas such as the needs of students, following critical incidents in schools.

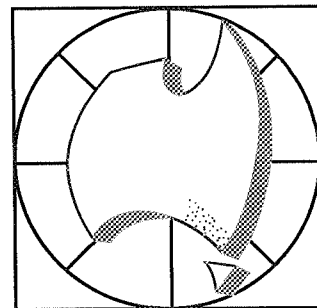
School counsellors and home-school liaison officers continued to work with schools in staff development and in the support of the welfare and special educational needs of individual students.

Drug education and HIV/AIDS education were both federal and State government priorities. Drug education consultants in each region were heavily involved in teacher-development courses and school evaluations and impact studies were conducted. The writing of lesson plans began for HIV education.

The third State-wide conference of students from schools with student representative councils was held. Regions continued to foster training for student leadership.

NATIONAL COOPERATIVE CURRICULUM

In 1990, the Department continued its involvement in the national curriculum activities agreed to in 1989 by the AEC and commenced in that year. Details of the collaborative curriculum projects undertaken under the auspices of the AEC are included in the National Overview chapter of this Report. These activities and those planned for completion in 1991 will provide valuable frameworks for future curriculum development across the nation. The Department of School Education acted as the host system for collaboration between the State school systems and the Commonwealth, leading to the development and publication by the AEC in December 1990 of a *National Statement on Mathematics for Australian Schools*.



1 OBJECTIVES AND PRIORITIES FOR SCHOOLING

GOVERNMENT SCHOOLS

The educational goals of the Victorian Government are derived from the principles enunciated in the series of Ministerial Papers issued between 1982 and 1984. These principles are:

- 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.

Early in 1990, after wide discussions with interest groups, a new three-year strategic plan was introduced for the government school system. This plan, which is outlined in the document *Planning for Successful Schooling*, sets out the following five strategic objectives:

- to expand educational opportunities for all school students;
- to strengthen community participation in, and satisfaction with, the government school system;
- to encourage excellence in all aspects of student learning;
- to improve the career structure, performance and morale of teaching, administrative and support staff;
- to manage resources in ways which maximise educational benefits for all students.

Accordingly, the particular priorities which were to be supported from 1990 were:

- implementation of the new Victorian Certificate of Education in all schools teaching Years 11 and 12;
- conduct of district reviews of curriculum provision and school reorganisation where appropriate;
- implementation of the new Teaching Service Career Restructure.

CATHOLIC SCHOOLS

The broad principles and objectives for Catholic schools for 1990 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 relationships 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 1990 were:

- to increase participation in key subject areas, particularly in the areas of languages other than English, computer science and physical education;
- 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 SYSTEMS

Education in Victoria is provided by government and non-government schools from Preparatory Year to Year 12; and at the post-secondary level by universities, colleges and TAFE colleges.

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.

As well as schools (primary, post-primary, primary-secondary, special schools and secondary colleges), the OSA in 1990 consisted of 41 school support centres across eight regions, each administered through a regional office; together with two centrally located divisions and a small number of units associated with the Office of the Chief General Manager.

The Catholic Education Office in each of the four Victorian dioceses administers the Catholic school system. Independent schools are mostly self-governing, but are supported by the Association of Independent Schools of Victoria.

The Victorian Curriculum and Assessment Board is responsible for the development and accreditation of curricula and certification of Years 11 and 12 of schooling. The State Board of Education provides policy advice on schools to the Minister after consultation with the wider educational community. Both bodies have membership from government and non-government schools, and from community groups.

SCHOOL GOVERNANCE

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.

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.

REGIONS AND SCHOOL SUPPORT CENTRES

The eight regional administrations support government schools through the provision of finance, facilities, planning, administration, information systems, student transportation and some personnel services.

The 41 school support centres provide curriculum, student, school council and other support services to all schools in their local areas.

The Catholic Education Office's diocesan and zone structures 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, there are two centrally located divisions within the Office of Schools Administration. School Programs Division has a State-wide curriculum and policy development function. Resource Management Division undertakes resource planning, resources policy development, personnel operations and industrial relations.

Both the Catholic Education Office and the Association of Independent Schools of Victoria have centrally located units for the purpose of coordinating support to Catholic and non-government non-Catholic schools respectively.

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 4½ of age. All children aged 6 or more must attend school or be receiving approved

tuition. Young people older than 15 are actively encouraged to remain at school to complete Year 12. A review of the age of school entry began in 1990 and will be completed in 1991.

NUMBERS AND TYPES OF SCHOOLS

GOVERNMENT SCHOOLS

There were 2,038 government schools in Victoria at July 1990—overall, this was 22 schools fewer than in July 1989. The direction towards providing increased curriculum choice to secondary students, especially at Years 11 and 12, resulted in the amalgamation and closure of some secondary schools, while demographic changes resulted in a reduction in the number of primary schools. During 1990, schools previously known as technical or high schools became secondary colleges. The majority of primary schools were to be found in country areas, while the majority of secondary schools were in metropolitan areas.

Table 1: Number of Victorian schools by sector and type, July 1990

School type	Government	Non-government		
		Catholic	Other	Total
Primary	1,547	383	59	442
Primary-Secondary	15	11	96	107
Secondary	379	102	16	118
Special	94	8	8	16
Language	3	0	0	0
Total	2,038	504	179	683

Source: Ministry of Education and Training, Office of Schools Administration, July 1990

NON-GOVERNMENT SCHOOLS

There were 683 non-government schools in Victoria at July 1990. Most of the non-government schools were in metropolitan areas.

NUMBERS AND TYPES OF STUDENTS

GOVERNMENT SCHOOLS

In July 1990, there were 526,576 students attending government schools (Table 2), a decline of 0.2 per cent from July 1989. The number of students in primary schools remained about the same, while the number of students in secondary schools decreased by 2 per cent from 1989. Numbers of students in special schools and language centres also remained constant.

Table 2: Number of Victorian students by sector and type, July 1990

School type	Government	Non-government		
		Catholic	Other	Total
Primary	297,539	101,672	27,432	129,104
Secondary	223,117	75,710	51,745	127,455
Special Schools	4,849	224	290	514
Language	1,071	0	0	0
Ungraded	0	0	60	60
Total	526,576	177,606	79,527	257,133

Source: Ministry of Education and Training, Office of Schools Administration, July 1990 Census

NON-GOVERNMENT SCHOOLS

For non-government schools, student enrolments in July 1990 were 257,133, an increase of 0.2 per cent from 1989. The number of students in Catholic primary schools decreased by 147, representing 0.14 per cent, while independent primary school enrolments increased by 637, representing 2.4 per cent. At the secondary level, enrolments in Catholic schools decreased by 695, representing 0.9 per cent, while in independent secondary schools, enrolments rose by 654 representing an increase of 1.3 per cent. The number of non-government special school students at July 1990 was relatively unchanged—514 in 1990 compared with 528 in 1989.

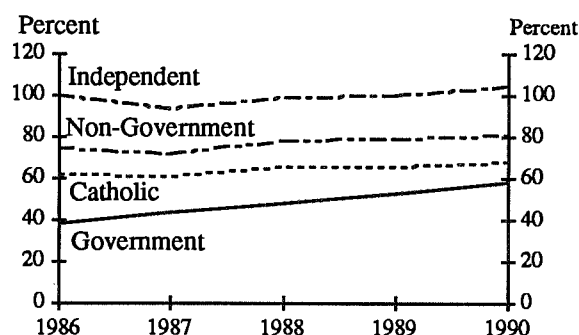
RETENTION TO YEAR 12

GOVERNMENT SCHOOLS

In July 1990, the apparent retention rate to Year 12 for all government schools was 58 per cent, which represented a 5 per cent increase from July 1989 and a 20 per cent increase from July 1986.

The apparent retention rate for females in July 1990 was 68 per cent, 18 per cent more than that for males (50 per cent).

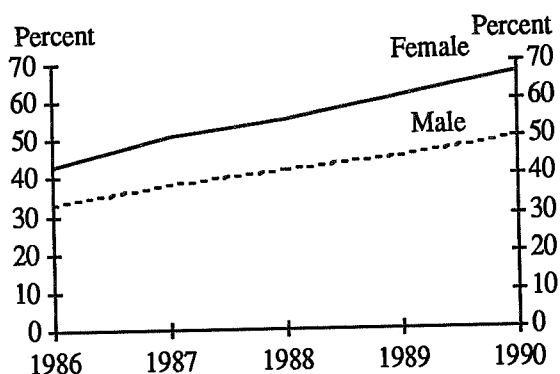
Figure 1. Apparent retention rates for Victorian schools by sector, July 1986–90



Source: Ministry of Education and Training, Office of Schools Administration, July 1990 Census

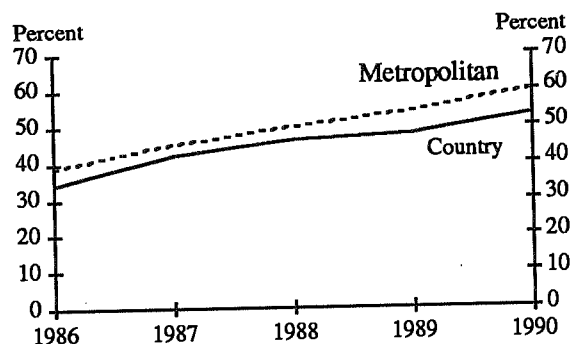
The difference between the apparent retention rates for government metropolitan and country schools in July 1990 was 7 per cent. The metropolitan rate had increased from 39 per cent in July 1986 to 60 per cent in July 1990 and the country apparent retention rate increased from 34 per cent to 53 per cent over the same period.

Figure 2. Apparent retention rates to Year 12 for Victorian government schools by gender, July 1986-90



Source: Ministry of Education and Training, Office of Schools Administration, July 1990 Census

Figure 3. Apparent retention rates to Year 12 for Victorian government schools, July 1986-90

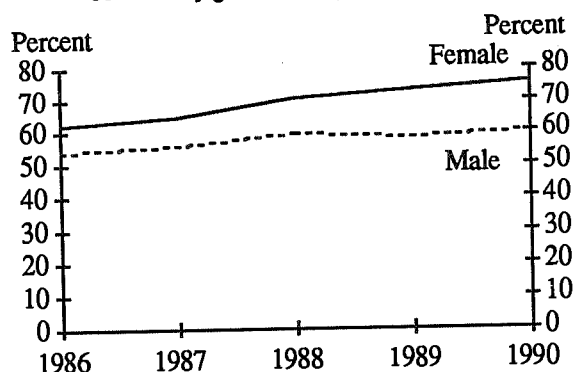


Source: Ministry of Education and Training, Office of Schools Administration, July 1990 Census

NON-GOVERNMENT SCHOOLS

The apparent retention rate in July 1990 for the non-government sector was 81 per cent: for Catholic schools the rate was 68 per cent and for independent schools it was 105 per cent. These figures represented an increase of 6 per cent for the non-government and Catholic sectors together from July 1986, and an increase of 5 per cent for the independent sector over the same period.

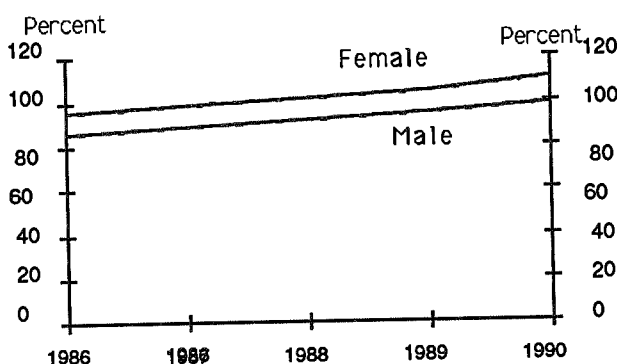
Figure 4. Apparent retention rates for Victorian Catholic schools by gender, July 1986-90



Source: Ministry of Education and Training, Office of Schools Administration, July 1990 Census

An analysis of apparent retention rates in the Catholic sector from July 1986 to July 1990 shows that the rate for females at July 1990 was 75 per cent, while that for males was 60 per cent. This compared with 62 per cent and 53 per cent for females and males respectively in July 1986.

Figure 5. Apparent retention rates for Victorian Independent schools by gender, July 1986-90



Source: Ministry of Education and Training, Office of Schools Administration, July 1990 Census

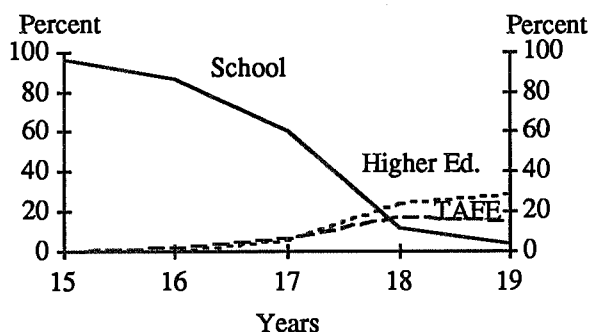
EDUCATION PARTICIPATION

EDUCATION PARTICIPATION BY SECTOR

Data describing the participation in education and training of 15- to 19-year-olds in May 1990 showed that 97.3 per cent of 15-year-olds and 54.2 per cent of 18-year-olds were involved in some type of education. However, while 96 per cent of 15-year-olds were at school, this percentage had fallen to 11 per cent for 18-year-olds, indicating that between the two ages a large number of students leave school and continue their education at other educational institutions. The percentage of young people in educational settings other than school varied

from 1.3 per cent for 15-year-olds, to 43.3 per cent and 46.2 per cent for 18- and 19-year-olds respectively.

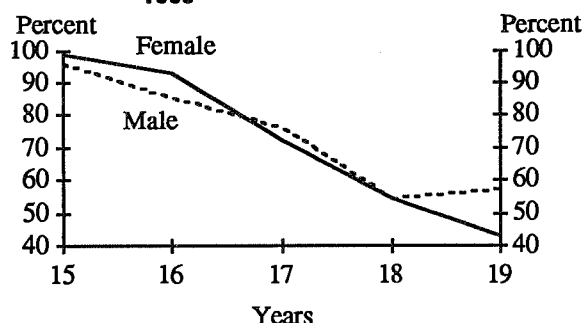
Figure 6. Participation rate in education and training of 15- to 19-year-olds by sector, Victoria, May 1990



Source: ABS Cat.No.6227.0 *Transition from Education to Work*

EDUCATION PARTICIPATION BY GENDER

Figure 7. Participation rate in education and training of 15- to 19-year-olds by Gender, Victoria, May 1990



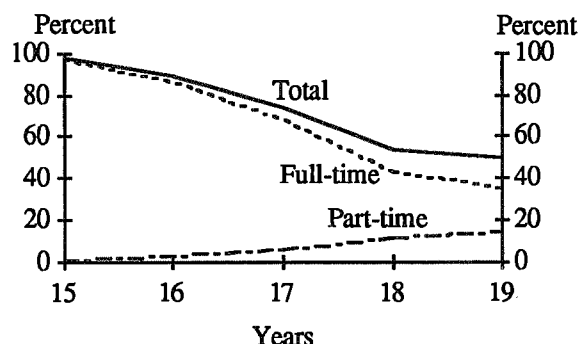
Source: ABS Cat.No.6227.0 *Transition from Education to Work*

There were more males (73 per cent) than females (71 per cent) in this age group who participated in some form of education other than at a school. At 15 years of age, 98.5 per cent of females were still attending school or other settings, compared with 96 per cent of males. For 19-year-olds, 43 per cent of females and 57 per cent of males were involved in education or training programs.

EDUCATION PARTICIPATION BY FULL/PART TIME COMMITMENT

An examination of the degree of participation according to full- or part-time commitment at the various age levels showed that 64 per cent of 15- to 19-year-olds were enrolled in full-time study and 7.5 per cent in part-time study: 96 per cent of 15-year-olds, 43 per cent of 18-year-olds and 35 per cent of 19-year-olds studied full-time; while part-time students comprised 1 per cent of 15-year-olds, 11 per cent of 18-year-olds and 15 per cent of 19-year-olds.

Figure 8. Participation in education and training of 15- to 19-year-olds by age and study load, Victoria, May 1990



Source: ABS Cat.No. 6227.0 *Transition from Education to Work*

STUDENT OUTCOMES

SCIENCE

In Victoria, several strategies have been used to evaluate student outcomes, including achievement in selected curriculum areas. The Victorian Ministry of Education and Training commissioned the Australian Council for Educational Research (ACER) to undertake testing of science achievement in a sample of all Victorian schools in August 1990. Data were collected on 1,442 Year 5 students from 71 primary schools and 1,223 Year 9 students from 60 secondary schools. Aspects of science achievement were investigated including the measurement of science knowledge and the measurement of science practical ability. The measurement of science knowledge was linked to results from the 1983 Second International Science Study. The results of the study will be published in 1991 as *The 1990 Victorian Science Achievement Study*. A sample testing of social studies achievement is planned for 1992.

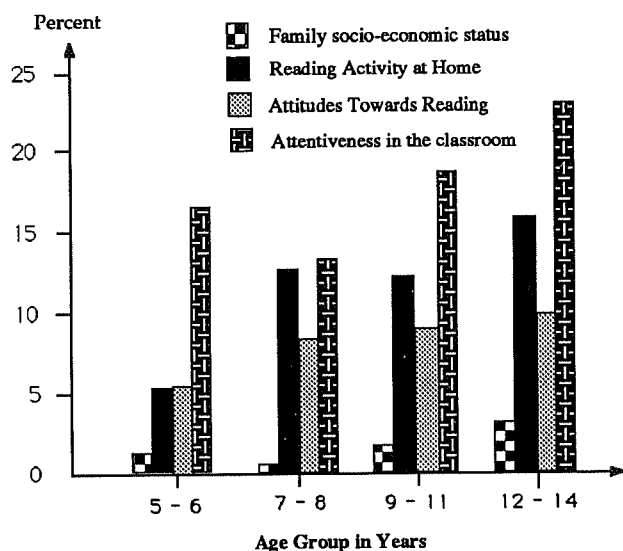
100 SCHOOLS PROJECT

The 100 Schools Project, which began in 1988, is a longitudinal research initiative of the Victorian Ministry, involving a sample of 5,000 students and their teachers, drawn from government and non-government primary schools and secondary colleges. The Project provides data about students, teachers, schools, and their achievements in literacy (with a particular focus on reading), and identifies key factors affecting those achievements. These factors will be further investigated through field studies of high-achieving schools. Results from the Project have been published widely and continue to inform policy development. The major findings to date indicate that:

- i *Regardless of students' age, gender and family socio-economic status (SES), reading activity at home (including the important role played by parents) has strong positive effects on students' reading achievement,*

attitudes towards reading and their attentiveness in the classroom. Figure 9 shows the proportion of explained variation in students' reading achievement due to each of these key factors.

Figure 9. Proportion of explained variation in reading achievement for four age groups of students, 1990

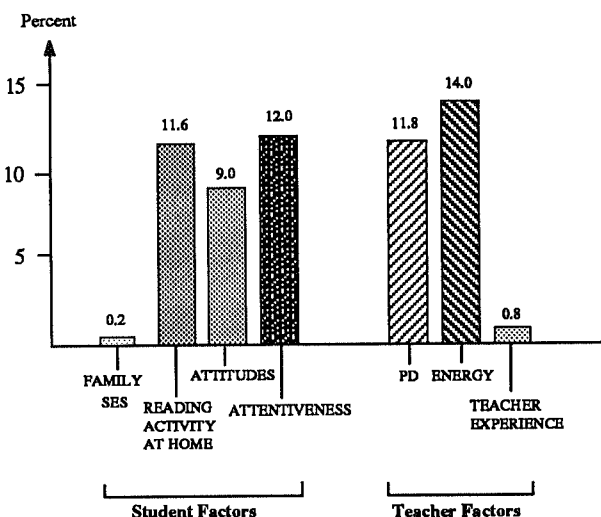


Source: 100 Schools Project, 1990

ii Teachers' participation in literacy professional development courses (PD) such as ELIC, LaRIC and Reading Recovery (as well as some non-literacy programs) has direct, positive effects on their feelings of energy and enthusiasm which, in turn, have strong positive influences in students' achievements in reading. Figure 10 illustrates the strength of the 'causal' effects among these factors.

iii The large between-school differences in students' reading achievement are mainly due to differences in students' reading activity at home, attentiveness in the classroom, and teachers' feelings of energy and enthusiasm — influenced by participation in professional development. Figure 11 shows the proportion of explained variation in students' reading achievement for key student-level and teacher-level factors.

Figure 11. Proportion of explained variation in students' reading achievement due to student and teacher factors

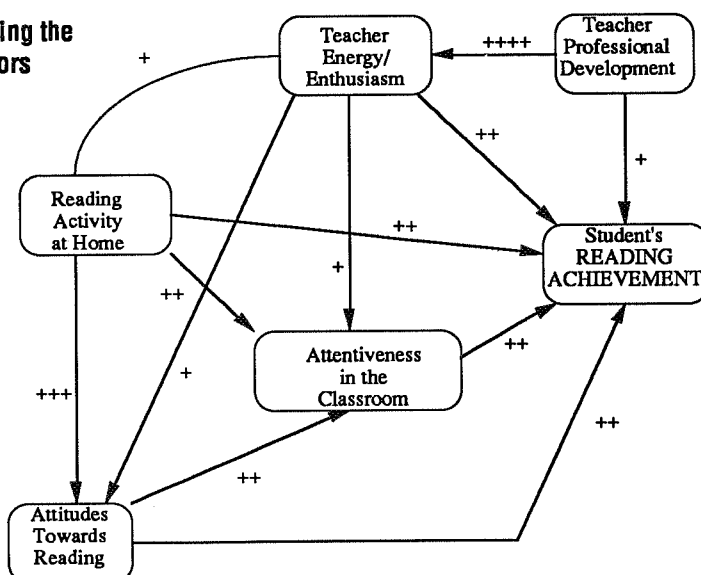


Source: 100 Schools Project, 1990

SUBJECT PROFILING

The development and dissemination of subject profiles as a basis of reporting on student progress in key areas of learning for Years P-10 continued to be an important

Figure 10. Schematic 'causal' model showing the effects of student and teacher factors



Source: 100 Schools Project, 1990

initiative in 1990. The profiles provide teachers with a practical means of recording the progress of individual students for reporting to parents. The profiles also enable schools to report on student outcomes to their communities, and the Ministry to monitor and report on outcomes for groups of students across the system.

Significant advances have been made in the development and use of English profiles. *The English Profiles Handbook*, a resource for teachers in their use of the reading and writing profiles, has been produced. Further professional development programs will be conducted, and it is proposed in 1991 to survey a sample across all sectors.

Mathematics 'pointers' for describing student outcomes in different aspects of mathematics were also in the process of development in 1990.

STAFFING OF GOVERNMENT SCHOOLS: MANAGEMENT AND DEVELOPMENT

MANAGEMENT: TEACHING STAFF

During 1990, 719 vacancies were filled, but the supply of primary teachers in government schools continued to exceed demand.

The supply of post-primary 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 computer science, accounting and secretarial studies and some languages.

In 1990, agreement was reached on award restructuring for the Teaching Service, a development which will have significant impact on all government schools. More information appears in Section 4.

Victorian schools continue to be staffed on the basis of a formula entitlement with an added special needs allocation where appropriate. More than 90 per cent of staff were allocated to schools through staffing formulae based on enrolment and other establishment factors. The remaining staff were allocated according to individually assessed school needs.

The staffing ratios for primary, special and special developmental schools were unchanged from the previous year. All primary schools with an enrolment in the range of 124 to 186 students as at the February census date 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. Integration teachers were provided to allow the integration of students with disabilities into mainstream schools. In 1990, the number of teachers allocated to provide these services was increased.

MANAGEMENT: NON-TEACHING STAFF

In 1990, there were 2,182 non-school-based support staff providing executive, administrative and specialist support services. During the year, adjustments were made to services delivered through school support centres, providing a general improvement in the delivery of services to students—all services were maintained with the exception of remedial physical education and materials production.

The number of school-based non-teaching staff increased from 6,531 in 1989 to 7,155 in 1990, due largely to an increase in the allocation of teacher aides. Non-teaching staff in schools represented 14.4 per cent of staff in schools, a ratio to teaching staff of approximately 1:6.

During 1990, work began on the development of a new career/classification structure for administrative staff and teacher aides in schools as part of the implementation of the Structural Efficiency Principle (SEP) contained in the 1989 National Wage Fixing Principles. The proposed new structure is designed to provide a more flexible and skilful workforce in schools and an enhanced career structure for staff.

DEVELOPMENT: TEACHING STAFF

RECRUITMENT

The number of primary and post-primary teachers employed in ongoing positions was lower in 1990 than in 1989 and, in the case of primary sector employment, the number of teachers employed was considerably less. A comparison of data for the period 1988–90 suggests that the very high level of recruitment in 1989 was an aberration. In addition to the ongoing recruitment program, a number of initiatives are in place to recruit teachers for country postings and to train mathematics and science teachers.

Recruitment initiatives in 1990 were as follows:

- scholarships for final-year science undergraduates and Diploma of Education students to qualify them to teach mathematics, physics and chemistry;
- retraining of post-primary teachers to gain qualifications to teach mathematics, physics and chemistry;
- scholarships to train primary and post-primary teachers of Asian languages;
- the recruitment of overseas teachers qualified in mathematics, science, music, English, accounting and physics;
- recruitment and training of potential teachers from industry.

PROFESSIONAL DEVELOPMENT

Following a comprehensive review of professional development in 1989, substantial changes to the Office of Schools Administration Professional Development Program were implemented progressively during 1990.

The fundamental change arising out of the Review was the adoption of a forward planning approach under which all sections of the Ministry—schools, school support centres, regions and central division units—are to develop their own annual professional development plans towards the implementation of the objectives outlined in the Office of Schools Administration strategic plan *Planning for Successful Schooling*.

In 1990, the major components of the program continued to focus on improving the quality of teaching and learning in schools. Significant programs and initiatives included:

- a comprehensive professional development program to support the implementation of the Victorian Certificate of Education (VCE) providing a total of 22,000 places for teacher participants;
- continuing professional development support for the implementation of the Integration Program;
- support for the negotiated Structural Efficiency Agreements for the training and retraining needs arising out of these agreements, including those impacting on the teaching service. Over 600 primary and post-primary teachers were granted study leave, including 150 places designated for the special mathematics/physical science retraining program;
- development of a leadership strategy plan for educational leaders in schools, including support for leadership teams in the reorganisation of schools;
- further to the 1988 post-primary industrial agreement, allocation of \$0.9 million to fund a joint Ministry- and union-managed project documenting innovative approaches to professional development in social justice areas;

- continuation of teacher scholarship and exchange programs, with over 100 Victorian teachers participating in such programs, which included the introduction of the UK–Australia Exchange Program for Teachers of Science.

DEVELOPMENT: NON-TEACHING STAFF

As a result of the Structural Efficiency Principle negotiation process during the latter part of 1990, separate Joint Training Advisory Committees were established for cleaners; professional, administrative, clerical, computing and technical award staff (PACCT); and teacher aides. The role of the committees, which involve equal union and Ministry representation, has been to advise on both short- and long-term training priorities and to monitor the implementation of training and development programs.

Programs for cleaners were developed and trialled at both supervisory and general levels.

RECURRENT AND CAPITAL RESOURCES

OVERVIEW OF FUNDING ARRANGEMENTS

The Ministry of Education and Training, like all Victorian government departments, operates within a program budgeting framework. Table 3 indicates the levels of expenditure for 1989–90 and the financial estimates for 1990–91. The programs through which funds are provided for government schools are:

- Program 292—School Education Planning and Coordination;
- Program 293—School Education;
- Program 294—Schools Support.

Table 3. Office of Schools Administration funding summary

Program name	Estimate for 1990–91		Total funds \$'000
	Expenditure for 1989–90		
	Recurrent Funds \$'000	Works & services Funds \$'000	
Planning and coordination	105,961	6,296	112,257
	99,343	5,988	105,332
School education	1,928,618	203,921	2,132,538
	1,852,781	215,390	2,068,171
Schools support	196,405	3,718	200,123
	208,984	9,554	218,538
Non-government school education	144,381	1,500	145,881
	175,535	1,488	177,023
Total	2,375,365	215,435	2,590,799
	2,336,643	232,420	2,569,064

Source: Government of Victoria *Budget Paper 3: The Consolidated Fund 1990–91*

Government funds for non-government schools are provided through Program 299—Non-government School Education.

CAPITAL WORKS

GOVERNMENT SCHOOLS

Table 4. Capital works expenditure 1989–90 and estimates 1990–91

	Expenditure 1989–90 (\$m)	Estimated Expenditure for 1990–91 (\$m)
New schools	61.6	67.3
School accommodation	36.1	27.9
Maintenance	74.1	55.0
School reorganisation	3.6	13.6
Property	16.6	20.0
EDP(a)	4.3	2.6
Total	232.4	215.4

(a) EDP expenditure is related to the Information Technology Strategy and includes information systems to assist both in the achievement of productivity gains and in the ongoing development of personnel, payroll and financial management systems.

Source: Ministry of Education and Training, Office of Schools Administration, Resources Management Branch

Capital works estimates for 1990–91 indicate a 7 per cent decline in nominal terms from the preceding year, or an 8.7 per cent decline in Building Price Index adjusted terms. The two key factors influencing the Capital Works Program are new urban development on the metropolitan outskirts and the reorganisation of existing schools to cater for the VCE program.

The school building program included the commitment of 29 major projects comprising:

- 8 new primary schools
- 4 new secondary colleges
- 11 school reorganisations
- 5 major upgrades
- 1 special developmental school

During 1990, the OSA opened seven new primary schools and three new secondary colleges and undertook two major school reorganisation projects.

PLANNING FOR NEW SCHOOLS

The planning of new schools on the metropolitan fringe is coordinated with the Government's Land Release Program through the Metropolitan Services Coordination System and the allied annual update of the Human Services Study.

This in turn impacts on the Land Release Program for the following year.

In the next five years, over 49,000 new households will be created on the metropolitan fringe, resulting in an estimated additional 10,600 primary-aged students and a further 6,600 secondary-aged students.

In addition to the increasing number of school-aged students in fringe metropolitan areas, school enrolments are also affected by the rapid increase in secondary college retention rates. From 1985, the apparent retention rate in secondary colleges increased from 39 per cent to 58 percent.

PLANNING FOR SCHOOL REORGANISATION

The significant increase in the number of school reorganisation projects is a result of a program of district education reviews. School communities, supported by regional offices, are conducting curriculum audits, initially in selected areas, in order to identify each school's ability to provide a comprehensive curriculum.

Thirty-five districts, involving over 130 secondary schools, were subject to a curriculum assessment. Where schools have not been able to satisfy curriculum objectives within the resources available to them, reorganisation proposals have been formulated and implemented. These community-accepted processes have resulted in the closure of eight schools. The disposal of these assets has generated over \$4.5million, which has funded the refurbishment of reorganised schools.

EMERGING ISSUES FOR CAPITAL WORKS ALLOCATION

Many new and reorganised schools are adopting a multi-campus arrangement, with a senior campus linked to two or more junior secondary campuses. As the senior campus will, in many cases, be the educational focal point for secondary education for an extensive catchment zone, there is a case for more specialised and adult facilities at these senior campus locations.

Another issue is that an increase in enrolments is being predicted for inner urban areas as a result of the Government's urban consolidation policy. It will be expensive to upgrade many inner urban schools to current standards, especially where the building fabric is of a historic nature.

SCHOOLS' GRANT

A large number of separate grants to schools had previously been combined with the existing direct grant to form the Schools' Grant, through which schools receive a major proportion of their funding. In line with global budgeting initiatives in other States, Victoria has continued to find ways to increase the proportion of discretionary resources available to schools. During 1990, a commencement was made on the devolution to schools of discretionary powers over short-term replacement teacher resources, maintenance resources, and resources to meet the cost of utilities.

CATHOLIC SCHOOLS

With the assistance of the Commonwealth Capital Grants Program, 18 major projects commenced in 1990 in Victorian Catholic Schools, six of which were in post-primary schools and 12 in primary schools. Five of the projects were primarily to assist schools in new and developing areas, while the remaining 13 projects were mainly for upgrading and refurbishment of existing facilities in schools serving communities characterised by socio-economic disadvantage.

The projects were estimated to cost \$13,667,294, of which \$11,518,294 was contributed by the Capital Grants Program and \$2,149,000 by the local school and parish communities. Many other smaller but necessary projects were undertaken by schools without assistance from the Program and using schools' own resources and borrowings.

INDEPENDENT SCHOOLS

With the assistance of the Commonwealth Capital Grants Program, seven projects commenced in 1990 in Victorian independent schools, two of which were in post-primary schools, one in a primary school and four in combined schools. Three of these projects were for the upgrading and refurbishment of existing facilities, while three were to assist schools in developing areas. Schools in receipt of Commonwealth Capital Grants serve communities deemed to have financial and educational need.

The projects were estimated to cost \$4,832,700, of which \$3,616,900 was contributed by the Capital Grants Program and \$1,215,900 by the schools and their committees. The projects supported by the Commonwealth Capital Grants Program formed only a minor part of the capital developments undertaken by independent schools.

4 SPECIAL INTEREST AREAS

TEACHERS IN GOVERNMENT SCHOOLS

PROFILE OF THE TEACHING SERVICE

In June 1990, there were 39,968 teachers (full-time equivalent (FTE)) employed in Victorian government school, which represents a small decrease (1.9 percent) over the number employed in the previous year. Of these teachers, 18,430 (FTE) were classified as primary teachers and 21,538 (FTE) were classified as secondary teachers.

Table 5. Teachers in Victorian government schools, 1990

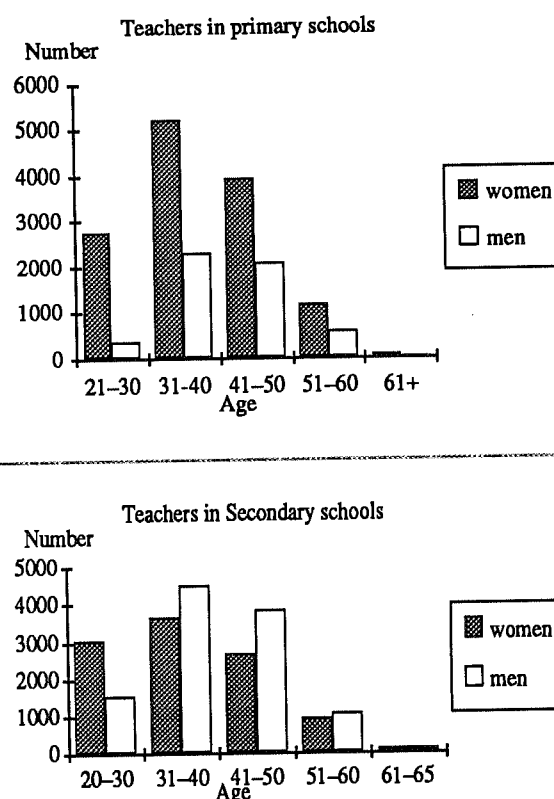
Secondary	21,538
Primary	18,430
Total	39,968

Source: Ministry of Education and Training, Office of Schools Administration

AGE

In both primary and secondary schools, the majority of teachers fall into the 31–50 age group and the age profiles for both sectors are remarkably similar, as indicated in Figure 12. While there are similar numbers of women aged 21–30 in both the primary and secondary sectors, the number of men employed in secondary schools in this age group is much greater than that employed in primary schools.

Figure 12. Age profiles of teachers by sector and gender

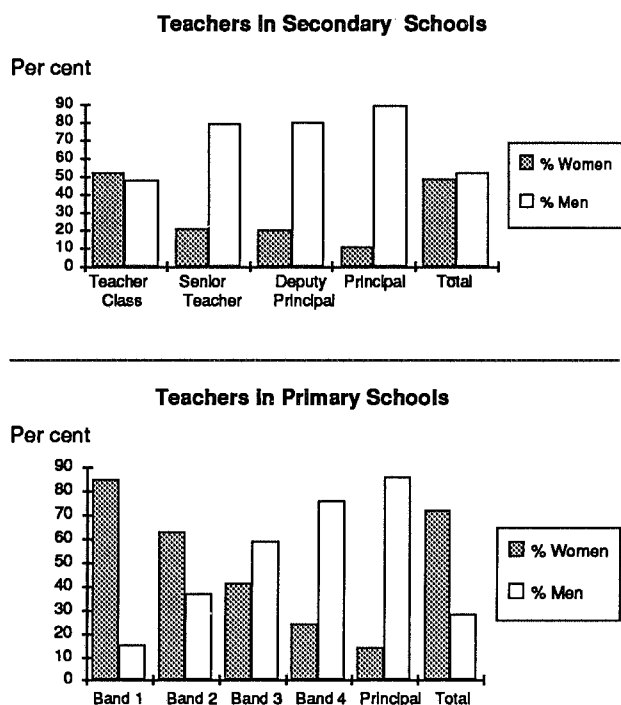


Source: Ministry of Education and Training, Office of Schools Administration

GENDER

The classification structure for primary and special teachers differs from that of secondary teachers as indicated in the axes of the graphs in Figure 13. Both structures have profiles in which the majority of women are at the base level, with the number decreasing in proportion to men at senior levels. Men, on the other hand, have a smaller proportion at the base level and are disproportionately represented at senior levels.

Figure 13. Teachers by classification and gender



Source: Ministry of Education and Training, Office of Schools Administration, recruitment records

MAJOR INDUSTRIAL AGREEMENTS

There were two major conditions and staffing agreements between the Teachers' Federation of Victoria and the Ministry of Education in 1990. One agreement was for teachers in primary schools, the other for teachers in secondary schools. There was also a similar agreement with the Teachers' Federation of Victoria for teachers within the School Support Teaching Service.

AWARD RESTRUCTURING

In 1990, agreement was reached on award restructuring for the Teaching Service, a development which will impact on all government schools. Changes for the Principal Class include the introduction of a common classification structure for both primary and secondary schools based on student enrolment, and the placement of all principals on fixed-term renewable appointments—a 7-year term initially renewable for further 5-year periods. For the teacher class, the changes include the introduction of the Advanced Skills Teacher category together with the introduction of more school responsibility positions, a common career structure in both primary and secondary schools and, importantly, merit-based selection for promotion positions.

RECRUITMENT

In 1990, a total of 4897 teachers was employed: 1,615 to the primary sector, 748 in ongoing positions and 867 as

extended relief teachers (see Table 6). In secondary schools, 3,282 teachers were employed: 1,483 ongoing and 1,799 as extended relief teachers (see Table 7). This represents a decrease of 17.4 per cent overall — 35.7 per cent decrease in primary recruitment and 4.0 per cent decrease in secondary recruitment.

Table 6. Recruitment summary 1990

	Ongoing	Extended replacement teacher	Total
Primary	748	867	1615
Secondary	1483	1799	3282
Total	2231	2666	4897

Source: Ministry of Education and Training, Office of Schools Administration, recruitment records

Table 7. Teachers recruited to secondary schools by subject area

	Ongoing	Extended replacement teacher	Total
Accounting	79	185	264
Business & Commerce	109	135	244
Home Economics & Textiles	78	104	182
Humanities	462	523	985
Information Studies	17	17	34
Languages	128	70	198
Librarian	20	92	112
Maths & Science	356	409	765
Music	47	56	103
Physical Education	133	97	230
Special Education	2	16	18
Technology Studies	49	74	123
Other	3	21	24
Total	1483	1799	3282

Source: Ministry of Education and Training, Office of Schools Administration, recruitment records

CESSATIONS

In 1990, 2,613 teachers ceased employment, representing an increase of 5.5 per cent on the previous year.

STUDY LEAVE

Study leave is granted to teachers for the purpose of completing approved study in accordance with Ministry priorities. In total, 430 teachers received study leave: 233 teachers in the primary sector and 197 teachers in the secondary sector.

SCHOOL SUPPORT TEACHING SERVICE

The School Support Teaching Service provides curriculum and student support for teachers and school communities.

Members of the service are located mainly in a total of 41 school support centres. There are also members of the service located within School Programs Division, which provides development of policies, guidelines and programs in the area of curriculum and social justice; and program evaluation and review. In 1990, the School Support Teaching Service consisted of 886 primary and secondary teachers.

SPECIAL PROGRAMS: ACTION PLAN FOR WOMEN IN THE TEACHING SERVICE

The Action Plan for Women in the Teaching Service was prepared in line with the Victorian Government's policy on equal employment opportunity within the public sector. This plan was developed in response to an analysis of the number of women at the various classification and levels within the Teaching Service. This analysis clearly indicated that although women constitute a majority of the Service, they are under-represented in senior and allowance positions.

The Action Plan aims specifically to increase the opportunities for women to apply for and gain promotion positions. In 1990, the number of women applying for promotion positions, including Principal Class, has increased. The number of women being appointed to these positions is slowly increasing and is expected to improve further as selection panels are made aware of and take account of equal employment opportunity issues in selection of personnel.

CURRICULUM YEARS 7-10

DEVELOPMENT OF COURSE OUTLINES

During 1990, draft sample course outlines for Years 7-10 were produced in nine curriculum areas: English, mathematics, the arts, commerce, social education, science, technology studies, languages other than English and personal development. The materials adopted the curriculum design model that had been successfully developed for the VCE. The developmental phase included extensive professional development activities for teachers, concentrating on the implications of this curriculum design model for the junior secondary years. These materials were trialled extensively in government, Catholic and independent schools, and consultations were held with key organisations and agencies. The materials, which will now be redrafted, will form a major part of Victoria's strategy for responding to the outcomes of the national collaborative curriculum development program managed through the Australian Education Council and will be extended to include Years Prep-6.

DELIVERING A COMPREHENSIVE CURRICULUM

The nine curriculum areas were also used as the basis for defining the extent of a comprehensive curriculum provision within Years 7-10. Schools have been grouped into

districts and have been supported to conduct audits of their curriculum provision. Years 11 and 12 require studies in the following five broad areas: the arts, business, humanities, science and technology. Should the audit reveal that schools within a district are unable to meet the requirements of the definition of a comprehensive curriculum, it is expected that schools will examine ways to rectify this situation. In a number of instances this has led to the amalgamation of schools.

Primary and secondary schools within districts have also been asked, through the curriculum audit, to examine the aspect of improving the continuity of curriculum between the primary and secondary years. Generally, when schools identify the need to improve the linkages between the curriculum provided in secondary schools and that provided in feeder primary schools, it has led to the establishment of district committees whose task has been to recommend strategies to improve the articulation of curriculum between schools at the two levels. Curriculum areas that have come under particular attention through this process have been LOTE, computing, arts (music and drama), mathematics and science. Discussions have also addressed inconsistencies in the way primary and secondary schools assess and report student progress.

INTRODUCTION OF NEW SCHOOLING STRUCTURES

The goal of all schools providing a comprehensive curriculum has also resulted in a new structure for the delivery of the Years 7-10 curriculum. Previously, with only a few exceptions, secondary schools in Victoria catered for students from Years 7-12 on the one site and schools were divided into those with a 'general/academic' bias and those with a 'general/technical' bias. With school amalgamations, campuses of Years 7-10 students are being formed as part of a multi-campus structure, and the curriculum that was formerly provided in the separate 'high' and 'technical' schools within Victoria is being delivered within a single school type known as a secondary college. As a consequence, the curriculum provided at Years 7-10 is more comprehensive and offers more opportunities for students to experience a breadth of learning styles and content areas.

As the development of the initial Years 7-10 campuses is still only a few years old, and further Years 7-10 campuses will be formed through the ongoing process of district curriculum reviews, it is not yet possible to say how the new structure will ultimately affect the nature of the curriculum being provided and the teaching and learning methods adopted by teachers.

Support for the curriculum planning, development and review associated with the establishment of dual- and multi-campus (for example one or two Years 7-10 campuses feeding into a single Years 11-12 campus) colleges is provided by consultants attached to the 41 school support centres and through State-wide curriculum, materials and professional development.

DEVELOPMENTS IN LITERACY

In 1990, the post-primary years became the major developmental focus for improving literacy. The literacy strategy for that year involved development of English Literacy Profiles; professional development programs; ESL support materials; intensive strategies for students experiencing difficulties in literacy; and strategies for involving parents in their children's literacy development.

The Literacy Profiles are an exciting development for teachers from Prep to Year 12. The Profiles have been developed by teachers, based on observations of children in their classrooms for the purpose of observing, recording and describing students' growth in literacy. They provide reference points from which teachers and parents can identify students' learning over a period of time and set learning goals, and will also contribute to a more consistent reporting of student progress in literacy across classes, grades, schools, regions and systems.

As teachers in secondary schools are subject specialists, few have undertaken a detailed study of literacy in their pre-service training and they generally require support to assist their students with the literacy demands of their subject areas. Programs developed in 1990 to provide this support include writing in the Subject Areas to assist subject teachers to teach the literacy demands of their subject area; Writing in English for English teachers to set up a writing classroom; and Making the Difference, an intervention program for Year 7 students experiencing difficulty with their language development. Development of these programs will continue into 1991. They will be supported by the Commonwealth Literacy and Learning Program, which will support interested schools and districts to trial these programs in the second half of 1991.

DEVELOPMENTS IN NUMERACY

The numeracy strategy, Maths Matters, was launched in May 1990 with the aim of improving the quality of mathematics learning for all Victorian students.

This strategy focuses on increasing the role of parents and the community in students' mathematics development, the promotion of Numeracy Key Groups and the Exploring Mathematics in Classrooms (EMIC) Program; the development of school numeracy plans; and the Family Maths Program.

As numeracy is a major determinant of success in schooling, the numeracy strategy is considered to be an important aspect of the Ministry's Social Justice Framework. It is recognised that the major areas for improvement within the Ministry include curriculum development advice for schools, assessment of students' progress and achievement, intensive numeracy strategies, involvement of parents and community volunteers, professional development, and support for the Continuing Maths and Exploring Mathematics in Classrooms.

DEVELOPING A SOCIAL JUSTICE FRAMEWORK FOR SCHOOLS

The Social Justice Framework drafted in 1990 grew out of the commitment given by the Victorian Government in 1985 to implement a social justice strategy. Although the development of a framework to assist schools to analyse and, as far as is possible, redress social justice aspects of schooling is not exclusively focused on curriculum arrangements in the Years 7-10, it is a significant development and has considerable implications for these years of schooling.

The State Board of Education and the School Programs Branch worked closely with clusters of primary and secondary schools in a pilot project, the purpose of which was to produce a social justice framework that would be applicable to all schools and to trial and produce a handbook that would support schools in their planning for social justice objectives and outcomes. Work with the pilot clusters of schools, which had commenced in May 1989, continued into 1990.

Over the same period, a series of six statements in the form of a social justice newsletter was distributed to all schools to raise awareness of the issues and to establish a coherent direction for social justice in education. Also, work was carried out on developing indicators of social justice and on the application of resources to social justice objectives.

The Framework addresses the needs of seven groups of students in respect to five aspects of schooling as they operate at three levels, as depicted in Table 8.

Table 8. The social justice framework for schools

Groups of students	Aspects of schooling	Levels of planning
Female		
Aboriginal	Provision	
Poor	Access	School
Low status	Success	District
background	Retention	System
Rural	Participation	
Immigrant		
With disabilities		

Source: Ministry of Education and Training, Office of Schools Administration, Schools Program Division

The five components of the Framework required schools to:

- plan and monitor the provision of a comprehensive curriculum;
- ensure that all student groups have access to a comprehensive curriculum;
- seek to ensure that all student groups succeed at school;

- create a school environment, curriculum structure and system of support that encourage groups of students to remain at and benefit from school;
- encourage participation of parents, teachers and students in decision-making and learning activities and strengthen the partnership between schools and communities.

In the guide that has been prepared to accompany the preparation of the Framework, assistance is given to schools in preparing indicators within these five areas. Professional development activities to assist schools to use the Social Justice Framework materials commenced in 1990 and will continue into 1991.

5 SPECIFIC PURPOSE PROGRAMS

DISADVANTAGED SCHOOLS PROGRAM

GOVERNMENT SCHOOLS

In 1990, the Commonwealth-funded Disadvantaged Schools Program (DSP) in Victorian government schools had the following priority areas for action at the school level:

- literacy, numeracy and communication;
- mathematical, scientific, and environmental education;
- literature, the media and the arts;
- those developing the economic, political, organisational and technological knowledge and understanding necessary for students to function effectively in society;
- those building on the broadening of life experiences of students, and increasing their self-confidence;
- those which develop school-community interaction, assist home-school liaison, the participation of parents in the development and implementation of curriculum, and in decision making with teachers and students;
- those which develop student-negotiated curriculum.

DSP Area Committees provide practical support to assist schools to focus on the above priority areas for action.

This support takes the form of:

- visits of DSP Area Committee sub-committees to schools;
- meetings of school delegations with DSP Area Committees or their sub-committees;
- conducting inservice programs for schools;
- exchanging minutes of meetings.

To complement and support these priority areas for action at the school level, the following State-wide initiatives were undertaken in 1990:

- the establishment of a State-wide parent participation project to identify and promote positive models of parent participation across the Program;
- the conduct of an induction conference for DSP consultants, followed by regular professional development activities throughout the year;
- the completion of a joint project with Macquarie University investigating the teaching workforce in Victorian DSP schools;
- a project which documents exemplary school programs across the Curriculum Framework areas and which has produced 16 booklets, collectively called the *1990 Social Justice Curriculum Collection*;
- a joint project with the State Board of Education to support two small groups of schools to collectively identify and collect information on a set of 'social justice indicators';
- a further joint initiative with the State Board of Education to publish the Social Justice Framework based on the outcomes of the aforementioned joint project;
- the conduct of a State-wide conference entitled 'Breaking the poverty cycle—the role of education in a web of responsibilities'.

NON-GOVERNMENT SCHOOLS

The Disadvantaged Schools Program in non-government schools is strongly focused on school-level curriculum development. Field Officer support was provided for the preparation, development and implementation of the whole-school approach to long-term change in the following areas: language 19.5 per cent, numeracy 5.2 per cent, curriculum development 15.5 per cent, computer education 10.3 per cent, science and technology 1.0 per cent, pastoral community liaison 33.0 per cent, community languages 6.15, special needs 9.25, library 13.4 per cent. As some areas overlap, these percentages total more than 100.

Funding for five Group Projects, including cluster of schools, was included in the 1990 budget. These projects addressed common areas of interest covering a range of programs, for example, parent participation, curriculum and professional development, music and creative arts.

SPECIAL EDUCATION PROGRAM

The Special Education Program which covers both government and non-government schools consisted of five elements in 1990:

- Early Special Education;
- Children with Severe Disabilities;
- Children in Residential Care;

- Special Education Recurrent and Integration Grants;
- Special Education Services.

Specific special education initiatives in Victoria in 1990 were:

- support for more than 5,000 students with disabilities;
- funding of 976 projects covering a total of over 500 government and non-government schools and facilities;
- continued support for the 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;
- support for the Severe Communication Impairment Outreach Program which offers inservice training and consultancy to staff, care givers, parents and clients with severe communication impairments;
- 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 unemployed young people living in residential care;
- a Social/Emotional Longitudinal Project, intended to provide a sound database of information relating to schools/settings catering for students with social/emotional disabilities;
- commencement of the School to Work Transition Project which is designed to help young people with disabilities make the transition from school to work or to further training.

EARLY SPECIAL EDUCATION

Priority areas for 1990 were as follows:

- support for learning and developmental opportunities for children below school age;
- employment of integration aides in preschools (286 grants);
- home-based programs (22 grants);
- services for children with disabilities, including early intervention services and family support agencies (35 grants);
- provision of equipment and travel (11 grants).

CHILDREN WITH SEVERE DISABILITIES

Priority areas for 1990 were as follows:

- assisting children with disabilities to participate in education programs;
- home-based programs (7 grants);
- employment of teacher aides in special settings (27 grants);

- provision of State-wide services (11 grants);
- therapy services (12 grants);
- toilet-training projects (5 grants);
- provision of equipment for individual children (44 grants);
- research project (1 grant).

CHILDREN IN RESIDENTIAL CARE

Priority areas for 1990 were as follows:

- supplementing school programs through tutoring, curriculum support and provision of educational resources;
- provision of computers to support individual students and groups of students (51 grants);
- community-based educational activities (363 grants);
- provision of wage subsidies for unemployed teenagers (19 grants);
- innovative projects (79 grants).

SPECIAL EDUCATION RECURRENT AND INTEGRATION GRANTS

Priority areas for 1990 were as follows:

- facilitating the integration of children with disabilities into regular schools and settings;
- supplementing the operating costs of special schools (9 grants);
- assisting regular schools with the costs of operating special classes and units for children with disabilities (2 grants);
- supporting education authorities in undertaking system-level initiatives to assist the education of children with disabilities (2 grants);
- supporting the provision of services at day training centres, autistic centres and Spastic Society centres (12 grants).

SPECIAL EDUCATION SERVICES (NON-GOVERNMENT)

Priority areas for 1990 were as follows:

- facilitating the integration of children with disabilities into regular educational services;
- raising the quality and coverage of educationally related services for children with disabilities.

ENGLISH AS A SECOND LANGUAGE PROGRAM

GOVERNMENT SCHOOLS

Specific ESL initiatives in Victorian government schools in 1990 were:

- increase in consultancy services;

- curriculum workshops on the Australian Language Learning ESL guidelines;
- development of ESL support publications;
- specific provision for new arrivals over the age of 16 years.

CATHOLIC SCHOOLS

ESL provision in Catholic schools is provided for students from language backgrounds other than English, who comprise close to 40 per cent of the student population.

Specific ESL initiatives in Catholic schools in 1990 were:

- reorganisation of support to schools to strengthen the link between New Arrivals and General Support elements, ensuring stronger continuity of ESL provision for new arrivals and recent arrivals;
- a program of centrally organised inservice activities targeting areas of P-12 ESL;
- zone-based professional development clusters and networks of ESL teachers.

COUNTRY AREAS PROGRAM

COUNTRY EDUCATION PROJECT

The Commonwealth provided approximately \$1.9 million to the Country Education Project. Seventy per cent of these funds were distributed to Area Committees to support local projects, 10 per cent to projects of State-wide significance to rural education, and the balance to administration, professional development and program support.

Specific CEP initiatives in Victoria in 1990 were:

- the development of a literacy strategy for a number of schools;
- the publication and distribution of primary science kits (GAPS);
- workshops conducted by Eliot Wigginton of FOXFIRE foundation (USA) for students, teachers and community groups;
- work experience and urban orientation activities including the publication of the *City Accommodation Guide*;
- the development and promotion of Murray River curriculum materials;
- the development of technology studies in schools through Pedal Prix;
- programs in post-school education, including cost of an education seminar, a primary work education pilot and theatre in education;
- environmental education, arts and music, social justice trials, new technology and swimming activities;
- rural health and safety activities which involved primary and secondary students and community people;

- support for the development of a mobile waste minimisation resource and appropriate curriculum materials;
- continuation of the two programs in East Gippsland and Kara Kara focusing on student choices beyond secondary schooling.

STUDENTS AT RISK PROGRAM

In Victoria, the Students at Risk Program is developing preventative approaches that either directly support or ensure the provision of structures and curriculum that will provide pathways for students at risk to complete their secondary education.

In 1990, there were seven school-based projects in the Program:

- Homeless Students Coordination;
- Family and Student Support;
- Youth Training Centres;
- Innovative School Structures;
- Enterprise Skills;
- Telematics;
- Comprehensive Curriculum Provision

Initiatives in 1990 included:

- development by four schools of strategies that linked with the services provided by other government and non-government agencies, working with the Interdepartmental Subcommittee on Student Homelessness, to support homeless students to complete their secondary education;
- development of trial strategies and structures to support families and students in times of crisis, linking the services provided by both government and non-government agencies to ensure the maximum level of support at times of crisis;
- trial by five youth training centres of a structure that will provide access to a quality comprehensive education and training for all young offenders;
- initiatives to develop school structures that promote the return to school of early school leavers and the development of support for likely early school leavers to enable them to continue their education while working part-time, including linking with different educational institutions;
- development of programs within the secondary and TAFE sectors to provide students with practical business and enterprise skills;
- use of telematics by schools in the Loddon Campaspe-Mallee region to assist students at risk in isolated rural communities, including a numeracy program at the primary-school level, professional development for teachers of

students at risk, and the establishment of a homework hotline to assist students with their VCE studies;

- survey of schools regarding relationships with feeder schools, monitoring of students' academic progress, identification of factors that lead to students coming to be at risk, the level of participation in the school, linkages with other organisations and pedagogical developments;
- funding of districts undergoing school reorganisation to implement structures to monitor and assist students at risk.

