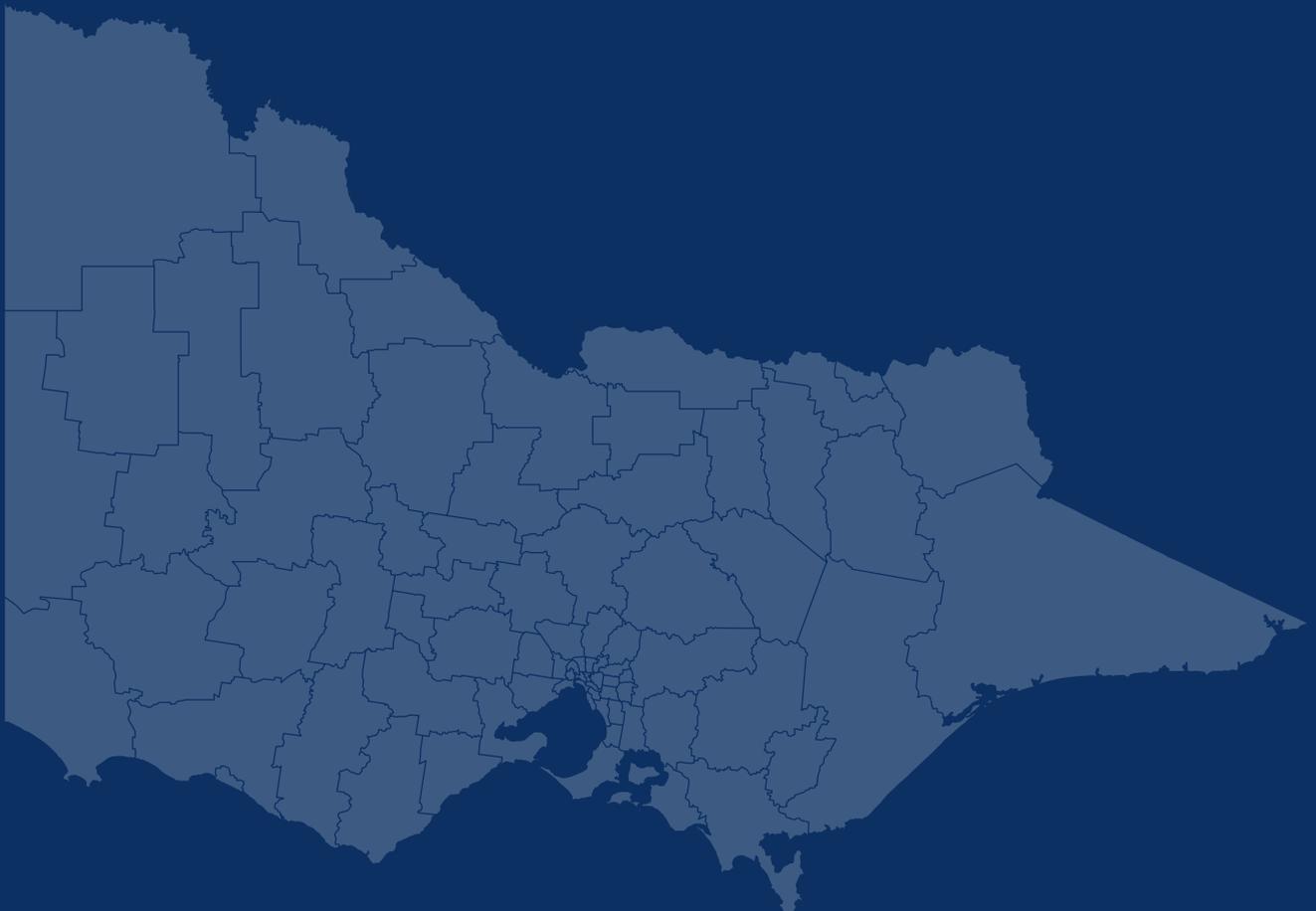


Australian School Millennials and the Common Good: A State-by-State Analysis of the Cardus Education Survey Australia Project

Commissioned by Associated Christian Schools

Victoria



mccrindle



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Christian education for the common good

**Australian School Millennials and the Common Good:
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Dr Darren Iselin was commissioned by Associated Christian Schools to undertake this research and write this report.

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1. School effects 2. Religious schools 3. Private schooling 4. Independent schooling 5. Christian schools 6. Catholic Schools 7. Independent schools 8. Australian education 9. Graduate outcomes 10. Education policy 11. Purposes of education 12. Cultural engagement 13. Educational attainment 14. Spiritual formation 15. Graduate destinations

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Keywords

- Australian Education
- Metropolitan/ Non-Metropolitan schools
- Federalism and State based networks of schooling
- Christian School Networks
- Education and the Common Good

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Contents

Preface	04
Background: The Cardus Education Survey Australia Project	06
Executive Summary: Victorian Millennial Graduates: Contributing to the Common Good	07
Victoria: A state analysis of the Cardus Education Survey Australia Project	08
Introduction: Victorian State Representative Sampling, Data Collection, and Analysis	10
Overview of Schooling in Victoria	11
Victorian Millennial Graduates and Formation: Schools and Educational Experiences	14
Victorian Millennial Graduates and Work: Employment, Vocational Pathways and Income	19
Victorian Millennial Graduates and Belonging: Associations, Groups and Causes	27
Victorian Millennial Graduates and Generosity: Volunteering and Giving	30
Victorian Millennial Graduates and Family: Marriage and Relationships	38
Victorian Millennial Graduates and Religion: Faith Commitments and Spiritual Practices	40
Conclusion	42
Bibliography	43

Preface

The Cardus Education Survey Australia Project (2020)¹ and its landmark findings highlighted that the formation practices that occur across Australian school sector types, in partnership with the family and local community, have a significant impact on graduates' contribution to the common good across contemporary Australian society. The Cardus Education Survey (CES) Australia findings identified the contribution to the common good of graduates from Government, Catholic, Independent, and Christian schooling sectors to the academic, vocational, social and civic development of a nationally representative sample of 4913 graduates who completed secondary school between 1998 and 2011. The CES Australia reports contributed to the expanding corpus of other Cardus Education Survey reports from North America that have been compiled since 2011.² The CES has become a significant benchmark for measuring academic, cultural and spiritual outcomes of secondary school graduates.

Whilst the recent CES Australia project findings were noteworthy, Australia's federated education system necessitates a more nuanced and detailed analysis of this landmark data. There is wide ranging diversity of school types and educational emphases within each state and territory in Australia and this diversity fundamentally impacts on the type of education and formation that graduates receive across the nation. To better understand these contextual differences, Associated Christian Schools (ACS), through its Executive Director / Principal Research Officer Dr Lynne Doneley, commissioned a project to explore a detailed state-by state analysis and evaluation of the CES Australia project data sets, paying particular attention to the geographical, socio-cultural, metropolitan/ non-metropolitan, and demographic profiles and dimensions that are contextualised within each Australian state and territory.

1 Cheng, A. and Iselin, D. (2020). Australian Schools and the Common Good. Ontario: Canada.

2 Pennings, R., Sikkink, D., Wiens, K., Seel, J., & Van Pelt, D.A. (2011). Cardus Education Study: Do the motivations for private religious Catholic and Protestant schooling align with graduate outcomes? Hamilton, Canada: Cardus; Pennings, R., Sikkink, D., & Van Pelt, D.A., Van Brummelen, H., & von Heyking, A. (2012). Pennings, R., Sikkink, D., Berner, A. (2014). Cardus Education Survey 2014: Private Schools for the Public Good. Hamilton, Canada: Cardus. Cardus Education Survey: A rising tide lifts all boats: Measuring non-government school effects in service of the Canadian public good. Hamilton, Canada: Cardus. Green, B., Sikkema, D., Sikkink, D., Skiles, S., & Pennings, R. (2016). Cardus Education Survey 2016; Educating to Love your Neighbour. Hamilton, Canada: Cardus; Green, B., Sikkema, D., Sikkink, D. (2018). Cardus Education Survey 2018: British Columbia Bulletin. Hamilton, Canada: Cardus; Green, B., Sikkema, D., Sikkink, D. (2018). Cardus Education Survey 2018: Ontario Bulletin. Hamilton, Canada: Cardus; Casagrande, M. Pennings, R., & Sikkink, D. (2019). Cardus Education Survey 2018: Rethinking Public Education. Hamilton, Canada: Cardus.



Specifically, the project investigated and analysed five of these state jurisdictions: New South Wales, Victoria, Queensland, South Australia and Western Australia. Whilst an important part of the CES Australia nationally representative data collection, the very small sampling sizes of the Australian Capital Territory, Tasmania and the Northern Territory unfortunately did not allow for statistically reliable data sets within these more detailed state/territory-based analyses and therefore these have not been included in the final suite of state-based reports. The five state-based analyses and summaries have been presented separately in accessible bulletin formats that explore trends, strengths and points of interest relating to graduates' contribution to the common good across all sectors with a specific state-based emphasis. Through this suite of documents, The ACS State-by-State Analysis of the Cardus Education Survey Australia Project specifically seeks to:

- Identify how schools contribute to the common good within contemporary Australian society according to state/ territory breakdowns and analyses.
- Explore possible reasons and hypotheses for specific state-based findings that are supported by the data and related research.
- Compile a clear, succinct and well synthesised publication for policy makers, government officials and law makers regarding the transformative outcomes of schools within and state/territory boundaries and to what extent these state-based findings have impacted upon graduates' contribution to the common good.
- Promote further conversations on how Australian schools in different regions and geographical areas contribute to the common good in unique, nuanced and heavily contextualised ways.

It is hoped that the analysis of these state-based findings will assist educational leaders and policy makers (at both state and federal levels) to consider ways to improve and promote equity and access; school and community engagement; employment and training, university enrolments, family cohesion, and civic, social and religious engagement across every state and territory in Australia.

Background: The Cardus Education Survey Australia Project

The Cardus Education Survey Australia Project was undergirded by a set of assumptions about what type of people are needed for our shared life to flourish. People who are employed, intelligent, and capable of developing various skills are good, but our common life also needs people whose disposition is one of service, who give of their time, resources, and skills; who belong and are involved with religious communities, local political and environmental groups, and are committed to their families and their communities; and who, ultimately, are capable of loving their neighbours.³

For nearly a decade, Cardus, a Canadian independent think tank with hubs located across North America dedicated to the renewal of social architecture, has gathered data about the ways secondary school graduates contribute to the common good. The Cardus Education Survey (CES), has been administered multiple times across the USA and Canada since 2011.

Convinced of the importance of the CES findings and the robustness of the survey instrument, a consortium of Australian Christian school associations came together in 2019 to implement the CES in Australia, leading to the formation of the CES Australia Project. Whilst the project was overseen and licensed through Cardus, the Australian implementation of the CES was entirely funded and coordinated by a consortium project team consisting of 6 Australian Christian School Associations: Adventist Schools Australia (ASA), Associated Christian Schools (ACS), Australian Association of Christian Schools (AACCS), Christian Education National (CEN), Christian Schools Australia (CSA) and Swan Christian Education Association (SCEA).

The CES was adapted for the Australian context and administered in 2019 by ORIMA Research to a nationally representative sample of 4913 adults ages 25 to 39 (millennials) who attended secondary school

in Australia. In all, 3913 respondents completed the survey online and another 1000 respondents completed it via computer assisted telephone interviewing (CATI) technology. Access to the methodological report can be found here: <https://carduseducationsurvey.com.au/research/>

The findings highlighted that the formation practices that occur across Australian school sector types, in partnership with the family and local community, have a significant impact on graduates' contribution to the common good across contemporary Australian society. The CES Australia identified six major themes relating to how millennials from Government, Catholic, Independent and Christian schools contribute to the common good:

- Formation: The influence of school and educational experiences
- Work: Employment, vocational pathways and income
- Belonging: Involvement in associations, groups and causes
- Generosity: Giving through donations and volunteering
- Family: Marriage and relationships
- Religion: Faith and spiritual commitments and practices

The findings, though presented separately by sector, are not intended as competitive claims between sectors within Australian education. Whilst the study has been financially supported by six Christian school associations, the CES Australia project was conducted in a manner to ensure independent analysis that will be of benefit for the common good of all Australians. Access to each of the CES Reports is available here <https://carduseducationsurvey.com.au/research/>

3 Cheng and Iselin, 2020

Executive Summary: Victorian Millennial Graduates: Contributing to the Common Good

The findings of this state-based report of the CES Australia data reveal that, across all sectors within Victorian education, millennial graduates contribute to the common good and sustain civic life in varying degrees across a range of civic outcomes. These graduates were employed, actively contributing to their chosen careers and work, whilst also displaying a commitment to service and public life.⁴ These dispositions were evidenced in membership of a variety of associations and groups, volunteer work in their communities, financial giving to a range of causes and organisations and expressed in their commitments to families and others within their wider community.⁵

Specifically, Victorian schools to varying degrees across sectors, effectively prepare graduates for career and university success, emphasise community service initiatives within their school communities and notably have a proportionally very high level of graduates complete bachelor and postgraduate degrees in both metropolitan and non-metropolitan regions. Levels of involvement in associations, particularly sporting, leisure and cultural groups and involvement in political parties and environmental groups were evident within Independent/ Christian graduates – especially from non-metropolitan locales. Non-metropolitan Victorian graduates from across all sectors were also generous with their time and money often giving at greater levels than their metropolitan counterparts, which was especially evident in Catholic graduates. Graduates who were married and never divorced were consistent across Government, Catholic and Independent sectors, whilst Christian school graduates were more likely to be married and not divorced and regularly attending church or other religious services. Due to the complex interrelationships and demographic characteristics of family, community and schooling, these findings should be treated with caution and direct association of schooling sector alone should not be assigned without considering these important formative elements shaping each graduate.

The findings arising from this detailed state analysis of the Cardus Education Survey Australia data reveal that Victorian graduates are distinctive in their contribution to the common good across a range of civic, social, religious, vocational and educational categories. It is hoped that these findings stimulate further conversation, reflection and analysis regarding the role all Victorian schools play, in partnership with the family and local community, in forming active, public facing citizens who are contributing to the common good within contemporary Australian communities.

4 Cheng and Iselin, 2020.

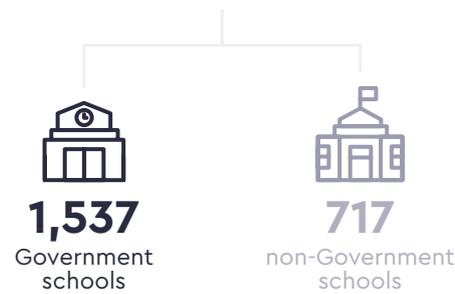
5 Ibid.

Victoria: A state analysis of the Cardus Education Survey Australia Project

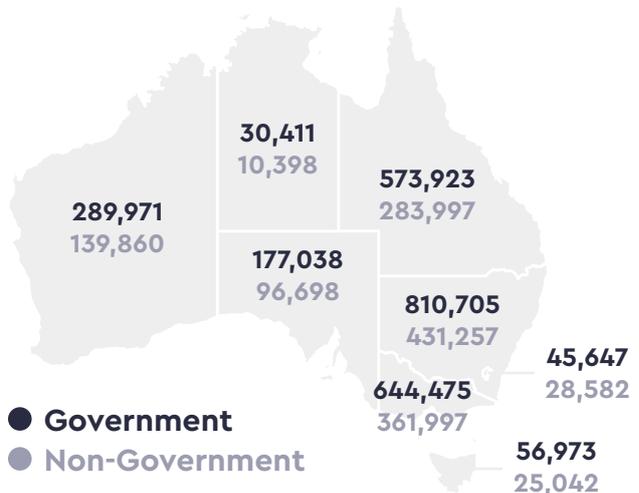
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Demographic Snapshot

In Victoria there are currently



Student enrolments by state and territory and Government/Non-Government school affiliation, 2020



Millennial graduates from Victoria contribute to the common good through:

Formation

Victorian graduates, more than those of other states or territories, felt better prepared for university and career success.



Seven in ten Victorian graduates (71%) felt prepared for university success (cf. 67% NSW, 66% QLD, 64% WA, 63% SA).



Three in five Victorian graduates (60%) felt prepared for career success (cf. 59% SA, 58% NSW, 58% QLD, 53% WA).

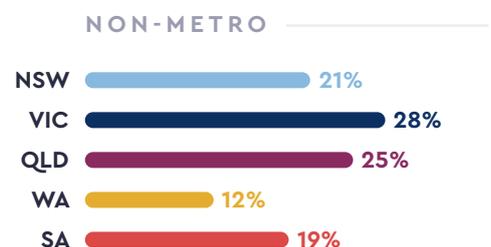
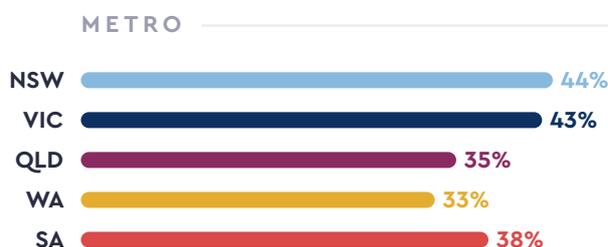
Work

Professional skills, employment and having a stable income are important both for individuals and communities to flourish.



Three in every four graduates from Victoria are employed (75%)

Graduates with bachelor degrees across metro and non-metro regions



Belonging

Membership of associations, groups and causes promote a sense of belonging within communities, expand social networks, and encourage broader civic engagement.

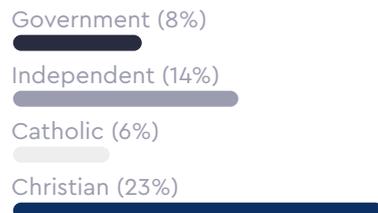


35% of Victorian graduates are involved in a sport, leisure, or cultural group



27% of Victorian graduates in non-metro areas are involved in business or professional group

Victorian graduate involvement in political groups across school type:



Generosity

Giving of one's time and money is a civic value that enhances community, assuming individuals cannot flourish if their neighbours cannot.

Victorian graduates' volunteer involvement compared to all other states



Victorian graduates' level of giving compared to all other states



Faith commitments and spiritual practices

Faith and belief not only provide a sense of purpose, and the associated benefits of good mental health and wellbeing, but also provide places of belonging and community connection.



One in five Victorian graduates attend church at least monthly (20%).



Victorian Christian school Graduates are the **most likely** to attend church at least monthly compared to graduates from other schools (43% cf. 26% Independent, 16% Catholic, 15% Government).

Building flourishing communities of the future

To increase the wellbeing and flourishing of Australian communities and graduates Victorian schools could focus on:



Promoting holistic profiles of Victorian graduates that measure what is of value across educational, vocational, civic and social measures.



Cultivating the importance of membership and involvement in a variety of civic associations and groups.

METHODOLOGY

In 2021 Associated Christian Schools (ACS) commissioned a project to explore a detailed state-by-state analysis and evaluation of the CES Australia project data sets. Data from the Cardus Education survey Australia project was collated from a nationally representative sample of 4,913 graduates, conducted in March and April 2020, who completed secondary school between 1998 and 2011. 26% of the total sample was from Victoria.

¹ Australian Bureau of Statistics (ABS), 2020.



Visualisation by McCrindle

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Introduction: Victorian State Representative Sampling, Data Collection, and Analysis

This detailed state analysis of the CES Australia project data concentrates on Victorian graduates and their responses as part of a representative sample of 25–39-year-olds (Millennials) who graduated from Victorian Government, Catholic, Independent and Christian school secondary schools from 1998–2011. In most Australian survey data collections related to schools, three dominant sectors are represented: Government (state or public) schools and two major groups within the non-Government (private) sector, namely, Catholic schools and Independent schools.

For the purposes of the CES Australia inquiry, we also explored a fourth category, Christian schools, which have historically been represented as a range of Protestant denominational sub-categories within the Independent schools' sector.

