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A Educação no Território da Austrália

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DEPARTAMENTO NACIONAL DE EDUCAÇÃO
Campanha de Educação de Adolescentes e Adultos
Setor de Relações Públicas

A EDUCAÇÃO NOS TERRITÓRIOS DA AUSTRÁLIA

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Nada menos que 300.000 crianças, em idade escolar, vivem nos territórios do Norte, Papua e Nova Guiné, Nauru, Ilhas Norfolk e Ilhas do Côco, nas mesmas condições dos seus ancestrais, que ali habitaram, há séculos. Esses territórios, dominados pela Austrália, são povoados por nativos, europeus e mestiços, que falam mais de 300 línguas diferentes e estão concentrados em vilas isoladas umas das outras, quer pela topografia da região, como pela inexistência de serviços de comunicações modernas.

O Departamento de Educação mantém escolas para crianças, nativos, mestiços e descendentes de europeus. As providências educacionais, em favor dos nativos, têm sido dirigidas, principalmente, no sentido de prover as necessidades do ensino de inglês, sendo a educação secundária realizada, na Austrália, onde são, atualmente, mantidos 455 estudantes europeus, 198 asiáticos e 43 mestiços.

Colaboração com as Missões

Antes da guerra, a educação foi deixada quase que, inteiramente, aos cuidados de Missões religiosas, que restabeleceram e expandiram seus serviços, ainda que, ministrando simples ensino rudimentar. As escolas da Administração contam, hoje, com 12.000 alunos, havendo uma forte colaboração entre essas duas instituições, pois o Governo concede £125.000, por ano, de auxílio às Missões.

Como a maioria das populações vive dos trabalhos agrícolas, o ensino ministrado nessas escolas mantém ligação com as autoridades agrícolas locais. A Administração do Departamento de Educação tem dedicado especial atenção à formação de professores nativos, através de cursos supervisionados por técnicos europeus, visando, principalmente, ampliar seus conhecimentos de inglês, pois um dos objetivos da campanha é tornar esse idioma, o fundamental, em todo o território.

Três centros de treinamento técnico foram estabelecidos pelo Departamento de Educação, todos já em pleno funcionamento, embora, com reduzido número de alunos. Problema dos maiores, porém, é o da educação de moças e mulheres (cujos direitos na sociedade são bastante restritos) em benefício das quais são mantidos cursos de artes domésticas.

No território do Norte

No Território do Norte, dois sistemas de ensino foram adotados, destinados às crianças européias e às indígenas, respectivamente. Algumas crianças indígenas frequentam os mesmos estabelecimentos dos alunos europeus, sendo que as escolas do Governo foram estabelecidas para crianças não indígenas, havendo classes até a obtenção do certificado.

Em 1950, foi criada a Escola Aérea, em Alice Springs, que transmite 3 sessões de meia hora sobre todos os assuntos escolares, quando os alunos podem fazer e responder a perguntas. Os alunos que residem 500 milhas além de Alice Springs, fazem uso regular de lições, por correspondência, que variam do 1º grau ao nível secundário.

Escolas especiais para nativos

As escolas especiais para nativos são consideradas de emergência e os alunos, somente, poderão frequentar os estabelecimentos normais depois que forem consideradas como capazes de aproveitar os ensinamentos. Nessas escolas, os ensinamentos, de um modo geral, limitam-se às lições de leitura para difusão do inglês e treinamento das crianças quanto a hábitos relacionados com higiene do corpo e comportamento social. Os esportes e reuniões estão sendo bastante estimulados, quando os europeus da cidade de Alice Springs presenteiam os nativos com brindes e donativos.

O ensino nos demais territórios

Embora pequena, Nauru apresenta problemas complexos, principalmente, quanto ao tipo de educação a ser ministrada aos grupos imigrantes, com escolas especiais para europeus e indígenas, sendo que os primeiros podem prosseguir seus estudos, na Austrália, até o curso secundário.

Desde 1921, a educação é compulsória aos nauruanos entre 6 e 16 anos. Em Nauru, funciona um Departamento de Educação, dirigido por um diretório de Educação e onde atuam 27 professores, incluindo oito europeus e um nauruano. Vigorosa atividade está sendo desenvolvida, existindo até um Jardim da Infância, com alunos mistos, onde as crianças nauruanas melhoram seus conhecimentos do inglês.

Na ilha de Norfolk há, somente, uma escola, com 160 alunos, administrada pelo Departamento de Educação da Nova Gales do Sul. Esse estabelecimento aceita alunos desde o Jardim da Infância, mantendo uma variedade de cursos.

Nas Ilhas do Côco, que são a mais recente aquisição territorial da Austrália, existe uma escola para as crianças européias, cujos estudos podem ter prosseguimento, na Austrália, e uma pequena escola para os nativos, mantida para as crianças que trabalham ou residem na plantação de Clunies Ross.

Escolas para os europeus

A rigor, há, nos referidos territórios dominados pela Austrália, escolas suficientes para atender às necessidades das crianças européias que nêles residem, cujos estudos ainda podem ser complementados, na Austrália. Paralelamente, é feito um esforço, no sentido de encorajar os australianos a viver nos Territórios, procurando-se estabelecer facilidades educacionais semelhantes às existentes na Metrópole.

A separação entre os estabelecimentos de ensino de nativos e europeus é justificada como necessidade educacional e não por discriminação racial. As diversas medidas educacionais adotadas, em certas regiões, são apresentadas visando eliminar o pensamento generalizado de que a educação, nas zonas mencionadas, é discriminatória e beneficia, só e preferentemente, os brancos descendentes de europeus.

Australia

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ORGANISATION OF EDUCATION IN 1971-1973
- AUSTRALIA

1. Budgetary, Legal and Administrative Data

(a) Legislation

Constitutional authority for education in Australia rests primarily with the six State governments. However, in recent years the Commonwealth or Federal government has accepted increased financial responsibility in education.

