

# Human Rights and Equal Opportunity Commission National Inquiry into Rural and Remote Education

## Tasmanian Government Submission 1999

### Introduction

The aim of this submission is to provide the Human Rights and Equal Opportunity Commission with information in regard to Tasmanian Government provision of primary and secondary schooling in rural and remote areas. The Government ensures schooling is available and accessible in rural and remote areas to children through:

1. Recognising rurality as a disadvantage and determining funding requirements of State schools accordingly;
2. Education policies and programs, including the adoption of the National Strategy for Equity in Schooling
3. The use of information technology and advanced telecommunications; and
4. Other Government initiatives that have a community based focus.

Tasmania is a highly regionalised economy, with a low socio-economic status in comparison to other Australian States and Territories. It has a resident population of 473 400<sup>1</sup> and is characterised by a long history of slow growth, high unemployment, low income levels and educational attainment, higher than average death rates and lower than average life expectancy. Tasmania has a widely dispersed population with nearly 60% living outside of Hobart. This is the highest proportion living outside the capital city of any State in Australia.

In recognition of these factors the Tasmanian Government has a number of initiatives, beyond the direct funding of schools through the Department of Education, to reach the rural and remote areas of Tasmania and provide opportunities for these communities to be decision makers in access to education and other facilities.

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<sup>1</sup> Australian Bureau of Statistics, Demographic Trends 1997

# 1. Recognising Rurality

## 1.1 Statistics on the number of students in rural and remote areas in Tasmania

There are a number of methods of defining rurality. As such, the number of students in rural and remote areas in Tasmania is presented using two definitions.

1. ABS definition, which categorises the Statistical Subdivision of Greater Hobart as being the only urban population area in Tasmania.

	<b>Urban</b>	<b>Rural</b>
Total Students*	30,372	44,047
Proportion of Total Students	40.8%	59.2%

2. An extension of the ABS definition to include the Statistical Subdivisions of Greater Launceston and Burnie-Devonport.

	<b>Urban</b>	<b>Rural</b>
Total Students <sup>2</sup>	60,460	13,959
Proportion of Total Students	81.2%	18.8%

### 1.1.1 Student population breakdown

The breakdown of the student population accuracy to gender, year level and Aboriginality is provided as Attachment 1.

### 1.1.2 Schools

A list of schools in rural and urban areas (according to both definitions of rurality) is provided as Attachment 2.

### 1.1.3 School Attendance and Retention Rates

#### Attendance

The Department of Education conducts a statewide survey of student attendance during one week in every school year.

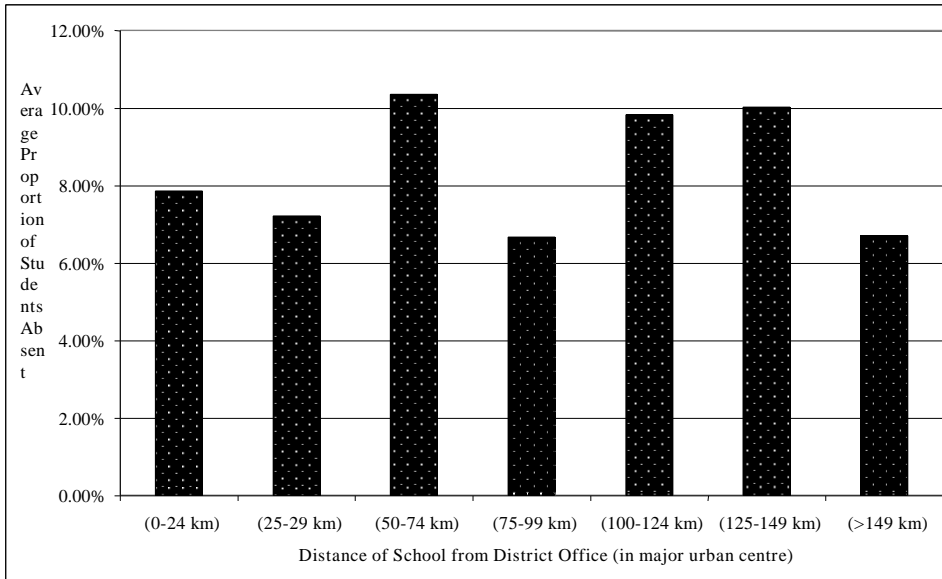
The graph below shows the average student absentee levels over this week for 1998, according to the distance of schools from major urban centres.

The figures indicate an inconsistent relationship between absenteeism and distance from an urban centre.

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<sup>2</sup> Department of Education RPS 1999 Feb Census, Headcount, *Stats/Census/1999/Enquiry/SLA.xls*

**Graph - Average Absentee Levels for School Categories based on Distance from a Major Urban Centre**



**Retention**

The direct retention rate from year 10 to year 11 for students in rural<sup>3</sup> and urban schools for 1998 and 1999 are shown below

	1998	1999
Rural Schools	69.4%	70.6%
Urban Schools	73.9%	76.1%
State	72.2%	74.5%

**1.2 Department of Education - accounting for rurality factors**

The Tasmanian Government’s Department of Education (DoE) recognises that rurality disadvantages schools in varying degrees. As such, rurality factors are determined and schools are compensated accordingly through established funding mechanisms. Three rurality factors are measured:

**1.21 Distance Index**

Schools that are not located in major centres incur additional costs for communication, procurement, freight, etc. For every school, the distance index is measured in kilometres from the school to the post office in the nearest metropolitan centre (Hobart, Glenorchy, Clarence, Launceston, Burnie and Devonport). It aims to direct additional funds to those schools that incur additional costs associated with their distance from a major population centre. The measure does also, however, allocate small amounts of resources to those schools who, by virtue of being in urban areas, have relatively small distance indices.

<sup>3</sup> The second definition of rurality was used in these figures

### **1.2.2 Size of Centre Index**

This recognises that schools in small country centres are disadvantaged in two ways. First, they have no opportunity to take advantage of economies of scale. Secondly, these schools must provide many of the services that, in larger centres, are available from other agencies. For every school an index is determined according to the ABS population measure of the area that the school serves. Urban centres of 10,000 or above are given an index of zero and attract no 'size of centre' funding, while communities of less than 10,000 are grouped into one of six index categories, down to the smallest grouping of rural centres of between 200 and 500 which is given the highest index.

