



National Catholic Education Commission

Catholic School Enrolment Trends 2004

**Report from the
NCEC Working Group on Catholic Schools Data**

February 2005

Catholic School Enrolment Trends

2004

Executive Summary

Background to this report

Catholic School Enrolment Trends 2004 is the third national report to NCEC on enrolment trends from the NCEC Working Group on Catholic School Data. The Report examines enrolment trends in Catholic schools from 1985 to 2004 in the context of the first report. *Catholic School Enrolment Trends 2004* is a departure from the first two reports, in that this report is limited to the reporting of enrolment trends in Catholic schools.

With the development of the NCEC Australian Catholic Education Statistics (ACES) database, the shift in the focus of the report highlights a new direction for the Working Group's analysis and dissemination of research for NCEC. Policy issues, which were an integral aspect of the first two reports, will now be reported in separate research papers to NCEC. This strategy will enable the Working Group to provide NCEC with a greater depth of research of policy related topics relating to enrolment trends in Catholic education. The strategy of providing separate research papers will enable the possibility of providing greater understanding and analysis for states and dioceses than the annual report permitted. The research topics for 2005 are outlined in the Further Research section of this report.

Key Findings

The main trends arising from this report are:

- There are 670,000 students in Catholic schools in Australia, which is an increase of 95,000 students in the last two decades, which is an average annual growth rate of 0.8%. Between 2003 and 2004, enrolments increased by 6,100 nationally.
- Although enrolments in Catholic primary schools (371,000) are greater than in Catholic secondary schools (almost 300,000), the difference is decreasing. In 2004, secondary enrolments had increased by almost 3,900 from the previous year, while primary enrolments had increased by 2,200.
- Between 2000 and 2004, secondary enrolments have increased in every state and territory in Australia. In the same period, enrolments in Catholic primary schools increased in ACT, NSW, SA and Queensland; but declined in Victoria, Western Australia, Northern Territory and Tasmania.
- Student retention from Catholic primary schools to Catholic secondary schools increased nationally from 2003 to 2004. The retention of boys from primary to secondary

increased from 113.1% to 113.8%, and the retention of girls from primary to secondary increased from 115.9% to 117.6%. However, this increase in retention rates did not occur in most states.

- In 2004, the post-compulsory retention rate for females was 81.3%, and for males was 75.6%. While post-compulsory retention rates decreased nationally in the last year, some states had an increase in the retention rates. Queensland, South Australia and Western Australia have had an increase in the retention rates for post-compulsory males, and NSW and Northern Territory have had an increase in the post-compulsory retention rate for females in the last year.
- Both the number and proportion of Aboriginal and Torres Strait Islander students continues to increase in Catholic schools. In 2004, 1.6% of Catholic students (nearly 11,000 students) identified as being of Aboriginal and Torres Strait Islander background.
- Similarly, the number of Students with a Disability in Catholic schools continues to increase, and more than 17,000 students, or 2.5% of Catholic schools' enrolments are now Students with a Disability.
- As reported in *Catholic School Enrolment Trends 2003*, the majority of schools with FFPOS students have only 1 or 2 FFPOS students enrolled. In 2004, 86% of schools had no FFPOS students. Of the schools with FFPOS students enrolled in 2004, one third of schools had only 1 FFPOS enrolled, and only 5% of these schools had 50 or more FFPOS students enrolled.

The 2004 'Snapshot' of Catholic School Enrolment Trends

The 2004 'Snapshot' of Catholic School Enrolment Trends, which is a 2 page summary of the findings of this report is also presented to NCEC with *Catholic School Enrolment Trends 2004*.

Further Research

The NCEC Working Group on Catholic Schools Data will be providing specific topic reports to the National Catholic Education Commission in 2005 which research the following topics:

1. Indigenous Student Trends April 2005
2. Socio-Economic Status (SES) June 2005
3. Educational Sectoral Share and Trends November 2005

Contents

Executive Summary	i
Background	1
Catholics and Catholic Schools – A National Context	3
Catholic School Enrolment Trends	6
Enrolment Trends	6
Student Retention	11
Aboriginal and Torres Strait Islander Students	13
Students with Disabilities	15
Full-Fee Paying Overseas Students	17
Further Research	19
List of Maps	20
List of Tables	20
List of Graphs	21

Catholic School Enrolment Trends

2004

Background

Catholic School Enrolment Trends 2004 is the third report to NCEC on enrolment trends and policy issues in Catholic schools from the NCEC Working Group on Catholic School Data. This report builds on the first report, *Catholic School Enrolment Trends, 1985-2010*, presented to NCEC in September 2001, and *Catholic School Enrolment Trends 2003*. These reports examined enrolment trends in Catholic schools from 1985.

In July 2000, NCEC agreed to establish a Working Group to identify, collect and analyse a range of data from 1985 to 2000 relevant to Catholic school enrolments, in response to concerns expressed by members of the National Catholic Education Commission about the perceived changing pattern of enrolments of Catholic school-age children; in particular, that fewer students from Catholic families were now enrolling in Catholic schools, while Catholic schools are enrolling more and more non-Catholic students.

The Working Group was established to explore these issues on a national basis with a view to determining the current trends in enrolment patterns, and to identify any policy implications for Catholic educators and the Catholic community more generally. The Working Group was required to produce a report setting out the requested data in graphical/tabular form and provide analysis of issues and decisions underlying the varying trends in the data. From this basis, the Working Group produced *Catholic School Enrolment Trends, 1985-2010*, which examined enrolment trends for Catholic schools; as well as student-specific trends in Catholic schools relating to Aboriginal and Torres Strait Islander (ATSI) students, Students with a Disability (SWD), English as a Second Language (ESL) students, Full-Fee Paying Overseas Students (FFPOS) and non-Catholic students in Catholic schools.

The Working Group further examined policy issues in the first report relating to Catholic schools and considered the policy questions:

- What schools do children of Catholic families attend?
- Who attends Catholic schools in terms of religion?
- Who attends Catholic schools in terms of family income?
- What schools do Catholic school-age children attend in terms of income?

Catholic School Enrolment Trends 2003 built on the 2001 report and examined trends from 2000 to 2003 – in the context of the first report – for each of the trends and policy issues explored in the 2001 Report (other than for ESL which is no longer collected nationally). *Catholic School Enrolment Trends 2003* provided an update of the policy issues, incorporating new data from the 2001 ABS Census. In addition to the policy questions raised in the first report, the Working Group examined new issues in this report relating to single-parent families in Catholic schools, large families in Catholic schools and whether Indigenous students are under-represented in Catholic schools. With significant change to Commonwealth funding for non-government schools in February 2004, and subsequent recent national discussion, the Working Group also examined Catholic schools in relation to Socio-Economic Status (SES) Index scores.

In preparing the first report on Catholic school enrolment trends, the Working Group recommended the development of a permanent database for research relating to Catholic school trends beyond the first report. NCEC supported the development of the permanent electronic database, and the Australian Catholic Education Statistics (ACES) database was officially launched by NCEC on 10 September 2003.

The Australian Catholic Education Statistics (ACES) database has enabled the analysis for this report, and other questions relating to Catholic education, to be examined in the national context and for trends in state/territory commissions to be placed in a context beyond their dominion.

ACES is available to all states and territories, and is being utilised by states to investigate local trends and policy questions, including those examined in this report. Importantly, electoral information has already been effectively utilised during several recent elections; and when state commissions, dioceses and schools (both Catholic and other non-government) have been lobbying political parties, and federal and state Members of Parliament.

Membership of the Working Group on Catholic School Data is drawn from each state Commission. The membership is:

Brian Croke Chair	Vin Thomas South Australia
Joan Warhurst NCEC	Eileen Lawrance Western Australia
Bill Walsh NSW	Neville Behrens Tasmania
Jeff Gunn Victoria	Richard Keys Northern Territory
Vic Lorenz Queensland	Michael Haigh ACT

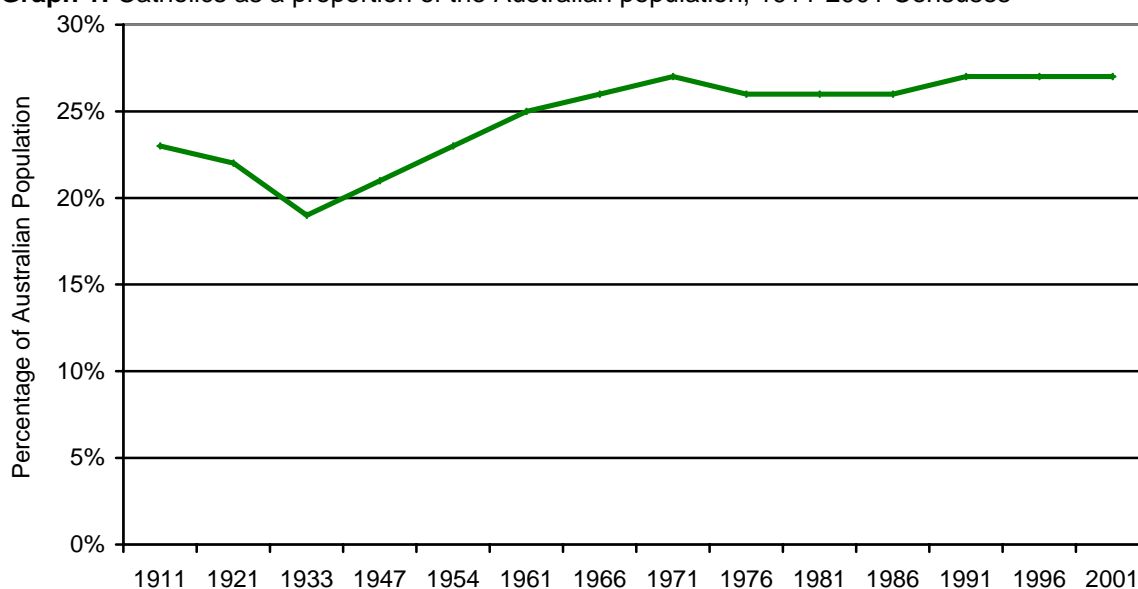
Administrative and technical support for the Working Group, and the development and maintenance of the ACES database is provided through Crichton Smith (NSW) and Brendon Gardner (NCEC).

