

APPENDIX 6: SOME STATISTICS ON ARTS IN SCHOOLS

This is a fairly random collection of statistics relevant to placing arts offerings in schools in the context of the curriculum as a whole, which is necessary when debating the right balance of school time or other resources between the various subjects or key learning areas. The statistics were offered to the Committee in submissions or discovered from the Committee's very limited further research among State education authorities.

The statistics involve a variety of input measures, such as time spent, teachers employed, students enrolled. The information is present here exactly as found, with no attempt to complete, correlate, explain or analyse. The difficulty of drawing general conclusions about the state of arts education or the balance of time in the curriculum from such statistics will be obvious. Some of the difficulties are:

- Information may not exist. This may be because it is not gathered (for example, the exact breakdown of lesson time between subjects or key learning areas in primary school); because it is gathered at a level of generality that may be misleading (coding of teachers by their *main* teaching subject may disguise the presence of English teachers who teach drama and so on); or because it is intrinsically non-existent (for many activities a clear demarcation between subjects may not exist, particularly in the more integrated curriculum of primary school - how does one code a role-play in English, or a drawing exercise in science?)
- Different states may use different categories or definitions, or different practices in coding doubtful cases, creating difficulties in assembling national comparable statistics. For example, around the country there are many differently named school subjects with varying amounts of overlap in their contents.
- In a decentralised system even different schools may use different categories or definitions - as when schools offer school-based courses, perhaps with unique names; or when schools receive a statistical form to fill in and exercise their own judgment about what the categories mean and how to code doubtful cases. This will tend to be more of a problem in Years 10 and below, since in Years 11-12 more uniformity is imposed by the various senior secondary accreditation authorities.
- Raw numbers (for example, the number of schools offering a certain subject) are informative unless expressed as a percentage or proportion of the total.
- Information on policies (for example, mandated hours for certain subjects) does not report the extent to which the policies are actually carried out.
- Interstate comparisons of enrolments or students' participation in subject areas need to allow for the number of subjects students take, since in a system where students commonly take more subjects participation in any one subject will naturally be lower. The average numbers of full year equivalent Year 12 subjects studied in the various states (1993) are: NSW 5.9; Vic. 5.0; Qld 6.1; SA 4.9; WA 6.0; Tas 4.2; ACT 4.7; NT 4.9; Australia 5.6 (see Figure 10).

It should always be remembered that statistics by themselves are inert. Value judgments are necessary to form an opinion on whether the statistics describe a satisfactory situation.

AUSTRALIA

**Schools Council [of National Board of Employment, Education and Training],
The Middle Years of Schooling (Years 6-10) - A Discussion Paper, Canberra 1992,
p7:**

‘In 1989 the Australian Education Council published a document, *Mapping the Australian Curriculum*, which considered, among other things, the commonalities of subject offering across Australia school systems ... Some general points identified in the mapping exercise are significant:

- Of the eight government school systems, all except Victoria indicated the existence of a ‘core’ in their curriculum for Years 7/8 to Year 10¹ - this ‘core’ was mandatory in four systems and optional in the remainder;
- Although the cores nominated by systems are similar (English, mathematics, science, social sciences, craft/technical studies, health/physical education and the arts), there are differences of content, scope of study and sequence within these core elements - it is therefore difficult to ascertain whether similarly names ‘subjects’ are equivalent to each other;
- Optional offerings (outside the core) were difficult for systems to nominate - those system without a mandatory core indicated that all subjects were optional, while those with a core indicated that elements also have options within them for further study;
- Some systems have allocated time to areas of the curriculum either mandatory or recommended time allocations;
- Considerable disparity among systems in the time allocated to similar curriculum elements - time is defined in different ways, such as face-to-face teaching or directed study;
- all systems were concerned to have a ‘balanced’ curriculum; and
- all systems were similar in providing a broad policy framework for providing for students with ‘special needs’.

‘... there are differences, however, in terms of emphasis, definition of scope of study and the content of similarly named curriculum components. For example, in New South Wales and Queensland there are variations between requirements for the earlier and later years of lower secondary - some subjects, courses or studies are continued to Year 10 (for example, English) while flexibility exists to reduce the scope of the ‘core’ in the later years.’

1 Secondary education starts at Year 7 in New South Wales, Victoria, Tasmania and the Australian Capital Territory, and at Year 8 in Queensland, Western Australia, South Australia and part of the Northern Territory.

