

## EDUCATION

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### GOVERNMENT SCHOOL SYSTEM

#### Ministry of Education

##### *General*

In November 1985 the Minister for Education announced changes to the administration of education. The Ministry of Education was created to expedite the process of devolving functions and authority to schools and regions and to improve the co-ordination of policy, resources, and planning across the portfolio.

A greater degree of co-ordination between schools, TAFE, and higher education should enable flexible pathways to develop between education sectors. The achievement of comprehensive youth policies also requires sectors to operate within a common policy framework. Moreover, education will be increasingly required to act in concert with other agencies in order to support government policy objectives.

The purpose of the central administration in a devolved system of education will be to support schools in their work. In conjunction with the devolution of operations to schools and regions, the Ministry will progressively transfer services and resources to the regions. The size of the central administration will be reduced over time to reflect its more sharply focused responsibilities for maintaining effective co-ordination within and between education sectors and developing State wide policy frameworks within which local decision-making can occur.

##### *Ministerial papers and reports*

In 1985 the Minister issued two ministerial papers setting out government policies for the development of education in Victoria.

##### *Ministerial Paper 5: Regional Boards of Education*

The establishment of regional boards completes the structural arrangements initiated by the Victorian Government to create a more responsive State education system. Regional boards, as statutory bodies, comprise elected representatives from school councils and representatives from State wide organisations and the regional community which have expressed an interest in education. Regional boards are the mechanisms through which regional collective decision-making and planning will occur.

##### *Ministerial Paper 6: Curriculum Development and Planning in Victoria*

This paper sets out government policy on curriculum development. The guidelines which it contains are intended to give direction and assistance to schools in planning programmes for students.

The Curriculum Implementation Committee was established to monitor and co-ordinate curriculum development activities relating to the Paper. Members of the Committee were drawn from the Schools Division at central and regional levels, the State Board of Education, and the Victorian Institute of Secondary Education. The programme of activities, called *Curriculum Victoria*, has five major elements: the development of curriculum frameworks documents and related activities; publication of pamphlets and bibliographies; a series of papers on educational issues and strategies; information exchange and dissemination; and professional development.

The guidelines contained in this Ministerial Paper are consistent with the emphasis on increasing participation, broadening options for students, and providing challenging and successful learning opportunities as set out in the report of the *Ministerial Review of Postcompulsory Schooling* (Blackburn Report), the emphases of which are being incorporated and supported through *Curriculum Victoria* activities.

*Ministerial Review of Postcompulsory Schooling*

In May 1985 the Minister released a significant report (the Blackburn Report). The Victorian Government accepted twelve of its key recommendations, which are summarised in the following paragraphs.

The introduction of a new certificate, the Victorian Certificate of Education (VCE), based on the curricular policies outlined in the Report to replace all certificates at present existing at this level; the introduction of a new agency, the Victorian Curriculum and Assessment Board, which will accredit and moderate the assessment of all units within the certificate and will be responsible for certification at this level; ensuring that all students have access to a comprehensive curricular range, including a variety of optional studies within the areas of arts/humanities, science/technology, mathematics, and to a much wider range of activity-based studies; the development of cross-crediting arrangements between the VCE and units within TAFE-accredited courses; and ensuring that the curriculum is orientated to the adulthood which students are entering and that the institutional practices of schools reflect this orientation.

Two sets of the remaining recommendations were considered by Ministerial working parties which submitted their advice in December, 1985. A further set of recommendations, on which advice was received from regional boards of education and regional TAFE boards, is to be considered early in 1986, as will the few remaining recommendations not yet formally considered.

*Schools*

The Schools Division of the Ministry of Education is responsible for providing educational opportunity for all children between the ages of six and fifteen years. For those who desire to go beyond this range the Ministry provides schooling from Preparatory Year to Year 12. To meet this responsibility it provides teachers, buildings, equipment and furniture, curriculum guidelines and support programmes, and specialist consultants to assist and advise teachers and students.

The Schools Division of the Ministry is responsible for the provision of a wide range of schools. These include primary schools, high schools, technical schools, technical high schools, central schools, higher elementary schools, consolidated schools, post-primary schools, and schools in special educational settings.

*Primary schools*

These schools aimed to provide a balanced curriculum which included study in English, Mathematics, Social studies, Art, Music, Health, Science, and Physical education. Teaching emphasised experiential learning in both individual and group activities.

*Post-primary schools*

Although divergent in organisation and curricula, these schools aim to provide a general education which will develop individual potential, form a foundation for future learning, and relate to vocational aspirations. Specialisation is delayed until the upper levels of schooling are reached.

*Special schools*

The Report of the Ministerial Review of Educational Services for the Disabled, published in February 1984, has prompted developments for children with disabilities, impairments, and problems in schooling, within Victoria's twelve education regions. The Report proposed the following guiding principles from which change is to be effected:

- (1) every child has the right to be educated in a regular school;
- (2) there is to be non-categorisation with regard to new legislation and method of service delivery;
- (3) resources and services are to the greatest extent to be school-based;
- (4) government is to foster a collaborative decision-making process; and
- (5) all children in Victoria can learn and be taught.

During the year, the allocation of tangible resources in the form of eighty integration teachers and 206 integration aides has assisted acceptance of the integration programme by schools. In addition, \$500,000 has been spent on the improvement of physical access to schools, and 165 teachers were awarded study leave to receive special education upgrading.

For those unable to avail themselves of the opportunities provided by regular schools, there are eighty-six special schools. A total of 5,364 students are catered for in day special schools, institutional special schools, work education centres, schools for the physically disabled, for those with impaired hearing, for the blind, and for the emotionally disturbed. There are schools at children's reception centres, youth training centres, and in prisons.

These schools are staffed by specially qualified teachers and provided with special resources. They

provide both short-term tuition before students transfer to mainstream schools or, where this is not appropriate, long-term care from pre-school to Year 12.

#### *Correspondence school*

In 1985, 553 students enrolled for primary level studies while over 4,500 undertook a wide range of post-primary courses.

#### *Saturday Morning School of Modern Languages*

During 1985, the Saturday Morning School of Modern Languages was attended by 7,450 students. Some of the languages studied were Arabic, Croatian, Dutch, Hungarian, Italian, Japanese, Macedonian, Modern Greek, Polish, Russian, Slovenian, Spanish, and Vietnamese. New centres and programmes have been planned to meet an increasing demand for this service.

#### *Educational programmes*

The following information reflects the structure of the Ministry of Education at November 1985. Educational programmes consist of the Curriculum Branch and the Special Programs Branch. Both branches are involved in the delivery of State wide support services.

#### *Curriculum Branch*

The major focus in the branch has been the Curriculum Frameworks project which will provide, through all levels of schooling, guidelines and other assistance to schools for systematic development of overall school curriculum and organisation, and of nine broad areas of learning. Development of links with regions has also been given priority. There are five sections in the branch.

*Curriculum Programs Section.* This section consists of ten centres, each of which is concerned with a major learning area and staffed by personnel under the direction of a senior curriculum officer. Besides maintaining their role in the overview of trends and needs in their respective areas, the centres are all involved in the Curriculum Frameworks project.

*Materials Production Section.* All official publications and a wide variety of print and non-print materials are produced by this section. These include newsletters, programme guides, curriculum support papers, publications for students and teachers, and film, video, and audio programmes.

*Information and Resources Section.* This section comprises three major services: Information and Education History Service, Ministry of Education Library Service, and School Library Services.

*Research and Development Section.* This section provides curriculum support through curriculum development, evaluation and research projects, and, through evaluation, research and specialist resource services. One major thrust has been the development of materials to assist schools implement Ministerial Paper 6. Staff have been involved in the Curriculum Frameworks project and in the 1985 introduction of a new handwriting style – Victorian Modern Cursive.

*Professional Development Section.* A wide range of professional development activities were conducted during 1985 addressing the needs of the total school community inclusive of children, parents, teachers, and administrators. State wide professional development activities are supported with funds made available through the Victorian In-Service Education Committee (VISEC) and the State In-Service Education Committee (SISEC).

#### *Special Programs Branch*

Special Programs Branch (formerly Equal Educational Opportunities Branch) provides an administrative and co-ordinating framework for a number of Commonwealth funded, special purpose programmes and their associated State funded initiatives. These programmes have as their aim the equalisation and extension of educational opportunities for groups within the Victorian community who are seen to be disadvantaged because of different language and cultural backgrounds, adverse socio-economic situations, or isolation from mainstream educational activity.

*Aboriginal Education Services.* This programme is funded by the Commonwealth Department of Aboriginal Affairs to develop and implement programmes for Victoria's estimated 4,500 Aboriginal students, in consultation with the Aboriginal communities in Victoria. The Service employs a staff of seventy, sixty of whom are Aboriginals.

*Country Education Project.* This programme, funded by the Commonwealth Schools Commission, works with 247 geographically isolated schools in thirteen project areas. Each project area is managed by an area committee, which comprises 50 per cent school, and 50 per cent community representation. Area committees assess educational priorities for schools in the area and develop programmes to meet local needs and develop expertise. Emphasis is placed on sharing resources

between schools and between schools and communities to ensure that isolated students have access to educational resources which would otherwise not be available to them.

#### *Multicultural and migrant education*

Multicultural and migrant education brings together Adult Migrant Education Services, Child Migrant Education Services, and administrative responsibility for the Ministerial Advisory Committee for Multicultural and Migrant Education. The section fulfils two major functions: the teaching and support of English as a Second Language (ESL) to recently arrived migrants and refugees; and the development of a multicultural curriculum.

The Ministerial Advisory Committee on Multicultural and Migrant Education (MACMME) provides policy advice to the Minister for Education on all aspects of multicultural and migrant education in Victoria and makes recommendations on the disbursement of Schools Commission's Multicultural Education Program funding and the State allocation to ethnic schools. During 1984-85, MACMME set up three policy development, action-research projects. It worked with the State Board of Education to develop a policy document on language learning and teaching in Victoria, and recommended it to the Minister for Education for adoption. MACMME has also carried out research on English as a Second Language in schools, has instituted research into language maintenance in recently arrived communities, and is currently investigating the needs of students of non-English-speaking backgrounds in special education.

*Adult Migrant Education Services (AMES)*. This is totally funded by the Commonwealth with a budget of \$7.3m for 1984-85, and provides the major part of the Commonwealth Adult Migrant Education Program in consultation with the Department of Immigration and Ethnic Affairs. AMES has provided a variety of learning arrangements to cater for 38,500 enrolments in the 1984-85 financial year. These included full-time intensive and part-time courses in over 200 venues, including work sites. A distance learning programme, a Home Tutor Scheme, and self-access centres provide individualised learning opportunities for 5,000 students. Effort has been directed towards maintaining a consistently broad-based community English language teaching service within which priority groups (under-educated young adults, isolated women, and unemployed people) can receive particular attention.

