

QUESTION 1

WHAT ARE THE NUMBERS OF PRIMARY AND SECONDARY SCHOOLS IN EACH OF THE THREE SYSTEMS (GOVERNMENT, INDEPENDENT, CATHOLIC) IN EACH OF THE STATES?

This section also includes an overview of any special provisions for music teaching in the respective school systems.

1.1 Australian Capital Territory

Table 1.1

Numbers of ACT schools identified by education system and level of education in 2001

2001	Gov	Indep	Catholic	Total
Primary	66	5	22	93
Secondary	22	1	5	28
Primary/Secondary combined	3	6	2	11
Special	4	1		5
Total	95	13	29	137

Government schools comprise 69% of all schools in the ACT. There are no specially identified or scholarship-based Government performing arts schools in the ACT.

1.2 New South Wales

Table 1.2

Numbers of NSW schools identified by education system and level of education in 2001

	Gov schools	Non-government schools			All schools
		Catholic	Independent	Total	
Primary	1,648	424	107	531	2,179
Secondary	394	124	20	144	538
Both prim / sec	64	33	167	200	264
Special	80	7	24	31	111
Total	2,186	588	318	906	3,092

In NSW approximately 70% of all schools are government schools. Special mention needs to be made to some of these in their provision of music education to students. The Conservatorium High School is a selective secondary school with a unique education environment. This school aims to promote the musical talents of students with extensive experience in all aspects of music, through school programs, and by fostering interaction with the Sydney Conservatorium of Music. Interaction takes the form of instrumental study, participation in performing ensembles and chamber music. These lessons are taught by staff of the Sydney Conservatorium of Music.

Students also have free admission to concerts and master classes at the Sydney Conservatorium of Music.

Other schools—Campbelltown High School of the Performing Arts (HSPA), Hunter HSPA, Kur-ring-ai Creative Arts High School, Newtown HSPA, and Wollongong HSPA—place a strong focus on music in curricular programs and extra-curricular activities. For example, year 9 and year 10 students at the Newtown HSPA are able to double the amount of curricular music studied. A strong emphasis is placed on creativity, composition, and integration with drama, visual arts and dance at this school.

Education of students from remote areas of NSW is provided by 12 primary and 7 secondary government Distance Education (DE) schools. Music is taught at all levels of the primary and secondary curriculum through courses which utilise Learning Materials Production Centre resources designed at Open Training and Education Network (OTEN), field visits, and radio lessons. Students in schools which do not offer elective music can study music through DE.

Among the services provided the Conservatorium Access Centre (Sydney Conservatorium of Music) are academic courses for students from age 5 to 21 in Board of Studies (BOS) curricula from Kindergarten (K) to the Higher School Certificate (HSC) in year 12. In addition to providing enrichment for students taking music classes in schools, the Conservatorium Access Centre provides support to students who do not have access to music classes within their own school. Conservatorium Access Centre classes are held on Saturdays from 9am to 1pm.

1.3 Northern Territory

Table 1.3

Numbers of NT schools identified by education system and level of education in 2002

	Gov schools	Non-gov schools			All schools
		Catholic	Independent	Total	
Primary only	91	7	8	15	121
Community Ed or Mixed Age Comprehensive	43	6	4	10	63
High Schools	14	2	4	6	26
Total	148	15	16	31	210

Source: June 2002 statistics, via Sue Watterson, Research Assistant, Business Information Services Division, NT Department of Employment, Education and Training. Pers comm. June 27, 2002.

Note that a special music high school called the Northern Territory Music School is supported by the Northern Territory Department of Education (now the Department of Employment, Education and Training [DEET]). There was previously (or may still be) a Senior Education Officer (Music) position within the Northern Territory Department of Education.

1.4 Queensland

Table 1.4

Numbers of Queensland schools identified by education system and level of education in 1976-2002

Year	Gov	Non-Gov	Indep	Catholic	Gov Prim	Gov Sec	Total
2002	1272**	445	170^	275*	1074**	198**	1717
2001	1293	428	N/A	N/A	1219	263	1721
2000	1297	421	N/A	N/A	1220	262	1718
1999	1300	420	N/A	N/A	1228	258	1720
1996	1314	410	N/A	N/A	1235	270	1724
1991	1319	396	N/A	N/A	1241	261	1715
1986	1313	381	N/A	N/A	1219	238	1694
1981	1255	349	N/A	N/A	N/A	N/A	1604
1976	1209	331	N/A	N/A	N/A	N/A	1540

Source: Schools Australia 2001, ABS, * QCEC, ^ AISQ, ** Ed Qld

1.5 South Australia

The figures for government schools and non-government schools based on the March Census, 2002 are taken from the Department of Education, Training and Employment (DETE) website. The figures for independent schools (Indep) and Catholic schools were obtained by telephone from the Independent Schools Board Office and the Catholic Education Office respectively. However, when added together, they do not concur with figures stated on the DETE website for 'non-government' schools. Note that in South Australia, primary school begins with reception class when students turn 5; and the final year in primary school is year 7. Secondary school begins at year 8.