[Some extracts from Australian Education Council, *Mapping the Australian Curriculum* (1989) are at the end of this appendix]

Department of Employment, Education and Training, supplementary information to submission 130, 15/9/95:

‘While the States and Territories have prime responsibility for school education, since 1989 as part of the reporting process for the ANR [*National Report on Schooling in Australia*] school systems have been committed to providing information on all learning areas, including the arts.

‘The ANR framework and the National Equity Program for Schools agreements set out a comprehensive set of student participation and outcome measure to be reported on, including student access; student participation and attendance; student attainment and completion; and student transition to work and further training. ‘Detailed data at levels lower than Years 11 and 12m, or art subject availability, participation and attainment in the arts, and proportion of the class time devoted to the arts are not explicitly covered in the ANR at present. However, while the States and Territories set their priorities in curriculum areas, including the arts, details of work done to address their priorities and other initiatives are reported regularly in the State chapters of the ANR.

‘From 1995, Commonwealth and State and Territory Ministers have agreed that the ANR will report on four focus areas each years, derived from the Common and Agreed National Goals for Schooling [*The Hobart Declaration on Schooling*, 1989 - see Appendix 4]. A summary of the reporting focus areas for 1995-98 is set out below -

Goals [of the <i>Hobart Declaration</i>]	1995	1996	1997	1998
1,2,4,5	vocational education	students’ attitudes to schooling	school-industry link	vocational education
3	gender	geographic isolation	Aboriginal & Torres Strait Islander education	socio-economically disadvantaged
6-10	literacy	numeracy	languages other than English	literacy
6-10	physical education	science and technology	citizenship education	the arts

‘Two focus areas relate to achievement across the curriculum (Goals 6-10). Under this heading, the arts is an agreed focus area for 1998. As a result, there will be particular detailed reporting requirements for the arts in 1998. These reporting requirements will

be negotiated between the Commonwealth and education authorities at the appropriate time.'

National Catholic Education Commission, submission 5, p87:

'The National Catholic Education Commission represents 1,700 Catholic schools which are educating some 600,000 students throughout Australia...

'All students in primary schools are provided with some experience in the Arts but the range of Arts subjects available depends very much of the school's perception of the learning area's importance, the knowledge and skills of its teachers and its material resources...

'At secondary level... participation in the arts is somewhat higher for girls than for boys. Of the five strands of the National State on Arts, Music and Drama are well represented; Media and Dance somewhat less so. Visual Arts, which covers a broad range of media and skills, is represented very well by a number of subjects, particularly by Art and Graphics.'

Year 12 enrolments

[See figures 8 and 9]

NEW SOUTH WALES

Government of New South Wales, submission 78 pp823-824:

'In K-6 student must have some experience in the Creative Arts each year. these experiences must include some study of music and art.

'In New South Wales government secondary schools, the **Years 7-10** curriculum has mandatory requirements in visual arts and music of 100 hours of study in each of these subjects. Additional Studies Courses (Elective Courses) are also available in the subjects of Dance, Drama, Music and Visual Arts... In additions to these courses and performance programs some schools offer school-based courses such as Ceramics or Graphic Design... Participation rates in optional courses and the drama and dance subjects is steadily increasing.

'The number of government schools from a total of 449 schools providing **School Certificate** level subjects in 1993 was • dance 49 • drama 231 • music 359 • visual arts 415.

'The percentage of students in **Year 10** who were studying arts subjects in 1992 were as follows • dance 1.4 per cent • drama 8 per cent • music 11 per cent • visual arts 25.7 per cent.

'In **Years 11-12**, students may study the subjects of Dance, Drama, Music, Visual Arts and Classical Ballet... Since 1992 there has been a significant increase in the number of 'performing arts' subjects available for students to study in Years 11-12. New syllabuses in Dance, Drama and Classical Ballet have been introduced...'

Educational Drama Association of New South Wales, submission 50 p605:

School Certificate & Higher School Certificate drama candidates, NSW 1989-1994				
	School Certificate		Higher School Certificate	
	number	percentage of total candidates	number	percentage of total candidates
1989	3,504	4.16%		
1990	4,433	5.37%		
1991	5,352	6.64%		
1992	6,024	7.54%		
1993	7,417	9.42%	1,585	2.51%
1994	8,590	11.06%	3,543	5.7%

VICTORIA

Cross Arts Victoria and others, submission 96 pp1112ff

‘The survey sought a representative sample from about 5 per cent of schools in Victoria covering all three sectors - government, Catholic systemic and independent. This was not quite achieved. The primary response came from 50 schools (38 government, 6 Catholic, 6 independent) and the secondary response from 34 schools (23 government, 6 Catholic, 5 independent). But such was the consistency of responses that we believe the sample sufficient to present an accurate picture....

