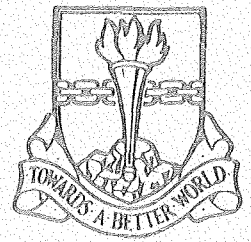
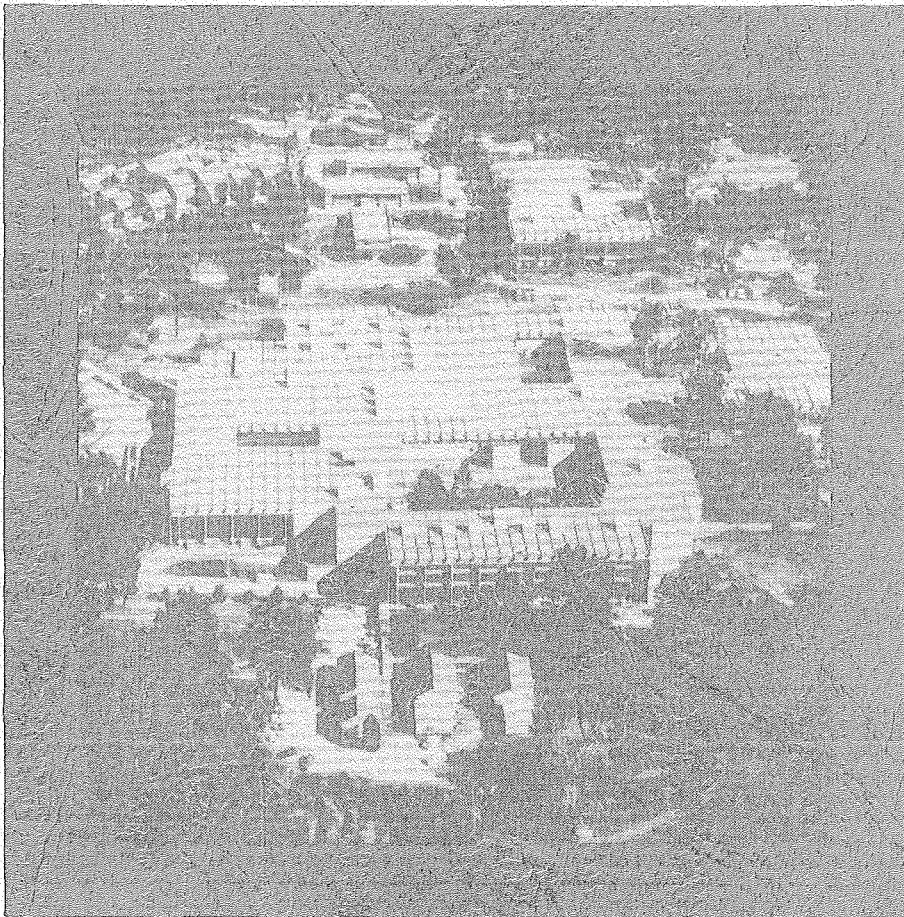


**CASTLE  
EDGE OF  
ADVANCED  
EDUCATION**



# ANNUAL REPORT 1984



NEWCASTLE COLLEGE OF ADVANCED EDUCATION

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WARATAH WEST.

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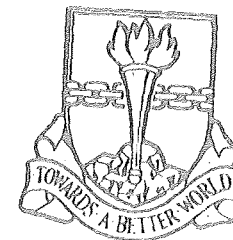
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The College is open for enquiries  
from 9.00 a.m. to 5.00 p.m. Mondays  
to Fridays.

RECOMMENDED RETAIL PRICE: \$3.25



Report

of the

NEWCASTLE COLLEGE  
OF  
ADVANCED EDUCATION

for 1984

31st March, 1985.

The Honourable R.M. Cavalier, B.A., M.P.,  
Minister for Education,  
S Y D N E Y. N.S.W. 2000.

Dear Mr Cavalier,

The Newcastle College of Advanced Education has the honour of transmitting to you in terms of Section 21 of the Colleges of Advanced Education Act, 1975, the Eleventh Annual Report on the work and activities of the College.

This Eleventh Annual Report deals with the activities of the College for the period of twelve months ended 31st December, 1984.

Yours sincerely,



MRS M.E. BOWMAN  
PRESIDENT



D.R. HUXLEY  
PRINCIPAL

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# VALE DR. RICHARDSON

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Students and staff and the community of the Hunter Valley were saddened by the sudden death of the Principal of the College, Dr Edward Richardson. Dr Richardson was 54 years of age.

Dr Richardson was appointed in 1976 as the second Principal of Newcastle College of Advanced Education and was dedicated in his efforts for the advancement of the College and also its status as an educational institution.

He was responsible for guiding the institution through a period of continuing diversification. From a major emphasis of teacher education, Dr Richardson saw the College offer a variety of courses in the fields of the arts and paramedical and community welfare studies. Dr Richardson had a particular interest in future diversification with course offerings in nursing and business and technological studies.

Dr Richardson was born at Seghill, near Newcastle-upon-Tyne in the north of England, and after school entered Kings College at the University of London.

He graduated from the University of London in 1951 with a Bachelor of Science degree, for which he gained honours in Chemistry. In 1952 he was awarded a Postgraduate Certificate in Education, again from the University of London. Dr Richardson started his doctoral studies by external study whilst a technical college teacher in England and gained his Doctorate of Philosophy in Chemistry in 1956.

He came to Australia in 1968 to take up a position of Senior Lecturer in Education at Macquarie University and was promoted to Associate Professor in 1971.

Dr Richardson was appointed in February, 1976 as Principal of the Newcastle College of Advanced Education and was responsible for the development of the present academic structure based on three Schools, namely, The School of Teacher Education, The School of Visual and Performing Arts, and The School of Paramedical and Community Welfare Studies.

The President of the College Council, Mrs Margaret Bowman, in a tribute to the late Principal said he was a far-sighted man and a Principal who would be hard to replace. She said Dr Richardson was always looking at the future of the College and was a man who was not prepared to be happy with a status quo situation.

Mrs Bowman said that the late Principal was a man who respected strength and forthrightness in the people with whom he was dealing.

The Assistant Principal, Dr Douglas Huxley, said that one of the most striking points of Dr Richardson was his empathy with people from less fortunate socio-economic groups.

Dr Huxley said Dr Richardson was interested in making certain that first or second generations of the socio-economic groups who did not feel comfortable in entering tertiary education would feel comfortable at Newcastle C.A.E. He also said Dr Richardson was determined to make sure that Newcastle C.A.E. emphasised its academic strengths.

*The late Principal of  
the College, Dr Edward  
Richardson.*



# AIMS AND OBJECTIVES

## Aims

The preparation of vocationally competent graduates remains of necessity the College's major aim. The College is also concerned to develop its ability both to assess and to meet the needs of the Hunter Region for professional and vocational education. Broadly, it will do this by providing an appropriate range of course opportunities and by encouraging its students to acquire knowledge, skills and attitudes which will be of value to them, their employers and the community at large.

## Objectives

A. The College will produce graduates who:

- (i) have mastered the required body of knowledge and are competent in the skills and techniques associated with their respective vocations;
- (ii) are capable of contributing to the wider cultural life of the community, through participation or appreciation;
- (iii) have an awareness of the professional issues and values associated with their respective vocations;
- (iv) are capable of adapting to, or initiating change in their vocational field and in the community generally;
- (v) are capable of sustained independent learning and research (where appropriate);
- (vi) have acquired a realistic self-concept and the ability to assess others; and
- (vii) are ready for effective employment, either on an individual basis or in an organisation.

B. In addition, and consistent with its aims, the College will:

- (i) provide courses which have immediate as well as long-term relevance to the needs of the community;
- (ii) involve appropriate members of the community in the design and supervision of courses and fieldwork;
- (iii) continue to play a part in fostering the arts in the community;
- (iv) continue to encourage community use of facilities;
- (v) develop its "Community Programme" activities.

# CHARTER

The Newcastle College of Advanced Education is an autonomous institution of higher education incorporated under the Colleges of Advanced Education Act, 1975.

The College has a responsibility to cater for the demands for accredited courses in tertiary fields of study to serve the Newcastle and Hunter Valley Region.

The College was declared a corporate college of advanced education by the Minister for Education on October 1, 1974 and is governed by a Council established under the Colleges of Advanced Education Act (1975) of New South Wales. The College achieved full corporate status upon the gazettal of its By-law on February 25, 1977 and the reconstitution of its Council from April 1, 1977.

The College was originally established in 1949 as the Newcastle Teachers' College and although teacher education still plays an important role for the institution, the past decade has seen an expansion into the area of visual and performing arts and paramedical and community welfare studies. The College's diversification of its academic programmes commenced in 1975 when it assumed responsibility of the Fine Arts diploma courses, formerly offered by the Department of Technical and Further Education at the Newcastle branch of the National Art School, and full responsibility for the Diploma in Art (Education) courses formerly offered in association with that department.

The College has continued its diversification into many fields and a full list of courses is as follows:

## SCHOOL OF TEACHER EDUCATION

* Bachelor of Education (Art)	
* Bachelor of Education (Early Childhood)	
* Bachelor of Education (English/History)	
* Bachelor of Education (Home Economics)	
* Bachelor of Education (Industrial Arts)	
* Bachelor of Education (Mathematics)	
* Bachelor of Education (Modern Languages)	
Bachelor of Music Education (in association with the N.S.W. Conservatorium of Music)	
* Bachelor of Education (Physical Education)	
* Bachelor of Education (Primary)	
* Bachelor of Education (Social Sciences)	
* Bachelor of Education (Science)	
† † Bachelor of Education (Technical and Further Education)	
Diploma in Teaching (Physical Education)	
Diploma in Teaching (Technical and Further Education)	
Diploma in Special Education	
Diploma in Teacher Librarianship	
Graduate Diploma in Education (Primary Education)	
Graduate Diploma in Education (Secondary Education)	
Graduate Diploma in Education (Technical and Further Education)	
Graduate Diploma in Educational Studies (Advanced Teaching Method)	
Graduate Diploma in Educational Studies (Computer Education)	
Graduate Diploma in Educational Studies (Curriculum Development)	
Graduate Diploma in Educational Studies (Educational Drama)	
Graduate Diploma in Educational Studies (Science)	
Graduate Diploma in Educational Studies (Special Education)	
† Master of Education (Industrial Education)	
† Master of Education (Special Education) - with University of Newcastle	

### DURATION OF COURSE

(F/t = Full-time)

(P/t = Part-time)

(Number = years)

F/t-4	
F/t-3 + F/t-1 or P/t equiv	
F/t-3 + F/t-1 or P/t equiv	
F/t-4	
F/t-4	
F/t-3 + F/t-1 or P/t equiv	
F/t-3 + F/t-1 or P/t equiv	
F/t-4	
F/t-4 ←	→ P/t Holders of a
F/t-3 + F/t-1 or P/t equiv	Diploma in teaching
F/t-3 + F/t-1 or P/t equiv	may undertake part-
F/t-3 + F/t-1 or P/t equiv	time studies for the
	B.Ed.
F/t-3	
F/t-1	P/t-2
F/t-1	P/t-2
F/t-1	P/t-2
F/t-1	
F/t-1	P/t-2
	P/t-2
	P/t-2
	P/t-2
	P/t-2
F/t-1	P/t-2
F/t-2	P/t-3/4
F/t-2	P/t-3/4



## SCHOOL OF VISUAL AND PERFORMING ARTS

Bachelor of Arts (Visual Arts)	F/t-3	P/t-6
Associate Diploma in Creative Arts and Crafts	F/t-2	P/t-4
Graduate Diploma in Art (Ceramics)	F/t-1	P/t-2
Graduate Diploma in Art (Illustration)	F/t-1	P/t-2
Graduate Diploma in Art (Painting)	F/t-1	P/t-2
Graduate Diploma in Art (Photography)	F/t-1	P/t-2
Graduate Diploma in Art (Printmaking)	F/t-1	P/t-2
Graduate Diploma in Art (Sculpture)	F/t-1	P/t-2
† Master of Art (Visual Arts)	F/t-2	P/t-3/4
† Graduate Diploma in Art (Art History)	F/t-1	P/t-2
† Graduate Diploma in Art (Textiles)	F/t-1	P/t-2
† Bachelor of Arts (Communication Studies)	F/t-3	P/t-6

## SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

Diploma in Teaching (Nursing)	F/t-1½	+ P/t-½	
Diploma in Administration (Nursing)	F/t-1½	+ P/t-½	
Associate Diploma in Automated Information Processing	F/t-2	P/t-4	
Associate Diploma in Diagnostic Medical Radiography	F/t-1	P/t-2	← Students are required
Associate Diploma in Police Studies	F/t-2	P/t-3/4	to be part-time after
Associate Diploma in Social Welfare	F/t-2	P/t-4	compulsory full-time
Graduate Diploma in Multicultural Studies	F/t-1	P/t-2	studies in Year 1
† Diploma in Applied Science (Nursing)	F/t-3		

\* Conversion course also available by part-time or external study - Duration depends on status at time of entry.

† Available only as a conversion course - Duration depends on status at time of entry.

‡ Proposed courses - subject to approval by the NSW Higher Education Board.

The College is governed by a Council of members drawn from the community, the staff and the students. The Council is responsible for the management of the College's affairs and exercises its powers, duties and authorities under the Colleges of Advanced Education Act, 1975. In discharging its powers, the Council consults with the College Academic Board and chief executive officers. The Council has established committees to advise it on matters relating to finance, personnel and management, academic and planning, properties and grounds, and legislative matters.

The Act empowers the College Council to make By-laws with respect to a wide range of matters for the management and good government of the College, including discipline within the College; the election of elected members of Council; the manner of appointment, promotion and dismissal of staff; the qualifications required for admission to courses; the progress and the examination of students; the terms and conditions upon which awards, fellowships, scholarships and prizes may be conferred; the conduct of meetings of the Council and the membership and appointment of Committees and Boards of the College. The By-laws made by the Council must be transmitted to the Governor for his approval. The College's Principal By-law was approved early in 1977 and came into effect upon its gazettal on February 25, 1977.

A corporate college of advanced education established under the Colleges of Advanced Education Act has perpetual succession, a common seal, may take legal proceedings and be proceeded against, deal with property and all matters that a body corporate, by law, may do to further the purposes for which it was constituted. The College is funded by the Australian Government through the agencies of the Tertiary Education Commission and the New South Wales Higher Education Board. The planning of the College's recurrent and capital programmes is undertaken on a three-year basis in accordance with the policy and requirements of these instrumentalities, but at the present time is subject to annual review in accord with current policy. The College is entirely responsible for the handling and management of its funds, both capital and recurrent, granted under States Grants (Tertiary Education Assistance) legislation of the Australian Parliament.

# MANAGEMENT AND STRUCTURE

---

The officers of the College as at 31st December, 1984 comprised:

**Principal:**

Douglas Rex HUXLEY, BA, LittB (New England), MA, PhD (Newcastle).

**Assistant Principal:**

Raymond Lewis HODGINS, BSc (NSW), ASTC, BEdStud (Newcastle), MACE.

**School of Teacher Education**

**Head of School:**

Allen Owen TAYLOR, BA, ASTC (Man Arts), MEngSc (Newcastle), PhD (Newcastle), FIIA.

**Assistant Head of School:**

John Archibald Wayne CALDWELL, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAN.

**School of Visual and Performing Arts**

**Head of School:**

Graham John GILCHRIST, ATD, DipCSAD (Sculpture), BA (London).

**School of Paramedical and Community Welfare Studies**

**Head of School:**

John Edward GAY, BS Education (SUC, Buffalo), MS Health Science (San Diego State University), EdD Health Science (West Virginia), FRSH, FASHA, FACSM, FSOPHE.

**Registrar:**

John David TODD, BCom (Newcastle).

**Bursar:**

Emanuel G. KALLINICOS, BBus(Acc)(QIT), AASA CPA, AAIM.

The College's Academic Structure is established in four dimensions:

Academic Administration - the College Council, the Principal/Assistant Principal, and the Academic Board.

Schools - with School Boards under the chairmanship of a head of School. Each School Board is responsible for the administration of courses and the progression of students within a course.

Academic Departments - under the leadership of a Head of Department. The Departments are responsible for the academic content of modules/subjects and for their teaching as a service to the Schools.

Service Centres - established to service both departments and Schools (and possibly the community) with expertise, specialist equipment, the facilities.

## ACADEMIC BOARD

### Terms of Reference

Relative to academic matters the Academic Board shall:

- (a) recommend the broad policy for all matters pertaining to academic courses;
- (b) provide a forum for staff to give advice to the Principal and hence to Council on academic matters;
- (c) refer to Council, through the Principal, recommendations for changes in academic structure; and
- (d) where necessary, make recommendations directly to Council.

### Composition

- |                           |   |
|---------------------------|---|
| (i) Chairman:             | The Principal   |
| (ii) Deputy Chairman:     | The Assistant Principal   |
| (iii) Ex-officio members: | Heads of School<br>Assistant Heads of School<br>Heads of Department<br>Heads of Service Centres |
| (iv) Elected members:     | At least four members of academic staff<br>At least four students                               |

The number of elected members in excess of four in each category shall be determined from time to time by Academic Board.

