

for long-range planning, to assume 2% of the total population requiring technical education.

However, this will depend on whether technical training is largely confined to special schools as at present or whether an increased amount of technical training is included in normal secondary school courses.

STANDARDS

Having established some basis for estimating the likely number of primary and secondary pupils for any given future population, the next thing is to establish standards with regard to the size of schools and the site areas required.

The basic standards aimed at by the Education Department are as follows:

Primary Schools — 500 Students — 5 acres.

Secondary Schools — 600 Students — 15-20 acres.

These are comparable with those generally accepted overseas.

The State secondary schools or high schools are generally more uniform in size than private schools, for which there are no established standards, and where there is considerable variation both in the size of schools and of site areas in relation to pupils. Many private schools combine both their primary and secondary schools on the one site with the result that there are instances today of leading schools having as many as 1,600 students on site areas as small as 12 acres with little chance of acquiring additional space nearby. These schools, of course, were originally designed for considerably smaller numbers. For purposes of estimating likely future site requirements, therefore, it is considered that the Education Department standards of 15-20 acres for secondary schools of 600 pupils and 5 acres for a primary school of 500 is reasonable for all schools. The site areas of the majority of private schools as well as State schools are considerably below such standards at the present time.

With regard to technical schools the Education Department proposes that every new suburban technical school providing for junior students by day will also be equipped to provide for senior students at night. By providing an adequate number of sites for juniors therefore they will at the same time be providing adequate facilities for part-time senior students. This ensures the most economical use of buildings, equipment and staff.

Because of the increased number of female students wanting to attend technical schools, it is estimated by the Department that one in every four new technical schools will need to provide for both males and females. In such cases an additional 5 acres is desirable, making 20 acres the desirable area for a joint technical school. In addition it is proposed to eventually increase the number of diploma schools to help decentralise facilities for senior training. In addition to Melbourne, Swinburne, Caulfield and Footscray, it is proposed that eventually Preston, Box Hill and possibly Moorabbin will also be developed as diploma schools necessitating an additional 5 acres to their normal site requirements.

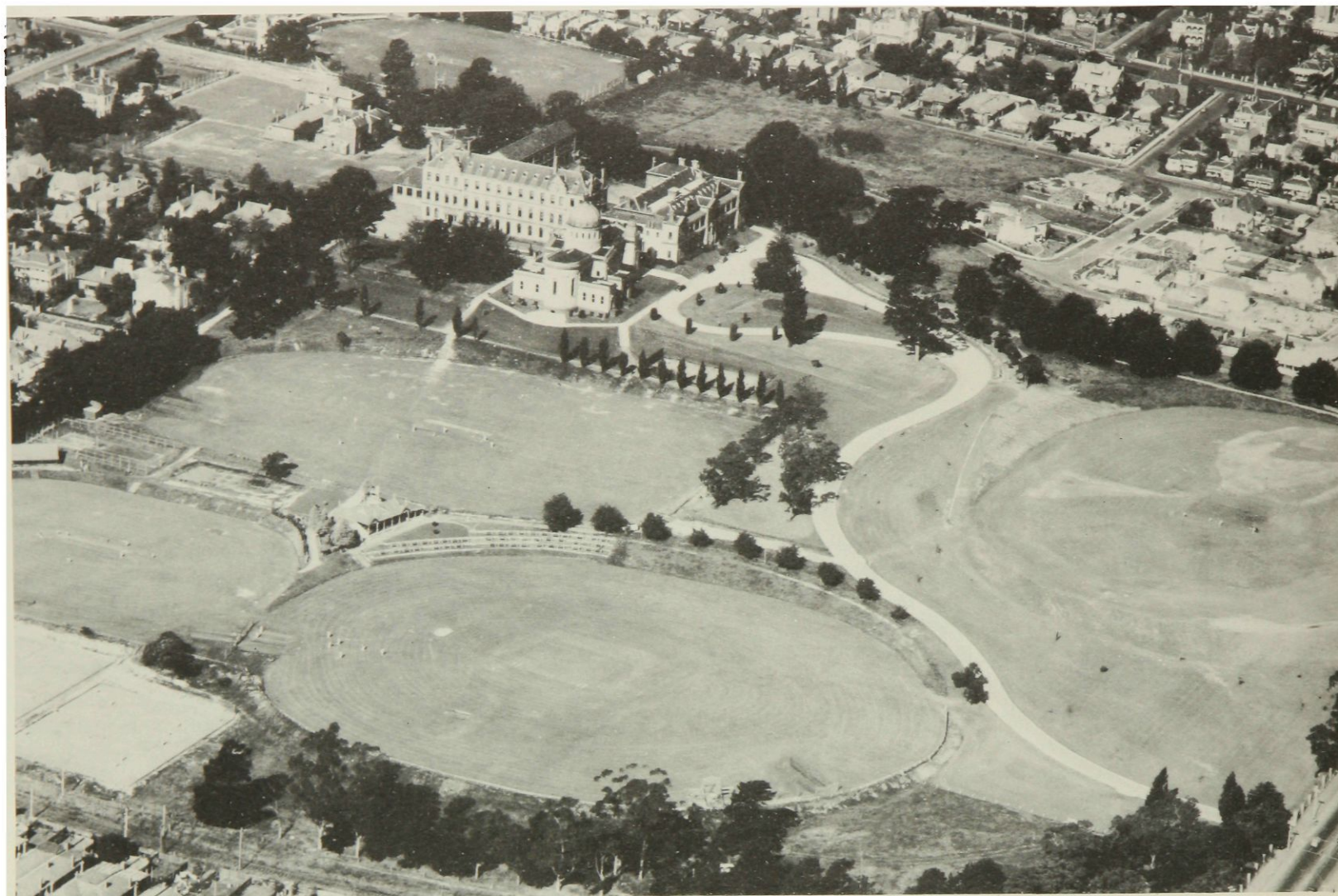
Technical school standards may be summarised as follows:

- (a) Junior and senior schools providing for 600 full-time male juniors—15 acres.
- (b) Junior and senior schools providing for both male and female courses (one for every 4 technical schools)—20 acres.
- (c) Diploma schools—20 acres.

Many existing schools are considerably below these standards, both with regard to site area and the number of pupils. The degree to which it may be possible to remedy these deficiencies is a matter for detailed investigation of each existing school site. Some existing schools will be re-developed, in some instances it will be necessary to secure new sites, but many will of necessity have to remain confined to their present sites and their existing sizes.

Table 65
ESTIMATED PERCENTAGE OF TOTAL POPULATION THAT WOULD
ATTEND SECONDARY SCHOOLS
(Assuming a compulsory school leaving age to be 14 years)

Age Group	Number in each age group over 13 years expressed as % of 12-13 year age group. (Vic. School Census, 1950)	Assuming 1.75% of population in any one age group.		Assuming 2% of population in any one age group.	
		%	Cumulative %	%	Cumulative %
12		1.75	1.75	2.00	2.00
13	100	1.75	3.50	2.00	4.00
14	60.29	1.06	4.56	1.21	5.21
15	32.27	0.56	5.12	0.65	5.86
16	15.76	0.28	5.40	0.32	6.18
17	6.33	0.11	5.51	0.13	6.31
18	1.54	0.03	5.54	0.03	6.34
19	0.27	.005		.005	
20	0.13	.002	5.55	.003	6.35
21 & Over	0.23	.004		.005	



A private secondary school

In general, primary schools are much more fixed with regard to their location than are secondary schools. They provide essentially for children within the surrounding locality and the majority of pupils are too young to travel far alone. Each primary school should be within walking distance of the large majority of pupils attending it. Secondary schools, on the other hand, provide for children from a much wider area and pupils are old enough to travel reasonable distances each day by public transport.

FUTURE SCHOOL REQUIREMENTS

It remains to make some broad estimates of the additional number of primary and secondary schools that will be needed to provide for the future population of Melbourne at the currently accepted standards. This is complicated by the departure of many existing schools from the standards and, in the case of private schools, because of the very wide variation in the number of pupils and because many of them combine both primary and secondary schools on the one site and even in the same building.

For this reason, estimates have been based on the additional number of pupils which will have to be provided for rather than on the total number of pupils. It has been assumed that the existing number of pupils will continue to be provided for by some redevelopment of existing facilities. Table 66 gives an estimate of the additional numbers of both primary and secondary school pupils that will need schools in the future and the corresponding number of additional schools which will be required according to the standards indicated.

On the basis of the trends indicated previously it is reasonable to anticipate that these additional schools might be distributed as follows:

	STATE SCHOOLS		PRIVATE SCHOOLS		Total
	Technical	Non-Technical	Catholic	Non-Catholic	
Primary		190	55	15	260
Secondary	50	100	30	30	210