As with the first two reports, it is the view of the Working Group that this report does not represent a definitive and conclusive analysis of trends in Catholic schools. Instead, this report is best viewed as work in progress, as it provides a summary snapshot of Catholic school enrolment trends and policy issues at the present time. Consequently, the issues investigated here continue to form part of a program of ongoing analysis and discussion, as will the research papers to be presented throughout 2005. Hopefully, this report, and the research papers point the way to new directions and more meaningful analyses of data to enhance policy and planning for Australia's Catholic schools.

Catholics and Catholic Schools – A National Context

This report begins by placing the Catholic education effort in the context of the Catholic community itself. **Graph 1** demonstrates that historically, Catholics have always formed a significant proportion of the Australian population. In 1871 Catholics were 23% of all the inhabitants of the Australian colonies, and were still 23% when the first Australian Census was held in 1911. That proportion declined during the 1920s and early 1930s before rising again. With natural growth and a disproportionate increase during the years of high migration from 1946 to 1966 the Catholic proportion of the population only increased further. More recent patterns of migration have maintained the Catholic proportion of the population.

Graph 1: Catholics as a proportion of the Australian population, 1911-2001 Censuses



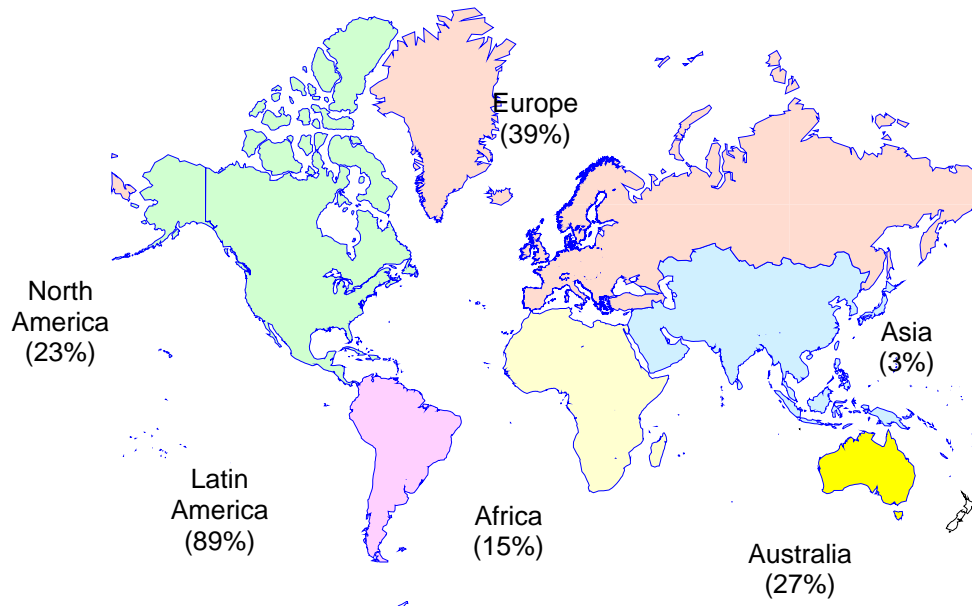
At the latest ABS Census for which information is available (2001), just over five million Australians identified themselves as Catholic. This constituted 27% of all Australians and 39% of all Christians (**Table 1**).

Table 1: Catholics as a proportion of the Christian and Australian population, 1986-2001

Census	Catholic Population	Catholics as % of Christian Population	Catholics as % of Australian Population
1986	4,052,827	35.7%	26.1%
1991	4,591,622	37.0%	27.4%
1996	4,798,530	38.1%	27.0%
2001	5,001,624	39.2%	26.7%

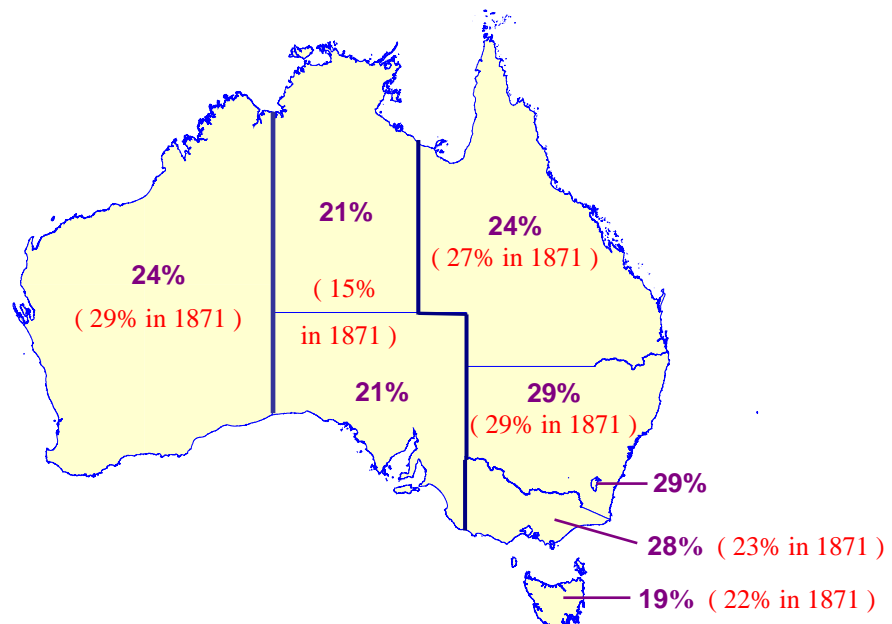
At twenty-seven percent, Australia remains a region with a high proportion of Catholics (**Map 1**) compared to North America, Africa and Asia (data in *Religious Population of the World 1998*, available at <http://www.factmonster.com/ipka/A0001484.html>), although the Australian Catholic community constitutes only a tiny fraction of the world's Catholics.

Map 1: Catholics of the world, as a proportion of their region's population, 1998



There are considerable variations in the Catholic proportion of the Australian population across states and territories (**Map 2**) reflecting the different historical circumstances of these states and territories. The highest proportion of Catholics at the 2001 Census was in the ACT (29%) and the lowest was in Tasmania (19%). In some states (e.g. NSW) the Catholic proportion of the population has hardly changed in 120 years, in others it has declined (Victoria, Tasmania, WA) and in others increased (SA/NT, Queensland).

Map 2: Catholics as a proportion of the Australian population, States and Territories, 2001 (and 1871)



In the most recent population censuses, the number of people identifying as Catholic has increased, but Catholics as a proportion of the Australian population has reduced marginally in most states and territories.

Table 2: Catholics as a proportion of the Australian population, by States and Territories, 1991-2001

Census	1991	1996	2001
NSW	29.6%	29.3%	28.9%
Victoria	29.2%	28.9%	28.4%
Queensland	25.5%	25.2%	24.8%
South Australia	21.0%	20.8%	20.8%
Western Australia	25.8%	25.0%	24.7%
Tasmania	19.8%	19.4%	19.3%
Northern Territory	23.0%	22.5%	22.2%
ACT	31.2%	29.8%	29.1%
Australia	27.4%	27.0%	26.7%

Unlike most other faith communities in Australia, the Catholic community has always sought to provide a Catholic education for its children. Since George Morley opened the first Catholic school at Parramatta in 1820, each new Catholic community, in both city and country, has striven to first provide what other Catholic communities already had and valued – a school. With the cessation of government financial aid in the 1870s/1880s the influx of religious men and women ensured that Catholic schools continued to survive and that new ones were founded.

