

SNAPSHOT 2019

THE INDEPENDENT SCHOOL SECTOR

INDEPENDENT SCHOOLS IN AUSTRALIA

Characteristics of the sector include:

- a significant and growing share of Australian students
- schools that have strong community links
- a diversity of schools in terms of type, size and focus
- autonomous governance arrangements
- a comprehensive range of accountabilities of schools to parents, governments and other stakeholders
- giving parents choice by providing a wide range of educational programmes and settings
- Independent schools are not-for-profit organisations.

Size of Independent sector 2018

NUMBER OF INDEPENDENT SCHOOLS		SCHOOL TYPE	
Primary	216 20%	Boys' schools	5%
Secondary	48 5%	Girls' schools	6%
Combined	703 66%	Coeducational schools	89%
Special schools	111 9%	Boarding schools	14%
Total	1,078 100%		

Australian Bureau of Statistics (ABS) data does not categorise independent Catholic schools as Independent. These schools are a significant part of the Independent sector and when included there were a total of 1,140 schools and just over 617,008 full-time equivalent students in 2018.

Profile of Independent schools

Unlike other sectors, the majority of Independent schools operate autonomously. Independent schools do not rely on central bureaucracies or authorities and are separately accountable to their parent and school communities. Some Independent schools with common philosophies operate within approved systems. These include Anglican, Lutheran and Seventh Day Adventist Systems. There are also some other groupings of Independent schools. All Independent schools comply with state and federal legislation and regulation.

School Size 2018

- 12% of schools have less than 50 students
- 37% of schools have less than 200 students
- 43% of schools have 200 – 999 students
- 18% of schools have 1,000 – 1,999 students
- 2%, or 22 schools, have 2,000 or more students
- the average size of Independent schools is 528 students
- the average size of a government school is 384 students

Location of Independent schools 2018

65% Major Cities **32%** Regional **3%** Remote

Affiliations of Independent schools 2018

84% of all Independent schools have a religious affiliation.

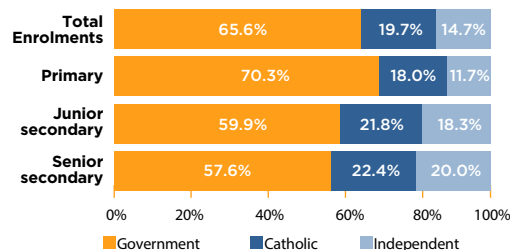
AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	154	154,120	25.0%
Non-Denominational	211	85,760	13.9%
Christian Schools	155	70,775	11.5%
Uniting Church in Australia	44	51,443	8.3%
Catholic	54	43,842	7.1%
Lutheran	80	40,292	6.5%
Islamic	46	36,281	5.9%
Baptist	39	21,855	3.5%
Inter-Denominational	25	16,953	2.7%
Seventh Day Adventist	46	13,638	2.2%
Presbyterian	14	11,298	1.8%
Jewish	19	9,249	1.5%
Steiner School	49	8,985	1.5%
Pentecostal	20	7,578	1.2%
Assemblies of God	11	6,460	1.0%
Montessori School	39	4,938	0.8%
Greek Orthodox	8	3,720	0.6%
Other Catholic	8	3,643	0.6%
Brethren	7	3,237	0.5%
Other Orthodox	5	2,166	0.4%
Other Religious Affiliation*	14	5,944	1.0%
Other**	92	14,833	2.4%

*Other Religious Affiliations' include Churches of Christ, Ananda Marga, Hare Krishna and Society of Friends

**Other includes special schools, international schools, Indigenous schools, and community schools.

STUDENT ENROLMENTS

School enrolments by sector and level 2018



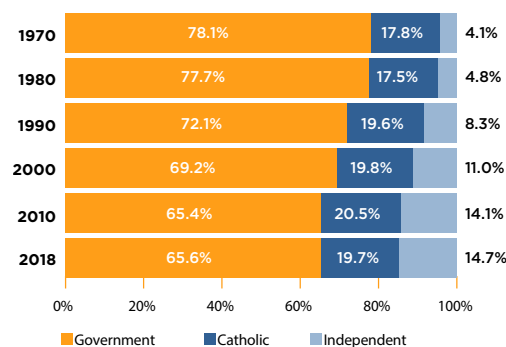
Enrolments in Independent schools, 2018

	MALE	FEMALE	TOTAL
Primary	131,288	130,500	261,788
Secondary	153,239	153,936	307,175
Total	284,527	284,436	568,963

