

**Leading Change – State of the Nation**

**CaSPAQ Conference  
2 Sep 2019**

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Catholic education for the  
2020s and beyond...

Looking to the 'near future'

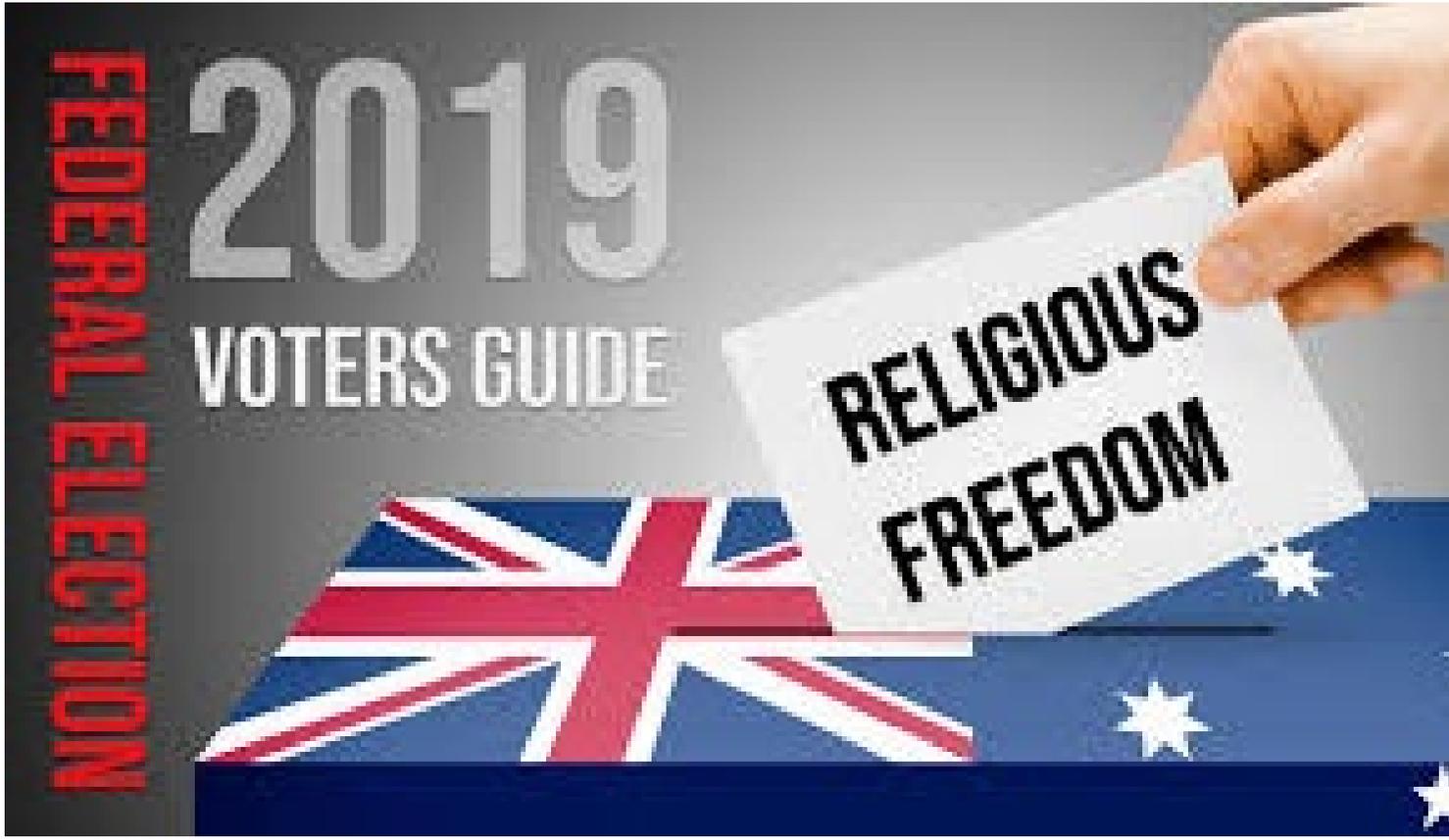


- look to the past with gratitude
- live the present with passion
- embrace the future with hope

# Contents



- The issues keep coming
- Perceptions of Catholic education
- Learning outcomes
- Government funding and affordability
- Students
- Teaching workforce
- National and State Reform Agenda
- Other challenges and opportunities on the horizon



The issues keep coming...

- Queensland State Archives Guidelines: creation and retention of records relating to child safety
- Modern Slavery Act 2018
- Notifiable Data Breaches Scheme 2018
- Religious Freedom and anti-discrimination legislation

# Perceptions of Catholic education

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- Quantitative survey undertaken in April 2019 (Utting Research)
- Over 1600 adults in NSW, Queensland and Victoria
- Over 1200 parents with children currently at school
- Over 700 with children currently at Catholic schools





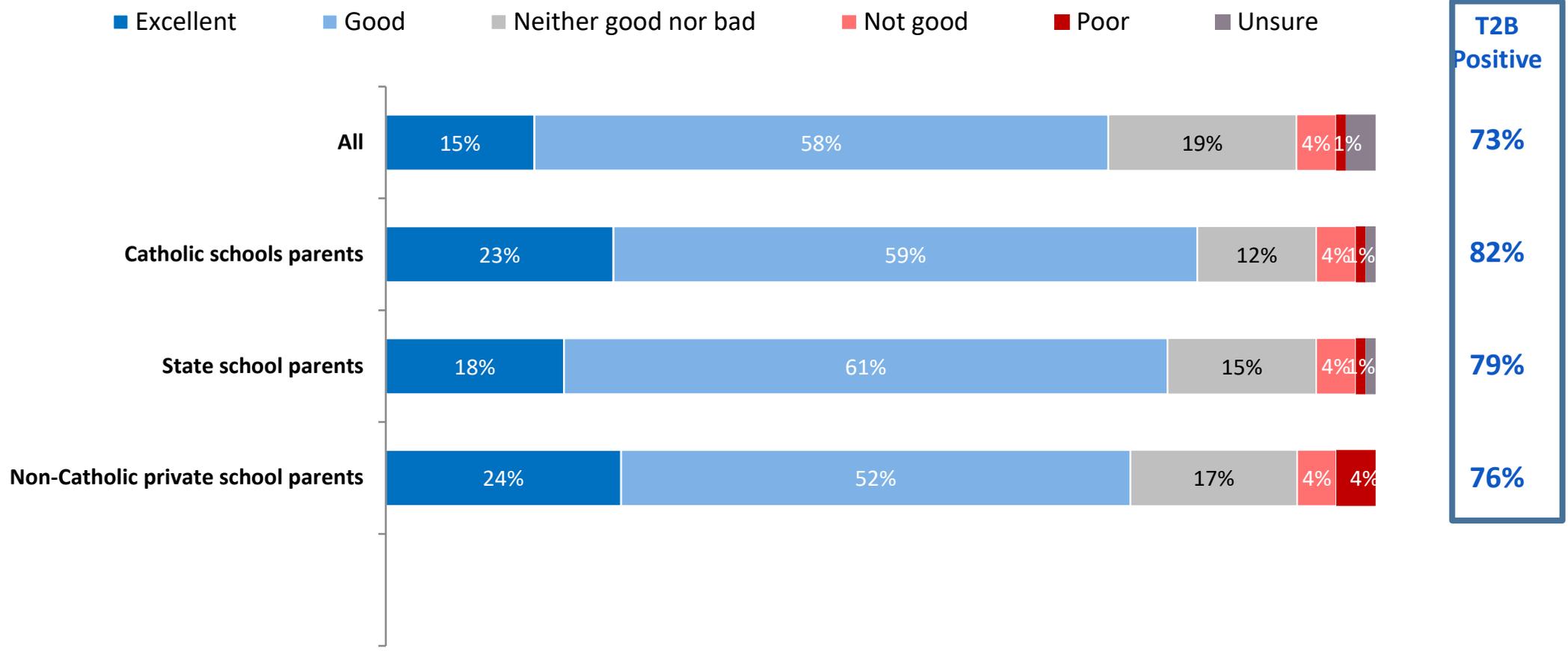
Remember...

The reputation of a  
thousand years may  
depend on the  
conduct of a single  
moment.

Ernest Bramah

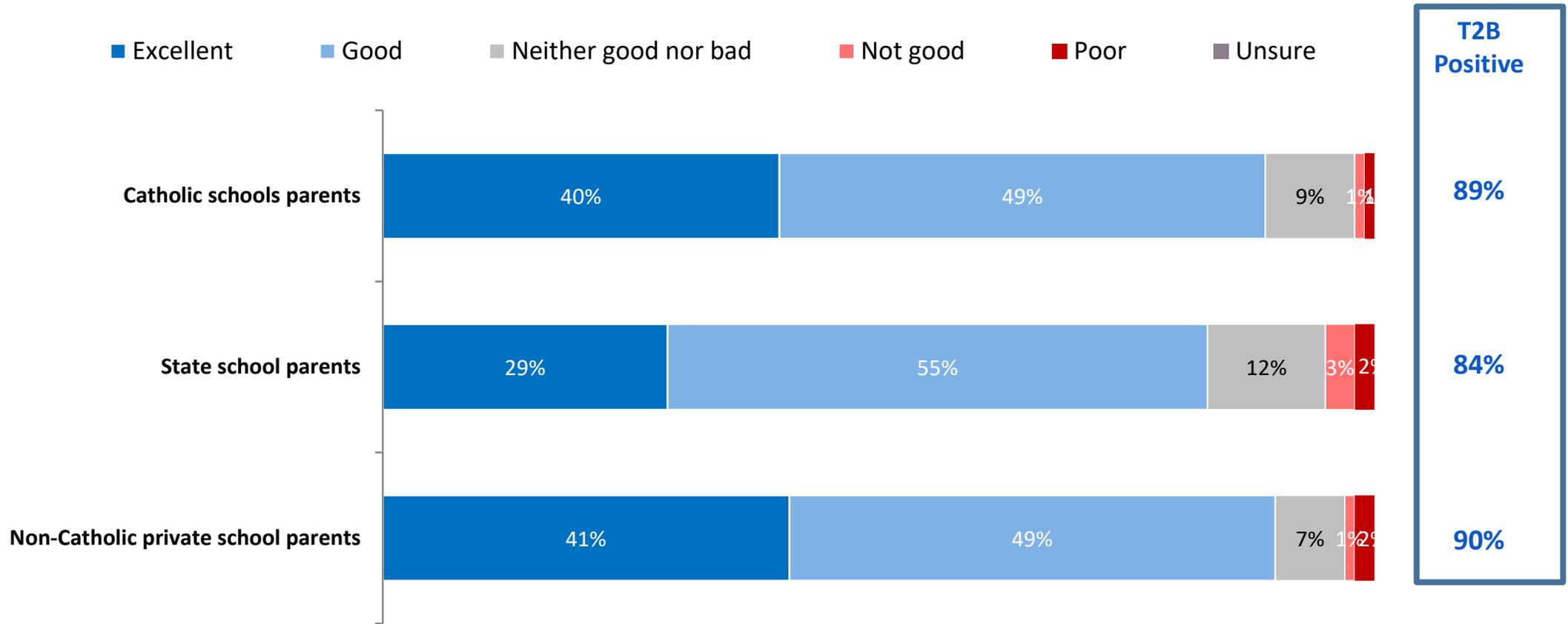
# Most rate schools in their state as good but not excellent

Overall, how do you rate schools in your state or territory?



# The schools their children currently attend rate better, especially outside of the public sector

How do you rate the school that your oldest child currently at school attends?



# Selection criteria: Catholic and state school parents

*How important were each of the following factors when you decided which school you'd send your children to?*

	CATHOLIC SCHOOL PARENTS				STATE SCHOOL PARENTS		
	Extremely important	Very important	T2B important		Extremely important	Very important	T2B important
Number and quality of teachers	52%	42%	94%		52%	37%	90%
Emphasis on respect, manners and discipline	53%	35%	89%		52%	36%	89%
Academic standards	44%	43%	88%		43%	44%	87%
Quality of facilities for teaching (classrooms, equipment etc.)	43%	45%	88%		44%	46%	89%
Class sizes	35%	50%	85%		33%	47%	80%
Reputation relating to child protection	45%	39%	84%		48%	37%	85%
Reputation and status of the school	40%	42%	82%		37%	44%	81%
Caring attitude towards students with personal problems	44%	38%	81%		43%	40%	84%
Fees or other financial costs	39%	42%	81%		40%	37%	77%
Quality of the principal	40%	41%	81%		41%	43%	84%
Inclusive attitude towards families	38%	41%	80%		37%	45%	82%
Location of the school	38%	41%	79%		39%	43%	82%
Ability to support students with special needs	37%	33%	69%		35%	32%	67%
Sports and sports facilities	28%	39%	67%		26%	39%	65%
Arts related activities	24%	37%	61%		21%	41%	62%
Religious values	23%	36%	59%		15%	19%	34%
Non-religious values	19%	37%	56%		18%	34%	51%
Whether it is coeducational or not	23%	32%	55%		21%	30%	51%

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# Reasons why Catholic schools are excellent

*What are the main reasons why you earlier rated Catholic schools as excellent?*

## Main Reasons

- ❑ Top performing students and teachers.
- ❑ Excellent academic track records.
- ❑ Well-resourced and funded.
- ❑ High morals, ethics and values.

## Mid-Level Reasons

- ❑ First-rate sporting and academic facilities. Inclusive of those with special needs.
- ❑ Exceptional reputation and well-regarded.
- ❑ Disciplined.