Arts education in primary schools

‘The considerable majority of government primary schools specifically dedicate between one and three hours (of 25 hours: 4-12 per cent) of their program to arts education across the whole range of year levels. A small number of instances in our sample (3 of 38) provide one hour or less at Years 4-6. A larger number provide more than three hours per week This also reflects the situation in Catholic systemic schools. In independent schools the responses cluster around the slightly higher figure of two to hour hours, again with some exceptions, mainly around higher figures.

‘Visual arts and music activities comprise the majority of this time across all year levels...

‘In government schools these programs were funded in a majority of cases (22 of 38) from general school funds, in one case by a specific student levy and in 11 cases by both means. Fees range from \$3 to \$25. Data from schools in the other two sectors was insufficient to tabulate.

‘One feature of art education in primary schools has been a tendency to provide specialist programs taken by a dedicated teacher, frequently with some specialist expertise or training. The data we received on this subject was not entirely conclusive. However, data included in a recent report on the impact of cuts to education funding in Victorian government schools (D. McRae: *Into the Bone*, 1994) indicates that

specialist programs in music and art/craft in primary schools were high on the list of those abandoned or reduced (in 40 per cent of cases in music and 35 per cent in art/craft). In response to another question about recent changes to arts education a majority of state schools reported reductions in arts education offerings and./or the loss of specialist teachers, particularly music specialists...

‘With visual arts and music dominating in primary schools, arts education appears to have an appropriate share of program time devoted to it. We note with concern, however, the limited offering and participation in dance and drama, which might be expected to have a strong role in education at the primary level.

Arts education in secondary schools

‘It is a more complex matter to describe the nature of arts education programs in secondary schools. partly because they tend to be larger, more complex and have more widely varying curriculum structures, but primarily because the element of subject choice becomes progressively more significant. Subjects tend to be compulsory in Year 7 and 8. Elective programs commonly begin in Year 9 and continue through Year 10. At Years 11 and 12 all subjects except English are nominally elective. (They are ‘nominally’ elective at this level because the capacity of schools to offer a broad range of subjects varies, subject blocking or ‘line’ arrangements have a strong impact on what is available to choose from, and other considerations such as requirements for tertiary study and factors to do with academic and other status become important.) The switch in electivity between Years 7 and 8 and Years 9 and 10 is evident from our figures. In government schools, for example, the following table shows how this change is evident -

no. of compulsory and elective arts programs reported in sampled government secondary schools, Victoria, Years 7-10				
	year 7	year 8	year 9	year 10
compulsory	61	47	22	5
elective	7	24	70	76

‘Data from the Catholic Education Office (*7-10 Curriculum Learning Area Percentage Survey*) suggest that in Catholic systemic schools arts education has the highest percentage share of the curriculum from Years 7-10, if only just. It had approximately 15 per cent, with English having about 14.5 per cent, and Maths 13.5 per cent. In this context it is worth remembering that such figures will frequently encompass a number of studies. Data from our survey suggests that any individual arts subjects will take up between 4 per cent and 9 per cent of the total with about 7 per cent being the norm. Put generally and somewhat baldly, in Years 7-10 arts subjects are allocated two periods per week... That changes quite markedly in years 11 and 12 when approximately double that amount of time appears to be devoted to arts studies. (This latter amount of time is firmly suggested if not prescribed by the Board of Studies.)

‘Visual arts and music are again the dominant areas of arts study across all three sectors. They are also the studies most consistently found as compulsory...

‘The following table provides some interesting data which produce a more accurate picture of student participation in arts education -

Participation in arts education programs in respondent schools, Victoria, Years 7-12. Figures show the percentage of all students at each level taking each subject.						
	year 7	year 8	year 9	year 10	year 11	year 12
dance	6.2	5.2	3.3	1.3	0.3	0.3
drama	55.0	44.8	26.7	22.2	5.5	4.3
graph.comm.	26.1	27.6	37.8	31.5	15.1	11.8
media	0.0	5.8	12.4	11.6	5.8	4.4
music	84.7	70.0	27.6	12.4	4.3	3.6
visual arts	96.5	83.8	62.8	47.4	17.0	16.2

‘In government [secondary] schools art subjects were reportedly funded in a large majority of cases (19) from both general schools funds and subject specific levies... costs generally increase with school year level.

