

# ***Ministerial Review of Postcompulsory Schooling***

Victoria. Ministerial Review of Postcompulsory Schooling, 1985 (Chair: Jean Blackburn)

## **Overview of the document**

Two volume report (Volume 1: 69 pages; Volume 2: Appendices: 140 pages) presented to the Minister (Ian Cathie) in March 1985. Forty five recommendations were made, the major being that a single two year certificate marking the completion of secondary schooling named the Victorian Certificate of Education (VCE) be introduced.

## **Keywords**

Participation; retention; broad education; practical studies; disadvantage; equity; democracy; development of identifiable skills; socially inclusive; minorities; common studies; full participation; curriculum reform.

## **Terms of Reference**

- To review the current educational training provisions for 15-19 year olds who are not in full-time or part-time courses in higher education or in TAFE courses associated with concurrent employment.
- To develop a discussion paper addressing the issues arising in educational provisions for this group.
- To organise widespread discussion of the statement and consideration of its implications.
- To establish working parties to explore particular issues raised by the discussion paper and, in light of the advice of these working parties and of public discussion, formulate proposals for action by those agencies with responsibility for specific activities and by the government in respect of general policies.

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## **Summary of Contents**

### **1. INTRODUCTION**

- Argues for a radical restructuring of secondary schooling so that “its curriculum, credentials and structures” (p. 1) take into account the increase in students staying on to Year 12 and the need for a broad education that not only caters for those going on to higher education.
- Notes other complementary initiatives currently underway, including:
  - The extension of curricula options through collaborative arrangements developing between schools and TAFE in Victoria.
  - The VISE recommended changes to HSC by 1990, which includes replacement of external examinations.
  - The Introduction of selection procedures to admit disadvantaged students.
  - The Commonwealth Participation and Equity Program (PEP) funding initiatives in individual schools.

### **2. THE PRESENT POSITION**

- Notes the changes in secondary schooling from colonial times to present, highlighting the shifting context and the unique contemporary situation of increasing retention to upper secondary.

### **Participation in Education**

- Provides an overview of patterns of post compulsory participation across Australia.
- Notes that Victorian participation levels in schools alone (not including TAFE) are below the national average. TAFE is acknowledged as important because when

included in postcompulsory participation rates, Victoria has higher rates than all other states, with the exception of the ACT. (p. 4)

- Notes that a significant number of young people, who do not remain at school, “suffer prolonged unemployment and lack the educational requirements for entry into postschool education or training”. (p. 6)

### **Present Curricula in Schools**

- Overviews investigations into Years 11 and 12 since the publication of the Discussion Paper.
- Presents finding of investigations into subjects taken at Year 11, noting in particular that in government and non-government high schools, “The minority status of students studying the humanities subjects was most striking with 52.6 per cent of students having no systematic exposure to history, geography, politics, social studies or other subjects in this category” (p. 6-7). Notes that this contrasts with the emphasis on maths and science.
- Notes that in technical schools, greater emphasis has been placed on “practical studies” and there is an absence of foreign language studies.
- Notes the differences between Year 11 and 12 subjects taken, with decline in proportion taking mathematics, practical studies, performing and creative arts and commercial studies.
- Notes that there are high participation rates at Year 12 in English, biology, commercial and legal studies, history, general mathematics, chemistry and accounting.
- Notes gender differences in that males predominate in the maths/science area while females predominate in humanities subjects.
- Comments on the decline in studies of foreign languages and arts areas.

### **Curricular Options in TAFE**

- Notes that in TAFE “almost 90 per cent of full-time students in 1983 were enrolled in applied art, applied science, business studies and general studies, with the remaining 10 per cent enrolled in business, drama, electronic data processing, engineering, music, paramedical, personal services, secretarial studies and social science”. (p. 9)

### **Availability of Curricula Options**

- Argues that students are constrained by curricula offerings.
- Notes that studies have consistently shown that larger student populations result in a greater number of subjects available at Year 12.

