

Regional and Remote Education Strategy

Advancing education in South Australian regional and remote Catholic schools





Acknowledgement of Country

Catholic Education South Australia (CESA) acknowledges and respects the traditional custodians of the South Australian regions upon whose ancestral lands our schools operate.

We acknowledge and pay our respects to the Elders, past, present and future - for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander people.

We also pay respect to the cultural authority of Aboriginal people from other areas of South Australia and Australia and acknowledge their deep feelings of attachment and Spiritual relationship to Country.

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Foreword

"I have come that you might have life and have it to the full." John 10:10

Catholic Education South Australia's Regional and Remote Education Strategy acknowledges and celebrates the strengths and contributions of regional and remote schools in inspiring hope, pursuing excellence, and nourishing strong communities.

The Regional and Remote Education Strategy recognises that school communities in regional and remote contexts face unique challenges and barriers.

The implementation of this Strategy by Catholic schools, centres and offices in South Australia aims to enhance the quality and provision of education in a spirit of shared responsibility, where all students are enabled to be thriving people, capable learners and leaders for the world God desires, irrespective of geographical location.

Attainment of the four goals identified in this Strategy will enhance the aspirations, access and achievement outcomes for students in regional and remote Catholic schools. It promotes a culture of faith, excellence and growth in all learning environments.



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Introduction

The Regional and Remote Education Strategy goals are inspired by the Mission, Vision, Values, Purpose and Strategic Commitments of the South Australian Commission for Catholic Schools *Strategy Towards 2027: Expanding Horizons and Deepening Practices*.

Catholic Education South Australia's Student Diversity, Equity and Inclusion Policy focuses on reducing barriers to education through improving access and equity to ensure "each child and young person has access to places, spaces and approaches to be a thriving person, capable learner and leader for the world God desires" Vision - Student Diversity, Equity and Inclusion Policy (SDEIP).

The SDEIP will be supported by the development of strategies that ensure access and equity within schools and, in the case of the CESA Regional and Remote Education Strategy, those that relate to the contexts of regional and remote Catholic schools in South Australia.

In developing this strategy Catholic Education South Australia (CESA) recognises the contribution that regional and remote schools make to the mission of the Church, the community in which they are situated and to our system of schools.





Aim of the Strategy

Catholic Education South Australia's Regional and Remote Education Strategy (the Strategy) requires that all students in South Australian Catholic schools receive their entitlement and access to high quality Catholic education irrespective of geographical location.

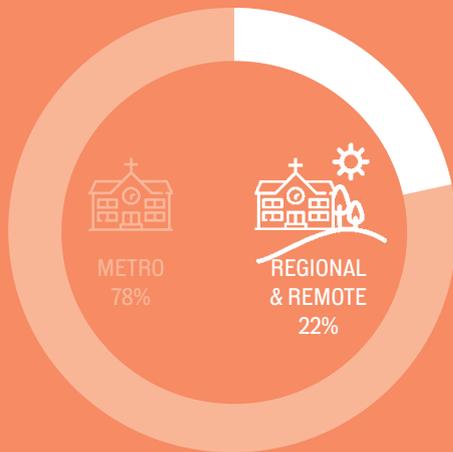
This Strategy aims to enhance outcomes and opportunities relating to faith, excellence, access and growth in regional and remote Catholic schools in SA.

To achieve this aim:

- Diversity, equity and inclusion permeate Catholic Education South Australia culture and practice, with differentiated and nuanced approaches applied where relevant to accommodate regional and remote parish school contexts;
- Schools, centres, offices and communities work together and in partnership, operating within a culture of co-responsibility and common good across all schools;
- Recruitment, formation and professional learning for teachers, leaders and support staff in regional and remote schools is targeted and differentiated to ensure students have access to high quality faith formation and education.

