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CHAPTER 12

EDUCATION

State and Commonwealth Government responsibilities in education

Under the Australian Constitution, education is a responsibility of State Governments, although the Commonwealth Government is responsible for education in the Australian Capital Territory, Norfolk Island, Christmas Island and the Cocos (Keeling) Islands. On 1 July 1979, responsibility for education in the Northern Territory passed from the Commonwealth Government to the Northern Territory Government.

The State Governments administer their own systems of primary, secondary, and technical education through government departments responsible to State Ministers. In each State except New South Wales and South Australia, a single Education Department is responsible for these three levels of education. In New South Wales and South Australia the Education Department concentrates on primary and secondary education and a separate department is responsible solely for technical and further education. The Commonwealth and Northern Territory Governments provide similar education services in the Australian Capital Territory and the Northern Territory. Universities and colleges of advanced education in Australia are autonomous institutions established under acts of the appropriate parliament.

Detailed information on the education systems of the States may be found in the respective State year books. Chapter 27 of this Year Book provides details of the situation in the Territories.

General characteristics of schools

Compulsory education

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania), but many States accept children below the age of 6. In all States and Territories the opportunity for four year olds to attend pre-school is becoming more widely available.

The Education legislation in each State and Territory requires that all children between the prescribed ages must attend either a government school or some other recognised educational institution. In 1979, over 650,000 students attended non-government schools, of which about 80 per cent attended Roman Catholic schools. The organisation of Roman Catholic primary schools is largely diocesan; Roman Catholic secondary schools are either diocesan or administered by religious orders. Most other non-government schools are under the auspices of, or are actually run by, other religious denominations. Non-government schools must meet certain standards determined by the States or Territories in which they are located. In most States and Territories they cannot be opened, or continue to operate, unless they are registered. Registration is normally dependent upon certification that the school has satisfactory premises and provides regular and efficient instruction.

Funding of schools

Education at all government primary and secondary schools in Australia is free. Each State provides the major portion of funds for its own school system from its general revenue funds. The other source of funds is the Commonwealth Government's Schools Commission. The non-government schools draw funds from private sources and also receive Government financial assistance (both State and Commonwealth). For further details, see Expenditure on education, page 267.

School organisation and operation

Students in Australia generally proceed from a primary school to a secondary school within their own locality. Primary schools and secondary schools are usually separate institutions. Pre-schools are also normally separate institutions, although some are attached to or near the local primary school. In small towns and communities there are sometimes area or central schools which provide both primary and some secondary schooling, though not necessarily to Year 12 level. In Tasmania and the Australian Capital Territory, the final two years of secondary schooling in the Government system are provided at separate colleges.

The majority of government schools in Australia are comprehensive and co-educational. All schools with both primary and secondary enrolments (mainly area or district schools in rural areas), all but a few primary schools, and over four-fifths of secondary schools are co-educational. Under the present policies of school authorities, it is unlikely that any new government single-sex schools will be established.

The situation in non-government schools is different. Approximately two-thirds of non-government secondary schools, and about one half of those with primary schools attached to them, are single-sex. This situation is changing, with the number of single-sex schools decreasing in recent years.

Australian schools generally operate between approximately 9 a.m. and 3 p.m. for three terms between early February and mid-December. Most schools are constructed around the traditional classroom, although there is a trend towards the provision of some open plan or flexible learning spaces. Schools usually also provide library and sporting facilities.

Generally, schools in Australia now have a considerable degree of autonomy. In recent years most State education departments have established regional administrations which are responsible for matters such as planning school buildings and deploying staff, and a central curriculum unit which provides general guidelines on course planning. In some systems these guidelines are more prescriptive than in others. In general, individual schools offer options and determine teaching and learning approaches within the guidelines and within the limitations of available resources and the aptitudes and interests of their students. Usually parent associations are attached to each school, and there has been encouragement of greater community participation in general decision-making at school level through representation on school councils and boards which have been established in some systems to take some responsibility for school planning and policy formulation. Some systems also encourage school-based curriculum development and, in the case of the Australian Capital Territory, school-based evaluation programs.

Schools usually provide educational or vocational counselling through an attached or visiting teacher. Many schools also provide special facilities or teachers to assist migrant children, especially where the schools are located in areas of high migrant density. In all States and the Northern Territory there are special Commonwealth funded education projects designed to assist Aboriginal school children. Notable among these is the widespread use of Aboriginal teacher aides, and bilingual programs in a number of Aboriginal communities where the children's first language is an Aboriginal language.

Pre-school education

Pre-schools were first established by voluntary organisations and a large number are still operated by them with State and Commonwealth financial assistance. Departments of Education in four States and the two Territories are responsible for the administration of pre-school centres. In New South Wales the Department of Education shares the responsibility with welfare authorities, and in Victoria the Department of Health has the complete responsibility for pre-school services.

In recent years most States have announced a commitment to provide pre-school education for all children and therefore Government pre-schools have been increasing more rapidly than those provided by voluntary organisations. In addition, special Commonwealth Government funding has helped to promote a considerable expansion of pre-school facilities for Aboriginal children throughout Australia.

There is no prescribed pre-school curriculum but some States have developed guidelines where the pre-school centre is an integral part of the primary school system. Most teachers working in pre-school centres provide a play-based program with some emphasis on the development of concepts associated with language, science and music. In most States pre-schools operate on a half-day sessional basis and thus accommodate two and sometimes three different groups of children each week.

Primary and secondary education

A generalised description of the basic subjects and teaching methods at each level follows.

Primary schools

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

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

Students in Australian primary schools usually have the one class teacher for all subjects, though in schools where open plan learning styles have been adopted, the method of team teaching is often practised. Promotion is generally annual, with peers being promoted on age not achievement, though there has been increasing interest in multi-age grouping.

Secondary schools

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

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

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

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

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

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

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

Other schooling arrangements

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

In addition to correspondence tuition there are other provisions for children in isolated areas. Schools of the Air operate in New South Wales, South Australia, Queensland, Western Australia and the Northern Territory. Schooling for the children of Aboriginal groups in remote areas of the Northern Territory is conducted by Aboriginal teaching assistants supported by visiting teachers from established schools. Increasing numbers of Aboriginals are now being trained as fully qualified teachers. Special education is provided by State Governments, although in all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth Government, through its Schools Commission, provides funds to State authorities to assist in the upgrading of special education facilities.

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

Post-secondary education

Technical and further education (TAFE)

Like primary and secondary schools, TAFE institutions operate from early February to mid-December, in either three terms or two semesters depending on the institution.

The major part of technical and further education in Australia is provided in government administered institutions variously known as colleges, schools, or centres of technical and further education. There is also some TAFE provision in some colleges of advanced education, agricultural colleges and adult education authorities. These institutions are spread widely throughout Australia in both metropolitan and country areas. They vary greatly in size and in the scope of their educational provisions, though the largest tend to be located in metropolitan regions.

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

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. The majority of students are part-time and employed. There are also large numbers of other vocational courses for persons not indentured in a trade. These include many certificate courses for prospective technicians and persons engaged in para-professional occupations, particularly in the manufacturing and service industries, and a wide range of courses designed to supplement previous training or to provide specialised instruction in particular aspects of job skills. Other courses offered are those providing pre-vocational training to persons prior to their entry into employment, and preparatory or bridging instruction to persons whose educational experience is not sufficient to permit direct entry to a chosen vocational course. Government TAFE institutions are also major providers of adult education courses of the personal interest, leisure or general enrichment kind.

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

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have a high probability of successfully completing a course. There are quotas on new enrolments at many of the larger colleges. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school. Approximately 53 per cent of students were enrolled as full-time students in 1979.

In 1979, there were seventy-one colleges of advanced education. Some are large diversified or multi-vocational institutes, others are small single-purpose colleges. Some colleges specialise in agriculture, art or teacher education. About one third of colleges have enrolments below 1,000 students. All colleges are funded by the Commonwealth Government. Advanced education level courses are also provided by some TAFE institutions.

The principal purpose of the colleges is to provide tertiary education oriented towards practical training and industrial and social needs. The colleges aim to equip students so that immediately after graduation they may play an effective role in commerce, industry, the Public Service and the Arts. The colleges emphasise undergraduate teaching more than research, although some colleges also offer post-graduate level courses, either at the diploma or masters level. Most colleges have a commitment to part-time study, and many offer 'sandwich' courses, which provide a period of full-time study with associated periods of full-time employment. Some colleges also offer external courses.

The duration of a basic undergraduate course in a college of advanced education is two to three full-time years, at the conclusion of which an Associate Diploma, a Diploma or a Bachelor Degree is awarded. A great variety of courses is offered by colleges of advanced education, embracing such areas as applied science, teacher education, liberal arts, business and secretarial studies and para-medical studies.

Although teaching in colleges of advanced education is more vocationally-oriented and less theoretical or academic than in universities, the system of tuition is similar. Lectures, tutorials and seminars are organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework.

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

Universities

The university year in Australia normally runs from late February or early March to mid-December over three terms or two semesters depending on the institution. Students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting other persons who can demonstrate that they have a high probability of successfully completing a course. There are quotas on new enrolments in most faculties in Australian universities. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school. Sixty-two per cent of students were enrolled as full-time students in 1979.

There are nineteen universities in Australia, most of which are located in the capital cities. Universities are autonomous institutions established under Acts of the appropriate parliament and financed by the Commonwealth Government. The basic undergraduate course in most disciplines is three or four full-time years in duration, at the conclusion of which a bachelor degree is awarded. A further one to two years of full-time study is required for a masters degree, and three to five years for a doctoral degree. Universities also offer post-graduate diploma courses in some disciplines. All universities offer full-time and part-time courses, and some offer external studies. As well as providing undergraduate courses, Australian universities are centres of post-graduate study and research. Some universities have institutes or units involved exclusively in research and/or post-graduate teaching. In 1979, over 12 per cent of university students were proceeding to higher degrees.

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

The system of tuition in universities is normally by means of lectures, tutorials and seminars organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework. Theses are required for many post-graduate degrees.

Most universities have halls of residence on the campus which accommodate some, but not all, of the students currently enrolled. Student organisations on campus provide a wide range of sporting and social facilities for students.

Teacher education

The majority of teachers are educated in colleges of advanced education, but a substantial number of secondary teachers and a few primary teachers receive their pre-service education in a university. A few non-government teachers colleges, mostly operated by religious denominations, educate some of the teachers for non-government schools. The majority of pre-school and primary trainee-teachers undertake courses of three years' duration before commencing teaching. Most secondary trainee-teachers undertake a four year course.

The normal entry requirement for teacher education is determined by the matriculation requirements of individual universities and colleges of advanced education.

A number of teacher education scholarships or bursaries are offered by some State education authorities and, in the Australian Capital Territory and the Northern Territory, by the Commonwealth Teaching Service on a competitive basis. The proportion of students in receipt of such scholarships is declining, while the proportion relying on private finance or means-tested allowances provided by the Commonwealth Government is increasing.

The content of pre-service teacher education is determined by individual universities and colleges of advanced education. Options are available to students but, generally, the three year course for a pre-school or primary trainee-teacher includes history and principles of education, general and special methods of teaching, early childhood development and general educational psychology, as well as the subjects they will be teaching. Practice teaching is required.

Secondary trainee-teachers are generally expected to specialise in two or three subjects. These may be studied as part of an education degree in either a university or a college of advanced education, or as part of another degree to be followed by a post-graduate diploma in education. As part of their pre-service education, secondary trainee-teachers generally take courses in the history and principles of education, comparative education, educational psychology and teaching methods. Practice teaching comprises part of the courses.

All education systems provide opportunities for in-service training. Generally, there are two types of in-service training: assistance to teachers to upgrade their formal qualifications by providing various forms of study leave or study assistance; and 'less formal' in-service education through the organisation of a large number of short-term workshops, seminars and conferences. In each State many of these 'less

formal' activities are co-ordinated by a joint committee of representatives of teachers and of government and non-government schools. Also with the assistance of funds from the State Government and the Schools Commission, teachers directly organise many of their own in-service education activities through a number of teachers' centres in each State.

Migrant education

The Commonwealth Government has responsibility for migrant education for which State Governments are also contributing resources, particularly in school level programs. Opportunities are provided for school-age and adult migrants from non-English speaking backgrounds to learn the English language and to assist in their integration into the Australian community.

Child migrant education

In most States migrant children are taught English as a second language in 'withdrawal' classes, where migrant children are brought together for certain periods a week for the teaching of basic communication skills in English. States are increasingly adopting other approaches to teaching English as a second language, including bilingual programs and language assistance within the general classroom. Generally, there has been recognition of the need to provide multicultural education which acknowledges migrant identity and self-esteem in the general framework of Australian life.

Migrant and multicultural education at the primary and secondary levels is funded by the Schools Commission, which also provides supplementary financial assistance for schools of high migrant density and in-service training of teachers of migrant children. Payments are made to government and non-government education authorities in each State who are responsible for determining priorities and allocating funds.

Adult migrant education

The *Adult Migrant Education Program* is a national program, funded and co-ordinated by the Commonwealth Department of Immigration and Ethnic Affairs. It aims to help adult migrants and refugees from non-English speaking backgrounds learn English and obtain essential information about Australia and Australian society.

The program consists of a variety of full and part-time courses and classes including special arrangements such as English classes at the work place, the Home Tutor Scheme and English by radio and television. Enrolments in the program have increased in recent years and reached just over 112,000 in 1978-79.

