

10 Other areas of curriculum and student achievement

10.1 Subject enrolments and participation

Information provided in Table 67 in respect of participation by Australian students in tertiary-accredited subjects in 1996 reveals that, of the eight KLAs, there were more subject enrolments in SOSE than in any other KLA. Nationally:

- 23.3 per cent of all enrolments at this level were reported in this one KLA, with 21.7 per cent of subject enrolments by boys and 24.7 per cent of subject enrolments by girls falling within this area;
- 80 per cent of all students were enrolled for one or more subjects in this KLA, this total comprising 77 per cent of boys and 82 per cent of girls; and
- on average, students undertaking tertiary-accredited courses undertook 1.5 subjects from this KLA in 1996.

However, the English KLA attracted the participation of more students than any other KLA, as had also occurred in 1995. Ninety-three per cent of all students undertaking tertiary-accredited subjects took at least one subject of English. On average, students enrolled for marginally more than one English subject each, markedly less than for the SOSE KLA, where multiple subject enrolments were relatively common.

The mathematics and science KLAs were the only others to achieve participation by more than 50 per cent of students undertaking tertiary-accredited subjects in 1996. Of these two KLAs, mathematics attracted some 79 per cent of students, while science attracted 64 per cent of students. The science KLA, however, showed a greater incidence of multiple subject enrolments than mathematics.

There were some gender differences evident in respect of the subjects undertaken. For example:

- boys were somewhat more likely to undertake studies in the mathematics KLA than girls and considerably more likely to undertake studies in the technology KLA; and
- girls were more likely to undertake studies in the SOSE, the arts and LOTE KLAs than boys; but
- there was little gender difference in participation in the English, science, health and physical education KLAs.

Table 67. Participation by year 12 students in tertiary-accredited subjects, by Key Learning Area, by gender, Australia, 1996

Key learning area	Males			Females			Total		
	Students			Students			Students		
	Subject enrolments	No. (a)	Per cent (b)	Subject enrolments	No. (a)	Per cent (b)	Subject enrolments	No. (a)	Per cent (b)
English	75,102	74,225	92	90,176	84,070	93	165,278	158,295	93
Mathematics	78,317	65,961	82	76,217	69,725	77	154,534	135,686	79
Society and environment	85,774	61,850	77	112,723	73,900	82	198,497	135,750	80
Science	70,594	50,674	63	76,064	57,910	64	146,658	108,584	64
Arts	20,246	18,207	23	37,088	28,232	31	57,334	46,439	27
Languages other than English	8,232	8,182	10	16,438	14,934	17	24,670	23,116	14
Technology	40,611	35,700	44	27,669	25,743	29	68,280	61,443	36
Health and physical education	16,424	15,113	19	19,631	18,647	21	36,055	33,760	20
Total subject enrolments	395,300	n.a.	n.a.	456,006	n.a.	n.a.	851,306	n.a.	n.a.
Total year 12 students	n.a.	80,682	n.a.	n.a.	90,047	n.a.	n.a.	170,729	n.a.

n.a. not applicable.

(a) Number of year 12 students studying at least one subject in each listed Key Learning Area.

(b) Percentage of year 12 students studying at least one subject in each listed Key Learning Area.

Source: Commonwealth DEETYA, derived from data supplied by State secondary accreditation authorities

Table 68. Number (a) and percentage (b) of year 12 enrolments in tertiary-accredited subjects, by Key Learning Area, by gender, Australia, 1991 and 1996

Key learning area and subject	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1991						
English	82,018	20.0	96,582	21.2	178,600	20.6
Mathematics	88,276	21.5	81,841	18.0	170,117	19.6
Society and environment						
Humanities and social sciences	51,138	12.4	66,323	14.6	117,461	13.6
Economics and business	46,385	11.3	52,819	11.6	99,204	11.5
Religion	844	0.2	1,345	0.3	2,189	0.3
Total for this KLA	98,367		120,487		218,854	
Science						
Physical sciences	51,614	12.6	30,228	6.6	81,842	9.4
Biological and other sciences	33,270	8.1	49,814	10.9	83,084	9.6
Total for this KLA	84,884		80,042		164,926	
Arts	15,889	3.9	31,275	6.9	47,164	5.4
Languages other than English	6,448	1.6	13,960	3.1	20,408	2.4
Technology						
Computer studies	8,676	2.1	6,194	1.4	14,870	1.7
Home science	1,850	0.5	16,317	3.6	18,167	2.1
Technical studies	13,234	3.2	1,136	0.2	14,370	1.7
Agriculture	2,209	0.5	1,152	0.3	3,361	0.4
Total for this KLA	25,969		24,799		50,768	
Health and physical education	9,083	2.2	6,467	1.4	15,550	1.8
Total subject enrolments	410,934	100.0	455,453	100.0	866,387	100.0
Total year 12 students	87,398		95,859		183,257	
1996						
English	75,102	19.0	90,176	19.8	165,278	19.4
Mathematics	78,317	19.8	76,217	16.7	154,534	18.2
Society and environment						
Humanities and social sciences	39,300	9.9	53,479	11.7	92,779	10.9
Economics and business	41,865	10.6	53,349	11.7	95,214	11.2
Religion	4,609	1.2	5,895	1.3	10,504	1.2
Total for this KLA	85,774		112,723		198,497	
Science						
Physical sciences	40,891	10.3	26,344	5.8	67,235	7.9
Biological and other sciences	29,703	7.5	49,720	10.9	79,423	9.3
Total for this KLA	70,594		76,064		146,658	
Arts	20,246	5.1	37,088	8.1	57,334	6.7
Languages other than English	8,232	2.1	16,438	3.6	24,670	2.9
Technology						
Computer studies	20,572	5.2	13,425	2.9	33,997	4.0
Home science	1,193	0.3	6,159	1.4	7,352	0.9
Technical studies	16,786	4.2	6,895	1.5	23,681	2.8
Agriculture	2,060	0.5	1,190	0.3	3,250	0.4
Total for this KLA	40,611		27,669		68,280	
Health and physical education	16,424	4.2	19,631	4.3	36,055	4.2
Total subject enrolments	395,300	100.0	456,006	100.0	851,306	100.0
Total year 12 students	80,682		90,047		170,729	

(a) These figures refer to enrolments in all subjects which are publicly examined and/or tertiary-accredited. As each student may be enrolled in several subjects, the total number of subject enrolments shown in this table far exceeds the total number of year 12 students.

(b) The proportion of enrolments in a particular subject is the number of enrolments in that subject divided by the number of enrolments in all subjects.

Source: Commonwealth DEETYA, derived from data supplied by State secondary accreditation authorities

Shifts over time in the relative levels of enrolments in particular KLAs serve as useful indicators of the changes which occur in community expectations of outcomes from schooling. Government policies and current beliefs about likely areas of future employment growth, for example, are factors which can lead to significant changes to enrolment trends over a period of years.

Table 68 presents an overview of changes in student enrolment patterns from 1991 to 1996. For example:

- the English, mathematics, SOSE and science KLAs each had a smaller share of total subject enrolments in 1996 than in 1991; while
- the arts, LOTE, technology and health and physical education KLAs all increased their respective shares of total subject enrolments.