### **Certification at Year 12**

- Argues that certification shapes curricula options and that for HSC, group 1 subjects predominate.

### **Transition to Higher Education**

- Notes that in 1984 18.5 per cent of students continued to higher education.

## **3. CHANGES ARE NEEDED**

- Argues that Years 11 and 12 are strongly shaped by the HSC, which is largely irrelevant for those not proceeding to higher education.
- Proposes that the purpose of the last two years of secondary schooling must be reconsidered, so that it serves the interests of all students.

### **Purposes of the Phase**

- Notes discontinuities in the compulsory and post-compulsory years: Argues “these changes underline the fact that the postcompulsory years have a purpose somewhat different in emphasis from those of the compulsory years of schooling”. (p. 12)
- Argues that differences in capabilities, interests and future intentions must be taken into account at the postcompulsory level and that “it is no longer possible or desirable to hold all students within common studies for the greater part of their curriculum, or to assume that a single standard or the same range and types of achievement may be a common goal”. (p. 13)
- Argues for greater differentiation in courses and levels of study and expansion of available options while “at the same time resisting the pull of too strong a differentiation”. (p. 13)
- Argues that postcompulsory curriculum must be responsive to the voluntary nature of student participation and provide a wider range of study options rather than be modelled on the general curriculum of the compulsory years.

### **Encouraging Higher Participation in the Postcompulsory Years**

- Provides an overview of the context of high unemployment and increasing participation.
- Argues that higher participation should be encouraged for the following reasons: equity, labour market considerations and benefits to society and the individual.

### **Ways of Encouraging Higher and More Equitably Distributed Participation**

- Recommends a goal of 70 per cent participation to the end of Year 12 by 1995.
- Recognises that some schools and districts already achieve this, but notes that those from low-income families are significantly disadvantaged.
- Argues that higher participation by disadvantaged groups can be achieved if there are changes made in the structure of financial support and in the provision of postcompulsory schooling itself.
- Stresses the importance of financial support, especially for disadvantaged students.
- Argues that opportunities should be available for part-time and discontinuous participation and that the provisions of training should be extended to be shared between TAFE and workplaces.
- Makes the following recommendations:
  - Recommendation 1: A goal should be set of 70 per cent participation.
  - Recommendation 2: The Victorian government should pursue changes to Commonwealth financial support for young people.

### **New Directions Proposed**

- Argues that post compulsory schooling must meet both the needs of those continuing to higher education and also provide “broadly useful skills” for those who will move directly into the workforce following Year 12, without “cementing distinctions between students of varying aptitude”. (p. 18)
- Makes recommendations for improved resource allocation and for the Education Department to be made responsible for the allocation of all resources for Years 11 and 12, including TAFE.

## **4. SHAPING POST COMPULSORY CURRICULUM**

- Notes the overwhelming support for the position of the Discussion Paper in advocating greater curricula options, developing “more explicit connections between

academic study and its applications and between theory and practice”, and “the organisation of curricula offerings over Years 11 and 12 as a course of study covering two years”. (p. 20)

### **Combining Years 11 and 12**

- Recommends the development of a two year course of study with each year split into two semesters.

