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CHAPTER 12

EDUCATION

State and Commonwealth Government responsibilities in education

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

The State Governments administer their own systems of primary, secondary and technical and further education through government departments responsible to State Ministers. In three States, a single Education Department is responsible for these three levels of education. In New South Wales and South Australia, there is a separate department responsible for technical and further education. In Victoria, the Education Department's former responsibility for technical and further education has passed to a Post-Secondary Technical and Further Education Board. In New South Wales the Education Commission advises the Minister on primary, secondary and further education.

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

Administrative structure of education at the national level

As mentioned above, the Commonwealth Government has direct responsibility for education only in the Australian Capital Territory and the external Territories. The Commonwealth Government, however, has special responsibilities for the Aboriginal people and for migrants, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. From 11 March 1983, the former Commonwealth Department of Education became the Department of Education and Youth Affairs. The Department's activities now include the administration of schemes of student assistance, international education, some aspects of migrant education, language policy and Aboriginal education and youth policy. The Department also liaises with the media and community groups and produces a range of publications relating to education in Australia. Selected publications are listed at the end of this chapter.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants. This power has been used to provide financial assistance to the States specifically for educational purposes. There are two national 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 comprises a Commission 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.

The *National Aboriginal Education Committee* advises the Commonwealth Department of Education and other government departments and bodies on the educational needs of Aborigines from pre-school to tertiary level. The NAEC's consultative process has been developed to a stage whereby the views of Aboriginal people regarding their needs in education can be clearly expressed at both State and national levels.

Commonwealth Government education authorities also function as co-ordinating agencies for joint activity by the States and Territories in a number of fields. For example, the *Australian Council on 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 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 and Youth Affairs.
- 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, 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 and Youth Affairs).

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS

Scheme	Number of students 1982	Expenditure (\$'000) 1981-1982
Postgraduate Awards(a)	2,026	12,567
Tertiary Education Assistance(b)	86,541	190,709
Secondary Allowances(b)	27,025	29,815
Adult Secondary Education Assistance(b)	2,097	5,422
Aboriginal Secondary Grants(b)	19,964	21,627
Aboriginal Study Grants(b)	9,861	13,842
Aboriginal Study Grants—Overseas(b)	10	144
Assistance for Isolated Children(b)	19,838	20,764
Non-State Tertiary Institutions	n.a.	238

(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.

New developments in education

In 1983 the Commonwealth Government announced a new program with the twin objectives of increasing participation beyond the compulsory years of secondary schooling and of introducing greater equity in the overall provision for young people. The *Participation and Equity Program* which is to commence in 1984 is directed towards bringing about wide-ranging changes in schools so as to enable them to offer all students, especially those from a disadvantaged background, a rewarding, useful education through to the end of secondary schooling. The program is directed particularly to secondary schools with low retention rates and seeks to foster more equal outcomes of schooling.

Another significant development was the Commonwealth Government's decision to reactivate the national Curriculum Development Centre (CDC) as an agency within the Commonwealth Schools Commission. The main purpose of this new arrangement is to align the CDC activities closely with the Commission's program priorities. The CDC's functions are to concentrate on co-ordination and dissemination and on sponsoring the development of materials through contract arrangements with other agencies.

Pre-school education

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

Primary and secondary education

Compulsory education

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania). Each State or Territory has its own specific requirements. The majority of children commence primary school at about 5 years of age, except in Western Australia, where they start at 6 years. Primary schooling generally begins with a preparatory or kindergarten year, followed by 12 grades to complete a full secondary course of study. The final two years of schooling fall outside the compulsory stage of education, but at least half the students in Year 10 remain for a further year's study and over a third complete Year 12.

Non-Government Schools

All children between the prescribed ages must attend either a government school or some other recognised educational institution. While the majority of Australian children attend government schools, about one in four attend non-government schools at some stage of their school life. In the last few years enrolments in the non-government sector have increased to 711,682 in 1982 i.e. almost 24 per cent of all school enrolments. Non-government schools operate under conditions determined by government authorities, usually registration boards, in each State and Territory. These conditions require that minimum education standards are met and that the schools have satisfactory premises. The majority of non-government schools are Catholic and there is a Catholic Education Commission in each State and at the national level. Most other non-government schools are under the auspices of, or run by, other religious denominations. The capacity of the Commonwealth Government to assist with the cost of educating children in denominational schools throughout Australia was upheld by the High Court in 1981.

Funding of schools

Primary and secondary education is free in government schools in all States and Territories. Fees for the hire of textbooks and other school equipment, however, may be charged, particularly in secondary schools. Most State Governments provide financial assistance to parents under specified conditions for educational expenses. Assistance includes various types of scholarships, bursaries, transport and boarding allowances, many of which are intended to assist low-income families. The Commonwealth Government also provides a number of schemes of assistance to facilitate access to education. The *Secondary Allowances Scheme* (SAS), which assists families on lower incomes to maintain their children in Years 11 and 12, has been considerably expanded recently: the allowance is to rise by 20 per cent and the number of students assisted is projected to rise from 53,000 in 1983 to 58,000 in 1984. This scheme and others are listed in the statistical table dealing with Student Assistance Schemes (see page 226). In addition some non-government schools offer scholarships and bursaries to assist students.

State Governments provide the bulk of funds for government schools out of general revenue and make per capita grants to non-government schools. About one-sixth of the total funding of schools is now provided directly by the Commonwealth through the Commonwealth Schools Commission, which, in consultation with the States, advises the Commonwealth Government on the resource needs of both government and non-government schools. For further details, see Expenditure on education, page 240.

School organisation and operation

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

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

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

Primary education

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

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

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

Secondary education

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

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

Special education is mainly provided by State Governments in specialist schools, in special classes or units in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their childrens' special needs. The Commonwealth Government, 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. A small number of government schools, in particular those catering for special groups such as Aboriginals, have residential hostels close by.