## Low Level / Less than 1%

*Smaller class sizes. Religious. Receive more funding than state schools. Broader subjects on offer. Open learning. Extra guidance. Community orientated. Performing in the top range for NAPLAN. Nurturing learning environment. Wide range of extra curricular activities.*

# Reasons why Catholic schools are not good or poor

*What are the main reasons why you earlier rated Catholic schools as not good or poor?*

## Main Reasons

- ❑ Poor quality teaching staff
- ❑ Too religious / brainwashing
- ❑ Bullying problems that are hidden

## Mid-Level Reasons

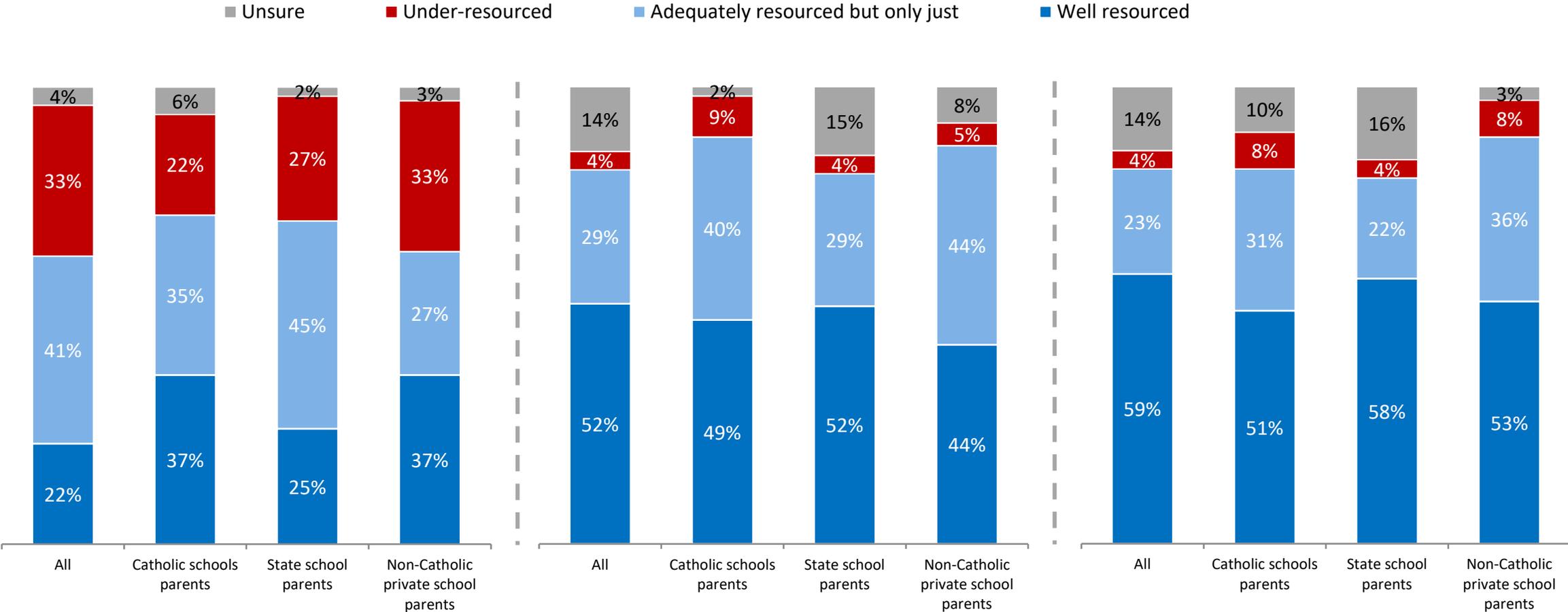
- ❑ Child abuse claims / protecting Priests. Out-dated thinking in modern society. Anti-Catholic values.
- ❑ Costs are too high / over-priced.

## Low Level / Less than 1%

*Elitist attitudes. Overcrowding in classes / classes too big. Under achievers. Over-rated. Bad reputation. Produce poor academic results. Too strict. Receive more funding than state schools. Personal bad experiences.*

# State schools most commonly seen as under-resourced

Thinking of both teachers and facilities, do you believe each of the following school sectors are:



**State or Public schools**

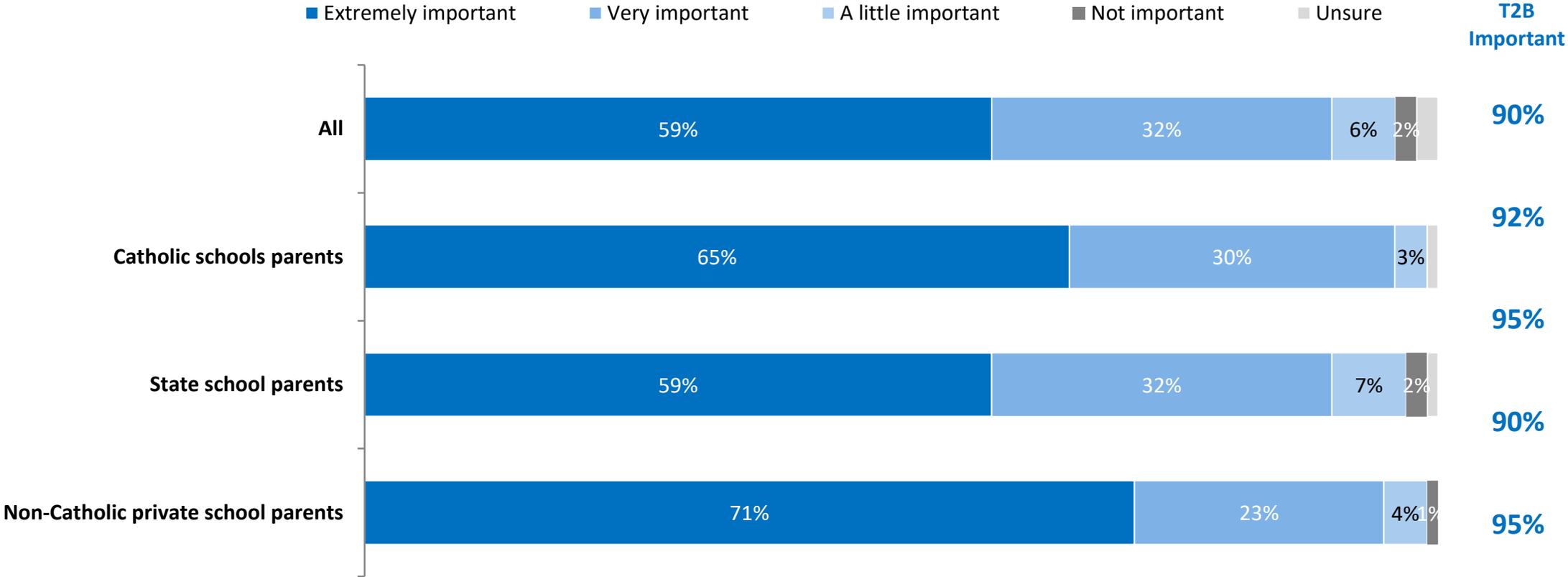
**Catholic schools**

**Non-Catholic private schools**

Base: all

# Choice of schools is highly important

*How important is it that parents can choose between different types of schools for their children?*



Base: all

# Reasons why there is not enough choice

*IF NO: What are the main reasons why you don't think the current situation provides enough choice.*

## Main Reasons

### Financial / Affordability

- Costs too high to send children to private schools. Expensive.

### Zoning / Catchment areas

- Lack of choice due to location and cut off boundaries

*Money is the main choice we have ...we know that there are better schools in our area, but cannot afford private schooling.*

## Mid-Level Reasons

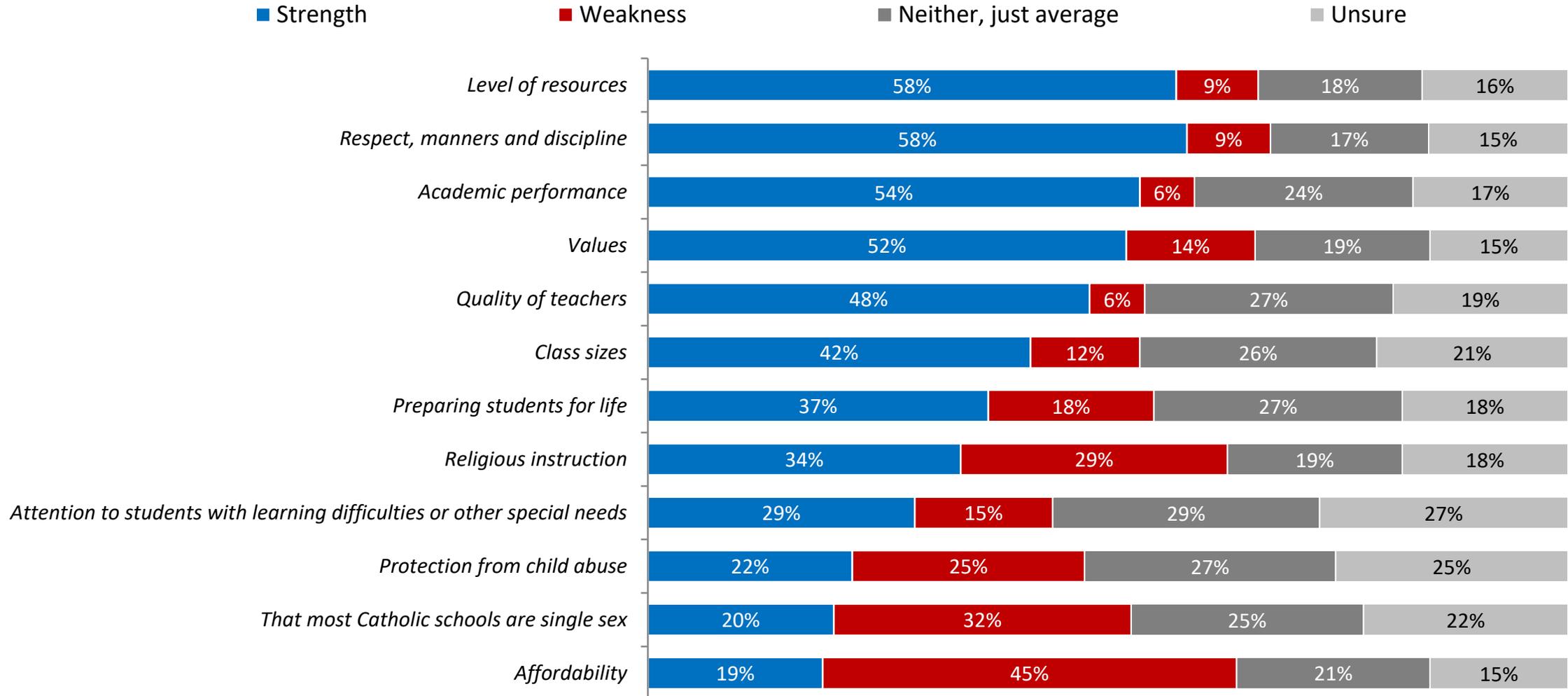
- Long waiting lists.
- Lack of information on schools e.g. resources, special needs, teaching methods, support structures etc.
- Local state schools have bad reputations.

## Low Level / Less than 1%

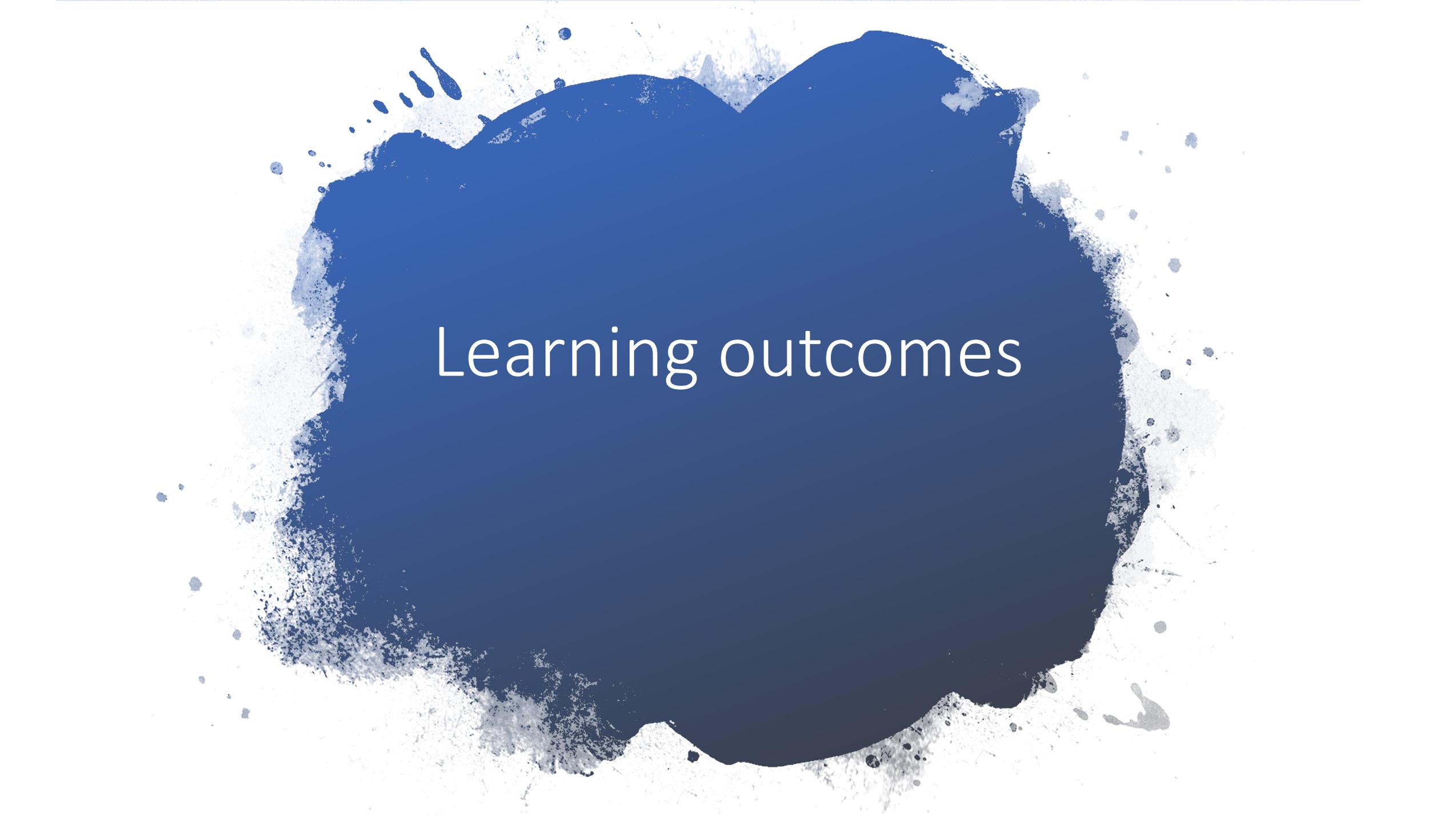
*Not a single gender school. Schools have heavy restrictions. Enrolment processes are difficult. Unequal funding for state and private schools.*

# Resourcing, discipline and academic performance are the main strengths of Catholic schools. Biggest weakness is affordability

Generally, do you regard each of the following as strengths or weaknesses of Catholic schools?

