

Red Bend Catholic College

Newsletter



Principal's message | Mr Stephen Dwyer

Dear Parents, Carers and Friends of our College community.

2022 marks 150 years of Marist Education in Australia. A time not only for gratitude and celebration as we reflect on this significant legacy, but also a time for planning how Marists can continue building a hope filled future for Catholic education in Australia. 150 years is a long time but in fact the Marists have actually been a presence in Australia for 185 years! Let's look at our Marist history.

St Marcellin was a prolific letter writer. As the work of the Marist Institute began to grow in France in the 1820s and 30s, Marcellin regularly wrote to communities and to individual Brothers with updates, advice and encouragement for their work. In a fascinating development in the 1830s, that was to have a lasting impact on Catholic education in Australia, a decision was made that the first place the Marists would travel to beyond France to spread their mission of making Jesus Christ known and loved, was Oceania. For the Frenchmen who took on this mission, they were literally moving to the other side of the world. But it was not only geographical isolation with which they had to contend. The other side of the world was really another world- the culture, the language, the diet, the lifestyle and the spirituality were all quite different.

Marcellin himself was keen to be part of this original mission but was convinced by some of his colleagues that he could do more by continuing his role in France. As the first group headed off in 1837, Marcellin waited anxiously to hear from them.

Interestingly enough, less than a month later, Br Michel Colombon, in December 1837, became the first Marist Brother to set foot on Australian soil. This was the start of a significant commitment by the Brothers to this part of the world. Between 1836 and 1858, thirty brothers came to Australia, New Zealand, New Caledonia, and the islands of Oceania to work as missionaries.



The first Australian Brothers

Then in 1872, four young Brothers, Ludovic (French), Peter (Irish), Jarlath (Irish) and Augustine (Scottish), stepped off the boat in Sydney at Circular Quay, with the specific goal of establishing the first Marist school at "The Rocks". The school opened on 8 April 1872 and the rest, as they say, is history.



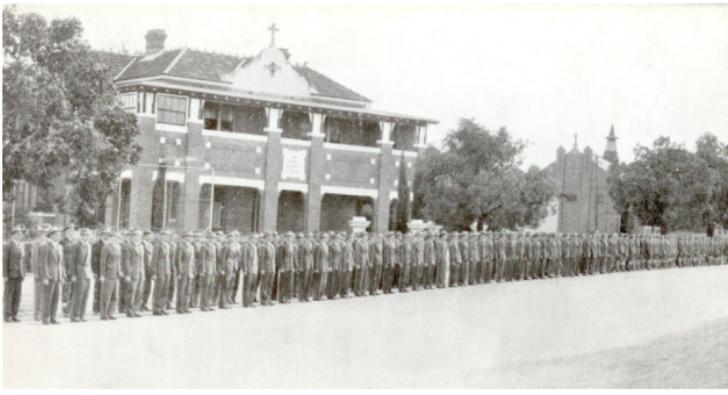
Brothers' first school and house in Australia, St Patrick's, The Rocks

The legacy left by these groundbreaking Marists is very significant. It is a legacy on which a whole network of 56 Marist schools has been built in Australia, which of course includes our wonderful college here at Red Bend .



Marist Brother College Forbes 1926

April 14, 2022



Marist Brothers College Forbes 1952

As we continue to chart our course through very challenging times, where our faith and courage have never been more important, we remember, with gratitude, the vision which began the Marist mission to Australia and the faith and courage of the people who made the vision a reality in their own very challenging times. It's now over to us to reimagine the Marist mission of making Jesus Christ known and loved, in the way of Mary, into the future.

As we conclude week 10, I reflect on what has been at times a challenging term. The term began with ongoing and additional restrictions aiming to manage the evolving spread of COVID. Understandably we have seen significant numbers of students and staff away at times due to COVID. We seem to have passed a peak, though there are still and will continue to be people in our community impacted.

At the same time so much has been accomplished to support the life, faith and learning of the students at the College. Greater freedom has allowed experiences such as co-curricular activities, sport, return to normal Pastoral Care class structure and more freedom in the playground. It has been pleasing to see the return to some normality in routines, structures and practices.

I wish you all the very best for the holiday period ahead and wish you a happy and holy season of Easter.



RED BEND CATHOLIC COLLEGE

2023 Enrolments

Enrolments are now open

Enrol online through our website www.redbendcc.nsw.edu.au
or contact our Enrolment Officer, Tiff Nicholls 6852 2000



'Inspiring Minds, Hearts and Spirits'



Deputy Principal's message Mr James Metzeling

As we come to the end of the Term I would like to thank the staff, students and parent body for all of your support this Term. While it started off a little bumpy as we negotiated our way through higher covid cases in school and had to get used to new rules and regulations it has been pleasing that over the 2nd half of the Term we have been able to return to excursions and school activities that existed prior to Covid. Let's hope that this continues. On that note please see below the latest advice regarding Covid 19, isolation and what to do if you or your child has Covid 19 symptoms.

In the last fortnight the Minister signed the Public Health (COVID-19 Self-Isolation) Order Amendment (No 1) Order 2022.

The Amending Order amends the Public Health (COVID-19 Self-Isolation) Order to exempt a person who is a close or household contact from the requirement to self-isolate if the person has had COVID-19 in the previous 12 weeks (up from the previous 8 weeks). This means that if a student or staff member who has recovered from COVID-19 comes into contact with someone with COVID-19 within 12 weeks after they are released, they will generally not need to self-isolate or get a test. They can continue to go to school or work unless they have new COVID-19 symptoms.