The current project investigated and analysed the CES Australia data across five state jurisdictions: New South Wales, Victoria, Queensland, South Australia and Western Australia. Whilst an important part of the CES Australia nationally representative data collection, the very small sampling sizes of Tasmania and the Northern Territory unfortunately did not allow for statistically reliable data sets within these more detailed state/

territory-based analyses and therefore these have not been included in the final suite of state-based reports.

Furthermore, whilst the Australian Capital Territory (ACT) is also a distinct education system with well-established ministerial oversight, for the purposes of this standalone report, ACT data has been included into the NSW data sets due to the extremely small sampling of ACT respondents within the national representative sample.

Data from the Australian Bureau of Statistics was utilised to derive population profiles for the 25–39 age cohort by gender and state (metropolitan/non-metropolitan). These general population profiles formed the basis of nationally representative targets for the data collection of the survey.

The responding sample for Victoria was representative across gender and state sampling means and included a total of 24% of respondents from Victorian metropolitan areas (2 % above the general population in the State's metropolitan areas) and 4% of respondents from non-metropolitan areas (the mean for general population in non-metropolitan areas in Victoria).

Overview of Schooling in Victoria

Victoria has, for several years, run a successful promotional campaign referring to themselves as 'The Education State'. Historically, Victoria has laid claim with NSW for competitive advantage as the dominant educational system in the country. Yates contends that Victorian educational policy has typically been 'inclusive', displaying a strong sense of hierarchy and competitive advantage; devolved but strongly managed; and often driven by a strong emphasis upon social agendas and a commitment to inclusivity and innovation.⁶

Historically, in public aspirations and initiatives for schools, Victoria has shared much in common with South Australia in regard to educational policy decision making. Yates also proposes that "over the years Victoria has been highly intentional about considering and engaging those who would appear to lose out from schooling and has often had early or

strong policies on multiculturalism, gender reform", inclusion and other key social issues.⁷

Paradoxically, Victoria also caters to a very dominant private school sector. Victoria often engages in competing attempts to innovate new inclusive agendas and initiatives and the resultant push back from the wider sector that seeks to gain comparative advantage⁸. This challenge also reinforces Victoria's historical struggle regarding models of central management of educational purposes and initiatives with more devolved educational approaches⁹.

There are currently 2254 Victorian schools which is the second largest number of schools of any jurisdiction in Australia (second only to NSW). These include 1537 Government schools and 717 non-government schools (see Table 1).

Table 1 Australian Schools by Sector 2020¹⁰

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Australia
GOVERNMENT	2157	1537	1241	510	799	191	152	88	6675
Primary	1608	1130	913	352	540	125	65	57	4790
Secondary	369	244	190	66	112	37	15	19	1052
Combined	67	83	93	74	82	25	67	8	499
Special schools	113	80	45	18	65	4	5	4	334
NON-GOVERNMENT	950	717	529	205	309	71	38	48	2867
Primary	494	434	222	96	145	30	10	28	1459
Secondary	140	96	77	20	30	5	7	6	381
Combined	254	160	186	81	119	31	20	13	864
Special schools	62	27	44	8	15	5	1	1	163
ALL SECTORS	3107	2254	1770	715	1108	262	190	136	9542
Primary	2102	1564	1135	448	685	155	75	85	6249
Secondary	509	340	267	86	142	42	22	25	1433
Combined	321	243	279	155	201	56	87	21	1363

6 Yates, L. 2011, p.5.

7 Ibid.

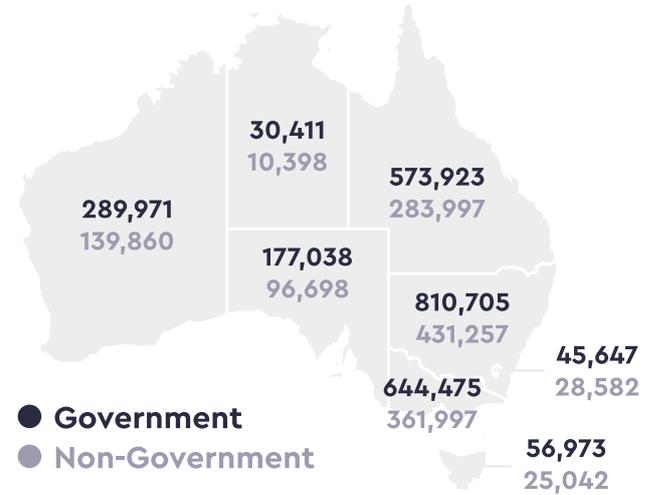
8 Ibid.

9 Yates, L., Collins, C. & O'Connor, K., 2011.

10 Australian Bureau of Statistics (ABS), 2020 Australian Schools by Sector 2020

Across these 2254 schools, VIC has Australia's second largest number of student enrolments with 1,026,472, representing 26% of all Australian student enrolments. In 2020, the proportion of students enrolled in non-government VIC schools was the second highest in Australia (36%) just behind the ACT (39%) (see map 1).

Map 1: Student enrolments by state and territory and Government/ Non-Government school affiliation, 2020.¹¹



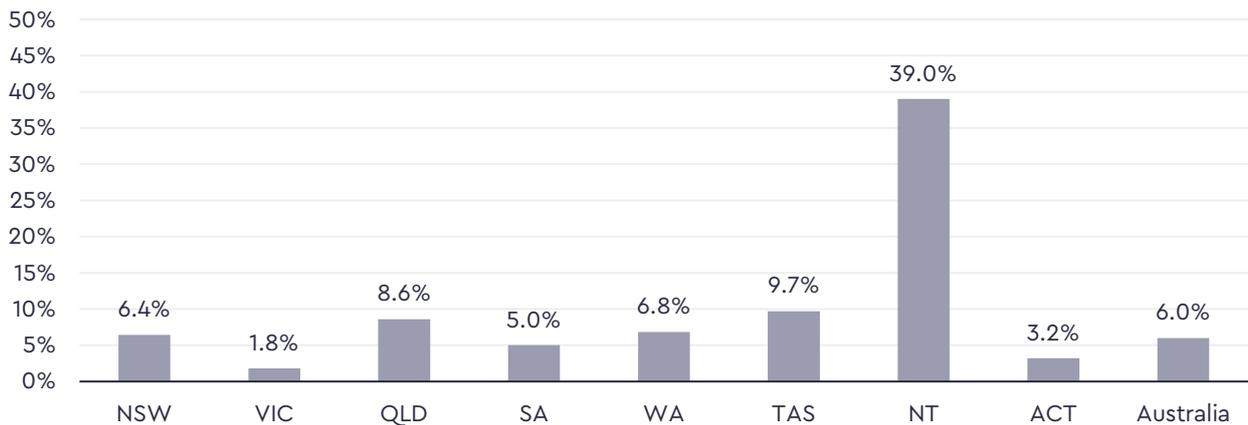
Socio-Economic Indexes for Areas (SEIFA)

VIC also has a fairly tightly clustered and stable range of local areas of advantage, which are far more centred around the median range of advantage from across the state and not given to the wild disparities in levels of advantage and disadvantage that are

particularly evident in the Northern Territory and QLD¹². Furthermore, VIC also has the lowest level of Aboriginal and Torres Strait Islander student enrolments (1.8 percent) of any State or Territory in Australia (see Table 2).

Table 2: Proportion of Aboriginal and Torres Strait Islander Student Enrolments by State and Territory, 2020.¹³

Proportion of Aboriginal and Torres Strait Islander student enrolments by state and territory, 2020



¹¹ Australian Bureau of Statistics (ABS), 2020.

¹² Australian Bureau of Statistics (ABS), 2018.

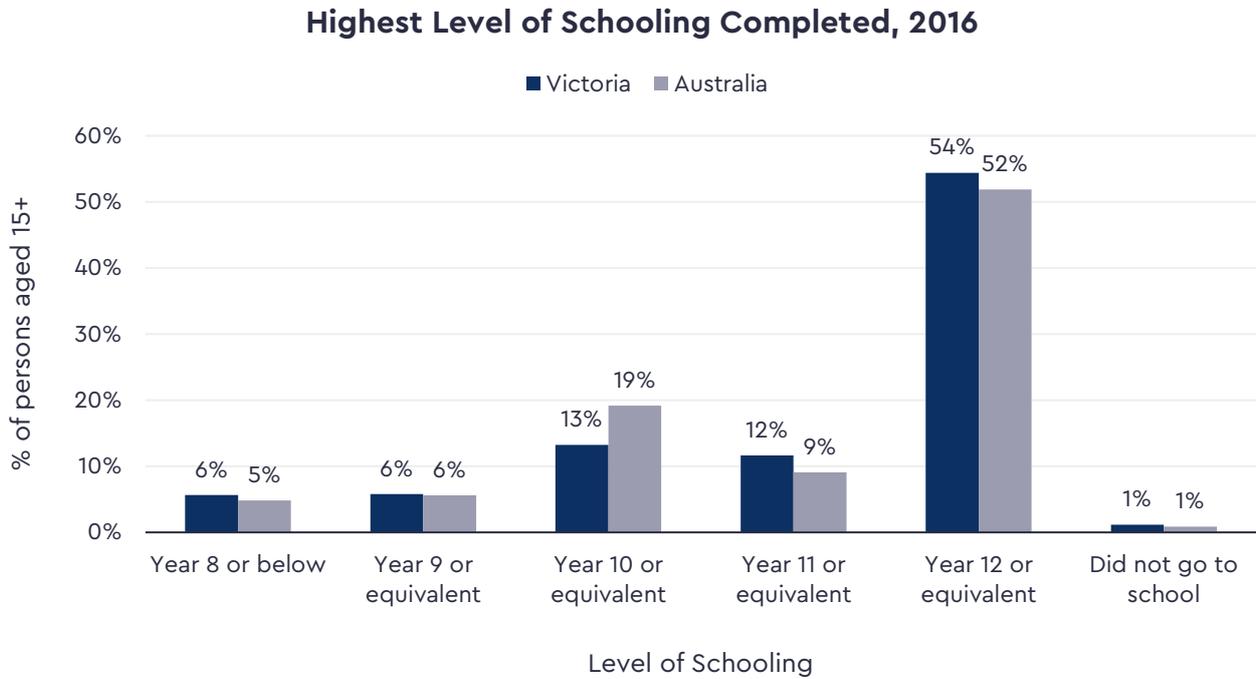
¹³ Australian Bureau of Statistics (ABS), 2020.

Victorian Year 12 Completion Rates

Analysis of the highest level of schooling attained by the population in VIC in 2016 compared to the rest of Australia reveals that there was a lower proportion of people who had left school at an early level (Year

10 or less) and a higher proportion of people who completed Year 12 or equivalent than any other state (see table 3).

Table 3: Highest Level of Schooling Completed, 2016¹⁴



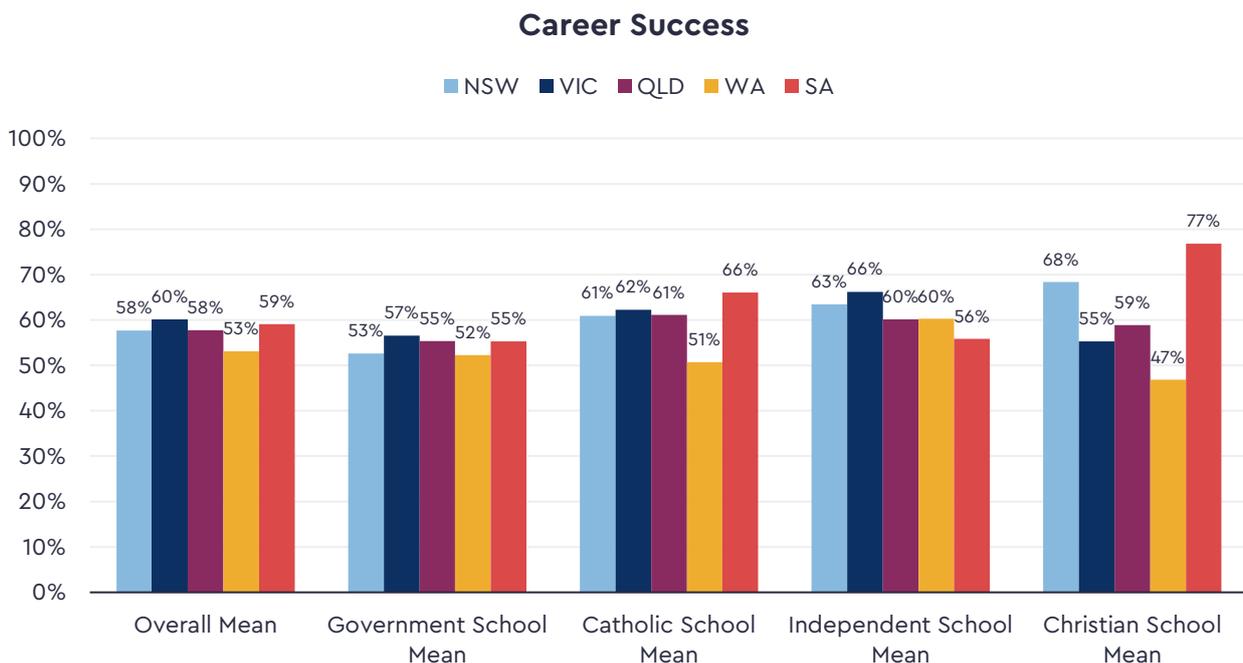
14 ID Demographic Resources, 2016.

Victorian Millennial Graduates and Formation: Schools and Educational Experiences

The CES Australia investigated a range of formation practices in Australian schools. Formation refers to the way that schools shape the values and character of young people throughout their schooling experience. It is important to note however that schools are part of complex moral ecosystem, including family and community, where shared commitments are formed and practiced. The survey asked respondents to reflect on their school's cultural emphases and distinctives, their levels of satisfaction with their school and how well they felt their school prepared them for life within contemporary Australian society. Within this state specific analysis, we have used this data to examine graduate perceptions of their schooling experiences in order to consider how these experiences might have influenced their lives and contribution to the common good.

As an overall mean, VIC schools' preparation for career success was the highest in the nation across all sectors (60% see figure 1). Government (57%) and Independent (66%) school graduates from VIC felt most prepared by their schools for career success when compared to graduates of the same schooling sector from other states (see figure 1). However, these high levels of preparedness were not reflected by VIC Christian school graduates, who were significantly lower feeling prepared for career success (55%) than all other VIC graduates and most other graduates from Christian schools in other states (except WA 47%).

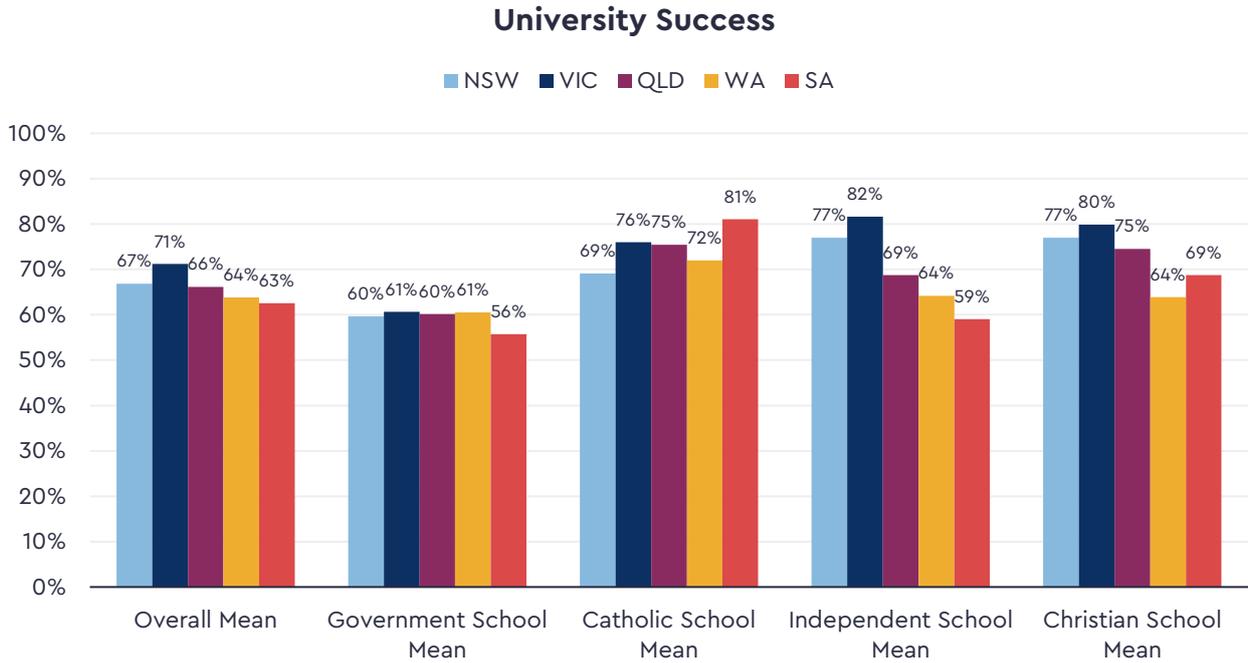
Figure 1 Percentage of respondents who felt prepared by their school for career success



Furthermore, VIC graduates from Government, Catholic, Independent and Christian sectors prepared graduates for university success better than any other state or territory in the nation. Preparation for university success within Christian school graduates was the best in the nation across Christian schools (80%) and second best across all sectors in Australia. Preparation for university success perceived by VIC Independent school graduates was significantly

higher than any other sector and any other state in the country (82%) (see figure 2). These perceptions translated well into bachelor and postgraduate completions within VIC Independent school graduates (discussed in the next section) unlike VIC Christian school graduates who felt prepared, but their adequate preparation did not translate into actual completion rates.