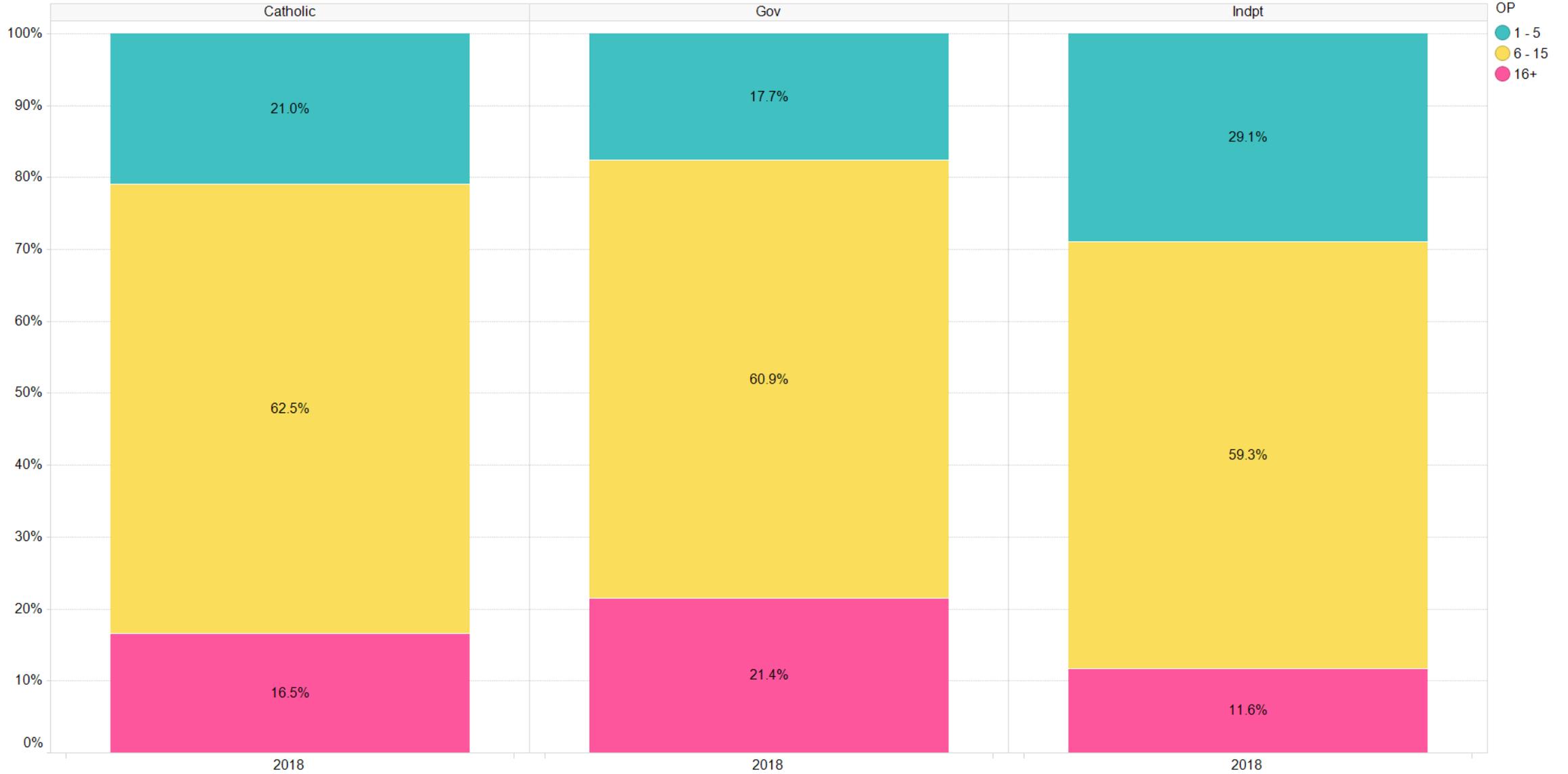


Base: all



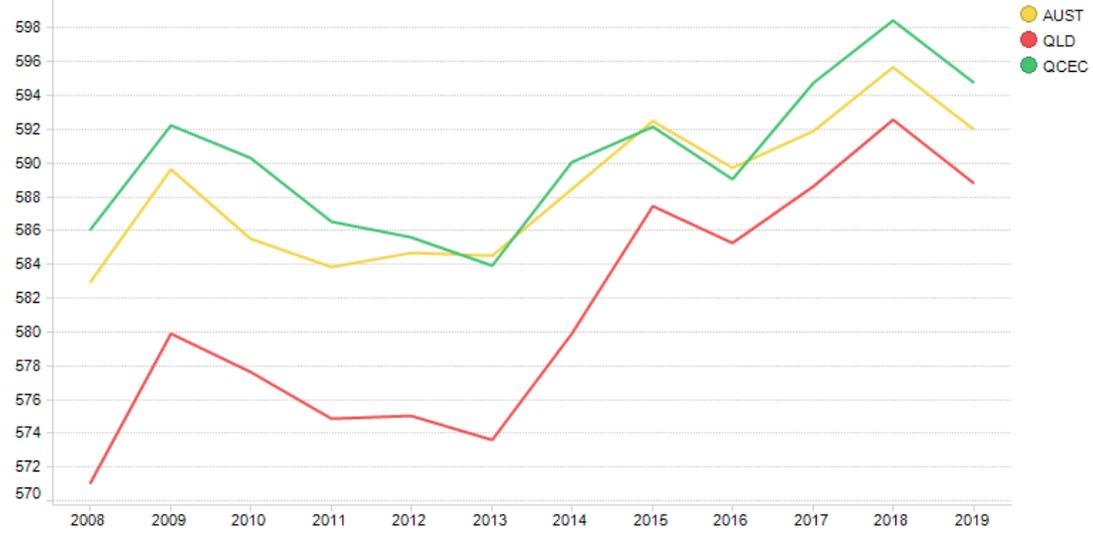
Learning outcomes

# OP Eligible Distribution by Sector in 2018

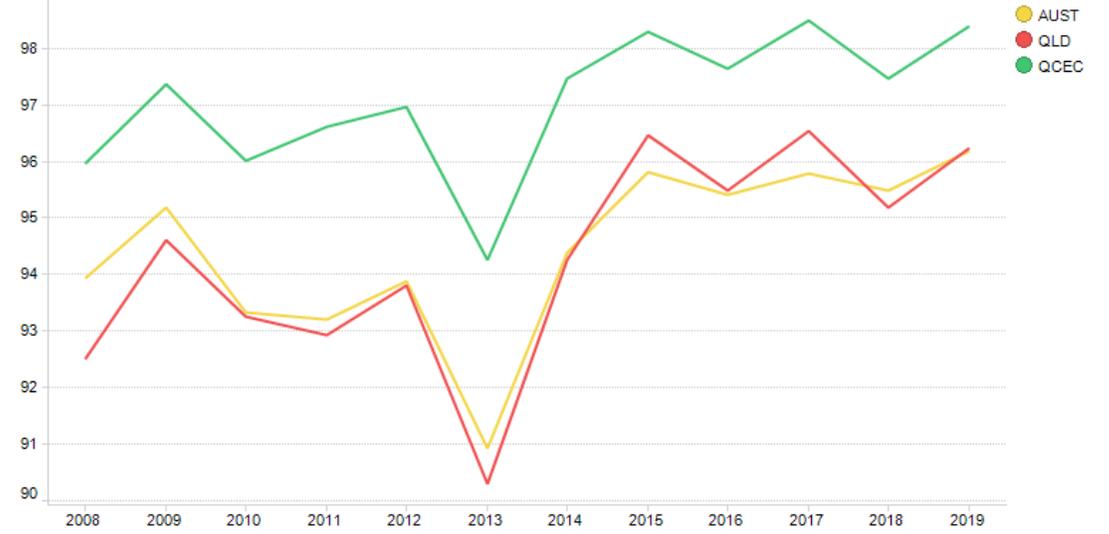


Grade: 9 Strand: NMCY

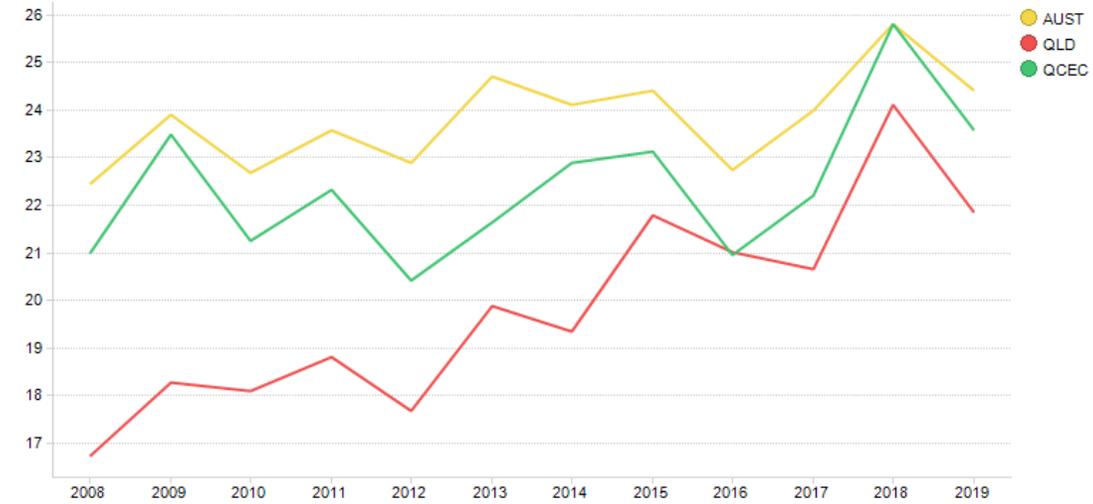
### Grade 9 NMCY Mean Scale Score



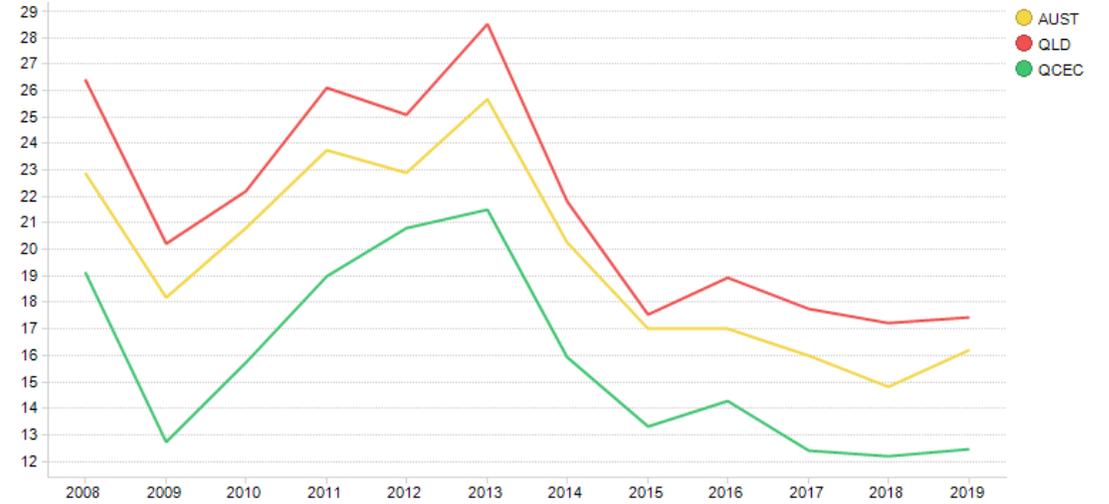
### Grade 9 NMCY % Student At and Above NMS