For those who are close or household contacts

If a person in your household tests positive to COVID-19, they must self-isolate away from everyone else in the house for 7 days from the date of their positive test. They must follow the advice for people testing positive to COVID-19 which includes, how to self-isolate effectively. If the person is unable to safely self-isolate by themselves (e.g. due to their young age), a parent or carer should self-isolate with them.

- The entire household must also self-isolate for 7 days from the date of the positive person's test. They should follow the advice for people exposed to COVID-19 and take a test as soon as possible, have another test on Day 6 and at any time COVID-19 symptoms appear.
- If another person in your household tests positive to COVID-19, that person must restart their 7 day self-isolation period from the date of their positive test, even if they don't have any symptoms.
- Other household members who test negative, do not need to re-start their 7 day self-isolation period. They also do not have to self-isolate again anytime in the following 14 days unless they test positive.
- People who test positive to COVID-19 and complete their 7-day self-isolation period do not have to test or self-isolate as any type of contact for 12 weeks after their release.
- Self-isolation means staying at home or at your accommodation.

This means you cannot drive your children to school or day care; you must ask someone else to do this. You must only leave self-isolation to get medical care or in an emergency. For more information, read the self-isolation rules.

Reminder if students have COVID-19 symptoms

If a student or staff member is unwell and has any symptoms they should always test for COVID-19, either with a rapid antigen test (RAT) or PCR (nose and throat swab) test.

If the test comes back negative for COVID-19, the student or staff member should still not return to school until either:

- the student no longer has any symptoms, or
- a medical certificate is provided to the school confirming that symptoms are explained by another diagnosis (such as hay fever).

It is important that students do not attend school if they are unwell, even if they have tested negative for COVID-19. RATs can produce false negative results and symptoms of other illnesses can also be similar to COVID-19, including flu, the common cold and stomach bugs. Health advice is that students who are sick should always stay home to rest and recover and avoid putting other students and staff at risk of getting sick.

A reminder that if a student records a positive RAT, they/their family must register the positive test on the Service NSW website or Service NSW app so they can be linked to important health care support and advice. Please remind your parents and carers to ensure that they select your school name when prompted when registering a positive test result for their child.

Harmony Week Celebrations:

Harmony Week celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. Harmony Day, which is observed each year on 21 March, celebrates this diversity, aiming to foster inclusiveness, respect and the idea that people of all different cultures can make a valuable contribution to society.

This year we celebrated Harmony Week here at the College. During this week we celebrated Australia's cultural diversity and acknowledged the importance of inclusiveness, respect and a sense of belonging for everyone. This year we had a special Harmony Week Assembly. As well as this on Wednesday- Friday students were invited to try different foods from around the country at recess and lunch. These foods were inspired by countries around the world and included Italy, Greece and the Ukraine. Thank you to the kitchen for their help with this. Please see some photos below of Harmony Week. I wish you a happy and Holy easter

God Bless



ACE Awards - Application, Consistency and Effort



YEAR 7 - Zara Bruem, Beth Cannon, Alana Finnegan, Bodhi Godden, Cameron Gordon, Rhys Knight, Harry McDonald, Madeline Morrison, Poebe Paynter, Archie Quirk, William Su.



YEAR 8 - Aize Akhiwu, Joan Carolan, Laura Cox, Georgia Drane, Jorja Hanson, Tyler Jelbart, Hamish Nicholson, Bridie O'Malley, Isaac Page, Emma Rippon, Charlie Sturgiss, Jordan Walsh



YEAR 9 - Sienna Alexander, Charles Best, Elizabeth Brindle, Jamie Chanthapanya, Rini Emseis, Jemima Grosvenor, Delilah Karaitiana, Lachlan Kupkee, Kade Mikita, Nick Zannes



YEAR 10 - Michael Behan, Izzy Brown, Max Connelly, Coen Glastonbury, Laura Jones, Sophie McGrath, Annabelle Sturgiss, Steven Su, Henry Turner, Keera Walsh



YEAR 11 - Ashley Coddington, Dayne Hamilton, Lily Heraghty, Pat Kupkee, Abby Lander, Kaitlyn Maloney, George Matthews, Ellie Mattiske, Joshua Picker, Jake Roberts, Stanley Rush, Grace Taylor



YEAR 12 - Layne Andrews, Reed Cavallaro, Elsa Cusack, Alex Drewes, Laura Harley, Liam Hunter, Noah Kennedy, Hannah Maynard, Jamon McCarthy, Shaienne Metzeling, Eliza O'Connell, Jake Ticehurst, Harrison Toole, Alec Alexander Walters

Year 7-10 Reports

Year 7 to 10 Term One Reports

Parents and Carers of Year 7 to 10 students will receive their child/ren's term one report via email and/or the School Stream App. This report provides an overview of a student's progress with their application (including homework) and conduct in class. If you have any questions about your child's report please do not hesitate to contact Mrs Trish Martin dsc@redbendcc.nsw.edu.au.

Year 7 to 12 Parent-Teacher-Student Conferences

Parent-Teacher-Student Conferences will return to face to face as COVID restrictions ease. The conferences will be held on Thursday 5 May in the Multi-Purpose Hall. It is strongly encouraged that parents attend the conferences with their child/ren. The booking times will be as follows:

4:00pm - 5.30pm
6.00pm to 7:00pm

Alternatively for Boarders' Parents and Carers, a phone conference or Google Meet will be available on Monday 9 May from 3.45pm - 5.30pm.