## GOVERNMENT OF SCHOOLS

- (a) Each School is administered by a School Board comprised of:
  - (i) the Head of School (Chairman);
  - (ii) Assistant Head of School (if applicable);
  - (iii) Course Directors (ex-officio);

- (iv) one elected representative from each appropriate academic department;
  - (v) one representative from each appropriate service centre;
  - (vi) student members in accordance with rules governing student membership on School Boards.
- (b) Each School Board has the authority of the College Council to determine the academic structure within its School, subject to ratification by the Academic Board and Council.
  - (c) Divisions of a School are established by the School Board (with the assent of Academic Board and Council) where it is deemed to be necessary to subdivide the academic administration in a large School.
  - (d) The Course Director is responsible to the Head of School through the Head of Division (where appropriate) for the implementation of School Board policies relative to the development and management of a specific course or a cluster of courses.
  - (e) Boards of Studies are established by the School Board to administer a particular course or cluster of courses. Each Board of Studies, where established separately from the School Board, is comprised of:
    - (i) the Head of School or Nominee (Chairman);
    - (ii) the Assistant Head of School (if applicable);
    - (iii) the appropriate Course Director;
    - (iv) the appropriate Programme Co-ordinators;
    - (v) one elected representative from each academic department servicing the School and not already represented by a Course Director or Programme Co-ordinator;
    - (vi) student members in accordance with the rules governing student membership on Boards of Studies.
  - (f) Where a Board of Studies administers a cluster of courses, Course Committees are established in each academic area in which a College academic award is sought by students.

Each Course Committee, where established separately from the Board of Studies, shall be comprised of:

- (i) the Course Director (Chairman);
- (ii) the Head of School and Assistant Head of School (ex-officio) (if applicable);
- (iii) Programme Co-ordinators (ex-officio);
- (iv) members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board;
- (v) other members of the academic staff elected to the Course Committee under a policy determined by the School Board;
- (vi) up to three external specialists in the vocation as determined under a policy of the School Board;
- (vii) student members in accordance with rules governing student membership on Course Committees.

- (g) Where a Board of Studies functions also as a Course Committee, the composition shall be:
- (i) Chairman: Head of School or Nominee;
  - (ii) Ex-officio members: Assistant Head of School (if applicable);  
Course Directors;  
Programme Co-ordinators;  
Head of School where applicable;
  - (iii) Elected members: Representatives of Departments providing at least one module compulsory for or peculiar to students in the course. Members of specialist academic staff, Students;
  - (iv) Up to three external specialists in the vocation unless otherwise determined by the School Board.
- (h) Where a Joint Board of Studies is established, its composition shall be:
- (i) Chairman (acceptable to the co-operating institutions);
  - (ii) an agreed number of members not fewer than three from each co-operating institution (NCAE membership must include any relevant Course Director and Programme Co-ordinator); and
  - (iii) Student member in accordance with rules determined by the Joint Board of Studies.

#### FUNCTION OF SCHOOL BOARD

##### Each School Board:

- (i) establishes Boards of Studies and specifies the courses for which they are responsible;
- (ii) specifies general School requirements within the broad course requirements set by the Academic Board;
- (iii) determines policies concerning admission, enrolment and progression in courses of study within the School subject to the approval of Council on the recommendation of the Academic Board;
- (iv) submits to the Academic Board cases where students have fulfilled requirements for graduation or where exclusion from the College is recommended;
- (v) refers to the Academic Board recommendations for changes to the academic structure within the School;
- (vi) refers to the Academic Board recommendations on any matter affecting the School;
- (vii) deals with any matter referred to it by the Academic Board;
- (viii) deals with any matter referred to it by any of the Boards of Studies in the School;
- (ix) exercises such other duties and powers as may from time to time be delegated to it by the Council and the Academic Board.

## FUNCTION OF BOARDS OF STUDIES

Each Board of Studies:

- (i) assists in the supervision of courses and encourages and promotes studies in its area of responsibility;
- (ii) establishes a Course Committee in each academic area associated with the responsibility of the Board leading to academic awards of the College;
- (iii) after consideration of recommendations from Course Committees, determines, within the general requirements set by the School Board, the details of courses within its charter;
- (iv) deals with any matter referred to it by the School Board;
- (v) submits to the School Board at the end of each academic session, reports on each student's total academic performance and makes recommendations relative to progression in the course;
- (vi) deals with any matter referred to it by its Course Committees;
- (vii) exercises such other duties and powers as may from time to time be delegated to it by the School Board.

## FUNCTION OF COURSE COMMITTEES

Course Committees shall be established as committees of advice to Boards of Studies. In this capacity Course Committees:

- (i) recommend to the Board of Studies specific requirements to be met by students for graduation in a particular course;
- (ii) prepare the draft of new course submissions for consideration by the Board of Studies, School Board and Academic Board;
- (iii) prepare the draft to revision of courses for consideration by the Board of Studies, School Board and Academic Board;
- (iv) exercise such other duties and powers related to course development and review as may from time to time be delegated to it by the Board of Studies.

## ACADEMIC DEPARTMENTS

Within the Academic Structure of the College, independent academic departments are established to service the Schools through the preparation, teaching and examination of modules. Responsibilities associated with the teaching of both academic content and vocational practice (method) are vested in each academic department.

Future changes in Academic Structure will take place through evolution. Development of particular areas may lead to the formation of new departments. Academic departments shall be created by the Council on the recommendation of the Academic Board.

## SERVICE CENTRES

The Service Centres, headed by the officers listed, are:

1. Library: College Librarian
2. Instructional Media Unit: Head of Unit
3. External Studies: Director of External Studies

# COUNCIL

The composition of the College Council saw a number of changes during 1984, the most significant of these resulting from the death in October of the Principal, Dr E. Richardson.

Three ministerial appointed members filled casual vacancies during the year while the student body also elected three members during the twelve months because of resignations.

Ministerial appointees, Professor J.B. Biggs, Mr R.M. Ansell and Ms B. Callcott tendered their resignations in January, February and May respectively. The three members reluctantly resigned from Council, Professor Biggs as a result of work commitments and overseas study commitments, Mr Ansell because of further academic studies in South Australia, and Ms Callcott due to work commitments. The Minister appointed Professor K.R. Dutton in March to fill the casual vacancy caused by the resignation of Professor Biggs, appointed Mrs L. Hughes in June to replace Mr Ansell, and appointed Mr B.A. Adnum in August to replace Ms Callcott. The three new members fill the casual vacancies until 31st March, 1985.

Student member, Ms E. Kershaw, resigned in January after completing her studies in 1983, and her casual vacancy was filled by Mr D. Smith after a student election. Mr Smith was appointed mid-year to a teaching position at Condobolin and a subsequent student election saw Mrs A.J. Welsh being elected to Council.

The retiring President of the Students' Representative Council, Ms J. Lang, tendered her resignation in November. A student election in November resulted in the incoming President of the S.R.C., Mr H. Gordon, filling the casual vacancy.

*The President of Council,  
Mrs Margaret Bowman, BA  
(UNE), DipEd(NSW).*



A member of the Council elected by members of the Council, Professor A.J. Carmichael, resigned in March and in April the Council elected Miss L.E. Makepeace to fill the casual vacancy.

The death of Dr Richardson in October resulted in a number of changes in the Official and Staff-Elected categories of members of the Council. The Assistant Principal, Dr D.R. Huxley, was appointed as Principal (Acting) and he consequently assumed the Official vacancy of Principal on Council. Mr R.L. Hodgins was appointed as Assistant Principal (Acting) and he filled the Official position of Assistant Principal on Council. Mr Hodgins was formerly an Academic-Staff Elected member of Council and this casual vacancy was filled by Mr A.C. Murphy after an election in December.

The College wishes to acknowledge its appreciation of the services of all members of Council and places on record its sincere thanks for their interest in the affairs of the College and their work as members of the College Council.

At 31st December, 1984, the membership of Council was:

PRESIDENT:

Margaret Estelle BOWMAN, BA(UNE), DipEd(NSW)

VICE-PRESIDENT:

John Charles PRICE, AMIMarE(Lond), MP

MEMBERS APPOINTED BY THE MINISTER FOR EDUCATION:

Brian Aubrey ADNUM, FASA, CPA, AFAIM  
Alan Francis BEARD, BSc, DipEd(Syd)  
Marjorie BIGGINS, BA(N'cle), DipSocSc(Southampton)  
Margaret Estelle BOWMAN, BA(UNE) DipEd (NSW)  
Francis Joseph COOLAHAN  
Elwin George CURROW, MB, BS(Syd), FRCS, FACMA  
Kenneth Raymond DUTTON, MA(Syd), Dde 1'U(Paris)  
Zeny GILES, BA, DipEd(Syd), MA(N'cle), GradDipEdStuds  
(SpecEd)(NCAE)  
Gordon GILROY  
Sydney John Clyde HEATH, BA, DipEd(N'cle)  
Leonore Rae HUGHES, AssocDipAdmin(Nursing), AssocDipEd  
(Nursing), FCN  
Susan Elizabeth MACLEOD  
Elinor Marie O'CONNELL, BA(UNE), DipTeach(Lib)(NCAE), ALAA  
John Charles PRICE, AMIMarE(Lond), MP  
John VARNUM

MEMBERS BEING OFFICIAL MEMBERS:

Douglas Rex HUXLEY, BA, LittB(UNE), MA, PhD(N'cle)  
Raymond Lewis HODGINS, BSc(NSW), ASTC, BEdStud(N'cle), MACE  
Allan Owen TAYLOR, BA, ASTC(ManArts), MEngSc, PhD(N'cle)



MEMBERS ELECTED BY MEMBERS OF THE ACADEMIC STAFF:

James Morris GRAHAM, BA(Syd), LittB(UNE), MA(N'cle)  
Alan Charles MURPHY, BA, DipEd(Sydney), BEdStudies(Newcastle)

MEMBERS ELECTED BY MEMBERS OF THE NON-ACADEMIC STAFF:

Frederick Joseph McENEARNEY

MEMBERS ELECTED BY THE STUDENTS OF THE COLLEGE:

Hugh GORDON  
Annette June WELSH

MEMBERS ELECTED BY MEMBERS OF COUNCIL:

Anne Catherine VON BERTOUCHE, DipPED(Syd), MA(N'cle),  
Llonda Elspeth MAKEPEACE, DipNursing (Admin) (Cumberland) FCN

SECRETARY TO THE COUNCIL:

John David TODD, BCom(N'cle),

Attendances by members of the Council at meetings in 1984 were as follows  
(maximum of 9):

B.A. Adnum	5	(appointed August)
R.M. Ansell	0	(resigned February)
A.F. Beard	7	
M. Biggins	5	
M.E. Bowman	8	
B. Callcott	0	(resigned May)
F.J. Coolahan	2	
E.G. Currow	6	
K.R. Dutton	7	
Z. Giles	8	
G.E. Gilroy	6	
S.J.C. Heath	5	
L.R. Hughes	3	(appointed June)
S.E. Macleod	4	
E.M. O'Connell	5	
J.C. Price	7	
J. Varnum	5	
E. Richardson	5	
D.R. Huxley	8	
A.O. Taylor	8	
J.M. Graham	9	
R.L. Hodgins	8	
A.C. Murphy	1	(elected December)
F.J. McEneaney	7	
J.S. Lang	6	(resigned September)
E. Kershaw	1	(resigned March)
D.J. Smith	1	(resigned May)
A.J. Welsh	5	(elected June)
H. Gordon	2	(elected November)
A.C. von Bertouch	4	
A.J. Carmichael	0	(resigned March)
L.E. Makepeace	6	(elected March)

# STUDENTS

In 1984, the total enrolment of students in semesters one and two was 2923, which was an increase of 1.5% on the 1983 total of 2881. This was a result of the steady growth of enrolments outside the field of teacher education.

Total enrolments within the School of Teacher Education remained stable, although there was an increased intake in Industrial Arts, Mathematics and Science specialisations in response to the demand for teachers in these areas.

In order to maximise resources within the School of Visual and Performing Arts, it was decided not to enrol new students in the Associate Diploma in Creative Arts and Crafts in 1984. This resulted in total enrolments for the School dropping by 11.1% on the 1983 figure.

Student demand for courses offered within the School of Paramedical and Community Welfare Studies continued to grow in 1984. The Associate Diploma courses in Automated Information Processing and Police Studies saw enrolments in all stages in 1984 with their first graduands completing course requirements at the end of the year. Thus the School's total enrolments showed an increase of 26.1% on 1983 numbers.

The average Effective Full Time Student (EFTS) numbers for 1984 as at 30th September, after second semester enrolments, were 2203.5 compared with 2138 in 1983.

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AWARD	F/T	P/T	EXTERNAL	TOTAL
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## SCHOOL OF TEACHER EDUCATION

### DIPLOMA IN TEACHING

Early Childhood Education	-	1	-	1
Primary Education	-	-	53	53
Secondary Education	1	-	36	37
T.A.F.E.	24	32	82	138

DIPLOMA IN SPECIAL EDUCATION	5	10	-	15
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DIPLOMA IN TEACHER LIBRARIANSHIP	-	-	1	1
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DIPLOMA IN TEACHING/BACHELOR OF EDUCATION

Home Economics Education	120	2	-	122
Industrial Arts Ed	134	1	1	136
Physical Education	127	3	-	130

BACHELOR OF EDUCATION

Early Childhood Education	113	1	90	204
Primary Education	209	7	208	424
Art Education	82	9	1	92
English/History Education	24	1	17	42
Mathematics Education	39	2	26	67
Science Education	35	-	38	73
Social Sciences Education	1	1	65	66
Industrial Arts Education	-	-	105	105
Physical Education	-	-	67	67

BACHELOR OF MUSIC EDUCATION

-	91	-	91
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GRADUATE DIPLOMA IN EDUCATION

Primary Education	2	1	-	3
Secondary Education	71	5	-	76
T.A.F.E.	8	5	6	19

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES

Curriculum Development	-	-	1	1
Special Education	21	21	-	42

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TOTAL FOR SCHOOL	1016	194	818	2038
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AWARD	F/T	P/T	EXTERNAL	TOTAL
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SCHOOL OF VISUAL AND PERFORMING ARTS

ASSOCIATE DIPLOMA IN ARTS AND CRAFTS	22	47	1	70
DIPLOMA IN ART	2	5	-	7
BACHELOR OF ARTS (VISUAL ARTS)	249	33	-	282
GRADUATE DIPLOMA IN ART	23	10	-	33

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TOTAL FOR SCHOOL	296	95	1	392
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SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

ASSOCIATE DIPLOMA IN COMPUTING STUDIES	49	42	-	91
ASSOCIATE DIPLOMA IN POLICE STUDIES	-	86	-	86
ASSOCIATE DIPLOMA IN DIAGNOSTIC MEDICAL RADIOGRAPHY	8	16	-	24
ASSOCIATE DIPLOMA IN SOCIAL WELFARE	102	76	-	178
DIPLOMA IN TEACHING (NURSING EDUCATION)	7	35	-	42
DIPLOMA IN ADMINISTRATION (NURSING)	6	63	-	69
GRADUATE DIPLOMA IN MULTICULTURAL STUDIES	-	3	-	3
<hr/>				
TOTAL FOR SCHOOL	172	321	-	493
<hr/>				
<u>TOTAL FOR COLLEGE</u>	1484	610	829	2923
<hr/>				

AWARDS CONFERRED

Degrees and Diplomas of the College awarded to graduates at the Graduation Ceremony held on Friday, 4th May, 1984, in the Griffith Duncan Theatre were as follows:

SCHOOL OF TEACHER EDUCATION

Diploma in Teaching (Early Childhood Education)	39	
Diploma in Teaching (Primary Education)	92	
Diploma in Teaching (Secondary Education)	65	
Diploma in Teaching (T.A.F.E.)	44	
Diploma in Special Education	5	
Diploma in Teacher Librarianship	5	
Bachelor of Education (Early Childhood Education)	4	
Bachelor of Education (Primary Education)	26	
Bachelor of Education (Art Education)	26	
Bachelor of Education (Home Science/Textiles Education)		27
Bachelor of Education (Industrial Arts Education)	31	
Bachelor of Education (Physical Education)	26	
Bachelor of Music Education	14	
Graduate Diploma in Education (Primary Education)	7	
Graduate Diploma in Education (Secondary Education)		53
Graduate Diploma in Education (T.A.F.E.)	12	

Graduate Diploma in Educational Studies:	
Advanced Teaching Method	1
Curriculum Development	10
Special Education	18
 TOTAL FOR SCHOOL	 <u>505</u>

