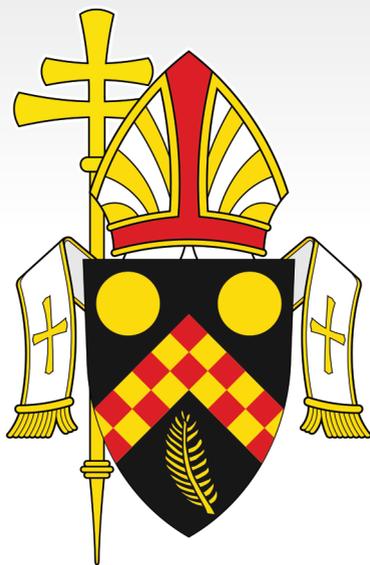


ARCHDIOCESE OF BRISBANE

Catholic Education Council
Council of Priests

***COLLABORATING FOR MISSION:
THE PARISH AND THE CATHOLIC SCHOOL***



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Revised July 2014

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*A joint policy of the Council of Priests and
the Catholic Education Council
Archdiocese of Brisbane*

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FOREWORD

This document replaces the original publication *The Pastor and the Parish School: rights and duties of the pastor in relation to the parish school* and offers a more contemporary account of the relationship between our schools and parishes. The title points to the heart of that relationship, for we are all involved in collaborating for mission.

Real collaboration between the three pillars of life-long Christian education – family, parish and school – is crucial in the Archdiocese of Brisbane. This document offers clear guidelines for priests and principals to help them understand and carry out their distinct but complementary responsibilities for the sake of this collaboration.

I thank all who were involved in producing this document. I acknowledge in particular the contribution of the Council of Priests, the Catholic Education Council and the Executive of Brisbane Catholic Education in commissioning the paper and the working party which gave form to their vision.

I have no doubt that the document will be very helpful to priests and principals as they continue working together for the sake of the Gospel. I commend it to you all and continue to pray for you in your service of young people in our schools.

A handwritten signature in black ink, appearing to read 'Mark Coleridge', with a large, stylized initial 'M'.

Most Reverend Mark Coleridge
Archbishop of Brisbane

PREFACE

The purpose of this document is to enhance positive and collaborative relationships amongst all involved in parish ministry and the educational ministry of parish and Archdiocesan schools. As a joint publication of the Council of Priests and the Catholic Education Council, endorsed by the Archbishop, it provides policy and recommended practice to assist in the development of these important relationships.

This document is addressed to priests, principals, lay parish ministers, members of parish pastoral councils, parish finance committees, school boards, Parents and Friends Associations, school staff members, parents and caregivers and others of the lay faithful.

While acknowledging that there are many involved in the parish and school, the parish priest and the principal have critical leadership roles. It is essential that there be clarity as to their civil, canonical and organisational responsibilities and relationships.

This document is a development of an earlier publication *The Pastor and the Parish School: rights and duties of the pastor in relation to the parish school* (1993). This document draws on the earlier document and develops it, with a view to placing it in the changing contexts of parish and school and with a pastoral perspective that enhances collaboration in the mission of the Church.

The publication is developed within the broader context of canon and civil law and Archdiocesan policies including those of the Catholic Education Council. These will be referenced where they are of particular relevance.

CONTEXTUAL ISSUES

Since the Catholic School can be of such service in developing the mission of the People of God and in promoting dialogue between the Church and the country at large to the advantage of both, it is still of vital importance even in our times. (Gravissimum Educationis, n.8)

The sacred Synod earnestly exhorts pastors of the Church and all the faithful to spare no sacrifice in helping Catholic schools to become increasingly effective, especially in caring for the poor, for those who are without the help and affection of family, and those who do not have the Faith. (Gravissimum Educationis, n.9)

Particularly in countries with ancient Christian roots, and occasionally in the younger Christian Churches as well, where entire groups of the baptised have lost a sense of the faith or even no longer consider themselves members of the Church, and live a life far removed from Christ and his gospel. In this case what is needed is a 'new evangelisation' or a 're-evangelisation'. (Redemptoris Missio, 33.3.)