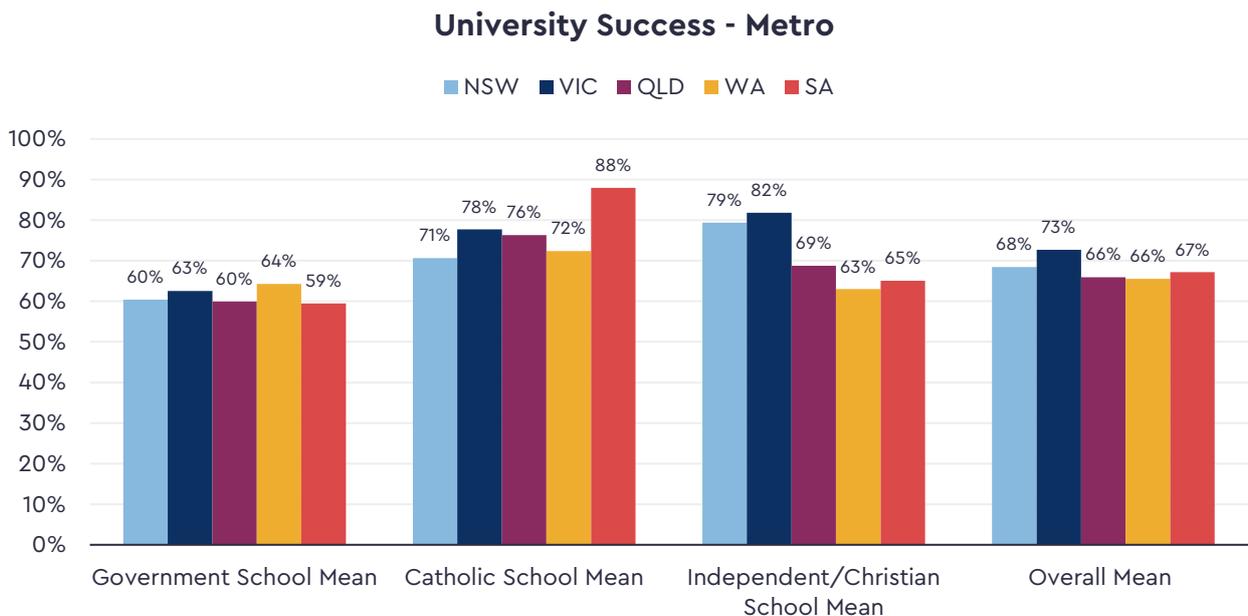
Figure 2 Percentage of respondents who felt prepared by their school for university success



When metropolitan and non-metropolitan responses are analysed, VIC graduates overall were most likely to have felt prepared for university success in metropolitan areas (73%) than any other graduate from any other state (see figure 3). VIC independent/Christian school graduates from non-metropolitan

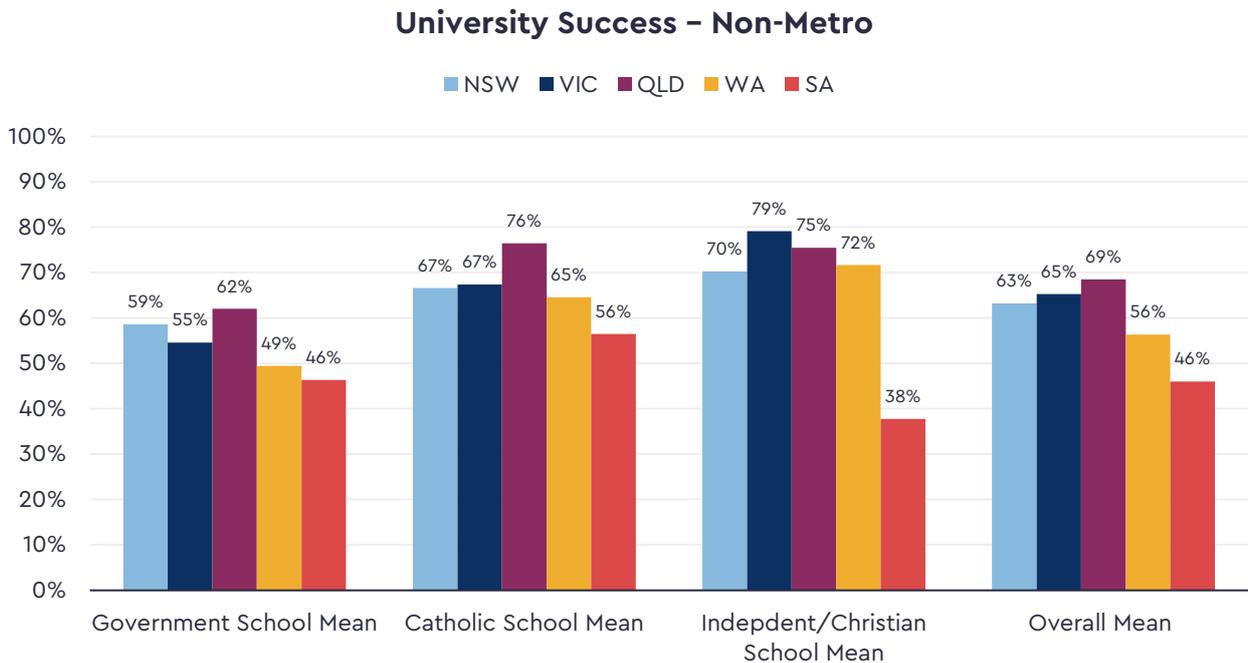
areas were also most likely to have felt prepared for university success – a perception that correlates with extremely high bachelor completions (65%) which will be highlighted in the section relating to work (see figure 4).

Figure 3 Percentage of respondents who felt prepared by their school for university success – Metropolitan areas*



* Due to very small Christian school sampling responses in non-metropolitan areas across all states, all metropolitan and non-metropolitan analyses used within this report will merge Independent and Christian data sets.

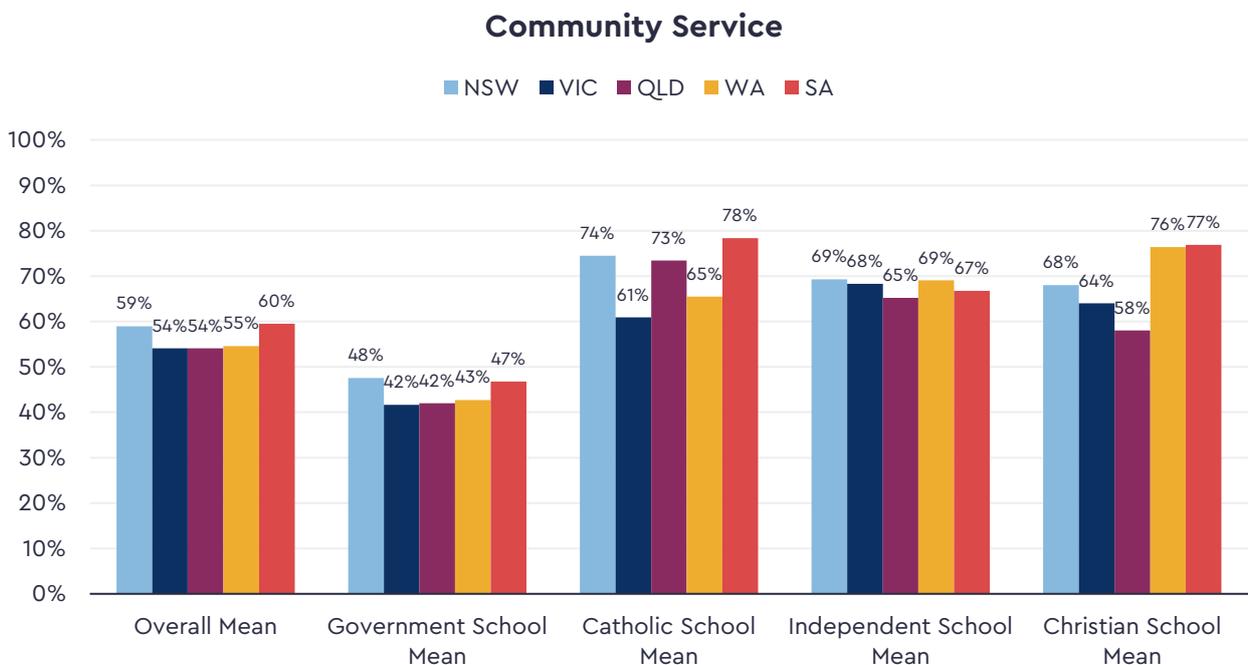
Figure 4 Percentage of respondents who felt prepared by their school for university success Non-metropolitan



The emphasis on community service within VIC schools was lower overall (54%) than graduates from SA (60%) and NSW (59%) schools but was noticeably lower in VIC Government schools (42%) and in VIC

Catholic schools, which were the lowest of all Catholic school graduates across the nation (61%) regarding their community service engagement during their schooling years (see figure 5).

Figure 5 Percentage of respondents who felt there was an emphasis on community service in their school



However, regarding whether VIC Christian school

graduates felt prepared to deal with life's problems

(59% see figure 6) and finding a sense of purpose, meaning and direction in life (66% see figure 7), their perceptions of preparation in Christian schools for these concepts was the lowest of any Christian schools across the nation. In contrast, VIC Government, Catholic and Independent school graduates all were the highest in the nation within their chosen sector regarding how well their school prepared them for finding a sense of meaning,

purpose, and direction in life (see figure 7). These results are anomalous with other Christian school graduates from all other states, who typically were significantly higher than any other sector in preparing graduates for life's problems and a sense of meaning, purpose, and direction in life. Further investigations into these findings, particularly regarding VIC Christian schools are strongly recommended.

Figure 6 Percentage of respondents who felt prepared by their school to deal with life's problems

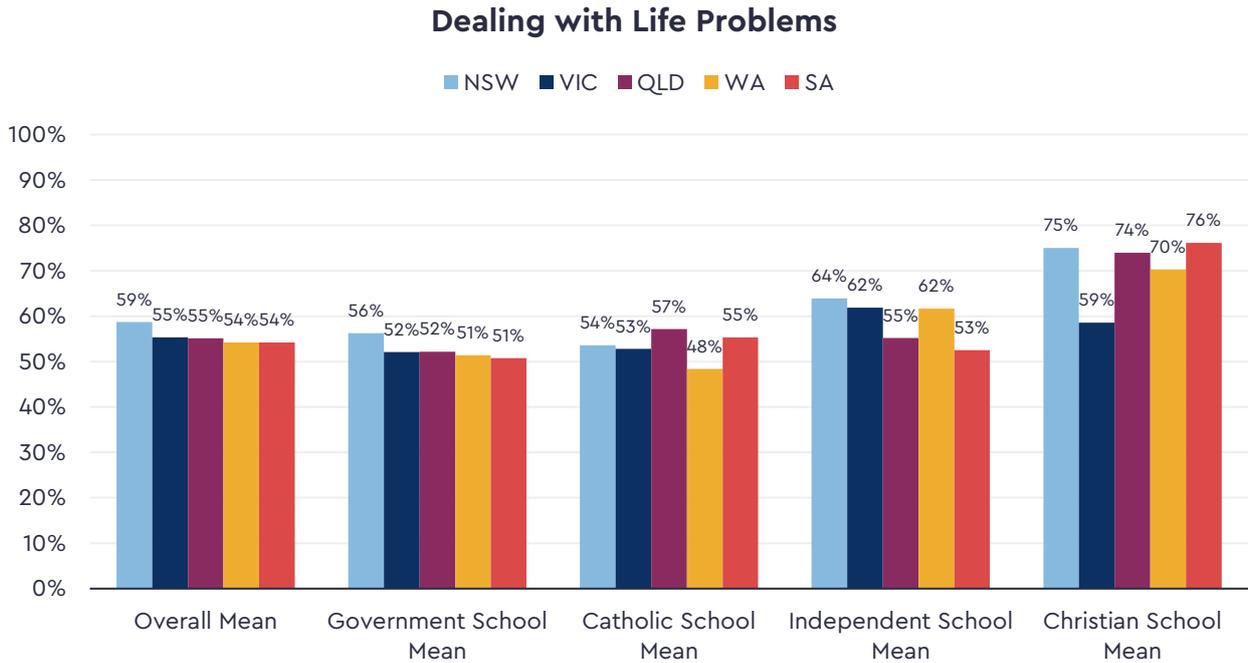
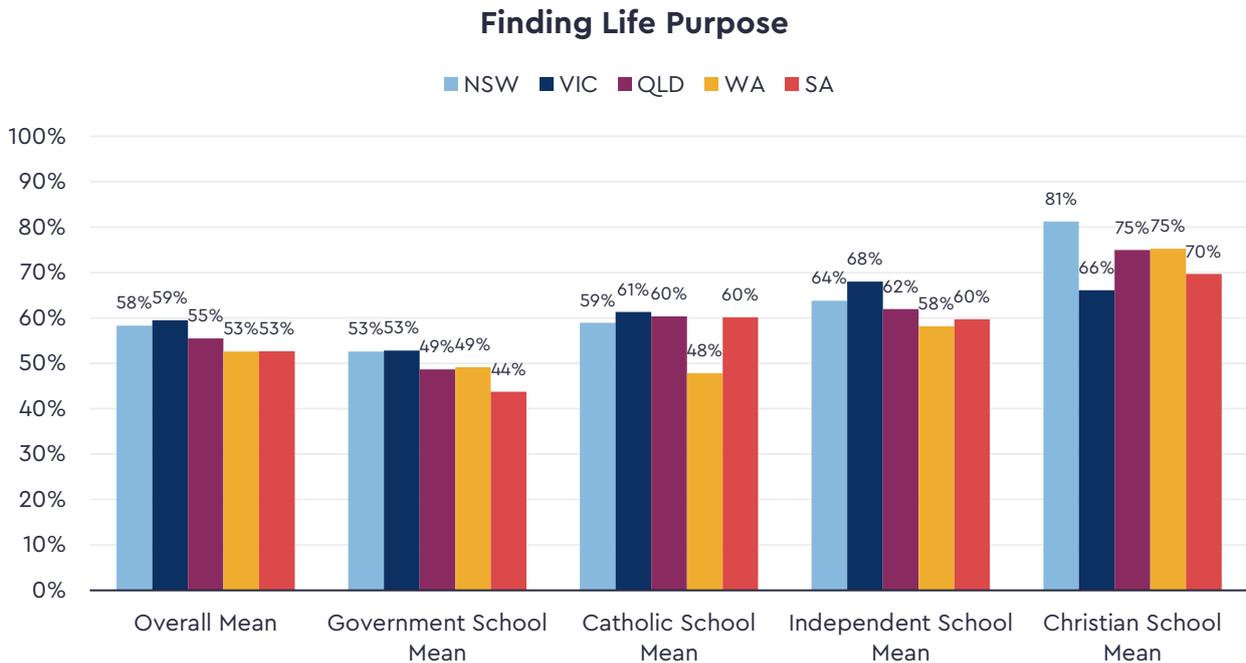


Figure 7 Percentage of respondents who felt prepared by their school to find meaning and purpose in life



On other perceived levels of satisfaction, emphasis and preparedness across a range of concepts including academic excellence, character development, discipline teacher relationships and interaction with society and culture, VIC school graduates were generally not different to other states in any statistically significant way.

These findings on formation through graduate schooling experiences reveal that levels of engagement, satisfaction and perceived feelings of preparedness in nuanced ways shape and inform a graduate's contribution to the common good later in life. Whilst a school's focus on measures relating to

economic productivity, job preparedness and social efficiency are important and constitutive of flourishing, a quality and holistic education must also seek to form good citizens through social, civic and even religious dimensions. In the results presented, VIC schools are preparing graduates for academic learning, career preparation and university preparation but also resilience, wellbeing and a disposition that is others focussed and community minded. As evidenced in these findings, schools prepare their graduates for the common good, in a variegated range of ways that are not merely economic, but most importantly are holistic.¹⁵

15 Cheng and Iselin, 2020.

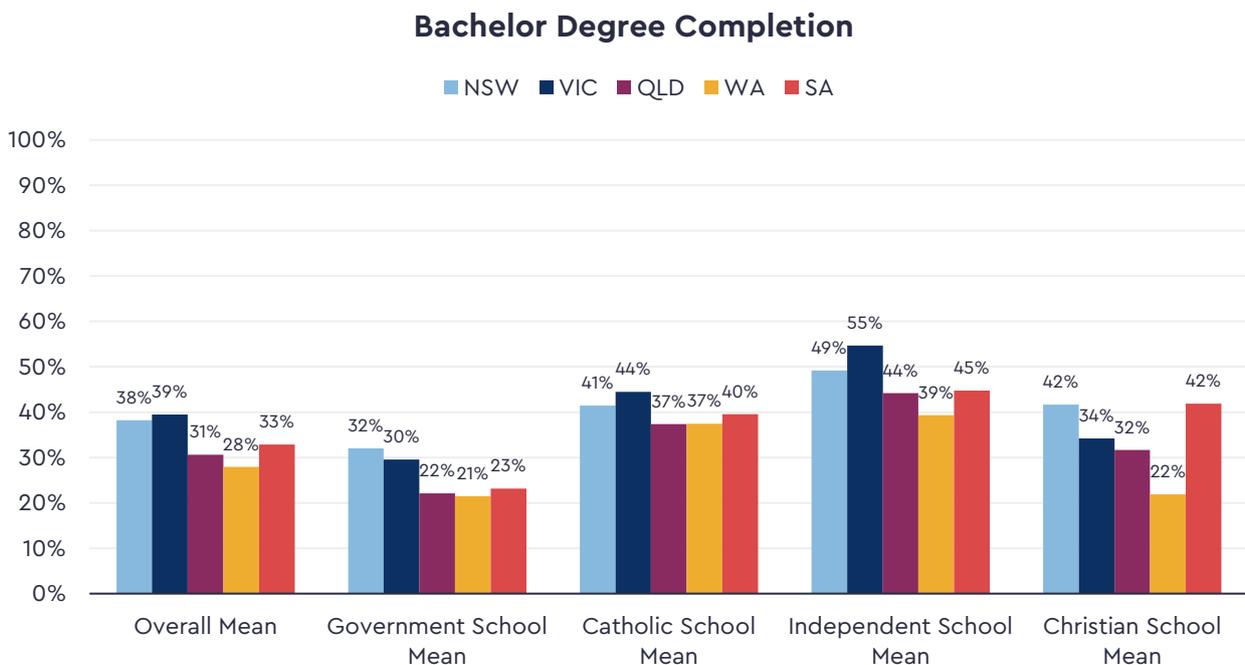
Victorian Millennial Graduates and Work: Employment, Vocational Pathways and Income

This section of the CES Australia explored whether different perceptions across school sectors translate into different career and employment pathways. Specifically, do the different perceptions of how well schools prepared graduates for career, university and work have an impact on actual outcomes related to educational attainment, employment, and income? The acquisition of professional skills, employment and having a stable income are unquestionably important to flourishing both for individuals and the communities in which they live however they are only one important element in the profiling of a graduate who contributes to the common good.¹⁶ Questions

within this section sought to glean highest post-secondary qualification, employment and work-related information and income levels of each respondent.

VIC graduates bachelor degree completions were the highest in the nation across all school sectors (39% see figure 8). Even though the VIC Government school graduate were second most likely of all government school graduates across the nation to complete a bachelor degree (30% – a noteworthy achievement), a VIC Independent graduate was nearly twice more likely than a VIC Government school graduate to complete a bachelor's degree (55% see figure 8).

Figure 8 Percentage of respondents who have completed a bachelor degree



Overall, VIC graduates across all schooling sectors were most likely to complete a bachelor degree than graduates from any other state (see figure 8). However, this was not the case for VIC Christian school graduates (34%) who were significantly lower than both Catholic (44%) and Independent (55%) VIC graduates in their bachelor completions

and well below the percentage of graduates who completed bachelor degrees from Christian schools in SA (42%) and NSW (42%). These figures do however complement OECD data on Australian graduates in 2017, which identified that 31 percent of Australian 25- to 34-year-olds have completed a bachelor degree, which is comparatively high compared to the OECD

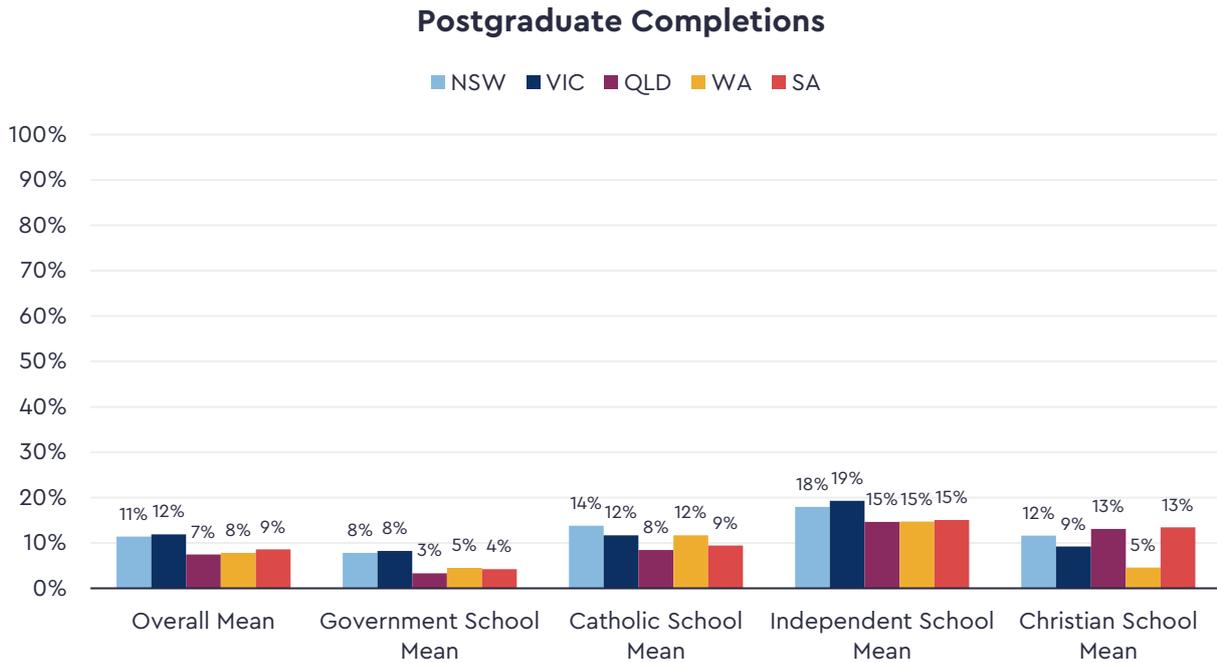
16 Cheng and Iselin, 2020.

average of 24 percent.¹⁷ Key factors driving such increases in Australia have been the Bradley Review,¹⁸ which explicitly promoted increasing access and completion rates for higher education degrees in Australia, and in a specifically VIC context, a diverse range of educational policy initiatives and programs that focussed on a renewed emphasis upon senior secondary school retention and pathway options.¹⁹ As VIC secondary retention rates have increased to be

among the best in nation, so too have their bachelor completion rates.

