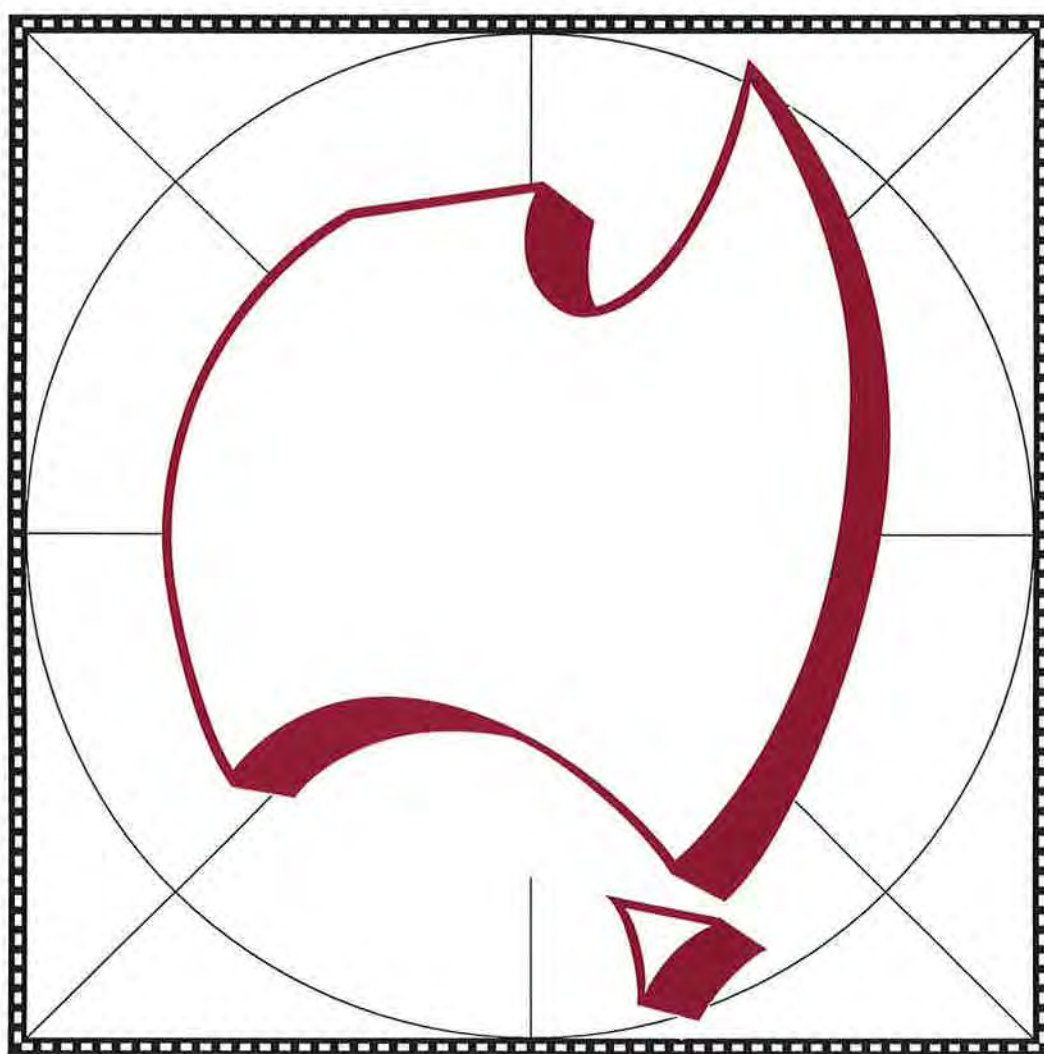


NATIONAL REPORT  
ON SCHOOLING IN  
**AUSTRALIA**



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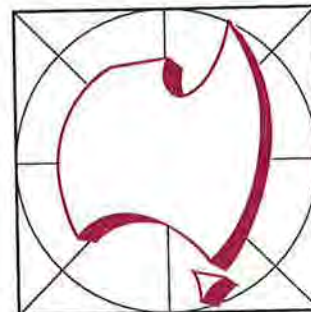
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# PREFACE



In April 1989 the State, Territory and Commonwealth Ministers responsible for education, meeting as the Australian Education Council, made a historic decision in relation to the provision of information on the expenditure of public money on education. Previously, States and Territories had reported individually to the Commonwealth Government through a plethora of resource agreements. It was now agreed that educational accountability requirements would be better met by an annual national report. This report would provide, in an accessible and readable form, a comprehensive account of schooling to the nation. A single audit certificate would suffice to meet specific Commonwealth financial accountability requirements.

This reporting arrangement was conditional upon the development of an agreed national framework. The framework, as it has evolved through the pilot report for 1989 and subsequent reports, has placed particular emphasis on progress towards the achievement of the national goals for schooling, with reporting on selected priority areas. Participation in national sample studies of key schooling initiatives is likewise an important contribution to the national reporting exercise. The development of national statistical data is a key feature of national reporting and a statistical annex constitutes a second volume to the report.

Initially, reporting by the non-government sector was negotiated by the Commonwealth, with the expectation that ultimately such schools would meet educational accountability requirements through the *National Report on Schooling in Australia*. In 1991, for the first time, Catholic schools, and independent schools in South Australia, participated fully in the *National Report* by providing information against the Agreed Information Framework. In 1992, all independent schools participated for the first time, with the result that all sectors of schooling in Australia now meet the Commonwealth's educational accountability requirements through this process.

The fifth annual national report provides commentary on the operation of school systems, priority objectives, the participation of students in schooling including equity initiatives, areas of student learning, student outcomes, teaching and learning and the application of financial resources to schools. Important new national, State, Territory and Commonwealth initiatives in schooling are highlighted. A major aim of the report is to raise public awareness of schooling in Australia by providing a comprehensive and authoritative source of information. At the same time, the contents of the report and the statistical annex provide an avenue for satisfying the legal requirements for the Commonwealth Government to account for the expenditure of Commonwealth funds on schooling.

State and Territory and Commonwealth Ministers with responsibilities for schooling in 1993 were:

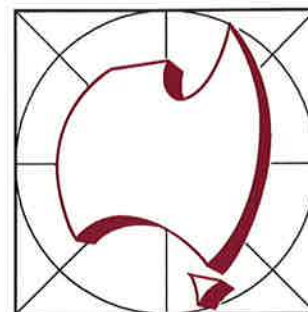
New South Wales	The Hon Virginia Chadwick MLC
Victoria	The Hon Don Hayward MLA
Queensland	The Hon Pat Comben MLA
South Australia	The Hon Susan Lenehan MP (to December 1993) The Hon Rob Lucas MLC (from December 1993)
Western Australia	The Hon Kay Hallahan MLC (to February 1993) The Hon Norman Moore MLC (from February 1993)
Tasmania	The Hon John Beswick MHA
Northern Territory	The Hon Fred Finch MLA
ACT	Mr Bill Wood MLA
Commonwealth	The Hon Kim Beazley MP The Hon Ross Free MP

The Chair of the Australian Education Council in 1993 was the Hon Norman Moore MLC; in 1994 the Chair is the Hon Virginia Chadwick MLC.





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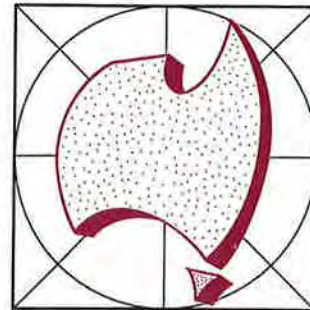
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## COMMON AND AGREED NATIONAL GOALS FOR SCHOOLING IN AUSTRALIA

- 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.

# NATIONAL OVERVIEW



## Introduction

The purpose of this *National Report* is to inform the Australian people about the schooling that was provided during 1993 to over three million students in approximately 10,000 schools in Australia's eight States and Territories.

This chapter offers an overview of schooling in Australia. Progress towards achieving the national goals for schooling through collaboration in curriculum development is a continuing highlight of the annual report, with particular emphasis for 1993 on the student learning areas of health and physical education, the arts, and languages other than English (LOTE). Progress towards the national goals—which aim to make learning more accessible and more equitable—focused in 1993 on subject choice in senior secondary school and educational provision for socioeconomically disadvantaged students. 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 in this chapter to refer to 'State' and 'Territory'.)

Australia has two sectors of schooling: government and non-government. Constitutional responsibility for school education lies with State governments, which have responsibility for providing education to all children of school age, whatever their physical and intellectual ability, social and economic circumstances, and 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. Each chapter of this year's *National Report* contains information from the government and non-government (Catholic and independent) sectors of Australian schooling.

## Responsibility for schooling in Australia

In Australia, schooling is provided by the six States, the Northern Territory, the Australian Capital Territory and the non-government school sector.

State governments have the constitutional and major financial responsibility for school education. They are responsible for the provision of schooling to all students of school age in their State, each State administering and providing substantial funding for its own system of primary and secondary schooling. Within each State, Ministers, departments and individual schools determine policies and practice on such matters as curriculum, course accreditation, student assessment, resource allocation and utilisation, and teacher employment and professional development. In addition to these general responsibilities, all States have developed equity policies and programs which aim to provide quality schooling for all students in the State, irrespective of their social background or geographic location.

The Commonwealth Government has a number of roles in relation to schooling, with its responsibility being exercised by the Commonwealth Minister for Employment, Education and Training. In cooperation with State and non-government school authorities, the Commonwealth has an important role in identifying national priorities for schooling, in promoting national consistency and coherence in the provision of schooling across Australia, and in identifying the strategies for achieving these aims. It provides significant supplementary financial support to State and non-government school authorities to support agreed priorities and strategies. In relation to disadvantaged students, continuing cooperation on agreed goals and strategies between State and non-government school authorities and the Commonwealth in schools' equity policies and programs is a shared national priority. This includes policy and programs in relation to Aboriginal and Torres Strait Islander peoples and migrants, for whom the Commonwealth has particular responsibilities.

In addition, the Commonwealth has specific responsibilities for the provision of financial assistance to students and Australia's international relations in education, and shared responsibilities for schooling in Australia's external territories of Christmas Island, the Cocos (Keeling) Islands and Norfolk Island.



## The Australian Education Council: national cooperation in schooling

The Australian Education Council (AEC), established in 1936, has been 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. New Zealand became a full member in 1991 and Papua New Guinea is an associate member.

At the end of 1993, at the request of the Council of Australian Governments (COAG) and in the interests of rationalisation of roles and responsibilities, the AEC amalgamated with two other ministerial councils with complementary portfolios to form a new Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). This new amalgamated ministerial council will replace the AEC from the beginning of 1994.

Ministers whose portfolios include school 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 school 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 peak national bodies representing:

- parents—the Australian Council of State Schools Organisations (ACSSO) and the Australian Parents Council (APC), representing government and non-government school parents respectively;
- teachers—the Australian Education Union (AEU) and the Independent Teachers Federation of Australia (ITFA), representing government and non-government school teachers respectively;
- the business sector—the National Industry Education Forum (NIEF), representing a range of peak industry bodies including the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI).

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

- Australian Council for Educational Research (ACER), founded in 1930, which undertakes, promotes, disseminates and markets research and development projects, including educational and psychological tests;
- 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 parent and teacher organisations.

The AEC has met at least twice each year, although additional special meetings have been held as necessary. Its ongoing work is undertaken through a system of standing committees and working parties. It has been supported by a small secretariat, funded by all governments and located in Melbourne. During 1993, the structures supporting the AEC were reviewed, in conjunction with the amalgamation process initiated by COAG, and the new structures will be put in place in 1994.

The agenda of the AEC in 1993 was characterised by both a consolidation of initiatives from earlier years and a period of stocktaking of ongoing initiatives.

In 1993, the AEC continued to meet jointly with the Ministers of Vocational Education, Employment and Training (MOVEET) on issues which affect both sectors, and some activities were undertaken jointly by the AEC and MOVEET.

The following activities summarise the national collaborative initiatives. During 1993, either the AEC alone, or AEC and MOVEET:

- received the final report from the Curriculum and Assessment (CURASS) Committee on the completion of its brief to collaboratively develop national curriculum statements, profiles, resource materials and guides, and referred these materials back to the States for further review and implementation as desired. Subsequently, Ministers commissioned Curriculum Corporation to coordinate the gathering of information for reporting to the AEC on State-level implementation of the national curriculum statements and profiles;



- referred the issue of key competencies back to States for further review and added an eighth key competency, Cultural Understandings, to the list of employment-related key competencies for post-compulsory education and training identified by the Mayer Report. Subsequently, Ministers requested the Working Party on Postcompulsory Education and Training to collect information for reporting to Council on the individual and collaborative approaches taken by States to the key competency proposals;
- pursued the piloting of projects as the basis for a decision on the introduction of a new system for vocational education and training (the Australian Vocational Certificate training system);
- endorsed the National Qualifications Framework, which links the senior secondary school certificate qualification with four levels of vocational education certificates and diploma and degree qualifications in a range of education and training pathways;
- launched the National Action Plan for the Education of Girls 1993–97, distributing a copy of the plan to every school in Australia, and commenced monitoring implementation in the 1993 priority areas of broadening work education and improving teaching practice;
- contributed to a national database on strategies addressing violence against women and agreed to AEC input into other national forums on this issue;
- endorsed a conference of the Australian Curriculum, Assessment and Certification Authorities (ACACA) with TAFE, university and tertiary admission centre representatives, to be held in 1994 to achieve national coordination of higher education and TAFE selection and admission procedures;
- developed a draft collaborative National Strategy for Equity in Schooling, for final agreement following extensive public consultation through into 1994;
- gave in-principle endorsement to a coordinated approach to educational research by the various national research agencies, including coordination of Commonwealth funding;
- endorsed a draft Collaborative Strategy for LOTE Education in Schools as a basis for consultation with key interest groups for final agreement in 1994, and requested development of strategies to improve participation and retention rates in the study of LOTE;
- commissioned and published a study (undertaken by the Queensland Department of Education and funded by DEET) titled *Rurality and Participation in Schooling* to provide a definitional basis for statistical comparison of participation in schooling of students from remote, rural and metropolitan regions.

## The structure of schooling in Australia

The first (1989) *National Report on Schooling in Australia* contained detailed information on the social and economic context and the structure of schooling. It was decided not to repeat all of this information each year, but to compile the detailed data in a statistical annex companion volume. The *Statistical Annex* will be made available on request to education researchers and writers and other interested persons.

Of the two broad sectors of schooling in Australia, government schools, which enrol the large majority of students, operate under the direct responsibility of the State education Minister. Non-government schools, which operate under conditions determined by government registration authorities, are required to provide certain minimum education standards and satisfactory premises. Almost all non-government schools have some religious affiliation, most commonly with the Catholic church (69 per cent of non-government students are enrolled in Catholic schools). Each State has a substantial system of Catholic schools. About 800 non-government schools are independent; that is, they do not belong to a system.

**Figure 1. The structure of primary and secondary schooling in Australia**

There are three basic patterns evident, as illustrated below.

Level	NSW, Vic., Tas., ACT	SA, NT	Qld, WA
Year 12	SECONDARY	SECONDARY	SECONDARY
Year 11			
Year 10			
Year 9			
Year 8			
Year 7	PRIMARY	PRIMARY	PRIMARY
Year 6			
Year 5			
Year 4			
Year 3			
Year 2			
Year 1			
Pre-year 1			

Pre-year 1 is called kindergarten in NSW and ACT and preparatory in Vic. and Tas.

Pre-year 1 is called reception in SA and transition in NT

**Table 1. Key features of Australian schooling, 1993**

	<i>Government</i>	<i>Non-government</i>	<i>Total</i>
<b>Schools</b>	7,366	2,499	9,865
<b>Students (full-time)</b>	2,228,056	870,319	3,098,375
Aboriginal and Torres Strait Islander students	69,784	9,678	79,462
Full-fee paying overseas students	1,090	6,845	7,935
<b>Staff (in schools)</b>	181,071	70,412	251,483
<b>Teachers (in schools)</b>	146,637	55,274	201,911
<b>Expenditure (1992–93) (government schools)</b>	\$10,314m	n.a.	n.a.
<b>Apparent retention rates (to year 12)</b>			
Males	67.5%	81.0%	71.9%
Females	78.7%	87.4%	81.4%
Persons	71.9%	81.4%	76.6%
<b>Participation rates</b>			
16-year-olds	—	—	81.3%
17-year-olds	—	—	60.6%
<b>Pupil–teacher ratios</b>			
Primary	18.1	19.5	18.4
Secondary	12.1	13.0	12.4

Source: Statistical Annex, 1993

Schooling is compulsory from ages 6 to 15 (16 in Tasmania). In most States, though, children start primary school at around the age of five, when they enrol in a preparatory or kindergarten year. After the preparatory year, primary education lasts for either six or seven years, depending on the State concerned (see Figure 1). In 1993, there were 1.8 million primary school students, of whom 75 per cent were enrolled in government schools. The scattered rural population in most States has necessitated a large number of very small primary schools, although this number is declining. All government primary schools and most non-government primary schools are coeducational.

Secondary education is available for either five or six years, depending upon the length of primary school in the State concerned. Students normally commence secondary school at about age 12. In 1993, there were 1.3 million full-time students enrolled in secondary schools, of whom 68 per cent were in government schools. Most government secondary schools are coeducational, but a significant number of non-government secondary schools are single-sex.

These historical differences in the organisational structures of Australia's school systems cause problems for Australia's increasingly mobile student population. Since 1989, education Ministers have worked to minimise problems associated with differences in year levels and nomenclature.

Features of the structure of Australian schooling in 1993 were:

- There were 9,865 schools in Australia, which represented a decline of 72 (0.7 per cent) since 1992.
- Seventy-one per cent of the schools were primary schools, 16 per cent were secondary schools, 8 per cent were combined primary and secondary schools and 4 per cent were special schools.
- There were 3,098,375 full-time students in Australian schools. This was a decrease of 591 in student numbers (0.2 per cent) since 1992.
- Seventy-two per cent of full-time students in Australia attended government schools. The respective proportions for primary, junior secondary and senior secondary government school enrolments were 75 per cent, 69 per cent and 67 per cent.
- The total number of teaching and non-teaching staff employed in Australian schools was 251,483 (in full-time equivalents), which represented an increase of 1,828 or 0.7 per cent since 1992.
- There were 201,911 teaching staff (in full-time equivalents) employed in Australian schools, which represented a decrease of 155 or 0.8 per cent since 1992.
- The average number of students per teaching staff member was 15.2 in government schools and 15.7 in

non-government schools. For all schools the ratios for primary and secondary schools were 18.4 and 12.4 respectively.

- Females comprised 74 per cent of teaching staff in primary schools and 51 per cent of teaching staff in secondary schools. Both ratios paralleled the 1992 situation.
- Among non-teaching staff, 79 per cent were female, the same proportion as in 1992.

## Achieving the national goals

### Excellence and equity

#### Subject choice sample study

For 1993, it was agreed by all government systems to cooperate in a national sample study on students' subject choice in years 11 and 12. The following is a summary of the study, which was undertaken by ACER and funded by the Commonwealth.

#### Introduction

The subjects chosen and studied in the senior secondary years have a major influence upon the educational and career options available to young people when they leave school. Students exercise considerable choice in the subjects which they study, and therefore in the curriculum which they experience over those years. Information about patterns of subject choice by senior students can make an important contribution to the monitoring of changes in education systems. The report *Subject Choice in Years 11 and 12* describes patterns of subject enrolments by students in the final two years of secondary school and the relationship of those patterns with a range of personal, social and school characteristics. It examines the combination of subjects which students include in their programs, since the package of subjects may be more influential than enrolment in any particular subject. As a similar study of subject choice was conducted in 1990, this report comments on changes since then, as well as current patterns.

#### Objectives

The study had four main objectives:

- to update information from the 1990 sample study about subject enrolment levels, course participation rates, and the relationship of those measures to characteristics of students and their schools. The characteristics of students included school achievement, interests and aspects of social background which had been considered in the earlier study. A new factor included in 1993 was a consideration of Aboriginal background as an influence on subject choice. The characteristics of schools considered included the State in which the

school was located, the type of school (government, Catholic or independent) and the coeducational status of the school.

- to provide a description of the effects on subject choice of structural changes in senior secondary schools. The structural changes considered included changes in the curriculum frameworks within which senior secondary studies were provided and the effects of changes in the size of secondary schools.
- to provide a description of changes in the availability of subjects (including new subjects) since 1990. Even though the time between 1990 and 1993 was brief, this description would take cognisance of the changing retention rates in schools. This included a consideration of the relative importance of publicly assessed and school-assessed subjects.
- to develop indicators related to subject choice patterns in schools, as a contribution to the process of monitoring patterns of subject choice.

#### Data and methods

Studies of subject choice require student-level data both to allow an examination of subject combinations and to relate subject choice to student characteristics. In this study, complementary data sources were used to explore patterns of subject choice. The combination of different approaches and different data enabled a comprehensive picture of patterns in the subjects chosen by Australian students to be elucidated.

- A survey, based on a large nationally representative sample of approximately 10,000 students in each of years 11 and 12, was of central importance to the project. The data obtained from the survey enabled two sets of indicators of subject choice to be computed.
  - *Enrolment indices* for subject areas and Key Learning Areas (KLAs), which are the enrolments in an area expressed as a weighted percentage of all enrolments, were calculated from the data provided.
  - *Participation rates*, primarily in course types, but also in some individual subjects were also calculated. Course-type participation rates are the percentages of students in the various course types that were identified from the many possible subject combinations.
- A survey of the schools from which the students were sampled was used to identify the subjects provided.
- Longitudinal data from the Youth in Transition Project, which contained information about students' levels of achievement at the age of 14 years, was used to investigate the relation between indicators of subject choice and achievement.



- Official enrolment statistics from five State certification boards were used to investigate changes in subject enrolments and to provide information about the extent of provision of subjects in schools.

### Enrolments in key learning and subject areas

Values of enrolment indices calculated from the survey data provided an indication of the level of enrolments in the eight KLAs and subject areas (which represent a finer level of distinction within the KLAs). These data are shown in Figure 2 and indicate that at year 12 in 1993:

- English and mathematics each accounted for about 18 per cent of enrolments;
- 23 per cent of enrolments were in studies of society and environment (just over 11 per cent in economics and business, 10 per cent in the humanities and social sciences, and the remainder in religion);
- 17 per cent of enrolments were in the sciences (9 per cent in the biological and other sciences and 8 per cent in the physical sciences);
- 11 per cent were in technology (including just under 4 per cent in computing studies);
- 7 per cent were in the arts;
- 4 per cent were in health and physical education (3 per cent in physical education);
- just under 2 per cent were in languages other than English (almost evenly divided between European and Asian languages).

Similar enrolment levels were found in year 11, although enrolments in technology were a little higher and enrolments in science and studies of society and environment were a little lower than in year 12.

### Trends

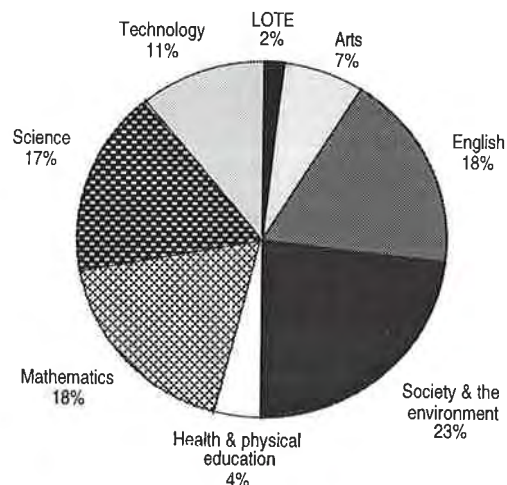
A comparison of the subject choice survey data from 1990 and 1993, and an examination of official enrolment statistics from the five largest States, indicated the following trends in subject enrolments over the past four years. The changes revealed by the survey data (see Figure 3) were:

- a decrease in the proportion of enrolments in the studies of society and environment KLA, including a decline in enrolment levels in humanities such as geography and history and economics;
- an increase in the proportion of enrolments in the technology KLA, which was evident in computing studies and technical studies;
- small increases in the arts KLA, and in physical education;
- no growth in overall enrolment levels in languages other than English (in fact a slight decline)—within

that area there had been an increase in enrolment levels in Asian languages and a decrease in European languages;

- a small decline in physical science enrolments and a small increase in biological and other sciences;
- a small decrease in the proportion of enrolments in publicly assessed subjects clearly designated for tertiary entrance.

**Figure 2. Percentage of year 12 enrolments in Key Learning Areas, 1993**



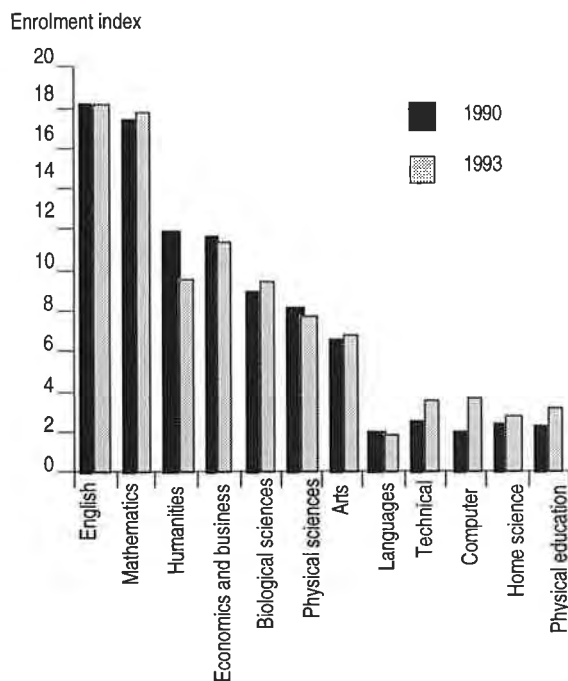
Source: J Ainley, L Robinson, A Harvey-Beavis, G Elsworth and M Fleming, *Subject Choice in Years 11 and 12*

### Patterns in subject enrolments

A number of factors were associated with subject area enrolments. Among the most important influences at year 12 were students' State of residence, gender and earlier school achievement.

- State differences were especially evident in the humanities and social sciences, mathematics, and English.
- Gender accounted for a considerable variation in subject area enrolments. Males predominated in the physical sciences, mathematics, and in technical studies, while LOTE, home economics and, to a lesser extent, the biological and other sciences were the subject areas in which females predominated.
- Earlier school achievement was strongly associated with enrolments in particular subject areas, especially the physical sciences. High achievement was associated with a considerably higher level of enrolment in the physical sciences, and also in mathematics and LOTE. The reverse was true for technology, arts and physical education, which had higher enrolment levels from among lower achieving students.

**Figure 3. Enrolment levels in subject areas, 1990 and 1993**



Source: J Ainley, L Robinson, A Harvey-Beavis, G Elsworth and M Fleming, *Subject Choice in Years 11 and 12*

Other patterns of association with subject area enrolments were also evident:

- Students from a non-English speaking background were more likely than those from an English-speaking background to enrol in the physical sciences, mathematics, and LOTE. They were less likely to take humanities and social sciences, biological and other sciences, and physical education.
- Aboriginal and Torres Strait Islander students had low enrolments in the physical sciences, mathematics and LOTE, and high enrolments in subjects in the technology and health and physical education KLAs.
- Compared with other schools, independent (non-Catholic) schools had higher enrolments in a number of subject areas, particularly the humanities and social sciences and LOTE, and also the physical sciences.
- Students from the highest socioeconomic background had higher enrolment levels in the physical sciences and the humanities and social sciences. Low socioeconomic status was associated with higher enrolments in subjects in technology and health and physical education KLAs.
- Enrolments in economics and business and LOTE were higher for students living in capital cities than

in other places. Students in rural areas were slightly more inclined to enrol in subjects in the technology and health and physical education KLAs.