Schools Context

SCHOOLS



19

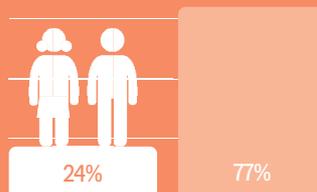
REGIONAL AND REMOTE CATHOLIC SCHOOLS IN SA

STUDENTS



6,342

CESA STUDENTS (1 IN 8) ATTEND REGIONAL AND REMOTE CATHOLIC SCHOOLS



24%

CESA ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS ENROLLED IN REGIONAL AND REMOTE SCHOOLS



28%

28%
REGIONAL AND REMOTE STUDENTS WITH DISABILITY

STAFF

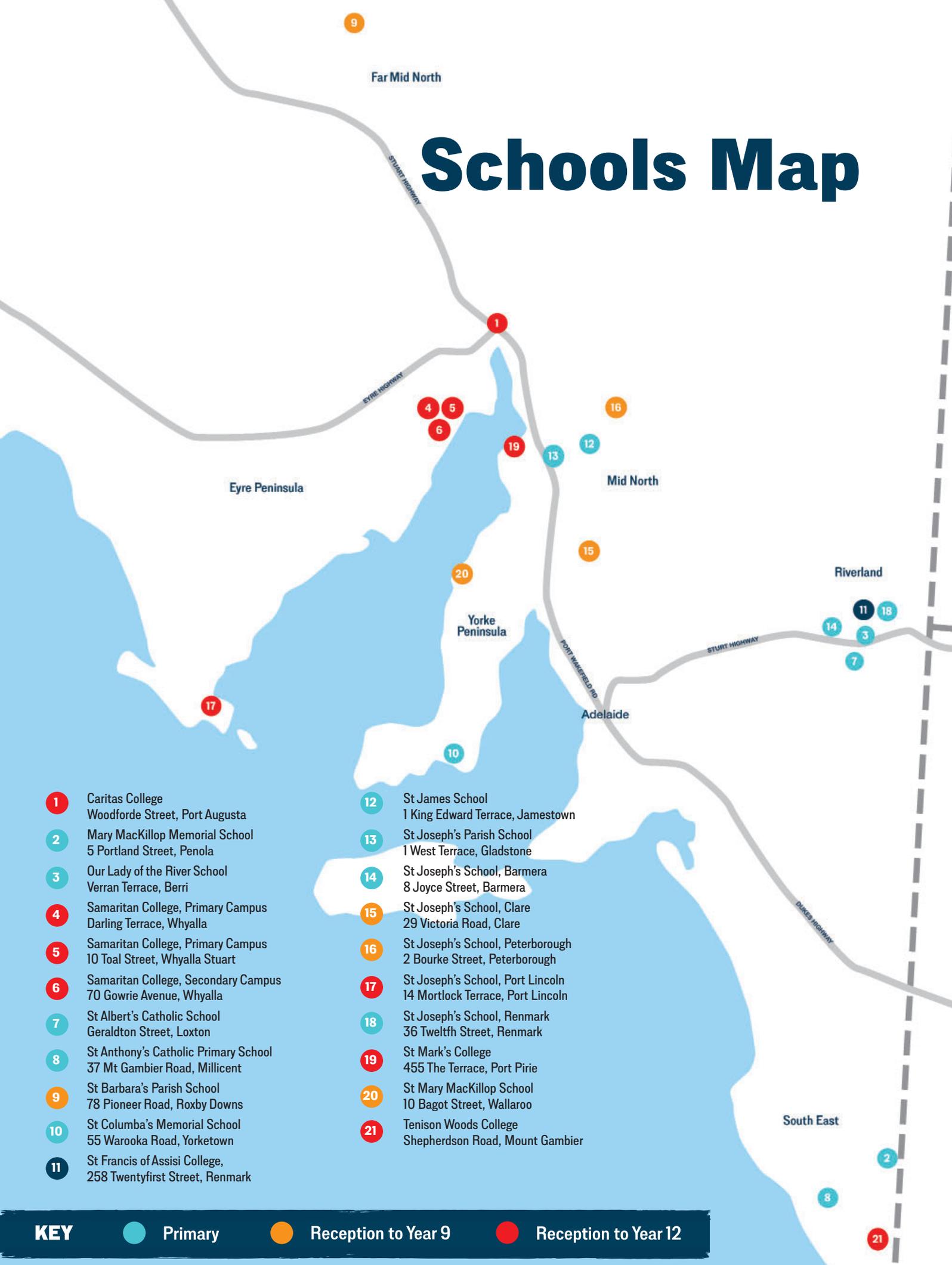


1,000 STAFF

1,221

STAFF IN SA REGIONAL AND REMOTE CATHOLIC SCHOOLS

Schools Map



- | | | | |
|----|---|----|---|
| 1 | Caritas College
Woodforde Street, Port Augusta | 12 | St James School
1 King Edward Terrace, Jamestown |
| 2 | Mary MacKillop Memorial School
5 Portland Street, Penola | 13 | St Joseph's Parish School
1 West Terrace, Gladstone |
| 3 | Our Lady of the River School
Verran Terrace, Berri | 14 | St Joseph's School, Barmera
8 Joyce Street, Barmera |
| 4 | Samaritan College, Primary Campus
Darling Terrace, Whyalla | 15 | St Joseph's School, Clare
29 Victoria Road, Clare |
| 5 | Samaritan College, Primary Campus
10 Toal Street, Whyalla Stuart | 16 | St Joseph's School, Peterborough
2 Bourke Street, Peterborough |
| 6 | Samaritan College, Secondary Campus
70 Gowrie Avenue, Whyalla | 17 | St Joseph's School, Port Lincoln
14 Mortlock Terrace, Port Lincoln |
| 7 | St Albert's Catholic School
Geraldton Street, Loxton | 18 | St Joseph's School, Renmark
36 Twelfth Street, Renmark |
| 8 | St Anthony's Catholic Primary School
37 Mt Gambier Road, Millicent | 19 | St Mark's College
455 The Terrace, Port Pirie |
| 9 | St Barbara's Parish School
78 Pioneer Road, Roxby Downs | 20 | St Mary MacKillop School
10 Bagot Street, Wallaroo |
| 10 | St Columba's Memorial School
55 Warooka Road, Yorketown | 21 | Tenison Woods College
Shepherdson Road, Mount Gambier |
| 11 | St Francis of Assisi College,