Arts education in Years 11-12

‘The number and proportion of students choosing to take subjects from the arts area at year 12 increased markedly during the period 1984-1991...

HSC students and arts subjects enrolments, Victoria 1984-1991 showing percentage increased 1984-1991								
	1984	1985	1986	1987	1988	1989	1990	1991
Group 1 [‘the conventional route for tertiary entry’]								
art	2150	2220	2463	2810	3502	3606	3738	4222 +96%
graphic comm.	869	1025	1270	1519	2093	2388	2971	3746 +333%
music	1037	1159	1319	1399	1505	1705	1517	1685 +63%
Group 2 [‘a range of studies additional to those which had been offered in the past’]								
creative arts	606	622	811	1172	1369	1565	1658	1873 +209%
dance	17	6	22	12	32	26	34	22
drama	199	215	281	406	537	676	782	766 +285%
studies in theatre arts	47	40	22	10	20	45	56	75
graphic techniques	83	127	226	362	459	557	622	653 +687%
media studies	227	243	418	547	733	802	932	1165 +400%
ASSX: fine arts	not offered	12	35	26	31	42	43	28
total arts enrolments	5235	5235	5669	6867	10281	11412	12353	14178 +171%
total students*	31418	33322	35907	39100	43629	44259	45557	52682 +68%
total students**	28966	30706	33374	37232	42457	44223	45182	50632
arts enrolments as % of total students***	18.1%	18.5%	20.6%	22.2%	24.2%	25.8%	27.3%	28.0%

- * Figures provide by Cross Arts Victoria and others, submission 96 pp1112ff.
- ** Figures for Year 12 students in *National Report on Schooling in Australia 1993 - Statistical Annex*, p15.
- *** Uses the *National Report...* figures of the second last row to provide comparability with the next graph following. Note that a figure for arts *enrolments* as a percentage of total *students*, given here as a guide to change over time for want of a figure for total Victorian enrolments, is not comparable with other state figures for arts enrolments as a percentage of total *enrolments*.

‘Group 1 arts subject enrolments exceeded or kept pace with overall growth... [The Group 2 subjects] were starting from a small based: the first of them ran for the first time in 1982. This not disguise how quickly they grew in a number of cases. Creative Arts, for example, was approaching half the enrolment in the ‘mainstream’ [Group 1] subject Art after eight years. It should also be remembered that this growth took place in an area which was to some extent stigmatised through the difficulties generated by using results from these subjects for tertiary entry.

‘The overall growth continued at an even more rapid rate with the introduction of the new Victorian Certificate of Education (VCE) studies...

Enrolment in arts subjects, Victoria 1991-1993 (using averaged VCE Unit 3 and 4 enrolments, commonly Year 12) m/f% = male and female as percentage of total				
	1991 (HSC)	1992 (VCE)	1993 (VCE)	1993 m/f%
visual arts	6,123	9,917	9,002	41/59%
dance	22	184	218	12/88%
drama	841	2,491	1,862	29/71%
graphic comm.	4,399	6,728	5,864	67/33%
media	1,135	5,184	4,804	49/51%
music	1,658	1,536	1,586	46/54%
TOTAL ARTS	14,178	26,040	23,336	48/52%
total students*	50,632	52,051	49,127	
arts enrolments as % of total students**	28.0%	50.0%	47.5%	

- ** Figures for Year 12 students in *National Report on Schooling in Australia 1993 - Statistical Annex*, p15.
- *** Uses the *National Report...* figures of the second last row to provide comparability with the previous graph. Note that a figure for arts *enrolments* as a percentage of total *students*, given here as a guide to change over time for want of a figure for total Victorian enrolments, is not comparable with other state figures for arts enrolments as a percentage of total *enrolments*.

‘The figures show a striking increase in all areas except Music on introduction of the VCE studies, with some decline in most areas in the following year...

‘It remains clear that the share of subject enrolment for arts has increased markedly. In 1984 it was approximately 4.2 per cent. By comparison in 1992 it stood at 8.1 per cent of total subject enrolments; in 1993 8.8. per cent.’

Catholic Education Office of the Archdiocese of Melbourne, submission 13 p 143ff:

‘At Years 7-10, 1993 data on curriculum provision in Melbourne’s Catholic schools show Arts is well represented in the curriculum, with a greater proportion of class time than any other learning area. This share is slightly greater in girls’ and co-educational schools and slightly less in boys’ schools...