SCHOOLS, STUDENTS AND TEACHERS BY CATEGORY OF SCHOOL(a), 1982

	Government schools	Non-government schools			Total
		Roman Catholic	Anglican	Other	
Number of schools	7,556	1,698	96	518	2,312
Number of students—					
Males	1,171,510	272,500	33,330	50,140	355,960
Females	1,111,460	274,510	27,770	53,440	355,720
Persons	2,282,970	547,010	61,100	103,570	711,680
FTE of teachers(b)—					
Males	62,404	9,169	2,122	3,113	14,403
Females	87,162	18,741	2,134	4,017	24,892
Persons	149,566	27,911	4,256	7,128	39,295

(a) The data series for the government and non-government sectors for 1982 vary in scope and coverage and care should be taken in drawing comparisons between the two sectors. All student numbers have been rounded to the nearest unit of ten. (b) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, 1977 to 1982

	1977	1978	1979	1980	1981	1982(a)
GOVERNMENT SCHOOLS						
Males	1,211,130	1,212,500	1,201,130	1,189,630	1,179,430	1,171,510
Females	1,138,180	1,141,920	1,135,590	1,128,440	1,119,980	1,111,460
Persons	2,349,310	2,354,420	2,336,720	2,318,080	2,299,400	2,282,970
NON-GOVERNMENT SCHOOLS						
Males	312,820	317,130	324,220	332,930	344,020	355,960
Females	317,020	321,070	325,990	333,560	343,980	355,720
Persons	629,840	638,210	650,210	666,490	688,000	711,680
TOTAL SCHOOLS						
Males	1,523,950	1,529,630	1,525,350	1,522,560	1,523,450	(a)
Females	1,455,200	1,463,000	1,461,580	1,462,000	1,463,950	(a)
Persons	2,979,150	2,992,630	2,986,930	2,984,560	2,987,400	(a)

(a) The government and non-government school sectors have not been totalled for 1982 as the government statistics for 1982 vary in scope and coverage. They are not comparable with either the non-government sector for 1982 or the government and the non-government sectors for the years 1977 to 1981. For further details see *National Schools Collection, Government Schools, Australia 1982* (4215.0).

Note. All student numbers have been rounded to the nearest unit of ten.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX, AUSTRALIA, 1982

(July school census)

Age last birthday (years)	Government schools			Non-government schools		
	Males	Females	Persons	Males	Females	Persons
Under 6	77,720	74,440	152,170	22,010	22,130	44,140
6	95,380	90,110	185,490	25,480	24,830	50,310
7	99,040	93,540	192,590	26,440	25,840	52,280
8	102,720	96,610	199,330	27,440	26,750	54,190
9	106,950	101,060	208,010	28,050	27,620	55,670
10	112,060	106,900	218,960	30,420	29,700	60,120
11	113,140	107,850	220,990	31,190	31,170	62,350
12	102,950	96,320	199,270	33,420	33,690	67,110
13	100,750	93,930	194,680	33,490	34,210	67,700
14	96,600	90,010	186,610	31,600	31,860	63,460
15	82,680	77,890	160,570	28,640	29,280	57,910
16	50,580	50,230	100,820	21,410	22,720	44,130
17	23,490	25,920	49,410	13,670	13,880	27,550
18	5,480	4,660	10,140	2,300	1,750	4,050
19 and over (a)	1,940	1,990	3,930	410	310	720
Total, all ages	1,171,510	1,111,460	2,282,970	355,960	355,720	711,680

(a) Students whose ages were unspecified have been included in the 19 and over age group.

Note: (i) The data series for the government and non-government sectors for 1982 vary in scope and coverage and care should be taken in drawing comparisons between the two sectors.

(ii) All student numbers have been rounded to the nearest unit of ten.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS BY YEAR OF EDUCATION, AND SEX, AUSTRALIA, 1982

(July school census)

Year of education	Government schools			Non-government schools		
	Males	Females	Persons	Males	Females	Persons
Primary—						
Pre-year 1 (a)	61,870	57,850	119,710	19,460	19,010	38,480
Year 1	100,580	93,030	193,600	26,230	25,210	51,440
Year 2	100,770	94,400	195,170	26,730	25,840	52,560
Year 3	102,970	96,820	199,790	27,530	26,720	54,250
Year 4	106,030	100,150	206,170	27,940	27,700	55,650
Year 5	110,750	105,860	216,610	30,290	29,370	59,660
Year 6	111,150	106,890	218,040	30,650	30,290	60,940
Year 7 (b)	39,700	37,920	77,620	9,190	9,050	18,240
Ungraded special	6,070	3,660	9,730	1,280	990	2,270
Ungraded non-special	4,240	2,620	6,860	320	300	610
Total primary	744,110	699,200	1,443,310	199,620	194,470	394,090
Secondary—						
Year 7 (c)	63,910	59,320	123,230	23,410	23,970	47,380
Year 8	100,590	94,780	195,370	33,580	34,200	67,780
Year 9	95,280	89,650	184,920	31,760	32,190	63,950
Year 10	85,450	82,220	167,680	29,700	30,600	60,300
Year 11	46,200	49,170	95,360	21,420	22,800	44,210
Year 12	25,480	30,670	56,150	16,230	17,270	33,500
Ungraded special	1,310	740	2,050	150	130	280
Ungraded non-special	2,070	1,260	3,330	110	100	200
Total secondary	420,290	407,800	828,080	156,350	161,250	317,600
Ungraded special not identified as primary or secondary	7,110	4,460	11,580	—	—	—
Total	1,171,510	1,111,460	2,282,970	355,960	355,720	711,680

(a) Pre-year 1 comprises *Kindergarten* in N.S.W. and A.C.T., *Preparatory* in Vic. and Tas., *Reception* in S.A. and *Transition* in N.T. (b) Year 7 is primary education in Qld, S.A., W.A. and N.T. (c) Year 7 is secondary education in N.S.W., Vic., Tas. and the A.C.T.

Note: (i) The data series for the government and non-government sectors for 1982 vary in scope and coverage and care should be taken in drawing comparisons between the two sectors.

(ii) All student numbers have been rounded to the nearest unit of ten.

