

# Inquiry into the Extent, Benefits and potential of Music Education in Victorian Schools.

## Submission prepared by:

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## Terms of Reference:

### (1) At Frankston High School (FHS) students studying music have resulted in benefits to society and to individual students wanting to pursue music as a career as follows:

- Many music graduates from FHS, have proceeded to study music at University and have established successful full time and part time music careers. The past students attachment provides examples of some of the many students who have studied Music at University and developed successful careers in music.



past students.docx

- Another benefit which must be acknowledged is the many students who remain passionate about music for the rest of their lives, continuing to perform in a voluntary capacity, thus making a significant contribution to the arts within their community during and upon graduation from our school. Such students often contribute to local amateur theatre productions, perform in community bands/ensembles, in nursing homes and for a range of public events.
- FHS students regularly perform in a range of concert & stage bands, and smaller group ensembles both within the local community and also statewide and nationally. Such regular performances have changed the public perception of the City of Frankston, created by the media, being of great benefit to society. From these performances the public have the opportunity of seeing first hand and celebrating the amazing young people that are a part of the City of Frankston.
- FHS, bands and ensembles regularly perform at Charity fundraisers, helping to raise money for worthwhile charities within the local and wider community. Egs include, Dame Elisabeth Murdoch open days at Cruden Farm, Rotary events.
- Many parents choose to enrol their students at Frankston High School because of the high quality music program that is offered. The attachment regarding parent feedback, provides a range of unattributed parent comments that indicate how important music education is to our parents. Authenticity of these comments can be checked with the school.



Parent Feedback  
Music Education.xlsx

### (2) General benefits to students at FHS as a result of music education include;

- Due to sharing the same passion for Music, students develop significant friendships with like minded others that endure throughout their time at Frankston high school and after graduation. Such friendships instil a strong sense of belonging and connectedness to school. They meet with their friends at the Music Centre each day which provides them with a second home. I am convinced the strength of our co-curricular program which includes Music has contributed to our excellent student attendance which is significantly above state average in all year levels.
- Music students develop special relationships with their Instrumental Music teachers, since they are learning their instruments in small groups or individually. Then they rehearse with their teachers at least once or twice a week and then perform with them regularly in and beyond normal school hours. Many students view their Instrumental teachers as mentors and these teachers really nurture and influence not only their developing musical talents, but also their developing values, and positive identity as they navigate through the challenging teenage years.
- Some particularly 'at risk' students who are known not to have great positive experiences in other areas of

the curriculum and/or at home have been 'saved' by the sense of achievement and consequent self worth they experience by being involved in our Music program.

**(3) Benefits to student academic performance as a result of music education at FHS include;**

- Both classroom music & Instrumental music appeals to a broad range of students at FHS - many of our brightest students take on Music (often Maths/Science students) and also those who may not be 'academic' but talented musically as performers. Whilst enhancing academic outcomes for our students it also is a means of self expression for those students who struggle more academically and provides such students with a way of having success at school.
- Anne Lierse cites research which clearly provides evidence that learning music builds and modifies neural pathways related to spatial reasoning tasks, which are particularly linked to the successful study of Mathematics and Science.
- Brian Caldwell cites empirical evidence that by increasing the study of music in schools can advance students' literacy skills by up to one year.
- The table below provides a summary of the ATAR scores VCE music students have achieved over the last 5 years at Frankston High School. For example, during this period 66.6% of these students have achieved ATAR scores above 70 placing them in the top 30% of the population. This is certainly strong evidence to suggest that studying music enhances student academic performance, because their learning outcomes exceeded what is expected of a normal population and their learning outcomes are far better than when compared with our overall Year 12 student populations. Please see the attachment related to ATAR results for further details. The inquiry panel is welcome to check the authenticity of this information with the school.

Frankston High School VCE ATAR results 2007-2012				
YEAR	AVERAGE STUDENT ATAR	% OF STUDENTS SCORING > 70 OVER 5 YRS	% OF STUDENTS SCORING > 80 OVER 5 YRS	% OF STUDENTS SCORING > 90 OVER 5 YRS
2007	79.8	66.6%	41%	12.8%
2008	75.9			
2009	75.07			
2010	72.42			
2011	72.27			
2012	69.91			



VCE Music Study V  
 ATAR 2007 - 2013.xls

**(4) and (5) The following is a summary of how music education is funded both specifically and non specifically at Frankston High School:**

**Recent Donations:**

- PFA for Tubular Bells in 2012 \$3,500
- Rotary Club for Double Bass in 2012 \$1,500
- Rotary Club for Glockenspiel \$1500

Such donations allow the school to purchase instruments that students cannot afford.

