

# Chapter 5

## Meeting the national goals for schooling: Excellence

This section of the report covers a number of issues that derive from National Goals 1, 2, 4, 5 and 10. In 1999, there was no special focus area from this section, but Ministers maintained an interest in a number of specific topics. In particular, there is a continuing concern about developments in vocational education and training in schools (VET in Schools), as well as a number of matters that Ministers believe are of national significance to Australian education.

### Vocational education and training in schools

Reporting progress in this area is important because vocational education contributes to achievement of Goals 4 and 10:

- 4 *To respond to the current and emerging economic and social needs of the nation, and to provide those skills which allow students to maximise flexibility and adaptability in their future employment and other aspects of their life.*
- 10 *To provide appropriate career education and knowledge of the world of work, including an understanding of the nature and place of work in our society.*

### National initiatives in vocational education in schools

During 1999, a number of developments occurred that were of considerable significance. In terms of participation in VET in Schools:

- the number of participating students more than doubled to 136,710 from 1996, covering virtually all industry

areas and including programs from Australian Qualifications Framework (AQF) Level I to AQF Level III

- 90 per cent of all schools offering senior secondary curriculum provided VET in Schools programs
- in the space of one year, the number of part-time New Apprenticeships for school students commencements more than doubled from 1,591 in 1998 to 3,994 in 1999
- the depth to which students participated increased: from 1998 to 1999 the average number of annual student contact hours per student in VET programs increased by more than 30 per cent to 147 hours
- the number of students undertaking workplace learning more than doubled to approximately 58,000 from 1997, which is over 40 per cent of all students participating in VET in Schools programs.

A further national development occurred in September of 1999, when the Commonwealth government announced the establishment of the National Youth Pathways Action Plan taskforce. The taskforce is a result of a key recommendation from the Prime Ministerial Youth Homelessness Taskforce Report *Putting Families in the Picture*. It recommended, 'The development of a Youth Pathways Action Plan to strengthen and build pathways for young people to participate actively, socially and economically, in the community'. The Taskforce will provide advice to government in mid-2000 on the scope and direction of a youth pathways action plan aimed at:

- improving support for young people and their families during young people's transition to independence
- strengthening pathways for those young people who do not, or are not likely to, go straight from school to further education and training or full-time employment, and those who are not fully engaged with their community.

# Student participation in vocational education in schools

In 1999, the MCEETYA VET in Schools Taskforce collected data on a State and Territory sector basis across the following eight areas:

- number of students participating/enrolled in VET in Schools program
- number of schools involved by sector
- industry coverage by Australian National Training Authority industry group
- annual student contact hours (ASCH)
- enrolments in modules/units of competence
- number of students undertaking workplace learning
- total hours of workplace learning undertaken
- number of students commencing a Training Agreement as a part-time New Apprentice.

Different emphases and approaches for VET in Schools arrangements across States and Territories, resulted in varied growth patterns. Some States and Territories adopted flexible approaches to student enrolment that resulted in large numbers of students participating in VET in Schools programs.

Approaches in other States and Territories ensured that students undertook VET programs of greater depth and consequently student participation was not as high. Irrespective of the approach adopted, there was consistent growth in the number of schools, module enrolments and ASCH.

The figures as shown in Tables 5.1 and 5.2 indicate growth in the number of students enrolled in VET in schools from approximately 60,000 in 1996 to approximately 94,000 in 1997, 117,000 in 1998 to 136,710 in 1999. This represents a rise from approximately 16 per cent of senior secondary students undertaking vocational education within their senior secondary certificate in 1996 to 34 per cent in 1999.

**Table 5.1 Enrolments in VET in Schools programs, Australia, 1996–99**

	1996	1997	1998	1999
Government	–	76,858	90,866	104,698
Catholic	–	12,165	17,783	20,274
Independent	–	5,043	8,757	11,738
Total	60,000	94,066	117,406	136,710

Note: Data in this table are accurate as at March 2000. Some figures may have been revised subsequent to this date.

Source: *New Pathways for Learning*, MCEETYA VET in Schools Taskforce, March 2000

**Table 5.2 Enrolments in VET in Schools programs, by State and sector, Australia, 1997–99**

State/Territory & sector	1997	1998	1999
<i>NSW</i>			
Government	14,014	16,433	17,059
Catholic	4,258	4,855	4,239
Independent	350	674	1,717
TAFE	23,600	24,500	22,693
<i>VIC</i>			
Government	7,674	8,813	‡9,319
Catholic	2,101	2,851	‡2,954
Independent	376	1,151	‡1,542
TAFE	–	–	¥72
<i>QLD</i>			
Government	23,550	22,934	29,261
Catholic	4,200	5,400	7,082
Independent	3,432	4,108	4,800
<i>SA</i>			
Government	2,417	8,907	12,046
Catholic	1,081	3,219	3,703
Independent	695	1,450	2,766
<i>WA</i>			
Government	1,991	3,828	7,168
Catholic	130	530	1,060
Independent	190	732	557
<i>TAS</i>			
Government	1,496	1,969	2,378
Catholic	78	139	189
Independent	NA	25	37
<i>NT</i>			
Government	*359	984	1,258
Catholic	52	124	126
Independent	NA	48	163
<i>ACT</i>			
Government	1,757	2,498	3,444
Catholic	265	665	921
Independent	NA	569	156
Australia	94,066	117,406	136,710

Note: Data in this table are accurate as at March 2000. Some figures may have been revised subsequent to this date.

- Statistics on part-time New Apprenticeships for school students are not included in this table.
- This table is based on statistics provided by States, Territories and sectors. Comparisons on the range and levels of activity across States and Territories should not be made due to the fact that enrolments are recorded differently from State to State in relation to length of courses and the degree to which structured learning and assessment occurs in the workplace. Accordingly, while an indicative total number of student enrolments across Australia can be provided, comparisons of growth with earlier years' statistics should only be made within individual States or Territories.

NA Statistic is not available.

\* Statistic is an estimate.

‡ Data provided by the Victorian Board of Studies, which represents an under-estimate compared to DEET data.

¥ It is unknown whether these enrolments are adults or secondary students.

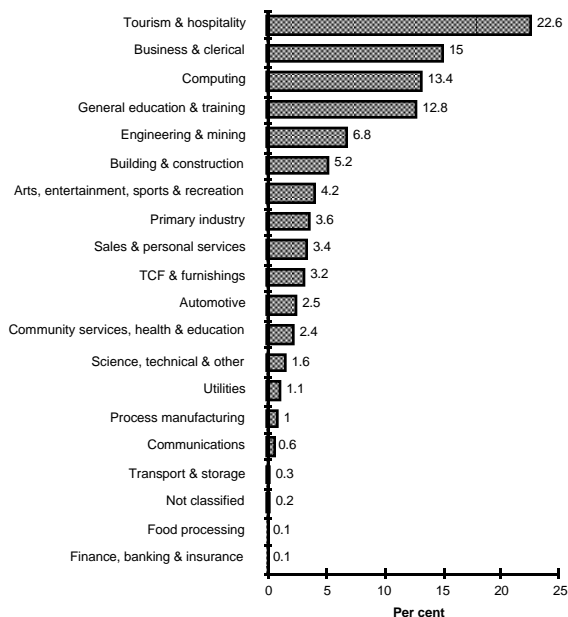
Source: *New Pathways for Learning*, MCEETYA VET in Schools Taskforce, March 2000

Just as there has been a substantial growth in the number of students enrolled, there has been a similar growth in the number of schools involved in providing programs for their students. In 1997, 70 per cent of all schools across Australia offering a senior secondary curriculum also offered VET in Schools programs. In 1998, this rose to 84 per cent, and in 1999 to 90 per cent of all schools.

Table 5.3 and Figure 5.1 outline the percentage of school students participating by ANTA industry groups in each State/Territory and on a national basis. There were some clear patterns of industry provision, with the following ten industry areas accounting for over 90 per cent of all enrolments in VET in Schools programs, on a national basis:

Tourism and Hospitality	22.6%
Business and Clerical Industry	15.0%
Computing	13.4%
General Education and Training	12.8%
Engineering and Mining	6.8%
Building and Construction	5.2%
Arts, Entertainment, Sports & Recreation	4.2%
Primary Industry	3.6%
Sales and Personal Services	3.4%
Textiles, Clothing and Footwear and Furnishings	3.2%

**Figure 5.1 Enrolments in VET in Schools programs as a percentage of all enrolments, government and Catholic schools, by ANTA industry group, 1999**



**Note:** Data in this table are accurate as at March 2000. Some figures may have been revised subsequent to this date.

**Source:** *New Pathways for Learning*, MCEETYA VET in Schools Taskforce, March 2000

**Table 5.3 Percentage of enrolments in VET in Schools: By ANTA Industry Groups, government and Catholic schools, Australia, 1999 (per cent of actual enrolments)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas</i>	<i>NT</i>	<i>ACT</i>	<i>Aust</i>
Arts, Entertainment, Sport & Recreation	3.6	11.3	0.7	5.2	5.6	11.9	8.3	4.4	4.2
Automotive	1.0	7.1	0.0	1.6	8.1	5.1	12.2	12.9	2.5
Building & Construction	10.7	1.3	4.0	1.0	4.2	0.6	5.0	1.7	5.2
Community Services, Health & Education	5.2	0.6	0.1	2.1	6.2	6.7	4.0	6.2	2.4
Finance, Banking & Insurance	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Food Processing	0.2	0.0	0.0	0.0	1.6	0.0	0.0	0.0	0.1
TCF & Furnishings	0.2	0.9	7.3	1.7	3.9	0.1	0.0	1.3	3.2
Communications	0.1	2.6	0.0	0.0	1.8	0.0	5.0	0.0	0.6
Engineering & Mining	5.9	2.7	9.7	3.7	13.1	2.8	4.7	3.2	6.8
Primary Industry	3.7	4.3	2.4	4.0	10.1	5.1	4.4	0.0	3.4
Process Manufacturing	0.0	2.1	1.8	0.4	0.0	2.7	0.0	0.0	1.0
Sales & Personal Services	8.1	0.0	0.7	2.6	6.3	6.4	4.1	3.4	3.6
Tourism & Hospitality	29.9	20.9	18.7	21.1	17.1	16.6	14.5	25.4	22.6
Transport & Storage	0.1	0.0	0.6	0.1	0.6	0.0	0.0	0.0	0.3
Utilities	1.2	3.9	0.0	0.0	2.0	0.0	1.1	0.6	1.1
<i>Category B</i>									
Business & Clerical	14.6	12.8	16.8	14.4	13.7	5.0	18.6	17.7	15.0
Computing	7.9	22.5	16.2	11.8	1.9	7.2	1.8	17.5	13.4
Science, Technical & Other	0.8	7.0	0.0	0.8	0.2	0.0	7.1	2.8	1.6
<i>Category C</i>									
General Education & Training	6.6	0.0	20.7	29.5	3.6	29.8	9.3	2.9	13.1
Not classified	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.2
TOTAL (100% of enrolments)	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: Data in this table are accurate as at March 2000. Some figures may have been revised subsequent to this date.

Statistics do *not* include enrolments from Independent schools.

Statistics on part-time New Apprenticeships for school students are not included in this table.

Source: *New Pathways for Learning*, MCEETYA VET in Schools Taskforce, March 2000

**Table 5.4 VET in Schools student enrolments, module/units of competence enrolments and ASCH, Australia, 1999**

<i>State/Territory &amp; sector</i>	<i>No. students</i>	<i>Module &amp; unit enrolments</i>	<i>ASCH</i>	<i>No. students</i>	<i>Module &amp; unit enrolments</i>	<i>ASCH</i>
	<i>1998</i>			<i>1999</i>		
<i>NSW</i>						
Government	16,433	202,423	1,867,495	17,059	84,258	1,688,942
Catholic	4,855	51,036	576,400	4,239	21,318	503,535
Independent	674	6,173	80,800	1,717	7,783	179,646
TAFE	24,500	66,010	1,940,782	22,693	81,390	1,968,496
<i>VIC‡¥</i>						
Government	8,813	121,971	*1,321,950	9,139	120,873	2,407,638
Catholic	2,851	38,454	*427,650	2,954	38,075	776,912
Independent	1,151	13,282	*172,650	1,542	17,746	505,091
TAFE	—	—	—	72	770	15,303
<i>QLD</i>						
Government	22,934	155,136	2,315,318	29,261	285,991	4,745,235
Catholic	*5,400	52,308	921,217	7,082	151,697	2,223,233
Independent	4,108	40,131	559,551	4,800	38,470	759,327
<i>SA</i>						
Government	8,907	24,197	454,032	12,046	32,436	988,132
Catholic	3,219	8,509	146,747	3,703	23,528	392,041
Independent	1,450	13,100	85,000	2,766	15,726	138,197
<i>WA</i>						
Government	3,828	*25,417	*589,512	7,168	8,280	863,188
Catholic	530	*2,850	*81,620	1,060	4,933	*160,000
Independent	732	3,125	*78,580	557	945	50,689
<i>TAS</i>						
Government	1,969	NA	*708,840	2,378	19,101	509,045
Catholic	139	NA	59,954	189	NA	*65,949
Independent	25	NA	8,750	37	NA	*9,625
<i>NT</i>						
Government	984	NA	*191,254	1,258	10,393	260,801
Catholic	124	NA	NA	126	243	5,900
Independent	48	NA	NA	163	665	15,181
<i>ACT</i>						
Government	*2,498	9,992	464,000	3,444	62,115	747,578
Catholic	707	NA	NA	921	9,741	100,100
Independent	112	NA	NA	156	1,700	17,160
<b>AUSTRALIA</b>	<b>116,991</b>	<b>834,114</b>	<b>13,052,102</b>	<b>136,710</b>	<b>1,038,177</b>	<b>20,096,944</b>

Note: Data in this table are accurate as at March 2000. Some figures may have been revised subsequent to this date.

Although module/units of Competence enrolments may have decreased from 1998 to 1999 in some cases, it should be noted that the number of hours associated with those enrolments has generally increased.

These statistics are not all AVETMISS compliant.

Statistics on part-time New Apprenticeships for school students are not included in this table.

NA Statistic is not available

\* Statistic is an estimate

‡ Data provided by the Victorian Board of Studies which represents an under-estimate compared to DEET data.

¥ It is unknown whether these enrolments are adults or secondary students.

Y The basis of NSW's data collection has changed from 1998 to 1999.

Source: *New Pathways for Learning*, MCEETYA VET in Schools Taskforce, March 2000

Provision in some of these industry areas reflected what has traditionally been provided by schools or which could easily be adopted by schools; others were new for schools and required new relationships to be established. In all States/Territories schools substantially broadened their VET offering by industry area.

The VET in Schools Taskforce also collected estimates of module enrolments and ASCH. Recognising that there was a range of reasons for the structure and length of programs in each State/Territory, comparisons of activity across States/Territories and sectors need to be made with a good deal of caution. Nevertheless, Table 5.4 provides a basis for comparison across States/Territories in that the numbers of students and depth of progress can be compared. While some States/Territories had high levels of participation, but lower average levels of VET hours, other States had lower overall numbers, but higher levels of VET hours.

## **Evaluation of VET in Schools programs**

Although no evaluations were started and completed in 1999, there were national evaluations being conducted on three of the Commonwealth programs aimed at promoting effective and reliable pathways for students from schooling to employment.

During 1999, the preliminary work was carried out for a national evaluation of the \$80 million over four years ANTA VET in Schools program. The primary purpose of the evaluation, which will be completed in 2000, is to:

- assess the program's effectiveness in expanding VET in Schools
- inform further policy advice to the ANTA Board and subsequent advice to Ministers on VET in Schools in the areas of:
  - improved outcomes for VET in Schools
  - improved access to VET programs
  - changes to school practice to facilitate VET programs
  - improved pathways for students.

Planning for a national evaluation of the VET in Schools element (\$23.09 million over four years) of the School to Work Programme (1996–97 to 1999/2000) was also underway in the Department of Education, Training and Youth Affairs (DETYA). Under the State component of this element, approximately two thirds of the funds are allocated to State and Territory education authorities for the

development and implementation of programs that enable industry and VET personnel to deliver VET courses in schools. Approximately one third of the funds have been directed to strategic projects to support VET in schools under the Strategic component.

Funding under the VET in Schools element of the School to Work Programme is due to end in June 2000. Evaluation of the VET in Schools element of the School to Work Programme commenced in 1999 and is due for completion in March 2000.

The third evaluation is that commissioned by DETYA to evaluate the Work Placement Coordinators in Schools funding provided to the Australian Student Traineeship Foundation (ASTF). This evaluation includes analysing and reporting on the effectiveness of the ASTF's management, including its effectiveness in increasing participation and raising the quality of VET school–industry programs over the period July 1996 to June 1999. The evaluation was commenced in 1999 and will be completed in 2000.