Table 1.5

Numbers of SA schools identified by education system and level of education in 2002

Category	Gov	Independt	Catholic	Non-govt
Junior primary schools R-2	47			
Primary schools R-7	382	46	93	118
Rural schools	9			
Secondary schools 8-12	75	10	30	23
Combined R-12	7	36		58
Area schools R-12	51			
Aboriginal schools	16			
Special schools	20			3

By an act of parliament during the Dunstan era, four Special Interest secondary music schools were established in the Adelaide metropolitan area. A task force set up by the Minister of Education, prompted by a proposal of the Secondary Music Curriculum Committee in 1974, recommended the establishment of Music Centres. The four Special Interest Music Centres were established from 1976 at Brighton, Marryatville, Woodville and Fremont High Schools, which corresponds to four geographically distinct areas in Adelaide. Special Interest music places are available by audition to students throughout South Australia. The schools emphasise excellence in all aspects of music (including composition) and cater for approximately 90 Special Interest

music students each from years 8 to 12. These students have double the amount of class time music compared to the elective music program, but they must also participate in the extra-curricular music ensembles within the school. The schools support a wider range of orchestras, concert, stage and jazz bands, instrumental ensembles and choral groups than would be available in most other secondary schools.

1.6 Tasmania

Table 1.6

Numbers of Tasmanian schools identified by education system and level of education in 1981-2001

		1981	1991	2001
Government	Primary	191	172	145
	Secondary	67	75	69
Sub Total		258	247	214
Independent	Primary			13
	Combined	25	28	18
	Secondary			1
Sub Total		25	28	32
Catholic	Primary			23
	Combined	36	37	7
	Secondary			5
Sub Total		36	37	35
TOTALS		319	312	281

It can be seen from Table 1.6 that the percentage of government as compared with non-government schools in Tasmania has fallen slightly from over 80% of all schools in 1981 to 76% of schools in 2001.

Secondary schools in the government system include high schools (grades 7-10) and senior secondary colleges (grades 11 and 12).

In the non-government system, there are a number of schools which offer a continuous education from Kindergarten to Grade 12 (combined primary and secondary). Non-government secondary schools usually include senior secondary students on the one campus.

1.7 Victoria

The Australian Bureau of Statistics (2001) Census gives results for the numbers of government and non-government schools. The figures for five-year intervals from 1976 to 2001 appear in Table 1.7.1 below.

Table 1.7
Numbers of Victorian schools identified by education system, 1976-2001

	Victorian Schools, by category of school							
	1976(a)	1981	1986	1991	1996	1999	2000	2001
Government	2,164	2,147	2,114	2,029	1,700	1,631	1,629	1,625
Non-government	586	632	733	696	679	688	695	696
Total	2,750	2,779	2,847	2,725	2,379	2,319	2,324	2,321

Source: ABS Schools Australia 4221.0

a) Excludes special schools.

Table 1.8 shows figures broken down into Primary, Secondary, and combined Primary/Secondary. (Special schools provided special instruction for physically and/or intellectually disabled students, or those with social problems.)

Table 1.8
Numbers of Victorian schools identified by level of education in 1976-2001

	Schools: Primary, Secondary, and Combined Schools (a)							
	1976	1981	1986	1991	1996	1999	2000	2001
Primary	n/a	n/a	2,035	1,988	1,741	1,684	1,685	1,681
Secondary	n/a	n/a	528	492	391	372	369	367
Prim/Sec	n/a	n/a	140	124	150	170	177	178
Total	2,750 (b)	2,779	2,847	2,725	2,379	2,319	2,324	2,321

n/a = not available

(a) From 1982 onwards special schools were not classified as primary or secondary but have been included in the total

(b) Excludes special schools.

Table 1.9 shows the number of schools in the three Victorian school systems from 1993 to 2001. 74% of all schools were government schools in 1993, while 70% of all schools were government schools in 2001.

Table 1.9
Numbers of Victorian schools identified by education system, 1993-2001

	Victorian Schools 1993 to 2001									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Government	1,934	1,731	1,711	1,700	1,661	1,644	1,631	1,629	1,625	
Catholic	499	496	493	493	494	492	492	491	491	
Independent	184	183	182	190	190	193	196	204	205	
Total	2,617	2,410	2,386	2,383	2,345	2,329	2,319	2,324	2,321	

Source: <http://www.ais.vic.edu/public/statistics.htm>

The government education system in Victoria is possibly the most decentralised in terms of administration and structure in Australia. The Association of Music Educators (aMuse) (formerly Victorian Schools Music Association) receives funding (the salary of an Executive Officer) from the Victorian Department of Education and office accommodation at the Statewide Curriculum Resources Centre in Carlton.

ASME is also provided with office accommodation at the Statewide Curriculum Resources Centre.

