



**Mr Ian Margetts**  
Principal

**10th May 2019**

**Principal:**

**Mr Ian Margetts**

**Deputy Principal -**

**Curriculum/Administration:**

**Mr Matthew Brauer**

**Assistant Principal - Mission:**

**Mr Matt de Jong**

**Assistant Principal - Student Wellbeing:**

**Ms Jenny Rossiter**

**Assistant Principal - Residential:**

**Mr Scott Whitters**

**Business Manager:**

**Mr Warren Thomson**

**Office Manager:**

**Mrs Sue Wegert**

## **Principal's Report**

Dear Parents, families and the broader community,

Welcome to Term 2. Quickly we are already in to Week 3 and yet another busy term!

During Term 1 the College worked on a Community Engagement Strategy. This strategy aims to build family-school partnerships as an ongoing, collaborative relationships. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the Mount St Bernard College. The College has reviewed activities involving school staff, parents and other family members of students at school.

One aspect of the strategy that we have refined is our community visits. These visits support connecting with our Boarding students' families and building strong relationships with the community. Opportunities for staff to visit with families in community also provides a wonderful professional learning opportunity as well. I strongly believe that "Education is not just about teaching children in the classroom, it's about engaging with families, Elders and the community as a whole, and allowing them to have a say in their children's education. When the family is engaged, so are the children"

<https://nit.com.au/community-engagement-crucial-for-educational-success/>.

Last week Mrs. Noelene Lep (teacher of 8B) and Mrs. Althea Collins (Enrolment Officer) travelled Doomadgee for the local schools 'Getting Ready for Boarding' program. Our staff engaged with many families and promoted education at Mount St Bernard College (see article in this newsletter). Further to our commitment to engage with families in community, Mr. Scott Whitters (Assistant Principal – Head of Boarding), Ms. Brenda Talty (Transition Support) and I will travel to Central Australia next week to engage with families around Alice Springs including Ali Curung, Neutral Junction, Ti Tree and Santa Teresa. Further to this, staff will visit the Torres Strait later in the term (May 27<sup>th</sup> - 31<sup>st</sup>). In Term 3, we are looking to visit Croydon. Families are notified in the week prior, so please keep your eye out for the opportunities to engage with our staff. As a part of the strategy, the College commits to visiting these communities each year to ensure an ongoing partnership.



**Mrs Lep and Mrs Collins visiting Doomadgee**

Last week also saw our Parent Teacher afternoon. This is another important aspect of our Community Engagement Strategy. Thank you to all our local families who took up the opportunity to meet with teachers with a view to support each young person. The quote above, "when the family is engaged, so are the children" rings true for all families, both day and boarding families.

We appreciated our families ongoing support and encourage any parents to contact the College at any time.

Our Year 10 students headed out on 'Expedition' this week. The 4 day hike is certainly a challenge but students have the opportunity to learn more about the wider environment, as well as to develop their self-confidence, team work and get to know other members of the year level in greater depth. Students, led by Mr Mike Tolley and Mr Ryan Mawdsley, are taken out of their comfort zone in an unfamiliar environment but kept within a safe and secure setting. We look forward to the stories and photos on their return.

**Ian Margetts - Principal**





## Deputy Principal - Curriculum & Administration

This term brings many exciting events to our college community. The first of which, commencing next week, involves all of our Year 7 and 9 students. The National Assessment Program of Literacy & Numeracy is to be administered from Tuesday 14th - Thursday 16th May. This program provides an ideal opportunity for both of these cohorts to apply their knowledge and skills in the space of Literacy and Numeracy, under unique testing conditions. We actively encourage students to apply themselves during this testing period, as any information collected through this process will help inform the in-class support in which is offered to each student.



**Mr Matt Brauer**

In addition to the many in-class activities in which our students will undertake this term a variety of extra-curricular events have also been planned. This includes the Year 10 Expedition and Year 8 Camp. Both whole-cohort excursions are designed to challenge each student's persistence, problem-solving capabilities and team work, in a safe and friendly environment. The Year 10 cohort is currently undertaking their expedition at Tinaroo Environmental Education Centre whilst the Year 8's will visit Echo Creek in the first week of Term 3.

Other upcoming events include the Readers Cup, an inter school competition for Year 7 and 8 students who are passionate about reading, the BLA Careers Expedition and the REACH Art workshops. Each of these events have been specifically designed to provide our students with a wider range of curricular and extracurricular opportunities that are engaging, collaborative and contextually relevant.

