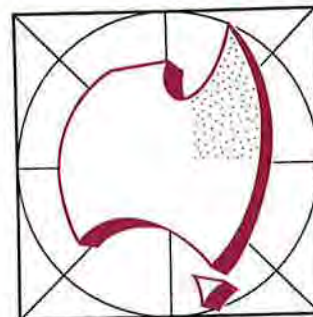


QUEENSLAND



Government schools

Priority objectives for 1993

During 1993, the Department of Education's corporate mission, as expressed in its Corporate Plan 1993–97, was: 'to provide quality education appropriate to the needs of our students and of society'.

In achieving its mission, the department pursued the following development priorities:

- studies priorities for 1993—literacy, numeracy, languages other than English (LOTE), senior schooling and supportive school environments;
- studies priorities for 1993–97—learning technology, educational provision for students with disabilities, Aboriginal and Torres Strait Islander education, active and informed citizenship, and inclusive curriculum;
- management priorities—implementation of program management; focus on localisation of services; furthering the understanding, acceptance and implementation of the organisational principles of equity, effectiveness, participation, responsiveness and public accountability; and financial management.

During 1993, the Corporate Plan (and its development priorities) exerted a significant influence over planning at all levels, as a result of the incorporation of a program structure developed in consultation with Treasury.

Excellence and equity

Retention and participation rates

Overall, apparent retention rates from year 8 to year 12 for Queensland government schools dropped slightly from 82.1 per cent in 1992 to 79.2 per cent in 1993. The rates for males and females for 1987–93 are presented in Table 1.

Participation rates for 15- to 19-year-olds in government schools are presented in Table 2.

Table 1. Apparent retention rates to year 12, government schools, by gender, 1987–93

<i>Year</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
1987	52.7	59.8	56.2
1988	57.6	65.1	61.3
1989	58.8	69.5	64.1
1990	63.9	74.2	69.0
1991	70.6	80.4	75.4
1992	77.5	86.9	82.1
1993	74.7	83.8	79.2

Source: Qld Department of Education

Table 2. Age participation rates, 15- to 19-year-olds, government schools, 1990–93

<i>Age</i>	<i>1990</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>
15	61.7	62.2	62.6	61.7
16	49.7	52.7	52.7	52.7
17	25.7	31.0	31.6	30.8
18	5.0	6.4	7.0	6.7
19	1.0	1.5	1.8	1.5

Source: Qld Department of Education

Effective schooling

Devolution of responsibility

Devolution of responsibility from central office to regional, school support centre and individual school level continued during 1993, with devolutions occurring in such areas as facilities, human resources, information management and quality assurance.

This devolution was communicated through the continual updating of the document *Current Location of Key Management Responsibilities*, which identified the responsibilities of specific departmental levels.

Community participation

The department continued its emphasis on increased community participation in education. In particular:

- Trial school advisory councils in all regions provided the opportunity for greater community participation in school-based decision making.
- Parent Development Officers were employed in each region on a part-time basis to work with school communities and regional officers. Activities included supporting the trial school advisory councils, establishing local support networks and helping schools develop community involvement strategies and policies.
- Regions continued to have greater community participation by including parents on more regional forums.

Accountability

At the school level, quality assurance activities continued to focus on collaborative school development planning and reviewing processes. During 1993, Collaborative School Reviews (CSRs) were carried out in 453 of the 1,307 government schools (35 per cent). There was widespread uptake of the recommendations included in these reports, as reflected in changes made to school development plans submitted to regional offices for approval following the CSRs.

At the regional level, over 25 reviews were carried out, many of which were directly connected with school-level activity. Areas reviewed included: English syllabus implementation; English as a second language (ESL); the Police Liaison Program in high schools; the use and effectiveness of teacher relief days given to principals; educational provision for Aboriginal and Torres Strait Islander students; rural secondary high schools; and the activities and roles of advanced skills teachers.

At the system level, 13 major reviews were undertaken, including an evaluation of five of the six departmental programs, including Schools Operations, the program through which all funds for schools are channelled. Other areas for systemic review included: school support centres; languages other than English; participative forums; and assessment of student performance in aspects of mathematics.

Social justice

The department's Social Justice Strategy 1992–93 provided a system-wide framework for priority equity initiatives. These included the development of a standard for inclusive curriculum to guide the design and delivery of curriculum which meets the needs of all groups of students.

The standard has three features:

- identification and elimination of barriers to success;
- recognition and use of diverse perspectives and experiences;
- redress of discrimination.

Education of girls

In June, the Ministerial Advisory Committee on Gender Equity conducted a conference entitled 'Listening to Girls: Parents and Teachers as Partners'. The conference aimed to advocate and raise awareness of gender-equity issues for parents and teachers. Support was given to the establishment of a State-wide parent network. The committee also provided representation and input to the review of Queensland curriculum and raised issues relating to girls.

During 1993, the National Action Plan for the Education of Girls (1993–97) was launched and the priority areas adopted as operational areas for the Queensland Gender Equity Policy. Data were collected from schools and regions regarding progress in the nominated 1993 priority areas: broadening work education and improving teaching practice. The Gender Equity Unit worked with regional support staff to raise awareness of the national action plan and to coordinate regional activities.

Commonwealth-funded activity in this area included:

- the implementation, for the first time, of the National Equity Program for Schools Gender Equity Component. Projects were selected through submissions, with eight projects being funded which focused on addressing issues for girls from country areas and/or low socioeconomic backgrounds;
- two projects funded by the Commonwealth Department of Employment, Education and Training (DEET) as part of the Gender Equity in Curriculum Reform Project. These projects were connected with work education and gender equity and the arts, and involved conducting professional development and research with teachers in a range of schools.

The department also implemented its sexual harassment policy, which resulted in an improved awareness across the educational community concerning the nature of sexual harassment and the management of grievance procedures. Activities included:

- the training of regional training teams;
- the conducting of a one-day professional development program with principals and managers across the State;
- the commencement of training for sexual harassment referral officers across the State;

- the publication of a sexual harassment resource package to facilitate raising the awareness of school staff, parents and students;
- the publication of a kit for sexual harassment referral officers, including brochures for students, employees and parents.

Other initiatives included:

- the launching of a secondary curriculum resource, *Says Who?—Sexual Harassment, Students Explore the Issues*, and distribution to all secondary schools in the State;
- the involvement of seven primary schools in an action-research project to explore sexual harassment and violence in schools, followed by the drafting of curriculum materials which will be published in 1994;
- the launching of the Gender Equity in School Sport Policy, followed by professional development of sports administrators across the State.

During the year, the Gender Equity Unit was reviewed by the Quality Assurance Directorate as part of an overall Studies Policy and Development Program evaluation. The review concluded that:

- the Queensland Gender Equity Unit has contributed significantly to the formulation of State and national policy;
- there is close alignment between policies, projects and resources which have been developed at a State and national level;
- gender-equity policies and initiatives are clearly modelled on social justice principles;
- some progress has been made in the implementation of policy at school level.

Distance and rural education

During 1993, initiatives in distance and rural education incorporated elements of technology, resourcing, curriculum and policy development.

These initiatives included the following:

- Interactive television trials were undertaken to facilitate the delivery of curriculum-based programs for students in rural and isolated locations. The trials were funded by the Country Areas National Component, a region, and the Open Access Support Centre.
- Programs with a curriculum focus provided access to specialist educational services for isolated students. These were developed through the Open Access Support Centre, schools of distance education and the Country Areas National and General components.

- Standards of services were developed to ensure that outcomes achieved by students in schools of distance education are consistent with those achieved by all students. These standards, together with appropriate operating principles, are in line with the department's social justice strategy, system priorities, and agreements with the Commonwealth. They will further enhance the consistency, quality and delivery of educational services to students.

In addition to the above initiatives, during 1993 each of the seven schools of distance education carried out random surveys of home tutors, and their staff evaluated the level of student achievement in key learning areas and recorded the extent to which students completed the subjects they accessed. The outcomes of this investigation varied among schools of distance education and various student populations, but overall, the results pointed to a need to revise some distance education materials, both in terms of content and mode of delivery. Some activities addressing the issues raised in this investigation included:

- the assignment of additional teachers to support students with special needs;
- the development of special distance education materials (e.g. for languages other than English);
- the use of an 008 number for access by school-age students;
- the operation of a State-wide outreach extension services program for years 11 and 12.

Students from disadvantaged backgrounds

The Commonwealth's Disadvantaged Schools Component of the National Equity Program for Schools, known in the Queensland government schools sector as the Special Programs Schools Scheme (SPSS), continued to be one avenue for improving educational access and outcomes for students in communities with the greatest degree of socioeconomic disadvantage. Altogether, 312 schools were eligible for support through this element, which accounted for approximately 12 per cent of the total enrolment.

School-based programs were supported in order to cater more comprehensively for students from low socioeconomic backgrounds. Schools and school communities were encouraged to develop programs that:

- identified barriers faced by students from a low socioeconomic background;
- utilised the experiences of students themselves;
- challenged current practices.

Major SPSS activities included:

- the development and implementation of specific literacy and numeracy programs;

- the conduct of programs seeking the active involvement of parents and the school community in school decision-making processes;
- the conduct of a State-wide consultative review of the declaration process of the SPSS, which resulted in changes to allow local issues to be incorporated into the process;
- the conduct of action-research projects that investigated various curriculum approaches for students from low socioeconomic backgrounds.

In addition to the SPSS, a range of other government initiatives targeted educational provisions for socioeconomically disadvantaged students and for those with intersecting forms of disadvantage, for example poverty and isolation. These initiatives were aligned with nationally endorsed statements and policies, and aimed to improve students' participation and educational outcomes. Activities and programs included:

- the Queensland School Enhancement Project (SEP);
- the Commonwealth-funded Students at Risk Component (STAR);
- the Youth and Community Combined Action programs (YACCA);
- action-research projects;
- the publication of the junior school magazine *Razz*;
- the Commonwealth-funded Literacy and Learning National Component.

Each of these activities is discussed briefly below.

The School Enhancement Project targeted six clusters of schools with pressing professional and community development needs. Twenty-three schools were assisted to improve educational outcomes through consultative management.

The Commonwealth-funded STAR Component was implemented in over 60 schools to assist the identification of 'at risk' students and to encourage their successful completion of secondary schooling.

The YACCA programs targeted 23 areas and assisted communities to develop programs to prevent offending in the 10–16 age group. Schools played a critical role in forming partnerships with community agencies and families.

Regional and school-based action-research projects explored issues related to students from low socioeconomic backgrounds and the interrelationship with other forms of disadvantage. Projects covered: transience and mobility; factors affecting the subject choices of girls from low socioeconomic backgrounds; literacy needs of students from low socioeconomic backgrounds; and parent involvement and liaison.

In 1993, the department's *Razz* magazine was directed to years 6–8, and material focused on improving the students' awareness of future options and other issues related to target groups.

The Commonwealth's Literacy and Learning National Component project, Everyday Literacy Practices in and out of Schools in Low Socioeconomic Urban Communities, was conducted jointly by the department and Griffith University. Funding of \$158,309 was utilised to conduct an ethnographic study of literacy practices in and out of school, for the purpose of identifying and encouraging selected appropriate literacy practices. The project is being continued in 1994.

Gifted and talented students

During 1993, substantial policy updating and resource development resulted in the publication and dissemination to all schools of the policy statement *The Education of Gifted Students in Queensland Schools*, and the resource document *The Education of Gifted Students*. These documents reflected social justice and effective learning and teaching principles.

Key initiatives for gifted students in schools included:

- the State-wide participation of over 400 schools in the Tournament of Minds;
- the conduct of the Zigzag Project for gifted underachievers in conjunction with the Catholic education sector. The project was Commonwealth-funded and involved models of support for gifted children in eight primary schools, including support need identification, support provision and related professional development.

Students from non-English speaking backgrounds

In Queensland, approximately 50,000 students of non-English speaking background were enrolled in government schools in 1993. Of these, 22,382 had a main language other than English.

The department met the needs of students of non-English speaking background students through specialist services provided by the ESL Schools Program funded through the Commonwealth's New Arrival and General Support elements, and by State funding. Altogether, 1,004 newly arrived students received support through a regionally managed program which was coordinated by the State-wide ESL Program Coordinating Committee. A funding formula is also being developed to provide a more equitable allocation of ESL funds to regions.

Cultural equity was also promoted through:

- development of culturally inclusive curriculum across all curriculum areas. A Cultural and Language Diversity in Education Policy is being developed to address the areas of culturally inclusive curriculum

and ESL education. This policy will be supported by documents which clarify the key concepts and provide practical strategies for schools to implement the policy;

- development of the Anti-Racism Policy and grievance procedures. An Anti-racism in Schools Project also provided the opportunity for students across the State (approximately 70 schools) to express their views and increase their understanding about racism;
- incorporation of culturally inclusive perspectives in the policy Schools and Discipline: Managing Behaviour in a Supportive School Environment and in Student Performance Standards (SPS).

Aboriginal and Torres Strait Islander education

A total of 19,460 Aboriginal and Torres Strait Islanders were enrolled in Queensland government schools during 1993 (13,434 in primary, 5,910 in secondary and 116 in special schools).

Key 1993 initiatives in this area included:

- the commencement of the Aboriginal and Torres Strait Islander State-wide Support Centre located in Townsville;
- the commencement of development of an approved accredited year 11 and 12 Aboriginal studies and Torres Strait Islander studies subject, and the initial development of a departmental framework for Aboriginal studies and Torres Strait Islander studies P-12;
- expansion of the Remote Area Teachers Education Program (RATEP) at Cherbourg. The initiative supported professional and curriculum activities and met recommendation 294 of the Royal Commission into Aboriginal Deaths in Custody;
- the distribution of two videos and promotional material titled *Participating for the Future P-7* and *Participating for the Future Years 8-12*. This activity met goals 1, 2, 10, and 11 of the National Aboriginal and Torres Strait Islander Education Policy (AEP) and recommendation 291 of the Royal Commission into Aboriginal Deaths in Custody;
- the conduct of the Yatha conference (an Aboriginal word meaning 'coming together to discuss'). This conference focused on Aboriginal and Torres Strait Islander studies in teacher education, and was jointly sponsored by the department, the Board of Teacher Registration, the Queensland Aboriginal and Torres Strait Islander Education Consultative Committee, the Queensland Teachers Union and the Queensland Association of Teachers in Independent Schools. The conference met goals 20 and 21 of the AEP and recommendations 290 and 295 of the Royal Commission into Aboriginal Deaths in Custody;

- the conduct of a department conference titled 'Education Which Way—Our Way?'. The conference aimed at bringing indigenous teachers together, to break down professional isolation and to build networks at the local, regional and State level.

During the year, the Aboriginal and Torres Strait Islander Unit was reviewed by the Quality Assurance Directorate as part of an overall Studies Policy and Development Program evaluation. The review concluded that:

- funding provided to support the implementation of the AEP is generating awareness of the policy;
- a range of system- and school-level initiatives have been generated;
- community participation and involvement has been stimulated.

Special education

The estimated number of students with disabilities enrolled in Queensland government schools during 1993 was 9,177: 3,338 in special schools, 1,564 in special classes and 4,275 in regular classes. (The last number is estimated as 1 per cent of enrolments in regular classes.)

During the year, one of the major achievements was the continued implementation of the Management Plan for Educational Provision for Students with Disabilities. Under this plan, schools are required to incorporate into their operational plans, strategies to support students in areas relating to awareness, curriculum, skills development, communication, resources and review. Workshops to address the key issues of the management plan and to enhance an awareness and understanding of effective practices within an inclusive school environment were also trialled.

Other initiatives in this area included:

- the establishment of 14 new special education units and 19 special needs support groups;
- continued implementation of the ascertainment process, which identifies the level of specialist educational support required for a student. Throughout Queensland an ascertainment database was installed at each school support centre to assist in resource allocation;
- access to the use of technology by students with disabilities to assist in their educational programs, particularly those associated with literacy and numeracy;
- professional development for educators and parents in designing and implementing Individual Education Plans (IEPs) for students with disabilities. These plans document the student outcomes and levels of achievement for individual students with disabilities. Work was also undertaken to link the IEP process to

SPS, the Mayer competencies, and senior transition plans;

- the development of resource kits to assist schools to cater for the educational needs of all students and in particular those students with disabilities;
- the development of policies associated with the following: educational provision for students who are deaf and blind; total communication for deaf/hearing impaired students; educational service models based on conductive education principles; the exit from senior schooling for students with severe intellectual and/or multiple impairments; implications of the key competencies within a senior transition planning process; and the roles of occupational therapists, physiotherapists and speech language pathologists.

The Special Education Coordinating Committee continued a cross-sectoral approach in administering Commonwealth special education funds. Priorities focused on: services to improve the educational outcomes for students with severe disabilities; therapy; and early special education programs. The committee maintained a program of ongoing liaison and support by funding applicants, through visits and public forums.

The Advisory Council for Special Education Needs (ACSEN) continued to serve as a mechanism for providing independent advice on special needs issues to the Director-General.

General and vocational education

Post-compulsory schooling

During 1993, initiatives in post-compulsory schooling included:

- the conduct of Australian Vocational Certificate Training System (AVCTS) pilot projects;
- development of an Industry Placement Policy;
- departmental representation on Industry Training Councils;
- the conduct of six Commonwealth-funded pilot projects under the Key Competencies Program.

Each of these initiatives is discussed below.

The AVCTS pilot projects resulted in 700 students receiving entry-level training to Australian Standards Framework level 2 (ASF 2) standard through their involvement in the pilots and the inclusion of new approved modules in entry-level training programs. The AVCTS pilot projects also encouraged the development of clusters of schools to better facilitate the delivery of entry-level training.

The need to develop a set of guidelines for involvement of students in structured on-the-job training resulted in the development of an Industry Placement Policy and

the preparation of a brochure for employers on student 'industry placement'.

The Department of Education sought and achieved representation on a large number of Industry Training Councils. This enabled the department to have input into the development of entry-level training programs.

The department was funded by Commonwealth DEET to conduct six pilot studies under the Key Competencies Program. These projects are exploring, by June 1995, issues associated with the teaching, assessing and reporting of key competencies. The key competencies, being skills needed in work and in other aspects of life, are one of the planks by which a convergence of vocational and general education can be achieved. Upon completion of the trials, the Government will decide whether or not to proceed to full implementation.

Continuing education

In July 1993, there were 3,656 student subject enrolments in centres for continuing secondary education (CCSEs) which is the equivalent of 1,462 full-time students (FTE). This compares with 2,840 FTE in 1992 and 2,869 FTE in 1991.

The overall enrolment decline in CCSEs throughout the State was generally due to increased numbers of students seeking alternative pathways to tertiary education and work, such as TAFE certificate and diploma courses.

While attrition rates and performance outcomes differed among subjects and CCSE institutions, the causes of high attrition rates and poor performance were explored in a 1993 survey of one CCSE. The survey found that the most frequent causes of students withdrawing from courses were an over-commitment of time and students' lack of confidence in their ability to manage the coursework and sit for examinations.

Recommendations arising from the survey included:

- the counselling of potential students on the time required to undertake each subject and the number of subjects in which to enrol;
- the eliciting of more detailed information through the enrolment form to indicate areas for guidance or follow-up during the first weeks of term;
- the provision of frequent feedback to students regarding their progress and potential during the semester.

School-TAFE links

In the senior secondary area, school-TAFE links continued to operate well, taking two basic forms, with students studying the TAFE subject(s) at either a TAFE college or in a school setting. The number of government school students receiving TAFE certifications has

shown continued growth over the last five years, as illustrated in Table 3.

Table 3. Students in government schools obtaining certifications in TAFE subjects, 1989–93

<i>Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1989	432	448	880
1990	480	600	1,080
1991	648	725	1,373
1992	1,045	1,089	2,134
1993	968	1,169	2,137

Source: Qld Department of Education

The year also saw the accreditation by Queensland's Vocational Education, Training and Employment Commission of two Department of Education certificate courses, incorporating the national office-skills industry training modules. The courses are:

- CNCA1—Certificate in Clerical-Administrative Fundamentals;
- CNCA2—Certificate in Clerical-Administrative Practice.

Initiatives in career education

Initiatives in this area centred upon a planned school program of teaching and learning activities which enabled students to learn about themselves and the world of work. Activities included:

- Career Counselling—a planned counselling program which empowers students to make decisions about their own futures in the workplace through personal exploration of study and post-school options. This was provided in secondary schools by 218 trained guidance officers;
- provision by the Career, Course and Guidance Information Services Section of the Open Access Support Centre of up-to-date course and career information to schools. Information was obtained through regular communication with agencies and government departments such as Queensland Department of Employment, Vocational Education, Training and Industrial Relations (DEVETIR), Commonwealth DEET, TAFE colleges, tertiary institutions, Queensland Tertiary Admissions Centre (QTAC), employers and private providers;
- provision of a support network service to guidance officers, through the Career, Course and Guidance Information Services Section of the Open Access Support Centre;

- the Job and Course Explorer (JAC) database, a joint Department of Education, DEVETIR and Commonwealth DEET project, updated twice per year, and including details of 500 occupations and more than 1,500 post-secondary courses. The database is available on a subscription basis to government and non-government agencies and organisations. Currently there are more than 500 subscribers, including approximately 280 government and non-government schools;
- school participation in the Tertiary Studies Expo and 30 Careers Markets throughout the State. These provided career information and related advice to students, parents and the general community.

Transition from education to work

During 1993, a planned program of teaching and learning aimed to develop the necessary skills, knowledge and attitudes about the world of work, both paid and unpaid, and to contribute to the successful participation of students in the workforce. Activities in 1993 included:

- work experience programs in which students in secondary schools spent 275,074 days on a formal program, participating in the activities of a place of paid or voluntary work as part of their general education;
- schools offering board-registered curriculum units on work education which focused on giving students a knowledge of the changing nature of the world of work and the skills required by students in the workplace;
- a pilot project conducted in conjunction with the Total Quality Management Council of Australia to provide structured research work experience programs for teams of five students from participating schools. Students in these teams received a one-day training session on total quality management and then spent five days' work experience the following week in one area of a business or organisation;
- cooperative activities between the schools and industry sectors aimed at developing understanding between students, teachers and employers and establishing stronger links between schools and employers;
- teacher placement in industry in which teachers spent 595 days placed in industry to acquire current knowledge and expertise with respect to recent industry developments;
- provision of a support service to school work-experience coordinators through 14 regional work-education advisers.

Transition from school to tertiary education

In the 1993–94 admission period, there were 61,597 applicants to QTAC. Details on the 1993 senior secondary qualified applicants to QTAC are presented in Table 4.

Table 4. Senior secondary qualified applicants to QTAC, 1993

	Male	Female	Total
Applicants	12,023	15,490	27,513
Offers	9,648	12,319	21,967
Acceptances	7,051	9,045	16,096

Note: Senior secondary qualified applicants include repeat year 12 students.

Source: Tertiary Entrance Procedures Authority

Areas of student learning

Curriculum review

In November 1992, the Queensland Government appointed a three-member panel of review (chaired by Kenneth Wiltshire, J D Story Professor of Public Administration, University of Queensland) to report on the Queensland school curriculum. The 1993 review amassed an extensive array of information and data collected from a wide variety of sources. A report, *Review of the Queensland School Curriculum: Shaping the Future*, is to be published in 1994. Government decisions related to this report will be published in the 1994 *National Report on Schooling in Australia*.

English

In 1992, the Department of Education's Corporate Plan gave prominence to the development of all students' literacy and numeracy as a major departmental priority. This priority addressed the AEC Common and Agreed National Goals for Schooling in Australia, which identify the development of literacy and numeracy skills as essential curriculum components for all students.

In 1993, the implementation of this priority was assisted by the development of the Literacy and Numeracy Strategy 1994–98. The aim of the strategy is to maximise the literacy and numeracy of all students in Queensland government schools by coordinating and focusing educational programs and management practices. The strategy outlines five goals related to:

- advocacy (raise awareness, maintain commitment);
- curriculum (ensure curriculum, including assessment, is responsive to needs, interests, circumstances and abilities of all students);

- intervention (focus on requirements of individuals and groups);
- resources (ensure optimal use of appropriate human and material resources);
- evaluation (monitor, review and report).

Other important departmental activity in this learning area during 1993 included:

- the introduction of the common reporting framework—Student Performance Standards in English;
- ongoing professional development to support the implementation of the English for years 1 to 10 Queensland syllabus materials. These materials were derived consultatively, utilising theories about language learning and development in the *P–10 Language Education Framework* (1989), *A Statement on English for Australian Schools* (1993) and *English—A Curriculum Profile for Australian Schools* (1993). The needs of all target groups and all school settings and sectors (lower primary, upper primary, junior secondary and special education) were incorporated into the development of the syllabus materials;
- collaborative development of the national English statement and profile and input into national projects and documents supporting the implementation of the national English statement and profile.

At year 12 level, 79.2 per cent of the 19,518 government school students who studied English achieved a rating of 'Sound' or better for the Senior Certificate (the ratings being Very Low Achievement [VLA], Low Achievement [LA], Sound Achievement [SA], High Achievement [HA], and Very High Achievement [VHA]).

Languages other than English

Languages other than English (LOTE) has been identified as a departmental priority area. The Government has nominated five priority languages: Chinese (Mandarin), French, German, Indonesian and Japanese. These languages form the core of LOTE expansion in Queensland, which will lead to a balance in the offering of Asian and European languages across the State.

The aims of the LOTE program are to:

- expand access to LOTE learning for all students in Queensland over the next 10 years;
- ensure the orderly introduction of LOTE for all years 6, 7 and 8 by 1994, and within the context of the review of the Queensland curriculum, to make LOTE programs available to all years 9 to 10 from 1998, with a progressive increase in availability for years 4 and 5 from 1996;

- have at least 25 per cent of year 12 students graduating with economically significant skills in a language other than English by early next century.

Statistics compiled on LOTE for the 1993–94 budgetary period indicated that:

- \$19 million was allocated to LOTE for 1993–94;
- 86,903 students were learning a LOTE at primary level in Queensland government schools;
- 346 students were learning a LOTE in immersion programs in French, German, Indonesian and Chinese;
- 360 teachers were engaged in the delivery of the LOTE program in Queensland government schools.

During the 1993–94 budgetary period the LOTE program outcomes included the following:

- The majority of government schools offered LOTE programs in years 6 and 7.
- LOTE kits were developed and distributed in six languages, comprising three stages for classroom use plus kits in the distance mode in German, French, Japanese and Chinese. The kits contained teacher handbooks and student workbooks and provided a curriculum framework for the three mandatory years of LOTE instruction.
- Educational relationships with China, Japan and Indonesia were established and developed.
- A studies of other societies or international studies program was developed to supplement and support the LOTE initiative.
- Work in the area of community languages moved ethnic schools through a process which will see them playing a significant role in the quality provision of a wide range of language programs in Queensland and facilitating an enhanced level of instruction in non-priority languages.
- Issues associated with Aboriginal and Torres Strait Islander languages were addressed and a process commenced which should see their sensible resolution.
- An extensive telelearning program was established to bring LOTE programs to remote areas.
- The success of the Queensland LOTE initiative was nationally recognised and formed the model for the recently endorsed national Asian languages program arising from the report entitled *Asian Languages and Australia's Economic Future*.

In addition to the above activities, Asian studies was integrated into three learning areas: LOTE, studies of society and environment, and visual and performing arts. In 1993, all schools were supplied with a set of materials—*Studies of Asia*—to assist teachers in the

development of Asian studies programs. In addition, a number of schools were part of the Asia Education's Magnet Schools Program. In each of these schools, students undertook Asian studies in conjunction with the study of an Asian language.

At year 12 level, 84.8 per cent of the 1,422 government school students who studied a language other than English achieved a rating of 'Sound' or better for the Senior Certificate.

Science

During 1993 activities in the science area of learning included:

- the continuation of development of three Board of Senior Secondary School Studies subjects—marine studies, senior chemistry and senior physics;
- the conduct of conferences for teachers of primary and secondary science, which were very successful in developing teachers professionally and increasing scientific competence and confidence. A number of workshops were also conducted in association with the National Science and Technology Centre in Canberra which centred on the application of appropriate scientific processes within a range of hands-on science activities;
- the development and implementation of a number of science programs.

On the last point, topics for program development included:

- the MERES Project—Minerals for the Future—a package which was launched and forwarded to all Queensland primary and secondary schools;
- the development of the special pet-care education program PETPEP in conjunction with officers of the Department of Housing, Local Government and Planning, and the Australian Veterinary Association. This project is expected to be finalised and distributed to schools in 1995;
- the continuation of collaborative work with the Australian Academy of Science on the National Primary Science Project—Primary Investigations. The materials are expected to be available at the commencement of the 1995 school year;
- the development of the Science Curriculum and Teaching Program (SCTP) in association with Curriculum Corporation. A number of publications were written for primary and secondary teachers to support the national statement in science and the national science profile. While no major developments have occurred in science curriculum revision in Queensland to date, these publications are seen as valuable support materials for curriculum developers and teachers.

At year 12 level, 64.4 per cent of the 22,121 government school students who studied science achieved a rating of 'Sound' or better for the Senior Certificate.

Technology

In 1993, officers of the Department of Education continued to work with interstate colleagues on the development of the national technology profile. Forty-five teachers from Queensland schools took part in trialling the national technology profile. Many teachers, professional associations and other stakeholders took part in consultation on the profile. Two reports based on their comments and experience were forwarded to the writers to help guide the revision of the final draft.

Other highlights included:

- the conduct of a train-the-trainer workshop by the Technology Education Federation of Australia on the technology statement and profile, in conjunction with the annual conference of the Queensland Society for Information Technology in Education;
- the provision of feedback to the writers of *Using the Technology Profile*;
- the continuation of work on the development of policies for technology education in Queensland, in the context of the review of the Queensland school curriculum.

Mathematics

Student Performance Standards

During 1993, activities related to SPS included:

- a mathematics SPS trial in more than 80 government and non-government schools to investigate assessment techniques, and recording and reporting methods;
- the development of a professional development package consisting of a teachers' video and print material (now available) and a series of case studies on a CD ROM (not available until mid-1994);
- the distribution of a number of publications to government schools to assist with the implementation of SPS. These are: *Student Performance Standards in Mathematics for Queensland Schools* (to all teachers of mathematics); *A National Statement on Mathematics for Australian Schools* and *Work Samples in Mathematics* (sufficient reference copies).

Because of the compatibility of the national statement with existing Queensland years 1 to 10 syllabus documents, the Department of Education was able to use the national mathematics profile as the basis for the SPS in mathematics. The department also made a significant contribution to the remaining national

mathematics document (due for publication in 1994) to be titled *Using the Mathematics Profile*. When published in Queensland, the title will refer to SPS.

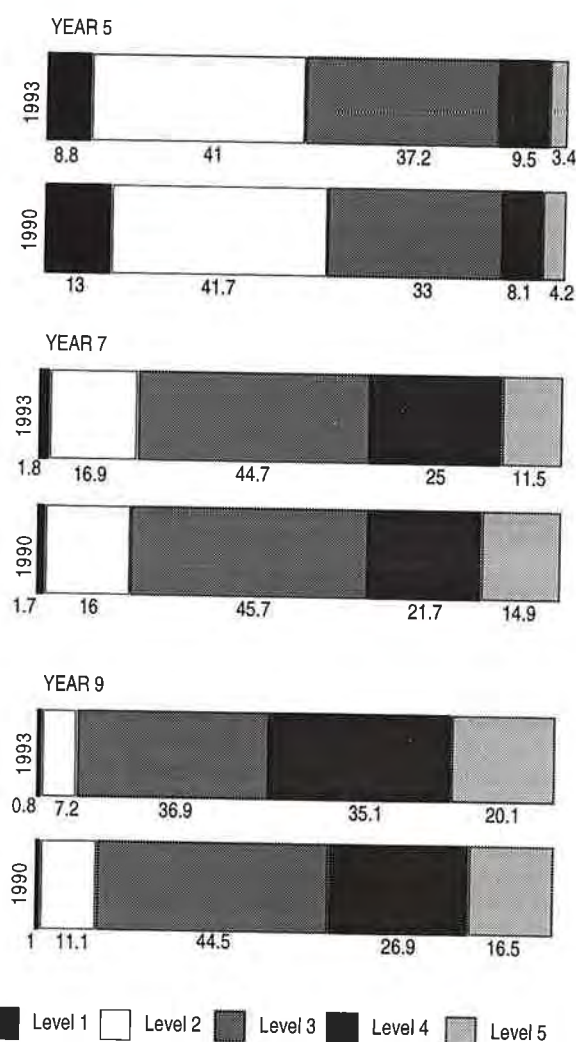
Senior schooling syllabus development

In the senior secondary years (years 11 and 12), schools are in the process of writing work programs for the new mathematics A, B and C syllabuses which are replacing the mathematics I and II and mathematics in society syllabuses. Schools are expected to have implemented the new syllabuses in at least year 11 by 1995.

Support continued for the Raybould Fellowship, a joint departmental – University of Queensland initiative which allows the holder opportunities to investigate post-compulsory issues in mathematics education.

At year 12 level, 63.2 per cent of the 23,543 government school students who studied mathematics achieved a rating of 'Sound' or better for the Senior Certificate.

Figure 1a. Mathematics performance of years 5, 7 and 9 students, 1990–93 (per cent)



Source: Qld Department of Education

Assessment of Performance Program—mathematics

The Assessment of Performance Program was established to report on State-wide performance and standards of student performance in key areas of learning. Year levels of students in the samples were year 5, year 7 and year 9. To date, projects in mathematics (1990), and reading and writing (1990 and 1992) have been conducted, and in 1993 a second study in mathematics was undertaken.

Results of the 1993 assessment program show:

- a clear progressive increase in performance from year 5 to year 7 to year 9, which can be attributed to the additional years of schooling;
- that student attitude to mathematics, based on six syllabus-defined attitude dimensions, declines incrementally from year 5 to year 9, with a somewhat

smaller decline between years 5 and 7 than years 7 and 9.

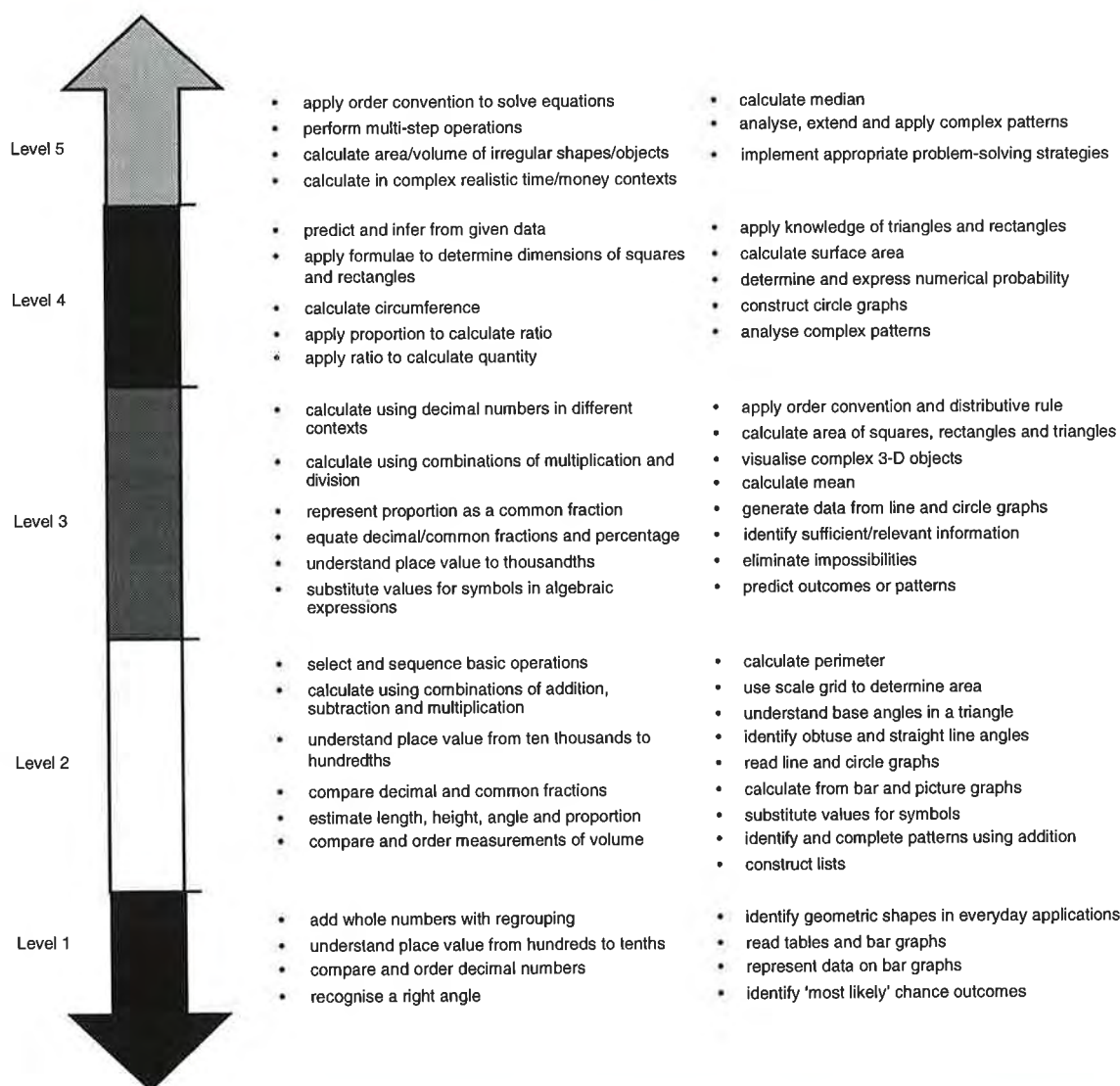
Comparisons of 1993 student performance with that in 1990 show:

- a slight improvement in year 5;
- no change in year 7;
- a slight improvement in year 9 performance across the scale.

The results of all components of the assessment program are being published in 1994 under the title *Aspects of Mathematics: Overall Results* (Quality Assurance Directorate, Department of Education, Queensland, 1994).

Figure 1a shows the overall results of mathematics performance and Figure 1b presents a synopsis of levels within the mathematics performance scale.

Figure 1b. Synopsis of levels within the mathematics performance scale, 1993



Source: Qld Department of Education

Studies of society and environment

In 1993, curriculum guidance for years 1–7 was provided by the primary social studies syllabus and guidelines, while a wide combination of options was available in years 8–10, including discipline-based and integrated studies syllabuses provided by the Board of Senior Secondary School Studies (e.g. geography, study of society). The board continued to be responsible for year 11 and 12 syllabuses.

A major priority for the year was the focus on ‘an active and informed citizenship’, which reflects the department’s commitment to the Common and Agreed National Goals for Schooling in Australia, in particular: ‘the development of 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’.

Activities connected with this priority included:

- the production and distribution of the documents *Active and Informed Citizenship: Information for Teachers* and the *P–12 Environmental Education Curriculum Guide*, together with a video package *Social Investigators: An Approach to Active and Informed Citizenship for Years 8–10*;
- involvement in the organisation of the Parliamentary Education In-service Program;
- the conduct of active and informed citizenship conferences in several regions;
- the continuation of the Healthy Schools Network Project managed by the Health and Personal Development Unit and funded by Queensland Health. The project focuses on establishing a democratic process for identifying health issues and promoting a healthy school environment.

Other major curriculum development and associated activities in this learning area included:

- the revision of the year 5 social studies sourcebook to incorporate educational experiences consistent with the department’s social justice policies, particularly concerning Aboriginal and Torres Strait Islander education;
- involvement in writing the national statement for studies of society and environment, and the validation and trialling in three regions of the national profile for studies of society and environment.

The arts

For the visual and performing arts (art, dance, drama, media and music), 1993 was a year of consolidation following the distribution of curriculum support documents to schools in each of the arts. Considerable

energy was also dedicated to consultation on the national statement and profile for the arts.

The department provided support for the arts curriculum including:

- assistance with the implementation of the dance curriculum guide through work with 197 primary teachers across the State. In several regions, workshops supported implementation of the drama curriculum guide for drama teachers and key teachers of English;
- support for the draft media guide through work with key teachers of English;
- the conduct of two ten-week full-time in-service training courses for primary music teachers in Townsville and Brisbane, and the provision of additional support for the *Tune In* music support material;
- support in the use of the arts handbooks.

In developing documents and providing professional advice, officers from the Visual and Performing Arts Unit consulted on the departmental priorities for special populations.

As well as providing support for the implementation of curriculum, specific arts programs were conducted to provide appropriate learning contexts for the arts. These included:

- the Artists in Schools Program, which allowed students to observe and work with practising artists in a variety of art forms;
- the operation of the KITE Theatre, which provided theatrical performances for preschool to year 3 students. In 1993, 15,781 children saw live performances of KITE productions;
- departmental liaison with the Queensland Arts Council, the Queensland Theatre Company and the Queensland Symphony Orchestra in order to support student access to the educational services offered by these arts organisations;
- the provision of tuition in band and orchestral instruments for approximately 34,000 students in all education regions of the State. This tuition covered lessons in small groups as well as development of ensemble playing skills—usually in bands and orchestras.

Specific activities which focused on excellence in arts outcomes included:

- the conduct of MOST—a 12-day residential program for musically outstanding students. The program offered scholarships to 70 students selected from secondary schools across the State. This program gave students the opportunity to work towards musical excellence by participating in tutorials and a

variety of ensembles conducted by leading professional musicians;

- the recognition of high achievement by senior secondary art students through the annual Minister's Awards for Excellence in Art Education. The program operated in each region and culminated in a central exhibition of student artwork. Student award winners participated in enrichment workshops with professional artists and were given important career advice.

At year 12 level, 73.9 per cent of the 9,524 government school students who studied the arts achieved a rating of 'Sound' or better for the Senior Certificate.

Health (including physical education and personal development)

Following the department's involvement in the writing of the national profile for the health and physical education learning area, departmental officers continued to contribute to discussions on the implementation of national curriculum materials.

Health education

Work was continued on the various components of the Healthy Schools Project, including the Nutrition Education and Teenagers Project. A Healthy Schools Network sought to integrate and coordinate various programs and issues which promote healthy personal, social and natural environments. Major initiatives were taken in the area of skin cancer protection, including the Skin Cancer and Teenagers Project and the Sun Smart Program. The latter involved the distribution of education resources and sun safety products for children commencing school. Schools were also encouraged to implement policies which help reduce the risk of sun damage.

Health issues education

Designated State and Commonwealth funds made it possible to continue promoting educational programs dealing with issues related to smoking, drug and alcohol use, and HIV/AIDS. With the emphasis on regional responsibilities, funds were made available to support seminars, workshops and program development. Policies were also formulated to assist schools in developing this aspect of health education, and draft guidelines prepared to assist schools in responding to indications of student drug use.

Guidance services

Policies were developed to assist regions in the maintenance of their guidance services to students, and a review of test materials was initiated. There was a review of the provision of guidance support for students completing the tertiary entrance process, and the

development of policy to cover this issue. Guidance officers also contributed to the development of resources to assist schools in implementing policies related to managing behaviour in a supportive school environment.

Religious education

Religious education in Queensland is mostly provided by representatives of religious societies and denominations. They provide a voluntary service and have a high level of involvement throughout the State. Two education advisers for religious education continued their supportive role for those teaching religious education. The number of schools providing chaplaincy services expanded and, as this depends on local initiatives, guidelines were developed to assist any school seeking to make such an appointment.

Road safety education

The Department of Education worked in association with the Transport Department to produce curriculum resources for road safety education in primary schools. These Roadsafes materials are designed for integration across the curriculum. Bicycle education in primary schools was also a focus for the State Coordinator for Road Safety Education. The department was represented on an interdepartmental committee to implement the Queensland Road Safety Strategy.

Physical education

The testing of 200 students from six primary schools provided valuable insights into factors which contributed to a low level of involvement in physical education and sport by some students. The multidisciplinary research project involved Queensland Health, the Department of Education and the Human Movement Studies Department of the Queensland University of Technology, and incorporated paediatric, psychological, physical fitness and coordination testing. The initial stages identified and measured the incidence of factors which prevent students from participating in physical activities or which make them reluctant participants. From the research, a multidisciplinary course for teachers was developed to encourage the inclusion of all students in physical activities appropriate to their needs.

Sport education

The provision of opportunities for school sport continued to involve personnel at all levels of education, with increasing policy demands in regard to safety issues and levels of coaching ability. There was a major review into departmental arrangements regarding the management and delivery of representative school sport.

The Aussie Sport Program was promoted in schools, in association with other initiatives such as the implementation of the policy on Gender Equity in School Sport.

The Active Girls Campaign encouraged female students to improve skill development and levels of participation in physical activity. The launch of the Sport Search Computer Program provided a computer-based resource to assist young people in the lower secondary years in making informed decisions about sports likely to suit their physical capacities.

Human relationships education

By the end of 1994, all students at all year levels will be participating in human relationships education. In 1993, schools which had been running the program for three years or more reported positive changes in ethos and relationships within the school community.

At year 12 level, 70.1% of the 5,854 government school students who studied health/physical education achieved a rating of 'Sound' or better for the Senior Certificate.

Teaching and learning

Central to the operations of the Queensland education system is a commitment to exploring ways to improve learning and teaching. The department's dedication to this task was evident in its Corporate Plan 1993-97, which identified learning and teaching as one of the key issues and included effective learning and teaching as a corporate value.

A major initiative during 1993 was the development of the department's Principles for Effective Learning and Teaching. These guiding principles have been formulated for the development and implementation of quality learning programs in Queensland schools. They are expected to underpin learning and teaching practices across all sectors of schooling.

Early childhood education

The Policy on Full Day Programs in State Preschools and Early Education Classes was developed and implemented to offer the community an alternative model of attendance for preschool children, equivalent to two full days per week, or five full days per fortnight. The decision to change from half-day to full-day is now the responsibility of individual school communities under the new policy.

During 1993, work was completed on guidelines entitled 'School-Age Care Programs: Outside School Hours Care and Vacation Care'. School-age care programs are organised and conducted by approved sponsor bodies. Approved sponsor bodies include school parents and citizens associations and community organisations which represent the general interests of the community and have a demonstrated interest in the well-being and long-term welfare of children. These guidelines provide principals and sponsor bodies with information on the use of government school premises for school-age care programs.

The Early Years Literacy Inservice Program (EYLIP) was completed in response to needs expressed by early childhood teachers and administrators for a professional development program which focuses specifically on early literacy learning. The program supports the implementation of the years 1-10 English syllabus in early childhood classrooms.

Middle childhood and adolescent education

A high priority was placed on networking and consultation to develop the Principles for Effective Learning and Teaching. By the end of 1993, over 200 primary and secondary schools had registered to become part of the department's database of effective school practices, which informed the development of the principles.

Support continued to be provided for the National Schools Project with the Department of Education funding the salary of the State coordinator. The coordinator provided direct support to nine schools seeking to restructure their operations with the aim of improving learning outcomes for students.

Young adult education

Support was provided to the Schools Operations Program to distribute \$3.359 million to secondary schools in accordance with the department's Senior Schooling Support Program and to develop guidelines for the expenditure of these funds. A high priority was given to bringing about a greater convergence of general education and vocational education and training. Partnerships between education and industry were strengthened, TAFE programs were further developed in schools, and the post-compulsory curriculum was broadened to prepare students for a variety of life roles.

As a means of recognising educational achievement in Queensland, the T J Ryan Memorial Scholarship scheme was re-established. The scholarships assist year 12 students from disadvantaged backgrounds to undertake university studies of relevance to community and public service. Five scholarships were awarded to successful students.

Educational Advisers (Senior Schooling) throughout all regions were involved with: the coordination and provision of in-service programs at regional and State levels; regional government high schools and special schools on senior schooling issues; and professional development support for schools on the elements of senior schooling.

Curriculum resources

In 1993, Policy and Guidelines for Programs Touring Queensland State Schools was developed to ensure quality arts and non-arts programs for all government schools, including the smallest and most geographically isolated schools. The 1981 policy was reviewed and

updated following State-wide consultation. The new policy continued to support the service, coordinated on behalf of the Department of Education by Queensland Arts Council.

Approximately 200 programs were assessed collaboratively by the Department of Education and Queensland Arts Council to provide the largest coordinated program of its kind in the world. Over 90 of the finest international, interstate and Queensland programs occurred during 1993, from Brisbane to Birdsville, from Thursday Island to Thargomindah, resulting in 6,500 performances and workshops.

The review of School Resource Centre Automation concluded in 1993. The outcome of the review was the purchase of a corporate licence for the supply of appropriate software to schools to automate the organisation of learning resources.

Computers in Schools Project

Funds were provided in 1993 to establish the Computers in Schools Project, an initiative to support the integration of computer technology across the curriculum.

The Computers in Schools Project consists of three complementary components—the Primary Computer Program, Primary Maintenance Program and Secondary Maintenance Program.

These programs are designed to cover:

- maintenance of the computer resource base in Queensland government schools by providing recurrent funds to all government primary, secondary and special schools for repair, upgrade and replacement;
- provision of computer resources to enhance learning and teaching, ensuring all year 6 and 7 classes have sufficient computer resources for learning by 1997;
- development of teachers' skills in the use of computers for learning and teaching;
- research and support for the use of adaptive technologies by disabled students.

In 1993, funds were provided to 430 schools participating in the Primary Computer Program. This program supported students and teachers in years 6 and 7 classrooms and will see a ratio of one computer to ten students achieved by the end of 1997.

A new policy, entitled *Computers in Learning*, was endorsed by the State Studies Management Forum and will be distributed to schools in 1994 when the accompanying teaching guidelines are published.

In relation to the maintenance programs, \$0.5 million was provided to primary schools and \$3.45 million was provided to secondary schools to maintain and upgrade

existing computer resources. The Computers in Schools Project is expected to continue through to 1997.

Resourcing government schools

A total of \$2.35 billion was allocated for education in the 1993–94 State Budget. The allocation to education represented approximately 23.5 per cent of the total State Budget.

Major government schooling initiatives announced in the Budget included:

- \$37.6 million to continue the School Refurbishment (Maintenance) Program;
- \$19 million for further expansion of LOTE, including the employment of up to 70 new teachers;
- \$9.2 million (for both government and non-government schools) in support of the expansion of computers and computer-based learning in schools;
- \$12.5 million in grants paid directly to schools to relieve parents and citizens associations of the need to purchase basic equipment for schools (both government and non-government);
- \$2.3 million for the Sunsmart Program to provide young students (from both government and non-government sectors) with sun protection materials and educational programs to alert them to the dangers of exposure to the sun;
- \$5.3 million for programs to improve literacy and numeracy;
- more than \$1 million for Aboriginal and Torres Strait Islander education programs;
- more than \$2 million for the provision of incentives to encourage teachers to teach and remain in remote and isolated areas of the State;
- nearly \$1 million for school security measures to protect schools from vandalism;
- \$27 million to distance education in order to provide access to education for students in rural and remote areas;
- a total of \$22 million to relieve the cost to parents (from both government and non-government schools) of providing textbooks and other learning resources;
- an extra \$3 million to provide increased teacher and teacher-aide support for students with disabilities, together with improved facilities and equipment in order to support the continued integration of students with disabilities.

A total of \$144 million was allocated for capital works in 1993–94. These funds provided for the construction of six new preschools, four primary schools and two new secondary schools.

During 1993, government schools in Queensland received \$47.5 million in Commonwealth capital grants, and \$157.5 million was provided to government schools under the Commonwealth's General Recurrent Grants Program.

During 1993, educational programs and materials, agency services and consultancies, and study tours and placements in secondary schools for international students, were actively marketed by the Queensland Education Overseas Unit. Departmentally produced and copyrighted materials were sold to all Australian States as well as in the USA, Thailand, Singapore and the United Kingdom. The unit was involved in overseas aid and development consultancies in Tonga, Thailand, People's Republic of China and Papua New Guinea. Study tours were conducted for students from Indonesia and Japan. International students were actively recruited for the Matriculation Program from Hong Kong, Indonesia, Malaysia, Singapore and Taiwan.

Catholic schools

Priority objectives

During 1993, Catholic schools continued to develop their basic mission in a rapidly changing world. Schools addressed the Common and Agreed National Goals for Schooling in Australia, and gave particular emphasis to the following range of priority objectives:

- develop and diversify curriculum offerings in year 11 and 12 programs that increase the number of pathways for students to access further educational opportunities, or to enter the world of work;
- review and restructure the approaches to equitable provision of access to, and participation in, education for a wide range of disadvantaged young people;
- extend and systematise more effectively the provision of opportunities for primary students to learn a language other than English;
- continue the cycle of school renewal with particular emphasis on school development planning for efficiency and effectiveness.

The following account of endeavours to achieve excellence and equity, to promote general and vocational education, and to enhance teaching and learning are derived from accounts provided by schools as they reported on their progress in achieving the above objectives.