‘the current trend in Victorian secondary schools is for Arts to become an elective at Year 7 or 8, and broken into semester-based units...

Learning area percentage share, Years 7-10. Victorian Catholic schools 1993:

Arts	15 per cent
Maths	13.5 per cent
Technology	6.5 per cent
Languages	7 per cent
Health	11 per cent
English	14.5 per cent
Studies of society & Environment	13.5 per cent
science	10 per cent
religious education	9 per cent

Learning area percentage share within Arts subject, Years 7-10, Victorian Catholic schools 1993:

art	25.5 per cent
ceramics	3.5 per cent
creative arts	3.0 per cent
dance	1 per cent
design education	2.5 per cent
drama	11 per cent
expressive arts	0.5 per cent
graphics	12 per cent
media	4.5 per cent
music	21.5 per cent
performing arts	1 per cent
textiles	8 per cent
visual arts	1 per cent
other	3 per cent

QUEENSLAND

Department of Education, Queensland, supplementary information to submission 115, 13/4/95:

Arts in primary schools, Years 1-7

‘The last formal policy on primary school hours of study dates from 1973. At that time art was 2 hours minimum and 2.5 hours maximum, and music was 1 hour minimum and 1.5 hours maximum. Other arts areas did not exist within the arts key learning area at that time. Existing curriculum documents relating to the arts area include art, dance, drama, media and music. There are also new demands on curriculum time. Languages other than English is a good example.’

Department of Education, Queensland, submission 115 p1368-9 and supplementary information 13/4/95:

‘The involvement of students in arts activities in [government] primary schools is not documented because statistics are not maintained for student involvements and teacher involvement in all the arts subject areas. All schools are required to implement art and music syllabuses and some are implementing the relatively new dance and drama curriculum guides. Instrumental music is offered in 440 primary schools [out of total 1,008 government primary schools²] to students in Years 3-7. 27,000 primary students [out of total 260,493 government primary students³] studied an instrument and were members of a band or orchestra in 1993...

‘Specialist primary classroom music teachers work in schools throughout the state. In 1993 there were 338 primary school music specialists (305 full time equivalent) employed to service primary schools [out of total 14,436 full time equivalent government primary teaching staff⁴]. Generally speaking almost 80 per cent of primary school children receive approximately 30 minutes a week of music instruction from a music specialist and a further 30 minutes with the class teacher.’

Arts in secondary schools, Years 8-12

‘As secondary teachers usually teach more than one subject this data is not available for all arts teaching. However 604 art teachers and 208 music teachers are coded as such in human resource records [out of total 11,346 full time equivalent government secondary teaching staff⁵]. In addition 1993 teaching returns show 22 secondary schools offered art, 180 offered classroom music, 129 offered drama, 42 offered film and TV, and 32 offered dance which is the most recent arts subject

2 Ministerial Council on Education, Training and Youth Affairs, *National Report on School in Australia 1993 - Statistical Annex*, p8.

3 *ibid*, p10.

4 *ibid*, p63.

5 *ibid*, p63.

addition [out of total 256 government secondary schools⁶]. There is at least one and sometimes there are several teachers for each of these arts subjects in a school.

government school teaching staff, Queensland September 1994				
	number	fulltime equivalent	percentage of sector total (primary or secondary)	percentage of total full time equivalent
secondary music	206	199.2	1.8%	0.7%
secondary dance	2	2	0.02%	0.007%
secondary art	492	485.9	4.5%	1.76%
secondary performing arts	132	130.1	1.2%	0.47%
primary & secondary instr. music	251	219.4	n/a	0.79%
total arts teachers	1,426	1,343.1	n/a	4.8%
total govt school teachers		25,782 (1993 ⁷)		

‘In Years 3 to 12 there are almost 37,000 students receiving instrumental tuition [out of total 404,263 K-12 government school students⁸]. these students receive one half hour small group lesson plus a minimum of one 45 minutes ensemble rehearsal per week. 259 instrumental music instructors (223 full time equivalent) teach in all eleven regions.

‘The following statistics from the 1993 Queensland Department of Education Teaching Returns indicate student involvement in arts subject areas in secondary schools [1994 figures added from supplementary information provided by Qld Department of Education] -

total [government school] arts enrolments Years 8-12, Queensland 1993, 1994 m/f% = male & female as percent of total							
	art	dance	drama	media	music	instr. music	English
BSSS* 1993	49,335	1,112	20,889	3,101	25,920	8,000	
BSSS* 1994	50,182	1,434	20,943	3,344	24,950	?	
BSSS registered** 1993	6,662	-	-		681		
BSSS registered** 1994	7,289				724	?	