***Matt Brauer - Deputy Principal***

## A Visit to Doomadgee

In week 2 Mrs Althea Collins and I travelled to Doomadgee to participate in a locally organised expo on future educational pathways for students from years 5 to 10. We provided information about our school and what it's like to live at and attend our boarding school. We were met with lots of friendly faces and bombarded with lots of questions. We had the opportunity to talk to parents and other community members who were interested in how we, as a team, could help students in this remote location further their education. Both Althea and I thoroughly enjoyed meeting the adults and children at the Doomadgee expo and look forward to, one day, seeing some of those faces here at Mount St Bernard.

*Mrs Noelene Lep*





# Assistant Principal - Student Wellbeing

## How Healthy Is Your Relationship?

*"In a healthy relationship **both people show respect, trust, and consideration** for the other person.*

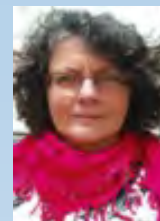
*Each person **feels valued for who they are**, and their beliefs, culture and choices are respected.*

*Each person **encourages and supports the other's goals, talents and strengths.**"*

<http://www.domesticviolence.com.au/files/pdf/FINALDating-Violence-Info-for-Young-PeopleMAR2012.pdf>

May is Domestic Violence Awareness Month. MSB's three expectations of **Being Safe, Being Respectful and Being Responsible** ensure that we are all working towards having healthy relationships with others.

If we are to stamp out Domestic (or any other type of) Violence, then we need to start with educating our children around how to behave respectfully and with consideration. One of the ways to do this is to examine how we as adults deal with people in our lives who are not behaving the way we want. Do you yell at them, hit them, always blame them, punish them? Or do you talk things through, see their side of the story, work out a reasonable consequence for their actions?



Ms Jenny Rossiter



## What children see - children copy.

**If you want to make the change - you must be the change.**

This month has also seen MSB's reconnection with **Headspace Outreach**. A psychologist from the service, Terri, has joined with our school counsellor, Kerri to present a series of sessions to the Year 7 and Year 10 students.



The themes of the program **"Value myself, Others and My World"** include:

- ◆ Gaining an understanding of my values and the values of others, the school community and my world.
- ◆ Understanding helpful, value-guided actions (behaviours) towards myself, others, the school community and my world: Acting in a safe, respectful and responsible manner.
- ◆ Safely exploring the mental health benefits of valuing and having respectful behaviours towards myself.

## New Wellbeing Team Staff

We would like to extend a warm welcome to two new members of the MSB family.

### Brenda Talty - Transition and Engagement Officer

Brenda comes to MSB with a wealth of experience working in schools and community. Her skills and knowledge gained while with Education Qld, NPA Women's Shelter and Qld Health will be a great addition to our team. In her role at the College Brenda will be working closely with students and families of both boarders and day students to assist them with the transition into school and remaining engaged and productive members of our community.

### Glen Hussey - Wellbeing Officer

Glen has brought his passion for working with youth to his new role at MSB. His experiences working in family support, Youth Justice and coordinating sporting activities in the NT and more recently here on the Tablelands are valuable attributes for our team. Glen will be working closely with students experiencing difficulty both in class and in the general College community. His early intervention group programs will assist them in reengaging and learning new strategies and skills.



**Jenny Rossiter - Assistant Principal - Student Wellbeing**

# Positive Behaviour Support Focus



Each week a Positive Behaviour Support topic is covered in Home Form classes. It is through all of us talking about and learning behaviour skills that we can begin to develop a positive, safe and supportive College Environment.

We can increase or decrease almost half of our happiness and success in life through the choices we make.  
*WE ARE IN CHARGE OF OUR FUTURE!*

Why do some people succeed, and others don't? This week students will be investigating the type of thinking that promotes success.

Carol Dweck proposes that there are TWO ways of viewing one's traits and intelligence. The first view is called the **FIXED MINDSET**. This is where individuals believe that when a person is born, they are born with a particular set of traits and intelligence and that the measure of these is set in stone and defines who you are. Therefore, who I am cannot be changed.



**A Fixed Mindset** can prevent you from being happy because it:

- Stops you from learning, growing as a person and developing new skills.
- Makes you not want to participate in situations.
- Prevents you from making and keeping healthy relationships.
- Causes you to think single events will affect your whole life.

