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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, the Commonwealth Government being 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.

All children between the prescribed ages must attend either a government school or some other recognised educational institution. In 1980, over 660,000 students attended non-government schools, of which about 78 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 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 schools. This is changing, with the number of single-sex schools decreasing in recent years.

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.

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

#### **Secondary 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 for example, 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 the Commonwealth 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 mainly 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)**

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

In 1981, there were sixty-eight colleges of advanced education. Some are large diversified or multi-vocational institutes, others are small single-purpose colleges. Some colleges specialise in agriculture, the arts 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. Normally students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting other persons who can demonstrate that they have a high probability of successfully completing a course. 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-one per cent of students were enrolled as full-time students in 1980.

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 mainly 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 1980, 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.

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 Commonwealth Schools Commission, teachers directly organise many of their own in-service education activities through a number of teacher centres and education 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 each 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 Commonwealth 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 reaching 119,000 in 1979-80.

For the most part the courses 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 courses 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 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 migrants, 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's activities include 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 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 Commonwealth Schools Commission, which was established in 1973; and the Commonwealth 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 Commonwealth 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 Commonwealth Schools Commission, with the authorities conducting non-government schools) and such other persons, bodies and authorities as they think necessary before making recommendations to the Commonwealth Government on the amount of financial assistance required, both in general and for specific purposes, to meet the needs of each sector.

The 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 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, normally meets three times in each two years as a consultative body to consider matters of mutual interest, such as the material and personnel needs of schools and co-operation in educational developments generally. It is assisted by a Standing Committee 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* normally meets twice each year. Matters discussed and decisions reached at the Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems. Under the auspices of the Directors-General Conference, regular meetings of senior specialist personnel are held.
- The *Australian Council for Educational Research* (ACER) is an independent national research organisation. The Council is funded by annual grants from each of the State 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*, the *Conference of Directors of TAFE* 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 *Australian 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 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 the States to a total of \$150 million over five years for a special Transition from School to Work Program. The Commonwealth allocation was \$25 million in 1980, and \$27.4 million in 1981. These funds are providing 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 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.

Projects supported under the program 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), was introduced in July 1977, to provide financial assistance 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, \$3.7 million in 1979-80 and \$3.8 million in 1980-81. 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. In 1980, 5,575 students participated in EPUY courses including courses funded under the Transition Program. The administration of the EPUY and Transition from School to Work Program will be combined from 1982.

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).

### 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 Committee's report has been completed, and is due to be released by July 1982.

### Australian Studies in Student Performance (ASSP)

The Australian Studies in Student Performance project was commissioned by the Australian Education Council as part of a response to general community concern about education standards in Australia. In all Australian States, samples of children aged 10 and 14 years were tested in writing, reading and numeration.

The survey was conducted in October 1980 by the Australian Council for Educational Research, and the report entitled, *Performance in Literacy and Numeracy 1980*, is available at Australian Government Publishing Service bookshops.

### Potential of Communications Satellites for Education.

The Australian Education Council agreed in October 1981 to set up an advisory committee to recommend a three year program of educational trials in telecommunications relating to the use of the domestic communications satellite system being developed for Australia. Subject to the agreements of the various governments to participate in the program, the advisory committee will include researchers and representatives from all States participating in the trials program, higher education institutions, and the technical and further education sector. Management and evaluation of the project will be co-ordinated by the Commonwealth Department of Education, and is estimated to cost \$100,000. The cost of the trials is estimated at \$900,000, and will be shared by the Commonwealth and the participating States.

### 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, 1980

	<i>Schools</i>			<i>Total</i>	<i>Uni- versities</i>	<i>Colleges of advanced education</i>	<i>Teachers colleges</i>
	<i>Government</i>	<i>Roman Catholic</i>	<i>Other non- government(a)</i>				
New South Wales . . . . .	2,225	613	186	3,024	6	23	2
Victoria . . . . .	2,158	490	143	2,791	4	22	—
Queensland . . . . .	1,256	281	60	1,597	3	10	1
South Australia . . . . .	638	103	56	797	2	6	—
Western Australia . . . . .	690	147	51	888	2	5	—
Tasmania . . . . .	259	37	22	318	1	1	—
Northern Territory . . . . .	128	10	3	141	—	—	—
Australian Capital Territory . . . . .	90	25	8	123	1	1	1
<b>Australia—1980 . . . . .</b>	<b>7,444</b>	<b>1,706</b>	<b>529</b>	<b>9,679</b>	<b>19</b>	<b>68</b>	<b>4</b>
1979 . . . . .	7,393	1,694	506	9,593	19	71	6
1978 . . . . .	7,364	1,680	465	9,509	19	73	7

(a) Of the 529 other non-government schools in 1980, 96 or about 18 per cent were Anglican.

## NUMBER OF STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS, 1980

	<i>Schools</i>			<i>Total</i>	<i>Uni- versities</i>	<i>Colleges of advanced education</i>	<i>Teachers colleges(b)</i>
	<i>Government</i>	<i>Roman Catholic</i>	<i>Other non- government(a)</i>				
New South Wales	799,304	191,136	39,248	1,029,688	62,446	37,919	431
Victoria	606,147	160,956	55,169	822,272	43,879	54,762	—
Queensland	353,401	79,202	17,972	450,575	22,249	22,200	363
South Australia	218,682	27,874	13,242	259,798	12,677	16,596	—
Western Australia	206,634	35,266	11,329	253,229	12,276	19,826	—
Tasmania	72,332	10,245	4,375	86,952	3,517	2,926	—
Northern Territory	22,309	3,725	380	26,414	—	—	—
Australian Capital Territory	39,268	13,811	2,555	55,634	6,112	5,237	300
<b>Australia—1980</b>	<b>2,318,077</b>	<b>522,215</b>	<b>144,270</b>	<b>2,984,562</b>	<b>163,156</b>	<b>159,466</b>	<b>1,094</b>
1979	2,336,718	512,345	137,868	2,986,931	160,035	155,667	1,019
1978	2,354,422	505,759	132,447	2,992,628	158,411	149,922	989

(a) Of the 144,270 students at other non-government schools in 1980, 55,279 or about 38 per cent were attending Anglican 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 12/252-12/255.

## Schools

Statistics of government and non-government schools, teachers and students in 1980 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, 1980

	<i>Government schools</i>	<i>Non-government schools</i>		<i>All schools</i>
		<i>Roman Catholic</i>	<i>Other</i>	
New South Wales	45,963	9,271	2,741	57,975
Victoria	40,592	7,888	3,862	52,342
Queensland	19,512	3,677	1,073	24,262
South Australia	14,628	1,467	927	17,022
Western Australia	11,668	1,823	813	14,304
Tasmania	4,908	505	325	5,738
Northern Territory	1,413	183	21	1,617
Australian Capital Territory	2,523	668	170	3,361
<b>Australia—1980</b>	<b>141,207</b>	<b>25,482</b>	<b>9,932</b>	<b>176,621</b>
1979	141,210	24,492	9,495	175,197
1978	138,360	23,255	8,942	170,557

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

## PERCENTAGE CHANGES BETWEEN 1978 AND 1980—NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS

	<i>Schools</i>	<i>Teachers</i>	<i>Students</i>
Government	+1.1	+2.1	—1.5
Roman Catholic	+1.6	+9.9	+3.2
Other Non-government	+13.8(0.0)(a)	+10.3(6.4)(a)	+8.9(5.2)(a)
<b>Total</b>	<b>+1.8</b>	<b>+3.6</b>	<b>—0.3</b>

(a) Figures for Anglican schools are shown in brackets.

Between 1978 and 1980 the total number of teachers increased by 3.6 per cent, with the increase being particularly pronounced for non-government schools. In the same period, the number of non-Roman Catholic and non-Anglican independent schools continued to rise by 13.8 per cent. However, the overall increase in the total number of schools was only about 1.8 per cent. In government schools student enrolments decreased by 1.5 per cent, whereas they continued to increase in non-government schools, especially in non-Roman Catholic and non-Anglican independent schools. The increases of enrolments in Roman Catholic and other non-government schools were not great enough to completely offset the decrease of enrolments in government schools, so that the net effect was a slight decrease of about 0.3 per cent in overall enrolments.

**PERCENTAGE CHANGES BETWEEN 1978 AND 1980—ENROLMENTS BY AGE CATEGORY**

<i>Age last birthday (years)</i>	<i>Government</i>		<i>Non-government</i>		<i>All students</i>
	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	
Under 6 to 9 . . . . .	-2.2	-2.3	+5.0	+3.7	-1.0
10 to 14 . . . . .	+1.0	+1.8	+6.6	+5.6	+2.4
15 and over . . . . .	-8.7	-5.8	+1.6	+0.2	-5.2
<b>All ages</b> . . . . .	<b>-1.9</b>	<b>-1.2</b>	<b>+5.0</b>	<b>+3.9</b>	<b>-0.3</b>

Between 1978 and 1980 enrolments in non-government schools increased substantially across all age categories and for both sexes. Conversely, enrolments in government schools decreased across all age categories and for both sexes except for 10 to 14 year old males and females. For these groups enrolments increased slightly.

The tables below present detailed information on student enrolments for 1980 showing breakdowns by school type, sex and State.

**GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX, AUSTRALIA,  
1980  
(August school census)**

<i>Age last birthday (years)</i>	<i>Government schools</i>			<i>Non-government schools</i>			<i>All schools</i>		
	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>
Under 6 . . . . .	81,344	77,543	158,887	21,204	21,122	42,326	102,548	98,665	201,213
6 . . . . .	102,701	96,523	199,224	25,115	24,497	49,612	127,816	121,020	248,836
7 . . . . .	107,359	101,617	208,976	25,147	25,329	50,476	132,506	126,946	259,452
8 . . . . .	113,488	107,463	220,951	26,896	26,893	53,789	140,384	134,356	274,740
9 . . . . .	114,556	109,400	223,956	27,591	27,927	55,518	142,147	137,327	279,474
10 . . . . .	107,481	101,898	209,379	27,364	26,798	54,162	134,845	128,696	263,541
11 . . . . .	105,748	100,302	206,050	27,577	27,200	54,777	133,325	127,502	260,827
12 . . . . .	97,201	91,162	188,363	29,529	30,092	59,621	126,730	121,254	247,984
13 . . . . .	95,965	89,312	185,277	30,353	30,148	60,501	126,318	119,460	245,778
14 . . . . .	94,296	87,986	182,282	28,728	29,375	58,103	123,024	117,361	240,385
15 . . . . .	83,036	78,284	161,320	26,682	27,588	54,270	109,718	105,872	215,590
16 . . . . .	54,134	52,996	107,130	20,802	21,301	42,103	74,936	74,297	149,233
17 . . . . .	24,620	26,464	51,084	13,335	13,154	26,489	37,955	39,618	77,573
18 . . . . .	5,815	5,323	11,138	2,344	1,811	4,155	8,159	7,134	15,293
19 and over . . . . .	1,889	2,171	4,060	263	320	583	2,152	2,491	4,643
<b>Australia—1980</b> . . . . .	<b>1,189,633</b>	<b>1,128,444</b>	<b>2,318,077</b>	<b>332,930</b>	<b>333,555</b>	<b>666,485</b>	<b>1,522,563</b>	<b>1,461,999</b>	<b>2,984,562</b>
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
1978 . . . . .	1,212,500	1,141,922	2,354,422	317,132	321,074	638,206	1,529,632	1,462,996	2,992,628

## SCHOOLS: STUDENTS, BY AGE, 1980

(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	78,263	59,144	23,362	19,431	10,470	4,247	2,044	4,252	201,213
6	86,374	66,058	39,795	20,596	21,768	7,298	2,348	4,599	248,836
7	90,254	67,970	41,642	21,656	22,888	7,575	2,722	4,745	259,452
8	95,175	72,388	43,652	22,830	24,728	8,014	2,827	5,126	274,740
9	95,343	75,022	44,118	23,630	25,375	8,246	2,674	5,066	279,474
10	87,895	70,794	42,295	23,115	24,104	8,012	2,636	4,690	263,541
11	87,299	71,480	40,807	22,658	23,655	8,131	2,420	4,377	260,827
12	82,069	67,487	39,773	22,251	22,444	7,578	2,165	4,217	247,984
13	82,342	67,025	38,857	21,738	22,325	7,449	2,063	3,979	245,778
14	80,999	64,805	37,793	22,159	21,700	7,349	1,819	3,761	240,385
15	74,726	61,469	29,677	19,797	17,594	7,118	1,413	3,796	215,590
16	50,097	47,645	18,843	14,009	10,934	3,441	883	3,381	149,233
17	30,291	24,644	8,373	4,846	4,797	1,694	306	2,622	77,573
18	7,740	4,115	995	811	345	383	61	843	15,293
19 and over	821	2,226	593	271	102	417	33	180	4,643
All Ages—1980	1,029,688	822,272	450,575	259,798	253,229	86,952	26,414	55,634	2,984,562
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

## 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 Commonwealth 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, 1980

	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)	84	32	28	34	27	7	2	5	219
Annexes(b)	197	13	4	556	—	—	6	—	776
Other institutions(c)	—	133	—	—	86	4	5	1	229
Annexes(b)	—	6	—	—	—	—	—	—	6
Agricultural authorities	2	6	—	—	—	—	—	—	8
Colleges of advanced education(d)	1	1	4	1	3	—	—	—	10
Total(e) 1980	284	191	36	591	116	11	13	6	1,248
1979	275	218	36	594	121	9	10	5	1,268
1978	227	221	36	526	122	10	8	9	1,159

(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, 1980**

Type of enrolment/ stream	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
<b>FULL-TIME ENROLMENTS(b)</b>									
Professional . . . . .	22	167	50	—	—	6	45	—	290
Para-professional . . . . .	12,360	4,191	549	713	3,600	531	109	243	22,296
Trades . . . . .	3,554	1,105	1,644	116	496	97	33	16	7,061
Other skilled . . . . .	7,626	919	3,625	81	41	644	159	423	13,518
Preparatory . . . . .	3,390	7,674	269	1,193	804	326	18	253	13,927
Adult education . . . . .	—	—	—	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>26,952</b>	<b>14,056</b>	<b>6,137</b>	<b>2,103</b>	<b>4,941</b>	<b>1,604</b>	<b>364</b>	<b>935</b>	<b>57,092</b>
<b>PART-TIME ENROLMENTS(b)</b>									
Professional . . . . .	1,081	54	169	156	101	32	12	12	1,617
Para-professional . . . . .	49,825	21,370	6,393	25,959	31,615	2,936	642	3,307	142,047
Trades . . . . .	53,281	44,965	15,156	8,622	16,034	5,286	912	2,197	146,453
Other skilled . . . . .	92,994	27,492	10,422	27,188	9,011	4,614	2,379	6,452	180,552
Preparatory . . . . .	22,308	36,420	6,342	23,764	5,281	1,452	1,840	2,627	100,034
Adult education . . . . .	23,188	43,863	55,624	52,053	61,492	18,270	6,278	2,457	263,225
<b>Total . . . . .</b>	<b>242,677</b>	<b>174,164</b>	<b>94,106</b>	<b>137,742</b>	<b>123,534</b>	<b>32,590</b>	<b>12,063</b>	<b>17,052</b>	<b>833,928</b>
<b>EXTERNAL ENROLMENTS</b>									
Professional . . . . .	512	—	—	183	—	—	—	—	695
Para-professional . . . . .	5,762	4,865	2,831	3,523	10,770	661	38	—	28,450
Trades . . . . .	1,273	232	831	322	3,103	—	—	—	5,761
Other skilled . . . . .	6,727	1,665	2,194	1,175	2,311	—	5	—	14,077
Preparatory . . . . .	4,430	1,725	2,399	2,621	2,082	519	—	—	13,776
Adult education . . . . .	1,286	12	99	217	374	—	—	—	1,988
<b>Total . . . . .</b>	<b>19,990</b>	<b>8,499</b>	<b>8,354</b>	<b>8,041</b>	<b>18,640</b>	<b>1,180</b>	<b>43</b>	<b>—</b>	<b>64,747</b>
<b>TOTAL ENROLMENTS</b>									
Professional . . . . .	1,615	221	219	339	101	38	57	12	2,602
Para-professional . . . . .	67,947	30,426	9,773	30,195	45,985	4,128	789	3,550	192,793
Trades . . . . .	58,108	46,302	17,631	9,060	19,633	5,383	945	2,213	159,275
Other skilled . . . . .	107,347	30,076	16,241	28,444	11,363	5,258	2,543	6,875	208,147
Preparatory . . . . .	30,128	45,819	9,010	27,578	8,167	2,297	1,858	2,880	127,737
Adult education . . . . .	24,474	43,875	55,723	52,270	61,866	18,270	6,278	2,457	265,213
<b>Total 1980 . . . . .</b>	<b>289,619</b>	<b>196,719</b>	<b>108,597</b>	<b>147,886</b>	<b>147,115</b>	<b>35,374</b>	<b>12,470</b>	<b>17,987</b>	<b>955,767</b>

(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, 1980**

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
<b>FULL-TIME ENROLMENTS(b)</b>									
Applied science . . . . .	563	851	86	—	374	15	24	66	1,979
Art and design . . . . .	1,587	1,360	408	171	740	51	—	52	4,369
Building industry . . . . .	1,429	737	1,460	51	319	100	67	23	4,186
Business studies . . . . .	10,672	3,356	2,470	207	1,658	735	67	423	19,588
Engineering . . . . .	5,697	2,928	109	324	596	137	54	59	9,904
Rural and horticultural . . . . .	208	192	480	60	100	—	7	—	1,047
Music . . . . .	—	41	—	19	—	—	—	—	60
Para-medical services . . . . .	249	7	—	11	48	—	—	—	315
Service industries . . . . .	3,155	1,627	234	75	427	227	12	82	5,839
General studies . . . . .	3,392	2,957	890	1,185	679	339	133	230	9,805
<b>Total . . . . .</b>	<b>26,952</b>	<b>14,056</b>	<b>6,137</b>	<b>2,103</b>	<b>4,941</b>	<b>1,604</b>	<b>364</b>	<b>935</b>	<b>57,092</b>

For footnotes see end of table.

**TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1980—continued**

<i>Field of study</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
<b>PART-TIME ENROLMENTS(b)</b>									
Applied science	2,334	2,124	1,058	616	2,004	678	244	297	9,355
Art and design	14,629	11,928	21,919	19,412	5,944	5,254	1,692	1,086	81,864
Building industry	17,140	22,777	8,172	10,259	5,419	3,320	756	882	68,725
Business studies	54,761	22,011	9,926	19,717	15,562	2,794	1,848	4,185	130,804
Engineering	59,020	45,529	19,929	18,890	17,126	5,401	1,386	2,997	170,278
Rural and horticultural	9,056	5,511	1,887	5,789	774	620	542	1,190	25,369
Music	—	1,720	1,173	3,197	—	881	1,146	432	8,549
Para-medical services	2,188	723	612	375	153	125	98	30	4,304
Service industries	55,047	30,472	13,165	33,692	6,640	10,118	1,802	3,384	154,320
General studies	28,502	31,369	16,265	25,795	69,912	3,399	2,549	2,569	180,360
<i>Total</i>	<i>242,677</i>	<i>174,164</i>	<i>94,106</i>	<i>137,742</i>	<i>123,534</i>	<i>32,590</i>	<i>12,063</i>	<i>17,052</i>	<i>833,928</i>
<b>EXTERNAL ENROLMENTS</b>									
Applied science	52	195	16	—	922	—	—	—	1,185
Art and design	841	—	—	317	476	—	—	—	1,634
Building industry	547	443	559	177	721	—	—	—	2,447
Business studies	6,764	4,207	1,609	2,645	5,061	458	30	—	20,774
Engineering	3,390	1,082	1,942	561	4,699	—	—	—	11,674
Rural and horticultural	2,368	358	860	952	1,058	79	8	—	5,683
Music	—	—	—	17	—	—	—	—	17
Para-medical services	314	—	234	34	171	66	—	—	819
Service industries	1,284	501	666	296	781	—	5	—	3,533
General studies	4,430	1,713	2,468	3,042	4,751	577	—	—	16,981
<i>Total</i>	<i>19,990</i>	<i>8,499</i>	<i>8,354</i>	<i>8,041</i>	<i>18,640</i>	<i>1,180</i>	<i>43</i>	<i>—</i>	<i>64,747</i>
<b>TOTAL ENROLMENTS</b>									
Applied science	2,949	3,170	1,160	616	3,300	693	268	363	12,519
Art and design	17,057	13,288	22,327	19,900	7,160	5,305	1,692	1,138	87,867
Building industry	19,116	23,957	10,191	10,487	6,459	3,420	823	905	75,358
Business studies	72,197	29,574	14,005	22,569	22,281	3,987	1,945	4,608	171,166
Engineering	68,107	49,539	21,980	19,775	22,421	5,538	1,440	3,056	191,856
Rural and horticultural	11,632	6,061	3,227	6,801	1,932	699	557	1,190	32,099
Music	—	1,761	1,173	3,233	—	881	1,146	432	8,626
Para-medical services	2,751	730	846	420	372	191	98	30	5,438
Service industries	59,486	32,600	14,065	34,063	7,848	10,345	1,819	3,466	163,692
General studies	36,324	36,039	19,623	30,022	75,342	4,315	2,682	2,799	207,146
<i>Total—1980</i>	<i>289,619</i>	<i>196,719</i>	<i>108,597</i>	<i>147,886</i>	<i>147,115</i>	<i>35,374</i>	<i>12,470</i>	<i>17,987</i>	<i>955,767</i>
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

(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.