Table 68 also provides a more fine-grained view of changes from 1991 to 1996, with information about particular subject areas within the various KLAs. It shows, for example, that:

- subject enrolments in humanities and the social sciences fell by some 21 per cent, representing a loss of enrolment share of almost 20 per cent;
- in the physical sciences subject, enrolments fell by almost 18 per cent, representing a 16 per cent decline in enrolment share, while the biological and other sciences showed a 4.5 per cent fall in subject enrolments and a decline of around three per cent in total enrolment share;
- computer studies enjoyed a 135 per cent increase in enrolment share and technical studies an increase of 65 per cent, while the home science enrolment share declined by almost 60 per cent; and
- subject enrolments in health and physical education increased by some 130 per cent, representing a similar growth in enrolment share.

Although not all States reported in detail on student participation in KLAs at year 12, information which was provided generally supported comments already made in respect of national data, about gender differences in participation rates and decreasing participation in some subject areas, including the humanities and science.

10.2 National School English Literacy Survey

During August and September 1996, the first national survey of the English literacy achievement of Australian

school children undertaken since 1980 took place in government and non-government schools in every State. The purpose of the NSELS was to produce a consistent factual analysis of the existing situation to be used as baseline data to monitor national English literacy performance over time and to inform strategies to improve literacy in Australian schools. The survey collected data from 9,000 students: a sample of 4,500 students at year 3 and 4,500 students at year 5, with over-sampling for Indigenous students.

Planning for the NSELS was a collaborative effort. The key stakeholders in schooling – State governments, peak non-government school authorities, the Commonwealth, teachers, curriculum experts, parents and the business sector – were directly involved in developing the assessment methodology through membership of the NSELS Steering Committee. The Committee's task was to develop an assessment methodology which had the capacity to link the richness and validity of classroom assessment practices into the framework of a reliable national data collection process. The survey was fully funded by the Commonwealth Government, and conducted by ACER.

The survey will produce the most detailed picture to date of the literacy achievements of school students in this country. The results will be based on a comprehensive view of literacy encompassing reading, writing, speaking, listening and viewing, and will draw on detailed data on student achievement across a wide range of literacy levels. These achievement data will be supported by an analysis of those home and school variables which appear to impact significantly on literacy achievement. Data from the special Indigenous sample will be used to report on the literacy achievements of Indigenous students, including those living in remote areas. The outcomes of the NSELS will be publicly available during 1997.

10.3 Student outcomes in literacy

Most States undertook to report on the outcomes of other literacy assessments, although there was no common assessment instrument or methodology in use across the States. The year levels tested and the subgroups of students for whom outcomes were reported also varied. However, from the State summaries of test results, it can be concluded that the great majority of students tested were functioning at or above the expected levels for their age, with a very small percentage displaying only minimal skills.

Two key conclusions can be drawn from the data provided as a result of various State testing programs. Firstly, girls performed at a significantly higher level than boys in literacy testing programs in 1996. Secondly, achievement by Indigenous students was, on average, significantly lower than for the total student population.

Analysis of literacy test outcomes was less conclusive when assessing the impact on students' literacy outcomes of membership of other key subgroups, such as attending a school in a rural or geographically isolated area, or coming from a non-English speaking background.

New South Wales

The 1996 BST mean test scores in literacy at both year 3 and year 5 show that girls performed at a noticeably higher level than boys. Scores also indicate an over-all level of achievement by students whose language background was not English only marginally below the level of the total student population. The mean test score for Indigenous students, however, was significantly lower than the performance of the total student population and the population of other target groups.

Also on the basis of mean test scores presented in Table 69, it was possible to note a rise in year 3 literacy levels in government schools between 1995 and 1996. Although only slight, an increase in mean test scores was evident

Table 69. Mean test scores for literacy, Basic Skills Tests, government schools, year 3 (1994-1996) and year 5 (1996 only), all students and students in key subgroups, New South Wales.

Year	All students			Key subgroups	
	Boys	Girls	Total	NESB (a)	Indigenous students
<i>Year 3 students</i>					
1994	48	51	49	49	44
1995	48	50	49	48	44
1996	49	51	50	49	44
<i>Year 5 students</i>					
1996	55	57	56	55	51

Note: Definitions used in the determination of key subgroups shown in this table may not coincide with definitions used elsewhere in this National Overview.

Prior to 1996 the year 3 and year 5 results cannot be compared as they used separate scales. In 1996 the year 3 and year 5 BST results were reported on a common scale from 25 to 80.

(a) Students from non-English speaking backgrounds.

Source: Department of School Education, New South Wales

Students at Yarra Road Primary School, Victoria, learn to write with computers.

across the overall student population and for students whose language background was not English. The mean score for Indigenous students remained unchanged, at a level significantly lower than the State average. An assessment of literacy improvement over time was not possible in the case of year 5 students, as the reporting scale for that group was changed in 1996.

In terms of pre-established levels of achievement, key results of the 1996 BSTs in the area of literacy included:

- 64 per cent of year 3 students in government schools were placed in the top three of the five skill bands for literacy; and
- 75 per cent of year 5 students in government schools were placed in the top three of the six skill bands for literacy.

Results in the 1996 BST for students attending CAP-funded government schools suggest that the performance levels of both boys and girls at year 3 and of boys at year 5 were marginally lower than the State average. At year 5, outcomes for girls attending CAP funded government

Table 70. Mean test scores for literacy, Basic Skills Tests, years 3 and 5, government schools receiving CAP (a) funding, by gender, New South Wales, 1996

	Year 3 students		Year 5 students	
	Boys	Girls	Boys	Girls
	47	50	54	57

(a) Refers to schools funded under the Commonwealth's Country Areas Programme.

(b) In 1996 the year 3 and year 5 BST results were reported on a common scale from 25 to 80.

Source: Department of School Education, New South Wales

Table 71. Achievement in literacy, years 3 and 5, by Curriculum Standards Framework levels, all students and students in key subgroups, Victoria, 1996 (per cent)

CSF level	All students			Students in key subgroups				
	Boys	Girls	Total	LBOTE (a)	Indigenous students	Attending rural schools	Attending isolated schools	Attending disadvantaged schools
<i>English - Reading, year 3</i>								
1	13.1	8.2	10.7	15.7	31.1	10.0	11.2	16.8
2	39.4	36.1	37.8	42.2	39.4	38.9	38.5	42.1
3	33.1	37.3	35.1	29.9	26.9	35.6	35.1	29.4
4	14.4	18.5	16.4	12.3	2.6	15.2	15.2	11.6
<i>English - Writing, year 3</i>								
1	12.9	5.6	9.3	13.2	32.9	10.2	11.6	15.9
2	45.3	34.5	40.0	42.3	49.3	43.1	44.8	44.7
3	32.9	42.2	37.5	33.2	14.2	35.5	33.4	30.8
4	8.8	17.7	13.2	11.3	3.6	11.2	10.2	8.7
<i>English - Reading, year 5</i>								
2	12.5	7.2	9.9	8.9	31.0	10.4	11.5	16.5
3	32.0	25.7	28.9	27.9	39.4	30.7	32.2	35.7
4	44.7	50.8	47.7	48.9	26.9	46.6	44.1	39.5
5	10.8	16.3	13.5	14.2	2.6	12.2	12.2	8.2
<i>English - Writing, year 5</i>								
2	13.7	5.7	9.8	13.5	31.0	11.8	13.2	16.5
3	30.9	20.0	25.6	29.2	40.6	26.3	26.8	31.7
4	43.0	49.5	46.1	42.3	24.9	44.8	44.8	40.3
5	12.4	24.8	18.5	15.0	3.4	17.1	15.3	11.5

Note: Definitions used in the determination of key subgroups shown in this table may not co-incide with definitions used elsewhere in this National Overview.

