

Summary of Recommendations

Your Committee recommends:

The college proposal

1. That secondary education in the A.C.T. be restructured. in ways to be further specified, along the lines of four-year high schools and colleges having at least those functions and purposes defined in 4 below. (Paragraph 3.34)
2. That in principle the enrolment of part-time students should be permitted from the outset, but the final decision should be made by the individual college council. (Paragraph 3.43)
3. That colleges be named generically as 'secondary colleges', but that each be known by its individual name together with the word "college". e.g. 'Dickson College'. (Paragraph 3,48)
4. That colleges whose functions and purposes include at least those defined below be introduced in both the new satellite towns and the inner areas of Canberra. (Paragraph 3.50)

Colleges should offer a wide range of courses tailored to the differing interests and abilities of students.

The entry to colleges should be non-selective on academic grounds.

Colleges would embody the concept of free education. Rejection, suspension or expulsion of any student to be subject to appeal. The entry of mature-age students should be permitted. and oven encouraged, from the outset.

Each student in the college should be given the maximum opportunity for individual development and excellence, both academically and socially.

Vocational guidance and pastoral care should be inherent to the structure of these new institutions.

Colleges should not be organised or staffed in such a way as to inhibit the offering of a sound education in high schools. The principle of equal regard for all phases of formal educational should be taken into account when considering the relationships between colleges. high schools and primary schools.

Colleges should become responsible for their own methods of assessment. appropriate to the needs of their students and the different kinds of courses they are pursuing.

Accordingly, the external-examination-oriented nature of secondary education should be phased out as quickly as is practicable. It is fundamental that both schools and colleges be encouraged to assume a greater degree of autonomy than at present to devise, within broad, accepted educational objectives, their own particular goals, structures and curricula.

The accent in colleges should be on freedom. self-development. selfmotivation, self-discipline, and student management of student affairs.

In the making of arrangements and in the content of curricula. colleges should aim at a closer integration with the life and work of the community as a whole.

Teacher training recognised by the profession to be a prerequisite for all teaching staff in colleges and high schools. Colleges should be planned for a maximum of 800 full-time students with an optimum of 650. For staffing purposes, class sizes should be calculated in accordance with the recommendations of the Scott Committee. (Paragraph 3.36).

5. That new college buildings be constructed in both the Woden Valley and Belconnen along the lines of the design brief discussed with officers of the then Department of Education and Science and the National Capital Development Commission, to be ready for occupation before the beginning of 1976. (Paragraph 3.51).

6. That the A.C.T. Education Authority commission an independent evaluation of the restructuring of secondary education in the A.C.T. before 1981. (Paragraph 3.54).

Curricula

7. That the high school curriculum be complete in itself. and be built around a problem-centred core that emphasises the interaction of student, school and socie- The basic skills should be essential elements of this core, and a wide range of options should be offered peripheral to the core studies. (Paragraph 4.27)

8. That critical and comparative studies of religion be integrated into the core curriculum, but that dogmatic or sectarian religion not be offered at high school, except on demand as an extra-curricular activity. (Paragraph 4.28).

9. That the college curriculum be so structured as to emphasise the interrelationship of student and community. of study and experience, and between disciplines. (Paragraph 4.40).

10. That ways to besought to promote interaction between college and community. (Paragraph 4.41).

11. That no course of study shall be prescribed as compulsory for all college students. (Paragraph 4.42).

12. That a Curriculum Advisory Board, constituted along the lines indicated below, he appointed not later than early 1974. to form part of the Education Authority, and to scrutinise, evaluate and adapt curriculum material, to advise schools and colleges on curricular processes and implementation, and to advise on in-service training in the curriculum field. (Paragraph 4.48).

The board to have five full-time curriculum specialists, plus part-time members: two from the school of Teacher Education. C.C.A.E. two teachers; one high school and one college principal; and one representative of the Department of Education. (Paragraph 4.46).

13. That all submissions received pertaining to matters of curriculum construction be referred to the Curriculum Advisory Board for further study. (Paragraph 4.49).

Examinations

14.