**Fundraising:**

Fundraising through stage/concert band and ensemble performances varies from \$1000.00 to \$3000.00 each year

**Annual Scholarships**

Year seven music scholarship : \$500 for first year, \$300.00 for second year plus one year's free tuition and instrument hire valued at \$400.00

Harry Mcgurk Memorial Scholarship: \$600.00 cash grant, one year's free tuition valued at \$240.00 plus 2 theatre tickets to the value of \$150.00.

Melony Birss Memorial Scholarship: \$200.00 cash grant



- FHS has the following ensembles performing each year; Senior, Intermediate, Junior and Training Concert Bands. Senior, Intermediate and Junior Stage Bands. Vocal Group, Clarinet Choir and percussion Ensemble. All rehearsals are after school except Clarinet Choir, Junior Stage Band and Vocal Group which run at lunchtimes. Rehearsal time is not remunerated with teachers giving beyond their required teaching time to conduct rehearsal sessions. At Frankston High School every afternoon, other than Friday, at least 2x ensembles are involved in rehearsals.

#### **Performances**

- Frankston High School holds three major concerts a year; Winter Concert, Cabaret night and End of year concert, with many smaller concerts in between such as VCE recital night and year seven soiree. We also do many performances for the local community such as the Frankston Ladies Choir gala concert, Frankston Rotary Farmers Market and Jazz in the Park at Cruden Farm.

#### **Facilities**

- Facilities are extensive. There is a purpose built instrumental music centre which has two large rehearsal studios capable of seating between 75 and 100 students, three individual practice rooms and ample storage. All instrumental lessons and rehearsals are held in this building. We also have a separate classroom for classroom music. All rooms are fully furnished and have a piano, sound equipment and professional quality music stands. Funds for the construction of the Music Centre were not provided by the Government but were locally raised from fund raising activities within the local and wider community.

### **(6) FHS parents make significant financial contributions to support their childrens' music education as follows:**

#### **Music Levies for students include: (These are fees parents need to pay to access Music Education at FHS)**

- |  |                   |             |
|--|-------------------|-------------|
| • Instrumental Lessons and Band                |                   | \$240       |
| • Band Only with no lessons                    |                   | \$120       |
| • Hire of Instrument                           | <i>(optional)</i> | \$160       |
| • Music Book for Band                          | <i>(optional)</i> | \$15        |
| • Melbourne Bands Festival                     | <i>(optional)</i> | \$25        |
| • Mt Gambier Excursion                         | <i>(optional)</i> | \$340       |
| • Intermediate Band Trip                       | <i>(optional)</i> | \$650       |
| • Year 7 Classroom Music Taskbook              |                   | \$15        |
| • Year 7 Classroom Music Individual Headphones |                   | \$10        |
| • Year 9 & 10 Accelerated Music                |                   | \$40        |
| • Year 9 & 10 Music Performance                |                   | \$30        |
| • Year 9 & 10 Music for Beginners              |                   | \$30        |
| • VCE Music Performance                        |                   | \$45        |
| • AMEB examinations fees for VCE students      |                   | \$75-\$120  |
| • Accompanist fees for VCE students            |                   | \$150-\$300 |
- Parents regularly give of their time to drive students considerable distances to participate in performances. They also give of their time to load and unload instruments for transport and give of their time to form a significant cohort within our enthusiastic audiences during public and school performances.

#### **Incursions**

- In 2012, Visiting artist's: Sandip Burham, Indian classical music, \$10.00per student. RAW dance and percussion \$10.00 per student. Both incursions were funded by parent payments.

