

This page was added on 03 December 2012 to included the Disclaimer below.
No other amendments were made to this Product

DISCLAIMER

Users are warned that this historic issue of this publication series may contain language or views which, reflecting the authors' attitudes or that of the period in which the item was written, may be considered to be inappropriate or offensive today.

EDUCATION

State and Commonwealth Government Responsibilities in Education

The governments of the six Australian States and the two Territories have the major responsibility for education including the administration and substantial funding of primary, secondary and technical and further education. The State governments administer their own systems of primary, secondary and technical and further education through government departments responsible to State Ministers. In Queensland, Tasmania, and the Northern Territory a single Education Department is responsible for these three levels of education. In New South Wales, Victoria, Western Australia, South Australia and the Australian Capital Territory, there is a separate body responsible for technical and further education.

The Commonwealth Government is directly responsible for education 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 higher education institutions. Apart from its financial role, the Commonwealth is involved in initiating and coordinating policy and in maintaining a national perspective.

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

Administrative Structure of Education at the National Level

As mentioned above, the Commonwealth Government has direct responsibility for education only in external Territories under the Minister for the Arts, Sport, the Environment, Tourism and Territories. The Commonwealth Government, however, has special responsibilities for Aboriginals and for migrants, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. In July 1987 the Department of Employment, Education and Training was created by amalgamating the former Department of Education, elements of the former Department of Employment and Industrial Relations, parts of the Department of Science and also the Office of Youth Affairs (from the Department of Prime Minister and Cabinet). The education responsibilities entail grants to schools, student assistance, overseas students, awards and exchanges, tertiary education, language policy, educational research and statistics, publications, Aboriginal education, multicultural education, Asian and women's studies, and education and the arts. The Department liaises with the media and community groups and produces a range of publications relating to education in Australia. Selected publications are listed at the end of this chapter.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants.

The *National Board of Employment, Education and Training (NBEET)* was established under the *Employment, Education and Training Act 1988*. Proclaimed on 1 July 1988 it is the mechanism for providing coordinated and independent advice to the Government on employment, education, training and research in the context of the Government's broad social, economic and resource policies.

In establishing the Board the Government abolished the Commonwealth Schools Commission and the Commonwealth Tertiary Education Commission and transferred responsibility for program delivery, previously undertaken by the Commissions, to the Department of Employment, Education and Training. The Board provides for input from providers of education and training, and from business, industry and union organisations, as well as interested bodies in the community. It is assisted by four Councils.

- The *Schools Council* advises on the Commonwealth's policies and programs relating to schools, including the general development of primary and secondary education.
- The *Higher Education Council* advises on the general development of higher education in Australia, priorities and arrangements for the funding of higher education institutions and overseas marketing of Australian higher education products.
- The *Employment and Skills Formation Council* advises on technical and further education, employment and skills formation policies, programs and services, and the promotion of effective training through business and industry.
- The *Australian Research Council's* functions are to recommend on payments of research grants and to provide advice to the Board on national research priorities and coordination of research policy.

A *Commonwealth-State Consultative Committee* has also been established to advise on State and Territory priorities and to provide a forum for the early resolution of significant Commonwealth-State issues in relevant areas.

In addition to the NBEET arrangements, the Commonwealth Government has also made new advisory arrangements in a number of specific areas including women, Aboriginals, and in language policy and multi-cultural education.

- A *Women's Employment, Education and Training Advisory Group* has been formed to ensure appropriate consideration of issues relating to women's access and participation in employment, education and training, and to enhance links within the portfolio.
- The *National Aboriginal and Torres Strait Islander Education Policy* was launched in October 1989 by the Minister for Employment, Education, and Training, the Hon. John Dawkins MP. Policy objectives will be implemented through the Aboriginal Employment, Education and Training Committee which replaces the National Aboriginal Education Committee.
- The *Australian Advisory Council on Languages and Multicultural Education* has also been established to advise and assist the Government with policy and implementation matters and to provide a forum for discussion on needs and priorities.

Commonwealth Government education authorities also function as coordinating agencies for joint activity by the States and Territories in a number of fields. From 1 January 1990, a Register of Australian Tertiary Education will be established to replace the work done by the Australian Council on Tertiary Awards (ACTA). The Register will list authorities (including institutions) empowered by State, Territory or Commonwealth governments to accredit tertiary award courses. A Register Advisory Committee will also be established under the auspices of the Australian Education Council.

A number of bodies at the national level have an important coordinating, planning or funding role.

- The *Australian Education Council (AEC)* membership is made up of State and Territory Ministers for Education, and usually meets at least annually as a consultative body to consider matters of mutual interest and generally to facilitate the exchange of information and the coordination of common programs. It is supported by a Standing Committee including the Permanent Heads of Education in each State and Territory and the Secretary of the Commonwealth Department of Employment, Education and Training.
- 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 Conference of the Directors-General of Education, 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 and Territory governments and the Commonwealth Government, as well as from its own activities. The Council is involved in its own and contract research in cooperation with education systems and plays a central role in the areas of educational measurement and evaluation as well as research into learning and teaching and in the social context of education. ACER acts as the national centre for the program of international surveys of student achievement. Authority for ACER's policy rests with its governing council.
- The *TAFE National Centre for Research and Development Ltd* was established in 1980 and is a company limited by guarantee. The main sources of funding are the Commonwealth Government (50 per cent) and the States and Territories (on a per capita basis). Initially involved in curriculum development issues, the Centre's general research thrust is now aimed towards industries' requirements of TAFE, common skills across crafts, multi-skilling, skill formation and retraining. The National TAFE Clearing House within the Centre provides a service disseminating information on research and development activities within TAFE in Australia.

There are also a number of non-government organisations which have coordinating roles in education at the national level. These include the National Catholic Education Commission, the National Council of Independent Schools Associations, the Australian Vice-Chancellors' Committee, the Australian Committee of Directors and Principals Ltd, the Australian Conference of Directors of TAFE and the Australian High School Principals' Association.

New Developments in Education

While States have primary responsibility for the education of young people, the Commonwealth has continued to play a significant role in addressing national priorities for schools. Considerable progress has been made in the development of national goals on schooling, curriculum collaboration in key subject areas, teacher education and the removal of unnecessary differences between school systems.

The Australian Education Council recently identified ten common and agreed goals for schooling (known as the Hobart Declaration) as a basis for cooperation between schools, States and Territories and the Commonwealth. These goals include the development of students' skills of literacy, numeracy, writing and computer skills, and respect and understanding of Aboriginal heritage and the environment.

The ten goals provide a framework for further cooperative curriculum development through a new national curriculum agency under the auspices of the Australian Education Council and for the implementation of an Annual National Report on Schooling. Further

developmental work in curriculum cooperation is under way including the mapping of key subject areas to identify significant areas of commonality and to draw attention to areas where further collaboration may serve to remove unnecessary differences between systems.

Ministers have also agreed to work towards common handwriting styles and school starting ages and to develop strategies to improve and strengthen teacher education.