## **Vocational education in the States and Territories**

### **New South Wales**

During 1999, the New South Wales Board of Studies developed seven Industry Curriculum Frameworks for implementation with year 11 in 2000. The frameworks are available in Business Services (Administration), Construction, Information Technology, Metal and Engineering, Primary Industries, Retail, and Tourism and Hospitality.

Each framework is made up of combinations of units of competency. These units are the same as those contained in the National Industry Training Packages. All courses have a mandatory work placement component. The frameworks allow students to gain their Higher School Certificate and AQF accreditation concurrently. Each framework has a 240-hour course that can count towards calculation of the University Admission Index.

Enrolments in all school-delivered HSC VET courses in 1999 increased significantly over the 1998 enrolments. Total enrolments in Content Endorsed Courses (Building and Construction, Electronics, Furnishing, Hospitality, Office Skills, Retail and Rural Industries) increased by an average of 26 per cent over the previous year. Total enrolments in the three Industry Studies strands (Hospitality, Metal and Engineering, and Retail) increased by an average of 22 per cent.

**Table 5.5 Increased enrolments in school-delivered VET courses, NSW schools, 1999**

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Increase*</i>
<i>Content Endorsed Courses</i>				
Building & Con	2,656	43	2,699	49%
Electronics	380	6	386	35%
Furnishing	1,042	77	1,119	14%
Hospitality	2,074	4,293	6,367	25%
Office Skills	1,030	3,759	4,789	20%
Retail	511	780	1,291	25%
Rural Industries	429	106	535	27%
TOTAL CEC	8,122	9,064	17,186	26%
<i>Industry Studies</i>				
Hospitality	1,386	3,498	4,884	21%
Metal & Engineering	1,173	16	1,189	25%
Retail	639	828	1,467	21%
TOTAL IS	3,198	4,342	7,540	22%
<i>Board Endorsed Course</i>				
Information Tech	536	312	948	
GRAND TOTAL	11,856	13,718	25,674	

Note: Data in this table are accurate as at March 2000. Some figures may have been revised subsequent to this date.

\* 1999 enrolments % increase over 1998

Source: NSW Department of Education and Training

Table 5.5 provides details of enrolment increases in 1999, compared to 1998. The table includes students who participated in a trial of the Board Endorsed Course Information Technology, which is one of seven Industry Curriculum Frameworks to be offered under the new HSC arrangements in 2000.

From 1997 to 1999, the number of government and non-government school students enrolled in TAFE-delivered VET courses increased by 1,637 students. TAFE delivery represented just over 50 per cent of all VET provision for school students.

Over this period, the profile of enrolments in TAFE-delivered VET courses changed but the courses with the highest enrolments continued to be in tourism and hospitality; computing; business and clerical; and community services, health and education industry areas.

From 1997 to 1999, the TAFE-delivered VET courses with the largest increases in enrolments were sales and personal service (an increase of 583 students); primary industry (an increase of 396 students); and arts, entertainment, sport and recreation (an increase of 378 students).

In 1999, the TAFE-delivered VET courses with the highest enrolments were in the following industry areas: tourism and hospitality (4,221 students); business and clerical (2,730 students); and community services, health and education (2,613 students).

The Department of Education and Training implemented the New South Wales government's Ready for Work Plan to increase students' employability and to expand the range of education and training options that are available to them. Secondary schools and colleges continued to build strong partnerships with TAFE institutes, universities and industry, in order to expand the range of education, training and employment opportunities available to their students.

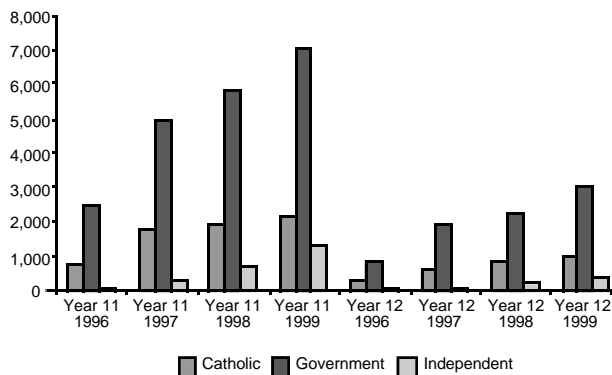
A total of 429 government schools offered VET courses to school students. In addition, the Collegiate Education Plan led to the formation of multicampus colleges with an aggregation of senior students and through this a broadening of curriculum in an adult environment. These colleges are cooperative ventures that establish formal links between senior schools, TAFE institutes and universities.

School districts began the process of becoming registered training organisations to support the increased provision of vocational education in government schools. In 1999, 11 of the 40 districts were assessed for registration as training organisations by the Vocational Education and Training Accreditation Board and the remaining districts will be assessed in 2000.

The growth of this curriculum area in Catholic schools during 1999 continued at a dramatic rate. The past ten years have been characterised by rapidly increasing retention rates in schools, both because of economic factors and as a result of government targets for educationally flexible programs for students who do not all wish to follow an academic path. By 1999, many programs gave 15–19-year-olds the opportunity to undertake vocational education as part of the HSC, and its growing importance was reflected in the increase of enrolments in dual accredited vocational education courses.

A substantial minority of secondary schools in the independent sector reported professional development activities in the vocational education area. Over a quarter of these schools initiated courses in the field of vocational education training, all in the area of hospitality. The same number of schools had designated careers advisers, who were continually updating their skills.

**Figure 5.2 VET in VCE enrolments, by year and sector, Victorian schools, 1996–99**



Source: Board of Studies, Vic

## Victoria

In Victoria, VET in Schools provides young people with a means of progressing to university, TAFE or employment, or combinations of these by combining nationally recognised vocational training with the Victorian Certificate of Education (VCE). VET in Schools now provides two major pathways:

- VET in the VCE
- part-time apprenticeships and traineeships for school students.

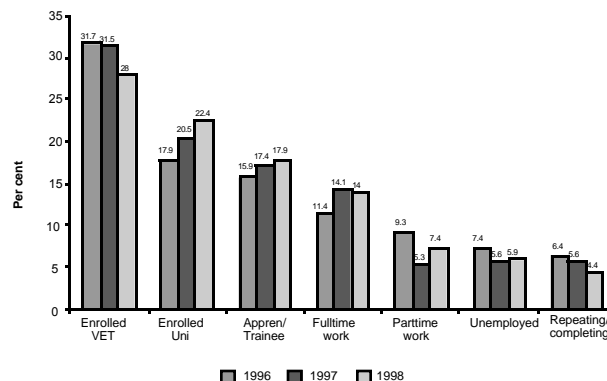
In 1999, the Board of Studies began progressively recognising all of its VET programs as independent studies at Units 1, 2, 3 and 4 level. The board also commenced a trial of graded assessment in VET units to enhance the status of these programs.

There was continued growth in VET in the VCE programs in 1999:

- Student enrolments in VET in the VCE programs in government schools increased by 18 per cent from 1998 to the commencement of 1999 – since 1996 the number of student enrolments has increased by almost 200 per cent. The total number of students in government and non-government schools increased by 21 per cent from 1998 to 1999, as indicated in Figure 5.2.
- The number of government schools providing VET in the VCE programs increased from 251 in 1998 to 261 by the commencement of 1999, which is 88 per cent of all government schools offering VCE programs.

The number of VET in the VCE programs on offer was extended to 25 industry areas, with programs offered for the first time in Community Services and Polymers.

**Figure 5.3 Destinations of students exiting year 12 VET programs, Victorian schools, 1996–98**



Source: Board of Studies, Vic

The program was expanded to enable school students to undertake part-time apprenticeships and traineeships for school students and by early 1999, with additional programs available in food processing (wine), horticulture and sport and recreation, 596 students had enrolled. This compared with 386 students enrolled in eight programs in 1998.

The destinations of students exiting the program in 1998 were very similar to those reported for the 1997 cohort. As in past years, there was a wide range of destinations, from university to apprenticeships. And again, as in past years, positive outcomes were apparent for the great majority of VET students, with only 13.3 per cent of the year 12 school leavers ending up in part-time work or unemployed. A total of 22.4 per cent entered university and 28 per cent entered TAFE.

The next largest group, those entering an apprenticeship or traineeship, constituted 17.9 per cent of the cohort, with 11.4 per cent engaged in an apprenticeship, and 6.5 per cent in a traineeship of some kind. A further 4.4 per cent of students were found to have returned to school, and the remaining 27.3 per cent of students (just over one-quarter of the cohort), were neither in further education, nor work and training, nor back at school. These students entered the labour market without further training and 14 per cent were in full-time work, 7.4 per cent were in part-time work and 5.9 per cent were unemployed.

There was significant growth in VET in Victorian Catholic schools during 1999, continuing the trend since 1996 and paralleling the growth in other sectors and other States/Territories. VET has become a much more accepted part of senior secondary education and the Catholic Education Commission of Victoria (CECV) believes that close partnerships or cluster arrangements between



schools, training providers and employers, and the support of the Commonwealth government have been keys to the success of VET in Schools.

Another key element is the building of teachers' understanding of the needs of industry and of the opportunities for students afforded by VET. To that end, the CECV piloted an Industry Participation for Teachers program during 1999. The CECV also pursued active partnerships with a number of major industry associations such as the Victorian Employers Chamber of Commerce and Industry, Eastern Industry Education Partnership, Retail Traders Association and the Australian Industries Group. This gave rise to a range of projects designed to stimulate interest in particular industry areas where there were employment and growth opportunities. The projects generated much interest in these industries from young people.

The CECV maintained a strong interest in, and commitment to, improving the access to VET for particular groups which face structural barriers or difficulties. These included students at risk of leaving school before year 11, Indigenous students, students from rural and remote areas, those with low literacy or work-related skills and students with special learning needs. Intervention at year 9 or 10 with specially designed bridging or preparatory courses can create positive outcomes for such young people and the CECV supported programs to meet these students' needs, such as the Options for Work and Education program.

A substantial minority of independent schools reported undertaking vocational education activities. Most of these were concerned with vocational education training courses, attending conferences and seminars, and careers workshops. One school had trained workplace assessors.

## Queensland

A major initiative in providing VET in Queensland schools was the introduction of study area specifications (SASs). In 1997, the first eight SASs were introduced for trial; the ninth (Literacy & Numeracy) was introduced in 1998 and the tenth (Marine & Aquatic Practices) in 1999. Three more SASs were developed in 1999 for trial in 2000: Early Childhood Practices, Social & Community Studies, and Physical Recreation. All these SASs, apart from Social & Community Studies, include accredited VET modules or units of competency.

The report *Evaluations of Study Area Specifications* was published in 1999. Interim reports on evaluations of Literacy & Numeracy and Marine & Aquatic Practices were also completed. The evaluations recommended that five of

the original eight SASs should proceed to full implementation, and that the other three required some revision before full implementation. A major finding of the evaluations was that SASs had resulted in rationalisation of old-style Board-registered subjects, and better coordination and standardisation, which improved the value of results and produced more meaningful outcomes.

The evaluations also found that students in government schools were more likely to take up SAS, than those in non-government schools. This trend was evident in all SASs, being most marked in Land & Animal Systems, and least marked in Business. In general, the evaluation found that VET was certainly meeting the needs of many students, but cautioned that VET was not automatically and always suited to the special needs of particular groups of students.

Vocational education and training was made available through six Queensland Board of Senior Secondary School Studies (QBSSSS) subjects and ten SASs (which awarded industry-endorsed certificates under the AQF). These specifications developed by the QBSSSS replaced many earlier Board-registered subjects developed by schools and not linked to the National Training Framework.

In 1999, many Education Queensland schools offered a wide variety of vocational education and training subjects linked to national training packages. Students studied these subjects at their school or away from school, through partnerships with technical and further education institutes or other registered training organisations. School-based apprenticeships and traineeships enabled students to gain industry-recognised qualifications and undertake paid work while staying at school to study for a Senior Certificate. There were 1,800 students (an increase from 600 in 1998) in 180 government schools undertaking school-based apprenticeships and traineeships. Office Administration, Hospitality, Retail, Engineering and Automotive were the most popular industry areas.

Forty-six per cent of all year 12 students enrolled in government schools in 1999 were involved in Board-developed or TAFE VET subjects, 4 per cent more than in 1998. The highest enrolments were in English Communication, Hospitality, Computer Studies, Literacy and Numeracy, Technology Studies and Business. A wide cross-section of students studied VET subjects. About 500 students who gained grades of 'high' or 'very high' in academic subjects also studied one or more VET subjects.

In 1999, Catholic schools in Queensland continued to increase access to VET programs. Seventy-one schools

offered VET programs and the industry areas with the greatest student enrolments were:

- Business and Clerical 24.0 per cent of total VET activity
- Tourism and Hospitality 17.0 per cent
- Computing 17.5 per cent
- General Education and Training 17.7 per cent
- Engineering and Mining 8.5 per cent

Three hundred and forty-one students signed training agreements under school-based apprenticeship and/or traineeship arrangements.

Seventy-nine Queensland independent schools offered VET programs in 1999. These included courses with embedded VET through QBSSSS, SAS QBSSSS courses and stand-alone VET. Through the New Apprenticeships and Traineeships program, 286 students in 48 schools included school-based apprenticeships or traineeships in their courses of study. The studies were in 19 industry areas.

## South Australia

During 1999, there was a further significant increase in the numbers of students participating in VET in Schools programs in South Australia. The number of students increased by 3,140 and the annual curriculum hours almost doubled to 988,000 hours. VET in Schools courses accounted for about 12.5 per cent of the total student hours of learning in years 11 and 12.

The increase in numbers of students undertaking VET in Schools programs was reflected in the number of schools offering VET programs across a wider range of industry areas. The greatest student participation was in General Education and Training, as schools found it expedient to embed generic modules within South Australian Certificate of Education (SACE) subjects. For many schools this was the first step in vocational education and training and assisted teachers in making the change to encompass VET in Schools in the curriculum.

In South Australia, VET is a priority for the education of students with disabilities and in 1999 the VET in Schools Strategy was implemented for this group of students in the following ways:

- supporting good practice for school to work (Willunga High School)
- transition to adult services for students with severe and multiple disabilities funding
- a post school options forum – Start Right – was planned in 1999, to begin in 2000

- Input into Personal Portfolios for Pathways Planning
- there was recognition of VET outcomes towards SACE
- a Graduate Certificate in Down Syndrome was developed to be conducted in 2000–01
- Protocol Guidelines for Coordinated Planning in the last year of schooling
- a Post School Options Expo with Australian Council for the Rehabilitation of the Disabled and Intellectual Disability Services Council
- Liaison with the VET team.

The South Australian schooling systems began developing Models of Good Practice that provide preparatory learning to increase access for equity sub-groups. The process documents successful strategies that have been developed in various equity pilots within the State.

Also in 1999, the Department of Education, Training and Employment established Australia's first Enterprise and Vocational Education Project Team and Priority Action Plan. The team will develop closer links between industry, small business and education as well as supporting young South Australians in their transition from school to training to work. The expected outcomes of this plan include:

- establishment of 20 Regional School–Industry Partnerships to provide a focus for regional industry leadership in relation to enterprise and vocational training for school students
- expansion of Enterprise Education programs across all schools and to cover every year level of schooling
- the development of Enterprise Initiative Centres in each region to involve local industry and community-based mentors in youth enterprises
- major increase in enterprise skill and attitude levels in the younger community
- greater numbers of young entrepreneurs
- stronger customer service and business culture in South Australia
- the development of high-performance enterprise communities.

South Australian Catholic schools participated in Curriculum Corporation's national initiative to produce resources on approaches to delivery and assessment of various industry programs for VET in Schools, by developing State-specific Models of Good Practice in a range of the more popular industry areas.