Excellence and equity

Excellence

During 1993, Catholic schools in Queensland continued to utilise a variety of approaches to improve the quality of education provided. Prominent among them were:

gaining Vocational Education, Training and Employment Commission (VETEC) accreditation for sites and courses offered, thus ensuring an external assessment of the schools' efforts; developing joint ventures with neighbouring government schools to better utilise resources in both sets of schools; and continuing with the processes of personnel appraisals and school renewals.

Attitudinal data collected by many schools indicate that parents and students see Catholic schools as places which foster high standards of academic achievement, promote caring and supportive environments, develop personal values and self-discipline and are regarded as significant community institutions.

These attitudinal data are supported by results obtained in external tests (e.g. Queensland Core Skills Test)—competitions organised around maths and science and music, and other more broadly based 'tests' (e.g. the Tournament of Minds). All these indicators point to the achievements of Catholic schools in a wide range of academic and cultural pursuits.

Equity

Hand-in-hand with the efforts to promote excellence are those focused on achieving justice and equity in the provision of education.

During 1993, Catholic schools embarked on an ambitious project to establish equity committees in every school. These committees—involving staff and parents—were to focus on the access and participation needs of targeted groups of students in their schools, and to propose strategies to meet those needs.

Some significant outcomes were recorded for groups of students who were at risk of not completing schooling:

- A project involving a Catholic systemic authority and the St Vincent de Paul Society provided accommodation for homeless children who had dropped out of mainstream schooling. Care and concern shown to these students resulted in their returning to school to continue their education.
- Increased support was given to a wide range of students with special education needs. Particularly pleasing was the progress of hearing impaired students as they responded to improved technological developments in classrooms.
- Gifted and talented students were assisted to broaden their interests and raise their achievements by the Zigzag Project—a joint project with the Department of Education designed to better identify and support gifted and talented students. In addition, many teachers attended professional development programs conducted by visiting consultants designed to improve and accelerate the rate of learning of gifted students in their classes.

- Students in disadvantaged schools, especially those located in the lower socioeconomic areas of the State, made particular progress in literacy and numeracy through the use of improved resources and local curriculum adaptations.
- The improved networks of support for Aboriginal and Torres Strait Islander students increased their attendance at school and raised their self-esteem, thus leading to enhanced results in their basic subjects studied.

The Queensland Catholic Education Commission refocused its efforts on equity in schooling during 1993 following acceptance of the National Equity Program for Schools guidelines. New data collections and approaches to accountability were developed, and increased participation in decision making was devolved to dioceses and schools in readiness for new initiatives in 1994.

In 1993, Queensland Catholic education supported 24 schools and 689 students through the Students at Risk (STAR) Component. The following outcomes were recorded:

- Improved attainments—participants reported gains in knowledge and understandings, improved relationships (student–teacher, school–parent), improved academic performance, improved willingness to undertake advanced learning tasks, improved progress on to the next year level, increased confidence, improved problem-solving skills and increases in empowerment. A range of other increased attainments relating to individual students were reported but are too detailed to include here.
- Improved participation—participants reported decreased truancy, decreased wagging of individual classes, increased involvement in classroom presentations, increased retention of ‘at risk’ students, increased punctuality and increased participation in group learning tasks. One coordinator commented that increased participation is difficult to measure statistically. It is only through informal evaluation of peers and teachers that indicators of increased participation are developed.
- Improved motivation—reports of indications of increases in eagerness to learn, more confident participation, improved group dynamics, more positive attitudes to themselves, peers, teachers, learning and school, improved aspirations, improved performance on ‘self-esteem inventory’, decreased dependence on the teacher, more confident interaction with others and positive changes to grooming habits. A range of measuring techniques was used in gathering the data on improved motivation. Some are certainly valid, others may need improvement.

Indications are that STAR as a funded priorities program is a cost-effective and well-conceived method of encouraging students to remain at school. It is perhaps the only program for which the target group is not readily identified through physical characteristics, cultural membership, location or socioeconomic class. Hence it is a program that offers scope to apply intersecting and multiple disadvantage identification techniques to identify the target group.

The Commonwealth’s Country Areas General Component is administered in Queensland jointly by the Department of Education and the Queensland Catholic Education Commission. Particular initiatives supported through this program in Catholic isolated schools include instrumental music programs, itinerant teacher support, technical support for computer technology and seminars supporting isolated gifted and talented students. Community support continues to characterise this valued program. Community representatives report immense satisfaction with the year’s activities, noting increased participation through the support offered by the Country Areas General Component.

The ESL Component supported 128 newly arrived students in Queensland Catholic education through the New Arrivals sub-component. In the General Support sub-component, students in 103 Catholic schools were supported through integration programs. In addition, teacher professional development activities and specialist support services were provided through this program.

General and vocational education

During 1993, Catholic schools in Queensland continued to explore the implications of a greater convergence between vocational and general education. A monograph produced by the Queensland Catholic Education Commission, entitled *National Directions in Education—A Catholic Perspective*, attempted to provide an overarching framework in which schools could consider the multiple developments occurring in this convergence of general and vocational education.

Catholic schools reported increasing participation rates in the following vocationally oriented components of school curricula:

- Work experience, with more flexible arrangements being entered into with employers, allowing work experience to be broadened, rather than concentrated into a few weeks of the school year.
- Cooperative programs with TAFE TEQ, with more teachers being accredited to teach TAFE subjects in schools. The most popular courses were business and computing (50), catering and hospitality (21), art and photography (12) and engineering (15).

- National industry modules, which were included in more schools, especially modules in communications, office skills and metal industry. Many of these national modules were included in courses which allow students to graduate to employment. In addition, some Catholic schools offered TAFE courses, taught at the schools by staff, which involved attendance by students from other non-government schools.
- Career Training Courses (CTC), which increased in popularity, with one college reporting that in 1993, 25 per cent of its cohort in the local CTC graduated directly into apprenticeships.
- Full TAFE courses recognised under the National Framework for the Recognition of Training (NFROT) accreditation system. These courses were able to be taught and assessed at the colleges which had taken up private provider status. The costs of gaining such private provider status remained a stumbling block for many colleges.
- AVCTS pilot projects, which were taken up by several colleges, especially in the retail and horticultural areas.

Colleges worked hard at providing career advice and at facilitating school-to-work, school-to-tertiary, and school-to-industry links for students. Community-based learning projects, more flexible timetable arrangements for students and moves to competency assessment proved to be highlights in the attitudinal data collected from students by some schools.

Areas of student learning

Curriculum diversification continued to be expanded in primary and secondary Catholic schools in 1993. Most diversification occurred at secondary level, though an increase in the range of LOTE was noticed in the primary area, and modifications to personal development education were also reported.

Many of the schools reported that they had been busy trialling aspects of the national profiles and were examining the implications for teaching and learning.

Religion

The study of religion is a compulsory subject in all Catholic schools, and introduces students to a systematic exploration of some of the ultimate questions of life. Through this program, students also gain an ability to understand their capacities to think and act morally, and to develop Christian approaches to interpersonal relationships and societal and global issues.

English

Considerable progress was made with the new English language arts syllabus. Student performances, measured

by the Assessment of Performance Program (administered by the Department of Education for years 5, 7 and 9) and the Queensland Writing Task (administered by the Board of Senior Secondary School Studies), indicated that students from Catholic schools continued to perform at satisfactory levels. Special programs to address literacy and learning produced promising results.

LOTE

Schools indicated increased numbers of students enrolling for language courses. The most popular languages were Japanese, Chinese, Indonesian and Italian. A major research project on LOTE in Catholic schools was conducted in 1993 by the National Languages and Literacy Institute of Australia. The project prepared the way for a more systemic approach to LOTE in Catholic schools.

Technology

There are two broad approaches to technology in Catholic schools. One approach is based upon the teaching of a specific program or subject, for example technology studies. The other approach favours the integration of technology into all existing syllabuses. Both approaches proved popular with students.

Work with technology teachers found its way into classrooms as networks of teachers explored the possibilities of multimedia interactive programs.

Some colleges reported that community-based projects, for example the Wetlands Breeding Project, assisted students to develop their skills in the use of technology. Others participated in the Solar Car Challenge as their way of using new-found technological skills.

Some colleges reported that girls in the early years of secondary schooling gained much greater confidence and competence when they acquired instruction in technology in single-sex classes.

Gifted and talented students, as well as some disabled students, profited from expanded access to computer technology and the growing number of databases which are readily accessible.

Science

Science continued to remain popular with students and most students at primary and secondary levels undertook studies in science. The development of the national profile enabled teachers to focus attention at primary level on the performances of students.

At secondary level, approximately 70 per cent of students took the board-approved courses. The remainder studied locally devised science courses which tended to be 'multi-strand'. While chemistry and physics remained popular, the most popular course was

biology, which was regarded as giving many students a scientific grounding in aspects of science related to themselves and nature at large. One school reported that it was the only school in Australia to have participated in all ten finals of the Chemical Titration Analysis (National) Competition.

Study of society and environment

Increasing interest was shown in the study of society and environment key learning area by students from primary and secondary schools. Generally, awareness about environmental issues was well developed in primary schools and many practical projects were commenced. Secondary colleges reported strong interest in geography, marine studies and history, with some growing interest in studies of the future.

Most schools were involved in assessing the national statement and profile for this key learning area.

The arts

The arts have been traditionally well taught in Catholic schools, and schools reported strong interest in music, art, film and television, photography, dance, speech and drama.

The introduction at one college of an indigenous art program attracted 100 per cent of the school's indigenous population to participate and to produce work of an excellent standard.

Health

In the health area of student learning, schools reported increased participation in: non-competitive sport (e.g. aerobics and weight training); preventative health, which focused on diet and nutrition; personal development education, with the emphasis on quality human relationships; and drug and alcohol education, with a heightened awareness of substance abuse.

In general, there appeared to be a growing student awareness of, and interest in, personal and interpersonal well-being, and promoting a general societal attitude towards preventative, rather than curative, approaches to sickness-related issues.

Teaching and learning

There continued to be developed in Catholic schools a comprehensive approach to the issues of selection, induction, supervision, appraisal, and professional development of all staff. As well as these aspects of staffing, additional key positions in Advanced Skills Teachers and Positions of Added Responsibility were further enhanced. At the level of total staff, schools engaged in a cooperative program which assists schools to examine their achievements and performances, and which leads to developmental planning.

The continuing development of school boards allowed principals and teachers to participate in decision making about policy at the local level and to enhance the home-school networks for assisting learning.

Some schools embarked upon processes of integrated learning, of mixed age/ability groups, and of computer-assisted learning. Work also continued in 1993 on the notion of accelerated learning and the teaching to support this approach.

In industrial matters, teachers continued to experience the benefits of award restructuring, and new contracts of employment were negotiated with most principals. Ongoing discussions occurred with the local union concerning appraisals for personnel in various roles in schools, enterprise bargaining, and a review of the Advanced Skills Teacher experience. A genuinely cooperative industrial atmosphere prevailed.

With respect to technological developments as they affect teaching and learning, staff continued to introduce or enhance usage of a wide range of technology to assist students. Approaches varied from subject-based applications (e.g. in music) to across-the-curriculum approaches. Many schools reported that the demand on their computer resources frequently outstripped the school's capacity to meet that demand. Many colleges approached the problem by making such facilities available at night and on weekends.

The networking of schools and the sharing of software resources was particularly helpful.

Resourcing Catholic schools

In 1993, the major contributor to resourcing Catholic schools continued to be the Commonwealth Government. Its three separate funding programs provided \$162.9 million under the General Recurrent Grants Program, \$13.2 million under the Capital Grants Program and \$4.1 million from programs targeted to promote equity. Private sources and assistance from the State Government also contributed to the operations of Catholic schools. The State Government provided recurrent grants (\$74.94 million) and capital assistance (\$12.05 million).

Independent schools

The Association of Independent Schools of Queensland Inc. (AISQ) was established by independent schools in 1968 as a non-profit organisation to represent and promote the interests of independent schools. The association is the body consulted by governments in respect of policies and programs affecting independent schools. The association makes submissions to governments on behalf of its constituent Grammar, Anglican, Lutheran, Seventh-day Adventist, Christian, non-systemic Catholic, parent-controlled, Presbyterian and Methodist,

Uniting Church, ecumenical and non-denominational member schools.

The aims and objectives of the association are:

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

In 1993, the independent schools sector in Queensland comprised 130 independent non-systemic schools which educated 58,569 students from preschool to year 12, including 725 Aboriginal and Torres Strait Islander students.

Thirty-five member boarding schools offered 7,208 boarding places, of which 6,234 were utilised. The 974 spare beds in member boarding schools were an indication of the continued severity of the rural crisis affecting parents of remote students. Forty-seven member schools offered 1,414 student scholarships and bursaries valued at \$2,729,476.

Priority objectives for 1993

Priority objectives for 1993 as reported by independent schools surveyed in Queensland were varied and ranged from the diversification of curricula, promotion of academic excellence, and development of literacy and numeracy skills to the physical, spiritual and emotional development of students. Improved awareness in the areas of culture and technology, as well as better financial and administrative management of schools were also considered important objectives.

Most respondents used the Common and Agreed National Goals for Schooling in Australia to identify, focus and prioritise their goals, to clarify their objectives and as a framework for setting their school's objectives. Only a small number of respondents did not use the goals.

Community involvement

All survey respondents defined parents, students, teaching staff and the local community as part of the school's community. Several schools included former students and their families, business and sponsoring organisations as well as churches in their definition of the school's community.

All of the respondent schools included a representative cross-section of their community on the school council, thus involving the community in the school's management in areas such as review and implementation of school curricula, financial management, development of strategic plans and policy, as well as development of structured pastoral care programs. Other areas of community involvement included provision and management of school amenities.

Equity initiatives

A small number of the surveyed schools in Queensland received Commonwealth funding for the following programs: English as a Second Language, Special Education, Disadvantaged Schools, Literacy and Learning, and Students at Risk. All respondents spent the funds on either the employment of specialist teachers or curriculum development resources and equipment.

Methods of evaluation of the outcomes of such programs ranged from observation and discussions between specialists, staff and students, to oral and written tests. In addition, students were evaluated on their willingness and ability to use acquired skills. Most respondents felt that the expected outcomes had been achieved and many commented on the contribution such funding had made to the social and educational development of special student populations.

Interactions with TAFE institutions and private training providers

Almost all schools surveyed had access to, and interaction with, a local TAFE, with several of them having students attending courses there. In many cases, the teaching staff from the surveyed schools were accredited to teach TAFE courses. Some schools had arranged for the granting of TAFE credits for certain of their senior courses. Several respondents were in the process of negotiations with their local TAFEs regarding dual accreditation of existing school programs.

Those schools that reported limited access to TAFE facilities gave isolation and difficulties in timetable coordination as hindering factors, while a few mentioned the high cost of enrolment. However, they still maintained some links with their local TAFEs in matters such as open days, lectures on TAFE facilities, and course outlines.

Private training links were not very common and those respondents who used them reported some element of private arrangement between a parent and a particular institution. On a broader scale, students were involved in visits to industry and businesses, as well as ongoing work experience (e.g. Friday Release programs).

Career education programs

All survey respondents offered career education programs. Students were involved in these from as early as year 8 up to and including year 12. The most common feature was work experience for years 9 and 10, offered for one week per annum.

Most of the programs included extensive individual career counselling, job application skills, and visits to academic institutions, industries and career reference centres. In addition, the schools used the services of resource personnel from universities, TAFEs and business organisations to give lectures to students.

All schools surveyed found the career education programs very valuable in preparing their students for the job market and in giving students direction in both their studies and career selection.

Areas of student learning

Health and physical education

All surveyed schools included health and physical education topics as a part of their curriculum. The most common courses offered included health and hygiene, nutrition, safety (both road and water), fitness and gymnastics. Outdoor education programs, first aid, interpersonal relationships, drug use and environmental studies were other courses given prominence.

Access to health and physical education facilities was open to all students in almost all schools surveyed, while a few modified their programs to suit special student populations.

In most cases, involvement in community team competitions was used to provide a wider range of sporting opportunities, while the availability of scholarships for individual athletics and related studies provided access to individualised training for some students from special population groups.

The arts

Music, drama and visual art were offered by all respondent schools while media studies, pottery and dancing were sometimes also included in this learning area. Arts subjects were usually taught as part of the regular school curriculum.

Tuition scholarships for individual lessons in music and visual arts were offered by several schools as a means of motivating special student populations. Concerts in-

volving multicultural themes were found to attract the participation of many students. Visits to theatre productions and art galleries, excursions overseas and talks by visiting artists added further variety to this learning area.

Asian studies

Many of the schools surveyed did not offer Asian studies *per se* but had sociocultural studies on Asia incorporated into their social studies programs. Some schools were informally involved in Asian cultural studies through cooking classes, the celebration of national days, exchange student programs, visiting speakers from Asia, study tours to Asia and interaction of Asian students with other students in the school.

Professional development programs

The major objectives for the professional development of teaching staff included an increase in the areas of awareness of new educational initiatives and computer literacy along with improvements in teaching techniques and skills, computer literacy and TAFE accreditation.

Principals, senior staff members, school-based professional development committees and visiting experts conducted school-based professional development programs for the teaching staff, while non-school-based programs were mainly run by private training providers, tertiary institutions and professional associations.

Funding for these courses was generally provided by the schools, although in some instances government grants, private sponsors and individuals contributed to cost coverage.

A number of the respondent schools did not approve of their teaching staff undertaking commercial or industrial employment as part of professional development activities as it was perceived to be a distraction from development of their instructional skills.

Objectives for support staff professional development mainly emphasised computer literacy, the development of a more effective team approach and increased involvement in school activities. Most respondents encouraged their support staff to attend in-service courses offered by schools.

The courses for support staff were conducted by private providers, tertiary institutions and school teaching staff while the costs of the programs were met by either the schools, the Government or the individuals themselves.

SOUTH AUSTRALIA



In 1993, 247,227 full-time students were enrolled in South Australian schools. Of these 184,620 (75 per cent) were in government schools, 36,524 (15 per cent) were in Catholic schools and 26,083 (10 per cent) were in independent schools. Of the 861 schools, 677 (79 per cent) were government, 104 (12 per cent) were Catholic and 80 (9 per cent) were independent.

Priority objectives

Government schools

The objectives of the Education Department of South Australia's¹ Three Year Plan, 1993–1995, are:

- to improve the capacity of the Education Department to anticipate and respond to change;
- to improve the quality of teaching and learning outcomes;
- to achieve equality of opportunity and social justice for students;
- to improve the operations of schools;
- to use resources better;
- to raise public awareness of the value, major directions and achievements of State education.

These objectives accord with the Common and Agreed National Goals for Schooling in Australia. Further, the department's curriculum policy, *Educating for the 21st Century, a Charter for Public Schooling in South Australia*, takes account of and complements the national goals.

In 1993, the department continued to ensure alignment between the South Australian curriculum and national goals and embarked upon the implementation of the nationally developed profiles and statements.

¹ Late in 1993 the Education Department of South Australia and the Children's Services Office were combined to form the Department for Education and Children's Services. In this report the former name has been retained.

Catholic schools

Catholic schools in South Australia aim to provide education for children and young people in a contemporary Australian Catholic culture for life in today's world. Schools offer education, faith formation and community in the Catholic Church and wider Australian community.

In 1993, Catholic schools aimed to:

- provide support for development of religious education programs in schools;
- implement the South Australian Certificate of Education (SACE) in years 11 and 12;
- improve student literacy;
- assist schools in undertaking whole-school planning exercises;
- implement the policy on gender and equity;
- anticipate emerging educational issues and plan to meet schools' needs;
- implement policies associated with support for languages other than English;
- provide support for disabled students;
- familiarise teachers with the statements and profiles, and key competencies.

Catholic schools acknowledge the importance of the national goals for schooling in educational planning and policy development.

Independent schools

School-based objectives seek to foster in students a love of learning, an appreciation of life and a direction for their future. Schools are also reflecting the national goals for schooling. Particular priority is given to:

- providing an excellent education;
- encouraging and enabling students to achieve their full potential for learning and to be confident and optimistic, have high self-esteem and a respect for others, and achieve personal excellence;
- providing for groups with special learning requirements;

- providing students with skills appropriate for their future employment;
- enabling students to attain their highest competencies in the eight areas of student learning agreed to by the Australian Education Council.

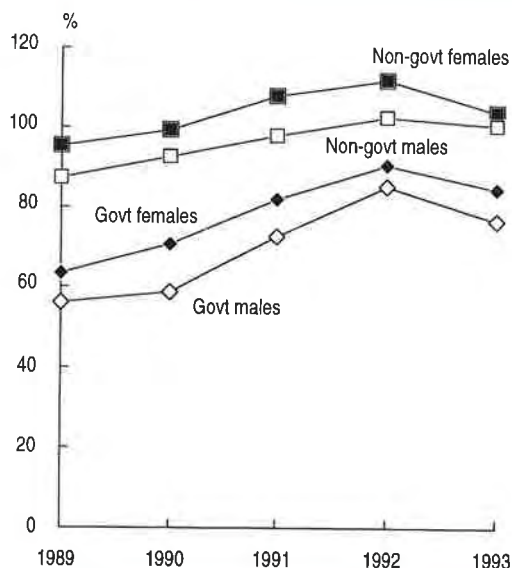
Excellence and equity

Retention and participation in government and non-government schools

The apparent retention rate to year 12 for full-time students stood at 86.3 per cent overall, a decline of 6.4 per cent since 1992. The 1993 figure represents an increase of 2.8 per cent over the 1991 figure of 83.5 per cent. Retention rates to year 12 were down in all sectors—7.1 per cent in the government sector, 1.5 per cent in the Catholic sector and 9.7 per cent in the independent sector. In spite of a downturn, apparent retention rates for the non-government sector remained high—98.7 per cent for Catholic schools and 106.2 per cent for independent schools. Figure 1 illustrates the differences in retention rates for males and females in government and non-government schools.

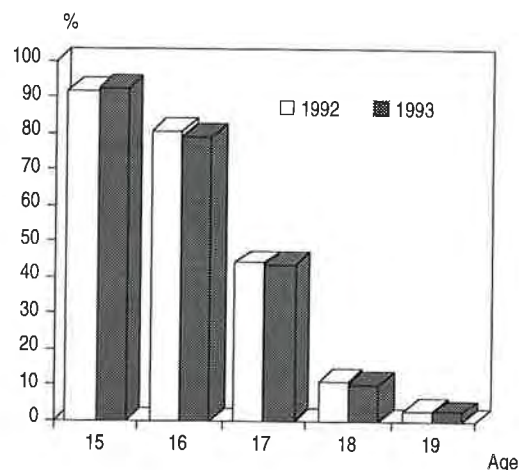
In 1993, 44.7 per cent of young people aged 15 to 19 years were at school. The difference in the age participation rates for 1992 and 1993 are illustrated in Figure 2, which shows a decline in the percentage of older students participating in schooling.

Figure 1. Apparent retention rates to year 12



Source: Commonwealth DEET

Figure 2. Age participation rates, all sectors, 1992 and 1993



Source: Commonwealth DEET

Government schools

Effective schools

The Education Review Unit commenced its school review program in 1990 and by the end of 1993 had reviewed 680 schools. A total of 189 schools were reviewed in 1993.

Internal monitoring of planned changes improved considerably over the two years 1992 and 1993. Two factors contributed to this improvement in formative evaluation. Firstly, skills in preparing performance indicators improved. This was partially influenced by the increased familiarity with performance indicators through the use of the South Australian attainment levels and national profiles. Secondly, the increasing delegation to key teachers of the responsibility for leading improvement initiatives promoted accountability for the achievement of outcomes.

Procedures for summative evaluation in many schools were developed in 1992 and 1993. From the beginning of 1993, review teams were able, for the first time, to use the results of internal reviews as a part of the external review process, providing feedback to schools about the degree of congruence between the school's results and those of the external review. A number of schools were becoming proficient in gathering information from a range of sources. There was evidence of parent interest in participating in the review of school development and school programs.

School governance

A review of school councils was conducted in 1993 by the Education Review Unit to gather information on the operations of school councils with a view to providing advice about future directions to support their effectiveness. The review found that the support which school councils provide is highly valued by schools, and that councils' work had become increasingly complex. The main issues raised in the review were concerned with matters affecting councils' capacities to represent a cross-section of parents' views and also with factors affecting councils' many functions, the procedures they used and the extent of their influence. Another main concern was the relationships between the Education Department and school councils.

Junior Secondary Review

The report of the Junior Secondary Review (completed in 1992) was distributed for public comment and an action plan was developed which took into account the responses. This plan focuses on the key directions proposed by the review and uses the report of the review as a framework for developments in the middle schooling years broadly spanning years 6–10. In particular, the principles underpinning transition, the concept of learning communities and the principles of teaching and learning identified in the report are supported.

Catholic schools

Catholic schools work closely with local communities through school boards, which are responsible for school policies and planning priorities. A strong feature of Catholic schools is the continuing development of pastoral care programs for students which involve their families.



A re-entry student at a senior college enjoys media studies

Independent schools

Responsibility for decision making at the school has always been a feature of independent schools, as is the extent of vital community support and very strong parental participation. Effective support networks, particularly for students with disabilities, have demonstrated direct achievements in successful integration for the benefit of all students.

Independent schools continue to pursue excellence and innovation at both a local and national level. The National Project on the Quality of Teaching and Learning and the Good Schools Strategy have challenged independent schools to respond to contemporary pressures and aspirations by restructuring the work and working environment of both students and teachers, in order to improve learning outcomes.

Equity initiatives

Government schools

Equity

The Education Department continued its commitment to improving educational outcomes for identified disadvantaged groups of students.

Ninety-five per cent of schools reported on their progress in implementing the department's Social Justice Action Plan. Reports show that schools have taken significant action to improve the attendance of students living in poverty and Aboriginal students. Schools also reported on their planning and targets for 1994.

Eleven schools participated in the Social Justice Action Plan Case Study Project. This project supports schools to promote best practice through whole-school change to improve learning outcomes for all students.

Five social justice discussion papers were provided for all schools.

Materials addressing issues of educational disadvantage were developed to support the implementation of the statements and profiles for Australian schools.

Agreement was reached with the Commonwealth for the implementation of the National Equity Program for Schools (NEPS), which ensures funding support and extends State equity initiatives.

A total of 20 salaries were distributed in 1993 for the provision of mother-tongue development programs. In 1993, 132 schools participated.

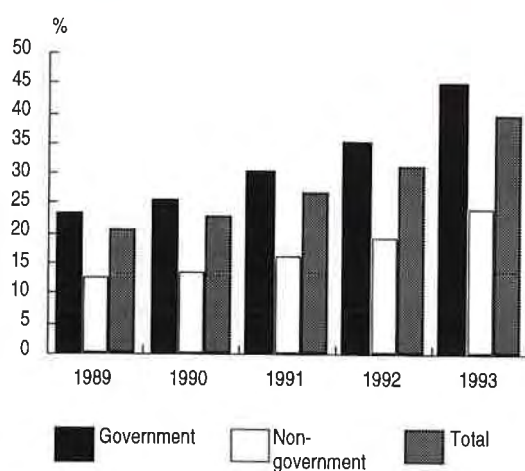
Social justice initiatives for newly arrived students migrating under the Refugee and Special Humanitarian Program included training and development for English

as a Second Language (ESL) teachers on the needs of students suffering emotional trauma as a result of the effects of war, torture or extreme deprivation.

Socioeconomic disadvantage

The School Card Scheme is a means-tested program for all sectors that provides assistance to low-income families for school books and charges. In 1993, the scheme was modified to allow automatic approval for families receiving a pension. Allowances were increased to \$112 for each primary approved student and \$168 for each secondary approved student. A total of \$10.95 million was provided to government school students under this scheme.

Figure 3. School Card holders as a percentage of enrolments, 1989–93



Source: SA Education Dept

In the government sector, schools with the highest percentage of students holding School Cards are supported with additional salaries. In 1993, 70.9 salaries were allocated across 144 schools.

Under Commonwealth–State agreements for the NEPS, arrangements for the allocation of Disadvantaged Schools Component (DSC) funding were revised. Following consultation with school communities, a new index to identify schools eligible for funding was introduced. Schools have been declared eligible to receive DSC funds for the triennium 1994–96.

It was decided that from 1994 all DSC schools will receive a base grant allocation of funds. In addition, funds will support a school-based Social Justice Curriculum Development Program. The purpose of these grants is to support school-based curriculum development for students living in poverty and, in so doing, provide leadership and direction for all schools in best practice.

Other significant developments during 1993 include:

- research into the role of teachers funded under the DSC in support of whole-school change;
- documentation and publication of strategies to support improved participation of Aboriginal students.

Aboriginal students

In 1993, there were 4,508 full-time Aboriginal students enrolled in 444 government schools, representing 2.4 per cent of the student population.

A range of programs was implemented to address the four aims of the National Aboriginal Education Policy.

Outcomes under this policy included the following:

- development of a comprehensive 1993–95 operational plan detailing strategies, performance indicators and resource arrangements;
- employment of more than 100 Aboriginal Education Workers and 42 specialist teachers to support Aboriginal students;
- formation of some 106 Aboriginal parent–school committees in 1993, bringing the total to 300, which represents over 90 per cent of Aboriginal students;
- increased community self-determination of schooling in Anangu (north-west) lands;
- employment of over 200 Aboriginal people as teachers, Aboriginal Education Workers, cultural instructors and educational administrators, and associated affirmative training and career initiatives;
- delivery of an accredited training and development course, Teaching Aboriginal Students, in 18 schools, involving over 400 participants;
- completion of two further secondary Aboriginal courses;
- delivery of comprehensive staff training and development in Aboriginal studies in 270 schools since 1990;
- development of monitoring processes in student attendance, retention and attainment.

Education of girls

Support for the second year of the implementation of the Education of Girls Three-Year Action Plan 1992–94 was provided through materials, workshops and seminars. Monitoring occurred through the distribution of reporting proformas to all schools. Schools reported on the extent to which the outcomes of the objectives of the plan were being met. The reporting for the State action plan provided information for the National Report on the National Action Plan for the Education of Girls.

The Gender Imbalance Project completed in 1992 became a Girls at Risk Program for 1993, 1994 and 1995. Four full-time salaries have been distributed to support the Commonwealth Students at Risk Component of NEPS, specifically targeting girls. One component of the project involves research into primary school girls and the possible identification of those at risk of not completing secondary schooling or of leaving school with no clear post-school destinations.

The National Action Plan for the Education of Girls was launched in May 1993 at one of the three single-sex girls high schools.

Students at risk

The Students at Risk Component of NEPS supports students who are at risk of leaving school early with no career pathways.

During 1993, 13 metropolitan and country secondary schools identified students who were at risk. Students, school staff, parents and caregivers collaborated to identify barriers that hindered attendance and participation and to develop strategies to address these barriers.

School responses focused on:

- reviewing and changing curriculum to promote successful participation of students at risk in all the required areas of study;
- meeting identified educational needs, particularly literacy and numeracy;
- changing organisational practices, e.g. the development of innovative organisational arrangements for part-time students, young mothers;
- liaison with other agencies for housing, financial, health and welfare support for the students;
- working cooperatively with local primary schools;
- strengthening home-school relations.

A report of the implementation of Students at Risk in South Australia was distributed to schools, providing a useful resource for principals and teachers of secondary students.

In 1993, the Connections Project, funded under the National Quality Schooling Program, enabled six junior-primary/primary schools to investigate identification of, and intervention for, students at risk in the early years of schooling. The Connections Project focuses on improving literacy proficiency.

Students with disabilities

In 1993, 402 salaries were allocated to primary and secondary schools to support the education of students with disabilities in non-special school settings.

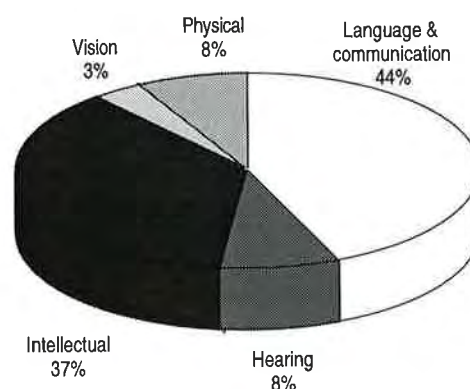
Support for the implementation of the policy Students with Disabilities included:

- a brochure, *Starting School*, for parents of young children with disabilities;
- a resource booklet, *Implementing SACE in Special Schools*, for teachers developing programs in post-compulsory schooling for students with disabilities;
- consultants working with schools to ensure that post-compulsory curriculum for students with disabilities meets the objectives of subject frameworks within the SACE;
- cooperative work with non-government agencies to develop post-school pathways for students with disabilities;
- training and development for teachers to examine how curriculum statements and profiles for Australian schools could be used to improve learning outcomes for students with disabilities.

The final report of the Collaborative Action Plan for students with severe multiple disabilities was distributed to schools and service providers. The report is a record of tasks, actions taken and outcomes which support the implementation of the Collaborative Action Plan. It also indicates directions for further action.

In 1993, the mechanism for collecting data for the Students with Disabilities Database was further refined to be incorporated into the annual student census collection in 1994. This comprehensive information about students with disabilities is providing direction for planning at a system and local district level.

Figure 4. Students with disabilities who are accessing special provisions, by impairment, 1993



Source: SA Education Dept

Gifted and talented students

Representatives from the Education Department, the Gifted and Talented Children's Association of South Australia and the tertiary sector have been drafting a new policy for the education of gifted students.

A program for students with high intellectual potential commenced in 1993. The main focus of this program is training and development for teachers in identifying gifted students and the provision of appropriate programs for them.

Special interest centres in six secondary schools are continuing—four in music and one each in agriculture and languages. Additionally, one primary school caters for students who show potential in the field of gymnastics.

Distance and rural education

The Commonwealth Government provides funds under the Country Areas Component of NEPS to address educational disadvantage experienced by students who are geographically isolated.

At a national level, South Australia is involved in a collaborative research project to identify system- and school-based factors that facilitate or hinder participation and retention of rural students to year 12.

Significant developments during 1993 included:

- establishment of a working group to develop an action plan for rural students and the production of a consultation paper, *Improving Outcomes for Country Students*;
- consultation with school communities, leading to a new formula for the allocation of Country Areas Component funds;
- development of a new index to identify Country Areas Component schools for the period 1995–97;
- research leading to the publication of two papers, *Rural Poverty* and *Girls in Rural Schooling*;
- research leading to the publication of a paper, *Developing a Supportive Environment for Students Learning by Distance Education*;
- investigation of the issues related to post-school options for rural girls, including career awareness, post-school pathways, tertiary study patterns and employment opportunities in the local area.

In 1993, 70.9 additional salaries were provided to schools for distance education.

The Open Access College is an additional major resource which provides increased opportunities for students in rural areas to access a broad, balanced curriculum. In 1993, funds were allocated to further

develop local delivery centres and the skills of supervisors and local delivery teachers.

Students from non-English speaking backgrounds

As part of the ESL Component of NEPS, specialist ESL teaching support through the New Arrivals sub-component was provided at eight New Arrivals Centres. Specialist teaching support was also provided directly to 195 schools through the General Support sub-component. All other schools had access to ESL advice and support through the ESL Support School Model, which provides ESL coordinators for networks of schools.

New ESL courses at stage 1 and stage 2 were accredited by the Senior Secondary Assessment Board of South Australia (SSABSA) as part of the SACE. In addition, accreditation equivalent to four SACE stage 1 units was granted for successful completion of one-year Adult New Arrivals programs offered at Thebarton Senior College.

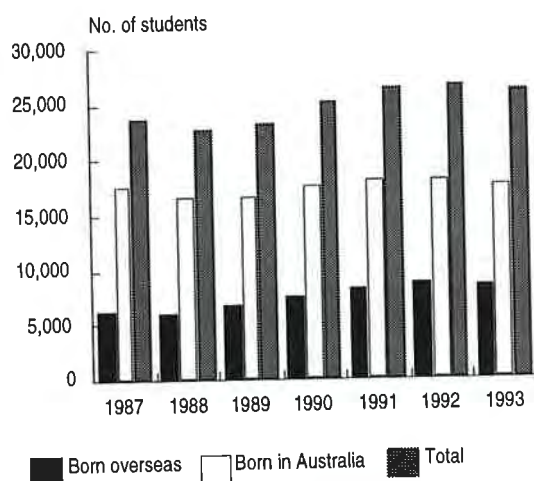
Achievements in 1993 include:

- training and development in the ESL in the Mainstream Teacher Development Course delivered in Queensland on request;
- publication of updated ESL in the Mainstream Teacher Development Course materials;
- publication and implementation of the ESL in Anangu Schools Course developed with the State Aboriginal Education Unit;
- collaboration with ESL specialists from NSW and Victoria in the development of national ESL scales;
- a review of the ESL Support School Model;
- in collaboration with the Catholic Education Office, the development of the Language and Literacy Course for ESL teachers and others involved in language education;
- participation in the department's Literacy Task Group to develop Literacy Action Plan and national funding submissions.

Under the Multiculturalism in Education Project, the first phase (one year) of the Supportive School Environment Project, involving three clusters of schools, was completed. The project resulted in research regarding the curriculum needs of students from non-English speaking backgrounds, and strategies to implement the recommendations were put in place.

In addition, a curriculum document, *Mathematics with a Focus on the Needs of Students from non-English Speaking Backgrounds*, was completed.

Figure 5. Students from non-English backgrounds in government schools, 1987-93



Source: SA Education Dept

Catholic schools

Socioeconomic disadvantage

Programs were developed for students at risk of not completing year 12 in seven secondary schools. Sixteen schools worked under the Disadvantaged Schools Component, focusing on projects in mathematics, expressive arts, school to work, computer education, science and technology, and literacy.

Aboriginal education

The Aboriginal Education Program concentrated on whole-school curriculum development of Aboriginal studies units and encouraged the involvement of Aboriginal people in school programs.



Computing at a Catholic primary school

Gender and equity

The South Australian Commission for Catholic Schools launched its Gender and Equity Policy which received school-based financial support for projects and advisory support. Through in-service training of school staff and development of a schools network of teachers, many school and teacher practices have been redeveloped.

Students at risk

Seven secondary schools received funding under the Students at Risk Component, which had as its objective the identification of students most at risk of not completing secondary school. Other factors taken into consideration were poverty, non-English speaking background, family trauma, Aboriginality, disability, homelessness and isolation.

Gifted and talented students

Teachers from eight metropolitan and country disadvantaged schools were involved in designing inclusive curriculum to develop higher order thinking skills and to foster the gifts and talents of all students. With the support of a full-time project officer, the program has been very successful in providing professional development for teachers and in challenging students to explore their learning potential.

Students with disabilities

Special education programs focused on services to improve educational outcomes, therapeutic and other essential services to improve participation in schooling and the provision of capital facilities. Procedures covering the enrolment and support of students with disabilities were finalised.

Teachers and parents were supported by eight regionally-based advisers. Placement of intellectually disabled students in special schools and specialised options in one primary and four secondary units remained available. A feature of 1993 was the collaborative involvement across health, welfare and education sectors.

English as a second language

Major initiatives of the ESL program included the Mainstream In-service Course for primary and secondary mainstream and ESL teachers, close collaboration with literacy and learning projects, and maintenance of the in-service and advanced in-service programs for primary and secondary ESL teachers.

Independent schools

Socioeconomic disadvantage

Five independent schools were included in the DSC of the NEPS in 1993. The funding made available enabled schools to develop curricula in such fields as computer literacy, science and mathematics.

Aboriginal education

Literacy issues and retention rates have been the focus of work with Aboriginal students. Support in schools was through various programs tailored to a specific context. In some schools, curriculum changes were made and flexible timetabling was implemented for greater access to appropriate courses for individual students. Some schools also liaised with the Commonwealth Department of Employment, Education and Training (DEET) to provide a program for tutoring support.

Education of girls

The National Action Plan for the Education of Girls has been integrated across the curriculum. The role and support of parents is also recognised as vital to success in the implementation of this program. In addition, schools are sensitive to the need to develop strategies for girls that are appropriate and responsible, and that broaden boys' understandings of these changes.

Students at risk

The Independent Schools Board Students at Risk Program began in 1993 with a grant from the Commonwealth Government to support four schools in undertaking a combined project to identify students most at risk of not completing their schooling, and developing appropriate strategies to reduce this risk. A proportion of the grant was spent employing TAFE services within the cooperative project in a combined effort to service senior students at risk.

Distance and rural education

Independent schools are based in a number of rural centres across South Australia. In addition, boarding facilities are provided at secondary level for students from rural communities.

The Commonwealth Country Areas Component of NEPS assisted two rural schools in 1993.

Students with disabilities

In 1993, 56 schools enrolled 270 students with disabilities ranging from those requiring additional curriculum support to those requiring significant and inter-agency support.

Support continued through an informal cooperative school network which attracts funds from the NEPS. Strategies have taken the form of advice, provision of professional development programs (in-school or for a wider audience in more general settings) and specific support to students and teachers.

An increasing number of students and teachers used the professional services of specialist support teachers in 1993. This increase is due to the greater number of students with complex disabilities and the greater awareness of services offered by the Network Team.

Late in 1993, a formal survey of secondary schools was conducted to ascertain the needs of those schools in regard to students eligible for Commonwealth funding.

Two important initiatives in the independent sector were:

- the Northern Areas Language Program, which is facilitated with funding from the Special Education Consultative Committee and is a cooperative program involving Catholic and independent schools, focusing on professional development for classroom teachers of students with language disorders;
- a document, *Suggested Guidelines for the Enrolment of Students with Disabilities*, which was written in response to the Commonwealth Disability Discrimination Act.

Gifted and talented students

During terms 3 and 4 of 1993, 18 independent schools in Adelaide and the surrounding northern areas were involved in the Independent Schools Board Gifted and Talented Project. The aim of this project was to develop and implement a model to enable a cluster of geographically and socioeconomically disadvantaged schools to effectively cater for their more able students. The project focused on the professional development of teachers and the formation of support programs for gifted students.

During the two terms, staff were provided with in-service training and students were assessed by their teachers and psychologists. New teaching practices were developed and implemented, two cluster groups were formed, and a five-day 'G & T' camp was held. Packages relating to these activities were developed as an additional resource for interested teachers and school communities.

Students from non-English speaking backgrounds

The independent sector has strengthened its commitment to programs supporting literacy and language acquisition for students from non-English speaking

backgrounds. Late in 1993, a part-time project officer was commissioned to assess needs in this area and to develop short- and long-term strategies to begin to address those needs.

A survey of student numbers and related issues in schools amplified the need to raise the awareness of ESL issues and to provide professional development and support in this area.

With the Commonwealth New Arrivals and General Support sub-components of the ESL Component, a number of schools initiated or developed further their ESL program. ESL in the Mainstream, a ten-week in-service course, has been attended by a number of teachers and demand for this course is increasing.

General and vocational education

Government schools

Response to the Finn, Mayer and Carmichael reports and reviews

All schools with post-compulsory secondary enrolments are responsible for providing their students with the opportunity to participate in studies leading to the completion of the SACE. Students are expected to undertake work-related studies as part of their SACE studies. Specifically identified types of work-related studies are recorded on each student's SACE Certificate. In addition, students may study work education as a specific subject at both stage 1 and stage 2 of the SACE.

A State committee comprising representatives from SSABSA, employers, unions, higher education and the schooling sectors has continued to monitor the developments of the key competencies. A seminar introducing the key competencies to the schooling sector, and involving representatives from peak employers and union organisations, has been held.

The Education Department has continued to investigate the relationship between the key competencies and the across-curriculum essential skills and understandings of its major curriculum document, *Educating for the 21st Century*.

Post-compulsory and higher education

The SACE was in its second year of implementation in 1993. Five SACE consultants continued to support schools and teachers in this process.

Funding was received from the Commonwealth for seven Australian Vocational Certificate Training System (AVCTS) school-based pilots:

- transportation and physical distribution;
- hospitality: school–industry–TAFE pathways;
- preparation of vocational training methodology and curriculum for use within the senior secondary education system for occupations within horticulture;
- work experience/vocational placement;
- pathways into hospitality;
- apparel and small business training for senior secondary students;
- accreditation, credentialling, curriculum infrastructure.

Students successfully involved in these pilots gained SACE accreditation as well as industry acknowledgement and accreditation of the vocational competencies undertaken. Teachers in pilot schools worked with industry trainers and project officers from the Department for Employment, Training and Further Education (DETAFFE) and SSABSA to design appropriate teaching programs to meet both SACE and industry requirements.

Initiatives in career education

Information on occupations, tertiary courses and industry continued to be offered to students through:

- the Job and Course Explorer computerised database;
- a regularly updated series of pamphlets, *Youth Labour Market Issues*, a joint publication of the Education Department and DETAFEE;
- the Unlock Your Future Program, a joint Education Department, SSABSA, DEET and DETAFEE project.

The 1993 Career Work Skills Expo focused on providing information for young Aborigines and Torres Strait Islanders, while a Vacation Counselling Program trained school counsellors in all sectors who delivered career and study advice to students and their families following the release of SSABSA results.

The VISITS Program continued to provide opportunities for reception to year 12 students to visit a wide range of industries. In addition, an industry-sponsored work experience program called the E Team was trialled in 1993. This was undertaken in collaboration with the Australian Quality Council.

The Schools, Education and World of Work Project, which is funded by the federal Department of Industrial Relations, Work Cover Corporation (SA) and the

United Trades and Labor Council (SA), continued as a tripartite project with government departments (federal and State), employer organisations and trade unions involved. It produced and distributed to every secondary school a comprehensive resource folder for use with post-compulsory students. Subjects covered included young people and work, occupational health and safety, workers' rehabilitation and compensation, industrial relations (incorporating workplace change initiatives) and equity and work. These resource materials are matched to the requirements of the SACE and are available nationally.

Catholic schools

General and vocational education

During 1993, the principal concern of schools was the introduction of the SACE. The SACE has provided a great deal of flexibility of curriculum delivery and wider credit possibilities. Several schools included work education in their curriculum either as a discrete study unit or as a unit developed around existing work experience programs.

Students are being encouraged to examine alternative pathways through to employment, training, or further study. This is already having some effect as greater numbers accept DETAFE offers as their first choice of tertiary study. There was wide use of the Unlock Your Future student career counselling service and several counsellors from Catholic schools took part.

The Catholic sector was involved in work on the key competencies and two schools were involved in trials of in the AVCTS school-based pilot program.



Working collaboratively in the independent sector

Independent schools

Post-compulsory education

Curriculum implications for independent schools which have arisen from the Finn, Mayer and Carmichael proposals were addressed by the South Australian non-government sector in 1993. While it was generally believed that most aspects of the Mayer proposal for key competencies could be addressed through the SACE, it was felt that key competencies should also be introduced in earlier years.

The convergence of general and vocational education espoused by Carmichael will require more opportunities for teachers to experience workplaces other than schools. Re-skilling and retraining will be essential if contextual learning requires changes to existing practices.

General and vocational education

Arrangements with TAFE colleges vary significantly among independent schools. There are, however, some very significant developments where established links have been very fruitful for schools in vocational courses such as motor mechanics, catering and commercial art, and with recognition given through cross-credit transfer with SACE.

In the main, work experience programs continued to be the most common link between school and industry and the basis of schools' work education curriculum at years 10 and 11.

Areas of student learning

Government schools

Monitoring student achievement

Schools and system support groups continued to refine a framework for monitoring student achievement through the use of the South Australian attainment levels. This provided the mechanism for standards-referenced assessment and reporting. Primary schools worked closely with the attainment levels material in English or mathematics and one other area of study. A sample of schools provided student achievement level data for an indicative State-wide report.

During the year a broad range of schools became familiar with the nationally developed draft statements and profiles in anticipation of a changeover to these materials in 1994. School communities were involved in consultations on a management plan for the implementation of statements and profiles and guidelines for the collection and use of student achievement information. Teachers developed and trialled specific support

materials for the use of the English, mathematics and arts statements and profiles.

English and literacy

English

English was the focus of many primary schools implementing the South Australian attainment levels. A number of schools also investigated the relationship between this work and the drafts of the nationally developed statement and profile for English. Six schools in the reception to year 10 range participated in a resource development project which examined and reported on school strategies for implementing the nationally developed English curriculum documents. At the senior secondary level, the second year of SACE implementation continued to include two compulsory units of English at Stage 1.

South Australian curriculum personnel and teachers continued close involvement in the final developmental phase of *A Statement on English for Australian Schools* and *English—a Curriculum Profile for Australian Schools*. They also made a significant contribution to the development of the national support document, *Using the English Profile*. South Australian teachers' needs for curriculum support materials in English were identified, leading to the development of a number of project briefs for development in 1994.

Literacy

The Literacy Task Group coordinated literacy initiatives throughout the department and developed a draft Literacy Action Plan, which identifies system-wide priorities, strategies and outcomes for addressing literacy in all areas of learning and levels of schooling. Collaborative work between the children's services, schools and TAFE sectors was successfully initiated during 1993.

Salary allocations to each of the six Teacher and Student Support (TASS) Centres throughout the State directly assisted schools and teachers address literacy teaching and learning at all levels of schooling and in all subject areas.

Work targeting the literacy learning needs of students from low socioeconomic backgrounds continued during 1993. The work of the Writing and Reading Assessment Program (WRAP) was developed further for use at school level through the R-10 Literacy Focus Schools Program. Work with junior secondary teachers in 59 government and non-government schools undertaken as part of the Commonwealth's Literacy and Learning General Component of the NEPS was concluded. A final report is available, while the training and development materials produced through the program are being used widely in schools.

South Australia has also made a major contribution to the development of interactive CD ROM teacher training and professional development materials for early years teachers as part of the NEPS Literacy and Learning National Component, which complements the Australian Language and Literacy Policy (ALLP).

Issues associated with early literacy intervention programs have been examined. Several junior primary schools piloted the Reading Recovery Program, while other schools investigated alternative approaches and programs. This work informed the design of a new program which addresses a broad range of needs for groups of students in the early years.

Writing Based Literacy Assessment (WBLA) continued to be a key part of the SACE requirements.

The South Australian-developed Literacy and Learning in the Middle Years (LLIMY) training and development program was taken up in the USA through a marketing licence granted to Reed Publications International Ltd.

Mathematics

Familiarisation with the *Mathematics Curriculum Profile for Australian Schools* in association with the *National Statement on Mathematics for Australian Schools* continued in primary and secondary schools. Senior secondary students continue to work within the SACE frameworks for mathematics.

Projects in mathematics continued to support primary and secondary teachers through the provision of extensive training and development. The R-7 Mathematics Focus School Curriculum Project continued throughout 1993, with schools networking to coordinate programs on methodology, assessment, recording and reporting. Links were established with a secondary project to explore mathematics teaching in the middle years of schooling.

The Junior Secondary Mathematics Resource Schools Project concluded in 1993 with the evaluation highlighting the effectiveness of collaborative learning, the use of open-ended projects and investigations, and the use of problem-solving strategies. Together, both the reception to year 7 and junior secondary projects worked intensively with 70 schools, providing training and development to about 500 teachers of mathematics.

Languages other than English

The Education Department has made considerable gains in achieving its policy target of ensuring that languages form an essential part of a broad and balanced curriculum for all students. A total of 371 junior primary and primary schools were teaching a language, compared with 292 in 1992.

Over 1,000 teachers and other educators participated in language-specific and interest-specific groups, conferences and workshops. These activities were complemented by school-based consultations and in-service training. Out of a total of 700 teachers, 360 were involved in the development and familiarisation of the national statement and profile for languages other than English (LOTE). Advisory support was provided to teachers and managers of programs in the languages of French, German, Italian, Indonesian, Japanese and Modern Greek.

Through arrangements with overseas governments, teachers in South Australia have had the opportunity to expand their proficiency in the target languages by participating in exchanges or scholarships in Indonesia, Italy, Greece, China, Noumea and Germany.

In collaboration with the tertiary sector, ten teachers of Italian and eight teachers of German were offered release time awards for the completion of the Graduate Certificate in Languages Education. In addition, through the South Australian Institute of Languages, 120 teachers were able to participate in intensive language proficiency courses across a range of languages.

Every effort has been made to maximise access to training opportunities for teachers in the country. A language coordinator position has been created in the Lower South East region to support teacher networks and provide leadership. Travel and accommodation were provided and two peak conferences were held in the country areas of Mt Gambier and Whyalla.

Students in South Australia have access to bilingual programs, mother-tongue development programs and second language programs. Bilingual programs involve the teaching of other key learning areas through the target language. A minimum of five hours per week is considered appropriate for such programs in South Australia.

At present there are ten schools which operate bilingual programs, five of which commenced in 1993. *The Planning of Bilingual Education in South Australia* report (published in 1993) assists schools in the process of establishing, managing and evaluating bilingual programs. It provides advice on different models of bilingual education, integration of programs into the total curriculum and structural support for programs.