For the most part the courses and classes are conducted by State Governments through their Adult Migrant Education Services or Branches. A number of tertiary institutions and some community organisations also participate in the program through activities funded by the Commonwealth. These courses are available at a number of locations including migrant education centres leased by the Commonwealth in each mainland capital city, education centres in migrant hostels and other community and education facilities in suburban and some country areas.

Financial assistance

Primary and secondary education is free in government schools in all States and Territories although, particularly in high schools, nominal fees may be charged for the hire of textbooks and other school equipment. Most State Governments provide financial assistance to parents for educational expenses such as these as well as for transport to and from school, and various forms of scholarship, bursary, boarding and clothing allowances. Many of these forms of assistance are specifically intended to assist low income families.

Post-secondary education (in institutions of technical and further education, colleges of advanced education and universities) has been free since the beginning of 1974.

At the national level, the Commonwealth Government, through its Department of Education, provides a number of schemes of assistance for Australian students to facilitate access to education, particularly at the upper secondary and post-secondary level. A brief description of these schemes was given in the 1980 Year Book and are listed later in this chapter, in the statistical table dealing with Student Assistance Schemes.

In addition, the States offer various schemes of assistance at the primary and secondary level; some are paid directly to the schools, others to the student or the student's parents. Many of these awards are intended to offset the cost of books, to enable students to attend special schools, or to assist students in remote areas who need to live away from home or to travel long distances to attend school.

Some universities have a small number of scholarships or other forms of assistance to enable students to undertake tertiary study. Some of these awards are at the post-graduate level, and some are for study overseas. Some non-government schools also offer scholarships and bursaries to assist students.

Administrative structure of education at the national level

As mentioned at the beginning of this chapter, the Commonwealth Government has direct responsibility for education only in the Australian Capital Territory and the external Territories; the Northern Territory Government having assumed responsibility for education in the Territory from 1 July 1979. (See relevant State Year Books for a description of State administrative structures.) The Commonwealth Government, however, has special responsibilities for the Aboriginal people and for migration, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. Accordingly, the Commonwealth Department of Education deals with the administration of schemes of student assistance, international education, some aspects of migrant education, language teaching and Aboriginal Education. The Department also liaises with the media and community groups, and produces a range of publications relating to education in Australia, e.g. *Directory of Higher Education Courses*, *Education News* and *Hemisphere*, an Asian-Australian monthly.

The Department provides a secretariat for the Organisation for Economic Co-operation and Development (OECD) Advisory Committee on Education and co-ordinates Australia's involvement in the OECD education research activities under the Centre for Educational Research and Innovation (CERI). As well, the Department provides a secretariat for the Australian National Commission for the United Nations Educational, Scientific and Cultural Organisation (UNESCO) which has a specialist Education Committee. The Department also provides a service for other government departments, educational institutions and employing authorities in the assessment of educational qualifications obtained overseas, and is responsible for the supervision of private overseas students studying in Australia.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants. This power has been used to provide financial assistance to the States specifically for educational purposes. There are two national education commissions which advise the Commonwealth Government on the needs of educational institutions throughout Australia for the purposes of financial assistance: the Schools Commission, which was established in 1973; and the Tertiary Education Commission, which was established in 1977 to replace three former commissions—the Universities Commission, the Commission on Advanced Education and the Technical and Further Education Commission. The Tertiary Education Commission comprises a Commission, which is concerned with co-ordination and inter-sectoral matters, and three Councils on universities, advanced education and technical and further education.

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

The needs for financial assistance for pre-school and child care facilities are considered at the national level by the Office of Child Care within the Commonwealth Department of Social Security.

Commonwealth Government education authorities also function as co-ordinating agencies for joint activity by the States and Territories in a number of fields.

- The *Australian Council on Awards in Advanced Education* seeks, in consultation with State co-ordinating bodies, to establish consistency in awards in advanced education by establishing, maintaining and publishing a register of such awards.
- A national *Curriculum Development Centre* was established in 1973 by the Commonwealth Government with the co-operation of the States to produce, promote research into, and disseminate information about school curricula and school educational matters. The Curriculum Development Centre has responsibility for the National Committee on Social Science Teaching, the National Committee on English Teaching, and the Asian Studies Co-ordinating Committee, and has funded a number of projects such as the Social Education Materials Project (SEMP).

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

- The *Australian Education Council*, comprising the Commonwealth and State Ministers for Education, meets at least once each year as a consultative body to consider matters of mutual interest, such as the material and personnel needs of schools and co-operation in educational developments generally. It is assisted by a Standing Committee consisting of senior officials including the Directors-General of Education in each State and the Secretary of the Commonwealth Department of Education.
- The *Conference of the Directors-General of Education* also meets annually. Matters discussed and decisions reached at the Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems. Under the auspices of the Directors-General Conference, regular meetings of senior specialist personnel are held.

The Commonwealth Government also has an important role in the encouragement and financing of educational research, which is principally carried out in universities, colleges of advanced education and in State and Commonwealth Departments of Education.

- The *Education Research and Development Committee* (ERDC), established in 1970 as the Australian Advisory Committee on Research and Development in Education (AACRDE), is an advisory committee to the Commonwealth Minister for Education. It co-ordinates educational research funded within the Minister's portfolio, provides advice on priorities in educational research and disseminates information on completed research and research in progress which it has funded. The Committee also administers a scheme for providing training for educational researchers.
- The *Australian Council for Educational Research* (ACER) is an independent national research organisation. The Council is funded by annual grants from each of the State Governments and the Commonwealth Government, as well as from its own activities. The Council is involved in its own and contract research in co-operation with education systems and plays a central role in the development, production and distribution of tests and other measuring instruments, and on research into teaching and learning, and into the broad foundations of education. The ACER acts as the Australian national centre for the program of international surveys of student achievement conducted by the International Association for Evaluation of Education Achievement (IEA).

There are also a number of non-government organisations which have a co-ordinating role in education at the national level. These include the *National Catholic Education Commission*, the *National Council for Independent Schools*, the *Australian Vice-Chancellors' Committee*, the *Australian Conference of Principals of Colleges of Advanced Education* and the *Australian High School Principals' Association*. Teachers at various levels have national organisations, as do some community and parental groups. The Australian Union of Students is a national organisation for tertiary students. (For further details see the *Commonwealth Education Directory*, published by the Commonwealth Department of Education).

Major current issues in education

Some of the major initiatives taken in education at the national level are discussed below. (See relevant State Year Books for a description of State issues.)

The Committee of Inquiry into Education and Training

The Committee of Inquiry into Education and Training was established by the Government in September 1976. The Committee comprised distinguished representatives of education, employer and trade union interests under the chairmanship of Professor B. R. Williams, Vice-Chancellor of the University of Sydney.

The Report of the Williams Committee was tabled, on 22 March 1979, in the Commonwealth Parliament by the Prime Minister. It constituted the most comprehensive examination ever undertaken in Australia into the provision of education facilities and services for individual development and into the relationship between the education system and the labour market. The Report consisted of 3 volumes and contained in excess of 100 recommendations.

The Commonwealth's response to the Report of the Inquiry was announced on 22 November 1979 in the Commonwealth Parliament by the Minister for Education. The Government decided that the following policy objectives will guide its responses:—

- qualitative improvement of the TAFE sector;
- strengthening the teaching of basic skills in schools;

- facilitating the transition of young people from school to work including the development of a comprehensive policy for youth in transition;
- improving the quality and availability of labour market information;
- improving skills training arrangements;
- strengthening and concentrating research in universities;
- continuing monitoring and adjustments of the education system.

Initiatives that are being taken include:—

- a Commonwealth contribution of half of the agreed annual cost of the National Centre for Research and Development in TAFE and of the national program of monitoring literacy and numeracy;
- a Commonwealth contribution of \$25 million in 1980 rising to \$40 million in 1984 to the Commonwealth/State transition education program. Part of these funds are specifically earmarked for an immediate expansion of pre-apprenticeship and pre-vocational training;
- the establishment of a Bureau of Labour Market Research within the Department of Employment and Youth Affairs.

The transition from secondary education to employment

On 22 November 1979, the Commonwealth Ministers for Education and for Employment and Youth Affairs announced that the Commonwealth would provide additional grants to a total of \$150 million over five years for a special Transition from School to Work Program involving matching contributions from the States and the Northern Territory after the first year. The Commonwealth contribution in 1980 would be \$25 million rising to \$40 million in real terms in 1984. These funds would provide for the development of programs, in both government and non-government schools and in TAFE colleges, for the extension and diversification of education and training. The primary concern of this Transition Program is to provide appropriate education and training courses for those 50,000 young people who leave school each year with poor employment prospects and to provide for those people at risk still in school who are likely to face similar difficulties when it comes their turn to leave.

In December 1979, discussions were held with the States and Territories to develop proposals for funding. Such proposals have included expansion of TAFE programs such as pre-apprenticeship, pre-vocational and pre-employment courses, and EPUY programs, development of alternative courses in schools for potential early school leavers, development of link courses, improved services and techniques for identifying potential early school leavers, expansion of school counsellor, vocational education and guidance services, and teacher development programs and community education projects.

Schemes introduced to assist young Australians seeking employment

The *Education Program for Unemployed Youth* (EPUY), which was introduced in July 1977, is funded by the Commonwealth Department of Education. Under this program, funds are provided to State and Territorial education authorities to develop and conduct courses for young people for whom low or inadequate levels of educational achievement form a primary barrier to their obtaining stable employment. Courses are designed to provide instruction in literacy and numeracy, to promote self confidence and to give students some basic vocational skills and a knowledge of job seeking techniques. Courses are from six to twenty weeks duration.

Persons less than 25 years of age are eligible provided that they have been registered for employment or can show other evidence of having been unemployed for not less than four of the previous twelve months, and have been away from full-time education for the same length of time and are currently registered for employment. An amount of \$1.969 million was made available for expenditure on the program in 1977-78, \$3.2 million in 1978-79 and \$3.7 million in 1979-80. A total of 2,500 students undertook the EPUY course in 1977-78, 4,269 in 1978-79 and 4,181 in 1979-80, this figure excluding transition EPUY.

Other schemes, administered by the Department of Employment and Youth Affairs, which may assist young people in the transition from school to work are the *National Employment and Training Scheme* (NEAT), the *Special Youth Employment Training Program* (SYETP), the *Commonwealth Rebate for Apprentice Full-Time Training* (CRAFT), the *Relocation Assistance Scheme* (RAS) and the *Community Youth Support Scheme* (CYSS).

National Inquiry into Teacher Education

In July 1978, the Minister for Education announced the establishment of a National Inquiry into Teacher Education under the chairmanship of Emeritus Professor J. J. Auchmuty. All State Governments are co-operating in the Inquiry and the Secretariat is provided by the Commonwealth Department of Education. The first meeting of the fifteen member Committee was held in December 1978. Work continued throughout 1979 and the last meeting of the Committee was held in August 1979. The final Report was released in September 1980.

Recommendations include:—

- regular development leave for teachers;
- funding of non-award courses in teacher education institutions;
- a four-years initial training for all teachers;
- student assistance provisions for mature age Aboriginal teacher education students and for teachers of non-English speaking background;
- in-service support for pre-school teachers;
- the establishment of centres of specialisation oriented to special areas of in-service need;
- the structuring of teacher education courses to take account of the multicultural nature of Australian society and of specialist services available to children with more than ordinary learning difficulties.

The Inquiry into Management Education

The Report of the Study Group on Structural Adjustment (Crawford Report) recommended that an assessment be made of management education in Australia. In response to this, a Committee of Inquiry was established in April 1980 to examine the availability and effectiveness of courses in management education for middle and top level business executives. The Inquiry is also examining the special needs of small businesses in relation to management education. The Committee comprises five part-time members. Its Chairman is Mr J. T. Ralph, Executive Director, CRA Limited.

The Inquiry expects to report by the end of 1981.

Australian Studies in Student Performance (ASAP)

In 1979 the Australian Education Council set up a Steering Committee to supervise a project aimed at providing national data on aspects of student performance in basic skills. The project to be conducted by the Australian Council of Educational Research will involve up to 7,000 students, half aged 10 years and the other half aged 14 years. The project will be externally evaluated and under the auspices of the AEC.

Educational training in the Defence Force

Information on educational training in the Defence Force is contained in Chapter 4 Defence, pages 62-6 inclusive.

EDUCATION STATISTICS

For the most recent statistics available on subjects dealt with in this chapter reference should be made to the series of mimeographed publications on social statistics issued by the Australian Bureau of Statistics. These publications comprise *Schools, Australia* (4202.0), *Colleges of Advanced Education, Australia* (4206.0) and *University Statistics, Australia*, Parts 1 and 2 (4208.0, 4209.0). Financial aspects are dealt with in the annual publications *Commonwealth Government Finance, Australia* (5502.0), *State and Local Government Finance, Australia* (5504.0) and *Expenditure on Education, Australia* (5510.0). The annual reports of the respective State education departments provide detailed statistical and other information about particular States. The Commonwealth Department of Education issues publications on aspects of primary, secondary and tertiary and other post-secondary education.

NUMBER OF EDUCATIONAL INSTITUTIONS, 1979

	Schools			Total	Colleges of		
	Government	Roman Catholic	Other non-government(a)		Universities	advanced education	Teachers colleges
New South Wales	2,221	611	183	3,015	6	24	3
Victoria	2,155	480	137	2,772	4	23	1
Queensland	1,249	281	54	1,584	3	10	1
South Australia	632	103	52	787	2	6	—
Western Australia	674	147	49	870	2	6	—
Tasmania	254	37	23	314	1	1	—
Northern Territory	119	10	3	132	—	—	—
Australian Capital Territory	89	25	5	119	1	1	1
Australia—1979	7,393	1,694	506	9,593	19	71	6
1978	7,364	1,680	465	9,509	19	73	7
1977	7,325	1,685	440	9,450	19	73	8

(a) Of the 506 other non-government schools in 1979, 99 or about 20 per cent were Church of England.

