

Secondary Education in Western Australia

Western Australia. Education Department, 1969 (Chair: H. W. Dettman)

Overview of the document

185 page report of the Committee on Secondary Education. The Committee was appointed by the Minister for Education in June 1967 to investigate and report on the future organization of secondary education in WA. The report provides background information about important recent developments and the current organization of secondary education in Western Australia and outlines a number of recommendations for its re-organization. The key recommendations are that external examinations (the Junior and Leaving examinations) should be discontinued and replaced by internal school assessments and standardized tests and that a Board of Secondary Education should be appointed to exercise a general overview of the curricula, to maintain standards of all secondary schools in WA and to be responsible for the award of certificate of secondary education.

Keywords

External examinations (Junior and Leaving); the Board of Secondary Education; Junior certificate; the Leaving Certificate; the 'broad aims of education'; courses of study; internal school assessments; student creativity and originality; technological advancement; the changing world of work; certification; differentiation of courses; prior knowledge students bring to school; relevance of schooling to life and the workforce; developmental learning; anxiety; total curriculum; syllabuses; standardized tests; the Achievement Certificate.

Terms of Reference

To investigate developments elsewhere, assess the needs of Western Australia and, in due course, report on the future organization, structure and courses required to meet these needs, and to make recommendations.

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MEMBERS OF THE COMMITTEE ON SECONDARY EDUCATION, 1967-68

- Provides a list of all Committee members.

SYNOPSIS

- Provides a concise synopsis of the document to follow and includes the following key points:
 - Western Australia has long been dominated by the requirements of external examinations with the result being that “teachers have concentrated on the examinable aspects of the curriculum almost to the exclusion of everything else”. (p. 1)
 - External examinations should be discontinued and replaced by internal school assessments: “A board to be known as the Board of Secondary Education should be established to exercise a general overview of the secondary curriculum and to be responsible for the award of certificates of secondary education based on internal school assessments”. (p. 1)
 - Schools “freed from the restraints of external examinations” should be able to concentrate on the “broader aims of education”. These include the promotion of each student’s: intellectual development; integration into society; physical and mental health; economic competence; and emotional and spiritual growth. (p. 1)
 - The purpose of school is not to transmit culture but to equip students for future decision-making with a view to improving society.
 - Whilst the school is a prime site for intellectual development, parents and the community also have an important role to play.
 - All students should be encourage to obtain as much education as: the functioning of a democratic society depends on a well-educated citizenry; there is much more knowledge to be learnt and the frontiers of knowledge need to be expanded; the continued expansion of a technologically based economy is likely to depend upon the availability of skilled manpower; employment opportunities for individuals can be expected to depend to an ever-increasing extent upon their level of education; and participation in

creative and artistic activities can develop a cultural background which will enable a person to lead a fuller and more satisfying life.

- Secondary schools should contribute to the achievement of the aims of education through appropriate courses of study. The basic principles upon which all secondary school courses should be based are: courses should be designed to achieve the broad aims of education; courses should be differentiated according to student ability; secondary courses should not be regarded as separate and distinct from primary school courses; the understanding and use of information should be emphasized rather than its memorization; schools should give a high priority to teaching students how to learn and should emphasize student learning rather than the teacher's teaching; the material included in school courses should be significant in life situations; teaching should aim to establish interest in the subject being studied; and schools should foster creativity.
- Because the aims of education are broad, subject objectives should be formulated and stated in behavioural terms and evaluation should be made in terms of these objectives.
- "School authorities should be alert to the need for subject syllabuses to be coordinated into a total curriculum which will satisfy the needs of individuals and of society". (p. 3)
- The more general education a person gets means a greater ability to adapt to the changing workforce and means greater choice of future occupations.
- Secondary schools should provide students with pastoral care and the opportunity to contribute to their own development.
- Based on research, the present practice of streaming should be discontinued.
- A multi-level approach is recommended for the core subjects (English, Mathematics, Science, and Social Studies).
- Special provisions should be made for gifted students as well as for the handicapped.
- The grouping or course placement of students should be flexible and should be based on records of achievement rather than any hypothetical intelligence or ability.
- Students should be encouraged to stay at school by courses that meet their individual needs.
- The chronological promotion of students through primary school into secondary school should continue but there should be "flexibility to allow for some acceleration as well as retardation". (p. 4)
- The final years of primary and the early years of secondary schooling should be set up as transitional years.
- Provision should be made for a sixth year of high school but only for those students with university potential whose academic level or maturity militates against immediate success in a tertiary institution.
- Where adequate facilities are not available locally, students should be helped to attend larger schools by the payment of boarding allowances.
- Considerable changes are envisaged in the role of the teacher, which include a greater focus on being a subject specialist and someone who structures and facilitates learning rather than "a dispenser of information" (p. 5).
- Adequate resourcing of schools helps teachers carry out their duties more effectively and quality of education is dependent on continued investment.

