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The Committee Secretary
House of Representatives Standing Committee on
Employment, Education and Workplace Relations
Suite R1, 116 Parliament House
Canberra ACT 2600

Attention: Inquiry Secretary James Rees

Email: **eewr.reps@aph.gov.au**

Dear Mr Rees,

Please find attached the Independent Education Union's submission to the Inquiry into the Education of Boys.

As discussed with you today the IEU would appreciate appearing before the Inquiry when it is scheduled to take evidence in Sydney preferably on the 13 or morning of the 14th November.

Many thanks for your assistance.

Yours sincerely,

Lynne Rolley
Federal Secretary

INDEPENDENT EDUCATION UNION OF AUSTRALIA

SUBMISSION TO THE HOUSE OF REPRESENTATIVES COMMITTEE INQUIRY INTO THE EDUCATION OF BOYS

October 2000

1. INTRODUCTION

1.1 The Independent Education Union of Australia (IEU) welcomes the opportunity to respond to the House of Representatives Standing Committee Inquiry into the Education of Boys. The IEU is the federally registered union representing over 46,000 teachers and education support staff in the non-government sector.

1.2 The non-government education sector is a diverse one. There are approximately 2,600 (27%) non-government schools across the country, with the sector also comprising early childhood centres, pre schools, long day care centres, English Language Colleges and private training providers.

1.3

Within the non government sector, there continues to exist a very significant number of boys only schools across both the Catholic and Independent sector. There are particular issues in relation to learning and social outcomes for students attending, and for staff employed in such schools.

1.3 In preparing this submission, the union has consulted across its branch structures and in particular with its national and state Women's and Education Committees. There has also been considerable input from members in schools engaged in particular programs developed to address and monitor the academic achievement, behavioural issues, sporting involvement and achievement of at risk students across the various levels of schooling.

1.4 The IEU has a strong commitment to gender equity strategies for staff and students and supports policies and programs which provide systemic and systematic practical strategies for improving student participation, retention rates and improved learning outcomes for all students.

2. SOME STATISTICS

2.1 The 1999 ABS publication 'Schools Australia 1999' shows that 978,976 (30%) full time students attend non-government schools, with the gender distribution across the ages (5 & under to 20 & over) being 50.2% (m) and 49.7% (f).

2.2 The age participation rates of 15-19 year old students across all States/ Territories (as a proportion of the population of the same age and sex) shows, without exception, a higher rate of participation for girls than boys. (Attachment 1)

2.3 The apparent retention rate from year 10 to year 12 for female students (79.9%) in 1999 was higher then the rate for males (68.9%) across both government and non-government schools. In non-government schools, it was 79.6% for males and 87.6% for females. (Attachment 2)

2.4 In relation to the gender ratio of teaching staff in the sector in non-government primary schools, 79% of teaching staff are female and in secondary schools 54.5% are female. The gender split across the sector at both primary and secondary schools is 67% female, 33% male. (ABS: Schools Australia 1999)

3. SOCIAL CONTEXT

3.1 Over the past 20 years Australian society has become more socially and economically polarised. The gap between rich and poor has widened in terms of income and accumulated wealth, and in terms of the benefits such income and wealth can buy. Disadvantage and opportunity have a geographic dimension – many regional, rural and remote communities as well as many within urban settings have high levels of poverty, as well as other indicators of disadvantage – poor health, unemployment, family dysfunction, higher levels of crime, and poorer educational outcomes.

3.2 This is well documented in HREOC's Inquiry into Rural and Remote Education. While it is often argued that education is the means by which the economically and socially disadvantaged can overcome these barriers, in fact research shows that the way it is organised, delivered and experienced culturally within a school, it can work to further entrench such disadvantage. It is therefore vital that strategies developed to address gender differentials in levels of school participation, retention and performance also address the unequal distribution of resources to such communities and the social and cultural disadvantage arising from being poor, being indigenous, being female, being unemployed.

3.3 The IEU has done professional development work with its members in a number of states to support their educational and student welfare programs for disadvantaged students. For example, the IEU Victorian Branch, in partnership with the government teachers' union, has held a number of successful conferences through its professional development arm, the Teacher Learning Network (TLN) for primary teachers, year level and student welfare coordinators. These conferences are practical, with the agendas driven by issues being addressed by teachers and support staff in schools. They include sessions such as "Health and Welfare Issues for Rural Students" and "Drug Education – Parent Partnerships and Culturally Diverse Communities".

3.4 In its submission to HREOC's Inquiry into Rural and Remote Education, the IEU urged an examination of models of educational provision and their necessary funding arrangements whereby school communities look at ways in which there can be a reorganisation of resource sharing and curriculum offerings across schools and systems. The IEU argued that public policy

should seek to strengthen the role of the school community as the locus of rebuilding the spirit and confidence of rural and regional Australia. The IEU believes that the issues related to the differential outcomes of boys and girls in relation to participation, retention, performance and post school education and career destinations is of intense interest to communities and that strategies should be implemented to engage the community in understanding and addressing the issues

RECOMMENDATION 1

That the Inquiry recommend the establishment of local community education planning bodies which would involve school communities, including parents, school staffs, students and other local community agencies. These committees should look at the cooperative use of resources and access to services, and examine models of support such as "full service schooling."

4. BOYS' EDUCATION - IS THERE A PROBLEM?

4.1 Of considerable concern to IEU members over recent years is the domination by boys in the published statistics on issues such as:

- dangerous and destructive behaviour
- suicide
- high incidence of punishment in schools
- violent and bullying behaviours of fellow students and teachers
- drug abuse
- homophobia
- school suspension and expulsion
- poorer learning outcomes
- poorer retention rates

4.2 It is now common for the union to provide advice to members about strategies to deal with such behaviours and their impact not just on the learning environment of the school generally but also on their industrial repercussions for staff. Issues of classroom management procedures, school discipline policy, occupational health and safety regulations and the quality of teaching and learning are matters raised by school management, the parent community, teachers and support staff and students.

Unfortunately these issues are often dealt with as if the problem lies with a particular individual rather than as being systemic and societal, requiring multi layered programs and strategies resourced by governments and school employing authorities, and developed and implemented by teachers and support staff with the support of key stakeholders such as parents, education unions and other relevant community agencies.

4.3   Over the past decade, the increasing complexity and intensity of educational change has characterised the work of schools and teachers. In addition to changes in pedagogical approaches, the changes in the structure of families, the cultural plurality of school populations, youth unemployment and the diversification of the labour market and the increasing retention rates in schools have meant that greater responsibility for much of the socialisation and general care of students has fallen onto schools and, in particular, teachers. Most schools have developed programs concerned with the "whole student" and are becoming increasingly aware of the need to develop extensive, albeit unresourced, interagency and broad community links.

