



FEDERATION
of Religious Institute
and Ministerial PJP
Catholic School Authorities
in NSW and ACT

Education Policy Committee

PRINCIPALS' FORUM

16 August 2019



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WELCOME & APOLOGIES
Kitty Guerin

THE CONVERSATION TODAY (Kitty Guerin)

- a) a framework of relationships between the parties
- b) actions required by Federation
- c) actions required by CSNSW
- d) actions required by individual College/ PJPs
- e) managed expectations

AGENDA (Kitty Guerin)

Acknowledgement of Country

Prayer

Our Place in Catholic Education

Principals' Survey Responses

CSNSW Services

Funding Case Studies

Principals' Priorities

Wrap-up & Close – 4pm

(Jane Curran)

(Jennie Hickey)

(Br Paul Oakley cfc)

(John Kyle-Robinson)

(Danielle Cronin)

(Greg Smith)

(Marea Nicholson)

(Anne Wenham)

ACKNOWLEDGEMENT OF COUNTRY

In continuing our commitment to Reconciliation and in line with Aboriginal and Torres Strait Islander tradition, it is customary to acknowledge country as we pass through.

Today we acknowledge and pay our respects to the First Peoples, traditional custodians of the lands and waterways, the Gadigal people of the Eora Nation, and thank them for their continued hospitality.

We acknowledge and celebrate the continuation of a living culture that has a unique role in this region.

We also acknowledge Elders past and present as well as our emerging leaders of tomorrow and thank them for their wisdom and guidance as we walk in their footsteps.

PRAYER

Lord, as we prepare to begin our meeting,
We recall your promise to be present
When two or three are gathered in your name.
We know that without you here among us
And within each one of us,
We will labour in vain.

“The project of the Catholic school is convincing only if carried out by people who are deeply motivated, because they witness to a living encounter with Christ, in whom alone ‘the mystery of man truly becomes clear. These persons, therefore, acknowledged a *personal and communal adherence* with the Lord, assumed as the basis and constant reference of the inter-personal relationship and mutual cooperation between educator and student.

The implementation of a real *educational community*, built on the foundation of shared projected values, represents a serious task that must be carried out by the Catholic school.”

*(Educating Together in Catholic Schools –
Congregation for Catholic Education,
2008. nn. 4 and 5)*

A reading from St Pauls Letter to the Corinthians (12: 4-11)

There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord, working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose.

One may have the gift of preaching with wisdom given by the Spirit; another may have the gift of instruction given by the same Spirit, and another the gift of faith given by the same Spirit, another again the gift of healing, through this one Spirit, one the power of miracles, another prophecy; another the gift of recognising spirits; another the gift of tongues and another the ability to interpret them. All these are the work of one and the same Spirit, who distributes different gifts to different people just as he chooses.

So let us **pray**:

Lord, make us strong enough to do what we should do,
calmly,
simply,
without wanting to do too much,
without wanting to do it all ourselves.
In other words, Lord, make us humble
in our wish and our will to serve.





Help us above all to find you in our commitments
for you are the unity of our actions;
you are the single love
in all our loves,
in all our efforts.

You are the wellspring,
And all things are drawn to you.
So we have come before you, Lord,
To rest and gather our strength.

Amen

Disclaimer

Information provided by the Federation, today's presenters and their employers is not professional advice. You should consider seeking independent financial or other advice that relates to your school's unique circumstances.

Data used makes certain assumptions that may not be correct for any particular school, as it is illustrative only.



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OUR PLACE IN CATHOLIC EDUCATION
Br Paul Oakley cfc

OUR PLACE IN CATHOLIC EDUCATION

Our Governance Structures

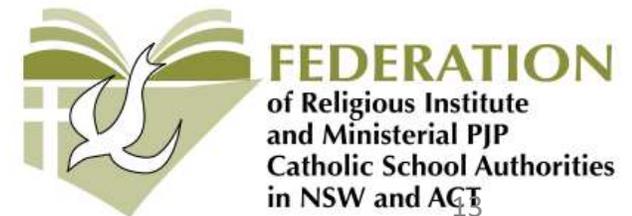
Your schools are referred to broadly as Congregational Schools (some may say Catholic Independent Schools)

With the introduction of the Public Juridic Person (PJP) for many, our schools may be more correctly referred to as Religious Institute or PJP (RI/PJP) schools

Governance structures will differ, with some directly governed by the RI

School properties are typically owned by RIs or have been transferred to their PJPs in recent times

Most schools now, while owned by an RI or PJP are operated by separate companies limited by guarantee, and governed by a board or council in accordance with their constitution



Autonomy of Congregational Schools

Catholic schools exist through the authority of a Bishop, an RI or a PJP, but many Congregational schools are operated with (varying) degrees of autonomy through delegation to a board or council, and in turn the principal.