NUMBER OF STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS, 1979

	<i>Schools</i>			<i>Total</i>	<i>Colleges of</i>		
	<i>Government</i>	<i>Roman Catholic</i>	<i>Other non-government(a)</i>		<i>Universities</i>	<i>advanced education colleges(b)</i>	<i>Teachers colleges(b)</i>
New South Wales	807,761	187,587	37,354	1,032,702	61,848	36,741	558
Victoria	614,419	157,927	53,214	825,560	42,965	54,218	8
Queensland	349,182	78,227	16,636	444,045	21,721	21,388	219
South Australia	224,525	27,323	12,649	264,497	12,840	16,042	—
Western Australia	207,029	34,553	11,028	252,610	12,000	19,361	—
Tasmania	73,046	10,207	4,194	87,447	3,435	2,827	—
Northern Territory	21,410	3,449	297	25,156	—	—	—
Australian Capital Territory	39,346	13,072	2,496	54,914	6,001	5,090	234
Australia—1979	2,336,718	512,345	137,868	2,986,931	160,810	155,667	1,019
1978	r2,354,422	r505,759	r132,447	r2,992,628	160,035	149,922	989
1977	r2,349,310	r501,589	r128,252	r2,979,151	158,411	140,312	1,307

(a) Of the 137,868 students at other non-government schools in 1979, 53,956 or about 39 per cent were attending Church of England Schools. (b) Excludes students enrolled at both a teachers college and another type of institution: they are included in the statistics for the other institution at which they are enrolled.

NOTE: For details of technical and further education institutions and associated enrolments, see pages 256–8.

Schools

Statistics of government and non-government schools, teachers and students in 1979 and earlier years are shown in the following tables. Statistics for the number of schools and students in each State are included in the 2 preceding tables. The number of schools and teachers refer to the position at dates which vary from State to State and in some instances from year to year. Institutions providing only pre-school education, senior technical and agricultural colleges, evening schools, continuation classes, and institutions such as business colleges and coaching establishments are not included in these statistics. Student statistics in the tables which follow refer to the number of students enrolled at the schools included in the August schools census. For more detailed statistical information, see the annual publication *Schools, Australia* (4202.0).

NUMBERS OF TEACHERS(a), BY CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1979

	<i>Government schools</i>	<i>Non-government schools</i>		
		<i>Roman Catholic</i>	<i>Other</i>	<i>All schools</i>
New South Wales	46,243	8,872	2,563	57,677
Victoria	40,779	7,582	3,762	52,123
Queensland	19,481	3,588	1,007	24,076
South Australia	14,603	1,407	889	16,899
Western Australia	11,495	1,776	793	14,064
Tasmania	4,751	490	302	5,544
Northern Territory	1,360	168	17	1,545
Australian Capital Territory	2,497	609	161	3,267
Australia—1979	141,210	24,492	9,495	175,197
1978	138,360	23,255	8,942	170,557
1977	135,931	22,353	8,552	166,836

(a) Full-time teachers plus full-time equivalent units of part-time teaching, rounded to whole numbers. Trainee teachers are excluded.

PERCENTAGE CHANGES BETWEEN 1977 AND 1979—NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS

	<i>Schools</i>	<i>Teachers</i>	<i>Students</i>
Government	+0.9	+3.9(b)	—0.5
Roman Catholic	+0.5	+9.6	+2.1
Other Non-government	+15.0(0.0)(a)	+11.0(8.2)(a)	+7.5(4.8)(a)
Total	+1.5	+5.0	+0.3

(a) Figures for Church of England are shown in brackets. included some pre-school staff.

(b) Actual increase was slightly greater because the 1977 data included

The percentage changes between 1977 and 1979 show that the total number of teachers has increased considerably, by about 5 per cent, the increase being particularly pronounced for non-government schools. The number of non-Roman Catholic and non-Church of England independent schools has also increased sharply, by about 15 per cent, but the overall increase in the number of schools was only about 1.5 per cent. Student enrolments dropped by about half of one per cent in government but increased significantly in non-government schools, especially non-Roman Catholic and non-Church of England independent schools, so that the net effect was a slight increase of about 0.3 per cent in overall enrolments.

AVERAGE AGE OF STUDENTS IN GOVERNMENT SCHOOLS, BY YEAR OF EDUCATION(a), 1979

(age as at the August schools census, 1979)

	NSW	VIC	QLD	SA	WA	TAS(b)	NT	ACT	
Year 12	17y 10m	17y 11m	17y 4m	17y 2m	17y 3m	18y 2m	17y 5m	17y 11m	Year 12
Year 11	16y 10m	16y 9m	16y 2m	16y 2m	16y 3m	16y 11m	16y 4m	16y 11m	Year 11
Year 10	15y 11m	15y 9m	15y 3m	15y 1m	15y 3m	15y 9m	15y 6m	15y 10m	Year 10
Year 9	14y 11m	14y 9m	14y 3m	14y 2m	14y 3m	14y 9m	14y 6m	14y 10m	Year 9
Year 8	13y 11m	13y 9m	13y 3m	13y 1m	13y 3m	13y 9m	13y 10m	13y 10m	Year 8
Year 7	12y 10m	12y 8m	12y 3m	12y 1m	12y 2m	12y 9m	12y 8m	12y 9m	Year 7
Year 6	11y 10m	11y 8m	11y 3m	11y 1m	11y 2m	11y 9m	11y 6m	11y 9m	Year 6
Year 5	10y 10m	10y 8m	10y 2m	10y 0m	10y 2m	10y 9m	10y 9m	10y 9m	Year 5
Year 4	9y 9m	9y 8m	9y 2m	9y 0m	9y 2m	9y 9m	9y 9m	9y 8m	Year 4
Year 3	8y 9m	8y 8m	8y 2m	8y 0m	8y 2m	8y 9m	8y 10m	8y 9m	Year 3
Year 2	7y 8m	7y 8m	7y 1m	7y 0m	7y 2m	7y 9m	7y 10m	7y 9m	Year 2
Year 1	6y 8m	6y 8m	6y 1m	6y 0m	6y 2m	6y 8m	6y 9m	6y 8m	Year 1
Pre-year 1(c)	5y 7m	5y 8m		5y 6m		5y 8m	5y 11m	5y 8m	Pre-year 1(c)

(a) Where students were enrolled in ungraded classes, i.e. not allocated to a year of education, they were excluded from the calculations in this table. (b) In Tasmania, the Higher School Certificate may be attempted at the end of either Year 11 or Year 12. (c) Pre-year 1 comprises Kindergarten in New South Wales and the Australian Capital Territory, Preparatory in Victoria and Tasmania, Reception in South Australia, and Transition in the Northern Territory. It does not include pre-primary classes in any State or Territory.

Note: In the above diagram, 'y' stands for years and 'm' stands for months. The thick lines delineate transitions from pre-school to pre-year 1 or primary and from primary to secondary.

The table, average age by year, indicates that students studying for the final year of secondary school were considerably older in New South Wales, Victoria, Tasmania and the Australian Capital Territory than in the other States. This was possibly due to students in those States having entered the school system later than in the other States or to a greater proportion of students repeating one or more years during their school careers.

PERCENTAGE CHANGES BETWEEN 1977 AND 1979—ENROLMENTS BY AGE CATEGORY

Age last birthday (years)	Government		Non-government		All students
	Males	Females	Males	Females	
Under 6 to 9	-0.2	-0.2	+3.9	+2.8	+0.5
10 to 14	-1.1	-0.5	+3.3	+2.1	-0.1
15 and over	-1.9	+0.5	+3.9	+4.4	+0.6
All ages	-0.8	-0.2	+3.6	+2.8	+0.3

The percentage changes between 1977 and 1979 indicate that non-government schools appreciably increased their enrolments across all age categories, and for both sexes, whereas enrolments at government schools dropped slightly for females and more markedly for males, especially in the 15 year and over age category. For females in the 15 year and over category there was a slight increase which partly offset the decline for the younger age categories.

The tables below present detailed information on student enrolments for 1979 showing breakdowns by school type, sex and State.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS(a), BY AGE AND SEX, AUSTRALIA,
1979
(August school census)

Age last birthday (years)	Government schools			Non-government schools			All schools		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Under 6	81,045	76,764	157,809	20,244	19,968	40,212	101,289	96,732	198,021
6	106,959	100,796	207,755	24,237	24,360	48,597	131,196	125,156	256,352
7	113,121	107,700	220,821	25,939	26,069	52,008	139,060	133,769	272,829
8	115,491	110,027	225,518	26,308	26,655	52,963	141,799	136,682	278,481
9	108,424	102,224	210,648	25,867	25,706	51,573	134,291	127,930	262,221
10	106,362	101,110	207,472	26,099	26,134	52,233	132,461	127,244	259,705
11	101,415	95,638	197,053	26,250	25,814	52,064	127,665	121,452	249,117
12	96,770	90,659	187,429	28,499	28,535	57,034	125,269	119,194	244,463
13	94,912	88,281	183,193	28,589	29,163	57,752	123,501	117,444	240,945
14	96,438	89,428	185,866	28,142	28,689	56,831	124,580	118,117	242,697
15	87,689	81,638	169,327	26,677	27,650	54,327	114,366	109,288	223,654
16	56,487	54,433	110,920	20,784	21,265	42,049	77,271	75,698	152,969
17	27,248	28,853	56,101	13,495	13,475	26,970	40,743	42,328	83,071
18	6,848	5,959	12,807	2,776	2,199	4,975	9,624	8,158	17,782
19 and over	1,918	2,081	3,999	317	308	625	2,235	2,389	4,624
Australia—1979	1,201,127	1,135,591	2,336,718	324,223	325,990	650,213	1,525,350	1,461,581	2,986,931
1978r	1,212,500	1,141,922	2,354,422	317,132	321,074	638,206	1,529,632	1,462,996	2,992,628
1977r	1,211,127	1,138,183	2,349,310	312,821	317,020	629,841	1,523,948	1,455,203	2,979,151

(a) Figures for 1977 and 1978 have been revised because of the exclusion of pre-school enrolments for W.A., Tas. and the N.T.

SCHOOLS: STUDENTS(a), BY AGE, 1979
(August school census)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6	81,576	57,942	20,359	19,790	8,805	3,629	1,646	4,274	198,021
6	89,415	67,450	40,755	21,449	22,587	7,462	2,372	4,862	256,352
7	95,116	72,294	42,816	22,651	24,348	7,832	2,644	5,128	272,829
8	94,626	74,840	43,423	23,871	25,401	8,232	2,713	5,375	278,481
9	87,391	70,922	41,788	23,124	23,777	7,960	2,655	4,604	262,221
10	86,409	71,379	40,229	22,964	23,703	8,160	2,534	4,327	259,705
11	82,629	68,303	39,121	22,335	22,642	7,728	2,232	4,127	249,117
12	81,873	66,644	38,462	21,685	22,097	7,474	2,093	4,135	244,463
13	80,783	65,138	37,748	22,349	22,003	7,190	1,898	3,836	240,945
14	81,533	66,147	37,882	22,646	21,495	7,575	1,572	3,847	242,697
15	78,289	62,346	31,273	20,572	18,457	7,637	1,354	3,726	223,654
16	52,145	48,360	19,267	14,102	11,322	3,775	913	3,085	152,969
17	31,701	26,143	9,142	5,716	5,484	1,881	378	2,626	83,071
18	8,387	5,494	1,168	967	400	460	105	801	17,782
19 and over	829	2,158	612	276	89	452	47	161	4,624
Australia—1979	1,032,702	825,560	444,045	264,497	252,610	87,447	25,156	54,914	2,986,931
1978	1,032,919	830,769	439,964	269,896	252,493	87,953	24,286	54,348	2,992,628
1977	1,029,174	829,635	434,153	272,656	249,365	88,188	23,245	52,735	2,979,151

(a) Figures for 1977 and 1978 have been revised because of the exclusion of pre-school enrolments for W.A., Tas. and the N.T.

Technical and further education

The major part of technical and further education (TAFE) in Australia is provided in a network of government-administered institutions variously known as colleges, schools or centres of technical and further education. In addition, TAFE vocational courses are conducted by certain colleges of advanced education and by agricultural colleges in New South Wales and Victoria, and a large number of bodies, both statutory and voluntary, participate in the provision of adult education programs. The following statistics relate to technical and further education activities of the major government departments/divisions of TAFE, agricultural authorities and advanced education authorities; they do not include activities of bodies such as the Board of Adult Education in New South Wales, the Council of Adult Education in Victoria and the Australian Capital Territory evening colleges. For further information on the organisation of TAFE and associated statistical details, see the report, *Tertiary Education Commission—Recommendations For 1981* (July 1980), the Tertiary Education Commission's Report for 1979–81 Triennium, Volume 1 (February 1978), Volume 2 (August 1978) and Volume 3 (August 1979), the *First Report of the Technical and Further Education Commission*, (July 1976) and previous reports of the Australian Committee on Technical and Further Education.