These strategies have been developed at the local level to deal with disengaged, alienated, antisocial students, greater numbers of whom are boys.

4.4   The growing public perception, to a large extent driven by the popular press, that all girls are outperforming all boys as a consequence of gender equity policies aimed at girls and the pro feminist agenda generally, has fuelled an argument for the pendulum to swing back in favour of boys. However, the generalisations found in the media ignore the vital questions: "Which boys? Which girls?". Factors such as social class, geographic location, gender construction within society, social and economic change, race, ethnicity, aboriginality, sexuality and disability profoundly affect and have already affected the educational performance of both boys and girls and should be taken into account in any measure of performance.

A recent report *"Academic Success and Social Power"*(2000) by Professor Richard Teese strongly supports the correlation between poverty, disadvantage and school failure, and his research shows that this is more evident in the public and Catholic systems in marginalised and disadvantaged communities.

4.5   **The IEU believes the need for a commitment by governments and employing authorities to a program of action from this public Inquiry is pressing and that the educational and social equity issues it raises require urgent attention in the national interest.** The union believes that it would be unfortunate if the Inquiry sustained what has been an inappropriate focus in the media on 'gender wars' in schools. The issues are much more complex, as of course are the strategies required to redress the problems.

5.   GENDER EQUITY – VARIOUS PERSPECTIVES

5.1   An informed discussion of issues affecting the education of boys requires some understanding of how gender equity has been pursued in Australian schools. It may be argued that from the late 1970s there was a deficit model of gender equity, with girls being seen as requiring additional support to achieve in traditional male curriculum areas such as Maths

and Science. It was later recognised that school and education system structures and practices actually contributed to the discrimination experienced by girls. In more recent times, there has been an increasing awareness that it is the construction of gender in society and in schools which disadvantages girls and also creates problem for boys. While the curriculum in schools often presents a world view seen through the eyes of males, such a view also frequently constructs a masculinity which can be dysfunctional for many boys and young men.

5.2   The Australian Education Council's 1992 *"Listening to Girls"* report noted that changes in the attitudes of boys and men were fundamental to addressing the educational disadvantage experienced by girls, indicating that without changes in boys' education much of what needs to happen for girls cannot be fully realised.

Dr. Cherry Collins' research on harassment and bullying published by ACER in 1996 also highlighted the gendered nature of schooling and problems created by narrow definitions of masculinity for both boys and girls in the classroom and in the playground.

5.3   The release of *"Gender Equity: A Framework for Australian Schools"* in 1997 emphasised the need for schools and systems to develop policies and practices based on understanding how gender is constructed and its impact on girls and boys. Such policies and practices should be underpinned by a commitment to social justice and educational equity for all students, not on a simplistic "now it's the boys' turn" approach. Equity for girls has not been achieved simply through more girls participating in higher levels of Maths, Science or Technology subjects, nor will boys' educational issues by addressed just by more boys doing well in English, languages or traditionally "female" subjects.

5.4   The needs of boys cannot be seen as simply parallel to those of girls and requiring just a realignment of the balance of time and resources devoted to girls and boys in schools. The experiences of the past twenty five years in working for gender equity in Australian schools has shown that simplistic changes to curriculum do not address the real issues of identity, power and social relationships in students' lives.

5.5   It is important to note however, that this is not just an Australian phenomenon. There has been a strong international policy focus on understanding gender differences in educational performance, particularly in New Zealand, England, Scandinavia, Europe, Canada and the U.S.

The debate is similar to that in Australia – that girls:

- have better literacy and interpersonal skills
- have attained improved end of year exam results
- stay on longer at school
- have improved tertiary education enrolment rates
- are generally more successful in education

and conversely, the perception is that boys are underperforming and at risk of being educationally disadvantaged.

Both current Australian and international research is now focussing more closely on which groups of girls and which groups of boys are performing highly or falling behind or remaining in much the same position:

> *"... while it is necessary to understand the overall differences between gender groups, data cannot simply be disaggregated according to undifferentiated gender categories (ie. all boys compared to all girls). It is also necessary to investigate the effects on educational performance and outcomes of other significant factors, such as socioeconomic status, location, (dis) ability, race and ethnicity and how they intersect with gender."* (Collins, Kenway, McLeod).

5.6　*The Education Review Report of New Zealand into the Achievement of Boys 1999* is based on the data gathered and an analysis of 416 school reviews in which the achievement of boys, in particular was a focus. Some eighty per cent of the responses from schools identified the fact that the achievement levels of all students but particularly boys was a concern and that staff were being proactive in addressing the needs of both boys and girls.

It was found that those schools most effective in meeting the learning needs of boys*:*

- *do not assume that all boys (or girls) have the same learning needs;*

- *set appropriate goals and expectations for boys and girls;*

- *assess, evaluate and report on students' achievement and attitudes;*

- *examine achievement information to assess which students are not achieving as well as they could;*

- *review curriculum plans to ensure that the strengths of boys (and girls) are being sufficiently channelled and developed;*

- *are knowledgeable about the research on boys' and girls' preferred learning styles and incorporate this into classroom practice;*

- *employ a range of teaching styles and strategies to tackle gender issues, which may include grouping boys and girls differently for different activities;*

- *do not lose sight of girls and their continuing needs; and*

- *celebrate the achievement of boys and girls.*

Other findings of the report included the following.

- *Several of the schools with good relative performance of boys also provided high quality education for Māori students. This suggests that schools that took steps to address barriers to achievement for*

some groups were likely to focus on the needs of other groups as well.

- Boys performed better in schools that had a relatively stronger focus on problem solving aspects of the mathematical curriculum.

- Schools with less developed evaluation and monitoring systems appeared to display a greater gap in the relative performance of boys and girls in external examinations.

5.7   In his paper *"Contextualising and Utilising the 'What About the Boys?' Backlash for Gender Equity Goals"*, Bob Lingard writes:

"Some gains have been made by females in respect of retention to the end of secondary schooling, in access to university and in academic performance...

Middle class girls are doing maths and sciences in greater numbers in post compulsory secondary schooling and challenging their middle class male counterparts for the highest grades, but many more boys continue to do these subjects."

5.8   Lingard argues that

"Social class remains an important 'determinant' of school performance and works together with gender so that middle class boys by and large perform better than working class and Aboriginal boys, with the same class differentials being true for girls. In respect of literacy, over which there has been much media and policy concern, girls do better than boys."