Principles Agreed by the Initial Members of the Federation

The Federation is committed, with other Catholic School Authorities, to the following principles:

- a. Catholic education shares in realising God's mission in the Church.
- b. Each Catholic school is a particular expression of the Church's service of this mission and an integral part of its local Diocese and of the Universal Church.
- c. The ecclesial imperatives of collegiality and subsidiarity define the mutual relationships that exist among all the Catholic School Authorities within the Federation.
- d. Catholic School Authorities within the Federation acknowledge and value the interdependence that should prevail among them, in the interests of the common good of the Catholic education sector.
- e. While each authority governs its school(s) with due autonomy and freedom, all accept a share of responsibility for contributing to the vitality and viability of the ongoing work and growth of Catholic education.

Principles Agreed by the Initial Members of the Federation

The Federation is discussing the development of a memorandum of understanding between the Bishops and your Canonical authorities to define the principles under which your schools and Catholic Schools NSW may serve Catholic education together, in the interests of the children in all Catholic schools.

The Council commends its Education Policy Committee, CSNSW and you as Catholic school leaders in the work that you are undertaking to bring this about.



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PRINCIPALS' SURVEY RESPONSES
John Kyle-Robinson

Principals' Survey Responses

Survey of services offering, conducted by CSNSW – October 2018.

Response outlined the complexity in operating a modern Catholic school, the differences between Congregational and Systemic schools in a range of areas and the diversity of stakeholders that provide support to our schools.

Federation survey of Congregational school principals, using the services defined in the CSNSW survey as a basis, but asking who currently provides each of the services, noting that some services may be provided by more than one source.

The responses

Principals' Survey Responses

- 26 of the 42 schools operated by Federation members responded (62%)
- 91% advised membership of AIS NSW
- 78% advised membership of NSW Catholic BGA
- 87% advised CSNSW as their representative body
- Services are sourced from a range of bodies in addition to CSNSW and AIS NSW, including,
 - Canonical authorities
 - Diocesan schools offices
 - Commercial providers

Principals' Survey Responses

- The top 5 services being sourced from CSNSW were –
 - Special Needs Support (85% of respondents)
 - Funding Advocacy – Recurrent & Capital (69% of respondents)
 - Advocacy for Curriculum/Policy (42% of respondents)
 - Religious Dimension (35% of respondents)
 - Teacher Development & Communications Support (equal) (each 27% of respondents)

Principals' Survey Responses

The top 5 services being sourced from AIS NSW were –

- Teacher Development (92% of respondents)
- Advocacy for Curriculum/Policy (73% of respondents)
- Compliance (73% of respondents)
- Leadership Development (69% of respondents)
- Funding Advocacy – Recurrent & Capital (62% of respondents)

Principals' Survey Responses

The top 5 services being sourced from schools' Canonical authorities were –

- Formation (77% of respondents)
- Religious Dimension (65% of respondents)
- Compliance – Governance & Board Evaluation (35% of respondents)
- Certification of Financial Viability (35% of respondents)
- Section 83C (31% of respondents)

Principals' Survey Responses

Costs and basis of charging for services –

- 13 respondents favoured a fixed fee per student (quantum not stated)
- 9 respondents favoured a fee for services



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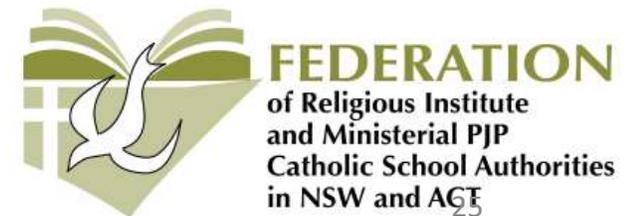
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CSNSW SERVICES
Danielle Cronin

CSNSW Services

Commitment of CSNSW to ensure that:

- schools are aware of what is available from CSNSW,
- services complement and add value to what might be available elsewhere,
- services are available to those who are unable to access them elsewhere,
- services are available in areas that are uniquely Catholic, and,
- the relationship between CSNSW and Congregational schools reflecting the shared responsibility of all Catholic School Authorities for contributing to the vitality and viability of the ongoing work and growth of Catholic education (as outlined by Br Paul).