### **(7) The extent and quality of music education provision at FHS is outlined as follows:**

#### **Classroom Music**

- Year 7: compulsory – 3 x 50 minute periods per week for one semester
- Year 9/10: three electives to choose from - 4 x 50 minute periods per week for one semester.
- Year 11/12: VCE Music Performance - 5 x 50 minute periods per week for each Units 1-4. We have all units running. VCE is able to run every year due to the strong instrumental program at the school

#### **Curriculum quality**

- The quality of the curriculum offered is outstanding. 7 students learn to understand rhythm (performing a

rhythm composition in groups) and basic skills on keyboard and guitar as well as topics on Instruments of the Orchestra and Music in advertising and film. Research work and listening skills (understanding elements of music) are also included.

- Year 9/10 curriculum has a significant emphasis on Performance (creating and building skills on instruments, working co-operatively in groups), Listening (building aural skills) and Research skills.
- The Year 7-10 program is intellectually rigorous with the aim of developing music analysis, understanding notation, nurturing performance skills, creativity and self expression with specific vocabulary taught having a focus on preparing students to cope with the demands of VCE.

### **Singing**

- Singing is taught in classroom group performances in year 7 whilst Year 9/10 students perform contemporary songs. In VCE, the 'sol-fa' method is used and all students sing to improve their aural skills. In fact, in 4 out of 5 lessons, VCE students would be doing singing activities. We also run a vocal ensemble for all year levels. Rehearsals are once a week and support the school assemblies and Music Concerts.

### **Online tools – ICT**

- There are 12 computers in the Music Classroom – students can access the Internet, create PowerPoints as well as do various activities using music software – Auralia (graded aural tests), Finale (composition), Acid (create compositions using 'loops') as well as 'midi' which links the keyboards to the software programs such as Finale. The students in Year 7 create an advertisement using music. Some create a PowerPoint using music or whilst others use Moviemaker, creating a short film, editing it and then adding music. Furthermore, more advanced students explore different ways to present research projects, such as Prezi. In Middle school and VCE, You Tube is used to demonstrate performances of musical artists and discuss different interpretations. Interactive Whiteboards are used extensively by the Instrumental Program. Bands/ensembles and individual students are filmed performing and then this is played back, using it as an analysis and coaching tool to improve student performance techniques.

### **Off Campus Activities:**

Each year students at FHS are involved in a range of off campus activities other than public performances including:

- Generations in Jazz National Stage Band Competitions, held annually in Mount Gambier. We have been in regular attendance to this event since 1996. We usually take 20 – 30 students.
- Melbourne Schools Bands Festival held at Monash University Clayton. Our entire music department, (190 students), are involved annually in this event.
- Regional music festivals. We usually attend the SMR Senior, Intermediate and Junior Band festivals and the singfest and have often hosted the Intermediate or Junior Band festival.
- State School Spectacular: Frankston High School usually has two or three students involved in the State School Spectacular Orchestra annually.
- Overseas trips: In partnership with the Frankston Susono Friendship Association we have taken two groups on performance tours of Japan. The first in 2001 the second in 2005.

### **Rehearsals**

- Stage/Concert Band and smaller group ensembles rehearse after school and at times on weekends. The Music Centre is used every afternoon of the week apart from Friday for rehearsals. Two to three bands are rehearsing each night. Singing ensembles usually rehearse at lunchtime and sometimes after school.
- FHS has an annual Musical production supported by an instrumental music ensemble. Dancing/ Singing and ensemble rehearsals for the production occur two nights a week, and also during some weekends and holiday breaks. Students are involved in 6 public performances of the Musical production, performing in a professional theatre at Monash University, Frankston.

### **VELS**

- VELS provides specific appropriate dimensions such as 'creating and making' (composition and performance tasks) and exploring and responding (listening tasks and understanding the elements that make up music to analyse and create music). Music, as a subject alone, covers most of the dimensions – movement, working

in teams, building social relationships, individual learning and self-management of learning, presenting, investigating, designing and producing, using ICT for communicating and creating and finally, students reflect on and evaluate their work through their presentations. Students enjoy coming to music because they are often creating and working together, being practical, using ICT or instruments and it is a 'release' from the other subjects where they don't have these opportunities. Since we don't have the resourcing to provide music to all students from Years 7 to 12 as a sequential subject with some students moving in and out of Music in Year 9 and 10 and not studying it in Year 8 the VELS standard progression points are not applicable and cannot be used to guide assessment judgements.