*Child Migrant Education Services (CMES)*. During 1985, the pattern of dispersal of migrants and refugees continued. Many more schools have developed programmes to support these students, an increasing proportion of whom have experienced interrupted or minimal schooling in their first language. Major reports published during the year have stimulated further development of programmes in ESL. A whole-school approach is advocated and, in particular, schools are encouraged to develop language policies across the curriculum to encourage both English and other languages. Conduct of the On-arrivals Program and support of ESL in schools continues to be a major responsibility for CMES. Further developments have taken place in the teaching of community languages and bilingual education. The number of teachers in this programme in primary schools is now 130. Altogether some sixteen languages are now taught.

#### *Other programmes*

*Participation and Equity Program (PEP)*. This programme comprises three complementary parts through which action is supported at both school and system level. The total budget allocation was \$10.77m in 1985, and these funds were allocated as follows:

*School allocations*. About 40 per cent of Victorian post-primary schools have been targeted to participate in this component of the programme. Allocations were made to 177 schools in the form of a direct grant to be used according to a set of principles and areas for action established in PEP guidelines.

*Schools resource programmes*. From 300 expressions of interest, fifty-nine schools were identified to document and disseminate particular curricular activities in twelve designated areas of curriculum development.

*System level initiatives*. Funds have been set aside to support the development of fourteen system-level initiatives, and the provision of in-service activities, central staffing, evaluation, publications, and publicity.

*Supplementary Grants Program*. This programme continues to focus its operation on schools having the highest concentration of students described as socially and economically disadvantaged. The programme seeks to provide more equal outcomes from schooling by making the curriculum more

purposeful and enjoyable for students. Participation by parents, teachers, and administrators and, where appropriate, students, is regarded as necessary for the process of curriculum change to be successful. The programme now accommodates 108,250 students in 314 primary, secondary, and technical schools.

#### *Special activities*

*The State Schools' Nursery.* This nursery conducts horticultural lessons for visiting students from primary, post-primary, and special schools. It also conducts region-based in-service education programmes for teachers. Many thousands of children are involved in tree-planting programmes. With such activities, Arbor Week has become an integral part of the school curriculum. The nursery provides a landscape service to schools as well as guides for planting and suggestions for involving students in horticultural activities.

*Computer education.* The year 1985 was a period of consolidation and further expansion of the Computer Education Program. Over 1,000 post-primary teachers attended five-day professional development programmes at the twelve regional computer education resource centres. Nearly 5,000 primary and post-primary teachers attended shorter courses at these centres and at the State Computer Education Centre. The general purpose of these activities was to broaden the base of teacher expertise in order to promote the use of computers across the curriculum.

The State Computer Education Centre located in Moorabbin is involved in the acquisition, evaluation, and distribution of software in in-service education programmes. A software library/clearing house facilitates its operations. Regional computer education resource centres were established in 1984. These are equipped with a number of systems recommended by Ministry advisers and staffed by experienced computer educators.

*Extension Education Services.* Teaching services in a diverse range of settings throughout the community are provided by this Service. The settings include government instrumentalities, museums, zoos, historical parks, and Commonwealth Government ministries. Part-time extension education officers are also seconded to subject associations where they perform key co-ordinating and facilitating roles in the development of curriculum and materials, organisation of seminars, and the production of publications for teachers and pupils.

#### *Personnel and resources*

The Personnel and Resources area is a support function to the Schools Division of the Ministry, providing financial services, personnel services, and physical facilities. The three branches providing these functions have developed appropriate links with regions in order to ensure adequate communications and to assist in policy development. Arrangements for the staffing of schools involves the assistance of officers from the regions. In the facilities area the development of the regional works programme is undertaken in close consultation with the regional officers concerned. In the finance area preparations were made for the processing of accounts for payment by regions upon completion of the Program Budgeting structure. In line with the new school council responsibilities a considerable number of school accounts are now paid under local management with funds provided from various grants.

#### *Personnel Branch*

This branch is responsible for providing personnel services to approximately 59,500 regular teachers, 2,500 emergency teachers, 4,000 non-school staff, and 4,000 ancillary staff. These services are provided through the following sections: School Staffing Programs; Employee Relations and Policy; and Review and Organisation.

#### *Facilities Branch*

This branch has the responsibility for the maintenance of more than 2,000 schools throughout the State as well as the provision of new buildings in areas of expanding population. It is also responsible for the upgrading of older schools where the standards of facilities do not meet present day educational requirements. During 1984-85, \$188.4m was spent on educational and related facilities in Victoria. Funds totalling \$5m were spent on upgrading facilities in disadvantaged schools.

#### *Finance and Administration Branch*

The branch is organised into five sections: Finance, Accounting Services, Information Systems, Management Services, and Supply. Finance Section deals with budget planning and control, and the provision of the financial management information.

*Special units*

There is also a number of special units in the central administration. These include the following:

- (1) *Audit and Review Unit*, which conducts financial audits and reviews;
- (2) *Policy and Planning Unit*, which provides, upon request, advice, information, and assistance on planning issues. The Statistics Section of the unit makes available information on the resources used in education in Victoria;
- (3) *Council Services Unit*, which assists with in-service programmes for school councils and parents, both within and between regions. It is involved in activities with parent and school council organisations, and in policy and committee work concerned with collaborative decision-making, student participation, and other associated areas;
- (4) *Equal Opportunity Unit*, which provides curriculum advice and resources regarding women and girls, to schools and the wider school community; and
- (5) *Integration Unit*, which is responsible for policy decisions relating to educational services for hard-to-serve children in both 'regular' and 'special' settings. Initial appointments to the unit were made in March 1985.

*Regions*

During 1984-85 regional boards of education have been established in each of the twelve regions. Membership comprises both elected representatives of school councils throughout the region and nominated representatives of principal, parent, school council, and teacher organisations. The establishment of regional boards of education further reinforces the opportunity for shared decision-making and participation by representative groups and individuals.

The twelve regions are: Barwon-South Western, Central Highlands-Wimmera, Eastern Metropolitan, Gippsland, Goulburn-North Eastern, Loddon-Campaspe-Mallee, Maroondah, Northern Metropolitan, South Central, Tullamarine, Western, and Western Port.

## NON-GOVERNMENT SCHOOL SYSTEM

**Registered Schools Board***General*

The *Registration of Teachers and Schools Act* 1905 came into operation on 1 January 1906 and established the Teachers and Schools Registration Board of Victoria. This Board was responsible for the registration of non-government schools within Victoria and teachers employed in such schools. The Council of Public Education was constituted by the *Education Act* 1910 and assumed the registration functions of the Schools and Teachers Registration Board. This body was replaced by the Registered Schools Board in early 1982.

*Registration of teachers*

Non-government schools in Victoria must employ teachers who are registered with the Board or who have the Board's permission to teach. To obtain registration as a teacher a person must have completed an accredited course of teacher training at an institution recognised by the Board. The categories of teacher registration are primary, junior-secondary, secondary, technical, and single subject.

*Registration of schools*

Before a non-government school can be registered, the Registered Schools Board must be satisfied that it has adequate buildings, courses of study, trained staff, and the required minimum number of students. Non-government schools are subject to inspection. Each school is registered either as a primary, junior-secondary, secondary, or special school, or as a school of any two or more of such descriptions. The Board can refuse to register any school which has unsatisfactory premises or which does not provide an adequate standard of teaching.

**Non-government schools***General features*

The non-government schools derive their working income from fees charged, and through government assistance by way of per capita grants. Victorian per capita grants are related to the average cost per child per year in Victorian primary and secondary government schools. Commonwealth per capita grants are paid to non-government schools on the basis of a 'categories of need' system, administered by the Schools Commission through the State Planning and Finance

Committee. These grants are of critical importance in every non-government school's financial arrangements.

Non-government schools educate approximately twenty-eight per cent of the Victorian school population, and in addition to teaching a wide range of subjects, provide a wide variety of co-curricular activities. Their autonomy allows a degree of innovation and organisational variety which leads to wide differences between schools, and they therefore differ not only from government schools, but also from each other. The schools vary in size; some are boys' schools, some are girls' schools, some co-educational, some day schools with boarding facilities, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational.

The controlling body of each non-government school may be a council of representatives of a church, or of interested men and women, or, if under the control of a religious order, as are many Catholic schools, the controlling body in Victoria of the order. The structure and organisation of school governing bodies vary, and in many cases non-Catholic schools are bodies incorporated under the Companies Act as companies limited by guarantee.

The curriculum offered in non-government schools is much the same as that provided in comparable government schools. In denominational schools, religious education is included as part of the academic curriculum and is also emphasised in other aspects of school organisation. Scholarships are offered by many schools and non-government school pupils are also entitled to the financial benefits gained through securing government scholarships. Many schools provide bursary assistance for those in financial need.

Music, drama, debating, and similar cultural activities flourish at non-government schools in Victoria. Many schools have orchestras and choral groups, and some of these orchestras tour overseas and interstate. Many schools produce more than one play during a year and include drama in their academic curriculum. The ownership by schools of camps in the country or in State forests is common; at these camps, Outward Bound-type activities are undertaken. Service activities are an important part of non-government school life, and organisations such as scouts, venturers, the Duke of Edinburgh Award Scheme, guides, and cadets can be found in the majority of schools. Most games are played, and schools are usually grouped together to facilitate the playing of matches; two such groups are the Associated Grammar Schools and the Associated Public Schools.

### **Catholic education**

#### *General*

The majority of non-government schools in Victoria are Catholic. Catholic education in Victoria has traditionally been administered at the diocesan and at the local level. In recent years diocesan education boards and many parish education boards have been established, and diocesan education offices have been expanded. Co-ordination of policy and administration is achieved through the Catholic Education Commission of Victoria (CECV). The CECV has a chairman and an executive committee of eight persons – executive director, planning officer, administrative officers from each of the four dioceses, and two members of teaching religious congregations. There are also consultative commissioners representing, among other bodies, the dioceses, major superiors of religious congregations, the Institute of Catholic Education, parish priests, principals of primary and secondary schools, primary and secondary teachers, and there are two parent representatives, as well as a representative of Boards of Catholic Secondary Schools.

The CECV provides or appoints representatives of Catholic secondary schools on many organisations, including the Victorian Institute of Secondary Education (VISE), the Registered Schools Board, the Victorian In-Service Education Committee, and the State Planning and Finance Committee. The Catholic Education Office of Victoria is the administrative arm of the CECV.