In contrast, those born with a **GROWTH MINDSET** believe that nobody is born knowing everything or able to do everything. Life is a journey of learning. People with this mindset accept that one's traits and intelligence can be developed and that a person has to learn what he/she wants to know or be able to do.



**A Growth Mindset** help you to be happier because it:

- Improves your relationships with others.
- Allows you to see mistakes as learning opportunities.
- Lets you enjoy things even if you are not very good at them.
- Gets you to see single bad events as just one thing that happened in a long life.
- Helps you to take responsibility for your choices and life direction.

## How much can you actually change about yourself?

You are born with about 50% of your personality and your abilities.

About 10% is influenced by where you were born, what your family and friends are like and the school you attend.

Your attitude is in control of the remaining 40 % and this CAN BE CHANGED BY YOU !!



The consequences of a fixed mindset limit one's ability to interact with all that life has to offer as opposed to thinking that one's intelligence or personality is something you can develop.

## What Kind of Mindset Do You Have?

In summary, Carol Dweck's study has clearly shown that every time students "push out of their comfort zone to learn something new and difficult, the neurons in their brain can form new, stronger connections, and over time they can 'get smarter'.

Students who choose not adopt this **GROWTH MINDSET** will continue to experience the negative consequences of the thinking and actions that typify a **FIXED MINDSET**.

Miss Doris Cuda - SEL Co-Ordinator



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.





**Mr Scott Whitters**  
Assistant Principal -  
Residential

# Residential News

## **Mareeba Netball Carnival – Sunday 28<sup>th</sup> April**

Our Confraternity Netball girls participated in the Mareeba Carnival. The girls found the competition competitive and a great challenge for them.

Although they did not win a game, it was a great experience and challenge for the girls leading up to the Confraternity Netball Carnival being held July holidays in Bundaberg.

The girls are training and playing well. We are looking forward to travelling to Bundaberg to compete against other Queensland Independent Schools.



## **New Netball Courts at MSB**

Back in 2018 a new outdoor netball court was put in place and term 1 2019 we were able to train on our new courts. This has given our netball team their own space to play and train.

The girls love to be outdoors (when its not raining) to train. This gives them a different feel to being indoors as we have done in the past. (and when its raining).

# Thank You

In January I attended the Indigenous Australian Engineering School (IAES) at the University of Sydney. As a result of this wonderful experience, a foundation called **Engineering Aid Australia** awarded me a scholarship for continuing my studies at Mount St Bernard College AND...the **Jeff Dobell Memorial Scholarship** should I elect to enrol in Engineering or a related degree at any tertiary institution in Australia in the future.

*And, just quietly, I do plan to become an engineer.*

I feel privileged to be the recipient of both awards. They will certainly help me with the costs of university study and motivate me to achieve my best in the future.

*By Eliza Lyall*

Big thanks to Engineering Aid Australia, The University of Sydney and MSB for this substantial and practical support and encouragement.

**Photo right - Eliza Lyall (Year 12) accepting Engineering Aid Australia Scholarship from Principal, Mr Ian Margetts.**



## Woolworths Earn & Learn 2019

**Woolworths Earn & Learn** is back and Mount St Bernard College will again be taking part. This shopping campaign earns equipment for our College when Woolworths customers collect stickers

**It's simple to participate.**

From **Wednesday 1 May until Tuesday 25 June, 2019** (or while stock lasts), shop at Woolworths and collect Woolworths Earn & Learn Stickers from the checkout operator, Woolworths team members at the self service checkout, or through an online order.

You will be given one Woolworths Earn & Learn Sticker for every \$10 you spend (*excluding liquor, tobacco, and gift cards*).

Place the stickers or a sticker sheet in the our College Collection Box at Atherton Woolworths.

**You can also send stickers into school with your child.**

When we redeem our Woolworths Earn & Learn Stickers we receive valuable education equipment for our school.

You can access the MSB barometer via [woolworths.com.au/earnandlearn](http://woolworths.com.au/earnandlearn)

Our goal this year is 4,000 points.

Of course, no one has to shop at Woolworths, or feel any obligation to collect Woolworths Earn and Learn stickers. It is entirely up to you.

*C Weedon*





## Year 10.1 Mathematics

students are completing their first assignment of the year.