5.9   In relation to this latter point, a striking example of differences in learning outcomes between students in rural and remote areas and students in more mainstream learning communities was evident in the National School English Literacy Survey, initiated and funded by the Federal government and undertaken in 1996. The Report "Mapping Literacy Achievement" provided for the first time a national map of the broad range of literacy achievements among year 3 and year 5 students in Australian schools, documenting the varied levels of student achievement in those aspects of literacy which constitute the framework of the English curriculum profile, Reading, Writing (including Spelling), Speaking, Listening and Viewing.

5.10   What were the findings? The National Management Committee's letter to the Federal Minister noted the following:

In relation to the Main Sample of students, *"the survey data on the various subgroups are in line with the direction of existing literacy research. Children from high socio-economic backgrounds as a group achieve at significantly higher levels than children from other socio-economic backgrounds. Girls outperform boys. Students from a language background other than English as a group have lower levels of*

literacy in English than students from English speaking backgrounds. The achievement differences arising from groupings based on socio-economic background are larger than for gender and the differences arising from gender are in turn larger than those arising from a language background other than English.

Students in the Special Indigenous Sample have very low average levels of English literacy achievement. However, there is a very wide range of literacy achievement amongst these students at both year 3 and year 5. The survey data suggest that during the middle primary years the top 20 percent of students in this sample appear to make quite good progress while the bottom 20 percent of students often appear to make practically no progress. At year 5 in Reading, Writing and Speaking, this group of lower achieving students is still at a very basic stage in developing literacy skills. For a significant proportion of these lower achieving students, English is a second language. Students in the Special Indigenous Sample, on average, achieve comparatively strongly in Listening compared to other aspects of literacy. They achieve comparatively poorly in Reading."

CASE STUDY

Some reflections on Indigenous boys and their educational outcomes

An ongoing issue: it is an accepted fact that a person's education will affect their opportunities in life. The Royal Commission into Aboriginal Deaths in Custody provides gives testimony to this. Below are some results of the ninety-nine Aboriginal lives that were investigated:

- 40 people had not proceeded beyond primary schooling
- 8 had no primary schooling at all
- 20 had not completed primary schooling
- only 2 had completed secondary schooling
- only 3 had received some TAFE education but only 1 of these had completed a course
- none had any university education

Encouraging equity: it is still too often assumed that *"all that is in the past and we treat them equal these days."* Such an attitude fails to take account of the nature and purpose of access and equity policies - it goes well beyond the statement as quoted. To start with the school experiences of their parents are critical in determining Aboriginal students' attitudes to education, and even more so, the experiences of their grandparents' generation which is so important in Aboriginal communities. The disparity in the educational outcomes of Indigenous students, however, does not only impact adversely on boys but on girls as well.

Racism: another major problem in Aboriginal Education is racism. Aboriginal parents have been disappointed about the progress of Aboriginal Education. It is difficult to keep Aboriginal children even attending school, much less identifying

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with its aims, when confronted with the hurtful comments of their white peers, and the lack of understanding displayed by teachers.

Racism, both attitudinal and institutional, and the cultural racism that still excludes Aboriginal Australia from the curriculum, compounds the problem. Aboriginal boys who react to racism often find themselves victimised by school authorities, while those who provoke the incidents get off virtually scot free.

While anti-racism policies exist, it still seems school authorities are more concerned with "discipline" issues such as uniforms and swearing.

Role models: Boys' education problems, particularly in secondary schooling, tend to be more acute for Aboriginal students. This is partly due to cultural reasons but also to Aboriginal Education Worker's wages and the fact that Aboriginal educators are predominantly women ensuring a shortage of male role models. In rural and remote areas employment opportunities are few and largely non-existent for Aboriginal people, so little point may be seen in gaining an education. Aboriginal boys, particularly in more traditional areas, may be regarded as men in their culture but still subordinate at school.

However, some progress is being made. School curricula is being slowly being reformed but with still little recognition of Aboriginal culture in some instances.

TAFE systems have also been successful in providing *second-chance* options for young Indigenous boys and girls who had previously failed at school.

5.11   The IEU supports the findings and recommendations in the report *"Factors Influencing the Educational Performance of Males and Females in School and their Initial Destinations After Leaving School"* (Collins, Kenway, McLeod: July 2000)

In summary, the report concludes that

- SES makes a larger difference than gender to Year 12 performance, even in the subject English where girls generally do better than boys

- SES makes the largest difference to educational participation, particularly for boys – about a 30 per cent difference between males from professional/managerial backgrounds and those from unskilled backgrounds. SES makes somewhat less difference for females. Poverty is a major indicator of likely low participation and performance for both genders.

- Rural, remote and urban localities have high concentrations of poverty and disadvantage for both sexes, (with regard to school participation and subject performance), with rural males more negatively affected than rural females. However seven years after leaving school, boys who graduate from rural schools are much more likely to be employed full-time than their female counterparts.

- Differences in subject choice clusters between males and females intersect with socioeconomic differences in participation and performance. The lower-middle (skilled) and highest SES (professional/managerial) groups have the greatest differences between male and female patterns and male students in these groups show the most traditional patterns for their SES backgrounds…

- Indigeneity intersects with poverty, locality and SES disadvantage to make the chances of poor schooling participation and performance extremely high for indigenous students.

- Recent work has highlighted the extent of mental health morbidity among school children of both genders and its negative effects on school performance. Up to the age of sixteen, considerably more boys than girls are affected by mental health problems. By the upper years of schooling however, girls' rates of mental health morbidity have increased and are on a par with boys' rates. [1]

- States differ in their overall retention patterns and in patterns of subject enrolments. They also differ in the number of subjects, and even in some cases in the particular subjects, in which females dominate. State cultures and structures of post-compulsory schooling make a difference. The ACT and Queensland, where there are no external examinations, have better participation and performance results for boys.

RECOMMENDATION 2

That in its report to Government, this Inquiry gives priority to the research and policy approach around 'which boys and which girls' in terms of student participation in education and learning outcomes.

The Inquiry's recommendations should seek to better inform the community and the public debate on these issues beyond the simplistic 'it's the boys turn'.

That the Inquiry report include a compendium of best practice case study strategies which have been developed and implemented in schools to assist educationally at risk students, which can then inform other education professionals and school communities on ways to address differential learning outcomes of boys and girls in different educational settings.