#### *Primary schools and kindergartens*

Eleven pre-schools are conducted under the auspices of the Catholic Church in Victoria, and are open to all applicants independent of their religious affiliations.

Virtually every parish in Victoria conducts a primary school; in some larger parishes there are more than one. Approximately 38 per cent of the primary schools in Victoria in 1985 were conducted by principals who were members of religious congregations. Members of religious orders also teach in the schools (including those conducted by lay principals) but at present there is a majority of lay teachers.

Parish primary schools are divided into eighteen zones or regions, each of which has its own

education consultant and administrative services consultant, who liaise between schools and Catholic Education Offices.

#### *Secondary schools*

Catholic secondary schools are controlled either by a religious congregation which owns and maintains them, or by a Regional College Board which represents a number of parishes having priority of access to a school. An increasing number of senior positions are being opened to teachers other than members of religious congregations: in 1985, 31 Catholic secondary schools in Victoria had lay principals, while a considerably higher number had lay deputy principals. These numbers have been increasing annually.

In the past, most Catholic secondary schools have been single-sex. This is changing, as most new schools are co-educational, and numbers of existing boys' and girls' colleges have amalgamated in order to rationalise resources. Another recent development is the establishment of senior co-educational colleges which cater for students in Years 11 and 12. Such senior colleges are usually linked to several Year 7 to 10 establishments in the surrounding area.

#### *Special schools*

There were nine special schools catering for children with varying special needs, with an enrolment of 180 children in 1985.

#### *Tertiary education*

The main emphasis is on primary teacher education for both male and female students. The Institute of Catholic Education incorporates three campuses: Ascot Vale, Oakleigh, and Ballarat. The Institute, while emphasising pre-service education, has introduced a number of graduate diploma courses. A Diploma of Education (Secondary) is offered at Ascot Vale and Oakleigh. There are university colleges and halls of residence at the University of Melbourne and Monash University and several theological colleges provide for the education of students for the priesthood. These colleges provide full-time and part-time studies for both religious and lay teachers.

The Catholic Education Office of Victoria offers various in-service activities to principals, teachers, and school staff.

#### *Religious education*

In all Catholic schools, emphasis is placed on the education of the whole child: the spiritual element as well as the mental, social, and physical. There are about 100,000 Catholic pupils in State schools and the religious education of some of these pupils is undertaken by a team of religious teachers who are assisted by priests and voluntary catechists.

#### *Professional organisations*

Teachers and principals in Catholic schools can belong to a number of professional organisations. These organisations include the Principals Association of Victorian Catholic Secondary Schools, the Regional Colleges Principals Association, the Victorian Parish Principals Representative Committee, the Association of Teachers in Victorian Catholic Secondary Schools, and the Victorian Catholic Primary Teachers' Association.

Some Catholic schools are members of the Association of Independent Schools of Victoria.

### **Other non-government schools**

#### *General*

Many non-Catholic independent schools began as Church foundations. Such schools were generally founded in the second half of the nineteenth century or during the early years of this century. The founding Church remains actively involved in many of these schools today.

Not all the older non-Catholic schools however, have a denominational affiliation, and this absence of such an affiliation has become the norm for non-Catholic independent schools established during the last ten years. During this period, the number of newly established, non-Catholic independent schools has risen quite dramatically. Most of these remain relatively small schools with an emphasis on meeting the needs, and encouraging the participation, of local communities; hence the common term 'community schools'. Despite their non-denominational nature, most of these schools have a strong religious dimension. For example, several schools have been established on an ecumenical Christian Community College model, while others have been established by various associations for Parent-Controlled Christian Education.

*Association of Independent Schools of Victoria and associated organisations*

Most non-government schools, which are not Catholic, and some independent Catholic schools, belong to the Association of Independent Schools of Victoria (AISV), which is affiliated with the National Council of Independent Schools (NCIS).

The AISV is an association of non-government schools and its objectives include the consideration of all matters affecting the interests and welfare of all children in independent schools. Among its other functions, the AISV also considers the relationship of independent schools to the government and the community, and maintains close consultation and co-operation with the National Council of Independent Schools on national issues.

The AISV represents member schools, who nominate one voting representative and two non-voting representatives to AISV general meetings. The AISV keeps member schools regularly informed on major issues affecting independent schools and education generally, through its representation on a diversity of government and educational committees. The Association works in close co-operation with the Victorian branch of the Association of Heads in Independent Schools, a new body formed from the amalgamation of the Headmasters' Conference (HMC) and the Association of Heads of Independent Girls' Schools of Victoria (AHIGSV).

Teachers are represented by the Victorian Association of Teachers in Independent Schools (VATIS). This body was formed in 1975 by the amalgamation of the Association of Teachers in Independent Schools and the Assistant Mistresses Association of Victoria. VATIS is affiliated with the Independent Teachers Federation of Australia.

The Incorporated Association of Registered Teachers of Victoria (IARTV) has two kinds of member: (1) corporately, all members of the Victorian Association of Teachers in Independent Schools, and all Victorian members of the Association of Heads in Independent Schools; and (2) individually, certain principals and assistants who, being registered teachers not eligible under (1), are nevertheless elected to direct membership. The functions of the IARTV are to enable those who practise the profession of teaching in non-government schools, principals and assistants, to consider educational matters together and to arrange for non-government schools to be represented on various joint bodies, some of them statutory, which deal with educational matters. The bodies include the Victorian Registered Schools Board, University of Melbourne Faculty of Education, Monash University Education Faculty Board, VISE and its several standing committees, Australian Broadcasting Commission planning committees for school broadcasts and school concerts, and the Victorian Council for Children's Films and Television. In addition, IARTV conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

**Primary and secondary education statistics****SCHOOLS, STUDENTS AND TEACHERS (a), VICTORIA**

Year	Government			Non-government			Total		
	Schools	Students	Teachers	Schools	Students	Teachers	Schools	Students	Teachers
1980	2,158	606,147	42,201	633	216,125	13,034	2,791	822,272	55,235
1981	2,149	595,042	41,769	632	221,611	13,815	2,781	816,653	55,584
1982	2,140	584,781	41,856	641	227,203	14,438	2,781	811,984	56,294
1983	2,124	582,034	42,895	659	234,171	15,244	2,783	816,205	58,139
1984 (b)	2,118	572,613	44,091	734	241,739	16,963	2,852	814,352	61,054
1985	2,118	558,764	44,907	734	245,176	17,382	2,852	803,940	62,289

(a) At 1 July.

(b) Data for 1984 onwards are the first in a series of the National Schools Statistics Collection.

**GOVERNMENT AND NON-GOVERNMENT STUDENTS: LEVEL OF SCHOOLING AND SEX OF STUDENTS, VICTORIA, 1984 AND 1985**

Level of schooling	Government			Non-government		
	Males	Females	Total	Males	Females	Total
	1984					
Primary	163,774	153,248	317,022	61,945	59,805	121,750
Secondary	129,068	121,209	250,277	55,921	61,636	117,557
Special	3,208	2,106	5,314	1,411	1,021	2,432
Total	296,050	276,563	572,613	119,277	122,462	241,739

GOVERNMENT AND NON-GOVERNMENT STUDENTS: LEVEL OF SCHOOLING  
AND SEX OF STUDENTS, VICTORIA, 1984 AND 1985 – *continued*

Level of schooling	Government			Non-government		
	Males	Females	Total	Males	Females	Total
1985						
Primary	157,418	147,622	305,040	62,231	60,068	122,299
Secondary	127,853	120,450	248,303	57,781	63,055	120,836
Special	3,324	2,097	5,421	1,218	823	2,041
<b>Total</b>	<b>288,595</b>	<b>270,169</b>	<b>558,764</b>	<b>121,230</b>	<b>123,946</b>	<b>245,176</b>

STUDENTS BY CATEGORY OF SCHOOL, YEAR OF EDUCATION, AND SEX,  
VICTORIA, 1985

Year of education	Government	Non-government				All schools
		Catholic	Anglican	Other	Total	
MALES						
Primary –						
Preparatory	21,616	7,222	404	933	8,559	30,175
Year 1	21,628	7,104	449	951	8,504	30,132
Year 2	22,055	7,196	437	934	8,567	30,622
Year 3	21,878	7,000	496	923	8,419	30,297
Year 4	22,809	7,156	563	1,073	8,792	31,601
Year 5	23,127	7,481	785	1,171	9,437	32,564
Year 6	24,132	7,612	852	1,315	9,779	33,911
Ungraded special	–	69	–	203	272	272
Ungraded non-special	173	–	–	174	174	347
<b>Total primary</b>	<b>157,418</b>	<b>50,840</b>	<b>3,986</b>	<b>7,677</b>	<b>62,503</b>	<b>219,921</b>
Secondary –						
Year 7	24,703	6,926	1,710	2,279	10,915	35,618
Year 8	26,564	6,769	1,807	2,258	10,834	37,398
Year 9	26,509	6,554	1,937	2,206	10,697	37,206
Year 10	23,545	6,115	1,898	2,008	10,021	33,566
Year 11	18,389	5,289	1,792	2,000	9,081	27,470
Year 12	7,827	3,228	1,336	1,550	6,114	13,941
Ungraded special	–	74	–	207	281	281
Ungraded non-special	316	–	–	119	119	435
<b>Total secondary</b>	<b>127,853</b>	<b>34,955</b>	<b>10,480</b>	<b>12,627</b>	<b>58,062</b>	<b>185,915</b>
Ungraded special not identified as primary or secondary	3,324	46	–	619	665	3,989
<b>Total</b>	<b>288,595</b>	<b>85,841</b>	<b>14,466</b>	<b>20,923</b>	<b>121,230</b>	<b>409,825</b>
FEMALES						
Primary –						
Preparatory	20,237	6,876	339	1,086	8,301	28,538
Year 1	20,244	6,931	318	1,030	8,279	28,523
Year 2	20,457	6,823	384	1,020	8,227	28,684
Year 3	20,664	6,667	382	1,093	8,142	28,806
Year 4	21,040	6,970	410	1,156	8,536	29,576
Year 5	21,889	7,204	493	1,335	9,032	30,921
Year 6	22,938	7,268	632	1,460	9,360	32,298
Ungraded special	–	21	–	120	141	141
Ungraded non-special	153	–	–	191	191	344
<b>Total primary</b>	<b>147,622</b>	<b>48,760</b>	<b>2,958</b>	<b>8,491</b>	<b>60,209</b>	<b>207,831</b>
Secondary –						
Year 7	22,289	7,198	1,246	2,711	11,155	33,444
Year 8	24,176	7,357	1,418	2,743	11,518	35,694
Year 9	24,702	7,520	1,472	2,825	11,817	36,519
Year 10	21,532	6,968	1,371	2,600	10,939	32,471
Year 11	17,978	6,313	1,469	2,467	10,249	28,227
Year 12	9,489	4,133	1,082	2,061	7,276	16,765
Ungraded special	–	15	–	141	156	156
Ungraded non-special	284	–	–	101	101	385