**Table 5.6 Student participation in VET in Schools, South Australian government schools, 1997–99**

	1997	1998	1999
Total year 11–12 enrolments	22,915	23,002	23,440
Number of students participating in VET in Schools programs	2,417	8,907	12,046
Percentage of year 11–12 enrolments	11	39	50
Number of annual hours curriculum	161,716	454,032	988,132
Average number of hours per student (off-job)	67	51	82
Number of hours in structured workplace learning (on-job)	96,680	552,234	623,500
Average number of hours per student in structured work placements	40	62	69.3

Source: SA Department of Education, Training and Employment

**Table 5.7 VET in Schools enrolments, by industry category, South Australian government schools, 1999**

<i>Industry categories</i>	<i>Total students</i>	<i>%</i>
Agriculture	275	2.28
Horticulture	174	1.44
Aquaculture	85	0.71
Automotive Manufacturing	36	0.30
Automotive Retail Service and Repair	207	1.72
Business and Clerical	1,437	11.93
Community Services & Health	304	2.52
Engineering/Electronics	548	4.55
Fishing	40	0.33
Furnishing	183	1.52
General Construction	148	1.23
General Education and Training	3,666	30.43
Hospitality	1,305	10.83
Information Technology	932	7.74
Multimedia	203	1.69
Music	79	0.66
Process Manufacturing	10	0.08
Racing	12	0.1
Retail	285	2.37
Sport & Recreation	540	4.48
Textiles, Clothing & Footwear	6	0.05
Theatre Arts	16	0.13
Transport & Distribution	3	0.02
Tourism	1,496	12.42
Viticulture	56	0.46

Source: SA Department of Education, Training and Employment

**Table 5.8 Increase in delivery of VET programs, SA independent schools, 1998–99**

<i>Categories</i>	1998	1999	<i>Percentage increase</i>
No. of students in VET in Schools programs	1,450	2,766	90.7%
Module enrolments	13,100	13,103	Nil
Annual hours	85,000	122,618	44.3%
No. of schools with VET in Schools programs	19	24	26.3%
Certificate Completions	Nil	22	

Source: Independent Schools Board, SA

The number of independent schools delivering VET programs increased significantly in 1999. There were also increases in the number of students, module enrolments and annual curriculum hours as outlined in Table 5.8.

In 1999, 30 (out of a potential 35) schools delivered or planned for delivery of VET programs in 21 industry areas. There was continual growth in the uptake of VET programs and VET in Schools was used as a mechanism for creating new initiatives in independent schools. VET programs in new and emerging industry areas such as information technology and multimedia were developed and four independent schools trialled the newly endorsed Information Technology Training Package in partnerships with an institute of TAFE. Three schools delivered a multimedia VET program in partnership with industry and an institute of TAFE, while one delivered technical theatre competencies from the Entertainment Training Package.

Independent schools were involved in the implementation and delivery of national training packages in the areas of Entertainment, Hospitality, Administration, Agriculture and Horticulture, and Retail as well as a range of other accredited vocational courses.

The growth of VET programs in independent schools presents challenges to school structure and organisation as well as resources, both human and financial. During 1999, schools offering significant VET programs were invited to participate in a project whereby, with the assistance of a VET consultant and the Independent Schools Board VET Adviser, the schools developed a Strategic and Business Plan for the implementation and ongoing sustainability of VET in Schools programs. The process involved the school and key personnel in the development of a rationale, strategic goals, operational plan, delivery and financial plan and an evaluation plan and process.

Schools investigated more flexible timetables and looked at other issues such as reallocation of funds, professional development needs of staff, links between the school and the wider community and promoting a broad range of post-school pathways for students. The majority of independent schools were still in the developmental phase of VET in Schools.

## Western Australia

Implementation of the VET in Schools program is a major strategy of the Plan for Government School Education 1998 – 2000, and 1999 was the third year of a four-year program funded by the Commonwealth and State governments. To enable VET programs to respond to broad industry training requirements, government schools were organised into 16 clusters which facilitated coordinated responses to industry needs.

In 1999, the clusters were generally aligned with the education districts, connecting VET directly to the local area education planning process. Clusters were accountable to district directors for the implementation of their VET plans and for the expenditure of funds in accordance with these plans. These cluster plans formed the basis for the central office allocation of funds, were instruments for reporting by principals and district directors, enabled clusters to monitor their own progress, and provided information for central office reports to funding bodies.

In 1999, VET funding was used largely to achieve five major objectives:

- To further develop management and accountability processes.  
This involved linking cluster management with district directors, ensuring the inclusion of VET in local area education planning and streamlining school planning, funding and data collection.
- To plan provisions for new student cohorts, particularly those returning to school in 1999 as a result of introduction of the Common Youth Allowance.  
A strategic plan was developed to provide for students affected by the allowance, with an emphasis on students at educational risk.
- To develop more precise information about resource needs.  
An investigation was undertaken in cooperation with South Australia of the unit costs of VET delivery.
- To create more effective processes for accreditation and certification.

Procedures were developed in preparation for implementation of the Australian Recognition Framework in 2000. Specialised teacher training continued, with over 1,200 teachers having completed or committed to the Certificate IV in Workplace Training Category 2.

- To improve provisions for students with special needs.  
Particular attention was given to those in isolated areas.

The number of government schools offering VET programs and participating students increased by comparison with 1998. Traditionally, schools are well placed to offer programs in business and hospitality, a trend that continued during 1999, but Arts, Entertainment, Sport and Recreation; Sales and Personal Service; and Automotive all showed significant growth. The most popular industry groups in terms of on-the-job training were, in order, Tourism and Hospitality; Engineering and Mining; Primary Industries; Business and Clerical; Automotive; Sales and Personal Service; and Community Services, Health and Education.

During 1999, the range of courses offered further increased and almost all government schools with years 11 and 12 students had VET programs, which involved a quarter of all upper school enrolments.

The rapid expansion in student numbers and programs necessitated the streamlining of accreditation and reporting processes. National training modules were either embedded in subjects or grouped to make subject equivalents, thus simplifying these processes for both schools and the Curriculum Council.

There were special difficulties associated with the provision of VET in rural and remote areas. These included finding enough work placements for students across a variety of industries, timetabling programs and placements when there was only a small cohort of senior students, and providing training facilities. In spite of the difficulties, the number of students in rural and remote areas in VET programs was encouraging. The Kimberley multicampus project began in 1995 and in 1999 involved approximately 150 Indigenous and non-Indigenous students at one senior high school, four district high schools and three remote community schools. Training was available in relevant work areas such as station skills, hospitality and small business. A coordinator-principal managed the project, with the assistance of part-time coordinators at each school.

In the Goldfields education district, the 'North Country' (the mining and pastoral leases north of Kalgoorlie) and

Ngaanyatjarra Lands initiatives formed the State's component of the Commonwealth's School to Work Rural and Remote Areas project, funded under the Strategic Component of the School to Work Programme, generating practices to create VET pathways.

Over 200 education support students participated in VET in Schools programs. They were expected to meet the same criteria as other students, although social trainers accompanied students for part of their training until they were able to function independently.

Stereotypical gender patterns of job choice still prevailed across VET courses. However, there was some progress in Engineering and Mining and Primary Industries, possibly because of local initiatives to raise awareness, such as scholarships for girls and industry visits before courses were chosen. Males tended to remain in the traditional trades. A gender imbalance also characterised education support students and students at educational risk, where males outnumbered females.

A number of initiatives assisted program management in 1999. Accreditation and certification processes were enhanced by providing all schools with the necessary information and resources to enable them to become Registered Training Organisations (RTOs). As a result, 39 schools sought registration. A costing model for the delivery of VET in Schools across all industry areas was developed, as was a workplace learning database, *Vetwork Placement System*, which had been designed to streamline the increased volume of student placements.

Vocational education and training continued to expand in Catholic schools, with programs operating in 97 per cent of post-compulsory schooling contexts. During 1999, additional schools joined the school coordination clusters that operated in conjunction with the Association of Independent Schools of Western Australia.

There was an emphasis on quality delivery and coordination and an attempt to move toward sustainable practices. This manifested itself in more industry-specific and specialised on-the-job training, as well as the continued development of traineeships. Programs in high-demand industry areas were developed and those in less popular areas consolidated.

Catholic schools continued to form partnerships with RTOs for the delivery and accreditation of vocational training. These included TAFE colleges, group training companies and private training providers. Two schools commenced processes for accreditation as RTOs in the areas of primary industry and information technology.

Continuing support was provided to schools in non-metropolitan areas. The application of VET in Schools and School to Work funding recognised the special problems that these schools faced. Numbers of students in regional and remote centres continued to increase slightly.

Many students accepted full-time employment, either during, or at the completion of vocational education and training. This was not confined to traineeship programs. It was also apparent that some students elected to continue training in a part-time capacity while they engaged in part-time employment.

The number of independent schools involved in VET continued to grow in 1999, and all secondary schools and colleges surveyed participated in VET programs. Vocational pathways, careers guidance and counselling encouraged year 12 completions.

The cluster model remained the most common approach taken by schools. Six clusters, consisting of 23 independent and 25 Catholic schools, operated in 1999. Five of these were in the Perth metropolitan area and one in Bunbury. In addition to the schools working in clusters, four schools implemented individual school programs addressing the needs and training requirements of their students. One Indigenous community school, Wongutha, gained RTO status.

Schools and clusters were involved in developing industry links in addition to accessing work placements and developing partnerships with training providers. Most of the students involved in formal vocational training were also enrolled in Structured Workplace Learning (SWL). The range of ANTA industry areas accessed by students increased to fifteen.

The school-based retail traineeship with Woolworths was implemented for the first time in 1999. This traineeship involves a two-year program, with students attending school for four days per week, training for one day and working for one and a half days per week. Successful trainees achieve both Secondary Graduation and a Certificate II in Retail Operations.

Wongutha, a remote school for post-compulsory-aged Indigenous students, had an enrolment of 50 students, all of whom were undertaking some vocational education in subjects such as Hospitality, Agriculture, Metals and Engineering and Plant Operating Equipment.

A project that enabled post-compulsory students with disabilities to combine SWL and school education was

implemented as a joint venture with the Catholic Education Office of Western Australia.

## Tasmania

VET in Tasmanian schools refers to training delivered by schools to enrolled school students by an RTO (which may be the school), in accordance with the Australian Recognition Framework, or the requirements of accredited courses. The scope of VET in Schools qualifications in Tasmania in 1999 comprised 53 certificates, predominantly at Certificate 1 and 11. Each of the eight government senior secondary colleges attained quality endorsed status during 1999.

Since the inception of VET in Schools in Tasmania, a key factor has been the policy of delivery of accredited VET courses in schools and a commitment to meeting training outcomes at industry standards. Continued emphasis has been placed upon the development and expansion of structured workplace learning to support this delivery.

In 1999, most Tasmanian VET in Schools students undertook 25–30 days of unpaid, structured and assessed vocational placement as part of their course. This amounted to over 40,000 days of structured work placement completed by students. During 1999, the number of school-based traineeships remained low (below 30) but, following endorsement by the State Training Authority of the publication *A Guide to Tasmanian School Based Apprenticeships/ Traineeships*, some slow expansion is predicted.

The continuing development and more widespread availability of foundation certificate programs was pursued in order to increase access of students to VET through particular focus on literacy, numeracy, communication skills and provision of structured vocational placements. Rural and remote access continued to be directly supported through the progressive expansion of VET programs to rural and remote schools. This included successful regional clustering and resulted in the development of Skills Centres in three areas. The Vocational and Educational Guidance for Aboriginals Scheme provided a major focus in each of the senior secondary colleges for expansion of participation in VET.

During 1999, a major report dealing with the educational outcomes and pathways of Tasmanian students was released. This publication (*Report on the Post-Compulsory Education and Training of Tasmania's Youth*) lead to a range of recommendations pertaining to the future of VET in Schools, as well as the development of a draft policy for the

area. Several regionally based student destination pilot studies were initiated as special projects during the year. Results from these studies are expected during 2000.

In Catholic schools, 189 students were enrolled in VET courses in 1999, an increase over 1998 in both numbers and industry areas. All courses were presented from industry training packages in Automotive, Building and Construction, Business and Clerical, Community Services, Engineering, Technology, Tourism and Hospitality. A course for students at risk was developed and piloted using generic competencies from the training packages. Destinations of VET students in 1999 included work, traineeships, apprenticeships and further education at both university and TAFE.

All independent secondary schools undertook professional development activities in the field of vocational education during 1999. They were concerned with broadening the range of areas available, and involved vocational education training workshops and career seminars. Workplace sites and other colleges were visited, and career counselling was used.

## Northern Territory

The number of VET programs offered in schools in the Northern Territory increased from 38 in 1998 to approximately 80 in 1999, with a small number of remote community schools offering programs as part of the School to Work Rural and Remote Areas project funded under the Strategic Component of the School to Work Programme. The number of industry areas in which programs were offered also increased, with new programs becoming available in fishing/maritime studies, hairdressing, electronics and information technology. During the year, most programs were converted from modules to qualifications and competencies from training packages.

New programs for Indigenous students were developed and implemented, and included:

- a training program developed from competencies in the Certificate II in Community Services and Health, which was delivered through an Indigenous health organisation as the RTO and an Indigenous male nurse as the trainer. The program in which two schools participated, incorporated 120 hours of structured work placement in culturally appropriate workplaces
- modules from the Certificate II in Remote Area Local Government, which were delivered as electives in the Certificate II in Introductory Vocational Education.

Indigenous students from remote communities who attended Darwin boarding schools participated in this program and completed work placements in their home communities

- modules from the Certificate in Hairdressing (Basic Skills), undertaken by students in Ti Tree
- modules from certificates in a range of industry areas and some general education modules delivered in the remote communities of Maningrida, Yirrkala and Nguu (Xavier school).

Professional development and information sessions were provided for teachers, parents and employers during the year and regular newsletters were produced to inform a wide audience of programs and student achievements. A small number of schools involved in the VET in Rural and Remote Areas project delivered programs (Yirrkala, Maningrida, Xavier, Ti Tree). The project generated considerable interest in VET and Vocational Learning programs for students in remote communities and provided information about these activities through regional conferences.

A system-wide electronic VET data collection process was implemented and trialled for the first time in 1999. All VET programs offered were developed from national training package competencies or, where these were not available, other NT or nationally accredited certificates. All VET programs are recognised by the Board of Studies and count towards Northern Territory Certificate of Education completion requirements through credit arrangements.

The New Apprenticeships Centre received funding for the Jobs Pathway Program. Work placement coordinators worked closely with school VET and careers coordinators to arrange suitable work placements that sometimes led to employment outcomes. A small number of students participated in New Apprenticeships at school program.

Students from the three secondary Catholic schools participated in an NT-wide VET in Schools program which involved a variety of activities. These were run by individual schools, or as part of a cluster group program. The Catholic Education Office also supplied funds to enable students at Xavier Community Education Centre on Bathurst Island to be involved in the program.

Independent secondary schools offered a range of vocational subjects and programs as part of tri-sector arrangements for the provision of VET courses in the NT. Courses were either run by the school or offered as a cluster group program. Schools worked with industry and with registered VET providers in developing programs

appropriate to the needs of Indigenous students. Two students with disabilities who participated in VET programs gained entry to contracts of training.

## **Australian Capital Territory**

The success of the VET in Schools initiative has meant that there is a community expectation that VET in Schools will be a permanent feature of secondary schooling in the Australian Capital Territory. All colleges have attained RTO status, enabling flexible delivery of a broad range of vocational programs. New VET programs were established in most secondary colleges, providing students with a wider range of vocational options.

VET enrolments increased by 312 per cent between 1996 and 1999. Certificate outcomes also improved dramatically over the same period, with a comparison between 1998 and 1999 showing a 78 per cent increase in Certificate II and a 31 per cent increase in Statements of Attainment awarded. A pilot project assessed workplace competencies during the part-time work of vocational students in colleges. These competencies will be recognised on the ACT year 12 Certificate and provide an excellent opportunity for VET students to achieve higher levels of certification and broaden their range of options with further education and training.

School Based New Apprenticeships have now become a popular feature of VET programs in ACT colleges. These have been established in Building and Construction, Electrotechnology, and Sport and Recreation, and proposals have been developed for Information Technology, Community Services, Viticulture, Floristry, Horticulture and Commercial Cookery. Multimedia Skills Centres and Practice Firms (developed as part of the Australian Network of Practice Firms) enable the delivery of vocational competencies within a simulated business environment, over a range of vocational courses, to students within a college and throughout the local area.

An innovative viticulture pilot program was implemented by one college. Viticulture will be delivered in 2000 with enthusiastic industry support, as the wine industry has identified a large role for the industry in the development of training programs and delivery of VET programs in ACT schools.

A project involving Indigenous students in VET was developed at another ACT college. This pilot project enables Indigenous students at the college to develop pathways from school to training, further education and employment. Through the project they are informed about vocational

education and career options, enabled to undertake nationally recognised vocational courses, provided with mentors for their vocational studies and supported in accessing vocational placements and job placement. The project will be extended to include all colleges in the ACT.

During 1999, community consultation was completed and groundwork established with the Indigenous arts community, a group training company and ACT colleges, to

enable Indigenous students to take up traineeships in the arts. The Indigenous Education Unit will coordinate the project.

By the end of 1999, all Catholic secondary schools with senior students and two independent schools were RTOs. Two of the schools supported students completing New Apprenticeships in Building and Construction, and Electrotechnology.



# Teacher supply and demand

Ministers have been conscious of community concerns regarding the continuing availability of a sufficient supply of suitably trained and qualified teachers. As a result they established a National Recruitment Strategy Taskforce to advise them on matters pertaining to the supply and recruitment of teachers in each jurisdiction.