### **1.2.3 Isolation Index**

Some schools are not only distant from major centres but are not on major trunk routes, or are island schools. Either of these factors adds considerably to freight and other costs. The isolation index compensates schools for these additional costs. There are three isolation categories –

Islands	– Index 3
Zone B Taxation Areas	– Index 2; and
Declared areas	– Index 1

The latter group comprises schools which DoE has determined are isolated but which meet neither of the formal isolation categories. There is now only one school in this group, with others having been either closed or annexed to bigger schools.

## **1.3 Department of Education - basis for determining funding**

As explained above, all schools have their degree of rurality measured and these measures are taken into account in a range of allocative mechanisms. There are numerous allocative factors within the School Resource Package (SRP) process and within the teaching staff allocation process, and the following are some examples which are provided as illustrations of how rurality measures are taken into account.

### **1.3.1 Distance Component of General Support Grant (GSG) of the SRP**

Approximately 3.15% of the total General Support Grant Pool is quarantined to be allocated on the basis of distance. Each school's enrolments are weighted according to the school's distance index (and sector differentials), a total weighted enrolment is determined, this total is used to determine a unit share of the total funding pool, and per capita rates are determined for each sector. A school's GSG Distance allocation is then determined by multiplying the school's enrolments in each sector by the school's distance index by the appropriate per-capita rates. To understand the effect of this mechanism, a school with 100 primary enrolments 100 km from Glenorchy (a northern suburb of Hobart) would receive fifty times the distance funding of a primary school with 100 enrolments only 2 km from Glenorchy.

### **1.3.2 Size of Centre (SOC) Component of SRP Maintenance Allocation**

Approximately 3.5% of the total SRP Maintenance Pool is quarantined to be allocated on the basis of the Size of Centre indices. All SOC indices are weighted according to the school sector and then summed. The total is then divided into the total amount of funding to again determine a unit rate. Two 'per-school' rates are then determined and the school allocations are determined by multiplying the rate appropriate to the school by the school's SOC Index. This means that a

District High School servicing a community with a local population of 500 – 1000 students (SOC Index 5) will attract five times more funding than another District High School servicing a community with a local population of 5,000 to 10,000 (SOC Index 1). In this instance, no account is taken of the size of the school population.

### **1.3.3 Country Areas Program (CAP)**

The Department has adopted the principle of providing CAP funding to all schools which have a Distance Index of 75 or above. A distance weighted enrolment measure determines each school's share of the total available funding. (This is the only mechanism which uses this principle.) The State's mechanism takes no account of the Commonwealth's allocative mechanism which is based on an index which takes account of remoteness and the proportion of the population living in small settlements.

### **1.3.4 Bass Strait Travel Funding**

Schools on Bass Strait islands receive an additional annual per-capita grant to subsidise the cost of student excursions off the island to the mainland of Tasmania.

## **2 Department of Education - Programs and Funding**

### **2.1 Equity in Schooling Policy**

Students who are disadvantaged through isolation are a target group in the Equity in Schooling policy. This policy adopts the definition of equity as stated in the National Strategy for Equity in Schooling (1994): "...the concept of equal access to school education and the fair and just distribution of the benefits from the school education system. The concept is based on the belief that all children have the right to an effective education."

A folder of support materials (*Equity in Schooling*) was produced in 1995 that provides a framework for educational communities as they consider issues of equity and how they might address them in their own schools. Attached is the existing policy on Equity in Schooling and a chapter on students who are geographically isolated from the folder of support materials.

Schools are responsible for ensuring the implementation of the Equity Policy and determine their local priorities through the assisted school review process and allocate funds from their annual resource package. At system level other centrally funded programs provide support for the implementation of the equity policy, eg the Flying Start Program that provides extra funds in the years K-3 for improving literacy outcomes.

### **2.2 Students with Disabilities**

In Tasmania, the majority of students with disabilities (68%) are educated in regular schools, with the balance enrolled in special schools which are located in the major population centres. There are 98 regular schools in regional Tasmania which currently enrol at least one student with moderate to severe disabilities.

Students with disabilities in regular schools are resourced by the same formula as all other students in the first instance. Additional special education resources are allocated to students with disabilities in regular schools on the basis of individual submissions. An Individual Education and Support Plan (IESP), incorporating requests for teacher aide funding, transport

assistance, information technology needs and therapy assistance, is prepared for every student with moderate to severe disability.

Special education staff are allocated to each district according to the number of students with moderate to severe disabilities enrolled in schools in the district on a ratio of 1 FTE to every 7 students. These staff are then utilised in different ways in each district, although the dominant model across the State is for some special education teachers to operate within schools and others to offer support to schools as part of District Support Services. This flexibility has the advantage of providing a service to teachers in rural schools who have student/s with disabilities in their classes.

## **2.3 District Support Services**

Each Department of Education District has a Support Service, comprising:

- support teachers with skills in teaching children with disabilities, learning difficulties and difficult behaviours;
- guidance officers who are educational psychologists;
- social workers;
- speech pathologists;
- an Aboriginal Education Officer;
- a Curriculum Implementation Officer for the Arts (in some districts, there is an additional officer dedicated to the teaching of Literacy).

Students in rural and isolated schools are supported by these staff on an equitable basis with non-rural schools. In some districts, the officers are located in rural areas; in others, they travel to rural schools on a regular basis.

Staff perform a wide range of interventions to improve the learning outcomes of students in rural schools, such as behaviour management, and social skills training. They assist schools to implement pro-active programs to improve numbers of students making successful transitions to senior secondary college or to other post-school options. These include:

- the Aboriginal Student Retention (ASRET) Program
- the Vocational Education and Guidance for Aboriginal Students (VEGAS) Program; and
- workplace mentoring.

## **2.4 State Support Services**

Students with disabilities such as autism, vision or hearing impairment and physical disability are provided with additional assistance through the State Support Service.

The families of children who are diagnosed as having a disability before they enter school, from as early as birth, can access family and centre-based support through the Early Special Education Service.

The responsibility for assessing the information and communication technology needs of children with disabilities rests with the State Support Service.

The State Support Service is available to families in rural areas, with the State Coordinators of

Autism and Physical Disability and the itinerant teachers of students with vision and hearing impairment providing consultative services to children in rural and non-rural areas.