6 *ibid*, p8.

7 *ibid*, p63.

8 *ibid*, p10.

school based 1993	2,262	459	1,500	79	1,530		
school based 1994	1,795				1,353	?	
TAFE 1993	563						
TAFE 1994	730					?	
total 1993	58,882	1,571	22,389	3,180	28,131		140,000
total 1994	59,996	1,434	20,943	3,344	27,037	?	137,383
m/f % 1994	47/53%	11/89%	29/71%	45/55%	49/51%	?	50/50%
total as per cent of total Yr 8-12 students 1994	42%	1%	15%	2.4%	20%		100%

* These enrolment figures include Board of Senior Secondary School Studies (BSSS) subjects for Years 10,11 & 12.

** Subjects at Years 10,11 or 12 approved by BSSS but which do not contribute to tertiary entrance scores.

Board of Senior Secondary School Studies Queensland, submission 110 p1323-4; BSSS Statistics Bulletin:

Arts enrolment in Year 12, Queensland 1989-1994 m/f% = male and female enrolments as percentage of total enrolments							
subject	1989 yr 12 total	1993 yr 12 male	1993 yr 12 female	1993 yr 12 m/f%	1993 yr 12 total*	1994 yr 12 total	1994 schools offering
art	7332	2220	3939	36/64	6458	6392	294
music	1319	572	973	37/63	1512	1795	213
speech & drama	1897	434	1498	23/77	1971	1990	105
theatre	2504	634	2189	23/77	2806	2893	143
drama	-	158	518	23/77	661	704	?
film & TV	1452	880	963	48/52	1893	1918	105
dance	437	38	420	8/92	456	479	36
total arts enrolments	14941	4936	10500	32/68	16692	16171	
total enrolments all 'Board subjects'**	177628				188875	180750	
arts % of total	8.4%				8.8%	8.9%	
total students	34189				37762	34689	

* The 1993 Year 12 figures for male, female and total were presented in different tables. The sums of the male and female figures differ from the totals. The reasons for this are not clear in the documents but may be because the totals refer to *enrolments* while the separate male and female figures refer to successful *completion* of courses.

** The table lists only enrolments in 'Board subjects'. These are subjects accredited by the Board for university entrance purposes. Schools may offer other courses, known as 'Board Registered', 'school-based' or 'TAFE'. These are not shown here.

SOUTH AUSTRALIA

Government of South Australia, submission 109 pp1295,1301,1319:

1993 enrolment in arts subjects as a percentage of the total student cohort for Years 8 to 12, South Australia [government schools], 1993		
	boys per cent	girls per cent
art	43.3%	43.1%
dance	1.0%	3.7%
drama	17.4%	23.5%
media studies	3.1%	2.3%
music	18.7%	21.5%
other arts	0.6%	0.6%
total [government] 8-12 students cohort 1993	31,628.7	30,638.4

‘There are 89 high, 412 primary, 66 junior primary, 52 area, 18 rural, 16 Aboriginal and 21 special schools in the government schools sector [in South Australia]... 1077 teachers (1016.8 Full Time Equivalents) work in eight art form areas, that is just over 17 per cent of the secondary teaching cohort of 6,176 persons (5870.2 FTE’s). Statistical information as to the number of arts teachers working at the secondary level of schooling in each of the arts form is included in the table...

No. of secondary teachers in various art forms, South Australia [government schools] May 1994		
	persons	FTE
art	326	302.6
art/craft	22	21.4
dance	29	27.4
design	138	134.4
drama	196	186.9
media	45	44.2
music	248	226.9
technical drawing	73	73
total secondary arts teachers	1077	1016.8
total secondary teachers	6176	5870.2
arts teachers as % of total secondary teachers	17%	17%

WESTERN AUSTRALIA

Department of Education, Western Australia, submission 117 p1388:

‘Western Australia has since 1977 used a system of specialist arts teaching in **primary schools**. This is based on the provision of one hour per week of instruction to each class group. In arts forms other than that taken by the specialist teacher, class teachers still have a responsibility to provide instruction. Some schools arrange their timetabling to permit their own generalist teaching staff to take on a specialist teaching role.’