Tertiary Education

Since 1974 tertiary education has been free for award courses in universities, colleges of advanced education and technical and further education institutions (Streams 1–5). At the national level, the Commonwealth Government through its Department of Education and Youth Affairs provides a number of schemes of assistance for Australian students to facilitate access to education. A brief description of these schemes was given in the 1980 Year Book and a list of these schemes is included in the statistical table 'Student Assistance Schemes Funded by the Department of Education and Youth Affairs' (see page 226).

Technical and further education (TAFE)

The major part of technical and further education in Australia is provided in government administered institutions variously known as colleges, schools, or centres of technical and further education. There is also some TAFE provision in some colleges of advanced education, agricultural colleges and adult education authorities. These institutions are spread widely throughout Australia in both metropolitan and country areas. They vary greatly in size and in the scope of their educational provisions, though the largest tend to be located in metropolitan regions. TAFE institutions operate from early February to mid-December, in either three terms or two semesters depending on the institution.

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

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

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

The Commonwealth Tertiary Education Commission conducts an annual TAFE statistical collection. The 1981 Collection incorporated a new collection of student statistics for TAFE to replace the former collection which had operated since 1974. The statistics are not compatible with those of earlier years as a key feature of the new collection is its emphasis on the individual *student* as the unit of reporting rather than on enrolment.

TECHNICAL AND FURTHER EDUCATION: INSTITUTIONS BY TYPE OF INSTITUTION, 1981

(Source: Commonwealth Tertiary Education Commission)

	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)	87	33	21	34	35	7	5	5	227
Annexes (b)	212	17	9	556	—	1	3	—	798
Other institutions (c)	56	218	—	—	86	3	5	8	376
Annexes (b)	51	53	—	—	—	—	1	—	105
Agricultural Authorities—									
Colleges	2	—	—	—	—	—	—	—	2
Annexes (b)	1	—	—	—	—	—	—	—	1
Advanced Education									
Authorities (d)	1	—	4	1	3	—	—	—	9
Annexes (b)	2	—	—	—	4	—	—	—	6
Total (e) 1981	412	321	34	591	128	11	14	13	1,524

(a) Institutions whose major function is TAFE and which have a full-time principal officer. (b) Subsidiaries of parent institutions.
(c) Includes High Schools with TAFE evening classes. (d) Colleges offering TAFE activities. (e) Includes parent institutions and subsidiaries (annexes) of parent institutions.

TECHNICAL AND FURTHER EDUCATION: STUDENTS WITHIN EACH STREAM OF STUDY, 1981

(Source: Commonwealth Tertiary Education Commission)

Stream of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
Stream 1 Professional	1,221	1,120	209	354	142	42	49	73	3,210
Stream 2 Para-professional	65,961	33,319	12,965	31,200	38,896	4,343	985	3,693	191,362
Stream 3 Trades	61,164	45,574	19,119	9,349	16,778	5,180	1,054	2,096	160,314
Stream 4 Other skilled	105,540	37,697	19,062	23,209	12,510	5,826	2,330	6,714	212,888
Stream 5 Preparatory	45,738	45,912	9,221	33,880	5,651	2,922	1,974	6,168	151,466
Total streams 1 to 5 (a)	268,978	158,351	60,576	93,279	68,541	17,695	6,392	18,202	692,014
Stream 6 Adult education (b)	21,108	116,050	59,861	44,882	51,126	15,195	5,901	8,822	322,945

(a) The sum of the stream of study components does not add to the total as students enrolled in two or more streams have only been counted once in the total. (b) Excludes students attending the N.S.W. Board of Adult Education Programs for whom data were not available.

Note: The collection methodology precludes the net number of students in Streams 1 to 5 being added to the net number of students in Stream 6 to derive the net number of students enrolled in all TAFE programs as the resultant figure will contain multiple counting to the extent that students undertaking a program in Streams 1 to 5 may also be enrolled in a Stream 6 program during the reference year.

TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 1 TO 5) BY MODE OF ATTENDANCE, SEX AND AGE GROUP: AUSTRALIA, 1981

(Source: Commonwealth Tertiary Education Commission)

Age group (years)	Mode of attendance									Persons (a)
	Internal		External		Multi-modal		Total			
	Males	Females	Males	Females	Males	Females	Males	Females		
16 and under	35,203	26,392	853	884	269	134	36,325	27,410	64,007	
17	39,420	18,198	803	1,129	367	265	40,590	19,592	60,274	
18	43,218	17,830	1,066	1,293	533	363	44,817	19,486	64,414	
19	35,391	14,087	1,171	1,146	519	266	37,081	15,499	52,663	
20-24	74,302	39,567	6,507	4,386	1,564	832	82,373	44,785	127,436	
25-29	37,653	24,844	6,454	3,252	1,154	541	45,261	28,637	74,099	
30-39	43,614	38,059	8,285	4,287	1,259	701	53,158	43,047	96,445	
40-49	16,269	19,203	2,920	1,709	363	282	19,552	21,194	40,867	
50-64	8,182	12,442	1,273	876	126	133	9,581	13,451	23,102	
65 and over	1,799	2,933	253	164	10	9	2,062	3,106	5,186	
Not stated (b)	45,183	34,429	945	674	128	71	46,256	35,174	83,521	
Total	380,234	247,984	30,530	19,800	6,292	3,597	417,056	271,381	692,014	

(a) Males plus females do not add to persons, because the S.A. Department of Further Education classified the sex of a number of students as not stated. (b) Includes all N.S.W. Board of Adult Education students (16,992) for whom age data were not provided.

