

The social make-up of schools

Family income, Indigenous status, family type, religion, languages spoken, disability, home internet access, housing tenure, and geographic mobility of students in public, Catholic and independent schools

A report prepared for the Australian Education Union

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February 2018

Contents

Summary	1
Introduction	8
1. The social make-up of school sectors: family income	9
2. Family income and type of school attended	12
3. Changes since 1976	15
4. Indigenous students	20
5. Students in one parent families.....	21
6. Catholic students	22
7. Islamic students.....	22
8. Students who speak only English	23
9. Students who speak a language other than English and speak English well or very well	23
10. Students who speak a language other than English and speak English not well or not at all	23
11. Students with disabilities.....	23
12. Students who cannot access the internet at home.....	24
13. Students living in rented accommodation	24
14. Geographic mobility of students	24
Conclusions	25
Appendix 1: Technical notes.....	27
Appendix 2: Tables	37
References	83
Figure 1. Percentage of all students in each of the public, Catholic and independent sectors at each range of weekly family income, Australia, 2016	9
Figure 2. Percentage of <i>primary</i> students in each of the public, Catholic and independent sectors with LOW, MEDIUM and HIGH family incomes, Australia, 2016.....	10
Figure 3. Percentage of <i>secondary</i> students in each of the public, Catholic and independent sectors with LOW, MEDIUM and HIGH family incomes, Australia, 2016.....	11
Figure 4. Percentage of secondary students in each weekly family income range who attended public, Catholic and independent schools, Australia 2016	12
Figure 5. Percentage of all primary students from LOW, MEDIUM and HIGH income families who attended public, Catholic and independent schools, Australia 2016	14
Figure 6. Percentage of all secondary students from LOW, MEDIUM and HIGH income families who attended public, Catholic and independent schools, Australia 2016	14
Figure 7. Percentage of all students in each weekly family income range who attended public, Catholic and independent schools, and percentage of all students in each family income range, Australia 1976	17
Figure 8. Percentage of all students in each weekly family income range who attended public, Catholic and independent schools, and percentage of all students in each family income range, Australia 2016	17
Figure 9. Ratio LOW to HIGH family income of secondary school students, public and private schools, indexed to all secondary students in each Census year, 1986 to 2016.....	18

Figure 10.	Ratio LOW to HIGH family income of public, Catholic and independent school students, indexed to all students, Australia, 2001 to 2016.....	19
Table A. 1.	Percentage of students in each of public, Catholic and independent primary, secondary and all schools in each detailed weekly family income range, Australia, 2016.....	37
Table A. 2.	Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, Australia, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016.....	38
Table A. 3.	Percentage of students in each of public, Catholic and independent primary, secondary and all schools with detailed low and total LOW family incomes, Australia, 2016.....	38
Table A. 4.	Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, states and territories, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016.....	39
Table A. 5.	Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, indexed to all students at the level in the jurisdiction, states, territories and Australia, 2016	43
Table A. 6.	Percentage of primary, secondary and all students in each detailed family income range, who attended public, Catholic and independent primary, secondary and all schools, Australia, 2016	45
Table A. 7.	Percentage of primary, secondary and all students in each family income range of detailed low, LOW, MEDIUM and HIGH and all income levels, who attended public, Catholic or independent schools, Australia, 2016 (2011 in parentheses)	46
Table A. 8.	Percentage of primary, secondary and all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, states and territories, 2016 (2011 in parentheses)	47
Table A. 9.	Percentage of all students in each of public, Catholic and independent schools with LOW, MEDIUM and HIGH family incomes, 1976 and 2016.....	51
Table A. 10.	Percentage of primary students in each of public and Catholic schools with LOW, MEDIUM and HIGH family incomes, 1976 and 2016	51
Table A. 11.	Percentage of secondary students in each of public and Catholic schools with LOW, MEDIUM and HIGH family incomes, 1976 and 2016.....	51
Table A. 12.	Ratio LOW to HIGH family income, public and private school students, indexed to all students at each level, Australia, 1976 and Census years 1986 to 2016	52
Table A. 13.	Percentage of all students in the top 12% of family income ranges who attended public schools and percentage of all students attending public schools, each second Census year, Australia, 1976 to 2016	52
Table A. 14.	Percentage of all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, Australia, states and territories, 1976 and 2016.....	53
Table A. 15.	Indigenous students as a percentage of all students in each family income group, school sector and school level, 2016.....	55
Table A. 16.	Percentage of Indigenous students attending government, Catholic and other nongovernment primary, secondary and all schools, from detailed low, LOW, MEDIUM and HIGH income families, 2016	56
Table A. 17.	Percentage of Indigenous students from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016.....	57