### Types of courses

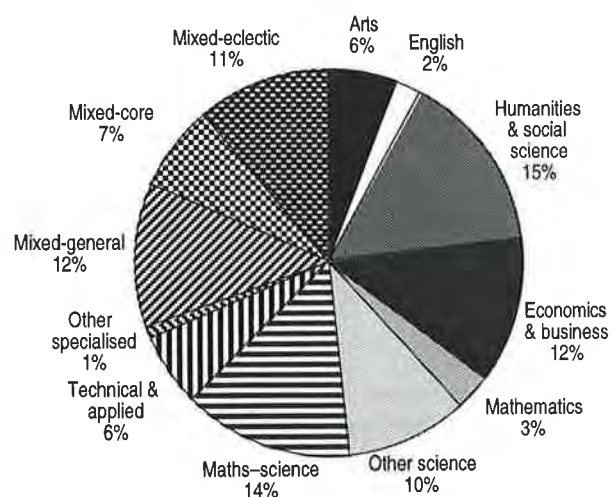
From the many possible combinations of subjects, a set of twelve course types was identified. Combinations of subjects within each course type were similar in main features even if they were not identical.

### Participation rates

Year 12 students in 1993 participated in the different course types according to the following distribution (see Figure 4).

- Just over one-quarter (27 per cent) undertook a course oriented to the sciences or mathematics:
  - 14 per cent in mathematics–science
  - 10 per cent in other science
  - 3 per cent in mathematics courses
- Just under one-quarter (23 per cent) undertook a humanities or arts-oriented course:
  - 15 per cent in the humanities and social sciences
  - 6 per cent in the arts
  - 2 per cent in English
- Economics and business courses attracted about one in eight students (12 per cent).
- Approximately 6 per cent of students enrolled in technical and applied courses.

**Figure 4. Percentage of year 12 students in different course types**



Source: J Ainley, L Robinson, A Harvey-Beavis, G Elsworth and M Fleming, *Subject Choice in Years 11 and 12*

- Some 30 per cent of students did mixed courses, or courses in which there was no specialisation in a subject area. These are designated as mixed-general, mixed-core and mixed-eclectic.

#### Trends from 1990 to 1993

Between 1990 and 1993 there were some changes in levels of participation in different course types (see Figure 5):

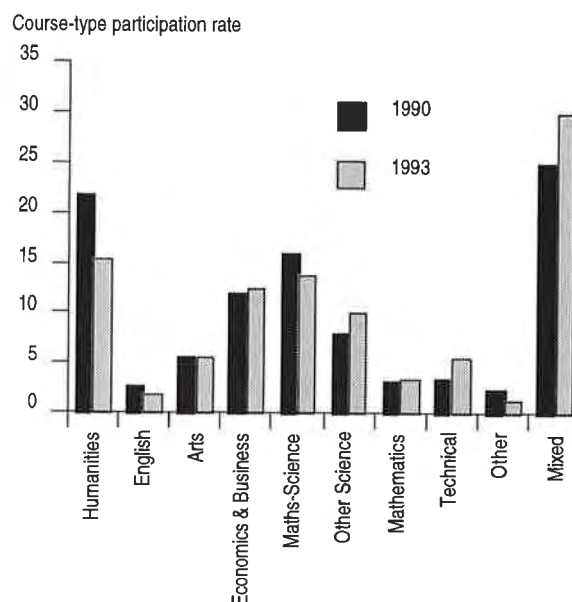
- a decline of nearly seven percentage points in participation in humanities and social science course types (in addition there was a small decline in participation in English course types);
- a small decline of two percentage points in mathematics–science course types, compensated by a corresponding increase in other science course types;
- an increase in participation in technical and applied course types (from 3.5 to 5.7 per cent);
- an increase of five percentage points (from 25 to 30) in the percentage of students who followed a mixed course with no specialisation.

#### Students and course types

One influence on the type of courses which students undertake is the curriculum structures that operate in their State of residence. Earlier school achievement also plays a key role in the type of course followed in later years. Some generalisations about course-type participation were:

- Mathematics–science course types had relatively higher participation rates among students with high levels of earlier school achievement, among males (compared to females), among those from a non-English speaking background, among those from higher (rather than lower) socioeconomic status backgrounds and from independent schools. There were very low participation rates among students of Aboriginal or Torres Strait Island background.
- Humanities and social science course types had higher participation rates in independent schools, among females and among those from English speaking backgrounds. Participation in this course type was associated with higher socioeconomic status.
- Participation in an arts course type was much higher among students in government schools than Catholic or independent schools, higher among English speaking background students, and slightly higher among females than males.
- Participation rates in economics and business course types were slightly higher than expected among students from lower socioeconomic backgrounds, and from non-English speaking backgrounds.

**Figure 5. Course-type participation rates 1990 and 1993**



Source: J Ainley, L Robinson, A Harvey-Beavis, G Elsworth and M Fleming, *Subject Choice in Years 11 and 12*

- Technical and applied course-type participation rates were much higher among males than females. They were also higher among students with lower earlier school achievement, those from lower socioeconomic or rural backgrounds and those attending government schools. Aboriginal or Torres Strait Islander students had higher participation rates in this course type than other students.
- Participation in the three mixed course types was higher among female students, students of low earlier school achievement, and those of low socioeconomic status, and Aboriginal and Torres Strait Islander students.

#### Choosing subjects

Several aspects of the study explored factors associated with students' choice of subjects at year 12.

##### Reasons

Both intrinsic (interest, enjoyment) and extrinsic (future work and study) reasons were identified by students as factors in choosing their subjects. Reasons given by students for choosing a subject depended on the subject being considered, and differed between males and females.

- Female students tended to nominate intrinsic reasons more frequently than males, whereas males tended to nominate extrinsic reasons more frequently.
- For subject areas such as arts, physical education, technical studies, languages, humanities and biological and other sciences, enjoyment or interest



were the most frequently mentioned 'main' reasons for choosing a subject.

- For subject areas such as physical science, mathematics, economics and business and computing studies, relevance to work or further study were the most frequently mentioned reasons for choosing a subject.
- Compulsion was the most frequently mentioned reason for studying English and religion.

#### Constraints

Slightly more than two students in every five named at least one subject which they had not been able to study. The most common reasons given were that the subject clashed with others on the timetable or that the subject was not offered at the school. The subjects mentioned were more frequently from the arts KLA than from others.

#### Curriculum provision

Subject choice is made within the context of what is provided by schools and the curriculum framework determined by the State certifying authority. There were differences in the frameworks and in the particular subjects provided within that framework (for example, whether there are one, two or several histories).

- Breadth of coverage refers to the spread across KLAs (or subject areas). Most schools (except the very small) provided at least one subject from each KLA, except in LOTE. Only a little more than two-thirds of schools provided a language at year 12, and fewer than half provided two languages other than English.
- Depth of coverage refers to the number of subjects provided within each KLA. Cohort size (and, by inference, school size) influenced the depth of coverage in some areas more than others. The association was much more evident for the arts, studies of society and environment and LOTE than for English, mathematics and science.

#### Conclusion

In the short space of time between 1990 and 1993, there were small but important shifts in patterns of subject choice by senior secondary students. It is important that subject choice patterns be monitored through a set of indicators with known properties. Those indicators need to provide information about enrolment levels in KLAs and subject areas as well as participation rates in course types. The study has established a set of indicators which can be used to monitor subject choice patterns in a way that is reliable and valid.

The study of subject choice established that there are differences between groups of students in their patterns of subject choice. Differences found in the present study

were consistent with those reported in 1990 and similar to those reported in other research. Replication of findings in different studies provides a confident basis for establishing general conclusions. In addition, the study provides for the first time information about the patterns of subject choice among students of Aboriginal and Torres Strait Islander background. In this area, information from the survey was consistent with that obtained from the certification boards which held such data.

The study provides information about differences between groups of students as well as trends over time. Mapping the differences among students may be as important for educational policy and practice as monitoring trends over time.

### **Sample study on education provision for school students from socioeconomically disadvantaged backgrounds**

Goal three of the Common and Agreed National Goals for Schooling in Australia is 'to promote equality of educational opportunities, and to provide for groups with special learning requirements'.

Education research has established a significant correlation between poor student performance and a family background of low socioeconomic status. Accordingly, Commonwealth and State governments and non-government sector authorities have funded a range of policies and programs to minimise the possible educational disadvantage to students of a family background which may not be able to support student learning.

#### **Part one: Provision of education for socioeconomically disadvantaged students**

A three-part sample study specifically aimed at informing public debate on this issue via the national reporting process for 1993 was endorsed by the AEC and funded by the Commonwealth. As a first step, ACER was commissioned to conduct a survey of programs for socioeconomically disadvantaged students in Australia. Four sectors were surveyed: government, Catholic, independent and other non-government education organisations, with a total of 103 responses to the survey instrument. (The Northern Territory felt unable to participate in the survey because of the unique nature of its situation of almost universal disadvantage so that special programs are indistinguishable from mainstream provision.)

The survey found that programs intended to focus on socioeconomic disadvantage involve participants with a range of other characteristics that are commonly associated with socioeconomic disadvantage. These include non-English speaking background, poverty, Aboriginality, geographic isolation and other factors associated with educational risk.

Almost all the programs offered more than one service across the specified areas of education, welfare and student support, the six most common categories of special provision being:

- literacy and numeracy;
- teacher professional development;
- parent, community involvement;
- general education;
- assistance with learning difficulties;
- social skills.

The survey analysed two State-level programs in detail; the Priority Schools Program (PSP) in Western Australia and the School Card Scheme (and associated Social Justice Action Plan) in South Australia, each of which has a range of connected programs and provisions to improve the learning outcomes of students disadvantaged by poverty.

To provide a better understanding of the data collected and to provide more comprehensive explanatory text in the report, ACER is to follow up this survey by consulting with representatives from the various government and non-government State and Territory authorities responsible for the provision of education for socioeconomically disadvantaged school students.

### **Part two: Investigation of a definition of socioeconomic status**

As States and sectors use different definitions of socioeconomic disadvantage, it has not been possible to date to measure educational outcomes of students from different socioeconomic backgrounds in a nationally consistent way nor, therefore, to assess how adequate these policies and programs are for meeting the agreed national goal of promoting equality of educational opportunity for this group of students.

A basic requirement for national measurement is a nationally agreed definition of socioeconomic status (SES) against which to report student outcomes. As a second part to the 1993 sample study, research was commissioned to recommend on the most useful and feasible definition of socioeconomic disadvantage for the purposes of monitoring student outcomes.

This study, *Socioeconomic Status and Education: Theory, Research and Policy*, acknowledges two main approaches to the definition of socioeconomic status. One approach is the general all-inclusive one evident, for example, in the nationwide survey (see above). This variety of approach to identifying disadvantage is perhaps inevitable and probably desirable as a response to the diversity of needs, priorities and targets across States and sectors. Such variety, however, means that variations in student outcomes will be attributable to a

very diverse range of factors and be considerably more difficult to interpret.

Accordingly, the study proposes a tightly defined approach. This is to confine the definition of SES of a student to three particular indicators related to family background—educational attainment, employment and occupational status, and income and wealth.

Recent research and current practice provide a number of models for measuring these indicators, as separate or composite. It is important to examine educational outcomes in relation to SES. Although specific details of the measurement model can depend upon the particular exercise, there should be a common underlying conception so that consistent interpretations of patterns and trends are possible. Information is needed across the full range of SES in order to determine the impact of programs on particular groups.

### **Part three**

Further advice from ACER on appropriate ways of measuring SES in the schools context will be reported on in the 1994 *National Report on Schooling in Australia*.

## **The National Strategy for Equity in Schooling**

The framework of the National Strategy for Equity in Schooling was outlined in the 1992 *National Report on Schooling in Australia*. In July 1993, the AEC endorsed an initial draft of the strategy developed by the Schools Working Party as a basis for broad consultation with relevant agencies and the community. A consolidated report on the outcomes of consultations was provided to Ministers in December. However, as some States had scheduled further consultations and there were a number of issues still requiring resolution, further work is required prior to submission of a final draft to Ministers in 1994.

### **National Action Plan for the Education of Girls 1993–97**

The National Action Plan for the Education of Girls (NAPEG) 1993–97 was launched by the AEC early in 1993, with most systems giving public endorsement to wide distribution to schools. Reporting on the National Policy for the Education of Girls in Australian Schools has now moved into a new cycle. Whereas previously reporting has been at system-level, reports are now based on eight nationally agreed priority areas, each with measurable indicators and focusing on two designated priorities for each year of the reporting cycle. Over time, these changes in reporting will enable clearer public assessment of the nation's achievement of the objectives of the national policy.

Carriage of the national agenda in 1993 was undertaken by the National Advisory Committee on the Education of Girls, chaired by the Secretary of the Australian Capital Territory Department of Education and Training, and comprising representatives from the non-government school sector and the Schools Council of the National Board on Employment, Education and Training (NBEET), as well as State nominees, including a member from New Zealand.

The committee's terms of reference included providing advice to relevant AEC working parties, developing supplementary advice on strategies for boys in relation to the achievement of objectives of the National Policy for the Education of Girls, monitoring the implementation of the national action plan, coordinating national reporting, and liaising with other initiatives in this area, such as the DEET project, Gender and Violence.

In 1993, the committee worked to develop a system for reporting on girls' participation and performance levels and reporting on system-level indicators which address the implementation of the priorities of the national action plan. The priority reporting areas for 1993 were 'broadening work experience' and 'improving teaching practice and the learning environment'.

The information gathered in the 1993 report provides a picture of the diverse programs and approaches used by different systems to meet the plan's eight priorities. For most government systems, the release of the NAPEG provided a further strengthening of established policies and strategies. For other systems, it provided the impetus for new directions. In both cases, the national action plan has provided support for improvements in girls' education and teachers' understanding of the relevant issues. The commitment of individuals within systems to the implementation of the NAPEG has helped to sustain the movement towards achieving gender equity, despite the major restructurings taking place in many systems and at the national level.

Achievements for systems included policy formulation, the development of guidelines for teachers and curriculum writers, professional development, the production of classroom materials and the exploration of strategies for understanding and addressing issues for specific groups of girls. There is a demonstrated recognition that implementing change requires teacher understanding of the issues, and a variety of professional development opportunities have therefore been provided to stimulate classroom or school-level action. The production of system policies, strategies and guidelines for key areas such as curriculum has helped to shape the broad environment within which classroom activities have been supported.

All of these activities have been informed by research, much of it funded by Commonwealth programs. Indeed, many Commonwealth programs from areas other than

the Education of Girls Program are now overtly addressing the needs of girls, ensuring funding to target the compounding effects where factors of educational disadvantage intersect (see the Commonwealth chapter). This research has involved experts in the field of girls' education from tertiary institutions as well as consultants within systems and teachers in classrooms. A notable example has been the Gender Equity in Curriculum Reform Project, with various components being developed in different locations, by systems and/or academic researchers.

Links with academics and between systems and States in projects such as this have enabled a consistently strong theoretical approach to be employed in improving the education of girls and in developing understanding of the complexities of the issues.

While the participation data in the 1993 report suggest that access and equity are still major concerns, as do the Commonwealth and State programs which focus on increasing girls' participation in non-traditional areas, there is now far greater emphasis on other areas. A new focus is on a critical understanding of the construction of gender for both teachers and students. This priority issue also underpins education programs which address areas of wider community concern, such as sexual harassment and the links between gender and violence. The impact that these issues have on the lives of girls at school and at home has greater recognition through systems' policies and actions. In some instances State initiatives have pre-empted (and will inform) the Commonwealth-funded national project, Gender and Violence.

There is acknowledgement of the importance of programs and curriculum materials for the early years of schooling, providing a reformed curriculum which, in content and classroom strategies, challenges gendered attitudes and patterns of behaviour.

Where gender-inclusive programs have been developed, the issue of boys' education has been integral, with a focus on classroom management and challenges to the stereotypical construction of gender. It is in the context of 'gender and violence', too, that some systems have discussed programs for boys.

An overview of strategies for implementing the NAPEG shows that all priority areas have received attention by most systems, despite wide variations in the allocation of resources dedicated to the education of girls and to the achievement of gender equity.

### **Broadening work education**

The Broadening Work Education indicator is used to monitor the participation rates of school leavers, over time, in entry-level employment, further education and training by group.

An analysis of the participation rate of females in TAFE and tertiary education courses, apprenticeships and employment in tertiary institutions based on 1992 national data provided by DEET has identified the existence of clear trends.

The percentage of enrolments at tertiary institutions by females has increased steadily over the last ten years. In 1992, females represented 53.4 per cent of total tertiary enrolments, compared with 45.9 per cent in 1982. The most significant increase occurred in full-time internal enrolments. In 1982, fewer females were enrolled in full-time internal studies than males, but in 1992, females enrolled in internal full-time study represented the largest enrolment group (32.4 per cent of all students; 60.5 per cent of enrolled women). Participation rates in part-time and external study remained relatively stable.

The percentage of enrolments in TAFE courses by women decreased from 47.1 per cent in 1987 to 44.5 per cent in 1992. In the same period male enrolments increased from 52.8 per cent to 54 per cent. In 1992, 13 per cent of women TAFE students were enrolled in full-time courses and 86 per cent in part-time courses. This compares with 11 per cent of men (full-time) and 88 per cent (part-time).

The percentage of women involved in apprenticeships in 1992 has remained at 12 per cent, unchanged since 1987. The presentation of the statistics in this area is of particular interest: in 1987, figures were provided for six trades, representing 80 per cent of all apprenticeships. The remaining 20 per cent were grouped under the heading 'other', which represented 58.9 per cent of female apprentices, and included the area of hairdressing. In the 1992 figures, hairdressing was recognised as a separate category, but remained listed under 'miscellaneous' and not as a category in its own right. This miscellaneous category represented 57.7 per cent of female apprentices.

The most popular preferences for female apprentices after hairdressing were printing (18 per cent), food (14 per cent) and horticulture (8.5 per cent). Women represented less than 1.5 per cent of apprentices in metal, electrical, building and vehicle trades. The only trade which registered an increase in the percentage of female participants from 1987 to 1992 was printing.

The percentage of women employed in tertiary institutions increased every year, rising from 43.3 per cent to 47 per cent. The increase occurred across all classifications of employment.

Of all women employed in tertiary institutions, 71.7 per cent were in non-academic positions and women represented 58 per cent of non-academic staff.

In academic positions, women were most likely to occupy the lowest classifications, representing 51.3 per

cent of positions below lecturer, 39.9 per cent of lecturers, 19.1 per cent of senior lecturers and only 10 per cent of positions above that of senior lecturer. Between 1988 and 1992 the most significant gains were made at the level of lecturer (7.3 per cent) and senior lecturer (5 per cent). More significant gains were made for academic staff than for non-academic staff.

The picture which emerges from this analysis is that traditional patterns of education, training and employment remain strong. Women are most likely to participate in fields of further education, training and employment which can be categorised as people-oriented, frequently with an emphasis on nurturing, welfare and service. Women are least likely to participate in scientific and industrial fields.

Only a small percentage of women complete apprenticeships, predominantly in the areas of hairdressing, printing and food. While there has been some improvement in the rate of participation of women in apprenticeships in some States, nationally the percentage of women completing apprenticeships remains low.

Women are most likely to occupy non-academic or low academic positions of employment at tertiary level; however, some gains are being made. It is likely that this is related to the fact that women are less likely to complete postgraduate study than men, particularly at the doctoral level.

Changing these patterns in order to broaden educational and employment opportunities for women will remain a challenge in the immediate future.

### **Improving teaching practice**

The Improving Teaching Practice indicator is used to monitor the participation rates and attainment levels, over time, of girls and boys across the curriculum.

According to the 1992 national data provided by DEET, more females than males were enrolled in tertiary-entrance accredited courses in most States (between 50.3 per cent and 53.1 per cent of females). Tasmania and the ACT were the only exceptions, with 49.7 per cent and 48 per cent of females enrolled respectively.

The data reveal a pattern of gender subject preferences that was relatively consistent across the States.

Girls indicated a preference for studies in English, particularly in the more challenging subject of literature. Where literature subjects were offered, girls participated at twice the rate of boys. Conversely, boys selected English as a second language more often than girls in all States except Tasmania. However, the gender imbalance was not strong.

The well-documented trend for girls to select lower level mathematics than boys is verified by the 1992 data. In all States, girls selected applied mathematics



units, such as mathematics in society, more often than boys. Higher level mathematics courses were selected by boys at twice the rate of girls.

In the science area of study, girls clearly indicated a preference for biological sciences in all States, with human biology and biology being most frequently selected. The gender imbalance was less obvious in chemistry, although boys still dominated in this subject except in the ACT. Physics was predominantly the domain of boys, being selected at between two and three times the rate that girls did.

Although girls showed a preference for the selection of subjects in the studies of society curriculum area, more of the subjects had balanced gender intakes than in any other curriculum area. No clear pattern of gender preference was identifiable for accounting, politics and business. Girls dominated in history, legal studies, psychology and religion. Boys selected economics (except in Queensland) and geography (except in Tasmania and the Northern Territory) in larger percentages than girls.

Extreme gender patterns existed in the technology area. Girls selected food studies while boys selected computer, graphics and industrial courses. The only subject in which balance occurred was information management, offered to students in Victoria, Tasmania and the ACT.

In the LOTE area of study, girls represented the majority of students. European languages were most frequently selected by girls, except in Queensland and Tasmania, where Japanese was selected by significant numbers of girls. Female dominance was less in Asian languages, notably Chinese. In at least two States, Arabic and Latin were taken by large percentages of boys.

A traditional pattern of subject selection was evident in the health and physical education area. Girls indicated a preference for home economics while physical education was consistently selected by greater numbers of boys.

The arts area was dominated by girls with very few exceptions (graphics in Victoria, audio design in Tasmania and three specialised music units in Victoria and the ACT). Girls significantly outnumbered boys in art and drama units. More balanced enrolments occurred in media courses.

Gender-specific patterns of enrolment were evident in all States. The curriculum areas favoured by girls were the arts, studies of society, English and LOTE. Within other subject areas, girls indicated a preference for people-oriented subjects. Boys indicated a preference for mathematics, science, technology and physical education units. The well-established pattern of humanities for girls and quantitative subjects for boys remained strong.

### **Programs relevant to Improving Teaching Practice**

In 1993, as part of the requirements to report on the implementation of the NAPEG, all education systems provided details of programs relevant to the NAPEG priority Improving Teaching Practice. These programs relate to the indicator for this priority, which seeks to monitor the number of programs funded by systems to research and document teaching practice which specifically targets the active participation of girls in learning.

The response from systems was such that descriptions of these programs are to be published separately for information and access by system-level and classroom practitioners. The publication *Girls in Schools: Register of Programs and Projects* will be available in 1994.

The responses provide an insight into the work being done across Australia to improve teaching practices which will particularly target improved learning environments for girls. The programs described include projects which highlight common approaches across schools and systems, those which are innovative, and those which target specific educational contexts and groups. A theme that emerges strongly is the sense of commitment of many teachers, schools and systems to providing professional development and to participating in programs aimed at implementing changes. These changes are specifically intended to meet the needs of girls and to ensure their successful participation in all aspects of schooling.

### **Australian Vocational Certificate Training System**

Following Ministers' agreement to the general principles of the new vocational education and training system proposed by the Carmichael Report in 1992, with final approval subject to satisfactory evaluation of the pilots and agreement on the funding arrangements, a program of pilot projects was undertaken throughout States in 1993.

In December, Ministers received a progress report on the pilot projects and requested that an evaluation be undertaken for consideration at their next meeting. Subject to satisfactory evaluation and funding arrangements, the implementation of the Australian Vocational Certificate Training System (AVCTS) would commence on 1 January 1995, with full implementation by 1 January 1997.

As part of the new system it is proposed that all existing apprenticeship/traineeship arrangements be converted to the AVCTS framework. Essential elements for this conversion include: the availability of industry-endorsed competency standards; CBT curriculum; competency assessment mechanisms; accreditation provisions under National Framework for the Recognition of Training

(NFROT) arrangements; and appropriate industrial relations arrangements.

### **Pathways for the Australian Vocational Certificate Training System**

The AVCTS system proposes a range of flexible pathways for young people, including school-based, vocational year, part-work and part-study and employment-based pathways that build on existing apprenticeship and traineeship arrangements. The objectives of the pathways are to:

- provide young people with key employment-related and vocational competencies necessary to participate successfully in an occupation, industry or enterprise (increasingly these vocational competencies will be based on National Training Board (NTB) endorsed competency standards);
- lead to, or provide credit transfer toward, a nationally recognised vocational credential at levels 1, 2 or 3 (and in some cases level 4) of the Australian Standards Framework.

An institution-based pathway can involve schools, TAFE or private providers, either individually or in combination. The pilots will cover general education (including the development of key employment-related competencies) as well as vocational education and training and work experience or vocational placements. Where the pathway involves school-based courses, these courses may be credited toward a year 12 certificate as well as lead to or provide credit toward a nationally recognised vocational credential.

### **National collaboration in curriculum**

National collaboration in curriculum continued during 1993, leading to the completion of statements and profiles in the eight learning areas nominated by the AEC. The eight learning areas are mathematics, English, science, technology, studies of society and environment, health and physical education, the arts and LOTE.

Statements provide a framework for curriculum development in each area of learning. They define the area, outline its essential elements, show what is distinctive about it and describe a sequence for developing knowledge and skills.

Statements provide an account of the strands and bands of each learning area. Strands are groupings of understandings of a learning area's content, processes and concepts. Bands are the broad stages in a sequence for developing knowledge, understandings and skills in a learning area. Each statement has four bands. Generally, Bands A and B will be covered in primary schooling, C in secondary school to year 10, and D in the post-compulsory years.

Profiles describe the progression of learning typically achieved by students during the compulsory years of schooling (years 1–10) in each of the areas of learning. Their purpose is twofold: to help teaching and learning and to provide a framework for reporting student achievement. Profiles are divided into strands, usually the same as those in the statement, and into eight levels of achievement.

Profiles and statements are linked. The profiles show the typical progression in achieving learning outcomes, while statements are a framework of what might be taught to achieve these outcomes.

The work was managed by the AEC Curriculum and Assessment Committee. Manuscript versions of a statement and a profile in each area were finalised by June 1993, although some further work on the collection and annotation of work samples continued after this date. A set of scales in ESL was also developed.

The AEC meeting in July 1993 agreed to return the statements and profiles to the States for further consideration. It also agreed that publication of the material would be the prerogative of each State.

With the concurrence of member systems, Curriculum Corporation began work in the second half of the year on preparing the statements and profiles for publication.

In December, the Hobart meeting of the AEC requested Curriculum Corporation to collect information on the extent to which States were using the statements and profiles in the development of their own curriculum documents.

### **Overview on key competencies**

During 1993, developmental work continued on the key competencies and in July, Ministers referred back to State authorities the further development and application of key competencies in both schools and TAFE/training settings. Ministers also endorsed the inclusion of Cultural Understandings as an additional key competency, with the Queensland Department of Education taking carriage of further developmental work on this competency.

At their December meeting, Ministers considered the individual and collaborative work underway by States in relation to the key competencies proposals, with NSW tabling a position paper outlining an approach whereby core skills and key competencies are embedded in the learning outcomes from each of the key learning areas and, in turn, mapped against the vocational education and training curriculum to achieve a nationally consistent convergence of general and vocational education in schools and in institutional and work-based vocational education and training settings. Ministers agreed to review progress across the States at the first major meeting of the new Ministerial Council in 1994.



## Level 4 Work Sample: People and Food

### Task

Students were asked to work in groups of three or four to investigate a food-related issue that concerned people of their age. They had to find out if the issue concerned students at their school, and if so, why the situation had arisen. Finally, they were required to recommend how the concern could be addressed in the school.

### Background

The class collected newspaper articles on food and children for several weeks and had discussed the issues briefly in class. Different methods for being a 'super snoop' had been identified and discussed. Each group selected one issue from the range of newspaper articles. This group chose a 'Breakfast kids are better kids' article.

From interviews they found that lack of breakfast was not an issue, but that there was concern about the school canteen. This became the issue. The group presented a report to the class, and the class developed a plan of action for the group. This included presenting

the report to the principal and canteen manager and suggesting the running of a healthy lunch competition. The class teacher developed a worksheet used by all year 7 students to suggest more suitable lunchtime foods.