4.11   Over the past 10 years and beyond, substantial research and a plethora of reports have been written about student achievement, and the multitude of factors which influence student intellectual and social development, their attitudes to learning and to schooling, and their career paths and choices post school. The differential relationship of gender to these issues has been a major element for research over this period. However it must be noted that in recent times, very significant Inquiries into

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[1] Mental health morbidity is defined as one or more of the following: withdrawal; attention problems; aggression, social problems, thought problems; somatic problems; anxiety depression problems; delinquency.

educational disadvantage and the increasing existence of institutional discrimination have taken place. Examples include the *HREOC Inquiry into Rural and Remote Education* **and** *Learning Lessons – An Independent Review of Indigenous Education in the Northern* ***Territory***. These inquiries and others go to the heart of Australia's international obligations in terms of compliance with Human Rights Conventions. The IEU believes that the findings and recommendations from them should inform this Boys Education Inquiry in terms of the multitudinal factors which impact upon student learning and participation in education.

RECOMMENDATION 3

▪ **That in its report to Government, the Inquiry gives weight to the multitude of reports from Australian and international research and other government Inquiries.**

▪ **That given the investment already made by Australia's education community (at both the tertiary and school level) to the issues germane to this Inquiry, in particular the differential needs of disadvantaged boys and girls, that governments and education authorities give urgent attention to resourcing the development and implementation of action plans which address these issues. Particular attention should be given to socioeconomic disadvantage, aboriginality, rurality, disability etc.**

▪ **It is essential that programs and interventionist strategies should also target the early years of schooling.**

6.   CURRICULUM ISSUES

6.1   The issue of gender segmentation of the curriculum continues to be an important one in the debate. In a 1996 project report *"Gender and School Education"* funded by DEETYA, Collins et al note that gender segmentation of the curriculum remains, with girls choosing a broader range of subjects than boys and there being generally limited support in schools for broadening boys' subject choices in the post compulsory years.

In a June 2000 report by Fullarton and Ainley *"Subject Choice by Students in Year 12 in Australian Secondary Schools",* this is reiterated.

"Gender was found to be one of the student characteristics accounting for the greatest proportion of variation in student enrolments. As found in previous subject choice reports, males predominate in the areas of Mathematics, particularly in higher level mathematics, physical sciences, technical studies, computer studies and physical education. Females predominate in the areas of English, humanities and social sciences, biological sciences, the arts, languages other than English, home sciences and health studies ….Enrolments in Mathematics ... were found to be influenced by socioeconomic background as measured by parents'

occupations and by parents' educational levels. Enrolments for the Technology Key Learning Area were consistently higher for those students from a lower socioeconomic background ... Students from a non English speaking background were not as likely to participate in VET, nor were students from independent schools or students in capital cities."

6.2   The IEU believes that at education authority and school levels there is a need to develop curriculum policies and strategies based on understanding the construction of gender and understanding the different relationships of power and privilege. There is a need to assist students in understanding issues of gender, class, race, culture and sexuality and the impact this has on them and society. This may involve some strategies directed towards girls and others towards boys and many to all students. Existing and usually inadequate resource levels for girls should not be reduced and further resources should be provided in order to implement a gender justice approach for all students.

6.3   Sex based harassment also includes harassment on the basis of sexuality or presumed sexuality. This is already covered in legal definitions of sexual harassment, but can often be overlooked in school harassment policies. Policies should explicitly mention and deal with harassment on the basis of sexuality.

Current laws relating to sexual harassment do not adequately deal with issues of sexual harassment and schools. The laws cover staff and students age 16 and above and certainly require schools as employers to provided workplaces free from harassment. However this legal requirement goes only to prevention of harassment of staff and students aged 16 or above. We would contend that the onus should be broadened to require a workplace free from harassment at all ages.

6.4   A number of members raised the issue of homophobia and boys learning. Whilst homophobia clearly most impacts on students who are gay or perceived to be gay, the effect of homophobia on schools, but particular on boys education is much broader. Homophobia can create a climate of fear and social control in schools and this climate can have negative impacts on the educational outcomes of many boys, not just same sex attracted students.

A number of studies have shown the obvious role of homophobia in bullying and harassment (Plummer, 2000). Schools with strong cultures of homophobia can actually impact on subject selection (some subjects being perceived as "poofy"). Plummer (2000) also reports on research that has identified homophobia acts as a disincentive for boys to aim for academic achievement, particularly in the middle years.

A number of reports have pointed to the negative outcomes in school for same sex attracted students.

Two national surveys of young people in secondary schools, one of them exclusively of rural young people, found that between 8–11% of year 10 and year 12 students do not identify as exclusively heterosexual (Hillier

et al 1996, Lindsay et al 1997). This is equally distributed between young women and young men.

Writing Themselves In was the first national report on same sex attracted youth. It was conducted by La Trobe University with 750 young gay and lesbian people participating in this study. This study showed that schools were very unsafe learning environments for these young people:

- 46% same-sex attracted young people had been verbally abused, and 13% physically abused in ways which ranged from pushing, to stone throwing and broken bones.
- 70% of the abuse occurred in school and was by other students and 3% by teachers
- 40% of these young people were not feeling good about their sexual orientation
- 18% had never spoken to anyone else about their feelings and, of those who had, one third had experienced rejection as a result
- Only 26% of these young people felt very safe at school, with 14% feeling unsafe or very unsafe

Other research has linked many of these difficulties (discrimination, verbal and physical abuse, drug use, satisfaction with life, communication with others, and support) with youth suicide (Gibson, 1989, Proctor and Groze, 1994). The HIV risks which apply particularly to young men in this insecure and under-resourced situation have also been documented (Goggin, 1993).

Teachers also often find it difficult to challenge homophobic attitudes.

6.5   A gender justice approach to curriculum would provide a framework for a range of strategies which would include the following objectives:

- Encouraging students from K-12 to be socially critical citizens by helping them understand how gender is constructed and its impact on individuals, groups and society.
- Understanding and dealing with bullying in terms of the causes and the need to examine definitions of masculinity which aim at dominating others through violence, both verbal and physical.
- Addressing the issue of sex based harassment by developing an understanding of what sex based harassment is and strategies to prevent and deal with sex based harassment should it occur.
- Developing co-operative learning strategies by teaching students how to work effectively individually and in groups. This should be seen as an essential part of their future working lives in both paid and unpaid work.
- Reviewing assessment processes and mechanism in regard to their gender impact for example, do some writing tasks particularly disadvantage some boys?
- Examining the current and emerging literacy needs of all students, including the role of information technologies, to ensure that girls and boys are well equipped to meet the diverse challenges which they face in obtaining, analysing and using information at school and in the wider community. For boys in particular, this may mean how the construction

of gender affects literacy participation and performance.