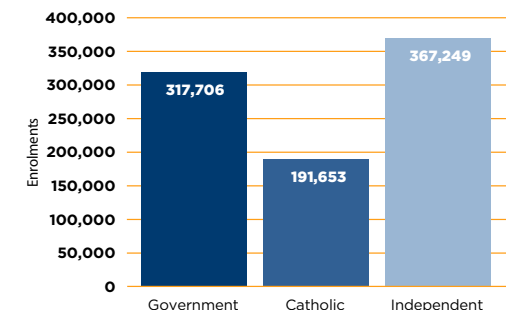
Indigenous students in Independent schools	13,483
Overseas students in Independent schools	7,761
Boarding students in Independent schools	15,831
Students with disability in Independent schools*	
• Students with disabilities (QDTP)	50,235
• Students with disabilities (Supplementary)	47,026
• Students with disabilities (Substantial)	14,151
• Students with disabilities (Extensive)	4,450

*More information on the levels of adjustment for Students with Disability are available at www.nccd.edu.au.

Enrolment change by sector, 1970–2018



Growth in enrolments, 1985–2018



INDEPENDENT SCHOOL TEACHERS

Independent schools employ nearly 17% of all teachers in Australian schools.

55,655 Total number (full-time and part-time)
48,614 FTE (full-time equivalent)

Teachers in the Independent sector by gender and level (FTE) 2018

	PRIMARY	%	SECONDARY	%
Male	4,115	21.8%	12,714	42.7%
Female	14,745	78.2%	17,040	57.3%
Total	18,860	100.0%	29,754	100.0%

Student teacher ratios 1973–2018

YEAR	GOVERNMENT		NON-GOVERNMENT			
	Primary	Secondary	Catholic Primary	Catholic Secondary	Independent Primary	Independent Secondary
1973	25.1	16.2	29.6	22.2	17.1	14.2
1980	20.2	12.2	23.9	16.6	17.3	13.3
1990	17.9	12.0	21.1	14.0	16.9	12.2
2000	17.1	12.6	19.1	13.4	15.7	11.4
2010	15.4	12.3	17.6	12.8	14.9	10.5
2018	14.8	12.3	16.1	12.3	13.9	10.3

Sources: Figures in *Snapshot* are derived from data provided by the Australian Bureau of Statistics, the Australian Government Department of Education and Training, and the Productivity Commission. Depending on the availability of data, enrolment figures are either full-time or full-time equivalent (FTE). Some figures include independent Catholic schools and enrolments. Some figures may not add due to rounding. Figures for the Independent school sector are for the calendar year 2018.

SNAPSHOT 2019

HOW GOVERNMENTS FUND INDEPENDENT SCHOOLS

SOURCES OF INCOME FOR INDEPENDENT SCHOOLS

Private sources of funding (mainly parents)	57%
All government sources	43%

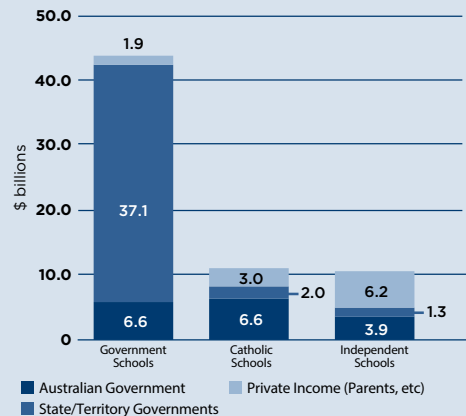
The proportions of private/government funding vary greatly from school to school.

Estimated recurrent savings to governments from the Independent school sector \$4.5 billion p.a.

Public funding of Independent schools

Responsibility for the public funding of schools is shared by the Australian Government and state and territory governments. State and territory governments are the main public funding source for government schools. The Australian Government is the main public funding source for non-government schools, providing 76% of total government recurrent funding for independent schools while states and territories provide 24%.