PART 1 - BACKGROUND

CHAPTER 1

- Introduces the report as the Report of the Committee appointed by the Minister for Education (Hon. E. H. M. Lewis, MLA) in June 1967. Notes that the Committee was set up to investigate and report on the future organization of secondary education in Western Australia.
- Identifies the Terms of Reference as: “To investigate developments elsewhere, assess the needs of Western Australia and, in due course, report on the future organization, structure and courses required to meet these needs, and to make recommendations”. (p. 6)
- Discusses the structure of the report and notes that Chapters 2 and 3 set the proposal against the background of important recent developments in secondary education in Western Australia and Chapters 4-9 contain the recommendations of the Committee for secondary education in Western Australia for the 1970s.

CHAPTER 2: PREVIOUS COMMITTEES AND REPORTS

- Briefly outlines the key antecedents in the previous committees appointed in 1952, 1957 and 1961 and reviews the recommendations (and the progress made in relation to these recommendations) for the following committees: the Committee on Secondary Education (1952-54), the Secondary Schools’ Curriculum Committee (1957-58) and the Committee of Inquiry into Secondary Education (1962-63).

CHAPTER 3: SECONDARY EDUCATION IN WESTERN AUSTRALIA AT PRESENT

- Provides a brief introduction which reviews the current structure of the education system in Western Australia.
- Notes that in 1968 there were 61,661 students in both government and non-government secondary schools: 75% government, 16% Catholic, 9% other non-government.
- Discusses enrolment trends and notes that secondary enrolments have been increasing rapidly since 1950 and it is expected the trend will continue into the 70s and the government schools are responsible for an increasing share of enrolments, including an increasing proportion of fourth and fifth year students.
- Discusses population distribution and notes that Western Australia has an area of one million square miles and a population of 900,000, more than half the population are located in the Perth metro area and 30 percent of all secondary students are enrolled in country schools.
- In regards to the location of secondary schools, emphasizes that the current provisions are inadequate and too many students need to be sent away from home for part or all of their secondary education.
- Canvasses the current criteria for establishing a secondary school. Notes that currently, junior high schools (primary/secondary mix) may be established where there is a minimum average attendance of 150 students (with at least 25 at secondary level), high schools (years 1-3 only) may be established in localities where there is an average attendance of not less than 150 students in years 1-3 and the establishment of senior high schools (years 1-5) depends on student numbers, the distance from the nearest senior high school and the availability of qualified staff.
- Discusses government secondary schools and notes that they are non-selective, co-educational, comprehensive district schools but that some schools do offer specialist facilities (for example Applecross Senior High School, which is a Special Art school)
- Provides information on the sizes of government secondary schools.