### Grade 9 NMCY % Student Upper 2 Bands

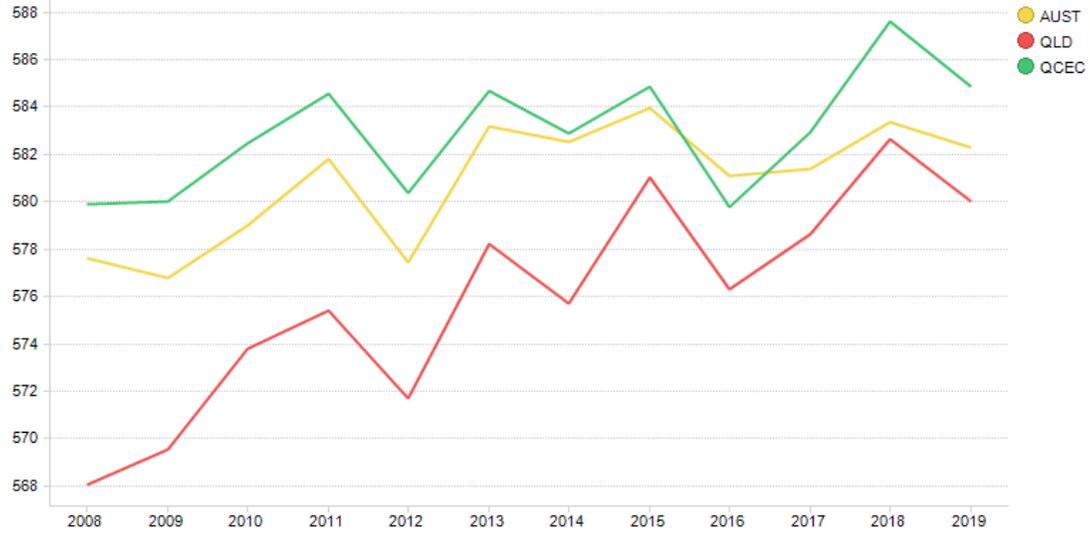


### Grade 9 NMCY % Student Lower 2 Bands

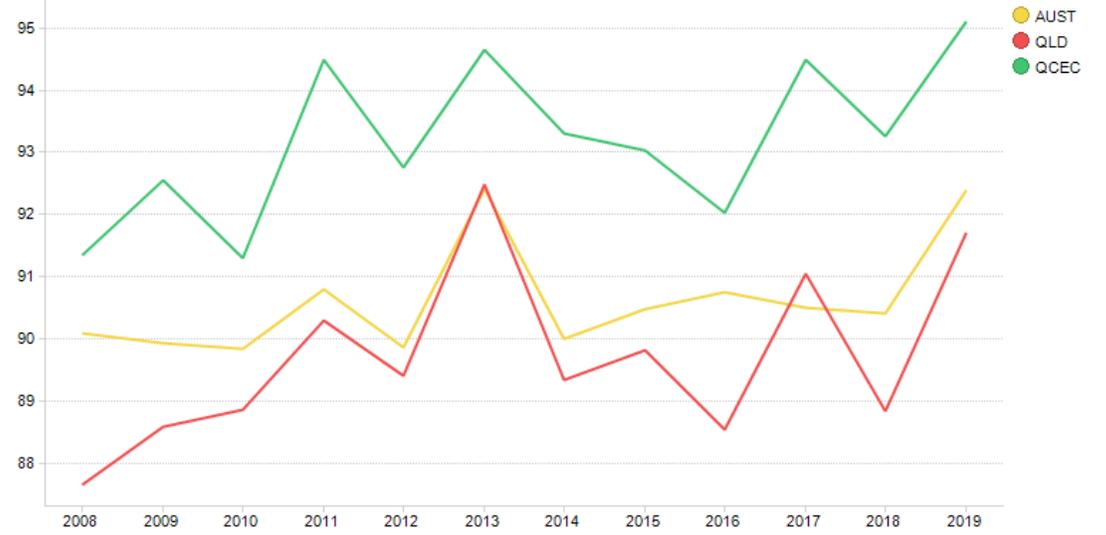


Grade: 9 Strand: SPEL

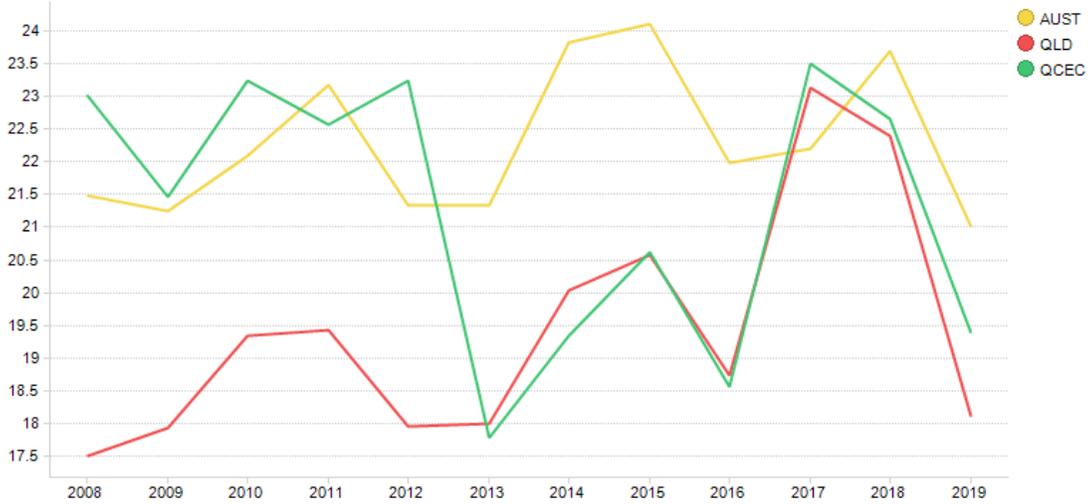
Grade 9 SPEL Mean Scale Score



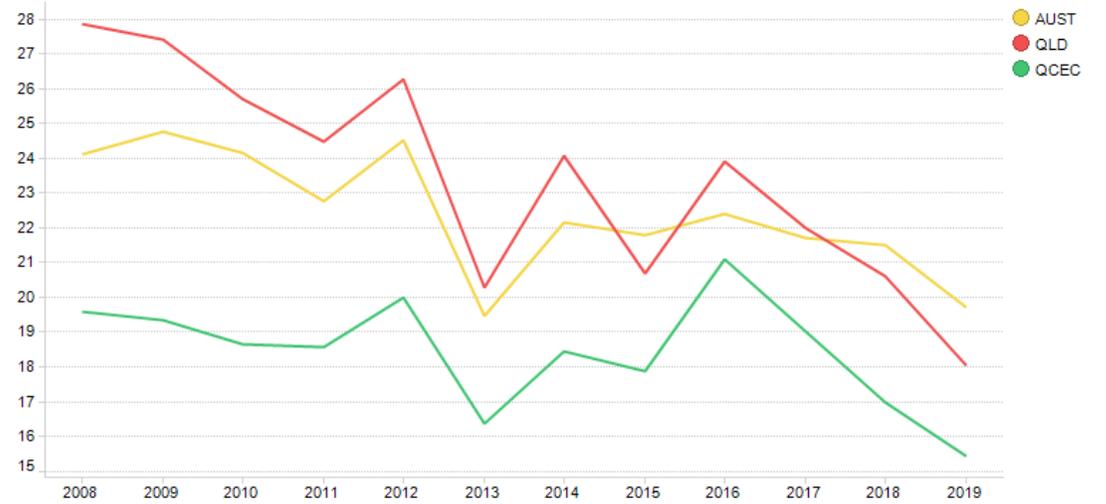
Grade 9 SPEL % Student At and Above NMS



Grade 9 SPEL % Student Upper 2 Bands



Grade 9 SPEL % Student Lower 2 Bands



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# Government funding and affordability



# Federal Funding

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- Part 1 – \$135.1 million in 2019
- Part 2 – \$3.4 billion for the transition period 2020-2029
- Part 3 – \$718 million for 2020-2029 to mitigate unintended consequences of the current funding model





# Group Funding

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- School based transition will see all underfunded schools transition up to 80% of the SRS by 2023 and overfunded schools down to 80% of the SRS by 2029
- Revised SES scores including the use of the lower of SES 2011, SES 2016 and PIT score in 2020 and 2021
- Except for EREA, CSAs that operate more than one school redistribute Australian Government funding to systemic schools in accordance with their own allocation methodologies.

# State funding 2019-20

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- The 2019-20 budget provided a 1.1% nominal increase in per student recurrent funding to non-government schools – less than the 3.7% increase provided to state schools.
- The distribution methodology is likely but probably after 2020 Stat election.



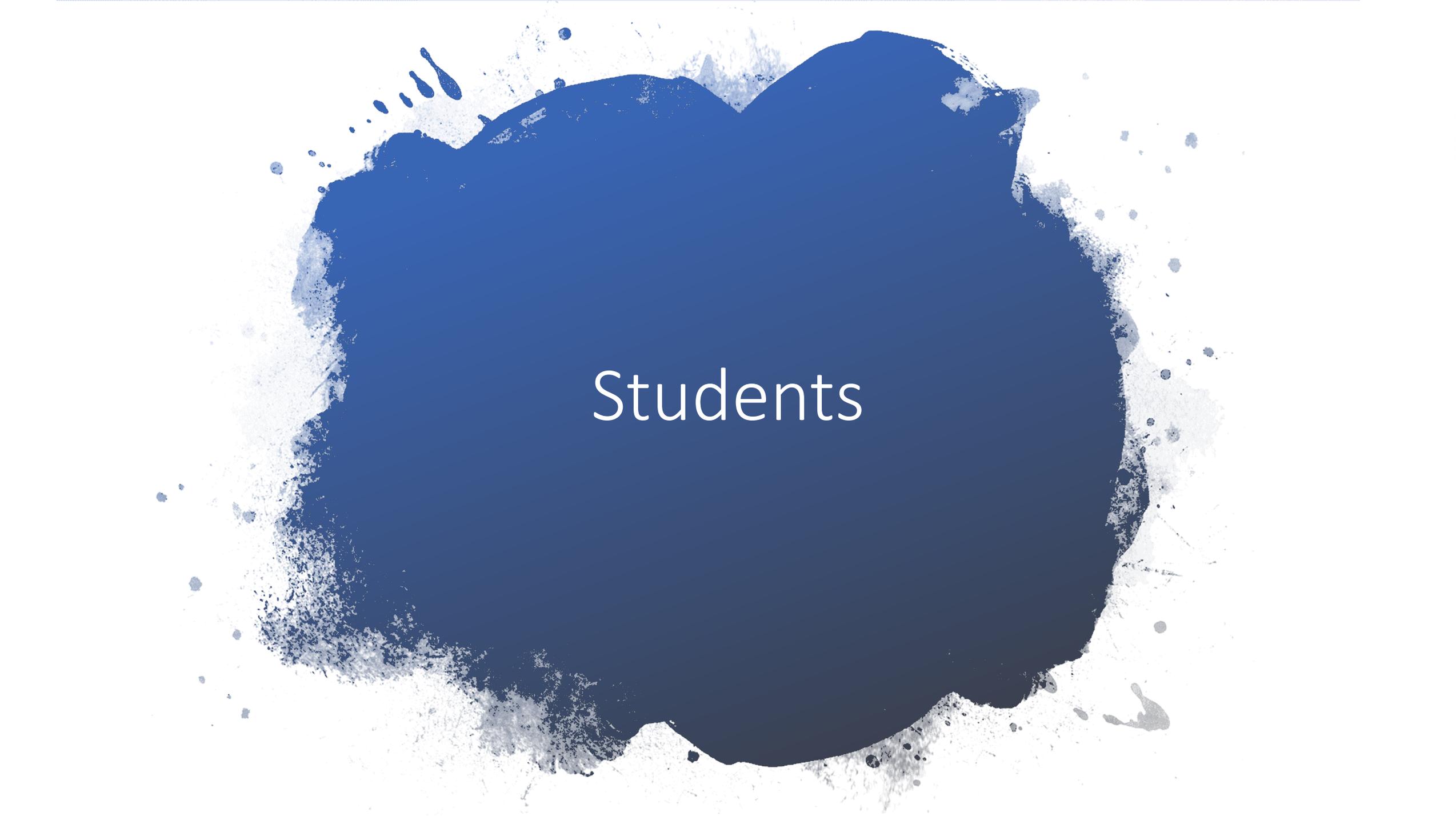
# State bilateral and funding

Sector	2018	2019	2020	2021	2022	2023
Government	69.26%	69.26%	69.26%	69.26%	69.26%	69.26%
Non-government	23.18%	22.70%	22.45%	21.84%	21.23%	20.61%

Funding contributions for government schools have been agreed based on the rationale that Queensland's share of the SRS for government schools will reach 75% by 2032 and ..

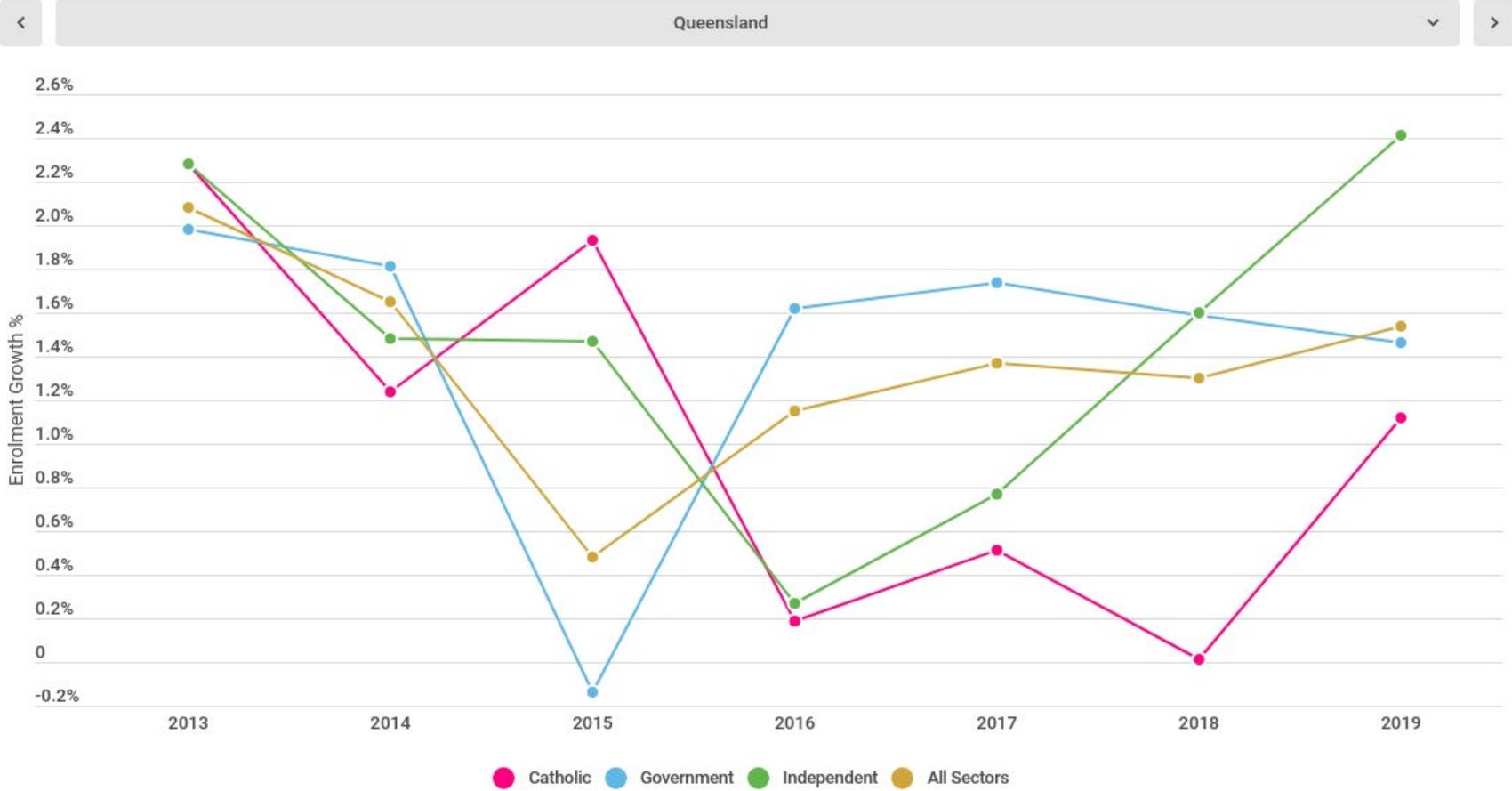


- Have been increasing above inflation rate for many years.
- Have been increasing above general wage growth for many years.
- Reflect, in part, increases in teacher salary costs which have been above CPI and general wage growth.