In addition to the Victorian College of the Arts Secondary School (VCASS), there are several secondary schools where special music programs are offered: Blackburn High School, Hamilton Technical High School, McKinnon High School, MacLeod High School, MacRobertson Girls High School, and University High School (Ray Report, p.55). In addition there are several other secondary schools—such as Balwyn High School and Melbourne Boys’ High School—that have a good reputation for their music programs. There were designated music specialist schools called ‘Music Placement Schools’ up to the mid 1990s, but these no longer exist and there is no special funding for specialist music programs in government schools. However, there is government support for Melbourne Youth Music (MYM) which is an Extension Education Service offered by the Education Department. It administers the Saturday Music School which caters for over 450 students aged from 7-23 years in eleven different ensembles. MYM also administers the January Music Camp, a non-residential summer school for instrumentalist and vocalists.

1.8 Western Australia

In Western Australia, the education system is divided into three stages:

1. Kindergarten and Pre-primary education
2. Primary education (Years 1-7)
3. Secondary education (Years 8-12)

Non-compulsory early childhood education programs are provided at all government and many non-government primary schools for four and five year old children.

Kindergarten education commences at the beginning of the year for children who reach the age of 4 on or before 30 June. Pre-primary education commences at the beginning of the year for children who reach the age of 5 on or before 30 June.

In 2002 schooling is compulsory from the beginning of the school year in which a child reaches the age of 6 (Year 1), and until the end of the school year in which the child reaches the age of 15 (Year 10).

The non-government school sector includes independent schools and systemic schools.

Independent schools are private organisations administered centrally by a church or religious body, such as the Anglican Church, Catholic Church, Seventh Day Adventist Church, or Swan Christian Education Association. The Catholic school system is the largest group of systemic schools.

The West Australian Department of Education Statistical Report from 2001 identifies a variety of schools in both the Government and Non-Government sectors of education in Western Australia. The numbers of schools in each of these categories are given below in Table 1.10.

Table 1.10

Numbers of WA schools identified by education system and level of education, 2001

TYPE OF SCHOOL	No of SCHOOLS
<i>GOVERNMENT SCHOOLS</i>	
Primary Schools	545
District High Schools	59
Secondary Schools	96
Education Support Schools	69
School of isolated & Distance Education	1
TOTAL Government Schools	770
<i>NON-GOVERNMENT SCHOOLS</i>	
Primary Schools	163
Primary-Secondary Schools	84
Secondary Schools	44
TOTAL Non-Government Schools	291
<i>COMMUNITY PRE-SCHOOLS</i>	42
<i>INDEPENDENT PRE-SCHOOLS</i>	15
GRAND TOTAL	1118

In the government high school sector, special note needs to be made of the Secondary Special Placement Program (SSPP) schools—Perth Modern School and Churchlands Senior High School. These are selective high schools and students audition for their places in the school. The schools receive special funding in order to support the development of the abilities of the musically-talented students.

Typically, the music program consists of two streams of students in these schools. The Special Music Scholarship stream consists of students who were successful in the selection process for a Special Music Scholarship. They receive individual instrumental tuition for five years, classroom music education and involvement in performing ensembles. The Special Music Option stream exists to provide students learning instruments through the Education Department from the feeder primary schools with the opportunity to continue. These students either did not wish to apply for a Special Music Scholarship, or their application was unsuccessful. Students from primary schools that are not feeder schools to the music scholarship school, who are unsuccessful in the selection process for Special Music scholarships, may also be offered a place in the Option program.

Apart from music classes and instrumental lessons in school time, students will typically be involved in a weekly choir rehearsal and one or two weekly instrumental ensemble rehearsals. These may be before or after school, or on Saturday morning (Churchlands SHS website).

Mention also needs to be made of John Curtin College of the Arts. This specialised secondary school is committed to the student's pursuit of excellence in all areas of the formal and informal curriculum with a special emphasis on the Arts. Specialist Arts programs exist in Drama, Dance, Music—Jazz and Composition, Music Theatre and Artsmedia. Students supplement their major area of study in the Arts by undertaking enrichment studies in other performance and visual art areas.

1.9 Summary

This section has addressed the question ‘What are the numbers of primary and secondary schools in each of the three systems (Government, Independent, Catholic) in each of the states?’ Some State Investigators provided statistical information for either 2001 or 2002 while others were able to provide longitudinal data for five-year intervals from 1976 to 2001 such as in the Victorian Report. The sources of data used by the State Investigators varied, with some drawing on Australian Bureau of Statistics Census information while others relied on statistical information supplied by education authorities in their particular states. Regrettably, there was no uniform format for the information supplied by the State Investigators; this made comparisons between states/territories difficult. Moreover, the statistical data, particularly that obtained by the State Investigators from education authorities in their particular states, often included specific information regarding the type of primary or secondary school—for example, Combined R-12 schools as opposed to Area Schools R-12 in South Australia, or District High Schools and Secondary Schools in Western Australia. These local differences in the types of schools made the situation less clear than if uniform school categories were used in all states and territories. However, readers are referred to the Australian Bureau of Statistics census information for fuller details including comparative data of the numbers of government and non-government schools in each state or territory.