

INTRODUCTION

Aims, Objectives and Participants / Stakeholders

Project Aim

The aim of the project was identified by the Research Committee of the Music Council of Australia as being to demonstrate trends in the provision of school music education in Australia.

Objectives

The focus of the project was identified by the Research Committee of the Music Council of Australia as being to provide factual information about designated trends in the provision of school music education in Australia, with possible use of this information in a national campaign in support of music education in Australian schools by the Music Council of Australia.

Project Participant /Stakeholders

The participants/stakeholders in the project were the Music Council of Australia, the Australian Music Association and the Australian Society for Music Education.

Research Questions

The following research questions were identified by the Research Committee of the Music Council of Australia as being relevant to the aim and objectives of the project:

- 1 What are the numbers of primary and secondary schools in each of the three systems (Public [i.e. Government], Independent, Catholic)?
- 2 In each of these categories and at each of these levels, what are the total numbers of students?
- 3 In each of the categories, what are the numbers of specialist music teachers?
- 4 In each of the categories (public [i.e. government], independent, Catholic) and at each level (primary and secondary), what are the numbers of students receiving music instruction?
- 5 If possible, what is the breakdown of the number of music students by grade (year) level?
- 6 What is the number of students sitting for examinations or undertaking other forms of assessment in music subjects at the end of their secondary education or at an equivalent level of Vocational Education and Training?
- 7 In each system, what is the number of hours of music instruction offered in each year level?
- 8 Of those hours, how many are devoted to core (mandatory, where it exists) curriculum and how many to music electives?
- 9 In each system, how many hours of instruction/participation are devoted to extra-curricular music activities?.

- 10 Compared to the previous period (i.e. a decade ago or a previous government or administration), are school music programs constrained or supported by: a) availability of trained music teachers, and b) adequacy of music facilities, equipment, teaching materials
- 11 At tertiary level in each state, how many hours of instruction are provided in music/music pedagogy to students of primary school teaching?

Research Procedure

The project was scoped by the Principal Investigator.

State Investigators were appointed with reference to ASME State Chapter Councils.

Guidelines (two versions—see Appendix for Version 2 of the Guidelines) were developed by the Principal Investigator for State Investigators—including additional information on research questions and possible sources of data. State Investigators were consulted through telephone interviews about revisions to the original set of Guidelines.

State reports were reviewed by ASME State Chapter Councils and submitted to the Principal Investigator. After a detailed review, the Principal Investigator advised State Investigators of any additional data required.

When the final versions of the State Reports were received, the Principal Investigator undertook editing, formatting and compilation of the state data into chapters that addressed each of the eleven questions into a National Report. The National Report was then circulated for review to State Investigators, ASME State Chapter Councils and Project Reference Group for comment.

Final amendments were then made to the National Report and it was finally submitted to the MCA.

Research Team

The following research team was identified as being necessary to undertake the project:

- Principal Investigator—who had responsibility for overall project management, for compilation, analysis and synthesis of the state data, and for preparing the national report;
- State Investigators—who had responsibility for collection of data on each of the research questions for their particular state and for preparation of a state report;
- ASME Chapter Councils—who had responsibility to provide the State Investigators with assistance in collecting data and also to review the state report prior to submission; and
- MCA Reference Group—particularly the Executive Director of MCA—who had responsibility to provide on-going feedback on issues that arose during the collection of data and on reports submitted to the Principal Investigator.

Organisation of the National Report

Although the project aimed to identify trends in school music education provision through a comparison of longitudinal statistical data, many of the State Investigators found that there was comparatively little such data available, especially in relation to the non-government school sector (the Catholic and Independent systems). Even in the case of the government school systems, consistent statistical data had often not been collected by state education authorities, sometimes because of changes in policy particularly in relation to school-based management and, in some instances, simply because of a lack of any central authority responsible for music education, or more broadly, for arts education.

As the project progressed it became evident that although some data would provide points of longitudinal comparison, one of the major outcomes of the project would be a current (2002) ‘mapping’ of music education in Australian schools. Accordingly the National Report has been arranged so that the State (and Territory) Reports have, with some editing and re-formatting, been largely incorporated in the National Report. Much of the value of the State Reports lies as much in the descriptive as in the statistical data presented therein.

The National Report has been organised into a series of chapters that address each of the research questions in turn—these chapters have been identified numerically as Question 1 (Q.1) to (Q.11)—and, with some editing and separation of content in order to address each of the questions within discrete chapters, an attempt has been made to fully incorporate the State Reports into the National Report. Within each of the ‘question’ chapters, state reports on each of the research questions (in alphabetical order of states) are presented within numbered sub-sections (1 to 8), with the Executive Summaries of State Findings and of State and National Trends (where included) being sub-section 9. All tables included in the report are numbered according to the chapter in which they are included and then sequentially within the chapter.

Sources of Data

Unless otherwise stated, non-music specific data in relation to numbers of schools and students has been obtained from the Australian Bureau of Statistics publication entitled *Schools (4221.0)* that is produced every three years as a result of the triennial national census. Abbreviations and specific references that are cited in State Reports and have been included in this report are included at the end of this report.

Structure of State School Education Systems

Many of the states and territories differ in the way in which their school systems are structured, particularly in the point of transition between primary to secondary levels. The following chart illustrates the structure of the respective school systems.

| SA / NT | SA / NT | NSW / VIC / ACT / TAS | | QLD / WA | |
|---------|---------|-----------------------|-------|----------|-------|
| SEC | Yr 12 | SEC | Yr 12 | SEC | Yr 12 |
| SEC | Yr 11 | SEC | Yr 11 | SEC | Yr 11 |
| SEC | Yr 10 | SEC | Yr 10 | SEC | Yr 10 |
| SEC | Yr 9 | SEC | Yr 9 | SEC | Yr 9 |
| SEC | Yr 8 | SEC | Yr 8 | SEC | Yr 8 |
| PRIM | Yr 7 | SEC | Yr 7 | PRIM | Yr 7 |
| PRIM | Yr 6 | PRIM | Yr 6 | PRIM | Yr 6 |
| PRIM | Yr 5 | PRIM | Yr 5 | PRIM | Yr 5 |
| PRIM | Yr 4 | PRIM | Yr 4 | PRIM | Yr 4 |
| PRIM | Yr 3 | PRIM | Yr 3 | PRIM | Yr 3 |
| PRIM | Yr 2 | PRIM | Yr 2 | PRIM | Yr 2 |
| PRIM | Yr 1 | PRIM | Yr 1 | PRIM | Yr 1 |
| PRIM | R / P | PRIM | K / P | — | — |