CSNSW Services

NSW Catholic Block Grant Authority

– Operation, benefits and financial implications for schools & Catholic education overall

CSNSW Services

CSNSW as a school's representative body

- What this means
- Financial implications for Catholic education
- Choice & Affordability Fund

Federation of RIs and PJPs (NSW/ACT) Principals Meeting

16 August 2019



Overview of the Affiliation of Schools

Sample of three schools - same RI/PJP

AIS NSW Membership	CSNSW Membership	Peak Representative Body under Australian Education Act	Block Grant Authority Membership	Affiliation in ACARA dataset (MySchool)
✓	✓	AISNSW	CSNSW	Religious Affiliation: Catholic Non-Systemic Sector Authority: AISNSW
✓	✓	AISNSW	AISNSW	Religious Affiliation: Catholic Non-Systemic Sector Authority: CSNSW
✓	✓	AISNSW	CSNSW	Religious Affiliation: Catholic Non-Systemic Sector Authority: CSNSW
All RI/PJP Schools				
(Less than 46)	46/46 CSNSW	39/46 CSNSW	41/46 CSNSW	42/46 CSNSW
Catholic Sector February Census	46/46			
AGDET SchoolsHub Access	38/46 42 Users	*Campuses included Historically, CECNSW had access to all. This request is an update to reflect move from School Service Point to SchoolsHub		
NCCD	42/46	*However, all access CSNSW PL and Online Forums. One College doesn't have any students with disability		
NAPLAN (SCOUT)	46/46			

CSNSW Services

Commitment to ensure that:

- schools are aware of what is available from CSNSW
- services complement and add value to what might be available elsewhere
- services are available to those who are unable to access them elsewhere
- services are available in areas that are uniquely Catholic, and
- the relationship between CSNSW and RI/PJP schools reflects the shared responsibility of all Catholic School Authorities for contributing to the vitality and viability of Catholic education across NSW

Snapshot CSNSW Support Services

National Reform
[Representative Body]



NCCD Quality Assurance
Improving Governance
NAPLAN Online
Enhancing the Evidence Base
System Improvement

Aboriginal and Torres Strait Islander Strategy
Rural and Remote Strategy
Strong Foundations in Literacy and Numeracy
Vocational Education - Work placement
Highly Accomplished and Lead Teacher Strategy

Expert Policy Advice
& Advocacy



Quality Schools Review

Review of the loading for students with disability (SwD)



Senior Secondary Pathways Review

Professional Learning/ Training



NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY



Professional/ Practitioner Networks

K-6 and Early Years

Road Safety/ PDHPE

Attendance

School Registration/ Compliance

Teacher Accreditation/ TAA

Disability

Vocational Education and Training



RTO support
Externally Delivered VET
VETiS



Snapshot CSNSW Support Services

Emergency Management
Training



School and System
Improvement



Assessment/
Reporting

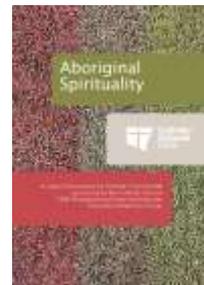


Teacher Accreditation/
School Registration



Accreditation at Highly
Accomplished and Lead Teacher

Aboriginal and Torres Strait
Islander Education



Aboriginal Education Strategy 2019
- 2023



Snapshot CSNSW Support Services



Catholic School Sports Services (CSSS)

Financial/ Schools
Resourcing
Support and Advice

Recurrent state and federal funding, choice and affordability fund,
Financial compliance, calculations of recurrent funding using initial calculation of PIT
scores, scenario analysis, support for boards, RIs and PJPs

Program Funding

SNESU, VET, Chaplaincy, Road Safety

Child Protection/ Legal Advice

Child protection, privacy, copyright, 83C...

CBGA

Commonwealth Government CGP, NSW State Government BGAS, CBGA Principles

Research
informed
advocacy



Do you get...



