

CHAPTER TEN

EDUCATION

State and Commonwealth Government responsibilities in education

The governments of the six Australian States and the Northern Territory have the major responsibility for education, including the administration and substantial funding of primary, secondary and technical and further education. The Commonwealth Government is directly responsible for education services in the Australian Capital Territory, administered through an education authority, and for services to Norfolk Island, Christmas Island and the Cocos (Keeling) Islands. The Commonwealth Government provides supplementary finance to the States, and is responsible for the total funding of universities and colleges of advanced education. Apart from its financial role, the Commonwealth is involved in initiating and co-ordinating policy and in maintaining a national perspective.

The State governments administer their own systems of primary, secondary and technical and further education through government departments responsible to State Ministers. In three States, a single Education Department is responsible for these three levels of education. In New South Wales, Victoria and South Australia, there is a separate body responsible for technical and further education.

An historical summary of the development of education in Australia since 1788 is included in this chapter. Detailed information on the education systems of the States may be found in the respective State *Year Books*. Chapter 27 of this *Year Book* provides details of the situation in the Territories.

Administrative structure of education at the national level

As mentioned above, the Commonwealth Government has direct responsibility for education only in the Australian Capital Territory and the external Territories. The Commonwealth Government, however, has special responsibilities for the Aboriginal people and for migrants, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. In July 1987 the Commonwealth Department of Education was merged with the Commonwealth Department of Employment and Industrial Relations, the Department of Science and the Office of Youth Affairs to become the Department of Employment, Education and Training. The education responsibilities entail grants to schools, student assistance, overseas students, awards and exchanges, technical and further education in the A.C.T., tertiary education, language policy, educational research and statistics, publications, Aboriginal education, multicultural education, Asian and women's studies, and education and the arts. The Department liaises with the media and community groups and produces a range of publications relating to education in Australia. Selected publications are listed at the end of this chapter.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants. This power has been used to provide financial assistance to the States specifically for educational purposes. There are two national commissions which advise the Commonwealth Government on the financial needs of educational institutions throughout Australia, these are the Commonwealth Schools Commission and the Commonwealth Tertiary Education Commission.

Generally, the Commissions are required to consult with State authorities (and, in the case of the Commonwealth Schools Commission, with the authorities conducting non-government schools) and such other persons, bodies and authorities as they think necessary before making recommendations to the Commonwealth Government on the amount of financial assistance required, both in general and for specific purposes, to meet the needs of each sector.

The National Aboriginal Education Committee (NAEC) is the principal adviser to the Minister for Employment, Education and Training and the Commonwealth Government on

all matters concerning Aboriginal education. The Committee has responsibility for providing advice on the educational needs of Aboriginal and Torres Strait Islander people and appropriate methods of meeting those needs.

Commonwealth Government education authorities also function as co-ordinating agencies for joint activity by the States and Territories in a number of fields. For example, the Australian Council on Tertiary Awards (ACTA), formerly the Australian Council on Awards in Advanced Education, seeks, in consultation with State co-ordinating bodies, to establish consistency in awards in advanced education and TAFE by establishing, maintaining and publishing a register of such awards.

A number of bodies at the national level have an important co-ordinating, planning or funding role.

- The Australian Education Council (AEC) membership is made up of Commonwealth and State Ministers for Education, and normally meets three times in each two years as a consultative body to consider matters of mutual interest, such as the material and personnel needs of schools and co-operation in educational developments generally. It is assisted by a Standing Committee including the Directors-General of Education in each State and the Secretary of the Commonwealth Department of Employment, Education and Training.
- The Conference of the Directors-General of Education normally meets twice each year. Matters discussed and decisions reached at the Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems. Under the auspices of the Directors-General Conference, regular meetings of senior specialist personnel are held.
- The Australian Council for Educational Research (ACER) is an independent national research organisation. The Council is funded by annual grants from each of the State and Northern Territory Governments and the Commonwealth Government, as well as from its own activities. The Council is involved in its own and contract research in co-operation with education systems and plays a central role in the areas of educational measurement and evaluation as well as research into learning and teaching and in the social context of education. The ACER acts as the Australian national centre for the program of international surveys of student achievement. Authority for ACER's policy rests with its governing council.
- The TAFE National Centre for Research and Development Ltd was established in 1980 and is a company limited by guarantee. The main sources of funding are the Commonwealth Government (50 per cent) and the States and Territories (on a per capita basis). Initially involved in curriculum development issues, the Centre's general research thrust is now aimed towards industries' requirements of TAFE, common skills across crafts, multi-skilling, skill formation and retraining. The National TAFE Clearing House within the Centre provides a service disseminating information on research and development activities within TAFE in Australia.

There is also a number of non-government organisations which have a co-ordinating role in education at the national level. These include the National Catholic Education Commission, the National Council for Independent Schools, the Australian Vice-Chancellors' Committee, the Australian Committee of Directors and Principals of Colleges of Advanced Education, the Conference of Directors of TAFE and the Australian High School Principals' Association.

HISTORICAL DEVELOPMENTS IN AUSTRALIAN EDUCATION

Schools

There was no provision for the education of children who arrived in Sydney with the First Fleet in 1788, and it was not until 1792 that any interest in their schooling was manifested. In that year the first school was established by Governor Phillip to cater for the colony's children, who by then numbered approximately 200. The first voluntary effort to establish a school was made later at Hawkesbury, the leading farming centre of the colony. As the settlers did not have the means to erect a school-house, the Governor had it built at

the expense of the Crown. The settlers signed an undertaking that they would pay an annual sum based on the amount of land granted by the Crown to them, to pay for persons employed to teach the children. This is the first instance of a "school-rate" in Australia, and was imposed before a similar rate was imposed in England.

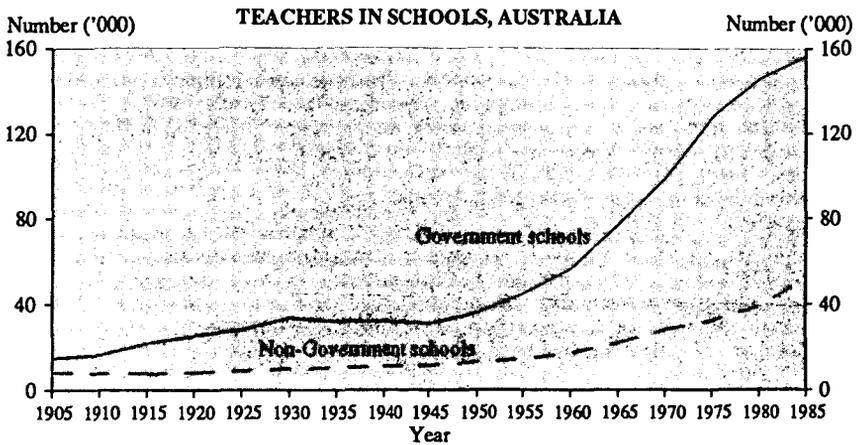
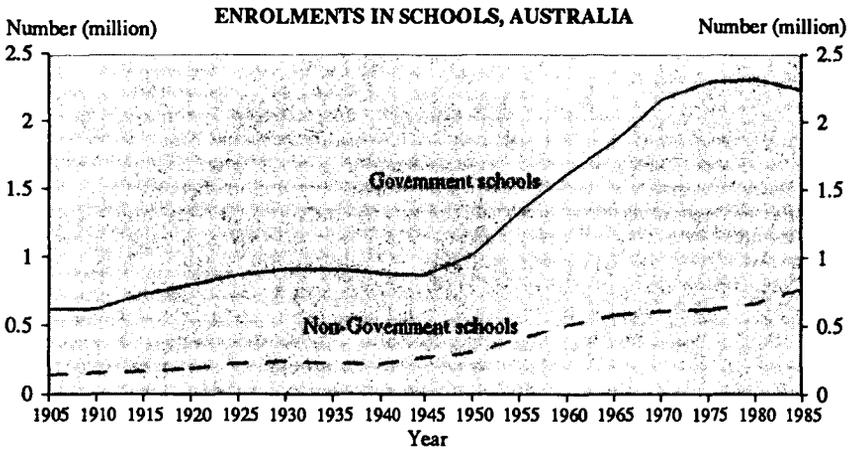
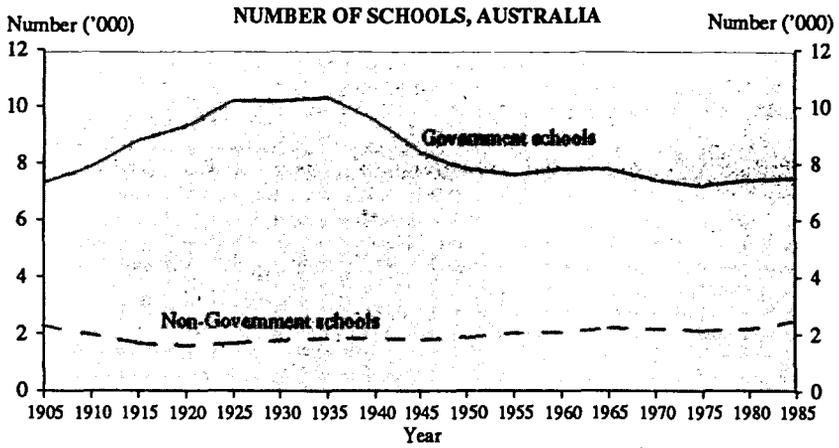
From 1810 schools were generally established by the various churches by means of grants from the State. The money was spent chiefly on teachers' salaries. Each school was wholly independent and there was no universal education system. In June 1844 the Legislative Council appointed a Select Committee to inquire into education in the colony. The Committee reported that the state of education was extremely deficient. At that stage there were 25,676 children between the ages of 4 and 14 of whom 7,642 received instruction in the State-aided denominational schools, 4,865 in private schools, while approximately 13,000 received no instruction at all. The report stated that the Committee was convinced of the superiority of a general system over a denominational system, and recommended that a uniform system be established for the whole of the colony. Such a system was introduced in 1848, when the Board of National Education was incorporated. A Board of Denominational Education was appointed to distribute the funds voted for denominational schools. For eighteen years these two rival bodies co-existed. It was not until 1866 that the long desired change was effected, when Sir Henry Parkes introduced the Public Schools Act. The provisions of this Act committed the administration of primary education to a single governing body, ensuring a greater measure of consistency in educational policy. Under this Act a Council of Education was incorporated and entrusted with the expenditure of all moneys appropriated by Parliament for primary education. The Council established and maintained public schools and was permitted to grant aid to denominational schools. The colony benefited greatly from the establishment of the Council of Education; modern school buildings and equipment were introduced, effective discipline was enforced, and systematic and progressive instruction arranged. The Council of Education was responsible for 259 public schools attended by 19,641 pupils and 310 denominational schools attended by 27,986 pupils. However, public feeling was that the work of public instruction, being of such magnitude and involving so large an expenditure from the public funds, should come under a department of the government and placed in the hands of a Minister directly responsible to Parliament. In 1880 an Act, the New South Wales Public Instruction Act, embodying these principles was introduced under the auspices of Sir Henry Parkes and became law.