## 2.5 Tasmanian Open Learning Service School

The Tasmanian Open Learning Service School provides educational programs for students from Kindergarten to Grade 10. Students who do not have reasonable daily access to an appropriate government school and who are deemed to be geographically isolated are eligible for enrolment. The Commonwealth isolation criteria are used to determine eligibility.

## 2.6 Colleges Open Learning Network

Secondary colleges run the Colleges Open Learning Network for students enrolled in years 11 and 12. Students in rural and remote areas have access to courses delivered online to annexes attached to some regional high, and district high, schools, as well as the opportunity to study from home.

The Open-IT Project (see below) will offer a greater range of courses and better accessibility for students wherever they live will be possible through the Government's current infrastructure improvement program (see below).

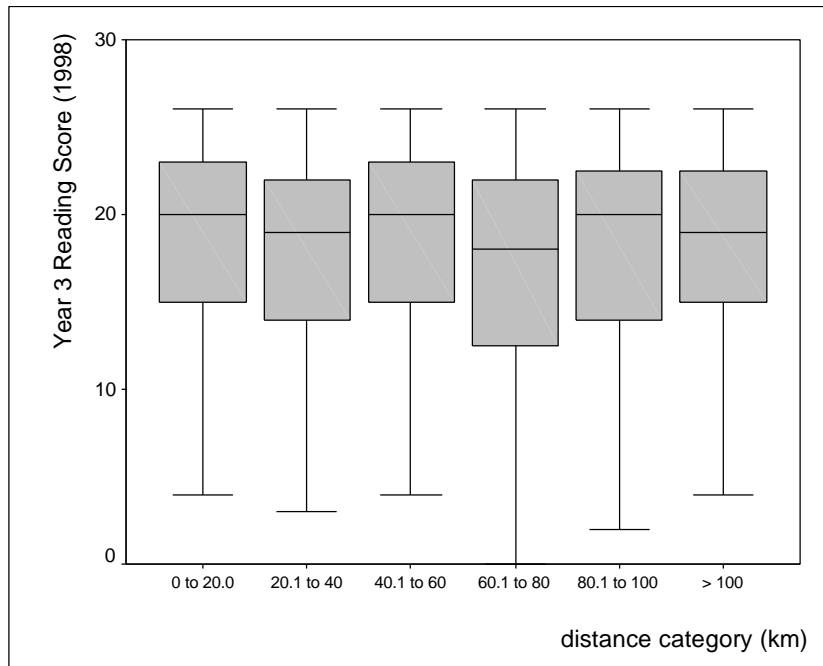
## 2.7 Data on 1998 Student Outcomes: Analysis of Reading Performance by Distance-From-Centre (Year 3, 1998 Literacy Monitoring Program)

The following tentative results are from the 1998 Year 3 Literacy Monitoring Program. The 'distance-from-centre' statistic for each school was used as a measure of distance. Each student was assigned the distance-from-centre statistic for his or her school. The distance-from-centre measures were then allocated to six categories of distance. The mean reading scores for students enrolled in each category is shown in the table below.

<b>Distance Category (km from nearest urban centre)</b>	<b>Number of students</b>	<b>Mean Reading Performance (maximum possible score = 26)</b>
0 to 20.0	3353	18.3
20.1 to 40.0	946	17.6
40.1 to 60.0	274	17.9
60.1 to 80.0	175	16.7
80.1 to 100.0	135	17.2
> 100	267	17.8
state	5150	18.0

The graph below shows the distribution of reading scores by category of distance from centre.

## Box plots of reading scores by category of distance from centre (Year 3, 1998)



The results show that the mean reading scores for these categories of distance were all within 1.6 marks (of a possible 26) of each other. (This corresponds to a difference of about 6%.) There did not appear to be any pattern of increasing or decreasing reading performance with increasing distance-from-centre category.

Statistical analysis suggested that the mean reading score for the 0-20.0 km category was significantly different from those for the 20.1-40.0 km and 60.1-80.0 km categories. The number of students in the 0-20.0 km category, however, was large (N=3553), so even small differences in mean scores would be likely to be significant.

## 2.8 Specific Programs

### 2.8.1 Country Areas Program (CAP)

The 1999 Commonwealth Country Areas Program (CAP) provides funds to schools according to distance from the nearest urban centre. CAP funding goes directly to the school resource package. The school decides appropriate strategies to improve educational opportunity, participation, learning outcomes and personal development. The 1999 allocation for Tasmania is \$441,300, distributed among 35 schools.

### 2.8.2 Retention of Rural Students to Years 11 and 12

Three Vocational Education and Training (VET) in-school development officers are employed to improve the retention of rural students to further education and training. One officer is employed in each of the three regions to help meet the needs of local students and rural industry training requirements. The officers have established work placement programs that link local schools, regional colleges and rural industries. As a result, schools and colleges offer industry training modules. In 1999 students are enrolled in the Certificate of Work Education and in industry training modules including Viticulture, Hospitality and Rural Skills.



### 2.8.3 Literacy Programs Addressing Outcomes of the Monitoring Program

There are no programs that are specifically targeted at students in rural and remote areas. All students have access to a number of programs funded centrally as part of the Tasmanian Literacy and Numeracy Plan, and through the school's own resources, aimed at improving literacy and numeracy outcomes.

There is also ongoing systemic support for literacy and numeracy teaching and learning offered through school resource package support. Commonwealth Literacy Program funding is allocated through the resource package, direct to schools.

## 3. Department of Education - use of information technology and advanced telecommunication

### 3.1 Infrastructure provision

Tasmania's geographical isolation impacts on the population's ability to access educational facilities and resources compared with those available to mainland metropolitan areas. The Tasmanian Government recognises this and understands that the use of information technology and advanced telecommunications is a means of overcoming this geographic isolation.