In conjunction with the States and Territories, the Commonwealth is providing further funding from 1990 for a new school-based program to assist students most likely to leave school early to remain at school.

Following an eighteen month period of intensive review of the higher education system, the release of *Higher Education: a policy statement* (White Paper) in July 1988 established the framework for reform and expansion of the higher education system.

One of the major reforms has been the abolition of the binary system of universities and colleges of advanced education, and its replacement by the unified national system. The establishment of the unified national system is leading to a system with fewer, larger institutions, with each institution having a broader educational profile. It is expected that when the process of consolidation is complete there will be 30–35 higher education institutions in Australia.

Other developments include the introduction of the following:

- the Higher Education Contribution Scheme (HECS) on 1 January 1989;
- new arrangements for the development and delivery of high quality external studies courses;
- rolling triennial funding, with operating grants allocated as a single block grant to replace the previous fragmented funding arrangements;
- a framework for the development of a long-term strategy that will make achievement of specific equity objectives a major concern of higher education institutions; and
- measures to ensure greater freedom and flexibility of institutions.

Pre-school Education

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

Primary and Secondary Education

Compulsory education

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania). Each State or Territory has its own specific requirements. The majority of children commence primary school at about 5 years of age. Primary schooling generally begins with a preparatory or kindergarten year, followed by 12 grades to complete a full secondary course of study. While the final two years of schooling generally fall outside the compulsory stage of education, over two-thirds of students remain at school until Year 11 and over half remain until Year 12.

Non-government schools

All children between the prescribed ages must attend either a government school or some other recognised educational institution. The majority of Australian children (2,197,703 in 1988) attend government schools. In 1988 27.3 per cent of students (824,626) attended non-government schools. 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 text books and other school equipment, however, may be charged, particularly in secondary schools. Most State governments provide financial assistance to parents under specified conditions for educational expenses. Assistance includes various types of scholarships, bursaries, transport and boarding allowances, many of which are intended to assist low-income families. The Commonwealth Government also provides a number of schemes of assistance to facilitate access to education. An estimated 142,000 secondary students aged 16 and over from low income families received assistance in 1988 under AUSTUDY.

Major responsibility for funding government schools lies with State governments which provide about 90 per cent of schools' running costs. The Commonwealth contribution represents about 10 per cent. The Commonwealth is the major source of public funding for non-government schools, providing about 65 per cent against the States' 35 per cent.

In 1985 the Commonwealth introduced a funding plan which provides stability and long term security, by means of significant increases to both sectors, over an eight year period to 1992. Grants for the second four years, 1989–1992, were included in legislation introduced at the end of 1988. A discussion paper on arrangements to apply beyond 1992 has been prepared and circulated prior to the announcement of future funding arrangements in late 1989.

A new basis for Commonwealth schools funding has been implemented for the 1989–92 funding period. These agreements between the Commonwealth and government and non-government education authorities emphasise educational outcomes and offer genuine prospects for better and more public accountability for education funding.

School organisation and operation

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

Generally, schools in Australia have a considerable degree of autonomy. Most State departments have established regional administrations which are responsible for matters such as planning school buildings and deploying staff while a central curriculum unit provides general guidelines on course planning. In general, individual schools determine teaching

and learning approaches within the guidelines and offer options within resources available and the attitudes and interests of students. Some systems encourage school-based curriculum development and, in the case of the Australian Capital Territory, school-based assessment in place of external examinations. While schools usually have a parents' association, there has been encouragement of greater community participation in general decision making at school level in some systems through parent representation on school councils and boards.

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

Primary education

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

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

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

Secondary education

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

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

In the Northern Territory, two Aboriginal residential colleges assist Aboriginals to participate in secondary education.

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

Examinations and assessment at each level are carried out by individual schools except Year 12 in the systems which have retained external examinations at Year 12 level. Students attaining the minimum school leaving age may leave school and seek employment, or enrol in a vocationally oriented course in a 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, higher education institutions and other post-school institutions. The latter include non-government teachers colleges and a few single purpose institutions such as the Australian Film, Television and Radio School, the Australian Maritime College and the National Institute of Dramatic Art.

Students' eligibility for entry to higher education institutions is assessed during, or at the end of, the final two years of secondary schooling. Five 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 provisions for children in isolated areas. Schools of the Air operate in New South Wales, South Australia, Queensland, Western Australia and the Northern Territory.

The Remote Area Program for Aborigines (RAPA) is designed to provide post primary age students (12–15 years) in remote communities with an extended and improved range of course options emphasising vocational skills and courses relevant to community development.

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. The Scheme for the Placement of Teachers in Aboriginal Schools aims to improve the quality of teaching in schools with high Aboriginal enrolments and to increase Aboriginal community involvement in teacher selection.

Special education is provided by State governments and non-government authorities in specialist schools, in special classes or units in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth Government provides funds to State and non-government authorities and community groups to assist in the provision of services and upgrading of special education facilities.

Boarding facilities are available at some non-government schools mainly in the larger towns and cities. A small number of government schools, in particular those catering for groups such as Aborigines, have residential hostels close by. The Commonwealth is providing additional funding for two years from 1989 to assist government and non-government authorities to refurbish hostels for rural students undertaking secondary education.

SCHOOLS, STUDENTS AND TEACHING STAFF BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), AUSTRALIA, 1988

	Government schools	Non-government schools			Total (a)	All schools
		Anglican	Catholic	Other		
Number of schools	7,535	114	1,725	680	2,519	10,054
Number of students—						
Males	1,128,011	41,378	296,199	75,676	413,253	1,541,264
Females	1,069,692	35,549	295,149	80,675	411,373	1,481,065
Persons	2,197,703	76,927	591,348	156,351	824,626	3,022,329
Number of teaching staff (b)—						
Males	61,714	2,645	11,531	4,568	18,744	80,458
Females	87,191	3,051	22,366	6,694	32,111	119,303
Persons	148,905	5,697	33,897	11,262	50,855	199,760

(a) Includes special schools administered by government authorities other than the State Departments of Education in Victoria and Western Australia. (b) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA

	1983	1984	1985	1986	1987	1988
GOVERNMENT SCHOOLS						
Males	1,173,036	1,162,979	1,147,561	1,134,704	1,128,722	1,128,011
Females	1,107,986	1,097,572	1,083,272	1,073,097	1,068,020	1,069,692
Persons	2,281,022	2,260,551	2,230,833	2,207,801	2,196,742	2,197,703
NON-GOVERNMENT SCHOOLS						
Males	368,321	379,652	389,385	397,705	404,723	413,253
Females	366,463	377,400	385,951	395,883	403,418	411,373
Persons	734,784	757,052	775,336	793,588	808,141	824,626
SCHOOLS						
Males	(a)	1,542,631	1,536,946	1,532,409	1,533,445	1,541,264
Females	(a)	1,474,972	1,469,223	1,468,980	1,471,438	1,481,065
Persons	(a)	3,017,603	3,006,169	3,001,389	3,004,883	3,022,329