When the Commonwealth of Australia came into being, education remained a State responsibility. From fragmented beginnings, all States developed consistent approaches to education and, by the early 1900s, primary education throughout Australia was compulsory and free. In most States there existed a liberal provision of scholarships and bursaries to higher State schools, secondary schools and universities.

A major problem facing all States was that of a small population spread across large areas. Portable schools were set up in temporary settlement areas such as the goldfields and sites of extensive railway works. Itinerant teachers travelled long distances teaching at pupils' houses. In Queensland, for example, during 1927, itinerant teachers' districts covered nearly 320,000 square miles, while a distance of 58,000 miles was travelled in visiting 1,139 children. All the States provided education by correspondence, for children in localities not reached by other methods. In 1927, over 3,500 children were on the roll of the Correspondence School of New South Wales. In 1951, Schools of the Air were established in the Northern Territory. Using two-way radio equipment, first developed by the Royal Flying Doctor Service, children hundreds of miles apart were able to share in the same lesson, with the teacher and pupils talking directly to each other. Schools of the Air now operate in New South Wales, Queensland, South Australia, Western Australia and the Northern Territory, serving children over an area of almost one million square miles.

The 1920s saw a considerable increase in school enrolments, with subsequent pressures on the education system. In New South Wales, the Minister drew attention to the disabilities under which the Education Department was labouring, owing to a shortage of teachers, and a lack of funds to provide necessary new buildings, equipment and renovations. The problem of teacher shortages was, for the most part, overcome by introducing a more liberal scale of salaries. However, the provision of new school buildings and equipment proved to be an ongoing problem.

As Australia's population increased, the sphere of education broadened and began to encompass other sectors of society. In each of the capital cities, well-equipped public libraries were established. In particular, the institutions in Sydney and Melbourne compared very



favourably with similar institutions overseas. Evening schools were established in a number of States. By 1935, New South Wales had 36 evening schools with an average weekly enrolment of 4,138.

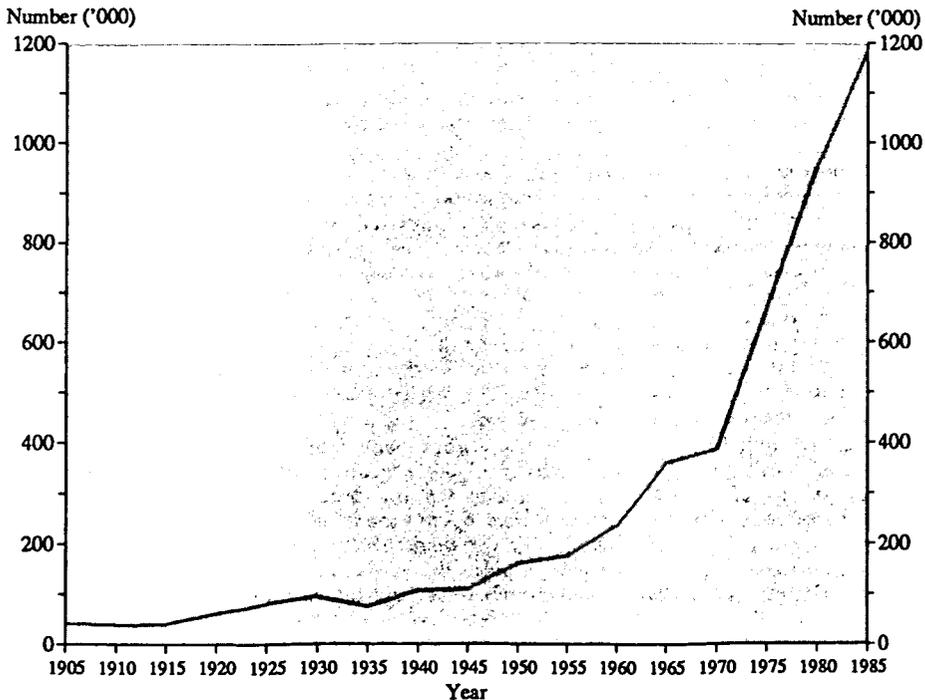
The Depression of the 1930s enveloped Australia in an acute economic crisis. During the most severe period, building programs were restricted, teacher training was cut back and the numbers of teachers (and their salaries) were reduced, but the numbers of pupils increased. The immediate effect of World War II on education programs was very similar to the experience during the Depression of the previous years. With the return of ex-military personnel to the teaching service, and the allocation of large sums of money for educational activities, the post-war years saw marked developments in education. New curricula appeared which were aimed at increasing the development of social skills. In those areas of Australia where Aboriginal people retained their own languages and communities, policies were implemented to meet their educational needs.

The Commonwealth Government currently has responsibility for migrant education for which State governments also contribute resources, particularly in school level programs. Major improvements in the general standard of services to migrant and ethnic groups, which took place during the 1970s, included an important development in the education field. The Commonwealth Schools Commission encouraged a flexible approach to teaching English as a second language to children from non-English speaking backgrounds, with funding for this purpose first being provided in 1970. By 1980, roughly one-fifth of total school enrolments was made up of students from non-English speaking backgrounds.

Technical education

Technical education was not regarded as being of great importance in the early years of the settlement of Australia, although technical instruction in mining received considerable attention in several States. The most notable of these was the Ballarat School of Mines in

ENROLMENTS IN TECHNICAL EDUCATION, AUSTRALIA



Note: The figures from 1965 onwards reflect a major re-organisation of Technical education. Prior to 1981 the data relate to gross enrolments. From 1981 the data relate to net students.

Victoria, which opened in 1870. A Technical Education Board was appointed in New South Wales as early as 1883, but was dissolved in 1889, and its functions carried on as a branch of the Public Instruction Department. The Sydney Technical College opened in 1892 and colleges were opened in a number of the larger country towns not long after.

In 1913 a conference was held in New South Wales between the education authorities, leading employers and employees with a view to re-organising technical education in that State. The decisions of this conference determined the future direction of technical education in Australia. Only those persons actually engaged as apprentices or journeymen were to be admitted to college classes. Advanced trade courses were introduced, as was a liberal scheme of scholarships.

Enrolments in technical colleges increased considerably with the return of servicemen from World War I, and in 1920 over 62,000 persons were enrolled at such institutions throughout Australia. By 1930 the main lines of technical education had been determined, but the field continued to expand and develop, growing from 86 colleges with 67,426 students in 1935 to 146 colleges and 159,310 students in 1951. The desire for the comparative economic security of skilled jobs, and the increasing demand for skilled workers stimulated public interest in all States. In 1975 a Technical and Further Education Commission was established, but in 1977 the Act which established the Commission was repealed. The *Tertiary Education Commission Act 1977* was brought into operation, establishing the Tertiary Education Commission (primarily concerned with inter-sectoral matters) and separate Councils responsible for the affairs of the specific sectors of technical and further education, universities and colleges of advanced education. Technical and further education (TAFE) has established itself as a mainstream sector of tertiary education in Australia. TAFE courses provide a wide range of vocational training for trade and technical occupations, serve as a stepping stone to semi-professional and professional qualifications as well as providing a range of adult education, leisure and general enrichment programs.

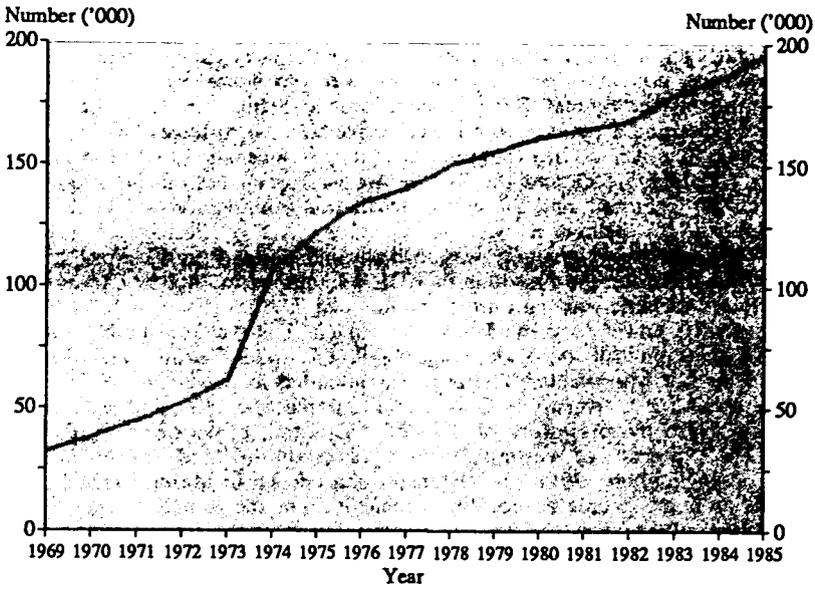
Advanced education

Colleges of advanced education in Australia were set up as a result of the recommendations of the Report of the Committee on the Future of Tertiary Education in Australia. In 1965 the Committee recommended, among other things, that there was a need for a greater diversity of tertiary institutions. It was also proposed that in each State an institute of colleges be set up which might include technical and agricultural colleges, specialist institutes and such new tertiary institutions as might be recommended. The Committee was anxious to see academic standards improved in the constituent colleges, and education in the technologies broadened. The Government accepted these recommendations and the Prime Minister, Mr Menzies, referred to the institutes of colleges as providing advanced instruction.