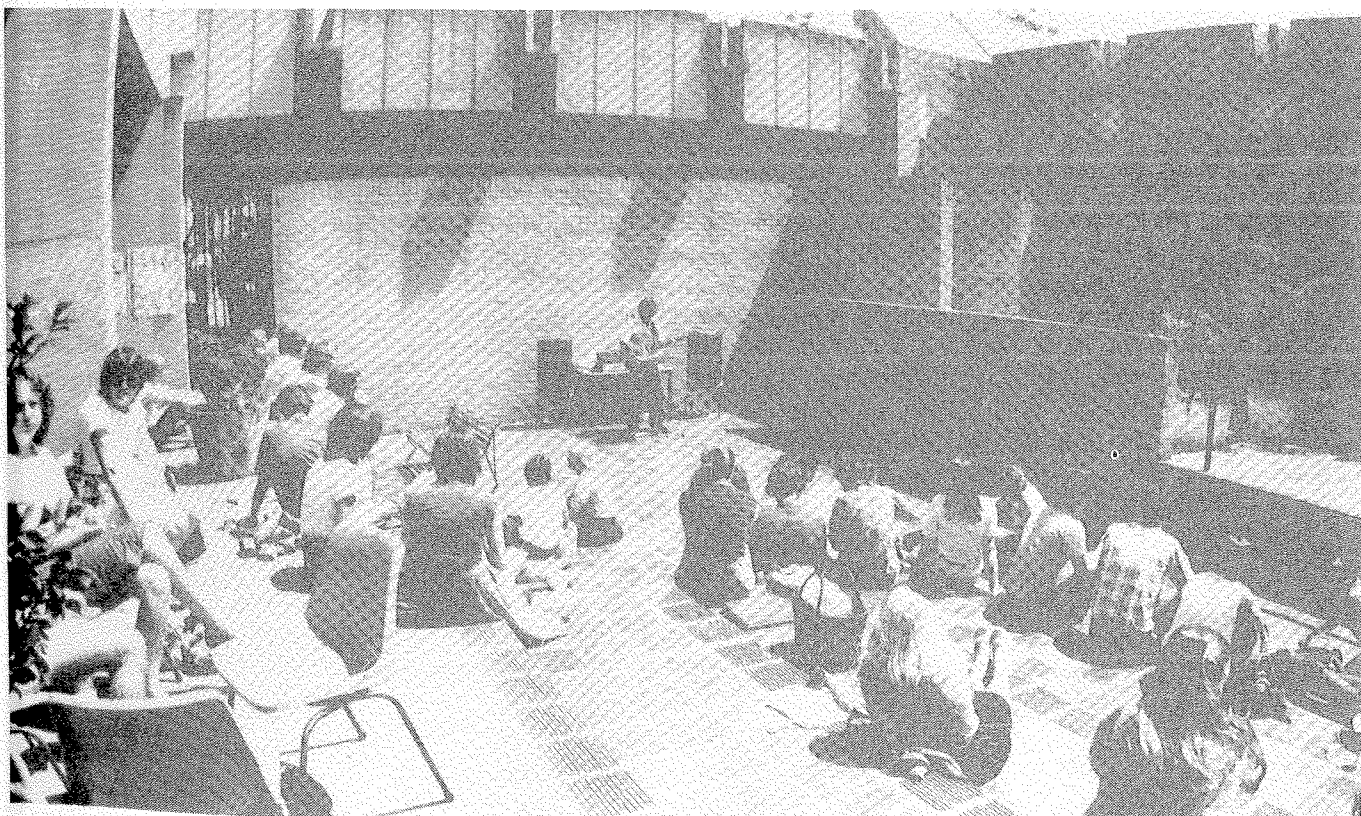
SCHOOL OF VISUAL AND PERFORMING ARTS

Associate Diploma in Arts and Crafts	22
Diploma in Art	12
Bachelor of Arts (Visual Arts)	35
Graduate Diploma in Art	18
 TOTAL FOR SCHOOL	 <u>87</u>

SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

Associate Diploma in Diagnostic Medical Radiography	7
Associate Diploma in Social Welfare	44
Diploma in Teaching (Nursing Education)	5
Diploma in Administration (Nursing)	20
Graduate Diploma in Multicultural Studies	1
 TOTAL FOR SCHOOL	 <u>77</u>

TOTAL FOR COLLEGE 669



*Students are entertained in one of the College courtyards during a lunchtime concert organised by the Students' Representative Council.*

# GRADUATE EMPLOYMENT

The table below shows the destinations of graduates, 1980-84, on the 30th April of the year following completion of their studies. This information has been extracted from reports of the Graduate Careers Council of Australia (GCCA).

Discernible trends in these data include a gradual increase in the proportion of students in full-time employment. A substantially smaller proportion of graduates were working part-time while seeking full-time employment. The overall unemployment rate (graduates seeking full-time or part-time work) of 13% in 1984 was the lowest for some years. These figures point to a manifest improvement in graduates' employment prospects.

Nonetheless, employment statistics are difficult to interpret and must be assessed in relation to other factors:

- (1) The very early referent date (April 30) of the GCCA survey from which these data were derived undoubtedly obscures graduates' real employment prospects in the fields of Education and Art.
- (2) The regional location of the College imposes a ceiling on employment opportunities open to a particularly large sub-group of graduates from this College: women under 25 years accounted for 75% of all registered unemployed females in the Hunter. (The national CES figure for unemployed females in this age group was only 48%).
- (3) Graduates are surprisingly reluctant to leave the region to secure employment. Considering the limited employment opportunities open to teacher education graduates, the Department of Education reported over 50% of offers for teaching posts outside of the Hunter Region were declined. Graduates are clearly opting for casual teaching in local schools or an extended period on a waiting list.

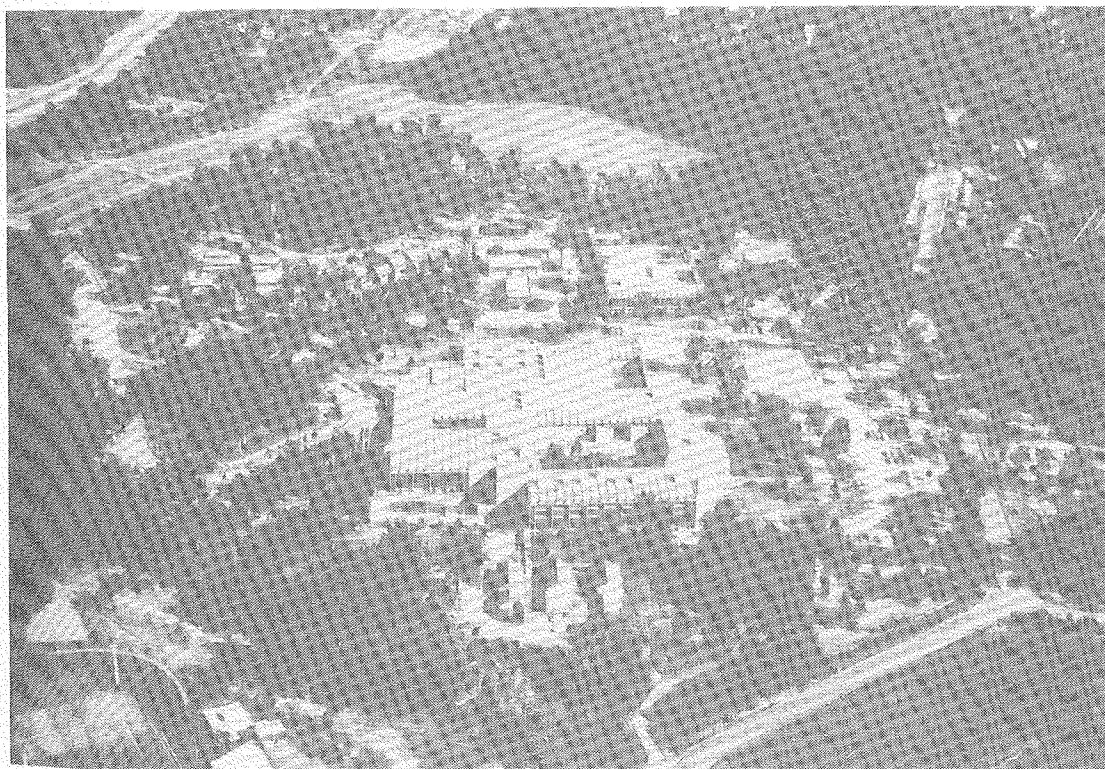
Taking these factors into account, the College appears to be maintaining a reasonable balance between the needs of the community and the educational and employment needs of graduates.

For a formal estimate of graduate employment, calculations should be based only on graduates in the workforce, excluding those in "full-time study" or "unavailable for work or study". The table shows 86% of graduates in some form of employment in 1984.

DESTINATIONS OF GRADUATING STUDENTS 1980-84

DESTINATIONS	GRADUATING YEAR				
	1980	1981	1982	1983	1984
1. Employed Full-time	49%	47%	52%	53%	54%
2. Employed Part-time, Seeking FT	22%	27%	25%	16%	17%
3. Employed Part-time, Not Seeking FT	5%	5%	5%	5%	5%
4. Unemployed, Seeking FT	13%	11%	12%	16%	11%
5. Unemployed, Seeking PT	4%	3%	2%	2%	2%
6. Full-time Study	5%	5%	3%	5%	8%
7. Unavailable for Work or Study	2%	2%	2%	4%	4%
Sample	583	692	407	352	384
Response Rate	69%	82%	55%	54%	57%
Graduates	847	841	742	648	669
% Workforce in Employment*	81%	85%	86%	81%	86%

\* Employment rate based on students entering the workforce on either a full-time or part-time basis (Categories 1 to 5).



*An aerial photograph of the College shows how the campus is set in 24-hectares of natural bushground.*

# PLANS AND PROSPECTS

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The College sees as its brief the provision of advanced education opportunities in as many areas as are warranted by demand, concentrating in the main on the needs of the Region but not ignoring State and National needs in specific areas. The College is committed to the rational use of educational resources and has established, with the other higher education institution in the Hunter Region, a formal mechanism for joint planning of future educational provision.

The academic organisation of the College is presently effected through three schools. The College intends to re-organise its academic organisation through the establishment of a fourth school, the School of Administrative and Technological Studies, to which will be transferred the responsibilities for certain courses which are currently the responsibility of the School of Paramedical and Community Welfare Studies.

The College has recently reached agreement with the University of Newcastle on the development of Masters degrees in Teacher Education. The College will offer a range of Masters degrees in disciplines not traditionally offered by the University of Newcastle with the University of Newcastle participating in their teaching and administration. Study at the Masters level in the disciplines traditionally taught at the undergraduate levels at the University of Newcastle and in Special Education will be the responsibility of the University of Newcastle with the College participating in the teaching and administration of these degrees.

The School of Teacher Education offers a wide-ranging set of external and off-campus experiences for teachers upgrading their qualifications to degree level in all areas of undergraduate specialisation offered by the College. This external studies programme currently represents one-third of the total effort of the School and is likely to remain at that level given the transfer of conversion EFTS to students completing the fourth year of their degree.

Major developments over the next two triennia will include: the expansion of the range of postgraduate educational studies courses; the development of Masters degrees in the secondary areas, Early Childhood and Primary Education in accordance with the College/University agreement referred to above; and the introduction of two courses at the associate diploma level.

The School of Visual and Performing Arts proposes to expand its offerings over the next two triennia to include major developments at the degree



level in the Performing Arts, Communication Studies and Design. It will expand its offerings at the postgraduate diploma level through the provision of additional strands in its current postgraduate diploma, by the introduction of additional Visual Arts postgraduate studies and by postgraduate studies in the Performing Arts and Design. At the Masters level the College proposes to offer studies in the Visual Arts, Media, Communication Studies and Design.

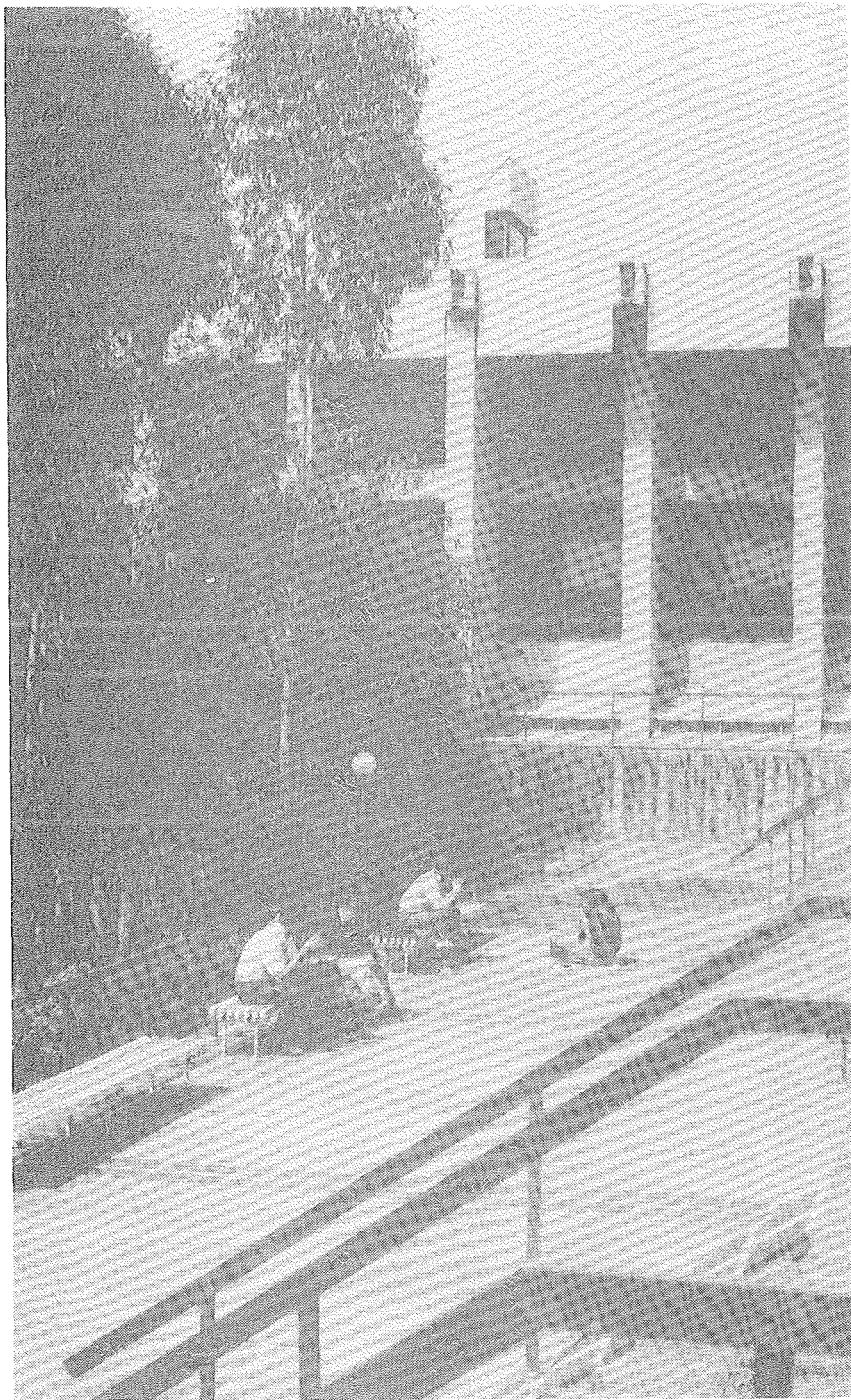
The major development in the School of Paramedical and Community Welfare Studies over the next two triennia will be the introduction of a Diploma in Nursing, with consequent conversion programmes in Nursing from existing State registration levels, a Diploma in Advanced Nursing and postgraduate study in that area. Courses for the welfare professions will also be developed over this period through the offering of degree level study in Social Welfare, postgraduate study in Social Administration, and a broadening of the range of associate diplomas to include studies for custodial and probation officers and for caring personnel in lay and religious ministry.

The School of Administrative and Technological Studies will develop from the currently offered Associate Diploma in Automated Information Processing. Opportunities for other studies broadly related to the world of business and commerce will be offered through the introduction of a degree course in Business Studies. In the first instance this course will offer specialisation only in Office Management, catering for the rapid changes in the function of the executive secretary and in office technology. A second strand will be offered in the following year to permit specialisation in Personnel Management. Both of these strands will be aimed at first level managers who are not catered for through recommendations of the Ralph Report. More specialisations may be offered following rationalisation discussions with the University. In the following triennium an Associate Diploma course in Administrative Studies will be offered in the area of marketing. The course will make use of existing expertise through a special emphasis on knowledge of technical capabilities and characteristics of products. Finally, the offering of postgraduate study in industrial psychology will permit use of the local industrial and commercial context to assist in developing employer and employee awareness of the impact of a variety of work practices.

The technological/applied science emphasis of the School will be developed through the merging of occupational safety and environmental technology courses into a generic programme providing both technical and managerial studies and relating where appropriate to studies offered in health related courses; an Associate Diploma in Gemmology to provide a recognised award programme in a field currently served by non-award courses run by the profession (this course will make use of scientific and artistic resources also needed for the provision of courses in other areas); the utilisation of current expertise in the field of home economics through a course in food and consumer studies; and a course in human performance analysis based on the expertise currently available through the College's present courses in Physical Education and Health. More specialisations may be offered in response to needs identified by Hunter Region industry as it restructures to meet the demands of our changing technological society.