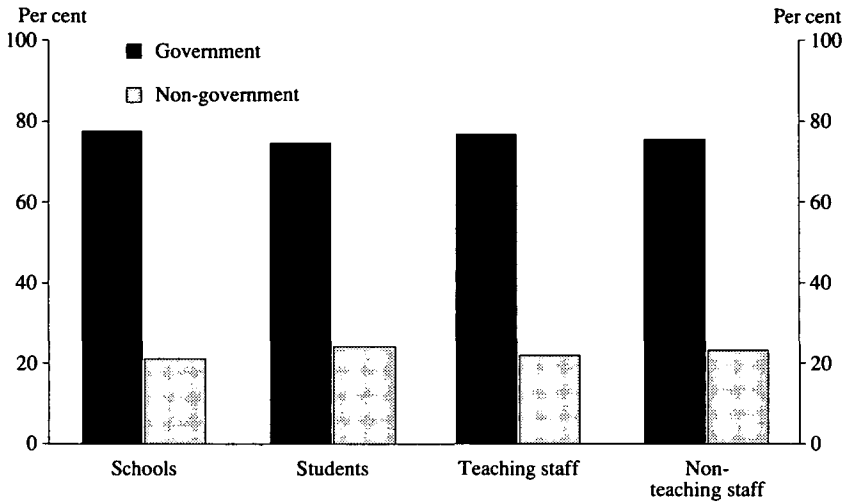
(a) The government and non-government school sectors have not been totalled for 1983 as the two sectors vary in scope and coverage for that year. In addition, care should be exercised when comparing data in this publication with that prior to 1982 and 1984 for the government and non-government series respectively.

NUMBER OF FULL-TIME STUDENTS BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), SEX AND LEVEL/YEAR OF EDUCATION, AUSTRALIA

Level /Year of education	Government schools	Non-government schools (a)				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
1987								
Primary—								
Pre-Year 1 (b)	127,870	1,872	36,825	6,248	44,945	88,493	84,322	172,815
Year 1	186,251	2,211	47,324	8,139	57,674	126,090	117,835	243,925
Year 2	177,176	2,205	46,301	7,756	56,262	120,140	113,298	233,438
Year 3	175,303	2,497	46,172	7,769	56,438	118,620	113,121	231,741
Year 4	175,230	2,936	46,241	8,064	57,241	118,983	113,488	232,471
Year 5	175,804	3,665	46,565	8,620	58,850	120,253	114,401	234,654
Year 6	178,862	4,233	47,386	9,295	60,914	122,783	116,993	239,776
Year 7 (c)	68,224	1,613	13,965	3,289	18,867	44,776	42,315	87,091
Ungraded	9,706	11	284	1,478	1,773	6,983	4,496	11,479
Total primary	1,274,426	21,243	331,063	60,658	412,964	867,121	820,269	1,687,390
Secondary—								
Year 7 (d)	109,535	6,342	34,895	9,948	51,185	82,482	78,238	160,720
Year 8	180,862	9,640	50,781	16,237	76,658	132,424	125,096	257,520
Year 9	188,441	9,604	50,157	15,946	75,707	134,969	129,179	264,148
Year 10	189,905	9,825	49,237	15,951	75,013	134,233	130,685	264,918
Year 11	135,952	9,630	38,576	14,937	63,143	97,209	101,886	199,095
Year 12	92,231	8,016	29,694	12,166	49,876	67,585	74,522	142,107
Ungraded	6,156	25	149	499	673	3,907	2,922	6,829
Total secondary	903,082	53,082	253,489	85,684	392,255	652,809	642,528	1,295,337
Special (e)—								
Primary	3,408	15	234	418	667	2,564	1,511	4,075
Secondary	3,021	14	292	375	681	2,319	1,383	3,702
Not identifiable as primary or secondary	12,805	—	88	1,486	1,574	8,632	5,747	14,379
Total special	19,234	29	614	2,279	2,922	13,515	8,641	22,156
Total students	2,196,742	74,354	585,166	148,621	808,141	1,533,445	1,471,438	3,004,883
1988								
Primary—								
Pre-Year 1 (b)	129,011	1,950	37,445	6,673	46,068	90,069	85,010	175,079
Year 1	192,986	2,330	48,440	8,786	59,556	130,010	122,532	252,542
Year 2	183,728	2,408	47,559	8,548	58,515	124,483	117,760	242,243
Year 3	175,576	2,727	46,926	8,425	58,078	119,942	113,712	233,654
Year 4	175,286	2,891	46,567	8,402	57,860	119,242	113,904	233,146
Year 5	174,711	3,872	46,991	9,109	59,972	120,138	114,545	234,683
Year 6	176,178	4,342	47,046	9,626	61,014	121,704	115,488	237,192
Year 7 (c)	67,361	1,663	13,796	3,436	18,895	44,122	42,134	86,256
Ungraded	8,254	9	186	1,616	1,811	6,129	3,936	10,065
Total primary	1,283,091	22,192	334,956	64,621	421,769	875,839	829,021	1,704,860
Secondary—								
Year 7 (d)	105,078	6,317	34,120	10,116	50,553	79,871	75,760	155,631
Year 8	174,073	9,755	50,065	16,419	76,239	128,478	121,834	250,312
Year 9	180,900	9,946	50,375	16,441	76,762	132,208	125,454	257,662
Year 10	180,224	9,853	48,754	16,183	74,790	129,308	125,706	255,014
Year 11	144,456	10,067	39,653	15,895	65,615	102,762	107,309	210,071
Year 12	105,841	8,742	32,800	14,086	55,628	76,322	85,147	161,469
Ungraded	5,834	24	70	554	648	3,773	2,709	6,482
Total secondary	896,406	54,704	255,837	89,694	400,235	652,722	643,919	1,296,641
Special (e)—								
Primary	2,944	11	246	388	645	2,284	1,305	3,589
Secondary	2,517	20	233	264	517	1,895	1,139	3,034
Not identifiable as primary or secondary	12,745	—	76	1,384	1,460	8,524	5,681	14,205
Total special	18,206	31	555	2,036	2,622	12,703	8,125	20,828
Total students	2,197,703	76,927	591,348	156,351	824,626	1,541,264	1,481,065	3,022,329