In each State there are Education Acts and related legislation which provide the chief legal basis for the operation of the State Education Departments. During 1971-1973 there have been no major amendments to the State Education Acts affecting the organisation of education. Re-organisation of the school system is generally a result of policy decisions and administrative, rather than legislative, action.

Recent legislation includes the Teaching Service (Amendment) Act, 1972, in New South Wales which makes provisions with respect to the transfer of persons employed under the Public Service Act, 1902, to the Teaching Service and with respect to the constitution of promotions committees under the Teaching Service Act, 1970. In Western Australia, legal measures were taken to create the position of Assistant Director-General of Education. This position, of which there are two, replaces the previous sole Deputy Director-General. The two Assistants cover the fields of Personnel and Administration respectively.

At the tertiary level, an amendment in 1971 to the 1968 Advanced Education Act in Tasmania has allowed for greater flexibility in the provision and location of advanced education courses in that State. The Griffith University, the third in Queensland, was created by the Griffith University Act, 1971, in September 1971.

The Commonwealth Department of Education was established on 20 December 1972 with responsibility for educational activities formerly conducted by the Department of Education and Science. Its functions include: advising the Commonwealth government on education; administering general educational policy; undertaking educational research; Australian activities in relation to Unesco; the administration of various schemes of assistance for Australian and overseas students, grants for secondary school science and library facilities, teachers colleges and technical colleges in the States and assistance with the running costs of independent schools. The Department also provides assistance in the fields of curriculum development, Aboriginal education, English courses for child and adult migrants and administrative assistance for a number of Commonwealth advisory committees.

Legislation in the field of education which was enacted by the Commonwealth government during the period under review included the following:

- The States Grants (Science Laboratories) Act, 1971, which provided for a continuation of the Commonwealth Science Facilities Program under which financial grants are provided to the States for the purpose of assisting both government and independent secondary schools with constructing and equipping science laboratories.
- The States Grants (Schools) Act, 1972, which gave legislative basis to the introduction by the Federal government of a program of capital assistance for schools.
- The Child Care Act, 1972, which provided for payment by the Federal government of capital and recurrent grants for child care centres and of grants for child care research.
- Further legislation to enable the continuation of the Commonwealth Secondary Schools Libraries Program under which grants are provided for the building of libraries in government and independent secondary schools and for the provision of books, furniture and equipment.
- Further legislation also extended the Commonwealth's programs of capital grants to the States for the construction, extension and equipping of teachers colleges and pre-school teachers colleges.
- The States Grants (Technical Training) Act, 1971, continued the Commonwealth program, commenced in 1964, of special purpose grants to the States for the provision of buildings and non-consumable equipment for technical training institutions.

(b) Financing of Education

No special tax is levied for education. Each State government determines in its budget what part of its total income will be spent on education. The money for the Federal government's educational activities comes from a vote from the consolidated revenue fund.

Universities and colleges of advanced education derive their income from three sources - grants from Federal and State governments, tuition and other fees, and endowments from business organisations, industry and individuals. The Federal government has recently announced its intention to abolish fees at universities, colleges of advanced education and technical colleges from the 1974 academic year and discuss with the States its aim of assuming full responsibility for financing tertiary education.

The non-government schools, most of which are controlled by religious groups, are financed by fees, government grants and private contributions. In addition to Federal government per pupil grants, all State governments are assisting in meeting the recurrent costs of these schools by making annual payments on a per pupil basis. There are also Federal grants for school libraries and for science facilities, subsidies paid by the Government of Queensland to certain grammar schools in that State, and in some States, State government assistance in meeting the cost of school building by subsidising the interest on loans.

The following table shows Australian expenditure on education from 1967-68 to 1971-72, including the education budget as a percentage of gross national product.

AUSTRALIA : EXPENDITURE ON EDUCATION

1967-68 TO 1971-72

(\$million)

	1967-68	1968-69	1969-70	1970-71	1971-72p
Public authority sector -					
Net current expenditure on goods and services	656	744	879	1,071	1,272
Expenditure on new fixed assets	179	204	226	256	300
Total expenditure (1)	834	948	1,105	1,327	1,572
Transfers to the private sector and expenditure (net) on existing assets	54	62	76	90	103
Total outlay	889	1,010	1,181	1,417	1,675
Private sector -					
Personal consumption expenditure	134	145	158	172	194
Expenditure on new fixed assets	31	27	37	46	41
Total expenditure (2)	165	172	195	218	235
less transfers from public authorities and sales (net) of existing assets	54	62	76	90	103
Expenditure financed from the private sector's own resources	111	110	119	128	132
Total expenditure on education (1) + (2)	999	1,120	1,300	1,545	1,807
Gross National Product	24,279	27,216	30,086	33,107	36,508
	%	%	%	%	%
Expenditure on education as percent of Gross National Product	4.1	4.1	4.3	4.7	4.9

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During the period under review, there was a significant increase in Commonwealth expenditure on education. Direct Commonwealth expenditure on education increased as follows:

1970/71	\$303 million
1971/72	\$354 million
1972/73 (estimate)	\$426 million

The States budgeted to spend nearly \$1,500 million in 1972/73 in meeting recurrent and capital costs of their educational systems. When the Commonwealth's indirect share of this expenditure is taken into account, the total Commonwealth support for education in the financial year 1972/73 should exceed \$1,050 million.

It was announced in May 1972 that the Commonwealth would provide a total of \$167 million in the five years from 1 July 1973 for buildings and facilities at government schools in the States, and \$48 million over the same period for buildings and facilities at non-government schools. Increased grants will be allocated for 1974 and subsequent years on the basis of recommendations prepared by the proposed Australian Schools Commission.