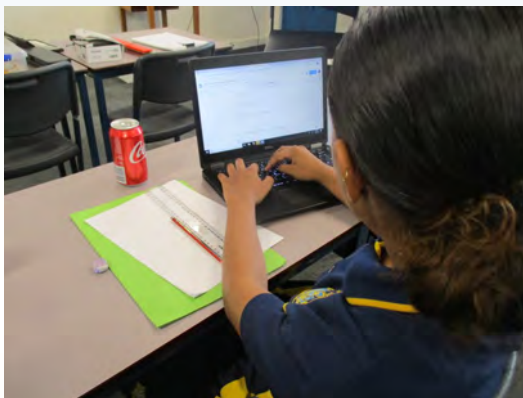
Their task is to investigate:

### How Much Coke is a Bargain?



By using surface area and volume formulae, they will calculate how much air is contained in each can of Coke. From this they will find out the percentage of air is contained in a 24 can carton of Coke of their own design. This requires skills in drawing nets and top view scale drawings of their chosen carton. Students will learn how to use vernier and calliper measuring instruments in the process.

Mr. A. Jamieson—Maths Department



**Catholic  
Education**  
Diocese of Cairns

*Learning with Faith and Vision*

### Student Care Insurance

Has your child had an accident or injury at school or in a school related activity such as inter-school sport or a school camp?

If the answer is yes you may be entitled to claim for expenses under Catholic Education's Student Care Insurance.

It covers expenses such as medical costs (where the law allows), emergency transport, travel, home tuition and school fee relief.

For further information click the following link:

<https://ccinsurance.org.au/Insurance/Pages/Student-care-Information.aspx>



## Upcoming Events Term 2 - 2019

Tues 14 - Thurs 16 May - Years 7 & 9 NAPLAN Tests

Mon 13 - Fri 17 May - MSB Northern Territory Visit

Fri 17 - Sun 19 May - The Great Wheelbarrow Race

Mon 27 - Fri 31 May - MSB Torres Strait Visit

Tues 28 May - BLA Careers Expo for Years 10,11 & 12

Cairns Showground

Thurs 30 May - First Aid Training Year 11 @ MSB

Fri 7 June - MSB's Got Style 6pm - 7.30pm

Convent Courtyard

Sat 8 - Sun 9 June - Boarders Leave Weekend

Wed 12 - Fri 14 June - Year 7 Camp Paterson



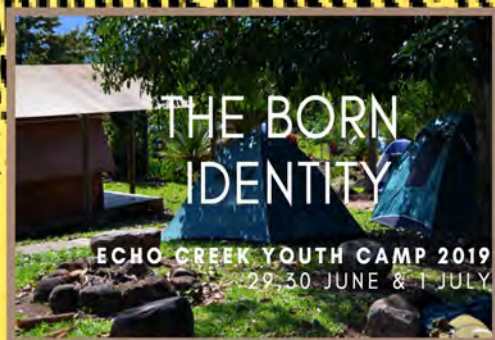
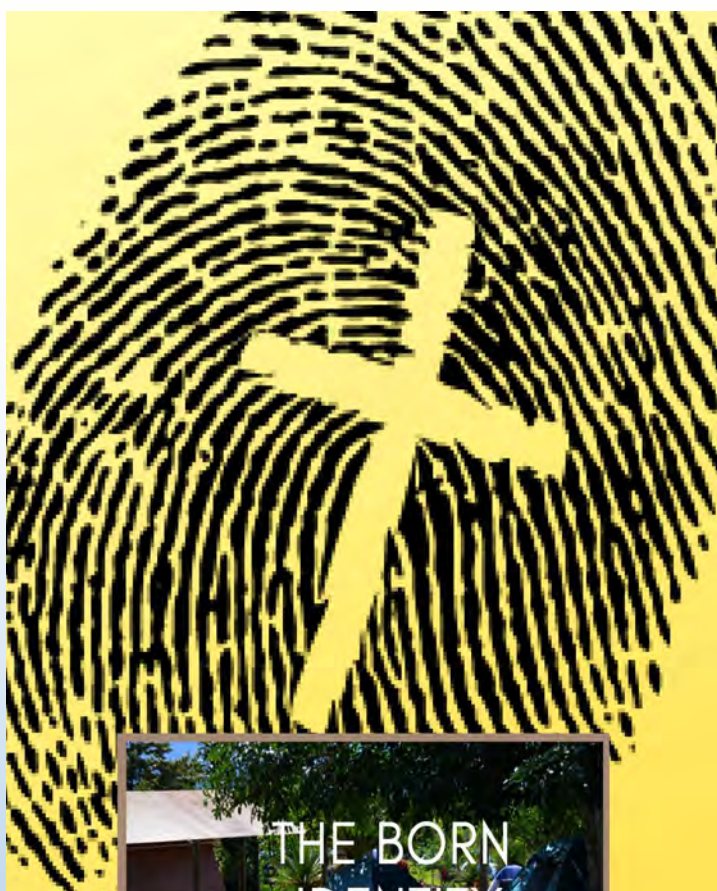
## Well Women's Clinic