The Catholic school is an integral part of Australian Catholic culture and its constructive contribution to the building of the Australian nation is incalculable. At the same time, the Catholic school has been central to the creation of Catholic identity in Australia and has created its own popular mythology. Part of the mythology is that there was a time when all Catholic children attended Catholic schools. However, this was never the case. In 1933, for instance, the proportion of Catholic children attending Catholic schools was 65% (calculated from data in *Commonwealth Yearbook No.37 (1946-7)*, p.228). Currently, Catholic schools accommodate approximately half of the Catholic school-age population.

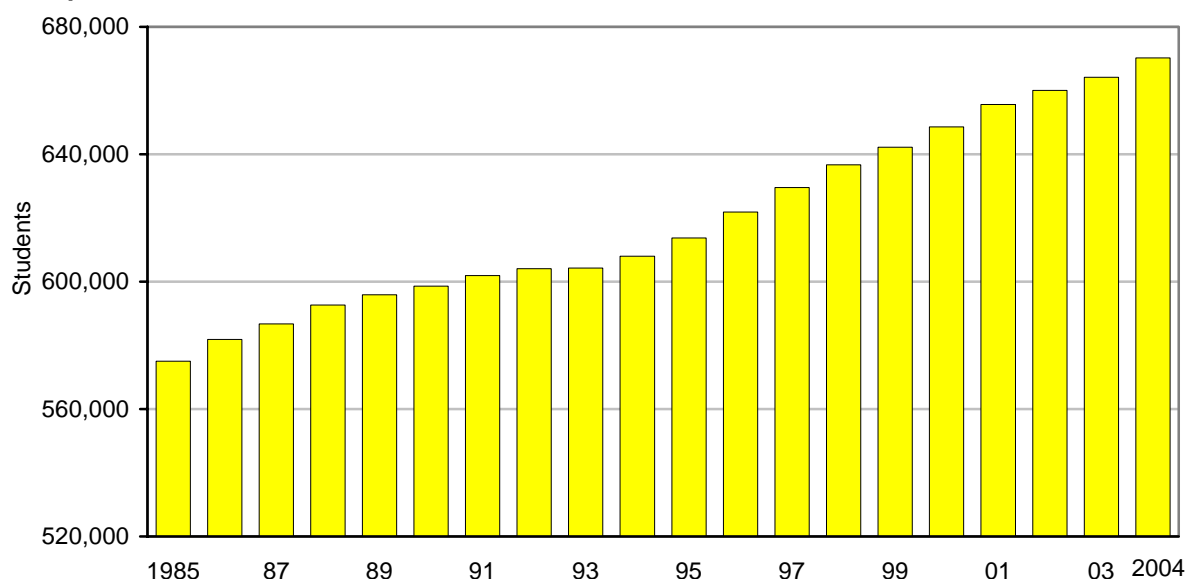
Catholic School Enrolment Trends

Enrolment Trends

In the twenty years from 1985 to 2004, the number of students in Australian Catholic schools has increased from 575,000 to 670,000 students – an increase of 95,000 students (**Graph 2** and **Table 3**). This is an average annual growth rate of 0.8% nationally over the last two decades.

While the number of students enrolled in Catholic schools in Australia has increased every year since 1985, **Graph 3** and **Table 3** highlight that the rate of growth has not always been increasing, and that there have been significant trends in the ‘slowing down’ of enrolment increases in Catholic education. While the rate of growth has increased in the last year (enrolments increased at a faster rate than in recent years), the recent introduction of the pre-year 1, or ‘Prep Year’ in Queensland is an important component for the explanation of the reversal of the trend in 2004.

Graph 2: Students in Catholic schools, Australia, 1985-2004



Graph 3: Annual percentage change in Catholic school enrolments, Australia, 1985-2004

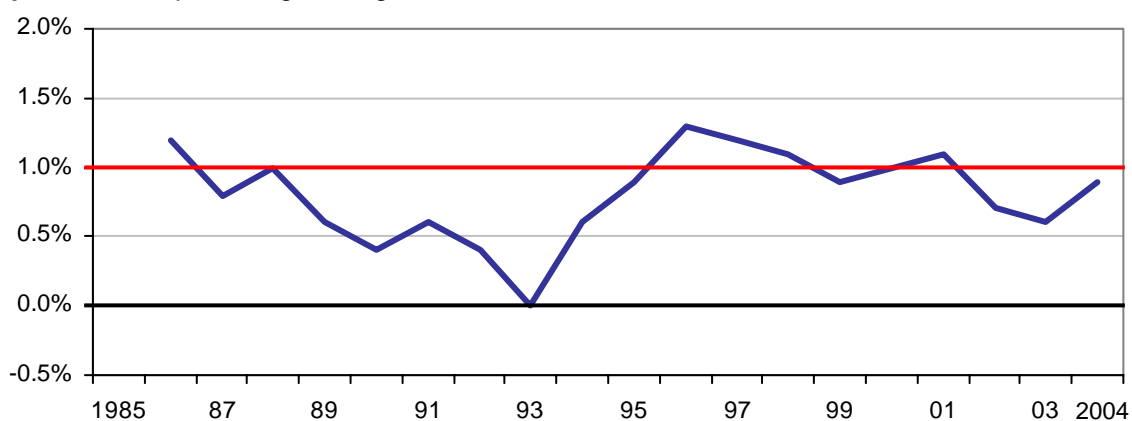


Table 3: Student enrolments and annual change in Catholic schools, Australia, 1985-2004

Year	Students in Catholic Schools	Change from previous year	
		(Number)	(% Change)
1985	575,005	—	—
1986	581,846	6,841	1.2%
1987	586,757	4,911	0.8%
1988	592,640	5,883	1.0%
1989	595,936	3,296	0.6%
1990	598,586	2,650	0.4%
1991	601,917	3,331	0.6%
1992	604,119	2,202	0.4%
1993	604,354	235	0.0%
1994	608,022	3,668	0.6%
1995	613,722	5,700	0.9%
1996	621,820	8,098	1.3%
1997	629,579	7,759	1.2%
1998	636,727	7,148	1.1%
1999	642,218	5,491	0.9%
2000	648,578	6,360	1.0%
2001	655,636	7,058	1.1%
2002	660,024	4,388	0.7%
2003	664,124	4,100	0.6%
2004	670,268	6,144	0.9%

Primary and Secondary Enrolment Trends

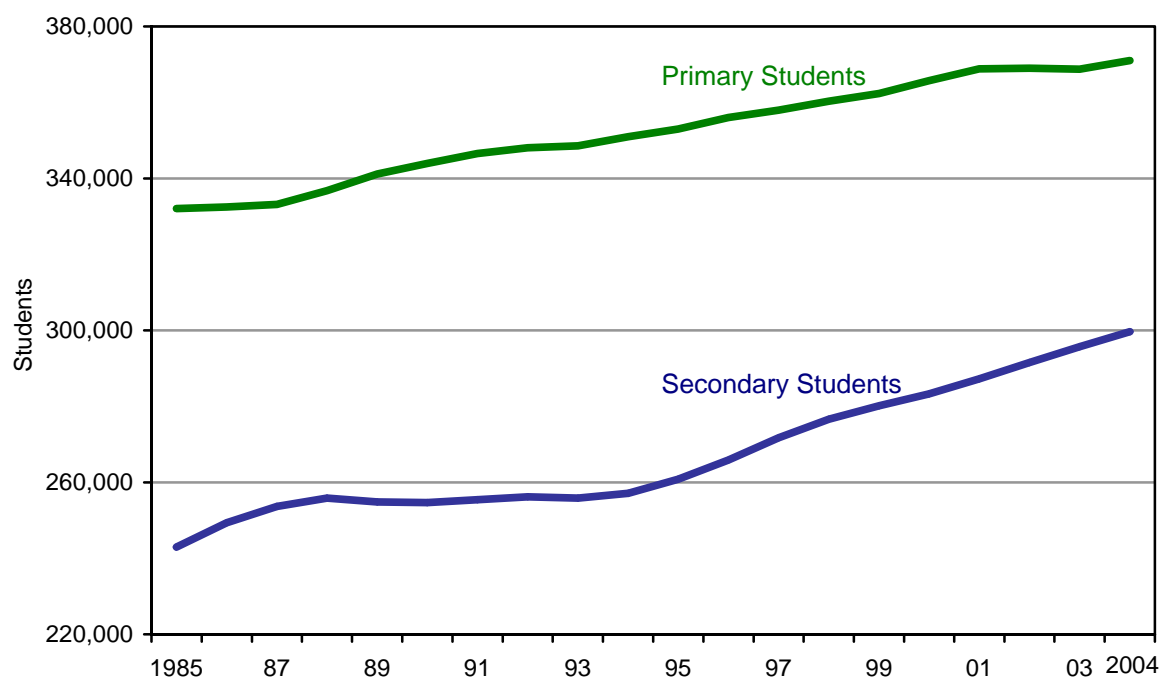
Of particular interest are the varying patterns of growth across both primary and secondary schools. While the growth rates for both primary and for secondary have been broadly comparable at a national level (**Graph 4**), there are significant differences between states.

