

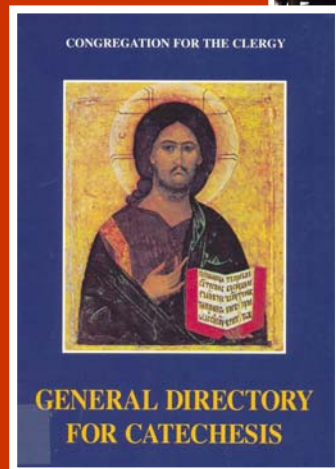
# CATHOLIC EDUCATION

## facing the challenges of the 21<sup>st</sup> Century

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*“I have come so that you may have life  
and have it to the full.”*

John 10:10



# AGENDA

- Why do we have Catholic schools?
- Who are Catholic Schools for?
- What do Catholic schools look like?
- Ongoing issues for Catholic Schools
  - Preserving Catholic Identity
  - Access & Diversity
  - Stewardship of Resources
  - Accountability
- Council of Australian Government (COAG)  
Productivity Agenda
- A Catholic perspective to the COAG Agenda

# *Why we have Catholic schools*

## Catholic schools:

Contribute to the Church's mission to proclaim the Good News of Jesus Christ;

Offer the Catholic community and the people of Australia an educational foundation for life to the full, meaning the full development of the person: intellectually, spiritually, physically, morally and emotionally;

Fulfil parents' rights in a democratic, free society to choose the schooling for their children which reflects their own values, beliefs and hopes as Australians; and

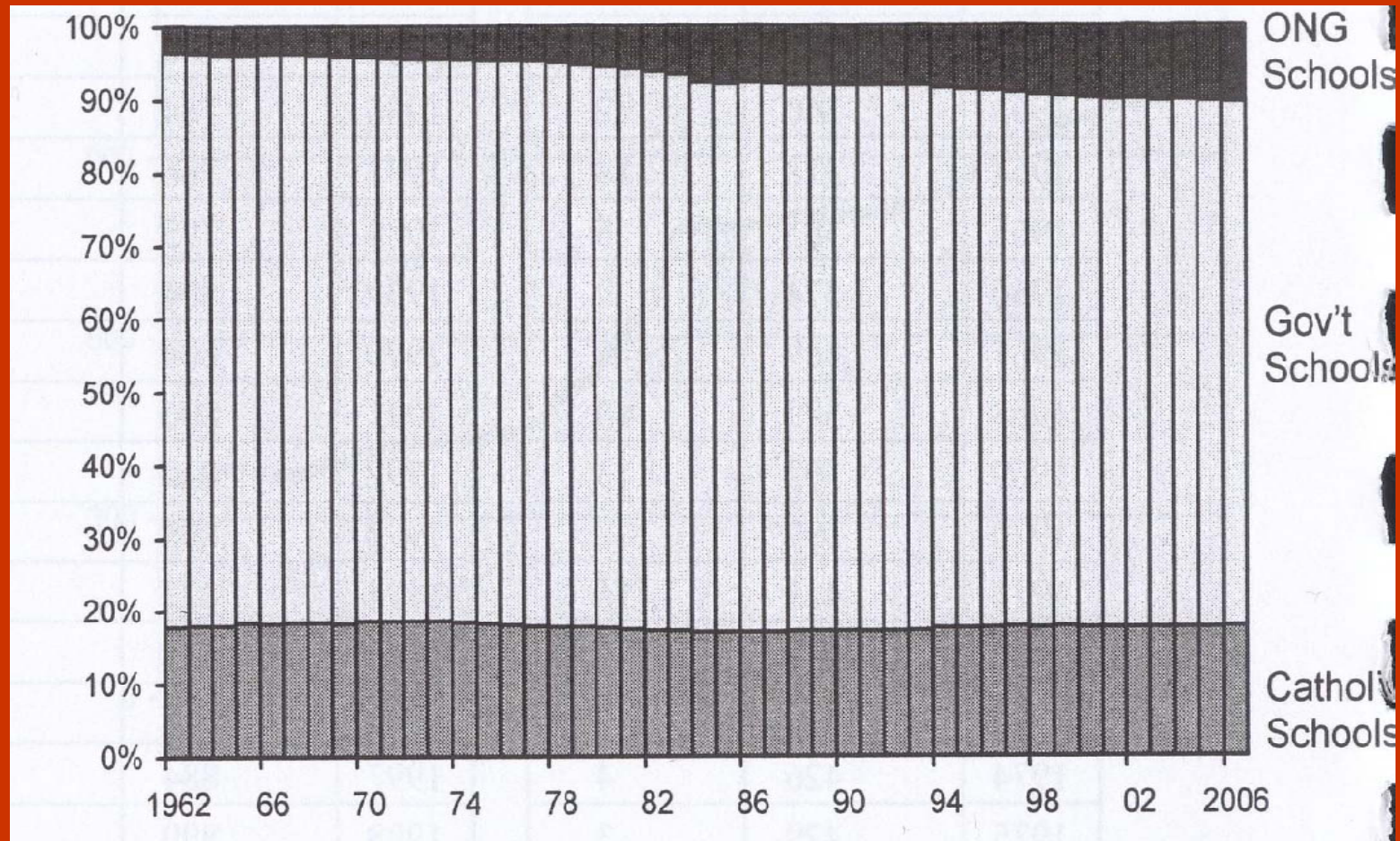
Have proven over successive generations that they contribute significantly to the development of the Australian community.



