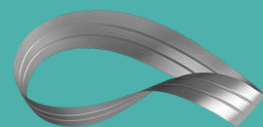

THE INDEPENDENT SCHOOL STUDENT

AN ANALYSIS OF THE 2021
AUSTRALIAN BUREAU OF
STATISTICS CENSUS OF
POPULATION & HOUSING

ISA RESEARCH
REPORT

SEPTEMBER 2023



INDEPENDENT
SCHOOLS
AUSTRALIA

Independent Schools Australia acknowledges the traditional custodians of country throughout Australia and recognises the continuing connection to land, waters and community. We pay respect to Elders past and present, and commit to the ongoing journey of reconciliation.



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RESEARCH PURPOSE

1

This research report provides a broad-brush profile of school students across the three sectors of schooling, with a focus on those attending Independent schools. The report highlights sectoral differences, presents relevant trends across Censuses and contrasts these profiles with the Australian population in general. Wherever possible, the student population in the Independent sector is further investigated, by drilling down into the available Census data.

In addition to providing the Independent sector with a snapshot in time of its students, this analysis also aids in the development of policy and informs ISA's advocacy on behalf of the sector through the provision of a clear understanding of the students in our schools. This initial analysis can also highlight where further investigation and analysis could aid future policy development.

The key demographics explored in this report include location of student, by state and by region; student gender; indigeneity; citizenship; country of birth, for both the student and their parents; language spoken at home; religious affiliation; family composition & labour force status; family income; qualification and occupation group of highest earning parent; student employment and student volunteer status. The report is divided into sections addressing each of these variables. A full listing of the definitions of the demographics is provided in the appendix.

All charts and tables presented in the body of this document are drawn from an in-depth analysis of ABS 2021 Census data, using the ABS TableBuilder Pro service and from customised tables prepared by the ABS for ISA.

ANALYSIS NOTES

2

This report provides an analysis of ABS 2021 Population & Housing Census statistics, exploring the key demographics of the Australian school age population, focussing on the three school sectors, namely: the Independent sector and the Catholic sector, which are collectively referred to as the non-government sector; and the government sector.

Throughout this report, statistics for the three school sectors are compared against each other, and the Independent sector is also compared with the total school student population and the total Australian population. Where the expression 'expected proportion', 'expected share' or 'likelihood' is used, this is referring to the per centage observed in the broad population, when not influenced by a given demographic. For example, as 67 per cent of the total Australian population were born in Australia, we could expect that the proportion or share of Australian-born school students would also be 67 per cent; however, in fact, that share is closer to 87 per cent, so we could then say that there is a higher-than-expected share of school students who were born in Australia.

The classification of the school sectors used in this report are derived from the following ABS Census questions, asked of all people who spent the night at the given dwelling on Census night:

- a) Is the person attending a school or any other educational institution?
- b) What type of educational institution is the person attending? (Include secondary colleges and senior high schools under the 'Secondary school' category)
 - Pre-school
 - Primary school
 - Government ▶ Catholic ▶ Other non-government
 - Secondary school
 - Government ▶ Catholic ▶ Other non-government
 - Tertiary – Vocational education (including TAFE and private training providers)
 - Tertiary – University or other higher education

It must be noted that as the Census is a self-administered questionnaire, respondents answer questions in the way that they regard as best matches their circumstances. In answering the educational institution question, it is assumed that most Catholic Independent students will class themselves as attending a Catholic school, rather than an 'other non-government' (hereafter known as 'Independent') school. This will impact some of the state-by-state findings, especially in New South Wales and the ACT, due to the high proportion of Independent Catholic school students in these jurisdictions.

The estimated 13,400 international students studying in Australia in 2021 at the time of the Census are counted in the Census among the total student population however there is no way of identifying and excluding these students. However, as they represent only 0.3 per cent of the total student population, they should not have a significant impact on any of the demographics included in this report.

In answering the question 'What is the person's religion?' in the Census questionnaire, respondents may either select a pre-defined classification (such as Anglican, Greek Orthodox, Islam, etc.) or complete an 'Other – please specify' box. There are around 150 religions specified in the final Census output from the ABS. In summarising the data, some of the religions have been collapsed into logical groupings, similar to the approach taken by the ABS, to make data handling easier. For details of the groupings of the various religions, see the Appendix. Note, throughout this report the label of 'Christian' is assigned to all non-Catholic Christians (including those of Orthodox affiliation, per the ABS definition). It is also likely that some parents completed this question on behalf of their child.

INDEPENDENT SCHOOL STUDENTS: A BROAD-BRUSH PROFILE

3

The Independent sector is comprised of a diverse range of more than 1,200 schools and a highly varied population of more than half a million students.

While there is no one description that fits all Independent school students, according to the latest Census figures, the profile of the 'typical' Australian Independent school student would be: a non-indigenous, English-speaking person, equally likely to be male or female, who is an Australian citizen. They may live in any state of Australia (in proportion with that of the broader population) but are more likely to live in a capital city than the balance of the country, when compared with the wider Australian population. It should be noted that this is also the 'typical' Catholic and Government school student.

In comparison with all school students in Australia, the Independent school student is more likely to be in secondary school than primary school, to live as part of a 'couple' family (rather than a one parent family) where both parents are employed, and with a family income in the middle bracket (\$74,750 - \$194,999). It is also more likely that the Independent school student's main breadwinning parent is university educated and working in a professional or managerial role. While most school students do not hold a part-time job or volunteer in an organisation, the Independent school student is more likely to be volunteering for an organisation but is less likely than the average student to have paid employment.

In terms of religious affiliation, by proportion, the Independent school student is equally likely to follow a Christian religion or have no religion at all (although more likely than the total school student population follow a religion). Also, when contrasted with the general student population, the Independent student is less likely to be Catholic and more likely to be Christian or Islamic.

Finally, although most Independent school students are Australian-born native English speakers, if they were born overseas the most likely country of birth would be England, China, India, South Africa or New Zealand (although students from India and New Zealand tend to favour government schools). To round out the profile, if English were not their native tongue, the Independent school student would speak a Chinese language, Arabic or Indo-Aryan languages (i.e., Punjabi, Hindu, Urdu, Bengali).

Table 3.1 on the next page shows a summary of the attributes of each demographic for the average Independent school student when compared with the entire school student population in Australia. Characteristics are displayed in order of size, with the highest share attribute being leftmost in each row, progressing to smaller shares when read from left to right. Attributes highlighted in **green** are those where Independent school students are more highly represented than numerically expected when compared with the entire Australian student population, and, conversely, the **red** indicates those with a lower-than-expected share.

For example, for the *school level* demographic:

School Level: Secondary > Primary

- Reading left to right, by proportion, there are more secondary than primary level Independent school students;
- There are more secondary level (green) but fewer primary level (red) Independent school students than expected, based on the split of school level in the total Australian school student population.

TABLE 3.1 INDEPENDENT SCHOOL STUDENT PROFILE

Locality:	Capital city > Balance of country
State:	NSW > VIC > QLD > WA > SA > ACT > TAS > NT
Sex:	Female = Male
School Level:	Secondary > Primary
Indigeneity:	Non-Indigenous > Indigenous
Citizenship:	Australian > Other
Country of Birth:	Australia > England > China > India > South Africa > New Zealand > USA > Hong Kong
Birthplace of Parents:	Both Australia > Both overseas > Father overseas > Mother overseas
English Proficiency:	English only > English very well/well > English not well/not at all
Language Spoken at Home:	English > Mandarin > Arabic > Urdu > Cantonese = Greek > Punjabi = Hindi = Bengali
Religious Affiliation:	No religion > Anglican > Catholic > Islam > Christian (no further description) > Pentecostal > Baptist
Family Composition:	Couple family > One parent family
Family Labour Force Status:	Couple - both working > Couple - one working > One parent - working > One parent - not working > Couple – both not working
Family Income:	Medium (\$74,750-\$194,999) > High (\$195,000 or more) > Low (\$74,750 or less)
Qualification*:	University > Other qualification > Year 12 or lower
Occupation*:	Managers & Professionals > Trades & Services > Sales & Admin > Labourers & Operators
Student Labour	Not in labour force > Employed > Unemployed but looking
Voluntary Work:	Not a volunteer > Volunteer

* for highest earning parent

> *higher proportions*

= *similar proportions*

Higher share than expected when compared with the boarder population.

Lower share than expected when compared with the broader population.

SIZE AND LOCATION OF STUDENT POPULATION

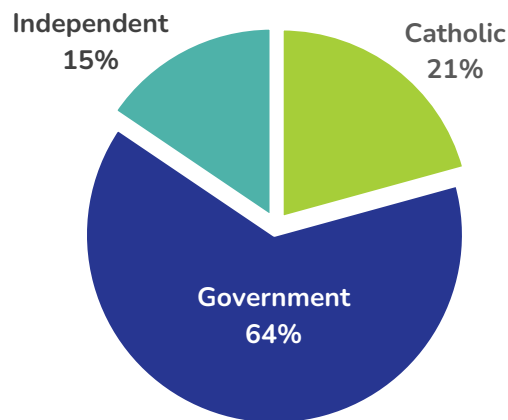
4

The Independent sector is the smallest school sector in Australian schooling, followed by the Catholic sector, with the government sector being the largest. The Independent sector is larger than average in Western Australia and South Australia, while there is a higher proportion of Catholic sector students in the ACT¹.

Although included in this report, ISA does not endorse using ABS Census of Population and Housing figures to report enrolment trends and typically utilises full data collections from the Department of Education, ACARA and the ABS Schools Australia publication. From these full data collections ISA reports the Independent sector having 17 per cent of enrolments in 2021, the Catholic sector 18 per cent and Government sector 65 per cent. More information can be found in ISA's Enrolment Trends and Projections publication and Snapshot on the Independent Schools Australia website.

In 2021, 14 per cent (3.69 million) of Australia's 25.48 million population were school students. Of these, 15 per cent attended Independent schools, 21 per cent went to Catholic schools and the remaining 64 per cent were government school students.

FIGURE 4.1 PROPORTION OF SCHOOL ENROLMENTS BY SECTOR, 2021

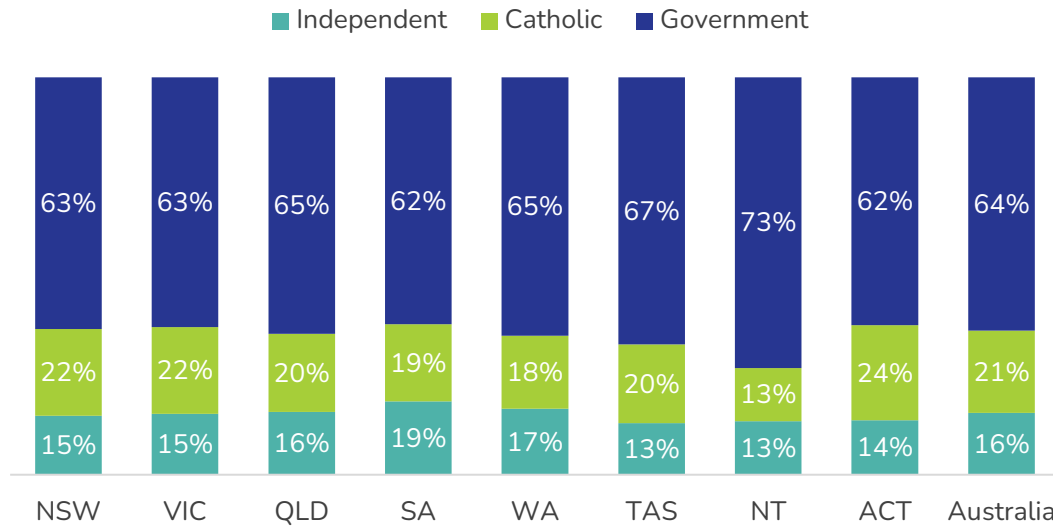


While these proportions are consistent across most of Australia, South Australia (19 per cent) and Western Australia (17 per cent) have a higher per centage of Independent school students within their state; ACT skews higher than other states for Catholic sector students (24 per cent)¹; and the Northern Territory (73 per cent) and Tasmania (67 per cent) have a larger government sector.

¹ While ACT has the highest proportion of Catholic students, many Catholic schools in the ACT are non-systemic and are full members of the *Association of Independent Schools of the ACT*.