To make an appointment, you will need to access the parent portal on the College website www.redbendcc.nsw.edu.au. The Parent/Teacher link will be available from Wednesday 6 April until Wednesday 4 May. If you are unable to access the internet to make bookings, please contact the ICT department at the College on 6852 2000 or email it-support@redbendcc.nsw.edu.au who will facilitate the procedure for you.

It is advised that you prioritise the teachers that you would like to speak with. This is especially recommended to parents whose availability is limited and or they have more than one child enrolled. If you are unable to book an interview in the timeframe you require, please use the option at the bottom of the booking site to 'Request another time'.

Importance of learning

Term 2 Study Centre

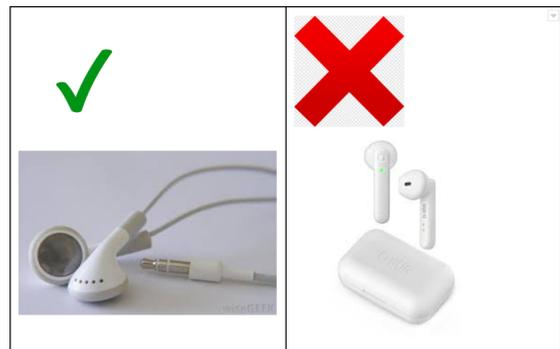
It has been pleasing to see the large number of students taking advantage of the study centre this term. Many come to gain help with homework and assessments or just to get extra help with specific subjects. Study centre will start again in Term 2 on Wednesday 27 April. Could all students please complete a new form via the School Stream App. Please contact Mrs Deborah Wheeldon on dltc@redbendcc.nsw.edu.au or phone the school on 68522 2000 if you have any questions.

Elevate Study Sessions

Students in Yrs 7, 8 and 9 will be undertaking study skills sessions with Elevate, a company dedicated to study and improving the skills of the students, in week 2 next term. Each year, these presentations build their skills and understanding of how to study effectively. Students come away with many different strategies they could try to help them achieve success. By trying to work out what works best for them as an individual, it will benefit them as they continue to work through to the senior years.

NAPLAN 2022

Students in Years 7 and 9 will complete the NAPLAN tests in Literacy and Numeracy in Weeks 3 and 4 next term. The first test will be writing which will start on Wednesday 11 May. The other tests include reading, conventions of language (spelling, grammar and punctuation) and numeracy. A timetable will be given out early next term. All students are required to bring their own headphones for each test. Please ensure that they have a jack to plug into the computer as wireless headphones will not work. If you have any questions, please contact Deborah Wheeldon (dltc@redbendcc.nsw.edu.au). Boarders may need to ensure they bring these back to school at the beginning of term 2.



SAVE THE DATE- Wednesday 4 May
Parents as Partners is back.

We encourage all new parents to the school and those that just want a refresher, to come to along to learn about how to help your child/ren achieve success. The night will focus on the following topics:

- Student wellbeing
- Literacy strategies
- Numeracy strategies
- How to decode assessments and exam notifications

Please look out for more information via the School Stream App in Week 1 next term. If you have any questions, please don't hesitate to contact Mrs Deborah Wheeldon on 6852 2000 or dltc@redbendcc.nsw.edu.au.

Astronomy

Back in the Black – Astronomy Evenings Return to Red Bend
by Mr Alex Abbey, Science and HSIE Teacher

Finally, between the easing of COVID restrictions and having a clear sky, on the evening of Monday 4 April 2022, we were able to have the first astronomy evening on the front oval in a long time.

The ever-changing night sky meant that there were no planets to be seen. They are best seen just before sunrise at the moment.

However, despite quite a few floodlights in the area, the cloudless sky allowed students, parents and staff to see a range of features.

Some of these included:

The Great Orion Nebula, an enormous cloud of gas and dust in which new stars are forming. Without a telescope, it appears as the middle “star” in the handle of “The Saucepan” within the constellation Orion.

Alpha Centauri, the closest star to Earth (besides our own Sun, of course), appearing in the sky as the brighter of the two Pointers near the Southern Cross.

In fact, like many stars, when seen through a telescope, Alpha Centauri appears as a double star. (There is also a third very faint star that is difficult to spot.)

The two brighter stars slowly orbit around each other over several decades. The students learnt that 20 years ago, the two stars were quite easy to spot as there was a clear separation between them. However, currently, one star has moved behind the other, as seen from Earth, and it is currently difficult to see the two separate stars.)

The beautiful open cluster, The Jewel Box, just outside the Southern Cross. The Jewel Box gets its name because it looks like many gemstones sprinkled across the black “velvet” of space. Apart from the many white “diamonds” to be seen, a particular challenge is to be able to recognise the red of a “ruby”, the blue of a “sapphire” and the green of an “emerald”.

The human eye is surprisingly good at seeing objects in low light conditions. However, it doesn’t see colour very well in the dark. It was interesting, but not surprising, that most of the students saw the red of the “ruby”, some recognised the blue of the “sapphire” but only a few thought they may have noticed the green of the “emerald”.

Even though astronomy has no connection with astrology in modern times, the zodiac signs are real constellations in the sky. In particular, people were shown Leo the Lion, Gemini the Twins, as well as Orion the Hunter and his two nearby large and small hunting dogs, Canis Major and Canis Minor. The boarders were, as always, an appreciative audience. Thank you to the boarding staff for accommodating the astronomy evening into their schedule.

It was also great to see a large number of day students and their parents come out to have a look into the night sky.

The next astronomy evening is planned for Term 2 when the night sky will have changed to reveal other constellations and deep space objects.