Students in country and remote locations are provided with languages programs through the Open Access College as well as through local delivery centres. Strategies to provide languages programs for 'difficult to staff' schools include long-term retraining programs for teachers who live and teach in country locations. Alternative modes of language program provision have been investigated, including use of satellite.



Valuing our language and culture

The South Australian Secondary School of Languages and the Ethnic Schools are complementary providers of languages programs which give greater access to students from non-English speaking backgrounds to study their mother tongue. The possibility of common reporting processes for teachers in ethnic and mainstream schools is presently being considered.

There has been an increase in the number of enrolments in languages other than English and especially in Asian languages. In 1988 for instance, approximately 4 per cent of students took Asian languages compared with 16 per cent in 1993.

Science

Workshops were held throughout rural and metropolitan South Australia to familiarise teachers with the nationally developed science statement and profile.

A review of the Physics Focus School Program was commissioned during 1993. The result is a focus school program that has responded to the training and development needs of teachers.

The Technology and Science for Children (TASC) Focus School Program for reception to year 7 schools continued in 1993. The second phase of that program now incorporates 30 network schools undertaking training and development in science and technology.

Technology

Many primary and secondary school teachers took part in a number of seminars and training and development opportunities based on the draft technology statement and profile. Senior secondary students undertook studies in the SACE at stage 1 and stage 2.

In 1993:

- the Engineering Pathways Program was further developed;
- the TASC Focus School Program was extended to include network schools;
- over \$130,000 was provided as Schools Technology Education Program (STEP) grants to enable the development of innovative technology programs.

The Technology School of the Future provided a variety of programs and training and development opportunities to over 10,000 students and teachers during 1993.

Studies of society and environment

A major focus in the first half of 1993 was the consultation for the nationally developed statement and profile for studies of society and environment. Over 200 schools and 100 individuals and groups were involved in the process. During the second half of the year, a number of schools from reception to year 10 were involved in familiarisation programs to modify their current curriculum to conform with the statement and profile.

An environmental education survey conducted in June 1993 received responses from 142 schools. The survey found that 91 per cent of schools were involved in environmental action projects in 1992, compared with 63 per cent in 1990. Junior primary and primary school students are more likely to be involved in environmental action projects than secondary students. At the secondary level the emphasis is on teaching environmental concepts and understanding. Environmental education is more likely to be across curriculum in junior primary and primary schools than in high schools, where it is concentrated in the society and environment and science areas of learning.

At the senior secondary level, in the second year of the compulsory unit of SACE stage 1, Australian studies, most teachers were displaying confidence in developing their own issue studies. Students were critically participating in learning about a range of current cultural, social and systems issues.

Health and physical education

The nationally developed health and physical education statement and profile were trialled in primary and secondary schools during 1993. Consultation occurred with relevant community agencies and organisations and interested individuals with expertise in the area. The Education Department contributed to this process through network consultations involving representation from all levels of schooling and all interest groups.

A significant proportion of schools have identified school-based leadership positions for health and

physical education as determined by school development plans. Key teacher and coordinator positions have provided the impetus and leadership at school level to promote this important learning area.

Inter-agency support for school health and physical education programs continues to be coordinated by the Health Education Inter-agency Advisory Committee (HEIAC). HEIAC has seven expert inter-agency link groups: drug education, sexuality education, health care and education, safety education (injury prevention and protective behaviours), mental health education, nutrition education and physical education. The associated Health in Schools Parent Reference Group provides a State-wide forum for parent/caregiver comment and advice regarding school health and personal education programs.

The Police Commissioner and Chief Executive of the Education Department signed a memorandum of understanding outlining agreed principles and strategic priorities for police participation in school health and physical education programs to promote community safety and crime prevention. Resource materials for police will be collaboratively developed in 1994.

School communities and relevant agencies contributed to the development of departmental guidelines regarding school environments which support health and physical education curriculum and promote health.

The department's HIV/AIDS policy, which was developed during 1992 and 1993 with extensive system and community consultation, reached final draft stage.

School communities and relevant agencies contributed to the development of guidelines for schools on the effective management of student health care needs and all student health-related matters. These guidelines, due for completion in 1994, will assist school communities to develop policies and practices which support both the health and physical education curriculum and the health and well-being of the whole school community.

A large-scale survey was undertaken of physical education and sports in South Australian state schools. The survey sought data on levels of participation and non-participation of students, staffing, programming and teaching arrangements, financing and administration, class sizes and community support as these relate to physical education and sports.

All schools across South Australia have had access to all programs developed, for example materials have been produced to address students with disabilities in the learning area of health and physical education.

Distance education programs in health and physical education were implemented and additional programs in physical education were planned.

Many schools established promotion positions in health and physical education supporting students from diverse cultural and socioeconomic backgrounds.

Specially focused programs were in place to ensure that all students have opportunities for learning in health and physical education.

The arts

The curriculum statement and student profiles in the arts, developed in a nationally collaborative program, were trialled in primary and secondary schools during 1993. These documents will form the basis for the development of curriculum frameworks in the areas of dance, drama, media, music and the visual arts, for the compulsory years of schooling.

Using the theme of 'stretching boundaries', the biennial youth arts festival Come Out '93 provided a central program of performing and visual arts for primary and secondary school students. The record box office reflected the high level of involvement and participation of schools, particularly primary, at all events. Future efforts will be directed towards furthering the level of participation and involvement of secondary and post-compulsory students.



The drama class

Community Come Out, a significant arts program funded by the Education Department of South Australia, enabled every school across South Australia to take part in this festival of arts for youth. With its emphasis on access and participation, Community Come Out enabled schools and their communities to celebrate the achievements of young people through the arts, and to promote the important role of the arts within and across curriculum programs. It also enabled a multitude of area and school-based arts events to occur in almost every region and community across the State.

The Artists in Schools Program, funded jointly by the Education Department and the South Australian Youth Arts Board, placed 24 artists into 20 schools in both country and metropolitan areas. These artists worked with students, teachers and the community, mainly on visual arts and media programs of arts learning and experience.

A significant proportion of senior secondary students offered themselves for assessment in publicly examined and school-assessed arts subjects at year 12 level. These studies include the areas of art, craft, dance, design, technical drawing, drama, music, music history and literature and music performance and theory. The SSABSA Year 12 Show and the Performing Arts Showcase were held to celebrate the achievements of year 12 students in the visual and performing arts.

Stage 1 of SACE entered its second year with students continuing to undertake arts studies at this level. A number of schools opted to provide students with the opportunity to undertake a semester-length course of study in the multi-arts, which encourages students to work across arts areas with specialisation in one.

Programs involving teachers and students in new technologies continued to lead to activities and course design in video animation, stage and set lighting, electronic imaging and computer-aided design for print and industrial purposes. Specially focused programs are being developed to ensure that all students are given access to the full spectrum of learning possibilities in this area of arts learning.

Catholic schools

In the Catholic system, support was provided for whole-school curriculum planning and development based on the national curriculum statements and materials published by the South Australian Education Department and SSABSA. In addition, the South Australian Catholic Primary Principals Association, in cooperation with the Catholic Education Office, established curriculum committees. These committees monitored national curriculum developments and, where appropriate, took part in the preparation of responses to curriculum papers.

Religious education

Catholic schools and their communities have been supported in developing and implementing the family life curriculum, which is consonant with the goals of Catholic education and supports students in their search for appropriate values.

English and literacy

In the area of English language and literacy, two important systems projects induced significant growth in teacher understanding, knowledge and skill. LLIMY is having a strong impact on classroom practices in reading and writing. WRAP is providing the basis for better literacy teaching and assessment in the future. The LOTE Program in Catholic schools has also made a significant impact on literacy learning.

A Reading Recovery Program was established to assist schools to develop early intervention and preventative programs in early reading diagnosis and to provide in-service training for teachers.

Languages other than English

Support for LOTE programs continued in 1993 with an emphasis on the Italian bilingual program, distance education program and development of curriculum materials to support Italian senior secondary distance education.

Eight languages, including Japanese, Indonesian and Chinese, were offered in Catholic schools in 1993, supported by central advisory staff and in-service training programs for teachers.

Science and technology

Catholic schools continued to use the Investigator Science and Technology Centre. The Catholic Education Office provided funds to assist with the recurrent operation of the centre. Another facility used by Catholic school students is the Technology School of the Future at Technology Park.

Two South Australian Catholic primary schools were involved in the trial of the science, technology and environment program—the Primary Investigations Program.

The application of technology to education in Catholic schools continued in 1993 through the computerisation of libraries and administrative and other services. In addition, computing and computer-assisted learning continue to be an essential part of secondary curricula.

Mathematics

Senior schools have adapted curriculum in response to SACE requirements.

A mathematics project being undertaken through the DSC has adopted an action-research approach with individual teachers which involves such activities as teachers reflecting on their own mathematical learning and on the ways in which students learn mathematics. Workshops for teachers, trialling activities in classrooms, regular evaluation and use of anecdotal journals also feature in this significant professional development exercise.

The arts

A number of schools have developed whole-school visual arts programs with the support of the DSC. Secondary schools offered courses in visual arts, drama, design and craft throughout the years 8–12 range, with special emphasis for SACE.

Music programs in schools ranged from whole-school programs to specialised instrumental, choral, band and orchestral performances.

Health and physical education

Preparation of a family life curriculum for reception to year 12 continued, with completion expected in early 1994. Emphasis also continued on sports carnivals, outdoor education and support for teachers in primary physical education curriculum, first aid and health education. A document to support teachers and parents, *First Aid and Health Management Guidelines*, was published for distribution to schools.

Throughout 1993, an HIV/AIDS education and in-service program has been supported by an adviser, whose main role is implementation of the South Australian Commission for Catholic Schools Commission's 1988 policy on AIDS.

Independent schools

English

The responsibility for developing literacy and communication skills is considered to be the responsibility of all teachers, regardless of their specific subject area. In recognition of this, Strategies for Literacy across the Curriculum R–12, a ten-week in-service course, continued to be offered to schools. This has resulted in a large number of teachers becoming more effective as teachers of literacy skills in their specific subject area and has had an impact on literacy and learning across the curriculum.

The Writing Based Literacy Assessment (WBLA) received support in many schools through panels of teachers who offered feedback and in-service training to staff on extended writing tasks in specific subject areas.

The results of the WRAP project, SACE literacy assessment requirements and LLIMY have influenced curriculum development and teaching practices from R-12.

Individual schools trialled a range of literacy initiatives to focus on and cater for the needs of ESL students, Aboriginal students and students with disabilities. Technological aids, including laptop computers, have also been involved in creating effective literacy learning opportunities, as have Learning Assisted Programs (LAP).

Languages other than English

The independent sector maintained its commitment to provide opportunities for all students to learn a language other than English. There was an increase in the number of schools offering languages, particularly Chinese, Japanese and German.

Schools have explored initiatives which would give bilingual and trilingual students opportunities to experience their first language.

LOTE teachers have developed support networks (formal and informal)—both within the sector and with other bodies—and have been encouraged to participate in joint in-service training programs with the Catholic system and the Education Department.

Cross-cultural understanding of our Asian neighbours is being increased through curriculum change. There is an increase in the number of schools offering a variety of Asian languages, and the study of Asia is emerging as an important focus of society and environment subjects.

It is expected that Asian studies at SACE stage 1 will be introduced in 1995.

Science and technology

The resources of the Investigator Science Centre were accessed extensively by primary and secondary teachers and funding for a part-time science adviser located at the centre was maintained. Independent schools were also involved in the Australian Academy of Science's national project to support an integrated science program for primary teachers.

Independent schools recognise the role of technology in curriculum change and its impact on educational programs. With increasing retention rates and pressures for subject diversity, the focus on the development of multimedia communication networks with other schools, TAFE and industry will enhance the learning opportunities for students. In addition, the School of the Future has provided many teachers in independent schools with an understanding of how technology can be incorporated across the curriculum.



Sport in the independent sector

Mathematics

A network of teachers willing to support others in the mathematics area has been established, cross-curricular units with a focus on mathematics and mathematics-related activities have been developed, and girls' participation in mathematics has been actively pursued.

Studies of society and environment

Much of the activity in this area of study in 1993 was concentrated on environmental issues, with schools undertaking many and various projects to complement and enhance student course work. Many independent schools continued to work and liaise with their local communities on activities that were of tangible and obvious benefit to their immediate neighbourhood.

The arts

An increasing number of independent schools are developing programs which involve students and teachers in the use of new technologies in areas of music, design and the visual arts. Support networks between schools allow for staff sharing as well as an exchange for resources and ideas. Independent schools

actively supported and participated in the Come Out '93 Festival as well as organised their own programs for the performing arts.

Health and physical education

Health education teachers developed a policy framework for HIV/AIDS in independent schools. The guidelines provided assistance for schools to develop a policy and to assist individual school communities with determining strategies to address this issue appropriately. Child protection issues, protective behaviours training, drug education and critical incident management have also been projects widely supported by independent schools.

Teaching and learning

Government schools

Recruitment

Opportunities for permanent and contract employment existed in a range of subjects and year levels across the State, but particularly in country locations. There were limited opportunities for permanent employment in the metropolitan area.

There was a demand for teachers in special education (e.g. teachers of the emotionally disturbed; those with physical, intellectual multiple disabilities; those with hearing and visual impairment; those with difficulties in oral/aural communication), technology (e.g. electronic, energy technology, automotive/power technology), and Asian languages (e.g. Chinese, Japanese, Indonesian).

Negotiations continued with tertiary institutions to identify areas of demand and attract potential applicants to ensure a supply of qualified teachers to meet recruitment needs of the twenty-first century.

Teachers and teaching

During 1993, the Advanced Skills Teacher 1 (AST1) classification was implemented and over 850 teachers have now been recognised for their exemplary teaching practices.

The Education Department and the South Australian Institute of Teachers have an agreed statement on the roles and responsibilities of Advanced Skills Teachers, *Summary of the AST1 Assessment Process*, which is being used as the basis for the development of this new career path for teachers.

Selection

Most leadership positions are filled by a selection process based on a proper assessment of merit. The process is administered by a panel including a trained

chairperson, an equal opportunities nominee or representative, and a South Australian Institute of Teachers nominee or representative. In the selection of a principal, a school council member is present on the panel. Information about applicants is gathered from written applications, discussions with referees and interviews.

Teacher retraining

The Teacher Retraining Project was established in 1993 to assess the retraining needs of teachers across the State, identify priorities and devise programs based upon short- and long-term retraining goals.

Materials to assist schools in setting up locally-based teacher retraining programs have been developed and distributed to all worksites. The package consists of three folders, titled *Establishing School-based Teacher Retraining Programs*, *Teachers Observing Teaching* and *Career Planning for Teachers*. Several other tailored program materials are available to schools on request.

Arrangements between the Education Department and the University of South Australia have enabled courses to be collaboratively developed and delivered to meet the retraining needs of particular groups of teachers (e.g. teachers transferred to schools of sharply contrasting nature). Materials for use in future retraining courses are being documented from these pilot programs.

Education Department Schools Administrative System

In 1993, 12 schools were trialling a new administrative computer system, the Education Department Schools Administrative System (EDSAS). This is a computer-based system for school administrative staff and teachers to acquire, store, manipulate, analyse, retrieve and distribute information relating to the administration and management of students, staff, school activities and property. Among other tasks, EDSAS will enable the effective management of information relating to national profiles. A small project team is working on the modifications required for assessment data to be entered into EDSAS and for relevant reporting.

Catholic schools

Employment opportunities continue to increase gradually in line with increased enrolments. Ability to teach a variety of subjects in different settings has become essential.

Within the Catholic system the school principal plays a major part in identifying local needs and implementing teacher development.

Following discussions with principals, a number of modifications have been made to principal induction procedures, assessment and professional development:

- A system of mentors has been introduced for newly appointed principals to allow them to work with experienced principals during their first year of appointment.
- Assessment procedures have been modified to allow for a greater formative component.
- A number of seminars are being run after school hours to cover curriculum areas where there is need for upgrading.
- The Christian Education Leadership Program offered by the Australian Catholic University is continuing.

Following negotiations with the Association of Non-government Education Employees and the South Australian Institute of Teachers, the position of AST1 was introduced into Catholic schools. Negotiations continued regarding the introduction of Positions of Responsibility for teachers under the Teachers in Non-government Schools Award. This will allow for Positions of Responsibility in both primary and secondary schools.

Implementation of so-called 'benchmark rates' and a focus on school development plans have contributed to a renewed interest in professional development in Catholic school identity.

Catholic schools continue to improve learning environments for students through pastoral care programs and the improvement of facilities. In addition, several secondary schools have made provision for technical equipment a priority with the support of Commonwealth capital assistance programs. Primary schools, however, have been able to provide only limited computer access.

Independent schools

Some independent schools are adopting a progressive approach to the Training Guarantee legislation and have included in their contract of employment requirements for professional development. The participation by teachers in consultation on curriculum matters has been significant in respect to SACE developments and national profile submissions.

During 1993, independent schools continued cooperating with other parties to introduce the Advanced Skills Teacher (AST) classification to the award for teachers in non-government schools. This development will require certain teachers to be subject to appraisal for AST appointment, and agreement on appropriate appraisal criteria and procedures is yet to be reached.

Resourcing schools

The Commonwealth contributed \$69.2 million in general recurrent funds to government schools in South Australia in 1993, representing an increase of \$6.8 million over the 1992 figure. The Commonwealth also provided \$96.8 million to non-government schools in South Australia in 1993.

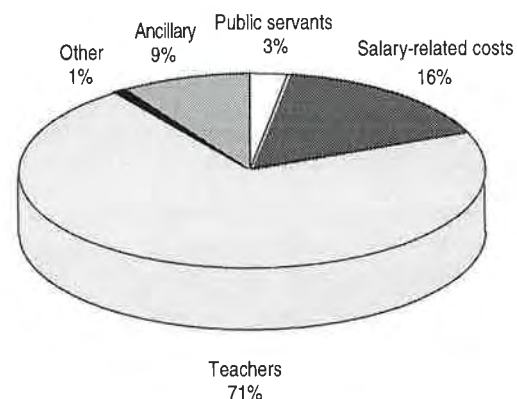
The Commonwealth's contribution to capital works in South Australia was \$22.1 million to government schools and \$8.4 million to non-government schools.

Government schools

Recurrent expenditure of the Education Department in government schools during the 1992–93 financial year was \$1,027.0 million, compared with \$980.8 million in the previous financial year, an increase of \$46.2 million. (These figures include oncosts such as payroll tax and superannuation not in AEC *National Schools Statistics Collection* totals.)

Figure 6 illustrates Education Department expenditure on salaries 1992–93.

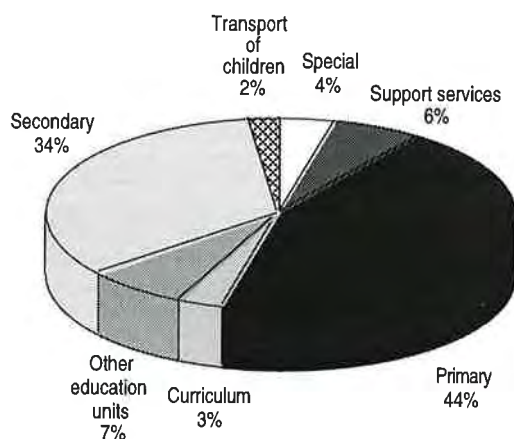
Figure 6. Salaries expenditure, 1992–93



Source: SA Education Dept

Figure 7 indicates the proportions of total expenditure by program. The 'other education units' expenditure includes migrant education, the socioeconomic disadvantaged program, guidance and related services, personnel services, and assistance to non-government schools. Capital expenditure was \$71.9 million, compared with \$59.0 million in the previous financial year.

Figure 7. Program expenditure, 1992–93



Source: SA Education Dept

Significant features include the following:

- Salary, wages and related payments represent 81.5 per cent of total recurrent education payments in government schools.
- Total education spending as a percentage of State outlays in 1992–93 was 24.6 per cent (includes government spending on government and non-government schools).
- Standardised per capita expenditure on government primary and secondary education was \$5,089.21 per student. (See notes in Table 19 of the *Statistical Annex*. The actual cost per student is higher than these standardised figures.)

Entrepreneurial initiatives during 1993 include:

- maintenance of the Overseas Full Fee Paying Student Program (96 students in 1992, 100 in 1993);
- gaining of income from the Materials Development and Technology Services of approximately \$2.5 million;
- planning of materials and courses marketing across Australia by the Open Access College;
- prudent and cooperative investment of income and grant funds within schools and groups of schools, so as to maximise their interest return;
- attraction of subsidies from industry, particularly in the form of equipment, for specific projects.

Catholic schools

Catholic schools are administered on a decentralised basis. Local school boards are responsible for the financial administration of schools with general parameters set by the South Australian Commission for Catholic Schools (SACCS).

SACCS is also responsible for distributing recurrent grants to systemic schools and for capital grants through the Catholic Block Grant Authority. Grants are distributed within general conditions laid down by the Commonwealth Government and the State Government.

There was an increase in the number of students in Catholic schools in 1993. Economic conditions, however, are affecting the private income-raising capacity of all Catholic schools, making it difficult to balance budgets and provide a reasonable level of resourcing. The number of School Card holders who are unable to meet the full fees charged by schools is increasing. In addition, the development of schools in new urban areas continues to be a major resourcing problem for Catholic education.

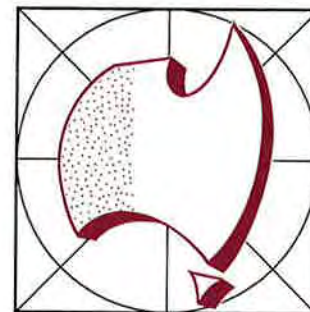
Independent schools

Expenditure by schools has continued to increase in 1993, particularly in respect to externally imposed costs arising from continuing award restructuring. Higher per unit costs of educating a child in non-government schools are exacerbated in the economic recession. Lower enrolments for some secondary schools have not seen corresponding lower staff levels as current student and parent expectations for subject choice remain, especially in the post-compulsory years, and award conditions make staff reductions difficult.

Recurrent grants to schools vary according to particular levels of resource requirement. Private fee income together with State and Commonwealth Government grants contribute to independent school resources.

Community demand for school facilities in developing residential areas is coordinated in South Australia with joint sector planning. Costs of new capital facilities are, however, a heavy burden on new independent school communities. Commonwealth capital grants help some schools towards meeting these costs. The requirements of occupational health, safety and welfare legislation continues to have a dramatic effect on resourcing new schools, schools undergoing modification or upgrading and even those not contemplating such changes but simply having to meet codes and legislative requirements. For these latter groups, resources usually have to be found from within the school's community.

WESTERN AUSTRALIA



Objectives and priorities for schooling

Government schools

The fundamental objective of the government schools system is to ensure that all students develop the understandings, skills and attitudes relevant to their individual needs, thereby enabling them to fulfil their potential and contribute to the development of society. Since 1987, this objective has been pursued in the context of the progressive devolution to schools of decision-making responsibility, together with greater accountability, responsiveness to community needs and government policies, and flexibility in delivery structures.

The system-wide priorities for 1993 consisted of post-compulsory schooling, furthering the devolution process, languages other than English (LOTE), quality in the workforce and the introduction of optional full-time schooling for 5-year-olds. In addition, schools were expected to use school development planning processes to identify and address local priorities, within the context of ongoing systemic priorities of literacy, numeracy and social justice.

Catholic schools

Education is provided within a Catholic context and schools are committed to the development of the whole person; each student's uniqueness and giftedness is appreciated and developed within Gospel values.

In 1993, the major priority objectives were:

- professional development of teachers;
- development of a comprehensive curriculum catering for all students;
- values education;
- community (particularly parent) participation;
- provisions for students disadvantaged by ethnicity, isolation or physical or intellectual disabilities;
- increased opportunities for Aboriginal students.

Independent schools

Most schools emphasise the progress of students toward their full potential as their main objective. Other important priorities include the development of confidence and self-esteem, the promotion of literacy and numeracy, an increased awareness of special student populations and diversification of curriculum offerings. Enhanced cultural awareness, development of social skills and involvement of students in decision making are also given prominence.

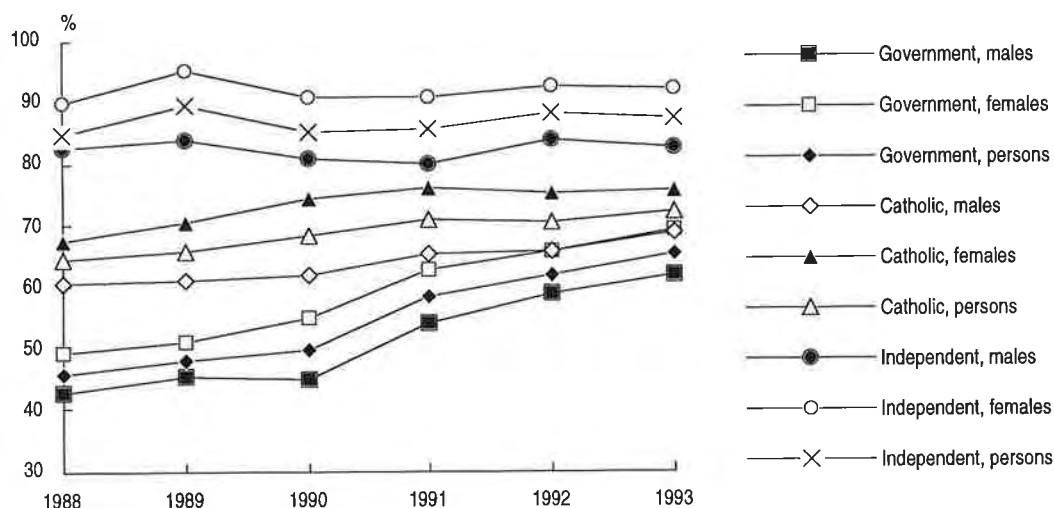
Table 1. Full-time students (a) by sector and level, July 1993

GOVERNMENT	<i>Full-time students</i>
Primary schools	152,946
District high schools	17,992
Secondary schools	72,838
Education support schools and centres	2,085
Distance Education Centre	677
<i>Total</i>	246,538
NON-GOVERNMENT	
Primary schools	33,488
Primary-secondary schools	28,440
Secondary schools	18,100
<i>Total</i>	80,028
<i>Community preschools</i>	5,712
<i>Independent preschools</i>	1,018
Total	333,296

(a) Not applicable to pre-primary students, most of whom attended on a sessional basis.

Source: WA Education Department

Figure 1. Apparent retention rates^(a) to year 12 by school sector and gender, 1988–93



(a) Excludes senior colleges, part-time and full-fee paying overseas students.

Source: WA Education Department

Priorities related to the national goals for schooling

In government schools, priorities reflect a commitment to the Common and Agreed National Goals for Schooling in Australia, particularly in terms of the achievement of excellence by all students, regardless of their backgrounds, to an extent commensurate with their abilities; provisions for special groups; and vocational education. The priority objectives of Catholic schools are broadly consistent with the goals and most independent schools use the goals as a framework for the development and clarification of their own goals and objectives.

For Catholic schools, retention rates were 75.6 per cent for girls and 68.7 per cent for boys; 53,061 students were enrolled, an increase of 869, or 1.7 per cent. For independent schools, the respective retention rates were 92.1 and 82.6 per cent and student numbers increased by 5.5 per cent, to a total of 26,967. Overall, enrolments at non-government schools rose by 1,914, or 2.25 per cent.

The emergence of TAFE as a significant tertiary destination and the insistence of TAFE on secondary graduation for enrolment has contributed to increased retention rates, as has the status now accorded to structured work-placement programs, such as INSTEP, which encourage students to remain at school beyond the compulsory years.

Excellence and equity

Retention and participation

As Table 1 indicates, 333,296 students attended Western Australian schools in July 1993, an increase of 1,452, or 0.44 per cent, on July 1992.

In government schools, the apparent retention rate from year 8 to year 12 rose again in 1993 to 65.1 per cent (62 per cent in 1992) and again a higher rate for girls (69 per cent, compared with 61.6 per cent for boys) was demonstrated. Enrolments decreased by 0.19 per cent, to 246,538.

Effective schools

School–community relations

School development planning is the key process guiding management decision making and performance reporting in government schools. All schools now establish priorities which reflect departmental policy and community needs and priorities, and are intended to improve the level of student performance.

With schools accepting greater responsibility for the achievement of positive student outcomes, their capacity to plan for improvement and to demonstrate their accountability has improved markedly through the

widespread use of quality information on student performance across the full range of educational objectives.

Community involvement in school-level decision making is effected through the decision-making groups established in virtually all schools. The main purpose of these groups is participation in the school development planning process and most decide the purpose, performance indicators and priorities of their schools. Opportunities for participative decision making by all school staff have also been widened.

Principals are accountable to district superintendents for the management of their schools and for the quality of student outcomes. District superintendents ensure that schools operate effectively and that school planning is responsive to Education Department policies and priorities.

To examine opportunities for further devolution of responsibility and accountability to schools, extensive consultation with school staff, parents and the community is considered essential. A discussion document has been released, describing directions that devolution might take and emphasising the possibilities for greater flexibility in the organisation of learning, resources allocation, staff deployment and selection and school structures. The Minister for Education has established an independent assessment group to promote community discussion and education on the issues, examine and report on the current state of devolution and make recommendations about possible directions for devolution that recognise the diversity of schools and communities throughout the State and enhance the educational effectiveness, flexibility and responsiveness of schools. The group is to report to the Minister by the end of 1994.

School boards, elected by local communities, are responsible for the financial administration of systemic Catholic schools and are accountable to both their communities and the Catholic Education Commission for ensuring the present and future viability of schools. Most Catholic schools now have approved capital development plans, which are intended to ensure that facilities are provided in the most cost-efficient and educationally effective way, that allowances are made for the most appropriate educational provisions for future students and that options for future development remain open.

Independent schools define the concept of community broadly to include parents, staff, students, church, local business organisations, former students and long-term visitors. Through representation on school councils, communities are actively involved in such areas as planning, staffing, curriculum development and enrolments. The community is also extensively involved on a quasi-voluntary basis, through the provision of

school amenities, management of school canteens, fundraising efforts and service as teachers aides.

Technology applications

Common to all three sectors is a realisation of the importance of computer-based management information systems to the effective and efficient operation of schools. In government schools, particular emphasis has been given during 1993 to the progressive installation of unified financial management software in primary schools and the use of administrative computing technologies for storing and reporting student outcomes and absences in secondary schools. All Catholic secondary and most primary schools use computer packages for financial management and the storage of student data.

Quality assurance

Educational outcomes in government schools are monitored at the school level through school development planning and school accountability processes, by means of which schools demonstrate to district superintendents that they are performing effectively and improving education for their students. System-level student performance information is provided by Monitoring Standards in Education cyclic sample testing in years 3, 7 and 10, with additional information coming from analysis of Unit Curriculum data for year 10 and Certificate of Secondary Education and Tertiary Entrance Examination (TEE) data for year 12. During 1993, Monitoring Standards in Education focused on the performance in science of female and male students, Aboriginal students and students from non-English speaking backgrounds (NESB).

In Catholic schools, educational outcomes are monitored at the school level and, at the systemic level, TEE data are analysed on a school-by-school basis.

Social justice

Government school students with special needs are provided for through: programs for disadvantaged urban and rural schools; schools, centres and units for students with disabilities; hospital schools, SPER (socio-psychological resource) centres and schools catering for specific disabilities; distance education services; programs for gifted and talented students and NESB students; and implementation of the 1993-95 Aboriginal Education Operational Plan. These needs are also addressed within regular schools by, for example, the provision of intensive language centres (ILCs), the integration of students with sensory or physical disabilities into normal classes and the use of reading resource teachers and teachers of low-achieving students in secondary schools.

The Catholic Education Commission believes that if Catholic schools are to be true to their vision, it is essential that the Church's teachings on social justice be an integral part of all policies and procedures. To this end, the preparation of a social justice policy has commenced, with completion scheduled for 1994.

Some independent schools receive Commonwealth funding in the areas of English as a second language (ESL), special education, socioeconomic disadvantage or disadvantage arising from remoteness, and students at risk. These schools use the funding for the employment of specialist teachers, the provision of integrated aides and other related costs. Outcomes are evaluated by a range of techniques, from professional assessments of progress by external specialists to observation and oral testing, and have included improvements in the targeted students' interest in learning as well as their levels of achievement. In addition, increased retention rates, the development of individual self-esteem and an improved awareness of the existence and needs of special student populations by both teachers and other students have been experienced. Some schools report instances of successful total integration of students from special populations as a result of these initiatives.

Students from low socioeconomic backgrounds

The Priority Schools Program (PSP), through which some 700 projects were funded in 1993, operates in those government schools in which students are considered to suffer serious educational disadvantage as a result of low socioeconomic status (SES) backgrounds. Just under 45,000 students, of whom 21,754 were girls and 23,186 boys, attended PSP schools. Aboriginal students accounted for almost 11 per cent of enrolments. In particular, projects have focused on social and organisational skills development and literacy.

PSP schools are expected to demonstrate to district superintendents how PSP funding has supported improvements in student outcomes. However, curriculum innovations that help students to achieve outcomes improving their life chances remain difficult to evaluate and work has continued on improving the reporting of outcomes. Nevertheless, two-thirds of district PSP committees noted 'some' or 'significant' improvements in outcomes during 1993.

The non-government Disadvantaged Schools Program (DSP), which is administered by the Catholic Education Office, assists schools and community groups to improve educational opportunities for young people

disadvantaged by socioeconomic circumstance. In 1993, DSP supported 5,200 students in 33 Catholic and seven independent schools in urban, rural and remote areas. Emphasis was given to literacy; numeracy; curriculum development; pastoral care strategies; appreciation skills in music, drama and art; knowledge and skills development in health and physical education, science and technology; and the provision of wider staff access to learning resources and cultural opportunities.

Students with disabilities

The educational needs of government school students with intellectual, physical, sensory or multiple disabilities are met by: education support schools, which provide specialised programs for those with moderate to severe intellectual and/or multiple disabilities; education support centres, sharing regular school sites; education support units (i.e. classes) located in regular schools; and visiting teacher support for students in regular classes. Placement depends on the degree of disability exhibited by individual students and, in general, education in an integrated regular setting is provided for students with sensory or physical disabilities. A visiting teacher service assists students with visual, hearing or physical disabilities attending regular schools and supports those with intellectual or multiple disabilities in areas where there are no specialised schools.

All students with sensory disabilities and all preschool students with disabilities are enabled to attend their local government schools. In 1993, 263 students with physical disabilities were enrolled at regular schools, compared with 164 in 1992. Students with intellectual disabilities usually attend special facilities, although the number of such students seeking enrolment in regular country schools grew from 168 in 1992 to 196 in 1993 and these schools have been supported by a visiting teacher service, teacher aides, equipment and teaching materials.

Enrolments in education support schools, centres and units totalled 2,791; a further 1,400 students were supported in regular school settings.

Some 1,200 students with mild to severe levels of disability were enrolled in 126 Catholic schools. About half were funded through the National Equity Program for Schools (NEPS) (see Table 2). Students are integrated into mainstream K-12 classes or enrolled in purpose-built support units with specialised teaching staff.

Table 2. NEPS-funded students with special educational needs, Catholic schools, 1993

<i>Major disability</i>	<i>Primary</i>	<i>Secondary</i>	<i>Urban</i>	<i>Rural</i>	<i>Support unit</i>	<i>Mainstream</i>
Physical	50	30	63	17	25	55
Intellectual	218	124	237	105	151	191
Visual impairment	11	2	8	5	4	9
Hearing impairment	116	22	27	111	10	128
Language/communication	28	12	38	2	3	37
Total	423	190	373	240	193	420

Source: Catholic Education Office of WA

Special education consultants have supported schools through a variety of professional development programs at the systemic and regional levels and through school-based in-service training, workshops and individualised student case conferences and reviews.

Schools have also been assisted in obtaining access to funding, resources and specialised equipment and in liaising with parents and associated service providers.

Under the Teacher Assistants in Special Education (TASE) Program, 35 teacher assistants employed to support integration have received specific skills training and accreditation over two terms. Two programs have been conducted in the Perth metropolitan area and six in country areas for Volunteers in Special Education (VISE). As part of its policy of providing additional support for schools undertaking integration, the Catholic Education Office encourages and trains interested community members willing to work in a volunteer capacity in order to provide them with the confidence and basic skills required to assist students with disabilities in both mainstream and education support settings.

Geographically isolated students

The Education Department's services to students in rural and remote areas are delivered through the Distance Education Centre (DEC), five Schools of the Air, small schools in remote areas and mixed-mode learning strategies. Students from isolated areas may also be assisted by a State boarding-away-from-home allowance.

DEC provided K-12 education for 677 students, while the Schools of the Air, including their itinerant teachers, delivered K-7 education to 264 students. DEC offers direct 'learning-at-a-distance' services to students in isolated locations, students who are travelling and those who are unable to attend school, including mature-age students. It also supplies learning materials for students studying years 11 and 12 courses in district high schools and years 8 to 10 courses in primary schools. Distance education students achieve standards comparable with

those attained by students at other government schools and in 1993 were provided with improved access to telematics teaching/learning systems (based on a combination of integrated satellite-based television and radio, facsimile and interactive networked computers).

Under the Priority Country Areas Program (PCAP), over 19,000 students (17,000 of them in 152 government schools and the remainder in 15 Catholic and six independent schools) were supported during 1993. The major thrust of PCAP projects is the provision of access to an enriched range of experiences across all curriculum components. Various strategies are used, including the use of visiting experts, interaction days and special-purpose camps at which students from a number of small schools live in and undertake intensive study of one curriculum area. Other activities have included professional development for teachers and administrators, the provision of advisory support teachers and music specialists and, through NEPS, the supply to 60 isolated schools of the telematics technology necessary to allow secondary students to access curriculum areas not otherwise available to them.

Gifted and talented students

Government schools have continued to provide enhanced educational opportunities, ranging from extension within regular classroom programs through withdrawal programs and education district-level 'extension and challenge' programs to secondary special placement programs involving designated schools. Every district receives supplementary resources for the Primary Extension and Challenge (PEAC) Program for students in years 4 to 7, while at the secondary level, central funding is provided for the Secondary Special Placement Program (SSPP), which focuses on academic extension, art, dance, theatre arts, LOTE and choral and instrumental music for highly talented students entering year 8.

The second part of the Catholic Education Commission's policy statement Students with Special Needs, which deals with provisions for gifted and

talented children, was released during 1993. The commission recognises the innate dignity of each individual and acknowledges its responsibility to provide for the unique gifts and talents of all students within the Catholic education system by encouraging and supporting school-level initiatives enabling students to develop their potential.

Students from non-English speaking backgrounds

The Education Department aims to enable NESB students to minimise the educational disadvantage to which they are subject by ensuring the development of functional English language skills as quickly as possible, while respecting the cultural heritage that is a vital part of each student's background. It has operated seven ILCs for new arrivals (907 students), as well as provided support programs for 1,533 students in 41 regular schools implemented by specialist ESL teachers, advisory support for teachers of regular classes with NESB students in 20 senior high and 13 primary schools, and the Critical Steps Program for NESB Aboriginal students.

Priorities for 1993 included:

- trialling of a visiting teacher service for 50 newly arrived metropolitan NESB students who were unable to attend an ILC because of distance;
- trialling of a school cell model of specialist services for post-intensive NESB students as a possible solution to the problem of providing adequate ongoing support;
- the development of strategies to encourage NESB parent participation in educational decision making.

ESL programs have operated in Catholic primary and secondary schools under the auspices of Commonwealth New Arrivals (160 students from 35 countries) and General Support (3,900 students) funding elements. The former is received through per capita funding for each NESB student enrolling at a Catholic school as his or her first school in Australia after arrival from a country where the language of instruction is not English. The latter provides language development support for students whose first language is not English and who need to improve their English language skills, including Aboriginal students whose first language is either a traditional language or Kriol.

Aboriginal students

The Education Department's Aboriginal Education Operational Plan consists of 17 major programs:

- The Aboriginal Support Network provides assistance to Aboriginal students in improving their access to schooling and their achievement of educational

outcomes. It incorporates the central Aboriginal Education Liaison Unit (AELU), education district-based liaison officers (ALOs) and school-based education workers (AEWs). In 1993, ALOs in 22 education districts targeted 468 schools with Aboriginal student enrolments. Aboriginal Student Support and Parent Awareness (ASSPA) Program committees, designed to facilitate Aboriginal participation in the life of schools, operated in 229 of the 261 schools enrolling ten or more Aboriginal students.

- Aboriginal Studies develops curriculum materials for primary and secondary schools (five cross-curriculum strands for years K-7, three secondary units and a trilogy of secondary reference books). Materials have been used in 76 schools and positive outcomes have included greater involvement of Aboriginal people in schooling, improvements in the self-images of Aboriginal students and a better understanding of Aboriginal history and culture among non-Aboriginal students and their parents.
- English Language and Numeracy for Aboriginal Students (ELAN) is designed to improve educational outcomes for students K-7 through an in-class support teacher model and in 1993, ELAN teachers were appointed in 13 education districts. Workshops for parents have been mounted to promote understanding of children's literacy and numeracy development and curriculum materials prepared. Assessment of student outcomes, using First Steps developmental continua, has indicated improved performance.
- Aboriginal Languages has operated in 25 classes in 14 schools. In-service training for 44 language specialists and 22 AEWs in 16 traditional Aboriginal languages has enabled language teams comprising one classroom teacher, one AEW and two Aboriginal language specialists to effectively plan and deliver the program. Five teacher-linguists have been trained in LOTE methodology and the Aboriginal Languages Framework to support the language teams.
- Post-compulsory Schooling is an access and bridging initiative that focuses on literacy, numeracy and careers education. Students have demonstrated improved outcomes in the form of retention and achievement in year 11 mainstream courses.
- Educational Resources for Homeland Communities is intended to provide educational services to Aboriginal students in homeland and outstation communities lacking access to a school by the design, production and delivery of curriculum materials supporting the culture, customs, laws and literature of Aboriginal people through standard distance education strategies.

- English as a Second Language (Critical Steps) involves the assignment of ESL staff to cells of schools to provide professional development in ESL theory and methodology, facilitate the sharing of effective teaching and learning strategies and initiate ongoing research into oral language development among Aboriginal students.
- Aboriginal Education Resources is operated by the Aboriginal Education Resource Unit (AERU), which is attached to the WA Aboriginal Media Association. During 1993, AERU produced four issues of each of its magazines for Aboriginal students—*Dugite* and *Djawal-idi*—and these have continued to serve an important role in improving the self-image of Aboriginal students and their pride in their culture and history.
- Students at Risk has funded six school-based programs involving 132 Aboriginal students that aim to improve participation and retention of those at risk of not completing their secondary schooling. Positive achievements have included a high level of attendance and improvements in academic performance and social behaviour. It is expected that three-quarters of the target group will continue their schooling within mainstream provisions in 1994.
- Early Childhood Education Intervention has provided and supported 26 Aboriginal preschool centres for 4-year-olds; funded bus services to four such centres; supplied curriculum resources; mounted in-service support for teachers, aides and AEWs; and delivered parent awareness and support services. Participation has increased by 11 per cent, from 578 students in 1992 to 643 in 1993; two preschools have been relocated from inadequate to purpose-built facilities; and a program of continuous upgrading of buildings, equipment and resources has continued.
- Program Support Network involves the redistribution, redefinition and expansion of the role of Aboriginal education specialist teachers (AESTs) in secondary schools to include support by the AELU and education district school support officers and the extension of services to primary schools. The AESTs have facilitated school-wide programs, team-taught with classroom teachers and assisted in the development of appropriate teaching strategies and the diagnosis and reporting of student outcomes. A higher profile for Aboriginal education issues and increased awareness of appropriate teaching/learning styles among classroom teachers have been achieved.
- Data Collection and Collation focuses on data needed for planning and reporting in the areas of parent/community participation, student access and student outcomes, and significant improvements

have occurred in the quality and extent of data available.

- Professional Development and Support funds school- and district-based programs aimed at improving teachers' skills, understandings of Aboriginal culture and learning styles.
- Infrastructure Provision supplies supplementary funding for the upgrading of remote schools to general government schools' standards.
- Aboriginal Health, which is operated in collaboration with the Health Department, delivers culturally relevant health education programs and teacher and curriculum development activities.
- Alternative Delivery Systems, another collaborative venture (with the Northern Territory), trials interactive satellite television science programs, electronic data transfer, telematics, CDI (computer disk interactive) technology and videoconferencing.
- Remote Area Incentives provides significant salary, housing, transfer and professional development benefits to teachers appointed to isolated schools.

In July 1993, 12,051 Aboriginal students were enrolled in government schools and 830 in community preschools supported by the department, but access and achievement remain matters for concern. While some 741 Aboriginal students completed year 10, only 19 per cent were retained from year 8 to year 12; on the other hand, 46 per cent of Aboriginal students in year 11 in 1992 proceeded to year 12 in 1993.

The Catholic Education Commission is committed to supporting the increased enrolment of Aboriginal students at all levels and to the provision, for non-Aboriginal students, of courses of study that will develop a greater appreciation of Aboriginal history, culture and society. Work has continued on the development of Aboriginal Studies Across the Curriculum guidelines and associated in-service training to familiarise primary staff with their contents and assist them to establish appropriate structures.

Other significant achievements in Catholic education have included:

- the establishment of five Aboriginal studies trials schools and an Aboriginal working party to consider appropriate content;
- a continuing commitment to the provision of and support for education in nine remote Kimberley Aboriginal communities;
- an Aboriginal Speakers Program, which has successfully operated in schools across the south-west of the State;

- participation by schools in activities associated with the International Year of Indigenous People, including visits and other events;
- promotion of the Kimberley Exhibition, which was the culmination of extensive research into the role of the Catholic Church and its schools in the Kimberley region, and represented the carriage of the Catholic faith from one community to the next;
- increased involvement by Aboriginal people in capital grants panel reviews;
- in-service training of staff in schools with predominantly Aboriginal enrolments on the First Steps Program;
- further development of Fostering English Literacy in Kimberley Schools (FELIKS), an innovative grassroots commitment to improving levels of oral and written general Australian English. Education Department and independent school staff have participated in in-service training to assist the use of FELIKS in non-Catholic schools;
- extension of the Principals-in-Training scheme to allow participants from the Kimberley, including three Aboriginal people, to travel to Perth and participate in a three-week intensive course in administrative procedures;
- appointment of a careers officer to Nulungu College, Broome, to meet the needs of Aboriginal students in the Kimberley and supplement the service already available in the Perth metropolitan area;
- production of curriculum resources in the Bardi and Kakatja languages, enabling students to use both oral and written forms, and continued writing at Warmun of Kija texts under the direction of a local Aboriginal language worker;
- the continued involvement of the language consultant in Broome with in-service training of the framework for the teaching of Aboriginal languages in Catholic and Education Department primary schools;
- planning for two new preschools;
- further development of Catholic Education Aboriginal Committee groups, including planning for an additional group in the south-west of the State.

Educational provisions for girls

The National Action Plan for the Education of Girls, which supports the directions embodied in the Education Department's own policy and guidelines for gender equity, was launched in Western Australia in 1993 and copies have been distributed to all government schools. An advisory committee monitors implementation of both the national action plan and the department's policy. A State Government requirement that all

government agencies develop action plans for their female clients has resulted in a departmental action plan which incorporates the priorities of the national action plan and the department's policy and guidelines, and documents directions being taken toward meeting the needs of girls in government schools.

The national Primary Gender-inclusive Curriculum Project has provided opportunities for teacher development and curriculum development and trialling, while the Commonwealth-funded action research project Girls at Risk, which investigated the impact of social and cultural factors through school-based strategies, has operated in three schools. The outcomes have been reported to the Commonwealth Department of Employment, Education and Training (DEET). Schools have also been invited to express interest in undertaking projects that will improve girls' experiences of schooling and increase their participation in upper-school mathematics and science in PSP and PCAP schools. These projects will be evaluated and good practice documented during 1994.

Curriculum reform has included the introduction of more gender-inclusive syllabuses in upper-secondary calculus and physics. The latter is based on contextual learning principles and the application of physics to real-life situations and was developed partly in response to low enrolments by girls. Eighty-eight schools and the Distance Education Centre offered the new physics course in 1993 and enrolment trends will be monitored from 1994 onward.

The single-sex education project, which targets girls' participation in mathematics and physical science, has operated in seven secondary schools and has incorporated professional development for teachers on issues such as gender-inclusive curriculum and behaviour management of boys' classes. The project is being supported and monitored by the National Key Centre for School Science and Mathematics Education at Curtin University of Technology, which has produced an interim report indicating positive outcomes for all students (and, in particular, increased confidence among girls) and a greater understanding of gender-based patterns of student behaviour, aspirations and attitudes among participating teachers.

Draft guidelines for the elimination of sex-based harassment among students have been completed, for release to schools in mid-1994.

In 1993, girls exhibited consistently higher apparent retention rates to year 12 (69 per cent compared with 61.6 per cent for boys) and higher secondary graduation rates (57.7 per cent to 47.6 per cent); reached, in proportionately larger numbers, expected levels of Unit Curriculum achievement (89.9 per cent to 85.1 per cent); and demonstrated comparable performance in Monitoring Standards science.

In Catholic schools, awareness-raising activities with students, parents and staff have focused on the special needs of girls. The Catholic Education Office was successful in gaining funding support for research into the impact of schools' organisational structures on gender-related issues and the project, which commenced in mid-1993, is expected to be completed by June 1994.

Students at risk

The Students at Risk (STAR) Program has operated within the context of the Education Department's broader Youth at Risk initiative, which aims to improve the participation and retention of students considered least likely to complete secondary schooling: persistent truants, juvenile offenders, students with learning difficulties and/or social, emotional or behavioural difficulties, and Aboriginal students.

The success of Youth At Risk is determined by improvements in targeted students' participation (reduced truancy, higher secondary completion rates, gains in academic performance); schools' capacity to improve participation rates (by early identification and assessment, appropriate learning programs with evaluation and modification mechanisms and liaison with outside agencies); and the ability of the central office to support schools (by monitoring outcomes and developing adequate information systems, coordinating internal and external planning, providing skilled support staff and disseminating information about best practice).

The overall aim of STAR is compatible with that of Youth At Risk, so the former has been used in conjunction with State-funded programs to achieve the objectives of the latter. STAR has focused on identifying and supporting students aged between 12 and 15 most at risk and funding schools or clusters of schools with projects considered most likely to make a significant difference to the target population and/or further the system's ability to meet the needs of 'at risk' students. STAR programs operated in 16 education districts and involved primary schools, remote community schools, district high schools, senior high schools, senior campuses, agricultural schools and three non-government schools. Of the 529 targeted students, 80 per cent were aged between 12 and 15 years and 63 per cent were male.

Schools have collected data on a range of measures of social behaviour and overall improvements are apparent among 60 per cent of students, with least success being achieved with students experiencing moderate to severe social, emotional or behavioural problems arising from extreme home circumstances.

With the extension of STAR to non-government schools, the Catholic Education Office was allocated funding for ten school-based projects which required the identification of students at risk and the development of

intervention strategies to minimise the effect of factors such as low academic performance, disruptive behaviour in class, poor emotional or social development or inadequate parental support for children's participation in schooling on students' failure to complete secondary schooling. Some of these projects will be continued in 1994.

General and vocational education

Post-compulsory initiatives

While two-thirds of government school students now complete a full secondary education, compared with 31 per cent in 1983 and 46 per cent in 1988, only half of those students enter either a university or a college of TAFE. The implications for government post-secondary schooling are clear: it must provide equally effectively for those who progress to post-secondary education, the workforce or long-term unemployment. Consequently, major changes to post-compulsory course structures and delivery systems are being made and will be completed by 1995. Arising from the high levels of unemployment among unskilled youth, the increasing retention rates into years 11 and 12 and the limited number of places available at the State's universities and colleges of TAFE, these changes include:

- a new WA Certificate of Education;
- vocationally relevant pathways;
- an increased emphasis on career education;
- closer links between schools and the world of work;
- greater diversity in school organisational structures.

The new certificate is to become the focus for post-compulsory schooling and ensure that standards achieved by students are recognised by TAFE, employers and other training providers. Courses are organised around centrally developed and vocationally relevant 'pathways' of study. These pathways represent a shift from a focus on individual subjects and courses to broader programs of study, their content and where they lead in terms of future employment. Pathways provide clear entry points for TAFE, universities and employment, establish common requirements for the certificate of secondary graduation, require the equivalent of two years full-time study in years 11 and 12, develop a core of general skills that can be used in the workplace, and offer students the option of changing directions within and between the pathways.

Pathways are now available in over 90 per cent of government schools offering post-compulsory education and trial schools have reported that pathways students demonstrate a greater sense of motivation toward, and

interest in, their schooling, have clearer goals and can identify a wider range of post-school options, and, being less confined and defined by 'labelling', make more realistic and appropriate subject selections.