VIC Independent school graduates were also most likely than any other graduate across the nation to have completed postgraduate degrees (19% see figure 9) and were twice more likely to have completed postgraduate studies than a VIC Government school graduate (8%).

Figure 9 Percentage of respondents who have completed a postgraduate degree



Victorian Graduate Metropolitan / Non-Metropolitan Analyses

Independent/ Christian²⁰ graduates in VIC in metropolitan areas are most likely of any sector and any state to have completed a bachelor's degree (55% see figure 10). VIC Catholic graduates in metropolitan areas were also more likely of any other Catholic graduate in the nation to have a bachelor degree (48% see figure 10). Furthermore, Independent/ Christian graduates in VIC non-metropolitan schools are also most likely of any graduate in the nation to have completed a bachelor degree (34% see figure 12). The overall mean for all VIC non-metropolitan graduates

revealed they are also most likely to have completed a bachelor degree (23% see figure 12) than any other graduate from non-metropolitan areas in the nation.

17 OECD, 2019.

18 Bradley, D., Noonan, P., Nugent, H., & Scales, B., 2008.

19 Yates, 2011, p.5; Yates, L., Collins, C. & O'Connor, K., 2011.

20 Due to very small Christian school sampling responses in non-metropolitan areas across all states, all metropolitan and non-metropolitan analyses used within this report will merge Independent and Christian data sets.

There also appears to be an association between these high bachelor level completions for VIC Independent/Christian graduates in non-metropolitan areas (34%) in how well prepared for university success they perceived their school prepared them (79% see figure 11) – a level that is much higher than

any other Independent/ Christian graduate from across the nation (see figure 11) and more than twice more likely to feel prepared for university success than a SA Independent/ Christian graduate in a non-metropolitan area (38% see figure 11).

Figure 10 Percentage of respondents who have completed a bachelor degree – metropolitan

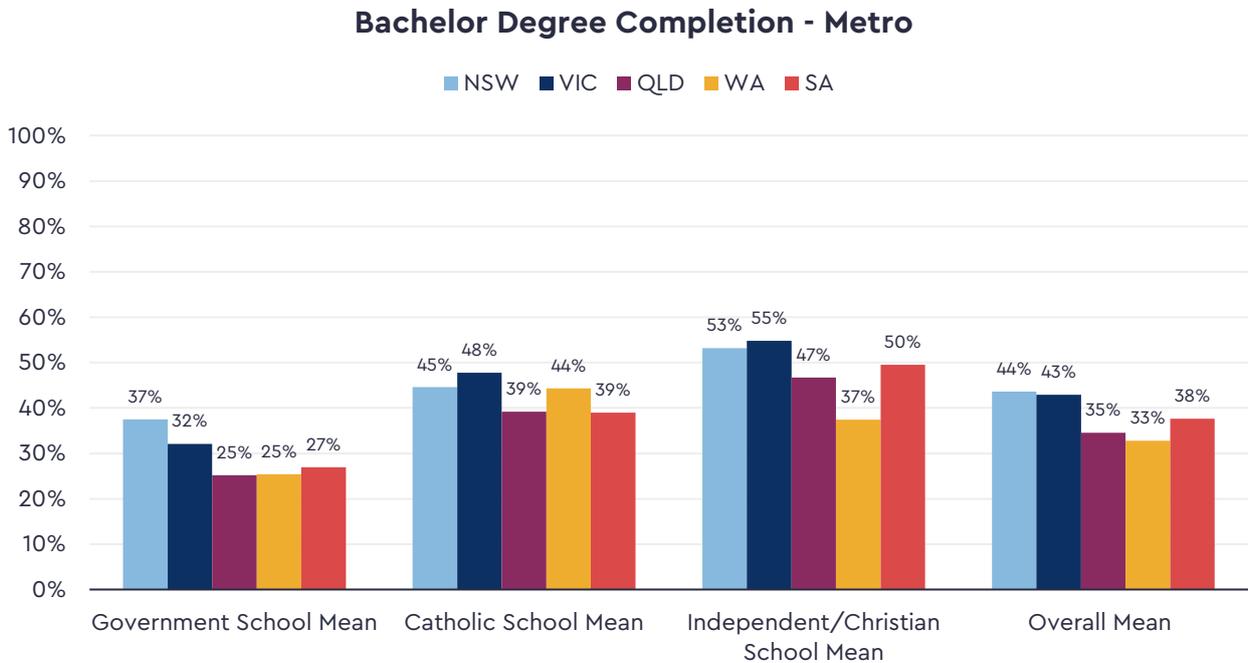


Figure 11 Percentage of respondents who felt prepared by their school for university success – non-metropolitan areas

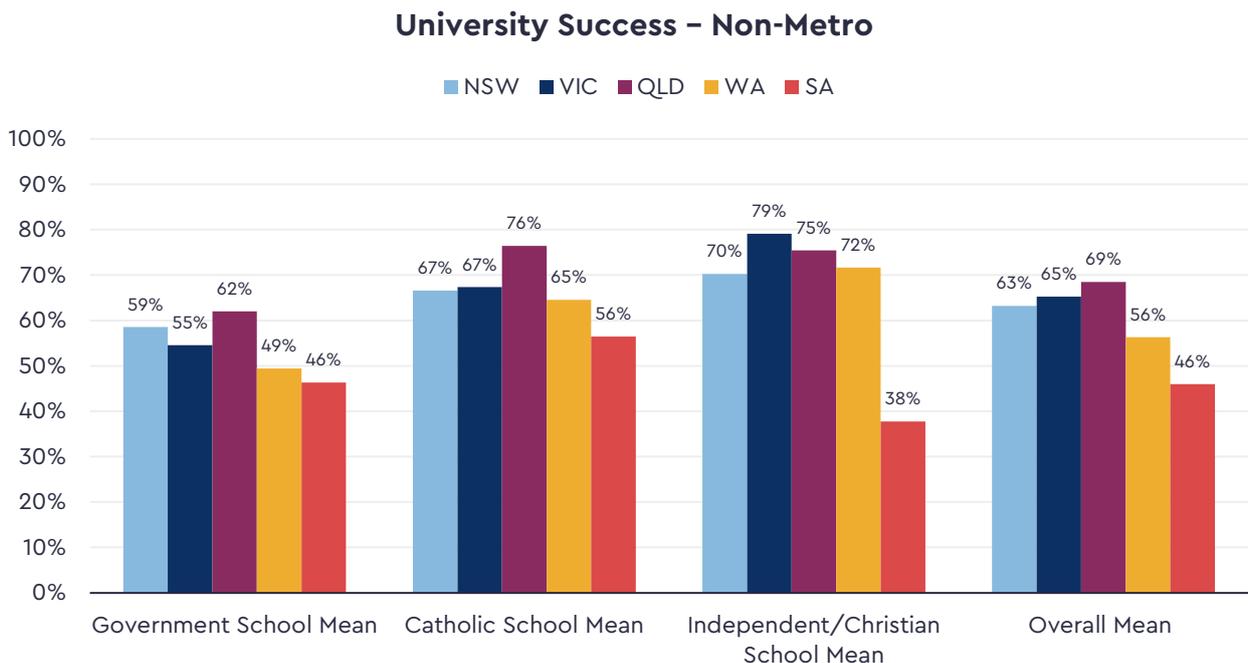
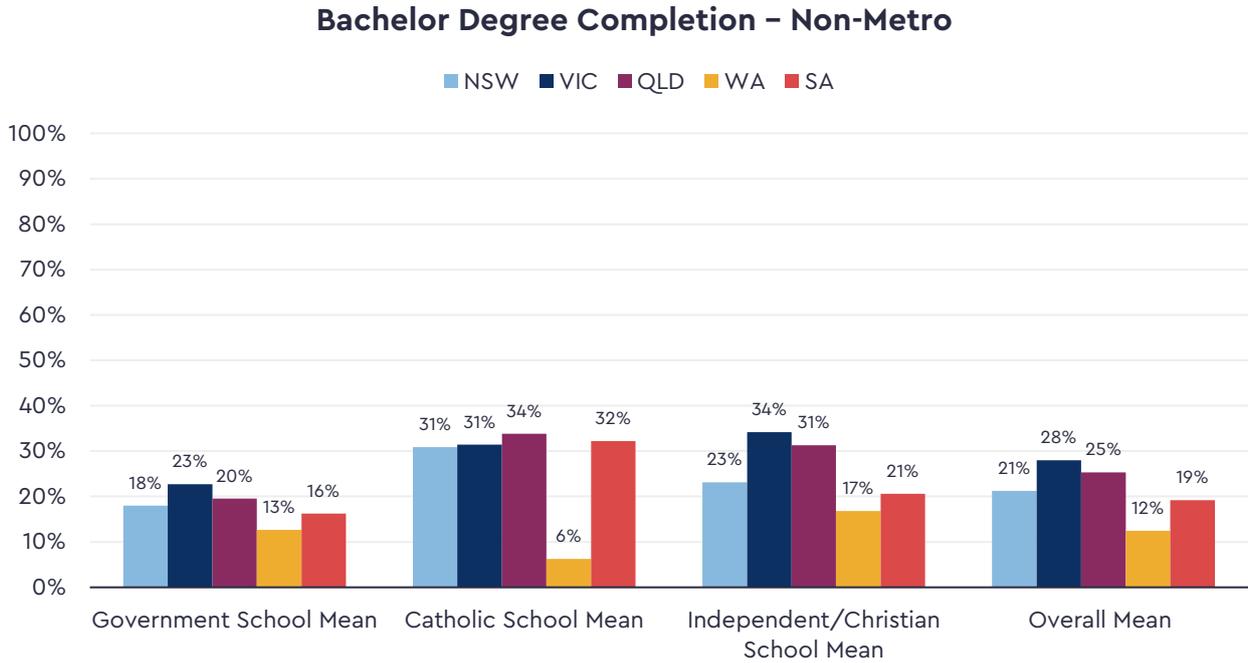


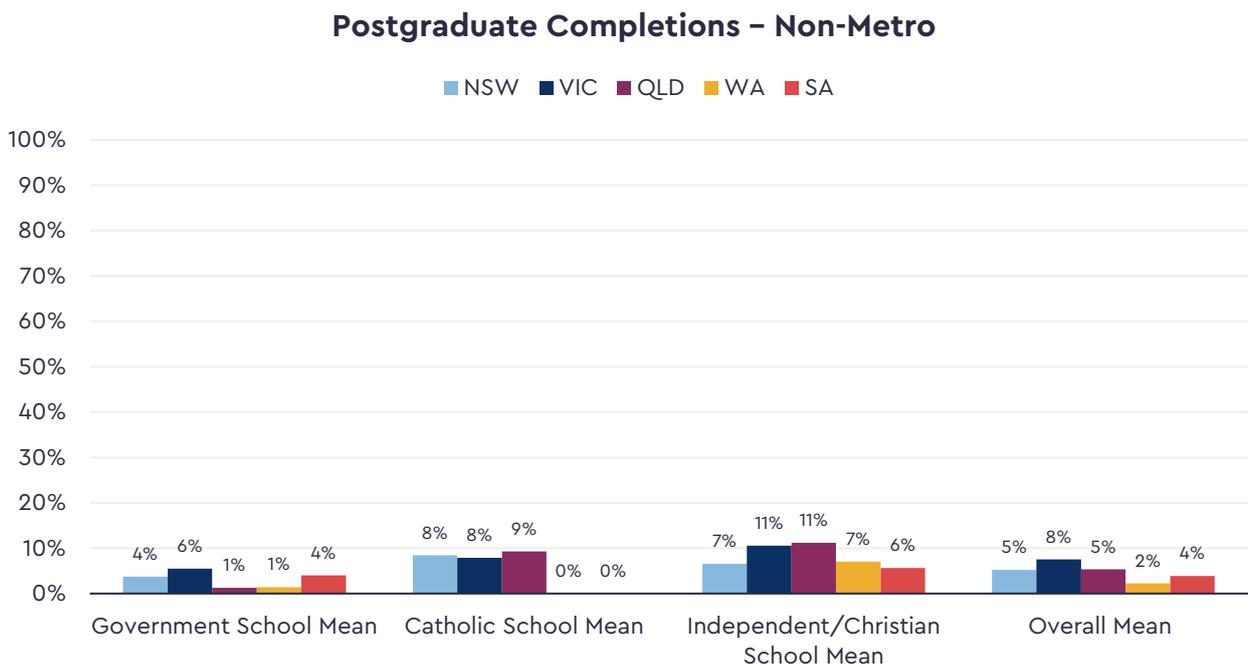
Figure 12 Percentage of respondents who have completed a bachelor degree – non metropolitan



The strength of regional, non-metropolitan VIC was further evidenced in postgraduate degree completions (see figure 13), especially when compared to nearly every other state's graduates' in non-metropolitan areas within this study with QLD being an interesting exception for the significantly high postgraduate completion rates for Catholic (9%) and Independent/ Christian graduates (11%).

The overall mean for completing postgraduate qualifications in VIC non-metropolitan areas was the highest of any sector in any Australian state (8% see figure 13). Government graduates in VIC non-metropolitan regions were most likely to have more than a bachelor degree than any other Government graduates in non-metropolitan areas in the nation (6% see figure 13).

Figure 13 Percentage of respondents who have completed a postgraduate degree – non-metropolitan



Despite these strong results overall and specifically for Independent/ Christian graduates, the VIC data nevertheless confirms the disparity that still exists between metropolitan and non-metropolitan bachelor's degree completions. This is further reinforced in recent comparative reports by the ABS (2018)²¹ and Universities Australia (2019).²²

These trends necessitate that equitable and accessible pathways for all Australian students, irrespective of their postcode or region, is a key area to address in ensuring shared commitments to the common good are worked out within all communities and regions. The proportionally smaller geographical area of VIC, reducing the distance between regional centres may be a non-school related factor in these findings. Furthermore, the significant populations, resourcing, and infrastructure of regional centres in VIC suggests that when such conditions are evident there may be a subsequent benefit to bachelor degree completions in these non-metropolitan locales.

A number of other salient factors could help further explain these consistently high results across sectors in VIC. VIC's high migrant population, in both metropolitan and non-metropolitan VIC regions, has contributed to an aspirational goal of university pathway options for their children over many decades. Such communities highly value these options and for many these pathways are seen as a means to ensure success and security for succeeding generations. High proportions of Chinese, South Asian, Indian, Greek and Italian populations reflect these aspirational goals for migrants in VIC and these ethnic groupings may impact in part on these proportionally high levels of bachelor completions in VIC.

Within the VIC Independent sector, the age, maturity and socio-cultural and socio-economic locales of numerous well established independent schools both in gentrified urban centres as well as in well-resourced large regional cities also may contribute to these high bachelor completion rates from their graduates. It is important to note that many Independent schools in VIC have long and distinguished histories and, whilst NSW also have a strong tradition of these mature Independent schools, it is worth noting that VIC is second only to the ACT in percentages of non-government schools within the state.

The strong regional presence of many of these schools, especially in large centres like Ballarat, Bendigo and Geelong that have the significant resourcing and infrastructure to sustain and support large populations may also contribute to these high bachelor completion rates. The metropolitan and non-metropolitan analyses further confirm the strength of VIC bachelor and postgraduate completions in these regional areas.

21 Australian Bureau of Statistics (ABS), 2018.

22 Universities Australia, 2019.

Employment

Employment of VIC graduates across all schooling sectors (75% see figure 14) aligns with OECD findings.²³ VIC Government sector graduates in metropolitan areas were the most likely of all Government graduates in the nation to be employed (75% see figure 15). In contrast, VIC Catholic graduates

in metropolitan areas were least likely of all Catholic graduates across the nation to be employed (78% see figure 15). VIC Christian school graduates were the lowest of all VIC graduates in regard to employment (68% see figure 14) with these findings also impacting upon lower income levels from this sector.

Figure 14 Percentage of respondents employed

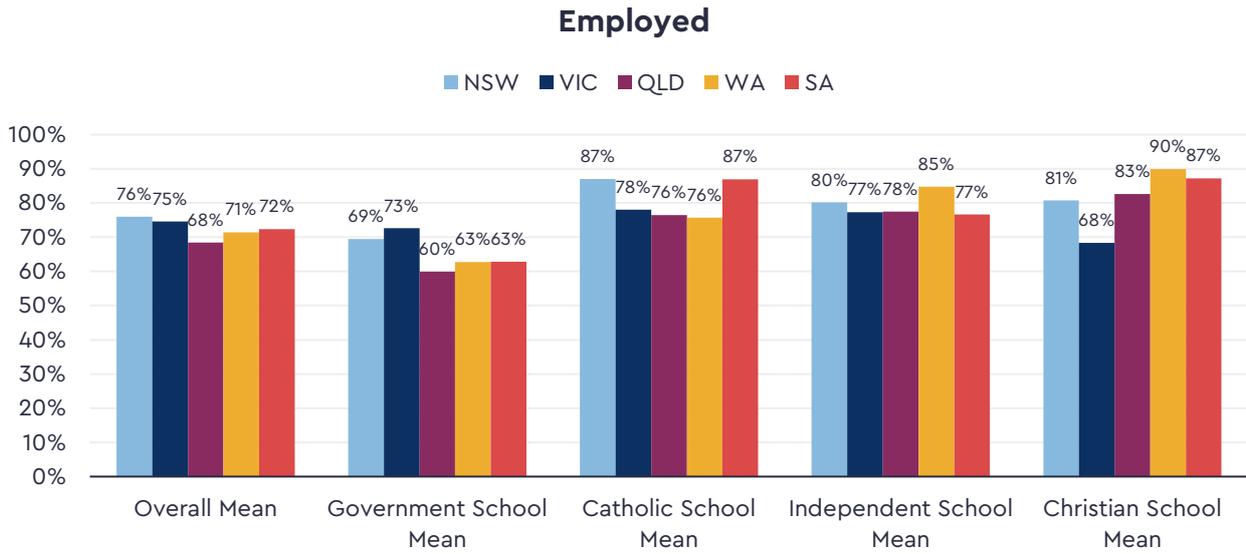
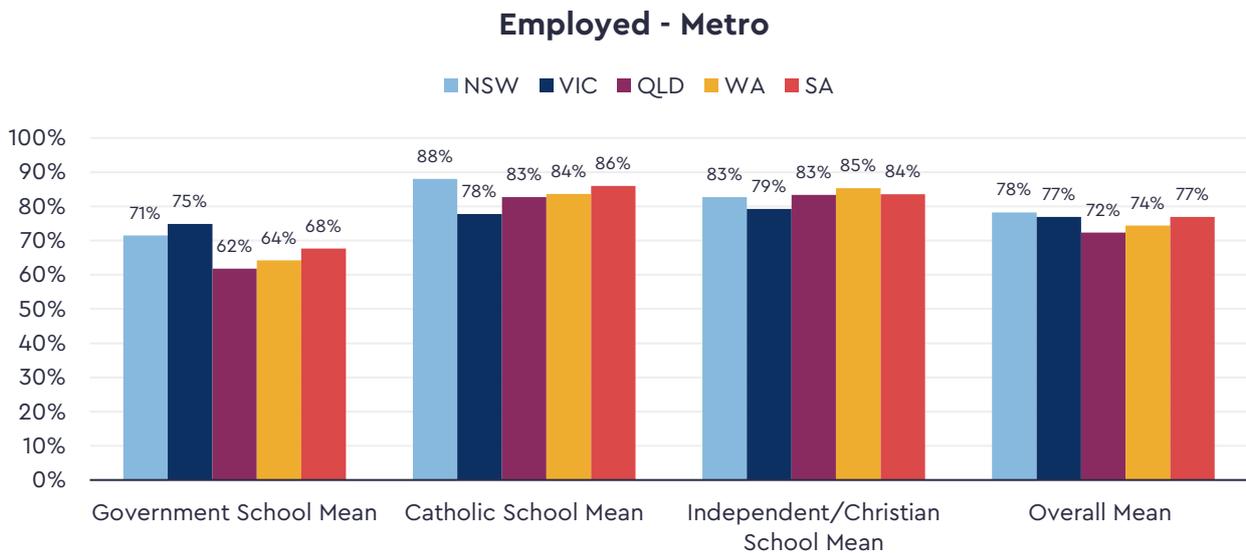


Figure 15 Percentage of respondents employed – Metropolitan



23 OECD, 2019.

Income

The high levels of bachelor and postgraduate completions from VIC graduates do not seem to translate to high income levels for VIC graduates with the overall mean for all VIC graduates in non-metropolitan areas dropping below the levels of NSW and QLD graduates (\$80,000 see figure 16) and well below the VIC metropolitan graduate average (see figure 16). Caution should also be applied when comparing these metropolitan / non-metropolitan

splits due to the merging of Independent and Christian sectors due to small Christian school sampling sizes in non-metropolitan areas. The mean income for Christian school graduates in VIC (\$78,000 see figure 16) is the lowest in the nation and this inevitably brings down the combined mean incomes when merged with the Independent sector for metropolitan and non-metropolitan comparisons (see figure 17 and figure 18).