STUDENTS BY CATEGORY OF SCHOOL, YEAR OF EDUCATION, AND SEX,  
VICTORIA, 1985 - *continued*

Year of education	Government	Non-government			Total	All schools
		Catholic	Anglican	Other		
<b>FEMALES - <i>continued</i></b>						
Total secondary	120,450	39,504	8,058	15,649	63,211	183,661
Ungraded special not identified as primary or secondary	2,097	40	-	486	526	2,623
Total	270,169	88,304	11,016	24,626	123,946	394,115
<b>PERSONS</b>						
Primary -						
Preparatory	41,853	14,098	743	2,019	16,860	58,713
Year 1	41,872	14,035	767	1,981	16,783	58,655
Year 2	42,512	14,019	821	1,954	16,794	59,306
Year 3	42,542	13,667	878	2,016	16,561	59,103
Year 4	43,849	14,126	973	2,229	17,328	61,177
Year 5	45,016	14,685	1,278	2,506	18,469	63,485
Year 6	47,070	14,880	1,484	2,775	19,139	66,209
Ungraded special	-	90	-	323	413	413
Ungraded non-special	326	-	-	365	365	691
Total primary	305,040	99,600	6,944	16,168	122,712	427,752
Secondary -						
Year 7	46,992	14,124	2,956	4,990	22,070	69,062
Year 8	50,740	14,126	3,225	5,001	22,352	73,092
Year 9	51,211	14,074	3,409	5,031	22,514	73,725
Year 10	45,077	13,083	3,269	4,608	20,960	66,037
Year 11	36,367	11,602	3,261	4,467	19,330	55,697
Year 12	17,316	7,361	2,418	3,611	13,390	30,706
Ungraded special	-	89	-	348	437	437
Ungraded non-special	600	-	-	220	220	820
Total secondary	248,303	74,459	18,538	28,276	121,273	369,576
Ungraded special not identified as primary or secondary	5,421	86	-	1,105	1,191	6,612
Grand total	558,764	174,145	25,482	45,549	245,176	803,940

## EXAMINATIONS

**Victorian Institute of Secondary Education**

The Victorian Institute of Secondary Education (VISE) was established by an Act of the Victorian Parliament on 30 November 1976 as an autonomous body, supported by a Victorian Government grant and governed by a council consisting of a chairman and twenty-four other members all appointed by the Governor in Council. The Executive Secretary of the Institute is its chief executive officer and is supported by some one hundred professional and administrative staff.

The objectives of the Institute are to assist 'persons who are in a process of transition from secondary school to further studies or employment or from employment to further secondary studies on a basis of adequate information, consultation, guidance, and preparation' and in doing so 'to arrange for or accredit or conduct such evaluations of assessments of the ability and achievements of students as may assist in their transition to further studies or employment and ... to distribute information relating to the results of such evaluations or assessments'. In this regard the Institute is responsible for the administration and conduct of the annual Victorian Higher School Certificate (HSC) assessment programme.

The new curriculum and assessment procedures at the Year 12 (HSC) level began in 1981, and stemmed from policy first announced by VISE in April 1978. In 1985 the Victorian Government announced new curriculum and assessment initiatives arising from the Blackburn Report, which will involve during 1986 the dissolution of the Victorian Institute of Secondary Education and the establishment of a new body, the Victorian Curriculum and Assessment Board to take over the curriculum and assessment functions of the former Institute. It is planned under these new proposals to change the name of the HSC to the Victorian Certificate of Education in 1987 and to introduce a two year assessment programme commencing in 1989.

## HIGHER SCHOOL CERTIFICATE EXAMINATION, VICTORIA

Candidates	1980	1981	1982	1983	1984	1985
Total entries	25,455	26,887	26,770	28,694	31,414	33,323
Number who attempted to pass fully	21,367	23,397	23,425	23,666	26,253	27,955
Number who passed fully	14,609	16,162	16,367	17,287	20,660	22,080
Percentage who passed fully	68.4	69.1	69.9	73.0	78.7	79.0

## TERTIARY EDUCATION

**Commonwealth Tertiary Education Commission**

Since 1974 the Commonwealth Government has, with the agreement of the States, accepted full responsibility for financial assistance to universities and colleges of advanced education. Following the establishment of the Commonwealth Tertiary Education Commission, grants for these two sectors have been provided under the various States Grants (Tertiary Education Assistance) Acts. Grants are appropriated on a triennial basis.

All Commonwealth grants for TAFE are appropriated on an annual basis and are also included in the States Grants (Tertiary Education Assistance) Acts.

**COMMONWEALTH GRANTS FOR TERTIARY  
EDUCATION IN VICTORIA, 1985 (a)**  
(\$m)

Category of grant	Sector			
	University	Advanced education	TAFE	Total
Recurrent	286.0	267.0	41.8	594.8
Equipment	12.4	9.8	4.0	26.2
Capital	10.2	14.1	42.2	66.5
<b>Total</b>	<b>308.6</b>	<b>290.9</b>	<b>88.0</b>	<b>687.5</b>

(a) As specified under the States Grants (Tertiary Education Assistance) Act 1984.

**Victorian Post-Secondary Education Commission***Introduction*

The Victorian Post-Secondary Education Commission was established with the Proclamation of the *Post-Secondary Education Act 1978* on 25 October 1978. Within the general framework of the Act, the Victorian Post-Secondary Education Commission has been established to improve, develop, and co-ordinate post-secondary education in Victoria. Post-secondary education is defined as the education of persons beyond the age of compulsory school attendance who are not undergoing full-time secondary education.

Since 1978 major amendments have been made to the Act to provide for the establishment of an Accreditation Board (1980) and the establishment of a Technical and Further Education Board (1983). The Technical and Further Education Board commenced operations as a separate authority on 13 July 1983.

*Commission activities*

During 1985 the activities of the Commission centred around the 1985-87 triennium and included the preparation of submissions to the various Commonwealth authorities and extensive consultations with universities, colleges of advanced education, and organisations associated with post-secondary education in Victoria. The Commission has already commenced preliminary planning for the 1988-90 triennium.

To assist the Commission in its task of co-ordinating post-secondary education in Victoria, a number of working parties have been established to review various academic areas across sectors. During 1984 and 1985, the Commission received reports on the areas of student housing needs and access to and participation in post-secondary education by groups frequently referred to as disadvantaged. Areas currently under investigation by the Commission include community languages, off-campus studies, occupational health and safety, the development of a cross-sectoral institution and cross-sectoral arrangements between institutions. The transfer of basic nurse education

from hospitals to colleges of advanced education is a major on-going task.

The Commission continued with the validation of programmes of research undertaken by master's degree candidates in colleges of advanced education, and recommended the making of Orders in Council to enable the respective colleges to confer master's degrees on those candidates who completed approved programmes.

The Commission also continued with its function of examining and approving proposals for the introduction of new or altered courses in colleges of advanced education and universities.

#### *Accreditation Board*

The Accreditation Board investigates courses referred to it by the Victorian Post-Secondary Education Commission in accordance with the Act. Also in accordance with its powers under the *Post-Secondary Education Act 1978*, the Board has assumed responsibility for the accreditation of programmes of candidates for master's degrees by research.

Under section 32 of the *Post-Secondary Education Act 1978*, the Accreditation Board may declare that an institution is qualified to recommend to the Board that any course of study conducted by the institution, or any course within a particular field of study at that institution, be accredited.

Swinburne Institute of Technology was declared from 1 January 1985 by the Accreditation Board, with the approval of the Victorian Post-Secondary Education Commission, as qualified to recommend to the Accreditation Board on the accreditation and registration of its courses in terms of section 32(1) of the *Post-Secondary Education Act 1978*.

### Universities

#### *Victorian Universities Admissions Committee*

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the then three universities for the selection of applicants seeking admission. A new agreement was signed on 4 October 1979 to incorporate Deakin University, and varied on 18 May 1983 to amend the membership rules. A number of colleges of advanced education have joined the system. The number of participating institutions for selection of students to begin courses in 1985 was eighteen.

The funds to carry out the activities of the Committee are provided by contributions from participating institutions. They are paid in proportion to the number of admittees to that institution in a given year, but a weighting which recognises the total enrolment of students in the institution is also applied. The Committee is not a statutory body and all staff are employed by Monash University but permanently seconded to the Committee.

The Committee conducts a joint selection process by the use of common application forms. Each applicant may choose, in order of preference, up to eight courses to which admission is sought. Courses consider all applicants regardless of preference level. The selection system operates in a way that allows an applicant to receive an offer to his or her highest preference according to ability. An offer may be made to an applicant by any of the listed preferences.

The Committee is not empowered to select applicants but merely acts on behalf of the institutions to receive applications and to notify applicants of the success or otherwise of their application.

#### *University of Melbourne*

##### *General*

The University of Melbourne was established by an Act of the Victorian Parliament on 11 April 1853 and declared open in 1855, when teaching began in arts and science subjects.

Under the Act, as subsequently amended, the University consists of a council and its members, the graduates, the diplomates, the professors and other members of the academic staff, members of faculties and boards of studies, designated general staff, designated members of the staff of affiliated colleges, and graduate and undergraduate students. It is governed by a council of up to thirty-nine members including Members of Parliament and persons representing various community interests appointed by the Governor in Council, members elected by the graduates, the professors, other academic staff, general staff, and the graduate and undergraduate students, as well as ex-officio and co-opted members, with wide powers for the conduct of the University's affairs. The general academic administration of the University is conducted by faculties and boards of studies and supervised by the Academic Board.

The University Assembly, with members elected from and by the University community, is a

permanent consultative body and a major forum for continuing evaluation by the University community of the University's aims and achievements, and to provide for open discussion on matters of general concern to that community.

