

# SNAPSHOT 2014

## 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	228 22%	Boys schools	5%
Secondary	57 6%	Girls schools	7%
Combined	661 65%	Coeducational schools	88%
Special schools	69 7%	Boarding schools	149
<b>Total</b>	<b>1,015 100%</b>		

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 1,076 schools and just over 567,000 full-time equivalent students in 2013.

### 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

- 10% of schools have less than 50 students
- 38% of schools have less than 200 students
- 44% of schools have 200 – 999 students
- 17% of schools have 1,000 – 1,999 students
- 1%, or 16 schools, have more than 2,000 students
- the average size of an independent school is 513 students
- the average size of a government school is 355 students

### Location of independent schools



### Affiliations of independent schools

85% of all independent schools have a religious affiliation.

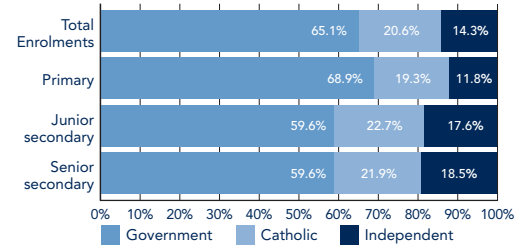
AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	152	143,163	25.3%
Non-Denominational	192	74,212	13.1%
Christian Schools	132	60,030	10.6%
Uniting Church in Australia	45	50,098	8.8%
Catholic	54	42,628	7.5%
Lutheran	87	39,346	6.9%
Islamic	37	25,844	4.6%
Baptist	43	20,175	3.6%
Inter-Denominational	23	17,887	3.2%
Seventh Day Adventist	47	11,910	2.1%
Presbyterian	14	10,245	1.8%
Jewish	19	8,837	1.6%
Steiner School	45	7,951	1.4%
Pentecostal	17	7,891	1.4%
Assemblies of God	10	6,014	1.1%
Brethren	8	4,527	0.8%
Montessori School	36	4,443	0.8%
Greek Orthodox	8	3,831	0.7%
Other Catholic	7	3,488	0.6%
Other Orthodox	5	1,925	0.3%
Other Religious Affiliation*	13	5,557	1.0%
Other**	82	16,464	2.9%

\*'Other Religious Affiliation' includes Churches of Christ, Ananda Marga, Hare Krishna and Society of Friends

\*\*'Other' includes special schools, international schools, indigenous schools, and community schools.

## STUDENT ENROLMENTS

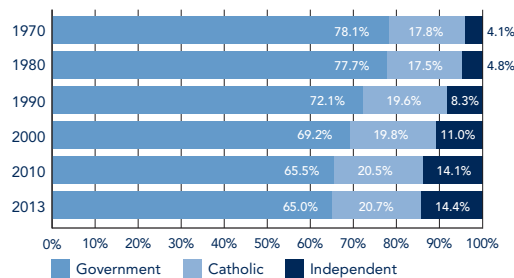
### School enrolments by sector and level 2013



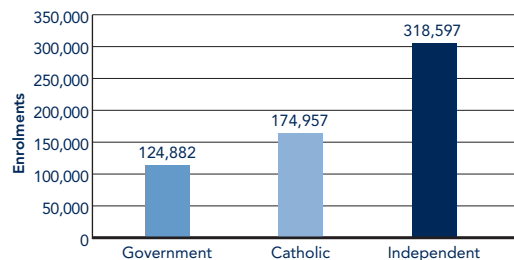
### Enrolments in independent schools, 2013

	MALE	FEMALE	TOTAL
Primary	126,062	124,338	250,400
Secondary	135,014	135,535	270,549
Total	261,076	259,873	520,949
Indigenous students			10,669
Students with disabilities			15,183
Overseas students			5,774
Boarding students			15,913

### Enrolment change by sector, 1970 to 2013



### Growth in enrolment share, 1985 – 2013



## INDEPENDENT SCHOOL TEACHERS

Independent schools employ over 16% of all teachers in Australian schools.

Total number (full-time and part-time)	50,402
FTE (full-time equivalent)	43,154

### Teachers in the independent sector by gender and level (FTE) 2013

	PRIMARY	%	SECONDARY	%
Male	3,909	23%	11,599	44%
Female	13,105	77%	14,541	56%
Total	17,015	100%	26,140	100%

### Student teacher ratios 1973 – 2013

YEAR	GOVERNMENT		NON-GOVERNMENT			
	Primary	Secondary	CATHOLIC		INDEPENDENT	
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
2013	15.4	12.4	17.2	12.7	14.7	10.4

Sources: Figures in **Snapshot** are derived from data provided by the ABS, the Commonwealth Department of Education and the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2014