- Provides a broad overview of the nature of non-government schools in Western Australia. Emphasizes that non-government schools are generally church schools, but notes the diversity amongst non-government schools in terms of the curricula they offer. Also emphasizes the importance placed on extra curricula activities, pastoral care, and the ability these schools have to experiment and innovate freely and quickly.
- Discusses compulsory education and notes that the period of compulsory education in WA is from the age of six years to the end of the year in which a student turns fifteen. Notes that some exemptions are granted and refers the reader to Appendix 4 which outlines several reasons why students have been granted exemption to leave school early.
- Discusses promotional policies and notes that the Department has adopted a policy of chronological promotion for all its schools. Some rare exceptions are outlined, including cases where students are not promoted.
- Notes that the average age of students at the commencement of secondary schooling would be 12 years 7 months if over-age transfers are not accounted for and would be around 12 years 8 months if over-age transfers are taken into account and that the age at which most students could expect to start tertiary education would be 17 years 7 months.
- Discusses retention rates and trends and notes that there is an overall increase in retention rates, which is credited to be a direct result of an increasing the school leaving age and the implementation of chronological promotion.
- Offers an overview of the current organization of courses and classes within schools. States that “The usual pattern of organization of students for instructional purposes is for students to be grouped according to general ability, or streamed, into classes each of which follows a common course although courses vary among classes after First Year”. (p. 30) Notes that the initial basis for grouping/streaming is a combination of intelligence tests, as well as special reports supplied by contributory primary schools.
- Discusses the student/teacher ratio and notes a steady decrease in this statistic and the current ratio of 19/6.
- Discusses the aims of secondary education in Western Australia and refers the reader to the Report of the 1957-58 Curriculum Committee which stated, “The major function of the school is to give a sound general education to all students” and that “the basic aim of this programme is to provide the opportunity for girls and boys to develop as individuals and citizens whose attitudes and attainments enable them to live full lives, to contribute to society and to obtain employment satisfactory to themselves and their employers” (p. 31). Notes that the aims identified by the 1957-58 committee were outlined under the following five areas “chosen as covering all aspects of the secondary curriculum” (p. 31):
 - Health and Physical Education
 - Intellectual Development and the Basis Skills
 - Personal and Group Relationships
 - Responsibility for Moral Choices
 - Environmental Factors and Forces
- Notes that despite these aims, the requirements of public examinations have tended to dominate course content.
- Notes that Public Examinations in WA are conducted by the Public Examinations Board of the University of Western Australia and that examinations are set at two stages: the Junior taken by students at the end of Third Year and the Leaving taken by students at the end of Fifth year (Refers the reader to Tables 13 and 14 which lists the subjects that are examined).

- Details the matriculation requirements in 1968 and the matriculation requirements that will operate from 1969. Notes that all students must pass at Leaving Level in English and also four other subjects chosen from least three subject groups. Notes that the subject groups are organised as follows:
 - a. English
 - b. French, German Greek, Italian, Latin (various languages other than English are listed, subject to approval by the Professorial Board)
 - c. Economics, English Literature Geography, History, Music
 - d. Mathematics I, Mathematics II, Mathematics III
 - e. Biology, Chemistry, Geology, Physics.
- Discusses school courses leading to external examinations by outlining the selection of subjects generally available to students throughout secondary schools, the number of periods a week students are generally able to study these subjects and how these courses may lead to external examinations. Stresses that that none of the course information described in this section is specified by the Public Examinations Board or the Education Department and that while schools tend to conform to the patterns described, there is a great deal of variation from place to place.
- Discusses the High School Certificate including its history and notes the following:
 - Increasing retention rates have increased pressure for more courses and the Department has “provided more help for schools by way of revised syllabuses for subjects already being taught and through the introduction of more courses with a pre-vocational bias”. (p. 44)
 - “High School Certificates are awarded on the basis of a full consideration of the student’s school record and his results on final internal examinations set and marked by class teachers”. (p. 45)
 - “The present High School Certificate courses have been planned as a total educational experience for the less able students, who probably make up some 20-30% of the high school population”. (p. 46)
 - Students in the lower 20% in terms of academic ability were most likely in a High School Certificate class when they left school in 1967 and a number of these would have left school early and not have qualified for a certificate.
- Notes that increasing retention rates at Fourth Year have led to the establishment of courses terminating at Fourth Year Level and as an alternative to the Leaving Certificate and that at present most of these courses have a commercial bias and are taken mainly by girls.
- Notes the following in relation to work experience:
 - Work experience is a recent innovation in government schools, which “enables students to obtain first hand experiences of future occupations”. (p. 46)
 - At least five schools introduced work experience projects by 1966.
 - Two approaches exist: Students work either a full day or a part of a day per week; or Students are employed for a full week at a time.
 - Presents an overview of a work experience program conducted at Belmont Senior High School in June 1968 and features a list of jobs that boys and girls were employed in for work experience.
- Discusses the Achievement Certificate Project in terms of the following:
 - Background: Explains the history of the certificate, which emerged out of recommendations of the Committee of Inquiry, 1962-63. Notes that the recommendations arose from discontent with existing external examinations and that a cumulative Certificate Research Project was trialled at four schools in 1964.