These new institutions became generally known as colleges of advanced education, and in 1965 the Commonwealth Advisory Committee on Advanced Education was set up to advise the Government on the levels of financial assistance to be provided to the States for the development of the new institutions. In 1971 a statutory body, the Australian Commission on Advanced Education, was established and it assumed the functions previously discharged by the Advisory Committee. From 1 January 1974 tuition and certain other fees were abolished at colleges of advanced education, universities, approved teachers colleges and technical colleges. In the same year the title of the Commission was changed to 'Commission on Advanced Education'. The early 1970s saw a rapid growth in the numbers of students enrolled in colleges of advanced education. This period also saw a considerable diversification in the range and type of courses available.

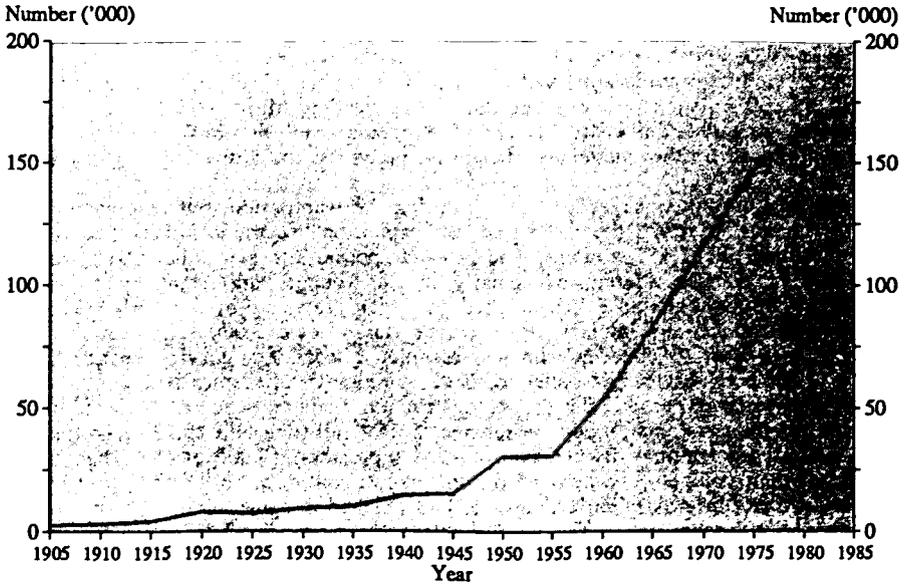
During the mid-1970s although student enrolments continued to increase, the total participation rates of 17 to 19 year olds in higher education fell sharply. The rate dropped from around 11 per cent in 1976 to around 9.5 per cent in 1981 before the trend was reversed. Increased participation and greater equity could only come about through greater opportunities and improved access, and the Commonwealth Government committed itself to creating and supporting additional enrolments. The Government looked to higher education to increase the output of skills related to economic and industrial growth, especially technological and scientific skills. After more than a decade in which the proportion of students continuing to the final years of secondary education had been unchanged (at about one-third of each class), there was a substantial increase, resulting in a greater number of students seeking places in advanced education institutions. This was due in part to the significant worsening of labour market opportunities in 1982-83, but it also reflected a growing recognition by students, their parents and the community generally, that a sound education had become increasingly important.

NUMBER OF STUDENTS IN ADVANCED EDUCATION, AUSTRALIA



Note: In 1973-74 Teachers Colleges became Colleges of Advanced Education.

NUMBER OF STUDENTS IN UNIVERSITIES, AUSTRALIA



Universities

The movement for the establishment of Australia's first university may be said to have originated as far back as 1825, with the institution of the old Sydney Grammar School. The original school was not, however, very successful. It was succeeded in 1830 by a trustee institution known as the Sydney Public Free Grammar School. In 1849 the proprietors of the institution presented a petition to the Legislative Council to have the College converted into a university. The Act of Incorporation of Sydney University received the assent of the Governor on 1 October 1850, and the first Senate was appointed on 24 December. Professorships were soon instituted, and the first matriculation examination was held in 1852.

The University of Melbourne was established by Act of Parliament assented to on 22 January 1853, and the University was formally inaugurated on 13 April 1855. Women attended lectures there for the first time in 1881. Established by Act of Parliament in 1874, the University of Adelaide was the third to be founded in Australia, and in 1880 became the first to be given the power to grant degrees to women. The Act to establish the University of Tasmania was assented to on 5 December 1889, and under Statute dated 13 April 1905, the Zeehan School of Mines and Metallurgy was affiliated to the University. The passing of the Act to establish the University of Queensland took place in 1909, and lectures were given on 20 March 1911, by professors of classics, chemistry, physics and mathematics, and engineering. The University of Western Australia was established under an Act which received royal assent on 16 February 1911, and the institution opened in March 1913.

To enable as many people as possible to benefit from the establishment of universities, extension lectures were soon commenced. Under this scheme, lecturers were engaged to provide classes and examinations at various suburban and country centres. Sydney University instituted these in 1886, and in 1892 a Board was appointed to administer them. The practice of extension lectures soon spread to other States.

In 1910, Government grants to universities totalled £51,760, whilst fees totalled £53,422. The Government grants were supplemented by substantial public donations.

In 1913 Workers' Educational Associations were formed in all States of Australia to bring the university into closer relationship with the general public. The work of the Association proved very popular and the movement grew quickly, aided by direct grants from State governments. By 1927 there were over 5,000 students throughout Australia participating, most of whom were taking three-year courses while working at their daily occupations.

Evening tutorial classes were established in various centres, and by the mid-1920s over sixty of these, attended by some 2,000 students, were in operation.

The Canberra University College was established under the Canberra University College Ordinance 1929, and by virtue of a regulation of the University of Melbourne, the College was empowered to provide approved lectures in a number of subjects. Lectures commenced in 1930, and 30 students were enrolled during that year. In March 1938, lectures commenced at the New England University College of Armidale, New South Wales. The College was initially governed by the University of Sydney, becoming the University of New England in 1954.

University enrolments receded slightly during the war period, but rose again in the last year of the war. In 1948, the rapid post-war expansion became strikingly apparent, with a peak enrolment of 32,453 students. The post-war period also saw a noticeable expansion in the range of courses offered, particularly in the younger and smaller universities. The Commonwealth Scholarship Scheme, based on a plan drawn up by the Universities Commission, was introduced in January 1951. Under this scheme 3,000 scholarships were made available each year to children who had completed secondary courses. In addition to this scheme, eligible ex-service personnel received training at universities and similar institutions at Commonwealth expense under the Reconstruction Training Scheme. Of the 53,466 persons who applied for assistance under the scheme, 24,992 full-time and 19,237 part-time students were selected for training. By the end of 1951 more than 18,000 of these had successfully completed their courses. The demand on universities continued to increase, and by 1962 the total enrolments in Australian universities had reached a figure of 63,317 (0.6 per cent of the population) compared with the early post-war peak of 32,453 (0.4 per cent of the population) in 1948. Major developments took place in the Australian university structure; the University of New South Wales was created from the earlier University of Technology in 1958; in the same year, Monash University was established in Victoria; in 1960 the Australian National University was reconstituted combining undergraduate and post-graduate

facilities; the University of Queensland set up the University College of Townsville in 1961; the University of New South Wales established the Wollongong University College in 1962; in 1965 the University of Newcastle was created from the Newcastle University College; in 1966 the University of Adelaide at Bedford Park became the Flinders University of South Australia; and in 1967 Macquarie University and La Trobe University were established in New South Wales and Victoria respectively. The 1970s saw a steady increase in the number of students enrolled in university courses, together with further progress in the development of universities. James Cook University, established as a university college of the University of Queensland in 1961, became autonomous in 1970. Griffith University, situated close to Brisbane, was the eighteenth to be established in Australia, and teaching commenced in 1975. Deakin University, Victoria's first non-metropolitan university, commenced teaching in 1977.

An important development took place in tertiary education with the abolition of tuition and certain other compulsory fees from 1 January 1974. By 1984, students enrolled in Australian universities totalled 172,678, an increase of almost 21 per cent in ten years. The age distribution of students underwent a change during this period. In 1974 the majority of students were in the 19 years and under, and 20 to 24 year age groups, 34.5 per cent and 36.4 per cent respectively. In 1984 the 19 years and under age group had fallen to 28.4 per cent and the 20 to 24 year age group had fallen to 32.2 per cent of total enrolments. The 30 to 39 year age group grew from 10.1 per cent in 1974 to 17.2 per cent in 1984, and the 40 years and over age group grew from 4.3 per cent in 1974 to 9.0 per cent in 1984.

From the establishment of Australia's first university in the 1850s the country now boasts 19 such institutions. Total enrolments are approaching 180,000 persons, whilst university staff, expressed in full-time equivalent units, exceed 35,000 persons full-time and 2,500 persons part-time, with universities in Australia now costing well over \$1.1 billion per annum of public funds.

As Australia celebrates the bicentenary of its colonisation, the education systems face new and demanding challenges. The rapid developments in high technology during the 1980s call for skills in new and different areas, whilst the extremely competitive job market demands that school leavers prepare themselves as fully as possible. The education systems must find ways of addressing these issues while still allowing those in the system to develop as individuals.

New developments in education

In making education more relevant to the economy, the Commonwealth is addressing the problem of skills shortages in the high technology industries. This is being achieved by encouraging more young people to complete Year 11 and 12, examining levels of participation in maths and science (particularly among school girls), encouraging young women to enter non-traditional skilled trades and engineering, and allocating a large number of new places in tertiary institutions to science and technical courses.

The Commonwealth Government has strongly supported greater participation in tertiary education. Record funding increases to tertiary education have created new places, especially in areas closely related to economic productivity.

The National Policy on Languages document released in May 1987 explores and makes recommendations on the need for all Australian children to learn both English and another language, with particular emphasis on community languages and languages of economic importance.

Other Commonwealth priority areas are:

- improving outcomes from primary education, especially junior primary, as the all important foundation for future learning;
- raising participation in senior secondary schooling by disadvantaged groups;
- improving the representation and attainment of girls across all subject areas of the curriculum;
- assisting teachers to bring about the necessary improvements.

Focussing resources in these priority areas should have an effect on Year 11 and 12 participation rates in future years.

Pre-school education

All States and Territories except one have a policy of making pre-school education universal for children in the years prior to school entry. A majority of the States and Territories have made considerable progress towards this goal. Most pre-schools are conducted on a sessional basis (i.e. sessions of two to three hours for two to five days per week). Pre-school programs generally favour the free play approach with emphasis on children's social and emotional development through creative activities. Parents often contribute by assisting at some sessions or by the purchase of play materials and educational resources. Attendance fees are not usually charged in those States where pre-schools are government-run, but in others, fees may be payable to private or voluntary organisations.