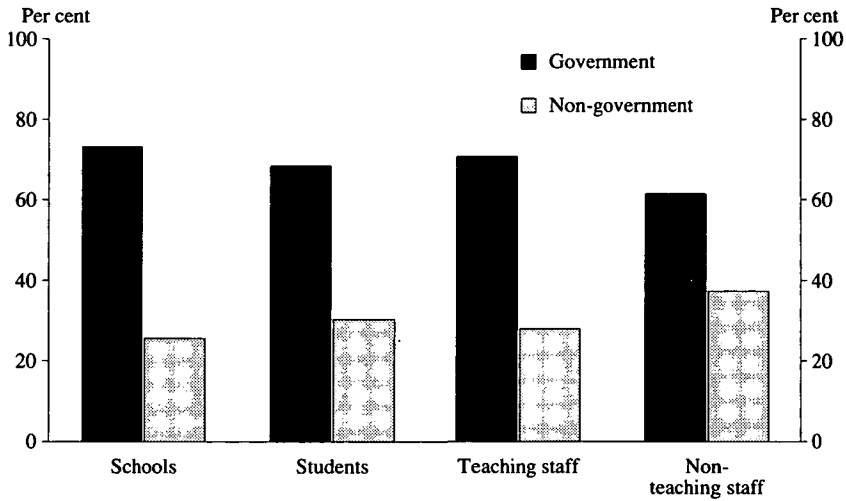
(a) Includes full-time students attending special schools administered by government authorities other than the State Departments of Education.
 (b) Pre-Year 1 comprises Kindergarten in NSW and ACT, Preparatory in Vic., and Tas., Reception in SA, and Transition in NT. (c) Year 7 is primary education in Qld, SA, WA, and NT. (d) Year 7 is secondary education in NSW, Vic., Tas., and the ACT. (e) Attending special schools.

**PRIMARY SCHOOLS, FULL-TIME STUDENTS AND FTE(a) OF SCHOOL STAFF
BY CATEGORY OF SCHOOL, AUSTRALIA, 1988**



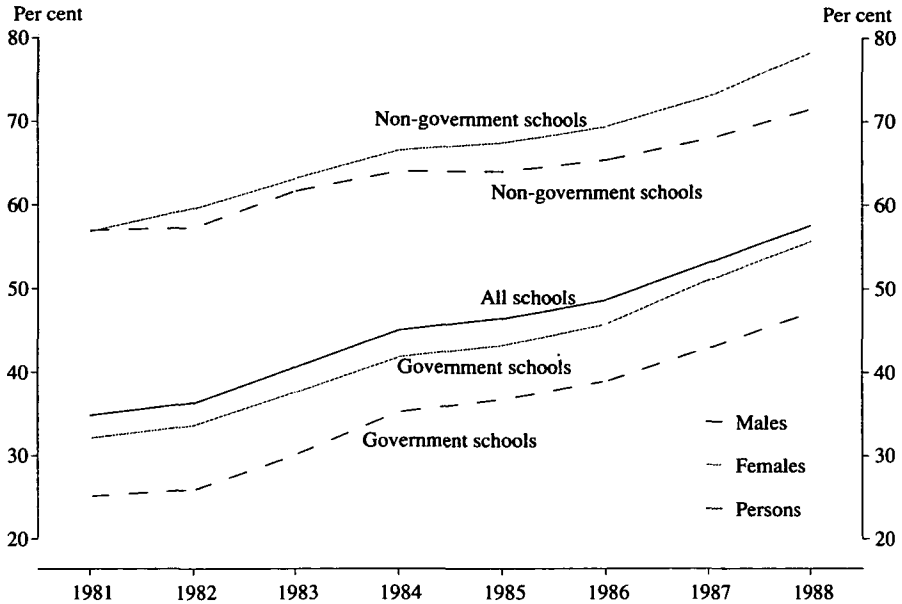
(a) Full-time teaching staff plus full-time equivalents of part-time teaching staff.
Note: Combined Primary/Secondary schools are not included in the above graph; however the associated students and staff are included. Special schools and their associated students and staff are not included in the above graph.

**SECONDARY SCHOOLS, FULL-TIME STUDENTS AND FTE(a) OF SCHOOL STAFF
BY CATEGORY OF SCHOOL, AUSTRALIA, 1988**



(a) Full-time teaching staff plus full-time equivalents of part-time teaching staff.
Note: Combined Primary/Secondary schools are not included in the above graph; however the associated students and staff are included. Special schools and their associated students and staff are not included in the above graph.

**APPARENT RETENTION RATES OF SCHOOL STUDENTS TO YEAR 12
BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA, 1981-1988**



The apparent retention rate is the percentage of students of a given cohort group who continued to a particular level/year of education. In the above diagram, apparent retention rates have been calculated for students who continued to Year 12 from their respective cohort group at the commencement of their secondary schooling.

Care should be exercised in the interpretation of apparent retention rates since a range of factors affecting their calculation have not been taken into account. At the Australia level these include students repeating a year of education, migration and other net changes to the school population.

Comparisons between government and non-government schools must be made with caution because of the net transfer of students from government to non-government schools which tends to inflate the non-government school retention rates and reduce the government school rates. International comparisons are another area where structural differences must be taken into account.

Apparent retention rates are an important measure of performance of education systems and related government policies. The Commonwealth Department of Employment, Education and Training has set a national apparent retention rate target of 65 per cent to Year 12 by 1992.

Tertiary Education

Tertiary education is provided in higher education institutions and in technical and further education institutions. Higher education institutions are self-governing and are established under State legislation. Technical and further education institutions operate as part of State-wide TAFE systems.

At the beginning of 1989 a scheme for collecting a financial contribution from higher education students, known as the Higher Education Contribution Scheme, was introduced. In 1989 there was an annual course contribution of \$1,800 per year of equivalent full-time study. It is collected according to the student's capacity to pay. Students are given the opportunity to pay at enrolment and receive a 15 per cent discount or to defer payment and repay through the taxation system. Some institutions offer full fee courses for overseas students.

A recent development in Australian tertiary education has been the establishment of private institutions. For example, the Bond University in Queensland opened its doors to fee paying students in 1989.

At the national level, the Commonwealth Government, through its Department of Employment, Education and Training, provides a number of schemes of assistance for Australian students to facilitate access to education. A brief description of these schemes was given in *Year Book* No. 64 and a list of these schemes is included in the statistical table 'Student Assistance Schemes' within this chapter.

Technical and further education—TAFE

The major part of technical and further education in Australia is provided in government administered colleges, or centres of technical and further education. There is also some TAFE provision in some higher education institutions, 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 Department of Employment, Education and Training.

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. Courses are available at pre-vocational, traineeship, trade technician and paraprofessional levels. Programs provide entry-level training, specialised instruction in particular aspects of job skills, pre-vocational training prior to employment, preparatory or bridging instruction to permit entry to a chosen vocational course, or supplement previous training. In addition, adult education courses are available for personal interest, leisure or general enrichment purposes.

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

The Department of Employment, Education and Training conducts an annual TAFE statistical collection. A key feature of the collection is its emphasis on the individual *student* as the unit of reporting rather than on enrolment.