TECHNICAL AND FURTHER EDUCATION: DUTY HOURS OF TEACHING STAFF BY NATURE OF DUTIES, 1981
(⁰⁰⁰ Hours)

(Source: Commonwealth Tertiary Education Commission)

	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
Teaching hours									
Day	2,874.1	2,210.5	988.0	954.1	813.7	275.5	127.4	183.5	8,426.8
Evening	1,317.2	796.0	196.6	128.6	383.4	112.1	24.0	96.2	3,054.2
Total	4,191.3	3,006.6	1,184.6	1,082.7	1,197.2	387.6	151.4	279.7	11,481.0
Non-teaching hours	3,168.5	2,403.2	1,156.8	1,419.2	571.0	359.3	164.7	173.4	9,416.1
Total Duty Hours	7,359.8	5,409.8	2,341.4	2,501.9	1,768.1	746.9	316.1	453.1	20,897.1

TECHNICAL AND FURTHER EDUCATION: FULL-TIME EQUIVALENTS OF NON-TEACHING STAFF BY TYPE OF APPOINTMENT, 1981

(Source: Commonwealth Tertiary Education Commission)

Type of appointment	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.(a)	A.C.T.	Australia
Full-time	2,740.9	2,178.3	1,232.1	801.6	849.1	298.3	150.4	248.4	8,499.1
Part-time	212.7	414.5	58.1	64.5	159.6	80.2	5.2	56.4	1,051.2
Total F.T.E.(b)	2,953.6	2,592.8	1,290.2	866.1	1,008.7	378.5	155.6	304.8	9,550.3
TOTAL NUMBERS	2,965	3,850	1,735	948	1,646	505	n.a.	315	n.a.

(a) Total numbers of head office non-teaching staff are not available for N.T. (b) F.T.E.—Full-time equivalents.

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have high probability of successfully completing a course. There 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.

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 master degree level. Most colleges have a commitment to part-time study, and many offer 'sandwich' courses, which provide a period of full-time study with associated periods of full-time employment. Some colleges also offer external courses.

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

Some colleges may be large, diversified or multi-vocational institutions, while others are small single purpose institutions. Some of the smaller colleges have been consolidated into larger units by their incorporation into multi-purpose or multi-campus colleges with a single governing body, or by integration with neighbouring universities. When the consolidation has been completed the number of colleges will be reduced from 68 in 1981 to about 40, depending on the form of the amalgamations.

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.

NUMBER OF COLLEGES OF ADVANCED EDUCATION, 1977 TO 1982

<i>State or Territory</i>	<i>1977</i>	<i>1978</i>	<i>1979</i>	<i>1980</i>	<i>1981</i>	<i>1982</i>
New South Wales	24	24	24	23	23	17
Victoria	23	23	23	22	22	17
Queensland	10	10	10	10	10	7
South Australia	8	8	6	6	6	3
Western Australia	6	6	6	5	5	2
Tasmania	1	1	1	1	1	1
Australian Capital Territory	1	1	1	1	1	1
Total	73	73	71	68	68	(a)48

(a) Includes the institutes of advanced education within Wollongong University and the James Cook University of North Queensland. The decrease in the number of colleges of advanced education is the result of amalgamations.

COLLEGES OF ADVANCED EDUCATION: COMMENCING STUDENTS, TOTAL STUDENTS AND STUDENTS COMPLETING COURSES, BY COURSE LEVEL AND FIELD OF STUDY, AUSTRALIA

Field of study	Master's Graduate Bachelor degree diploma degree Diploma diploma					Associate diploma			Total		
							Males	Females	Persons		
COMMENCING STUDENTS, 1982											
Agriculture	—	130	180	80	720	720	380	1,100			
Applied sciences	90	1,200	3,640	530	1,120	4,290	2,280	6,570			
Art and design	20	580	2,010	960	770	1,690	2,640	4,330			
Building, surveying and architecture	—	200	1,150	120	190	1,310	360	1,660			
Commercial and business studies	90	2,740	9,490	480	1,480	9,700	4,590	14,290			
Engineering and technology	20	310	3,110	60	960	4,310	150	4,460			
Liberal studies	20	3,550	5,600	650	1,750	3,880	7,690	11,570			
Music	—	100	320	90	120	260	360	620			
Para-medical	20	370	1,910	1,450	520	1,030	3,250	4,280			
Teacher education	20	1,970	4,780	8,060	70	4,760	10,150	14,910			
Miscellaneous	..	..	..	..	..	1,110	1,080	2,190
Total (a)—1982	290	11,140	32,190	12,480	7,680	33,050	32,920	65,980			
1981	370	12,110	33,290	13,600	7,190	34,600	33,790	68,390			
1980	290	11,280	30,970	14,340	6,880	32,720	32,970	65,690			
TOTAL STUDENTS, 1982											
Agriculture	—	220	580	310	1,510	1,820	800	2,620			
Applied sciences	480	2,350	10,430	1,220	2,100	10,970	5,610	16,580			
Art and design	20	1,020	5,590	2,830	1,500	4,380	6,570	10,950			
Building, surveying and architecture	20	480	3,490	600	480	4,110	960	5,080			
Commercial and business studies	430	5,300	28,320	1,550	3,620	28,060	11,160	39,220			
Engineering and technology	140	640	9,080	200	2,230	11,980	310	12,280			
Liberal studies	80	7,120	15,840	1,700	3,440	9,720	18,470	28,190			
Music	—	200	1,000	360	200	710	1,040	1,750			
Para-medical	140	700	5,690	2,950	1,080	2,820	7,730	10,560			
Teacher education	150	3,420	13,040	21,830	170	11,500	27,110	38,620			
Miscellaneous	..	..	..	..	..	1,440	1,310	2,750
Total (a)—1982	1,460	21,440	93,060	33,560	16,320	87,500	81,080	168,590			
1981	1,140	20,480	87,910	37,910	15,320	85,440	79,630	165,070			
1980	1,040	18,400	82,460	43,160	14,400	82,820	78,740	161,560			
STUDENTS COMPLETING COURSES, 1981											
Agriculture	—	50	80	120	300	380	170	550			
Applied sciences	20	490	1,460	260	260	1,500	980	2,480			
Art and design	—	420	980	770	160	1,000	1,330	2,340			
Building, surveying and architecture	—	80	480	110	100	650	120	770			
Commercial and business studies	40	1,200	2,610	500	460	3,400	1,400	4,800			
Engineering and technology	10	150	870	90	270	1,350	30	1,370			
Liberal studies	10	1,770	1,990	560	630	1,700	3,260	4,960			
Music	—	100	140	110	40	150	250	400			
Para-medical	20	270	1,380	760	500	750	2,180	2,930			
Teacher education	—	1,840	2,910	8,580	20	4,140	9,210	13,360			
Total (a)—1981	90	6,370	12,900	11,860	2,720	15,010	18,930	33,940			
1980	80	6,250	11,880	13,610	2,460	15,060	19,220	34,280			
1979	80	6,160	10,520	15,120	2,040	14,810	19,100	33,910			

(a) Course level components do not add to the total because the total includes miscellaneous students who are not proceeding to an award of an institution.