TECHNICAL AND FURTHER EDUCATION: INSTITUTIONS BY TYPE OF INSTITUTION, 1979

	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
Type of institution—									
Major TAFE Authorities—									
Major institutions(a)	81	33	26	31	27	6	2	4	210
Annexes(b)	190	14	4	562	—	—	6	—	776
Other institutions(c)	—	159	1	—	93	3	2	1	259
Annexes(b)	—	5	—	—	—	—	—	—	5
Agricultural authorities	3	6	—	—	—	—	—	—	9
Colleges of advanced education(d)	1	1	5	1	1	—	—	—	9
Total(e) 1979	275	218	36	594	121	9	10	5	1,268
1978	227	221	36	526	122	10	8	9	1,159
1977	219	246	34	447	116	10	6	9	1,087

(a) Institutions whose functions are primarily TAFE. (b) Subsidiaries of parent institutions. (c) Institutions whose primary function is other than TAFE. (d) Colleges offering TAFE activities. (e) Includes parent institutions and subsidiaries (annexes) of parent institutions.

TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND STREAM OF STUDY, 1979

Type of enrolment/ stream	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
FULL-TIME ENROLMENTS(b)									
Professional	14	149	—	—	1	4	8	—	176
Para-professional	9,130	3,897	560	631	3,263	619	69	325	18,494
Trades	2,304	1,451	833	82	483	—	22	29	5,204
Other skilled	6,683	880	3,037	30	2	522	121	291	11,566
Preparatory	3,735	7,184	268	802	704	319	26	225	13,263
Adult education	—	—	—	—	—	—	—	—	—
Total	21,866	13,561	4,698	1,545	4,453	1,464	246	870	48,703
PART-TIME ENROLMENTS(b)									
Professional	1,144	22	92	308	103	11	—	—	1,680
Para-professional	50,486	18,869	5,577	24,576	31,910	2,760	604	3,301	138,083
Trades	52,117	42,820	15,301	9,120	16,268	5,066	1,018	2,196	143,906
Other skilled	88,833	20,538	7,899	23,221	5,280	3,691	1,328	6,209	156,999
Preparatory	21,284	34,119	6,031	24,347	5,392	2,065	1,929	2,307	97,474
Adult education	20,454	36,948	42,263	51,311	65,975	18,280	5,247	1,656	242,134
Total	234,318	153,316	77,163	132,883	124,928	31,873	10,126	15,669	780,276

For footnotes see end of table.

**TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND
STREAM OF STUDY, 1979—continued**

Type of enrolment/ stream	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
EXTERNAL ENROLMENTS									
Professional	527	1	—	165	—	—	—	—	693
Para-professional	4,998	4,543	2,434	3,316	7,582	864	145	—	23,882
Trades	1,146	363	729	289	2,733	—	32	—	5,292
Other skilled	5,472	1,256	1,715	963	1,820	73	—	—	11,299
Preparatory	4,393	1,657	3,969	2,770	1,866	594	—	—	15,249
Adult education	1,124	11	79	329	1,291	—	—	—	2,834
Total	17,660	7,831	8,926	7,832	15,292	1,531	177	—	59,249
TOTAL ENROLMENTS									
Professional	1,685	172	92	473	104	15	8	—	2,549
Para-professional	64,614	27,309	8,571	28,523	42,755	4,243	818	3,626	180,459
Trades	55,567	44,634	16,863	9,491	19,484	5,066	1,072	2,225	154,402
Other skilled	100,988	22,674	12,651	24,214	7,102	4,286	1,449	6,500	179,864
Preparatory	29,412	42,960	10,268	27,919	7,962	2,978	1,955	2,532	125,986
Adult education	21,578	36,959	42,342	51,640	67,266	18,280	5,247	1,656	244,968
Total 1979	273,844	174,708	90,787	142,260	144,673	34,868	10,549	16,539	888,228

(a) Total enrolments registered during the year up to 31 October. These data refer to numbers of enrolments, not students. (b) An enrolment is full-time when average weekly attendance over the teaching year amounts to 15 hours or more and part-time when less than 15 hours.

**TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND
FIELD OF STUDY, 1979**

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
FULL-TIME ENROLMENTS(b)									
Applied science	494	667	96	—	169	14	10	51	1,501
Art and design	1,306	1,120	331	154	661	68	—	38	3,678
Building industry	1,016	894	833	30	245	14	66	12	3,110
Business studies	8,642	3,351	2,249	170	1,519	665	73	291	16,960
Engineering	3,823	3,251	88	202	629	192	14	30	8,229
Rural and horticultural	218	151	442	56	126	—	—	—	993
Music	—	48	—	17	—	—	—	—	65
Para-medical services	227	13	—	8	47	—	—	—	295
Service industries	1,781	968	23	65	374	147	10	223	3,591
General studies	4,359	3,098	636	843	683	364	73	225	10,281
Total	21,866	13,561	4,698	1,545	4,453	1,464	246	870	48,703
PART-TIME ENROLMENTS(b)									
Applied science	1,952	1,605	694	518	1,747	317	299	252	7,384
Art and design	14,674	10,435	16,696	19,178	5,667	5,323	1,238	931	74,142
Building industry	16,576	21,506	7,230	10,331	5,895	3,130	667	991	66,326
Business studies	54,076	19,607	7,385	19,375	15,693	2,701	1,243	4,127	124,207
Engineering	57,788	41,981	17,847	18,979	16,942	4,583	1,307	2,821	162,248
Rural and horticultural	8,317	4,750	1,402	5,557	614	863	202	865	22,570
Music	—	696	630	3,222	—	822	981	307	6,658
Para-medical services	2,341	407	263	548	247	359	116	27	4,308
Service industries	52,702	23,283	12,045	30,305	3,862	8,896	1,516	3,100	135,709
General studies	25,892	29,046	12,971	24,870	74,261	4,879	2,557	2,248	176,724
Total	234,318	153,316	77,163	132,883	124,928	31,873	10,126	15,669	780,276
EXTERNAL ENROLMENTS									
Applied science	1	392	22	—	494	—	—	—	909
Art and design	738	—	—	338	205	—	—	—	1,281
Building industry	545	377	547	144	675	—	32	—	2,320
Business studies	5,427	4,059	1,369	2,518	4,038	617	78	—	18,106
Engineering	2,452	908	1,611	587	3,964	—	—	—	9,522
Rural and horticultural	1,918	239	595	837	751	126	67	—	4,533
Music	—	—	—	24	—	—	—	—	24
Para-medical services	257	—	196	51	172	73	—	—	749
Service industries	1,929	271	509	122	718	—	—	—	3,549
General studies	4,393	1,585	4,077	3,211	4,275	715	—	—	18,256
Total	17,660	7,831	8,926	7,832	15,292	1,531	177	—	59,249

For footnotes see end of table.

TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1979—continued

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
TOTAL ENROLMENTS									
Applied science	2,447	2,664	812	518	2,410	331	309	303	9,794
Art and design	16,718	11,555	17,027	19,670	6,533	5,391	1,238	969	79,101
Building industry	18,137	22,777	8,610	10,505	6,815	3,144	765	1,003	71,756
Business studies	68,145	27,017	11,003	22,063	21,250	3,983	1,394	4,418	159,273
Engineering	64,063	46,140	19,346	19,768	21,535	4,775	1,321	2,851	179,999
Rural and horticultural	10,453	5,140	2,439	6,450	1,491	989	269	865	28,096
Music	—	744	630	3,263	—	822	981	307	6,747
Para-medical services	2,825	420	459	607	466	432	116	27	5,352
Service industries	56,412	24,522	12,577	30,492	4,954	9,043	1,526	3,323	142,849
General studies	34,644	33,729	17,684	28,924	79,219	5,958	2,630	2,473	205,261
Total—1979	273,844	174,708	90,787	142,260	144,673	34,868	10,549	16,539	888,228
1978	259,842	183,183	87,010	137,337	142,559	36,352	9,292	15,397	870,972
1977	238,308	158,935	82,537 (c)	149,352	136,335	29,041	9,975	14,330	818,813

(a) These data refer to numbers of enrolments, not students. (b) An enrolment is full-time when average weekly attendance over the teaching year amounts to 15 hours or more and part-time when less than 15 hours. (c) South Australia changed its method of reporting provisional or multiple enrolments in 1978, resulting in a drop with respect to previous years.

TECHNICAL AND FURTHER EDUCATION: TEACHING EFFORT (a) BY TYPE OF APPOINTMENT AND STREAM, 1979
(*000 hours)

Stream	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
FULL-TIME STAFF(b)									
Professional	3.9	13.5	0.5	4.8	12.8	0.3	—	—	35.9
Para-professional	612.3	405.4	47.4	235.8	327.0	43.6	14.6	43.6	1,729.7
Trades	1,042.2	1,027.9	396.8	337.0	264.5	125.7	23.4	40.3	3,257.9
Other skilled	455.4	159.4	191.7	51.8	10.7	36.2	8.1	28.7	942.0
Preparatory	191.6	486.8	60.0	99.0	44.5	6.1	9.3	19.6	916.9
Adult education	31.6	70.9	11.9	34.7	14.2	1.0	2.9	3.0	170.3
Total	2,337.0	2,163.9	708.4	763.1	673.7	212.9	58.3	135.3	7,052.8
PART-TIME STAFF(c)									
Professional	5.4	0.7	0.4	0.1	0.8	0.8	0.3	—	8.5
Para-professional	410.6	97.9	61.8	58.6	130.9	37.4	4.3	25.2	826.8
Trades	254.9	53.2	10.2	9.0	59.4	22.8	1.1	8.7	419.1
Other skilled	373.4	55.3	44.9	34.6	11.7	19.2	1.9	20.8	561.9
Preparatory	141.9	171.3	41.4	84.3	33.3	17.7	10.7	31.0	531.8
Adult education	82.4	54.2	59.1	136.2	106.2	32.3	10.9	3.3	484.5
Total	1,268.6	432.6	217.7	322.8	342.3	130.2	29.2	89.1	2,832.6
ALL TEACHING STAFF									
Professional	9.3	14.2	0.9	4.9	13.6	1.1	0.3	—	44.5
Para-professional	1,022.9	503.3	109.2	294.4	457.9	81.0	18.9	68.8	2,556.5
Trades	1,297.1	1,081.1	407.0	346.0	323.9	148.5	24.5	49.0	3,677.0
Other skilled	828.8	214.7	236.6	86.4	22.4	55.4	10.0	49.5	1,503.9
Preparatory	333.5	658.1	101.5	183.3	77.8	23.8	20.0	50.6	1,448.7
Adult education	114.0	125.1	71.0	170.9	120.4	33.3	13.8	6.4	654.9
Total—1979	3,605.6	2,596.5	926.2	1,085.9	1,016.0	343.1	87.5	224.4	9,885.5
1978	3,486.9	2,516.2	904.5	1,034.6	1,016.4	322.0	74.3	209.3	9,564.2
1977	3,213.2	2,093.6	852.8	1,033.2	936.6	313.1	69.0	182.3	8,694.0

(a) Hours of classroom duty performed by teachers during the teaching year (excluding all non-teaching staff). (b) All teaching staff employed full-time by the relevant authority or institution, including 'multi-sector' staff whose duties extend to teaching areas other than TAFE. (c) Includes hours worked on an overtime basis by full-time staff.

Colleges of Advanced Education

The following statistics refer to operative institutions listed in the appropriate States Grants (Tertiary Education Assistance) Acts as colleges of advanced education, and the Canberra College of Advanced Education. These tables show details of students commencing advanced level courses, the number of students and teaching staff in 1979 and the number of students who completed advanced level courses in 1978. The reference date for these statistics is 30 April except for students who completed advanced level courses for whom the reference period is the twelve months ended 31 December. For more detailed statistics, see the annual publication *Colleges of Advanced Education, Australia* (4206.0).

COLLEGES OF ADVANCED EDUCATION: STUDENTS COMMENCING BY COURSE LEVEL AND FIELD OF STUDY, 1979(a)

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture	—	111	139	190	425	604	261	865
Applied sciences	64	1,257	3,344	706	662	3,929	2,104	6,033
Art and design	—	485	1,719	1,484	575	1,839	2,424	4,263
Building, surveying and architecture	9	175	1,034	261	207	1,364	322	1,686
Commercial and business studies	88	2,232	8,921	668	1,403	9,632	3,680	13,312
Engineering and technology	34	457	2,240	166	649	3,460	86	3,546
Liberal studies	9	2,559	4,957	1,204	1,275	3,578	6,426	10,004
Music	1	115	304	203	38	266	395	661
Para-medical	33	354	1,854	1,034	679	921	3,033	3,954
Teacher education	33	2,781	4,844	10,396	58	5,093	13,019	18,112
Total—1979	271	10,526	29,356	16,312	5,971	30,686	31,750	62,436
1978	262	9,620	27,396	18,880	6,085	31,399	30,844	62,243
1977	205	8,249	23,848	19,711	4,606	29,165	27,454	56,619

(a) Excludes students commencing in second semester.