AUSTRALIAN SECOND LANGUAGE LEARNING PROGRAM

GOVERNMENT SCHOOLS

There are two programs within the National Policy on Languages for the funding of languages other than English (LOTE): the Australian Second Language Learning Program (ASLLP) and the Asian Studies Program (ASP).

The following were priority objectives for 1990:

- increase the potential for continuous study of LOTE P-12;
- provide teaching materials appropriate to the development of quality P-12 LOTE programs;
- provide appropriate professional development for LOTE teachers P-12;
- evaluate the Victorian LOTE Program P-12.

Specific achievements in 1990 included:

- the development of high-quality curriculum materials for Italian and for a number of languages at VCE level;
- specific professional development projects to enable LOTE teachers P-12 to cope with issues which have been identified as important within the context of Victorian LOTE policy;
- provision of professional development for teachers of Asian languages.

CATHOLIC SCHOOLS

In 1990, the Commonwealth provided Victorian Catholic schools with \$358,000 through the ASLLP.

These funds were directed towards the following priority areas:

- professional development;
- sponsorship;
- program development and material provision.

Specific achievements included:

- professional development to develop a commonality of approach to language curriculum planning and its implementation in classroom practice;
- the Sponsorship Project, which identified a pool of teachers able to teach LOTE, supported them in gaining or upgrading the necessary formal qualifications, and extended the existing data collection and professional development activities for teacher trainees in priority language areas;
- establishment of a LOTE Teacher Task Force, in conjunction with LaTrobe University, to explore P-12 issues in LOTE teaching and intersystemic curriculum development;
- development of LOTE programs in Japanese, Arabic, Vietnamese and Chinese, and Italian curriculum materials; as well as bilingual programs and materials.

INDEPENDENT SCHOOLS

In 1990, the Association of Independent Schools received \$155,000 to support the teaching of languages other than English in Victoria in non-government non-Catholic schools.

The independent sector set the following as its priorities for 1990:

- professional development;
- the development of teaching materials;
- the development of school-based language programs.

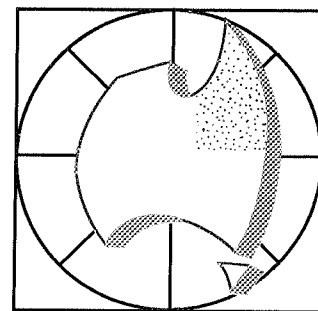
Funding was used to support an extensive range of in-service activities, building on those supported in previous years of the program.

Activities supported included seminars on LOTE methodology and the LOTE Coordinators Network.

Future Directions

The challenge for Victoria's schools and colleges is to ensure that excellence continues to be the overriding goal of educational change. The State Government's key priorities for meeting the challenges of the 90s are:

- **Linking education and training**
To build a comprehensive system of education and training through the continued identification of vocational programs in the VCE and clear and accessible links between courses and qualifications.
- **Excellence for all**
To value standards of effort and achievement in all areas of the curriculum and provide all students with the opportunity to achieve their personal best.
- **Literacy and numeracy**
To continue to improve the levels of reading, writing and mathematics for all.
- **Languages**
To make the study of languages other than English (LOTE) compulsory for all students in Years 7–10 and available to all students in Years 11 and 12, and also to provide LOTE to all students in government primary schools.
- **Technology**
To widen access to technology studies by building on the extensive technology facilities already in schools, and to improve students' knowledge of the world of work through a greater emphasis on work education in Years 9 and 10 and vocational experience across the VCE curriculum.
- **Accountability and reporting**
To implement more accountable and informative ways of reporting on student performance and school programs to parents and the general community.



1 OBJECTIVES AND PRIORITIES OF SCHOOLING

GOVERNMENT SCHOOLS

During 1990, 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

Catholic schools in Queensland during 1990 continued to address a number of key educational priorities. Prominent among those priorities were:

- the development of programs and support services for the teaching of languages other than English (LOTE);
- provision of teacher education which addressed four broad areas: technology; cooperative planning and teaching; literacy and numeracy; and physical education, sport and safety;
- improving the structures and processes of schooling in ways which supported personal growth and self-discipline of students;
- the expansion of Christian leadership programs focusing on shared ministry, collaboration and vision building.

INDEPENDENT SCHOOLS

The Association of Independent Schools of Queensland Inc (AISQ), comprising 103 independent schools, each

with its own governing body, operated according to the following organisational 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.

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. Queensland's demographic profile is characterised by a high population growth rate, an ageing but relatively youthful age structure, a geographically dispersed population and a high proportion of Aboriginal and Torres Strait Islander people.

POPULATION GROWTH

Queensland's average annual growth rate between 1989 and 1990 was 2.6 per cent, compared to the national annual average of 1.5 per cent. While retaining its status of the fastest growing State, Queensland's growth slowed from the high level of 3.2 per cent in the previous year 1988-89.

Migration is the factor which has contributed most significantly to Queensland's growth. Large population influxes from other Australian States occurred in 1981-82 (35,000) and in 1988-89 (45,000). These, together with increasing levels of net overseas migration, have fuelled the State's

growth. More recently there has been an easing of interstate migration, the net gain in 1990 being 36,500. Net overseas migration to Queensland fell significantly from 22,600 in 1989 to 12,500 in 1990, in line with overall Australian trends.

AGE STRUCTURE

In common with another national demographic trend, Queensland's population is ageing. The median age of Queensland's population increased by 1.6 years between 1985 and 1990, when it was 31.5 years, compared to the Australian figure of 32.2 years. The proportion of youth in the Queensland age profile is higher than that for Australia as a whole. In 1990, the proportion of Queensland's population aged 5-14 was 15.18 per cent, compared to the Australian figure of 14.57 per cent, and for the 15- to 19-year-old population, 8.7 per cent compared to 8.22 per cent.

POPULATION DISTRIBUTION

Queensland is less urbanised than other Australian States, with the exception of Tasmania. At the 1986 census, the

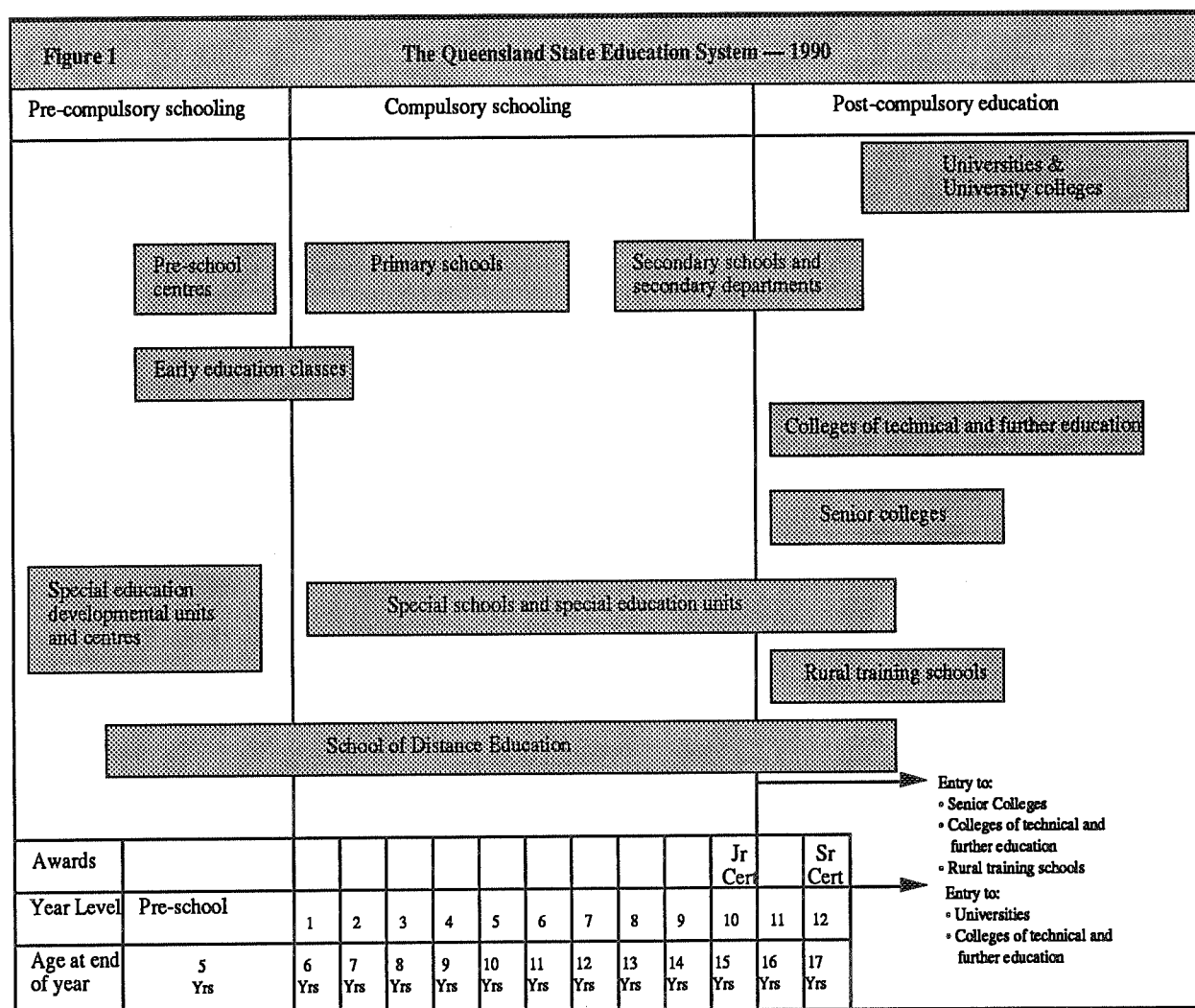
capital city and nearby urban centres accounted for 46.4 per cent of the State's population, compared to the national figure of 67.6 per cent. While most growth is occurring in the south-east corner of the State, Brisbane's dominance is declining in relation to the growth areas of the Gold Coast and Sunshine Coast.

ABORIGINALITY

Another important characteristic of the Queensland population is the relatively large Aboriginal and Torres Strait Islander (ATSI) component (2.4 per cent of Queensland's population at the 1986 census). This represented 61,269 people, which was the largest number recorded in any State, and accounted for 27 per cent of the Australian ATSI population.

ORGANISATIONAL FRAMEWORK

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



Note: In, 1990 the Conservatorium of Music was the only remaining college of advanced education and was in the process of merging with a university.

pre-compulsory schooling, compulsory schooling and post-compulsory education. Details are provided in Figure 1.

GOVERNMENT SCHOOLING: RESTRUCTURING THROUGH CONSULTATION

In 1990, specific Department of Education structural and administrative initiatives included:

- a major consultative review process, called Education: Have Your Say, which examined the organisation and management of the Department's educational services to students and culminated in a major report released in October, *Focus on Schools*;
- the continued phasing in of school development planning through participative processes. By mid-1990, half-way through the three-year phasing in period, 59 per cent of schools were involved in this process;
- the release in April of the discussion paper *Collaborative School Review* (CSR) and the trialling of the CSR process in over 50 schools;
- the continuing emphasis on progressively devolving responsibility for appropriate decision making to the local school community, through involvement in school development planning, resource management and budgeting;
- establishing closer links between education, business and industry through industry experience for teachers, accreditation of school-based TAFE subjects, enhanced work experience programs, and a consultative role for business in curriculum development.

The Education: Have Your Say process consisted of a number of phases. In April-May, staff, parents and interested community groups were consulted regarding their views on how the organisation of educational services could be improved. Data from these consultations were analysed in June and formed the basis of 54 propositions articulated in a public discussion paper distributed in July. Responses to the propositions were received in August and contributed to the preparation of the final report in September. This report, *Focus on Schools*, was submitted to the Minister and the Director-General in October.

Focus on Schools contains a description of the review process, an analysis of the data gathered, a detailed description of how the model for the future organisation of educational services in Queensland would operate in practice and an examination of implementation issues including management of the transition processes.

In *Focus on Schools*, organisational principles for the Queensland public education system were outlined as follows.

- A quality public education system is characterised by equity, effectiveness, participation, responsiveness, and public accountability.

- A service orientation drives the organisation.
- The organisational environment must encourage and support teachers' professionalism.
- People are valued.
- The organisation is directed by a vision for the future.

The principles and directions of *Focus on Schools* have been accepted by the Minister for Education and the Department is now working on the fine details of its implications.

NON-GOVERNMENT SCHOOLING

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 served by a number of non-systemic schools.

During 1990, the Catholic Education Commission commenced work on its strategic plan for 1992-96. Some structural and organisational implications cluster around the following priority issues: funding, policies, curriculum development, research industrial matters, and collaboration at national and State levels.

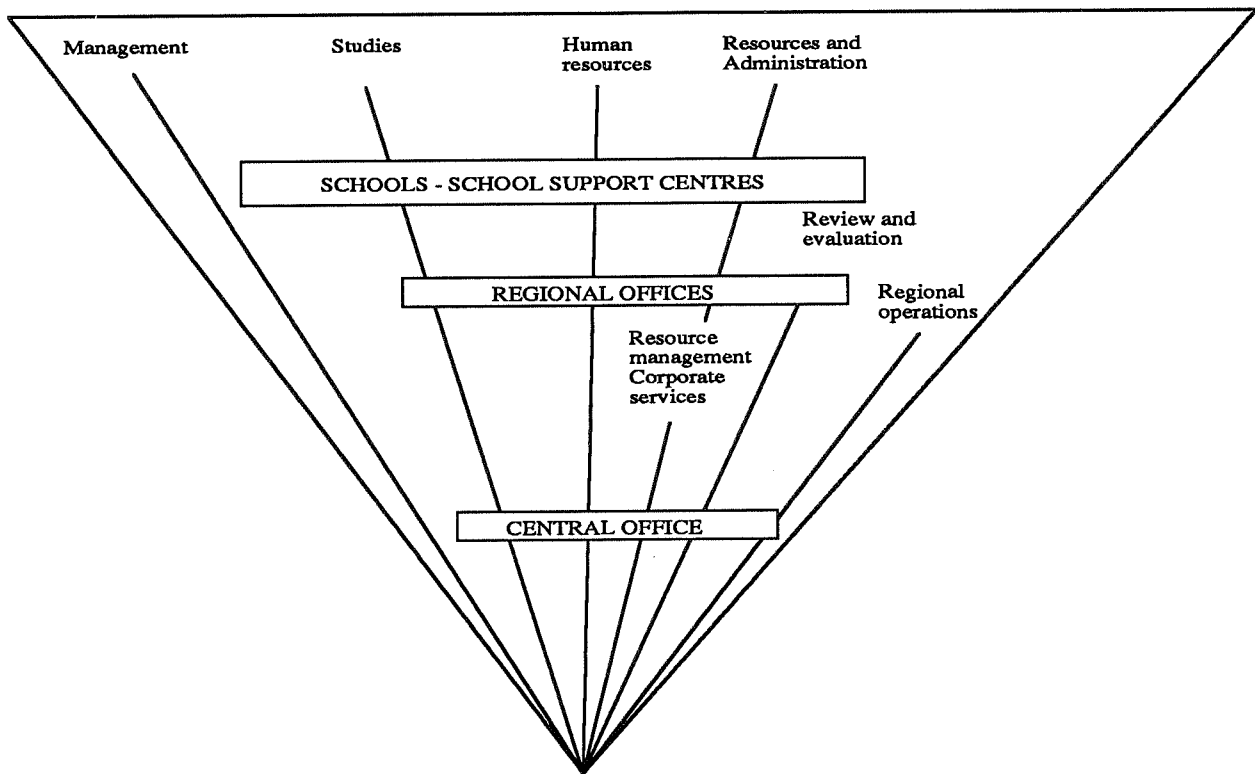
The AISQ, which is centrally located, reflects the diversity of a wide range of religious and non-denominational schools. AISQ policy is established by executive and education committees elected annually from representatives of member schools. A small secretariat implements policy and supports member independent schools through a variety of services including information on Commonwealth issues, representation/advocacy, liaison with systems and governments, cooperative schemes, promotion of independent schools, and education support through professional development, curriculum development and inservice activities.

Throughout 1990, Government consulted with the above two peak bodies in respect of policies and programs affecting non-government schools.

In addition, on 9 July 1990, the Ministerial Advisory Committee on Non-State Schooling (MACNSS) began operation and the Office of Non-State Schooling was established to provide executive support to this Committee. The role of the Office is to:

- obtain and coordinate the information required to advise the Minister on matters relating to non-State schooling as directed by MACNSS or requested by the Minister;
- monitor the impact of Queensland Government education policies on the non-State schooling sector in Queensland;
- facilitate cooperation throughout the non-State

Figure 2. Organisation of educational services (Focus on Schools)



schooling sector and with the State schooling sector, and liaise with officers within the State and Commonwealth governments.

The Office, through MACNSS, helped to facilitate the involvement of the non-State sector in a number of initiatives during 1990, including the intersystemic inservice program for the new tertiary entrance system; and the Education: Have Your Say process.

The major focus for MACNSS and the Office during 1990 was on the development of proposals for the implementation of needs-based funding for non-State schools.

3 CURRICULUM

STATUTORY CURRICULUM BODIES

The Ministerial Consultative Council on Curriculum is a statutory body whose functions and powers are defined by the provisions of the Education (Consultation on Curriculum) Act 1988. A major focus of the Council's activities is broad-based community consultation on all aspects of the curriculum issues arising from these consultations.

During 1990, the Council co-jointly sponsored a major conference, Curriculum Directions for the 1990s. As part

of its consultation process, it also commissioned research projects and produced monographs focusing on the new basics, educational standards and student achievement. Its second report to parliament was entitled *Consultation: Towards the Development of Guiding Principles and Practices*.

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). Subject advisory committees in all major curriculum areas assist the Board in performing its functions. These in turn are supported by subcommittees providing advice in specific subjects.

In September 1990, the Minister approved special allocations of finances to the Board to support the implementation of new tertiary entrance procedures (see Section 5). This support was for such activities as developing and administering a new core skills test and undertaking calculations associated with the new procedures; researching, reviewing and improving assessment in the senior secondary school; and participating in a continuing awareness and understanding program for teachers, students and parents.

CURRICULUM DEVELOPMENT IN THE DEPARTMENT OF EDUCATION

In 1990, key Department of Education curriculum initiatives included:

- coordination of and participation in national collaborative curriculum activities in the areas of mathematics, science, studies of society and the environment, literacy, and Japanese;
- curriculum development associated with Business Education Centres and Electronic Learning Centres, parliamentary education and early childhood education;
- a further emphasis on literacy and numeracy;
- promotion of languages other than English (LOTE) and cultures as a consequence of State government priorities;
- the undertaking of specific formative and summative curriculum research studies.

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

During 1990, the Ministerial Advisory Committee on Curriculum Development (MACCD), established in 1989, continued to advise the Minister for Education on all aspects of curriculum development in Queensland schools from preschool through to Year 12.

Curriculum development continued in both the P-10 and post-compulsory areas.

The P-10 curriculum development program aimed to provide all children from preschool to Year 10 with continuity of learning experiences while also catering for their individual needs, strengths and interests. During the year, initiatives and developments in this area included:

- publishing of the *P-10 Health and Physical Education Framework* (each curriculum area framework defines the nature and scope of the general area and forms the basis for developing syllabuses, guidelines and support materials);
- drafting of syllabuses and guidelines for years 1-10 English language arts and languages other than English (LOTE);
- drafting of source books for Year 1-10 LOTE and mathematics;
- drafting of teacher handbooks for Years 4-7 handwriting;
- preparation of case studies as a result of an investigation into alternative curriculum organisation procedures and structures in schools which may more appropriately facilitate the implementation of the P-10 Curriculum Framework. Publication and dissemination of these case studies allowed schools to share programs and

ideas such as Year 8 in the P-10 Continuum, The Vertically Inclusive Curriculum, The P-10 School, Multi-Age Grouping and The Cluster Literacy Project.

The post-compulsory curriculum development program aimed to develop a broader curriculum in the post-compulsory years in order to provide a foundation for employment, further study and active participation in society. During the year, initiatives and developments in this area included:

- publishing of the draft Senior Schooling Curriculum Framework, entitled *Focus on the Learner*, the result of an intensive State-wide consultative process. Sample case studies and a 12-minute video accompanied the framework;
- drafting of the Years 11 and 12 syllabus in tourism.

To support the implementation of curriculum in schools, access to high-quality print and non-print curriculum resource material continued to be provided by the Department of Education Library and the Film and Video Library, as well as by individual school resource centres.

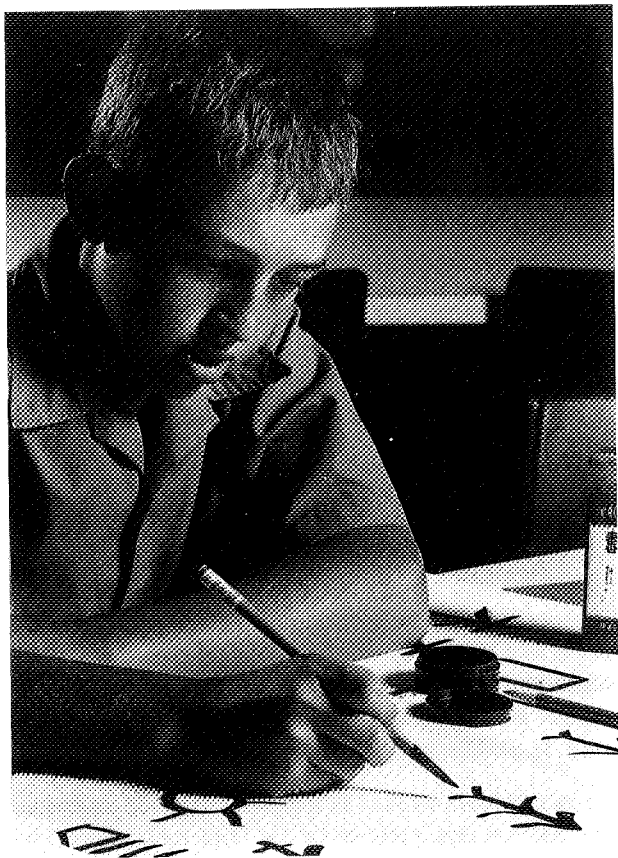
Consultants also worked in regions to provide inservice, especially on issues relevant to the implementation of the P-10 curriculum.

CURRICULUM REVIEW IN THE DEPARTMENT OF EDUCATION

Early in 1990, the Department of Education became involved in research and evaluation tasks associated with the Asian Studies P-12 curriculum development project, co-jointly sponsored by the Department and the Asian Studies Council. Preliminary findings were presented at the November 1990 National Conference of the Asian Studies Council held in Melbourne.

During 1990 also, a range of research and evaluation studies were undertaken which monitored and reviewed the P-10 curriculum development program. Activities focused on:

- the degree of understanding of P-10 concepts and level of acceptance.
One study revealed that while teachers generally displayed very little awareness or understanding of the formal aspects of P-10, in many schools, they were already addressing in a variety of ways P-10 issues such as continuity, school-based curriculum development, curriculum integration and a child-centred approach.
- the uptake and level of use of, and level of consistency across, P-10 documents.
In general, studies undertaken did not reveal any apparent inconsistencies between the major elements and philosophy of the P-10 Framework, and the assortment of activities and



Languages other than English—a Government priority in 1990

materials provided to support it. Furthermore, although the development and dissemination of P-10 curriculum materials was sporadic at times, it was found that the overall program did not suffer from a lack of internal consistency. Some interviewees, however, considered that the issue of consistency needed to be kept in mind by the curriculum developers.

- P-10 networks and teacher support provision. It was found that while the broad issues and concepts underpinning P-10 were generally accepted by teachers, concerns were expressed regarding P-10 networking and implementation issues. Uneasiness and confusion among teachers with respect to P-10 was often caused by either a lack of information or misinformation. Despite the existence of a plan to guide the development and implementation of P-10 in schools, findings suggested that the development of P-10 curriculum materials was not seen to have occurred in a systematic manner.
- information on specific P-10 curriculum areas. For example, a study into the language education area found that respondents strongly endorsed the P-10 Language Education Framework in its ability to promote an appropriate policy for the language education of children in the P-10 years.

Evaluations were also undertaken in the post-compulsory senior schooling area and included activities such as:

- evaluation of the development of the Senior Schooling Curriculum Framework. In this area, investigation revealed that vigorous efforts to communicate the emerging proposals to a wide network was evident, but that time would be needed for a sense of ownership to develop;
- formative and summative evaluations of trial Departmental syllabuses, for example, catering and early childhood. Studies indicated that the development of both these syllabuses was proceeding successfully;
- evaluations of the trial Board of Senior Secondary School Studies trial syllabus in Chinese and trial/pilot syllabus in Dance for Years 11 and 12.

Towards the end of 1990, a comprehensive curriculum review was foreshadowed in *Focus on Schools*, with the recommendation 'that the Minister for Education establish a review group to reform the structures and processes used in the management of P-12 curriculum development, implementation, accreditation and student certification in Queensland ...' This review, along with an internal Departmental P-10 review, is being conducted in 1991.

CURRICULUM IN 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 1990, the Queensland Catholic Education Commission continued to participate with statutory bodies, the Department of Education, universities, business and industry, in the processes of curriculum development. Major developments were pursued in the areas of technology and languages other than English. A pilot project was developed which focuses on a negotiated curriculum with futures and justice perspectives.

Stronger links were forged with tertiary institutions, particularly Australian Catholic University and TAFE, on ways of maximising the curriculum effort. The network of diocesan (local) curriculum structures has been maintained and enhanced.

The approach of many independent 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.

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. For example, independent schools were involved in Board of Senior Secondary School Studies activities and funded the cost of teacher release to participate in subject committees.

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 of Senior Secondary School Studies (BSSSS) subjects;
- Board (BSSSS)—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.

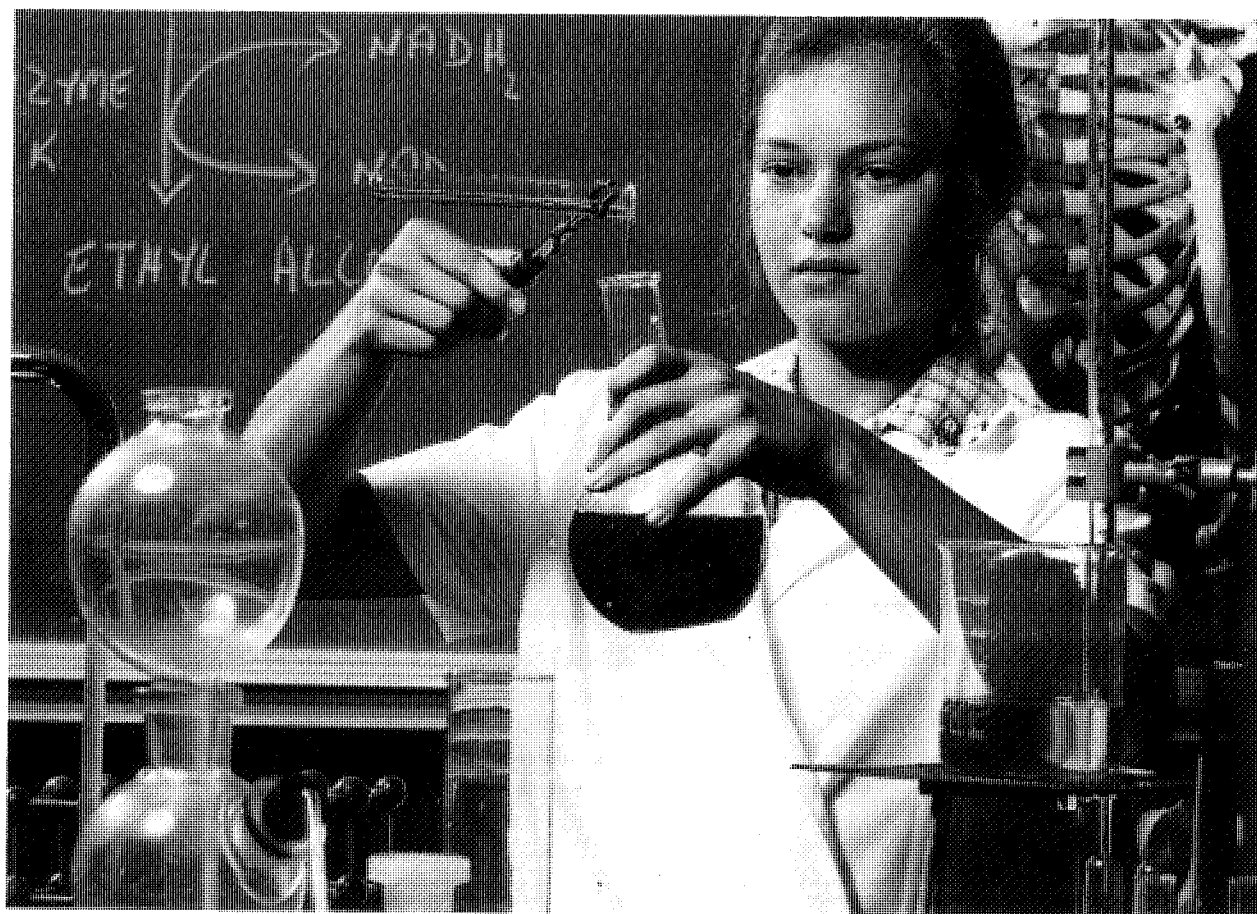
Board-registered school subjects are those developed by individual schools to meet specific perceived needs. School work programs for Board-registered school subjects are developed according to prescribed guidelines and must be submitted to the Board for accreditation.

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

NUMBERS OF SCHOOLS AND STUDENTS

Details of the numbers of schools and school students in Queensland are provided in Tables 1 to 3.



Science education—an important part of senior secondary studies

Table 1. Number of schools by sector, level and location

	Urban	Rural	Total
Government			
Primary	399	604	1,003
Secondary	108	60	168
Combined	1	62	63
Special schools	62	4	66
Total	570	730	1300
Non-government			
Primary	169	69	238
Secondary	70	15	85
Combined	55	17	72
Special schools	5	0	5
Total	299	101	400
All Schools			
Primary	568	673	1,241
Secondary	178	75	253
Combined	56	79	135
Special schools	68	4	72
Total	870	831	1,701

Note: Excludes three Centres for Continuing Secondary Education and six Schools of Distance Education. In this chapter, definitions of rural and urban are based on Australian Bureau of Statistics definitions of urban and rural with the exception that rural has an upper threshold of 10,000 persons and urban refers to 10,001 and above.

Sources: Schools census, Queensland Department of Education; Non-government schools census Commonwealth DEET

Table 2. Number of students by sector and locality, Queensland, 1990

	Government	Non-government	All schools
Urban	276,948	114,755	391,723
Rural	114,301	15,248	129,549
Total	391,249	130,023	521,272

Note: Full-time enrolments only and excludes preschool enrolments. (This applies also to Table 4.)

Source: Queensland Department of Education

Table 3. Number of students by sector and gender, Queensland, 1990

	Government	Non-government	All schools
Male	199,658	66,466	266,124
Female	191,591	63,557	255,148
Total	391,249	130,023	521,272

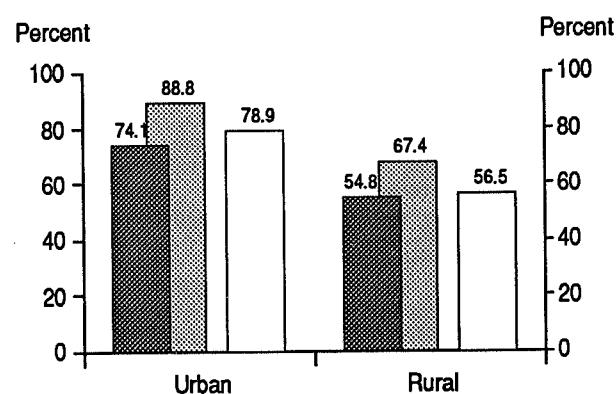
Source: Queensland Department of Education

POST-COMPULSORY RETENTION

Overall, the retention rates to Year 11 and Year 12 for all Queensland schools continued to rise in 1990 (83.8 per cent and 74 per cent respectively). This represents a rise from the rates recorded for 1989 (80.1 per cent and 69.7 per cent respectively).

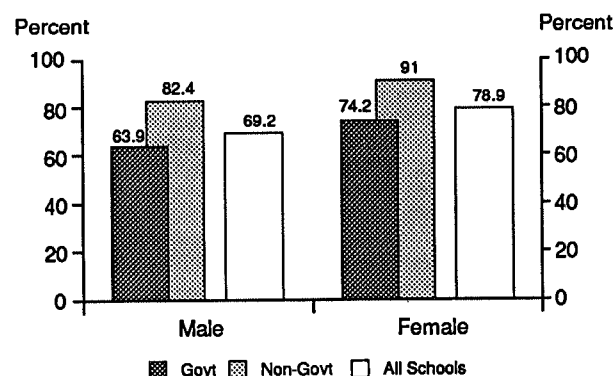
There were, however, retention rate differences among various segments of the student population in Queensland, as exemplified in Figures 3 and 4.

Figure 3. Retention rates by sector and locality



Source: Queens Govt Non-Govt All Schools

Figure 4. Retention rates by sector and gender



Source: Queensland Department of Education

During 1990, 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. Specific State-wide initiatives in these areas included the following:

- The Senior Schooling Support Program (SSSP) was developed, incorporating the School-Industry Links Program, which began in 1989. A total of \$5 million was provided for the Program in 1990-91, with 80 per cent being

allocated directly to schools. There are four elements to the SSSP: work education, the curriculum framework, corporate goals, and broadening of the curriculum.

- A draft of the Senior Schooling Curriculum Framework was made available.
- A process to develop a vision for post-compulsory education in Catholic contexts was commenced. This vision statement will ultimately guide future initiatives of Catholic education in the post-compulsory years of education.
- TAFE/Secondary courses involving local secondary Catholic colleges and TAFE colleges were expanded. For example, St Joseph's College, Nudgee, established an on-campus annexe of the Northpoint College of TAFE.

In addition to the above initiatives, 38 Queensland government schools were targeted to receive funds from the Commonwealth Students at Risk Program (STAR), a program operating over the 1990 and 1991 calendar years, with the aim of improving participation in education for especially disadvantaged young people. Funds were distributed to both high school and schools with secondary departments. Activities in these schools included:

- the use of a wide range of survey and investigative procedures to detail the characteristics of 'at risk' students. School community members were questioned and efforts were made to contact past early school leavers;
- the introduction of innovative organisational arrangements such as revised time-tabling, enhanced subject offerings combining study and part-time work through 'flexitime' procedures, incorporating more TAFE options; and cooperative resource/facility exchanges among schools;
- developing easy-to-read publicity and information material about schools, their curriculum and operation.

EDUCATIONAL PARTICIPATION THROUGHOUT THE SCHOOL YEARS

One of the aims of school education in Queensland is to ensure that students receive a high-quality education appropriate to their needs, taking into account differences in ability, race, culture and gender. Details on major 1990 activities catering for individual needs are provided below.

SPECIAL EDUCATION

Catering for students with special needs continued to be an important feature of schooling provision in Queensland. Highlights in 1990 included:

- a vigorous program of research, consultation and publications undertaken by the Ministerial Advisory Council for Special Educational Needs. Publications included *Strategies for Change and The Way Ahead*;

- continued support for the development and maintenance of individual education plans and school development plans;
- development of policy statements on support teaching and nursing services in schools and the role and responsibilities of newly appointed occupational therapists and physiotherapists;
- the conduct of reviews of educational provision for students with motoric disorders, and those with hearing impairment who were attending secondary special education programs;
- continuing professional development, including courses on the impact of technology in the disability area, and training to support students with learning adjustment difficulties;
- the employment of 79 classified guidance officers and 308 guidance officers based in 34 district special service centres across the State. Special projects developed during the year were associated with self-esteem and traumatic incidents affecting schools;
- an increase in the number of sites (from 300 to 500) using the Job and Course Explorer (JAC) computer database, with most State high schools and secondary departments now using the program.

Details on the number of government schools enrolling students with disabilities are contained in Table 4, while Table 5 provides details on the number of students with disabilities by gender.

Table 4. Number of government regular and special schools enrolling students with disabilities, Queensland, 1990

Special schools	Special classes	Regular classes	Total
66	91	1,236	1,393

Source: Queensland Department of Education

Table 5. Number of students with disabilities by gender and school type, government schools, Queensland, 1990

School type	Male	Female	Total
Special school	2,274	1,489	3,763
Special class	810	475	1,285
Regular class	20,035	19,080	39,115
Total	23,119	21,044	44,163

Source: Queensland Department of Education

The Commonwealth-funded Special Education Program assisted in the provision of special education services in Queensland. These included the Special Education Recurrent and Integrated elements, the Early Special Education Element, the Children with Severe Disabilities Element, and the Children in Residential Institutions Element.

Funds from the Recurrent Element were used to supplement operating costs of special education facilities within Queensland, while the Integration Element concentrated on:

- the development and conducting of effective classroom management inservice training workshops for teachers of behaviourally difficult children to facilitate integration into regular school settings;
- the production of the Exchanges 1, 2 and 3 videotapes and support materials for teachers and parents of isolated children with speech and communication difficulties;
- continuation of the *Children with Special Needs* series by the production of the classroom teacher guide for *Children in Crisis*, covering emotional disturbance, child abuse, domestic violence, self-abuse, divorce and loss.

Priorities for funding in the Early Special Education Element were on the growth of learning and development opportunities for youngsters with disabilities to age 6 years. Funds also assisted with the integration of young children into regular preschool activities and programs, and also with the development of professional competencies for staff working in the area. Particular focus was on:

- isolated students receiving early special education;
- delivery of programs in which therapists could assist teachers in program development;
- provision of professional development activities focusing upon disabled students with additional motoric disorders.

One of the outcomes of the policy of decentralisation is that children with severe disabilities are being maintained in their home environments. Priorities for funding in this area were therefore given to the provision of educational programs for these children in isolated areas. A State-wide support service was carried out through the funding of program assistants in local schools. A second priority was the provision of support services such as therapy.

Funds for the Children in Residential Institutions element were allocated to five government departments, 16 religious organisations and ten voluntary agencies, according to such criteria as Commonwealth eligibility guidelines, the degree to which the submission encouraged educational outcomes, the degree of family support, newly established caring facilities, specific contextual information, and cost effectiveness.

High priority examples for funding by the Children in Residential Institutions Element were the funding of a

tutor to assist seven children with homework; the purchase of a computer to assist children in their school work; and the payment of art and drama workshop fees to assist emotionally disabled children in fostering self-esteem.

During 1990, the non-government peak authorities, QCEC and AISQ, both sought a change of arrangements for the administration of specific Commonwealth non-government Special Education Program funds.

DISTANCE AND RURAL EDUCATION

During 1990, the six schools of Distance Education continued to cater for the growing number of students who are unable to access education through mainstream classrooms. These students may be isolated by distance or have a medical condition; or their parents may be itinerant, travelling, overseas, or have chosen a home schooling situation. Many adults also need to access services to continue their own education.

Charleville School of Distance Education was relocated in new buildings after the disastrous floods of 1989, and the Cairns centre began operating in new buildings with an extension on the Year 2 services to a full Year 1-7 program. Capricornia region set up a cluster structure to best serve its students' needs.

Each centre extended the face-to-face contact between teachers and students through in-reach and out-reach programs, camps, visiting teachers and a range of interactive programs.

The Distance Education Support Unit continued the development of teaching and learning materials for all primary subjects and a number of secondary subjects. Wide consultation with all the stakeholders was central to this process. Development also began on material for Years 6-8 German, Italian, French, Japanese, Chinese and Indonesian languages.

Other activities included facilitating the collegiate network of principals of schools of distance education; investigations into the requirements and optimal use of technology; and professional development at all levels to enhance the service to students.

Within the non-government sector, both Catholic and independent schools continued to provide an alternative to distance education through 53 boarding schools throughout Queensland, enrolling over 9,100 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 \$295,000 on the Boarding School Project, which has included professional development of boarding school supervisors. The Australian Catholic University now offers a boarding supervisor's certificate, and associate diploma and diploma studies in Residential Care and Management, as a result of the Queensland Non-Government Boarding Schools Project. These courses are available in each State and Territory.

With respect to rural education, the Commonwealth-funded Country Areas Program (called Priority Country Areas Program in Queensland—PCAP) continued to support innovative projects in government and non-government schools, which assisted in alleviating the effects of geographical isolation on rural children.

During the year, PCAP activities were characterised by increased localised decision making, especially through cluster-based structures, and the development of area-specific strategic and operational plans.

Some major activities included:

- the provision of social, cultural and educational experiences, through an increasing array of 'on-site' programs, particularly in the fields of art, music, instrumental music, drama, dance and theatre; and through 'off-site' excursions and enrichment camps;
- the provision of consultancy and resource support services to assist in overcoming the professional isolation of teachers and tutors, for example, itinerant teachers, specialist visits, technical officers, curriculum resources, including the 'user-friendly' *Music Resource Kit* for small school settings.

IMMIGRANT EDUCATION

Immigrant Education activities provided equity and access for immigrants through high-quality language support and information services. The basic premise for IES programs is the belief that language is more readily learnt through reference to the mainstream context in which a learner operates.

During 1990, activities included:

- bilingual programs mounted at two primary schools with high Vietnamese populations in Years 1 and 2; intensive language centres for children aged 11 or 12; the operation of the Milperra Special School for the initial assessment, placement and referral for newly arrived non-English-speaking adolescents who wish to continue with their high school education; and the continuation of visiting English as a Second Language (ESL) teacher and consultancy services;
- curriculum support services through the Queensland Immigration Education Support Centre, including the development and dissemination of teaching materials associated with English Language Development Across the Curriculum (ELDAC) and Language in Learning (LIL) projects. Non-government schools also took advantage of these materials, recognising their excellence;
- development of the Curriculum Centred Language Assessment Project (CCLA) which is exploring a more equitable basis for the

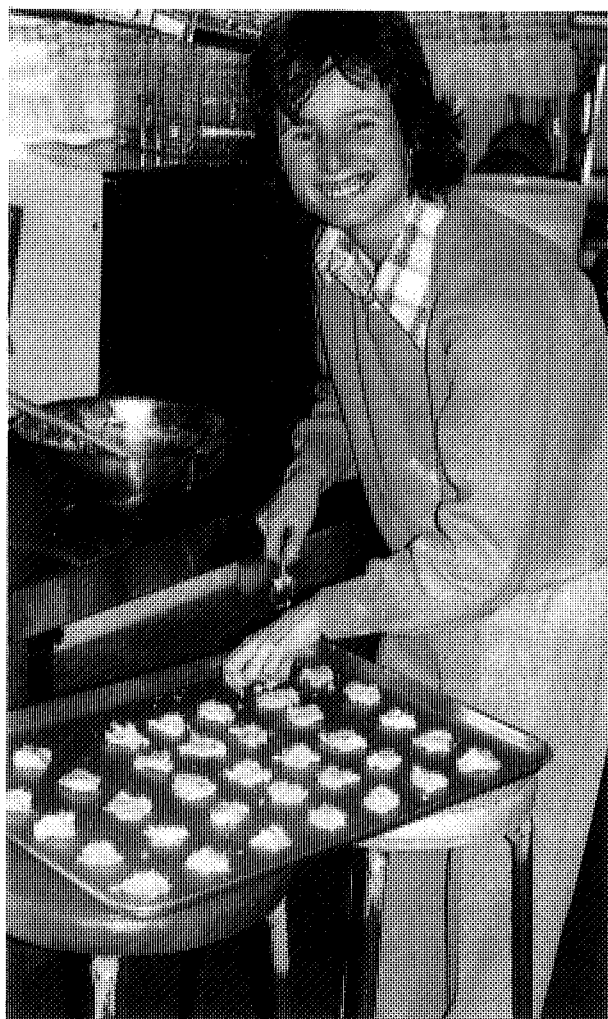
assessment of preschool, primary, secondary and adult bilingual learners;

- continuation of a staff development program which provides ongoing activities for teaching staff and offers the Diploma in the Teaching of English Across the Curriculum in Multilingual Schools, which is an internationally recognised qualification.

SOCIO-ECONOMIC DISADVANTAGE

The Commonwealth Disadvantaged Schools Program continued to fund activities in both government and non-government schools which aimed at improving the educational participation, learning outcomes and personal development of young people disadvantaged by socio-economic circumstances.

In the government sector, the Disadvantaged Schools Program is called the Special Programs Schools Scheme (SPSS) in Queensland.



Through a community-based learning program funded by the Special Programs (Disadvantaged) Schools Scheme, students gained valuable work skills.

During 1990 an emphasis of the SPSS was placed on:

- cluster activities, in which specialised personnel and resources were shared, for example the Inala-Richlands cluster, Brisbane North cluster;
- professional development, for which a number of regions undertook awareness-raising and professional development seminars and programs involving staff and community representatives to foster knowledge of SPSS's objectives and strategies in addressing socio-economic disadvantage;
- information sharing and awareness-raising which included the publishing and distribution of a regular magazine entitled *Sharing*.

Disadvantaged Schools Program funds were utilised to support a range of school-based activities, among which the following were prominent: curriculum development in literacy and numeracy; development of pastoral care strategies; provision of suitable support staff; acquisition of learning materials; and access to wider cultural opportunities.

ABORIGINAL AND ISLANDER EDUCATION

Highlights in Aboriginal and Islander education during 1990 included:

- the development in the first quarter of Queensland's strategic plan and the Department's operational plan to implement the National Aboriginal and Torres Strait Islander Education Policy;
- State Cabinet's approval in March of the collection of data on Aboriginal and Torres Strait Islander (ATSI) students, with the first census being conducted in July;
- the enhancement of the Queensland Aboriginal and Torres Strait Islander Education Consultative Committee from a Departmental committee to a Ministerial advisory body;
- the commencement of capital works under the Aboriginal Education Program at Aurukun, Badu Island, Bamaga, Birdsville, Cherbourg, Thursday Island, Hopevale and Lockhart;
- the operation of the Wangetti Education Centre, a 100 per cent Aboriginal boarding school which has 80 students at post-compulsory level;
- the continuation of the Aboriginal and Islander Tertiary Aspiration Program (AITAP) to provide support for ATSI secondary students. AITAP operated in 30 Queensland secondary schools during 1990;
- the delivery by Aboriginal and Islander Education Branch of 79 professional development activities for teachers of ATSI students, and a State-wide professional development workshop in Brisbane in December which was attended by

ATSI community counsellors, teacher aides and resource people;

- new Catholic education developments in the ATSI area, including: an Aboriginal and Islander Cultural Studies Centre at Inala which provided enhanced support to Catholic schools; staffing improvement at the Cairns (St Augustine's) transition unit; employment of a number of home-school liaison officers in regional areas; and the formalisation of a State-wide coordinating Aboriginal and Islander Catholic Education Committee—AICEC.

In 1990, the retention rate to Year 12 of ATSI students in all schools in Queensland was 36.8 per cent, based on ABSTUDY data.

EQUITY ISSUES

During 1990, a comprehensive process of consultation was undertaken in developing a set of principles which would provide direction to the Department of Education's social justice response within its Development Plan. This culminated in the conduct of a three-day forum on Social Justice in Education attended by students, teachers, administrators, community people and university lecturers. Following this, a draft Social Justice in Education strategy was developed and disseminated in December 1990 for comment. Further work in this area is continuing in 1991.

In July 1990, the Ministerial Advisory Committee on Gender Equity was established. During the year, the Minister was provided with advice on gender equity policy, school uniforms, corporal punishment and gender-inclusive curricula.

Other equity activities undertaken in 1990 included:

- the publication of *Razz* magazine (a gender-inclusive magazine for Year 8s) and the accompanying *Springboard Ideas for Teachers*;
- the publication of *Equity Issues*, focusing on cultural equity through languages other than English (LOTE); and *Equity Resources*, which concentrated on cultural and gender stereotyping, and language and gender;
- the conduct and the publication of GEAR (Gender Equity Action Research) evaluations and case studies;
- the maintenance of regional-central office information networks, and initiatives taken by central office to develop understandings of all Department officers about equity issues, through lunchtime meetings, workshops and seminars;
- the production by the Queensland Catholic Education Commission (QCEC) of the first draft of its *Guidelines on the Use of Inclusive Language*, to support the Commission's *Statement on Gender Equity* previously distributed to schools.

In August 1990, in anticipation of State anti-discrimination and equal employment opportunity requirements across the public sector, the Department of Education engaged two consultants to assist in the development of an Equal Employment Opportunity (EEO) Management Plan. An EEO Consultative Committee was also established in late 1990 and reports arising from the consultancy are being prepared in 1991.

INFORMATION TECHNOLOGY

During 1990, the provision of technology and training continued to ensure that Queensland children are equipped with skills consistent with the computer age. Specific initiatives included:

- the increased provision of the number of courses available, for example Practical Computer Methods (PCM) in 133 secondary schools and Information Processing and Technology (IPT) in 48 secondary schools;
- the completion of the second stage of establishing Business Education Centres in secondary schools, with 106 centres commencing in existing commerce classrooms;
- the operation of Electronic Learning Centres (ELCs) in 200 primary and secondary schools;
- individual projects investigating the modes of use of technology by students, for example, the home use of computers, tele-learning, information access, the Australian Associated Press (AAP) news service in schools, additional on-line services, and the use of Keylink.

OTHER SPECIAL SUBJECT AREAS

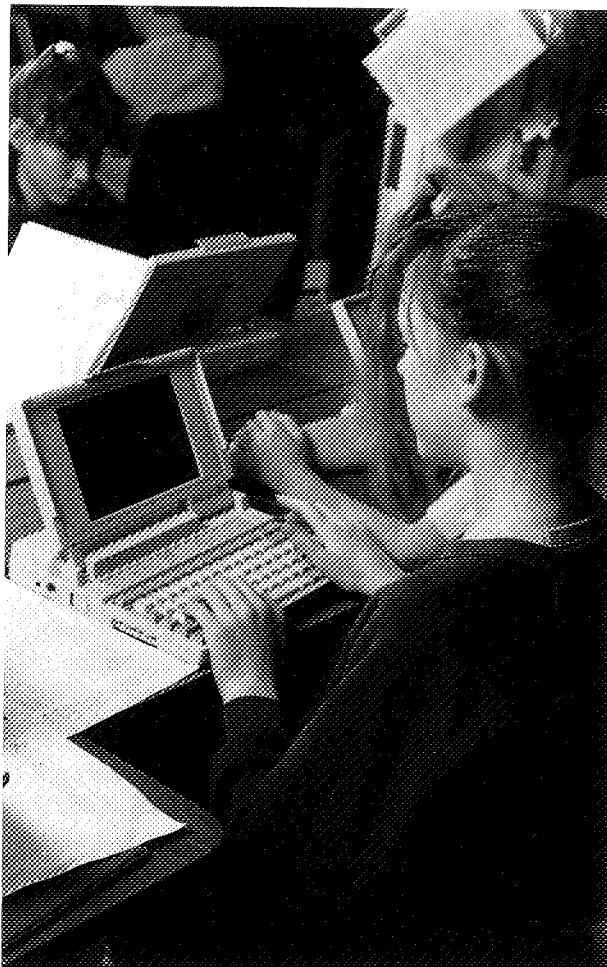
In keeping with the aims of increasing levels of educational participation and to cater for individual needs, special activities and programs were continued in such areas as art; music; environmental, agricultural, road safety, religious and drug education; and human relationships.

5 STUDENT OUTCOMES

ASSESSMENT POLICY

Student assessment is part of the whole teaching-learning process and 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 purpose are:

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



Computers in the classroom—an increasing primary school resource

STATE-WIDE ASSESSMENT INITIATIVES

The Department of Education's Assessment of Performance Program is designed to complement information gained from previous State and national monitoring programs and from other practices implemented as part of the Department's approach to State-wide accountability and development. This approach stresses the importance of having comprehensive, State-wide student performance information for accountability purposes. Overall, the Program aims to provide State-wide indicators of performance in aspects of mathematics, reading and writing.

The approach adopted for the Program involves the application of Item Response Theory (IRT) to the measurement of student performance. A 'light sample' approach is used. This involves sampling from the curriculum and sampling from the student population.

Tests in aspects of mathematics and aspects of reading and writing were developed and administered in September 1990 to representative samples (approximately 5 per cent)

of Year 5, Year 7 and Year 9 students in State and non-State schools in Queensland. Additional samples included 10-year-old and 14-year-old students to allow links to be made with previous studies. In all, over 21,000 students from a total of 741 schools participated in some part of the Program.

Results are available for the mathematics component of the 1990 State-wide Assessment of Performance Program. This component covered aspects of mathematics defined as Number, Spatial Relationships, and Data Handling and Chance. The major overall findings of the Program are the following:

- For each year level, on average, students perform as well on Number as on Spatial Relationships and Data Handling and Chance.
- Comparisons of performance across year levels display evidence of mathematical growth from Year 5 to Year 9, with the increase in performance between Years 5 and 7 greater than the increase from Years 7 to 9.
- There is a sharp contrast between the very few students who perform at a level where only elementary and basic skills are exhibited and the majority (at least 75 per cent) of students who demonstrate strong mathematical performance.
- Over 80 per cent of students in Years 5, 7 and 9 are competent in number algorithms (Number). They can cope with measurement conversions and complex calculations, exhibiting a sound understanding of number concepts. They are proficient in applying them to a range of mathematical tasks.
- The greatest rate of growth is evident for Spatial Relationships, such that by Year 7 and 9 all but a few students are beyond a basic skill stage, with many at the highest performance band, indicating sophisticated and well-developed spatial understandings.
- Performance in handling data is strong with a significant growth pattern over the years. Almost half of Year 5 students, and the vast majority of Years 7 and 9 students, demonstrate ability in data analysis, using information represented in graphical and other forms, and displaying skills in applying such information in a wide range of mathematical operations.

The results of all components of the assessment program, (mathematics, reading and writing) are being published in detail in 1991.

Figure 5a shows the overall results for each year group. Students' performance was mapped over skill levels, from 1 to 5, with the higher number indicating performance at a more advanced level. Figure 5b provides a synopsis of the five levels.