Catholic parishes and schools, including ecumenical schools conducted by the Archdiocese, undertake their ministries in a complex and changing environment. The three pillars of life-long Christian education are ideally the family, the parish and the school. All of these are subject to social, ecclesial, educational and Archdiocesan contextual issues that must be acknowledged and taken into account in developing ministerial plans, structures, roles and modes of operation.

Social Context

Reliable survey data indicates that Australia is an increasingly secularised society where religious belief, affiliation and practice is in decline. While there is a strong interest in spirituality and issues of meaning, there is a decrease in the numbers attending mainstream Christian Churches. The role of authority is often questioned and amongst some there is a moral relativism. Increasing affluence can

lead to a consumerist approach to both religion and schooling. Individualism and mobility can lead to a loss of communal spirit and authentic social connection.

In addition, there is an increasing scrutiny of all public institutions and extensive processes of accountability and compliance are now the norm. While there are positive aspects to this transparency, it adds to the complexity and workloads at parish and school levels.

Parishes and schools are also influenced by changing family structures, multiculturalism and impact of technologies such as social networking.

Ecclesial Context

Catholic schools continue to attract families who see them as credible and desirable educational options for their children, while there is a decline in the numbers regularly attending Mass and participating in Church life in Australia. While the majority of these students are baptised Catholics, their families are often not regular Mass attendees. This challenges those in parishes and schools to find new ways to evangelise those in their care in accordance with the Church's call to the 'new evangelisation'.

The Archdiocese of Brisbane is located within the fastest growing region of Australia and this presents special challenges to develop new parishes, schools and other Church ministries in these burgeoning areas. The Church must use all the means at its disposal including pastoral ministry, schools, childcare and social services to provide meeting points between families and the Church.

While responding to significant population growth, the Archdiocese needs to develop strategies for declining numbers of priests. The Archdiocese welcomes priests from overseas, and there has been significant reorganisation of parish groupings resulting in many priests being responsible for multiple or amalgamated parishes. In addition, the average age of clergy has risen significantly at a time when workloads are increasing.

There are now more diverse school and parish settings than in the past. These include one school adjacent to Church and presbytery, multiple schools within one parish under the care of one priest and large schools serving more than one parish.

Educational Context

The Catholic school in Australia is one key element in the life-long Catholic educational provision of the Church, shared ideally with parents and the parish. Catholic communities have committed to the development of schools as vitally important to the overall mission of the Church since the first Catholic school was established in Parramatta in 1819. The advent of significant government funding of Catholic schools since the late 1960s has assisted the Church to respond to the need for additional places and to staff schools with lay teachers.

All schools in Australia have been subject to greater regulation and accountability by both State and Commonwealth Governments at both educational and administrative levels. Some parents, influenced by societal factors mentioned earlier, see schools as service or product providers, rather than educational communities and part of the broader mission of the Church. This consumerist understanding of schooling is at odds with the Church's vision of integral formation within a community of faith.

Since the 1960s, Catholic Education Offices have been authorised by their bishops to manage an increasing range of catechetical, educational, financial, administrative, planning and accountability functions for schools in the diocesan systems. This recognises the growth in size and complexity of Catholic schooling and the need to provide leadership, management and resourcing to Catholic schools. In the Archdiocese of Brisbane the responsibilities delegated by the Archbishop to the Brisbane Catholic Education Office in relation to parish and Archdiocesan schools are outlined in the Charter of the Office.

Archdiocesan Context

All Catholic schools exist to further the mission of the Catholic Church to evangelise. They do so in a manner appropriate to their context and charism. Under the leadership of the Archbishop, all schools are committed to the common good of the Archdiocese.

Within the Archdiocese, there are generically three types of Catholic schools: parish schools, Archdiocesan schools and Religious Institute schools.