The 2001 *Report of the Working Party on Catholic School Enrolments* identified growth in primary school enrolments in every state and territory – other than the ACT – from 1985 to 2000. The report identified significant primary school enrolment increases in Western Australia (11,000), Queensland (9,300) and South Australia (6,700). Similarly, every state and territory in Australia had an increase in secondary student enrolments, with NSW (16,800), Queensland (8,500) and Western Australia (7,000) having significant increases in secondary enrolments between 1985 and 2000.

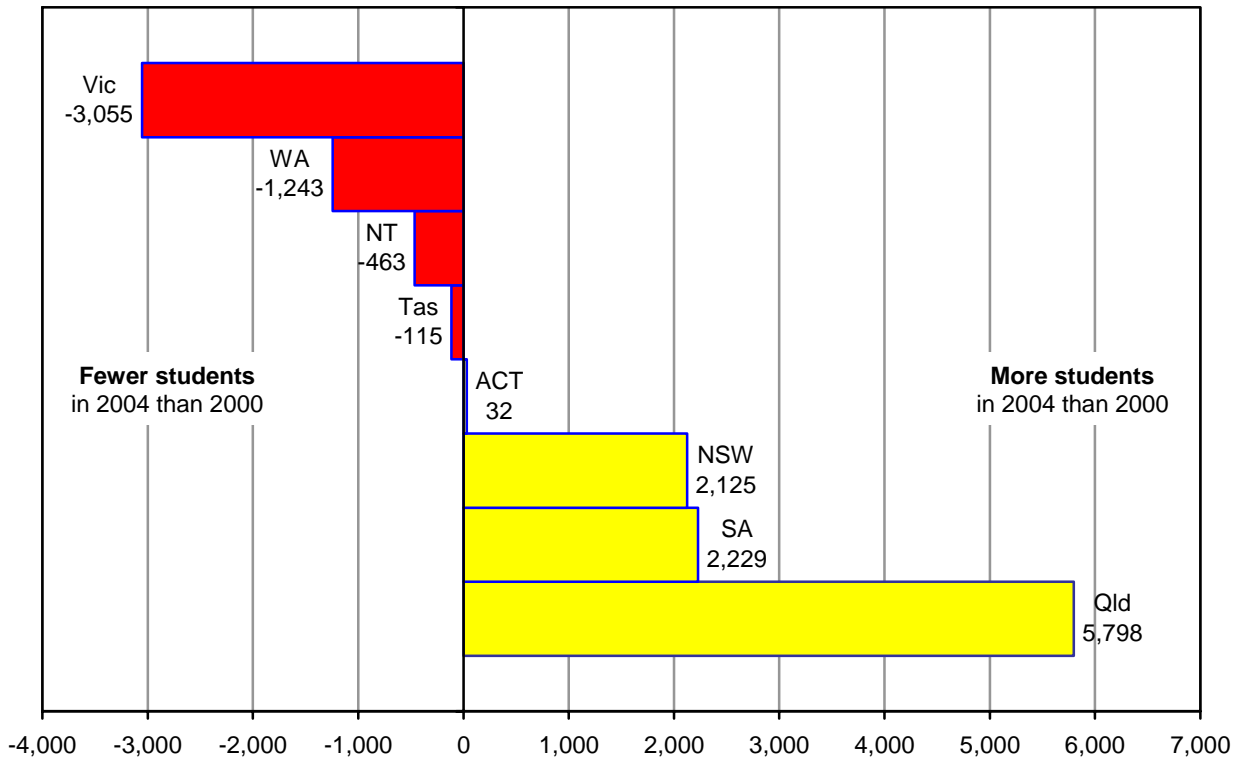
Since the 2001 *Report of the Working Party on Catholic School Enrolments*, the number of students in Catholic primary schools declined in the years from 2000 to 2003 in Victoria, Western Australia, Northern Territory and Tasmania. As **Graph 5** shows, this trend has continued in these states for 2004.

Enrolments in Catholic secondary schools increased in the years from 2000 to 2003 in every state and territory (except Northern Territory), and this trend too has continued in 2004, with only Northern Territory having less secondary students in 2004 than in 2003 (**Graph 6**).

Graph 4: Students in Catholic schools, Primary and Secondary, Australia, 1985-2004



Graph 5: Changes in Catholic Primary enrolments, by States and Territories, 2000-2004



Graph 6: Changes in Catholic Secondary enrolments, by States and Territories, 2000-2004

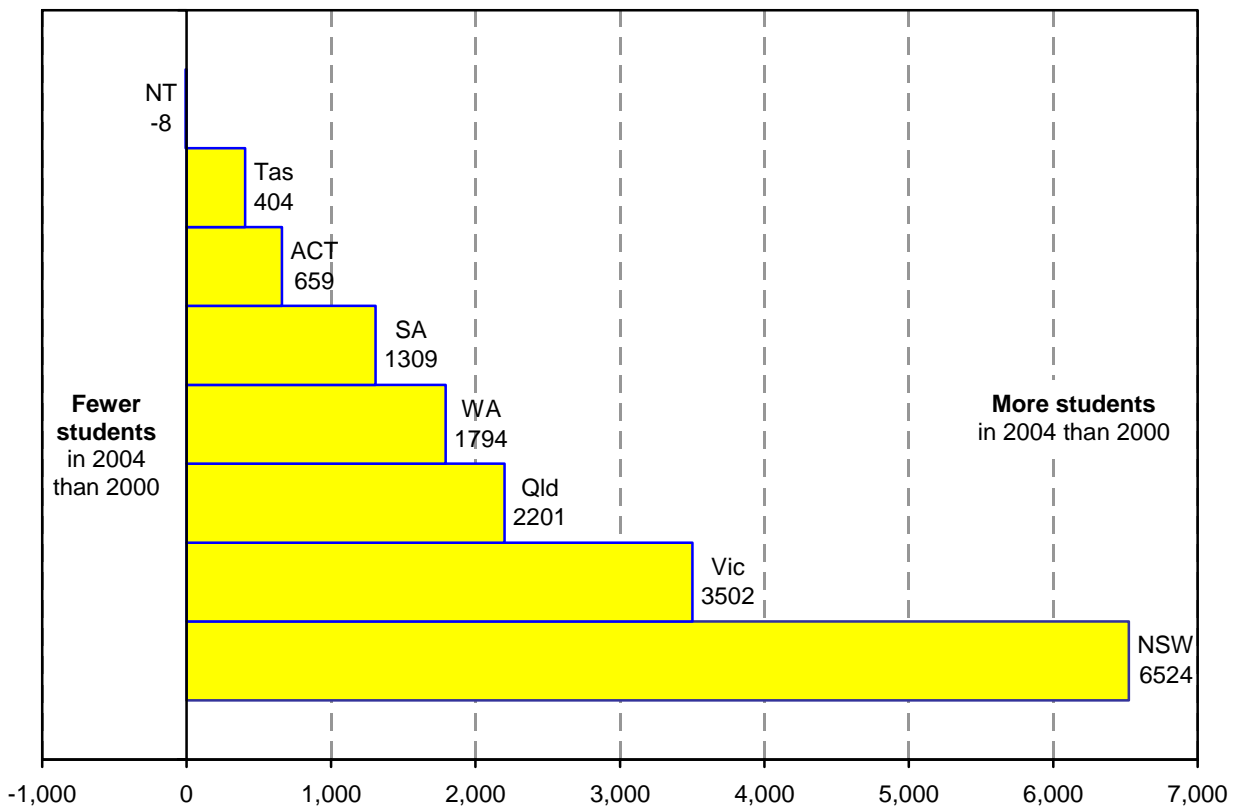


Table 4 identifies the changes in primary and secondary enrolments in all states and territories in the year from 2003 to 2004. While Queensland has been having strong growth in primary enrolments in recent years, the increase between 2003 and 2004 of 2,160 is significantly greater than the growth from the previous year, when primary enrolments increased by 1,419 from 2002 to 2003. This significant increase in Catholic primary school enrolments is likely to be the result of the recent introduction of pre-year 1, or 'Prep Year'.

Table 4: Changes in Catholic school enrolments, by States and Territories, 2003-2004

	Primary		Secondary		All Students	
	2004	Change from 2003	2004	Change from 2003	2004	Change from 2003
NSW	125,381	385	112,828	1,181	238,208	1,565
Victoria	98,912	-769	80,932	802	179,844	33
Queensland	65,066	2,160	46,129	803	111,195	2,963
South Australia	27,580	221	17,649	313	45,229	534
Western Australia	35,155	240	25,782	594	60,937	834
Tasmania	6,797	127	6,251	88	13,048	215
Northern Territory	3,123	-135	1,493	79	4,616	-56
ACT	8,722	21	8,470	37	17,192	58
Australia	370,736	2,250	299,534	3,897	670,269	6,146

Student Retention

Part of the growth in secondary schools has been created by students increasingly tending to stay in Catholic schools once they commence. Retention rates in excess of 100% from Catholic primary to Catholic secondary means in effect that there are more students in the first year of Catholic secondary schools than there were in the last year of Catholic primary school the previous year. Clearly, many students from other schools commence their Catholic education in secondary school. Anecdotal evidence suggests that a considerable number of these are Catholic students for whom the local government primary school was more convenient than the Catholic school. It also suggests that many parents seek to confine their fee-paying commitment to the secondary school years only.