During 1999, the taskforce resolved that teacher recruitment marketing campaigns need to take account of the following facts:

- There is no general shortage of teachers, but there is demand in specific disciplines and geographic areas, and in remote and hard-to-staff schools.
- Particular disciplines in which there is a current demand are senior mathematics and science, industrial design and technology, and Languages other than English (LOTE) .
- Teaching graduates do get jobs and their starting salaries are good.
- There are good mid- to long-term promotion chances.
- There are incentives for teachers to take jobs in the country.
- There is demand in most jurisdictions for teachers in rural and remote areas and casual relief teaching, especially in the country.

The MCEETYA National Teacher Recruitment Strategy Taskforce changed its focus during 1999, from the development of a national campaign to the development of some common elements that will build on and enhance individual State and Territory campaigns while also addressing collective issues associated with teacher recruitment. The taskforce agreed to examine new elements that can be used by all States and Territories and to enter into agreements that will allow recruitment materials developed within one jurisdiction to be shared with others.

Under this model, each jurisdiction will continue to have carriage of its own recruitment effort and will have the opportunity to use any common materials and strategies. Even though campaigns will be run by the individual States and Territories, any commonality of messages and images across the different jurisdictions will be mutually reinforcing. This will add value to the efforts of each jurisdiction and lead to economies of scale. It will create a

position in which the whole will be greater than the sum of the parts, because of the repeat use of certain materials.

In a national survey of independent schools, fewer than half of primary schools reported teacher shortages during 1999. Most of these schools experienced difficulty in obtaining LOTE teachers, particularly in Indonesian and Japanese. They also had problems obtaining the services of relief teachers, information technology teachers and early childhood teachers. These schools expect that these difficulties will continue in the future, especially with teachers of information technology.

About the same number of secondary as primary schools reported difficulties in obtaining staff, mostly in LOTE and information technology. Science, English and mathematics were also areas of concern. Future needs were estimated to be the same, with the addition of teachers in the areas of vocational education and technology.

About a quarter of schools indicated that they had developed some special means of attracting teachers to their schools. Procedures included the production of websites, salary packages, and links with universities. Other approaches involved job sharing, favourable long service leave conditions, higher-than-award wages, and the provision of accommodation. The existence of a well-resourced information technology program was thought to encourage young teachers.

## New South Wales

The Minister for Education and Training in New South Wales announced a wide-ranging review of teacher education in June 1999. The outcomes of the review will ensure that teacher education produces teachers who can meet the needs of today's students, schools and the community. The review will look at how effectively universities prepare education graduates for the classroom. It will examine the quality of the training offered to students preparing to become teachers and the quality of the professional development that is provided to those already teaching.

The review will also look at how to better prepare new teachers to work with syllabuses; how to assist new teachers to manage students, particularly in the area of classroom discipline; the effectiveness of practice teaching; and the development of stronger collaboration between universities and schools.

An Internet website (<http://www.det.nsw.edu.au/teachrev/>), which is located on the Department's Network for Education, was established at the commencement of the

review to provide information to the public, and to establish an avenue for consultation. The website offers teachers and members of the community the opportunity to respond online to specific questions raised by the review. By the end of 1999, around 150 submissions had been received. The review is expected to be completed by mid-2000.

The New South Wales Department of Education and Training has developed a range of strategies to assist principals to recruit and retain appropriately qualified casual teachers. The Department of Education and Training introduced a Teacher Employment Priority Scheme in 1999. The scheme allows casual teachers to accelerate their priority for permanent employment by six, 12 or 18 months for every 50 days of casual teaching service. The scheme is attracting more casual teachers to government schools while increasing the mobility of the casual teacher workforce.

An on-line casual teacher employment service has been trialled on the Internet. The service allows casual teachers to register their availability, while principals can advertise casual teaching opportunities and match prospective staff with those opportunities. Principals in nine targeted districts participated in the trial and positive results were achieved.

The department was involved in 24 internship programs in eight university-level initial teacher education programs. Internships provided an important bridge between earlier field experience and later school-based induction programs. Over 1,200 student teachers participated in internship programs averaging ten weeks in government schools in 1999. Those successfully completing internships and all course work became eligible for payment as casual teachers under conditional casual approval status.

Increasingly, dioceses are reporting difficulty in attracting high-quality applicants for advertised teaching positions in Catholic schools, especially in more remote locations. A country diocese reported a severe shortage of teachers across the diocese, with all 28 primary schools experiencing difficulty in finding a mixture of experienced and beginning teachers to fill vacancies at the end of 1999. The extent of the difficulty is indicated by the fact that beginning teachers were telling principals that they would get back to them shortly when offered positions. The principals had to wait patiently while the beginning teachers considered all the offers they were made. The shortage also applied to teachers available for casual relief and many professional development programs had to be

downgraded in desired coverage because there were simply not enough replacement teachers available.

The majority of independent primary schools did not experience difficulty in obtaining staff, and staff recruitment was a problem in less than half of secondary schools. Some primary schools had problems obtaining staff in the areas of LOTE, special education, English as a second language (ESL) and casual relief. These were also areas of future concern, as well as the availability of information technology teachers.

Secondary schools with staff recruitment problems identified the areas of information technology, design and technology, drama, and hospitality. These were also seen as areas of difficulties in the future, with the addition of mathematics, science, physics and chemistry, and LOTE.

Around a quarter of schools used innovative means to attract teachers to their schools. Of these, two had websites, while others considered that their own particular environment would encourage teacher applications. Another school had developed links with most universities, while another offered special education university training to teachers through staff development.

## Victoria

During 1999, the Victorian Teacher Recruitment Reference Group was established to provide advice on broader trends and issues affecting teacher supply and demand. The reference group enhanced liaison with the Victorian Deans of Education, enabling better preparation of graduates to make best use of the new technologies in schools and on teaching techniques which would take students into the next millennium. In addition, a Review of Graduate Teacher Outcomes, conducted by the Standards Council of the Teaching Profession, examined selection procedures for teacher education courses.

In order to encourage high-quality people to enter teacher education programs or consider careers in teaching:

- a teacher graduate recruitment program employed over 470 new graduates to primary teaching vacancies for 1999 as part of the Early Years Literacy Program
- information on teaching as a career was made available to prospective students
- a teacher recruitment Internet site ([www.sofweb.vic.edu.au/hrm/recruit](http://www.sofweb.vic.edu.au/hrm/recruit)) was created – this proved very popular, with over 500 hits recorded each month

- forums for prospective teachers outlined initiatives and priorities in Victorian government education, including procedures for finding out about job vacancies and how to apply for positions.

Shortages averaging about 60 primary and 80 secondary teachers per year have been predicted for Catholic schools in the period 2000–04. A number of factors have contributed to this scenario, perhaps the major one being the severe reduction in initial teacher education intakes that were part of universities' restructuring earlier in the decade. Other issues include:

- an ageing demographic among teachers – in 1999, the average age of teachers in Victorian Catholic schools was 41.2 (up 1.2 years on 1998)
- the increasing proportion of females among teachers (70.4 per cent of full-time equivalent (FTE) teaching staff in Victorian Catholic schools in 1999 compared to 69.5 per cent in 1994)
- shortages in particular subject areas for secondary classes
- shortages in certain geographical areas.

Discussions took place between the Catholic Education Office (Melbourne) and the Australian Catholic University to monitor the extent and nature of any shortages and to highlight the apparent need to increase teaching training intakes.

Half of all independent schools reported no difficulties in obtaining suitable staff. Of primary schools seeking staff, the most common areas of shortage identified were LOTE, early childhood (experienced), Reading Recovery, information technology and casual relief teachers. Several schools mentioned the shortage of young male teachers. Secondary schools with current shortages identified the areas of mathematics, science, LOTE and information technology.

A substantial minority of schools developed innovative ways of attracting teachers to their schools. More than a quarter were using the Internet and websites to advertise positions and school facilities and philosophy. Other procedures adopted were the provision of accommodation, strong professional development programs, flexible packaging arrangements and unusual job descriptions.

## Queensland

Throughout 1999, Education Queensland employed a number of recruitment strategies, including a national

advertising campaign and statewide radio campaigns. A number of booklets were produced, aimed at graduates and existing teachers considering re-entering the workforce. While demand was limited for primary teachers, Education Queensland sought teachers trained in specific secondary subject areas including senior mathematics, senior sciences, some foreign languages and VET-related subject areas, with the demand being predominantly in rural and remote locations.

Education Queensland initiated a number of recruitment strategies for teachers in order to meet requirements in the forecast areas of demand. These included active promotion at the various career markets throughout the State; direct liaison with universities, including NSW universities; production of two brochures aimed at attracting people to the teaching profession; and a radio and media advertising campaign that targeted specific vacancies. As a result of these recruitment strategies throughout 1999, Education Queensland will meet the staffing demands for 2000.

Approximately half the independent schools surveyed in Queensland reported making use of the Internet, including the development of their own websites to attract staff. One school had links with a teachers' college. In some instances independent schools, particularly Indigenous community schools supported teacher aides in their completion of a teacher qualification.

## South Australia

The Teaching in Rural and Regional Communities project is a collaborative venture between the Department of Education, Training and Employment and the South Australian universities and is designed to recruit beginning teachers to country schools. The key objectives of the project are:

- to collaboratively develop and implement accredited teacher education subjects that promote teaching in country schools
- to design course and field experience components that will enable student teachers to work effectively in country school settings
- to coordinate recruitment strategies so that new recruits will elect to begin their careers in country South Australia.

The course is delivered to students in their third, fourth and fifth years of teacher training and, by the end of 1999, had involved over 300 students and over 40 country school sites. The majority of the positions in Anangu schools over

the last two years were filled by students who had completed this course. Some students extended their geographical preferences for employment following their field trips.

Although the trend of teachers in the government system is to move from the country to the metropolitan area, the various recruitment programs used across the department continue to ensure that country schools are appropriately staffed. Replacement of teachers who take short-term leave through the course of the school year provides difficulties in some country areas, especially highly specialised curriculum areas.

The Teacher Returning to Teaching program is designed to support teachers who are contemplating returning to the teaching force and involves five days of workshops. Approximately 50–60 potential teachers were involved in 1999, and most took up employment.

Catholic schools in both metropolitan and country areas in South Australia experienced difficulty in obtaining information technology teachers, especially at years 11 and 12. Schools found that their information technology teachers left the teaching profession to work in industry, where the demand is high and pay is greater.

Secondary schools reported difficulties in obtaining technology (woodwork, plastics, metalwork etc) and home economics teachers. The difficulty arose because teachers of these subjects have not been trained in South Australia for some years.

A few Catholic schools, especially those located beyond the greater metropolitan area and in the northern suburbs, continued to have difficulty in attracting teachers. Teachers apparently had a problem with location (distance) or did not wish to work in perceived socioeconomically deprived areas. For example, when permanent teachers applied for transfers for 1999, not one applied for a school in a significant area of metropolitan Adelaide that is perceived to be of a low socioeconomic character. Similarly, some country towns had difficulty attracting teachers, especially secondary. Several of these schools promoted the advantages of the area and teaching in the school when advertising for staff.

The introduction of Catholic Studies units in the Graduate Diploma in Education at the University of Adelaide has been a significant development in terms of recruitment and supply.

In independent schools, the supply of suitable primary and secondary teachers appeared to generally exceed the demand. There were some exceptions, in particular in

information technology, LOTE, special education, music, mathematics and science. There was a shortage of casual relief teachers at the primary level in science and mathematics, and at the secondary level in English as a second language.

## **Western Australia**

Overall there were generally sufficient teacher education graduates available to meet demand in the Western Australian government school system. However, many did not have specialisations in areas of need and there tended to be an oversupply of primary teachers and shortfalls in certain secondary specialist areas, such as mathematics and design and technology. Further, there was some perception that rural or remote schools were not desirable places in which to work and that living in the country was less professionally and personally rewarding than living in Perth or in a major regional centre.

In 1999, it proved difficult to staff some rural or remote locations, particularly the Goldfields. A number of unusual factors were responsible, including:

- an increase in the length of university teacher education bachelor courses from three to four years, resulting in half the usual number of graduates being available for appointment
- the need for the equivalent of 80 extra full-time primary teachers to reduce class sizes in years 1–3 to 28 students or less
- an increase in the number of students choosing to remain at university to complete higher degrees or alternative courses before entering the workforce
- a drop in the number of graduates willing to teach in rural and remote areas.

However, the Country Incentives Package successfully attracted 270 new teachers to work in rural or remote schools, particularly those that were traditionally difficult to staff. Around 85 per cent of existing temporary teachers in these schools elected to stay on at their schools in return for the granting of permanency. While the Country Incentives Package alleviated the problem substantially, there were still other obstacles to be overcome, including the growing unwillingness of graduates to work in country areas: the number available for appointment anywhere in the State in 1999 fell to 15 per cent compared with 60 per cent in the early 1990s.

Under the Country Incentives Package, more than 1,750 teachers in 92 rural and remote schools received additional

salary payments based on the location of schools and the difficulty experienced in staffing them. To gain the full benefits, teachers must spend at least three years at a school. The payments increase with each year a teacher stays at the school, with the maximum payment over three years being \$19,017 for teachers at Wyndham. A total of \$13.9 million in incentive payments is to be paid to teachers by the end of 2001.

In addition, career incentives under the package include:

- an offer of permanency upon satisfactory performance and completion of a three-year contract in a school that is difficult to staff
- bonus transfer points for staff for each year of service in difficult-to-staff schools, subject to completion of three years of service
- use of accrued sick leave to allow staff access to health-related facilities and services
- the provision of additional full-time relief teachers in the Goldfields, Pilbara and Esperance districts to replace teachers taking leave
- the opportunity for permanent staff to work in difficult-to-staff schools for up to three years while retaining the right of return to their substantive positions.

Other initiatives designed to encourage teachers to rural or remote areas included the establishment of the remote teaching service, which offered substantial benefits to teachers in extremely isolated schools, and a \$43 million, three-year construction and leasing program by the Government Employees Housing Authority to upgrade housing in rural and remote areas.

About one-third of all government teachers were classified as fixed-term teachers and, in November 1999, the Education Department, with the support of the State School Teachers' Union, changed the conditions under which 'permanency' status was granted. Permanency gives teachers increased job security as well as the opportunity to apply to transfer to a school in their preferred location. The granting of permanency status had been restricted since 1995 to positions in education support and specific secondary subject areas, because the number of permanent teachers, particularly in primary schools, had exceeded the number of teaching positions.

Under the system introduced in 1999, a fixed-term teacher will become eligible for permanency by filling any permanent vacancy that remains after the annual transfer process has been completed and working for a qualifying

period. In the majority of cases, this will mean that fixed-term teachers who fill permanent vacancies in most country schools and hard-to-staff Perth schools will become permanent after working three consecutive years as fixed-term teachers. Further, the Education Department will credit work by fixed-term teachers during 1999, meaning that some teachers will be required to work for only two more years as fixed-term teachers before gaining permanency. The change is expected to improve service delivery significantly in rural, remote and difficult-to-staff schools.

## Northern Territory

The 1998 national teacher supply and demand report commissioned by the Committee of Education Systems Chief Executive Officers found that primary and secondary school teachers were in general oversupply or balance in all States/Territories, although recruitment difficulties tended to be noticed for some remote locations and specialist secondary subject areas. This report noted that recruitment difficulties for both primary and secondary teachers tended to be more pronounced in some rural and remote locations (including NT).

NT was reported to be in a particularly vulnerable position because of its heavy reliance on interstate recruitment and the lack of a guaranteed supply of suitable graduates from the Northern Territory University (NTU). In 1999, the Northern Territory Department of Education began developing a marketing strategy to coordinate activities focused on teacher supply. It sought to achieve an affordable strategic planning focus to take into account short-, medium- and long-term issues, needs and initiatives.

Initiatives in 1999 included:

- provision of recruitment information and contacts to prospective recruits via the department's website – this facility also allowed applications for teaching position to be made electronically
- participation on the MCEETYA National Teacher Recruitment Strategy Working Party, examining a national approach to teacher recruitment and profiling the teaching as a profession
- participation in the annual Northern Territory Careers Expo, which promoted teaching as a career to secondary school students
- ensuring that, where appropriate, the teaching profession and teaching was incorporated in public relations activities and information disseminated by the department

- representation on and contribution to the NTU working parties on teacher education, training and quality issues
- introduction of biannual meetings with the senior executive of the NTU Faculty of Education to enhance information sharing and develop strategies to provide quality teacher education programs at both undergraduate and postgraduate levels
- participation in the development of a national promotional video to profile teaching as a career
- review of the interstate advertisement/recruitment campaigns
- investigation of the feasibility of introducing a statistical forecasting system to provide estimates of the number of teachers likely to be required at given times of the year
- investigation to determine why teachers leave the NT or the profession, with the aim of developing a more proactive approach to teacher recruitment and retention.