It is proposed that infrastructure will be provided to all schools both urban and rural over a three year period 1998-2001. The funding will provide:

- **Information Technology Grants.** A total of \$9.68M in 1999/2000 and a further \$7.5M in following years will be provided to schools to provide, desktop, laptops, servers, software, networks, and technical support
- **Managed Networks.** \$1.25M has been devoted to a pilot project to provide schools with ongoing specialist technical support services for the servers and networks. This advantages rural communities because the support will come from local IT vendors and some of the money will be spent on training local vendors to provide support. This should provide more IT skills in rural area.
- **Telecommunications.** A combination of high speed services, 64K ISDN services and dial in services will be supplied for schools throughout the state depending upon needs. Costing over \$4M pa when fully in place this will provide good communications for all schools including remote schools. Some rural schools have been early beneficiaries of this in that the lack of good telephone lines in some spots (eg the Islands) has lead some small schools to be the first to get ISDN services.

Further, in June 1999 the Commonwealth Government announced that an additional part of Telstra would be sold, and the resulting funds deployed as a Social Bonus package. Tasmania has been allocated approximately \$150 million for a range of areas including specific telecommunications and electronic service delivery related projects. One major component is the **Connecting Tasmanian Schools project** which will establish infrastructure networks linking Tasmanian schools, provide additional computers, support equipment and internet filtering technology. The project has been allocated \$32 million and the Tasmanian Government will contribute an additional \$16 million to this project.

This will have a significant impact in improving the provision of quality online educational content to rural and remote schools, professional development and support to teachers, and improving life long learning opportunities for regional Tasmanians.

In addition, the **Computers in Schools Program** is a current Government initiative that provides surplus Government department computers to schools, to enable them to be recycled as valuable education tools, and is a valuable supplement to the Government's overall information technology program for schools. These surplus computers are normally disposed of through internal tender to public sector employees at relatively low prices, or through other disposal methods.

## **3.2 Current educational programs**

### **3.2.1 Languages Other Than English**

Since 1996 the implementation of compulsory LOTE teaching began in year 3 with schools progressively joining the program. Approximately seventy five primary schools have been equipped with ShareVision video-conferencing equipment that provides audio, video and data transfer between remote sites. For rural schools in particular, this equipment provides a way of reducing isolation since teachers and students are encouraged to link with other schools and gain access to the Internet.

### **3.2.2 Discover Website**

The Department recently launched an educational website called 'Discover'. This site aims to provide an interactive workplace for students, teachers and parents. The site provides access to teaching and learning resources and also provides a forum for active learning.

Online learning is provided through a variety of communication tools such as chat and bulletin boards to facilitate communication and collaboration. Resources for *Discover* are continuing being developed by teachers and are being added to the site.

### **3.2.3 Open-IT Project**

The project aims to provide enhancement of the curriculum available to students in regional Tasmania. It involves a partnership between the University of Tasmania, the Department of Education, TAFE Tasmania, Catholic Education and the Independent School sector.

The first phase of the project is to develop a bank of on line course materials for use in teaching a range of courses from Early Childhood to Year 12. The materials will be available through the *Discover* website. The on line course materials will be derived from extant print based courses, and will involve the translation of the courses into a form which takes advantage of the possibilities of the on line medium. This will include:

- enhancing the content delivered by using materials available in electronic format on the Internet or in other forms
- using the communication avenues made available by modern communication technology including, for example, the Internet and/or video-conferencing.

### **3.2.4 Professional Development Programs**

The Department conducts an extensive program of professional development for teachers in

information technology that has direct benefits for the education of students in rural and remote locations.

The Educational Computing Professional Development Project (ECPD), is a key element of the Department's Information Technology Strategy, and as a result the Government will be providing a greater level of funds for these initiatives than the levels made available in previous years.

The project aims to ensure that "*All teachers will have access to professional development to enable them to use the new technologies*". The ECPD project will complement the provision of information technology resources to state schools, by providing a comprehensive range of professional development opportunities in educational computing for all teachers in state schools.

## **4 Other State Government Initiatives**

### **4.1 Tasmanian Community Network (TCN)**

The Tasmanian Government supports a comprehensive vision for the development of information technology and telecommunication in Tasmania. The potential of new technologies to transform the economic and social life of regional and isolated communities in Tasmania is significant, particularly when considered in terms of access to education.

The Tasmanian Community Network (TCN) is a process to assist communities to identify opportunities that exploit advanced telecommunications; plan how to achieve them; and build the necessary long-term partnerships between business, government agencies, service providers and community organisations. It is an initiative of the Tasmanian Government in conjunction with Telstra and Nortel.

The TCN is building strong networks of people who are exploring the benefits of technology and how it can be used to meet local needs and those of Tasmania as a whole. This is particularly important given Tasmania has a highly dispersed and highly regionalised population. TCN actively incorporates the entire Tasmanian community; from individuals, groups, business and Government, to service providers and community-based organisations. The community involvement process includes a State-wide Steering Committee, three Regional Task-forces, and a number of Working Groups within the Task-forces. Taskforces include members from Government-managed projects, and other projects being managed by businesses and community associations. The Task-forces and their Working Groups are supported by a small project team comprising Government, Nortel Networks and Telstra representatives.

The TCN Task Forces formed in February 1998 and have generated specific projects to address the following key issues:

- unemployment, particularly for young people;
- the future of rural and remote communities;
- competitiveness in world markets; and
- access to training, education and information technology

#### **4.1.2 Career Planning Information System**

The TCN's Northern Task-force has identified that developing the right skills base for northern Tasmania was a critical factor influencing business development in the region. Paradoxically, the recurring barrier to business growth is the lack of vital skills within an area with high

unemployment. As a means of overcoming these deficiencies the concept of developing a targeted regional online career planning and advisory service was established.

The Career Planning Information System has been developed by partnerships of industry, education, training and service providers and will be piloted in the north of the state. Accessible via the internet, it is designed to assist industry and business profile their anticipated needs, and assist individuals planning a career path, seeking work or upgrading their work skills, by informing them what skills and types of employees industry and businesses require.

The TCN Northern Task-force has established a substantial Reference Group, with representatives from major state and local government, education and industry bodies, to manage the project.

## **4.2 Networking Tasmania**

The Networking Tasmania Project has created a single wide area network linking all government agencies. The Tasmanian Government has contracted Telstra to provide a state-wide flexible wide area network (WAN), offering affordable access to the Internet, Intranet, advanced electronic messaging and directory services.

All services used to deliver the Networking Tasmania Project will be available to all sectors- government, business and the general community. In what will be an Australian first, Networking Tasmania will also trial high speed home Internet alternatives, with the potential to deliver fibre optic equivalent services to households.