### Relevant outcomes

Identifies issues related to why individuals and groups in the same community may have different eating and meal patterns.

Identifies, implements and evaluates strategies to address a nutrition-related issue in the school.

### Summary content

The samples show that students were successful in identifying a relevant issue even though it was not the original issue. Their recommendations were followed by input from the rest of the class on strategies. The group was able to evaluate the success of its actions, recognising that these were still in progress. Together, these clearly indicate achievement of the level 4 outcomes.

The canteen is running a healthy lunch competition to introduce some new meals. The prize is a healthy lunch compass a rating scale in the space below.

- ① = Excellent
- ② = OK
- ③ = Bad
- ④ = Very Bad

Lunch	Price	Rating	Comments
Beef	£1.50	②	People should have more vegetables
Spaghetti roll	£1.50	③	Should have less fat and less meat
Salad roll	£1.50	②	Should have a wholemeal roll. More veg.
Salad sandwich	£1.50	②	A healthy sandwich. Mostly Eat-Well.
Vegetable soup (with meat)	£1.50	②	It should have a rounder shape. Less fat.
Pasta	£1.50	③	An excellent meal, lots of vegetables.
Chicken roll	£1.50	③	But, lots of fat. The cheese isn't great.
Chicken roll	£1.50	③	Nutritious, lots of pasta and not too fat.

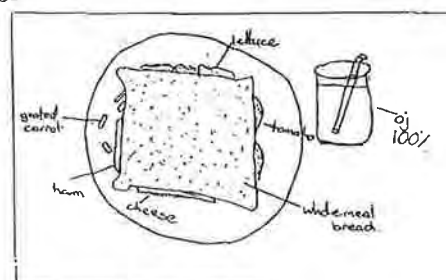
• Rolls are white  
• Sandwiches are wholemeal

Soft drinks	Price	Rating	Comments
Cola	£1.00	④	Too much sugar, pressed out red.
Cola with	£1.00	④	Too much sugar, pressed out red.
Orange juice 25%	£1.00	④	Too much sugar, pressed out red.

What effects on students' health could the unhealthy foods have?  
• Clog up the arteries, because of the fat  
• Become overweight, bad teeth, become lazy

Our group decided their steps would need to be taken before a new menu is written.  
• Consider lowering the cost of some items.  
• Survey new foods - some might not like.  
• Lower cost of good foods, higher cost of bad foods.  
• Make all bread wholemeal.  
• Try not to have food from this canteen at least once a week.

Our new lunch and drink



Our Class's New Lunches/Drinks	Price	Rating	Comments
Ham & salad sandwich	£1.20	②	It's very nutritious. Salad comes from...
Chicken & veg soup	£1.00	②	Yummy! No skin, fat, salt. Eat Well.
Salad roll	£1.30	②	Lots of veges. Eat Well.
Salad sandwich	£1.10	②	It's about the same as the last...
Vegetable soup	£1.15	②	I didn't really like it.
Wholemeal bread	£1.00	②	Yummy, lots of veg.
Grated carrot	£1.00	②	Be Yummy! Give us my favourite...

This is an improvement on the original menu in the following ways:  
• All the meals are healthy.  
• Most of the items come from the eat-well section.  
• They all sound good.

To encourage children to buy these new lunches, we could:  
• Make up new names.  
• Make the meal into weird shape objects.  
• Sell cheap.  
• Advertise in school newspaper/newsletters and posters around the school.

## Languages other than English/Asian studies

The AEC-MOVEET Working Party on the Australian Language and Literacy Policy (ALLP) comprised of representatives of the States, Territories and the Commonwealth continued its collaborative work on national language planning under the policy.

The working party further refined for ministerial consideration proposed national collaborative strategies for LOTE learning in schools and LOTE in vocational education. The National Collaborative Strategy for LOTE identifies further collaborative research, curriculum development, information gathering and promotional work that can usefully be done to improve the infrastructure for LOTE delivery in schools. The strategy will also inform the Council of Australian Governments' high-level working party, established to develop by the end of 1993 a strategic framework for the implementation of a comprehensive Asian languages and cultures program in Australian schools.

Under the National Language Curriculum Project administered by DEET, national school curricula and materials in Chinese, Indonesian and Japanese, all for kindergarten to year 12, have been published for uptake in Australian schools and systems. National curriculum materials for Korean (years 7–12) and Vietnamese (primary school only) are still being developed, while the Thai (years 11–12) materials are currently being trialled. Based on the Australian Language Levels (ALL) Guidelines, these materials provide frameworks for the teaching and learning of the language through an activities-based communicative approach.

Asian studies curriculum resource materials in the fields of geography, history, economics and politics have also been produced for the secondary level. Under the Innovative Languages other than English in Schools (ILOTE) Program, Commonwealth funding has been provided to support initiatives in other areas of learning. Some of the projects under the ILOTE Program are:

- Chinese Plays for the Classroom. The aim of the project was to produce a print/audio/video package focusing on Chinese drama. This package is to be used in the classroom to teach Chinese language and culture through the medium of drama. The project, completed in late 1993, was undertaken by the Association of Independent Schools of Queensland.
- Ethnic School Teachers Accreditation and Professional Development Course. The Ethnic Schools Board of South Australia was provided with a grant to develop an accredited course to give ethnic school teachers access to appropriate professional development opportunities and to ensure that developments within the ethnic school sector are congruent to that of the mainstream. This course seeks to bridge the gap between ethnic school teachers with no formal teaching qualifications and

mainstream teachers with formal language qualifications. It will lay a foundation for those ethnic school teachers wishing to use this course as a spring board for gaining tertiary language qualifications. It is proposed that the New South Wales Department of Education be provided with funding to undertake a parallel activity focusing on professional development modules for ethnic school teachers, in collaboration with the South Australian project.

- An AUSLAN for First and Second Language Learners with Teacher Resource Materials. The aim of this project, conducted by the School of Education at La Trobe University, is to develop an innovative national curriculum and teaching resource which can be adapted to State needs as either first or second language at primary and secondary levels, to produce resource materials for use by classroom teachers and students, and to develop 'best practice' models for the implementation of the curriculum relevant to each State.
- Open Nihongo. In January 1993, Direct Broadcast Network (DBN) obtained funding for its Open Nihongo project. Open Nihongo involved teaching Japanese by interactive television to primary school students at 41 schools in New South Wales and Victoria, as a supplement to classroom-based instruction. The trial program was for year 4 in 1993.
- Aboriginal Languages Project. This 3-year project aims to develop a nationally acceptable framework for the teaching, learning and accreditation of studies in Aboriginal languages at the senior secondary level. There are three phases to the project: Phase 1 (June 92 – February 93) involves the exploration of an appropriate curriculum design through national consultation; Phase 2 (February 93 – June 93) concentrates on the writing and accreditation of specific syllabuses or courses; and Phase 3 (June 93 – June 94) is the development of resource materials, the provision of in-service training for teachers, and implementation of syllabuses or courses.

In addition, Commonwealth funding was provided for 16 ILOTE projects, including some employing alternative delivery models such as distance education.

## Equity in Senior Secondary School Assessment Project

The Senior Secondary Schools Assessment Board of South Australia (SSSABSA) in cooperation with ACACA completed the Equity in Senior Secondary School Assessment Project in August 1993. This was funded by the Commonwealth as a Project of National Significance. The project analysed participation rates and performance outcomes for students in five subjects (chemistry, English, mathematics, geography and

economics) in their last year of secondary schooling, for the five-year period 1987–91, to determine how patterns of participation and performance for girls and boys are different.

The project report analyses some of the patterns of student participation and performance and outlines recommendations for further action and research by the Commonwealth, ACACA, SSSABSA and systems of education, including higher education and vocational education. The findings from this project are important for guiding future development of assessment procedures and for informing the development of a set of examination and assessment guidelines which are free of gender bias to be developed by ACACA through a Commonwealth-funded Curriculum Development Projects Program project in 1994.

## Supporting the national goals: teaching and learning

### National Project on the Quality of Teaching and Learning

#### National professional body for teachers

Considerable work was undertaken through the National Project on the Quality of Teaching and Learning (NPQTL) to develop a professional body for teachers. However, the NPQTL Governing Board was unable to agree to implement the proposal. On 6 June 1993, the then Minister for Employment, Education and Training, the Hon Kim Beazley MP, and the Minister for Schools, Vocational Education and Training, the Hon Ross Free MP, jointly announced the establishment of the Australian Teaching Council (ATC). Minister Beazley wrote to all teacher employers and teacher unions as well as various interest groups including teacher educators, teacher professional associations, parent associations, business and national Aboriginal and ethnic organisations, inviting them to participate on the board of the ATC.

The ATC is legally incorporated in the Australian Capital Territory and was officially launched on 23 June 1993.

The charter of the ATC is to:

- provide a national voice for teachers and promote their professional interests;
- provide a national forum to support teachers both in their work and in meeting new challenges in education;
- be able to deal authoritatively with professional issues, including the development and promotion of standards of work;

- create a partnership between the profession itself and all groups concerned with the quality of teachers' work.

The board of the ATC consists of 40 elected teacher representatives and 25 nominated members, including teacher employers, teacher unions and a wide range of national organisations. Most nominated groups have taken up their positions on the board, although to date only two government employers have accepted. The inaugural meeting of the board was held in December 1993.

#### Teacher competencies

The NPQTL has completed the first stage of the development of national competency standards for beginning teachers with the development of a draft competency framework. The framework was developed to define the essential aspects of the work of beginning teachers. It consists of five key areas of competence, elements associated with each area, case studies to illustrate the elements and indicators of effective performance for each element.

During 1993, the draft framework underwent further refinement and supporting documentation was prepared. The framework and documents were then used in a trial validation exercise with the profession to ensure that it adequately describes what is required of beginning teachers for competent professional practice. More than 120 teachers, including representatives of teacher education, teacher and employer organisations, were consulted in a number of one-day workshops. The outcome of the trial validation was positive.

This was followed by further refinement by a panel of experts and a major validation of the framework and associated materials. In addition, three consultancies were commissioned to develop further cases to illustrate the framework.

At its final meeting in November 1993, the NPQTL Governing Board agreed to the establishment of a new working party, based on the composition of the Career Development Working Party. The new working party will continue to develop the framework, investigate its usefulness through field studies and monitor options for future carriage of the work. It has a fixed life of six months and will report back to the NPQTL industrial parties by 30 June 1994.

#### National Schools Project

The National Schools Project (NSP) was an investigative action-research project involving schools across Australia in examining how changes to teachers' work and work organisation can improve student learning outcomes. It gave teacher employers, teacher unions and the Commonwealth a unique opportunity to jointly sponsor a vehicle for research and development. The



project provided an agreed broad national framework under which participating schools generated organisational solutions to improve student outcomes. In 1993, there was an increase in the number of participating schools in the NSP, from 86 to 170. These represented a cross-section of Australian schools.

At its June 1993 meeting, the NPQTL Governing Board endorsed the establishment of the National Schools Network (NSN). It was launched in Sydney in December 1993 and the NSW Government has agreed to host the body.

## Resourcing the national goals

The Common and Agreed National Goals for Schooling in Australia are resourced by State and Commonwealth governments in a variety of ways, not always specifically attributable to any particular goal. They may be resourced through collaborative financing or through one government's initiatives, sometimes through combined efforts of two or more governments.

In 1993, the major national collaborative initiatives in schooling continued to be in curriculum development, especially the publishing of educational materials

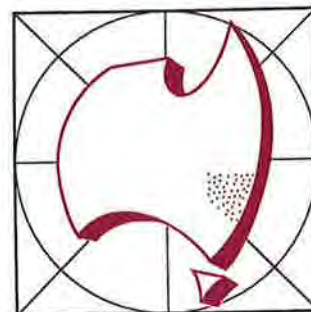
through Curriculum Corporation and in educational research through ACER, with all systems and the Commonwealth contributing to the resourcing of these enterprises which make a significant contribution to the nationwide achievement of the Common and Agreed National Goals for Schooling in Australia.

The expansion of the number of pilot programs for the proposed AVCTS has been a major mechanism for achievement of goal number five. The funding arrangements for the pilot projects for the new training system involve both Commonwealth-specific financial outlays (see Commonwealth chapter) and significant supporting resource commitments by the States. Approximately 70 per cent of the pilot projects are school based.

In relation to resourcing the goal of promoting equality of education opportunities, it is anticipated that the National Strategy for Equity in Schooling described earlier, which would subsume the Commonwealth's National Equity Program for Schools, will involve arrangements for national reporting on the resource inputs and educational outcomes of all partners in the strategy.

In the specific area of gender equity, as reported earlier in this chapter, systems have reported on specific initiatives in the implementation of the NAPEG.

# NEW SOUTH WALES



## Introduction

Under NSW legislation, education is compulsory for children aged 6 to 15 years, through attendance at a government school, a registered non-government school or by approval for home schooling. Primary education covers the seven years from kindergarten to year 6, and secondary education covers the six years from year 7 to year 12. In 1993, there were 1,052,096 students attending schools in NSW—34 per cent of Australia's school students. Of these students, 72 per cent attended the 2,184 schools operated by the Department of School Education (DSE) and 28 per cent attended 851 registered non-government schools 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.

## Priority objectives for 1993

### Government schools

The DSE set the following priorities for 1993:

- student outcomes—pursuing improved student learning outcomes;
- community participation—enhancing communication and decision making;
- quality assurance—reviewing the effectiveness of educational practice and service;
- performance management—promoting professional development, management performance and accountability practices;
- post-compulsory education—increasing curriculum pathways in the senior years of schooling.

### Non-government schools

Catholic schools, whether systemic (diocesan administered) or non-systemic (independent), expressed a common purpose. They aimed to offer an education which fosters the growth of the individual to full potential, including the dimensions of intellectual, cultural, social, physical and spiritual development.

In 1993, there were 589 Catholic schools, which commonly emphasised the following program objectives:

- improving desired educational outcomes for students;
- developing and implementing the curriculum key learning areas;
- providing opportunities for all students to develop their individual potential in all fields, especially for Aboriginal students and students disadvantaged by socioeconomic status, isolation, special academic needs or gender inequity;
- integrating students with disabilities into regular schools and providing necessary support structures;
- providing a diversified curriculum to meet the needs of the growing proportion of students continuing to years 11 and 12;
- maximising the competence, efficiency and confidence of school staff by increasing opportunities for professional and personal development.

In 1993, there were 262 other non-government schools in NSW. The majority were independent schools, although some formed small systems. Most were coeducational and almost two-thirds served metropolitan communities. Most were affiliated with Christian organisations, while others were community based or based on differing philosophies of education. Independent schools gave prominence in their objectives to the promotion of literacy and numeracy; greater awareness of special student populations; creative use of leisure time; the moral, physical and spiritual development of students; and the review of policies on the professional development of teachers. Other priority objectives were the improvement of the school's physical facilities; the elimination of gender bias; the introduction of languages other than English into the curriculum; and the promotion of positive attitudes to learning and work. Improvement in the general administration of schools was also an objective.

The Board of Studies was responsible for the registration of non-government schools, for the setting of syllabuses, and for the conduct of the School Certificate and Higher School Certificate public examinations.

The Board pursued a number of priority objectives, including the development of courses to meet the needs of the full range of students, and the provision of courses and credentials to help students move into work or further education.

The priorities of each school sector outlined above related directly to the Common and Agreed National Goals for Schooling in Australia. Particular emphases were on the implementation of the eight areas of student learning, expanded vocational education, the development of more effective measures of student outcomes and a continued focus on equity issues.

## Excellence and equity

### Retention rates

The year 7 to year 12 apparent retention rate at the mid-year census in 1993 was 71 per cent. This was higher than in 1992 and continued the trend evident from 1985. The rates for sectors and by gender for selected years are set out in Tables 1 and 2. The continued rise in the NSW retention rate was contrary to trends in most other States and to the national average.

**Table 1. Year 12 retention by sector, selected years (per cent)**

	<i>Govt</i>	<i>Non-govt</i>	<i>All schools</i>
1986	39	60	44
1989	49	69	54
1990	51	71	57
1991	56	74	61
1992	64	78	69
1993	67	80	71

Source: NSW Department of School Education

**Table 2. Year 12 retention by gender, selected years (per cent)**

	<i>Males</i>	<i>Females</i>	<i>Persons</i>
1986	42	47	44
1989	51	58	54
1990	52	62	57
1991	57	66	61
1992	64	73	69
1993	66	75	71

Source: NSW Department of School Education

### Age participation rates 15–19

There are significant differences in the participation of 15–19-year-olds in each education sector in NSW compared with the rest of Australia, as is detailed in Table 3. This is primarily because of greater TAFE participation.

**Table 3. Participation in education, 15–19-year-olds, NSW compared to the rest of Australia, 1993 (per cent)**

	<i>NSW</i>	<i>Rest of Australia</i>
School	56.7	52.4
TAFE	12.6	8.3
Higher education	7.4	10.1
Other institutions	1.1	1.4
<b>Total</b>	<b>77.8</b>	<b>72.2</b>

Source: Derived from ABS, *Participation in Education, Australia, 1993*

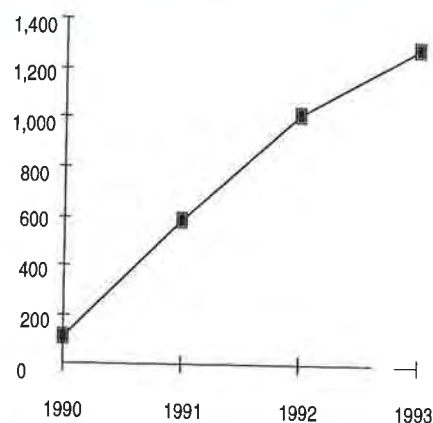
### Effective schools

#### Community participation

The effectiveness of NSW schools was enhanced by expanded parent and community participation in educational decision making.

Community consultation continued to be a significant feature of curriculum development in NSW. Draft syllabus and support documents developed by representative committees of the Board of Studies across the range of key learning areas were circulated widely for comment and discussion. Curriculum documents were also referred for comment to the Board's specialist advisory panels. The Board consulted widely on major proposals, including its discussion paper on the future of the School Certificate.

**Figure 1. School councils, 1990–93**



Source: NSW Department of School Education



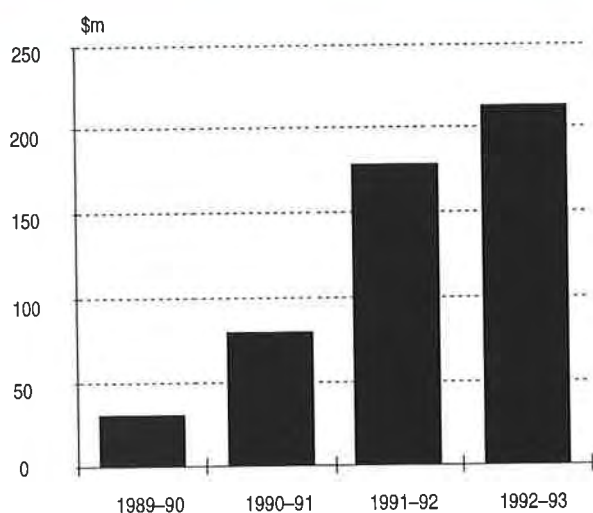
In government schools, 58 per cent of schools had established school councils compared with 46 per cent at the end of 1992.

School councils, student representative councils, the Federation of Parents and Citizens Associations and the Federation of School Community Organisations provided significant input into the consultative process at the school, regional and State office levels.

### Local decision making

Government school staff and communities worked cooperatively to develop school plans. The links between school planning and school operating budgets became more apparent and the proportion of funds devolved directly to schools by the State office continued to increase.

**Figure 2. Direct funding allocation to schools, 1989–93**



Source: NSW Department of School Education

Decision making and budget control at school level was a feature of Catholic schools. Systemic schools, operating within the broad policy guidelines and objectives established by the 11 diocesan education boards in NSW, were supported by centrally organised curriculum support, in-service training and professional development provision, and administrative services (payroll, staffing determination). Diocesan-level central support was aimed at ensuring equity of provision among the system's schools. One such feature was the management of costs so that, ideally, no Catholic child seeking enrolment was denied Catholic schooling for financial reasons.

In 1992, the Catholic diocesan education offices became the approved authorities for the registration and accreditation of their schools under the *Education*

*Reform Act 1990*. During 1993, attention was given to school development programs to assist with monitoring procedures for their registration and accreditation.

Particular emphases in the administration of Catholic systemic schools in 1993 were school renewal programs, the devolution of responsibilities to school boards, and community involvement. Representative parent membership was the norm on school boards and councils. School renewal programs focused on school purpose and achievement and the implementation of a developmental action plan to achieve identified goals. Parents were involved in staff selection and appraisal processes.

Independent schools included parents, students and staff in their definitions of community. In many schools these groups included former and prospective students, parents and staff. Schools that primarily served a specific religious or cultural group usually included members of their sponsoring church bodies or cultural communities in their school's community. A substantial majority of schools also included extended families of students, related schools, local businesses, school suppliers and local service clubs as part of their individual school communities.

Parents were the driving force behind most independent schools. Parents were generally well represented on governing boards, advisory councils and policy-making committees, and they were often the most significant source of financial support for the school. Parents were also involved in operating school facilities such as canteens, and extension programs such as excursions and camps. Schools also used community volunteers extensively in curricular and extra-curricular activities.

### Attitudes to and perceptions of education

Quality assurance reviews of government schools provided data on teacher, student, parent and community perceptions. In general, government schools, their teachers and school leaders are held in high regard by local communities. In particular, the efforts of schools to ensure the welfare of students in their care were noted. The reviews found that parents in most schools perceive that they can become involved in the school and are made to feel welcome. The participation of the parent community in school governance was identified as a significant achievement in many schools. A positive picture of the increasing role of the wider community in determining the directions of schools and establishing priorities emerged. The reviews also indicated that communities desire a higher level of information about school programs and teaching methodology, and about the directions and priorities of schools.

Catholic schools reported that there is increasing parental awareness of and interest in the quality of education by way of external accountability and

potential employment outcomes. Educational awareness has been highlighted by publicity surrounding a national curriculum, curriculum statements and profiles, new syllabus developments and flexibility in school organisation (early entry, accelerated progression), and the prominence given to post-compulsory and vocational education.

Parents seek active participation in school life and wish to have a role in decision making. Parents are particularly interested in provision for special needs (gifted and talented, special education). In these areas, parents are discerning about school choice and make judgements on the relative merits and performance of Catholic schools.

## Equity initiatives

### Education of girls

The Board of Studies promulgated a statement of principles on gender equity to Board committees involved in curriculum development. The statement required the committees to ensure that curriculum documents cater for the needs of boys and girls and that they reflect an expectation that boys and girls should equally be able to achieve syllabus objectives.

The success of girls' education initiatives was evident in the 1993 HSC results, which showed that more girls took subjects traditionally the preserve of boys. In 1993, 36 per cent of 4-unit mathematics students were girls, compared with 26 per cent in 1989, and 49 per cent of 4-unit science students were girls, compared with 32 per cent seven years ago.

The Board directed all its committees to give detailed consideration to strategies outlined in the National Action Plan for the Education of Girls 1993–97. The plan's strategies were considered in detail by the Board and a range of specific initiatives were identified. In NSW, 1993 was the last year in which home science could be studied for the Higher School Certificate. The Board had previously recognised the gender bias inherent in this course, and worked to make available for the first time to students in year 11, 1993, a range of new courses in this area of the curriculum.

In government schools, activities included an Eating Disorders Research Project, a Construction of Gender Pre-school to Year 3 Project and the implementation of the Woningarr Report on the impact of physical, sexual and substance abuse on the education of Aboriginal women and girls. Catholic schools addressed the eight priority areas identified in the national action plan through: inclusive in-service training for maths and science teachers; promotion of maths and physics for girls in declared disadvantaged schools; girls-only science classes; and gender initiatives in relation to the technology and applied studies and personal development/health/physical education key learning areas.

## Rural education

The rural recession, coupled with prolonged drought in many areas, continued to affect small rural communities and small schools, resulting in reduced numbers of government school students, consequent reductions in staffing and a marked increase in the enrolment in Distance Education Centres. The use of distance education technology helped overcome the effects of isolation. An external evaluation favourably reported on the decentralised Distance Education Network, endorsing both the work done on individualised instruction and the quality of the teaching provided through the distance teaching mode.

A joint advisory committee representing NSW government and non-government schools provided advice to the Minister on priorities for assisting geographically isolated students. The three priorities for 1993 were: communications technology; exploring ways in which technology can support key learning areas; and producing learning materials for electronic delivery.

Catholic schools participated in the Country Areas Program in a joint arrangement with the DSE. Several rural diocesan education offices used the telematics system and interactive satellite technology to broaden subject choice, particularly in mathematics and languages, in small secondary schools. A major Rural Catholic Schools Conference was held in 1993.

## Students from non-English speaking backgrounds

Students from non-English speaking backgrounds are concentrated in metropolitan areas. The special learning needs of these students were catered for by the DSE Community Languages Program, the Saturday School of Community Languages and the English as a Second Language (ESL) Program. Newly arrived, secondary-age non-English speaking background (NESB) students received specialist support in 17 Intensive English Centres. The DSE took part in the development of the national ESL scales, as part of the national curriculum project.

The multicultural education policy, ethnic affairs policy and anti-racism policy and grievance procedures helped meet the needs of students from non-English speaking backgrounds. The Board of Studies and the DSE implemented the Ethnic Affairs Policy Statement by incorporating the statement's goals and targets into corporate and strategic planning.

In addition to extensive provision in Catholic schools of specialist classroom and regional support teachers for English as a second language, specialised activities in 1993 included: production of a resource, *Learning Arabic in Australia*, for upper primary schools; sponsorship for 50 classroom and specialist ESL teachers to



undertake postgraduate Teaching English to Speakers of Other Languages (TESOL) courses; a New Arrivals Itinerant Service to primary schools; bilingual support classes in primary schools in Arabic, Spanish and Vietnamese; and mother-tongue maintenance classes in Spanish, Arabic, Italian and Vietnamese. The Catholic system operated two Intensive English Centres in Sydney for new arrivals.

### Gifted and talented students

The Board of Studies issued revised guidelines for accelerated progression to take account of new research in the field. HSC distinction courses will be available for the first time in 1994. The guidelines allow certain students to complete requirements for the School Certificate and Higher School Certificate in one or more subjects ahead of their age peers.

Enrolments increased in academically selective and specialist government high schools, and in specialist classes for intellectually gifted primary school students. Combining these populations with students in mentor programs, out-of-school-hours programs and students offered accelerated progression, including early entry to school, more than 26,000 students (3.4 per cent of the government school population) were involved in special programs. In addition, specialised student camps and other forms of intensive educational enrichment in a wide range of learning areas were provided for students with outstanding talents. By the end of 1993, most teachers in government schools had completed at least one training and development introductory session on teaching gifted and talented students.

Several diocesan education offices published policy statements on the education of gifted and talented students in Catholic schools. Statements focused on the identification of students, professional development of staff, and models of support for individuals and groups of students. Strategies in use include enrichment classes, accelerated progression and vacation programs.

### Aboriginal and Torres Strait Islander education

The United Nations International Year of the World's Indigenous People resulted in a wide range of initiatives being undertaken to establish new partnerships and strengthen existing ones.

The Board of Studies made a significant contribution to educational initiatives for Aboriginal and Torres Strait Islander people during the year. Highlights included the finalisation of the School Certificate syllabus in Aboriginal studies to complement the 1992 syllabus for years 11 and 12, a Generic Language Framework for the study of Aboriginal languages, and the development of teaching kits to support the years 7–10 history and geography syllabuses.



The Board and the DSE developed and implemented a range of strategies in accordance with the recommendations of the Royal Commission into Aboriginal deaths in Custody.