Primary and secondary education

Compulsory education

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania). Each State or Territory has its own specific requirements. The majority of children commence primary school at about 5 years of age, except in Western Australia, where they start at 6 years. Primary schooling generally begins with a preparatory or kindergarten year, followed by 12 grades to complete a full secondary course of study. While the final two years of schooling fall outside the compulsory stage of education, over two-thirds of students remain at school until Year 11 and nearly 49 per cent remain until Year 12. The proportion of students continuing to the final years of schooling has increased significantly since 1981, and in November 1986 the Minister for Education set a target of 65 percent of all students going on to Year 12 by 1992.

Non-government schools

All children between the prescribed ages must attend either a government school or some other recognised educational institution. While the majority of Australian children attend government schools, about one in four attend non-government schools at some stage of their school life. In the last few years, enrolments in the non-government sector have increased to 793,588 in 1986, i.e. more than 26 per cent of all school enrolments. Non-government schools operate under conditions determined by government authorities, usually registration boards, in each State and Territory. These conditions require that minimum education standards are met and that the schools have satisfactory premises. The majority of non-government schools are Catholic and there is a Catholic Education Commission in each State and at the national level. Most other non-government schools are under the auspices of, or run by, other religious denominations. The capacity of the Commonwealth Government to assist with the cost of educating children in denominational schools throughout Australia was upheld by the High Court in 1981.

Funding of schools

Primary and secondary education is free in government schools in all States and Territories. Fees for the hire of text books and other school equipment, however, may be charged, particularly in secondary schools. Most State governments provide financial assistance to parents under specified conditions for educational expenses. Assistance includes various types of scholarships, bursaries, transport and boarding allowances, many of which are intended to assist low-income families. The Commonwealth Government also provides a number of schemes of assistance to facilitate access to education. An estimated 99,200 secondary students aged 16 and over from low income families will receive assistance in 1987 under AUSTUDY, which has absorbed the former Secondary Allowances Scheme (SAS) and is described briefly in a later section.

The Country Areas Program, administered by the Commonwealth Schools Commission, provides special assistance to country schools. This program receives over \$10 million annually. The government assists selected students to undertake Master's and Ph.D. courses through the Post-graduate Awards Scheme; also provides living allowances for migrants in full-time English skills courses at colleges of technical and further education; and provides

funds to State education departments to facilitate the lending of video equipment and materials to isolated primary-age children.

Major responsibility for funding government schools lies with State governments which provide about 93 per cent of general running costs. The Commonwealth contribution represents about 7 per cent. The Commonwealth is the major source of public funding for non-government schools, providing about 65 per cent against the States' 35 per cent. The Commonwealth brought stability to schools' funding with the 1984 recurrent funding plan. As part of an eight year plan, the levels of general Commonwealth grants to government and non-government schools were set in legislation for 1985 to 1988, enabling schools to plan ahead with confidence.

In 1985, the Commonwealth introduced new general recurrent funding arrangements for government and non-government schools. These new arrangements provide stability and long-term security for both sectors by providing significant increases in funding over an eight year period to 1992. Grants for the four years 1985 to 1988 have been included in the legislation. A mid-term review of the policy has been undertaken, focussing on technical and administrative aspects.

Following the introduction of the funding plan in 1985, the Commonwealth Government negotiated resource agreements with all State government and non-government school system authorities. These make available the increases in general recurrent grants and direct them to improving education outcomes within priority areas, by means of agreed projects.

In 1987, the Government decided that new arrangements should apply to the administration of the general element of the Capital Grants Program for non-government schools. As from 1988, capital funds are being paid as block grants to authorities formally approved for this purpose. Most Catholic Education Authorities and Associations of Independent Schools have expressed interest in block grants.

School organisation and operation

Primary schooling provides a general elementary program lasting for 7 or 8 years until Years 6 or 7. Students enter secondary schools at Year 7 in some State systems and at Year 8 in others. Secondary education is generally comprehensive and co-educational. Most students attend schools reasonably near to their homes. Usually primary and secondary schools are separate institutions, but in some country areas there are area or central schools which provide both forms of schooling. Non-government schools follow a similar pattern, but a significant though declining proportion are single sex institutions. In Tasmania and the Australian Capital Territory, attendance for the final two years of government schooling is at separate secondary colleges.

Generally, schools in Australia have a considerable degree of autonomy. Most State departments have established regional administrations which are responsible for matters such as planning school buildings and deploying staff while a central curriculum unit provides general guidelines on course planning. In general, individual schools determine teaching and learning approaches within the guidelines and offer options within resources available and the attitudes and interests of students. Some systems encourage school-based curriculum development and, in the case of the Australian Capital Territory, school-based assessment in place of external examinations. While schools usually have a parents' association, there has been encouragement of greater community participation in general decision-making at school level in some systems through parent representation on school councils and boards.

Specialist services and programs provided in schools include educational or vocational counselling by a permanent or visiting teacher, English as a Second Language program by specialist teachers (especially in schools with significant numbers of children from non-English speaking backgrounds), special programs designed to assist Aboriginal school children (including the widespread use of Aboriginal teachers' aides and bilingual education programs in communities where the children's first language is an Aboriginal language), a variety of programs for gifted and talented children, and remedial assistance for children with learning difficulties.

Primary education

In the lower primary years the main emphasis is on the development of basic language and literacy skills, simple arithmetic, moral and social education, health training and some creative activities.

In the upper primary years there is development of the skills learned in the earlier years. English, mathematics, social studies, science, music, art and craft, physical education and health are studied. There are also optional subjects such as religious instruction and, in some schools, foreign and community languages and instrumental music.

Students in Australian primary schools usually have only one teacher for all subjects, and are promoted each year on the basis of completing the previous year, rather than on achievement. In schools where open plan learning styles have been adopted, the method of team teaching (more than one teacher to a class) and multi-age grouping of students is often practised.

Secondary education

In some systems, the first one or two years of secondary school consist of a general program which is followed by all students, although there may be some electives. In later years a basic core of subjects is retained with students being able to select additional optional subjects. In other systems, students select options from the beginning of secondary school.

The core subjects in all systems are English, mathematics, science and, usually, a humanities or social science subject. Optional subjects may include, for example, a foreign language, a further humanities or social science subject, commerce, art, crafts, music, home economics, a manual arts subject, agriculture, physical education or health education. Some schools offer optional courses in subjects such as consumer education, conversational foreign languages, shorthand, typing, road safety, drama and leisure-time activities.

In senior secondary years, a wider range of options is available in the larger schools and there is an increasing trend towards encouraging individual schools to develop courses suited to the needs and interests of their students, subject to accreditation and moderation procedures.

Victoria is the only State which retains a system of secondary technical education. These schools offer a wide range of elective technical subjects. In the Northern Territory, two Aboriginal residential colleges assist Aboriginals to participate in secondary education.

Students in Australian secondary schools generally have different teachers for each separate subject area, though, like primary schools, variations may occur where open planned or more flexible methods have been adopted. Promotion is, again, generally chronological, but students may be grouped according to ability after an initial period in unstreamed classes.

Examinations and assessment at each level are carried out by individual schools except Year 12 in the systems which have retained external examinations at Year 12 level. Students attaining the minimum school leaving age may leave school and seek employment, or enrol in a vocationally oriented course in a TAFE institution or a private business college. For many TAFE courses, completion of Year 10 of secondary school is a minimum entry requirement. For those continuing to the end of secondary school (Year 12), opportunities for further study are available in TAFE institutions, universities, colleges of advanced education and other post-school institutions. The latter include non-government teachers colleges and a few single purpose institutions such as the Australian Film, Television and Radio School, the Australian Maritime College and the National Institute of Dramatic Art.

Students' eligibility for entry to universities and colleges of advanced education is assessed during, or at the end of, the final two years of secondary schooling. Five States and the Northern Territory use different combinations of school assessment and public examinations. In Queensland and the Australian Capital Territory eligibility to enter higher education is determined from moderated and standardised school assessments. Several education systems are currently reviewing their senior secondary school assessment procedures.

Other schooling arrangements

Children may be exempted from the requirement of compulsory attendance if they live too far from a school or suffer a physical disability. These children usually receive correspondence tuition. Special schools are available in larger centres for socially, physically and mentally handicapped children in cases where they are not catered for in special or regular classes in ordinary schools.

In addition to correspondence tuition there are provisions for children in isolated areas. Schools of the Air operate in New South Wales, South Australia, Queensland, Western Australia and the Northern Territory. Schooling for the children of Aboriginal groups in

remote areas of the Northern Territory is conducted by Aboriginal teaching assistants supported by visiting teachers from established schools.

Special education is provided by State governments and non-government authorities in specialist schools, in special classes or units in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their childrens' special needs. The Commonwealth Government provides funds to State authorities to assist in the upgrading of special education facilities.

Boarding facilities are available at some non-government schools mainly in the larger towns and cities. A small number of government schools, in particular those catering for groups such as Aboriginals, have residential hostels close by.