- Assessment: Outlines the criteria for the award of the Achievement Certificate Scheme as it currently operates. General features of the Certificate are explained, including the basis upon which students are to be awarded grades from A-E. States, “The assessment of a student is based on a cumulative record of achievement maintained in the school rather than being made as the result of a single, terminal external examination”. (p. 49)
- The Certificate: Argues that “The Achievement Certificate awarded to a student records a more detailed account of a student’s achievement than does his Junior Certificate”. (p. 50)
- School Organization: Explains that new procedures for recoding and reporting have been developed in schools to maintain cumulative records of student achievement.
- The Regional Councils & the Central Council: Briefly describes the role and structure of the six Regional Councils and the Central Council. Notes that each Regional Council supervises the administration of the Achievement Certificate in its region and that so far all Government secondary schools except two have elected to become involved in the Achievement Certificate project.
- The Subject Syllabus Committees: Explains that the Central Council has appointed subject syllabus committees for English, Mathematics, Science, Social Studies, Manual Arts, Home Science, Art, and Foreign Languages and explains the responsibilities and structure of each committee.
- Progress to Date: Notes that whilst real progress has been made in assessment and school organization, “the potential advantages in relation to curricula and methods as envisaged in the Neal Report have not been realised to any appreciable extent” (p. 52). Notes several problems and repeats that courses are still dominated by the requirements of the Public Examination Board syllabuses.

PART II – SECONDARY EDUCATION FOR THE SEVENTIES

CHAPTER 4: AIMS

- States that the aims outlined in the 1958 Report have been re-examined and that although they retain their relevance, there are several problems with the report. Notes that “we are disturbed to find that little progress has been made in their implementation”. (p. 54)
- Notes the factors behind this lack of progress as firstly, the aims may have been too generalized; and secondly, that teaching has continued to be dominated by the requirements of external examinations.
- Discusses education, culture and change and canvases the main purposes of education and links education to notions of citizenry and democracy. Argues that “The purpose of school is not to merely transmit culture but to equip students for future decision-making which will improve society. This ability to make value judgments may be developed through the study of our own and other societies”. (pp. 54-55)
- Discusses the changing world of work and notes the following:
 - That, based on the research of Grant Venn (conducted in the USA), as the technological economy expands, the largest increase in jobs will occur in occupations that require the most education and training.
 - That other Western Australian and Australian-based research illustrates an increase in the percentage of occupations in the workforce which require skilled workers.

- “We must anticipate an ever-increasing need for skilled manpower requiring considerable education and a decline in the employment opportunities for the unskilled.” (p. 57)
- Discusses the explosion of knowledge and notes the following:
 - Changes in the workforce have enabled societies to devote more resources to study and research that has resulted in a tremendous increase in knowledge, which appears to be growing exponentially and that this is commonly referred to as “the explosion of knowledge”. (p. 57)
 - The explosion of knowledge is of great significance to education, as education is concerned with the transmission of knowledge from one generation to the next and educators are concerned with what to teach now there is so much that could be taught.
 - Increasing information is becoming available on the nature of adolescence and the process of learning which educators are able to take advantage of.
- Discusses the following regarding the aims of education:
 - Problematises questions such as Why teach?; What to teach?; and How to teach it?
 - Offers a detailed statement on the aims of education, intended not as a guide for teachers but as a set of criteria “which may be used by subject syllabus committees in establishing behavioural objectives which in themselves should be sufficiently useful for classroom teachers” (p. 59).
 - Organizes the aims of education under the following headings, each elaborated through a series of sub-points: Intellectual Development; Integration into Society; Physical and Mental Health; Economic Competence; Emotional and Spiritual Growth.
- Discusses the role of the schools and notes that no investigations have ever been conducted in Western Australia into the public perception of the role of the school. Cites a recent Tasmanian investigation and states, “there is every reason to expect attitudes towards education in Western Australia would be similar to those in Tasmania” (p. 61). Emphasises several key points from the Tasmanian findings which complement the findings of this report including the following:
 - Secondary schooling is particularly significant in the total education of the individual in these times of rapid change.
 - Parents and the community generally have a major responsibility in education, particularly in moral/spiritual areas which cannot be delegated entirely to schools
 - Schools should supplement for some children the inadequate and perhaps detrimental influences of poor homes and environments and for this reason more expenditure of resources in the lower socioeconomic areas of our community are justifiable.
- Makes the following recommendations:
 - Education by all agencies should promote an individual’s intellectual development, integration into society, physical and mental health, economic competence and spiritual and emotional growth.
 - The purpose of education is not merely to transmit culture but to equip students for future decision-making with a view to the improvement of society
 - Secondary schooling is particularly significant in the total education of the individual but parents and the community generally must also accept major responsibility especially particularly in the moral and spiritual areas. The school’s prime responsibility lies in the area of intellectual development. The

school should also supplement for some children the inadequate and perhaps detrimental influences of poor homes and environments.

