

SNAPSHOT 2016

THE INDEPENDENT SCHOOL SECTOR

INDEPENDENT SCHOOLS IN AUSTRALIA

Characteristics of the sector include:

- a significant and growing share of the number of Australian students
- schools that have strong community links
- a diversity of schools in terms of type, size and focus, educating boys and girls, students with special needs, and overseas students
- sound autonomous governance arrangements
- a comprehensive range of accountabilities of schools to parents 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

NUMBER OF INDEPENDENT SCHOOLS		SCHOOL TYPE	
Primary	215 21%	Boys schools	5%
Secondary	53 5%	Girls schools	7%
Combined	680 66%	Coeducational schools	88%
Special schools	80 8%	Boarding schools	14%
Total	1,028 100%		

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 1,091 schools and just over 586,800 full-time equivalent students in 2015.

Make up of Independent schools

Unlike other sectors, the majority of Independent schools operate autonomously. These schools do not rely on central bureaucracies or bodies, 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 education regulations and standards.

School Size

- 11% of schools have less than 50 students
- 38% of schools have less than 200 students
- 43% of schools have 200 – 999 students
- 17% of schools have 1,000 – 1,999 students
- 2%, or 18 schools, have 2,000 or more students
- the average size an Independent school is 525 students
- the average size of a government school is 367 students

Location of Independent schools

Metropolitan	68%
Provincial	29%
Remote	3%

Affiliations of Independent schools

85% of all Independent schools have a religious affiliation.

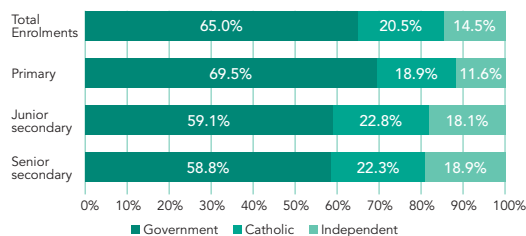
AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	155	147,388	25.1%
Non-Denominational	194	80,082	13.6%
Christian Schools	140	62,728	10.7%
Uniting Church in Australia	45	50,861	8.7%
Catholic	55	43,538	7.4%
Lutheran	85	40,225	6.9%
Islamic	40	29,917	5.1%
Baptist	40	20,460	3.5%
Inter-Denominational	26	19,607	3.3%
Seventh Day Adventist	46	12,521	2.1%
Presbyterian	14	10,391	1.8%
Jewish	18	9,029	1.5%
Steiner School	44	8,273	1.4%
Pentecostal	15	7,716	1.3%
Assemblies of God	11	6,130	1.0%
Brethren	9	4,803	0.8%
Montessori School	36	4,546	0.8%
Greek Orthodox	8	3,780	0.6%
Other Catholic	8	3,463	0.6%
Other Orthodox	5	1,959	0.3%
Other Religious Affiliation*	12	5,811	1.0%
Other**	85	13,622	2.3%

*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 2015

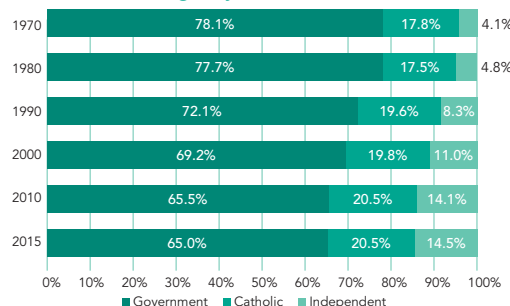


Enrolments in Independent schools 2015

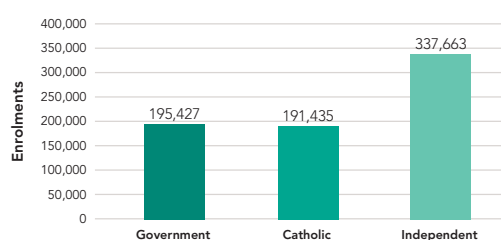
	MALE	FEMALE	TOTAL
Primary	124,336	122,581	246,917
Secondary	146,548	145,912	292,460
Total	270,884	268,493	539,377

Indigenous students in Independent schools	12,003
Students with disability in Independent schools	19,668
Overseas students in Independent schools	6,305
Boarding students in Independent schools	16,055

Enrolment change by sector 1970 to 2015



Growth in enrolment share 1985 – 2015



INDEPENDENT SCHOOL TEACHERS

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

Total number (full-time and part-time)	52,176
FTE (full-time equivalent)	45,277

Teachers in the Independent sector by gender and level (FTE) 2015

	PRIMARY	%	SECONDARY	%
Male	3,913	22.4%	12,096	43.5%
Female	13,585	77.6%	15,683	56.5%
Total	17,498	100.0%	27,779	100.0%

Student teacher ratios 1973 – 2015

YEAR	GOVERNMENT		NON-GOVERNMENT			
	Primary	Secondary	Primary	Secondary	Primary	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
2015	15.3	12.7	16.9	12.8	14.1	10.5

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.