**TECHNICAL AND FURTHER EDUCATION: TEACHING EFFORT (a) BY TYPE OF APPOINTMENT AND STREAM, 1980**  
(\*000 hours)

<i>Stream</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
<b>FULL-TIME STAFF(b)</b>									
Professional	14.7	14.8	28.4	0.5	8.2	0.1	6.1	0.2	73.0
Para-professional	701.1	450.0	51.0	238.7	325.1	48.3	13.3	49.5	1,877.0
Trades	1,089.3	1,121.9	451.8	281.7	285.4	126.7	25.3	35.2	3,417.3
Other skilled	491.4	199.0	204.3	38.5	5.8	43.0	13.3	28.9	1,024.2
Preparatory	206.4	483.6	57.8	80.2	57.4	10.5	3.4	21.8	921.1
Adult education	28.9	76.7	15.5	15.4	18.9	1.0	2.1	7.4	165.9
<i>Total</i>	<i>2,531.8</i>	<i>2,346.0</i>	<i>808.8</i>	<i>655.0</i>	<i>700.8</i>	<i>229.6</i>	<i>63.5</i>	<i>143.0</i>	<i>7,478.5</i>

For footnotes see end of table.

**TECHNICAL AND FURTHER EDUCATION: TEACHING EFFORT (a) BY TYPE OF APPOINTMENT  
AND STREAM, 1980—continued  
(<sup>'000</sup> hours)**

<i>Stream</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
<b>PART-TIME STAFF(c)</b>									
Professional . . . . .	6.9	1.7	5.0	0.7	1.7	1.1	—	0.1	17.2
Para-professional . . . . .	439.9	96.7	56.7	59.1	128.3	43.5	3.3	28.4	855.9
Trades . . . . .	333.0	42.3	23.3	9.2	58.5	34.5	3.2	11.5	515.5
Other skilled . . . . .	385.8	50.9	62.8	32.7	9.9	16.8	5.8	20.7	585.4
Preparatory . . . . .	165.3	180.6	44.6	104.1	31.2	15.8	8.4	38.4	588.4
Adult education . . . . .	85.9	57.6	75.9	115.9	98.0	36.9	10.1	5.7	486.0
<i>Total</i> . . . . .	<i>1,416.8</i>	<i>429.8</i>	<i>268.3</i>	<i>321.7</i>	<i>327.6</i>	<i>148.6</i>	<i>30.8</i>	<i>104.8</i>	<i>3,048.4</i>
<b>ALL TEACHING STAFF</b>									
Professional . . . . .	21.6	16.5	33.4	1.2	9.9	1.2	6.1	0.3	90.2
Para-professional . . . . .	1,141.0	546.7	107.7	297.8	453.4	91.8	16.6	77.9	2,732.9
Trades . . . . .	1,422.3	1,164.2	475.1	290.9	343.9	161.2	28.7	46.7	3,933.0
Other skilled . . . . .	877.2	249.9	267.1	71.2	15.7	59.8	19.1	49.6	1,609.6
Preparatory . . . . .	371.7	664.2	102.4	184.3	88.6	26.3	11.6	60.2	1,509.3
Adult education . . . . .	114.8	134.3	91.4	131.3	116.9	37.9	12.2	13.1	651.9
<i>Total—1980</i> . . . . .	<i>3,948.6</i>	<i>2,775.8</i>	<i>1,077.1</i>	<i>976.7</i>	<i>1,028.4</i>	<i>378.2</i>	<i>94.3</i>	<i>247.8</i>	<i>10,526.9</i>
1979 . . . . .	3,605.6	2,596.5	926.2	1,085.9	1,016.0	343.1	87.5	224.4	9,885.2
1978 . . . . .	3,486.9	2,516.2	904.5	1,034.6	1,016.4	322.0	74.3	209.3	9,564.2

(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 1980 and the number of students who completed advanced level courses in 1979. 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, 1980(a)

<i>Field of study</i>	<i>Master degree</i>	<i>Graduate diploma</i>	<i>Bachelor degree</i>	<i>Diploma</i>	<i>Associate diploma</i>	<i>Total</i>		
						<i>Males</i>	<i>Females</i>	<i>Persons</i>
Agriculture . . . . .	—	128	131	165	594	672	346	1,018
Applied sciences . . . . .	81	1,194	3,783	441	787	4,144	2,142	6,286
Art and design . . . . .	—	663	1,718	1,387	709	1,761	2,716	4,477
Building, surveying and architecture . . . . .	2	192	1,052	302	194	1,358	384	1,742
Commercial and business studies . . . . .	100	2,463	9,283	527	1,384	9,646	4,111	13,757
Engineering and technology . . . . .	23	438	2,854	96	821	4,139	93	4,232
Liberal studies . . . . .	26	2,847	5,080	1,042	1,491	3,616	6,870	10,486
Music . . . . .	1	136	318	192	55	293	409	702
Para-medical . . . . .	28	360	1,701	1,083	801	992	2,981	3,973
Teacher education . . . . .	30	2,863	5,045	9,102	44	5,039	12,045	17,084
<i>Total—1980</i> . . . . .	<i>291</i>	<i>11,284</i>	<i>30,965</i>	<i>14,337</i>	<i>6,880</i>	<i>31,660</i>	<i>32,097</i>	<i>63,757</i>
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

(a) Excludes students commencing in second semester.



**COLLEGES OF ADVANCED EDUCATION: STUDENTS WHO COMPLETED  
COURSES BY FIELD OF STUDY AND COURSE LEVEL, 1979**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture . . . . .	—	82	66	158	218	409	115	524
Applied sciences . . . . .	19	321	1,151	364	178	1,362	671	2,033
Art and design . . . . .	—	179	663	1,084	73	898	1,101	1,999
Building, surveying and architecture . . . . .	—	53	533	98	65	638	111	749
Commercial and business studies . . . . .	7	1,138	1,952	823	383	3,077	1,226	4,303
Engineering and technology . . . . .	7	124	989	398	124	1,621	21	1,642
Liberal studies . . . . .	3	1,148	1,659	504	464	1,305	2,473	3,778
Music . . . . .	—	48	72	215	9	125	219	344
Para-medical . . . . .	18	187	1,233	751	513	540	2,162	2,702
Teacher education . . . . .	22	2,875	2,203	10,729	10	4,836	11,003	15,839
<b>Total—1979</b> . . . . .	<b>76</b>	<b>6,155</b>	<b>10,521</b>	<b>15,124</b>	<b>2,037</b>	<b>14,811</b>	<b>19,102</b>	<b>33,913</b>
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

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT  
COURSE LEVEL AND FIELD OF STUDY, 1980**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
FULL-TIME STUDENTS								
Agriculture . . . . .	—	73	372	473	853	1,255	516	1,771
Applied sciences . . . . .	84	340	5,548	920	600	4,513	2,979	7,492
Art and design . . . . .	—	391	3,818	3,601	379	3,389	4,800	8,189
Building, surveying and architecture . . . . .	—	20	1,787	175	139	1,581	540	2,121
Commercial and business studies . . . . .	56	624	9,193	1,148	679	7,072	4,628	11,700
Engineering and technology . . . . .	19	5	4,847	160	370	5,283	118	5,401
Liberal studies . . . . .	17	1,105	6,751	1,945	1,241	3,937	7,122	11,059
Music . . . . .	1	88	651	509	51	538	762	1,300
Para-medical . . . . .	36	151	3,737	1,762	624	1,628	4,682	6,310
Teacher education . . . . .	3	1,127	1,865	19,844	37	5,186	17,690	22,876
Total—1980 . . . . .	216	3,924	38,569	30,537	4,973	34,382	43,837	78,219
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
PART-TIME—INTERNAL STUDENTS								
Agriculture . . . . .	—	10	25	10	38	68	15	83
Applied sciences . . . . .	189	1,578	3,531	393	443	4,417	1,717	6,134
Art and design . . . . .	—	462	631	380	932	980	1,425	2,405
Building, surveying and architecture . . . . .	8	400	1,372	781	184	2,402	343	2,745
Commercial and business studies . . . . .	278	2,768	13,334	1,108	1,624	15,501	3,611	19,112
Engineering and technology . . . . .	95	640	2,657	241	882	4,447	68	4,515
Liberal studies . . . . .	36	2,411	4,981	670	1,342	3,469	5,971	9,440
Music . . . . .	—	104	258	161	59	184	398	582
Para-medical . . . . .	58	381	1,590	446	415	819	2,071	2,890
Teacher education . . . . .	116	2,267	5,991	4,545	67	4,429	8,557	12,986
Total—1980 . . . . .	780	11,021	34,370	8,735	5,986	36,716	24,176	60,892
1979 . . . . .	655	8,954	30,868	10,575	5,316	34,656	21,712	56,368
1977 . . . . .	529	7,455	26,752	12,164	4,507	32,889	18,518	51,407
PART-TIME—EXTERNAL STUDENTS								
Agriculture . . . . .	—	109	9	—	258	237	139	376
Applied sciences . . . . .	33	41	988	50	454	1,078	488	1,566
Art and design . . . . .	—	28	213	29	4	250	24	274
Building, surveying and architecture . . . . .	1	46	28	47	184	287	19	306
Commercial and business studies . . . . .	12	821	2,987	396	1,107	4,316	1,007	5,323
Engineering and technology . . . . .	2	162	117	14	455	739	11	750
Liberal studies . . . . .	—	994	1,923	163	428	1,170	2,338	3,508
Music . . . . .	—	—	3	—	—	3	—	3
Para-medical . . . . .	—	—	114	110	504	184	544	728
Teacher education . . . . .	—	1,256	3,143	3,080	42	2,339	5,182	7,521
Total—1980 . . . . .	48	3,457	9,525	3,889	3,436	10,603	9,752	20,355
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

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT  
COURSE LEVEL AND FIELD OF STUDY, 1980—continued**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
ALL STUDENTS								
Agriculture	-	192	406	483	1,149	1,560	670	2,230
Applied sciences	306	1,959	10,067	1,363	1,497	10,008	5,184	15,192
Art and design	-	881	4,662	4,010	1,315	4,619	6,249	10,868
Building, surveying and architecture	9	466	3,187	1,003	507	4,270	902	5,172
Commercial and business studies	346	4,213	25,514	2,652	3,410	26,889	9,246	36,135
Engineering and technology	116	807	7,621	415	1,707	10,469	197	10,666
Liberal studies	53	4,510	13,655	2,778	3,011	8,576	15,431	24,007
Music	1	192	912	670	110	725	1,160	1,885
Para-medical	94	532	5,441	2,318	1,543	2,631	7,297	9,928
Teacher education	119	4,650	10,999	27,469	146	11,954	31,429	43,383
Total—1980	1,044	18,402	82,464	43,161	14,395	81,701	77,765	159,466
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

**PERCENTAGE CHANGES IN ENROLMENTS BETWEEN 1978 AND 1980**

	Males	Females	Persons
<b>Stage</b>			
Commencing course . . . . .	+ 0.8	+ 4.1	+ 2.4
Completing course the previous year . . . . .	+ 8.3	+ 0.1	+ 7.7
<b>Status</b>			
Full-time . . . . .	- 8.1	- 6.5	- 7.2
Part-time Internal . . . . .	+ 11.6	+ 30.6	+ 18.5
Part-time External . . . . .	+ 40.9	+ 45.0	+ 42.9
<b>All students . . . . .</b>	<b>+ 5.0</b>	<b>+ 7.8</b>	<b>+ 6.4</b>

The percentage changes show that there has been a dramatic increase in the numbers of internal and external part-time students over the period 1978 to 1980, while the number of full-time students, especially of males, has declined.