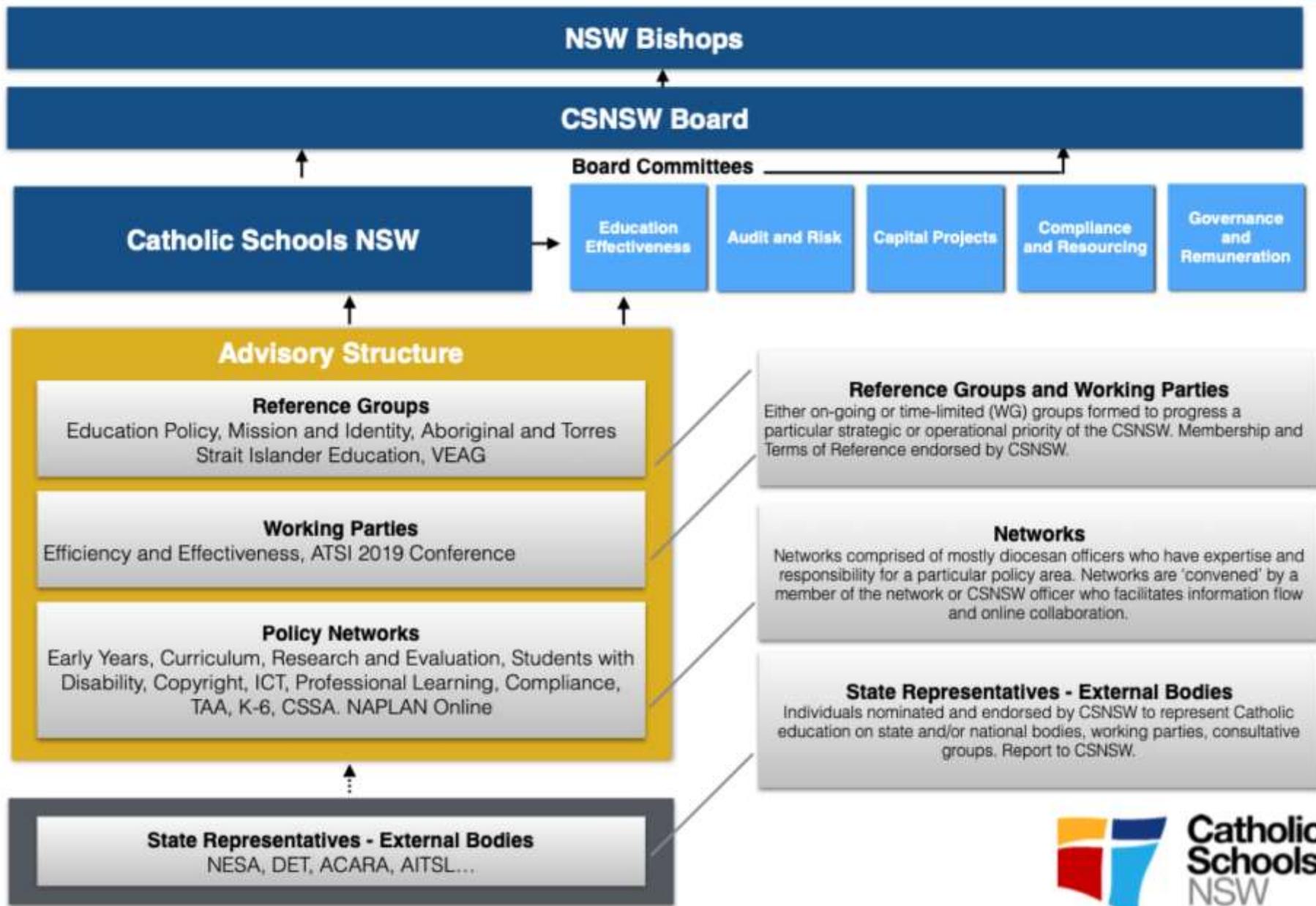
Welcome to Scholaris - Your weekly CSNSW ebulletin

Scholaris is intended for Diocesan Directors, School Principals, Heads of Department, Working Parties, teachers and internal CSNSW staff and we encourage recipients to subscribe and forward it on to pertinent staff with the button below.

[Subscribe](#)

How else might we communicate with you?

CSNSW Ed Pol Governance & Advisory Structure 2019





New service offerings:

- Catholic leadership development opportunities
- Governance professional learning (including for Canonical Stewards)
- Others?