The Commission will be established as a continuing statutory advisory body to the Commonwealth on the needs and priorities of students in government and non-government primary and secondary schools. An Interim Committee for the Commission was appointed in December 1972 to make recommendations for additional Commonwealth expenditure on schools during 1974 and 1975. The major recommendations of the Interim Committee were accepted by the Government in June 1973. The Committee has recommended the expenditure of \$660 million over the next two years to improve conditions at primary and secondary government and non-government schools.

(c) Administration

Although the State systems are not identical, they have many similar features. In each State there is a Minister for Education who is responsible to the State Parliament for educational policy-making; beneath him the administrative and advisory duties are carried out by an education department headed by a director-general. Primary, secondary and technical education are administered by separate divisions of the education department (New South Wales has a separate Department of Technical Education and South Australia a separate Department of Further Education), and still other sections are responsible for such matters as the recruitment and training of teachers, student guidance and research.

In four States, authority is decentralized by the assistance of area directorates, which cover the territories of several inspectors and have the responsibility for all educational matters in their areas.

Inspectors or superintendents of schools have both advisory and supervisory functions. Some are assigned to subject areas or to specific functions such as inspecting hospital schools but more often they are assigned to geographical areas and are thus named district inspectors of schools.

Principals in primary schools may exercise some discretion in interpreting the curriculum. Secondary principals are usually more limited by the requirements of the public final examinations.

With the elimination of most lower secondary public examinations, teachers have been given greater responsibilities in student assessment.

Every State has an employing authority for teachers. This authority establishes conditions and regulations. It also makes decisions on promotions and determines salary scales, usually in agreement with teachers' representative bodies.

The Commonwealth (Federal) government bears the responsibility for education in the following Australian Territories - the Australian Capital Territory, the Northern Territory, Norfolk Island, Cocos (Keeling) Islands, and Christmas Island.

For the Australian Capital Territory, the responsibility is vested in the Commonwealth Department of Education. Since 1913 the New South Wales Department of Education has staffed the schools, its expenses being reimbursed by the Commonwealth. In July 1972 it was announced that the Commonwealth would gradually assume responsibility for staffing ACT schools and that at a date to be fixed a statutory authority to administer government schools and pre-schools would be set up.

Until 1970, a similar arrangement existed with the South Australian Department of Education in the operation of schools in the Northern Territory, but the Commonwealth government has now established the Commonwealth Teaching Service to recruit and train teachers for the Northern Territory and the Australian Capital Territory. The Commonwealth also provides direct financial assistance in various forms to schools throughout Australia.

The New South Wales Department of Education staffs the school run by the Administration of Norfolk Island. The small European schools on the Cocos (Keeling) Islands and on Christmas Island are staffed and equipped by the Western Australian education authorities, who are reimbursed by the Commonwealth for the costs involved.

In acknowledgement of Papua New Guinea's approaching self-government, the Australian Government has progressively handed over responsibility for many aspects of Papua New Guinea's administration, including primary and secondary education, to the Papua New Guinea House of Assembly.

2. Organisation of the Education System

A diagram of the structure of Australian education, generalised from the six State systems, is given in Figure A.

3. Educational Planning

In each State Education Department there are branches involved in planning in such areas as curriculum, school sites and buildings, teaching aids and library services. In many cases, committees comprising representatives of the Education Department, teachers and other relevant authorities advise on planning in particular areas. The following examples illustrate the implementation of educational planning during 1971-1973:

Two major ad hoc committees have investigated and reported on specific topics in Tasmania during the last two years. The Committee on the Educational Needs of Rural Areas presented its report to the Minister for Education in August, 1971, and the report of the Committee on Religious Education in State Schools was completed in December, 1971. The establishment of each committee was a direct result of recommendations contained in the 1968 report "The School in Society". Both reports have been accepted as departmental policy and their recommendations are being put into effect. In their respective spheres, the recommendations are likely to have an important and far-reaching effect.

Two special committees were also set up by the New South Wales Education Department. The first was established in conjunction with the State Department of Environment to advise on environment education in primary and secondary schools and the second has been established to investigate a fitting, detailed programme of sex education for use in schools involving biological and social aspects of human behaviour.

The New South Wales Education Department has created a Directorate of Studies to initiate and co-ordinate curriculum revision. In Tasmania, planning in subject areas is carried out by syllabus committees in conjunction with the curriculum and teaching aids branches. The development of suitable multi-media materials proceeds simultaneously with the planning of a new subject and the materials are trialled as each stage of the subject is prepared. Implementation of each stage is made after successful trials in several schools. This approach has been satisfactorily used with the new Social Sciences course, of which the first and second stages have been implemented, the third and fourth were trialled in 1971/72 with a view to implementation in 1973, and the fifth was prepared for trialling in 1972/73. A similar approach is planned for new secondary courses in Science and Technology.

In educational planning at the national level, the Federal government also tends to seek the advice of expert committees. Commonwealth committees which operated during the period under review included the following:

- Australian Advisory Committee on Research and Development in Education
- Commonwealth Advisory Committee on Standards for Science Facilities in Independent Secondary Schools
- Commonwealth Secondary Schools Libraries Committee
- Inter-Departmental Committee on the Education of Aboriginal and Disadvantaged Children in Northern Territory Community Schools.

The promotion of the balanced development of tertiary education in Australia is the responsibility of the Australian Universities Commission and the Australian Commission on Advanced Education. The latter was established in December, 1971 to replace the Commonwealth Advisory Committee on Advanced Education. More recently the Commonwealth government has taken steps to establish three new statutory bodies:

- (i) An Australian Schools Commission which will advise the Commonwealth on the needs and priorities of students in government and non-government primary and secondary schools. The Interim Committee for the Schools Commission is mentioned under 1 (b), Financing of Education.
- (ii) An Australian Pre-Schools Commission to develop and administer a comprehensive pre-school and child care program. Further details are given under 4 (b).
- (iii) An Australian Commission on Technical and Further Education to advise the Federal government on the further development of technical institutions. Further details are given under 4 (b).