- All students should be encouraged to obtain as much education for the following reasons: the functioning of a democratic society depends on a well-educated citizenry; there is much more knowledge to be learnt and the frontiers of knowledge need to be expanded; the continued expansion of a technologically based economy is likely to depend upon the availability of skilled manpower; employment opportunities for individuals can be expected to depend to an ever-increasing extent upon their level of education; and participation in creative and artistic activities can develop a cultural background which will enable a person to lead a fuller and more satisfying life.

CHAPTER 5: COURSES OF STUDY

- Notes that secondary schools should contribute to the achievement of the aims of education through appropriate courses of study.
- Notes that whilst it is not the intention of the report to specify one course that all schools should be required to follow, there are certain basic principles that “should be a feature of all courses of study”. (p. 64)
- Argues that within this framework, schools should be encouraged to design their own courses, or adapt other courses, to suit the particular needs of their students.
- Makes the following key recommendations and includes background information referring to current educational theories/research or information from previous chapters under the following headings:
 - Aims: “All school courses should be designed to achieve the aims of education as presented in Chapter 4 of this report.” (p. 64)
 - Aims – Behavioural Objectives for the Subjects: “Objectives for each of the subjects taught in secondary schools should be formulated and stated in behavioural terms and the evaluation of students should be made in terms of all of these objectives.” (p. 65)
 - Aims – Coordination of Subjects: “School authorities should be alert to the need for subject syllabuses to be co-ordinated into a total curriculum which will satisfy the needs of individuals and of society.” (p. 66)
 - Individual Differences: “Courses in secondary schools should be differentiated according to student ability to enable all students to experience challenge and success to the greatest extent possible.” (p. 67)
 - The Importance of Prior Learning: “The secondary school curriculum should not be regarded as separate and distinct from the primary school curriculum but rather should consolidate and build upon it.” (p. 68)
 - Curriculum Content – Retention: “Schools should emphasize the understanding and use of information rather than its memorization.” (p. 68)
 - Curriculum Content – Learning to Learn: “Schools should give high priority to teaching students how to learn and should emphasize student learning rather than the teacher’s teaching. Students should be actively involved in the learning process, and this activity should include, in particular, thinking, responding and being rewarded.” (p. 70)
 - Curriculum Content – Transfer: “The material of school courses should be significant in life situations and it should be taught in such a way as to facilitate transfer.” (p. 70)

- Interest and Anxiety: “Teaching should aim to establish interest in the subject being studied and learning should go forward in conditions of low anxiety.” (p. 70)
- Creativity: “Schools should foster creativity by allowing students freedom to exercise some independence and originality.” (p. 71)
- Pastoral Care and Moral Education: “Secondary schools should provide students with pastoral care and the opportunity to contribute to their own development. There is a need for guidance and counselling particularly in relation to such controversial issues as the moral aspects of sex and religion. All teachers must accept the inculcation of the moral values upon which our society rests as a concomitant responsibility in all their relationships with children.” (p. 73)
- Religion and Education: “The present arrangements for religious education in Government secondary schools should be modified. Church authorities should concentrate their resources on Special Religious Instruction in First Year and in subsequent years religious education should be made available as an optional subject to be taught by specialist teachers.” (p. 73)
- Specialization: “Students should not have to make early decisions in relation to courses which could limit their outlook and their future career opportunities.” (p. 75)
- The Achievement Certificate Proposals: “In general, the Achievement Certificate proposals are in keeping with the basic principles for course construction enunciated in this chapter, and we would favour their extension to encompass all years of secondary education.” (p. 77)