Parish schools are owned in canon law by the relevant parish and are integral to the mission of the parish. Land, buildings, associated equipment and local finances are overseen by the parish priest in conjunction with the principal, parish pastoral council, parish finance council and school board as appropriate to local circumstances. Parish schools are part of the Archdiocesan system or community of schools administered by the Archdiocese through the Brisbane Catholic Education Office. In accordance with the *Charter of the Brisbane Catholic Education Office* (revised 2012) approved by the Archbishop certain responsibilities are delegated to the Catholic Education Office for parish schools.

Archdiocesan schools are owned in canon law by the Archdiocese. All property and assets are canonically owned by the Archdiocese and all aspects of the school are fully administered by the Archdiocese through the Brisbane Catholic Education Office.

Religious Institute schools are conducted by the religious institutes or other public juridic persons established for that purpose. They operate with the approval and oversight of the Archbishop who has canonical responsibility for the coordination of the apostolic works of the Archdiocese (c. 806.1), but their internal management is conducted by the religious institute or the public juridic person established to conduct the school. This document does not apply to Religious Institute schools.

ROLE OF THE PARISH PRIEST

The role of the parish priest with regard to the parish school has a long history, and is defined in Church law, local policy and custom.

The parish priest is entrusted by the bishop with the pastoral care of the parish (c. 515 §1). Under the authority of the diocesan bishop, he carries out for his community the duties of teaching, sanctifying and governing, with the co-operation of other priests or deacons and the lay Christian faithful. Where a parish has a school, the parish priest values and supports it for the role it plays in the education of the young, one of his principal responsibilities (c. 528 §1, c. 776).

The parish priest acts for the parish in all juridical matters and also has responsibility for the good administration of the temporal goods (Church property and other assets) of the parish (c. 532). This includes the parish school or schools.

A parish is a community of baptised people. While place of residence is still the general norm for deciding composition of the community, greater accommodation is made by priests for those who choose to become part of a community even though they live elsewhere.

While the principal, students, staff and parents of the parish school will be his primary concern, the parish priest will be mindful of those in Archdiocesan schools situated within the confines of the parish. At times, special agreements will be made between the parish priest and the Archbishop to give greater clarity to the leadership and pastoral care offered. At other times, the priest's own concern for all at the school will see him offer what support he can.

The parish priest recognises the principal of the parish school as the appointed leader of the school community. As the school is the primary means through which one of the parish priest's key responsibilities is fulfilled, he works collaboratively with the principal, staff, school boards and Parents and Friends Associations for the common good of the Church and its mission in that area.

In collaboration with the principal, he acts to create an environment in the school where all understand, respect and support one another in their varying roles and responsibilities, and so give true witness to the faith.

Today the demand for education in Catholic schools is as strong as ever. However, the motives for this are increasingly mixed. The parish priest, along with the principal, needs to ensure that all, in the school and the wider faith community, are educated to the authentic purpose of a Catholic school. He ensures its role is integrated into the strategic planning and pastoral activity of the parish.

ROLE OF THE PRINCIPAL

The faith development of the staff and the students including their preparation for and participation in the sacramental life of the Church are among the keenest concerns of the principal. The principal works most closely with the parish priest in this endeavour.

The principal is the leader of the school community. The day-to-day leadership and management of the school are the responsibility of the principal. The principal is employed by the Archdiocese through the Brisbane Catholic Education Office and accountable to the Executive Director for meeting the requirements of the principal's role description and other relevant policy and procedural documents. The principal of the school plays a vital role in connecting the school to the life of the parish.

Mindful of the canonical and civil responsibilities of the parish priest with regards to the school, the principal collaborates with the parish priest and works to develop a strong and respectful working relationship. The principal also seeks to develop good relationships with other priests, deacons, lay pastoral ministers and members of the councils operating within the parish.

In building and maintenance matters, the principal of a parish school, aware especially of the responsibilities of the parish priest in this regard, ensures that all planning is done in a collaborative way and that the necessary approvals are sought and accountability is regular and effective.

