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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. The role of the Commonwealth Government extends beyond its funding capacity: it 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. Furthermore, 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.

General characteristics of schools

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. However, many Australian children commence their education earlier than is required. Many children attend pre-schools for a year before entering school (usually in sessions of 2-3 hours for 2-5 days per week). The majority commence primary school at about 5 years of age, except in Western Australia, where they start at 6 years. Primary schooling 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 680,000 in 1981 i.e. about 23 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. 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 267.

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 programs 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.

Pre-school education

All States and Territories except one have a policy of making pre-school education universal for children at about four years of age (in Western Australia, at 5 years). Participation rates for this age group are currently estimated to range between 40 per cent in one State and 80 per cent or more in the remaining five States and Territories. In some States, pre-schools are mainly government-run, in others many are operated by private or voluntary organisations. Attendance fees are generally not charged at government-run pre-schools, but parents contribute in other ways, such as by assisting pre-school teachers at some sessions and contributing towards the purchase of play materials and other educational equipment. Pre-school teachers generally favour the traditional free play program with emphasis on children's social and emotional development through creative activities.

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 and community 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, 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 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)

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, or 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 and 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.

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.

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.

Some colleges may be large, diversified or multi-vocational institutions, while others are small single purpose institutions. The Commonwealth Government has decided to consolidate into larger units 30 of the smaller colleges for which teacher education is the main activity, 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.

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.

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. In 1981, sixty 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. In 1982 it was announced that 10 Commonwealth Special Research Centres in 7 universities are to receive additional Commonwealth funding as highly promising research centres of excellence. Some universities have institutes or units involved exclusively in research and/or post-graduate teaching. In 1981, 13 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. 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 and may occupy a considerable part of the teacher education program.

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.

In-service training opportunities are available within all education systems. There are two general types: study leave or assistance to enable teachers to upgrade their formal qualifications, or less formal workshops, seminars or 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.

In its guidelines to the Commonwealth Tertiary Education Commission, the Commonwealth Government directed attention to the balance between the supply of and demand for teachers and to

the implications of the required reduction in intakes to pre-service teacher education to avoid over-supply. Intake numbers for primary pre-service teacher courses have declined by 29 per cent from 1978 to 1982 and for secondary courses are expected to decline by 30 per cent from 1978 to 1984. However, after 1982 they are projected to increase moderately in primary courses. Reduced teacher education enrolments have led to the need for consolidation of smaller colleges of advanced education.

Migrant education

English as a second language

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. The Commonwealth Schools Commission makes funding provision for extra English language assistance across the whole curriculum in regular classes as well as for withdrawal arrangements (special classes) where necessary and for the adoption of school programs and operations to reflect the multicultural experience of migrant children. Other developments in the States and Territories continue initiatives that have been undertaken in recent years, such as the availability of community languages in schools, the employment of bilingual teachers and teacher aides and the establishment of additional Intensive Language Centres for newly arrived migrants and refugees.

Multicultural education

The Commonwealth Schools Commission has also established a complementary program in Multicultural Education, the purpose of which is 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. Two recent and significant developments are the Commonwealth Government's support for "ethnic schools" which run classes to teach particular languages and cultures, and its provision for new courses in community languages at universities and colleges of advanced education in the 1982-84 triennium.

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.

Co-ordinated settlement programs give new immigrants orientation on housing, education, employment and welfare, together with formal English instruction. The program is conducted in a variety of ways including full and part-time classes and 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.

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*, a bi-monthly Asian-Australian magazine.

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 all-Aboriginal *National Aboriginal Education Committee* advises the Commonwealth Department of Education and other government departments and bodies on the educational needs of Aboriginals 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.

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 \$27.4 million in 1981 and \$30 million in 1982. 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 still in school who are at risk of facing similar difficulties.

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 \$2.0 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. The administration of the EPUY and Transition from School to Work Program was combined in 1982 when \$4.6 million was provided specifically for EPUY.

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

The Inquiry into Management Education

This Inquiry was established in April 1980 under the Chairmanship of Mr J. T. Ralph, Deputy Managing Director, CRA Ltd. Under its terms of reference, the Committee was directed to investigate the availability and effectiveness of courses for middle and top management, the manner of financing management education and the special needs of small business. The Commission reported in May 1982 and public comment was sought and taken into consideration by the Commonwealth Government which, in September, announced its support for two major recommendations: to establish a second national graduate school at the University of Melbourne and to assist with the cost of establishment of an Australian Foundation of Management Development. Other decisions relating to business management programs and the needs of small business, and the desirability of rationalising programs of management education have also been announced.

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. An evaluation of the survey (its administration and influence) was conducted by Prof. Power of Flinders University. In February 1982 the AEC decided that the testing program should continue.

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 trials in the educational use of communications technology, in particular telecommunications relating to the use of the domestic communications satellite system being developed for Australia. Subject to the agreement 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 \$420,000. These costs 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* (4208.0). 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, 1981

	Schools			Total	Uni- versities	Colleges of advanced education
	Government	Roman Catholic	Other non- government(a)			
New South Wales	2,236	609	195	3,040	6	23
Victoria	2,149	488	144	2,781	4	22
Queensland	1,268	281	68	1,617	3	10
South Australia	638	103	60	801	2	6
Western Australia	695	143	63	901	2	5
Tasmania	261	37	24	322	1	1
Northern Territory	130	10	3	143	—	—
Australian Capital Territory	95	26	7	128	1	1
Australia—1981	7,472	1,697	564	9,733	19	68
1980	7,444	1,706	529	9,679	19	68
1979	7,393	1,694	506	9,593	19	71

(a) Of the 564 other non-government schools in 1981, 97 or about 17 per cent were Anglican.

NUMBER OF STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS, 1981

	Schools			Total	Uni- versities	Colleges of advanced education
	Government	Roman Catholic	Other non- government(a)			
New South Wales	790,393	195,773	42,080	1,028,246	63,532	39,907
Victoria	595,042	164,046	57,565	816,653	44,219	56,566
Queensland	360,424	80,699	19,804	460,927	22,392	23,418
South Australia	213,033	29,078	14,234	256,345	12,811	17,558
Western Australia	207,126	36,255	12,252	255,633	12,620	20,237
Tasmania	70,932	10,353	4,564	85,849	5,082	2,082
Northern Territory	23,271	3,720	495	27,486	—	—
Australian Capital Territory	39,182	14,405	2,673	56,260	5,955	5,299
Australia—1981	2,299,403	534,329	153,667	2,987,399	166,611	165,067
1980	2,318,077	522,215	144,270	2,984,562	163,156	159,466
1979	2,336,718	512,345	137,868	2,986,931	160,810	155,667

(a) Of the 153,667 students at other non-government schools in 1981, 58,025 or about 38 per cent were attending Anglican schools.

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 1981 and earlier years are shown in the following tables. Statistics for the number of schools and students in each State are included in the two 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, 1981

	Government schools	Non-government schools		All schools
		Roman Catholic	Other	
New South Wales	45,248	9,735	2,928	57,911
Victoria	40,462	8,358	4,053	52,873
Queensland	19,719	3,774	1,178	24,671
South Australia	14,472	1,554	973	16,999
Western Australia	11,691	1,834	885	14,410
Tasmania	4,947	525	328	5,800
Northern Territory	1,486	190	32	1,708
Australian Capital Territory	2,500	705	173	3,378
Australia—1981	140,525	26,675	10,550	177,750
1980	141,206	25,481	9,933	176,620
1979	141,210	24,492	9,495	175,196

(a) Full-time teachers plus full-time equivalent units of part-time teaching, rounded to whole numbers. Excluded are teachers-in-training, teachers on leave without pay, and other teachers engaged wholly in advisory, administrative or other non-teaching duties.

PERCENTAGE CHANGES BETWEEN 1979 AND 1981—NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS

	Schools	Teachers	Students
Government	+1.1	-0.5	-1.6
Roman Catholic	+0.2	+8.9	+4.3
Other Non-government	+11.5(-2.0)(a)	+11.1(+7.7)(a)	+11.5(+7.5)(a)
Total	+1.5	+1.4	0.0

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

Between 1979 and 1981 the total number of teachers increased by 1.4 per cent, with the increase being particularly pronounced for non-government schools. In the same period, the number of non-government schools (other than Roman Catholic and Anglican) increased by 14.7 per cent. However, the overall increase in the total number of schools was only about 1.5 per cent. In government schools student enrolments decreased by 1.6 per cent, whereas they increased in non-government schools by 5.8 per cent. The increase of enrolments in Roman Catholic and other non-government schools offset the decrease of enrolments in government schools, so that there was affectively no increase in overall enrolments.

PERCENTAGE CHANGES BETWEEN 1979 AND 1981—ENROLMENTS BY AGE CATEGORY

Age last birthday (years)	Government		Non-government		All students
	Males	Females	Males	Females	
Under 6 to 9	-4.3	-4.4	+4.6	+3.1	-2.7
10 to 14	+3.7	+4.1	+10.5	+10.1	+5.3
15 and over	-9.6	-7.4	-0.5	+0.3	-6.3
All ages	-1.8	-1.4	+6.1	+5.5	0.0

Between 1979 and 1981 enrolments in non-government schools increased across all age categories, particularly 10 to 14 year olds, for both sexes except for a slight decrease in males 15 years and over. Conversely, enrolments in government schools decreased across all age categories 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 1981 showing breakdowns by school type, sex and State.

**GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX, AUSTRALIA,
1981
(August school census)**

Age last birthday (years)	Government schools			Non-government schools			All schools		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Under 6	80,420	77,163	157,583	21,691	21,628	43,319	102,111	98,791	200,902
6	98,821	92,998	191,819	25,258	24,719	49,977	124,079	117,717	241,796
7	102,708	96,737	199,445	26,215	25,464	51,679	128,923	122,201	251,124
8	107,310	101,505	208,815	26,653	26,537	53,190	133,963	128,042	262,005
9	113,175	107,403	220,578	28,428	28,241	56,669	141,603	135,644	277,247
10	114,225	108,893	223,118	29,508	29,305	58,813	143,733	138,198	281,931
11	106,476	100,858	207,334	29,351	28,346	57,697	135,827	129,204	265,031
12	101,302	94,831	196,133	31,900	32,415	64,315	133,202	127,246	260,448
13	96,700	90,535	187,235	31,264	31,658	62,922	127,964	122,193	250,157
14	95,448	88,927	184,375	30,044	30,581	60,625	125,492	119,508	245,000
15	81,239	76,716	157,955	27,559	28,279	55,838	108,798	104,995	213,793
16	50,330	50,263	100,593	20,434	21,546	41,980	70,764	71,809	142,573
17	24,052	26,375	50,427	13,364	13,420	26,784	37,416	39,795	77,211
18	5,324	4,712	10,036	2,075	1,550	3,625	7,399	6,262	13,661
19 and over	1,898	2,059	3,957	273	290	563	2,171	2,349	4,520
All Ages—1981	1,179,428	1,119,975	2,299,403	344,017	343,979	687,996	1,523,445	1,463,954	2,987,399
1980	1,189,633	1,128,444	2,318,077	332,930	333,555	666,485	1,522,563	1,461,999	2,984,562
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

SCHOOLS: STUDENTS, BY AGE, 1981

(August school census)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6	81,640	56,858	22,222	19,087	10,597	4,102	2,202	4,194	200,902
6	83,688	62,774	39,435	20,042	21,799	7,037	2,485	4,536	241,796
7	87,255	65,787	41,056	20,194	22,171	7,243	2,643	4,775	251,124
8	90,378	68,173	43,020	21,896	23,249	7,611	2,882	4,796	262,005
9	95,721	72,358	45,220	22,975	25,035	8,028	2,768	5,142	277,247
10	95,745	74,663	45,569	23,844	25,864	8,310	2,853	5,083	281,931
11	87,757	71,235	43,510	23,004	24,276	7,953	2,583	4,713	265,031
12	85,834	71,257	41,658	22,833	24,037	8,155	2,356	4,318	260,448
13	82,343	68,060	40,773	22,257	22,771	7,628	2,101	4,224	250,157
14	82,102	66,679	39,484	21,465	22,059	7,321	1,904	3,986	245,000
15	74,186	60,055	30,070	19,652	17,778	6,752	1,446	3,854	213,793
16	45,475	47,445	18,740	13,212	10,700	3,102	822	3,077	142,573
17	29,265	25,044	8,579	4,878	4,817	1,771	334	2,523	77,211
18	6,105	4,222	1,002	708	388	380	64	792	13,661
19 and over	752	2,043	589	298	92	456	43	247	4,520
All Ages—1981	1,028,246	816,653	460,927	256,345	255,633	85,849	27,486	56,260	2,987,399
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

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 colleges	2	6	—	—	—	—	—	—	8
Colleges of advanced education(d)	1	1	4	1	3	—	—	—	10
Total(e)	1980	191	36	591	116	11	13	6	1,248
	1979	217	37	594	120	9	12	9	1,272
	1978	221	36	526	122	10	8	9	1,159

(a) Institutions whose major function is TAFE and which has a full-time principal officer. (b) Subsidiaries of parent institutions.
 (c) All TAFE institutions other than major institutions. (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
FULL-TIME ENROLMENTS(b)									
Professional	22	167	50	—	22	6	45	—	312
Para-professional	12,619	4,269	642	728	3,600	531	109	243	22,741
Trades	3,554	1,105	1,644	116	496	97	33	16	7,061
Other skilled	7,631	943	3,625	81	41	644	159	423	13,547
Preparatory	3,390	7,674	300	1,193	804	326	18	253	13,958
Adult education	—	—	—	—	—	—	—	—	—
Total 1980	27,216	14,158	6,261	2,118	4,963	1,604	364	935	57,619
1979	22,128	13,616	4,817	1,561	4,552	1,464	246	870	49,254
PART-TIME ENROLMENTS(b)									
Professional	1,109	134	169	156	103	32	12	12	1,727
Para-professional	49,825	21,797	6,733	26,385	32,116	2,936	642	3,307	143,741
Trades	53,297	45,146	15,156	8,622	16,145	5,286	912	2,197	146,761
Other skilled	93,349	34,787	10,422	27,188	9,277	4,614	2,379	6,452	188,468
Preparatory	22,363	36,586	6,342	23,764	5,428	1,452	1,840	2,627	100,402
Adult education	23,306	57,859	55,624	52,053	63,607	18,270	6,278	2,457	279,454
Total 1980	243,249	196,309	94,446	138,168	126,676	32,590	12,063	17,052	860,553
1979	234,892	173,871	77,697	133,417	124,928	31,873	10,126	15,669	802,473
EXTERNAL ENROLMENTS									
Professional	512	—	—	183	—	—	—	—	695
Para-professional	5,762	4,945	3,094	3,523	10,770	661	38	—	28,793
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
Total 1980	19,990	8,579	8,617	8,041	18,640	1,180	43	—	65,090
1979	17,997	7,913	9,274	7,832	15,292	1,531	177	—	60,016
TOTAL ENROLMENTS									
Professional	1,643	301	219	339	125	38	57	12	2,734
Para-professional	68,206	31,011	10,469	30,636	46,486	4,128	789	3,550	195,275
Trades	58,124	46,483	17,631	9,060	19,744	5,383	945	2,213	159,583
Other skilled	107,707	37,395	16,241	28,444	11,629	5,258	2,543	6,875	216,092
Preparatory	30,183	45,985	9,041	27,578	8,314	2,297	1,858	2,880	128,136
Adult education	24,592	57,871	55,723	52,270	63,981	18,270	6,278	2,457	281,442
Total 1980	290,455	219,046	109,324	148,327	150,279	35,374	12,470	17,987	983,262
1979	275,017	195,400	91,788	142,810	144,772	34,868	10,549	16,539	911,743

(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 annual class attendance amounts to 540 hours or more over the teaching year and part-time when less than 540 hours.

NOTE: Data have been revised to include enrolments at agricultural authorities colleges and colleges of advanced education offering TAFE activities.

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

<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>
FULL-TIME ENROLMENTS(b)									
Applied science	563	851	86	2	374	15	24	66	1,981
Art and design	1,587	1,360	408	171	740	51	-	52	4,369
Building	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	467	229	573	60	100	-	7	-	1,436
Music	-	41	31	19	22	-	-	-	113
Para-medical	249	7	-	11	48	-	-	-	315
Service industries	3,160	1,692	234	75	427	227	12	82	5,909
General studies	3,392	2,957	890	1,198	679	339	133	230	9,818
<i>Total</i>	<i>27,216</i>	<i>14,158</i>	<i>6,261</i>	<i>2,118</i>	<i>4,963</i>	<i>1,604</i>	<i>364</i>	<i>935</i>	<i>57,619</i>
PART-TIME ENROLMENTS(b)									
Applied science	2,334	2,124	1,076	756	2,213	678	244	297	9,722
Art and design	14,654	11,928	21,926	19,412	6,455	5,254	1,692	1,086	82,407
Building	17,140	22,777	8,172	10,259	5,500	3,320	756	882	68,806
Business studies	54,761	22,011	9,926	19,717	15,926	2,794	1,848	4,185	131,168
Engineering	59,020	45,529	20,244	19,143	17,461	5,401	1,386	2,997	171,181
Rural and horticultural	9,507	27,590	1,887	5,789	774	620	542	1,190	47,899
Music	53	1,720	1,173	3,197	228	881	1,146	432	8,830
Para-medical	2,188	723	612	375	218	125	98	30	4,369
Service industries	55,047	30,538	13,165	33,692	7,741	10,118	1,802	3,384	155,487
General studies	28,545	31,369	16,265	25,828	70,160	3,399	2,549	2,569	180,684
<i>Total</i>	<i>243,249</i>	<i>196,309</i>	<i>94,446</i>	<i>138,168</i>	<i>126,676</i>	<i>32,590</i>	<i>12,063</i>	<i>17,052</i>	<i>860,553</i>
EXTERNAL ENROLMENTS									
Applied science	52	195	16	-	922	-	-	-	1,185
Art and design	841	-	-	317	476	-	-	-	1,634
Building	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	2,205	561	4,699	-	-	-	11,937
Rural and horticultural	2,368	438	860	952	1,058	79	8	-	5,763
Music	-	-	-	17	-	-	-	-	17
Para-medical	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>8,579</i>	<i>8,617</i>	<i>8,041</i>	<i>18,640</i>	<i>1,180</i>	<i>43</i>	<i>-</i>	<i>65,090</i>
TOTAL ENROLMENTS									
Applied science	2,949	3,170	1,178	758	3,509	693	268	363	12,888
Art and design	17,082	13,288	22,334	19,900	7,671	5,305	1,692	1,138	88,410
Building	19,116	23,957	10,191	10,487	6,540	3,420	823	905	75,439
Business studies	72,197	29,574	14,005	22,569	22,645	3,987	1,945	4,608	171,530
Engineering	68,107	49,539	22,558	20,028	22,756	5,538	1,440	3,056	193,022
Rural and horticultural	12,342	28,257	3,320	6,801	1,932	699	557	1,190	55,098
Music	53	1,761	1,204	3,233	250	881	1,146	432	8,960
Para-medical	2,751	730	846	420	437	191	98	30	5,503
Service industries	59,491	32,731	14,065	34,063	8,949	10,345	1,819	3,466	164,929
General studies	36,367	36,039	19,623	30,068	75,590	4,315	2,682	2,799	207,483
Total—1980	290,455	219,046	109,324	148,327	150,279	35,374	12,470	17,987	983,262
1979	275,017	195,400	91,788	142,810	144,772	34,868	10,549	16,539	911,743

(a) These data refer to numbers of enrolments, not students. (b) An enrolment is full-time when annual class attendance amounts to 540 hours or more over the teaching year and part-time when less than 540 hours.

