

**Submission to the
Inquiry into the Extent, Benefits and Potential of Music Education in Victorian
Schools**

Submitted by: David Amor and Catherine Falconer

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Date: 10th February 2013

Our children attend: Flemington Primary School

Terms of reference 1, 2 and 3:

We have observed considerable benefits to our children of the school music program. Access to the school music program has developed and enhanced our children's' creativity, self expression, self discipline and teamwork, in addition to enriching their lives in general. We have found that the music program has built confidence in our children, both through their sense of achievement and through the opportunities for public performance.

Our school music program also draws together students and families across the school community, and enhances interaction between the school and other members of the community outside the school.

Finally, the school music program also enhances the reputation of the school and is an important reason why some parents choose to send their children to the school.

Terms of reference 4, 5 and 6:

Flemington Primary School has a very active music program comprising: (1) classroom-based music education from a qualified music teacher for all students, and (2) individual music tuition in a range of musical instruments including voice, provided by external instrumental teachers who visit the school.

The music program also includes junior and senior choirs, and ensembles for strings, band, rock band and orchestra. The music program has access to purpose built music tuition rooms and a school hall which is used for music performances. The school runs two music concerts per year, as well as a stage musical every second year. The school also offers participation in State School Spectacular in alternate years.

The financial model of the music program is that the classroom music tuition is funded through the school and available to all students, whilst the instrumental music program is self-funding through the payment of fees by parents. Although this model works moderately well, access to instrumental music program is limited to those whose parents can afford to pay the tuition fees and a few high aptitude students on a scholarship program funded through parent driven fundraising, whose families cannot afford to fund instrumental

lessons otherwise. This aspect of the music program assists cross cultural socialisation across all ages within the school community.

Terms of Reference 7 – the extent and quality of music education provision in Victorian schools:

We believe that the music program at our school is of very high quality, and provides a substantial benefit to the students and the school community. The high quality music performances inspire many fellow students in a role model manner, both in music and other pursuits. The school model for music education could be used as a template by other schools.

As noted above, the only negative aspect of the music program is the lack of complete equity of access to the instrumental music program.

Terms of reference 8, 9, 10 and 11:

We would like to see high quality classroom music programs, provided by qualified music teachers, available to all State primary school students in Victoria. We also believe that there are very considerable benefits of school-based instrumental music programs, such as the one provided by our school.

Our school instrumental music program demonstrates that instrumental music tuition can be provided in a way that is cost neutral to the school, but provides great returns to the students and the school community. I hope that the government can assist by facilitating similar programs in other schools.



Signed on behalf of Catherine Falconer and David Amor