Funds from the DSE Aboriginal Education Plan supported initiatives in six areas: curriculum; literacy and numeracy; Aboriginal community education and development; early childhood education; juvenile justice centre education; and Aboriginal cultural programs. Assistants were appointed to Schools for Specific Purposes within juvenile justice centres to cater for the educational and cultural needs of Aboriginal school-age detainees. Community education development initiatives were taken to ensure that advice from Aboriginal communities reached all levels of the DSE. Aboriginal people were involved in educational decision making through the regional Aboriginal education advisory committees and the Director-General's Advisory Group on Aboriginal Education. Input was provided to the Board of Studies through the President's Aboriginal Education Initiatives Advisory Committee.

Early childhood education initiatives were developed to promote the participation of Aboriginal communities in preschool and early childhood education and to improve the preparation of Aboriginal children for schooling. Opportunities were provided for Aboriginal students to appreciate their history, culture and identity; to enhance the understanding of the history and cultures of Aboriginal people for all students; to support the continued recording of Aboriginal languages; and to develop in teachers an understanding of Aboriginal health issues.

Many Catholic schools used grants to bring Aboriginal resource persons to the schools, to purchase resources, and to release teachers for in-service training on Aboriginal perspectives across the curriculum. Schools with high proportions of Aboriginal students used Aboriginal Education Strategic Initiatives Program (AESIP) funding to supplement recurrent funding for the employment of Aboriginal Education Assistants and to provide additional resources and staffing.

## Special education

The Board of Studies provided students with special education needs access to the School Certificate for the first time. Students in year 10 who completed an approved program of study received the School Certificate testamur and a Record of Achievement listing courses satisfactorily completed. A Statement of Principles to guide curriculum development was developed. The Board's Special Education Reference Panel provided advice to the Board on curriculum and credentialling for students with special education needs.

Future directions for special education in government schools were developed through extensive consultation with school, regional and community groups. The result of the consultation process was a new special education policy and plan for the period 1993–97.

A Learning Assistance Support Team Project course was completed by 703 teachers from 128 schools, and 71 course leaders were trained from the DSE, the independent and Catholic school sectors and from interstate school sectors. An Early Learning Program was developed to provide transition guidelines for the movement of young children with disabilities and severe learning difficulties from early intervention or early childhood services into the school system. From the start of 1994, the DSE will only employ newly graduating teachers if they have completed mandatory study in special education in their pre-service training.

The integration of students with disabilities into regular schools, and the provision of appropriate support for students, teachers and schools was a priority for government and Catholic schools. System authorities concentrated on enrolment and placement procedures to ensure more effective support for students and teachers. Parent involvement and the provision of information for parents was a major part of the process. New emphases in 1993 for Catholic schools were the Transition Program (jointly with DSE) for secondary special education students moving from school to work and the introduction of speech pathology assessments. There was an increasing use of technology (laptop computers, frequency-modulated hearing aids, voice-operated computer keyboards,) to assist students with special needs.

The number of students with special education needs being educated in the independent sector increased in 1993, each school having responsibility for providing educational services for its students. Current curriculum issues were addressed through active involvement on committees and writing teams for the Board of Studies, representation on the Ministerial Advisory Committee on Special Education, and on the Inter-departmental Committee on Transition. The Association of Independent Schools provided consultancy services and professional development to teachers. A seminar on special education needs relating to examinations was

presented and a course on teaching early reading was being developed in cooperation with Macquarie University.

## Socioeconomically disadvantaged students

The Disadvantaged Schools Program (DSP) continued to assist students disadvantaged by socioeconomic status. Analysis of a survey of 1,283 government schools in 1993 resulted in the Minister declaring 474 schools eligible for funding as disadvantaged schools for 1993–95.

Attendance rates of 93.4 per cent (primary) and 90.8 per cent (secondary) for students in disadvantaged schools were close to the State average of 94.3 per cent (primary) and 92 per cent (secondary).

Involvement continued in the Commonwealth Department of Employment, Education and Training (DEET) Literacy and Learning National Component project, Good Teaching in the Early Years. During 1992–93 research was conducted into the most effective teaching strategies and appropriate contexts for learning in disadvantaged settings.

The Staying On Program, designed to cater for the post-compulsory education needs of disadvantaged students, included 134 schools, an increase of 32 schools over 1992. The Staying On budget was \$3.81 million compared to \$3.75 million in 1992.

The Commonwealth-funded Students at Risk Program, previously part of the Staying On Program, was implemented as a discrete program. The reason for the change was to identify those students most at risk of not completing secondary schooling and to encourage their continued participation by supporting a range of school-based projects. Funding for the program was \$1.96 m.

In 1993, independent schools were funded for the first time under the Commonwealth's Students at Risk Program. An ERIC (United States Educational Resources Information Center) review of successful programs for secondary students at risk was undertaken. Thirteen schools utilised the literature to develop successful submissions. The schools designed individual programs for the targeted students in literacy, numeracy, career education, vocational training, and personal management. Where possible, students were linked to generic services such as Youth Access Centres and TAFE.

A total of 122 Catholic and 20 independent schools were supported under DSP. The schools have continued their emphases on teacher development, parental involvement and curriculum review, the curriculum areas receiving attention being numeracy, literacy, music, science and physical education. Provision for gifted and talented students in declared disadvantaged schools was a development in 1993.

In Catholic schools serving poorer communities (whether or not declared DSP), there is provision for home-school liaison officers for family and student counselling and a Secondary Student Support Officers Program focusing on pastoral care of students, student welfare and schooling/career/employment options. Several diocesan education systems have developed policy statements along the lines of *Preferential Option for the Poor* as a way of raising school community awareness on issues of social disadvantage.

## General and vocational education

### Post-compulsory schooling

Flexibility in post-compulsory education was greatly increased with the release of the Minister's Directions policy. The policy enabled students to complete their studies through a flexible range of study patterns to suit their individual needs. The traditional barriers between TAFE and secondary schooling were further broken down to create four innovative and flexible pathways. Students are now able to include TAFE vocational subjects as part of their HSC study. Successful students receive dual accreditation from TAFE and the Board of Studies and advanced standing in relevant TAFE courses.

The Board of Studies promulgated significant changes to the rules for the Higher School Certificate, to apply from year 11, 1994. The changes preserve the rigour of the HSC as a credential while recognising the differing abilities and needs of students. The provisions for increased flexibility included:

- the option to accumulate the HSC over a maximum of 5 years;
- the option for students to repeat individual HSC courses and upgrade their results;
- permitting acceleration in one or more subjects, with results able to be accumulated;
- distinction courses for gifted and talented students;
- provision for the recognition of prior learning and credit transfer towards the HSC.

The increase in retention of senior school students resulted in government secondary schools investigating alternative organisational structures, timetabling and curriculum. Teachers developed innovative programs to utilise school, work, local business and TAFE options to motivate students and provide credentials for their schooling. Senior colleges were established in North Sydney (Bradfield College), Bankstown and Port Kembla. Local industry education networks were

established to coordinate local vocational education activities between schools, TAFE, business and industry. Eleven local networks were established.

Catholic schools were involved, as far as resources permitted, in a full range of post-compulsory schooling options. Vocationally oriented options include industry studies, Training in Retail and Commerce (TRAC), Certificate of Manufacturing courses, Joint Secondary Schools/TAFE (JSSTAFE) courses, Teachers in Business Program, and work placement. Schools report a high level of student and parent satisfaction with options and courses.

There is a recognition, however, that the accelerated change in the post-compulsory area, multiple pathways to HSC and the emphasis on vocational education provision place significant demands on the structures and resources of schools. Issues related to part-time school enrolment, TAFE and industry links, dual accreditation of courses and staff, access to a TAFE-based HSC, and workplace assessment of student competencies have generated much educational discussion. In the general HSC area, there has been development of assessment tasks across key learning areas, including assessment and reporting of key (Mayer) competencies.

A range of programs was implemented in the senior years by independent schools to address the changing nature and needs of students staying on at school. There was continued growth in the number of independent schools accessing JSSTAFE courses. Other independent schools explored the use of private providers for the delivery of dual-credentialled vocational-content endorsed courses. Still others liaised with the tertiary sector. Generally, the response to meeting the challenges of the senior years of schooling was significant, with the number of approaches being taken reflecting the diversity of the independent sector and the students within it.

The new HSC syllabus in industry studies was piloted in 40 government and non-government schools. The course, which was developed by the Board of Studies in partnership with industry, focuses on competencies and allows students to combine work placement in metals and engineering, retail, and hospitality areas with formal HSC study.

Across all sectors there was close cooperation between schools and businesses, and primary schools increasingly began to form learning partnerships with local businesses. The Schools' Visits to Industry Program grew by 100 per cent and more than 27,000 government students and teachers benefited from excursions to businesses and related events. More than 80 teachers participated in the Teachers in Business Program. Three-week teacher placements in business and industry were frequently used to further develop partnerships between local schools and firms.



## School-TAFE links

The Board continued to work with TAFE on credentialling a range of TAFE courses for the HSC. Processes for accrediting such courses were streamlined and simplified and over 100 Certificate-level courses were given recognition. Three vocational courses in retail, hospitality and office skills will be available for HSC study from 1994. While the courses will not count towards the Tertiary Entrance Score, they will provide students with industry-recognised vocational training and credentials.

The JSSTAFE program was extremely successful and provision grew by 33 per cent. Over 16,000 students in government schools undertook 1,017 courses at 106 colleges of TAFE.

The TRAC program involved about 700 government school students in a competency-based curriculum developed and taught in partnership with industry. Students received HSC accreditation and were able to gain advanced standing in some TAFE courses.

## Career education

The Board of Studies approved a proposal to map career education outcomes in syllabuses for years 7–12. The outcomes are to relate directly to the national profiles in the area and will be used to develop career education modules as teacher support materials, for use in the integration of career education across the curriculum. The materials will complement elements of career education within the personal choice content strand of the personal development, health and physical education syllabus for years 7–10.

Careers information became more accessible and reliable when schools received copies of the NSW version of Job and Course Explorer (JAC). This computerised system complemented the personal information and advice available to students through an expanded State-wide network of careers markets and tertiary education and training seminars.



Student awareness competition for employment and the need for higher levels of qualification focused attention on careers education in Catholic schools. As part of general careers advice, schools included guidance for students on post-compulsory educational options. *Term 4 Projects* for year 10 students prepared them for senior study, subject choices and post-compulsory options.

## Transition from education to work and tertiary education

A research project was conducted by the Ministry of School Education, Youth and Women's Affairs to identify students' destinations after they complete school. A cross-section of students were interviewed about their schooling history, future education plans and economic aspirations. The results will be used to develop further training and employment initiatives in NSW.

## Areas of student learning

Work proceeded during 1993 across all sectors on building an outcomes emphasis into the key learning areas. Trialling of the national subject profiles was completed in preparation for their implementation in 1994 and the Board of Studies began to incorporate national profiles into syllabus documents.

When the implementation program is complete, all government schools will use the outcomes associated with the profile levels as the basis for programming work for individual students. In response to advice from teachers, the DSE developed materials to support two additional levels appropriate for younger students embarking upon formal schooling. These levels will assist teachers to quickly identify student achievement and develop individual programs that will lead students to achieve national profile level-one outcomes.

Curriculum development and implementation in Catholic schools was based upon Board of Studies requirements and documents and was essentially a school-level responsibility. Schools were assisted by primary and secondary curriculum subject networks focusing on teaching and learning strategies and outcomes. A function of the networks was to produce information on national profiles and statements in relation to syllabus documents.

## Cross-curriculum processes

The Board of Studies endorsed a Statement of Values, which specifically recognises the diverse backgrounds of students and specifies that the Board's curriculum materials should provide constructive educational experiences which build on students' backgrounds.

The statement contains 12 specific principles to be followed by all Board syllabus committees during the development of curriculum materials.

A new model for the provision of services to government school students experiencing difficulties in learning was developed during 1993. The model coordinated resources and provided for the early detection of learning difficulties. It focused on literacy and learning in years K–2, and on literacy across the key learning areas of the curriculum in year 7. Emphasis was placed on planning transition both within and between school settings. An additional 100 kindergarten/year 1 teacher positions were established to focus on the development of literacy skills in the early years of schooling. Literacy across and within the key learning areas 7–10 was developed as a key area for support in 1994.

## English

The Minister approved the English syllabus developed by the Board of Studies for years K–6. The syllabus reflected the outcome of the most extensive consultation process in NSW curriculum development history. The syllabus is based on the functional model of language and has incorporated outcomes from the national profiles into the NSW outcomes. The Board developed support materials to assist teachers in implementing the functional model of language, including a handbook of grammar.

Preparations made to support the new English syllabus included providing: support materials; exemplary teaching units; ideas for assessing and reporting; a range of training and development activities, including school-based courses introducing teachers to the new syllabus; and consultants in State office directorates and in each region. The DSE developed and trialled pre-level-one outcomes (Early Learning Profiles) and developed teaching units to assist kindergarten and year 1 teachers in designing appropriate experiences to lead students to achieve level-one outcomes. The Reading Recovery Program, an early intervention program for year 1 students who are experiencing difficulty in learning to read, continued to operate in all regions of the State.

**Table 4. Students studying HSC English, 1993**

	<i>Male</i>	<i>Female</i>	<i>Total</i>
3 unit	897	2,416	3,313
2 unit	3,349	5,718	9,067
General	15,767	17,244	33,011
Contemporary	9,253	6,005	15,258
<b>Total</b>	<b>29,266</b>	<b>31,383</b>	<b>60,649</b>

Source: NSW Department of School Education

Catholic schools gave special attention in 1993 to more appropriate forms of classroom assessment.

All students are required to study English for the award of the HSC.

## Languages other than English

The primary curriculum in NSW provides for the study of languages other than English (LOTE) as part of the human society and its environment key learning area. The Board commenced development of a generic framework to provide schools with a means of developing programs in individual languages other than English. The framework will include aims, objectives and outcomes applicable to all languages and will incorporate outcomes from the LOTE national profile.

The *Education Reform Act 1990* requires the study for the School Certificate of at least one language other than English for 100 hours during years 7–10, commencing with the 1996 year 7 cohort. In 1993, 62 Board of Studies syllabuses were available in languages other than English. The total number of courses in these languages, covering years 7–10, 2-unit, 2/3-unit, 2-unit General, 2-unit Z and native speaker courses was 62. Courses in LOTE for the HSC were available at several levels, including 2-unit, 2/3-unit, 2-unit General and 2-unit Z (for students studying languages for the first time in years 11 and 12), and there were also syllabuses for native speakers.

The Board in 1993 also developed several LOTE national syllabuses as part of the National Assessment Framework for Languages at Senior Secondary Level. The syllabuses included several community language courses. Significant growth occurred in the provision of LOTE programs in government schools. Approximately 90 per cent of secondary schools and 50 per cent of primary schools offered a LOTE program. The numbers of students studying the State Government's priority languages increased, particularly for the Asian languages. Languages introduced for the first time included Korean and Thai. In addition to the 12 priority languages, programs were offered in another 16 languages.

In 1993, government school community language programs in years K–6 operated for some 20,000 students. In addition, another 22,191 primary-age students received instruction in a community language in 85 schools that conducted 'insertion classes' in Italian, German and Hebrew.

The Saturday School of Community Languages provided 8,156 students, drawn from all sectors, with the opportunity to study one of 22 languages not available at their home school at 16 locations in NSW.

Ten foreign language advisers provided extensive support for teachers and pre-service trainees, including professional development, language camps, school

visits, curriculum materials, and language courses for senior students. The use of technologies provided greater accessibility to the study of LOTE for both primary and secondary students. Fifteen secondary and 22 primary schools in rural NSW participated in Japanese language programs delivered via satellite. Other distance education technologies enabled students to access programs in Chinese, French, German, Indonesian, Italian and Japanese.

Catholic schools supported overseas study for teachers in Indonesian and Japanese. Teacher study in Australia was supported in Japanese, Indonesian, French and Italian. *Learning Arabic in Australia* was produced as a resource for upper primary teachers by the Sydney Catholic Education Office. In-service training was conducted with schools on LOTE implementation and resource implications. Country diocesan offices trialled interactive satellite technology for teaching LOTE.

**Table 5. Students studying the priority languages at years 10 and 12, 1993**

<i>Priority languages</i>	<i>School Certificate</i>	<i>Higher School Certificate</i>
Arabic	463	410
Chinese	317	577
French	4,848	1,665
German	2,740	836
Greek (modern)	472	544
Indonesian	402	207
Italian	1,298	694
Japanese	3,843	1,660
Korean	6	n.a.
Russian	21	52
Spanish	294	401
Vietnamese	159	424
Other languages	1,250	467
<b>Total</b>	<b>16,113</b>	<b>7,937</b>

n.a. not applicable

Source: NSW Department of School Education

## Science

Science courses for the Higher School Certificate were redeveloped to cater for flexible progression towards the HSC as from year 11, 1994. The Board distributed to all primary schools a document for parents on the new K-6 science and technology syllabus.

In 1993, the total number of candidates studying science was 49,985. This figure represents 81 per cent of the total HSC candidature. The subjects studied are detailed in Table 6.

**Table 6. Students studying HSC science, 1993**

	<i>Male</i>	<i>Female</i>	<i>Total</i>
3 unit	135	174	309
4 unit	385	373	758
Biology	7,158	12,101	19,259
Chemistry	7,324	6,045	13,369
Geology	311	194	505
Physics	8,506	3,187	11,693
Science for life	2,157	1,935	4,092

Source: NSW Department of School Education

The DSE continued its support for teachers in the implementation of the K-6 science and technology syllabus. The second phase of a major State-wide project to develop an additional 21 units of work was completed. The Primary Science and Technology Education Project (PRIMESTEP) remained a key vehicle for training K-6 teachers.

The coal industry, electricity supply authorities, the Australian Nuclear Science and Technology Organisation, the Australian Institute of Physics and the Chemical Industry Taskforce assisted in making resources available to schools.

Sydney Catholic Education Office produced a resource document, *Sense of the Sacred*, for years 7-12 science which aims to integrate religious values across the Board of Studies science curriculum.

## Technology

The curriculum structure for students to learn about technology was finalised by the Board of Studies in 1993. A design and technology syllabus for the HSC was made available to students in year 11 for the first time and a years 7-10 syllabus in food technology was also released. Support documents for both courses were distributed during the year. The completion of the design and technology syllabus for years 11 and 12 provided a continuum of learning from kindergarten to year 12 with science and technology K-6, design and technology 7-10, and design and technology 7-12. A new computing studies syllabus for years 11 and 12 was also finalised during the year.

A curriculum support package, *Seeking Opportunities and Meeting Challenges for a Technological Future*,



was launched by the DSE. DATTA, a multiskilling program for teachers of design and technology 7–10, was funded with \$1.5 million by the Education and Training Foundation. The designation late in 1993 of Canobolas High School as a rural technology high school brought the number of government technology high schools to 29. Thirteen of these are now equipped with sophisticated environmental monitoring technology which enables them to exchange environmental data and curriculum information with each other and with schools from other States.

## Mathematics

The Board of Studies made support material available to schools on the mathematics K–6 syllabus. Teacher opinion of the syllabus was also surveyed during the year. The revision of mathematics syllabuses for years 7–12 continued and major effort was focused on redeveloping syllabuses for the HSC to conform with the Board's pathways initiatives. The Board organised debate and consultation on proposals to change the way in which mathematics is scaled for the HSC. The total number of candidates studying mathematics was 59,626, which represented 97 per cent of the 1993 HSC candidature.

**Table 7. Students studying HSC mathematics, 1993**

	<i>Male</i>	<i>Female</i>	<i>Total</i>
4 unit	2,669	1,503	4,172
3 unit	5,192	4,410	9,602
2 unit	10,581	11,629	22,210
Maths in society	9,355	11,317	20,672
Maths in practice	1,271	1,699	2,970
<b>Total</b>	<b>29,068</b>	<b>30,558</b>	<b>59,626</b>

*Source:* NSW Department of School Education

The DSE developed and trialled pre-level-one outcomes (Early Learning Profiles) in mathematics to assist K–1 teachers design learning experiences to meet the level-one national mathematics profile outcomes.

## Human society and its environment

The Board of Studies continued development of a human society and its environment syllabus for kindergarten to year 6 and a consultation draft will be available in 1994. A range of syllabuses for years 11–12 in the key learning area of human society and its environment were revised during the year. Work continued on a new 3-unit course for legal studies. For years 7–10, the Board prepared materials for teachers in support of the new history and geography syllabuses. In

its second year, 377 candidates presented for the HSC Aboriginal studies examination, compared with 87 candidates in 1992.

Approximately \$2 million was allocated to support environmental education in government schools. A New Focus on Environmental Education was announced during the year by the Minister, including a State-wide strategic plan for environmental education, a quality assurance review, the establishment of an Environmental Education Unit and an inquiry into the pre-service and in-service training needs of teachers in the area of environmental education. The Greening of Schools Program expanded to include waste minimisation, energy conservation, seed propagation, bush regeneration and recycling projects. The program successfully involved schools and students in environmental studies, with funds and resources being provided by community groups and government agencies. Eight schools were designated as Centres of Excellence in Environmental Education.

In most independent schools Asian studies was integrated into the curriculum through social studies, music, cookery and textile and design, while some schools offered units on comparative culture.

This key learning area emerged in 1993 as a priority for professional development in Catholic schools.

## Creative arts

The Board of Studies developed a draft writing brief for a K–6 syllabus in creative arts. The syllabus will embrace dance, drama, music and visual arts. Work continued on redeveloping the 7–10 syllabuses in visual arts and music during 1993. The music syllabus complements a range of new syllabuses for HSC music, also developed during 1993. Courses for the HSC in dance and drama were examined for the first time in 1993. Each of these syllabuses includes outcomes identified in the national profiles for the arts, with additional outcomes reflecting the NSW context.





The annual ARTEXPRESS exhibition generated widespread public interest in school art. The exhibition was held in Sydney over four venues, and approximately 200 year 12 students from schools across the State were represented. A major section of the exhibition then toured to various regional galleries in NSW. ARTEXPRESS was also part of sister-city celebrations between Sydney and San Francisco.

State-wide festivals, camps, ensembles and training workshops were held in dance, drama and music for about 17,000 government school students. Debating and public-speaking programs attracted another 2,000 students. A total of 270 professional performers and groups were authorised to visit schools. The Encore 93 concert at the Sydney Opera House demonstrated the exceptional talent of HSC music students in the State.

Independent schools offered visual arts, music and drama and, to a lesser extent, dancing and media studies in their arts program. In most schools these activities were integrated into the curriculum.

## Health, physical education and personal development

The Board of Studies conducted a survey of its draft K-6 personal development, health and physical education syllabus, distributed to schools for comment at the end of 1992. The results will inform further development of the course during 1994. For years 7-10, a range of teaching support materials was made available during the year. A teaching kit dealing with the interpersonal relationships areas of the 7-10 personal development, health and physical education syllabus was particularly well received. The DSE devised a teacher development course to assist government school teachers to implement the years 7-10 syllabus. A content-endorsed course for the HSC, *Exploring Early Childhood*, was released.

There was continuing recognition in school communities of the importance of safety issues, both in the curriculum and in school management practices. This was reinforced in government schools with the development of a policy statement for road safety education. Curriculum materials to support the delivery of driver education programs were trialled with students in years 9-12. An updated training course, *Drug Education Training Course for School Teams*, was implemented across the State. HIV/AIDS education was mandatory in government schools for years 7-12 and was able for the first time to be taught in primary schools. *Mates*, a video resource which addresses the issue of HIV/AIDS-related discrimination, won an industry award for technical quality and excellence.

Catholic schools implemented the Board of Studies syllabuses in conjunction with the Catholic perspective support document *Towards Wholeness*.

All independent schools offered courses in personal development, health and physical education. Courses were also offered on safety, aerobics, sexuality, social interaction, personality enhancement and sex education.

## Student outcomes

Basic skills tests were administered to students in years 3 and 6 in government schools. This program provided important measures of student outcomes for teachers, parents, schools and regions. From 1994, basic skills tests for year 6 will be brought forward to year 5. This will allow teachers, parents and students to make better use of the diagnostic nature of the tests in shaping students' final year of primary schooling. Years 3, 5 and 6 will be tested in 1994.

In both years 3 and 6, girls outperformed boys in literacy, as in previous years. Boys scored higher in numeracy. In year 6, girls considerably outperformed boys in reading and language while boys scored higher in measurement and space in year 6. Results for number were about the same for boys as for girls. Trends over the five years of testing indicate very little movement in the relative performance of boys and girls in year 3 and year 6. As in previous years, the scores for Aboriginal and Torres Strait Islander students are lower than scores for all students and the other sub-groups. Nevertheless, the best students from this group compared favourably with the rest of the State. The gap between year 6 Aboriginal and Torres Strait Islanders and all students has reduced slightly in both literacy and numeracy. Literacy and numeracy scores of students with a language background other than English were below those of other students. While there are some fluctuations within the aspects tested, the difference in scores of year 6 NESB students and English speaking background students has lessened slightly in both literacy and numeracy. NESB students in year 3 have slightly improved their performance in literacy.

The Australian Council for Educational Research conducted the program for the DSE from 1989 until 1992. This arrangement changed in 1993 when the overall management of the program was undertaken by the DSE. This is part of a broader strategy to strengthen assessment and reporting practices in government school education.

# Teaching and learning

## The quality of teaching

A significant restructuring occurred in the administration of government school education to improve the quality of the DSE activities of teaching and learning. The key elements of the restructuring were:

- the appointment of a Deputy Director-General, Teaching and Learning, with responsibility for leading the areas of curriculum, specific focus programs, special education and professional development;
- the appointment of a State coordinator and regional consultants for each key learning area;
- the restructuring of cluster director positions to oversee teaching and learning at the local level;
- the establishment of an Executive Services Directorate, to integrate planning and provide policy advice.

The DSE implemented strategies to ensure the recruitment and retention of quality staff. An agreement was reached with the Teachers Federation on the staffing of schools for the 1994 and 1995 school years. The agreement covered: priority transfers of teachers; local selection on merit for principal and other executive positions and classroom teacher positions in schools with special requirements; merit appointment of teachers through the graduate recruitment program; and targeted casual programs. During the period of the agreement a comprehensive review of the system for filling vacancies for classroom teachers and executive staff is being conducted. Aspects of the local selection on merit process were monitored, including gender and location of applicants, applicants interviewed and applicants appointed. Local selection on merit resulted in a further increase in the percentage of women being appointed to advertised positions. Mobility of teachers continued, with teachers applying for and gaining positions in a broad range of geographic locations. The involvement of schools and their communities in the selection of teachers increased, with selection panels including a community representative and a staff-elected representative.

## Teaching contexts

Information on teaching contexts was provided by quality assurance reviews in government schools. A broad range of commendations was made by students, parents and teachers about the commitment to meet the needs of individual students. The willingness of teachers to help students with problems and give additional time beyond school hours was particularly valued by parents. Parents and students appreciated the trend towards more interactive and hands-on approaches.

Many schools trialled alternative school organisational structures. These included realigning faculties in secondary schools with key learning areas, establishing a senior campus ethos in a number of large secondary schools, improving linkages between primary and secondary schools in the provision of LOTE, providing an extended school day for senior students, and using vertical timetabling.

In March, the Minister announced the formation of OTEN, formed from the blending of the Open High School, the Learning Materials Production Centre and Media Production Unit of the DSE with TAFE's Open Technology and Education Network. OTEN develops and delivers a wide range of training and education programs by distance education or flexible delivery, for students from kindergarten to senior years.

Government schools continued to receive grants for computer education. Schools implemented the years 7–10 design and technology syllabus, which makes 50 hours of computer study compulsory for all students. The ratio of computers to students is approximately 1:22. A trial was conducted of Kidmap computer software to evaluate its effectiveness in assisting teachers to record and report on student achievement of outcomes. Major initiatives using technology to support teachers of LOTE in government schools were developed.

