

## EDUCATION

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### SCHOOLS IN VICTORIA

#### General

The early history of education in Victoria shows that educational efforts in the Port Phillip District of New South Wales—later the Colony of Victoria—date from about 1833, when churches and private individuals provided a certain amount of tuition. However, by 1837, education was becoming a matter of public concern, and one of Melbourne's first public buildings, a small wooden school, was erected near the corner of William Street and Little Collins Street in that year.

A dual system already in operation elsewhere in New South Wales was established in 1848, comprising a National Schools Board which administered schools owned and operated by the Government, and a Denominational Schools Board which administered church schools receiving government financial aid. This system continued after the establishment of the separate Colony of Victoria in 1851, its many unsatisfactory features resulting in the Education Act of 1872 under which the Education Department was established in 1873.

A dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions, have to be registered with the requirements of the Council of Public Education (see page 587), which operates also within the framework of the Education Act.

Under Acts of the Victorian Government, tertiary education is supplied by the universities, the Victoria Institute of Colleges, the State College of Victoria, and the colleges controlled by the Department of Agriculture. Further education is also provided by the Council of Adult Education, the Adult Migrant Education Service, and by Technical and Further Education (TAFE) programmes.

The diversity of schools and the complexity of the educational system have developed because of the fundamental principle that children should have the opportunity to be educated according to their various abilities and aptitudes and that any differences should not be a limiting factor to the nature of facilities provided. Thus the need arose for special schools and such other distinctive features as rural schools, consolidated schools, correspondence tuition, and the provision of school transport.

**Further references:** *Schools Commission, Victorian Year Book 1979*, pp. 590-1; *National Inquiry into Teacher Education, 1980*, pp. 608-9

#### Education Liaison Committee

Representatives at senior administrative levels of the Education Department, the Catholic Education Commission of Victoria, and the Association of Independent Schools of Victoria form an Education Liaison Committee. While preserving the autonomy and difference of individual systems and schools, the Liaison Committee aims to make the best use of personnel and physical resources and to avoid the uneconomical duplication of facilities. Effective liaison and co-operation occur at the central, regional, and local levels.

## GOVERNMENT SYSTEM

## Education Department

*Administration*

Since its establishment in 1873, the Education Department of Victoria has assumed responsibility for a growing range of schools and services extending far beyond those of 1881, the ninth year of free, compulsory, and secular primary education for children to the age of fifteen years. The original leaving age was lowered to fourteen years last century but was restored to fifteen years in 1964. The Education Department is under the direction of the Minister of Education and the Assistant Minister of Education. Its permanent head is the Director-General of Education.

Owing to the extraordinary growth and scope of the Education Department (an organisation with a budget of more than \$1,548m, employing over 60,000 persons, owning 2,200 buildings, and educating 606,147 students in 1980), considerable re-structuring has been necessary and is still proceeding. The old tripartite division of administration into primary, secondary, and technical divisions organised in a vertical hierarchy underwent a series of major changes: the Teacher Education Division was established in 1961, the Special Services Division in 1968, and the Planning Services Division in 1974. As part of the continuing development of the new structure, the Personnel Division and the Building Operations Division came into being in 1977. The eight divisions have responsibilities and tasks spread horizontally across the three original divisions. The number of assistant directors-general was increased from one to four, plus a deputy director-general, these officers being selected by a sub-committee of Cabinet and appointed by the Governor in Council. The two most recent appointees assumed responsibility for finance and for curriculum and planning. The year 1974 also witnessed an expansion in the number of assistant directors appointed to oversee the various divisions.

The central administration is linked with teachers and schools through the work of eleven regional directors and eleven assistant regional directors, district inspectors, and members of the Board of Inspectors of Secondary Schools and of the Board of Inspectors of Technical Schools. Such senior administrators work as educational consultants in the schools, as assessors of educational progress of the schools and of the work of teachers, and as surveyors of educational needs. Decentralisation of the administration has been given considerable impetus, particularly since 1974, when a further eight administrative regions were added to the three created in 1972.

The eleven regional directors are management agents for the Department. They are responsible to divisional directors for the implementation of educational policy as determined by the Director-General's Policy Committee and approved by the Minister. They also have a response role in that they survey and analyse regional needs of students, teachers, parents, and schools, formulate these, and seek support at State level to meet such needs. Their work involves them in administering the emergency teacher scheme, school maintenance, planning for future educational expansion, in-service education, and the co-ordination, development, and integration of all forms of education. Their areas of responsibility vary from an upper limit of 50,000 children in the country to some 113,000 children in metropolitan regions.

Concurrent with this development has been the marked increase in autonomy granted to all schools in the determination of local administrative matters and educational policy in curriculum, techniques, and experimentation. The *Education (School Councils) Act 1975* has given increased authority to school councils and committees to carry out improvements and to employ ancillary staff. Councils may, for example, conduct general educational activities for the benefit of the local community, when the school property is not required for ordinary school purposes; they may also obtain contracts for, and supervise, works up to a cost of \$10,000. Indicative of the endeavour to increase community involvement in education is the representation of parental organisations on Departmental committees, the increasing use of school facilities by the public, and such experimentation as the introduction in some primary schools of educational boards on which parents are represented. In each case the emphasis has been on local community involvement and representation. In 1977, the Community Education Committee prepared

a book entitled *Community Education Policies and Guidelines for School-based Programs* to assist and encourage the use of school premises by the community.

In 1977, a special institute for the training of school administrators was established. Known as the Institute of Educational Administration, it provides specialist leadership training for principals and potential principals of government and non-government schools. The Institute's director is directly responsible to the Minister through a widely representative Council.

Throughout the 1970s, the Education Department has increased provision for participation in decision making at the State, regional, district, school, and community levels. State-wide administrative issues in education are the prime concern of the Director-General's Policy Committee, the Liaison Committee (representatives of government and non-government administration), and the Council of Public Education. To assist this decision making, the Planning Services Division provides expert advisory service to the Office of the Director-General and to senior officers of the Education Department in the areas of facilities planning, finance planning, statistics/operations research, Technical and Further Education (TAFE) services, community education, curriculum planning, school councils, Traffic Safety Education, and country education projects founded by the Schools Commission.

#### *Review of education policies*

Shortly after their appointment in May 1979, the Minister and Assistant Minister of Education announced that there would be a Ministerial Review of Education in Victoria. The review was designed to identify clearly the aims and objectives of education in Victoria, "and to determine the strategies, policies, structures and administrative changes best calculated to assist in achieving those aims and objectives".

The three main stages specified for the review were:

- (1) A Ministerial Statement on the "Aims and Objectives of Education in Victoria". This was presented to the Victorian Parliament in December 1979.
- (2) A Green Paper on "Strategies and Structures for Education in Victoria". A discussion paper offering a series of options for further study and consideration, this was presented by the Minister and Assistant Minister of Education in May 1980. This Green Paper resulted from the work of the Consultative Committee of educationists and interested lay persons formed to provide an independent perspective and to analyse submissions from the public. Meeting on 20 occasions in 34 weeks, the Consultative Committee considered material from 503 submissions, carried out 31 separate discussion sessions with individuals or representatives of organisations, and obtained opinions from groups which might otherwise not have been identified. The Green Paper thus provided a positive starting point from which those interested in the future of education in Victoria could "develop views and practical ideas designed to assist the Government in framing and implementing policies best equipped to achieve the aims and objectives of education". The further submissions arising from the public debate on the Green Paper were invited by 30 September 1980.
- (3) A Ministerial White Paper outlining "Strategies and Structures for the Achievement of the Aims and Objectives of Education in Victoria". Based on the results of the review's second stage, the White Paper was presented to the Victorian Parliament in December 1980.

#### *Building*

With an annual building budget of approximately \$150m, the Building Operations Division is one of the major constructing clients in Australia. During 1979-80, total funds available from State and Commonwealth sources for direct capital expenditure (excluding the Teacher Housing Authority and the Design Services Administration) amounted to \$132,789,369. Actual expenditure totalled \$131,418,450. Implementation of the Works Programme is the responsibility of this Division, which comprises the Building Operations Branch and the Programme Planning and Budget Control Branch.

The Core Plus concept implemented in 1978-79 continues to be reflected in the School Building Programme. Within this concept central core facilities such as library, art/craft, staff and administration, multi-purpose, canteen, and toilets, are accommodated in

permanent buildings. Classroom accommodation complementing these core facilities is provided in relocatable building stock.

The cost benefits accruing from this concept have been most gratifying and have enabled additional programmed projects to proceed which under the previous permanent design concept were not achievable.

In October 1979, the introduction of the Ecacentre (Education and Community Activity Centre) programme replaced the assembly hall programme. The new project saw the acceleration of the provision of facilities at post primary schools for gymnasias, assembly, and other education purposes. It absorbed and replaced the assembly hall and community education programme, thereby enabling many more schools to develop as valuable community education and activity centres. The new design is able to be constructed at half the cost of the former assembly hall design.

During 1979-80, eight new schools were completed, including four primary, one technical (stage one), and three special schools. In addition, two new high schools were opened in relocatable complexes in February 1980. Some 689 classrooms were completed in 1979-80.

### *Curriculum*

#### *Introduction*

Government schools in Victoria continue to exercise a major responsibility in curriculum. Within Departmental guidelines, school policies are determined by principals and their teaching staffs in consultation with parents and school councils.

Curriculum implementation and school organisation are matters for each school's professional staff. In these tasks teachers are assisted by a variety of in-service education activities and by a system of school self-evaluation known as "school review". Furthermore, advice is given by inspectors and curriculum consultants, and an extensive range of curriculum support services is provided from central, regional, and local bases. The co-ordination of these services is in the hands of the Curriculum Council, a group of senior administrators chaired by the Assistant Director-General (Curriculum and Planning).

#### *Curriculum Services Inquiry*

To assess the extent to which the curriculum support services were meeting the changing needs of the schools, a comprehensive Curriculum Services Inquiry was established by the Director-General's Policy Committee in November 1975. Comprising the Directors of Primary, Secondary, Technical, and Teacher Education, and of Special Services and Planning Services, the Curriculum Services Inquiry Committee was chaired by the Assistant Director-General (Curriculum). Its terms of reference provided for an examination of: the structure and functions of existing curriculum services; the extent to which these services were meeting schools' requirements at all levels; alternative structures and organisational arrangements for such services; and the introduction of new curricula initiatives.

The Curriculum Services Inquiry arose largely from the widespread, rapid educational developments during 1965 to 1975. It aimed at providing a complete overview and co-ordination of the wide range of services available to classroom teachers. It gave teachers the opportunity to present their views about the nature of support services they needed. The key point of the Inquiry was to find an answer to the question "How best can teachers be supported in their task of delivering satisfactory curricula to their pupils?"

Members of the teaching service and the public were invited to make submissions to the Committee before 31 March 1976, after which public hearings began. Information came from 476 written submissions, 187 hearings in person, and questionnaires sent to 2,000 teachers and administrators.

After discussions extending over almost two years, the Curriculum Services Inquiry Committee issued its report in July 1977. One of the main assumptions underlying the Committee's recommendations was that "the impact of accelerating social and economic change requires both curriculum planning and the provision of curriculum support services to be an on-going process subject to continuing review and modification". Discussion, response, and official proposals relating to the recommendations followed.

As a result of the report of the Inquiry, proposals for the comprehensive restructuring of the Special Services Division were submitted during 1978-80 to the Teachers Tribunal. By the end of 1980, new structures had been determined and largely implemented for: Counselling, Guidance, and Clinical Services; Library Branch; Publications and Information Branch; and the Audio-Visual Resources Branch. The staffing of these services with professional officers and professional appointees occupying permanent positions is expected to enable the further consolidation and development of their respective services.

Another important outcome of the Inquiry has been the establishment of the Curriculum Council, which has become the principal policy making body on matters concerning curriculum generally, and, through its specialised committees, is responsible for examining and approving curriculum projects to be undertaken, and for exploring new curriculum initiatives. In addition, it has the responsibility of co-ordinating policy development in curriculum with the developing policies of such other functional areas as building, finance, administration, and personnel.

Further recommendations of the Inquiry Committee are currently under review, the key aim being to help schools cater more efficiently and more adequately for the curricula needs of their students.

### *Curriculum in primary schools*

The curriculum covers a seven-year course from Preparatory year (children aged 4½ to 5 years) to Year 6, after which transfer to secondary education occurs.

Departmental guidelines for this curriculum are provided by the Primary Schools Division on the recommendation of the Curriculum Standing Committee for Primary Education, and subject committees in language, mathematics, science, social studies, health, art and craft, physical education, library, music, infant education, and multicultural education. These committees, which include non-Departmental members, are concerned with establishing priorities for expenditure on curriculum projects, the production of curriculum guides, priorities for in-service education, and the use of curriculum consultants. In 1980, a Computers in Education Committee and a Gifted Children Committee were formed to advise teachers of new developments in these important areas.