A taskforce of the Education Advisory Council investigated and reported on strategies for enhancing the Territory's ability to recruit and retain good-quality teachers. The report was sent to the Minister for his consideration.

The Catholic education sector in the NT developed secondment arrangements with major capital city Catholic employers. This helped develop a supply of skilled and experienced teachers who were prepared to work in NT Catholic schools for two to three years. However, the availability of suitable relief staff to allow teacher release for professional development continued to be a great concern.

The supply of some specialist teachers continued to be a concern for independent schools. Problem areas included physics, languages, physical education, senior English and special education. There were also problems in replacing teachers during the year and in the supply of relief teachers for periods of peak demand. Strategies to address shortages included job sharing and salary packaging. The continuing need for schools to recruit from interstate was a significant cost.

# Innovation in schools and systems

A number of systems reported that there were innovative developments in 1999. For the purpose of reporting, they have been placed in three groups:

- curriculum development
- school and community initiatives
- professional development.

## Curriculum development

In 1999, the Victorian Board of Studies undertook a review of the Curriculum and Standards Framework (CSF). The review involved extensive consultation with key stakeholders including schools, teachers, tertiary institutions, industry and Education Victoria.

The CSF provides schools with an outcomes-based framework for the planning and implementation of school-based curriculum programs as well as the assessment of student achievement. The review provided schools with a modified and enhanced curriculum document that incorporated teacher and school feedback, recognised current best practice nationally and internationally and, encouraged further incorporation of learning technologies as an integral component of the classroom program.

Reflecting the three stages of schooling, the CSF recognised the different needs of students at these stages, including the need to emphasise foundation studies in literacy and numeracy in the early years of schooling. As well, the revised CSF actively encourages schools to seek further opportunities for including Civics and Citizenship Education and Environmental Education in their programs.

Parallel with the CSF review, Education Victoria commenced the review, realignment and refreshing of its teacher support materials to reflect modifications and changes to the CSF. These materials (with 603 units of work, over 4,200 learning activities and 6,200 assessment ideas) will be provided to all teachers in the three education sectors in electronic format in the second half of the year 2000. To ensure a high level of teacher use, focus group meetings are being held with potential users to ascertain their requirements.

In 1999, Education Queensland, began developing an integrated framework for curriculum, pedagogy and

assessment that defined essential areas of learning, appropriate and effective teaching, affiliated modes of assessment and standards and gave assurances about student development at key points of schooling. The framework was designed to prepare students for flexible and adaptable life pathways, for participation in the future economy and in cohesive social communities.

Essential areas of learning are described as the 'new basics' – critical thinking, problem solving and lifelong learning across four new areas of interdisciplinary learning:

- life pathways and social futures
- communications media
- critical citizenship
- environment and technologies.

Government schools will give assurances that all students will complete specific outcome tasks in these areas at key points of schooling or receive further intervention and assistance. Teachers and schools will have a wide scope to use productive pedagogies and diverse curriculum materials and learning strategies for students to achieve outcomes. The 'new basics' will be core learning in all schools and there will be room in the curriculum for schools to address the learning needs of their communities.

The key points of schooling will be spaced to allow for the systematic but flexible and locally varied patterns of curriculum development and learning and for students to progress at varied rates. The framework lays the foundation for a senior schooling through years 10–12 offering multiple pathways for students to post-school destinations. The framework will provide effective support and guidance for decisions on learning programs by teachers and schools.

The use of computer software to assist the management of curriculum outcomes data was the focus of an intensive year-long pilot in a cross-section of 13 primary schools in New South Wales. The information from the pilot was used to customise the Kidmap software for the use of NSW primary schools. Thirteen schools piloted the use of Kidmap software in 1999 to support the development strategies to assess student progress, an outcomes-based student report and evaluation of student learning outcomes and programs.

There were also some important developments within individual learning areas. For example, New South Wales Catholic schools were involved in a secondary literacy project, Writing and Reading in Teaching English (WRITE).

WRITE is a pilot project that focuses on explicit teaching of the language needed for reading and writing in the secondary years, specifically year 7. English teachers were key participants in the project. However, because literacy is a shared responsibility, each English teacher was paired with another key learning area (KLA) teacher. This meant that teachers from several KLAs from each school were also involved in the project. The project was designed to cater for a maximum of eight teachers from each of four pilot schools – four English teachers and four from other KLAs.

The teachers attended professional development sessions where they discussed and developed understandings about teaching English grammar as essential literacy knowledge for success in the secondary years. On returning to school, the participating teachers designed lessons, materials, and strategies to teach their students about English grammar. The project's major focus was in increasing the teachers' knowledge base about language and the implications for classroom teaching. As well as attending the central sessions, each teacher had four half days of release time for school-based planning and implementation work.

The pairing of teachers was a significant aspect of the project structure because it allowed:

- joint planning, developing and trialling of language-focused teaching activities
- on-site professional support and discussions about the issues of teaching literacy to the students
- the issue of transfer of literacy knowledge and skills between KLAs to be addressed. By using texts from another KLA in the English class, the English teachers demonstrated the literacy knowledge transfer that is expected of students but infrequently modelled by teachers.

In South Australia, 1999 saw the introduction of the Vocational Education in Schools Strategy. This new strategy built on the successes of the Ready, Set, Go program launched in 1997 as part of the Youth Employment Statement, the government's three-year strategy highlighting its commitment to addressing youth employment. Ready, Set, Go, as a broad-banded school-to-work program, aligned several key Commonwealth and State initiatives, including:

- VET in Schools (including school-based apprenticeships/traineeships)
- community-based learning
- career planning and pathways

- key competencies
- enterprise education.

Northern Territory Catholic schools focused on best practice in religious education, information technology, curriculum and professional development during 1999. Five of the 15 schools were involved as focus schools in either religious education and/or information technology. Significant outcomes were articulated school-level curriculum statements and detailed year-by-year teaching programs for use in these two curriculum areas.

## School and Community Initiatives

In South Australia, a Country Services Directorate was established with a specific responsibility for providing direct services and support to country schools and children's services as designed and required by country communities. This led to the integration of education, children's services and training within a single portfolio and opened up new possibilities for the delivery of services across the schooling and children's services systems.

A further South Australian example of integration of services for young people is provided by the new structure at the Pines Campus that was developed across the range of care and education services available to children under the age of 12 years. The new management and leadership structure will have responsibility for whole-campus care and education, curriculum, programs, management and activities. The range of services covered on the campus include primary school, junior primary, child-parent centre, childcare, outside school hours care, vacation care, playgroup services. The new structure will enable the community to be better placed to make decisions and coordinate planning to improve the quality of teaching and learning and to ensure the continuity of learning for children 0–13 years.

In Tasmania, the Department of Education, in collaboration with school principals and their communities, has refined a process of school reflection and cooperative target setting, using Assisted School Self Review with partnership agreements and annual reports. By the end of 1999, all government schools were operating under partnership agreements which had been established following extensive data collection and consultation with parents, staff and students. The partnership agreements, signed by the principal, parent representative and district superintendent, specify targets in literacy and numeracy and other areas of



curriculum and school operation considered important by the school community. In 2000, a major project will be undertaken to further refine and shape school review.

During 1999, interagency and community service providers in the Australian Capital Territory were involved in the development of a framework for partnerships. The framework is due for completion in the year 2000 in accordance with the ACT Government Schools Plan. It will encompass system understandings, protocols and policies in respect of relationships between schools and their wider communities, collaborative health, welfare and youth services, school-business links and parent participation.

The Department of Education and Community Services in the ACT is responsible for government schooling as well as community services ranging from child protection to family support and childcare. It is, therefore, in a unique position to draw together the services provided to families, children and youth in a coordinated and coherent way, with schooling being a central focus. An example of this approach is the Families and Schools Together program, launched in 1999 for trial in 2000, and the cooperative project involving Melrose Primary School and the YMCA. Youth Connections meetings chaired by the Director of Schools bring together all agencies that work with students at risk.

Youth workers are employed alongside teachers at two high school support centres, located in community youth centres. Funding is a joint responsibility of the high schools and central office. Designed to assist students to manage their behaviour and to reduce suspensions, the two centres provide opportunities for students to attend for up to ten half-day sessions. Evaluation to date indicates a high level of success.

In October 1999, the department announced the launch of a pilot social skills partnership for young children in the cluster of a primary school, preschool and childcare centre. The Social Skills Partnership aims to prevent behaviour difficulties and improve children's learning. The program is an early intervention program that actively involves parents in the education of their children through a structure for school and classroom participation.

Within this program the preschool and daycare settings will focus on social skill development, and the primary school on a combined literacy and behaviour early intervention program. The Social Skills Partnership is based on the Partners in Effective Schooling program developed in Queanbeyan, and a social skills kit developed and trialled

by school counsellors in Bowral. The trial will be conducted and evaluated during the first semester of 2000.

## Professional development

During 1999, there were some interesting initiatives in the area of professional development. In Tasmania, through the Education Department's Discover website, information communication technologies enabled teachers from similar learning areas and sectors to establish on-line discussion forums. These forums range from short-term discussions to share good practice on focused issues to ongoing networks, enlisting support and advice from professional officers, university staff, or teachers from other schools.

A further significant development in Tasmania in 1999 was the establishment of a Principals Institute. The Department of Education and the University of Tasmania, in collaboration with principals' professional associations established an institute charged with the responsibility for leadership development, principal professional learning and accreditation. All principals are expected to be accredited members of the Institute. The institute also provides for aspiring leaders to be given the opportunity to gain preliminary accreditation prior to appointment as a principal.

Also in Tasmania, the Department of Education developed teacher competency frameworks in relation to specific educational activities and, utilising the recognition procedures of the Australian National Training Authority (ANTA), developed graduate certificates in the following areas:

- LOTE teaching
- school leadership
- computing for teaching and learning
- teaching of literacy
- Advanced Diploma of Design and Technology.

Under an agreement with ANTA, these certification processes are available to other systems and jurisdictions.

Executive staff from independent schools in a number of States were engaged in professional development activities. In New South Wales, the activities included attendance at a range of conferences, association meetings and seminars, meetings or courses associated with leadership training, and courses concerned with new financial arrangements. In Victoria, nearly all executive staff undertook professional development, mainly by attending a wide range of

conferences and seminars. Several attended seminars organised by the Association of Independent Schools, Victoria, while others utilised leadership and business management courses. The picture was similar in the Australian Capital Territory, where surveyed schools also mentioned attendance at leadership and communication courses.

Independent schools in the same three States/Territory reported that their support staff had taken part in professional development activities, principally associated with information technology. Others had received training in first aid, finance, customer service, or occupational health and safety matters.

# School organisation and management

During 1999, there were some significant developments in aspects of school organisation and management in some systems. For the purpose of reporting they are presented under three headings:

- middle schooling
- school organisation
- local management of schools.

## Middle schooling

In 1999, the Alpine School at Dinner Plain, Victoria was also established by Education Victoria providing students in government schools with the opportunity to develop their leadership skills in an outdoor educational setting. This residential program is sponsored by business through the Education Trust. The first students will commence the program in Term 2, 2000.

A major focus of many combined independent schools in Queensland in 1999 was the organisation, curriculum and pedagogy associated with middle schooling. Social development and potential academic and vocational student outcomes were perceived to be enhanced by a formal process to cater for students in upper primary and lower secondary schooling. Three independent schools established discrete middle schools within the context of the whole school.

A number of South Australian independent schools established middle schooling structures and practices in order to better meet the learning needs of their students. Other independent schools were in the process of review and planning in order to implement middle schooling. In response to interest in the concept of middle schooling expressed by many schools the Independent Schools Board office facilitated a middle schooling seminar at which over 60 participants learned about the diversity of middle schooling approaches and structures currently operating in six independent schools. A network of schools was subsequently established within the independent sector to further explore and investigate the concept.

In Western Australia, the term 'middle schooling' refers to schooling delivered to students aged mainly between 12 and 15 years. In June 1999, a report discussing the concept of middle schooling and exploring ways of teaching students in this environment was released by the Minister for

Education. Prepared by a committee chaired by the Executive Director of the Association of Independent Schools of Western Australia, the report was distributed to government and non-government schools throughout the State. It considered such issues as the application of the Curriculum Framework to middle schools, the placement and progression of teachers, factors that affect the education of adolescent students and funding arrangements.

In Tasmania, many K–10 sections of district high schools, and some years 7–8 in secondary schools, undertook reform of the organisation, curriculum and pedagogy of upper primary to lower secondary educational delivery. Chief among the reform issues were:

- a reduction in the number of teachers dealing with each year group
- integration of the learning areas
- review of pedagogical and assessment techniques.

In the Australian Capital Territory, government schools moved towards more flexible structures. Three high schools adopted middle schooling approaches to the delivery of their curriculum and the concept was widely explored by other schools in the system. Teachers within the system were provided with significant professional development to facilitate informed debate regarding alternative structures.

Three independent schools in the Northern Territory continued to implement middle school arrangements. These involved an integrated, student-centred approach in years 7–9. One school achieved the successful transition of year 10 students into a senior school program with years 11 and 12. Changes announced as a result of the Northern Territory Review of Curriculum will provide greater flexibility that will facilitate these developments.

## School organisation

In Victoria, the Caroline Springs educational complex was developed as part of the first of three proposed planned communities, its first students commencing school in 1999. Three schools, one from each of the three education sectors were established, sharing park and recreation lands with the local government authority and wider community. While the three schools are governed independently, facilities are often shared to maximise use where this is appropriate.

Enhanced community ownership is fostered through the education complex's proximity to other community services and facilities and by linking information and communication technologies directly to students' homes.

The development of the education complex has been based on an assumption that all citizens are involved in lifelong learning. An after-hours homework centre has been established close to the shopping area. Multimedia has been built into the school's facilities to improve use by students and adults alike. Another feature is the flexibility of the school buildings to reflect the changing demographics of the local community. The school has the flexibility to expand and decrease in size as its population changes. During periods of decreased student population, school facilities can be readily converted to suit other community uses.

The establishment of vocational colleges in South Australia is a government initiative designed to meet the needs of students with specific needs and interests in vocational training, including the manual trades. The colleges have strong links with industry and training providers – particularly TAFE institutes – and build on the advances made by the Ready, Set, Go program.

Windsor Gardens Vocational College was opened in February 1999 and, by the end of the year, had developed a range of new courses. Christies Beach High School was announced in June 1999 as the second vocational college, working across a cluster of eight high schools in the south, to open in 2000 to meet the needs of students, business and industry in the southern suburbs.

At Mawson Lakes, in South Australia, a unique new school, which will become a benchmark for schools in the twenty-first century, began development in 1999. The school will incorporate the latest information technology to provide a learning environment for people of all ages. Facilities will be provided for a range of preschool, primary and secondary education, vocational training and further education services. The school will be linked to the Mawson Centre which, in turn, will be linked to a technology-driven library and resource services joining the library services that exist on site with those of the City of Salisbury and the State Libraries.

Significant developments in Western Australia included planning for a new primary school at South Port Kennedy, south of Perth, which is to open in February 2000 with about 300 students K–7. Designed with the assistance of the Allergy Research Foundation, it will be the first government school specifically constructed to minimise students' exposure to allergy-causing substances. About 15 per cent of children suffer from respiratory problems related to allergies.

Work began on the State's first co-located TAFE and senior campuses at Mandurah. The senior campus will cater initially for around 800 students in years 11 and 12. From 2001, it will be supported by three middle schools in the Peel region – Coodanup, Halls Head and Mandurah. Students will be able to study a range of academic and vocational education courses, and to count some TAFE programs toward Secondary Graduation. They may also be able to participate in university-level courses through Murdoch University.

Construction was ready to begin on the transformation of three schools into state-of-the-art facilities for students in Cannington and Maddington: the Cannington senior and K–10 campuses (2001) and the middle school at Maddington (2000). The senior campus will be the leading centre for school-based business, commerce and vocational education in the State. The campus will be one of the first in Australia to integrate studies at school with experience in the workforce and additional studies at TAFE or university.

A site for the State's first Indigenous government K–10 school, the Community College for Aboriginal Education, was chosen near Midland and will open in 2001. The Midland area has a large population of Indigenous people and is significant to the Perth Indigenous community.

The college will be built to meet the unique requirements of Indigenous culture, and it will have an Indigenous principal and predominantly Indigenous staff. It will be administered by a board comprising mainly Indigenous people representing parents and the wider community. However, it will operate within the government school system under the auspices of the Education Department. There will be an emphasis on technology and the school's Indigenous cultural program will focus on language, contemporary history and traditional Indigenous values. College staff will also be encouraged to provide training for those teaching Indigenous children in other schools. It will not be compulsory for Indigenous students to attend the college, nor will non-Indigenous students be excluded.