Table A. 18.	Students in one parent families as a percentage of all students in each family income group, school sector and school level, 2016.....	58
Table A. 19.	Percentage of students in one parent families who attended public, Catholic and independent primary, secondary and all schools, who were from detailed low, LOW, MEDIUM and HIGH income families, 2016	59
Table A. 20.	Percentage of students in one parent families from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016.....	60
Table A. 21.	Catholic students as a percentage of all students in each family income group, school sector and school level, 2016	61
Table A. 22.	Percentage of Catholic students attending public, Catholic and independent primary, secondary and all schools, who come from detailed low, LOW, MEDIUM and HIGH income families, 2016	62
Table A. 23.	Percentage of Catholic students from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016.....	63
Table A. 24.	Islamic students as a percentage of all students in each family income group, school sector and school level, 2011.....	64
Table A. 25.	Percentage of Islamic students attending public, Catholic and independent primary, secondary and all schools, who were from detailed low, LOW, MEDIUM and HIGH income families, 2016	65
Table A. 26.	Percentage of Islamic students from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016.....	66
Table A. 27.	Students who speak only English as a percentage of all students in each family income group, school sector and school level, 2016	67
Table A. 28.	Students who speak a language other than English and speak English well or very well as a percentage of all students in each family income group, school sector and school level, 2016.....	68
Table A. 29.	Students who speak a language other than English and speak English not well or not at all as a percentage of all students in each family income group, school sector and school level, 2016.....	69
Table A. 30.	Students who need assistance with core activities as a percentage of all students in each family income group, school sector and school level, 2016.....	70
Table A. 31.	Students who cannot access internet at home as a percentage of all students in each family income group, school sector and school level, 2016	71
Table A. 32.	Indigenous students who cannot access internet at home as a percentage of all Indigenous students in each family income group, school sector and school level, 2016	72
Table A. 33.	Students living in rented accommodation as a percentage of all students in each family income group, school sector and school level, 2016	73
Table A. 34.	Students in households in which all or some residents had a different address one year earlier, as a percentage of all students in each family income group, school sector and school level, 2016.....	74
Table A. 35.	Usual address one year previously, students in each school sector and school level, 2016	75
Table A. 36.	Percentage shares of primary, junior high, senior high and all school enrolments held by public, Catholic and independent schools, Australia, selected years 1970 - 2016.....	76
Table A. 37.	School enrolments: public, Catholic, independent and all sectors, primary, secondary and all levels, Australia, states and territories, 2011 and 2016	77

Table A. 38.	School enrolments, states, territories and Australia, 2001 to 2016.....	81
Table A. 39.	Student to teacher ratios, public, Catholic, independent and all primary and secondary schools, Australia, 1972, 1976, 1990 and 2016.....	82
Table A. 40.	Apparent retention rate (uncapped), Australian public, Catholic and independent schools, year 7/8 to year 12, selected years 1972 - 2016	82

Summary

Introduction

The social make-up and social role of schools affect students' school lives and educational and social outcomes, and thus communities and the wider Australian society. There are significant differences in social make-up and social role between the public, Catholic and independent school sectors (and subsectors within each). It is thus important that these differences are investigated. That is done in this report primarily according to family income, and also according to Indigenous status, family type (one parent families), religion (Catholicism and Islam), languages spoken and English proficiency, disability, home internet access, home tenure (rented accommodation), and geographic mobility (different home address one year previously). The analysis is primarily based on data from the Australian Bureau of Statistics 2016 Census and earlier censuses.

The major classifications in the analyses are school type (public, Catholic and independent; primary and secondary) and three family income categories (LOW, MEDIUM and HIGH — capitalisation is for these specific categories), each of which includes roughly one third of all Australian school students. Other income categories are also used, and some analyses include other student and family characteristics. The analyses are of macro-level data on schools in the different sectors, levels, states and territories, and census years. There is, of course, great diversity within the school sectors, and within schools.

The social make-up of school sectors: family income

The report begins with an investigation into the social make-up of primary and secondary schools in the three sectors based on family income. In 2016 the public, Catholic and independent sectors differed substantially in the percentages of students from families in the different income ranges. Public primary schools had 50% more students from LOW income families than they had from HIGH income families (42% and 28% respectively), while independent primary schools reverse this, with around half as many students from LOW income families as they had from HIGH income families (26% and 48% respectively). Catholic primary schools also had fewer students from LOW income families than from HIGH income families (27% and 42%).

The difference between the independent and public sector was more pronounced at the secondary level, where 54% of students in independent schools were from HIGH income families (only 23% from both LOW and MEDIUM income families), and just 26% of public school students were from HIGH income families (45% from LOW and 30% from MEDIUM income families). Again, the Catholic sector was closer to the independent than to the public sector, with almost half (46%) of its secondary students from HIGH income families.