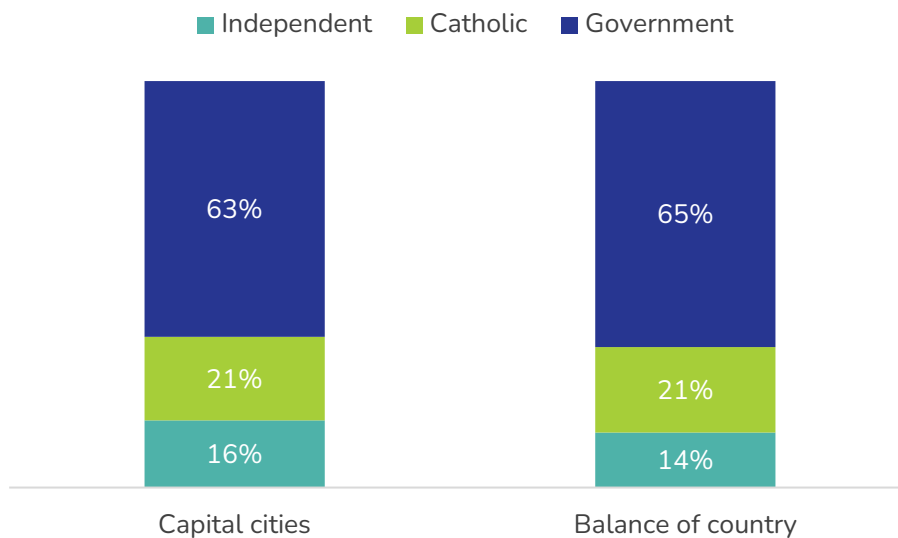
It is important to note that other datasets exist from the Australian Government Department of Education, ACARA and the Australian Bureau of Statistics that more accurately define the number of students within each school sector.

FIGURE 4.2 STUDENT POPULATION BY SECTOR, BY STATE, 2021



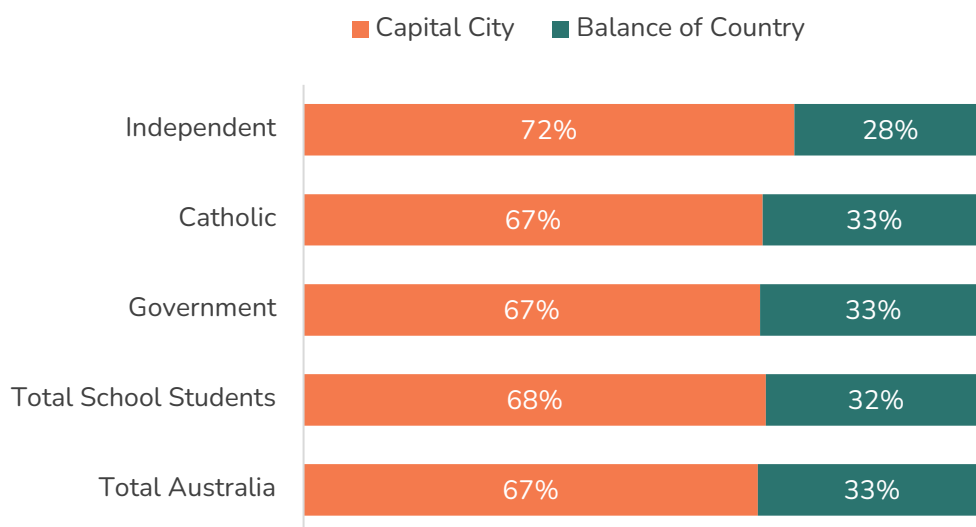
The Independent sector has a higher share of enrolments in the capital city regions, compared with the national data, while the government sector has a greater enrolment share in the balance of the country (outside the capital city area).

FIGURE 4.3 STUDENT POPULATION BY SECTOR, BY REGIONALITY, 2021



While 68 per cent of all school students (and 67 per cent of all Australians) live in capital city areas, 72 per cent of Independent school students live in the capital cities.

FIGURE 4.4 STUDENT POPULATION BY REGIONALITY, BY SCHOOL SECTOR, 2021



Looking only the Independent sector, due to the differing levels of urbanisation of Australia’s states and territories, the proportion of Independent school students in the capital cities varies by state. In the ABS definition, the entire ACT is defined as being within the capital city area, so 100 per cent of the ACT’s Independent school students reside in that area. Apart from the ACT, the three states with the highest share of Independent school students in their capital city area are Western Australia, South Australia and Victoria. Conversely, due to the distribution of the population and schools in more remote areas, Queensland, Tasmania and the Northern Territory have a lower-than-expected share of Independent school students living in capital cities.

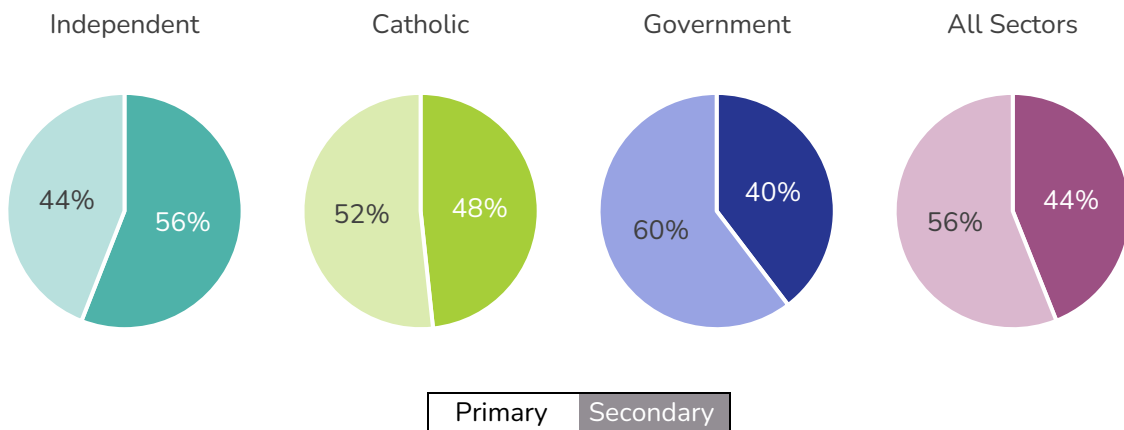
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SCHOOL LEVEL

At the time of the last Census, there were more primary than secondary level students in Australian schools. In Independent schools, however, the reverse was true.

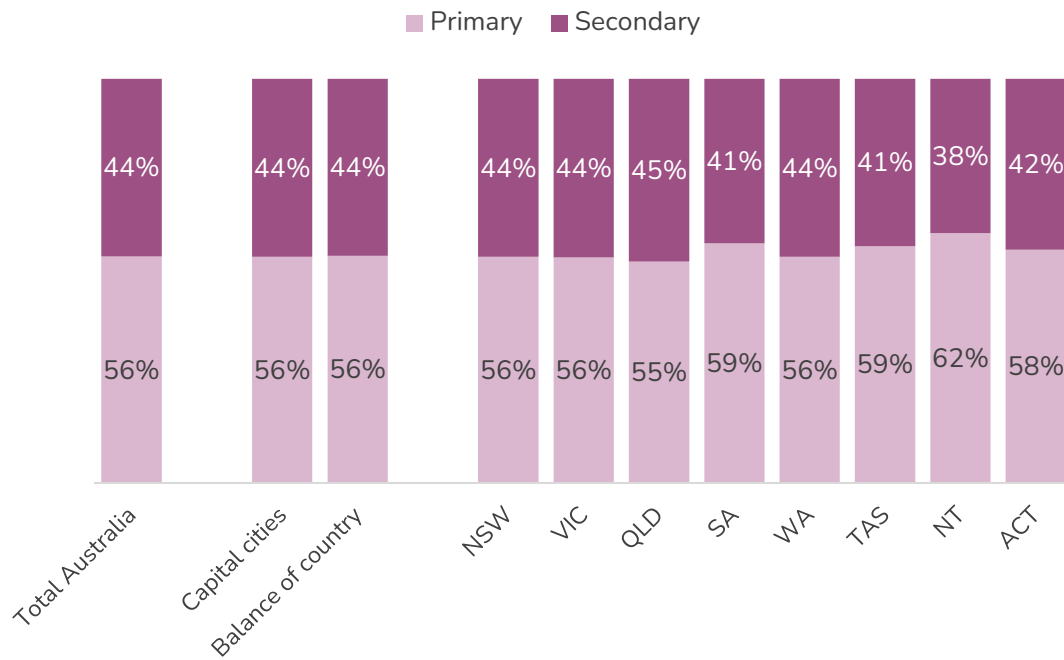
More than half of Australian school students are in primary school with the balance in secondary school, and this is the case for both the Catholic and government sectors. The opposite is true for the Independent sector, where secondary students represent a larger share of the total than that of primary students.

FIGURE 5.1 SCHOOL SECTOR BY SCHOOL LEVEL



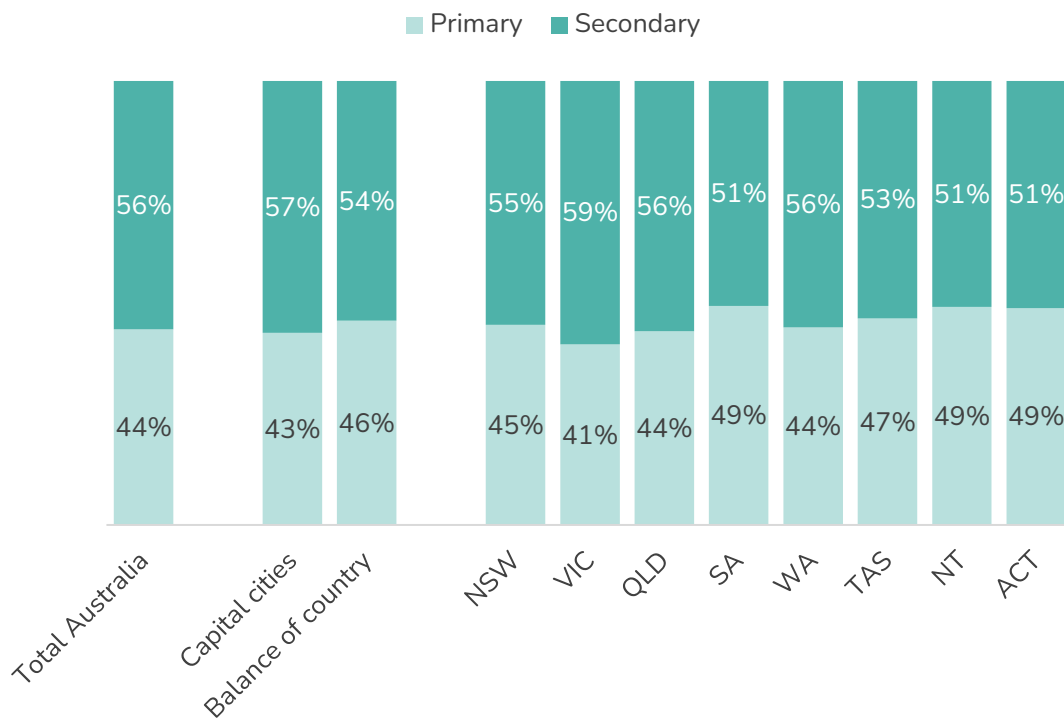
The split by school level for the entire Australian school population is relatively consistent across most Australian states and territories within a few per centage points. The states and territories with the greatest variance are the Northern Territory (primary: 38 per cent, secondary: 62 per cent), South Australia (primary: 41 per cent, secondary: 59 per cent), and Tasmania (primary: 41 per cent, secondary: 59 per cent).

FIGURE 5.2 SCHOOL STUDENT POPULATION BY SCHOOL LEVEL, BY GEOGRAPHY, ALL SECTORS



Focussing on Independent school students only, the high share of secondary level students is partly due to the distribution in capital cities (secondary 57 per cent in capital cities, secondary 54 per cent balance of country) and in Victoria (59 per cent of Independent school students in the secondary level).

FIGURE 5.3 SCHOOL STUDENT POPULATION BY SCHOOL LEVEL, INDEPENDENT SECTOR



SEX

6

Although there is generally an even balance of male and female students across all school sectors, school levels, and key demographics, female students are slightly less likely to attend a government school.

TABLE 6.1 PROPORTION OF MALE AND FEMALE STUDENTS BY SCHOOL SECTOR

SEX (%)	INDEPENDENT	CATHOLIC	GOVERNMENT	PRIMARY	SECONDARY	ALL STUDENTS
MALE	50%	50%	52%	51%	51%	51%
FEMALE	50%	50%	48%	49%	49%	49%

ABORIGINAL AND TORRES STRAIT ISLANDERS

7

Only a small proportion of Australian students identify as Aboriginal and Torres Strait Islander, with an even smaller percentage of Aboriginal and Torres Strait Islander students in Independent and Catholic schools.