Two senior secondary colleges in the Australian Capital Territory operate alternative high school programs within their facilities. These two programs cater for students who find difficulty in achieving success in the standard high school setting. Students study for their year 10 Certificate, and sometimes access mainstream year 11 and 12 programs. Both programs were evaluated in 1999.

Also during 1999, the Territory adopted a three-part approach to the 'full service schools' concept. As part of

the Commonwealth Full Service Schools Program, a unit was established to address the needs of young people over the age of 15 who are at risk of not completing year 12 or equivalent. Between July 1999 and the end of the year, a total of 90 clients received direct support.

The Full Service Schools Unit conducted courses to help disengaged young people return to the school system. In addition, it provided professional development and liaison services for teachers and youth workers. The unit was able to negotiate sustainable structures with schools, such as the provision of flexible attendance and self-paced learning programs for young mothers and young carers.

Interagency and community service providers were involved in the development of a Framework for Partnerships. The framework is due for completion in the year 2000 in accordance with the ACT Government Schools Plan. It will encompass system understandings, protocols and policies in respect of relationships between schools and their wider communities; collaborative health, welfare and youth services; school-business links; and parent participation.

A model was prepared for the evaluation of 'full service schools', aimed at clarifying interpretations of the term and identifying elements of best practice in several Canberra sites. The Full Service Schools evaluation will also be completed in 2000 as part of the ACT Government Schools Plan.

## Local management of schools

In Victoria, the Schools of the Future initiative permitted government schools to exercise increased autonomy. The *Education (Self-Governing Schools) Act 1998* made provision for the establishment of self-governing schools in Victoria, which allowed diversity within the public schooling system.

Self-governing schools remained state schools. Participating schools included large and small primary, secondary and specialist schools from metropolitan and country settings. They ranged across the spectrum of community types.

Self-governing schools had the opportunity to:

- develop community links
- receive cash instead of some services provided at no cost by the department and so exercise flexibility in the allocation of resources
- directly employ staff

A policy framework was developed to underpin the Self Governing Schools program in the areas of:

- governance
- employment
- funding
- accountability

Participation in the Self Governing Schools program was voluntary. It depended on the decision of the school council after consultation with the school community.

Fifty-one schools were designated self governing — 29 at the beginning of 1999 and a further 22 by mid-1999. Of these 12 were specialist centres with curriculum specialisations, including science, LOTE, learning technologies, visual and performing arts, sports and athletics and specialisations in learning approaches, including autonomous learning.

Self-governing schools were abolished in the last quarter of 1999. A working party was formed to support enhanced self-management and excellence in all schools. The working party will consult widely and report back to the Minister by April 2000.

Partnerships 21, launched in South Australia in April 1999 is a statewide initiative that gives local schools, pre-schools and their communities greater freedom and responsibility (with appropriate accountability) for optimising their resources to ensure high-quality learning outcomes for all their students and children. Partnerships 21 provides flexibility for local sites to make their own arrangements for teaching and learning and includes the voices of parents, students, staff and the local community in decision-making at the local level. By early December 1999, 368 Service Agreements and Partnership Plans had been submitted.

Following agreement with the State School Teachers' Union and school administrator associations, the Education Department in Western Australia began a local merit selection trial in 1997. The purpose was to address the issue of devolution by decentralising aspects of recruitment and selection to schools. The trial adapted the devolution principles established by the Flexibility in Schools Project (FISP), which operated in a small number of schools in 1994–95 and under which schools had been permitted to appoint teaching staff on limited-tenure appointments. Trial schools were allowed to engage teaching staff when positions became vacant but, unlike FISP schools and new schools, could appoint only on temporary contracts. All other teaching staff were appointed through the central office appointment system.

The trial commenced with two junior primary, 38 primary, four district high and 19 senior high schools, as well as three education support units and three senior colleges and senior campuses. Including new and FISP schools, there were over a hundred schools appointing some teaching staff at the local level in 1999. The trial was reviewed in June 1999 and the department's corporate executive began consideration of continuation of local merit selection beyond the scope of the trial in the context of its effect on both individual schools and the system.

Providing flexibility and increased freedom and authority for schools to better manage structures, processes and resources while enabling the focus on outcomes to remain central is the fundamental rationale for local management of government schools in WA. It places the associated responsibility, accountability and authority for decision-making about school management in support of an outcomes focus with the school and its community, enabling them to assume more control over the direction taken by the school.

The department has been progressively devolving decision making to the local level for more than ten years and the Plan for Government School Education 1998–2000 focuses on improving flexibility, diversity and choice. In 1999, strategic initiatives provided scope for greater decision-making at the local level. For example, local area education planning enabled school communities to plan together to provide students with access to a wider range of curriculum choices, specialist programs and quality facilities. At the same time, the Curriculum Improvement Program increased curriculum opportunities available to students, with schools making local decisions about implementing the Curriculum Framework and the Outcomes and Standards Framework.

During the second half of 1999, 21 schools prepared to trial extended local decision-making powers in 2000. In the course of the trial, consultants will evaluate its impact on school operations and the final report of the evaluation will be used to assist decision making on the extension of increased local management to other schools.

The movement towards greater local management of schools has been accompanied by the process of Local Area Education Planning (LAEP). This process, characterised by wide school and community consultation, is intended to improve the use of resources by promoting the delivery of curriculum and services by geographically and functionally

associated groups of schools rather than by individual schools. By the end of 1999, the process for most schools had been almost completed, with district directors finalising draft LAEP plans.

In those areas where LAEP decisions had been approved by the Minister for Education in 1998, activities focused on:

- closure and disposal of surplus school sites
- refurbishment of existing schools
- construction of new schools
- extension of newer forms of delivery, including middle schooling and senior campuses

In the Northern Territory, schools are responsible for ensuring that learning outcomes are achieved at the highest level possible for each student. To support them in this endeavour, a Cluster Schools model was developed in 1999 to provide:

- more effective educational leadership for NT schools
- closer links between schools and the department executive
- opportunities for principals to develop educational leadership skills, knowledge of the Northern Territory public sector and management skills.

The highly devolved model for the management of schools was established on the basis of a geographical, cross-sector grouping of schools, providing localised support and cross-sector interaction. The model maximises the opportunities for local decisions about priorities and about how things should be done within explicit and clear parameters. It enables schools to be creative and take high levels of initiative in tailoring their programs to best meet the needs of their students.

While 1999 was the period for designing and implementing the Cluster Schools model on an interim basis, 2000 will be the year for both full implementation and evaluation. It is intended that the model will continue to evolve and develop through the collaboration of principals and schools directors.

Seven clusters have been created across the Northern Territory: two clusters in Schools South and five clusters in Schools North. The size of each cluster ensures that sufficient principals are at an appropriate level to cover all portfolio responsibilities, which are aligned with a director from each branch of the department.

# School performance review

In New South Wales government schools the accountability for student performance is addressed through the following processes:

- school self-evaluation, including setting and monitoring targets for improvement
- publication of an annual school report
- school reviews.

The school self-evaluation process involves formal meetings of a committee comprising school and community members. School performance data on external tests are considered and analysed together with school-based assessments and other aspects of student achievement, attendance data, enrolment patterns, outcomes in welfare and equity programs, evaluations of school programs, the financial statement, school management and features of the school and its community.

The self-evaluation process leads to the production of the school annual report, which is prepared according to a standardised format and mailed to parents of students at the school. A public meeting is held to discuss the report with members of the school community. In 1999, the completion of school annual reports was disrupted by industrial action.

School reviews are an important part of the school improvement process and can be initiated by the principal or the district superintendent. The three types of reviews are:

- educational support team visits – requested by the principal or superintendent and involving a team of experts working with the school to develop a particular program area
- program reviews – requested by the principal or superintendent to assist the school to improve a particular program
- management reviews – initiated by the superintendent to assist the school to improve its management.

Catholic schools maintained quality assurance through a number of appraisal mechanisms, including Personnel Performance Planning and Review (staff appraisal and goal-setting), the School Renewal and Development Program (a four-year strategic plan for whole school) and Education Audit (compliance with Board registration and accreditation requirements).

Consistent with a policy of continuous improvement, the Victorian government sought to build the capacity of its schools to develop, implement and evaluate policies and practices that lead to improved learning outcomes for all students. The strategy for continuous school improvement included:

- development and dissemination of the Continuous School Improvement policy framework, which clarifies expectations and supports school improvement
- a research program and accompanying dissemination of information about best practice aimed at improving student learning outcomes
- a program of high-quality professional development for system and school leaders
- provision of specific support for individual schools
- communication to support the implementation of the continuous improvement agenda.

With strategic support from regions, many schools developed specific school improvement plans and received additional resources to assist with implementation.

Another 30 schools commenced training in Phase 2 of the Quality in Schools project, established in partnership with the Australian Quality Council. Phase 1 schools experienced considerable improvements in the leadership and management areas and continued to extend the quality principles into their classrooms.

By the end of 1999, more than 1,300 schools had completed each of the elements of the accountability cycle: school charter, annual report and triennial review. The school review consists of two phases – a school self-assessment and an independent verification. The independent verification is undertaken by accredited reviewers who are made available through ten companies that have been contracted to conduct school reviews in government schools. The school review enables agreement to be reached on a series of recommendations on a school's goals and plans for improvement that are subsequently embodied in its new charter.

During the past three years, the experience of school reviews has resulted in:

- a shift in emphasis from provision-oriented goals to goals directed at improved outcomes
- a willingness on the part of schools to set higher expectations and specific targets

- the recognition of the importance of regular monitoring and assessment to provide a detailed profile of progress of all students
- a shift in emphasis from multiple priorities to fewer more clearly defined outcomes-based priorities, particularly literacy, numeracy and information technology
- the recognition that improvement requires a whole-school approach, with attention directed to developing common beliefs and understandings about student learning, classroom teaching programs, professional development for teachers, intervention strategies, home-school links, strong leadership and effective management.

Schools continued to respond positively to their experience of school review, with 96 per cent of schools expressing satisfaction in their evaluations of the process.

Benchmark information on school performance was provided to all schools. The benchmarks were derived from data provided in school annual reports. These benchmarks identify actual levels of performance in Victorian schools in key areas. They identify statewide levels of performance and the performance levels achieved by schools with similar population characteristics.

Benchmarking information was prepared and published on:

- student achievement for the Victorian Certificate of Education (VCE)
- student achievement for years Prep–10
- aspects of school management.

Each school was issued with a summary of its VCE performance for the previous year. This covered the range of VCE studies provided by a school, including the number of alternative studies and the diversity and availability of studies for students. Each school's data was benchmarked against schools of similar size and geographic location.

At the end of 1999, following a successful pilot conducted in 1998, data was collected from students in years Prep, 1 and 2 on the accuracy of oral reading of a standard unseen text. This data will enable schools to set progressive school-based targets while helping the department to commit to statewide minimum standards.

Ninety-six per cent of schools submitted annual reports by 30 June 1999. Many schools submitted the annual report earlier in 1999, suggesting improved administrative

arrangements in schools. The quality of the reports continued to be high.

The revised School Planning and Accountability Framework was distributed to Queensland government schools during 1999. The framework provided an integrated approach to allow for improvement and accountability, regardless of their model of school-based management. The framework included:

- a school planning overview or a partnership agreement (a three-year strategic plan)
- an annual operational plan
- internal monitoring
- external monitoring and review
- a school annual report.

Performance targets were introduced as a key part of an overall measurement approach aimed at addressing accountability and improvement responsibilities. Performance targets became a key feature of the School Planning and Accountability Framework and were intended to be set by schools, for schools. This approach was quite different to that in other systems, where the setting of school targets is often external to the school itself. Education Queensland believes that the external model of setting individual school performance targets is contrary to the spirit of school-based management. Although target areas are defined, the setting of performance targets themselves remains the responsibility of the school. District Directors and Performance Measurement Officers in each District Office participated in workshops that enabled them to assist schools in developing the targets.

In 1999, all Queensland government schools prepared a School Annual Report (SAR). SARs provided information on the outcomes of the annual operational plan. The report also informed the development of the next annual operational plan and adjustments to the school planning overview or partnership agreement.

Typically, the SAR included an explanation of:

- trend data for the school, which included comparisons with previous years
- school performance in comparison with statewide and like-school benchmarks
- an interpretation of the school data presented based on contextual factors



- a statement identifying the implication for future directions.

In South Australia, the Office of Review was established in May 1999 to develop and implement a comprehensive system of accountability and review. The role of the Office of Review is to:

- monitor and report on the performance of the department
- provide and facilitate leadership in the use of information for improvement and accountability
- manage the Quality Improvement and Accountability Framework for all aspects of the department's operations
- manage the department's review function
- manage the department's audit function.

A number of independent schools in South Australia were investigating the use of benchmarking to improve the efficiency and effectiveness of the services they provide. Feedback was collected from school communities and used to set goals and objectives within strategic plans. This exercise resulted in changed practices and organisational structures.

In Western Australia, the external component of the government schools accountability process was provided by 21 district directors, who assessed schools' own performance reviews, improvement planning and compliance with Education Department policies. This involved consideration of how comprehensively they had engaged in self-monitoring, how thoroughly performance information was analysed, how systematically alternative strategies were canvassed and how successfully plans for improvement were implemented.

In 1999, district directors were not required to report quantitative data in relation to school performance, but to indicate both positive aspects of performance and aspects requiring improvement. Schools reported to their own communities through their school development plans. This reporting is an important feature of the quality assurance framework.

The process of Assisted School Self Review, piloted in 28 Tasmanian schools in 1997, was implemented in all schools. By the end of 1999, all government schools were operating under partnership agreements established following extensive data collection at school and State level and in consultation with parents, staff and students. The partnership agreements specified targets in literacy and numeracy and other areas of curriculum and management considered important by local school communities.

Schools that had completed one or more years of their partnership agreements published annual reports reviewing progress towards meeting targets. Summaries of schools' partnership agreements and annual reports were prepared for the information of the system.

In the second half of the year, plans were developed to review the Assisted School Self Review process in 2000 in consultation with district superintendents, principals and school communities.

In 1999, approximately 20 per cent of ACT government schools participated in a process of School Development. The process involved the whole school community in review and planning for the future. The main outcomes of School Development were improved learning and enhanced education opportunities for students. Each school involved produced a revised development plan by the end of the year. The process included a satisfaction survey of stakeholders. In 1999, 92.8 per cent of parents expressed strong satisfaction with the education provided, as did 90.2 per cent of students and 95.7 per cent of teachers.

The ACT Board of Senior Secondary Studies (BSSS) has legislative responsibility for approving schools under the Australian Recognition Framework, as Registered Training Organisations. As part of this responsibility the Board is required to ensure the implementation of a quality framework. The ACT BSSS is the first Board in Australia to have this legislated responsibility. Colleges, as RTOs, are recognised to provide training, conduct assessment and issue national qualifications.

# Action to prevent paedophilia

During 1999, all jurisdictions continued their implementation of a national strategy, which stems from the Leaders Forum in April 1996. At this time, Premiers and Chief Ministers committed their States/Territories to the development of a coordinated national strategy in schooling to prevent paedophilia and other forms of child abuse. Education Ministers subsequently agreed to its development through a working group of representatives of States and Territories, government and non-government school sectors and parents.

At the March 1997 meeting of MCEETYA, Ministers endorsed the recommendations of the national strategy in nine key areas:

- student welfare and child protection programs
- training and development
- community awareness
- coordination with agencies
- information about staff who are not to be employed
- criminal records checks
- policies and procedures
- managing allegations of improper conduct
- legislation.

At the April 1998 meeting of MCEETYA, Ministers agreed to refer to the Standing Committee of Attorneys-General of Australia issues that would facilitate the exchange of information between education systems. These issues concerned the need for nationally consistent State and Territory legislation in relation to the release of employee information to other employers and procedures for the conduct of criminal record checks.

In April 1999, the Standing Committee of Attorneys-General of Australia resolved to defer further consideration of the legislative impediments to sharing child sex offender information and intelligence, until the nature of proposals by the Australian Police Ministers' Council had become clearer.

## Implementing the national strategy

### New South Wales

The major development during 1999 in New South Wales was the preparation of a suite of legislation to be

proclaimed in the first half of 2000. The new regime will reduce the risk of abuse of children and young people by those entrusted with their care, because it includes strengthened employment screening processes and the prohibition of persons with a conviction for a serious sex offence from child-related employment. The new legislation also prohibits employers from engaging such persons.