Interactive satellite technology was used in schools in all sectors, particularly in rural areas, to broaden subject choice for students. There was access to programs transmitted by education (OTEN) and commercial (DBN) networks. Programs taken included JSSTAFE, HSC tutorials and Japanese. There was integrated use of computing networks and CD ROM in classrooms and libraries. Many schools moved from a single type of computer hardware to a range of types. Computer-aided design (CAD) systems were widespread in design and technology areas. Electronic mail use was widespread.

Videoconferencing facilities were trialled to explore the potential of this technology for sharing curriculum and teaching resources across schools. Trialling included programs for the gifted and talented, special education, peer support and enrichment classes.

New schools and refurbishment projects made provision for the installation of modern technologies. New school construction increasingly utilised modular construction techniques and specified passive solar and energy conservation techniques in design briefs.

At the end of 1993, the current phase of the Office Automation and School Information System (OASIS) project had substantially reached its targets.

The OASIS timetable module was successfully used by a group of trial schools to develop their 1994 timetables. OASIS, under licence from the DSE, has been progressively introduced into the majority of Catholic schools.



**Table 8. OASIS installations in government schools, 1993 (per cent)**

<i>Module</i>	
Administration	100
Finance	72
Library (in schools with enrolments greater than 300)	90

*Source:* NSW Department of School Education

## **Developments associated with teachers and teaching**

An enterprise agreement was signed with the Teachers Federation, resulting in substantial improvements to working conditions for teachers and improved learning opportunities in schools. The two-year, \$96 million agreement features increased emphasis on teaching and learning. It focuses on agreed outcomes with designated curriculum areas attracting major system support. Performance management operated successfully for all Senior Executive Service staff and principals during 1993 and will be expanded to teachers as part of the Enterprise Agreement. The award for ancillary staff, handed down in June by the NSW Industrial Commission, provided for salary increases for all classifications and the creation of a new classification of Senior School Assistant.

Catholic schools signed enterprise agreements in 1993 with the Independent Teachers Association. While the agreements varied in detail from school to school and among diocesan systems, the following common points emerged: processes for teacher reappointment and appraisal; new, paid coordinator positions established; and accent on professional development as an obligation on employer and employees.

The DSE continued to distribute the majority of its training and development funds to schools. Schools documented their training and development priorities and allocated their funds through school plans. The number of teachers upgrading their skills increased and more than 16,700 now have postgraduate qualifications. The number of Advanced Skills Teachers, outstanding teachers who remain classroom practitioners, reached 15 per cent of all teachers by the end of 1993. The DSE delivered major retraining programs for teachers in collaboration with tertiary institutions and peak industry groups. These included the Certificate of Teaching and Learning, PRIMESTEP and three major courses for LOTE teachers.

Professional and personal development of staff is a high priority for Catholic schools and systems. Induction

courses were provided for all new employees. In-service training was provided on curriculum areas and government initiatives in post-compulsory schooling and vocational education. Personal development activities included in-service training on performance appraisal requirements and on leadership development (principals, middle managers, prospective principals). Schools and systems established cooperative arrangements with tertiary institutions and other education sectors in the presentation and accreditation of professional development courses.

Independent schools emphasised the professional development of staff through multiskilling, increased awareness of the needs of special student populations and greater support of teachers by school management.

Courses were mainly provided by independent schools themselves, private training providers, universities, subject associations, Department of School Education, and through an extensive in-service program run by the Association of Independent Schools. Funding for professional development was mainly through school resources.

Areas emphasised for professional development in independent schools included computer literacy, enhancement of teamwork, stress management, proficiency in areas of child care/child protection and financial management and career education programs.

## **Quality assurance**

Sixteen quality assurance teams undertook reviews of 341 government schools. These involved interviews with staff, students, parents, cluster directors and community members. The reviews served a key accountability function by providing the community and the DSE with public information about the success of school programs and initiatives. The reviews focused on student outcomes and the systems and strategies in place to bring about their improvement. A written report to the school community was produced soon after the conclusion of each review.

Catholic schools maintained quality assurance through a number of appraisal mechanisms, including personnel performance planning and review (staff appraisal and goal-setting), the School Renewal and Development Program (four-year strategic plan for whole school), and educational audit (compliance with Board registration and accreditation requirements).

## **International Advisory Council**

An International Advisory Council on the Quality of Public Education in NSW (IAC) visited NSW and provided an international perspective on the government education system.



# Resourcing schools

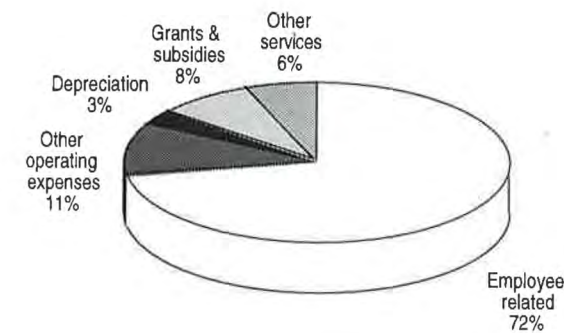
## Capital and recurrent expenditure

In 1992–93, expenditure on government schools from all sources on recurrent services was \$3.717 billion on an accrual basis or \$3.080 billion on a cash basis. During 1993, the Commonwealth contributed \$384.3 million (10 per cent) to the recurrent funding of NSW schools.

In 1992–93, funding of \$203.4 million was spent by the DSE on capital programs. These funds were used for building works, land acquisitions and the purchase and installation of equipment. During the financial year, the Commonwealth contributed \$83.5 million to total capital expenses.

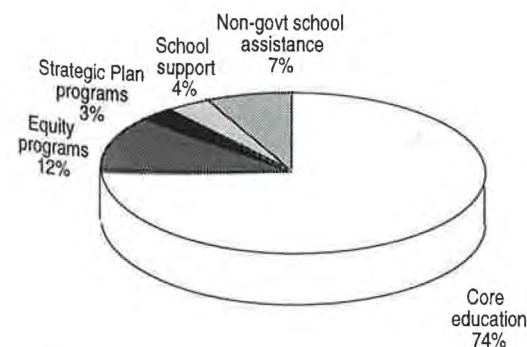
During 1993, Catholic schools in New South Wales received \$32.3 million in Commonwealth capital grants, and NSW independent schools received \$8.9 million.

Figure 3. Recurrent expenses per line item, 1992–93



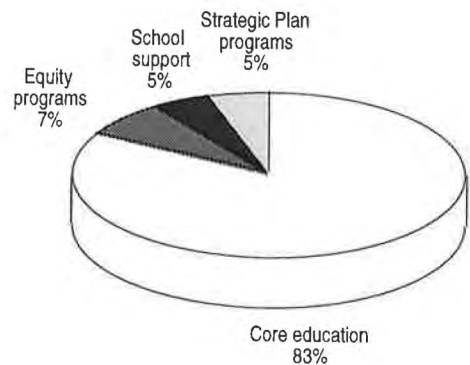
Source: NSW Department of School Education

Figure 4. Recurrent expenses per program area, 1992–93



Source: NSW Department of School Education

Figure 5. Capital expenses per program area, 1992–93

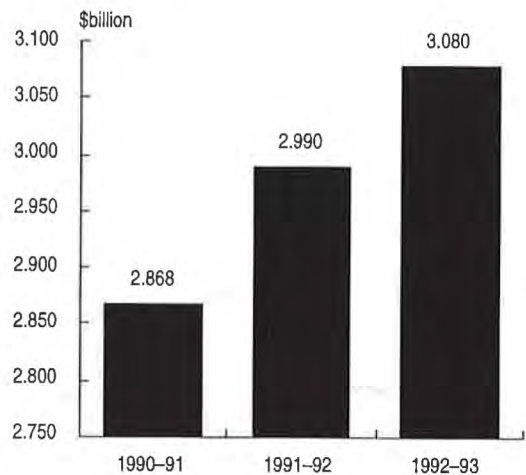


Source: NSW Department of School Education

## Expenditure trends

The NSW Government continued to increase funding to government schools in money terms. Figure 6 is indicative of these increases. Recurrent expenditure has increased 4.25 per cent from 1990–91 to 1991–92 and 3.01 per cent from 1991–92 to 1992–93.

Figure 6. Trends in recurrent payments



Source: NSW Department of School Education

## Income trends

Community support for public education at the school and system level continued to grow, including support from business and industry. The relationships formed with businesses strengthened community awareness of, and participation in, the education process. The DSE policy statement on sponsorship, issued in 1991, provided clear guidelines to schools considering entering sponsorship agreements. The policy made sponsorship



an option for schools which want to augment their resources for the benefit of students. The amount of entrepreneurial revenue applied to school education is not significant compared to the considerable sums devoted to education spending from State and Commonwealth sources.

## Other NSW initiatives

### Olympic bid

Students, teachers and parents committed themselves wholeheartedly to supporting Sydney's bid to host the year 2000 Olympic Games. A DSE Olympic Strategy Committee coordinated the commitment and energy of public school education for the bid. The committee played a major role in:

- organising direct support from schools and students to encourage International Olympic Committee members to select Sydney as the Olympic city for the Games in 2000;
- developing an awareness of the Olympics bid, the ethos of the Games and the benefits of hosting and participating;
- enhancing the general standing and image of school sport in the community.

### Student mobility

Net migration flows within NSW were predominantly northwards and towards the coast. The north coast had the highest net migration gain and greatest growth in school enrolments. The number of immigrants settling in NSW continued to decline.

### Youth violence

During 1993, community concern over levels of youth violence grew, following reports from the Bureau of Crime Statistics of an increase in this type of crime. The government established a bipartisan Upper House committee to investigate the nature of youth violence and its relationship to other social factors such as unemployment and racial tension, and to consider strategies for its remediation. In October, the Minister announced a \$5 million welfare package for government schools, designed to ensure that, in the face of growing youth violence in the community, schools will remain safe learning havens.



### Racism

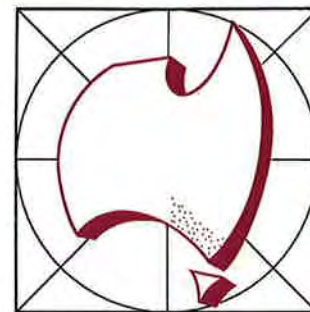
Each public school and DSE office in the State nominated an anti-racism contact officer as the first point of contact for people wishing to make a complaint about racism. There was an extensive State-wide training program for contact officers and their supervisors in: the use of the anti-racism policy and grievance procedures; ways to resolve conflict in schools; and how to introduce the policy and grievance procedures to school staff and school community members.

### Priorities for 1994

The five priorities which were chosen to guide planning in the government sector in 1993 were updated at the end of the year to:

- quality teaching—maintaining a skilled, knowledgeable and motivated teaching service with a commitment to continuing professional development;
- quality learning—providing opportunities for all students to develop their capacities to the maximum and ensuring comprehensiveness, rigour and an appropriate focus on learning;
- regular reporting to parents—identifying desired learning outcomes and publicly reporting student progress throughout the year;
- community participation—ensuring that teaching and learning programs reflect the needs of students and the aspirations of their communities;
- happy and safe schools—ensuring high morale, that students and teachers feel secure and respected, and that a high value is placed on working together.

# VICTORIA



## Introduction

The government, Catholic and independent school sectors in Victoria catered for 778,233.4 students (FTE) at July 1993. In the government sector, 527,208.8 students were taught in 1,934 schools by 37,551 teachers. In the Catholic sector, 173,686.5 students attended 498 schools, and were taught by 10,004 teachers. In the independent sector, 77,338.0 students attended 179 schools with a total of 6,223 teachers.

As Commonwealth reporting requirements call for separate rather than joint reporting, the following information on each sector is provided under headings set by the Commonwealth. Under the options available, information on the government and Catholic sectors has been provided by the Directorate of School Education (DSE) and the Catholic Education Office (CEO) respectively. The Association of Independent Schools of Victoria elected to have the Commonwealth prepare educational accountability information on its behalf by means of a survey.

Victoria's three school sectors share many policy directions, strategies and activities. With the structure described above, it is difficult to show the extent of co-operation that exists between sectors. In 1993, this was again of a high level and contributed considerably to the success of many educational initiatives in the State.

## Priority objectives for 1993

### Government sector

The mission of the DSE is to ensure each young Victorian will have the best chance for the future by helping them to attain their full potential at school. As an operating principle, the DSE will be seeking to make its schools among the world leaders in everything they do. To this end, the Directorate identified five priority areas in which it will achieve a major improvement towards best practice in school education over the period 1993 to 1996.

To add value to each young Victorian's time at school, schools will:

- provide high-quality teaching and learning for all students;
- provide a broad range of educational opportunities for all students;
- successfully manage all their resources and programs;
- establish effective accountability and reporting to parents and the community;
- develop productive educational partnerships with parents, industry, further education and the wider community.

During 1993, there was a particular focus on achieving reforms to primary and secondary education with a view to:

- building a State-wide framework of quality curriculum programs, practices and standards;
- devolving management to the school level within a State-wide accountability framework;
- bringing about the most effective use of educational resources in support of quality school education;
- transferring resources and responsibilities from central and regional administration to schools, so that the DSE's administration exists solely to meet the needs of schools.

The implementation of these reforms can be seen in the activities undertaken during 1993. These included:

- the implementation of the Schools of the Future Program;
- the establishment of the Board of Studies;
- the implementation of a Quality Provision Framework;
- the reorganisation of the DSE's non-school sector;
- the introduction of new guidelines for school councils;
- the strengthening of the role of government school principals.

Details of these and other key undertakings in the government sector, consistent with the Common and Agreed National Goals for Schooling in Australia, will be found throughout the rest of this chapter of the report.

## Catholic sector

The mission of Catholic schooling is to offer to Catholic children high-quality education based on the values of the Gospel which enables them to live out those values in productive and satisfying lives. The mission of the Catholic Education Commission of Victoria (CECV) is to assist Catholic schools to carry out this task.

Priority objectives for Catholic schooling for 1993 were as follows:

- to provide high quality education for all young Catholic students in a context which is based on Catholic values and ethos and which includes an understanding of their place in society and cooperative relationships with others in their lives and work;
- to improve the quality of education through the process of school development planning, which involves school reviews, induction of beginning teachers, teacher peer support and skill review, all in combination with relevant professional development activity;
- to assist schools in the use of learning area statements and profiles that will improve teaching and learning in classrooms;
- to foster participation of the community and especially parents, in the development of policy—particularly through the development of school boards and the processes of diocesan and Victorian assemblies;
- to ensure consistency of goals with the Common and Agreed National Goals for Schooling in Australia;
- to work with the Victorian Board of Studies, the DSE and others to seek to provide the best possible curriculum for all school students and appropriate assessment and reporting procedures through the development of a standards framework for years P–10.

The Catholic sector of education considers the above priority objectives to be completely in accord with the national goals.

## Independent schools

Independent schools in Victoria focused on providing a comprehensive education which catered for the total development of students. A comprehensive education was perceived by the respondents to consist of academic, physical, social, cultural and spiritual components.

Strategies for achieving this objective included:

- extensive curriculum reviews with the aim of promoting more varied courses;

- greater awareness of special student populations;
- improvement of school resources and facilities;
- the enhancement of the relationship between the schools and their communities.

Most respondents indicated that the Common and Agreed National Goals for Schooling had proved useful to them in either establishing, evaluating or reassessing their own goals.

## Excellence and equity

### Government, Catholic and independent sectors

#### Retention rates

Victoria experienced a decline in apparent retention rates to year 12 at July 1993. There was also a decline in the number of year 12 students in each of the government, Catholic and independent school sectors.

The latest Australian Bureau of Statistics (July 1993) data show that the decline in retention rates was consistent with the decline in rates in other States with similar retention rates. The fall was expected in the light of improving economic conditions and expanding training opportunities. Nevertheless, Victoria's retention rate remained above the rate for Australia.

At the July 1993 census, the apparent retention rate for all Victorian students, calculated using the full-time equivalent (FTE) of students, was 79.6 per cent. The FTE apparent retention rates for students in the government and Catholic school sectors were almost identical (76.3 per cent and 76.4 per cent respectively) and much lower than the rate for independent schools (100.3 per cent).

The apparent retention rate for all Victorian female students (87.2 per cent) was greater than for male students (72.5 per cent). As is shown by the apparent retention rates in Table 1, a greater percentage of government, Catholic and independent school female students than male students continued their education to year 12. The greatest variation in retention rates between males and females was in the government school sector, where there was a 17.3 percentage point variation in the rates.

#### Age participation

In the final years of schooling, participation rates for students in Victorian schools are higher than those for Australia generally, as shown in Table 2.

**Table 1. Apparent retention rates by sector and gender, July 1988–93  
(per cent)**

	1988	1989	1990	1991	1992	1993
<b>Government schools</b>						
Males	42.1	45.1	49.6	63.5	71.0	68.1
Females	54.9	60.9	66.9	79.3	86.6	85.4
Total	48.2	52.6	57.8	71.0	78.4	76.3
<b>Catholic schools</b>						
Males	59.6	58.7	60.3	65.1	71.9	70.5
Females	70.5	72.9	75.4	78.5	82.7	82.2
Total	65.5	66.1	68.0	72.0	77.5	76.4
<b>Independent schools</b>						
Males	96.0	94.4	98.8	99.2	97.3	97.0
Females	103.4	105.6	111.0	113.4	109.2	103.8
Total	99.8	100.1	104.9	106.2	103.1	100.3
<b>Non-government schools</b>						
Males	73.2	72.0	74.3	77.9	81.5	80.6
Females	81.9	84.6	88.0	90.8	92.1	90.1
Total	77.8	78.5	81.2	84.5	86.9	85.3
<b>All schools</b>						
Males	50.6	52.9	57.2	68.2	74.6	72.5
Females	63.4	68.5	74.0	83.4	88.6	87.2
Total	56.9	60.5	65.3	75.6	81.4	79.6

Source: ABS *Schools Australia*

**Table 2. Age participation rates in education and training of 15–19-year-olds  
(per cent)**

	15 years		16 years		17 years		18 years		19 years	
	Vic.	Aust.	Vic.	Aust.	Vic.	Aust.	Vic.	Aust.	Vic.	Aust.
School	98.1	94.7	91.8	85.0	78.4	59.6	13.2	11.5	3.2	3.0
Higher education	—	—	—	0.1	3.7	5.8	28.5	23.0	27.1	21.9
TAFE	0.4	1.5	2.9	4.1	4.5	9.6	18.1	19.7	22.2	21.3
Other	—	0.1	—	0.4	—	1.5	5.4	3.5	2.3	3.6
<b>Total</b>	<b>98.5</b>	<b>96.4</b>	<b>94.6</b>	<b>89.6</b>	<b>86.6</b>	<b>76.5</b>	<b>65.2</b>	<b>57.6</b>	<b>54.8</b>	<b>49.7</b>

Source: ABS *Supplementary Survey of Transition from Education to Work in Australia*, May 1993



# Devolution of responsibility and decision making

## Government sector

### Schools of the Future

The Schools of the Future Program is central to the Victorian Government's plan for redeveloping the education system in Victoria. The key principle of the program is the location of responsibility, authority and accountability at the school level.

Schools of the Future will have the professional and financial independence and the level of local responsibility needed to ensure that all students have access to high-quality education which will maximise their potential for the future.

### Pilot program

Expressions of interest were received from 765 schools. Of these, 325 schools were selected as pilot schools and 281 were nominated as associate schools. These 607 schools represented 31 per cent of all government schools. The schools include primary, secondary and special schools, and clusters of schools. (There were 21 school clusters.)

A cooperative research project—Leading Victoria's Schools of the Future—has been established by the principals' associations, Melbourne University and the DSE. This five-year project will provide continuous monitoring of the program.

### Reorganisation of the non-school services

The DSE embarked on a review of its non-school services with the intention of creating a more effective and efficient management structure consistent with the transfer of resources and responsibilities to schools and a new ethos of service to schools. The main function of the review was to ensure that non-school functions became service functions directly supporting schools.

Phase 1 of the review introduced a changed organisational and staffing structure as a transitional arrangement to support the introduction of the Schools for the Future Program.

Phase 2, known as the Changes for Quality Education Project, commenced in March 1993 and involved the development of proposals for a dramatic reduction in central and regional office staff including senior executives, the transfer of resources to schools, the creation of five service-oriented divisions and the introduction of District Liaison Principals as change agents.

Phase 3 involves the implementation of a reorganisation, which is scheduled for completion by the end of 1995.

### School councils

Victorian government school councils set the directions for almost all the important responsibilities and functions of their schools. Within broad guidelines laid down by the Minister, the school council sets the policies the school will follow to achieve its curriculum, financial and resource objectives. New guidelines for the size and composition of school councils were introduced in 1993 for the elections that took place in June 1993.

### Principals

The DSE moved to support the Government's intention to strengthen the leadership role of school principals, and the influence they have on the school's ethos and character both in an educational and management sense.

During 1993, a review was carried out which examined the roles and responsibilities of principals. The review was necessary to address the changing roles and responsibilities of principals as schools move toward self-management. Under self-management, principals will be required to have greater responsibility for human resources, financial resources and curriculum issues. The result of the review was that a new Principal Class structure would be implemented in 1994, in which classifications of principal positions are based on the budget of the school rather than student numbers.

### Quality schooling

A range of measures were undertaken to ensure the provision of quality education for all students. A Quality Provision Taskforce was established in late 1992 to advise on the changes needed to bring about the most effective use of educational resources in support of quality school education. In May 1993, *A Quality Provision Framework for Victorian Schools* was published.

Local quality provision taskforces were established to work with communities and schools to make recommendations to the Minister on the building of new schools, the need for facility upgrades for existing schools, and, where necessary, the merger and closure of schools. Taskforces considered: the provision of an adequate range and diversity of curriculum; the impact of demographic changes on existing school structures; and the high cost of maintaining deteriorating or significantly under-utilised school buildings. New local arrangements will apply from the beginning of 1994.

## Catholic sector

Catholic schools in Victoria have always operated with a high degree of autonomy which derives from their history.

A process for ensuring that Catholic schools are well planned and operate according to agreed policies was established with the formation of the CECV in 1973. The CECV is a consensus-producing body and develops and implements policy with the agreement of the four dioceses of Victoria (Melbourne, Ballarat, Sandhurst, Sale). For the purpose of assisting schools, these dioceses are divided into zones, of which there are seventeen.

Catholic schools in Victoria educate children in religious matters in accordance with policies developed and approved by the bishop of the diocese. In other matters they are autonomous within the parameters of agreed policies of the diocese or the CECV. School principals are selected by local panels which operate according to agreed diocesan or CECV procedures. Teachers are appointed and employed by the local authority. Enrolment of students is in accordance with diocesan policy and schools operate within parameters set by agreement. Schools have power to develop curriculum according to local needs of students. Schools undertake capital development that conforms to regulations set by dioceses and, where capital grants from the Commonwealth Government are involved, to the requirements of Catholic capital grants. The CECV receives recurrent and special purpose funds from State and Commonwealth governments for the majority of Catholic schools. The CECV distributes these funds to schools on a needs basis and the schools then use the funds and account in detail for their expenditure to the school community, the CECV and governments.

The policy direction has been to ensure that Catholic schools retain their autonomy within a set of agreed policies developed in consultation with all concerned. The CECV is of the view that a reasonable balance needs to be established for the various aspects of education between centralised coordination and reasonable school autonomy. This seems to be an appropriate mix to ensure good schooling in the Catholic sector. A degree of system cooperation is required to ensure that equity considerations are met.

The operation of school boards and parish education boards is a means of securing considerable community participation in the policy making and administration of schools. A broader base of community involvement is available through the education assemblies conducted in the four dioceses and the Victorian Education Assembly conducted twice during 1993.

## Independent schools

### Community involvement

Surveyed schools perceived their 'school community' as consisting of staff, students, family members of students, sponsoring organisations and anyone else involved with the school on a day-to-day basis.

The school community was actively involved in the areas of building and grounds maintenance, tutoring, organisation of fundraising, curriculum development, and policy setting. The school community also made resources such as library, swimming pools and transportation available to students.

## Equity initiatives

### Government sector

#### Education of girls

The DSE's Education of Girls Program continued to develop and implement policy, strategies and guidelines to raise awareness of the educational needs of girls; to provide equal access, for girls and boys, to participate and achieve in a gender-inclusive curriculum; to provide a supportive school environment and to ensure equitable resource allocation for girls in primary and secondary schools.

Enrolment and assessment data collected in 1993 by the Board of Studies indicated a 94.4 per cent retention rate for girls to year 12, compared with a 78.3 per cent rate for boys. At the Victorian Certificate of Education (VCE) level (Units 1–4) there was a higher satisfactory rate of completion for girls than boys.

While Board of Studies' data of enrolment patterns showed an increase in the proportion of girls taking studies in the science areas, gender segregation patterns are still evident. For example, in psychology (Units 1 and 3) over 75 per cent of students were female, while in physics only 30 per cent of students were female. Increasing the participation and achievement rates of female students in high-level mathematics and science studies (such as physics) is a priority for 1994.

Activities undertaken by the Education of Girls Program during 1993 included:

- support for the implementation of the National Action Plan for the Education of Girls, 1993–97, with particular emphasis on the priority areas of broadening work education and improving teacher practice;

- coordination of State-wide and regional Equal Opportunity Resource Centres;
- support for the operation of the Maths, Science and Technology Education Centre for Girls: Hypatia's Place and the McClintock Collective;
- maintenance of the Women Talk Work Program, a register of women in non-traditional occupations available to speak to schools, post-secondary institutions and women's community groups.
- participation in the Gender Equity in Curriculum Reform (GECR) project through the development of professional development materials supporting primary school teachers seeking to incorporate gender-inclusive curriculum strategies into their classroom practice. Another GECR project focused on the development of a Koorie women's perspective for a primary-level gender-inclusive Australian history unit.

Hypatia's Place provided professional development programs and curriculum advice for teachers and consultants to promote the teaching of gender-inclusive mathematics, science and technology. In 1993 Hypatia's Place cooperated with the Country Education Project in a Department of Employment, Education and Training (DEET) funded program for teachers in rural areas. This pilot program evaluated the effectiveness of interactive television as a medium for professional development.

The Working Party on Opportunities for Girls in Education was established to provide policy advice to the Minister for Education. The broad-based working party, including representation from the government, Catholic and independent school sectors, received 130 submissions. Recommendations in the working party's report provide a focus for the operation of the DSE's Education of Girls Program in 1994.

### Commonwealth-funded equity initiatives

The Gender Equity Component of the National Equity Program for Schools (NEPS) aims to improve gender equity in subject choice for girls in eligible schools. Eligible schools are those either declared disadvantaged (as for the 1993 Disadvantaged Schools Component) or located within a prescribed country area (as for the 1993 Country Areas Component of the NEPS). Victoria's successful application for funds was based on the numbers of girls studying high-level mathematics and/or physics in years 11 and 12 (VCE) in the eligible schools in 1993.

Victoria's grant of \$442,260 for 1993 was allocated in the following manner:

- grants to eligible schools for professional development activities (either in individual schools or across schools in districts), resources to support school-based programs and action-based research in a school or across schools in a district;
- resources to ensure that teachers in the eligible schools had access to professional development through Hypatia's Place;
- resources to coordinate a research project, the findings of which would influence allocation of the 1994 program fund.

## Distance and rural education

### Distance education

Telematics, encompassing all electronically-based communications, continued to assist the provision of curriculum in isolated locations, particularly in specialised subject areas such as languages other than English (LOTE). The Distance Education Centre, formerly the Correspondence School, used telematics in a range of courses. Telematics services were also used to support the professional development of teachers.

During 1993, up to 4,000 hours of telematics-delivered instruction was offered within clusters across Victoria. The number of schools with satellite facilities able to receive television programs from a central point, including telelessons and teletutorials, increased to over 160. Interactive television provided the facility for participants to phone or fax questions and comments to the studio during the transmission of the programs. It provided current information, teacher training and student support activities directly to participating schools. In late 1993, the Minister announced that all schools will receive satellite reception facilities in 1994.

TekPaks remained useful for teaching technology-based subjects in isolated schools which generally do not have technology facilities.

A range of interactive multimedia technologies has been identified for trial in 1994.