COLLEGES OF ADVANCED EDUCATION: STUDENTS WHO COMPLETED COURSES BY FIELD OF STUDY AND COURSE LEVEL, 1978

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture	—	65	55	168	184	370	102	472
Applied sciences	8	256	948	386	152	1,210	540	1,750
Art and design	—	125	378	1,119	49	774	897	1,671
Building, surveying and architecture	—	47	458	153	42	614	86	700
Commercial and business studies	3	873	1,720	875	339	2,959	851	3,810
Engineering and technology	5	71	954	459	93	1,541	41	1,582
Liberal studies	1	867	1,405	416	359	1,150	1,898	3,048
Music	—	46	46	190	15	88	209	297
Para-medical	10	133	1,031	650	459	479	1,804	2,283
Teacher education	20	3,045	1,768	12,812	5	5,569	12,081	17,650
Total—1978	47	5,528	8,763	17,228	1,697	14,754	18,509	33,263
1977	41	5,306	6,664	17,830	1,651	13,681	17,811	31,492
1976	36	4,412	4,813	17,914	1,679	12,995	15,859	28,854

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT
COURSE LEVEL AND FIELD OF STUDY, 1979**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
FULL-TIME STUDENTS								
Agriculture	-	63	342	514	668	1,202	385	1,587
Applied sciences	73	572	5,246	1,204	533	4,688	2,940	7,628
Art and design	-	326	3,677	4,059	274	3,662	4,674	8,336
Building, surveying and architecture	-	33	1,801	229	172	1,735	500	2,235
Commercial and business studies	38	668	8,617	1,521	664	7,130	4,378	11,508
Engineering and technology	17	10	4,446	429	350	5,145	107	5,252
Liberal studies	7	1,237	6,757	2,382	1,105	4,234	7,254	11,488
Music	1	90	521	561	40	464	749	1,213
Para-medical	38	170	3,853	1,728	754	1,669	4,874	6,543
Teacher education	2	1,403	1,524	23,403	3	6,187	20,148	26,335
Total—1979	176	4,572	36,784	36,030	4,563	36,116	46,009	82,125
1978	122	4,590	34,416	40,395	4,743	37,396	46,870	84,266
1977	98	4,737	30,701	45,507	3,851	37,946	46,948	84,894
PART-TIME—INTERNAL STUDENTS								
Agriculture	-	5	19	32	37	72	21	93
Applied sciences	145	1,237	2,944	780	412	4,024	1,494	5,518
Art and design	-	350	520	436	747	898	1,155	2,053
Building, surveying and architecture	12	327	1,267	852	175	2,343	290	2,633
Commercial and business studies	227	2,333	12,074	1,572	1,697	14,796	3,107	17,903
Engineering and technology	98	603	2,635	451	684	4,407	64	4,471
Liberal studies	28	1,778	4,677	656	1,076	3,133	5,082	8,215
Music	1	51	274	200	33	207	352	559
Para-medical	57	305	1,616	457	381	763	2,053	2,816
Teacher education	87	1,965	4,842	5,139	74	4,013	8,094	12,107
Total—1979	655	8,954	30,868	10,575	5,316	34,656	21,712	56,368
1978	529	7,455	26,752	12,164	4,507	32,889	18,518	51,407
1977	416	5,820	22,460	12,525	3,445	30,302	14,364	44,666
PART-TIME—EXTERNAL STUDENTS								
Agriculture	-	98	10	-	159	200	67	267
Applied sciences	34	31	925	25	315	958	372	1,330
Art and design	-	-	170	20	1	152	39	191
Building, surveying and architecture	-	35	18	72	149	261	13	274
Commercial and business studies	6	714	2,425	469	1,015	3,891	738	4,629
Engineering and technology	3	210	77	40	280	604	6	610
Liberal studies	-	681	1,699	183	317	956	1,924	2,880
Music	-	-	2	1	-	3	-	3
Para-medical	-	1	40	137	293	138	333	471
Teacher education	-	865	2,332	3,305	17	1,865	4,654	6,519
Total—1979	43	2,635	7,698	4,252	2,546	9,028	8,146	17,174
1978	21	1,868	5,991	4,453	1,916	7,524	6,725	14,249
1977	20	1,145	3,925	4,457	1,205	5,569	5,183	10,752
ALL STUDENTS								
Agriculture	-	166	371	546	864	1,474	473	1,947
Applied sciences	252	1,840	9,115	2,009	1,260	9,670	4,806	14,476
Art and design	-	676	4,367	4,515	1,022	4,712	5,868	10,580
Building, surveying and architecture	12	395	3,086	1,153	496	4,339	803	5,142
Commercial and business studies	271	3,715	23,116	3,562	3,376	25,817	8,223	34,040
Engineering and technology	118	823	7,158	920	1,314	10,156	177	10,333
Liberal studies	35	3,696	13,133	3,221	2,498	8,323	14,260	22,583
Music	2	141	797	762	73	674	1,101	1,775
Para-medical	95	476	5,509	2,322	1,428	2,570	7,260	9,830
Teacher education	89	4,233	8,698	31,847	94	12,065	32,896	44,961
Total—1979	874	16,161	75,350	50,857	12,425	79,800	75,867	155,667
1978	672	13,913	67,159	57,012	11,166	77,809	72,113	149,922
1977	534	11,702	57,086	62,489	8,501	73,817	66,495	140,312

PERCENTAGE CHANGES IN ENROLMENTS BETWEEN 1977 AND 1979

	<i>Males</i>	<i>Females</i>	<i>Persons</i>
Stage—			
Commencing course	+ 5.2	+ 15.6	+ 10.3
Completing course the previous year	+ 13.5	+ 16.7	+ 15.3
Status—			
Full-time	-4.8	-2.0	-3.3
Part-time—Internal	+ 14.4	+ 51.2	+ 26.2
Part-time—External	+ 62.1	+ 57.2	+ 59.7
All students	+ 8.1	+ 14.1	+ 10.9

The percentage changes show that there has been a dramatic increase in the numbers of internal and external part-time students over the period 1977 to 1979, while the number of full-time students, especially of males, has declined.

Overall the number of students has increased by nearly 11 per cent over this period despite the decline in the number of full-time students—especially noteworthy has been the growth in external part-time students which, by 1979, comprised about 11 per cent of total students, compared to 7.7 per cent in 1977.

**COLLEGES OF ADVANCED EDUCATION: TEACHING STAFF BY FIELD OF TEACHING
STATES AND A.C.T., 1979**

Teaching effort in approved courses of full-time and part-time staff, expressed in equivalent full-time units and rounded to whole numbers.

<i>Field of teaching</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Australia</i>
FULL-TIME STAFF								
Agriculture	73	7	31	24	13	-	-	148
Applied sciences	341	565	229	116	124	14	84	1,473
Art and design	235	365	46	77	47	24	-	794
Building, surveying and architecture	24	60	34	25	32	7	19	200
Commercial and business studies	226	444	155	58	111	17	40	1,050
Engineering and technology	58	359	122	69	67	16	-	691
Liberal studies	385	690	247	225	185	22	48	1,801
Music	75	52	11	1	8	22	-	169
Para-medical	69	168	36	81	94	-	-	447
Teacher education	644	528	268	266	218	78	50	2,054
Not classifiable	15	17	-	1	-	4	-	37
<i>Total—1979</i>	<i>2,145</i>	<i>3,255</i>	<i>1,179</i>	<i>940</i>	<i>899</i>	<i>204</i>	<i>241</i>	<i>8,864</i>
1978	2,096	3,202	1,161	978	933	210	236	8,816
1977	2,020	3,197	1,104	951	922	201	231	8,625
PART-TIME STAFF								
Agriculture	-	2	-	1	1	-	-	5
Applied sciences	40	82	14	4	18	2	22	182
Art and design	47	76	8	10	20	5	-	167
Building, surveying and architecture	5	27	19	11	6	2	3	72
Commercial and business studies	27	61	45	9	25	3	18	188
Engineering and technology	18	28	10	7	5	-	-	68
Liberal studies	38	65	23	36	29	2	17	209
Music	30	14	23	1	2	4	-	73
Para-medical	11	29	17	28	33	-	-	119
Teacher education	34	46	22	25	39	9	17	192
Not classifiable	12	22	-	1	-	3	-	38
<i>Total—1979</i>	<i>262</i>	<i>452</i>	<i>180</i>	<i>131</i>	<i>179</i>	<i>31</i>	<i>77</i>	<i>1,312</i>
1978	232	390	172	106	140	38	67	1,145
1977	204	341	116	92	129	18	50	949
ALL STAFF								
Agriculture	73	9	31	25	14	-	-	153
Applied sciences	381	647	243	119	142	16	106	1,655
Art and design	282	441	54	87	67	29	-	961
Building, surveying and architecture	29	87	52	35	38	9	22	272
Commercial and business studies	253	505	200	66	136	20	58	1,239
Engineering and technology	76	387	132	75	72	16	-	758
Liberal studies	423	755	269	260	214	24	65	2,010
Music	105	66	34	2	10	26	-	242
Para-medical	80	197	53	109	127	-	-	566
Teacher education	678	575	290	291	258	87	67	2,246
Not classifiable	27	39	-	2	-	7	-	75
<i>Total—1979</i>	<i>2,407</i>	<i>3,707</i>	<i>1,358</i>	<i>1,072</i>	<i>1,078</i>	<i>235</i>	<i>318</i>	<i>10,175</i>
1978	2,328	3,592	1,333	1,085	1,073	248	303	9,962
1977	2,224	3,538	1,220	1,043	1,051	218	281	9,574

The above tables indicate that total staff at colleges of advanced education increased by about 6.3 per cent over the period 1977 to 1979 inclusive. However, full time staff only increased by 2.8 per cent, while a dramatic 38.3 per cent occurred for part-time staff. This very considerable increase reflects that found for students (*see* page 260).

Universities

The following university statistics provide details of the total number of students enrolled in university courses, the teaching staff engaged, and the number of students commencing and completing courses. The reference date for the statistics is 30 April except for students completing courses for whom the reference date is the year ended 30 June. For more detailed statistics, see the annual publications *University Statistics, Australia*, Parts 1 and 2 (4208.0 and 4209.0).

UNIVERSITIES: STUDENTS COMMENCING, 1979

	Doctorate	Master's degree	Bachelor degree	Non-degree	Total		
					Males	Females	Persons
New South Wales	363	2,001	15,728	3,076	12,483	8,685	21,168
Victoria	238	1,273	11,705	2,132	8,260	7,088	15,348
Queensland	156	498	5,525	763	3,738	3,204	6,942
South Australia	82	262	3,112	784	2,351	1,889	4,240
Western Australia	86	297	3,483	621	2,564	1,923	4,487
Tasmania	22	59	989	330	837	563	1,400
Australian Capital Territory	152	145	1,616	266	1,256	923	2,179
Australia—1979	1,099	4,535	42,158	7,972	31,489	24,275	55,764
1978	1,099	4,386	41,546	7,963	31,689	23,305	54,994
1977	1,071	4,465	40,358	8,160	31,639	22,415	54,054

UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS BY SEX AND COURSE LEVEL, 1977 TO 1979

Course level	Males			Females		
	1977	1978	1979	1977	1978	1979
FULL-TIME STUDENTS						
Doctorate	2,720	2,765	2,729	782	825	857
Master's degree	2,282	2,266	2,235	993	1,002	1,045
Bachelor degree	55,592	54,386	52,849	35,761	36,004	35,704
Non-degree	2,210	1,926	1,769	2,561	2,180	1,892
Total	62,804	61,343	59,582	40,097	40,011	39,498
PART-TIME STUDENTS						
Doctorate	1,641	1,766	1,823	352	439	515
Master's degree	7,296	7,431	7,741	2,364	2,670	2,957
Bachelor degree	20,623	21,075	21,497	15,382	17,409	19,172
Non-degree	4,579	4,603	4,611	3,273	3,288	3,414
Total	34,139	34,875	35,672	21,371	23,806	26,058
ALL STUDENTS						
Doctorate	4,361	4,531	4,552	1,134	1,264	1,372
Master's degree	9,578	9,697	9,976	3,357	3,672	4,002
Bachelor degree	76,215	75,461	74,346	51,143	53,413	54,876
Non-degree	6,789	6,529	6,380	5,834	5,468	5,306
Total	96,943	96,218	95,254	61,468	63,817	65,556

UNIVERSITIES: STUDENTS BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1979