### **A Comprehensive Curricula Range**

- Promotes the necessity of a curricular rationale for postcompulsory schooling rather than reliance on ad hoc subject offerings.
- Argues that high levels of unemployment have led to “narrowly instrumental views about schooling and to a preoccupation with skills at the expense of content”. (p. 21)
- Argues that the importance of cultural formation should be recognised in the postcompulsory curriculum undertaken by all students and should be seen as “crucial for their full and confident participation as adults in a democratic society”. (p. 21)
- Argues that students should have access to a wide variety of studies within the following curricula areas: arts/humanities, science/technology and mathematics, and importantly, a reconsideration of these subjects “in contemporary terms”. (p. 22)
- Notes that there continues to be a hierarchical distinction between academic and applied subjects, assumptions exist about which classes of people are capable of sustained intellectual effort and that there continues to be a tendency towards mystification that restricts certain types of knowledges from non-specialists.
- Affirms the importance of traditional academic studies and argues that this kind of knowledge is powerful and should be recognised as important to all students. States that “such knowledge not only enables people to act more powerfully in the world on the basis of a better understanding of it, it also represents important achievements of the human mind, imagination and spirit to which all have the right to access. Enabling people to move confidently within a cultural mainstream of ideas and discourse is an aspect of social participation for which schools have major responsibility”. (p. 22)
- Argues that the quality and rigour of academic subjects should be strengthened and “theoretically based vocational studies should be linked to the development of identifiable skills”. (p. 23)
- Argues that all knowledges are equal and that “no particular selection of knowledge from mathematics, the sciences, technology, history or literature can any longer be regarded as self evidently more fundamental than any other”. (p. 23)
- Proposes that changes are needed to include more socially inclusive studies and knowledges, such as the history and experience of women, ordinary people and ethnic minorities.
- Proposes that practical, vocationally oriented studies should be included in the upper-secondary curriculum.

### **Specialisation and Spread of Studies**

- Demonstrates concern over current patterns of subjects taken at Years 11 and 12, in particular the specialisation that occurs in particular subject areas.
- Argues that while specialisation is important, it should not come at the expense of exposure to other major areas of the curriculum. Argues for the importance of maths and science subjects for all students and depicts mathematics as comparable to English in terms of future relevance.
- Argues that sequential studies are essential.

- Recommends that students “follow at least one three-unit sequence of study in each of the areas of arts/humanities, science/technology and mathematics” and that students “be strongly encouraged” to take at least one unit over the two years in activity-based studies”. (p. 25)
- Argues that a high degree of specialisation for subjects such as mathematics and physics preclude them as areas of study for many.
- Recommends that more girls be encouraged to study mathematics and science.
- Argues that new courses need to be developed and existing courses rationalised.
- Makes the following recommendations:
  - That studies in the major curriculum areas be designed so that students can take only the first unit of a sequence.
  - That a new project be established to evaluate present courses in mathematics and science/technology and that new courses be designed to include both applied and non-specialist areas.
  - That VCAB (the establishment of which is a recommendation of this review) consult with higher education providers about content of studies and mathematics, physics and chemistry.
- Argues that upper secondary should open up possibilities both for further education and training.
- Recommends cross-crediting of subjects with TAFE and apprenticeship courses.
- Argues that upper secondary should provide students directly entering the workforce with work-related skills.
- Recommends that groupings of occupations which could provide a basis for practically-oriented vocational studies having relevance for a number of occupations and for the development of applied studies within the areas of mathematics and science/technology be investigated by VCAB.

### **Common Studies**

- Argues that there should be common subjects taken by all students.
- Recommends the study of Work in Society for inclusion as a common subject as a compulsory two unit sequence and the establishment of a curricula development project for that subject.
- Recommends that the study of English occupy two compulsory two sequence and sequential units over Years 11 and 12 to ensure high literacy standards.
- Argues that steps should be taken so that by the end of compulsory years students are competent enough in communication and numeracy skills to undertake postcompulsory studies.
- Notes that full participation requires that teachers have more assistance in identifying those students who are falling behind their peers.
- Recommends that standardised tests in oral and written communication and mathematics be developed and used over the period of schooling to identify students not achieving expected standards.

### **Orientation Towards the Adult World**

- Argues that curriculum in the upper secondary should be oriented towards the next stage of students’ lives.
- Recommends that institutional practices should also reflect this, with students taking more responsibility for their own learning, including subject choice, and not being required to be on campus outside their classes.

## **5. THE COMMON CREDENTIAL**

- Notes that while there were formerly “exit points” at Years 9, 10 and 11 for access to various levels of employment or training, Year 12 is now needed for a greater number of access options and the Year 12 certificate needs to reflect this change.
- Argues that the various Year 12 certificates must be replaced with one single certificate.