Figure 5a. Overall mathematics performance Years 5, 7 and 9 students

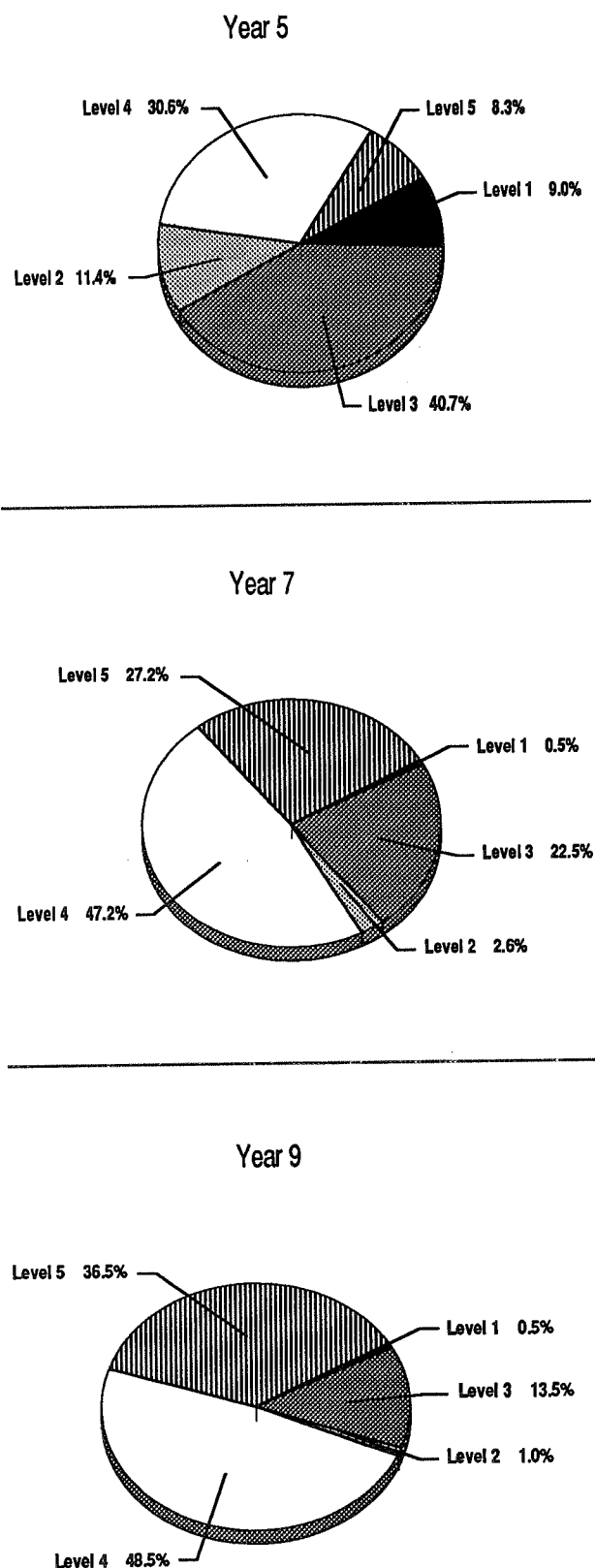


Figure 5b. Synopsis of the five levels

Level one

- know and apply basic mathematical facts
- read tables and graphs
- compare numerals
- compare units of measurement
- carry out simple calculations on whole numbers
- count and round off whole numbers
- understand decimals to tenths
- identify shapes and patterns
- compare amounts of money

Level two

- choose and apply basic operations
- calculate and record time
- calculate with whole dollars and multiples of five cents
- represent fractions in various forms
- understand place value to hundredths using information from grids
- match data sets to their graphical displays

Level three

- understand negative numbers
- identify appropriate area and volume units
- calculate the dimensions of common shapes
- understand angles and line segments
- apply mathematical processes in realistic money, time and measurement situations
- apply concepts of fractions in everyday contexts

Level four

- analyse complex patterns in number sequences
- understand measurements in two- and three-dimensional space
- read, interpret and manipulate information
- apply knowledge of angles
- use multi-step processes in calculations of money, time and measurement
- calculate in whole and decimal number operations
- substitute values in algebraic expressions

Level five

- synthesise data from graphical displays
- convert decimal and common fractions
- evaluate complex numerical expressions
- understand algorithms
- calculate areas and perimeters of combined shapes
- interpret diagrams and perform multi-step operations
- apply formulae to determine dimensions of common shapes
- make inferences from data
- rotate shapes and sets of points

STUDENT ATTITUDES

A survey of students' participation in the work force carried out during 1990 included comparison between working students and non-working students on a range of attitudes to school. Close to 3000 students in 12 schools were surveyed. The report, *Working Students*, is being published in 1991 and is being distributed to secondary schools. Results of the survey indicate that involvement in paid employment seems to be unrelated to students' perceptions of the relevance of schooling, the way they are treated in school, their current rate of progress in school or the value of work experience organised by the school.

Other activities in this area during 1990 included:

- the preparation and validation of an item bank for the assessment of confidence in mathematics. The bank includes 107 items and was validated for the 1–10 mathematics syllabus objectives by those responsible for the syllabus. The bank is intended for use by teachers and researchers, and is being published in 1991;
- the development of a set of criteria for schools to use in reviewing teacher–student relationships in senior schooling. In 1991, appropriate support materials are being prepared, prior to the dissemination of the material to schools.

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 increasingly being issued to students so that they can collate their schooling achievements—academic results, skills, interests and personal qualities—from Year 8 to exit.

The Student Portfolio, first issued free to Year 10 students in 1989, was again distributed at the end of 1990 to all Year 10 students in State high, independent and Catholic schools. During 1990, a set of guidelines and a three-part video pack to support the student portfolio process were prepared. Part I of the video is a rap presentation to encourage students to keep portfolios. Part II is for inservice of teachers and features classroom strategies which may be employed. Part III is for publicising the project to industry and the community. Early in 1991, the promotional materials were officially launched by the Minister for Education.

With respect to certification and credentialling for senior schooling, Year 12 students are eligible to receive the Senior Certificate provided they remain at school until the statutory date specified by the Board of Senior Secondary School Studies (BSSSS) and have completed at least one semester of study in any of three categories of subject.

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.

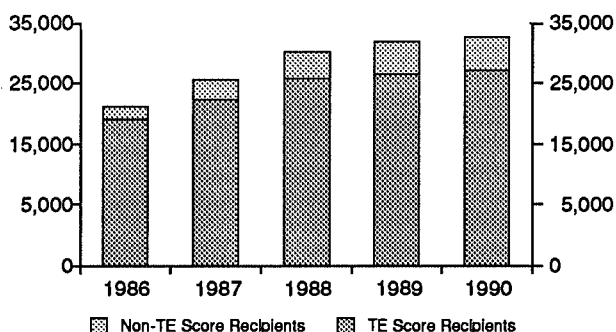
SELECTION

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 6 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 1986–90 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 6. Number of students completing Year 12—recipients and non-recipients of a TE score



Source: Board of Senior Secondary School Studies

REVIEW OF TERTIARY ENTRANCE PROCEDURES IN QUEENSLAND

Early in 1990, the Minister for Education appointed Professor Nancy Viviani, Department of Political Science at Australian National University in Canberra, to undertake a major review of tertiary entrance procedures in Queensland. A Reference Committee, chaired by Professor Ken Wiltshire, Department of Government, University of Queensland, was also established to provide Professor Viviani with access to the views of all interested parties.

The purpose of the review was to recommend alternative methods of selecting students into universities which would minimise the problems associated with the previous system. Professor Viviani's report contained 10 recommendations in which the major changes proposed were:

- the formation of a new body, the Tertiary Entrance Procedures Authority (TEPA), the chief responsibility of which will be to monitor and advise the Minister for Education on tertiary entrance procedures in Queensland;
- the abolition of the existing TE score for selection of students into university courses, and its replacement by three new measures: an overall position, field positions, and the core skills test;
- the development of fairer ways of making comparisons between school leavers, who fill half of the available university places, and applicants from other sources;
- a review of procedures to achieve comparability of assessment across schools.

The report was distributed widely, and following comments received from the public, was adopted by the Government, with minor amendments.

The new system will operate for students who complete Year 12 in 1992.

6 STAFFING

GOVERNMENT SCHOOLS

At 30 June 1990, there were 26,584 preschool, primary, special and secondary teachers in Queensland State schools. This included an additional 909 teachers provided during 1989–90. During 1990–91, a further 801 teachers were appointed, 102 of whom were appointed as part of the Languages other than English (LOTE) Program.

During 1989–90, there were 537 permanent part-time teachers employed, comprising 2 per cent of the workforce. During 1990–91, the number of permanent part-time teachers increased to 738. It is anticipated that the percentage of permanent part-time teachers will continue to increase during 1991–92.

AWARD RESTRUCTURING

Award restructuring continued for all employees during 1990. With respect to the Teachers' Award, the major outcome for 1990 was the awarding by the Queensland Industrial Relations Commission of a restructured salary scale for classroom teachers. The key elements of the decision mean that:

- the rates of pay for Queensland teachers have been brought into line with the rest of Australia, whereas before, Queensland teachers were the lowest paid or amongst the lowest;
- all teachers, irrespective of training, can now aspire to the same salary horizon. Substantial incentives exist, nevertheless, for three-year-trained teachers to upgrade to four-year-trained status.

PROFESSIONAL DEVELOPMENT

Professional development activities during 1990 included:

- inservice education associated with the introduction of the P-10 syllabus;
- a diverse range of TSN 11 (Aussat) telecasts associated with various educational topics, including LOTE; and administration, curriculum and instructional leadership skills;
- professional development for teachers and public servants through the provision of scholarships,

inservice release courses, the study and research assistance program, and the teacher and officer exchange programs;

- central-office-initiated staff development and training initiatives for central, regional and school-based administrative staff which focused on enhancing skills in management, training the trainer, computing, and a large range of courses addressing the Public Sector Management Commission standards.

During the first half of 1990, the Department of Education carried out a major review of teacher development and support. A survey was conducted to determine the needs of teachers with regard to the purposes of teacher development and teachers' perceptions of the adequacy of current opportunities. Following on from the survey, a detailed plan for teacher development and support was presented to the Director General in December 1990 in a discussion paper titled *The Provision of Teacher Professional Development and Support*.

NON-GOVERNMENT SCHOOLS

In 1990, there was a total of 7,678 primary and secondary teachers in Queensland non-government schools. Within this sector, similar professional development activities took place as in government schools. For example, AISQ conducted a Strategic Planning and Performance Indicator



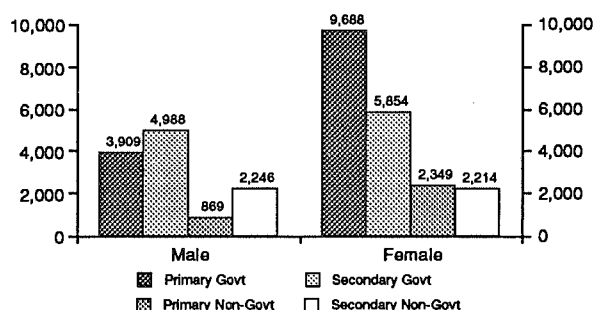
Inservice education—enhancing the skills of Queensland teachers

Conference for heads of independent schools; provided a range of inservice for middle management, including teacher appraisal; and supported classroom teachers through a range of seminars and workshops. Emphasis was placed on professional development for LOTE teachers. A Japanese textbook for Years 3–7 and a Years 3–7 teachers' notes for teaching of Japanese were initiated.

A major teacher inservice thrust was the provision of courses for secondary teachers in independent schools to gain accreditation to teach TAFE subjects in a non TAFE setting.

Within the Catholic sector, considerable resources were devoted to the inservice education of staff of Catholic schools. Programs and opportunities for professional development focused on leadership, middle management, LOTE, technology, self-renewing schools (evaluation), and curriculum development. Staff of Catholic schools participated in various research projects conducted by higher education institutes (HEIs) and other agencies which were concerned with identifying professional development needs of teachers and the means to meet those needs.

Figure 7. Teaching staff (FTE), Queensland 1990



7 RECURRENT AND CAPITAL RESOURCES

In Queensland, resource allocation policies aim to ensure the equitable, effective and efficient distribution of resources. These aims are achieved through wide consultation with stakeholders. Policies are regularly monitored to ensure that they are achieving their objectives.

Total program outlays for the Department of Education Queensland for the 1989–90 financial year amounted to \$1,988,479,000, compared to \$1,878,907,000 for the previous 1988–89 financial year (source: Department of Education, Queensland, *Annual Report 1989–90*).

In the 1990–91 State Budget, total funding for education represented an increase of 14 per cent over the comparable allocation in 1989–90. The Department's budget was presented and managed on the basis of eight programs: preschool education, primary education, secondary education, special services, curriculum and resource development, non-State schools, higher education and corporate services.

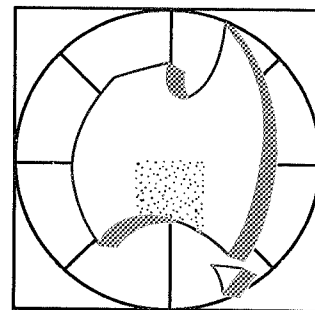
Altogether, 6.3 per cent of the budget was allocated to the non-State school program. Highlights included per capita grants (totalling \$95.9 million), subsidies to the Creche and Kindergarten Association (totalling \$12 million), and textbook allowances (estimated \$6 million).

Overall, major schooling initiatives announced in the Budget were:

- \$5 million to strengthen student literacy and numeracy;
- \$5 million to support languages other than English;
- an increase of \$4.1 million in the textbook and resource allowance;
- an increase of \$7 million in the School Grant;
- an allocation of \$750,000 to address equity issues;
- \$5 million for the development of programs in senior secondary education;
- \$3.4 million for the implementation of the P–10 Curriculum Development Program;
- the enhancement of school security through the provision of an extra \$750,000;
- an extra \$1.25 million for distance education;
- \$5 million to begin the implementation of new procedures for tertiary entrance;
- \$3 million to support computer learning in schools;
- the employment of an additional 768 teachers.

During 1990, the Department of Education also attended to revenue aspects through the maintenance of an entrepreneurial presence in the area of educational goods and services. Commercial marketing initiatives were undertaken throughout both Queensland and the other States of Australia and the Asia-Pacific region.

Entrepreneurial activities centred around overseas students, consultancies, educational materials and educational services. Such activities have as a major goal the achievement of a financial return that not only underwrites the total cost of commercial structures and programs, but also provides additional revenue for the enhancement of educational services in Queensland.



This chapter presents an overview of the provision of schooling in South Australia in 1990. 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 or other of these agencies. The chapter also contains contributions from the Senior Secondary Assessment Board of South Australia.

1 OBJECTIVES AND PRIORITIES

GOVERNMENT SCHOOLS

The Education Department of South Australia's objectives and priorities are defined in its Three Year Plan, which is reviewed annually.

The Education Department of South Australia

Our purpose

Why we exist

Our purpose is to develop the intellectual potential and creative capacities of our students in all their dimensions so that they contribute towards making Australia a culturally rich and internationally competitive nation.

Our mission

How we fulfil our responsibilities

To the future of South Australia

- We anticipate and respond to the educational needs of the State.
- We maintain an effective, well-managed and accountable public school system.

To students and parents

- We provide a high quality education for all students and equip them to continue learning throughout life.

To staff

- We promote a work environment which supports, develops and acknowledges high standards of performance and enhances career opportunities.

Our values

The way we do things

Our actions are based on a commitment to:

- excellence
- justice
- achievement
- efficiency
- imagination
- a passion for learning and teaching

Our vision

Our organisation will be characterised by:

- a shared vision, enthusiasm for our work and pride in our organisation
- adaptiveness, responsiveness and a positive attitude to change
- orientation towards an organisation where priorities are set, results measured and success rewarded
- respect for individuals and their contribution to the achievement of high standards
- a positive public profile

The major objectives of the 1990–92 cycle were:

- 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 promote public confidence in the State education system.

All directorates and schools in the Education Department produce their developmental and operational plans within the context of the Department's Three Year Plan.

CATHOLIC SCHOOLS

The South Australian Commission for Catholic Schools believes that Catholic schools promote the formation of the whole person and that this formation enables students to participate fully in church and world communities.

In 1990, the major objectives of Catholic schools were:

- to improve student literacy;
- to improve the teaching of mathematics;
- to provide special education support;
- to develop the role of school boards;
- to implement the National Policy for the Education of Girls;
- to improve the performance of persons in leadership positions;
- to provide opportunities for girls in physical education and sport;
- to implement the South Australian Commission for Catholic Schools' Aboriginal Education Policy.

INDEPENDENT SCHOOLS

The agreed priorities for independent schools in South Australia arise from a desire to provide for students an education that will encourage them to develop to their full potential in all aspects of life, including moral and spiritual areas.

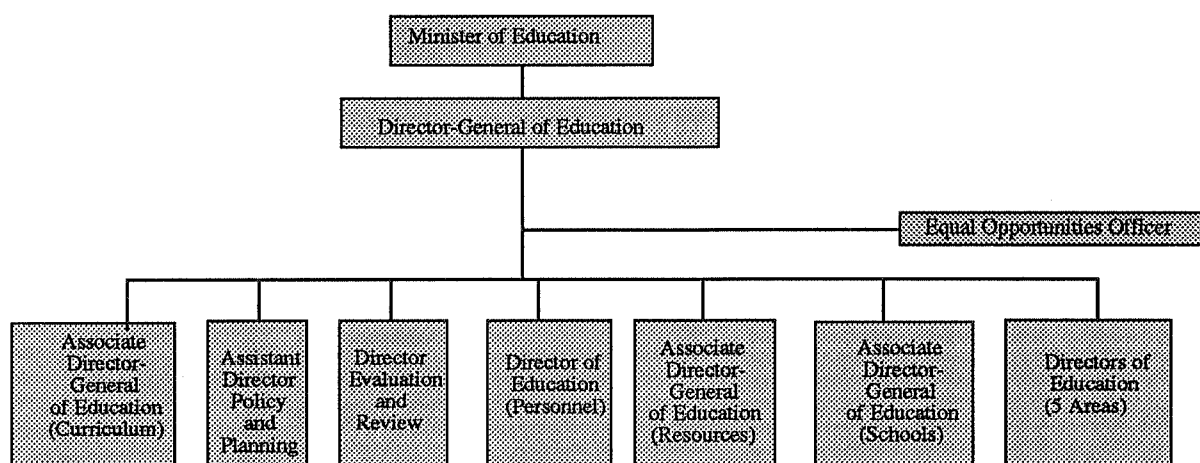
In 1990, the priorities were:

- to maintain and develop programs for disadvantaged students;
- to increase student awareness of our geo-political links with Asian countries and our historical links with European countries;
- to continue to encourage teachers to develop their professional skills;
- to continue to provide, at both primary and secondary levels of schooling, a balanced curriculum that focuses on teaching and learning in the key areas of literacy, languages, mathematics, science and technology.

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 6 but most children enter Reception soon after their fifth birthday. Junior primary schooling encompasses Reception to Year 2 and children remain there between 10 and 13 terms, depending on the date of admission. The remainder of primary schooling is from Years 3 to 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 public examinations and/or a variety of school assessed subjects for which they receive a certificate stating their achievements.

Organisation chart - Education Department of South Australia 1990



The South Australian Minister of Education is also responsible for the ethnic schools system, which offers a complementary, alternative mode of learning a wide range of languages and cultures to mother-tongue and second-language students. In 1990, there were 161 ethnic schools offering 35 languages to 7,614 students.

GOVERNMENT SECTOR: SYSTEM AND SCHOOL MANAGEMENT

The structures and operations of the South Australian Education Department are under review as part of a wider State Government restructuring exercise.

The Director-General of Education is located in Central Office in Adelaide, as are other senior officers with State-wide responsibilities for policy, planning, monitoring and review in curriculum, resources, personnel and school operations.

The State is divided into five administrative areas which provide the interface between central directorates and schools and implement centrally generated curriculum and other policies. During 1990, the Department has emphasised its corporate cohesion while ensuring the right mixture of policy and operational decentralisation to enable flexibility in the delivery of services to students.

Within the areas there are geographical clusters of primary and secondary schools called districts. District superintendents work with the school principals in their districts on school development plans. They are responsible for identifying the inservice needs of principals and support them in providing quality education for students. District superintendents are responsible to 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 responsible for the day-to-day administration of the school and its educational program, and for the school development plan, which addresses the priorities of the department's Three Year Plan within the context of local priorities. Performance improvement plans were introduced for newly appointed principals and for principals whose schools were reviewed in 1990.

During 1990, all school development plans were reviewed by area directors and amendments were negotiated to ensure that plans were in keeping with departmental priorities and achievable within the resources available. A condition of approval for the plans was that parents were involved in their development.

Community involvement in school governance occurs through the system of school councils, which play an important management role in all government schools. The school council consists of elected parent representatives, members of the community and staff. In schools with secondary enrolments, students may also be involved. The school council advises the principal on the community's view of the school's education program. School communities are

expected to develop a policy statement on parent participation which promotes the role of parents in the school and enables them to participate in school decision making.

Most secondary schools and increasing numbers of primary schools have some form of student council. The role of these councils is being developed to allow students to participate in the decision-making processes of their schools. In 1990, a policy statement, *Student participation*, was launched to guide school communities on ways in which students can be encouraged to participate in negotiation of the curriculum and in student governance.

CATHOLIC AND INDEPENDENT SCHOOLS

SECTOR MANAGEMENT

The South Australian Commission for Catholic Schools was established by agreement between the Diocesan Bishops and the Major Superiors of religious orders conducting Catholic schools in South Australia. It makes and reviews policy in all matters relating to Catholic schools that require State-wide coordination and rationalisation. The Catholic Education Office (CEO) is the executive arm of the commission.

Independent non-government non-Catholic schools associated with the Independent Schools Board (ISB) have their own teaching methods, administration, religious ethos, staffing, financial arrangements and curriculum. They are actively involved in State-wide educational and curriculum issues as well as professional development programs, and maintain ongoing liaison with groups involved in education and their individual school communities. The role of the ISB is to strengthen the capability of member schools to preserve 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 and their individual school communities.

In South Australia, the independent and Catholic sectors have representation on a series of committees and boards that are coordinated by the Non-Government Schools Secretariat. The secretariat also coordinates registration of schools and cross-sector planning. Nationally, both non-government sectors are represented by the State Minister of Education via the Australian Education Council. The ISB is also represented through the National Council of Independent Schools Association in consultation with the Commonwealth Department of Employment, Education and Training (DEET). National-level representation for Catholic schools is through the National Catholic Education Commission.

SCHOOL GOVERNANCE

Most non-government schools are managed by school boards whose roles are to provide:



Computing at Oodnadatta

- policy direction to educational programs;
- developmental planning;
- pastoral care;
- financial management.

A Catholic school board includes elected parent representatives, the parish priest, the principal, and representatives of the staff and the parents and friends association.

Membership of non-government non-Catholic school boards is mostly representative of the school community. There is increasing pressure on schools to appoint to school boards professionals who can offer expertise in the regulatory and administrative requirements which continue to impact on school operations.

CONTEXTUAL INFLUENCES

The population of South Australia consisted of approximately 1.4 million people in mid-1990. Of these, about a million lived in metropolitan Adelaide. According to 1986 census figures, just over 1 per cent of the population were Aborigines. Approximately 22 per cent were born overseas, 11 per cent in the United Kingdom or the Republic of Ireland, 8 per cent elsewhere in Europe, about 2 per cent in Asia and the remainder in other countries.

There were 242,735 full-time school students in July 1990, and approximately 70 per cent were in schools in metropolitan Adelaide. Many of the remainder attended schools in the industrial centres of Whyalla, Port Augusta and Port Pirie, while others received their schooling in rural centres, mining towns, isolated homesteads or remote settlements such as the Aboriginal homelands in the far north-west of the State.

Positive government policies aimed at improving the retention rate of students in school and addressing the lack of employment for youth have caused an increasing number of students to remain for Years 11 and 12. In addition, competition for jobs plus an increasing demand for qualifications have caused growing numbers of people to return to school to improve their academic qualifications.

The increased number of students in Years 11 and 12 has led to the development of appropriate curriculum and assessment and certification procedures for senior secondary students. A comprehensive two-year study course leading to the new South Australian Certificate of Education (SACE) will replace the existing Years 11 and 12 programs in 1992. The SACE will be managed by the Senior Secondary Assessment Board of South Australia (SSABSA).

LINKS WITH HIGHER EDUCATION/ TECHNICAL AND FURTHER EDUCATION/ INDUSTRY/BUSINESS AND THE WIDER COMMUNITY

HIGHER EDUCATION

Most school leavers enter higher education on the basis of their results in publicly examined subjects (PE) which are scaled and aggregated by SSABSA on behalf of the higher education institutions. Entry to some courses at higher education institutions is possible, with aggregates containing adjusted scores from school-assessed subjects (SA) which are moderated by SSABSA. Aggregation is now of the best five scaled or adjusted scores from acceptable subjects (higher education selection subjects).

The Enquiry into Immediate Post-Compulsory Education, which concluded in 1989, recommended modifications to the entry selection process for institutions of higher education. It recommended that students should be selected on the basis of completing SACE and an aggregation of the best three full-year scores for subjects acceptable to the higher education institution concerned. (At least two other accredited subjects must have been studied, one of them being a higher education selection subject.) Bonus points can be derived from the subject achievement (moderated but unscaled) scores of the fourth and fifth subjects and added to the aggregate. This proposal is acceptable in principle to the higher education institutions, and it is expected that the modifications will begin with the 1994 intake.

TECHNICAL AND FURTHER EDUCATION

'Transfer of credit' arrangements now exist between Year 12 subjects credited by SSABSA and TAFE awards. At present, 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 to enable TAFE subjects to carry credit towards the new certificate of education, the SACE.

In view of longer term government plans for the transfer of all secondary education from the Department of Employment and Technical and Further Education (DETAFE) to the Education Department, an increased number of adult students undertook re-entry programs at Education Department schools. Specially focused adult re-entry programs were established at a number of locations in the State.

SCHOOL-INDUSTRY LINKS

Public awareness of the importance of cooperation between school and industry was raised in the Year of School and Industry in 1989. Initiatives commenced in that year continue to be consolidated. School-industry link activities extend across junior primary, primary and secondary schooling. The VISITS program was established to give students the opportunity to visit business and industry.

CAREERS EDUCATION

In August 1990, the Job and Course Explorer was established. This computerised database, with occupational, course and training information, was used in over 100 schools.

Youth Labour Market Issues, a joint Education Department and DETAFE publication aimed at providing better labour market information to careers guidance professionals, was expanded. This successful format has been purchased for implementation by Victoria, Queensland and Western Australia.

The Unlock Your Future campaign continued. This joint project of the Education Department, DETAFE, DEET and SSABSA provides comprehensive and timely information about Year 12 subjects, careers and related areas.

The Education Department's Labour Market Awareness Program provided a vacation counselling service following publication of the Year 12 results. This was well used in both metropolitan and country areas.

A six-week training course to improve the quality of careers counselling to students was undertaken by 37 teachers as part of the Education Department's commitment to improving the provision of careers education.

The Education Department provided salaries for an inter-agency youth strategy to ensure that young people at risk are in education, training or employment.

INDEPENDENT AND CATHOLIC SCHOOLS

The ISB and CEO have provided input into the development of new higher education entry requirements and have representation on the Higher Education Entry Coordinating Committee. There is also involvement on the Cross-Status Committee which has been working towards smoothing the transition from schools to TAFE and higher education. The non-government sector is also represented on other committees examining cross-accreditation between TAFE courses, and on SSABSA.

Both non-government sectors support the Unlock Your Future project and are represented on the Unlock Your Future Committee, which has close links with employer and union groups and aims to assist students to identify appropriate career paths and to become familiar with the world of work.

In 1990, individual schools were involved in industry/business and the wider community through work experience, community awareness activities, and links with local service organisations, for example Rotary, Apex and Lions.

3 CURRICULUM

STATEMENT ON CURRICULUM POLICY

Under the *Education Act*, the Director-General of Education has full responsibility for curriculum in government

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 Curriculum Directorate is responsible for:

- preparing policy documents and curriculum framework statements to be followed by all schools;
- publishing policy support materials for use by schools;
- coordinating curriculum activities;
- monitoring curriculum across the State.

A policy statement entitled *Educating for the 21st Century: A Charter for Public Schooling in South Australia* was published in 1990. It is a statement of ideals and aims for the education of students in the compulsory years of schooling and provides the curriculum charter that will take schools into the next century.

REVIEW AND DEVELOPMENT

The Education Department's *Three Year Plan* determines the number, type and range of curriculum development activities to be supported. In turn, area and school education plans reflect the system's local priorities. Strategies for review can vary from formal to informal and are managed at school and area or State-wide levels as appropriate. Department and directorate three-year plans also describe the parameters within which new curriculum policy and frameworks are taken up. 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.

In 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 area to be reviewed. These panels pass on their recommendations to the Associate Director-General of Education (Curriculum) who advises the Director-General of Education.

ACCREDITATION PROCESSES FOR NEW COURSES

During 1990, the development of new Year 11 subject outlines for the South Australian Certificate of Education was managed by the Senior Secondary Assessment Board of South Australia, with extensive consultation with the secondary and tertiary education systems. These outlines, called 'extended subject frameworks' are based on subjects normally taught at Year 11, but do not closely define content and methods. From the frameworks, schools will develop their teaching programs (which are to be approved by education sector procedures) and submit assessment plans to SSABSA for moderation and approval. These subjects will be known as (SACE) Stage 1 subjects. Students must successfully study certain numbers and patterns of Stage 1 and Stage 2 (formerly Year 12) subjects in order to gain the SACE.

Since 1984, SSABSA has been responsible for the development of final-year secondary curriculum as well as for student assessment for the purposes of certification. SSABSA has accredited and published syllabuses in over 100 subjects and has approved and published descriptions of many more school-based subjects (registered subjects). These will be incorporated into Stage 1 subjects from 1992.

Individual subject committees evaluate existing accredited courses and prepare new courses at Year 12 level. There is an opportunity for formal and informal response during the process. Subject committees pass on their recommended courses to the SSABSA Education Committee, which recommends to the SSABSA Board for accreditation, usually for a five-year period.

CURRICULUM POLICY IN NON-GOVERNMENT SCHOOLS

Curriculum in South Australian Catholic schools operates within a religious context, is consistent with the teaching of the Catholic Church and is based upon four main principles:

- 1 Catholic schools educate young people in all dimensions of life, by:
 - developing the whole person;
 - encouraging a lifelong searching for truth;
 - challenging students to serve through leadership.
- 2 Catholic schools invite young people to join in the Church's mission, by:
 - inviting them to journey to personal Christian faith;
 - embodying the Church's wisdom about education;
 - reflecting on and applying current theological insights;
 - drawing inspiration from the values of the Gospel.
- 3 Catholic schools welcome students to a Christian learning community by:
 - inviting them to grow in responsibility and freedom;
 - recognising the unique presence of God in all people;
 - encouraging the pursuit of excellence;
 - being places of celebration.
- 4 Catholic schools prepare young people for life by:
 - giving Christian witness to the world;
 - being aware of all the dimensions of creation;
 - developing an open and critical attitude to the world today;
 - promoting mutual relationships and partnerships.

In the independent sector (as in the Catholic sector), individual schools are responsible for curriculum implementation. In line with their varied educational philosophies, independent schools develop new curricula or adapt existing curricula for their own use. Schools choose from a range of curriculum developments occurring within the State and nationally. There is a high degree of cooperation between the non-government sector and the Education Department in such programs as the Literacy and Learning in the Middle Years Project (LLIMY), the Writing and Reading Assessment Program (WRAP) and the new South Australian Certificate of Education (SACE).

Non-government schools in South Australia are deeply involved in introducing the SACE for Years 11 and 12. The ISB, over the six-month period from June 1990, held 55 meetings with subject teachers to respond to the draft curriculum frameworks for the SACE. Both the CEO and the ISB have enabled staff to work with SSABSA and with schools in the implementation process.

Evaluation of curriculum is complemented by schools participating in various joint sector curriculum assessment 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

Detailed statistics are to be found in the tables in the Statistical Annex. Table 1 gives an overview of the number and types of schools in the different education sectors.

Table 1. Number of government and non-government schools by school type and location, February 1990

School type	Govt.	Catholic	Indepen-	All
			dent	schools
Metropolitan				
Primary	289	53	25	367
Primary-secondary	4	15	23	42
Secondary	60	11	7	78
Special	16	2	3	21
Language centres	2			2
Open access/ correspondence	1			1
Total	372	81	58	511

Table 1. continued

School type	Govt.	Catholic	Indepen-	All
			dent	schools
Country				
Primary	228	19	18	265
Primary-secondary	62	3	2	67
Secondary	35	2	2	39
Special	8			8
Open access/correspondence	1			1
Total	334	24	22	380
Grand total	706	105	80	891

Source: SA Department of Education

NUMBER AND TYPES OF SCHOOLS IN THE GOVERNMENT SECTOR

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. About one hundred junior primary and primary schools have child-parent centres attached.

During 1990, 52 area schools, mainly in rural locations, catered for students from Reception to Year 12, while 27 rural schools provided for a small population of country primary students. There were 24 special schools (16 in the metropolitan area and eight in the country) for students with disabilities. Two metropolitan schools enrolled students from Reception to Year 12 and three high schools were for girls only. Though most Aboriginal students attended mainstream schools, there were eight Aboriginal schools throughout the State and seven Anangu (Pitjantjatjara/Yankunytjatjara) schools in the north-west. Kaurna Plains School in Adelaide catered for urban Aboriginal students. Bowden Brompton Community School and Warriappendi provided alternative educational settings for students experiencing difficulty in mainstream schools. Distance education was available through the Port Augusta School of the Air and the Correspondence School. There were also two intensive language centres for non-English-speaking new arrivals.

ENROLMENTS

Total enrolments in 1990 amounted to 242,735 full-time students compared with 242,132 in 1989. Table 2 gives a breakdown of the number of students in the three South Australian education systems in 1990.

Table 2. Number of students in government and non-government schools by school type, July 1990

School type	Government	Catholic	Indepen-
			dent
Primary	119,490	20,427	11,752
Secondary	65,378	13,869	11,819
Total	184,868	34,296	23,571

Apparent retention rates to Years 11 and 12 have increased steadily in recent years. Figures 1a and 1b show retention rates to Year 12.

Figure 1a. Apparent retention rates to Year 12 by gender—government schools

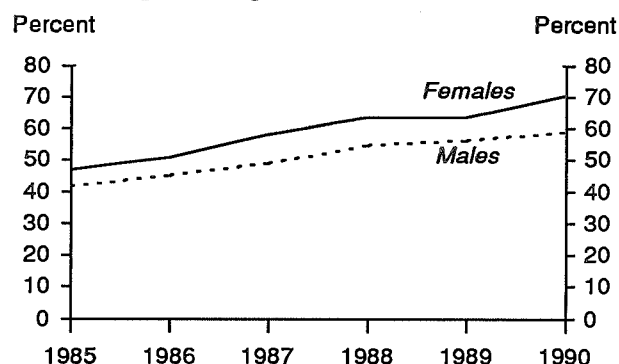
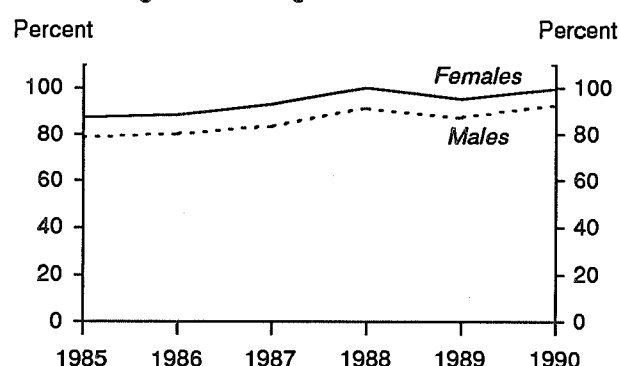


Figure 1b. Apparent retention rates to Year 12 by gender—non-government schools



Source: SA Department of Education

INITIATIVES TO INCREASE RETENTION

The School Card scheme increased support for families of students. Allowances were increased to \$100 per eligible primary student and \$150 per eligible secondary student. The estimated cost of the scheme in 1990 was \$6.4 million.

Table 3 shows the number of government-assisted students, or 'school card holders', for the years 1988–90 in South Australian schools. The figures indicate an increase in numbers and percentages of assisted students over the three-year period.

Table 3. Number of School Card recipients, 1988–90

Year	Number	Actual enrolment
1988	48,597	20.2
1989	50,866	20.9
1990	57,646	23.6

Source: SA Department of Education

The South Australian Government's social justice strategy requires the Education Department to pay particular attention to the educational outcomes of those groups of students who have traditionally not benefited as much from schooling as other groups. The Education Department's Social Justice Action Plan was drafted during 1990.

In 1990, the Education Department increased its funding for students who lived in poverty or who came from low-income areas by making additional allocations through the social justice budget. The allocations were made to improve the quality of participation and to increase the retention of the students, particularly those at risk of leaving school early.

Counsellors in primary schools increased in number, and schools serving low-income families received grants for providing resources for the education of girls and students from non-English-speaking backgrounds.

STUDENTS FROM NON-ENGLISH-SPEAKING BACKGROUNDS

Education Department initiatives in 1990 supporting increased participation and retention of students from non-English-speaking backgrounds included:

- identification of issues affecting the schooling outcomes of students from non-English-speaking backgrounds;
- development of strategies recommended by the Supportive School Environment Project to improve the school climate for all school students;
- revision of the policy on multiculturalism in education.

STUDENTS WITH DISABILITIES

A new policy document, *Students with Disabilities*, reached final draft stage in 1990. The policy will update Education Department practice to make it consistent with amendments to the Equal Opportunity Act relating to discrimination on grounds of intellectual impairment. The policy will also be consistent with the directions of the Disability Services Act, which supports disabled people living in their local communities.

A collaborative action plan, focusing on interagency co-ordination of support for students with severe multiple disabilities, was finalised in 1990.

ABORIGINAL STUDENTS

The National Aboriginal Education Policy was adopted by the Education Department in the form of an Aboriginal Education Plan 1990–92. This plan sets out the processes for involving Aboriginal people in education decision making, improving access to education services and achieving equity of participation and outcomes for Aboriginal students. To expedite the plan, Aboriginal education workers, Aboriginal education resource teachers and other officers have been employed.

Key features in 1990 were:

- the establishment of 95 Aboriginal parent committees;
- a policy change away from bilingual schooling in Anangu schools. Students are now taught subjects such as English and mathematics in English, but subjects related to their own culture in their own language;
- the development of models of good teaching practice;
- a total of 3,933 Aboriginal students was enrolled in 1990, 790 in Aboriginal/Anangu schools;
- retention rates continued to rise, with 200 students in Year 11 and 97 students in Year 12.

GIRLS

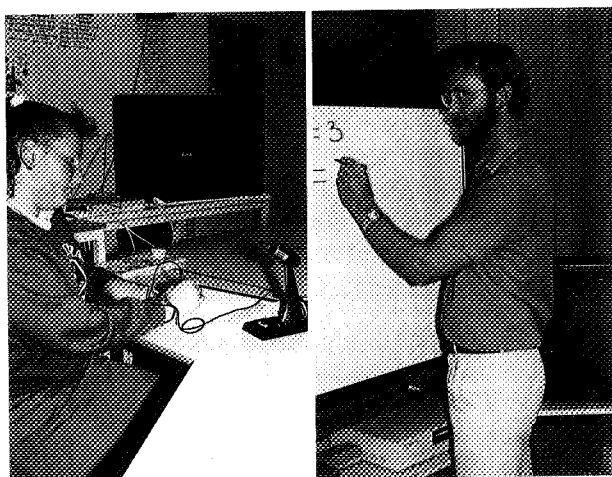
Work continued to ensure that girls have opportunities to achieve as well as boys, and that teaching in schools recognises and provides for the specific needs of girls.

Curriculum and support documents were developed:

- to broaden post-school options for girls;
- to increase the participation of girls in mathematics, science and technology;
- to provide a supportive learning environment for girls, including pregnant girls and teenage mothers.

In addition, a support document, *Management Practices to Support Planning for Change in Girls Education*, was developed. It comprised a collection of reports about State-wide, area and school-based action to implement change in girls education.

A project of national significance for girls education was undertaken in 1990. The project involved the investigation, documentation and review of a range of programs aimed at broadening post-school options for girls.



A student in a class at East Murray Area School takes notes from an electronic whiteboard at Loxton High School.

PARTICIPATION IN SUBJECTS

SUBJECT CHOICES OF GIRLS AND BOYS

The Senior Secondary Assessment Board of South Australia's *Annual Report 1990* indicates that higher proportions of boys than girls in government and non-government schools took publicly examined subjects:

- 48 per cent of the 8,230 boys who received a SSABSA certificate took these subjects only, compared with 42 per cent of the 9,645 girls;
- 55 per cent of female candidates received a result in English, compared with 37 per cent of male candidates;
- 28 per cent of males received a result in the intensive mathematics subjects, Mathematics 1 and 2, compared with 12 per cent of females;
- 38 per cent of male students presented the less intensive Mathematics 1S, compared with 33 per cent of females;
- males predominated in all science subjects except biology and girls tended to predominate in the humanities.

LANGUAGES OTHER THAN ENGLISH

The Languages Policy affirms the Education Department's commitment to the study of languages other than English in South Australian schools. By 1995, all students in primary schools will be learning a language other than English as part of their formal education. It is also intended that all secondary students will have access to the study of a language other than English. In 1990, 37,782 students learned 17 languages in primary and junior primary schools. Students from non-English-speaking backgrounds have the opportunity of studying their mother tongue as part of their formal education or through a variety of complementary providers, both government and non-government.

The implementation of the Languages Policy is managed through the Languages Other Than English Mapping and Planning Project.

OPEN ACCESS

The Education Department's Open Access Education Strategic Plan was launched by the Minister of Education in April 1990. Open access education allows students, regardless of their locations, to have a wider and more appropriate curriculum to meet the changing needs of contemporary education. In line with the Plan, the Open Access College was created in 1990 and will take up and expand the functions of the Port Augusta School of the Air and the South Australian Correspondence School.

Developments in technology to support distance education—including the electronic whiteboard, interactive computing and microwave transmission—have been investigated.

CATHOLIC SCHOOLS

Of the 105 schools in the Catholic system, 24 were in the country and 81 in the metropolitan area.

The high retention rates in Catholic secondary schools were maintained as a result of expanding the curriculum and increasing the number of subjects which encourage issues-based methodologies, group processes and collaborative learning. These subjects tend to be school-assessed (though externally moderated). Significant student increases were also seen in subjects of high interest and/or practical relevance such as business mathematics, accounting, information processing, general typing, legal studies and physical education.

The number of Year 12 students taking school-assessed subjects accredited by the Senior Secondary Assessment Board of South Australia increased from 158 in 1986 to 1,370 in 1990. According to the Board's *Annual Report 1990*, the number of students from Catholic schools taking publicly examined subjects increased from 1,871 in 1989 to 1,887 in 1990, while the total number for the State decreased from 12,147 in 1989 to 11,730 in 1990.

Efforts to increase participation rates by girls, especially those from non-English-speaking backgrounds, included varying teaching methodologies and setting up structures allowing girls-only classes to operate in areas such as mathematics and physical education. There has also been improved access of girls to technology such as computer networks.

INDEPENDENT SCHOOLS

There were 80 non-government non-Catholic schools, of which 73 were members of the ISB. Almost three-quarters of the schools were metropolitan. Total independent school enrolments increased from 22,545 in 1989 to 23,571 in 1990, with growth occurring in both the primary and secondary levels.

Independent schools have high retention rates. The reasons for this are factors such as the tertiary study aspirations of students and continuing support for country and overseas students through the provision of boarding facilities at secondary level. There has been an increase in the number of post-compulsory subjects offered by schools and in the level of support for special education at secondary level.

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

Educational outcomes for students in South Australian government schools are monitored by the Curriculum Directorate. The Education Review Unit, which was established by the Director-General of Education and

began its work late in 1989, also contributes to the improvement of learning outcomes for students in South Australian government schools. To this end, the Unit reviews schools in relation to their school development plans and provides direct feedback to them through a public report. During 1990, the Education Review Unit conducted 125 reviews of schools. The following program and policy reviews were completed during 1990:

- accountability for the delivery of curriculum in schools;
- science and technology teaching in primary schools;
- school—industry link programs;
- support for school development.

ASSESSMENT AND REPORTING

The Education Department's position paper, *Student Assessment and Reporting*, provides guidance on assessment to schools and curriculum developers. Its basic philosophy is that the main purpose of assessment in schools is to encourage and help the learning of all students. The emphasis is on formative rather than summative assessment and on providing ongoing feedback to students during a course rather than at the end.

School communities are expected to review their assessment and reporting practices, and to develop a school assessment policy. Students and parents are encouraged to participate in the development of the school assessment policy and its review. All schools are expected to provide students and their parents with accurate and informative reports on students' progress.

CERTIFICATION POLICY AND PROCESSES AT THE SENIOR SECONDARY LEVEL

The Senior Secondary Assessment Board of South Australia (SSABSA) is the authorised certifying body of student performance at Year 12 level. SSABSA's authority to certificate extends 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 Post-Compulsory Education and accepted by government. The first awards of the South Australian Certificate of Education will be based on Stage 1 and Stage 2 studies extending over 1992–93.

A candidate's results in any SSABSA-accredited or registered subjects are outlined on an official SSABSA certificate of achievement. Most students who were in Year 12 in 1990 attempted a SSABSA course/subject and received a SSABSA certificate with a statement of achievement.

Student achievement is evaluated using both school assessments and public examinations. For most publicly examined (PE) subjects, 50 per cent of the total marks come from the school and 50 per cent from the examina-

tion. Most SSABSA subjects are fully school-assessed (SA and registered subjects). PE subjects are acceptable for entrance to all higher education courses, while SA subjects are only acceptable for some. Registered subjects are not accepted for higher education courses. School assessments for all accredited subjects are moderated. For PE subjects, statistical methods are employed, using the examination marks obtained by each class group as a reference standard. Most SA subject moderation is by expert opinion on samples of student work. Moderators are employed by SSABSA for this purpose.

COMPLETION RATES AND ATTAINMENT

SENIOR SECONDARY ASSESSMENT

SSABSA publishes an annual report including data on enrolment and attainment statistics. The report indicates that students who take PE subjects are more likely to complete them than those who take SA subjects or combinations. In 1990, about 2.4 per cent of candidates taking a full publicly examined course withdrew after May 1, 1990, compared with about 6 per cent of those taking all school-assessed subjects, and 11 per cent of those taking hybrid courses. For PE subjects and SA subject candidates, these withdrawal rates were significantly lower than in 1989.

ATTAINMENT IN RECEPTION TO YEAR 10

During 1990, the Education Department developed levels of attainment indicators based upon the required areas of study as outlined in *Educating for the 21st Century*. The required areas of study are: languages (English and languages other than English), mathematics, science, society and environment, health and personal development, the arts, and technology. The attainment levels describe what students should know, understand and be able to do in each area of study, at six levels across the compulsory years of schooling from Reception to Year 10.

These levels of attainment will be used to help determine priorities for curriculum development and help resourcing. They will complement existing school-based student assessment and reporting practices and will be of use to teachers in their discussions with parents and students.

LITERACY ATTAINMENT: THE WRITING AND READING ASSESSMENT PROGRAM

The interim report of WRAP was released during 1990. The report found that, while teachers continue to teach the basics of language, many tasks being set do not sufficiently challenge students to develop higher order thinking skills. The report's findings have major implications for classroom practice.

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 achievements at school.

CATHOLIC SCHOOLS

Assessment policies are the province of individual schools. However, common principles underpin assessment at secondary level and ensure that it:

- reflects the objectives of the subject;
- values both process and product;
- takes account of gender, cultural background and disability;
- provides realistic challenges and promotes the pursuit of excellence;
- includes theoretical and practical components;
- supports and maintains productive student-teacher relationships;
- clearly states work requirements and the criteria by which achievement will be described;
- is in harmony with the school's aims;
- encourages students to be involved in the planning, timing and presentation of their work, and thus take increased responsibility for their own learning.

Individual schools determine assessment details based on these principles but, at senior secondary level, there is external moderation of standards if assessment is school-based.

INDEPENDENT SCHOOLS

Student outcomes are primarily the responsibility of individual schools. In this area, there is much cooperation and collaboration amongst schools and this is exemplified in WRAP, which is a joint sector program.

Assessment processes vary between schools and teachers but are developed in consultation with staff, students and parents. Schools use formative assessments to guide and assist students in realising curriculum objectives, especially at junior secondary levels.

6 STAFFING: MANAGEMENT AND DEVELOPMENT

Detailed statistics on staffing are provided in the Statistical Annex. Table 4 gives numbers of full-time equivalent teaching staff employed in South Australia.

Table 4. Teaching staff (rounded FTE) by sector, South Australia, 1990

School type	Govt.	Catholic	Indepen-	All
			dent	schools
Primary	7,390	1,036	663	9,089
Secondary	6,214	1,036	947	8,197
Total	13,604	2,072	1,610	17,286

Source: ABS Cat. No. 4221.0 *Schools Australia* 1990

EDUCATION DEPARTMENT TRAINING AND DEVELOPMENT

SCHOOL-BASED STAFF

The State Inservice Advisory Committee, with representatives from a range of organisations, including business and tertiary education groups, provided advice on a range of training and development matters. Many courses were organised at the Orphanage Teachers Centre, which consolidated its position as the key resource and training centre for the Department.

PROFESSIONAL DEVELOPMENT

Country teachers were given special consideration in the allocation of release-time scholarships, which covered mathematics, languages other than English, business studies, legal studies and accountancy. A focus on the training of teachers of the hearing-impaired was maintained.

To assist in the professional development of language teachers, 37 scholarships were awarded to Education Department staff and seven scholarships were provided for overseas-trained teachers to prepare them to take up positions as teachers of languages in South Australian government schools.

During 1990, \$300,000 were spent on enhancing teacher skills in the area of student behaviour management.

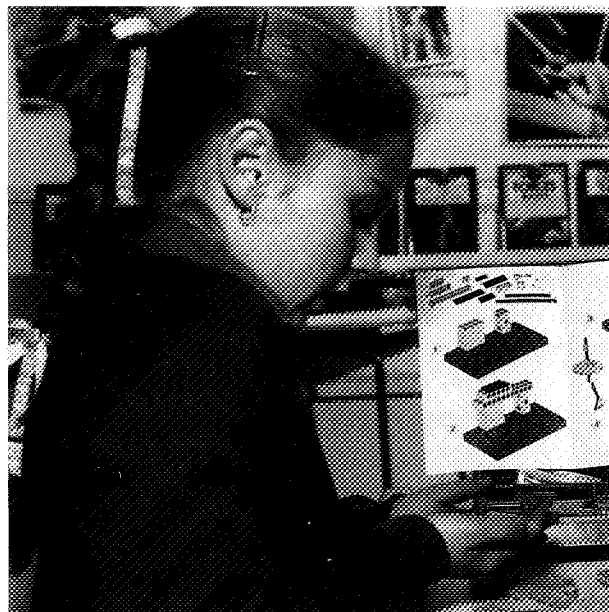
A range of management training and leadership programs focused on the changing role of principals in relation to the law, award restructuring, the media and performance management planning. The principal training and development program was established at the end of 1989. The program provided approximately 4,400 participant training days. A formal evaluation of the program completed at the end of 1990 indicated that it had successfully contributed to changes in the management practice of principals.

CAREER PLANNING

A new leadership structure for teachers was introduced into South Australian government schools as a result of the Curriculum Guarantee agreement. The new leadership positions were created in the context of general award restructuring principles, which aim to remove existing rigidities in working patterns and arrangements.

The new positions are fixed-term appointments, giving schools opportunities to change leadership structures as the need arises. The positions are filled on merit, not on seniority, and enable teachers to be promoted to positions in school administration, school support and advanced classroom teaching. In 1990:

- 47 primary teachers and 174 secondary teachers became coordinators (equivalent to seniors in the former structure);
- 161 primary teachers and 16 secondary teachers were appointed as advanced skills teachers;



At a science focus school

- there were 1,330 key teachers in primary schools, and 196 in secondary schools;
- one assistant principal, primary and 33 assistant principals, secondary, were also appointed.

SCHOOL-BASED PROFESSIONAL DEVELOPMENT

All school-based staff participated in professional development programs arranged by their own schools and appropriate to their school development plans. In addition, 15 support salaries were provided to set up peer support programs for groups or 'clusters' of schools. Outcomes showed the concept to be cost-effective and highly motivating in producing changed teacher and leadership behaviour.

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 provided a key training and development strategy for improving teaching methodology in primary schools. For secondary teachers, three physics resource schools were established. In addition, 26 centres of excellence in environmental education and landcare were established—one in each district—for the support of primary and secondary teachers.

The Literacy and Learning in the Middle Years (LLIMY) Project is an example of a school-based professional development program which has for several years supported successful reading and writing in Years 4 to 9. Some 1,500 teachers participated in 1990 and there were 52 trained school-based tutors.

The Languages In-service Program for Teachers (LIPT) is an initiative supported by the Australian Second Language Learning Program, and has also been running for several years. It is a collaborative program of the government and

non-government sectors and supports the teaching and learning of languages other than English. In 1990, approximately 70 teachers were involved overall.

OTHER STAFF POLICIES AND INITIATIVES

As a consequence of the Teachers Salaries Board determination to raise the top of the incremental salary scale for teachers to \$38,200 per annum, Cabinet decided that some of the cost should be found from the education budget, in line with structural efficiency principles, and that offsets should be sought in increased teacher productivity. The management of this for the 1991 school year determined an average of 0.5-2 extra students per class, depending on the year level or type of class and excluding junior primary year levels. A reduction of non-instruction time for primary teachers to 9.5 per cent, for secondary teachers to 15 per cent and Year 12 teachers to 17 per cent was also determined.

Teacher placement policies and procedures were reviewed. The Ten Year Limited Placement Scheme, whereby a percentage of teachers in a school is required to seek a transfer in the tenth year of service in one location, was introduced. This will give teachers increased mobility, allow changing school needs to be matched with staff expertise, and allow teachers to plan for career and location changes.

Teacher recruitment is now an ongoing process. Applications are assessed by a panel of trained teachers who are seconded to undertake the task. All assessments of applications are based on merit against a set of selection criteria.

Under the terms of Section 65 of the *Equal Opportunity Act*, some Aboriginal teaching graduates were recruited in preference to non-Aboriginal graduates. The Education Department increased the number of its Aboriginal employees by inviting applications from people of Aboriginal descent for Aboriginal education worker positions, under the terms of Section 56 of the *Equal Opportunity Act*.

NON-SCHOOL-BASED STAFF

PROFESSIONAL DEVELOPMENT

There were 1,042 non-school staff employed in the government sector. Of these:

- 86 were executives;
- 729 were clerical and administrative officers;
- 22 were building, maintenance and other staff.

There were also 205 specialist support staff, including advisory teachers and staff engaged in curriculum development or teacher support services.

In 1990, all first-line managers (previously described as clerical supervisors) within the Department's public service work force participated in a training program including two units, each of a week's duration. The first unit, 'Delegations', dealt with new duties devolved to first line managers and the context for that delegation. The second, 'People management', focused on leadership and inter-

personal skills to improve staff productivity and service quality.

A management development program was conducted for district superintendents of education. This focused on the role of the superintendent as an organisation development consultant to schools and to the wider education system. Topics included consulting skills, strategic planning, structural efficiency and others tailored to the superintendents' specific needs. Participants increased their knowledge and skills and were able to improve their performance, contributing significantly to change within schools.

OTHER STAFF POLICIES AND INITIATIVES

A new leave-management system became operational in February 1990, with most work areas using the on-line computer system from July. The system reduces many of the problems associated with the manual maintenance of leave records. It is more consistent, more accurate and easier to maintain, and is able to provide a comprehensive range of statistical reports. It will assist the increasing devolution to schools of leave management for school-based staff.

The Education Department made a number of appointments under the terms of Section 47 of the *Equal Opportunity Act*, which allows the appointment of a woman in preference to a man in certain defined circumstances.

The Anti-racism policy and associated grievance procedures were introduced, indicating the Education Department's determination to ensure that racism has no place in any of its work sites or work practices.

Some directorates ran major programs related to the implementation of the Sexual Harassment Policy and its associated grievance procedures.

CATHOLIC SCHOOLS

During 1990, Catholic education aimed to enable schools to develop school improvement plans. To this end, two area education consultants have been appointed, one in the Diocese of Port Pirie and the other in the western region. The consultants work with school staffs to develop curriculum and teaching methodology.

In addition, professional development took place in the areas of:

- student literacy and learning;
- mathematics;
- special education;
- leadership and school management;
- Aboriginal education;
- gender and equity;
- implementation of the SACE.

The LLIMY project is one example of professional development activities listed above. A total of 18 fully trained tutors with expertise and experience in literacy learning is

working with teachers and students in Catholic schools. In 1990, there were 376 teachers were involved in LLIMY workshops.

Professional development for teachers in mathematics has resulted in significant changes in classroom practice that reflect a greater understanding of how children learn mathematics.