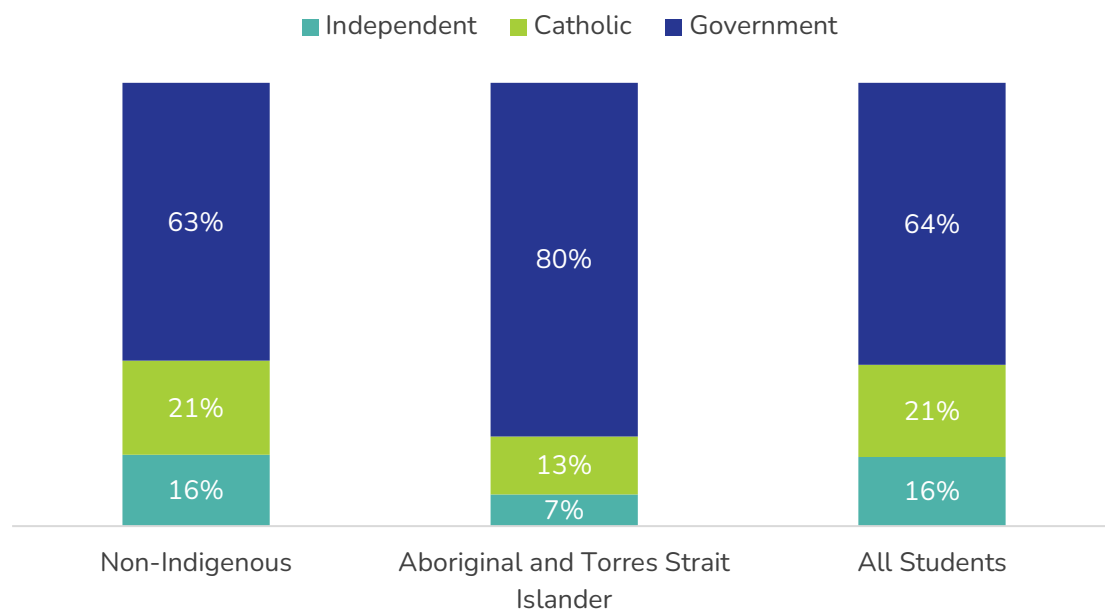
Across the nation, only 3 per cent of all Australians and 6 per cent of all school students identify as Aboriginal or Torres Strait Islander. The Independent and Catholic sectors both have 3 per cent Aboriginal and Torres Strait Islander students, and the government sector has 7 per cent.

TABLE 7.1 PROPORTION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS BY SCHOOL SECTOR

	INDEPENDENT	CATHOLIC	GOVERNMENT	PRIMARY	SECONDARY	ALL STUDENTS
Non-Indigenous	97%	97%	93%	94%	95%	94%
Aboriginal and Torres Strait Islander	3%	3%	7%	6%	5%	6%

Of the 204,000 Aboriginal and Torres Strait Islander school students in Australia, 80 per cent attend government schools, with only 7 per cent at Independent schools and 13 per cent of Aboriginal and Torres Strait Islander students in the Catholic sector.

FIGURE 7.1 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT POPULATION BY SCHOOL SECTOR



Among Independent school students, the per centage of Aboriginal and Torres Strait Islander students is about 3 per cent regardless of school level, student gender or geography. The exception is Northern Territory where there are significantly more Aboriginal and Torres Strait Islander students in the Independent sector (17 per cent) with a varying number in primary (12 per cent) vs secondary (23 per cent).

CITIZENSHIP



Almost all Australian school students are citizens of Australia, with school students more likely to be citizens than the broader Australian population. Independent school students attract their proportional share of non-citizens.

At the time of the Census, 93 per cent of all school students held Australian citizenship, compared to 88 per cent of all Census respondents in Australia.

TABLE 8.1 PROPORTION OF STUDENTS WITH AUSTRALIAN CITIZENSHIP BY SCHOOL SECTOR

CITIZENSHIP	INDEPENDENT	CATHOLIC	GOVERNMENT	PRIMARY	SECONDARY	ALL STUDENTS
AUSTRALIAN	94%	96%	92%	93%	93%	93%
OTHER	6%	4%	8%	7%	7%	7%

Of the 253,000 non-Australian citizen students, 13 per cent (about 34,000 students) attend Independent schools. This per centage is unchanged from the 2016 Census.

The share of non-Australian citizens is lower for Catholic schools and higher in government schools.

In the Independent sector, Victoria and Western Australia have the lowest proportion of Australian citizens in its schools (93 per cent) while the ACT has the highest at 96 per cent.

COUNTRY OF BIRTH OF STUDENTS AND PARENTS

9

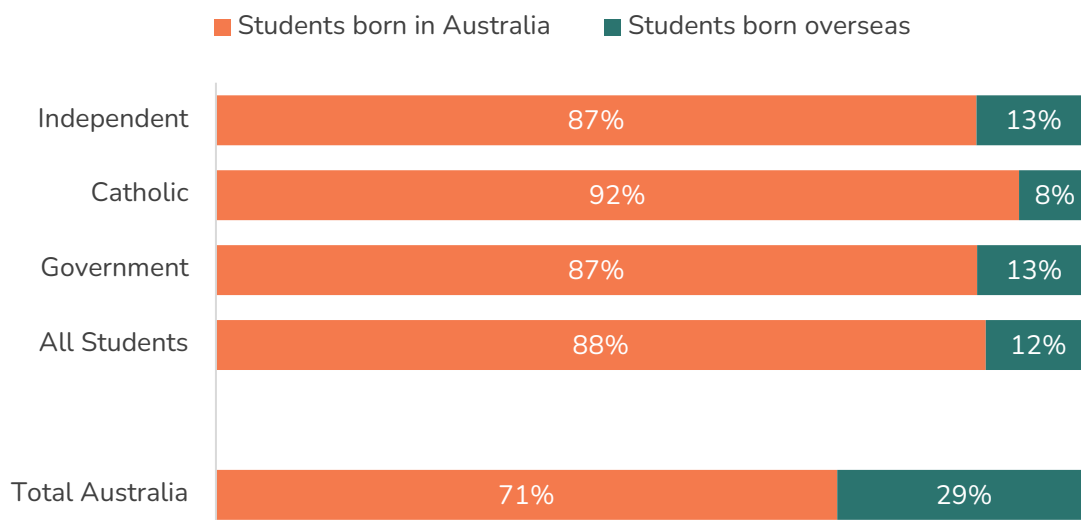
Nine out of ten school students were born in Australia, while only seven out of ten of all Australians in the broader population were born in Australia. Independent school students in primary schools are more likely to be Australian born than their secondary peers, as are Independent schools students living outside of the capital city of their state, when compared with their capital city counterparts.

Over half of school age children are from families with both parents born in Australia. However, among families with children attending Independent schools this percentage is lower.

In 2021, 71 per cent or 17 million of the total Australian population were Australian born (up from 67 per cent in 2016).

Among school students, 88 per cent (3.2 million) were born in Australia, up from 87 per cent in 2016.

FIGURE 9.1 STUDENT POPULATION BY SCHOOL SECTOR, BY COUNTRY OF BIRTH OF STUDENT

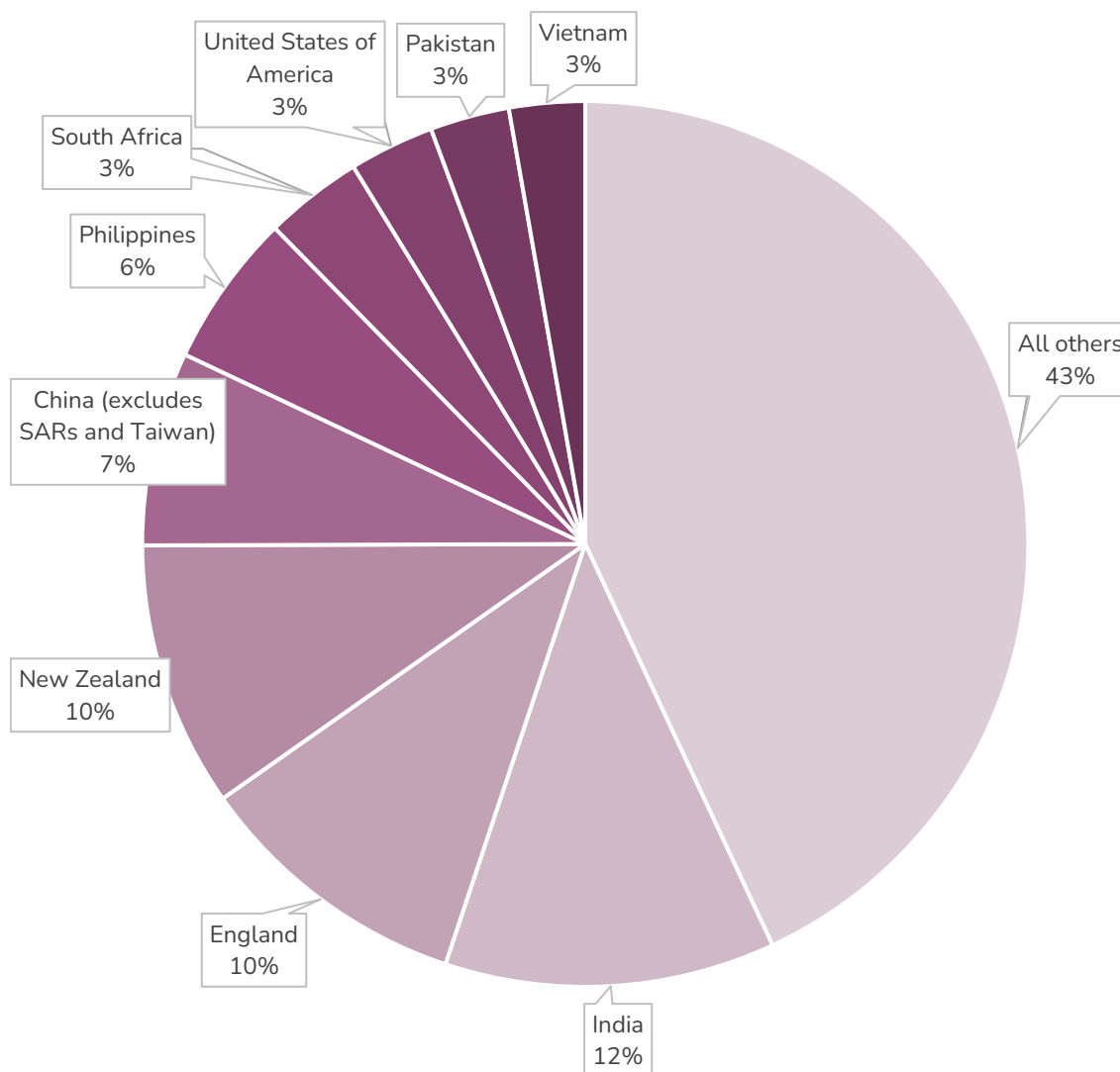


Among Independent school students, primary level students are slightly more likely to be Australian born than their secondary level counterparts (90 per cent vs 85 per cent), as are those living in the balance of the country rather than the capital cities (91 per cent vs 85 per cent). Western Australia is state with the lowest rate of Australian born Independent school students with 84 per cent, while Tasmania is highest at 92 per cent.

One-third of all students born overseas were born in India, England or New Zealand. Independent school students born overseas are more likely to be born in England, China or South Africa than the general student population of Australia.

Most of the students in Australia born overseas in were born in India (12 per cent), England (10 per cent) and New Zealand (10 per cent). This is followed by China (7 per cent) and Philippines (6 per cent).

FIGURE 9.2 COUNTRY OF BIRTH FOR OVERSEAS-BORN AUSTRALIAN STUDENTS (ALL SCHOOL SECTORS)



The profile of country of birth of students in Independent schools differs from the broader student population with a higher proportion of students born in England, China, South Africa and Hong Kong, but fewer from India (more predominant in Catholic and government schools), New Zealand (more predominant in government schools) and the Philippines (more predominant in Catholic schools).

Independent school students born in England are more likely to be in secondary rather than the primary school level (primary 13 per cent vs. secondary 17 per cent), while those born in China tend to be more evenly distributed (primary 12 per cent vs. secondary 13 per cent) and students born in India are more likely to be in the primary school level (primary 9 per cent vs secondary 7 per cent).