Note. All student numbers have been rounded to the nearest unit of ten.

COLLEGES OF ADVANCED EDUCATION: STUDENTS BY COURSE LEVEL, TYPE OF ENROLMENT, AGE AND SEX, AUSTRALIA, 1977 TO 1982

	1977	1978	1979	1980	1981	1982
Course level—						
Master's degree	530	670	870	1,040	1,140	1,460
Graduate diploma	11,700	13,910	16,160	18,400	20,480	21,440
Bachelor degree	57,090	67,160	75,350	82,460	87,910	93,060
Diploma	62,490	57,010	50,860	43,160	37,910	33,560
Associate diploma	8,500	11,170	12,430	14,400	15,320	16,320
Miscellaneous (a) . . . . .	..	..	..	2,100	2,320	2,750
Type of enrolment—						
Internal—Full-time	84,890	84,270	82,130	78,230	76,690	77,800
Part-time	44,670	51,410	56,370	62,250	64,910	65,990
External	10,750	14,250	17,170	21,090	23,470	24,800
Age (in years) (b)—						
19 and under	49,970	49,500	49,130	47,690	45,100	45,680
20–29	63,770	68,340	70,820	72,380	74,760	75,430
30–59	25,480	31,300	34,950	39,700	43,670	46,370
60 and over	120	160	180	240	440	320
Not stated	970	620	660	1,550	1,100	790
Sex—						
Males	73,820	77,810	79,800	82,820	85,440	87,500
Females	66,500	72,110	75,870	78,740	79,630	81,080
Persons	140,310	149,920	155,670	161,560	165,070	168,590

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

(b) The 1979 components do not add to total persons because some students enrolled in single subjects are included and cannot be separately identified. Total persons are the actual number of students enrolled in approved courses.

Note. All student numbers have been rounded to the nearest unit of ten.

COLLEGES OF ADVANCED EDUCATION: TEACHING AND NON-TEACHING STAFF, AUSTRALIA, 1977 TO 1982

(Full-time equivalent units, rounded to whole numbers)

	1977	1978	1979	1980	1981	1982
Teaching staff—						
Full-time	8,625	8,816	8,864	8,927	8,781	8,605
Part-time	949	1,145	1,312	1,312	1,213	1,223
Total	9,574	9,962	10,175	10,239	9,995	9,828
Non-teaching staff—						
Full-time	9,650	9,980	10,271	10,226	10,241	9,874
Part-time	724	835	905	965	974	995
Total	10,374	10,814	11,175	11,191	11,215	10,869

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.

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 master's degree, and three to five years for a doctoral degree. Universities also offer post-graduate diploma courses in some disciplines. All universities offer full-time and part-time courses, and some offer external studies. In 1982, 60 per cent of

students were enrolled in full-time study. As well as providing undergraduate courses, Australian universities are centres of post-graduate study and research. Some universities have institutes or units involved exclusively in research and/or post-graduate teaching. In 1982, 14 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, seminars and supervised practical work. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework. These 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.

UNIVERSITIES: COMMENCING STUDENTS, TOTAL STUDENTS AND STUDENTS COMPLETING COURSES, BY COURSE LEVEL AND FIELD OF STUDY, AUSTRALIA, 1982

Field of study	Doctorate (a)	Master's degree	Bachelor degree	Non- degree	Total		
					Males	Females	Persons
COMMENCING STUDENTS							
Humanities	270	760	12,490	1,420	5,430	9,510	14,930
Fine arts	10	70	330	120	220	310	530
Social and behavioural sciences	180	580	2,910	500	1,550	2,620	4,170
Law	20	230	2,200	440	1,670	1,220	2,890
Education	160	1,090	1,840	2,260	2,180	3,180	5,360
Economics, commerce, government	100	1,130	6,390	610	5,630	2,590	8,220
Medicine	210	190	2,020	290	1,480	1,240	2,720
Dentistry	—	60	260	10	210	120	330
Natural sciences	550	640	7,810	900	6,250	3,650	9,900
Engineering, technology	120	500	3,390	280	3,960	330	4,290
Architecture, building	20	150	840	120	780	350	1,140
Agriculture, forestry	60	170	680	80	710	280	980
Veterinary science	30	30	310	10	200	170	370
Other or not stated	—	80	30	1,010	540	580	1,120
Total—1982	1,730	5,680	41,480	8,060	30,790	26,160	56,950
1981	1,260	5,390	42,550	8,590	31,650	26,140	57,790
1980	1,050	4,530	42,780	8,170	31,210	25,330	56,540
TOTAL STUDENTS							
Humanities	1,070	2,080	38,460	2,330	15,890	28,040	43,940
Fine arts	80	210	900	220	570	840	1,410
Social and behavioural sciences	670	1,700	8,650	750	4,520	7,250	11,770
Law	50	680	8,910	730	6,400	3,980	10,380
Education	490	3,490	5,800	2,940	5,360	7,370	12,730
Economics, commerce, government	420	2,760	18,770	1,120	16,400	6,650	23,060
Medicine	790	480	10,200	460	7,050	4,870	11,920
Dentistry	30	190	1,340	10	1,150	420	1,560
Natural sciences	2,360	1,770	21,770	1,380	17,610	9,680	27,290
Engineering, technology	590	1,820	10,720	390	12,680	840	13,520
Architecture, building	100	460	3,120	250	2,940	990	3,930
Agriculture, forestry	300	510	2,030	120	2,220	750	2,970
Veterinary science	90	100	1,230	10	840	600	1,440
Other or not stated	10	100	90	1,310	740	780	1,510
Total—1982	7,040	16,340	131,990	12,030	94,350	73,050	167,400
1981	6,380	15,440	132,370	12,420	95,410	71,200	166,610
1980	6,150	14,420	130,660	11,920	94,950	68,210	163,160