In 1990, an additional Aboriginal education worker was employed. Staff in the Aboriginal education program have been based at the Education Department's Aboriginal Education Unit and have used Education Department processes to begin inservicing teachers in 30 schools in 1990. The outcome has been a commitment from all 30 schools to teach Aboriginal studies to all students.

INDEPENDENT SCHOOLS

Much professional development happens in schools, but some cooperative ventures have been coordinated through the ISB. In particular, the tutor-teacher model of using a focus teacher in one school to help teachers in other schools has been adopted. Through negotiated assistance, specialist consultants and advisory staff, this model has assisted the implementation of programs that parallel those in the Education Department and the Catholic education sector.

Two ISB initiatives employing the tutor-teacher model are the Literacy Across the Curriculum course and the LLIMY Project. The Literacy Across the Curriculum course involved 50 teachers in 1990 who participated in a 10-week program designed to increase their expertise in literacy skills. The LLIMY Project used trained school-based tutors who negotiated with other schools to work with teachers and students on effective strategies for literacy and learning at the primary level.

A network support model has provided ISB schools with a second major strategy for professional development in 1990. Facilitated by advisory staff, this model assists classroom teachers by providing information and expertise on recent educational developments and giving them access to a range of support people and resources for classroom implementation. An example of the network model is the ISB Language Program, whereby 53 teachers participated in programs for various languages other than English, including the Languages Inservice Program for Teachers.

Professional development opportunities were enhanced through the participation of staff on SSABSA curriculum committees and ISB subject groups. These complement the work of teacher professional associations by giving teachers access to information and recent methodologies in their particular subject areas.

7 RECURRENT AND CAPITAL RESOURCES

MANAGEMENT INITIATIVES FOR AN EFFECTIVE AND EFFICIENT USE OF RESOURCES TO MEET CHANGING ENROLMENT PATTERNS

The Education Department of SA is responding to enrolment trends through various strategies, including the rationalisation of resources.

There is an overall enrolment decline, but rapid enrolment growth in the outer northern and outer southern suburbs. Increasingly, there is a need to match the services delivery pattern with the emerging service need.

Strategies used in the management of Education Department assets include:

- school amalgamations, closures and redirection;
- some changed attitudes towards building design;
- sharing facilities with the non-government sector;
- a review of building standards as ageing facilities need to be redeveloped;
- reducing the number of Education Department non-school-based staff members and refocusing their responsibilities;
- refocusing the delivery of school support services, including teacher training and development.

OVERVIEW OF FUNDING ARRANGEMENTS AND PRINCIPLES OF RESOURCE DISTRIBUTION

Most Education Department funding is from the State. Commonwealth support is available for capital expenditure and as funding for specific programs.

Recurrent expenditure of the Education Department during the 1989-90 financial year was \$861.1 million compared with \$817.4 million in the previous financial year, an increase of \$43.7 million or 5.3 per cent. (These figures include on-costs such as payroll tax and superannuation not in AEC NSSC totals.)

Significant features of recurrent operations are listed below:

- Salary, wages and related payments increased by 3.3 per cent over 1988-89 and represent 81.1 per cent of total recurrent payments.
- Total full-time equivalent enrolments decreased from 187,072 in 1989 to 186,452 in 1990.
- The level of Commonwealth general purpose grants increased in real terms.

Figure 2. 1989-90 salaries expenditure

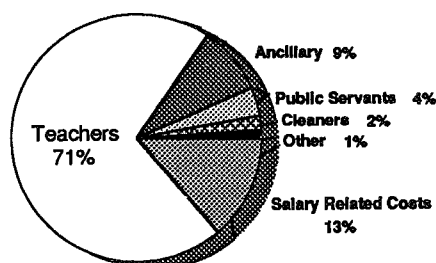


Figure 3. 1989-90 contingency expenditure

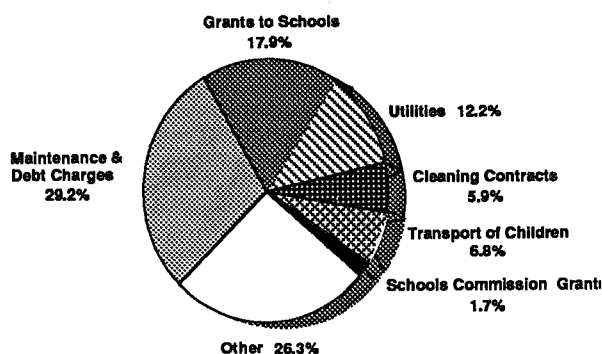
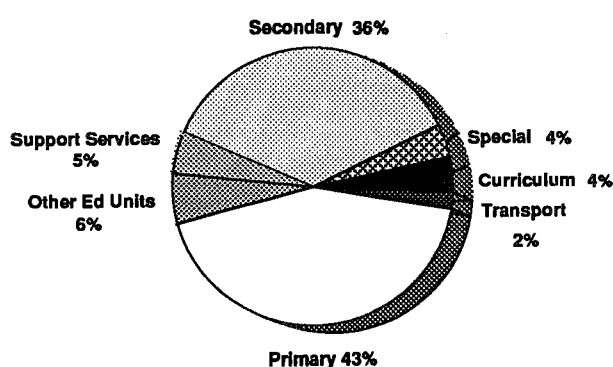


Figure 4. 1989-90 program expenditure



Source: SA Department of Education

The largest component of the Education Department's budget is expended on salaries (see Figure 2). In 1990, the allocation of teachers to schools took into account class size, curriculum requirements and non-instruction time for teachers to prepare lessons, assess students' work and undertake other duties. Some salaries were also available for specific purposes such as social justice initiatives.

Figure 3 shows that the major proportion of contingency expenditure covered maintenance of physical assets and debt charges, grants to schools and payment of school utility costs. These three categories together accounted for approximately 59 per cent of all contingency expenditure.

Figure 4 indicates the proportions of total expenditure by program. Expenditure on 'other education units' includes migrant education, multicultural education, the socio-economic disadvantaged program, vacation and recreation programs, guidance and related services, personnel services and assistance to non-government schools.

CATHOLIC AND INDEPENDENT SCHOOLS

CATHOLIC SCHOOLS RESOURCING

The South Australian Commission for Catholic Schools (SACCS) oversees resource allocation across Catholic schools, but the allocation of resources within each school is the responsibility of the school community through its school board.

The greatest needs for Catholic schools in 1990 were capital funds to meet the demand for student places in developing areas, facilities to meet the curriculum requirements for the SACE and the refurbishment of existing capital stock.

In 1990, SACCS established a permanent standing committee to advise on the rational development of schools. This advice is based on consultation with local communities and the Capital Grants Allocations Committee. SACCS has also established a schools development fund to provide capital to schools through low-interest loans.

Recurrent government grants are distributed to schools on a needs basis. The distribution of State Government grants is on the advice of the Non-Government Schools Advisory Committee. SACCS distributes systemic Commonwealth grants after consultation with schools.

INDEPENDENT SCHOOLS RESOURCING

Private fee income and State and Commonwealth Government grants contribute to school resources. The management of these resources is entirely school-based, and funds are used to maximise opportunities for students to receive the best education a school can offer.

Recurrent grants to schools vary according to particular levels of resource requirement.

Capital resources are largely provided through the supportive efforts of individual school communities. As for Catholic schools, there is an ongoing need for capital funds both to meet the costs of refurbishing old facilities as curriculum requirements change and to meet the demand for new facilities in new residential areas. Commonwealth capital grants help some schools towards meeting these costs.

JOINT SECTOR PLANNING

Planning for the provision of education in new areas takes place with the Education Department and non-government providers. Features of joint planning are shared campuses and facilities, including high-cost areas and

playing fields. This enables the capital cost to be kept to a minimum for all providers and ensures that there is no overprovision of facilities. In 1990, the Catholic and independent sectors were involved in the Golden Grove secondary campus and were negotiating to provide primary education on another Education Department site.

Several standing committees, including a Joint Planning Committee and the Government/Non-Government Schools Task Force for Occupational Health Safety and Welfare, help to formalise cooperation in the resource area.

ETHNIC SCHOOLS

The Ethnic Schools Board manages and administers funds to ethnic schools authorities and ensures educational and financial accountability. In 1990, the Commonwealth contributed approximately \$331,000 to the ethnic school system, while the State contributed \$355,000.

8 SPECIFIC PURPOSE PROGRAMS

GOVERNMENT SCHOOLS

DISADVANTAGED SCHOOLS PROGRAM (PRIORITY PROJECTS)

The Disadvantaged Schools Program assists schools which serve communities where there are concentrations of families living on or below the poverty line. In South Australia, the Program includes schools with high percentages of School Card holders taken over a three-year period.

Initiatives in 1990 included:

- linking applications for school-based funding to school development plans according to areas of action listed in the Commonwealth guidelines;
- focusing training and development programs on evaluation for school-based teachers;
- holding training and development programs for school-based school assistants in the area of parent participation;
- introducing training and development programs for clusters of schools;
- documenting good practice through the publication of broadsheets and newsletters;
- establishing a computer database to track 1991 funding.

STUDENTS AT RISK PROGRAM

The Students at Risk Program is a joint Commonwealth-State initiative to support students who are at risk of leaving school before completing Year 12. In South Australia, students at risk are identified by a range of behaviours, such as absence from school or classes, truancy, passive or active non-cooperation in class, and low

literacy and/or numeracy skills. There are ten government high schools in the Program.

Commonwealth funding was allocated to school-based salaries (teachers and ancillary staff) and the production of training and development programs in the ten schools. A clustering arrangement helped to broaden the impact of the Program in these schools.

Students' out-of-school circumstances may be characterised by physical and emotional abuse, homelessness and drug abuse. The invisibility of girls at risk has led to a number of the participating schools identifying girls as the target group.

A range of programs and strategies has been developed for trial and documentation in 1991.

COUNTRY AREAS PROGRAM

The Country Areas Program in South Australia aims to:

- alleviate the substantial and persistent disadvantage of many country students and their families, which stems from restricted access to social, cultural and educational activities and services;
- develop better ways of delivering educational services to students in country schools;
- provide a framework within which school communities and country people can work cooperatively to improve educational opportunities for country students.

In 1990, a revised set of criteria for assessing funding levels was determined. These criteria support both the Commonwealth objectives of the Program and State priorities as described in the Department's Three Year Plan.

Initiatives in 1990 included:

- support for curriculum development initiatives for Aboriginal students in remote and isolated locations, including joint funding initiatives with Priority Projects;
- programs supporting school communities to develop links with local industries and build on local expertise and resources;
- research on the education of girls in isolated communities which analyses participation, education and career pathways;
- documentation of good practice through newsletters and broadsheets;
- appointment of a research/information officer.

SPECIAL EDUCATION PROGRAM

The purpose of the Special Education Program is to enable students with disabilities to gain access to education by providing the support of collaborative services.

Funds are allocated towards the salaries of teachers, school assistants, therapists and therapy assistants. These people

can then provide direct services to students with disabilities in neighbourhood schools, special schools and, in some situations, the home.

The Program makes a significant contribution to all education and service sectors, and to families and their children during the transition from institutional settings to community placements for both care and education.

ENGLISH AS A SECOND LANGUAGE PROGRAM

The purpose of the English as a Second Language Program (ESL) is to provide specialist services to students from a non-English-speaking background to improve their skills in the English language.

The General Support Element is for students who have been in Australia over 12 months. The New Arrivals Program (NAP) is for students who have been in Australia under 12 months.

Significant initiatives designed to improve the effectiveness and efficiency of this service include:

- the development of ESL curriculum materials for General Support R-7 and 8-12 and for NAP, R-7 and 8-11;
- the assessment of students' English proficiency through the Student Needs Assessment Procedures, on which the provision of staffing was based;
- the inclusion of ESL in mainstream courses, which have provided inservice for approximately 1500 teachers and the development of course materials.

Inservice activities for bilingual school assistants have continued to support students in the New Arrivals Program and their transition to mainstream schools.

Five officers were employed centrally for administration and management of curriculum initiatives, while five others provided professional support in the areas.

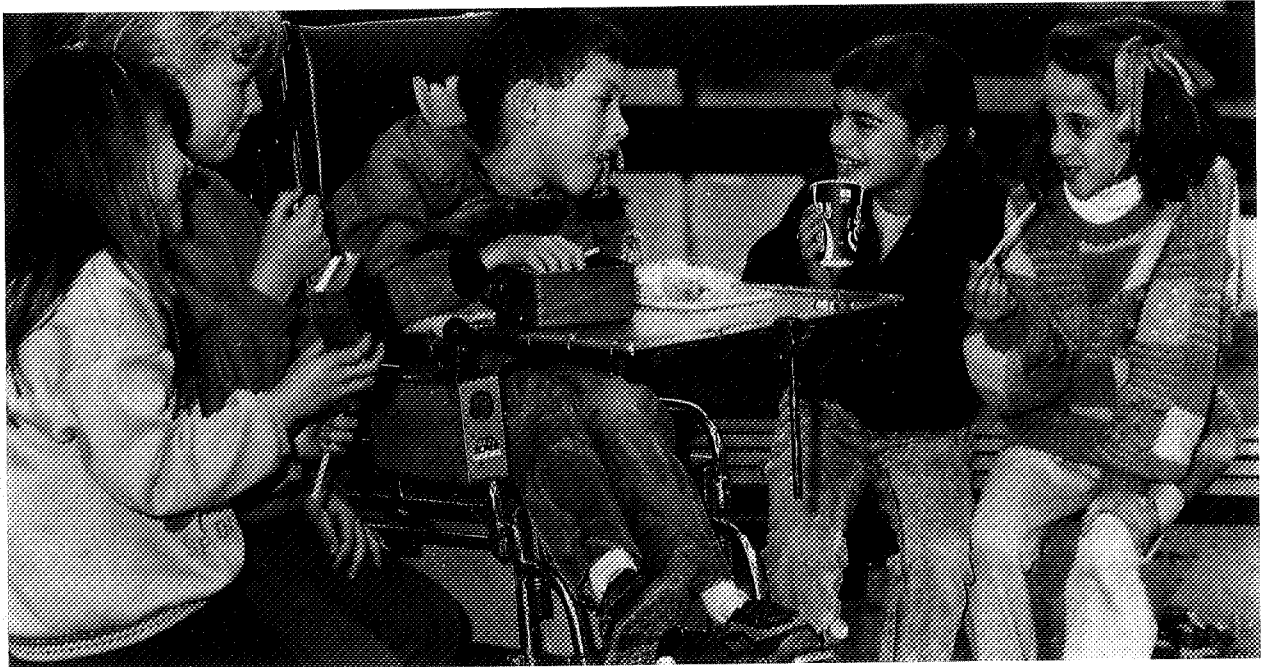
NON-GOVERNMENT SECTOR

ENGLISH AS A SECOND LANGUAGE IN CATHOLIC SCHOOLS

In the Catholic sector, the General Support Element assists those students who meet the Commonwealth criteria and who are identified by schools as requiring help with English. Priority is given in the following areas:

- school-level specialist support for those students deemed to need assistance most;
- advisory support for mainstream teachers of ESL students;
- professional development programs for ESL and mainstream teachers, including release time for study in accredited ESL courses;
- bilingual assistance for student-teacher-parent (guardian) liaison.

In the New Arrivals Program (NAP), priority is given in allocating funds to supporting the most recent arrivals and those children born in Australia who do not speak English before beginning school. If possible, children are placed in an intensive program or are given regular specialist support within a class. Bilingual assistance is provided within the school and to facilitate home-school liaison.



Happily integrating

SOUTH AUSTRALIAN NON-GOVERNMENT DISADVANTAGED SCHOOLS PROGRAM

Decisions relating to the allocation of funding are made by the Disadvantaged Schools Program Task Force. All the schools in the Program are represented on this group.

Major program initiatives were in home-school liaison projects, teacher development and curriculum in the areas of numeracy and language expression.

Centrally based resource staff members are funded as well as school-based initiatives. In 1990, these included a program coordinator, a consultant on school development, a consultant on home-school projects and a social worker.

Individual school projects related to home-school-community development, the expressive arts, computer education, outdoor education and science education. Shared projects supported included exercises in mathematics teaching and other initiatives requiring the funding of buses.

SPECIAL EDUCATION IN THE NON- GOVERNMENT SECTOR

Funding to non-government schools and agencies outside the Education Department is administered by the Special Education Consultative Committee, which includes nominees from education and service provision sectors.

The major objective of the Catholic schools' Special Education Program is to provide support services to children, families and school communities where students are targeted under Commonwealth Special Education Guidelines.

For the ISB, the continuing growth of the special education network is a major strategy in developing and maintaining programs which are accessible to students. The network assists teachers who are integrating disabled students into regular classes and uses a peer support structure for both formal and informal professional development and sharing of teacher expertise.

9 OTHER PRIORITY EDUCATIONAL ACTIVITIES/ NEW INITIATIVES

CHILD PROTECTION

The Education Department's Child Protection Policy was launched in March. This Policy requires all school staff to report suspicion of child maltreatment and neglect, and requires schools to provide protection and abuse prevention programs for students so that the requirements of mandatory reporting under the Community Welfare Act as amended in 1988 are met.

Approximately 5,000 Education Department employees were trained in child abuse notification procedures, and

the training program is continuing. Guidelines for the management of allegations of child abuse against Education Department employees were also finalised.

INTER-AGENCY INITIATIVES

In partnership with the Health Commission and the Department for Family and Community Services, the Education Department is implementing the recommendations of the Strattman report: *Interagency Responses to School Children with Social and Behavioural Problems*.

An inter-agency approach was established for the assessment, referral and case management of students with social and behavioural difficulties. This approach provides one contact point for access to the resources and expertise of the Health Commission, the Department of Family and Community Services and the Education Department. This innovative program was selected for presentation as an example of excellent practice to the Organisation for Economic Cooperation and Development (OECD) conference, 'Children and Youth at Risk', held in the USA early in 1991.

An inter-agency procedure for information gathering and sharing was also developed and approved by the State Privacy Principles Committee.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate is a two-year pre-tertiary international diploma course. It is recognised as an entry requirement in virtually all of the world's universities. Two non-government schools, Pembroke and Mercedes College, offered the International Baccalaureate in 1990. It was also offered at Glenunga High School, where nine students sat for examination at the end of the year, achieving excellent results.

JUNIOR SPORTS POLICY

The Junior Sports Policy was released in December 1990. The implementation of this Policy will be the joint responsibility of education authorities, sporting associations and the Department of Recreation and Sport.

NATIONAL DEVELOPMENTS

During 1990, the number of cooperative activities in education between the States and the Commonwealth increased. For instance, South Australia chaired the Curriculum Corporation, which aims to promote cooperative curriculum development around the country, and the Australian Cooperative Assessment Project.

The Education Department was also active in negotiations intended to establish a national benchmark on teachers' salaries and to identify possible national approaches to award restructuring.

South Australia and the Australian Capital Territory are co-hosting the National Literacy Mapping Project. A report of the Project was submitted to the Australian

Education Council in December. The report provides information on which the second phase of the Project, aiming for the development of a national framework for the teaching of literacy, will be based.

OVERSEAS STUDY PROGRAM

The enrolment decline in secondary schools created the opportunity for South Australian schools to take in full fee-paying students from overseas. These students pay an annual tuition fee of \$6,000 and attend one of the four metropolitan high schools currently participating in the program. Numbers of fee-paying students have increased since the commencement of the program three years ago, with an enrolment of 54 for 1990. Australian students benefit from the program by studying with overseas students, most of whom are from countries in the Pacific region.

SCHOOL DISCIPLINE POLICY

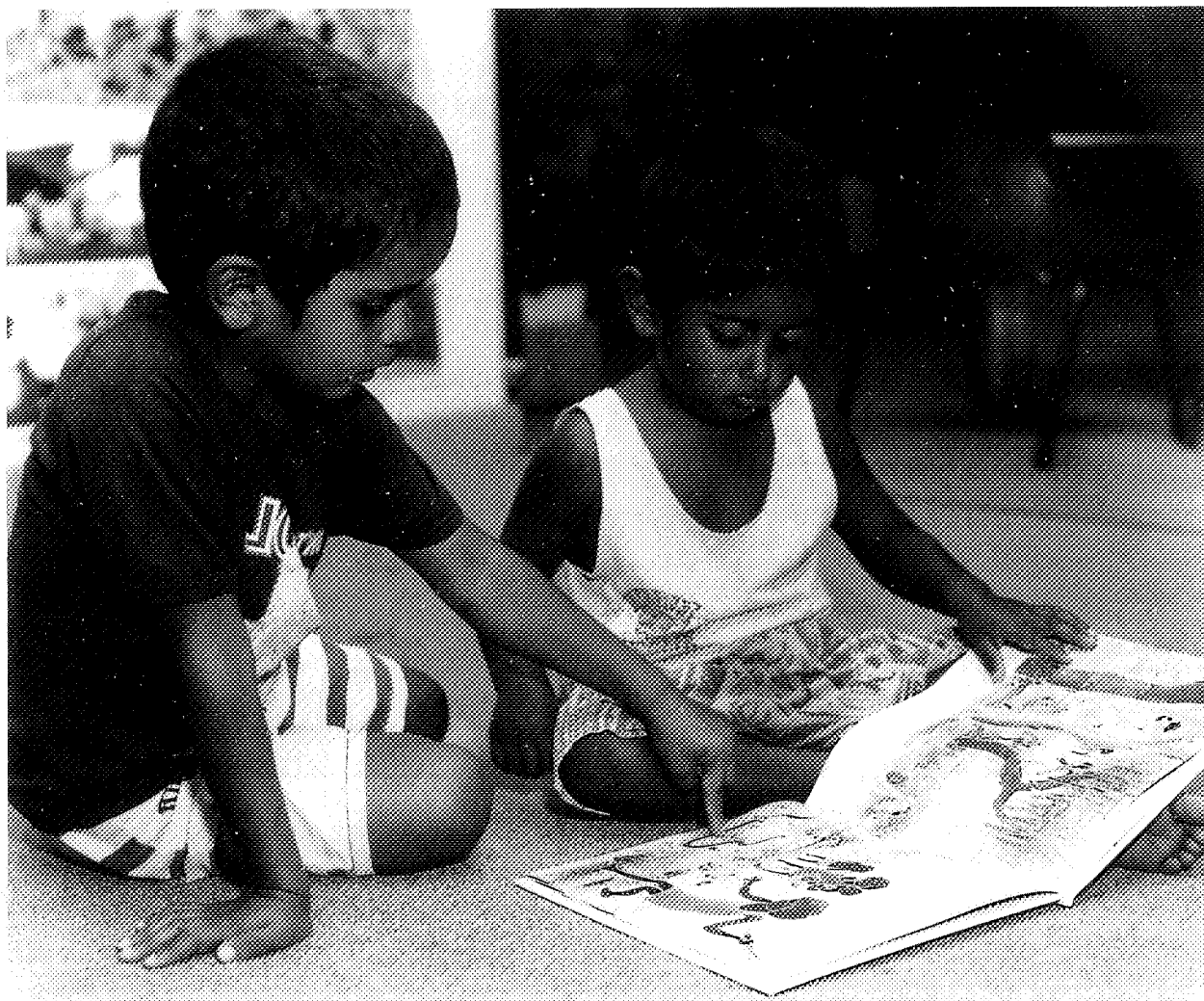
The School Discipline Policy requires all schools to determine their action plans for management of school

discipline by the end of 1991. This task featured very prominently in 1990 school development plans.

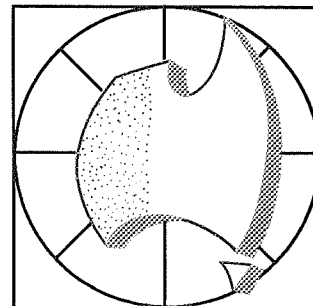
The Policy was well received both within and outside the Education Department. The South Australian Catholic school system has developed a draft student behaviour management policy which complements that of the Education Department and recommends the implementation kit as a major resource for Catholic schools. There was also considerable interest from interstate and overseas.

SCHOOL WATCH

As part of a State Government crime prevention strategy, the Education Department and Police Department introduced a pilot program, School Watch, in seven schools. The program is based on the Neighbourhood Watch scheme and encourages community action to combat arson, vandalism and theft of equipment from schools. Over the next two years, a seconded police officer and a teacher will develop a strategy to enlist school and community support to safeguard school facilities.



Students at Karna Plains School



1 OBJECTIVES AND PRIORITIES FOR SCHOOLING

In Western Australian government and non-government schools, the priorities outlined below are similar to those identified in the *National Report on Schooling in Australia 1989*. Across all systems, increased participation in languages other than English was consistently identified as a priority for both 1989 and 1990. The professional development of teachers was an identified priority for Catholic schools and a large proportion of independent schools. This was also the impetus for some key system-level initiatives in government schools.

PRIORITIES FOR GOVERNMENT SCHOOLS

The Ministry of Education strives for excellence in learning and teaching, and is committed to maximising the educational achievement of all students. Within this context, a number of priorities for development in Western Australian government schools were identified for the 1990-91 planning cycle and have influenced both resource allocation and school development planning.

The following constitute the 1990 development priorities:

- devolution;
- literacy and numeracy;
- Aboriginal education;
- languages other than English;
- post-compulsory schooling;
- computer use in schools.

The devolution program was consolidated in a landmark industrial agreement between the Ministry of Education and the State Schools Teachers' Union of WA which contains in-principle agreement to the full implementation of devolution and a detailed plan for the first phase of implementation up to the end of 1990. The elements of the plan include school development planning, school decision making, and the monitoring and reporting of school performance.

In the curriculum areas, community demands that students demonstrate ever-increasing literacy and numeracy skills have been a continuing challenge for schools. The needs to increase the access of students to languages other than English and to increase their knowledge of Aboriginal culture, history and languages have also been curriculum priorities. The prime objective of the Computers in Education Program has been to achieve the widespread integration of computers into the curriculum in schools across the State.

The Western Australian government school system is committed to providing appropriate educational opportunities for students, regardless of their background or their aspirations. This commitment has been reflected in the focus on providing appropriate opportunities for Aboriginal students and for students staying on to post-compulsory schooling.

PRIORITIES FOR CATHOLIC SCHOOLS

Catholic schools in Western Australia provide education within a Catholic context and are committed to the development of the whole person, and each student's uniqueness and giftedness is appreciated and developed within Gospel values.

Priorities outlined in 1989 were further developed in 1990.

The priorities constitute:

- community participation in Catholic education;
- professional development of teachers;
- equity of participation in Catholic education;
- comprehensive curriculum in primary schools;
- unit curriculum;
- languages other than English;
- values education.

In order to ensure that Catholic education continues to involve the whole community, provision for community participation, especially participation by parents, has been strengthened.

In seeking to maximise the competence, effectiveness and confidence of teachers, schools undertook to ensure that the professional development of teachers was a major thrust for 1990.

Students disadvantaged by ethnicity, isolation and physical and intellectual disability are provided for in Catholic education. Schools are encouraged to enrol students with physical and intellectual disabilities.

Projects in curriculum have focused on further development of a comprehensive curriculum for all primary students; assistance to schools with the development and uptake of lower secondary school English and mathematics syllabuses in Unit Curriculum; and maintenance of effort to improve the understanding of the importance of languages other than English in both primary and secondary schools.

In order to ensure that Catholic education continues to provide for values education, secondary school teachers' awareness of the values aspects of all subject areas was strengthened.

PRIORITIES FOR INDEPENDENT SCHOOLS

Priorities in the independent schools continued to reflect emphases reported in 1989 on professional development opportunities for teachers, increasing the general competencies of all students and increasing participation in languages other than English and in computer studies.

Overall priorities for 1990 were:

- increasing participation in key subjects;
- maximising learning of all students;
- maximising the general competencies of all students;
- professional development of teachers.

Nearly two-thirds of the independent schools emphasised a priority objective of increasing the participation of students in key subject areas, particularly in creative arts, languages other than English (LOTE), mathematics and computer studies. A range of strategies was adopted to meet these objectives.

Another common priority for over half these schools in 1990 was to maximise learning of all students while allowing for attainment levels appropriate to individual student abilities. This objective was met through such strategies as diagnostic testing for the identification of special learning needs; remedial and individualised learning programs; the appointment of additional resource teachers; and the development of curriculum materials suited to the less academically able students.

Over half the independent schools emphasised a priority objective of maximising the general competencies of students in basic skills such as literacy and numeracy. Strategies adopted included the use of computer-assisted learning; diagnostic testing; professional development for teachers and the provision of workshops which included teachers, students and parents.

Professional development programs to maximise the competence, confidence and efficiency of teachers were

highlighted by over half the independent schools. These involved both in-school and out-of-school activities.

Other priority objectives highlighted by the independent schools in both 1989 and 1990 were:

- to develop self-discipline and respect for others;
- to provide better feedback to school communities;
- to make schooling more relevant to contemporary circumstances;
- to facilitate transition, particularly from education to employment.

2 STRUCTURE AND OPERATION OF SCHOOLING

SYSTEM AND SCHOOL MANAGEMENT INCLUDING COMMUNITY INVOLVEMENT IN SCHOOL GOVERNANCE

Almost all schools in Western Australia belong to either the government school system or the Catholic education system, or are affiliated with the Association of Independent Schools. A very small number of schools operate outside these major groups. In addition, the TAFE sector provides a number of places for Year 12 students.

The Minister for Education is responsible for ensuring the efficiency of all schools, both government and non-government. The Secondary Education Authority, which is responsible for the accreditation and certification procedures in secondary education, is also part of the education portfolio.

GOVERNMENT SCHOOLS

As reported in the *National Report on Schooling in Australia 1989*, 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)*. During 1990, a restructuring of the central office was undertaken to manage better the range of responsibilities of the Ministry.

As a result of this restructure, there are four divisions. Responsibility for schools rests with the Executive Director of the Schools Operations Division, who is supported by three Directors of Operations responsible for the 29 districts.

Progress in the operation of school decision-making groups was assisted by the distribution of the document *Schools Decision Making: Policy and Guidelines*. This complements the *School Development Plans: Policy and Guidelines* document distributed the previous year.

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, which has 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 as well as ensuring that the financial operation of the school follows the decisions of the school board.

INDEPENDENT SCHOOLS

Most independent schools in Western Australia are affiliated with religious organisations and many are affiliated with the Association of Independent Schools (AIS). In most cases the schools are governed by school boards, the members of which are usually chosen by the church organisations or by the school community.

LINKS WITH TERTIARY EDUCATION AND BUSINESS AND THE WIDER COMMUNITY

Formal links between the schools sector and the range of post-school interest groups (tertiary education and business

and the wider community) are established through the legislative requirements and policies of certification and accreditation agencies.

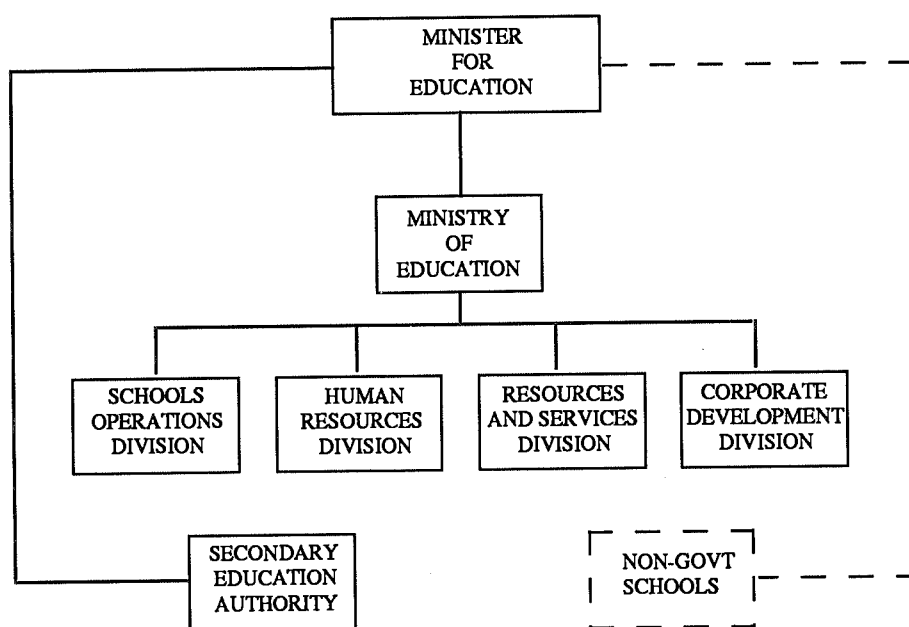
During 1990, the Minister for Education announced acceptance of a major recommendation of the 1989 Review of Upper-secondary Certification and Tertiary Entrance Procedures to change the basis for calculation of the tertiary entrance score from an average of 3, 4 or 5 subjects to an average of 4 or 5 subjects. This change, to be introduced in 1992, will have a direct effect on students intending to keep open their options for tertiary study.

The Minister for Education commissioned the five-yearly legislative review of the structures and functions of the Secondary Education Authority as required under its Act. The central recommendations of the review are that the membership of the Authority should be proportionally reduced and that the composition of the Authority should be adjusted to achieve increased community involvement. Legislative changes would be required to implement these recommendations.

Legislation to establish the State Employment and Skills Development Authority (SESDA) was proclaimed in November 1990. SESDA will establish the over-arching framework for skills formation and accreditation in Western Australia. Membership of SESDA includes all sectors of education and employer and union groups. Administration of the SESDA Act is the responsibility of the Minister for Employment and Training.

The year saw a steady increase in the number of partnerships between schools and business and industry. The focus was on technology education and skills formation.

Figure 1: ORGANISATION CHART : SCHOOL EDUCATION WESTERN AUSTRALIA



An increase in the number of requests to the Minister and the Ministry for official endorsement of corporate products or services was indicative of a further change to the relationship between business and industry and the school system. This signalled the need for policy review in the general area of corporate sponsorship and endorsement.

CONTEXTUAL INFLUENCES

Western Australia constitutes almost one-third of the total area of Australia but has approximately one-eleventh of Australia's total population. Aboriginal people make up 2.7 per cent of the population of Western Australia, with a disproportionate 63 per cent under 25 years of age. Aboriginal students make up 4.4 per cent of the total population of schools. In primary schools, 4.7 per cent of students are Aboriginal and in secondary schools this proportion is 3.3 per cent.

Economic indicators developed by the Australian Bureau of Statistics showed that the natural rate of increase in the WA population was maintained in 1990 and that migration was slightly lower than in 1989. At the same time unemployment rose and job vacancies decreased.

In the Perth metropolitan area, new housing developments at the outer edge of the suburbs continued to be opened up. At the same time, the school-age population declined in the inner suburbs, which has resulted in an excess government school capacity in some areas. However, plans for urban infill or renewal which are being developed at the State level may redress this under-utilisation to some extent over the coming years.

3 CURRICULUM

STATEMENT ON CURRICULUM POLICY

CONTEXT

The curriculum policy context for the government school system has three main dimensions: the Ministry's overarching goals related to devolution and accountability; policies and procedures adopted by certification and accreditation agencies outside the Ministry; and Western Australia's collaborative involvement in the preparation of national curriculum frameworks.

Curriculum policies are formulated within this context to provide the mandated framework within which schools will operate.

In 1990, curriculum policy formulation for the government school system became more closely aligned with the broader policy objectives of devolution and accountability. Explicit statements are required about the nature and degree of self-determination that schools have in respect of curriculum decision making. The preparation of a policy statement on the status of syllabuses was one of the Ministry's undertakings in the 1990 Memorandum of Agreement with the State Schools Teachers' Union.

System-level monitoring of curriculum inputs, outputs and outcomes in government schools is conducted through a combination of the Monitoring Standards in Education Project; District Superintendents' auditing of schools' implementation of school development planning; focused curriculum reviews; and the activities of curriculum area consultants.

The legislative review of the Secondary Education Authority recommended a continued involvement by the Authority in lower secondary education through the establishment of a non-statutory Lower Secondary Studies Committee. The same report recommends adjustments to the statutory committee structures that govern the Authority's accreditation, examination and certification functions in Years 11 and 12.

STATUS OF POLICY DEVELOPMENT IN 1990

The thrust of Ministry policy development was directed at the drafting of the broader statements on accountability, school-based decision making and financial management, rather than the drafting of new curriculum policies *per se*. Each of these broader policy statements has specific curriculum implications that will be attended to in statements prepared over the next triennium.

REVIEW

An independently commissioned *Curriculum Review of Social Studies and Social Sciences Education* was released in May 1990. The response reaffirmed the Ministry's commitment to the retention of social studies as an important part of the curriculum for all students for three reasons:

- the teaching of social studies includes a special responsibility to transmit cultural heritage to students;
- the integration of history, geography, economics, sociology and politics ensures all students are provided with the fundamental knowledge of these disciplines;
- through social studies, students develop a range of essential transferable skills.

Four objectives which provide a direction and vision for social studies for the year 2000 will be pursued. These objectives are:

- to supplement the three broad aims of knowledge, skills and values with an action dimension. The decision to incorporate an 'action dimension' in social studies curricula reflects a significant emphasis present in the 1989 Senate Standing Committee on Employment, Education and Training's *Education for Active Citizenship* report. Incorporation of this dimension with the lower secondary curriculum has already begun and will be followed by action in the primary school curriculum in 1992.
- to structure outcomes as a broad set of knowledge, skills, values and action objectives to be

achieved by all students by the end of compulsory schooling.

This will provide a curriculum guarantee to the community which can be achieved within a framework that allows schools and students flexibility in course provision and selection.

- to be responsive to changes emanating from national and State priorities as well as from research and social trends and developments. Changes are already evident in developments in several key areas including:
 - parliamentary and political education;
 - Asian studies;
 - Australian and regional studies;
 - environmental studies and conservation;
 - local government studies;
 - consumer education.
- to promote the processes of values clarification and justification.

While recognising that we live in a changing and multicultural society, the social studies programs will place an increasing emphasis on promoting those basic values associated with living in a democratic society.

In May, the Ministry commissioned a curriculum review of manual arts education. The review, due for completion in 1991, is required to report, *inter alia*, on:

- the desired student outcomes for Years 8–12 manual arts education;
- the curriculum and resource implications of facilitating the achievement of these outcomes;
- the extent to which the specification of outcomes should be affected by emerging directions in technology education.

DEVELOPMENT AND IMPLEMENTATION

During 1990, the First Steps Project became firmly established as the principal support for schools to help K–5 children to make measurable progress in language and mathematics. The project has a special focus on children who are experiencing difficulties with learning. Professional development opportunities have been made available to teachers through the provision of additional staff.

The professional development is centred on developmental continua for both language and mathematics. These continua enable teachers and schools to:

- evaluate and report systematically on children's levels of understanding and skills;
- monitor children's progress;
- select from banks of strategies which are directly linked to a child's present level of functioning, as mapped on the continua, to ensure that satisfactory progress is maintained;

- provide continuity of teaching and learning throughout the school and from year to year.

The needs of children are addressed by enabling them to make sound progress within their own classrooms, using the framework of developmental continua. First Steps does not offer remedial packages for children with specific learning difficulties.

The Years 6–9 Language and Literacy Development Program involving teachers from secondary schools and their feeder primary schools aimed to:

- develop the literacy skills of students across Years 6–9;
- update the professional development of teachers in the teaching of literacy;
- encourage interaction between primary and secondary teachers;
- encourage a common approach to literacy within school districts;
- clarify the role of specialist support staff across primary and secondary areas.

Curriculum development in the area of languages other than English included:

- publication and distribution of lower secondary syllabuses in French, German and Italian to government and non-government schools;
- a 20-day professional development program on the teaching of LOTE for primary school teachers;
- commencement of partial immersion programs in Italian in selected primary schools;
- further work on the National K–12 Japanese Project funded by the Asian Studies Council and conducted in cooperation with Queensland;
- preparation of a draft curriculum framework for the teaching of Aboriginal languages in primary schools.

The Prevention Education supplement to the K–10 health education syllabus was completed. This work builds upon two State Government reports on child abuse, neglect and domestic violence: *The Domestic Violence Task Force Report* (1986) and the *Child Sexual Abuse Task Force Report* (1987).

An Aboriginal Studies Project produced a curriculum framework for K–10. Four lower secondary studies units will be submitted to the Secondary Education Authority for accreditation during 1991. A significant feature of the development of these units has been the involvement of Aboriginal people at all stages.

The three-year Computers in Education Project concluded in December 1990, having met its objectives in the areas of professional development, resource materials for teachers and schools, and upgrading of the list of approved equipment. Schools will be responsible for organising their own

professional development regarding computer use in education from 1991 onwards.

The North West Shelf Project (a cooperative project involving the Ministry of Education and the North West Shelf Joint Venture participants) also concluded in December, having developed six packages of support materials for social studies, science, chemistry and geography syllabuses and associated vocational education materials.

The Ministry published and distributed revised pre-primary to Year 7 syllabuses and support documents in English, mathematics and art and crafts education. Professional development for school principals, district office staff and teachers was completed in December. Schools have until the end of 1993 to implement these new syllabuses.

In lower secondary, as part of unit curriculum implementation, 99 support packages for teachers were disseminated.

An extensive three-year teacher support and professional development program (Mathematics 11-12 Syllabus Implementation Project) was mounted to ensure the smooth introduction in 1991-92 of new mathematics courses in Years 11 and 12.

ACCREDITATION PROCESSES FOR NEW COURSES

A report by the Course Accreditation Working Party of the Secondary Education Authority was completed. The report recommended changes to the current procedures for accrediting Years 11 and 12 courses. The thrust of the recommendations is to achieve improved contextualisation for all syllabuses through the development of an over-arching accreditation policy and nine curriculum area frameworks, the latter effectively setting area specific policies to guide future syllabus development and evaluation.

Resolution by the Authority of the working party's recommendations is expected in 1991.

4 ENROLMENTS, RETENTION AND PARTICIPATION

SCHOOLS AND ENROLMENTS

The school systems in Western Australia continue to offer a range of structures to meet the needs of the community.

In general, the Ministry of Education operates separate primary and secondary schools, except in rural areas with low population density where both primary and lower secondary education are provided at district high schools. Primary schools generally provide for full-time students in Years 1-7, and most have a pre-primary centre which caters for sessional educational activities for 5-year-olds and, where space is available, for 4-year-olds. In remote areas, some primary schools also cater for secondary students, by incorporating the facilities provided by the Distance Education Centre.

Secondary schools operated by the Ministry generally cater for the five years of secondary education. There are two senior colleges which provide post-compulsory schooling for students who may be either mature-age entrants to the secondary system or who may be repeating Year 12.

The Education Support Schools/Centres cater for those students with disabilities and learning difficulties which preclude them from integration into regular schools.

In addition to separate primary and secondary schools, the non-government systems also provide a significant number of schools which cater for both primary and secondary education. One-third of enrolments in the non-government system are in a combined primary-secondary school. Many of the non-government primary and combined schools also provide for pre-primary students, frequently on a full-time basis. The provision of full-time pre-primary education in Catholic schools is expanding as schools institute Commission policy.

Boarding facilities are operated by both Catholic and independent schools. These boarding schools provide significant opportunities for young people who reside in rural areas. The Country High Schools Hostels Authority also provides boarding facilities for students who attend both government and non-government schools.

In all, 322,558 students attended school in Western Australia in 1990. This represents an increase of 6,014 or 1.9 per cent over the previous year. Two-thirds of these additional enrolments were in government schools, representing growth of 1.6 per cent and 4.0 per cent in the government and non-government systems respectively. Enrolments at the secondary level through the Distance Education Centre increased by some 40 per cent.

Table 1. Full-time (a) students by level, Western Australia, July 1990

Government schools	
Primary schools	152,131
District High Schools	17,453
Secondary schools	69,032
Education support schools/centres (b)	2,140
Distance Education Centre	737
Total	241,493
Non-government schools	
Primary schools	30,479
Primary-secondary combined	25,323
Secondary schools	17,856
Total	73,658
Community preschools	6,281
Independent preschools	1,126
Total all schools	322,558

(a) Not applicable to pre-primary students, who attend on a sessional basis.

(b) The Education Support Schools/Centres total includes 1,038 students who cannot be assigned a level.

Source: WA Ministry of Education

There were small increases in the number of schools operated by both the government and non-government systems to cater for increased enrolments in 1990. An additional ten schools operated in the government system, bringing the total to 761. In the non-government system, an additional three schools brought the total to 251.

Across both rural and metropolitan areas, ten community preschools were amalgamated with local primary schools, leaving only 123 of these community preschool/centres in operation. These centres provide pre-year 1 education and are administered by community committees, but the teachers are provided by the government school system.

Table 2. Number of schools by sector and area (a), Western Australia, July 1990

	Metro	Country	Total
Government schools			
Primary schools	298	250	548
District high schools	3	54	57
Secondary schools	58	35	93
Educ. Support Schools/Centres(b)	44	18	62
Distance Education Centres	1	0	1
Total	404	357	761
Non-government schools			
Primary schools	97	53	150
Primary-secondary combined	38	20	58
Secondary	31	12	43
Total	166	85	251
Community preschools	72	51	123
Independent preschools	19	3	22
Total all schools	661	496	1,157

(a) The Perth Metropolitan area is defined as the Perth Statistical Division.

Source: WA Ministry of Education

INITIATIVES TO INCREASE RETENTION

Apparent retention rates in schools continued to increase steadily to 56.5 per cent across the State. This reflects retention rates of 49.7 per cent and 74.4 per cent in the government and non-government systems respectively. The retention rate in the Catholic system was 68.1 per cent.

The established trend for increasing apparent retention rates among girls continued across the systems to 80.2 per cent in non-government schools and 54.7 per cent in government schools. However, in both government and non-government schools the retention rate of boys fell slightly, from 45.3 to 45.1 per cent in government schools (see Figure 2a) and from 68.7 to 68.5 per cent in non-government schools (see Figure 2b).

Figure 2a. Retention rates, government schools 1985-90

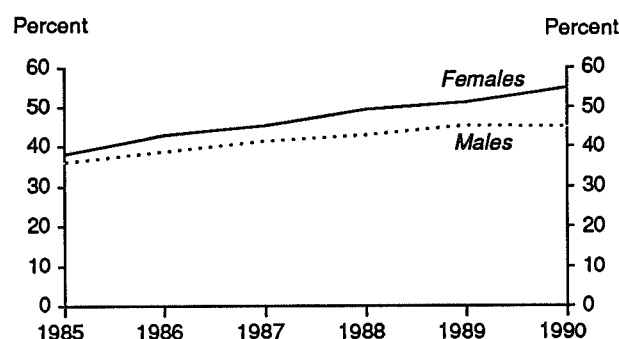
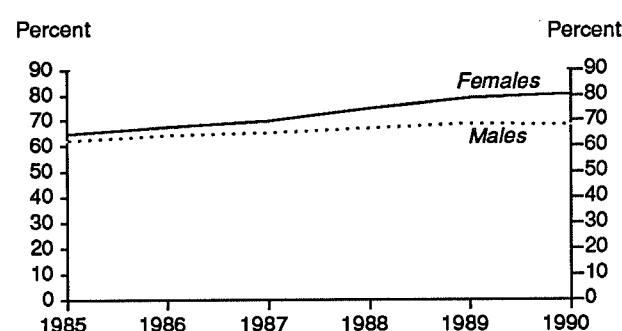


Figure 2b. Retention rates, non-government schools 1985-90



Source: WA Ministry of Education

Because they are not part of the same Year 8 cohort who were enrolled 5 years previously, the 1446 students—715 males and 731 females—who were enrolled at Year 12 level at a senior college have been excluded from these retention rates.

PARTICIPATION

KEY SUBJECTS AT YEAR 12

Of the 78 accredited Year 12 subjects, only 16 attracted more than 10 per cent of the student population. Physical Education, Applying Mathematics and Applied Computing are the only three of these which are not classified as tertiary entrance subjects. French was the most commonly studied language other than English, with just over 3 per cent of students enrolled.

Gender profiles show the continued predominance of males in Physics, Chemistry and the more challenging mathematics courses, and the predominance of females in the social sciences.

LOTE

Increasing participation in the study of languages other than English is a priority for Western Australian schools.

During 1990, the proportion of Year 12 tertiary entrance students who studied at least one LOTE remained steady at the 1989 level of 9.0 per cent—5.5 per cent of students in government schools and 15.4 per cent of non-government school students.



Science is an integral part of the primary program

MATHEMATICS AND SCIENCE

Participation rates in tertiary entrance mathematics courses and in Biology, Chemistry and Physics are monitored. The rates reported in 1989 were sustained in all courses except Mathematics I, for which participation fell from 48.3 per cent to 45.9 per cent. Further analysis shows that this was due to changing enrolment patterns in government schools.

Table 3. Participation in Year 12 mathematics and science by sector, Western Australia

Subjects	1990	1990	1990	1989
	Govt	Non-govt	Total	Total
Mathematics I	41.9	53.2	45.9	48.3
Mathematics II & III	12.0	11.8	11.9	11.7
Biology	16.2	21.6	18.1	18.9
Chemistry	22.7	26.9	24.2	23.8
Physics	19.2	22.6	20.4	21.6

Source: Data supplied by the Secondary Education Authority

INITIATIVES TO MEET THE NEEDS OF THE INCREASED DIVERSITY OF STUDENTS ARISING FROM INCREASED RETENTION RATES OR IMPROVED ACCESS

The current goal for post-compulsory schooling set by the State Government is to achieve, by 1992, an 80 per cent participation rate in either Year 12 or formal training.

A joint schools/TAFE Post-compulsory Education Task Force released its discussion paper, *Adjusting to the Future*, in August. The major suggestion of the Task Force is that young people should complete twelve years of schooling—in schools, not TAFE—but that the nature of this schooling should change to incorporate a more vocational context.

Also in August, the Secondary Education Authority (SEA) released for discussion *Perspectives on Post-compulsory Education*, containing reports on the schools/TAFE interface and an outline of program and accreditation initiatives with potential for Western Australian schools.

The Ministry of Education's Post-Compulsory Schooling Project:

- completed a trial of school programs which integrate SEA-accredited courses with TAFE certificates;
- continued to support career-related activities and completed the development of Work Studies materials for school use;
- continued funding support to seven schools engaged in the development of technology-oriented partnerships with business and industry;
- secured the leadership role for the National Career Education Outcomes Project, which is scheduled for completion in 1991 and will form the basis of expected outcomes for career education in Australian schools.

The Commonwealth Students at Risk Program provided additional support for schools experiencing very low retention rates. Other factors considered in selecting these schools were the socio-economic disadvantage attributed to the district and the capacity to contribute existing resources to the program.

The funds provided by the Commonwealth (\$315,000) and matched by a 2:1 contribution from the State supported programs in 18 senior high schools and three primary schools. The primary schools are located in districts with a relatively high proportion of Aboriginal students, recognising the fact that preventive measures must be introduced in the early years to impact on the high drop-out rate among these students.

The programs funded were aimed at retaining students in schools and increasing their meaningful participation in a

range of school-based programs. These programs include off-campus alternative schooling, remedial courses, social skills incorporating self-esteem and goal-setting skills, student support services and school behaviour programs.

SOCIAL JUSTICE

A Social Justice Branch was established within the Ministry of Education at the end of 1990. This supported continuing efforts towards a Social Justice in Education policy; with accompanying policies and guidelines on issues of gender equity and to address the needs of students from a non-English-speaking background, Aboriginal and Torres Strait Islander students, academically talented students, students with disabilities, students from low socio-economic backgrounds and geographically isolated students.

ABORIGINAL STUDENTS

The retention rate of Aboriginal students has continued to increase steadily across secondary education. In 1990, there were 134 Aboriginal students in Year 12. While this corresponds to a still low retention rate of 12.9 per cent, it represents an increase of some 230 per cent in enrolments over the five-year period from 1985 and an increase of 29 students from the previous year. Almost half the 1989 Year 11 students proceeded to Year 12 in 1990.

In 1990, a strategic plan for the provision of Aboriginal education in Western Australia was implemented through the State Aboriginal Education Strategic Planning Group which comprised representatives of the Ministry of Education, the Catholic Education Commission, the Association of Independent Schools, tertiary institutions and a number of Aboriginal groups, including the Western Australian Aboriginal Education Consultative Group. The plan for the 1990-92 triennium addresses the goals of the National Aboriginal Education Policy. Through this planning process, a total of \$11 million was made available to schools in Western Australia by the Commonwealth.

Western Australia is committed not only to the education of Aboriginal students but also to the education of all students with respect to Aboriginal studies. Principally through the Ministry of Education and the Catholic Education Commission, it aims to increase the involvement of Aboriginal people in education, improve access to education for Aboriginal people and increase the participation rates and achievement of Aboriginal students.

In addition to the curriculum initiatives in government schools already outlined, there are a number of programs which will lead to an increase in the number of community people engaged in the teaching of Aboriginal culture, history and contemporary society, and Aboriginal languages.

Catholic education has a long tradition of offering education in remote Aboriginal communities and, in more recent times, has responded to the needs of urban Aboriginal people in the provision of special primary and secondary facilities.

For the nine independent Aboriginal community schools, emphasis was placed on making schooling more relevant to contemporary needs, including the maintenance of Aboriginal culture and language. These schools are provided with additional support by the Aboriginal Independent Community Schools Support Unit, which is partially supported by the Association of Independent Schools.

Both the government and the Catholic systems seek to increase the participation of Aboriginal people in the delivery of education.

In 1990, the government school system employed 24 Aboriginal Liaison Officers and 170 Aboriginal Education Workers (an increase of 20 per cent since 1989). There are eight Aboriginal people working in management/administration and 40 trained Aboriginal teachers. In order to increase the number of Aboriginal people employed at progressively higher levels within the Ministry, a career structure for Aboriginal Education Workers and Aboriginal Liaison Officers has been developed.

The Catholic Education Commission employed 59 Aboriginal people in schools in 1990. These comprised:

Principals	1
Teachers	10
Teaching assistants	44
Home-school liaison officers	2
Curriculum development	2

STUDENTS FROM NON-ENGLISH SPEAKING BACKGROUND (NESB)

The Ministry of Education has three levels of provision for students for whom English is a second language: intensive language centres for new arrivals, support programs implemented by specialist teachers, and advisory support for teachers of mainstream classes. Funding is primarily through the Commonwealth Specific Purpose programs.

In 1990, key initiatives included:

- a review of English as a Second Language in Western Australia was conducted by the University of Western Australia;
- a policy for the Education of Non-English Background Students was finalised ready for publication and release early in 1991;
- a third Intensive Language Centre was opened to cater for junior secondary new arrivals, allowing one of the more established centres to be restructured to cater for students of post-compulsory age;
- the thrust towards mainstreaming ESL students as soon as possible after an intensive instruction was emphasised;
- trials in early literacy with NESB Aboriginal students in remote areas were undertaken;
- small-scale projects were initiated and conducted

- by many schools in ESL and multicultural areas;
- ESL units for Unit Curriculum were implemented in the secondary area.

GENDER EQUITY

Implementation of the National Policy for the Education of Girls in Australian Schools has continued through school-based and system initiatives in government and non-government schools. Gender Equity Contact Officers in each of the 29 District Offices form a State-wide network through which information and awareness of gender equity is disseminated in government schools.

Initiatives within the system relevant to gender equity have included:

- the revision of guidelines for implementing the requirements of the *Equal Opportunity Act* (WA) with respect to physical education and sport in primary and secondary schools;
- a review of the potential of home economics to enhance girls' post-school options. The review was funded as a Project of National Significance.

In addition, the principles of gender equity are an integral part in the development of curriculum materials in a range of areas.

Single-sex secondary schools are a feature of the non-government sector. There has been a trend in recent years in the Catholic system for single-sex schools to merge to form larger co-educational colleges.

STUDENTS WITH INTELLECTUAL AND PHYSICAL DISABILITY

The Ministry of Education provides educational placement for all students with disabilities in the least restrictive environment and as close to home as possible.