NOTE: Data have been revised to include enrolments at agricultural authorities colleges and colleges of advanced education offering TAFE activities.

**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>
FULL-TIME STAFF(b)									
Professional	14.8	17.5	28.4	0.5	8.2	0.1	6.1	0.2	75.8
Para-professional	711.4	458.2	59.2	247.3	325.1	48.3	13.3	49.5	1,912.3
Trades	1,089.3	1,123.1	451.8	281.7	285.4	126.7	25.3	35.2	3,418.5
Other skilled	493.3	204.9	204.3	38.5	5.8	43.0	13.3	28.9	1,032.0
Preparatory	206.6	484.0	58.0	80.2	57.4	10.5	3.4	21.8	921.9
Adult education	28.9	77.3	15.5	15.4	18.9	1.0	2.1	7.4	166.5
<i>Total</i>	<i>2,544.3</i>	<i>2,365.0</i>	<i>817.2</i>	<i>663.6</i>	<i>700.8</i>	<i>229.6</i>	<i>63.5</i>	<i>143.0</i>	<i>7,527.0</i>
PART-TIME STAFF(c)									
Professional	7.0	1.7	5.0	0.7	2.8	1.1	-	0.1	18.4
Para-professional	441.1	100.5	61.3	60.7	130.8	43.5	3.3	28.4	869.6
Trades	333.0	42.3	23.3	9.2	59.4	34.5	3.2	11.5	516.4
Other skilled	385.8	52.4	62.8	32.7	11.2	16.8	5.8	20.7	588.2
Preparatory	165.5	180.7	45.7	104.1	32.1	15.8	8.4	38.4	590.7
Adult education	85.9	58.2	75.9	115.9	101.4	36.9	10.1	5.7	490.0
<i>Total</i>	<i>1,418.3</i>	<i>435.8</i>	<i>274.0</i>	<i>323.3</i>	<i>337.7</i>	<i>148.6</i>	<i>30.8</i>	<i>104.8</i>	<i>3,073.3</i>
ALL TEACHING STAFF									
Professional	21.8	19.2	33.4	1.2	11.0	1.2	6.1	0.3	94.2
Para-professional	1,152.5	558.7	120.5	308.0	455.9	91.8	16.6	77.9	2,781.9
Trades	1,422.3	1,165.4	475.1	290.9	344.8	161.2	28.7	46.7	3,935.1
Other skilled	879.1	257.3	267.1	71.2	17.0	59.8	19.1	49.6	1,620.2
Preparatory	372.1	664.7	103.7	184.3	89.5	26.3	11.6	60.2	1,512.4
Adult education	114.8	135.5	91.4	131.3	120.3	37.9	12.2	13.1	656.5
Total—1980	3,962.6	2,800.8	1,091.2	986.9	1,038.5	378.2	94.3	247.8	10,600.3
1979	3,621.7	2,613.4	938.8	1,096.1	1,025.1	343.1	87.5	223.0	9,948.7

(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.

NOTE: Data have been revised to include staff at agricultural authorities colleges and colleges of advanced education offering TAFE activities.

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 1981 and the number of students who completed advanced level courses in 1980. 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, 1981(a)

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total (b)		
						Males	Females	Persons
Agriculture	—	127	204	84	587	703	299	1,002
Applied sciences	91	1,163	3,770	451	815	4,080	2,210	6,290
Art and design	—	656	1,962	993	657	1,700	2,568	4,268
Building, surveying and architecture	9	153	1,239	190	193	1,398	386	1,784
Commercial and business studies	170	2,837	9,209	441	1,607	9,857	4,407	14,264
Engineering and technology	24	341	3,211	78	948	4,453	149	4,602
Liberal studies	9	3,616	5,957	808	1,697	4,084	8,003	12,087
Music	—	162	398	99	107	330	436	766
Para-medical	44	444	1,842	1,329	513	1,066	3,106	4,172
Teacher education	21	2,609	5,496	9,128	63	5,986	11,331	17,317
Total—1981 (b)	368	12,108	33,288	13,601	7,187	34,600	33,789	68,389
1980	291	11,284	30,965	14,337	6,880	31,660	32,097	63,757
1979	271	10,526	29,356	16,312	5,971	30,686	31,750	62,436

(a) Excludes students commencing in second semester. (b) Components do not add to totals because totals include miscellaneous students who cannot be classified by course level.

COLLEGES OF ADVANCED EDUCATION: STUDENTS WHO COMPLETED COURSES BY FIELD OF STUDY AND COURSE LEVEL, 1980

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture	—	88	63	149	269	415	154	569
Applied sciences	20	430	1,425	261	218	1,466	888	2,354
Art and design	—	379	843	923	146	959	1,332	2,291
Building, surveying and architecture	—	72	451	122	71	600	116	716
Commercial and business studies	33	1,363	2,333	587	450	3,453	1,313	4,766
Engineering and technology	5	91	866	154	198	1,290	24	1,314
Liberal studies	—	1,472	1,854	544	567	1,559	2,878	4,437
Music	—	75	100	164	16	132	223	355
Para-medical	12	218	1,362	855	516	731	2,232	2,963
Teacher education	6	2,060	2,578	9,855	13	4,455	10,057	14,512
Total—1980	76	6,248	11,875	13,614	2,464	15,060	19,217	34,277
1979	76	6,155	10,521	15,124	2,037	14,811	19,102	33,913
1978	47	5,528	8,763	17,228	1,697	14,754	18,509	33,263

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT,
COURSE LEVEL AND FIELD OF STUDY, 1981**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
FULL-TIME STUDENTS								
Agriculture	-	65	475	367	885	1,283	509	1,792
Applied sciences	82	299	5,968	763	571	4,467	3,216	7,683
Art and design	-	399	4,125	3,037	519	3,180	4,900	8,080
Building, surveying and architecture	3	28	1,782	71	137	1,512	509	2,021
Commercial and business studies	29	669	9,706	854	716	7,070	4,904	11,974
Engineering and technology	24	9	5,359	152	432	5,817	159	5,976
Liberal studies	12	930	7,312	1,615	1,307	3,968	7,208	11,176
Music	-	99	818	375	92	583	801	1,384
Para-medical	31	177	3,921	1,778	558	1,596	4,869	6,465
Teacher education	6	1,045	2,002	17,016	12	4,381	15,700	20,081
<i>Total—1981 (a)</i>	<i>187</i>	<i>3,720</i>	<i>41,468</i>	<i>26,028</i>	<i>5,229</i>	<i>33,879</i>	<i>42,806</i>	<i>76,685</i>
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
PART-TIME—INTERNAL STUDENTS								
Agriculture	-	17	31	15	64	114	13	127
Applied sciences	227	1,731	3,227	400	522	4,561	1,546	6,107
Art and design	-	539	678	338	794	956	1,393	2,349
Building, surveying and architecture	12	371	1,479	652	179	2,326	367	2,693
Commercial and business studies	375	3,115	13,852	691	1,693	15,669	4,057	19,726
Engineering and technology	94	590	2,875	153	971	4,601	82	4,683
Liberal studies	33	3,517	5,185	313	1,534	3,628	6,954	10,582
Music	-	153	239	28	81	150	351	501
Para-medical	95	513	1,425	616	277	900	2,026	2,926
Teacher education	63	2,047	6,206	5,215	47	5,476	8,102	13,578
<i>Total—1981 (a)</i>	<i>899</i>	<i>12,593</i>	<i>35,197</i>	<i>8,421</i>	<i>6,162</i>	<i>39,157</i>	<i>25,756</i>	<i>64,913</i>
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
EXTERNAL STUDENTS								
Agriculture	-	119	17	2	305	286	157	443
Applied sciences	38	57	1,006	23	558	1,190	492	1,682
Art and design	-	35	209	16	1	236	25	261
Building, surveying and architecture	2	40	23	31	197	276	17	293
Commercial and business studies	15	1,002	3,537	317	1,353	4,928	1,296	6,224
Engineering and technology	1	176	92	10	592	857	14	871
Liberal studies	-	1,535	2,241	187	476	1,413	3,026	4,439
Music	-	-	3	-	-	2	1	3
Para-medical	-	2	87	273	388	179	571	750
Teacher education	-	1,196	4,025	2,603	55	2,649	5,230	7,879
<i>Total—1981 (a)</i>	<i>56</i>	<i>4,162</i>	<i>11,240</i>	<i>3,462</i>	<i>3,925</i>	<i>12,403</i>	<i>11,066</i>	<i>23,469</i>
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
ALL STUDENTS								
Agriculture	-	201	523	384	1,254	1,683	679	2,362
Applied sciences	347	2,087	10,201	1,186	1,651	10,218	5,254	15,472
Art and design	-	973	5,012	3,391	1,314	4,372	6,318	10,690
Building, surveying and architecture	17	439	3,284	754	513	4,114	893	5,007
Commercial and business studies	419	4,786	27,095	1,862	3,762	27,667	10,257	37,924
Engineering and technology	119	775	8,326	315	1,995	11,275	255	11,530
Liberal studies	45	5,982	14,738	2,115	3,317	9,009	17,188	26,197
Music	-	252	1,060	403	173	735	1,153	1,888
Para-medical	126	692	5,433	2,667	1,223	2,675	7,466	10,141
Teacher education	69	4,288	12,233	24,834	114	12,506	29,032	41,538
<i>Total—1981 (a)</i>	<i>1,142</i>	<i>20,475</i>	<i>87,905</i>	<i>37,911</i>	<i>15,316</i>	<i>85,439</i>	<i>79,628</i>	<i>165,067</i>
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

(a) Components do not add to totals because totals include miscellaneous students who cannot be classified by course level.