SCHOOLS, STUDENTS AND TEACHING STAFF BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), AUSTRALIA, 1986

	Government schools	Non-government schools				All schools
		Anglican	Catholic	Other	Total(a)	
Number of schools	7,589	107	1,712	677	2,496	10,085
Number of students—						
Males	1,134,704	38,669	290,894	68,142	397,705	1,532,409
Females	1,073,097	32,955	290,129	72,799	395,883	1,468,980
Persons	2,207,801	71,624	581,023	140,941	793,588	3,001,389
Number of teachers(b)—						
Males	62,974	2,428	11,264	4,193	17,885	80,859
Females	85,360	2,661	21,919	5,923	30,503	115,863
Persons	148,334	5,089	33,183	10,116	48,388	196,722

(a) Includes special schools administered by government authorities other than the State Departments of Education in Victoria and Western Australia. (b) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA

	1981	1982(a)	1983(a)	1984	1985	1986
GOVERNMENT SCHOOLS						
Males	1,179,428	1,171,506	1,173,036	1,162,979	1,147,561	1,134,704
Females	1,119,975	1,111,459	1,107,986	1,097,572	1,083,272	1,073,097
Persons	2,299,403	2,282,965	2,281,022	2,260,551	2,230,833	2,207,801
NON-GOVERNMENT SCHOOLS						
Males	344,017	355,964	368,321	r379,652	389,385	397,705
Females	343,979	355,718	366,463	r377,400	385,951	395,883
Persons	687,996	711,682	734,784	r757,052	775,336	793,588
SCHOOLS						
Males	1,523,445	(a)	(a)	r1,542,631	1,536,946	1,532,409
Females	1,463,954	(a)	(a)	r1,474,972	1,469,223	1,468,980
Persons	2,987,399	(a)	(a)	r3,017,603	3,006,169	3,001,389

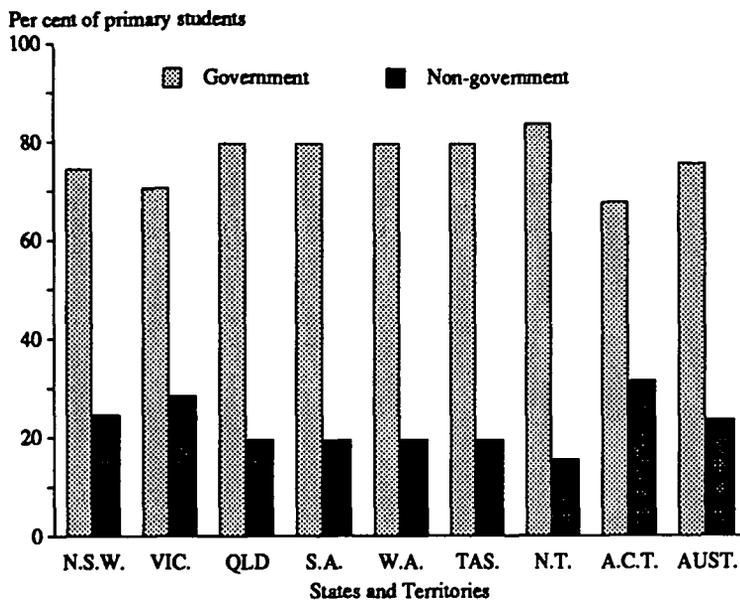
(a) The government and non-government school sectors have not been totalled for 1982 and 1983 as the two sectors vary in scope and coverage for those years. In addition, care should be exercised when comparing data in this publication with that prior to 1982 and 1984 for the government and non-government series respectively.

NUMBER OF FULL-TIME STUDENTS BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATIONS), SEX AND LEVEL/YEAR OF EDUCATION, AUSTRALIA

Level/Year of education	Government schools	Non-government schools (a)				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
1985								
Primary—								
Pre-year 1(b)	119,805	1,615	35,281	5,273	42,169	83,541	78,433	161,974
Year 1	181,293	1,975	45,594	6,913	54,482	121,923	113,852	235,775
Year 2	179,257	2,017	45,184	6,809	54,010	119,778	113,489	233,267
Year 3	178,631	2,354	45,124	6,802	54,280	119,399	113,512	232,911
Year 4	181,233	2,664	46,191	7,139	55,994	121,494	115,733	237,227
Year 5	186,022	3,507	48,243	7,744	59,494	126,128	119,388	245,516
Year 6	192,495	4,093	49,506	8,439	62,038	130,783	123,750	254,533
Year 7(c)	72,454	1,482	14,420	2,878	18,780	46,651	44,583	91,234
Ungraded	9,817	22	544	1,255	1,821	6,993	4,645	11,638
Total primary	1,301,007	19,729	330,087	53,252	403,068	876,690	827,385	1,704,075
Secondary—								
Year 7(d)	122,114	6,048	35,057	9,217	50,322	88,483	83,953	172,436
Year 8	202,857	9,267	50,887	15,362	75,516	142,200	136,173	278,373
Year 9	203,253	9,301	50,340	15,117	74,758	141,237	136,774	278,011
Year 10	181,360	8,954	47,035	13,791	69,780	127,775	123,365	251,140
Year 11	120,362	8,481	34,274	12,150	54,905	86,543	88,724	175,267
Year 12	74,745	6,855	24,815	9,901	41,571	55,713	60,603	116,316
Ungraded	5,701	20	560	448	1,028	3,743	2,986	6,729
Total secondary	910,392	48,926	242,968	75,986	367,880	645,694	632,578	1,278,272
Special (e)—								
Primary	6,766	19	237	1,193	1,449	5,109	3,106	8,215
Secondary	2,576	9	202	787	998	2,211	1,363	3,574
Not identifiable as primary or secondary	10,092	—	128	1,813	1,941	7,242	4,791	12,033
Total special	19,434	28	567	3,793	4,388	14,562	9,260	23,822
Total students	2,230,833	68,683	573,622	133,031	775,336	1,536,946	1,469,223	3,006,169
1986								
Primary—								
Pre-year 1(b)	124,417	1,756	36,448	5,827	44,031	86,361	82,087	168,448
Year 1	180,110	2,048	46,375	7,478	55,901	122,178	113,833	236,011
Year 2	177,382	2,086	45,936	7,296	55,318	119,499	113,201	232,700
Year 3	176,011	2,511	45,856	7,416	55,783	118,729	113,065	231,794
Year 4	177,111	2,778	45,819	7,556	56,153	119,518	113,746	233,264
Year 5	179,480	3,536	47,236	8,252	59,024	122,159	116,345	238,504
Year 6	184,491	4,172	48,879	8,909	61,960	126,406	120,045	246,451
Year 7(c)	70,818	1,524	14,354	3,259	19,137	46,296	43,659	89,955
Ungraded	9,997	10	201	1,323	1,534	6,954	4,577	11,531
Total primary	1,279,817	20,421	331,104	57,316	408,841	868,100	820,558	1,688,658
Secondary—								
Year 7(d)	114,638	6,293	35,405	9,746	51,444	85,251	80,831	166,082
Year 8	189,799	9,156	50,653	15,601	75,410	135,901	129,308	265,209
Year 9	200,966	9,673	50,493	15,953	76,119	141,132	135,953	277,085
Year 10	189,773	9,522	49,219	15,442	74,183	133,074	130,882	263,956
Year 11	124,392	8,975	36,060	13,354	58,389	90,000	92,781	182,781
Year 12	82,515	7,534	27,311	10,752	45,597	61,038	67,074	128,112
Ungraded	5,608	19	207	398	624	3,691	2,541	6,232
Total secondary	907,691	51,172	249,348	81,246	381,766	650,087	639,370	1,289,457
Special (e)—								
Primary	5,568	15	244	532	791	3,922	2,437	6,359
Secondary	3,020	16	259	472	747	2,303	1,464	3,767
Not identifiable as primary or secondary	11,705	—	68	1,375	1,443	7,997	5,151	13,148
Total special	20,293	31	571	2,379	2,981	14,222	9,052	23,274
Total students	2,207,801	71,624	581,023	140,941	793,588	1,532,409	1,468,980	3,001,389

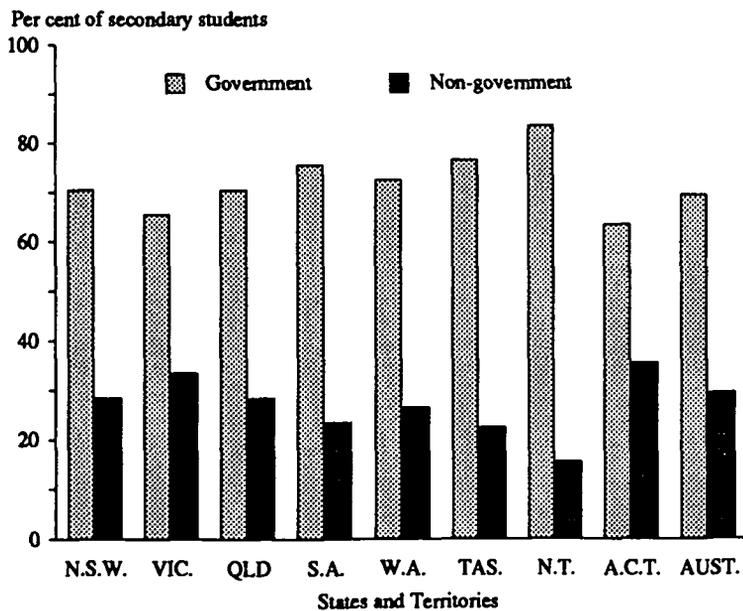
(a) Includes full-time students attending special schools administered by government authorities other than the State Departments of Education. (b) Pre-year 1 comprises *Kindergarten* in N.S.W. and A.C.T., *Preparatory* in Vic. and Tas., *Reception* in S.A. and *Transition* in N.T. (c) Year 7 is primary education in Qld, S.A., W.A. and N.T. (d) Year 7 is secondary education in N.S.W., Vic., Tas. and the A.C.T. (e) Attending special schools.

PRIMARY STUDENTS (a): PERCENTAGE IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS, STATES AND TERRITORIES, 1986



(a) Excluding students in special schools.

SECONDARY STUDENTS (a): PERCENTAGE IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS, STATES AND TERRITORIES, 1986



(a) Excluding students in special schools.

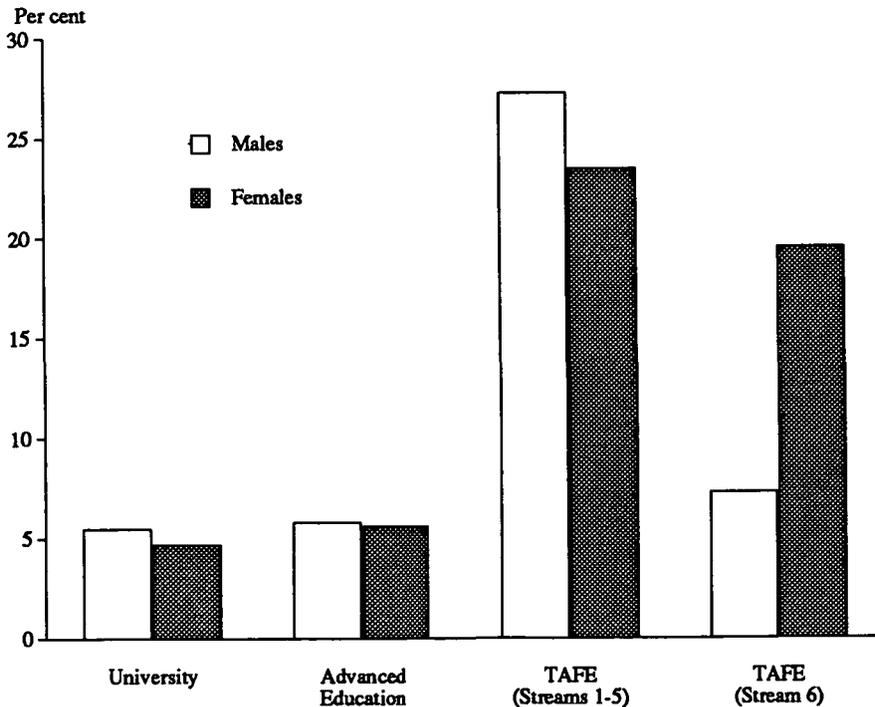
Tertiary education

Tertiary education is provided in universities and colleges of advanced education (which are known collectively as higher education institutions) and in technical and further education institutions. Higher education institutions are self-governing, established in the States under State legislation. Technical and further education institutions operate as part of State-wide TAFE systems. Tuition fees are not charged for Australian students undertaking award courses in government funded tertiary education institutions. An administration charge was introduced for higher education students in 1987. Some institutions offer full fee courses for overseas students.