An increasing number of Catholic schools have begun to explore non-traditional modes of delivery and organisational structures and the adoption of programs such as the Innovative Skills, Training and Education Program (INSTEP) and the Australian Vocational Certificate Training System (AVCTS) pilot project have led to more varied opportunities for students. Piloting of pathways at one college has continued and has provided a valuable means of counselling students in regard to their choice of subjects in years 11 and 12. Retention rates have continued to rise and there is widespread evidence of curriculum review and adaptation resulting from the changed composition of the post-secondary population and the main thrusts of the Finn, Carmichael and Mayer reports.

School-TAFE links

Cooperation between government schools and the TAFE system has increased, with emphasis being given to developing greater understanding among teachers, students and parents of the positive implications of the relationship. With strong industry support, planning has commenced for multicampus school/TAFE vocational programs to operate in 1994, and in future schools and TAFE facilities are, wherever practicable, to be co-located. Further refinement of TAFE selection criteria has affected student subject choices and caused a shift away from universities as post-secondary educational destinations in favour of TAFE colleges.

The emergence of TAFE as an attractive destination for Catholic students completing year 12 has had a significant effect on the patterns of students' subject choices and in the number of students interested in that sector as an alternative to the universities.

Many independent schools have links with TAFE institutions, involving the receipt of course outlines and attendance at tours, open days and lectures on TAFE facilities, while in some cases, students attend TAFE courses.

Career education

Under INSTEP, 220 students at 14 government schools have undertaken one or two days per week of structured work experience, during which they have been instructed and assessed by the cooperating businesses. INSTEP is intended to test the feasibility of incorporating learning in non-school settings into the new exit certificate. The ability of many teachers to support students' understanding of the world of work has been assisted by their participation in a range of industry placements. In addition, the State Government's School

Leaver Strategy provides an annual specialised counselling service to assist all school leavers to determine the post-school destinations most appropriate to their personal needs.

In the Catholic system, assistance to schools has taken the form of in-service training and network development for career education staff and the provision of opportunities for participation in industry placement programs.

Most independent schools provide career education programs, of which work experience is the major component; this is usually offered on the basis of one week for years 10, 11 and 12. Most programs include counselling on career selection and lectures on interview techniques. Formal instruction is given on issues such as unemployment and social security, employer and employee rights as well as gender and racial equity. In addition, factory and workplace visits are arranged. These programs are regarded as being very useful in equipping students with a knowledge of the range of opportunities available in the job market as well as subjects required for specific professions and in motivating students by providing them with opportunities for making better informed subject and career choices.

Areas of learning

English

In the government schools system, attention has been given initially to collaboration in the development of the national English profile and, later, to consultation with stakeholders and interest groups regarding the appropriateness of the profile for Western Australian schools. This will be followed in 1994 by the production and trialling of a 'working edition' of the English outcome statements for use in this State, with evaluation to be completed by the end of 1995.

The phased implementation of the new handwriting style and policy for primary schools is expected to be completed in 1994.

In addition, the First Steps/ELAN, Stepping Out, INSTEP and Access/FAST TRACK programs relate either specifically or partially to literacy improvement and a post-compulsory initiative targeting students with disabilities focuses on literacy.

In Catholic schools, the professional development program has concentrated on providing teachers with extended knowledge of literary theory as well as offering them strategies for classroom application. Seminars have also focused on strategies for developing creative writing and analytical skills. A series of workshops has been held in the Kimberley region and support provided to individual teachers in appropriate materials and strategies for use with Aboriginal

students. Fifty-three primary schools have participated in First Steps in-service training conducted by the Catholic Education Office, while four workshops have provided First Steps support teachers with the skills to assist with the implementation of the program in their schools.

Science

Levels of achievement in government schools at years 3, 7 and 10 have been evaluated through the Monitoring Standards in Education Project and, in general, science education has increasingly emphasised student outcomes, more flexible forms of curriculum delivery and the construction by students of their own understandings utilising literacy improvements achieved through, for example, Stepping Out.

Important achievements during 1993 have included:

- completion of the program for implementation of the new years 11 and 12 physics course;
- continuation of the Girls in Maths and Science Project, which aims to improve girls' participation rates;
- further trialling of the use of single-sex classes in secondary science;
- education district network meetings to inform teachers on progress with outcome statements;
- trialling and validation of the profile and the consolidation of feedback from participating science teachers;
- establishment of teacher working parties to map the relationship of the profile to the Education Department's primary and secondary science syllabuses, provide information on its validity for use in WA schools and develop work samples;
- widespread consultation on the profile, leading to the production in 1994 of the 'working edition' of the outcome statements and the trialling of the statements;
- monitoring of the Primary Investigations Project of the Australian Academy of Science to determine its usefulness to primary science education.

Catholic teachers of the new physics syllabus have benefited from regionally-based in-service programs offered by 'link teachers' from all education providers. Senior science has become more prominent with its inclusion in the range of selection criteria for entry to TAFE institutions and a link teacher program is being planned to operate in-service training for Catholic teachers wishing to offer the subject. Support has been provided to graduate teachers wishing to improve their teaching and laboratory management skills and trialling of the national science profile has given schools the

opportunity to review their curriculum structures in years 8, 9 and 10.

A part-time secondary consultant has been appointed by the Catholic Education Office and a wide range of in-service activities conducted at the central, regional and school levels, focusing on programming, school policy development, teaching technology, the use of household materials in science teaching and the impact of the national curriculum on science.

Technology and enterprise

In this emerging and complex curriculum area, some government primary and secondary schools have worked toward implementation of its broad principles and consultants in the constituent learning areas have assisted with the development of a common understanding of the learning area in schools and the community. A videocassette is in production that will depict secondary students involved in activities involving technology and enterprise and will be used as part of the process of school/community education.

Student outcome statements have been developed from the national profile and considered for their suitability for WA schools. Some changes have been made and the current version will be trialled in four primary schools, an education support centre, a district high school, a high school and six senior high schools in 1994-95.

Mathematics

Implementation in government schools of the new mathematics syllabuses for years 11 and 12 has been completed and is being followed by curriculum revision in the area of post-compulsory vocational programs. However, the major emphasis has been on finalisation of the outcome statements for trialling in 1994-95, including the formation of a consultative group of professional mathematicians, mathematics educators, teachers and industry representatives to advise on their suitability and publication as a 'working edition' for the trial. Monitoring of the trial will determine whether appropriate outcomes have been described and will raise issues relating to the conceptual framework, the linguistic and sociocultural context of mathematics and the application of technology.

With the revised framework for year 11 and 12 courses ending its second year of implementation, increased familiarity with the courses in Catholic schools has emerged and analysis of the 1993 year 12 cohort will probably indicate clear trends in student choice.

In-service training has focused on practical classroom issues, and for teachers in remote community schools in the Kimberley region, the continuing development of the mathematics resource files has proved valuable. Work has also proceeded on the profile, while primary

professional development has focused on the use of calculators as instructional aids, mental arithmetic, number concepts and operations, space concepts, catering for individual differences and assessment.

Studies of society and the environment

In years K–10, efforts have largely been directed toward the development of Western Australian versions of the student outcome statements and pointers, with trialling to occur in ten government primary and secondary schools during 1994–95. At the post-compulsory level, development of a non-TEE course in Australian studies has proceeded, for implementation in 1995. This course will replace the existing current events and local area studies courses.

Aboriginal studies has remained a major priority and the program has been implemented in 76 schools. New units have been prepared for primary students and the lower secondary units revised.

Asian studies has continued to grow in significance, largely as a result of the Magnet Schools Program, which has involved 39 schools. Funded by the Asian Education Foundation, the program provides incentives for teachers to travel to Asia to collect curriculum resource materials.

While many Catholic schools have retained lower secondary units from Unit Curriculum, a growing number have begun to develop school-based courses relevant to the needs of their own students. The development of teacher resource materials based on Unit Curriculum, specifically for use in the Kimberley region, has continued with a grant from the Literacy and Learning Program.

Catholic schools have been influenced by two decisions relating to upper-school studies of society and the environment (SSE): the subjects politics and law will be merged into a single TEE subject, politics and legal studies, to be offered to year 11 students in 1996; and a new non-TEE subject, Australian studies, is being developed for implementation in 1995, providing for those students who currently have no viable non-TEE subject in the SSE area. TEE politics enrolments have declined and, while law has attracted more students, the rigorous nature and non-TEE status of the subject have militated against its widespread acceptance among Catholic school students. Australian studies, on the other hand, may prove a model for future non-TEE courses in that it is designed to allow students to enrol in a semester-length unit that carries credit points for secondary graduation.

Outcome statements have not been trialled in Catholic schools. There has been some concern about the sequencing of levels, but, apart from the inclusion of more relevant pointers, the Western Australian version remains similar to that developed nationally.

Asian studies has received greater prominence than in the past. One Catholic school was granted Magnet School status and was supported for travel in China and Indonesia, with the object of creating resource materials through Curriculum Corporation. Although funding limitations have prevented other Catholic schools from being accepted into the program, many have pursued Asian studies independently and the theme is now widely integrated into a range of subject areas.

The study of Asian cultures is also firmly established in the curriculum of almost all independent schools and, although few offer it as a course in its own right, many schools propose the introduction of programs dealing specifically with Asian cultural studies. Areas of activity and interest have included Asian cooking, the provision of opportunities for sister-school relationships in Asian countries, school sponsorships of Asian children and the hosting of Asian guest speakers.

Languages other than English

Implementation of the government schools LOTE strategic plan has continued. The plan emphasises the progressive provision of LOTE in all primary and secondary schools; encourages the teaching of Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, Spanish and Vietnamese; promotes and expands the teaching of Aboriginal languages in primary schools; and develops initiatives to provide sufficient suitably qualified teachers to meet the increasing demand for LOTE in years K–10.

Eight education districts have been funded to accomplish the first phase of implementation of the strategic plan at the district level, the introduction of LOTE programs for years 3 to 7. The major curriculum support emphasis has been on primary Italian, Indonesian and French, with materials being developed for publication in 1994. The primary LOTE teacher development course has continued to operate, resulting in the implementation of a further 20 primary LOTE programs and bringing the total number of primary schools offering LOTE to 298. Aboriginal language programs have operated in 14 schools. In addition, distance education materials for Unit Curriculum French have been developed and years 11 and 12 beginner courses in French, German, Italian and Japanese have been prepared and accredited by the Secondary Education Authority (SEA) for implementation in 1994.

Some Catholic schools have cooperated with government schools in the trialling of outcome statements, while Catholic primary and secondary schools have continued to offer a range of languages, including French, Italian, German, Spanish, Chinese, Japanese, Indonesian and Aboriginal languages. Five primary teachers with proficiency in LOTE have participated in the Education Department teacher development course, enabling them to implement LOTE programs in their

schools. The teaching of Aboriginal languages has continued in the Kimberley region, using a combination of teachers, Aboriginal teaching assistants, linguists and community members. In two schools an Aboriginal language has been used as the medium of instruction in some subjects, because bilingual strategies support continued retention of students' first languages.

The arts

In government schools, the arts curriculum area includes dance, drama, music, media and visual arts and design. The main focus of activities has been on the development of the arts statement and profile and the review of these documents, leading to the addition of an extra sub-strand 'Using Arts Languages', the rewriting of some pointers and identification of key issues for monitoring during trialling in 1994-95. In general, teachers have reacted positively to the grouping of the various art forms in one learning area, with the same set of outcomes serving each form.

Curriculum development has been concentrated on years 11 and 12. The new music in society course was offered and a registered course in dance revised and accredited. A common year 11 course, superseding separate courses in speech and drama and theatre arts, has been approved for implementation in 1995 and work has proceeded on two appropriate year 12 courses to follow. However, the absence of a TEE course in each art form remains a matter for concern.

In Catholic schools, a series of professional development activities has been offered in art, music and theatre arts, and to assist teachers to extend their expertise and enhance their teaching strategies, specialists in jewellery making, pottery and drama have conducted workshops. Several exhibitions of students' art have been organised, including one displaying work from the Kimberley region.

Some 9,000 students have participated in the annual performing arts festival and the Catholic commitment to the performing arts has been reflected in the continued employment of a coordinator.

Independent schools offer music, visual arts, drama, media studies and, to a lesser extent, dance. These activities are usually integrated into the curriculum and most schools offer concerts either for their own entertainment or for that of the local community. Basic courses in these areas are usually compulsory for all students to the end of year 10.

Health, physical education and personal development

The national profile and outcome statement have been reviewed, with the result that significant changes will be made to the latter before trialling in eight schools during

1994-95. The consultative group was critical of the inappropriateness of the national profile for use in WA schools and in particular of its inadequate linkage with the Education Department's K-10 health education syllabus.

Materials have been prepared in collaboration with the Health Department to supplement the existing K-10 health education syllabus in the area of HIV/AIDS. The materials are designed to assist the development of students' knowledge, attitudes and skills in an effort to prevent the spread of the virus.

Implementation of the prevention education component of the health education K-10 syllabus, which addresses the issues of child abuse and neglect, has continued and, in Catholic schools, a training program has enabled selected teachers to provide professional development support for their colleagues. Some Catholic schools have been involved in consultation on the health outcome statement.

The most common courses provided in independent schools are health, nutrition, sports, safety and sexuality. Other courses offered in this area of learning include drug awareness and spiritual, emotional and environmental health.

Peer support and mentor groups are commonly used to develop self-esteem in students and awareness days are widely employed to foster understanding of current issues important to healthy living. Some schools prefer to address aspects of this curriculum area, such as human development, sexuality and community health, in gender-segregated groups.

Teaching and learning

Quality of teaching

By comparison with 1992, the number of full-time equivalent (FTE) teaching staff has risen by 427 (2.9 per cent) in the government schools system and by 189 (4.1 per cent) in non-government schools.

In 1993, the Education Department employed an average of 23,682 equivalent full-time staff at a total salary cost of \$794.38 million. Some 78.3 per cent (\$622.09 million) of this figure was committed to teachers' salaries, explaining the particular importance of maximising the effectiveness and efficiency of the teaching force.

In 1990, merit promotion was agreed to by the Education Department and the State School Teachers' Union for all school-based promotional positions. All vacancies for 1993 were filled according to the merit principle. A review has recommended the earlier involvement of referees in the selection process, shorter applications, continued monitoring of selection criteria

(including their number and relative weighting), provision of better information on merit promotion, moderation of panel ratings and consideration of the relative impacts of merit promotion on city and country teachers.

The Advanced Skills Teacher (AST) classification was introduced in June 1992 and during 1993, 129 AST key teachers were appointed to three-year positions and a further 30 to one-year positions. In addition, 2,310 teachers have qualified for AST senior teacher allowances, having successfully met selection requirements ratified by school-based selection panels.

Preliminary planning has been undertaken for the introduction of a comprehensive system of performance management (PM) and some PM processes have been trialled with 54 principals in nine education districts. The PM process will focus on improving and developing individuals' performance, assuring a quality workforce and aligning performance with school and departmental priorities.

The proportion of new graduates appointed to primary and secondary schools (both about 54 per cent) suggests steady demand in 1993—new secondary appointments have remained almost constant since 1991, while primary appointments fell to 38 per cent in 1992. Predictably, the expansion of schooling provisions for 5-year-olds has enabled some 84 per cent of new graduates in early childhood education to be employed.

The Catholic Education Commission has provided nine scholarships to attract graduates prepared to teach in rural and remote areas, and a secondment program, designed to augment the scholarship system, assists the placement of experienced teachers in country schools. The commission has also endorsed policies to promote equity in the selection and appointment of staff in promotional and other positions.

Table 3. School-based teaching staff^(a) by level and gender, government schools, July 1993

Level	Female	Male	Total
Preschool ^(b)	102	—	102
Pre-primary	638	3	641
Primary	5,493	2,158	7,651
Secondary	2,952	3,334	6,286
Education support	344	77	421
Total	9,529	5,572	15,101

(a) Numbers shown are full-time equivalent, rounded to the nearest whole number.

(b) Government teaching staff at community preschools.

Source: WA Education Department

Table 4. Student-teacher ratios^(a), government schools, including the Distance Education Centre and senior colleges, selected years

Level	1978	1983	1988	1993
Pre-primary FTE ^(b)	n.a.	n.a.	17.9	19.7
Primary	23.2	21.0	20.0	18.7
Education support schools and centres	8.9	7.2	6.2	4.8
Secondary (excluding part-time students)	13.6	13.3	12.7	12.4

(a) For the purposes of calculation, 'teachers' are defined as professional staff employed on a regular continuous basis in schools, calculated on a full-time equivalent (FTE) basis. Principals, deputy principals, classroom teachers, teacher librarians and remedial or resource teachers are included. Staff based in the central or district offices, teachers on paid or unpaid leave, librarians who are not teacher trained, guidance officers who are not school-based, social workers or any other professional support staff, teacher aides, library aides, laboratory assistants, clerical staff, caretakers, gardeners, or any other ancillary staff are excluded from the calculation. (b) The definition of 'full-time equivalent' student is based on the number of sessions attended (i.e. attendance at five from a possible ten sessions per week is counted as 0.5 FTE).

Source: WA Education Department

Professional development and training

The Education Department's policy of progressively transferring appropriate responsibilities to schools has required a substantial commitment to the training of school-based administrative, teaching and support staff in new directions in school management and accountability, school-community relations, technology applications, curriculum and student outcomes. Consistent with the concept of the self-managing school, the largest proportion of funds for professional development and training is held by schools.

Initiatives have included:

- the School Leadership Development Program, which assists staff in levels 3 to 6 promotional positions to develop their leadership perspectives in directions consistent with the Education Department's priorities. A study of the nature and extent of changes in leadership behaviour resulting from participation in the program has found significant positive outcomes among the 1,170 participants in 49 courses held during 1991-93;
- the TOPS (Teachers on Professional Study) awards, which provide financial assistance to teachers to attend conferences or investigate curriculum or teaching practices related to their current teaching areas or school programs during school breaks;

- work placement programs, which include the Industry Access Scheme, under which the Education Department supports teachers able to negotiate their own industry placements for up to ten weeks in areas related to their own teaching skills, and TIPP (Teacher-in-Industry Placement Project), which gives secondary teachers the opportunity to 'shadow' industry professionals.

A coordinator has been appointed by the Catholic system to assess and provide for the professional development and training needs of the staff of the Catholic Education Office and to consult widely on the professional and faith development needs of school administrators and design appropriate programs. Professional development activities have included accreditation programs for new teachers and principals, religious education coordinators and other staff in leadership positions; in-service training courses in a range of curriculum areas for primary and secondary teachers; induction programs for school board members; and a peer review process for primary and secondary principals.

The objectives for the professional development of teaching staff in independent schools include the sharing of professional experiences, increased awareness of special student populations and improvement of teachers' communication and counselling skills. Providers of programs within the school environment have mainly included principals, senior staff members, academics and professionals, while non-school-based courses have been conducted by independent educational bodies, subject associations, the Education Department and guest speakers. Funding has been provided by individual schools, grants, churches or the Education Department.

Some schools have encouraged commercial/industrial employment experience and permitted their staff to take leave without pay to explore external opportunities. These schools feel that exposure to the commercial world enables the teachers to keep abreast of developments in their areas of interest.

Employee relations

A single award covering all government school teachers and consolidating four existing awards has been registered with the State Industrial Relations Commission. However, as part of the State Government's industrial relations reform agenda, the *Industrial Relations Act Amendment Act*, *Minimum Conditions of Employment Act* and *Workplace Agreements Act* have been gazetted and these legislative changes will have significant implications for the Education Department.

Dissatisfaction has been expressed by the State School Teachers' Union with proposals embodied in the Education Department's draft discussion paper on

devolution and proposals for schools rationalisation and a one-day strike was called in June 1993. The union has also opposed the department's proposal to amend the Education Act Regulations to allow schools to develop and, if approved, trial, flexible work arrangements intended to improve student outcomes.

Equal employment opportunity

The Education Department has been granted an extension until July 1995 of the exemption from the *Equal Opportunity Act 1984*, allowing it to retain gender-linked deputy principal positions. In its submission supporting exemption, the department has identified many structural barriers to the advancement of women that have been removed as part of its commitment to increasing the number of women employees in promotional positions.

A further initiative has been a research project which has found that, while structural barriers to women's access to promotion have been removed, a number of areas still require attention and there is agreement at the corporate executive level that a concerted effort is required to rectify the imbalance of women in senior positions.

Teaching contexts

Resources have been allocated for the development and progressive extension of an integrated human resources management information system (HRMIS) for the Education Department over a three- to five-year period. Major objectives of this project are the streamlining of human resources-related operations and the improved access by key personnel to relevant and reliable human resources management information.

Technology enables the department to provide improved access to learning in a system in which there are enormous differences in resources, but a corporate objective of providing a basic guarantee to all students. A variety of telecommunications systems is used, included the telecasting of high-quality interactive (one-way video, two-way audio) programs to regional schools and centres throughout the State. Based on the lower secondary science curriculum, these telecasts reach a large audience of isolated students as well as those attending rural or remote schools. To extend the distribution of teaching and learning programs, the Education Department is also using the State Government-subsidised Westlink satellite service to transmit on a trial basis three hours of interactive television per week in the areas of primary language, science and physical and health education.

Many schools use electronic mail systems for administrative and curriculum purposes, and databases such as Nexus provide useful research information for both teachers and students. The E-mail network

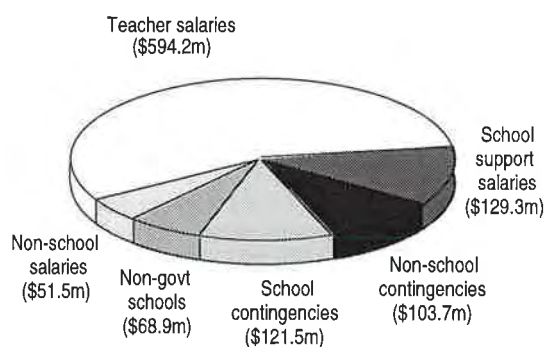
Quickmail has been used to link PCAP schools in Western Australia and the Northern Territory and enable access to professional expertise by teachers on both sides of the border. In the field of telematics, many schools have begun working in small networks to provide a wider range of courses and some 100 schools are now linked via networks; curriculum offerings include Japanese, mathematics, science, SSE, applied computing and ESL for Aboriginal students.

Teachers demonstrate a widespread commitment to the use of computer technologies, including creating local area networks for communication with other teachers and students, organising access to large information databases, providing CD ROM to support all subject areas, assisting disabled students, accessing technology for administrative purposes and developing interactive multimedia for student use.

Quality of Teaching and Learning Project

Between 1991 and 1993, the Quality of Teaching and Learning Project operated as the WA component of the National Schools Project. In 1993, it involved 12 government schools. The participating schools have explored possible ways of changing their work organisation to enhance student learning. These schools, and others seeking to improve school effectiveness, will be supported in 1994 by the Flexibility in Schooling Project. A key initiative is multi-age grouping, which examines the implications of school organisational strategies focusing on vertically grouped classes in years K-3.

Figure 2. Education Department, major expenditure items, 1992-93



Note: Total (excluding capital works) is \$1,069.1 million

Source: WA Education Department

Resourcing schools

Government schools

Recurrent and capital funding includes allocations from Commonwealth recurrent and capital assistance programs. Recurrent funding for new programs is allocated in accordance with overall State Government policy and priorities frameworks, while the capital works budget is determined by government priorities and assessment of community needs.

Recurrent resourcing is formula-driven, being based primarily on the number of students and the level and type of education being undertaken by a particular school. Teachers and support staff are allocated in accordance with student enrolments and class or form numbers in each school. Recurrent costs of a non-salary nature are either allocated according to student numbers or, in the case of utilities, on the basis of historical consumption levels. Additional staffing and contingency funding is provided to schools enrolling students with special needs, such as education support schools, remote Aboriginal schools and schools with students with physical or learning disabilities.

Capital works expenditure in 1992-93 on new schools, improvements and additions to existing schools and asbestos rectification programs have totalled \$63.67 million, apportioned as shown in Table 5.

The salaries of all full-time, part-time and casual staff have been paid by the central office. However, as part of the devolution process, there has been a gradual increase in the funds made available directly to schools for contingencies, teacher relief and professional development, the school grant amounting to \$32.773 million and the school development grant to \$7.344 million in 1993.

Per capita recurrent expenditure on government schools has increased gradually (see Figure 4), although the impact of the recession, low inflation rates and salary increases has tended to minimise overall growth since 1989-90.

Recurrent funding to the Education Department in 1992-93 was \$1,069.1 million, including \$102.94 million from the Commonwealth of which \$80.7 million was funded under the Commonwealth General Recurrent Grants Program. In all, Education Department funding accounted for 20.91 per cent of total State Government expenditure, while the Commonwealth contributed \$26 million to the capital works program.

In continuing its policy of devolution, the Education Department has progressively incorporated within the school grant budget elements formerly controlled within the central office on behalf of schools, and many of the non-salary costs previously met by the central office are now included in the grant. Some 160 schools have participated in the Utilities Management Program, which involves the transfer of funds to schools to manage electricity, gas, oil, fuel, water, telecommunications and postage consumption and allows them to utilise a proportion of savings achieved.

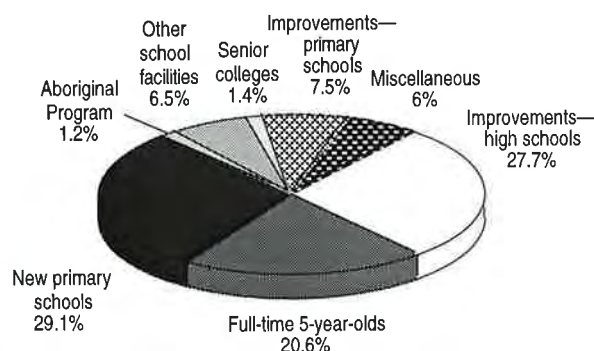
Table 5. Government schools, capital works expenditure 1992-93 (a)
(\$)

<i>Type of capital works expenditure</i>	<i>Expenditure by sub-group</i>	<i>Total expenditure by level of schooling</i>
Secondary		
High schools		
Additional stages	5,616,000	
Improvements	5,574,000	
District high schools		
Improvements	4,370,000	
Agricultural schools		
Improvements	2,062,000	17,622,000
Primary		
New schools	18,509,000	
Additional stages	1,219,000	
Improvements	3,545,000	23,273,000
Senior colleges		905,000
Other school facilities		4,147,000
Miscellaneous		3,823,000
Special Aboriginal Program		781,000
Optional full-time schooling for 5-year-olds		13,121,000
Total		63,672,000

(a) The total program expenditure of \$63.672 million does not include expenditure on loans to non-government schools of \$17.89 million.

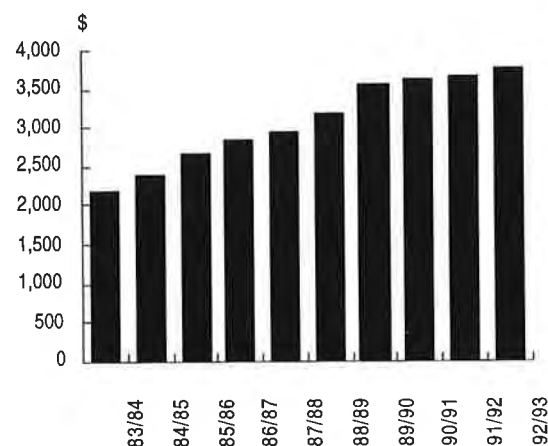
Source: WA Education Department

Figure 3. Government schools, capital works expenditure, 1992-93



Source: WA Education Department

Figure 4. Government schools, per capita recurrent expenditure, 1983-93



Source: WA Education Department

Non-government schools

Recurrent funding for Catholic schools comes mainly from Commonwealth general recurrent grants, State per capita grants and private income, of which school fees form the major portion. The financial operation of individual schools is the responsibility of school boards, with a monitoring role being performed by the Catholic Education Commission.

Capital funding is made possible by the significant contribution of funds and voluntary assistance by local school communities. Commonwealth capital grants and the State Government's Low Interest Loan Scheme are also major sources of assistance for capital works programs. The Catholic Education Commission is responsible for the allocation of the former grants in its role of block grant authority, and capital funds allocations are made on a needs basis, in accordance with Commonwealth policy.

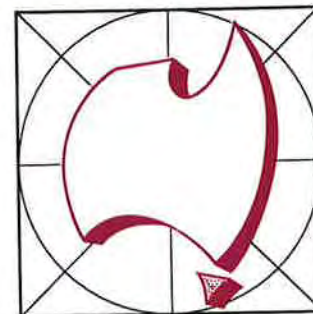
Independent schools are assisted by Commonwealth general recurrent grants, State per capita grants and private income, mainly fees. Additional recurrent income is provided by Commonwealth specific-purpose programs and capital funding is derived from school communities, Commonwealth capital grants and the Low Interest Loan Scheme.

State per capita grants and low interest loans to non-government schools totalled \$63.5 million and \$17.9 million respectively. In addition, the State Government

provided significant support through student transport arrangements, school stocks, school psychologist services, curriculum materials and assistance for students from low SES backgrounds.

In 1993, the Commonwealth contributed \$129.7 million in funding under the General Recurrent Grants Program to non-government schools. Catholic schools received \$9.335 million under the Capital Grants Program and independent schools received \$3.034 million.

TASMANIA



Priority objectives for 1993

Three types of schools are available in Tasmania: government, Catholic (comprising 29 systemic schools and eight non-systemic ones) and independent. In all three, kindergarten precedes the preparatory year, although not all Catholic and independent schools offer kindergarten. Compulsory schooling starts at year 1.

In government schools, students attend primary school (kindergarten to year 6), high school (year 7 to year 10) and college (year 11 and year 12). In some country areas, students attend district high schools, which range from kindergarten to year 10.

Government schools

During 1993, the Department of Education and the Arts issued its third ten-year strategic plan, to cover the period from July 1993 to June 2003. The plan sets out the department's mission, values, principles, goals and priority tasks.

By June 1994, the department aimed to:

- review its policy for students with disabilities requiring special education resources;
- establish requirements relating to education accountability in schools;
- define the role and function of school councils;
- develop procedures for annual reporting to the school community;
- formulate policies on:
 - educational outcomes;
 - increasing the multiskilling of teachers;
 - social justice, including girls, Aboriginal students, students with backgrounds of poverty and low social status, students geographically isolated, students at risk of leaving school early, students with disabilities and students with special needs;
 - medical intervention in schools;
 - critical incidents;

- develop industry–business links in education;
- establish strategy plans for new initiatives in equal opportunity for girls (existing initiatives to continue);
- provide curriculum support officers to help schools review and renew their teaching and learning programs and their teaching approaches in the areas of K–8 literacy, K–8 mathematics and K–12 science and technology.

By the end of 1993, as this chapter indicates, a number of these objectives had been met. The objectives are in accordance with the Australian Education Council's (AEC) Common and Agreed National Goals for Schooling in Australia. The department has a strong commitment to social justice and must ensure that its actions are consistent with the principles of equal access, equal employment opportunity and gender equity.

Table 1. Government schools: type and enrolments, 1993

<i>Schools</i>		<i>Students</i>		
<i>Type</i>	<i>No.</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Total FTE</i>
Special schools and units	19	612	317	735
Kindergartens (unlinked)	3	—	235	116
Primary	154	32,758	5,161	35,335
District high	26	7,332	843	7,740
High	34	17,525	24	17,537
Secondary college	8	6,510	2,038	7,316
Total	244	64,737	8,618	68,779

Source: Department of Education and the Arts, Tasmania

Table 2. Catholic schools: type and enrolments, 1993

<i>Schools</i>		<i>Students</i>				
<i>Type</i>	<i>No.</i>	<i>Kinder (FTE)</i>	<i>Primary</i>	<i>Secondary</i>	<i>Senior secondary</i>	<i>Total</i>
K-6	6	71	1,464	—	—	1,535
P-6	21	—	5,985	—	—	5,985
P-10	2	—	387	196	—	583
P-12	4	—	1,052	1,527	509	3,088
7-12	4	—	—	2,420	779	3,199
Total	37	71	8,888	4,143	1,288	14,390

Source: Catholic Education Centre, Tasmania

Catholic schools

The priority objectives for 1993 were the following:

- to implement structural changes to meet the needs of senior secondary students;
- to expand the years 7-10 school system;
- to continue the focus on the needs of Aboriginal students and girls.

Independent schools

By their very nature, independent schools are generally keen to distinguish themselves from both State and other non-government schools. This leads to considerable diversity and makes generalisations difficult.

As part of independent schools' educational accountability, a number each year participate in a sample survey conducted by independent consultants. It is from this study that much of the following information is drawn.

The 1993 objectives were wide-ranging and included the following:

- to promote academic excellence and develop students to their full potential;
- to increase awareness of the needs of special student populations;
- to encourage closer cooperation between schools and their communities;
- to enhance the schools' physical environment and facilities so as to better meet educational needs.

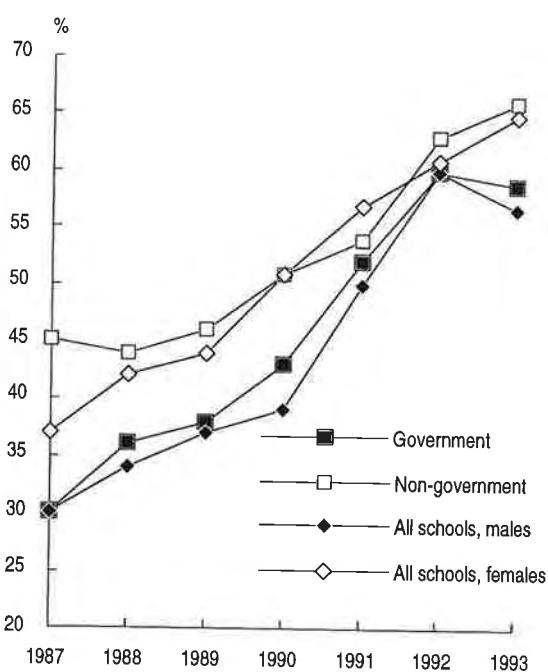
Schools generally found that the Common and Agreed National Goals for Schooling in Australia were useful in evaluating their aims and objectives.

Excellence and equity

Retention rates to year 12

The retention rate was higher in non-government schools than in government schools, and the gap between the rates for government and non-government schools widened. The retention rate of females in all schools improved, whereas the corresponding rate for males in all schools declined.

Figure 1. Year 7 to year 12 apparent retention rates, 1987-93



Source: Department of Education and the Arts, Tasmania

Catholic schools' apparent retention rates from year 7 to year 12 remained high: 66.3 per cent for boys and 72.4 per cent for girls, with a total rate of 69.5 per cent. The retention rate from year 10 to year 11 was 73.1 per cent, and the rate from year 11 to year 12 was 72.5 per cent.

Effective schools

Financial responsibility

In 1993, discretionary funding of \$43.9 million was provided directly to government schools and colleges as cash or for supplementary staffing. Delegated responsibilities remained similar to those in previous years, although many small refinements were implemented.

For clarity of budgeting and easier cash-flow management, the School Resource Package provided the vehicle through which all payments and supplementary staffing were made to schools and colleges. A significant number of short-term replacement staff were also financed through the package.

The package aggregated various State and Commonwealth funds and included all utilities and general support funding. However, more than 20 discrete allocations remained within the package. Examples included taxi travel for special students, support for student support services officers, occasional hire of facilities, and the Disadvantaged Schools Component.

Funding formulae varied. Major inputs (the General Support Grant and the maintenance and minor works allocations) were weighted by school type and allocated on the following basis: a base per capita grant; a socio-economic needs per capita grant; building maintenance needs; and a rurality grant.

The index for the needs grant was calculated for each school by using socioeconomic status derived from the national census data, together with the percentage of students receiving government financial assistance. Commonwealth funds were allocated by relevant committees. Energy funds were allocated on the basis of previous consumption, with a system of rewards and penalties linked to performance.

With the development of improved processes for school planning and budgeting, central controls on the use of resources were minimal.

Accountability procedures required schools to submit both an annual budget and a development plan. As a quarterly financial reporting mechanism, all schools prepared a standard report on the broad revenue and expenditure categories set by the department. These reports were included in the department's annual report to the Auditor-General.

Community participation

Government schools

The number of government school communities choosing to establish school councils grew steadily. By the end of the year, 34 per cent had completed the process and were operating with councils that had constitutions approved by the Minister.

The provision for school councils in the proposed new Education Act should provide a fillip for their growth. Currently without a legal basis, this provision will clarify the legal status of councils and specify their powers and functions.

Catholic schools

In Catholic schools, financial management and accountability are the responsibility of the schools, and boards of management are now part of the administrative structure of every school. Some secondary schools also have a college council. Both boards and councils have a high proportion of parent members, and the system provides support and assistance.

Independent schools

Independent schools defined their community as including parents, staff, students, friends, sponsoring organisations and members of the local community. Community members involved themselves mainly in formulating policy, organising fundraising and promotional activities, and providing voluntary labour.

Planning and accountability

In line with its continuing policy of local management, the Department of Education and the Arts provided a set of guidelines for school and college planning. These suggested the planning process that schools should follow and outlined system-level priorities for 1993–98. The department also provided two policy documents: *Accountability*, in which it set out the accountability requirements and processes for the Division of Education and emphasised the links between setting directions, evaluating and reporting; and *Local School Leadership and Management*.

All schools and colleges, district offices and branches of the department were required to draw up plans that included details of their charter (a statement of vision and intent) and of their long- and short-term priorities and programs for action. They were also required to evaluate their programs and report their progress on each priority stated in their plans. District superintendents played a key role in helping schools develop effective planning cycles.

Key literacy outcomes were developed for every two years of schooling until year 6, and work was nearly completed on outcomes for years 7–8. These key outcomes will form part of the basis for more formal reporting in future.

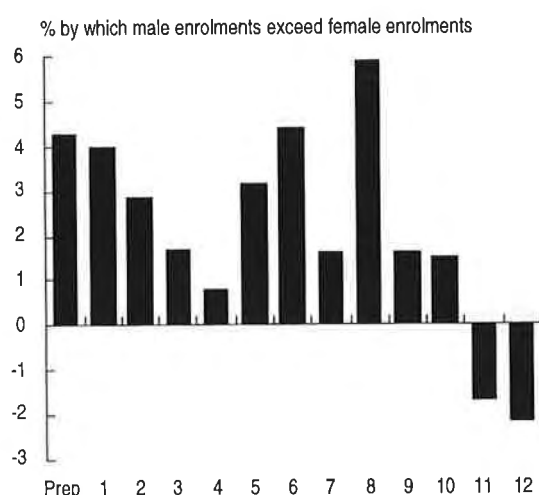
A screening instrument for kindergarten children was developed and successfully trialled in a small number of schools, and a reading comprehension test was given to all 10-year-old students as part of the State's system-level assessment program.

Steps were taken to establish a departmental Unit of Review, which will be directly responsible to the secretary. The unit should begin its operations by mid-1994.

Issues affecting quality schooling

One of the issues affecting the quality of schooling provided in Tasmania is that of variation in the gender mix in the school population, as shown in Figure 2.

Figure 2. Excess of males over females as a proportion of total school enrolments, 1993



Source: Department of Education and the Arts, Tasmania

It can be seen that there is significant variation across the various years of schooling. Of particular concern is the high proportion of males in years 6 and 8. This unusual gender mix has significant implications for teaching strategies and for the successful implementation of the National Policy for the Education of Girls in Australian Schools. The problem is exacerbated by the fact that the excess of males is much greater in some schools than in others.

The Department of Education and the Arts in Tasmania is continuing to monitor this situation, and teachers in

the schools most affected are devising strategies to address the problem.

Attitudinal/perception data

The Tasmanian Education Council is a ministerial advisory body, one of whose tasks is to convey community attitudes on education to the Minister. It aims to ensure that the issues it investigates are considered objectively and that its recommendations reflect broad community opinion. Members of the council include parents, educators and people with community and business links.

In 1993, the council completed two major reports. One dealt with the provision for the study of languages other than English, and was based upon information obtained from schools, parent organisations and the wider community. The other dealt with reporting to parents and was based upon information obtained from parent organisations.

Regular meetings with the Tasmanian Council of State Schools Parents and Friends Associations resulted in wide consultation with parents on a range of important issues. Parents were consulted particularly in the development of the departmental publication *Learning to Read and Write* and on the decision to provide all children in government schools with a preparatory year.

Equity initiatives

Government schools

The Department of Education and the Arts developed and distributed its Gender Equity Implementation Plan, based upon the AEC's National Action Plan for the Education of Girls. A departmental *Policy Statement and Guidelines for Dealing with Sex-based Harassment in Schools and Colleges* was also developed and published.

The department's Educational Planning Branch began work on a departmental equity policy that would cover groups of students known to be educationally disadvantaged—such as girls, Aboriginal students, students with language backgrounds other than English, students with disabilities, students in isolated areas, students from backgrounds of poverty and low social status, and other students at risk of leaving school early.

Catholic schools

A networking initiative was taken in Catholic schools and continues to operate. The range of schools' activities in implementing policy on gender equity is wide and varied. Some schools are only at the consciousness-raising stage, whereas others are investigating their curriculum and their playground facilities with a view to changing students' behaviour. At least two schools held seminar days devoted to determining what action should be taken regarding

gender issues; these schools began to formulate school policy on acceptable practice in schools, based on current literature and official documentation.

Independent schools

A number of independent schools received Commonwealth funding for special education and Students at Risk (STAR) programs. The funding was used to employ specialist teachers and to cover the cost of employing aides to facilitate the integration of special education students into regular schools.

Distance education

The number of students enrolled at the department's School of Distance Education continued to increase. A program of providing tutors to support individual students with behavioural problems proved effective.

Distance education services, including materials and telephone links, were made available on a 'user pays' basis to schools. These services allowed small schools to offer specialist subjects—such as languages other than English—that would otherwise have been unavailable to their students.

Distance education materials were also made available for a fee to parents choosing home education for their children.

Home education

The Home Education Advisory Council completed its inaugural year as an independent advisory body to the Minister. The council assumed responsibility for: providing the Minister with policy advice and information on home education; monitoring home educators and the adequacy of individual programs of home education; advising and assisting home educators; and liaising and communicating with the Department of Education and the Arts and other agencies about home education. A full-time executive officer was appointed to assist the council, and an office base was established in Launceston.

Rural Education

Government schools

In 1993, the Country Areas Components of the National Equity Program for Schools (NEPS) provided funds to 12 cluster groups, which included 38 government schools. As in previous years, school priorities included: dealing with retention and transition issues; determining special education and early intervention needs; finding ways to enrich students' experiences by bringing experts into the school community (through, for example, the Artists in Residence programs) and by

taking students beyond their communities for recreational and cultural activities.

Retention continued to be emphasised in many clusters and was supported by the Country Areas National Component of the program. Home-school liaison officers worked in seven high and district high schools to encourage country students to continue their education beyond year 10. Many schools also ran career choice programs. Counsellors were employed in senior secondary colleges to support country students on their entry to year 11.

A telematics project, funded under the National Component, investigated the feasibility of providing professional development for teachers in remote areas by means of telecommunication and computer links. Technical difficulties, however, impeded the success of the first trial, and telematics is unlikely to become a panacea for the professional development needs of teachers in remote schools.

Cautious trialling of telematics through the School of Distance Education will continue in 1994. The subjects used in the trials will be languages other than English.

Catholic schools

Three Catholic schools, with a total of 259 primary students, were included in the Country Areas Component of the NEPS. An additional nine schools are located in rural areas, but these were not included under the NEPS. These schools enrolled 1,818 primary and 133 secondary students in 1993.

No distance education facility was provided by the Catholic school sector.

Disadvantaged Schools

Government schools

Ninety-four government schools were included under the Disadvantaged Schools Component of the NEPS, known in Tasmania as 'Priority Projects'. School priorities were based upon social justice issues and were consistent with Commonwealth guidelines.

Priorities again included: literacy and reading support for students, with an increasing emphasis on literacy in the early years; community awareness and parent involvement programs; and behaviour management, usually linked to policies and practices of supportive school environments.

These priorities reflect the growing recognition that students' early success in literacy is essential to their later participation and success; that parental attitudes and support are key elements in students' educational progress; and that behavioural problems, if unaddressed, impede students' learning.

Catholic schools

Five Catholic schools received grants from the Disadvantaged Schools Component of the NEPS. The grants gave assistance to 939 primary and 67 secondary students in these schools. Of the total grant of \$120,000, 31 per cent was spent on salaries, 64 per cent on non-salary items for schools, and 5 per cent on administration costs. School projects derived from the program covered such areas as literacy and numeracy, outdoor education, personal development, cultural experiences, computer-assisted learning, and development of social skills.

Socioeconomically disadvantaged students were enrolled in most Catholic schools, all of which attempted to provide for these students' educational and social needs.

Students at risk

Government schools

In 1993, eight government school projects in Tasmania were funded under the Students at Risk (STAR) Component of the NEPS. The eight schools used various approaches, including vocational education courses, liaison between welfare coordinators and government social work agencies, and counselling and mentoring programs. The schools reported success in encouraging students to continue their schooling until the end of 1993, and were optimistic that they would also continue it in 1994.

Claremont College, in suburban Hobart, was particularly innovative in using the project to develop a student residence as a vehicle for helping students acquire Mayer employment-related competencies.

Catholic schools

In its first year of operation in Catholic schools, the STAR Component of the NEPS was directed to three schools with a total of 105 eligible students. In two schools the main criterion for eligibility was rural location, since the local schools do not provide education beyond year 10. Other criteria were socioeconomic background, Aboriginality and gender.

Initial assessments indicate that projects have been successful in changing students' attitude to education beyond year 10. In one rural school, the number of year 10 students intending to progress to year 11 rose from 36 per cent at the beginning of the project to 73 per cent in December 1993.

Independent schools

Commonwealth funding under the STAR Component of the NEPS was used to employ specialist teachers in independent schools. The program was evaluated by testing students both before and after they had taken

part in it, and by periodic appraisals. The program gave encouragement to students and persuaded parents to provide additional support for their children's continuing education.

Literacy and learning

Five Tasmanian schools were involved in research activities that contributed to the findings and recommendations of the Literacy and Learning National Component of the NEPS. These findings and recommendations will contribute to the Training and Development Package produced by Curriculum Corporation on CD ROM.

The Literacy and Learning General Component continued to provide disadvantaged high schools and district high schools (including one school in the Catholic system) with professional development support. The Workshop Program was offered again to schools, and a series of booklets was produced to support teachers' work.

The Key Teacher Program to support school leaders in the area of literacy and learning was also offered. Key teachers led a range of school-based professional development activities aimed at increasing teachers' awareness of the particular knowledge, teaching methods, curriculum and administrative practices that might improve students' literacy and learning across the curriculum. The Department of Education and the Arts is to publish a professional development package for key teachers in 1994.

The Intensive Reading Support Program, using community volunteers as tutors, was also offered to schools. About 350 volunteers participated in this program. A total of 38 schools (some in more than one program) participated in the General Component.

English as a second language

Government schools

Under the English as a Second Language (ESL) Component of the NEPS the Commonwealth provided \$608,930 to government schools—\$432,000 under the General Support sub-component and \$176,930 under the New Arrivals sub-component.

These funds provided resources for 323 ESL students in 34 primary schools, 11 high schools, 5 district high schools and 5 secondary colleges. Eighteen of these schools, with 25 ESL students spread across them, lie outside metropolitan centres.

Of the 323 students, 188 attended primary schools, and 135 attended one or another of the three types of secondary school. Specialist teachers were employed to help them learn and improve their English. In addition, teachers and bilingual assistants initiated a successful

home-school liaison program and produced a video (in Hmong) to inform parents with no formal education how they can support their children's learning and preparation for school.

Tasmania's comparatively small number of migrants and the State's demographic characteristics determine that specialist teachers are closely involved with mainstream educational activities.

Catholic schools

The ESL General Support sub-component provided additional teaching support to 200 primary and 64 secondary students in 26 Catholic schools. Almost 96 per cent of the total grant of \$144,000 was used for this direct support.

The ESL New Arrivals sub-component supported one secondary and six primary students in four schools, with the total grant of \$19,054 being used to provide specialist teaching support. Five of the students were from El Salvador, and two were from South East Asia.

Independent schools

Independent schools received ESL General Support funding totalling \$8,320.

Aboriginal education

Government schools

Staff employed to provide Aboriginal education programs in government schools comprised a coordinator, a retention officer, a literacy officer, three resource teachers and six home-school liaison officers.

The coordinator, the resource teachers and Curriculum Services Branch staff developed and trialled Aboriginal studies guidelines for years K-4 and years 5-8. These guidelines will be available early in 1994, and work will begin on guidelines for years 9-12. The liaison officers work with Aboriginal parents and community members in developing, implementing and evaluating programs, many of which aim to improve access by Aboriginal students to available educational services.

A State-wide Strategic Planning Group—which included representatives from the Tasmanian Aboriginal Education Council, Catholic schools, independent schools and TAFE—coordinated and monitored initiatives. A major new project in 1993 involved selecting and training Aboriginal speakers for work in schools.

Catholic schools

Further progress towards achievement of the relevant goals of the National Aboriginal and Torres Strait Islander Education Policy was achieved in Catholic schools in 1993. Two part-time consultants continued to help schools and teachers develop a school-based

curriculum in Aboriginal studies and include Aboriginal perspectives in various fields of study.

Aboriginal people were employed where possible to speak to school groups or demonstrate aspects of their culture. More than 50 separate visits were recorded.

The number of Aboriginal students identified in Catholic schools rose to 303.

Educational provision for girls

The Department of Education and the Arts made gender equity a priority area for 1993-95. Plans were made during the year, and in December the Minister launched the State's Gender Equity Implementation Plan—1993-97, which stated the action that the department would undertake at all levels to implement the National Action Plan for the Education of Girls.

Examining the construction of gender has formed the basis for all professional development work undertaken in the State during the last three years. A resource package sent to schools early in the year recommended a whole-school approach to addressing gender equity and suggested various ways by which such equity might be achieved.

A project called *Romance in Popular Cultural Texts and the Construction of Femininity*, funded by the Commonwealth Gender Equity in Curriculum Reform Project, was completed early in the year, and its findings have been sent to interested groups.

A draft policy for dealing with sex-based harassment for both staff and students, and draft procedures for dealing with it, were revised after consultation this year. The policy and procedures will be officially launched and sent to all schools and colleges in 1994.

The department formed a working party to develop an equity policy that covered a range of groups, including girls. In the NEPS agreement, Tasmania agreed to give particular attention to the needs of girls in all the other groups covered by the policy.

Some funds provided by the NEPS were used to mount a project offering incentives for girls from Country Areas Component and Disadvantaged Schools Component schools to continue with higher levels of mathematics and physics. Under this project, four 'mathematics nights' were held around the State for girls and their parents, stressing enjoyment of mathematics and its importance in career choice. As well, a Girls and Mathematics camp was organised, and 110 girls and their teachers attended. An expert on gender-inclusive physics also ran workshops for physics teachers and course developers in all parts of the State.

Curriculum support officers working in the priority areas of mathematics, literacy, and science and technology were encouraged to help raise teachers'

awareness of gender issues in their teaching, and a professional development program on gender issues is being developed for these officers.

Information and resources on gender issues were sent regularly to teachers of work/career education. Resource materials on work education (years K–6) developed jointly by the department and the Commonwealth Department of Employment, Education and Training were trialled in four schools. Also, information about the materials developed by the Office of Status of Women, *Working Families—Sharing the Load*, was sent to all interested schools.

Several school projects were carried out on such subjects as the needs of girls at risk of not continuing their education, and the impact of sexual abuse on the lives of girls generally and on their educational opportunities. Distance education gave special attention to young mothers and other girls who had left the system for a number of reasons, providing them with an alternative to normal schooling. And a secondary college set aside a girls-only space, which proved to be well used.

The Gender Equity Tasmanian Newsletter continued to be published and had a growing readership.

Special education

Government schools

The number of special education teachers and the level of resources available to support students with disabilities in regular schools increased in line with the continued commitment of the Department of Education and the Arts to a policy of inclusion. All districts provided a team of resource teachers to assist schools with students causing them concern. Districts also developed their own special education organisational structures in line with their priorities and preferences. This has meant that, while most districts maintained a special school, there was increased emphasis on supporting students in regular schools.

Emphasis was given to planning for the transition of students with disabilities from school to adult life. The department was involved in an independent review that resulted in a report on transition education for students with intellectual disabilities.

The relationship of the Department of Education and the Arts with the Department of Community and Health Services was strengthened through interdepartmental meetings at district level.

The Good School Project developed strategies for preventing students at risk of leaving school early from doing so, and proposed alternative programs for students whom schools had difficulty catering for within their normal programs.

An interdepartmental working party was established to consider providing occupational therapy and physiotherapy for school-age students.

A comprehensive review of guidance services was undertaken and is due for release in 1994.