4. Functioning of the Education System

(a) General information:

- Free schooling

Tuition fees are not charged in government primary and secondary schools. Parents are expected to buy most of their children's books, personal equipment and other requisites, but these expenditures are tax deductible and the cost of text books is in some States subsidised by the Government. Secondary scholarships to assist students to complete the final two years of secondary schooling are made available by the Commonwealth each year to pupils attending government and non-government schools. In some States bursaries are also awarded annually. They are awarded competitively and are subject to a means test.

- Compulsory schooling/Age for entry etc.

Throughout Australia education is compulsory until at least the age of fifteen (sixteen in Tasmania). Compulsory education was first introduced in Victoria with the Education Act of 1872, and similar Acts were passed in Queensland (1875), South Australia (1875), New South Wales (1880), Tasmania (1893) and Western Australia (1893). Children may be exempted from attendance on certain grounds; for example, if they live too far from a school, or if they have a serious physical disability. Such children usually receive tuition by correspondence, often supplemented by schools of the Air or school radio and television broadcasts. School attendance is not compulsory until the age of six years, although most Australian children begin at about five in infants school or classes attached to the primary school.

- School year

In Australia the school year begins at the end of January or early in February, and ends in mid-December, while the academic year of universities and other tertiary institutions usually begins towards the end of February or during March. A long vacation is taken over the summer months (December to February), and two short vacations break up the school and academic year into three terms.

(b) Development of Education during 1971-1973

- Pre-School Education

Except in the Australian Capital Territory and Tasmania, pre-school education has generally been provided by voluntary non-government organisations, such as the government-sponsored Kindergarten Unions, church bodies and other private groups. The Commonwealth government provides financial grants to the Lady Gowrie Child Centre in each State capital city and to the Australian Pre-School Association. The Lady Gowrie Centres are involved in research, demonstration and experimentation in teaching methods, and play an important part in the development of pre-school education in each State. The Commonwealth government also makes available unmatched grants for pre-school organisations in the States to assist in developing adequate facilities for pre-school teacher education.

The Queensland Government has announced its intention of providing free pre-school education for all 4-5 year olds who seek it. The first State Pre-School Centres were to be established early in 1973 and progressively thereafter until the State has a comprehensive provision of pre-school centres. In addition, in 1973 the Queensland Government is offering up to 200 new scholarships for pre-school teachers.

An important recent development was the further entry of the Commonwealth Government into the field of pre-school education, with the establishment in February 1973 of Australian Pre-Schools Committee which will become a commission after legislation has been established. The Committee will make recommendations for grants from the Australian Government for setting up and operating pre-schools and child-care centres throughout Australia. As a first step towards implementing this program special scholarships for trainee pre-school teachers and grants to training colleges have been introduced from the start of the 1973 academic year.

A Child Care Standards Committee has also been established by the Commonwealth government to advise on the payment of grants in the current year under the Child Care Act (1972). It will establish appropriate standards for child care facilities which will be financially assisted by the Government. The Child Care Standards Committee will work closely with the proposed Pre-Schools Commission in developing and integrating the Child Care Act into a new programme of assistance in the pre-school field beginning in 1974.

- Primary Education

Although school attendance is not compulsory until the age of six, most Australian children begin at about five in infants schools or classes attached to the primary school. In some States, the first year of the infants department is known as kindergarten.

The following table shows total enrolments in pre-primary and primary grades in 1971 and 1972 (preliminary figures):

	<u>1971</u>	<u>1972(preliminary)</u>
Government schools	1,451,449	1,455,489
Non-government schools	369,400	363,886
TOTAL	1,820,849	1,819,375

The overall pupil/teacher ratio in Australian primary schools in 1969 was 28.1 and in 1970 (the latest year for which figures are available) 27.9.

Developments in primary curricula in the period under review have included the introduction of new syllabuses in Social Studies, Physical Education and Art and Craft in Queensland and the implementation of a new primary school Craft syllabus in New South Wales. The major introduction in curricula in the past two years in South Australia has been the new course in Social Studies, introduced in 1971. This course is aimed at concept formation and the acquisition of research skills rather than an examinable series of facts. The primary school Mathematics curriculum in that State has also been progressively revised over the past six years.

A significant development has been the teaching of foreign languages at the primary level. For example, in Tasmania Spoken French was introduced in 1971 in 24 grade five classes in ten primary schools in the Hobart area. The experiment has been carried through to grade six in 1972, and a preliminary evaluation of the results has been made. There has been a steady increase in the number of children in South Australian primary schools studying foreign languages. In 1970 there were 8,672 children in 78 schools studying seven languages. In 1971 there were 9,144 children in 70 schools studying seven languages. In 1972 there are 11,272 children in 97 schools studying six languages. The languages taught are French, German, Italian, Greek, Spanish, Dutch and Malay/Indonesian. The study of Japanese was discontinued in 1972 because of teacher shortage.

Metrication was introduced into primary schools in Australia from the start of the 1973 school year.

Increasing importance has been placed on the development of primary school library facilities. In South Australia full-time librarians have been appointed to all primary schools with an enrolment greater than 500, and part-time librarians to schools with enrolments greater than 150. Developments in Queensland have been the provision of direct library grants in all schools, the completion of the first training course for some 40 primary school teacher-librarians and an increasing provision for library building.

There has been some expansion of the ancillary services available to primary teachers. For example, to give relief to primary teachers from full-time class teaching in Tasmania, 30 teaching aides have been appointed. Teacher aides have been appointed to schools on an experimental basis in South Australia. Currently there are 64 teacher aides in primary schools.