TECHNICAL AND FURTHER EDUCATION: ALL STUDENTS BY STREAM AND FIELD OF STUDY, AUSTRALIA 1987
 (Source: Department of Employment, Education and Training)

Stream	Rural &											Net
	Applied science	Art & design	Building	Business studies	Engineering	horr-cultural	Music	Para-medical	Industrial services	Personal services	General studies	
1000 Recreation, leisure	2,426	73,765	10,886	13,128	5,540	4,889	5,549	1,881	17,972	61,347	329,083	510,457
2100 Basic employment skills	448	3,905	2,381	5,217	15,602	1,335	97	214	2,341	77,644	43,224	148,385
2200 Educational preparation	1,284	2,645	587	3,155	3,043	202	466	819	23,838	17,086	54,030	105,753
3100 Operatives: initial	1,210	8,496	12,955	75,401	26,243	13,085	280	2,530	17,319	19,739	5,071	178,129
3211 Recognised trades: part exempt	0	147	3,149	0	7,555	496	0	7	1,023	813	1,109	14,249
3212 Recognised trades: complete	79	304	26,886	0	58,608	6,492	0	469	11,527	12,746	231	117,167
3221 Other skills: part exempt	65	960	170	7,365	500	274	12	0	91	420	270	10,039
3222 Other skills: complete	6,188	12,905	5,278	47,488	14,744	7,211	734	467	21,345	6,890	11,340	130,395
3300 Trade technician/supervisory	592	1,348	5,419	52,153	8,448	3,892	224	231	29,537	3,762	622	105,653
3400 Paraprofessional technician	2,839	5,770	4,511	22,193	10,751	1,782	0	1,938	1,604	2,435	1,370	54,714
3500 Paraprofessional higher technician	1,814	3,848	2,096	26,181	16,026	2,657	364	1,121	682	1,641	968	57,166
3600 Professional	0	231	0	123	199	90	60	97	0	223	270	1,293
4100 Operatives: post initial	190	46	429	7,024	2,696	517	0	164	861	2,899	507	15,249
4200 Trades/other skills: post initial	963	2,393	2,945	28,908	24,596	13,966	35	417	4,775	5,551	5,012	88,937
4300 Trade tech./super.: post initial	83	81	254	1,756	2,390	407	0	577	427	257	24	6,242
4400 Paraprof. tech.: post initial	40	16	202	833	484	906	0	4	82	20	0	2,587
4500 Paraprof. high. tech.: post initial	498	212	95	247	554	56	81	296	1,064	282	86	3,453
Total net streams 2100-4500 (a)	16,039	41,671	64,738	256,480	177,359	51,516	2,246	9,288	112,120	145,955	120,435	937,175
Total net all streams	18,462	114,503	75,502	268,921	182,571	56,240	7,718	11,160	129,558	206,276	447,776	1,430,925

(a) The sum of the stream of study components does not add up to the total as students enrolled in two or more streams have only been counted once in the total.

**TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 2100-4500)
BY SEX, TYPE OF ATTENDANCE AND AGE GROUP, AUSTRALIA, 1987**

(Source: Department of Employment, Education and Training)

Age group (years)	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
16 & under	6,987	28,466	35,453	5,272	22,219	27,491	12,259	50,685	62,944
17	7,322	28,385	35,707	5,361	15,689	21,050	12,683	44,074	56,757
18	7,817	36,397	44,214	6,296	19,229	25,525	14,113	55,626	69,739
19	5,353	31,850	37,203	3,688	17,011	20,699	9,041	48,861	57,902
19 & under	27,479	125,098	152,577	20,617	74,148	94,765	48,096	199,246	247,342
20-24	8,713	87,354	96,067	6,860	63,567	70,427	15,573	150,921	166,494
25-29	3,004	59,955	62,959	2,968	51,832	54,800	5,972	111,787	117,759
30-39	2,612	81,451	84,063	4,380	89,743	94,123	6,992	171,194	178,186
40-49	737	36,591	37,328	1,977	51,120	53,097	2,714	87,711	90,425
50-59	218	13,299	13,517	474	20,933	21,407	692	34,232	34,924
60-64	49	3,276	3,325	65	5,850	5,915	114	9,126	9,240
65 & over	109	4,823	4,932	118	7,763	7,881	227	12,586	12,813
Not stated	775	39,916	40,691	684	38,617	39,301	1,459	78,533	79,992
Total	43,696	451,763	495,459	38,143	403,573	441,716	81,839	855,336	937,175

**TECHNICAL AND FURTHER EDUCATION: DUTY HOURS OF TEACHING STAFF ('000) AND
FULL-TIME TEACHING STAFF NUMBERS BY TYPE OF APPOINTMENT, AND STATE, 1987**

(Source: Department of Employment, Education and Training)

Type of appointment	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	Aust.
Full-time									
Teaching hours	2,925.1	2,945.1	1,388.4	933.3	817.7	277.5	154.1	196.3	9,637.5
Non-teaching hours	3,853.7	2,423.6	1,792.3	704.3	1,245.7	374.6	253.1	287.9	10,935.3
Total duty hours	6,778.8	5,368.7	3,180.7	1,637.6	2,063.4	652.1	407.3	484.2	20,572.8
Number of Staff	5,757	4,815	2,599	1,662	1,628	535	286	493	17,775
Part-time									
Teaching hours	2,114.1	910.6	735.0	370.9	349.2	180.7	36.8	111.5	4,808.9
Non-teaching hours	382.1	207.4	99.3	3.4	1.5	11.9	18.2	7.8	731.8
Total duty hours	2,496.2	1,118.0	834.3	374.3	350.7	192.6	55.0	119.3	5,540.7
All teaching staff									
Teaching hours	5,039.2	3,855.7	2,123.4	1,304.2	1,166.9	458.2	190.9	307.8	14,446.4
Non-teaching hours	4,235.8	2,631.0	1,891.6	707.7	1,247.2	386.5	271.3	295.7	11,667.1
Total duty hours	9,275.0	6,486.7	4,015.0	2,011.9	2,414.1	844.7	462.3	603.5	26,113.5

Higher education institutions

Higher education institutions normally operate over three terms or two semesters, beginning from early to late February or March and running to mid December, depending on the institution. 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 is keen demand for places at many institutions and quotas are often placed on new enrolments.

Higher education institutions are funded by the Commonwealth under the *Higher Education Funding Act 1988*. In 1989 expenditure on higher education totalled approximately \$3.1 billion.

The basic undergraduate course at most institutions is a bachelor degree course of three or four years duration. At some institutions, courses may also be offered at the diploma or associate diploma level. Most institutions also offer post-graduate level study. One to two years of full-time post-graduate study is required for a masters degree and three to five years for a doctoral degree. Post-graduate diplomas are offered in some disciplines.

All institutions provide full-time and part-time courses. In addition some institutions offer 'sandwich' courses which provide a period of full-time study with associated periods of full-time employment. External studies have been offered by a large number of institutions in the past. In 1989 resources were concentrated into eight new Distance Education Centres.

In 1988 60 per cent of students were enrolled in full-time study, 28 per cent in part-time study and 11 per cent in external studies.

Higher education institutions offer a great variety of courses embracing such areas as agriculture, architecture, arts, business and secretarial studies, dentistry, economics, education, engineering, health science studies, law, medicine, music, science and veterinary science.

The system of tuition in higher education institutions 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 or of individual research.

Many institutions have halls of residence on the campus which accommodate some of the students currently enrolled, usually those from remote or country areas. Student organisations on campus provide a wide range of sporting and social facilities for students.