The states and territories differed in their overall mix of school students' family income ranges, from the highest percentage with HIGH family incomes and the lowest percentage with LOW family incomes in the Australian Capital Territory (56% and 20% respectively), followed by Western Australia (35% and 32%) and New South Wales (36% and 36%), to the

lowest percentages of students with HIGH family income and the highest percentages with LOW family incomes in Tasmania (23% and 46%) and South Australia (28% and 42%). South Australia had the greatest difference in social mix between the public and private sectors among the states and territories, followed by Queensland, Tasmania and Victoria. The jurisdiction with the smallest difference in social mix between the public and private sectors was the Australian Capital Territory, followed by Western Australia and New South Wales. Comparisons can also be made between the Catholic and independent sectors in the various states and territories. For example, in Queensland, the social mixes of the Catholic and independent sectors were very similar at both the primary and secondary levels.

Family income and type of school attended

In addition to analysis of the social mixes within each of the public, Catholic and independent sectors, the report investigates the types of schools usually attended by particular social groups defined by family income. According to the ABS Census data¹, public schools enrolled 64% of all students in 2016, but enrolled 80% of students in the lowest family income range (less than \$400 a week) and just 24% in the highest family income range (\$8,000 or more a week). Catholic schools enrolled 21% of all students, but just 12% in the lowest family income range and 24% in the highest family income range. Independent schools enrolled 15% of all students but just 8% in the lowest family income range and 52% in the highest family income range.

When family income ranges are aggregated into the broad LOW, MEDIUM and HIGH categories the differences were not as stark, but were still significant. Public primary schools enrolled 77% of all students from LOW income families and 58% of all students from HIGH income families. Catholic primary schools enrolled 14% of all students from LOW income families and 25% of all students from HIGH income families. Independent primary schools enrolled just 8% of all students from LOW income families, and 17% of all students from HIGH income families.

The differences between the sectors were more pronounced at the secondary level. The overall share of enrolments in public schools was less at the secondary level (58%) than at the primary level (68%). It is among students from HIGH income families that the reduction in overall share was most apparent: only 41% of all students from HIGH income families attended public secondary schools, while 30% attended Catholic schools and 28% attended independent secondary schools, which enrolled only 19% of all secondary students.

There were differences among the states. Those with higher percentages of secondary students from HIGH income families attending public schools included the Australian Capital Territory (46%) and New South Wales (43%), while those with lower percentages of secondary students from HIGH income families attending public schools included South Australia (36%) and Victoria (38%).

¹ The percentage shares are slightly different in ABS *Schools Australia* data (see Appendix 1 Technical Notes).

Changes since 1976

The 1976 Census occurred in an important turning period in Australian schooling. The improved staffing levels of the 1960s and early 1970s were becoming established, and there were expectations for full secondary education for many more students; significant increases in Commonwealth funding of private schools were commencing; and, in 1976, the public sector reached its post Second World War maximum share of enrolments (79%). In addition, the 1976 Census provided quality data on students in each of the public, Catholic and independent sectors – something that was not to occur again until the 1996 Census.

Since 1976 there have been great changes in the structure of Australian schooling. According to ABS *Schools Australia*, in 1976 79% of Australian school students attended public schools, 17% attended Catholic schools and only 4% attended independent schools. By 2016 the ratio had changed to 65% of students in public schools, 20% in Catholic schools and 14% in independent schools.

In 1976 the social mix in public schools was similar to that of the total student population, with only a slightly larger proportion of students from LOW income families (35% compared with 33%) and a slightly smaller proportion of students from HIGH income families (31% compared with 33%). This had changed by 2016. Students from LOW income families had increased to 43% of public school enrolments and students from HIGH income families had decreased to 27% of public school enrolments. In 1976 the independent sector was very elite, with two thirds of students from HIGH income families. However, because the sector was relatively small its impact on public schools and the system as a whole was also relatively small. Since 1976 the independent sector has become less elite, with the percentage of enrolments from HIGH income families reducing to 51% in 2016. However, its share of all enrolments increased almost fourfold from 4% to 14% in 2016. Consequently, the percentage of all students in HIGH income families who attended independent schools increased from 8% in 1976 to 22% in 2016, while the percentage of all students in HIGH income families who attended public schools fell from 72% in 1976 to 51% in 2016. Over the period from 1976 to 2016, the percentage of students in the top 12% of family incomes who attended public schools decreased from 64% to 45%. The Catholic sector's share of enrolments did not increase at the rate of the independent sector (from 17% in 1976 to 20% in 2016), but the Catholic sector became more elite, with the percentage of students in the sector from HIGH income families increasing from 38% in 1976 to 44% in 2016.

Thus the public sector has experienced the combined impact of the large increase in enrolment share of the already very elite independent sector, and the increasing eliteness of the larger Catholic sector. This has tended to leave local comprehensive public schools (primary and secondary) increasingly residualised to a greater or lesser extent. Such a trend was anticipated by the Interim Committee of the Schools Commission (Karmel Committee) in 1973 when it cautioned that that such a change in relationships between public and private schools would be a likely (even inevitable) consequence of the substantial, systematic and increasing federal government funding of private schools that the

Committee recommended, and which was subsequently expanded by successive federal governments.

