

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 significant financial role the Commonwealth is involved in promoting national consistency and coherence in the provision of education across Australia.

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 for 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 Aborigines 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 on research awards 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 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 multicultural 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 the Commonwealth Government and the State and Territory 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 the Commonwealth Government, and each of the State and Territory Governments, 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.

Since May 1988 the Commonwealth has been working cooperatively with the States to develop a national perspective for schools and to address a number of items of national interest against the background of ten common and agreed national goals for schooling.

Progress has been made towards a common curriculum framework for Australian schools. A mapping of the general curriculum and of the mathematics curriculum was completed and the findings released in early 1989. They received strong public and press support as the logical first step towards nationally agreed curriculum guidelines. Mappings of the science and technology curriculum have also been completed. Mapping of English literacy

is underway and similar work is planned for studies of society and environmental education. These mappings will culminate in statements of principles, which set out the knowledge and skills to which every student is entitled, agreed areas of strength and those where further work is required, together with the necessary teacher development support required for implementation.

A national curriculum agency, Curriculum Corporation, a jointly owned company of the States and the Commonwealth, has been established to facilitate greater efficiency and effectiveness in curriculum development and dissemination through sharing of knowledge and scarce resources. Other areas where important work is being undertaken on a cooperative basis are improved school-TAFE links and development of a common approach to assessment.

Improving the quality of teaching is central to the National Schools Strategy. A number of reports prepared by Commonwealth agencies have contributed to an understanding of what constitutes teacher quality. Award restructuring is an opportunity for significant qualitative improvements in schooling through changes to work organisation, training and schooling practices. In May 1990 the Commonwealth brought together the key parties involved in award restructuring in teaching for initial negotiations at the national level. Arising from these negotiations the Commonwealth has agreed to provide major additional funding to government and non-government school authorities to support quality improvements in teaching. Funds are to be used to support improved career structures for classroom teachers, better salaries for classroom teachers as well as improvements in teacher education and work practices. A national cooperative project has been established to facilitate these quality improvements.

The Curriculum Corporation has been established, under the auspices of the Australian Education Council (AEC), and is developing a framework for ongoing cooperative curriculum development. Curriculum mapping exercises are continuing, and environmental education and Aboriginal education have been included.

A major initiative has been the move towards development of a national computerised information database for careers education together with the commencement of a broader examination of careers education issues.

The AEC is also looking at the area of post-compulsory education and training in the context of school-TAFE links. Currently the Commonwealth and all States and Territories are involved in national negotiations designed to provide a framework for improving the quality of teaching in schools.

The release of the White Paper, *Higher Education: A Policy Statement*, in July 1988 signalled the introduction of a series of reforms to the higher education system. Most of these came into effect in the 1989 academic year.

A major part of the higher education reform package was the expansion of the system, with increased opportunities for participation, particularly by young people, and greatly increased resources. The 1989-90 Budget provided for additional funds and continuing expansion through the 1990-92 triennium. In 1990 the Government provided funding for an additional 5,800 students in higher education.

Pre-school Education

All States and Territories except Western Australia 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 (3,031,387 in 1989) attend government schools. In 1989 27.6 per cent of students (837,032) 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

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.

The Commonwealth Government has announced arrangements to apply for recurrent funding for non-government schools beyond 1992. These arrangements build on the features of the present successful scheme and will provide real increases for the neediest schools and maintain funding for schools in other categories.

Progress has been made towards increased public accountability for schools. All Ministers have agreed to the production of an annual national report on schooling which will inform the Commonwealth Parliament and the general public about the achievements of Australian schools. The report will include information on school curriculum, participation and retention rates, student achievements, the application of financial resources in schools, and other topics of national interest.

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 149,000 secondary students aged 16 and over from low income families received assistance in 1989 under AUSTUDY. During 1989 approximately 14,500 children were given assistance under the Assistance for Isolated Children (AIC) Scheme, and 23,800 under ABSTUDY (Schooling).

School organisation and operation

Primary schooling provides a general elementary program lasting for seven or eight 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.

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.

Children of some Aboriginal groups in remote areas of the Northern Territory who have moved away from larger centres onto small decentralised communities called outstations or homeland centres, receive schooling from Aboriginal teaching assistants supported by visiting teachers from established schools.

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.

The AIC Scheme is designed to assist the families of children who, because of geographic isolation or disability, must live away from home to attend school, study by correspondence, or live in a second home to go to school. In certain cases assistance may also be available for students from itinerant families.