The major curriculum publication for primary schools in 1980 was *The Primary School Curriculum — a Guide for Victorian Schools*. This manual examines the curriculum responsibilities of the principal, staff, parents, and school council, and provides advice on school-based decision making in curriculum matters. In making such decisions, those concerned take into account not only the needs, abilities, and interests of the pupils, but also the nature and expectations of the local community. During 1980, revisions of additional mathematics guides were distributed to all schools.

Two major publications have been prepared for the 1981 school year: *Beginning Reading*, a guide to the teaching of reading to infants; and *A Guide to Music in the Primary School*, designed to assist teachers at all levels of the curriculum.

Publication has been resumed of *C-SCOPE*, the Primary Division's journal of latest thinking and policy planning by the various curriculum committees. Distribution is on the basis of one to each teacher, so that curriculum policy is made known to all members of the service.

While basic skill development is still the essential aim of primary education, a broader range of programmes is now being offered. These include after-school activities for "latch-key" children; anti-drug education; nutrition education; environmental studies; consumer education; pre-school reception programmes; second language studies; and, for most of the larger primary schools, the conduct of camping programmes.

A number of primary schools still retain secondary "tops". Such schools include higher elementary and central schools, central classes, the secondary correspondence section, and consolidated schools. The latter, established in country districts since 1944, have gradually lost their post-primary enrolments as high schools have been established in the same districts.

### *Curriculum in secondary schools*

Reference in the Ministerial Green Paper to core curriculum has stimulated discussion on this issue among teachers and other members of the school community. At this stage, the Minister's delegation of authority in curriculum matters to the school principal in consultation with the school community leaves the question to be resolved locally. The Core Curriculum paper distributed by the Commonwealth Curriculum Development Centre has proved timely, and has encouraged schools to maintain a broad view of core curriculum.

Most schools in fact maintain courses common to all students over most of the junior secondary curriculum, gradually increasing the proportion of electives in the middle school until in senior classes the core is normally reduced to English language studies. This approach has its critics, some maintaining that all senior students should share common studies on socially significant issues with which they are about to be confronted as young adults. Academically ambitious students cannot afford to be so diverted from their more remote studies unless the Victorian Institute of Secondary Education decides on such a core requirement.

*The Secondary Division's Schools' Handbook for 1980* brings together the curriculum outlines from each of the Division's schools and centres, and provides statistical summaries on organisation and conditions. It indicates that, while most schools maintain conventional organisation, there are well established variants using mini-schools or other vertical groupings to facilitate pastoral care and the individualisation of programmes. Increased pupil competence in basic skill is being sought by renewed emphasis on oracy as central to the learning process. This emphasis will be fostered by the inclusion of oracy in the assessments of English language achievement at the H.S.C. level. Mathematical education is seeking to restore to junior mathematics the relevance to concrete situations that had been lost in the rush to abstraction of new mathematics. The use of electronic aids and the development of computer awareness are becoming more common.

The apparently permanent shift in the economic structure is lending urgency to the schools' explorations of career and leisure education. Country communities in particular are increasingly demanding that technical and technological studies be available at the local secondary school. This reflects an awareness of the growing complexity of agricultural and other technology, but teachers with the necessary competencies are in short supply in the Technical Division, and scarcely exist within the Secondary Division, where trade qualifications are not acceptable to the teacher organisations.

Along with the demand of pupils for "saleable skills" is the consciousness of many teachers and parents that many pupils must inevitably experience disruptions and delays in their employment. This has augmented the interest in technical and craft skills and in arts, outdoor activities, and leisure education for their survival values.

Environmental awareness continues to grow, in association with outdoor education and with the emphasis given by science teachers and others to the need for social responsibility in science and technology. This is associated with growing concern for effective education in health and human relationships, and it is anticipated that school priorities in such matters will be reflected in changes in the content of and approaches to the traditional subjects rather than in extensive re-grouping into new subjects.

The flexibility for which the Victorian Institute of Secondary Education (VISE) is seeking with its increased use of options within H.S.C. Group I subjects, and of school planned and assessed Group II subjects, will also serve to accelerate the process of change.

The ethnic communities, which have increasingly influenced the pattern of living and enriched artistic expression, are in the field of education, among the conservative forces, favouring the traditional pattern of English, ethnic or foreign language, mathematics, science, geography, history, music, art, craft, and physical education.

### *Technical education*

There are two distinct components of technical education under the control of the Technical Schools Division of the Education Department. Full-time secondary technical education and post-secondary technical and further education (TAFE) programmes.

Ninety-six technical schools, together with secondary components in twelve technical colleges, provide a five-year secondary course designed to achieve the fullest possible

individual development of each student and to assist students to decide realistically on future educational and occupational specialisation. The majority of technical schools are co-educational, and others are being progressively converted. The curriculum aims at a balance of academic studies, creative experiences, and practical skills. The fourth and fifth year provide opportunities for a measure of specialisation according to students' interests and capacities. Because most technical school teachers are required to have two to five years industrial experience before undertaking teacher training, secondary technical education has a distinctive practical character.

Many technical schools also provide TAFE programmes, about one-third of the technical schools also providing tertiary orientation programmes for students wishing to prepare for entry to tertiary education.

Technical schools enjoy a high degree of curriculum autonomy under the general control of the Technical Schools Division and with the support of a variety of curriculum committees and consultants.

The Division's TAFE activities provide further vocational education at occupational levels other than the professional level. This responsibility includes retraining and the provision of preparatory courses which may be necessary for access to other TAFE courses, other tertiary courses, and/or employment. Certain special courses are provided specifically for disadvantaged groups such as the handicapped. Technical schools and colleges also provide, together with other agencies, community education concerned with personal and recreational development.

TAFE courses under the responsibility of the Technical Schools Division are provided in a variety of institutions. These include two TAFE colleges controlled by their own councils, eight TAFE components of colleges affiliated with the Victoria Institute of Colleges, twenty-one colleges established under the Schools Councils Act, TAFE sections in technical schools, the Army Apprentice School, and evening classes in high schools. As well as the courses offered through these institutions, a highly developed off-campus studies network allows students to study many TAFE courses at home. Fifteen off-campus studies co-ordinators have been appointed to the TAFE colleges to assist students enrolled in off-campus courses.

A TAFE board is responsible for recommending to the Minister of Education on overall policy and co-ordination of TAFE to ensure that TAFE effectively meets community needs. Eleven regional councils provide for local rationalisation of programmes.

Within the Technical Schools Division of the Education Department a system of standing committees, with majority representation from industry, provides a major input to curriculum development. In the proclaimed apprenticeship trades Technical Schools Division standing committees co-operate with trade committees of the Industrial Training Commission, which has final responsibility for apprenticeship.

#### *Special Services Division*

"Special Services" is the functional term used for those educational services that fall outside the scope of the general educational provision. More precisely, these services are special in that they extend across Divisional, Regional, and Systemic boundaries; and they respond to specific educational needs over a wider age distribution than could be encompassed within any other Division or combination of Divisions. Under the Division's present structure all services have been grouped within one or other of five main sections, each coming under the administrative control of an Assistant Director of Special Services. These sections are Special Education; Counselling, Guidance, and Clinical Services; Ethnic Education; Curriculum Services; and School Services.

**Further reference:** *Victorian Year Book 1980*, pp. 578-9

#### *Special Education*

Through its Special Services Division, the Education Department continues in its commitment to providing Special Education for handicapped children with an emphasis on the integration of children within regular schools wherever possible. In particular, developments are evident in the areas of Work Education, in the provision of specialised programmes for intellectually handicapped children and young persons who have been institutionalised, and in the network of Special Education Services for educationally retarded children attending regular schools.

For children who are more severely retarded, there are twenty Special Developmental Schools (formerly Day Training Centres administered by independent Committees of Management), with arrangements having been made for a further two centres to transfer to the Department from the beginning of the 1981 school year.

A new Day Special School has been established in Shepparton in a relocatable complex and a new school building completed at Ascot Vale will enable children now attending the oldest Special School, Fitzroy Special School, to be educated in accommodation of a very high standard. Programmes for handicapped persons of post-school age continue to be provided through evening classes at Day Special Schools in the areas of literacy, numeracy, social competency, homecrafts, art/craft, and driver education.

Educational services for socially disadvantaged children are provided in association with two reception centres and three children's homes, while education centres are located in five youth training centres and in eight prisons. Social adjustment centres continue to operate within five regular schools.

Education of children who are physically or sensorily handicapped is provided through a total of ten Day Special Schools as well as through two schools established within hospitals, while visiting teacher services are provided on a regional basis to support those children attending regular schools. The Glen Waverley Special School, a joint project between the Education Department and the Spastic Society, is now completed and occupied. The new Nepean Special School has also been completed and opened.

A range of Remedial Education services is provided through five Demonstration Units, forty-eight Special Education Units, and fifty-five Special Assistance Units. These facilities provide in-service education and consultative support for teachers and offer intensive teaching assistance to children experiencing learning difficulties with a view to their integration into the regular classroom.

There are currently seventy teachers providing homecrafts programmes within special education facilities. The programmes offered include food (practical nutrition), threads and textiles, human relationships, and social relationships. A new development in this field is a programme (at the Sunbury Annexe) on independent living skills.

**Further reference: Education of handicapped children in Victoria, *Victorian Year Book* 1978, pp. 619-22**

#### *Counselling, Guidance, and Clinical Services*

Counselling, Guidance, and Clinical Services is a school support service designed for teachers, parents, and children seeking specialist assistance because of severe learning difficulties, speech problems, poor motor skills, or other severe educational, emotional, and physical disabilities. The service is located in district centres enabling staff to know local teachers and to work together with a shared knowledge of the particular educational characteristics and needs of the local community.

The staff consists of guidance officers, psychology officers, social workers, welfare officers, speech therapists, and interpreters providing a variety of services to all children, particularly the handicapped.

Specific services provided include the training of Career Education teachers and the provision of a continuing support service to them, and a multi-cultural resources section to assist with a better understanding of the background, culture, and needs of ethnic groups within the community.

#### *Ethnic Education Services*

This section of the Special Services Division is responsible for Aboriginal education, adult migrant education, and child migrant education.

*Aboriginal Education Services Unit.* This Unit administers Commonwealth Department of Aboriginal Affairs funds for supplementary educational programmes for Aboriginals in Victorian schools. A 1979 survey of all schools in the State indicated that at least 2,500 Aboriginal children were enrolled in some 568 schools and pre-schools. Aboriginal children are in general given the same curriculum as non-Aboriginals, although some schools have introduced the study of traditional Aboriginal culture and contemporary Aboriginal affairs, together with a range of school projects specifically for Aboriginals. The Unit has an approved establishment of 12 seconded teachers and 55 other staff, including Aboriginal liaison officers and teacher aides. Places for Aboriginal students at



some teacher training institutions are subsidised under Special Entry Schemes. All programmes are planned and implemented together with the Victorian Aboriginal Education Consultative Group.

*Adult Migrant Education Services.* Through this Unit the Department conducts continuation classes, full-time accelerated courses, industrial language training courses, correspondence tuition, semi-accelerated part-time courses, advanced level courses, literacy groups, and specialised day-time women's classes. Responsibility is shared with the Commonwealth Department of Education for the volunteer Home Tutor Scheme of each-one-teach-one currently catering for 2,100 adults.

*Child Migrant Education Services.* The arrival of refugees from various countries has added a new and developing dimension to the Child Migrant Education Programme. Seven Reception Language Centres have been established to provide initial English instruction and orientation activities for newly-arrived refugee children with less than six months residence in Australia. Bilingual teacher aides are employed at the centres to assist teachers with communication and the compilation of background information cards on students to ensure their smooth transition into regular schools.

The service provides a consultative and advisory service on request to all teachers of migrant and refugee children from non-English speaking backgrounds in State schools, and where possible, in other education systems. The services include visits to schools and language centres to discuss TESL (Teaching of English as a Second Language), local in-service education programmes, multi-cultural programmes, and the teaching of community languages and English language classes for adolescent students. In-service education programmes are conducted centrally for principals and teachers and two regular publications entitled *Polycom* and *Communique* keep teachers informed on current developments in ethnic education including education for a multi-cultural society.

#### *Curriculum services*

The Curriculum Services section of the Special Services Division comprises: Curriculum and Research Branch; Music Branch; Physical Education Branch; the Drama Resource Centre; and the Arts Branch.

*Curriculum and Research Branch.* This Branch provides curriculum support services to schools through the development of syllabuses, courses, units of work, and teacher support materials. Major curriculum projects are currently being undertaken in the areas of art, general curriculum, health, language, mathematics, science, and social studies at the primary level. At the post-primary level, projects have been established in the subject areas of agricultural science, art, business studies, consumer education, English, economics, graphic communication, home economics, geography, history, humanities, legal studies, mathematics, media studies, modern languages, music, needlecraft, science, social science, and practical studies. In addition, research is being conducted by the Branch into the processes of reading, writing, spelling, and oral language.