UNIVERSITIES: COMMENCING STUDENTS, TOTAL STUDENTS AND STUDENTS COMPLETING COURSES, BY COURSE LEVEL AND FIELD OF STUDY, AUSTRALIA 1982—continued

Field of study	Doctorate (a)	Master's degree	Bachelor degree	Non- degree	Total		
					Males	Females	Persons
STUDENTS COMPLETING COURSES							
Humanities	100	360	7,110	80	3,010	4,640	7,650
Fine arts	—	10	160	—	80	100	180
Social and behavioural sciences	70	160	1,440	280	630	1,310	1,940
Law	10	50	1,590	100	1,190	560	1,750
Education	30	430	1,620	1,940	1,730	2,280	4,010
Economics, commerce, government	60	440	3,310	140	2,850	1,090	3,940
Medicine	110	50	1,970	100	1,320	900	2,220
Dentistry	—	40	300	10	270	70	340
Natural sciences	380	310	5,110	220	3,980	2,030	6,020
Engineering, technology	110	240	1,430	20	1,740	50	1,800
Architecture, building	10	60	470	40	450	140	590
Agriculture, forestry	50	80	400	30	450	120	570
Veterinary science	10	20	290	10	210	120	330
Other or not stated	30	—	10	—	30	10	40
Total—1982	960	2,240	25,210	2,960	17,940	13,430	31,370
1981	940	2,260	25,480	3,110	18,460	13,340	31,790
1980	890	2,090	25,860	3,290	19,020	13,100	32,130

(a) Comprises Ph.D.s and doctorates other than Ph.D.s.

Note. All student numbers have been rounded to the nearest unit of ten.

UNIVERSITIES: STUDENTS BY COURSE LEVEL, TYPE OF ENROLMENT, AGE AND SEX, AUSTRALIA, 1977 TO 1982

	1977	1978	1979	1980	1981	1982
Course level—						
Doctorate (a)	5,500	5,800	5,920	6,150	6,380	7,040
Master's degree	12,940	13,370	13,980	14,420	15,440	16,340
Bachelor degree	127,360	128,870	129,220	130,660	132,370	131,990
Non-degree	12,620	12,000	11,690	11,920	12,420	12,030
Type of enrolment—						
Full-time	102,900	101,350	99,080	98,990	99,920	100,360
Part-time—internal	45,830	47,190	48,920	50,330	51,460	51,900
external	9,680	11,490	12,810	13,840	15,230	15,150
Age (in years)—						
19 and under	50,580	48,960	48,280	48,370	48,090	47,590
20–29	77,870	77,520	76,500	76,810	77,510	77,110
30–59	29,600	32,480	34,510	37,110	40,020	41,580
60 and over	360	460	540	660	840	950
Not stated	—	620	980	200	160	170
Sex—						
Males	96,940	96,220	95,250	94,950	95,410	94,350
Females	61,470	63,820	65,560	68,210	71,200	73,050
Persons	158,410	160,040	160,810	163,160	166,610	167,400

(a) Comprises Ph.D.s and doctorates other than Ph.D.s.

Note. All student numbers have been rounded to the nearest unit of ten.

UNIVERSITIES: STAFF BY TYPE OF EMPLOYMENT, AUSTRALIA, 1977 TO 1982

(Full-time equivalent units)

	1977	1978	1979	1980	1981	1982
Teaching and research staff						
Full-time	10,622	10,842	10,790	10,722	10,692	10,499
Part-time	1,175	1,154	1,175	1,173	1,269	1,108
Total	11,797	11,996	11,965	11,895	11,962	11,607
Research only staff						
Full-time	1,667	1,769	1,819	1,917	2,161	2,303
Part-time	54	69	54	90	83	83
Total	1,720	1,838	1,873	2,007	2,244	2,386
General staff						
Full-time	21,537	21,813	21,868	21,967	22,040	21,643
Part-time	908	958	1,023	1,114	1,116	1,226
Total	22,444	22,771	22,890	23,081	23,156	22,869
All staff						
Full-time	33,826	34,424	34,478	34,605	34,894	34,445
Part-time	2,136	2,181	2,251	2,377	2,468	2,417
Total	35,962	36,605	36,729	36,982	37,362	36,862

Programs which span the educational sectors**Aboriginal education**

The need for special educational provisions for Aboriginal children and adults is recognised by the Commonwealth Government and currently assistance is made available for a wide variety of special measures at the early childhood, school and post-school levels. These include bilingual education programs, the employment of Aboriginal teacher aides, special enclave arrangements in tertiary institutions, TAFE programs designed to meet Aboriginal needs and support for Aboriginal independent schools. Furthermore, three schemes of student assistance provide financial support to individual students to enable them to participate in secondary and post-school education.

Since 1977, the all-Aboriginal and Torres Strait Islander *National Aboriginal Education Committee* (NAEC) has provided advice to the Commonwealth Government on the educational needs of Aboriginal people. Its role has recently been enhanced to that of principal adviser to the Minister for Education and Youth Affairs on policies in Aboriginal education. A major priority enunciated by the NAEC is teacher education and a target of 1,000 fully trained Aboriginal teachers by 1990 has been set. To this end a special category of awards is to be introduced in 1984 to encourage mature age Aboriginal students to undertake studies leading to formal teaching qualifications. Funds have also been specifically earmarked by the Commonwealth Schools Commission in 1984 for capital facilities in schools serving predominantly Aboriginal communities.

Migrant and multicultural education

Acceptance by both Commonwealth and State Governments of the concept of Australia as a multicultural society has led to the expansion of the *English as a Second Language Program*, formerly the *Migrant Education Program*, which is aimed specifically at improving the English language competence of children from non-English speaking backgrounds, many of whom are Australian-born. A complementary Program in Multicultural Education aims to promote in all students an appreciation of the multicultural nature of Australian society through such projects as teaching community languages, intercultural studies and other activities aimed at encouraging respect for different cultural backgrounds.

Under the *Adult Migrant Education Program*, which is co-ordinated by the Commonwealth Department of Immigration and Ethnic Affairs, co-ordinated settlement programs give new immigrants orientation on housing, education, employment and welfare, together with formal English instruction.