ABSTUDY (Schooling) is part of the Commonwealth Government's program to encourage and assist Aboriginal and Torres Strait Islanders to take full advantage of the educational opportunities available to other Australians. It provides assistance to Aboriginal and Torres Strait Islanders who are undertaking full-time secondary studies, or who are 14 years of age on 1 January of the year of study and go to primary school.

SCHOOLS, STUDENTS AND TEACHING STAFF BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), AUSTRALIA, JULY 1989

	Government schools	Non-government schools			Total(a)	All schools
		Anglican	Catholic	Other		
Number of schools	7,513	116	1,720	687	2,523	10,036
Number of students—						
Males	1,123,993	42,783	297,837	79,568	420,188	1,544,181
Females	1,070,362	36,519	295,788	84,537	416,844	1,487,206
Persons	2,194,355	79,302	593,625	164,105	837,032	3,031,387
FTE of teaching staff(b)—						
Males	59,671	2,719	11,456	4,769	18,944	78,615
Females	87,286	3,171	22,437	7,059	32,677	119,953
Persons	146,957	5,891	33,892	11,828	51,611	198,568

(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 equivalent of part-time teaching staff.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA, JULY

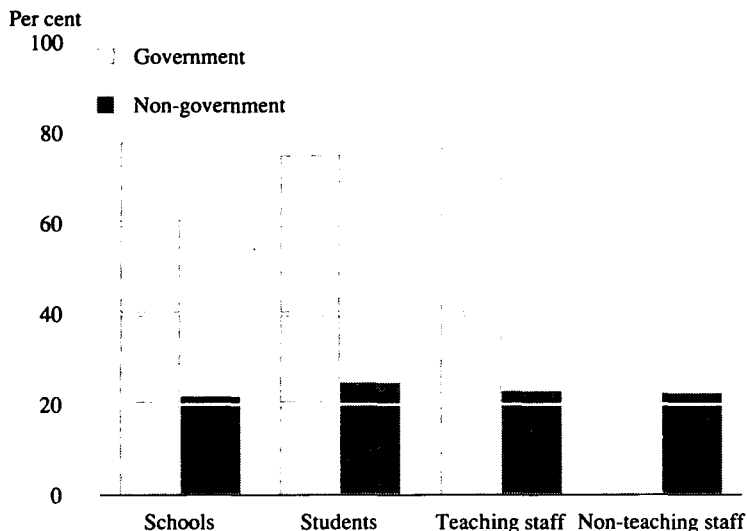
	1984	1985	1986	1987	1988	1989
GOVERNMENT SCHOOLS						
Males	1,162,979	1,147,561	1,134,704	1,128,722	1,128,011	1,123,993
Females	1,097,572	1,083,272	1,073,097	1,068,020	1,069,692	1,070,362
Persons	2,260,551	2,230,833	2,207,801	2,196,742	2,197,703	2,194,355
NON-GOVERNMENT SCHOOLS						
Males	379,652	389,385	397,705	404,723	413,253	420,188
Females	377,400	385,951	395,883	403,418	411,373	416,844
Persons	757,052	775,336	793,588	808,141	824,626	837,032
ALL SCHOOLS						
Males	1,542,631	1,536,946	1,532,409	1,533,445	1,541,264	1,544,181
Females	1,474,972	1,469,223	1,468,980	1,471,438	1,481,065	1,487,206
Persons	3,017,603	3,006,169	3,001,389	3,004,883	3,022,329	3,031,387