There is some possibility that the transfer of or increase in EFTS may make possible the introduction of various additional health related courses correlated with the developments in the University's School of Medicine and/or generated by changes in demand in the Region. Should that eventuate it may be necessary to establish the nursing programmes as a separate school leaving the School of Paramedical and Community Welfare Studies with responsibility for the other courses already identified and for courses in, for example, some of the health therapies, stress management, health planning, a variety of general welfare areas and some of the other "caring" professions.

*The courtyards  
of the College  
campus are used  
extensively by  
students during  
breaks in  
lectures and  
in lunch hours.*



# CONSUMER COMPLAINTS AND IMPROVEMENTS

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Until mid-1984 an Academic Progression Review Committee of the College was constituted to consider formal appeals against final grades awarded in subjects or modules or against decisions of exclusion from the College. There was at that time no formal mechanism for the hearing of grievances of students.

Early in 1984, the Academic Progression Review Committee received two appeals relating to 1983 results. One appeal was subsequently withdrawn; the other appeal was dismissed. Also the Committee received two appeals against exclusion decisions taken in 1983; both these appeals were upheld.

The College then established an Academic Appeals Committee to hear formal appeals against final grades awarded in subjects or modules and established an Academic Progression Review Committee to hear appeals against decisions of exclusion from the College. In addition, a Grievance Committee was constituted to investigate complaints of students.

In 1984 the Academic Appeals Committee received five appeals relating to 1983 results. One case was upheld; the four other cases were dismissed. Also in 1984 the Academic Appeals Committee received two appeals relating to current year's results. One of these appeals was dismissed; the other is yet to be determined.

The Academic Progression Review Committee in 1984 received seven appeals relating to decisions taken in 1984, six of these appeals were upheld while one remains to be determined.

The Grievance Committee received and heard a complaint of a student. The complaint was upheld.

There were also four complaints to the New South Wales Ombudsman with which the College was involved in 1984.

Two of the references were concerning the same issues and had first been raised in the previous year. Two students, separately, complained to the Ombudsman that the College had acted wrongly in the examination of a subject by not returning written work in sufficient time, and that the explanation of the significance of symbols used in assessments was wrong.

Following investigation, it was found by the Ombudsman that the timing of the return of marked work was reasonable in the circumstances. However, the Ombudsman found the conduct of responsible staff unreasonable in regard to explanation of the significance of symbols used in assessment in this case.

Arising from these complaints, the College during 1984 adopted a revised Rule XI/3(b)/1 - Assessment and Review of Grades Awarded, to overcome the problems associated with an earlier Rule concerning assessment. In March 1984 the Ombudsman advised that he was closing his file on this matter.

In another case, a student wrote to the Ombudsman complaining of the failure of the College to provide a copy of the person's academic transcript to a prospective employer. The Ombudsman wrote to the College enclosing a copy of the complaint and advising that, as it did not appear that the complainant had ever raised this matter with the College direct, the Ombudsman was declining the complaint on the basis that it would be premature for the Office of the Ombudsman to become involved.

Nonetheless, the College investigated the allegations. It transpired that a clerical omission had caused a delay in the sending of a transcript.

Normally it is the responsibility of an applicant for employment to provide the prospective employer with all required information and documentation. However, the College has agreed to assist the N.S.W. Department of Education in its processing of applications from new graduands by providing both a list of the current year's Teacher Education graduands and a transcript of the academic record of each graduand.

On the same date that the complainant wrote to the Ombudsman, the person had telephoned the College and it was then discovered that indeed the transcript had not been supplied. Immediately, action was taken to rectify this and a transcript was sent the same day. Also on the same day, the prospective employer was advised by 'phone of the situation and an assurance was given that the records would be updated immediately and that the complainant had not been, nor would be, disadvantaged.

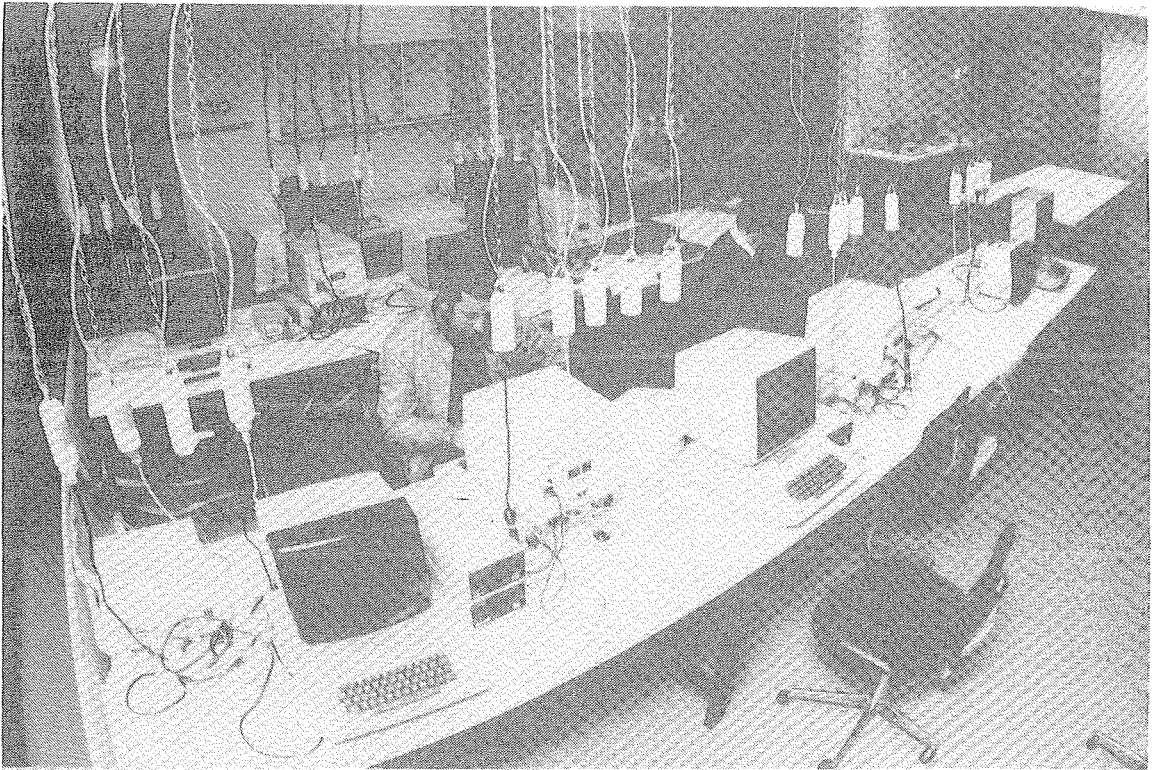
The Ombudsman has been made aware of these facts.

Another student wrote to the Ombudsman complaining that there had been changes in a course structure and that other restrictions invoked had adversely affected course delivery.

The College conceded that there had been changes to the course structure and that staffing reductions had been effected because of the limited funds available to the College. In this regard funding in real terms has been reduced by up to 15% over the last four years. Nonetheless, the course has always been conducted on a sound academic basis, oversighted by a Course Committee, a School Board and the Academic Board of the College.

The complainant was advised by the Ombudsman that under the Ombudsman's Act, the Ombudsman only has jurisdiction to investigate the conduct of a public authority where that conduct relates to a matter of administration. In relation to complaints about educational institutions, the Office confines itself specifically to matters of administration and not make determinations on matters of professional or academic judgement.

Given the circumstances of this case, the Ombudsman could find no prima facie evidence of wrong conduct on the part of the College and, accordingly, discontinued enquiries.



*Computer education is a quickly growing area of the College and the Computer Centre is used to capacity by students.*

# PUBLIC RELATIONS

The Public Relations office of the College continued to maintain highly professional input to the preparation and publication of information concerning the College's role in the region and the opportunities it provides for advanced education students in a wide range of courses.

The planned introduction in 1985 of three new courses - The Diploma of Applied Science (Nursing), The Bachelor of Arts (Communication Studies) and the Graduate Diploma in Educational Studies (Computer Education) - resulted in multi-media campaigns, especially for the basic nurse education course.

The importance of the impact of nursing course to the community saw much effort given to printed material such as brochures, posters, feature stories and media articles and also in face-to-face promotion during the 12 months of 1984. A similar exercise, but in the latter months of the year, was carried out for the Communication Studies and the Computer Education courses.

The increased contact with Careers Advisers, school students and the media, mainly resulting from face-to-face promotion, formed a stronger tie between the College and the community it serves.

The Public Relations Office was heavily involved in the Australia-wide promotion of the inaugural Plant and Wildlife Illustration Scholarship, the 1st Annual Newcastle Microcomputer Exhibition which was organised and hosted by the College, the introduction of Equal Employment Opportunity to the College, the promotional aspect of the establishment of an Aboriginal Enclave on campus and also the establishment of nursing scholarships for students entering the basic nurse education course.

The College continued to improve its relationship with media in the Newcastle/Sydney area and also the N.S.W. country area. Public Relations staff continued to build on the "city service" and the "country service" for respective media, writing many articles specifically aimed at city or country students contemplating studies at Newcastle C.A.E. Public Relations staff made a number of trips throughout the year to country areas to promote College courses and especially to publicise the change in basic nurse education.

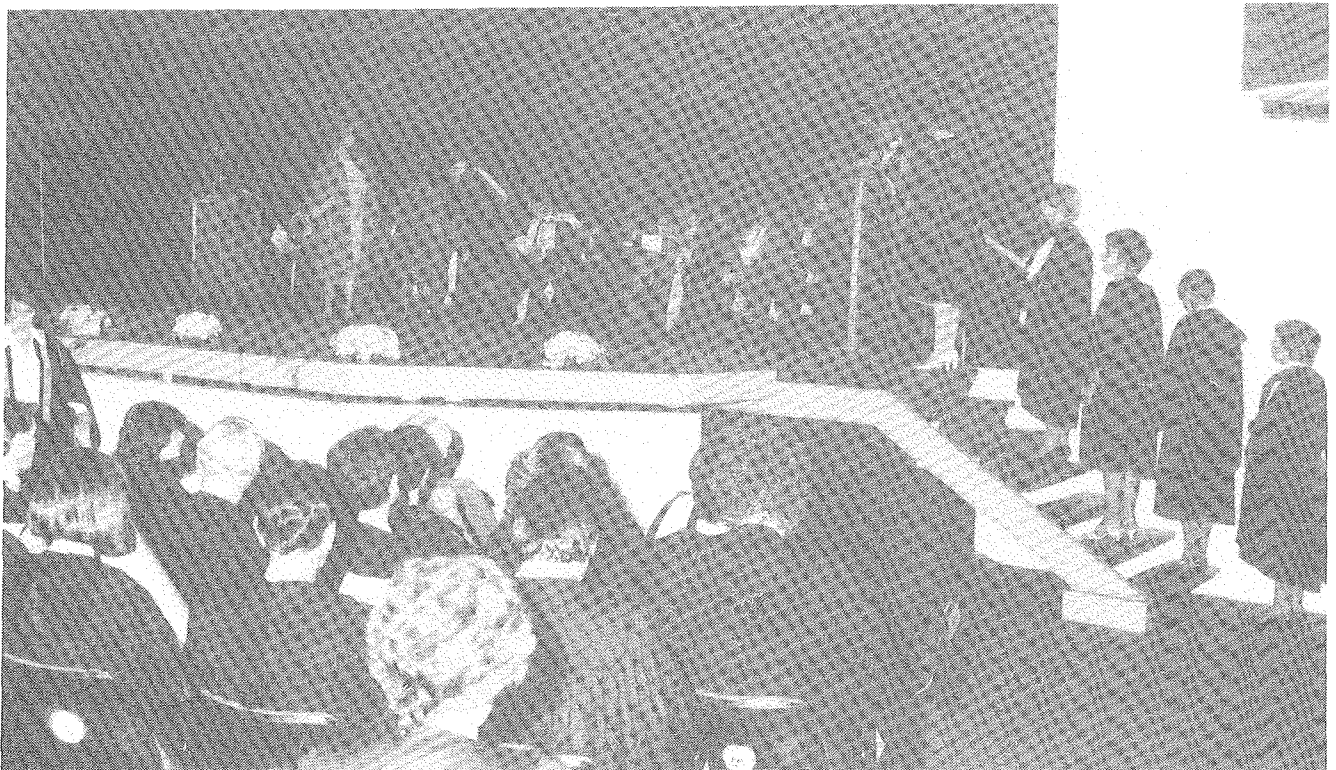
A special service was provided in 1984 for Careers Advisers. The Public Relations Officer was made the College contact person for these people and material on courses and special events at the College were posted to Advisers a number of times during the year.

The College contained advertising expenditure in 1984 because of close attention throughout the year to recruitment and course advertising. Special consideration was given to placement of advertisements for both these categories and Public Relations staff co-ordinated the face-to-face policy with media advertisements. The increasing costs of newspaper advertising continued to be a cause for concern for the College and recruitment advertisements were placed in relevant publications to prevent re-advertising of positions and resultant additional costs.

The 1985 Calendar was the major publication by the College in 1984. The Calendar was printed in October to allow for re-enrolment in November of continuing students and for early distribution to schools, tertiary institutions, educational bodies, companies and organisations. The Calendar contains sections on Officers of the College, Academic Structure, College Requirements and Procedures, Services of Students, General Information, External Studies, The School of Teacher Education, The School of Paramedical and Community Welfare Studies, The School of Visual and Performing Arts, Course Module Descriptions, Statutes, By-Laws and Rules and Degrees and Diplomas conferred in 1984.

As part of College requirements the 1983 Annual Report was printed and distributed. There was continual up-grading of course pamphlets and posters with special consideration being given to the composition of pamphlets for new courses.

A colour booklet printed in 1981 on the College and facilities in the Hunter Valley neared the end of its three year life span with limited stocks being available in the latter months of 1984. As a result, the College started work on a new colour booklet and this is expected to be printed in early 1985.



*Graduation is the highlight of the College year. In this photograph the President of Council, Mrs Margaret Bowman, prepares to congratulate graduands during the 1984 Ceremony.*

# STAFF

The College's establishment at the end of 1984 comprised a total staff of 339.8 which included 167 academic and 171.9 non-academic personnel in the following areas:

Administrative, Clerical, Library, Technical, Laboratory Attendants, Maintenance, Security, Grounds and Cleaning staff.

Following the untimely death of Dr E. Richardson, the College Principal, Dr D. Huxley, the then Assistant Principal, assumed office as Acting Principal and Mr R.L. Hodgins was initially appointed Acting Assistant Principal. The College Council subsequently appointed Dr Huxley and Mr Hodgins as Principal and Assistant Principal until such time as the position of Principal could be advertised and a selection of a new Principal made.

During 1984 a significant structural change was made involving the Department of Art. This Department was regrouped as three new departments and, in accordance with the Council policy adopted in December, 1982 relating to the appointment of Heads of Departments for a period of three years, the following appointments were made in those Departments.

Mr P.W. Singleton - Head, Department of 2 Dimensional Fine Art  
Mr K. Leveson - Head, Department of 3 Dimensional Fine Art  
Mr R. Morrison - Head, Department of Visual Arts Communication

A number of academic appointments were made during the year to prepare for the introduction of the Diploma of Applied Science (Nursing) course in 1985. The appointments included Ms D. Angell, Principal Lecturer, Health Studies, who was subsequently appointed Head, Department of Nursing and Health Studies; Ms N. North, Senior Lecturer, Nursing; Ms R. Schultz, Senior Lecturer, Nursing; and Ms M.J. Pedder, Lecturer, Nursing.

Other academic staff who were appointed with tenure during 1984 were Ms B. Parnaby, Lecturer in Art; Mr V. Nikoleski, Lecturer in Art; and Ms M. Crawford, Lecturer in Health Studies.

During 1984 the College, in association with the University of Newcastle, established an Equal Employment Opportunity unit. The unit contains four positions shared between the two institutions and the unit is required to prepare separate Management Plans for the College and the University. The appointments to the unit comprised:



Dr M. Hayes, Co-ordinator  
 Mr J. Girdwood, Administrative Assistant  
 Ms K. Risager, Word Processor Operator  
 Ms K. Clover, Research Assistant

Also during 1984 Mr E.G. Kallinicos was appointed to the College as Bursar.

Other non-academic staff appointments during 1984 included:

Mr J. Richards, Administrative Assistant (Staffing Services); Mr D. Crook, Personnel Officer (Staffing Services); Ms A. Petrovic, Executive Administrative Assistant; Ms J. Wallom, Senior Administrative Assistant (Academic Secretariat); Ms J. Lang, Administrative Assistant (Secretariat); Mr D. Redman, Senior Systems Analyst Programmer (Computing Services); Mr R. Richardson, Purchasing Officer; Mr P. Schembri, Computer Programmer Analyst (Computing Services); Mr G. Anderson, Senior Librarian (Reader Services); and Ms S. Proust, Senior Administrative Assistant (Academic Secretariat).