Teacher education

Colleges of advanced education educate a majority of teachers, but a substantial number of secondary teachers and some primary teachers attend a university. In addition, there are a few non-government teachers colleges, operated mainly by religious denominations, which educate some of the teachers for non-government schools.

A significant reduction in enrolments in both primary and secondary teacher education courses has occurred over the last five years. Reduced teacher education enrolments has been one reason for the amalgamation of some smaller colleges of advanced education into multi-campus institutions with capacity for greater diversification.

The majority of pre-school and primary teachers undertake pre-service courses lasting three years, while most secondary teachers undertake four-year courses. In-service training opportunities are available in the form of study leave or assistance to enable teachers to upgrade their formal qualifications and also through less formal workshops, seminars or conferences.

The Commonwealth Government believes that insufficient attention has been given to defining and co-ordinating the responsibilities of the different bodies involved in the professional development of teachers. In 1984 the Commonwealth Tertiary Education Commission and the Commonwealth Schools Commission are to consult and prepare advice on the direction, effectiveness and co-ordination of Commonwealth policies on the allocation of resources for improved teacher education.

Expenditure on education

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

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

AUSTRALIA: EXPENDITURE ON EDUCATION

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
— \$m —						
Public sector—						
Final consumption expenditure	4,115	4,653	5,062	5,673	6,550	7,537
Expenditure on new fixed assets	641	717	731	659	651	650
Final expenditure(1)	4,756	5,370	5,793	6,332	7,201	8,187
Transfer payments and expenditure on existing fixed assets (net)	375	392	391	374	385	406
Outlay	5,131	5,762	6,185	6,704	7,585	8,593
Private sector—						
Final consumption expenditure	243	255	272	293	311	337
Expenditure on new fixed assets	68	89	110	101	137	160
Final expenditure(2)	311	344	382	394	448	497
Total expenditure on education (1) + (2)	5,067	5,714	6,175	6,726	7,649	8,684
Gross domestic product	83,165	90,251	102,225	114,487	130,563	147,576
— per cent —						
Expenditure on education as percentage of gross domestic product—						
Final consumption expenditure—						
Public	4.9	5.2	5.0	5.0	5.0	5.1
Private	0.3	0.3	0.3	0.3	0.2	0.2
Expenditure on new fixed assets—						
Public	0.8	0.8	0.7	0.6	0.5	0.4
Private	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure	6.1	6.3	6.1	5.9	5.9	5.8

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 table above.

Private sector

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

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.

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

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.

ALL PUBLIC AUTHORITIES: OUTLAY ON EDUCATION

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
—\$ million—						
Commonwealth authorities—						
Final consumption expenditure	234.6	256.3	286.9	250.2	279.6	326.0
Personal benefit payments	194.0	212.6	224.9	225.2	244.4	261.2
Transfers overseas	—	—	—	—	0.2	—
Grants for private capital purposes	3.5	4.2	4.0	3.1	3.3	3.5
Expenditure on new fixed assets	62.2	54.2	50.8	33.2	33.5	23.8
Expenditure on existing fixed assets (net)	-0.5	—	—	0.1	0.1	—
Grants to States—						
Current	1,390.8	1,517.8	1,595.3	1,774.7	2,050.8	2,368.6
Capital	327.8	343.1	363.7	325.1	321.2	369.0
<i>Total Commonwealth</i>	<i>2,212.3</i>	<i>2,388.3</i>	<i>2,525.6</i>	<i>2,611.6</i>	<i>2,933.1</i>	<i>3,352.1</i>
State authorities—						
Final consumption expenditure	3,872.0	4,387.8	4,765.6	5,411.8	6,258.4	7,196.4
Personal benefit payments	123.4	120.2	103.5	97.4	96.2	94.6
Grants for private capital purposes	25.4	32.2	40.4	30.1	34.3	43.1
Expenditure on new fixed assets	574.2	659.9	677.8	623.8	615.4	624.9
Expenditure on existing fixed assets (net)	29.0	21.3	17.8	17.2	5.7	3.6
Grants to local government authorities	13.3	10.8	10.1	10.7	11.8	13.6
Other(a)	0.6	0.6	0.6	0.7	0.7	0.1
<i>Total State</i>	<i>4,638.0</i>	<i>5,232.9</i>	<i>5,615.9</i>	<i>6,191.8</i>	<i>7,022.6</i>	<i>7,976.0</i>
Less Grants from the Commonwealth Government for educational purposes	1,718.5	1,860.9	1,956.0	2,100.3	2,372.3	2,737.6
Outlay financed from States' own resources and from non-specific Commonwealth Government grants	2,919.5	3,372.0	3,659.9	4,091.5	4,650.3	5,238.4
Local authorities—						
Final consumption expenditure	8.5	8.5	9.5	10.6	12.4	14.3
Expenditure on new fixed assets	4.2	2.8	2.8	2.4	2.0	1.7
Expenditure on existing fixed assets (net)	—	0.8	0.5	0.4	0.2	—
<i>Total local</i>	<i>12.6</i>	<i>12.1</i>	<i>12.8</i>	<i>13.4</i>	<i>14.6</i>	<i>16.0</i>
Less Grants from State authorities for education purposes	13.3	10.8	10.1	10.7	11.8	13.6
Outlay financed from local authorities own resources	-0.7	1.4	2.7	2.7	2.8	2.9
Total outlay on education	5,131.2	5,761.7	6,185.3	6,705.8	7,586.2	8,593.0
Total outlay on all purposes	31,788.6	35,790.3	38,761.8	43,229.4	49,888.3	57,265.4
—per cent—						
Outlay on education as percentage of total outlay	16.1	16.1	16.0	15.5	15.2	15.0

(a) Mainly subsidies for teacher housing.