PERCENTAGE CHANGES IN ENROLMENTS BETWEEN 1979 AND 1981

	<i>Males</i>	<i>Females</i>	<i>Persons</i>
Stage—			
Commencing course	+12.8	+6.4	+9.5
Completing course the previous year	+2.1	+3.8	+3.0
Status—			
Full-time	-6.2	-7.0	-6.6
Part-time—Internal	+13.0	+18.6	+15.2
External	+37.4	+35.8	+36.7
All students	+7.1	+5.0	+6.0

The percentage changes show that there has been a dramatic increase in the numbers of part-time internal and external students over the period 1979 to 1981, while the number of full-time students have declined.

Overall the number of students has increased by 6.0 per cent over this period despite the decline in the number of full-time students—especially noteworthy has been the growth in external students which, by 1981, comprised 14.2 per cent of total students, compared to 11 per cent in 1979. A substantial growth also occurred in commencing male student numbers which between 1979 and 1981 increased by 12.8 per cent, compared with an increase of 0.8 per cent between 1978 and 1980.

**COLLEGES OF ADVANCED EDUCATION: TEACHING STAFF BY FIELD OF TEACHING
STATES AND A.C.T., 1981**

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

<i>Field of teaching</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Australia</i>
FULL-TIME STAFF								
Agriculture	65	-	32	33	18	-	-	148
Applied sciences	354	558	224	131	128	14	91	1,500
Art and design	232	348	47	98	20	6	-	750
Building, surveying and architecture	24	61	32	31	31	7	21	207
Commercial and business studies	240	441	166	51	118	17	47	1,079
Engineering and technology	63	338	117	81	66	8	-	672
Liberal studies	334	681	205	192	190	26	50	1,677
Music	98	43	17	-	9	4	-	169
Para-medical	79	176	41	84	110	-	-	490
Teacher education	589	508	273	253	241	42	46	1,953
Not classifiable	61	24	-	8	42	-	-	135
<i>Total—1981</i>	<i>2,138</i>	<i>3,178</i>	<i>1,154</i>	<i>960</i>	<i>973</i>	<i>123</i>	<i>255</i>	<i>8,781</i>
1980	2,124	3,229	1,209	977	940	196	252	8,927
1979	2,145	3,255	1,179	940	899	204	241	8,864
PART-TIME STAFF								
Agriculture	2	-	-	2	-	-	-	3
Applied sciences	38	79	18	9	15	-	19	177
Art and design	53	75	9	9	3	1	-	150
Building, surveying and architecture	6	25	17	6	6	1	3	63
Commercial and business studies	29	54	41	15	17	1	11	169
Engineering and technology	21	23	23	4	12	-	-	83
Liberal studies	33	75	13	23	18	3	9	173
Music	43	17	16	-	-	1	-	78
Para-medical	18	34	9	40	18	-	-	119
Teacher education	27	47	22	26	16	2	9	149
Not classifiable	8	23	-	-	18	-	-	49
<i>Total—1981</i>	<i>278</i>	<i>451</i>	<i>167</i>	<i>133</i>	<i>124</i>	<i>9</i>	<i>52</i>	<i>1,213</i>
1980	296	417	170	138	186	16	90	1,312
1979	262	452	180	131	179	31	77	1,312
ALL STAFF								
Agriculture	67	-	32	34	18	-	-	151
Applied sciences	392	636	242	139	143	14	110	1,677
Art and design	284	423	56	106	23	7	-	901
Building, surveying and architecture	30	86	48	37	37	8	24	270
Commercial and business studies	269	494	207	66	136	18	58	1,248
Engineering and technology	84	361	140	85	78	8	-	755
Liberal studies	367	756	218	215	207	29	59	1,850
Music	141	60	33	-	9	5	-	247
Para-medical	97	210	50	124	128	-	-	608
Teacher education	617	555	294	280	258	44	55	2,102
Not classifiable	69	47	-	8	60	-	-	184
<i>Total—1981</i>	<i>2,416</i>	<i>3,628</i>	<i>1,321</i>	<i>1,093</i>	<i>1,097</i>	<i>132</i>	<i>307</i>	<i>9,995</i>
1980	2,420	3,646	1,379	1,114	1,126	212	342	10,239
1979	2,407	3,707	1,358	1,072	1,078	235	318	10,175

The above tables indicate that total staff at colleges of advanced education decreased by about 1.8 per cent over the period 1979 to 1981 inclusive. Full-time staff decreased by only 0.9 per cent, while part-time staff decreased by 7.5 per cent after showing an increase of 14.6 per cent over the period 1978 to 1980 inclusive.

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 are 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, 1981

	Doctorate	Master's degree	Bachelor degree	Non-degree	Total		
					Males	Females	Persons
New South Wales	422	2,480	15,661	3,329	12,487	9,405	21,892
Victoria	279	1,363	11,279	2,147	7,921	7,147	15,068
Queensland	218	597	5,812	769	3,933	3,463	7,396
South Australia	57	264	3,056	729	2,339	1,767	4,106
Western Australia	98	338	3,707	710	2,555	2,298	4,853
Tasmania	40	220	1,508	591	1,215	1,144	2,359
Australian Capital Territory	141	131	1,525	319	1,197	919	2,116
Australia—1981	1,255	5,393	42,548	8,594	31,647	26,143	57,790
1980	1,049	4,534	42,779	8,174	31,208	25,328	56,536
1979	1,099	4,535	42,158	7,972	31,489	24,275	55,764

UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS BY SEX AND COURSE LEVEL, 1979 TO 1981

Course level	Males			Females		
	1979	1980	1981	1979	1980	1981
FULL-TIME STUDENTS						
Doctorate	2,729	2,775	2,850	857	932	986
Master's degree	2,235	2,307	2,397	1,045	1,120	1,191
Bachelor degree	52,849	52,245	51,885	35,704	36,210	37,257
Non-degree	1,769	1,596	1,594	1,892	1,808	1,764
Total	59,582	58,923	58,726	39,498	40,070	41,198
PART-TIME STUDENTS						
Doctorate	1,823	1,902	1,976	515	541	566
Master's degree	7,741	7,823	8,220	2,957	3,174	3,635
Bachelor degree	21,497	21,464	21,443	19,172	20,745	21,787
Non-degree	4,611	4,833	5,049	3,414	3,681	4,011
Total	35,672	36,022	36,688	26,058	28,141	29,999
ALL STUDENTS						
Doctorate	4,552	4,677	4,826	1,372	1,473	1,552
Master's degree	9,976	10,130	10,617	4,002	4,294	4,826
Bachelor degree	74,346	73,709	73,328	54,876	56,955	59,044
Non-degree	6,380	6,429	6,643	5,306	5,489	5,775
Total	95,254	94,945	95,414	65,556	68,211	71,197

UNIVERSITIES: STUDENTS BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1981

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Australia		
								Males	Females	Persons
FULL-TIME STUDENTS										
Humanities	8,105	6,487	2,355	1,672	1,320	577	1,259	8,297	13,478	21,775
Fine arts	43	331	70	174	65	306	-	385	604	989
Social and behavioural sciences	1,793	1,678	678	634	794	61	93	2,010	3,721	5,731
Law	2,993	1,864	632	624	367	251	545	4,530	2,746	7,276
Education	1,587	1,047	379	241	442	595	3	1,480	2,814	4,294
Economics, commerce, government	4,701	3,494	1,135	765	908	272	504	8,104	3,675	11,779
Medicine	3,627	2,708	2,322	1,105	784	354	27	6,561	4,366	10,927
Dentistry	585	258	296	218	123	-	-	1,123	357	1,480
Natural sciences	5,667	6,469	2,412	1,990	1,633	541	880	12,607	6,985	19,592
Engineering, technology	4,824	2,099	1,052	622	634	168	5	8,844	560	9,404
Architecture, building	1,512	656	217	208	110	-	2	2,050	655	2,705
Agriculture, forestry	801	586	261	250	229	60	241	1,825	603	2,428
Veterinary science	399	264	423	-	259	-	-	792	553	1,345
Not stated	153	5	9	-	22	4	6	118	81	199
Total—1981	36,790	27,946	12,241	8,503	7,690	3,189	3,565	58,726	41,198	99,924
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
PART-TIME STUDENTS										
Humanities	8,220	5,477	4,612	1,295	1,577	482	1,272	8,354	14,581	22,935
Fine arts	31	100	31	50	56	137	-	169	236	405
Social and behavioural sciences	2,291	2,315	403	575	558	40	38	2,661	3,559	6,220
Law	1,215	969	473	138	37	68	203	2,142	961	3,103
Education	2,122	3,179	1,488	355	735	535	2	3,955	4,461	8,416
Economics, commerce, government	5,030	1,881	1,508	800	734	281	518	8,391	2,361	10,752
Medicine	292	261	131	233	69	4	-	597	393	990
Dentistry	69	30	19	39	12	-	-	147	22	169
Natural sciences	3,100	1,394	1,052	630	651	284	331	5,157	2,285	7,442
Engineering, technology	2,353	377	212	110	166	44	-	3,132	130	3,262
Architecture, building	753	177	79	23	14	-	-	846	200	1,046
Agriculture, forestry	196	75	100	58	58	13	21	428	93	521
Veterinary science	23	28	42	-	17	-	-	89	21	110
Not stated	1,047	10	1	2	246	5	5	620	696	1,316
Total—1981	26,742	16,273	10,151	4,308	4,930	1,893	2,390	36,688	29,999	66,687
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
TOTAL STUDENTS										
Humanities	16,325	11,964	6,967	2,967	2,897	1,059	2,531	16,651	28,059	44,710
Fine arts	74	431	101	224	121	443	-	554	840	1,394
Social and behavioural sciences	4,084	3,993	1,081	1,209	1,352	101	131	4,671	7,280	11,951
Law	4,208	2,833	1,105	762	404	319	748	6,672	3,707	10,379
Education	3,709	4,226	1,867	596	1,177	1,130	5	5,435	7,275	12,710
Economics, commerce, government	9,731	5,375	2,643	1,565	1,642	553	1,022	16,495	6,036	22,531
Medicine	3,919	2,969	2,453	1,338	853	358	27	7,158	4,759	11,917
Dentistry	654	288	315	257	135	-	-	1,270	379	1,649
Natural sciences	8,767	7,863	3,464	2,620	2,284	825	1,211	17,764	9,270	27,034
Engineering, technology	7,177	2,476	1,264	732	800	212	5	11,976	690	12,666
Architecture, building	2,265	833	296	231	124	-	2	2,896	855	3,751
Agriculture, forestry	997	661	361	308	287	73	262	2,253	696	2,949
Veterinary science	422	292	465	-	276	-	-	881	574	1,455
Not stated	1,200	15	10	2	268	9	11	738	777	1,515
Total—1981	63,532	44,219	22,392	12,811	12,620	5,082	5,955	95,414	71,197	166,611
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

UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1981

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
FULL-TIME STAFF								
Humanities	718	479	238	159	121	44	138	1,896
Fine arts	52	74	31	35	9	37	3	239
Social and behavioural sciences	393	190	111	77	92	35	28	924
Law	138	148	38	31	14	13	34	415
Education	250	199	77	41	46	45	—	658
Economics, commerce, government	526	277	140	88	69	34	50	1,183
Medicine	317	258	251	129	83	47	15	1,100
Dentistry	42	25	37	19	13	—	—	136
Natural sciences	947	627	378	262	192	88	110	2,604
Engineering, technology	432	200	103	50	45	22	—	852
Architecture, building	116	39	31	15	7	—	—	209
Agriculture, forestry	85	55	22	38	22	9	19	249
Veterinary science	48	38	71	3	44	—	—	203
Other(b)	23	—	2	—	—	—	—	25
<i>Total—1981</i>	<i>4,086</i>	<i>2,608</i>	<i>1,528</i>	<i>945</i>	<i>755</i>	<i>373</i>	<i>396</i>	<i>10,692</i>
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
PART-TIME STAFF (full-time equivalent units) (c)								
Humanities	46	19	7	4	6	3	7	91
Fine arts	6	14	2	9	3	1	—	35
Social and behavioural sciences	42	25	15	5	9	1	1	98
Law	12	12	4	2	3	—	6	38
Education	40	23	2	2	5	3	—	74
Economics, commerce, government	37	23	6	5	5	1	2	80
Medicine	85	105	42	7	19	2	—	259
Dentistry	18	14	5	16	8	—	—	61
Natural sciences	129	111	29	48	30	2	13	362
Engineering and technology	40	20	5	7	5	1	—	78
Architecture, building	30	11	2	4	3	—	—	51
Agriculture, forestry	7	6	1	—	2	—	—	17
Veterinary science	3	2	2	—	1	—	—	8
Other(b)	11	2	4	—	—	—	—	17
<i>Total—1981</i>	<i>507</i>	<i>385</i>	<i>128</i>	<i>109</i>	<i>99</i>	<i>13</i>	<i>29</i>	<i>1,269</i>
1980	461	346	119	109	95	11	32	1,173
1979	469	340	123	106	93	14	30	1,175
ALL STAFF (full-time equivalent units) (c)								
Humanities	764	498	245	163	127	47	145	1,987
Fine arts	58	88	33	44	12	38	3	274
Social and behavioural sciences	435	215	126	82	101	36	29	1,022
Law	150	160	42	33	17	13	40	453
Education	290	222	79	43	51	48	—	732
Economics, commerce, government	563	300	146	93	74	35	52	1,263
Medicine	402	363	293	136	102	49	15	1,359
Dentistry	60	39	42	35	21	—	—	197
Natural sciences	1,076	738	407	310	222	90	123	2,966
Engineering and technology	472	220	108	57	50	23	—	930
Architecture, building	146	50	33	19	10	—	—	260
Agriculture, forestry	92	61	23	38	24	9	19	266
Veterinary science	51	40	73	3	45	—	—	211
Other(b)	34	2	6	—	—	—	—	42
<i>Total—1981</i>	<i>4,593</i>	<i>2,993</i>	<i>1,656</i>	<i>1,054</i>	<i>854</i>	<i>386</i>	<i>425</i>	<i>11,961</i>
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

(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 teaching staff at universities decreased slightly from 1979 to 1981. Full-time staff decreased over this period by 0.9 per cent while the number of part-time staff increased by 8.0 per cent.

**UNIVERSITIES: STUDENTS COMPLETING DEGREE AND POST-GRADUATE DIPLOMA
COURSES BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1981**

<i>Field of study</i>	<i>Degrees</i>				<i>Total</i>
	<i>Doctorate and Ph.D.</i>	<i>Master</i>	<i>Bachelor</i>	<i>Post graduate diploma</i>	
Humanities	119	356	7,547	25	8,047
Fine arts	5	21	140	11	177
Social and behavioural sciences	75	124	1,380	221	1,800
Law	7	72	1,580	84	1,743
Education	30	415	1,371	2,234	4,050
Economics, commerce, government	42	452	3,381	115	3,990
Medicine	101	41	1,864	81	2,087
Dentistry	6	28	286	4	324
Natural sciences	396	346	5,397	245	6,384
Engineering, technology	103	219	1,437	15	1,774
Architecture, building	10	73	414	20	517
Agriculture, forestry	37	77	429	29	572
Veterinary science	9	25	250	6	290
Not stated	—	7	6	24	37
Total—1981	940	2,256	25,482	3,114	31,792
1980	887	2,094	25,859	3,287	32,127
1979	927	2,144	26,155	3,565	32,791

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION

<i>Scheme</i>	<i>Number of students 1981</i>	<i>Expenditure (\$'000) 1980-1981</i>
Postgraduate Awards(a)	1,867	8,712
Tertiary Education Assistance(b) (c)	91,096	163,444
Secondary Allowances(b)	25,751	12,718
Adult Secondary Education Assistance(b)	2,127	4,340
Aboriginal Secondary Grants(b)	18,718	17,425
Aboriginal Study Grants(d)	11,502	10,111
Aboriginal Study Grants—Overseas(b)	10	85
Assistance for Isolated Children(b)	19,213	14,487
Non-State Tertiary Institutions	n.a.	219
Total—1981	170,284	231,541
1980	150,604	215,257
1979	146,570	215,705

(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) Includes Commonwealth Teaching Service Scholarships, which are being phased out. (d) Preliminary—subject to revision.

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: 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.

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

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
	— \$m —					
Public sector—						
Final consumption expenditure	3,425	4,115	4,653	5,063	5,670	6,562
Expenditure on new fixed assets	695	641	717	731	659	648
<i>Final expenditure(1)</i>	4,120	4,756	5,370	5,794	6,329	7,210
Transfer payments and expenditure on existing fixed assets (net)	352	375	392	392	374	385
<i>Outlay</i>	4,472	5,131	5,762	6,186	6,703	7,595
Private sector—						
Final consumption expenditure	218	243	255	272	293	311
Expenditure on new fixed assets	87	68	89	110	101	137
<i>Final expenditure(2)</i>	305	311	344	382	394	448
Total expenditure on education (1) + (2)	4,425	5,067	5,714	6,176	6,723	7,658
Gross domestic product	72,825	83,144	90,251	102,070	114,464	131,055
	— per cent —					
Expenditure on education as percentage of gross domestic product—						
Final consumption expenditure—						
Public	4.7	4.9	5.2	5.0	5.0	5.0
Private	0.3	0.3	0.3	0.3	0.3	0.2
Expenditure on new fixed assets—						
Public	1.0	0.8	0.8	0.7	0.6	0.5
Private	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure	6.1	6.1	6.3	6.1	5.9	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