# *Who are Catholic schools for?*

- Catholic children who through baptism have a right to an education in the Catholic faith in a Catholic school
- Parents and guardians who wish to entrust their childrens' future to Catholic schools because of their explicit goals and acknowledged educational quality

# Trends of Australian Schools



Source: NCEC *The Sectoral Trends of Australian Schooling*

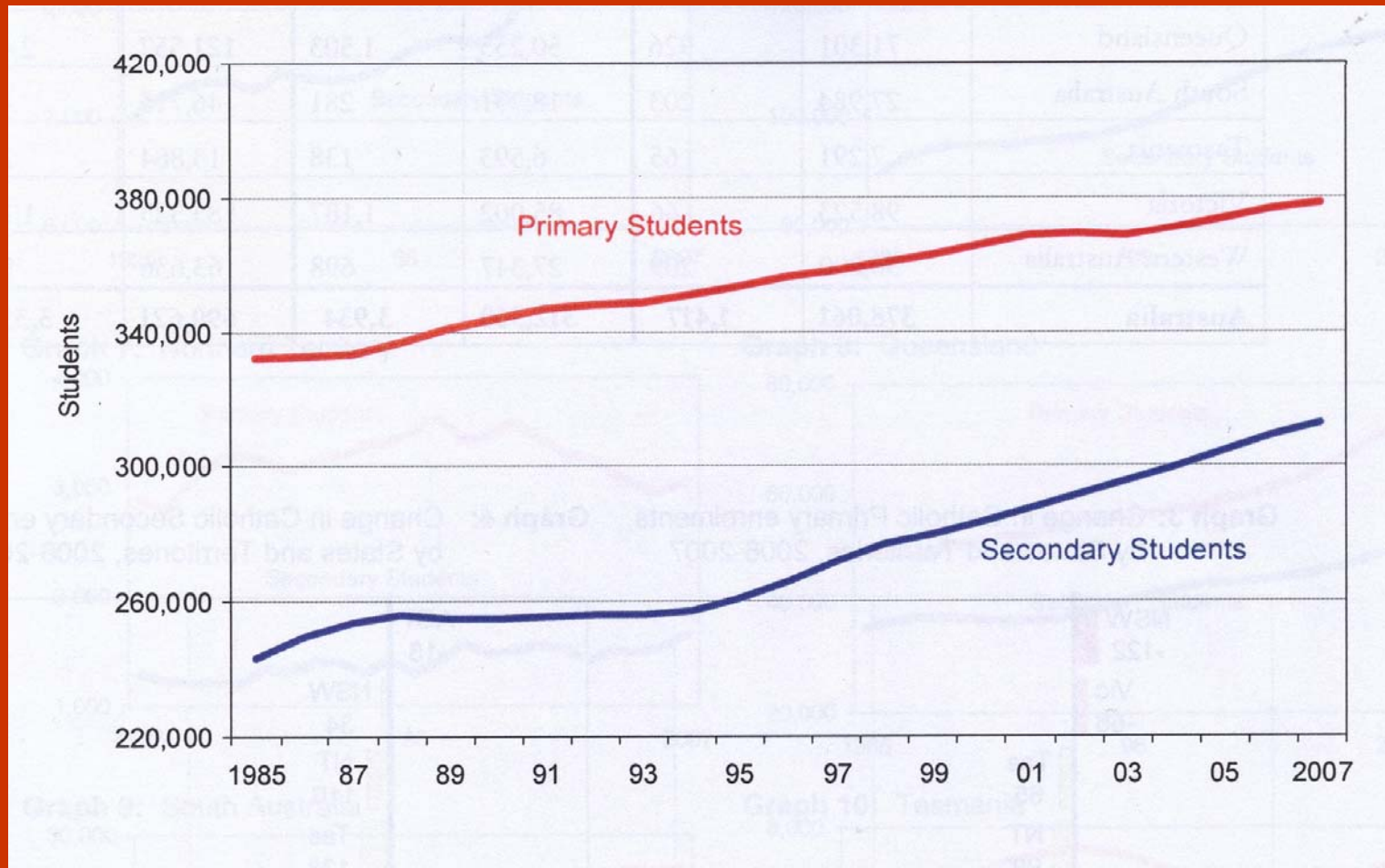
# *What do Catholic schools in Australia look like?*