(a) Refers to students from a language background other than English

Source: Department of Education, Victoria

schools were the same as for all girls. Outcomes for boys attending CAP funded government schools were slightly lower than for all boys. As occurred across the State, as well as in other key subgroups, girls attending CAP funded government schools achieved higher mean test scores in literacy than boys.

Victoria

Information related to outcomes in literacy was provided by the LAP conducted in March 1996 in the key learning areas including English. About 98 per cent of schools across all sectors participated in this program and more than 95 per cent of students in years 3 and 5 across Victoria received reports.

The data presented in Table 71 indicate that about 90 per cent of students were operating at or above expected levels in English across both year 3 and year 5 levels. In general, girls achieved better than boys at reading and writing at

both year levels. There was no clearly observed comparable disadvantage in performance for rural or isolated students. Indigenous students performed at levels below the State average, as did students attending disadvantaged schools and those from language backgrounds other than English.

Queensland

Information was provided on 1996 literacy outcomes for government school students in year 2 and for all schools in year 6 for 1996, together with comparisons with 1995 outcomes. Summary information for students at year 7 in government schools in 1996 was also provided.

Major trends evident in year 2 outcomes were:

- male students were significantly over-represented in the lower two levels of development in both reading and writing in 1995, but the over-representation was less marked in 1996;

Table 72. Outcomes in literacy tests, year 6 students, all schools, Queensland, 1995-96

<i>Student cohort</i>	<i>Year</i>	<i>Reading and Viewing</i>	<i>Writing</i>
Boys	1995	33.4	31.8
	1996	33.1	32.0
Girls	1995	36.2	37.0
	1996	36.1	36.2
All students	1995	34.8	34.3
	1996	34.5	34.1
NESB (a)	1995	33.8	34.3
	1996	33.9	34.3
Indigenous students	1995	25.4	27.0
	1996	24.7	26.3

Note: Scale scores for reading and writing are not comparable, as the two areas were scaled separately.

(a) Refers to students from a non-English speaking background, in this instance defined as students who indicated that English was not the language spoken at home most of the time, or that English was not the first language of parents or caregivers, except for students also identifying as Indigenous.

Source: Department of Education, Queensland

- gender differences were reversed for the higher levels of performance, although the over-representation of girls was less in 1996 than in 1995;
- in 1996 almost 30 per cent of those at the lowest performance level in reading and almost 23 per cent of those in that category in writing were Indigenous students, who comprised around 6 per cent of the student population; the percentage in 1995 had been 27-28 per cent for each aspect of literacy; and
- in 1996, students with a language background other than English were several times more likely to perform at the lowest level in both reading and writing than students for whom English was the main language.

Data in Table 72 summarising year 6 outcomes in literacy indicate that:

- overall, the mean scale scores in both reading and viewing and in writing fell marginally from 1995 to 1996, although the outcome for boys in writing did show a marginal increase;
- boys performed to a level below girls in both reported areas of literacy; and
- Indigenous students performed to a level below the State average, their average performance level having fallen slightly from 1995 to 1996.

The different testing program applied at year 7 level in government schools suggested that, in 1996:

- the 'typical' year 7 student was a generally effective reader, with a writing performance which showed general control over the language features necessary for successful written communication across a range of genres;
- girls had consistently stronger reading and viewing skills than boys and also showed markedly stronger writing performances; and
- there had been general over-all improvement in each of the reported areas of literacy compared with similar testing in 1992.

South Australia

On the basis of results from the BSTs, administered at year 3 and 5 in South Australian government schools and summarised in Table 73, it is evident that:

- results for boys at both years, in CAP-funded schools and across all schools, were below those for girls;
- results at both years for boys attending CAP-funded schools were below the State average for boys; and
- for girls attending CAP-funded schools, the average score at year 3 was slightly above the average for girls across all schools, while at year 5 the average score was below the State average score for girls.

Table 73. Mean scores for literacy, Basic Skills Tests, years 3 and 5, by gender, government schools - all schools and CAP (a) schools, South Australia, 1996.

<i>Student groups</i>	<i>Year 3</i>	<i>Year 5</i>
<i>All schools</i>		
Boys	47.6	54.1
Girls	50.0	56.3
All students	49.8	55.2
<i>CAP schools</i>		
Boys	46.6	52.2
Girls	50.2	55.7
All students	48.4	53.9

(a) Refers to schools funded under the Commonwealth's Country Areas Programme.

Source: Department for Education and Children's Services, South Australia

Table 74. Percentage of sample of students achieving at or above a specified level in reading and writing, years 3, 7 and 10, government schools, Western Australia, 1992 and 1995.

All students	Year 3		Yr 7		Yr 10	
	Level 2		Level 3		Level 4	
	1992	1995	1992	1995	1992	1995
Reading	94	91	94	95	92	87
Writing	98	97	99	95	91	93

Source: *Monitoring Standards in Education*, 1992 & 1995, Education Department of Western Australia,

Table 75. Percentage of sample of students achieving at or above a specified level in key areas of literacy, years 3, 7 and 10, government schools, Western Australia, 1995.

All students	Yr 3	Yr 7	Yr 10
	Level 2	Level 3	Level 4
Speaking - expository	62	76	58
Speaking - narrative	85	86	75
Listening	88	94	83
Viewing	88	95	63

Source: *Monitoring Standards in Education*, 1995, Education Department of Western Australia,

Western Australia

In September 1995, the most recent year for which outcome data are available, the MSE testing program collected systemic data for government schools on reading and writing that were directly comparable with the 1992 English data, both having used outcome statements as the reference point. The 1995 testing program also collected data, for the first time, on speaking and listening.

Analysis during 1996 indicated that between 88 and 95 per cent of students in years 3, 7 and 10 were achieving at or above the level specified for the relevant age cohort, but that girls performed better than boys and non-Indigenous students performed better than Indigenous students.

Tasmania

The literacy achievement of year 5 students attending government schools was monitored using *DART English* (ACER). A sample of students performed tasks in reading, writing, listening and speaking, with each student completing tasks in two strands. A summary of key results from that testing program appears in Table 76.

Table 76. Performance in key areas of literacy, year 5 students, government schools, Tasmania, 1996.

Strand	Max. (a)	Mean	Middle 50% (b)
Listening	25	11.7	8.0 – 15.0
Reading	28	15.1	11.0 – 20.0
Speaking - content	5	3.0	2.0 – 4.0
Speaking - performance	5	2.8	2.0 – 3.0
Speaking - total	10	5.8	4.0 – 7.0
Writing - content	10	6.2	5.0 – 7.0
Writing - language	10	5.7	4.0 – 7.0
Writing - on balance	10	5.8	4.0 – 7.0

(a) The maximum possible score for each literacy strand.