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Australia		
								Males	Females	Persons
FULL-TIME STUDENTS										
Humanities	8,922	6,179	2,503	2,307	1,726	645	1,463	9,369	14,376	23,745
Fine arts	54	384	82	184	70	-	-	297	477	774
Social and behavioural sciences	2,595	1,621	676	146	382	15	63	1,891	3,607	5,498
Law	2,597	1,916	567	581	367	193	501	4,501	2,221	6,722
Education	1,684	1,246	474	372	638	288	-	1,778	2,924	4,702
Economics, commerce, government	4,632	3,410	769	680	718	187	424	7,991	2,829	10,820
Medicine	3,598	2,584	2,319	1,125	721	337	25	6,598	4,111	10,709
Dentistry	574	256	306	270	146	-	-	1,209	343	1,552
Natural sciences	6,127	6,107	2,208	1,790	1,769	504	914	12,809	6,610	19,419
Engineering, technology	4,465	2,158	996	570	605	153	-	8,537	410	8,947
Architecture, building	1,324	544	205	181	101	-	2	1,825	532	2,357
Agriculture, forestry	903	542	240	223	205	55	264	1,898	534	2,432
Veterinary science	429	258	425	-	226	-	-	834	504	1,338
Not stated	18	24	-	-	21	-	2	45	20	65
Total—1979	37,922	27,229	11,770	8,429	7,695	2,377	3,658	59,582	39,498	99,080
1978	39,012	27,512	12,081	8,700	7,810	2,514	3,725	61,343	40,011	101,354
1977	39,473	28,064	11,966	9,037	7,694	2,685	3,982	62,804	40,097	102,901
PART-TIME STUDENTS										
Humanities	7,416	5,033	4,396	1,766	1,655	430	1,315	8,828	13,183	22,011
Fine arts	64	87	30	59	48	-	-	148	140	288
Social and behavioural sciences	2,442	1,423	373	195	257	21	25	2,005	2,731	4,736
Law	1,081	831	455	106	56	49	179	2,052	705	2,757
Education	1,928	3,754	1,846	437	752	122	-	4,372	4,467	8,839
Economics, commerce, government	4,422	1,833	1,365	745	587	187	493	7,911	1,721	9,632
Medicine	267	240	118	254	32	5	-	558	358	916
Dentistry	68	38	20	30	13	-	-	148	21	169
Natural sciences	2,888	1,367	881	571	492	182	311	4,764	1,928	6,692
Engineering, technology	2,098	363	249	127	159	46	-	2,937	105	3,042
Architecture, building	719	272	71	48	10	-	-	930	190	1,120
Agriculture, forestry	197	78	82	73	45	16	19	428	82	510
Veterinary science	32	30	55	-	12	-	-	105	24	129
Not stated	304	387	10	-	187	-	1	486	403	889
Total—1979	23,926	15,736	9,951	4,411	4,305	1,058	2,343	35,672	26,058	61,730
1978	22,736	14,446	9,877	4,204	4,289	1,003	2,126	34,875	23,806	58,681
1977	22,167	12,613	9,547	4,353	4,079	840	1,911	34,139	21,371	55,510
TOTAL STUDENTS										
Humanities	16,338	11,212	6,899	4,073	3,381	1,075	2,778	18,197	27,559	45,756
Fine arts	118	471	112	243	118	-	-	445	617	1,062
Social and behavioural sciences	5,037	3,044	1,049	341	639	36	88	3,896	6,338	10,234
Law	3,678	2,747	1,022	687	423	242	680	6,553	2,926	9,479
Education	3,612	5,000	2,320	809	1,390	410	-	6,150	7,391	13,541
Economics, commerce, government	9,054	5,243	2,134	1,425	1,305	374	917	15,902	4,550	20,452
Medicine	3,865	2,824	2,437	1,379	753	342	25	7,156	4,469	11,625
Dentistry	642	294	326	300	159	-	-	1,357	364	1,721
Natural sciences	9,015	7,474	3,089	2,361	2,261	686	1,225	17,573	8,538	26,111
Engineering, technology	6,563	2,521	1,245	697	764	199	-	11,474	515	11,989
Architecture, building	2,043	816	276	229	111	-	2	2,755	722	3,477
Agriculture, forestry	1,100	620	322	296	250	71	283	2,326	616	2,942
Veterinary science	461	288	480	-	238	-	-	939	528	1,467
Not stated	322	411	10	-	208	-	3	531	423	954
Total—1979	61,848	42,965	21,721	12,840	12,000	3,435	6,001	95,254	65,556	160,810
1978	61,748	41,958	21,958	12,904	12,099	3,517	5,851	96,218	63,817	160,035
1977	61,640	40,677	21,513	13,390	11,773	3,525	5,893	96,943	61,468	158,411

UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1979

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
FULL-TIME STAFF								
Humanities	704	492	272	148	115	44	148	1,921
Fine arts	53	72	17	39	9	—	3	192
Social and behavioural sciences	429	190	118	85	92	33	43	989
Law	135	144	35	27	17	12	35	406
Education	243	199	76	47	63	17	—	645
Economics, commerce, government	509	292	118	97	74	31	53	1,172
Medicine	305	249	184	129	91	45	—	1,003
Dentistry	42	26	35	26	15	—	—	144
Natural sciences	951	625	405	273	201	87	119	2,659
Engineering, technology	482	200	113	48	55	24	—	922
Architecture, building	122	43	25	13	8	—	—	210
Agriculture, forestry	99	53	42	40	25	9	19	287
Veterinary science	47	35	53	—	42	—	—	177
Other(b)	27	—	39	—	—	—	—	66
Total—1979	4,146	2,620	1,531	970	805	301	419	10,790
1978	4,157	2,643	1,514	985	818	309	418	10,842
1977	4,084	2,590	1,491	979	775	298	405	10,622
PART-TIME STAFF (full-time equivalent units)								
Humanities	40	23	15	5	5	1	6	94
Fine arts	5	8	2	5	2	—	—	23
Social and behavioural sciences	38	12	6	4	7	1	3	70
Law	10	10	2	2	2	—	6	32
Education	59	21	2	2	6	3	—	93
Economics, commerce, government	34	15	2	4	2	1	3	62
Medicine	82	89	46	10	13	2	—	243
Dentistry	15	13	7	18	8	—	—	60
Natural sciences	111	115	24	47	36	6	10	349
Engineering and technology	40	18	9	7	5	1	—	80
Architecture, building	19	11	3	2	4	—	—	39
Agriculture, forestry	6	4	1	—	1	—	2	15
Veterinary science	2	1	2	—	1	—	—	6
Other(b)	8	—	2	—	—	—	—	10
Total—1979	469	340	123	106	93	14	30	1,175
1978	444	350	97	110	102	13	38	1,154
1977	469	349	90	117	105	11	33	1,175
ALL STAFF (full-time equivalent units) (c)								
Humanities	744	515	287	153	120	45	154	2,015
Fine arts	58	80	19	44	11	—	3	215
Social and behavioural sciences	467	202	124	89	99	34	46	1,059
Law	145	154	37	29	19	12	41	438
Education	302	220	78	49	69	20	—	738
Economics, commerce, government	543	307	120	101	76	32	56	1,234
Medicine	387	338	230	139	104	47	—	1,246
Dentistry	57	39	42	44	23	—	—	204
Natural sciences	1,062	740	429	320	237	93	129	3,008
Engineering and technology	522	218	122	55	60	25	—	1,002
Architecture, building	141	54	28	15	12	—	—	249
Agriculture, forestry	105	57	43	40	26	9	21	302
Veterinary science	49	36	54	—	43	—	—	183
Other(b)	35	—	41	—	—	—	—	76
Total—1979	4,615	2,960	1,654	1,076	897	315	448	11,965
1978	4,601	2,993	1,611	1,095	921	321	456	11,996
1977	4,553	2,940	1,582	1,096	879	309	438	11,797

(a) Excludes research only staff. (b) Includes staff teaching in the field of general studies and also a small number of staff unallocated to field of teaching. (c) The conversion of part-time staff to equivalent full-time units is made on the following basis: lecturer—250 hours per annum; and tutor/demonstrator—700 hours per annum.

The above tables indicate that total staff at universities increased by only about 1.4 per cent over the period 1977 to 1979 inclusive. The increase, unlike the situation with colleges of advanced education, was entirely attributable to full-time staff.

**UNIVERSITIES: STUDENTS COMPLETING DEGREE AND POST-GRADUATE DIPLOMA
COURSES BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1979**

<i>Field of study</i>	<i>Degrees</i>				<i>Total</i>
	<i>Doctorate and Ph.D.</i>	<i>Master</i>	<i>Bachelor</i>	<i>Post graduate diploma</i>	
Humanities	158	332	8,270	61	8,821
Fine arts	3	6	119	—	128
Social and behavioural sciences	61	107	1,337	240	1,745
Law	6	80	1,519	69	1,674
Education	27	364	1,272	2,715	4,378
Economics, commerce, government	31	404	3,313	91	3,839
Medicine	114	12	2,149	84	2,359
Dentistry	5	39	246	3	293
Natural sciences	336	358	5,159	186	6,039
Engineering, technology	88	239	1,587	23	1,937
Architecture, building	4	71	569	45	689
Agriculture, forestry	68	106	370	42	586
Veterinary science	22	26	245	6	299
Not stated	4	—	—	—	4
Total—1979	927	2,144	26,155	3,565	32,791
1978	843	2,070	24,692	4,068	31,673
1977	800	1,935	23,812	4,066	30,613

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION

<i>Scheme</i>	<i>Number of students 1979</i>	<i>Expenditure (\$'000) 1978–1979</i>
Postgraduate Awards(a)	1,910	8,481
Tertiary Education Assistance(a)	83,617	156,206
Pre-school Teacher Education(a)	47	798
Postgraduate Awards—Social Work (a)	—	10
Secondary Allowances(b)	21,725	9,582
Adult Secondary Education Assistance(a)	2,149	4,735
Aboriginal Secondary Grants(a)	14,543	12,956
Aboriginal Study Grants(b)	7,202	5,166
Aboriginal Study Grants—Overseas(b)	10	93
Assistance for Isolated Children(a)	15,060	13,106
Non-State Tertiary Institutions	n.a.	3,119
Overseas Fellowships in Management(b)	7	83
Commonwealth Teaching Service Scholarships(a)	300	939
Total—1979	146,570	215,274
1978	145,727	206,078
1977	143,942	188,175

(a) For this scheme, the 'number of students' represents students receiving benefits at 30 June each year. (b) For this scheme the 'number of students' represents students receiving benefits at some time during the year.

Over the period 1977 to 1979 expenditure on student assistance schemes funded by the Department of Education increased by about 14.4 per cent and the number of students assisted by about 1.8 per cent.

Overseas students

Information on overseas students in Australia is given in Chapter 5, International Relations.

Expenditure on education

The aim of this section is to provide information on the extent and direction of both government and private expenditure on education in recent years. The figures have been compiled in accordance with national accounting concepts. For explanation of these concepts, reference should be made to *Australian National Accounts: National Income and Expenditure, 1978-79* (5204.0), and also to *Commonwealth Government Finance, Australia, 1979-80* (5502.0), and *State and Local Government Finance, Australia, 1978-79* (5504.0), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector reflects in part the relative importance of that sector in the provision of education services, but it is also a reflection of the lack of detailed information relating to educational activities in the private sector. Information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate supply of education services and facilities.

Total expenditure on education

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

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

AUSTRALIA: EXPENDITURE ON EDUCATION

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
— \$m —						
Public sector—						
Final consumption expenditure	1,909	2,766	3,427	4,117	4,656	5,064
Expenditure on new fixed assets	382	656	695	642	716	730
Final expenditure(1)	2,291	3,422	4,122	4,759	5,372	5,794
Transfer payments and expenditure on existing fixed assets (net)	231	292	351	374	391	393
Outlay	2,522	3,714	4,473	5,133	5,763	6,187
Private sector—						
Final consumption expenditure	208	200	218	243	255	268
Expenditure on new fixed assets	43	74	87	68	89	110
Final expenditure(2)	251	274	305	311	344	378
Total expenditure on education (1) + (2)	2,542	3,696	4,427	5,070	5,716	6,172
Gross domestic product	51,272	61,705	72,702	83,214	90,278	101,134
— per cent —						
Expenditure on education as percentage of gross domestic product—						
Final consumption expenditure—						
Public	3.7	4.5	4.7	4.9	5.2	5.0
Private	0.4	0.3	0.3	0.3	0.3	0.3
Expenditure on new fixed assets—						
Public	0.7	1.1	1.0	0.8	0.8	0.7
Private	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure	5.0	6.0	6.1	6.1	6.3	6.1

Private sector

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

etc.). Private gross fixed capital expenditure in the field of education is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

Public sector

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

The outlays of the public authorities engaged in providing education services or financing their provision by other bodies, public or private, have also been classified according to their economic type: *final expenditure on goods and services* (i.e. *final consumption expenditure*, and *expenditure on new fixed assets*); *capital financing items* (e.g. *net expenditure on existing assets*); *transfers to the private sector* (cash benefits, grants for private capital purposes) which become a source of finance for that sector's own final expenditures; and *transfers between public authorities* (Commonwealth Government grants to the States).

Detailed analyses have not been prepared of the accounts of all public authorities providing or financing education services, but methods of analysis have been adopted which reflect the net effect of the transactions of authorities not fully analysed (such as the State universities). Private non-profit organisations are covered by recording their final consumption expenditure as final expenditure by the public authorities and persons, i.e. the current grants to these organisations by public authorities are treated as public authorities' final expenditure and fees, donations, etc. paid to them by persons are included in private final consumption expenditure. Current outlay of non-profit organisations is therefore covered, being approximately equal to their income from grants and fees. For reasons of practicality, grants for capital purposes by public authorities to private non-profit organisations are treated as transfers, so that the capital expenditure of these organisations is wholly recorded in the private sector.

All public authorities

The outlay on education by all public authorities consists of the final expenditure on goods and services of the Commonwealth Government and State authorities and transfers by these authorities to the private sector. These figures are shown in the following table, and are related to the total outlay (on all functions) by all public authorities in order to give an indication of the share of government resources devoted to education.