- In 2006            9,600 schools
- 70% Government
- 18% Catholic
- 12% Other

## Students in Catholic schools, Primary and Secondary Australia 1985-2007



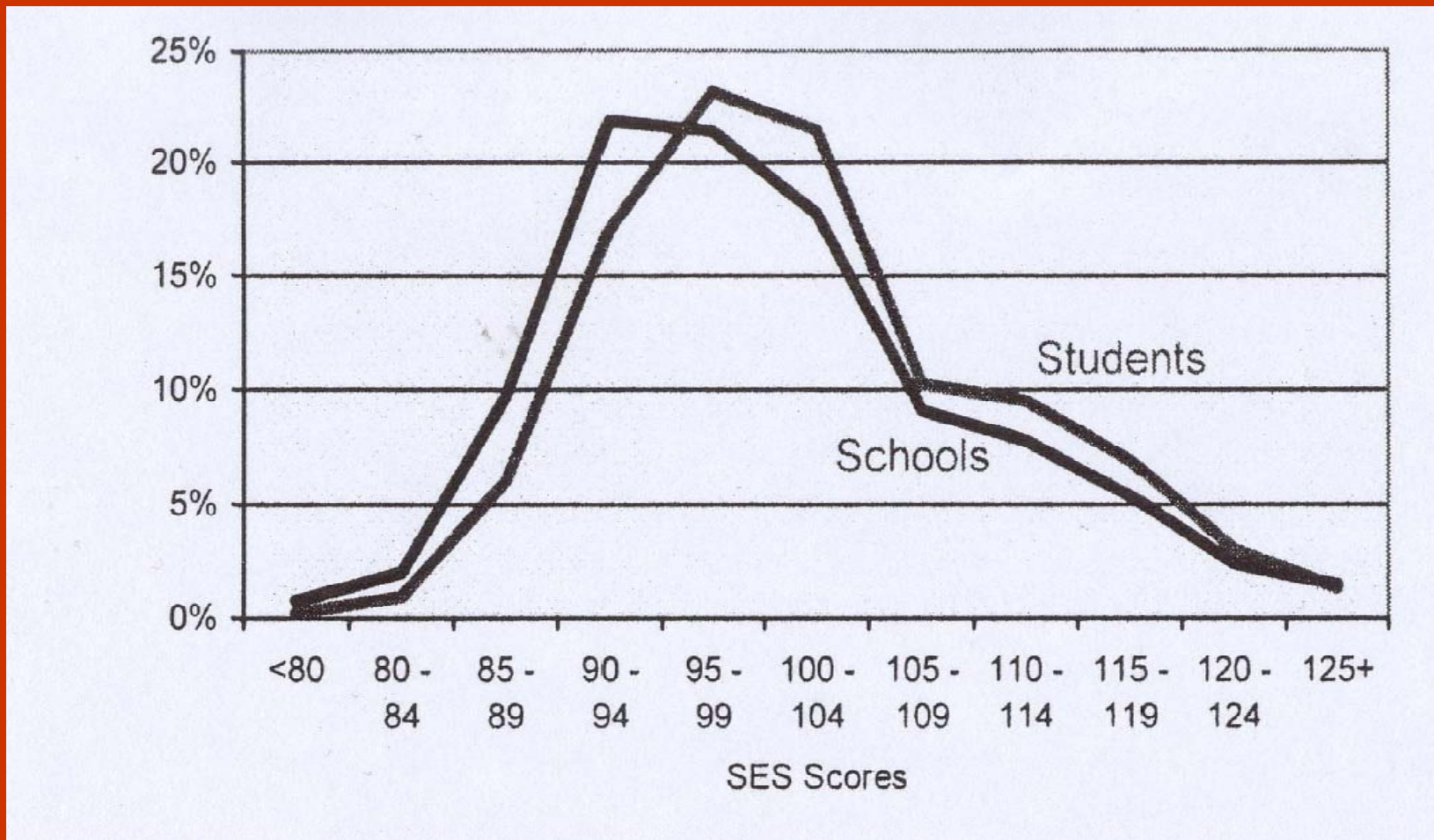
Source: Catholic School Enrolment Trends 2007



Note ~50% of Catholic students are not in Catholic schools



# SES Distribution of schools & students



Source: NCEC *The Sectoral Trends of Australian Schooling*

*David was a Hebrew king who was skilled at playing the liar. He fought the Finklesteins, a race of people who lived in biblical times.*

When Mary heard she was the mother of Jesus, she sang the Magna Carta.