CHAPTER 6: SCHOOL ORGANIZATION

- Notes that streaming (the grouping of students according to general ability) is the usual pattern of school organization adopted in Western Australia. Argues that despite this, streaming may serve little purpose and is problematic, and should therefore be abolished.
- Makes a number of key recommendations and discusses key background information and relevant research.
- Discusses streaming, cites several research projects to support to abolition of streaming and research from the USA, UK and Australia and makes the following recommendation:
 - “Since streaming appears to serve little, if any, useful purpose and may in fact be harmful, the practice should be discontinued.” (p. 83)
- Discusses differentiated instruction and cites a range of data to support the use of accelerated learning, group teaching and class-sub-dividing, before making the following key recommendation:
 - “Individual differences among student should be catered for by the provision of differentiated courses. A multi-level approach is recommended for English, mathematics, science and social studies, but a unit progress approach may prove more appropriate for the other subjects.” (p. 88)
- Makes the following recommendation regarding cross-setting and group teaching:
 - “Cross-setting and group teaching offer promise as effective organizational arrangements to facilitate the provision of differentiated instruction, and as such should be introduced in secondary schools.” (p. 90)
- Makes the following recommendation regarding the gifted and the handicapped:
 - “Special provision should be made for gifted students as well as for the handicapped. Selected schools should provide classes for students with gifts or

handicaps in specific subject areas, and in other areas these students should be integrated into the regular school programme.” (p. 91)

- Makes the following recommendation regarding intelligence and achievement:
 - “Operational decisions such as the grouping of students should be based on their records of achievement.” (p. 92)
- Makes the following recommendation regarding flexibility:
 - “Important decisions such as the course placement of students should be regarded as flexible, being subject to change in light of future achievement.” (p. 93)
- Discusses the Achievement Certificate proposals and makes no specific recommendations but refers the reader to the Achievement Certificate proposals that are included in Appendix 8 and briefly discusses the intention and structure of these.

CHAPTER 7: THE STRUCTURE OF SECONDARY EDUCATION

- Refers the reader back to Chapter 3, which discusses the current structure of Western Australian schooling. Notes that the various advantages and disadvantages of the various structures in Western Australia and in other places (other Australian states, Scotland, England, USA) have been investigated “in order to determine the most desirable points at which transfer from primary to secondary schools and from secondary schools to tertiary institutions should take place”. (p. 95)
- Makes the following key recommendations and includes background information referring to current educational theories/research or information from previous chapters under the following headings:
 - Compulsory Education: “The age of compulsory attendance (15 plus) should not be raised at present but every effort should be made to encourage students to stay at school longer by providing courses which satisfy their requirements.” (p. 96)
 - Promotion Policy: “In general the policy of chronological promotion of students through primary school and into secondary school should continue, but there should be sufficient flexibility to allow for some acceleration as well as retardation. These decisions should be made on the basis of physical, emotional and social as well as intellectual development and any acceleration or retardation should take place as far as possible in the lower primary grades.” (p. 96)
 - The Age of Transfer from Primary to Secondary School: “The age of transfer from primary to secondary schools should continue to be twelve plus at present.” (p. 97)
 - Transition from Primary to Secondary Schools: “The final years of primary and the early years of secondary schooling should be planned as transitional years, during which time there should be gradual changes in curriculum and teaching procedures.” (p. 98)
 - Transition from Secondary School to Employment or Further Education: “The final year of a student’s secondary schooling should be oriented to the next phase of his career, whether this be employment or further full-time education.” (p. 99)
 - Transition from Secondary School to Employment or Further Education – Pre-vocational Education: “Investigations into the pre-vocational needs of boys and girls should be continued with a view to extending the courses available.” (p. 99)
 - Transition from Secondary School to Employment or Further Education – Preparation for Tertiary Education: “Secondary schools should contribute to a

smoother transition from secondary to tertiary education by giving students a greater measure of self-responsibility, particularly in the final year.” (p. 100)

- The Length of Secondary Education: “There should be no requirement that all students spend a sixth year in secondary schools in order to matriculate. However, provision for a sixth year should be made for that minority of students with university potential, whose academic performance or level of maturity is such as to militate against immediate success in a tertiary institution.” (p. 100)
- Secondary Education for a Dispersed Community: “Where adequate facilities are not available locally, students should be helped to attend larger schools by the payment of boarding allowances. This will necessitate some expansion of existing hostel accommodation.” (p. 101)