The variable level of support is available from Education Support Schools for students with severe and/or multiple disabilities, Education Support Centres (schools) within regular primary or secondary school sites, units (classes) in regular schools and visiting teacher support for students in regular schools. In 1990, there were 62 Education Support Schools/Centres catering for 2,140 students studying at the following levels:

Pre-primary	78
Primary	892
Secondary	132
Other	1038

The Commonwealth general recurrent contribution to this program in Government schools was \$2.215 million through the Special Education (Recurrent and Integration) Grants. A further \$42,375 was allocated by the government and non-government systems to support the Special Education Program Committee.

All students with physical or sensory disabilities and all

pre-school-aged students may attend the local school. Students with intellectual disabilities usually attend special facilities.

During 1990, an increasing number of students with disabilities required educational placement in remote schools, small country schools and district high schools. Much of the Commonwealth Special Education Program funding, Students with Severe Disabilities element, has been provided to support these students.

The trend for students with disabilities to seek placement in local schools is continuing. Providing resources and support for students and teachers in these situations is a major challenge facing the Ministry of Education.

STUDENTS FROM LOW SOCIO-ECONOMIC BACKGROUNDS

The Commonwealth-funded Disadvantaged Schools Program (DSP) assists those schools with the greatest degree and concentration of socio-economic disadvantage. Separate programs operate in the government and Catholic/independent school systems.

In 1990, literacy was a key focus in the government schools. Strategies were developed at district and school levels to address the identified needs of the students.

A State Conference was convened to address poverty and its effects on educational outcomes as well as social inequality in education. Directions to be addressed in the future include welfare and education, dissemination of good practice and the dilemma of individual freedom and collective responsibility.

ISOLATED STUDENTS

The needs of students affected by geographic isolation are addressed through the Commonwealth-funded Country Areas Program (CAP) which operates on a joint basis with non-government schools, and through the provision of Schools of the Air.

The Distance Education Centre provides an alternative for K-12 students unable to obtain all their schooling from mainstream schools.

Two key focus areas for the Country Areas Program in 1990 were identified:

- A number of projects such as Effective Reading in the Content Areas, Writer in Residence and English Speaking Board were undertaken to assist in the development of literacy programs in schools. Resources and personnel to support their implementation were provided.
- The increased use of technology through the provision of hardware to enable remote schools to provide broader curriculum offerings to students was supported.

Because most of the secondary schools assisted by this

program do not provide upper secondary education, apparent retention rates in these schools are not used as a measure of the success of the program. The issue of monitoring retention rates (actual or apparent) is further clouded by the varying rate at which students move to senior high schools prior to the completion of compulsory schooling. This rate would seem to be more closely related to the prevailing economic conditions than to the programs offered by the local schools.

The Ministry of Education operates five Schools of the Air, which provide pre-primary and primary education to students living in isolated areas. During 1990, 257 students were enrolled at these schools.

Throughout 1990, efforts were made to improve the quality of written materials and to increase the range of lower-secondary units offered through the Distance Education Centre (DEC).

Successful trials took place to complement the delivery of lessons in Science and LOTE. Combined with the Ministry of Education's West Ed Media and GWN-TV, a live, one-hour weekly program was conducted by DEC Science Staff. For half an hour each week, Year 8 students were given the opportunity to improve their oral and aural French by participating in DUCT (Diverse Use of Communications Technology) lessons.

EXTENSION AND SPECIAL FOCUS PROGRAMS

Opportunities exist within government secondary schools for students with particular interests or talents to take special courses in art, aviation, dance, equestrian education, languages other than English, music, theatre arts, outdoor education, technology, swimming and various

sporting activities. Ten senior high schools offer special placement for academically talented students. Virtually all secondary schools offer enriched studies in particular subjects, either as an outcome of school development planning or through efforts by dedicated and talented teachers.

Resource sharing has resulted in the development of co-operative efforts among some senior high schools to provide lower secondary curriculum extension and challenge for academically talented students. The Primary Extension and Challenge (PEAC) Program caters for academically talented students in Years 4-7. Twenty-eight of the 29 Districts now operate a PEAC Program.

Within the Catholic system, students are provided with opportunities to pursue areas of interest or particular talent. Emphases vary from school to school and students may attend the school of their choice. The types of courses offered include theatre arts, music, languages, agricultural studies, media and computing studies.

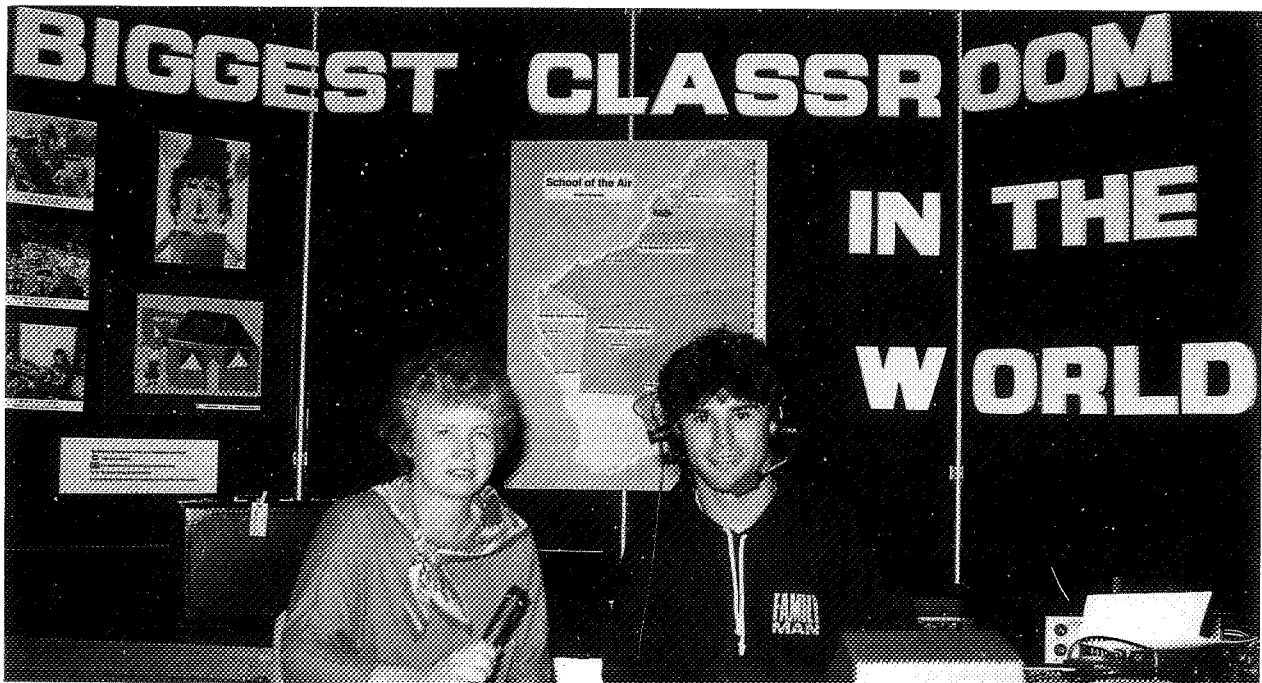
Many of the independent schools conduct extension courses in areas such as music and languages through the extra-curricula activities which are a feature of these schools.

5 STUDENT OUTCOMES

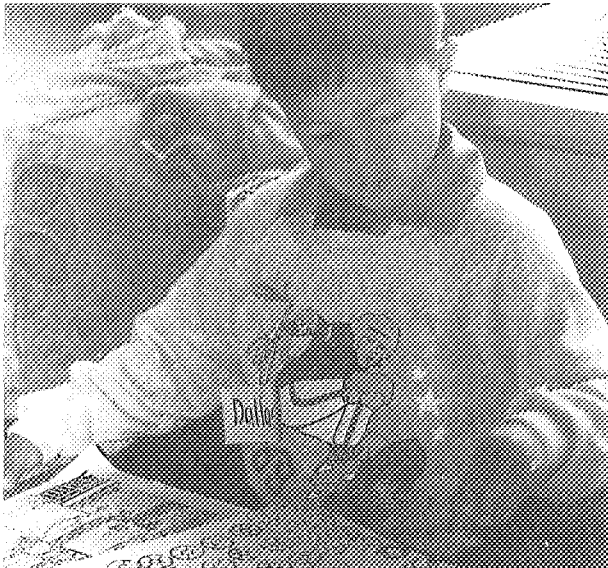
STATEMENT ON ASSESSMENT POLICY

No significant variations to the assessment policies outlined in the *National Report on Schooling in Australia 1989* occurred during 1990.

The Secondary Education Authority ratified the policy



Schools of the air deliver primary education to isolated students



Opportunities exist within Western Australia for students to pursue particular interests

prepared by the Ministry on the moderation of grades awarded for inclusion on the Certificate of Lower Secondary Studies. The Ministry implemented this policy on behalf of the Authority during the second semester.

The moderation process used in Western Australia is standards-referenced. The provision of descriptors to assist grade allocation is an integral part of course requirements.

Moderation Review Visits, conducted by subject specialist consultants, were effective in identifying those aspects of the moderation process that were being implemented with fidelity and those which were not. With few exceptions, teachers are awarding grades through the systematic and objective application of the required practices.

ASSESSMENT INITIATIVES

DESCRIPTION OF PROCESSES

The Monitoring Standards in Education Project completed the compilation of benchmarks and associated assessment materials to measure system-wide student performance in English and mathematics, and establish a base which can be used for future reference. Developmental work on benchmarks for science and media analysis was also completed.

Benchmarks were written in behavioural terms to enable observations and judgements to be made about student performance and were sent to schools prior to the assessment period.

The assessment tasks were designed to monitor performance in relation to the benchmarks. They are not intended as 'minimum competency' tests but focus on the range of skills evident within each year level. The tasks are derived from the relevant syllabuses, thus allowing students to write about, and solve, problems that are meaningful to them.

In September 1990, more than 11,000 randomly selected students in Years 3, 7 and 10 participated in the assessment exercises in English and mathematics.

Assessment materials for English and mathematics will be made available to schools during 1991. These will allow teachers and schools to monitor the performance of their students; compare performance with the 1990 system-wide results; and incorporate the outcomes in school development plans.

ATTAINMENT INFORMATION

THE COMPULSORY YEARS

The results of the Monitoring Standards in Education Program are reported in terms of the percentage of Year 3, 7 and 10 students performing below, at, or above the appropriate phase or stage (benchmark) of the syllabus, together with descriptions of student performance at each of these levels. Strengths and concerns highlighted by this program are outlined below.

Strengths in English:

- a varied use of vocabulary and a high degree of competence in important writing skills;
- a developing sophistication in the ability of students across the year groups to comprehend increasingly complex texts;
- sound comprehension skills across all year levels.

Concerns in English:

- a small but significant group of Year 7 students with poor comprehension skills, limited vocabulary and difficulty in organising their writing;
- Year 10 students' limited use of appropriate punctuation, their high rate of illegible handwriting and their inappropriate selection of writing forms;
- only 1 per cent of Year 10 students demonstrating reading skills above the expected level. This may be linked to the construction of the test and requires further investigation.

Strengths in mathematics:

- well-developed measuring skills and good understanding of the need for appropriate accuracy;
- developing knowledge of measurement relationships;
- progress in the acquisition of knowledge and understanding of two- and three-dimensional shapes;
- evidence of very strong development of number skills and knowledge.

Concerns in mathematics:

- difficulty in interpreting problems, especially at Year 10 level;
- difficulty for some Year 7 and 10 students with three-dimensional shapes.

Figure 3a. Monitoring standards Year 3

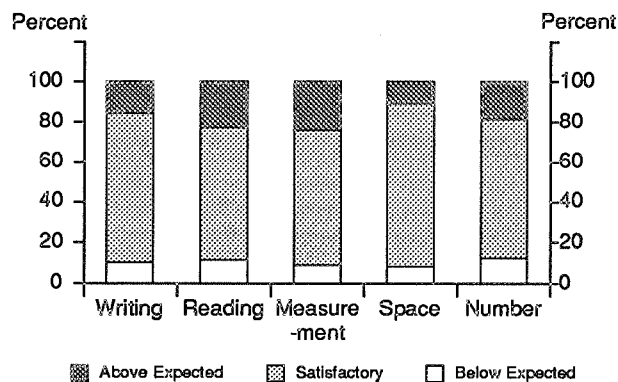


Figure 3b. Monitoring standards Year 7

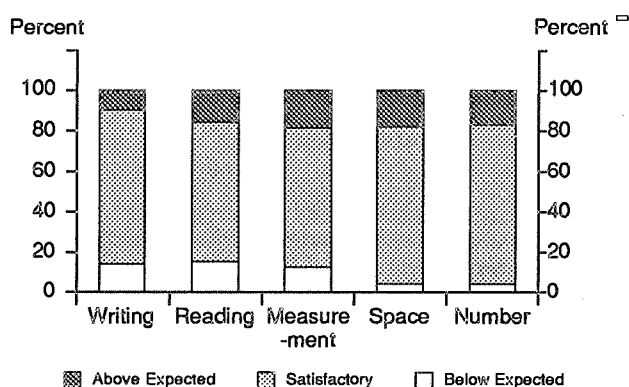
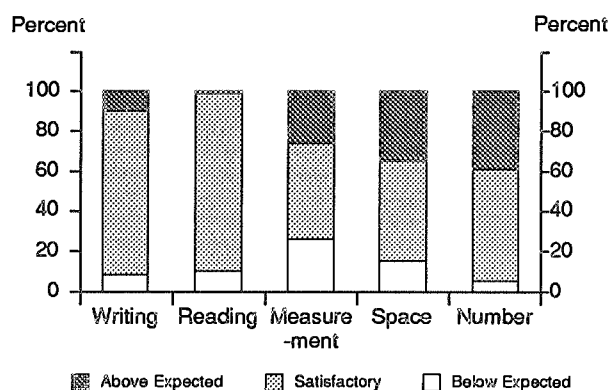


Figure 3c. Monitoring standards Year 10



As outlined in the 1989 report, the overall performance of Government school students by the end of the compulsory years of schooling is indicated by Unit Curriculum level, breadth and depth.

During 1990, 89.9 per cent (compared with 90.6 per cent in 1989) of the Year 10 population achieved the criteria for expected Unit Curriculum levels:

- 95.9 per cent of students (compared with 97.2 per cent in 1989) studied from all seven curriculum components during Years 9 (1989) and 10 (1990);
- 80.5 per cent of students (compared with 83.4 per cent in 1989) achieved the criterion for depth of study, that is 320 hours or eight units, from each of five separate subject areas.

THE POST-COMPULSORY YEARS

Students who meet certain academic requirements set by the Secondary Education Authority with respect to Years 11 and 12 achieve Secondary Graduation. The apparent Secondary Graduation rate, that is the percentage of the Year 8 cohort which satisfies the requirements by the end of Year 12, is monitored.

In 1990, the apparent secondary graduation rate in the government sector was 43.6 per cent and in the non-government sector, 70.0 per cent. Overall, the rate was 51.3 per cent. This compares favourably with Secondary Graduation rates of 40.6, 65.5 and 46.9 per cent respectively in the previous year.

CERTIFICATION POLICY AND PROCESSES, ESPECIALLY AT THE SENIOR SECONDARY LEVEL

No changes to the policy and processes for certification were made during 1990.

The review of the Secondary Education Authority, referred to earlier, recommended that availability of the Certificate of Lower Secondary Studies be extended to all schools, not only those delivering Unit Curriculum, as is presently the case. This would be of significance to those non-government schools which do not use the unit curriculum structure in lower secondary school.

The joint schools/TAFE task-force discussion document, referred to above, recommends changes to the current certification and graduation requirements that apply to Years 11 and 12. Decisions emanating from the exercising of the functions of the newly created State Employment and Skills Development Authority (SESDA) may impact on the schools sector during 1992.

6 STAFFING

NUMBER OF TEACHING STAFF

The number of teaching staff in government schools increased by almost 400 (2.8 per cent) to 14,392 FTE in 1990. Increases occurred at both primary and secondary levels and comprised an additional 430 FTE female teachers, counterbalanced by a decrease of 41 FTE male teachers, bringing the female proportion of the teaching force in government schools to 62 per cent.

Table 4. School-based teaching staff (a) by level and gender, government schools, Western Australia, July 1990

	Males	Females	Total
Preschool (b)	2	107	109
Pre-primary	2	462	464
Primary	2,148	5,154	7,302
Secondary	3,233	2,884	6,117
Education Support (c)	78	322	400
Total	5,463	8,929	14,392

(a) Numbers shown are full-time equivalents (FTE) rounded to the nearest whole number

(b) Government teaching staff at community preschools

(c) Includes teachers in education support schools and centres

Source: WA Ministry of Education

At the same time, the number of teachers employed in non-government schools increased by 150 (3.5 per cent) to 4,376.3 FTE staff. Females are represented in a similar proportion (61 per cent) as in the government school system.

MINISTERIAL TASK FORCE ON THE CONDITION AND STATUS OF TEACHING

Human resource initiatives during 1990 in the government school system were dominated by the report and recommendations of the Ministerial Task Force on the Condition and Status of Teaching. The Task Force was commissioned by the Minister for Education in late 1989 and completed its work during 1990.

The Task Force provided progressive recommendations some of which were implemented throughout 1990. As a consequence, although it did not officially report until November 1990, many recommendations were introduced during the year, thus accelerating the process of change and reform.

Task Force recommendations have resulted in:

- an Industry Access Scheme piloted in 1990 which will allow teachers to work in an industry or business related to their particular area of expertise;
- Teachers on Professional Study (TOPS) Awards. Sixteen teachers were selected to travel interstate or overseas to attend relevant conferences or visit other education authorities;
- a 20-Year Collegium for experienced teachers, aimed at encouraging innovation in teaching and school management, and to enable these very experienced teachers to share their knowledge with other teachers and the wider community;

- Education Innovation Awards, to be implemented in 1991, aimed at encouraging innovation in classrooms and schools.

PROFESSIONAL DEVELOPMENT INITIATIVES

A major initiative in this area in 1990 has been the establishment of a Schools Professional Development Consortium as a partnership of the teachers' employers, teachers' unions and universities in Western Australia.

The Consortium aims to improve the quality, coordination, cost-effectiveness and accreditation of professional development activities undertaken by teachers and school administrators.

It is proposed that the Consortium will act in the following areas:

- registration of professional development activities undertaken by teachers and school administrators;
- accreditation of participation in professional development activities;
- establishment of a set of specialist professional development programs towards which credit for completion of registered courses may be accumulated.

GOVERNMENT SCHOOLS

Arising from Task Force recommendations, a Professional Development and Training Unit was established in order to fill a need by Ministry staff for improved training and development opportunities.

In recent years, much attention has been paid to school-level development. The Unit will provide a renewed focus on the individual training and development needs of teachers. Activities will be designed to take account of existing programs provided by District and Central Offices and offer alternatives in areas of need not already met.

In 1990, the District network offered a number of key programs. These included:

- the Year 6 to Year 9 Language and Literacy Development Program;
- a problem-solving approach to address school-based concerns;
- fast-tracking programs for under-achieving Year 10 students who wish to continue to post-compulsory schooling;
- managing student behaviour programs.

CATHOLIC AND INDEPENDENT SCHOOLS

The non-government schools are able to participate in the Professional Development Consortium. In addition, programs available in the Catholic Education system include:

- accreditation programs for new teachers,

religious education teachers and co-ordinators, and new Catholic 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

GOVERNMENT SCHOOLS

The Ministerial Task Force on the Condition and Status of Teaching recommended major changes to the career options and opportunities for teachers. Incentives to teach in remote country schools, changes to policies affecting permanent appointments and moves towards an Advanced Skills Teacher promotional path signal a new era for teachers' career paths.

In addition, a new merit promotion system was negotiated with the Teachers' Union in 1990 and will be fully implemented by 1992. The process is designed to ensure that candidates for promotional positions argue their own case through application and interview rather than rely to a considerable degree on the strength of referees, as was previously the case. Clear duty statements will be provided through the Job Analysis Project described below.

Significant reforms were also implemented to improve employment conditions for temporary teachers. With almost 20 per cent of the total teaching force being temporary, two recommendations were made to allow greater access to permanency:

- Temporary teachers who had been required to resign from the permanent staff on marriage prior to 1969 were moved directly into the permanent teaching force.
- The previous requirement linking permanent appointment to availability to teach anywhere in the State, was relaxed. In order to be eligible for permanent appointment, metropolitan-based applicants are now required to be available to teach in 'Area of Need' schools, and country-based teachers are required to commit themselves to remaining in the same locality for a period of two years.

Incentives to teach in country schools were also considered by the Task-force. The Government approved a pilot program for 1990 of an allocation of \$400,000 to be paid to teachers in 36 country schools. This will lay the foundation for later expansion of the program.

Work already commenced on the concept of an Advanced Skills Teacher will continue and will be developed in the context of national goals in this area.

A large-scale Job Analysis Project was commenced in conjunction with relevant major unions to devise accurate job descriptions for both teaching and general staff. During 1990, emphasis was placed on positions occupied by ancillary staff in schools and teachers in promotional positions.

MEMORANDUM OF AGREEMENT

A Memorandum of Agreement referred to previously was reached between the Ministry of Education and the State Schools Teachers' Union in 1990. The parties agreed that the implementation of the Better Schools Program would be a basis for pay increases for teachers under the structural efficiency principle of the wage-fixing guidelines, and that the schedule and scope of progressive implementation would be based on negotiations between the two parties.

This Memorandum has underpinned much of the progress outlined in this chapter, including the continued devolution of responsibility in government schools. In terms of teachers' salaries, it has resulted in a contraction to only six salary bands.

It is anticipated that this Memorandum of Agreement will continue to form the basis for continued cooperation between the Ministry and the Teachers' Union over the next few years

CATHOLIC SCHOOLS

Several initiatives in staffing 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.

In primary schools, a shared administration program has been implemented where the Principal, Assistant Principal (Administration) and Assistant Principal (Religious Education) constitute a leadership team in the school.

INDEPENDENT SCHOOLS

Opportunities for time-release to undertake postgraduate studies, to be involved in school management and to visit other schools were provided for teachers in many independent schools.

7 RECURRENT AND CAPITAL RESOURCES

MANAGEMENT INITIATIVES FOR AN EFFECTIVE AND EFFICIENT USE OF RESOURCES TO MEET CHANGING ENROLMENT PATTERNS

The Ministry of Education is in the process of establishing a comprehensive register of all sites and facilities used for educational purposes.

The register will provide comprehensive information on the age and physical state of existing facilities. It will allow a more comprehensive assessment of maintenance, improvement and replacement needs across the State, in the light of defined standards for buildings and facilities, to be undertaken. This will enable the Ministry to identify more adequately its priorities and plan accordingly. Similarly, maintenance and replacement cycles for major equipment such as educational computers and schools administrative systems are being revised.

State support has enabled the non-government sector to expand its programs to include new schools in newly developing suburbs and thus help take the pressure off the State system which has traditionally borne the initial enrolment pressures until such time as non-government schools have become established. This assistance with building projects is in the form of low-interest loans for which \$36.1 million was made available in the 1989-90 fiscal year.

OVERVIEW OF FUNDING ARRANGEMENT AND PRINCIPLES OF RESOURCE DISTRIBUTION

GOVERNMENT SCHOOLS

In 1989-90, the State Treasury Department initiated a major change to the budget formulation and resource allocation process for recurrent programs. Consistent with other Australian States, funding of recurrent and capital programs for the Ministry of Education is subject to appropriation by Parliament. The level of appropriation received represents the benchmark for budget monitoring, management and financial control.

With the aims of streamlining procedures, rationalising information flow and maximising resource allocations, for the first time in many years the Treasury did not seek a formal budget submission, which traditionally was the conduit for detailing resource requirements to maintain existing activity levels. In what was considered a significant departure from the established practice of basing resource allocations on *actual expenditure* levels for the preceding financial year, greater emphasis was placed on the *allocation approved* in the previous budget period.

The intention was to encourage departments to review funding priorities and to minimise the extent of changes in funding levels. In conjunction with the Ministry of Education, Treasury evaluated base funding levels and, after allowing for changes due to enrolment increases, determined an indicative planning figure which became the budget base for 1989-90.

Additional resources were added to the base allocation for future award adjustments, extraordinary items of expenditure and to meet the cost of Government-initiated policies. All other new programs and essential growth in established

programs were to be met from reallocating funds from within existing resources.

Recurrent funding to the Ministry of Education in 1989-90 was \$908.7 million. This included \$63,779,487 general recurrent funding from the Commonwealth. In all, funding for education amounted to 18.9 per cent of the total State Government Consolidated Revenue Fund expenditure.

In 1989-90 a capital works program of \$70.7 million was undertaken in government schools, an increase of 31.7 per cent on the previous year's expenditure. The Commonwealth contributed \$18.1 million (25.6 per cent) to this under the 1989 and 1990 Commonwealth Programs for Schools.

NON-GOVERNMENT SCHOOLS

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. In 1990, all non-government schools received an increase in State Per Capita Grants of between 6 and 8 per cent, depending on school classification, bringing assistance to non-government schools by the State to \$50.5 million in 1989-90. 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 Co-responsibility Building Fund. State Government low-interest loans are the major source of assistance for capital works in non-government schools.

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 fund allocations are made on a needs basis and in accordance with Commonwealth policy.

8 OTHER PRIORITY INITIATIVES

SCHOOL RENEWAL

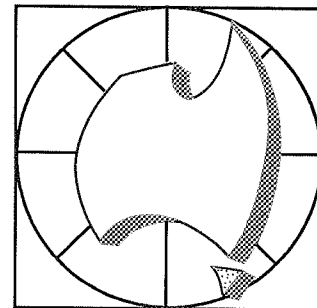
In October 1990, the Minister for Education announced the Government's intention to develop a School Renewal Program as a strategy for maintaining a high-quality public

school system while improving the cost effectiveness of education delivery.

Recommendations to be tabled early in 1991 are to address two interrelated aims in the face of changing demands upon schools as a result of social, economic and demographic factors. The aims are:

- * economies of resource usage;
- * enhancement of the curriculum available, especially to smaller schools.

It is anticipated that submissions will be called from the general community and an implementation plan established during 1991.



In Tasmania there are three types of schooling available: the State government system; Catholic schools, which are made up of 29 systemic schools and 8 non-systemic schools; and a range of other independent schools. In this chapter they are referred to as government schools, Catholic schools and independent schools, or where appropriate, as government and non-government schools. Secondary school students in government schools attend secondary colleges in Years 11 and 12. In this chapter they are referred to as colleges.

1 OBJECTIVES AND PRIORITIES OF SCHOOLING

GOVERNMENT SCHOOLS

Government schools operate within a Corporate Plan that has four major objectives :

- to improve learning programs in schools and colleges;
- to improve the quality of management processes;
- to increase the use of new technologies to improve educational programs and management;
- to increase the marketing of educational services and locally developed educational resources.

The current Corporate Plan (1989-92) is an evolving document. As a result of major changes in 1990, new priorities relating to the major objectives emerged in areas such as accountability, assessment, school planning and school-community decision making. The Common and Agreed National Goals for Schooling also became a focus.

CATHOLIC SCHOOLS

Their major broad objectives, from which their priorities are derived, are:

- to foster the growth of the whole person;
- to promote equity, justice and fairness;
- to highlight the centrality of teacher competence and commitment to successful educational endeavour;
- to empower parents to accept and develop their primary responsibility for the education of their children.

Catholic schools form part of a long tradition of Catholic education, and its objectives and related priorities develop from a 'constant and careful attention to cultivating in students the intellectual, creative and aesthetic facilities of the human person'.

INDEPENDENT SCHOOLS

By their very nature, independent schools cannot have coordinated objectives, although each one is required to report to the Commonwealth each year on objectives receiving priority in that year. In 1990, all their objectives were broadly consistent with the National Goals for Schooling, although many also had objectives emanating from their religious or philosophical base. About three-quarters of all independent schools gave priority to increasing participation in key subject areas such as languages other than English (LOTE), creative arts, science and physical education and to maximising the general competencies of students in basic skill areas, particularly literacy and numeracy.

2 STRUCTURE AND OPERATION OF THE TASMANIAN SCHOOL SYSTEMS

SYSTEM MANAGEMENT

THE CRESAP REVIEW

As a result of a comprehensive review by a consultancy firm, Cresap, there were major changes to the management of the Department of Education and the Arts in 1990. The consultants were required to identify areas where greater efficiencies and cost-effectiveness could be achieved while maintaining the quality of education. Following Government approval of most of the recommendations, the implementation of change began almost immediately and was managed by 19 multi-representational task forces.

Major changes included:

- cuts in staffing through redundancies and reductions. Of the total personnel as at June 1990, redundancies accounted for 11.4 per cent

in the teaching area; 11.9 per cent in the out-of-school area and 2.7 per cent in the school support area. Reductions occurred through natural attrition and through the movement of out-of-school staff back into schools;

- the abolition of the three-region structure (by April 1991), to be replaced by a simpler, more cost-effective eight-district model;
- the restructuring of the Curriculum Branch to a reduced 31-person team supplemented by the creation of three Area Resource Centres, made up of 40 personnel;
- the restructuring of the Finance and Facilities Branch, which included a dramatic reduction in the size of the Accounts and Supply sections, due to the devolution of these functions to schools;
- the restructuring of the Personnel Branch, which included the integration of the salaries and personnel units, and the establishment of a staff development section;
- the creation of an Educational Planning Branch in Central Office;
- increased self-management of schools.

A MODEL FOR DEVOLUTION

Written under contract, *The Management of Education in Tasmania: Roles and Responsibilities for the 1990s* was released for discussion in 1990. Its devolution model was based on the capacity of schools to identify learning priorities within a State-wide framework and then to match those priorities to resources, all of which would be accompanied by increased evaluation and accountability procedures.

SCHOOL MANAGEMENT

FINANCE

Funds continued to be provided direct to government schools and colleges under the Combined Funds Scheme that combines both State and Commonwealth funds and allocates them according to a base grant, a per capita grant and a needs per capita grant. In 1990, for the first time, \$2.1 million was sent straight to schools for professional development.

Essential to school-based management, this pattern of increased allocations direct to schools and colleges will continue and, as a consequence, more rigorous school planning and accountability provisions will be required.

PLANNING AND ACCOUNTABILITY

Discussion papers on school planning and accountability emphasised the whole-school, integrated, cyclical process of planning, as well as the need for accountability procedures that were better planned, more coherent, more deliberate and more extensive. These papers will be used as a basis for policy development, together with *The Management of*

Education in Tasmania: Roles and Responsibilities for the 1990s.

CATHOLIC MANAGEMENT

Catholic schools have always had a devolved system of management whereby authority for local policy matters resides with the principal and advisory Boards of Management. The system is responsible for developing broad areas of policy including, for most schools, policies on resource allocation. Final authority for adoption of policy is the Archbishop of Hobart.

Funds for systemic schools are distributed through the Catholic Education Office, which allocates them according to a staffing formula and relative needs. For non-systemic Catholic schools and independent schools, funding is received directly, and individual schools make decisions about resource use in conjunction with their own school community.

COMMUNITY INVOLVEMENT IN SCHOOL GOVERNANCE

Government schools in Tasmania have been slow to set up councils. While all secondary colleges had them in 1990, only a few schools had established them. School self-management resulted in renewed interest during the year. A discussion paper, from which policy will be developed, advocated a range of models, but all with a decision-making role. As a result, a number of 'new-look' councils were established, including an innovative cluster council that linked three schools in one municipality.

In the Catholic system, all schools have a management structure which involves parents and the wider community in decision-making at the local level, generally through boards of management or advisory councils. These structures have been developed for all schools since 1975. Each independent school operates with its own board of management.

LINKS WITH TAFE, INDUSTRY/BUSINESS AND THE WIDER COMMUNITY

With TAFE pre-vocational courses no longer available in 1990, increased numbers of students enrolled in secondary colleges. Cooperation between TAFE and secondary colleges resulted in the development of new courses in areas such as catering, tourism and sports science that articulated with TAFE courses and also offered credit transfers.

The establishment of the Tasmanian Education Council by the Minister provided a formal link between the Government and the wider community on educational issues affecting government schools. Made up of parents, educators and people from industry and business, it advised the Minister on major issues such as the early childhood admission policy and the rationalisation of schools.

Two regional industry reference groups continued to meet regularly. In the south, the group successfully completed

a second year of its project, Adopt-A-Class. In the north-west, the group focused on the implications of the TCE for business and industry, discussed future strategies for an expanded work experience program and aligned itself with a local high school's Students at Risk Program.

OVERSEAS LINKS

The marketing of Tasmanian educational services overseas continued, involving government and non-government schools, TAFE, the Maritime College and the University of Tasmania. The number of students steadily increased, with most coming from Malaysia and Hong Kong. During the year, the program became self-funding and legislation to formalise procedures was introduced. It is estimated that the program is worth \$7 million to the State's economy.

CONTEXTUAL INFLUENCES

Tasmania is predominantly non-urban. One-third of its population lives in major urban areas, compared with nearly two-thirds for Australia as a whole; and one-quarter lives in rural areas, compared with one-seventh for Australia as a whole. In 1990, there was a slight increase (1.2 per cent) in population. As a whole, the population continued to get older. In 1990, the median age was 32.2 years compared with 26.2 years in 1971.

A largely non-urban population living in scattered communities causes ongoing problems in providing a high-quality education service to government schools throughout the State. This is particularly so in the secondary section,

which is characterised by a large proportion of small schools and also in special education where numbers of students with special needs live in isolated areas.

Non-government schools are located in all major population centres, and if there is sufficient demand, in rural centres as well. Catholic schools serve the full range of communities, drawing from all social strata.

3 SCHOOL AND STUDENT ENROLMENT INFORMATION

Details of the numbers of schools and students in Tasmania are provided in Tables 1 and 2 below.

Table 1. Number of schools and colleges, Tasmania, July 1990

School type	Government	Non-government	All
Kindergartens	21	7	28
Special schools	23	0	23
Primary schools	165	38	203
Secondary schools	42	4	46
Primary-secondary	26	24	50
Total	277	73	350

Sources: (i) Annual schools census, Resource Services, Finance and Facilities Branch, Department of Education and the Arts, July 1990
(ii) Non-government schools census, Commonwealth Department of Employment, Education and Training
(iii) Teachers and Schools Registration Board



During 1990, a draft policy was written for primary education

Table 2. Number of students, Tasmania, July 1990

School type	Government	Non-government	All
Kindergartens	6,464	n.a.	6,464
Special schools	1,283	1	1,284
Primary schools	37,270	10,320	47,590
Secondary schools	20,700	6,755	27,455
Primary-secondary	9,068	1,954	11,022
Total	74,785	19,030	93,815

Sources: (i) Annual schools census, Resource Services, Finance and Facilities Branch, Department of Education and the Arts, July 1990

(ii) Non-government schools census, Commonwealth Department of Employment, Education and Training

Notes: *Kindergarten* refers to preschool education; *Primary* constitutes Preparatory to Year 6, *Secondary* Year 7 to Year 10, and *Senior Secondary* Years 11 and 12

Part-time students are included in the above figures. Some Special students, some Senior Secondary students and all Kindergarten students are part-time. Full-time equivalents of these part-time students are included in a following table.

The number of Kindergarten students in non-government schools is unknown. The DEET Census does not include pre-primary education.

4 CURRICULUM POLICY

Two key beliefs underpinned much of the curriculum policy of government schools in 1990:

- belief in the value of national goals, national curriculum frameworks and assessment profiles;
- belief in the value of a continuous Kindergarten–Year 12 curriculum.

During 1990, the Department continued its secondary renewal program of jointly implementing the TCE and the policy document, *Secondary Education: The Future*.

A draft policy statement for primary education was written, and preliminary work begun, for the senior secondary area of post compulsory education. It is planned that both statements will link with *Secondary Education: The Future* to form the basis of a Kindergarten–Year 12 overview policy statement.

Curriculum policy for Catholic schools is drawn from and reflects the context of Church teaching and tradition, as well as local State and national initiatives within the Catholic system and from outside. Key sources are the National Catholic Education Commission, the Schools Board of Tasmania, the Department of Education and the Arts, other State Catholic systems and initiatives of individual schools.

Independent schools are responsible, within constraints provided by the Teachers and Schools Registration Board, for their own curriculum. Most try to ensure their curriculum provides compatible outcomes with those offered by

other schools in the State, particularly at the secondary level. Many are actively involved with the Schools Board. Some draw on national groupings of schools such as the Christian Parent Controlled Schools, Christian Community Schools, Rudolf Steiner Schools and Seventh-Day Adventist Associations to assist with curriculum resources.

REVIEW AND DEVELOPMENT IN GOVERNMENT SCHOOLS

System strategies used in the review and development of curriculum materials in 1990 included:

- a high involvement of teachers in the writing and trialling of syllabuses and in the development of support materials and courses;
- major residential State-wide workshops for school management teams, as part of the Secondary Renewal process, on how to organise and manage curriculum change;
- major residential State-wide workshops for school leaders, again as part of the Secondary Renewal process, on intensive training in criterion-based assessment practices and requirements;
- networks and school clusters within small geographical areas to facilitate the process of teachers contributing to and reacting to the development of new curriculum materials;
- a highly democratic process in the development of the draft policy statement for primary education that involved 27 working parties State-wide, all of which consulted with teachers, parents and the wider community.

SCHOOL STRATEGIES

With most professional development funds directed straight to schools, there was increased activity at the school and cluster levels, particularly in the areas of criterion-based assessment procedures and in school curriculum planning. Support was provided from central and regional curriculum officers.

OUTCOMES

The major curriculum outcome in 1990 was the preparation of syllabuses for the new Tasmanian Certificate of Education (TCE). This is described further in the section on assessment and certification. As well, curriculum review and development activities focused on K–8 guidelines in key subject areas. At the national level, the State played a leading role in the development of statements on technology and mathematics.

Major activities included:

- Mathematics Guidelines K–8: Draft materials were forwarded to schools for trialling and curriculum officers were involved in national

initiatives that linked the State guidelines with the national statement;

- Science Guidelines K-8 : As for mathematics, draft materials were forwarded to schools for trialling;
- Mass Media Education K-12: A framework for media education was completed and support materials for courses written;
- Health Education K-12: The implementation phase of the new guidelines was completed and a survey indicated that the majority of schools and colleges had programs in place. HIV/Aids resources were prepared for K-8 and for secondary colleges;
- Pathways K-10: With the publication of Pathways, disseminating activities continued on this and various other approaches to language;
- Commercial subjects K-12: There was a massive re-equipment in the area, accompanied by professional development training for teachers of commercial subjects;
- New college courses: Through cooperative links with TAFE, essentially practical courses such as catering, tourism and sports science were developed, which in turn led to increased college links with industry and business.

ASSESSMENT OF EFFECTIVENESS

With the increased self-management of schools, work was begun to equip the schools themselves with the skills required to assess their own effectiveness in curriculum areas. As well, to help teachers with syllabus design and assessment principles of the new TCE, different forms of assessment procedures were trialled and evaluated.

REVIEW AND DEVELOPMENT IN CATHOLIC SCHOOLS

The Catholic system in Tasmania does not have sufficient resources to undertake major curriculum review and development. However, the system works in collaboration with other national and system authorities by providing feedback when reviews or initiatives are in progress, and advice when requested.

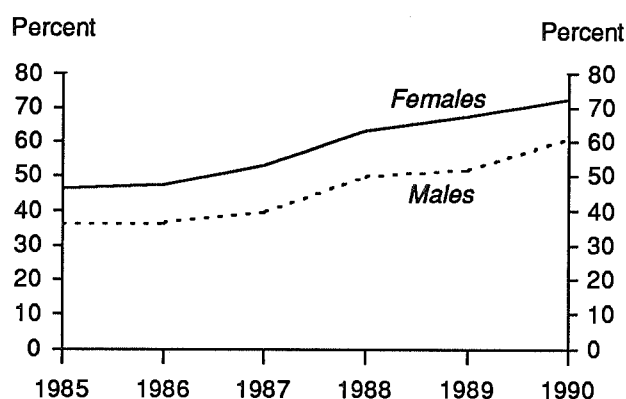
ACCREDITATION PROCESSES FOR NEW COURSES

The Schools Board of Tasmania accredits new syllabuses for certification in all Tasmanian schools and colleges for Years 9-12. Subject committees write syllabuses that are forwarded to the Syllabus Development Committee and the Assessment Procedures Committee of the Schools Board. The Schools Board also makes provision through a less extensive approval process for the accreditation of school-developed syllabuses of less than a year in length and for short courses of 25-hour or 50-hour units.

5 RETENTION AND EDUCATIONAL PARTICIPATION

The apparent retention rates from Year 10 to Year 11 continued to rise in 1990 for both government and non-government schools. There was a marked increase in the retention rate of males, although the retention rate for females was still much higher. A breakdown into SES or urban/rural is not possible for Tasmania, as virtually all Year 11 students attend secondary colleges that are situated in urban centres.

Figure 1. Apparent retention rates, Year 10 to Year 11, 1985-90



Source: Department of Education and the Arts

The apparent retention rates for Aboriginal students in government schools from Year 10 to Year 11 showed a decline from 1989 of 8 per cent (43 per cent to 35 per cent). The figure should be viewed with caution and taken as an indication only of the actual retention rate, because the number who identify themselves as Aboriginal, or who are recorded as such by their school, varies from year to year.

Initiatives to increase retention in government schools and colleges during 1990 included:

- the opening of a new secondary college which, with a particular curriculum focus on technology and located near a high school in the Disadvantaged Schools Program, resulted in a doubling of the retention rate from that high school in 1990;
- the creation of new secondary college courses that articulated with TAFE courses and offered credit transfers, as described in the section on curriculum;
- the integration of students with special needs into secondary colleges and particularly of students with severe intellectual disabilities into a special unit at one of the secondary colleges;

- the upgrading of hostel accommodation for rural students and the purchasing of a house and a set of villa units, from Commonwealth funds of \$1.85 million;
- the continuing development of close links by secondary colleges with their feeder high schools;
- a revised broader role for distance education, to enhance the provision of educational programs for country schools, particularly in language;
- a computerised braille service for visually impaired students, a joint project with the Royal Guide Dog Association which was clearly to the forefront of modern technology;
- a focus on encouraging positive attitudes and student participation through the Supportive School Environment Program;
- a range of strategies through the Specific Purpose Programs (see below).

INITIATIVES ON GENDER EQUITY

A major priority of the gender equity program in government schools was to raise the awareness of gender issues with principals and senior staff. There was also continuing support for schools to nominate coordinators, who became part of an informed, active State-wide network.

Details of gender participation in key Higher School Certificate (HSC) subjects in 1990 for government and non-government schools are provided in Table 3 below:

Table 3. HSC Subject results 1990, by gender

	Passes	Fails	Total
Mathematics			
Males	2,229	358	2,587
Females	2,013	228	2,241
% female	47	39	46
English			
Males	1,748	200	1,948
Females	2,316	154	2,470
% female	57	44	56
Physics			
Males	844	119	963
Females	299	43	342
% female	26	27	26
Japanese			
Males	69	14	83
Females	232	18	250
% female	77	56	75

Notes: *Mathematics* refers to all mathematics subjects at all levels. *English* equals all English subjects at all levels. *Physics* equals Physics II, Physics IIIA and Physics IIIB. *Japanese* equals Japanese II and III

Source: Department of Education and the Arts

Major points highlighted in Table 3 are:

- Females represented 54.6 per cent of the total HSC student population in 1990, which is well over half the total population.
- They are, therefore, under-represented in mathematics, very under-represented in physics, very over-represented in Japanese, and appropriately represented in English.
- In all subjects, except physics, females have a significantly better pass rate than males. (They also have a higher percentage of credits and higher passes.)
- Females are more likely to be doing level 3 English than males, but less likely to be doing level 3 mathematics.

Catholic and independent schools also addressed gender equity and retention issues in 1990 and continued to identify retention and the mathematics/science objective as very high priorities.

In Catholic schools there was a focus on:

- raising the awareness of the educational needs of girls;
- providing opportunities for equal access to and participation in an appropriate and expanded curriculum;
- developing a supportive school environment;
- establishing a definite policy of equitable resource sharing in co-educational schools.

SPECIFIC PURPOSE PROGRAMS: GOVERNMENT SCHOOLS

DISADVANTAGED SCHOOLS PROGRAM

The focus for the 1990 program was on literacy and numeracy skills, personal development, supportive school environment, parental involvement, outdoor and cultural programs and computer-assisted learning program. Parental involvement included activities programs, parents as tutors, home reading programs, parent workshops and parental representation on decision making committees.

COUNTRY AREAS PROGRAM

(A joint government-non-government program)

During 1990, through a series of community search days, an emphasis was placed on school-community relations. The program continued to encourage the clustering of schools and to focus on the needs of girls in rural and remote areas. A major research report, *Rural Students and Post Grade 10 Education in Tasmania*, was released.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

GENERAL SUPPORT ELEMENT AND NEW ARRIVALS ELEMENT

For both elements of the Program, the strategy continued of integrating of students into local schools with significant support according to their needs. Most of the 19 ESL teachers were school-based but with sufficiently flexible timetables to provide that support. The success of this approach is evident in the children's language acquisition and in the integration of the newly arrived families into the school community. A State-wide professional development seminar for teachers linked with other agencies, including the Department of Immigration, Local Government and Ethnic Affairs.

STUDENTS AT RISK PROGRAM

The Program identifies 'at risk' students and aims to improve their participation rate. Strategies in 1990 included visits to colleges by parents, teachers and students; a student learning assistance program using parent volunteers; and the development of a video, *Applied Science in Local Industry*. A comprehensive report, *The Students at Risk Program—an Evaluation of Projects in Tasmanian schools*, was completed.

SPECIAL EDUCATION PROGRAMS

RECURRENT AND INTEGRATION GRANTS ELEMENT

Half the total budget was used to support integration either in direct assistance or in specialist consultancy services. Emphasis continued to be placed on those students with a very significant level of disability.

CHILDREN IN RESIDENTIAL CARE ELEMENT

This element assists children with or without disabilities who live in residential care. Major initiatives in 1990 included allocations for additional tuition; for broadening life experiences; for inservice activities at north-west region homes; and for a liaison officer.

CHILDREN WITH SEVERE DISABILITIES ELEMENT

The major priority continued to be the support of children who are unable to participate in generic educational services because of distance, age or frailty. Directions included the provision of training and support for professionals, parents and students; an investigation into the viability of functional assessment practices for children with severe disabilities; and the hiring of a technology consultant to provide information and training for both parents and professionals.

EARLY SPECIAL EDUCATION ELEMENT

Funding was allocated to the Department's four Early Special Education Centres; to kindergartens that provide for children with disabilities; and to independent facilities

that have educational programs for very young children with disabilities. Support was also provided to investigate assessment practices for young children with intellectual disabilities and/or developmental delays and also for the development of a course at the University of Tasmania that would train teachers specifically in the education of young children with disabilities.

The above three elements of the Special Education Program—Children in Residential Care, Children with Severe Disabilities and Early Special Education—are all joint government–non-government programs and are administered by the same coordinating committee.

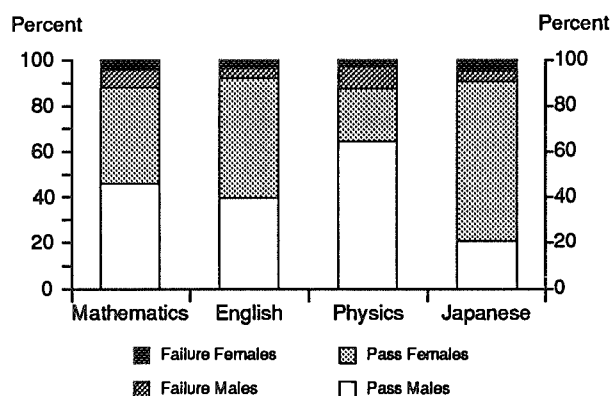
6 ASSESSMENT AND CERTIFICATION

THE NEW CERTIFICATE

Certification is carried out by the Schools Board of Tasmania. In 1990, the Schools Board introduced the Tasmanian Certificate of Education (TCE) for Year 9 students. Progressive implementation will be completed when these students reach Year 12 in 1993. A handful of students who left school at the end of Year 9 in 1990 received the new certificate.

The TCE will cover all subjects studied in Years 9–12 and will replace the existing School Certificate (currently issued at the end of Year 10) and the Higher School Certificate (for Years 11 and 12). As well as listing each course and award that a student has studied in Years 9–12, the certificate will be accompanied by a 75-word description for each of the 12 most recently studied courses.

Figure 2. HSC subjects, 1990 results by gender



CRITERION-BASED ASSESSMENT

The TCE marks a major change of direction in methods of assessment. All assessment for the TCE will use criterion-based assessment procedures. For the first time, this form of assessment was used in 1990 for Year 9 students in government and non-government schools.

Courses for Year 10 students were written and trialled during the year. (For further details, refer to the section on curriculum.) Each TCE course, as it is completed, has 10–15 criteria, which together reflect the three broad areas of subject knowledge, subject specific skill and cross-curricular competencies, with each area given similar emphasis. Performance upon each of the criteria is rated on a four-point scale (A–D) according to stated rating descriptors. The final rating upon a criterion is 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 is derived, using prescribed aggregation rules, from the final set of ratings on the course criteria. There are three possible achievement awards: Outstanding Achievement (OA); High Achievement (HA); and Satisfactory Achievement (SA).

THE SYLLABUSES

Students are able to study three different types of syllabuses under the certificate: A, B and C syllabuses. The C syllabuses are designed for Years 11 and 12 and will take approximately 150 hours to complete. All Year 12 C syllabuses and some Year 11/12 C syllabuses will be assessed by a combination of internal and external procedures.

The B syllabuses are designed for students in each of years 9–12 and will take approximately 100 hours to complete. All Year 9 and 10 syllabuses will be assessed entirely by internal means. There will be provisions for Year 11/12 B syllabuses to include external assessment.

A syllabuses are designed for students in each of Years 9–12. Year 9/12 A syllabuses take approximately 25 hours to complete and Year 11/12 A syllabuses take approximately 50 hours to complete.

NON-GOVERNMENT SCHOOLS

Almost all non-government schools participate in and abide by the Schools Board of Tasmania assessment and certification policy and practice at Year 10, and all schools in 1990 conformed to the current Higher Schools Certificate requirements in Years 11 and 12.

LITERACY AND NUMERACY TESTING

Literacy and numeracy tests for all 10-year-old and 14-year-old students have been conducted by the Department of Education and the Arts for all government schools since 1975. Catholic schools also participate.

In 1990, the 10N (10-year-old numeracy) test was administered. Using 100 as the baseline, the performance index for all students is summarised in the table below.

Table 4. Student performance index—Numeracy, 1990

Year	1977	1979	1982	1986	1990
Index	100	101	102	102	96

While there was no notable change in overall performance from 1977 to 1986, a statistically significant decline in performance was registered on the 1990 test. Research will be conducted during 1991 to investigate possible causes for this decline.

Some interesting relative changes have occurred since 1986 in the pattern of results. The performance of the boys, for instance, did not decline as much as that of the girls. Also, while the performance of large schools (> 250) and small schools (< 100) declined markedly, that of moderate-sized schools dropped only slightly. As well, the disadvantaged schools suffered a much more serious decline in performance than other schools.

The results for Catholic schools are analysed separately. A decline in performance on the 10N test between 1986 and 1990 was also noted for these schools on most of the questions in common between the two testings, but the drop was less significant than that in government schools.

RECORDS OF ACHIEVEMENT

Guidelines on Records of Achievement were issued, establishing a process that, by the end of 1991, will allow all students leaving school to take with them their own record of achievement. Used as a supplement to the official certification of the TCE, students are responsible, with the assistance of the school, for compiling them.

7 STAFFING

The number, by level and gender, of government school-based teaching staff is provided in Table 5. More detailed staffing data can be found in the Statistical Annex.

Table 5. Staff (FTE) in primary and secondary education, July 1990, Tasmanian government schools

	Primary	Secondary	Total
Males	489.8	1,267.5	1,557.3
Females	1,706.2	1,082.6	2,788.8
Persons	2,196.0	2,350.1	4,546.1

Source: Department of Education and the Arts

CATHOLIC SCHOOLS

The total number of school-based teaching and professional staff in the systemic schools was 718 (primary FTE 330.52; secondary FTE 351.06) and the number of ancillary staff was FTE 183.27. Numbers for non-school-based staffing were: professional staff 11.8 FTE and ancillary staff 3.9 FTE.

PROFESSIONAL DEVELOPMENT

GOVERNMENT SYSTEM

INITIATIVES

Professional development for teachers was increasingly school-based in 1990, although regional initiatives under the guidance of coordinators in the south and north, and through a cluster model in the north-west, were also encouraged. Breakfast sessions in the south and north were strongly supported and involved speakers from both government and non-government schools, the university, industry and business. These sessions gave access to award-linked study and further opportunity for such study was provided by the Centre for Advanced Teaching Studies (CATS).

Professional development activities for teachers, because they are so curriculum-linked, are further described in the section on curriculum.

A major thrust in 1990 was the training of school-based staff (teaching and non-teaching) in the procedures and skills associated with the increased devolvement of funds to schools.

UNMET DEMANDS

The restructuring of the Personnel Branch to include a Staff Development Unit will provide a more coherent approach to meeting staff needs, particularly of non-teaching staff, both school- and non-school-based. These needs in 1990 include management training for senior personnel, training at various levels in general work skills areas and also courses in personal development areas such as stress management, time management and conflict resolution. Such training will also be made available to teaching staff.

In the area of teacher development, unmet needs included induction for senior positions in schools and induction for beginning teachers.

AWARD RESTRUCTURING

A new career structure and classification definitions were approved by the Tasmanian Industrial Commission in August 1990. They give promotion and recognition to experienced, skilled teachers while maintaining their predominant classroom teaching function.

The structure provides for Advanced Skills Teacher positions in schools and colleges, from Kindergarten to Year 12. Guidelines for the appointment of teachers to the classification ASTI were published and the first appointments made. Appointments are not limited by quota and are made on set criteria by local panels of teachers.

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

The EEO policy for the Department of Education and the Arts was released and a draft management plan prepared. EEO seminars aimed at all teaching staff were conducted at school and regional level. Similar initiatives related to ancillary staff are planned.

CATHOLIC SCHOOLS

INITIATIVES

Initiatives were:

- a major thrust in Religious Education, which was award-linked and had over 300 teachers participating;
- a successful pilot program, Development and Evaluation for Principals, which will be implemented for all lay principals in 1991;
- intensive training for at least 200 secondary teachers in the requirements of criterion-based assessment and in the preparation of syllabuses using that method of assessment;
- inservice for more than 60 non-teaching staff connected with the introduction of computers into the administration of schools;
- school-based development to meet local needs, using about 30 pupil-free days;
- regional leadership courses for support staff, members of boards of management and other parent organisations.