*The greatest miracle in the Bible is when Joshua told his son to stand still – and he obeyed him*

# ONGOING ISSUES FOR CATHOLIC SCHOOLS

- Preserving Catholic Identity
- Access and Diversity
- Stewardship of Resources
- Accountability

# Preserving Catholic identity

Catholic vs non-Catholic

- ◆ enrolment
- ◆ staffing

Authentic Catholic community of faith

- ◆ Eucharistic community
- ◆ Catholic worldview throughout the curriculum

Gospel witness



## CATHOLIC AND NON-CATHOLIC ENROLMENTS AUSTRALIA 2007

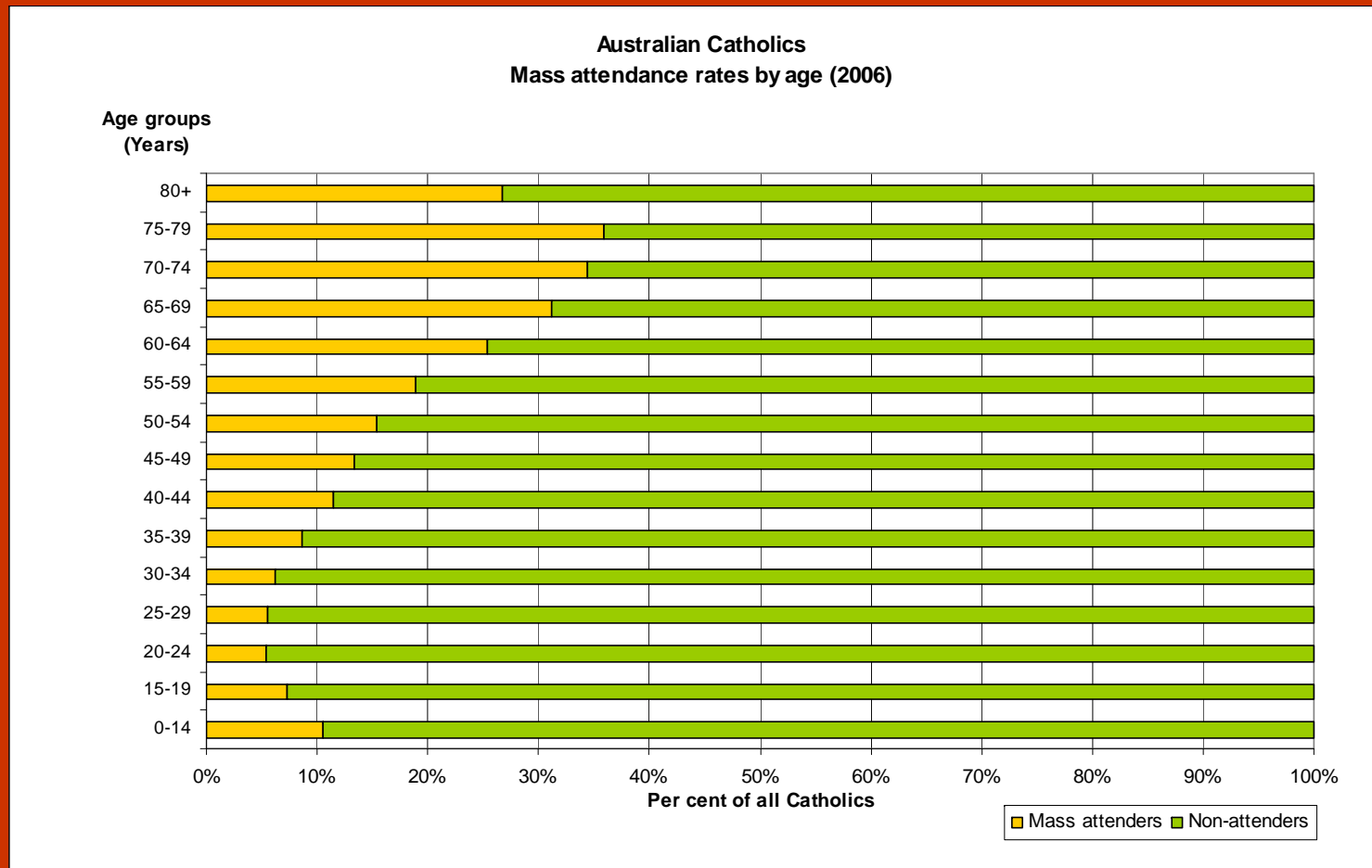
	NON-CATHOLIC STUDENTS		CATHOLIC STUDENTS	
ACT	4 611	27%	12 698	73%
NSW	47 940	20%	191 334	80%
NT	2 040	40%	3 105	60%
QUEENSLAND	37 581	31%	84 022	69%
<b>SOUTH AUSTRALIA</b>	<b>17 506</b>	<b>37%</b>	<b>29 685</b>	<b>63%</b>
TASMANIA	6 100	44%	7 852	56%
VICTORIA	40 446	22%	144 236	78%
WA	14 266	22%	49 357	78%
AUSTRALIA	170 551	25%	522 243	75%