Overall the number of students has increased by 6.4 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 1980, comprised about 13 per cent of total students, compared to 9.5 per cent in 1978.

**COLLEGES OF ADVANCED EDUCATION: TEACHING STAFF BY FIELD OF TEACHING  
STATES AND A.C.T., 1980**

**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>
<b>FULL-TIME STAFF</b>								
Agriculture . . . . .	63	—	36	24	13	—	—	136
Applied sciences . . . . .	351	573	235	143	136	14	84	1,536
Art and design . . . . .	225	352	47	97	51	20	—	792
Building, surveying and architecture . . . . .	24	63	33	34	31	6	22	213
Commercial and business studies . . . . .	220	426	179	59	115	16	48	1,063
Engineering and technology . . . . .	58	347	114	79	66	10	—	674
Liberal studies . . . . .	318	699	219	188	185	25	48	1,682
Music . . . . .	93	45	20	1	9	22	—	190
Para-medical . . . . .	72	170	38	80	104	—	—	463
Teacher education . . . . .	623	526	288	266	227	83	50	2,063
Not classifiable . . . . .	77	29	—	6	3	—	—	114
<i>Total—1980</i> . . . . .	<i>2,124</i>	<i>3,229</i>	<i>1,209</i>	<i>977</i>	<i>940</i>	<i>196</i>	<i>252</i>	<i>8,927</i>
1979 . . . . .	2,145	3,255	1,179	940	899	204	241	8,864
1978 . . . . .	2,096	3,202	1,161	978	933	210	236	8,816
<b>PART-TIME STAFF</b>								
Agriculture . . . . .	2	—	—	2	2	—	—	6
Applied sciences . . . . .	34	65	16	7	25	1	32	181
Art and design . . . . .	56	63	10	16	18	1	—	164
Building, surveying and architecture . . . . .	6	25	19	5	6	2	5	68
Commercial and business studies . . . . .	36	60	34	11	29	1	16	188
Engineering and technology . . . . .	16	25	14	5	8	—	—	68
Liberal studies . . . . .	28	61	19	29	29	1	17	186
Music . . . . .	66	18	15	—	—	4	—	103
Para-medical . . . . .	15	29	14	37	36	—	—	131
Teacher education . . . . .	24	48	29	25	32	5	19	181
Not classifiable . . . . .	14	23	—	—	—	—	—	36
<i>Total—1980</i> . . . . .	<i>296</i>	<i>417</i>	<i>170</i>	<i>138</i>	<i>186</i>	<i>16</i>	<i>90</i>	<i>1,312</i>
1979 . . . . .	262	452	180	131	179	31	77	1,312
1978 . . . . .	232	390	172	106	140	38	67	1,145
<b>ALL STAFF</b>								
Agriculture . . . . .	65	—	36	26	15	—	—	142
Applied sciences . . . . .	385	638	252	150	161	15	116	1,717
Art and design . . . . .	281	415	57	113	69	21	—	956
Building, surveying and architecture . . . . .	30	88	53	39	37	8	27	281
Commercial and business studies . . . . .	255	487	213	70	144	17	64	1,250
Engineering and technology . . . . .	74	372	128	84	74	10	—	742
Liberal studies . . . . .	347	760	238	217	214	26	65	1,868
Music . . . . .	159	63	35	1	9	26	—	293
Para-medical . . . . .	87	199	52	117	140	—	—	594
Teacher education . . . . .	646	574	317	291	259	88	69	2,244
Not classifiable . . . . .	90	51	—	6	3	—	—	150
<i>Total—1980</i> . . . . .	<i>2,420</i>	<i>3,646</i>	<i>1,379</i>	<i>1,114</i>	<i>1,126</i>	<i>212</i>	<i>342</i>	<i>10,239</i>
1979 . . . . .	2,407	3,707	1,358	1,072	1,078	235	318	10,175
1978 . . . . .	2,328	3,592	1,333	1,085	1,073	248	303	9,962

The above tables indicate that total staff at colleges of advanced education increased by about 2.8 per cent over the period 1978 to 1980 inclusive. However, full-time staff only increased by 1.3 per cent, while a substantial 14.6 per cent increase occurred for part-time staff. This very considerable increase reflects that found for students (see pages 256–257).

### **Nurse Education and Training**

After consultations between Commonwealth and State Ministers for Education and Health, and consideration of responses from interested bodies, the Commonwealth Government completed its review of arrangements for nurse education and training, following the *Report of the Committee of Enquiry into Nurse Education and Training* and decided to support the qualitative improvement of nurse education and training through the upgrading and rationalisation of hospital-based nursing schools and the development of co-operative arrangements between hospital schools and tertiary institutions including the accreditation of the awards of hospital-based schools where appropriate.

Opportunities will be available for nurses with appropriate qualifications and experience to undertake post-basic courses, including degree level courses, in colleges of advanced education.

Basic nursing education will continue to be provided by a variety of arrangements with most nurses and all nurses aides being trained in hospital-based schools of nursing.

Some nurses in training are undertaking pilot courses at colleges of advanced education. Evaluation of these courses at present levels of enrolment will continue.

### 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 publication *University Statistics, Australia*, (4208.0).

#### UNIVERSITIES: STUDENTS COMMENCING, 1980

	Doctorate	Master's degree	Bachelor degree	Non-degree	Total		
					Males	Females	Persons
New South Wales	356	2,117	15,463	3,223	12,041	9,118	21,159
Victoria	241	1,199	11,914	2,139	8,150	7,343	15,493
Queensland	148	471	6,042	772	3,896	3,537	7,433
South Australia	49	236	3,086	684	2,283	1,772	4,055
Western Australia	75	307	3,547	691	2,592	2,028	4,620
Tasmania	34	74	1,050	364	933	589	1,522
Australian Capital Territory	146	130	1,677	301	1,313	941	2,254
<b>Australia—1980</b>	<b>1,049</b>	<b>4,534</b>	<b>42,779</b>	<b>8,174</b>	<b>31,208</b>	<b>25,328</b>	<b>56,536</b>
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

#### UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS BY SEX AND COURSE LEVEL, 1978 TO 1980

Course level	Males			Females		
	1978	1979	1980	1978	1979	1980
<b>FULL-TIME STUDENTS</b>						
Doctorate	2,765	2,729	2,775	825	857	932
Master's degree	2,266	2,235	2,307	1,002	1,045	1,120
Bachelor degree	54,386	52,849	52,245	36,004	35,704	36,210
Non-degree	1,926	1,769	1,596	2,180	1,892	1,808
<b>Total</b>	<b>61,343</b>	<b>59,582</b>	<b>58,923</b>	<b>40,011</b>	<b>39,498</b>	<b>40,070</b>
<b>PART-TIME STUDENTS</b>						
Doctorate	1,766	1,823	1,902	439	515	541
Master's degree	7,431	7,741	7,823	2,670	2,957	3,174
Bachelor degree	21,075	21,497	21,464	17,409	19,172	20,745
Non-degree	4,603	4,611	4,833	3,288	3,414	3,681
<b>Total</b>	<b>34,875</b>	<b>35,672</b>	<b>36,022</b>	<b>23,806</b>	<b>26,058</b>	<b>28,141</b>
<b>ALL STUDENTS</b>						
Doctorate	4,531	4,552	4,677	1,264	1,372	1,473
Master's degree	9,697	9,976	10,130	3,672	4,002	4,294
Bachelor degree	75,461	74,346	73,709	53,413	54,876	56,955
Non-degree	6,529	6,380	6,429	5,468	5,306	5,489
<b>Total</b>	<b>96,218</b>	<b>95,254</b>	<b>94,945</b>	<b>63,817</b>	<b>65,556</b>	<b>68,211</b>