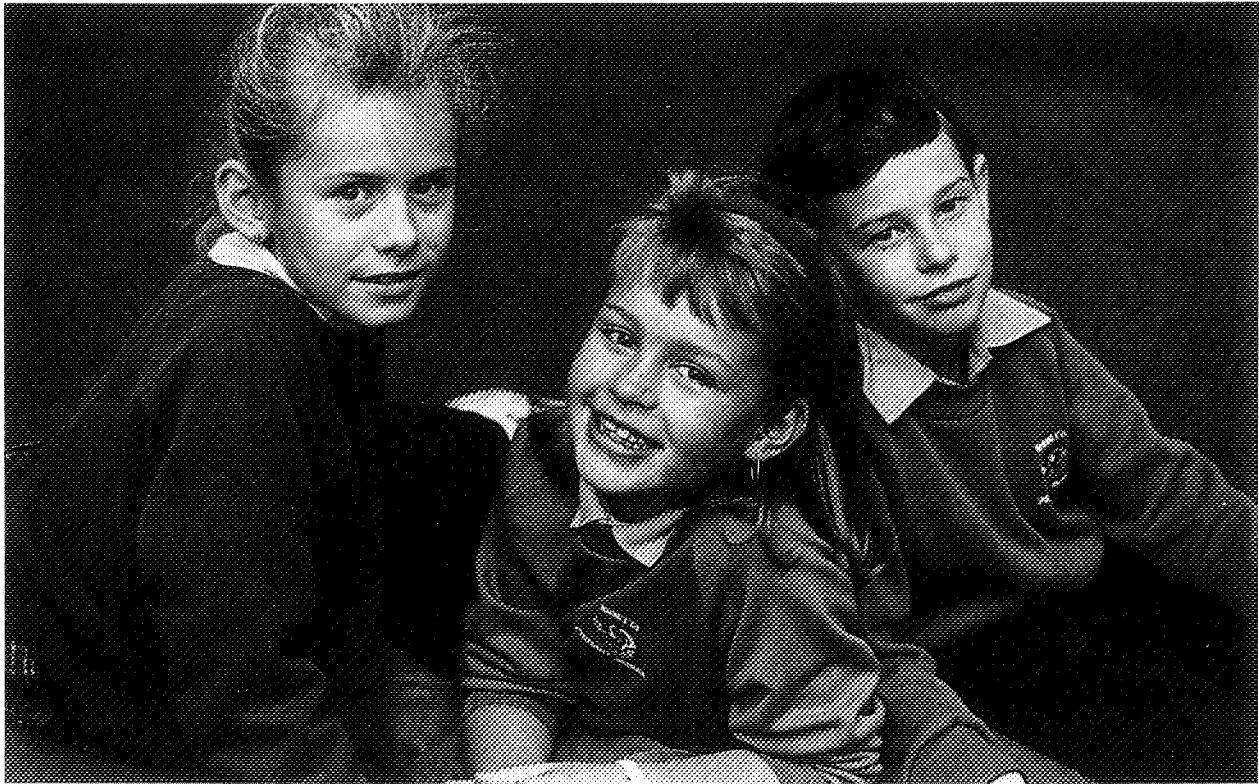
Other priority educational initiatives included preliminary work on both award restructuring for teachers and for a program of teacher appraisal.

UNMET DEMANDS

Areas of need included specialist assistance with the integration of children with special needs; the legal responsibilities of teachers; and policies and practices for protective behaviour and child maltreatment.

INDEPENDENT SCHOOLS

In 1990, nearly all schools participated to some extent in activities, both award and non-award, organised by the Department of Education and the Arts and the Centre for Advanced Teaching Studies. Most also arranged 'in-house' activities. Increasingly, groups of schools are organising joint professional development activities.



8 RECURRENT AND CAPITAL RESOURCES

Features of the 1989–1990 pre-Cresap Education Budget were:

- an increase in funding of school maintenance;
- additional resources to the Schools Board of Tasmania to enable the smooth introduction of the new Tasmanian Certificate of Education;
- maintenance of pupil–teacher ratios and a start to correcting the imbalance of funding allocated to primary schools;
- introduction of an incentive scheme to encourage energy conservation in schools;
- maintenance in real terms of funding allocations to schools and colleges and an increase in some areas.

Total expenditure in 1989–90 amounted to \$355.7 million.

In 1990, as discussed in the section ‘Structure and operation of the Tasmanian school systems’, the Tasmanian Government commissioned the Cresap team of external consultants to review the funding and expenditure patterns of the Department. The review was to take account of the Government’s announced intention to introduce significant budget cuts for all Tasmanian Government agencies.

The Cresap review recommended the implementation of major cost-saving initiatives to be brought about through cuts in staffing, asset rationalisation and administrative restructuring. Cuts in staffing were aided by the Government’s large-scale redundancy program: of the 2000 cross-agency redundancy places, 1000 were from the education sector.

The 1990–91 Education Budget was framed within the context of major cuts of 8.3 per cent in all areas of Government spending. In announcing the Education Budget, the Minister indicated that, through the combination of measures recommended by Cresap and departmental initiatives, the Government would be able to improve efficiency in service delivery and achieve savings while minimising impact at the classroom level.

Major cost-saving initiatives mounted in 1990 included:

- the progressive dismantling of the three-region structure to be replaced by eight education districts;
- a major restructuring of central office administrative functions and a consequent reduction in staff;
- reduction in the numbers of teachers, largely through redundancies;
- rationalisation of support services to schools;
- a scaling down of the works and maintenance programs;

- allocation of staff and resources to schools on the basis of per capita enrolments.

The total expenditure on education by type in 1989–90 is provided in Figure 3.

CATHOLIC SCHOOLS

RECURRENT FUNDING

Recurrent funding is received in the following approximate proportions: 50 per cent from Commonwealth sources, 25 per cent from the State Government and 25 per cent from private sources. This level of funding provides Catholic schools with an income of about 80 per cent of that of a government school.

There were minimal changes to resource allocation for Catholic schools in 1990. Enrolments rose moderately, with most secondary schools experiencing some growth at

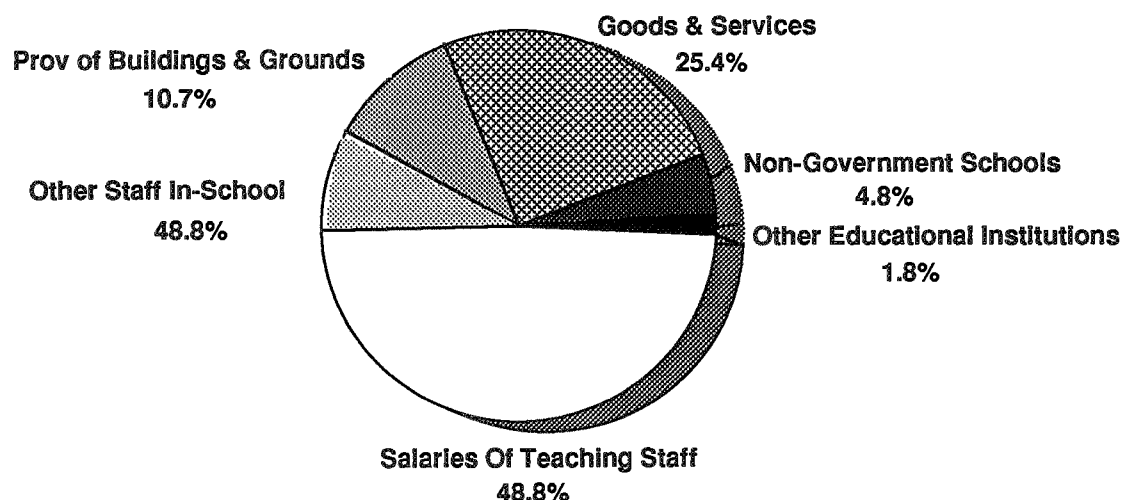
Years 11 and 12. No schools were closed and no new schools opened. Class sizes remained at a level comparable to that of previous years with an approximate teacher–pupil ratio of 1:21.4 (primary) and 1:16.9 (secondary).

CAPITAL FUNDING

Commonwealth grants allocations are distributed on the basis of need through the Tasmanian Catholic Block Grant Authority, a body constituted for this purpose from the Catholic school community.

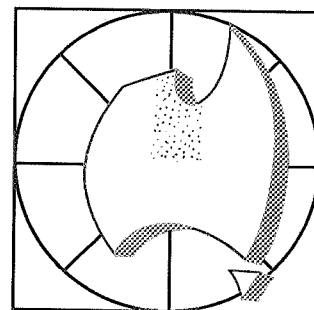
In 1990, just on \$1 million in Commonwealth funding was allocated, which helped to generate approximately \$3 million worth of capital works spread over a three-year period. Approximately 15 per cent of the capital development was linked to increasing enrolments either at primary entry or for retention at Years 11 and 12. The remaining 85 per cent was used to replace or upgrade unsatisfactory facilities for existing enrolments.

Figure 3. 1989–90 Expenditure by major types



Source: Department of Education and the Arts

NORTHERN TERRITORY



1 OBJECTIVES AND PRIORITIES FOR 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 6 and 15 years of age.

The Northern Territory provides a whole range of educational services, from Homeland Centre Schools to post-graduate level studies at the Northern Territory University.

Set out below are some areas of priority concern.

STUDENTS OF ABORIGINAL DESCENT

Aborigines make up 32 per cent of the total Northern Territory student population, 74 per cent of whom are tribally-oriented and live in remote and rural communities. Bilingual schools teach in 21 Aboriginal languages in addition to English. While recognising the differing backgrounds and needs of Aboriginal students, the objective is to improve academic performance significantly in order that students may qualify for entry to training courses and higher education. A significant initiative is the ongoing establishment of Community and Vocational Education Centres. The Remote Area Teacher Education Program, the Mentor Program and the Aboriginal Education Program are all 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 Homeland Centre Scheme is providing a 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.

At the beginning of 1990, about 1,000 students were enrolled in 67 homeland centre schools scattered throughout the remotest parts of the Territory. During the year, 82 Aboriginal assistant teachers were employed in these schools, 29 in full-time positions and 25 undertaking training through the Remote Area Teacher Education (RATE) Program.

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, in consultation with its community, works towards agreed objectives. The involvement of Aboriginal parents in the educational process is actively supported. Forty-nine per cent of all government schools now have school councils.

During the year, school councils played a major part in the preparation of Action Plans for School Improvement, an initiative for which guidelines were introduced in 1989.

TEACHER DEVELOPMENT

In 1989, following over 15 years of operating a Master Teacher Scheme, the Scheme was updated. The Scheme now has three levels, replacing the previous one level.

The Enhanced Master Teacher Scheme is designed to recognise those members of the Northern Territory Teaching Service who have an outstanding record of success as classroom practitioners. These are members who possess skills which demonstrate that they are excellent teachers, but do not necessarily wish to seek promotion to positions which involve greater administrative responsibilities.

The first conferrals of Master Teacher Level 1 were made on 1 January 1990. Appraisal for Levels 2 and 3 was undertaken during 1990 for conferral on 1 January 1991.

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 implementation of the Northern Territory Government's policy on languages other than English (LOTE) progressed during 1990, with school councils and parents continuing to view very positively the place of languages, particularly Asian languages, in the school curriculum. As a result, there was a further increase in the number of primary and secondary students learning a language other than English.

In accordance with both Commonwealth and Northern Territory policies on languages other than English, emphasis continued to be placed on the teaching of Aboriginal languages, through school-based oral language and cultural maintenance programs, and formal bilingual education.

RETENTION RATES

Continuing success is being achieved with students staying at school longer to improve their general education, skills and qualifications.

Student retention rates, which levelled off slightly in 1989, increased sharply in 1990. The overall retention rate from the first to the last year of secondary education (Year 8 to Year 12) was 48.1 per cent compared to 42.5 per cent in 1989. The apparent retention rate from Year 10 to Year 11 increased to 77 per cent from 75 per cent in 1989 and the rate from Year 11 to Year 12 increased to 72 per cent from 66 per cent.

COMPUTERS IN 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

Student Services embraces the areas of special education, early intervention, guidance, hearing impairment, visual impairment, behaviour management, speech therapy, occupational therapy, physiotherapy and home liaison. In addition to specialist personnel in these areas, the student services network includes school counsellors, special schools and units, detention centres and hospital schools.

While priority is given to the work of special schools, the specific placement of students with disabilities into the most appropriate educational setting relies on close co-operation among specialist staff, parents, and schools through a system of placement panels. During 1990, continuing emphasis was placed, wherever possible, on maximising the integration of individuals with disabilities into mainstream schooling.

CURRICULUM UNIFORMITY AND NATIONAL COMPATIBILITY

Because of the highly mobile nature of students within Northern Territory schools and teacher turnover, a common

curriculum has been established throughout the Territory. This is compatible with other Australian school systems, is well established and is being further developed.

NON-SYSTEMIC SCHOOLS

In 1990, there were 11 non-systemic non-Catholic regular schools in the Northern Territory. There were three boarding schools serving the needs of rural, isolated and traditional aboriginal communities. These schools—St Philips College, Alice Springs (Uniting Church); St John's College, Darwin (R.C.); and Kormilda College, Darwin (Anglican and Uniting Churches)—serve 1300 secondary students. Marrara College, Palmerston Christian School and Araluen School, all Christian parent-controlled schools, serve the needs of urban Darwin and Alice Springs. Essington School (Montessori), Living Waters (Lutheran), St Andrews (Lutheran), Seventh Day Adventist School and Yipirinya Community School have steadily increasing primary school enrolments.

The non-government sector represents 4.8 per cent of total school enrolments, but there is increased demand from rural students seeking boarding, and slowly increasing retention amongst Aboriginal students. All schools are highlighting the need to maximise general competencies in literacy and numeracy, and secondary schools are lifting participation rates to ensure equal access to employment and the opportunities that now exist at TAFE and the Northern Territory University.

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.

In remote Aboriginal localities, a number of formal school councils exist, and 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.

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 COMMUNITY

Since the establishment of the Northern Territory University, formed by an amalgamation of the Darwin Institute of Technology and University College of the Northern Territory, local senior secondary students have had increased access to tertiary programs formerly available only interstate.

One of the most significant features of the University is that it has an Institute of Technical and Further Education as an integral part. This unique combination offers a very wide range of courses from certificate to doctorate level and articulation with technical, further and higher education programs.

The Northern Territory Government has continued to assist students involved in tertiary education by making available awards for study at the University and through award and scholarship schemes for students having to study interstate.

There are strong and growing links between schools and technical and further education. These exist at institutional level, involving particular colleges and schools, and at systemic level, with significant developments in cross-accreditation and credit transfer arrangements between the Northern Territory Board of Studies and the Technical and Further Education Advisory Council.

The Northern Territory Government actively fosters industry, business and community involvement in educational planning and delivery, including curriculum development and accreditation, with widespread representation on bodies such as the Education Advisory Council, the Northern Territory Board of Studies and the Technical and Further Education Advisory Council.

CONTEXTUAL INFLUENCES

The Northern Territory, with an estimated population of 157,300 and a land area of 1,348,000 square kilometres, has a population density of approximately one person per 9 square kilometres. Educational services are provided to a diverse multicultural and multilingual population which is scattered over an area 30 per cent larger than the combined areas of New South Wales and Victoria. Most of the population lives 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 51 per cent of Northern Territory schools and 24 per cent of the students are located in remote areas.

The physical and social environment imposes exceptional cost disabilities. School-aged children comprise 22.5 per cent of the 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. These 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.

Living and teaching conditions vary greatly. Schools are grouped into three classifications:

- Urban (Darwin, Palmerston and Alice Springs);
- Rural (Katherine, Tennant Creek, Jabiru and Nhulunbuy and the Darwin rural area);
- Remote (all other areas).

In 1990, there were 152 government schools throughout the Territory—47 Urban, 20 Rural and 85 Remote. Total government school enrolments for 1990 were 29,023 full-time students.

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 (Years 8–10) and senior secondary colleges (Years 11–12). There also are a large number of homeland centre (outstation) schools.

3 CURRICULUM

CURRICULUM POLICY

Students in Northern Territory Schools are highly mobile—approximately 10 per cent change schools within the Territory each year and many arrive from or move interstate. Many students have difficulties adjusting to new school environments, and differences in curricula, teaching and learning methods.

Adjustment problems are alleviated by ensuring appropriate curriculum uniformity throughout Northern Territory schools and that the content of the Northern Territory curriculum is comparable to that of other States.

The curriculum also has sufficient flexibility to provide for students' 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*. A new Statement is currently being prepared.

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 to ensure an appropriate degree of uniformity while allowing for a necessary element of flexibility.

The Board of Studies Approved Curriculum, incorporating core objectives which are the goals for all students, forms the basis of school leaving programs. Time is allowed for schools to augment this with programs of their own, tailored to suit the particular needs of their students.

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, for example early childhood, gifted children's programs and special education. These committees are drawn from those with particular expertise or interest and include practising teachers, office-based personnel, representatives of further education and members of 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 is currently being addressed. All schools are expected to meet the Department's requirements and their success is monitored in a number of ways, for example, 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 and then to the secretary for approval.

4 ENROLMENTS, RETENTION AND EDUCATIONAL PARTICIPATION

Table 1. Number of schools by levels, by Urban/Rural/Remote, based on June 1990 Census

	Urban	Rural	Remote	Total
Non-government				
Primary	12	1	1	14
Secondary	3	0	0	3
Primary-secondary	3	0	0	3
Post-primary	1	0	5	6
Total	19	1	6	26
Government				
Pre-school	3	2	0	5
Primary	29	11	64	104
Secondary	9	3	1	13
Primary-secondary	0	3	1	4
Approved post-primary	0	0	7	7
Education Centre	0	0	12	12
Special vocational	6	1	0	7
Outstation #	0	0	#55	#55
Total	47	20	85	152
All schools	66	21	91	178

An Outstation (Homeland Centre) is one which has no residential teaching staff. However, outstations do have resident Aboriginal teaching assistants, either full 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. Outstation figures have not been included in total figures above.

Table 2. Number of enrolments by level, school type and gender, based on June 1990 Census

	M	F	Total
Non-government			
Primary	1,445	1,418	2,863
Secondary	620	641	1,261
Primary-secondary	540	508	1,048
Post-primary	585	578	1,163
Total	3,190	3,145	6,335
Government			
Pre-school	43	45	88
Primary	8,802	8,432	17,234
Secondary	3,290	3,171	6,461
Primary-secondary	485	437	922
Outstation#	470	538	1008
Post-primary	480	493	973
Voc Education Centre	1,132	1,076	2,208
Special	77	52	129
Total	14,779	14,244	29,023
All schools	17,969	17,389	35,358

An Outstation (Homeland Centre) is one which has no residential teaching staff. However, outstations do have resident Aboriginal teaching assistants, either full 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. Outstation figures have not been included in total figures above.

Table 3. Apparent retention rates by gender, government and non-government schools, 1986-90

	1986	1987	1988	1989	1990
Government					
Female					
Year 8-Year 11	63.2	67.0	67.6	71.4	62.2
Year 8-Year 12	35.9	45.7	51.8	46.7	52.9
Male					
Year 8-Year 11	58.0	66.3	66.9	67.4	60.2
Year 8-Year 12	30.8	40.2	44.0	41.3	45.9
Non-government					
Female					
Year 8-Year 11	55.5	53.7	53.6	60.7	57.4
Year 8-Year 12	51.7	32.3	30.1	38.3	44.8
Male					
Year 8-Year 11	60.2	51.3	56.8	51.9	62.3
Year 8-Year 12	24.0	25.4	24.4	28.6	33.3

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 been and are being developed.

The establishment of Community Education Centres in selected Aboriginal communities during 1988 to 1990 has led to increased access to, and participation in, secondary and post-secondary programs. CECs supplement the provision for Aboriginal secondary students to board at Yirara and St Philips in Alice Springs, or Kormilda and St John's in Darwin.

INITIATIVES ON GENDER EQUITY

Gender equity issues in curriculum continued to be a major focus for 1990, as new structures for monitoring curriculum inclusivity were set in place and old processes restructured. Schools which chose to target girls' education within their Action Plans for School Improvement placed emphasis on the appropriateness of curriculum regarding language, content, context and methodology.

The application of approved gender-inclusive curriculum guidelines continued. Gender equity curriculum committees for major subject areas were established and curriculum statements for school use, under review at the end of the year, will incorporate this focus on gender equity.

The implementation of specific policy supporting girls in NT schools continued within the framework of the National Policy for the Education of Girls in Australian Schools and the 1986 Northern Territory Information Statement *Equal Opportunities in Education*.

Initiatives for girls in 1990 focused on the four objectives outlined in the national policy document:

- to raise awareness of the educational needs of girls;
- to provide equal access to and participation in appropriate curriculum;
- to foster a supportive school environment;
- to encourage equitable resource allocation.

PARTICIPATION IN KEY SUBJECTS BY SOCIAL GROUPINGS

The organisation of junior high schools gives students from a variety of social groupings and backgrounds the widest subject choice.

The Department has devised a strategy for the implementation of LOTE over a ten-year period, enabling the Northern Territory to take advantage of National Curriculum initiatives and staff pre-service and inservice proposals. The plan will ensure that both economic and community-supported initiatives are top priorities.

Employment opportunities in remote or Aboriginal communities are extremely limited. However, it is hoped that the introduction of Community and Vocational Education Centres will provide a range of options that will maximise employment opportunities for students who live in these communities.

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 a curriculum review.

The new assessment policy will provide over-arching guidelines concerning philosophy and approaches and strategies for guidance at all levels.

ASSESSMENT INITIATIVES

PROCESSES

SENIOR SECONDARY

Student assessments in all Northern Territory accredited Year 11 English and mathematics courses are moderated through visitation and consensus techniques in order to produce final student assessments which:

- are comparable throughout the Northern Territory;
- contribute towards the maintenance of standards;
- assist teachers with internal assessment procedures.

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 (SSABSA). 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 through guidelines prepared through 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 consists of 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 mathematics. In Aboriginal schools, testing is at the Year 5 and above level.

EARLY CHILDHOOD EDUCATION

In early childhood education, a screening and assessment package which is school-based is implemented in all schools.

ATTAINMENT

SENIOR SECONDARY

The Senior Secondary Studies Certificate (SSSC) issued by the Northern Territory Board of Studies reports student achievement in all NT 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 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. The Board intends to require all courses be accredited and to phase out registered courses.

Except in English and mathematics, which are externally moderated, the level of achievement is assessed by the school but is determined by student achievement on tasks defined in the course, for example 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

Statistics for achievement are compiled.

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 that are Board-approved (which are further divided into those which are moderated and externally assessed (English and mathematics)). The right-hand side 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 mathematics are made available to systems and schools automatically, 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. Through generating a range of Territory norms against which various aspects of student performance can be judged, the Program serves as a multipurpose 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 1990, a total of 754 Year 12 students completed 5 subjects. Of these, 396 sat for five publicly examined subjects, (the matriculation course). The remaining 358 students sat for one or more school-assessed subjects. Seventy-seven per cent achieved a combined Subject Achievement Score of 50 points out of a possible 100.

6 STAFFING: MANAGEMENT AND DEVELOPMENT

Details are given in Table 4 of the numbers of teaching staff in Northern Territory schools. In Table 5 a further breakdown is made in school-based and non-school-based staff.

Table 4. School-based teaching staff, by level, by gender (rounded full-time equivalent [FTE])

	Government			Non-government			All
	M	F	P	M	F	P	
Preschool	3	85	88	0	7	7	95
Primary	312	916	1228	47	197	244	1472
Secondary	345	377	723	85	83	168	891
Special schools	6	30	36	0	0	0	36
Total	666	1409	2074	131	287	418	2493

Note: Due to rounding of decimals, figures in columns may not equal total figures.

Source: NT Department of Education, Statistics/Demography Unit

PROFESSIONAL AND CAREER DEVELOPMENT

The Northern Territory Department of Education is implementing a comprehensive strategic plan to cover all aspects of personal and professional development.

Key elements of the plan include:

- individual development plans to be written for all staff;
- new procedure manuals to be developed in all areas;
- devolution of authority to approve human resource development (HRD) activities to Local Staff Development Advisory Committees;
- development of Open Access Learning courses (linked to recognised University courses).

Program placements and support for 1990 included:

Programs	Number of participants
Full-time scholarships for professional development of teachers and public service staff	(NTTS)* 14 (NTPS)** 3
Part-time external study leave	(NTTS) 430 (NTPS) 120
Interstate and international teacher exchanges	11
National and international seminar programs	45
Bursaries for Aboriginal teacher training	50
Senior management development programs	5
Industry exchange programs	3
Tertiary scholarships for 10 top H.S. graduates	10
Student-teacher scholarships	49
Library traineeships	5
External agency short course program	250
Professional and administrative inservices	2,220
Financial and administrative support to professional associations	> \$100 000

Note: Professional and administrative inservice courses vary in duration and participant work time involvement from 1 to 40 hours.

* NTTS—Northern Territory Teaching Service

** NTPS—Northern Territory Public Service

Table 5. Number of staff by sector, type and gender — school-based and non-school-based(FTE)

	School-based			Non-school-based			Total
	M	F	P	M	F	P	
Teaching	666	1,409	2,074	n.a.	n.a.	n.a.	2,074
Non-teaching	114	491	605	176	261	437	1,042
Total	780	1,900	2,679	176	261	437	3,116

Non-government

	School-based			Non-school-based			Total
	M	F	P	M	F	P	
Teaching	131	287	418	n.a.	n.a.	n.a.	418
Non-teaching	41	113	154	#	#	#	154
Total	172	400	572	#	#	#	572

Note: # indicates data not available; n.a.=not applicable

Source: NT Department of Education, Statistics/Demography Unit

7 RECURRENT AND CAPITAL RESOURCES

PRINCIPLES OF RESOURCE DISTRIBUTION AND MANAGEMENT

The majority of students in the Northern Territory school population are of low socio-economic status. The Northern Territory has the highest per capita ethnic population in Australia. 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, which is further compounded by the remoteness and the 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, ABS statistics indicate that Commonwealth funding allocations under several Specific Purpose Programs are far less than the Northern Territory target population warrants.

8 OTHER PRIORITY EDUCATIONAL INITIATIVES

ACTION PLANS FOR SCHOOL IMPROVEMENT

In the move towards greater devolution of powers to school communities, Action Plans for School Improvement were developed throughout 1990 by schools and school councils, with departmental assistance and advice.

Each school's Action Plan, with a provision for annual review within the context of a rolling three-year framework, is aimed at providing for effective planning and evaluation designed to increase the range and quality of educational programs offered, while facilitating the development of structured communication links to increase departmental and community awareness of progress.

IMPLEMENTING THE ENGLISH CURRICULUM (ITEC)

The Northern Territory Board of Studies approved the use of a new English curriculum, for students in Transition to Year 10, from the beginning of 1992.

The professional development program—Implementing the English Curriculum (ITEC)—has been developed to allow all primary teachers and all secondary English teachers the opportunity to become familiar with the requirements and approaches of the new curriculum before its implementation.

It also provides an opportunity for all teachers to contribute to the final form of the curriculum before publication.

The ITEC Program uses the Early Literacy Inservice Course (ELIC) model of implementation. Regional tutors are trained centrally. They then train teams of school-based tutors who in turn work with their school staff.

At the school level, the Program consists of 10 x 2 hours units of study, each focusing on one aspect of teaching English.

SENIOR SECONDARY CURRICULUM TASK FORCE

In 1989, the Northern Territory Government established a joint Government-private sector task force to examine the senior secondary school curriculum:

- to consider whether existing efforts to encourage students to pursue courses and options which provide the basic educational skills needed by the Territory workforce should be supplemented;
- to examine possibilities for greater vocational relevance in the curriculum;
- to recommend ways in which students can be better assisted in improving their career preparation and choices.

The Task Force completed its work early in 1990 and presented a report to the Minister for Education in April 1990. In summary, the report recommended:

- increased system-level support for vocational guidance programs in schools, including the appointment of an Education Officer (Career Education);
- the implementation of a computerised database of job and course information;
- increased links between schools and industry;
- increased links between schools and higher and further education institutions, including credit transfer arrangements;
- that existing senior secondary courses with a vocational relevance be identified and promoted to students and the community;
- that at least 12 years of education be the norm for all Northern Territory students and that the final years for some students may involve general prevocational courses, TAFE courses or even specialist apprenticeship training and may take place at a secondary school/college, a TAFE institution or both.

NATIONAL INDONESIAN LANGUAGE CURRICULUM PROJECT

The Northern Territory continued to make a significant national contribution through the National Indonesian Language Curriculum project which began in mid 1988 and is expected to be completed by the end of 1991.

The National Indonesian Language Curriculum Project is managed by the Northern Territory Department, of Education. With the assistance of the South Australian Education Department, the Project is developing a comprehensive Indonesian Curriculum for all levels of primary and secondary education.

A unique feature of the project is the considerable involvement of Indonesian educators in the development of curriculum resources, including Indonesian language experts who confirm the authenticity and appropriateness of the language used in the materials produced. During the year, project personnel spent considerable time working with teachers and students in Indonesia and in the development of resource materials, including a 12-part video series.

At this stage, the project has already attracted considerable interest throughout Australia as a model for the development of up-to-date teaching and learning resources in Asian languages.

ABORIGINAL EDUCATION PROGRAM (AEP)

Developments in Aboriginal education during 1990 were significantly influenced by the launching, in October 1989, of the National Aboriginal and Torres Strait Islander

Education Policy (AEP). Endorsed by the Commonwealth, State and Territory Governments, the policy detailed national goals for Aboriginal education in the areas of:

- Aboriginal involvement in educational decision making;
- equality of access to education for Aboriginal people;
- improving rates of participation in education by Aboriginal people;
- achieving equitable and appropriate educational outcomes for Aboriginal people.

Within the framework of the national policy, two major documents setting directions for the Northern Territory — *The Northern Territory Operational Plan* and the *Northern Territory Strategic Plan* — were approved by the Minister for Education and subsequently endorsed by the Commonwealth Minister for Employment, Education and Training in July, 1990.

ANALYSIS OF SPECIFIC PURPOSE PROGRAMS

In the *National Report on Schooling in Australia 1989*, the Northern Territory briefly outlined the extensive analysis being undertaken within three Specific Purpose Programs

in which the Commonwealth funding allocations significantly disadvantage Aboriginal Territorians.

The three programs were:

- English as a Second Language Program (General Support Element);
- Country Areas Program;
- Disadvantaged Schools Program;

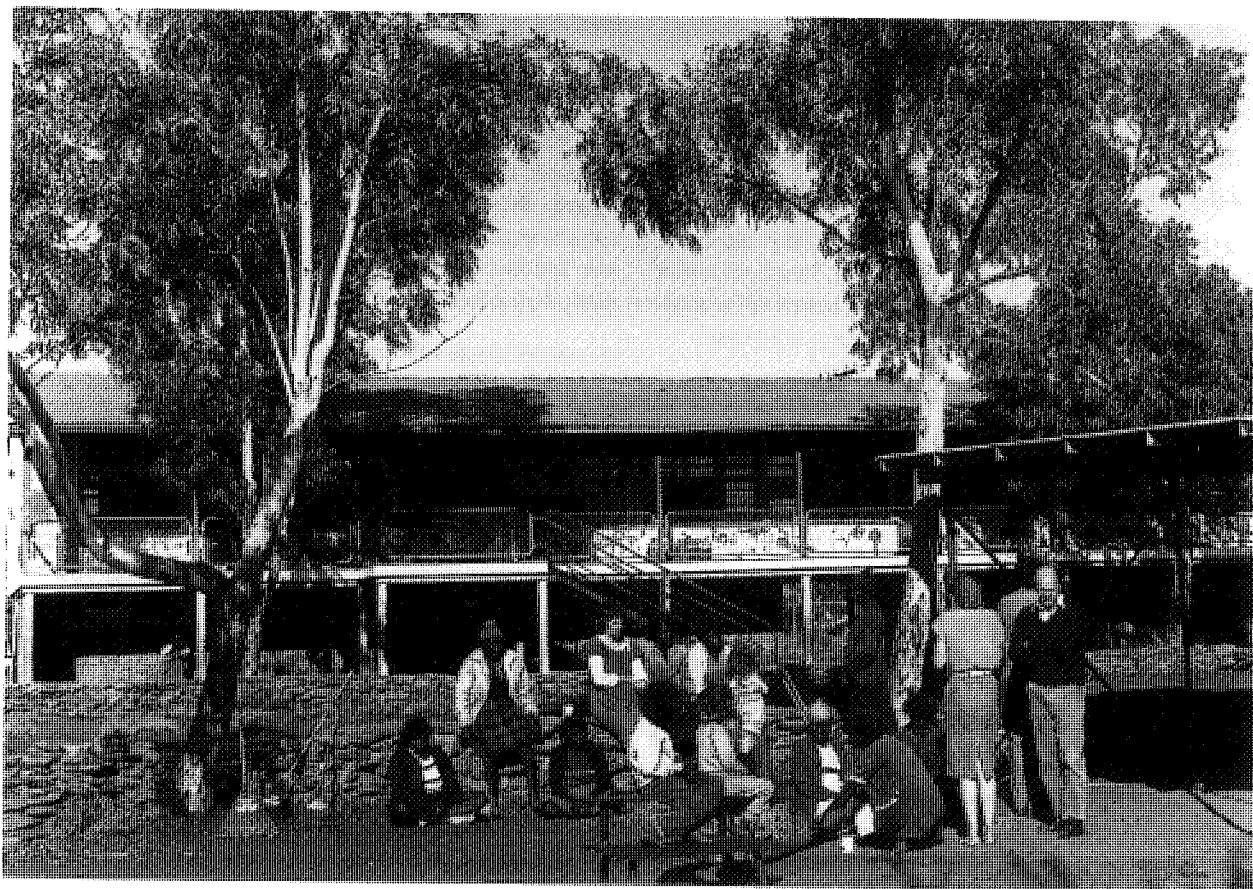
Further developments that occurred during 1990 are briefly outlined below.

ENGLISH AS A SECOND LANGUAGE (GENERAL SUPPORT ELEMENT)

In 1990, the Commonwealth undertook to evaluate the ESL program in 1991. As part of this review, it is hoped that the concerns raised by the Northern Territory, such as unmet demand and inadequacy of the present Commonwealth resource allocation formula, will be appropriately addressed.

DISADVANTAGED SCHOOLS PROGRAM

In 1990, the Commonwealth Department of Employment, Education and Training introduced a new national 'Index of Disadvantage' for the allocation of funds at State level.



Papunya School, Alice Springs Region, Northern Territory

The major concerns that the Northern Territory has with this index are:

- the unilateral withdrawal of the weighting for the degree of disadvantage which penalises the poorest DSP schools;
- the application of this new DEET index in the Northern Territory, which results in anomalies such as Mamaruni and Papunya schools being classified as the least disadvantaged schools in the Northern Territory.

The classification of these schools as the least disadvantaged schools demonstrates that the DEET methodology has fundamental weaknesses and confirms the concerns expressed by the Northern Territory, the former Commonwealth Schools Commission and NBEET previously.

The States and Territories were neither consulted nor invited to be involved in the development of the new DSP indicator in 1990. Their involvement would have avoided the obvious discrimination that has occurred in relation to Aboriginal schools.

The Northern Territory would like to see the weighting for disadvantage reintroduced or at least some rationale provided for why it was abolished.

The promised review of the DSP Program to address these problems, including the involvement of the creator of the methodology with State representatives, has still not occurred at the time of writing.

COUNTRY AREAS PROGRAM

The DEET Country Areas Program resource allocation formula that is still in place fails to allocate resources on the basis of remoteness or accessibility to services. A review of this formula is long overdue. It is essential that a new formula be developed based on the stated goals of the program.

All States and Territories should be involved in this review to avoid the obvious problems that have resulted from DEET's 1990 review of the DSP Index of Disadvantage.

ABORIGINAL EDUCATION STRATEGIC INITIATIVES PROGRAM (AESIP)

The Northern Territory acknowledges the Commonwealth's significant funding of AESIP. However, the AESIP was introduced to provide additional funding for education provision to Aborigines.

The existing education provision included the Specific Purpose Programs already in place, as Aborigines qualify for these programs, not on the basis of their Aboriginality, but on the basis of their extreme poverty in the case of the Disadvantaged Schools Program and their lack of access to educational services in the Country Areas Program.

SUMMARY

The Northern Territory believes that, in the future, all resource allocation methodologies for Specific Purpose Programs should be developed by subcommittees of the Australian Education Council that have direct access to experts in the field.

To implement programs to facilitate social justice in education it is essential that all resource allocation formulae be made available for perusal and withstand scrutiny. The involvement of States and Territories in the development of formulae is vital, especially in ensuring that the most needy client groups receive an equitable allocation of the resources provided.

9 SPECIFIC PURPOSE PROGRAMS

The Commonwealth Department of Employment, Education and Training, through the States Grants Schools (Assistance) Act, 1988, provides funding to States and Territories for a number of Specific Purpose Programs.

COUNTRY AREAS PROGRAM

The high degree of emphasis placed on the provision of contemporary language-based resources and technology to support programs for NESB and ESL students is a reflection of the make-up of the Northern Territory school community, where more than half of the eligible schools serve predominantly Aboriginal communities. This heavy demand for these types of programs emphasises the lack of provision in this area by the existing ESL program.

PRIORITY OBJECTIVES

As well as language-type courses, the Program funded projects in the subject areas of Social and Cultural studies, Technical and Functional Living, Science, Mathematics, Health and Physical Education, Art, Business and Career.

A few examples of the activities supported by the program are:

- the support for video production involving a high level of community and regional content has encouraged communication between isolated communities;
- the installation of satellite dishes in remote areas has created a bridge between urban and country cultures;
- the provision of photocopying and printing equipment, computers and software has assisted in the development of school and community-orientated literature production and has contributed towards improved literacy.

GRADE PROGRESSION RATES FOR SECONDARY STUDENTS

Apparent grade progression ratios for total enrolment of participating schools:

Year	Male	Female
8	78.1	71.4
9	91.5	88.3
10	92.3	92.4
11	37.6	47.5
12	42.0	52.5

Note: Apparent progression rate is calculated based on the current enrolment divided by previous enrolment at the appropriate grade and year. There is no consideration of the number of new enrolments, repeating students or students who left these participating schools.

DISADVANTAGED SCHOOLS PROGRAM

PRIORITY OBJECTIVES

Assessment of projects undertaken in 1990 (and in previous years) indicated an increasing demand for contemporary language-based resources, including technology to support programs aimed at assisting NESB and ESL students.

The objective of these projects was to equip students with skills necessary for them to operate effectively and with greater confidence in the wider community by firstly developing their competence in English.

Major strategies and activities supported by the Program included:

- language and literature programs;
- development of literacy skills using computers;
- upgrading and expanding library resources;
- hands-on numeracy and measurement projects;
- physical education and outdoor activities;
- bilingual and non-bilingual literature production;
- Theatre in Education.

GRADE PROGRESSION RATES FOR SECONDARY STUDENTS

Apparent grade progression ratios for total enrolment of participating schools:

Year	Male	Female
8	114.0	120.3
9	103.6	109.5
10	93.4	88.9
11	31.5	36.0
12	32.1	54.3

Note: Apparent progression rate is calculated based on the current enrolment divided by previous enrolment at the appropriate grade and year. There is no consideration on the number of new enrolments, repeating students or students who left these participating schools.

ENGLISH AS A SECOND LANGUAGE

GENERAL SUPPORT ELEMENT

Commonwealth funding under the ESL Program is minimal and is only supplementary to the Northern Territory Government, which provides the bulk of the funding for the provision of support to students from non-English-speaking backgrounds (NESB).

Aboriginal students represent over 40 per cent of the total client group of the Program in the Northern Territory. However, the Commonwealth's National Resource Allocation Formula excludes Aborigines.

NEW ARRIVALS ELEMENT

PRIORITY OBJECTIVES

Funding for the ESL New Arrivals Program was used primarily to provide specialist ESL teachers at a ratio of 1:10 as above-formula staff located in either the Primary or the Secondary Intensive English Units in Darwin.

Some funds were utilised for the purchase of teaching and learning resources.

The Intensive Centres provide a comprehensive cross-curriculum program in English for students from Years 7 and Years 8-12.

In addition, bilingual teaching assistants fulfil a major role in the activities provided to achieve the Program's objectives. Their responsibilities include teaching in first language of the student, interpreter and translator duties, home liaison and pastoral care.

In 1990, Commonwealth funding was used primarily for the placement of ESL specialist teachers as above-formula staff in schools with identified needs.

Teachers work in a range of operational models to assist students of non-English-speaking background to develop the language skills and conceptual understanding necessary for success in school learning. Examples of models are: withdrawal, direct teaching, in-class informal support, team teaching, cooperative programming, and planning and teaching with mainstream/subject teachers.

SPECIAL EDUCATION PROGRAM

RECURRENT AND INTEGRATION ELEMENT

PRIORITY OBJECTIVES

Funding provided under the Program supplemented the operating costs of the Northern Territory Department of Education Program in providing assistance to children with disabilities in a number of settings, including:

- the support of autistic children based in a special school setting, including some support for their mainstream integration into a nearby primary school;

- support for severely/profoundly hearing impaired children in primary school situations;
- special assistance for disabled students in in-class and unit settings within various primary secondary schools;
- provision of part-time instructors and specialist equipment to facilitate the integration of disabled students into mainstream.

CHILDREN IN RESIDENTIAL INSTITUTIONS ELEMENT

PRIORITY OBJECTIVES

In 1990, grants were made to two facilities: Centralian Residential Services and St Mary's Child and Family Welfare.

Centralian Residential Services initiated a Communication Skills Development Program for older school-aged children with high support needs and restricted tactile skills.

St Mary's Child and Family Welfare Services received grants for the following projects:

- installation in two residences of home computer equipment and software that would be compatible with school equipment;
- provision of play therapy equipment designed to develop and extend the physical skills of severely disabled children

EARLY SPECIAL EDUCATION ELEMENT

PRIORITY OBJECTIVES

In 1990, the Program supported the following initiatives:

- the Department of Education Alice Springs Regional Office conducted a program of early intervention with the objective of providing access to local pre-schools for children with significant developmental delays and multiple disabilities;
- the Northern Territory Spastics Association received a grant which enabled their Home Development Group Program to utilise an extension worker to assist in the implementation of functional living programs;
- the Down Syndrome Association and the Marrara Christian School each employed teacher aides to support integration programs.

CHILDREN WITH SEVERE DISABILITIES ELEMENT

PRIORITY OBJECTIVES

In 1990, the Program funded seven projects. These projects provided assistance to children with severe disabilities in an effort to build their self-esteem and realise their maximum potential. Funding support provided for paramedical and support staff, and specialist equipment and materials.

STUDENTS AT RISK PROGRAM

PRIORITY OBJECTIVES

The Program focused on those students in Years 8 and 9 identified as being most at risk of dropping out of school and aimed at building positive self-concept and skills in interpersonal relationships.

The Program was essentially collaborative in that it involved students and teachers working together to support change in dysfunctional attitudes and behaviour.

The Program focused on the following topics:

- conflict resolution;
- assertive language;
- peer pressures;
- future options and self-evaluation;
- decision making;
- understanding feelings;
- problem solving.

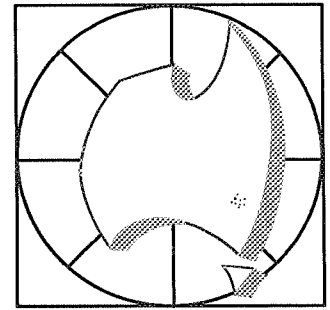
APPARENT GRADE PROGRESSION RATE—AGGREGATE OF ENROLMENT OF PARTICIPATING SCHOOLS—1990

Although retention rates will not be available until 1992–93, it has been noted that all students who were involved in the Program in 1990 are still at school in 1991. Qualitative data in relation to their outlook on the importance of their future schooling suggests that they will remain through Years 11 and 12.

Year	Male	Female
9	98.9	100.6
10	89.1	90.0
11	31.3	38.3
12	20.9	27.8

Note: Apparent progression rate is calculated based on the current enrolment divided by previous enrolment at the appropriate grade and year. There is no consideration of the number of new enrolments, repeating students or students who left these participating schools.

AUSTRALIAN CAPITAL TERRITORY



1 INTRODUCTION

Against a background of challenging political and economic times, the government and non-government schools of the ACT made significant progress during 1990. With the advent of self-government, the ACT Schools Authority was replaced by the ACT Department of Education, which in turn, in July 1990, became part of the Ministry for Health, Education and the Arts.

2 OBJECTIVES AND PRIORITIES

ACT government and non-government schools seek to 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, caring and effective in responding to the needs of students, staff and the community.

GOVERNMENT SCHOOLING

MISSION STATEMENT

The ACT Government education system aims to work 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, young people 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.

During 1990, these three principles were expanded to six, as part of the process of development and change:

- quality and excellence;
- fairness, equity and equality;
- community participation;
- social and cultural consciousness;
- cohesion and responsiveness;
- openness and accountability.

RESOURCE ALLOCATION

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.

DECISION MAKING

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.

PRIORITIES

The Ministry identified four priority areas for the period commencing in 1990:

- quality leadership/management;
- quality curriculum;
- quality teachers, teaching and the learning environment;
- quality partnership between the ministry, schools and their communities.

MAJOR OBJECTIVES

The major objectives were:

- to improve the quality of school and system management practices;
- to promote educational programs of the highest standard 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 recruit and retain teachers who are highly qualified and are of appropriate age and gender distribution;
- to maintain public confidence in the education system of the ACT and to support student, parent, school staff and community participation in decision making in schools;

- to manage better the available resources by maximising flexibility in their use at the individual school level.

STRATEGIC APPROACH

The ACT government school system's delivery of educational services, within the socio-economic context prevailing in the ACT, reflects a total commitment to serving the needs of students, parents and society, including government.

NON-GOVERNMENT SCHOOLING

MISSION STATEMENT

The non-government school sector of the ACT 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 the 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.

PRIORITIES

Priority objectives for non-government schools for 1990 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 broaden the educational experiences of girls, especially in ways which increase their subsequent education, training and employment options;
- to facilitate the transition of students between 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;

- to provide better support services, for example counselling.

Other priority objectives set by the Catholic Education Office for 1990 were:

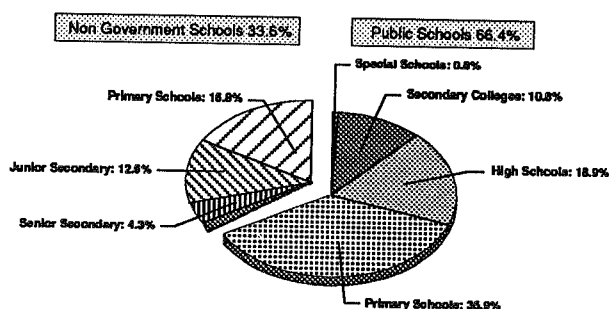
- to further assist school communities to base their organisation and curriculum on the teaching of Jesus and His church;
- to improve the quality of communication between the Catholic Education Office, schools, and their communities, so that a service model pervades the relational and professional interactions of these partners.

3 STRUCTURE AND OPERATION OF THE SCHOOL SYSTEM

In July 1990, there were 60,895 students attending ACT schools. Of these 32,076 were enrolled in primary schools, 19,168 in Years 7–10, 9,178 in Years 11–12 and 473 in special schools.

Approximately two-thirds of all ACT school students were catered for in government schools, with the remaining one-third attending non-government schools. The level of government schooling was lower than the 1990 national average of 72.4 per cent.

Figure 1. Students in ACT schools, July 1990



Source: July Schools Census

GOVERNMENT SCHOOLS

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).

The ACT system of government schooling catered for approximately 40,400 students in 97 primary, secondary and special schools in 1990. A further 4,121 students were enrolled in 78 government preschools.

The Ministry employed 4,270 equivalent full-time staff in 1990, of whom approximately 3,280 were teachers.

NON-GOVERNMENT SCHOOLS

The non-government school sector is widely diverse. It comprises systemic and non-systemic Catholic, Anglican and non-denominational schools, which operate according to their particular philosophies.

In 1990, 20,487 students were enrolled in 39 non-government schools in the ACT. Approximately 1,290 equivalent full-time staff were employed in the sector, of whom 1,203 were teachers.

The Catholic Education Office of the Archdiocese of Canberra and Goulburn administered 20 primary schools and five secondary schools in the ACT, as well as 29 other systemic schools in New South Wales.

In 1990, there were three combined primary/secondary Catholic schools in the ACT, administered by the Marist and Christian Brothers and the Missionaries of the Sacred Heart.

There were 11 non-systemic non-Catholic schools in the ACT. Five of these schools offered education at both the primary and secondary levels and were affiliated with Christian organisations. The remainder were community-based schools or associated with alternative approaches to education. Nine of these schools were co-educational. All served mostly urban communities, although boarding sections at two of the schools catered for many country families in New South Wales.

Two Anglican schools offered primary and secondary education and one Anglican school offered secondary

education. There were three other denominational schools and five 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.

The system gives wide scope for action in individual schools and encourages participation in decision making by students, teachers, parents and the community.

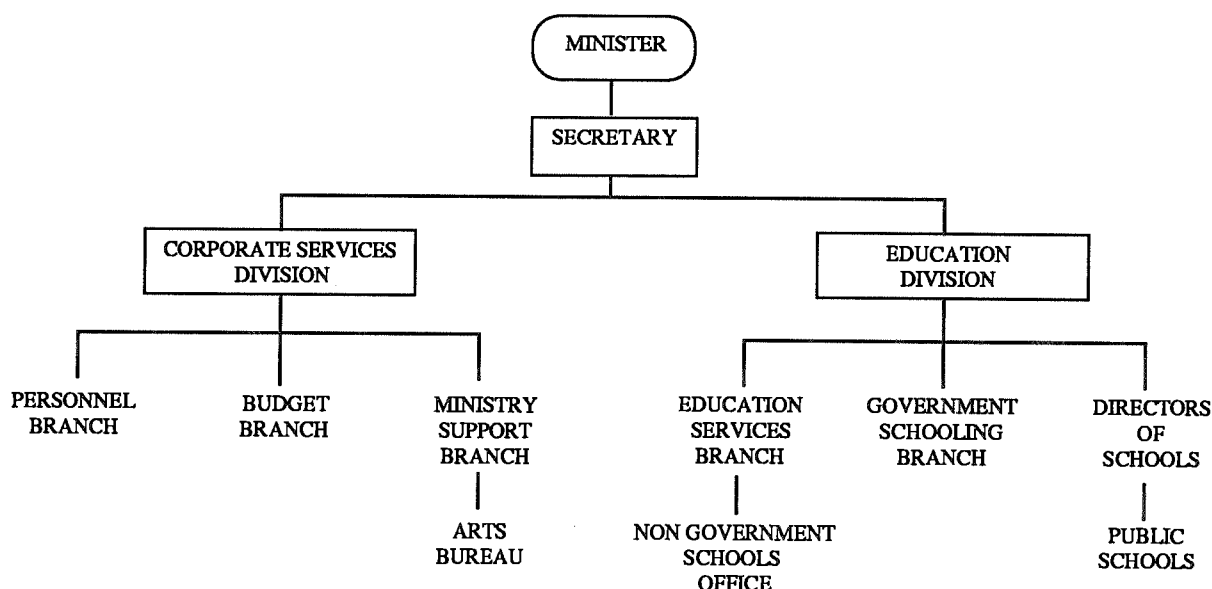
The cornerstone of the ACT government school system is the conviction that schooling is optimised when responsibility for the educative process is shared throughout the community.

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, determining the purposes for which funds are used and the approval of the educational program offered by the school.

In 1990, in order to implement the notion of shared responsibility, the Ministry encouraged and supported diversity in schools. Schools responded to the curricula and resource needs of their local school communities through school boards. Boards also participated in the process of principal selection.

In keeping with principles of autonomy and diversity, and

ORGANISATION CHART : ACT MINISTRY FOR HEALTH, EDUCATION & THE ARTS



within practical limits, students and their parents were able to choose the school and type of education best suited to their needs. There were no enrolment zones for ACT government schools, although each school gave priority to the enrolment of children living in its designated area. In the case of secondary colleges, there was a controlled enrolment policy which was managed centrally by the Ministry.

The extent of devolution of responsibility to government schools was being extended through the School-based Management Project aimed at giving greater control to schools and their communities for financial and staffing matters.

LINKS WITH HIGHER EDUCATION, BUSINESS, INDUSTRY AND THE WIDER COMMUNITY

HIGHER EDUCATION

The principal links between both government and non-government school sectors and higher education were through the course registration/accreditation and student certification processes.

Accreditation of Year 12 Certificate courses was supervised by the ACT Schools Accrediting Agency, which was chaired for part of 1990 by the secretary, and for the latter half of the year by its first independent chair. It included representation from the Australian National University, the University of Canberra and the ACT Institute of TAFE, as well as from the government and non-government school sectors. The Board's responsibility covered both government and non-government schools.

The Ministry also had responsibility for the coordination of policy and planning functions of ACT Higher Education Institutions. These institutions formed the ACT Higher Education Forum, convened by the Ministry, and ACT Government agency heads met as the Higher Education Coordinating Committee.

A major cooperative venture, coordinated by the Ministry, was the Export Education Marketing Strategy.

TAFE

Links with TAFE included:

- close cooperation between the Ministry and TAFE in the development of accreditation of E (employment-oriented) courses for Year 11 and 12 students. This new type of course was introduced in 1989. Some E courses contained actual TAFE units;
- a Memorandum of Understanding signed jointly by the Ministry and TAFE provided for improved articulation between school and TAFE courses, including advanced standing;
- the interface between careers coordinators in the schools and the Careers Education Unit and career education officers in TAFE.

BUSINESS AND INDUSTRY

Links with business and industry included:

- business/industry representation on Year 11-12 course accreditation panels and the Agency committee which scrutinised E courses submitted for approval by colleges and schools;
- the work experience program run in both government and non-government secondary schools. In 1990, over 5,000 students were placed in the program, in which students spent time working in local enterprises. About 2,000 employers participated and over 30 trade unions were involved in the approval process for work experience placements;
- links were established by individual schools with local businesses which provided support to schools, for example fund-raising, sponsorship of school programs, presentation of prizes, student visits to workplaces and employer visits to schools.

THE WIDER COMMUNITY

The ACT 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 territory.

CONTEXTUAL INFLUENCES

As with other Australian education organisations, ACT schools continued to be caught up in the broad movements of change in 1990. Australia's rapidly changing economic position and accompanying new social and political ideas and changes have led to re-examination of Australia's education and the way it is delivered.

Education took a high profile in the public arena and a number of priorities emerged during 1990. These included new demands regarding accountability and a review of the provision and infrastructure of schooling.

HISTORICAL INFLUENCES

The ACT's historically unique position as a territory with national and international functions was further defined during 1990. As a city state, the ACT commenced to take on the full range of state operations and functions.

Self-government had important ramifications for both the general and educational community during 1990. The ACT and NSW Governments agreed to prepare a regional economic development strategy and to establish the South East Region Economic Development Council.

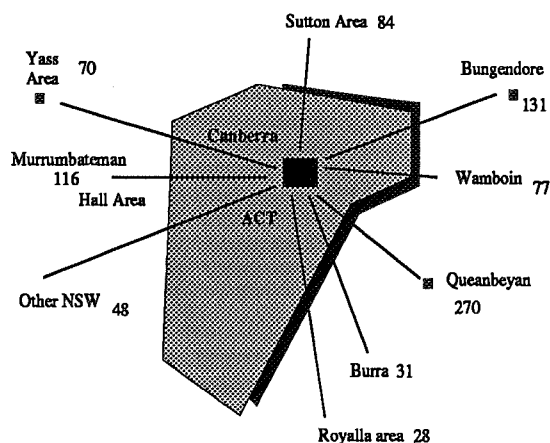
GEOGRAPHICAL INFLUENCES

ACT schools continued to provide key services to the south-east region of New South Wales. About 2.1 per cent of

government school students and 6 per cent of non-government school students were non-ACT residents in 1990.

The government school system operated rural schools at Hall (enrolment 151), Tharwa (34), Uriarra (23) and at Jervis Bay (152) on the NSW south coast under the terms of a Memorandum of Understanding with the Commonwealth.

Figure 2. NSW residents in Canberra schools



Source: July Schools Census

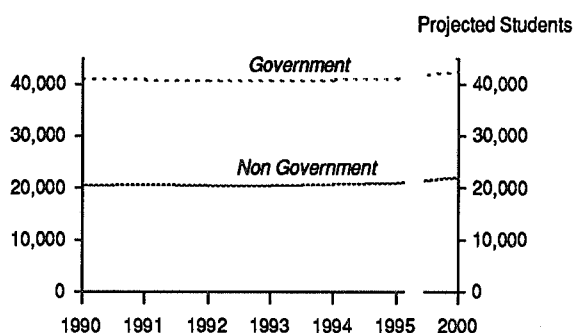
DEMOGRAPHIC INFLUENCES

Both government and non-government schools were affected by Canberra's pattern of urban demography, which continued to be characterised by an ageing population in older suburbs with concomitant enrolment decline in schools in those areas, a younger population in newer suburbs with concomitant demand for new school places over an increasing number of schools.