Immediate Actions:

- Organisational chart with contacts and policy/program areas
- 'Catalogue' and Calendar of services/ events
- Mechanism for providing timely high-level policy /program updates



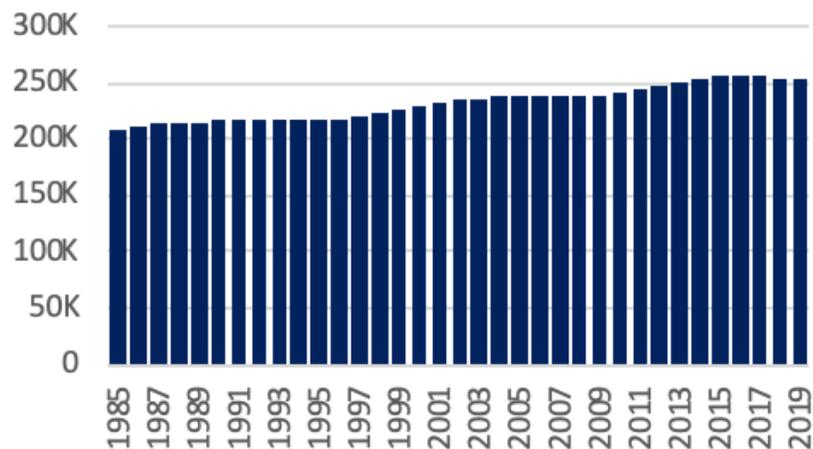
STATE OF THE SYSTEM 2019

June 2019

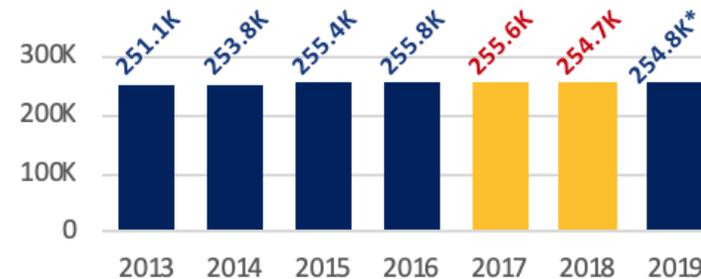


Quick Snapshot

Student Enrolments

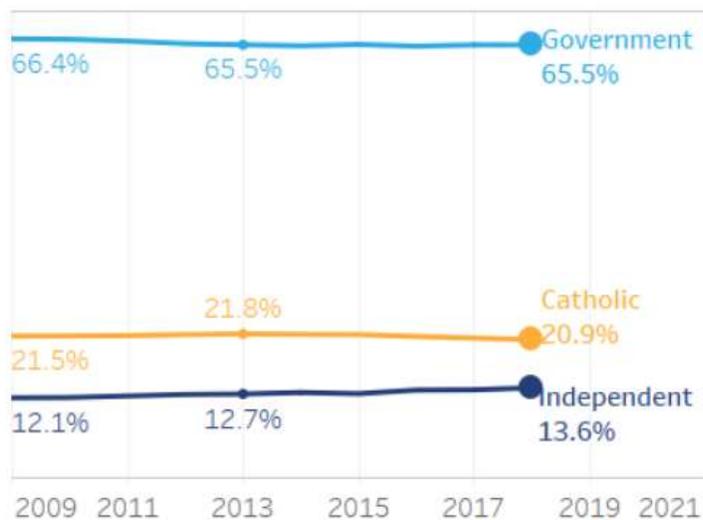


Source: ACES

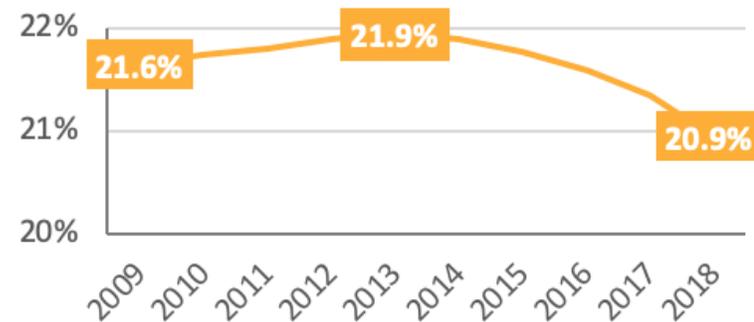


- This year enrolments in NSW Catholic Schools remain steady, following two years of falling enrolments.
- NSW Catholic Schools experienced similar enrolment falls in 2008-9 and 1993-4

Market Share



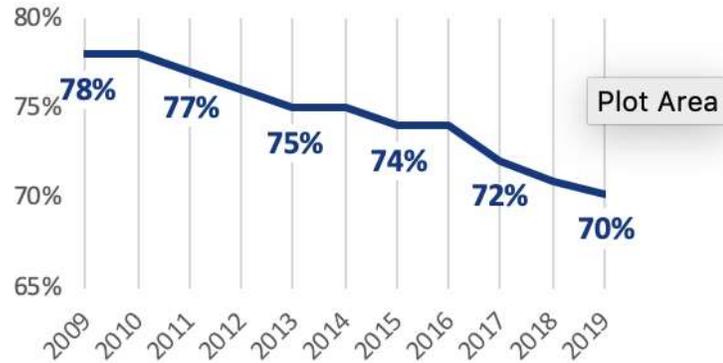
Source: ACARA MySchool datasets



- Catholic Schools' market share in NSW has declined in each of the last five years
- Other non-government schools are gaining market share