- Giving all boys and girls opportunities to develop life skills including basic carpentry, nutrition, cooking, sewing, car maintenance, cleaning etc.; opportunities to develop skills in caring for children should also be provided across a range of occupations.
- Providing work experience/work placement opportunities.
- Dealing with body image and eating disorders for both girls and boys.
- Encouraging more girls and boys to participate in sport and physical activity as part of a healthy lifestyle, with a focus on enjoyment as well as competition.
- Assisting students from various groups who are identified as benefiting least from schooling to achieve more equitable outcomes in a more inclusive school environment.

6.6 The ability of primary schools to detect and address under achievement in boys may be particularly critical because the development of literacy and numeracy during the first years of school affects the ability of students to gain full benefit from later instruction. Of particular relevance to primary schools, differences in preferences in reading matter, styles of expression and modes of learning

6.7 The most recent Longitudinal Surveys of Australian Youth *"Non Completion of School in Australia. The Changing Patterns of Participation and Outcome"* (Lamb, Dwyer, Wyn September 2000) highlights the impact of school and curriculum issues upon non completion of school, and identifies this as a key policy issue. Findings show that 25% of non completers in this study in the mid 1990's identified school or their poor performance at school as the main reason for leaving. Even in a climate of high youth unemployment and declining job opportunities, there was an increase from the early 80's to the mid 90's of boys and girls who left school and who gave school-related concerns as the main reason for non completion. Issues such as inflexible school structure and teaching strategies, poor student teacher and /or poor peer relations, narrow curricular offerings and the general school culture in general are cited by the researchers as contributing to this.

The study notes *"the findings suggest that how well children are doing academically in school is a strong influence on their plans and behaviour … (the) challenge here is improving the quality of school experiences from an early age. This requires more intensive early intervention. High quality initial schooling is critical."*

6.8 This is supported by the research of Collins, Kenway and McLeod which links the intensification of young people's experience of social exclusion and their intolerance of diversity with their increasing alienation in relation to learning.

"Sexism, racism, homophobia and the stigmatisation of students with disabilities dissolve into peer cultures of abuse which target very specific aspects of students' identities. These problems are most manifest in the middle years of schooling. Further the middle years tend to be

*characterised by the intensification of potential early school leavers'
disengagement. Such student dominant self-narratives invoke 'can't
learn/won't learn' story lines which reject education as an empowering
source of self."*

It is worth saying that even the most self confident adult would find it
difficult to sustain their energy and sense of self worth in a workplace
which dealt them similar personal criticism and ridicule. They'd leave.

6.9   Considerable research has been undertaken into the relevance of gender
        in relation to the middle years of schooling at both Commonwealth and
        State level. For example, Hill and Russell in their paper ***"Systemic,
        Whole-School Reform in the Middle Years of Schooling"*** (1999) note "
        *The mapping of student learning progress across the compulsory years
        of schooling revealed that there was virtually no growth during the
        middle years in reading, writing, speaking and listening."* They argue
        that boys are more negative than girls in their attitude to school and
        generally student enjoyment of school declines during the middle years.

RECOMMENDATION 4

**The IEU urges this Inquiry to take account of this research particularly in
relation to the developmental and learning needs of all students across the
middle years – years 5 to 10. The IEU believes that designated funding,
staffing and professional development should be focussed on curriculum
and pedagogical strategies and flexible work place structures. These would
include approaches such as:**

➢ **Teaming, with fewer teachers working with groups of students which
    can allow for the development of more personalised counselling and
    teaching and learning programs**
➢ **integrated curriculum delivery with efforts to ensure that the school
    culture focuses more on cooperation rather than competition and
    acknowledges and rewards effort and participation not just ability**
➢ **stronger community links including involvement with the parent
    community, and the development of cluster relationships with local
    primary and secondary schools which provide the opportunity to share
    and rethink curricular programs and delivery, student support
    approaches, and school organisation issues.**

It is vital that students develop a sense of their own power and can learn to make
positive initiatives for change. (QIEU Middle Schooling Policy)

6.10   In looking at the issue of participation in the Yr 12 curriculum, by gender
        and clusters of subjects offered by schools, Collins, Kenway and
        McLeod notes that *"43% of boys misses out, in the school curriculum at
        senior secondary level, on the sociological, the cultural, the political (all
        the history and current functioning of the institutions and ideas of the
        society they live in and the world beyond), the inter and intra personal,
        the ethical, the biological sciences, the verbal beyond English
        requirements and all other expressive capacities. The 43% of boys (and*

the 14.7% of girls) who limit themselves to one of these clusters are learning very important knowledges, but are they learning broadly enough?" (p 39)

CASE STUDY

Addressing learning outcomes of boys in a coeducational Catholic Secondary School in rural NSW.

Identifying the issues: the enrolment at this country co-educational non government secondary school is approximately 920 students. Over a number of years staff at the school have been analysing a number of issues relating to academic achievement, leadership positions, disciplinary measures and sporting achievements in terms of the gender of students.

There had been some concern amongst the staff, for example, that girls while approximately 55% of the enrolment, filled most of the leadership roles throughout the school. There appeared to be a marked reluctance amongst the boys to take responsibility.

An examination of available statistics for both academic and community awards confirmed that girls dominated academic achievements from Year 7 to Year 10 and in subjects requiring sustained written responses in Years 11 and 12. The majority of students attending the resource room because of literacy and numeracy difficulties were boys.

Statistics of behavioural issues which caused sufficient concern to merit referral to year co-ordinators, support staff observations that boys are over represented in instances of classroom disruptive behaviour and in problems in the yard and on excursions. While the girls outperform the boys there is also a concern that girls education might also be adversely affected because of the attention seeking behaviour of a minority of boys in each class.

Responding to the issues: following a recent staff development day devoted to the problems of boys' education a Boys' Education Committee has been formed to examine boys' needs and to devise strategies for dealing with this worrying issue. It is obvious that some outside assistance in financing and resourcing of any programmes will be required.

Initial surveys of the staff have led to the following observations:

- Boys entering year 7 have far lower grade organisational skills than girls from the same feeder schools.

- Boys have greater difficulty than girls do in remaining on task for extended periods.

- Boys have a greater problem adjusting to the routine of secondary school and to the constant change of teachers throughout the day.

- Because boys seem to have a far greater need for approval, they achieve far better in classes in which they form a positive relationship with a teacher.

Strategic responses: the Boys' Education Committee is investigating the benefits and difficulties of establishing a Middle School as a means of addressing the problems of transition for Primary to Secondary school. However, the issue of underachieving boys is not new and in this school a number of attempts have been made to address the issue over a number of years through both the school's organisational structures and pedagogy within certain subject areas.