Resignations during the year included Mr E.J. Ferguson, Assistant Registrar (Staffing Services), Dr J. Lergessner, Head, Department of TAFE, Dr D. Hawke, Lecturer in Art Education, Mr G. Boyd, Senior Lecturer in Administration, Mr M. O'Loughlin, Administrative Assistant (Academic Secretariat), Ms S. Eade, Administrative Assistant (Academic Secretariat) and Ms B. Andersen, Head of Department of Health Studies.

Retirements included Dr J. Ewans, Lecturer in Music, Mr R. Wilson, Lecturer in Education, and Ms P. Clark, Lecturer in Home Economics.

The College also records its regret of the untimely death of Dr M.F. Jurd, Senior Lecturer in Education in December, 1984.

An overview of staff separations is provided in the following table.

<u>STAFF SEPARATIONS</u>				
1 9 8 4				
PRESENT			TERMINATED	
MONTH	ACADEMIC	NON-ACADEMIC	ACADEMIC	NON-ACADEMIC
JAN. '84	148	142.7	5	1
FEB. '84	150	144.7	2	6
MAR. '84	149.3	147.8	1	3
APR. '84	149.3	148.8	-	4
MAY '84	149.3	146.8	-	-
JUNE '84	151.3	147.8	1	4
JULY '84	152.3	143.6	2	1
AUG. '84	151.3	142.6	-	-
SEPT. '84	150.3	150.3	1	-
OCT. '84	149.3	152.9	-	4
NOV. '84	148.3	153.9	1	1
DEC. '84	147.3	152.9	2	1
	149.6	147.9	15 10.02%	25 16.90%

In 1984, on an academic staff establishment of 149.6, there were 15 separations representing a turnover of slightly in excess of 10% of staff. With non-academic staff, of a staff establishment of 147.9, there were 25 separations which gave a staff turnover rate of 16.9%. The College Council continues to monitor staff turnover rates.

The College also monitored ratios of staff and students and compares College performance with the sector Australia-wide and in New South Wales.

In 1984 the College had a ratio of academic staff to students of 1:13.7 and an academic staff to non-academic staff ratio of 1:1.16. Comparable figures were academic staff to students 1:14 (Commonwealth) and 1:15.4 (New South Wales) and academic staff to non-academic staff 1:1.15 (Commonwealth) and 1:1.23 (New South Wales).

During 1984 there were four appeals lodged against the appointment of staff members. Two appeals were withdrawn, one appeal was dismissed and the decision on the remaining appeal was for the position to be re-advertised.



A new Council Room was established by the College during 1984 and pictured above is the new facility showing new furniture and artworks.

# STAFF DEVELOPMENT

Staff Development Leave was granted in 1984 in accordance with the guidelines contained in the report of the Tertiary Education Commission on study leave in Universities and Colleges of Advanced Education.

Under these provisions, staff development programmes may be approved to enable members of the tenured academic staff to work outside the College for the purpose of:

- (a) maintaining and improving their professional and vocational knowledge;
- (b) obtaining practical experience in the work place for which they are preparing students; and
- (c) undertaking applied research where appropriate.

The participation of the member of the academic staff in the Staff Development Programme is contingent upon the needs of the College, the nature of the project proposed by the member, and/or the staff member's capacity to make effective use of such an opportunity.

A total of 12 academic staff members were granted approval to proceed on Staff Development Leave Programmes in 1984 for various periods of time. Upon their return from leave various suggestions and recommendations ranging from course development proposals, modifications to existing course arrangements, and diversification of course offerings were adopted. Invariably, the institution has derived benefit from the participation of staff members in Staff Development Programmes.

Under the procedures governing the granting of Staff Development Programme Leave the allowed number of staff on leave is required to be averaged across the triennium; the average not to exceed 5% of the Academic Staff Establishment. Within these procedures the triennium figure available to this College in 1984 was 8.395 person years; the actual person years used was 8.392.

# ACADEMIC DEVELOPMENT

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## School of Teacher Education

The School of Teacher Education offered degree level courses in Early Childhood, Primary Education, all areas of Secondary Education (with the exception of Agricultural Science) and a diploma level course in TAFE. The College participated with the University of Newcastle in offering a Masters degree in Special Education, the College's first direct involvement in a PG2 programme.

The School initiated a special full-time/off campus mode Diploma of Education in Mathematics and in Science and a conversion programme in Industrial Arts. This initiative was in co-operation with the N.S.W. Department of Education in order to help overcome severe shortages of secondary teaching specialists. Each special course consisted of a one semester full-time pre-service component, an in-service off-campus component and an on-campus school. The off-campus component features a programme of external studies supported by a local tutorial service with direct classroom supervision of teacher performance.

Despite increasing employment prospects in most secondary specialisations, some areas (e.g. mathematics and science) continue to experience a shortage of suitable candidates applying for entry to pre-service courses. Conversely, quota restrictions set to contain the College's Effective Full-Time Student (EFTS) numbers within funded levels required the College to exclude qualified applicants in the new Graduate Diploma in Educational Studies (Computer Education) and the high demand Year IV external conversion courses such as the Bachelor of Education (Primary), (Early Childhood) and (Home Economics).

Courses awaiting Higher Education Board approval include a Master of Education (Industrial Education) course to be offered in co-operation with the University of Newcastle and a Bachelor of Education course for TAFE teachers.

Courses in preparation include Graduate Diplomas in Educational Studies in the fields of Educational Technology, Speech and Language Remediation, Education and Youth Opportunities, and Educational Administration.

The School is still experiencing surprisingly strong demand from teachers for upgrading qualifications across the range of Early Childhood, Primary and most secondary specialisations. Over a long period, the School has developed considerable expertise in External Studies, which is appreciated by former students and graduates from other institutions.

As projected in the 1983 Report, 10% of places in any course are for Aboriginal students and a bridging programme commenced in Semester 2,

1984. The establishment at the beginning of the year of an Aboriginal Enclave contributed to a larger Aboriginal candidature and improved retention rate (85% approximately). Further growth appears likely in 1985.

### School of Paramedical and Community Welfare Studies

The School of Paramedical and Community Welfare Studies offered in 1984 Diploma level courses in Teaching (Nursing) and Administration (Nursing). Associate Diploma courses were offered in Police Studies, Social Welfare, Diagnostic Medical Radiography and Automated Information Processing. A Graduate Diploma course in Multicultural Studies is also offered.

During the year the following courses were proposed and submitted in various stages to the Higher Education Board:

1. Bachelor of Social Welfare
2. Diploma of Applied Science (Nursing)
3. Graduate Diploma of Social Administration
4. Graduate Diploma of Health Education - Community Health

In May the Diploma of Applied Science (Nursing) was reviewed and accredited by the Higher Education Board for first enrolments in 1985. It is anticipated by the end of 1987 there will be approximately 800 students enrolled in the Diploma of Applied Science (Nursing) over a three year curriculum. During 1984 the Commonwealth Government indicated that in 1990 all nurse training would come under Commonwealth funding in colleges of advanced education throughout Australia.

The College obtained approval to reduce its Associate Diploma in Diagnostic Medical Radiography from a three year course to a two year full-time course.

Initial plans were formulated for the introduction of a Leisure Studies strand to the Diploma of Social Welfare at the request of the Higher Education Board and developmental work was conducted in the formulation of a postgraduate award in Computing Studies. The College's Research Officer is continuing work into the feasibility of an Occupational Health and Safety course.

Construction work on Stage I of the Richardson Wing (Nursing) began in December, 1984 and is due for completion in June, 1985. This wing is named in memory of the late Principal, Dr E. Richardson, who was seen to be a leading force in establishing nursing courses at colleges of advanced education.

The College in the latter part of the year began renovations on what was previously Ward 6 in Royal Newcastle Hospital and also in the Nurse Training School at Wallsend District Hospital to facilitate the intake of Diploma of Applied Science (Nursing) students.

Course Development has been the focus of research orientation within the School and primarily, within the departments and course committees over the past year. In many cases individual research has been postponed in order to facilitate course excellence in the College. Nevertheless, several staff members took leave or evening studies in order to undertake higher degrees as a means by which to be better prepared as professionals in their field. Individual research did continue in numerous areas, with publications being placed in several international journals by individual members. Ongoing research has involved projects dealing with the aged population, social welfare and role delineation, professional identity, adaptation of computing individualised learning stations, etc., nursing and health studies resulting in papers being presented at numerous seminars throughout the State and nation.

Additional research has been conducted in conjunction with the Department of Health in NSW concerning the rationalisation of health care facilities and manpower needs studies. A grant was received from the National Criminology Research Council by Dr John Gay and Mr Eric Skuja for the assessment of tertiary needs of NSW Police officers.

The end of 1984 saw the termination of the affiliation with Stockton Hospital for the provision of lecturers in the Nurse Training course due to the transfer of nurse education to the colleges of advanced education.

#### School of Visual and Performing Arts

The School of Visual and Performing Arts increased its number of course offerings in 1984 as a result of a major strand in textiles being introduced into the Graduate Diploma in Art and a conversion course for former diploma students also being made available.

The conversion course from diploma to degree level was introduced for students who had completed the College's Diploma in Art, while the textile strand was offered for the first time following accreditation of this.

The School was unable to present the Associate Diploma in Creative Arts and Crafts in 1984 because of the decline in funded Effective Full-time Students set for the College over the 1982-1984 triennium. An intake is planned for 1985.

A major development undertaken during the year was a degree proposal for a course in Communication Studies and this was strongly supported by the Higher Education Board's Assessment Committee for introduction in 1985.

The following courses are proposed for introduction by the School within the triennium 1985-87.

- . Bachelor of Arts (Performing Arts)
- . Master of Arts (Visual Arts)

The School is planning course offerings in the following areas:

- . Bachelor of Arts (Design)
- . Graduate Diploma (Communication Studies)
- . Graduate Diploma (Performing Arts)
- . Graduate Diploma (Theatre Crafts)
- . Master of Arts (Media Studies)

During the year the former Department of Art was divided into three Departments, these now being:

- . The Department of Two Dimensional Fine Art
- . The Department of Three Dimensional Visual Arts
- . The Department of Visual Arts Communication.

The Department of Two Dimensional Fine Art caters for Painting, Printmaking and those aspects of Drawing, Design and Visual Art Theory relating to Painting and Printmaking. The Department of Three Dimensional Visual Arts caters for Sculpture, Ceramics, Textiles and those aspects of Drawing, Design and Visual Art Theory relating to Sculpture, Ceramics and Textiles. The Department of Visual Arts Communication caters for Photography, Illustration, Graphics, Film/Video and those aspects of Drawing, Design and Visual Art Theory relating to Photography, Illustration, Graphics, Film/Video.

A very successful Critic-in-Residence programme within the School was supported by a \$6,000 grant from the Visual Arts Board of the Australia Council. Mark Hinderaker was successful in gaining the 20 week residency and he worked closely with students in his field of photography.

The residency was split into two periods, the first being for Mark to work with students and the second period for a research project in which he would look at the work of up to eight contemporary photographers.

An Artist-in-Residence programme to assist artists under 30 years of age was presented by the College in conjunction with Newcastle City Council and the Division of Cultural Activities of the N.S.W. Premier's Department.

An inaugural Plant and Wildlife Illustration Scholarship was made available to students undertaking studies in this strand in the Graduate Diploma in Art course. The \$1,500 scholarship is presented annually by the National Parks and Wildlife Service and Patrons and was won by Debbie Clark, of Newcastle. The Minister for Planning and Environment, The Hon. T. Sheehan, presented Ms Clark with her award; a provision of the scholarship being that the recipient place her work on public exhibition for the National Parks and Wildlife Service.

Work on Stage II of the three Stage Ceramics complex was started in late 1984. Ceramics students are presently working in inadequate premises in Union Street, Newcastle, but it is hoped that these students will be studying on the Waratah West campus by the middle of 1985.

# EXTERNAL STUDIES

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In 1984, 829 students were enrolled in external study programmes offered by the College. This represented an increase of 5.7% on 1983 enrolments.

Degree level awards in Education are now available in Early Childhood, English/History, Home Economics, Industrial Arts, Mathematics, Physical Education, Primary, Science and Social Science. Seventy-eight percent of students enrolled in external studies programmes undertook study at degree level.

All teacher education external degree candidates attend on-campus schools for interaction with staff and fellow students, access to specialised equipment and learning resources, and for intensive programmes of lectures, seminars, field studies, and practical work.



*External Studies is one of the major areas of teacher education in the College. Pictured above is Industrial Arts lecturer, Harry Pickard (1), instructing Khem Raj from the Fiji Institute of Technology and Paul Pavlou from Crookwell High School during a compulsory On-Campus School for external study students.*



# CENTRE FOR DEVELOPMENT OF INDUSTRIAL EDUCATION

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The Centre continued to expand its operations during 1984 following its establishment the previous year. Tenders were submitted during the year for projects in Malaysia and Australia.

The function of the Centre is to co-ordinate and facilitate the utilisation of human and physical resources within the College, other institutions and the Hunter Region generally. This utilisation is taking the form of courses of instruction relevant to the needs of the community as a whole but with particular emphasis on industry and technology, e.g. computer applications, communication studies, instructional technology in industry. The Centre is also interested in the development of training programmes for personnel in industry, education and commerce, which again will utilise the resources of the Hunter Region.

Projects in which the Centre was involved in 1984 were:

1. Coal Industry Supervisory Assistants Project - N.S.W.

In May, the College's Department of Industrial Arts and the N.S.W. Coal Association, through the Centre, successfully completed the above \$4,000 project.

The project involved teaching and supervisory activities with the Coal Association and Coal Industry apprentices during their May vacation period, and was held at the Kurri Kurri College of TAFE. Under the project, four senior Industrial Art students undertook the role of training supervisors to assist in supplementing the normal apprentice training scheme operated by the Coal Association.

The students worked under the direct supervision of the Coal Association's Apprentice Training Supervisor and were also supervised by a representative of the Joint Coal Board, the Principal of Kurri Kurri College of TAFE and College lecturers.

2. Short Course: Senior Commercial Pilot Licence

Civil Air Training Academy, Cessnock

The Centre, in co-operation with the Civil Air Training Academy, proposed a course of eight weeks of full-time study in Senior Commercial Pilot Licence subjects. Depending on the subjects elected, the course aims to provide from 28 to 35 hours per week tuition using Department of Aviation Air Navigation Orders in three subjects, these being Flight Planning, Air Navigation and Meteorology.

It is envisaged that the majority of students enrolling in the short course would be from the 32-week full-time Commercial Pilots Licence course presently offered by the Civil Air Training Academy (CATA), Cessnock.

The Centre and the Academy is currently awaiting information from the Federal Government on the future of Commercial Pilot Training in Australia.

3. Social Welfare Course - Government of Malaysia

In October, the Centre submitted a proposal for a professional training course for Social Welfare Assistants employed by the Government of Malaysia.

The proposal was submitted to the Australian Development Assistance Bureau and, in part, the Centre programme required the assistants to attend the College for some of their training. The proposed course provided a mixture of welfare theory instruction and practical attachments.

The Centre was unsuccessful in its submission, which was submitted through the Centre by the College's Department of Social Welfare.

4. Coal Industry Primary School Book

Australian Coal Association

The Centre, through the College's Department of Industrial Arts, towards the end of 1984 became involved in initial discussions in the production of a book which will outline the Coal Industry for primary school pupils between Year 4 and Year 6.

The initial discussions involved the Australian Coal Association and the N.S.W. Coal Association. The book will be of approximately 50 pages and development will be on a "mock-up" supplied by the N.S.W. Coal Association.

Work on the book will start in 1985.

# ABORIGINAL STUDENT SUPPORT

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The College in 1984 established an Aboriginal Enclave in temporary premises. The Enclave consists of an office for an Aboriginal Co-ordinator, an adjoining secretarial office, a common room for the use of students and a separate tutorial room.

The Enclave is a vital part of the support mechanisms established by the College to assist in the retention of Aboriginal students.

In 1983, the College had established a priority policy whereby 10% of all first offer places in each course would be given to Aboriginal students. Concurrently action was taken to provide extra tuition and support to assist these students to succeed at the College.

A staff member was designated as Academic Aboriginal Co-ordinator and the equivalent of a half lecture load was allocated to this position to provide extra tuition and support. In addition, tutorial assistance was supplied by the Department of Education and Youth Affairs (DEYA).

During the year the Enclave invited members of the National Aboriginal Education Conference (NAEC) to the College to discuss support and co-operative arrangements with the University of Newcastle. Mr Errol West, Vice President of the NAEC, attended and gave advice, Ms Pat O'Shane, Aboriginal Advisor to the Commonwealth Tertiary Education Commission, was a guest on another occasion and towards the end of the year, Mr Clyde Holding, M.P., Minister for Aboriginal Affairs, inspected the Enclave.

Late in 1984 the Enclave received advice that a submission for a CEP grant had been successful and funding would be available in 1985 for the position of Aboriginal Co-ordinator, clerical assistant and library technician. These positions are to be filled early in 1985.