ALL PUBLIC AUTHORITIES: OUTLAY ON EDUCATION

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
- \$ million -						
Commonwealth authorities—						
Final consumption expenditure	108.6	164.7	195.1	234.6	255.8	287.0
Cash benefits to persons	93.8	124.3	162.5	194.0	212.6	224.9
Grants for private capital purposes	1.7	5.6	5.5	3.5	4.2	4.0
Expenditure on new fixed assets	32.1	45.1	73.4	62.2	54.2	50.5
Expenditure on existing fixed assets (net)	-0.5	-0.2	-0.3	-0.5	—	—
Grants to States—						
Current	433.4	910.4	1,133.8	1,390.8	1,517.8	1,592.3
Capital	189.1	415.5	319.2	327.8	343.1	363.7
Total Commonwealth	858.2	1,665.4	1,889.2	2,212.3	2,387.7	2,522.4
State authorities—						
Final consumption expenditure	1,797.3	2,596.3	3,224.6	3,874.1	4,389.2	4,764.3
Cash benefits to persons	104.1	111.7	124.1	124.0	120.8	105.9
Grants for private capital purposes	13.7	31.7	33.0	25.4	32.2	40.4
Expenditure on new fixed assets	349.0	609.2	618.2	574.2	659.9	677.8
Expenditure on existing fixed assets (net)	18.9	19.1	26.9	29.0	21.3	17.8
Grants to local government authorities	2.2	5.7	6.8	11.1	9.8	9.4
Total State	2,285.0	3,373.5	4,033.5	4,637.9	5,233.2	5,615.6
Less Grants from the Commonwealth Government for educational purposes	622.5	1,325.9	1,453.1	1,718.5	1,860.9	1,956.0
Outlay financed from States' own resources and from non-specific Commonwealth Government grants	1,662.5	2,047.6	2,580.4	2,919.4	3,372.3	3,659.6
Local authorities—						
Final consumption expenditure	2.9	4.6	7.4	8.5	11.1	12.7
Expenditure on new fixed assets	0.7	1.9	3.2	4.2	1.5	1.5
Total local	3.6	6.5	10.6	12.6	12.6	14.2
Less Grants from State authorities for education purposes	2.2	5.7	6.8	11.1	9.8	9.4
Outlay financed from local authorities own resources	1.3	0.8	3.8	1.5	2.8	4.8
Total outlay on education	2,522.0	3,713.8	4,473.4	5,133.2	5,762.8	6,186.8
Total outlay on all purposes	16,221.0	22,880.1	27,585.2	31,752.7	35,781.6	38,766.6
- per cent -						
Outlay on education as percentage of total outlay	15.5	16.2	16.3	16.2	16.1	16.0

Commonwealth authorities

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

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION

	1976-77	1977-78	1978-79
	-\$ million-		
General administration, regulation and research—			
Department of Education—			
Salaries, etc., n.e.c.	18.8	18.5	20.4
Administration expenses, n.e.c.	7.8	8.0	8.9
Tertiary Education Commission	—	0.7	1.7
Building and works, office equipment, etc.	—	0.3	0.1
Grants to the States—			
Research and development	1.0	1.7	0.9
Other	0.7	0.8	0.5
<i>Total general administration, etc.</i>	28.3	30.0	32.6
Transportation of students—			
School bus service—			
Australian Capital Territory	1.8	1.9	2.1
Northern Territory	1.0	1.2	1.3
<i>Total transportation</i>	2.7	3.1	3.4
Primary and secondary education—			
Schools Commission	2.8	3.1	3.4
Education services—			
Australian Capital Territory	64.8	64.2	66.4
Northern Territory	38.0	40.7	46.0
School broadcasts	1.9	2.0	2.0
Student assistance	7.0	9.2	9.9
Child migrant education program	1.0	0.6	0.7
Assistance to isolated children	11.7	14.1	13.1
Grants to non-government schools—			
Australian Capital Territory	9.9	12.0	12.9
Northern Territory	1.4	1.8	2.4
Grants to the States—			
Non-government schools—Recurrent grants	171.7	191.3	221.9
Non-government schools—Capital grants	19.9	32.0	38.4
Government schools—Recurrent grants	225.8	235.5	242.5
Government schools—Capital grants	127.2	151.2	140.5
Child migrant education(a)	0.2	0.3	1.9
Schools—joint programs	24.9	29.0	27.0
Other	0.4	0.8	0.6
<i>Total primary and secondary</i>	708.7	787.7	829.6
Vocational Training—			
Commission on Technical and Further Education	0.6	0.3	—
Canberra School of Music	—	—	—
Technical and Further Education in the A.C.T.	13.7	15.2	16.8
Darwin Community College	6.7	9.3	10.0
Student assistance	23.8	25.6	29.3
Grants to the States—TAFE—			
Apprentice training	—	—	—
Recurrent grants	44.2	45.6	65.0
Other Capital grants	33.7	46.4	51.7
Other	0.6	1.0	0.9
<i>Total vocational training</i>	123.2	143.4	173.7
University education—			
Australian Universities Commission	0.7	0.3	—
Australian National University—			
Student assistance	1.8	2.1	2.4
Other	70.1	67.9	75.6
Student assistance—			
Undergraduate	66.9	71.7	74.4
Postgraduate	8.6	9.4	9.0
Grants to Australian National University residential colleges	0.2	0.1	0.1
School of Public Health and Tropical Medicine (Sydney University)	2.1	2.3	2.6
Grants to the States—Universities	568.5	626.9	645.7
Other	0.3	0.2	—
<i>Total university</i>	719.2	781.0	810.0

For footnote see end of table.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION—*continued*

	1976-77	1977-78	1978-79
	—\$ million—		
Other higher education—			
Commission on Advanced Education	0.7	0.3	—
Canberra College of Advanced Education	14.5	16.7	15.2
Canberra School of Music	1.1	1.0	0.9
Australian Film and Television School	3.6	3.7	3.8
Student assistance	50.9	53.0	55.5
Commonwealth Teaching Service scholarships	1.3	1.2	0.9
Grants to the States	446.4	449.5	481.7
Other	1.0	1.0	4.2
<i>Total other higher education</i>	<i>519.5</i>	<i>526.3</i>	<i>562.2</i>
Other education programs—			
Aboriginal education—			
Study grants	2.3	3.6	5.2
Secondary grants	10.0	12.1	13.0
Grants to private non-profit organisations	3.9	4.5	6.0
Grants to the States	5.9	6.4	6.2
Other	17.5	18.0	18.1
Soldiers' children education scheme	3.5	3.4	2.9
Migrant education programs	9.0	13.1	18.8
Pre-school programs—			
Grants to States and local authorities	49.0	45.9	32.7
Other	2.8	3.2	3.0
Adult education programs	4.6	5.0	4.8
Queen's Silver Jubilee Appeal	2.0	—	—
Other	0.1	1.0	0.3
<i>Total other programs</i>	<i>110.7</i>	<i>116.2</i>	<i>111.0</i>
Total outlay on education	2,212.3	2,387.7	2,522.4
<i>of which—</i>			
Current outlay	1,819.3	1,984.8	2,103.1
Capital outlay	393.0	402.9	419.3
Total outlay on all purposes	24,111.4	26,881.6	28,910.8
	—per cent—		
Outlay on education as a percentage of total outlay	9.2	8.9	8.7

(a) From January 1976 grants to the States for child migrant education under the Schools Commission program are included under various other grants to the States for schools.

As may be seen from the table, Commonwealth Government outlays are directed largely towards financing outlays on education by the States and the private sector. Direct expenditure by the Commonwealth Government relates mainly to the costs of administering its support programs and its own educational research activities, the provision of education services in the internal territories, expenditures of statutory bodies (i.e. the Australian National University, the Canberra College of Advanced Education, and the Australian Broadcasting Commission), expenditure on the education of Aborigines by the Northern Territory administration, and the costs of the child migrant education program.

COMMONWEALTH AUTHORITIES: CASH BENEFITS TO PERSONS FOR EDUCATION
(\\$'000)

	1976-77	1977-78	1978-79
Primary and secondary education—			
Student assistance	6,885	9,013	9,582
Australian Capital Territory and Northern Territory scholarships and allowances	116	180	269
Assistance to isolated children	11,689	14,097	13,106
United world colleges scholarships	5	10	10
<i>Total</i>	<i>18,695</i>	<i>23,300</i>	<i>22,967</i>
Vocational training—			
Student assistance	23,756	25,574	29,258
University education—			
Australian National University scholarships	1,846	2,171	2,432
Student assistance—			
Post-graduate	8,600	9,404	8,962
Under-graduate	66,367	71,240	74,057
Australian Agricultural Council scholarships	74	46	17
Wool research studentships	202	276	240
Forestry scholarships	80	55	41
Other	182	132	82
<i>Total</i>	<i>77,351</i>	<i>83,324</i>	<i>85,831</i>
Other higher education—			
Student assistance	44,507	47,754	51,564
Commonwealth Teaching Service scholarships	1,305	1,184	939
Pre-school teaching scholarships	3,219	2,041	798
Non government institutions—fees	3,128	3,152	3,119
Other	20	22	21
<i>Total</i>	<i>52,179</i>	<i>54,153</i>	<i>56,441</i>
Other education programs—			
Aboriginal study grants	2,338	3,635	5,209
Aboriginal secondary grants	10,002	12,073	12,956
Soldiers' children education scheme	3,468	3,390	2,941
Adult secondary education assistance	4,596	4,935	4,735
Assistance to Vietnamese and Cambodian students	73	34	12
Migrant education services	1,503	2,228	4,578
Other	9	—	—
<i>Total</i>	<i>21,989</i>	<i>26,296</i>	<i>30,431</i>
Total education	193,970	212,647	224,928

Outlay on education in the internal territories

As mentioned previously, the Commonwealth Government is responsible for the provision of education services in the Australian Capital Territory and until 1 July 1979 in the Northern Territory. Details of Commonwealth Government outlay on education in the Territories are given below; further information may be found in Chapter 27, The Territories of Australia.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION IN THE INTERNAL TERRITORIES, 1978-79

<i>Australian Capital Territory</i>	<i>\$'000</i>	<i>Northern Territory</i>	<i>\$'000</i>
Current Outlay—		Current Outlay—	
Government schools and pre-schools(a)—		Government schools and pre-schools—	
Salaries and wages	53,951	Salaries and wages	38,057
Transportation of students	2,064	Transportation of students	1,485
Contract school cleaning	2,921	Contract school cleaning	1,190
Repairs and maintenance	1,541	Repairs and maintenance	2,763
Other	5,969	Other	8,605
Non-government schools assistance—		Less Aboriginal education included in above items	15,131
Per capita grants	8,596	Total	36,969
Interest subsidy	1,113	Non-government schools assistance—	
Other grants and allowances	313	Per capita grants	1,510
Technical and further education—		Interest subsidy	140
Canberra School of Music	939	Other grants and allowances	—
Canberra School of Art	798	Aboriginal education—	
Other TAFE Colleges	8,602	Assistance to mission schools	2,083
Canberra College of Advanced Education	14,226	Government school system	15,131
Total	101,033	Darwin Community College—	
Less Fees	438	Salaries and wages	7,015
Total current outlay	100,595	Other	—
Capital outlay—		Total	62,848
Government schools and colleges—		Less Fees	289
By National Capital Development Commission—		Total current outlay	62,559
Primary and Pre-schools	2,784	Capital outlay—	
Secondary schools	5,390	Buildings and works—	
Technical Colleges	7,277	Darwin Reconstruction Commission—	
Other educational buildings	2,266	Aboriginal education	—
By Department of Construction—		Government schools and pre-schools	—
Buildings and works	34	Darwin Community College	—
Furniture and fittings	832	Department of Construction—	
Plant and equipment	1,153	Aboriginal education	2,715
Canberra College of Advanced Education	932	Government schools and pre-schools	14,829
Non-government schools assistance—		Furniture and fittings, plant and equipment—	
approved capital programs(b)	2,872	Aboriginal education	372
Total capital outlay	23,540	Other	1,511
Total outlay(c)	124,135	Non-government schools assistance—	
		Approved capital programs(b)	705
		Assistance to aboriginal missions	—
		Total capital outlay	20,132
		Total outlay	82,691

(a) Includes pre-school running expenses \$2,694,000. (b) Grants for private capital purposes. (c) Excludes the Australian National University. Commonwealth Government payments to the University in 1978-79 amounted to \$81,408,000 for current purposes and \$366,000 for capital purposes.

State and local authorities

The following table shows the outlay on education by State and local authorities, financed from their own resources (including general purpose grants from the Commonwealth Government) and from Commonwealth Government grants for educational purposes.

STATE AND LOCAL AUTHORITIES: OUTLAY ON EDUCATION

(\$ million)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Final consumption expenditure—						
New South Wales	622.7	903.9	1,103.0	1,304.6	1,465.1	1,601.8
Victoria	537.6	765.8	946.5	1,153.6	1,316.9	1,422.8
Queensland	231.0	334.4	433.1	520.3	593.0	634.5
South Australia	189.7	270.9	341.6	413.4	473.3	508.2
Western Australia	158.7	233.9	299.3	362.1	406.0	448.3
Tasmania	60.4	91.9	108.5	128.6	146.0	161.3
<i>Total</i>	<i>1,800.2</i>	<i>2,600.9</i>	<i>3,232.0</i>	<i>3,882.6</i>	<i>4,400.3</i>	<i>4,777.0</i>
Expenditure on new fixed assets—						
New South Wales	111.5	208.6	229.0	173.7	219.8	231.6
Victoria	100.5	170.9	169.7	157.8	169.5	188.8
Queensland	48.0	85.8	74.1	99.9	102.2	95.7
South Australia	41.1	69.3	62.1	66.2	76.2	73.1
Western Australia	32.3	53.3	54.1	51.5	63.4	63.2
Tasmania	16.4	23.2	32.4	29.3	30.2	26.9
<i>Total</i>	<i>349.7</i>	<i>611.1</i>	<i>621.3</i>	<i>578.4</i>	<i>661.4</i>	<i>679.3</i>
Expenditure on existing fixed assets (net)	18.9	19.1	26.9	29.0	21.3	17.8
Cash benefits to persons	104.1	111.7	124.1	124.0	120.8	105.9
Grants for private capital purposes	13.7	31.7	33.0	25.4	32.2	40.4
Total outlay on education	2,286.3	3,374.3	4,037.3	4,639.4	5,236.0	5,620.4
<i>of which—</i>						
New South Wales	784.2	1,165.6	1,394.1	1,543.5	1,754.8	1,905.0
Victoria	685.7	994.4	1,183.3	1,370.9	1,537.6	1,652.4
Queensland	295.4	443.0	533.2	648.8	725.0	760.8
South Australia	242.1	354.0	416.4	488.4	556.6	588.2
Western Australia	198.4	297.5	363.2	422.2	478.3	518.4
Tasmania	80.6	119.7	147.2	165.6	183.7	195.6

Specific grants to the States for educational purposes

Financial assistance to the States specifically for education purposes constitutes the major item of outlay on education by the Commonwealth Government. The following table summarises the allocation of the various categories of grants to the States for recent years. Subsequent tables show the allocation of these specific purpose grants to individual States for the same period.