(b) The range of middle 50 per cent of student scores for each literacy strand.

Source: Department of Education, Community and Cultural Development, Tasmania.

Northern Territory

Outcome data from the 1996 Multilevel Assessment Program (MAP) reading tests provided a broad perspective on the reading performance of students in both urban and non-urban schools.

In the testing undertaken in urban schools there was a common test booklet comprising a factual and a literary strand and including pre-Stage 5, Stage 5, Stage 7 and beyond Stage 7 of the Board Approved Curriculum. The average score of year 5 students on the Stage 5 section in the test was 64 per cent, while the average score of year 7 students on the Stage 7 section was 66 per cent.

In non-urban schools, the reading test booklet comprised a factual and a literary strand and included Stage 2, Stage 3, Stage 4, Stage 5 and Stage 6 of the Board Approved Curriculum. The average score of students aged 11-16 on the Stage 3 section in the test was 51 per cent, while the average score of students aged 11-16 on the Stage 4 section was 49 per cent.

Table 77. Participation in and outcomes of MAP tests in reading, urban Stages 5 and 7, government schools, Northern Territory, 1996.

	Students	% of total	Av. score
Year 5, Stage 5	1,524	75	63.8
Year 7, Stage 7	1,524	76	66.2

Source: Northern Territory Department of Education

Table 78. Participation in and outcomes of MAP tests in reading, non-urban Stages 3 and 4, government schools, Northern Territory, 1996.

	<i>Students</i>	<i>% of total</i>	<i>Av. score</i>
Stage 3	537	58	51.0
Stage 4	385	41	48.8

Source: Northern Territory, Department of Education

Australian Capital Territory

Data on student outcomes in literacy in government schools in 1996 were not available, as no testing program was in place in 1996. However, a decision was made to introduce the monitoring and reporting of student outcomes in literacy and numeracy from 1997.

10.4 Achievement in other key learning areas

Apart from detailed reporting in identified focus areas, not all States reported in detail on student participation and outcomes in other subject areas. From the States which did provide such reports, however, a range of perspectives on subject area initiatives and achievement by students, including achievement by equity groups, is possible.

Society and environment

Both New South Wales and Western Australia reported on this curriculum area, outlining course developments in a range of areas and providing a perspective on student participation.

In New South Wales government schools, three training modules were developed to assist primary teachers to plan and program their teaching in this learning area. The modules, which helped teachers to identify a core of essential learning for each primary stage, to design a school plan for this teaching area and then to develop appropriate units of work, were trialled in six districts and over 80 teachers across the State were trained to deliver the modules to schools.

The majority of government school students in years 7–10 studied history, in some instances as part of a combined course on human society and its environment. In year 10, more than 61 per cent of boys and 66 per cent of girls were enrolled in history. In years 11 and 12, 13.9 per cent of students studied ancient history (a slight increase from 1995), while 17.0 per cent of senior secondary students

were enrolled in modern history (down from 18.1 per cent in 1995).

Western Australia provided a broad perspective on courses in this learning area, with senior secondary courses being introduced, extended, or revised in Australian studies, political and legal studies and Australian history.

In government schools:

- Tertiary Entrance Examination (TEE) enrolments remained stable in 1996, with about two-thirds of students studying at least one course in this curriculum area and with geography again being the most popular;
- Asian studies remained an important concern, with a substantial increase in funding facilitating an increase in the number of schools participating and enabling teachers to undertake Asia-related professional development;
- in civics and citizenship, the Education Department continued to participate in the four-year national program to develop curriculum materials and provide professional development;
- in the area of values education, work proceeded on the development of a set of shared societal values, an examination of the possibility of developing a charter of curriculum values for government schools and the trialling of values education programs; and
- the Aboriginal studies program, which began in 1990, continued to actively promote understanding and awareness of Indigenous societies, past and present.

Catholic secondary schools showed an increased willingness to explore the opportunities available to them to develop curriculum responsive to local needs. Some schools opted to remain with courses linked to Unit Curriculum and the existing K–10 syllabus, while others followed discipline-based approaches to provide students with more in-depth studies of significant topics.

NALSAS also provided an impetus to Catholic schools wishing to introduce or expand Asian studies in various learning areas. While most interest came from secondary schools, developments also occurred in primary schools as a result of the provision of resource grants, in-country fellowships and professional development activities.

Curriculum provisions also continued to offer a wide focus in independent schools, including values education and Asian studies. The latter, promoted with NALSAS funding, was increasingly integrated across the curriculum

(particularly in primary schools) and generated both growth in the number of students undertaking Asian LOTE studies and enhanced awareness of neighbouring countries.

Values education remained a priority within the sector, with the further continuation of the NPDP Values Review Project. This project proactively placed values on the education agenda in Western Australia, with trialling in both government and non-government schools in 1996 forming the basis from which a curriculum package was developed to provide process and case studies to assist in the selection and integration of core shared values into educational policy, planning and development.

Health and physical education

In Queensland, following extensive consultation, the preparation of a draft syllabus and the provision of extensive feedback, the Health and Physical Education Project was on target to achieve, by 1999:

- the development of a syllabus for years 1–10, providing a quality learning, teaching and assessment framework from which teachers can develop school programs;
- the identification of a core curriculum within a common curriculum for health and physical education;
- the development of sourcebook materials to assist teachers to implement the year 1–10 syllabus; and
- the development of initial inservice training materials to introduce, and familiarise teachers with the syllabus.

In Western Australian government schools, implementation continued of initiatives to improve the linkage between school and community programs that promoted physical activity, trained and supported district-based personnel and developed teacher support materials and materials for assessing fundamental movement skills in primary schools. A key element was the Physical Steps project, which helped teachers to develop structured programs to improve student fitness and provided a range of teacher support mechanisms.

Improved health education material was produced for Indigenous students in some country districts, in consultation with teachers, Aboriginal Education Workers, health care providers, community members and health education experts.

A cross-sectoral initiative, led by the Education Department, was established to support teachers of drug education in all Western Australian schools. Strategies to be implemented during 1997–98 will include teacher

education, the development of support materials and assistance to schools in planning and policy development.

The Physical Steps project was launched in primary schools in the Catholic school sector, but a shortage of funds slowed implementation. Inservice training was provided for the cross-sectoral project on fundamental movement skills and, during 1997, the focus will be on whole-school planning in physical education and the development of assessment strategies, fundamental movement skills and the role of sport in physical education.

Independent schools developed whole-school policies to encourage the health and well-being of students and teachers and promote physical education as a healthy lifestyle activity essential to daily living. A Health Promoting Schools seminar was held, with materials made available to schools and follow-up activities planned for 1997.

The arts

Western Australia reported in some detail on initiatives and participation in this learning area, which focuses on dance, drama, music, media and the visual arts, with an increasing recognition of the common ground among them and the links to be made in learning about them. Many government primary schools acknowledged those links and organised their resources to provide an integrated approach to the arts.