## **4.3 Service Tasmania**

*Service Tasmania* provides more than 230 services via convenient one-stop shopping and electronic access to government services using advanced information technology and telecommunications through its three delivery channels: the 24 Service Tasmania Shops; the phone and the Internet. Service Tasmania Shops currently have free public access personal computers that members of the community can use to access online information services.

From July 1998, everything that government agencies publish for the public have become available first on the Service Tasmania web-site. An increasing number of services will be available over the phone or the Internet, providing a significant opportunity for all Tasmanians to find the services they need at the one location. The convenience, choice and ease of access will especially benefit those in rural and remote communities.

## **4.4 Tasmanian Communities Online - Online Access Centres**

The Tasmanian Communities Online Project aims to establish up to 64 Online Access Centres by mid 2000. The Project is aimed at addressing the issues of social and economic disadvantage in regional and rural Tasmania by providing enhanced community access, training in and use of computers and the Internet. Funding from the Regional Telecommunications Infrastructure Fund (RTIF) of \$6.1m received thus far has been provided for the implementation of the first 60 sites. Currently, 45 sites are operational, and the remainder will be online by early 2000.

An Online Access Centre is a community managed facility with at least three multimedia computers, a printer and a scanner. During the first year of operation, Centres are staffed with experienced IT Co-ordinators for a minimum of 25 hours per week, offering the public free training and free Internet access. Centres receive partial funding in their second year for

approximately 16 hours per week for their Co-ordinator's salary only.

Thirty-six Online Access Centres are collocated in schools and public libraries sharing the Department of Education's funded 64k ISDN line, while the remaining nine are located in community facilities such as an Enterprise Centre or a neighbourhood house.

As of 30 September 1999, the 45 Centres currently operating have over 12,000 registered users and are serving a population of approximately 150,000 Tasmanians. Users under the age of 18 years constitute 35% of all users.

The importance of the Centres is emphasised by the fact that Tasmania has Australia's lowest rate of home ownership of personal computers and use of the Internet. As information technology skills increase in importance, this trend will result in a considerable socio-economic disadvantage, particularly in remote and rural communities. Consequently, the continued operation of Online Access Centres will provide a direct and effective means for addressing the needs of these communities in the future.

The Centres provide access to online and distance education courses, both those available locally in Tasmania, as well as those available in other Australian States and overseas. In particular, students are able to enrol in courses provided by TAFE Tasmania's Computer Assisted Learning Program, the Tasmanian Open Learning Service and the Colleges Open Learning Network.

The OPEN-IT Project will develop a bank of online course material during 1999-2000 which will enhance the number of courses and materials available online to students in rural and remote areas. Online Access Centres enable students to access these courses in their home-town. The students are provided with free email accounts to communicate with their teachers and they also receive 1:1 assistance in using computers and accessing information on the Internet. Chatlines and forums provide opportunities for students to discuss issues and topics with each other across the Statewide network.

#### **4.5 State Libraries Public Access Program**

The State Libraries Public Access Program provides free public access to computing facilities and the Internet from the 46 public libraries located in cities and towns around the State. Through the State Library system, Tasmanians have access to electronic resources and databases.

Early next year the State Library will be launching a new and improved library and information management system at all service points, which will allow clients to search and retrieve information no matter what its format, from a wide range of public and commercial databases

#### **4.6 Local Government and Regional Partnership Agreements**

The current Tasmania Government has initiated a local government Partnership Agreement process. The aim of these Agreements is to improve cooperation between state and local government so that sustainable economic and social development can be promoted within local communities. The Agreements will spell out detailed plans of action to be implemented by both tiers of government in each local council area, from provision of community services, including education, to local job creation projects, infrastructure provision, and the sharing of environmental responsibilities.

## 4.7 Economic and Social plan - Tasmania Together

*Tasmanian Together* is a current State Government initiative, an economic and social plan aimed at creating a shared vision of where Tasmanians want their State to be in 20 years time. It involves a wide range of community input and consultation in developing the plan. It will include:

- a statement of Tasmania's current situation;
- two or three broad goals under particular subject areas - for example education, health, economy;
- a set of benchmarks and targets to be regularly measured; and
- action plans to achieve targeted benchmarks.

It is anticipated that the vision developed will be incorporated in the 2000/2001 State budget process. Responsibility for the development of *Tasmania Together* rests with the Community Leaders Group (CLG). This is a group of Tasmanians with a wide and varied background in both the public and private sector. In relation to educational expertise on this CLG, there are a number of representatives that have a direct role in education. Nine out of the twenty-four current representatives have a broad educational background.

The CLG's job is to consult widely to find out the issues that are of prime concern to Tasmanians and to progress strategies for achieving the community's desired outcomes. This involves the development of benchmarks that will enable the Government and the Community to monitor the progress of the State in achieving the desired goals of *Tasmania Together*.

The process was instigated following the 1998 State Election, with the CLG hosting a major Future Search Conference in June 1999. Out of this conference came the draft vision **Our Vision Our Future**, which is set out below. This draft document will be open for public consultation in March 2000. Aspects of this vision relevant to the Inquiry have been elaborated:

1. Creating Jobs and Wealth - All Tasmanians who want a job will have one
  - a close link between business investment, education and training, and job creation
  - all Tasmanians benefiting from economic development
2. Social Justice and Equity - To have an inclusive and compassionate society
  - a society that actively embraces diversity, social tolerance
  - young Tasmanians and minority groups included in decision making with much greater control over their destiny
  - reconciliation between Aboriginal and other Tasmanians
3. The Imaginative Island - To have a world-class reputation for innovation, imagination and intelligence
  - world class centres of excellence and innovation in information technology, biotechnology, climate and food technology
  - a community that uses information technology to bring people together, deliver services and increase export potential
  - a formal alliance between government, tertiary education institutions, business and the arts
4. Education and Training for Life - We will be a society with a focus on whole of life, whole of community learning
  - an education system that is world class with a responsive, accessible and inclusive