CHAPTER 8: EXAMINATIONS AND CERTIFICATION

- In regards to external examinations:
 - Cites several examples of research from Australia, Scotland and England, which suggest external examinations should be replaced by internal examinations under the control of teachers.
 - States, “External examinations tend to distort the aims of secondary education. The purpose of an assessment system in secondary education ought to be to determine the extent to which educational goals have been achieved; the system in Western Australia at present tends to work in reverse in the sense that the educational goals are determined by the assessment systems.” (p. 103)
- Notes the following in regards to internal assessment:
 - That, based on “what is known about the development of young people” (p. 103), no arbitrary time should be set down as appropriate for all students in covering a given course of work, and that decisions about the timing, standard and content of work appropriate to a particular student should be made within the school at the teacher-student level.
 - “Assessment should not be based on any arbitrary time divisions as is the case at present with three and five year certificates, but should be made when educationally appropriate.” (p. 104)
- Makes the following recommendation regarding the cessation of external examinations:
 - “Because of their fallibility and the restraints which they place on curricula and teaching methods, external examinations should be discontinued and replaced by internal school assessments. The last Junior examinations should be conducted in 1971 and the last Leaving examinations in 1973.” (p. 104)
- Discusses the variation of standards and argues that there is currently too much variation of standards between one school and another and from one year to the next.
- Discusses comparability and notes the following:
 - If employers and further education institutions can find no reliable guide in the issued certificate, “then they will soon resort to setting their own entrance examinations and schools will find their efforts to provide general education again distorted”. (p. 106)
 - “In order to establish satisfactory comparability of standards among schools, a board should be appointed with this responsibility. Measures which should be taken by this board should include the provision of standardized tests and the appointment of moderators.” (p. 107)
- Discusses a proposed Board of Secondary Education and states that “A Board of Secondary Education should be appointed to exercise a general overview of the

curricula of all secondary schools in Western Australia and to be responsible for the award of certificate of secondary education.” Notes that the board will need to appoint committees to act in an advisory capacity in relation to matters such as the construction of subject syllabuses. It would also be necessary for the board to approve syllabuses submitted by individual schools or groups of schools, as well as maintain a close liaison with authorities responsible for primary and further education. (p. 107)

- States that the board should consist of 25-27 members, appointed for three years, and briefly outlines the role of each of these members.
- Makes the following recommendation regarding executive staff:
 - “A board to be known as the Board of Secondary Education should be established to exercise a general overview of the secondary curriculum and to be responsible for the award of certificates of secondary education based on internal school assessments. Measures taken by the Board to ensure satisfactory comparability of standards among schools should include the provision of standardized tests and the appointment of moderators.” (p. 109)
- Makes the following recommendation regarding matriculation:
 - “Discussions should be entered into by the Board of Secondary Education and authorities responsible for tertiary institutions to establish satisfactory entrance requirements.” (p. 110)

CHAPTER 9: SOME FURTHER COMMENTS

- Reminds the reader, “education cannot go forward in a vacuum” (p. 111), and states that children must have access to information not only from the teacher but also from books and other learning resources.
- Reaffirms the importance of teachers as the most important learning resource available to students and notes that the ongoing quality of education will depend on the quality of teachers. Suggests that as a result of the full implications of this report, considerable changes in the role of the teacher are envisaged. These include a greater focus on teachers being subject specialists who structure and facilitate learning rather than being dispensers of information, which will have implications for pre-service teacher training.
- States that the adequate resourcing of schools helps teachers carry out their duties more effectively and quality of education is dependent on continued investment in it. Briefly discusses the following areas: buildings and facilities; educational technology; and instructional materials.
- Discusses investment in education and notes that the quality of education is to some extent dependent on the investment that the community is prepared to make in it. States that the Committee investigated the investment being made into secondary education in Western Australia in relation to efforts being made elsewhere in Australia and overseas but considerable difficulty was encountered in obtaining reliable data. Nevertheless, some data are presented and it is suggested that Australia’s investment in education appears to be comparable with other ‘advanced level’ countries.
- Discusses public relations and notes, “It is important that a public relations programme be initiated to interpret these recommendations to the community and in particular to employers. Close liaison will need to be established between the Board of Secondary Education and employers so that satisfactory qualifications for employment in terms of the new certification procedures can be established.” (p. 116)