HIGHER EDUCATION: STUDENTS BY AGE GROUP AND SEX
(Source: Department of Employment, Education and Training)

	1983	1984	1985	1986	1987	1988
19 and under						
Males	47,220	48,301	49,617	52,165	56,099	61,068
Females	49,062	50,591	54,223	59,198	65,741	72,985
Persons	96,282	98,892	103,840	111,363	121,840	134,053
20-24						
Males	61,120	61,252	61,377	61,914	60,759	62,896
Females	45,009	46,256	47,956	51,123	52,558	56,899
Persons	106,129	107,508	109,333	113,037	113,317	119,795
25-29						
Males	30,644	31,034	30,669	30,869	29,251	29,327
Females	20,530	20,828	21,999	23,443	23,088	24,768
Persons	51,174	51,862	52,668	54,312	52,339	54,095
30 and over						
Males	47,753	49,858	51,970	54,464	50,022	52,333
Females	45,894	48,317	51,478	56,083	55,733	60,249
Persons	93,647	98,175	103,448	110,547	105,755	112,582
Age not stated						
Males	580	445	421	436	253	150
Females	765	491	306	273	230	175
Persons	1,345	936	727	709	483	325
Total						
Males	187,317	190,890	194,054	199,848	196,384	205,774
Females	161,260	166,483	175,962	190,120	197,350	215,076
Persons	348,577	357,373	370,016	389,968	393,734	420,850

HIGHER EDUCATION: STUDENTS BY SEX, BY LEVEL OF COURSE, AUSTRALIA
(Source: Department of Employment, Education and Training)

	Higher doctorate	Ph.D.	Masters research	Masters course- work	Post-graduate qualification		Post-graduate certi- ficate	Post-graduate bachelor	Bachelor honours	Bachelor pass	Total bachelor	Diploma	Associate diploma	Other	Total
					Post-graduate quali- fication	Post-graduate diploma									
Males															
1983	143	5,138	3,822	8,263	802	14,606	0	1,042	n.a.	n.a.	126,067	11,335	11,963	4,136	187,317
1984	151	5,270	3,745	8,421	850	15,312	0	949	n.a.	n.a.	128,369	10,474	13,363	3,986	190,890
1985(a)	156	5,409	3,683	8,572	865	16,173	48	2,180	2,180	68,948	130,911	9,797	13,673	3,851	194,054
1986(a)	173	5,540	3,685	9,055	800	16,786	44	993	2,057	70,158	135,415	9,887	13,825	3,645	199,848
1987(a)	176	5,618	3,990	8,224	909	15,671	39	894	2,263	69,458	136,887	8,945	12,420	2,611	196,384
1988(a)	148	5,816	4,110	8,979	920	16,279	37	807	2,496	72,216	144,433	9,181	12,248	2,816	205,774
Females															
1983	17	1,897	1,998	3,829	530	13,620	0	1,456	n.a.	n.a.	101,780	23,906	8,168	4,059	161,260
1984	16	2,048	2,036	4,101	585	13,794	0	1,307	n.a.	n.a.	105,999	24,046	8,520	4,031	166,483
1985(a)	24	2,216	2,064	4,484	658	14,571	18	1,436	1,879	62,131	111,444	25,780	9,219	4,048	175,962
1986(a)	21	2,330	2,147	4,943	652	15,897	24	1,599	1,895	65,481	120,703	28,071	9,666	4,067	190,120
1987(a)	24	2,493	2,266	5,177	684	15,981	26	1,541	2,493	66,159	127,290	29,606	9,231	3,031	197,350
1988(a)	33	2,747	2,435	5,957	723	17,476	38	1,523	2,699	72,284	139,030	32,191	8,922	4,001	215,076
Persons															
1983	160	7,035	5,820	12,092	1,332	28,226	0	2,498	n.a.	n.a.	227,847	35,241	20,131	8,195	348,577
1984	167	7,318	5,781	12,522	1,435	29,106	0	2,256	n.a.	n.a.	234,368	34,320	21,883	8,017	357,373
1985(a)	180	7,625	5,747	13,056	1,523	30,744	66	2,352	4,059	131,079	242,355	35,577	22,892	7,899	370,016
1986(a)	194	7,870	5,832	13,998	1,452	32,683	68	2,592	3,952	135,639	256,118	37,958	23,491	7,712	389,968
1987(a)	200	8,111	6,256	13,401	1,593	31,652	65	2,435	4,756	135,617	264,177	38,551	21,651	5,642	393,734
1988(a)	181	8,563	6,545	14,936	1,643	33,755	75	2,330	5,195	144,500	283,463	41,372	21,170	6,817	420,850

(a) Includes State-funded basic nursing students who would previously have been trained in hospitals.

HIGHER EDUCATION: COURSE COMPLETIONS BY SECTOR, LEVEL OF COURSE AND SEX
 (Source: Department of Employment, Education and Training)

	1978	1981	1984	1985	1986	1987
Higher degree						
Research						
Males	1,446	1,312	1,108	1,216	1,276	1,257
Females	342	417	374	424	516	476
Persons	1,788	1,729	1,482	1,640	1,792	1,733
Coursework						
Males	1,002	1,126	1,910	1,866	1,940	1,622
Females	333	435	770	821	968	900
Persons	1,335	1,561	2,680	2,687	2,908	2,522
Other						
Post-graduate						
Males	4,094	4,388	5,062	5,693	5,719	5,982
Females	4,599	4,965	5,693	6,149	6,637	7,135
Persons	8,693	9,353	10,755	11,842	12,356	13,117
Bachelor						
Males	20,939	20,929	22,782	23,113	24,347	24,372
Females	14,089	17,172	19,965	21,186	22,886	24,845
Persons	35,028	38,101	42,747	44,299	47,233	49,217
Other						
Males	6,885	5,639	4,482	4,620	4,879	4,300
Females	12,371	9,863	8,141	8,347	8,613	9,368
Persons	19,256	15,502	12,623	12,967	13,492	13,668
Total						
Males	34,366	33,394	35,344	36,508	38,161	37,533
Females	31,734	32,852	34,943	36,927	39,620	42,724
Persons	66,100	66,246	70,287	73,435	77,781	80,257

HIGHER EDUCATION: STUDENTS BY TYPE OF ENROLMENT AND SEX
 (Source: Department of Employment Education and Training)

Year	1983	1984	1985	1986	1987	1988
Internal						
Full-time						
Males	98,623	102,148	104,276	107,342	114,739	122,433
Females	89,884	93,639	100,063	107,903	119,415	130,980
Persons	188,507	195,787	204,339	215,245	234,154	253,413
Part-time						
Males	67,691	66,396	66,407	67,619	59,475	60,606
Females	51,263	51,924	53,674	57,585	54,374	58,647
Persons	118,954	118,320	120,081	125,204	113,849	119,253
External						
Males	21,003	22,346	23,371	24,887	22,170	22,735
Females	20,113	20,920	22,225	24,632	23,561	25,449
Persons	41,116	43,266	45,596	49,519	45,731	48,184
Total						
Males	187,317	190,890	194,054	199,848	196,384	205,774
Females	161,260	166,483	175,962	190,120	197,350	215,076
Persons	348,577	357,373	370,016	389,968	393,734	420,850