The Apparent Retention Rate for students from primary to secondary increased annually until 2001 but reduced slightly in 2002 and 2003 (**Graph 7**). However, there has been an increase nationally in the last year, with the retention of boys increasing slightly from 113.1% to 113.8%, and girls increasing from 115.9% to 117.6% from 2003 to 2004 (**Table 5**). However, while the retention rates increased for boys and girls nationally overall, increases in the retention of boys only occurred in the two territories – NT and ACT. The retention of boys from Catholic primary to Catholic secondary schools declined in all states.

Graph 7: Apparent Retention Rates for Catholic Primary to Catholic Secondary schools, Australia, 1986-2004

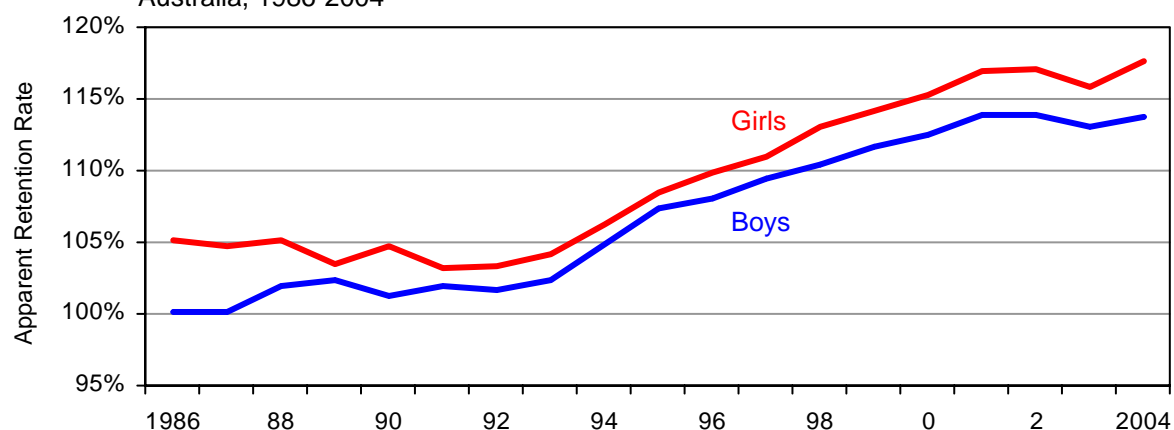


Table 5: Apparent Retention Rates, Catholic Primary to Catholic Secondary schools, Australia and States and Territories, 2004

	Boys	Girls	All Students
NSW	117.3	117.6	117.4
Victoria	100.8	104.9	102.8
Queensland	114.9	120.3	117.5
South Australia	107.8	121.9	114.7
Western Australia	122.1	122.9	122.5
Tasmania	119.0	119.9	119.5
Northern Territory	93.8	101.0	97.5
ACT	114.6	122.3	118.2
Australia	113.8	117.6	115.6

Note: NSW, ACT, Vic and Tas retention are from Grade 6 to Grade 7. SA, NT, Qld and WA are from Grade 7 to 8.

A contributing factor to the increase in enrolments in Catholic secondary schools has been the improvement in the secondary Apparent Retention Rate in the 1980s and early 1990s although that is now fairly stable in all states. Further, there has always been a difference in Apparent Retention Rates between boys and girls in all school sectors and that is no less evident in Catholic schools, and the Apparent Retention Rate for girls remains consistently higher than for boys.

The Apparent Retention Rate for post-compulsory education (students in Catholic schools staying from Year 10 to complete year 12) increased from 1987 to the highest level in 1992 for females (85.5%) and 1993 for males (78.2%). Between 1992 and 1998, retention rates increased again, but the last few years have witnessed a slight decline in post-compulsory retention rates nationally (**Graph 8**). In 2004, the post-compulsory retention rate for females was 81.3%, and for males was 75.6% (**Table 6**). While post-compulsory retention rates decreased nationally in the last year, some states had an increase in the retention rates. Queensland, South Australia and Western Australia have had an increase in the retention rates for post-compulsory males, and NSW and Northern Territory have had an increase in the post-compulsory retention rate for females in the last year.

Graph 8: Apparent Retention Rates for post-compulsory schooling (Year 10 to Year 12) in Catholic Secondary schools, Australia, 1987-2004

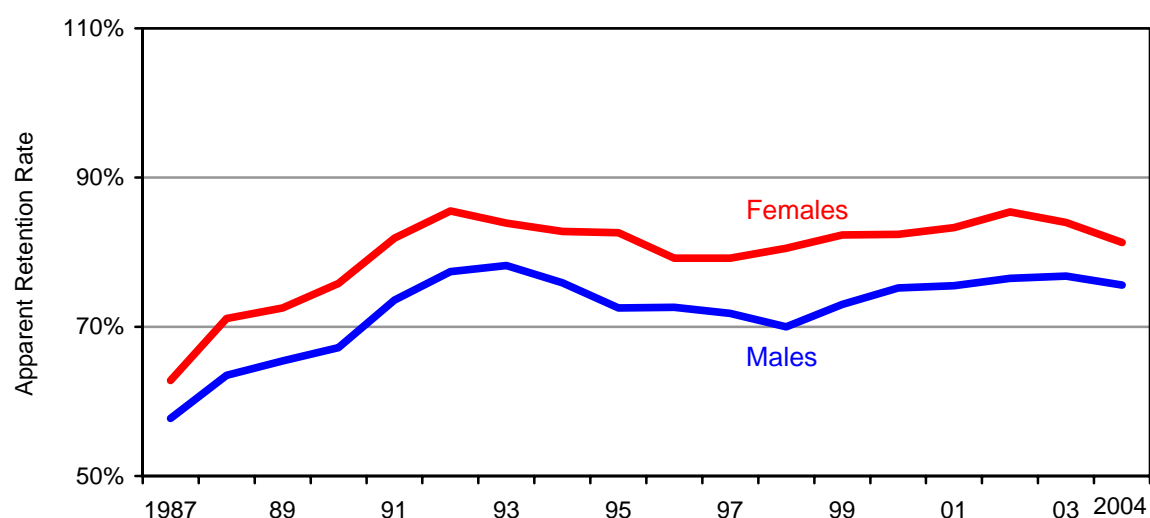


Table 6: Apparent Retention Rates for post-compulsory schooling (Year 10 to Year 12) in Catholic secondary schools, States and Territories, 2004

	Males	Females	All Students
ACT	67.5	69.1	68.3
NSW	71.3	80.0	75.6
NT	36.0	46.5	41.3
QLD	84.8	85.3	85.1
SA	73.1	78.5	75.9
TAS	63.6	63.9	63.7
VIC	78.9	85.6	82.4
WA	75.9	78.7	77.3
Australia	75.6	81.3	78.5

Aboriginal and Torres Strait Islander Students

It is important to recognize the increased openness of Catholic schools to Indigenous students in recent years. The number and proportion of Aboriginal and Torres Strait Islander (ATSI) students has increased significantly over the period 1985-2004 (**Graph 9** and **Table 7**), and in all states and territories (**Table 8**). This increase is likely to be maintained for the foreseeable future, especially given the increased levels of financial and other support now available for Indigenous students. One of the key factors has been the significant increase in the level of Commonwealth Government support mainly through the Indigenous Education Strategic Initiatives Programme. Apart from the Commonwealth program, many dioceses began to develop more systematic enrolment and support policies in response to the Statement by Pope John Paul II to the Indigenous community at Alice Springs in 1985.