One of the most significant educational programs implemented in primary schools in New South Wales was the Integrated Day. Though its characteristics varied from school to school according to available material resources and human endeavour, in all cases it led to the extension of "small group" and "individualised" learning rather than teaching.

Under the Child Migrant Education Program, which commenced in April 1970, the Federal government is providing financial assistance to State and independent school authorities for the teaching of English to migrant children. Commonwealth financial involvement in the Program increased during the period under review. Expenditure rose from \$1.84 million in 1970/71 to \$3.26 million in 1971/72 with an estimated expenditure of \$4.89 million in 1972/73. The bulk of these funds has been allocated to teachers' salaries and at the end of the 1972 school year more than 900 teachers were providing special English tuition to some 35,000 migrant pupils in State and independent schools throughout Australia. This represents an increase of 300 teachers and 10,000 pupils since the end of the 1971 school year.

During 1972, the Commonwealth Department of Education and Science (now the Department of Education) was responsible for setting up a survey of the migrant situation in the inner suburban schools of Melbourne. This survey was undertaken in conjunction with the Department of Immigration, the Victorian Education Department and the Victorian Catholic Education Office.

- Secondary, General and Vocational Education

The most common type of secondary school is the comprehensive or multi-purpose high school, which offers a wide range of subjects. To cater for this diversity, most high schools now have modern facilities for the teaching of domestic science, commercial subjects, woodwork, and other technical subjects. In some States there are, however, separate high schools specialising in the technical, agricultural, commercial and home science fields; some of the agricultural high schools are residential. The curriculum in these specialist schools consists of general academic subjects combined with practical training. There are, as well, 'area' and 'rural' schools offering up to four years of secondary study, and in some States courses in agriculture are also given at comprehensive high schools. In New South Wales, the Conservatorium High School provides a full six year secondary course for students who intend to pursue careers in music.

The following table shows total enrolments in secondary forms in 1971 and 1972 (preliminary figures):

	1971	1972 <preliminary)< pre=""></preliminary)<>
Government schools	745,122	773,159
Non-government schools	241,674	246,710
TOTAL	986,796	1,019,869

The overall pupil/teacher ratio in Australian secondary schools in 1969 was 17.8 and in 1970 (the latest year for which figures are available) 17.4.

Academic assessment in secondary school continued to be a major issue in 1971-1973. For example, during 1972, a departmental committee was set up in Tasmania to review the Higher School Certificate examination and assessment procedures.

The implementation of the Radford Report which recommended the abolition of external examinations in Queensland secondary schools, was continued, with the issuing of Junior Certificates in 1971 and 1972, based on school assessment of pupils' progress. A moderation system was established to ensure that results awarded by different schools were comparable. Preparations were made for the issuing in 1973 of Senior Certificates based on school assessment. An extensive investigation, the Queensland Grade 12 Study, is being carried out to determine the best predictor of success in tertiary studies.

In South Australia, internally assessed courses leading to secondary school certificates at fourth and fifth year level are growing in importance. There are significant increases both in the number of schools offering these courses and in the number of students electing to study them. "Hybrid" courses which include some externally examined and some internally assessed courses are becoming more common. A special committee of the South Australian Public Examinations Board has recommended that school assessments should constitute 25% of the total mark awarded in the external matriculation examinations. The committee's report further recommends the establishment of a new non-matriculation fifth year course and the introduction of a Higher Schools Certificate. Assessment of a student's achievement in Higher School Certificate courses would be completely in the hands of the school.

Developments in curricula in the period under review have given students greater scope in their choice of subjects. A new syllabus in Human Biology was introduced in Western Australia. In Tasmania some fourth-year syllabuses (e.g. English and Technology) for the School Certificate were revised and re-stated to give schools and teachers greater freedom in the construction of courses and to encourage student motivation. For Forms I-IV of the secondary school course in New South Wales, new syllabuses have been adopted in English, Commerce and History, together with a Trial Science course and a Trial Social Science course. For Forms V-VI of the secondary school, draft syllabuses in all subjects are now under consideration by the schools.

In South Australia, the range of modern languages was further increased by the addition of Chinese at one school. The number of courses in Spanish, Malay, Japanese and Indonesian are slowly expanding as more teachers in these languages become available. In addition, a new junior secondary mathematics syllabus which avoids the early committal of students to a particular course in Mathematics was introduced in 1973. The syllabus is divided into core material which all students will be required to study, and a wide range of electives aimed at catering for the different abilities, aspirations and interests of students.

The Queensland Board of Secondary School Studies has appointed Subject Advisory Committees for eleven subjects or groups of subjects, their initial task being the preparation of syllabuses in semester units for use with Grades 11 and 12. Each advisory committee is working also on the preparation of broad outlines for the five year secondary school program, within the framework of which schools will be given considerable scope to vary their syllabuses.

The main aim of the system of secondary education in Tasmania is to provide for all students up to the age of 16 years a course of general studies which will meet the needs of self-cultivation, vocational competence and citizenship. A broad four-year preparation, on which specific skills and knowledge may later be developed, is aimed at.

This aim is reflected in certain syllabus developments at the secondary level -

- (i) In Social Sciences, laboratories have been set up in three high schools, where students are encouraged to control and pursue their own learning process. A major emphasis has been placed on field work.
- (ii) In Mathematics, attention is being given to the practical implementation of individual learning, open areas and discovery methods.

In New South Wales, trial programmes have been established in sex education, drug education and environmental education.

The appointment of ancillary staff in secondary schools is now made in many different categories: e.g. office assistants, teacher aides, bursars, library aides, caretakers, collators, groundsmen, storeman/handyman and laboratory assistants.