HIGHER EDUCATION: COMMENCING STUDENTS BY SEX, LEVEL OF COURSE AND FIELD OF STUDY, 1988
(Source: Department of Employment, Education and Training)

Level of course	Agri-culture, animal husbandry	Archi-tecture, building	Arts, humanities and social sciences	Business admin-istration, economics	Education	Engineering and surveying	Health	Law, legal studies	Science	Veterinary science	Non-award courses	Total
Higher doctorate	0	0	1	0	0	0	37	1	3	1	0	43
Ph.D	74	14	501	79	137	180	215	21	589	28	0	1,838
Masters												
Research	110	41	670	143	188	348	181	82	500	21	0	2,284
Coursework	32	218	1,324	1,874	1,392	487	391	330	413	14	0	6,475
Total	142	259	1,994	2,017	1,580	835	572	412	913	35	0	8,759
Postgraduate												
Qualifying or preliminary	44	48	354	172	162	98	37	1	249	11	0	1,176
Diploma	174	278	2,697	3,371	8,928	959	1,264	763	2,182	11	0	20,627
Certificate	0	0	0	0	0	0	0	75	0	0	0	75
Bachelor	0	37	266	0	533	5	0	184	0	0	0	1,025
Total	218	363	3,317	3,543	9,623	1,062	1,301	1,023	2,431	22	0	22,903
Bachelor degree												
Honours	2	1	209	14	20	1	18	1	152	3	0	421
Pass	1,354	2,331	30,474	24,658	10,864	7,660	6,618	1,765	16,584	319	0	102,627
Total	1,356	2,332	30,683	24,672	10,884	7,661	6,636	1,766	16,736	322	0	103,048
Diploma	0	20	764	55	9,175	28	6,663	0	197	0	0	16,902
Associate diploma	1,393	66	2,735	1,956	211	940	676	230	1,797	0	0	10,004
Undergraduate certificate	0	0	0	0	0	0	0	0	0	0	0	0
Other award course	1	0	249	31	1	0	1	5	30	0	0	318
Non-award course	0	0	0	0	0	0	0	0	0	0	5,101	5,101
Total	3,184	3,054	40,244	32,353	31,611	10,706	16,101	3,458	22,696	408	5,101	168,916

HIGHER EDUCATION: ALL STUDENTS BY SEX, LEVEL OF COURSE AND FIELD OF STUDY, 1988
(Source: Department of Employment, Education and Training)

Level of course	Agri-culture, animal husbandry	Archi-tecture, building	Arts, humanities and social sciences	Business admin-istration, economics	Education	Engineering and surveying	Health	Law, legal studies	Science	Veterinary science	Non-award courses	Total
Higher docterate	0	0	3	0	0	0	169	1	7	1	0	181
Ph.D	344	83	2,237	322	578	914	953	67	2,913	152	0	8,563
Masters												
Research	340	124	1,946	336	594	889	516	218	1,509	73	0	6,545
Coursework	74	468	2,770	4,332	3,689	1,087	873	708	911	24	0	14,936
Total	414	592	4,716	4,668	4,283	1,976	1,389	926	2,420	97	0	21,481
Postgraduate												
Qualifying or preliminary	62	57	565	244	204	112	48	1	338	12	0	1,643
Diploma	282	640	4,283	6,008	14,163	1,554	2,128	951	3,733	13	0	33,755
Certificate	0	0	0	0	0	0	0	75	0	0	0	75
Bachelor	0	92	628	0	1,224	9	17	360	0	0	0	2,330
Total	344	789	5,476	6,252	15,591	1,675	2,193	1,387	4,071	25	0	37,803
Bachelor degree												
Honours	22	22	2,801	296	93	271	39	133	1,507	11	0	5,195
Pass	3,751	7,524	78,590	64,481	27,970	23,892	21,541	7,986	41,325	1,208	0	278,268
Total	3,773	7,546	81,391	64,777	28,063	24,163	21,580	8,119	42,832	1,219	0	283,463
Diploma	51	53	1,837	130	23,628	83	14,956	0	634	0	0	41,372
Associate diploma	2,699	168	5,412	4,499	467	2,403	1,469	583	3,470	0	0	21,170
Undergraduate certificate	0	0	0	0	0	0	0	0	0	0	0	0
Other award course	1	0	456	88	1	0	1	9	41	0	0	597
Non-award course	0	0	0	0	0	0	0	0	0	0	6,220	6,220
Total	7,626	9,231	101,528	80,736	72,611	31,214	42,710	11,092	56,388	1,494	6,220	420,850

Programs Spanning the Educational Sectors

The Government spent more than \$855 million on student assistance in 1988–89. This was the third year of AUSTUDY, the Commonwealth Government's means-tested and non-competitive scheme of financial assistance to secondary and tertiary students aged 16 years and above. As from 1988, maximum allowance rates for students aged 16–20 are aligned with unemployment benefits for people of the same age, and all rates are now indexed annually. AUSTUDY is a major element in the Commonwealth Government's drive to increase participation in full-time education at the upper secondary and tertiary levels. New, higher AUSTUDY rates, equal to adult unemployment benefits, were introduced in 1989 for specially disadvantaged groups as a first step in a gradual process of alignment of maximum rates for people aged 21 and over or with dependents.

STUDENT ASSISTANCE SCHEMES, 1988–89

<i>Scheme</i>	<i>Number of students</i>	<i>Assistance \$'000</i>
Postgraduate Awards (a)	2,450	23,629
AUSTUDY Tertiary (b)	137,833	436,608
AUSTUDY Secondary (b)	142,155	275,660
AUSTUDY Adult Secondary (b)	5,715	19,955
Aboriginal Secondary Grants (c)	22,638	39,997
Aboriginal Study Grants (c)	9,848	34,140
Aboriginal Study Grants Overseas (d)	10	210
Assistance for Isolated Children (b)	17,334	21,470
English as a Second Language— Living Allowances (b)	1,356	3,355

(a) Number of students at 30 June 1988. (b) Number of students at 31 December 1988. (c) Total number assisted in the six months to 30 June. (d) Total number assisted in the financial year to 30 June.

The number of students assisted under AUSTUDY has increased substantially since the introduction of the scheme in 1987. From about 225,000 students in that first year it rose to about 286,000 in 1988 and an estimated 298,500 in 1989.

Assistance for isolated children has been substantially improved, with rates of allowance and income test levels brought into line with AUSTUDY. This closer integration of the two schemes has included the transfer to AUSTUDY, from the beginning of 1989, of means-tested living away from home allowances for isolated secondary students aged 16 years and over.