## UNIVERSITIES: STUDENTS BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1980

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Australia		
								Males	Females	Persons
FULL-TIME STUDENTS										
Humanities	8,749	6,439	2,449	1,639	1,296	580	1,284	8,508	13,928	22,436
Fine arts	48	348	81	169	69	-	-	271	444	715
Social and behavioural sciences	1,905	1,681	668	703	983	19	72	2,216	3,815	6,031
Law	2,878	1,880	605	579	377	225	542	4,608	2,478	7,086
Education	1,776	1,159	389	283	389	232	3	1,510	2,721	4,231
Economics, commerce, government	4,587	3,601	1,041	695	812	228	486	8,239	3,211	11,450
Medicine	3,598	2,641	2,313	1,126	829	334	32	6,648	4,225	10,873
Dentistry	572	258	308	256	155	-	-	1,204	345	1,549
Natural sciences	5,887	6,355	2,318	1,977	1,560	524	893	12,694	6,820	19,514
Engineering, technology	4,487	2,026	957	593	628	142	4	8,384	453	8,837
Architecture, building	1,340	609	222	206	101	-	2	1,924	556	2,480
Agriculture, forestry	839	563	259	225	235	60	277	1,895	563	2,458
Veterinary science	410	255	402	-	238	-	-	805	500	1,305
Not stated	9	-	-	-	19	-	-	17	11	28
Total—1980	37,085	27,815	12,012	8,451	7,691	2,344	3,595	58,923	40,070	98,993
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
PART-TIME STUDENTS										
Humanities	8,474	5,473	4,599	1,276	1,461	405	1,401	8,721	14,368	23,089
Fine arts	59	104	31	51	67	-	-	141	171	312
Social and behavioural sciences	2,140	2,251	404	623	525	25	34	2,639	3,363	6,002
Law	1,153	962	451	124	38	54	206	2,147	841	2,988
Education	2,090	3,060	1,674	353	709	125	1	3,848	4,164	8,012
Economics, commerce, government	4,785	1,842	1,484	766	747	227	510	8,219	2,142	10,361
Medicine	260	289	130	226	58	6	-	579	390	969
Dentistry	73	40	14	30	10	-	-	144	23	167
Natural sciences	2,971	1,370	999	584	541	269	344	4,976	2,102	7,078
Engineering, technology	2,196	337	243	115	152	48	1	2,992	100	3,092
Architecture, building	733	218	69	17	15	-	-	851	201	1,052
Agriculture, forestry	203	92	96	61	59	14	20	468	77	545
Veterinary science	23	26	43	-	11	-	-	78	25	103
Not stated	201	-	-	-	192	-	-	219	174	393
Total—1980	25,361	16,064	10,237	4,226	4,585	1,173	2,517	36,022	28,141	64,163
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
TOTAL STUDENTS										
Humanities	17,223	11,912	7,048	2,915	2,757	985	2,685	17,229	28,296	45,525
Fine arts	107	452	112	220	136	-	-	412	615	1,027
Social and behavioural sciences	4,045	3,932	1,072	1,326	1,508	44	106	4,855	7,178	12,033
Law	4,031	2,842	1,056	703	415	279	748	6,755	3,319	10,074
Education	3,866	4,219	2,063	636	1,098	357	4	5,358	6,885	12,243
Economics, commerce, government	9,372	5,443	2,525	1,461	1,559	455	996	16,458	5,353	21,811
Medicine	3,858	2,930	2,443	1,352	887	340	32	7,227	4,615	11,842
Dentistry	645	298	322	286	165	-	-	1,348	368	1,716
Natural sciences	8,858	7,725	3,317	2,561	2,101	793	1,237	17,670	8,922	26,592
Engineering, technology	6,683	2,363	1,200	708	780	190	5	11,376	553	11,929
Architecture, building	2,073	827	291	223	116	-	2	2,775	757	3,532
Agriculture, forestry	1,042	655	355	286	294	74	297	2,363	640	3,003
Veterinary science	433	281	445	-	249	-	-	883	525	1,408
Not stated	210	-	-	-	211	-	-	236	185	421
Total—1980	62,446	43,879	22,249	12,677	12,276	3,517	6,112	94,945	68,211	163,156
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

## UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1980

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
FULL-TIME STAFF								
Humanities	688	454	264	159	127	46	141	1,879
Fine arts	51	73	19	37	10	—	3	191
Social and behavioural sciences	431	219	116	69	77	33	44	988
Law	136	151	34	29	18	12	35	415
Education	227	204	76	45	62	17	2	632
Economics, commerce, government	524	291	126	102	71	32	51	1,195
Medicine	324	255	195	129	97	45	—	1,046
Dentistry	41	28	35	23	14	—	—	139
Natural sciences	926	630	396	266	188	85	113	2,601
Engineering, technology	479	199	108	49	48	22	—	906
Architecture, building	115	40	25	15	8	—	—	202
Agriculture, forestry	104	48	42	39	21	9	19	282
Veterinary science	49	37	53	—	43	—	—	182
Other(b)	26	—	38	—	—	—	—	64
Total—1980	4,120	2,626	1,525	960	783	301	407	10,722
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

## PART-TIME STAFF (full-time equivalent units)

Humanities	43	18	7	4	7	1	6	87
Fine arts	4	8	3	4	3	—	—	23
Social and behavioural sciences	34	18	9	3	6	—	3	74
Law	10	13	3	2	2	—	6	35
Education	42	23	4	1	6	4	—	80
Economics, commerce, government	34	24	5	4	4	1	3	74
Medicine	91	89	41	8	16	2	—	247
Dentistry	17	12	6	20	6	—	—	60
Natural sciences	110	107	23	52	36	2	12	342
Engineering and technology	40	18	6	6	4	1	—	76
Architecture, building	17	11	2	2	4	—	—	37
Agriculture, forestry	7	5	3	—	2	—	2	19
Veterinary science	3	1	1	—	1	—	—	6
Other(b)	8	—	5	—	—	—	—	13
Total—1980	461	346	119	109	95	11	32	1,173
1979	469	340	123	106	93	14	30	1,175
1978	444	350	97	110	102	13	38	1,154

## ALL STAFF (full-time equivalent units) (c)

Humanities	731	472	271	163	134	47	147	1,966
Fine arts	55	81	22	41	13	—	3	214
Social and behavioural sciences	465	237	125	72	83	33	47	1,062
Law	146	164	37	31	20	12	41	450
Education	269	227	80	46	68	21	2	712
Economics, commerce, government	558	315	131	106	75	33	54	1,269
Medicine	415	344	236	137	113	47	—	1,293
Dentistry	58	40	41	43	20	—	—	199
Natural sciences	1,036	737	419	318	224	87	125	2,943
Engineering and technology	519	217	114	55	52	23	—	982
Architecture, building	132	51	27	17	12	—	—	239
Agriculture, forestry	111	53	45	39	23	9	21	301
Veterinary science	52	38	54	—	44	—	—	188
Other(b)	34	—	43	—	—	—	—	77
Total—1980	4,581	2,972	1,644	1,069	878	312	439	11,895
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

(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 decreased by 0.8 per cent over the period 1978 to 1980 inclusive. Full-time staff decreased over this period by 1.1 per cent while the number of part-time staff increased by 0.4 per cent.

**UNIVERSITIES: STUDENTS COMPLETING DEGREE AND POST-GRADUATE DIPLOMA  
COURSES BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1980**

<i>Field of study</i>	<i>Degrees</i>			<i>Post graduate diploma</i>	<i>Total</i>
	<i>Doctorate and Ph.D.</i>	<i>Master</i>	<i>Bachelor</i>		
Humanities . . . . .	97	241	7,990	36	8,364
Fine arts . . . . .	5	22	136	2	165
Social and behavioural sciences . . . . .	65	200	1,403	249	1,917
Law . . . . .	4	56	1,544	89	1,693
Education . . . . .	42	380	1,410	2,462	4,294
Economics, commerce, government . . . . .	30	415	3,195	100	3,740
Medicine . . . . .	95	82	1,965	129	2,271
Dentistry . . . . .	3	20	291	5	319
Natural sciences . . . . .	388	278	5,293	162	6,121
Engineering, technology . . . . .	96	231	1,504	20	1,851
Architecture, building . . . . .	5	77	442	10	534
Agriculture, forestry . . . . .	40	67	404	16	527
Veterinary science . . . . .	17	23	282	7	329
Not stated . . . . .	—	2	—	—	2
<b>Total—1980</b> . . . . .	<b>887</b>	<b>2,094</b>	<b>25,859</b>	<b>3,287</b>	<b>32,127</b>
1979 . . . . .	927	2,144	26,155	3,565	32,791
1978 . . . . .	843	2,070	24,692	4,068	31,673

**STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION**

<i>Scheme</i>	<i>Number of students 1980</i>	<i>Expenditure (\$'000) 1979–1980</i>
Postgraduate Awards(a) . . . . .	1,849	8,481
Tertiary Education Assistance(a) . . . . .	81,915	157,748
Pre-school Teacher Education(a) . . . . .	5	42
Postgraduate Awards—Social Work (a) . . . . .	—	3
Secondary Allowances(b) . . . . .	23,529	10,494
Adult Secondary Education Assistance(a) . . . . .	1,799	4,140
Aboriginal Secondary Grants(a) . . . . .	15,592	13,962
Aboriginal Study Grants(b) . . . . .	10,857	7,389
Aboriginal Study Grants—Overseas(b) . . . . .	10	96
Assistance for Isolated Children(a) . . . . .	14,899	12,189
Non-State Tertiary Institutions . . . . .	n.a.	163
Overseas Fellowships in Management(b) . . . . .	n.a.	n.a.
Commonwealth Teaching Service Scholarships(a) . . . . .	149	550
<b>Total—1980</b> . . . . .	<b>150,604</b>	<b>215,257</b>
1979 . . . . .	146,570	(c) 215,705
1978 . . . . .	145,727	206,078

(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. (c) Figure altered to that previously shown due to revisions.

### 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*, (5204.0), and also to *Commonwealth Government Finance, Australia*, (5502.0), and *State and Local Government Finance, Australia*, (5504.0), from which figures included in this section have also been taken.

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

#### 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

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
— \$m —						
Public sector—						
Final consumption expenditure . . . . .	2,766	3,425	4,115	4,653	5,061	5,676
Expenditure on new fixed assets . . . . .	656	695	641	717	731	656
Final expenditure(1) . . . . .	3,422	4,120	4,756	5,370	5,792	6,331
Transfer payments and expenditure on existing fixed assets (net) . . . . .	292	351	374	391	393	374
Outlay . . . . .	3,714	4,472	5,131	5,762	6,186	6,706
Private sector—						
Final consumption expenditure . . . . .	200	218	243	255	272	293
Expenditure on new fixed assets . . . . .	74	87	68	89	110	101
Final expenditure(2) . . . . .	274	305	311	344	382	394
Total expenditure on education (1) + (2)	3,696	4,425	5,067	5,714	6,174	6,725
Gross domestic product . . . . .	61,666	72,493	83,049	89,948	101,081	114,038
— per cent —						
Expenditure on education as percentage of gross domestic product—						
Final consumption expenditure—						
Public . . . . .	4.5	4.7	5.0	5.2	5.0	5.0
Private . . . . .	0.3	0.3	0.3	0.3	0.3	0.3
Expenditure on new fixed assets—						
Public . . . . .	1.1	1.0	0.8	0.8	0.7	0.6
Private . . . . .	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure . . . . .	6.0	6.1	6.1	6.4	6.1	5.9

#### 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 (personal benefit payments, 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 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.

### **Northern Territory government authorities**

On 1 July 1978 the Northern Territory became self-governing with expenditure responsibilities and revenue powers broadly approximating those of a State. However, not all State type functions were fully transferred to the Northern Territory Government on that date. Responsibility for education services was transferred to the Northern Territory Government on 1 July 1979 and Northern Territory outlay is included with the statistics for State and local governments from 1979-80. For earlier years outlay on education in the Northern Territory is included in outlay of the Commonwealth Government.