### Rural education

In Victoria, the Commonwealth's Country Areas components of the NEPS are known as the Country Education Project. In 1993, this intersectoral project was conducted within 17 areas involving a total of 292 government and non-government schools and over 30,400 students. The allocation from the General Component for Victoria was \$2,118,000.

Emphasis was given to program planning and reporting at all levels. Area committees were encouraged to integrate their planning processes with school communities and to work on whole-school plans. Program priorities, which had been identified across the State, became the focus of program development.



Priorities for 1993 included:

- implementation of a range of literacy and numeracy initiatives at the area, regional and State-wide levels, including support for a literacy research program examining the access of rural schools to literacy professional development programs and the impact of these programs on rural schooling;
- development of Energy Breakthrough, a technology and environmental studies program which particularly supports the participation of primary schools and of girls in such studies;
- support for a number of programs aimed at improving the provision of LOTE in small rural schools, particularly using open learning technologies;
- support for schools and school clusters in providing a broad range of VCE student programs and educational experiences within these programs;
- vocational education for primary and secondary school student programs, focusing on the development of appropriate curriculum material;
- support for the investigation of various technology applications to assist in curriculum delivery to rural students;
- continued support for science and technology curriculum activities, including provision of a STARLAB mobile planetarium for rural schools.

### Education of students from socioeconomically disadvantaged backgrounds

The Disadvantaged Schools Component (DSC) continued to support those schools declared in 1991 as schools in the most socioeconomically disadvantaged communities to address the curriculum areas of literacy, numeracy, parent participation, expressive arts and student understanding of society.

In 1993, 384 schools (approximately 20 per cent of all government schools) with 106,390 students (approximately 20 per cent of all government school students) received support under the DSC. This was comprised of 289 primary schools with 56,219 students, 72 secondary colleges with 48,784 students and 19 other schools (special and language centres) with 1,387 students.

The proportion of female students in the DSC primary schools was 48.5 per cent, with 48.4 per cent in secondary colleges and 37.3 per cent in the special schools and language centres.

The following summarises the change in apparent retention rates for the schools participating in the DSC for the 1991–93 triennium:

	1991	1993	Change
All government secondary colleges	71.0	76.1	+5.1
DSC secondary colleges	76.4	76.8	+0.4

During the 1991–93 triennium a number of DSC schools participated in the Schools Equity and Learning (SEAL) Program (supported through the Commonwealth Students at Risk Component). Altogether the SEAL Program involved a total 237 government schools in 16 clusters across all of the DSE's regions.

Schools in each cluster collected data on all students in one lower and one upper primary year level and one lower secondary year level as well as year 11. Teachers in the participating schools were asked to record student background characteristics and respond to a number of questions concerning curriculum access, success in schooling, attendance and behaviour, and participation in learning.

The overall results of the data analysis indicated that on a key indicator of success in schooling (literacy proficiency), students of Aboriginal background, from low-status backgrounds, living in poverty, of immigrant background and with disabilities are all more likely to have poor literacy skills than students of non-Aboriginal background, from high-status backgrounds, not living in poverty, of non-immigrant background and without disabilities. A more detailed picture emerged when the various student backgrounds were considered in various combinations.

### Students at risk

The Students at Risk (STAR) Component is a key element in the DSE's efforts to support schools in meeting the needs of those students who are 'at risk' of not completing their secondary education. STAR projects implemented in 1993 encouraged schools to:

- develop appropriate curriculum and welfare strategies to support homeless students and students at risk generally;
- link their support for individual students and families with that available from local welfare agencies;
- pilot vocational education projects;
- implement appropriate curriculum strategies across clusters of schools to meet the needs of students.

As a consequence of these STAR projects:

- nine secondary colleges developed strategies to support more than 1,300 identified students from disadvantaged backgrounds. These strategies included the development of close links with welfare agencies to provide students with a range of counselling, housing, financial and health services.
- seventeen clusters of schools implemented action plans that included parents' education, literacy and numeracy programs and teacher professional development;
- fourteen secondary colleges and four school clusters initiated vocational education projects for students at risk.

### **Gifted and talented students**

Activities undertaken by the DSE's Gifted Students Program during 1993 included:

- preliminary work on an information kit for teachers of gifted students;
- support for the Museum Mentor Program and negotiations with other external education services aiming to expand the Mentor Program;
- continued support for the existing secondary acceleration program and assistance and advice to two more secondary schools to introduce an acceleration program;
- close liaison with Melbourne University on the establishment and expansion of the Melbourne University Program for High Achieving Students, and with other tertiary institutions supporting and researching the education of gifted students;
- continued support and advice to schools to maintain and develop programs for the education of gifted students;
- preparation of a submission to the Commonwealth's Gifted and Talented Component of the National Priorities Element of the NEPS.

The DSE provided executive support to a Ministerial Working Party on Gifted and Talented Students and Students of High Intellectual Potential. The working party's report will investigate:

- the effectiveness of current programs for gifted and talented students and students of high intellectual potential;
- the means of increasing opportunities for such students;
- the feasibility of establishing specialist education facilities for gifted and talented students and students of high intellectual potential.

### **Education of students from a non-English speaking background**

In 1993, 24.2 per cent (127,350) of all students in government schools were of non-English speaking background (NESB). These students were either born in a non-English speaking country or were born in Australia with one or both parents born in a non-English speaking country. Ninety per cent of them were concentrated in the DSE's two metropolitan regions. Some 2,600 of these students were newly arrived in Australia. Most had no previous contact with the English language and some had no experience or limited experience of school prior to arrival in Australia. The proportion of NESB students increased at each year level from 20.3 per cent at the preparatory year to 30.6 per cent at year 12.

#### **English for new arrivals: language schools and centres**

Newly arrived English as a second language (ESL) students are defined as those who meet the eligibility criteria for Commonwealth per capita funding under the NEPS. They include permanent residents from non-English speaking backgrounds who enrol in an intensive ESL program within six months of their date of arrival in Australia if they are in years 1 to 12, or within 18 months of their date of arrival if they are in the preparatory year. Dependants of Chinese nationals permitted to stay in Australia on special four-year temporary entry permits, and dependants of successful political asylum claimants granted four-year temporary entry permits are also eligible.

As a result of changes in immigration policy there has been a 37 per cent reduction in new arrivals in Victorian government schools: 4,378 in 1992 to 2,620 in 1993.

In 1993, 14 English language schools and centres catered for 1,378 newly arrived immigrant and refugee students. Twenty-seven per cent of primary new arrivals attended English language schools and centres. The corresponding figure for the secondary sector was 82 per cent.

On completion of their courses students transfer to mainstream primary schools or secondary colleges, many of which provide specialist ESL programs.

#### **General ESL: primary schools and secondary colleges**

Students continue the learning of ESL in mainstream settings.

ESL special needs allocations are provided to primary schools and secondary colleges on the basis of the NESB census, which is completed by all schools in July or August each year.



The following number of equivalent full-time (EFT) teaching positions were allocated to schools for 1994:

- 196.7 primary teaching positions to 315 primary schools;
- 239.0 secondary teaching positions to 121 secondary colleges.

The preferred primary program type is team teaching (55 per cent) followed by direct intensive (31 per cent). Direct intensive (75 per cent) is the preferred program type for secondary colleges followed by team teaching (20 per cent).

### Other projects supporting ESL programs

During the past two years, primary and secondary ESL curriculum materials have been produced to assist both ESL specialist and mainstream teachers who have ESL students in their classes.

ESL in the Mainstream is a professional development package for ESL and mainstream classroom teachers. In 1993, approximately 640 Victorian secondary teachers completed the course—some via interactive satellite television programs.

ESL scales were produced in collaboration with writers from New South Wales and South Australia under the auspices of the Australian Education Council. The scales describe the progress that ESL learners make in their acquisition of English in the school situation.

Parents as Tutors Translation Project is a set of translations (in 17 community languages) of key sections of the Parents as Tutors kit.

### Education of Koorie students

There were 2,826 Koorie students in government schools in 1993, of whom 67.51 per cent were enrolled in primary schools. The number of Koorie students in government schools per year level in 1993 was relatively constant from the preparatory year to year 8 ranging from 263 to 222. After year 10 there were significantly fewer Koorie students participating in schooling.

The DSE's new operational plan for the delivery of the National Aboriginal and Torres Strait Islander Education Policy for the 1993–95 triennium was implemented. This plan seeks to:

- increase the number of Koorie students staying on to complete years 11 and 12;
- develop curriculum resource material which is more culturally relevant for Koorie students;
- encourage all students to become more aware of Koorie history and culture;
- increase Koorie involvement in education decision making.

The operational plan saw the maintenance of 52 Koorie Educator positions and the continuation of the Koorie Education Coordination Unit (KECU) staffed by 16 cross-sectoral coordinators and three centrally based officers. A Language and Literacy Program within the plan included a professional development component for Koorie Educators and Cross-Sectoral Coordinators.

Planning was undertaken for the development of Koorie Education Centres, a Community Relations in Education Project and a School Speakers Program.

The DSE supported 22 Koorie intern teachers at Deakin University and maintained financial support through a Service Agreement to the Victorian Aboriginal Education Association Incorporated (VAEAI). VAEAI operates in partnership with the DSE and provides educational support for Koorie students in Victorian schools.

The DSE conducted a literacy and numeracy professional development program for Koorie educators and cross-sectoral coordinators.

### Students with disabilities and impairments

The recommendations of the Cullen–Brown Report on students with disabilities and impairments were adopted. This will lead to considerable change in the method of resourcing and management of the program for students with disabilities and impairments in this State. The central feature of the change will be the introduction of new approaches to needs assessment and associated funding mechanisms for students.

In the interim, resources for specialist schools were maintained and those for the integration program increased, the number of integration aides increasing by 100 EFT positions to 1,277 EFT and the number of integration teacher positions being maintained at 507 EFT. In addition, \$1.2 million was provided for paramedical/health and interpreter services as well as equipment. This funding supported a combined total of over 10,000 students in specialist schools and on integration programs in regular schools.

Other developments included the establishment of a Reference Group to oversee the drawing up of a curriculum statement for students with disabilities and impairments. It is expected to be published in draft form for consultation in 1994.

Work continued on the transition of adult students to post-school education and training options, with the emphasis being placed on those over the age of 21 years. During 1993, 278 students were transferred from specialist schools to other agencies.

The provision of enhanced services for the deaf and vision impaired also took place with the emphasis on the coordination of provision from non-government agencies, Health and Community Services and the DSE.



in order to maximise educational opportunities for these students.

The allocation to Victoria in 1993 for the Intervention Support—Joint sub-component of the Commonwealth Special Education Component was \$4.3 million for all eligible children. The priorities for this sub-component, which includes schools in all sectors, were as follows:

- the provision of early intervention services to young children with disabilities, including the integration of children in regular preschools;
- the provision of services to school-age students with severe disabilities;
- the provision of educational and related services to children in residential care, including those with disabilities.

In addition, the Schools Support—Government sub-component of the Commonwealth Special Education Component was \$6.3 million for Victoria in 1993. This contributed to Victoria's annual recurrent expenditure on special education in support of its special school and integration programs.

## Catholic sector

Catholic schools seek to ensure access for all Catholic students of all socioeconomic levels. Major guiding principles regarding access are included in the enrolment policies developed by the dioceses in consultation with school communities. Access for all Catholic children is facilitated through the needs-based disbursement to individual schools of Commonwealth and State recurrent grants by the CECV. The disbursement process takes account of the varying capacities of school communities to raise private funds through fees and other fundraising activities. The aim of the process is to achieve a reasonably even distribution of resources to all systemically funded schools. A relatively few schools receive their grants direct from the Government on a needs basis.

The grant distribution process is a major factor in ensuring adequate access to all, independent of the financial situation of parents, and that available resources are distributed in an equitable manner.

In addition, Catholic schools in Victoria are greatly assisted by participation in the Commonwealth Government's NEPS and its associated equity policies.

## Gender equity in education

The CEO's Gender Issues in Education Committee has a representative membership from schools, the CEO and Catholic school teachers' unions. In 1993, the Committee focused on the National Action Plan for the Education of Girls 1993–97 and the implementation of the two priorities for 1993: broadening work experience and improving teaching practice. A consultation was

held with key representatives from schools to identify current action and to plan for ongoing ways of addressing these issues.

A member of this committee was appointed to the Victorian Parliamentary Working Party on the Opportunities for Girls in Education to provide advice to the Minister for Education.

Commonwealth funds granted through the Gender Equity Component of the NEPS were made available to the system to improve gender equity in subject choice for girls in seven eligible schools—five in rural Victoria and two in the metropolitan area. These funds were allocated to the provision of a two-day residential professional development program for two key staff members from the science and mathematics faculty areas and a direct grant to schools to assist school communities to raise the profile of science and mathematics in their schools with both parents and students.

A new initiative in 1993 was a consultation with staff from all-boys' schools in order to address complementary issues in gender education. An outcome of this consultation was the planning of a professional development program for 1994.

## Distance and rural education

The Country Education Project encourages isolated rural schools and communities to search for and trial new ways of bringing education and other services to remote areas of the State.

As well as its involvement in the project's State-wide Initiatives Program, the Catholic sector has given high priority to the LOTE program and also the use of technology for the delivery of curriculum options. The LOTE program focuses on the provision of a range of languages other than English in small rural schools. In particular, many Catholic schools are now teaching Japanese by satellite television and it is expected that Italian and Indonesian will be added to the range of options available in the near future. The use of telematics and interactive television has also increased the professional development possibilities for teachers in rural areas and also the range of curriculum possibilities for students in country Victoria.

## Education of students from socioeconomically disadvantaged backgrounds

The Disadvantaged Schools Component (DSC) is aimed at redressing educational disadvantage associated with socioeconomic inequality by increasing the educational opportunities of students. The components operated during 1993 across all non-government disadvantaged schools.

A Declared List of Disadvantaged Schools was prepared during 1993, using an application of the Ross Index.

During 1993, an enrolment ceiling of 28,500 enabled 113 non-government schools to participate in the Victorian Non-government DSC (six schools of which are not in the Catholic sector). This is detailed in Table 3.

**Table 3. Non-government schools participating in the DSC**

<i>Diocese</i>	<i>Primary</i>	<i>Secondary</i>	<i>Special</i>
Melbourne	63	9	1
Ballarat	15	2	—
Sandhurst	13	2	—
Sale	2	0	—
NC/NG*	4	1	1

\* Non-Catholic/non-government schools

Schools funded by the DSC followed a process of needs identification; reflection on the appropriateness of its program; planning for future directions; identification of resources needed to implement the project and development of an evaluation plan. Field Officer support was available to all DSC schools in the preparation of projects in conjunction with School Development plans.

**Table 4. Catholic schools involved in DSC projects**

<i>Project</i>	<i>No. of schools</i>
Curriculum development	29
Pastoral care/Community relations	2
Creative arts	11
Literacy	32
Numeracy	5
Science and technology	20
Health and physical education	24

Each school had a representative DSC committee including principal, teachers, parents and senior students (when appropriate), as well as members of the wider community. Where there were joint projects, representatives from each of the participating schools formed a proposal committee.

### Students at Risk Component

As part of the National Employment and Training Plan, the Students at Risk Component (STAR) was extended to the non-government sector for 1993. In its first year

of operation in Victorian Catholic schools the aim was to develop projects which are consistent with the objectives of the STAR Component and which also reflect the distinctive setting of the Catholic school community.

One major initiative used a model based on a cluster of parishes and their associated schools (deanery) to aid schools to identify and assist target groups of students to mobilise the resources of the deanery, parish communities and church, municipal and other agencies. Each of the specified deaneries has a full-time youth project officer to facilitate and coordinate this activity.

A further initiative identified two special education facilities in order to extend their service provision to fifteen associate schools linked to the STAR project. A series of cluster projects was also developed in rural areas.

The range of STAR projects undertaken during 1993 include the following: establishment of a database on early school leavers; a feasibility study of a 'safe' house for young women; vocational education initiatives; employer adoption schemes; community volunteer programs; drug education programs; adventure-based learning programs; social welfare intervention projects; and the development of directories of resources.

In its first year of operation in Victorian Catholic schools the STAR Component has also served to raise the awareness of school and deanery personnel of the particular needs and behaviour of 'at risk' students. This has led, in turn, to the development of processes that may assist in their early identification, purposeful retention and increased participation.

### Gifted and talented education

The core of the current CEO *Policy Statement on the Educational Provision for Children with Special Needs No. 1—The Education of Gifted and Talented Children in Catholic Schools* is the firmly held belief that all students have gifts and talents which need to be nurtured by the school community.

Activities undertaken include:

- support and advice to primary and secondary schools on the education of and curriculum provision for gifted students;
- implementation of a support group process designed to facilitate communication between home and school on the needs of gifted students;
- professional development activities at both local and diocesan level in the field of gifted education;
- continued involvement with the Victorian Association of Gifted and Talented Students through representation on its Executive;



- continuing joint-sector involvement in professional development activities, particularly through the inter-sectoral annual conference;
- continued promotion of Tournament of Minds and Future Problem-Solving through representation on management committees;
- preparation of a submission to the Commonwealth's NEPS Program, Gifted and Talented Component. This submission was successful and the project is described below.

### **National Priorities Element—Gifted and Talented Component**

In 1993, the CEO was involved in a DEET-funded NEPS project, Gifted Learners and Their Teachers.

This project was a joint venture between the CEO and Krongold Centre, Monash University, using a grant of \$33,000. It focused on the needs of gifted disadvantaged students in ten Catholic parish primary schools. The identification of the children and the subsequent professional development for their teachers was based firmly on the Gardner Model of Multiple Intelligence. Students were assessed by Krongold Centre and their teachers. Parents were involved in case conferences and professional development. On return to their schools, the teachers ran workshops for the school communities on curriculum provision for gifted children.

### **Education of students from non-English speaking backgrounds**

#### **English as a Second Language—General Support sub-component**

The goals and priorities for the work in the area of ESL in 1993 emerged from:

- ESL consultations with Catholic primary and secondary schools on ESL provision beyond 1992;
- recommendations from an evaluation undertaken by the CEO during 1992;
- current educational trends at State and national levels.

In 1993, the General Support sub-component for ESL funding allocation for Catholic schools was generally maintained at 1992 levels. Schools were resourced with 111 EFT and 25.7 EFT positions in 127 primary and 41 secondary schools respectively.

In 1993, approximately 80 per cent of teachers employed for the General Support sub-component of the program had achieved specialist ESL qualifications. Funding from the General Support sub-component of ESL also provided 19.8 EFT bilingual teacher assistants in primary schools. Bilingual teacher assistants performed a range of duties at the school level, including

interpreting and translating and working in classrooms alongside ESL and classroom teachers.

Resource allocations were based on statistical information provided by schools in the CEO's Language Background Survey. This survey takes into account: numbers of students with one or more parents born overseas; number of years schooling in Australia; and number of new and recent arrivals (1 to 5 years) in Australia.

Catholic schools complete evaluation and planning statements annually. These provide an accountability statement for allocated resources and are used to direct the work of ESL advisers in schools.

#### **English as a Second Language—New Arrivals sub-component**

During 1993, 373 primary and 40 secondary newly arrived students enrolled in Catholic primary and secondary schools across dioceses in Victoria. This is detailed in Table 5.

The distribution of new arrival students in Catholic schools for 1993 is shown in Table 6.

**Table 5. New arrival students in Catholic schools**

	<i>1/11/92– 30/6/93</i>	<i>1/7/93– 1/11/93</i>	<i>Total</i>
Primary	274	99	373
Secondary	27	13	40
<b>Total</b>	<b>301</b>	<b>112</b>	<b>413</b>

**Table 6. Distribution of new arrival students in Catholic schools, 1993**

	<i>Melbourne diocese</i>	<i>Country dioceses</i>	<i>Total</i>	<i>EFT</i>
Primary	137	9	146	19.8
Secondary	18	1	19	3.6
<b>Total</b>	<b>155</b>	<b>10</b>	<b>165</b>	<b>23.4</b>

Additional sessional teachers were employed in country Catholic schools during 1993 to support the learning of new arrivals and to encourage them to succeed in mainstream classes.

#### **ESL in the Mainstream**

ESL in the Mainstream was implemented in selected Catholic secondary schools during 1993. Courses involved approximately 103 primary and 120 secondary teachers. Twenty-three secondary and 31 primary schools participated in programs during 1993.



Two tutor-training courses were undertaken to provide a sufficient number of tutors to deliver courses during 1993. ESL consultants from the DSE participated in these courses and were invited to continue membership of the tutor network established originally for teachers in Catholic schools.

## Aboriginal education

Koorie students were enrolled in Catholic schools in the four dioceses as shown in Table 7.

**Table 7. Koori students in Catholic schools, 1993**

	<i>Primary</i>	<i>Secondary</i>	<i>Special</i>
Melbourne	43	16	59
Ballarat	16	22	38
Sandhurst	24	13	37
Sale	33	1	34
<b>Total</b>	<b>116</b>	<b>52</b>	<b>168</b>

Initiatives in Aboriginal education in Victorian Catholic schools during 1993 were informed by the *Principles for the Introduction of Aboriginal Perspectives across the Curriculum in Catholic Primary and Secondary Schools* developed by the CECV. They were supported by CEO Koorie Education Coordination Committees at archdiocesan and diocesan levels. All central initiatives were conducted in conjunction with Local Aboriginal Education Consultative Groups (LAECGs).

Professional development for teachers who work with Koorie students, as well as for those who do not have Koorie students in their schools, was a major focus of the work undertaken in 1993. A professional development model which includes CECV curriculum support materials for teachers engaged in Aboriginal perspectives across the curriculum was developed through a process of consultation with the LAECGs. Professional development in Aboriginal education to primary and secondary teachers in Catholic schools across all dioceses occurs in the following ways:

- central in-service—a three-day program available to all Catholic primary and secondary staff. The content includes Aboriginality and identity, Koorie community organisations, justice issues and curriculum development;
- workshops for clusters and networks designed to provide additional support to primary teachers who have attended the central in-service;
- a secondary network providing professional and curriculum development;
- staff meetings available to all schools upon request;

- primary pilot project—an extension of the central primary cluster, involving the documentation of case studies outlining the processes employed by each school in establishing Aboriginal perspectives across the curriculum;
- materials development project, in which curriculum support materials have been developed to meet the pressing need in schools for Victoria-based resources and curriculum guidelines. These activities are supported through the Commonwealth Aboriginal Education Strategic Initiatives Program.

Koorie students are supported through a variety of programs aimed at them and their parents. These activities are undertaken with the support of LAECGs and the DSE and include the following programs: Aboriginal Tutorial Assistance Scheme (ATAS); Aboriginal Students Support and Parent Awareness Program (ASSPA); and Vocational and Educational Guidance for Education Scheme.

## Integration of students with disabilities

In 1993, 1,346 students with disabilities and impairments were supported in 417 Catholic primary and secondary schools, either on a full- or part-time basis. This was an increase of 6.1 per cent in the number of students over the previous year. The number of schools receiving support under the program increased by 6.4 per cent in the same period. The total of equivalent full-time attendances included 956 primary and 309 secondary students.

Support to primary and secondary Catholic schools for these students with disabilities was provided from the Commonwealth Special Education Component through the Schools Support—Non-government sub-component (\$1,628,522), the Intervention Support—Joint sub-component (\$127,017), the Capital Support—Non-government sub-component (\$250,579) and the Students with Disabilities Component (\$258,172). Furthermore, a specific allocation of General Recurrent Grant funds (\$376,000) was reserved and used to provide additional support for integration in parish primary schools.

The 1993 allocation for Victoria (Catholic and independent) for the Schools Support—Non-government sub-component of the Commonwealth Special Education Component, which includes non-government service providers for government and non-government schools, was \$7,633,000. Priorities for the year were:

- the integration of students with disabilities into regular classes and schools;
- support of State-wide services provided by non-government agencies for students with disabilities, such as the therapy services provided by Spastic and Yooralla Societies of Victoria;
- recurrent grants for non-government special schools.

## Independent schools

### Equity initiatives funded by the Commonwealth and their outcomes

Some respondents in Victoria received Commonwealth funding for the following programs: Special Education; ESL; LOTE; Disadvantaged Schools; and STAR.

Funds received were mainly used for the provision of additional teaching staff, integration aides and specialist staff training.

Methods of evaluating program outcomes included observation as well as formal and informal testing by both teachers and specialist advisers. Expected and achieved outcomes included integration of special students into mainstream courses, increased retention rates for students from high-risk populations, improved literacy and numeracy skills of all target student populations, and enhancements in the self-esteem of participants.

The STAR Component was extended to the independent sector for the first time in 1993. As a result, 12 schools received direct funding for the conduct of projects designed to assist target groups of students. Projects ranged from the development of assessment and identification procedures to initiatives such as learning assistance programs, remediation programs in literacy and numeracy and support counselling.

The Association of Independent Schools also conducted a sector-based project involving 14 schools which involved professional development for STAR coordinators, development of strategies, resources, networks research and evaluation.

### Education of students from socioeconomically disadvantaged backgrounds

Five schools received funding under the DSC for various projects designed to initiate whole-school change. Field Officer support was available through the Catholic Education Office for the preparation and implementation of projects.

### Education of students from non-English speaking backgrounds

In 1993, thirty-six schools received funding under the General Support sub-component of ESL Component to assist in the provision of programs for 2,246 students. Assistance was primarily used to provide additional specialist teaching staff and resources. Six schools received funding under the New Arrivals sub-component to assist in the provision of intensive instruction in ESL for 85 students.

## General and vocational education

### Government sector

The DSE developed a policy that vocational education programs be included within the certificate for post-compulsory schooling, the Victorian Certificate of Education (VCE).

### Commonwealth programs

During 1993, approximately 80 government schools were involved in Vocational Education Pilot projects funded from the Commonwealth STAR Component, the Country Areas Component and the Australian Vocational Certificate Training System (AVCTS). School programs focused on implementing credit transfer arrangements, establishing student programs in broad industry areas and developing school-work programs.

### Credit transfer

Credit transfer is a key vehicle for students considering TAFE options in terms of their future destinations. Credit-transfer arrangements were agreed in seven industry areas: agriculture and horticulture; art and design; electrical and electronics; engineering; hospitality and tourism; office and secretarial; and textiles, clothing and footwear. At the end of 1993, credit-transfer arrangements for a further seven industry areas were in the process of development and agreement.

An important aspect of credit transfer is that it forms the basis of dual-recognition programs. Extensive development in the area of dual recognition followed the release of a joint Ministerial policy.

Dual recognition refers to the procedures agreed to by the Board of Studies and the Office of Technical and Further Education (OTFE) which enable the VCE student to undertake some accredited TAFE modules as part of their VCE. By the end of 1993, accreditation had been given by the Board of Studies for the Certificate in Basic Electronics and the Certificate in Office and Secretarial Studies.

### Training

During 1993, Victoria developed a twin system for the issuing of training credentials which involved:

- the registration of schools as private providers of training under the State Training Board, leading to individual schools providing the TAFE certificate and credit transfer;



- schools entering into local cooperative arrangements with TAFE to deliver the TAFE credential.

In both cases, students receive two certificates and the TAFE modules directly contribute to the successful completion of the VCE.

### Key competencies

An extensive consultation process on the concept of the key competencies was undertaken across all school sectors, the training system, the tertiary sector and subject associations. The outcomes of the consultation will inform future directions for the development of the concept of key competencies in Victoria.

### Links with industry

Enhanced links with industry and the development of enterprise programs are critical to the development of the AVCTS in Victoria. A large number of students are involved in the work experience program each year. In addition to programs organised through careers teachers in schools, the following key organisations assisted with special programs for schools during 1993:

- Know Biz operated tours of industry for students and teachers.
- Young Achievement Australia established teams of students to develop and market a product that related to the curriculum they were studying.
- The Australian Quality Council established three very successful major programs for the first time in 1993. This involved in excess of 30 schools and several hundred students. The program places a group of students on work experience in a company for a week, and through a structured learning program sets students the task of solving an identified problem within that company.