GRANTS TO STATES FOR EDUCATIONAL PURPOSES
(**\$'000**)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
GRANTS FOR CURRENT PURPOSES						
Schools	85,661	234,579	331,884	421,758	455,622	491,395
Technical and further education	10,268	24,622	40,127	44,194	45,600	51,741
Colleges of Advanced Education	124,808	239,249	286,766	368,894	395,501	413,497
Universities	200,042	377,990	426,389	511,556	574,465	594,587
Aboriginal education	2,174	3,367	4,978	5,561	6,204	5,810
Child migrant education (a)	6,014	9,845	7,370	140	278	1,740
Pre-school education	4,063	19,954	35,232	37,643	39,362	32,750
Educational research	406	786	1,062	1,012	809	801
Total	433,437	910,391	1,133,806	1,390,758	1,517,841	1,592,321
GRANTS FOR CAPITAL PURPOSES						
Schools	75,976	199,368	143,631	147,766	183,458	178,956
Technical and further education	18,381	20,375	24,600	33,709	46,425	64,970
Colleges of Advanced Education	40,112	109,916	86,753	77,555	54,006	68,155
Universities	48,966	65,990	48,827	56,958	52,392	51,143
Aboriginal education	2,218	1,224	1,966	361	195	364
Child migrant education (a)	995	1,478	1,670	39	-	129
Pre-school education	2,416	17,123	11,797	11,375	6,632	-
Total	189,064	415,473	319,246	327,763	343,108	363,717
TOTAL GRANTS						
Schools	161,637	433,947	475,515	569,524	639,080	670,351
Technical and further education	28,649	44,997	64,727	77,903	92,025	116,711
Colleges of Advanced Education	164,920	349,165	373,519	446,449	449,507	481,652
Universities	249,008	443,980	475,216	568,514	626,857	645,730
Aboriginal education	4,392	4,591	6,944	5,922	6,399	6,174
Child migrant education (a)	7,009	11,323	9,040	179	278	1,869
Pre-school education	6,479	37,077	47,029	49,018	45,994	32,750
Educational research	406	786	1,062	1,012	809	801
Total	622,501	1,325,864	1,453,052	1,718,521	1,860,950	1,956,039

(a) Grants for child migrant education under the Schools Commission program, commencing January 1976, are included under 'schools'.

TOTAL GRANTS TO STATES FOR SCHOOLS
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	28,147	84,749	125,395	151,153	171,540	180,739
Victoria	29,125	72,112	100,354	134,939	138,250	152,062
Queensland	13,578	35,604	46,162	56,058	59,853	66,818
South Australia	6,464	19,017	27,452	35,038	38,566	39,746
Western Australia	6,389	17,184	23,194	33,521	35,293	38,741
Tasmania	1,958	5,912	9,327	11,049	12,120	13,290
Total	85,661	234,579	331,884	421,758	455,622	491,395
Capital grants—						
New South Wales	30,208	71,708	45,886	48,683	57,953	58,954
Victoria	18,011	58,651	49,285	45,056	51,274	48,993
Queensland	8,990	27,968	22,363	28,090	34,264	29,475
South Australia	9,430	19,160	11,056	14,672	17,068	16,178
Western Australia	6,810	15,789	10,564	6,999	16,713	20,971
Tasmania	2,527	6,092	4,477	4,266	6,187	4,385
Total	75,976	199,368	143,631	147,766	183,458	178,956
Total grants—						
New South Wales	58,355	156,457	171,281	199,836	229,493	239,693
Victoria	47,136	130,763	149,639	179,995	189,524	201,055
Queensland	22,568	63,572	68,525	84,148	94,117	96,293
South Australia	15,894	38,177	38,508	49,710	55,634	55,924
Western Australia	13,199	32,973	33,758	40,520	52,006	59,712
Tasmania	4,485	12,004	13,804	15,315	18,307	17,675
Total	161,637	433,947	475,515	569,524	639,080	670,351

TOTAL GRANTS TO STATES FOR TECHNICAL AND FURTHER EDUCATION
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	5,801	10,333	17,652	16,714	19,184	21,061
Victoria	1,772	6,794	9,653	13,866	11,163	13,509
Queensland	715	2,262	4,643	4,537	4,885	5,222
South Australia	889	2,639	3,770	4,502	4,737	5,116
Western Australia	974	2,168	3,322	3,606	4,521	5,160
Tasmania	117	426	1,087	969	1,110	1,673
Total	10,268	24,622	40,127	44,194	45,600	51,741
Capital grants—						
New South Wales	6,873	5,859	8,919	12,262	15,162	19,279
Victoria	5,500	6,585	7,376	9,333	12,728	19,592
Queensland	1,945	4,073	3,334	4,439	8,735	15,078
South Australia	2,063	2,800	1,208	2,320	4,837	6,901
Western Australia	1,311	587	2,876	3,690	2,993	3,726
Tasmania	689	471	887	1,665	1,970	394
Total	18,381	20,375	24,600	33,709	46,425	64,970
Total grants—						
New South Wales	12,674	16,192	26,571	28,976	34,346	40,340
Victoria	7,272	13,379	17,029	23,199	23,891	33,101
Queensland	2,660	6,335	7,977	8,976	13,620	20,300
South Australia	2,952	5,439	4,978	6,822	9,574	12,017
Western Australia	2,285	2,755	6,198	7,296	7,514	8,886
Tasmania	806	897	1,974	2,634	3,080	2,067
Total	28,649	44,997	64,727	77,903	92,025	116,711

**TOTAL GRANTS TO STATES FOR COLLEGES OF ADVANCED EDUCATION AND TEACHERS
COLLEGES**
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	28,935	62,122	69,089	90,831	98,303	105,103
Victoria	46,711	86,119	111,307	135,960	141,522	146,456
Queensland	14,438	27,230	33,999	48,962	56,616	60,465
South Australia	13,518	24,531	28,838	38,221	41,724	42,477
Western Australia	17,247	32,359	36,522	46,242	48,080	49,560
Tasmania	3,959	6,888	7,011	8,678	9,256	9,436
Total	124,808	239,249	286,766	368,894	395,501	413,497
Capital grants—						
New South Wales	7,644	41,197	23,716	27,200	11,886	20,070
Victoria	13,680	32,452	34,313	25,971	18,968	23,112
Queensland	5,078	13,438	9,181	14,630	7,899	10,712
South Australia	6,196	12,579	6,886	4,276	8,457	5,177
Western Australia	7,222	7,281	7,344	5,074	5,198	5,863
Tasmania	292	2,969	5,313	404	1,598	3,221
Total	40,112	109,916	86,753	77,555	54,006	68,155
Total grants—						
New South Wales	36,579	103,319	92,805	118,031	110,189	125,173
Victoria	60,391	118,571	145,620	161,931	160,490	169,568
Queensland	19,516	40,668	43,180	63,592	64,515	71,177
South Australia	19,714	37,110	35,724	42,497	50,181	47,654
Western Australia	24,469	39,640	43,866	51,316	53,278	55,423
Tasmania	4,251	9,857	12,324	9,082	10,854	12,657
Total	164,920	349,165	373,519	446,449	449,507	481,652

TOTAL GRANTS TO STATES FOR UNIVERSITIES
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	79,572	149,997	168,831	199,633	222,893	230,197
Victoria	53,468	99,798	110,717	134,763	152,808	158,860
Queensland	26,169	49,876	57,185	69,427	78,127	80,980
South Australia	19,808	38,067	43,107	51,000	56,872	57,917
Western Australia	14,610	27,978	32,891	40,795	46,532	48,318
Tasmania	6,415	12,274	13,658	15,938	17,234	18,315
Total	200,042	377,990	426,389	511,556	574,465	594,587
Capital grants—						
New South Wales	16,889	22,526	21,754	17,553	17,910	21,840
Victoria	14,128	17,330	9,516	10,460	11,842	10,849
Queensland	5,624	9,821	6,453	11,638	7,335	6,042
South Australia	7,050	7,320	3,421	6,426	6,635	6,439
Western Australia	4,581	7,714	5,094	9,822	7,664	5,185
Tasmania	694	1,279	2,589	1,061	1,008	788
Total	48,966	65,990	48,827	56,958	52,392	51,143
Total grants—						
New South Wales	96,461	172,523	190,585	217,186	240,802	252,037
Victoria	67,596	117,128	120,233	145,223	164,650	169,708
Queensland	31,793	59,697	63,638	81,065	85,462	87,022
South Australia	26,858	45,387	46,528	57,426	63,507	64,356
Western Australia	19,191	35,692	37,985	50,617	54,196	53,503
Tasmania	7,109	13,553	16,247	16,999	18,242	19,103
Total	249,008	443,980	475,216	568,514	626,857	645,730

TOTAL GRANTS TO STATES FOR ABORIGINAL EDUCATION
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	482	546	904	931	1,013	690
Victoria	275	262	212	576	634	633
Queensland	193	361	866	836	858	904
South Australia	489	614	990	1,151	1,479	1,560
Western Australia	732	1,582	1,979	2,035	2,184	1,996
Tasmania	4	3	27	32	36	28
Total	2,174	3,367	4,978	5,561	6,204	5,810
Capital grants—						
New South Wales	101	—	505	1	—	—
Victoria	—	67	87	—	—	—
Queensland	988	249	971	8	84	57
South Australia	625	108	377	233	50	149
Western Australia	505	799	25	119	61	159
Tasmania	—	—	1	—	—	—
Total	2,218	1,224	1,966	361	195	364
Total grants—						
New South Wales	583	546	1,409	932	1,013	690
Victoria	275	329	299	576	634	633
Queensland	1,181	610	1,837	844	942	961
South Australia	1,114	722	1,367	1,384	1,529	1,709
Western Australia	1,237	2,381	2,004	2,154	2,245	2,155
Tasmania	4	3	28	32	36	28
Total	4,392	4,591	6,944	5,922	6,399	6,174

GRANTS TO STATES FOR CHILD MIGRANT EDUCATION
(Excluding grants under the Schools Commission program, commencing January 1976)
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	2,238	3,890	2,720	67	165	727
Victoria	2,732	4,482	3,559	46	41	521
Queensland	165	255	195	2	15	172
South Australia	587	810	514	22	16	180
Western Australia	157	229	233	2	41	140
Tasmania	135	179	149	2	—	—
Total	6,014	9,845	7,370	140	278	1,740
Capital grants—						
New South Wales	90	475	405	2	—	—
Victoria	550	709	943	5	—	88
Queensland	50	106	11	—	—	40
South Australia	165	92	275	31	—	—
Western Australia	100	89	—9	—	—	—
Tasmania	40	6	45	—	—	—
Total	995	1,478	1,670	39	—	129
Total grants—						
New South Wales	2,328	4,365	3,125	69	165	727
Victoria	3,282	5,191	4,502	51	41	609
Queensland	215	361	206	2	15	212
South Australia	752	902	789	53	16	180
Western Australia	257	318	224	2	41	140
Tasmania	175	185	194	2	—	—
Total	7,009	11,323	9,040	179	278	1,869

TOTAL GRANTS TO STATES FOR RECURRENT EXPENDITURE ON EDUCATIONAL RESEARCH
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	97	151	253	259	184	159
Victoria	142	227	431	314	240	302
Queensland	109	296	190	216	166	131
South Australia	18	58	116	139	135	124
Western Australia	26	33	59	70	75	74
Tasmania	14	21	14	14	9	11
Total	406	786	1,062	1,012	809	801

TOTAL GRANTS TO STATES FOR PRE-SCHOOL EDUCATION
(S'000)

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Current grants—						
New South Wales	821	4,030	7,117	7,604	7,934	7,130
Victoria	1,260	6,186	10,922	11,668	12,244	9,015
Queensland	719	3,532	6,236	6,663	6,958	6,605
South Australia	536	2,634	4,651	4,969	5,194	3,730
Western Australia	528	2,594	4,580	4,894	5,110	4,860
Tasmania	199	978	1,726	1,845	1,922	1,410
Total	4,063	19,954	35,232	37,643	39,362	32,750
Capital grants—						
New South Wales	160	4,819	3,165	6,592	3,053	—
Victoria	288	2,637	1,345	4,160	3,500	—
Queensland	1,003	3,806	2,584	314	—	—
South Australia	514	2,773	1,498	160	—	—
Western Australia	166	1,911	1,441	144	79	—
Tasmania	285	1,177	1,764	5	—	—
Total	2,416	17,123	11,797	11,375	6,632	—
Total grants—						
New South Wales	981	8,849	10,282	14,196	10,987	7,130
Victoria	1,548	8,823	12,267	15,828	15,744	9,015
Queensland	1,722	7,338	8,820	6,977	6,958	6,605
South Australia	1,050	5,407	6,149	5,129	5,194	3,730
Western Australia	694	4,505	6,021	5,038	5,189	4,860
Tasmania	484	2,155	3,490	1,850	1,922	1,410
Total	6,479	37,077	47,029	49,018	45,994	32,750