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

Level /Year of education	Government schools	Non-government schools(a)				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
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	32,796	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
1989								
Primary—								
Pre-Year 1(b)	132,560	1,994	37,477	7,313	46,784	91,944	87,400	179,344
Year 1	196,055	2,472	49,380	9,672	61,524	132,925	124,654	257,579
Year 2	189,886	2,541	48,452	9,221	60,214	128,154	121,946	250,100
Year 3	182,619	2,959	47,875	9,298	60,132	124,466	118,285	242,751
Year 4	175,748	3,250	47,244	9,199	59,693	120,775	114,666	235,441
Year 5	174,789	3,943	47,095	9,638	60,676	120,401	115,064	235,465
Year 6	174,615	4,640	47,176	10,218	62,034	121,296	115,353	236,649
Year 7(c)	67,605	1,740	33,768	3,734	19,242	44,585	42,262	86,847
Ungraded	8,555	9	156	1,678	1,843	6,318	4,080	10,398
Total primary	1,302,432	23,548	338,623	69,971	432,142	890,864	843,710	1,734,574
Secondary—								
Year 7(d)	102,354	6,291	33,548	10,180	50,019	78,144	74,229	152,373
Year 8	168,534	10,077	48,993	16,926	75,996	125,346	119,184	244,530
Year 9	174,273	10,095	49,506	16,790	76,391	128,314	122,350	250,664
Year 10	173,636	10,170	48,926	16,879	75,975	126,969	122,642	249,611
Year 11	138,448	10,020	39,720	16,243	65,983	99,115	105,316	204,431
Year 12	110,313	9,052	33,728	14,752	57,532	78,830	89,015	167,845
Ungraded	6,846	19	79	571	669	4,399	3,116	7,515
Total secondary	874,404	55,724	254,500	92,341	402,565	641,117	635,852	1,276,969
Special(e)—								
Primary	3,183	12	222	434	668	2,439	1,412	3,851
Secondary	2,749	18	251	212	481	2,057	1,173	3,230
Not identifiable as primary or secondary	11,587	—	29	1,147	1,176	7,704	5,059	12,763
Total special	17,519	30	502	1,793	2,325	12,200	7,644	19,844
Total students	2,194,355	79,302	593,625	164,105	837,032	1,544,181	1,487,206	3,031,387

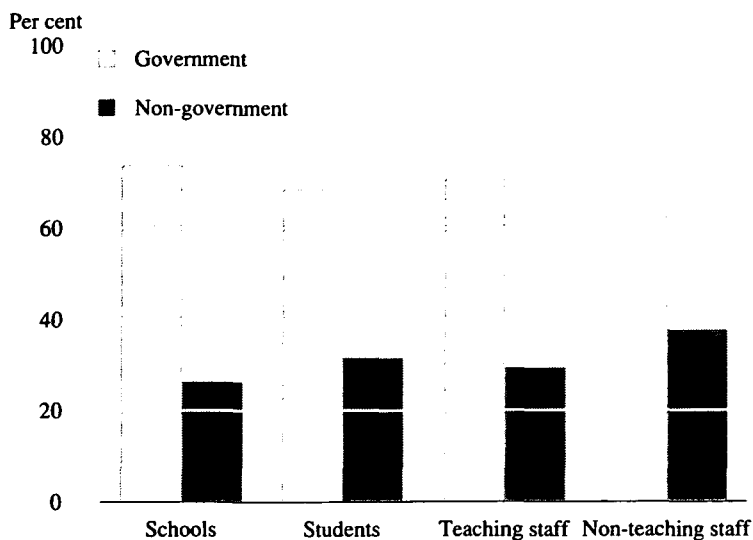
(a) Includes full-time students attending special schools administered by government authorities other than the State Departments of Education. (b) Pre-Year 1 comprises Kindergarten in NSW and ACT, Preparatory in Vic., and Tas., Reception in SA, and Transition in NT. (c) Year 7 is primary education in 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, JULY 1989



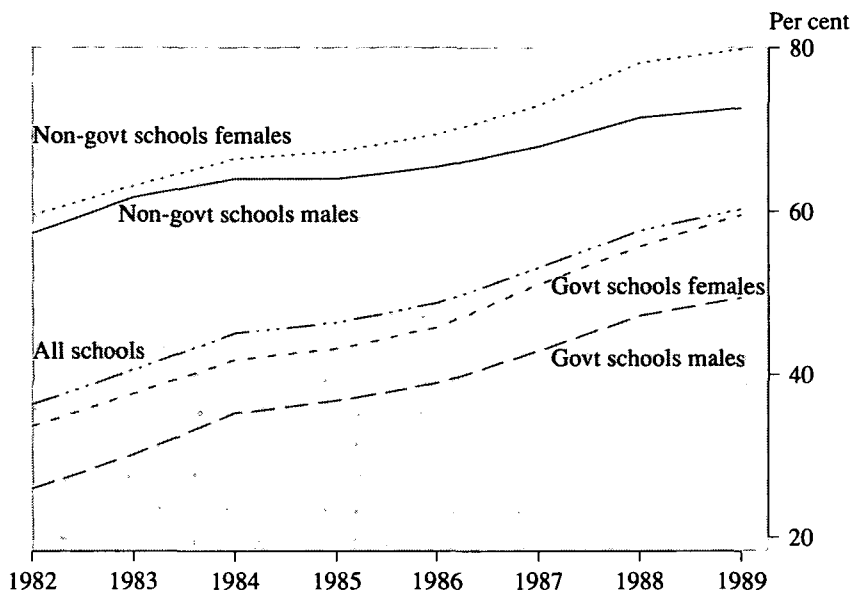
(a) Full-time teaching staff plus full-time equivalents of part-time teaching staff.
 NOTE: Combined Primary/Secondary schools are not included in the above graph; however, the associated students and staff are included. Special schools and their associated students and staff are not included in the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