The general pupil retention rate to senior school level (that is, the percentage of students entering secondary school who stay on to complete the full secondary course) has grown steadily - the overall rate for Australian government schools has increased as follows:

1970	24.9 per cent
1971	26.0 per cent
1972	27.6 per cent

These increases have been reflected in developments at the senior secondary level. For example rapidly increasing enrolments in Tasmanian matriculation colleges have necessitated the development of special courses to cater for the wide range of students. The colleges now provide for three types of students - those preparing for entry to tertiary education, those who need a Higher School Certificate for employment purposes, and those who wish to undertake additional secondary education beyond fourth-year level. From 1971, the Tasmanian Schools Board has offered a larger number of subjects at the Higher School Certificate level, including some which are not necessarily intended for university entrance.

In South Australia, the policy of combining the roles previously carried out by separate High and Technical High schools has been further realized by the building of new multi-purpose open plan High Schools and, where appropriate, existing Technical High Schools are being converted to co-educational institutions providing the full range of secondary courses.

A Working Committee on College Proposals for the Australian Capital Territory was appointed in November 1971. The Committee's recommendations involve the restructuring of secondary education in the Australian Capital Territory along the lines of four-year high schools and colleges. The colleges will offer a wide range of courses tailored to the differing interests and abilities of students. Entry to the colleges will be non-selective on academic grounds. The colleges will be responsible for their own methods of assessment, appropriate to the needs of the students and the different kinds of courses they are pursuing. Emphasis will be on freedom, self-development self-motivation, self-discipline and student management of student affairs.

Western Australia has continued to develop faculty designed high schools where the school is laid out on a campus pattern, its "faculty" breakdown being the different core subjects that are taught. Secondary Education in country areas in Western Australia has been up-graded by the introduction of District High Schools. These schools were formerly Junior High Schools, Primary Division. These now come under the jurisdiction of the Secondary Division. This, together with the provision of senior staff, will have the effect of up-grading Secondary education in rural areas of the State.

The Federal government is providing increased assistance to students at the senior secondary level. As a result of a major review of Commonwealth scholarship schemes in 1972, it was decided to phase out the Commonwealth Secondary Scholarship Scheme and replace it with a Senior Secondary Scholarship Scheme. The number of awards under the new scheme will be 25,000 as against 10,000 under the previous scheme.

At the technician or trade level, training is available in technical colleges, which are controlled by the State education departments except in New South Wales and South Australia, where separate departments are responsible. Certificate courses are also offered in some institutes of technology. Some technician training courses are conducted by private industry or Government departments.

Most students who wish to become tradesmen leave school after three or four years of secondary schooling, although an increasing proportion is entering at higher educational levels for which credit is allowed.

Vocational courses for skilled technical and semi-professional levels, leading to the award of a certificate, are offered at technical colleges and in some cases at institutes of technology. Attendance may be full-time for all or part of the course, or wholly part-time. Courses are offered in a wide range of subjects such as industrial electronics, commerce, woolclassing and architectural drafting.

The Commonwealth government provides special purpose grants to the States to assist in the provision of facilities for training courses in trade schools, technical colleges, agricultural colleges and rural training schools. In April 1973 the Commonwealth government established an Australian Committee on Technical and Further Education, which will become a Commission after the introduction of legislation. The Committee will advise the Australian Government on the development of technical and further education in Australia and will make recommendations for financial assistance to State technical and further education institutions. This assistance will begin in July 1974.

Aboriginal students are being encouraged to undertake further studies by two schemes of assistance financed by the Commonwealth government. These are the Aboriginal Study Grants Scheme, introduced in 1969, which pays grants to people of Aboriginal descent to undertake courses after leaving school, and the Aboriginal Secondary Grants Scheme, established in 1970, which assists Aboriginal students to attend secondary school. These schemes are part of an Australia-wide program of Aboriginal advancement undertaken by the Commonwealth government following a referendum in 1967 which allowed the necessary Constitutional changes to be made. An Aboriginal Advancement Trust Account, administered by the Commonwealth Department of Aboriginal Affairs, provides financial and other assistance to support the efforts of State governments and other authorities in this field.

- Teacher Training

Teachers colleges in the States prepare teachers for service in government schools. Teacher education courses are also conducted in some multi-purpose colleges of advanced education, in some cases as the result of the incorporation of former teachers colleges into these institutions. This is related to recent moves in most States towards the development of autonomy in teacher education, which has been traditionally under the direct control of the State education departments.

For example, the professional teacher education courses previously conducted in Tasmanian teachers colleges have been transferred to the Tasmanian College of Advanced Education. Courses for Art, Music and Physical Education teachers are now provided by the College, which also offers specialized post-graduate studies for experienced teachers. In Queensland towards the end of 1971, the colleges of advanced education at Rockhampton and Toowoomba established Departments of Teacher Education, making a total of six training institutions apart from the two Universities. All of these institutions are now autonomous.

There has been a general increase in the in-service training opportunities provided for teachers. Thus, in South Australia a vigorous and expanding in-service training program arranged 19 residential conferences and 243 non-residential conferences during 1971. These figures were increased in 1972 to 33 and 345 respectively. In 1971 the Tasmanian Education Department appointed a superintendent of in-service education and established an in-service education Branch and a standing committee for in-service education. Residential seminars for senior masters and school principals were held for the first time in Tasmania in 1971.

During the period under review, teacher education in Western Australia was placed under the control of a Teacher Education Commission which is an autonomous body outside the Education Department. A Board of Teacher Education has been established in Queensland to co-ordinate the activities of the autonomous teachers colleges.