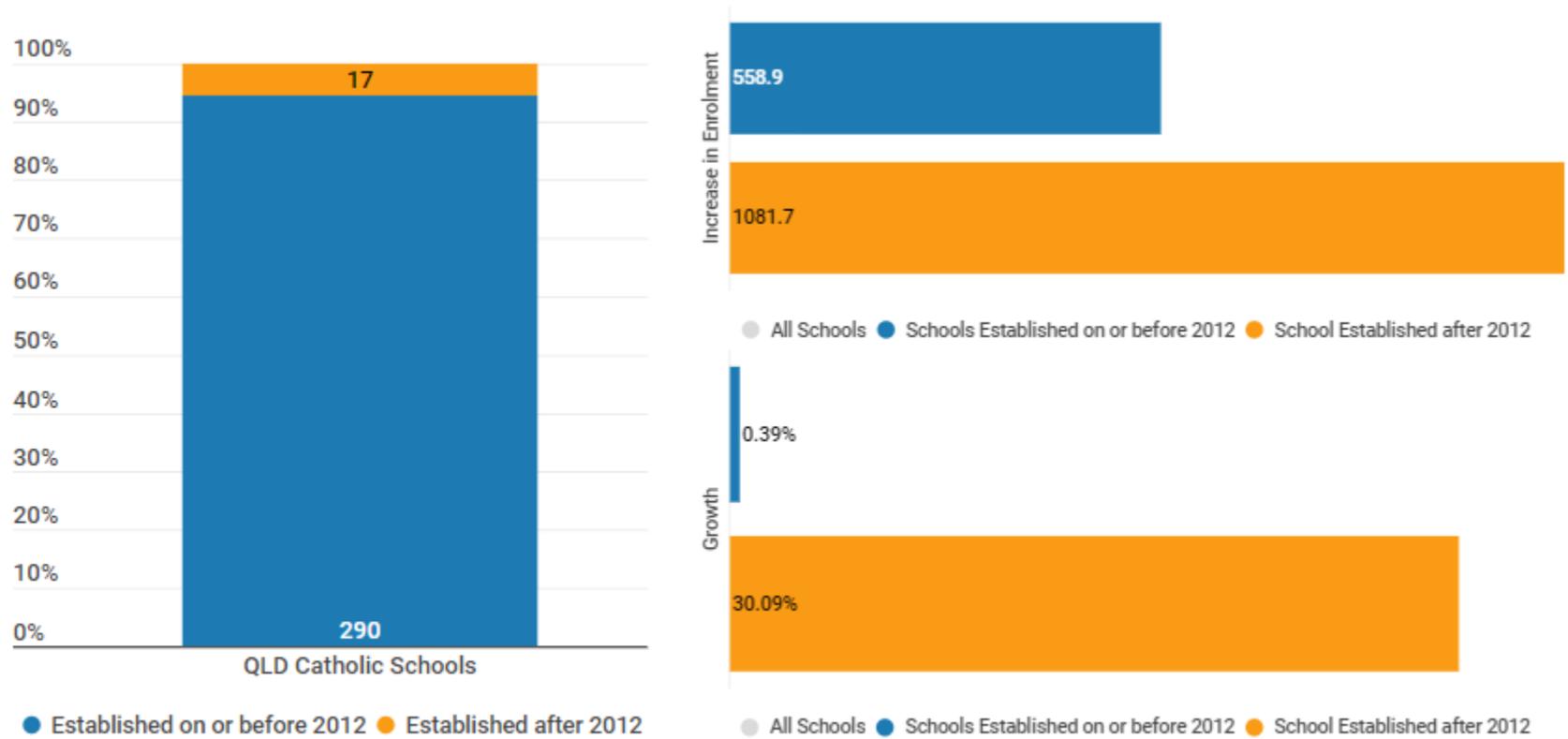


Students

# Enrolment growth in Queensland Catholic schools



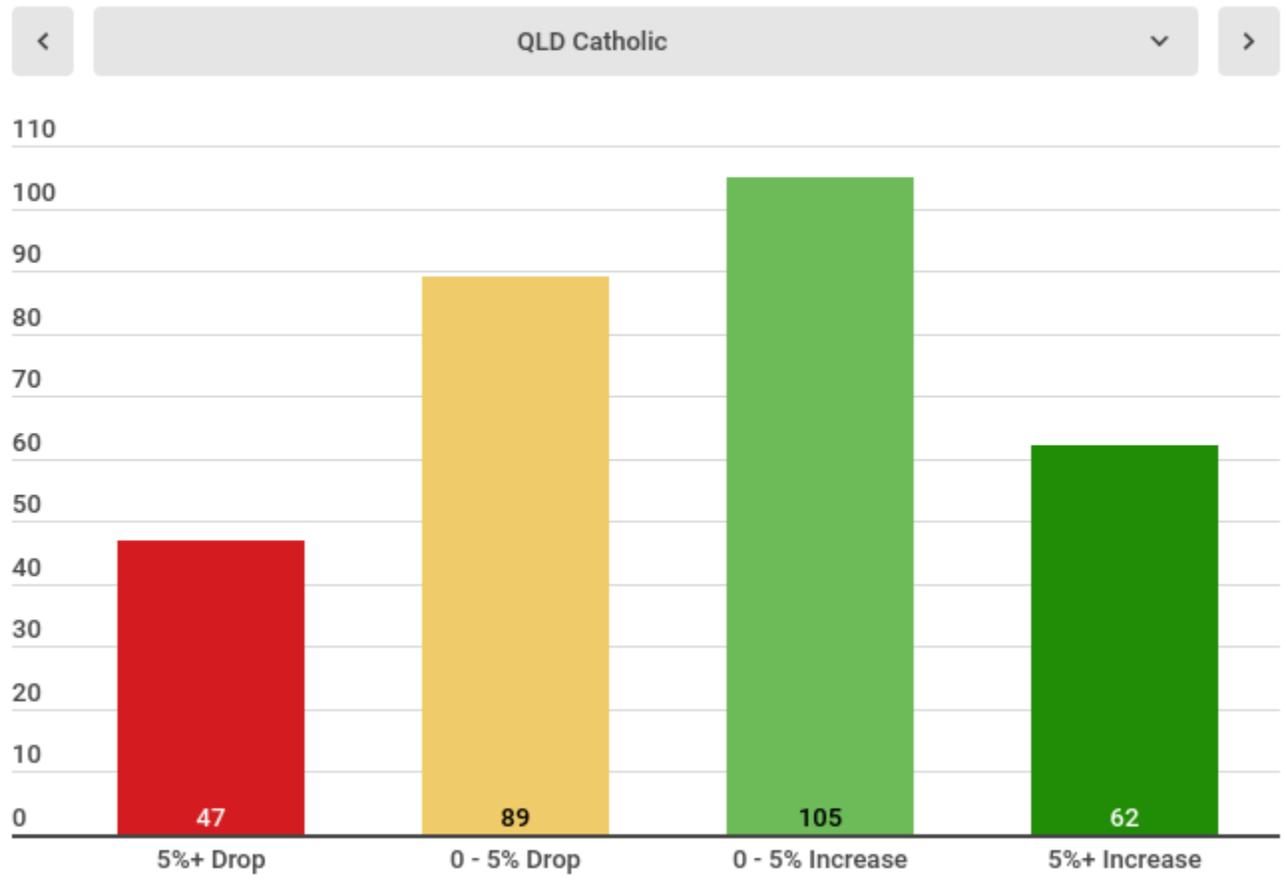
# Total number of schools and their enrolment growth (State Census 2019)



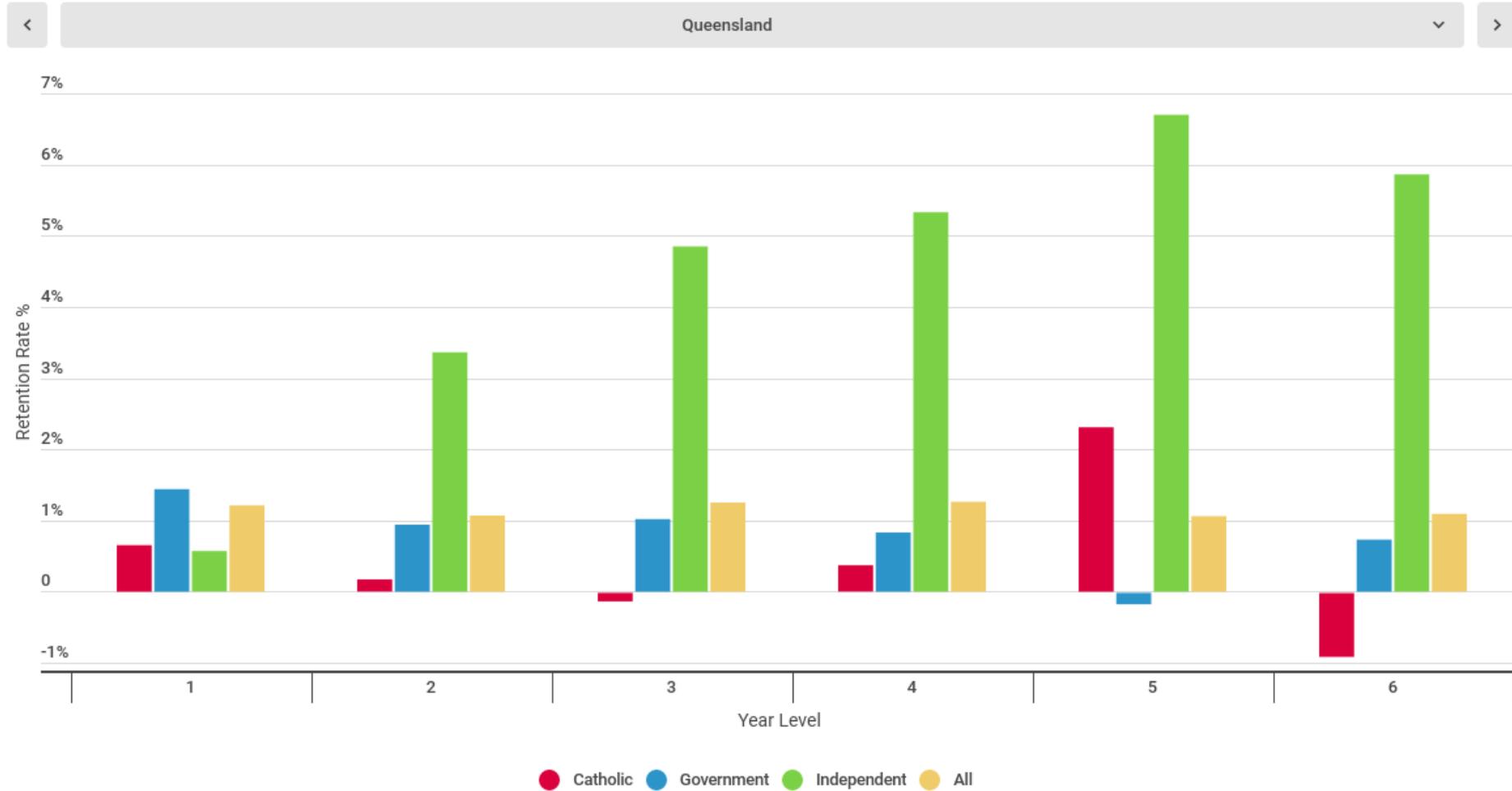
\* Ambrose Treacy College, INDOOROPILLY is classified as "School Established after 2012"



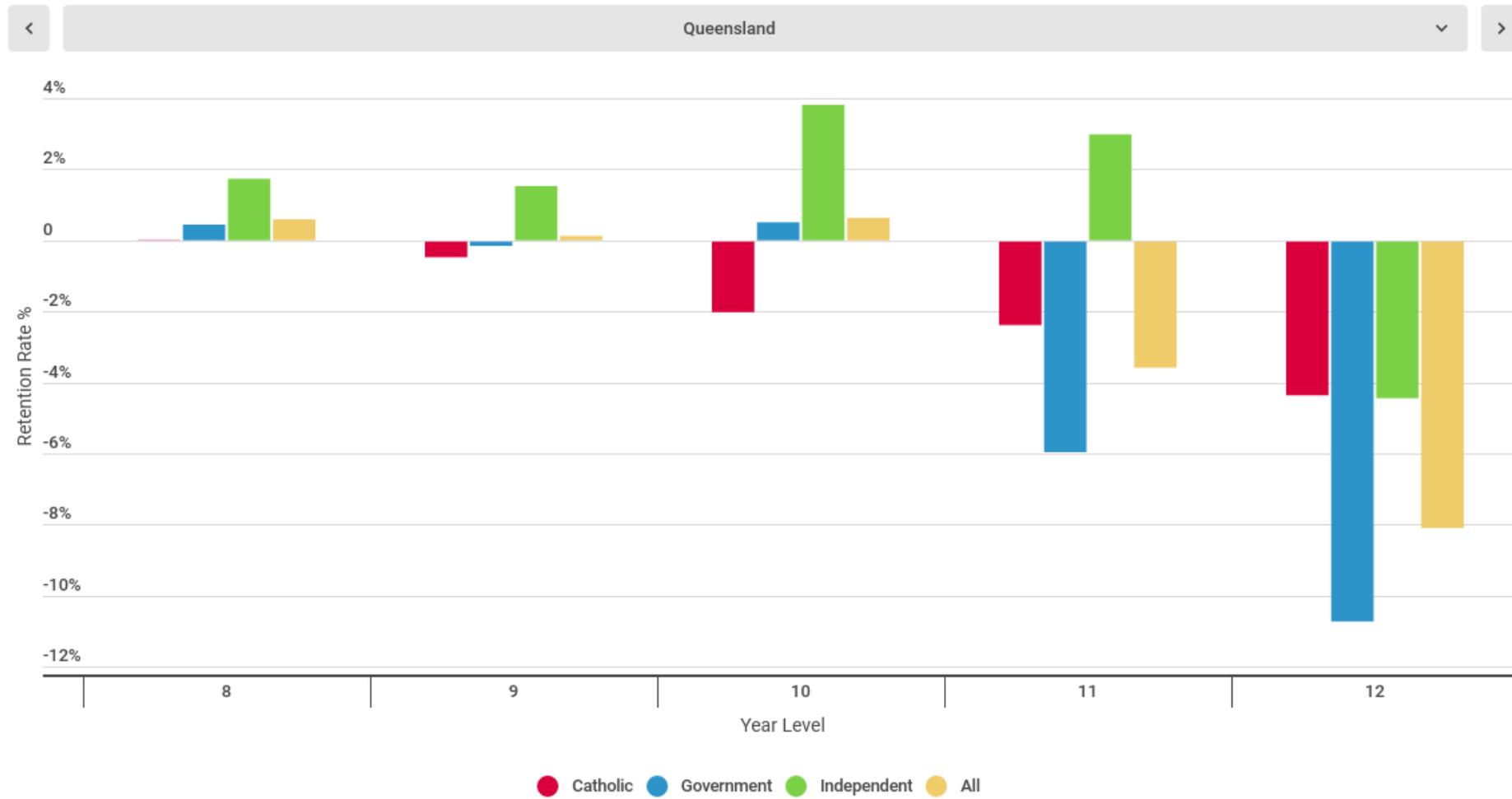
## Growth per school distribution (No. of Schools)