Indigenous students

Indigenous students were 5% of all students in 2016 according to the ABS Census. They were much more highly represented in public schools (6% of all public school students) than in either Catholic or independent schools (3% and 2% respectively). In all sectors, and especially in primary schools, Indigenous students were highly represented among the lowest family income groups — they were 13% of all public sector primary students with family incomes below \$650 a week, but only 1% of independent primary and secondary school students with family incomes of more than \$2500 a week.

More than two thirds (68%) of all Indigenous students in public schools were from LOW income families, while around half of all Indigenous students in both Catholic and independent schools were from LOW income families (45% and 51% respectively). Around a quarter of Indigenous students in Catholic and independent schools were from HIGH income families, while just 11% of Indigenous students in public schools were from HIGH income families.

Eighty one percent of all Indigenous students attended public schools, 12% attended Catholic schools and 6% attended independent schools. Eighty eight per cent of Indigenous students from very low income families (less than \$650 a week) attended public schools, while just 8% attended Catholic schools and 5% attended independent schools. In contrast, 65% of Indigenous students from HIGH income families attended public schools, 24% attended Catholic schools, and 11% attended independent schools.

Indigenous students at all family income levels were around four times as likely as other students not to have access to the internet at home.

Students in one parent families

Students in one parent families were 21% of all Australian school students in 2016, but 70% of students in the lowest family income group of less than \$650 a week, and only 2% of students in the HIGH family income group of \$2,500 or more a week. The difference between the school sectors was not as stark as the difference between family income groups. At all family income levels, students in one parent families were the highest percentage of all students in public secondary schools (28%), and the lowest percentage of all students in independent primary schools (13%). Students in one parent families attending public schools were more likely to be in LOW income families than those attending Catholic or independent schools (84%, 74% and 70% respectively), and those attending public schools were less likely to be in HIGH income families than those attending Catholic or independent schools (3%, 5% and 9% respectively).

Catholic students

Catholic students made up 27% of all Australian school students, 69% of Catholic school students, 16% of public school students and 14% of students in independent schools. Catholic students tended to come from higher income families than other students: 32% of all Australian students with HIGH family incomes were Catholic, while 22% of all Australian students with LOW family incomes were Catholics. While Catholic students were a similar proportion of public school students in all family income ranges (15% to 17%), in both Catholic and independent schools Catholic students were a substantially higher proportion of students with higher family incomes than they were of students with lower family incomes: in Catholic schools 73% of students with HIGH family incomes were Catholic, while 62% of students with LOW family incomes were Catholic, and in independent schools 16% of students with HIGH family incomes were Catholic and 11% of students with LOW family incomes were Catholic. Catholic students with LOW family incomes were more likely to attend public schools than private schools (either Catholic or independent), while Catholic students with HIGH family incomes were much more likely to attend Catholic schools — 52% of Catholic students with LOW family incomes attended public schools, while 62% of Catholic students with HIGH family incomes attended Catholic schools and only 27% attended public schools.

Islamic students

Islamic students were just 4% of all Australian school students (and 4% of public school students), but 6% of students in independent schools (8% of students in independent primary schools) schools and fewer than 1% of students in Catholic schools. They tended to have lower income families (7% of all students with LOW family incomes, and just 1% of all students with HIGH family incomes). They made up 15% of all students with LOW family incomes who were enrolled in independent schools — which is more than the 11% of all students with LOW family incomes who were enrolled in independent schools who were Catholic. However, Islamic students at all income levels are much more likely to have attended public schools: 73% attended public schools, 25% independent schools and 3% Catholic schools. Islamic students with HIGH family incomes were more likely to attend independent schools than Islamic students with LOW family incomes (33% compared with 22%) — reflecting the small proportion of all students with LOW family incomes who attend independent schools.

Students who speak only English

Students who speak only English (and no other language) made up 82% of all students in 2016. Students from HIGH income families in Catholic schools were most likely to speak only English and no other language (91%), while students from very low income families in independent schools were least likely to speak only English (66%).

Students who speak a language other than English and speak English well or very well

Students who speak a language other than English and speak English well or very well made up 17% of all students in 2016. Students from HIGH income families in Catholic schools were

least likely to speak a language other than English and speak English well or very well (9%), while students from very low income families in independent schools were most likely to speak a language other than English and speak English well or very well English (32%).

Students who speak a language other than English and speak English not well or not at all

Students who speak a language other than English and do not speak English well or at all made up less than 1% of all students in 2016. Such students were most likely to be from LOW income families, and be attending public schools. Students attending independent schools, especially students from low income families, were more likely than those attending Catholic schools to speak a language other than English and not speak English well or at all.

Students with disabilities

Students who need assistance with core activities made up 3.3% of all students in 2016. They were almost twice the percentage of all students in public schools compared with the percentage of all students in Catholic or independent schools (4.0%, 2.1% and 2.4% respectively). They were also much more likely to come from LOW income families: they were 5.3% of students from LOW income families in public schools, and just 1.6% of students from HIGH income families in Catholic and independent schools.