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
	-\$ million-					
Commonwealth authorities—						
Final consumption expenditure	195.1	234.6	256.3	286.9	250.2	284.2
Personal benefit payments	162.5	194.0	212.6	224.9	225.2	244.3
Transfers overseas	—	—	—	—	—	0.2
Grants for private capital purposes	5.5	3.5	4.2	4.0	3.1	3.3
Expenditure on new fixed assets	73.4	62.2	54.2	50.8	33.2	31.6
Expenditure on existing fixed assets (net)	-0.3	-0.5	—	—	0.1	0.1
Grants to States—						
Current	1,133.8	1,390.8	1,517.8	1,592.3	1,771.2	2,046.8
Capital	319.2	327.8	343.1	363.7	325.1	321.2
<i>Total Commonwealth</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>	<i>2,931.7</i>
State authorities—						
Final consumption expenditure	3,222.8	3,872.0	4,388.4	4,766.8	5,409.2	6,265.7
Personal benefit payments	124.1	123.4	120.2	103.5	97.4	96.2
Grants for private capital purposes	33.0	25.4	32.2	40.4	30.1	29.2
Expenditure on new fixed assets	618.2	574.2	659.9	677.6	623.5	614.8
Expenditure on existing fixed assets (net)	26.9	29.0	21.3	17.8	17.2	10.6
Grants to local government authorities	8.5	13.3	10.8	10.1	10.7	11.8
Other (a)	-0.1	0.6	0.6	0.6	0.7	0.7
<i>Total State</i>	<i>4,033.4</i>	<i>4,638.0</i>	<i>5,233.4</i>	<i>5,616.8</i>	<i>6,188.8</i>	<i>7,029.0</i>
<i>Less Grants from the Commonwealth Government for educational purposes</i>	<i>1,453.1</i>	<i>1,718.5</i>	<i>1,860.9</i>	<i>1,956.0</i>	<i>2,096.3</i>	<i>2,368.0</i>
Outlay financed from States' own resources and from non-specific Commonwealth Government grants	2,580.3	2,919.5	3,372.5	3,660.8	4,092.5	4,661.0
Local authorities—						
Final consumption expenditure	7.4	8.5	8.5	9.5	10.3	11.7
Expenditure on new fixed assets	3.2	4.2	2.8	2.8	2.3	1.4
Expenditure on existing fixed assets (net)	—	—	0.8	0.5	0.4	0.5
<i>Total local</i>	<i>10.6</i>	<i>12.6</i>	<i>12.1</i>	<i>12.8</i>	<i>13.0</i>	<i>13.6</i>
<i>Less Grants from State authorities for education purposes</i>	<i>8.5</i>	<i>13.3</i>	<i>10.8</i>	<i>10.1</i>	<i>10.7</i>	<i>11.8</i>
Outlay financed from local authorities own resources	2.1	-0.7	1.4	2.7	2.4	1.8
Total outlay on education	4,471.6	5,131.2	5,762.1	6,186.2	6,703.0	7,594.5
Total outlay on all purposes	27,602.6	31,788.6	35,810.2	38,847.2	43,214.9	49,848.2
	-per cent-					
Outlay on education as percentage of total outlay	16.2	16.1	16.1	15.9	15.5	15.2

(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

	1978-79	1979-80	1980-81
	-\$ million-		
General administration, regulation and research—			
Department of Education—			
Salaries, etc., n.e.c.	20.4	21.2	24.2
Administration expenses, n.e.c.	8.9	8.5	8.0
Tertiary Education Commission	1.9	2.2	2.7
Building and works, office equipment, etc.	0.1	0.1	0.2
Grants to the States—			
Research and development	0.8	0.9	1.0
Other	0.5	-1.0	-7.7
<i>Total general administration, etc.</i>	32.6	31.9	28.4
Transportation of students—			
School bus service—			
Australian Capital Territory	2.1	2.1	2.6
Northern Territory	1.3	—	—
<i>Total transportation</i>	3.4	2.1	2.6
Primary and secondary education—			
Schools Commission	3.4	3.4	3.6
Education services—			
Australian Capital Territory	66.3	66.8	76.2
Northern Territory	46.0	—	—
School broadcasts	2.0	2.3	2.0
Student assistance	9.9	10.5	12.7
Child migrant education program	0.7	0.7	4.5
Assistance to isolated children	13.1	12.2	14.5
Grants to non-government schools—			
Australian Capital Territory	12.9	14.4	17.2
Northern Territory	2.4	—	—
Grants to the States—			
Non-government schools—Recurrent grants	221.9	263.5	327.8
Non-government schools—Capital grants	38.4	29.8	34.7
Government schools—Recurrent grants	242.5	262.8	302.4
Government schools—Capital grants	140.5	115.1	103.8
Child migrant education (a)	1.9	2.7	0.1
Schools—joint programs	27.0	25.4	28.6
Grants to the Northern Territory—			
Recurrent grants	—	3.9	5.0
Capital grants	—	1.7	2.3
Other	0.6	2.5	11.9
<i>Total primary and secondary</i>	829.5	817.7	947.3
Vocational Training—			
Technical and Further Education in the A.C.T.	16.8	20.6	24.6
Darwin Community College	10.0	—	—
Student assistance	29.3	30.4	28.7
Grants to the States—TAFE—			
Apprentice training	—	—	—
Recurrent grants	51.7	62.8	84.2
Other Capital grants	65.0	78.8	97.1
Grants to the Northern Territory—			
Recurrent grants	—	3.7	4.0
Capital grants	—	2.5	2.3
Other	0.9	0.8	0.1
<i>Total vocational training</i>	173.7	199.7	241.0

For footnote see end of table.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION—*continued*

	1978-79	1979-80	1980-81
	-\$ million-		
University education—			
Australian Universities Commission	0.2	—	—
Australian National University—			
Student assistance	2.4	2.5	2.3
Other	75.6	81.2	95.5
Student assistance—			
Undergraduate	74.4	74.8	68.4
Postgraduate	9.0	8.5	8.8
Grants to Australian National University residential colleges	0.1	0.1	0.1
School of Public Health and Tropical Medicine (Sydney University)	2.6	2.9	3.1
Grants to the States—Universities	645.7	704.9	774.2
Other	—	—	0.3
<i>Total university</i>	<i>810.1</i>	<i>875.0</i>	<i>952.6</i>
Other higher education—			
Canberra College of Advanced Education	15.2	17.3	18.9
Canberra School of Music	0.9	1.1	1.4
Australian Film and Television School	3.8	4.0	4.5
Student assistance	55.5	51.7	66.1
Commonwealth Teaching Service scholarships	0.9	0.6	0.3
Grants to the States	481.7	497.2	547.4
Grants to the Northern Territory	—	—	0.2
Other	4.2	11.3	11.3
<i>Total other higher education</i>	<i>562.2</i>	<i>583.2</i>	<i>650.1</i>
Other education programs—			
Aboriginal education—			
Study grants	5.2	7.4	10.2
Secondary grants	13.0	14.0	17.4
Grants to private non-profit organisations	6.0	3.9	4.4
Grants to the States	6.2	6.2	7.0
Other	18.1	0.2	0.3
Soldiers' children education scheme	2.9	2.6	2.4
Migrant education programs	18.8	23.5	29.0
Pre-school programs—			
Grants to States and local authorities	32.7	32.7	30.8
Grants to the Northern Territory	—	0.3	0.3
Other	3.0	3.2	3.4
Adult education programs	4.8	4.2	4.4
Other	0.3	0.3	0.1
<i>Total other programs</i>	<i>111.0</i>	<i>98.6</i>	<i>109.7</i>
Total outlay on education	2,522.7	2,608.1	2,931.7
<i>of which—</i>			
Current outlay	2,104.2	2,246.6	2,575.5
Capital outlay	418.5	361.5	356.2
Total outlay on all purposes	30,196.8	33,200.9	37,779.3
	-per cent-		
Outlay on education as a percentage of total outlay	8.4	7.9	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.

COMMONWEALTH AUTHORITIES: PERSONAL BENEFIT PAYMENTS FOR EDUCATION
(S'000)

	1978-79	1979-80	1980-81
Primary and secondary education—			
Student assistance	9,582	10,494	12,718
Australian Capital Territory and Northern Territory scholarships and allowances	269	—	—
Assistance to isolated children	13,106	12,189	14,487
United world colleges scholarships	10	18	28
<i>Total</i>	22,967	22,701	27,233
Vocational training—			
Student assistance	29,258	30,445	29,011
University education—			
Australian National University scholarships	2,432	2,455	2,407
Student assistance—			
Post-graduate	8,962	8,483	8,712
Under-graduate	74,057	74,457	68,323
Australian Agricultural Council scholarships	17	—	—
Wool research studentships	240	291	—
Forestry scholarships	41	31	33
Other	82	42	41
<i>Total</i>	85,831	85,759	79,516
Other higher education—			
Student assistance	51,564	51,485	66,110
Commonwealth Teaching Service scholarships	939	550	281
Pre-school teaching scholarships	798	43	—
Non government institutions—fees	3,119	163	219
Other	21	18	23
<i>Total</i>	56,441	52,259	66,633
Other education programs—			
Aboriginal study grants	5,209	7,485	10,196
Aboriginal secondary grants	12,956	13,962	17,425
Soldiers' children education scheme	2,941	2,567	2,368
Adult secondary education assistance	4,735	4,140	4,340
Assistance to Vietnamese and Cambodian students	12	2	—
Migrant education services	4,578	5,912	7,726
Other	—	—	—
<i>Total</i>	30,431	34,068	42,055
Total education	224,928	225,232	244,448

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)
(S'000)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81(p)
Current Outlay—						
Government schools and pre-schools(b)—						
Salaries and wages	36,851	43,462	50,636	53,951	58,776	68,103
Transportation of students	1,419	1,759	1,892	2,064	2,148	2,644
Contract school cleaning	2,321	2,779	2,759	2,921	2,956	3,243
Repairs and maintenance	869	794	726	1,541	2,191	1,837
Other	3,663	4,353	5,794	5,767	6,395	7,653
Non-government schools assistance—						
Per capita grants	4,362	6,032	7,119	8,596	10,381	13,166
Interest subsidy	634	801	1,218	1,113	1,034	924
Other grants and allowances	152	197	247	313	363	368
Technical and further education—						
Canberra School of Music	537	735	850	939	1,120	1,398
Canberra School of Art	364	493	704	798	990	1,365
Other TAFE Colleges	4,605	5,913	7,089	8,660	10,165	12,532
Canberra College of Advanced Education	9,575	12,083	12,466	14,327	16,046	17,383
Total	65,352	79,402	91,500	100,990	112,565	130,616
Less Fees	106	304	360	438	517	827
Total current outlay	65,246	79,097	91,140	100,552	112,048	129,789
Capital outlay—						
Government schools and colleges—						
By National Capital Development Commission—						
Primary and Pre-schools	6,537	6,717	1,937	2,784	2,216	1,766
Secondary schools	13,728	11,947	7,241	5,390	1,993	215
Technical Colleges	4,290	6,616	7,628	7,277	9,133	6,611
Other education buildings	3,533	1,090	3,320	2,266	4,647	3,703
By Department of Construction—						
Building and works	2	—	304	34	3	173
Furniture and fittings	1,071	582	622	832	573	1,431
Plant and equipment	1,589	1,835	1,095	1,153	931	1,281
Canberra College of Advanced Education	3,381	2,395	4,214	932	1,225	1,445
Non-government schools assistance—						
Approved capital programs(c)	3,691	2,781	3,332	2,872	2,658	2,774
Total capital outlay	37,822	33,963	29,693	23,540	23,379	19,399
Total outlay	103,068	113,060	120,833	124,092	135,427	149,188