*Music Branch.* Its range of services and activities include: in-service education; recording sessions in the studio workshop; the loan of specialist books and resources through the Library and Resource Centre; the organisation of some forty concerts (in conjunction with the Melbourne Symphony Orchestra and the ABC Melbourne Showband) for children from 602 primary and post-primary schools; a series of Instrumental Music Workshops for teachers and students; the distribution of music and other printed materials to schools; and the administration of School Music Camps (Rose Music) and the Gillies Bequest and Yamaha Foundation.

*Physical Education Branch.* A significant feature of the Physical Education Branch has been the increase to a total of 362 physical education teachers appointed in primary schools. The Branch has further developed a resource and information centre which distributed some 14,000 publications and supplied material on request to a total of 916 schools.

*Arts Branch.* A total of sixty-two specialist teachers provide a wide range of art/craft activities designed to complement the work of the classroom teacher, with the majority of programmes having three components — creative art/crafts, manual training, and pre-employment preparation. A Special Schools art adviser works in schools and institutions for handicapped children, conducting workshops and discussions and providing advice in

programme planning and implementation. A number of Special Schools have self-sufficient craft programmes where items produced are sold to the public, while others hold their own art exhibitions.

*Drama Resource Centre.* This Centre is involved in a range of activities designed to promote drama in schools, including: consultancy services on drama teaching and the use of drama as a general teaching method; a resource centre containing scripts, source books, video tapes, and work units; a "theatre in education team" working with a number of schools to develop specific programmes; and regional theatre teams at Ballarat and Benalla. The Centre also actively assists community groups involved in youth performing arts and is the liaison body for interstate and international contacts in drama and theatre.

#### *School Services*

The School Services Section of the Special Services Division consists of the following branches: Library; Audio Visual Resource Branch; School Forestry; School Camps; and Publications and Information. These branches provide inter-divisional and inter-systemic services, and are involved with in-service education programmes for teachers.

Among the significant School Services features and developments during 1979-80 were the following: an increase in the number of mobile library units and the successful completion of a three-year programme for the upgrading of library services to small schools; a further increase in the number of borrowings from the film library with the dispatch of some 120,000 films to schools; the extension of "outdoor-education" in-service training programmes; the establishment of Victoria's first school sanctuary for the preservation of features of historical interest; and the improvement of publication services through the standardisation of sizes and the extensive use of phototyping.

#### *Other Departmental curriculum support services*

Outside the ambit of the Special Services Division various special staffs operate. These include those working in such fields as the State Schools Nursery; the Gould League; TAFE Services; the History Section; and the Correspondence School.

The last of these fields serves children who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. In addition, tuition is available for Education Department teachers, members of the Armed Forces, inmates of institutions and prisons, and (as far as class vacancies permit) other adults. A basic adults' programme provides assistance in the skills of language and number. At 30 June 1980, the school had an enrolment of 683 primary and 3,100 secondary students, and a staff of 153.

Some noteworthy features of the other services mentioned above are as follows:

*State Schools Nursery.* During 1979-80, the Nursery supplied 1,460 schools with plant products, was visited by over 5,000 students on educational tours, provided on-site landscaping advice to 340 schools, and conducted evening courses for teachers. Large displays were mounted in the Exhibition Buildings for Garden Week and in the Fitzroy Gardens for *The Herald* State Garden Festival.

*Gould League.* Some 1,200 persons (teachers and the general public) made use of the League's Resource Centre during 1979-80. In-service programmes have been provided at all levels; State, regional, district, and school. Productions have included a number of teacher resource guides, as well as habitat reference and identification material.

*TAFE Services.* Established as part of the Planning Services Division, this is mainly concerned with the development of curriculum strategies for vocational education, analysis of community needs for TAFE programmes, TAFE research projects, the development of relevant information resources, and the provision of specialist services to TAFE colleges and the Technical Schools Division.

*History Section.* This Section researches and records the history of State education in Victoria, and provides an education history information service for teachers, students, the community, and officers of this Department. For centenaries and other special occasions, detailed accounts of school histories are compiled and supplied on request.

#### *Curriculum support services in non-Departmental organisations*

The Education Department continues to provide the services of teachers to various government, semi-government and other organisations, many of which offer educational

programmes to groups of visiting school children. Curriculum services are thus provided by seconded Education Department staff in places or organisations such as the Zoological Gardens; the Sir Colin Mackenzie Fauna Park; Sovereign Hill, Ballarat; the Pioneer Village, Swan Hill; the National Gallery and several provincial art galleries; the National Museum and the Science Museum; the Bendigo Trust; the Soil Conservation Authority; the Road Safety and Traffic Authority; the Social Biology Resources Centre of the University of Melbourne; Continuing Education Centres and other community centres; the Department of Agriculture; the Australian Broadcasting Commission; the Australian Council for Educational Research; the Law Institute of Victoria; the Victorian Arts Council; the Curriculum Development Centre; the Victorian Institute of Secondary Education; and the various subject associations.

#### *Other non-Departmental services*

The Council for Christian Education is responsible for religious education in State schools, including the employment of chaplains in post-primary schools. Through the Council's "Religion in Life" programme for primary schools, children study seven life themes: relationships, growth, communication, discovery, love, work and play, and worship. The programme seeks to encourage children to investigate the meaning of their own life experiences and to develop understanding of the Christian faith.

The Family Life Movement provides for schools, on request, programmes and speakers on human development and sexuality.

#### *Transport services and curriculum*

Without the transport services provided by the Education Department, many children would be unable to experience the particular curriculum best suited to their needs. By 30 June 1980, the 2,055 transport services provided were carrying 69,795 children and covering a daily distance of 148,074 kilometres. These services included one subsidised train, one subsidised railways-arranged bus, and 1,692 buses; 277 services catering especially for physically and intellectually handicapped children; and 84 temporary services for emergency purposes. To the cost of \$28.64m for 1979-80 must be added \$5.36m paid to parents for conveyance allowances. During 1979-80, the transport system was used by 37,796 government secondary students, 20,775 primary students, as well as 11,224 children attending non-government schools.

#### *Finance*

Finance for education in Victoria became available through the Consolidated Fund in accordance with the Appropriation Act passed each year by the Victorian Parliament during the Budget session. The Consolidated Fund receives money provided for education by the Commonwealth under the various States Grants Acts and all related amending legislation.

The Education budget comprises funds appropriated on a Divisional basis for recurrent purposes and funds appropriated for capital purposes through the Works and Services Account. Each Divisional Director is responsible for the operation of his Division in accordance with the recurrent funding appropriated for the Division. Overall co-ordination, control, and accounting of the Division are the responsibility of the Department's Finance and Accounts Offices in conjunction with Regional Offices throughout Victoria.

Total net educational expenditure for 1979-80 was \$1,439,046,000, an increase of \$101,637,000 or 7.6 per cent on the previous financial year.

The expenditure shown above differs from the figures on educational expenditure shown on pages 452 and 454 of this *Year Book* in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, debt charges, and payroll tax.

#### *Personnel*

##### *General policy*

The objective of the Personnel Division is to improve the relationship between the Department and its staff to the mutual advantage of both.

The Division is responsible for the personnel administration function relating to approximately 70,000 staff including teachers and administrators employed under the

Teaching Service Act, public servants employed under the Public Service Act, and various categories of employees of School Councils whose terms and conditions are determined by the Teachers Tribunal, Public Service Board, and a variety of State Wages Board Determinations.

To facilitate its work the Personnel Division divides its workforce into several branches, namely, Primary, Secondary, and Technical Teachers, Industrial Relations, Staff Development, Teacher Housing, Teacher Welfare, Leave and Public Service, and School Councils. The personnel computer system is nearing its final stages of development and provides a modern facility to enable personnel administration to be carried out more effectively. However, while many of the administrative personnel decisions concerning teachers are made by outside bodies in accordance with the Teaching Service Act, the lines of communication will remain long and time delays will continue.

Industrial unrest within the education system resulted in the Minister of Education convening a conference between himself, the Victorian Government, the Education Department, and teacher union representatives in March 1980, to examine the feasibility of a new framework of industrial relations between the Education Department and teacher unions. A large measure of agreement was reached and this culminated in a joint mission overseas to examine what aspects of successful overseas systems could be incorporated in any new legislation that might be the end result of the conference and subsequent discussions.

The overseas mission comprised the Minister, an Education Department official, and two union representatives. The Minister has now formed a working party of Government, Departmental, and union representatives to prepare a detailed report on proposed legislative changes.

#### *Teacher education and professional development*

Teacher education is undergoing a continual process of change at both the pre-service and in-service levels. The Education Department ceased to provide further studentships and scholarships from the beginning of 1979. A small number of students will graduate in the next two or three years with benefits and the award schemes will then have ended. The Education Department continues to offer subsidised accommodation to teacher trainees in halls of residence located in the Melbourne metropolitan area and at Bendigo, Ballarat, and Geelong.

The Victorian Inquiry into Teacher Education released its interim report in February 1980. This interim report emphasises the view that "teacher education is a continuing programme beginning with initial training and extending throughout the teacher's career by means of those in-service programmes that form such an important part of each teacher's professional development". This view is one shared by the Education Department, and union representatives to prepare a detailed report on proposed including study leave, is likely to continue.

The Teacher Education Division of the Education Department provides an integrated and cohesive service to teachers and intending teachers. Its network of operations provides information on careers in teaching to post-primary students, supports those who enter teacher training courses with professional course and career advice, liaises closely with training institutions, and facilitates initial employment applications and registration procedures.

The direct recruitment of overseas teachers ceased in May 1977, but programmes for the exchange of teachers continue to expand. For example in 1980, forty-five International Teaching Fellowships (I.T.F.) each of twelve months duration, were awarded to Victorian teachers. Japan was included for the first time in the programme, and negotiations are well advanced for exchange in three new countries. Twelve teachers were granted exchange to the United Kingdom by arrangement with the League for the Exchange of Commonwealth Teachers, and five teachers were awarded interstate exchanges. Twenty-eight teachers and three others were granted awards under the Schools Exchange and Travel Scheme which enables them to work in a variety of schools and institutions in Victoria and other States.

Teachers continue to strive for qualifications which enable them to be promoted to the top positions in the teaching service. In Victorian high schools, 87 per cent of teachers are

assessed as having four years of tertiary education, whereas in technical schools and primary schools the proportions are 68 per cent and 33 per cent, respectively. As the normal length of the pre-service course for primary teachers is three years (over 90 per cent are three year trained), the proportion of teachers holding the equivalent of four years of tertiary education is very high.

The demand for short in-service education courses for which no formal qualification is awarded continues to be high. This is despite continued cuts in available funds, because teachers see these activities as being directly related to improvements in classroom teaching.

Further references: State secondary education, *Victorian Year Book* 1962, pp. 206-9; State primary education, 1963, pp. 191-6; Educational administration, 1964, pp. 208-10; Audio-visual education, 1964, pp. 211-12; Technical education, 1965, pp. 207-17; Teacher training, 1967, pp. 480-4; History of Education Department, 1969, pp. 107-10; Development of curricula, 1969, pp. 479-81; Recent developments, 1970, pp. 479-80; Commonwealth aid to education in Victoria, 1972, pp. 435-40; Educational administration, 1974, pp. 467-9; Community schools, 1974, p. 469; Student counselling in Victoria, 1975, pp. 727-9; Victorian Education Department, 1976, pp. 176-9; Decentralisation in educational administration, 1979, p. 573; Special services division, 1980, pp. 578-9

## NON-GOVERNMENT SYSTEM

### Council of Public Education

#### *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.

#### *Registration of teachers*

Non-government schools in Victoria are not permitted to employ teachers who are not registered with the Council of Public Education or who do not have the Council'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 Council for the training of teachers. Each person applying for registration must provide documentary evidence of his academic and teacher training qualifications. The categories of teacher registration are primary, junior-secondary, secondary, and special subject.

#### *Registration of schools*

Before a non-government school can be registered, the Council of Public Education must be satisfied that it has adequate buildings, courses of study, and trained staff. Non-government schools are subject to inspection by inspectors of the Education Department. Each school is registered either as a primary, junior-secondary, secondary, or technical, or special school, or as a school of any two or more of such descriptions. The Council 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*

Non-government schools in Victoria are registered with the Council of Public Education. They 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 26 per cent of the Victorian school population, and in addition to teaching a wide range of subjects, they 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. Teaching methods are also similar, although there are increasing changes being made in the academic organisation within non-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.

**Further reference:** *Victorian Year Book 1979*, pp. 568-9

## **Catholic education**

### *General*

The majority of non-government schools in Victoria are Catholic. In 1980, there were approximately 161,000 pupils in Victorian Catholic schools.