TABLE 9.1 COUNTRY OF BIRTH FOR OVERSEAS-BORN AUSTRALIAN STUDENTS BY SCHOOL SECTOR

COUNTRY OF BIRTH	INDEPENDENT	CATHOLIC	GOVERNMENT
INDIA	8%	13%	13%
ENGLAND	15%	13%	8%
NEW ZEALAND	7%	8%	11%
CHINA	12%	5%	6%
PHILIPPINES	2%	9%	6%
SOUTH AFRICA	7%	4%	3%
USA	5%	3%	3%
PAKISTAN	3%	1%	3%
VIETNAM	1%	3%	3%
ALL OTHERS	39%	43%	44%

As may be expected, the distribution of overseas-born students differs across the Australian states, perhaps according to where individual communities have chosen to settle in Australia or where overseas students have chosen to study.

The table below shows the location of overseas-born Independent school students across each of the states and territories. Of note, Western Australia has larger English (20 per cent) and South African (15 per cent) Independent school student populations, while students born in China (21 per cent) and New Zealand (13 per cent) are more likely to attend Queensland Independent schools.

TABLE 9.2 COUNTRY OF BIRTH OF OVERSEAS-BORN INDEPENDENT STUDENTS BY COUNTRY OF BIRTH & STATE

COUNTRY OF BIRTH	NSW	VIC	QLD	WA	SA	TAS*	ACT*	NT*	ALL INDEPENDENT STUDENTS
ENGLAND	15%	11%	18%	20%	17%	16%	15%	14%	15%
CHINA	12%	21%	8%	3%	13%	11%	7%	4%	12%
INDIA	6%	11%	5%	5%	9%	9%	14%	11%	8%
SOUTH AFRICA	4%	3%	11%	15%	7%	11%	4%	7%	7%
NEW ZEALAND	4%	6%	13%	7%	3%	4%	3%	10%	7%
USA	7%	5%	5%	4%	4%	8%	12%	16%	5%
PAKISTAN	4%	5%	1%	3%	4%	1%	3%	0%	3%
PHILIPPINES	2%	1%	2%	4%	3%	4%	2%	9%	2%
VIETNAM	1%	1%	1%	1%	1%	0%	1%	0%	1%
ALL OTHERS	44%	37%	36%	39%	40%	36%	38%	29%	39%

*small cell size – data should be used with caution

Since 2011, while the proportion of students within the Independent sector that are Australian born has remained steady, there has been some significant changes in terms of the countries students were born in.

TABLE 9.3 COUNTRY OF BIRTH OF STUDENTS, INDEPENDENT SECTOR, 2006-2021

COUNTRY OF BIRTH OF STUDENT	2006	2011	2016	2021
STUDENTS BORN IN AUSTRALIA	89%	87%	86%	87%
STUDENTS BORN OVERSEAS	11%	13%	14%	13%

While the proportion of overseas-born Independent students from England has remained relatively unchanged over time, there are some countries that have seen significant changes:

- The proportion of overseas-born students at Independent schools from China has increased from 6 per cent in 2006 to 12 per cent in 2021.
- The proportion of overseas-born students at Independent schools from India has increased from 2 per cent in 2006 to 8 per cent in 2021.
- The proportion of overseas-born students at Independent schools from South Africa has decreased from 12 per cent in 2006 to 7 per cent in 2021.

TABLE 9.4 COUNTRY OF BIRTH OF OVERSEAS-BORN STUDENTS, INDEPENDENT SECTOR, 2006-2021

COUNTRY OF BIRTH	2006	2011	2016	2021
ENGLAND	16%	18%	18%	15%
CHINA	6%	6%	10%	12%
INDIA	2%	3%	5%	8%
SOUTH AFRICA	12%	13%	9%	7%
NEW ZEALAND	9%	9%	8%	7%
USA	6%	6%	6%	5%
HONG KONG	5%	3%	3%	4%
PAKISTAN	1%	1%	2%	3%
SINGAPORE	3%	3%	2%	3%
ALL OTHERS	40%	38%	37%	44%

While 56 per cent of all Australian school students have both parents born in Australia, the Independent sector skews lower, at 50 per cent.

TABLE 9.5 BIRTHPLACE OF PARENTS BY SCHOOL SECTOR

BIRTHPLACE OF PARENTS	INDEPENDENT	CATHOLIC	GOVERNMENT	ALL STUDENTS
BOTH PARENTS BORN IN AUSTRALIA	50%	61%	55%	56%
AT LEAST ONE PARENT BORN OVERSEAS	50%	39%	45%	44%
- BOTH PARENTS BORN OVERSEAS	30%	22%	28%	27%
- FATHER ONLY BORN OVERSEAS	11%	9%	9%	9%
- MOTHER ONLY BORN OVERSEAS	9%	8%	8%	8%

Further, for Independent school students, only 43 per cent of those who attend school in capital city areas have both parents born in Australia versus 68 per cent for their more rural counterparts. In New South Wales, only 38 per cent of Independent school students have both parents born in Australia, while Tasmania has the highest rate at 68 per cent.

Students that arrived in Australia within the period of 2017-2021 were most likely to go to a government school (74 per cent). Followed by the Independent sector (15 per cent) and the Catholic sector (11 per cent).

TABLE 9.6 STUDENTS BY SECTOR, ARRIVAL DATE IN AUSTRALIA

BIRTHPLACE OF PARENTS	INDEPENDENT	CATHOLIC	GOVERNMENT	ALL STUDENTS
ARRIVAL IN AUSTRALIA 2012-2016	16%	14%	70%	100%
ARRIVAL IN AUSTRALIA 2017-2021	15%	11%	74%	100%

LANGUAGE SPOKEN AT HOME 10

English is the predominant language spoken at home by Australian school students, regardless of school sector or level. One-third of Independent sector students who speak another language at home speak Arabic or Chinese (Mandarin or Cantonese).

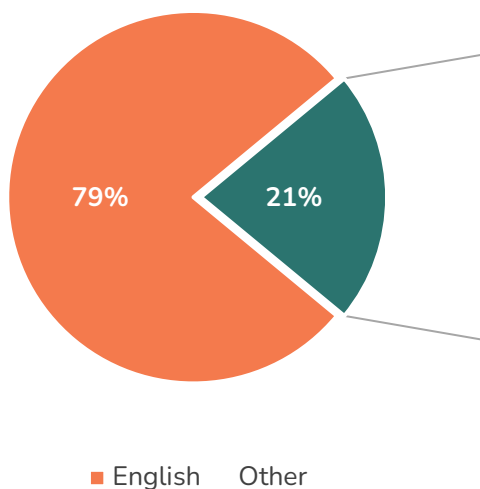
In 2021, about 79 per cent of school students and 76 per cent of the total Australian population spoke English as the main language spoken at home. This is down from 82 per cent of school students and 78 per cent of total Australian population in 2016.

Mandarin (12 per cent), Arabic (9 per cent) and Vietnamese (6 per cent) were the main foreign languages spoken at home among the broader Australian non-English population.

Students in Independent schools were more likely to speak Mandarin (18 per cent vs 12 per cent of all school students), Arabic (13 per cent vs 9 per cent of all school students) and Urdu (6 per cent vs 3 per cent of all school students).

Students in Independent schools were less likely to speak the Philippine languages (1 per cent vs 3 per cent of all school students) or Vietnamese (2 per cent vs 6 per cent of all school students), both of which are more commonly spoken by Catholic school students (4 per cent and 10 per cent respectively).

TABLE 10.1 LANGUAGE SPOKEN AT HOME BY SCHOOL SECTOR



LANGUAGE (%)	INDEPENDENT	CATHOLIC	GOVT	TOTAL AUSTRALIA
CHINESE	22%	10%	16%	17%
- MANDARIN	18%	7%	12%	12%
- CANTONESE	4%	3%	4%	4%
- OTHER CHINESE	<1%	<1%	<1%	<1%
ARABIC	13%	9%	8%	6%
VIETNAMESE	2%	10%	6%	6%
PUNJABI	3%	5%	5%	4%
HINDI	3%	3%	4%	3%
URDU	6%	1%	3%	2%
GREEK	4%	5%	2%	4%
PHILIPPINE LANGUAGES	1%	4%	3%	4%
- TAGALOG	1%	2%	1%	2%
- FILIPINO	0%	2%	1%	2%
MALAYALAM	2%	5%	2%	1%
KOREAN	2%	2%	3%	2%
ALL OTHERS	42%	47%	49%	49%

Within the Independent school student population, students living outside capital cities are more likely to 'speak English only at home' (92 per cent outside capital cities vs 73 per cent inside capital cities), consistent with demographic splits for country of birth for students and their parents,

It is also worth noting that among Independent school students, Arabic, Mandarin, Punjabi and Urdu are more likely spoken at the primary level, while Cantonese, Greek, Afrikaans and Vietnamese are more likely to be spoken among secondary level students.

Since 2006, the proportion of students who predominantly speak English at home has decreased from 86 per cent to 78 per cent. Among students that speak another language at home other than English, those speaking Mandarin have increased from 10 per cent in 2006 to 18 per cent in 2021. Languages from the Indo-Aryan languages and those in nearby regions (including Urdu, Punjabi, Hindi, Bengali) have increased from 6 per cent in 2006 to 18 per cent in 2021.

TABLE 10.2 LANGUAGE SPOKEN AT HOME OTHER THAN ENGLISH, INDEPENDENT SECTOR, 2006-2021

LANGUAGE (%)	2006	2011	2016	2021
CHINESE	20%	18%	19%	22%
- MANDARIN	10%	10%	14%	18%
- CANTONESE	10%	7%	5%	4%
- OTHER CHINESE	<1%	<1%	<1%	<1%
ARABIC	14%	14%	14%	13%
URDU	1%	3%	5%	6%
GREEK	10%	8%	6%	4%
PUNJABI	1%	1%	1%	3%
HINDI	2%	2%	3%	3%
BENGALI	1%	1%	2%	3%
AFRIKAANS	2%	3%	3%	2%
KOREAN	4%	3%	2%	2%
VIETNAMESE	3%	3%	3%	2%
ALL OTHERS	42%	43%	43%	40%

Most overseas-born Independent school students speak English at home. Those who do speak another language at home are most likely to be Australian born to overseas-born parents, and despite speaking their native tongue at home, have indicated they can also speak English very well.

Almost half (46 per cent) of the more than 76,000 Independent school students who were born overseas speak only English at home.

Among those Independent school students who speak a language other than English at home, two-thirds (68 per cent) were born in Australia and half (48 per cent) were born in Australia and had both parents born overseas. That said, almost all (98 per cent) of the Independent school students who speak another language at home have indicated they can speak English very well or well.

RELIGIOUS AFFILIATION

11

Two out of three Australians have a religious affiliation of some nature, with around one in four identifying as Christian and one in five identifying as Catholic. Naturally, Catholic schools attract more Catholic students; while more than half of government school students do not identify as having a religion, and Independent schools attract predominantly Christian and non-religious students.

At Independent schools, 13 per cent of students identify as Catholic, with 36 per cent identifying as Christian (compared with a Christian population of 13 per cent in Catholic schools and 18 per cent in government schools). Around one in three Independent school students (35 per cent) identify with any religion.

While in total, 23 per cent of all Australian students are Catholic, 61 per cent of students in the Catholic sector identify as Catholic while 20 per cent of students in the Catholic sector are not identifying with any religion. Government schools have the highest proportion of non-religious students (54 per cent).

TABLE 11.1 RELIGIOUS AFFILIATION BY SCHOOL SECTOR

RELIGIOUS AFFILIATION (%)	INDEPENDENT	CATHOLIC	GOVERNMENT	ALL STUDENTS	TOTAL AUSTRALIA
NO RELIGION	36%	20%	55%	45%	39%
CATHOLIC	13%	62%	13%	23%	20%
CHRISTIAN	37%	13%	19%	20%	24%
- ANGLICAN	12%	4%	7%	7%	10%
- CHRISTIANITY (UNSPECIFIED)	6%	2%	3%	3%	3%
- PENTECOSTAL	3%	<1%	<1%	1%	1%
- BAPTIST	3%	<1%	1%	2%	1%
- UNITING CHURCH	2%	1%	2%	2%	3%
- EASTERN ORTHODOX	2%	3%	2%	2%	2%
- PRESBYTERIAN	2%	<1%	<1%	<1%	2%
- LUTHERAN	1%	<1%	<1%	1%	<1%
- SEVENTH DAY ADVENTIST	<1%	<1%	<1%	<1%	<1%
- OTHER CHRISTIANITY	3%	1%	2%	2%	2%
ISLAM	9%	1%	6%	5%	3%
HINDUISM	2%	2%	3%	3%	3%
BUDDHISM	1%	1%	2%	2%	2%
OTHER RELIGIONS	<1%	<1%	1%	1%	1%
JUDAISM	2%	<1%	<1%	<1%	<1%
OTHER SPIRITUAL BELIEFS	<1%	<1%	<1%	<1%	<1%

Independent school students living in the capital city areas are more likely to follow Islam (11 per cent in capital cities vs. 1% outside capital cities), Hinduism (3 per cent vs. 1%) and Judaism (2 per cent vs 0.1 per cent) than their more regional counterparts. Christianity is more common in areas outside capital cities (34 per cent in capital cities vs. 43 per cent outside capital cities).