### **Existing Year 12 Certificates**

- Lists the different certificates and their purposes as follows:
  - HSC – the mainstream Year 12 certificate based on group 1 subjects and a combination of external examinations and externally moderated assessment of student work by their teachers.
  - STC – within the HSC program offering alternative group 2 subjects.
  - Technical Year 12 Certificate – outside the HSC program.
  - TOP Certificate – issued by higher education institutions.

### **A Single Certificate**

- Recommends the introduction of the Victoria Certificate of Education to replace the existing certificates.

### **The Purpose of the New Certificate**

- Argues that the purpose of the new certificate is:
  - To encourage participation to Year 12 by recording achievement across a broader range of studies than existing certificates. (p. 34)
  - To ensure the quality of courses and standards. (p. 34)
  - To “attest to the preparedness for further study”. (p. 35)
- Recommends accreditation be done by a central agency which would also oversee assessment and moderation of assessment.

### **Framing the Certificate**

- Frames the certificate as encompassing 24 cumulative semester units that include at least one three unit sequence in the major curriculum areas of arts/humanities, science/technology, mathematics and a range of vocational and activity based-subjects, a two unit study in English and the subject Work in Society.

### **Accumulating Units**

- Proposes that certificates be issued indicating partial completion, so that those leaving prior to the end of Year 12 have their achievements recorded.
- Recommends that the certificate record only the highest level of achievement for those units completed more than once.

### **Assessment within the Certificate**

- Notes that external examinations and assessment is no more accurate than assessment made by teachers and argues that teachers should therefore play the major role in assessment. Notes that to ensure quality, all studies in the certificate should to be accredited by an external agency.

### **Transition to the New Certificate**

- Argues that all existing certificates should be phased out and replaced with the VCE at the earliest possible date.

- Recommends that all current studies become part of the VCE in 1987, that by 1990 the new certificate become fully operational and be based on the recommendations in this report, and that the TOP continue to be operated in TAFEs until contracted to the Department of Education.

## **6. SELECTION INTO HIGHER EDUCATION**

- Notes that increasing competition for entry into higher education poses difficulties for schools and higher education institutions and that the proportion of those completing Year 12 and immediately going on to higher education is decreasing.
- Recommends that the Victorian Government restore the level of higher education places to 50 per cent of the number of students enrolled in Year 12.

### **Reducing Competition for Entry**

- Suggests that increased competition for access is not only a problem of limited places, but also about the structure of entry as determined by universities and the high demand for professional, high status courses.
- Recommends that universities delay admission of students into professional courses until a year or more of tertiary study.
- Notes other difficulties including the speed at which offers and acceptances are made and suggests that moderated teacher assessment be considered to restructure the offering of tertiary places.
- Makes a number of recommendations in relation to assessment at the upper secondary level that would assist in reducing the reliance of university entry on an aggregate score. Includes suggestions for alternative modes of entry that make admittance possible for a wider range of students.

### **Selection within the Common Certificate**

- Notes the polarised views on external examinations in making recommendations about the new certificate.
- Notes that the Committee seeks to balance the longer term view that in the future there will more flexible pathways while also providing options for the immediate improvement of the existing system.
- Recommends retaining (in the immediate term) the option for some external examination.
- Proposes that the VCE form the basis of entry to higher education.

## **7. THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD**

- Recommends the establishment of a new statutory body to be called the Victorian Curriculum and Assessment Board (VCAB) that would take responsibility for curricula and credentialising for the postcompulsory years to overcome problems that arise from the various responsibilities of the Department of Education, VISE, TAFE and schools.
- Proposes that VCAB should ensure that curriculum is comprehensive and common to all students and replace VISE (established in 1976) which currently does not have responsibility for all Year 12 certification.