Curriculum implementation in government schools was concentrated on new courses for year 12 in drama, dance studies, ballet studies and art and design. The courses used a common assessment framework, an outcomes-based approach and a focus on key competencies such as teamwork and problem solving.

Quality learning outcomes were promoted through grants for innovative projects in arts education at the school and district levels, the Schools Arts Visit Scheme and the Youth Arts Working Party. There was regular contact with arts agencies, particularly those targeting young people and, where resources were available, arts festivals and projects were supported.

A MSE assessment in the arts was developed in 1996, to establish baseline data on the quality of arts education. Consultants from the Murdoch, New South Wales and Princeton Universities assisted the Education Department to develop tests that reflected contemporary arts education practice and could be interpreted in the light of the student outcomes approach. This was work of international significance, as there were few models of best practice in this area.

Following lengthy design, consultation and teacher training phases, the achievement of sample classes in each of years 3, 7 and 10 were assessed. Results for years 3 and 7 indicated that:

- the great majority of students performed at or above the specified level for their age group in each of the five areas tested;
- media showed the highest percentage of students, at both year levels, achieving at or above the specified level, while music and dance had the lowest percentages of students at both year levels achieving at or above the specified levels;
- in each of the five arts subject areas, apart from visual arts at year 3 level, Indigenous students performed significantly below the State average and in each case performed comparatively better at year 3 than at year 7;
- in music and dance at both years 3 and 7 and in drama and visual arts at year 7, significantly fewer boys than girls achieved at the specified level; and
- in drama and media at both year levels and in dance, music and visual arts at year 3 there was no significant difference in performance between students from non-English speaking backgrounds and the overall student population.

Assessment of performance in the arts at year 10 was undertaken by a more constrained sampling process, which precluded valid reporting for subgroups of the student population. In terms of the total student population, however, all five areas showed satisfactory levels of achievement by a significant majority of students. Visual arts, where 57 per cent of students achieved at or above the specified level and music, where 81 per cent of students achieved at or above the specified level, set the range of student performance levels.

Both Catholic and independent schools reported on the growing role of the arts in the curriculum, reflecting increased student interest and evidenced by increased subject enrolments. The arts were also important to both school sectors as extracurricular activities for students, a fact reflected in increased levels of participation in festivals, exhibitions and competitions at the State level.

Languages other than English

States reported in some detail on student participation in this curriculum area. The information provided is summarised in a separate section later in this chapter.

Technology

Western Australia provided the sole report on activities in this area, with the development of new postcompulsory courses to be trialled in 1997 and implemented by 2000. The large number of schools expressing interest in participation in the trialling reflected the generally positive perception of the direction being taken by these new courses, all of which are outcomes-oriented and sufficiently flexible to allow schools to tailor curriculum to meet student needs.

An important aspect of technology and enterprise is direct experience by students of the applications of technology in the workplace, and the range of vocational programs offered in years 11 and 12 continued to increase, with schools utilising a range of approaches, including placing students for the equivalent of one day per week in work or TAFE environments.

Although the Catholic sector provided little detail of activities in this area, rapid expansion is expected in 1997. Growth in technology was already evident in independent schools, although the form it took varied markedly among them. The DMAM (design/make/appraise/market) approach was popular in some subject areas and was particularly evident in senior secondary courses.

10.5 National Asian Languages and Studies in Australian Schools

The NALSAS Strategy was developed in response to the report, *Asian Languages and Australia's Economic Future*, which was considered and endorsed by COAG at its meeting in Hobart in February 1994. The Strategy is funded jointly by the Commonwealth and the States.

The Strategy aims, over a period of ten years, to support enhanced and expanded Asian languages and studies delivery through all school systems in order to improve Australia's capacity and preparedness to interact internationally, in particular with key Asian economies.

The MCEETYA NALSAS Taskforce has representation from the Commonwealth, all government school systems, the higher education and vocational education and training sectors and the peak bodies of the Catholic and independent sectors. The Taskforce has an independent chair and a support secretariat which is hosted by the Department of Education, Queensland.

In accordance with the implementation plan based on the endorsed recommendations of the COAG report, a number of workgroups have been established to further a range of projects, which in 1996 included:

- a survey of all States relating to teacher proficiency standards;
- an audit of existing CD-ROM material available to support the learning of Asian languages;
- a survey of teacher requirements for curriculum materials to support the teaching and learning of Asian languages;
- the consideration of tenders for the development of a distance-mode course for teachers of Chinese and negotiations with short-listed consortia;
- the development and piloting of distance mode courses for teachers of Japanese, Indonesian and Korean, focusing on language development and teaching methodology;
- the commissioning of a feasibility report on a Studies of Asia Information Access and Communication Strategy;
- the calling of a tender for the development of Teacher Professional Development Modules at a Graduate Certificate level (for teachers at primary or secondary levels) in studies of Asia. The first offering of the course to teachers should occur in 1998;
- the continuation of work on generic student proficiency outcomes and Japanese descriptors. A preliminary report, which included Japanese descriptors and a generic process for determining descriptors, was received by the Taskforce; and
- preliminary work in the area of student proficiency outcomes for studies of Asia. This work includes investigating the development of pointers for the outcomes described in the national curriculum documents for SOSE, the arts and English.

The Workgroups established by the NALSAS Taskforce will continue to progress the established projects and coordinate new projects identified by the Taskforce, in keeping with the Implementation Plan approved by MCEETYA.

The Workgroups currently reporting to the Taskforce are: Studies of Asia; Asian Languages: Curriculum and Materials; Asian Languages: Proficiency; Asian Languages: Teacher Training; Immersion; Young Australians in Asia; and Publicity.

10.6 National LOTE sample data collection

The national LOTE sample data collection in 1996 resulted from an identified need to gather LOTE data at the national level to assist in the planning, monitoring and evaluation of languages education. The need for nationally comparable data had been highlighted by several groups working in the national education policy area, including:

- MCEETYA Taskforce on School Statistics (TOSS);
- LOTE in Schools subgroup of the MCEETYA Taskforce on Australian Languages and Literacy Policy (ALLP); and
- National Asian Languages and Studies in Australian Schools Strategy.

Key steps towards the collection were taken at the second MCEETYA TOSS meeting, when the Commonwealth sought agreement to the development of a national collection on the basis that:

- LOTE is one of the eight key learning areas of the Common and Agreed National Goals;
- the NALSAS Strategy would require data;
- the *National Report on Schooling in Australia* was to have an increased emphasis on the reporting of student outcomes, preferably using comparable data; and
- LOTE data would be needed to monitor the impact of the ALLP.

At around the same time, the LOTE in Schools subgroup of the MCEETYA ALLP Taskforce identified the collection, analysis and dissemination of information on language programs as a priority. It had also received funding from the Commonwealth under its 1994–95 Innovative Languages other than English (ILOTES) program for a project to map existing LOTE data collection nationally.

Given the perceived overlap between the proposed TOSS survey and the aims and objectives of the ILOTES-funded project, it was agreed that a single mapping exercise should be undertaken. The responsibility for the project was transferred to TOSS, with its direct management to be undertaken in South Australia by the Information Management Unit of the Department for Education and Children's Services on behalf of TOSS and the LOTE in Schools subgroup.