SECONDARY SCHOOLS, FULL-TIME STUDENTS AND FTE(a) OF SCHOOL STAFF BY CATEGORY OF SCHOOL, AUSTRALIA, JULY 1989



(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, JULY, 1982-1989**



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 national level, the Commonwealth Government, through the 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 para-professional 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: STUDENTS (STREAMS 2100-4500) BY SEX, TYPE OF ATTENDANCE AND AGE GROUP, AUSTRALIA, 1988

(Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1988')

Age group (years)	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
16 & under	6,477	27,961	34,438	4,981	20,786	25,767	11,458	48,747	60,205
17	7,560	31,829	39,389	5,734	16,968	22,702	13,294	48,797	62,091
18	8,119	37,130	45,249	6,849	19,599	26,448	14,968	56,729	71,697
19	5,583	33,983	39,566	4,486	17,361	21,847	10,069	51,344	61,413
19 & under	27,739	130,903	158,642	22,050	74,714	96,764	49,789	205,617	255,406
20-24	9,468	86,552	96,020	7,738	61,814	69,552	17,206	148,366	165,572
25-29	3,604	60,417	64,021	3,648	51,319	54,967	7,252	111,736	118,988
30-39	3,358	84,776	88,134	5,547	90,144	95,691	8,905	174,920	183,825
40-49	1,033	40,186	41,219	2,732	54,454	57,186	3,765	94,640	98,405
50-59	318	14,472	14,790	677	20,722	21,399	995	35,194	36,189
60-64	60	3,244	3,304	128	5,592	5,720	188	8,836	9,024
65 & over	169	5,137	5,306	162	7,830	7,992	331	12,967	13,298
Not stated	1,014	31,099	32,113	1,623	37,155	38,778	2,637	68,254	70,891
Total	46,763	456,786	503,549	44,305	403,744	448,049	91,068	860,530	951,598

TECHNICAL AND FURTHER EDUCATION: ALL STUDENTS BY STREAM AND FIELD OF STUDY, AUSTRALIA 1988
(Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1988')

Stream	Rural & horri-cultural											Net
	Applied science	Art & design	Building	Business studies	Engineering	Music	Para-medical	Industrial services	Personal services	General studies		
1000 Recreation, leisure	35,428	24,813	8,684	13,708	5,084	3,850	2,767	19,019	41,178	381,463	532,753	
2100 Basic employment skills	661	3,568	1,919	4,798	9,432	728	174	1,981	87,257	43,261	150,642	
2200 Educational preparation	1,018	2,793	172	2,363	3,850	223	687	27,931	15,977	42,109	95,999	
3100 Operatives: initial	1,810	10,413	12,986	83,349	26,238	13,671	2,342	16,946	21,229	10,861	194,846	
3211 Recognised trades: part exempt	0	41	2,246	0	6,860	110	7	1,003	762	1,320	12,313	
3212 Recognised trades: complete	125	383	29,565	0	61,790	6,063	409	13,491	11,989	500	124,077	
3221 Other skills: part exempt	5,629	3,420	203	7,969	346	147	0	359	367	509	18,918	
3222 Other skills: complete	7,089	12,885	4,886	45,814	15,187	8,246	582	15,029	6,821	12,987	124,718	
3300 Trade technician/supervisory	694	2,459	5,645	54,172	13,105	4,371	495	29,195	3,757	1,211	114,462	
3400 Paraprofessional technician	3,740	2,881	4,455	25,537	10,778	832	1,971	1,311	2,313	9,455	62,496	
3500 Paraprofessional higher technician	1,874	2,965	2,478	31,818	14,414	6,507	1,269	732	1,794	1,102	64,916	
3600 Professional	38	372	0	189	159	5	114	102	245	831	2,051	
4100 Operatives: post initial	122	67	496	5,035	2,947	946	138	1,395	3,057	1,254	15,437	
4200 Trades/other skills: post initial	466	3,356	3,877	27,256	24,629	11,034	329	5,921	5,769	5,699	87,834	
4300 Trade tech./super.: post initial	98	182	190	3,434	2,279	52	741	662	304	503	8,423	
4400 Paraprof. tech.: post initial	59	10	271	60	277	497	0	19	14	48	1,395	
4500 Paraprof. high. tech.: post initial	294	253	165	977	932	78	102	1,148	211	711	5,146	
<i>Total net streams 2100-4500 (a)</i>	<i>22,130</i>	<i>43,128</i>	<i>66,514</i>	<i>270,875</i>	<i>173,477</i>	<i>51,575</i>	<i>9,142</i>	<i>112,634</i>	<i>153,829</i>	<i>113,126</i>	<i>951,598</i>	
Total net all streams	58,406	68,155	75,212	285,944	180,149	55,523	12,062	131,110	194,318	500,743	1,482,826	