The estimated resident population of the ACT at the end of December 1990 was 288,700, an annual increase of 7,000 or 2.5 per cent.

As a consequence of an ageing population, the school-age population of the ACT was expected to increase only marginally, averaging about 0.2 per cent annually.

Figure 3. Projected ACT school enrolments 1991–2000



4 CURRICULUM

CURRICULUM POLICY

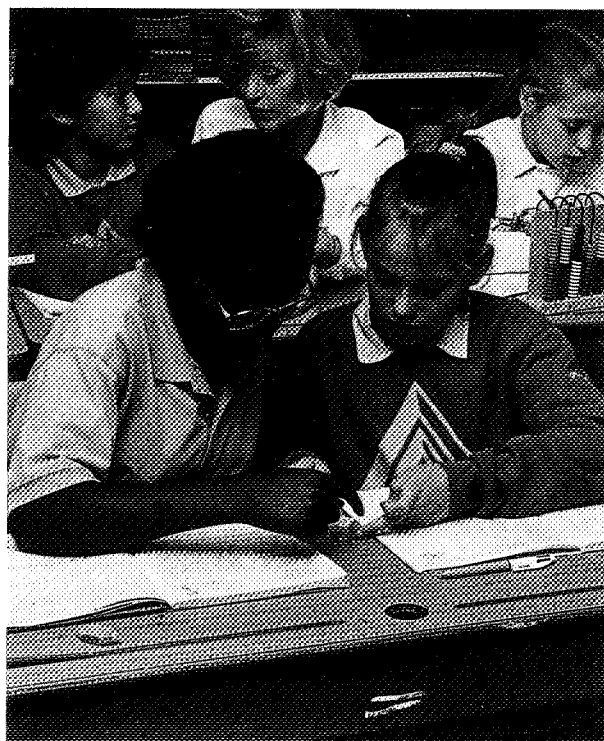
Curriculum in the ACT within both government and non-government school sectors was school-based. In the case of government schools, curriculum was developed according to system level guidelines and approval processes. In the case of non-government schools, curriculum policy was developed according to school-level and, where appropriate, system-level guidelines and approval processes.

REVIEW AND DEVELOPMENT

DEVELOPMENT PROCESSES—GOVERNMENT SCHOOLS

Schools developed their own curricula, in consultation with the local community and the Ministry's curriculum service, and in accordance with the Ministry's curriculum policies, frameworks and statements. Curriculum frameworks and statements were developed within a consultative process involving Ministry and external experts, teachers and school communities. Curriculum development in the Ministry and in ACT government schools occurred in the context of the Common and Agreed National Goals for Schooling in Australia and the nationally agreed curriculum statements which were incorporated into ACT frameworks.

After school-level development, a school's curriculum documents were approved by the school board.



A mathematics lesson underway at Forrest Primary School

APPROVAL PROCESSES—GOVERNMENT SCHOOLS

In 1990, a new process of School Review was implemented for all government primary and high schools. One part of this process required each school to submit its education program to a thorough scrutiny by a working party established by negotiation between the school board and the Director of Schools in the region.

The working party, which comprised a mix of school staff and community members, was able to seek input from a critical friend who, while an expert in the field of education, was usually not an officer of the school system or its administration. Following examination of the school's curriculum by the Ministry's Curriculum Section, the working party submitted an extensive report to a review panel which was led by the Director of Schools in the region and which included members of the community, a member of the School Performance Review and Development Section of the Ministry and the school principal.

Discussion between the working party and the review panel resulted in a development plan for renewal of the school's curriculum over the following four years, a final report and Ministry endorsement of its education program.

School Review is a five-year cyclical process which is undertaken by schools in clusters, each cluster comprising a high school and its feeder primary schools. In 1991 it is intended that Year 11–12 secondary colleges will be included in the school review program, making the cluster a secondary college, its feeder high schools and their feeder primary schools.

In 1990, the Year 11–12 curriculum approval mechanism for all government schools and all but one non-government school was the course accreditation process administered by the ACT Schools Accrediting Agency.

Courses submitted for accreditation were scrutinised by panels of specialists which included representatives of the Australian National University and the University of Canberra. This process was supervised by the ACT Schools Accrediting Agency and was the same for both government and non-government schools.

APPROVAL PROCESSES—NON-GOVERNMENT SCHOOLS

Each school assumed responsibility for developing its own curriculum policy and initiatives. The School Performance Review and Development Section of the Ministry conducted a Program Approval process in non-government secondary schools and, as stated above, Year 11 and 12 courses were subject to the accreditation processes administered by the ACT Schools Accrediting Agency. A variety of system-level and school-based strategies were used to review existing curriculum and develop new curriculum.

REVIEW OF EXISTING CURRICULUM AND DEVELOPMENT OF NEW CURRICULUM

In addition to the processes described above, the Ministry developed an over-arching Kindergarten to Year 12 (K–12) curriculum policy which outlines key learning outcomes and essential learning processes, and has eight essential areas of knowledge and experience. It 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 and health and has adopted the Australian Language Level (ALL) Guidelines for the eighth key area of languages other than English. These key areas corresponded to the eight nationally agreed areas.

The Ministry commenced development of 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. Implementation of the 1990 Curriculum Policy document was commenced.

In individual government schools, curriculum goals and strategic plans reflected this policy and the Common and Agreed National Goals for Schooling in Australia.

Over time, the Ministry, through the ACT Schools Accrediting Agency, has developed curriculum guidelines for secondary colleges and non-government schools using the Agency's services. This development continued in 1990. These guidelines were used by college communities in developing Year 11–12 courses and also by the independent accreditation panels which scrutinised courses submitted for accreditation.

Articulation in curriculum from K–10 was monitored at the regional level and in the Ministry's Curriculum Section.



The ACT Senior Band

EVALUATION PROCESSES

Evaluation was an essential part of the curriculum development and approval processes. Schools were required to demonstrate that they were both regularly reviewing curriculum and seeking feedback from the monitoring of student achievement. They also described the procedures used to evaluate the effectiveness of their educational programs and the ways in which the evaluations changed aspects of the programs.

OUTCOMES OF IMPLEMENTATION OF NEW CURRICULA

Evaluation procedures to be followed were included in the course documents in a school or secondary college. Aspects such as take-up rates and levels of satisfaction were taken into account as part of the accreditation and reaccreditation of courses.

SCHOOL REGISTRATION— NON-GOVERNMENT SCHOOLS

A further process related to accreditation was school registration. ACT non-government schools are assessed for registration for periods of up to five years under the *Education Act 1937*. In 1990, assessments of schools' educational programs and physical facilities were conducted by panels of appropriately qualified persons from the Catholic system, independent schools, the School of Education of the University of Canberra and the government school system.

From 1988, the registration assessment of the Years 7–10 components of non-government schools has been conducted in conjunction with the Ministry's program approval process.

5 ENROLMENTS, RETENTION AND EDUCATIONAL PARTICIPATION

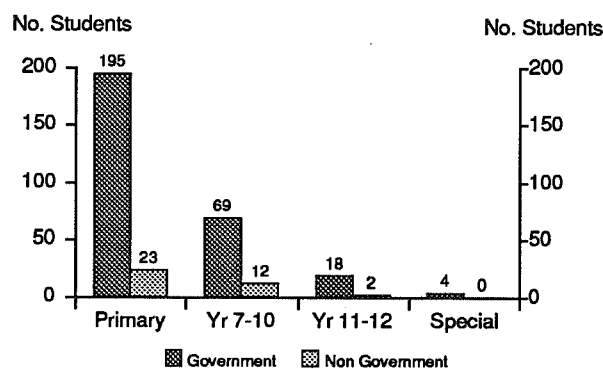
ENROLMENTS

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.

As Figure 4 shows, approximately two-thirds of all school students were enrolled in government schools in 1990 with the remaining one-third attending non-government schools. The proportion of students attending non-government schools in the ACT was higher than the national average of 27.6 per cent. Canberra had a higher proportion of people of the Catholic denomination than the national average.

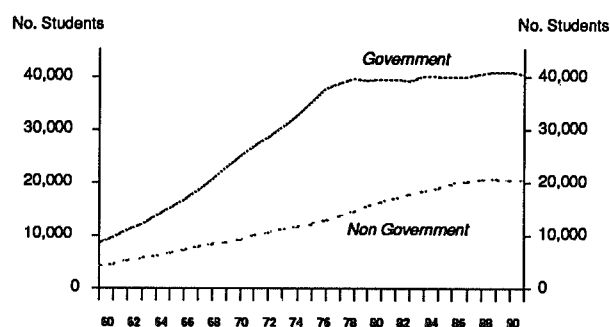
Over time, the proportion of government to non-government enrolments has remained fairly stable. Enrolments in the non-government sector were proportionally highest in Years 7–10. In the government school sector, the highest levels of enrolments in 1990 were in Years 1 and 11.

Figure 4. Students by sector and level



Source: July Schools Census

Figure 5. Enrolments in government and non-government schools, July 1960 to July 1990

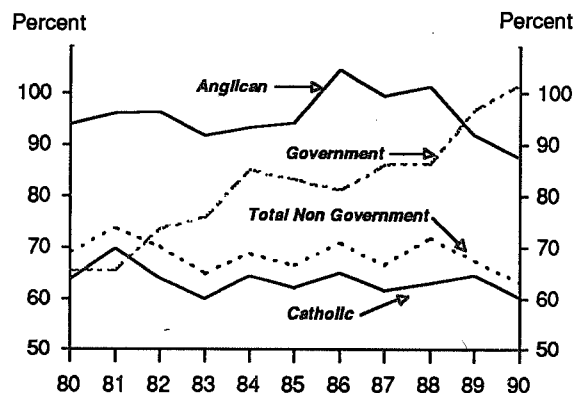


Source: July Schools Census and ABS Cat No. 4221.0

RETENTION

Retention rates for all ACT students in Years 7–12 have continued to rise as shown in Figure 6. The apparent retention rate represents the percentage of students in Year 7 who continued to Year 12.

Figure 6. Retention rates Year 7 to 12, 1980-90



Source: July Schools Census

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 have been in part constrained by the inability of that sector to provide senior secondary places for all students leaving Year 10 requiring places in Year 11, and reflect student and parent choice. The non-government sector's capacity to provide Year 11 and 12 places has been limited by its inability to meet the capital costs and by the Commonwealth's New Schools Policy.

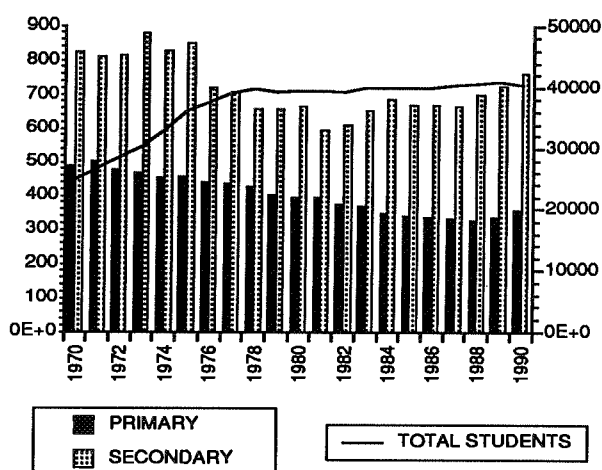
HIGHER RETENTION RATE

The ACT retention rate of 86.9 per cent was higher than the national average of 64.0 per cent in July 1990. Secondary retention rates have traditionally been high in the ACT and 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, these Year 11–12 colleges have generally given students greater flexibility in designing course packages to meet their individual needs.

Courses at varying levels of conceptual difficulty have been developed. These are 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 and extended in 1990. The wide range of educational programs thus available has succeeded in attracting students from an increasing range of ability levels.

Figure 7. Average size* of ACT government schools, July 1970 to July 1990



*Average size is the total enrolments divided by the number of schools
Source: Derived from July Schools Census Data

SCHOOL AND CLASS SIZE— ACT GOVERNMENT SCHOOLS

The average number of students in ACT government schools peaked in the 1970s. Since then, school size measured against average enrolment has declined. In 1990, the average school size by enrolment was 355 (primary), 715 (Year 7–10 high schools) and 768 (secondary colleges).

In July 1990, 12.8 per cent of K–2 classes in ACT government schools were above 30 students, compared with the Australian figure of 10 per cent, and 35.8 per cent of Year 3–6 classes exceeded 30 students, compared to the Australian figure of 11 per cent. In the secondary level, 62.6 per cent of ACT government Year 7–10 English classes were over 25, compared to the Australian figure of 41 per cent, and 5.8 per cent of ACT government Year 11–12 English classes were over 25, compared with the Australian figure of 6.0 per cent.

In the secondary area, based on the size of English classes, the average size of Year 7–10 classes remained constant at 25.3 per cent, with more classes in the 26–30 category and fewer in the 31–35 student category.

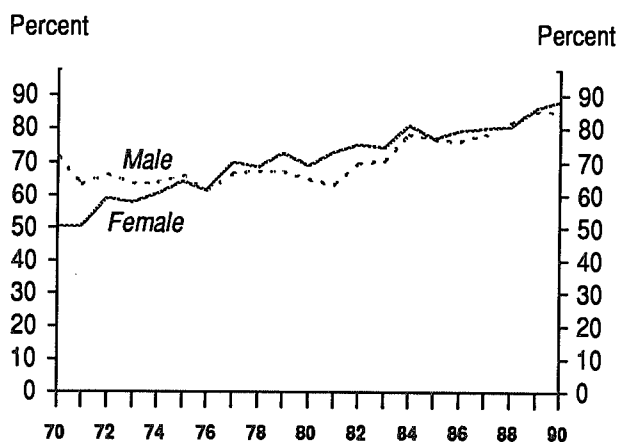
EDUCATIONAL PARTICIPATION

GENDER EQUITY INITIATIVES/OUTCOMES

The Ministry employed a full-time gender equity consultant, whose role included the encouragement of greater participation by girls in science, mathematics and other technical subjects.

Measures of the achievement of gender equity goals included the comparative proportions of males and females proceeding to Year 12. Figure 8 indicates the apparent retention rates for females and males over time in ACT schools.

Figure 8. Retention rates by gender, 1970–90

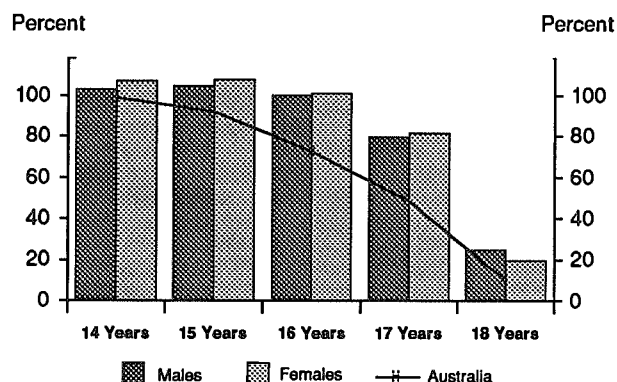


Source: Derived from July Schools Census

SCHOOL PARTICIPATION RATES

As Figure 9 demonstrates, compared with the national figure, a much higher proportion of ACT students have opted to stay at school after the mandatory leaving age.

Figure 9. Age participation rates

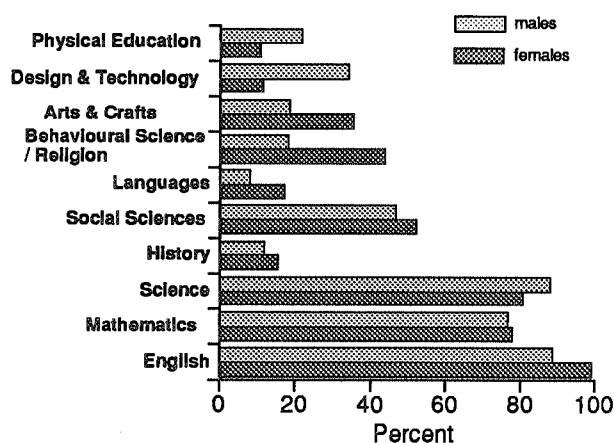


Source: July Schools Census

PARTICIPATION IN KEY SUBJECT AREAS

Participation of both females and males in English, mathematics and science was comparatively high in 1990. Figure 10 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 77 per cent of males completed courses in mathematics, compared with 78 per cent of females, 44 per cent of females completed courses in behavioural sciences, compared with 18 per cent of males, and 11 per cent of females completed design and technology courses, compared with 34 per cent of males.

Figure 10. Proportion of Year 12 students (a) who completed Year 12 by major subject grouping and gender



(a) excluding mature age students

Source:

6 STUDENT OUTCOMES

ASSESSMENT POLICY

Assessment in both ACT government and non-government schools was school-based.

In Years Kindergarten to 10, school boards were responsible for developing the schools' policies on student assessment and reporting. All government and non-government schools offering Year 10 studies participated in a school-based assessment program leading to the award of the ACT Year 10 Certificate.

In Years 11 and 12, assessment was school-based, within system-level guidelines administered by the ACT Schools Accrediting Agency. All government and all but one non-government school (which presented its students for the NSW Higher School Certificate) participated in the school-based assessment program, leading to the award of the ACT Year 12 Certificate. Students wishing to receive a Tertiary Entrance Score were able to sit the Australian Scholastic Aptitude Test (ASAT) during Year 12. ASAT was used to statistically moderate all course scores used to calculate the Tertiary Entrance Score.

ASSESSMENT INITIATIVES

In line with the Assessment Policy, assessment at all levels was 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 was used, including teacher-designed tests and commercially produced standardised tests. The latter were 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 was regularly reported to parents. The method of reporting depended on the policy adopted by each school and its board if applicable. Following a review of credentialling practices in 1988, the Ministry introduced a system-wide standardised method of reporting on the ACT Year 10 Certificate.

The school review and development process, introduced in 1990, strengthened the government school system's capacity to report to its community. The review of selected schools took place over a 20-40-week period and involved the gathering of information about a range of important aspects of school life, including the quality of the education program, the organisation of the school, relations between teachers and students, learning outcomes, student welfare, school management and school climate.

Information gathering was assisted by questionnaires for parents, students and teachers, which were developed by the Ministry. In this way, schools gathered comprehensive and systematic data on which to base proposals for short- and long-term development, as well as information and performance indicators for system reporting.

At the end of the review period, each of the schools involved was left with a comprehensive report on its operation, which formed the basis of a five-year development plan aimed at improving its effectiveness. A summary report covering the full range of the school's activities was made available to its community and the general public.

In addition, the Ministry's Guidance and Counselling program provided a means for monitoring student attitudes, progress and welfare.

Regional School Support Centres, under the direction of a Director of Schools, also played an important role in monitoring outcomes and practices within and across schools and ensuring government education system accountability.

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.

OUTCOMES—GOVERNMENT SCHOOLING

As outlined above, the 1990 program of school review in ACT government schools provided important data about satisfaction levels of parents, teachers and students.

Responses from 1,189 students at the four ACT government high schools and from 1,126 students at the 16 ACT government primary schools reviewed in 1990 provided important indicators concerning school management and climate, student management and welfare, and education outcomes.

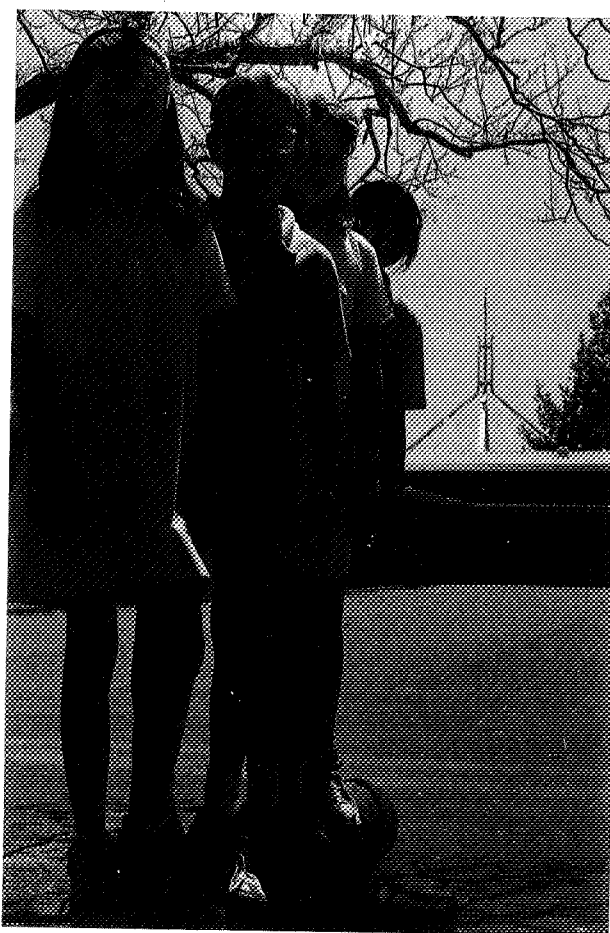
In the primary schools reviewed, for example, more than 90 per cent of student respondents considered they were receiving a good education, that useful learning was taking place and that languages and mathematics were important for their future. Students also favourably viewed the way the principal and teachers organised the school, the feeling between teachers and students, the interest level of school work, high expectations of student achievement and behaviour held by teachers, reporting to parents, the way visitors were made welcome and confidence in using computers. Most felt boys and girls received equal teacher time and were treated the same way by teachers. Importantly, 41 per cent considered that some classmates did not take their school work seriously.

In the high schools reviewed, more than 90 per cent of student respondents considered they were expected by teachers to work hard and do their best. Respondents also

favourably viewed teachers' subject area knowledge and were generally of the opinion that there was a strong emphasis placed on English, mathematics and science, that students were encouraged to take on responsibility and that girls and boys were given equal teacher time and equal opportunities in class. Reporting to parents was regarded as accurately informing on student progress.

Some 53 per cent of respondents felt that some students did not take their school work seriously and a significant number expressed concern that they should be learning more and about safety in the playground.

Meaningful input of the type outlined above, gained from students and other stakeholders, is important in the diagnosis of a school's effectiveness and for planning for future school development.



Students at school with the flagpole of the new Parliament House in the background

CERTIFICATION POLICY AND PROCESSES

CERTIFICATES

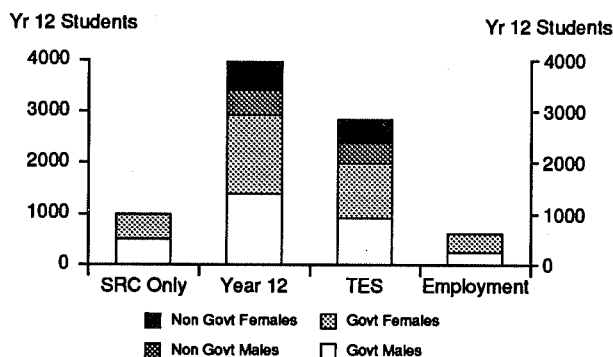
Formal certificates were awarded to all ACT students who met the necessary requirements at the completion of Year 10 and Year 12. The ACT Schools Accrediting Agency

was responsible for the issue of Year 10 and Year 12 certificates, Employment Certificates and the Secondary College Record in 1990. Students not meeting the requirements for certification were able to request an official record of studies. In 1990, approximately 5,000 Year 10 Certificates were awarded.

The Year 12 Certificate program normally extends over two years and includes five or six major and/or minor courses. Special arrangements, involving a one-year program, were made for mature age and repeating students. Special arrangements were also made for evening class students and for those in external arts and sports vocational courses. Statistical details of the 1990 Year 12 candidature are given in Figure 11. Students sitting for the Australian Scholastic Aptitude Test (ASAT) and studying a certain quota of 'tertiary accredited' courses, received an additional certificate called the Tertiary Entrance Statement. Students who completed an E course were awarded Employment Course Certificates in 1990.

During the year, 80 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 11. Awards to Year 12 students



SCR = Secondary College Record

TES = Tertiary Entrance Score

Source: ACT Year 12 Study

7 STAFFING: MANAGEMENT AND DEVELOPMENT

RECRUITMENT: GOVERNMENT SCHOOLS

TEACHER SUPPLY

The Ministry experienced a shortage of teachers of physics, electronics, agriculture, science, Japanese, legal stud-

ies, business studies and accounting. In the special education field there was a continuing need for teachers of profoundly handicapped children, and learner-assistance teachers.

The Ministry continued to experience difficulty in recruiting suitable, qualified school counsellors, although this was alleviated in 1990 when five teachers who had been granted full-time study awards to complete the Master of Education (School Counselling) course took up school counsellor positions.

TEACHER PROBATION

At the beginning of 1990, probationary assessment procedures were modified. Teachers in their probationary period had greater access to on-the-job support and development, with a consistent set of criteria set out in the documentation on the assessment and evaluation aspects of the probationary process. Assistance to, and assessment of, the probationer occurred in a practical teaching context from a team consisting of a Level 1 adviser, a Level 2 supervisor and the principal or principal's delegate.

PERMANENT PART-TIME EMPLOYMENT

Permanent part-time employment was available to 218 teachers in the ACT government education system.

LEAVE WITHOUT PAY

The review of existing leave without pay provisions and the development of parenting leave and extended leave without pay were major initiatives during 1990.

Leave without pay was awarded to 303 officers from 1 January 1989 to 30 June 1990 for periods ranging from five days to three years. Reasons included alternative employment, compassionate grounds, family considerations and study commitments.

In 1990, study awards with leave on full pay were awarded to 23 teachers and a further 18 teachers received part-time study awards.

OTHER STAFFING DEVELOPMENTS

Other important staffing developments in 1990 included:

- planning for the Advanced Skills Teacher (AST) classification;
- regionalisation of preschools and counselling services;
- identification of Health and Safety Officers in schools;
- reassessment of overseas qualifications, for example, the Qualifications Committee gave special consideration to assessment of qualifications of people from the People's Republic of China;
- increased mobility between high school and college at classroom teacher level.

PROFESSIONAL DEVELOPMENT

TEACHER DEVELOPMENT

The Professional Development Section provided a range of staff development courses and library services for the Ministry's Teaching and Australian Public Service (APS) officers during 1990.

STAFF DEVELOPMENT INITIATIVES

In 1990, the Section administered a program of 250 courses for 3,000 participants in all curriculum areas. A small number of teachers from non-government schools attended courses where resources or spaces were available.

Major development initiatives for 1990 included courses in financial management for administrative and teaching staff, quality teaching programs to enhance cross curriculum pedagogical skills, courses to assist staff in managing change, women's leadership skills and career development courses including career path planning, job application writing and communication skills.

Other staff development programs included:

- support for 15 school and regionally based courses;
- study assistance for teachers and administrative staff, including the provision of paid leave to attend tertiary courses. In 1990, 300 teachers registered as undertaking university courses. Those involved in upgrading to graduate status were given priority in the allocation of the 40 paid study awards;
- selection for and award of Higher Education Contribution Scheme exemption scholarships;
- principals' study tours;
- Australian Leadership Assessment and Development Project;
- support for local education conferences and for delegates to attend interstate and international conferences;
- Teacher Exchange Program (six teachers in 1990, exchanging with teachers from UK, Canada and USA);
- Overseas Study Award (3 teachers in 1990).

LIBRARY SERVICES UNIT

The O'Connell Education Centre Library served as an educational resource centre, departmental library and an input agency for ASCIS. There were over 3000 registered borrowers and approximately 200 items were borrowed daily by both government and non-government teachers.

The School Library Service provided consultancy and policy advice services for all school libraries in the government education system and facilitated professional development for teacher librarians and related staff.

CAREER PLANNING

Career planning courses were run regularly for both teaching and public service personnel, covering aspects such as career path setting, job application writing and job interview skills, leadership, interpersonal relations and communications skills. The Peer Assessment and Selection Section also contributed by offering inservice courses dealing with assessment panels and the writing of applications for promotion and Advanced Skills Teacher classifications.

In 1990, planning was underway for an extension of the Teacher Quality Programs including Excellence in Teaching and Program TEACH.

AWARD RESTRUCTURING IN ACT EDUCATION

The Award Restructuring process for teachers in the ACT resulted in consolidation of the flatter structure introduced through the Second Tier Agreement. The process was aimed at producing a more effective and efficient school system through:

- developing a pilot teacher performance review and development program to finalise a process for implementation in 1992;
- implementing the school performance review and development process;
- introducing teacher mobility strategies;
- implementing revised probation and promotion procedures;
- changing the arrangements for permanent part-time work;
- introducing national consistencies in employment conditions for classroom teachers.

The process was also aimed at achieving modernised and rationalised structures, flexibilities in the use of staff, task broadening and further development of skill-related career paths.

As an award restructuring strategy, teacher assistants, employed as public servants, were placed under an agency-specific award aligning them with public service clerical classifications and allowing permanent part-time arrangements which reflected actual working hours.

INITIATIVES—NON-GOVERNMENT SCHOOLING

CATHOLIC SYSTEMIC SCHOOLS

In the Catholic systemic sector, a number of new and ongoing initiatives were developed in 1990 which contributed to the strengthening and the consolidation of the ethos of the system.

SCHOOL RENEWAL

A process for School Renewal was commenced to provide for a critical and sustained examination of the effectiveness of Catholic schools.

SUPERVISION FOR EFFECTIVE TEACHING (SET)

The SET Program is concerned with the continuing professional development of teachers, shared professional development activity and the fostering of teacher collegiality. The Program enabled participants to consider issues concerning teacher effectiveness, teacher quality and the supervision of teaching, all of which are subject to debate at national and State levels.

QUALITY IN TEACHING AND LEARNING (QTL)

The QTL Program was piloted in one Catholic systemic primary school during 1990. The Program utilises peer-coaching as its fundamental process, so that teachers receive the necessary training to be able to observe their peers during lessons and then provide their peers with positive feedback about particular areas of their teaching.

PROFESSIONAL DEVELOPMENT AND CLUSTER ACTIVITIES

The Catholic systemic schools increasingly took advantage of cluster pupil-free days for staff, curriculum and policy development. This reflected the growing recognition among schools that their neighbouring schools often shared very similar needs, had access to the same limited resources, and could contribute to a mutual learning and development experience for the combined staffs.

During the year, inservice days were organised for many groups of staff, including beginning teachers and experienced teachers who were new to the system, new principals, resource teachers, ESL teachers, religious education coordinators and Industrial Arts/Technology teachers. School Boards also benefited from specialised inservice programs and regional pre-service programs.

NON-SYSTEMIC SCHOOLS

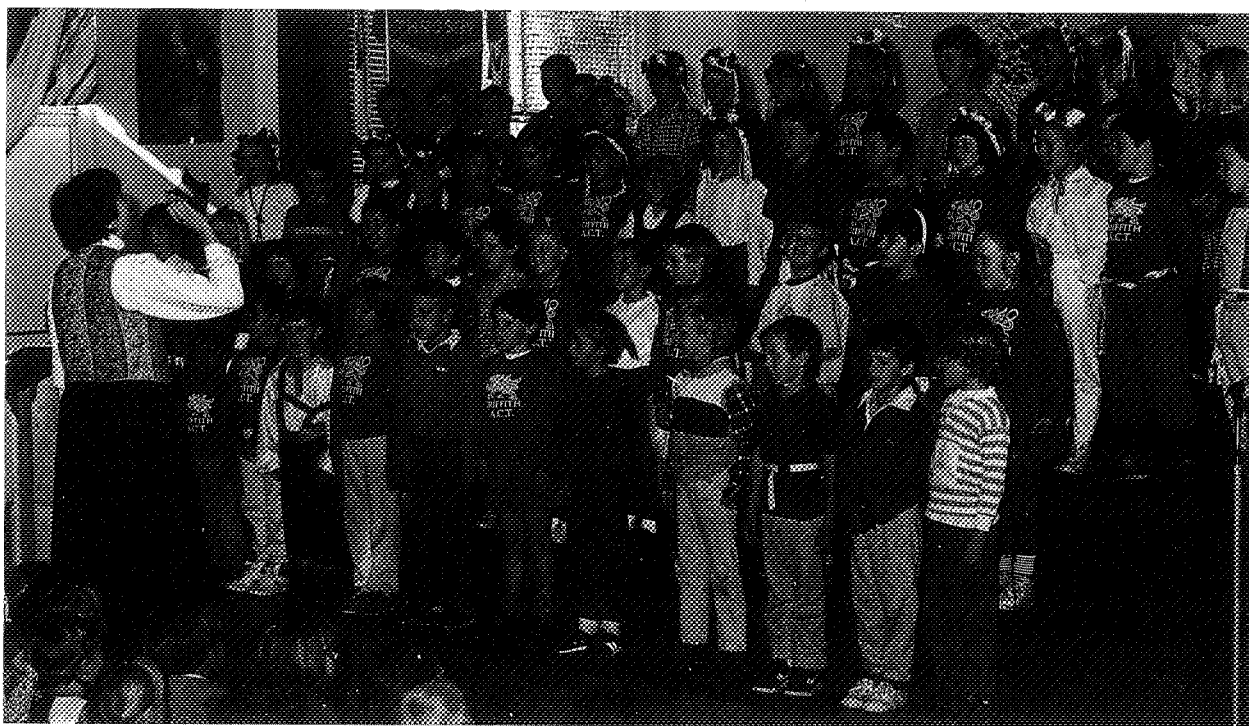
In 1990, individual schools not only provided internal inservice courses for their staff, but also provided funding for their staff to attend external courses, seminars, workshops, conferences and similar activities. Some access was available to non-government staff to participate in professional development courses organised by the Ministry.

8 RECURRENT AND CAPITAL RESOURCES

MANAGEMENT INITIATIVES

GOVERNMENT EDUCATION

In March 1990, the Chief Minister announced that the Alliance Government would initiate a program of school consolidation in the ACT to deal with a problem of over-provision of student places. The formation of the Schools Reshaping Project Team in April was followed by a review of capacities of government high and primary schools. This revealed that there were more than 10,000 surplus



Students from Griffith Primary School on the occasion of a visit by the Italian Ambassador

places. In May, a paper was issued on the reshaping of schools at the compulsory levels of ACT government education, based upon a community rather than neighbourhood schools concept. A consultation period in which 86 public submissions were received followed the circulation of the paper. In June, the Minister for Education issued nine modified criteria and invited further submissions. The modified criteria were used as the basis of the Government's decisions on school reshaping announced in July 1990. A period of intense lobbying by school communities resulted in a review of the July decision through an independent inquiry.

At the end of 1990, five primary schools were closed and twin campus arrangements were put in place for two pairs of primary schools and a pair of high schools.

In other developments in 1990, the operation of separate Education and Corporate Services Divisions provided system-wide educational and resource management for schools. Similarly, the first full year of the operational structure of four regional groups, each under a Director of Schools, enabled more effective coordination of system initiatives and closer cooperation between schools and the Ministry.

Patterns of resource usage were monitored through an annual 'cost centre analysis', determination of per student costs at each school in the government education system and a survey of enrolment/capacity balance.

As part of the planning process for the Education Plan for ACT Public Schools, a sample document containing review and reporting procedures for educational and management accountability was circulated throughout the government school system and the community. The plan was nearing completion at the end of 1990 and publication and distribution was planned for early 1991.

Planning for new government schools in the ACT has undergone a number of changes in recent years. In particular, there has been a shift in emphasis to more economical provision of facilities, and to the need to minimise the impact of long-term enrolment decline.

At primary school level, planning for future school provision is now based on up to 750 students at each site and at high school level 1,000 students at each site.

Planning also provided for some sites to be set aside on the basis that they may be used for schools if required. In some cases where these sites were used, buildings were designed to facilitate conversion to other use in the longer term. An example of this planning model was the new school at Bonython, in Canberra's south, which was designed in such a way that it can be converted to alternative uses when it is no longer required as a school.

NON-GOVERNMENT EDUCATION

Within the non-government sector, strict accountability mechanisms ensured effective and efficient use of resources.

Non-government schools were accountable for the moneys paid to them in the following ways:

- The Commonwealth Department of Employment, Education and Training collected detailed information of schools' incomes from all sources including Commonwealth grants, State/Territorial grants and fees from parents. This information was gathered from annual questionnaires which also monitored schools' expenditures. From this data, schools were placed in 12 funding categories, according to their position on the Education Resources Index, which determined their level of Commonwealth recurrent funding. The ACT, New South Wales, Victoria and Western Australia also paid their State/Territorial grants on the basis of these categories.
- In 1990, the Catholic Education Commission and the Catholic Education Office continued to implement recommendations flowing from a major review undertaken in 1988-89. The emphasis was on greater accountability and devolution of decisions and functions more appropriately made at each school community level. The strengthening of the role and responsibilities of school boards was emphasised by the Catholic Education Commission.

Non-government schools were also directly accountable to their parent communities, because the shortfall between government funding and school running costs was met by each school from fees and other sources.

OVERVIEW OF FUNDING ARRANGEMENTS AND PRINCIPLES OF RESOURCE DISTRIBUTION

GOVERNMENT SCHOOLS

The Ministry provided resources to primary, high schools and colleges—on a formula basis which recognised that the higher levels were administratively more complex. There were two main areas in which differential provision occurred:

- the staffing formula;
- self-management funds for schools.

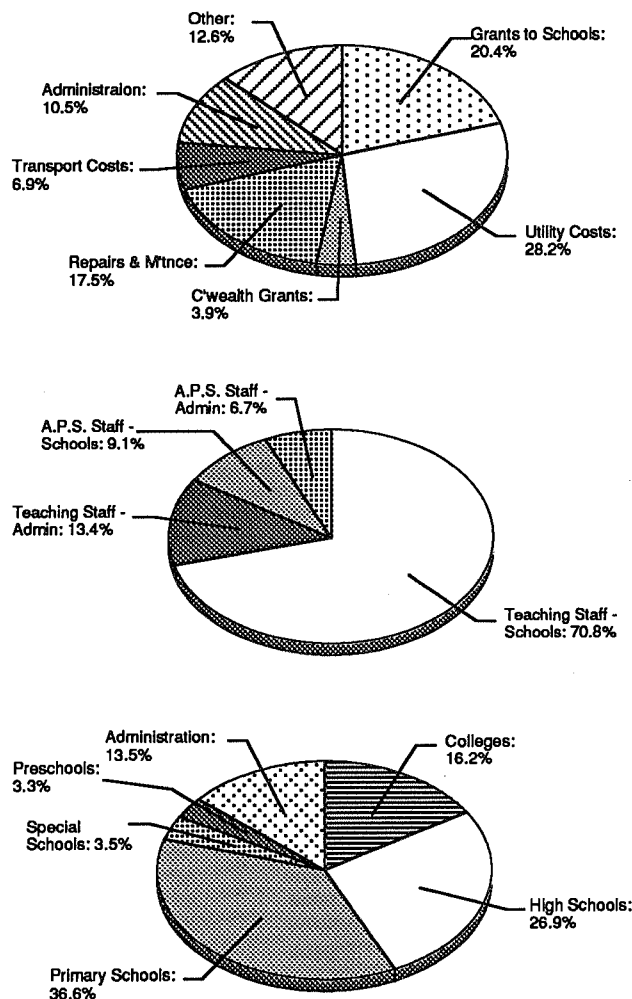
Teaching Service Staffing for 1990 was generated by a formula in which, except for special schools, the Site and the Enrolment Components were used for both generation and deployment of staffing points.

Schools had discretion in their allocation of mainstream points. Schools with an enrolment of over 150 were encouraged to appoint a full-time teacher librarian. Schools with enrolments under 150 were encouraged to appoint at least a part-time teacher librarian.

Staff development days for schools, education centres and field counsellors were at the rate of 0.5 day per each full time equivalent teacher per year.

In 1990, self-management funds for schools were based on enrolment at per capita rates of \$82 (primary), \$101 (high school) and \$112 (colleges).

Figure 12. Government program expenditure 1989-90



NON-GOVERNMENT SCHOOLS

FUNDING AND STAFFING ARRANGEMENTS

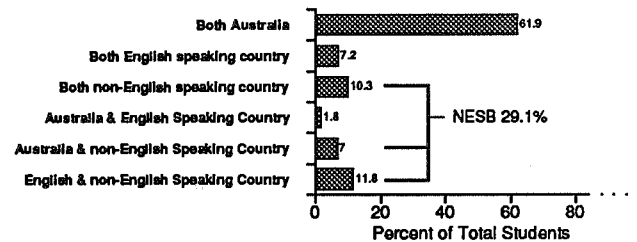
In 1990, ACT Territorial recurrent grants were paid to schools and authorities at 50 per cent of the appropriate Commonwealth grant. In Catholic primary schools, the staffing formula varied according to the size of the school. In secondary schools, staffing was determined according to the funds available to each school. Non-systemic schools were responsible for their individual staffing. Local Catholic system school communities determined a levy to meet the costs of non-salary resources. In Catholic parish primary schools, all schools were staffed according to the same staffing formula, which took into account all the funds available for this purpose.

9 SPECIFIC PURPOSE PROGRAMS AND OTHER PRIORITY INITIATIVES

ENGLISH AS A SECOND LANGUAGE (ESL)

Almost 13 per cent of students enrolled in government schools in 1990 were born overseas. Of these, 10 per cent came from non-English-speaking backgrounds.

Figure 13 Non-English speaking background students, ACT July, 1990



NESB = one or both parents born in a non-English speaking country

Over 100 specialist ESL teachers provided instruction to some 500 students in intensive English centres and over 2,000 students in mainstream ESL programs in 1990. Ministry programs were supplemented by Commonwealth ESL Program funds which provided for a range of additional services. These included teaching positions, bilingual teachers' assistants in the centres, consultancy and administrative support, an active Language across the Curriculum (LUAC) Program and professional development activities for ESL teachers.

The ESL Program, administered by the Catholic Education Office, was funded through the Commonwealth Government's ESL General Support Element.

Most ESL students were born in Australia to non-English-speaking or minimal-English-speaking parents.

The ESL students were mainly from Italian, Croatian, South-east Asian and South American backgrounds.

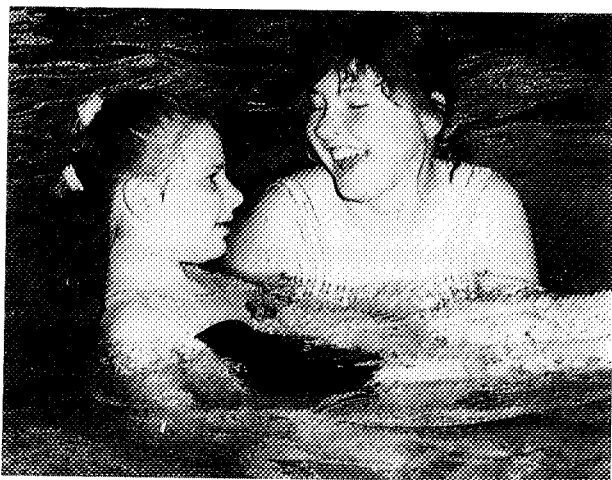
All ESL teachers were employed on a part-time basis. They conferred with mainstream teachers and administration staff to determine the students with the greatest need. Thirteen primary and five secondary schools were assisted with ESL support. However, not all eligible ESL students were involved in an ESL program. In 1990, there were 184 secondary and 373 primary students who did not receive ESL assistance.

SPECIAL EDUCATION

The Ministry continued to support the resourcing and provision concept for special needs students enrolled in

ACT government schools as outlined in the 1986 Policy for Services to Students with Special Needs. The Policy provided for a five-level model for service delivery and was based on the degrees of supplementary support required to implement appropriate educational programs. Level 1 represented the resources generally available to mainstream schools. The levels increased to the more specialised programs provided in special settings at Level 5.

The Ministry provided four special school settings for intellectually disabled students at Malkara and Cranleigh (primary); Koomarri and Woden School (secondary); and Hartley Street Annexe of Turner Primary School for physically disabled students. Programs were also provided at this intensive level at other sites including the Royal Canberra Hospital.



A hydrotherapy session at Malkara Special School

Other initiatives in special education during 1990 included:

- a revision of the 1986 Policy for Services to Students with Special Needs;
- the development of Interim Mandatory Procedures for Enrolment of Students with Special Needs at a neighbourhood school;
- the development of procedures for reviewing students receiving special education services;
- a review of procedures for placement of students into special education settings, classes or programs;
- a review of the Itinerant Teacher of Typing Service.

The Catholic Education Office received \$41,705 in Commonwealth funding, under the Special Education Services Element, for the part-time employment of two special education consultants. These consultants provided appropriate psychological and special education diagnostic assessments for referred students, which assisted teachers to devise individual educational programs for each student. The consultants also provided professional support to the school-based special education resource teachers.

A *Special Education Handbook* was developed during 1990, which outlined system policy and procedures for special education referrals, and which also detailed the support services and resources available to schools.

INTEGRATION ELEMENT

Applications were assessed by the Special Education Integration Grants to Government Schools Committee, taking into account the Integration Grant objectives, type and extent of disability or handicap experienced by students, number of students involved and the financial assistance available from other sources. Special teacher assistants (STAs) were provided to assist with the integration of four hearing-impaired primary school students, one hearing-impaired secondary school student and twelve handicapped college students. The purchase of educational equipment including computing software and teaching aids supported the integration of a number of secondary students in special classes and three primary school Down Syndrome students.

The Catholic Education Office objective of providing assistance for the integration of children with disabilities into mainstream classes was facilitated by the Commonwealth Integration Grant. Funds were used to employ school-based part-time teacher's aides and, in some cases, to purchase small amounts of computer software.

EARLY SPECIAL EDUCATION ELEMENT

Commonwealth funds were directed to the provision of an occupational therapist who provided support to teachers and parents and to the employment of a Special Needs teacher and teachers assistant to provide a multidisciplinary, quality language literacy program for language delayed/disordered children.

CHILDREN IN RESIDENTIAL CARE ELEMENT

The Commonwealth's contribution to the Children in Residential Care Program was used to:

- enhance learning opportunities in living and social skills for children from dysfunctional homes;
- increase self-esteem, negotiation skills and problem-solving skills;
- assist children to develop effective leisure activities and skills in management of projects;
- encourage team building and provide training for staff.

CHILDREN WITH SEVERE DISABILITIES ELEMENT

The Children with Severe Disabilities Element provided educational programs aimed at realising the potential for independence and building the self-esteem of children with severe disabilities. Commonwealth funding was allocated to the following priorities:

- a part-time teacher and teachers assistant to work in the muscular dystrophy area;

- transport to hydrotherapy sessions for children with severe disabilities;
- a part-time play therapy program for emotionally disturbed children;
- an early childhood teacher to work in team-building and intervention groups at the Therapy Centre.

DISADVANTAGED SCHOOLS PROGRAM

Funds were used to provide specialist support staff and teaching curriculum materials designed to meet specific student and family needs.

The Disadvantaged Schools Advisory Committee was expanded to include members from the Australian Defence Force Information Liaison Service and the Non-government Disadvantaged Schools Committee.

In the Catholic school system, the targeted school was reassessed following revision of the index used by the Commonwealth to determine levels of disadvantage experienced in school communities. Consequently, the Archdiocesan Disadvantaged Schools Program Committee recommended that the targeted school be phased off the Program, to be replaced by a newly developing school in 1991. A joint program was proposed to help facilitate the expected change in 1991.

The Archdiocesan Disadvantaged Schools Program Committee was reconstituted to include representatives from the Catholic Education Office, disadvantaged schools, parent and community groups, and other educational bodies.

ABORIGINAL EDUCATION

ABORIGINAL EDUCATION STRATEGIC INITIATIVE PROGRAM (AESIP)

During 1990, a series of objectives and an implementation plan were developed within the context of the AESIP for students and schools in the ACT. These were in keeping with the Aboriginal Education Program objectives, which were:

- to ensure Aboriginal involvement in educational decision making;
- to provide equality of access for Aboriginal people to educational services;
- to raise the rates of Aboriginal participation in education to those of all Australians;
- to achieve equitable and appropriate educational outcomes for Aboriginal people.

There were 286 Aboriginal and Torres Strait Islander students attending ACT government schools in 1990. Of these, 195 were in the primary school level, 69 in high schools, 18 in colleges and four in special education settings. A further 24 attended ACT government pre-schools. In the non-government sector, a total of 37 students were enrolled, with 23 students in primary schools, 12 in high schools and two in senior secondary schools. In addition, 50 Aboriginal and

Torres Strait Islander students were enrolled at Jervis Bay school in the Commonwealth Territory of Jervis Bay on the NSW south coast.

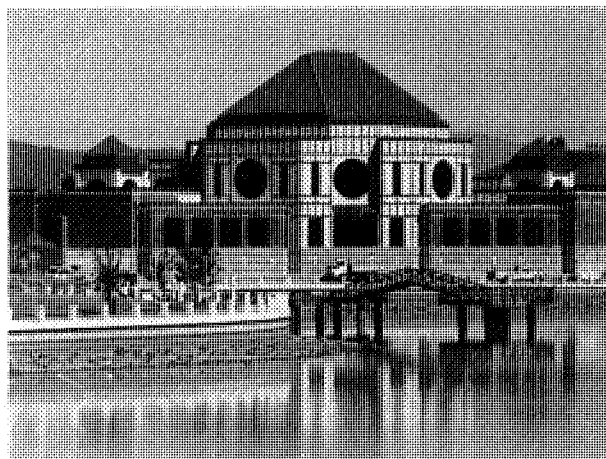
The development of a system wide Aboriginal and Torres Strait Islander (ATSI) Education Policy, the development and extension of Aboriginal Studies programs and the trialling of pilot teaching/learning processes for ATSI children were planned as key initiatives of the program over the next three years.

Planning for the employment of two Aboriginal home—school liaison officers and three Aboriginal education assistants was undertaken in 1990.

Within the Catholic system, planning was undertaken for the employment of an Aboriginal home—school liaison officer and an Aboriginal education research teacher to carry out the system's operational plan. Planning also focused on specific task analyses, timelines for implementation, and the development of verifiable data collection and evaluative processes.

Catholic schools were visited frequently for purposes of Aboriginal education resource distribution and for advice on the use of the resources. Schools were assisted in developing, presenting and reviewing curriculum units of study. Professional development for teachers aimed to sensitise them toward understanding Aboriginal cultural differences, to increase their awareness of bias and racism in resources, and to help them perceive identifiable Aboriginal learning styles.

Support for Aboriginal families continued through the establishment of Aboriginal Student Support and Parental Awareness Committees, which encouraged the enrolment and retention of Aboriginal students in primary and secondary schools, provided consultancy for school placement and career choice, and improved the lines of communication between parents, schools and Aboriginal groups.



A view of Lake Tuggeranong Year 11-12 College in Canberra's southern region

CAPITAL GRANTS PROGRAM

GENERAL ELEMENT

A number of significant major works were funded during 1990. Facilities were provided to cater for enrolment shifts, replacement of outdated or inadequate facilities in older schools or refurbishment of existing schools.

The Commonwealth allocated \$3.33 million to the government sector Capital Grants Program in 1990. The ACT undertook three major projects, including construction of the Alfred Deakin High School gymnasium, extensions to the Woden Special School and the construction of Theodore Primary School.

Capital grants for non-government schools came mainly from the Commonwealth Capital Grants Program. The funds from that program were administered by the ACT Block Grant Authority.

OTHER INITIATIVES

GENDER EQUITY

A full-time gender equity consultant provided professional development and support to schools to assist them in the implementation of the Gender Equity Policy. Assistance was provided to help schools develop and carry out gender awareness programs. The consultant also contributed to the development of curriculum frameworks, reflecting the principles of gender-inclusive curriculum, in each subject area.

WOMEN'S CONSULTATIVE STRUCTURE

A 1990 Ministry initiative was the establishment of a Women's Consultative Structure. This structure comprised a Women's Desk Officer, a Women's Forum and a Women's Policy Steering Committee. The Women's Desk Officer's role included assisting in the development of the Ministry's input into the ACT Government's Women's Budget Statement and coordinating the implementation of women's policy. The Women's Forum was concerned with raising relevant women's issues within the Ministry.

SCHOOL PERFORMANCE REVIEW AND DEVELOPMENT

A major initiative in 1990 was the extension of the program of School Review and Development. Its purpose was to provide information about schools:

- for school development and planning;
- to satisfy requirements for schools to be accountable;
- to enhance public confidence in individual schools and the government school system as a whole.

EARLY CHILDHOOD EDUCATION

A Preschool Task Force, established in March 1990, was given wide terms of reference for further development of preschool education.

In the latter part of 1990, first steps were taken to conduct a pilot scheme to trial different models for the operation of ACT preschools. Three models were developed to be tested by a number of preschools and primary schools throughout 1991. The new models included clustering of preschool communities in a community preschool, collocation of preschools and primary schools on the same site and administrative linking of preschools with primary schools.

HIGH SCHOOLS

The past two years have seen a major examination of ACT high schools and how they may be improved to provide the maximum opportunity for the personal and academic development of students.

Five action teams of secondary principals were formed in January 1990 to develop strategies and implement changes. A Director of Schools was appointed in June 1990 to undertake the high school review and improvement process.

OVERSEAS STUDENTS



Orientation day for students involved in the Overseas Students Program

In January 1990, the ACT joined other State school systems in offering places in government schools to full fee-paying students from overseas. Among the total were 37 students enrolled from six countries in the Asian region.

EARLY SCIENCE

An agreement between the Ministry and the University of Canberra was signed in March 1990 to promote the teaching of science in preschools and primary schools. The Primary and Early Childhood Science and Technology Education Project provided for a lecturer from the University of Canberra to run a 14-week workshop to increase the effectiveness of science teaching among early childhood and primary school teachers.

LANGUAGE TEACHING

A study of the teaching of languages other than English (LOTE) in ACT government schools, released in April 1990, showed a decline in enrolment in government high

schools in recent years despite a significant rise in the teaching of LOTE in primary schools. The study recommended the development of LOTE courses through existing networks by concentrating resources in chosen networks within clusters of schools in the four ACT regions.

COMMUNITY USE

The ACT community continued to make extensive use of government school facilities outside school hours during 1990. About 14,000 individual bookings, excluding those for after-school child care were received. After-school child care programs operated in 40 government schools.

From 1 March 1990, a new scale of hiring charges was introduced, together with changes in hiring arrangements, with the aim of achieving cost recovery for after-hours use of ACT school facilities. A number of schools throughout Canberra were nominated as school centres for multiple hire.

BEHAVIOUR MANAGEMENT SUPPORT PROGRAM

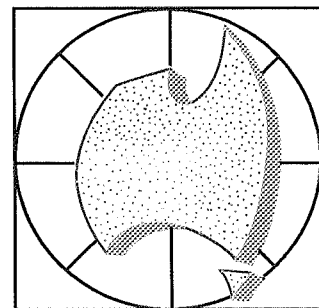
In a major reassessment undertaken in 1988, the Ministry targeted the management of behaviourally difficult

students as a critical area for attention. With flexible use of existing resources, and the injection of additional resources, a range of programs, catering for diverse student groups, was established.

In 1990, the Behaviour Management Support Program consisted of services aimed at providing support to mainstream government secondary and primary schools and special education settings. They included:

- itinerant teachers who provided behavioural management support to mainstream classes and students in special education settings—priority was given to maintaining students in their mainstream schools or settings;
- Theodore Street Centre for secondary students;
- Yarralumla Centre for primary and junior primary students;
- Quamby for those students of school age who were placed there by the courts.

The programs were designed to enable students to learn to make responsible decisions, appropriate to their age, about their behaviour and social participation in the community in general, and in the school as an institution in particular.



The Commonwealth has broad interests and responsibilities in Australian schooling. It has a key role in addressing national priorities for schools and in providing national leadership which facilitates cooperative efforts among education authorities. It has an ongoing interest in the outcomes of schooling, particularly as they impact on the future well-being of Australia's young people, the nature of Australian society and the achievement of national economic and social goals.

1 COMMONWEALTH INVOLVEMENT IN SCHOOLING

Recognising that the States and non-government education systems and schools have prime responsibility for the delivery of education services, the Commonwealth seeks to work cooperatively with them in striving to improve the quality, relevance and effectiveness of schooling across Australia.

Within the context of the Common and Agreed National Goals for Schooling in Australia, the Commonwealth assists all Australian schools to improve the quality of educational services provided to students at all levels.