Project preliminaries involved liaising with all State school sectors, including the non-government sector, to determine data currently available, assess definitions and

collection forms used and investigate the potential for collecting different data items. Extensive consultation with key stakeholders then sought to determine the suitability of data items and definitions for national collection and to develop proposals for the timing and process of collection.

While this preliminary process did not resolve all concerns and identified inconsistencies between the States, it did result in a series of recommendations, which reflected a generally agreed approach and future direction for the collection of LOTE data. It also established a set of working definitions for student and teacher data and identified data items for annual collection. The outcome was expected to be a minimum set of nationally comparable data which could provide meaningful information on the:

- range of languages taught;
- participation of students in languages education;
- instructional time of language programs; and
- number of language teachers.

In order to build on the considerable groundwork of this project and in line with one of its recommendations, in October 1996 TOSS supported a test collection of LOTE statistics prior to a NSSC evaluation workshop to be held in December. A collection package was prepared and distributed to all States, the tabulations requested being representative of what States had either already collected or had agreed would be desirable.

The time and resource constraints of the project led to a decision to exclude ethnic schools from the designated target group, although their key role as LOTE providers was acknowledged. It was recommended, however, that resources be made available for a separate study to be undertaken on the ethnic schools sector.

In response to the test survey, all State government sectors supplied the data available to them at the time. Not all States were able to provide all the data sought, and Victoria was able to provide only 1995 data due to that State's established collection and processing schedule. Reporting was on the basis of subject delivery as students-based data were not nationally available. It is also important to note that the data obtained represented a 'snapshot' at a particular point of time and did not purport to represent a year-long view.

Although considerable data were collected in respect of non-government schools, reporting from the sample collection did not include details of the LOTE provision in either the Catholic or independent school sectors.

Table 79. Number of Asian languages and number of all languages other than English, by level of student, government schools, by State, 1996

	<i>Primary</i>		<i>Secondary</i>		<i>Total</i>	
	<i>Asian All</i>		<i>Asian All</i>		<i>Asian All</i>	
New South Wales (a)	9	25	5	23	9	30
Victoria (b)	5	18	6	17	6	21
Queensland (c) (d)	4	10	4	9	4	12
South Australia (c)	7	28	5	22	7	33
Western Australia	5	36	4	17	5	37
Tasmania (e)	3	8	3	17	3	37
Northern Territory	2	23	3	16	3	27
Australian Capital Territory	4	9	4	9	5	11

- (a) Does not include two languages taught exclusively at the Open High School or 11 taught exclusively at the Saturday School of Community Languages. Information not available on LOTE offered in special schools.
- (b) Victoria has included only courses of more than 20 weeks duration. Data were collected in July 1995 and include insertion classes. No data provided on special schools. Does not include 21 languages taught exclusively at the Victorian School of Languages.
- (c) "Other languages" is included in the list provided by this State, but is not included in the total shown on this table.
- (d) Data from the Brisbane School of Distance Education were not included. Primary data collected in January 1996 and secondary data collected in February.
- (e) Tasmanian data collected March 1996. Data on special schools not included.

Source: Sample LOTE data collection, 1996

It was clear from the test survey that there were few areas in which fully comparable national data on LOTE in Australia could be compiled, due to differences of definition, collection methodology and collection timing. However, some general national assessments could be made:

- a total of 55 different Indigenous languages were identified as being taught in Australian schools, with Western Australia (26 languages) and the Northern Territory (18 languages) having the most diverse LOTE offerings in this category;
- 12 different Asian languages were taught in schools across Australia, with all States teaching at least three and the greatest number being taught in New South Wales (nine languages), South Australia (seven languages) and Victoria (six languages); and
- at least 30 other languages were taught, with New South Wales, South Australia and Victoria again offering the most diverse range.

Table 79 provides a broad perspective on the number of languages taught in government schools across Australia, highlighting the key Asian languages. It must be

Table 80. Percentage of government schools offering at least one LOTE, by State, 1996

New South Wales	71.0
Victoria (a)	90.0
Queensland (b)	91.2
South Australia	87.9
Western Australia	66.9
Tasmania (c)	59.4
Northern Territory	43.2
Australian Capital Territory	89.8
(a)	Victoria has included only courses of more than 20 weeks duration. Data were collected in July 1995 and includes insertion classes.
(b)	Data from the Brisbane School of Distance Education are not included. Primary data collected in January 1996 and secondary data collected in February.
(c)	Tasmanian data collected March 1996.
Source:	Sample LOTE data collection, 1996

remembered, of course, that this view of extensive language offerings is incomplete even for government schools (see footnotes) and would certainly be further extended if the input of ethnic schools, for example, was to be quantified.

A more valuable perspective on the extent of LOTE teaching in Australian government schools is provided in Table 80, which summarises data provided by the States as part of the test collection to show the percentage of schools offering LOTE. From the information provided as

part of the test collection, all States reported a higher percentage of secondary schools than primary schools offering at least one LOTE, while combined primary/secondary schools were generally more likely to offer a LOTE than primary schools, but less likely to do so than secondary schools.

The relative popularity of various languages reflects the different histories and ethnic makeup of the different States, as well as the extent to which States have been able to react to policies emphasising Asian economic languages, particularly as that has generally required a major redirection of teacher expertise. Table 81 presents a summary view of the two most popular languages in each State and their respective levels of popularity nationally.

An examination of the process and results of this collection suggested that the collection might not be sufficiently robust to enable the aggregation of the data collected into a national database suitable for public reporting. An important outcome of the test collection was the clear indication that some systems would need to adjust their collection methods, their definitions, or the timing of their collections if LOTE data were to be viewed as a truly national data collection, applicable to the government sectors in all States. To extend beyond the government sector would clearly present a further range of challenges in reaching agreement on matters such as definitions and the timing and methodology of data collection.

Table 81. Relative ranking within States of the five most popular languages nationally, by level of schooling, government schools, Australia, 1996

	NSW (a)		Vic (b)		Qld (c)		SA		WA		Tas (d)		NT		ACT	
	Pr	Sec	Pr	Sec	Pr	Sec	Pr	Sec	Pr	Sec	Pr	Sec	Pr	Sec	Pr	Sec
French	3	2	5	1	3	3	5	3	1	2	2	3	n.a.	6	2	2
German	5	3	4	4	2	2	2	1	5	5	6	4	2	3	7	4
Indonesian	2	5	2	3	6	4	4	5	4	4	1	1	1	1	3	3
Italian	4	4	1	2	4	6	3	4	2	3	4	5	4	7	5	7
Japanese	1	1	3	5	1	1	1	2	3	1	3	2	3	2	1	1

Note: The information in this table was derived from responses provided in Table 3 of the test collection. The two languages with the greatest number of enrolments among primary, secondary and total students in each State were identified and a list of languages compiled sufficient to incorporate those so identified. The ranking of each of the five languages, in terms of its relative enrolments for primary/secondary/total students within each State is indicated above.

n.a. Not available.