The department developed and disseminated to schools and parents a policy on early special education. The policy affirmed departmental responsibility for the education of under-school-age students with disabilities.

Catholic and independent schools

The number of eligible students funded by the Special Education Component of the NEPS continued to rise sharply, with 70 students funded in 27 Catholic schools and 31 students funded in 17 independent schools. For Catholic schools this was a 45 per cent increase in the number of students with disabilities receiving grants in 1992.

Special needs students in Catholic and independent schools also benefited from the services of consultants, guidance officers and a computer consultant employed for all non-government schools. These positions were funded by grants from the NEPS.

Most schools also employed special education remedial teachers, many of them part-time, from their recurrent budgets. These teachers assisted students who had remedial education needs, special learning difficulties, or disabilities of insufficient severity to qualify them for Special Education Component funding.

The Catholic sector supports the concept of helping all students aspire to reach their potential, including the gifted and talented. Funding constraints, however, made systematic provision for these students impossible.

General and vocational education

In 1993, a number of vocational education pilot programs were successfully implemented in secondary colleges. These included three Australian Vocational Certificate Training System (AVCTS) programs in the processing trades and in the clerical-administrative and engineering areas, and a Training in Retail and Commerce (TRAC) program in retailing. Feasibility studies were conducted for sports fitness, metals, furniture, forestry, hospitality, tourism and outdoor recreation pilot programs, and a feasibility project was initiated for students with intellectual disability. Most of these will be implemented and evaluated as pilot programs in 1994. Clerical-administrative and retail programs will be adopted by several colleges, and the processing trades program will be extended to

incorporate Australian Standards Framework (ASF) level 2.

The key competencies continued to be examined through a joint program between the Schools Board of Tasmania and the Department of Education and the Arts. This program was established to enable field testing and evaluation of the competencies in 1994 so that recommendations could be made regarding their possible adoption in Tasmania and elsewhere. Catholic and independent schools have been included in the key competencies program, which will concentrate on the Tasmanian Certificate of Education syllabuses designed for years 11 and 12 students.

Career education

Government schools

The computerised database Job and Course Explorer (JAC), trialled in 1992, became operational in 1993. Work experience was more closely integrated with other Tasmanian Certificate of Education subjects. Rosny College's TRAC program, which places students one day each week in a job where they receive training and are assessed, proved successful, with the result that other colleges have adopted the TRAC model.

Vocational placement guidelines for non-paid, on-the-job work placements were established and trialled. *What's Next? Future Steps*, a pathways folder of information on future options, was given to every year 10, 11 and 12 student.

At the end of the year, a successful conference, 'Work in the 90s', was organised, with 210 people attending. The conference covered a range of issues relating to career and work education.

Independent schools

Preparation for employment occurred as early as year 8 in independent schools, when topics such as how to apply for jobs, work attitudes, moral standards and career opportunities began to be discussed. These discussions typically culminated in visits to the Commonwealth Employment Service (CES), attendance at the CES Job Expo and one week of work experience in year 10. Secondary students were often taken to industrial and business premises in the region, and schools hosted guest speakers from industry and tertiary institutions.

Students were motivated by their exposure to the world of work, and in most cases their academic performance improved. Schools noted difficulties in obtaining work experience for their students, owing to economic conditions and geographic factors.

School-TAFE links

Government schools

In government schools, credit transfer is continuing to be implemented between Tasmanian Certificate of Education subjects and TAFE courses. In 1993, significant numbers of students received TCE certificates with some credit transfer endorsement on them. The development of credit transfer is a continuing program, with a further range of subject areas identified for 1994, including clerical-administrative, retailing and child-care.

Catholic schools

Two Catholic schools jointly established an AVCTS pilot project for implementation and evaluation in 1994. This incorporates school, TAFE and workplace links for vocational placements. It was designed in conjunction with TAFE, industry, business and unions, and involved extensive consultation with parents and students.

Work studies, work experience, trial interviews and resource centre activities were included in careers education for students in years 10-12. The JAC database was set up in schools, and designated careers counsellors in each secondary school organised a range of careers-oriented activities.

The Catholic Principals Association, the Department of Education and the Arts and the Association of Heads of Independent Schools jointly funded a careers kit which was made available to all senior secondary students in Tasmania.

Of the total year 12 cohort in Catholic schools, 49.2 per cent gained entry into university, most to the course of their first choice; 11.3 per cent went to TAFE; 7.2 per cent obtained traineeships or apprenticeships, or entered the defence forces; 2.6 per cent returned to school for year 13; 12.7 per cent obtained work; 1.0 per cent are overseas; and the destinations of 16.8 per cent are unknown. Some year 10, 11 and 12 students moved to TAFE as part of the mid-year intake in July.

Independent schools

In independent schools, links with TAFE were established through TAFE newsletters, orientation days, the use of TAFE facilities for practical sessions, and school visits by TAFE staff. Schools noted that opportunities for additional links were restricted mainly by TAFE's emphasis on enrolling post-year 12 students.

Transition to tertiary education

The transition rate for 1992-93 from year 12 direct to higher education was 32 per cent (compared with 36 per cent for 1991-92). A further 12 per cent of the 1992 year 12 population transferred directly to a TAFE

course (compared with 16 per cent for the previous year).

Tasmanian students continued to show delayed entry to higher education. A further 13 per cent of new undergraduate students at the University of Tasmania had completed year 12 before 1992. Also, students with TAFE qualifications accounted for 7 per cent of new undergraduate enrolments at the university.

Areas of student learning

A major publication in 1993 was *Framework for Curriculum Provision, K-12*. The framework is the Department of Education and the Arts' central reference point in guiding decision making about the curriculum. It draws together State policies and the national statement and profiles. By outlining the requirements for balanced learning programs from kindergarten to year 12, it creates a common structure for the review and development of education programs.

The Tasmanian Certificate of Education

The Tasmanian Certificate of Education (TCE) is issued by the Schools Board of Tasmania. It is a single certificate showing students' achievements from year 9 until they leave school. The assessment of achievements is criterion-based.

In 1993, the TCE was fully implemented in years 9-12, with a total enrolment of about 24,000 students. Of the year 11 and year 12 students, 2,376 gained accreditation towards TAFE and Australian Hospitality Review Panel subjects, and 1,875 qualified for admission to the University of Tasmania.

English

Government schools

Tasmania endorsed both the changes made to the national profile and the direction of the changes made to the national statement. A Learning Area Direction Statement was drafted to introduce the national profile and national statement to schools.

New TCE syllabuses for years 11 and 12 were in use for the second year in 1993. Competency-based, the syllabuses highlight a concern that students develop confident, effective language use. In cooperation with the Schools Board of Tasmania, the Department of Education and the Arts will review the syllabuses to ensure consistency between them and the statement and profile.

English is taught in heterogeneous groups to year 9, and many students are taught heterogeneously to the end of year 10 or 11, with teachers providing for the needs of

individual students through collaborative negotiated learning.

Literacy was identified as a priority area for the period 1993-95. To support this priority, *Learning to Read and Write, from Theory into Practice: Critical Principles for Teachers* was published. It is aimed particularly at teachers responsible for the early years of schooling. Its main purpose is 'to re-focus and re-direct teaching and learning strategies towards an active, detailed and interventionist approach to the teaching and assessment of reading and writing' (*Learning to Read and Write*, p. v). The book draws on up-to-date research evidence from a wide variety of sources and does not advocate any single theoretical perspective.

Further support in 1993 included the formulation of a new literacy policy, the establishment of generic literacy outcomes and the development of key intended literacy outcomes for students from kindergarten to year 8. The policy gives all teachers the responsibility for achieving the literacy outcomes. A package of material to support the achievement of the key intended literacy outcomes was produced for the kindergarten-preparatory years. Work began on support material for years 1-8 and will be completed during 1994. A reading test for students aged 10, the 10R test, was administered in all government schools in 1993.

To facilitate the implementation of the literacy policy in schools, a literacy implementation team was established. The team operated in all districts of the State and will exist until the end of 1995. At the end of 1993, plans were made to develop a Preparatory Year Literacy Support Program for all government schools. This program will be implemented during 1994. A program aimed at boosting the literacy levels of Aboriginal students began in 1993 and will continue for the next two years.

Literacy testing

Since 1975, when the Australian Council for Educational Research (ACER) first conducted a nationwide testing program in literacy and numeracy skills, the Department of Education and the Arts has conducted its own assessment program for all students aged 10 and 14 years in its mainstream primary and secondary schools. The literacy tests focus on a variety of reading skills and are referred to as the 10R and 14R tests. Prior to 1980, when the ACER conducted a second nationwide program, these tests were administered in alternate years. Since that time, the department has based its planning around a four-year cycle for each test, although it has not always been possible to adhere strictly to that schedule.

Schools of the Catholic education system and those associated with the Australian Christian Academy also participate in the program, but their results are analysed

separately and are not reported with those of government schools.

In 1993, the reading test for 10-year-olds (10R) was administered. In order to facilitate comparison of the results of that test with those of the six previous 10R tests, the results have been converted to an index of performance which is based on setting the 1975 figure to a value of 100 (see Table 3). The index values are derived using a chaining method based on test items in common between consecutive pairs of 10R tests.

Table 3. Student performance: 10R test, 1975–93

<i>Year</i>	<i>Performance index</i>
1975	100.0
1976	96.5
1978	97.1
1981	99.5
1984	99.8
1988	97.8
1993	97.4

Source: Department of Education and the Arts, Tasmania

The figures in Table 3 show a fluctuating pattern of performance. Changes prior to 1984 are now of historical interest only. Why there should have been such a marked difference between 1975 and 1976 has never been entirely clear, but there was a gradual, reassuring recovery in performance over subsequent years, with 1975 levels being all but regained by 1984. Figures for the years since 1984, however, suggest a downward trend in performance which, if continued, could give serious cause for concern. The 1984–88 and 1984–93 differences are statistically significant, but the relatively small 1988–93 difference is not.

An analysis was done of patterns within the 1993 data set in order to detect differences between various sub-categories of schools. This produced only two statistically significant findings of note, both highly predictable. It was found that schools classified as being disadvantaged did not perform as well as other schools, and that there was a strong positive association between the performance of schools and the socioeconomic status (SES) of their neighbourhoods (that is, better performances generally equated with higher SES levels and poorer performances with lower SES levels).

Analyses were also done to compare various sub-categories of students. The most significant findings

were those to do with differences in performance between boys and girls. Overall, the performance of the girls was 7.62 per cent better than that of the boys. (On the 42-item test, the girls averaged 31.7 and the boys 28.5.) The girls outperformed the boys on all 42 questions, and the differences were statistically significant on all but two of them.

The 10R test was also administered in Catholic schools, where results showed that comparability of standards had been maintained over the past decade.

Languages other than English

Government schools

Figures indicate that more students were offered full-year courses in languages other than English rather than given a 'taste' of two or three languages during the year. The percentage of secondary students (years 7–12) enrolled in a language other than English rose to nearly 35, the highest it had been since 1989. Of those taking a language other than English, 55 per cent were enrolled in Asian languages, mainly Indonesian and Japanese.

The following details on secondary enrolments should be taken into account:

- of all years 7–10 enrolments in a language other than English, only 9 per cent took the language in years 9–10;
- of all years 7–12 enrolments in a language other than English, only 10 per cent took the language in years 11–12;
- of all years 9–12 enrolments in a language other than English (when students are given the choice), 74 per cent were female.

The number of primary school children being exposed to learning a language other than English increased substantially, with about two-thirds involved in Asian language learning programs.

Districts continued with plans to introduce languages other than English into the primary school curriculum, in keeping with strategies outlined in the departmental interim policy statement. The comprehensive networking system for curriculum planning established in 1992 was maintained, enabling administrators and teachers of languages other than English to share important information. Increasing numbers of teachers either underwent retraining in their chosen language or became involved in courses and professional development programs to increase their linguistic and methodological skills.

Close collaboration continued with all systems at the national level and between the three systems within Tasmania.

Catholic schools

In conjunction with the Tasmanian Education Council, Catholic schools participated in the writing of a position paper on the teaching of languages other than English.

At least one such language is taught in all secondary schools, and an increasing number of primary schools are offering one—usually Japanese or Italian. These two languages—together with Indonesian, French, and German—are offered in secondary schools.

Science

Government schools

In government schools, 1993 was the first year of a three-year priority period for science. Officers in science and technology were appointed to support professional development and curriculum development within each of Tasmania's seven school districts.

Conferences were conducted for primary and secondary science coordinators from all districts. These conferences were complemented by a variety of professional development programs, including the ongoing Key Schools in Science Program. Cooperation between professional associations and professional development organisations made it possible to produce a coordinated program that was able to reach more teachers.

Some Tasmanian schools participated in trialling and validating the national science profile and provided work samples for inclusion in the final document. And Tasmania, in collaboration with others, continued to make a substantial contribution to work on the national curriculum.

TCE syllabuses were adopted for all year 12 science subjects, the final school year for which new syllabuses were required to be written.

The three-year Landcare Education Program (a federally funded venture managed jointly by Tasmania's Department of Education and the Arts and its Department of Primary Industry and Fisheries) was completed.

Draft curriculum support materials for years K–8 were produced and trialled in some schools.

Technology

Government schools

Technology has been identified as one of the key areas of learning by the AEC. Tasmanian government schools offer the following technology-related subjects: materials, design and technology; design graphics; home economics; keyboarding; information technology; media studies; applied power technology; computer-aided drawing and design; and electronics. Technology education is a priority in Tasmania: six officers were

appointed to districts as part of the Curriculum Services implementation team.

The Department of Education and the Arts began a refurbishment program to upgrade school workshops. A feature of the program was to establish 'design centres' to emphasise design in the curriculum. Some features of these centres are computer bays, graphics areas, appropriate decor and glass partitions that enable teachers to observe students working in the new technology labs.

Technology teachers supported district and school-based professional development opportunities in robotics, electronics, design, graphics, computer-aided design, home economics, business studies, computing and appropriate technology. Seminars receiving most support were those providing information on integrated technology programs in years 7 and 8.

The department's Curriculum Services Branch established links with the Centre for Precision Technology at Technopark, in suburban Hobart, to develop new technologies for Tasmanian schools. Products made there included plastic vacuum formers, engineering kits and soda bulb powered model car starting gates. These will all be available to schools in 1994.

Catholic schools

A teacher was seconded part-time to collate and disseminate information to all Catholic schools regarding the national curriculum and to highlight possible curriculum pathways. Seminars on technology in education were well attended by principals and staff.



In June, National Technology in Education Month, Penguin High School on Tasmania's north-west coast sponsored a technology problem-solving evening for students and their parents. One of the problems was to design and make a structure that would provide for a ball bearing to travel from top to bottom over the largest possible distance in the longest possible time.

Computer-aided learning occurred in both primary and secondary schools and played a significant role in special education programs.

Mathematics

Government schools

Developmental work continued on the K–8 mathematics guidelines. Materials for the chance and data strand were published by the end of the year, to add to the sections on number and on pattern and algebra. Work on the space strand was well under way, with publication planned for early 1994.

The team of eight mathematics curriculum implementation officers and the team coordinator commenced duty in the State's seven districts in February. They used the mathematics guidelines to work with teachers in schools developing and implementing school mathematics plans in the years K–8 sector.

The State's involvement in national collaborative activities decreased as the mathematics profile materials reached the final stages of editing and publication. These materials will be made available to Tasmanian teachers in 1994.

Catholic schools

A consultation process for developing primary mathematics in Catholic schools in the light of the national statement and for developing resources was begun in 1992 and continued in 1993.

Studies of society and environment

Government schools

The national statement and profile for this learning area were trialled and validated in 30 schools around the State. There was also consultation with teachers and community groups on both the statement and the profile.

Several schools began to review their curriculum in this learning area. Professional development activities included school-based planning, methods of assessment, citizenship education, Asian studies and national collaborative curriculum matters. Non-government agencies continued to offer professional development activities that were valuable to teachers and relevant to several syllabuses.

The Magnet School Program, which promotes teaching about Asia, operated in 13 schools in its first year in Tasmania. Near the end of the year, the schools celebrated with Asian expos in Hobart and Devonport.

Support was given to the development of the Aboriginal studies guidelines for K–4 and 5–8. These guidelines, based upon the national statement and profile, were

produced by the coordinator of Aboriginal education and resource teachers.

The innovative year 11 and 12 Tasmanian Certificate of Education subject Australia in Asia and the Pacific continued to be popular with students. New syllabuses in tourism, societies and work were accepted by the certifying authority.

Catholic schools

Much activity in Catholic schools concentrated on environmental issues. Also, increasing numbers of secondary students were involved in subject areas such as tourism studies and work studies.

A primary school collaborated with the Parliamentary Education Office in Canberra to produce *Class Parliament*, a resource kit for schools.

Independent schools

Most independent schools supported the use of informal arrangements to improve students' understanding of Asia, and organised, among other things, discussions with guest speakers from Asia, cultural days, and correspondence with pen friends to achieve this. No specific Asian studies courses were offered: Asian studies were usually integrated into history, geography, social studies, art and music instruction.

The arts

Government schools

The arts in Tasmanian schools and colleges comprise music, dance, drama, media, and art, craft and design. Current policy acknowledges the contribution that the arts make to the development of each student's general capabilities from kindergarten to year 12. Provision is made for all students K–8 to engage in learning in the arts. It is accepted that specialisation occurs in the later years.

The nationally developed learning area statements and profiles served as the basis for redeveloping guidelines, courses and syllabuses. A range of arts syllabuses attracted new populations of students in years 11 and 12, providing a variety of pathways from school to work or further study.

The Artists in Districts Project continued to be fully funded by the Department of Education and the Arts. District committees managed the resource allocation according to local needs and priorities. In 1993 about 40 artists were involved in programs in various schools and colleges, for a total of 140 days. The project aims to provide greater collaboration between schools and local artists. It explicitly connects individual school programs with the world of practising artists in the wider community, benefiting in the process both students and artists as well as the general profile of the arts.

Achieving excellence in music continued to be encouraged through secondary music scholarships.

The Tasmanian Symphony Orchestra – Musica Viva Performance Project in Tasmania is a joint venture between Musica Viva Australia, the orchestra and the department, with financial assistance from Arts Tasmania, Comalco Smelting and the Commonwealth Bank. Professional performing groups present concerts in schools, for which students have been prepared by their own teachers. Participating schools are provided with a specially devised resource kit, consisting of book and tape, which is workshopped at a professional development session attended by teachers, the musicians and the project's education officer. In the two calendar years 1992–93, the project has provided 66 concerts to over 12,000 students in 82 schools throughout the State, and applications for the 1994 program indicate that at least another 6,000 students will benefit from the project's activities.

Catholic schools

Music, drama, art, craft and, increasingly, dance featured in the curriculum of both primary and secondary Catholic schools. Students' involvement in music, in particular, increased. Schools participated in workshops and performances and invited a wide range of performers—including storytellers, puppeteers, musicians, dancers and actors—to perform for and work with students.



In August, a packed Tasman Room at Hobart's Wrest Point Casino gave hundreds of children an extended standing ovation for their moving and powerful performance of the ecologically-based cantata *Yanomamo*. This work—for choirs, soloists and stage band—was presented by students from 11 Hobart area schools.

Independent schools

Independent schools offered some combination of music and visual arts regularly to their students. Several schools also included drama, poetry and painting. Primary schools used rhythmic games to improve not only the musical development of their students, but their coordination, dexterity and bodily control as well.

Health and physical education

Government schools

This learning area comprises health education and physical education.

The development of a learning area philosophy rather than the previous subject-based perspective was promoted to teachers throughout the year. This is in line with the direction taken in *A Statement on Health and Physical Education for Australian Schools*, which will provide the basis for major curriculum work in Tasmania over the next five years.

The central role of the teacher in delivering health education programs was emphasised in professional development programs during the year. Workshops and seminars were conducted in personal relationships and sexuality so that teachers could gain expertise and confidence in these areas of the curriculum.

A peer leadership program was developed which was used to enhance daily fitness programs and to conduct lunchtime sporting activities. These activities proved effective in managing students' playground behaviour.

A *School Canteen Handbook* was produced as a guide to establishing and managing healthy school canteens. A series of seminars on issues relating to school canteens coincided with the release of the booklet.

A comprehensive resource kit for K–8 teachers entitled *Teaching Water Safety* was produced to support the swimming and water safety program. The kit will be released to schools at the start of the 1994 school year.

Catholic schools

A number of Catholic schools developed comprehensive health programs and policies, with other groups and agencies providing advice and other types of assistance. Schools collaborated in funding some resource development, and parents participated in the development of programs and policies.

Independent schools

Many independent schools reviewed their health and physical education curriculum. Emphasis was placed on schools tailoring their educational programs to the needs of special student populations.

Schools paid particular attention to physical development, sports and health programs. Other areas covered included human sexuality, food and nutrition, and safety in the context of health.

Teaching and learning

Recruitment and selection

Government schools

The Department of Education and the Arts advertised 30 permanent base-grade positions during 1993. These positions were filled by the appointment of existing temporary staff. The majority of appointments for 1993 were in mathematics, generalist primary, science, special education, English and information technology.

The range and quality of applicants were high. All appointments were made in accordance with the merit principle, as established in the *Tasmanian State Service Act*.

Remuneration and conditions

Government schools

Following the hearing of submissions relating to the government's claim of an 'incapacity to pay', the Tasmanian Industrial Commission confirmed its earlier decision of 30 November 1992, which awarded teachers an 11 per cent salary increase. This increase meant that a four-year-trained teacher at the top of the scale would receive a salary of \$38,950. Conditions of employment that included an increased teacher year, instructional load and attendance time were also confirmed and implemented.

Catholic schools

Provision was made in Catholic schools for Exemplary Classroom Teacher status for experienced teachers who demonstrate outstanding classroom practice. This is to enable teachers to advance in their careers by way of the classroom rather than administration. Also, a teacher exchange program within the system was piloted. Its purpose is to encourage diversity and breadth of experience for teachers.

National Project on the Quality of Teaching and Learning

Tasmania continued its participation in the National Project on the Quality of Teaching and Learning until its completion in November 1993. Since then, continuing work associated with the National Schools Network has become an important ongoing activity.

Staff development

Government schools

The Staff Development Section provided a range of central programs and consultancy services to schools.

The central programs included a range of general and occupation-specific training for non-teaching staff in schools. Many courses in computing skills were conducted, and these were also used to trial competency-based training strategies. The section also sponsored programs to bring bursars and other administrative staff from outlying areas to central office for training, familiarisation and the extension of support networks.

The section expanded its induction and mentoring program for new principals, and it also offered a graduate recruit development program and staff selection training. Planning was completed for the introduction of new recording and reporting procedures for professional development in schools and colleges.

The section provided schools with various consultancy services, including career planning, school-community review processes, team development, stress management, and training needs analysis.

Independent schools

Professional development programs in most independent schools were designed to help support staff improve their computer literacy, client service skills and administrative skills.

Professional development sessions were run by senior staff members, private training providers, professional associations and tertiary institutions. Most schools provided for such training costs in their budgets.

Teacher development

Government schools

The Centre for Advanced Teaching Studies maintained its activities in providing professional development services to schools and colleges throughout the State.

Short courses focusing on areas of departmental priority were arranged throughout the year in all districts. The 20 per cent of all teachers participating in these programs in 1992 was maintained in 1993.

The centre arranged programs for principals in the Macquarie and Forester districts. These programs looked at the development of competencies required of principals in a self-managing school.

Breakfast programs were again well supported by teachers throughout the State. Programs covered professional development and appraisal, science education, gender issues and curriculum statements and profiles.

In January 1993, the centre, in association with the Australian College of Education, hosted a major international conference in Hobart. Some 250 educators from across Australia and New Zealand met to consider issues associated with the subject 'Creating Our Future: A Curriculum for the Twenty-first Century'. The outcomes of the conference formed part of Australia's contribution to an OECD conference in Paris in April. Professor Denis Lawton was a key-note speaker at the Hobart conference.

Other international visitors hosted by the centre during 1993 included Professor David Hargreaves (University of Cambridge) and Professor Don Routledge (Canada).

Early in July, the centre was incorporated as a public company, limited by guarantee and owned jointly by Tasmania's Department of Education and the Arts and the University of Tasmania. The new company operates as the Tasmanian Educational Consortium Ltd and is responsible for providing professional development and related services to Tasmanian schools, and more widely as necessary.

The company is managed by a board of directors representing the department and the university, with directors also drawn from the Tasmanian Catholic Education Centre and the Association of Heads of Independent Schools (Tasmania). The company intends to become financially independent of the partners in as short a time as possible.

Catholic schools

Thirty-six teachers from Catholic schools attended Melbourne University's Winter School on the national curriculum, and on their return they spoke to gatherings of principals and curriculum coordinators.

A curriculum network was established for secondary schools, and members met regularly to deal with curriculum concerns.

A representative of the Catholic Education Centre was appointed to the board of the newly established Tasmanian Educational Consortium, an agency for the continuing education of teachers owned jointly by the Department of Education and the Arts and the University of Tasmania.

Catholic schools were also represented on the National Professional Development Project's planning committee and on the Australian Principals' Association Professional Development Council.

Independent schools

Programs in independent schools were designed to help teachers improve their instructional, management and leadership skills and their understanding of curriculum development principles.

Professional development sessions in schools were run by either the principal or senior staff members. External sessions were offered by independent school associations and subject associations. Also, some teachers arranged on their own to undertake postgraduate studies.

Most schools provided for professional development funding in their budgets. The cost of formal postgraduate qualifications, however, was often met by individual teachers. Several schools encouraged teachers of technical subjects to gain commercial experience in order to keep their skills up to date.

Resourcing schools

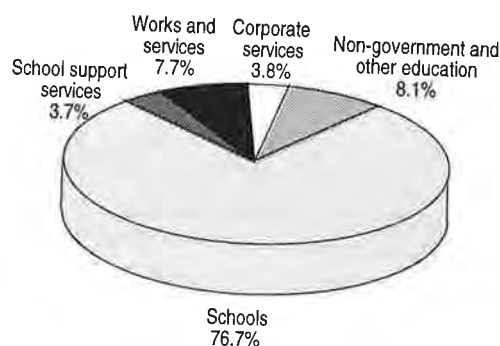
Recurrent and capital resources

Government schools

In 1992-93, the government spent a total of \$332 million on education in Tasmania. Of this, \$306 million was used for recurrent purposes and \$26 million for projects of a capital nature. This was \$33 million more than had been spent in 1991-92.

During 1993, the Commonwealth contributed \$58.1 million to the recurrent funding of Tasmanian schools: \$25.2 million to government schools and \$32.9 million to non-government schools.

Figure 3. Expenditure by major programs, 1992-93



Source: Department of Education and the Arts, Tasmania

Catholic schools

Funding for capital and recurrent expenditure in Catholic schools was provided from three major sources: Commonwealth grants (about 50 per cent of funding), State grants (30 per cent) and self-help income generated by each school or college community (20 per cent).

In 1993, salaries and related costs constituted by far the greatest expenditure, at around 78 per cent. Other expenditure was for education costs, 4 per cent; administration costs, 12 per cent; and capital costs, 6 per cent.

Participation by staff in eligible professional development programs ensured that the training guarantee legislation requirements were adequately achieved.

Capital works

During 1993, the Tasmanian Government received \$8,190,000 from the Commonwealth for capital works in government schools. Catholic schools received \$1,875,522, and independent schools \$897,220.

Entrepreneurial initiatives

Overseas marketing of educational services

The marketing of Tasmanian educational services continued, involving government, Catholic and independent schools, TAFE, the Australian Maritime College and the University of Tasmania.

The number of students increased, with most coming from Malaysia, Hong Kong, Indonesia, Singapore and Thailand. It is estimated that the program in 1993 was worth \$20 million to Tasmania's economy.

Tanjung Bara International School in Kalimantan continued to progress. Tasmania's Department of Education

and the Arts was contracted by the P T Kaltim Prima Coal Company in Indonesia to design, supervise and administer the school and to provide staff. The school opened in 1991.

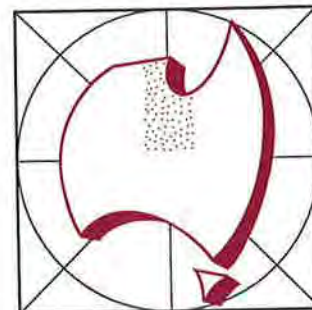
Sponsorship policy

A *National Code of Practice for Sponsorship and Promotion in School Education*, developed by the AEC, was accepted by the Minister as Tasmania's policy on sponsorship.

Under the code, system-wide sponsorship arrangements were negotiated with Australian Pulp and Paper Mills for the student enterprise program; with the Commonwealth Department of Employment, Education and Training and the Australian Defence Forces for student career expos; and with Community Aid Abroad for professional development of teachers of tourism studies for years 11 and 12.

Alanvale College, in a suburb of Launceston, negotiated a sponsorship arrangement with Apple under the Apple Innovative Technology Schools Program Sponsorship. A major benefit for the college has been the development of networks as well as nation-wide exposure of the college's innovative use of Apple computers in the development of its college-produced CD. Other sponsorship arrangements negotiated by individual schools were few and tended to be minor.

NORTHERN TERRITORY



Structure and operation of school system

The Northern Territory, with a population of 169,073 people (1993) and land area of 1,348,000 square kilometres, has a population density of approximately 13 persons per 100 square kilometres. Educational services are provided to a diverse multicultural and multilingual population scattered over an area 30 per cent larger than the combined areas of New South Wales and Victoria. Most of the population live in the major townships of Darwin, Palmerston, Alice Springs, Katherine, Tennant Creek, Nhulunbuy and Jabiru, with the remainder widely dispersed across the Territory. Many smaller centres are accessible only by air or sea, and are often not accessible during the wet season. It is important to note that 54.4 per cent of Northern Territory schools and 23.7 per cent of students are located in remote areas.

A comparison of access to secondary education by State and Territory, using the mean distance a child has to travel to attend a junior high school (year 7/8 to year 10), is shown in Table 1.

Table 1. Mean distance travelled to attend secondary school (kilometres)

NSW	Vic.	Qld	SA	WA	Tas.	NT
8.89	6.47	20.09	11.82	22.65	9.86	71.87

Source: NT Department of Education

Government sector

In 1993, there were 146 government schools throughout the Territory—41 urban (Darwin, Palmerston and Alice Springs), 17 rural (Katherine, Tennant Creek, Jabiru, Nhulunbuy and Darwin rural area) and 88 remote (all other areas). These schools include one-teacher schools in isolated areas, large and small Aboriginal schools, community education centres (CECs), area schools, schools of the air, a secondary correspondence school, large urban primary and secondary schools, junior high schools (years 7/8–10), comprehensive high schools and senior secondary colleges (years 11–12).

The physical and social environment imposes exceptional cost disabilities. School-age children comprise 22.3 per cent of the total Northern Territory population, a greater proportion than in any of the other States. As students are widely dispersed across the Territory, the provision of many small schools, which are expensive to maintain and supply, is necessary. Additional costs in curriculum and language support staff and resources are incurred due to the diverse racial and social nature of the student body.

Details on student enrolments in government and non-government schools are provided in Table 2 and Figure 1.

Non-government sector

Details of enrolments are included in Table 2 and Figure 1.

Catholic system

In 1993, there were eight Catholic urban schools (Darwin and Alice Springs), one rural school (Katherine) and five remote schools (all areas). These schools include Aboriginal schools, outstations and CECs, as well as primary and secondary schools.

Independent schools

Independent schools represent 7 per cent of total student enrolments. These schools are: Araluen Christian, Essington, Kormilda College, Living Waters, Marrara Christian, Palmerston Christian, St Andrew's, St John's College, St Philip's College, Seventh Day Adventist, Yipirinya and Yirara College.

Independent schools provide the majority of school boarding places for students from isolated families, including students from Aboriginal communities. There continue to be community requests to extend the number and type of schools available.

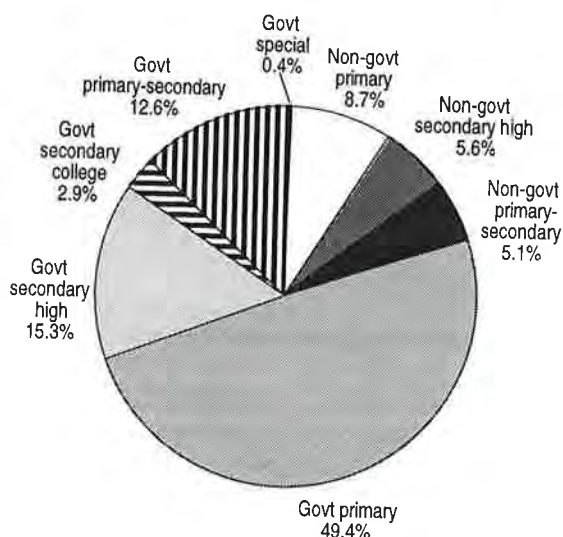
Secondary high school enrolments continued to increase in 1993 with a steady growth in the number of Aboriginal students completing secondary education.

Table 2. Enrolments by level, school type, gender, 1993 (full-time)

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Non-government			
Primary	1,615	1,594	3,209
Secondary high	1,035	1,047	2,082
Primary-secondary	934	963	1,897
<i>Total</i>	<i>3,584</i>	<i>3,604</i>	<i>7,188</i>
Government			
Primary	9,374	8,933	18,307
Secondary high	2,931	2,740	5,671
Secondary college	550	530	1,080
Primary-secondary	2,433	2,217	4,650
Special	102	49	151
<i>Total</i>	<i>15,390</i>	<i>14,469</i>	<i>29,859</i>
All schools	18,974	18,073	37,047

Source: August 1993 Census

Figure 1. Students in NT schools, June 1993



Source: NT Department of Education

Priority objectives for 1993

Government sector

Since self-government in 1978, Northern Territory government schools have been directed by a set of goals which have a strong correlation with the 1989 Common and Agreed National Goals for Schooling in Australia. The continuing mission of the Northern Territory

Department of Education in 1993 was to provide the best possible education and training service sensitive to the needs of the community. This mission was pursued at the preschool, primary, secondary and tertiary levels and supplemented by an efficient and effective professional and administrative structure.

Key objectives of school education in the Northern Territory were to:

- strengthen and support community involvement in education;
- continue to improve access and choice in education;
- encourage excellence in education and assist all students in developing their full potential;
- continue the development and adaptation of high-quality curricula and assessment programs consistent with national and international standards;
- provide for the skills development of all departmental staff to maximise their personal and professional development and effectiveness within the organisation;
- manage and control the financial, physical and human resources of the department in order to maximise educational benefits;
- improve ways of assessing and reporting student performance and providing feedback to students, parents, schools, employers and the community;
- encourage the development of education programs and institutions so that the Northern Territory becomes a centre for excellence in Northern Australia, South East Asia and the South Pacific regions.

Catholic system

The major priorities were to:

- prepare students for full lives as active Christian members of society;
- provide an effective educational environment which will foster positive human relationships in the school community and encourage students to develop self-esteem and a sense of social responsibility;
- improve the participation and achievements of students whose learning is affected by physical disability, material poverty, ethnicity and geographical isolation;
- improve the retention rate of Aboriginal students, both in urban and community schools;
- support and develop the competence and confidence of teachers through professional activities, especially those designed to support the specific ethos of Catholic education;

- provide students with the basic skills of literacy and numeracy, an appreciation of creative arts, and a framework which provides a reference for judgement in matters of ethics or morality;
- provide schools and facilities which meet the educational needs of Aboriginal people, support them in their move towards self-determination and ensure cultural integrity, which provides students with the skills needed to live fulfilling lives in contemporary society;
- acknowledge and respond to parents' requests regarding educational provision for their children;
- provide a full range of educational opportunities from T-12 for students within the Catholic education system, including adult education courses offered in CECs.

Independent schools

Major initiatives

The Independent Schools Association remains concerned about the emerging low- to middle-income earners in rural and isolated communities who do not have the available resources to access mainstream secondary education except via distance mode.

The difficulty of effective articulation into the tertiary sector for Aboriginal students still exists but the association is seeking to redress this situation.

Equity objectives of the Commonwealth Government are supported by the independent sector through the funding formula (in both general recurrent and targeted programs) to ensure effective delivery by schools.

During 1993, with the aid of funding from the Commonwealth Department of Employment, Education and Training (DEET), programs for students at risk, and a gifted and talented project for children in rural and isolated areas were initiated in some schools.

Priority objectives for 1993

Priority objectives centred around personal development of teachers and students. Related objectives included the academic development of students through diversification of curricula offerings, achievement of computer literacy by both staff and students, increased awareness of special student populations and their needs, as well as improvement of resources and facilities for general use. Other objectives included involvement with the school's community along with cultural awareness and spiritual development of staff and students.

The Common and Agreed National Goals for Schooling in Australia remain a valuable reference for checking school objectives.

Community involvement is essential in all school activities. The Independent Schools Association is examining ways to maintain and encourage community involvement and assist school board members to extend their management skills and acquire a deeper understanding of curriculum.

Excellence and equity

Student retention/participation

Details on student apparent retention rates for years 8-9, 8-10, 8-11 and 8-12 (excluding ungraded and part-time students) are provided in Table 3. Fluctuations in apparent retention rates are caused by students who repeat a particular grade; students who initially leave the school system before re-entering; and migration interstate and overseas.

Details on the apparent retention rates for government and non-government schools, by gender, are provided in Table 4.

Table 3. Student apparent retention rates, 1991-93 (per cent)

	1991	1992	1993
Year 8 to year 9	96.2	95.5	92.1
Year 8 to year 10	94	90.7	85.1
Year 8 to year 11	82.6	82.5	77.7
Year 8 to year 12	71.5	73.9	64.7

Source: NT Department of Education

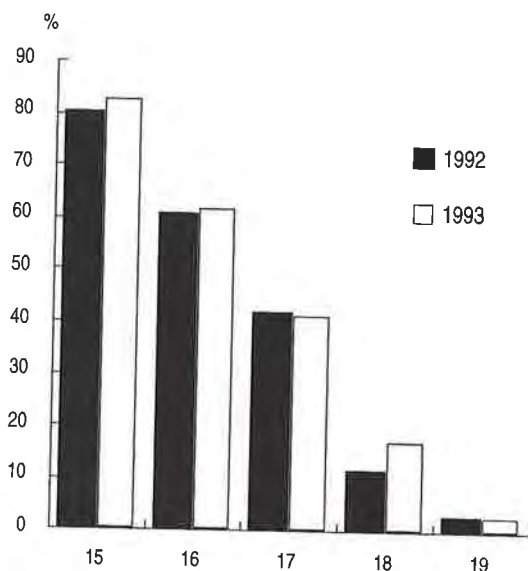
Table 4. Apparent retention rates by gender, government and non-government schools, 1989-93 (per cent)

	1989	1990	1991	1992	1993
Government					
<i>Female</i>					
Year 8 to year 11	80.5	75.3	78.8	84.7	82.8
Year 8 to year 12	56.1	60.8	74.9	72.3	66.8
<i>Male</i>					
Year 8 to year 11	75.7	75.0	80.2	84.2	77.5
Year 8 to year 12	50.1	51.9	75.4	68.8	62.2
Non-government					
<i>Female</i>					
Year 8 to year 11	72.2	72.0	88.3	62.2	61.8
Year 8 to year 12	49.0	53.3	45.2	70.4	43.5
<i>Male</i>					
Year 8 to year 11	62.9	74.3	71.0	67.7	57.3
Year 8 to year 12	36.1	40.4	44.3	48.1	43.7

Source: NT Department of Education

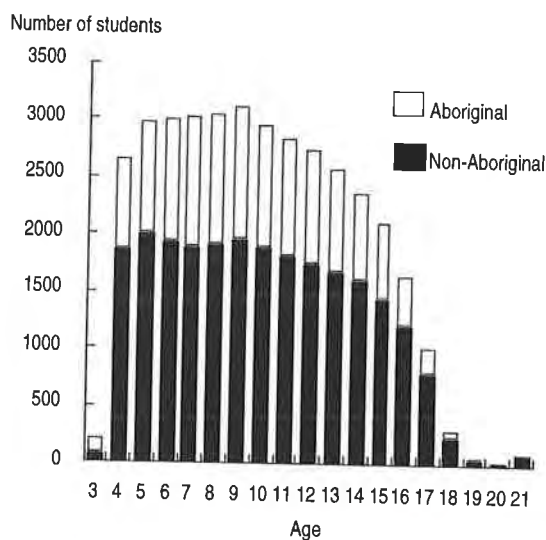
Figure 2 provides details on age participation rates (15–19) and Figure 3 demonstrates the age profile of students in Northern Territory schools.

Figure 2. Age participation rates (15–19-year-olds), 1992 and 1993



Source: Based on 1993 ABS population figures

Figure 3. Age profile of students in Northern Territory schools, 1993



Source: NT Department of Education



School council meeting

Parent participation

During 1993, the Department of Education established a Parent Participation Policy Working Party aimed at managing a broad-based consultation process and preparing a draft policy. Individuals were asked to express interest in participating in the working party and to meet the selection criteria by demonstrating a commitment to parent participation and community involvement in education. Parent and community groups were represented on the working party, which completed its draft policy at the end of 1993 ready for publication in 1994.

The Parents as Teachers Program, initiated in 1992, was evaluated in 1993. The results were positive. Parents are benefiting from the program and are interested in learning about child development. The Northern Territory Department of Education is committed to the involvement of parents in the educative process and this program aims to engender their interest.

Parent liaison

The department's Parent Liaison Officer provided a range of training programs to parents and teachers in schools in such areas as: parent participation; decision making; roles and responsibilities of school council members; conflict resolution; and the *Standard Devolution Package* (a practical guide to education decision making for school councils).

Support and advice was provided for parents, school councils and community groups, including the Northern Territory Council of Government Schools Organisations (COGSO) and Isolated Children's Parents' Association (ICPA).

Equity initiatives

Gender equity

Support for the implementation of the National Action Plan for the Education of Girls in Australian Schools included a series of awareness-raising conferences held in Alice Springs and Darwin aimed at teachers, principals and office personnel.

As a follow-up to the conferences, a number of schools took up the offer of funding for two relief teacher days to carry out their own research into gender issues raised in the national action plan.

Four schools obtained grants through the Gender Equity Component of the National Equity Program for Schools (NEPS). Schools developed programs for students to encourage their greater participation in mathematics and science.

Gifted and talented children

Over 40 school communities, represented by teachers, parents and administrators, attended in-service training programs in order to develop their own school policy and programs based on the Revised Policy for the Education of Gifted and Talented Children in Northern Territory Schools. The gifted children's advisory committee has continued development of a document entitled *The Special Needs of Gifted and Talented Girls*.

Two senior education officers were appointed to implement the Aboriginal and Islander Tertiary Aspirations Program, which is a project for the 1993–95 national Aboriginal Education Policy (AEP) triennium. This program, targeting exceptional children, aims to increase the number of Aboriginal and Torres Strait Islander students completing year 12 and proceeding to tertiary study.

Other programs for gifted students included the Gurrung and Dharra vacation schools, held in conjunction with the Northern Territory University; courses at Enrichment Centres, based at high schools and involving feeder primary schools; and the national Tournament of Minds competition. There were also more than 40 school-based programs which received 'seeding' funds to assist development of programs.

Students from non-English speaking backgrounds

Approximately half the school population in the Northern Territory originate from a non-English speaking background. For these students, located in diverse learning contexts in large and small schools in urban or non-urban centres, the focus of services was access to English learning. These services included English as a second language (ESL) programs for new arrivals in Intensive English Units, support for students

in mainstream classes under the ESL General Support Element, specific curriculum support and regional professional development programs.

In urban centres, ESL support was provided to over 2,400 students, of whom 40 per cent were Aborigines. Regionally-based ESL coordinators supported teachers of Aboriginal students in non-urban communities. The Commonwealth ESL General Support Element funding provided assistance to both urban and non-urban students in funding ESL teachers.

In a review of the ESL needs in the Territory, all schools were surveyed to identify actual ESL student numbers and the effectiveness of the program. The report will be completed in 1994.

Curriculum support was provided through specific new arrivals programs, by General Support ESL teachers and the Commonwealth-funded Aboriginal Education Strategic Initiatives Program.

Aboriginal students

Total Aboriginal student enrolment in Territory schools increased to 12,627 in 1993. The majority of these students are located in non-urban areas—in both large Aboriginal communities and remote homeland centres—and speak their own Aboriginal languages and dialects as their first language.

Education programs continued to be provided for a range of learning contexts—English-medium schools, schools with bilingual literacy programs and homeland centres. Bilingual education programs operated in 19 communities, covering 34 languages and dialects. To meet community expectations, some programs have been expanded from bilingual (English and one community language) to multi-language and culture maintenance programs. The process of accreditation is well established and continued throughout 1993.

Support for senior Aboriginal staff continued through AEP-funded professional support for Aboriginal teachers.

The Northern Territory Department of Education continued to provide input into the Australian Languages Framework Project for senior secondary students. The project team is based in South Australia and materials should be completed by the end of 1994.

Much work focused on providing Aboriginal teachers and inexperienced teachers with assistance in long- and short-term programming and providing resource packages to implement system-accredited courses of study in English, mathematics, science, social education, health and the arts.

The adopted teaching methodologies recognised the special learning needs of students who are steadily attaining competency in English. The strategies and learning activities incorporated into the resources aimed

to support and value the learners' languages and cultures, while exposing them to experiences which are relevant and appropriate to their ages, interests and language development.

School self-management

Northern Territory Government schools continued to make decisions on a range of matters devolved under the Education Act. The *Standard Devolution Package* has continued to be the main resource for councils and administrative staff, and is regularly updated.

Decision making and self-management in Aboriginal schools received strong support from Aboriginal Student Support and Parent Awareness (ASSPA) groups and community councils.

Curriculum commonality and national compatibility

High priority continued to be given to ensuring that all schools follow a uniform curriculum which is nationally compatible.

The Northern Territory Board of Studies continued development of its common curriculum framework with the approval of subject curriculum statements for English and technical studies, while statements in other subject areas continue to be developed. These statements clearly establish curriculum policy and guidelines in each area for the full range of students, including special populations.

The Territory is committed to making the best use of the statements and profiles for Australian schools over a period of time by ensuring that its own curriculum documents incorporate all that is of value in them.



Parent assists children with mathematical blocks

Special education and students with disabilities

The Northern Territory Board of Studies special education policy, *Provision for Students with Disabilities in Northern Territory Schools*, was developed through a process of extensive consultation, and is planned to be launched in 1994.

A certificate, the Statement of Educational Achievement, was approved for issue by the Northern Territory Board of Studies to students who have participated in special education programs and who are unable to receive the Junior Secondary Studies Certificate (JSSC). The certificate provides a general statement about the student's overall participation in schooling and is supported by detailed school documentation.

The Special Education Advisory Committee of the Board of Studies began development of a supporting document, *Implementing the Special Education Policy*, which will describe strategies that could be implemented by school communities to meet the needs of students with disabilities. This will be supported by in-service training conducted by student services personnel. A sub-committee of the advisory committee was approved to develop the first course document based on programs at Henbury Avenue School. When completed, this course will be submitted to the Board of Studies for approval as special-category curriculum.

School-to-work transition programs provided parents and students with disabilities with information regarding specific career education and vocational guidance.

Regional projects focused on the system priorities of integration, assistance for isolated children, professional development and school-to-work transition, according to the needs and priorities of the area. In almost all regions, the majority of funds was spent on facilitating integration, particularly for students in isolated settings. Funding allowed students with disabilities to be successfully maintained in regular classrooms and total-school programs through the provision of part-time instructor (PTI) support, additional therapy support and greater access to specialist services in isolated communities.

School-to-work transition programs at the regional level proved to be extremely successful for students, staff, parents and community agencies. Generally, the projects concentrated on developing options and allowed students with disabilities greater access to the whole school curriculum in more appropriate surroundings or through more appropriate use of technology, human and material resources.

Aboriginal and Torres Strait Islander Education Policy

Implementation of the national Aboriginal and Torres Strait Islander Education Policy (AEP) was extended in the Northern Territory through funding from the Aboriginal Education Strategic Initiatives Program (AESIP). Approximately \$11 million was allocated to the Department of Education to increase involvement, extend access, raise participation and enhance outcomes for Northern Territory Aboriginal and Torres Strait Islander people.

During 1993, 21 projects which addressed these areas included:

- employment of 29 Aboriginal Education Liaison Officers to support Aboriginal students through extending school-home links;
- support for 31 submissions to extend Aboriginal language and cultural maintenance;
- production of video and explanatory materials as part of the Aboriginal hearing program;
- school and regional office support for 11 mentor training programs;
- development of primary-level curriculum materials for use in remote schools and the development of secondary-level materials for use in distance education mode;
- construction of new or upgraded school facilities at four locations;
- further development of primary assessment instruments to provide feedback on Aboriginal students' academic attainment;
- continued assistance for post-school Aboriginal students through adult literacy programs, including programs for those in custody, and accredited courses at Batchelor College.

Outcomes from these activities are currently being assessed through a formal appraisal program. The appraisal report will be considered by the AEP Monitoring Group, consisting of DEET, Feppi (the NT Aboriginal Education Consultative Group) and the department.

Independent schools

Equity initiatives

Funding was received by a number of schools for ESL and special education programs. This funding was used to cover the costs of employing specialist teachers. A variety of methods were used for the evaluation of outcomes of these programs, the most common being observation and informal discussions with students to gauge their progress. Outcomes experienced to date include improvements in student progress and self-esteem.



Aboriginal parents at an ASSPA meeting in Batchelor

Catholic system

Retention and participation

The Catholic education system of the Northern Territory is moving towards having three secondary schools with senior classes over the next five years. Senior secondary classes will be available in Alice Springs in 1994 and in the northern suburbs of Darwin in 1995.

There was a marked increase in student numbers at Xavier CEC, especially in initial secondary studies. An additional on-site theology course and a training scheme for intellectually handicapped adult students is now offered. Twelve students from Wadeye completed a full year of studies at St John's College.

Decision making and community participation

Catholic schools operated with assistance from school boards and/or parent organisations. Through its staff members, the Catholic education system was represented on Feppi. Discussions continued with Aboriginal people concerning their role on the Catholic Education Council of the Northern Territory.

Aboriginal Student Support and Parental Awareness (ASSPA) committees continued to function in community and urban schools.

Student mobility

The mobility of students, both from interstate and within the Territory, continued to be an important issue. Sacred Heart School, Berrimah, continued to provide a program for assessment of the educational needs of students moving to the Darwin area, and specialised assistance for transition of students transferring from interstate. The Kumamadjin class at Sacred Heart School continued to provide appropriate educational facilities for students from Aboriginal communities whose previous school attendance had been limited. The attendance and performance of these students, from 5–12 years, has been satisfactory.

Liaison between Catholic High School, Alice Springs and Ltyentye Apurte CEC, Santa Teresa, continued. This liaison enabled a greater understanding of the two cultures, and students from Santa Teresa were able to move into an urban school with less difficulty.

Aboriginal communities

Schools in homeland centres associated with St Francis Xavier's School at Daly River continued to cater for the needs of local children, who, for one reason or another, returned to their homeland area for a period of time.

Our Lady of the Sacred Heart Primary School (Port Keats) and Murrupurtiyanuwu Catholic School (Bathurst Island) both undertook a full appraisal of their bilingual programs. This appraisal was directed by the Department of Education and included members of each local community. For both schools the final recommendation was for the reaccreditation of their bilingual programs.

To encourage the participation of younger children in educational activities, a new preschool was opened at Murrupurtiyanuwu Catholic School. The building created a new learning space, and is managed by a Tiwi family.

Vocational education

At Xavier CEC, there were significant increases in adult education courses, access programs and vocational programs. Adult courses in computer technology and business studies were developed at Wadeye. Five school leavers have enrolled at Batchelor College for courses in the Associate Diploma of Linguistics and Art.

Aboriginal teacher education

The number of teachers studying increased, as teachers returned to upgrade qualifications or obtain their initial teaching qualification. All Catholic Aboriginal community schools now have at least two trained Aboriginal teachers on staff and school communities support others in training. Vocational education centres established within Aboriginal communities continued the mentor program for those moving into positions of administration. The length of time and support structures need to be carefully determined and realistic funding levels provided to ensure that adequate support is given.

Murrupurtiyanuwu Catholic School now has Aboriginal teachers directing the early childhood program at the school.

Nine Aboriginal teachers from Wadeye (Port Keats) graduated with an Associate Diploma in Teaching (Aboriginal Schools) from Batchelor College. Three staff at Port Keats are studying for their Associate Diploma in Teaching (Aboriginal Schools) and two are

in their second year of the Remote Area Teacher Education (RATE) course.

Equity initiatives

Specific purpose programs funding made available to the Catholic education system enabled initiatives in special education (including integration), ESL and disadvantaged schools programs to be implemented. Catholic Aboriginal schools now have access to Commonwealth Specific Purpose (Government) funds and are supported by visits from Commonwealth officers.