- For the last 5 years the Science department has taught all Year 9 and 10 in single sex classes. This has been highly successful for the girls but the results for boys have been mixed. Harder working boys have complained about being disrupted by their less dedicated classmates. There have also been more problems in other subject areas caused by the apparent excitement of reintegrating into mixed classes.

- History classes were partially segregated. A mixed group of able students with good research skills were firstly withdrawn and given research tasks which they undertook in the Library and the Learning Centre with minimal supervision. The remainder of the group was taught in single sex classes using different teaching and learning strategies. The course content was modified to appeal to the differing interests of the groups. After about three weeks two boys from the more advanced research groups asked to return to the boys group as they felt insecure without the constant presence of a history teacher to reassure them that they were on task.

This strategy did overcome some of the behaviour problems and improved the performance of some of the boys. It certainly produced better discussion in both groups as there was less attention seeking behaviour. The obvious literacy problems of some of the boys meant that they continued to underperform the girls group.

RECOMMENDATION 5

That the Inquiry recommend to government that programs and strategies are developed which:

- **encourage boys and girls to know and understand the breadth of curriculum choices in the post compulsory years of schooling and their implications for further education and training, employment opportunities and career paths, as well as for their personal interest and their social and emotional growth. This is particularly in the context of the differential pattern of choices made by boys and girls and how it potentially affects their participation and success at school and later.**
- **provide professional development to school staff about the changing nature of the labour market, the likely impact of globalisation on employment, training**

and skills development and the consequent impact of these changes on school curriculum, pedagogy and student subject choice.

- **assist teachers and support staff develop pedagogical and curriculum approaches to positively engage those students in learning who are alienated and hostile about their school experience.**

7. **STRUCTURAL SUPPORT – SCHOOL ORGANISATION ISSUES**

7.1   The approach to working for education equity should be a wholistic one. Experience has shown that appointing just one person to be responsible for girls' education in a school can marginalise the position and the process. This could also happen if just one person was appointed as being responsible for boys' strategies. The whole school through its organisation, curriculum and teaching processes should deal with these issues and must be supported and resourced at education authority and school level.

7.2   Schools should ensure that all school-based policies and procedures encompass the principles of gender equity and in doing this promote alternative and inclusive forms of gender construction.

These include :

- Involvement of administration and all staff in examining ways in which they model gender justice principles in their relationships
- Analysis of ways in which the school's structures and practices help to produce and perpetuate narrow forms of gender construction.
- Development of school organisation, classroom management strategies and curriculum initiatives and assessment models which take into account the learning needs and styles of both and boys and girls.
- Access to professional development programs which draw upon current research into the construction of gender, including the relationship of gender to other factors including socio-economic status, cultural background, geographic isolation, disability and sexuality.
- Provision for students and staff of school environments which are safe and free of discrimination, harassment and bullying, including the development and implementation of policies and procedures to achieve these goals.
- Acceptance that there are many different ways of being masculine and feminine, including awareness of issues relating to sexuality and the need to counter homophobia as an unacceptable form of bullying.
- Availability of programs to assist boys and girls at risk, including counselling services to support such students, their teachers and families.

7.3   Schools should also reflect on their disciplinary methods and consider whether they are modelling the behaviour of which they are critical, such as domination and harassment. For this reason sarcasm, shouting, physical punishment and bullying need to be avoided. There should be opportunities for staff and students to experience and model positive approaches to conflict resolution. As previously noted, an understanding of the social construction of gender needs to be integrated throughout the

curriculum and the school's structure and practices. Skills in relation to resolving conflict, resisting sex-based harassment and bullying need to be developed in schools through a whole-school approach.

7.4 Some schools have been addressing issues of discipline, support and positive male role models. Some schools with predominantly female staffs have encouraged visits to the school by sports stars for example.

In addition, positive male role models are provided for boys through senior staff members, parents, local community members used in mentoring roles, and classroom teachers.

Other schools have put in place programmes focussing on behaviour management, self-esteem and values or peer support structures which foster nurturing behaviour between different age groups within a school:

RECOMMENDATION 6

That the Inquiry recommend to government the development of funded programs which schools can access for the implementation of alternative models of educational provision to individual students who are disaffected with school and are at risk of dropping out from schooling altogether.

8. ISSUES OF GENDER IN RELATION TO THE TEACHING PROFESSION

8.1 An August edition of the Canberra Times recently reported that "NSW school principals say an oversupply of female teachers has created a sexist culture in the State's schools" and further that "A parliamentary inquiry has been told the academic performance of boys at schools is being harmed by the 'feminisation' of the teaching profession." (August 28 2000)

8.2 However, some of the current boys' education debate in the mainstream press has sought to challenge this easy prejudice and to reflect to some degree upon the complexity of these issues. A September edition of the Sydney Telegraph reported researchers rejecting as "nonsense" the notion that there is such a thing as a female or male way of teaching. *"There are, most certainly, styles of learning which have been extensively researched and documented that all teachers are aware of. Some boys learn better when they can touch and do things. Some girls learn better when they can listen and watch and talk about things. Any teacher, regardless of gender, can teach to specific learning styles."*

8.3 Nevertheless, an important question to address is why there are significantly fewer men entering the teaching profession, particularly into the early years of schooling. The view is often advanced that teaching is an unattractive job to many men, particularly because of the poor salary levels. While the union has long argued that the status and morale of the profession is linked to the issue of improved salaries for

the profession, it seems somewhat simplistic to suggest that women don't care about poor remuneration.

8.4 A relevant issue is the overall labour market, which continues to be heavily gender segmented, where male/female wage differentials remain substantial even with the same qualifications, and career progression between males and females remain disparate and unequal. The teaching profession is strongly gender segmented. The union is also increasingly aware of male teachers within the sector confronting

(1) the difficulty of justifying to their peers and the school management that their primary interest lies in classroom teaching rather than career progression to positions of responsibility;

(2) the heightened community concern around child protection issues and rigorous legislation relevant to this.

8.5 The education unions and employing authorities across both government and non-government sectors have implemented policy advice to members with regard to their personal engagement with students, and in some cases, have dealt with serious industrial problems caused by students making mischievous and false allegations against a teacher. For all teachers, successful teaching and learning is more likely to occur if positive relationships can be developed between teachers and students, but when a legislative and management regime inhibiting this becomes the norm, then it is quite likely that this will act as a disincentive to men entering and/or remaining in the profession. The great pity of this quite recent development is that it is occurring at a time when increasingly higher numbers of students (and the statistics show there are more boys) are disaffected and disengaged from school and would really benefit from closer, more personal relationships with teachers who are prepared to respond beyond the parameters of the school rules.