# Primary school student retention rates

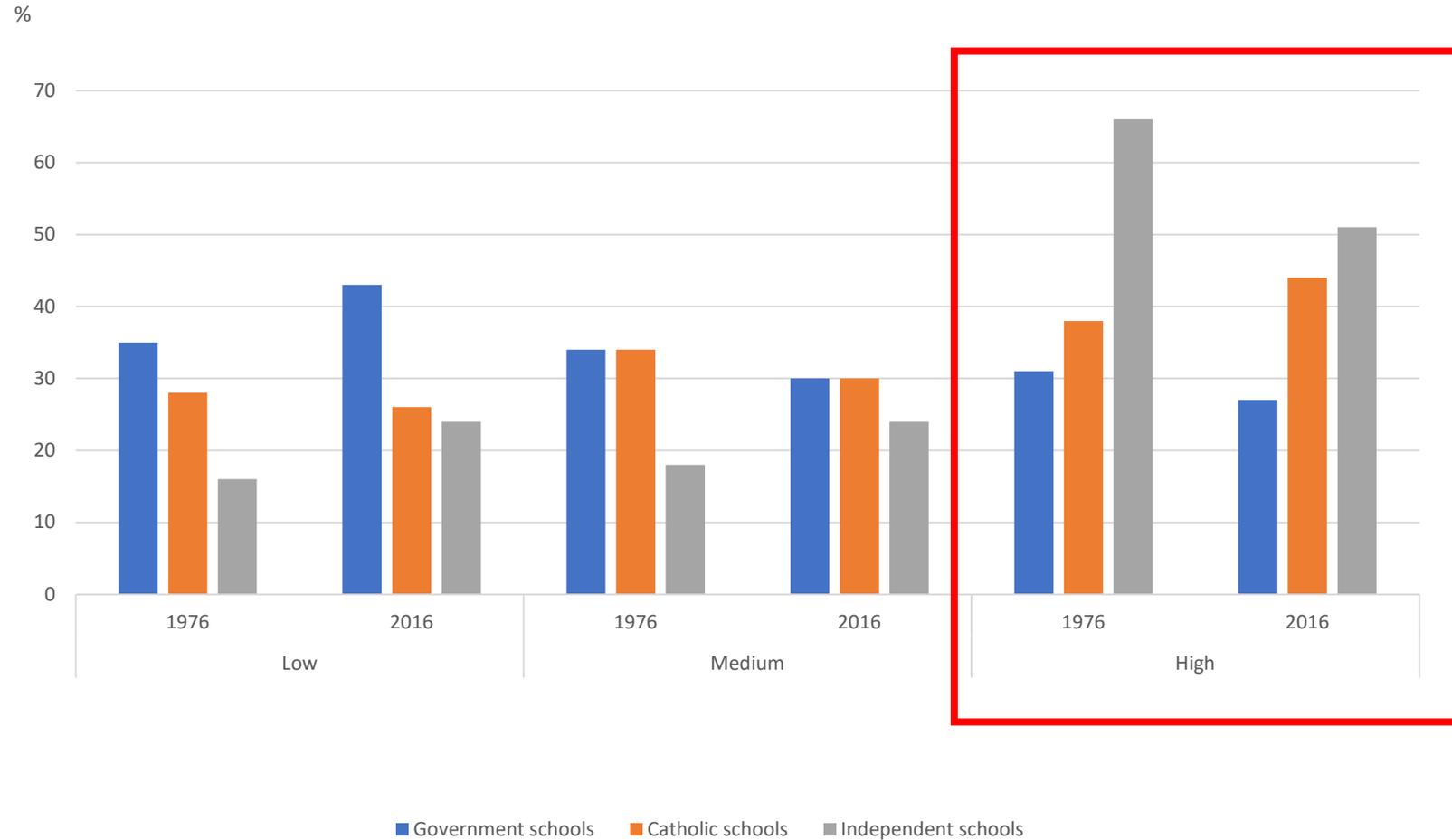


# Secondary school student retention rates





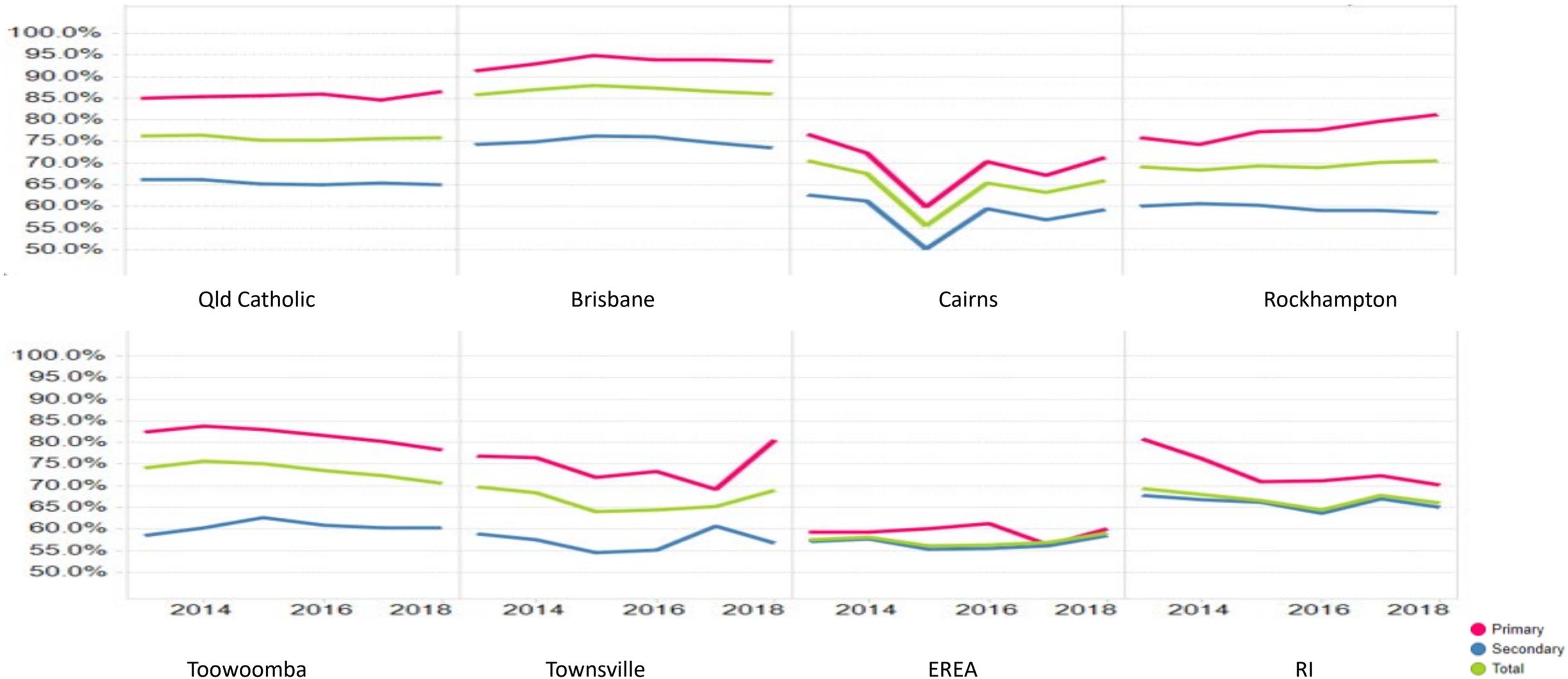
# Australian students in each family income category



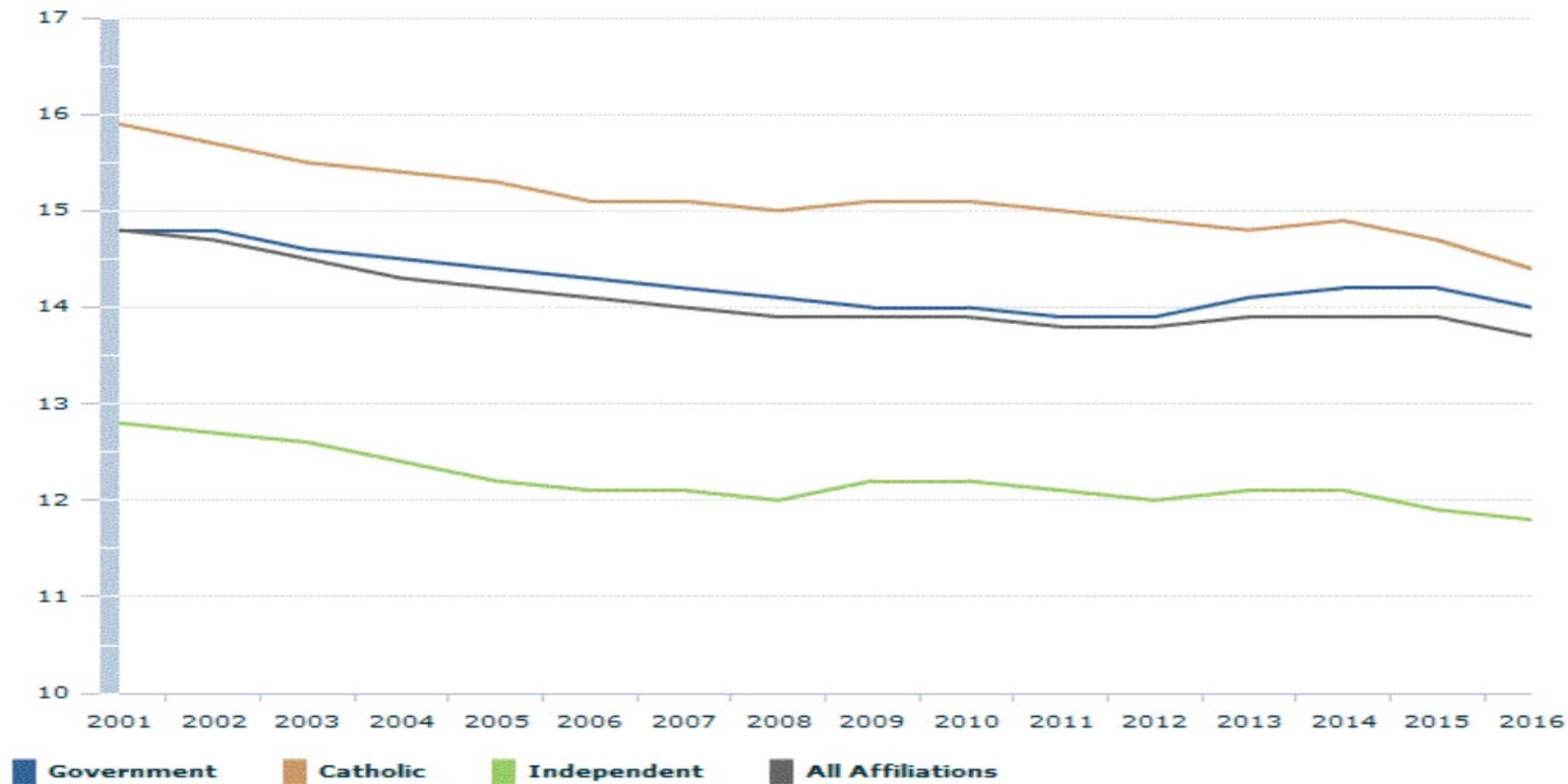


# Teaching workforce

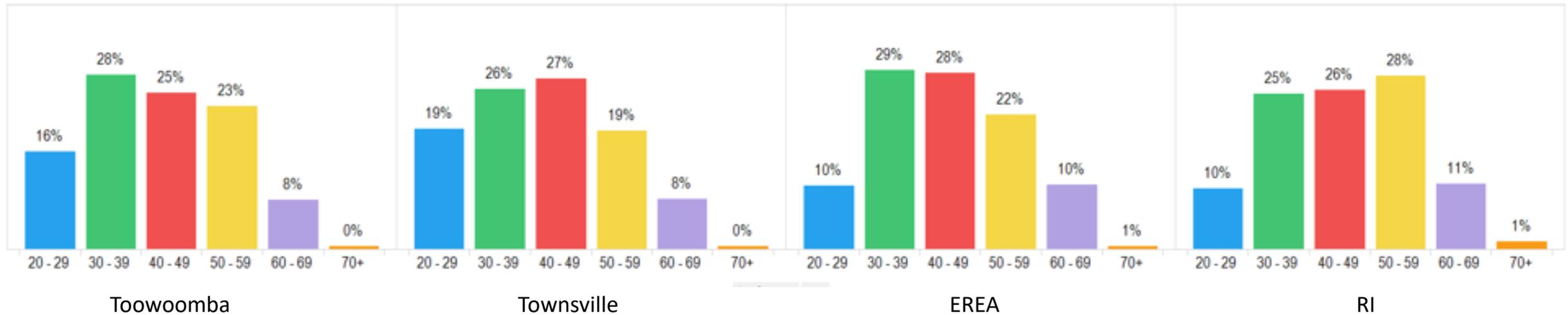
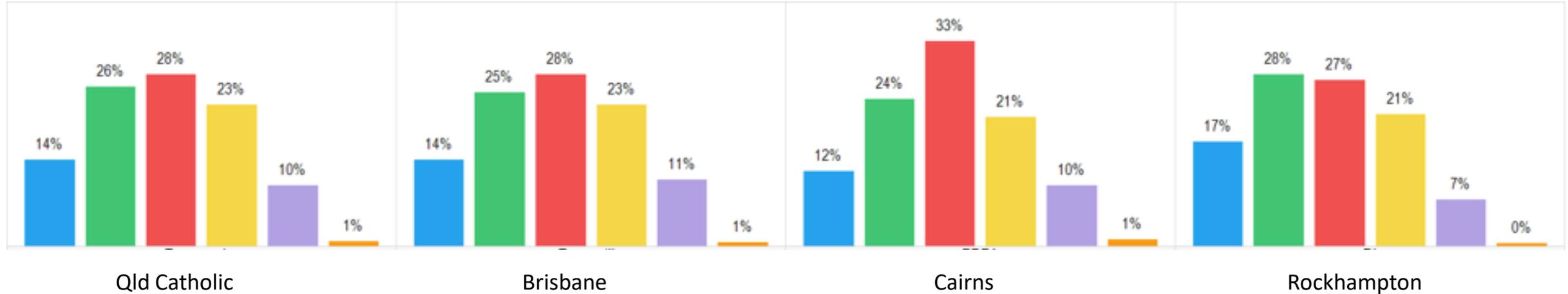
# Catholicity of teaching staff (percentage)