Services for supporting the integration programs in urban schools continued with funding made available through special programs. In addition, some schools accessed funding for teachers to assist with language programs. ESL funding was made available to schools on a submission basis.

General and vocational education

Finn Review

In relation to participation of post-compulsory students in school programs, the Australian Bureau of Statistics (ABS) indicates, for the first time in many years, a decline in the apparent retention rate to year 12. While a range of factors may have contributed to this situation, it is a matter for future monitoring.

A preliminary mapping of key competencies in Board of Studies senior secondary curriculum documents was undertaken and a submission for funding under the Commonwealth Key Competencies Program was prepared to enable further investigation and trialling of the competencies in schools. Increased attention was given to the development of pathways and packages of courses appropriate for particular vocational areas and work is continuing in this area.

Changing arrangements for post-compulsory schooling

The first cohort of students potentially eligible to receive the new two-year minimum senior secondary completion certificate, the South Australian Certificate of Education (Northern Territory), or SACE (NT), commenced the second year of their studies in 1993. The SACE (NT) is a new certificate issued to students upon successful completion of senior secondary schooling (year 12).

School-TAFE links

Policies enabling schools to offer vocational education and training modules were implemented, with increased numbers of schools/colleges obtaining registered-provider status. Under these policies, completion of vocational education and training programs may contribute toward the SACE (NT) through giving status (credit) or Board of Studies' endorsement.

Work commenced on updating the 1992 *Credit Transfer Handbook*, which outlines some 70 senior secondary courses for which credit is given for particular vocational education and training programs in the tertiary area.

The restructured Northern Territory Rural College included in its program a package of senior secondary courses and selected vocational education and training modules which were modified to meet SACE (NT) requirements and specifically tailored to meet the needs of the rural community.

The amalgamated Alice Springs College of TAFE and Sadadeen Secondary College commenced operation as Centralian College. The new college is developing and consolidating management structures and strategies prior to consideration of opportunities for students to study a combination of vocational education and training programs and senior secondary courses.

Australian Vocational Certificate Training System pilots

Two institution-based Australian Vocational Certificate Training System (AVCTS) pilot programs commenced. The Training in Retail and Commerce (TRAC) program commenced in Darwin, with considerable support from education, training, industry and employer sectors. In Alice Springs, the Alice Springs Youth Partnership—a cooperative venture between the Central Australia Group Training Company, Alice Springs High School and Centralian College—targeted students at risk of discontinuing their secondary education, particularly at the post-compulsory level. Initial responses to this program indicated a high level of community support and potential for success.

Career education

Provision of a wide range of activities to support and promote career education in schools continued. The Job and Course Explorer (JAC) computer database was installed in an additional number of sites and an employer's guide for work experience was produced.

A teachers-in-industry pilot program was developed and implemented. This involved several home economics teachers spending two to three weeks in the catering departments of large hotels in Darwin.

Independent schools

Interaction with TAFE

A recent survey conducted by Price Waterhouse (Canberra), consultants for DEET, revealed independent schools had strong links and easy access to their local TAFE institutions. A number of students attended short courses at TAFE institutions. Several schools were involved in discussions with their local TAFE institutions, regarding future links.

Some schools used private training providers to run school-based courses for students, while visits to local industries, universities and other tertiary institutions provided variety to external linkages.

Career education

Career education programs concentrated mainly on career counselling visits to the CES, use of guest speakers on career issues and work experience in year 10. Some schools had career resource centres with computer equipment and other resources for student use. Career education programs proved useful to the students in subject and career choices.

Areas of student learning

Government sector

English

English remains a key learning area for students in the Territory. It comprises a set of communication skills, a field of knowledge and is also the medium of schooling. A major issue continues to be the challenge of providing the opportunity for students in remote educational contexts to achieve the outcomes of the curriculum.

In 1993, the Board of Studies approved the English subject curriculum statement for years T-10. Work continued on the curriculum support book *English for Years Transition to Year 10: Its Scope and Sequence* with the completion in draft form of the section for years 3-7.

Professional development focused on the development of school-based programs of study which ensure that all students are given access to the whole scope of the English curriculum in contextually appropriate ways. Planning began for a Territory focus on 'teaching reading', which is planned for 1994.

The Multi-level Assessment Program, previously the Primary Assessment Program, continued to assess selected aspects of the reading comprehension of students enrolled in years 5 and 7 in urban schools, and of students aged 11-16 years at stages 2, 3, 4 and 5 in Aboriginal schools. System-wide moderation of

classroom assessment of student writing, using moderation instruments, was carried out in a sample of schools.

At the year 10 level, 1993 was the fifth year in which completion of a common instrument of assessment contributed to the student's English grade for the JSSC.

At all levels the system-wide assessment program is designed to allow identification of students by gender and Aboriginality so that the performance of sub-groups can be monitored for equity purposes. Details are published annually.

English as a second language

During 1993, specific curriculum support for ESL included:

- validation and trialling of ESL scales in the NT, as in other States and Territories;
- AEP support materials for teaching English in Aboriginal schools—*Learning English in Aboriginal Schools (LEAS)* and *Getting Going with Genres*;
- foundation studies and general studies courses for Aboriginal CECs;
- moderation of courses in CECs, including those in English/communication;
- AEP junior secondary English modules for years 8 and 9 for Aboriginal students in communities (year 10 will be completed in 1994);
- further extension of English literacy materials—for example, *Tracks*, for middle and upper primary levels;
- participation by ESL students in the Northern Territory system-wide Primary Assessment Program in English—assessment of reading comprehension and moderation of writing—both urban and non-urban;
- accreditation of a revised Northern Territory senior secondary course, ESL parts 1 and 2 (stage 1).

Languages other than English

The major focus was the provision of professional development opportunities for language teachers. The Northern Territory, as managers of the development of the National Curriculum Guidelines for Indonesian, hosted the national Train-the-Trainer workshop for key personnel from government and non-government systems.

In addition, Territory participants attended workshops for the Chinese and Japanese curriculum guidelines in Victoria and Queensland respectively.

In-service training activities which focused on the planning and implementation of programs for years 6

and 7 were conducted for primary teachers of languages other than English. Professional development activities were also conducted for teachers of German and French at both primary and secondary levels.

A number of teachers were successful in gaining awards for short-term intensive 'in-country' study, mainly in Indonesia. The Northern Territory–Indonesian exchange program continued to attract participants, thereby providing experienced exchange teachers to support the local Indonesian language programs. The Territory continued its participation in the Japanese Monbusho's Rex Program, with a teacher from Japan working in the Alice Springs region.

The Territory provided representatives for the following national collaborative initiatives: the working party for the statement and profile on languages other than English; the Council of Australian Governments (COAG) working party on a National Asian Languages/Asian Studies Strategy; and the national reference group for the development of the Australian Indigenous Languages Framework.

Statistics of student participation in programs in the eight identified priority languages for the Territory are shown in Table 5.

Table 5. Students undertaking particular LOTE subjects, 1993

	Transition–7		Years 8–10		Years 11–12	
	M	F	M	F	M	F
Aboriginal	1,079	1,052	265	194	—	—
Chinese	129	110	44	31	34	23
French	16	29	59	109	4	25
German	60	49	67	73	2	5
Greek	10	6	34	36	14	13
Indonesian	2,123	2,061	919	1,016	42	75
Italian	362	342	63	58	6	8
Japanese	151	156	212	230	4	29
Portuguese	6	5	—	—	—	—
Tagalog	1	3	—	—	—	—
Vietnamese	5	—	—	—	—	—
Total	3,942	3,813	1,663	1,747	106	178

Source: NT Department of Education

Science

The major commitment in science curriculum activity was cooperation in the development of the science

statement and profile for Australian schools. Development of the moderation process for year 10 and stage 1 courses continued. A draft of a new years T-10 science subject curriculum statement, relating closely to the science statement and profile for Australian schools, was developed.

The CSIRO Science Education Centre at Berrimah continued to provide professional development for teachers and activities for science classes in urban and many rural centres of the Territory.

Development of science materials for use in Aboriginal schools continued at both junior secondary and primary levels.

Technology

Technology is not offered as a subject in its own right but aspects of it are taught in science, agricultural studies, computing, technical studies, home economics and business education.

Information on the profile and statement on technology for Australian schools was disseminated to teachers of technology following train-the-trainer sessions.

Science is a compulsory subject in years T-10, and technical studies, home economics and business education all have compulsory introductory units in years 8 and 9. During the years of compulsory schooling, computing is listed as a key learning area and is integrated across the curriculum.

Territory schools are well equipped with computers and continue to have access to a \$2 for \$1 subsidy to expand and upgrade their systems and software. A technology education centre assists in the dissemination of information related to teaching technology.

The main issues in this area relate to the provision of a range of equipment in all schools at a time of limited resources; and to the best means of ensuring that technology education is fully implemented across all subject areas. The use of technology in delivering distance education programs to people in remote areas is being trialled in some areas and implemented on a limited scale in others.

In senior school, all subjects offer a range of semester-length courses in SACE (NT) stage 1, leading to semester- or year-length courses at stage 2. A major issue at the senior level has been the articulation of courses with TAFE. Most senior courses were substantially revised, with the inclusion of TAFE competencies where appropriate.

Mathematics

The implementation of *Learning Mathematics* in primary school and of the Board-approved course of study in years 8-10 continued.

The Mathematics Teaching, Learning and Assessment Project (MaTLAP Project), a joint project between the Department of Education and the Mathematics Teachers Association of the Northern Territory (MTANT), completed its first year of operation, assisting with the delivery of the key messages of *A National Statement on Mathematics for Australian Schools* and *Mathematics—A Curriculum Profile for Australian Schools*.

Assessment continued, through the Multi-level Assessment Program, of student understandings of the Board-approved mathematics courses. This assessment was conducted in years 5 and 7 in urban schools and at stages 2-4 for students between the ages of 11 and 16 in non-urban (Aboriginal) schools.

At the year 10 level, 1993 was the fifth year in which a common instrument of assessment contributed to the mathematics grade for the JSSC.

As previously explained, the system-wide assessment program is used to monitor the performance of sub-groups, for equity purposes, on the basis of gender and Aboriginality.

Commonwealth funding was secured through the Country Areas and Disadvantaged Schools Components of NEPS to support two major projects, the Calculators and Estimation in Northern Territory Schools (CENTS) Project and the Task Centres for Aboriginal Schools (TACAS) Project, both of which have been particularly successful, having received acclaim at both local and interstate levels.

Studies of society and environment

The studies of society and environment learning area includes two subjects in the Northern Territory curriculum—social education and business education, with aspects of environmental studies also being covered in science.

In years T-7, social education has a time allocation of two hours per week and 360 hours over three years in years 8-10. In both settings it comprises a number of units which are informed by disciplines underlying the subject area; however, single units do not necessarily have a single-discipline focus. In the senior years, specialised courses and subjects appear. Some 16 subjects are offered in stage 2.

Business education in years 8-10 has a compulsory element, focusing on an individual's interaction with Australian legal and economic systems. It has a time allocation of 80 hours. Opportunity is also provided for students to undertake electives in areas such as key-board skills. In the senior years, 19 semester-length units are offered at stage 1 and 23 units at stage 2, covering a range of specialist areas including economics, legal studies, business management and office skills.

Moderation of stage 1 subjects is a major ongoing focus for the business curriculum area.

In the area of assessment, the main development has been the consolidation of moderation at year 10 level in social education. Assessment activities and work requirements continue to be developed and documented for SACE (NT) courses in history, geography and social studies.

Social education has separate guidelines for years T-7 urban, rural and remote schools. The rural and remote document is designed specifically for use in predominantly Aboriginal communities.

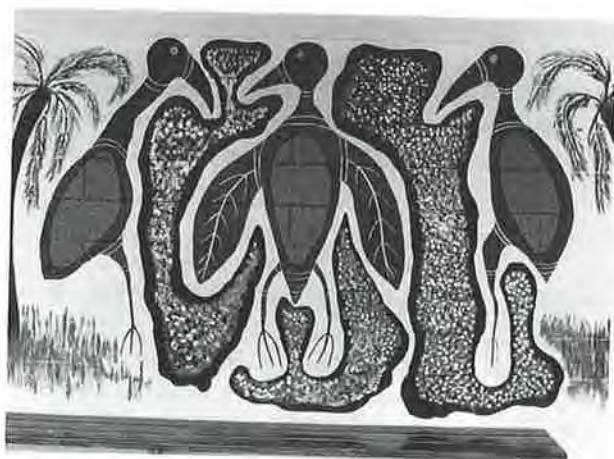
The arts

The arts include the learning areas of art, craft and design (visual arts) and dance, drama and music (performing arts). The subject area forms part of the compulsory Board-approved curriculum for years T-10, with a time allocation of two hours per week in primary schools and 240 hours over three years in years 8-10. Students are expected to engage in at least one area of visual arts and one area of performing arts, with a third option taken from either the visual or performing arts.

Preparation for the revision of the arts curriculum documents for the years of compulsory schooling has commenced. The completion of the statement and profile for Australian schools in the arts is expected to accelerate the curriculum writing process.

In senior school, there are 28 semester-length courses available at stage 1 of the SACE (NT). These include courses in each of the learning areas. Moderation procedures are currently being reviewed for these courses. Special courses on the visual arts and Indonesia have developed.

The Board-approved years T-7 curriculum in the arts is being reviewed, with consideration being given to the inclusion of the learning area, designed to the needs of special populations.



Murals at Moulden Park Primary School

Health and physical education

Health and physical education are covered in three stand-alone curriculum areas—health education from T-12, physical education from T-12 and home economics from years 7/8-12.

In health education, the T-10 courses are taught within a comprehensive framework with sequentially developed concepts. Rural and remote schools with a high enrolment of Aboriginal students use a specially designed framework called *Health is Life*.

A subject curriculum statement is nearing completion and Board-approved courses of study in health education are being developed. These courses will address the issues of equity, access and literacy skill development. Results of a survey provide direction for curriculum development and an evaluation of the extent and level of health education topics addressed by schools.

A curriculum statement and Board-approved courses of study in physical education are to be revised and formalised now that the statement and profile for Australian schools for the learning area have been distributed.

In home economics, issues have included: revision and finalising of draft introductory and elective units; provision of support materials and services; clarification and illustration of personal development issues within current curriculum; familiarisation with the statements and profiles in technology and health and physical education; and promotion of the breadth and depth of the current home economics curriculum area.

The draft home economics subject curriculum statement is being revised in light of the distribution of statements and profiles for Australian schools. Elective units in food and nutrition and textiles and design are being implemented at junior secondary level. Elective units in home and family are currently being trialled. At senior secondary level there are now 16 semester-length SACE (NT) stage 1 home economics courses, covering the areas of food and nutrition, hospitality and catering, textiles and design, home and family.

The Territory participated in the national Nutrition Education in Schools Project, which involved the collaborative participation of home economics and health teachers and the broader school community.

Independent schools

Languages other than English

Schools continue to take an interdisciplinary approach to the teaching of languages. For example, lower primary students are introduced to languages through cultural experiences such as music and dance. Such

experiences are widened and reinforced in later years by project work examining the history, geography and cultural mores of the country where the language is spoken. Several schools include the study of Aboriginal languages as an essential part of their curriculum. Students identified as requiring special assistance are offered extra tuition in after-school programs.

Science

Schools are continuing with the trialling of a network approach to science instruction. This approach encourages creative thinking and problem solving. Schools have also found that coeducational groups encourage participation by all students; and science fairs and extended problem solving have expanded opportunities for students gifted in this area.

Technology

Schools have continued to engage a greater number of primary students in the acquisition of calculator and computer skills. At the secondary level, students are involved in ongoing programs of computer instruction. Technologies are being used to enhance the diversity of courses and educational topics for students, and the careful acquisition of additional technological resources should continue this process.

A diverse range of technologies was used to broaden the perspectives of students and to enrich instruction. Problem-solving, research and decision-making skills were developed through the use of computers and related information-based technologies.

Studies of society and environment

Studies of the environment centred on developing a student's care for, and love of, the land. Activities included tree planting and other experiential nature studies.

Studies of society were enhanced by visits with local community groups who also provided special assistance to Aboriginal and Torres Strait Islander students. Although Northern Territory students are often disadvantaged by distance and remoteness, this problem is partly eased by regular visits from various artists and sportspersons. The establishment of special relationships with other schools, both within the Territory and in other States, helps to diminish the 'tyranny of distance'.

Health and physical education

Courses included sports, health, science, home economics, athletics and a variety of related topics. Most schools had an annual sports day at which all students were encouraged to participate, particularly special student populations.



Aboriginal children doing their homework at the White Eagle Centre in Batchelor, assisted by a parent

Some schools offered individualised instruction for selected special student populations, while others sought to integrate all special students, through the use of integration aides, into courses offered to the total school population.

The arts

Music and drama are seen as important areas of learning by all schools. Several schools also offered dancing, media studies, art and craft to enhance their arts curriculum. Arts courses were offered to the whole school and, to add variety, students were encouraged to participate in local artistic competitions. Some schools made a special effort to cater for special student populations to participate in this learning area, including the purchase of special equipment to facilitate their involvement.

Asian studies

Most of the schools had incorporated Asian studies into their social studies and humanities curricula. Topics on Asian foods, music, dance and cultural studies were interwoven into the mainstream courses. Students were able to gain personal exposure to Asia and its peoples through active student exchange programs with Asian countries.

Catholic system

English

There was a continued emphasis on English as a written and oral form of communication. Testing throughout the Territory included students from Catholic schools. Results published by the Board of Studies indicated that appropriate standards have been achieved. There is still a need for increased support for students who have disabilities or for whom English is a second language. At Murrupurtiyanuwu School, support was received from the Menzies School of Health and the department to assist students with hearing impairment. At Xavier

CEC, staff attended the department's in-service training programs to discuss appropriate moderation protocols for English. Staff are concerned that inappropriate oral English protocols are being used to moderate foundation and general studies courses.

Languages other than English

Arrernte, Greek, Italian, Indonesian and Japanese languages were available to students in Catholic urban primary schools. Arrernte, Indonesian and Japanese languages were available in Catholic urban secondary schools. In Aboriginal community schools, Arrernte, Murrinhpatha and Tiwi languages were taught within the context of the bilingual programs. To support these programs, cultural exchanges continued, with a group of secondary students travelling to Indonesia and interchange occurring between urban primary/secondary schools and a local Aboriginal school. Literacy programs continued in Aboriginal schools and have proved to be effective. Maximum use is not being made at a national level of the expertise and resources developed.

Mathematics

Mathematics continued to be a significant part of the curriculum. All primary schools participated in testing in mathematics. Secondary schools are also involved in the Northern Territory testing programs and moderation procedures.

English as a second language

Funding from the Commonwealth, under the General Support sub-component, was used to provide ongoing support for students of non-English speaking backgrounds. The ESL needs of Aboriginal children are gaining greater recognition and hence efforts are being made to address the English language teaching of these students from the perspective of it being a second language for them.

Science

The interest in teaching science in the years T-7 is growing and staff are being exposed to new teaching strategies and course materials. This puts teachers in a better position to offer more relevant courses, with a focus on process and problem solving. Science is a compulsory subject in years T-10.

Technology

Schools have made greater use of technology by investing in computers. Courses in years 8-10 have computers and other technologies to facilitate learning and encourage students to broaden their experience of the subject matter as well as gain insight into the futuristic directions of technology.

Studies of the environment

These studies are covered in the social education and business education subjects and in sections of the science curriculum.

The arts

The arts include the areas of the visual and performing arts. Schools address these areas in a comprehensive way, with the focus on student-centred learning.

Health and physical education

In health, current social health issues are addressed and the physical education programs range from the development of skills to the playing of competitive sports. The curriculum followed is according to the directions of the Northern Territory Board of Studies.

Asian studies

A number of the schools teach Asian languages in the years T-10. Several other schools are planning to add Asian languages to their curriculum offerings. Some schools are investigating the distance education mode for their delivery of these programs. One school will be involved in the MAGNET program in 1994.

Teaching and learning

Government sector

Recruitment

The 1992 pattern of reduced availability of teaching positions in the Northern Territory Department of Education continued throughout 1993. Base-grade teacher vacancies, particularly those in Darwin urban areas, were filled predominantly by local applicants, including relief teachers and Northern Territory University graduates. Some special education vacancies, secondary specialist positions and positions in Aboriginal community schools were filled by interstate applicants.

Tables 6, 7 and 8 and Figure 4 provide information on teaching staff.

Local selection panels

Training in interview and selection processes at local level commenced. Participants included teaching staff, school council nominees and Australian Education Union nominees.

Table 6. School-based teaching staff, by level and gender, 1993 (full-time equivalent)

Major activity	Government		Non-government		All schools
	Males	Females	Males	Females	Persons
Preschool	2.0	80.1	—	5.4	87.5
Primary	312.4	937.8	66.0	211.7	1,527.9
Secondary	282.8	331.4	99.8	104.0	818.0
Special	14.0	70.3	—	—	84.3
Total	611.2	1,419.6	165.8	321.1	2,517.7

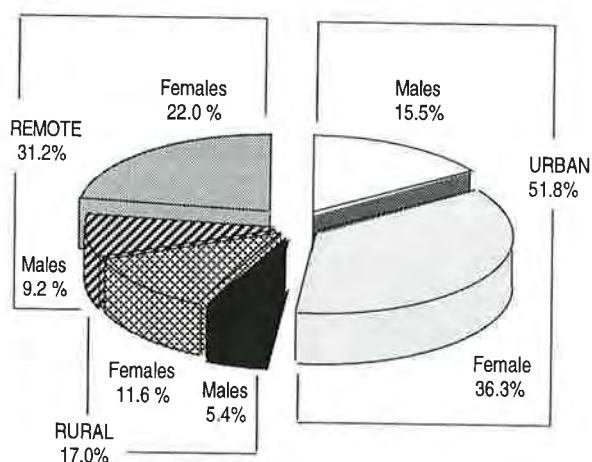
Source: NT Department of Education

Table 7. Government staff by sector, type and gender, school-based and non-school-based, 1993

	School-based		Non-school-based		Total
	M	F	M	F	P
Teaching	611.2	1,419.6	—	—	2,030.8
Non-teaching	114.0	447.6	155.6	248.8	966.0
Total	725.2	1,867.2	155.6	248.8	2,996.8

Source: NT Department of Education

Figure 4. Location of government schools teaching staff, 1993



Source: NT Department of Education

Table 8. Non-government staff by sector, type and gender, school-based and non-school-based, 1993

	School-based		Non-school-based		Total
	M	F	M	F	P
Teaching	165.8	321.1	n.a.	n.a.	486.9
Non-teaching	47.9	131.1	*	*	179.0
Total	213.7	452.2	—	—	665.9

n.a. not applicable

* data not available

Source: NT Department of Education

Public Sector Employment and Management Act 1993

The implementation of the *Public Sector Employment and Management Act 1993* saw the repeal of the Northern Territory Teaching Service Act and brought government teaching employees into the same legislative framework as other public sector employees.

Master Teacher

The Master Teacher scheme continued its fourth year of operation. The scheme recognises outstanding classroom practitioners and provides an alternative career path that allows teachers to remain in the classroom. The scheme has three levels and the allowances paid bring level two and three maximum salaries up to the equivalent paid to senior teachers and assistant principals in the administrative stream. Conferral of the status is through assessment against established criteria. The award is a personal recognition and is not dependent on positions being available or any other quota.

Teacher appraisal programs

The incorporation of teachers from the Northern Territory Teaching Service into the public sector under the Public Sector Employment and Management Act on 1 July 1993 has meant a review of all teacher assessment programs.

For probation, which is the prime support mechanism for all new teachers, new procedures were required and have been developed. As well, promotion procedures have been brought in line with those for other public sector employees. A regular appraisal program for all teachers is being developed and will be trialled in 1994.

Equal employment opportunity

The *Public Sector Employment and Management Act 1993* requires that all departments develop equal opportunity management plans that must be in place by July 1994. Strategies to develop the Department of Education's plan include awareness raising, collection of relevant information, and preparation of a plan reflecting organisational needs and goals, followed by implementation and monitoring.

Human resource development

The Human Resource Development Branch maintained its core business in two primary areas: INSET—In-service Education and Training (responding to staff needs); and policy implementation (responding to system needs).

The range of INSET programs includes: staff effectiveness training; organisational effectiveness training and consultancy; effective teaching via educational management and leadership programs; human resource support; personal and career development opportunities; coordination of system-wide in-service needs; and support for professional associations.

The branch maintained its existing structures which enabled needs assessment for training and development to be conducted and appropriate programs approved and implemented, within Local Staff Development Advisory Committees (involving ten regional and sectional advisory committees). Elected representatives from these committees formed an Executive Staff Development Advisory Committee (ESDAC), which monitored funding allocations, coordinated central in-service programs, and provided a forum for regional coordination.

ESDAC also provided policy advice to the Professional and Career Development Committee (PCDC), which has representation from the Senior Executive Group, the teaching and public sector unions, Council of Government Schools' Organisation and the Northern Territory University. The primary function of PCDC is to review and establish departmental human resource development priorities, plans and policies.

Resourcing Territory schools

Government sector

Resource distribution and management

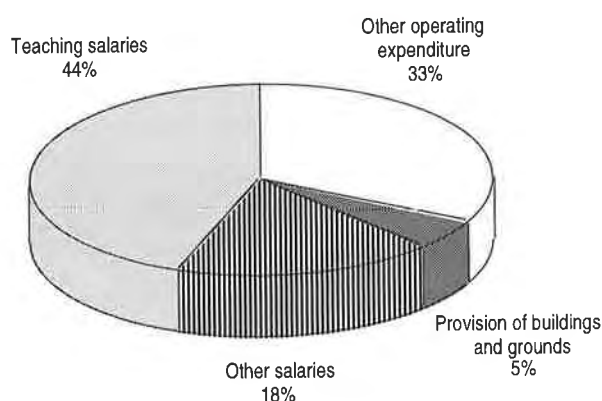
The Northern Territory school population has a majority of students of low socioeconomic status and the highest per capita ethnic population in Australia. Over one-third of the students are Aboriginal, mainly traditional Aborigines. These factors significantly impact upon the cost of delivery of education. This is further

compounded by the remoteness and dispersion of Aboriginal students.

During 1992–93, the total expenditure for the Department of Education (excluding TAFE) was \$221 million (increased from \$216 million in 1992). The Commonwealth provided general recurrent funding totalling \$10 million for students in Northern Territory government schools. Details on government expenditure on schools and salaries are provided in Figures 5 and 6.

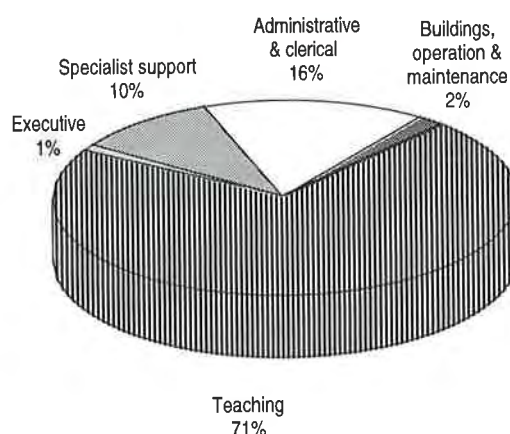
Under the Capital Grants Program for government schools in 1993, the Northern Territory Government received a total of \$3.1 million from the Commonwealth, comprising the following elements: General Element \$2,445,000; Secondary Support \$103,000; and Secondary Refurbishment \$548,000.

Figure 5. Government expenditure on schools by major category cost, 1992–93



Source: NT Department of Education

Figure 6. Salaries expenditure, 1992–93



Source: NT Department of Education

Non-government schools

Recurrent expenditure

Grants were received from both the Territory and Commonwealth Governments. The Commonwealth contributed \$14.2 million to non-government schools in 1993 for all programs, including \$5.9 million in General Recurrent Grants, and the Territory Government \$2.6 million. In addition, fees paid by parents and fundraising activities contributed to the total revenue of schools.

Capital outlays

In 1993, non-government schools received \$2.5 million from the Commonwealth and \$1.2 million from the Northern Territory Government for capital works.

Catholic system

As in previous years, grants were received from the Territory Government (\$2.3 million in recurrent and \$0.1 million in capital grants). The Commonwealth also contributed general recurrent grants to the Catholic system totalling \$4.8 million. Fees paid by parents and fundraising organised by school communities contributed to the total school revenue.

Specific purpose programs

Government sector

Disadvantaged schools

Under the Disadvantaged Schools Component (DSC) of the NEPS, the majority of funds available to the Northern Territory was allocated to the six regions for distribution. Committees considered submissions for students in identified schools and made recommendations for funding according to Territory and regional priorities.

The Northern Territory Department of Education encouraged whole-school community participation in projects aimed to improve educational access and outcomes for students who are socioeconomically disadvantaged. Literacy and numeracy projects which aimed to increased access to learning through technology and professional development continued to be priority areas for funding. Other projects focused on curriculum development and cultural issues.

Funds identified for projects of Territory-wide significance supported multimedia information centres in remote schools, communication programs for students studying through the Schools of the Air, Mathematics Task Centres for Aboriginal students and the Northern Territory Outdoor Education Centre.



Aboriginal children doing their homework at the White Eagle Centre in Batchelor

Disadvantaged Schools Component Index of Disadvantage

The Northern Territory continually made representations to DEET to have the national Index of Disadvantage reviewed before the introduction of the NEPS in 1994, to address the longstanding inequities produced by the current program formula. The formula discriminates against the poorest students in Australia, most of whom are Aborigines in remote areas. It is hoped that recommendations of the Ashenden and Milligan review of allocative mechanisms will be adopted, and a tighter focus will be given to targeting the poorest students in Australia.

A graphic example of the skewed nature of the data used in the current formula is demonstrated by the identification of Mamaruni as the least socioeconomically disadvantaged school in the Northern Territory. Mamaruni, a remote Aboriginal community, is ranked in the bottom 5 per cent of the 1991 ABS Index of Relative Socioeconomic Disadvantage.

A resolution of the problems with the index has proved elusive over the last decade, resulting in most disadvantaged students having been denied their fair share of Disadvantaged Schools funding. It is hoped that these problems will be addressed in the current review of the NEPS allocative mechanisms. In the Northern Territory, the Disadvantaged Schools Component funding is allocated in proportion to the relative poverty of its students on the basis of the ABS Index of Relative Socioeconomic Disadvantage.

Country Areas General Component

Regional and system-wide projects targeted the high proportion of students in remote areas who were disadvantaged by geographic isolation and who lacked access to the range of educational facilities available to their urban counterparts. Regional committees were able to identify local needs and recommend projects which

would allow the most effective utilisation of funds available under the guidelines for this component.

Collaborative projects which included community involvement were encouraged. Excellent examples of such projects are the 'Desert Harmony' festival and 'Sport and Cultural Interaction' in the Barkly (Tennant Creek) region. In other areas, projects which enhanced learning through technology across the curriculum, the production and sharing of literacy and numeracy resources and the provision of advisory support for remote schools proved to be most beneficial.

Funds for projects of Territory-wide significance were directed towards projects which improved communications for students studying through the secondary correspondence school and the Schools of the Air, and provided travel assistance for tutors in remote areas.

Country Areas resource allocation formula

Unfortunately, recommendations of the DEET working party which was established to review the Country Areas formula (referred to in the 1991 *National Report on Schooling in Australia*) were not progressed. The Ashenden and Milligan report, undertaken in 1993 in consultation with the States and Territories, states that the Country Areas Component uses 'an inefficient weighting system to take account of marked differences in levels of need within the target group'.

State allocations in 1995 will again be distributed using 1976 Census data (this data will be 20 years old before any possible variation can be made), and as a result of the inefficient weighting systems, resources will continue to be allocated to students in proximity to major population centres—the formula still failing to distinguish between the widely differing levels of access disadvantage. For example, persons 151 kilometres from population centres of 10,000 are resourced at the same level as persons who live in excess of 600 kilometres from those centres. Many of these remote communities have significant numbers of the most socioeconomically disadvantaged populations in Australia, including Aborigines.

The Northern Territory allocates its Country Areas Component funding on the basis of relative access disadvantage using the Griffith Service Access Frame, thus ensuring those students with the greatest access disadvantage receive the most assistance.

Country Areas National Component

In 1993, \$206,000 was provided by the Commonwealth to implement stage 2 of the Country Areas National Component in the Northern Territory. The Accessing Secondary Education through Technology Project allowed more secondary students to access the technology available for learning through the Support

Network, telematics, interactive television, and CD-I (Compact Disk-Interactive).

The Support Network

The Support Network was originally put in place to support mathematics in remote secondary schools but other subjects became part of the network following requests from schools. The network now has support from the Curriculum and Assessment Division, and advisers in Operations North and South, and schools are supporting each other. Secondary schools in Darwin and Alice Springs have expressed a need to be part of the network.

Telematics

Telematics was set up in two remote secondary schools (Tennant Creek High and Nhulunbuy High) at the end of 1992. A teacher from Kununurra District High School taught ESL to Territory students. The trials continued through 1993 with great success. Principals and staff from the project schools were trained to use telematics equipment, and telephone lines and equipment were installed in all schools. Schools have been negotiating with each other to receive lessons for their students.

Interactive television

Staff from Centralian College attended a workshop at Edith Cowan University to train as the panel for an interactive television program. They worked closely with the West Australian Live Science team. The Manager of 8CCC, a community radio broadcaster in Alice Springs, is coordinating the program. Imparja Television has agreed to uplift and broadcast the program. The interactive show will go to air for ten weeks after the video clips become available. During the television program, students will be able to ring in on a toll-free number and ask the panel questions about the video segment.

CD-I

The development of CD-I at Centralian College is continuing. Training was undertaken in 1993. Demonstration programs were produced and staff are now working towards subject-based CD-I programs.

English as a Second Language (New Arrivals sub-component)

The Northern Territory Department of Education provides intensive English language instruction for primary and secondary students at two Intensive Language Units in Darwin. These units provide a comprehensive cross-curriculum program which focuses on the language demands of schooling and thus prepares students to move into mainstream classes. These programs are delivered by specialist and bilingual staff. Students

living outside the Darwin area also receive intensive English instruction, on a needs basis, through the employment of specialist ESL staff. Commonwealth funding was used to provide specialist ESL teachers, teaching and learning resources, and in-service activities. The New Arrivals sub-component provides intensive English language support to migrant children. Aborigines who require the same level of intensive English language support are not provided for under current Commonwealth ESL programs.

English as a Second Language (General Support sub-component)

Commonwealth funding for the ESL General Support sub-component supplemented the Northern Territory Government's significant financial commitment to support ESL students in mainstream classes. A high proportion of these students are Aboriginal or Torres Strait Islanders from rural or remote schools. Funds were used primarily for the employment, on a needs basis, of above-establishment specialist ESL teachers in schools. They provided ESL instruction for non-English speaking background (NESB) students across the curriculum, and professional development for mainstream teachers working with ESL learners. The national reallocation of ESL funds by the Commonwealth has enabled the Territory to provide in excess of \$500,000 as school-based funding to support Aborigines in non-urban areas.

Gender Equity Program

The Gender Equity Program began with funds being allocated to four secondary schools (Jabiru, Katherine, Tennant Creek and Taminmin) considered disadvantaged through geographic isolation and where the provision of alternative patterns of schooling is difficult.

Funds were used by the schools to provide staff professional development, student career development, staff and student travel, and to purchase specialised equipment. The funding provided the base for these schools to establish programs which could then be continued on their own initiative. Emphasis was placed on promoting more technology-oriented careers for girls. Where possible, presentations and projects were delivered by women in the workforce.

The projects undertaken demonstrated a diverse approach to the way in which schools tackled the problems of equity for girls in the curriculum. Emphasis was placed on hands-on and collaborative learning. Professional development provided improved staff skill levels in this area and the materials purchased provided a basis for further extension and greater student involvement in the future.

Special Education Component (Schools Support—Government)

Commonwealth funding provided under the Schools Support—Government sub-component continued to support projects aimed at integrating students with disabilities into regular classrooms. Special schools and regular schools with eligible students were invited to submit proposals for funding for specialist equipment and materials, curriculum and professional development, and classroom support.

Funds were also allocated to projects which allowed for: an increase in the number of advisory visits; the provision of specialist services to students in remote areas; and the provision of items like equipment for Braille production. A high proportion of available funds was targeted towards students with disabilities who were studying through the Alice and Katherine Schools of the Air. Other successful projects allowed students to undertake employment skills training and work experience.

An extensive review of implementing services for students with disabilities was conducted through the Northern Territory Board of Studies, and the Special Education Policy will be launched in early 1994.

Intervention Support—Joint

Funds provided under the Special Education Intervention Support—Joint sub-component were distributed to government, non-government and non-school organisations, based on recommendations of an advisory committee.

A major proportion of funds was spent on supporting integration programs which were designed to facilitate learning for students with disabilities by improving access to educational services. Other funds were directed towards specialist services, curriculum and professional development and the purchase of specialised equipment and materials.

Students at risk

In 1993, the Commonwealth provided the Northern Territory with \$100,000 through the NEPS Students at Risk Component. This enabled the department to employ an advisory teacher and assistant to work in conjunction with the behaviour management services team to assist schools with 'students at risk'. This team structured complementary programming for staff professional development and parent workshops to develop a practical approach to deal with the concerns of the students at risk (those with behavioural problems). Through the work conducted, the team has developed parameters for the identification of, and programming for, particular students (and student groups) and their needs.

The team liaised with other student services' personnel, community agencies, such as paediatricians, guidance officers and juvenile justice officers, and school-based personnel such as counsellors, nurses and constables. The success of the program's three target areas (students, parents, teachers) was seen in the increased desire of students to comply with normal social codes and to remain within the education system. The team worked with 103 students, 48 parents and 76 staff to provide a caring and supportive network in which the key goals were attitudinal change to learning and authority figures, and the development of more responsibility for self.

Literacy and Learning General Component

Commonwealth funds were provided to the Northern Territory for the Literacy and Learning General Component. These funds were used for salary, travel costs and materials to develop the Literacy Connection in the Northern Territory Program. Two officers were appointed for a period of six months to work further on assisting teachers of junior secondary science and social education to become more aware of the language demands of their subjects and, in particular, of the year 10 moderated tasks.

The science package contains five training modules and additional subject specific materials, teaching strategies and resources to assist in the explicit teaching of the language demands of the moderated tasks in science.

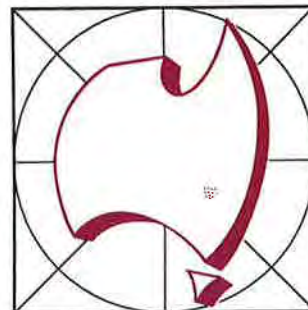
The professional development program for social education teachers has been designed as a stand-alone package to assist any social education teacher requiring a deeper understanding of the language demands involved in the common assessment task for social education students in year 10.

The materials were extensively trialled with all science and social education teachers in eight schools designated as disadvantaged in Alice Springs, Darwin and Tennant Creek, with considerable input from the advisory staff in both Alice Springs and Darwin.

National Project on the Quality of Teaching and Learning

The Northern Territory's participation continued in the final year of the National Project on the Quality of Teaching and Learning. The sub-project, the National Schools Project, was a partnership supported by Commonwealth funding and by funds from the Northern Territory Government.

AUSTRALIAN CAPITAL TERRITORY



Introduction

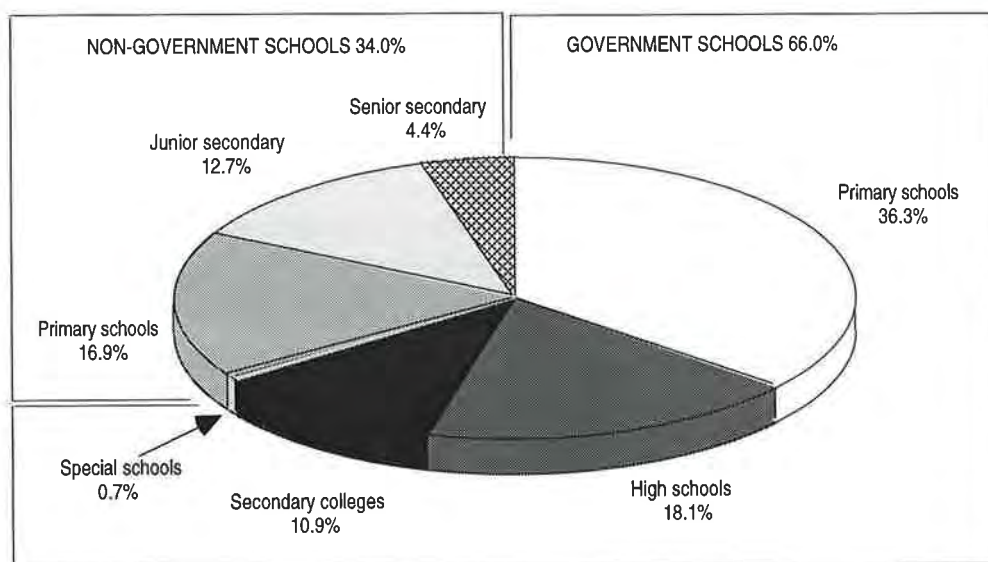
On 30 July 1993, 65,723 students were enrolled in schools and preschools in the Australian Capital Territory. A total of 134 school sites provided a variety of school structures to ACT students across the sectors. Students attend a diverse range of government, Catholic and independent schools. Figure 1 shows the distribution of those students. Approximately two-thirds (40,492) of the eligible ACT school population were enrolled in 95 government schools. The enrolments comprised 22,241 primary students, 11,113 high school students, 6,700 secondary college students and 438 special school students.

The other third, a total of 20,821 students, were enrolled in 39 ACT non-government schools. Of all non-government enrolments, 15,771 or 75.7 per cent of non-government enrolments were in Catholic schools. Seventeen per cent of the remaining non-government enrolments were in Anglican schools and 7.3 per cent were in other non-government schools.

An additional 4,274 students were enrolled in 78 government preschools, a 2.4 per cent increase in preschool enrolments in the past 12 months.

Overall total projected enrolments in ACT schools have risen gradually in recent years. On the basis of February 1993 enrolments, future projections indicate a slightly reduced rate of increase in ACT student enrolment.

Figure 1. Enrolment by sector and level, all schools, July 1993



Source: ACT Schools Census, July 1993

Mission statements

Government, Catholic and independent schools in the ACT work in partnership with parents and the community to empower students to live in, and contribute to, a rapidly changing society and to act as responsible and independent children, young people and later self-sufficient adults who care about others and their environment. All schools endorsed the Common and Agreed National Goals for Schooling in Australia and used them as a framework for evaluation of their current educational programs.

Priority objectives for 1993

Government schooling

The Education Plan for ACT Public Schools 1991–93 outlines the directions for government schooling. Core values and principles identified as fundamental to the provision of ACT government education are:

- quality and excellence;
- fairness, equity and equality;
- community participation;
- cohesion and responsiveness;
- social and cultural consciousness;
- openness and accountability.

The four specific goals identified in the plan demand quality in:

- leadership and management;
- curriculum;
- teachers and the teaching and learning environment;
- the partnership between the department, schools and their communities.

Preliminary work on the development of the next Education Plan for the Department of Education and Training has begun. The Ministerial Advisory Council on Public Education (MACPE) completed its full year of operation in 1993. The council examined the directions public education should take, produced an issues paper, which formed the basis of consultation with schools, and will produce a paper containing recommendations for the Minister in 1994.

Other initiatives for the development of the next Education Plan include major reviews of key features of education services:

- School-based curriculum: The majority of stakeholders consulted endorsed the principle of school-based curriculum decision making which

enables teachers to meet the learning needs of specific groups of students. All the review recommendations, including the introduction of the national statements and profiles, are framed within this premise and are designed to provide support for teaching and learning.

- Behaviour management: A 'cascade' model of service delivery was recommended, from the least intrusive to the most intrusive model of behaviour management. Most emphasis will be placed on developing a positive environment in the school, providing resources to work with disturbed students in the school and only withdrawing them after all other strategies have been exhausted.

Non-government schooling

Priority objectives for non-government schools in 1993 were to:

- maximise the competence, efficiency and confidence of teachers;
- provide better feedback to the school community and to involve the community in school operations;
- maximise the general competencies of students, particularly in literacy and numeracy skills;
- maximise learning for all students;
- increase participation in key subject areas, particularly in the areas of physical education, computer science, languages other than English, and science;
- increase the participation and achievement of disadvantaged groups of students;
- broaden the educational experiences of girls, especially in ways which increase their subsequent education, training and employment options;
- facilitate the transition of students between levels of education and from education to employment;
- provide opportunities for the continuing development of teachers;
- develop a range of skills, including reasoning, inquiry, problem-solving and independent learning skills;
- provide better support services, for example counselling.

Additional priority objectives set by the Catholic Education Office (CEO) for their systemic schools in 1993 were to:

- affirm the dignity of the human person, created in the image of God, by promoting the full development of each person's potential within communities where

genuine personal relationships grow in a climate of faith, freedom, peace, justice and love;

- present the Catholic Christian message, centred in the person of Jesus Christ, in ways appropriate for our times, through the renewal of religious education in schools and the revision of religious education guidelines;
- continue to assist school communities to base their organisation and curriculum on the teaching of Jesus and His church;
- further improve the quality of communication between the CEO, schools and their communities, so that a service model pervades the relational and professional interactions of those partners.

Specific objectives identified for independent schools in 1993 were to:

- develop students' self-esteem and discipline;
- prepare students for life;
- improve instructional facilities and materials;
- enhance parental and community involvement in the process;
- review curriculum from kindergarten through to and including year 12 to ensure each subject is presented in a manner which builds on materials presented in prior years;
- analyse the contribution of integrated information technology to studies at the senior school level.

Excellence and equity

School effectiveness

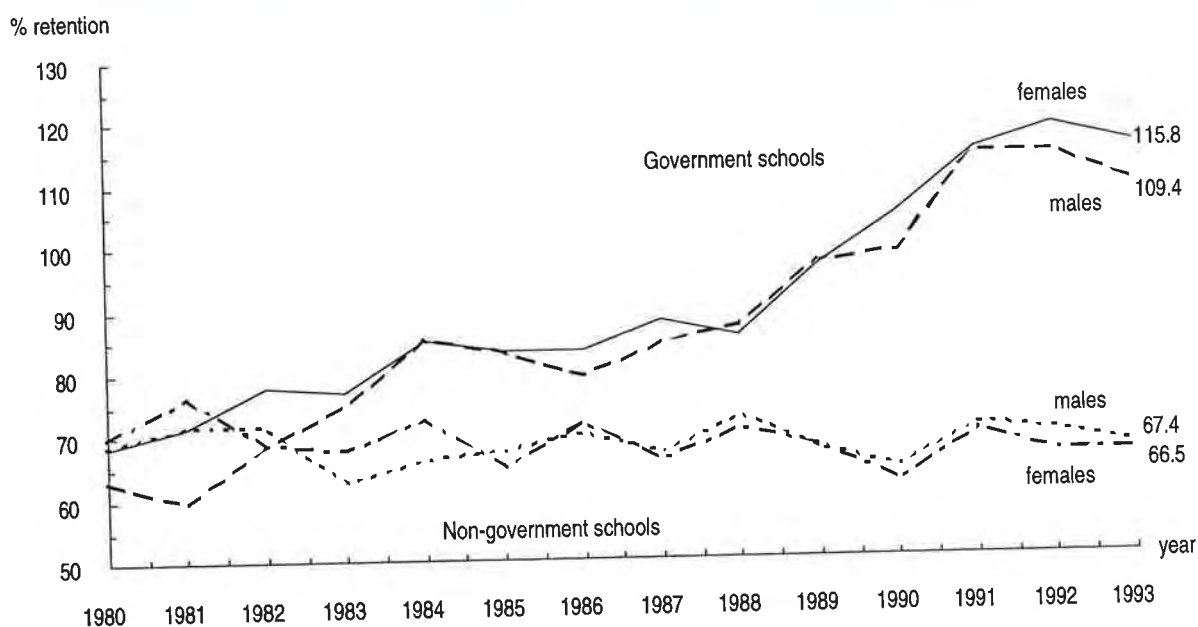
The effectiveness of ACT schooling reflects the commitment of parents and the community to education in the ACT. There is overall community satisfaction with the education of their children expressed by parents through school-based accountability measures such as School Review in government schools. The ACT has a very high retention rate in year 12, which derives partly from the general level of education in the community and partly from the quality of its secondary schooling services.

Retention rates

Figure 2 indicates a very high proportion of students complete the full six years of secondary schooling in the ACT. The 1993 apparent retention rates in each of the sectors were: government (112.6 per cent), Catholic (65.1 per cent) and independent (89.2 per cent).

Care needs to be taken in the interpretation of these apparent retention rates. The seemingly low retention rate in the Catholic sector is the result of 25 per cent of secondary schools not offering a year 11 and 12 curriculum. On the other hand, the high retention rate in the government sector is the product of the influx of students from non-government schools, more repeating students, and non-ACT resident students from New South Wales and overseas.

Figure 2. Apparent retention rates for students by gender, year 7 to year 12, all schools, 1980–93



Source: Derived from ACT Schools Census, July 1980–93

Participation rates

Age participation rates for ACT students in the post-compulsory years of schooling, 15- to 19-year-olds, are above the Australian average, as indicated in Figure 3. For some age groups, age participation rates in the ACT exceed 100 per cent. This is primarily due to the enrolment in ACT schools of students who are not ACT residents. About 2.6 per cent of government and 7.2 per cent of non-government ACT school students come from the surrounding NSW area. The interstate students have the effect of slightly inflating the participation rates for all age groups.

Certification and credentialling

In the ACT, students completing an approved course of study in years 11 and 12 are awarded a year 12 certificate. Table 1 shows the number of ACT students receiving year 12 certificates at the completion of 1992.

Students completing the required number of major and minor units in tertiary-accredited courses and the Australian Scholastic Test (AST) receive a Tertiary Entrance Rank (TER). Table 2 shows the number of ACT students receiving a TER at the completion of 1992.

Table 1. Year 12 certificates issued, 1993

Government schools	3,109
Non-government schools	1,192
Total	4,301

Source: A Data File on ACT School Systems, July 1993

Table 2. Students awarded a Tertiary Entrance Rank, 1993

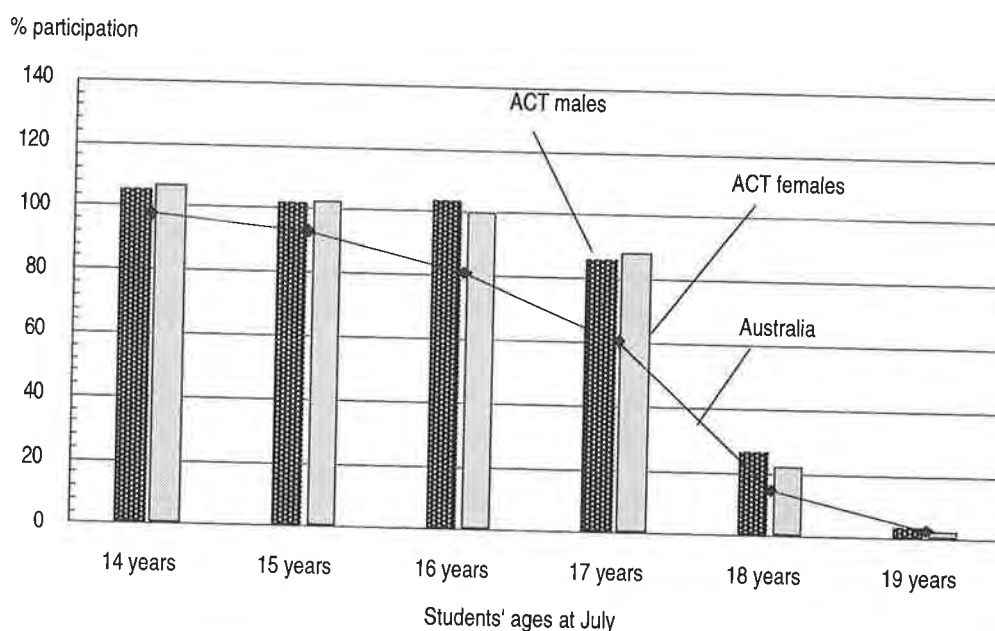
Government schools	2,044
Non-government schools	973
Total	3,017

Source: A Data File on ACT School Systems, July 1993

Accountability

To support the achievement of effective schooling in the ACT, several accountability measures are in place in schools, namely School Review in government schools, School Renewal in Catholic schools and School Registration in independent schools.

Figure 3. Age participation rates by gender, all schools, July 1993



Source: Derived from ACT Schools Census, July 1993

Government School Review

The process of school performance review and development in ACT government schools has many different dimensions. It provides a focus for school improvement and future planning and places emphasis upon accountability and public confidence. The program completed its fourth year of operation in 1993 and included the review of three atypical schools in the system, one of which was the hospital school.