**(8) optimum governance and oversight arrangements;**

- Southern Metropolitan Region has well established instrumental music networks with Regional Music Coordinators overseeing the strength and work of these supportive teams. I would like to see this continue because they ensure instrumental music teachers are constantly collaborating in supporting each other's professional learning and providing the opportunity for our students to be involved with other schools in instrumental music learning workshops which provide most powerful learning experiences as well as shared school performances.
- All Music teachers whether they be instrumental music teachers or classroom music teachers optimally should have a tertiary qualification (University level) with a major in Music.
- Regional Music Coordinators should be appointed in all Regions with appropriate workloads where they are able to establish supportive networks of teachers and schools that can regularly meet and participate in professional learning and performance activities.

**(9) optimum use of targeted funding;**

- The study of Classroom Music should be compulsory from at least Prep to Year 8. This would result in more students choosing to study a musical instrument which would be of great benefit in enhancing student learning outcomes across all Learning Areas. Funding for classroom music should be provided by the credit allocation of the Government SRP. However, funding of the instrumental music program should be determined by how many students are involved in this program with also an evaluation of the quality of the program offered by the school, reviewing performance opportunities provided, number and quality of small ensembles/bands/choirs actively performing etc. Southern Region has developed an excellent model of reviewing the quality of Instrumental Music programs in schools and then distributing very limited Government funds accordingly. The main problem is that there are insufficient funds resulting in not all students being able to access the wonderful opportunity of learning a musical instrument.
- FHS is renowned as a specialist music school with families who specifically wish for their child to continue or begin studying a musical instrument. However, I am not in favour of the government establishing specialist music schools because this could lead to not all interested students accessing high quality music education.
- The idea of a 'caravan of instruments' would not be practicable because secondary students need to take their instruments home each evening to rehearse regularly. Over the years through fund raising and School Council allocations we have acquired an extensive range of instruments that families are able to lease.

**(10) optimum balance of central mandates and supports;**

- Music Education should be accessible for all Australian students providing them with the opportunity of learning a musical instrument in their Primary school years. All secondary school students require classroom music education as well as the opportunity to continue receiving high quality tuition should they wish to continue learning a musical instrument. We are committed to continue with the provision of a high quality music education program, provided the government continues fund this essential aspect of education.

**(11) optimum balance of music specific funding, non-music specific funding and parent contribution.**

- The government needs to take into account school socioeconomic demographic climates in allocating funds to support those schools where the parents have little funds to contribute to music education.
- A model of equitable distribution of government funds for instrumental music is not applicable because of the autonomy of government schools where some schools decide to put more energy and resources into music education compared to others and this needs to be taken into account when developing a funding

model. FHS show a greater commitment to music education than others, via their own fund raising and School Council allocation of funds, and staff and student dedication to regular 'after hours' rehearsals and public performances which has raised the public's appreciation of the Performing Arts and Music Education both in the local and wider community. As indicated, FHS places a significant emphasis on the study of music and resources it as a priority area which should be recognised by the government in supporting the school with significant funding compared to another school that does not choose to resource music to such an extent.

- Schools such as FHS are leading in the area of instrumental music and provide great support to other schools via professional learning workshops in helping them to establish viable programs and therefore need to remain as lead schools to support music education in schools that are in the early stages of establishing programs..
- We have a number of partnerships with small businesses in the area but none are willing to fund programs significantly. Perhaps if the Government could access a major sponsor or develop a Government/Corporate partnership as they have with the building of some schools which is mutually beneficial to both the public and private sector then this may be helpful in accessing funding.
- It needs to be noted that Government funding of Instrumental Music Education has not changed significantly in 15 years. This is most disappointing since the population in Southern Region has increased markedly. Consequently, the distribution of funds is thinning across schools resulting in FHS receiving reduced funding for 2013, to allow funding to go to schools that are establishing music programs. As a result FHS increased it's School Council Allocation to music but will be unable to sustain this in the future.

## Appendix A

There are 31 past students from Frankston High School who studied music at a post secondary level. They are:

Luke Hunter, Toby Mak, Ryan Monroe, Nicholas Taylor, Alex Taylor, Kim Starr, Sari Robinson, Andrew Reed, Michael Sword, Daniel Wormell, James Carter, Simon Carter, Louise Snow, Andrew Wrigglesworth, Gary Drain, James Dal-Ben, Marion Daly-Andrusiak, Tim Garlick, Madeleine Roycroft, Alistaire Neil, Sally Dannock, Tom Jovanovich, Cathryn Simmons, Joon Kim, Matthew Dunhiam, Ryan Matthews, Andrew Volmer, Emily Stephens, Danielle Bretherton, Harrison Wade, Arin Grigg

Of these, 23 have made music their career:

Luke Hunter, musical director for professional shows such as Shout, Jersey Boys and the Rocky Horror Show

Toby Mak, trumpet player with Opera Victoria, now with the Shanghai Symphony Orchestra.