- (a) New South Wales data include LOTE students studying through the Open High School and the Saturday School of Languages (although these establishments have not been counted as 'schools' according to the definition provided for this collection).
- (b) Victoria included only courses of more than 20 weeks duration. Data were collected in July 1995 and included insertion classes.
- (c) In Queensland, Indonesian (at primary) and Indonesian/Malaysian (at secondary) have been counted as one language when considering the overall ranking of languages in that State. Data from the Brisbane School of Distance Education are not included. Queensland collected primary data in January 1996 and secondary data in February.
- (d) Tasmanian data collected March 1996. Data on special schools not included.

Source: Sample LOTE data collection, 1996

10.7 Participation in languages other than English

As already indicated in the previous reporting on the sample data collection, the availability of nationally comparable data on student participation in LOTE is limited. However, Table 82 presents a view over time of year 12 subject enrolment in the ten languages which are most popular nationally. From that table it can be seen that:

- the popularity of French, the most popular language in 1991, had declined by almost 30 per cent by 1996, though it still remained the second most popular language nationally;
- the popularity of Japanese had increased by almost 50 per cent from 1991 to 1996, making it the most popular language nationally;
- the relative popularity of German and Italian, the other two traditionally popular European languages, had each declined by more than 20 per cent nationally; and
- the popularity of Chinese had improved marginally.

Reporting from individual States, however, provided a significant amount of State-specific data on the teaching and learning of LOTE in Australia in 1996. In some instances, those data also provide a perspective on LOTE provision in non-government schools. It must again be stressed that data presented in this section may not be readily comparable between States.

New South Wales

There has been an increase in the number of primary and junior secondary students studying languages. The number of primary students learning Asian economic languages has increased by nearly 40 per cent since 1994 and the number learning French, German and other community languages has increased by approximately 15 per cent since 1994.

In junior secondary, the study of community languages increased by 12 per cent and more students studied Asian economic languages, while the study of French and German decreased. From the 1996 year 7 cohort, the study of one language was made mandatory for 100 hours in one year for students in years 7–10.

More than 16 per cent of HSC students studied language subjects. However, the number of students undertaking community languages, Asian economic languages and French and German at senior secondary has declined.

Table 82. Percentage of year 12 LOTE enrolments in the ten most popular languages, all schools, Australia, 1991–1996

<i>Language</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>	<i>1994</i>	<i>1995</i>	<i>1996</i>
French	24	20	19	17	18	17
Japanese	15	18	19	20	21	22
German	14	12	11	10	11	11
Italian	12	10	9	9	9	9
Chinese	9	11	10	11	10	10
Indonesian	6	5	5	5	6	7
Greek	4	8	7	7	6	5
Vietnamese	4	4	5	5	5	4
Spanish	3	3	3	4	3	3
Arabic	1	2	2	3	2	2
Other	7	9	10	9	9	10
Total	100	100	100	100	100	100

Note: Where figures have been rounded, discrepancies may exist between totals and the sums of component items.

Source: Commonwealth DEETYA, derived from data supplied by State accreditation authorities

Overall student data show a significant upward trend in the number of students studying one of the Asian economic languages. The success in promoting the study of these languages by primary students is likely to flow through to increased numbers in the junior and senior secondary years.

Victoria

A commitment to improving the teaching and learning of languages in government schools led to the development of the LOTE Strategy Plan, which provides a framework for the staged implementation of language study for all students in years P–10 and for at least 25 per cent of students in years 11 and 12, by the year 2000.

In 1996, 97 per cent of primary schools were providing a LOTE, with 72 per cent student participation, comprising 80 per cent of year 4 students, 96 per cent of year 5 students and 93 per cent of year 6 students. In 1996, for the first time a LOTE program was offered by all government secondary schools, with 53 per cent of students participating. Ninety-seven per cent of year 7 students were learning a language, while enrolments at senior secondary comprised 8.2 per cent of year 11 students and 6.2 per cent of year 12 students.

Other key features of the provision of LOTE in Victoria's schools included:

- approximately 108,000 students in over 1,000 government and non-government schools were able to learn a LOTE, or to have an existing LOTE program enriched or extended, through satellite-based programs;

- approximately 470 teachers upgraded their language skills and LOTE teaching qualifications in credit-bearing courses provided by Victorian universities, with other teachers attending courses in a number of Asian and European countries;
- LOTE curriculum and materials were developed and distributed to support language teaching in schools;
- LOTE grants to primary schools totalled \$4.5 million, in addition to the provision of 225 FTE teachers, with a further 258.6 FTE teacher positions being made available in secondary schools; and
- the Victorian School of Languages provided programs in 40 languages in 30 centres to over 13,000 students, as well as providing distance education courses in seven languages to over 1,000 secondary students.

Catholic schools in Victoria established regional networks in the metropolitan area to enable LOTE teachers to share ideas and resources. Links were maintained with language and community associations, teacher training institutions and other providers and a number of projects relating to the LOTE CSF and its application were supported.

Catholic primary schools provided courses in 14 different languages, while 12 languages were taught in secondary schools. Language programs were most commonly offered in Italian, Japanese, Indonesian and French. In addition, 50 languages were studied through the Victorian School of Languages and other providers.

Queensland

In Queensland the following observations about student participation in LOTE courses can be made:

- enrolment of girls in LOTE courses at year 12 occurred at a far higher rate than boys, a difference evident across all secondary schools and also among isolated students and those attending schools classified as disadvantaged;
- the mean level of achievement in LOTE was greater for girls than for boys across the entire student group and among disadvantaged students, but boys attending isolated schools achieved slightly better than girls; and
- in excess of 50 per cent of year 10 students undertaking LOTE courses with Statewide approved syllabuses in each of the nine identified languages achieved at either a Very High Achievement or High Achievement level.

South Australia

The Department for Education and Children's Services made significant progress towards a new languages policy to give

direction for 1997–2000. It also provided a comprehensive training and development program and support materials in a range of languages.

1996 saw the establishment of a retraining project which aims to increase the pool of appropriately qualified language teachers, with a particular focus on schools in the country and in the northern metropolitan area. A program of visits by teachers from Japan, a range of activities to support quality learning and teaching of Indonesian language and culture and the provision of the first scholarship for study in China were other highlights.

A total of 33 different languages were taught in South Australian government schools, an increase from the 24 languages in 1994 and 26 in 1995. The total number of LOTE enrolments also showed an increase of the order of 25 per cent from 1994 to 1996. There was a strongly maintained focus on providing access for increasing numbers of students to Chinese, Indonesian and Japanese.

The NALSAS Strategy was successfully promoted within independent schools using a variety of approaches, including a seminar for principals and heads of school, the development of an information strategy to notify schools of NALSAS initiatives and professional development opportunities, and the distribution of information to key people identified within schools. NALSAS initiatives also provided funding for a range of professional development opportunities for Asian language teachers and supported programs in schools which targeted Asian languages or aimed to develop studies of Asia across the curriculum.

Of the four NALSAS targeted languages, programs exist in independent schools in Chinese (Mandarin), Indonesian and Japanese, with no current programs in Korean. A total of 2,973 students were learning Chinese, 1,642 were learning Indonesian and 3,463 were learning Japanese in face-to-face mode in independent schools. An additional 389 students were learning Japanese via satellite-delivered broadcasts.