- approach to learning
  - an informed and resourced education system designed for those who want to learn
  - a holistic approach to life long education
  - smooth transition and clear pathway between education and employment
- 5 Ecologically Sustainable Tasmania- We will have an ecologically sustainable future
- 6 Health and Well-being - We will have a high quality of life and health lifestyle
- 7 Inclusive and Open Government - We will have a form of government that is inclusive, open and close to the people
- 8 A Creative Tasmania - We will have an international reputation for excellence in the arts and culture
- 9 Revitalising our Rural and Regional Communities - We will invigorate our rural and regional communities
- equity throughout rural and regional areas in relation to distribution of resources and services
  - celebration of rural and regional diversity Pride and Confidence - We will be a proud and confident community

### List of Rural and Urban Schools, February Census 1999

Type	Name	Year Levels	Definition 1	Definition 2
District High	Bothwell District High School	K to 10	Rural	Rural
District High	Bruny Island District School	K to 8	Rural	Rural
District High	Campania District High School	K to 10	Rural	Rural
District High	Campbell Town District High School	K to 12	Rural	Rural
District High	Cressy District High School	K to 12	Rural	Rural
District High	Dover District High School	K to 12	Rural	Rural
District High	Dunalley District School	K to 8	Rural	Rural
District High	Flinders Island District High School	K to 10	Rural	Rural
District High	Geeveston District High School	K to 12	Rural	Rural
District High	Glenora District High School	K to 10	Rural	Rural
District High	King Island District High School	K to 10	Rural	Rural
District High	Lilydale District High School	K to 12	Rural	Rural
District High	Oatlands District High School	K to 12	Rural	Rural
District High	Ouse District High School	K to 10	Rural	Rural
District High	Port Dalrymple School	K to 10	Rural	Urban
District High	Ravenswood Heights	K to 10	Rural	Urban
District High	Rosebery District High School	K to 12	Rural	Rural
District High	Sheffield District High School	K to 10	Rural	Rural
District High	Sorell School	K to 12	Urban	Urban
District High	St Helens District High School	K to 12	Rural	Rural
District High	St Marys District High School	K to 12	Rural	Rural
District High	Tasman District High School	K to 12	Rural	Rural
District High	Tasmanian Open Learning Service School	K to 10	Urban	Urban
District High	Triabunna District High School	K to 12	Rural	Rural
District High	Winnaleah District High School	K to 12	Rural	Rural
District High	Woodbridge District High School	K to 10	Rural	Rural
District High	Yolla District High School	K to 10	Rural	Rural
High	Bridgewater High School	7 to 10	Urban	Urban
High	Brooks High School	7 to 12	Rural	Urban
High	Burnie High School	7 to 10	Rural	Urban
High	Claremont High School	7 to 10	Urban	Urban
High	Clarence High School	7 to 10	Urban	Urban
High	Cosgrove High School	7 to 10	Urban	Urban

High	Deloraine High School	7 to 12	Rural	Rural
High	Devonport High School	7 to 10	Rural	Urban
High	Exeter High School	7 to 10	Rural	Urban
High	Geilston Bay High School	7 to 10	Urban	Urban
High	Huonville High School	7 to 10	Rural	Rural
High	Kings Meadows High School	7 to 10	Rural	Urban
High	Kingston High School	7 to 10	Urban	Urban
High	Latrobe High School	7 to 10	Rural	Urban
High	Murray High School	7 to 12	Rural	Rural
High	New Norfolk High School	7 to 10	Urban	Urban
High	New Town High School	7 to 10	Urban	Urban
High	Ogilvie High School	7 to 10	Urban	Urban
High	Parklands High School	7 to 10	Rural	Urban
High	Penguin High School	7 to 12	Rural	Urban
High	Prospect High School	7 to 10	Rural	Urban
High	Queechy High School	7 to 10	Rural	Urban
High	Reece High School	7 to 10	Rural	Urban
High	Riverside High School	7 to 10	Rural	Urban
High	Rokeby High School	7 to 10	Urban	Urban
High	Rose Bay High School	7 to 10	Urban	Urban
High	Rosetta High School	7 to 10	Urban	Urban
High	Scottsdale High School	7 to 10	Rural	Rural
High	Smithton High School	7 to 12	Rural	Rural
High	Taroona High School	7 to 10	Urban	Urban
High	Ulverstone High School	7 to 10	Rural	Urban
High	Wynyard High School	7 to 10	Rural	Urban
Kindergarten	Frederick St Kindergarten	K	Rural	Urban
Primary	Abbotsfield Primary School	K to 6	Urban	Urban
Primary	Acton Primary School	K to 6	Rural	Urban
Primary	Albuera Street Primary School	K to 6	Urban	Urban
Primary	Avoca Primary School	K to 6	Rural	Rural
Primary	Bagdad Primary School	K to 6	Urban	Urban
Primary	Beaconsfield Primary School	K to 6	Rural	Urban
Primary	Bellerive Primary School	K to 6	Urban	Urban
Primary	Bicheno Primary School	K to 6	Rural	Rural
Primary	Blackmans Bay Primary School	K to 6	Urban	Urban
Primary	Boat Harbour Primary School	K to 6	Rural	Urban
Primary	Bowen Road Primary School	K to 6	Urban	Urban
Primary	Bracknell Primary School	K to 6	Rural	Rural
Primary	Branxholm Primary School	K to 6	Rural	Rural
Primary	Brent Street Primary School	K to 6	Urban	Urban
Primary	Bridgewater Primary School	K to 6	Urban	Urban
Primary	Bridport Primary School	K to 6	Rural	Rural
Primary	Brighton Primary School	K to 6	Urban	Urban
Primary	Brooklyn Primary School	K to 6	Rural	Urban
Primary	Burnie Primary School	K to 6	Rural	Urban
Primary	Cambridge Primary School	K to 6	Urban	Urban
Primary	Campbell Street Primary School	K to 6	Urban	Urban
Primary	Cape Barren Island Primary School	K to 6	Rural	Rural
Primary	Chigwell Primary School	K to 6	Urban	Urban
Primary	Claremont Primary School	K to 6	Urban	Urban
Primary	Clarendon Vale Primary School	K to 6	Urban	Urban
Primary	Collinsvale Primary School	K to 6	Urban	Urban
Primary	Coee Primary School	Prep to 6	Rural	Urban
Primary	Cygnets Primary School	K to 6	Rural	Rural
Primary	Deloraine Primary School	K to 6	Rural	Rural
Primary	Devonport Primary School	K to 6	Rural	Urban