258 Twentyfirst Street, Renmark | | |

KEY ● Primary ● Reception to Year 9 ● Reception to Year 12



Strategy Goals

The Regional and Remote Education Strategy includes these four goals.

GOAL 1:

CATHOLIC IDENTITY AND MISSION

Staff are confident and capable and work in partnership with families and parishes to offer students a personal experience of, and openness to, God's spirit.

GOAL 2:

DIVERSITY, EQUITY AND INCLUSION

Students have equitable access to targeted supports and services to enable excellent learning and wellbeing outcomes.

GOAL 3:

STUDENT LEARNING

Students have agency in and access to curriculum choices and learning opportunities that meet their needs, capabilities, and aspirations.

GOAL 4:

STAFF

Students have equitable access to high quality education, taught by high quality leaders, teachers and education support staff who are aware of local contexts and needs.

Priorities

Attainment of each goal will have a range of impacts aligned with the aim of the Strategy. Catholic Education South Australia schools, centres and offices will prioritise strategic actions in order that these impacts are evidenced.

GOAL 1: CATHOLIC IDENTITY AND MISSION

Staff are confident and capable and work in partnership with families and parishes to offer students a personal experience of, and openness to, God's spirit.

IMPACTS

- 1.1 Leaders are strong leaders of faith; confident, visible religious leaders in the school, parish and local communities; and capably lead staff faith formation.
- 1.2 Staff have access to faith formation and professional learning to foster a culture of encounter reflective of Catholic tradition within the community context.
- 1.3 Teachers have access to high quality professional learning relating to curriculum, assessment and pedagogy to support them to deliver high quality Religious Education.



