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parents. The milk was delivered to schools early in the morning in crates and would often sit outside in the heat for hours.

## SECONDARY EDUCATION

In 1896 secondary education was available to a small number of students who attended one of the ten grammar schools or one of the other 'approved secondary schools' which included the church schools. The few students who went on to secondary education began at an average age of 14 years and attended for up to four years. Pupils were prepared for the Junior and Senior public examinations and for the Queensland Public Service examinations. From 1910 the Junior and Senior public examinations were conducted by the University of Queensland, having previously been conducted by the University of Sydney.

### Government secondary schools

The 1891 Universities Commission recommended the establishment of government secondary schools:

The present system of grammar schools bids fair to become by its great costliness a serious burden if further extended, as it may be almost without limit under our existing law. We have not advised the discontinuance of the present schools, but we think that in future a system of secondary schools more directly controlled as to their foundation and management by the State would be less expensive, and quite as effective in the education of the youth of the Colony.<sup>21</sup>

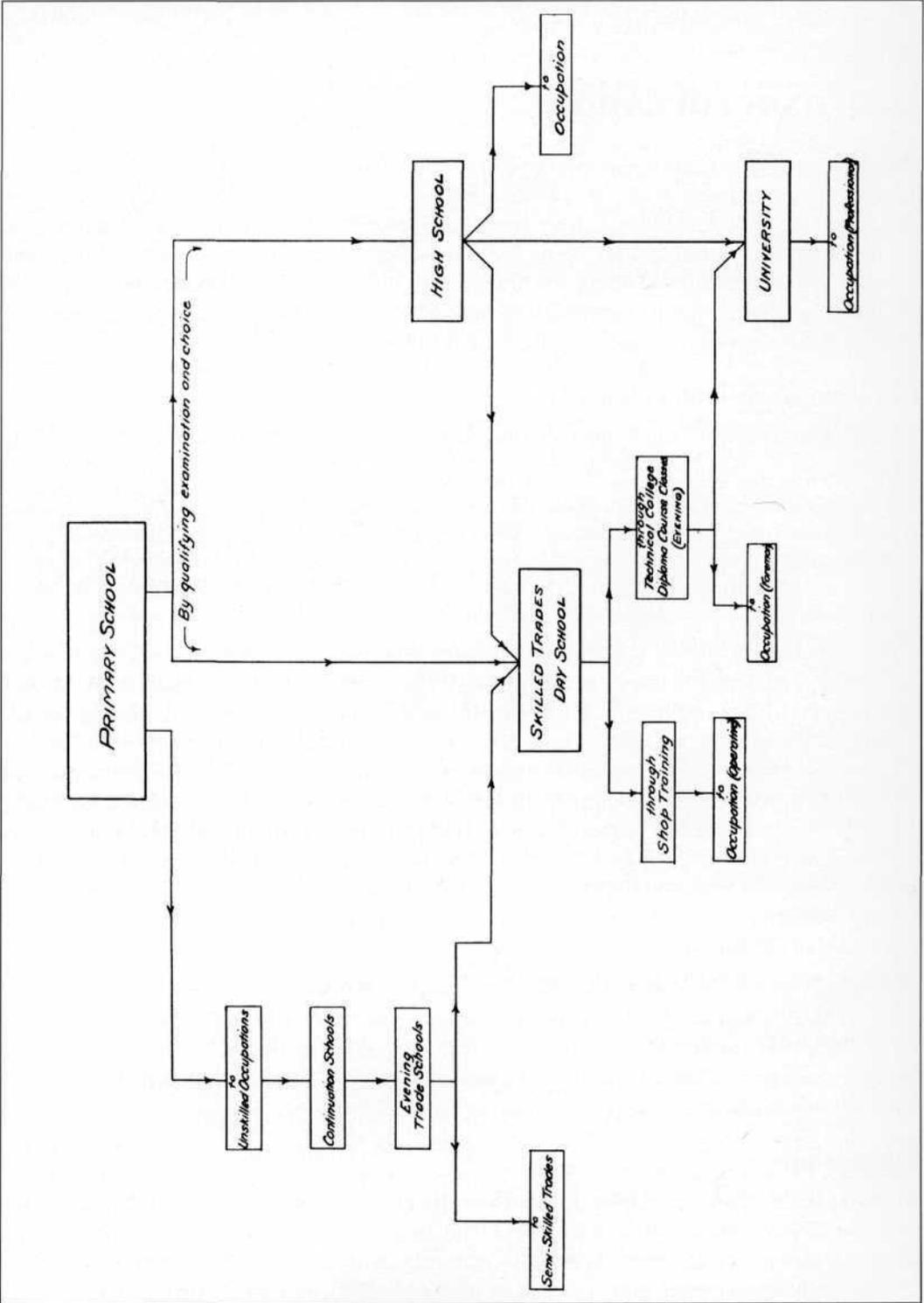
In February 1912 the first six state high schools were established by the Queensland Government at Gympie, Charters Towers, Mount Morgan, Warwick, Bundaberg and Mackay. Secondary education in Brisbane was conducted by the Brisbane Technical College established in 1882. It became Brisbane Central College from 1910. Government policy was to establish secondary schools where there was a prospective average attendance of at least 25 qualified pupils.<sup>22</sup> In cases where enrolments did not justify the establishment of a separate high school, secondary departments were added to primary schools. These so-called 'high top' schools were set up at centres such as Herberton, Childers and Gatton. These schools usually only took students to Junior or Year 10. Courses at state high schools led, in most cases, to a commercial or a domestic science Junior. The secondary school curriculum was prepared in consultation with the University of Queensland.