Primary	Dodges Ferry Primary School	K to 6	Urban	Urban
Primary	East Devonport Primary School	K to 6	Rural	Urban
Primary	East Launceston Primary School	K to 6	Rural	Urban
Primary	East Ulverstone Primary School	K to 6	Rural	Urban
Primary	Edith Creek Primary School	K to 6	Rural	Rural
Primary	Evandale Primary School	K to 6	Rural	Urban
Primary	Exeter Primary School	K to 6	Rural	Urban
Primary	Fairview Primary School	K to 6	Urban	Urban
Primary	Fingal Primary School	K to 6	Rural	Rural
Primary	Forest Primary School	K to 6	Rural	Rural
Primary	Forth Primary School	K to 6	Rural	Urban
Primary	Franklin Primary School	K to 6	Rural	Rural
Primary	Gagebrook Primary School	K to 6	Urban	Urban
Primary	Glen Dhu Primary School	K to 6	Rural	Urban
Primary	Glen Huon Primary School	K to 6	Rural	Rural
Primary	Glenorchy Primary School	K to 6	Urban	Urban
Primary	Goodwood Primary School	K to 6	Urban	Urban
Primary	Goulburn Street Primary School	K to 6	Urban	Urban
Primary	Green Point Primary School	K to 6	Urban	Urban
Primary	Hagley Farm Primary School	K to 6	Rural	Rural
Primary	Havenview Primary School	K to 6	Rural	Urban
Primary	Herdsman's Cove Primary School	K to 6	Urban	Urban
Primary	Hillcrest Primary School	K to 6	Rural	Urban
Primary	Howrah Primary School	K to 6	Urban	Urban
Primary	Huonville Primary School	K to 6	Rural	Rural
Primary	Illawarra Primary School	K to 6	Urban	Urban
Primary	Invermay Primary School	K to 6	Rural	Urban
Primary	Kempton Primary School	K to 6	Rural	Rural
Primary	Kingston Primary School	K to 6	Urban	Urban
Primary	Lansdowne Crescent Primary School	K to 6	Urban	Urban
Primary	Latrobe Primary School	K to 6	Rural	Urban
Primary	Lauderdale Primary School	K to 6	Urban	Urban
Primary	Lenah Valley Primary School	K to 6	Urban	Urban
Primary	Levendale Primary School	K to 6	Rural	Rural
Primary	Lindisfarne North Primary School	K to 6	Urban	Urban
Primary	Lindisfarne Primary School	K to 6	Urban	Urban
Primary	Longford Primary School	K to 6	Rural	Urban
Primary	Margate Primary School	K to 6	Urban	Urban
Primary	Maydena Primary School	K to 6	Rural	Rural
Primary	Mayfield Primary School	K to 6	Rural	Urban
Primary	Meander Primary School	K to 6	Rural	Rural
Primary	Miandetta Primary School	K to 6	Rural	Urban
Primary	Mole Creek Primary School	K to 6	Rural	Rural
Primary	Molesworth Primary School	K to 6	Urban	Urban
Primary	Montagu Bay Primary School	K to 6	Urban	Urban
Primary	Montello Primary School	K to 6	Rural	Urban
Primary	Moonah Primary School	K to 6	Urban	Urban
Primary	Moriarty Primary School	K to 6	Rural	Rural
Primary	Mount Nelson Primary School	K to 6	Urban	Urban
Primary	Mount Stuart Primary School	K to 6	Urban	Urban
Primary	Mowbray Heights Primary School	K to 6	Rural	Urban
Primary	Natone Primary School	K to 6	Rural	Rural
Primary	New Norfolk Primary School	K to 6	Urban	Urban
Primary	New Town Primary School	K to 6	Urban	Urban
Primary	Nixon Street Primary School	K to 6	Rural	Urban
Primary	North Chigwell Primary School	K to 6	Urban	Urban
Primary	Norwood Primary School	K to 6	Rural	Urban

Primary	Orford Primary School	K to 6	Rural	Rural
Primary	Penguin Primary School	K to 6	Rural	Urban
Primary	Perth Primary School	K to 6	Rural	Urban
Primary	Princes Street Primary School	K to 6	Urban	Urban
Primary	Punchbowl Primary School	K to 6	Rural	Urban
Primary	Queenstown Primary School	K to 6	Rural	Rural
Primary	Railton Primary School	K to 6	Rural	Rural
Primary	Redpa Primary School	K to 6	Rural	Rural
Primary	Riana Primary School	K to 6	Rural	Rural
Primary	Richmond Primary School	K to 6	Urban	Urban
Primary	Ridgley Primary School	K to 6	Rural	Rural
Primary	Ringarooma Primary School	K to 6	Rural	Rural
Primary	Risdon Vale Primary School	K to 6	Urban	Urban
Primary	Riverside Primary School	K to 6	Rural	Urban
Primary	Rocherlea Primary School	K to 6	Rural	Urban
Primary	Rokeyby Primary School	K to 6	Urban	Urban
Primary	Roseneath Primary School	K to 6	Urban	Urban
Primary	Rosetta Primary School	K to 6	Urban	Urban
Primary	Sandy Bay Infant	K to 2	Urban	Urban
Primary	Sassafras Primary School	K to 6	Rural	Rural
Primary	Scottsdale Primary School	K to 6	Rural	Rural
Primary	Smithton Primary School	K to 6	Rural	Rural
Primary	Snug Primary School	K to 6	Urban	Urban
Primary	Somerset Primary School	K to 6	Rural	Urban
Primary	South Arm Primary School	K to 6	Urban	Urban
Primary	South George Town Primary School	K to 6	Rural	Urban
Primary	South Hobart Primary School	K to 6	Urban	Urban
Primary	Sprent Primary School	K to 6	Rural	Rural
Primary	Spreyton Primary School	K to 6	Rural	Urban
Primary	Springfield Gardens Primary School	K to 6	Urban	Urban
Primary	St Leonards Primary School	K to 6	Rural	Urban
Primary	Stanley Primary School	K to 6	Rural	Rural
Primary	Strahan Primary School	K to 6	Rural	Rural
Primary	Summerdale Primary School	K to 6	Rural	Urban
Primary	Swansea Primary School	K to 6	Rural	Rural
Primary	Table Cape Primary School	K to 6	Rural	Urban
Primary	Taroona Primary School	K to 6	Urban	Urban
Primary	Trevallyn Primary School	K to 6	Rural	Urban
Primary	Ulverstone Primary School	K to 6	Rural	Urban
Primary	Upper Burnie Primary School	K to 6	Rural	Urban
Primary	Waimea Heights Primary School	K to 6	Urban	Urban
Primary	Waratah Primary School	K to 6	Rural	Rural
Primary	Warrane Primary School	K to 6	Urban	Urban
Primary	Waverley Primary School	K to 6	Rural	Urban
Primary	Wesley Vale Primary School	K to 6	Rural	Urban
Primary	West Launceston Primary School	K to 6	Rural	Urban
Primary	West Somerset Primary School	K to 6	Rural	Urban
Primary	West Ulverstone Primary School	K to 6	Rural	Urban
Primary	Westbury Primary School	K to 6	Rural	Rural
Primary	Westerway Primary School	K to 6	Rural	Rural
Primary	Wilmot Primary School	K to 6	Rural	Rural
Primary	Young Town Primary School	K to 6	Rural	Urban
Primary	Zeehan Primary School	K to 6	Rural	Rural
Secondary College	Claremont College	11 to 12	Urban	Urban
Secondary College	Elizabeth College	11 to 12	Urban	Urban
Secondary College	Hellyer College	11 to 12	Rural	Urban
Secondary College	Hobart College	11 to 12	Urban	Urban