In an Archdiocesan school, civil and canonical ownership of the school resides with the Archdiocese. Responsibility for these schools is exercised by the Brisbane Catholic Education Office. In accordance with Archdiocesan policies, it is expected that the parish priests will be involved in aspects of school life proper to their roles e.g. pastoral care of staff and students, leadership of prayer and worship, representation on school boards, participation on selection panels for senior staff.

With Archdiocesan schools, the principal works to have collaborative and positive pastoral relationships with the parish priests from whose communities the students come. The principal makes particular effort with the parish priest in whose parish the school is situated. At times, the expectations and commitments of the priest and the principal will be in formal agreements. At other times, the relationship that exists and the involvement of the priest in the life of the school will be the fruit of efforts to build collegial and pastoral relationships and maintain them.

RELIGIOUS EDUCATION

Each Catholic and ecumenical school in the Archdiocese is required to have a documented *Religious Education Program* designed in accordance with the *Religious Education Curriculum P-12*, approved by the Archbishop. *The Religious Education Curriculum P-12* incorporates both the classroom teaching of Religion (*Religion Curriculum P-12*) and *The Religious Life of the School P-12*. A school *Religious Education Program* must show a clear alignment between these two dimensions of religious education so that the fullness of the *Vision for Religious Education* may be realised.

The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

The parish priest supports school personnel in the development and implementation of the school's *Religious Education Program* in accordance with Archdiocesan policy and the needs of the school community. The principal, assistant principal (religious education), campus minister and chaplain (where appointed) are key staff members who collaborate with the parish priest to promote the classroom teaching of Religion and the religious life of the school.

In the Archdiocese, sacramental programs are the responsibility of the parish in accordance with Archdiocesan policies (*Children and the Sacraments: 1997*). The school supports the parish in sacramental programs by assisting with communication to parents and through the formal *Religious Education Program*.

FORMATION OF STAFF

For the Catholic school to achieve its religious and educational aims, to create an atmosphere of shared faith where parents, staff and students come together in prayer and action to live the gospel of Jesus, there is an on-going need for the spiritual and theological formation of those charged with leading and teaching in the school system.

The principal, in collaboration with the parish priest, has a spiritual and theological role in the task of formation through professional development and planning days and teacher in-service.

LITURGY AND PRAYER

It is especially at the table of the Eucharist that Christ's Church is made visible and unity is expressed. School and parish therefore jointly strive for a lively sense of community, above all in the shared celebration of the Sunday Mass (SC 42).

The various forms of prayer and ritual celebrated in the school serve to orient the children and their families to communal parish worship. The parish priest will be a key link when he leads the school community in

liturgy, especially in the celebration of Eucharist and Penance. Parents represent the adult parish community when they join their children to pray in common with them.

The liturgical connections between school and parish will be strengthened when school prayer – whether in the classroom, at whole school gatherings or in the Church – builds on the common structures and patterns of the Catholic liturgy. These include a concern for the full, conscious, active participation of all in the liturgy (SC 14); the development of a warm and living love for the Scriptures read in the liturgy (SC 24); attention to the sacred symbols and rites so that they express clearly the holy things they signify (SC 21); a recognition that singing adds delight to prayer, fosters oneness of spirit, and invests the rites with greater solemnity (SC 112).

The parish priest, principal, assistant principal (religious education), and the class teacher will work collaboratively to prepare liturgy suitable for school children and their parents. The priest will bring an intimate knowledge of the liturgical books and the instructions and directories for the worthy celebration of the liturgy. School staff will contribute their special understanding of the abilities and capacities of the children. Learning will be mutually beneficial. Full use is normally made of the *Directory for Masses with Children* (1973), the *Eucharistic Prayers for Masses with Children*, and the *Lectionary for Masses with Children*; the liturgical principles enshrined in these resources will be applicable to other forms of communal prayer in the school.

PASTORAL CARE

To be effective, the parish priest needs to come to know the teachers and students (c. 529).

The parish priest communicates to staff, students and parents that he has a pastoral concern for their needs. He has a particular care for the principal and staff in their roles as catechists and teachers of the faith.