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, principals of primary and secondary schools, primary and secondary teachers, and there are two parent representatives.

The CECV provides or appoints representatives of Catholic schools on many organisations, including the Victorian Institute of Secondary Education, the Council of Public Education, 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*

Fifteen 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, and in the larger parishes there may be two schools. In 1980, there were 366 parish primary schools, enrolling 95,151

pupils. A total of 2,486 primary pupils were also enrolled in 16 primary/secondary schools with primary classes; there were, in addition, 385 secondary students enrolled in parish schools which extend to secondary classes. There were eight special schools catering for children with varying special needs, and with a total enrolment of 247 children in 1980. Approximately 60 per cent of the parish schools in Victoria in 1980 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 liaises between schools and Catholic Education Offices.

#### *Secondary education*

In Victoria, in 1980, there were 122 Catholic secondary schools enrolling 66,135 students. Four of these schools are technical schools with 1,349 pupils enrolled, 16 are primary/secondary schools with 8,397 pupils enrolled, and the remaining 56,389 pupils are enrolled at 106 secondary schools. Catholic secondary schools are controlled either by a religious congregation which owns and maintains it, or by a Regional College Board which represents a number of parishes having priority of access to the school. An increasing number of senior positions are being opened to teachers other than members of religious congregations: in 1980, twenty-seven 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 7-10 establishments in the surrounding area.

#### *Tertiary education*

The main emphasis is on primary teacher education for both male and female students. The Institute of Catholic Education, which is a member of the State College of Victoria, incorporates Mercy College at Ascot Vale, Christ College at Oakleigh, and Aquinas College at Ballarat. These colleges, while emphasising pre-service education, have introduced a number of graduate diploma courses. A Diploma of Education (Secondary) is offered at Mercy College. 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 staffs.

#### *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 Catholic schools, belong to the Association of Independent Schools of Victoria (AISV) which is one of the constituents of the National Council of Independent Schools (NCIS).

The AISV is an association of non-government schools. Each member school appoints three delegates, a voting delegate who must be a member of its governing body, and two non-voting delegates one of whom will be a parent, and the other usually the principal of the school. The main function of the AISV is to consider the relationship of the schools to government and the public, nationally through NCIS and at a State level where appropriate.

Two bodies with whom the Association works in close co-operation are the Victorian branch of the Headmasters' Conference of Independent Schools of Australia (HMCISA) and the Association of Heads of Independent Girls' Schools of Victoria (AHIGSV). The Victorian branch of the Headmasters' Conference of Independent Schools of Australia consists of the principals of thirty-five schools with a majority of boys enrolled, and the Association of Heads of Independent Girls' Schools of Victoria is an incorporated body consisting of principals of non-government schools with a majority of girls enrolled: seven of these schools are co-educational and twenty-seven are single-sex girls' schools.

Through regular meetings, principals are kept informed on a wide variety of matters which affect their schools and receive reports from representatives working on various social and educational committees. These include the Incorporated Association of Registered Teachers of Victoria (IARTV), the Association of Independent Schools of Victoria, the National Council of Independent Schools, the Victorian Institute of Secondary Education (VISE), the Victorian Universities Admissions Committee, and the Australian Broadcasting Commission. There is regular communication between the two bodies and joint meetings are held as necessary.

Assistant 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 has two kinds of member: (1) corporately, all members of the Victorian Association of Teachers in Independent Schools, and all Victorian members of HMCISA and AHIGSA; 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 Council of Public Education, University of Melbourne Faculty of Education, Monash University Education Faculty



Board, the 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, the IARTV conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

### Primary and secondary education statistics

#### VICTORIA—NUMBER OF SCHOOLS REGISTERED, TEACHERS, AND PUPILS (a)

Year	Government			Non-government			Total		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
1976	2,164	40,543	624,707	586	10,723	201,083	2,750	51,266	825,790
1977	2,162	41,895	626,317	584	11,356	203,318	2,746	53,251	829,635
1978	2,152	42,981	623,609	600	11,882	207,160	2,752	54,863	830,769
1979	2,155	42,763	614,419	617	12,656	211,141	2,772	55,419	825,560
1980(b)	2,158	42,201	606,147	633	13,034	216,125	2,791	55,235	822,272

(a) First school day in August.

(b) From 1980 first school day in July.

#### VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS: CLASS OF SCHOOL: SEX OF PUPILS, 1980 (a)

Class of school	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,676	186,976	177,685	364,661	407	48,752	48,129	96,881
Primary-secondary	19	2,665	2,706	5,371	113	34,309	32,439	66,748
Secondary (b)	284	68,215	96,974	165,189	98	21,531	28,952	50,483
Secondary technical	108	49,893	14,101	63,994	5	1,349	265	1,614
Correspondence	1	667	837	1,504	—	—	—	—
Special	70	3,286	2,142	5,428	10	218	181	399
Total	2,158	311,702	294,445	606,147	633	106,159	109,966	216,125

(a) First school day in July.

(b) Excluding Secondary technical schools.

#### VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL: AGE AND SEX OF PUPILS, 1980 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Jewish	Other		
Under	M	22,426	6,214	360	180	39	217	310	7,320	29,746
	F	21,752	6,188	342	213	28	187	447	7,405	29,157
	T	44,178	12,402	702	393	67	404	757	14,725	58,903
6	M	25,755	6,893	440	232	47	199	322	8,133	33,888
	F	24,291	6,517	289	181	25	175	497	7,684	31,975
	T	50,046	13,410	729	413	72	374	819	15,817	65,863
7	M	26,725	6,794	427	223	55	186	332	8,017	34,742
	F	25,232	6,533	427	202	52	179	491	7,753	32,985
	T	51,957	13,327	296	425	107	365	823	15,770	67,727
8	M	28,273	6,989	482	256	52	156	349	8,284	36,557
	F	27,043	7,100	377	264	47	186	523	8,497	35,540
	T	55,316	14,089	859	520	99	342	872	16,781	72,097
9	M	28,833	7,234	541	352	64	176	348	8,715	37,548
	F	28,089	7,482	444	284	53	199	506	8,968	37,057
	T	56,922	14,716	985	636	117	375	854	17,683	74,605
10	M	27,032	7,222	710	390	67	141	353	8,883	35,915
	F	25,866	6,994	508	266	48	137	573	8,526	34,392
	T	52,898	14,216	1,218	656	115	278	926	17,409	70,307
11	M	26,734	6,867	710	457	55	123	306	8,518	35,252
	F	25,292	6,731	490	313	53	131	505	8,223	33,515
	T	52,026	13,598	1,200	770	108	254	811	16,741	68,767
12	M	3,335	942	88	42	13	18	68	1,171	4,506
	F	2,267	574	32	19	9	17	59	710	2,977
	T	5,602	1,516	120	61	22	35	127	1,881	7,483
13	M	125	50	3	—	—	—	6	59	184
	F	72	39	1	—	—	—	3	44	116
	T	197	89	4	—	—	—	9	103	300
14	M	8	1	—	—	—	—	1	3	11
	F	11	1	—	—	—	—	—	1	12
	T	19	2	—	—	—	—	1	4	23

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:  
AGE AND SEX OF PUPILS, 1980 (a)—continued

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Jewish	Other		
Over 14	M	38	—	—	—	—	—	—	38	
	F	49	—	—	—	—	—	—	49	
	T	87	—	—	—	—	—	—	87	
Total primary grades	M	189,284	49,206	3,761	2,133	392	1,216	2,395	59,103	248,387
	F	179,964	48,159	2,779	1,743	315	1,211	3,604	57,811	237,775
	T	369,248	97,365	6,540	3,876	707	2,427	5,999	116,914	486,162
Total special schools(b)	M	3,286	125	—	—	—	—	93	218	3,504
	F	2,142	124	—	—	—	—	57	181	2,323
	T	5,428	249	—	—	—	—	150	399	5,827
Total all primary pupils(b)	M	192,570	49,331	3,761	2,133	392	1,216	2,488	59,321	251,891
	F	182,106	48,283	2,779	1,743	315	1,211	3,661	57,992	240,098
	T	374,676	97,614	6,540	3,876	707	2,427	6,149	117,313	491,989

(a) First school day in July.

(b) All pupils at special schools are included under primary education.

M: Males; F: Females; T: Total.

VICTORIA—SECONDARY EDUCATION: TYPE OF SCHOOL:  
AGE AND SEX OF PUPILS, 1980 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Jewish	Other		
Under 12	M	662	170	104	54	3	9	29	369	1,031
	F	697	200	121	59	2	12	110	504	1,201
	T	1,359	370	225	113	5	21	139	873	2,232
12	M	21,450	5,289	1,297	1,022	132	139	402	8,281	29,731
	F	20,430	6,375	978	822	193	132	831	9,331	29,761
	T	41,880	11,664	2,275	1,844	325	271	1,233	17,612	59,492
13	M	24,760	6,020	1,449	1,051	163	117	370	9,170	33,930
	F	22,532	6,654	1,050	800	198	128	844	9,674	32,206
	T	47,292	12,674	2,499	1,851	361	245	1,214	18,844	66,136
14	M	24,268	5,305	1,356	1,005	145	102	389	8,302	32,570
	F	22,154	6,489	1,143	728	191	111	807	9,469	31,623
	T	46,422	11,794	2,499	1,733	336	213	1,196	17,771	64,193
15	M	22,808	5,005	1,492	1,133	150	105	303	8,188	30,996
	F	20,826	6,123	1,066	868	197	98	741	9,093	29,919
	T	43,634	11,128	2,558	2,001	347	203	1,044	17,281	60,915
16	M	16,426	4,092	1,331	984	138	106	253	6,904	23,330
	F	16,104	4,941	1,087	798	216	88	686	7,816	23,920
	T	32,530	9,033	2,418	1,782	354	194	939	14,720	47,250
17	M	6,778	2,579	1,011	739	118	73	227	4,747	11,525
	F	7,670	3,159	756	635	149	56	483	5,238	12,908
	T	14,448	5,738	1,767	1,374	267	129	710	9,985	24,433
18	M	1,369	420	140	102	19	6	80	767	2,136
	F	1,188	419	59	68	6	3	121	676	1,864
	T	2,557	839	199	170	25	9	201	1,443	4,000
19	M	286	44	6	10	—	1	21	82	368
	F	188	29	5	8	—	—	31	73	261
	T	474	73	11	18	—	1	52	155	629
20	M	90	8	—	1	—	—	9	18	108
	F	73	4	1	3	1	—	13	22	95
	T	163	12	1	4	1	+	22	40	203
21 and over	M	235	5	—	—	1	—	4	10	245
	F	477	12	—	—	—	—	66	78	555
	T	712	17	—	—	1	—	70	88	800
Total secondary pupils (a)	M	119,132	28,937	8,186	6,101	869	658	2,087	46,838	165,970
	F	112,339	34,405	6,266	4,789	1,153	628	4,733	51,974	164,313
	T	231,471	63,342	14,452	10,890	2,022	1,286	6,820	98,812	330,283

(a) First school day in July.

M: Males; F: Females; T: Total.

## EXAMINATIONS

## Victorian Institute of Secondary Education

The Victorian Institute of Secondary Education was established by an Act of the Victorian Parliament on 30 November 1976 as an autonomous statutory 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 present chairman, who is also Dean of the Faculty of Education at the University of Melbourne, has been chairman of the Institute since its inception in January 1977. The Executive

Secretary of the Institute is its chief executive officer and is supported by some eighty professional and administrative staff.

The objects 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 or 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".

The year 1981 has been important for the Institute as it has been the first year of the implementation of policy outlined in an earlier policy statement announced by the Institute in April 1978. In accordance with this policy, a break has been made with the traditional assessment procedures for HSC subjects and new curriculum and assessment procedures for year 12 courses have been introduced.

A major change for 1981 was the greater diversity of curriculum offerings arising from the availability of both Group 1 and Group 2 subjects, and the availability of Approved Study Structures. The range of fifty-four Group 1 subjects offered this year has included the traditional set of HSC subjects with three new Group 1 subjects: Computer Science, Physical Education, and Secretarial Studies. Group 2 subjects have included a wide diversity of study areas such as Slovenian, Classical Ballet, Psychology Value and Human Ecology, and Media Studies. In addition, four Approved Study Structures have also been offered.

The Policy Statement of 1978 stated that schools should "have a significant opportunity both to devise Year 12 curricula appropriate to their students and to participate in the assessment of those students". Increased involvement of schools in curriculum development and assessment procedures associated with the Higher School Certificate is clearly evident in two ways. The availability of accredited Group 2 subjects and Approved Study Structures which are totally school assessed is an important stage in the development of the Higher School Certificate. The inclusion of school assessment in the assessments in all Group 1 subjects represents a significant extension of a practice which has developed in a relatively small number of subjects in recent years.