- (a) that the Department of Education take urgent steps to ensure that research is continued, if necessary at public expense, into alternative methods of assessment and evaluation;
- (b) the Higher School Certificate examination be replaced by a testing system of continuous assessment evolved through such research, to which is added, at least for the time being, an external test of the TTP or ASAT type, suitably refined so as to take account of other aptitudes besides scholastic,

- (c) this change be timed to coincide with the first completed two years of operation of the first colleges (1977);
- (d) the A.C.T. follow the lead of the N.S.W. Department of Education in abolishing the external School Certificate examination not later than 1975;
- (e) a transcript of standardised form he devised to serve as an indicator of progress and proficiency and to indicate the range of a student's interests and abilities, such transcripts being available to all students leaving high school and college;
- (f) the Commonwealth continue and intensify its research into the development of aptitude tests for tertiary entrance and other specific skills;
- (g) the Department of Education, as the interim* local Education Authority, pursue with the Australian Universities Vice-Chancellors' Committee the question of the admissibility of students from the A.C.T. colleges to universities other than the A.N.U. (Paragraph 5.62).

Government

15. That each college should have as its governing body a council with the following functions:

- (a) determination of the educational program within guidelines laid down by the authority;
- (b) preparation of estimates and the determination of a budget within available funds which would allow the educational program to be implemented,
- (c) advice to the education authority on staffing requirements in accordance with the educational needs of the college;
- (d) participation in the selection of teaching staff,
- (e) selection and employment of non-teaching staff on such basis as will ensure the most effective implementation of the educational program. (Paragraph 6.8).

The method of operation of the council should be as follows:

The council will participate in the planning of the college's policy and operations and bear the responsibility for ratifying all policy decisions. Inevitably, the council will delegate many planning and executive functions to the staff and the principal. Although it will be obliged to accept their advice in relation to the discharge of its responsibilities, the council should retain rights to initiate proposals covering a wide range of college activities. The council is to be involved in making suggestions to the principal and staff during the planning stages, in commenting on and criticising proposals and referring them back for further consideration if necessary. In such areas as syllabus and course planning, the determination of teaching strategies and methods, the organisation of timetables and the administrative and operational arrangements associated with these, the council should not establish policies which do not have the endorsement of the principal and staff nor should it reject proposals

on matters of this kind about which the principal and staff are agreed. (Paragraph 6.12).

16. That college councils have a maximum membership of twelve. They should contain representatives of the staff, students, parents and the authority. (Paragraph 6.25)

17. That all staff members have the right and the responsibility of participating in the college's policy-making process; that principals should ensure that necessary arrangements are made to enable staff properly to exercise this responsibility. (Paragraph 6.3 1)

18. That colleges develop both formal and informal structures to enable students to participate actively in the control of their own affairs. (Paragraph 6.36)

19. That interim councils be established to undertake preliminary planning prior to the establishment of colleges; they should be appointed by the authority and would have members nominated by the relevant teachers' and principals' organisations. the authority, parents, students, and staff members when appointed. (Paragraph 6.55)

20. That in general, high schools have the same form of government as we have recommended for colleges; some modifications may be necessary because the students are younger and less mature. (Paragraph 6.60)

21. That the authority provide a range of special services to enable the problems of students whose antisocial behaviour cannot be dealt with by the school itself to receive proper attention. (Paragraph 6.62)

Staffing

22. That the Department of Education, as a priority matter, make arrangements to ensure that teachers, through in-service education, are provided with opportunities to familiarise themselves with the cause, nature and purpose of the changes we are proposing, and to make their contributions to advance planning. (Paragraph 7.14)

23. That the Council of Parents' and Citizens' Associations, with the active support of members of this committee and the Department of Education, perform a similar service for parents and the community. (Paragraph 7.15)

24. That the teaching staff (and we include here the guidance, counselling and senior library staff) of high schools and colleges should have teacher training of a kind and standard acceptable to the teaching profession. (Paragraph 7.20)

25. That the Commissioner of the Commonwealth Teaching Service, in consultation with the Commonwealth Teachers' Federation, determine these standards, assess equivalence of training between various teacher education institutions, and devise procedures to handle exceptional cases. (Paragraph 7.21)

26. That the Education Authority, in being alert to the needs of high school and college staffing in respect to the experience, sex, and qualifications of their teachers, and also to the appointment opportunities of teachers, devise procedures, in consultation with the Commonwealth Teachers' Federation, to correct any imbalance that may arise between high schools, between colleges and between high schools and colleges. (Paragraph 7.22)