## Western Australian Teachers in 2008 in Catholic schools

Of the total of 5,577 Teachers in WA

- Catholic – 4,204
- Non-Catholic – 1,373

# Attendance at Mass



Source: Australian Bureau of Statistics - 2006 Census; 2006 National Church Life Survey & 2006 National Count of Attendance.  
Prepared by the ACBC Pastoral Projects Office

# Gospel Witness

- Religious Education
- Catechesis



Jesus was born because Mary had an  
immaculate contraption

*The Epistles were the wives of the Apostles.*

*Moses led the Jews to the Red Sea!  
Where they made unleavened bread  
which is bread without any  
ingredients*

# ACCESS AND DIVERSITY

## STUDENTS WITH DISABILITY (SWD) IN CATHOLIC SCHOOLS

	1985	2007
ACT	0.6%	1.7%
NSW	0.2%	4.0%
NT	NIL	3.1%
QUEENSLAND	0.2%	2.3%
<b>SOUTH AUSTRALIA</b>	<b>1.2%</b>	<b>3.2%</b>
TASMANIA	0.1%	1.7%
VICTORIA	0.2%	3.1%
WA	0.2%	2.5%
AUSTRALIA	0.2%	21.6%

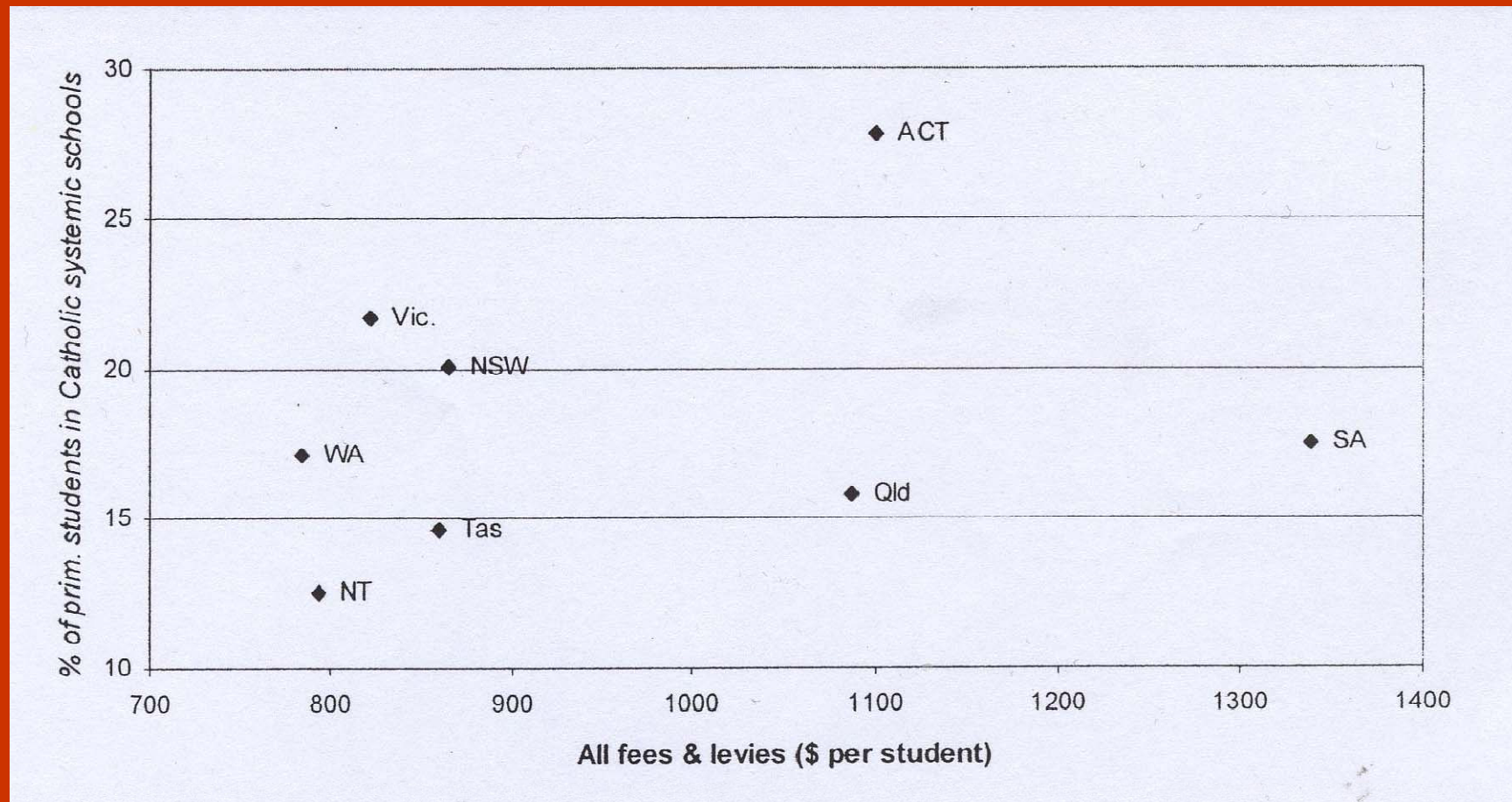
## ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS (ATSI)