8.6 The IEU supports research which shows that it is not the sex of the teacher that matters but the approach. Male teachers with traditional views on masculinity may actually be confirming and colluding with the macho culture not challenging it.

Bob Lingard argues that *"All teachers have a responsibility … to make schools supportive learning environments for all students, both male and female . More male teachers are needed, but more female administrators and senior executives in systems are needed as well. And men do have a responsibility to work with boys around the negative effects (as well as the rewards) of hegemonic practices of masculinity."*

RECOMMENDATION 7

That the Inquiry recommend to the Government that it fund a well resourced national advertising campaign which celebrates the work of teachers and the essential contribution they make to the Australian economy and the nation's social fabric.

9. VOCATIONAL EDUCATION AND TRAINING

9.1   Between 1982 and 1994, the year 12 retention rate for school students increased from 36% to over 74%, the result of government policy to encourage all students to complete year 12 and undertake further education and training. Such statistics clearly indicate that young people and their parents regarded completion of year 12 as an important prerequisite for entry into the workforce and further education and training.

However, this coincided with a decline in the full-time labour market for teenagers and an adult labour market increasingly characterised by job mobility, career change and part time/casualisation. For example, if apprenticeships are included, the figures show that in the early 1980s almost 80% of male non-completers found work in their first year out of school. This had dropped to 50% by the mid 1990s. Where were the boys? Many joined the ranks of the unemployed with teenage unemployment rising from 14% to 30% over the period – and there was a significant rise in the number of students staying on at school (often unhappily) or entering vocational education and training courses.

For female non-completers, the decline in employment prospects was even more marked – unemployment increased from 23% to 37% even though the pool of non-completers was smaller. However, fewer girls entered vocational education and training with the apprenticeship and training opportunities more restricted than for males.

9.2   This alone has had a significant impact on the role and purpose of schooling, on the need for the curriculum to serve the interests and abilities of a broader group of students not intending to go on to university, and impacted significantly on the nature, complexity and quality of teachers' work. A key issue for teachers was how to design educational programs in line with students' interests and aptitudes while at the same time raising overall levels of attainment to meet economic and cultural imperatives.

9.3   As the research referred to above shows, in considering the perceived relevance to young people of school and the expectations of schools, an issue of particular importance is the influence of family and home support, and the socioeconomic status of the family.

Career choice is strongly influenced by students' experience and expectations of schooling, particularly their levels of attainment. Student motivation and morale impact upon their achievement at school and this can be affected by factors outside of school, such as the employment status of parents. It is also clear that highly educated families understand how the 'system' works, have more useful networks and are generally better able to provide higher levels of support for their children than is the case for low socioeconomic status families. In the interests of equity of access and outcomes, strategies need to be developed to ensure that all students are properly advised and supported during their school career.

9.4   In 1996, the federal government developed policy initiatives known as New Apprenticeships which provided for a substantial expansion of structured vocational training opportunities in years 11 and 12 of secondary schooling. This allowed students to begin an apprenticeship or accredited training while still at school, and added a significant dimension to the roles of schools and teachers and impact upon the overall structure and organisation of schools. Other initiatives include the development of school industry link programs and the introduction of cooperative programs with TAFE.

9.5   Lamb et al note in their Longitudinal Survey that "*Initial evaluations of these schemes suggest that students who participate in them do feel more satisfied with school, partly because they feel that the programs are more interesting, more relevant to what they want to do, and more personally satisfying and rewarding. However, it has also been noted that the students who participate in the programs tend more often to be from low SES backgrounds, and more often low achievers in school. This raises concerns about the architecture of senior school programs and the potential for such alternative programs to be viewed and treated as second class - programs designed to deal with the problem of managing a diverse student body rather than for their potential contribution to improving student outcomes.*"

9.5   In our discussions with members on this issues relevant to this Inquiry, many made reference to the very significant numbers of students involved in part-time work and the impact this has on planning and organisational matters of teaching and learning (examinations/assignments due on certain days etc) and the educational performance of students. While recent research (Robinson 1999) found that in general part time work did not impact adversely on school completion or academic performance in year 12, there was evidence that year 11 students who worked more than 10 hours per week were slightly more likely to leave school before the completion of year 12 and to not achieve quite as well as those who did not work.

9.6   It is certainly the view of members however, that for some students, many of whom work well in excess of 10 hours, there is considerable pressure and increased stress as a result of trying to juggle the demands of a rigorous school schedule (not just in the classroom but in a range of other responsibilities and interests required of senior students) and those of a worker in the paid workforce. It is quite common for all of that to fall apart.

10.   CONCLUSION

10.1   Programs and initiatives to address boys educational needs within an overall gender justice strategy require funding and intervention at government, system and school levels to support students and their teachers. They also require ongoing thoughtful analysis beyond simplistic notions which at various times blame the problems

experienced by some boys on women, whether they be assertive girls, female teachers or single mothers.

Teachers, parents and communities together can play a vital role in assisting boys and girls who are socially and educationally at risk to achieve their potential. The outcome should be not just benefits for the students themselves but in the development of a more gender inclusive and just society for all. To achieve this an overall framework strategy is necessary which targets reforms to the curriculum, organisation and climate of schools, to teaching, learning and assessment strategies in classrooms and to keeping the wider community informed about what is happening and why.

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AGE PARTICIPATION RATES

Age participation rates measure the number of full-time students of a particular age and sex, expressed as a proportion of the estimated resident population of the same age and sex. Whereas apparent retention rates rely on students having to progress year by year through the system, participation rates relate to the population as a whole. Participation rates vary considerably between States and Territories, partly reflecting the different enrolment patterns and structures of the education systems.

In the following table some participation rates in the Australian Capital Territory exceed 100%. This is mainly due to enrolment in Australian Capital Territory secondary schools of students who are not residents of the Australian Capital Territory, but live in surrounding New South Wales.