GOAL 2: DIVERSITY, EQUITY AND INCLUSION

Students have equitable access to targeted supports and services to enable excellent learning and wellbeing outcomes.

IMPACTS

- 2.1 Students have access to, and engage with, quality wellbeing support services.
- 2.2 Aboriginal and Torres Strait Islander students in regional and remote schools have access to coordinated services that support their learning and wellbeing.
- 2.3 Students in regional and remote schools connect with peers, parishes, CEO staff, cultural and community groups to enhance their student voice in learning and decision making.
- 2.4 Leaders, teachers and education support staff have access to professional learning and support to increase understanding and capabilities to cater for a wide range of students.
- 2.5 Early Career Teachers have access to targeted professional learning, induction and support that is contextualised to, and enables connection with, the local community and services.
- 2.6 Aboriginal and Torres Strait Islander cultural awareness and competency training is an integral part of professional learning for all staff in regional and remote schools.
- 2.7 Schools have equitable access to ICT services to enable flexible delivery of a broad range of curriculum within their school and home environments.

GOAL 3: STUDENT LEARNING

Students have agency in and access to curriculum choices and learning opportunities that meet their needs, capabilities, and aspirations.

IMPACTS

- 3.1 Catholic Education South Australia is a leader in high-quality, multi modal delivery of specialist subjects.
- 3.2 Catholic Education South Australia is a leader in high-quality, multi modal delivery of professional learning for staff.
- 3.3 Catholic Education South Australia policies and practices are nuanced to ensure equity and access for regional and remote contexts.
- 3.4 Strong partnerships between schools, universities, and training providers shape curriculum delivery in schools, inform students' ambitions and understandings of post-school options, and offer a breadth of opportunities aligned with the aspirations and contexts of regional and remote students.
- 3.5 Efficient and impactful expertise and resourcing within clusters of nearby schools will be implemented where possible.



GOAL 4: STAFF

Students have equitable access to high quality education, taught by high quality leaders, teachers and education support staff who are aware of local contexts and needs.

IMPACTS

- 4.1 Schools have a full complement of staff (leadership and teaching staff) with the right skills to provide a broad range of curriculum delivery and support.
- 4.2 Teachers and leaders are supported to understand and respond to the needs and contexts of students within regional and remote Catholic schools.
- 4.3 Teachers at all career stages across Catholic Education South Australia schools are actively encouraged and supported to teach and lead in regional and remote schools.
- 4.4 All staff in regional and remote schools have tailored access to suitable career progression opportunities throughout their careers.
- 4.5 Staff in regional and remote schools have equitable access to in situ, regionally-based and online professional learning that is responsive to their students' needs and contexts.
- 4.6 Partnerships with Catholic and secular tertiary education providers, residential colleges, Catholic Education South Australia leaders' associations and national Catholic Education colleagues and agencies intentionally target and support recruitment, formation and retention of staff in regional and remote schools.
- 4.7 Staffing in Catholic Education South Australia schools will be enhanced through increased:
 - a) attraction and recruitment of teachers in regional and remote schools
 - b) support for and retention of teachers in regional and remote schools
 - c) support for and succession of leaders in regional and remote schools.

Catholic Education SA Commitment to Students

Catholic Education South Australia's Regional and Remote Education Strategy reflects a commitment to student inclusion, applying the United Nations definition of inclusion to ensure access and equity through:

“A process of system reform embodying changes and modifications in content, teaching methods, approaches, structures, and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their learning requirements and preferences.”

Article 24, paragraph 11, 2016 Convention on the Rights of Persons with Disabilities

Catholic Education South Australia enables all students, irrespective of location, to be thriving people, capable learners and leaders for the world God desires.







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HEARTS
AND
MINDS

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