The University site covers nineteen hectares in Parkville, approximately two kilometres from the centre of Melbourne. Adjacent to the University site, under separate grants and titles, lie the recreation grounds of almost 6.5 hectares and the lands of affiliated residential colleges covering more than eighteen hectares. The University also shares with the Victorian Department of Agriculture and Rural Affairs the ownership of the Veterinary Precinct of 1.5 hectares and has interests in other external properties such as the Agriculture Field Station at Mt Derrimut, the Veterinary Clinical Centre at Werribee, the Royal Dental Hospital, 'Strathfieldsaye' at Stratford (Gippsland), and certain properties in the Melbourne suburbs of Parkville, Carlton, and Toorak.

The University site is one of the smallest in Australia, related to student numbers, but development is controlled by a Master Plan prepared in 1970 and updated in 1981. Further building sites are available without impacting on the quality of the site, which was heavily and successfully landscaped in the 1970s.

The University grew slowly in size during its first ninety years from the original sixteen students in 1855 to 4,000 in 1945. This growth was accelerated after the Second World War when the University faced increasing demands on its facilities, first by large numbers of ex-servicemen and women in the immediate post-war years and then by the increasing numbers of students completing secondary school courses.

Undergraduate enrolment has been strictly limited by the application of quotas, but the University has been directing attention to the development of its postgraduate and research schools. The establishment of Monash, La Trobe, and Deakin Universities, and the growth of other tertiary institutions have helped to meet the demand for undergraduate admission.

Since the first conferring ceremony in 1856, the University has awarded more than 105,000 degrees and diplomas (at the end of 1985).

#### *Colleges*

The University is not primarily residential, but there are eleven affiliated residential colleges. One, the Graduate Union, provides accommodation for postgraduate students. As well, there are four halls of residence including International House (which is intended to meet the needs of overseas students) and Medley Hall, both of which are near the University.

#### *University library*

The University library contained approximately 1.41 million volumes in 1985 and subscribed to 11,401 periodicals. They are housed in the Baillieu Library (920,647 volumes in 1985) and the branch libraries: Agriculture, Architecture, Botany, Chemistry, Dental Science, Earth Sciences, Engineering, Law, Medicine, Music, Physics, Veterinary Science, and Zoology.

#### *University archives*

The Archives department, established in 1960 and operating under a board of management, is responsible for the archives of the University and also embraces a leading collection of business, trade union, and political archives. Approximately 700 major series are held, dating back to the early eighteenth century, but mostly from the 1840s.

#### *Museums*

There are museums attached to the subject areas of Agriculture, Anatomy, Botany (Herbarium), Chemistry, Dental Science, Geology, History, Medical History, Music (The Percy Grainger Museum), Pathology, and Zoology.

#### *Galleries*

The University Art Gallery is in the Old Physics Building and the Ewing Gallery is in the Union Building.

#### *Faculties, boards, and research institutes*

Schools (now Faculties) of Arts, Science, Law, Medicine, Engineering, and Music (opened in 1895 as a conservatorium of music) were established in the nineteenth century, with Dental Science, Agricultural Science (now Agriculture and Forestry), Veterinary Science, Education, Architecture (now Architecture and Planning), and Commerce (now Economics and Commerce) being added by 1924. Since then they have been joined by the Board of Social Studies and the Graduate School of Management.

The Institute of Applied Economic and Social Research is part of the Faculty of Economics and Commerce, and the Centre for the Study of Higher Education is a component of the Faculty of Education. Special research centres are: the Plant Cell Biological Research Centre (in the Botany School), the Research Centre for Cancer and Transplantation (in the Pathology department) (both Commonwealth Research Centres, grant-aided by the Commonwealth Government), and the Strathfieldsaye Institute for Teaching and Research in Agriculture and Allied Sciences (near Stratford in Gippsland). The Howard Florey Institute of Experimental Physiology and Medicine, the Ludwig Institute for Cancer Research, the National Vision Research Institute, the Victorian College of Optometry, and the Walter and Eliza Hall Institute of Medical Research are separate organisations affiliated with the University.

### *Courses*

The University offers bachelor degree courses in Agricultural Science, Animal Science, Applied Science, Arts, Commerce, Dental Science, Education (postgraduate), Engineering, Forest Science, Law, Letters, Medicine and Surgery, Medical Science, Music, Music Education, Planning and Design, Science, Science in Optometry, Social Work, Surveying, and Veterinary Science, and postgraduate diploma courses in a number of disciplines including Architecture, Building, Education, Urban Planning, and various medical specialties. (The bachelor degree courses in Architecture and in Town and Regional Planning are being phased out over the next few years and being replaced by the bachelor degree course in Planning and Design, which began in 1985.)

In most disciplines in which there is a degree of bachelor, degrees of master and doctor, and the degree of Doctor of Philosophy are available. There are also courses leading to master's degrees in Agricultural Studies, Architecture, Buildings, Business Administration, Educational Psychology, Engineering Science, Environmental Studies, Gynaecology and Obstetrics, Landscape Architecture, Surveying Science, Town and Regional Planning, Urban Planning, and Veterinary Studies.

The length of bachelor degree courses varies from three to six years of full-time study. Most first degree courses are available on a full-time basis, although Arts, Commerce, Law, and Science may be studied part-time. Although some subjects are available for evening classes, it would be necessary to attend some day classes to complete these courses on a part-time basis. Evening classes in Arts are offered only in a limited range of disciplines. In special circumstances Music may also be studied part-time during the day after completion of first year. There are no evening classes in Law. Correspondence tuition is not available. The academic year begins in March and ends in December, and includes three teaching terms and an examination term. The admissions term extends from December to March.

### *Entrance requirements*

The normal requirement for eligibility for selection for an undergraduate student is to obtain Grade D or higher in four approved group 1 subjects (including English) at one sitting of the Higher School Certificate examination, conducted by the Victorian Institute of Secondary Education. For most University courses, applicants for selection should also have attained a specified grade in special prerequisite subjects at the Higher School Certificate examination. Completion of eligibility requirements does not automatically give right of entry.

### *Fees and financial assistance*

Students enrolled in courses leading to degrees and diplomas are required to pay an amenities and services fee entitling them to share in the corporate, social, and sporting activities centred in the University Union, the Sports Union, and the Students Representative Council. (This fee varies slightly from year to year; in 1986 the amenities and services fee for a full-time student is \$234; and for a part-time student, \$135.) The students have a large measure of self-government in all matters concerning these organisations.

Fees are payable for continuing education courses. A wide variety of these courses, which do not lead to degrees or diplomas, is available.

Financial assistance may be available to students from various sources. The Tertiary Education Assistance Scheme (TEAS), financed by the Commonwealth Government, provides for living allowances subject to a means test and other conditions. The University of Melbourne awards prizes and scholarships on a basis of academic merit and a limited number of bursaries based on financial need. In addition, the University provides loans in approved cases from the Students' Loan Fund.

*Overseas students*

Since the end of the Second World War, many overseas students have been admitted to Australian educational institutions. Enrolments of overseas students (mainly Asians) at the University of Melbourne increased from 100 in 1949 to 974 in 1985. Most south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, New Zealand, and certain African countries. Countries from which the largest numbers came in 1985 were: Malaysia, 461; Hong Kong, 175; India, 25; Singapore, 22; New Zealand, 22; Indonesia, 19; Thailand, 14; and the Philippines, 10. Students from Asian countries in 1985 numbered 797.

*Monash University**General*

Monash University, established by an Act of the Victorian Parliament on 15 April 1958, was opened on 11 March 1961. Named after Sir John Monash, a distinguished Victorian engineer, soldier, and scholar, it is situated at Clayton, 19 kilometres from the centre of Melbourne and near the main arterial highway linking Melbourne with eastern Victoria. The 100 hectare site has been developed as a pedestrian campus served by a perimeter road, overlooking a large sports area, zoological reserve, and halls of residence. The site is protected by a surrounding 'strip forest', and is landscaped with a notable collection of Australian trees and shrubs.

*Buildings and accommodation*

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1982 major projects in the University to the value of more than \$240m were either completed or under construction.

*Monash University Library*

The Monash University Library contained approximately 1,250,000 volumes at the beginning of 1985, and subscribed to some 13,900 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

*Halls of residence*

The University's five halls of residence provide on-campus, co-educational accommodation for 870 students. Tutors, married staff, and university visitors bring the total in residence to approximately 1,000.

*Courses*

There are seven faculties, each with a full-time dean: Arts, Economics and Politics, Education, Engineering, Law, Medicine, and Science.

Each faculty offers degree courses at undergraduate and postgraduate levels, except for the Faculty of Education, which is a graduate faculty. In addition to the degree courses of Bachelor, Master, Doctor of Philosophy, and higher doctorates, there are a number of postgraduate diploma courses offered in various subjects. Interdisciplinary courses are offered in American Studies and Asian Studies, together with the diplomas of General and Comparative Literature, Migrant Studies, and the Master of Environmental Science programme. A wide variety of courses which do not lead to degrees or diplomas are conducted by the University's Centre for Continuing Education. A number of Centres encourage research work in defined areas; these include the Aboriginal Research Centre, the Centres of Bibliographical and Textual Studies, Early Human Development, General and Comparative Literature, Human Bioethics, Laser Studies, Migrant Studies, Molecular Biology and Medicine, Policy Studies, South-east Asian Studies, the Dinah and Henry Krongold Centre for Exceptional Children, and the Higher Education Advisory and Research Unit.

*Entrance requirements*

The normal entrance requirement for an undergraduate student is to pass at the Higher School Certificate examination conducted by the Victorian Institute of Secondary Education in the subjects and at the standard, specified in the Regulations of the University. Except for the Faculty of Arts and the Faculty of Medicine, there are no special faculty pre-requisites, but in certain subjects it is assumed that the Higher School Certificate standard has been reached by the student.

*Fees*

There are no tuition fees payable. Fees are charged for the various non-degree courses run by the Centre for Continuing Education. Overseas students are normally required to pay a fee to the Department of Immigration and Ethnic Affairs. Students enrolled in degree or diploma courses are required to pay a compulsory University Union fee as a condition of enrolment. This gives students access to the sports and other facilities of the University Union.

In addition to the Commonwealth and Victorian Government schemes for financial assistance, there are a limited number of scholarships provided by private foundations and in approved cases the University makes loans from the Students' Loan Fund.

*Overseas students*

Since the University commenced teaching in 1961, many overseas students have been admitted. Enrolments have increased from 33 in 1961 to 659 in 1971, and to 1,912 in 1984 when they comprised 13.8 per cent of all enrolments, of which 1,814 (95 per cent) were from Asia.