Ryan Monroe, bass player with Cat Empire

Andrew Reed, toured Australia and the USA, now teaching for the the Education department

Daniel Wormell, regular performances in Melbourne and Sydney, teaches privately.

James and Simon Carter, currently performing in Europe.

Andrew Wrigglesworth, performs around Australia, toured with Tommy Emmanuel, private teaching

Gary Drain, recently returned from five year tour of USA with his band

Tom Jovanovich, performs in Australia and the USA.

Cathryn Simmons, music therapist at the Austin Hospital, now teaching for the Education Department

Ryan Matthews, performs in Australia and Europe, tours with the Bell Shakespeare Company

Andrew Volmer performs in Melbourne and Sydney

Emily Stephens is a freelance sound engineer

Nicholas Taylor, Kim Starr, Michael Sword, Louise Snow, Sally Dannock, Matthew Dunhiam and Alistair Neil have all found employment as music teachers.

Eight are still studying

Marion Daly-Andrusiak, James Dal-Ben, Alex Taylor, Tim Garlick, Madeleine Roycroft, Joon Kim, Danielle Bretherton, Arin Grigg and Harrison Wade

Only one, Sari Robinson, has decided not to continue with music as a career.

**Parent Feedback re: music Education at Frankston High School - Appendix B**

My son has participated in a number of choir performances which he has really enjoyed. he has enjoyed the friendship and team effort of rehearsing for the shows and the buzz of performing. He has also has gained confidence in his own ability, ie finding out that he really can do something and do it well.

My child has gained confidence and has been allowed to develop her natural talent in performing playing tenor sax. The music dept at Frankston High is exceptional, and we moved to the zone to gain entry to this school, mainly upon the reputation in music excellence !

The inclusion of music in the curriculum for High Schools is vital as it gives students exposure to learning an instrument. Not all children show an interest at primary level and with the cost of private lessons it is beyond some parents. Neither of my children have shown an interest thus far in learning an instrument but I do believe that having the opportunity in High School is intrinsic to their development. Not all students are academically inclined either and so subjects such as music gives them another outlet

Hi there. Both my boys were part of the year seven music program at Frankston high school. Being involved in this program helped them... \*have a balanced education \*widen their friendship circle in a new school \*with stress relief, playing an instrument gave time out from usual homework mental fatigue \*appreciate different genres of music \*with discipline & mastery of new skills \*increase self esteem /instrument competency \*learn value of commitment and perseverance \*be a team

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THIS WILL BE MY SON'S THIRD YEAR IN THE SCHOOL INSTRUMENTAL PROGRAM. MY SON IS LEARNING TO PLAY THE TENOR SAXOPHONE. HE FIND THIS TO BE ONE OF THE MOST ENJOYABLE PARTS OF HIGH SCHOOL.

We have three children. All of our girls play two instruments and enjoy choral singing and have done so through out all of their schooling starting in the early years of primary school. It has been very important to us to send our girls to schools that have strong music programs. Our eldest daughter plays flute and saxophone. Because of her commitment to music she performed in a group VCE performance on flute when she was in year 8 and a group performance on saxophone in year 10. This year she is in

My daughter has enjoyed her participation in the music program, both at primary, and secondary levels immensely. She is not an athlete, or an advanced scholar, but has incredible auditory learning. Thus, music, and language she excels in. Schools need to cater to all learning styles, not just the dominant visual style. For those that are auditory learners, learning music is essential. Her performances has greatly improved her confidence, and learning to play instruments, attending tuition, and bands, has also

The potential and benefits of music education in Victorian Schools is fundamental I believe to children's education. The large amount of children who participate in School bands, musical productions or general music and who then go on to do VCE music is testament to this. Music education opens up more career opportunities not just in 'music' but in all aspects of the Arts. It gives children the opportunity to socialise with other children who have the same interests, and as these children perform quite