Catholic schools in South Australia saw an increase in the number of students studying Chinese (Mandarin), Indonesian and Japanese, all courses being delivered face-to-face. A total of 2,943 students were studying Japanese, 2,379 were studying Indonesian and 1,215 were studying Chinese (Mandarin).

In terms of studies of Asia across the curriculum, the major priority for 1996 was the professional development of teachers who were responsible within their schools for influencing curriculum change. Programs aimed to increase their skills in curriculum development, as well as their

knowledge and understanding of Asia and the issues associated with Australia/Asia relationships.

Western Australia

In government schools in 1996, the Education Department maintained its commitment to the NALSAS Strategy through *LOTE 2000: New Horizons*, which aims to have all students in years 3 to 10 studying at least one LOTE by 2000. There has already been significant progress towards this goal, with a five per cent increase since 1994 in the total number of LOTE students.

In terms of the NALSAS targeted languages, no government schools taught Korean in 1996, but there were 23,278 enrolments across Chinese, Indonesian and Japanese in 1996, with Japanese accounting for 53.4 per cent of that total and Indonesian 42.3 per cent. The teaching of Indonesian and Japanese has expanded significantly, but less progress has been made in relation to Chinese, which will be given particular attention during 1997–1998.

In 1996, there were some 63,000 enrolments in LOTE programs across government schools, representing over 25 per cent of students enrolled and including students at 95 rural or remote primary and secondary schools studying LOTE programs through telematics. In addition, the teaching of Aboriginal language programs continued to expand, the training of further teachers in language and language teaching methodology continued, curriculum support materials in primary Italian and Indonesian were completed and a CD-ROM for the support of teachers of Japanese was developed.

In Catholic schools, greater emphasis was placed on Asian language programs, implemented through funding made available from NALSAS and with schools targeting either Japanese or Indonesian. This is in keeping with the aim of having all years 3–10 students studying a LOTE by 2010. Data from late 1996 indicated that there were approximately 30,000 LOTE enrolments across all languages.

In other initiatives, 13 teachers received scholarships through the NALSAS Strategy to undertake language training, the Priority Languages Support Element (PLSE) assisted with the provision of LOTE in years 11 and 12 and 76 programs were supported by community languages funding.

In independent schools, student participation in Asian language studies increased in 1996, particularly in Indonesian. School-based initiatives focused on structuring and implementing programs, networking, professional

development and the development of resources for specific languages. With student numbers increasing, there was a trend toward further training and professional development for teachers of LOTE, particularly in the primary years.

A total of 20,514 students in 70 schools affiliated with the Association of Independent Schools of Western Australia (AISWA) studied 13 different languages: the most popular languages being French (27 per cent of enrolments), Japanese (21 per cent), Italian (20 per cent) and Indonesian (16 per cent). Some of the larger independent schools were already meeting the target of 15 per cent of year 12 participation set for 2006.

Tasmania

In government school, NALSAS funds were used to support the implementation of the Tasmanian LOTE Policy. The Department of Education, Community and Cultural Development jointly funded the implementation of primary LOTE in four priority languages, French, German, Indonesian and Japanese.

The LOTE plan to provide guaranteed pathway languages for students who attend their neighbourhood schools was implemented. In 1996, 76 government primary schools (or 49.4 per cent) conducted a LOTE program. Of the 24 district high schools, 19 (79 per cent) are conducting LOTE programs in their primary sections. The number of students studying a LOTE in primary school increased by 27 per cent over 1995.

Of the primary schools conducting LOTE programs, the four pathway languages are represented as follows:

Indonesian	41 schools or 58%
French	17 schools or 24%
Japanese	12 schools or 17%
German	4 schools or 6%

Although not officially a pathway LOTE, Italian is being taught in seven primary schools, and some schools are running more than one LOTE program.

Nearly half of all primary LOTE students were in years 3 and 4. There was little change in the Asian/European ratio with 67 per cent of LOTE students studying either Indonesian or Japanese. Most primary schools spent between 30–60 minutes a week on a LOTE and LOTE programs generally ran for the full year.

In the government sector, staffing was allocated to implementation schools for the provision of 2.5 hours of LOTE per week, which included teaching time, preparation of

work in teams and use of the videoconferencing equipment provided for LOTE communication between schools. LOTE specialist teachers were used initially, but throughout the year it became evident that classroom support teachers were taking up opportunities for LOTE acquisition with a view to teaching LOTE to their own classes.

Schools were resourced for LOTE through a package including funding for materials, teaching resources, technology for videoconferencing, telecommunications costs and time release for attendance at professional development sessions.

In 1996, 39 government sector teachers participated in funded professional development activities in French, Japanese and Indonesian through face-to-face or videoconferencing sessions. Teachers were encouraged to use videoconferencing equipment to share ideas, resources planning and teaching strategies.

Learning centres were established at strategic locations throughout Tasmania to provide access to professional development for teachers in remote areas.

The Asian languages studied in Catholic schools in 1996 were Japanese and Indonesian.

In 1996, \$84,901 was allocated to this program and was distributed to four secondary and 11 primary schools. This funding facilitated the introduction of a language to schools or the extension of the language offering within some schools. It was used for curriculum development, to employ part-time teachers of the programs, for professional development and for the installation of interactive satellite television facilities for the delivery of language programs to three primary schools.

In the independent sector, funding available through the NALSAS Strategy was applied in all schools to help develop two of the priority languages, Japanese and Indonesian. In addition, support was given to assist in the expansion of Asian studies, mainly as part of the total curriculum in the school. The funding helped supply resources, develop curriculum and assist the professional development of teachers in both primary and secondary schools.

From 1995 to 1996, there was an increase of 70 per cent in the number of primary students involved with LOTE. Figures provided indicated that approximately 60 per cent of primary students were engaged in some form of LOTE study. As well, 65 per cent of secondary students studied at least one LOTE subject.

Northern Territory students participate in an Indonesian class.

Late in 1996, a two-day seminar, funded through the NPDP, was held for teachers to help schools formulate and develop a LOTE policy in the context of the national policy.

Northern Territory

NALSAS funding in government schools helped to provide professional development as well as advisory and resource support. Individuals and schools were funded to upgrade teachers' language skills through short-term intensive 'in-country' programs and through a range of programs conducted within Australia. Teachers were also funded to attend programs to update their knowledge and skills for the teaching of studies of Asia.

There were some 10,250 enrolments in the three NALSAS priority languages of Chinese (Mandarin), Indonesian and Japanese in 1996, with Indonesian accounting for some 90 per cent of total subject enrolments and Japanese the majority of the remainder.

Asian languages were taught in a number of Catholic schools to students in years T-10, with two schools emphasising the development of Asian perspectives across the curriculum. Italian, Indonesian and Japanese language programs were available to students attending Catholic urban primary schools, while at urban secondary schools Chinese (Mandarin), French, Indonesian and Japanese were offered. Indonesian language teaching was supported through cultural exchanges.

The Catholic sector pooled its allocation of NALSAS funding with that of the Northern Territory government sector to enable schools to access professional development activities, as well as the provision of advisory and resource support. A number of teachers took advantage of study programs to upgrade their language proficiency.