### **Curricular Leadership**

- Outlines the importance of strong curriculum leadership “at the central level” (p. 47) to implement broad-ranging curriculum reform.



- Advocates teams comprised of “outstanding teachers” (who would be the majority), together with representatives from TAFE, higher education institutions, the business community and specialists from the Curriculum Branch to be involved in the development of new curricula.
- Advocates the development of guidelines to assist teachers in the development of courses. States that “These guidelines would not involve restrictive detail but would be flexible and open enough to allow teachers to make choices among materials, approaches and applications on the basis of their own professional judgement.” (p. 47)

### **Professional Development**

- Notes the importance of support from teachers and school councils in curriculum reform and proposes that the Board play a role in support of teachers.

### **Certification**

- Notes that the Board will be responsible for certification.

### **Structure and Membership**

- Argues that the Board should have broad representation of all major groups with interest in postcompulsory schooling (details recommendations on the specifics of membership from the professional education community).
- Notes the difficulty of representing community interests and outlines possibilities for the inclusion of parental, student and employer representation.
- Goes through the structure and responsibilities in detail.

### **Changeover Arrangement**

- Outlines a series of arrangements that should be put in place during the changeover.

## **8. ORGANISATIONAL FORMS FOR POST COMPULSORY SCHOOLING**

- Argues that high schools and technical schools should be amalgamated to provide students with broader curricular options.
- Recommends that public sector secondary school provision be comprehensive.

### **Isolated Schools**

- Acknowledges the difficulties faced by isolated schools in broadening the curriculum and notes that a lack of curriculum beyond the traditional academic limits participation at the postcompulsory level. Suggests that the semester based structure of the VCE and the recommendations for cross-curriculum offerings between TAFE and schools would assist students in isolated schools.
- Recommends the establishment of specialist resource centres and hostel facilities for use by students in rural areas.

### **Competing Provision**

- Notes problems arising from competing provision of TAFE, government and non-government schools and that high rates of retention are difficult to achieve in schools with small numbers of postcompulsory students.

### **New Organisational Forms**

- Makes recommendations for the establishment of separate campuses and institutions for the postcompulsory years due to the difficulties of broadening curricular offerings in the context of small numbers of students at individual sites.

- Argues that separate campuses would “advance the principles of participation and equity, offering students access to a comprehensive curriculum in an environment which reflects their near adult status” (p. 53) and outlines three options: complexes of schools, senior secondary colleges and all-age community colleges.

### **Issues Arising**

- Outlines potential problems associated with the introduction of separate campuses for 7-10 and 11-12, notably those for teachers and professional issues relating to this restructuring, and the role of non-government schools.

### **Implementing Structural Change**

- Notes that all resources at the postcompulsory level need to be considered. Argues that this would be simplified if the recommendation for the Education Department to take responsibility for the provision of Years 11 and 12 and the recommendation to amalgamate high schools and technical schools are adopted.
- Outlines guidelines for restructuring, including provisions for more equitable access.

## **9. THE NEXT STAGE**

- Overviews the new direction for postcompulsory schooling recommended by the review in terms of the curriculum, certification and the structure of schooling. Argues that these changes are intended to enable postcompulsory provision to have the following characteristics:
  - “It must be such that more students want to participate in it and see purpose in it.
  - It must be designed within a comprehensive curricular rationale defining a range of options and common studies to which all students should have access to the maximum degree possible.
  - It must include significant, practical, work-related studies within a framework of continuing education.
  - It must not be so rigidly tracked into ‘academic’ and ‘non-academic’ streams that it excludes students from participating in both.
  - It must promote equity in participation in schooling.
  - It must give all students access to a common and significant credential.
  - It must lead into all forms of postschool study and into employment and citizenship.
  - It must have demonstrated relevance to major issues of the contemporary world and to the concerns of students entering it as adults.
  - It must relate theory to its application where appropriate and locate ideas in a social and historical context.
  - It must allow for participation of varying kinds – discontinuous and part-time as well as continuous and full-time.
  - It must be conducted in ways which move decisively over the two years away from those appropriate to early adolescence and towards those operating in task-centred adult associations.” (p. 59)
- Recognises that there will be significant costs associated with the implementation of these changes but argues that these changes are necessary for the future in which the majority of young people complete the full span of secondary education.
- Argues that increased participation is to be encouraged in order to “promote equity; to enhance personal satisfaction and fulfilment; and to lay the basis for a more highly skilled and productive workforce.” (p. 59)