Although the College had previously had a poor record of retention of Aboriginal students, sometimes losing up to 90% of enrolees, 1984 was to see a reversal of this trend. Of the fourteen students who began the year, only four discontinued their course and a bridging course that was established in second semester with five students maintained a 100% retention record. Four of those five students are now enrolled in full College courses. The College in this regard would seek to acknowledge the efforts of Mr Michael Davidson, Aboriginal Liaison Officer, DEYA. Mr Davidson provided noticeable support to the operation of the Enclave.

The College sees an important and pressing need for the provision of a permanent Enclave and would seek a permanent source of funding for the positions attached to the Enclave.

The Aboriginal student body now numbers over thirty. The College would believe that increasingly Aboriginal students will enrol at the College and will successfully complete their chosen course of study.



*The Aboriginal Enclave has been of great assistance to Aboriginal students who have come to Newcastle CAE. Pictured above are some students during a discussion period in the Enclave.*

# GRIFFITH DUNCAN RESEARCH FUND

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The several research projects funded from the Griffith Duncan Research Fund in 1984 reflected a resurgence in the research activities of the College's teaching staff and the increasing diversity of their research interests. Projects approved for funding included the following:-

- . The Effect of Gold Anti-inflammatory Drugs on Copper Biodistribution in Inflamed Rats.
- . The Effects of Siccacell Implantations in Young Children with Down's Syndrome.
- . Attitudes to the Integration of Handicapped Children.
- . Evolved Potentials of Vowel and Consonant Phonemes.
- . A Survey of the Hunter Region Primary Schools to Determine the Degree of Implementation of the 1981 Mass Media in Education Policy Statement.

The Projects funded were generally indicative of the College's concern with teaching and learning. It was encouraging, however, that at least one proposal could be seen to reflect the College's commitment to paramedical studies.

An initiative undertaken by the Research Committee in 1984 was a review of the administration of the Fund. The Committee had for some time been concerned that committed funds were not in some cases being expended when augmentation of the moneys available for disbursement had not taken place for some time.

The major feature of this review was therefore a recommendation to Council through the College's Academic Board that moneys not expended two years after the date of commitment be returned to the Fund for disbursement to other applicants unless a further extension of time for completion of the project had been granted by the Committee.

It is the hope of the Research Committee that College budgetary considerations will not preclude augmentation of the Research Fund in 1985 as the Committee would wish to see research endeavour being fostered across all areas of activity within the College.

# SPECIAL EDUCATION CENTRE

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The Special Education Centre specialises in intervention programmes comprising:

1. the Baby Stimulation and associated Outreach Programmes (a few weeks to 3 years);
2. the Special Preschool and associated Outreach Programmes (2 years to 6 years);
3. the Junior Intervention Class and associated follow-up Programmes (5 years to 9 years);
4. the Senior Intervention Class Programmes (5 years to 12 years);
5. the Outreach Programmes for individual pupils (5 years to 17 years);
6. the Outreach Programmes for groups of pupils (5 years to 17 years);
7. the Bridging Programme for Severely Retarded Pupils (6 years to 9 years); and
8. resource Consultancy for Catholic Schools.

All participants in these programmes are referred from a variety of sources. Medical professionals tend to refer most participants in the first two programmes, though for these programmes, as indeed for all others, referral can be made by parents or any other responsible persons. School personnel tend to make most of the referrals in programmes 3 and 7, while school counsellors, teachers and parents make the bulk of initial referrals for programmes 4 to 6 and for programme 8.

All interventions are aimed at both the child and the caregiver or educator. For very young children, emphasis is given to the teaching of the caregiver; for children in schools emphasis is placed on helping the child and demonstrating possible new techniques to the teacher.

The Department of Special Education and the Special Education Centre have staff members with expertise and dedication. As a result, Centre activities yield considerable credibility for staff members and hence a deal of authority to buttress lecturing commitments. Special Education Centre and Department activities are interwoven in a complex pattern. Centre activities, for example, provide practical experiences for departmental students. However, service to the child is always regarded as the prime concern of the Centre, just as the student is principally important for the Department.

## Centre Initiatives

The following submissions were made and funded as shown, during 1984.

1.	Handicapped Persons' Bureau, Department of Youth and Community Services : Funding of Baby Stimulation Programme	\$ 61,619
2.	Handicapped Persons' Bureau, Department of Youth and Community Services : Funding of Preschool Programme	\$ 34,280
3.	Children's Services Fund, Department of Youth and Community Services : Preschool Outreach Project	\$ 22,763
4.	Commonwealth Schools Commission : Programmes for Handicapped Children Below School Age	\$ 6,400
5.	Commonwealth Schools Commission : Educational Programme for Severely Handicapped Children	\$ 27,148
	Total received:	\$130,210

The following information relates to the intervention and other programmes of the Centre.

### Baby Stimulation and Transition Groups

The Baby Stimulation and associated Outreach Programmes (a few weeks to 3 years) has assisted a total of 75 children during 1984.

### The Pre-School

The Special Preschool and associated Outreach Programmes (2 years to 6 years) has provided help for 67 high risk children during 1984. Fifty-eight children attended in-Centre programmes on a regular basis and nine children were provided with regular assessment and a home programme.

### Junior Intervention Class

The Junior Intervention Class and associated follow-up Programmes (5 years to 9 years) provided assistance during the year for 20 children from 13 departmental and 3 private schools, 12 of the children for one (ten week) session and 8 for two sessions.

### Pre-School Outreach Programme

This programme assists with the integration of handicapped children into regular pre-schools. Resource services were provided for 59 'at risk' children in regular pre-schools and follow-up visits were made for another 14 children who attend the Special Education Centre Pre-school and are partially integrated into regular pre-schools.

## Post Pre-School Outreach Programmes

The school-based outreach programme was designed to aid children of any school age (infants to secondary) whose difficulties with academic work were best assisted in the child's normal school environment.

Intervention at class level avoided disruption of normal activities and increased the likelihood that the class teacher will become an integral part of the programme.

## Consultancy

Another important Outreach service involved individual assistance to teachers and provision of in-service courses. Individual assistance frequently involved consultancy relating to programming the use of commercial and teacher made tests and kits, teaching techniques and behaviour management. Professional assistance has been provided over wide areas of the region.

## Resource Consultancy for Catholic Schools

A consultant appointed by the Catholic Education Office is based at the Centre to provide services to Catholic schools. During 1984, 29 schools were visited by the consultant and a total of 134 children were seen individually.

## The Resource Teacher Task Force Programme

The School Task Force visited three schools; in Term One, Woodberry Public School, in Term Two, Fennell Bay Public School, and in Term Three, Irrawang High School. In each school, a resource programme was implemented in response to the perceived needs of the school.

## Commonwealth Schools Commission : Educational Programme for Severely Handicapped Children

Staff members of Stockton Hospital and the Special Education Centre selected seven children from the Hospital to participate in the Centre programme. The overall aim of the programme is to improve the skills of each child to facilitate enrolment in a Departmental Special School.

By the end of 1984 all of the initial intake of seven children had been integrated into Departmental Special Schools - five at Cameron Park and one at Newcastle S.S.P. Two more children were ready for integration by the end of 1984.

The programme will continue in 1985.



# LIBRARY

The Library reached a critical period in 1984 in regard to accommodation of its collection and in regard to its bookvote.

The bookvote from recurrent funds in 1984 was \$100,000. Separately State funds of \$22,000 were made available for acquisitions for new basic nurse education courses.

With the main bookvote confined to \$100,000, and with rising book prices only 3,944 books were added to the collection in 1984. This contrasts with 6,153 in 1983, 5,840 in 1982 and 10,459 in 1980.

Total acquisitions for the audio visual collection were 514 compared with 1,147 in 1983. The difference was due mainly to the number of acquisitions for the slide library - 867 being acquired in 1983 and only 291 in 1984.

The College now faces a major dilemma in relation to library services. The main reading room was designed and built to house 80,000 monographs and no serials. Over the years some additional shelving has been able to be positioned in the library. However, there is now no place for further additional shelving. Adequate library facilities and services are central to the effective operation of a tertiary educational institution and urgent extension of the library is essential but must compete with other essential building proposals.

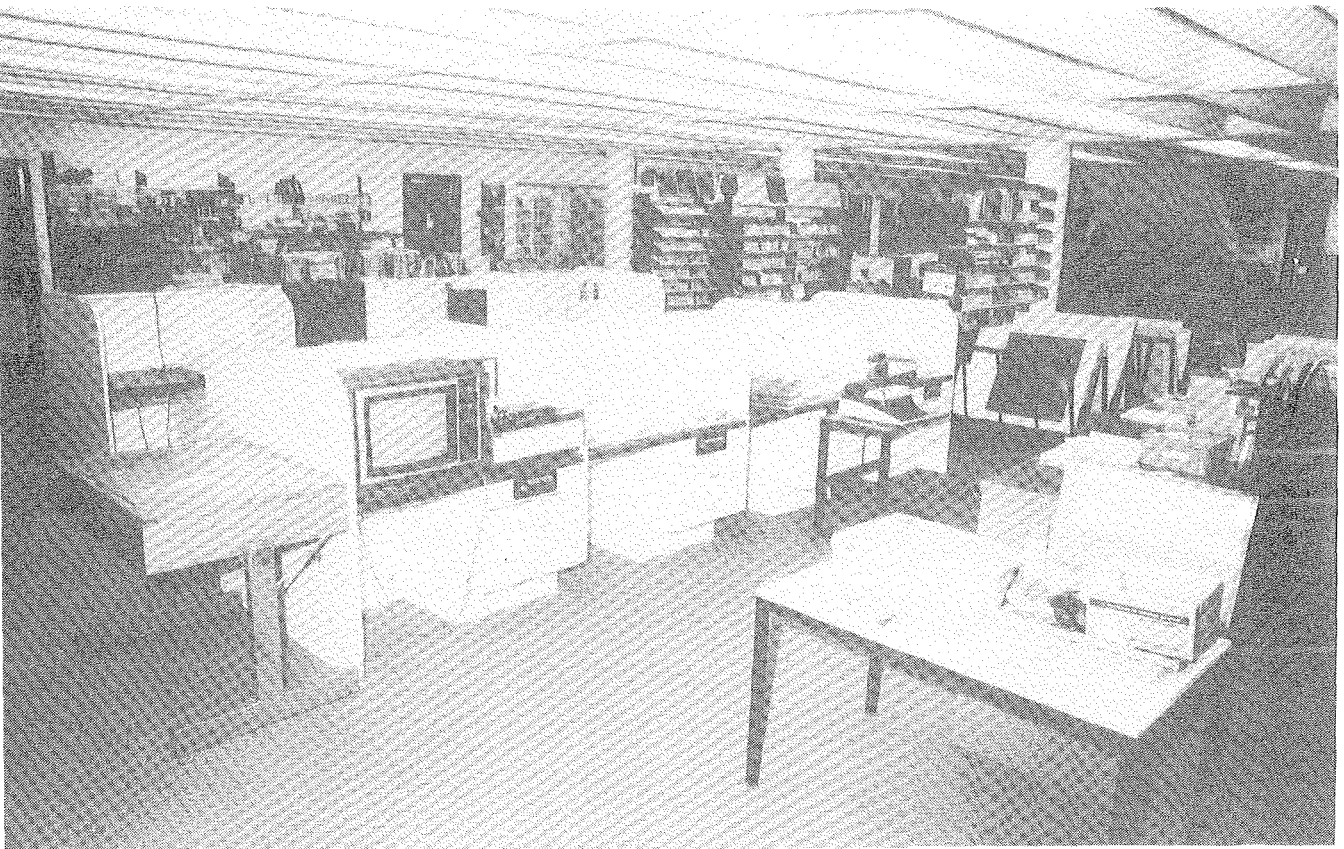
Computerisation of the library continued to proceed gradually. The Australian Bibliographic Network (ABN) is used for shared and copy cataloguing and is a back-up for queries from reference, inter-library loans and acquisitions. The next stage requires a machine-readable data base and this is being obtained. New searching techniques with on-line searching of ERIC (through Dialog) and on-line searching of Medline is also being utilised.

Reciprocal borrowing was extended to TAFE students in Newcastle through the College joining the CLANN Libraries Reciprocal Borrowing Scheme. This Scheme also benefits this College's External Studies students by providing them with borrowing rights in other CAE's in NSW. Newcastle CAE has always assisted external students of other tertiary institutions residing in Newcastle but is now able to do this under the umbrella of the CLANN scheme.

The University of Newcastle/College reciprocal borrowing resulted in 489 College students registering with the University library and 165 University students registering in the College library. College

sanctions were extended to cover College students borrowing from the University library.

The College is now negotiating reciprocal borrowing rights with the Gardiner Library situated in the David Maddison Building at Royal Newcastle Hospital following the imminent introduction of the basic nurse education course.



*The College Library has two floors, the book vote being housed on the top floor. The bottom floor is the audio-visual area (pictured) and is used extensively by students.*

# STUDENT SERVICES

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The Student Services Section comprises the Counselling Service, the Health Service and a Student Advisory Service. The Student Advisory Service covers accommodation, careers, employment and financial assistance for students.

The Counselling Service began the year with a high demand for personal counselling and a total of 928 hours were spent by counsellors in individual sessions.

The first quarter of the year showed an increase in demand of more than 20% when compared with 1983 for counselling services.

The second quarter of the year saw a decrease in the number of individual counselling sessions with 49% fewer interviews in June when compared to the same period in 1983. During this period, the College experienced difficulty in providing suitable accommodation for the Senior Counsellor over a short period. The Counsellor was housed in three different locations. This lack of accessibility caused difficulties for clients, some of whom chose not to continue with appointments.

Figures for the third and fourth quarters of 1984 were marginally lower than those of 1983.

An initiative of the counsellors in 1984 was establishment of a tape collection for the use of students and staff requiring assistance with skills such as relaxation and assertiveness. Thirty tapes were lent during the year.

The Health Service was provided in 1984 by a full-time nursing sister. The service caters for students and staff and is involved with accidents, minor illnesses, requests for referral to doctors and medical advice and, in the case of staff, for occupational health related matters.

There were 1,843 consultations during 1984 representing an increase of 24% over 1983.

The Student Accommodation Service was able to obtain more constant public exposure of the problems faced by the College in finding adequate accommodation for students and, as a result, additional offers of accommodation were forthcoming.

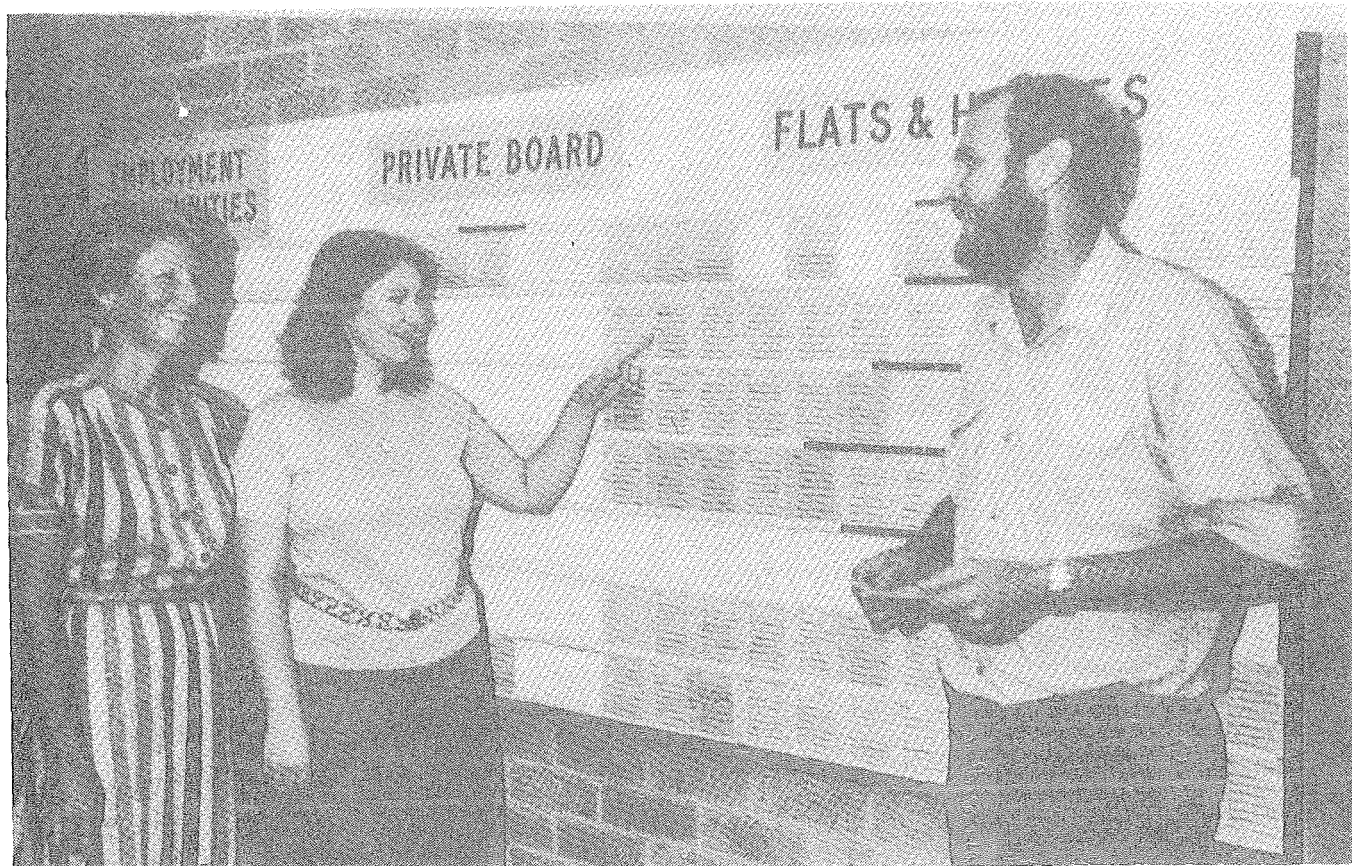
Also, the College was instrumental in obtaining improved public transport timetables to the College. The increase in the number of buses to the College helped overcome problems which had been experienced by students

in previous years. Again, this improvement results from an extensive media campaign and representations being made by the College.