The ABS Census definition of disability is particularly narrow. Adjusting the Census data by the definition and data from the ABS Survey of Disability, Ageing and Carers, estimates of the percentages in some specific categories who have a disability would be as follows: 11.5% of all public school students, 6.0% of all Catholic school students and 6.9% of all independent school students; 15.6% of LOW family income public primary school students, and 3.7% of HIGH family income independent school students.

Students who can access the internet at home

While a large majority of students (96%) could access the internet from home, a substantial number could not. Around 115,000 public school students had no internet access at home, the majority of these (around 74,000) were in primary schools, and over 60,000 from LOW income families. Most affected were public primary school students with very low family incomes, 15% of whom (around 28,000 students) could not access the internet at home. In contrast, fewer than 0.5% of secondary Catholic and independent students from HIGH income families could not access the internet from home.

Students living in rented accommodation

Almost one third (30%) of all students lived in rental accommodation in 2016. Those most likely to live in rental accommodation were from very low income families (less than \$650 a week) and were attending public primary schools — 64% of such students lived in rental accommodation. Those least likely to live in rental accommodation were HIGH income students attending Catholic and independent secondary schools (8% and 9% respectively).

Geographic mobility of students

Seventeen percent of all students lived in households in which one or more residents had a different address a year earlier. Across all income ranges, 19% of public school students, 13% of Catholic school students and 15% of independent school students lived in households in which one or more residents had a different address one year earlier. Public primary school students with very low family incomes (less than \$650 a week) were most likely, and Catholic secondary students with HIGH family incomes were least likely, to have live in a household in which one or more residents lived elsewhere in 2015 (27% and 9% respectively). Only a very small percentage of all students had lived overseas one year earlier; however, students attending independent secondary schools were most likely to have done so (1.5%), and those attending Catholic secondary schools least likely (0.5%).

Conclusions

The analyses in this report show that across a range of student characteristics, in 2016 public schools had greater concentrations of those students whose schools require extra resources to provide them with equal educational opportunities. These are students with lower family incomes, and also students with disabilities, students who do not speak English well (or at all), students who cannot access the internet at home, students who have less secure housing tenure, and students with greater geographic mobility. The analyses have also illuminated the school sectors where there are greater or lesser concentrations of Indigenous students, and Catholic and Islamic students at different family income levels. Detailed national data for 2016 on these student characteristics by type of school attended, as well as historical data and data for individual states and territories, provide resources for further research that can inform effective policy development.

Since 1976 the public sector's share of enrolments has fallen (from 79% to 64%), and the concentration of students from low socio-economic backgrounds has increased. As these trends were becoming apparent in 1985, the Commonwealth Schools Commission noted that they could

threaten the role and standing of the public school as a central institution in Australian society. Such a development would be unwelcome to most citizens and is inconsistent with the stated policies of governments, as well as the major school interest groups, government and nongovernment. (para. 20)

This has occurred — to a greater or lesser extent in different parts of the nation. Deliberate federal government policy has been the main contributor. And deliberate policy and actions of governments, school authorities, school communities, individuals and community organisations can work to counter such 'unwelcome' developments, lessening social divisions and improving the educational outcomes for all students.

Introduction

The social make-up and social role of schools affect students' school lives and educational and social outcomes, and thus communities and the wider Australian society. There are significant differences in social make-up and social role between the public, Catholic and independent school sectors (and subsectors within each). It is thus important that these differences are investigated. That is done in this report primarily according to family income, mostly classified into three family income categories (LOW, MEDIUM and HIGH — capitalisation is for these specific categories), each of which includes roughly one third of all Australian school students. Analyses are also done according to Indigenous status, family type (one parent families), religion (Catholicism and Islam), languages spoken and English proficiency, disability, home internet access, home tenure (rented accommodation), and geographic mobility (different home address one year previously).

The analyses are based on data from the Australian Bureau of Statistics (ABS) 2016 Census of Population and Housing (2017a), augmented by data from earlier censuses (especially the 1976 Census), and ABS *Schools Australia* (2017d). Explanatory and technical notes are in Appendix 1. Detailed tables are in Appendix 2, which provides a resource for further analyses. This report has been prepared for the Australian Education Union, and follows earlier reports based on 2001, 2006 and 2011 ABS Census data (Preston, 2003, 2007, 2013).