(These clinics are available to  
Medicare eligible clients)

### Atherton Community Health Wednesday 15<sup>th</sup> May 2019

Service includes Cervical Screening Tests (Pap Smears), Sexual Health Screening, Breast Awareness, also info on Contraception, Continence, Menopause, Lifestyle Issues, Bowel Health, Domestic Violence, etc. All services are provided by a specially trained Women's Health Nurse.

For appointments  
PH: 4091 0263



### Born Identity Echo Creek Youth Camp

29, 30 JUNE & 1 JULY 2019

Reach Youth Group is excited to host another Diocesan Youth Camp this year. The theme 'Born Identity' will explore our identity in Christ during a weekend of faith, friendship and fun.

**Target:** Students in Year 7 - Year 12

**Venue:** Echo Creek Adventure Centre Tully

**Cost:** \$120 per person (includes all meals and camp accommodation)

**Camp:** Will include laser tag, team building and fun activities, music, small group discussion, free time, camp fire, prayer and liturgies.

**Registration:** Complete attached registration form and email to [reachnq@gmail.com](mailto:reachnq@gmail.com). Reach will send an information pack after receipt of your registration.

**Contact:** Please contact Reach Coordinator - Priscilla O'Brien on 0429 475 825 or email [reachnq@gmail.com](mailto:reachnq@gmail.com) for more information.





# THE FACTS ON SCHOOL FUNDING IN AUSTRALIA



**School funding** can be a confusing and contentious topic – so it's important that parents and school communities know the facts.

This leaflet explains how and why governments fund all not-for-profit schools, including Catholic schools.



## KEY STATISTICS (2018) - CATHOLIC SCHOOLS IN AUSTRALIA

Schools



1750

Students



764,190

Staff



96,098

**Catholic schools have educated Australian students for almost 200 years**

## CATHOLIC SCHOOLS EDUCATE 1 IN 5 STUDENTS



## THE COST OF A SCHOOL EDUCATION

The true cost of a school education in Australia is much higher than most people realise. The Federal Government calculates the basic cost at \$11,343 per primary student and \$14,254 per secondary student for 2019. That would be a huge cost for most Australian families, especially if they have two or more children.

This is why state/territory and federal governments provide some funding to all not-for-profit school sectors.



**PRIMARY STUDENT**  
\$11,343



**SECONDARY STUDENT**  
\$14,254

## HOW GOVERNMENT FUNDING IS CALCULATED

Funding for all schools in all sectors is calculated using the same needs-based measure – the Schooling Resource Standard (SRS).

Each school's SRS is calculated according to the needs of its students, starting with a base amount - \$11,343 per primary student or \$14,254 per secondary student plus extra funding for six types of disadvantage.

So a primary school educating many disadvantaged students may have an SRS of more than \$17,000 per student, while another educating highly advantaged students may have an SRS of less than \$12,000 per student.

The SRS is a funding target and was introduced in 2014. For many state and territory governments, it represents a big jump in their school funding commitments as they are the majority funders of public schools which educate two-thirds of all students. Meeting the SRS is therefore being phased in over several years with Federal assistance.



## WHO PAYS THE SRS?

In public schools, the SRS is funded solely by state/territory and federal governments; parents are not required to contribute.

In Catholic and other non-government schools, state/territory and federal governments fund 20-90% of the SRS base amount according to a means test of the school's parents, who are expected to make up the shortfall. The more parents can afford to pay, the less public funding a non-government school attracts.