Every curriculum offering has undergone a rigorous process of accreditation. By accrediting a subject or unit, the Institute indicates that it believes that subject or unit is educationally sound and appropriate for the Year 12 students for whom it is intended.

Much of the success of the Institute will depend upon a recognition by the community that because these matters are inter-related and highly complex, enduring developments and changes are more likely to be achieved by a process of evolution than through hasty decisions to meet isolated, though pressing, problems.

#### VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1976	1977	1978	1979	1980
Total entries	32,133	29,371	28,791	27,162	25,455
Number who attempted to pass fully	23,676	22,533	22,569	21,738	21,367
Number who passed fully	16,069	15,619	15,315	15,034	14,609
Percentage who passed fully	67.9	69.3	67.9	69.2	68.4

Further reference: *Victorian Year Book* 1980, pp. 592-3

#### Victorian Post-Secondary Education Commission

The Victorian Post-Secondary Education Commission which was foreshadowed in a Report on Post-Secondary Education in Victoria by a committee chaired by Emeritus Professor P.H. Partridge came into being 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. Its overall responsibilities involve consultation, co-operation, and recommendation.

The functions, powers, and duties of the Commission are specified in the *Post-Secondary Education Act* 1978. The main task of the Commission is clearly stated in

section 5(2) of the Act: "In carrying out its function under this Act the Commission shall aim to provide for the balanced development of all types of post-secondary education throughout Victoria having regard to the special needs of the people of Victoria who live in provincial cities, country towns and country areas". Post-secondary education is defined in the Act as education of persons (1) beyond the age of compulsory school attendance, and (2) who are not undergoing a full-time secondary education.

Generally, the Commission is required to make reports and recommendations to the Minister on planning, administration, organisation, co-ordination, and balanced development of all types of post-secondary education throughout Victoria. In addition, there are several specific functions:

- (1) To make recommendations to the Minister and the Commonwealth Tertiary Education Commission on funds required for post-secondary education and the distribution of funds among the sectors and institutions;
- (2) to make recommendations to the Minister and to the Tertiary Education Commission on the establishment of new post-secondary education institutions;
- (3) to make recommendations to the Minister and to the Tertiary Education Commission on the offering of new courses of study and new academic awards; and
- (4) by consultation with appropriate bodies and persons and by the performance of research and investigations to establish the needs of the community in post-secondary education and to ensure that this field of education is attuned to changing financial economic and social circumstances.

To enable the Commission to carry out its responsibilities, the Act gives the Commission specific powers of review over submissions for funds to Commonwealth bodies without the power of veto but with the power to comment on these proposals, and capacity to control the introduction of new fields of study and major extensions to existing fields by veto. The Commission is to have regard to the needs of the community for all avenues for post-secondary education.

#### *Commission activities*

The year 1980 was dominated by the preparation of advice to the Councils of the Tertiary Education Commission for the 1982-1984 triennium. One of the important issues considered during 1980 was the need to review the level of enrolments in teacher education institutions. The Commission, after evaluating available data, and bearing in mind the need to achieve a better balance between supply and demand for teachers, considered that a significant reduction in intakes into pre-service primary and secondary (non-technical) teacher education courses was needed during the planning period.

In its document entitled *Advanced Education in Victoria: 1982-84 Triennium, Advice to the Advanced Education Council: Tertiary Education Commission*, the Commission recommended a planned reduction in total load in teacher education in advanced education of 2,000 Equivalent Full-Time Students (EFTS), from 14,000 EFTS in 1981 to 12,000 EFTS in 1984, while maintaining the total load of enrolments in advanced education institutions for the period at 42,000 EFTS.

The Commission has emphasised that teacher requirements will be reviewed regularly and if further adjustments are necessary, they will be made within the total teacher education student load planned for each year of the triennium.

Following recommendations to the Minister of Education, major amendments were made to the *Post-Secondary Education Act 1978*, providing for the repeal of the *State College of Victoria Act 1972* and the *Victorian Institute of Colleges Act 1965* and consequential procedures for recognition of institutions under the Act. Amendments also clarified sections in the Act and provided for certain administrative functions to be undertaken by the Commission.

An important aspect of the amendments to the Act was the provision for the establishment of an Accreditation Board. One section also provided for the Governor in Council to establish Boards and Committees, and under this section, the Technical and Further Education Board was established on 1 July 1980.

**Further references:** Public examinations, *Victorian Year Book 1966*, pp. 202-3; Victorian Universities and Schools Examination Board, 1974, pp. 486-7 and 1977, pp. 717-19; Examinations in the 1970s, 1975, pp. 726-7; Post-Secondary Education Committee, 1979, p. 575

## TECHNICAL EDUCATION

**Technical schools and colleges***General*

In Victoria, the term technical education is defined under the *Education Act 1958* as follows: "Technical education includes instruction in the principles of any science or art as applied to industries, accompanied by individual laboratory or workshop practice, and includes instruction in subjects connected with or preparatory for industrial, commercial agricultural, mining, domestic, or artistic pursuits".

Technical education has its origins in the Schools of Mines and Industries and Mechanics Institutes in the middle of the last century. Established by local citizens, these institutions set the pattern for a high level of community involvement, response to community needs, and vocational orientation which are still characteristic of technical education today. Major landmarks in the development of technical education were the development of secondary technical schools in the early years of this century and the splitting off of the major technical colleges in 1965 to form the nucleus of the Victoria Institute of Colleges.

Today, under the administration of the Technical Schools Division of the Education Department, technical education comprises two distinctive components. These are secondary education in technical schools and technical and further education (TAFE).

*Secondary education in technical schools*

This term refers to the type of education which has developed in, and is characteristic of, technical schools. Secondary education in technical schools provides a distinct alternative to high schools. It comprises a five year (Year 7 to 11) course, designed to achieve the fullest possible individual development of each student and to assist each to decide realistically on future educational and occupational specialisation. The curriculum aims at a balance of academic studies, creative experience, and practical skills. The fourth and fifth years provide opportunities for a measure of specialisation according to students' interests and abilities. Because most technical school teachers are required to have two to five years industrial experience before undertaking teacher training, secondary technical education has a distinctive practical character.

Technical schools enjoy a high degree of curriculum autonomy under the general control of the Technical Schools Division and with the support of a variety of curriculum committees and consultants.

Secondary technical education in government schools in 1980 was provided in 96 technical schools (including four technical high schools) and the secondary components of 12 technical colleges. Sixty-five technical schools are co-educational, with others being progressively converted to co-education. An indication of the demand for technical education is the establishment of technical components in 13 high schools in recent years. On the first school day in July 1980, there were 63,994 full-time secondary pupils enrolled at the 108 government technical schools and colleges. There were also 1,614 full-time secondary pupils enrolled at 5 non-government technical schools.

*Technical and Further Education (TAFE)*

In July 1980, a TAFE Board was established under the provisions of the Post Secondary Education Act. It has greater autonomy and authority than the State Council for Technical Education which it replaces. The duties of the new TAFE Board are:

- (1) To determine policy matters, subject only to constraints and guidelines from time to time laid down by the relevant Ministers;
- (2) to determine the basic distribution of funds available for TAFE, subject to the same guidelines and limitations;
- (3) to authorise and accredit new TAFE courses and major developments of existing courses with a view to ensuring the most rational and effective use of available resources; and
- (4) to make recommendations to the Ministers on any matters relating to TAFE, either of its own motion or at the request of a Minister.

The major administrative responsibility for TAFE programmes lies with the Technical Schools Division of the Education Department. Eleven regional councils for technical education provide for local rationalisation of programmes.

Essentially, TAFE provides courses in three broad groups — vocational, preparatory, and recreational. The national classification of TAFE courses contains six streams, as follows:

(1) *Professional*. A relatively minor TAFE activity in Victoria; includes two specialist diplomas, service programmes to other tertiary institutions and arrangements to provide early year of diploma/degree studies at two country technical colleges.

(2) *Middle Level*. Programmes designed to train immediate support personnel for professional officers and higher level management, or to train small operators who need to be proficient in a variety of technical business tasks as well as in small-scale management decision-making. Included are programmes of comparative complexity and purpose but of varying duration; for example, full certificate courses, short recognised qualification courses, special purpose programmes, and short programmes to enable para-professionals to supplement or update their areas of specialisation.

(3) *Basic Vocational (Apprenticeship)*. Legislation in Victoria restricts the pursuit of certain trade occupations to persons who have completed an apprenticeship. The Industrial Training Commission is responsible for the operation of apprenticeship training, with TAFE colleges providing trade education classes as required by the Commission. TAFE colleges also provide pre-and post-apprenticeship courses.

(4) *Basic Vocational (Non-apprenticeship)*. Under this course heading TAFE provides a wide variety of courses. These range from courses broadly comparable to apprenticeship, but in occupations which are not proclaimed trades, through to short courses conducted for particular employers.

(5) *Access*. Programmes designed to permit the student admission to vocational education, tertiary education, or to assist in the transition to employment; including special access programmes for disadvantaged students, preparatory apprentice programmes, and tertiary orientation programmes. Among its access courses TAFE provides students from secondary schools (both government and non-government) with the opportunity to undertake vocationally oriented electives (link courses) as part of their secondary course.

(6) *Recreational*. All non-vocational programmes of a cultural or utilitarian nature provided for the community in general.

TAFE courses are further classified into eleven broad fields of study as follows: applied science, art and design, building, business studies, engineering, rural and horticultural, music, paramedical, industrial services, personal services, and general studies.

TAFE courses are provided in a variety of situations. These include two TAFE colleges controlled by their own councils, eight TAFE components of colleges affiliated with the Victoria Institute of Colleges, twenty-one colleges established under the Schools Councils Act, TAFE sections in some eighty technical schools, the Army Apprentice School, agriculture and horticultural colleges under the control of the Department of Agriculture, evening classes in high schools, technical components in high schools, courses conducted by the Council of Adult Education, community education programmes in schools, and programmes conducted by voluntary learning groups.

In addition to the courses offered through these means, a highly developed off-campus studies network allows students to study many TAFE courses at home. Fifteen off-campus studies co-ordinators have been appointed to TAFE colleges to assist students enrolled in off-campus courses.

At May 1980, enrolments in technical colleges and schools for which the Technical Schools Division has administrative responsibility were 138,188, an increase of 13,104 from May 1979.

#### *Technical and Further Education (TAFE) statistics*

In *Victorian Year Books* prior to 1980, details shown in tables for technical schools and colleges referred only to schools and colleges under the control of the Victorian Education Department, and technical components of colleges affiliated with the Victoria Institute of Colleges. In the following table, the coverage of TAFE statistics has now been extended to include all components of TAFE:

**VICTORIA—TAFE: NUMBER OF INSTITUTIONS AND NUMBER  
OF STUDENTS ENROLLED BY STREAM OF STUDY**

Particulars	1976	1977	1978	1979
Number of institutions (a)	239	246	221	217
Enrolments (b)—				
Full-time—				
Stream of study—				
Professional	462	369	296	149
Para-professional	3,867	3,511	3,693	3,929
Trades	800	1,475	884	1,451
Other skilled	794	508	948	903
Preparatory	4,770	4,982	6,820	7,184
Total	10,693	10,845	12,641	13,616
Part-time (c)—				
Stream of study—				
Professional	130	196	32	76
Para-professional	21,080	19,451	20,668	23,844
Trades	34,150	39,886	41,746	43,287
Other skilled	18,141	19,708	25,498	29,535
Preparatory	36,360	33,883	33,899	35,878
Adult education	29,719	34,966	48,699	49,164
Total	139,580	148,090	170,542	181,784
Total—				
Stream of study—				
Professional	592	565	328	225
Para-professional	24,947	22,962	24,361	27,773
Trades	34,950	41,361	42,630	44,738
Other skilled	18,935	20,216	26,446	30,438
Preparatory	41,130	38,865	40,719	43,062
Adult education	29,719	34,966	48,699	49,164
Total	150,273	158,935	183,183	195,400

(a) A TAFE institution is defined as a location or set of locations at which technical and further education is provided and which is regarded by the relevant authority as a single entity for major administrative purposes. In the case of multi-locational institutions, the institution will comprise a parent centre and one or more ancillary centres or annexes.

(b) Total enrolments registered during the year up to 31 October.

(c) Includes external enrolments.

## TERTIARY EDUCATION

### Tertiary Education Commission

#### *Introduction*

In April 1977, the Commonwealth Parliament passed legislation to establish a Tertiary Education Commission. The Commission, which commenced operation on 22 June 1977, replaced the three existing tertiary commissions—the Universities Commission, the Commission on Advanced Education, and the Technical and Further Education Commission.

The role of the Tertiary Education Commission is to develop and recommend policies for Commonwealth financial support to the States across the range of post-secondary institutions. Under its Act, the Commission is required to perform its functions with the object of promoting the balanced and co-ordinated development of the provision of tertiary education in Australia and the diversification of opportunities for tertiary education. The Commission is assisted in its work by three statutory Councils concerned with universities, advanced education, and technical and further education.