While respecting the obligations of confidentiality, rights to privacy, and due process, the parish priest, principal and staff share knowledge of matters relevant to their individual roles so they can offer the best care to students and parents.

The parish priest works with the principal and staff to ensure on-going doctrinal, liturgical and pastoral formation for all members of staff. He should meet regularly with the principal and/or leadership team. His frequent visitation to the school is highly desirable.

ENROLMENT POLICY AND PROCEDURES

A characteristic of a Catholic school is that it is open to all who share its religious and educational values (*Queensland Bishops' Catholic Schools' Research Project: Archdiocese of Brisbane Report: 2001*) and respect and support its beliefs and practices. There are various and sometimes unique factors particular to a school community which affect enrolment of students.

The parish priest and the principal collaborate on the development and implementation of the enrolment policy and enrolment processes.

They will have regard for the enrolment policy of the Archdiocese, legislative requirements, processes for the enrolment of students with disabilities and local circumstances. The school board or similar body will be involved in the development of the policy.

In a parish school, the parish priest will give final approval to the school enrolment policy. The principal is responsible for the management of the enrolment processes, however the principal and parish priest will collaborate on implementation of the policy, particularly where the enrolment is sensitive or controversial.

In a parish school, the parish priest should be briefed in relation to recommendations to exclude a student. The final decisions regarding suspension rest with the principal and exclusion with the Executive Director of Catholic Education.

STAFFING

It is the staff of a school 'who will substantially determine whether or not a school realises its aims and accomplishes its objectives' (*Lay Catholics in Schools: Witnesses to Faith:1:1982*). The employment, induction, ongoing formation and pastoral care of committed and competent staff are matters for careful attention if the Catholic school is to be successful in its mission.

In parish and Archdiocesan schools, all staff are employed by the Executive Director (or nominee) of the Brisbane Catholic Education Office for, and on behalf of, The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane.

All appointments are made in accordance with the policies, guidelines and procedures established by the Brisbane Catholic Education Office. The principal, acting within these policies, guidelines and procedures, appoints teachers and ancillary staff. The Executive Director makes appointments to senior leadership positions on recommendation of the principal. The Executive Director makes principal appointments on recommendation of the chair of the panel and co-signed by the parish priest for a parish school.

Staffing issues are a particular area of interest for the parish priest. In parish schools, he has the right to participate in all staff selection processes managed by the principal, although in large schools or parishes with multiple schools he may choose to limit his involvement. The parish priest's participation on panels for all senior leadership positions is vital for effective parish school partnerships. He will be consulted for all other positions if he chooses not to participate in the selection processes.

The principal of a parish school consults with the parish priest regularly in relation to staffing matters including appointments, promotions, transfers, appraisals, staff development and matters of concern or conflict.

In Archdiocesan schools, a parish priest or his nominee, is invited to sit on selection panels for senior leadership positions. The involvement of the parish priest in other staffing processes is a matter for negotiation between the local parish priest or other priests and the principal and will vary depending upon the availability and workload of the parish priest.

FINANCE

Stewardship of school finances is an important responsibility within the school community. The manner in which income is raised and allocated reflects the Catholic ethos and educational priorities of the school. There are significant moral, canonical and civil law requirements applying to the management of school funds.

For a fuller treatment of the finances in parish schools refer to the document *The Administration of Parish School Assets*.

In a parish school, the parish priest is ultimately responsible for the establishment and maintenance of the school plant and the local finances.

- *Parish Schools*

Payment of the salaries of teachers and some ancillary staff is the responsibility of the Brisbane Catholic Education Office, which collects Commonwealth grants, State grants and the Archdiocesan Education Levy from schools to meet the salary components and central services costs. Acting within the policies, guidelines and procedures established by the Brisbane Catholic Education Office, principals may appoint additional staff funded locally and these staff are paid through the Brisbane Catholic Education Office payroll.

In the area of finance, there are regulations established by the Archdiocese in conformity with canon law, Archdiocesan policy, government accountability requirements and civil law.