Figure 16 Respondents household income

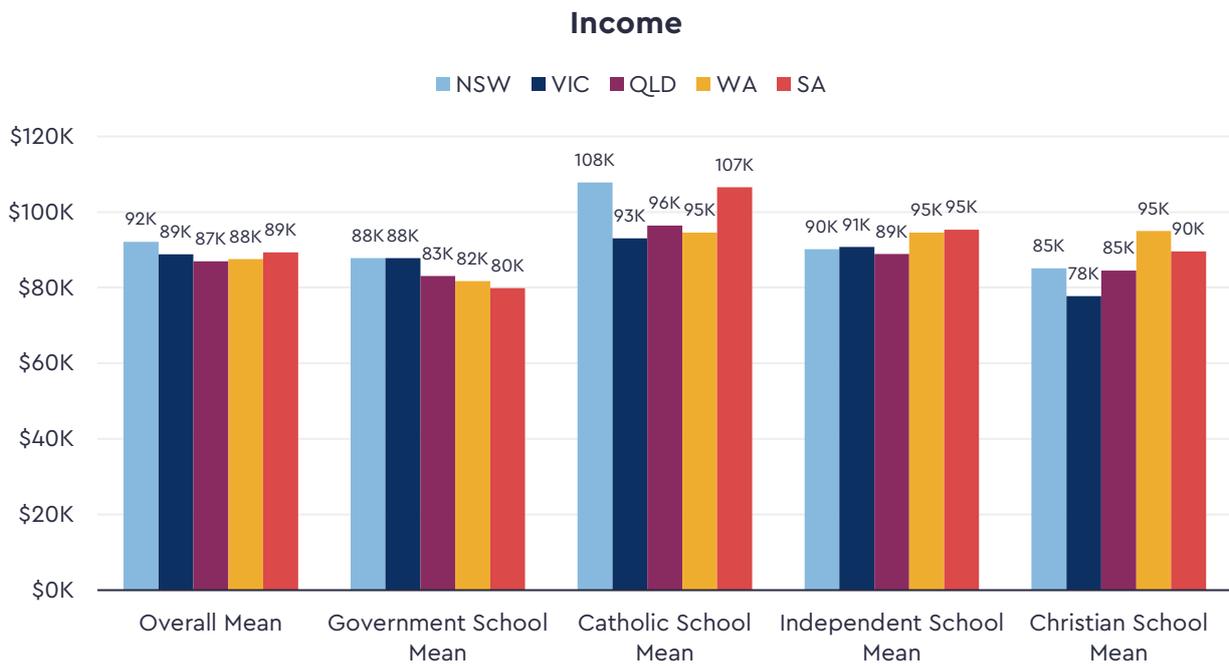


Figure 17 Respondents household income – Metropolitan

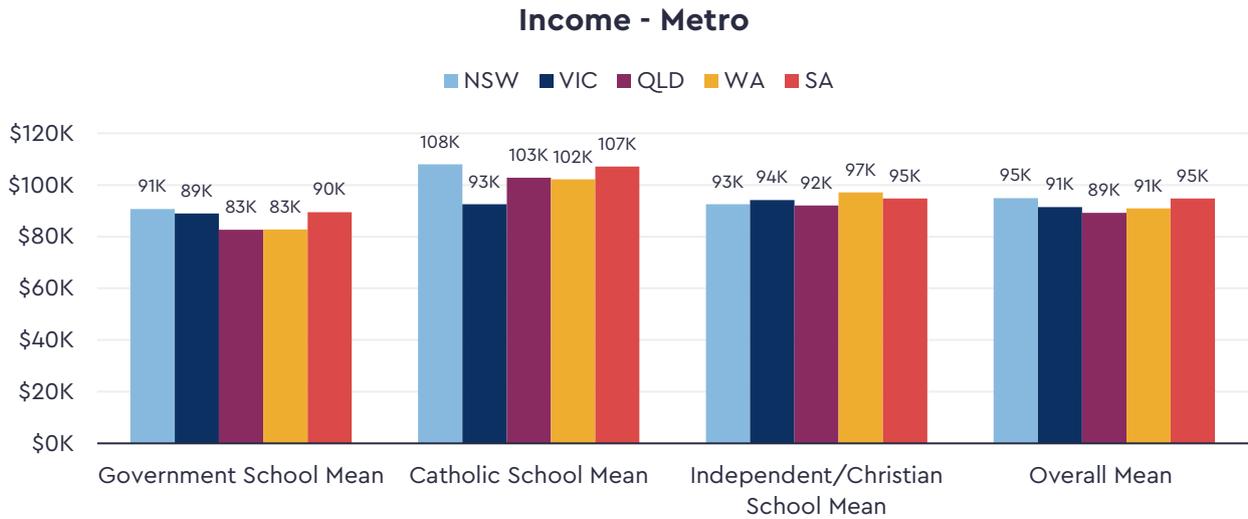
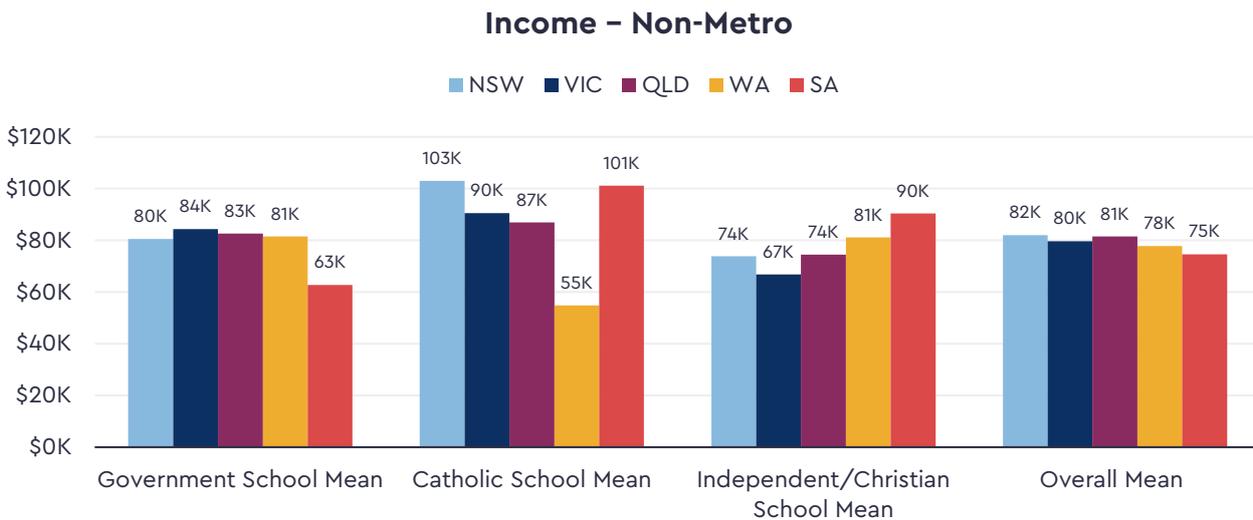


Figure 18 Respondents household income non-metropolitan



In this section we presented findings relating to graduates of Government, Catholic, Independent and Christian schools in terms of their educational attainment, employment and income. These findings revealed some significant differences between metropolitan and non-metropolitan locales in VIC, but not as pronounced as in other states across Australia. Whilst there were differences apparent, we would caution against reading too deeply into the data. It seems that graduates from non-metropolitan areas still found paths into stable employment even

if the employment rates were noticeably lower than those in metropolitan areas. Moreover, the household income estimates do not adjust for different costs of living across urban and regional centres, so caution should be exercised in interpreting them. In sum, we hope this data raises more conversations about how to pursue the flourishing of individuals and their communities in both non-metropolitan and metropolitan locales.²⁴

24 Cheng and Iselin, 2020.

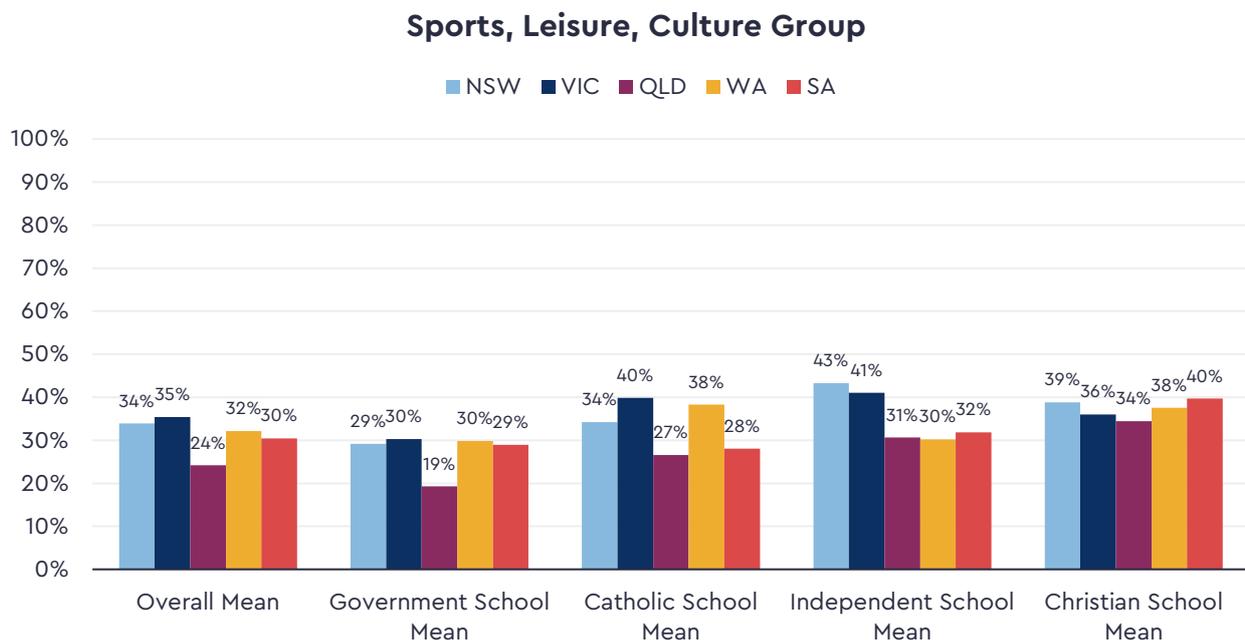
Victorian Millennial Graduates and Belonging: Associations, Groups and Causes

In this section, the CES Australia sought to identify whether a graduate's formative experiences at school impacted on their engagement in a diverse range of associations and community groups that nurture commitment, service, and care for others. Membership of associations, groups and causes promote a sense of belonging within communities, expand social networks, and encourage broader civic engagement. To investigate these important agencies for engagement and contribution to the common good, respondents were asked whether they had formed civic ties to associations including political parties, church or religious groups, trade unions, sports, leisure or cultural groups, and business and professional organisations.²⁵

VIC graduates were most likely to be involved in sports, leisure or cultural group (35% see figure 19) a rate higher than any other sector from any other state in Australia. VIC Catholic graduates were most likely to be part of a sports, leisure or cultural association than any other Catholic graduate from across Australia (40% see figure 19).

VIC Independent graduates were also highly likely to be involved in sport/ leisure/ cultural group (41% see figure 19), only behind NSW (43% see figure 19) and VIC Government school graduates were the most likely of all government school graduates across the nation (30% see figure 19) to be involved in these types of groups and associations. These were also relatively consistent across both metropolitan and non-metropolitan communities.

Figure 19 Percentage of respondents involved in sports, leisure or cultural associations

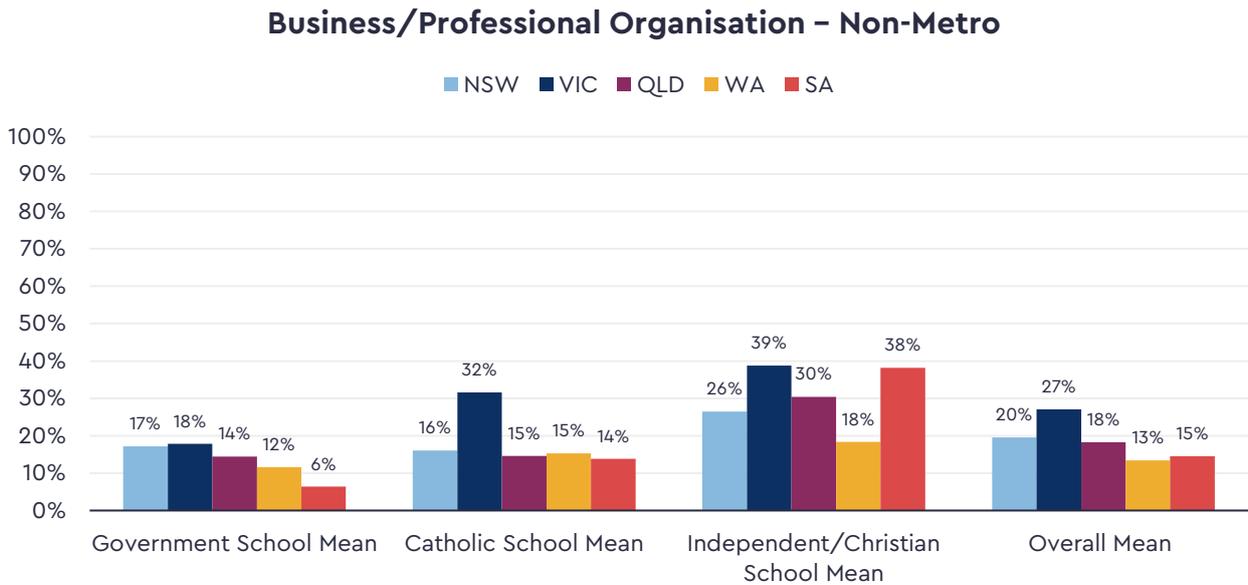


25 Cheng and Iselin, 2020.

The overall mean for VIC graduates in non-metropolitan areas revealed that they were most likely to be member of a business or professional association than any other graduate from any other state (18% see figure 20). VIC Catholic graduates in non-metropolitan areas were the most likely of any Catholic graduate in non-metropolitan areas across Australia to be members of a business /professional group (32% see

figure 20) which is twice more likely than any other Catholic graduate from non-metropolitan regions in the nation (16%). Furthermore, VIC Independent/Christian graduates in non-metropolitan areas were the most likely to belong to a business/ professional association than any other graduate from any other sector in non-metropolitan regions (39% see figure 20).

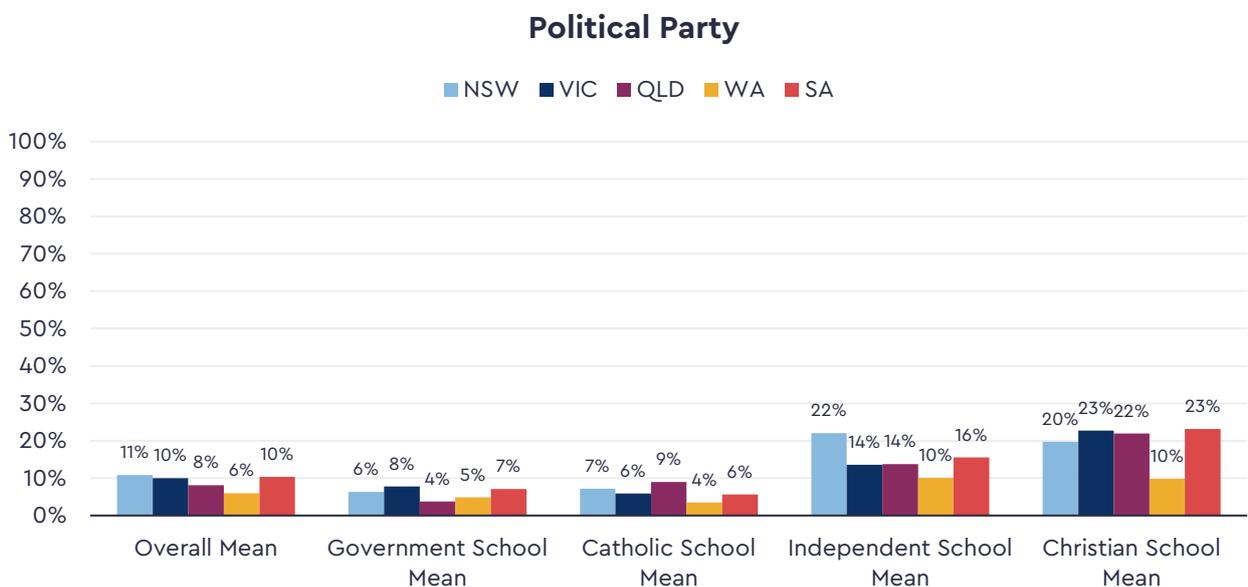
Figure 20 Percentage of respondents involved in business/ professional associations in non-metropolitan areas



Christian school graduates had the equal highest level of political membership and involvement with Christian graduates from SA (23% see figure 21) across all sectors and every state. There was no statistical

difference across metropolitan and non-metropolitan areas for VIC graduates for involvement in these types of associations.