(a) Excludes the Australian National University. Commonwealth Government payments to the University in 1980-81 amounted to \$98,309,000 for current purposes and \$200,000 for capital payments. (b) Includes pre-school running expenses in 1980-81 of \$3,338,000. (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*)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Final consumption expenditure—						
New South Wales	1,101.3	1,302.4	1,464.2	1,603.0	1,826.3	2,134.0
Victoria	946.2	1,153.6	1,314.2	1,419.7	1,574.0	1,801.6
Queensland	433.3	520.4	593.2	634.6	707.1	831.9
South Australia	341.6	413.4	473.2	507.6	553.6	644.1
Western Australia	299.3	362.1	406.0	450.0	505.6	574.5
Tasmania	108.5	128.6	146.0	161.3	181.7	205.3
Northern Territory	—	—	—	—	71.3	85.9
<i>Total</i>	<i>3,230.2</i>	<i>3,880.5</i>	<i>4,396.8</i>	<i>4,776.3</i>	<i>5,419.5</i>	<i>6,277.4</i>
Expenditure on new fixed assets—						
New South Wales	229.0	173.7	219.8	231.4	212.3	220.4
Victoria	169.7	157.8	170.9	190.3	173.1	170.4
Queensland	74.1	99.9	102.2	95.7	92.9	87.0
South Australia	62.1	66.2	76.2	73.0	58.4	57.2
Western Australia	54.1	51.5	63.4	63.2	49.2	45.1
Tasmania	32.4	29.3	30.2	26.9	26.6	24.6
Northern Territory	—	—	—	—	13.4	11.5
<i>Total</i>	<i>621.3</i>	<i>578.4</i>	<i>662.7</i>	<i>680.5</i>	<i>625.8</i>	<i>616.2</i>
Expenditure on existing fixed assets (net)	26.9	29.0	22.1	18.2	17.7	11.1
Personal benefit payments	124.1	123.4	120.2	103.5	97.4	96.2
Grants for private capital purposes	33.0	25.4	32.2	40.4	30.1	29.2
Other(a)	-0.1	0.6	0.6	0.6	0.7	0.7
Total outlay on education	4,035.5	4,637.4	5,234.8	5,619.5	6,191.2	7,030.8
<i>of which—</i>						
New South Wales	1,392.4	1,541.4	1,754.0	1,906.0	2,112.4	2,424.3
Victoria	1,183.0	1,370.9	1,537.1	1,651.2	1,773.6	1,993.7
Queensland	533.3	648.9	725.1	761.0	827.3	947.0
South Australia	416.4	488.4	556.5	587.5	617.4	705.9
Western Australia	363.2	422.2	478.3	518.4	560.4	626.3
Tasmania	147.2	165.6	183.7	195.6	214.9	235.6
Northern Territory	—	—	—	—	85.1	98.0

(a) Mainly subsidies for teacher housing.

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
(S'000)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
GRANTS FOR CURRENT PURPOSES						
Schools	331,884	421,758	455,622	491,395	555,261	663,585
Technical and further education	40,127	44,194	45,600	51,741	61,898	72,986
Colleges of Advanced Education	286,766	368,894	395,501	413,497	454,225	511,951
Universities	426,389	511,556	574,465	594,587	652,674	732,187
Aboriginal education	4,978	5,561	6,204	5,811	6,128	6,901
Child migrant education (b)	7,370	140	278	1,740	2,625	3,723
Pre-school education	35,232	37,643	39,362	32,750	33,090	31,183
Educational research	1,062	1,012	809	801	854	1,024
School-to-work transition activities	—	—	—	3,000	7,982	27,269
<i>Total</i>	<i>1,133,806</i>	<i>1,390,758</i>	<i>1,517,841</i>	<i>1,595,322</i>	<i>1,774,737</i>	<i>2,050,809</i>
GRANTS FOR CAPITAL PURPOSES						
Schools	143,631	147,766	183,457	178,956	146,592	141,123
Technical and further education	24,600	33,709	46,425	64,970	81,338	99,395
Colleges of Advanced Education	86,753	77,555	54,006	68,155	44,853	38,819
Universities	48,827	56,958	52,392	51,143	52,192	42,011
Aboriginal education	1,966	361	195	364	87	59
Child migrant education (b)	1,670	39	—	129	50	66
Pre-school education	11,797	11,375	6,632	—	—	—
<i>Total</i>	<i>319,246</i>	<i>327,763</i>	<i>343,107</i>	<i>363,717</i>	<i>325,112</i>	<i>321,473</i>
TOTAL GRANTS						
Schools	475,515	569,524	639,080	670,351	701,852	804,708
Technical and further education	64,727	77,903	92,025	116,711	143,236	172,380
Colleges of Advanced Education	373,519	446,449	449,507	481,653	499,078	550,770
Universities	475,216	568,514	626,858	645,730	704,866	774,198
Aboriginal education	6,944	5,922	6,399	6,175	6,215	6,960
Child migrant education (b)	9,040	179	278	1,869	2,674	3,789
Pre-school education	47,029	49,018	45,994	32,750	33,090	31,183
Educational research	1,062	1,012	809	801	854	1,024
School-to-work transition activities	—	—	—	3,000	7,982	27,269
<i>Total</i>	<i>1,453,052</i>	<i>1,718,521</i>	<i>1,860,950</i>	<i>1,959,040</i>	<i>2,099,848</i>	<i>2,372,282</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)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	125,395	151,153	171,540	180,739	203,806	240,612
Victoria	100,354	134,939	138,250	152,062	169,614	202,048
Queensland	46,162	56,058	59,853	66,818	74,914	93,611
South Australia	27,452	35,038	38,566	39,746	44,714	53,289
Western Australia	23,194	33,521	35,293	38,741	44,019	51,656
Tasmania	9,327	11,049	12,120	13,290	14,617	17,565
Northern Territory	..	..	..	..	3,577	4,804
Total	331,884	421,758	455,622	491,395	555,261	663,585
Capital grants—						
New South Wales	45,886	48,683	57,952	58,954	46,266	45,663
Victoria	49,285	45,056	51,273	48,993	43,918	40,515
Queensland	22,363	28,090	34,263	29,475	24,609	21,015
South Australia	11,056	14,672	17,069	16,178	14,821	13,275
Western Australia	10,564	6,999	16,713	20,971	11,011	14,079
Tasmania	4,477	4,266	6,187	4,385	4,280	3,988
Northern Territory	..	..	..	..	1,686	2,589
Total	143,631	147,766	183,457	178,956	146,591	141,123
Total grants—						
New South Wales	171,281	199,836	229,492	239,693	250,072	286,275
Victoria	149,639	179,995	189,523	201,055	213,532	242,563
Queensland	68,525	84,148	94,116	96,293	99,523	114,626
South Australia	38,508	49,710	55,635	55,924	59,535	66,563
Western Australia	33,758	40,520	52,006	59,712	55,029	65,736
Tasmania	13,804	15,315	18,307	17,674	18,898	21,553
Northern Territory	..	..	..	..	5,263	7,393
Total	475,515	569,524	639,080	670,351	701,852	804,708

TOTAL GRANTS TO STATES FOR TECHNICAL AND FURTHER EDUCATION

(\$'000)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	17,652	16,714	19,184	21,061	23,546	26,214
Victoria	9,653	13,866	11,163	13,509	16,087	19,048
Queensland	4,643	4,537	4,885	5,222	6,932	7,965
South Australia	3,770	4,502	4,737	5,116	6,661	7,801
Western Australia	3,322	3,606	4,521	5,160	4,780	9,032
Tasmania	1,087	969	1,110	1,673	2,005	2,407
Northern Territory	..	..	..	..	1,887	518
Total	40,127	44,194	45,600	51,741	61,898	72,986
Capital grants—						
New South Wales	8,919	12,262	15,162	19,279	28,054	34,554
Victoria	7,376	9,333	12,728	19,592	15,467	27,634
Queensland	3,334	4,439	8,735	15,078	12,717	12,277
South Australia	1,208	2,320	4,837	6,901	8,697	8,718
Western Australia	2,876	3,690	2,993	3,726	10,481	9,148
Tasmania	887	1,665	1,970	394	3,400	4,772
Northern Territory	..	..	..	..	2,522	2,292
Total	24,600	33,709	46,425	64,970	81,338	99,395
Total grants—						
New South Wales	26,571	28,976	34,346	40,340	51,600	60,768
Victoria	17,029	23,199	23,891	33,101	31,554	46,682
Queensland	7,977	8,976	13,620	20,300	19,649	20,242
South Australia	4,978	6,822	9,574	12,017	15,358	16,519
Western Australia	6,198	7,296	7,514	8,886	15,262	18,180
Tasmania	1,974	2,634	3,080	2,067	5,405	7,179
Northern Territory	..	..	..	..	4,409	2,810
Total	64,727	77,903	92,025	116,711	143,236	172,380