Mrs Nikki Metzeling and Mr Matt Reid supervising some of the many boarders who explored the night sky from the front oval.

Easter week



Girls Rugby 7's

Over the last 3 Friday afternoons, a team of Under 14 girls have been competing in the Jakiya Whitfield Cup held at Kinross in Orange. For some girls, this was the first time they had played contact rugby, and for most, their first time playing Rugby Union. They have been able to improve their skills over the last few weeks, whilst also learning how to play as part of a team. They were also lucky enough to meet Jakiya Whitfield, who currently plays in the Australian 7's team, who gave a presentation to the girls and answered all their questions.

The results in the finals were as follows;

Semi Final vs KWS

Win 25 - 5

Tries: Polly Garland x 2, Malia Morrison, Alessia Calvani, Zoe Mcrae

Grand Final vs Orange Anglican

Win 32-10

Tries: Joselyne Folau x 3, Quinella Toomey, Alessia Calvani, Malia Morrison

Congratulations to all girls involved over the 3 weeks, It has been a pleasure working with such energetic and committed players.

Special thanks also goes to Evie Roebuck and Hannah Demamiel for accompanying the excursion, as well as John Haskell and Pat Rudd for their help in organising the event.

Coach - Andrew Saar



Cattle Team

This week sees the Cattle Team heading off to the Sydney Royal for the Easter Show. Throughout Term 1, students and Mrs Earl have been busily breaking in, preparing and getting ready for the event of the year! A huge amount of preparation has gone into preparing the cattle, both with feed and handling them so they will cope with the crowds and noise at the Show.

A big thank you needs to go to the students, who have given up recess, lunch times and after school hours to do this. Thanks also must go to the Sponsors - Kevin Miller Whitty Lennon and Co, Forbes Livestock, Langlands Hanlon, Advanced Animal Nutrition, and Parkes and Forbes Toyota.

To the parents who have run around after their children so they can attend these after school hours training sessions. To Fred Brown and Duncan Elms who have fed the cattle over countless weekends. And to Susan Earl, who, without her tireless dedication, effort and love for the Cattle and the team, none of this would happen.

I would like to wish the team all the best of luck in Sydney - we can't wait to hear the results!

Laura Tandy | Agriculture Faculty Coordinator

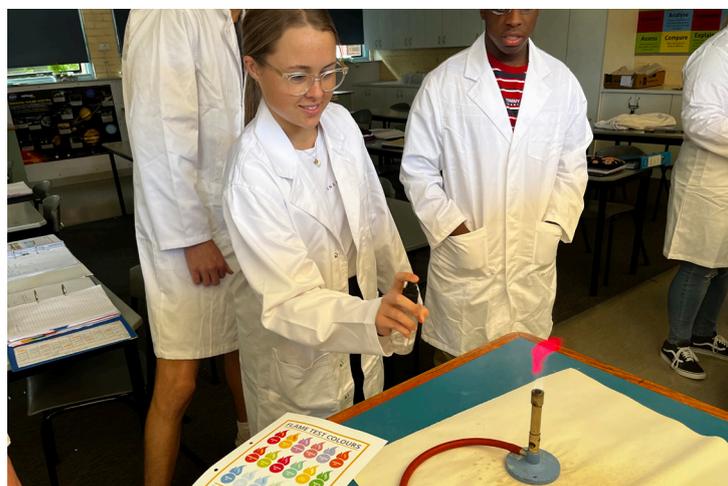


Science

Term 1 has been a very busy and exciting time for our Science students. Our Year 7's have been thrilled to be in a lab where they have become masters in lab safety and lighting bunsen burners. Year 8 have been putting their developing science skills to the test by investigating factors affecting plant growth, while Year 9 have become experts in electrical circuits. Year 10 has been focusing on genetics and evolution and are looking forward to learning about space and galaxies next term.

This term is often challenging for our students entering into Year 11 as they settle into the expectations of being a senior in the school and the extra workload it brings. However, you can see that our Chemistry students are revelling in the challenge and are enjoying learning about electrons, radioactivity and flame tests. If you see any of them around, ask them about flame tests - it is the secret behind the many colours of fireworks.

Mrs Hannah Graham



STEM

On Thursday 24th March Year 9 had the privilege of being part of the Big Science Big Fun! and Liquid Nitrogen Show, as presented by Russel (Phoenix) Sandstrom from Fizzics Education. This show taught students about how matter, forces and energy are interacting in the world around them and, more importantly, how those relationships can be manipulated to create a magnificent show.

On Friday 25th March Year 8 participated in small group workshops to develop their coding skills. They were taught how to program a Lego Robot to complete a series of small challenges, using drag-and-drop programming. All students are commended on their active participation across both days and we hope students realised the many ways a love of Science, Technology and Mathematics (STEM) may lead to a wonderful career.

For further information on Fizzics Education, visit their website, <https://www.fizzicseducation.com.au>. Students can also explore post-school options in STEM by visiting our College Careers Portal or <https://careerswithstem.com.au/>



Zoo excursion

What's New in the Zoo for Year 8 Geography?
by Mr Alex Abbey, Geography Teacher

On Wednesday 30 March, Year 8 took part in our annual Year 8 Geography field study (or excursion) to Taronga Western Plains Zoo at Dubbo.

Although the students had to be on the coaches slightly earlier than usual, and got home a little later, they were in high spirits as we travelled north up the Newell Highway to Dubbo.

When we arrived at the zoo, the students were organised into their respective Geography classes.