A recent development in Australian tertiary education has been the establishment of private institutions. By way of example the Bond University of Technology has been established in Queensland. It will operate on a fee paying basis and plans to take its first students in 1988.

At the national level, the Commonwealth Government, through its Department of Employment, Education and Training, provides a number of schemes of assistance for Australian students to facilitate access to education. A brief description of these schemes was given in *Year Book* No. 64 and a list of these schemes is included in the statistical table 'Student Assistance Schemes' (see page 430).

STUDENTS IN TERTIARY EDUCATION: SECTOR AND SEX, 1985



Technical and further education—TAFE

The major part of technical and further education in Australia is provided in government administered institutions variously known as colleges, schools, or centres of technical and further education. There is also some TAFE provision in some colleges of advanced education, agricultural colleges and adult education authorities. These institutions are spread widely

throughout Australia in both metropolitan and country areas. They vary greatly in size and in the scope of their educational provisions, though the largest tend to be located in metropolitan regions. TAFE institutions operate from early February to mid-December, in either three terms or two semesters depending on the institution.

Each of the States provides the bulk of the finance for its own institutions. The Commonwealth Government provides supplementary funds to the States on the basis of recommendations from the Commonwealth Tertiary Education Commission.

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. Courses may be designed to supplement previous training, to provide specialised instruction in particular aspects of job skills, pre-vocational training prior to employment, preparatory or bridging instruction to permit entry to a chosen vocational course or adult education for personal interest, leisure or general enrichment purposes. Courses may be classified into the following six streams: professional, para-professional, trades, other skilled, preparatory and adult or further education. Courses in the first two streams lead to the award of a diploma or associate diploma, in the third and fourth streams to a certificate, while the less formal shorter courses in the fifth and sixth streams do not lead to any qualification. The majority of TAFE courses are part-time, concurrent with employment, but there is also provision for full-time and external study.

There are additionally some non-government bodies which offer technical and further education of a non-apprenticeship nature. Business colleges offer courses in secretarial studies, while agencies such as the Workers Educational Association and a range of voluntary groups help meet adult education needs in the community.

The Commonwealth Tertiary Education Commission conducts an annual TAFE statistical collection. A key feature of the collection is its emphasis on the individual *student* as the unit of reporting rather than on enrolment.

TECHNICAL AND FURTHER EDUCATION: STUDENTS WITHIN EACH STREAM OF STUDY

(Source: Commonwealth Tertiary Education Commission)

Stream of study	Australia										
	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Males	Females	Persons
1984											
1. Professional . .	1,502	1,177	142	35	201	—	—	244	1,869	1,432	3,301
2. Para-professional	110,607	37,942	16,625	25,376	43,353	4,557	1,402	3,969	130,100	113,731	243,831
3. Trade—											
Basic trade	43,122	30,558	15,315	9,362	8,989	3,039	946	1,550	101,593	11,288	112,881
Post-trade . .	14,565	9,922	2,406	—	5,049	1,308	380	714	31,764	2,580	34,344
4. Other skilled . .	102,018	48,330	42,934	31,164	23,775	6,950	2,556	11,833	125,049	144,511	269,560
5. Preparatory . .	75,035	59,205	13,220	41,294	10,389	4,312	3,066	8,290	92,691	122,120	214,811
Total streams											
1-5 (a) . .	325,588	179,265	90,642	102,511	82,210	19,023	8,213	24,653	455,115	376,990	832,105
6. Adult education	109,564	115,043	75,762	36,970	56,038	19,515	7,766	7,858	121,441	307,075	428,516
1985											
1. Professional . .	1,813	1,029	131	27	231	—	—	315	2,036	1,510	3,546
2. Para-professional	117,505	40,366	17,917	24,854	48,710	4,537	1,537	3,853	136,877	122,402	259,279
3. Trade—											
Basic trade	40,887	31,562	14,326	8,357	8,223	3,212	1,023	1,669	96,522	12,737	109,259
Post-trade . .	15,506	9,016	2,680	—	2,489	1,321	303	791	29,184	2,922	32,106
4. Other skilled . .	101,184	56,147	52,455	32,070	18,180	8,125	3,408	11,285	131,967	150,887	282,854
5. Preparatory . .	74,018	63,618	16,789	35,379	10,296	3,853	4,324	9,242	91,017	126,502	217,519
Total streams											
1-5 (a) . .	329,382	192,930	104,298	96,357	81,026	19,882	9,856	25,463	461,550	397,644	859,194
6. Adult education	123,715	132,269	79,936	38,442	47,849	21,501	5,188	8,457	125,394	331,963	457,357

(a) The sum of the stream of study components does not add to the total as students enrolled in two or more streams have only been counted once in the total.

NOTE: The collection methodology precludes the net number of students in Streams 1 to 5 being added to the net number of students in Stream 6. The resultant figure would contain multiple counting to the extent that students undertaking programs in Streams 1 to 5 may also be enrolled in Stream 6 programs during the reference year.

TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 1 TO 5) BY MODE OF ATTENDANCE, SEX AND AGE GROUP, AUSTRALIA
(Source: Commonwealth Tertiary Education Commission)

Age group (years)	Mode of attendance								
	Internal		External		Multimodel		Total		Persons
	Males	Females	Males	Females	Males	Females	Males	Females	
1984									
Under 17	39,492	34,620	583	716	306	253	40,381	35,589	75,970
17	33,597	18,877	553	872	369	300	34,519	20,049	54,568
18	40,881	20,991	861	1,119	485	449	42,227	22,559	64,786
19	36,022	17,253	946	1,141	489	396	37,457	18,790	56,247
20-24	89,161	56,119	6,219	4,938	1,691	1,203	97,071	62,260	159,331
25-29	47,798	38,628	6,432	3,431	1,135	671	55,365	42,730	98,095
30-39	61,911	67,618	8,614	4,836	1,495	1,086	72,020	73,540	145,560
40-49	25,812	35,437	3,029	1,954	426	429	29,267	37,820	67,087
50-64	12,521	21,109	1,347	987	169	155	14,037	22,251	36,288
65 and over	3,677	5,102	295	219	32	20	4,004	5,341	9,345
Not stated	25,001	32,894	3,470	3,006	296	161	28,767	36,061	64,828
Total	415,873	348,648	32,349	23,219	6,893	5,123	455,115	376,990	832,105
1985									
Under 17	39,699	33,800	748	886	318	415	40,765	35,101	75,866
17	33,332	19,157	599	1,021	331	391	34,262	20,569	54,831
18	39,809	21,579	943	1,363	525	517	41,277	23,459	64,736
19	34,015	17,328	1,025	1,306	551	538	35,591	19,172	54,763
20-24	86,775	57,699	6,343	5,350	2,261	1,691	95,379	64,740	160,119
25-29	49,927	41,305	6,711	4,294	1,489	953	58,127	46,552	104,679
30-39	65,436	72,489	9,454	6,075	1,850	1,489	76,740	80,053	156,793
40-49	28,045	39,433	3,331	2,468	536	698	31,912	42,599	74,511
50-64	13,391	22,186	1,350	1,142	190	227	14,931	23,555	38,486
65 and over	4,954	6,903	248	184	19	20	5,221	7,107	12,328
Not stated	25,980	33,364	1,090	756	275	617	27,345	34,737	62,082
Total	421,363	365,243	31,842	24,845	8,345	7,556	461,550	397,644	859,194

TECHNICAL AND FURTHER EDUCATION: TEACHING STAFF (a) BY TYPE OF APPOINTMENT AND ACTIVITY
(Source: Commonwealth Tertiary Education Commission)

Type of appointment and activity	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
1984									
Full-time									
TAFE only	5,105	4,139	1,829	1,634	1,513	515	230	442	15,407
Multi-sector	180	1,270	142	17	29	3	45	42	1,728
Total	5,285	5,409	1,971	1,651	1,542	518	275	484	17,135
Part-time	8,194	8,314	4,362	4,163	2,637	2,641	430	1,582	32,323
1985									
Full-time									
TAFE only	5,363	4,449	2,080	1,677	1,563	518	229	477	16,356
Multi-sector	121	891	136	17	18	3	48	47	1,281
Total	5,484	5,340	2,216	1,694	1,581	521	277	524	17,637
Part-time	8,722	9,785	4,620	4,391	2,642	2,237	736	1,817	34,950

(a) Excludes teaching staff engaged in teaching TAFE courses reported by:
 - New South Wales Board of Adult Education;
 - Australian Maritime College;
 - New South Wales State Conservatorium of Music (1985 only).

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have high probability of successfully completing a course. There is keen demand for places at many institutions and quotas are often placed on new enrolments at many of the larger

colleges with students able to enrol on a full-time or part-time basis and there are usually provisions for mature-age entry.

Colleges of advanced education emphasise undergraduate teaching more than research. Undergraduate courses offered are usually at diploma or degree level, although some associate diploma level courses are also offered. Colleges are able to offer post-graduate level courses, either at diploma or masters degree level. Most colleges have a commitment to part-time study, and many offer 'sandwich' courses, which provide a period of full-time study with associated periods of full-time employment. Some colleges also offer external courses.

Colleges of advanced education offer a great variety of courses embracing such areas as applied science, teacher education, liberal arts, business and secretarial studies and health science studies. The duration of a basic undergraduate course is two to three full-time years, at the conclusion of which an associate diploma, diploma or bachelor degree is awarded.