*La Trobe University**General*

La Trobe University opened in 1967 with approximately 550 students. The Council, which is the governing authority of the University, has thirty-one members, including the Chancellor, Vice-Chancellor, Deputy Chairman of the Academic Board, President of the Students' Representative Council and the State Director-General of Education (or a deputy appointed by him). Of the remaining twenty-six members, nine are appointed by the Governor in Council, four are elected by convocation, three are co-opted by Council, four are elected by university staff, three by the Academic Board, and three by students. The senior academic body of the University, the Academic Board, has the principal responsibility of making recommendations to Council on all matters of academic policy. These recommendations are normally framed in the light of advice which the Board receives from its various standing committees and from the boards of studies of the several schools which are the academic units into which the University is divided.

*Schools*

The University has nine schools: Agriculture; Behavioural Sciences; Biological Sciences; Economics; Education; Humanities; Mathematical and Information Sciences; Physical Sciences; and Social Sciences.

*Site and buildings*

The site plan is basically a concentric one which provides for a closely linked centre of academic buildings surrounded by residences, car parks, and sports fields. Buildings catering for the main activities of students and staff are being concentrated within a radius of approximately five minutes walking distance, and vehicular traffic, other than service and emergency vehicles, is prohibited within this central area. At the end of 1985, there were thirty-one major buildings completed on the campus. The site has been treated as a landscaped parkland, with a predominantly Australian native species planting. On the northern boundaries, reserves have been established for agriculture, zoology, and wildlife, along with arboreta for both exotic and native species.

*La Trobe University Library*

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,700 readers' places including forty-five enclosed carrels. By the end of 1985, the Library contained nearly 600,000 bound volumes and receives about 12,500 serial titles. The Library is open throughout the year and may be used by the general public for consultation.

*Residences and unions*

The University aims to provide a range of appropriate residential accommodation for those students who live away from home, and for members of staff who wish to live on campus, or in its immediate surroundings. Glenn College and Menzies College provide traditional university residential accommodation. Chisholm College allows residents a level of self catering not available in the other colleges. In addition, a University company, La Trobe University Housing Limited, has built self-contained flats and terrace units on the southern perimeter of the campus. The colleges provide over 1,000 residential places, and flats and terrace units managed by the Company provide an additional 340 residential places.

The University Union provides a variety of dining, social, recreational, and other facilities which are available to all enrolled students and to such other members of the University as elect to pay the prescribed membership fee. All student members of the University are encouraged to participate in sporting activities through their membership of the Sports and Recreation Association, which administers the wide range of sporting facilities provided on the campus. Membership of the Staff Club, which provides dining and other facilities, is open to all University staff.

#### *Entrance requirements*

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements of passes in four approved Group 1 subjects in one sitting of the examination, including Group 1 English. Applications for admission are processed through the Victorian Universities Admissions Committee.

The University also conducts a Special Entry Scheme which admits (to degree courses in Arts and Economics) adults who have not gained the usual entrance requirements but who, on the basis of other criteria, are considered to be capable of successfully pursuing tertiary studies. Applicants to the Scheme in the Schools of Economics, Humanities, and Social Sciences are required to be more than eighteen years of age and to sit for a scholastic aptitude test and write an essay. In addition, applicants to the Schools of Humanities and Social Sciences are required to write a book review. The School of Humanities offers a limited number of places to persons who attempted the HSC examination at least three years previously but did not gain entry to a university. These persons are required to show that they have demonstrated academic potential in the interval; they are also required to present for the scholastic aptitude test and submit the necessary essays. In some cases applicants are interviewed before being made an offer.

### *Deakin University*

#### *General*

Deakin University, located in Geelong, is the first university in Victoria to be established outside the Melbourne metropolitan area. It is named after Alfred Deakin, Australia's second Prime Minister, who played a major role in the federation of the Australian States at the turn of the century.

The University was established by an Act of Parliament given Royal Assent in December 1974, and began teaching in 1977 with about 2,500 students.

Under the Deakin University Act the Council is the governing authority for the University. The Council comprises up to thirty-two members drawn from various sectors of the community, and from the University itself and includes: nine members appointed by the Governor in Council (including three members of the Victorian Parliament and two having a special interest in tertiary education and resident close to Ballarat and Bendigo, respectively); two members elected by the professors; two members elected by academic staff other than professors; two elected by the general staff; eight co-opted members; the Chancellor, Vice-Chancellor, Chairman and Deputy Chairman of the Academic Board, and the President of the student body; a member appointed by the Victorian Minister of Education as his deputy; and two undergraduates and one postgraduate student elected by students.

#### *Academic development*

The University has developed a major Open Campus Program, being considered a leader in the field of distance education. A wide range of courses, both pure and applied, is being offered at degree and postgraduate levels in both the on-campus and off-campus mode. In 1988 the University will offer for the first time a Diploma of Nursing as a result of the Commonwealth Government policy of transferring nurse education from hospitals to tertiary institutions.

Off campus students have been enrolled from all over Australia, and from overseas. Students receive study materials through the mail, and library books are delivered by a courier service. Students are also encouraged to participate in weekend schools, tutorial groups, and self-help groups.

The University has an extensive study centre and resource centre network throughout Victoria, which provides tutorial, library, and audio-visual facilities for use by off-campus students.

With an emphasis on interdisciplinarity, undergraduate degree programmes are offered in the following areas: Architecture, Arts (Architecture, Education, Humanities, and Social Sciences), Commerce, Education, Science (Biological and Health Sciences, Chemical and Physical Sciences, Computing and Mathematics, and Cognitive Science and Psychology). Graduate Diplomas are offered in the fields of Dietetics, Computing, Occupational Hygiene, and Educational Administration.

Master's and doctoral degrees by research are offered by all schools. Master's degrees by coursework are offered by the School of Education (M.Ed. and M.Ed.Admin.) and by the School of Management (MBA) and are available in the off-campus mode.

#### Entrance requirements

Higher School Certificate (HSC), Tertiary Orientation Programme (TOP) or similar qualification, or tertiary study are the basic entrance requirements, but a number of places are also offered under the Special Entry (Mature Age) Scheme to applicants who are over 21 on 1 January of the year of intended enrolment. Students with some tertiary education may apply for advanced standing within a degree programme.

#### Schools

The University has six academic Schools: Education, Architecture, Humanities, Management, Sciences, and Social Sciences.

#### Site and buildings

The main campus is at Waurn Ponds, eight kilometres south of Geelong, within reach of the beaches, Otway Ranges, and other scenic attractions of Victoria's west coast.

Comprising almost 100 hectares of undulating land in the Waurn Ponds Valley green belt, the campus houses a central academic and administrative complex with pedestrian access only, surrounded by playing fields, sporting facilities, treed car parks, and the student residence complex.

The Visual Arts and Performing Arts sections of the School of Humanities are located in a former woollen mill in Geelong.

Student accommodation is provided by Deakin University College, a residential complex of blocks, units, flats, and annexes for up to 230 students.

#### Library

The University Library houses a collection of more than 260,000 volumes as well as maps, videotapes, sound recordings, slides, microfilm and microfiche, together with the equipment to use each medium. Approximately 4,000 periodicals are currently received. Of particular interest is the Library's special collection of rare and valuable books, including many nineteenth century Australian school textbooks.

The Library aims to make all its material readily available to users. Loan conditions have been designed to allow for equal sharing of resources for all. Special services, including direct delivery and collection of library materials, are provided to off-campus students.

Many library processes are automated, and catalogue and loan information is available on-line from the Library's computer system. A computer-assisted information retrieval service, DULSEARCH, is available to outside users as well as members of the University. Deakin University Library is also one of several Victorian academic libraries participating in a reciprocal borrowing scheme.

Members of the public are able to use the Library for reading or reference, but may borrow only on inter-library loan arranged through their local libraries.

### UNIVERSITY OF MELBOURNE AND MONASH, LA TROBE, AND DEAKIN UNIVERSITIES; BACHELOR DEGREE ENROLMENTS, CLASSIFIED BY FIELD OF STUDY AND TOTAL HIGHER DEGREE AND NON-DEGREE ENROLMENTS (a)

Field of study (b)	1984					1985				
	Melbourne	Monash	La Trobe	Deakin	Total	Melbourne	Monash	La Trobe	Deakin	Total
<b>Bachelor degree courses –</b>										
Agriculture, forestry	350	–	237	–	587	354	–	246	–	600
Architecture	511	–	–	201	712	511	–	–	202	713
Arts	4,074	3,203	3,933	2,608	13,818	4,179	3,147	4,171	2,900	14,397
Dentistry	237	–	–	–	237	242	–	–	–	242
Economics/commerce	1,367	1,514	988	433	4,302	1,412	1,468	1,031	447	4,358
Education	179	278	640	1,318	2,415	195	326	655	1,291	2,467
Engineering	1,167	1,300	–	50	2,517	1,149	1,234	–	1	2,384
Law	607	1,417	–	–	2,024	645	1,370	–	–	2,015
Medicine	1,377	943	–	–	2,320	1,312	915	–	–	2,227
Science	1,996	1,983	1,846	652	6,477	1,967	1,943	1,845	657	6,412
Veterinary science	224	–	–	–	224	227	–	–	–	227
<b>Total</b>	<b>12,089</b>	<b>10,638</b>	<b>7,644</b>	<b>5,262</b>	<b>35,633</b>	<b>12,193</b>	<b>10,403</b>	<b>7,948</b>	<b>5,498</b>	<b>36,042</b>
<b>Higher degree courses</b>	<b>2,440</b>	<b>2,305</b>	<b>826</b>	<b>611</b>	<b>6,182</b>	<b>2,525</b>	<b>2,296</b>	<b>839</b>	<b>664</b>	<b>6,324</b>
<b>Non-degree courses</b>	<b>1,012</b>	<b>866</b>	<b>677</b>	<b>472</b>	<b>3,027</b>	<b>1,071</b>	<b>887</b>	<b>733</b>	<b>536</b>	<b>3,227</b>
<b>Total</b>	<b>3,452</b>	<b>3,171</b>	<b>1,503</b>	<b>1,083</b>	<b>9,209</b>	<b>3,596</b>	<b>3,183</b>	<b>1,572</b>	<b>1,200</b>	<b>9,551</b>

UNIVERSITY OF MELBOURNE AND MONASH, LA TROBE, AND DEAKIN  
UNIVERSITIES; BACHELOR DEGREE ENROLMENTS, CLASSIFIED BY FIELD OF  
STUDY AND TOTAL HIGHER DEGREE AND NON-DEGREE ENROLMENTS (a) - *continued*

Field of study (b)	1984					1985				
	Melbourne	Monash	La Trobe	Deakin	Total	Melbourne	Monash	La Trobe	Deakin	Total
Total students	15,541	13,809	9,147	6,345	44,842	15,789	13,586	9,520	6,698	45,593

(a) At 30 April.