## HOW GOVERNMENTS FUND INDEPENDENT SCHOOLS

### SOURCES OF INCOME FOR INDEPENDENT SCHOOLS

Private sources of funding (mainly parents)	60%
All government sources	40%

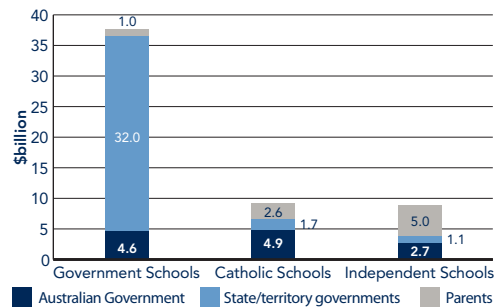
The proportions of private/government funding vary greatly from school to school.

Estimated savings to governments from the independent schools sector	\$4.3 billion p.a.
--	--------------------

### 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 27% of total government recurrent funding for independent schools. The Australian Government is the main public funding source for non-government schools.

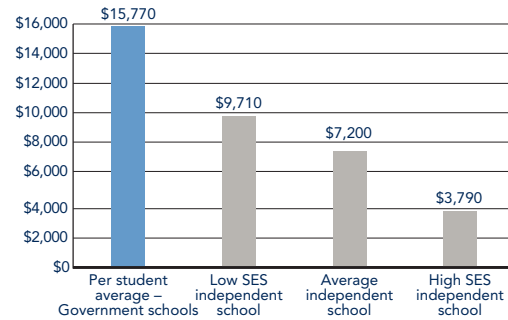
### Recurrent funding for school education, 2011-12



### Average government recurrent funding per student 2011-12

Government school	\$15,770
Catholic school	\$9,000
Independent school	\$7,200

### Total government recurrent funding per student 2011-12 (all government sources)



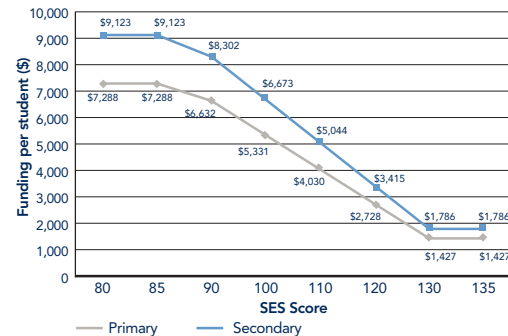
The amount of funding received from all government sources varies significantly depending on the circumstances of the school.

### Australian Government funding until 2013 - SES funding model

The Socio-Economic Status (SES) funding model measures the relative socio-economic status of independent school communities. A score is derived for each school which places it on a sliding scale of funding entitlement. SES scores range from 83 to over 130, with special schools and majority indigenous student schools not receiving an SES score.

- schools with SES scores of 85 and below receive 70% of the AGSRC amount
- schools with SES scores of 130 and above receive 13.7% of the AGSRC amount.

### Per capita funding entitlement by SES score, 2013



### AGSRC amounts for 2013

Under the SES funding model, the Average Government School Recurrent Costs (AGSRC) amount was used to determine the level of Australian Government recurrent grants for non-government schools. The changes in the recurrent costs of educating a student in a government school, as measured by the AGSRC index, were the basis for annual increases in Australian Government funding for both government and non-government schools.

Primary	\$10,411 (3.5% increase from 2012)
Secondary	\$13,032 (4.7% increase from 2012)

### 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 Commonwealth funding for schools from 2014. From 2014 a complex transition arrangement commenced.

### The new '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 across all school sectors.

The main difference between how government and non-government schools will be 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 school 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
- Students with Disability

Loadings are publicly funded. The loadings are designed to replace Targeted Program funding which also served to address areas of educational need.

### Transition to SRS

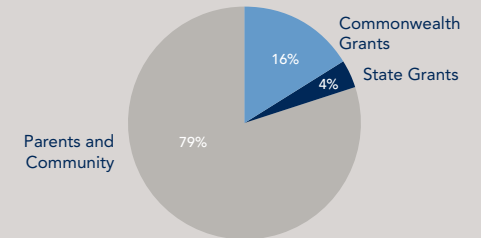
All schools in existence pre-2013 are in a process of transitioning to their estimated SRS funding entitlement, either through the receipt of a percentage of additional funding each year or through being held at a static level of indexation. Each state and territory has a different transition path.

## CAPITAL FUNDING

### Parents and donors

On average, parents and donors in independent school communities in 2012 contributed approximately 80% of funds for capital developments, such as school buildings, grounds and equipment.

### Sources of funding for capital development 2012



### 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 2013 it is estimated that grants for the independent sector totalled approximately \$50 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 2011-12, or for the calendar year 2012.

**For more information visit: [www.isca.edu.au](http://www.isca.edu.au)**