Within the government sector, the Department of Education and Training continued to implement policies and procedures to prevent paedophilia and to improve the care and protection of children in schools. All possible precautions were taken to ensure that child abusers were not placed in any position associated with the care or teaching of children. In pursuit of this aim the Personnel Directorate in the New South Wales Department of Education and Training:

- continued to undertake criminal record checks for all employees through an automated facility linked to the NSW Police Service
- continued to play an active role in the National Strategy to Prevent Paedophilia
- worked with the Commission for Children and Young People to ensure that departmental policies and procedures accord with requirements under the *Commission for Children and Young People Act 1998* and *Child Protection (Prohibited Employment) Act 1998*
- drew up plans for an expanded employment screening program to commence in 2000.

The teaching of child protection education as a component of Personal Development, Health and Physical Education (PDHPE) became a requirement in all government primary and secondary schools in 1999. Teachers' needs for assistance in programming this component were supported through district training and development activities that focused on the effective use of comprehensive curriculum support materials previously provided to all schools.

A package entitled *Child Protection: A Community Perspective* was provided to assist school staff to clarify the school's role in child protection. Translations of parent information in the package were made available. The potential of child protection education to provide a strong curriculum focus for education about positive relationships and issues such as rights and responsibilities in relationships and personal safety was increasingly recognised.

The Personal Development, Health and Physical Education K-6 syllabus package was released by the Board of Studies

NSW in 1999. Extensive consultation with education systems ensured that the syllabus provides a curriculum framework that complements existing policies, frameworks and support materials in the child protection area, which is presented as a priority within the syllabus.

Since the commencement of the checking system in May 1997, the New South Wales Department of Education and Training has made 4,009 requests to employing authorities and, in turn, has received 1,670 requests from these authorities. The exchange has identified 24 persons who had records of child sexual assault or improper conduct of a sexual nature.

Catholic education authorities continued to fulfil their obligations to prevent paedophilia with a range of strategies including working with the Catholic Education Commission, the Department of Education and the Catholic Commission for Employment Relations to develop protocols and in-service packages for schools. During 1999, schools received in-service on the *Ombudsman Amendment (Child Protection and Community Services) Act 1998*. Beginning teachers were informed of their obligations and the requirement of mandatory reporting of child sexual assault at induction sessions.

Several dioceses had representatives on local area child protection committees and participated in interagency meetings. Teaching programs within the Human Society and Its Environment key learning area and religious education incorporated strategies to assist children in recognition and protective behaviours.

By the end of 1999, over half of the independent schools had developed a policy with regard to the prevention of paedophilia. Teachers had been engaged in some form of professional development activities regarding paedophilia in a majority of schools. Students had undertaken educational activities relating to paedophilia in half of the surveyed schools. Child protection training and policy development had taken place in a substantial minority of schools, while others sought police checks on all new staff.

## Victoria

In Victoria, the Department of Education, Employment and Training continued to implement processes at the school and central levels for the reporting and investigation of allegations of sexual misconduct in relation to children and young people. The department ensured that child protection in schools was a high priority by providing training on duty of care and mandatory reporting to school-based staff.

Direct liaison was maintained with Victoria Police as well as other agencies in Victoria and interstate.

From the start of 2000, all criminal records checks required by the department will include a national police records check. All new employees, including casual and contract staff, as well as those who transfer or are promoted within the department, require a satisfactory criminal records check. The policy to allow school councils to determine whether volunteers in their own schools should be checked has led to large numbers of volunteers undergoing criminal records checks.

Issues of paedophilia and child abuse received regular attention at meetings of the Catholic Education Commission of Victoria (CECV) throughout the year. Recommendations arising from the MCEETYA taskforce have been discussed and monitoring of the implementation of the recommendations has taken place across the Catholic sector in Victoria. A working party of the CECV has been established, along with the nomination of a contact person for each diocese to ensure appropriate exchange of information in this area. Protocols for the management of allegations of professional misconduct against staff in Catholic schools in relation to matters that come under the mandatory reporting legislation have also been published and distributed to schools. A CECV policy on the issue of criminal record checks for new and volunteer staff in schools has been drafted.

Regular in-servicing of staff in schools and the implementation of protective behaviours and personal safety programs continued along with associated parent programs.

## Queensland

Education Queensland's Child Protection Policy 1998 was refined following its first year of operation, during which it received a generally positive response from school communities and employees. The policy was aligned with the new State legislation, *Child Protection Act 1999*. The Department of Families, Youth and Community Care began an awareness program on the new legislation for guidance personnel and school and district administrators.

In 1999, all school personnel underwent training in the identification of signs of possible child abuse and in the appropriate departmental reporting procedures to ensure students are protected from all forms of abuse, including all forms of harassment, intimidation and bullying in the school environment. Officers from schools and districts

were also trained in investigation procedures in a new statewide training program.

The Association of Independent Schools Queensland, updated and issued to all independent schools in Queensland a legal compendium to clarify legal issues associated with the management of paedophilia in schools. Many independent schools developed training programs for staff focusing on the identification of possible child abuse.

The Board of Teacher Registration initiated nine formal inquiries into allegations or convictions against teachers in relation to incidents of child abuse. Disciplinary action was taken to remove the names of seven teachers from the register and proceedings began against another two. In addition, two applications from teachers to register in Queensland were refused because of issues related to child abuse.

The Catholic sector has continued working with the Towards Healing Protocols, which contain provisions for protection against paedophilia in addition to the statutory provisions. The protocols cover all staff in schools and other Catholic agencies and protect against paedophilia and potential child sexual abuse. Potential future components of the protocols include the maintenance of a registry of offenders and the screening of teachers, non-teaching staff and volunteers in Catholic schools.

## **South Australia**

Promoting child safety and welfare was a paramount consideration in South Australia's legislative review of the *Education Act 1972* and *Children's Services Act 1985*. The proposals for change seek to encourage community confidence in the commitment and ability of the Department of Education, Training and Employment to provide for the safety and protection of children. The proposals outline the broad responsibilities of the department in this regard and provide enabling frameworks for action.

The annual requirement for all staff to revisit their mandatory notification responsibilities was enacted in 1999, and was extended to include former DETAFE employees within the department. A comprehensive training package and support material was updated and a new package was developed for TAFE institute staff.

Good working relationships with Family and Youth Services (FAYS) and the South Australian Police were maintained and strengthened. In particular, where known paedophiles were residing in the vicinity of schools, local schools and local police worked closely together to address issues arising.

In 1999, FAYS, through the Child Abuse Report Line, provided the department with a breakdown of data relating to notifications about children in schools and children's services across the State. The data covered sex, age, type of abuse and identification of the type of notifier. This assisted in the targeting of issues and policy to be pursued.

There was liaison with the South Australian Teachers Registration Board, whereby the board was informed of serious teacher misconduct. The board held a number of inquiries resulting in the cancellation of teacher registrations.

The following action was taken in Catholic schools in South Australia to prevent paedophilia and child abuse:

- Resources were allocated to assist in the delivery of professional development programs in the area of child protection.
- Steps were taken to educate school communities about their legal responsibilities for the protection of children.
- Support was provided for school personnel dealing with issues of child abuse.
- Appropriate liaison was undertaken with relevant child protection agencies.
- Information on child protection issues was regularly disseminated.
- A protection and abuse prevention curriculum was implemented at the classroom level to ensure that all children had access to these programs.

## **Western Australia**

In Western Australia, all key elements of the national strategy were successfully implemented in 1999. Since 1997, the Education Department has required mandatory police checks for all new teaching and non-teaching employees, including rejoining former employees. The department and the universities ensured that student teachers obtained police clearances as part of enrolment procedures, and no student teacher was able to undertake practice teaching in a government school without a clearance.

A comprehensive range of policies and procedures was in place in Catholic schools to address the recommendations of the national strategy. In 1999, courses were conducted on the protocols established in the Catholic Education Commission's policy *Recruitment, Selection and Appointment of Staff in Catholic Schools* and the Catholic Education Office's child abuse policy.

Independent Schools Association members required police clearances before formalising the appointment of new staff. The association provided schools and teachers with the appropriate pro formas and regularly briefed schools on developments in the monitoring of teachers and others who work in schools.

## Tasmania

During 1999, Tasmania continued to expand and improve systems for the screening of new applicants for school-based positions. The screening also applied to persons seeking promotion and re-classification. Tasmania was a full participant in the exchange of information between intra- and interstate education employing authorities, ensuring that no applicant received an offer of appointment without appropriate screening. The checking process identified a small number of employees.

The State government began reviewing relevant legislation to further enhance protection of children, and the Department of Education reviewed its guidelines relating to the maltreatment of students by employees, in the light of the MCEETYA recommendations.

In Catholic schools, police checks were required of all new employees, and contact was made with referees and former employers. At the end of 1999, no independent schools had developed a policy on paedophilia prevention.

## Northern Territory

The Northern Territory has been making steady progress in putting into place the nine sets of recommendations associated with the national strategy. By the end of 1999, the status of each of the nine sets of recommendations was as follows:

- 1 Student welfare and child protection curriculum and training materials developed in New South Wales were being evaluated for use in the Territory.
- 2 The teacher training components of the New South Wales child protection materials package were also being evaluated. If accepted it is proposed to launch a major teacher in-service program from Semester 2 in the year 2000.
- 3 Primary responsibility for raising community awareness of child protection issues in the NT, including paedophilia, was shared with Territory Health Services. The New South Wales materials designed for presentation to community groups were also being evaluated.

- 4 In relation to coordination with agencies, the NT government has a sexual assault policy that provides a framework for all government agencies when implementing sexual assault strategies and services. Territory Health Services coordinates a network of child protection teams in each major centre in the NT. Included in these teams are representatives from the Police and the Department of Education. The working group evaluating the materials will consult constantly with representatives from Territory Health Services and the police over the development of both the child protection curriculum and training materials.
- 5 The NT had become party to the agreed protocol whereby contact officers in State and Territory agencies exchange relevant information about the categories of employees or applicants for employment detailed in the MCEETYA decision.
- 6 Criminal history checks of applicants for positions involving dealings with children were first implemented in the NT in 1994 and have been strengthened since. In 1999, work began on drafting a comprehensive policy and procedures manual for the screening of all school-based personnel using Western Australia's manual as a template.
- 7 The Community Welfare Act prescribes mandatory reporting for cases of actual and suspected (criminal) abuse by custodians of children. However the provisions of the Act do not cover the reporting of improper conduct of a sexual nature by school-based personnel. In September 1999, the Minister for School Education agreed to an amendment to the Education Act and work began to amend the Act.
- 8 The department acts in accordance with the broader Public Sector Employment and Management Act discipline procedures. However, there is no specific process in place to deal with improper conduct of a sexual nature against students. Subject to satisfactory implementation of Recommendation 7, a broadly based working group will be established to draft specific procedures for dealing with this issue.
- 9 Legislation in relation to the discipline of staff for the purposes of the national strategy is prescribed in the Public Sector Employment & Management Act, PSEM Regulations and Employment Instruction Numbers 3, 7 & 13.

On 22 April 1999, the Chief Minister and Attorney-General gave notice in the Legislative Assembly of his intention to

introduce legislation designed to complement foreshadowed Commonwealth legislation to regulate access to personal information held by both the private and public sectors. Such legislation, when enacted, will have an impact on the department's ability to keep and exchange information with other education authorities about persons 'not to be employed' in accordance with the national strategy. The department is liaising closely with the Attorney-General's Department to ensure that the requirements of the national strategy are taken into account during the drafting of the legislation.

A number of independent schools developed policies concerned with the prevention of paedophilia. Most schools included paedophilia prevention as part of the professional development of staff and provided educational activities for students to develop paedophilia preventive behaviour. Protective behaviour strategies and stranger danger activities were used for this purpose.

### **Australian Capital Territory**

In the Australian Capital Territory, staff in government schools received comprehensive training in relation to these matters to create awareness. In addition, all new staff underwent police checks as part of a comprehensive vetting of all new teacher applicants, which was made through interstate checks with other school systems. These checks were based on reciprocal agreements between State and Territory Ministers of Education. The department and schools maintained good relations with the Australian Federal Police, who regularly provided information sessions in schools.

As part of the national strategy, a number of programs and policies are in place including those under the ACT Child Abuse Prevention Strategy.

*Keeping Children Safe – A Training Manual for Mandated Persons in the ACT* formed the basis of training in 1999. Training was provided to people who work with children and families, including professionals who are mandated to report suspected non-accidental injuries and suspected child sexual abuse.

During 1999, there was a thorough review of the *Children's Services Act 1986*. As a result, a new Act was passed in 1999. The *Children and Young People Act 1999* comes into effect in May 2000.

The Catholic Education Office was involved with dioceses in New South Wales in the introduction of the child protection legislation that was developed in that State. A study was undertaken to see which procedures are appropriate for introduction into schools in this Territory.

As part of the employment process the Catholic Education Office requested that a police check of all applicants be undertaken by the Australian Federal Police – Criminal History Department. The office also insisted that no one be employed unless a full reference check had been undertaken with the applicant's present employer or principal.

In-service was conducted with principals on how to deal with an allegation and to ensure that all allegations were reported to the Catholic Education Office for investigation.

# Drug education

The Commonwealth government has allocated \$18 million over five years up to 2002–03 for the National School Drug Education Strategy (NSDES).

On 25 May 1999, the Hon. Trish Worth, MP, Parliamentary Secretary to the Commonwealth Minister for Education, Training and Youth Affairs, released a document, *National School Drug Education Strategy*. The document was prepared by the National Advisory Committee on School Drug Education, after extensive consultation with education, health and law-enforcement professionals, parent groups, individuals and community organisations.

During 1999, the Commonwealth Department of Education, Training and Youth Affairs signed contracts with State and Territory education authorities for the provision of school drug education activities, which will progressively roll out during the 2000 school year. In addition, the Commonwealth will support some strategic national initiatives under the strategy.

Parallel and complementary activity to the NSDES arose out of the agreement by Heads of Government in April 1999 to adopt a national approach to the illicit use of drugs. The Commonwealth is providing \$9.3 million over four years to increase the capacity of schools and school communities to respond to illicit drug use. Agreed measures include the development of enhanced protocols on a national basis to help school communities improve the handling of drug use in the school environment. Other measures are the production of educational materials to build school and community awareness and support for local drug summits by schools and their communities.

The national strategy has precipitated a good deal of activity in each State and Territory and the progress made during 1999 is outlined below.

## New South Wales

The New South Wales Drug Summit took place 17–21 May 1999 at Parliament House in Sydney. It brought together drug experts, families, representatives of interest groups, community leaders and politicians to examine existing approaches to the drug problem and provide a launching pad for the way forward. The communique from the summit called upon all government, Catholic and independent schools to recognise and act upon their potential for the provision of information and education programs on drugs and drug advice to parents and to the general community.

The NSW government has developed a plan of action in response to the drug summit, which includes a range of initiatives to expand and enhance drug education and to make school programs and support strategies more relevant for students.

The drug summit led to the funding of additional drug education projects. These were:

- the expansion of drug education to reflect the specialist needs for culturally inclusive tobacco and alcohol education and cannabis education in geographic areas where cannabis use is high.
- the evaluation and expansion of the Ted Noffs Foundation schools program for students with drug and alcohol problems.

The New South Wales Board of Studies published a new K–6 PDHPE syllabus in 1999, with a significantly enhanced drug education component.

All year 11 and 12 students in NSW government schools undertake 25 hours of personal development and health. The NSW Department of Education and Training released the new document *Crossroads* to replace the previous *Personal Development and Health 25 Hours Course*.

A number of professional development initiatives were provided to support drug education in government schools, including:

- the development of one-day workshops to support the implementation of the drug education aspects of the new K–6 PDHPE syllabus
- a three-day training course on alcohol and other drugs for all school counsellors to equip them to assess the nature of students' involvement with drugs, to counsel students with drug problems, and to know when to refer them to specialised services
- training for one teacher from each secondary school across the State to support the implementation of *Crossroads*
- the release of a booklet of case studies of exemplary programs in drug education to all schools.

Resources were developed to support drug education, including:

- *Let's Look at Drugs*, a drug education resource for Stages 3 and 4 for geographically isolated students, teachers and supervisors and small schools
- *Drug education: An Annotated Bibliography for Kindergarten to Year 12 Teachers*, which includes units

of work for primary and secondary teachers to use fiction to support drug education

- an *End of Year Celebrations* kit that includes a *HELP* card with emergency numbers and additional support materials to assist students celebrate the end of the year safely – this was distributed to all schools with senior secondary students and all Parents and Citizens Associations across the state
- *Cannabis and the Law*, a pamphlet for senior students
- *Healing Time*, a culturally appropriate Stage 4 drug education resource for Aboriginal students and their communities, developed in consultation with Aboriginal communities through the Aboriginal Education Consultative Group Inc.