(b) Group in which subjects studied have been included.

Source: Commonwealth Tertiary Education Commission.

UNIVERSITY OF MELBOURNE AND MONASH, LA TROBE, AND DEAKIN  
UNIVERSITIES; NUMBER OF STUDENTS COMPLETING BACHELOR DEGREE,  
POSTGRADUATE DIPLOMA COURSES, AND HIGHER DEGREE COURSES (a)

Particulars	1984					1985				
	Melbourne	Monash	La Trobe	Deakin (b)	Total	Melbourne	Monash	La Trobe	Deakin (b)	Total
PhD (c)	121	115	48	3	287	116	131	45	5	297
Master's degree	289	314	64	2	669	313	277	75	44	709
Bachelor degree	2,850	2,549	1,473	712	7,584	2,569	2,656	1,489	760	7,474
Postgraduate diploma	324	357	307	47	1,035	315	353	276	62	1,006
Total	3,584	3,335	1,892	764	9,575	3,313	3,417	1,885	871	9,486

(a) Students who completed all academic requirements for admission to a degree or postgraduate diploma in the year ended 30 June.

(b) Deakin University also provides undergraduate certificates and diplomas, these totalled 32 in 1984 and 13 in 1985.

(c) Includes higher doctorates.

Source: Commonwealth Tertiary Education Commission.

### Colleges of advanced education

#### General

Colleges of advanced education are those operative institutions listed in the appropriate States grants (Advanced Education) Acts and subsequent *Tertiary Education Commission Act 1977* as colleges of advanced education. The Act empowers the Commonwealth Minister for Education to approve courses of study at such colleges for the purpose of financial assistance. In recent years many amalgamations have taken place. Detailed information concerning colleges of advanced education can be found on pages 597-609 of the *Victorian Year Book 1985*. The following pages contain statistical details of these colleges.

ADVANCED EDUCATION (a), STUDENTS WHO COMPLETED POSTGRADUATE AND  
UNDERGRADUATE COURSES (b), VICTORIA

Type and name of institution	1983					1984					
	Post-graduate	Undergraduate				Total	Post-graduate	Undergraduate			
		Bachelor degree	Diploma	Associate diploma	Total			Bachelor degree	Diploma	Associate diploma	Total
Colleges of advanced education -											
Ballarat College of Advanced Education	70	267	116	-	453	75	260	119	-	454	
Bendigo College of Advanced education	51	165	142	18	376	69	157	107	19	352	
Chisholm Institute of Technology	244	552	118	70	984	208	647	100	90	1,045	
Footscray Institute of Technology	49	292	16	62	419	51	349	7	48	455	
Gippsland Institute of Advanced Education	66	152	27	33	278	49	160	48	24	281	
Hawthorn Institute of Education	292	-	532	-	824	380	-	391	-	771	

ADVANCED EDUCATION (a), STUDENTS WHO COMPLETED POSTGRADUATE AND UNDERGRADUATE COURSES (b), VICTORIA - *continued*

Type and name of institution	1983					1984						
	Post-graduate	Undergraduate				Total	Post-graduate	Undergraduate				Total
		Bachelor degree	Diploma	Associate diploma				Bachelor degree	Diploma	Associate diploma		
Lincoln Institute of Health Sciences	37	294	122	29	482	82	278	116	2	478		
Melbourne College of Advanced Education	429	529	271	26	1,255	462	458	254	31	1,205		
Phillip Institute of Technology	178	478	390	57	1,103	150	466	362	51	1,029		
Royal Melbourne Institute of Technology Ltd	289	847	342	46	1,524	249	899	293	89	1,530		
State College of Victoria, Institute of Catholic Education	169	89	348	-	606	222	109	346	-	677		
Swinburne Institute of Technology Ltd	205	547	103	16	871	200	517	78	12	807		
Victoria College	344	1,031	417	29	1,821	490	948	381	32	1,851		
Victorian College of the Arts	14	29	64	3	110	14	24	46	6	90		
Victorian College of Pharmacy	11	83	-	-	94	31	102	-	-	133		
Warrnambool Institute of Advanced Education	31	115	46	-	192	19	115	47	-	181		
<b>Total colleges of advanced education</b>	<b>2,479</b>	<b>5,470</b>	<b>3,054</b>	<b>389</b>	<b>11,392</b>	<b>2,751</b>	<b>5,489</b>	<b>2,695</b>	<b>404</b>	<b>11,339</b>		
Technical and further education institution - Victorian College of Agriculture and Horticulture (c)	-	-	109	52	161	-	-	76	85	161		
Other institution - Marcus Oldham Farm Management College	-	-	-	24	24	-	-	-	30	30		
<b>Total</b>	<b>2,479</b>	<b>5,470</b>	<b>3,163</b>	<b>465</b>	<b>11,577</b>	<b>2,751</b>	<b>5,489</b>	<b>2,771</b>	<b>519</b>	<b>11,530</b>		

(a) Advanced education courses as defined in States grants legislation.

(b) Courses completed during the twelve months ended 31 December.

(c) The College was established by State Act. Four campuses which were separate colleges within the Department of Agriculture and Rural Affairs offer advanced education courses.

ADVANCED EDUCATION (a), STUDENTS ENROLLED BY LEVEL OF COURSE AND FIELD OF STUDY (b), VICTORIA

Field of study	1984						1985					
	Master's degree	Undergraduate				Total	Master's degree	Undergraduate				Total
		Graduate diploma	Bachelor degree	Diploma	Associate diploma			Graduate diploma	Bachelor degree	Diploma	Associate diploma	
Agriculture and forestry	-	-	-	485	345	830	-	15	180	283	378	856
Applied science	157	1,343	5,515	491	378	7,884	145	1,329	5,910	430	376	8,190
Architecture and building	1	85	649	211	-	946	2	114	719	135	-	970
Commercial and business studies	201	1,448	10,375	63	964	13,051	242	1,393	10,983	28	842	13,488
Education	20	3,643	7,288	6,948	115	18,014	21	3,970	7,123	6,852	129	18,095
Engineering	76	460	4,794	97	156	5,583	125	549	4,827	81	164	5,746
Humanities	-	80	1,235	4	149	1,471	8	96	1,384	-	104	1,592
Humanities	-	233	1,384	944	-	2,561	-	219	1,620	1,055	-	2,894
Paramedical studies	28	681	3,688	437	613	5,447	22	701	3,931	394	676	5,724
Social sciences	3	130	1,981	1,323	71	3,508	10	171	2,229	1,161	94	3,665
Visual and performing arts	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total (c)</b>	<b>489</b>	<b>8,103</b>	<b>36,909</b>	<b>11,003</b>	<b>2,791</b>	<b>59,295</b>	<b>575</b>	<b>8,557</b>	<b>38,906</b>	<b>10,419</b>	<b>2,763</b>	<b>61,220</b>

(a) Advanced education courses as defined in States grants legislation.

(b) At 30 April.

(c) Miscellaneous students not allocated to a field of study numbered 775 in 1984 and 580 in 1985.

### TECHNICAL AND FURTHER EDUCATION (TAFE)

The Technical and Further Education Board is created under the *Post-Secondary Education Act* 1978, as amended. A sixteen member TAFE Board was appointed in August 1983, representing employers, trade unions, TAFE staff, and community interests.

The functions of the Board are:

- (1) to administer, organise, plan, and co-ordinate TAFE in Victoria in co-operation with the Victorian Post-Secondary Education Commission (VPSEC) for all members of the community;
- (2) to consult appropriate bodies to determine the needs of the community in relation to TAFE, to devise ways of meeting those needs more effectively, and take due account of training needs as determined by the Department of Employment and Industrial Affairs;
- (3) to make reports and recommendations whenever it thinks fit to the Minister or the Victorian Post-Secondary Education Commission in relation to TAFE in Victoria;
- (4) to make recommendations to the Minister, the Victorian Post-Secondary Education Commission, and any appropriate bodies constituted under Commonwealth law concerning the funds needed for the proper development of TAFE in Victoria and, in particular, the allocation of funds among TAFE regions and institutions;
- (5) to make recommendations to the Minister, VPSEC, and appropriate bodies in relation to the establishment of new TAFE providers;
- (6) to make recommendations to VPSEC concerning matters with respect to which the Governor in Council may make orders concerning TAFE under the Act; and
- (7) to undertake research projects and carry out investigations to ensure that TAFE facilities in Victoria are ready to meet changing financial, economic, and social circumstances.

TAFE provides courses in three broad groups – vocational, preparatory, and recreational. A new national classification of TAFE programmes will be introduced during 1986 which incorporates programmes in the following areas.

- (1) *Professional*. Courses/programmes which lead to professional status (including teacher education) or which enable professionals to update their technology or to specialise. These programmes will not be offered in TAFE colleges except under contract from colleges of advanced education.
- (2) *Para-professional*. Courses/programmes provided for those preparing to enter or progress within middle level or technical occupations. These include a wide range of certificate and some 'special' courses/programmes which are similar in complexity and purpose, and also short courses/programmes designed to enable para-professionals to update their technology or to specialise.
- (3) *Trade*. Basic trade apprenticeship, pre-apprenticeship, and pre-employment courses/programmes in apprenticeable trades; post-trade and other courses/programmes for advanced skills of a non-technician nature.
- (4) *Other skills*. All other skilled trade and vocational courses/programmes relevant to basic principles, skills, or knowledge, but which are not included as proclaimed trades, including short training courses/programmes in additional on-the-job skills.
- (5) *Preparatory*. All courses/programmes which can be broadly described as preparatory (Higher School Certificate and diploma entrance), remedial (mathematics, English for migrants, etc.), and courses/programmes with vocational orientation not classified elsewhere; and
- (6) *Adult education*. All courses/programmes in home handicrafts, hobbies, self-expression, and cultural appreciation.