1. The parish priest and principal work through the Parish Finance Council (c. 1280), parish pastoral council and school

board as appropriate to oversee and manage the recurrent and capital needs of the school.

2. Any acquisition or disposal of land by parishes must be approved by the Archbishop.
3. Any building project exceeding benchmarks set by the Archdiocese decree must have the approval of the Archbishop. Building projects in schools should be submitted through Brisbane Catholic Education Office for endorsement by the Planning Advisory Committee and forwarding to the Archdiocese for processing in accordance with the required processes. Building projects valued above \$20,000 and below the Archdiocesan decree are to be submitted to the Brisbane Catholic Education Office for approval.
4. The principal recommends annual fees and levies for approval by the parish priest after taking cognisance of the Archdiocesan Education Levy, the minimum recommended fees set on an annual basis by the Catholic Education Council and the recommendation of the school board.
5. The principal, in co-operation with the parish priest and through parish structures, is to ensure the preparation of an annual budget of receipts and expenditures for the school. This budget is to be published and made available to the school community and parish within the first term of the school year. An audited statement of income and expenditure for the previous year is to be presented when completed.
6. Principals manage the day-to-day financial affairs of the school on behalf of the parish and in accordance with the approved school budget. Principals must gain approval from the parish

priest for unbudgeted capital expenditure. It is essential that appropriate school financial records are kept separate from other parish funds. This assists in accountability to the parish and to external bodies such as the Commonwealth and State Governments which require an annual audited financial statement relating to the financial operation of the school. Information is available on the Brisbane Catholic Education K-Web regarding the administration of school funds.

- *Archdiocesan schools*

In an Archdiocesan school, there is no direct responsibility or involvement of the parish priest or parish in school finances. However, where there is a potential impact of school financial decisions on the broader Catholic parish community, the parish priest and principal should collaborate for the common good.

USE AND MANAGEMENT OF PROPERTY

In a parish school, the land, plant and equipment of the school belong to the parish. The parish priest will ensure that the management and use of these facilities is in accord with school and other pastoral priorities. Responsibility for compliance with workplace health and safety requirements is a joint duty of the parish priest and the principal. School facilities that have been purchased and maintained by school funds should be primarily used by the school.

School facilities may be used by parish and other bodies with approval of the parish priest and principal, but always with sensitivity to possible disruption in the school. The parish priest, mindful of the principal's responsibility to secure and maintain the school premises, will give the principal adequate prior notice of any intended use. *The Administration of Parish School Assets* document provides guidelines for the sharing of costs where appropriate.

It should be noted that school facilities built with Commonwealth or State Government financial assistance retain a pro-rata government equity for twenty years. This needs to be taken into consideration

in decision-making processes concerning the change of such school facilities to non-school use. Repayment of the remaining equity may be required.

In Archdiocesan schools, the land, property and equipment are owned by the Archdiocese. The principal has primary responsibility for their good management in accord with Archdiocesan policies and with the assistance of the school board and its finance committee. As with parish schools, the facilities may be made available to the local parish community with the approval of the principal.

PARENTAL PARTNERSHIP

Catholic schools are 'of great importance, since they are the principal means of helping parents to fulfil their role in education. 'There must be the closest cooperation between parents and the teachers to whom they entrust their children to be educated. In fulfilling this task, teachers are to collaborate closely with the parents and willingly listen to them; associations and meetings with parents are to be set up and held in high esteem.' (c. 796).

It is important that parents are supported in their prime responsibility for the religious development of their children, which is complementary to the role of the school.

Parish priests and principals will encourage within parents a sense of community and belonging with the parish and school. They will have a special concern for providing opportunities within the parish for parents' on-going education in faith.

Consultation with parents is to be part of the decision-making process on matters affecting the education of students. The parish priest will work with the principal to ensure adequate structures for this purpose, such as the school board and Parents and Friends Association, are operational within the school and to ensure parents are aware of their existence. A key role of the parish priest and the principal is to assist

in uniting the members of these bodies in vision and purpose and linking them to the broader Church.