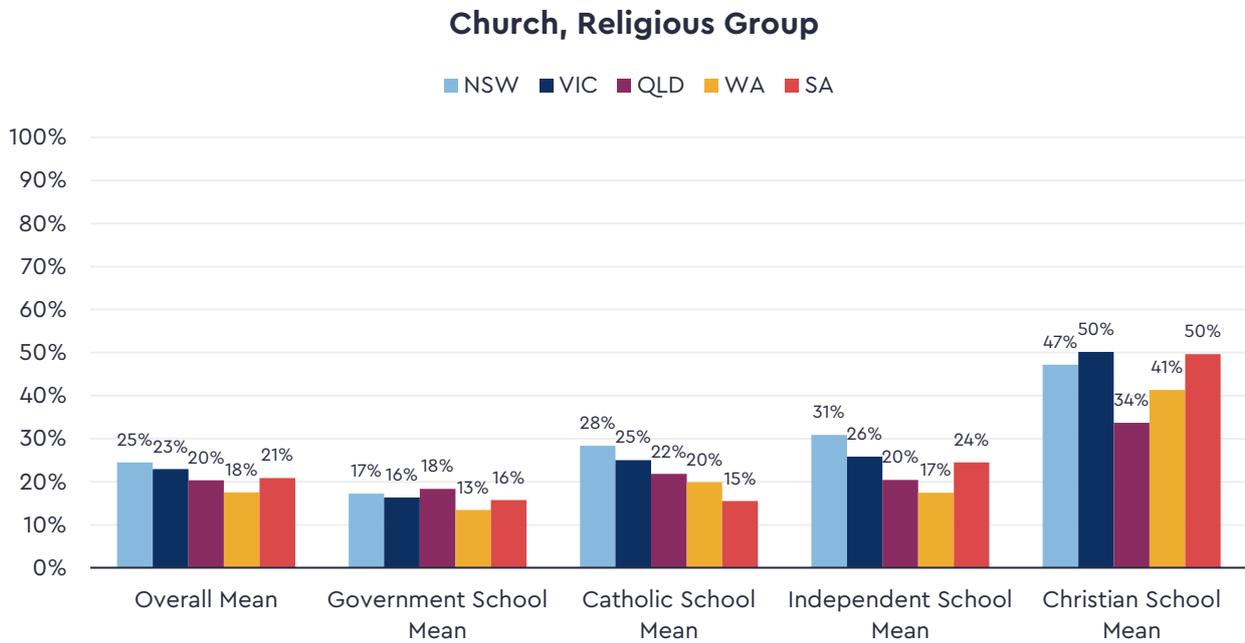
Figure 21 Percentage of respondents involved in political parties



VIC Christian school graduates were also most likely (with SA Christian graduates) across all states and across all sectors to belong to a church or religious group (50% see figure 22) which is nearly 3 times

higher than a VIC Government graduate (16%) and twice more likely than a VIC Catholic (25%) and Independent (26%) graduate (see figure 22).

Figure 22 Percentage of respondents involved in church/ religious groups



These findings suggest that independent of family background, VIC schools play some role in enriching the social fabric and cultivating membership or involvement in a variety of civic associations. Participation in political parties, business/ professional associations and church and religious groups was noteworthy across the Christian school graduates, whilst membership of sporting leisure and cultural groups was the most popular association engaged by VIC graduates across all sectors. However, whilst VIC graduates involvement in associations

was comparatively higher than most other states in Australia, these overall lower rates of association in these findings reflect broader trends of decreasing social connectedness and belonging and there may be value in considering how schools — whether Government, Catholic, Independent or Christian — might better foster the kinds of social bonds their students need in adulthood. These bonds are both necessary and for the wellbeing and flourishing of Australian communities at large.²⁶

26 Cheng and Iselin, 2020.

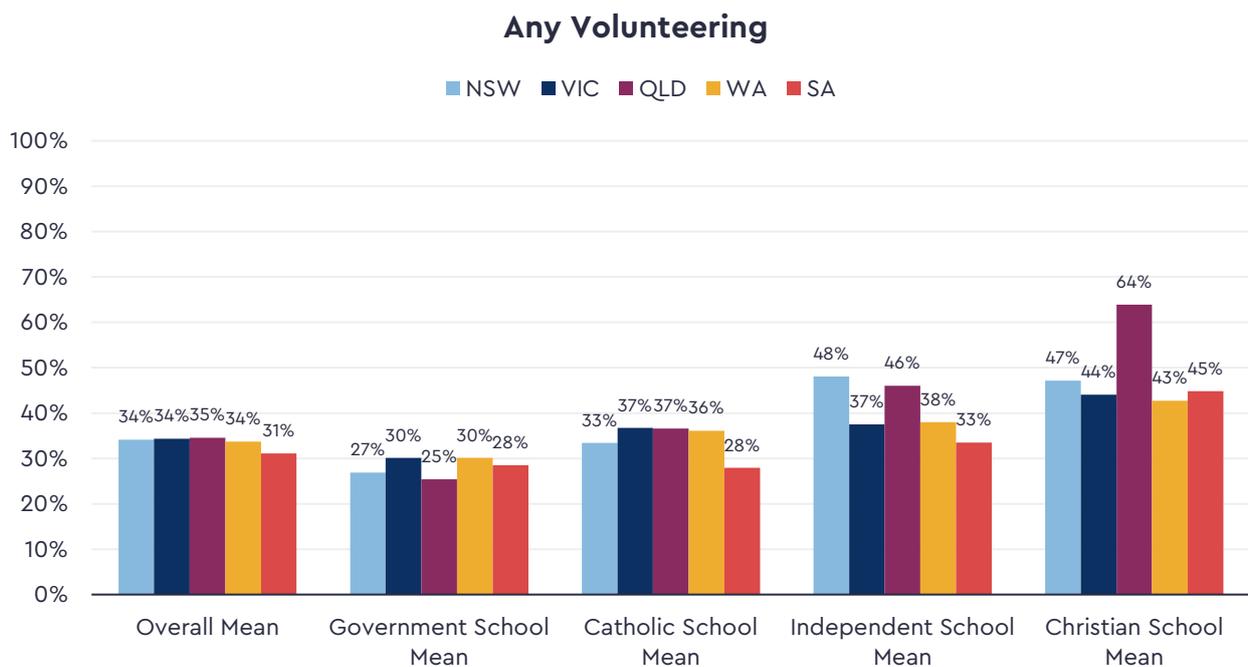
Victorian Millennial Graduates and Generosity: Volunteering and Giving

This section explores how respondents from each state of Australia were cultivating the civic virtues of generosity which actively promote the common good. Giving to the community, whether through time or money, is how individuals find meaning and seek the good of others. The CES Australia sought to investigate how prevalent volunteering and giving are among graduates from Government, Catholic, independent, and Christian schools. The questions in this section investigated what levels of generosity were evident across graduates and was there any difference to giving of time and resources according to each state and in what areas of civil society are they contributing.

According to 2020 research, a third of all Australians have volunteered (33%) while more than one in five have been involved with fundraising for a specific charity (23%) or advocating and raising awareness (21%). Almost half of those who volunteer (48%) do so at least once a month, while more than a quarter (26%) volunteer at least once every few months.²⁷

The overall means for the levels of volunteering from graduates across all sectors and states aligns closely with these findings and this state analysis revealed that the number of VIC graduates who were volunteering in some way in their community was 34% (see figure 23).

Figure 23 Percentage of respondents who volunteer



VIC Christian graduates were equal most likely (with NSW Christian graduates) (46%) to volunteer for environmental causes across all graduates and all states and were twice more likely than a SA Christian school graduate to volunteer for these types of causes (see Figure 24). Similarly, Independent/Christian graduates from VIC non-metropolitan

areas were significantly more likely to volunteer for environmental causes (56%) when compared to their VIC metropolitan counterparts (36%) (see figure 25). These findings suggest regional areas are concerned, engaged and more active in their local communities in VIC regarding a range of environmental issues.

²⁷ McCrindle, 2020; Cheng and Iselin, 2020.

Figure 24 Percentage of respondents who volunteer for environmental groups

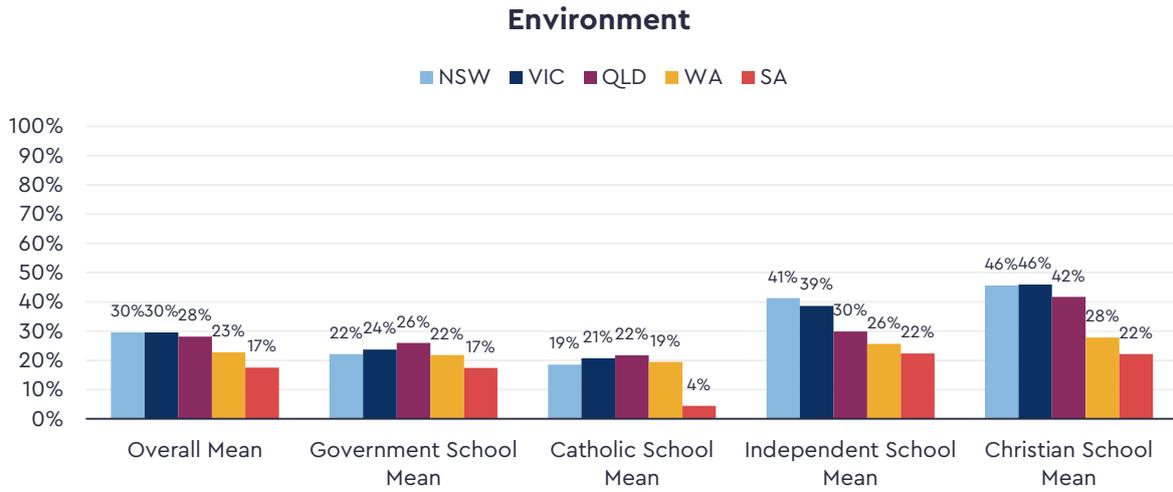


Figure 25 Percentage of respondents who volunteer for environmental groups – metropolitan

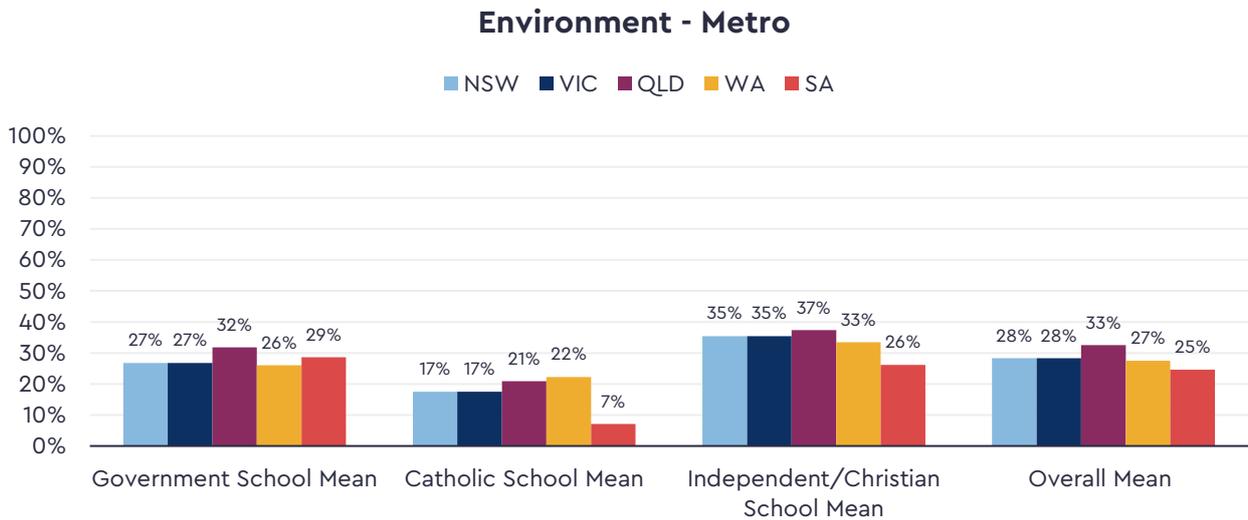
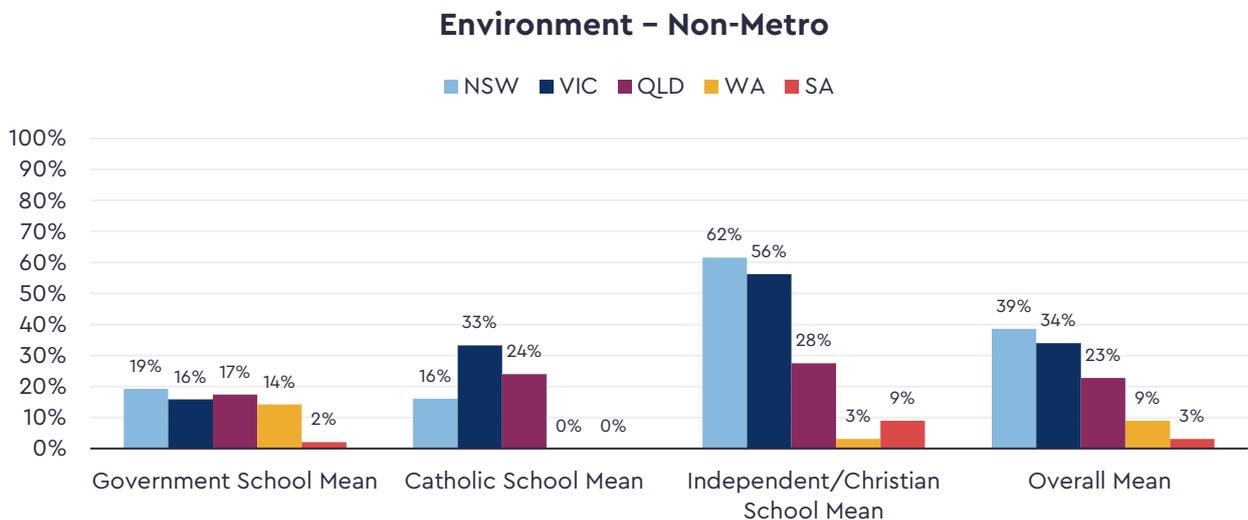
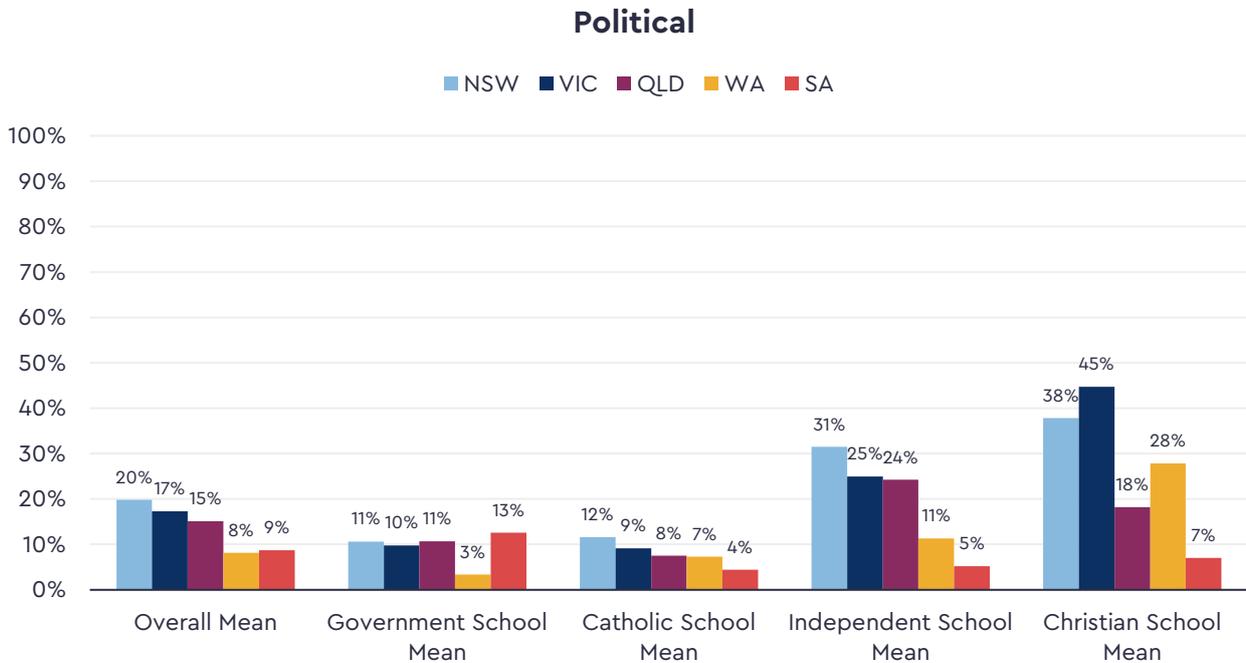


Figure 26 Percentage of respondents who volunteer for environmental groups – non-metropolitan



VIC Christian graduates were also most likely of all sectors and all states to volunteer for political parties and political causes (45% see figure 27). These graduates were more than 6 times more likely to volunteer than Christian school graduates from SA (7%).

Figure 27 Percentage of respondents who volunteer for political groups



When analysed further, a VIC Independent/ Christian graduate in a non-metropolitan area was significantly more likely to volunteer for political groups and causes (41%) than any other graduate in any other non-metropolitan area across the nation and were nearly 10 times more likely than a graduate from a VIC government school graduate from a non-metropolitan area (5% see figure 29) and nearly six times more likely or a VIC Catholic school graduate from non-metropolitan areas (7% see figure 29). These high levels of volunteering for political causes by VIC Independent/ Christian graduates were also significantly higher than VIC Independent/ Christian graduates from metropolitan areas (26% see figure 28) although overall VIC involvement in political causes was similar across both metropolitan and non-metropolitan areas (see figure 28 and figure 29).

Whilst it is difficult to explain these high levels of political involvement from VIC graduates, these findings may be associated with the higher levels of political activism and a more strident social policy agenda that is evident within VIC politics²⁸. However, caution would be advised on assuming involvement in a particular political party leaning, especially when considering the high levels of volunteerism evident for environmental causes that were evidenced in this study.