SNAPSHOT 2016

HOW GOVERNMENTS FUND INDEPENDENT SCHOOLS

SOURCES OF INCOME FOR INDEPENDENT SCHOOLS

Private sources of funding (mainly parents)	58%
All government sources	42%

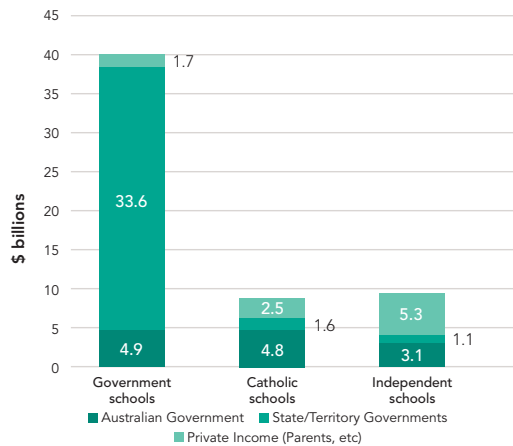
The proportions of private/government funding vary greatly from school to school.

Estimated recurrent savings to governments from the Independent school sector	\$4.3 billion p.a.
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Public funding of Independent schools

All state and territory governments and the Australian Government share responsibility for the public funding of schools in Australia. State and territory governments are the main public funding sources for government schools and provide 26% of total government recurrent funding for Independent schools. The Australian Government is the main public funding source for non-government schools.

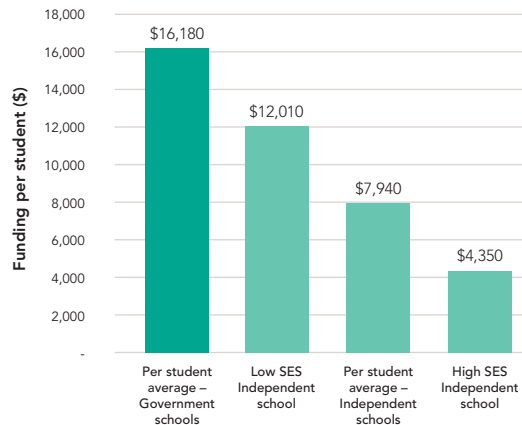
Recurrent funding for school education 2013-14



Average government recurrent funding per student 2013-14

Government school	\$16,180
Catholic school	\$9,750
Independent school	\$7,940

Total government recurrent funding per student 2013-14 (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 2014

During 2011 there was a major review of school funding undertaken by a panel chaired by Mr David Gonski AC which recommended that funding for all schools be based on a new schooling resource standard with loadings to address educational disadvantage.

A funding model was then developed by the Australian Government and the Australian Education Act 2013 was passed by Federal Parliament enabling Australian Government funding for schools from 2014. From 2014 a complex transition arrangement to the new funding model commenced.

The 'SRS' Funding Model

The new funding model includes 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.

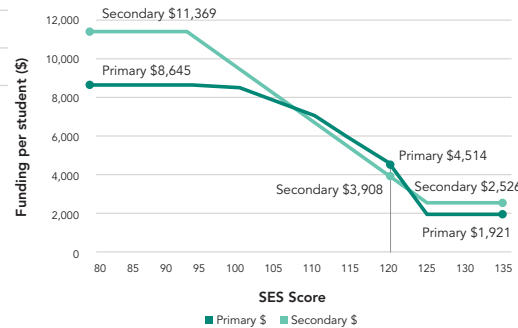
The main difference between how government and non-government schools are funded is that non-government schools are subject to 'capacity to contribute', which means that the amount of base funding they receive is dependent on their schools' community's estimated capacity to pay. Schools with a higher estimated capacity to pay receive less per capita funding.

The loadings in the model are for:

- Location,
- Size,
- Low SES,
- Indigeneity,
- Low English language proficiency, and
- Students with Disability.

Once fully implemented, loadings will be fully publicly funded. The loadings replace Targeted Program funding which also served to address areas of educational need.

'Capacity to Contribute' (based on 2015 SRS)



Unlike the previous SES funding model, under the current capacity to contribute settings schools in the SES score range of 108 to 122 have a higher primary per student allocation than the secondary per student allocation. At the widest point the difference between the two is \$606 per student.

Transition to SRS

All schools in existence prior to 2013 are in a process of transitioning to their estimated SRS funding entitlement, either through the receipt of a percentage of additional funding each year or through being held at a static level of indexation. Each state and territory has a different transition path.

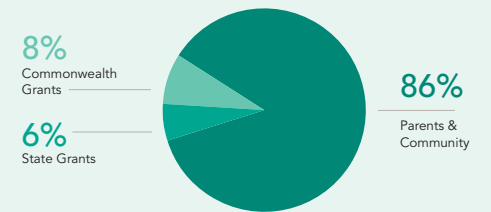
New schools go straight on to their calculated SRS funding entitlement.

CAPITAL FUNDING

Parents and Donors

On average, parents and donors in Independent school communities in 2014 contributed 86% of funds for capital developments, such as school buildings, grounds and equipment.

Main sources of capital funding in Independent schools 2014



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 2015 it is estimated that grants for the Independent sector totalled approximately \$52 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 2013-14, or for the calendar year 2014.

For more information visit: www.isca.edu.au