## ALL PUBLIC AUTHORITIES: OUTLAY ON EDUCATION

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
-\$ million-						
Commonwealth authorities—						
Final consumption expenditure . . . . .	164.7	195.1	234.6	256.3	286.9	250.2
Personal benefit payments . . . . .	124.3	162.5	194.0	212.6	224.9	225.2
Grants for private capital purposes . . . . .	5.6	5.5	3.5	4.2	4.0	3.1
Expenditure on new fixed assets . . . . .	45.1	73.4	62.2	54.2	50.8	33.2
Expenditure on existing fixed assets (net) . . . . .	-0.2	-0.3	-0.5	—	—	0.1
Grants to States—						
Current . . . . .	910.4	1,133.8	1,390.8	1,517.8	1,592.3	1,771.2
Capital . . . . .	415.5	319.2	327.8	343.1	363.7	325.1
<i>Total Commonwealth</i> . . . . .	<i>1,665.4</i>	<i>1,889.2</i>	<i>2,212.3</i>	<i>2,388.3</i>	<i>2,522.7</i>	<i>2,608.1</i>
State authorities—						
Final consumption expenditure . . . . .	2,596.3	3,222.6	3,872.0	4,388.2	4,764.5	5,415.5
Personal benefit payments . . . . .	111.6	124.0	124.1	120.8	105.9	98.6
Grants for private capital purposes . . . . .	31.7	33.0	25.4	32.2	40.4	30.1
Expenditure on new fixed assets . . . . .	609.2	618.2	574.2	659.9	677.6	620.1
Expenditure on existing fixed assets (net) . . . . .	19.1	26.9	29.0	21.3	17.8	17.2
Grants to local government authorities . . . . .	5.7	6.8	11.1	9.8	9.4	9.6
<i>Total State</i> . . . . .	<i>3,373.5</i>	<i>4,031.6</i>	<i>4,635.8</i>	<i>5,232.2</i>	<i>5,615.6</i>	<i>6,191.1</i>
Less Grants from the Commonwealth Government for educational purposes . . . . .	1,325.9	1,453.1	1,718.5	1,860.9	1,956.0	2,096.3
Outlay financed from States' own resources and from non-specific Commonwealth Government grants . . . . .	2,047.6	2,578.5	2,917.3	3,371.3	3,659.6	4,094.8
Local authorities—						
Final consumption expenditure . . . . .	4.6	7.4	8.5	8.5	9.5	10.1
Expenditure on new fixed assets . . . . .	1.9	3.2	4.2	2.8	2.8	2.3
Expenditure on existing fixed assets (net) . . . . .	—	—	—	0.8	0.5	0.4
<i>Total local</i> . . . . .	<i>6.5</i>	<i>10.6</i>	<i>12.6</i>	<i>12.1</i>	<i>12.8</i>	<i>12.8</i>
Less Grants from State authorities for education purposes . . . . .	5.7	6.8	11.1	9.8	9.4	9.6
Outlay financed from local authorities own resources . . . . .	0.8	3.8	1.5	2.3	3.5	3.3
<b>Total outlay on education</b> . . . . .	<b>3,713.8</b>	<b>4,471.5</b>	<b>5,131.1</b>	<b>5,761.9</b>	<b>6,185.8</b>	<b>6,706.1</b>
<b>Total outlay on all purposes</b> . . . . .	<b>22,935.8</b>	<b>27,642.3</b>	<b>31,829.3</b>	<b>35,857.6</b>	<b>38,888.1</b>	<b>43,258.4</b>
-per cent-						
Outlay on education as percentage of total outlay	16.2	16.2	16.1	16.1	15.9	15.5

## Commonwealth authorities

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

## COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION

	1977-78	1978-79	1979-80
-\$ million-			
General administration, regulation and research—			
Department of Education—			
Salaries, etc., n.e.c. . . . .	19.4	20.4	21.2
Administration expenses, n.e.c. . . . .	8.0	8.9	8.5
Tertiary Education Commission . . . . .	0.7	1.9	2.2
Building and works, office equipment, etc. . . . .	0.3	0.1	0.1
Grants to the States—			
Research and development . . . . .	0.8	0.8	0.9
Other . . . . .	0.8	0.5	-1.0
<i>Total general administration, etc.</i> . . . . .	<i>30.0</i>	<i>32.6</i>	<i>31.9</i>
Transportation of students—			
School bus service—			
Australian Capital Territory . . . . .	1.9	2.1	2.1
Northern Territory . . . . .	1.2	1.3	—
<i>Total transportation</i> . . . . .	<i>3.1</i>	<i>3.4</i>	<i>2.1</i>

For footnotes see end of table.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION—*continued*

	1977-78	1978-79	1979-80
	—\$ million—		
Primary and secondary education—			
Schools Commission	3.1	3.4	3.4
Education services—			
Australian Capital Territory	64.8	66.3	66.8
Northern Territory	40.7	46.0	—
School broadcasts	2.0	2.0	2.3
Student assistance	9.2	9.9	10.5
Child migrant education program	0.6	0.7	0.7
Assistance to isolated children	14.1	13.1	12.2
Grants to non-government schools—			
Australian Capital Territory	12.0	12.9	14.4
Northern Territory	1.8	2.4	—
Grants to the States—			
Non-government schools—Recurrent grants	191.4	221.9	263.5
Non-government schools—Capital grants	32.0	38.4	29.8
Government schools—Recurrent grants	235.5	242.5	262.8
Government schools—Capital grants	151.2	140.5	115.1
Child migrant education (a)	0.3	1.9	2.7
Schools—joint programs	29.0	27.0	25.4
Grants to the Northern Territory—			
Recurrent grants	—	—	3.9
Capital grants	—	—	1.7
Other	0.5	0.6	2.5
<i>Total primary and secondary</i>	<i>788.2</i>	<i>829.5</i>	<i>817.7</i>
Vocational Training—			
Commission on Technical and Further Education	0.3	—	—
Technical and Further Education in the A.C.T.	15.4	16.8	20.6
Darwin Community College	9.3	10.0	—
Student assistance	25.6	29.3	30.4
Grants to the States—TAFE—			
Apprentice training	—	—	—
Recurrent grants	45.6	51.7	62.8
Other Capital grants	46.4	65.0	78.8
Grants to the Northern Territory—			
Recurrent grants	—	—	3.7
Capital grants	—	—	2.5
Other	0.8	0.9	0.8
<i>Total vocational training</i>	<i>143.4</i>	<i>173.7</i>	<i>199.7</i>
University education—			
Australian Universities Commission	0.3	0.2	—
Australian National University—			
Student assistance	2.2	2.4	2.5
Other	67.9	75.6	81.2
Student assistance—			
Undergraduate	71.7	74.4	74.8
Postgraduate	9.4	9.0	8.5
Grants to Australian National University residential colleges	0.1	0.1	0.1
School of Public Health and Tropical Medicine (Sydney University)	2.3	2.6	2.9
Grants to the States—Universities	626.9	645.7	704.9
Other	0.2	—	—
<i>Total university</i>	<i>781.0</i>	<i>810.1</i>	<i>875.0</i>
Other higher education—			
Commission on Advanced Education	0.3	—	—
Canberra College of Advanced Education	16.7	15.2	17.3
Canberra School of Music	1.0	0.9	1.1
Australian Film and Television School	3.7	3.8	4.0
Student assistance	53.0	55.5	51.7
Commonwealth Teaching Service scholarships	1.2	0.9	0.6
Grants to the States	449.5	481.7	497.2
Other	1.0	4.2	11.3
<i>Total other higher education</i>	<i>526.3</i>	<i>562.2</i>	<i>583.2</i>

For footnote see end of table.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION—*continued*

	1977-78	1978-79	1979-80
	—\$ million—		
Other education programs—			
Aboriginal education—			
Study grants	3.6	5.2	7.4
Secondary grants	12.1	13.0	14.0
Grants to private non-profit organisations	4.5	6.0	3.9
Grants to the States	6.4	6.2	6.2
Other	18.0	18.1	0.2
Soldiers' children education scheme	3.4	2.9	2.6
Migrant education programs	13.1	18.8	23.5
Pre-school programs—			
Grants to States and local authorities	45.9	32.7	32.7
Grants to the Northern Territory	—	—	0.3
Other	3.2	3.0	3.2
Adult education programs	5.0	4.8	4.2
Other	1.0	0.3	0.3
Total other programs	116.3	111.0	98.6
Total outlay on education	2,388.3	2,522.7	2,608.1
of which—			
Current outlay	1,986.8	2,104.2	2,246.6
Capital outlay	401.5	418.5	361.5
Total outlay on all purposes	28,063.5	30,196.8	33,200.9
	—per cent—		
Outlay on education as a percentage of total outlay	8.5	8.4	7.9

(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: PERSONAL BENEFIT PAYMENTS FOR EDUCATION**  
**(\$'000)**

	1977-78	1978-79	1979-80
Primary and secondary education—			
Student assistance	9,013	9,582	10,494
Australian Capital Territory and Northern Territory scholarships and allowances	180	269	—
Assistance to isolated children	14,097	13,106	12,189
United world colleges scholarships	10	10	18
<i>Total</i>	<i>23,300</i>	<i>22,967</i>	<i>22,701</i>
Vocational training—			
Student assistance	25,574	29,258	30,445
University education—			
Australian National University scholarships	2,171	2,432	2,455
Student assistance—			
Post-graduate	9,404	8,962	8,483
Under-graduate	71,240	74,057	74,457
Australian Agricultural Council scholarships	46	17	—
Wool research studentships	276	240	291
Forestry scholarships	55	41	31
Other	132	82	42
<i>Total</i>	<i>83,324</i>	<i>85,831</i>	<i>85,759</i>
Other higher education—			
Student assistance	47,754	51,564	51,485
Commonwealth Teaching Service scholarships	1,184	939	550
Pre-school teaching scholarships	2,041	798	43
Non government institutions—fees	3,152	3,119	163
Other	22	21	18
<i>Total</i>	<i>54,153</i>	<i>56,441</i>	<i>52,259</i>
Other education programs—			
Aboriginal study grants	3,635	5,209	7,485
Aboriginal secondary grants	12,073	12,956	13,962
Soldiers' children education scheme	3,390	2,941	2,567
Adult secondary education assistance	4,935	4,735	4,140
Assistance to Vietnamese and Cambodian students	34	12	2
Migrant education services	2,228	4,578	5,912
Other	—	—	—
<i>Total</i>	<i>26,296</i>	<i>30,431</i>	<i>34,068</i>
<b>Total education</b>	<b>212,647</b>	<b>224,928</b>	<b>225,232</b>