Catholic Profile

Students



Source: NCEC ACES, NSW Catholic Schools censuses 2009-19

Teachers

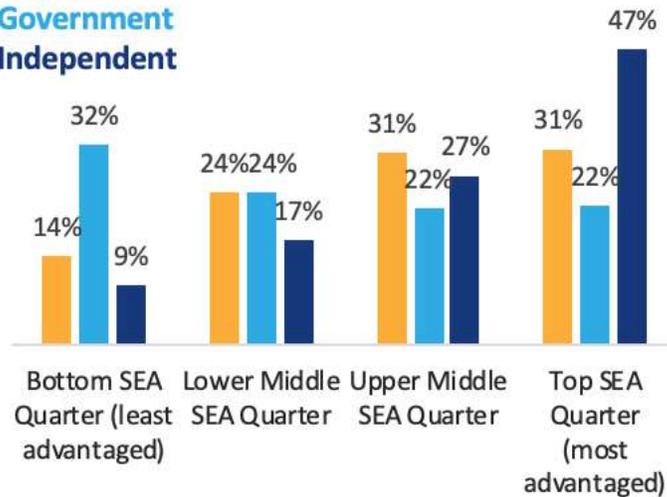


80% of teachers in NSW Catholic Schools are Catholic

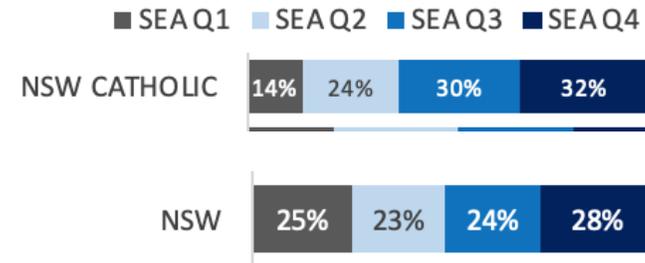
- 84% of primary school teachers are Catholic, and 72% of secondary.
- The Catholic proportion of teaching staff in NSW Catholic Schools remained steady at 83% for the last three years.
- Nearly 97% of Principals and Assistant Principals are Catholic, as are 99% of Religious Education Coordinators.

Socio-educational Advantage

Catholic
Government
Independent



Source: ACARA MySchool datasets, FTE figures used



Source: ACARA MySchool datasets, FTE figures used

- Catholic school communities are more advantaged than government school communities, but less advantaged than Independent schools



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**RECURRENT FUNDING CASE
STUDIES**

Greg Smith

Recurrent Funding

- Outlined the funding model at the April 2019 Forum
- The risks
- That NSW Congregational schools already dis-affected by 2017 changes and any further reduction would be on top of 2017 losses
- 2016 published SES showed that:
 - approximately 45% of Systemic schools increased over the 2011 SES
 - approximately 45% of Independent schools increased over the 2011 SES
 - approximately 60% of Congregational schools increased over the 2011 SES
 - 4 Congregational schools in NSW increased by 3 SES points
 - 8 Congregational schools in NSW increased by 2 SES points
 - 11 Congregational schools in NSW increased by 1 SES point
 - 10 Congregational schools in NSW didn't change
 - No Congregational schools in NSW declined
- While there is no direct impact of the 2016 SES as 2011 may be retained until 2020 if more beneficial, these increases are an ominous sign.

Recurrent Funding

- Other issues
 - family sizes (compared with?) - weighting of this factor
 - remote & regional
 - boarding schools
 - rolling averages

Recurrent Funding

- Immediate impacts while transitioning
- As reductions expressed as % of SRS (not in \$ terms)
- Financial model demonstrates this
- Most schools aware of the potential implications of SES changes from 2020, 2021 or 2022,
- But schools are anxiously awaiting their SES scores
- If fee increases are necessary, would want to implement progressively rather than wait until 2022 – see financial model



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PRINCIPALS' PRIORITIES

Marea Nicholson

Maria Pearson, Lee MacMaster, Stephen Walsh



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WRAP-UP & CLOSE
Anne Wenham