28 Yates, L., Collins, C. & O'Connor, K. (2011).

Figure 28 Percentage of respondents who volunteer for political groups – metropolitan

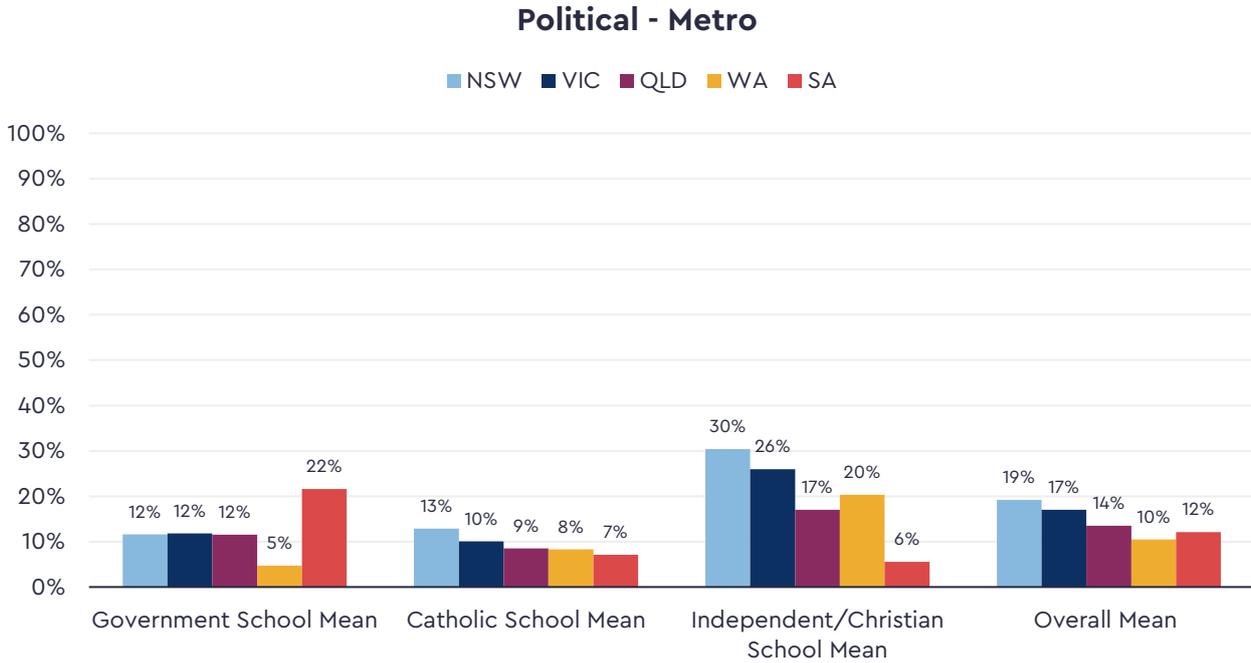
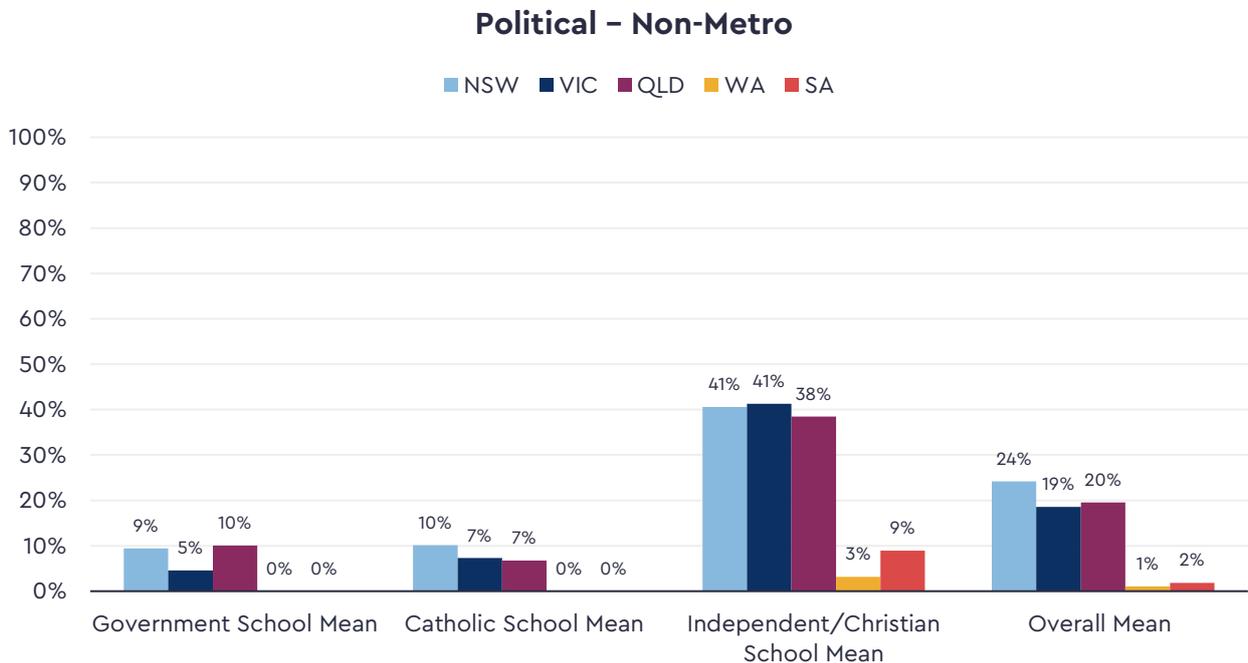


Figure 29 Percentage of respondents who volunteer for political groups – non-metropolitan



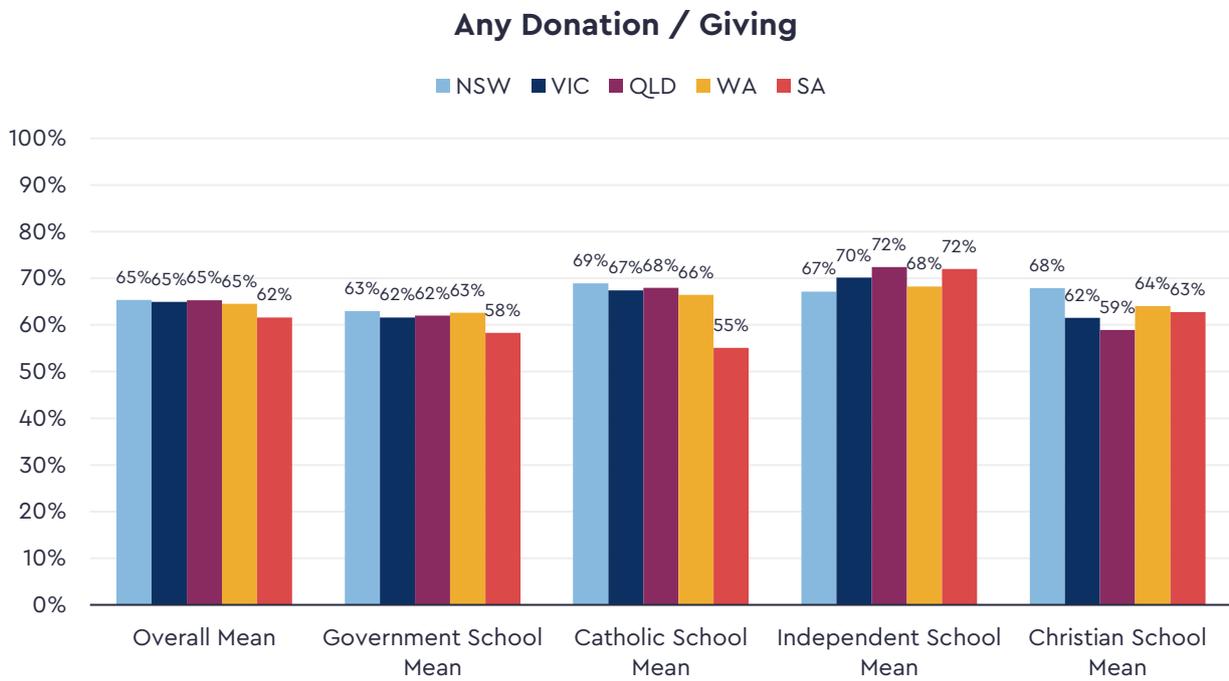
In the remaining types of organisations in which respondents reported volunteering, such as groups that assist children, the poor, elderly, youth, and sporting and cultural organisations we did not find statistically noteworthy differences in participation across the various school sectors in VIC.

Giving

Levels of active civic engagement and service are not just limited to volunteering. A 2020 McCrindle report identified that approximately seven in 10 Australians give annually. Whilst this rate is high, it does represent a five percentage-point drop since 2019²⁹. The overall means for each state involved in the CES Australia study would support these findings³⁰ and there was a general consistency of giving across all VIC graduates (65% see figure 30). This consistency was further evidenced in the levels of giving by VIC Government graduates in both metropolitan (62% see figure 31) and non-metropolitan (61% see figure 32) locales.

However, in stark contrast to these findings, the levels of giving for VIC Catholic graduates was significantly stronger in non-metropolitan areas (82% – the highest in the nation of any sector see figure 32) than in metropolitan areas (63% see figure 31). This higher rate of giving in non-metropolitan areas was also evidenced for VIC Independent/ Christian graduates who gave (66% see figure 31) in metropolitan areas and a much higher level of 77% (see figure 32) in non-metropolitan locales even though income levels were proportionally lower in these locales.

Figure 30 Percentage of respondents who give



29 McCrindle, 2020; Cheng and Iselin, 2020.

30 Cheng and Iselin, 2020.

Figure 31 Percentage of respondents who give – metropolitan

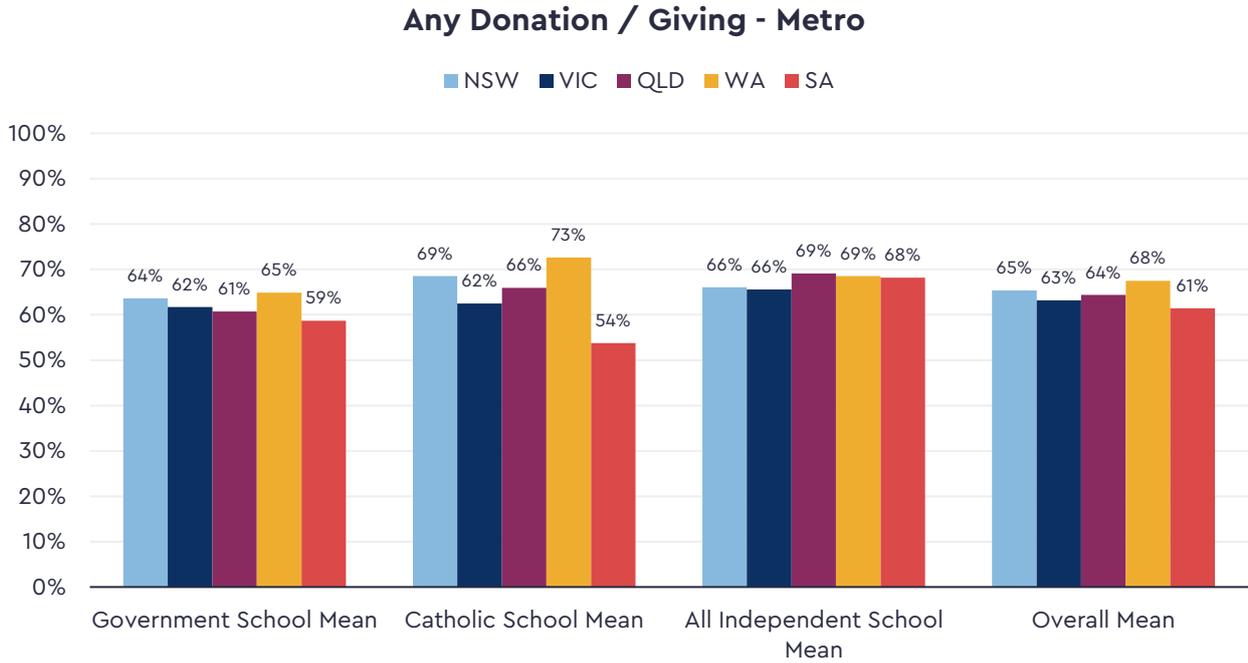
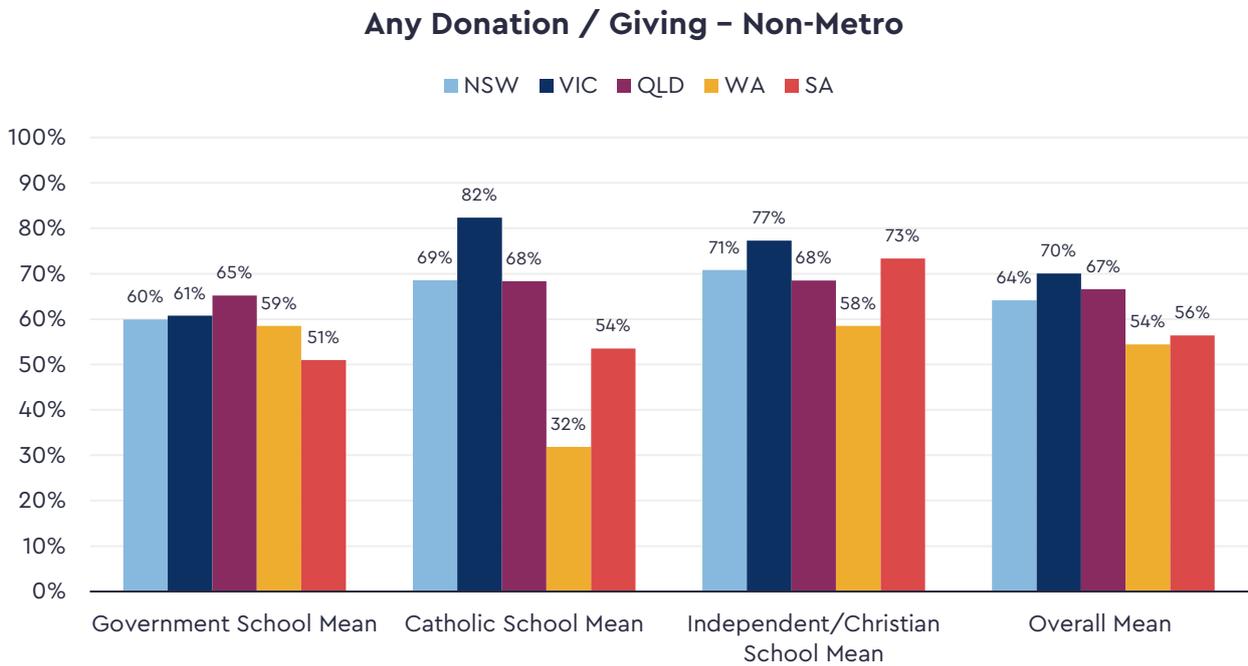


Figure 32 Percentage of respondents who give – non-metropolitan



In mirroring the findings of VIC graduates regarding volunteering, VIC Christian school graduates were most likely to give to political causes (33% see figure 33) than graduates from any other sector or any other state and were over 6 times more likely to give to

these causes than WA Christian graduates (5% see figure 33). These levels of giving were significantly higher for Independent/ Christian graduates in non-metropolitan communities (36% see figure 35) than in metropolitan communities (17% see figure 34).

Figure 33 Percentage of respondents who give – political causes

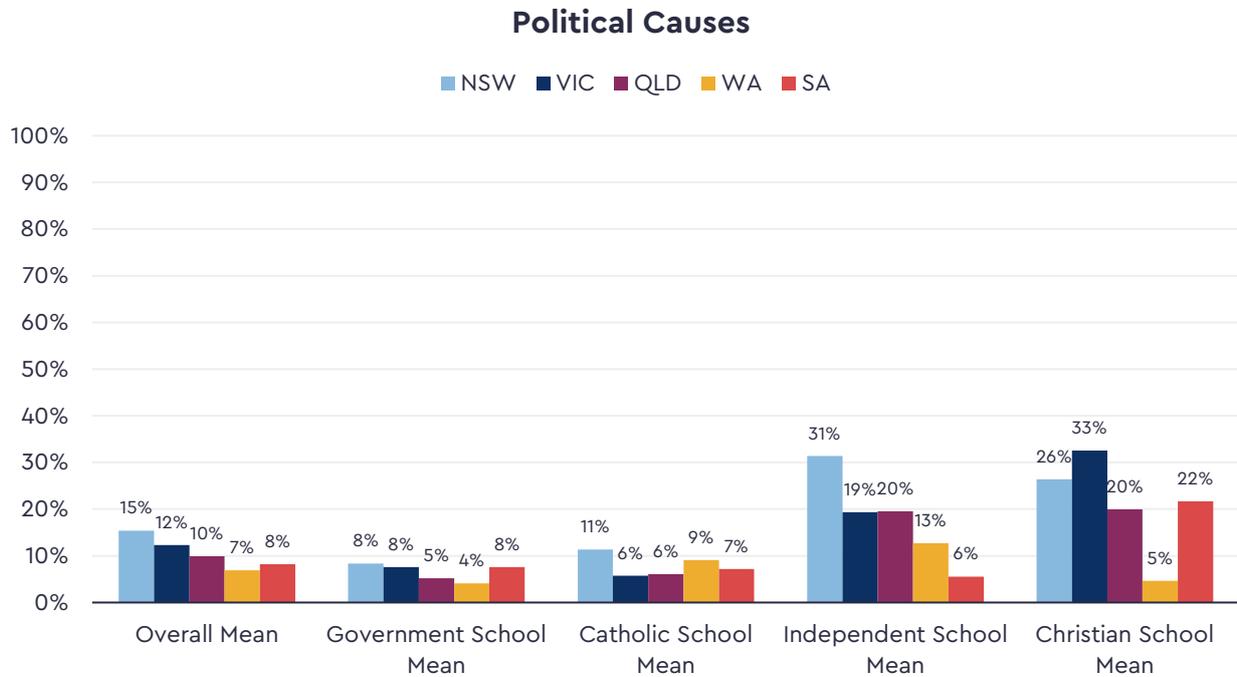


Figure 34 Percentage of respondents who give – political causes – metropolitan

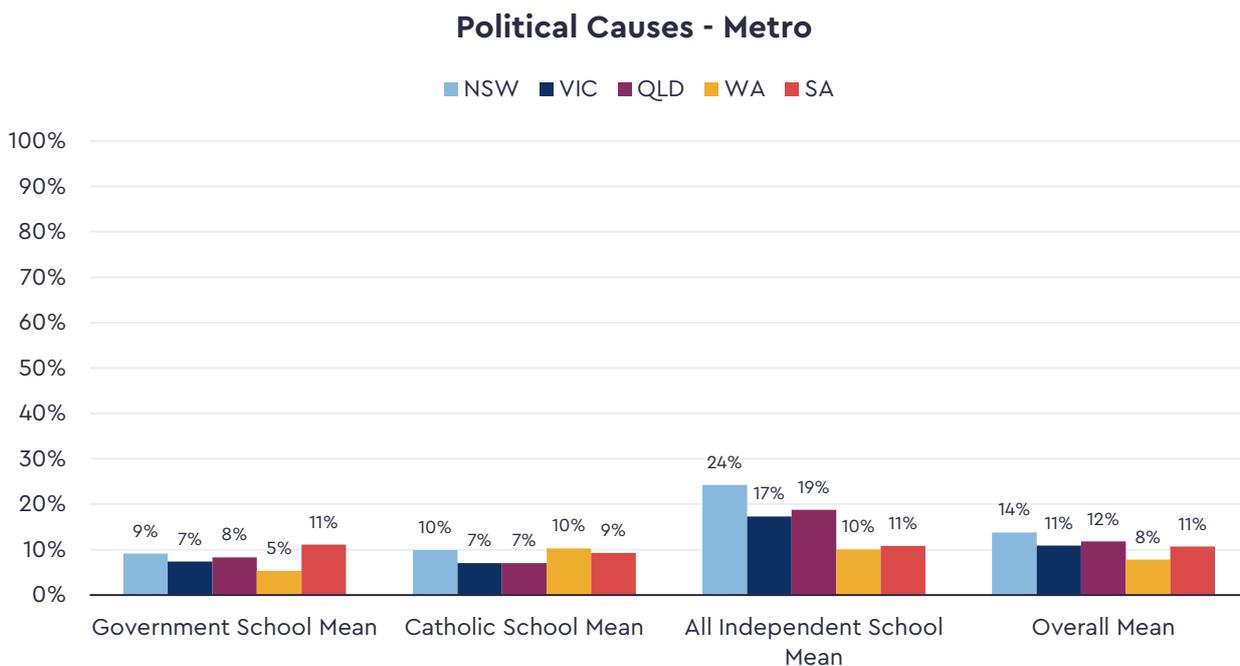
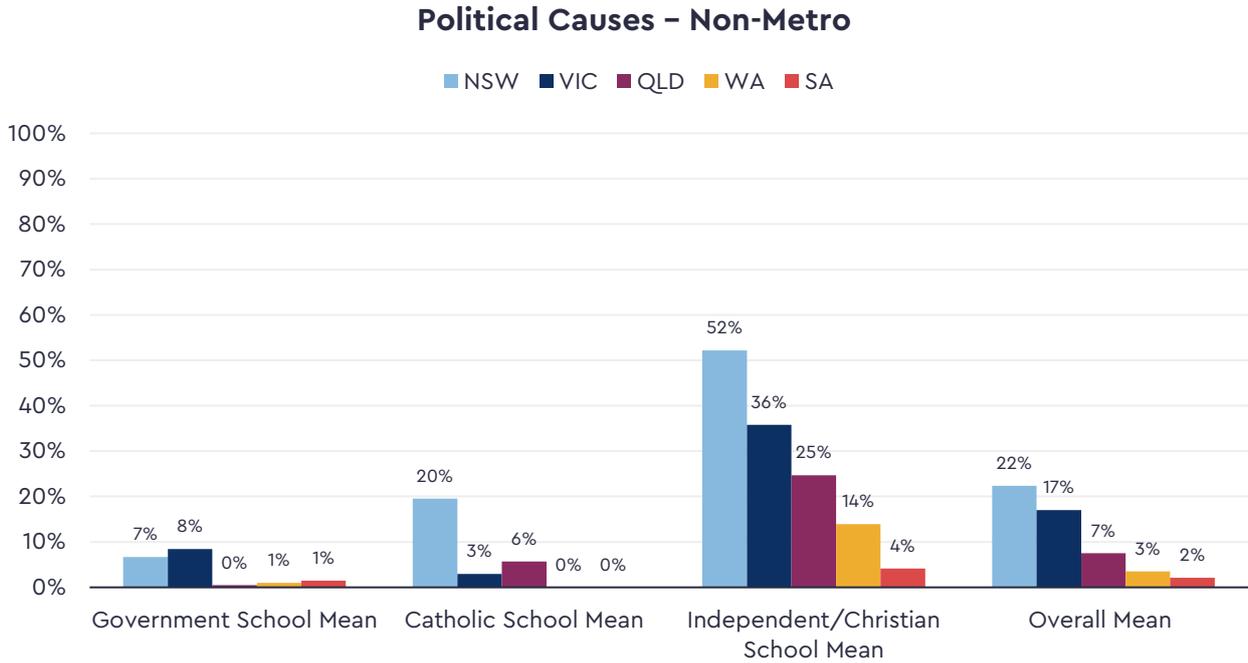