27 That for both high schools and colleges.

(a) the staffing organisation should become more flexible to enable each school or college to determine its own appropriate pattern within a total points allocation;

(b) the staff to be so structured that the functional effectiveness of the school or college is enhanced, with teachers undertaking varied specialised roles and with positions of responsibility calling for a variety of leadership skills,

(c) the levels of positions of responsibility between the principal and the assistant teachers be few in number, and a maximum of three. The junior level should contain some positions which would be occupied on a temporary basis to meet special needs. The lower two levels should provide positions which are oriented towards specialised teaching roles as well as administrative ones, and related leadership activities. (Paragraph 7.35)

28 That career patterns and levels of responsibility be similar for both high school and college teachers. (Paragraph 7.36)

29. That the Department of Education, as the interim authority, select and consult with several Forms 1-6 high schools, individually, in order to establish further staff structure models based on the above principles and that the remaining high schools be invited to make their own studies. (Paragraph 7.39)

30. That in respect to the counselling service:

(a) the number of counsellors be substantially increased;

(b) a group of counsellors be associated with a college, several high schools and several primary schools. with one counsellor coordinating the work of the group:

(e) a counsellor be responsible for co-ordinating the work of all the groups and for the deployment of the counselling staff.,

(d) Level 11 and Level III positions be established in the counselling service, and that a Level IV position be established at a suitable stage in its growth:

(e) the occupant of a Level 11 or Level 111 position be able to counsel in the primary/high school or the high school/college continuum.

(f) all teachers, with the necessary qualifications, be eligible to apply for positions in the counselling service, and, conversely, all members of the counselling service, with the necessary qualifications, be eligible to apply for positions in a high school or in a college. (Paragraph 7.52)

31. That careers information should be available from and taught by a specialist teacher in the social sciences area. Vocational guidance should be the responsibility of the counsellor. (Paragraph 7.55)

32. That specialist teachers be provided for mentally and physically handicapped students, for those not fluent in English, for those with specific learning disabilities and for those in need of expert remedial help. (Paragraph 7.60)

33. That as information becomes available from research on specific learning difficulties and successful techniques evolve, schools be staffed and equipped accordingly. (Paragraph 7.61)

34. That the library staffing arrangements, in both colleges and high schools, meet the standards set down by the Commonwealth Secondary Schools Libraries Committee. (Paragraph 7.70)

35. That each high school and college have a greatly increased ancillary staff to include a professionally qualified bursar, sufficient secretarial staff, a trained nurse. a

full-time janitor, and non-teaching assistants to answer the needs of all faculty areas. (Paragraph 7.77)

36. That all non-teaching staff have suitable pre-service training and further inservice training as required. (Paragraph 7.78)

37. That in the years 1973-1975. as a matter of urgency, and thereafter as a matter of continuing policy, the education authority:

- (a) identify the areas where the expertise of professional staff is inadequate;
- (b) negotiate with tertiary institutions where it is found that requisite courses are not already being offered;
- (c) encourage its professional staff, both teachers and administrators, to undertake courses to improve their efficiency and readiness to assume new or additional roles and responsibilities. (Paragraph 7.82)

38. That a continuing program of in-service education be arranged by the Education Authority for principals and staff in A.C.T. schools, during school hours. (Paragraph 7.87)

39. That where teachers have an approved part-time study commitment their professional work load in the school or college be reduced. (Paragraph 7.88)

40. That leave on full pay for periods up to a year be granted to professional staff prepared rigorously to pursue approved courses which will improve their efficiency as teachers or administrators. (Paragraph 7.89)

41. That high schools and colleges be staffed so that each has a reasonable degree of flexibility to determine and operate an optimum range of group sizes. (Paragraph 7.97)

42. That where class sizes are part of a formula in determining a school or college's teaching establishment, they be a maximum of about 30 in the high school and not more than 20 to 25 (depending upon the subject area) in the college, with appropriate reductions for practical classes. (Paragraph 7.99)

43. That the teaching loads of teachers of comparable levels in high schools and colleges be the same. (Paragraph 7.101)

44. That the beginning teacher, at least in his first year of teaching, have a reduced teaching load. (Paragraph; 7.103)

45. That as well as salary allowances and status, positions involving educational leadership have an appropriate time allowance. (Paragraph 7.106)