	1985	2007
ACT	0.1%	1.2%
NSW	0.5%	1.6%
NT	25.4%	33.5%
QUEENSLAND	1.6%	2.7%
<b>SOUTH AUSTRALIA</b>	<b>0.3%</b>	<b>1.0%</b>
TASMANIA	1.2%	3.8%
VICTORIA	0.1%	0.4%
WA	3.8%	3.6%
AUSTRALIA	0.9%	1.9%

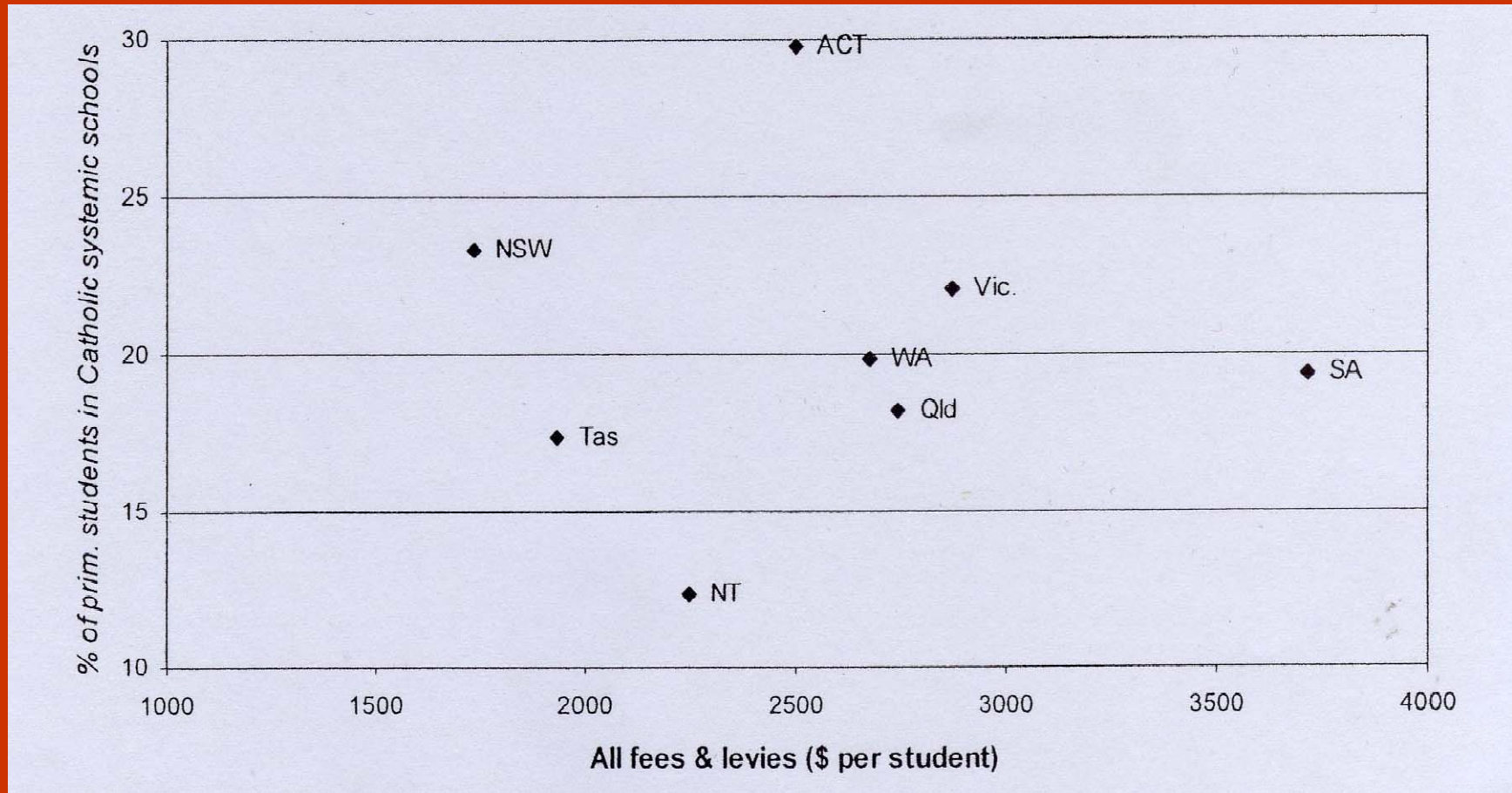
- Approximately 25% of the population are nominally Catholic
- Approximately 50% of Catholic children are not in Catholic schools