(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: DUTY HOURS OF TEACHING STAFF ('000) AND FULL-TIME TEACHING STAFF NUMBERS BY TYPE OF APPOINTMENT, AND STATE, 1988

(Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1988')

Type of appointment	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	Aust.
Full-time									
Teaching hours	2,790.5	3,160.0	1,345.5	939.8	879.8	276.8	146.1	197.5	9,736.0
Non-teaching hours	4,197.0	3,534.0	1,705.7	596.5	1,520.5	386.5	258.9	342.3	12,541.4
Total duty hours	6,987.5	6,694.0	3,051.2	1,536.3	2,400.3	663.3	405.0	539.8	22,277.4
Number of Staff	6,064.0	4,395.0	2,684.0	1,640.0	1,848.0	539.0	311.0	421.0	17,902.0
Part-time									
Teaching hours	2,608.5	820.4	621.2	398.6	354.8	185.0	60.2	105.2	5,153.9
Non-teaching hours	143.3	411.1	84.0	8.8	2.4	12.1	19.9	7.3	688.9
Total duty hours	2,751.8	1,231.5	705.2	407.4	357.2	197.1	80.1	112.5	5,842.8
All teaching staff									
Teaching hours	5,399.0	3,980.4	1,966.7	1,338.4	1,234.6	461.8	206.3	302.7	14,889.9
Non-teaching hours	4,340.3	3,945.1	1,789.7	605.3	1,522.9	398.6	278.8	349.6	13,230.3
Total duty hours	9,739.3	7,925.5	3,756.4	1,943.7	2,757.5	860.4	485.1	652.3	28,120.2

Higher education

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 1990 expenditure on higher education totalled approximately \$3.4 billion. Students are required to contribute to the cost of their education through the Higher Education Contribution Scheme (HECS). Under the Scheme students can pay their contribution up-front or defer payment for collection through the taxation system. In 1990 there was an annual course contribution of \$1,882.

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 postgraduate level study. One to two years of full-time postgraduate study is required for a masters degree and three to five years for a doctoral degree. Postgraduate 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 1989 62 per cent of students were enrolled in full-time study, 27 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, dentistry, economics, education, engineering, health, law, medicine, music, science and veterinary science.

HIGHER EDUCATION: STUDENTS BY AGE GROUP AND SEX
(Source: Department of Employment, Education and Training
'Selected Higher Education Statistics, 1989')

	1984	1985	1986	1987	1988	1989
19 and under						
Males	48,301	49,617	52,165	56,099	61,068	66,531
Females	50,591	54,223	59,198	65,741	72,985	81,892
Persons	98,892	103,840	111,363	121,840	134,053	148,423
20-24						
Males	61,252	61,377	61,914	60,759	62,896	65,482
Females	46,256	47,956	51,123	52,558	56,899	61,182
Persons	107,508	109,333	113,037	113,317	119,795	126,664
25-29						
Males	31,034	30,669	30,869	29,251	29,327	28,630
Females	20,828	21,999	23,443	23,088	24,768	25,321
Persons	51,862	52,668	54,312	52,339	54,095	53,951
30 and over						
Males	49,858	51,970	54,464	50,022	52,333	50,642
Females	48,317	51,478	56,083	55,733	60,249	61,396
Persons	98,175	103,448	110,547	105,755	112,582	112,038
Age not stated						
Males	445	421	436	253	150	0
Females	491	306	273	230	175	0
Persons	936	727	709	483	325	0
Total						
Males	190,890	194,054	199,848	196,384	205,774	211,285
Females	166,483	175,962	190,120	197,350	215,076	229,791
Persons	357,373	370,016	389,968	393,734	420,850	441,076