46. That the teaching establishment and the ancillary staff of a high school and of a college be of such a number and kind as to facilitate the achievement of their approved aims, objectives and methods. (Paragraph 7.108)

47. That the following time table be adopted to prepare for the opening of each of the four new colleges in 1976:

- (a) the principal should be known at the beginning of 1974 and should be available for consultation with an expert Curriculum Advisory Board also established on a permanent basis at the beginning of 1974.
- (b) before the middle of 1974, the Curriculum Advisory Board should brief interim committees with some full-time members to provide suggested syllabus material by mid-1975.
- (c) the principal and one deputy principal and the librarian should be appointed at the beginning of 1975 on a full-time basis to prepare the general organisation for the opening of the College.

(d) senior staff appointments should be known at the beginning of 1975. These teachers should be available for consultation and planning throughout 1975 with necessary relief provided from classroom teaching.

(e) during 1975, regular consultation with Form 4 students in existing schools should be made in order to determine the range of courses to be offered. They should make firm selection of courses by the end of second term so that detailed organisation for opening the college can proceed, although students may request variations at later stages.

(f) staffing, purchase of basic equipment, provision of facilities (library, etc.) should be well in hand early in third term 1975. (Paragraph 7.111)

Educational facilities

48. That all high schools and colleges be provided with adequate audio-visual equipment, apparatus, and teaching aids, and that machinery be devised by the Education Authority to ensure that these are available when the school or college commences operation. (Paragraph 8.11)

49. That the initial library grant for new high schools and colleges be sufficient to provide a resource collection to the Commonwealth Secondary Schools library Committee standard. (Paragraph 8.16)

50. That the Education Authority enter into negotiations with the Canberra Public Library authorities with the aim of integration of facilities. (Paragraph 8.18) 51. That decisions related to the rationalisation of holdings of equipment, apparatus, and text-books should be left to individual schools, although there will be a need for supplementary grants during the transition period. (Paragraph 8.26)

52. That adjustment in book stocks should be left to individual schools and colleges. Libraries in high schools which lose their senior forms should not be dismembered. Those schools which will lose their junior forms should decide which of their books will be no longer required and these should be made available to new high schools. These two colleges should also receive an initial library grant. (Paragraph 8.27)

53. That high schools and colleges be designed to permit maximum flexibility of operation. This flexibility should be further ensured by provisions for modern audio-visual equipment and the use of well-designed furniture in both new and existing buildings. (Paragraph 8.41)

54. That the Education Authority, as a matter of priority, give attention to the expansion of the teaching resources centre so that it may be able to give ready assistance to teachers to implement our proposals, (Paragraph 8.51)

Implementation

55. That the strategies for introducing the new structure for secondary education in Canberra recommended in this report be along the lines described below. (Paragraph 9.32)

New college buildings should be constructed in both the Woden Valley and in Belconnen along the lines of the design brief discussed with officers of the then Department of Education and Science and the National Capital Development Commission, to be ready for occupation before the beginning of 1976.

The existing Dickson and Narrabundah High Schools be converted to colleges, with suitable modifications of the existing buildings.

This conversion take place during the period 1974-1977 with the first newstyle fifth forms operating in 1976.

There would be no first form enrolments in either Dickson or Narrabundah in 1974, and the fifth forms from the associated high schools would transfer to these two colleges in 1976. In 1976, both the colleges would have a residual fourth form, and the associated high schools would have a residual sixth form. The conversion would be completed in 1977.

In 1976, fifth form students from the Woden Valley area would enrol in the new Woden Valley College as would those at that level from Weston Creek and Tuggeranong. A new college will be required in the Weston Creek area in 1977, but those students who enrolled in the Woden College in 1976 would be able to remain there in 1977. It is expected that students at senior level from the suburbs of Deakin and Yarralumla are likely to seek enrolment in Woden College. The associated high schools would have residual sixth forms in 1976.

In 1976, fifth form students in the Belconnen area would enter the new college. A second college in this area may be required in 1978. Canberra, Belconnen and Ginninderra High Schools will have residual sixth forms in 1976. Students in the three suburbs at present known as Belconnen 2, 3 and 4 are expected to seek enrolment in North Canberra in the latter part of this *decade*.

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Jane Gorrie