Our son has participated in music education at high school for the past year which was his first year at high school. Participating in music has meant he is involved in a school group which has made him proud to be a student of his high school. He has represented his school at a competition and performed in front of parents and peers. We believe this has improved his confidence and given him a sense of belonging. He has also learnt to become organised and to understand the commitment that

Music education would benefit all children in their learning. As a Primary teacher I have taught music. It is a great key learning area that I hope will not be taken from the curriculum. My husband is an Assistant Prin of a school and as long as he is in that role the children will be participating in the brilliant performing arts and music curriculum. I have a piano at home and recently my child who started at Frankston High has shown great interest . As Michael Carr Gregg has always stated " Encourage your

I feel the Music Programme is of great value to pupils who participate, it gives them an interest and also encourages some pupils to take this knowledge, if they wish on to further education. Some of these pupils may want to have a career in the Music Industry, and being part of this program gives them a great headstart. Regards Patricia Williams

I believe it would be very helpful to have music lessons as part of curriculum for the students of Frankston High School. Like my kids are into music my eldest has a beautiful voice and would also love to learn piano lessons.

I believe music education benefits my children by broadening their outlook on life, and encouraging social skills, such as performing in front of their peers and audiences in general. Music helps to build confidence and skills, such as being able to read music and gaining a greater appreciation of music in general. When advancing in later secondary school, there are opportunities for music scholarships. Music is a great interest for many people, and the skills to play and entertain people cannot be

I wish Frankston high would do guitar lessons after school or during school .. thanks Eva

**Parent Feedback re: music Education at Frankston High School - Appendix B**

My daughter Caitlin was lucky enough to be the recipient of the FHS music scholarship in year 7 2012. As she has always been passionate and enthusiastic about all things musical, it was a wonderful opportunity for her to continue with her love singing and to learn a new instrument - the saxophone. She has thoroughly enjoyed being a member of the training band, and this also allowed her to foster some great new friendships which made her transition from primary school much more enjoyable. The

Students have to follow frequent instruction and clear instructional goals - they take this ethos into other classes. Music provides a more satisfied student body. Students have to work together as a team - even as a soloist. Students are more in tune with the creative side of the brain. Encourages creativity in other subjects. Students learn to appreciate music from other generations (thinking of others). They soak up messages and lessons about the war period, baroque, imperialism. Visualising these historical

The benefit I found when my daughter learnt little guitar in year seven was confidence , hand and eye coordination , increase awareness of the Arts.

I have had two children involved in the music program at Frankston High School. My eldest daughter was a member of the concert band from Year 7 to completion of Year 12 in 2005. She also undertook VCE music studies Units 1-4, was a music captain and was involved in various small ensembles. My younger daughter, currently in Year 11, is a member of both the senior concert and senior jazz bands. Being involved in the extra curricula music program has been of immeasurable value to both the

My daughter really enjoyed Guitar in year seven. It helped in many ways ... quick thinking, hand and eye coordination , just watch me. She was quite disappointed that no more in year eight. Need class for guitar. During school or after .. even the primary does lessons for \$75 a term. Wish it was cheaper.

We can not emphasise enough the value that music programs at school have added to our children's education and enriched their lives. There are so many benefits that we feel that our children have gained, probably many more than we are aware of, following are just some of the benefits we have observed: - Improvement in fine motor skills, (i.e handwriting) - Improvement in fine and gross motor coordination. (There are many studies that also support this.) - Improved grades in mathematics. (There

I have had 3 of my children go through the FHS music program, two of the girls are continuing. My children have had the benefits of exploring a stream of education not offered at other schools in such depth. They have learned self confidence in the ability to perform before small and large audiences. They have learned a balance of the true meaning of teamwork as well as being individually responsible for their own actions. I believe that because of the FHS music program that two of my children

Since our two kids started their piano tuition, they showed consistency in practice, improvement in his musical knowledge, confidence in performing in public, more disciplined with respect and practical use of his math skills, as well as improved piano techniques. We strongly advocate music learning for every school aged child.