Graph 9: Number and percentage of students identified as ATSI in Catholic schools, Australia, 1985-2004

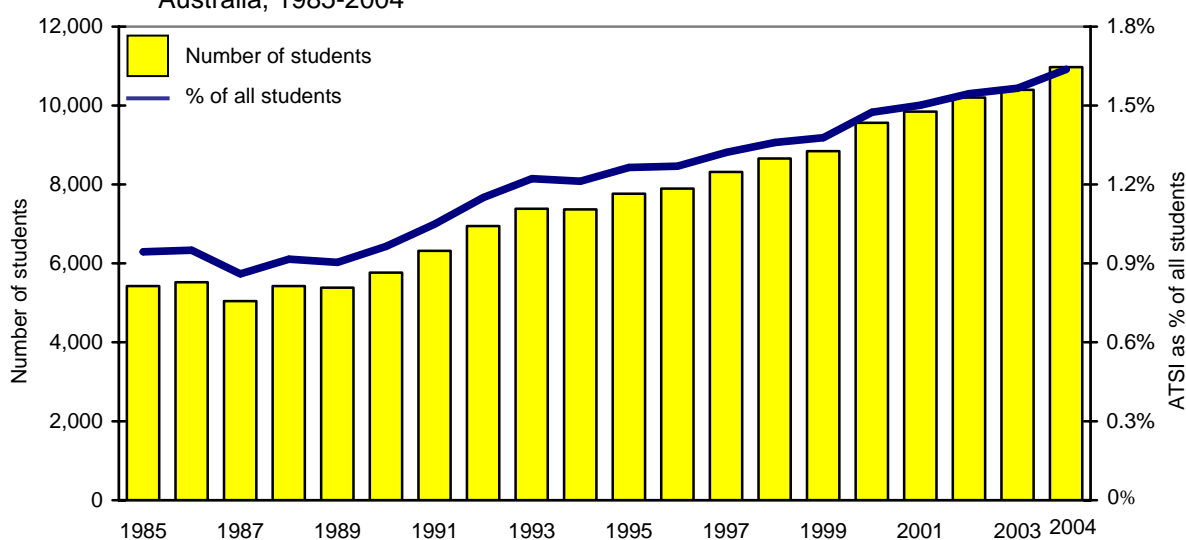


Table 7: Number and percentage of students identified as ATSI in Catholic schools, Australia, 1985-2004

Year	ATSI Students	ATSI as % of all students
1985	5,423	0.9%
1986	5,523	0.9%
1987	5,045	0.9%
1988	5,425	0.9%
1989	5,384	0.9%
1990	5,769	1.0%
1991	6,313	1.0%
1992	6,951	1.2%
1993	7,385	1.2%
1994	7,369	1.2%

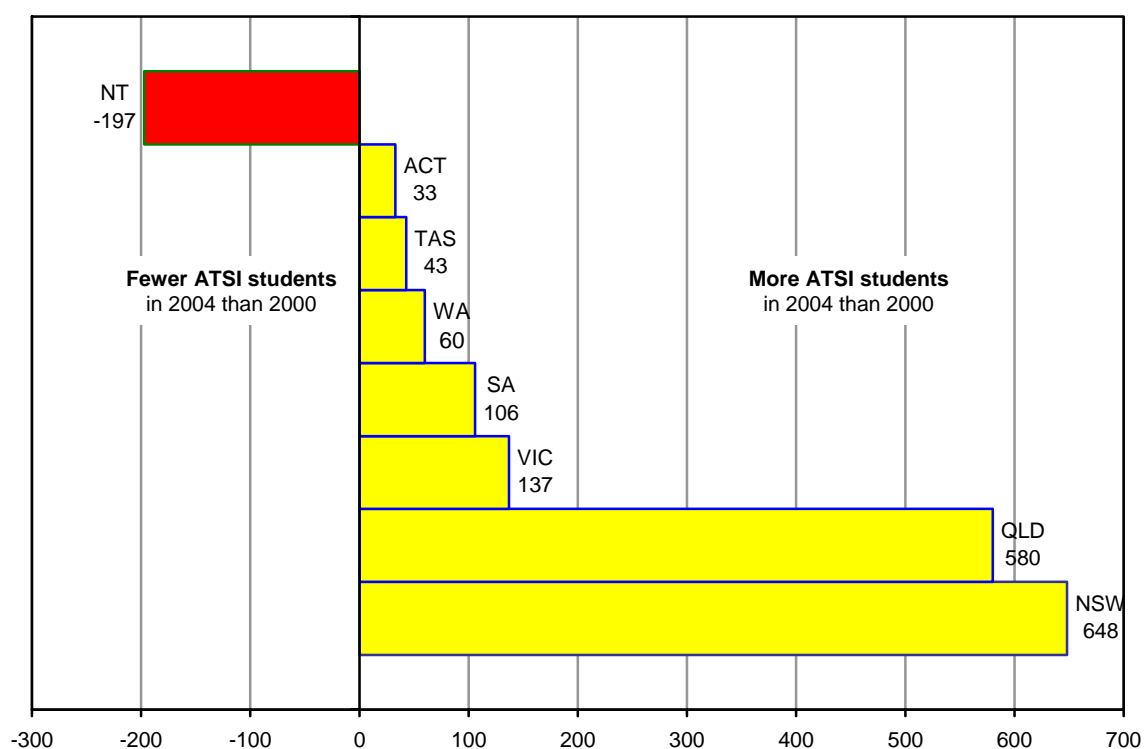
Year	ATSI Students	ATSI as % of all students
1995	7,763	1.3%
1996	7,895	1.3%
1997	8,316	1.3%
1998	8,655	1.4%
1999	8,845	1.4%
2000	9,566	1.5%
2001	9,843	1.5%
2002	10,199	1.5%
2003	10,394	1.6%
2004	10,976	1.6%

Table 8: Number and percentage of students identified as ATSI in Catholic schools, States and Territories, 1985 and 2004

	1985		2004		Change from 1985 to 2004	Proportion of ATSI students in each State
	Number of Students	% of Students	Number of Students	% of Students		
NSW	1,029	0.5%	3,040	1.3%	2,011	28%
Victoria	93	0.1%	484	0.3%	391	4%
Queensland	1,400	1.6%	2,962	2.7%	1,562	27%
SA	83	0.3%	367	0.8%	284	3%
WA	1,617	3.8%	2,168	3.6%	551	20%
Tasmania	131	1.2%	462	3.5%	331	4%
NT	1,060	25.4%	1,310	28.4%	250	12%
ACT	10	0.1%	183	1.1%	173	2%
Australia	5,423	0.9%	10,976	1.6%	5,553	100%

Since 2000, the number of Indigenous students in Catholic schools has increased in every state and territory other than the Northern Territory (**Graph 10**). However, the number of indigenous students in the Northern territory increased by 29 students to 1,310 in 2004. Importantly, the Northern Territory still has the significantly highest proportion of Indigenous students in Catholic schools, with more than one-quarter of students in Catholic schools in the Northern Territory identifying as Aboriginal and/or Torres Strait Islander.

Graph 10: Recent change in ATSI student enrolments in Catholic schools, States and Territories, 2000-2004



Students with a Disability

The fastest growing category of students in Catholic schools from 1985 to 2004 has been those with a disability (**Graph 11**), and this has occurred in every state and territory (**Graph 12** and **Table 9**). As with Indigenous students, there arose a greater awareness among Catholic educators in the early 1980s of the educational needs of Students with a Disability (SWD) and a preference for integrating them into regular schools wherever possible. This led to improved access to appropriately trained staff and better advisory services. Despite the failure of the Commonwealth to match the increase in students with comparable per capita funding increases, the trend of increased enrolment of Students with a Disability is likely to continue. The advent of the Commonwealth *Disability Discrimination Act* in 1992 is clearly reflected in the data. It has both heightened awareness and created a real pressure point for enrolment. In brief, the data illustrates that Catholic schools have responded significantly to this particular challenge.

Graph 11: Number and percentage of SWD students in Catholic schools, Australia, 1985-2004

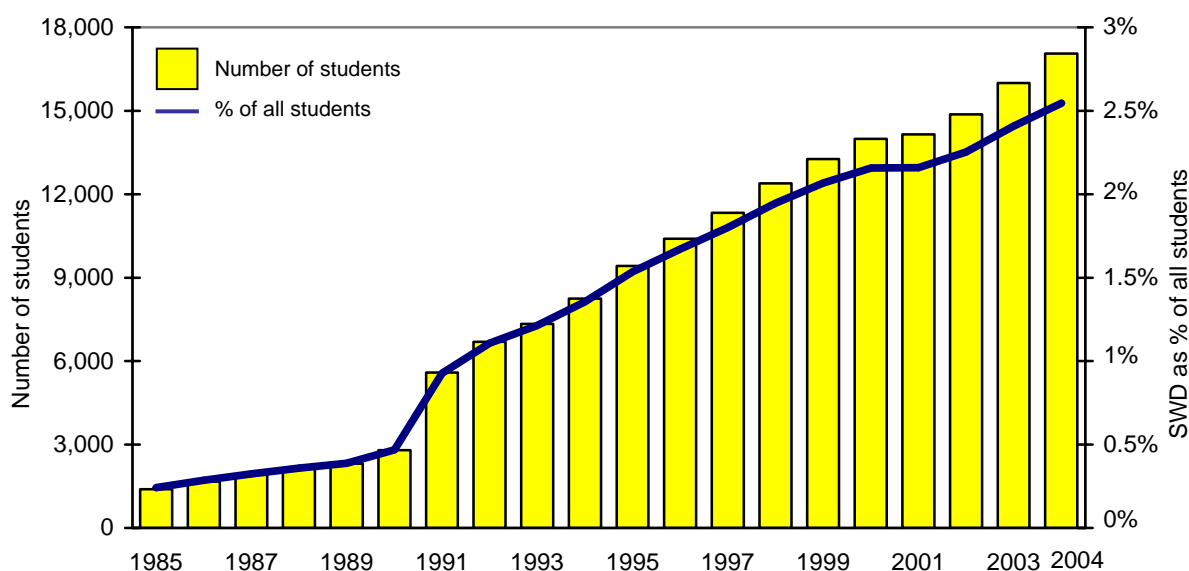


Table 9: Number and percentage of SWD students in Catholic Schools, Australia, 1985-2004