During 1993, 18 government secondary colleges participated in the Monash Open Learning Program. Five government schools were registered as TAFE providers and offered post year 11 or 12 training programs. Some schools offered enhancement programs with Melbourne and Monash Universities in which students completed a first year university subject while still in year 12.

Active groups supporting vocational education priorities, developing links between schools and industry and assisting in the process of placing students in industry included:

- Local Industry Education Network Committees (LIENCs)—Ballarat Industry Education Network, Outer Eastern Industry Education Network, Know Biz and Industry Education Partnerships Project;
- Victorian Industry Education Partnerships (VIEPs)—six partnerships were supported by the Department of Education and key industry groups;

- group training companies—23 across metropolitan and country Victoria.

### Information strategy

As part of an ongoing information strategy on vocational education, regular articles about vocational education and related issues were published in the *Victorian School Education News*. The DSE was involved in the DEET-sponsored coordinating group monitoring the provision of careers information in Victoria, and it assisted in a cross-sectoral working group marketing the training sector as an attractive post-school option.

### Job and Course Explorer

During 1993, the Job and Course Explorer (JAC) Unit consolidated its training short course directory and community course explorer programs. JAC products now cover all education and training providers in Victoria and are used by students in all sectors. The credit transfer module was fully developed for implementation in 1994. This will enable users to trace pathways through education and training. A new national career information system is to be considered to modernise the existing JAC system in terms of technology and responsiveness to current education and training policy issues such as the Training Reform Agenda.

### Catholic sector

Significant developments occurred in Catholic secondary schools in the vocational area. The advent of funding under the AVCTS has fostered school-level initiatives, TAFE links and cross-sectoral partnerships.

Four Catholic secondary schools participated in pilot projects organised by the Department of Education's Office of Training and Further Education, pioneering the delivery of TAFE courses in secondary schools in areas such as office and secretarial practice and agriculture and horticulture, as private providers. Student response has been enthusiastic and progress has been made with cross-credit arrangements with particular TAFE colleges. Several other schools have commenced negotiations with TAFE colleges for school level delivery across a broader range of industry areas. Experience has indicated that some TAFE colleges are much more responsive to these approaches than others and this does result in some difficulties for particular schools.

Another five schools were engaged in the Victorian Schools' Pilot Project. This involved clusters of Directorate, Catholic and independent schools working collaboratively within regional areas. They have been exploring a student programs approach to the delivery of the VCE and a range of strategies for combining general and vocational programs with work placements. Regular seminars have been a feature of this project.



The CEO, in conjunction with the DSE and the Association of Independent Schools of Victoria (AISV), has supported LIENCs projects to establish school-industry links, assist with work placements and establish partnership arrangements with local TAFE colleges and universities. These are operating with differential levels of success but are making important contributions in this area.

At a sectoral level, CEO personnel have been actively involved in the management and coordination of initiatives, have attended and contributed to seminars throughout Victoria on vocational education, and have disseminated exemplary practice to the broader school community. The Post-Compulsory Reference Group provided a regular forum for interested schools and post-compulsory perspectives to groups working on overall strategies for the provision of Catholic education. An extremely significant outcome was the hosting of a National Catholic Education Commission Conference on Post-Compulsory Provision in Melbourne. This generated significant policy-level developments in other States and Territories and a National Catholic Education Commission policy on the issues involved.

A related development was the provision of support in some schools for open learning. A few other schools provided support for enhancement and accelerated programs initiated by Monash and Melbourne universities.

Catholic schools were encouraged to take advantage of credit-transfer arrangements and dual recognition.

The Catholic sector participated in the consultations on how key competencies could be incorporated within the learning and assessment practices of the VCE.

Catholic schools recognised the need to enhance their links with industry and a number of initiatives were undertaken. Many students are involved in traditional work experience programs each year. An increasing number of schools are endeavouring to establish closer links between curriculum and workplace experience.

## Independent schools

### Interactions with TAFE institutions and private training providers

Respondents indicated mixed success in interactions with TAFE colleges. Some schools had students undertaking studies at the local TAFE colleges. Others experienced difficulties in gaining access mainly due to timetabling problems or distance from TAFE facilities.

Some schools reported a mutually beneficial arrangement with their local TAFE colleges, whereby school maintenance was undertaken by apprenticed trades people as part of their TAFE courses. Through these arrangements the apprentices gained valuable practical

experience, while the schools reduced their maintenance costs.

A large number of schools had links with private training providers, while nearly all respondents had some links with tertiary institutions and local businesses. Participation in the Young Achievers and Rotary mock interview programs was universal in the secondary schools surveyed.

## Career education programs

Most secondary schools surveyed offered career education programs, which began as early as year 7 and concluded up to and including year 12. Career counselling was universal and attention was focused on work experience, offered mainly to year 10 students. This involved working for one week per annum.

The components of career education programs varied among the surveyed schools. Many schools indicated that their programs began with self-awareness, value clarification, and interest profile assessments. Several schools also provided a career counsellor and career resource centres, many of which contained computerised research facilities and JAC and Jobs Illustrated (JILL) programs. Students were encouraged to attend career information evenings, industrial and university open days and lecture/discussions by guest speakers. Some schools used external consultants to assist students in the career selection process.

Once again respondents indicated that career education formed an exceptionally valuable part of their students' development and that, where work experience was available, it enabled students to better explore career options.

## Areas of student learning

### Board of Studies

The Board of Studies was established on 30 June 1993, replacing the Victorian Curriculum and Assessment Board (VCAB). Unlike the board it replaced, which was in charge of education for Victorian schools at year 11 and 12 and which administered the VCE, the new Board of Studies has been established to serve Victorian students from Prep to year 12. The board will continue to administer the VCE.

The board's charter is to:

- strengthen curriculum provision in Victoria by ensuring continuity and consistency of standards, subject content and skill development in years P-12;
- ensure that all students are able to undertake a balanced and challenging curriculum, which takes account of the diversity of needs and encourages students to develop a critical understanding and

appreciation of our society's cultural heritage, while preparing them for higher education or employment;

- provide for comprehensive and reliable assessment of student achievement at all levels of schooling.

In fulfilling its charter, the Board of Studies will liaise with the government, Catholic and independent school sectors and with various other bodies including the State Training Board and tertiary institutions. One area for such liaison is the development of courses and curriculum materials and the accreditation of courses. This will ensure that a coordinated curriculum is developed from years P-12 and that the courses offered are relevant, not only to the changing requirements of students, but to the requirements of the tertiary education sector, employers and the community.

In 1993, the board commenced work on the development of a curriculum and standards framework in consultation with the schools, professional associations and education authorities. The framework will include separate components for each of the eight learning areas and will incorporate key elements from the national work.

In the latter part of 1993 a major consultation and review of the draft national statements and profiles took place. Advice to the Minister for Education from the Board of Studies indicated that the national statements and profiles in their current form were inadequate for implementation. This advice also indicated, however, that they do provide a basis upon which the board can develop its curriculum and standards framework.

The Board of Studies established Key Learning Area Committees to provide advice on both these matters.

## Government sector

### The arts

Regular articles on school activities in the arts were published in the DSE's fortnightly newspaper, *Victorian School Education News*. This maintained an awareness of the range of activities available to students, celebrated student activity and encouraged schools and teachers to experiment with new initiatives.

### English

Primary schools continued to use widely the Victorian English profiles to assess and report on student achievement. Many students have their own Profile Record Book charting their achievement in English.

Course advice for primary and secondary schools was begun during 1993 and will be drafted in 1994 ready for implementation in schools in 1995. The structure is based on that devised and successfully used for the *Primary Course Advice—Mathematics* (1992). Both primary and secondary documents will draw on the

frameworks and goals outlined in the national profile and statement and support the Victorian Board of Studies' curriculum and standards framework.

Writing in the Subject Areas, Helping Students to Learn and Making a Difference, three professional development programs, were developed in 1992. Funded by the Commonwealth Literacy and Learning Component, these programs were further trialled in disadvantaged secondary schools during 1993. Manuals for each program to be used by school-based presenters were completed for publication.

The Good Literacy Teaching Project, funded by DEET as an element of the Literacy and Learning National Component, examined the context for literacy learning in the early years of schooling and identified strategies which promote it effectively.

Reading Recovery, an early intervention program designed to assist 6-year-old children considered 'at risk' in their literacy development, continues to be a high priority in Victoria. Every region conducted Reading Recovery teacher training programs in 1993.

The DSE continued to coordinate the delivery of structured programs—Early Literacy In-service Course (ELIC) and the Canberra Literacy Program (CLP). Regional tutors conducted teacher training in every region.

## Health education

During 1993, the Drug Education Support for Schools Project (funded jointly by the Victorian Department of Health and Community Services and the national Campaign Against Drug Abuse) employed eight regional project officers to work with schools in 80 selected government and non-government primary and post-primary schools. This project aims to improve drug education and drug-related student welfare policies, programs and practices. As part of the project, a survey of 400 schools was conducted in order to obtain baseline data on policy and practice in schools, and an extensive literature review of the area was undertaken.

A kit was developed by the DSE's Special Settings Working Party to support the safety needs of special development schools when required to provide care such as toileting, washing and meal-time assistance. These activities require food hygiene practices to avoid risk of cross-infection.

A review of physical education and sport education was announced by the Minister at the opening of Junior Sports Week in March 1993. It was initiated in the light of research findings that show that students are not acquiring the basic skills to enable them to participate successfully in sports and that fitness levels of young people have decreased over time.



The review committee considered such issues as teacher training and support; the nature of the P-10 curriculum; the establishment of schools that focus on physical and sport education; cross-credit arrangements with tertiary institutions for physical and sport education undertaken in the VCE; a pilot executive fitness program; the range of available curriculum materials; interschool sport; the needs of girls and students with disabilities; links between community and school sport; and an awards program.

Twenty schools were designated as Physical and Sports Education Exemplary Schools. These schools will act as models of best practice for other schools and be a focus for quality physical education programs, coaching support, professional development, and for developing strong links with designated sporting organisations.

The development of course advice for primary physical and sport education began.

### Languages other than English

The teaching of languages other than English (LOTE) is a significant Government priority in Victoria.

In June 1993, a Ministerial Council on LOTE was set up to provide advice on the teaching and learning of LOTE in Victorian schools. The establishment of the council reflects the strong government commitment to the teaching of LOTE. The 12-member council is the major source of advice to the Minister on all aspects of LOTE policy and implementation, and it has given impetus to the essential task of developing community awareness of the benefits of language learning. The council considered and endorsed the draft DSE LOTE Strategy Plan which was launched by the Minister in November 1993.

The LOTE Strategy Plan outlines LOTE policy directions for government schools for 1993 and beyond. It recommends that schools be required to provide language programs for all students P-10 and for at least 25 per cent of years 11-12 students by the year 2000. This is to be staged as follows:

Primary	Secondary
Year 6	1995 Years 7-8 1995
Year 5	1996 Year 9 1997
Year 4	1997 Year 10 1999
Year 3	1998 Years 11-12 3-4% increase
Year 2	1999 per annum to
Prep-Year 1	2000 25% of total

In 1993, 39 per cent of primary schools (604 schools) were providing a LOTE program compared with 29 per cent of primary schools in 1992. This represented an increase of 18 per cent from 1992. Most of these schools provided LOTE programs from Prep to year 6 to approximately 85,000 students.

A LOTE was offered in 89 per cent of secondary schools (315 schools) in 1993, with 108,131 or 48 per cent of students participating in LOTE programs. This represents an increase of 34.8 per cent on 1992. Almost 98 per cent of year 7 students studied one or more languages, representing an increase of 10 per cent from 1992. The greatest increase in 1993 enrolments in LOTE programs was in year 8, up from 74 per cent in 1992 to 88 per cent. Years 9 and 10 also had significant increases, with modest increases taking place in years 11 and 12.

The Distance Education Centre provided studies in seven languages in 1993 to a total of 1,415 students, an increase of 347 students from 1992. These students would not otherwise have been able to study a language in their school due to geographic isolation or the unavailability of LOTE teachers.

The Victorian School of Languages (VSL) complemented the provision of LOTE in mainstream schools by offering 36 languages in 26 centres across Melbourne and various Victorian provincial centres. In 1993, the VSL provided LOTE studies to a total of 11,651 students (490 adults and 3,283 primary and 7,878 secondary students from government, Catholic and independent schools). This represents an increase of 1 per cent from 1992.

In addition, funding was provided on a per capita basis for approximately 21,000 students, across 38 languages, in after-hours ethnic schools. After-hours ethnic schools provide LOTE programs complementary to those of mainstream schools and the VSL.

During 1993, the DSE supported a range of LOTE projects and initiatives. Significant initiatives which were supported by State and Commonwealth funding (provided under the School Language Program) are as follows:

- A Japanese Language Professional Development through Interactive Television Project was developed and piloted.
- Thirty-eight teachers successfully completed a six-week Japanese Intensive Course arranged by the DSE and provided by Japan Seminar House, and four teachers of Japanese were supported to attend a methodology course offered at the Sydney Language Centre of the Japan Foundation.



- The DSE arranged for 14 teachers of Indonesian to attend an intensive six-week summer course, formally accredited by Monash University, at Gadjah Mada University, Yogyakarta, in December 1993 to February 1994.
- Four teachers were supported to undertake an eight-week intensive language course at Nanjing University, China.
- Language upgrade courses in Chinese, French, Italian, Indonesian and German were provided by three Victorian universities for over 50 teachers.
- Business plans for each of the eight key languages nominated by Victoria—Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, and Vietnamese—were developed.
- A coordinated response to the national LOTE profile was prepared across all Victorian sectors of education.
- Thirty-nine teachers were provided with 0.4 study leave to continue with their language studies and HECS support was provided to 136 secondary teachers and 51 primary teachers undertaking LOTE study.
- LOTE methodology courses were provided by Monash, Melbourne and Deakin universities, and consisted of the 60-hour theoretical component of an approved LOTE method. Fifty teachers participated in these courses.
- A survey was undertaken and a report prepared on the number of students taking LOTE studies by school, year, level and gender. The number of current and potential LOTE teachers by qualifications was also reported.
- A LOTE train-the-trainer professional development course, developed and trialled in metropolitan and country Victoria, was revised and prepared for publication.
- A professional development program for after-hours ethnic school teachers was developed and implemented.
- Year 9 course outlines were developed and printed for French, German, Indonesian, Italian, Japanese, Modern Greek and Vietnamese.
- Course outlines in 36 languages for years 1–12 were developed by the VSL. Eight of these have been published.
- Subject-based materials for primary and junior-secondary LOTE programs in four languages—Italian, Modern Greek, Chinese, German—were developed and published.

- A survey of curriculum resource materials available nationally was undertaken and a database developed for distribution to schools.
- The Languages and Multicultural Education Resource Centre consolidated its resource collection to support LOTE teachers in mainstream schools, the VSL and after-hours ethnic schools.
- DSE officers gave workshops on the national Curriculum Guidelines for Chinese at a conference in Taiwan for international schools in the Asian region. This was followed by further work with the Taipei American School, the Hong Kong International School and the International School in Beijing.

## Mathematics

The highest priority in 1993 was the development of mathematics course advice for years 7–10. This work involved formulating a set of unit objectives based on the appropriate scope statements from the *National Statement on Mathematics for Australian Schools*. Small-scale trialling of year 7 units was undertaken during the year. The course advice is expected to be completed in 1994.

Providers of professional development programs (including the Mathematical Association of Victoria) supported the structured program *Exploring Mathematics in Classrooms* during 1993. The Continuing Mathematics Program remains an important component of the DSE's professional development strategy. Several professional development providers have indicated interest in supporting this program during 1994. There has also been ongoing professional development relating to the implementation of the *Mathematics Course Advice—Primary* through these organisations.

## Science

A science and technology interactive television series, *Science and Technology Education in Primary Schools (STEPS)*, for all primary year levels was planned. It will be broadcast during 1994.

The DSE continued its involvement in the activities of the Australian Academy of Science throughout 1993.

## Studies of society and the environment

Victoria continued its involvement with the Magnet Schools Program established to promote studies of Asia in ten schools and co-sponsored by the Asia Education Foundation (through DEET) and the DSE.

In mid-1993, expressions of interest were called for Key Developmental Project grants in the range of \$200 to \$20,000. At the end of the year participating schools

provided cultural displays and student activities including Korean games, tie-dyeing, batik-making, Indonesian shadow puppetry and calligraphy at an Asia in Schools Expo organised to celebrate the work of the program.

The Victorian Environmental Education Council (VEEC) completed a major phase of Victoria's Environmental Education Strategy. This included the development and implementation of:

- a strategic plan for environmental education, set out in *Learning to Care for Our Environment: Victoria's Environmental Education Strategy*;
- a substantial base of expertise, resource materials, communications systems and contact networks needed for implementation of the strategy.

VEEC played a direct role in fostering active involvement in environmental education at the local level. Nearly 300 local projects came to fruition in 1992–93. A series of professional development programs was conducted in rural and urban localities, as was an on-going program to increase awareness and use of the wide range of environmental education materials and resources.

VEEC presented and promoted an environmental education perspective through publications and kits, displays at the National Environment Expo and other exhibitions and conferences, and through participation in committees, conferences and meetings across a wide range of sectors of society.

## Technology

The DSE commenced work on course advice to assist schools and teachers with the implementation of the Board of Studies accredited curriculum. Professional development programs were drafted to familiarise teachers with the new curriculum and to support implementation. DSE support for, and links with, the relevant subject associations have been strengthened.

## Science and Technology Centres

The DSE invited submissions from secondary colleges interested in becoming a Science and Technology Centre. The centres are to be strategically located across metropolitan and country Victoria. Each Science and Technology Centre will form an expert committee consisting of representatives from local industry and tertiary institutions to advise on facility management, the improvement of science and technology education and assistance to students in their transition to further education and employment.

A metropolitan and rural secondary college were selected to pilot the concept. It is intended to announce three additional Science and Technology Centres during 1994 to commence operations at the beginning of 1995.

The functions of a Science and Technology Centre include:

- to prepare and trial innovative curriculum and professional development programs and to undertake other cooperative activities which integrate recent scientific and technological advances into all curriculum areas;
- to enter into partnerships with other schools, tertiary institutions, industry, the Board of Studies and the DSE to develop science and technology courses for use by all Victorian schools from years 7–12;
- to focus on the development of strategies to increase the participation of girls;
- to offer places to students wishing to specialise in science and technology-based subjects and to offer programs through which gifted and talented students may progress at an accelerated pace as their knowledge and understanding grows;
- to pioneer flexible operating hours in order to make their facilities available to surrounding schools and the community;
- to make world standard facilities available to local industry. Such an initiative is particularly directed towards new, small, innovative industries which are often unable to afford the costs of expensive technical equipment in their development phase.

## Catholic sector

### The arts

The arts continued to be a curriculum focus area in 1993. This resulted in work by school communities with zone, central and tertiary personnel providing specialist expertise in the planning of visual and performing arts programs and in school and centrally-based professional development programs. Some schools gained from working with the trialling and validation of the arts profiles. Music programs and skill development continued to have a high profile, as did the innovative Drama Teacher-in-Residence Program initiated by the CEO. This practical program had many ongoing outcomes such as the forming of small network groups.

### English

Language and literacy development, including ESL provision, continued to be a priority area of support to parish primary schools in 1993.

Support to parish primary schools in literacy development, offered through centrally organised professional development and spaced over a period of time, included: initial literacy; Continuing Literacy In-service Course (CLIC) and literacy in years 4–6; 'at risk' readers; second language literacy; and literature-based reading programs.



A pilot project in schools with ESL populations identified assessment as a focus for 1993. It aimed to strengthen the ways teachers monitor and assess language development. School teams were involved in trialling a systematic set of assessment procedures and recording formats.

Many parish primary schools continued to use the Victorian English profiles to report on student achievement using a Profiles Record Book for each student.

Three professional development programs, funded by the Commonwealth Literacy and Learning General Component, were further trialled in disadvantaged secondary schools. This followed their development in 1992. Program titles were: Writing in the Subject Areas (WISA), Helping Students to Learn and Making a Difference. Trialling of Phase 1 of the WISA Project was completed in 1992. The trialling of Phase 2 and the associated evaluation study was completed in 1993. Publication is planned for early 1994. The reduction in available DSE personnel has meant greater responsibility has fallen on the CEO staff to complete the project. Feedback from teachers was positive.

Six DSC Catholic primary schools were involved in the Oral Language Development Project to foster the development of language, literacy and learning, particularly in the early years of schooling (P-3). This project was based on a model of professional development involving parents and teachers in co-learning roles.

A DSC Field Officer was involved in the Good Literacy Teaching in the Early Years Project. The project concentrated on the literacy development of students from disadvantaged backgrounds. Twenty-six DSC Catholic schools were involved in this project.

CEO staff and teachers in Catholic secondary schools in Victoria contributed significantly to the production of *Content Area Literacy and Learning*, a ten-unit professional development program, published by Curriculum Corporation. The objective of this project is to develop teaching practices likely to enhance the literacy skills of the target audience.

## Health

Schools continued to provide quality physical education and health programs which focused on the teaching and learning of skills for daily living and lifelong health and fitness. The DSE's *Personal Development Framework P-10* was a major resource for programming. Support services were available to schools for specialised areas by the centrally-based teams for pastoral care and Christian education for personal development. For schools with this area as a curriculum priority there was a focus on policy development, liaison with parents and programming. Additional support services were provided through regular publications and newsletters on health issues and professional development programs

associated, in particular, with the programs detailed below.

The CEO was represented at the initial consultations held in Victoria at the commencement of the National Nutrition Education in Schools Project. Participation continues in the Victorian Reference Group.

The CEO, through its Christian Education for Personal Development Team, continues to provide appropriate education in HIV/AIDS for Catholic schools. The educational program conforms largely to the Commonwealth's national AIDS Strategy, but with modifications according to the moral and ethical teaching of the Catholic Church. Programs were offered for teachers in Catholic primary and post-primary schools.

The Catholic education sector participated in the planning and piloting of the Drug Education Support for Schools Project. Sixteen Catholic schools took part in the project's first phase.

Services of the QUIT Campaign (associated with the Anti-Cancer Council of Victoria and substantially funded by the Victorian Health Promotion Foundation) to assist schools with anti-smoking education were utilised. Information on policy and procedures for a smoke-free workplace was distributed to all schools. *Why Can't We Smoke at School? Guidelines to Address Students' Smoking* was provided to assist teachers with student questions about smoking.

Staff of the CEO offered alcohol and drug education programs at the local and central levels for both primary and post-primary schools. In addition, the CEO was represented on the advisory committee which prepared *Drugs in Schools: Crisis Intervention Guidelines for Postprimary Teachers* (an initiative of the Alcohol and Drug Foundation of Victoria, now the Australian Drug Foundation).

## Languages other than English

During 1993, consultation across the sector has supported the development of a proposed policy and strategic plan which together identify means of expanding the teaching of languages in primary and secondary schools. There has been a successful emphasis on increasing the numbers of primary schools where a language other than English is included in the program for all students. In secondary schools, the challenge is now to find ways of increasing the proportions of students continuing with language studies into years 11 and 12. The professional support available to language teachers concentrates on further developing effective classroom strategies and establishing points of growth for students moving from primary into secondary school language studies. These areas have prepared the way for working with student profiles for LOTE during 1994.



Language programs cover the Community Languages Element, Priority Languages Incentive Element (PLIE) and Mother Tongue Development programs. The emphasis of this work is to provide professional development for teachers working in Catholic primary and secondary schools across all Victorian dioceses. A strategic plan for future work to be undertaken in this area is now being developed.

Secondary LOTE programs are funded by schools individually. Additional money is available through PLIE funding, based on the number of students participating in languages at year 12 in the previous year and designed to encourage the retention of language study to year 12. The eight priority languages agreed to in Victoria and funded under PLIE are Chinese (Mandarin), French, German, Indonesian, Italian, Japanese, Modern Greek and Vietnamese. PLIE funding was based on information about VCE language enrolments by 1992 year 12 students as shown in Table 8.

Table 9 indicates the number of schools with LOTE programs and the languages in which these are taught. In addition, students enrol for language studies through the Victorian School of Languages, Distance Education and specific language schools.

### Mathematics

The CEO assisted in the review of the mathematics profile during October 1993. In December 1993, the Board of Studies Mathematics Key Learning Area Committee began work on the development of a curriculum and standards framework for mathematics. Ongoing professional development relating to the implementation of the *Mathematics Course Advice—Primary* has also been offered. Curriculum advisers have continued to work with teachers through Exploring Mathematics in Classrooms (EMIC) and to train tutors for EMIC.

**Table 8. Enrolments in year 12 PLIE subjects, Catholic schools, 1992**

<i>Languages</i>	<i>Enrolment</i>
Chinese (Mandarin)	—
French	158
German	31
Greek (Modern)	—
Indonesian	37
Italian	459
Japanese	50
Vietnamese	16

**Table 9. Catholic schools with particular LOTE programs**

<i>Languages</i>	<i>No. of schools 1992</i>	<i>No. of schools 1993</i>
<b>PRIMARY</b>		
Arabic	8	7
Chinese	6	5
Croatian	1	1
French	5	10
German	—	1
Greek	1	1
Indonesian	1	5
Italian	201	217
Japanese	6	12
Maltese	1	1
Polish	1	1
Spanish	4	2
Tagalog	—	1
Vietnamese	5	3
<b>Total</b>	<b>240</b>	<b>267</b>
<b>SECONDARY</b>		
French	51	48
German	6	6
Greek (Modern)	1	1
Indonesian	11	10
Italian	82	75
Japanese	17	19
Latin	1	1
Spanish	3	3
Vietnamese	1	3
Language studies	4	4
<b>Total</b>	<b>177</b>	<b>170</b>

### Science

The profile of science in the primary curriculum was raised in 1993 when, through school development plans, it was established as a priority area. Schools with science as a priority area were supported by the CEO zone curriculum advisers and central funding and in-service training.

A number of places were made available for teachers to attend the Quality Exploration in Science Teaching (QUEST) Program, which is designed so that its participants are able to conduct a similar program for their school staff. A further initiative was the provision of funds for a cluster of schools that had nominated science as a priority area, to access the Science in Schools Program. A number of schools were involved in external science programs such as the Academy of Science's longitudinal study. Other professional development initiatives that supported science in schools were those relating to environmental issues and the CEO policy statement on Aboriginal perspectives across the curriculum.

## Studies of society and the environment

Initiatives designed to support parish primary schools in developing studies of society and the environment included:

- The release of *Aboriginal Perspectives Across the Curriculum*, a new teacher resource for primary classrooms. Copies were provided to all Catholic schools. The resource offers teachers practical guidance and information and six broad units for teaching and learning designed to assist teachers in integrating Aboriginal studies and perspectives across curriculum areas. A series of professional development programs and networks supported the implementation of this resource.
- Professional development—workshops for primary teachers to develop practical approaches to integrating Asia/Pacific perspectives into the curriculum; two day in-service programs focusing on integrating environmental studies into the primary school curriculum; and programs on understanding and responding to global problems and caring for the Earth: theological and spiritual perspectives.

## Technology

The concept of technology in the primary curriculum was broadened in 1993 from a single focus on computer technology. The work by schools with the technology profiles, linked with community expectations, resulted in the provision of specialist technology professional development programs. The innovative Technology Teacher-in-Residence Program (initiated by the CEO), which provided a mobile workshop to schools, achieved its goals of raising teacher awareness of the importance of technology in the primary curriculum and of demystifying the area. Additional outcomes related to program development and participation in community-based programs and initiatives. Specific computer programs and networks continued in 1993 with a focus on integrating computer technology into the primary curriculum.

## Independent schools

### The arts

In most of the schools surveyed, music and visual arts were included in the arts learning area and were mandatory up to and including year 10. Music programs included a diverse range of activities ranging from instruction in theory, individual tuition in voice or instruments and music appreciation to participation in various ensembles. Visual arts studies included painting/drawing, sculpture, textiles, ceramics, print-making, woodwork, metalwork, computer graphics photography, crafts and technological design. Several respondents mentioned providing artists-in-residence or music camps as enrichment activities. Where drama activities were conducted they mainly revolved around theatrical productions.