SCHOOL BOARD

The school board is a policy-making body based on the pastoral model approved by the Bishops of Queensland. The board assists parish priest, principal, parents and staff to work together in providing Catholic education within the mission of the Church. The board develops processes of consultation within the school community in formulating policy and operates on principles of collegiality, collaboration and prayerful discernment. Pre-service and in-service of board members are necessary and system-level support is available for both initial and on-going formation.

Ideally, the parish priest relates with the board in three clear roles: spiritual leader, pastoral leader and board member. Where the parish priest is unable to commit to school board membership, he may propose a parishioner for membership. Further details on the ministry of the parish priest in the board are available in the documentation on boards.

Communication and collaboration amongst the school board, the Parish Pastoral Council and the Parish Finance Council on matters of common interest are to be encouraged.

PARENTS AND FRIENDS ASSOCIATION

The Parents and Friends Association is an integral part of the school community representing all parents and carers and working in partnership with the principal and parish priest to achieve the best educational outcomes for the students.

Associations normally operate within the model framework of a constitution normally approved by the Bishops of Queensland. It has objectives which accord with those of the document, *The Catholic School (1977)*.

Involvement in Parents and Friends Association management committees requires a commitment to service of others and on-going personal development.

In a parish school, the parish priest is an ex officio member of the Parents and Friends Association and a member of its executive, and is invited to take an active interest in the work of the Association.

ESTABLISHING, MODIFYING AND CLOSING SCHOOLS

Establishing, modifying and closing schools are issues which require collaboration amongst local school communities, parishes and Archdiocesan authorities. These processes are guided by Archdiocesan policies and processes and ultimately require the Archbishop's approval.

In parish schools, the parish priest has a responsibility for the development and any significant changes to the school's operation. In accordance with the Archdiocesan Catholic Education Council and Brisbane Catholic Education Office procedures, the parish priest may initiate discussions regarding the opening, modification or closure of a Catholic school. Similarly, the staff of the Brisbane Catholic Education Office will collaborate with the parish priest and principal to raise such issues including the purchase of land within a parish for appropriate school purposes.

The parish priest in a parish school has responsibilities in conjunction with the principal to ensure that the necessary local consultation occurs, to make the necessary financial arrangements to obtain the necessary permissions, to appoint a design team, to arrange tenders and to supervise the overall project.

In Archdiocesan schools, the staff of the Brisbane Catholic Education Office will liaise with the parish priest in relation to the development of a new school in the parish and the establishment of a steering committee.

In the case of a parish school closure, the parish priest and principal collaborate with the staff of the Brisbane Catholic Education Office in

the conduct of the policy and procedural processes which precede such a recommendation, through the Catholic Education Council, to the Archbishop. They ensure there is appropriate consultation with the parish pastoral council, the parish finance council, the school board, the Parents and Friends Association and the broader parish community in the case of the proposed closure of a parish school.

DISPUTE RESOLUTION

Where parish priest and principal are at variance over an issue, each is to make a sincere effort to understand the position of the other. A person outside the situation, acceptable to both, may act as mediator to assist in the resolution of the conflict.

If resolution of the situation is not achieved at the local level, the Executive Director of Catholic Education is informed in writing of the situation and will seek to initiate a further process of mediation and, if necessary, arbitration. The Executive Director may be informed by the principal or parish priest directly by a staff member of the Archdiocese or a staff member of Brisbane Catholic Education Office or other stakeholders.

If these processes fail to resolve the issue, either parish priest or principal may appeal to an Auxiliary Bishop or other person who has been delegated by the Archbishop to hear appeals through any structure that the Archbishop deems appropriate.

CONCLUSION

The above principles and procedures provide policy and recommended practice to enhance the partnership of parish and school in the mission of the Church. The document integrates Church teaching, current Archdiocesan policy and practice to support school ministry, which is integral to the mission of the parish and broader Church.

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