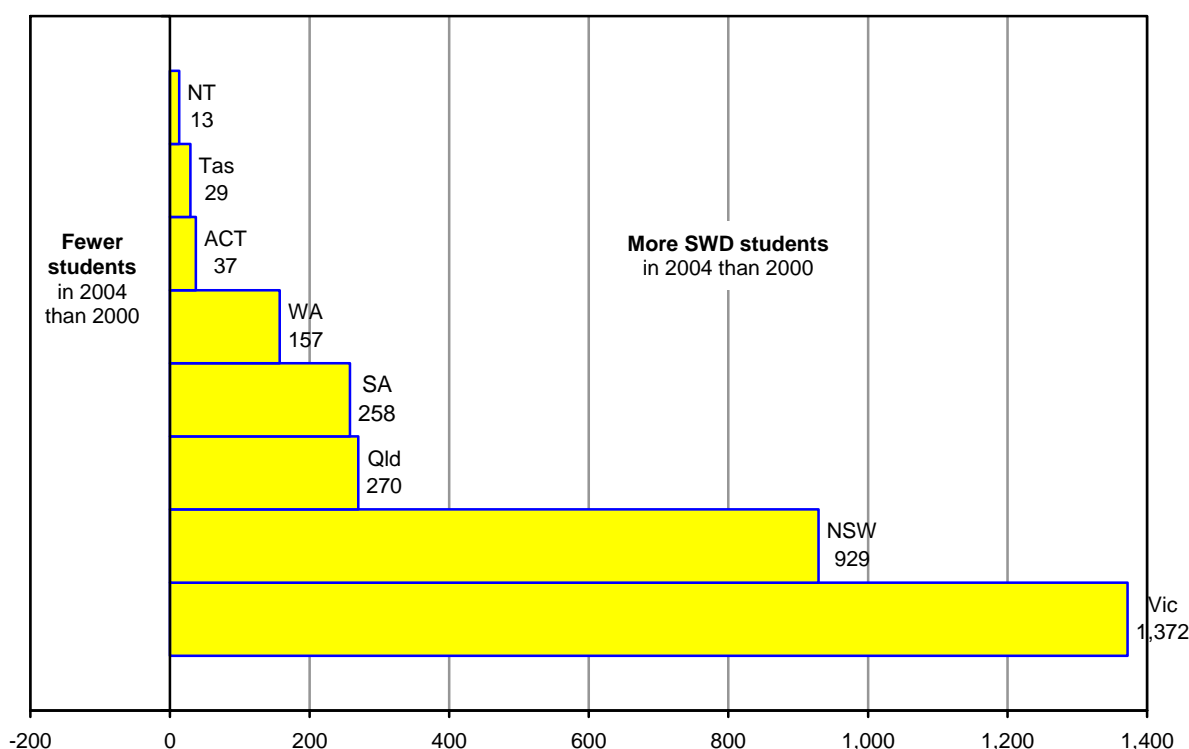
Year	SWD Students	SWD as % of all students	Year	SWD Students	SWD as % of all students
1985	1,391	0.2%	1995	9,425	1.5%
1986	1,666	0.3%	1996	10,394	1.7%
1987	1,908	0.3%	1997	11,329	1.8%
1988	2,126	0.4%	1998	12,396	1.9%
1989	2,316	0.4%	1999	13,271	2.1%
1990	2,800	0.5%	2000	13,992	2.2%
1991	5,585	0.9%	2001	14,156	2.2%
1992	6,687	1.1%	2002	14,873	2.3%
1993	7,336	1.2%	2003	15,999	2.4%
1994	8,242	1.4%	2004	17,058	2.5%

Table 10: Number and percentage of SWD students in Catholic schools, States and Territories, 1985 and 2004

	1985		2004		Change in Students	Proportion of SWD in each State
	Number of Students	% of Students	Number of Students	% of Students		
NSW	377	0.2%	7,726	3.2%	7,349	45%
Victoria	287	0.2%	4,363	2.4%	4,076	26%
Queensland	177	0.2%	1,967	1.8%	1,790	11%
SA	371	1.2%	1,329	2.9%	958	8%
WA	75	0.2%	1,164	1.9%	1,089	7%
Tasmania	12	0.1%	184	1.4%	172	1%
NT	Nil	—	87	1.9%	87	1%
ACT	92	0.6%	238	1.4%	146	1%
Australia	1,391	0.2%	17,058	2.5%	15,667	100%

Since 2000, the number of Students with a Disability has increased in Catholic schools in every state and territory, with Victoria having the largest increase, and in the last year, Victoria continued this trend with an increase of 459 SWD from 2003 to 2004. In 2004, NSW remained the state with the largest number of SWD students having almost half (46%) of all SWD students enrolled in Catholic schools in Australia.

Graph 12: Recent change in SWD student enrolments in Catholic schools, States and Territories, 2000-2004

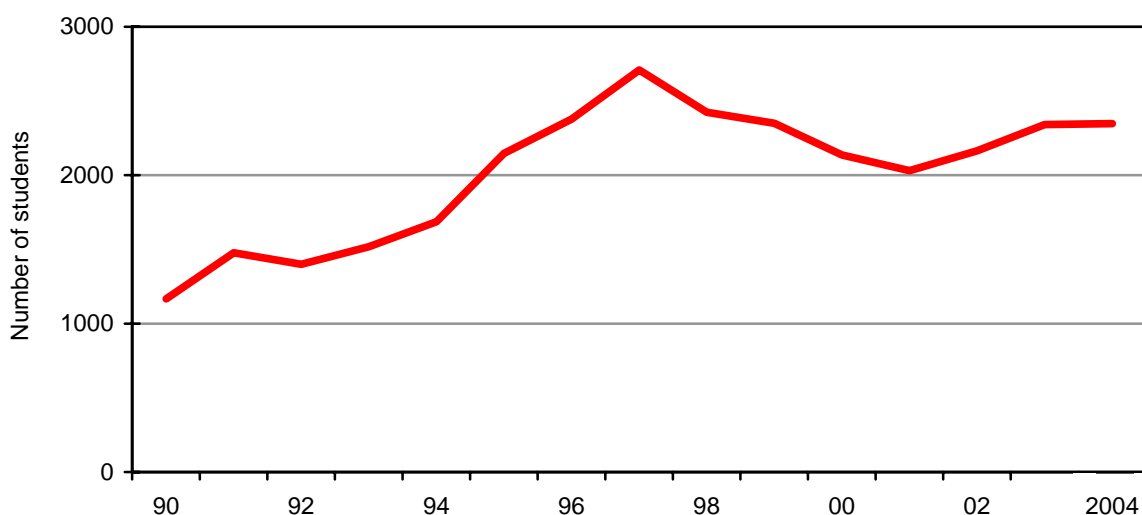


Full-Fee Paying Overseas Students

Catholic schools entered the FFPOS scheme on its introduction by the Commonwealth Government in 1989. In the following years, at least until 1997, the number of FFPOS grew quickly and consistently (**Graph 13**). From 1997 to 2001 FFPOS declined in all states and territories except NSW, and this was attributable to a number of factors including the fact that Catholic schools found that there were considerable pastoral challenges involved in providing for such students.

Since 2001, FFPOS enrolments have increased nationally, due to the increase in FFPOS enrolments in NSW, South Australia and Victoria (**Graph 14** and **Table 11**). Since 1989, FFPOS students have been almost exclusively enrolled in secondary education, but since the mid 1996 the proportion of FFPOS students in primary schools has been increasing, and primary enrolments now comprise 12% of all FFPOS enrolments in Australian Catholic schools.