The following table shows the number of departmental teachers in training in Australia in 1971:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Primary - total	3,600	12,623	16,223
Secondary			
Enrolled at Teachers College only	2,828	3,325	6,153
Enrolled at University or other institutions	8,507	10,914	19,421
- Total	11,335	14,239	25,574
 TOTAL	 14,935	 26,862	 41,797

The Federal government makes a substantial direct contribution to teacher education through its contribution to the capital and recurrent costs of universities and colleges of advanced education and its capital grants to the States for the construction, extension and equipping of teachers colleges. These capital grants are intended to improve facilities available particularly in relation to the new emphasis on science, arts, crafts and music.

It was announced in August 1972 that the Commonwealth would extend the present financing arrangements applying to universities and colleges of advanced education to include State teachers colleges which were being developed as self-governing tertiary institutions and to pre-school teachers colleges.

- Higher Education

The total student enrolment at the fifteen Australian universities and one affiliated university college in 1972 was 128,668. This compared with a total enrolment of 123,776 in 1971 and 116,778 in 1970. Two new universities, the Giffith University in Brisbane and the Murdoch University in Perth are planned to open in 1975.

The Federal government provides financial grants, both capital and recurrent, to the universities on the basis of the triennial recommendations of the Australian Universities Commission. More than 50 per cent of university students receive some kind of financial assistance; by far the largest scheme for assistance at university is the Commonwealth University Scholarship Scheme, which provides up to 14,500 scholarships each year. The awards are made on the student's results in the examination which qualified him for matriculation, and they provide tuition and other compulsory fees and, subject to a means test, a living allowance.

Each year the Commonwealth government also sponsors up to 800 awards for full-time postgraduate studies at Australian universities and 6,000 Advanced Education scholarships for students taking approved courses of tertiary education at institutions other than universities.

The Commonwealth government has announced that from the 1974 academic year, fees will be abolished at universities, colleges of advanced education and technical colleges. It is likely that fee abolition will lead to an increasing demand for existing places.

The development of colleges of advanced education (autonomous tertiary institutions whose courses are oriented towards vocational training) has continued in all States in 1971-1973. Administrative changes have taken place in the States to co-ordinate the activities of the colleges. In New South Wales an Advanced Education Board has been established; In Victoria, the co-ordinating powers of the Victoria Institute of Colleges have been strengthened; in Tasmania, a Council of Advanced Education has been established; and in Queensland and South Australia Boards of Advanced Education have also been set up. In some States provision is also being made for co-ordination of all tertiary education, notably through the Higher Education Authority in New South Wales, the Tertiary Education Commission in Western Australia, and the Joint Consultative Council in Tasmania.

An Australian Council on Awards in Advanced Education has been established by joint action of the six States and the Commonwealth. One of the functions of the Council is to promote consistency throughout Australia in the nomenclature and standards used for awards in advanced education.

In some States the colleges are being developed from existing technological institutions and new colleges are also being established. Many colleges cater for a number of vocations in fields such as accountancy, architecture, art, applied chemistry, building, business management, data processing, engineering, librarianship, medical laboratory technology, metallurgy, nutrition, pharmacy and textile sciences. Provision has been made for teacher education to be conducted in a number of these multi-purpose colleges. Other colleges are specialist institutions, such as agricultural colleges, art schools, conservatoria of music, schools of physiotherapy, and occupational therapy, and colleges offering courses in advanced nursing administration, domestic science, forestry and horticulture.

The Federal government is stimulating this new development by making both capital and recurrent grants to colleges on a triennial basis and under the formulae used for grants to universities.

- Adult and Informal Education

In each State there are adult education bodies which organise regular courses of lectures in such fields as art, literature, music, drama, international affairs, languages and crafts for those who wish to use their leisure time in broadening their general education, in developing special interests or in acquiring new skills. These organisations include adult education sections of State education departments, State government boards or councils, university departments of adult education, and voluntary bodies such as the Workers Educational Association. All these authorities receive State government or university grants. In South Australia, adult education is one of the concerns of a separate Department of Further Education, established in 1971.

Developments during 1971-1973 included the opening of a new adult education centre in Launceston, Tasmania in November 1971 and an experiment in the regular use of television for adult education purposes in Queensland.

The Centre for Continuing Education at the Australian National University is committed to research for the evaluation of its own operations, undertaking studies in the history of continuing education in Australia and preparing programs for graduate studies in this field. Reciprocal research and operational relations with continuing education in South East Asia and India have been established.

- Guidance and Supervision of Teachers

In recent years the frequency of inspection of schools and of assessment of teachers has been reduced and the system of inspection and appraisal in most States has been modified to provide inspectors with greater opportunity to exercise their advisory function. At the same time there has been an increase in other consultant services. For example, in 1972 in South Australia there were 35 subject Consultants providing specialist advisory service to teachers in schools, as compared with 28 in 1971. Infants consultants were appointed in each of the three educational regions in Tasmania and commenced duty at the beginning of 1973.

The Advisory Teacher Service which was inaugurated in Queensland in 1970 with 11 Advisory Teachers (Mathematics) was increased during 1971 to include seven Advisory Teachers (Social Studies) and one Advisory Teacher attached to the Film Centre. In 1972, 5 Advisory Teachers (Language Arts) and 3 Advisory Teachers (Secondary Mathematics) commenced activities. In 1973 it is proposed to appoint two Advisory Teachers (Secondary Social Science).

- Recruitment of Heads of Schools and School Administration

In each State, principals' positions are advertised in the Education Department's Gazette. Applications from eligible teaching staff are considered on the basis of qualifications, seniority and status.

School principals are responsible for their own schools and have freedom to experiment in whatever way seems best to them to meet their students' needs. Staff members are encouraged to contribute towards any planned innovations.