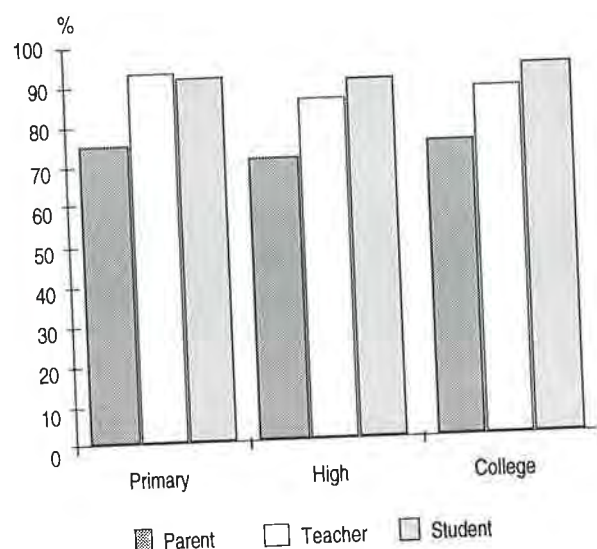
Results of the 1993 School Reviews indicate overall community satisfaction with the education of their children in ACT government schools. More than 90 per cent of parents reported that they were satisfied with the education of their children. Learning expectations, which refer to parents', students' and teachers' perceptions of the rate at which students are learning and how hard they are working, are shown in Figure 4.

The community's perception of its opportunity for decision making in ACT government schools is positive, as Figure 5 demonstrates.

Catholic School Renewal

Nine schools were involved in School Renewal in 1993. The program involved a comprehensive renewal of their purpose and achievement and the implementation of a developmental action plan addressing identified key areas for action.

Figure 4. Learning expectations



Source: School Review, 1993.

Community involvement

School boards continued to reflect the increasing role of parents and the wider school community in the decision-making and consultative process in schools.

Involvement of parents in school renewal at both the coordination and participant levels in terms of outcomes has increased parental awareness of the educational programs of schools and substantially increased parental commitment.

Independent School Registration

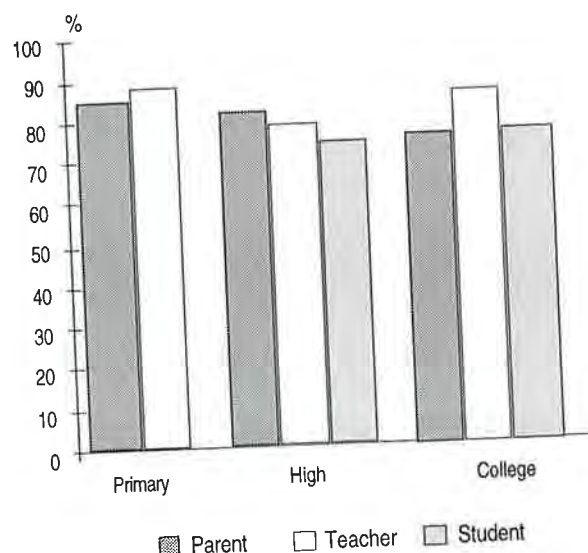
Twelve primary schools, two high schools and two secondary colleges had their registration renewed. Three schools were inspected for provisional registrations.

Community involvement

A school community includes parents, teaching staff, students and other members of the local community. Parents remained actively involved in school matters pertaining to planning, staffing and curriculum development.

Changes in structure of funding available from the Territory Government prompted reviews of current programs and procedures.

Figure 5. Decision-making opportunity



Source: School Review, 1993

Equity issues

Many specific social justice programs exist in ACT schools to ensure that the needs of all students are addressed.

The International Year of the World's Indigenous Peoples was recognised in many ways in the ACT. For instance, a resolution of the ACT Board of Senior Secondary Studies acknowledged that the year was an opportunity for Australia's indigenous peoples to raise the many issues that concern them. The board encouraged teachers to develop courses in Aboriginal and Torres Strait Islander culture and to ensure inclusiveness of Aboriginal and Torres Strait Islander issues in all courses, and include across-curriculum perspective in courses.

Education of girls

Access and participation initiatives relevant to the education of girls have focused on the ACT implementation of the National Action Plan for the Education of Girls 1993–97. As part of this implementation, six strategies for making high schools more supportive places for girls have been developed in 1993 and will be implemented in 1994.

Activities which focused on the education of girls in ACT high schools during 1993 included the following:

- Six schools in the Black Mountain district completed the first stage of the DEET-funded Implementing the National Action Plan for the Education of Girls 1993–97 Program.
- Curriculum officers revising the ACT Curriculum Frameworks in government schools included the national statements and ensured that a gender-equity perspective was incorporated within each key learning area.
- The ACT Gender Equity Curriculum Statement was issued to schools for consultation.
- Schools undergoing curriculum review were offered advice on the incorporation in their curriculum documents of the gender-equity perspective.
- A set of curriculum materials on gender and violence for high schools was developed and trialled.
- The implementation of the department's sexual harassment policy relating to students continued and each school now has a contact officer trained in all aspects of the policy.

The CEO Gender Equity Committee sponsored development of a significant document, *Gender Inclusive Language Guidelines*, and a draft document on directions for staff.

Career education in schools was given the support of new technology through the use of the Job and Course Explorer (JAC) database.

The CEO coordinated a joint careers education program between three Catholic secondary colleges. This project was directed at year 12 female students and their parents to encourage them to consider all possible post-secondary training options, rather than focus solely on university.

Education for girls in Catholic schools directed priorities into two areas, namely, reforming the curriculum and improving teaching practice. The system funded activities and projects including playground usage, teacher–student interaction patterns, participation of girls in science and girls from non-English speaking backgrounds in secondary-level mathematics.

Students from non-English speaking backgrounds

A total of 8,666 students or 21.4 per cent of the total number of students enrolled in ACT government schools were identified as coming from non-English speaking backgrounds (NESB). Of these NESB students, nearly 4,000 were identified as in need of specialist English as a second language (ESL) assistance. During 1993, a total of 1,832 ESL students were receiving ESL instruction in mainstream schools, while another 452 students were enrolled at the four Introductory English Centres (IECs), where they received intensive English language teaching prior to entry to mainstream schools.

A new initiative, ESL/LUAC (Language for Understanding across the Curriculum) Pilot Project brought together a team of three ESL specialist teachers who delivered professional development courses to mainstream teachers in government schools.

ESL curriculum development included consultation on the ESL curriculum statement and the ESL course framework for years 11 and 12. Courses were also conducted to familiarise ESL teachers with the statement and to create awareness of pedagogical and other developments. As well, 28 ESL teachers participated in the trialling and validating of the nationally developed draft ESL scales.

A total 1,724 students in Catholic schools were eligible for ESL assistance. Of these, 930 were enrolled in ESL programs. Most ESL students in these strands are born in Australia to non-English speaking or minimal English speaking parents. There were no 'new arrivals' students in Catholic schools.

In 1993, 20 teachers were employed on a part-time basis to assist NESB students in 24 Catholic schools. Teachers were involved in the validation processes of the draft national ESL scales and the English profile.

Teachers examined the needs of ESL learners and the role of ESL teachers. This led to the development of an ESL teachers' kit, which was designed to develop shared understandings of ESL learning and teaching in mainstream settings.

Four professional development days were conducted for ESL teachers. A small literacy publication, *Enriching Students' Literacy*, was produced and distributed by the CEO.

Aboriginal and Torres Strait Islander students

The Departmental Advisory Committee on Aboriginal and Torres Strait Islander Education was established to provide a reference point in the development and implementation of policy and administrative issues during 1993.

There was a slight increase in the number of Aboriginal and Torres Strait Islander students enrolled in ACT schools in 1993. In July, 524 students were enrolled in primary and secondary schools, 431 in government schools and 93 in non-government schools. There were 41 Aboriginal and Torres Strait Islander children enrolled in preschools.

Aboriginal and Torres Strait Islander education services were provided in government and Catholic schools through the Aboriginal Education Strategic Initiatives Program (AESIP) funded by the Commonwealth government. Through AESIP, government schools employed four Aboriginal Education Assistants (AEAs), two Home School Liaison Officers (HSLOs), a part-time Artist-in-Residence and two part-time Aboriginal Mentors.

The ACT Department of Education and Training (DET) provides funds for two Executive Officers responsible for Aboriginal and Torres Strait Islander curriculum and program administration as well as staff in-service programs in Aboriginal education.

Two new positions were established in the government system, one to provide additional support for Aboriginal and Torres Strait Islander children exhibiting behavioural difficulties and the other to encourage preschool teachers to incorporate Aboriginal perspectives in programs.

Program development in preschools involved consultation with local Aboriginal and Torres Strait Islander communities.

In the Catholic sector, two AEAs working on a regional basis were employed through AESIP. In addition, the Catholic Education Commission (CEC) committed funds to the employment of one Aboriginal Community Education Consultant and one Aboriginal Education Consultant (Policy and Curriculum). During 1993, the CEC launched the Catholic sector Aboriginal Educational Policy, following extensive consultation.

Committees for the Aboriginal Student Support and Parent Awareness (ASSPA) Program operated in 19 Catholic schools, an increase of four from 1992, and in 43 government schools, a decrease of two from 1992.

The Cultural Presenters Scheme funded the employment of Aboriginal and Torres Strait Islander guest teachers, speakers, artists and performers for short-term classroom and school assembly presentations.

The government and Catholic systems provided in-service training programs such as the Principals Awareness Program for all government principals and other senior officers, which attracted 120 participants. A further five in-service programs for school staff were conducted in 1993. Programs focused on two main issues: the education of Aboriginal and Torres Strait Islander students to achieve optimum educational outcomes and the inclusion of Aboriginal and Torres Strait Islander studies and curriculum perspectives in schools.

In Catholic schools, in-service training activity for school staff focused on two programs, concentrating on Aboriginal studies. Provision was made for casual relief days for teachers to develop school-based Aboriginal studies programs.

Students with special needs

In July 1993, special schools enrolled 438 students, while 620 students attended special classes in government mainstream schools. Five Early Intervention Units operated in government preschools and provided special programs for 3- and 4-year-olds with developmental delays and for children at risk. The Integration Program was expanded and allowed the integration of special needs students into government mainstream schools. Thirteen students were placed in mainstream classrooms with additional resources provided to schools to facilitate the program.

During 1993, a major review of Behaviour Management Support Services in government schools was conducted. It involved consultation with a wide range of individuals and groups from both the government and non-government sectors within and outside the ACT. The major recommendation of the review was a 'cascade' approach to behaviour management service provision. This ranged from the fully integrated 'in situ' model provided by the Behaviour Management Itinerant Teacher Service, to the more restrictive segregated setting provided by the Behaviour Management Support Program at Yarralumla for primary-school-age students and the Adolescent Development Program at Dairy Flat. The major focus of these programs is the integration of the student back into a mainstream school.

A review of service provision for government school students with hearing impairment was completed in 1993. Following this review, services were increased to support students with conductive hearing loss. This

allowed students in unit settings increased access to mainstream classes. Itinerant teaching services supported 112 hearing impaired students.

A Reading Recovery Program operated in 60 government primary schools in 1993. As part of this program, 493 children in year 1 received intensive individual assistance. The Learning Advancement Program operated in 61 government primary schools and provided assistance to mainstream students who had marginal learning difficulties in literacy and numeracy.

The Learning Assistance Program (in all government high schools) provided support and appropriate learning experiences to identified students in the key learning areas of literacy and numeracy.

Twenty-two Catholic schools provided individualised integration programs for 82 students in 1993. Funds were generally used to employ teacher aides on a part-time basis for classroom support, with some funds used for the acquisition of specialist resources.

Professional development provided for Catholic school staff covered the teaching of students with disabilities, the relationship between teaching and school support staff, and the transition of students with disabilities from school to independent living.

Gifted and talented students

Many government schools in the ACT have developed particular programs for their gifted and talented students. Over the past three years, several initiatives have been implemented on a system-wide basis to address the needs of gifted and talented students. Networks of staff from primary, high school and college sectors have been established to disseminate ideas and encourage cooperative teaching arrangements. In June 1993, the Woden Weston District network received Commonwealth funding to develop an in-service training package to assist primary classroom teachers to cater for their gifted and talented students, particularly Aboriginal and Torres Strait Islander students and socioeconomically disadvantaged groups.

The Catholic sector also received a Commonwealth grant to initiate a project which targeted the development and implementation of procedures for identification of gifted and talented students. This involved the professional development of teachers in three schools and the development of models of support for individuals and groups of students. Parent information evenings about this project attracted over 100 parents and ten teachers.

Disadvantaged schools

The Commonwealth funded two government and one Catholic school in the ACT under the Disadvantaged

Schools Component, known locally as the Priority Schools Component.

One government school employed an HSLO. This officer provided programs and activities for parents and students. The other government school addressed literacy issues with the involvement of the community. The Catholic school program addressed socioeconomically disadvantaged groups through a sports education and arts education program.

Distance education

The NSW Department of School Education makes special arrangements to deliver its full-time educational programs to students who are isolated or whose special circumstances prevent them from attending school on a regular basis.

Students from the ACT who meet the distance education criteria are enrolled at the Queanbeyan Distance Education Centre. In 1993, approximately 40 government and three non-government students were approved to access this program, most being students whose parents were sent overseas by the Australian Government.

The CEO Distance Education Centre provided in-service opportunities for government and non-government teachers and administrators in the use of technology in distance education.

General and vocational education

ACT schools continued their endeavour to provide students with a broad-based general education, including vocational education. In response to the recommendations of the Finn, Mayer and Carmichael reports, the expansion of school-level vocational education was a key issue for ACT schools, particularly in the post-compulsory years in 1993.

Course Frameworks

The ACT Board of Senior Secondary Studies developed, promoted and supported a curriculum and assessment initiative for the senior secondary sector called Course Frameworks. These documents provide the basis for the development and accreditation of 36 subject area courses. They articulate with the department's Curriculum Frameworks and take account of national directions in curriculum and assessment. They also enable reporting of industry standards as appropriate.

Curriculum development

Two significant advances in vocational education occurred within the general education program during 1993. The Training in Retail and Commerce (TRAC) Program was introduced in two government and two Catholic secondary colleges. The program assigned students to participating employers for one day a week, with four work rotations a year. Forty-seven students successfully completed the program.

The production of curricula for piloting the Australian Vocational Certificate Training System (AVCTS) also began.

Commonwealth funding supported the employment of a full-time coordinator in seven curriculum areas. These involved collaborative course development and implementation. Areas are automotive, child care, contemporary music, fashion, hospitality, information technology, and office skills.

Work experience and careers

There was continuing collaboration between government and non-government sectors in career and work education in 1993. The need emerged for more comprehensive management and implementation of the vocational placement required under the AVCTS. Considerable consultation and policy development commenced, aimed at providing a possible framework for vocational placement.

ACT systemic schools developed standardised documentation and procedures for work experience. They also published *Making Choices Count*, a resource for year 10 students progressing on to years 11 and 12 and tertiary education and training.

Non-government careers advisers in the ACT continued the production of a term newsletter and attended in-service training for the introduction of the JAC computer software package and a joint Catholic secondary college program for year 12 students and parents, entitled Broadening Post Year 12 Options.

Work experience

All government, Catholic and some independent schools operate work experience programs under the policy and guidelines developed by a Tripartite Committee for Work Experience.

During 1993, 5,231 government and 1,700 Catholic sector students were placed on work experience. Some of these students were enrolled in vocationally oriented courses while others were students with disabilities.

Independent schools offered work experience for year 10 after one or two years counselling. Students were

given vocational opportunities through community links, course selection and excursions.

The annual Canberra Careers Market was coordinated by the Careers Displays Society, with the assistance of the department and the CEO. A total of 8,000 visitors attended the market, including 21 ACT government schools and 11 non-government schools. Many college students visited independently.

Career education

The department and tertiary institutions were involved in several joint initiatives during 1993, including: development of a guide for year 10 on students' subject prerequisites for ACT tertiary institutions; provision of information sessions for careers advisers; assistance with the Careers Advisory Service for school leavers; and the provision of the NSW/ACT JAC database, which operated in a number of ACT colleges and non-government schools.

Access and equity initiatives

The government sector collaborated with the Trades Women on the Move Project to enhance opportunities for girls to enter non-traditional areas of employment. Visits were made by tradeswomen to a number of primary and secondary schools to give presentations on working in trades. Two extensions to the program were trialled; a Tradeswomen-in-Residence Program and a Women Try a Trade Week. A similar program to accommodate boys was developed by the CEO.

Areas of student learning

National curriculum

ACT teachers involved in the final stages of consultation on the national collaborative curriculum project during 1993 incorporated major elements of the nationally developed statements and profiles into the ACT Curriculum Frameworks. Teams of teachers from all sectors engaged in the reformulation of frameworks to embed an outcomes approach.

ACT curriculum

In 1993, a major review of curriculum in ACT government schools was undertaken. There was general support for school-based decision making in consultation with the wider community.

Across-curriculum perspectives

The nine across-curriculum perspectives were extended to the post-compulsory years when they were adopted

by the Board of Senior Secondary Studies. The across-curriculum perspective team prepared a booklet, *Incorporating the Across-Curriculum Perspectives into the Curriculum*. In addition, a paper, *Information Literacy*, described the scope of resource-based learning skills.

Key learning areas

The participation of year 12 students varied across subject groupings as shown in Figure 6. For example, 98.6 per cent of all ACT year 12 students studied English and 96.2 per cent studied mathematics. Participation also varied by gender for subject groupings in 1993. For example, 22.5 per cent of females participated in languages compared to 9.9 per cent of males, while 34.9 per cent of males participated in design and technology compared to 14.2 per cent of females.

English

In 1993, the major focus was to update the ACT English language framework to incorporate the national English statement and to move to outcomes-based education. In response to drafts of the English profile, the document *How to Use the English Profile* was produced.

Twenty-three government schools undertook cyclic reviews of their English or language arts curriculum documents and were given advice and assistance in the implementation of the ACT English language curriculum framework. Courses were conducted in schools on implementing the framework.

In 1993, English teachers completed writing the course framework for years 11 and 12 and assisted in the development of English courses, including assessment and reporting of student outcomes in colleges.

The major initiative for the Catholic sector was the presentation of the Frameworks Whole Language Staff Development Program. (Frameworks support literacy and learning in the middle, upper primary and early secondary years.) This was then offered to all school staff as an eight-week course.

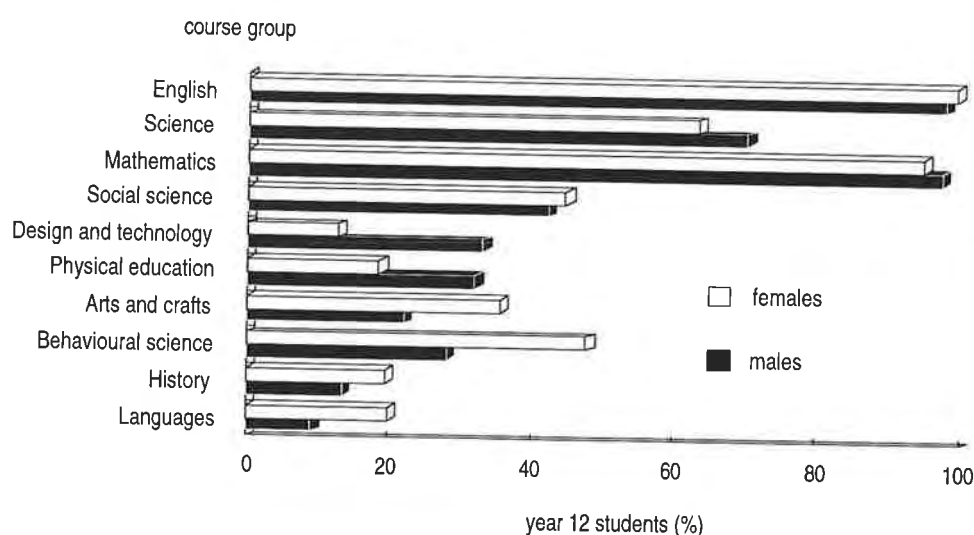
Professional development was provided to teachers in government and non-government schools in the Continuing Literacy Program (CLP). This six-unit program was delivered to one primary and one high school and to teachers at two central courses.

The ACT government system continued to be involved in the nationally funded collaborative project Literacy and Learning National Component. The project focused on the special needs of kindergarten to year 3 students, in particular those experiencing socioeconomic disadvantage. The department participated with staff from the Departments of School Education in Victoria and NSW and the CEOs in Sydney and Melbourne.

Six teachers from primary and high schools were involved in the Australian Literacy Federation project Exploring the English Profile. Teachers were involved in documenting in journals their experiences in beginning to use the profile.

As part of Litfest, ACT students' writing was published in *Things Turned Inside Out* and students entered the Special Forever writing competition.

Figure 6. Year 12 course participation rates by gender, all schools, 1993



Note: Students may be enrolled in more than one subject within a major course grouping

Source: ACT Year 12 Study, 1993, Table 10.4

Languages other than English

The enrolments in languages other than English (LOTE) in government schools increased in 1993 to 19,054 compared with 17,421 in 1992. Languages taught included Chinese, French, German, Indonesian, Italian, Japanese and Spanish. In non-government schools there were 11,436 enrolments in LOTE, a reduction of 233 from 1992.

Eleven new LOTE programs began in primary schools, bringing the number of LOTE programs established to 47 out of a total of 64 primary schools.

The main focus for government schools was the updating of the ACT LOTE curriculum framework to incorporate the LOTE national statement and the move to outcomes-based education. The LOTE national profile was validated by nine government schools and three non-government schools.

LOTE teachers completed writing of the LOTE course framework and the Latin course framework for years 11 and 12. This assisted in the development of LOTE courses in colleges and assessment and reporting of student outcomes in those courses.

The study of LOTE at primary level was supported by the Community Languages Element funds. The Italian language and culture was taught to students in seven primary schools. This subject was integrated into the mainstream school curriculum and taught by specialist teachers. Japanese was taught at two primary schools and French was introduced at one school. LOTE is compulsory at the year 7 level for all ACT schools. LOTE languages in Catholic schools included French, German, Japanese, Italian and Indonesian.

The study of Asian language and culture was firmly integrated into the curriculum of all independent schools. Studies ranged from inclusion of substantial amounts of Asian material in the social science curriculum to specific study of Asian countries.

A range of professional development activities was available for government and non-government LOTE teachers. A professional development program to upgrade qualifications was negotiated with the Australian National University (ANU). The Language Inservice for Teachers (LIFT) enabled teachers to obtain a Graduate Certificate in Language Teaching.

The management of the Community Language Program continued to be administered by the department in collaboration with a management group, with guidelines being established for the 20 funded schools. The Asia Magnet Program ran a highly successful pilot in nine ACT schools, including one independent school. An Asia Magnet Expo took place, which enabled all pilot schools attending to share in cultural workshops, to view displays of student work, dances and singing.

Science

Science curricula in several ACT government schools were reviewed in 1993. This review was within the School Review Program with the inclusion of the ACT across-curriculum perspectives in school documents. The trialling and validation of the national science profile took place in ten government and non-government schools. Twenty-one teachers from primary schools, high schools and colleges were involved in these processes.

The ACT draft science curriculum framework was rewritten to include material from *A Statement on Science for Australian Schools* and *Science—A Curriculum Profile for Australian Schools*. The revised document was circulated for consultation and advice.

ACT students were involved in clubs and research programs coordinated by the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and competitions at the local and national level. The ACT Science Fair, organised by members of the Science Teachers' Association of the ACT (STA*ACT), attracted over 1,000 entries. The establishment of the Green Machine Education Centre, a joint project of the CSIRO, Australian National University, the CEO and the ACT DET, continued.

Gender-specific programs operated in a variety of schools, supporting girls' participation in science subjects. Family Science Program Australia (FASPA) also continued to operate.

Canberra hosted the National Science Festival. Teachers and students from government schools provided displays and activities.

Technology

The major achievement in technology education in government schools in 1993 was the finalisation of the technology framework, which incorporated the national statement and produced an ACT scope and sequence statement.

The National Technology in Education Month was held and was successful in involving a broad range of participants. The School Review Program in government schools continued, with many primary schools identifying a need to develop technology programs and curriculum documents, ranging from development of discrete units to integrated units of technology work.

Primary schools were keen to formalise and accurately document the technology curriculum of their schools. Many parents and community organisations make technology resources a priority in fundraising.

A number of ACT students and their schools have been involved in school and community events which

demonstrated the creative nature of work in technology curricula.

Mathematics

School review and development continued as an important part of school and curriculum development during 1993. Three clusters of schools were reviewed as part of this process. A cluster consisted of college, high school and primary schools whose students fed into other members of the cluster.

Curriculum was reviewed, with particular emphasis given to the new *ACT Mathematics Framework* and the ways that *Across-Curriculum Perspectives* could be integrated into course documents. A feature of the review centred on gender equity and the Aboriginal perspective.

Course frameworks for years 11 and 12 have been developed which are responsive to the national statement and profile and key competencies. The ACT's mathematics curriculum framework for government schools was a locally developed document, in line with *A National Statement on Mathematics for Australian Schools*.

Studies of society and environment

In government schools, cooperation in the development of the national collaborative curriculum framework continued, with two consultative meetings of teachers and other interested groups on the draft national statement. A total of 60 teachers attended two consultative meetings on the national profile. Draft profile validation for the Australian Council for Educational Research (ACER) and trialling for the national profile involved 32 teachers in the ACT.

For the first time, representatives of the five professional associations in the learning areas took part in a series of meetings to prepare professional development proposals for the National Professional Development Project.

In the Asia-Pacific Scope and Materials Curriculum Development Project, five teachers, ranging from kindergarten to year 12, met regularly to share curriculum materials and prepare them for system publication.

In a review of professional development conducted throughout the CEO, the key learning areas were identified as the second most urgent priority in the secondary sector and the third in primary schools. Two schools have agreed to pilot sections of the studies of society and the environment curriculum.

The arts

ACT government school arts teachers undertook validating and trialling of the national profile during 1993.

Feedback from these projects formed part of the national consultation. A team of writers from each of the arts areas was employed to rewrite the ACT arts curriculum frameworks to incorporate the directions from the national curriculum statement.

Support from professional associations, community artists and arts groups continued, with centrally run courses focusing on incorporating the arts across-curriculum perspectives. Central and school-based courses were run to assist teachers in national trialling and validating of the profile and in becoming familiar with the national curriculum initiatives. Workshops on using the ACT arts curriculum frameworks to develop school-based curriculum were conducted for teachers.

The arts in schools were supported by system-wide projects such as exhibitions, festivals and performances including regional music festivals, the Shakespeare Festival (organised by the CEO), the School Band Program, the Annual Canberra Milk Dance Festival, the Schools' Art Exhibition and the Inter-college Art Exhibition and Rock Eisteddfod. The Music Education Program, operated jointly by the department and the Canberra School of Music, continued at a government primary school and feeder high school. The department sponsored a Theatre-in-Education Program run by Jigsaw Theatre Company. It provided schools with high-quality theatre on a range of cross-curriculum themes such as social justice, health, the environment and multiculturalism.

Working as a member of the Aboriginal Education Strategic Initiatives Program (AESIP), the department continued an Aboriginal Artists-in-schools Program. Independent schools offered music, drama, dance and the visual arts, and introduced a girls-only technology course to encourage females to explore this aspect of arts curriculum. Students were encouraged to participate in ensembles and productions/performances to enhance their skills.

Health

Health and physical education are compulsory for all students from kindergarten to year 10. Students in years 11 and 12 have access to a range of course options in this area.

The ACT health and physical education framework was developed in 1993. This document used the national health and physical education statement as its base and adopted the strands from the national health and physical education profile to ensure consistency with the national movement toward outcome-based education. The process of School Review involved 16 government schools reviewing their health and physical education curriculum.

Consultation meetings were held to consider the draft for national curriculum and reports were prepared

outlining the ACT's response. ACT teachers contributed annotated work samples for inclusion in the national health and physical education profile.

Professional development work continued in primary and secondary government schools in health and physical education through central and in-school workshops. Special workshops were conducted in the areas of sexuality, HIV/AIDS, safe exercises, 'sport it', drug education and on using the new ACT health and physical education framework.

Catholic secondary teachers were given in-service training in using *Towards Wholeness*, a document emphasising HIV/AIDS education. An HIV/AIDS committee was formed with representatives from the CEO, Centacare, the clergy and Calvary Hospital.

The School Development in Health Education Project focused on the central role of the teacher in all the health programs in primary schools, with other groups and agencies providing assistance through a coordinated role. The secondary project on anti-binge drinking involved students and teachers in workshops. The ACT Health 'Triple T' (Teenagers Teaching Teenagers) Program was implemented in four Catholic secondary schools. The program ran during a three-day camp, addressing issues surrounding alcohol and drug use. These projects were supported by ACT Health and other agencies providing expertise in particular workshops on the health and environment curriculum materials. In conjunction with Centacare, the CEO provided in-service training for teachers in the area of protective behaviours.

Independent schools' health core areas included physical education and human movement. Other areas of study included outdoor education. This subject comprised camping and challenge/adventure activities for enhancing self-esteem and teamwork abilities. Sex education and self-awareness/personal development programs provided students with a well-rounded knowledge of health and physical education.

Teaching and learning

In government schools during 1993, 92 per cent of primary students felt that their teachers expected them to work hard in class, 78 per cent of high school parents felt that their child's teachers encouraged them to take on responsibility; 89 per cent of parents and 92 per cent of students expressed general satisfaction with their secondary college, and 95 per cent of teachers saw their college as effective.

Pedagogical developments

Recommendations for pedagogical developments in 1993 included curriculum initiatives based on the use of

shared resources via technology, liaison with private organisations, professional development and overseas link-ups.

National Schools Project

Established under the auspices of the National Project on the Quality of Teaching and Learning, the National Schools Project (NSP) involved 11 schools in the ACT in 1993. These were: North Ainslie, Gilmore, Giralang and Cook Primary Schools; Alfred Deakin, Campbell, Caroline Chisholm, Melrose and Melba High Schools; and Erindale and Phillip Colleges.

ACT NSP schools and colleges sought to change the way they worked to better equip students to meet the needs of a changing world.

From the experience of the ACT schools in the NSP in 1992-93, there have been professional gains. Assumptions about teaching and learning widely accepted for many years have been challenged. More flexible approaches to schooling are emerging.

The work of the NSP is being continued under the National Schools Network. Schools involved in the network will be given a mandate by the department and the ACT Australian Education Union to rethink work practices and introduce reforms to improve student learning.

Application of technology

The ACT continued to support innovations in application technology during 1993.

The Knowledge of Information Technology Teacher Education Network (KITTEN) Project, established to provide professional development for government school teachers in the use of information technology in the classroom, commenced.

Project ALPINE (ACT Language Project in Education), was a pilot project developed under the Strategic Alliance between the ACT Government and Telecom. It involved the installation of an optical fibre link between two schools in the ACT to facilitate a trial of distance education.

English Explorer is a prototype CD ROM program that demonstrates the potential of multimedia programming in teaching English as a second language. ACT ESL teachers provided input into developing this program, which teaches English to native-speaking Chinese.

The Global Schoolhouse Project was supported by the US National Science Foundation. It used the capabilities of personal computers and the Internet to construct a virtual classroom around the world, with each location linked in via a video and audio patch.

The SOLAN – Secondary Open Learning Area Network was a feasibility study into the use of technology to enable schools to share resources. The study recommended the further development of this area in order to increase student access to areas of learning, to facilitate visual communication between teachers and students in different locations and to provide for the professional development of teachers. Equipment was installed in two government schools.

Professional development

A major review of professional development in government schools was undertaken in 1993. These programs continue to be a priority of the department.

The Supervision for Effective Teaching (SET) Program operated in nine Catholic schools. The Quality Teaching and Learning (QTL) and Teacher Effectiveness Training (TET) courses continued. Professional development for principals and executive staff focused on leadership and strategic management.

Objectives for independent schools centred on programs for teachers to upgrade and update instructional skills. Staff felt that external experiences enabled them to provide more rounded educational guidance and support. For support staff, professional development emphasised computer proficiency, interpersonal skills, first aid and time-management strategies.

Sponsored central courses and consultancies

Professional development has kept teachers abreast of the latest pedagogical developments. Over 300 courses were provided for 4,393 participants during 1993.

Other government school programs were provided on a consultancy basis for schools and sections. Opportunities for teacher exchange and staff tours provided staff with interstate and overseas experience in other education systems. Over 150 teachers were involved in graduate and postgraduate study. Forty staff in government schools and the central office followed a course of work-related study. In addition, parents of students attended courses relating to school boards and parents and citizens meetings. Non-government teachers were also offered places on courses when there were vacancies.

In 1993, the project Mentoring and Coaching, established in 1988, was extended. Nineteen staff attended Leader 1, 2, 3 programs.

Teacher review and development

Many schools across all sectors were actively involved with the Teacher Review and Development (TRAD) Program during 1993. Training officers from the professional development section led many staff in the

development of observation and feedback skills to enable implementation of the program.

Library services

The O'Connell Education Centre library provided resources and services to all ACT government and non-government schools and to all officers of the department. The CEO provided one staff member to assist the service. The library added cataloguing data to the Schools Cataloguing Information Service (SCIS) database owned and operated by Curriculum Corporation in Melbourne.

School Library Services continued to advise and support in the major task of computerising the School Library Resource Centre. A major initiative for School Library Services was the development of a paper entitled 'Information Literacy Curriculum Support', which was incorporated into the *Department Policies, Papers and Guidelines*. The paper detailed the process and skills which underpin resource-based learning for the Information Age.

Selection and recruitment

Government schools

A recruitment campaign for staffing in government schools was conducted across Australia which, through merit selection, resulted in 150 new teachers being offered employment from the start of the 1993 school year. All new teachers undergo probationary assessment, including teachers on contracts.

The Department of Education and Training offered targeted separation packages to Level 1 and Level 2 teachers aged 47 and over. The total number of teachers who accepted the offer was 203.

Teachers in the ACT system are classified at five levels—Teacher Level 1 to Teacher Level 5. In July 1993, 97 per cent of teaching service staff and 93.3 per cent of Department of Education and Training staff worked in schools; the remainder of staff worked in educational administration.

Seventy-six per cent of all Level 1 teachers were distributed across the four highest salary increments or the Advanced Skills Teacher range. This proportion is expected to change as a result of separation packages referred to above. The proportion of female staff has remained static across the promotional grades since 1990, with the exception of Level 4 and Level 5 staff. The proportions of women in these two levels at July 1993 were 47 per cent and 40 per cent respectively. It is anticipated the proportion of female staff at Level 2 will also change as a further result of the separation packages.

Catholic schools

In Catholic schools, selection was through application and interview. Recruitment was not difficult, although specialist areas such as Asian studies did not yet have a wide teaching base.

During 1993, 8.8 per cent of permanent teachers were newly appointed in ACT Catholic schools. Thirty per cent (285) of total teaching staff were temporary appointments. Staff comprised 83 per cent females and 17 per cent males.

Fifty per cent of teachers were in the top incremental scale or in promotion positions. The proportion of female principals has increased to 60 per cent in Catholic schools in the ACT. Male teachers are well represented in the assistant principal role (64 per cent).

Advanced Skills Teacher 1

The Department of Education and Training continued to assess teachers for the Advanced Skills Teacher 1 classification. In 1993, 205 Level 1 teachers gained this status. Advanced Skills Teachers constituted about 47 per cent of the Level 1 teachers, significantly higher than the 30 per cent of July 1992. Secondary colleges had the greatest percentage of AST teachers, with 62 per cent of college Level 1 teachers having AST status in July 1993. ASTs receive an annual allowance of \$1,273 on top of their incremental salary.

Single ACT Government public service

As a result of the move to self-government, a single ACT Government public service is expected to be established by the middle of 1994. ACT government teachers will no longer be employed under a separate Act from other public servants, though no change to conditions will result.

As part of the move to a single ACT Government public service, the Department of Education and Training now uses a government-wide Human Resource Management System for personnel and related human resource matters.

Resourcing ACT schools

The total expenditure on school education for the 1992–93 financial year was \$273.4 million. This represents an increase of 5.5 per cent on the previous year.

The Commonwealth contributed \$15.6 million in General Recurrent Grants to the government sector and \$34.5 million to the non-government sector.

Berkeley Report

Following the recommendations of the inquiry into non-government schools funding conducted by Mr George Berkeley AM, a working party to investigate needs-based funding was established and presented its final report to the Minister in June 1993. Mr Berkeley recommended that a ministerial advisory committee on non-government schooling be established (Ministerial Consultative Committee on Non-government Schooling). The committee held its inaugural meeting in December.

New funding arrangements

In the 1993–94 Budget the ACT Government discontinued, with effect from January 1994, the funding arrangements for non-government schools, based on a link with levels of Commonwealth funding.

Junior Secondary Bursary Scheme

The management of the Junior Secondary Bursary Scheme was reviewed in September 1993. The new procedures which have now been adopted are intended to expedite the first payment, which will now take place in February rather than May.

Buildings

In 1993, ACT government schools received \$4.9 million under the Commonwealth Capital Grants Program. This included \$1.26 million provided under the Secondary Refurbishment Element to assist with the cost of broadening the curriculum and supporting new developments. The funds enabled work to be carried out at 16 government schools. Some of these projects included a new school, Conder Primary and Preschool, which was completed at the end of 1993, and the upgrading of Narrabunda College, Waniassa High and Kambah High schools.

A resource study conducted an energy audit, which will direct future policy and design briefs for ACT schools. In the Gungahlin region, the department will continue to design and construct schools in such a way that they will be capable of conversion to alternative uses if they are no longer required as schools.

The Commonwealth provided \$3 million for capital projects at non-government schools in the ACT in 1993.

In the Catholic system, funds were allocated to refurbishments of class and library facilities, and upgrading of essential staff/student facilities. The CEO began negotiations with DET to participate in joint venture construction of new primary schools such as Nicholls, and to share specialist facilities. Nicholls is planned to open in 1996.

Community use of schools

Community use of school buildings after hours continued to be a feature of school use in the ACT. Evening classes existed for interested community members in all curriculum areas at a number of colleges. In addition, high school facilities were used by special community groups for language and cultural classes and other purposes. Quality after-school programs were run at 52 primary schools in the ACT and provided a valuable service to parents of primary-age children. These initiatives were strongly supported by local school boards and parents' and citizens' associations.

Approximately 11,000 bookings were made for the hire of government school facilities by outside users. To reduce costs, casual hirers were grouped into 30 designated 'centre' schools.

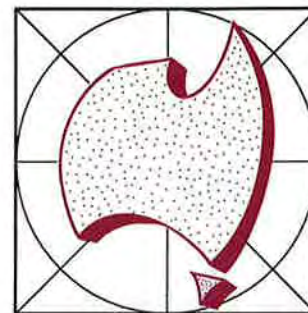
As well as casual hire of school facilities after hours, surplus space in schools was also leased to community and commercial groups and individuals. Income from hiring and leasing amounted to \$846,000 for 1993.

During 1993, the ACT Legislative Assembly's Standing Committee on Social Policy examined and reported on the community and cultural use of school buildings. The major finding of the report was that:

- The core purpose of schools is education and nothing should detract from this during school hours. However, after hours, schools should be seen as community facilities and utilised to their fullest extent (without detracting from their day-time function).
- The casual after-hours hire of school facilities should be devolved to individual school communities.
- Fees charged for hiring should be calculated on the basis of 'cost recovery', which would include direct costs of hire as well as maintenance and janitorial costs.

Community use of schools will continue to be an integral part of education in the ACT.

COMMONWEALTH



Addressing national priorities and goals for schooling

The Commonwealth's interest in primary and secondary education stems from its commitment to ensure the well-being of Australia's young people through the achievement of national social and economic goals.

The Commonwealth recognises that the States and Territories and non-government education authorities have the main responsibility for the delivery of primary and secondary educational services in Australia. It seeks to work cooperatively with these authorities to ensure that the quality of schooling for all students at all levels is second to none, and it plays a key role in addressing the national priorities for schools by providing leadership in collaborative efforts with government and non-government educational authorities.

The Commonwealth Department of Employment, Education and Training (DEET) administers the Commonwealth's policies and programs for students and schools.

The Schools Council of the National Board of Employment, Education and Training (NBEET) provides information to the Commonwealth Government on matters relating to primary and secondary education in Australian schools.

Two other councils of NBEET, the Employment and Skills Formation Council (ESFC) and the Australian Language and Literacy Council (ALLC), have responsibilities which concern schools.

In April 1989, State, Territory and Commonwealth Ministers for Education, meeting as the Australian Education Council (AEC), agreed to work cooperatively towards the achievement of ten Common and Agreed National Goals for Schooling in Australia.

Within the context of these goals, the Commonwealth's objective is to strengthen Australian schools by assisting schools and systems to provide educational services of the highest quality. Its specific objectives for schooling are:

- to prepare students for life in general and full participation in society, including participation in a skilled and adaptable workforce;

- to promote equity both within schools and within society;
- to maximise school retention, especially among groups which currently have low retention;
- to maximise the competence, efficiency and confidence of teachers through various means, including in-service training and improved career paths;
- to facilitate the transition of students from primary to secondary schooling, from one school system to another and from schooling to further education and training or employment;
- to provide better feedback on schooling to parents, students, teachers, employers and the general community.

It seeks to do this through leadership in areas of national priority and through the provision of some \$3 billion in supplementary funding to both government and non-government schools to:

- assist with the recurrent and capital costs of schooling;
- improve the educational access, participation, learning outcomes and personal development of young people who are educationally disadvantaged;
- promote Australia's multicultural society;
- promote projects and programs directly related to national priorities for schooling, which include fostering collaborative curriculum development, recognising and promoting excellence, improving gender equity and improving the quality of teaching and learning.

The Commonwealth also provides financial assistance directly to individual students and their families through AUSTUDY for financially disadvantaged secondary students; ABSTUDY for students of Aboriginal or Torres Strait Islander origin; and Assistance for Isolated Children (AIC) for students living in remote areas.

Focus and major developments

During 1993, the Commonwealth's priorities in terms of national leadership related to the provision of quality

schooling (recognised especially by the establishment of a new National Professional Development Program (NPDP), the key competencies program, establishment of the Australian Teaching Council and the signing of an accord between the Government and the teacher unions), further development of the National Policy for the Education of Girls in Australian Schools, the introduction of the new National Equity Program for Schools (NEPS), the announcement of a review of resource levels in government primary schools, and a major review of the National Aboriginal and Torres Strait Islander Education Policy.

There were also important developments during 1993 in other areas of Commonwealth activities which impact on schools.

Quality schooling

In January 1993, the Prime Minister and the then Minister for Employment, Education and Training, the Hon Kim C Beazley, launched a major statement on teaching entitled *Teaching Counts*.

The statement contained initiatives involving \$85.7 million of new Commonwealth funding over three years including:

- \$60 million to establish the NPDP;
- \$20 million for further collaborative development work on the key competencies;
- \$5.7 million for the Quality Schooling Program, which will focus on school leadership, school organisation and student welfare.

NPDP funding reflects the Commonwealth's recognition of the critical role of teacher professionalism and development in improving educational outcomes for young people, including students experiencing educational disadvantage. They will stimulate professional development activities for teachers by funding national teacher forums and pilot projects intended to renew teachers' discipline knowledge.

The NPDP seeks to promote partnerships between teacher employers, universities and teacher organisations in the provision of relevant, quality professional development activities. These activities support national initiatives in education involving the curriculum statements and profiles for Australian schools, the key competencies, and accredited vocational education in schools.

The key competencies program is described in detail in the national overview chapter.

In June 1993, the Minister announced the establishment of the Australian Teaching Council to operate as a national professional body for teachers. The Quality Schooling Program has allocated \$565,000 for this initiative in 1993–94.

Later in the year, a comprehensive agreement between the Commonwealth Government and the teacher unions, setting out priorities for implementing curriculum and vocational initiatives, was formalised as the Teaching Accord. This document sets out the priorities for developing and implementing reform in the target areas of:

- literacy;
- the middle years of schooling;
- post-compulsory education;
- curriculum statements and profiles;
- the NEPS;
- Aboriginal education;
- the education of girls;
- the education industry;
- the collation and use of quantitative and qualitative data for educational planning;
- professional structures/career development of teachers.

It also sets out how each of the priorities is to be addressed during the life of the agreement.

Commonwealth school programs will provide approximately \$30 million over three years to fund Teaching Accord projects.

As a result of recommendations in June 1993 from the governing board of the National Project on the Quality of Teaching and Learning (NPQTL), the National Schools Network was launched in December to continue the work of the National Schools Project, which investigates changes to the nature and organisation of schools and teaching, to improve student learning outcomes. The project will be assisted by \$315,000 from the Quality Schooling Program.

Also during 1993, the Commonwealth commenced a study of initial teacher education practices in Australian universities. The study includes an examination of course structures; employment and industrial issues; partnerships between universities, schools, teachers and employers; and the unique problems of education faculties within the university context. Under the Teaching Accord the Accord partners agreed to seek dialogue with teacher educators on improving teacher education. The study will be used as the basis for this discussion.

The Commonwealth continued its support for pilot projects intended to renew teachers' discipline knowledge. The projects are being undertaken by teacher education faculties, in conjunction with discipline faculties, in the areas of mathematics, science and Australian history.

In response to increased retention rates and broader senior secondary curricula, Commonwealth funding was significantly increased in the 1993–94 Budget in order

to improve Australia's vocational education and training system. In 1993–94, the Commonwealth will provide an additional \$64 million to support trainees, apprentices and employers. It is expected that about 19,000 trainees will be recruited in 1993–94 and about 46,000 apprenticeships will commence.

The Commonwealth's objectives in relation to the Training Reform Agenda are to introduce competency-based learning in schools; to give recognition to prior learning; and to provide all young people, particularly those in disadvantaged groups, with an opportunity to learn the key competencies, and have access to vocational education and training.

In 1993–94, \$14.6 million has been allocated to test the viability of appropriate arrangements for both institution- and work-based pathways as part of the Australian Vocational Certificate Training System (AVCTS). Of this, \$8 million was made available to facilitate the trialling of all aspects of the AVCTS, over half (\$4.8 million) being provided for institution-based pilot projects.

Sixty-eight discrete institution-based projects were approved by Commonwealth Ministers in 1993 under the AVCTS. Of these, 22 were feasibility studies, 37 involved substantial curriculum development, 31 involved substantial infrastructure development (such as on-and off-the-job assessment arrangements and teacher training in industry) and 33 involved course delivery to students. Schools are involved in all but 12 of the 68 institution-based pilots.

The Commonwealth continued its support of the NPQTL in 1993. As a cooperative endeavour, the NPQTL brought together the key players in the teaching profession: employers and teacher unions representing both the government and non-government sectors; the Australian Council of Trade Unions; and the Commonwealth.

The NPQTL focused on three major areas of work: establishing a national professional body for teachers; developing national competency standards for beginning teachers; and the National Schools Project. The NPQTL completed its term in December 1993, although its main initiatives will continue through other forums. Further information on the NPQTL can be found in the national overview chapter.

Consistent with its commitment to professional development, the Commonwealth will be providing \$3.5 million over three years from 1994 to assist with staff training aimed at improving the management and operation of hostels for rural school students. The program will be called the Hostels for Rural School Students—Staff Training, Development and Community Liaison Program.

National Policy for the Education of Girls in Australian Schools

The Commonwealth, in cooperation with State and Territory governments and major non-government bodies, continued its commitment to implementing the National Policy for the Education of Girls in Australian Schools. A focus during 1993 was the funding of three consultancies to support the implementation of the national policy and the publication of a selection of professional development materials on gender-inclusive curriculum and teaching practice.

National Equity Program for Schools

In 1993, the program framework for the NEPS was introduced, bringing together a number of formerly separate Commonwealth programs targeted at removing the educational disadvantage experienced by many school students. The program becomes fully operational in 1994.

The objectives for the NEPS, as for all school programs, are consistent with the Common and Agreed National Goals for Schooling in Australia expressed in the Hobart Declaration on Schooling. The broad goals of the NEPS are to:

- maximise educational outcomes for all groups of disadvantaged students;
- ensure that the range of outcomes from schooling for students in the target group approaches the same range of outcomes as for the non-target group;
- lift the educational attainment of all target groups.

The NEPS framework introduces a new kind of funding agreement between the Commonwealth and education providers covering objectives, targets, funding arrangements and levels, mechanisms for community participation, accountability and evaluation.

Greater flexibility for education authorities in the use of funds will be accompanied by more outcomes-focused accountability, including information about equity inputs from all sources.

Extensive consultation with all major interest groups took place in 1993. These included education authorities, teachers, parents, special interest and community groups with a particular interest in equity programs. The National Equity Program for Schools Advisory Committee (NEPSAC) was established and met for the first time in June 1993. It comprised representatives of parent groups, teacher organisations, Catholic and independent school authorities, and special interest and community groups. NEPSAC provides advice to the Minister on the implementation and development of the NEPS.

Three issues of the newsletter *Equity Matters* were published during 1993 and distributed to education authorities, interest groups, schools and the general community. The newsletter provides comment on national equity developments such as the NEPS and the National Strategy for Equity in Schooling, and includes contributions from the States and Territories and non-government education authorities. It aims to highlight areas of best practice and details projects that work well.

Review of resource levels in government primary schools

As part of the 1993 Education Policy Statement, the Government undertook to re-examine the level of recurrent funding to government primary schools, with a particular view to assessing the requirements for improved early literacy and learning. The review will examine the effectiveness of the present level of Commonwealth resources to government primary schools as well as the appropriate level of resourcing, and consider how best to apply these resources to maximise learning outcomes. An independent consultant has been appointed to undertake the review and is expected to report mid-1994.

The consultant's report will be referred to the Schools Council to undertake consultations and to develop funding options for consideration by the Government. The current timetable for the review provides for the Schools Council's options to be presented by the end of 1994 for consideration by the Government in the context of the 1995-96 Budget.

Aboriginal and Torres Strait Islander education

In January 1993, the Commonwealth Government, with the agreement of State and Territory governments, announced a review of the National Aboriginal and Torres Strait Islander Education Policy (AEP).

The first stage of the review, conducted over 1993, is the collection and analysis of available data on educational involvement, access, participation and outcomes. The second stage will assess the effectiveness of the strategies adopted so far to improve education for Aboriginal and Torres Strait Islander people, and will propose strategic directions for further work.

The results of the first stage are expected to be released as a discussion paper in February 1994.

Youth policy

The National Youth Grants Program continued in 1993, assisting those young people with mental health problems or those at risk of developing such problems. A new program, the Educational Counselling for Young People Program, commenced during 1993. Its aim is to improve the educational participation and outcomes of

secondary students who are experiencing socio-economic disadvantage and who are at risk of not completing secondary schooling. In 1993, this program funded three organisations to provide counselling and support to 3,000 students and their families in some capital cities and rural areas.

The Rural Youth Information Service, which provides information and advice on education, employment and training opportunities, continued to expand and now encompasses 27,250 young people and numerous schools in remote and rural locations.

In 1993, 65 organisations were assisted by Youth Strategy Action Grants to assist disadvantaged young people, including those at risk of leaving school early. The 1993 Rock Eisteddfod gave 425 secondary schools and over 45,000 students across Australia the opportunity to produce, design and stage a production of contemporary music. The Rock Eisteddfod allows students to develop skills of communication, team work and self-esteem.

The Youth Access Centre's School Liaison Program provided occupational and labour market information to assist secondary students make a successful transition from school to further education, training and employment.

The Commonwealth's Foot in the Door campaign sought to promote apprenticeships, traineeships and vocational education as a career option for school leavers. The campaign involved a national television advertisement and an information brochure. The research study carried out into the effectiveness of these initiatives found that the brochure proved reasonably helpful but needed to be more effectively distributed. The television commercial had been very effective in generating awareness and initial interest, which was the primary aim.

National Board of Employment, Education and Training

A number of Schools Council reports were published or completed in 1993. These included *In the Middle: Schooling for Young Adolescents; Five to Fifteen: Reviewing the Compulsory Years of Schooling*, which contained recommendations for proposals to improve schooling from kindergarten (pre-year 1) to year 10; and *Agenda Papers: Issues Arising from Australia's Teachers: An Agenda for the Next Decade*, Volume 2.

Also published during the year were NBEET's commissioned reports *What Do They Know? The Understanding of Science and Technology by Children in Their Last Year of Primary School in Australia*; *Issues in Science and Technology: A Survey of Factors Which Lead to Underachievement*; and *Workplace Learning in the Professional Development of Teachers*.

A Schools Council project on the educational needs of Aboriginal and Torres Strait Islander adolescents and the capacity of schools to meet these needs began and the council has sponsored a study of infrastructure resourcing in secondary schools with a special focus on schools serving disadvantaged communities.