I have seen over the last few years my son's interest in music grow, likewise his skill and talent. He is not what we consider to be 'academic,' but have found that his waning enthusiasm to attend primary school changed upon undertaking the in-school music program. So much so, that he would even willingly stay behind after school to practice and socialise ('jam') with other music students on a Friday afternoon. As a result of his greater abilities in the field of music through in-school tuition, I have

My daughter, Jelena, has enjoyed being in the Frankston High School Band for a year now. Over the school holidays I noticed that she would practice her trombone and loved showing off her new found skills around our home. Jelena has developed a love of music and I thank Frankston High School for offering such a professionally run outfit, especially evident at the Music Festival at Monash University in 2012. Jelena enjoys mathematics, and music complements this to a certain extent. Jelena takes her band

My son is currently in year 8 at Frankston High School. He is a generous soul who struggles at times to find his way in new groups. Sports in general hold little interest for him. The music program, particularly with its "band" approach to teaching and learning, has provided my son with a range of social opportunities and a sense of accomplishment on multiple occasions. My son is a content student. he enjoys and looks forward to his Band practices. He doesn't have any clear career ambitions yet. His

That is really sad that such a question was raised in the first instance. That is not something I would expect the government saving money on. If we want to leave in modern, well educated, healthy society we really should not be asking such questions. It is not less important than physical education.

I think Music in schools is very beneficial to students learning. It has helped my daughter with her confidence. She has continued on with her guitar lessons since grade 4. She also has confidence playing to an audience and has written her own music. Thanks, Kaye.

Thank you for the opportunity to provide comments with regards to the State Government of Victoria's inquiry into music education in government schools. I have 2 children, my son and daughter are aged 14 and 8 years old respectively. My son have tried to gain entry in his high school's music education program with strong preferences for certain musical instruments, mainly percussion. Unfortunately, he has been unsuccessful in every instance to be selected because of the limited number of

The music as one of the more ancient form of cultural form of communication has its place in the society for more than 80 000 years. Arguably it creates different paths of interaction between human beings with greater value than gestures and speech, pictures or artefacts. As an abstract matter, music stimulate many different parts of the brain, also responsible for cognitive knowledge, compassion, happiness or team work. To many people in many cultures, music is an important part of their way of

## Parent Feedback re: music Education at Frankston High School - Appendix B

Music is invaluable, particularly in schools. If students were not exposed to music at school they may never be! Most students in public schools may not be able to afford private tuition for lessons. Developing a love of music can have lifelong benefits, being able to relax and listen to music can keep you calm in this fast-paced world we live in.

Performing and Musical arts should be an important part in the lives of everyone, therefore it should be an imperative part of our children's education. Every person engages in the arts on a daily basis; when we listen to music, watch a movie, doodle on a piece of paper, play with our children, apply make up or decorate a house. Some people may not realise their potential in creativity and imagination and as we grow older we tend to forget how much the arts are a significant part of our lives. "Since

My daughter has been learning music in school since she started at Primary level. She has taken a formal exam each year and is now a competent musician and will be taken the grade 7 exam this year. Scientific research has shown that the stimulation of the brain via the music discipline, also stimulates the mathematical hemisphere. Musical notes have a specific mathematical structure, which has been known for some time. My daughter has benefitted greatly from her musical experience, particularly in

Both my daughters have enjoyed music lessons, but we have struggled to afford, or fit into busy schedules, lessons outside school time. School-based music education has been an avenue to meet and interact with other kids from their school who they might not have met before. The sense of achievement is high and provides a non-digital, non-screen-based activity to practice in their own time.

My son, who had previously shown no interest in Music joined the school stage band when he commenced at Frankston High school. Apart from introducing him to a whole new group of friends, my previously sports mad son, developed a love of music and performing. It is wonderful to see how proud he is after a performance, and his music has given him increased confidence - which has aided him in all facets of his life, including his studies. Performing in the school bands has rounded out my son, and

Music and singing lessons have assisted all 3 of my children with all sorts of development. Aside from developing their brain patterns, it has also given them more confidence. Music Education is Vital in any child's education and should never be taken away but encouraged.

We have two sons attending FHS. Both of our sons enjoy playing the electric guitar (one plays Bass guitar). When choosing a secondary school for our eldest son, the quality of the music program at FHS was a major influence in our selection. There are numerous benefits both to society and individual students wishing to pursue a career in music or a music-related area. The more general benefits of music in school include well-being and self-esteem; this in turn enhances students' academic performances.