HIGHER EDUCATION: COURSE COMPLETIONS BY LEVEL OF COURSE AND SEX
(Source: Department of Employment, Education and Training
'Selected Higher Education Statistics, 1989')

	1981	1984	1985	1986	1987	1988
Higher degree						
Research						
Males	1,312	1,108	1,216	1,276	1,257	1,455
Females	417	374	424	516	476	634
Persons	1,729	1,482	1,640	1,792	1,733	2,089
Coursework						
Males	1,126	1,910	1,866	1,940	1,622	1,944
Females	435	770	821	968	900	1,042
Persons	1,561	2,680	2,687	2,908	2,522	2,986
Other						
Postgraduate degree						
Males	4,388	5,062	5,693	5,719	5,982	6,707
Females	4,965	5,693	6,149	6,637	7,135	8,980
Persons	9,353	10,755	11,842	12,356	13,117	15,687
Bachelor degree						
Males	20,929	22,782	23,113	24,347	24,372	24,895
Females	17,172	19,965	21,186	22,886	24,845	26,317
Persons	38,101	42,747	44,299	47,233	49,217	51,212
Other non-degree						
Males	5,639	4,482	4,620	4,879	4,300	4,705
Females	9,863	8,141	8,347	8,613	9,368	10,180
Persons	15,502	12,623	12,967	13,492	13,668	14,885
Total						
Males	33,394	35,344	36,508	38,161	37,533	39,706
Females	32,852	34,943	36,927	39,620	42,724	47,153
Persons	66,246	70,287	73,435	77,781	80,257	86,859

HIGHER EDUCATION: ALL STUDENTS BY SEX, BY LEVEL OF COURSE, AUSTRALIA
 (Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1989')

	Higher doctorate	Ph.D.	Masters research	Masters course-work	Post-graduate qualification	Post-graduate diploma	Post-graduate certificate	Post-graduate bachelor	Bachelor honours	Bachelor pass	Total under-graduate bachelor	Diploma	Associate diploma	Other	Total
Males															
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)	136	5,409	3,683	8,572	865	16,173	48	916	2,180	128,731	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	133,358	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	134,624	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	141,937	144,433	9,181	12,248	2,816	205,774
1989(a)	119	5,485	3,861	9,564	2,052	14,111	267	1,226	2,676	150,450	153,126	8,341	11,199	1,933	211,285
Females															
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	109,565	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	118,808	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	124,797	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	136,329	139,028	32,191	8,922	4,003	215,076
1989(a)	38	2,783	2,465	6,417	2,596	16,061	231	2,718	2,760	149,820	152,580	33,057	8,954	1,891	229,791
Persons															
1984	167	7,318	5,781	12,522	1,435	29,106	0	2,256	n.a.	n.a.	234,368	34,520	21,883	8,017	357,373
1985(a)	180	7,625	5,747	13,056	1,523	30,744	66	2,352	4,059	238,296	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	252,166	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	259,421	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	278,266	283,461	41,372	21,170	6,819	420,850
1989(a)	157	8,268	6,326	15,981	4,648	30,172	498	3,944	5,436	300,270	305,706	41,398	20,153	3,824	441,076

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

HIGHER EDUCATION: ALL STUDENTS BY TYPE OF ENROLMENT AND SEX

(Source: Department of Employment, Education and Training
'Selected Higher Education Statistics, 1989')

Year	1984	1985	1986	1987	1988	1989
Internal						
Full-time						
Males	102,148	104,276	107,342	114,739	122,433	129,437
Females	93,639	100,063	107,903	119,415	130,980	142,664
Persons	195,787	204,339	215,245	234,154	253,413	272,101
Part-time						
Males	66,396	66,407	67,619	59,475	60,606	59,668
Females	51,924	53,674	57,585	54,374	58,647	60,898
Persons	118,320	120,081	125,204	113,849	119,253	120,566
External						
Males	22,346	23,371	24,887	22,170	22,735	22,180
Females	20,920	22,225	24,632	23,561	25,449	26,229
Persons	43,266	45,596	49,519	45,731	48,184	48,409
Total						
Males	190,890	194,054	199,848	196,384	205,774	211,285
Females	166,483	175,962	190,120	197,350	215,076	229,791
Persons	357,373	370,016	389,968	393,734	420,850	441,076

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.