- Outlines general details involved in establishing and operating VCAB.
- Suggests that PEP funds be used to cover cost of some of the system level changes.
- Recommends establishment of Ministerial Policy Unit and a Committee to monitor the implementation of the recommendations of the review.

### **Recommendations:**

- Outlines the following 45 recommendations which together set out “a new direction for postcompulsory schooling in Victoria” (p. 63):
- Recommendation 1: “That increased participation in schooling by the end of Year 12 be energetically pursued with the objective that by 1995, 70 per cent of an age group will complete Year 12 of schooling. The Victorian Government should commit itself to the realisation of this target and to the support of changes necessary to make it effective.” (p. 63)
- Recommendation 2: “That the Victorian Government pursue with all urgency changes in the Commonwealth policies of financial support for young people so that, for those in financial need, continued educational participation, at least to the end of Year 12, be made as attractive as unemployment benefits.” (p. 63)
- Recommendation 3: “That within the public sector the Education Department be responsible for all schooling at Years 11 and 12 and that the allocation of resources between the Education Department and TAFE reflect this responsibility. Resources used to provide Years 11 and 12 courses in TAFE should be frozen at present levels pending evaluation and transfer.” (p. 63)
- Recommendation 4: “That from the beginning of 1987, courses in Years 11 and 12 be organised as a course of study over two years in semester-length units, not assigned to a particular year level except as required by sequential studies composed of more than two semester units.” (p. 63)
- Recommendation 5: “That all students in Years 11 and 12 have access to a comprehensive curricular range, including a variety of optional studies within each of the major areas of arts/humanities, science/technology and mathematics; and to a range of activity-based studies.” (p. 63)
- Recommendation 6: “That students, within twenty-four units of semester length taken over Years 11 and 12, follow at least one three-unit sequence of study in each of the areas of arts/humanities, science/technology and mathematics.” (p. 63)
- Recommendation 7: “That all students be strongly encouraged to take at least one unit over the two years in activity-based studies; and that units within these areas be associated with related theoretical units to form the basis of some two-unit and three-unit sequences.” (p. 63)
- Recommendation 8: “That studies in the major curricular areas in Years 11 and 12 be so designed as not to prevent students from taking only the first unit of a sequence. No sequence should exceed three units although provision can be made for additional specialist units.” (p. 63)
- Recommendation 9: “That a major curricular project be mounted by the new Victorian Curriculum and Assessment Board (the establishment of which is later recommended), in each of the areas of mathematics and science/technology; and that each project survey and evaluate present courses in its area of reference, and propose and develop a number of courses in each to include both applied courses and courses suited to the general education of students not following further specialist studies in either area.” (p. 63)
- Recommendation 10: “That the Victorian Curriculum and Assessment Board negotiate with major providers of postsecondary courses to establish agreement about

the content of studies in mathematics, physics and chemistry commonly applicable to the range of courses they offer, and to make special arrangements for any additional prerequisites for particular courses.” (p. 63)