The careers and information advisory service extended its service for graduates seeking positions interstate or in fields for which they did not have specific training.

The employment service actively attracted part-time and casual employment for offer to students in financial difficulty. 92 jobs were offered to students by the service in 1984 as compared with approximately 180 students who were registered by the service as looking for work.

Advice on budgeting and community resources was again provided. In 1984, 235 interviews were conducted with students relating to their financial situation and 42 loans were administered. Many of the loans made during Semester 1 were necessary as a result of excessive delays in students receiving allowances under the Tertiary Education Assistance Scheme.



*An Accommodation Service is one of the many services offered by the Student Services Section. Pictured is Student Advisory Officer, Bill Casey, and staff members Kay Dean and Joy Kelly (1) inspecting accommodation vacancies.*

# BUILDINGS & GROUNDS

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## The Site

The College site consists of two separate portions of land at Waratah West. The larger, Lot 1, DP 216528, contains 23.516 ha. The smaller area, Lot 371, DP 52353, contains 0.6512 ha. The two areas are separated by land owned by the University of Newcastle but it is proposed that this portion of the University land will be transferred to the College, thus creating one parcel of land with frontage on Rankin Drive.

## Work Projects

The following major projects were commenced and completed during 1984.

The first project, the conversion of a caretaker's cottage into a 25-place Childcare Centre, was completed in July 1984 at a cost of \$52,000 by the Newcastle builder, T.J. & E.J. McGlynn. Funding was provided by a grant from the Department of Youth and Community Services.

The second project was the installation of a new 750KVA kiosk electricity sub-station. This project was funded by a Capital Minor Works Grant of \$100,000. The new sub-station provides the capacity for electricity to be supplied to the campus for existing and projected needs.

The following significant projects were commenced in 1984 and are due for completion in 1985:

The first project was the removal of asbestos ceilings from the Physical Education Building. Funding is being provided by a Capital Minor Works Grant of \$250,000: \$170,000 for 1984 and \$80,000 for 1985. Work on the project started in November by the Sydney specialist asbestos removal firm, Bestobell Contracting Services. Local sub-contractors have been used for the installation of the new ceilings.

The second project was the second Stage of the three Stage Ceramics complex for which work started in December. A tender was accepted from the Newcastle builder R.W. Black Pty. Ltd. This project is also funded by a Minor Works Grant with \$30,000 having been allocated for 1984 and \$170,000 for 1985. This second stage of 384m<sup>2</sup> includes two studios, three storerooms and toilet facilities which include facilities for disabled persons. Completion of Stage II is programmed for April, 1985 and will enable the Ceramics Art specialisation to be relocated from Union

Street. Although this relocation will complete the relocation of the Art specialisations from Union Street to Waratah West, the accommodation for Ceramics will not be entirely satisfactory until Stage III of the complex is constructed. At the time of publication, funds have not been made available for this final stage.

The third project commenced in 1984 is the first Stage of a three Stage complex to provide teaching accommodation for the Diploma of Applied Science (Nursing) programme. This project is being funded by the N.S.W. Government through the Department of Health. The first Stage costing \$285,000 will contain four lecture rooms, multi-purpose learning facility and one clinical laboratory; a total of 550 m<sup>2</sup>. Later Stages will contain toilet facilities, tutorial rooms and office accommodation. The successful tender for Stage 1 was the Newcastle builder D.F. McCloy Pty. Ltd.

#### Office Accommodation

Seventeen members of the academic staff still shared group offices in six former tutorial rooms in 1984. Such space allocation means that until planned permanent extensions can be constructed, the original teaching functions of these tutorial rooms for the instruction of students in smaller numbers, cannot be utilized. Furthermore, 27 members of the academic staff continue to be accommodated either in portable buildings transferred in 1974 from the old college site or in temporary demountable buildings.

Minor construction work carried out during 1984 has enabled administration staff to be relocated, thereby enabling two tutorial rooms to revert to their original teaching purpose.

#### Asbestos Removal

The College Council continued to give serious consideration to the question of the total removal of limpet asbestos from the College because of the danger to the health of staff and students.

The removal of asbestos ceilings as Minor Works projects would take some 12 years to complete. A preferred approach would require capital funds amounting to \$3m. to have this work undertaken over the next three years.

#### Room Occupancy

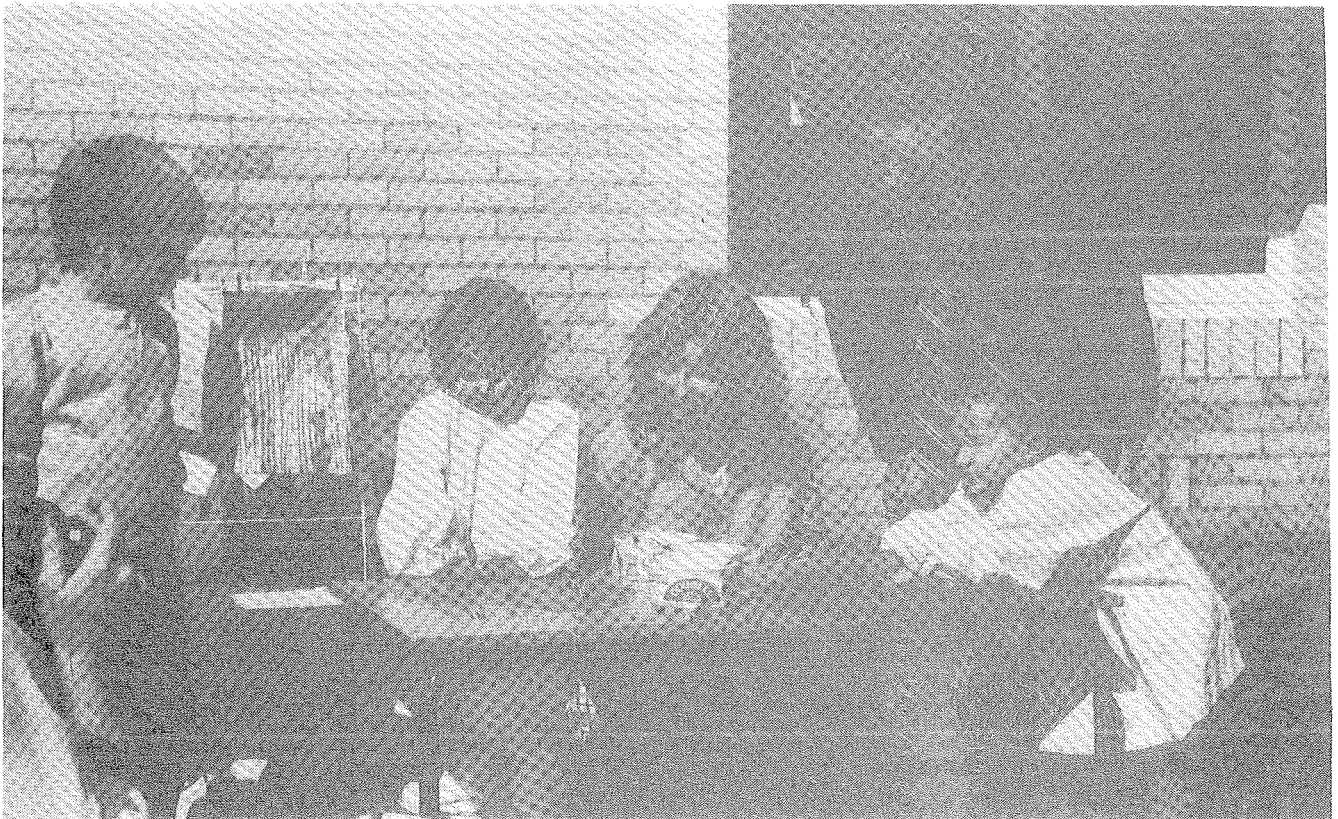
Room occupancy rates are continually monitored to ensure optimum use of the physical resources of the College.

Rooms comprise Lecture (General Use), Tutorial, Theatres (seating 45 - 950), Laboratories and Specialist Areas.

Statistics on room usage during 1984 are as follows:

All Rooms	55.4%
Lecture (General Use)	79.3%
Tutorial	43.8%
Theatres	54.1%
Laboratories	64.2%
Specialist	42.2%

In addition, casual usage (including examination rooms) exceeds the equivalent of 1.1 rooms per day.



*The NSW Minister for Youth and Community Services and Housing, Mr Frank Walker, visited the College in August to open the College's Multi-Purpose Centre which incorporates a Child Care facility. Mr Walker is pictured inspecting some fingerprinting by children after the official opening.*

# FINANCES AND FUNDING

1984 saw the last year of the 1982-1984 triennium; a period of constrained and restricted funding under the funding arrangements of the Commonwealth Government.

The College for the fourth successive year was required to budget for expenditure in excess of its recurrent grants, with the excess expenditure being supplemented by a transfer from the College's discretionary funds and provision accounts.

The recurrent grant of \$11,002,000 was supplemented by transfers from Interest Earnings (\$180,425), Miscellaneous Income (\$90,000), Long Service Leave Provision (\$230,000) and Superannuation Provision (\$150,000) thus enabling the College to match its recurrent expenditure which totalled \$11,652,425; this amount being 0.54% under budgeted expenditure for 1984 and an 8.15% increase on 1983 recurrent expenditure.

The transfer of funds from the provision accounts to partially cover both Long Service Leave and Superannuation payments diminished these provisions. These transfers were partially offset by interest earnings during the year of \$39,240 and \$21,572 resulting in the provision accounts having balances of \$219,631 and \$125,624 for Long Service Leave Provision and Deferred Superannuation Liability Provision respectively. The College's estimated liability for Long Service Leave as at the 31st December, 1984, is \$3.4 million and the Deferred Superannuation Liability is estimated to be \$20.2 million.

The College received capital grants for 1984 totalling \$505,200 being \$205,200 for capital equipment and \$300,000 for minor works projects. The projects undertaken from this allocation were the construction of an Electrical Sub-Station to meet the College's power usage, costing \$100,000; total removal of limpet asbestos ceilings from the Gymnasium at a cost of \$170,000 and \$30,000 for site work preparation for the commencement of Stage II of the Ceramics building which will be completed in 1985.

In 1984 the New South Wales Government decided that Nurse Education should be transferred to College's of Advanced Education commencing in the 1985 academic year. To enable the College to prepare for this change, several grants were received during 1984.

Firstly, a grant of \$105,910 was received from the New South Wales Government to allow the College to develop courses; recruit staff and generally ready itself for the new course. This grant has been fully expended as at 31st December, 1984.



A further grant of \$166,400 was also received to allow the College to acquire the necessary equipment, materials, teaching aids, and library holdings to enable the courses to begin in 1985.

To allow the Nurse Education students to be accommodated in appropriate facilities a capital grant of \$394,781 was approved. Of this grant the College as at the 31st December, 1984, had received \$97,511 to cover expenditure on work completed on Stage 1 of the new Nurse Building and also modification/alterations to existing on-campus buildings.

Full details of the funds provided and expended on recurrent, capital and special purpose are contained in the audited financial statement for the year ended 31st December, 1984, which are attached as appendices to this report.

The College Council acknowledges with gratitude the following special grants and donations received during 1984.

1.	<u>For Special Education Centre.</u>	
	<u>Grants for Recurrent Programmes.</u>	\$
(a)	Department of Youth and Community Services	
	Handicapped Person Bureau - Baby Stimulation Programme (Paid direct to First Chance)	61,619
	Handicapped Persons Bureau - Pre School	34,280
	Early Childhood Services - Pre School	22,763
(b)	Commonwealth Schools Commission Home Based Pre School Programme (Paid direct to First Chance)	6,400
	Education Programme for Severely Handicapped children	27,148

Other Contributions

The Centre appreciates the services of members of staff whose participation in special programmes has been made possible by the assistance provided by the following institutions:

	Estimated Value of Assistance
Catholic Education Office	27,000
N.S.W. Department of Education	27,000
N.S.W. Health Commission	22,000

Donations

Newcastle Police Blue Light Disco	2,253
Sgt. Mess R.A.A.F. Williamtown	1,427
Port Waratah Coal Services	350
Hunter Valley Communication & Working Group	460
General Donations to First Chance	255
Fundraising by First Chance	5,500

2. For College Prizes - Donations

Social Welfare Staff	50
Institute of Welfare Officers	30
Zonta International	50
Mabel Grady	50
Business & Professional Womens Club of Newcastle	50
H. W. Gillard	30
J. W. Staines	80
Hunter Region Sculpture Society	30
College of Nursing (Central Northern Auxiliary)	100
Fordell Supplies Pty. Ltd.	60
First Chance (Special Education Centre Committee)	25
John A. Anscombe Pty. Ltd.	150
Hunter Region Home Science & Textiles Teachers Association	20
Australian Institute of Metals	20
Newcastle City Council	200
Nurse Teachers Practitioner Prize	25
Institute of Industrial Arts(N'cle Branch)	Medallions
Institute of Industrial Arts (N.S.W. Branch)	Medallions
New South Wales College of Nursing	Medallions
Infants Mistress Association(N'cle Branch)	Donation of Books to Library.

# APPENDICES



BOX 12, G.P.O.  
SYDNEY, N.S.W. 2001

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

AUDITOR-GENERAL'S CERTIFICATE

The accounts of the Newcastle College of Advanced Education for the year ended 31 December, 1984, have been audited in accordance with Section 34 of the Public Finance and Audit Act, 1983.

In my opinion, the accompanying Statements of Financial Position, Changes in Financial Position, and Financial Operations, read in conjunction with the notes thereto, comply with Section 41(4) of the Act and exhibit a true and fair view of the financial position at 31 December, 1984 and transactions for the year then ended.

A handwritten signature in dark ink, appearing to read "K.J. Robson".

K.J. ROBSON, FASA CPA  
DEPUTY AUDITOR-GENERAL OF NEW SOUTH WALES

SYDNEY,

11 April, 1985.

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

We the undersigned being members of the Newcastle College of Advanced Education Council do make the following declaration in accordance with Section 41B (1)(f) of the Public Finance and Audit Act.

"In our opinion the Financial Statements for the year ended 31st December, 1984 exhibit a true and fair view of the financial position and transactions of the Newcastle College of Advanced Education."

*M. E. Bowman*  
.....

M.E.BOWMAN.  
President of Council.

*D. Huxley*  
.....

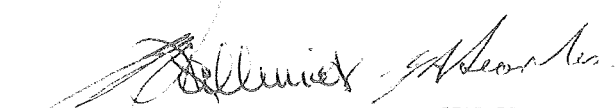
D.HUXLEY  
Principal and  
Member of Council.

8th February, 1985.