Programs Spanning the Educational Sectors

The Government spent more than \$947 million on student assistance in 1989-90. This was the fourth 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. Since 1988, maximum allowance rates for students aged 16-20 have been aligned with benefits for unemployed people of the same age, and all rates are 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, 1989-90

Scheme	Number of students	Assistance \$'000
AUSTUDY Tertiary	149,056	483,994
AUSTUDY Secondary	162,774	314,244
AUSTUDY Adult Secondary	7,699	25,085
ABSTUDY (Schooling)	27,251	40,606
ABSTUDY (Tertiary)	15,050	42,327
Assistance for Isolated Children	13,274	14,103
English as a Second Language— Living Allowances	1,110	3,198

HIGHER EDUCATION: COMMENCING STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1989

(Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1989')

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	2	0	0	1	49	13	1	0	0	66
Ph.D.	72	14	499	95	164	236	241	21	683	27	0	2,052
Masters												
Research	139	53	751	112	232	341	230	76	590	26	0	2,550
Coursework	49	280	1,451	2,351	1,504	509	575	382	432	20	0	7,553
Total	188	333	2,202	2,463	1,736	850	805	458	1,022	46	0	10,103
Postgraduate												
Qualifying or preliminary	70	67	556	418	999	144	209	1	388	8	0	2,860
Diploma	183	316	2,391	3,510	7,677	840	1,135	462	2,025	11	0	18,550
Certificate	0	0	0	27	60	0	0	386	0	0	0	473
Bachelor	0	44	415	4	1,283	3	49	202	29	0	0	2,029
Total	253	427	3,362	3,955	10,019	987	1,393	1,051	2,442	19	0	23,912
Bachelor degree												
Honours	3	0	307	32	58	5	47	10	205	6	0	673
Pass	1,471	2,504	31,515	28,890	11,054	8,889	7,549	2,735	19,161	346	0	114,114
Total	1,474	2,504	31,822	28,922	11,112	8,894	7,596	2,745	19,366	352	0	114,787
Diploma	0	28	314	0	8,889	31	7,971	0	129	0	0	17,406
Associate diploma	1,092	73	2,470	2,056	527	861	669	208	1,608	0	0	9,564
Undergraduate certificate	0	0	0	0	0	0	0	0	0	0	0	0
Other award course	63	0	242	441	95	34	28	5	110	0	0	1,291
Non-award course	0	0	42	22	3	0	0	0	13	0	2,163	1,921
Total	3,142	3,379	40,955	37,958	32,545	11,894	18,752	4,496	25,374	444	2,163	181,102

HIGHER EDUCATION: ALL STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1989
 (Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1989')

Level of course	Agriculture, animal husbandry	Architecture, building	Arts, humanities and social sciences	Business administration, economics	Education	Engineering and surveying	Health	Law, legal studies	Science	Veterinary science	Non-award courses	Total
Higher doctorate	0	0	2	0	0	1	136	13	5	—	0	157
Ph.D	350	70	2,064	339	544	902	1,033	70	2,759	137	0	8,268
Masters												
Research	342	130	1,808	260	652	835	575	201	1,465	58	0	6,326
Coursework	77	504	2,933	5,055	3,541	1,090	1,091	747	911	32	0	15,981
Total	419	634	4,741	5,315	4,193	1,925	1,666	948	2,376	90	0	22,307
Postgraduate												
Qualifying or preliminary	99	93	859	796	1,614	213	400	2	564	9	0	4,649
Diploma	253	635	3,793	5,723	12,032	1,509	1,932	666	3,618	11	0	30,172
Certificate	0	0	0	27	68	0	0	403	0	0	0	498
Bachelor	0	90	811	6	2,512	7	50	391	77	0	0	3,944
Total	352	818	5,463	6,552	16,226	1,729	2,382	1,462	4,259	20	0	39,263
Bachelor degree												
Honours	24	17	2,755	327	157	306	93	115	1,628	14	0	5,436
Pass	4,013	7,858	80,126	74,185	28,753	25,959	23,565	8,547	45,999	1,265	0	300,270
Total	4,037	7,875	82,881	74,512	28,910	26,265	23,658	8,662	47,627	1,279	0	305,706
Diploma	7	58	1,051	10	21,846	85	17,895	0	329	0	0	41,398
Associate diploma	2,428	223	4,972	4,399	755	2,225	1,398	538	3,215	0	0	20,153
Undergraduate certificate	0	0	0	0	0	0	0	0	0	0	0	0
Other award course	63	0	268	441	100	46	28	0	115	0	0	1,403
Non-award course	0	0	53	24	4	0	0	0	20	0	2,320	2,421
Total	7,656	9,678	101,495	91,592	72,578	33,178	48,196	1,1693	60,705	1,526	2,320	441,076

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 over 297,000 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 Government, and the State and Territory Governments in consultation with the Aboriginal community 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, while the new program, Aboriginal Tutorial Assistance Scheme (ATAS), provides assistance to all levels of Aboriginal students seeking help in their accredited coursework.