School students identifying with a Catholic religion are more likely to attend an Independent school if their family income is high, with 50 per cent of students identifying with the Catholic religion at

Independent schools having family incomes in the highest income bracket, compared with 34 per cent in Catholic schools. Conversely, Catholic-religion students in the lowest income bracket are more likely to attend a government school than a Catholic school. The proportion of Catholic-religious students enrolled in Independent schools has increased from 7 per cent in 2006 to 9 per cent in 2021.

Religious affiliation over time

There have been significant changes in the religions students follow over the past four Censuses, with a general rise in the numbers of non-religious students and a fall in the numbers of those identifying as Catholic or Christian.

In 2006, 'Christian' was the dominant religion of students across all schooling sectors, comprising 37 per cent of all school students and this has slowly decreased over time to 20 per cent in 2021. The proportion of students identifying as Catholic has also decreased from 33 per cent in 2006 to 23 per cent in 2021.

In 2006, only 24 per cent of school students identified as non-religious, and this has almost doubled to 45 per cent in 2021. There has also been a rise in students identifying their religion as Islam (3 per cent in 2006 to 5 per cent in 2021) and Hindu (1 per cent in 2006 to 3 per cent in 2021).

TABLE 11.2 RELIGIOUS AFFILIATION 2006 – 2021, ALL SECTORS

RELIGIOUS AFFILIATION (%)	2006	2011	2016	2021
NO RELIGION	24%	26%	35%	45%
CATHOLIC	33%	31%	28%	23%
CHRISTIAN	37%	35%	28%	20%
ISLAM	3%	3%	4%	5%
HINDUISM	<1%	1%	2%	3%
BUDDHISM	2%	2%	2%	2%
OTHER RELIGIONS	<1%	<1%	<1%	1%
JUDAISM	<1%	<1%	<1%	<1%
OTHER SPIRITUAL BELIEFS	<1%	<1%	<1%	<1%

In the Independent sector, Christianity was the most popular religion of students in 2006 with 58 per cent of students identifying with a Christian religion and only 18 per cent identifying as non-religious. In 2021, the proportion of Christian and non-religious students was almost equal, with 37 per cent and 36 per cent respectively.

It should be noted that Independent schools are currently experiencing record levels of enrolment growth, despite the majority of Independent schools aligning with a religious affiliation. As of this report, Independent schools are their highest point in terms of both enrolments and enrolment share.

TABLE 11.3 RELIGIOUS AFFILIATION 2006 – 2021, INDEPENDENT SECTOR

RELIGIOUS AFFILIATION (%)	2006	2011	2016	2021
CHRISTIANITY	58%	54%	46%	37%
NO RELIGION	18%	21%	28%	36%
CATHOLIC	16%	16%	15%	13%
ISLAM	4%	5%	6%	9%
HINDUISM	1%	1%	1%	2%
JUDAISM	2%	2%	2%	2%
BUDDHISM	<1%	<1%	1%	1%
OTHER RELIGIONS	<1%	<1%	<1%	<1%
OTHER SPIRITUAL BELIEFS	<1%	<1%	<1%	<1%

In the Catholic sector, 78 per cent of students identified as Catholic in 2006 and this has decreased to 62 per cent in 2021. The proportion of non-religious students has increased from 6 per cent to 20 per cent.

TABLE 11.4 RELIGIOUS AFFILIATION 2006 – 2021, CATHOLIC SECTOR

RELIGIOUS AFFILIATION (%)	2006	2011	2016	2021
CATHOLIC	78%	74%	70%	62%
NO RELIGION / SECULAR	6%	8%	12%	20%
CHRISTIANITY	14%	15%	14%	13%
HINDUISM	<1%	1%	1%	2%
BUDDHISM	<1%	1%	1%	1%
OTHER RELIGIONS	<1%	<1%	<1%	<1%
ISLAM	<1%	<1%	<1%	<1%
OTHER SPIRITUAL BELIEFS	<1%	<1%	<1%	<1%
JUDAISM	<1%	<1%	<1%	<1%

In the government sector, in 2006 the main religion of students was Christianity (41 per cent) but this reduced to 19 per cent in 2021. Now, more than half of students at government schools identify as non-religious.

TABLE 11.5 RELIGIOUS AFFILIATION 2006 – 2021, GOVERNMENT SECTOR

RELIGIOUS AFFILIATION (%)	2006	2011	2016	2021
NO RELIGION / SECULAR	31%	34%	44%	55%
CHRISTIANITY	41%	37%	29%	19%
CATHOLIC	21%	20%	17%	13%
ISLAM	3%	4%	4%	6%
HINDUISM	1%	1%	2%	3%
BUDDHISM	3%	3%	3%	2%
OTHER RELIGIONS	1%	1%	1%	1%
JUDAISM	0%	0%	0%	0%
OTHER SPIRITUAL BELIEFS	0%	0%	0%	0%

FAMILY COMPOSITION AND LABOUR FORCE STATUS

12

Students at non-government schools are more likely to be from 'couple' families, rather than sole parent families. More than half of the students at Independent schools come from families with both parents working.

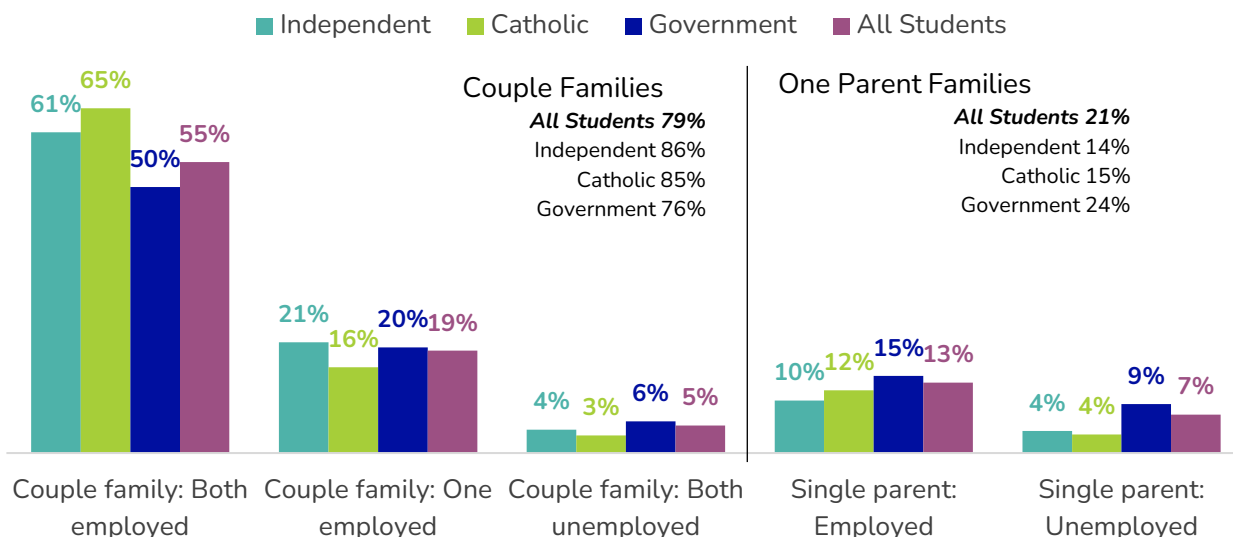
Four out of five (79 per cent) of all students in Australia live in 'couple' families, while the balance lives with just one parent. These proportions have not changed from the 2016 Census. Students from non-government schools, whether the Independent or Catholic sector, are more likely than average to come from such a couple family - 86 per cent and 85 per cent respectively, up from 85 and 84 per cent in the 2016 Census. There is also a higher share of students in non-government schools with both parents working.

The demographic profile of Independent school students is similar whether they are from 'couple families' or 'one parent families', except for the family income, in which the couple families are much more likely to have a higher income.

Of all the variables considered for Independent school students in this paper, labour force status is one of the most consistent across the various demographics, with little variation among Independent school students' families, regardless of gender, locality and state.

An exception to this is students' school level, where the parents of Independent secondary school students are more likely to both be employed than those of primary level students. Additionally, the proportion of single parents is higher in secondary school students than primary across all sectors, but most notably in government schools.

FIGURE 12.1 FAMILY COMPOSITION & LABOUR FORCE STATUS BY SCHOOL SECTOR



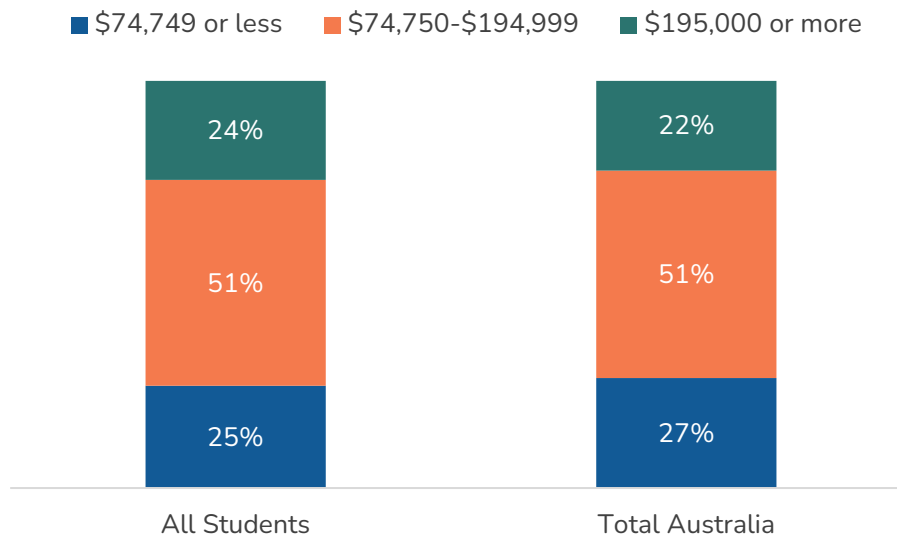
HOUSEHOLD INCOME

13

The income profile of households with school-age children matches that of the Australian population in general. Contrary to popular belief, not all high-income earners send their children to Independent schools, with about half of such households sending their children to government schools.

Under the definition of high, medium and low-income brackets used in this report, most households fall in the middle range of income. Households with school aged children have negligible difference to the general population in terms of income.

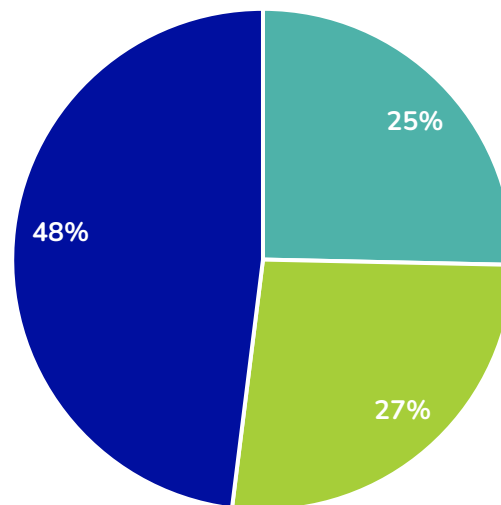
FIGURE 13.1 ANNUAL HOUSEHOLD INCOME: HOUSEHOLDS WITH SCHOOL-AGED CHILDREN VS. GENERAL POPULATION



Many people believe that all high-income families send their children to private schools, however according to the Census data, 48 per cent of high-income earners (families with an annual household income of \$195,000 or more) send their children to government schools, 27 per cent send their children to Catholic schools and only 25 per cent send their children to Independent schools.