Some colleges may be large, diversified or multi-vocational institutions, while others are small single purpose institutions. There are 46 colleges of advanced education which can be broadly classified into the following categories:

- central institutes of technology;
- other multi-purpose metropolitan colleges;
- regional colleges;
- specialist colleges.

In addition there are two institutes of advanced education within universities.

The tuition system in colleges of advanced education is similar to that in universities. Lectures, tutorials and seminars are organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework.

Halls of residence are provided at some colleges of advanced education, principally those located in country areas. These can accommodate some, but not usually all, students enrolled at those institutions.

ADVANCED EDUCATION: STUDENTS BY TYPE OF INSTITUTION, AUSTRALIA

Course level	Type of institution					Other	Total
	College of advanced education	Institute of advanced education within a university	TAFE institution	Other Commonwealth institution	Other		
1985							
Course level—							
Masters degree	2,054	—	—	—	—	—	2,054
Graduate diploma	23,566	190	86	14	506	24,362	
Bachelor degree	104,299	1,203	1,361	119	546	107,528	
Diploma	32,371	931	1,000	109	1,137	35,548	
Associate diploma	19,408	628	2,748	37	127	22,948	
Miscellaneous (a)	2,637	8	80	33	33	2,791	
Total students enrolled	184,335	2,960	5,275	312	2,349	195,231	
1986							
Course level—							
Masters degree	2,464	—	—	—	—	—	2,464
Graduate diploma	25,251	179	77	17	498	26,022	
Bachelor degree	112,977	1,432	1,606	125	770	116,910	
Diploma	34,690	1,042	924	93	1,160	37,909	
Associate diploma	19,794	656	2,951	23	90	23,514	
Miscellaneous (a)	2,146	8	194	48	8	2,404	
Total students enrolled	197,322	3,317	5,752	306	2,526	209,223	

(a) Students who are enrolled in parts of advanced education courses, including single subjects, but who are not proceeding to an award of the institution.

**ADVANCED EDUCATION: STUDENTS BY COURSE LEVEL, TYPE OF ENROLMENT,
AGE GROUP AND SEX, AUSTRALIA**

	1981	1982	1983	1984	1985	1986
Course level—						
Masters degree	1,142	1,457	1,585	1,815	2,054	2,464
Graduate diploma	20,475	21,443	22,309	22,952	24,362	26,022
Bachelor degree	87,905	93,056	97,260	101,679	107,528	116,910
Diploma	37,911	33,562	35,266	34,581	35,548	37,909
Associate diploma	15,316	16,319	20,202	21,963	22,948	23,514
Miscellaneous (a)	2,318	2,751	3,271	2,830	2,791	2,404
Type of enrolment—						
Full-time internal	76,685	77,795	86,325	90,852	97,360	105,019
Part-time internal	64,913	65,992	67,754	67,679	68,759	72,263
External	23,469	24,801	25,814	27,289	29,112	31,941
Age (in years)—						
19 and under	45,095	45,684	48,404	49,957	53,693	58,102
20-29	74,759	75,431	79,984	81,358	83,776	88,594
30-59	43,670	46,366	49,689	52,729	56,453	61,360
60 and over	440	320	439	425	474	487
Not stated	1,103	787	1,377	1,351	835	680
Sex—						
Males	85,439	87,504	93,316	96,544	99,370	103,616
Females	79,628	81,084	86,577	89,276	95,861	105,607
Persons	165,067	168,588	179,893	185,820	195,231	209,223

(a) Miscellaneous students were not identifiable prior to 1980. Miscellaneous students are students enrolled in parts of advanced education courses, including single subjects, who are not proceeding to an award.

NOTES: The statistics prior to 1983 relate only to advanced education courses conducted at colleges of advanced education and institutes of advanced education in universities (former CAEs). The statistics for 1983 onwards relate to all advanced education courses conducted within any tertiary education institution in Australia.

ADVANCED EDUCATION: TEACHING AND NON-TEACHING STAFF, AUSTRALIA
(Full-time equivalent units, rounded to whole numbers)

	1981	1982	1983	1984	1985	1986
Teaching staff (a)—						
Full-time	8,781	8,605	9,012	9,079	9,401	9,738
Part-time	1,213	1,223	1,418	1,528	1,638	1,832
Total	9,994	9,828	10,430	10,607	11,039	11,570
Non-teaching staff (b)—						
Full-time	10,241	9,874	9,905	10,268	10,306	10,636
Part-time	974	995	966	1,027	1,063	1,132
Total	11,215	10,869	10,871	11,295	11,369	11,768

(a) The teaching staff statistics prior to 1983 relate only to the teaching of advanced education courses conducted at CAEs and institutes of advanced education in universities (former CAEs); the statistics for 1983 onwards relate to the teaching of all advanced education courses conducted within any tertiary education institution in Australia. (b) Non-teaching staff statistics for all years relate only to CAEs.

Universities

The university year in Australia normally runs from late February or early March to mid-December over three terms or two semesters depending on the institution. Normally students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting other persons who can demonstrate that they have a high probability of successfully completing a course. As with colleges of advanced education, there is high demand for places in universities and there are quotas on new enrolments in most faculties in Australian universities. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school.

UNIVERSITIES: STUDENTS BY COURSE LEVEL, TYPE OF ENROLMENT, AGE GROUP AND SEX, AUSTRALIA

	1981	1982	1983	1984	1985	1986
Course level—						
Doctorate(a)	6,378	7,040	7,195	7,485	7,805	8,064
Masters degree	15,443	16,341	16,338	16,488	16,749	17,366
Bachelor degree	132,372	131,992	133,275	135,605	137,490	142,183
Non-degree	12,418	12,030	12,542	13,100	13,432	13,870
Type of enrolment(b)—						
Full-time internal	99,924	100,357	102,801	106,019	107,427	110,670
Part-time internal	51,462	51,900	51,231	50,682	51,562	53,211
External	15,225	15,146	15,318	15,977	16,487	17,602
Age (in years)—						
19 and under	48,085	47,594	47,953	49,018	50,168	53,373
20-29	77,514	77,111	77,583	78,301	78,429	79,106
30-59	40,015	41,576	42,573	43,936	45,286	47,473
60 and over	839	952	1,095	1,232	1,416	1,462
Not stated	158	170	146	191	177	69
Sex—						
Males	95,414	94,354	94,508	95,157	95,146	96,703
Females	71,197	73,049	74,842	77,521	80,330	84,780
Persons	166,611	167,403	169,350	172,678	175,476	181,483

(a) Comprises Ph.D.s and doctorates other than Ph.D.s (b) Prior to 1983 full-time external students were included with full-time internal students. Since 1983 they have been included in the external category.

UNIVERSITIES: STUDENTS COMPLETING COURSES, BY SEX AND COURSE LEVEL AUSTRALIA

Course level	1981	1982	1983	1984	1985	1986
MALES						
Doctorate (other than Ph.D.)	43	51	45	47	54	59
Doctor of Philosophy (Ph.D.)	711	697	704	761	736	814
Masters degree	1,639	1,617	1,830	1,997	2,016	1,955
Post-graduate diploma	1,452	1,362	1,337	1,393	1,390	1,453
Bachelor degree	14,610	14,208	14,148	14,448	14,572	14,038
Total	18,455	17,935	18,064	18,646	18,768	18,319
FEMALES						
Doctorate (other than Ph.D.)	2	5	3	3	4	8
Doctor of Philosophy (Ph.D.)	184	204	202	195	213	247
Masters degree	617	623	754	846	872	934
Post-graduate diploma	1,662	1,599	1,507	1,634	1,684	1,611
Bachelor degree	10,872	10,999	11,579	11,470	11,879	12,493
Total	13,337	13,430	14,045	14,148	14,652	15,293
PERSONS						
Doctorate (other than Ph.D.)	45	56	48	50	58	67
Doctor of Philosophy (Ph.D.)	895	901	906	956	949	1,061
Masters degree	2,256	2,240	2,584	2,843	2,888	2,889
Post-graduate diploma	3,114	2,961	2,844	3,027	3,074	3,064
Bachelor degree	25,482	25,207	25,727	25,918	26,451	26,531
Total	31,792	31,365	32,109	32,794	33,420	33,612

The Commonwealth Government funds nineteen universities, most of which are located in the capital cities. Universities are autonomous institutions established under Acts of the appropriate parliament. The basic undergraduate course in most disciplines is three or four full-time years in duration, at the conclusion of which a bachelor degree is awarded. A further one to two years of full-time study is required for a masters degree, and three to five years for a doctoral degree. Universities also offer post-graduate diploma courses in some disciplines. All universities offer full-time and part-time courses, and some offer external studies. In 1986, 61 per cent of students were enrolled in full-time study. As well as providing undergraduate courses, Australian universities are centres of post-graduate study and research. Some universities have institutes or units involved exclusively in research and/or post-graduate teaching. In 1986, 14 per cent of university students were undertaking higher degree study.

Courses in Australian universities are normally organised in faculties or schools, and students generally elect to study in a number of subject areas, or departments, within a faculty or school. Universities will generally offer some, but not all, of the following courses of study: agriculture, architecture, arts, dentistry, economics, education, engineering, law, medicine, music, science and veterinary science.

The system of tuition in universities is normally by means of lectures, tutorials, seminars and supervised practical work. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework or of individual research.

Most universities have halls of residence on the campus which accommodate some of the students currently enrolled, usually those from remote or country areas. Student organisations on campus provide a wide range of sporting and social facilities for students.

UNIVERSITIES: STAFF BY TYPE OF EMPLOYMENT, AUSTRALIA
(Full-time equivalent units, rounded to whole numbers)

	1981	1982	1983	1984	1985	1986
Teaching and research staff—						
Full-time	10,692	10,499	10,353	10,454	10,539	10,655
Part-time	1,269	1,108	1,084	1,173	1,212	1,159
Total	11,961	11,607	11,437	11,627	11,751	11,814
Research only staff—						
Full-time	2,161	2,303	2,276	2,409	2,408	2,564
Part-time	83	83	66	63	36	89
Total	2,244	2,386	2,342	2,472	2,444	2,653
General staff—						
Full-time	22,040	21,643	21,752	21,981	22,324	22,481
Part-time	1,116	1,226	1,310	1,157	1,322	1,377
Total	23,156	22,869	23,062	23,138	23,646	23,858
All staff—						
Full-time	34,893	34,445	34,381	34,844	35,271	35,700
Part-time	2,468	2,417	2,460	2,393	2,570	2,625
Total	37,361	36,862	36,842	37,237	37,841	38,325

Programs which span the educational sectors

1987 saw the the introduction of AUSTUDY, a new Commonwealth scheme of financial assistance to secondary and tertiary students aged 16 and over. The Government spent almost \$680 million on student assistance in 1987. Income-tested and non-competitive, AUSTUDY replaces the former Tertiary Education Assistance Scheme (TEAS), Secondary Allowances Scheme (SAS) and Adult Secondary Education Assistance Scheme (ASEAS). With its allowance rates aligned from 1988 onwards with unemployment benefits, and with all rates being indexed thereafter, AUSTUDY is a major element in the Commonwealth Government's drive to increase participation in full-time education at the upper secondary and tertiary levels.