- Recommendation 11: “That cross-crediting of units of study in the upper secondary curriculum into TAFE certificate courses and apprenticeships be further encouraged, and that the Victorian Curriculum and Assessment Board negotiate with the Industrial Training Commission and the TAFE Accreditation Board with the objective of reaching agreements facilitating such arrangements.” (p. 64)
- Recommendation 12: “That groupings of occupations which could provide a basis for practically oriented vocational studies having relevance for a number of occupations and for the development of applied studies within the area of mathematics and science/technology be investigated by the Victorian Curriculum and Assessment Board.” (p. 64)
- Recommendation 13: “That the study of work in society occupy two compulsory and sequential semester units over Years 11 and 12; that it be pursued in the contexts of technological change since the industrial revolution of the eighteenth century and in present day Australia; that it involve direct observation and experience; and that it include the study of work undertaken in domestic units, in unpaid and paid capacities, and affecting women and men.” (p. 64)
- Recommendation 14: “That a major curricular development project underwriting the above study be mounted, beginning in 1985.” (p. 64)
- Recommendation 15: “That the study of English occupy two compulsory and sequential semester-length units over Years 11 and 12 for all students.” (p. 64)
- Recommendation 16: “That standardised tests in oral and written communication and in the basic mathematical processes be developed and used consistently over the period of schooling to enable teachers and parents to identify and assist in rectifying deficiencies in students’ achievement in these areas.” (p. 64)
- Recommendation 17: That in content, learning modes and institutional practices, curriculum over the postcompulsory years be oriented towards the adulthood students are entering. In particular, institutional practices should enable students to: contract voluntarily into courses with the acceptance of requirements associated with them; increasingly over the two years be obliged to be present on campus only for contracted sessions; assume active responsibility for their own learning; move across locations for different aspects of study as needed; assume collective responsibility for the organisation and rule of their own adult community outside areas of teachers’ professional responsibility; and contribute routinely to curricular review through their responses to courses, learning modes and assessment practices. (p. 64)
- Recommendation 18: “That a single certificate making the completion of secondary schooling and named the Victorian Certificate of Education (VCE) be introduced in Victoria in 1987.” (p. 64)
- Recommendation 19: “That all units within the Victorian Certificate of Education be accredited by a central agency which should also oversee modes of assessment and the moderation of assessment across wider groups of students than those in individual institutions.” (p. 64)
- Recommendation 20: “That the Victorian Certificate of Education be awarded to students who successfully complete twenty-four units within prescribed patterns which include sequential units, common studies and other studies.” (p. 65)
- Recommendation 21: “That those leaving at any stage after the completion of any unit be issued with a certificate indicating partial completion of the credential and recording units satisfactorily completed.” (p. 65)

- Recommendation 22: “That the Certificate record only the highest level of achievement gained in units attempted more than once.” (p. 65)
- Recommendation 23: “That all studies presently included in the Higher School Certificate, the Tertiary Orientation Program and Technical Year 12 become part of the Victorian Certificate of Education in 1987 and over 1986 be accredited on an interim basis.” (p. 65)
- Recommendation 24: “That by 1990 the new Certificate be fully operational and be based on the curricular policies recommended in this Report.” (p. 65)
- Recommendation 25: “That elements of the Tertiary Orientation Program where they involve facilities and expertise available only in TAFE continue to be offered under interim accreditation and under contract to the Education Department; but that the Program as such cease to operate at the end of 1986.” (p. 65)
- Recommendation 26: “That the Victorian Government urge the Commonwealth Government to restore the level of places in higher education to that representing at least 50 per cent of students enrolled in Year 12 in the previous year after allowance has been made for mature-aged and overseas students.” (p. 65)
- Recommendation 27: “That funds from the Tertiary Participation and Equity Program be allocated to institutions of higher education to assist them to develop, implement and evaluate approved alternative means of selecting students and of assisting them to complete successfully the courses undertaken.” (p. 65)
- Recommendation 28: “That students be deemed to be eligible for admission to institutions of higher education only if they have: (i) satisfactorily completed the requirements for the Victorian Certificate of Education, as specified in Recommendation 20; (ii) satisfactorily completed three accredited preparatory studies assessed in equal proportions by external examinations and externally moderated teachers’ assessment.” (p. 65)
- Recommendation 29: “That a Victorian Curriculum and Assessment Board be appointed with overall responsibility for the development and accreditation of curricula and for certification at the senior secondary level.” (p. 65)
- Recommendation 30: “That the Director of the Victorian Curriculum and Assessment Board be appointed by the end of 1985 and assume responsibility for the operation of VISE in 1986.” (p. 65)
- Recommendation 31: “That the group charged with oversight of the implementation of the Review, as recommended in Chapter 9, in liaison with the Youth Affairs Bureau, advise the Minister regarding the location and structure of a well based and openly accessible education information service to assist young people and displaced workers in formulating study and training plans.” (p. 66)
- Recommendation 32: “That the concept of comprehensive postprimary education be extended through the integration of the activities and programs of neighbouring high and technical schools under a single council from 1 January 1987; that all existing high technical or technical high schools become postprimary schools from that date; and that by January 1988 all schools become comprehensive rather than being designated, equipped or staffed as technical or high schools.” (p. 66)
- Recommendation 33: “That the Education Department, drawing where appropriate on the expertise of the Country Education Project, develop, implement and evaluate electronic means of expanding the curricular range available to students attending schools in rural areas.” (p. 66).
- Recommendation 34: “That an appropriately designed specialist resource centre and associated hostel facilities for the use of a number of schools be established in an area of rural Victoria at present educationally disadvantaged and lacking such facilities,