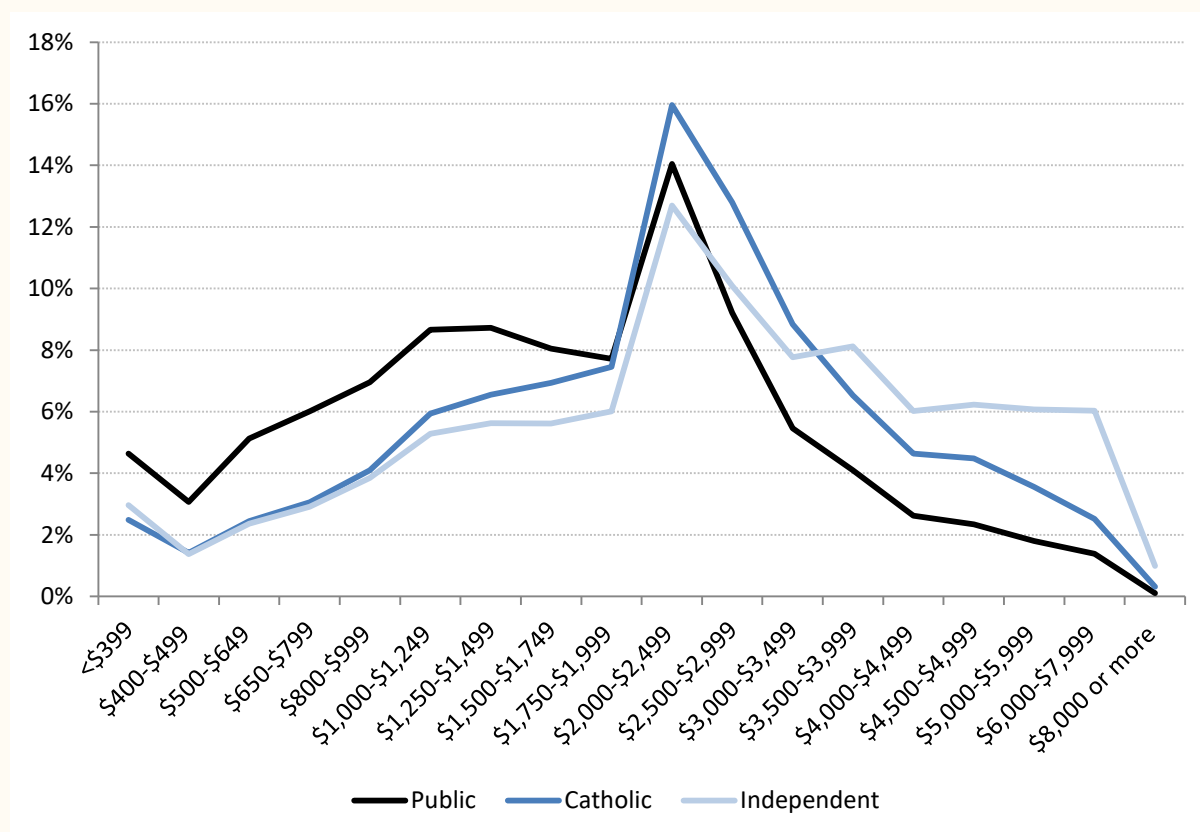
The report begins with an investigation into the social make-up of primary and secondary schools in the three sectors based on family income. This is followed by an analysis of students in the various family income ranges according to the sector of primary or secondary schools they attend. Data on family income by type and level of school attended are provided for each state and territory. An investigation into historical developments in the social make-up of the sectors follows. This is done in the context of federal government policy of schools funding, the views of government advisory bodies, and changes in enrolment shares and other attributes of the school sectors and schooling as a whole. National analyses follow of students according to the other classifications noted above, each incorporating data on family income as well as type and level of school attended.

The analyses are of macro-level data on schools in the different sectors, levels, states and territories, and census years. There is, of course, great diversity within the school sectors, between schools, and within schools. However, the sector-based data reported here is vital for significant national and state schooling policy, primarily because of the peculiar funding arrangements for the different schooling sectors: the federal government is the major public funder of private schools, while the states are the major funders of public schools. The different schooling sectors also have differences in their social roles and responsibilities, their accountability and their administrative arrangements.

1. The social make-up of school sectors: family income

The mix of students within schools contributes significantly to the nature and quality of students' education and social understandings. The overall social mix based on family income differs significantly between public, Catholic and independent school sectors. In 2016 a higher percentage of public school students than Catholic or independent school students were in each of the lower weekly family income levels up to and including the \$1,750 - \$1,999 range, and a lower percentage of public school students than Catholic or independent school students were in each of the family income ranges higher than \$2,500 - \$2,999. The largest percentage of students in each sector is in the \$2,000 - \$2,499 range, with Catholic school students most likely to be in this range (16%), and independent school students least (13%). Figure 1 illustrates these patterns.