#### *Financing of tertiary education*

Commonwealth Government assistance to the States for the recurrent expenditure of universities dates from 1951–52. Grants were made on a matching basis (one dollar for each \$1.85 of State expenditure). Assistance for capital purposes was provided on a dollar for dollar basis. Assistance to the States for colleges of advanced education commenced in March 1965 when the Commonwealth Government agreed, as an interim measure, to make capital grants totalling \$5m during the remainder of the 1964–66 triennium. Grants for recurrent expenditure of colleges were made from the beginning of the 1967–69

triennium. The formula for matching both capital and recurrent grants for colleges with State expenditure was similar to that applied in the case of universities.

The Commonwealth Government first became involved in the provision of grants for technical and further education in 1964 when a scheme of unmatched capital grants to the States was introduced. These grants continued under the States Grants (Technical Training) Acts to 30 June 1974. The Commonwealth Government, acting on the recommendations of the Australian Committee on Technical and Further Education (ACOTAFE), then introduced grants for TAFE recurrent expenditure while continuing its financial support for TAFE capital purposes. These grants have been provided under the *States Grants (Technical and Further Education) Act 1974*, the *States Grants (Technical and Further Education Assistance) Act 1976*, and the *States Grants (Tertiary Education Assistance) Act 1977* and 1978. Under the *States Grants (Tertiary Education Assistance) Act 1978*, for calendar year 1980, Victoria has been allocated grants of \$22.7m for TAFE capital purposes and \$16.3m for TAFE recurrent purposes.

Further references: Swinburne Technical College, *Victorian Year Book 1963*, pp. 224-5; Science and Technology Careers Bureau, 1965, p. 241; Secondary technical education, 1975, pp. 713-14; Universities Commission, 1977, p. 723; Commission on Advanced Education, 1977, p. 733; Tertiary Orientation Programme, 1978, pp. 633-4

### 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. The membership of the Committee is derived entirely from these four universities. Each may appoint one representative for every four hundred (and for every fractional part of four hundred) students admitted to a course in the university in the previous year; however, no university is to have less than three or more than nine representatives in addition to the Vice-Chancellor or his deputy and the Registrar or his deputy. It was recognised some years ago that there would be considerable advantage to universities, to other tertiary institutions, and to prospective applicants if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The number of participating institutions for selection of students to begin courses in 1981 is twenty-five.

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 a common application form. It also allows each applicant to choose in order of preference more than one course of study up to a maximum of eight, to which he may seek admission. In the event of not being selected for admission to the course of his first preference (because of the limitation on the number of places available), the applicant will then be considered for selection for any other courses of study for which he has expressed 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 22 January 1853. Under the Act as subsequently amended, the University consists of a council, the graduates, the diplomates, members of the academic and designated general staff, 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 and general staff, the graduate and



undergraduate students, co-opted heads of University colleges, and ex-officio members, with wide powers for the conduct of University affairs. The general academic administration of the University is conducted by faculties and boards of studies and supervised by the Academic Board.

In 1974, the University Council established a University Assembly with members elected from and by the University community. The Assembly is intended to be 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 19 hectares in Parkville, approximately two kilometres from the city's centre. Adjacent to the University site, under separate grants and titles, lie the recreation grounds of almost 6.5 hectares and the lands of the affiliated residential colleges covering more than 18 hectares. The University also shares with the Victorian Minister of Agriculture the ownership of the Veterinary Precinct of one and one-half hectares and has interests in other external properties such as the Agriculture Field Station at Mt Derrimut, Veterinary Clinical Centre at Werribee, the Royal Dental Hospital, "Strathfieldsaye" at Stratford, and certain properties in Parkville, Carlton, and Toorak.

#### *Chairs*

Chairs maintained at the University of Melbourne either out of general revenue or from endowments included the following at September 1980:

Accounting (Fitzgerald Professor), Accounting (G. L. Wood Professor), Agricultural Engineering, Agriculture (3), Anatomy (2), Architecture (2), Biochemistry (2), Biochemistry (Medical), Botany (2), Building, Business Administration, Chemical Engineering, Child Dental Health, Civil Engineering, Classical Studies, Clinical Pharmacology and Therapeutics (Merck, Sharpe, and Dohme Professor), Commerce and Business Administration (Sidney Myer Professor), Commercial Law, Community Health, Computer Science, Conservative Dentistry, Dental Medicine and Surgery, Dental Prosthetics, Econometrics, Economic History, Economics (2), Economics (Ritchie Research Professor), Economics (Truby Williams Professor), Education (2), Education (John Smyth Professor), Electrical Engineering, Electronics and Communications, English (Robert Wallace Professor), English Language and Literature, Experimental Physics, Experimental Physiology and Medicine (Research Professor), Fine Arts (*The Herald* Professor), Forest Science, French, Genetics, Geography, Geology, Germanic Studies, Gerontology and Geriatric Medicine (Mount Royal National Research Institute Professor), History (Ernest Scott Professor), History (Max Crawford Professor), History and Philosophy of Science, Inorganic Chemistry, Italian, Law (Harrison Moore Professor), Law (Hearn Professor), Law (Kenneth Bailey Professor), Law (George Paton Professor), Mathematics (4), Mathematics (RAAF Academy), Mechanical Engineering, Medical Biology (Research Professor), Medicine (3), Medicine (James Stewart Professor), Meteorology, Microbiology (2), Microbiology (Medical), Middle Eastern Studies, Mining and Metallurgy, Music, Music (Ormond Professor), Obstetrics and Gynaecology, Obstetrics and Gynaecology (Dunbar Hooper Professor), Ophthalmology (Ringland Anderson Professor), Optometry, Organic Chemistry, Oriental Studies, Otolaryngology (William Gibson Professor), Paediatrics (Royal Children's Hospital Research Foundation Professor), Paediatrics (Stevenson Professor), Pathology (2), Pharmacology, Philosophy (Boyce Gibson Professor), Physical Chemistry, Physics (Chamber of Manufactures Professor), Physics (RAAF Academy), Physiology (2), Political Science (2), Psychiatry (Cato Professor), Psychology (2), Radiology (Edgar Rouse Professor), Russian, Social Work, Statistics, Surgery (2), Surgery (Hugh Devine Professor), Surgery (James Stewart Professor), Theoretical Physics, Town and Regional Planning, Veterinary Biology, Veterinary Medicine, Veterinary Pathology, and Zoology.

In addition, the Vice-Chancellor and a number of academics in departments hold personal chairs, while the Deputy Vice-Chancellor, the Deputy Vice-Chancellor (Research), the Director of the Centre for Environmental Studies, the Director of the Centre for the Study of Higher Education and the Director of the Institute of Applied Economic and Social Research are, by statute, professors of the University.

*Fees and financial assistance*

There are no tuition fees for courses leading to degrees and diplomas but students in these courses 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. 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, are available.

Financial assistance may be available to students from various sources. The Tertiary Education Assistance Scheme (T.E.A.S.) of the Commonwealth Government provides for living allowances subject to a means test and other conditions (approximately 25 per cent of undergraduate students received partial or full T.E.A.S. allowances in 1980). There are various prizes, bursaries, and scholarships available from the Commonwealth and Victorian Public Services and other organisations and foundations. The University of Melbourne awards prizes on the basis of academic merit and bursaries based on financial need (approximately 80 in 1980). 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 Asian students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 840 in 1980, of whom 488 were from Malaysia. All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, and Fiji.

**Further references:** Enrolment problems, *Victorian Year Book* 1962, pp. 229-30; Department of Child Health, 1963, p. 218; Post-graduate education, 1964, pp. 234-5; University of Melbourne Library, 1964, pp. 236-7; Affiliated residential colleges, 1966, pp. 212-13; Employment of graduates, 1967, pp. 488-9; Research in Victorian universities, 1968, pp. 492-3; University of Melbourne Veterinary School, 1971, pp. 457-8; Master plan for the University of Melbourne, 1972, pp. 457-8; University of Melbourne and advanced education, 1974, pp. 487-9; University of Melbourne Medical School, 1975, pp. 734-5; New medical curriculum, 1976, p. 657; Office for Continuing Education, 1977, pp. 725-6

**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 1980 major projects in the University to the value of more than \$72m were either completed or under construction.

*Monash University Library*

The Monash University Library contained approximately 1,041,000 volumes in 1980, and subscribed to some 13,000 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 in 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 Centre of Policy Studies, the Dinah and Henry Krongold Centre for Exceptional Children, the Centre for Early Human Development, the Centre for Migrant Studies, the Centre for South-east Asian Studies, 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 prerequisites, 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 for degree and diploma courses, but fees are charged for the various non-degree courses run by the Centre for Continuing Education. Overseas students may be required to pay a fee to the Department of Immigration. Students enrolled in degree or diploma courses are still 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 out of the Students' Loan Fund.

### *Chairs*

Appointments have been made to the following chairs:

*Faculty of Arts.* Anthropology and Sociology (2), Classical Studies, English, French, Geography, German, History (3), Indonesian and Malay, Japanese, Librarianship, Linguistics, Music, Philosophy (2), Russian, Social Work, Spanish, and Visual Arts.

*Faculty of Economics and Politics.* Accounting and Finance (2), Administrative Studies, Economic History, Econometrics and Operations Research (2), Economics (4), and Politics (3).

*Faculty of Education.* The Ian Clunies Ross Chair of Education (Science Education), the Fred Schonell Chair of Education (Social Psychology), and Education (3—Exceptional Children, History of Education, and Experimental Education).

*Faculty of Engineering.* Chemical Engineering, Civil Engineering (2), Electrical Engineering, Materials Engineering and Mechanical Engineering (3—Fluid Mechanics, Engineering Dynamics, and Mechanism).

*Faculty of Law.* The Sir Isaac Isaacs Chair of Law, the Sir John Latham Chair of Law, the Sir Leo Cussen Chair of Law, the Sir Hayden Starke Chair of Law, the Sir Owen Dixon Chair of Law, and the Sir John Barry Chair of Law.

*Faculty of Medicine.* Anatomy, Biochemistry (3), Community Practice, Medicine (4), Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology and Immunology, Pharmacology, Physiology (2), Psychological Medicine, Social and Preventive Medicine (2), and Surgery (2).

*Faculty of Science.* Botany, Chemistry (3—Chemistry, Organic Chemistry and Inorganic Chemistry), Computer Science, Earth Sciences, Genetics, Mathematics (9—Pure

Mathematics (3), Mathematical Statistics (2), Applied Mathematics (2), Meteorology, Astronomy), Physics (3)—Theoretical Physics, Experimental Physics (2), Psychology and Zoology (2).

Further references: Medical School, Monash University, *Victorian Year Book* 1970, pp. 505-6; Centre of South-east Asian Studies, 1971, pp. 483-4; Community relations, 1974, pp. 497-8; Development: 1961-1975, 1975, pp. 736-7; Centre for Continuing Education, 1977, p. 728

### 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 and chairs*

By 1980, the following forty-nine chairs had been established:

*School of Agriculture.* Agriculture (3).

*School of Behavioural Sciences.* Psychology (2) and Social Work.

*School of Biological Sciences.* Biochemistry, Botany, Genetics and Human Variation, Microbiology, and Zoology.

*School of Education.* Education (3).

*School of Economics* (5).

*School of Humanities.* Art History, English (2), French, History (3), Music, Philosophy (2), Prehistory, and Spanish.

*School of Physical Sciences.* Chemistry (3), Computer Science, Geology, Mathematics (3), and Physics (2).

*School of Social Sciences.* Legal Studies (2), Politics (3), and Sociology (3).

Courses in Cinema Studies, Italian, Linguistics, and Prehistory are offered in the School of Humanities. The University Language Centre provides non-credit courses of instruction in a number of European and Asian languages and in remedial English.

#### *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 1980, there were 28 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 1,330 readers' places including 48 enclosed carrels. By the end of 1980, the Library contained nearly 435,000 bound volumes and received about 10,300 serial titles on subscription. 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 degree 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.

#### *Students*

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements of passes in four subjects in one sitting of the examination, including 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 18 years of age and to sit for an academic aptitude test and write an essay. In addition applicants to the School of Humanities 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 four 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. In some cases applicants are interviewed before being made an offer. La Trobe University has offered external studies courses in the School of Physical Sciences since 1976.

**Further reference:** La Trobe University: 1967-1977, *Victorian Year Book 1977*, pp. 730-1

### **Deakin University**

#### *General*

Deakin University is the first university in Victoria to be established outside the Melbourne metropolitan area and 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. An Interim Council replaced the Interim Planning Council at this time, and was responsible for the affairs of the University until 31 December 1977. On 1 January 1978, the Council of the University was constituted under the Deakin University Act.