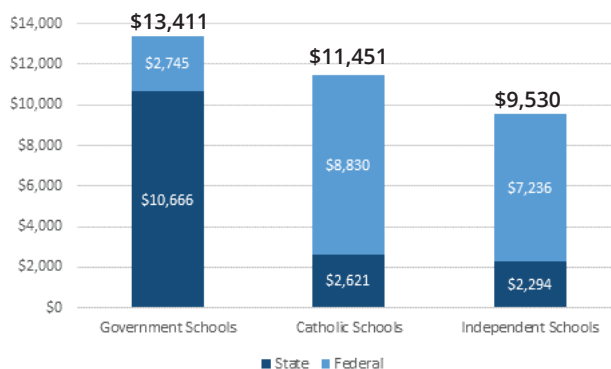
## IT'S A FACT



- Funding for all students in all school sectors is calculated using the same needs-based measure - the Schooling Resource Standard (SRS)
  - In public schools, the SRS is solely funded by taxpayers
  - In Catholic and other non-government schools, parents pay part of the SRS according to an assessment of their ability to pay
  - Public school funding has never been cut to fund Catholic schools. Funding for public schools has risen every year in line with enrolments and indexation
- Catholic Education supports a strong, properly funded public schools sector
  - All Australian students should have access to a quality education, no matter which school they attend
- Catholic school parents are also taxpayers and deserve a fair share of government funding support to keep their children's schools affordable
- By keeping Catholic schools affordable, one in five Australian children can attend a school that reflects their parents' values and beliefs – an important feature of a pluralist society
- Catholic schools save taxpayers money; without affordable Catholic schools, taxpayers would need to fund 100% of the cost of educating Catholic school students, instead of around 70%

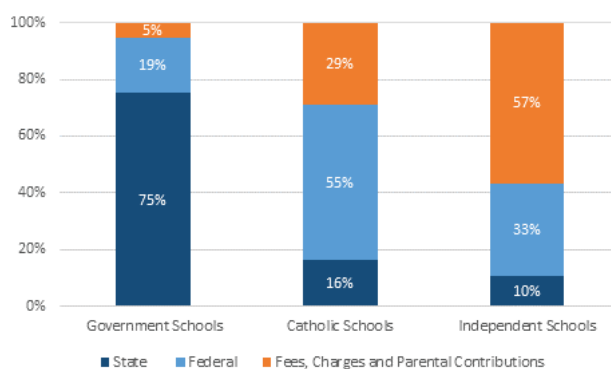
## HOW MUCH GOVERNMENT FUNDING DO SCHOOLS RECEIVE?

2017 TOTAL GOVERNMENT RECURRENT FUNDING (per student average)



## HOW MUCH DO CATHOLIC SCHOOL PARENTS PAY?

SOURCES OF RECURRENT FUNDING 2017

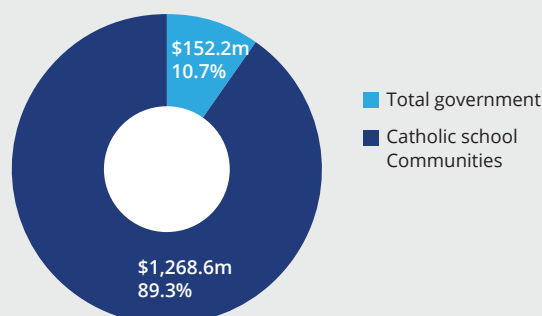


Catholic school communities, on average, contribute almost 30% of the cost of educating their students. The remainder is covered by a combination of state/territory and federal government funding.

Without this government funding support, Catholic systemic schools would need to charge parents the full cost of educating their child. This would put a Catholic education out of reach for most Australian families, forcing them onto the public schools sector which is already stretched.

In 2017, Catholic school communities paid \$3.6 billion in fees and \$1.27 billion in capital funding to support their schools. This represents a significant saving to taxpayers.

2017 FUNDING SOURCES - CAPITAL





# FREQUENTLY ASKED QUESTIONS



School funding can be difficult to understand and sometimes confusing. Understanding a few basic facts can help.

Here are some answers to commonly asked questions.



## 1 WHY DO GOVERNMENTS FUND NON-GOVERNMENT SCHOOLS?

Catholic schools have taught Australian children for almost 200 years. Today, they educate one in five students and are a vital partner with government and independent schools in delivering quality education to 3.9 million students nationally.

The true cost of schooling in Australia is much higher than most people realise; the Federal Government estimates the basic cost in 2019 at \$11,343 per primary student and \$14,254 per secondary student. Most families could not afford this cost, especially if they have two or more children.

State and federal governments recognise the importance of education and provide some funding to all not-for-profit schools so that most can be affordable and accessible to Australian families.

Because of this support, 93% of Catholic schools can provide families with a quality education while keeping fees below \$6,000 per student per year (73% charge less than \$3,000 per year).