Ministry of Education, Western Australia, *Annual Report 1992-93*, pp24-25:

Year 10 enrolment by subject area, Western Australian government schools 1990-92

‘Participation in the various aspects of the curriculum in the last year of the compulsory period of schooling is indicated by the Unit Curriculum enrolment index, which indicates the proportion of the curriculum devoted to reach subject area in Year 10.

‘The enrolment index for a subject area is calculated by dividing the total number of units studied by all students (‘student-units’) in that subject area by the total number of units studied by the students in all subject areas, and expressing the result as a percentage.

‘Year 10 data only were used. These indicate no significant gender imbalance in English, mathematics, science or social studies; however, there are minor differences in personal and vocational education, practical and creative arts and physical education; and there is a clear gender imbalance in Languages other than English.’

Year 10 enrolments by subject area, Western Australian government schools 1990-92					
subject area	1990 total	1991 total	1992 total	1992 male	1992 female
English etc.	16.9	16.7	16.2	15.9	16.5
Languages other than English	1.0	1.1	1.1	0.7	1.5
Mathematics	14.9	14.9	13.8	13.8	13.7
Person & Vocational Education	12.9	12.2	12.0	10.4	13.7
Physical Education	11.2	11.3	11.7	12.6	10.7
Practical & Creative Arts	12.5	13.0	12.8	13.8	11.7
Science	14.3	14.6	15.3	15.3	15.3
Computing etc.	2.4	2.4	2.5	2.9	2.0
Social Studies	13.7	14.3	14.8	14.7	14.9

Year 12 enrolments by Tertiary Entrance Examinations subjects, Western Australian government schools 1992

‘Participation in selected Tertiary Entrance Examination subjects in the final year of schooling is indicated by the proportion of year 12 students studying those subjects. Year 12 students who studied no accredited subjects or left school before the end of year 12 were excluded from the analysis. All data exclude senior college, full-fee-paying overseas, TAFE and private students.’

subject	male	female	total
Accounting	12.7	9.4	11.1
Applicable Mathematics	18.5	28.3	23.2
Art	15.1	7.3	11.3

Biology	18.1	13.2	15.7
Calculus	6.3	17.7	11.9
Chemistry	16.3	25.7	20.9
Discrete Mathematics	36.6	33.3	35.0
Economics	17.8	24.2	20.9
English	58.0	60.3	59.1
English Literature	23.7	11.1	17.5
Geography	36.7	38.2	37.4
History	28.3	15.2	21.9
Human Biology	44.4	21.0	32.9
Physics	8.1	25.5	16.6

Department of Education, Western Australia, submission 117 p1389:

‘In 1994 the current participation rate in Year 12 course in the Arts in Western Australia is as shown below and the percentage in brackets shows the approximate proportion of the total Year 12 school population. Courses which count towards tertiary entrance are indicated as TES.

Dance studies	210 (1%)
Speech and drama	225 (1%)
Theatre arts	1314 (7%)
Music TES	370 (2%)
Music in Society (new course)	42
Art TES	1941 (10%)
Applied Art	2186 (11%)

Australian Society for Music Education (WA Chapter), submission 39 p458-9

‘In Western Australia currently there are approximately 420 full time equivalent specialist teachers employed in [government] primary schools of which 186 are music specialists [out of total 7,899 fulltime equivalent government primary teachers⁹]. Some of them teach in more than one school.

‘Many classroom teachers take responsibility for music in their school in addition to the officially designated music specialists.

‘Most students in pre-schools and primary schools receive weekly instruction in music from either a person designated as the music specialist teacher or from their everyday classroom teacher...

‘Currently most secondary schools offer music at the lower school (Years 8-10) level, while somewhat fewer run Year 11 and 12 music classes. There are 100 secondary classroom music teachers, representing 79.75 fulltime equivalent teachers. there are

9 *ibid*, p63.

approximately 135 instrumental teachers representing 80 fulltime equivalent teachers [out of total 6,316 fulltime equivalent government secondary teachers¹⁰]....

‘Tertiary Entrance Examination music equals about 2 per cent of the total Year 12 student population. This figure has remained fairly constant for many years.’

TASMANIA

Government of Tasmania, submission 121 p1462:

‘All students K-8 participate in arts education, with high proportions of students continuing their studies on an optional basis in upper secondary and post-compulsory years.’

AUSTRALIAN CAPITAL TERRITORY

D Kendall & R Mauragis, submission 30a p361:

‘A recent study [Rasa Mauragis, *Arts Education Access in High School Scheduling*, unpublished thesis, University of Canberra 1993] involved 15 government high schools [in the Australian Capital Territory]. Curriculum policy regarding core and elective requirements was examined and time the time table of each school was analysed in order to identify total instructional time available. Timetable data was analysed further to compare instructional time allocated to each of the eight key learning areas within a school, as well as time allocated to each subject within the Arts learning area.