# Catholic Schools are becoming more affluent

<b>% of students in Catholic schools from:</b>	<b>1996 Census</b>	<b>2001 Census</b>	<b>2006 Census</b>
Low Income Families	18%	12%	13%
Middle Income families	75%	73%	67%
Higher income families	7%	15%	20%
	100%	100%	100%



Source: *An Analysis of Catholic schools' financial data in Australia for NCEC*



Source: *An Analysis of Catholic schools' financial data in Australia for NCEC*



In the first book of the bible, Guinness's, God got tired of creating the world so he took the Sabbath off.

Samson slayed the Philistines with the axe of the apostles.

The Egyptians were all drowned in the dessert. Afterwards, Moses went up to Mount Cyanide to get the Ten Commandments.

# STEWARDSHIP OF RESOURCES

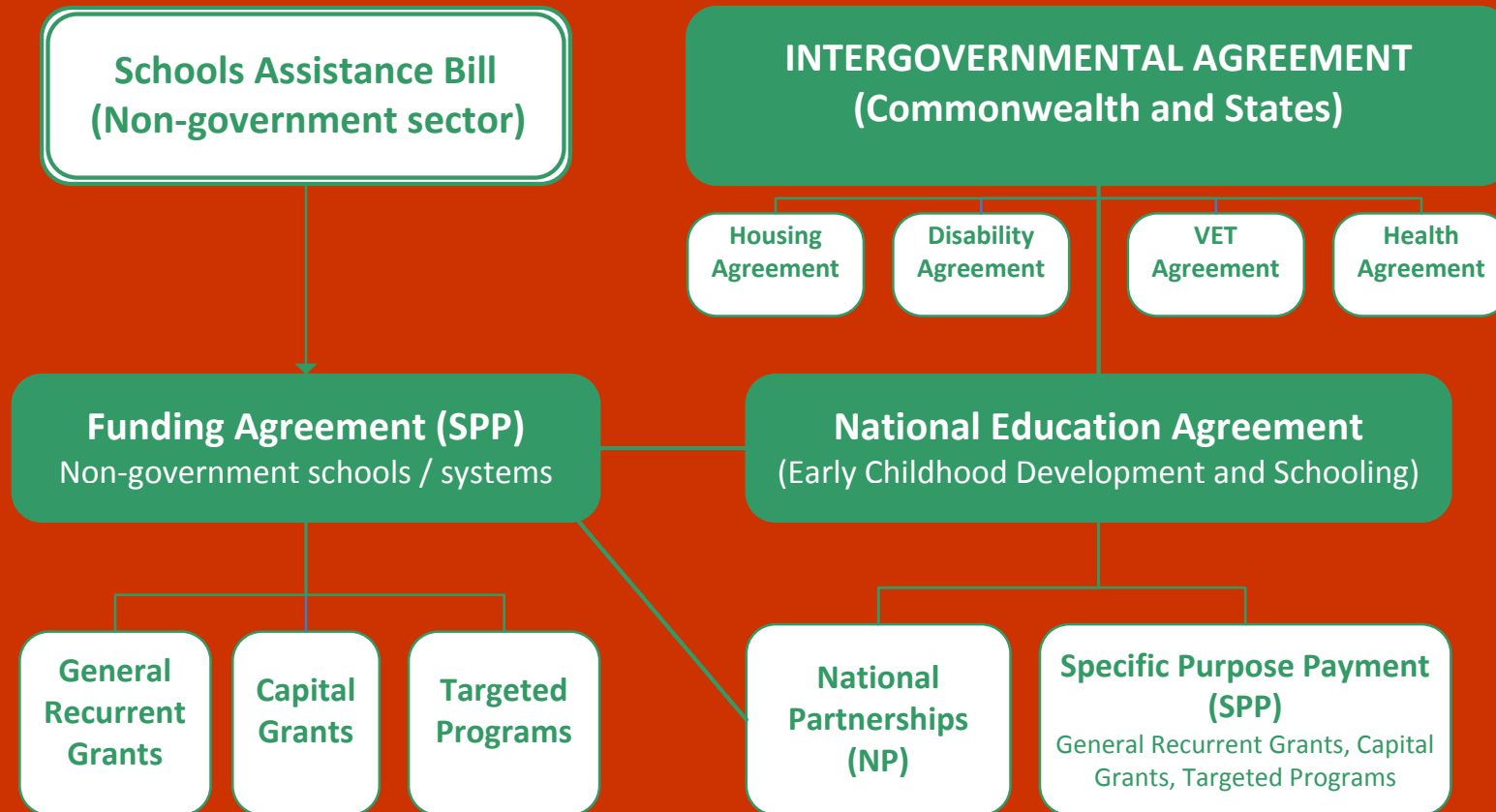
# FUNDING

## Australian Government Promises

- Kindergarten 4 year olds 15 hours per week
- Australian Early Development Index
- 260 new childcare & early learning centres