The various routes students could take between 1912 and the 1960s to achieve their career goals are shown in figure 7.2. The options for a pupil who finished primary school were to take up an unskilled or semi-skilled occupation which sometimes involving further training, go to technical college to learn a trade or go to secondary school. Students could go to university from secondary school or technical college.

### Scholarships

By 1896 a limited number of both private bursaries and state scholarships enabled students to continue their secondary education. These scholarships were initially intended for grammar schools, but were extended to include students who wished to attend 'approved secondary schools', including denominational secondary schools. In 1898 funds were provided for bursaries, which comprised a scholarship and a living allowance for six boys and two girls.

Figure 7.2 Education system, Queensland, 1912–1960s.



Source: Department of Public Instruction, Annual Report, 1913.

In 1914 two-year secondary scholarships were offered at approved secondary schools to all students who obtained a mark of 50% or more in the annual State Scholarship examination. From 1914 parents and guardians received a living allowance of £12 a year if a student child lived at home and £30 if the child lived away from home. The allowance was means tested, being available to parents with an annual income of less than £156, or £30 per family member.<sup>23</sup> Passing the Scholarship examination enabled a student to be admitted free to a state secondary school or to qualify for entry to the Commercial, Domestic or Trades departments of the Brisbane Central Technical College. However, passing the Scholarship examination was not necessarily a guarantee of a secondary education:

The Department has always held that so-called free secondary education without a system of sustenance allowances is simply an educational mirage so far as the child of the poor parent is concerned, for the poor parent with a large family cannot give his children a secondary education even though it be nominally free when his income may be hardly sufficient to feed and clothe his children and pay house-rent.<sup>24</sup>

The annual Scholarship examination was traditionally taken in Grade 8 at the end of primary school. It was followed by another examination at the end of Grade 10 in order to obtain a further scholarship leading to the Senior examination. After Senior the student could compete for the university scholarships. The Scholarship examination was abolished in 1964, and Grade 8 was transferred from primary to secondary school. A diagram of the old and new school systems following abolition of the Scholarship year is shown in figure 7.3.

The external Junior and Senior examinations were discontinued for full-time students in 1970 and 1972 respectively and were replaced by school assessments. In 1978 the Scott Committee's Review of School-Based Assessment in Queensland Secondary Schools recommended that the norm-based system of secondary school assessment be changed to a competency-based system. The first phase was implemented in 1981. Recommendations by Professor Viviani led to the establishment of the Tertiary Entrance Procedures Authority in 1992. It assumed responsibility for issuing tertiary entrance statements, replacing the old university entrance system of Tertiary Entrance (TE) Scores with the Student Education Profile measuring a student's strengths across a range of activities.

## **GROWTH AND DEVELOPMENT OF SCHOOLS**

### **School size and enrolments**

Data for government and non-government schools in Queensland from 1896 to 1995 is shown in table 7.4. The number of schools increased from 947 to 1,725 over this period, although the number has declined since 1930. School enrolments rose sixfold from 93,910 students in 1896 to 556,112 in 1995. Student numbers plateaued from 1930 to 1940. A consequence of the 1930s depression was that children were often taken out of school to work on the farm or in short-term jobs to boost family income by a few shillings. The average size of schools increased from 99 students in 1896 to 322 students in 1995.

While the number of both government and non-government schools increased between 1896 and 1995, the proportion of schools that were non-government schools increased from 18.5%