Secondary College	Launceston College	11 to 12	Rural	Urban
Secondary College	Newstead College	11 to 12	Rural	Urban
Secondary College	Rosny College	11 to 12	Urban	Urban
Secondary College	The Don College	11 to 12	Rural	Urban
Special	Arthur Early Special Education Centre	Special	Rural	Urban
Special	Arthur Support School	Special	Rural	Urban
Special	Ashley School	Special	Rural	Rural
Special	Campbell Street Early Special Education	Special	Urban	Urban
Special	Hazelwood School	Special	Urban	Urban
Special	Mersey Heights School	Special	Rural	Urban
Special	Munford Street Early Special Education Centre	Special	Rural	Urban
Special	Newstead Heights School	Special	Rural	Urban
Special	St Georges School	Special	Rural	Urban
Special	St Michaels School	Special	Rural	Urban
Special	Steele Street Early Special Education Centre	Special	Rural	Urban
Special	Timsbury Road School	Special	Urban	Urban
Special	Wentworth Support School	Special	Urban	Urban

**Definition 1**

ABS definition which categorises only the Statistical Subdivision of Greater Hobart as Urban.

**Definition 2**

Same as Definition 1 but including the Statistical Subdivisions of Greater Launceston and Burnie-Devonport as Urban.

**Number of Students by Year Level, Gender, Rural/Urban (Definition 2)  
February Census 1999**

<i>Year</i>	<b>RURAL</b>			<b>URBAN</b>			<b>TOTAL</b>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
ES			0	200	104	304	200	104	304
K	666	615	1281	2374	2208	4582	3040	2823	5863
P	620	624	1244	2307	1910	4217	2927	2534	5461
Yr 1	654	620	1274	2150	2065	4215	2804	2685	5489
Yr 2	626	633	1259	2083	2057	4140	2709	2690	5399
Yr 3	669	579	1248	2114	2013	4127	2783	2592	5375
Yr 4	621	590	1211	2142	1891	4033	2763	2481	5244
Yr 5	635	600	1235	1996	1937	3933	2631	2537	5168
Yr 6	608	501	1109	1855	1730	3585	2463	2231	4694
Yr 7	403	374	777	1633	1568	3201	2036	1942	3978
Yr 8	548	461	1009	1922	1935	3857	2470	2396	4866
Yr 9	502	463	965	2111	2064	4175	2613	2527	5140
Yr 10	531	491	1022	2041	2064	4105	2572	2555	5127
Yr 11	126	134	260	2503	2966	5469	2629	3100	5729
Yr 12	17	32	49	2730	3564	6294	2747	3596	6343
UP			0	51	32	83	51	32	83
UJS	15	1	16	74	44	118	89	45	134
USS			0	13	9	22	13	9	22
<b>Total</b>	<b>7241</b>	<b>6718</b>	<b>13959</b>	<b>30299</b>	<b>30161</b>	<b>60460</b>	<b>37540</b>	<b>36879</b>	<b>74419</b>

**No. of Students by Year Level, Aboriginality, Rural/Urban (Definition 2)  
August Census 1998**

Year	RURAL			URBAN			TOTAL		
	Yes (1)	No (2)	Total	Yes (1)	No (2)	Total	Yes (1)	No (2)	Total
ES			0	9	366	375	9	366	375
K	96	1247	1343	236	4179	4415	332	5426	5758
P	71	1192	1263	221	4013	4234	292	5205	5497
Yr 1	82	1183	1265	232	3870	4102	314	5053	5367
Yr 2	80	1166	1246	271	3901	4172	351	5067	5418
Yr 3	76	1129	1205	235	3772	4007	311	4901	5212
Yr 4	81	1175	1256	268	3726	3994	349	4901	5250
Yr 5	85	1031	1116	212	3402	3614	297	4433	4730
Yr 6	51	908	959	174	3010	3184	225	3918	4143
Yr 7	80	931	1011	230	3629	3859	310	4560	4870
Yr 8	80	892	972	253	3915	4168	333	4807	5140
Yr 9	72	963	1035	227	3848	4075	299	4811	5110
Yr 10	75	909	984	251	3825	4076	326	4734	5060
Yr 11	9	121	130	149	5253	5402	158	5374	5532
Yr 12	5	16	21	126	4609	4735	131	4625	4756
UP		2	2	3	60	63	3	62	65
UJS			0	4	58	62	4	58	62
USS			0		17	17	0	17	17
<b>Total</b>	<b>943</b>	<b>12865</b>	<b>13808</b>	<b>3101</b>	<b>55453</b>	<b>58554</b>	<b>4044</b>	<b>68318</b>	<b>72362</b>

- 1 Indigenous Students
- 2 Non-Indigenous Students