Figure 1. Percentage of all students in each of the public, Catholic and independent sectors at each range of weekly family income, Australia, 2016

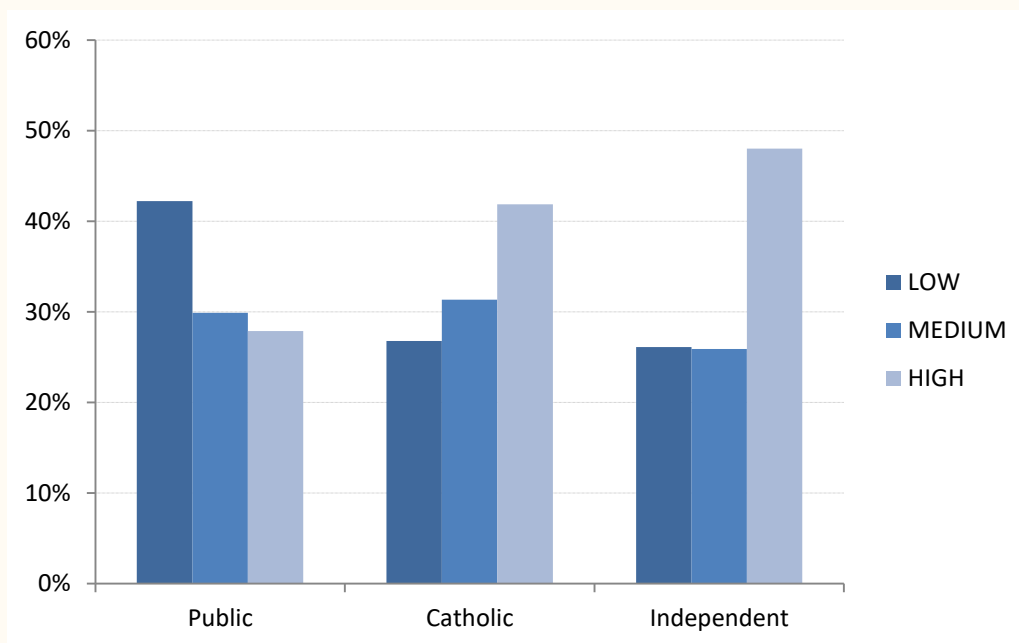


Source: Table A.1

For analyses in this report family income ranges are aggregated into approximate thirds for all Australian school students – LOW (weekly income up to \$1,499), MEDIUM (\$1,500 to \$2,499) and HIGH (\$2,500 or more) (see Appendix 1 Technical Notes). In 2016 the three sectors differed substantially in the percentages of students from families in the three different income ranges. Public primary schools had 50% more students from LOW income

families than from HIGH income families (42% and 28% respectively), while independent primary schools reverse this, with around half as many students from LOW income families than from HIGH income families (26% and 48% respectively). Catholic primary schools also had fewer students from LOW income families than from HIGH income families (27% and 42%) (Figure 2).

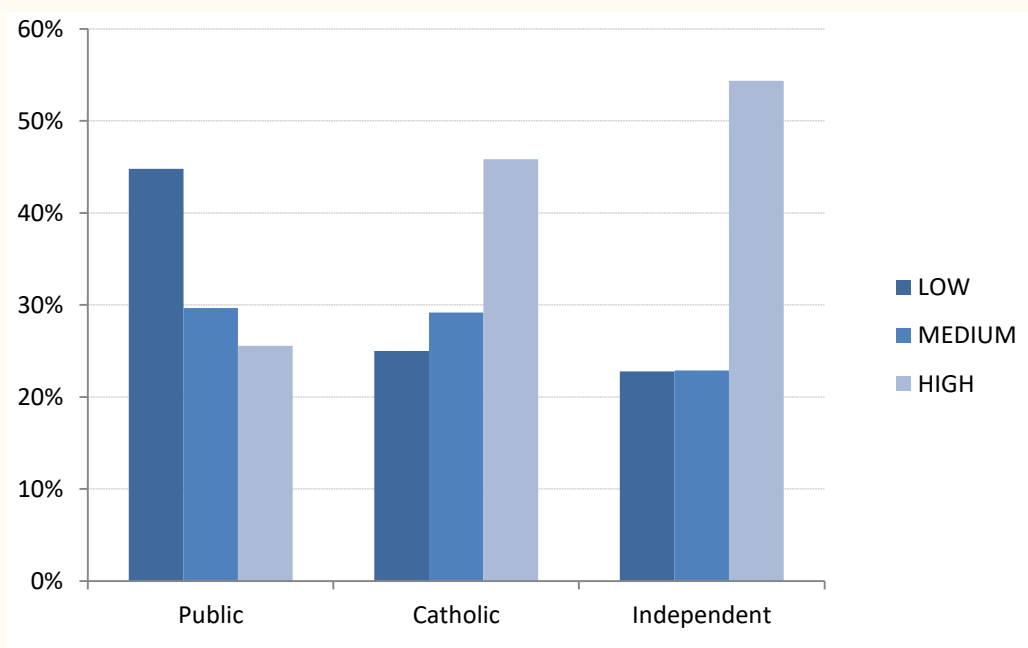
Figure 2. Percentage of *primary* students in each of the public, Catholic and independent sectors with LOW, MEDIUM and HIGH family incomes, Australia, 2016



Source: Table A.2

The difference between the independent and public sector was more pronounced at the secondary level, where 54% of independent school students were from HIGH incomes families (only 23% from both LOW and MEDIUM income families), and just 26% of public school students were from HIGH income families (45% from LOW and 30% from MEDIUM income families). Again, the Catholic sector was closer to the independent than to the public sector, with almost half (46%) of its secondary students from HIGH income families (Figure 3). At both the primary and secondary levels the independent sector had the same percentages of students with both LOW and MEDIUM family incomes (26% at the primary level and 23% at the secondary level), and a smaller percentage of students with MEDIUM family incomes than either public or Catholic sectors (in both sectors at both levels around 30%) (Table A. 2). This relatively low concentration of students from MEDIUM income families reflects the make-up of the independent sector, with its long-standing large component of high fee schools with students primarily from high socio-economic backgrounds, and its more recent component of relatively low fee schools with students from low as well as middle socio-economic backgrounds.