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

<i>Description</i>	<i>1982-83</i>	<i>1983-84</i>	<i>1984-85</i>	<i>1985-86</i>	<i>1986-87</i>	<i>1987-88</i>
	—\$ million—					
Government—						
General government final consumption expenditure	7,477	8,224	8,857	9,692	10,350	10,912
Gross fixed capital expenditure	655	736	877	1,018	1,152	1,011
Increase in stocks	-1	3	—	1	2	2
Final expenditure (1)	8,132	8,963	9,734	10,712	11,503	11,926
Personal benefit payments (2)	549	663	735	826	954	1,207
Grants and advances to non-profit institutions	972	1,085	1,194	1,347	1,446	1,546
Other (3)	14	18	27	28	4	-5
Total government outlay on education	9,666	10,728	11,689	12,912	13,907	14,673
Private—						
Private final consumption expenditure	1,304	1,557	1,768	1,970	2,180	2,387
Gross fixed capital expenditure	196	117	175	224	278	312
Final expenditure (4)	1,500	1,674	1,943	2,194	2,458	2,699
Total final expenditure on education (1) + (4)	9,632	10,637	11,677	12,906	13,961	14,625
Total outlay on education (1) + (2) + (3) + (4)	10,194	11,317	12,438	13,760	14,918	15,827
Gross Domestic Product	170,240	192,383	214,270	238,637	263,249	296,921
	—per cent—					
Total government outlay as percentage of Gross Domestic Product	5.7	5.6	5.5	5.4	5.3	4.9
Total outlay on education as percentage of Gross Domestic Product	6.0	5.9	5.8	5.8	5.7	5.3
Total final expenditure on education as percentage of Gross Domestic Product	5.7	5.5	5.4	5.4	5.3	4.9
of which—						
General government final consumption expenditure	4.4	4.3	4.1	4.1	3.9	3.7
Private final consumption expenditure	0.8	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	0.3
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1

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(a)</i>	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Primary and secondary education	1,430.6	1,585.8	1,733.5	1,899.0	1,995.7	2,239.5
Tertiary education	2,276.6	2,500.7	2,770.7	3,000.2	3,192.5	3,438.2
University education	1,196.7	1,293.4	1,385.2	1,500.6	1,565.0	1,689.5
Other higher education	764.8	861.8	936.5	1,051.0	1,142.7	1,216.5
Technical and further education	298.0	321.7	417.5	409.3	436.6	472.7
Tertiary education, n.e.c.	17.1	23.8	31.4	39.2	48.1	59.4
Pre-school education and education not definable by level	93.7	99.0	104.8	94.4	84.6	97.4
Pre-school education	37.1	37.7	38.0	22.1	6.1	6.1
Special education	0.1	0.1	0.1	0.2	0.3	—
Other education not definable by level	56.5	61.3	66.6	72.2	78.2	91.3
Transportation of students	4.1	4.6	5.3	5.4	6.2	7.0
Education, n.e.c.	17.0	16.5	18.1	13.4	54.4	55.4
Total outlay on education	3,821.8	4,206.8	4,632.3	5,012.5	5,333.4	5,837.5
Total outlay on all purposes	50,578.2	6,022.8	67,105.3	7,443.1	79,635.8	82,816.3
	—per cent—					
Outlay on education as a percentage of total outlay	7.6	7.0	6.9	6.7	6.7	7.0

(a) For an explanation of the classification refer to the ABS publication *Classification Manual for Government Finance Statistics* (1217.0).

BIBLIOGRAPHY

ABS Publications

Schools, Australia (4221.0)

Transition From Education to Work, Australia (6227.0)

Labour Force Status and Educational Attainment, Australia (6235.0)

Labour Force Status and Educational Attendance, Australia (6272.0)

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

Education at a Glance

Retention and Participation in Australian Schools

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