FIGURE 13.2 FAMILIES IN THE HIGHEST ANNUAL INCOME BRACKET BY SCHOOL SECTOR

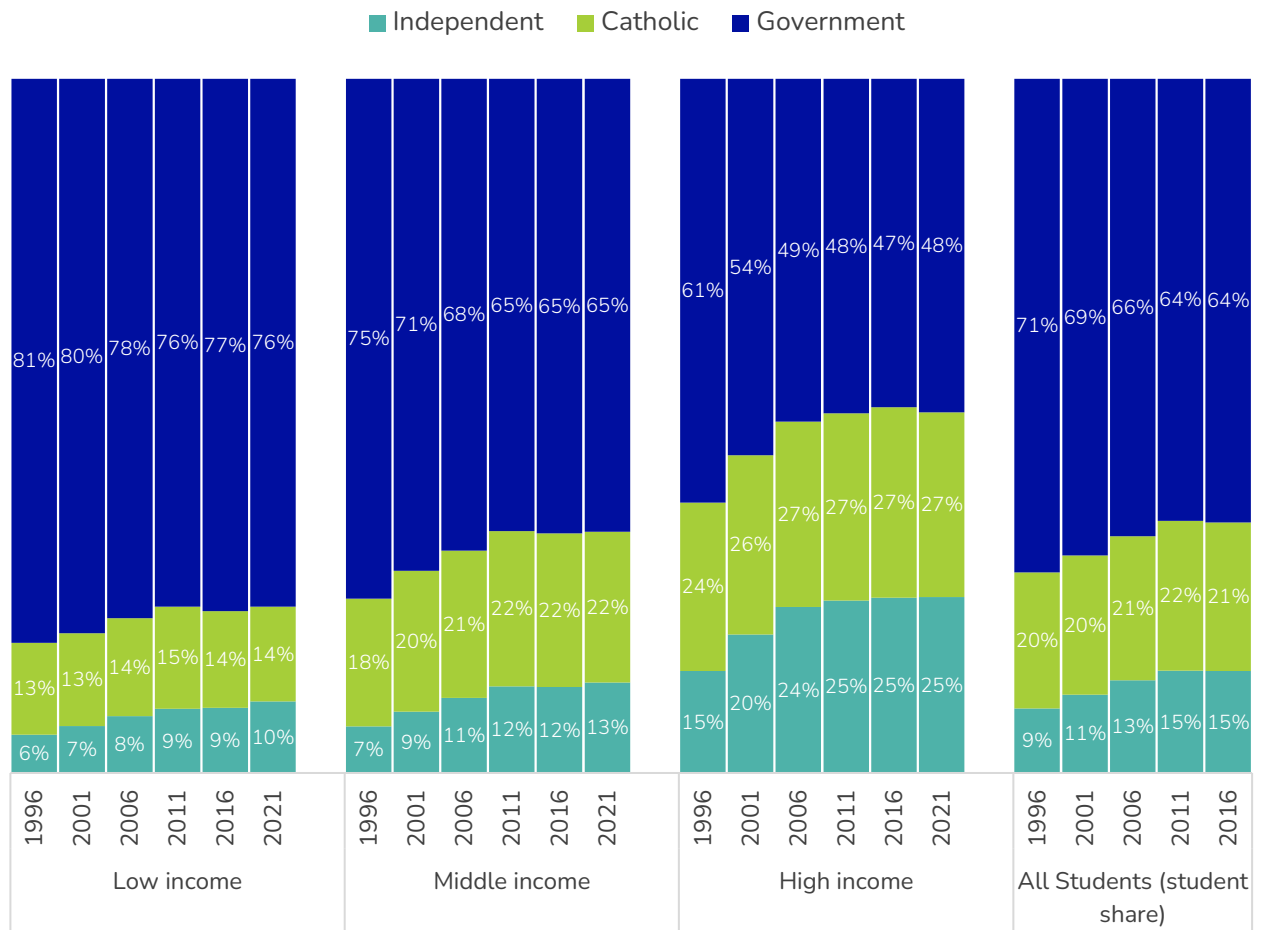
■ Independent ■ Catholic ■ Government



The growth in the Independent sector over the last few decades has come from households across all income brackets, particularly middle-income earners.

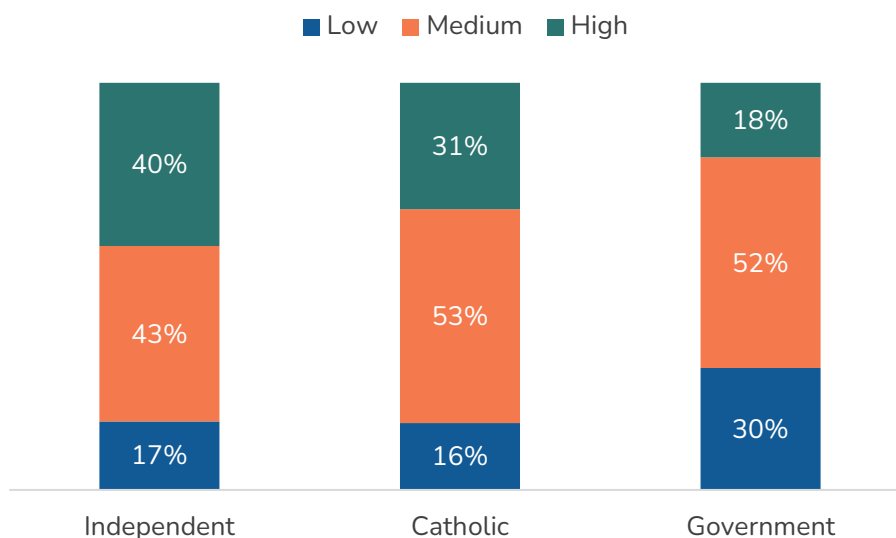
Since the 1996 ABS Census of Population and Households, the proportion of the student population attending Independent schools has grown from 9 per cent of all students to 15 per cent of all Australian school students in the 2021 Census, an increase of 65 per cent. While the share of Independent sector students from the low and high-income brackets has increased respectively by an additional 87 per cent and 72 per cent of the 1996 level, the proportion of children in Independent schools from middle income households has nearly doubled, increasing from 7 per cent to the current 13 per cent.

FIGURE 13.3 INCOME TREND BY SECTOR – ALL SCHOOL LEVELS (1996-2021)



In the Independent sector 17 per cent of all students are from low-income households. This is higher than the Catholic sector at 16 per cent. In contrast, 30 per cent of all students attending government schools are from low-income households. All three sectors are predominantly comprised of middle-income earners, although there are proportionally significantly more high-income earners in the Independent sector (40 per cent) than the government sector (18 per cent).

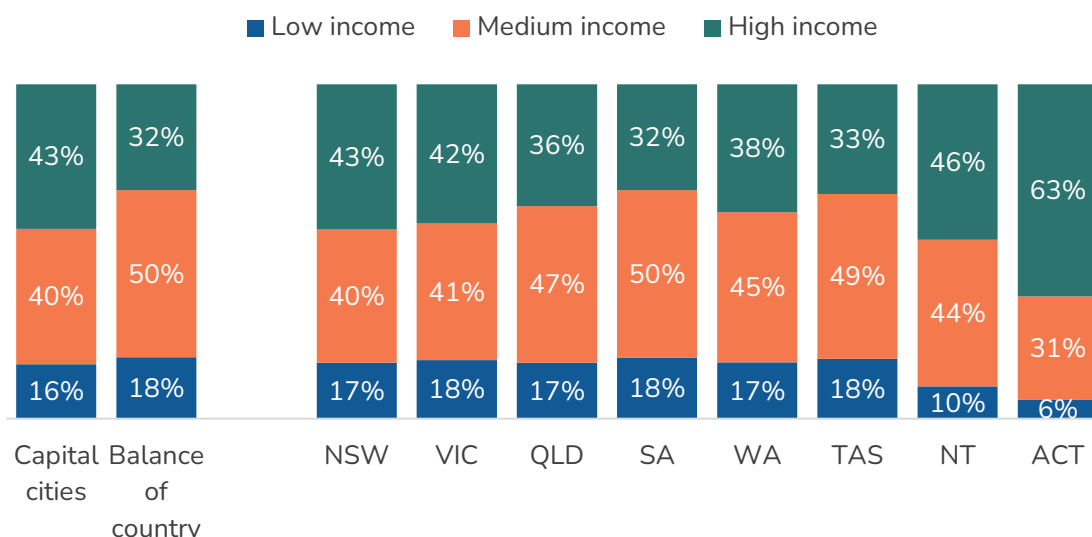
FIGURE 13.4 INCOME TREND BY SECTOR – ALL SCHOOL LEVELS, 2021



Independent school students from high income families differ in their key demographics from those of low-income families, notably in terms of locality; country of birth; if not Australian; birthplace of parents; religion; and family composition and labour force status (for both them and their parents).

Among Independent school students there is a noticeable difference in income distribution between families in capital cities areas and the balance of the country, with 43 per cent of those in capital cities being in the highest income bracket, and only 32 per cent of those in the rest of the country being in the high-income bracket. There are also differences between the various states, with the ACT, NT, VIC and NSW skewing to the higher income bracket, while the remaining states are weighted to the middle-income bracket.

FIGURE 13.5 ANNUAL HOUSEHOLD INCOME FOR FAMILIES OF INDEPENDENT SCHOOL STUDENTS



The demographic profile of the Independent school student from a high-income family differs from that of the Independent school student from a low-income household. Higher income families are more likely to live in capital cities and be Australian born. If born in another country, the lower income

families are more likely to be from China, Hong Kong or South Korea, and the higher income families from England, South Africa, USA or Singapore.

Among the higher income households, Independent school students are on average more likely to be affiliated with the Catholic, Anglican, Uniting Church, Hindu and Jewish religions. Among the low-income households, Independent school students are more likely to be non-religious, Christian or Islamic.

Another point of differentiation is family composition and labour force status. Almost all (97 per cent) of the high-income families are couple families. By contrast, fewer than half of low-income families are couple families. Only 1 per cent of parents of the high-income Independent school students, whether couple or one parent families, are unemployed. For low-income households, whether couple or one parent families, this proportion is 40 per cent.

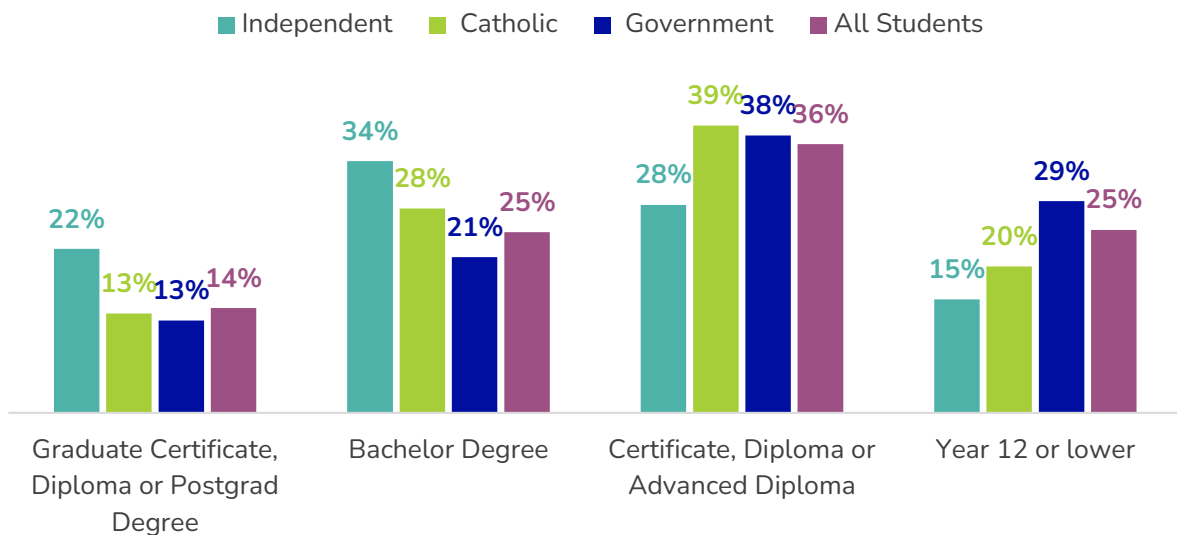
EDUCATION AND OCCUPATION OF PARENTS

14

Parents of Independent school students tend to have a higher level of educational attainment than the parents of students in the other school sectors. This has been the case for at least the past twenty years, and it is a trend that continues to increase.