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 Programs, aims to provide the nation's young people with an education and training foundation which will:

- help them develop their full potential;
- prepare them for participation in Australian society;
- equip them to pursue post-school qualifications and employment opportunities.

As part of its assistance to schools, the Commonwealth provides funds for a wide variety of programs, namely:

- general recurrent grants to assist with the ongoing costs of Australian schools;

- capital grants to assist in the provision of school facilities;
- specific purpose programs designed to assist students with special needs;
- grants to promote collaborative activities among educational authorities in areas of national educational importance.

The Commonwealth also provides financial assistance directly to individual students and their families through three schemes:

- AUSTUDY for financially disadvantaged secondary students;
- ABSTUDY for students of Aboriginal or Torres Strait Islander origin;
- Assistance for Isolated Children (AIC) who live in remote areas.

An overview of the scope and direction of these programs during the 1990 school year is presented in the sections that follow.

The Commonwealth's policies and programs for schools and students is administered through the Commonwealth Department of Employment, Education and Training (DEET).

2 MAJOR DEVELOPMENTS DURING 1990

SOCIAL JUSTICE INITIATIVES

The Government, through its Youth Strategy, aims to encourage greater participation by young people in education and training to improve their future employment prospects and reduce youth unemployment. Recognising that some young Australians had not benefited fully from the improvements achieved through the Strategy, the Government provided an additional \$100 million Social Justice package in the 1989-90 budget to operate over the following four years. Among the initiatives announced were:

- the allocation of \$7.5 million for the Students at Risk Program;

- \$15.8 million for the Literacy and Learning Program for 1991–93 with \$5.2 million available in 1991;
- increases in Commonwealth per capita funding from 1991 for students with disabilities attending both special and regular schools;
- an additional \$1 million to be provided specifically for hostels for rural students in each of 1990 and 1991.

The Government is also addressing the needs of specific groups of young people who are experiencing educational disadvantage, through policies that focus on their particular needs. These policies are:

- the National Aboriginal and Torres Strait Islander Education Policy;
- Commonwealth's Strategy for Rural Education and Training;
- the National Agenda for a Multicultural Australia;
- the National Policy for the Education of Girls.

The Schools Council of the National Board of Employment, Education and Training (NBEET) is developing a social justice statement, paying particular attention to:

- the interface between welfare services and schools;
- physical resources in schools.

TEACHER QUALITY

In 1990, the Commonwealth adopted a strong leadership role in promoting improvements to the quality of teaching by bringing together at the national level the key parties involved in award restructuring for initial negotiations.

The aim was to maximise the opportunities which award restructuring provides for improving the quality of teaching both through the upgrading of teachers' skills and

qualifications and through the provision of improved remuneration and career paths. Important outcomes were:

- the agreement by Ministers for Education to a national salary benchmark for four-year trained teachers at the top step of the increment scale;
- agreement on the duties and responsibilities of Advanced Skills Teachers and selection criteria for progression and entry to the positions.

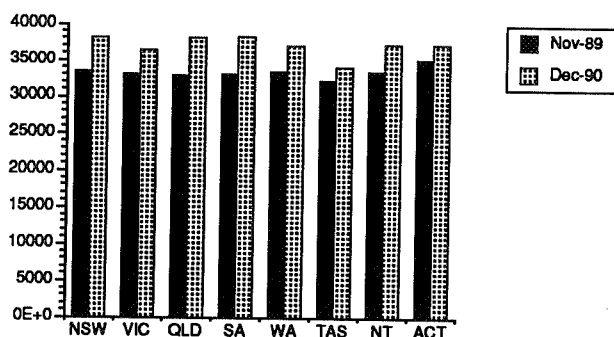
In June 1990, the State, Territory and Commonwealth Ministers for Education established another new national forum, the Conference of Ministers on Teacher Employment, to consider and coordinate award restructuring matters related specifically to the employment conditions of teachers across the country. Throughout 1990, government employers worked closely and cooperatively through the Standing Committee of this Conference in developing a nationally consistent package of salaries and conditions for teachers.

The Standing Committee is also developing a nationally consistent position in a number of other areas, including the salary structure for classroom teachers, an improved career structure for teachers, professional development, performance management, leave entitlements and initiatives to facilitate the mobility of teachers.

In recognition of the need for nationally consistent strategies for improving the quality of teaching, the Commonwealth agreed to establish, in cooperation with State and non-government teacher employers and teacher unions, a National Project on the Quality of Teaching and Learning. Research and developmental work undertaken as part of this project will examine issues arising from award restructuring, including the quality of pre-service and inservice teacher training, with a view to establishing broad and nationally consistent frameworks for action.

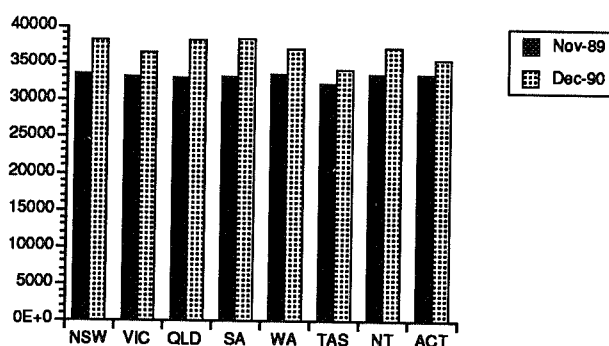
The Schools Council undertook considerable work in the area of teacher quality during 1990, focusing on the future

Figure 1a. Top of salary award scales for classroom teachers in government schools, by State, 1989–90



Source: Commonwealth DEET

Figure 1b. Top of salary award scales for classroom teachers in non-government schools, by State, 1989–90



Source: Commonwealth DEET

shape of pre-service teacher education, induction and professional development, together with discussion of issues concerned with an integrated career structure for teachers.

NATIONAL COLLABORATION IN ASSESSMENT

ENGLISH AND MATHEMATICS ASSESSMENT

The Commonwealth, together with the States and New Zealand, agreed to work together to develop a common assessment framework for reporting student achievement in English and mathematics. This work will identify six major levels of student achievement across Years 1–10 in each of these key subject areas. The project will:

- help schools in their reporting to parents, employers and other members of their community;
- assist teachers in classrooms chart the progress of individual learners;
- enable systems to report on the performance of their students;
- be amenable to reporting student achievement at the national level.

The project is under the management of the Australasian Cooperative Assessment Program (ACAP). The development of subject profiles for other key subject areas is expected to commence in 1991–92.

ASSESSMENT AT YEAR 12

The Commonwealth supported a national project to map the equivalence of Year 12 certificates and statements of achievement awarded to Australian students. The project, undertaken by the Australasian Conference of Assessment and Certification Authorities (ACACA) under the aegis of the AEC, provides:

- useful information for mobile students and families;

- baseline data for the development of a more consistent approach to assessment and certification across Australia.

The AEC has agreed to an extension of this project to include a detailed examination of the methods used to calculate Tertiary Entrance (TE) scores used for entry to higher education. The project will examine ways in which consistency across States in the calculation of TE scores can be improved.

DEVELOPMENT OF EDUCATIONAL INDICATORS

The importance of national indicators of educational effectiveness is reflected in several priority activities undertaken during 1990.

INTERNATIONAL EDUCATIONAL INDICATORS PROJECT

Working with some 20 OECD countries, Australia played a significant role during 1990 in developing educational indicators in the areas of student flows, costs and resources of education, and educational and labour market destinations. This work will enable international comparisons to be made of the effectiveness of the national effort in schooling and post-school education. Indicators will be calculated during 1991 for reporting in the *National Report on Schooling in Australia 1991*.

In addition, Australia has been involved to a lesser extent in three other areas of indicator development occurring as part of the international project. These areas relate to outcomes of education, the operation of schools and systems, and attitudes and expectations of education, and are very much at an early stage of development.

Figure 2. OECD International Indicators of education Australian Involvement

Costs and resources	Student flows	Education and labour market destinations
Expenditure on education, relative to	Participation	Educational attainment
<ul style="list-style-type: none"> • Gross Domestic Product • total public expenditure • total social welfare expenditure 	<ul style="list-style-type: none"> • overall • pre-primary • upper secondary • tertiary education 	<ul style="list-style-type: none"> • population • labour force • occupation
Per Capita Expenditure	Access	Transition from School to Work
<ul style="list-style-type: none"> • school pupils • tertiary students 	<ul style="list-style-type: none"> • entry into tertiary education • at risk students 	<ul style="list-style-type: none"> • after 1 year • after 5 years
Teacher Salaries	Completion	Training for the Adult Population
<ul style="list-style-type: none"> • school teachers 	<ul style="list-style-type: none"> • upper secondary • tertiary education 	Relative Earnings
Expenditure on At Risk Students		<ul style="list-style-type: none"> • education attainment levels

EDUCATIONAL INDICATORS FOR PROGRAM BUDGETING

From the 1990 program year onwards, the Department is required in its reporting to Parliament to place greater emphasis on the outcomes of its programs and the broad strategies by which program outcomes are to be achieved. This represents a significant shift from the previous emphasis on resource allocation information.

During 1989-90, DEET identified a range of performance indicators for reporting upon the effectiveness and efficient administration of the Commonwealth's General Recurrent, Capital and Specific Purpose Programs. Key effectiveness indicators now used by DEET in support of its proposed budget expenditure include:

- participation in schooling as measured by student retention rates and student completion rates;
- participation in schooling as measured by student enrolments in key subject areas;
- access to schooling as measured by numbers of students receiving special educational services under each of the Specific Purpose Programs;
- student achievement in key subject areas as measured by assessment practices and outcomes;
- improved quality of teaching as measured by participation in professional development activities.

These performance indicators are complemented each year by a detailed evaluation of the effectiveness of one of the Specific Purpose Programs in terms of program objectives. For 1990, the effectiveness of the English as a Second Language Program was evaluated.

INTERNATIONAL LITERACY YEAR

The United Nations declared 1990 to be International Literacy Year (ILY). In line with the six objectives set by the UN, the Commonwealth adopted eight goals for Australia's \$3 million ILY Program. They were:

- recognition of the value of reading and writing;
- enhanced school literacy programs;
- expanded literacy provision;
- improved quality of adult literacy provision;
- greater public awareness and participation;
- international and regional awareness and activities;
- promotion of plain English;
- effective links between education sectors.

Projects funded included a video training package on language and literacy for all teachers, a Read with Me kit to help adults, particularly parents, to read effectively with young children to improve literacy skills, and an inservice package for teachers of junior secondary mathematics and science to assist students with literacy development. In addition to specific projects, the Commonwealth assisted the States to develop proposals for integrated literacy

strategies which covered from early childhood to adulthood and involved all education and training sectors. In August 1990, the Government announced that it would provide an additional \$750,000 to extend the ILY Program until June 1991. In 1990, the Commonwealth announced a review of all Commonwealth literacy and language programs, and in December 1990, released a Discussion (Green) Paper on an Australian Literacy and Language Policy for the 1990s. This led to a Policy (White) Paper in 1991.

NATIONAL POLICY FOR THE EDUCATION OF GIRLS

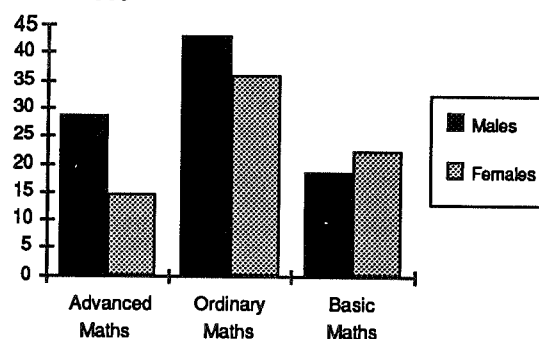
During 1990, the Commonwealth continued its strong commitment to implementing the National Policy for the Education of Girls in cooperation with State and Territory governments and major non-government bodies.

The Gender Equity in Curriculum Reform Project, costing \$3 million over 3 years, was included in a package of initiatives announced by the Prime Minister on International Women's Day in 1990. The Project will support the incorporation of the principles and objectives of the National Policy into national collaborative curriculum activities currently being undertaken under the aegis of the Australian Education Council.

Publications resulting from earlier projects focusing on generating a supportive school environment for girls and broadening post-school options for girls were produced and disseminated during 1990.

A further study examines the implementation of the National Policy for the Education of Girls by combining the research that relates to retention and gender issues. It argues that retention rates, while widely used as a measure of the success of educational policies, are not sufficiently sensitive to provide information about students' educational experiences and outcomes. To evaluate the impact of the policy, more complete profiles of participation and pathways in education are required which take into account the different experiences and outcomes of males and females at various stages of their schooling.

Figure 3. Proportion of all Australian Year 12 students studying mathematics subjects by gender, 1990



Source: Derived from information provided by State Education Departments to Commonwealth DEET.

The Commonwealth maintained a national information campaign to promote the Policy and its strategies. Eleven issues of the monthly newsletter, *The GEN*, were published and widely disseminated: the number of copies distributed increased to 11,900 in 1990. One of the aims of *The GEN* is to inform community members, teachers/administrators and others not normally concerned with gender equity issues.

The Commonwealth, together with State and Territory governments, has continued to maintain a national database on the education of girls in Australian schools. This database covers broad areas of interest, such as distributions of student populations across Australia, retention rates and participation rates in Year 12 subjects, financial assistance to students, and information about participation in post-school training and education.

An important influence on future priorities for the Commonwealth will be the outcomes of a review of the National Policy to be undertaken in 1991.

ABORIGINAL EDUCATION

The Aboriginal Education Strategic Initiatives Program, established on 1 January 1990, gives effect to the National Aboriginal and Torres Strait Islander Education Policy (AEP), which was endorsed by all Australian governments in 1989.

The Program provides Commonwealth assistance to supplement mainstream educational funding for measures specifically designed to improve opportunities and outcomes for Aboriginal students. It comprises two components:

- the strategic and operational plans developed by States, Territories and other education providers, in consultation with Aboriginal people, which outline the priority measures to be adopted to attain the goals of the AEP;
- the Aboriginal Student Support and Parent Awareness (ASSPA) Scheme which is designed to increase Aboriginal participation in school decision making.

ENCOURAGING EXCELLENCE: THE AUSTRALIAN STUDENTS PRIZE

The Commonwealth introduced an Australian Students Prize to encourage excellence in education and give public recognition to and support for outstanding students. The Prize consists of a certificate of excellence and a cheque for \$2000 from the Commonwealth Government.

Some 500 Year 12 students across Australia received the Australian Students Prize in recognition of their outstanding level of achievement in 1990 senior secondary studies.

Special recognition was also given to students who received medals as part of Australia's teams in the International Mathematics, Physics and Chemistry Olympiads, held in 1990 in China, Holland and France respectively, by awarding them an Australian Students Prize.

POST-COMPULSORY EDUCATION AND TRAINING

An important Commonwealth objective is to maximise school retention, especially among those groups which currently have low retention. All State and Territory Ministers for Education agreed to work towards a national retention target of 65 per cent by the early 1990s. This target has almost been achieved with an overall retention rate of 64 per cent in 1990.

THE RESTLESS YEARS: A PARLIAMENTARY INQUIRY

A report, *The Restless Years: An Inquiry into Year 12 Retention Rates*, prepared by the House of Representatives Standing Committee on Employment, Education and Training, was tabled in the Commonwealth Parliament at the end of 1989. The report examined two main areas:

- factors affecting students' decisions to leave or stay on at school to Year 12, with particular reference to disadvantaged groups;
- ways of improving the quality and effectiveness of senior secondary schooling and, particularly, of enhancing the educational opportunities and outcomes of those young people not proceeding to higher education.

The Government's response to the report emphasised:

- the need to continue to focus public debate on the challenges facing post-compulsory education and training;
- the increasing pressures brought about by rapid social and technological change;
- structural changes to the labour market, particularly those affecting employment opportunities for school leavers.

REVIEW OF POST-COMPULSORY EDUCATION AND TRAINING

Initiated by the Commonwealth and established under the aegis of the AEC, a review of young people's participation in post-compulsory education and training is being undertaken during 1990-91. The Review Committee will report on the future development of post-compulsory education and training in Australia, with particular reference to those young people who have left school and are not participating in a formal education or training program.

POST-1992 COMMONWEALTH FUNDING OF GOVERNMENT AND NON-GOVERNMENT SCHOOLING

Arrangements for general recurrent funding for both government and non-government schools for the eight-year period 1993-2000 were announced by the Government in February 1990. The main features are:

- the Government will maintain its per capita funding for government schools at the same level in real terms through to the year 2000;

- the funding position of non-government schools for the four-year period 1993–96 was reassessed in 1990;
- schools in categories 8–12, that is schools of higher assessed need, are to receive real increases in per capita grants to assist them to reach the community standard by the year 2000.

As a result of the reassessment of non-systemic non-government schools' funding categories, over 80 per cent of these schools maintained their level of funding; 3 per cent will move to a more favourable category and 10 per cent will move to a less favourable category. Of the 19 non-government systems which were reassessed, comprising a total of some 1,650 schools, over 80 per cent maintained their level of funding and some 11 per cent will move to a more favourable category.

Parameters for the post-1992 recategorisation included the requirements that non-government schools and systems increase private income by 3 per cent each year and maintain the level of private expenditure for recurrent purposes. Schools which did not meet these requirements could not be placed in a more favourable funding category. No school could be placed in a less favourable category because it had not increased fees.

Further concessions were introduced so that schools which increased private income by up to an average of 5 per cent each year in real terms were not penalised. In addition, schools which raised large amounts of private income for capital facilities were not disadvantaged, provided that the projects catered for existing enrolments, taking into account planned increased retention.

3 COMMONWEALTH'S PROGRAMS FOR SCHOOLS

The Commonwealth 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.

Underpinning these programs is a set of specific objectives which are aimed at improving the quality of schooling; at maximising general competencies and achievement in key subject areas; at promoting equity; at increasing retention of students and facilitating their transition from school; at improving the quality of teachers; and at enhancing opportunities for parents, students, teachers and the general school community to be more actively and meaningfully involved in school activities.

The programs are closely linked with the Government's social justice policies, which are concerned with providing greater access to educational opportunities and services for disadvantaged groups, and increasing their participation in schooling.

THEME 1: PARTICIPATION, RETENTION AND STUDENT COMPETENCIES

GENERAL RECURRENT GRANTS PROGRAM

In 1990:

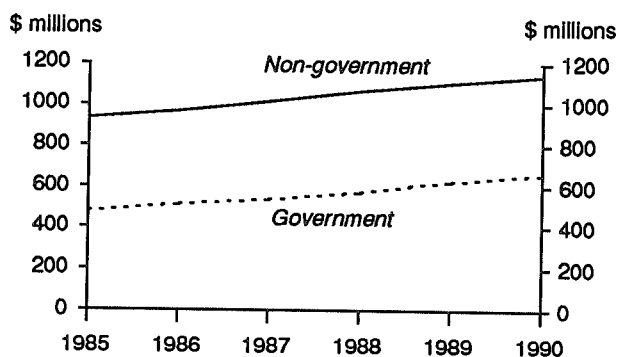
- \$1.8 billion was provided to support the ongoing costs of Australian schooling, including teachers' salaries.
- Of this, \$641 million was provided for 1,334,645 primary and 876,205 secondary students in government schools;
- \$1,105 million was provided for 442,455 primary and 400,946 secondary students in non-government schools.

FUNDING ALLOCATIONS

Commonwealth general recurrent grants are provided to State government authorities under the tied grants power as funds for educational purposes. The grants are calculated on a per student basis. The per capita rates for government students in 1990 were \$245 per primary school student and \$360 per secondary student.

The level of Commonwealth funding support for individual non-government schools is based on need, with schools being categorised into one of twelve 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 \$1,213 and \$1,812 per primary and secondary student respectively. Of the 2,473 non-government schools receiving general recurrent funding, 1,845 were funded at category 10 or more. These schools enrolled a total of 576,933 students of the 843,401 students enrolled in all non-government schools. Since 1985, enrolments in schools in categories 10–12 have increased by 7.2 per cent. By contrast, student enrolments in categories 5–7 schools have doubled, increasing from 18,470 in 1985 to 38,686 in 1990.

Figure 4. General recurrent grants to States, 1985–90



Source: Commonwealth DEET

THE FUNDING OF NEW NON-GOVERNMENT SCHOOLS

The Commonwealth Government over the last five years has agreed to fund up to 65,000 student places in 200 new non-government schools. This number allows the new schools to grow to their approved size.

For 1990, 38 proposed new non-government schools with enrolments of up to 13,683 were approved for funding out of a total of 57 applications. This represents about 73 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 1990, 20 out of the 38 new non-government schools which were approved for 1990 had actually commenced. A further four schools commenced in 1990 which had been approved for earlier years. Over the period 1986 to 1990, a total of 141 schools out of the 200 approved schools had commenced.

Table 1. Outcomes of the Commonwealth New Schools Policy for Year of School Commencement/Change, Australia, 1986, 1988 and 1990.

Year/Type of proposal	1986	1988	1990
Number of proposals			
Commencement	58	60	53
Extension	30	41	25
Relocation	24	25	17
Other	0	11	42
Number of proposals approved			
Commencement	41	40	35
Extension	22	22	20
Relocation	22	23	16
Other	0	9	29
Total proportion approved	76	69	73

Note: Figures do not include schools undertaking changes that did not involve significant increases in or changes to their clientele. (Figures are subject to change through an appeal process.)

Source: Commonwealth DEET

A historical analysis of non-government schools across Australia found that:

- since 1950, an average of 32 non-government schools were established annually, with the greatest growth occurring during the period 1978-83, when an average of 55 schools commenced each year;

- since their establishment, about one-quarter of all non-government schools changed their location at least once, while slightly less than one-tenth amalgamated with another non-government school.

Table 2. Number of Commonwealth-funded non-government schools and students, Australia, 1985-90

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
1990	2,473	843,370

Source: Commonwealth DEET

1990 PRIORITY OBJECTIVES FOR NON-GOVERNMENT SCHOOLS

The General Recurrent Grants Program's key priority objectives for non-government schools in 1990 were consistent with the following Commonwealth Objectives for Schooling:

- to maximise the competence, efficiency and confidence of teachers;
- to maximise learning for all students;
- to maximise the general competencies of students in basic skill areas such as literacy and numeracy;
- to provide better feedback to the school community and involve the community in school operations;
- to increase participation in key subject areas such as science and foreign languages;
- to develop personal characteristics such as self-discipline and respect for the rights of others.

About one-third of non-government schools and systems had highlighted specific objectives relating to improving the participation and achievement of disadvantaged groups of students or broadening the educational experiences of girls. Strategies for achieving these objectives included school management strategies, such as integration policies for disabled students and remissions policies for students from low income families, the provision of specialist teachers and curriculum development.

Programs for disadvantaged students in government schools are described in the State chapters.

EDUCATIONAL ATTAINMENT OF THE WORKFORCE

One of the key Commonwealth objectives for schooling and education in general is to increase the overall level of educational attainment of the workforce.

The proportion of the workforce who hold a post-school qualification increased from 46.8 per cent in 1989 to 47.2 per cent in 1990, while the proportion of people whose highest level of educational attainment is full secondary schooling increased from 13.6 per cent in 1989 to 14.3 per cent in 1990. From 1989 to 1990, the proportion of the labour force who had left school prior to completing secondary studies decreased from 39.4 per cent to 38.0 per cent, a clear indication that this Commonwealth objective is being achieved.

PARTICIPATION IN TERTIARY EDUCATION

Another key Commonwealth objective is to prepare students for participation in tertiary education, either at the higher education (university) or TAFE levels.

About 102,000 students who had attended school in 1989 continued their education as full-time students in a tertiary institution in 1990. In addition, some 38,000 students were enrolled in part-time studies. Combined, they represent 54.8 per cent of all 1989 school leavers, up on the respective figures of 51.5 and 43.1 per cent for the previous two years. About 26 per cent enrolled at a university, 23 per cent at a TAFE college and 5 per cent in some other tertiary institution.

The number of young people commencing higher education courses directly from school has increased from 42,000 in 1984 to 71,700 in 1990. The number of these students as a proportion of the total number of students commencing undergraduate studies has increased from 39.8 per cent in 1984 to 46.2 per cent in 1990.

While the Year 12 population is becoming more heterogeneous in terms of achievement levels, aspirations and social background, the continuation rate for all Year 12 students to higher education is being maintained at a high level. Of all students enrolled in Year 12 in 1989, 42.7 per cent commenced university education in 1990.

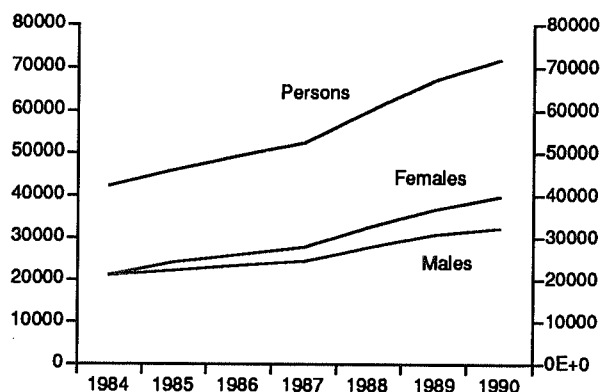
In order to understand better the transition from post-compulsory schooling to higher education, the Commonwealth funded the Youth Education Studies Centre of the University of Tasmania to review studies which have been undertaken about factors affecting student success in higher education. The report of the review concluded that:

- female students do as well as male students at higher education and tend to graduate more quickly. The attrition rate for females is lower than for males;
- by higher education level the impact of most socio-economic and social background factors has diminished, and student success is largely a

product of previous educational attainment and the degree of commitment to the course of study;

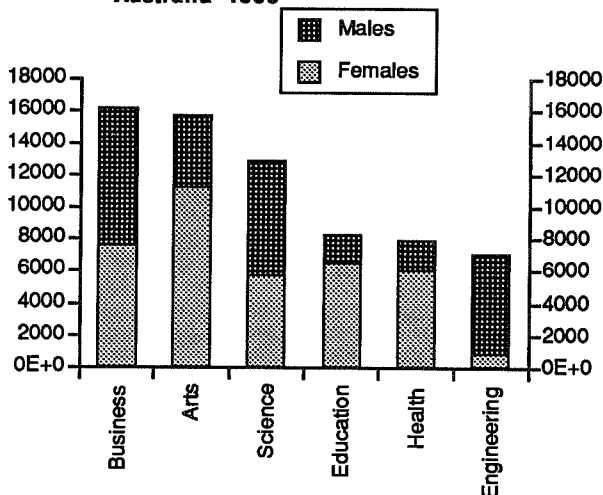
- the type of school (government or non-government) attended in secondary schooling does not appear to significantly impact upon success in higher education.

Figure 5. School leavers continuing into higher education by gender, Australia, 1984-90



Source: Commonwealth DEET

Figure 6. School leavers continuing into higher education by gender and field of study, Australia 1990



Source: Commonwealth DEET

EQUITY ISSUES IN SCHOOLING

During 1990-91, a study of the policies, programs and practices addressing the needs of specific groups of students was undertaken in a representative sample of some 200 non-government non-systemic schools across Australia. This study was part of the educational accountability arrangements with the Commonwealth for non-systemic schools.

Table 3. Proportion of regular non-systemic schools providing programs for target groups

Focus of program/target group	Per cent
Female students	27
Aboriginal students	6
Students with disabilities:	
Intellectual	17
Physical/sensory	21
Emotional	8
Students from low-income families	27
Students from non-English speaking backgrounds	26
Students from isolated areas	6
Low achievers	54
High achievers	29

Schools reported a wide range of programs and practices aimed at addressing the needs of target groups. Among them were:

- a variety of programs to broaden the educational and social experiences of girls;
- in schools focusing on equity for Aboriginal students, recognition of Aboriginal culture was a central aim and developing English language skills was a central practice;
- the focus of most programs in regular schools for students with disabilities was integration into mainstream classes. Use was commonly made of specialist staff;
- a significant proportion (one-quarter) of schools reported practices aimed at reducing the financial requirements of education at the school, usually through fee reductions;
- the conduct of specific ESL classes was the most common response to the needs of students from non-English-speaking backgrounds;
- over half the schools in the sample reported programs for low achieving students. Schools most commonly provided withdrawal classes for small groups with intensive instruction from a specialist teacher, aimed at returning students to the regular classroom;
- over one-quarter of the schools saw the provision of opportunities for high-achieving students as an equity issue. Most of these schools had established specific classes which emphasised higher level extension activities.

IMPACT OF INCREASED RETENTION

A key indicator of the effectiveness of the Commonwealth's Schools Programs is the retention of students to Year 12.

Retention rates have increased from 41 per cent in 1983 to 64 per cent in 1990. The Year 12 population is now more diverse in terms of ability, achievement levels, interests and backgrounds.

THE LABOUR MARKET RELEVANCE OF SECONDARY SCHOOLING

With the increase in school retention rates, Year 12 populations are changing to include more students who are not oriented towards higher education. During 1990, the Commonwealth commissioned a study of the labour market relevance of secondary schooling for those students who do not subsequently enrol in higher education. The study found that:

- the large majority (82 per cent) of respondents indicated that Year 12 had been worth doing. The 'basics' of writing, reading and mathematics were seen by former students to be well provided in Year 12. Former students generally believed that the year contributed to their personal and general skills development;
- completing Year 12 appeared to bring considerable advantages in the labour market. In terms of the first full-time job held by school leavers, those who had completed Year 12 worked in higher status jobs and earned more income than did early school leavers, other factors being equal. As well, the survey group reported low levels of unemployment, high levels of job satisfaction and high levels of post-school education and job training. However, there were some marked differences in labour market outcomes according to gender and early school achievement;
- in general, former students felt that specific job-seeking skills were taught less frequently than they would have liked. Although there was widespread support for the concept of work experience, many felt that its operation could be improved.

SENIOR STUDENTS NOW: THE CHALLENGE OF RETENTION

To assist secondary school teachers the Commonwealth also funded the production of a range of information materials for widespread dissemination to secondary schools. They were produced from the findings of a Project of National Significance study dealing with the challenges teachers face due to increasing school retention. A series of 13 booklets was produced and each covers a different aspect of student retention to Year 12. The topics include:

- *Senior Students Now*—the composition of the Year 11 and 12 groups in the early 1990s;
- *Senior Students Speak: How We Learn Best*—students comment on teaching, learning and related matters;
- *Caring for Students: Personal Development and Career Education*;

- *The Senior Secondary School: Looking Outwards*—comments from schools about links with outside organisations and institutions.

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 socio-economic backgrounds and other disadvantaged groups. As such, it plays an important role in the Government's Social Justice Strategy.

In 1990, the Commonwealth provided over \$250 million under the General Element of the Capital Grants Program. Of this:

- \$186 million was provided to 445 government schools to improve school facilities for some 130,000 students, the average grant being \$418,000;
- \$64 million was provided to 186 non-government schools (from a total of 425 applications), an average grant of \$344,000 contributing towards an average project cost of \$493,000;
- about 57 per cent of funds in government and non-government schools were directed to upgrading existing facilities, the remainder being used for the construction of facilities for new student places.

Under the Children with Disabilities Element of the Program, of the 49 applications from non-government schools assessed for 1990 and 1991 funding, 34 projects totalling \$3.8 million were offered grants. The average size of grants was \$127,000, with an average project cost of \$164,000.

In 1990, the Commonwealth provided over \$3.5 million under the Hostels for Rural Students Joint Element of the Program to help rural school students complete their secondary education. Of the 49 applications received in 1990, 15 were approved. The average grant was \$273,000 towards an average project cost of \$533,000. The approved projects created 170 new places and a further 758 existing places were refurbished.

A review of the Capital Grants Program is being undertaken in 1991 and will be reported in the *National Report on Schooling in Australia 1991*.

PROJECTS OF NATIONAL SIGNIFICANCE 1990

The Projects of National Significance (PNS) Program allocated over \$2 million in 1990 to assist in innovation, development and promotion of quality education at the primary and secondary levels. Major areas of activity are outlined here.

MATHEMATICS AND SCIENCE

A range of initiatives was implemented in 1990 to foster interest in mathematics and science:

- an exchange program for Australian and United

Kingdom science teachers to raise the profile of science teaching in schools and the community;

- support for activities which widen participation of students in mathematics, chemistry and physics and strengthen Australian participation in the Mathematics and Science Olympiads;
- support for the expansion of the range of activities undertaken by the CSIRO's Double Helix Club, which are directed towards increasing science awareness among school children.

ENVIRONMENTAL EDUCATION

Community awareness of environmental issues and the need to promote environmental understanding fostered a number of initiatives including:

- the Earthworm Environmental Awards for schools, which encourage students to develop creative and constructive solutions to local environmental problems;
- an International Environmental Education Conference to identify major international issues and trends in environmental education and evaluate the levels of success in pursuing the educational objectives of the World Conservation Strategy and national conservation strategies;
- establishment of a national recycling education centre to offer programs for students, professional development activities for teachers and community educators and a clearing house of resources related to recycling education;
- preparation of environmental education curriculum materials which focus on city children and their urban area, a resource kit to assist teachers with recycling education programs and a model for teaching environmental education at post-primary level.

ABORIGINAL EDUCATION

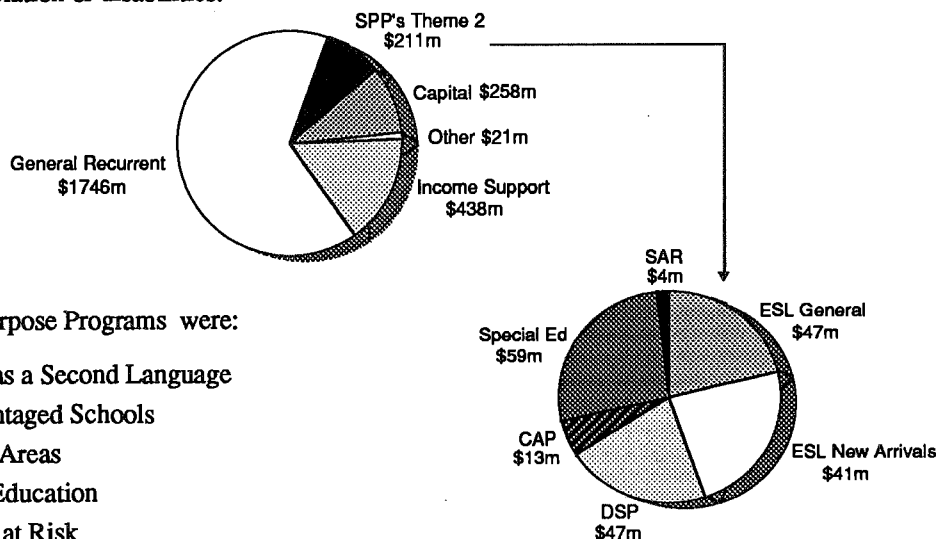
A major activity during 1990 was the funding of research in Aboriginal education. These studies included:

- development of an inservice training module for schools with predominantly Aboriginal enrolments;
- development of a national program for inservice education and training of teachers of Aboriginal students;
- establishment of a national database of Aboriginal and Torres Strait Islander Studies curriculum materials and practices.

THEME 2: ASSISTANCE FOR DISADVANTAGED SCHOOLS AND STUDENTS

Figure 7. Theme 2: Assistance for Disadvantaged Schools and Students

The Commonwealth provided \$211 million for Specific Purpose Programs specifically designed to improve the education participation and outcome of young people disadvantaged by language, socio-economic circumstances, geographical isolation or disabilities.



The Specific Purpose Programs were:

- English as a Second Language
- Disadvantaged Schools
- Country Areas
- Special Education
- Students at Risk

SPECIAL EDUCATION

Studies were undertaken to identify and develop for national distribution, professional development practices which assist regular classroom teachers to integrate students with disabilities in their classrooms. Major projects included:

- a stand-alone micro-computer kit comprising a number of databases which form the core of a national information network. The databases include information relating to special education technology for children with disabilities;
- identification of exemplary professional development programs and school practices, primarily for teachers but also for principals, school-support staff and parents, relating to the education of students with disabilities in regular schools. The project is expected to be completed in about mid-1992.

LINKS BETWEEN SCHOOL AND COMMUNITY

The Commonwealth provided a grant to the Australian Council of State Schools Organisations (ACSSO) for a project to improve links between schools and the community and, in particular, to promote community awareness of the national goals for schooling agreed to by the Australian Education Council.

THE ENGLISH AS A SECOND LANGUAGE PROGRAM

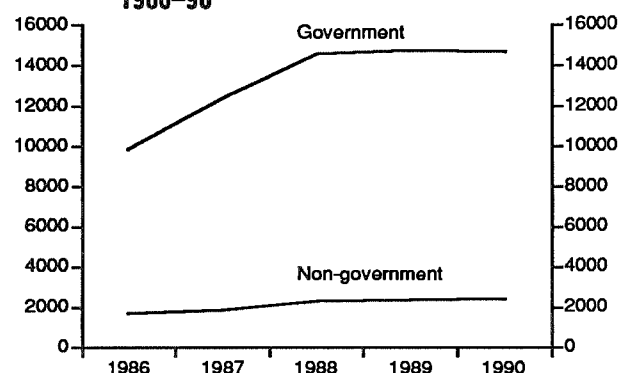
The Commonwealth ESL Program has two elements. The General Support Element is aimed at helping non-English-speaking background (NESB) students (including those

born in Australia) who have reached a level of competence in English which enables them to participate in mainstream classrooms, but who still require special assistance. General Support funding totalled \$47.2 million in 1990.

The New Arrivals Element provides a once-only per capita grant (\$2,398 in 1990) to education authorities and schools to help mount intensive English language programs for students newly arrived in Australia who have little or no English language skills.

In 1990, 14,640 new arrivals to Australia were catered for in intensive classes in government schools and special language centres and 2,415 in non-government schools, representing a decrease of 0.1 per cent over 1989. A total of \$40.9 million was provided for this purpose.

Figure 8. Number of students assisted under the ESL New Arrivals Program by school type, 1986-90



ENROLMENT FLOWS STUDIES

In order to promote increased understanding of student mobility, the Commonwealth provided about \$45,000 in 1990 for two research projects. These studies produced important information about the influence of demographic changes on the provision of educational services leading to improved planning. They are detailed in the National Overview of this report and indicate that, excluding the major transition from primary to secondary, about 10 per cent of students change schools each year.

RETENTION RATES OF STUDENTS FROM NON-ENGLISH-SPEAKING BACKGROUNDS

An analysis undertaken by the Australian Council for Educational Research (ACER) concluded that young people from non-English-speaking backgrounds complete Year 12 in greater proportions than students from English speaking backgrounds. The analysis found that this difference could be up to 12 percentage points, after allowing for other factors such as socio-economic background. However, there may be particular ethnic groups with lower retention rates than the Australian average.

KEY FINDINGS OF THE ESL EVALUATION

As part of the Department's program evaluation plan, the Commonwealth commissioned an evaluation of the English as a Second Language Program during 1990.

ACHIEVEMENT OF PROGRAM OBJECTIVES

The evaluation found that of the ESL teachers surveyed, over half (55 per cent) reported that the ESL Program objectives (to improve the educational opportunities and outcomes of ESL students and their participation in Australian society) were being met well or very well in their schools. Only 11 per cent thought that the objectives were not adequately met in their schools. Inadequate resourcing was the main reason given for inability to meet program objectives.

In particular, the success of the Program has been achieved through:

- recent initiatives in professional development for ESL and mainstream teachers;
- an increase in the number of qualified ESL specialists;
- improved curriculum planning procedures;
- more rigorous and systematic assessment practices.

As well as the reported effectiveness of the ESL Program as indicated by ESL teachers, key system-level officers responsible for the Program across State government and non-government sectors reported that, in general, the Program is meeting its objectives. It was felt that the New Arrivals Program is particularly effective in achieving its aim of providing access to mainstream education.

Other indicators of the achievement of the Program's main objectives are:

- the high retention rates of NESB children in the last years of school;
- the success of similar children moving into tertiary education;
- the similar level of academic success of NESB students compared to their ESL peers.

ESL STAFF AND PROFESSIONAL ISSUES

In national terms, Commonwealth funding continues to provide the primary source for employment of ESL teachers, bilingual teachers, teacher aides and advisory staff.

The study found that there is an urgent need for strengthening and extending the current initiatives in professional development for mainstream teachers to enable them to become more competent to work collaboratively with the ESL specialists. Conditions and career paths for ESL specialists also require attention.

CURRICULUM AND TEACHING ISSUES

Intensive instruction, wherever possible, is considered by most systems to be the best way to provide support to students who enter schools with inadequate proficiency in English to cope with the requirements of Australian schooling. In some situations, bilingual classes have been established for such students.

For students who have sufficient proficiency in English to enable them to participate in mainstream classes, systems generally favour approaches which involve collaboration between ESL and mainstream teachers.

Commonwealth funding (together with funding from systems) has been a significant factor in facilitating curriculum development initiatives.

IDENTIFICATION OF NEED

The evaluation highlighted a general deficiency in determining the number of children who enter school for the first time each year with insufficient English language proficiency to cope with the communicative requirements of the classroom. Screening and assessment tools may need to be developed to accomplish this task. Research is also required to determine the most appropriate means of assessing progress made by students who receive ESL support.

The study also found that the Commonwealth ESL Program is playing an important part in the achievement of national literacy goals and in providing improved employment flexibility for school leavers.

SPECIAL EDUCATION PROGRAM

The Commonwealth allocated \$59 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 (\$30.8 million);
- Early Special Education Element provided funding assistance to support educational services to children with disabilities who were 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 (\$4.9 million);
- Special Education Services Element provided education, training and related support services for children with disabilities attending non-government schools and centres (\$15.4 million).

In order to meet the objectives of the Special Education Program, funds were allocated in a number of ways:

- salaries of teachers, specialists and support staff;
- assistance to children receiving inadequate levels of service, particularly in isolated and rural areas;
- equipment purchases such as language and speech aids, audio-visual equipment and braille writers;
- transport of students with disabilities, particularly where the population is widely dispersed;
- conduct of an increasing number of integrated programs initiated by special schools.

During 1990, considerable consultations took place with all sectors over the structure of the Program. Agreement was reached on a repackaging to consolidate the five Program elements into three and to bring the Children with Disabilities Element of the Capital Grants Program into the Special Education Program.

As well as providing a simpler and more rational structure, significant administrative savings for both clients and the Commonwealth are expected.

DISADVANTAGED SCHOOLS PROGRAM

In 1990:

- 1,623 declared disadvantaged schools received a total of \$47.3 million in funds.
- Of these, 1,321 were government schools and 302 were non-government schools.
- 77 per cent of DSP schools were primary schools.
- Some 352,000 government school students and 65,000 non-government school students benefited from the program.

In 1990, DSP funds supported school-based programs aimed at providing long-term whole-school change in declared schools. These programs included those to improve literacy and numeracy, develop curriculum and assist in the development of a wide range of skills necessary for students to function effectively in society. Emphasis was on the interaction of education authorities, members of the school community and other community groups, both in the individual programs and on the committees at the school, regional and State levels.

In March 1990, the Prime Minister announced an increase in funds of \$8 million in 1991. The target group for receipt of funding was also increased to 500,000 students for 1991. A revised Index of Disadvantage was introduced in 1991.

Two reviews of the Program during 1990-91 found that the DSP has:

- been a major influence in redressing the problems of socio-economic disadvantage in education;
- pioneered the development of equity policies which are now part of the policies of most education systems in Australia;
- helped to improve the students' teaching and learning environment in socio-economically disadvantaged schools;
- provided examples of both qualitative and quantitative assessment and evaluation practices that are of interest to the wider education community.

Table 4. Year 12 completions by gender, socio-economic status and location, Australia, 1990 (per cent)

	Males	Females	Persons
Socio-economic status			
Upper SES	65	76	70
Lower SES	46	59	53
Location			
Urban	55	65	60
Rural	51	66	58
Remote	40	53	46

Notes: Above data excludes the ACT.

Source: Commonwealth DEET

COUNTRY AREAS PROGRAM

The Commonwealth provided \$12.95 million for the Country Areas Program (CAP) during 1990. There were 50 declared eligible country areas across Australia in 1990, with 985 government and 125 non-government schools, of which three-quarters (77 per cent) were primary schools. In 1990,

rural and isolated areas covering between 70 and 80 per cent of Australia outside the major metropolitan and regional cities were eligible for funding from CAP.

There were about 125,500 students attending government schools and 13,200 students attending non-government schools who were assisted by the program.

CAP aims to assist school communities to improve the delivery of educational services in prescribed country areas. In 1990, funds were used to develop and extend curriculum programs suitable for country students; involve local people, industries and resources in school programs; and assist in community-based programs designed to enrich the cultural, social and recreational life of country students, as well as foster greater understanding between rural and urban communities and reinforce the positive aspects of rural life. CAP continues to enjoy very strong support in rural communities.

The National Board for Employment, Education and Training (NBEET) examined the effectiveness of the Country Areas Program in relation to the need to improve school participation and retention in rural areas. The Board's report found that the Program has had a significant positive impact on the quality of rural schooling. It concluded that the strength of the Program lay in the soundness of its underlying principles of sharing resources and community participation.

LITERACY AND LEARNING PROGRAM

In March 1990, the Prime Minister announced that a new program to improve literacy and learning among students attending disadvantaged secondary schools would be introduced in 1991. The Literacy and Learning Program will provide \$15.8 million over the years 1991-93 with \$5.253 million available in 1991. It is a joint government and non-government schools program, comprising a National Element and a General Element. Funding for these elements in 1991 is \$1 million and \$4.253 million, respectively.

National Element funds are available for major cross-state and cross-system collaborative projects which enhance the quality of teaching nationally, in relation to the use of language in major subject areas at the junior secondary level. The initiation of projects and the management of funds have been assigned to the Curriculum Corporation.

Under the General Element, funds may be used for a variety of purposes associated with developing or extending targeted professional development programs and delivering them to teaching staff.

In order to provide background information for the Program, in August 1990 the Commonwealth funded a short-term national survey of available and planned professional development programs in literacy and learning for junior secondary schools. The national survey found that:

- relatively few professional development programs associated with language and literacy are

targeted specifically on language and learning in major curriculum areas of junior secondary school;

- most professional development activities in literacy have been focused at the primary level, yet there is clear demand among secondary teachers;
- many education authorities recognise the deficiency at the secondary level and are reviewing the current opportunities available to secondary teachers.

STUDENTS AT RISK PROGRAM

The Students at Risk Program was among the measures contained in the Social Justice package for young Australians announced in the 1989-90 Budget. The Program, which is operating over the 1990 and 1991 program years, is aimed at improving participation in education for especially disadvantaged young people.

In 1990, funds totalling \$3.5 million were provided for the States to undertake a wide variety of projects including:

- development of a range of inservice strategies to support the continued involvement of young people in mainstream education;
- strengthening home-school relations through greater involvement of and feedback to parents of students at risk;
- development of screening strategies so that counsellors, year coordinators and teachers are better able to identify students 'at risk' prior to their being alienated from schooling;
- development of innovative organisational arrangements, for example flexible structures of schooling, such as easier exit and re-entry policies, and combinations of part-time work and part-time study;
- development of enterprise skills through school-based (and some community-based) activities.

In 1990, the Program operated in more than 300 schools, with a wide range of approaches being implemented in response to particular State needs and priorities.

An internal review of the Program in May 1991 revealed strong evidence of improvements within participating schools, including a decrease in the number of early school leavers, a higher proportion of younger students intending to stay on beyond compulsory schooling, and an improvement in attendance by truants.

THEME 3: LANGUAGE STUDIES

The Commonwealth encourages the study of languages and cultures of other societies. It supports three programs:

- the Ethnic Schools Program;
- the Australian Second Language Learning Program;

- the Asian Languages and Studies Program.

These programs are supported in the belief that they will lead to a more aware and integrated society with skills to support realisation of Australia's trading potential.

ETHNIC SCHOOLS PROGRAM

In 1990, funding of approximately \$6.9 million was provided under the Ethnic Schools Program to assist ethnic community organisations providing language and cultural classes relevant to their communities.

A wide range of languages, 49 in 1990, is covered by the Program. Total funded enrolments for 1990 were approximately 196,000, with some 139,000 students enrolled in classes operating in regular school time and some 57,000 students enrolled in after-hours classes. Of these students, 69 per cent were learning Italian, 10 per cent Greek, 5 per cent Chinese, 4 per cent Arabic, 2 per cent Vietnamese and 1 per cent Turkish. The remaining 43 languages each received less than one per cent of total funding.

A review of the Ethnic Schools Program was undertaken as part of the Government's process for developing an overall language and literacy policy for Australia. The outcome of this review will be reported in the *National Report on Schooling in Australia 1991*.

AUSTRALIAN SECOND LANGUAGE LEARNING PROGRAM

Of the \$7.8 million available in 1990-91, \$3.9 million was set aside for Projects of National Significance and \$3.9 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:

- Key Languages of the National Policy on Languages;
- Students: Process of Linguistic Development/ Motivation/ Incentives/ Testing;
- Information Dissemination: Innovative Technologies;
- Communication for Disabled and Disadvantaged Students.

ASIAN LANGUAGES AND STUDIES

The Commonwealth continues to support the teaching of Asian languages and studies in recognition of the importance it places on Australia's relationships with its Asia-Pacific neighbours. Data on Year 12 students studying languages other than English indicate that while there has been little change in the overall proportion of students studying foreign languages since 1986, the study of Asian languages has increased over this period.

Among the major activities in 1990 were the continuing development of national curricula and materials for Australian schools in the languages of Indonesian, Japanese, Chinese, Thai, Korean, and Vietnamese. Curriculum materials

are scheduled to be in Australian schools by the beginning of the 1993 school year.

The Asian Studies Council has funded the Asian Studies Information Campaign which aims to:

- increase awareness of Asian literacy in schools;
- increase the number of students undertaking Asian studies.

THEME 4: TEACHING AND CURRICULUM POLICY

The Commonwealth aims to enhance the educational services in government and non-government schools by promoting the development of collaborative curricula, including student assessment practices and the professional competence of teachers. It facilitates the overall national schools strategy and assists in the provision of quality education services, including support for Education Centres and the Curriculum Corporation.

NATIONAL COLLABORATION IN CURRICULUM

The Commonwealth continued to invest considerable resources to support national collaboration in curriculum development in 1990. The Commonwealth:

- provided 50 per cent (\$320,000) of the costs of national collaborative curriculum projects in mathematics, science, technology, English and studies of society and environment;
- funded an audit of Aboriginal studies curriculum materials;
- funded, in 1989, an audit and evaluation of environmental education curriculum materials, which was completed in 1990.

Commonwealth activities related to the development of curriculum materials and undertaken through the former Curriculum Development Centre have been transferred to the Curriculum Corporation. In support of this transfer of function, the Commonwealth contributed to the Corporation an establishment grant of \$2.3 million for 1989-90 and \$1.8 million for 1990-91. The Commonwealth, in addition, contributes a core fee on an annual basis along with other member States and Territories.

The Commonwealth was actively involved in, and provided financial support for, collaborative activities which saw:

- the development of the national statement of common curriculum principles for mathematics education;
- the mapping of both the science and technology curriculum areas and the commencement of a national statement of common curriculum principles;
- the development of curriculum maps for the areas of studies of society and environmental education.

Early in 1991, the Commonwealth invited peak teacher

associations, especially in the areas of mathematics, science and English, to contribute to the development of and to promote and disseminate the national statements in these curriculum areas through professional development activities, with funding of \$150,000 provided for each of these three areas.

ASSESSMENT OF ENGLISH LANGUAGE COMPETENCE

The Commonwealth places a high priority on improving student competencies in literacy, which is consistent with the AEC Common and Agreed National Goals for Schooling. To help promote this goal, the Commonwealth funded a review of assessment, evaluation and reporting procedures used across Australia by government and non-government education systems and school authorities. This review was undertaken as part of the AEC annual national reporting process.

This study identified the high priority which Australian education systems place upon the assessment of English language competence. Key findings are summarised in the National Overview of this report.

ENHANCING THE COMPETENCE OF TEACHERS

In order to assess the effectiveness of pre-service and inservice education, an analysis of recently recruited teachers was undertaken in government and non-government schools in Victoria, Queensland and the ACT.

The analysis was funded jointly by the Commonwealth and the relevant States. Findings from this study, summarised in the National Overview, provide important information for the Commonwealth in its role in promoting the competence of Australian teachers and their satisfaction with teaching as a career. Of particular interest were the findings that the majority of teachers considered their pre-service education to be effective and found inservice courses to have a positive impact on their classroom management, curriculum development and their personal confidence.

EDUCATION CENTRES PROGRAM

Funding under the Education Centres Program in 1990 amounted to just over \$2.1 million. Grants were provided to 23 Education Centres in city and rural locations throughout Australia. In 1990, the Centres contributed to improving the quality of school-level education through the provision of curriculum and professional development support for teachers. The Centres were also involved in promoting national education priorities at the local and regional level.

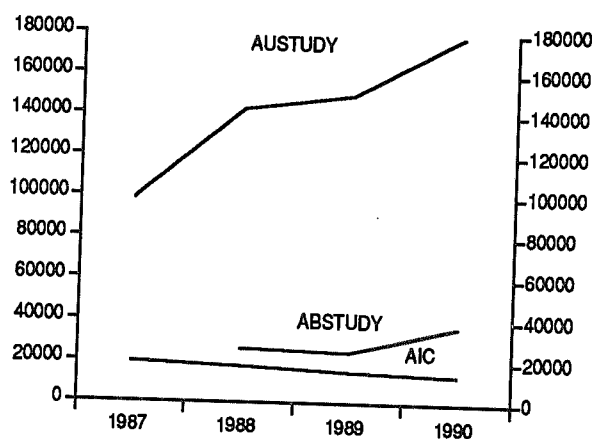
4 INCOME SUPPORT FOR STUDENTS

As part of its Social Justice Strategy, and to increase participation in education and training among targeted groups, the Commonwealth provides financial assistance directly to disadvantaged students and their families through three schemes. They are:

- ABSTUDY (Schooling), which encourages all 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;
- AUSTUDY (Secondary), which helps students who are 16 years of age and over or who, if homeless, have reached minimum school leaving age;
- Assistance for Isolated Children (AIC) scheme, which 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.

Trends in the numbers of students being served by these programs are shown in Figure 9.

Figure 9. Commonwealth Income support for students, Australia, 1990



Source: Commonwealth DEET

A supplementary survey of parents of some 1,800 respondents to the Australian Youth Survey indicated that AUSTUDY is playing an important role in increasing the educational participation of students from lower socio-economic backgrounds: one-third of parents surveyed considered that they would be unable to send their children to school if they were not receiving AUSTUDY.

It is worth noting that during the 1982–83 economic recession, retention rates to Year 12 remained relatively static. Since retention rates have risen significantly during the current recession, this suggests that the availability of AUSTUDY may have had a positive impact on the numbers of students continuing at school.

5 INFORMATION SERVICES

THE CES SCHOOLS LIAISON PROGRAM

The Commonwealth Employment Service (CES) Schools Liaison Program provides a range of career, labour market and occupational information and assistance to secondary students within the school environment. The Program is delivered by the CES through the Youth Access Centres. A review of the Program commenced in 1990 in response to initiatives contained in the Government's Youth Social Justice Strategy and the recent Client Services reform of the CES.

The review found that:

- the Program has extensive reach into secondary schools;
- significant progress has been made towards refocusing activity to disadvantaged and 'at risk' students;
- the delivery of careers and occupational information through the Program is highly valued by school-based staff;
- there is a lack of definition of the role and function of the Program;
- services to particularly disadvantaged students, such as those 'at risk' of leaving school prior to Year 10, NESB young people, and Aboriginal and Torres Strait Islanders, were generally limited in meeting the needs of these groups.

As a result of the review, revised guidelines have been developed for the 1992 school year. The Program will be separated into General Information Provision (for all schools) and Targeted Transition Assistance (specifically directed to disadvantaged and 'at risk' students).