Figure 35 Percentage of respondents who give – political causes – non-metropolitan



This section explored how generous VIC graduates are with their time and money and how they are seeking to serve through volunteering or donating to charitable organisations. According to the findings, giving was more common than giving of one's time to volunteer. When these levels of volunteering and giving were further differentiated by school sector, there are some significant findings for VIC graduates, especially from the Catholic and Independent/Christian sector in non-metropolitan areas. We also acknowledge that there are other forms of civic engagement beyond volunteering and giving which

were not investigated in the CES Australia data. Furthermore, many of the cross-sector differences must also consider demographic characteristics. Such a pattern highlights the important role that the family plays alongside the schools in nurturing civic dispositions of service and generosity. It is hoped that these findings will stimulate wider conversations on how schools and communities can better play a role in shaping graduates to be even more generous with their time and money in community enhancing and hospitable ways.³¹

31 Cheng and Iselin, 2020.

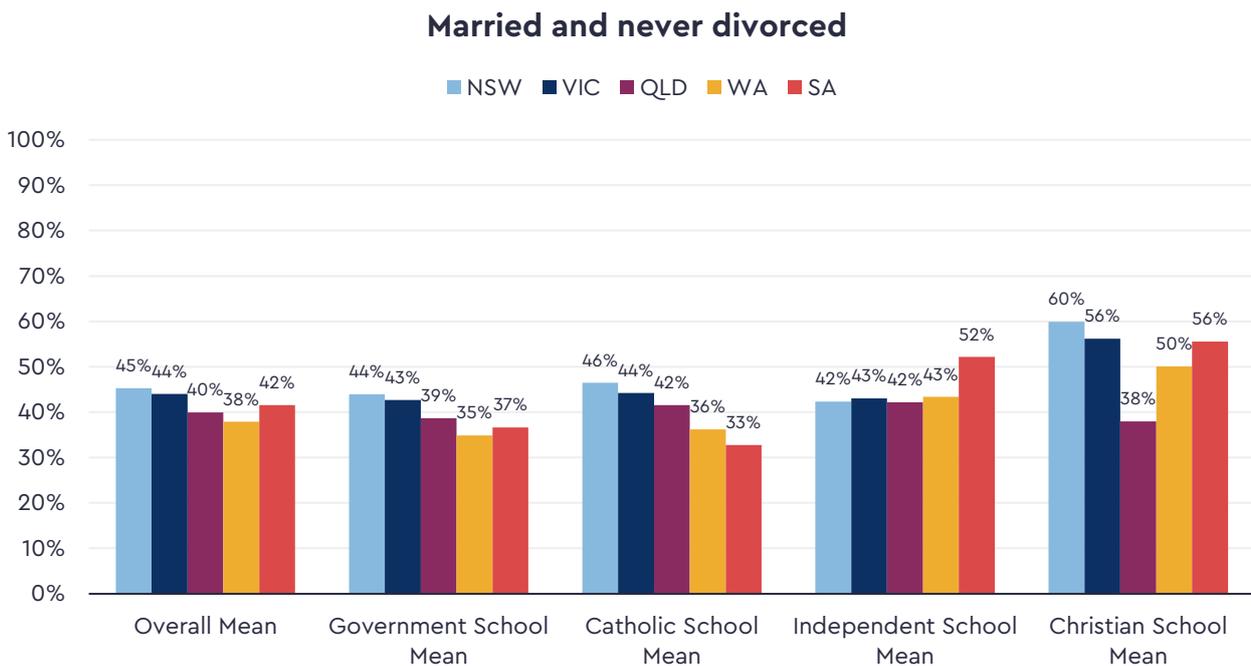
Victorian Millennial Graduates and Family: Marriage and Relationships

Marriage is an established tradition that serves an important part in personal happiness and is core foundation for a flourishing society. Schools and families represent two parts of a broader moral ecosystem in which young people are formed. Conceptions of the good and the practices that embody those ideals are taught and reinforced within schools, families and other communities. Importantly, the school and family structures are mutually supporting; healthy schools need healthy families and vice-versa.³² Young people need these reciprocal relationships for their formation, growth and development into adulthood. In this section, we consider the potential role of schools in family formation. That is, what are the marital outcomes

among graduates from Government, Catholic, Independent and Christian schools?

The findings revealed that there were consistent rates of graduates who were married across VIC Government (43%), Catholic (44%) and Independent schools (43%) but there was a much higher rate of graduates who are married by VIC Christian school graduates (56%) (see figure 36). These levels are the second highest in the nation second behind only NSW Christian school graduates (60%). Whilst we cannot ascertain the quality of these marriage relationships, it is worth considering if certain values have been shaped through both family and school communities in these responses.

Figure 36 Percentage of respondents who are married and never divorced

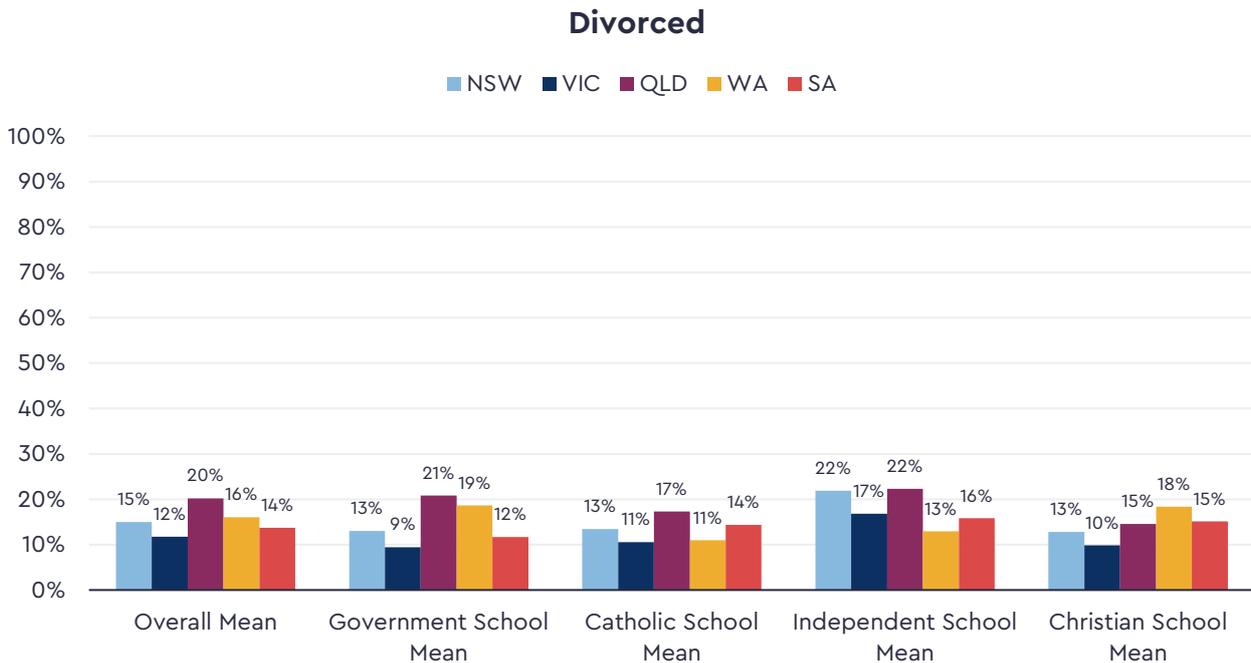


The findings also revealed that VIC graduates were less likely to be divorced (12% see figure 37) than graduates from any other state. There was no statistical difference between the rates of divorce from graduates of VIC Catholic (11%), Government (9%) or Christian schools (10%) but there was a

significantly higher rate of divorce for graduates of VIC Independent schools (17%) (see figure 37). Rates of divorce were not statistically different in metropolitan and non-metropolitan areas.

32 Cheng and Iselin, 2020.

Figure 37 Percentage of respondents who have been divorced



Whilst the findings indicate that Catholic, Independent and Government school graduates do not differ significantly from one another on marital outcomes, there is a higher prevalence of being married and never divorcing amongst VIC Christian school graduates. Moreover, it is important to reiterate that many of the differences among VIC Christian school graduates were likely attributable to differences in the kinds of families that select Christian schools for their children. Once adjusted for these background characteristics in the CES

Australia data analyses, the Christian-school difference decreased but was still nevertheless significant. Such a result underscores the importance of sustaining healthy families in which the kinds of virtues that are conducive to greater civic responsibility can be nurtured. Cultivating a strong connection between home and school is, therefore, vital as both spheres make large imprints in the kinds of citizens that are ultimately formed.³³ It is a reminder that all schools — Government, Catholic, Independent and Christian — can consider as they seek to serve the common good.

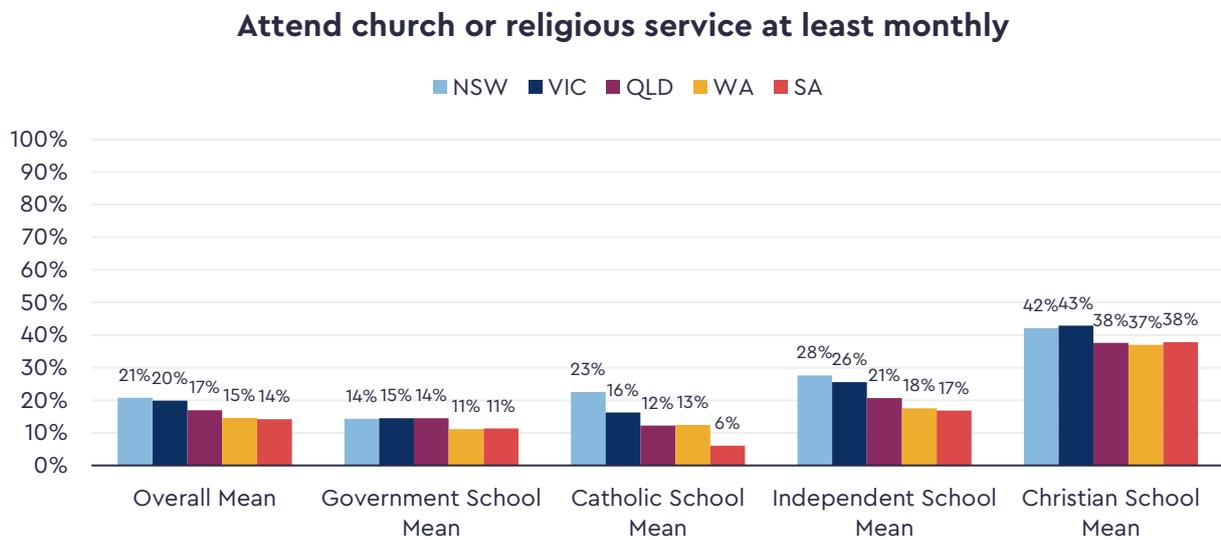
33 Cheng and Iselin, 2020.

Victorian Millennial Graduates and Religion: Faith Commitments and Spiritual Practices

Australia's religious profile has shifted considerably in the past two decades and is perceived as one of the most religiously diverse nations in the world.³⁴ Australians are identifying less as Christian, and an increasing number do not identify with any religion at all. Furthermore, religion remains a contested construct within Australia's public square.³⁵ This is reflected in the CES Australia data, with only about one in five respondents reporting that they grew up in families who thought religion was important³⁶. In this section, we consider whether schools play a role in fostering hearts that are sensitive to a sense of the transcendent. In the CES Australia, we asked a variety of questions about beliefs about God, moral reasoning and religious practice. The questions were focussed primarily on whether schools instil religious beliefs and practices and a sense of the transcendent, not specifically whether they instil beliefs and practices of religious traditions.³⁷

Consistent with the findings earlier in this report regarding civic engagement, belonging, volunteering and giving, VIC Christian school graduates are most likely of any graduate from across all sectors and all states to attend church/religious service at least monthly (43% see figure 38) and are nearly twice as likely as VIC Catholic school graduates (16%) and 3 times more likely than a VIC Government graduates to attend a church or religious service (15%). The overall means reveal that across all sectors 20% of respondents are attending a church or religious service at least every month (see figure 38). These proportionally higher rates of church and religious service attendance from VIC Christian school graduates (and also NSW Christian school graduates) may also be the result of large pockets of migrant populations -especially European and specifically Dutch migrant populations that established many Christian schools within VIC and NSW.³⁸

Figure 38 Percentage of respondents who attend church/ religious service monthly



34 Bouma, 2016.

35 Keddie, A., Wilkinson, J., Howie, L. et al. '...we don't bring religion into school': issues of religious inclusion and social cohesion. *Aust. Educ. Res.* 46, 1-15 (2019). <https://doi.org/10.1007/s13384-018-0289-4>

36 Cheng, A. and Iselin, D. (2020). *Australian Schools and the Common Good*. Ontario: Canada.

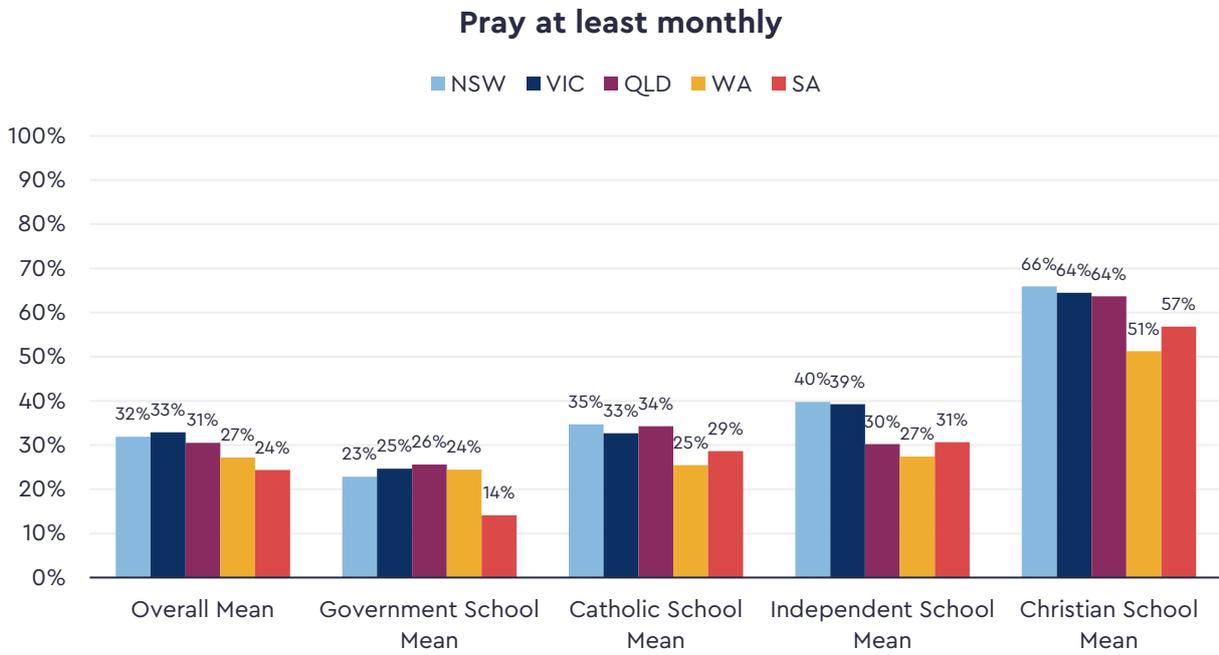
37 Ibid.

38 Justins, C. F. R. (2002). *Christian parent-controlled schools in Australia: A study of the relationship between founding values and prevailing practices*. PhD Thesis, Australian Catholic University, Fitzroy: Victoria.

These findings are further reinforced for VIC Christian school graduates by the high rates of responses to praying at least monthly (64% see figure 39), second only to NSW Christian graduates across the nation and consistently higher than church or religious

attendance across all sectors. Again, the integral role of family religious background does have a significant impact on these outcomes and caution is required when interpreting these results solely from a school sector perspective.

Figure 39 Percentage of respondents who pray monthly



Contemporary Australia has been reported as one of the most religiously diverse nations in the world³⁹. VIC schools take different approaches and place different emphases on the importance of fostering a sense of the transcendent in students. This, alongside family background and other variables, is likely to play an important role in how graduates relate to religion or spirituality.⁴⁰ Rather than dismissing religion, we intentionally include this section to raise the

question of how religion might be constitutive of the common good⁴¹ in contemporary Australian society and how a reframing of religious ideas and values towards a concept of transcendence may promote better dialogue on this important area from across all schooling sectors.

39 Bouma, 2016.

40 Cheng and Iselin, 2020.

41 Korrt, Dollery & Grant, 2014; VanderWeele, 2017b.

Conclusion

The findings of the VIC state-based analysis of the CES Australia data reveal that, across all schooling sectors in VIC, millennial graduates contribute to the common good and sustain civic life in a plethora of ways. The results both describe and reinforce the particular ways each Australian school sector within each state jurisdiction, educates for the common good. VIC Schools of all types — government and non-government, religious and secular — provide a public education, that is, an education that seeks to shape and form graduates for active participation and engagement in and for the good of society. These contributions are vitally important to our social fabric and integral to sustaining and promoting goods we share in common as Australian citizens.⁴²

Whilst there are a number of noteworthy differences across sectors within VIC education, we hope these comparisons will activate thoughtful reflection and discussion on how the distinctive characteristics in any given school sector might better inform policy decision making and discussion within and across the Government, Catholic, Independent and Christian sectors in Australian education.

VIC schools, to varying degrees across sectors, effectively prepare graduates for career and university success, emphasise community service initiatives within their school communities and have a proportionally very high level of graduates complete bachelor and postgraduate degrees in both metropolitan and non-metropolitan regions. Levels of involvement in associations, particularly sporting, leisure and cultural groups and involvement in political parties and environmental groups were evident within Independent/ Christian graduates – especially from non-metropolitan locales. Non-metropolitan VIC graduates from across all sectors were also generous

with their time and money often giving at greater levels than their metropolitan counterparts. Graduates who were married and never divorced were consistent across Government, Catholic and Independent sectors, whilst Christian school graduates were more likely to be married and not divorced and regularly attending church or other religious services. Due to the complex interrelationships and demographic characteristics of family, community and schooling, these findings should be treated with caution and direct association of schooling sector alone should not be assigned without considering these important formative elements shaping each graduate.

Due to the intended purpose and design of this study, it is important to recognise the retrospective nature of measuring graduate outcomes from respondents who graduated secondary school between 1998 and 2011. Seismic changes have impacted on Australian education since this time including the adoption of a national curriculum, national testing, an increasing reliance on digital technology and a significant spike in mental health and wellbeing concerns amongst our secondary students. The schools represented in this report have also matured and developed in significant ways so care needs to be taken to use the data prudently to inform current practice and policy making without imposing assumptions that may have shifted in the decade since these graduates left our schooling communities. Educators and educational leaders are encouraged to reflect upon these state-based and across sector results and to consider how their schools are shaping the current generation of Australian secondary students to better contribute to the common good in the ever-changing socio-cultural milieu that is contemporary Australian society.

42 Cheng and Iselin, 2020

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