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## FINANCIAL POSITION STATEMENT AS AT 31ST DECEMBER 1984

FUNDS HELD			REPRESENTED BY			
PREVIOUS YEAR	ANNEXURE	1984	PREVIOUS YEAR			1984
\$		\$	\$			\$
0	RECURRENT COMMONWEALTH (A)	0	825,252	CASH	(NOTE 5)	(22,491)
-	RECURRENT BASIC NURSE (B)	153,892	2,996,055	INVESTMENTS	(NOTE 4)	4,624,171
258,218	CAPITAL WORKS -C/WEALTH (C)	437,711	294,935	DEBTORS & ACCRUED INCOME	(NOTE 8)	134,761
-	CAPITAL WORKS-BASIC/NUR (D)	(2,888)	4,116,242			4,736,441
275,271	SPECIAL PURPOSE (E)	394,764				
				LESS:		
			2,918,310	CREDITORS & ACCRUED EXPENSES	(NOTE 9)	3,407,707
			410,391	PROVISION FOR LONG SERVICE LEAVE	(NOTE 6)	219,631
			254,052	PROVISION FOR SUPERANNUATION DEFERRED LIABILITY	(NOTE 7)	125,624
			3,582,753			3,752,962
533,489		983,479	533,489			983,479


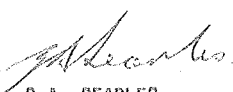
  
 E.B. KALLINICOS      G.A. SEARLES  
 BURSAR                      ACCOUNTANT

8TH FEBRUARY 1985

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## CHANGES IN FINANCIAL POSITION STATEMENT YEAR ENDED 31ST DECEMBER 1984

1983	FUNDS WERE OBTAINED FROM -	1984
\$		\$
	COMMONWEALTH GRANTS -	
10,223,000	RECURRENT 1984	11,002,000
435,000	CAPITAL - 1984	505,200
53,800	CAPITAL - 1985	85,000
	STATE GRANTS	
0	RECURRENT - BASIC NURSING	272,310
0	CAPITAL - NURSING	97,511
0	SPECIAL PURPOSE - TEACHER TRAINING & RETRAINING	204,859
55,680	RESEARCH & SPECIAL PURPOSE GRANTS	63,665
358,501	INTEREST & OTHER INVESTMENT INCOME	338,250
6,340	STUDENT LOANS REPAYMENTS	8,659
110,307	STUDENT ACTIVITIES	148,989
61,004	TRUST & PRIZE FUNDS	172,074
136,958	FEES FOR COURSES	84,755
38,686	CAFETERIA, CONVENTIONS & HIRE OF FACILITIES	58,567
116,030	OTHER	115,735
<hr/>		
11,595,306		13,158,374
<hr/>		
	FUNDS WERE APPLIED TO -	
	OPERATING COSTS -	
10,596,872	GENERAL	11,730,120
53,219	CHARGEABLE COURSES	56,324
406,001	BUILDING, EQUIPMENT ETC	516,694
	SPECIAL & TRUST FUNDS	
108,363	STUDENT ACTIVITIES	151,358
9,720	STUDENT LOANS & GRANTS	9,150
26,302	CAFETERIA, CONVENTIONS & HIRE OF FACILITIES	23,627
84,427	TRUST OBJECTS & PRIZES	178,643
0	TEACHER TRAINING & RETRAINING	159,876
65,279	RESEARCH & SPECIAL PURPOSE	60,039
160,820	MISCELLANEOUS	141,741
<hr/>		
11,511,003		13,027,572
84,303	INCREASE IN MONETARY ASSETS	130,802
<hr/>		
11,595,306		13,158,374
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E.G. KALLINICOS  
BURSAR

G.A. SEARLES  
ACCOUNTANT

BTH FEBRUARY 1985

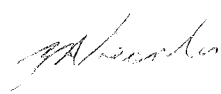
# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## RECURRENT FUNDS FINANCIAL OPERATIONS STATEMENT FOR THE YEAR ENDED 31ST DECEMBER 1984

PREVIOUS YEAR	REVENUE	1984	PREVIOUS YEAR	EXPENDITURE	1984
\$		\$	\$		\$
	COMMONWEALTH GOVERNMENT GRANTS			SALARIES ALLOWANCES & ASSOCIATED STAFF COSTS	
10,223,000	(NOTE 2)	11,002,000	8,614,847	PAYROLL TAX	9,537,229
			489,573	BOOKS & PERIODICALS	527,376
			103,058	STORES & PROVISIONS	100,000
			488,102	MAINTENANCE ALTERATIONS & ADDITIONS	471,639
	TRANSFER FROM SPECIAL PURPOSES FUNDS		108,597	POWER LIGHT & HEATING	97,664
353,149	(NOTE 11)	229,702	187,945	PRACTICE TEACHING FEES	191,649
			207,732	RENT RATES & INSURANCE	215,556
	TRANSFER FROM PROVISION A/C'S		44,850	POSTAL & TELEPHONE EXPENSES	65,594
	-LONG SERVICE LEAVE		103,626	FEES FOR SERVICES RENDERED	122,890
160,723		230,000	82,244	EXAM SUPERVISION	84,884
	-DEFERRED SUPER LIABILITY		12,443	TRAVELLING EXPENSES	20,624
		150,000	71,461	MINOR WORKS	69,974
			2,798	PROVISION FOR -	27,416
				0 LONG SERVICE LEAVE	0
			140,000	SUPERANNUATION	0
			21,250	AUDIT FEES (NOTE 14)	22,500
			58,346	MISCELLANEOUS	56,707
<hr/>			<hr/>		
10,736,872		11,611,702	10,736,872		11,611,702
<hr/>			<hr/>		



E. G. KALLINICOS  
BURSAR



G. A. SEARLES  
ACCOUNTANT 8TH FEBRUARY 1985




# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## BASIC NURSE EDUCATION - FINANCIAL OPERATIONS STATEMENT FOR YEAR ENDED 31ST DECEMBER 1984

PREVIOUS YEAR	REVENUE	1984	PREVIOUS YEAR	EXPENDITURE	1984
-	STATE GOVERNMENT GRANTS- RECURRENT	105,910	-	SALARIES ALLOWANCES & ASSOCIATED STAFF	
-	SEEDING (NOTE 3)	166,400	-	COSTS	77,282
				PAYROLL TAX	2,495
				BOOKS & PERIODICALS	11,383
				STORES PROVISIONS	6,854
				TRAVELLING EXPENSES	6,000
				ADVERTISING	14,404
-----		-----	-----		-----
-		272,310	-		118,418
				REVENUE FOR YEAR	
				EXCEEDED EXPENSES BY	153,892
-----		-----	-----		-----
-		272,310	-		272,310
=====		=====	=====		=====

  
 E.G. KALLINICOS  
 BURSAR

  
 G.A. SEARLES  
 ACCOUNTANT


8TH FEBRUARY 1985

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## CAPITAL WORKS - FINANCIAL OPERATIONS STATEMENT FOR THE YEAR ENDED 31ST DECEMBER 1984

PREVIOUS YEAR	RECEIPTS	1984	PREVIOUS YEAR	PAYMENTS	1984
\$		\$	\$		\$
	COMMONWEALTH GOVERNMENT GRANTS		168,454	BUILDING PROJECTS SITE DEVELOPMENT	2,510
140,000	GENERAL	300,000	0	SERVICES ETC (NOTE 12)	99,185
295,000	EQUIPMENT - 1983	-	236,201	EQUIPMENT (NOTE 12)	314,600
53,800	- 1984	205,200	1,346	REFUND TO H.E.B.	0
0	- 1985	85,000			
	TRANSFER FROM SPECIAL PURPOSE FUNDS (NOTE 11)	5,588			
503,834		595,788	406,001		416,295
160,385	BALANCE 1.1.1984	258,218	258,218	BALANCE 31.12.1984	437,711
664,219		854,006	664,219		854,006
=====		=====	=====		=====

  
 E.G. KALLINICOS  
 BURSAR

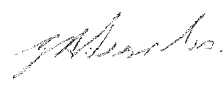
  
 G.A. SEARLES  
 ACCOUNTANT 8TH FEBRUARY 1985

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

NURSING CAPITAL WORKS FUND  
STATEMENT OF RECEIPTS & PAYMENTS  
FOR YEAR ENDED 31ST DECEMBER 1984.

PREVIOUS YEAR	RECEIPTS	1984	PREVIOUS YEAR	PAYMENTS	1984
-	STATE GRANT 1984 (NOTE 3)	97,511	-	BUILDING PROJECTS	
				-NURSE BUILDING STAGE 1	79,243
				-MODIFICATION TO EXISTING BUILDING	21,156
-		97,511	-		100,399
	BALANCE 31.12.1984	2,888			
-		100,399	-		100,399
=====		=====	=====		=====

  
 E. S. KALLINICOS  
 BURSAR

  
 G. A. SEARLES  
 ACCOUNTANT

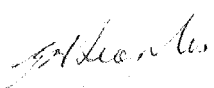
6TH FEBRUARY 1985

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## SPECIAL PURPOSES FUNDS - FINANCIAL OPERATIONS STATEMENT FOR THE YEAR ENDED 31ST DECEMBER 1984

	BALANCE 1.1.84	RECEIPTS	PAYMENTS	BALANCE 31.12.84
	\$	\$	\$	\$
<b>EXTERNAL OBLIGATIONS -</b>				
RESEARCH PROJECTS	200	5,000	0	5,200
SPECIAL GRANTS	23,531	58,665	60,039	22,157
FUNDS FOR STUDENT LOANS	(3,959)	8,659	9,150	(4,450)
PRINCIPALS OF NSW CONFERENCE	250	0	0	250
STUDENT FEES	5,435	148,989	151,358	3,066
	25,457	221,313	220,547	26,223
<b>INTERNAL FUNDS -</b>				
INTEREST (NOTE 10)	0	277,438	184,092	93,346
GENERAL SERVICE FUND	0	105,914	86,183	19,731
LIBRARY ACCOUNTS	32,369	37,692	28,672	41,389
STOCKTON HOSPITAL COURSE	130,736	43,819	114,442	60,113
ACADEMIC DRESS	(5,267)	20,979	19,856	(4,144)
CAFETERIA	(6,585)	34,545	16,626	11,334
CONVENTIONS, HIRE OF FACILITIES	35,291	24,022	7,001	52,312
SUSPENSE	(5,916)	3,190	4,931	(7,657)
OTHER	7,176	11,557	7,163	11,570
	187,804	559,156	468,966	277,994
<b>TRUST &amp; CONDITIONAL</b>				
CENTRE-INDUSTRIAL DEVELOPMENT	2,665	6,847	4,523	4,989
ORGAN FUND	5,677	0	0	5,677
PRE SCHOOL SPECIAL EDUCATION	8,061	40,936	51,613	(2,616)
STUDENT DEPOSITS	31,858	16,163	10,122	37,899
G.H. DUNCAN RESEARCH FUND	4,011	0	993	3,018
FIRST CHANCE BABY STIMULATION	(1,640)	31,875	34,252	(4,017)
PRIZE FUNDS	2,355	921	875	2,401
NURSE SCHOLARSHIP & BOOKS	0	3,300	0	3,300
TRAINING & SPECIAL COURSES	0	204,859	159,876	44,983
CHILD CARE CENTRE	0	28,232	59,264	(31,032)
CHILD CARE BUILDING	0	52,000	51,338	662
OTHER	9,023	33,536	17,276	25,283
	62,010	418,669	390,132	90,547
	275,271	1,199,138	1,079,645	394,764
<b>PROVISIONS</b>				
LONG SERVICE LEAVE	410,391	39,240	230,000	219,631
SUPERANNUATION	254,052	21,572	150,000	125,624
	664,443	60,812	380,000	345,255
	939,714	1,259,950	1,459,645	740,019

  
 E.G. KALLINICOS  
 BURSAR

  
 G.A. SEARLES  
 ACCOUNTANT  
 8TH FEBRUARY 1985

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

NOTES TO AND FORMING PART OF THE ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1984

## 1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES.

- a) A modified accrual form of accounting is adopted in reconciling transactions of the Commonwealth and Basic Nurse Education Funds. This system involves bringing to account in the year to which they relate, grants and other material items of income and expenditure.
- b) A cash flow basis of accounting is used to record transactions of Capital and Special Purpose Funds.
- c) No allowance has been made within the accounts for depreciation of any buildings or other assets.
- d) Policies adopted are consistent with those applied in previous years accounts.

## 2. COMMONWEALTH GOVERNMENT GRANTS.

- a) Grant for 1984 is made up as follows.

Received 1984	8,574,000
Received 1983 and included with Creditors at 31st December, 1983.	<u>2,428,000</u>
	<u>\$11,002,000</u>

- b) Grant for 1983 of \$10,223,000 was received entirely during 1983.

## 3. STATE GOVERNMENT GRANTS - BASIC NURSE EDUCATION.

In 1984 the New South Wales Government transferred Nurse Education to Colleges of Advanced Education commencing from 1985

- a) The new course preparation grant for 1984 of \$105,910 was received entirely during 1984 to cover cost of course development, preparation and accreditation.
- b) 'Seeding Grant' of \$166,400 was also received entirely during 1984 and is for "Set Up" funding of items such as Library holdings, equipment and teaching aids.
- c) A Minor Works Grant of \$97,511 was also received in 1984.

4. INVESTMENTS (AT COST)

Investments of the College at 31st December, 1984 comprised -

	<u>1983:</u>	<u>1984:</u>
<u>PRIZE FUNDS</u>		
Commonwealth Inscribed Stock	920	820
Westpac Interest Bearing Deposit	1,135	1,035
<u>TRUST &amp; CONDITIONAL</u>		
N.S.W. Permanent Building Soc.	470,000	504,021
<u>CAPITAL FUNDS</u>		
N.S.W. Permanent Building Soc.	165,000	385,000
<u>RECURRENT FUNDS</u>		
N.S.W. Permanent Building Soc.	2,245,000	3,397,281
<u>LONG SERVICE LEAVE PROVISION</u>		
N.S.W. Permanent Building Soc.	-	213,309
<u>DEFERRED SUPERANNUATION PROVISION</u>		
N.S.W. Permanent Building Soc.	114,000	122,705
	<u>\$2,996,055</u>	<u>\$4,624,171</u>

5. CASH HOLDINGS.

CASH HOLDINGS of the College at 31st December, 1984 comprised -

	<u>1983:</u>	<u>1984:</u>
Westpac Banking Corporation (College)	413,523	24,436 (OD)
Westpac Banking Corporation (L.S.L.)	410,391	-
Westpac Banking Corporation (Super)	52	-
Petty Cash & Advances	1,286	1,945
	<u>\$825,252</u>	<u>\$22,491 (OD)</u>

6. PROVISION FOR LONG SERVICE LEAVE.

Nett Interest Earnings (\$39,240 for 1984) were added to the provision but there was no contribution in 1984 from Recurrent Funds. After deducting transfers to Recurrent Funds of \$230,000 (Actual payments in 1984 total \$252,675), the balance available at 31st December, 1984 was \$219,631, compared with an accrued liability estimated at \$3.4 million.

7. PROVISION FOR EMPLOYERS' DEFERRED SUPERANNUATION CONTRIBUTIONS

Nett Interest Earning (\$21,572 for 1984) were added to the provision but there was no contribution in 1984 from Recurrent Funds. After deducting transfers to Recurrent Funds of \$150,000 (Actual payments in 1984 total \$265,831), the balance available at 31st December 1984 was \$125,624, compared with an accrued liability estimated at \$20.2 million.

8. DEBTORS & ACCRUED INCOME.

Consists of:-	<u>1983</u>	<u>1984</u>
Salaries & Wages Prepaid	66,999	119,457
Debtors	186,050	15,304
Travel Prepaid	1,886	-
Superannuation Prepaid	<u>40,000</u>	<u>-</u>
	<u>\$294,935</u>	<u>\$134,761</u>

9. CREDITORS & ACCRUED EXPENSES.

Consists of:-	<u>1983</u>	<u>1984</u>
Salaries Deductions	305,623	248,443
Salaries Accrued	45,895	143,286
Payroll Tax Accrued	65,124	50,189
Creditors	63,992	194,266
Grants in Advance	2,428,000	2,721,000
Superannuation Accrued	9,676	47,333
Practice Teaching	-	3,136
Workers Compensation	<u>-</u>	<u>54</u>
	<u>\$2,918,310</u>	<u>\$3,407,707</u>

10. INTEREST

a) Receipts credited to Special Purpose Funds from Investments of the College's General Funds were -

	<u>1983</u>	<u>1984</u>
Recurrent	213,200	219,989
Capital	4,734	10,674
Trust & Other	56,557	45,461
Bank Interest	<u>187</u>	<u>1,314</u>
	<u>\$274,678</u>	<u>\$277,438</u>

b) Payments from Accumulated Interest Earnings were -

	<u>1983</u>	<u>1984</u>
Bank Charges - Re Investment Income	102	524
Supplementation of Recurrent Funds	325,799	139,702
Supplement General Service Fund Expend.	-	43,866
Bank Interest Charges	1,053	-
Transfer to Organ Fund (Trust & Other)	<u>609</u>	<u>-</u>
	<u>\$327,563</u>	<u>\$184,092</u>

11. SPECIAL PURPOSE FUNDS TRANSFERRED

a) Recurrent Expenditure was supplemented by the following transfer from College Special Purpose Funds -

	<u>1983</u>	<u>1984</u>
Transfer from Interest earnings	325,799	139,702
Transfer from Stockton Hospital	<u>27,350</u>	<u>90,000</u>
	<u>\$353,149</u>	<u>\$229,702</u>

b) Capital Expenditure in 1984 was supplemented by the following transfer from College Special Purpose Funds -

	<u>1983</u>	<u>1984</u>
Transfer from General Service Fund	<u>\$15,034</u>	<u>\$5,588</u>

12. CAPITAL WORKS FUNDS.

a) Commitments from Capital Equipment at 31st December 1984 were -

Progress Claims received and awaiting payment	24,720
Contract work still to be performed	<u>131,414</u>
	<u>\$156,134</u>

b) Commitments for Minor Building Projects at 31st December, 1984 were -

Progress Claims Received and awaiting payment	\$198,305.
---	------------

13. LAND & BUILDINGS.

The College site is Crown Land and is vested in the Minister for Education. The insurable value of the buildings is \$36.0 million.

14. AUDIT FEES.

Audit Fees comprised:

	<u>1983</u>	<u>1984</u>
Internal	11,250	11,500
External	<u>10,000</u>	<u>11,000</u>
	<u>\$21,250</u>	<u>\$22,500</u>