**Outlay on education in the Australian Capital Territory**

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

**COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION IN THE AUSTRALIAN CAPITAL TERRITORY(a)**  
(\$'000)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80 (p)
<b>Current Outlay—</b>						
Government schools and pre-schools(b)—						
Salaries and wages . . . . .	27,592	36,851	43,462	50,636	53,951	58,776
Transportation of students . . . . .	887	1,419	1,760	1,892	2,064	2,148
Contract school cleaning . . . . .	1,763	2,321	2,779	2,759	2,921	2,956
Repairs and maintenance . . . . .	736	869	794	726	1,541	2,191
Other . . . . .	2,144	3,663	4,353	5,273	5,969	6,090
Non-government schools assistance—						
Per capita grants . . . . .	3,501	4,362	6,032	7,119	8,596	10,381
Interest subsidy . . . . .	794	634	801	1,218	1,113	1,034
Other grants and allowances . . . . .	67	152	197	247	313	363
Technical and further education—						
Canberra School of Music . . . . .	412	537	735	850	939	1,120
Canberra School of Art . . . . .	—	364	493	704	798	990
Other TAFE Colleges . . . . .	3,718	4,605	5,913	7,089	8,602	10,087
Canberra College of Advanced Education . . . . .	7,558	9,575	12,083	12,466	14,327	16,046
<b>Total</b> . . . . .	<b>49,172</b>	<b>65,352</b>	<b>79,402</b>	<b>90,979</b>	<b>101,134</b>	<b>112,182</b>
<b>Less Fees</b> . . . . .	<b>136</b>	<b>106</b>	<b>304</b>	<b>360</b>	<b>438</b>	<b>517</b>
<b>Total current outlay</b> . . . . .	<b>49,037</b>	<b>65,246</b>	<b>79,097</b>	<b>90,619</b>	<b>100,696</b>	<b>111,665</b>
<b>Capital outlay—</b>						
Government schools and colleges—						
By National Capital Development Commission—						
Primary and Pre-schools . . . . .	6,272	6,537	6,717	1,937	2,784	2,216
Secondary schools . . . . .	6,567	13,728	11,947	7,241	5,390	1,993
Technical Colleges . . . . .	1,579	4,290	6,616	7,628	7,277	9,133
Other education buildings . . . . .	1,879	3,533	1,090	3,320	2,266	4,647
By Department of Construction—						
Building and works . . . . .	93	2	—	304	34	3
Furniture and fittings . . . . .	787	1,071	582	622	832	573
Plant and equipment . . . . .	1,077	1,589	1,835	1,095	1,153	931
Canberra College of Advanced Education . . . . .	3,852	3,381	2,395	4,214	932	1,220
Non-government schools assistance—						
Approved capital programs(c) . . . . .	3,450	3,691	2,781	3,332	2,872	2,658
<b>Total capital outlay</b> . . . . .	<b>25,556</b>	<b>37,822</b>	<b>33,963</b>	<b>29,693</b>	<b>23,540</b>	<b>23,374</b>
<b>Total outlay</b> . . . . .	<b>74,593</b>	<b>103,068</b>	<b>113,060</b>	<b>120,312</b>	<b>124,236</b>	<b>135,039</b>

(a) Excludes the Australian National University. Commonwealth Government payments to the University in 1979-80 amounted to \$88,204,000 for current purposes and \$221,000 for capital payments. (b) Includes pre-school running expenses in 1979-80 of \$2,952,000. (c) Grants for private 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*)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Final consumption expenditure—</b>						
New South Wales	903.9	1,101.3	1,302.4	1,464.2	1,602.7	1,825.8
Victoria	765.8	946.2	1,153.6	1,314.2	1,419.7	1,574.0
Queensland	334.4	433.1	520.3	593.0	634.5	712.0
South Australia	270.9	341.6	413.5	473.2	507.6	555.7
Western Australia	233.9	299.3	362.1	406.0	448.3	505.1
Tasmania	91.9	108.5	128.6	146.0	161.3	181.7
Northern Territory	—	—	—	—	—	71.3
<i>Total</i>	<i>2,600.9</i>	<i>3,230.0</i>	<i>3,880.4</i>	<i>4,396.6</i>	<i>4,774.1</i>	<i>5,425.6</i>
<b>Expenditure on new fixed assets—</b>						
New South Wales	208.6	229.0	173.7	219.8	231.4	212.3
Victoria	170.9	169.7	157.8	170.9	190.3	173.1
Queensland	85.8	74.1	99.9	102.2	95.7	92.9
South Australia	69.3	62.1	66.2	76.2	73.0	56.3
Western Australia	53.3	54.1	51.5	63.4	63.2	47.9
Tasmania	23.2	32.4	29.3	30.2	26.9	26.6
Northern Territory	—	—	—	—	—	13.4
<i>Total</i>	<i>611.1</i>	<i>621.3</i>	<i>578.4</i>	<i>662.7</i>	<i>680.5</i>	<i>622.4</i>
Expenditure on existing fixed assets (net)	19.1	26.9	29.0	22.1	18.2	17.7
Personal benefit payments	111.6	124.0	124.1	120.8	105.9	98.6
Grants for private capital purposes	31.7	33.0	25.4	32.2	40.4	30.1
<b>Total outlay on education</b>	<b>3,374.3</b>	<b>4,035.3</b>	<b>4,637.3</b>	<b>5,234.5</b>	<b>5,619.1</b>	<b>6,194.3</b>
<i>of which—</i>						
New South Wales	1,165.6	1,392.4	1,541.4	1,753.9	1,905.7	2,111.9
Victoria	994.4	1,183.0	1,370.9	1,537.1	1,651.2	1,773.6
Queensland	443.0	533.2	648.8	725.0	760.8	832.2
South Australia	354.0	416.4	488.4	556.5	587.5	617.4
Western Australia	297.5	363.2	422.2	478.3	518.4	559.1
Tasmania	119.7	147.2	165.6	183.7	195.6	214.9
Northern Territory	—	—	—	—	—	85.1

**Specific purpose 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 (a) FOR EDUCATIONAL PURPOSES**  
(*\$'000*)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>GRANTS FOR CURRENT PURPOSES</b>						
Schools . . . . .	234,579	331,884	421,758	455,622	491,395	555,275
Technical and further education . . . . .	24,622	40,127	44,194	45,600	51,741	61,898
Colleges of Advanced Education . . . . .	239,249	286,766	368,894	395,501	413,497	454,225
Universities . . . . .	377,990	426,389	511,556	574,465	594,587	652,674
Aboriginal education . . . . .	3,367	4,978	5,561	6,204	5,811	6,128
Child migrant education (b) . . . . .	9,845	7,370	140	278	1,740	2,623
Pre-school education . . . . .	19,954	35,232	37,643	39,362	32,750	33,090
Educational research . . . . .	786	1,062	1,012	809	801	841
School-to-work transition activities . . . . .	—	—	—	—	—	4,446
<i>Total</i> . . . . .	<i>910,391</i>	<i>1,133,806</i>	<i>1,390,758</i>	<i>1,517,841</i>	<i>1,592,322</i>	<i>1,771,200</i>
<b>GRANTS FOR CAPITAL PURPOSES</b>						
Schools . . . . .	199,368	143,631	147,766	183,457	178,956	146,591
Technical and further education . . . . .	20,375	24,600	33,709	46,425	64,970	81,338
Colleges of Advanced Education . . . . .	109,916	86,753	77,555	54,006	68,155	44,853
Universities . . . . .	65,990	48,827	56,958	52,392	51,143	52,192
Aboriginal education . . . . .	1,224	1,966	361	195	364	87
Child migrant education (b) . . . . .	1,478	1,670	39	—	129	50
Pre-school education . . . . .	17,123	11,797	11,375	6,632	—	—
<i>Total</i> . . . . .	<i>415,473</i>	<i>319,246</i>	<i>327,763</i>	<i>343,107</i>	<i>363,717</i>	<i>325,111</i>
<b>TOTAL GRANTS</b>						
Schools . . . . .	433,947	475,515	569,524	639,080	670,351	701,865
Technical and further education . . . . .	44,997	64,727	77,903	92,025	116,711	143,236
Colleges of Advanced Education . . . . .	349,165	373,519	446,449	449,507	481,653	499,078
Universities . . . . .	443,980	475,216	568,514	626,858	645,730	704,866
Aboriginal education . . . . .	4,591	6,944	5,922	6,399	6,175	6,215
Child migrant education (b) . . . . .	11,323	9,040	179	278	1,869	2,672
Pre-school education . . . . .	37,077	47,029	49,018	45,994	32,750	33,090
Educational research . . . . .	786	1,062	1,012	809	801	841
School-to-work transition activities . . . . .	—	—	—	—	—	4,446
<i>Total</i> . . . . .	<i>1,325,864</i>	<i>1,453,052</i>	<i>1,718,521</i>	<i>1,860,950</i>	<i>1,956,040</i>	<i>2,096,309</i>

(a) Includes the Northern Territory from 1979-80.

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



## TOTAL GRANTS TO STATES FOR SCHOOLS

(\$'000)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Current grants—</b>						
New South Wales . . . . .	84,749	125,395	151,153	171,540	180,739	203,806
Victoria . . . . .	72,112	100,354	134,939	138,250	152,062	169,614
Queensland . . . . .	35,604	46,162	56,058	59,853	66,818	74,914
South Australia . . . . .	19,017	27,452	35,038	38,566	39,746	44,714
Western Australia . . . . .	17,184	23,194	33,521	35,293	38,741	44,019
Tasmania . . . . .	5,912	9,327	11,049	12,120	13,290	14,617
Northern Territory . . . . .	..	..	..	..	..	3,591
<b>Total . . . . .</b>	<b>234,579</b>	<b>331,884</b>	<b>421,758</b>	<b>455,622</b>	<b>491,395</b>	<b>555,275</b>
<b>Capital grants—</b>						
New South Wales . . . . .	71,708	45,886	48,683	57,952	58,954	46,266
Victoria . . . . .	58,651	49,285	45,056	51,273	48,993	43,918
Queensland . . . . .	27,968	22,363	28,090	34,263	29,475	24,609
South Australia . . . . .	19,160	11,056	14,672	17,069	16,178	14,821
Western Australia . . . . .	15,789	10,564	6,999	16,713	20,971	11,011
Tasmania . . . . .	6,092	4,477	4,266	6,187	4,385	4,280
Northern Territory . . . . .	..	..	..	..	..	1,685
<b>Total . . . . .</b>	<b>199,368</b>	<b>143,631</b>	<b>147,766</b>	<b>183,457</b>	<b>178,956</b>	<b>146,591</b>
<b>Total grants—</b>						
New South Wales . . . . .	156,457	171,281	199,836	229,492	239,693	250,072
Victoria . . . . .	130,763	149,639	179,995	189,523	201,055	213,532
Queensland . . . . .	63,572	68,525	84,148	94,116	96,293	99,523
South Australia . . . . .	38,177	38,508	49,710	55,635	55,924	59,535
Western Australia . . . . .	32,973	33,758	40,520	52,006	59,712	55,029
Tasmania . . . . .	12,004	13,804	15,315	18,307	17,674	18,898
Northern Territory . . . . .	..	..	..	..	..	5,276
<b>Total . . . . .</b>	<b>433,947</b>	<b>475,515</b>	<b>569,524</b>	<b>639,080</b>	<b>670,351</b>	<b>701,865</b>