Graph 13: FFPOS in Catholic schools, Australia, 1989-2004



Graph 14: FFPOS in Catholic schools, States and Territories, 1989-2004

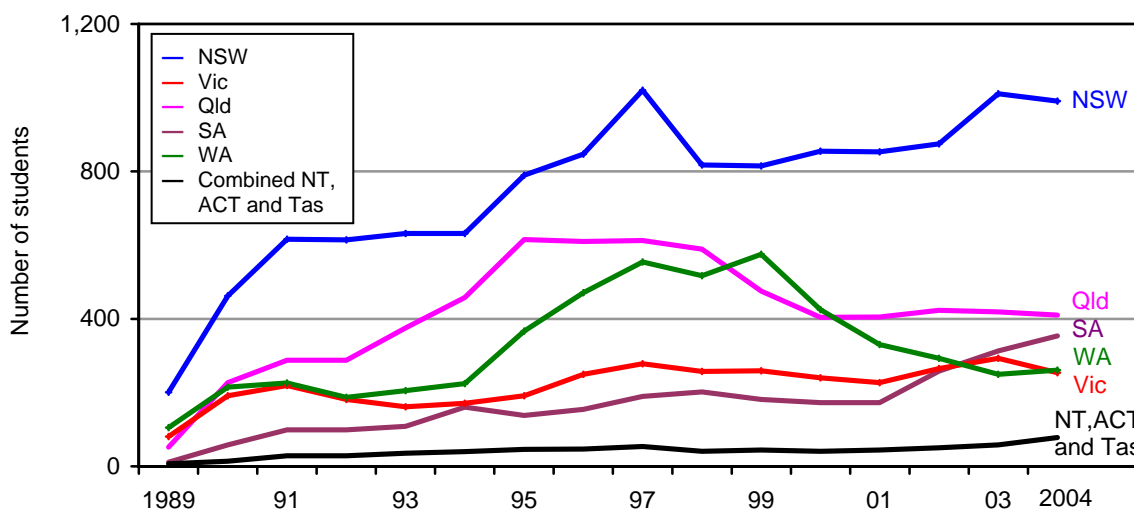


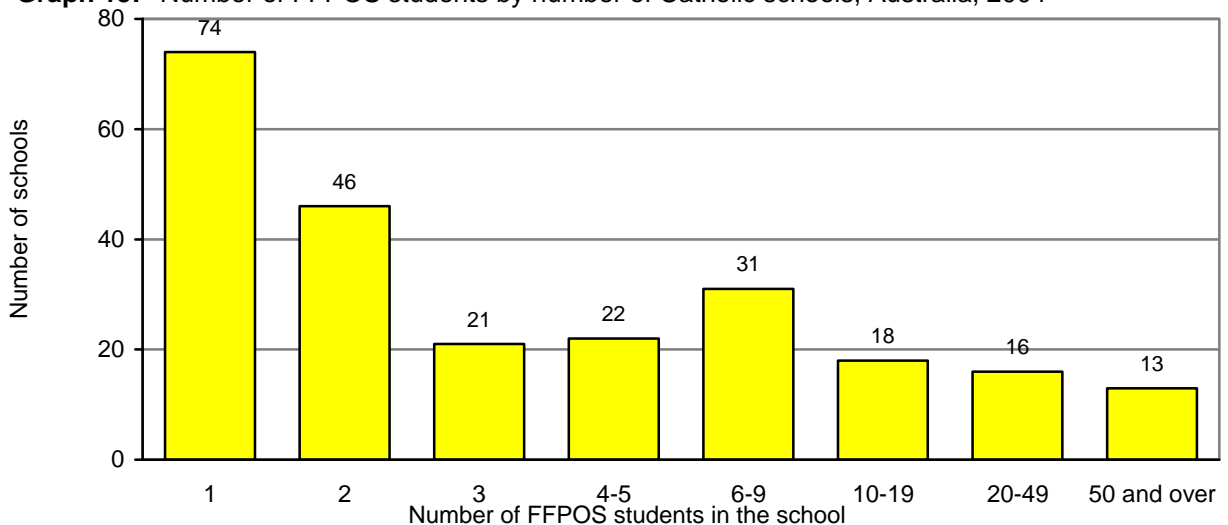
Table 11: FFPOS in Catholic schools, Australia and States and Territories, 1990, 2003 and 2004

	1990	2003	2004	Change 2003-2004	Proportion of FFPOS in each State
ACT	9	12	16	4	1%
NSW	462	1,011	991	-19	42%
Northern Territory	4	43	57	14	2%
Queensland	227	419	410	-9	18%
South Australia	58	313	354	41	15%
Tasmania	1	3	5	2	0%
Victoria	191	293	254	-39	11%
Western Australia	215	249	261	12	11%
Australia	1,167	2,343	2,348	6	100%

Schools with FFPOS students

Since 1989, the number of schools with FFPOS students enrolled has increased, but from year to year, the schools with FFPOS students can change. This is because the majority of schools with FFPOS students have only 1 or 2 students (**Graph 15**), and very few Catholic schools in Australia have large numbers of FFPOS students. Of the 241 schools with FFPOS students enrolled in 2004, only 5% (13 schools) had more than 50 FFPOS students (of which only 4 schools had 100 or more FFPOS students). 167 FFPOS students was the largest number in any Catholic school in Australia.

The more common pattern for schools with FFPOS students is for schools to have only one or two FFPOS students enrolled. As **Graph 15** highlights, one third of schools (74 schools) with FFPOS students had only 1 student enrolled, and 59% of schools with FFPOS had 1, 2 or 3 students. 86% of Catholic schools in Australia had no FFPOS students enrolled in 2004.

Graph 15: Number of FFPOS students by number of Catholic schools, Australia, 2004

Further Research

This report provides a national summary of some of the trends in Catholic education in Australia; and through the availability of the ACES database, state commissions and dioceses are able to analyse this report further, and place their state or diocese in a context beyond their boundaries.

This report has placed some of the trends in Catholic schools in the broader community context. Through the ACES database, further opportunity for analysis is available to NCEC. To this end, three reports will be provided to NCEC from the Working Group on Catholic Schools Data in 2005. These reports are:

1. Indigenous Student Trends
To be presented at NCEC April 2005 Commission meeting.
2. Socio-Economic Status (SES)
To be presented at NCEC June 2005 Commission meeting.
3. Educational Sectoral Share and Trends
To be presented at NCEC November 2005 Commission meeting.

In conclusion, this report is intended to provide NCEC, and others, with a summary of some of the trends in Catholic education in 2004, and to provide NCEC with an opportunity to consider and further develop discussion of possible policy issues relevant to Catholic education. From the basis of this report, the Working Group encourages NCEC to consider the opportunity for further short and long-term research and policy topics relevant to Catholic education to be developed by the Working Group on Catholic Schools Data, for investigation in 2005 and beyond.

List of Maps

		<u>Page</u>
Map 1	Catholics of the world, as a proportion of their region's population, 1998	..... 4
Map 2	Catholics as a proportion of the Australian population, States and Territories, 2001 (and 1871)	..... 4

List of Tables

		<u>Page</u>
Table 1	Catholics as a proportion of the Christian and Australian population, 1986-2001	..... 3
Table 2	Catholics as a proportion of the Australian population, by States and Territories, 1991-2001	..... 5
Table 3	Student enrolments and annual change in Catholic schools, Australia, 1985-2004	..... 7
Table 4	Changes in Catholic school enrolments, by States and Territories, 2003-2004	..... 10
Table 5	Apparent Retention Rates, Catholic Primary to Catholic Secondary schools, Australia and States and Territories, 2004	..... 11
Table 6	Apparent Retention Rates for post-compulsory schooling (Year 10 to Year 12) in Catholic secondary schools, States and Territories, 2004	..... 12
Table 7	Number and percentage of students identified as ATSI in Catholic schools, Australia, 1985-2004	..... 13
Table 8	Number and percentage of students identified as ATSI in Catholic schools, States and Territories, 1985 and 2004	..... 14
Table 9	Number and percentage of SWD students in Catholic Schools, Australia, 1985-2004	..... 15
Table 10	Number and percentage of SWD students in Catholic schools, States and Territories, 1985 and 2004	..... 16
Table 11	FFPOS in Catholic schools, Australia and States and Territories, 1990, 2003 and 2004	..... 18

List of Graphs

		<u>Page</u>
Graph 1	Catholics as a proportion of the Australian population, 1911-2001 Censuses	..... 3
Graph 2	Students in Catholic schools, Australia, 1985-2004	..... 6
Graph 3	Annual percentage change in Catholic school enrolments, Australia, 1985-2004	..... 6
Graph 4	Students in Catholic schools, Primary and Secondary, Australia, 1985-2004	..... 8
Graph 5	Changes in Catholic Primary enrolments, by States and Territories, 2000-2004	..... 9
Graph 6	Changes in Catholic Secondary enrolments, by States and Territories, 2000-2004	..... 9
Graph 7	Apparent Retention Rates for Catholic Primary to Catholic Secondary schools, Australia, 1986-2004	..... 11
Graph 8	Apparent Retention Rates for post-compulsory schooling (Year 10 to Year 12) in Catholic Secondary schools, Australia, 1987-2004	..... 12
Graph 9	Number and percentage of students identified as ATSI in Catholic schools, Australia, 1985-2004	..... 13
Graph 10	Recent change in ATSI student enrolments in Catholic schools, States and Territories, 2000-2004	..... 14
Graph 11	Number and percentage of SWD students in Catholic schools, Australia, 1985-2004	..... 15
Graph 12	Recent change in SWD student enrolments in Catholic schools, States and Territories, 2000-2004	..... 16
Graph 13	FFPOS in Catholic schools, Australia, 1989-2004	..... 17
Graph 14	FFPOS in Catholic schools, States and Territories, 1989-2004	..... 17
Graph 15	Number of FFPOS students by number of Catholic schools, Australia, 2004	..... 18