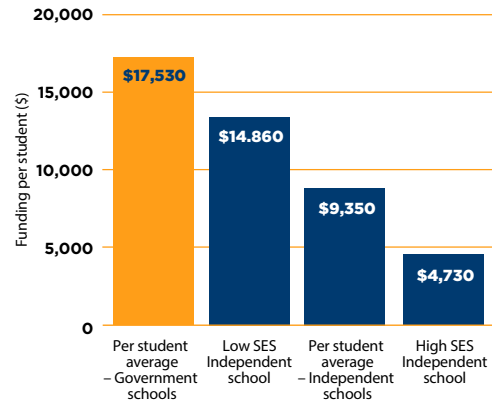
Recurrent funding for school education, 2016-17



Average government recurrent funding per student 2016-17

Government school	\$17,530
Catholic school	\$11,180
Independent school	\$9,350

Total government recurrent funding per student 2016-17 (all government sources)



The amount of funding received from all government sources varies significantly depending on the circumstances of the school.

Australian Government funding from 2019

In 2017 the Australian Government announced changes to the 'Gonski' funding model which had been in place since 2014. Further changes were announced in 2018. The current funding model aims to transition all schools to a set share of Commonwealth funding. For government schools, the Commonwealth share is 20% of their SRS entitlement and for non-government schools the Commonwealth share is 80% of their SRS entitlement. Schools transitioning up to 80% will complete their transition in 2023. Schools transitioning down to 80% will complete their transition in 2029. New schools go straight on to their calculated SRS funding entitlement.

The 'SRS' Funding Model

The core components of the SRS funding model remain largely unchanged, comprising base funding plus loadings to address educational disadvantage. The per-student component is based on the Schooling Resource Standard (SRS) which aims to measure the cost of effective and efficient provision of education.

The loadings in the model are for:

- School location,
- School size,
- Socio-educational disadvantage,
- Indigeneity,
- Low English language proficiency, and
- Students with Disability.

Once fully implemented, loadings will be fully publicly funded.

'Capacity to Contribute'

One feature of the funding model which only affects non-government schools is 'capacity to contribute' (CTC), which means that the amount of base funding they receive is dependent on their schools' community's estimated capacity to pay fees. Currently, CTC is determined by the school's Socio-Economic Status (SES) score utilising area-based data from the ABS Census of Population and Housing. Schools with a higher SES score receive less per capita base funding.

The SES methodology was reviewed in 2018 by the National School Resourcing Board. The Board recommended that the area-based methodology be replaced with a direct measure of CTC based on parental income tax data. Work on this new measure is currently underway. It is intended that the new measure of CTC will be phased in from 2020 to 2022.

State and territory funding contributions

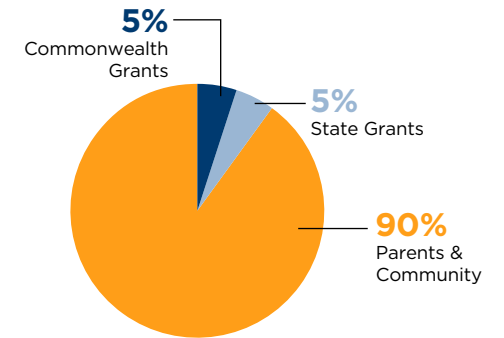
In addition to setting the Australian Government share of SRS for all schools, the legislation also places requirements on state and territory governments in relation to school funding. State and territory governments are required to fund government schools to at least 75 - 80% of their SRS and to fund non-government schools to at least 15 - 20% of their SRS, at the sector level. The specific settings for each state and territory are subject to bilateral agreements between the states and territories and the Australian Government.

CAPITAL FUNDING

Parents and Donors

On average, parents and donors in Independent school communities in 2017 contributed 90% of funds for capital developments, such as school buildings, grounds and equipment.

Main sources of capital funding in Independent schools 2017



Capital Grants Program

Independent committees called Block Grant Authorities in each state and territory administer capital grants for non-government schools on behalf of the Australian Government. In 2018 it is estimated that grants for the Independent sector totalled approximately \$58 million. In the Independent sector Australian Government capital grants are distributed on a needs basis, with priority given to disadvantaged school communities with the least capacity to raise funds.

State and Territory government assistance

In Queensland some capital grants for Independent schools are provided by the state government. Several state and territory governments also provide interest subsidy arrangements.

Note: Funding figures in *Snapshot* use the latest available data which is for the financial year 2016-17, or for the calendar year 2017.

For more information visit www.isca.edu.au