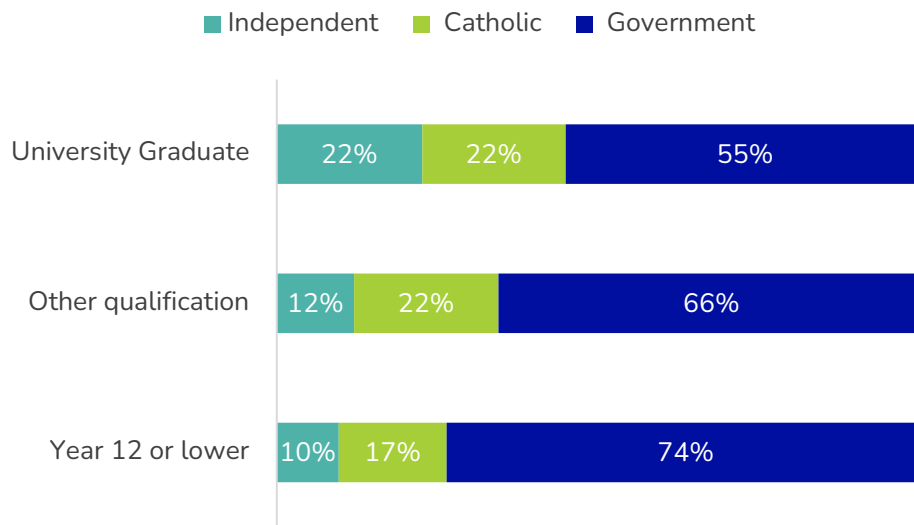
Parents in families where the highest earning parent is a university graduate choose Independent schools for their children more frequently than parents in families where the highest earning parent has a lower level of educational attainment 56 per cent of students in Independent schools are from families in which the highest earning parent is a university graduate, compared with 41 per cent in Catholic schools and 34 per cent in the government schools. There is only a negligible difference between the parents of primary and secondary level students.

FIGURE 14.1 QUALIFICATION OF HIGHEST EARNING PARENT BY SCHOOL SECTOR



It must be noted, however, that among parents in this category (i.e., highest earning parent holding a university degree), more than half send their children to government schools (55 per cent).

FIGURE 14.2 SCHOOL SECTOR BY QUALIFICATION OF HIGHEST EARNING PARENT



At the other end of the educational qualification spectrum, parents of families in which the highest earning parent has no post-school qualifications, chose Independent schools for their children in only 10 per cent of cases, compared with 17 per cent going to Catholic schools and 74 per cent at government schools.

Over the past decade, there has been consistent growth in the proportion of parents with university qualifications, with the Independent sector increasing from 41 per cent of students in 2006 to 56 per cent in 2021, the Catholic sector growing from 26 per cent to 41 per cent and the government sector growing from 22 per cent to 34 per cent.

FIGURE 14.3 QUALIFICATION OF HIGHEST EARNING PARENT BY SCHOOL SECTOR – 2006 TO 2021

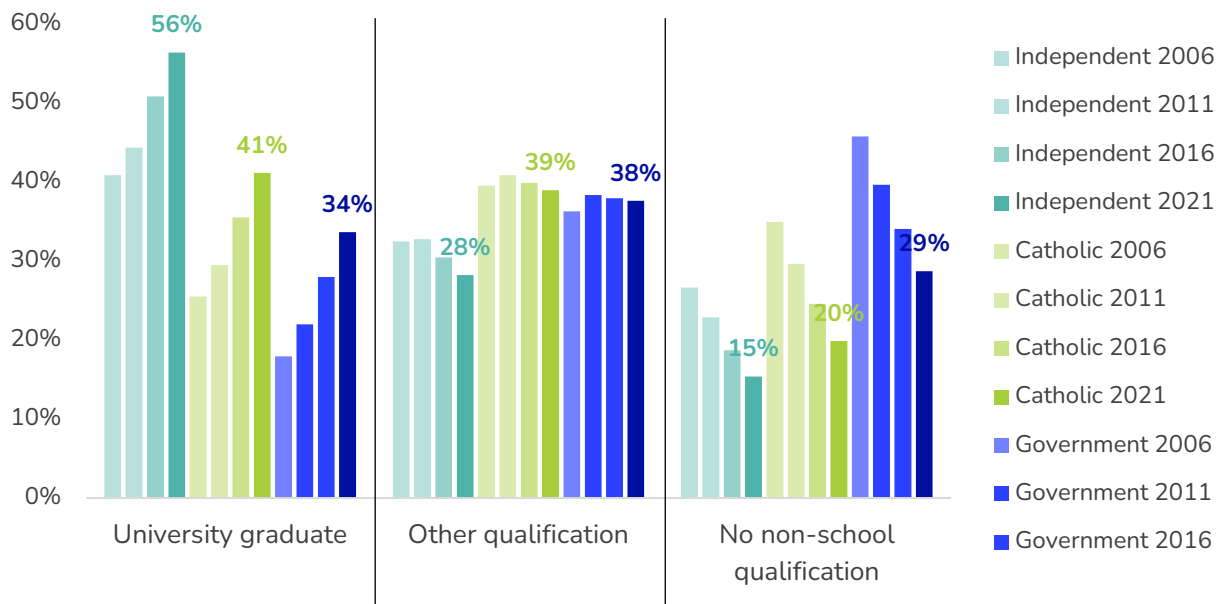
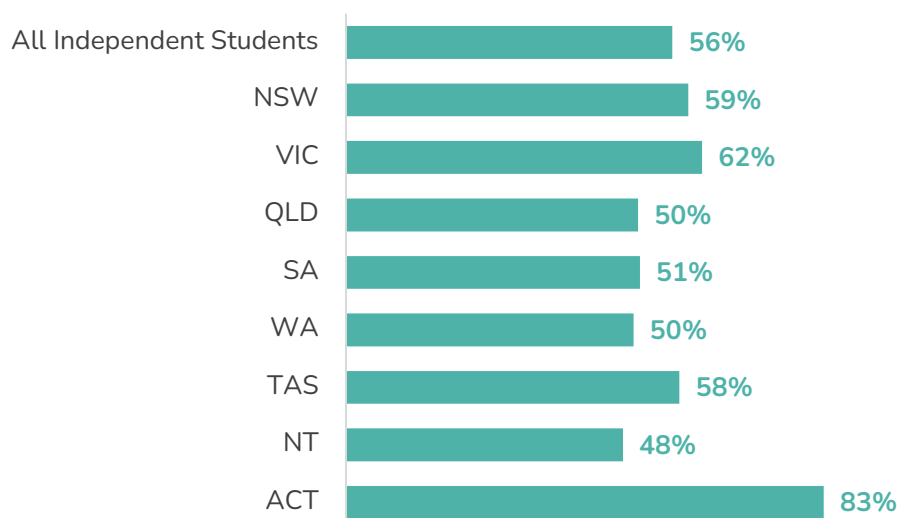


FIGURE 14.4 INDEPENDENT STUDENTS WHOSE HIGHEST EARNING PARENT IS A UNIVERSITY GRADUATE BY STATE



Paired with the higher qualification standards, parents of Independent school students are also more likely to have a professional or managerial role than the parents of students in the other school sectors.

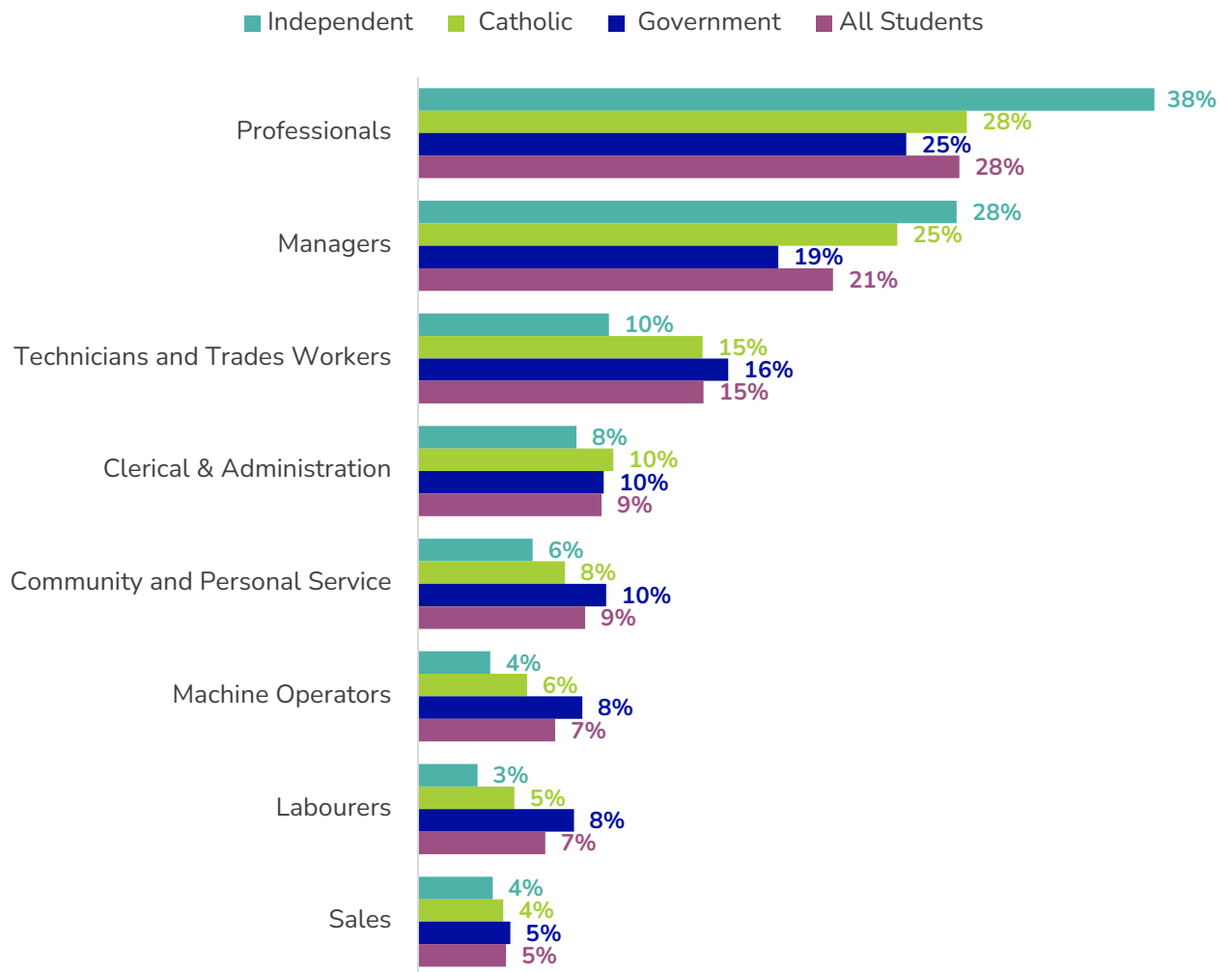
The same is evident for students whose highest earning parent works in a professional or managerial capacity. Sixty-five per cent of students in Independent schools are from families in which the highest earning parent is in a managerial or professional occupation.

The occupation groups from which the Independent sector draws the smallest proportions of students are in the Sales and Administrative Workers (12 per cent) and Labourers and Machine Operators (7 per cent). Together these groups account for only one in five (19 per cent) of Independent school students.