Special student populations were encouraged to participate in all the above activities and small group instruction including high staff-student ratios, encouraged all students to achieve their individual best.

### Asian studies

Most of the schools in the survey included some form of Asian studies in their curriculum, frequently in social studies, history and geography units. Japan, Indonesia and China were often cited as topics of study.

Integration of students with Asian ethnic and cultural backgrounds was specifically cited as encouraging cross-cultural understanding. Several respondents indicated that cultural awareness was particularly enhanced by language studies and participation in cultural events such as hosting exchange students, overseas study trips and sponsoring annual Asian festivals.

### Health

Physical education was offered as a regular part of the core curriculum in most schools, while the health component of this learning area was integrated into physical education, science and social studies courses. Many schools offered daily physical education programs while others supplemented this with inter-school sports. In addition, several schools included dance, gymnastics and swimming as a part of their physical education programs. All students were encouraged to participate in athletic programs.

Most respondents also included some form of mandatory health studies. Topics addressed included first aid, nutrition, hygiene, safety, cooking, home economics, human development and human relationships. Some schools included units on 'stranger danger', self-defence and substance abuse, while environmental awareness was encouraged by outdoor activities and camping excursions.

## Languages other than English

In 1993, 75 per cent of independent schools offered a LOTE. Of these schools 27 per cent offered two LOTEs, 20 per cent offered 3 LOTEs and 13.6 per cent offered 4 or more LOTEs. French and German were the two most widely taught languages, with the Asian languages growing at a fast rate. Twenty-two schools offered Indonesian compared to 15 in 1988, 36 schools offered Japanese compared to 18 in 1988 and 31 schools Chinese compared to 9 in 1988.

In 1993, the AISV through the Priority Language Incentive Element of the School Language Program, supported the following activities for LOTE:

- professional development for teachers;
- seminars on LOTE methodology and curriculum;
- consultancy services for schools on LOTE issues;
- development of curriculum material.

## Teaching and learning

### Government sector

#### Standards Council of the Teaching Profession

The Standards Council of the Teaching Profession was inaugurated in December 1993. Victoria is the first State in Australia to have established an independent statutory body to specifically advise the Director of School Education and the Minister for Education on professional standards for the teaching profession.

The council has been established to:

- develop a standards framework to assist principals of Schools of the Future in the selection of high-quality teaching staff;
- raise the morale and standing of the profession, acknowledging the growing international focus on improved standards for teaching;
- provide advice on effective preparation for teaching, standards for employment, professional issues (such as teacher induction, probation, appraisal and criteria for advancement, and the application of competency standards) and opportunities for greater teacher mobility and on the development of multiple entry pathways into the profession.

The council's membership is broadly based and comprises a full-time chairperson and eight members—principals, practising teachers, members from the tertiary sector and members of the DSE concerned with teacher professional issues.

The reduction in new employment opportunities in the DSE, the low scores of entrants to teacher training

courses and the responsibilities for staff selection available to Schools of the Future all suggest that new strategies, processes and criteria must be considered to maintain and enhance quality learning in schools. Two working parties were established:

- to develop appropriate standards of qualifications, skills and competencies for initial teacher employment;
- to investigate improvements to the career structure and professional development programs for teachers.

### Merit and equity

In 1993, a policy statement on eliminating sexual harassment in schools and workplaces was distributed to all schools and workplaces in the DSE and an Employment Equity Management Plan for Schools was developed.

Training sessions for principal selection panels were conducted to ensure that the selection process took account of merit and employment equity principles, and that interviews were conducted in a fair and open manner.

Reports on the status of female teachers and public servants were prepared to form a base from which to monitor the effects of the review of the DSE's staffing policies on women.

#### Women in School Leadership Program

The Women in School Leadership Program was established to encourage and support women applying for Principal Class positions in 1994. The program provided comprehensive training and development opportunities, appropriate merit and equity policy strategies and public relations exercises.

#### Merit Protection Boards

Merit Protection Boards were established in 1993 to streamline the management of grievances throughout the Department of Education (and so including the DSE). These boards replaced the Teaching Service Appeals Board, the Teaching Service Discipline Appeals Board, the Public Service Promotions Appeals Board and the Public Service Hearings Process with a common grievance process accessible to all teaching and non-teaching staff within the department, other than executive officers. The processes for teacher appointment and promotions reviews, however, were maintained.

In addition to statutory responsibilities to review appointments and discipline matters for the Teaching Service, Merit Protection Boards also have responsibilities in relation to general grievances and sexual harassment and discrimination grievances for all staff in the department.



Staff access to the boards contributes substantially to workplace morale and cohesion and to the enhancement of merit and equity throughout the DSE.

### **Workforce restructure**

A commitment to the reduction and restructuring of the public sector workforce by the Victorian Government saw the DSE required to achieve significant recurrent budget savings during 1993. A significant component of the savings achieved came from voluntary reductions in the DSE's workforce. These reductions resulted in a decrease in over-entitlement positions.

The primary mechanism for the voluntary reductions has been financial incentives for staff to resign or retire. These financial incentives resulted in reductions of over 3,800 permanent teachers and an additional 100 temporary teachers during 1993. Over 500 permanent non-teaching staff also accepted voluntary departure payments. The requirement for further workforce reductions will see these schemes continue into the first half of 1994 to further reduce the number of over-entitlement staff.

Another strategy for the achievement of recurrent budget savings was the application of revised staffing formulae in both primary and secondary schools for 1994. This included a review of optimal school size. The revised staffing formula continued to preserve basic formula entitlements such as the 1:21 formula for primary schools. It was projected that the student-teacher ratios for Victoria would continue to be more favourable than the Australian average and, in certain areas, for example rural schools, students at risk and special education, remain world leaders.

### **Health and safety**

In 1993, \$210,000 was provided in school grants for urgent works and services associated with occupational health and safety.

Strategies to lower the number of WorkCover claims included:

- the presentation of a Health and Safety Management Systems Conference for schools with high rates of claims;
- the development of training materials on health and safety in special settings and presentation of regional programs;
- a review of Manual Handling Awareness Week;
- provision of first aid services in schools;
- the development and presentation of programs dealing with teacher learning environment and feedback and appraisal to AST 3 teachers and leadership teams;
- an evaluation of teacher morale and stress;

- the presentation of an organisational health and safety module in the principal's induction program.

Achievements in the area of the DSE's WorkCover management responsibility included: tendering and selection of a new claims agent; the conduct of training programs for claims and rehabilitation consultants on new WorkCover legislation; and the development of a WorkCover Strategy Plan for DSE.

### **Career development**

#### **Pilot out-placement programs**

The concept of career transition or job search support was introduced to the DSE in 1993. This program assisted DSE employees who volunteered for the program (both teachers and public servants) to gain positions in the private sector.

Career transition support assists people wishing to improve their employment prospects in the private sector. In particular, it can provide significantly increased opportunities by enhancing skills and developing job search techniques. In the pilot program, 75 participants each worked with one of five consultancy companies to improve their job search skills. In addition, the consultants assisted participants to follow up advertised vacancies and also to seek out job opportunities which had not been advertised. Almost 50 per cent of participants in the pilot program have successfully pursued a career in private industry.

#### **Teacher Release to Industry Program (TRIP)**

The Teacher Release to Industry Program (TRIP) continued in 1993. In 1993, 80 teachers were included in the program. Areas that teachers work in include training, personnel management, community welfare, laboratory work and environmental projects, curriculum development, industry-education liaison and project management. To ensure a smooth operation of each year's TRIP, an accompanying employers' forum has ensured that both teachers and the participating companies are able to get the very best out of their placement.

### **Professional development and training**

Aside from professional development associated with the areas of student learning, there has been an emphasis upon the development of professional development support to Schools of the Future for principals, school councillors, teachers and administrative staff in schools.

A five-day program, offered over three terms and linked by an in-school component, was developed to enhance the leadership and management skills of principals in Schools of the Future. Approximately 90 principals undertook this program, which received very strong endorsement from participants. It addresses topics such as team building, performance management, situational decision making, negotiation and managing change.

Principal Induction to Schools of the Future introduced principals to the process of developing a school charter and established collegiate groups as a forum for ideas related to the introduction of the Schools of the Future Program.

A program focusing on the responsibilities of school councillors in Schools of the Future was delivered in centres across Victoria through a service agreement negotiated with the Association of Councils of Post Primary Schools. Specialist input was provided by DSE personnel.

A Curriculum Leadership in Schools Program was conducted for vice-principals and teachers with designated curriculum leadership responsibilities in Schools of the Future. The program highlighted the leadership role demanded by the emerging focus on student outcomes and accountability requirements in the Schools of the Future Program.

Programs addressing the changed role of bursars, business managers and other administrative staff in Schools of the Future were conducted. Principals often joined their administrative staff in these programs which focused on training in all Computerised Administrative Systems Environment for Schools (CASES) components. Principals generally accompanied administrative staff attending these programs.

### Overseas education

The DSE's overseas program includes the exchange of teachers, students, ideas, research and educational materials.

Joint standing committees on educational cooperation have been established between Victoria and Indonesia, and the Hellenic and Italian republics. These committees have responsibility for a range of initiatives including:

- developing educational exchange programs, scholarships and other awards;
- promoting sister or twin school programs and student exchange programs;
- providing professional development for teachers, specialists, principals and researchers;
- developing and exchanging curriculum materials;
- providing teacher and student exchange programs.

The International Teaching Fellowship Program provided teachers and their families with the opportunity to broaden their horizons and gain experience by working in different education systems including the United Kingdom, the United States of America, Canada, New Zealand, France, Germany, Greece, China and Japan. The DSE's LOTE Program supported teachers to attend intensive language and methodology courses in China,

France, Germany, Indonesia and Japan. LOTE assistants from France, Germany and Japan are employed in secondary colleges. A total of 600 Victorian secondary school students went overseas and attended schools in Asia, Europe, United Kingdom and United States of America. Similarly an equal number of students attended schools in Victoria. Exchanges varied from one school term to a full school year.

There are 22 not-for-profit exchange organisations registered in Victoria and 27 schools are also registered for the purpose of student exchange. Schools registered for student exchange first establish a sister-school link in an overseas country before commencing student exchanges.

Victoria was represented at the South East Asia and Pacific Region Educational and Managers' Symposium, and provided assistance to the Overseas Project Corporation of Victoria in the tendering for Australian International Development Assistance Bureau (AIDAB) and Asian Development Bank projects in Asia.

### Open learning

A joint ministerial statement on the choices and opportunities of open learning was released towards the end of 1993.

The broad concept of open learning offers students a wide range of opportunities to learn at the time, place, pace and method which best suit them. Open learning programs have led to the establishment of innovative learning partnerships between schools, TAFE colleges, universities and their clients in the community and industry.

Accordingly, the Department of Education established the Victorian Open Learning Network (VOLN) to coordinate and encourage:

- the establishment of local, regional and State-wide networks of individuals, institutions and organisations with a commitment to and expertise in open learning;
- cross-sectoral approaches to the design, delivery and resourcing of programs;
- the establishment of partnerships between education and training providers and their clients in industry and the community.

### Science and technology statement

The Working Party on the Use of Technology as an Education and Communications Facility in Schools made recommendations on the telematics network; satellite dishes; telematics delivery of programs; the provision of pilot Science and Technology Centres; partnership with industry and higher education; teacher education; and the monitoring of information

technology. Many of these elements were incorporated into the DSE's science and technology statement, *Initiatives in Science and Technology—Investing in the Future* (launched in October 1993). Four key areas covered by the statement are: satellite network; Science and Technology Centres; the use of other technologies and the need for a coordinated curriculum policy.

### Satellite network

Developmental work and pilot programs were put in place so that by the middle of 1994 all Victorian government schools will have satellite reception facilities. It is considered that this initiative is a world first, and unparalleled for a government school system. Interactive television uses a satellite to deliver a standard television program and allows viewers to interact with the presenters using facsimile or telephone as the program is being transmitted.

### National Project on the Quality of Teaching and Learning (NPQTL)

School activities arising from involvement in the National Project on the Quality of Teaching and Learning (NPQTL) included:

- Innovations in student groupings and school structures such as: multi-age groupings, sub-schools, teacher teams, cooperative learning, flexible groupings for enrichment programs (computers, problem solving, Reading Recovery);
- Staggered day with two shifts—an early start and finish for juniors and a later start for seniors. This allowed for a maximisation of resources; for example, the doubling of access to computers, improved community access to programs offered through telematics, and the provision of LOTE to primary feeder schools.
- Modelling of school practice on the Koln–Holweide Comprehensive School, Germany, involving a reconsideration of teacher roles and responsibilities.
- Teacher exchange between schools and sectors to encourage the transfer of ideas and innovations.
- Investigation of the possibility of a nine-day school fortnight with the tenth day given to professional development and joint teacher planning, while optional programs for students (such as music, drama, dance, sports coaching) are being offered by members of the community.

### Catholic sector

#### Christian education for personal development

Information on appropriate resources was provided to Catholic schools to assist their preparation for the

International Year of the Family, principally through the *Christian Education for Personal Development Newsletter*. Resources were developed within the CEO to assist in particular aspects of family life education, such as religious education and faith development.

The CECV approved a revised pastoral care policy for use in Victorian Catholic schools after extensive consultation with school communities. *Pastoral Care of Students in Catholic Schools* presents pastoral care within the Christian vision of the dignity and value of the human person, from which flows the school's policies and processes. The dimensions of pastoral care reflect the following: quality of relationships; formation in self-discipline and responsibility; pastoral programs; comprehensive and inclusive approaches to teaching and learning; supportive school–family relationships; effective networks of care; and coordinated and supportive organisational structures.

*Pastoral Care of Students in Catholic Schools* recommends that schools formulate a local pastoral care policy and provides guidance in that task: how pastoral care policy may be presented; a suggested process for policy formulation and review; and guidelines for developing discipline policies and responding to serious offences in schools.

CEO staff assisted several schools to respond to critical incidents, including murder, death by accident and suicide. This activity led to a decision to formalise advice to schools on procedures to deal with critical incidents before they occur.

In 1989, the CEO issued advice to schools on dealing with the maltreatment of students. In 1993, preliminary work began on a revision of the document to reflect legislative requirements of mandatory reporting of child abuse in Victoria. The Pastoral Care Unit worked closely with the Community and Professional Education Unit of the Victorian Department of Health and Community Services to provide professional development for CEO staff and principals and senior teachers of Catholic primary and post-primary schools. Between October and December 1993, over 500 Catholic educators undertook professional development in this area. In addition, plans were put in place to offer programs to as many Catholic school staffs as possible.

### Aspects affecting the quality of teaching

In 1993, the continued implementation of the Advanced Skills Teachers and Positions of Responsibility structure in all schools in accord with the guidelines developed through the Tripartite Agreement provided schools with a structure for the provision of quality programs. The response of teachers to such appointments was evident in an increased commitment to their professional development.



An invitational seminar was conducted for principals of small primary schools to address some of the issues relating to the provision of quality education in small schools. A report was written from this meeting and the recommendations are to be addressed in 1994.

The provision of time for teachers to attend curriculum networks continued in 1993, as did their use of out-of-school time to achieve network goals.

### **Development in the use of technology**

The issues of technology and education have received widespread interest in the Catholic sector in 1993. At a curriculum level, the sector was actively engaged in the drafting of the national statements and the trialling and validating of the profiles. The broadening understanding and application of the strands of the technology statement means that wider groups of teachers are being challenged to address and adapt their programs to emerging issues in this field. A Conference on Technology and the Secondary School in the Future attracted a large attendance. Teacher networks at the secondary level continued to develop. At the primary level, interest groups of teachers in areas such as computer applications continued to grow. The growth in interest in this area has also stimulated the development of a Technology Teacher-in-Residence Program for primary schools.

An immediate outcome of involvement in the Parliamentary Working Party on Education and Technology was the decision by a majority of Victorian Catholic schools to install satellite dishes and decoders for interactive television broadcasts in the first half of 1994. They offer significant new access for schools to professional development broadcasts and eventually to student-targeted programs in areas such as LOTE, science and technology.

### **Development associated with teachers and teaching**

The focus on school development plans for quality provision continued in 1993. In the primary schools this was achieved through the structure of school, zone and area plans. The emphasis on collaborative planning at these three levels increased the capacity of the system to provide support services to schools.

In the secondary schools a diverse group of projects was undertaken in an effort to cater for individual differences and to respond to the changing school and work environment. These included participation in a State Training Project, Local School Industry Networks and participation in the Victorian School Project. This project has links to TAFE, with cross-crediting arrangements and the establishment of structured combinations of school and work.

An increased commitment to Asian studies P-12 developed in 1993.

In both primary and secondary curriculum, leadership is given to schools through personnel in central and zone locations, and through curriculum journals and professional development.

Throughout 1993 many teachers were involved with the validation and trialling of the national profiles. A representative group was appointed also to the Board of Studies Key Learning Area Committees. This experience will enhance school-based teaching and learning programs.

### **School review and development process**

The school review and development process that was adopted through the Tripartite Committee Agreement in 1990 provided the framework for both curriculum and professional development and the formulation of a school development plan by each school. The CEO supports schools in this, through the provision of a range of services including the publication of curriculum journals, sponsorship, study leave, the publication of curriculum resources, the funding of curriculum support personnel and the provision of a wide range of professional development programs. In 1993, 60 programs were offered that reflected current trends and the priorities identified through a mapping exercise. Some of these programs were in a traditional format while others were designed for specific network groups or in a spaced learning format.

### **Independent schools**

#### **Professional development programs**

The survey respondents' main objective, regarding the professional development of teaching staff, was the achievement of professional excellence. Strategies employed to achieve this objective varied from encouragement for the review and updating of specialist skills to the provision of opportunities to facilitate teacher networking. Other activities were directed towards increasing teacher and staff awareness of individual differences. Some in-service programs explored the implications of recent education research.

Specialist teachers and various independent school associations presented professional development programs. Other presenters included principals, teachers returning from seminars, visiting experts/consultants, industry and government departments.

Professional development was funded mainly by the schools themselves (approximately 90 per cent), although some assistance was received through the Association of Independent Schools in Victoria.

Nearly half of the surveyed schools responded positively to the concept of commercial and/or industrial employment experiences for teaching staff. Many indicated that the encouragement of volunteers, teacher exchange programs, textbook authorship and professional publications provided windows of exposure to the world of industry and commerce.

Most of the schools surveyed had few if any administrative support staff. The schools which did have support staff sought to upgrade their skills to keep pace with new technologies.

Professional development for support staff was frequently conducted by the various school's teaching and administrative staff, professional associations, private training providers or tertiary institutions. A number of schools funded courses initiated by the schools themselves but most courses were privately funded through grants or personal finances.

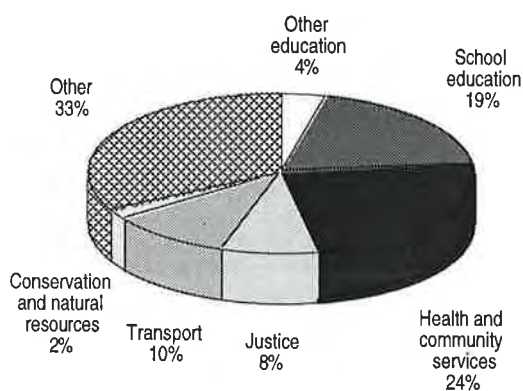
## Resourcing schools

### Government sector

#### Total budget share

A major share of the Victorian Budget goes to school education. Around \$2,470 million of recurrent funds will be expended on it in 1993–94 and around \$139 million of capital funds. This represents just under one-fifth of the total State Budget as shown in Figure 1.

**Figure 1. Education share of the total State Budget, 1993–94**



Source: DSE School Education Budget 1993–94

### Expenditure trends

As 1993 falls across 1992–93 and 1993–94 financial years, the actual and estimated expenditures for both financial years are set out in Tables 10 and 11.

Victoria is again seeking in 1993–94 to make substantial savings in school education recurrent expenditure to achieve an additional \$145 million savings package by 1995. This follows a savings package of \$102 million in 1992–93. Although incorporated in the 1993–94 budget, the arrangements necessary to achieve these savings were set in place at the end of 1993, to take full effect at the beginning of the 1994 school year. This timing was adopted because it is not appropriate to make budget changes affecting schools other than at the end of the school year.

Salaries and associated costs constitute over 80 per cent of the DSE's recurrent costs. It is therefore necessary for a significant proportion of the required 1993–94 savings to be found in this area. There will also be substantial savings in administrative overheads, including reductions of non-teaching staff and \$7.2 million in non-salary expenditure from out-of-school activities (a reduction of some 40 per cent).

**Table 10. Recurrent expenditure, 1992–93 and 1993–94 (\$'000)**

	1992–93 <i>Actual</i>	1993–94 <i>Budget</i>
Salaries and associated costs	2,075,573	1,861,011
Non-salary costs		
Operating expenses	29,515	29,493
Grants to schools	174,207	235,153
Board of Studies	16,580	16,898
Student transport/travel	29,387	30,410
Maintenance allowances	27,958	31,888
Non-government school grants	187,261	215,155
Aboriginal Education Trust transfer	2,820	2,993
Urgent and minor works	16,828	27,000
EDP lease payments	1,571	796
Other	19,737	22,669
<b>Total recurrent</b>	<b>2,581,437</b>	<b>2,473,466</b>

Source: DSE School Education Budget 1993–94

From the beginning of 1993, the cleaning of Victorian government schools was given to contract cleaning services. In the continuing process of devolving powers and responsibilities to schools, contract cleaners and casual replacement teachers are now paid directly by schools from funds provided through the Schools Grant. This means that the 1992–93 expenditure figures for salaries and associated costs and grants to schools in Table 10 cannot be compared to the 1993–94 budget figures because of the consequent movement of funds between lines.

Although there is an apparent increase in non-government school grants in 1993–94, this is not the case. The Government decided to restructure the schedule of payments to non-government schools in the calendar year to progressively reinstate the February payment delayed to July by the previous Government in 1991.

### Recurrent funds

Recurrent funds pay items such as salaries and associated costs, grants, allowances and operating expenses. Table 10 sets out the broad outline of the way in which the DSE applies its recurrent funds. (For the first time the item 'urgent and minor maintenance' has been included in recurrent funding, so bringing Victoria into line with other systems.)

### Works and services

Works and services funds are used for capital purposes such as school construction, major maintenance and site purchases. Table 11 sets out the broad outline of how the DSE intends to apply its works and services funds.

### Resource trends

At June 1992, there were 46,754 FTE staff in Victorian government schools. In June 1993, the number of staff in government schools had fallen to 43,519 as a result of staffing measures taken to implement savings packages. Table 12 sets out the changes to teacher, teacher aide, administrative support and ancillary staff numbers.

Reductions in staffing levels have all been achieved through voluntary redundancies. Staff wishing to leave the system have been able to take advantage of a series of voluntary departure packages. Because of staff reductions, expenditure on salaries and related items, and therefore overall expenditure, has reduced in the government school system. This trend is expected to continue in 1994 but not into 1995.

**Table 11. Works and services expenditure, 1992–93 and 1993–94 (\$000)**

	1992–93 <i>Actual</i>	1993–94 <i>Budget</i>
School construction—major	76,578	61,417
Refurbishment	31,188	38,550
Grants to schools—capital	10,658	8,200
Property management	8,288	11,000
Security	1,450	1,424
Reinstatement	2,424	5,100
Interest subsidies—government schools	619	1,000
State Development Program—principal and interest	6,630	5,597
Interest subsidies—non-government schools	1,108	1,000
Corporate works	4,986	5,330
Non-school accommodation	1,154	1,374
<b>Total works and services</b>	<b>145,083</b>	<b>139,992</b>

Source: DSE *School Education Budget 1993–94*

**Table 12. Full-time equivalent staff, government schools**

	June 1992	June 1993
Teachers	41,483	38,247
Teacher aides	1,856	2,159
Administrative support staff	3,227	2,974
Other ancillary staff	188	139
<b>Total school staff</b>	<b>46,754</b>	<b>43,519</b>

Source: DSE *Staffing Report*, June 1993

### Commonwealth contributions to school education expenditure

In 1993, the Commonwealth Government contributed \$309.5 million through Specific Purpose Programs to the operation of government schools and \$446.2 million to non-government schools. The major elements of these contributions to government schools were:

- \$200 million from the General Recurrent Program;
- \$42.2 million from the NEPS;
- \$66.9 million from the Capital Grants Program.



Commonwealth Government contributions to Victorian government schools through Specific Purpose Programs constitute a little more than 10 per cent of total government expenditure.

For non-government schools the major elements of these contributions were:

- \$386.6 million from the General Recurrent Program;
- \$21.8 million from the NEPS;
- \$37.7 million from the Capital Grants Program.

## Priorities for 1994

### Government sector

The implementation of Schools of the Future Program is a major focus for 1994. Ninety-nine per cent of government schools in Victoria had registered to be part of the program as at the end of September 1994.

Schools are entering the program in four intakes at six-monthly intervals. Intake 1 consisting of 319 schools commenced a comprehensive induction program in July 1993 and became fully operational as Schools of the Future in January 1994. The experience of these schools has assisted with the monitoring and development of new policies to provide schools with flexibility in staffing and budget.

All Government schools will have joined the program by July 1995. Intake 2 (506 schools) completed their induction in the first half of 1994. Intake 3 (503 schools) commenced their induction in July 1994 and Intake 4 will commence their program in January 1995.

Particular initiatives for Schools of the Future include:

- establishment of school charters and global budgeting in all schools in accordance with the timetable for the program;
- implementation of appropriate management systems to support the program (including extension of the CASES information system and the development and implementation of a human resource information system);
- establishment of systems for monitoring and reporting on school performance and student achievement;
- implementation of personnel policy and practice to support the program;
- development of career structures to lead the development of Schools of the Future.

Other priorities for the DSE are:

- establishment of performance management processes;

- improvement of school facilities;
- implementation of the Literacy and Numeracy Strategy to expand the number of literacy and numeracy programs available to teachers, with the aim of achieving literacy and numeracy standards set by the Board of Studies;
- implementation of the Early Years Schooling Strategy, including the continuation and evaluation of the pilot program for the First Years of Schooling: First Steps;
- development of course advice for years P-10 in conjunction with the curriculum and standards framework;
- implementation of science and technology and communications strategies;
- implementation of the LOTE policy to provide all students in Victorian government schools with the opportunity to learn a LOTE;
- extension of programs for NESB students;
- support for the improvement of physical and sport education programs;
- further development of the links between post-compulsory education, training and work, including the expansion of enterprise programs to involve a greater number of schools;
- increasing the range of educational opportunities for students, particularly through programs for gifted students, girls, Koories and young people at risk of not completing their secondary education;
- implementation of the third phase of the restructure of the DSE by introducing a new service structure and outsourcing non-core operations;
- development and implementation of strategies to establish the DSE as a successful participant in sponsored educational projects overseas;
- implementation of a State-wide teacher professional development program in support of the curriculum and standards framework.

### Catholic sector

Priorities established for the Catholic sector include the following:

- provision of assistance to the Board of Studies in the development of a Curriculum and Standards Framework that will assist student learning and provide suitable assessment and reporting mechanisms for parents;
- professional development activities, including those provided through technology and satellite links, to assist teachers in the effective use of the national

- statements and profiles for improved teaching and learning in classrooms and for appropriate monitoring of student progress in the classroom;
- a review of religious education in Catholic schools;
  - maximisation of flexibility within the NEPS components to ensure an appropriate delivery of student support services in schools;
  - support for school development planning through the services of central, diocesan and zone CEO staff;
  - assistance to schools to assist their efforts in vocational education, particularly at the post-compulsory phase, especially through their involvement in the AVC pilot programs and the joint school-TAFE arrangements being put in place;
  - identification and implementation of key priority equity programs and initiatives, including the *Aboriginal Perspectives in the Curriculum* material;
  - development of a strategic plan to extend the teaching and learning of priority Asian languages in Catholic schools.