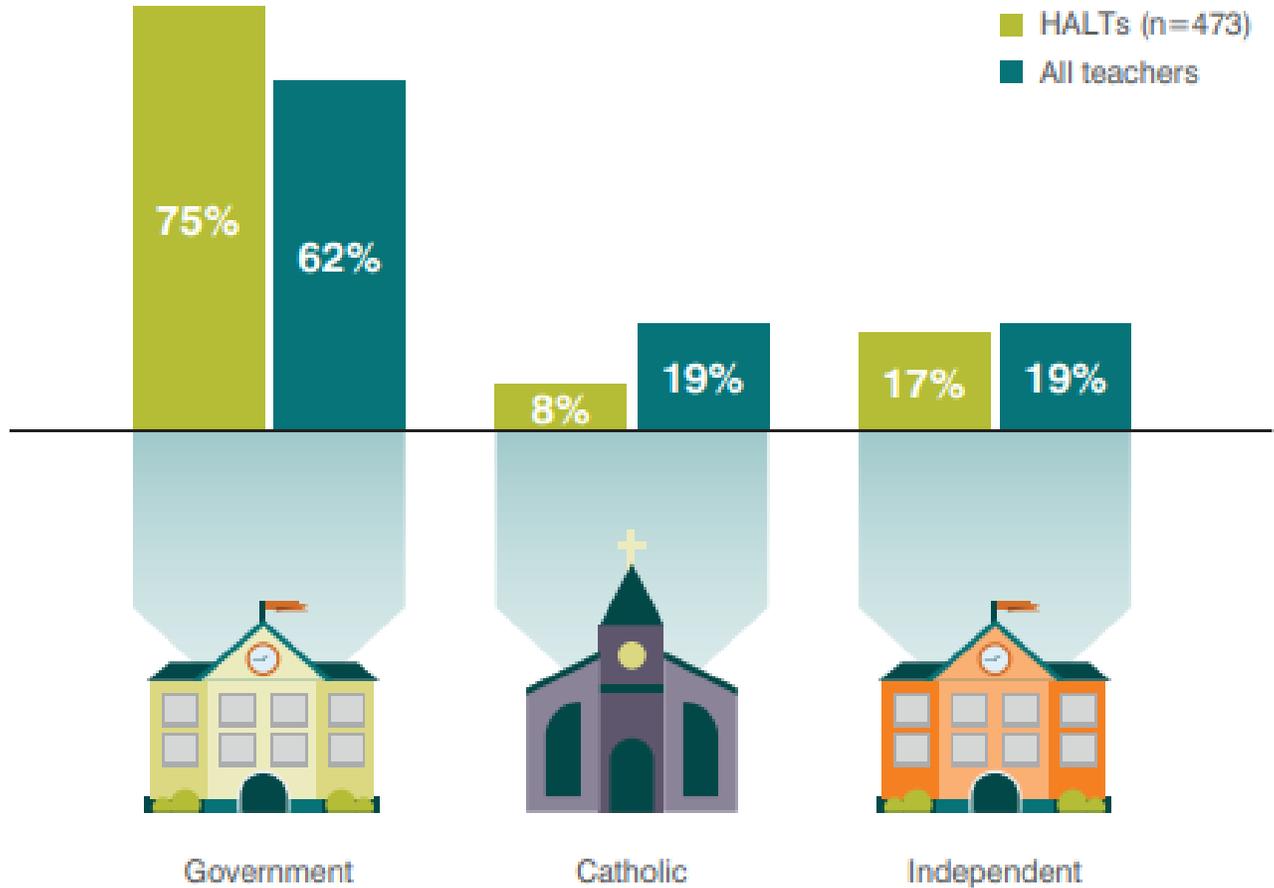
# Student to teaching staff ratio



# Teaching staff age distribution



Highly Accomplished and Lead Teacher certification



# Highly Accomplished and Lead Teacher certification

**Total number of nationally certified teachers as at 30 June 2019**

Certifying Authority	AISWA	WA DoE	TRB NT	NESA	ACT TQI	QCT	ISQ	SATCC	Total
Highly Accomplished	6	5	61	126	54	44	21	90	<b>407</b>
Lead	7	2	25	78	20	3	20	39	<b>194</b>
<b>Total</b>	<b>13</b>	<b>7</b>	<b>204</b>	<b>74</b>	<b>74</b>	<b>47</b>	<b>41</b>	<b>129</b>	<b>601</b>



# National School Reform Agenda and State bi-laterals

*Eight national policy initiatives under three  
reform directions in addition to NAP  
Assessment program and NCCD.*

A: Supporting students, student learning and  
student achievement

B: Supporting teaching, school leadership  
and school improvement

C: Enhancing the national evidence base

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like border. The text is centered within the graphic and reads: "Some challenges and opportunities on the horizon".

Some challenges and  
opportunities on the  
horizon

1: Making a persuasive case for retaining traditional models of 'school' and 'teacher' in the face of compelling alternatives.

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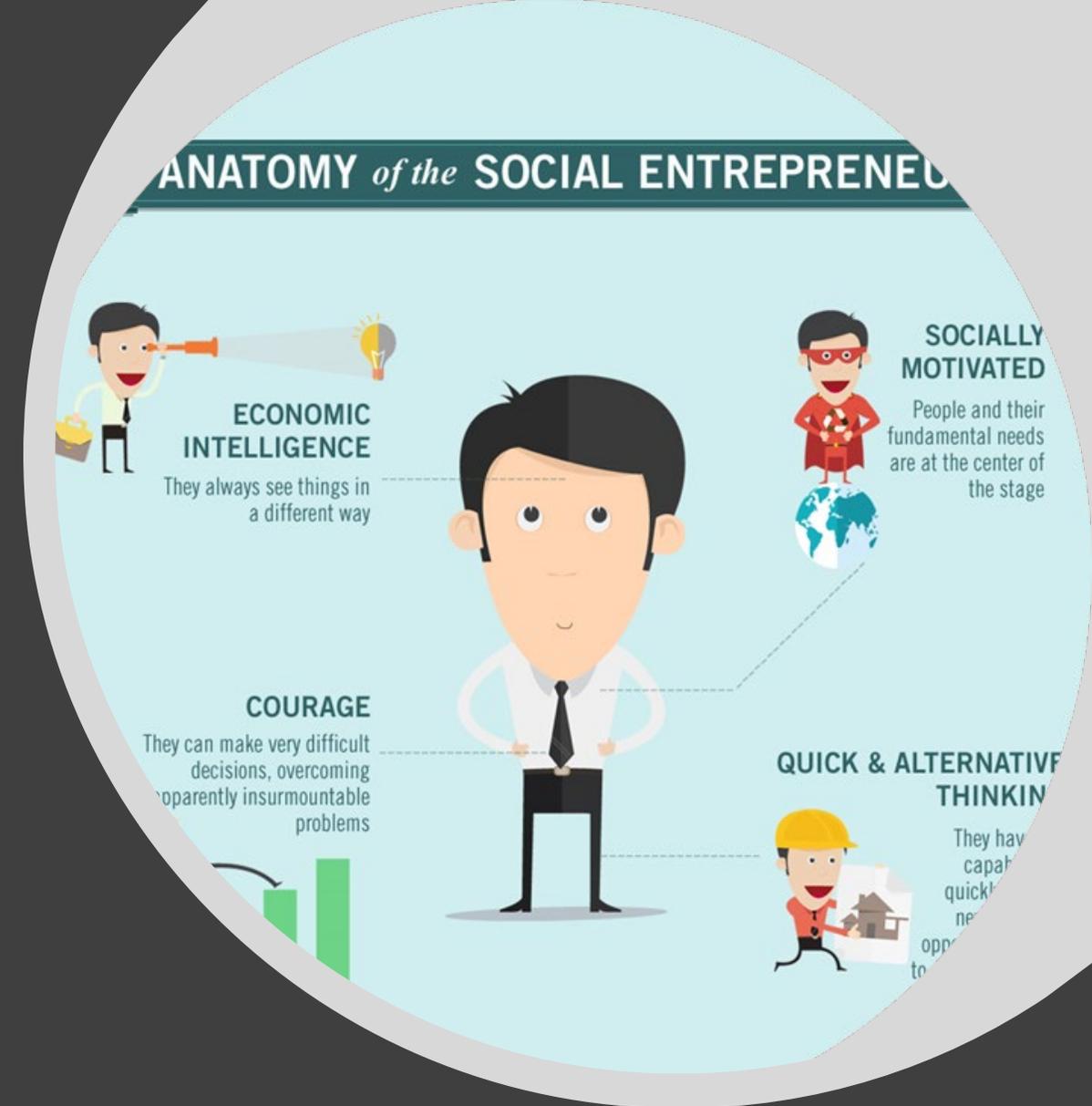
- Sustained criticism of fixed-schedule, bricks and mortar schools
- Flexible alternatives: virtual schools, open schooling, schools-in-the-community
- Student-centred personalized learning systems
- Questioning of the need for highly trained expert teachers

2. Develop broader notions of 'skills', 'competencies' and 'aptitudes' that help students to flourish in an age of precarious employment, misinformation and an increasingly fragmented society

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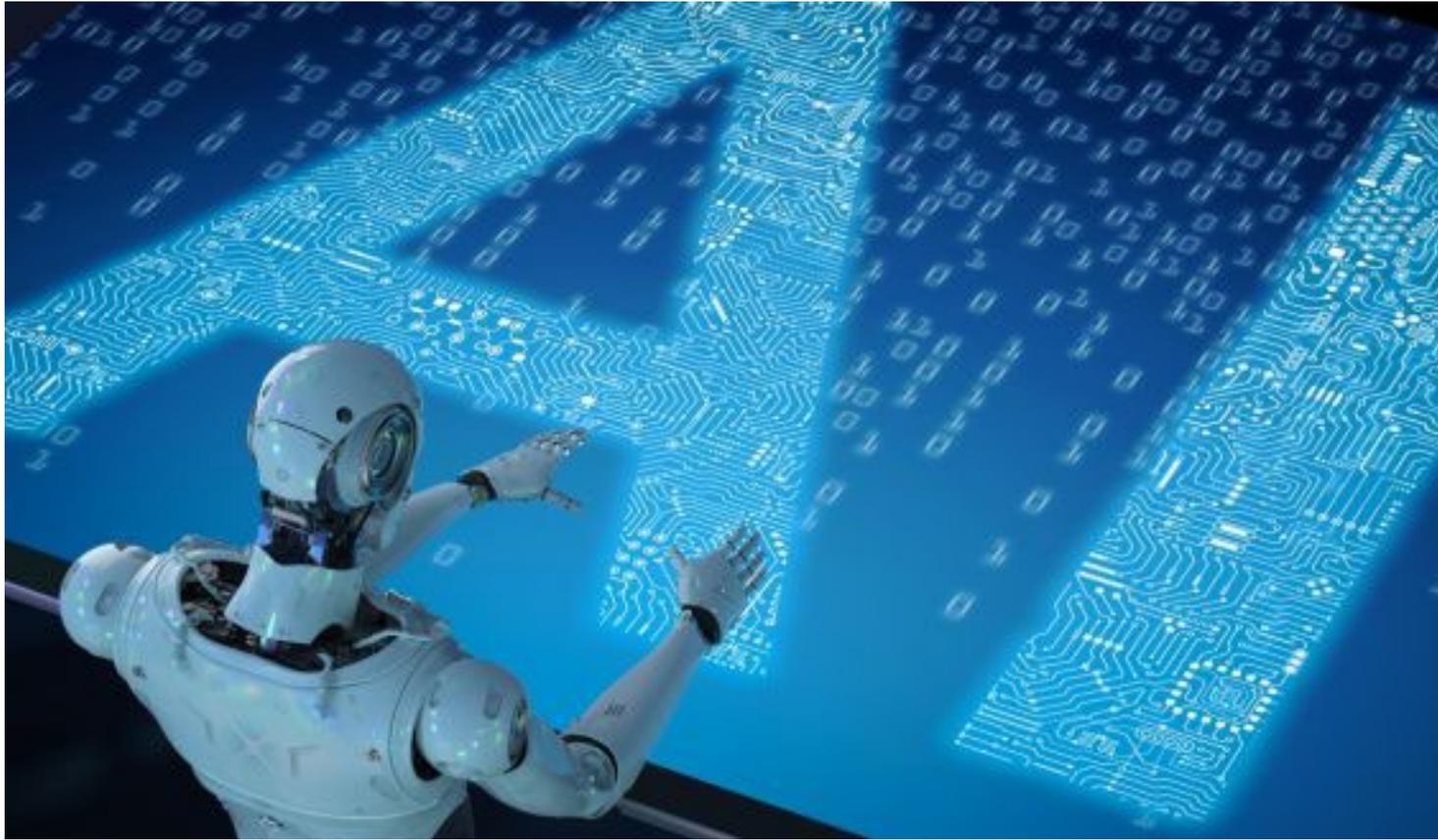
Fostering flexible attributes that will leave young people well-equipped to navigate their increasingly non-linear and unpredictable futures.

