

# Catholic schooling in rural and remote areas in Queensland



## Position Statement

---

### Introduction

The Queensland Catholic Education Commission acknowledges the building of the Catholic Church community includes Catholic schooling across Queensland.

*The Catholic school participates in the evangelizing mission of the Church and is the privileged environment in which Christian education is carried out... It is a true and proper ecclesial entity by reason of its educational activity, in which faith, culture and life are brought into harmony ... By reason of its identity, therefore, the Catholic school is a place of ecclesial experience, which is moulded in the Christian community... In a very special way the Catholic school affords the opportunity to meet young people in an environment which favours their Christian formation. (The Catholic school on the threshold of the third millennium, 1998, n. 11-12)*

The Queensland Catholic Education Commission understands that the evangelizing mission of the Church in rural and remote areas is supported through Catholic schooling. As ecclesial entities these Catholic schools contribute substantially to the local Catholic community life and the broader community.

### Definition

For the purpose of this position statement rural and remote areas are as defined by the Australian Bureau of Statistics (ABS) [Australian Statistical Geography Standard \(ASGS\) Remoteness Structure](#) (2011) and as indicated in remoteness [maps](#).

### Rationale

Queensland Catholic Education Commission supports Catholic schooling authorities in their decision to provide quality Catholic schooling wherever possible in rural and remote areas to enable families a choice in education.

Students living in rural and remote areas seek the opportunity to choose an appropriate education which may include quality residential education and boarding facilities.

### Position Statement

The Queensland Catholic Education Commission advocates that Catholic schooling authorities in Queensland support and promote the provision of quality Catholic schooling for students who live in rural and remote areas.

### Implications

When considering the provision of quality Catholic schooling for students who live in rural and remote areas in Queensland, Catholic schooling authorities may consider the following:

- a. continuation of viable, fair and responsible ways of providing Catholic schooling through agreed group funding arrangements
- b. provision and allocation of resources to address the specific needs of Catholic schooling
- c. recruitment, induction, orientation and the retention of staff for schools with equitable and responsible employment conditions and support services to provide quality teaching and learning

- d. provision of a contemporary incentive scheme which supports staff through collaborative planning and decision making processes
- e. provision of professional development to meet the knowledge and skills required by the employee's designated position, employer initiatives and (as appropriate) future roles and duties
- f. provision of quality residential education facilities
- g. encouragement and support for community engagement and consultation
- h. the physical, psychosocial, economic and cultural factors which, together with isolation, impact as barriers to participation in schooling.

#### References

- Australian Standard Geography Standard (ASGS), [Australian Bureau of Statistics](#),
- Congregation for Catholic Education. (1998). *The Catholic school on the threshold of the third millennium*. Strathfield: St Paul's Publications.

**Date of publication:** February 2016

**Date for review:** February 2020