The Council has 32 members comprising 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); six members elected from the university staff; the Chancellor and Vice-Chancellor, the Chairman and Deputy Chairman of the Academic Board, and the president of the recognised student body, all *ex officio* members; a member appointed by the Victorian Minister of Education as his deputy; eight co-opted members; and two undergraduates and one post-graduate student elected by students.

The University began teaching in April 1977 when it absorbed two existing colleges of advanced education—the Gordon Institute of Technology and the Geelong State College (a primary teacher training institution). In 1980, the University enrolled a total of 4,799 students (comprising 1,505 full-time, 656 part-time, and 2,638 off campus students).

*Academic development*

A wide range of courses, both pure and applied are offered. The University has developed a major open campus studies programme to enable persons throughout Victoria and in other States to undertake university studies in their home towns. Course teams have designed, and are continuing to design, new academic programmes which are being offered to students both off and on campus.

Study centres have been established in areas throughout Victoria where there are concentrations of off campus students. The major study centre is in the heart of Melbourne, opposite Flinders Street railway station. Others have been established in the country towns of Shepparton, Horsham, Wangaratta, and Mildura in conjunction with the local Centres for Continuing Education, and in the regional cities of Ballarat, Bendigo, Churchill, and Warrnambool in conjunction with the Colleges and Institutes of Advanced Education. The study centres provide tutorial, library, and audio visual facilities for use by off campus students, and are a meeting place for students and University staff, and for the popular weekend schools held by the University.

More than 2,600 off campus students were enrolled in 1980, the third year of operation of the open campus programme, and the University receives about 10,000 inquiries each year from interested persons in Australia and overseas. The off campus students are all over 21 years of age, and include a proportion of persons enrolled under a special entry scheme.

Special entry students must be over 21 years of age and should not have attempted the Higher School Certificate in the previous three years. No formal qualifications are required. The University is giving some preferential treatment to persons of Aboriginal descent and handicapped persons under this scheme.

*Schools and chairs*

The University has six academic Schools: Education, Engineering and Architecture, Humanities, Management, Sciences, and Social Sciences. In 1980, the period of the Planning Deans ended for all Schools except Management, and the first elected Deans of Schools took up their office.

The University has established chairs in Architecture, Australian Studies, Chemistry, Computing, Education, Engineering, History and Government, Human Biology, Human Nutrition, Literature, Management (2), and Philosophy.

*Site and buildings*

Facilities at the main campus at Waurin Ponds, about 9 kilometres from Geelong, will be extended to satisfy the needs of the University. The 82 hectare site will be expanded to allow for adequate building and recreational space on the campus.

The University expects to provide accommodation for a higher proportion of students than the three Melbourne metropolitan universities, so as to cater for students from country areas. At present 100 places are available, including a number of self contained flats on the campus. The whole environment of the University will be closely integrated with the community and planned as part of the development of the Waurin Ponds Valley as a green belt area.

The University has approved a development plan which aims to make the best possible use of the site by retaining the central academic, library, and union areas for pedestrian access only. This will be surrounded by residences, car parks, and sports fields. A lecture theatre, engineering building, and student flats were completed in 1979. The University hopes to receive sufficient funding to allow it to move staff and students from the two other campuses in Geelong and consolidate at Waurin Ponds in the near future.

*Library*

The Deakin University library is situated at the centre of the Waurin Ponds campus. The library also operates branches at the other campuses of the University in Geelong—The School of Education, Vines Road, North Geelong, as well as the Art and Design Centre, Pakington Street, Newtown.

The library also has a lending service to off campus students. Books are delivered to the student's home and collected from there by a courier service, at no cost to

the student. The University also works through the Victorian regional library system, by supplying copies of certain books and copies of the microfiche catalogue of books held at Waurin Ponds to regional libraries. Thus material held in the central library is available to anyone in Victoria through their regional library.

The library collection of 180,000 items includes books, maps, videotapes, sound recordings, slides, microfilms, and microfiche, together with the equipment to use them. More than 2,000 periodicals are received. The main library provides 304 reader places, while at the other campuses there are a total of 185 places.

Members of the public are welcome to use the library facilities, but cannot directly borrow books. Borrowing of books can be arranged through regional libraries on inter-library loan.

#### Students

The normal entrance procedure for a first year student (on campus or off campus) is to satisfy the Higher School Certificate requirements prescribed by the Victorian Universities and Schools Examinations Board. In addition, applicants must satisfy any prerequisites for admission to particular courses which may be laid down from time to time.

Mature age students must be over 21 years of age and not have attempted the Higher School Certificate in the three years prior to their application for admission to the University. There are no other requirements.

Students with some tertiary education may apply for advanced standing within a degree programme.

Further references: University development in Victoria, *Victorian Year Book 1966*, pp. 203-8; *Research in Victorian Universities, 1968*, pp. 492-3

#### University statistics

##### VICTORIA—UNIVERSITY OF MELBOURNE, 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)	1978					1979				
	Melbourne	Monash	La Trobe	Deakin	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
Bachelor degree courses—										
Agriculture, forestry	281	..	226	..	507	284	..	214	..	498
Architecture, building	577	..	..	174	751	530	..	..	159	689
Dentistry	241	..	..	..	241	244	..	..	..	244
Economics, commerce, government	1,386	1,718	949	299	4,352	1,362	1,716	1,027	338	4,443
Education	295	420	633	904	2,252	274	448	707	1,424	2,853
Engineering, technology	1,027	824	11	155	2,017	1,021	805	13	163	2,002
Fine arts	266	..	..	..	266	284	..	..	..	284
Humanities	3,452	3,082	2,647	605	9,786	3,468	3,067	2,502	1,004	10,041
Law	782	1,455	..	..	2,237	799	1,491	..	..	2,290
Medicine	1,417	969	..	..	2,386	1,442	959	..	..	2,401
Natural sciences	2,389	1,932	1,750	471	6,542	2,359	2,000	1,261	533	6,153
Social and behavioural sciences	238	81	1,238	331	1,888	256	79	1,713	458	2,506
Veterinary science	242	..	..	..	242	248	..	..	..	248
Total	12,593	10,481	7,454	2,939	33,467	12,571	10,565	7,437	4,079	34,652
Higher degree courses	2,078	2,069	636	27	4,810	2,157	2,224	714	55	5,150
Non-degree courses	1,437	1,148	579	517	3,681	1,215	1,121	558	269	3,163
Total	3,515	3,217	1,215	544	8,491	3,372	3,345	1,272	324	8,313
Total students	16,108	13,698	8,669	3,483	41,958	15,943	13,910	8,709	4,403	42,965

(a) At 30 April.

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

VICTORIA—UNIVERSITY OF MELBOURNE, MONASH, LA TROBE, AND DEAKIN UNIVERSITIES: NUMBER OF STUDENTS COMPLETING BACHELOR DEGREE COURSES, CLASSIFIED BY FIELD OF STUDY AND TOTAL HIGHER DEGREE AND POSTGRADUATE DIPLOMA COURSES (a)

Field of study (b)	1978					1979				
	Melbourne	Monash	La Trobe	Deakin	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
<b>Bachelor degree courses—</b>										
Agriculture, forestry	70	..	33	..	103	70	..	34	..	104
Architecture, building	71	..	..	12	83	97	..	..	25	122
Dentistry	49	..	..	..	49	38	..	..	..	38
Economics, commerce, government	255	332	179	53	819	453	826	445	54	1,778
Education	69	186	204	..	459	59	167	158	..	384
Engineering, technology	190	177	6	29	402	186	166	..	23	375
Fine arts	63	..	..	..	63	79	47	104	..	230
Humanities	513	778	383	37	1,711	525	559	847	42	1,973
Law	212	269	..	..	481	193	437	171	..	801
Medicine	245	140	..	..	385	293	357	4	..	654
Natural sciences	699	604	188	95	1,586	715	686	490	63	1,954
Social and behavioural sciences	113	39	339	..	491	271	360	367	..	998
Veterinary science	43	..	..	..	43	41	..	..	..	41
<b>Total</b>	<b>2,592</b>	<b>2,525</b>	<b>1,332</b>	<b>226</b>	<b>6,675</b>	<b>3,020</b>	<b>3,605</b>	<b>2,620</b>	<b>207</b>	<b>9,452</b>
<b>Higher degree courses</b>	<b>325</b>	<b>303</b>	<b>57</b>	<b>..</b>	<b>685</b>	<b>390</b>	<b>285</b>	<b>107</b>	<b>2</b>	<b>784</b>
<b>Postgraduate diploma courses</b>	<b>320</b>	<b>454</b>	<b>337</b>	<b>33</b>	<b>1,144</b>	<b>325</b>	<b>418</b>	<b>364</b>	<b>31</b>	<b>1,138</b>
<b>Total</b>	<b>645</b>	<b>757</b>	<b>394</b>	<b>33</b>	<b>1,829</b>	<b>715</b>	<b>703</b>	<b>471</b>	<b>33</b>	<b>1,922</b>
<b>Total students</b>	<b>3,237</b>	<b>3,282</b>	<b>1,726</b>	<b>259</b>	<b>8,504</b>	<b>3,735</b>	<b>4,308</b>	<b>3,091</b>	<b>240</b>	<b>11,374</b>

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

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

### 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 Acts empower the Commonwealth Minister for Education to approve courses of study at such colleges for the purpose of financial assistance. Further details may be obtained in previous *Victorian Year Books*.

Further reference: *Victorian Year Book 1978*, pp. 645-9

#### Colleges of advanced education statistics

VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS ENROLLED FOR POSTGRADUATE AND UNDERGRADUATE COURSES (b)

College of advanced education	1978					1979				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-oma	Asso-ciate Dip-oma			Bach-elor	Dip-oma	Asso-ciate Dip-oma	
Bendigo College of Advanced Education	94	676	1,180	34	1,984	109	785	938	44	1,876
Caulfield Institute of Technology	508	2,624	1,175	297	4,604	606	3,058	838	360	4,862
Footscray Institute of Technology	119	1,733	430	153	2,435	143	1,914	363	162	2,582
Gippsland Institute of Advanced Education	125	1,235	461	182	2,003	156	1,443	384	241	2,224
Lincoln Institute	48	1,145	304	82	1,579	87	1,273	367	64	1,791
Prahran College of Advanced Education	88	292	1,203	142	1,725	156	551	961	124	1,792
Preston Institute of Technology	80	1,188	647	160	2,075	94	1,278	767	169	2,308
Royal Melbourne Institute of Technology	993	5,344	3,677	833	10,847	1,089	5,681	3,376	809	10,955
State College of Victoria, Burwood	189	839	865	—	1,893	169	1,002	756	—	1,927
State College of Victoria, Coburg	261	—	1,113	54	1,428	202	218	930	91	1,441
State College of Victoria, Frankston	74	—	992	—	1,066	105	275	883	—	1,263
State College of Victoria, Hawthorn	636	—	10	711	1,357	748	—	613	—	1,361



VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS ENROLLED FOR POSTGRADUATE AND UNDERGRADUATE COURSES (b)—continued

College of advanced education	1978					1979				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bachelor	Diploma	Associate Diploma			Bachelor	Diploma	Associate Diploma	
State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College)	113	—	1,440	—	1,553	118	—	1,405	—	1,523
State College of Victoria—Institute of Early Childhood Development	223	79	511	66	879	236	158	511	68	973
State College of Victoria, Melbourne	827	2,618	884	—	4,329	801	2,621	806	—	4,228
State College of Victoria, Rusden	158	1,485	662	—	2,305	296	1,626	340	—	2,262
State College of Victoria, Toorak	205	261	1,189	—	1,655	241	479	1,107	—	1,827
Swinburne College of Technology	629	3,360	843	39	4,871	693	3,447	833	31	5,004
The Ballarat College of Advanced Education	81	493	1,051	—	1,625	99	727	922	—	1,748
The Victorian College of the Arts	30	133	228	—	391	39	188	248	29	504
The Victorian School of Forestry, Creswick	—	—	56	—	56	—	—	53	—	53
Victorian College of Pharmacy	42	334	—	—	376	58	331	—	—	389
Warrnambool Institute of Advanced Education	192	561	443	—	1,196	253	712	360	—	1,325
<b>Total Victoria</b>	<b>5,715</b>	<b>24,400</b>	<b>19,364</b>	<b>2,753</b>	<b>52,232</b>	<b>6,498</b>	<b>27,767</b>	<b>17,761</b>	<b>2,192</b>	<b>54,218</b>

(a) Refers to those operative institutions listed in the appropriate States Grants (Advanced Education) Acts and subsequent *Tertiary Education Commission Act 1977* as colleges of advanced education.

(b) At 30 April.

VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS WHO COMPLETED POSTGRADUATE AND UNDERGRADUATE COURSES (b)

College of advanced education	1978					1979				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bachelor	Diploma	Associate Diploma			Bachelor	Diploma	Associate Diploma	
Bendigo College of Advanced Education	31	33	329	7	400	41	57	297	9	404
Caulfield Institute of Technology	174	287	327	48	836	157	307	246	65	775
Footscray Institute of Technology	17	230	130	13	390	23	259	116	30	428
Gippsland Institute of Advanced Education	41	133	80	23	277	52	121	104	22	299
Lincoln Institute	18	267	180	35	500	22	292	201	35	550
Prahan College of Advanced Education	—	12	160	19	191	30	30	154	25	239
Preston Institute of Technology	17	119	169	37	342	35	162	205	36	438
Royal Melbourne Institute of Technology	171	532	608	97	1,408	215	552	510	167	1,444
State College of Victoria, Burwood	170	124	303	—	597	142	226	230	—	598
State College of Victoria, Coburg	43	—	420	—	463	45	—	267	3	315
State College of Victoria, Frankston	14	—	268	—	282	35	—	330	—	365
State College of Victoria, Hawthorn	450	—	401	3	854	493	—	275	—	768
State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College)	50	—	447	—	497	78	—	456	—	534
State College of Victoria—Institute of Early Childhood Development	76	—	164	34	274	60	32	171	27	290
State College of Victoria, Melbourne	612	584	345	—	1,541	443	561	260	—	1,264
State College of Victoria, Rusden	96	396	154	—	646	68	335	123	—	526
State College of Victoria, Toorak	100	27	387	—	514	103	124	316	—	543
Swinburne College of Technology	106	370	232	15	723	132	429	210	10	781
The Ballarat College of Advanced Education	52	55	287	—	394	55	80	296	—	431
The Victorian College of the Arts	11	4	62	—	77	16	7	65	—	88
The Victorian School of Forestry, Creswick	—	—	18	—	18	—	—	18	—	18
Victorian College of Pharmacy	3	109	—	—	112	21	107	—	—	128
Warrnambool Institute of Advanced Education	17	45	110	—	172	21	39	103	—	163
<b>Total Victoria</b>	<b>2,269</b>	<b>3,327</b>	<b>5,581</b>	<b>331</b>	<b>11,508</b>	<b>2,287</b>	<b>3,720</b>	<b>4,953</b>	<b>429</b>	<b>11,389</b>

(a) Refers to those operative institutions listed in the appropriate States Grants (Advanced Education) Acts as colleges of advanced education.

(b) At 31 December.

### **Victoria Institute of Colleges**

In 1980, the Victorian Government repealed the Victoria Institute of Colleges Act and its functions were absorbed by the Victorian Post-Secondary Education Commission.

Further reference: *Victorian Year Book* 1980, pp. 607-8

### **State College of Victoria**

The State College of Victoria Act was repealed at the end of 1980 and the role of the State College as a co-ordinating authority ceased. Individual constituent colleges will now relate to the Victorian Post-Secondary Education Commission. The newly established Accreditation Board will take up Accreditation responsibilities of the State College, and the Post-Secondary Remuneration Tribunal will take up the staffing responsibilities.

Further reference: *Victorian Year Book* 1977, pp. 736-7; 1980, p. 608.

## **STUDENT ASSISTANCE SCHEMES**

### **Victorian Education Department**

#### *Scholarships*

The Victorian Education Department makes available 40 senior scholarships for university education, valued at \$1,000 per year and tenable for up to six years. The Department also administers some privately endowed scholarships. In many schools there are also locally and privately endowed scholarships.

### **Commonwealth Department of Education**

#### *Assistance for isolated children*

Subject to certain conditions, allowances are available for children in primary and secondary schools whose homes are geographically isolated from the nearest government school. In some cases benefits may be paid for handicapped children, children of itinerant workers, or for children who must live away from home to undertake special type courses. The benefits of the scheme in 1980 comprised:

#### *Boarding allowance*

- (1) A basic allowance of \$600 per year free of a means test;
- (2) an additional allowance of up to \$660 per year subject to family income and boarding costs; and
- (3) a special supplementary allowance of up to \$550 per year for senior secondary students (i.e., those in the final two years of secondary school), up to \$540 per year for other secondary students, or up to \$360 per year for primary students. This is payable where there is particular financial hardship.

#### *Short-term boarding allowance*

An allowance of \$20 per week per student, free of means test.

#### *Correspondence allowance*

A basic payment for each eligible child, free of means test, calculated as follows:

- (1) \$500 per year for the first child;
- (2) \$400 per year for the second child; and
- (3) \$300 per year for each other child.

#### *Pre-school correspondence allowance*

An allowance of \$120 per year per pupil, free of means test.

#### *Second home allowance*

(1) A basic payment to assist with the cost of maintaining the second home, calculated as follows:

- (i) where there is one eligible child living at the second home — \$600 per year;
  - (ii) where there are two eligible children living at the second home — \$1,110 per year;
- or
- (iii) where there are three or more eligible children living at the second home — \$1,530 per year.

(2) where it can be shown that the actual costs incurred in maintaining the second home (e.g., for rental of the second home or rates, insurance, fuel, etc.) exceed the amount of Second Home Allowance payable to a family on this basis, consideration is 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 \$660 per year, subject to a means test on family income.

#### *Aboriginal Secondary Grants Scheme*

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

#### *Adult Secondary Education Assistance Scheme*

This Scheme provides assistance to adult students who wish to resume study after a two year break in their formal education. Benefits are restricted to full-time students undertaking the final year of secondary education at an approved educational institution. The means test provisions of this Scheme are the same as for the Tertiary Education Assistance Scheme.

#### *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 1980, the maximum rates of living allowance were \$1,675 per year for students living at home, and \$2,583 per year for students qualifying for the living away from home rate. Students qualifying for living allowance are also granted an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which are still charged. A dependant's allowance for a dependent spouse and an allowance for each dependent child are also payable. In 1980, the dependent spouse allowance was \$42.70 per week, and the dependent child allowance was \$10.00 for each dependent child per week. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course. Dependent students under TEAS receive an additional payment of \$5.25 per week over and above their normal living allowance payments to compensate for the loss of family allowance for the student.

#### *Aboriginal Study Grants Scheme*

Adults who are of Aboriginal descent may receive assistance through the Aboriginal Study Grants 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.

#### *Commonwealth Teaching Service Scholarship Scheme*

This Scholarship Scheme was phased out and no new awards were made after 1978. Students in receipt of assistance under this scheme are those who, on completion of their training, intend to teach in the Australian Capital Territory or the Northern Territory. The benefits available are similar to those of the Tertiary Education Assistance Scheme, but the means test is not applied.

*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 \$4,620 per year. 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 \$10.00 per week for each child;
- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate, and \$400 for a Ph.D. 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.

*Education research awards*

A limited number of awards are available for students wishing to undertake a programme incorporating postgraduate academic training leading to a Master's degree in the field of education, together with practical training in an approved research organisation. Provisions include a tax-free living allowance within the range of \$6,160 to \$10,351; additional allowances similar to those offered for postgraduate course awards; travel assistance where a move to Melbourne, Brisbane, or Sydney is involved; four weeks annual leave; a dependent spouse allowance of \$2,220 per year; a dependent child allowance of \$520 per year per child; and an incidental allowance of \$300 per year.

Further references: Commonwealth scholarships, *Victorian Year Book* 1964, pp. 245-7; Scholarships and bursaries, 1972, pp. 441-4; 1978, pp. 651-3

**Statistics****VICTORIA—GOVERNMENT STUDENT ASSISTANCE SCHEMES: NUMBER OF STUDENTS RECEIVING ASSISTANCE AT 31 DECEMBER**

Scheme	1975	1976	1977	1978	1979
Victorian Government—					
Senior scholarships	174	177	165	190	215
Commonwealth Government—					
Secondary allowances	3,069	5,094	4,932	5,778	6,743
Assistance for isolated children	1,157	1,056	1,086	806	894
Adult secondary education assistance	(b) 367	695	724	704	652
Aboriginal secondary grants	779	799	784	860	929
Aboriginal study grants	136	177	195	380	128
University and advanced education scholarships	1,225	1,166	517	117	94
Tertiary education assistance	22,506	24,706	24,360	22,696	21,970
Pre-school teacher education	408	(a) 465	314	179	47
Commonwealth teaching service scholarships	116	106	107	(a)103	39
Postgraduate awards	693	517	527	512	645
Education research awards	(b) 2	5	5	4	6

(a) Discontinued from this year.

(b) Awarded for the first time this year.

**ADULT EDUCATION****General**

In Victoria, the recurrent education of adults is provided for by university centres of continuing education at Melbourne and Monash, and by a variety of tertiary colleges through community education and development programmes. It is also provided by

schools and colleges within the Education Department, particularly through the Technical Division under the further education provision of the Commonwealth Technical and Further Education Commission (TAFEC).

There is also a 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 other small learning operations. These are often of a voluntary or semi-voluntary nature, although they may have been initiated by short-term provisions of the Australian Assistance Plan, or the Schools, Children's, Regional Development, and other Commissions. Many have been assisted by the Victorian Department of Youth, Sport and Recreation, the Education Department, and local government. They constitute a new trend in education and demonstrate the capacity of the community to develop alternatives to institutionalised adult education.

Underpinning this organised and group activity is the constant process of deliberate and planned self-directed learning which engages all adults in society to a greater or less degree.

### **Council of Adult Education**

Central to the provision of extra-vocational adult education is the Council of Adult Education, an independent statutory authority established in 1947 under the Education Act.

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 Council's statutory membership of 32 provides for members from universities, the college system, a broad range of government and community organisations, and from the Victorian Parliament. It also includes the Director-General of Education and the Director of Adult Education.

Under the Director a permanent staff of 85 prepares and administers the Council's programme. This group of persons is supported by about 25 temporary staff. The Council also contracts about 650 part-time tutors who present the programme to more than 35,000 adult students.

Traditionally offering a programme of part-time, non-credit, extra-vocational courses, seminars, workshops, seasonal schools, and discussion groups, the Council, in keeping with adult education generally, has broadened its activity in recent years. Recent innovations include an "Over 60's Programme" and programmes in literacy. The Council has also developed an Arts Train visiting rural wayside stations with craft workshops, a loud-speaking-telephone tutorial network linking country centres, an itinerant lecturer service, the publication of a directory of all courses for adults in Victoria, and a Creative Arts Centre in Melbourne. It conducts family camp-outs, family creative arts workshops, and inland safaris of an educational nature, and has developed a "returning to study" programme including mature-age Higher Schools Certificate study and basic education for adults at primary and lower secondary levels.

In 1980, the General Studies and Creative Arts Departments offered more than 1,100 short-term and long-term courses in the city and at more than 80 locations in 70 suburbs. It services a network of some 600 discussion groups with about 7,000 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 the 22 country continuing education centres and a variety of services to its students and general public from a stock of more than 60,000 volumes.

At an informal level, the Council assists the development of adult education by other agencies throughout the State. 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 increases rapidly and is assuming a central importance in the Council's contribution to adult education.

## VICTORIA—ADULT EDUCATION: COURSES AND ENROLMENTS

Item	1975-76	1976-77	1977-78	1978-79	1979-80
Courses offered	1,198	1,219	1,427	1,548	1,693
General studies	677	587	672	774	830
Access		86	140	142	181
Creative arts	521	546	615	632	682
Students enrolled	24,821	25,336	28,500	31,500	38,131

*Finance*

The Council of Adult Education derives its revenue from two sources: first, by way of a Victorian Government contribution to the Adult Education Fund, and second by earned income from fees for services.

## VICTORIA—COUNCIL OF ADULT EDUCATION: REVENUE AND EXPENDITURE (\$'000)

Particulars	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Revenue—</b>					
Victorian Government statutory grant	50	50	50	50	50
Victorian Government supplementary grant	967	1,281	1,480	1,820	1,888
Earned income, fees, etc.	742	878	1,021	1,023	1,193
<b>Total revenue</b>	<b>1,759</b>	<b>2,209</b>	<b>2,551</b>	<b>2,893</b>	<b>3,131</b>
<b>Expenditure—</b>					
Secretary's Department—					
Salaries	597	760	850	997	1,045
Administration	347	447	508	582	732
Programme departments—					
General studies	253	231	275	316	408
Creative arts	258	282	305	340	354
Access—literacy to HSC	22	113	130	140	154
Discussion group	43	46	61	56	66
Services—					
Library resource centre	42	55	71	65	69
Extension services	46	112	129	137	132
Special schools	55	73	103	103	92
Publications and promotion	96	90	119	157	155
<b>Total expenditure</b>	<b>1,759</b>	<b>2,209</b>	<b>2,551</b>	<b>2,893</b>	<b>3,207</b>

Further references: State Film Centre, *Victorian Year Book 1969*, pp. 517-18; *Education for management, 1970*, pp. 515-18; *Business colleges, 1978*, pp. 656-7

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