Special provisions for young people unable to live at home because of exceptional and intolerable circumstances were introduced in July 1986. These provisions allow young people in such circumstances to be classified as independent, thus free from the application of the parental means test in assessing their eligibility for AUSTUDY.

The National Aboriginal and Torres Strait Islander Education Policy (AEP) was launched by the Minister for Employment, Education and Training in October 1989. The Policy is a joint commitment by the Commonwealth, State and Territory governments and the National Aboriginal Education Reference Group to achieve broad equity between Aboriginal people and other Australians in access, participation and outcomes at all stages of education.

The AEP is a concerted effort to address the educational needs of Aboriginal people, by cooperatively directing the strategies of the Commonwealth, the States and Territories, non-government education authorities and educational institutions at all levels to achieve:

- full involvement of Aboriginal people in educational decisions;

- equality of access to educational services;
- increased participation at all levels of education; and
- equitable and appropriate educational outcomes.

Through the AEP the Commonwealth has supplemented its recurrent and capital funding with a three year forward commitment in one consolidated program—the Aboriginal Education Strategic Initiatives Program. This has replaced all previous Commonwealth education funding programs except income support through ABSTUDY. ABSTUDY continues to provide education allowances to Aboriginal secondary and tertiary students.

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), *Classification Manual for Government Finance Statistics, Australia* (1217.0) and also to *Commonwealth Government Finance, Australia* (5502.0), and *State and Local Government Finance, Australia* (5504.0), from which figures included in this section have also been taken.

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

Total expenditure on education

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

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

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', as broadly 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.

Private sector

Final expenditure on education by the private sector consists of private final consumption expenditure on education services, and expenditure on new fixed assets—mainly by private non-profit organisations and financed in part by grants from public authorities for private capital purposes. Private final consumption expenditure on education services is an estimate of fees paid by persons to government schools (mainly technical and agricultural colleges),

fees and gifts to universities and school fees (other than boarding fees) paid to non-government schools, business colleges, etc. Expenditure on such items as school books, uniforms, etc., and expenditure by parents' associations on school equipment is not included, being treated in the Australian National Accounts as private final consumption expenditure on other goods and services (such as clothing, books, household durables, etc.). Private expenditure on new fixed assets is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

AUSTRALIA: EXPENDITURE ON EDUCATION

Description	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
	—\$ million—					
Government—						
General government final consumption expenditure	6,681	7,476	8,225	8,856	9,697	10,264
Gross fixed capital expenditure	618	656	736	877	1,022	1,142
Increase in stocks	1	-1	3	—	1	1
Final expenditure (1)	7,300	8,131	8,964	9,733	10,720	11,407
Personal benefit payments (2)	479	549	663	734	829	935
Grants and advances to non-profit institutions	792	972	1,084	1,194	1,345	1,441
Other (3)	8	14	18	28	29	5
Total government outlay on education	8,579	9,666	10,729	11,689	12,923	13,788
Private—						
Private final consumption expenditure	1,063	(a)1,287	(a)1,532	(a)1,729	(a)1,918	(a)2,148
Gross fixed capital expenditure	160	196	177	175	224	278
Final expenditure (4)	1,223	1,483	1,709	1,904	2,142	2,426
Total final expenditure on education (1) + (4)	8,523	9,614	10,673	11,637	12,862	13,833
Total outlay on education (1) + (2) + (3) + (4)	9,010	10,177	11,354	12,399	13,720	14,773
Gross Domestic Product	155,737	169,854	190,631	211,483	236,202	260,379
	—per cent—					
Total government outlay as percentage of Gross Domestic Product	5.5	5.7	5.6	5.5	5.5	5.3
Total outlay on education as percentage of Gross Domestic Product	5.8	6.0	6.0	5.9	5.8	5.7
Total final expenditure on education as percentage of Gross Domestic Product	5.5	5.7	5.6	5.5	5.4	5.3
of which—						
General government final consumption expenditure	4.3	4.4	4.3	4.2	4.1	3.9
Private final consumption expenditure	0.7	0.8	0.8	0.8	0.8	0.8
Government gross fixed capital expenditure	0.4	0.4	0.4	0.4	0.4	0.4
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1

(a) Revised since the 1983-84 edition of *Australian National Accounts: National Income and Expenditure* (5204.0) because of revisions to the component series 'current grants from government to non-profit institutions for education'.

Commonwealth Government

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

COMMONWEALTH GOVERNMENT: OUTLAY ON EDUCATION CLASSIFIED BY GOVERNMENT PURPOSE CLASSIFICATION (\$ million)

<i>Government purpose classification</i>	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
041 Primary and secondary education	1,190.4	1,430.6	1,585.8	1,733.5	1,899.0	1,995.7
042 Tertiary education	2,045.9	2,276.6	2,500.7	2,770.7	3,000.2	3,171.9
0421 University education	1,085.9	1,196.7	1,293.4	1,385.2	1,500.6	1,544.1
0422 Other higher education	685.7	764.8	861.8	936.5	1,051.0	1,143.1
0423 Technical and further education	259.7	298.0	321.7	417.5	409.3	436.6
0429 Tertiary education, n.e.c.	14.5	17.1	23.8	31.4	39.2	48.1
043 Pre-school education and education not definable by level	86.3	93.7	99.0	104.8	94.4	84.6
0431 Pre-school education	36.5	37.1	37.7	38.0	22.1	6.1
0432 Special education	0.1	0.1	0.1	0.1	0.2	0.3
0439 Other education not definable by level	49.7	56.2	61.3	66.6	72.1	78.2
044 Transportation of students	3.6	4.1	4.6	5.3	5.4	6.2
049 Education, n.e.c.	20.1	17.0	16.5	18.1	13.4	54.4
Total outlay on education	3,346.2	3,821.8	4,206.8	4,632.3	5,012.5	5,312.8
Total outlay on all purposes	43,508.1	50,990.3	59,476.5	66,750.4	73,951.2	79,850.9
	—per cent—					
Outlay on education as a percentage of total outlay	7.7	7.5	7.1	6.9	6.8	6.7

BIBLIOGRAPHY

ABS Publications

University and Advanced Education Student Statistics, Australia, 1982 to 1984, Summary (4222.0)

Colleges of Advanced Education, Australia (4206.0)

University Statistics, Australia (4208.0)

Tertiary Education, Australia (4218.0)

Schools, Australia (4221.0)

Financial aspects are dealt with in the annual publications:

Commonwealth Government Finance, Australia (5502.0)

State and Local Government Finance, Australia (5504.0)

Expenditure on Education, Australia (5510.0)

Government Financial Estimates, Australia (5501.0)

Other Publications

Publications produced by the Department of Employment, Education and Training are:

Schooling in Australia: Statistical Profile

Census of Non-government Schools

Selected Higher Education Statistics

Selected TAFE Statistics

Education Participation Rates

The Australian Research Council Awards

TAFE 1990: Commonwealth Programs and Priorities

DEET Programs: Impact on TAFE

Department of Employment, Education and Training Annual Report

The annual reports of the respective State education departments also provide detailed statistical information.