Now studying for her Fifth Grade Practice of Music, in the subject of Trumpet, my daughter Brooke has been extremely fortunate to be a part of the Frankston High School Music Department. Peter Sharp, Leon De Bruin and all the staff are dedicated, dynamic educators and successfully motivate the students in the discipline of music. Brooke is currently a member of the Senior Concert Band, and the Senior Stage Band. She regularly attends music camps run by the Peninsula Youth Music Society, recommended by

Music education has significant benefits to both society, school and student undertaking musical studies. Society benefits significantly through hearing and attending music performances, students improving their knowledge, purchase of equipment, and having young people learning about music to pass onto future generations. The school also benefits, as they can show-case their students who have achieved musical accolades, have performances for parents, students and teachers to attend, and can

Music education is a key to the harmonious development of an individual as it teaches beauty and appeals to the good sides of a person. As the parents of the new student we would very much like to see music education at its best. Thank you.

I believe that providing students with an opportunity to learn and experience music at all levels is so important to making a person more self-confident as well as having the ability to evaluate situations in life and find solutions in a more mature way. Concentration levels are better as well as listening skills which flows over into other subjects students are also learning about.

Music has been extremely important to my daughter's overall social and academic development. Since she is not especially interested in sport and is more inclined to pursue art and music, her music education has given her the opportunity to gain confidence by performing in front of her peers and large audiences; learn good interpersonal skills by performing in bands; and gives her an outlet for self-expression.

**Parent Feedback re: music Education at Frankston High School - Appendix B**

After completing 12 years of primary and secondary public school instrumental education and four of musical theoretical education I can confidently say that I am a more well-rounded person for it. I started lessons for the trumpet in year 7 and have had a great many memorable and character shaping experiences such as the challenge and satisfaction of performing to people that shared my passion for music; travelling interstate with the school bands to perform and compete in big band and concert band events; and the opportunity to meet like-minded people with diverse backgrounds to my own. I believe that the chance for musical tuition in public schools is a vital part of the education of a student which helps to develop a more responsive, responsible and purposeful learner.

Two of our three children entered into the Music programme in Year 7 with Frankston High School, and continued until they finished in Year 12. They both thoroughly enjoyed all the opportunities provided to them from the School, which we could not have provided, even if we knew how to access this sort of programme. I am not sure that either of the children would have pursued this sort of activity outside of the school. I was impressed with the dedication and time the music teachers provided the students and the scope of the programme. The passion the teachers had for the programme and their instruments was delightful and contagious. Both of my children had the opportunity to try various different instruments within the programme structure and were always supported in any of their decisions within the music frame. They were given opportunities to represent the school interstate and locally and really enjoyed the 'team' spirit within the various concert and stage bands when performing. This also allowed them, in my opinion, an easier move to High School allowing them to socialise with many others within their school level and in other years at the school. This continued right to the end of Year 12 and even though both are not committed musicians and I extremely glad they both took up the opportunity offered by the school and enjoyed their time and I know they learnt a great deal. We, the family, including extended family to grandparents and aunt and uncles all enjoyed watching the bands and I was so very impressed with the ability and attitude of all involved and I believe that the programme is something of high importance and should be promoted within the High School environment and maybe many more families will be touched by this programme as our family was. Thank you.

I am a year 9 student member of Frankston High School's instrumental and musical program. I believe that the musical program has helped me become a better person by giving me more experiences that I wouldn't have had without the musical program. Some of these have been participation in the Melbourne bands festival and by playing in front of an audience. It has opened my mind to different types of music I may not have come across otherwise and to appreciate good music when I hear it. The school community really does benefit from the musical program; it has been quite inclusive as I wouldn't have met a lot of people if it wasn't for the musical program. It brightens my day and challenges me when I learn new pieces as I perform in several different bands play different styles of music. Learning an instrument has meant that I could learn a different style of music (ie Serbian folk music). It has given me the confidence to perform outside of school such as at events held by my Serbian language school.

We had a similar music program at Pearcedale Primary School. Learning to read music and play an instrument at primary school made it much easier to move directly into the intermediate band when I started high school and made it music more interesting challenging and enjoyable.

My daughter found playing in the band a useful team building and particularly attending the Mt Gambier and Monash Uni competitions a lifetime experience.