## TOTAL GRANTS TO STATES FOR TECHNICAL AND FURTHER EDUCATION

(\$'000)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Current grants—</b>						
New South Wales . . . . .	10,333	17,652	16,714	19,184	21,061	23,546
Victoria . . . . .	6,794	9,653	13,866	11,163	13,509	16,087
Queensland . . . . .	2,262	4,643	4,537	4,885	5,222	6,932
South Australia . . . . .	2,639	3,770	4,502	4,737	5,116	6,661
Western Australia . . . . .	2,168	3,322	3,606	4,521	5,160	4,780
Tasmania . . . . .	426	1,087	969	1,110	1,673	2,005
Northern Territory . . . . .	..	..	..	..	..	1,887
<b>Total . . . . .</b>	<b>24,622</b>	<b>40,127</b>	<b>44,194</b>	<b>45,600</b>	<b>51,741</b>	<b>61,898</b>
<b>Capital grants—</b>						
New South Wales . . . . .	5,859	8,919	12,262	15,162	19,279	28,054
Victoria . . . . .	6,585	7,376	9,333	12,728	19,592	15,467
Queensland . . . . .	4,073	3,334	4,439	8,735	15,078	12,717
South Australia . . . . .	2,800	1,208	2,320	4,837	6,901	8,697
Western Australia . . . . .	587	2,876	3,690	2,993	3,726	10,481
Tasmania . . . . .	471	887	1,665	1,970	394	3,400
Northern Territory . . . . .	..	..	..	..	..	2,522
<b>Total . . . . .</b>	<b>20,375</b>	<b>24,600</b>	<b>33,709</b>	<b>46,425</b>	<b>64,970</b>	<b>81,338</b>
<b>Total grants—</b>						
New South Wales . . . . .	16,192	26,571	28,976	34,346	40,340	51,600
Victoria . . . . .	13,379	17,029	23,199	23,891	33,101	31,554
Queensland . . . . .	6,335	7,977	8,976	13,620	20,300	19,649
South Australia . . . . .	5,439	4,978	6,822	9,574	12,017	15,358
Western Australia . . . . .	2,755	6,198	7,296	7,514	8,886	15,262
Tasmania . . . . .	897	1,974	2,634	3,080	2,067	5,405
Northern Territory . . . . .	..	..	..	..	..	4,409
<b>Total . . . . .</b>	<b>44,997</b>	<b>64,727</b>	<b>77,903</b>	<b>92,025</b>	<b>116,711</b>	<b>143,236</b>

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

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Current grants—</b>						
New South Wales	62,122	69,089	90,831	98,303	105,103	115,272
Victoria	86,119	111,307	135,960	141,522	146,456	159,680
Queensland	27,230	33,999	48,962	56,616	60,465	67,445
South Australia	24,531	28,838	38,221	41,724	42,477	46,612
Western Australia	32,359	36,522	46,242	48,080	49,560	53,290
Tasmania	6,888	7,011	8,678	9,256	9,436	10,068
Northern Territory	..	..	..	..	..	1,859
<b>Total</b>	<b>239,249</b>	<b>286,766</b>	<b>368,894</b>	<b>395,501</b>	<b>413,497</b>	<b>454,225</b>
<b>Capital grants—</b>						
New South Wales	41,197	23,716	27,200	11,886	20,070	12,087
Victoria	32,452	34,313	25,971	18,968	23,112	19,190
Queensland	13,438	9,181	14,630	7,899	10,712	5,056
South Australia	12,579	6,886	4,276	8,457	5,177	4,666
Western Australia	7,281	7,344	5,074	5,198	5,863	3,044
Tasmania	2,969	5,313	404	1,598	3,221	810
Northern Territory	..	..	..	..	..	—
<b>Total</b>	<b>109,916</b>	<b>86,753</b>	<b>77,555</b>	<b>54,006</b>	<b>68,155</b>	<b>44,853</b>
<b>Total grants—</b>						
New South Wales	103,319	92,805	118,031	110,189	125,174	127,359
Victoria	118,571	145,620	161,931	160,490	169,568	178,870
Queensland	40,668	43,180	63,592	64,515	71,177	72,501
South Australia	37,110	35,724	42,497	50,181	47,654	51,278
Western Australia	39,640	43,866	51,316	53,278	55,423	56,334
Tasmania	9,857	12,324	9,082	10,854	12,657	10,878
Northern Territory	..	..	..	..	..	1,859
<b>Total</b>	<b>349,165</b>	<b>373,519</b>	<b>446,449</b>	<b>449,507</b>	<b>481,653</b>	<b>499,078</b>

**TOTAL GRANTS TO STATES FOR UNIVERSITIES**  
(S'000)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Current grants—</b>						
New South Wales	149,997	168,831	199,633	222,893	230,197	252,856
Victoria	99,798	110,717	134,763	152,808	158,860	173,556
Queensland	49,876	57,185	69,427	78,127	80,980	89,684
South Australia	38,067	43,107	51,000	56,872	57,917	63,161
Western Australia	27,978	32,891	40,795	46,532	48,318	53,190
Tasmania	12,274	13,658	15,938	17,234	18,315	20,227
Northern Territory	..	..	..	..	..	—
<b>Total</b>	<b>377,990</b>	<b>426,389</b>	<b>511,556</b>	<b>574,465</b>	<b>594,587</b>	<b>652,674</b>
<b>Capital grants—</b>						
New South Wales	22,526	21,754	17,553	17,909	21,840	25,353
Victoria	17,330	9,516	10,460	11,842	10,849	10,679
Queensland	9,821	6,453	11,638	7,335	6,042	8,755
South Australia	7,320	3,421	6,426	6,634	6,439	3,482
Western Australia	7,714	5,094	9,822	7,664	5,185	3,006
Tasmania	1,279	2,589	1,061	1,008	788	918
Northern Territory	..	..	..	..	..	—
<b>Total</b>	<b>65,990</b>	<b>48,827</b>	<b>56,958</b>	<b>52,392</b>	<b>51,143</b>	<b>52,192</b>
<b>Total grants—</b>						
New South Wales	172,523	190,585	217,186	240,802	252,037	278,209
Victoria	117,128	120,233	145,223	164,650	169,709	184,235
Queensland	59,697	63,638	81,065	85,462	87,022	98,438
South Australia	45,387	46,528	57,426	63,506	64,356	66,643
Western Australia	35,692	37,985	50,617	54,196	53,503	56,196
Tasmania	13,553	16,247	16,999	18,242	19,103	21,145
Northern Territory	..	..	..	..	..	—
<b>Total</b>	<b>443,980</b>	<b>475,216</b>	<b>568,514</b>	<b>626,858</b>	<b>645,730</b>	<b>704,866</b>

**TOTAL GRANTS TO STATES FOR ABORIGINAL EDUCATION**  
(**\$'000**)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Current grants—</b>						
New South Wales . . . . .	546	904	931	1,013	690	756
Victoria . . . . .	262	212	576	634	633	931
Queensland . . . . .	361	866	836	858	904	724
South Australia . . . . .	614	990	1,151	1,479	1,560	1,642
Western Australia . . . . .	1,582	1,979	2,035	2,184	1,996	2,047
Tasmania . . . . .	3	27	32	36	28	29
Northern Territory . . . . .	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>3,367</b>	<b>4,978</b>	<b>5,561</b>	<b>6,204</b>	<b>5,811</b>	<b>6,128</b>
<b>Capital grants—</b>						
New South Wales . . . . .	—	505	1	—	—	—
Victoria . . . . .	67	87	—	—	—	—
Queensland . . . . .	249	971	8	84	57	41
South Australia . . . . .	108	377	233	50	149	23
Western Australia . . . . .	799	25	119	61	159	23
Tasmania . . . . .	—	1	—	—	—	—
Northern Territory . . . . .	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>1,224</b>	<b>1,966</b>	<b>361</b>	<b>195</b>	<b>364</b>	<b>87</b>
<b>Total grants—</b>						
New South Wales . . . . .	546	1,409	932	1,013	690	756
Victoria . . . . .	329	299	576	634	633	931
Queensland . . . . .	610	1,837	844	942	961	765
South Australia . . . . .	722	1,367	1,384	1,529	1,709	1,665
Western Australia . . . . .	2,381	2,004	2,154	2,245	2,155	2,070
Tasmania . . . . .	3	28	32	36	28	29
Northern Territory . . . . .	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>4,591</b>	<b>6,944</b>	<b>5,922</b>	<b>6,399</b>	<b>6,175</b>	<b>6,215</b>

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

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
<b>Current grants—</b>						
New South Wales . . . . .	3,890	2,720	67	165	727	1,008
Victoria . . . . .	4,482	3,559	46	41	521	1,045
Queensland . . . . .	255	195	2	15	172	262
South Australia . . . . .	810	514	22	16	180	180
Western Australia . . . . .	229	233	2	41	140	125
Tasmania . . . . .	179	149	2	—	—	3
Northern Territory . . . . .	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>9,845</b>	<b>7,370</b>	<b>140</b>	<b>278</b>	<b>1,740</b>	<b>2,623</b>
<b>Capital grants—</b>						
New South Wales . . . . .	475	405	2	—	—	9
Victoria . . . . .	709	943	5	—	88	22
Queensland . . . . .	106	11	—	—	40	15
South Australia . . . . .	92	275	31	—	—	—
Western Australia . . . . .	89	—9	—	—	—	—
Tasmania . . . . .	6	45	—	—	—	4
Northern Territory . . . . .	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>1,478</b>	<b>1,670</b>	<b>39</b>	<b>—</b>	<b>129</b>	<b>50</b>
<b>Total grants—</b>						
New South Wales . . . . .	4,365	3,125	69	165	727	1,017
Victoria . . . . .	5,191	4,502	51	41	610	1,067
Queensland . . . . .	361	206	2	15	212	277
South Australia . . . . .	902	789	53	16	180	180
Western Australia . . . . .	318	224	2	41	140	125
Tasmania . . . . .	185	194	2	—	—	7
Northern Territory . . . . .	—	—	—	—	—	—
<b>Total . . . . .</b>	<b>11,323</b>	<b>9,040</b>	<b>179</b>	<b>278</b>	<b>1,868</b>	<b>2,672</b>