Mrs Hassell, Ms Price, Ms Slatyer, Mr Menzies, Mr Giri, Mrs Vasconcelos, Mrs Morrison, Mrs McMillan and Mr Abbey accompanied the various groups around the zoo.

The classes were further divided so that half the classes walked around the zoo clockwise, and the other half went in the opposite direction.

This was to minimise congestion.

Every student was issued with a detailed workbook to be completed and each classroom teacher accompanied their class to ensure the students gained the most educational value from the day.

Although each class stopped at an appropriate location for a morning tea break, timing allowed for the entire group to meet together for lunch.

After lunch, each class continued in the appropriate direction to complete their circuit of the zoo.

The excursion consolidated the students' learning during the Year 8 Geography "Water in the World" topic.

In particular, the visit to the zoo was designed to allow the students to explore the relationship between worldwide water conservation and the survival of endangered species.

Apart from the more technical information that the students gained, they were also amused by the various animals in residence.

Particular favourites were the cute meerkats, the boisterous siamang apes, the inquisitive small-clawed otters and the Galapagos tortoises (who clearly weren't going to hurry for anyone).

Some were disappointed not to be able to see how the hippopotamuses mark their territory.

However, a pair of elephants who clearly thought it was well-and-truly mating season caused great entertainment for the students.

The mild weather made walking around the zoo a pleasant experience and the students gained a great deal from the day.



Year 9 Reflection Day

The Year 9 Reflection Day occurred on Thursday 31st March 2022. It offered our students the chance to unite as a cohort and recognise the unique values that we share. The presenter, Mr Michael Fitzpatrick, facilitated the day in such a fun and engaging way with a focus on the theme "Who is my neighbour?" Luke 10:25. Special thanks also must go to the maintenance and kitchen teams, Mrs Wendy Sharkey, Mr Bill Holmes, Mr McCarthy, Sr Liz, and all other supervising staff for their assistance in its preparation, supervision and delivery. Finally, thank you to our brilliant Year 9 students for their full participation.





McAuley news

Getting to know the McAuley Student Leaders

“The McAuley Minute”

Eliza McRae

Q1) Full name and where you're from?

My name is Eliza McRae and I live on a farm between Temora..... the middle of nowhere

Q2) Do you have a nickname?
Liz, lizey, mcrazie, mcrae

Q3) Any unique talents/skills?
Not exactly I'm very enthusiastic, love me footy and have a special touch with animals

Q4) Favourite subject at school? Why?
Primary — love the farm and prac side of it all

Q5) After school I plan to?
Hopefully attend university to Become a vet and move to Canada on a ranch

Q6) If you could travel anywhere in the world for free, where would you choose? Why?
Canada because it's always been my dream to go there, I've always loved the place and how Gorgeous place.

Q7) RBCC is a great school because?
I've learnt so much whilst being at red bend, I have gained strength and become more confident in myself and all choices I make.
Red bend is a great school because there are endless amounts of opportunities here and they have the most amazing house that is obviously McAuley.



Harrison Toole

Q1) Full name and where you're from?
My full name is Harrison Neil Toole, and I was born and raised in the thriving metropolis of Forbes.

Q2) Do you have a nickname?
Not really, but some people call me Hazza or Tooley

Q3) Any unique talents/skills?
I've played the trumpet for nearly my whole life.

Q4) Favourite subject at school? Why?
I have a lot of favourite subjects. I love science (Physics and Chemistry), maths (advanced and extension) and also music. I love these subjects because they always push me to the best of my ability. I also get to learn really cool stuff, and apply it to my everyday life.

Q5) After school I plan to?
I plan to go to University and hopefully study a degree in either engineering or teaching.

Q6) If you could travel anywhere in the world for free, where would you choose? Why?
I'd love to go to Africa again. It was a life changing experience and really eye-opening.

Q7) RBCC is a great school because?
Red Bend is an amazing school because it sets very high standards for the students, pushing them to grow and to better themselves in every aspect of their lives. It also gives students amazing opportunities that many other schools don't have such as Immersions where we go visit other marist schools across Australia and even the world. Lastly, Red Bend always strives for excellence. It allows the students to work to the best of their ability, and pushes them to a very reasonable amount so they develop into the best person they can.