‘Results indicated that the arts are not given mandated time allocation as stated in school policy and that time table allocations to the arts is *less* that time offered to all other key learning areas except Languages Other Than English and Technology. Only 4.35 per cent or less of total teaching time available was allocated to the arts.’

NORTHERN TERRITORY

Government of the Northern Territory, submission 27 p330:

‘Northern Territory public schools allocate 80 hours per year in primary school and 120 hours per year for junior secondary students for the study of arts. Junior secondary students are expected to study one visual art, one performing art and select one additional subject from either the visual or performing arts in Year 8 and Year 9. Senior secondary courses are elective. Each course comprises 60 hours per semester.’

EXTRACTS FROM *MAPPING THE AUSTRALIAN CURRICULUM*

Australian Education Council, Canberra 1989

10 *ibid*, p63.

These extracts refer to time allocations. The report also has comments, too various to be easily summarised, on the extent to which the state education authorities mandate or encourage particular subjects or combinations of subjects, either as 'core' subjects or in the interest of a 'balanced' variety of studies.

The report related to the government school sector only.

The likelihood that some of this information is out of date should be remembered.

Primary (Years K-6 or K-7) (pp14-16)

‘The range of subjects that are common to all systems are:

- language/English
- mathematics
- social studies
- the arts (including music, art, craft and drama)
- science
- health (including physical education and personal development).

‘Despite this uniformity there is substantial variation in content, style and emphasis within the subjects areas at school and teacher level... Two systems, South Australia and Tasmania, include environmental studies/education as separate components of the common range of learning areas...

‘Where systems have recommended time allocations there are notional only and intend to achieve balance in the Curriculum, however three systems have produced documents which make specific time allocations as follows:

subject area	hours per week		
	NT	Qld	WA
English/language development	10.0	8.0	12.5
mathematics	5.0	5.0	3.5
social	2.5	4.0	1.5
arts	2.5	4.0	3.0
health & phys. ed.	2.0	2.5	3.5
science	1.5	1.0	1.5
unspecified	3.0	0.5	1.5
hours per week	26.5	25.0	27.0

Northern Territory: provide a general guide for Years 3-7.

Queensland: provides minimum and maximum times for all years. The above is a mean only.

Western Australia: provides detailed suggested time allocations for each subject area for each year of primary schooling (K-7). the above figure is an average only.

‘Although some systems may not specify time allocations, a variety of approaches are used to ensure reasonable time comparability. In most systems (New

South Wales, Victoria, South Australian and Tasmania) the school principal takes this responsibility in consultation with staff. In the Australian Capital Territory School Boards have this responsibility.

‘In all systems, time on task is readily varied to take account of unscheduled events, the rate of progress and the needs of the learner. Most systems are moving or have moved from notions of a fixed, segmented timetable to a more holistic and flexible view of apportioning learning time...

Lower secondary (Years 7-10 or 8-10) (pp28-30)

‘In New South Wales time allocations are minimum (specified by the Board for all schools) and a higher minimum is specified by the Department of Education for government schools.

‘Victoria, Tasmania and the ACT do not specify time allocations.

‘Queensland and Western Australia indicated that there were both system mandated and system recommended time allocations.

‘There are significant differences among systems as to times allocated...

‘In South Australia, some schools adopt the recommendation of the Australian Association of Teachers of English which is 240 minutes per week for English in Years 8-10. The Commonwealth’s *Action: Education and the Arts* is also influential in that it recommends 20 per cent of time in Year 8 and 10 per cent in Years 9 and 10 to be devoted to the arts. Some curriculum documents contain recommended time allocations. These recommendations are: mathematics 240 minutes per week; human society (history, geography, social studies) 200 minutes per week.

‘Some systems had difficulty in quantifying a common pattern of time allocation. Significant differences in time are apparent in the table.’

See tables overleaf

NOT IN ELECTRONIC FORM

Years 11-12 (p53)

‘With the exception of Tasmania which will have suggested time allocation in 1990, all of the systems have provisions which mandate time allocations for Year 11/12 courses/subjects.

‘There is a high degree of variation both in the unit of presentation and in hours per time period where the time period is stated in the same form.’

See tables overleaf

NOT IN ELECTRONIC FORM