Commonwealth authorities

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

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION

	1979-80	1980-81	1981-82
	-\$ million-		
General administration, regulation and research—			
Department of Education—			
Salaries, etc., n.e.c.	21.2	24.2	28.1
Administration expenses, n.e.c.	8.5	8.1	9.2
Tertiary Education Commission	2.2	2.7	2.8
Building and works, office equipment, etc.	0.1	0.2	0.1
Grants to the States—			
Research and development	0.9	1.0	0.8
Other	-1.0	-7.7	-11.4
<i>Total general administration, etc.</i>	<i>31.9</i>	<i>28.4</i>	<i>29.6</i>
Transportation of students—			
School bus service—			
Australian Capital Territory	2.1	2.6	3.6
Northern Territory	—	—	—
<i>Total transportation</i>	<i>2.1</i>	<i>2.6</i>	<i>3.6</i>
Primary and secondary education—			
Schools Commission	3.2	3.6	3.9
Education services—			
Australian Capital Territory	66.9	74.9	84.9
Northern Territory	—	—	—
School broadcasts	2.3	2.4	2.9
Student assistance	10.5	12.7	15.6
Child migrant education program	0.7	4.5	4.7
Assistance to isolated children	12.2	14.5	17.8
Grants to non-government schools—			
Australian Capital Territory	14.4	17.2	17.9
Northern Territory	—	—	—
Grants to the States—			
Non-government schools—Recurrent grants	263.5	327.8	421.1
Non-government schools—Capital grants	29.8	34.7	48.2
Government schools—Recurrent grants	262.8	302.4	348.6
Government schools—Capital grants	115.1	103.8	116.5
Education program for unemployed youth	3.5	4.1	4.2
Child migrant education (a)	2.7	0.1	—
Schools—joint programs	25.4	28.6	39.7
Grants to the Northern Territory—			
Recurrent grants	3.9	5.0	6.4
Capital grants	1.7	2.3	2.6
Other	2.5	12.5	29.5
<i>Total primary and secondary</i>	<i>821.1</i>	<i>951.1</i>	<i>1,164.5</i>
Vocational Training—			
Technical and Further Education in the A.C.T.	21.3	22.4	22.2
Darwin Community College	—	—	—
Student assistance	30.4	29.0	36.3
Grants to the States—TAFE—			
Apprentice training	—	—	—
Recurrent grants	62.8	84.2	84.3
Other Capital grants	78.8	97.1	108.7
Grants to the Northern Territory—			
Recurrent grants	3.7	4.0	4.4
Capital grants	2.5	2.3	5.1
Other	0.1	0.1	—
<i>Total vocational training</i>	<i>199.7</i>	<i>239.1</i>	<i>261.0</i>

For footnote see end of table.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION—*continued*

	1979-80	1980-81	1981-82
	-\$ million-		
University education—			
Australian Universities Commission	—	—	—
Australian National University—			
Student assistance	2.5	2.4	2.1
Other	81.2	93.0	115.8
Student assistance—			
Undergraduate	74.8	68.4	67.1
Postgraduate	8.5	8.8	9.6
Grants to Australian National University residential colleges	0.1	0.1	0.2
School of Public Health and Tropical Medicine (Sydney University)	2.9	3.1	3.4
Grants to the States—Universities	704.9	774.2	893.4
Other	—	0.2	—
<i>Total university</i>	<i>875.0</i>	<i>950.2</i>	<i>1,091.6</i>
Other higher education—			
Canberra College of Advanced Education	17.3	19.0	19.3
Canberra School of Music	1.1	1.4	1.9
Australian Film and Television School	4.0	4.5	5.3
Student assistance	51.7	66.1	66.1
Commonwealth Teaching Service scholarships	0.6	0.3	—
Grants to the States	497.2	547.4	578.8
Grants to the Northern Territory	—	0.2	0.2
Other	11.3	12.8	8.2
<i>Total other higher education</i>	<i>583.2</i>	<i>651.7</i>	<i>679.8</i>
Other education programs—			
Aboriginal education—			
Study grants	7.4	10.2	11.8
Secondary grants	14.0	17.4	19.2
Grants to private non-profit organisations	3.9	4.4	5.1
Grants to the States	6.2	7.0	7.6
Other	0.2	0.3	0.4
Soldiers' children education scheme	2.6	2.4	2.3
Migrant education programs	23.5	29.0	33.1
Pre-school programs—			
Grants to States and local authorities	32.7	30.8	32.7
Grants to the Northern Territory	0.3	0.3	0.3
Other	3.2	3.6	3.5
Adult education programs	4.2	4.4	4.5
Other	0.3	0.1	1.5
<i>Total other programs</i>	<i>98.6</i>	<i>109.9</i>	<i>122.0</i>
<i>Total outlay on education</i>	<i>2,611.6</i>	<i>2,933.1</i>	<i>3,352.1</i>
<i>of which—</i>			
Current outlay	2,250.1	2,574.9	2,955.8
Capital outlay	361.5	358.1	396.3
<i>Total outlay on all purposes</i>	<i>33,218.9</i>	<i>37,806.6</i>	<i>43,194.7</i>
	-per cent-		
Outlay on education as a percentage of total outlay	7.9	7.8	7.8

(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.

BIBLIOGRAPHY**ABS Publications**

For the most recent statistics available on subjects dealt with in this chapter, reference should be made to the series of publications on social statistics issued by the ABS. These publications comprise:

Colleges of Advanced Education, Australia (4206.0)

University Statistics, Australia (4208.0)

National Schools Collection, Government Schools, Australia (4215.0)

Non-government Schools, Australia (4216.0)

Reasons for completion or non-completion of secondary education, Australia 1982 (4217.0)

Financial aspects are dealt with in the annual publications—

Commonwealth Government Finance, Australia (5502.0)

State and Local Government Finance, Australia (5504.0)

Expenditure on Education, Australia (5510.0)

Other Publications

The annual reports of the respective State education departments provide detailed statistical and other information about particular States.

Publications produced regularly by the Department of Education and Youth Affairs include—

Australian Education Directory

Directory of Higher Education Courses

Directory of Research and Researchers in Australia

Education in Australia

Major Trends and Developments in Australian Education

Education News (a departmental journal)

Hemisphere (a bi-monthly Asian-Australian magazine)

Other publications and research reports are listed in the departmental annual report.