5. Innovations

- Academic Assessment/Curriculum

Innovations in the area of academic assessment in secondary schools, curricula and related matters have been reported above. In recent years the junior level examinations, taken at the end of the third, fourth or fifth year of secondary schooling, have already been abolished, or will be so shortly, and their place has been taken by internal school examinations and school assessment. While the senior level examination, taken in the final year and used for matriculation purposes, is still retained in most States, there is a trend towards the abolition of external examinations at this level also. These changes in the examination systems have allowed the development of more broadly based curricula designed to meet the varying needs, interests and abilities of the students, an increasing proportion of whom are staying on at school beyond the compulsory leaving age. In general, students in the early years of secondary schooling study a basic core of subjects together with some electives, specialisation taking place at a later stage in the course. Experimental projects in curriculum development are being carried out, and individual schools and teachers have more freedom in choosing their educational programs. As in the primary schools, increasing use is made of modern technological teaching aids, and many of the larger schools have well equipped libraries, language laboratories and science facilities.

- School Buildings

The trend away from school buildings with a linear pattern of repeated rooms has been continued in many of the new primary schools built in Australia during 1971-1973. For example, in Tasmania and Western Australia the main feature has been the development of open plan schools, which allow for less formal patterns of teaching by more flexible grouping arrangements. In the Australian Capital Territory schools will be fully open plan in 1973 with three and four teacher open learning complexes. An increasing number of new primary and special school buildings of the modern multiple-area type were constructed in Queensland.

Since 1969 the Primary Division in South Australia has introduced open plan schools. At first, units to provide extra accommodation at existing schools were built. Subsequently whole schools were built in the open plan. Both solid construction and modular construction have been used in the building. By the end of 1973, there will be approximately 630 teacher spaces in open classrooms throughout the State.

In New South Wales, experiments were made with the internal design of primary schools to permit teachers to implement integrated programmes, to share resources, to work individually or as a team, and to provide both large and small teaching spaces. These experiments resulted in the augmented classroom with greater floor space; the practical activities area either within or adjacent to the standard classroom; the "family cluster" of rooms; the central multi-purpose room; the open space classroom; the learning resources store.

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DIAGRAMMATIC STRUCTURE OF AUSTRALIAN EDUCATION

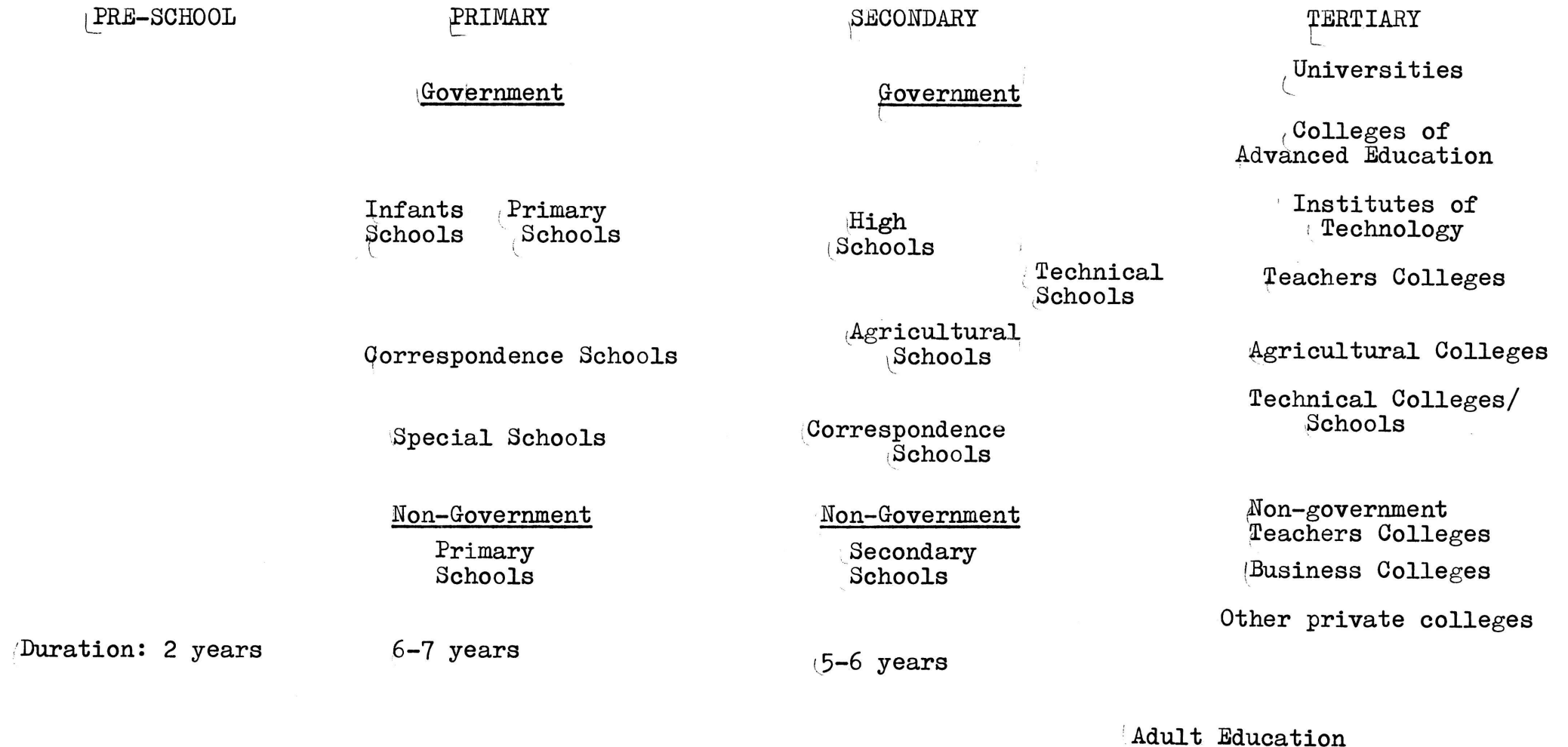


Fig. A