- Years 9-12 student access to computers
- All secondary schools access to Trade Training Centres
- National Curriculum K-12
- Asian languages

# COAG FUNDING



**ACCOUNTABILITY**

# Accountability

## Demands from

- ◆ Church
- ◆ Government
- ◆ System
- ◆ Parents



# CHANGE IN GOVERNMENT

## Data and National Performance Reporting

- A comprehensive reporting and accountability framework is being developed for COAG endorsement in October
- A range of input controls will be dispensed with and replaced by robust outcome and output measures eg Outcomes, Measures and Targets
- The promotion of social inclusion and reduction of educational disadvantage, especially among Indigenous children are key high level outcomes



- The Government has committed \$17.2 million in the Budget to establish an Independent National Schools Assessment and Data Centre to collect data and report on key performance measures for schools
- This initiative will ensure transparent and timely National assessment and reporting of literacy and numeracy outcomes and provide robust data to inform future policy
- The non-government schools sector will be consulted in the development of protocols to support the National Data Centre

- Move from Inputs to Outcomes with initiative progress measures and targets.

Flagpoles - National Safe Schools posters

- Outcome
  - All children have access to affordable early childhood education (4 year old)
- Indicative progress measure
  - Proportion of 4 year olds accessing quality early childhood education
- Target
  - Universal access to early learning for all four year olds by 2013

- Outcome
  - Young people meeting basic literacy and numeracy standards
- Progress Measures
  - NAPLAN Testing 3,5,7 & 9
- Target
  - Halve the gap for Indigenous students in reading, writing and numeracy within a decade to reach the benchmarks

- *The Seventh commandment is thou shalt not admit adultery*
- Christians have only one spouse this is called monotomy.
- *The Jews were a proud people and throughout history they had trouble with unsympathetic genitals*

# COAG – Productivity Agenda

Focus on the following areas

- More Indigenous students to reach Yr 12 or equivalent attainment rates by 2020
- Improving teacher and school leader quality
- High standards and expectations
- Greater accountability and better directed resources
- Modern world class teaching and learning environments including information communication and technology
- Integrated strategies for low socio-economic status school communities
- Boosting parental engagement

# A Catholic Perspective to the COAG Productivity Agenda

## Indigenous Education

- What has happened to date has not worked – we need to be looking at doing things differently  
eg Accelerated Literacy in the East Kimberley

## Improving teacher and school leader quality

- Need to recognise the success of education in Australia and in particular Catholic education in international testing  
eg PISA & TIMMS
- Recognise the long tail
- Continuous improvement
- Incentive pay to teachers



## High Standards and Expectations

Agree – must recognise the dignity of the human person

National curriculum must provide flexibility at the local level - ***subsidiarity***

## Greater accountability and better directed Resources

Agree – provided accountability does not become a means in itself

## **Modern world class teaching and learning environments including ICT**

Agree – but must be well resourced and needs greater access to Capital grants

Building cost and land costs have escalated

## **Integrated strategic fees for low socio economic status school communities**

Agree – Catholic system already cross subsidised – ***co-responsibility***

## **Boosting parental engagement**

Agree – Catholic education recognises parents as the prime educators – ***participation***

Most Catholic schools have school boards

# *FUTURE*

- Catholic education involvement will continue to grow
- 50% of the Catholic students who do not attend Catholic schools will remain constant
- Catholic education will become less diverse
- More non-Catholic teachers in Catholic schools

# *FUTURE*

- Mass attendance in the foreseeable future will continue to decline
- For many the Catholic school is the only interface Catholic families have with the Church – this will continue
- Because of its size Catholic education can influence government education and social policy

*The Holy See, through papal interventions and the documents of the Congregation for Catholic Education, recognises the priceless treasure of Catholic schools as an indispensable instrument of evangelisation. Ensuring their genuinely Catholic identity is the Church's greatest educational challenge.*

*Complementing the primary role of parents in educating their children, such schools, which should be accessible, affordable and available to all, build up the community of believers evangelising the culture and serve the common good.*

***The Holy See's Teaching on Catholic Schools***

***Archbishop J Michael Miller, CSB***