STUDENT ASSISTANCE SCHEMES

<i>Scheme</i>	<i>Number of students at 30 June 1987</i>	<i>Assistance (\$'000) 1986-1987</i>
Postgraduate Awards	2,494	20,866
Tertiary Education Assistance Scheme/AUSTUDY Tertiary	106,618	357,415
SAS/AUSTUDY Secondary	67,032	107,083
ASEAS/AUSTUDY Adult Secondary	3,359	11,280
Aboriginal Secondary Grants(a)	24,867	32,940
Aboriginal Study Grants(a)	13,440	38,960
Aboriginal Study Grants Overseas(a)	2	228
Assistance for Isolated Children(a)	13,150	22,707
English as a Second Language—		
Living Allowances (a)	557	2,108
Loan Video Program	—	1,300
Non-State Tertiary Institutions	—	306

(a) Total numbers assisted in the calendar year up to 30 June.

Under AUSTUDY the number of students to be assisted will increase substantially. Almost 238,000 students received AUSTUDY in 1987, compared with an estimated 187,000 under SAS, ASEAS and TEAS in 1986.

Assistance for isolated children has been substantially improved, with rates of allowance and income test levels brought into line with AUSTUDY.

A special allowance was introduced in July 1986 to fill the critical gap in provision for young people unable to live at home because of exceptional and intolerable circumstances. The Young Homeless Allowance gives this group the chance to stay on at school.

Aboriginal and Torres Strait Islander students remain the single most educationally disadvantaged group in Australian education. The government has increased education opportunities for Aboriginals and Torres Strait Islanders by:

- building better school facilities in Aboriginal and Islander communities through the Aboriginal and Torres Strait Islander element of the Commonwealth Capital Grants Program;
- developing support measures for Aboriginal and Torres Strait Islander students in tertiary education, including bridging courses and enclave programs;
- earmarking higher education places for Aboriginal students.

In March 1985 the Government announced changes to Australia's overseas student policy, to extend and improve provision for overseas students.

The policy has three elements:

- Sponsored students, mainly from developing countries, come to Australia as part of Australia's aid effort. These students are fully funded by Australia, through the Australian International Development Assistance Bureau.
- Private overseas students come to Australia to study at both secondary schools and tertiary education. The Australian Government provides subsidised places for some 18,000 overseas students. In higher education these students pay fees equivalent to 45 per cent of the cost of their places. These fees are also payable by private overseas students in schools and TAFE.
- The newest arm of Australia's overseas student policy is the marketing of Australian education for full-fee paying students. The high international reputation of Australian education standards creates the potential to earn significant export income.

Since the Commonwealth Government's 1985 decision to allow higher education institutions to offer full-fee courses, there has been a high degree of interest from overseas in courses offered in Australia or conducted 'off-shore' by Australian education institutions.

Expenditure on education

The aim of this section is to provide information on the extent and direction of both government and private expenditure on education in recent years. The figures have been compiled in accordance with national accounting concepts. For explanation of these concepts, reference should be made to *Australian National Accounts: Concepts, Sources and Methods* (5216.0), *Classification Manual for Government Finance Statistics, Australia* (1217.0) and also to *Commonwealth Government Finance, Australia* (5502.0), and *State and Local Government Finance, Australia* (5504.0), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector reflects in part the relative importance of that sector in the provision of education services, but it is also a reflection of the lack of detailed information relating to educational activities in the private sector. Information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate supply of education services and facilities. For more information on the extent and direction of both government and private expenditure on education, reference should be made to *Expenditure on Education, Australia* (5510.0).

Total expenditure on education

Total expenditure on education can be measured by adding together the final expenditures of the public and private sectors.

The figure derived for total expenditure on education can be regarded as a measure of the aggregate supply of education services and facilities and can therefore be related to the supply of goods and services available from domestic production (i.e. gross domestic product). Final consumption expenditure and capital expenditure on education, by sector, can also be related to gross domestic product. These relationships are shown in the following table.

Public sector

The statistics presented here for the public sector relate to those outlays which have been identified as being primarily designed to serve the purposes of 'education', broadly as defined in the United Nations System of National Accounts. Included, therefore, are outlays on administration and regulation of school systems and institutions of higher learning and educational research; on provision, inspection and support of primary and secondary schools, colleges and universities, technical training institutions, schools for the handicapped, adult education facilities, pre-school centres, etc.; on scholarships, etc.; and on subsidiary services such as transportation of school children and fare concessions. Expenditure on school medical and dental services and provision of free milk for school children are not included, as these are regarded as primarily serving the purpose of health.

AUSTRALIA: EXPENDITURE ON EDUCATION

Description	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
—\$ million—						
Government—						
General government final consumption expenditure	5,209	5,955	6,822	7,653	8,418	9,155
Gross fixed capital expenditure	636	625	617	653	733	849
Increase in stocks	-1	1	-1	1	-3	—
Final expenditure (1)	5,844	6,581	7,438	8,306	9,148	10,004
Personal benefit payments (2)	419	455	478	549	663	742
Grants to non-profit institutions	513	648	788	969	1,073	1,169
Other (3)	17	7	10	13	23	23
Total government outlay on education	6,793	7,691	8,714	9,837	10,907	11,938
Private—						
Private final consumption expenditure	775	941	1,104	(a)1,359	(a)1,512	(a)1,664
Gross fixed capital expenditure	101	137	160	196	177	175
Final expenditure (4)	876	1,078	1,264	1,555	1,689	1,839
Total final expenditure on education (1) + (4)	6,720	7,659	8,702	9,861	10,837	11,843
Total outlay on education (1) + (2) + (3) + (4)	7,156	8,121	9,190	10,423	11,524	12,608
Gross Domestic Product	118,829	135,188	152,756	167,534	189,257	209,775
—per cent—						
Percentage of Gross Domestic Product—						
Total government outlay as percentage of Gross Domestic Product	5.7	5.7	5.7	5.9	5.8	5.7
Total outlay on education as percentage of Gross Domestic Product	6.0	6.0	6.0	6.2	6.1	6.0
Total final expenditure on education as percentage of Gross Domestic Product	5.7	5.7	5.7	5.9	5.7	5.6
of which						
General government final consumption expenditure	4.4	4.4	4.5	4.6	4.4	4.4
Private final consumption expenditure	0.7	0.7	0.7	0.8	0.8	0.8
Government gross fixed capital expenditure	0.5	0.5	0.4	0.4	0.4	0.4
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1

(a) Revised since the 1983-84 edition of *Australian National Accounts: National Income and Expenditure* (5204.0) because of revisions to the component series 'current grants from government to non-profit institutions for education'.

Private sector

Final expenditure on education by the private sector consists of private final consumption expenditure on education services, and expenditure on new fixed assets—mainly by private non-profit organisations and financed in part by grants from public authorities for private capital purposes. Private final consumption expenditure on education services is an estimate of fees paid by persons to government schools (mainly technical and agricultural colleges), fees and gifts to universities and school fees (other than boarding fees) paid to non-government schools, business colleges, etc. Expenditure on such items as school books, uniforms, etc., and expenditure by parents associations on school equipment is not included, being treated in the Australian National Accounts as private final consumption expenditure on other goods and services (such as clothing, books, household durables, etc.). Private expenditure on new fixed assets is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

Commonwealth Government

Details of outlay on education by authorities of the Commonwealth Government are given in the following table.

COMMONWEALTH GOVERNMENT: OUTLAY ON EDUCATION CLASSIFIED BY
GOVERNMENT PURPOSE CLASSIFICATION
(\$ million)

<i>Government purpose classification</i>	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
041 Primary and secondary education	990.3	1,194.1	1,434.6	1,590.2	1,738.6	1,905.7
042 Tertiary education	1,845.9	2,045.6	2,276.3	2,500.6	2,770.5	3,000.0
0421 University education	950.2	1,085.9	1,196.8	1,293.4	1,385.2	1,506.0
0422 Other higher education	653.2	682.0	760.4	856.8	930.5	1,044.5
0423 Technical and further education	229.6	263.1	302.1	326.6	423.4	410.3
0429 Tertiary education, nec	12.9	14.5	17.1	23.8	31.4	39.2
043 Pre-school education and education not definable by level	74.5	82.7	89.9	94.9	99.8	89.0
0431 Pre-school education	31.4	33.1	33.5	33.4	33.2	16.7
0432 Special education	0.1	0.1	0.1	0.1	0.2
0439 Other education not definable by level	43.1	49.6	56.2	61.3	66.6	72.1
044 Transportation of students	2.6	3.6	4.1	4.6	5.3	5.4
049 Education, nec	19.5	20.1	17.0	16.5	18.1	12.3
Total outlay on education	2,932.8	3,346.2	3,821.8	4,206.8	4,632.3	5,012.5
Total outlay on all purposes	37,893.0	43,562.8	51,069.8	59,402.2	66,804.2	73,865.6
	—per cent—					
Outlay on education as a percentage of total outlay	7.7	7.7	7.5	7.1	6.9	6.8

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State and Local Government Finance, Australia (5504.0)

Expenditure on Education, Australia (5510.0)

Government Financial Estimates, Australia (5501.0)

Other Publications

Annual publications produced by the Commonwealth Tertiary Education Commission are:

Selected University Statistics

Selected Advanced Education Statistics

Selected TAFE Statistics

Publications produced regularly by the Department of Employment, Education and Training are:

Australian Education Directory

Directory of Higher Education Courses

Directory of Education Research and Researchers in Australia

The annual reports of the respective State education departments also provide detailed statistical information.