During 1993, the Commonwealth Minister asked NBEET to provide advice on:

- pathways in the post-compulsory years: patterns of participation and achievement;
- the development of knowledge and attitudes about career options and Australia's economic future;
- the department's report on resource levels for government primary schools, and present a series of options for consideration;
- the quality and supply of teachers in the areas of languages other than English (LOTE);
- pre-service and in-service teacher education, in both school and adult education contexts, in the fields of English literacy and English as a second language (ESL).

Advice will be provided to the Minister during 1994.

The Australian Language and Literacy Policy

The Commonwealth has initiated a national public awareness campaign designed to advance the policy objectives of the Australian Language and Literacy Policy (ALLP), including LOTE and Asian studies. The campaign includes the production and distribution of a magazine, *Smart Talk*, aimed at encouraging senior secondary students to pursue LOTE study. Another magazine, *Lingo*, aims at informing the business sector of LOTE issues.

The ALLP has made funding available to the National Languages and Literacy Institute of Australia (NLLIA) to manage two research networks, one dealing with child literacy and ESL, and the other with adult literacy. The primary goals of the networks are to bring together researchers and teachers in these fields to assess the state of Australian research, to support practice and to stimulate, coordinate and disseminate further research.

Under the ALLP initiative, the Government also established the Asia Education Foundation (AEF) whose main function is to coordinate the national effort in raising awareness of the importance of Asia-literacy for all Australians. To fulfil its role, the AEF has three major programs:

- the Curriculum Development Program, which involves authentication of a draft national framework for the study of Asia. The working draft of the framework, which has been circulated to 'magnet schools' throughout Australia for comments, is now

published under the title *A Study of Asia: A Statement for Australian Schools*, and is available from Curriculum Corporation.

- the National Magnet Schools Program, which aims to create and resource a national network of 'magnet' or 'lighthouse' schools to pilot the introduction of the study of Asia across the curriculum, has been greatly expanded. In 1993, ten schools in each State and Territory are taking part in the program.
- the Partnership Program, which aims to develop strategic alliances with Asian and Australian foundations and corporations to match the funds provided by DEET, has also seen large expansion. Preliminary planning is underway to institute a major project in 1994—the Telecommunication Project—which links magnet schools in Australia with schools in China, Japan, Korea and the USA.

Students from socioeconomically disadvantaged backgrounds

As explained in the national overview chapter, the AEC agreed that a special focus in this report would be students from socioeconomically disadvantaged backgrounds, with a sample study being undertaken as part of this focus.

The Commonwealth provides funding for socioeconomically disadvantaged students through a number of programs.

The Disadvantaged Schools Component (DSC) of the NEPS supports programs in government and non-government schools which are declared disadvantaged on the basis of the socioeconomic circumstances of the community from which the school draws its students. Enrolment ceilings for each State and sector help to ensure that funds are targeted at schools serving areas which are suffering the greatest degree of socioeconomic disadvantage.

The Commonwealth also uses socioeconomic disadvantage as a measure of need in targeting assistance through the Literacy and Learning (General), Students at Risk, Gifted and Talented and Gender Equity components of the NEPS.

Support for students experiencing educational disadvantage is incorporated in the objectives of the NPDP and is a focus of the submissions for funding. In addition, a specific project for professional development of teachers of educationally disadvantaged students will be funded under the Strategic Initiatives Element of the program.

The AVCTS includes a number of features that enhance access to vocational education and training for all young people, including those from socioeconomically disadvantaged backgrounds. These include the provision of

multiple flexible pathways to accommodate the varying needs and circumstances of young people. An Equity Strategy has been developed to ensure that equity concerns are addressed across the suite of pilot projects in 1993–94.

International involvement in education

There are a number of international organisations to which Australia belongs which have specific interests in education and training-related matters.

In the Asia–Pacific region, Australia participates (through DEET) in a number of collaborative activities with the Asia Pacific Economic Cooperation (APEC) Education Forum. In particular, during 1993 Australia led a project on school education statistics aimed at establishing a collection of comparable statistics for the region. The project's specific objective was to collect, collate and publish a series of policy-relevant statistics on schooling, focusing on schools, students and staffing, that would provide useful information to members and reflect the many different contexts of schooling in member economies. A draft report is to be provided to members at a meeting in January 1994, with the final report due in June 1994.

Other APEC Education Forum projects related to schooling in which Australia participated during 1993 were a New Zealand-led project on mathematics curriculum and assessment and a United States-led project on teacher training and professional development. Both of these are expected to provide valuable comparative information.

In addition to involvement with APEC, Australia's integration with the Asia–Pacific region is enhanced by the education sector's participation in other multilateral organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the South-East Asian Ministers of Education Organisation (SEAMEO). States and Territories have participated in cooperative development programs with regional countries.

Australia also participates in the education activities of the Organisation for Economic Cooperation and Development (OECD) through its Education Committee and Centre for Education Research and Innovation (CERI). Recent studies and activities include the Active Life for Disabled Youth study, which aimed to ascertain progress in member nations in integrating students with disabilities into regular classrooms. Australia's contribution to the second phase was the outcome of a Project of National Significance—Including Students with Disabilities in Regular Classrooms.

Australia participated in a project which aimed to describe and analyse the effects of recent measures to enhance the effectiveness of schooling and of educational resource management. Another study in which

Australia was involved was the Environment and School Initiatives (ENSI) study, which aimed to describe successful instances and preconditions of effective environmental education and professional development in schools. Participation in ENSI complements developmental work on curriculum frameworks and statements, and the development of ecologically sustainable principles within environmental education.

In 1993, Australia continued to participate in the OECD/CERI Teacher Quality Project, which examined policies of OECD member nations intended to improve the quality of teachers and analyse the impact on student outcomes.

Australia's standing in international events such as the 1993 International Mathematics and Science Olympiads was its best ever. Australia's team achieved outstanding results in each of the Mathematics, Physics, Chemistry and Biology Olympiads. The teams received two gold, four silver and nine bronze medals. Australia is to host the 1995 Physics Olympiad.

Australia actively promotes the marketing and export of Australian curriculum materials overseas through Curriculum Corporation, a national education agency jointly owned by State, Territory and Commonwealth governments. The corporation is also responsible for supporting national and international collaborative approaches to the improvement of school education.

Monitoring achievement

The Commonwealth seeks to monitor progress towards the goals for schooling in Australia. This is done in part through:

- a rolling schedule of evaluations of Commonwealth school programs which satisfies the requirement that all Commonwealth programs be evaluated once every three to five years;
- Commonwealth participation in, and funding of, sample studies which government and non-government systems and schools participate in as part of their educational accountability obligations to the Commonwealth;
- Commonwealth funding of other research studies which focus on improving data availability;
- analysis and monitoring of key school statistics.

Evaluations and sample studies

Studies in progress in 1993 included a sample study on education provision for school students from socioeconomically disadvantaged backgrounds, which is seeking, among other things, to develop a definition of, and method of measurement for, the socioeconomic status of school students. When this task is completed, it

should enable the monitoring of students' outcomes according to their socioeconomic background.

A second 1993 sample study, on subject choice in senior secondary school, updates and expands a similar study in 1990. It is expected that the 1993 study will give an indication of the ways in which States and educational authorities have adjusted to the changing educational needs of both students and society over the ensuing period.

More information on both these studies can be found in the national overview chapter.

Work also continued on the 1992 sample study on educational provision for students with disabilities, which incorporated an evaluation of the Commonwealth's Special Education Program. (Further information can be found in the section on the NEPS.)

Other Commonwealth-funded research

Other studies with potential for providing monitoring data which continued during 1993 were the Information for Management, Planning and Review Project, which included the consideration of statistics on teachers; and the Third International Mathematics and Science Study, which aims to produce 'cross-national' measures of student achievement in mathematics and science for primary, junior secondary and senior secondary students. The Commonwealth is providing financial support for both these studies.

Another major study which commenced in 1993 is a review of the way the Commonwealth distributes its equity funds for schools, which varies between States and sectors and with different program components. This is in part due to history (some of the older programs, like Disadvantaged Schools, have been operating for two decades or more) and in part due to the varying needs of target groups. The review of allocative mechanisms will provide a sound basis for allocating NEPS funds on the basis of educational need and will help in allocating NEPS funds separately to the government, Catholic and independent sectors. Part of the review is a consultancy which will examine existing mechanisms, consider new mechanisms for students with disabilities, and advise on appropriate and workable alternative mechanisms.

The Commonwealth, to improve monitoring of available data, funded the \$60,000 Year 12 Data Comparability Project, which was managed by the ACT Board of Senior Secondary Studies on behalf of the Australasian Curriculum, Assessment and Certification Authorities (ACACA).

The project's recommendations, endorsed by ACACA, included the development of nationally agreed descriptions and classifications for a range of key data items and the establishment of a Data Review Working

Party to manage the implementation of these recommendations. ACACA agencies have agreed to respond to, and reach agreements on, a set of data items as a basis for the next stage of the project, which is the development of a data dictionary.

Analysis of key statistics

To ensure that its objectives for schools are being achieved, the Commonwealth also monitors key outcomes statistics. A number of outcome measures are available at present, including retention to year 12, subject choice at upper secondary level, and transition to further study.

Table 1 shows that for the first time in a decade, year 12 retention did not increase in 1993, remaining at the 1992 rate of 77 per cent. This levelling-off may be due to a number of factors, including the level of economic activity and young people's attitudes to education. Rates for boys and girls were virtually unchanged from 1992 at 72 per cent and 81 per cent respectively. Rates for boys and girls differ quite significantly among the States and Territories.

Table 1. Apparent year 12 retention rates, 1991-93 (per cent)

<i>Sector</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>
Government	67	74	73
Catholic	72	76	77
Independent	101	101	98
Total non-government	82	85	84
Total	71	77	77

Source: Statistical Annex, 1992 and 1993

The stable retention rate in 1992 and 1993 is reflected in the proportions of 16-, 17- and 18-year-olds attending school as Table 2 shows.

Table 2. Age participation rates, 1991-93 (per cent)

<i>Age (in years)</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>
15	93	93	93
16	80	81	81
17	57	60	61
18	13	15	14
19	3	3	3
Total 15-19	47	49	49

Source: Statistical Annex, 1993

Table 3. Estimated year 12 completion rates by socio-economic status and home location 1988–93 (a) (per cent)

	1988	1989	1990	1991	1992r	1993p
Low SES	52	53	53	61	65	59
High SES	73	72	70	80	82	73
Urban	61	62	63	70	73	66
Rural	57	58	60	68	72	65
Remote	48	47	47	52	55	52
Total	59	60	61	69	72	65

r: revised

p: preliminary—subject to finalisation of 1993 estimated resident population

(a) ACT excluded for 1988.

Source: *Statistical Annex*, 1993

One of the Commonwealth's objectives for schooling is to increase the participation of students who are educationally disadvantaged by ethnicity, Aboriginality, socioeconomic circumstances, geographic isolation or physical or intellectual disability.

Information on year 12 retention for two of these groups is provided in Table 3. The groups are those from low socioeconomic (SES) backgrounds and those whose home is in a rural or remote area. The *Statistical Annex* provides a full explanation of this table.

Table 3 indicates that there has been an improvement since the late 1980s in the proportion of students from the lowest SES backgrounds staying on to year 12. However, this proportion (59 per cent in 1993) remains below the corresponding rate for higher SES students (73 per cent in 1993).

There has also been an improvement in the year 12 retention of students from rural and isolated regions over the period from 1988 to 1993. The rate for rural students is now only marginally below that of urban students (65 per cent compared with 66 per cent). However, those who live in remote areas continue to complete year 12 at a significantly lower rate than their urban and rural counterparts (52 per cent compared with 66 per cent).

The table also shows a general levelling off in year 12 completion rates since 1991. This is consistent with data on apparent year 12 retention rates. There are, however, additional factors affecting the data in Table 3. In several States and Territories there were major changes in the early 1990s to the curriculum structures within which year 12 studies are provided and their associated assessment/certification procedures. Other States have

modified existing arrangements to accommodate a more diverse year 12 population, resulting in changes in the concept of completion. The impact of these changes and their broader context is being considered in a review of the year 12 completions data currently in progress.

As mentioned in the 1992 *National Report on Schooling in Australia*, the Australian Council for Educational Research (ACER) report *Year 12 in the 1980s* indicates that students from non-English speaking backgrounds were doing better in terms of retention than their counterparts with fathers born in Australia or another English-speaking country.

Year 12 retention rates for Aboriginal and Torres Strait Islander students have been prepared for the review of the AEP, referred to earlier in this chapter, using unpublished data from the National Schools Statistics Collection. As Table 4 shows, the 1993 apparent year 12 retention rate for Aboriginal and Torres Strait Islander students is significantly below that for all Australian students. Nevertheless, the available data also show that retention among this group of students has been increasing.

Table 4. Apparent year 12 retention rates for Aboriginal and Torres Strait Islander students and all Australian students, 1991–93 (per cent)

	1991	1992	1993
Aboriginal and Torres Strait Islander students ^(a)	22	25	^(b) 25
All students	71	77	77

(a) All rates exclude Queensland. (b) Estimated rate including Queensland is 33 per cent.

Source: *The National Review of Education for Aboriginal and Torres Strait Islander People*

Another of the Commonwealth's objectives is to increase student participation in key subject areas, notably mathematics, science and languages other than English. As Table 5 shows, the number of year 12 enrolments in mathematics, science and languages increased between 1988 and 1993. In terms of shares of total enrolments, however, only mathematics increased. In addition, there has been a large increase in enrolments (in both numbers and share) in the technical studies area, which includes computing studies.

Table 5. Year 12 enrolments in tertiary-accredited subjects, 1988 and 1993

	1988		1993	
	Number	%	Number	%
English	137,882	19.3	174,357	19.2
Science	140,913	19.7	148,355	16.3
Mathematics	125,513	17.6	167,328	18.4
Humanities & social sciences	116,280	16.3	126,367	13.9
Economics & business	77,191	10.8	101,523	11.2
Arts	37,547	5.3	51,808	5.7
Languages	19,990	2.8	22,598	2.5
Physical education	11,779	1.7	23,384	2.6
Technical studies	15,200	2.1	51,989	5.7
Other	31,223	4.4	42,126	4.6
Total	713,518	100.0	909,835	100.0

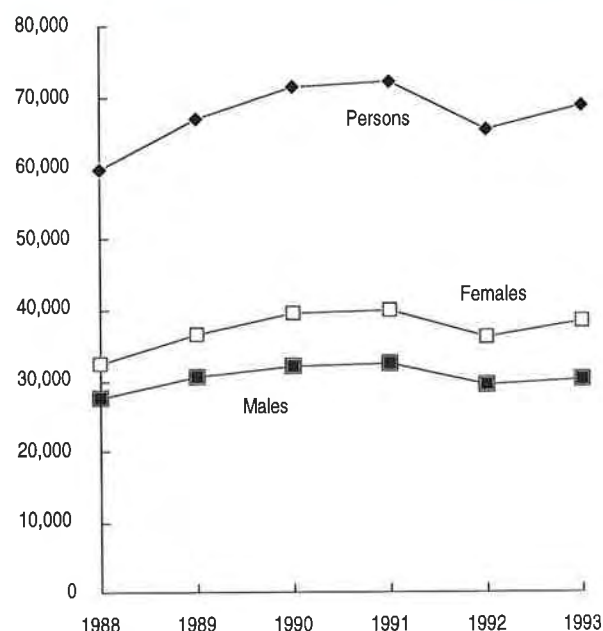
Source: Commonwealth DEET, from information supplied by secondary accreditation authorities

In 1993, 68,900 year 12 students continued on to higher education, 5 per cent more than in 1992. As Figure 1 shows, the number of female school leavers who continue on to higher education exceeds the number of males. School leavers who commenced higher education in 1993 represented 36 per cent of 1992 year 12 students. This is the same as in 1992, although lower than in previous years, due to a combination of reduced intakes by institutions and increasing numbers of year 12 students.

Results of an ACER study, *Entering Higher Education in the 1980s*, published in 1993, found that there were differences in young people's participation in higher education, according to ethnicity, wealth and social status. In particular, children from higher socioeconomic status families, highly educated parents, families from urban areas and immigrant families tended to participate at a higher rate in higher education than other population groups. These differences tended to parallel imbalances in year 12 graduation rates. The study considered that these differences did not arise from limits to access, but from the differences in individual achievement and the support of education provided by families.

ABS survey data (Table 6) show that some 67,600 school leavers from years 10, 11 and 12 continued on to technical and further education in 1993. Of these, over 70 per cent had completed year 12. (These data are not directly comparable to the TAFE participation data from administrative sources presented in previous *National Reports*.)

Figure 1. Year 12 school leavers who continued on to higher education, Australia, 1988-93



Source: Commonwealth DEET

Table 6. School leavers who continued on to TAFE in 1993

Highest year of secondary school completed	Number
Year 12	
Govt	33,400
Non-govt	13,100
Total	46,400
Year 10 or 11	
Govt	15,200
Non-govt	4,000
Total	19,200
Total ^(b)	
Govt	50,400
Non-govt	17,200
Total^(a)	67,600

(a) Any discrepancies in totals are due to figures being rounded.

(b) Includes a small number of persons not asked type of school last attended.

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

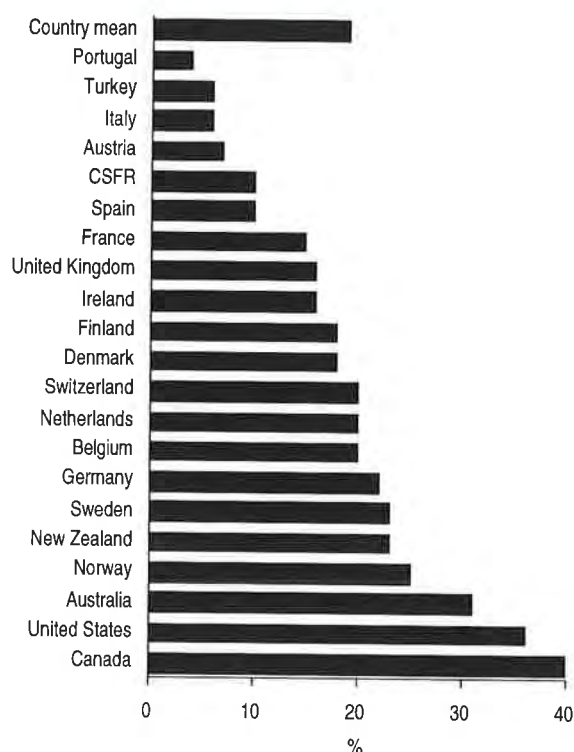
Comparison with other countries is another indicator of the performance of the Australian school system. In December 1993, the OECD published the second edition of *Education at a Glance: OECD Indicators*, which reports 38 indicators covering 1990–91 school year data provided by participating members, including Australia.

While providing some very useful information, the report again demonstrates the difficulties of making meaningful comparisons across countries with significantly different education systems. For example, the report suggests that Australia's per capita expenditure on school education is very low: \$US 2,626 compared with \$US 4,043 in the 'typical' OECD country. This appears to be the result not of real differences in expenditure, but of what is included by different countries in their statistics on school expenditure and whether or not their school system incorporates vocational training (which in Australia is in the TAFE system).

On a more positive note, the report shows that in regard to the percentage of the population that has completed tertiary education, only Canada with 40 per cent and the United States with 36 per cent had a higher proportion than Australia at 31 per cent (Figure 2), and that in terms of the percentage of the population 5 to 29 years of age enrolled in all levels of education, Australia with 63 per cent was only outperformed by New Zealand with 66 per cent (Figure 3). In the area of pupil–teacher ratios (PTRs), Australia is in the middle of the field, with ratios of 18.5 at primary level and 12.5 at secondary (Figure 4). (The OECD's report includes an incorrect figure of 18.6 per cent for Australia's secondary PTR.)

For the tables underlying these figures see the 1993 *Statistical Annex*.

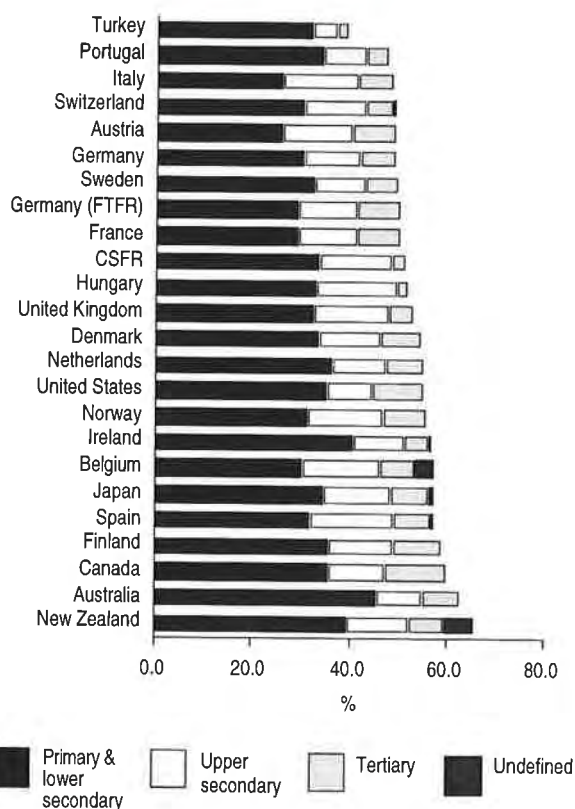
Figure 2. Educational attainment of the population,^(a) 1991



(a) Percentage of the population 25 to 64 years of age that has completed tertiary education (non-university and university).

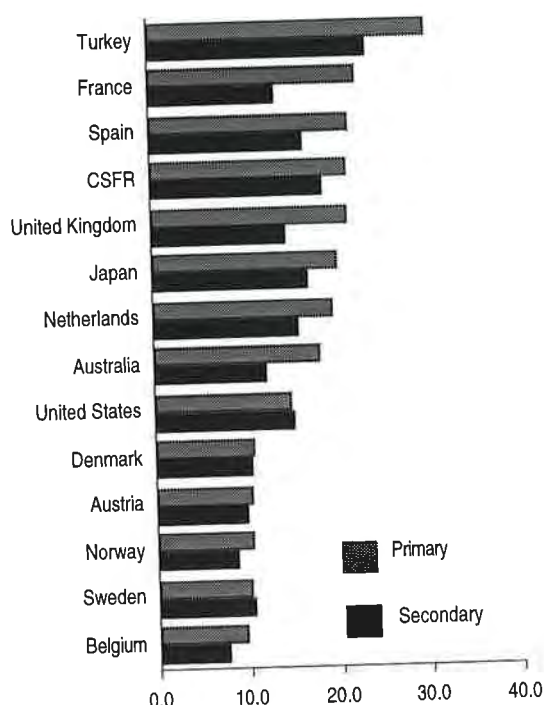
Source: OECD, *Education at a Glance*, 1993

Figure 3. Percentage of population 5 to 29 years enrolled in education, 1991



Source: OECD, *Education at a Glance*, 1993

Figure 4. Ratio of primary and secondary students to teaching staff, government and non-government education, 1991



Source: OECD, *Education at a Glance*, 1993

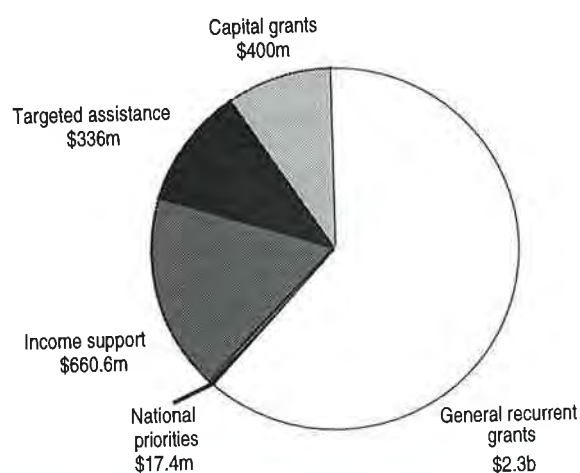
Commonwealth funding for schools and students

The Commonwealth plays a key role in addressing the national priorities for schools by providing a variety of funding programs for schools and students. For 1993, the Commonwealth spent \$2.9 billion on school programs (including \$2.3 billion in general recurrent grants) and \$660.6 million on income support for school students (Figure 5).

Schools programs

The schools programs administered by the Schools and Curriculum Division of DEET fall into two broad areas: general assistance and targeted assistance. In total, in 1993, \$1.28 billion was provided to government schools; \$1.59 billion to non-government schools; and \$63 million was provided jointly to the two sectors under these programs. Details of the Commonwealth's expenditure are provided in the *Statistical Annex* to this report. The *Annex* includes information, for relevant programs, on the numbers of schools and students assisted.

Figure 5. Commonwealth expenditure on schools and students, 1993



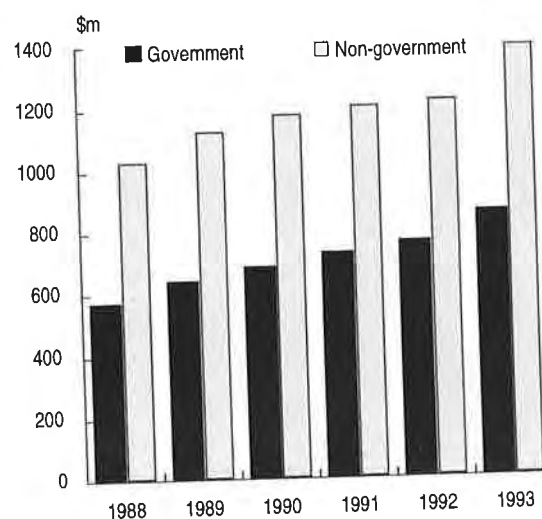
Source: Commonwealth DEET

General assistance

General Recurrent Grants Program

To support the ongoing costs of Australian schooling, including teachers' salaries, approximately \$2.3 billion was provided under General Recurrent Grants Program in 1993, comprising \$854.6 million for government schools and \$1,400.1 million for non-government schools. This was an increase of \$281 million or 14.2 per cent over the 1992 allocation. In real terms, Commonwealth grants to government and most non-government schools continued to increase (Figure 6).

Figure 6. Commonwealth general recurrent grants, 1988-93



Source: Commonwealth DEET

The 1992–93 Budget provided an additional \$45 million in general recurrent grants for non-government schools for the 1993 school year. This \$45 million included a funding boost for schools in categories 5–12 and around \$7 million for the lifting of maximum enrolment restrictions. The additional \$45 million provided in 1993 was built into the general recurrent base. Real increases for categories 5–12 for the period 1993–96 are based on the new higher general recurrent base. Funding for schools in categories 1–4 is being maintained in real terms for this period. General recurrent funding also increased from 1993 due to the subsuming of the Award Restructuring Assistance Program into general recurrent funding, raising the grant level for all funding categories.

Commonwealth general recurrent grants are made on a per student basis, with rates for individual non-government schools being based on need. These schools are categorised into one of 12 funding categories (category 1 receiving the least financial support and category 12 the most). Of the 2,447 non-government schools receiving general recurrent funding in 1993, 1,803 were funded at category 10 or higher (Table 7). Table 23(A) in the *Statistical Annex* shows the per capita rates for both government and non-government sectors.

Table 7. Non-government schools and students funded by the Commonwealth, 1988–93

<i>Year</i>	<i>Number of funded schools</i>	<i>Number of funded students</i>
1988	2,474	822,019
1989	2,481	833,802
1990	2,473	843,370
1991	2,453	852,574
1992	2,453	859,128
1993	2,447	866,858

Source: Commonwealth DEET

In 1991, 39 new schools, with proposed enrolments of 14,000, received funding approval to commence in 1993. Eleven proposals were not approved for funding for 1993 because they were not considered to be consistent with the planned provision of education in the proposed locations. Table 8 shows the outcomes of proposals for new schools in 1992 and 1993.

In March 1993, the Government made a policy commitment to provide \$3.6 million over three years for recurrent support to hostels for rural school students. This has led to the development of the Hostels for Rural School Students—Staff Training, Development and Community Liaison Program announced in the 1993–94 Budget.

This program, which will operate over the period 1994–96, aims to increase access to schools for students from isolated rural areas by improving the efficiency and effectiveness of the management and operation of hostels for rural school students.

Table 8. Outcomes of the Commonwealth's New Schools Policy, 1992 and 1993

<i>Type of proposal</i>	<i>1992</i>		<i>1993</i>	
	<i>Proposed</i>	<i>Approved</i>	<i>Proposed</i>	<i>Approved</i>
Commencement	48	34	50	39
Extension of school years	24	16	27	24
Relocation of school	32	29	22	22
Other	72	60	69	65
Total	176	139	168	150

Source: Commonwealth DEET

Capital Grants Program

The Capital Grants Program shares the objectives of the General Recurrent Grants Program, with a particular emphasis on improving educational outcomes for students from low socioeconomic backgrounds and other disadvantaged groups, by providing, maintaining and upgrading school facilities.

The Commonwealth allocated a total of over \$400 million under the Capital Grants Program for 1993, an increase of more than \$94 million on the 1992 funding level. This included additional funds made available under special purpose elements to help meet the pressure of increased school retention rates and to focus on issues of national significance such as the curricular developments recommended by the Finn and Carmichael reports.

In the government sector, \$271 million funded 628 major and over 2,000 minor projects at government schools with an average grant of \$389,500 for major projects. It comprised:

- \$199.6 million under the General Element;
- \$11.5 million under the Secondary Support Element to assist secondary schools in meeting additional pressures from improvement in retention rates;
- \$60 million under the Secondary Refurbishment Element to accommodate the retention and curriculum changes noted above, particularly as they affected older secondary schools where facilities were most under pressure.

In the non-government sector, \$129 million funded 567 projects at non-government schools and hostels with an average grant of \$224,440. It comprised:

- \$69 million under the General Element;
- \$28 million under the One Nation component of the General Element to non-government schools for 1993 to assist in the immediate creation of jobs;
- \$25 million under the Quality, Competencies and Technological Support Element to improve the quality of schooling, to meet the diverse needs of the greater proportion of students staying on to year 12, and to provide technological support complementary to these objectives;
- \$5 million under the Aboriginal and Torres Strait Islander Support Element to improve educational outcomes for students of Aboriginal or Torres Strait Islander background by improving their participation and achievement through the provision of capital facilities;
- \$2 million under the Hostels for Rural Students—Non-government Element to improve educational outcomes for isolated rural students through the provision of improved hostel facilities.

National priorities

A total of \$17.4 million was provided in 1993 to support a range of programs and projects considered to be national priorities.

Projects of National Significance Program

The Projects of National Significance (PNS) Program allocated nearly \$2.6 million in 1993 to promote change and innovation in primary and secondary education and to improve the experience, knowledge and skills of teachers and others involved in primary and secondary education in Australia.

Activities in 1993 focused on increasing student participation in mathematics and science, promoting environmental awareness, supporting work related to the development of employment-related key competencies, supporting interest in the fine and performing arts, improving teacher quality, and improving access for disadvantaged groups.

To these ends, Projects of National Significance in 1993 included support for the International Mathematics and Science Olympiads; the International Association for the Evaluation of Educational Achievement (IEA) study of student achievement in Mathematics and Science for primary, junior high school and senior secondary students (TIMSS); the Australian Environment Earthworm Awards; and a special education study into children with acquired brain injury in mainstream classes. The PNS Program also supported both an interactive multi-

media learning program to deliver information on fibre optics and the expansion into disadvantaged schools of the Young Achiever Australia activities.

Gender Equity in Curriculum Reform Project

Commonwealth funding for the Gender Equity in Curriculum Reform Project in 1993 supported the gender-equity curriculum consultants who were appointed to each of the Australian collaborative curriculum statement and profile teams as full members. The collaborative curriculum project finished on 30 June 1993 and the first editions of the curriculum statements and profiles will be finalised for publication in early 1994 by Curriculum Corporation. The gender-equity curriculum consultants sought to ensure the profiles addressed the construction of gender and were inclusive of girls' experiences.

Through this project, a third round of innovative projects was funded. Included is an innovative project coordinated by the James Cook University of North Queensland which investigates the dimensions of educational disadvantage of Aboriginal and Torres Strait Islander girls, girls from low socioeconomic backgrounds, girls from non-English speaking backgrounds, pregnant girls, girls in isolated and rural areas, girls who are victims of sexual abuse and homeless girls. This report is expected to be completed in early 1994. More details on the outcomes of all of the Gender Equity in Curriculum Reform Projects will be published in the next *Girls in Schools Report* in late 1994.

National Policy for the Education of Girls in Australian Schools

The Gen newsletter, which is funded by the Commonwealth, aims to promote the objectives of the National Policy for the Education of Girls in Australian Schools and strategies for its implementation. Distribution of the newsletter reached 32,000 per month during 1993.

Gender and Violence Project

As part of the Prime Minister's Community Violence Program, \$0.9 million was made available over two years (1992–93, 1993–94) for the development of teacher education and curriculum materials to address issues of gender-based violence in schools. Stage 1 of the Gender and Violence Project was implemented and completed during 1993.

The stage 1 position paper recommended the development of a whole-school kit to deal with gender and violence issues in school management and in the K–12 curriculum; the production of a professional development video for teachers and parents; the production of a video and support materials for primary school students; and the development of materials and processes for dealing with the issue in Aboriginal and Torres Strait

Islander communities. These projects will be implemented during 1994.

Australian Students Prize

The Australian Students Prize rewards excellence and provides public recognition and support for outstanding Australian students. Five hundred prizes were awarded to year 12 students across Australia in 1993, in proportion to States' and Territories' year 12 populations. Fifteen prizes were reserved from the national allocation of 500 for winners of medals in International Science and Mathematics Olympiads. The award consisted of a cheque for \$2,000 and a Certificate of Excellence.

Quality Schooling Program

The Quality Schooling Program aims to improve the quality of education in Australian schools by supporting developments in educational leadership, school organisation, student welfare and teacher professionalism.

Major activities in 1993 included promoting professional development for principals and national education initiatives to parents, and investigating aspects of schooling and school organisation which affect learning. The program also contributed to national policy on Open Learning and educational technologies.

The Commonwealth's contribution to national collaboration in curriculum continued to be funded chiefly through the Curriculum Development Projects Program (CDPP), together with the Gender Equity in Curriculum Reform Project, the Projects of National Significance Program, and the Quality Schooling Program.

The CDPP provided funds to the AEC's Curriculum and Assessment Committee (CURASS) and to peak teacher associations and government and non-government school sector agencies to promote and disseminate curriculum statements and profiles. Funding was also provided to gender-equity and Aboriginal and Torres Strait Islander consultants to provide input into curriculum statements and profiles, and to ensure wide consultation with Commonwealth and peak national agencies, in developing responses to statements and profiles.

Curriculum Corporation

The Commonwealth contributes a core fee to Curriculum Corporation on an annual basis, along with other member States and Territories, and in 1993-94 paid an establishment grant of \$458,700, being the final contribution of a five-year grant.

Curriculum Corporation activities in 1993 focused on the publication of nationally developed curriculum statements and profiles, and materials supporting these documents. Materials on the use of the profiles are being developed in the mathematics, technology, English and science learning areas. Other priority areas for development of curriculum materials included a

vocational education in schools project, Asian languages and studies, gender equity and Aboriginal and Torres Strait Islander studies, and management of the National Element of the Commonwealth-funded Learning and Literacy Project.

Following the first meeting of the new Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in December 1993, the corporation was charged with the task of coordinating information from States and Territories and reporting early in 1994 on the implementation of the curriculum statements and profiles in member States and Territories.

Vocational Education in Schools Project

The Commonwealth has provided \$1.4 million over the 1992-94 financial years to support vocational programs in Australian schools, through the Vocational Education in Schools Project. The project is managed by Curriculum Corporation.

The principal focus of the project is to develop curriculum resources for programs which have the potential to gain recognition under the National Framework for the Recognition of Training (NFROT). The project also fosters national collaboration in vocational education and supports the introduction of the AVCTS.

Stage 1 of the project was undertaken in 1993. It comprised mapping vocational programs in schools in all States and Territories, a literature survey and some associated research. In December 1993, a national workshop was held to discuss the results of the stage 1 research and to set directions for stage 2 of the project.

National Professional Development Program

The NPDP (mentioned earlier in this chapter) provides Commonwealth funding under two elements:

- the Strategic Initiatives Element for projects which have national significance or applicability and involve teachers from more than one State or Territory;
- the General Element for projects which involve teachers from one State or Territory only.

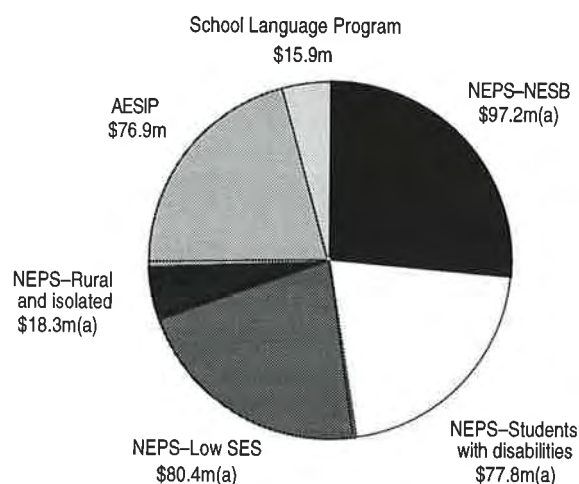
Education Centres

In 1993, \$2.4 million was provided to 23 Education Centres in city and rural locations throughout Australia. Education Centres are autonomous bodies managed through local committees, which have a majority of teachers as members. The major focus of the centres is improving the quality of school education through curriculum and professional development support.

Targeted assistance

In 1993, the Commonwealth provided \$366.5 million for targeted assistance, which comprised expenditure under the NEPS, the School Language Program and the Aboriginal Education Strategic Initiatives Program (Figure 7). This expenditure is aimed at improving the educational outcomes of disadvantaged young people and at promoting Australia's multicultural society.

Figure 7. Commonwealth expenditure on targeted assistance, Australia, 1993



(a) These amounts are calculated from the relevant components of the four NEPS elements.

Source: Commonwealth DEET

National Equity Program for Schools

In an effort to improve the access, participation and educational outcomes of young people disadvantaged by poverty, low socioeconomic background, being an Aboriginal or Torres Strait Islander, isolation, rurality, disability, non-English speaking background, poor literacy, family breakdown, drugs, violence and abuse, the Commonwealth provided \$273.7 million under the NEPS in 1993.

Access Element

Under the Access Element, the Commonwealth provided a total of \$167.9 million, comprising \$97.2 million for the ESL Component and \$70.7 million for the Special Education Component.

The ESL Component comprises:

- the General Support sub-component, which assists students of non-English speaking background (NESB) who can already participate in mainstream classes but still require special assistance;
- the New Arrivals sub-component, which provides a once-only per capita grant (\$2,722 in 1993) to support intensive English language programs for newly arrived students with minimal or no English language skills.

In 1993, the Commonwealth revised the allocative mechanism that is used to allocate General Support funds to the States, Territories and non-government systems and schools. The new allocations were based on data on the numbers of young people from non-English speaking backgrounds from the 1991 Population Census, and the 1991 census of non-government schools. This revised index now recognises Aboriginal and Torres Strait Islander students as coming from a non-English speaking background and includes them as an important target for General Support funds.

The amount provided for ESL General Support in 1993 (\$63.5 million) was 23.3 per cent higher than in 1992, while the amount for New Arrivals (\$33.8 million) was 32.8 per cent lower. This was due to a commensurate fall in the level of immigration in 1993.

The Special Education Component of NEPS aims to improve the educational access, participation and outcomes of young people with disabilities. There are three main sub-components.

The Schools Support sub-component assists children with disabilities in government schools (\$26.3 million) and non-government schools (\$23.8 million). Funds could be spent on teachers, aides, equipment, curriculum and consultants, and for essential services (such as therapy) to assist the access of these students to education.

The Intervention Support sub-component (\$16.7 million) supports education and therapeutic and other essential services for children with disabilities not enrolled at schools, for example young children with disabilities, and children with severe disabilities. Children, with or without disabilities, in residential care were also assisted, as were school children whose needs were so great that funding in addition to that available under Schools Support was required.

The Capital Support sub-component (\$3.9 million) assists non-government special schools, regular schools and centres to provide capital facilities integral to improving educational outcomes for children and students with disabilities.

A National Conference of Special Education Coordinating Committee Chairpersons and Executive

Officers was held in Canberra on 9 July 1993. It represented the formal commencement of negotiations on the future of the Special Education Component following the full introduction of the NEPS in 1994.

The 1992 sample study on students with disabilities, which included a component aimed at evaluating the Special Education Component, continued during 1993. Sources of information for the evaluation included schools, systems, Special Education Coordinating Committees and officers of the Commonwealth Department of Employment, Education and Training involved in special education.

While the evaluation is still in draft form, it has some useful findings in relation to future funding priorities, desirable key outcomes and long-term objectives. It emphasises that the component has a significant impact on the quality of educational provision for students with disabilities, particularly in assisting the enrolment of students in primary and secondary schools, and in enabling non-government schools to enrol students with disabilities. The report on the study is expected to be published in the first half of 1994.

Equity Element

Under the Equity Element, the Commonwealth allocated a total of \$83.6 million, comprising \$63.1 million for the Disadvantaged Schools Component (DSC), \$14.7 million for the Country Areas General Component (CAGC), and \$5.8 million for the Literacy and Learning General Component (LLGC).

The DSC supports school-based programs to improve participation, learning outcomes and the personal development of disadvantaged young people. In 1993, some 2,030 schools were assisted under this program, comprising 1,664 in the government sector and 366 in the non-government sector. Nearly 80 per cent of the schools assisted were primary schools. Some 500,000 students attended schools which were assisted, including about 427,000 attending government schools.

The Index of Disadvantage was again applied in 1993 as the formula to allocate funds to the States. It uses Census and school data to identify those school catchment areas of greatest socioeconomic disadvantage, and takes account of six variables, including occupation, unemployment, education, family income, accommodation and crowding.

The DSC supported a range of activities in the areas of literacy and numeracy, the development of skills to enable students to function effectively in society, curriculum development, professional development of staff associated with DSC schools, and parent, school and community interaction.

The CAGC assists school communities to improve the delivery of educational services in rural and isolated

areas, called 'prescribed country areas'. In 1993, there were 55 such areas across Australia, involving 1,259 schools, of which 1,118 were government schools and 905 were primary schools. About 185,800 students were eligible for assistance under the program, of whom 171,000 were attending government schools.

Allocations to States for this joint government-non-government component were again made on the basis of an index which takes into account remoteness and the proportion of the population living in small settlements.

The CAGC supported a range of activities, including the development and extension of curriculum programs, involvement of local people, industries, employers and resources in school programs, and community programs to enrich the cultural, social and recreational life of country students. The CAGC has strong support in rural communities, and parents and community members are actively involved in its operation.

The LLGC was set up to run for a three-year period, finishing at the end of 1993. It was intended to improve learning in the junior secondary years by assisting students, particularly those from low socioeconomic backgrounds, to use the language of major subject disciplines more effectively. Funds were provided to the States for a variety of purposes associated with developing or extending targeted professional development programs and delivering them to teaching staff.

National Priorities Element

Under the National Priorities Element, a total of \$13.6 million was provided: \$3.6 million for the Country Areas National Component (CANC), \$1.7 million for the Literacy and Learning National Component (LLNC), \$7.3 million for the Students at Risk (STAR) Component and \$1 million for the Gifted and Talented Component.

The CANC supports initiatives to encourage young people in rural areas to complete year 12, and aims to improve levels of student achievement and to reduce gender bias in subject choice, particularly among students from low socioeconomic backgrounds. The focus of this component is on cost-efficient technology and innovation, and on interstate, cross-sector and inter-school collaboration.

Project funds were awarded to States to carry out a range of projects which were continuing from 1992 or initiatives for 1993. Projects were funded in the areas of access to education through technology, particularly the delivery of curriculum via telematics; research into the barriers to participation and retention to year 12; development of curriculum materials and non-traditional curriculum in the areas of mathematics, science and technology; and increasing the awareness of vocational education as a post-school option.

The LLNC focuses attention on the importance of the early years of schooling (K-3) in students' literacy development, and aims to develop strategies which particularly address the special needs of students disadvantaged by socioeconomic circumstances.

Funding was provided for five major projects, all of which contributed to collaborative outcomes at the national level and to the development and delivery of collaborative professional development programs for teachers. The effective teaching strategies identified as part of these projects, and the professional development materials produced, will contribute to a major professional development product to be produced as part of the 1994 LLNC.

The STAR Component targets especially disadvantaged young people, with the objective of identifying those students most at risk of not completing secondary school and encouraging their continuation through a range of school-based projects at, or in connection with, government and non-government schools. These are young people up to 19 years of age who are at risk of leaving school, or who have already left school before completing year 12, or whose achievement or behaviour at school is adversely affected by circumstances such as family dislocation, itinerancy, violence or abuse, homelessness, truancy or substance abuse.

The non-government sector participated in this component for the first time in 1993 as a part of the Government's National Employment and Training Plan. In 1993, about 800 schools benefited from STAR funding. The 1993-94 Budget extended STAR to 1996.

The objective of the Gifted and Talented Component, which commenced in 1993, is to assist schools and systems to enrich the learning experiences of gifted and talented students who are disadvantaged by poverty, isolation, poor English proficiency or disability.

Priority areas for funding were the identification of gifted and talented students, professional development of teachers and development of models of support for gifted and talented students. In 1993, funding supported 21 projects.

Incentives Element

Under the Incentives Element, the Commonwealth provided a total of \$8.6 million, comprising \$1.5 million for the Gender Equity Component (GEC) and \$7.1 million for the Students with Disabilities Component.

The GEC, which commenced in 1993, provides funding for initiatives to improve the learning experiences of girls in schools which are isolated or characterised by concentrated levels of students disadvantaged by low socioeconomic status.

In 1993, a per capita grant of \$315 was paid to State education authorities, systems and non-government non-systemic schools for each eligible student.

Recurrent funding is provided to schools and school systems for students with disabilities. This funding is additional to the basic recurrent funding provided under the General Recurrent Grants Program.

School Language Program

The School Language Program is based on the Australian Language and Literacy Policy, *Australia's Language*, and supports the expansion of and improvement in the learning of languages other than English, including support for professional development of language teachers.

The program consists of the Priority Languages Incentive Element (PLIE) and the Community Languages Element (CLE).

The PLIE aims to improve the national proficiency in languages other than English by providing financial incentives to education authorities to increase the numbers of students studying priority languages other than English at year 12. State Ministers with responsibility for education declared eight priority languages from the following fourteen: Aboriginal languages, Arabic, Chinese (Mandarin), French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Thai and Vietnamese.

Table 9. Students who attracted PLIE funds, 1993 program year

	Government	Non-government	Total
Aboriginal	13	—	13
Arabic	279	63	342
Chinese	1,073	224	1,297
French	2,154	2,204	4,358
German	1,619	1,133	2,752
Indonesian	319	219	538
Italian	808	1,377	2,185
Japanese	2,488	1,512	4,000
Korean	—	—	—
Modern Greek	1,464	237	1,701
Russian	—	—	—
Spanish	369	35	404
Thai	—	—	—
Vietnamese	562	56	618
Total	11,148	7,060	18,208

Source: Commonwealth DEET, from data supplied by secondary accreditation authorities

In 1993, a grant of \$315 was paid in respect of each eligible student, up to a ceiling of 25 per cent of total year 12 enrolments in each eligible educational institution. A total of \$5.7 million was paid under PLIE in 1993, covering 11 of the 14 languages. (See Table 9 for information on the number of students attracting PLIE funds in 1993.)

The CLE began in 1992, replacing the Ethnic Schools Program. It is designed to assist students of non-English speaking backgrounds to maintain their respective languages and cultures and to increase awareness among all students of the differing community languages and cultures in Australian society. In 1993, total funding was \$10.2 million.

Aboriginal Education Strategic Initiatives Program

The *Aboriginal Education (Supplementary Assistance) Act 1989* is the enabling legislation for the Commonwealth's contribution of financial assistance under the Aboriginal Education Strategic Initiatives Program (AESIP). This Act is unique in that it has as its objectives the 21 agreed goals in the joint policy statement of the National Aboriginal and Torres Strait Islander Education Policy (AEP). These goals provide a framework in which AESIP can be used by recipients to improve the educational opportunities and outcomes for Aboriginal and Torres Strait Islander people.

The Commonwealth contributed to the 1993–95 triennium of AEP through a variety of programs, its major contribution being through AESIP. Supplementary AESIP funds are committed on a triennial basis and are in addition to the normal Commonwealth provision of recurrent and capital funding to the States and Territories.

Some AESIP funds have been earmarked for specific national priorities in 1993–95, arising from the Royal Commission into Aboriginal Deaths in Custody (RCIADIC) and in response to the ALLP. AESIP funds appropriated for 1993 totalled \$76.9 million, which included \$2.5 million for RCIADIC to be used for the employment of additional Aboriginal and Torres Strait Islander education workers, and \$5.4 million for the ALLP.

The ALLP funds will be used for implementing the Aboriginal Literacy Strategy (ALS) and the Aboriginal Languages Education Strategy (ALES). These funds are broadly distributed on a population share basis between States and Territories, to the pre-school, school and TAFE and adult–community education sectors, subject to the merits of proposed initiatives. Supplementary AESIP funding is provided for strategic ALS and ALES initiatives, not for ongoing operational purposes.

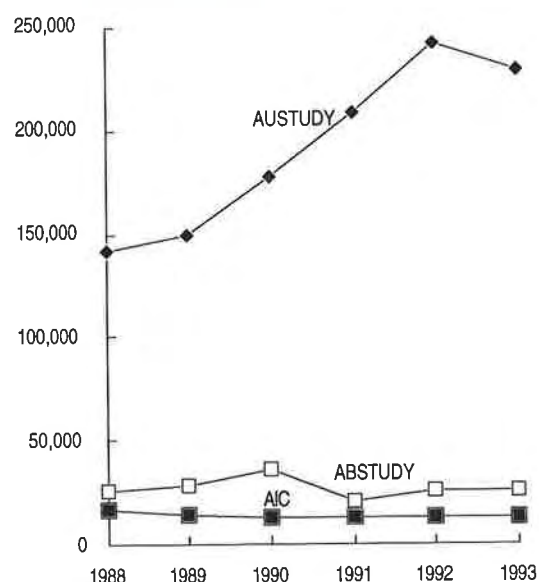
In addition to AESIP, the Commonwealth's contribution to the national effort to redress the educational disadvantage of Aboriginal and Torres Strait Islander people is made through the Aboriginal Student Support and Parent Awareness Program; the Aboriginal Tutorial Assistance Scheme; and the Vocational Education and Guidance for Aboriginals Scheme.

Income support for students

As part of its Social Justice Strategy and to increase participation in education and training among targeted groups, the Commonwealth, in 1993, provided \$660.6 million directly to disadvantaged school students and their families through three schemes:

- AUSTUDY helps needy, full-time students who are 16 years and over or who, if homeless, have reached minimum school leaving age.
- ABSTUDY (Schooling) encourages all Aboriginal and Torres Strait Islander students to take full advantage of the educational opportunities at secondary school that are available to other Australian students.
- the Assistance for Isolated Children (AIC) scheme gives financial help to the families of children who, because of geographic isolation or disability, must live away from home to attend school, study by correspondence or live in a second family home to attend school.

Figure 8. School students who received Commonwealth income support, by type of assistance, Australia, 1988–93



Source: Commonwealth DEET

As shown in Figure 8, there was a small drop in the number of school students receiving AUSTUDY in 1993. This follows a steady growth in numbers from the inception of the scheme in 1987, to 1992. The numbers of ABSTUDY and AIC students have remained fairly constant over the period 1988-93.

In 1993, the AUSTUDY and ABSTUDY personal income test threshold was increased by 20 per cent to \$6,000; maximum AUSTUDY benefits were tied to movements in Consumer Price Index and thresholds for spouse and parental income tests were increased in line with average weekly earnings.

In the context of the 1993-94 Budget, the Government announced a number of changes to simplify education income support for students at school and ensure the support goes to those most in need.

An evaluation of ABSTUDY is to be conducted in 1994. The aim of the study is to assess the extent to

which ABSTUDY has met its objective 'to encourage Aboriginal and Torres Strait Islander people to complete secondary education and go on to tertiary education by increasing that group's participation to the same levels as the rest of the community'.

The evaluation will address such issues as the level of educational participation of Aboriginal people over time and the extent to which changes in participation can be attributed to the availability of ABSTUDY; the differences in taking up of ABSTUDY among Aboriginal people according to their age, gender, geographic location and other characteristics; the adequacy of ABSTUDY allowances in encouraging Aboriginal and Torres Strait Islander people to complete secondary education and enter tertiary education; and ways in which the ABSTUDY program could be made more effective.