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

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	69,089	90,831	98,303	105,103	115,272	129,213
Victoria	111,307	135,960	141,522	146,456	159,680	179,566
Queensland	33,999	48,962	56,616	60,465	67,445	76,325
South Australia	28,838	38,221	41,724	42,477	46,612	52,182
Western Australia	36,522	46,242	48,080	49,560	53,290	60,064
Tasmania	7,011	8,678	9,256	9,436	10,068	11,249
Northern Territory	..	..	..	..	1,859	3,352
<i>Total</i>	<i>286,766</i>	<i>368,894</i>	<i>395,501</i>	<i>413,497</i>	<i>454,225</i>	<i>511,951</i>
Capital grants—						
New South Wales	23,716	27,200	11,886	20,070	12,087	9,390
Victoria	34,313	25,971	18,968	23,112	19,190	16,793
Queensland	9,181	14,630	7,899	10,712	5,056	5,674
South Australia	6,886	4,276	8,457	5,177	4,666	3,237
Western Australia	7,344	5,074	5,198	5,863	3,044	2,773
Tasmania	5,313	404	1,598	3,221	810	952
Northern Territory	..	..	..	..	—	—
<i>Total</i>	<i>86,753</i>	<i>77,555</i>	<i>54,006</i>	<i>68,155</i>	<i>44,853</i>	<i>38,819</i>
Total grants—						
New South Wales	92,805	118,031	110,189	125,174	127,359	138,603
Victoria	145,620	161,931	160,490	169,568	178,870	196,359
Queensland	43,180	63,592	64,515	71,177	72,501	81,999
South Australia	35,724	42,497	50,181	47,654	51,278	55,419
Western Australia	43,866	51,316	53,278	55,423	56,334	62,837
Tasmania	12,324	9,082	10,854	12,657	10,878	12,201
Northern Territory	..	..	..	..	1,859	3,352
<i>Total</i>	<i>373,519</i>	<i>446,449</i>	<i>449,507</i>	<i>481,653</i>	<i>499,078</i>	<i>550,770</i>

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

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	168,831	199,633	222,893	230,197	252,856	282,878
Victoria	110,717	134,763	152,808	158,860	173,556	194,070
Queensland	57,185	69,427	78,127	80,980	89,684	100,776
South Australia	43,107	51,000	56,872	57,917	63,161	70,280
Western Australia	32,891	40,795	46,532	48,318	53,190	59,443
Tasmania	13,658	15,938	17,234	18,315	20,227	24,740
Northern Territory	..	..	..	..	—	—
<i>Total</i>	<i>426,389</i>	<i>511,556</i>	<i>574,465</i>	<i>594,587</i>	<i>652,674</i>	<i>732,187</i>
Capital grants—						
New South Wales	21,754	17,553	17,909	21,840	25,353	18,634
Victoria	9,516	10,460	11,842	10,849	10,679	9,283
Queensland	6,453	11,638	7,335	6,042	8,755	6,253
South Australia	3,421	6,426	6,634	6,439	3,482	3,599
Western Australia	5,094	9,822	7,664	5,185	3,006	3,199
Tasmania	2,589	1,061	1,008	788	918	1,043
Northern Territory	..	..	..	..	—	—
<i>Total</i>	<i>48,827</i>	<i>56,958</i>	<i>52,392</i>	<i>51,143</i>	<i>52,192</i>	<i>42,011</i>
Total grants—						
New South Wales	190,585	217,186	240,802	252,037	278,209	301,512
Victoria	120,233	145,223	164,650	169,709	184,235	203,353
Queensland	63,638	81,065	85,462	87,022	98,438	107,029
South Australia	46,528	57,426	63,506	64,356	66,643	73,879
Western Australia	37,985	50,617	54,196	53,503	56,196	62,641
Tasmania	16,247	16,999	18,242	19,103	21,145	25,783
Northern Territory	..	..	..	..	—	—
<i>Total</i>	<i>475,216</i>	<i>568,514</i>	<i>626,858</i>	<i>645,730</i>	<i>704,866</i>	<i>774,198</i>

TOTAL GRANTS TO STATES FOR ABORIGINAL EDUCATION

(\$'000)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	904	931	1,013	690	756	1,022
Victoria	212	576	634	633	931	1,002
Queensland	866	836	858	904	724	801
South Australia	990	1,151	1,479	1,560	1,642	1,795
Western Australia	1,979	2,035	2,184	1,996	2,047	2,218
Tasmania	27	32	36	28	29	63
Northern Territory	-	-	-	-	-	-
<i>Total</i>	<i>4,978</i>	<i>5,561</i>	<i>6,204</i>	<i>5,811</i>	<i>6,128</i>	<i>6,901</i>
Capital grants—						
New South Wales	505	1	-	-	-	-
Victoria	87	-	-	-	-	-
Queensland	971	8	84	57	41	33
South Australia	377	233	50	149	23	5
Western Australia	25	119	61	159	23	21
Tasmania	1	-	-	-	-	-
Northern Territory	-	-	-	-	-	-
<i>Total</i>	<i>1,966</i>	<i>361</i>	<i>195</i>	<i>364</i>	<i>87</i>	<i>59</i>
Total grants—						
New South Wales	1,409	932	1,013	690	756	1,022
Victoria	299	576	634	633	931	1,002
Queensland	1,837	844	942	961	765	834
South Australia	1,367	1,384	1,529	1,709	1,665	1,800
Western Australia	2,004	2,154	2,245	2,155	2,070	2,239
Tasmania	28	32	36	28	29	63
Northern Territory	-	-	-	-	-	-
<i>Total</i>	<i>6,944</i>	<i>5,922</i>	<i>6,399</i>	<i>6,175</i>	<i>6,215</i>	<i>6,960</i>

GRANTS TO STATES FOR CHILD MIGRANT EDUCATION

(Excluding grants under the Schools Commission program, commencing January 1976)

(\$'000)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	2,720	67	165	727	1,008	1,181
Victoria	3,559	46	41	521	1,045	1,230
Queensland	195	2	15	172	262	508
South Australia	514	22	16	180	180	301
Western Australia	233	2	41	140	125	367
Tasmania	149	2	-	-	3	5
Northern Territory	-	-	-	-	2	131
<i>Total</i>	<i>7,370</i>	<i>140</i>	<i>278</i>	<i>1,740</i>	<i>2,625</i>	<i>3,723</i>
Capital grants—						
New South Wales	405	2	-	-	9	-
Victoria	943	5	-	88	22	33
Queensland	11	-	-	40	15	3
South Australia	275	31	-	-	-	20
Western Australia	-9	-	-	-	-	-
Tasmania	45	-	-	-	4	10
Northern Territory	-	-	-	-	-	-
<i>Total</i>	<i>1,670</i>	<i>39</i>	<i>-</i>	<i>129</i>	<i>50</i>	<i>66</i>
Total grants—						
New South Wales	3,125	69	165	727	1,017	1,181
Victoria	4,502	51	41	610	1,067	1,263
Queensland	206	2	15	212	277	511
South Australia	789	53	16	180	180	321
Western Australia	224	2	41	140	125	367
Tasmania	194	2	-	-	7	15
Northern Territory	-	-	-	-	2	131
<i>Total</i>	<i>9,040</i>	<i>179</i>	<i>278</i>	<i>1,868</i>	<i>2,674</i>	<i>3,789</i>

TOTAL GRANTS TO STATES FOR RECURRENT EXPENDITURE ON EDUCATIONAL RESEARCH
(**\$'000**)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	253	259	184	159	170	368
Victoria	431	314	240	302	318	315
Queensland	190	216	166	131	124	109
South Australia	116	139	135	124	107	113
Western Australia	59	70	75	74	111	99
Tasmania	14	14	9	11	11	19
Northern Territory	-	-	-	-	13	-
Total	1,062	1,012	809	801	854	1,024

TOTAL GRANTS TO STATES FOR PRE-SCHOOL EDUCATION
(**\$'000**)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Current grants—						
New South Wales	7,117	7,604	7,934	7,130	7,130	7,130
Victoria	10,922	11,668	12,244	9,015	9,015	7,108
Queensland	6,236	6,663	6,958	6,605	6,605	6,605
South Australia	4,651	4,969	5,194	3,730	3,730	3,730
Western Australia	4,580	4,894	5,110	4,860	4,860	4,860
Tasmania	1,726	1,845	1,922	1,410	1,410	1,410
Northern Territory	-	-	-	-	340	340
Total	35,232	37,643	39,362	32,750	33,090	31,183
Capital grants—						
New South Wales	3,165	6,592	3,053	-	-	-
Victoria	1,345	4,160	3,500	-	-	-
Queensland	2,584	314	-	-	-	-
South Australia	1,498	160	-	-	-	-
Western Australia	1,441	144	79	-	-	-
Tasmania	1,764	5	-	-	-	-
Northern Territory	-	-	-	-	-	-
Total	11,797	11,375	6,632	-	-	-
Total grants—						
New South Wales	10,282	14,196	10,987	7,130	7,130	7,130
Victoria	12,267	15,828	15,744	9,015	9,015	7,108
Queensland	8,820	6,977	6,958	6,605	6,605	6,605
South Australia	6,149	5,129	5,194	3,730	3,730	3,730
Western Australia	6,021	5,038	5,189	4,860	4,860	4,860
Tasmania	3,490	1,850	1,922	1,410	1,410	1,410
Northern Territory	-	-	-	-	340	340
Total	47,029	49,018	45,994	32,750	33,090	31,183

TOTAL GRANTS TO STATES FOR SCHOOL-TO-WORK TRANSITION ACTIVITIES^(a)
(**\$'000**)

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
New South Wales	-	-	-	634	2,686	8,303
Victoria	-	-	-	679	1,292	6,249
Queensland	-	-	-	722	1,711	5,910
South Australia	-	-	-	670	1,119	3,307
Western Australia	-	-	-	76	587	1,944
Tasmania	-	-	-	219	519	1,295
Northern Territory	-	-	-	-	69	262
Total	-	-	-	3,000	7,982	27,269

(a) Includes grants for the Education Program for Unemployed Youth (EPUY).