Without government funding, Catholic schools would need to charge families the full cost of educating their children. Most would have little choice but to move their children to a government school - many of which are already stretched - where taxpayers fund the full cost.

## 2 HOW MUCH DO CATHOLIC SCHOOL COMMUNITIES CONTRIBUTE?

Australia's Catholic school communities contributed almost \$5 billion in school fees, capital and other private fundraising in 2017 (the latest data available).

This is made up of \$3.6 billion in school fees and other income for annual costs like teacher salaries and a further \$1.27 billion in capital contributions.

On average, state and federal governments fund approximately 70% of the cost of running Australia's Catholic schools each year while our school communities pay the remainder.

In 2017, Australia's Catholic school communities also funded almost 90% of the cost of expanding and upgrading their schools – a considerable saving to taxpayers annually.

## 3 WHAT ABOUT THE IDEA THAT ONLY PUBLIC SCHOOLS SHOULD RECEIVE PUBLIC FUNDING?

There are many good reasons why not-for-profit, non-government schools also receive public funding:

1. **AFFORDABLE CHOICE:** A strong, fairly funded non-government school sector means families can afford to choose a school that reflects their values and beliefs – an important feature of a pluralist society; otherwise, only wealthy families could afford to have a choice.



2. **IT'S FAIR:** All families pay taxes and therefore deserve some government funding support for their children's education
3. **SHARES THE LOAD:** Catholic and independent schools educate 1.3 million children, or one in three Australian students. Without affordable non-government schools, most of those students would need to be absorbed into the public schools sector, which is already stretched
4. **HEALTHY COMPETITION:** Given that schooling is compulsory, a network of accessible non-government schools provides healthy competition and improves all schools
5. **TAXPAYERS SAVE:** On average, Catholic school families pay almost 30% of the annual cost of their child's education (\$3.6 billion in 2017) and almost 90% of capital works (\$1.27 billion) – costs that taxpayers would otherwise have to meet
6. **NOT JUST SCHOOLS:** Governments fund many other private sector activities such as GP visits, medicines, hospitals, aged care, child care and private bus services

#### 4 BUT MONEY GOING TO PRIVATE SCHOOLS MEANS LESS MONEY FOR PUBLIC SCHOOLS, DOESN'T IT?

Public school funding has increased every year - at least in line with enrolments and indexation - since public funding was extended to non-government schools. It has never been cut.

The Catholic schools sector has always supported a strong, properly funded government schools sector because all students deserve a quality education.

All students in all school sectors are funded according to the same measure - the Schooling Resource Standard (SRS), which is made up of a base amount (\$11,343 per primary student and \$14,254 per secondary student) plus loadings for six types of disadvantage.

In public schools, the SRS is solely funded by taxpayers; families are not required to fund any of the SRS.

In Catholic and other non-government schools, families are expected to pay 10-80% of the

base amount according to an assessment of their financial capacity. Governments only fund the balance (plus all disadvantage loadings). The more families can afford to pay, the less public funding a non-government school attracts.

#### 5 HOW MUCH GOVERNMENT FUNDING DOES EACH SCHOOL SECTOR RECEIVE?

In 2017, government schools received almost \$2,000 per student (or 17.1%) more in government funding than Catholic schools received.

Government schools received \$13,411 per student in combined federal and state/territory government funding, compared with \$11,451 per Catholic school student and \$9,530 per independent school student.

#### 6 WHY DID NON-GOVERNMENT SCHOOLS RECENTLY RECEIVE \$4.6 BILLION EXTRA?

This was necessary to create a fairer funding balance between low and high fee schools. It addressed a bias against low fee schools that was highlighted in two government reviews – the original 2011 Gonski Review (Recommendation 20) and the 2018 review by the National School Resourcing Board (aka, the Chaney Review, Recommendation 2).

Both reviews recommended a new, fairer measure to more accurately assess families' ability to pay school fees and therefore to calculate how much government funding each non-government school should attract.

The amount is spread over 10 years across some 1.3 million students in more than 2800 non-government schools nationally.

This new measure will apply from 2020. It means low fee schools will receive a fairer share of the non-government school funding pie. The net overall increase is due to there being hundreds more low fee schools than high fee schools.

Some funding was also to cover transition costs until 2020 and to maintain affordability and viability – and therefore school choice - in areas where low fee schools have served their communities for decades.

## 7 WHAT IS THE CHOICE AND AFFORDABILITY FUND?

The purpose of the Choice & Affordability Fund is to keep long-standing, low fee primary schools viable without diverting funds from schools serving lower socio-economic status (SES) communities.