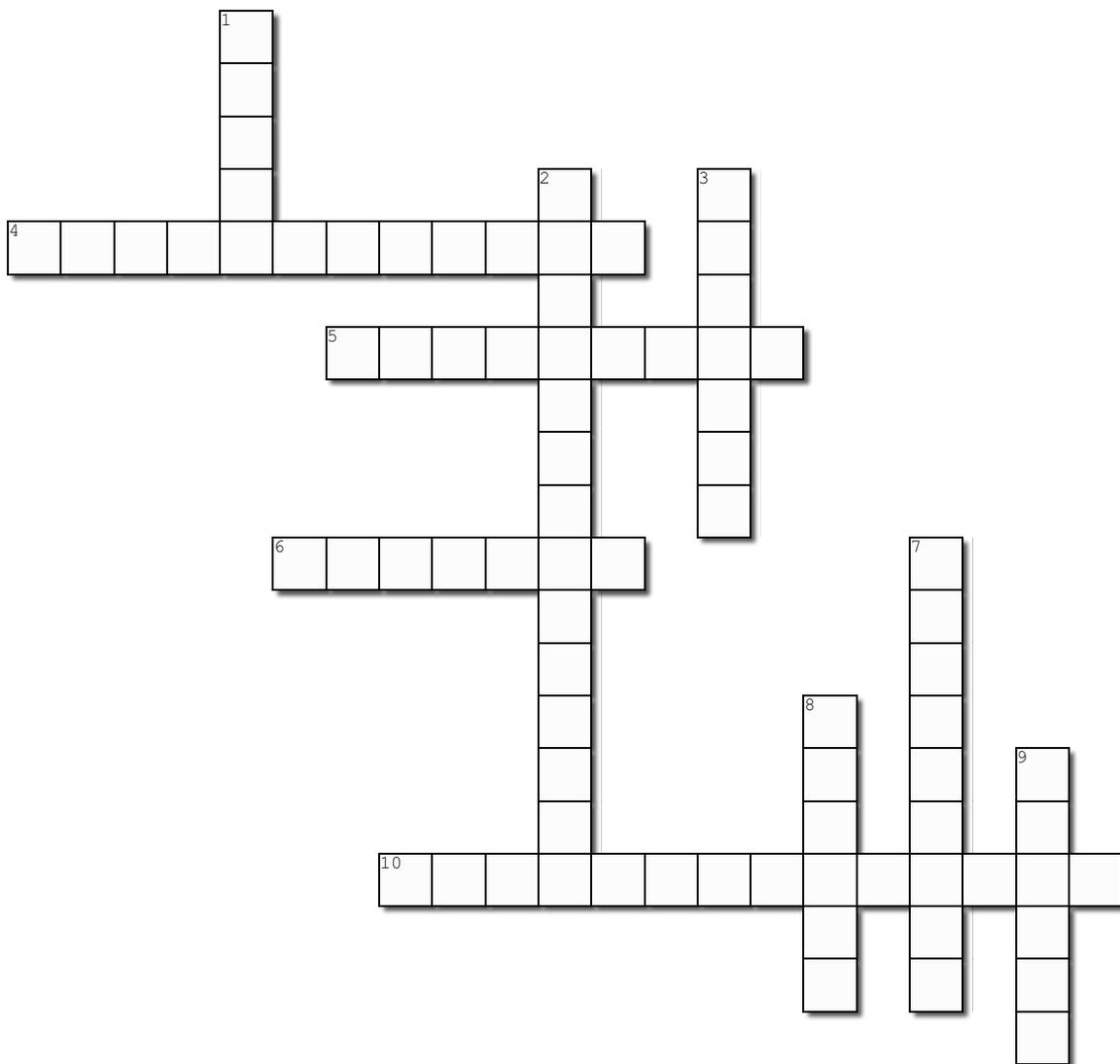


McAuley trivia

Name: _____

McAuley Trivia

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Across

4. McAuley House Captain Name (Female)
5. In 1990 Pope John Paul 11 declared Catherine McAuley
6. Sisters of mercy were known as sisters?
10. McAuley Liturgy Captain Name (Male)

Down

1. The McAuley Mascot
2. McAuley House Captain Name (Male)
3. The sisters of Mercy were established in? (Country)
7. The Patron Saint of McAuley
8. House Coordinator Last Name (Female)
9. Official colour of McAuley

Catholic Education Priorities

The purpose of this document is to outline the key issues and national priorities for Catholic Education for the 2022 Federal Election.

About Catholic Education

From humble beginnings, Catholic education in Australia has seen extraordinary growth over two centuries to become the single largest provider of schooling outside of government.

Today, **1,755 Catholic schools** are educating over **785,000 students** from approximately 450,000 families. Our schools employ over **102,000 staff** across Australia. Nearly 40% of schools are outside of metropolitan areas, meeting the needs of regional, rural and remote communities.

Catholic schools have been serving Australian families for 200 years.

Catholic education has been working with government and other education sectors to develop and implement a fairer needs-based funding model for all schools to ensure every family has greater access to, and choice in, education.

We are supporting Catholic schools to:

- Form young people of faith
- Lift educational standards so that all students fulfil their learning potential
- Better support the needs of Aboriginal and Torres Strait Islander students, students with disability and disadvantaged communities
- Advocate for greater access to early childhood education, aligned with school delivery.

Our work is to foster a thriving Catholic education sector that offers parents affordable access to, and a choice of, a faith-based education for their children. Catholic education continues to advocate for fair and inclusive funding that sustains both public and accessible faith-based school systems widely available across Australia.

FEDERAL ELECTION PRIORITIES

Catholic education is seeking the following commitments in the 2022 Federal Election:

Supporting school choice

Support for Catholic schools to be an affordable choice for Australian families through:

- **Funding certainty** by continuing the 10-year agreement and the current level of **indexation** to reflect increasing educational costs
- Refining **loadings for student need**, school size, regional and remote location
- Maintaining the **Choice and Affordability Fund**
- Advancing the review of the **Capacity to Contribute** formula to 2024 to ensure fairer parent contributions
- Improving **capital funding** support to adequately resource learning environments

Enabling faith-based education

- Appropriate **legislation and educational policy** to enable Catholic schools to operate and teach within a religious ethos

Delivering national priorities

- Extending the **Non-Government Reform Support Fund beyond 2022** to support the delivery of the National Education Reform Agreement and emerging priorities such as quality teaching
- Supporting **Early Childhood Education** in the two years prior to school, capital funding to grow the number of services, and improved alignment for school delivery
- Better access to **Mental Health and Wellbeing** programs to address the increasing challenge of student mental health and wellbeing, particularly for educationally disadvantaged students
- Better access for **Aboriginal and Torres Strait Islander students** in Catholic schools to Closing the Gap initiatives that support the complex needs of students

SUPPORTING THE CHOICE OF FAITH-BASED EDUCATION

PRIORITY: Support for Catholic schools to be an affordable choice for Australian families through:

- **Funding certainty** by continuing the 10-year agreement and the current level of **indexation** to reflect increasing educational costs
 - Refining **loadings for student need**, school size, regional and remote location
 - Maintaining the **Choice and Affordability Fund**
 - Advancing the review of the **Capacity to Contribute** formula to 2024 to ensure fairer parent contributions
 - Improving **capital funding** support to adequately resource learning environments
-
- One of the most unique and valuable features of Australia's education system is the wide-ranging availability of genuine, affordable **SCHOOL CHOICE**
 - Today, a school education costs over **\$12,000 per primary student** and more than **\$15,200 per secondary student** annually. For most Australian families this cost would be out of reach, especially if they have two or more children
 - Genuine choice relies on governments providing fair funding and indexation to ensure Catholic schools are affordable and accessible to families who desire a **FAITH-BASED EDUCATION** for their children
 - Currently, Catholic school families take on nearly 29% of the annual cost of their child's education
 - In 2019, Catholic school families contributed approximately \$3.9 billion towards their children's education, representing a substantial **SAVING TO AUSTRALIAN TAXPAYERS**
 - While an improvement on the previous funding model, the [Direct Measure of Income](#) funding model needs further refinement to ensure genuine choice and fairer contributions from families
 - This can be addressed by advancing the review of the Capacity to Contribute formula, bringing it forward to 2024 - it is currently scheduled for 2027
 - Nearly 40% of Catholic schools are located in regional, rural and remote areas of Australia
 - Catholic schools are also educating increasing numbers of students from priority cohorts (students with disability, Aboriginal and Torres Strait Islander students, socio-educational disadvantage and low-English proficiency)

- Loadings for student need, small schools, and regional and remote schools also need to be refined to ensure funding adequately meets the additional needs and costs of students and schools
- Catholic schools also contribute to Australia's **CAPITAL INFRASTRUCTURE** through the building of school and community infrastructure
- In 2019 alone, this investment was about \$1.6 billion nationally, which represents 90% of the funding required to support school buildings and capital works with state and federal governments, on average, contributing 5% each
- Catholic education supports approximately 83,000 full time equivalent teaching and non-teaching jobs and estimates the total Gross Value Added¹ (GVA) **CONTRIBUTION TO THE AUSTRALIAN ECONOMY** to be approximately \$12.1 billion, which represents almost 17.1% of the school education sector per year

¹ Estimation based on 2019 Ernst & Young analysis of Catholic Education Western Australia.)

PRIORITY: Appropriate legislation and educational policy to enable Catholic schools to operate and teach within a religious ethos

- One in five Australian students attend a Catholic school reflecting their family's values and beliefs - this is an important aspect of a pluralist society
- Around 63% of students are from a Catholic background
- Catholic schools also welcome families from other faith traditions and none
- Australia has ratified a number of International Covenants to protect freedom of religion including establishing religious schools and the right of parents to ensure the religious and moral education of their children, and to provide a compulsory, free education for all students
- A free and fair Australia requires governments to ensure **LEGISLATION AND EDUCATIONAL POLICY** support the right of parents to choose a school in line with their beliefs and values
- Catholic education supports appropriate legislation and educational policy to enable Catholic schools **TO OPERATE AND TEACH AS CATHOLIC SCHOOLS**, while ensuring a fair and reasonable balance with other protected rights
- Catholic schools do not, and are not seeking to, discriminate on the basis of a person's attributes

DELIVERING NATIONAL PRIORITIES

PRIORITY: Extending the Non-Government Reform Support Fund beyond 2022 to support the delivery of the National Education Reform Agreement and emerging priorities such as quality teaching

- The scale and systemic nature of the Australian Catholic school sector enables close cooperation with government and education bodies across federal, state and territory levels to deliver national and local priorities
- The **NON-GOVERNMENT REFORM SUPPORT FUND** has been a positive support to assist Catholic systems to deliver the National Education Reform Agreement and national priorities including:
 - Learning progressions and online formative assessment
 - Initial Teacher Education
 - National Evidence Institute
 - Teacher accreditation systems
 - Review of Senior Secondary Pathways
 - Review of the Disability Standards for Education
 - Implementation of the Unique Student Identifier
 - Review of the Australian Curriculum
- The Non-Government Reform Support Fund is due to conclude at the end of this year and Catholic education seeks a commitment to extend the fund to continue to support these and other emerging national priorities

PRIORITY: Supporting Early Childhood Education in the two years prior to school, capital funding to grow the number of services, and improved alignment for school delivery

- Catholic education is increasing the delivery of **EARLY CHILDHOOD EDUCATION**, a vital component of each child's development. With over 15,000 children in 400 centres across Australia, we are working towards a future where all children have access to high quality early childhood education in the **TWO YEARS BEFORE COMPULSORY SCHOOLING**
- For children experiencing disadvantage, early education plays an even more significant role in turning the curve on inequality. Underpinning this strategy is the commitment to ensure every child has access to a fair start to life, **OUT-OF-POCKET COSTS FOR FAMILIES** are reduced and funding is applied consistently across jurisdictions and sectors
- Catholic schools are well placed to meet this need, with many **NEW EARLY CHILDHOOD EDUCATION CENTRES** being built onsite with Catholic schools - this responds to the needs of families with young children and puts early learning at the heart of our school communities

- Early childhood education centres located within schools also deliver **GREATER ECONOMIC EFFICIENCIES**, allowing for shared infrastructure and facilities that reduce operating costs, offer children and their families the opportunity to participate in the life of a Catholic school community, enable smoother transition to primary school and facilitate increased knowledge exchange between educators