As a consequence of the NSW government drug summit and the NSDES, Catholic schools strengthened the provision of educational programs and supportive environments which contribute to the goal of no illicit drugs in schools. For example the Maitland-Newcastle Diocese:

- formed a Diocesan Drug Education Task Group and is developing a Diocesan Drug Education Policy
- developed a framework for individual schools to establish their own drug education policies
- developed teaching and learning strategies that support effective drug education
- developed and incorporated sample units into school programs and policies
- distributed resource material
- provided information regarding support from outside agencies
- provided staff development
- encouraged informed and healthy choices among students and staff through the Healthy Schools Program
- developed appropriate units of work using ideas from the PDHPE syllabus
- promoted partnership of home, parish and schools on drug education.

Of the independent schools surveyed:

- a substantial minority had developed a policy on drug education
- the majority had provided educational activities for students with regard to drug education

- a substantial minority had developed a policy to deal with drug-related incidents at school
- a minority (less than a quarter of respondents) had been involved in professional development activities for teachers with regard to the management of drug-related incidents at school
- a substantial minority had provided educational activities for students with regard to the handling of drug-related incidents at school.

The Commonwealth Department of Education Training and Youth Affairs provided \$1.2 million for the implementation of the NSDES in New South Wales. The NSDES component was developed as a result of extensive consultation with a range of organisations involved in school drug education. The NSW Department of Education and Training prepared a discussion paper, *The National School Drug Education Strategy: Implications for NSW*, which was circulated widely for comment. As a result of this process all activities within the NSDES component form part of a cross-sectoral strategic plan for the delivery of school drug education. The NSDES program will focus on:

- the use of drug education advisers to work intensively with small cluster groups of primary schools in the planning and implementation of innovative drug education programs
- the establishment of a NSW NSDES website to facilitate the sharing of information
- the exploration of strategies to support targeted projects in the areas of resilience, Indigenous students' drug use and the gender implications of drug use
- the development of relevant resources to support effective teaching and learning practices for the K–6 PDHPE syllabus
- the development of support materials to assist schools to facilitate information sessions for parents and implement effective parent participation programs.

## Victoria

The four elements of the Turning the Tide program are designed to ensure that drug education is a core component of the curriculum and includes strategies to address drug-related student welfare. By the end of 1999, all government primary and secondary schools and over 85 per cent of non-government schools had developed and implemented an Individual School Drug Education Strategy (ISDES). Over 5,000 parents participated in a five-hour drug education



program facilitated by accredited parent drug educators as part of the Parent Information, Consultation and Education Project.

Resources were developed through the Connect Project to assist schools deliver programs for those students particularly vulnerable to substance misuse. These included peer drug education programs, materials responding to cannabis use (print and video), responding to inhalant use, a transition program for primary to secondary schools and a training program for health professionals and student welfare coordinators on youth issues. The Backgrounds Project prepared material to assist schools deliver drug education for students from diverse cultural and language backgrounds. This included accrediting 20 bilingual facilitators to address parent groups about drug issues for their communities in their first language. A document on legal issues relating to drugs was distributed to all government schools.

Over the three years of the Turning the Tide program, all Catholic schools were invited to participate in the ISDES element of the program. By the end of 1999, all Catholic secondary schools and 397 Catholic primary schools had participated in the ISDES program. Schools received assistance in the form of support from Regional Drug Education Facilitators, resources such as *Get Real* and the ISDES guidelines, and professional development days for a core team of teachers, with replacement funding.

Each school planned for the implementation of responses in the curriculum and welfare areas of drug education and a project leader was assigned to assist Catholic and independent schools in this process. Preliminary evaluations of the project indicate that significant progress has taken place in the knowledge and skills of teachers and in the planning and resourcing of drug education programs.

Catholic schools also participated in projects initiated through the Commonwealth government's NSDES in the areas of:

- effective harm minimisation
- tobacco education P-12
- responding to heroin use issues
- peer drug education
- Koorie drug education.

In 1999, Catholic schools focused on GetWise, a project developed to inform students about illicit drugs, and Building Resilience, which is aimed at helping educators

discover the factors that protect young people against substance abuse and depression.

A survey of independent schools revealed that:

- the majority (over 67 per cent) had developed a policy on drug education
- a large majority had involved teachers in some drug education professional development activities
- educational activities for students concerning drugs had been undertaken by most schools (over 85 per cent)
- more than half the schools had developed a policy on drug-related incidents at school
- close to a majority of schools had engaged teachers in professional development activities with regard to management of drug-related incidents at school
- educational activities for students on the handling of drug-related incidents at school had been addressed by a substantial minority (30-45 per cent) of schools.
- a majority of schools had taken some initiatives in drug education, such as using Turning the Tide, involved parents in a drug education course, and including drug education as part of their health curriculum.
- a quarter of schools had taken some initiatives regarding the management of drug-related incidents at school, although students were involved in drug-related incidents at very few schools. They had received counselling, ongoing assistance, and health care. Parents had been involved in the counselling process.

## Queensland

In 1999, the Queensland government announced a review of drug education in schools, partly in response to community concerns on the nature and extent of drug use by young people. The review of School Drug Education was part of a process to define, resource and operationalise the department's role in cross-government crime and prevention initiatives. An expert panel examined the three aspects of drug prevention policy (drug education, early intervention and counselling) as well as detecting and deterring drug use. The review proposed the development of an *Education Queensland School Drug Education Strategic Plan* and was jointly developed by Education Queensland, the Queensland Catholic Education Commission and the Association of Independent Schools.

The review also addressed drug education links with the school curriculum and the professional development of

teachers and administrators. The strategy aimed to reduce the levels of drug use, delay the uptake of drugs and reduce any harm associated with drug use. Under the strategy, drug education was embedded in the Health and Physical Education syllabus.

Most independent schools formally developed policies and provided educational activities on drug-related issues to students. Over half the schools engaged teachers in professional development activities that addressed the management of drug-related incidents at school. A significant number of independent schools provided educational activities for students in relation to handling drug-related incidents at school.

## South Australia

A comprehensive drug strategy for South Australian government schools was developed during 1999, for implementation over three years beginning, in 2000. The intention of the strategy is to enable all South Australian schools to develop and implement guidelines for drug education, managing drug-related incidents and ensuring student welfare. Project Officers will be appointed to work with schools to provide professional development about drug education and drug-related issues to staff, in collaboration with other relevant agencies. The strategy will incorporate existing initiatives such as the Guidelines for Managing Drug Related Behaviour in Schools.

The South Australian Curriculum Standards and Accountability Framework locates drug education within the Health and Physical Education Learning Area. Curriculum materials will be distributed to all schools as part of the strategy. South Australia has committed new funds of \$400,000 a year over the next three years to the School Drug Strategy and existing resources have also been reallocated to support the initiative.

A working party comprising representatives of the Catholic Education Office, primary and secondary principals, deputy principals and parents was established by the South Australian Commission for Catholic Schools. The focus of the working party was to develop a set of guidelines for drug education that could be used by schools and their communities. The publication of the NSDES provided the opportunity for the draft guidelines to incorporate the principles of the strategy for funding to support its implementation in 2000.

The development of the guidelines highlighted:

- individual school drug policies
- principles to underpin drug education

- the context for appropriate and successful drug education
- parent and community participation.

A random sample of school-based drug education policies conducted in 1999 in South Australian independent schools, indicated that a significant proportion of independent schools:

- had policies that cover prevention and intervention
- link drug education policies to pastoral care and behaviour management policies
- recognise the importance of counselling
- recognise the important role of parents and the need to build a supportive relationship with the school community.

Independent schools continued to refer to *Policy Development Guidelines – Drugs*, produced through the Independent Schools Board office during 1997, when developing, implementing, monitoring and updating their school-based policies and procedures. Within the curriculum of independent schools, drug education is approached in a range of ways. The sample of schools indicated that drug education programs sit within health and personal development, science and religious education courses. The Independent Schools Board policy outlines a wide range of classroom strategies and methods and there is a significant emphasis on building self-esteem, self-discipline and responsibility to the school community.

## Western Australia

In 1999, the Education Department, Catholic Education Office and the Association of Independent Schools of Western Australia continued to cooperate in the cross-sectoral School Drug Education Project (SDEP), which is part of the State government's strategy Together Against Drugs, and significant progress was made in the five aspects of the SDEP.

### 1 Development of curriculum support materials

A K–12 teacher support package reflected the new outcomes-based approach to drug education and included comprehensive lesson activities and strategies to assist teachers to plan and implement drug education. A review of effective primary and secondary school drug education resources was undertaken, and all schools received *Drug Education Resource Focus*, a compendium of materials that supports teachers' selection of materials appropriate to the ages and backgrounds of their students.

## *2 Professional development*

The SDEP has been designed so that schools can choose their level of professional development support. The whole-school approach is for school health committees that have a priority in drug education. Since 1997, 178 schools have participated.

A remote option supports isolated schools, ten of which are in the Ngaanyatjarra Lands. The SDEP has modified the delivery of professional development in response to the logistical difficulties of servicing such schools. Westlink narrowcasting enables a panel of presenters to interact with them, using satellite technology. This is complemented by visits to address specific needs identified by schools. The combination has proved an effective use of resources and has minimised disruption to schools while providing support.

A train-the-trainer model has provided professional development for metropolitan and rural and remote teachers nominated by their schools. Up to the end of 1999, 269 teachers had been trained. This option will not be offered in 2000.

During 1998–99, 16 Regional School Drug Education Networks were established to further expand the teacher professional development support provided by the SDEP. The purpose of these networks is to provide local support to teachers and other school-based staff as they implement drug education changes in their school community to meet the needs of their students.

A key component of this option has involved the establishment of sixteen Regional Organising Committees (ROCs) throughout the State. The role of the ROCs is to consult with school staff to determine the drug education training needs of teachers in each region, develop a professional development plan, manage funding and implement training.

### *3 Guidelines for the development of school-based policies on drugs education*

Through SDEP professional development strategies, schools are supported in establishing drug policies that address the needs of their school communities. A survey of 1999 SDEP schools indicated that 92 per cent of whole-school approach schools and 68 per cent of the train-the-trainer schools had either developed or revised their school health and/or drug policies.

### *4 Parent and community participation*

The SDEP is assisted by a School Drug Education Reference Group, which provides advice on issues relating to the

project's strategic plan and includes representatives from all schools sectors, community groups, key agencies and parent groups. Parent materials were developed which aimed to involve parents in school drug education programs and to encourage them to communicate with their children and schools about drug issues. The parent materials were trialled in 69 schools in 1999.

In 1999, eleven Community Drug Service Teams provided professional support to schools and to 66 Local Drug Action Groups, and developed relationships with their local schools to provide input and encouragement for school drug education and policies. Survey results from 1999 SDEP schools indicated that 96 per cent of whole-school-approach schools and 80 per cent of train-the-trainer schools had conducted parent drug information sessions.

## *5 Evaluation and monitoring*

Resources to support schools in monitoring their drug education programs were being developed during 1999. They include a resource to assist them to plan and review, monitor implementation and evaluate the outcomes of their programs, and a CD-ROM to help teachers to make professional judgements in assessing outcomes-focused learning in drug education.

SDEP established a comprehensive external evaluation plan that provides for both impact and process evaluation. The Centre for Health Promotion Research at Curtin University of Technology successfully tendered to evaluate the final project report. A Project Monitoring Overview (January 1998 – August 1999) and a collection of case studies provided further details of SDEP operations.

The School Drug Education Taskforce, with the addition of some parent and community members, successfully submitted a proposal under the NSDES to fund two drug education initiatives, the School Community Grant Scheme and the School Community Transition Project. Both these initiatives complement existing SDEP activities.

The former will allow schools to apply for grants to operate local school community drug education initiatives based upon agreed principles of best practice. The latter aims to develop a model for local communities to reduce harm to both the school leavers and the host communities during end-of-year celebrations.

## **Tasmania**

Considerable work has been done in Tasmanian schools in recent years in the area of drug education, with most schools providing students with a strong knowledge base and skills

development to underpin healthy decision-making. This learning has occurred in the context of a health and physical education curriculum which focuses on five key intentions: responsibility, identity, healthy relationships, personal well-being and active participation in life.

In 1999, much work was also done with community groups. The Tasmanian government funds the Alcohol and Drug Service and a non-government agency, the Drug Education Network, both of which are active in the community. Much work was done to develop strong community partnerships. Some of the work had Commonwealth support through the Community Action Projects and Partnerships project.

Initiatives under the National School Drug Education Project in Tasmania in 1999 aimed to ensure that all schools in all sectors, from kindergartens to secondary colleges, had appropriate drug-related policies and programs in place that were sustainable and, where possible, nationally consistent. All school sectors were involved in the management of the project.

Catholic schools adopted an integrated approach via health and physical education, religious education and science. The emphasis was on a wellness approach, self-awareness, self-esteem, healthy lifestyle, peer support and decision-making strategies.

Of the independent schools surveyed:

- more than 85 per cent had developed a policy on drug education
- more than 85 per cent had supported professional development for their teachers
- more than 85 per cent had provided educational activities for students with regard to drug education
- more than 85 per cent had in place a policy to deal with drug-related incidents occurring at school
- less than half had engaged teachers in professional development for managing drug-related incidents occurring at school
- about 40 per cent had provided educational activities for students in relation to drug-related incidents at school.

## Northern Territory

In 1999, work began on a project which was funded under the NSDES. The project, which is designed to enhance existing school-community drug education programs and partnerships, has two strands. The first is the development of culturally appropriate strategies to improve the delivery

of drug education in rural/remote Indigenous communities. In this strand there is a focus on petrol sniffing.

Under the second strand, a project officer will work with Indigenous communities, and while the focus will be on school students, the approach will recognise that messages need to be owned and reinforced by parents and the whole community. This project will inform future work on illicit or other unsanctioned drug use in Indigenous communities, and the approach taken and resources developed could be customised for use in remote communities or provide the basis for wider national application. An intersectoral coordinating committee was established to coordinate, administer, monitor and evaluate the project.

Support, advice and professional development were provided to schools and other key stakeholders on a request basis on matters relating to:

- alcohol education
- programming for health and drug education
- teaching drug education through distance education, to students in detention facilities and to Northern Territory University students studying the Alcohol and Other Drugs unit
- relevant student research projects.
- a Health Promoting Schools framework through which health and drug education issues can be addressed.

Other activities included:

- a combined Northern Territory Department of Education, Australian Medical Association, and Lions Launch of *Boswell's Dilemma* – an interactive Drug Education CD-ROM.
- a workshop program with the NT Drug Abuse Resistance Education (DARE) recruits
- central inservices to teachers and allied health professionals and DARE police constables on drug education principles and practice
- meetings with allied health and drug agencies to network and provide support for and between programs that have an impact on schools.
- considerable input to strategies addressing health and drug education issues, for example NSDES, National Protocols for Dealing with Drug Related Incidents in Schools, National Tobacco Strategy, 1st National Hepatitis C Strategy, and the National Framework for Suicide Prevention and the NT Youth Suicide Prevention Strategy.

## Australian Capital Territory

The Drug Education Framework for ACT Government Schools was released for community consultation in March 1999 and was further developed in light of the advice received during this consultation.

The framework provides clear support and direction to ACT government school boards, principals, staff, students, parents/carers and families on the development of drug education curriculum. Based on the Health Promoting Schools model, the framework places the responsibility to develop school-based drug education policies and programs with principals and school boards. The framework includes principles to guide the development of school drug education programs, strategies for a whole-of-school approach to drug education well as lists of resource agencies and support services. All schools have been provided with curriculum materials developed in Western Australia to assist in the development of curricula.

The framework was developed by a working party with representation from the Department of Education and Community Services, the Department of Health and Community Care, the ACT Council of Parents and Citizens Associations, the School Board Forum, the Indigenous Education Consultative Board, the Australian Federal Police, the Australian Education Union (ACT Branch), Alcohol and Drug Program, ACT Community Care and the Student Representative Council Student Network.

The Drug Education Framework is intended to support schools in the work they are already doing in drug education and will be implemented across schools through professional development programs in 2000. It has been aligned with the NSDES developed through the National Advisory Committee on Drug Education.

Funding received from the Commonwealth under the National Drug Education Strategy will support the continuing development of school drug education policies and programs and the development of on-line resources for drug education.

The Catholic sector participated in the planning and facilitation of the cross-sectoral Drug Education Project for School Communities in the ACT with the Department of Education and Community Services and the Association of Independent schools. The project is scheduled to be implemented in 2000–01.

In addition, a school drug education program was prepared and facilitated at one secondary college for use in 1999–2000. The program, Creative Controversy, involved 600 years 7 and 8 students. Teachers initiated the discussion with stimulus material, small-group student debate on drug-related issues, production of a consensus paper followed. Staff reported most favourably on outcomes for both students and staff professional development.