54. AGE PARTICIPATION RATES OF STUDENTS(a) (PERCENT OF RELEVANT POPULATION)

Age	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
				MALES					
15	92.2	94.0	88.5	92.5	89.6	98.2	77.1	102.9	91.8
16	75.5	83.2	76.3	81.0	70.9	74.9	62.7	98.2	77.7
17	60.5	68.9	49.3	54.4	38.5	57.7	38.3	88.2	57.8
18	15.3	17.2	7.3	9.3	5.6	15.4	10.3	29.7	13.0
19	1.7	1.9	1.4	1.6	1.5	3.0	2.5	3.4	1.7
15-19	49.0	52.6	45.1	48.6	41.8	51.1	38.3	61.8	48.5
				FEMALES					
15	93.1	96.0	91.2	94.4	92.0	97.3	83.1	105.9	93.6
16	81.8	89.2	83.3	85.0	79.2	80.5	68.9	104.0	84.0
17	70.1	80.4	52.4	64.2	42.4	66.1	41.0	96.0	66.0
18	14.0	15.7	6.2	7.9	5.0	13.9	11.4	27.7	11.8
19	1.4	1.7	1.2	1.4	1.3	3.0	3.3	2.6	1.5
15-19	52.3	56.1	47.4	51.4	44.4	53.9	42.7	64.4	51.5
				PERSONS					
15	92.6	95.0	89.8	93.4	90.8	97.7	80.0	104.3	92.7
16	78.5	86.1	79.7	83.0	74.9	77.6	65.7	100.9	80.8
17	65.1	74.6	50.8	59.2	40.4	61.8	39.6	91.9	61.8
18	14.7	16.5	6.7	8.6	5.3	14.7	10.8	28.7	12.4
19	1.5	1.8	1.3	1.5	1.4	3.0	2.9	3.0	1.6
15-19	50.6	54.3	46.2	50.0	43.0	52.5	40.4	63.0	50.0

(a) Full-time students only.

70 ABS · SCHOOLS · 4221.0 · 1999

APPARENT RETENTION RATES

The following three tables relate to apparent retention rates for full-time students, expressed as a percentage. Care should be exercised in the interpretation of these tables, since a range of factors affect the calculation of apparent retention rates. At the Australia level, these include students repeating a year of education, migration and other net changes to the school population, such as full-fee paying overseas students. No adjustments have been made for these effects.

In tables 51 and 52, at the State and Territory level, additional factors affect the data. These include enrolment policies (which contribute to different age/grade structures between States and Territories), inter-sector transfer and interstate movements of students. It is also important to note that enrolment patterns in schools/TAFEs vary between States and Territories, with differing effects on apparent retention rates. For example, in the Australian Capital Territory, the rate for government schools exceeds 100%. One of the reasons for this is that a number of non-government schools finish at Year 10 and students need to change schools to continue to Years 11 and 12. This has the effect of reducing the non-government rate and increasing the government rate. For these reasons, apparent retention rates are more useful as an indicator of changes over time within States and Territories, rather than for comparison between States and Territories.

The apparent retention rates in table 51 show the percentage of students who continued to Year 12 in 1999 from their respective cohort groups at the commencement of their secondary schooling. For example, at the Australia level, Year 12 in 1999 retained 72.3% of students who commenced Year 7 in New South Wales, Victoria, Tasmania and the Australian Capital Territory in 1994, and Year 8 in Queensland, South Australia, Western Australia and the Northern Territory in 1995.

In table 52, the apparent retention rates show the percentage of students who continued to Year 12 in 1999 from their respective cohort group in Year 10. For example, at the Australia level, Year 12 in 1999 retained 74.4% of students who commenced Year 10 in 1997.

In table 53, comparisons between government and non-government apparent retention rates should be made with caution, due to the effect that student transfer between government and non-government schools has on the apparent retention rate figures. For example, some figures in 1999 for Anglican and Other schools show an apparent retention rate in excess of 100%. This has been caused by transfer from other categories of schools into the cohort group after the base year, thus inflating the real situation.

See the Explanatory Notes, paragraph 16 for details of the calculation of apparent retention rates.

51. APPARENT RETENTION RATES OF SECONDARY STUDENTS(a) FROM YEAR 7/8 TO YEAR 12
(per cent)

| Year | States and Territories | | | | | | | | Australia | | |
	NSW	Vic.	Qld	SA	WA	Tas.	NT(b)	ACT	Males	Females	Persons
1994	70.4	77.3	78.8	81.7	73.4	58.3	42.9	93.3	69.6	79.9	74.6
1995	69.1	75.0	76.3	71.4	71.2	59.7	42.7	91.1	66.7	77.9	72.2
1996	67.7	75.3	76.5	68.4	70.7	53.1	41.0	91.3	65.9	77.0	71.3
1997	67.2	76.3	77.9	66.9	71.6	58.6	42.0	91.6	66.2	77.8	71.8
1998	67.2	75.9	77.3	66.7	71.1	62.1	42.9	91.0	65.9	77.7	71.6
1999											
Total	67.6	76.2	77.5	67.0	71.5	66.7	52.9	92.5	66.4	78.5	72.3
Government	61.2	69.8	71.8	58.1	66.5	65.7	60.0	110.0	60.0	73.1	66.4
Non-government	82.1	87.5	88.7	87.1	82.3	69.4	38.9	69.7	79.5	89.1	84.2

(a) Full-time students only.   (b) See Explanatory Notes, paragraph 22 for further details.

52. APPARENT RETENTION RATES OF SECONDARY STUDENTS(a) FROM YEAR 10 TO YEAR 12
(per cent)

| Year | States and Territories | | | | | | | | Australia | | |
	NSW	Vic.	Qld	SA	WA	Tas.	NT(b)	ACT	Males	Females	Persons
1994	72.3	77.4	77.8	81.5	73.4	59.0	53.6	93.8	70.6	80.2	75.3
1995	70.9	77.0	75.5	72.5	71.1	60.3	58.2	92.9	68.4	78.7	73.4
1996	70.1	78.9	76.5	71.6	71.1	54.2	55.8	92.6	68.6	78.7	73.6
1997	70.2	79.9	77.9	71.0	72.8	60.7	62.8	92.0	69.3	79.9	74.5
1998	69.8	79.1	77.7	71.2	71.8	64.2	60.4	92.5	68.9	79.4	74.1
1999											
Total	70.0	78.7	78.3	71.4	71.5	68.9	64.7	92.5	68.9	79.9	74.4
Government	64.7	73.5	73.2	64.8	67.8	67.5	70.0	107.1	63.5	75.8	69.6
Non-government	81.2	87.3	88.0	84.4	79.1	72.7	52.6	72.2	79.6	87.6	83.6

(a) Full-time students only.   (b) See Explanatory Notes, paragraph 22 for further details.

53. APPARENT RETENTION RATES OF STUDENTS(a) TO YEARS 10, 11 AND 12 BY CATEGORY OF SCHOOL(b)
(per cent)

| Year of education | Government schools | Non-government schools | | | | All schools |
		Anglican	Catholic	Other	Total	
Year 10	96.1	105.9	97.0	103.9	99.9	97.4
Year 11	82.6	104.5	84.6	101.1	91.4	85.5
Year 12	66.4	98.9	77.4	93.7	84.2	72.3

(a) Full-time secondary students only.   (b) Includes non-government affiliation.