- 21<sup>st</sup> century skills
- effectively self-regulate learning
- critical consciousness
- social entrepreneurship
- citizen activism
- environmental citizenship
- a sense of global place



3. Engaging with digital technology  
in ways that strengthen the  
character and values of education

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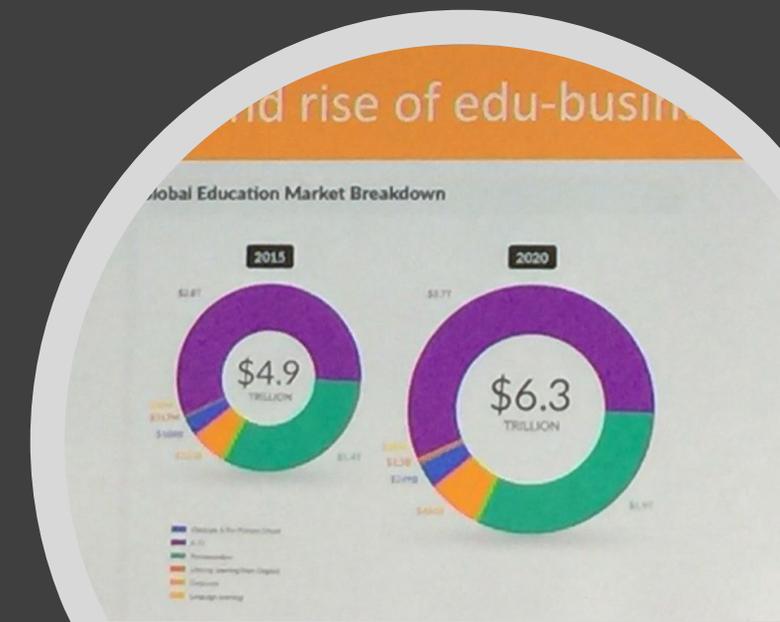
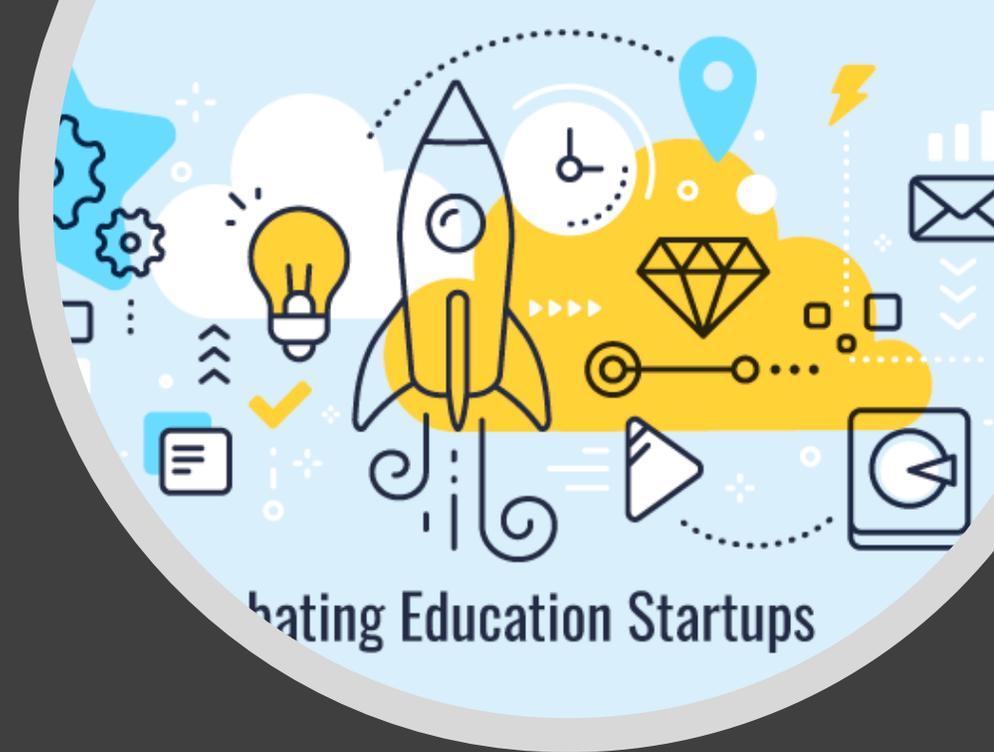
How and what do you choose?

- 2020s the first full 'post-digital' decade: digital technologies fully embedded and largely no longer noticeable
- A decade marked by increased 'datification' of educational institutions and adoption of AI-driven systems that make decisions autonomously

4. Re-negotiating relationships  
between school educators and the  
corporate actors shaping educational  
agendas around the world

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- Major pushes to privatisation of infrastructure
- Growing influence in the global education agenda by big corporate 'edu-businesses' (eg Pearsons) and wealthy philanthropists (eg Gates Foundation)
- Proliferation of 'start-up' companies promoting educational innovations and solutions (often financed by powerful venture capitalists)



# 5. Understanding digital literacy – the myths and realities

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# Myth 1: the rise of digital natives

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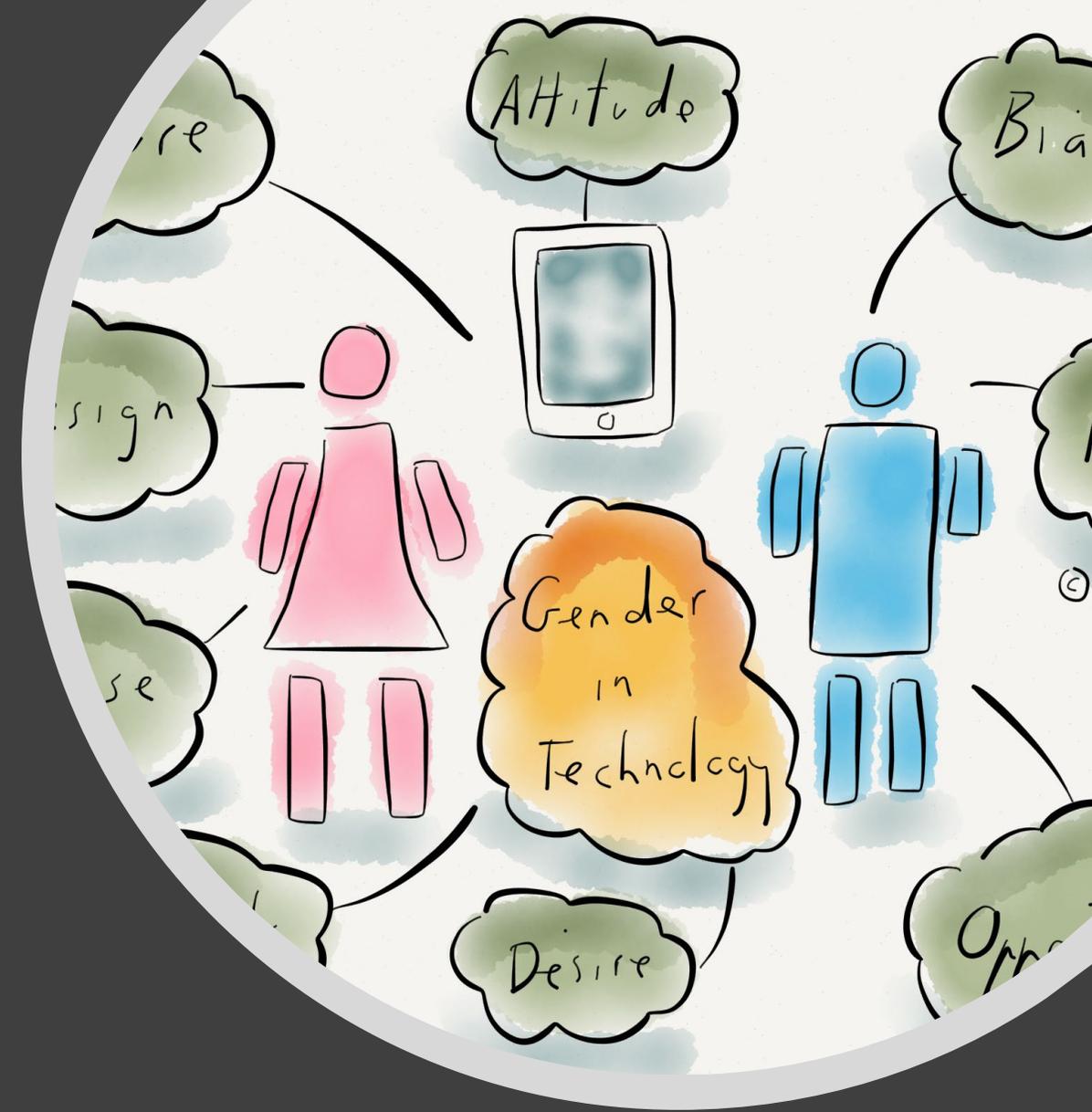
*...the individuals who would fit the stereotype of the digital natives appear to be in the minority...* (Koutropoulos, 2011)

*...regardless of the observation that young people embrace technology, there remains large proportions who continue to have very low levels of practical functional digital knowledge, skills and understandings.* (Fraillon, 2019)

- Myth 2: Boys use technology better than girls do.
- Myth 3: Digital technologies have transformed classrooms and pedagogy.
- Myth 4: Student digital literacy will continue to increase.

The reality...

- Digital literacy needs to be taught
- Teachers need to be confident in using ICT





**Wellbeing  
Matters**

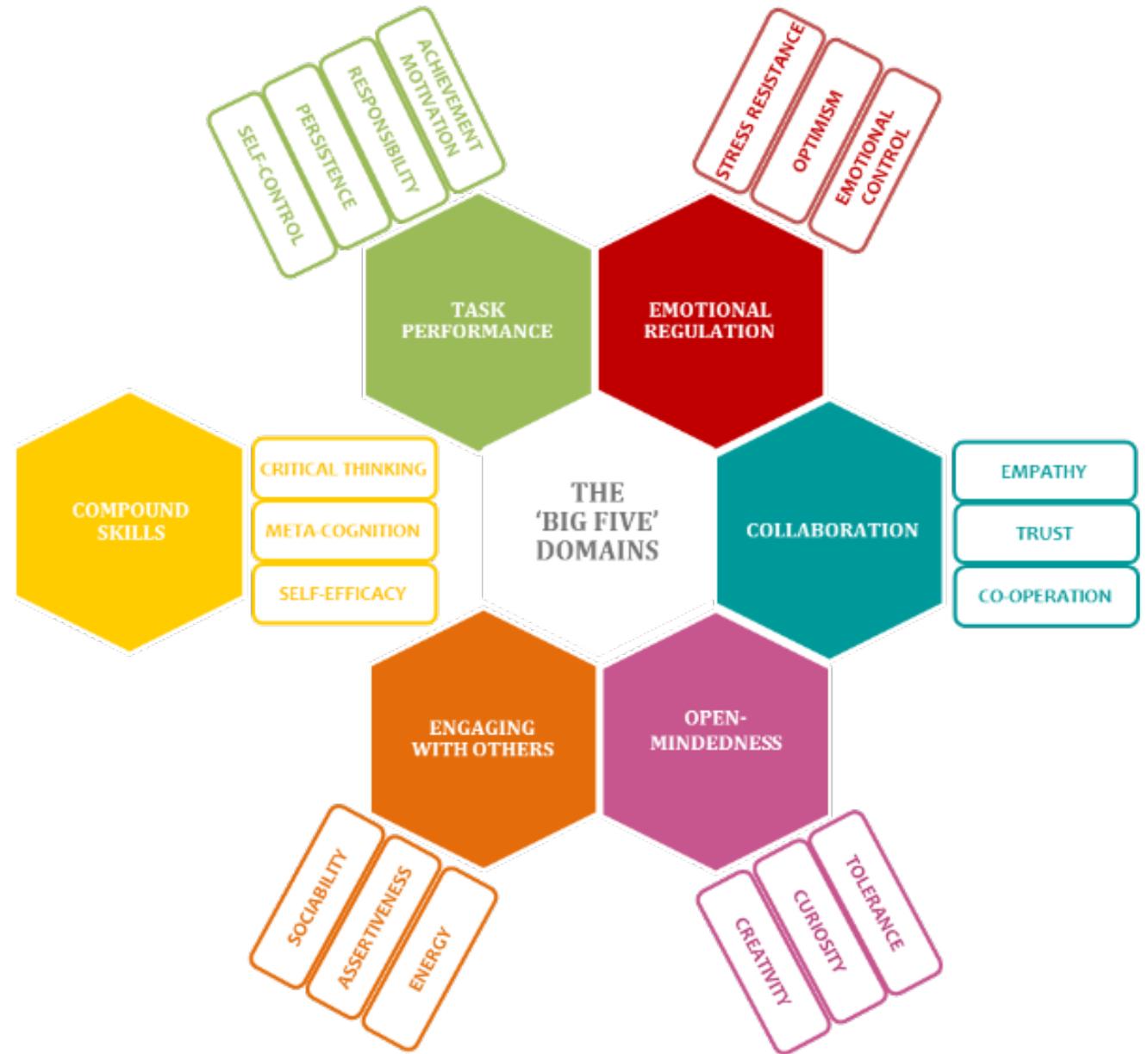
Beyond the  
academic  
curriculum...

# Assessing social and emotional skills

- OECD Study on Social and Emotional Skills will assess the abilities of 10 and 15 year old students to determine which measures help –or hinder – skill development.
- A field trial involving 14000 students in 11 cities from countries including Canada, China, Finland and Colombia was conducted in late 2018.
- ACER will undertake a major survey of 6000 students in a random sample of schools in October-November 2019.

# Social and emotional skills measures

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# Student wellbeing programs in Queensland Catholic schools

Circles Whole class social emotional program	123 Magic & Emotion Coaching Parenting Program	Fun with Feelings Program	Stop, Think, Do	Asteros
Aussie Optimism	BounceBack!	Bullying NoWay	Circle time on emotional regulation	Cool Kids/Anxiety
Friends for Life	Games factory	Girlz Power	Go! Strengths Programs	GoZen
Harnessing Superflex and the team to unthinkables	Mindtrain	Peaceful Kids	Pearls for Girls	Resourceful Adolescent program (RAP)
Rock and Water	Seasons for Growth	Second Step	Secret Agent Society	Zones of Regulation
Wise Wellness Program	You Can Do IT	Real Talk	Growth Mindset	CyberSafety
Elevate	Gambling education	End of School safety	'socially speaking' board games	Perceptual Motor Program
Building Resiliency in Young People	Beyond Blue's Sensibility Program	RISE UP	Fun Friends and Friends for Life	Mind Up
The Brave Program	Healthy Minds			



# Evaluation of programs

## **Strong evidence base**

- Cool Kids/Anxiety
- Friends Resilience programs
- Resourceful Adolescent program
- Second Step

## **Good evidence base**

- 123 Magic & Emotion Coaching Parenting Program
- MindUp
- Secret Agent Society

## **Emerging evidence base**

- Aussie Optimism
- Game Factory (Play in the Way)
- Harnessing superflex and the team of unthinkables
- Rock and Water
- Seasons for Growth
- Stop, Think, Do
- The Brave Program
- You can Do IT



Catholic education for the  
2020s and beyond...



What does the 'near future'  
look like in your school?

*Thank you*