The total number of students at TAFE institutions continued to increase. In 1984 the numbers in Professional, Para-professional, Trades, and Preparatory streams fell compared with 1983, but there were increases in Other skilled and Adult education. The number of students at TAFE institutions by stream and field of study are set out in the following table:

TAFE: NUMBER OF STUDENTS ENROLLED BY STREAM AND FIELD OF STUDY, VICTORIA

Particulars	1982		1983		1984	
	Number	per cent	Number	per cent	Number	per cent
Stream of study –						
Professional	1,350	0.5	1,738	0.6	1,216	0.4
Para-professional	36,165	12.7	38,845	13.2	38,308	12.2

TAFE: NUMBER OF STUDENTS ENROLLED BY STREAM AND FIELD OF STUDY, VICTORIA - *continued*

Particulars	1982		1983		1984	
	Number	per cent	Number	per cent	Number	per cent
<b>Trade -</b>						
Basic	35,178	12.3	32,454	11.0	30,580	9.8
Post	10,460	3.7	11,035	3.8	9,930	3.2
Other skilled	42,669	15.0	43,799	14.8	48,870	15.6
Preparatory	57,529	20.2	64,415	21.8	60,939	19.5
Adult education	101,638	35.6	102,707	34.8	123,215	39.4
<b>Total</b>	<b>284,989</b>	<b>100.0</b>	<b>294,993</b>	<b>100.0</b>	<b>313,058</b>	<b>100.0</b>
<b>Field of study -</b>						
Applied science	3,715	1.3	4,043	1.4	4,689	1.5
Art and design	21,875	7.7	25,478	8.6	28,371	9.1
Building	24,621	8.6	24,543	8.3	23,908	7.6
Business studies	38,472	13.5	41,294	14.0	42,691	13.6
Engineering	50,139	17.6	50,121	17.0	46,759	14.9
Rural and horticultural	19,719	6.9	18,333	6.2	19,309	6.2
Music	4,049	1.4	3,345	1.1	3,578	1.1
Para-medical	1,072	0.4	493	0.2	1,044	0.3
Industrial services	12,282	4.3	15,308	5.2	15,573	5.0
Personal services	39,332	13.8	46,432	15.8	56,399	18.0
General studies	69,713	24.5	65,603	22.2	70,737	22.6
<b>Total</b>	<b>284,989</b>	<b>100.0</b>	<b>294,993</b>	<b>100.0</b>	<b>313,058</b>	<b>100.0</b>

Source: TAFE Annual Statistical Collection.

**STUDENT ASSISTANCE SCHEMES****Victorian Education Department***Scholarships*

The Victorian Education Department administers some privately endowed scholarships. In many schools there are also locally and privately endowed scholarships.

**Commonwealth Department of Education***Assistance for isolated children*

The Assistance for Isolated Children Scheme provides financial assistance to parents of children who, because of geographic isolation or physical or intellectual disability, must live away from home to attend school, study by correspondence, or live at a second home maintained for the purpose of giving them access to appropriate schooling.

Geographic isolation is measured in terms of distances from government school facilities (16 kilometres) and transport services to them (4.5 kilometres). In a limited number of circumstances, assistance may be provided for students who have access to a government school but must live away to undertake a special type of course or to receive specialist remedial tuition. Students whose families move constantly because of the itinerant nature of the parents' occupation may also qualify for: *Boarding allowance* of up to \$2,851 a year for senior secondary students, up to \$2,530 a year for other secondary students, and up to \$2,292 a year for a primary pupil - including a basic \$989 free of means test in each case;

*Correspondence allowance* of \$500 per year for each child, except pre-school when it is \$120 per year; or

*Second home allowance* of up to a basic \$2,522 a year per family with extra benefits if justified by costs, number of children and, if relevant, a means test on family income.

Where it can be shown that the actual costs incurred in maintaining the second home (e.g. for rental of second home or rates, insurance, fuel, etc.) exceed the amount of Second Home Allowance payable to a family on this basis, consideration will be given to the payment of additional assistance.

*Secondary Allowances Scheme*

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provides a maximum benefit of \$1,825 per year, subject to a means test on family income.

### *Aboriginal Secondary Assistance Scheme*

This Scheme provides financial assistance for Aboriginal or Torres Strait Islander children at secondary schools and children fourteen years of age and over in primary schools. This assistance is in the form of a book and clothing allowance, a living allowance, a personal allowance, standard charges, excursions, and tutorials. Educational advice and support are also provided.

### *Adult Secondary Education Assistance Scheme*

The Adult Secondary Education Assistance Scheme is primarily concerned with assistance to adult students undertaking one year full-time HSC level courses at colleges of advanced education, technical colleges, secondary schools, and other approved institutions in Australia. Where persons have not advanced beyond Year 10 in the Australian secondary school system, assistance is available for a two year programme.

### *Tertiary Education Assistance Scheme*

The Tertiary Education Assistance Scheme (TEAS) is intended to assist Australian students in approved courses at universities, colleges of advanced education, teacher education colleges, and other approved tertiary and technical institutions. The legislative basis of the Scheme lies in the *Student Assistance Act 1973* and its accompanying Regulations.

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1986, the maximum rates of living allowance are \$2,477 per year for students living at home, and \$3,821 per year for students qualifying for the living away from home rate or independent rate. Students qualifying for a living allowance are eligible for an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which are still charged. TEAS does not cover tuition fees. A dependant's allowance for a dependent spouse and an allowance for each dependent child are also payable. The dependent spouse allowance for 1986 is \$42.70 per week, and \$16.00 per week is paid for each dependent child. Students who receive the away from home rate, or who must live away for their spouse to undertake their course may be eligible for a fares allowance which provides for the reimbursement of up to two single and two return trips per year between their permanent home and the institution at which they are studying. For dependent students, the maximum allowance includes a payment of \$5.25 per week to compensate for the loss of family allowance for the student.

### *Aboriginal Study Assistance Scheme*

Adults who are Aboriginal or Torres Strait Islanders may receive assistance through the Aboriginal Study Assistance Scheme to further their education. They may pursue studies in a wide range of formal courses or be assisted through the preparation of special courses, according to their needs.

### *Postgraduate awards*

A number of awards are available each year for full-time students undertaking postgraduate studies towards the master's degree at universities and colleges of advanced education or towards a doctorate at a university.

Award holders receive a living allowance of \$8,126 per year. From 1 January, 1986, additional allowances which are paid subject to certain conditions include:

- (1) a dependent spouse allowance of \$42.70 per week;
- (2) a dependent child allowance of \$16.00 per week for each child;
- (3) a maximum thesis allowance of \$250 for a master's degree candidate, and \$4000 for a PhD degree candidate;
- (4) an establishment allowance of \$100 and \$200 respectively, for single and married award holders;
- (5) a fares allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an incidentals allowance of \$70 or \$100 per year towards the cost of fees such as SRC, union, and sports fees.

From 1 November 1978, the above allowances, except establishment allowance and fares allowance, were considered as taxable income to the student.

**GOVERNMENT STUDENT ASSISTANCE SCHEMES, NUMBER OF STUDENTS  
RECEIVING ASSISTANCE AT 31 DECEMBER, VICTORIA**

Scheme	1979	1980	1981	1982	1983	1984
Victorian Government –						
Senior scholarships (a)	215	200	200	..	..	..
Commonwealth Government –						
Secondary allowances	6,743	7,573	7,641	7,911	15,387	18,612
Assistance for isolated children	894	925	902	748	845	996
Adult secondary education assistance	652	630	678	631	809	892
Aboriginal secondary grants	929	973	1,041	1,069	1,209	1,165
Aboriginal study grants	128	476	541	565	552	433
Tertiary education assistance	21,970	21,147	22,245	22,905	22,900	22,222
Postgraduate awards	645	538	629	749	750	862

(a) Discontinued from 1982.

### ADULT EDUCATION

#### General

In Victoria, the recurrent education of adults is provided for by university centres of continuing education and by a variety of tertiary colleges through community education and development programmes. Courses for adults are also provided under Technical and Further Education (TAFE).

There is significant community based provision through learning centres, learning exchanges, community care centres, community schools, continuing education centres (particularly in country areas), voluntary teaching networks, literacy groups, women's education programmes, teachers' centres, ethnic networks, discussion circles, and a variety of neighbourhood centres. These are often of a voluntary or semi-voluntary nature, although they may have been initiated by short-term provisions of the Country Education Project, Family and Community Services, and Regional Development Commission. Many have been assisted by the Victorian Department of Sport and Recreation, the Ministry of Education, and local government. They constitute a new trend in education and demonstrate the capacity of the community to develop alternatives to institutionalised adult education.

#### Council of Adult Education

Central to the provision of extra-vocational education in Victoria is the Council of Adult Education which was founded in 1946 and established as a body corporate by the *Council of Adult Education Act* 1981. The Council is funded within the TAFE sector and recognised as a major TAFE provider. The Council has the broad function of advising and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education.

The powers of the Council are vested in a Board consisting of not more than twenty-seven members, including the Director of Adult Education, an elected officer of the Council, three specified appointments and not more than twelve other appointments made by the Governor in Council, and not more than ten co-opted members.

Under the Director, a staff of 120 employees prepare and administer the Council's programme and community liaison. A further 76 staff (employed mostly on a fractional basis) are appointed in country centres to Local Advisory Committees. The teaching role of the Council is carried out by sessional tutors engaged by contract. Under this system, over 1,000 tutors presented programmes to 46,059 students in 1985.

There is a Council of Adult Education programme in operation on all except a dozen or so days each year. Weekend seminars, camps, educational tours, book discussion groups, over 60s programmes, literacy programmes, workplace education programmes, and a wide range of workshops are available to the public. A 'returning to study programme' gives adults the opportunity to gain a basic education at primary or lower secondary level or to study for the Higher School Certificate.

In 1985 the Community Programmes, Liberal Studies, Creative Arts, and Special Programmes Departments offered 3,000 short-term and long-term courses in the city and suburbs. The Council also serviced a network of 720 discussion groups with over 7,400 members in the Melbourne metropolitan and Victorian country areas with books, audio-visual materials, notes, and discussion guides. It gives financial, programming, and advisory assistance to 35 Local Advisory Committees in country Victoria. Its Resource Centre offers a variety of services to its students and general public from a stock of 70,000 books, journals, and audio-visual materials.

At an informal level, the Council assists the development of adult education by other agencies

throughout Victoria. With the development of community and school based enterprises in adult education, the role of the Council's staff as resource persons, facilitators, advisers, consultants, and promotional agents has increased rapidly and assumed a central role in the Council's contribution to adult education.

#### ADULT EDUCATION, COURSES AND ENROLMENTS, VICTORIA

Particulars	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Courses offered	1,693	2,149	2,845	3,120	2,832	3,000
General studies (a)	830	—	—	—	—	—
Access	181	284	287	238	162	166
Creative arts	682	701	813	1,020	849	1,155
Community programmes (a)	—	635	1,027	1,028	1,032	895
Liberal studies (a)	—	494	618	563	601	656
Special programmes (b)	—	35	100	271	188	40
Programmes based in workplace (b)	—	—	—	—	—	88
Students enrolled	38,131	44,056	48,613	46,997	48,298	46,059

(a) Reclassified in 1981.

(b) New programmes and reclassified departments in 1985.

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