TABLE 14.1 OCCUPATION GROUP OF HIGHEST EARNING PARENT BY SCHOOL SECTOR

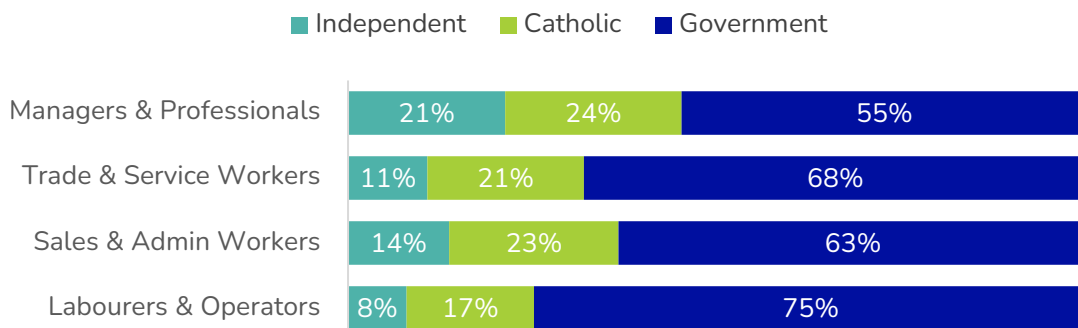
OCCUPATION GROUP (%)	INDEPENDENT	CATHOLIC	GOVERNMENT	ALL STUDENTS
Managers & Professionals	65%	53%	44%	49%
Trade & Service Workers	16%	22%	26%	23%
Sales & Admin Workers	12%	14%	14%	14%
Labourers & Machine Operators	7%	11%	16%	14%

FIGURE 14.5 OCCUPATION GROUP OF HIGHEST EARNING PARENT BY SCHOOL SECTOR



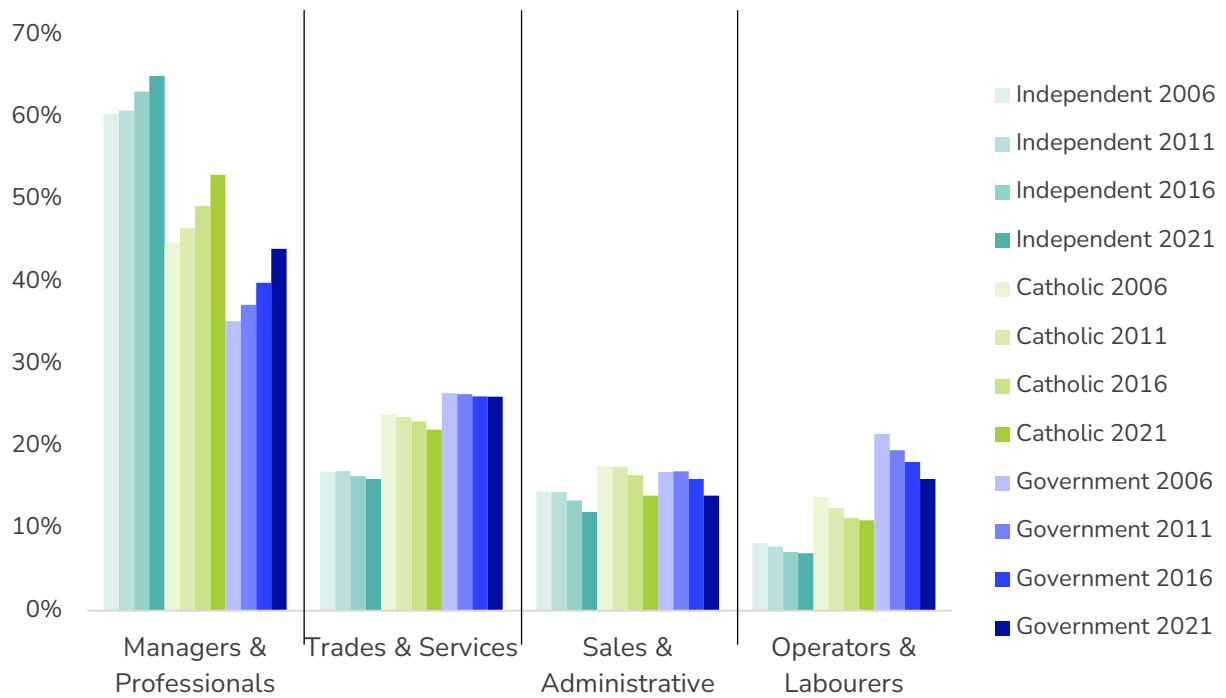
Again, in terms of proportions, among parents in this category (i.e., highest earning parent working in a professional or managerial role), more than half send their children to government schools (55 per cent) rather than Independent schools (21 per cent).

FIGURE 14.6 SCHOOL SECTOR BY OCCUPATION GROUP OF HIGHEST EARNING PARENT



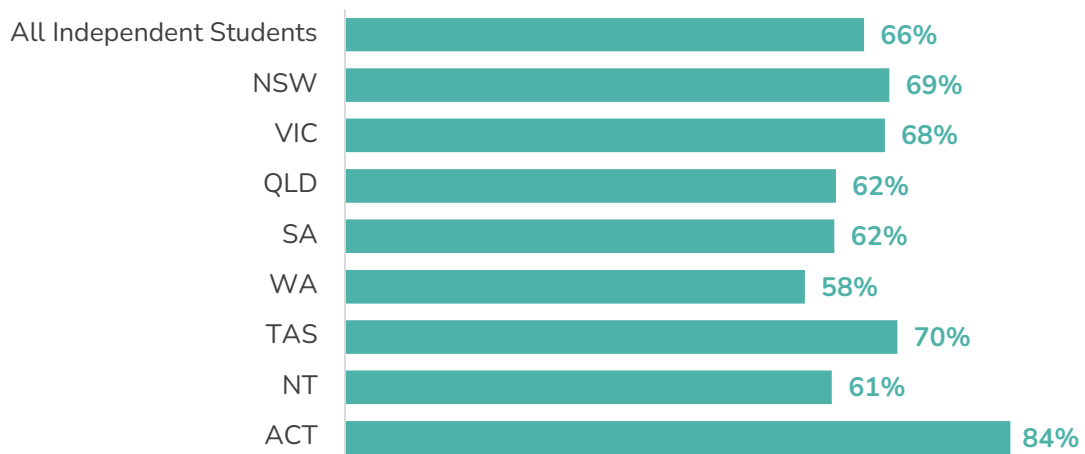
Over time there have been slight changes in the proportions within occupation groups by school sector, most notably an increasing proportion of Managers/Professionals and a decline in the proportion of Operators and Labourers. This is seen across all school sectors.

FIGURE 14.7 OCCUPATION GROUP OF HIGHEST EARNING PARENT BY SCHOOL SECTOR – 2006-2021



When looking at states, the ACT has the highest representation of managers or professionals.

FIGURE 14.8 INDEPENDENT STUDENTS WHOSE HIGHEST EARNING PARENT IS A MANAGER/PROFESSIONAL BY STATE



STUDENT EMPLOYMENT AND VOLUNTEER STATUS

15

One in three secondary school students has a paying job. One in six secondary school students also does voluntary work for an organisation or group. Independent school students are less likely to work in paid employment but are far more likely to have done volunteer work for an organisation or group in the past year.

While fewer Independent secondary school students (30 per cent) are in paid employment than would be expected than the average (34 per cent), they are more likely to have participated in voluntary work in the past year (24 per cent versus the average of 16 per cent of all Australian students). Catholic school students are most likely to have a paid form of employment, while government school students are the least likely to have volunteered.

TABLE 15.1 STUDENT LABOUR FORCE & VOLUNTEER STATUS BY SECTOR

STUDENT LABOUR FORCE & VOLUNTEER STATUS (%)	INDEPENDENT	CATHOLIC	GOVERNMENT	ALL STUDENTS
Employed	30%	41%	33%	34%
Unemployed, looking for work	6%	6%	7%	7%
Not in labour force	65%	53%	60%	59%
Volunteer	24%	18%	12%	16%
Not a volunteer	76%	82%	88%	84%

FIGURE 15.1 EMPLOYMENT AND VOLUNTEER STATUS OF INDEPENDENT SCHOOL STUDENTS



APPENDIX

16

16.1 NOTES

This report is based on data from the 2021 ABS Population & Housing Census, using the enumerated population of Australia on Census night. The 'Place of Enumeration' is the place where a person spent Census Night, which may or may not be where he or she usually lives. For various analysis, data from previous Censuses is also utilised.

Note that all Census data is reported as claimed by respondents (generally parents), so the numbers and per centages presented here may not match other data sources, such as the *ABS Schools Australia* information which is released on an annual basis. ISA analysis suggests that the ABS Household & Population Census reports only 92 per cent of the total student numbers reported in the *ABS Schools Australia* publication (92 per cent of Independent school students; 97 per cent of Catholic school students; and 90 per cent of government school students). It is also unknown how accurately respondents reported school type for students attending an Independent Catholic school.

Data has been analysed using the ABS's TableBuilder Pro. In the instances where TableBuilder Pro could not provide the required tables, custom tables were ordered from the ABS. Of note, some variables refer to the student; some to their parents; some to their highest earning parent and some to the whole household.

Unless otherwise specified, all charts and tables in this report exclude overseas visitors (people who indicate they will be in Australia for less than a year and are usually resident in another country) and excludes inadequate, not stated, not applicable or incomplete responses.

Some figures may not add to 100 per cent due to rounding. Totals will be different per demographic variable, depending on the number of missing or inadequate responses.

16.2 DEFINITIONS (ABS VARIABLE NAME)

This lists the definitions used by the ABS for each of the demographic variables. Further information may be found in the ABS Census Dictionary (see abs.gov.au).

- Geography (GCCSA): Greater Capital City Statistical Area specifies areas counted as capital cities and areas not in capital cities (balance of country). Capital cities represent a broad socioeconomic definition of each city, containing not only the urban area of the city, but also non-urban areas where much of the population has strong links to the capital city, through for example, commuting to work. Thus, the whole of the ACT is counted as a capital city area. Totals do not include migratory, offshore and shipping.
- Education Level (TYPP): This variable is broken into primary and secondary for each of government, Catholic and 'other non-government' sectors. This paper refers 'other non-Government' as 'Independent'.
- Sex (SEXP): Refers to the sex of the student.
- Indigeneity (INGP): 'Indigenous' includes Aboriginal and Torres Strait Islanders and those who identify as both.
- Australian Citizenship (CITP): Options for response include 'Australian' or 'not Australian'.
- Country of birth of Person (BPLP): While the options printed on the Census are limited to Australia, England, New Zealand, India, Italy, Vietnam and Philippines, there is a space to specify 'other', so the actual list of responses is very extensive. In this report the best

approximation of the top 10 countries of birth, as reported by respondents and the ABS, has been used. 'Australia' includes external territories; 'China' excludes SARS & Taiwan.

- Birthplace of Parents (BPPP): Allows for an indication of whether both parents were born in Australia, mother was born overseas, father was born overseas or both parents were born overseas.
- Proficiency in Spoken English/Language (ENGLP): Determines whether respondents speak English only; speak English very well; speak English well; speak English not well; or speak English not at all.
- Language Spoken at Home (LANP): Like the country of birth variable, this demographic has many varied responses via the 'other, please specify' box, beyond the most common choices of: Mandarin, Italian, Arabic, Cantonese, Greek and Vietnamese. This analysis uses the best approximation of the top 10 foreign languages spoken at home by school students, as reported by respondents & the ABS.
- Religious Affiliation (RELPA): In summarising the data, some of the religions have been collapsed into logical groupings, 'Christian' includes all Christian-based religions, apart from Catholic.; 'Other Religions' includes Australian Aboriginal Traditional religions, Baha'i, Chinese Religions, Druse, Japanese Religions, Nature Religions, Spiritualism and Miscellaneous Religions.
- Family Composition (FMCF): The output for this variable includes couple family with children, couple family with no children and one parent families. In this report, 'Couple family' refers to those with and without (dependent) children combined, as 'couple family without children' numbers are small.
- Labour Force Status of Parent/Partner (LFSF): Use of this variable excludes responses of 'couple family, both not stated/not present' and 'one parent, not stated/not present'. The definition of 'not employed' used in this paper includes both 'unemployed' and 'not in labour force'.
- Family Income (FINF): The income reported here considers the total income of students' family members (typically just their parents but may include other family members too) as reported in the Census. There are no standard definitions for what constitutes a low, middle or high income, so for the purposes of comparison, and to account for income drift, this study uses a breakdown of roughly 25 per cent of the student population in the low-income bracket, 50 per cent in the middle and 25 per cent in the high income bracket, approximated to the closest match in the pre-defined income ranges given by the ABS.
 - In instances where the ABS's pre-defined income ranges deviate too far from 25/50/25, ISA has split the income ranges in half.
 - For example, 1000 students in an income range of \$182,000-\$207,999 becomes 500 students in an income range of \$182,000-\$194,999 and 500 students in an income range of \$195,000-\$207,999.
- To illustrate the change in income levels over time, this table shows the data cuts used in each Census year:

	1996	2001	2006	2011	2016	2021
Low	< \$20,800	< \$31,200	< \$39,676	< \$49,400	< \$58,500	< \$74,750
Middle	\$20,800 - \$51,999	\$31,200 - \$77,999	\$39,676 - \$103,999	\$49,400 - \$136,499	\$58,500 - 155,999	\$74,750 - \$194,999
High	\$52,000 +	\$78,000 +	\$104,000 +	\$136,500 +	\$156,000 +	\$195,000 +

In all cases, 'partial/all income not stated' and 'not applicable' is excluded.

- Qualification of highest earning parent (QALLP): This demographic shows the highest non-school qualification attained by the highest earning parent, determined at a family level for all

families with school aged children. It excludes 'inadequately described and not stated qualification' and 'no stated parent income'.

- Occupation of highest earning parent (OCCP): This demographic shows the occupation major group of the highest earning parent, determined at a family level for all families with school aged children. It excludes 'inadequately described and not stated occupation' and 'no stated parent income'.
- Labour Force Status (LFSP): ABS ask this question of all people 15 years or older. 'Employed' includes both full and part time, as indicated by respondents.
- Voluntary Work for an Organisation (VOLWP): ABS ask all people 15 years or older - 'In the last twelve months did the person spend any time doing voluntary work through an organisation or group?'