and that it be evaluated with a view to establishing more such centres over the longer term.” (p. 66)

- Recommendation 35: “That, where feasible, all new provision in the public sector at the upper secondary levels be located in separate postcompulsory campuses or colleges.” (p. 66)
- Recommendation 36: “That each region of the Education Department, after extensive public consultation in 1985-86, submit plans to establish complexes or colleges.” (p. 66)
- Recommendation 37: “That where locally favoured and where feasible, two examples of senior colleges and community colleges be established by the earliest possible date in areas currently educationally disadvantaged.” (p. 66)
- Recommendation 38: “That priority be given to establishing Years 11 and 12 in association with the kind of provision planned for the Western Melbourne Institute of Post Secondary Education, to form a postcompulsory community college.” (p. 66)
- Recommendation 39: “That the Education Department immediately establish a task force with substantial representation from the teachers’ unions to identify and resolve any industrial and professional issues relating to the restructuring of upper secondary provision.” (p. 66)
- Recommendation 40: “That each Regional Board of Education immediately appoint a small committee with representation from the nongovernment schools within the region and the Regional TAFE Board to survey existing educational provision and to develop plans for restructuring within the policy framework outlined in this Report.” (p. 66)
- Recommendation 41: “That \$2.4m additional to the present costs of operating the Victorian Institute of Secondary Education be allocated over each of 1986, 1987 and 1988 to fund the establishment and operation of the new Victorian Curriculum and Assessment Board, in addition to a negotiated portion of the budget of the Curriculum Branch of the Education Department representing resources within the Department that could be notionally allocated for use by the Board.” (p. 66)
- Recommendation 42: “That the Victorian Minister for Education enter discussions with the Commonwealth Minister for Education with a view to securing 50 per cent of the funds allocated to Victoria under the Participation and Equity Program in 1986 and 1987 for use in system-level initiatives in postcompulsory curriculum as recommended in this Report.” (p. 66)
- Recommendation 43: “That the Victorian Government allocate \$10 in 1986 and \$20m in 1987 and 1988 to support the restructuring of educational provision at the upper secondary level.” (p. 67)
- Recommendation 44: “That the Minister for Education establish a ministerial policy unit at the earliest possible date.” (p. 67)
- Recommendation 45: “That a committee chaired by the Minister for Education and comprising the Director-General of Education, the Director of the Catholic Education Office, the Chairman of the State Board of Education and the Chairman of VISE, replaced after an appropriate transition period by the Director of the Victorian Curriculum and Assessment Board, be responsible for monitoring the overall implementation of the recommendations of this Report.” (p. 67)