The fund is a way to ensure low fee primary schools – which have operated for decades – continue to provide an affordable choice alongside the local, free government school.

If some schools were forced to double or triple their fees (as a purely academic reading of the new funding model would suggest), most families would move their child to the local, free public school.

## 8 WHY DIDN'T PUBLIC SCHOOLS GET AN INCREASE?

The changes involved estimating the fees families could afford to pay in non-government schools. As fees are not compulsory in public schools, these changes did not affect them.

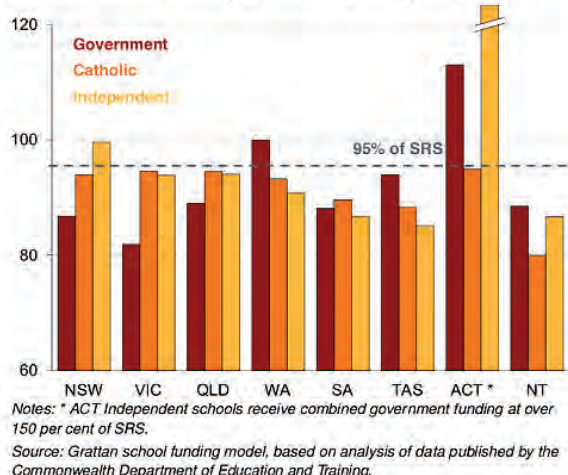
State governments, however, continue to campaign for the funding that would have been delivered under the model introduced in 2014 after the first Gonski Review.

## 9 BUT MANY GOVERNMENT SCHOOLS DO NOT RECEIVE THEIR FULL SRS.

This is also true of Catholic systemic schools, which receive less than their SRS funding entitlement from government in all states and territories, as the following Grattan Institute table illustrates.

The SRS was introduced in 2014 and requires many state and territory governments to significantly increase their education spending, as they are the majority funders of public schools which educate two-thirds of all students. A phasing-in period has been allowed over several years, with Federal assistance.

Figure 2.1: Funding levels differ by state and sector but most systems are funded less than their targets  
Combined government funding as a per cent of SRS, by state, 2016



Most non-government schools should reach their correct funding level before all government schools do because they attract less government funding per student and there are fewer non-government schools to fund.

## 10 DO NON-GOVERNMENT SCHOOLS REALLY USE GOVERNMENT FUNDING TO BUILD FACILITIES LIKE EQUESTRIAN CENTRES AND INDOOR SWIMMING POOLS?

Catholic Education can only speak for Catholic schools, but those types of facilities are normally built by high fee schools and are funded by the school communities themselves through loans paid off by parents over 10-20 years (through building levies, fundraisers, donations etc).

Catholic schools prioritise any capital funds from government to the neediest schools in each state and territory to build or upgrade learning facilities.

Australia's 1750 Catholic school communities raised \$1,268 million in capital funds in 2017 and received just \$152.2 million from Commonwealth, state and territory governments.



11

### DO GOVERNMENT SCHOOLS EDUCATE THE MOST DISADVANTAGED STUDENTS?

Government schools educate twice as many students as non-government schools (2.6 million compared with 1.3 million) because there are far more government schools in Australia (6646) than non-government schools (2831).

Government schools therefore educate more students in all categories than non-government schools.

Catholic schools have a proud record of serving disadvantaged communities. More than 1,000 of Australia's 1750 Catholic schools have a socioeconomic status (SES) score of less than 100 (a scale from 60 to 140), indicating they mainly educate students from low to middle income families.

12

### HOW MANY ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS ARE EDUCATED IN AUSTRALIAN CATHOLIC SCHOOLS?

There has been a significant increase in enrolments of Aboriginal and Torres Strait Islander students over the past decade in Catholic schools.

In 2017, there were almost 23,000 Aboriginal and Torres Strait Islander students in Australian Catholic schools, or 3% of total enrolments.

13

### HOW MANY STUDENTS WITH A DISABILITY ARE EDUCATED IN CATHOLIC SCHOOLS?

The number of students with a disability in Catholic schools has also grown strongly.

According the latest Nationally Consistent Collection of Data (NCCD), there are 137,746 students with a disability in Australia's Catholic schools. This represents 18% of all enrolments in Catholic schools.



Dear parents, guardians and carers

**Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

**Deputy Principal**

**Mr Matthew Brauer**