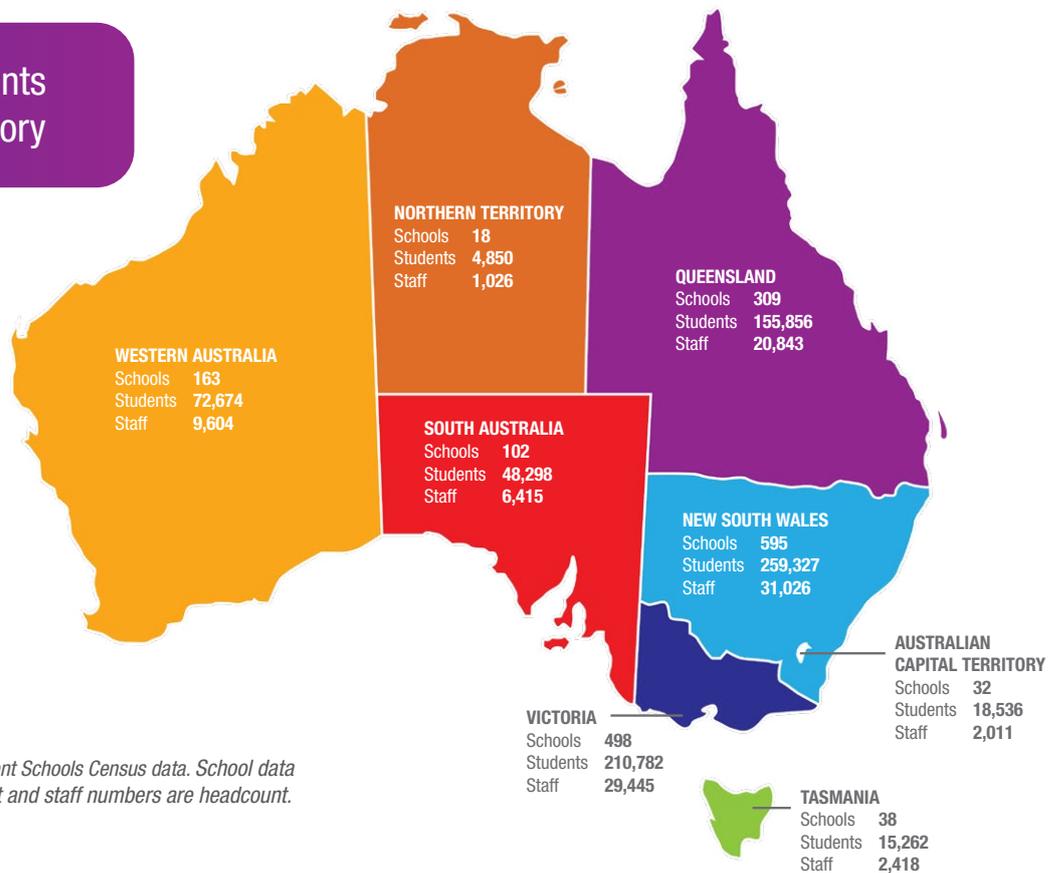
PRIORITY: Better access to Mental Health and Wellbeing programs to address the increasing challenge of student mental health and wellbeing, particularly for educationally disadvantaged students

- With the increasing incidence of youth **MENTAL HEALTH AND WELLBEING** challenges, schools are an important partner in identifying, supporting and monitoring student wellbeing
- While Catholic schools already have a strong focus on pastoral care and wellbeing, greater recognition and better access to mental health and wellbeing programs and services to support students and families is needed (e.g. Chaplaincy program, psychology services, etc)

PRIORITY: Better access for Aboriginal and Torres Strait Islander students in Catholic schools to Closing the Gap initiatives that support the complex needs of students

- Over the past 20 years, the number of **ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS** has increased by 180.2% in the Catholic sector
- Catholic schools are focused on **CLOSING THE GAP TARGETS** and initiatives to respond to the complex needs of students across a range of urban, remote and boarding centres, including:
 - Lifting the participation of Aboriginal and Torres Strait Islander students in early childhood education
 - Promoting health and wellbeing programs
 - Supporting targeted early literacy and numeracy development in the early years
 - Developing transition to school and post-school programs
 - Embedding Aboriginal and Torres Strait Islander histories, cultures, language and perspectives in early childhood education and school curriculum delivery
 - Supporting young people to be engaged in meaningful employment and education opportunities
- Catholic education is seeking **BETTER ACCESS** to national initiatives to continue to support these efforts

Catholic schools, students and staff by state/territory



Map is based on 2021 Non-Government Schools Census data. School data includes main campus only. Student and staff numbers are headcount.

SNAPSHOT OF AUSTRALIAN CATHOLIC EDUCATION

38% of Australia's **1,755** Catholic Schools are in regional and remote areas

Over **785,000** students attend Catholic schools

785,585 headcount / 785,396 FTE

Over **102,000** staff work in Catholic education

Staff - 102,788 headcount / 83,194 FTE
Teachers - 66,080 headcount / 57,586 FTE

1 in 5 Australian students attend a Catholic school

Primary - 17.7%*
Secondary - 21.3%*
*2020 data

Students with disability make up **20%** of student population in Catholic schools

156,818 FTE

Since 2000 the number of Aboriginal and Torres Strait Islander students in Catholic schools has increased by **180.2%**

41%* of Catholic school students are funded for socio-educational disadvantage

91% of Catholic schools are co-educational
3% are boarding schools