Figure 3. Percentage of *secondary* students in each of the public, Catholic and independent sectors with LOW, MEDIUM and HIGH family incomes, Australia, 2016



Source: Table A.2

The states and territories differed in their overall mix of school students' family income ranges. The jurisdiction with the highest percentage of students with HIGH family incomes and the lowest percentage with LOW family incomes was the Australian Capital Territory (56% and 20% respectively), followed by Western Australia (35% and 32%) and New South Wales (36% and 36%). The jurisdictions with the lowest percentages of students with HIGH family income and the highest percentages with LOW family incomes were Tasmania (23% and 46%) and South Australia (28% and 42%) (Table A. 4).

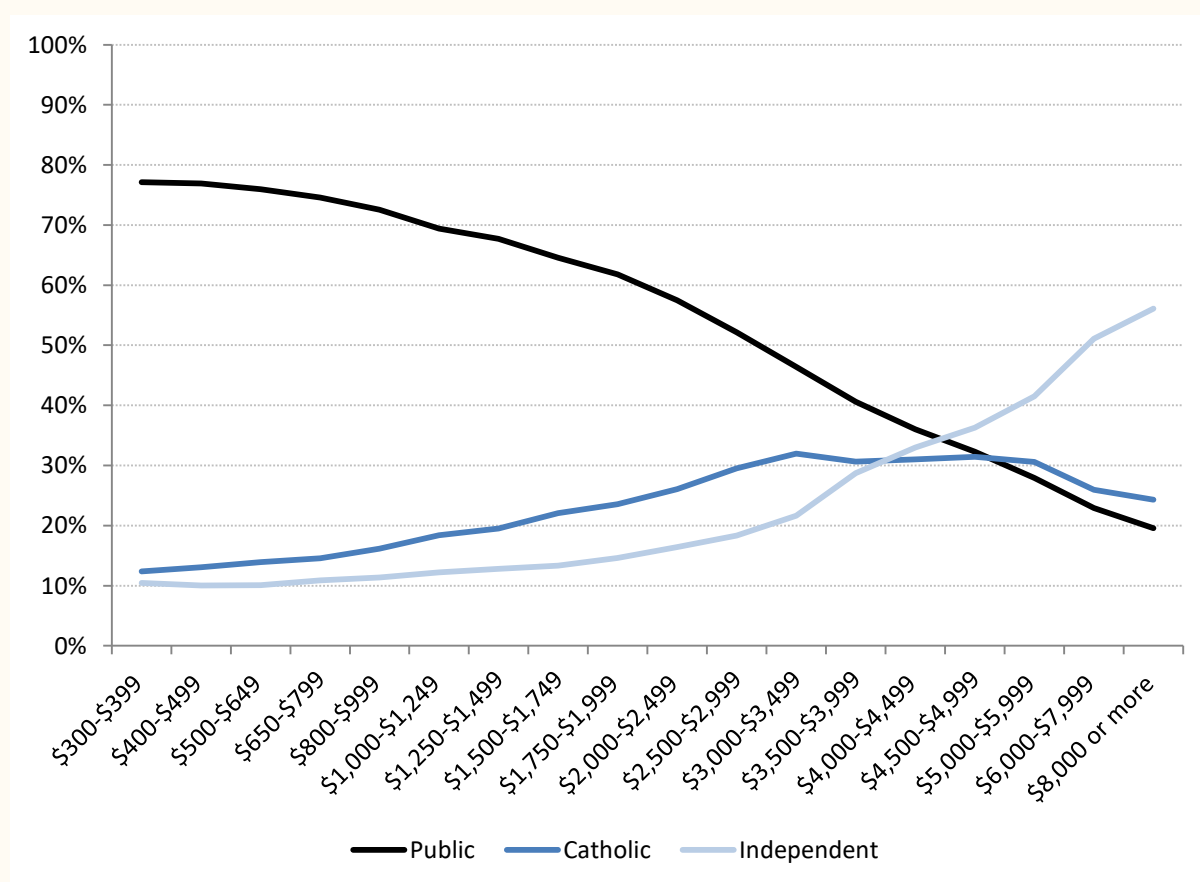
This difference between the states and territories in the family incomes of the total student population means that comparing states and territories in terms of the social mix of the three sectors can be difficult if actual percentages of students from HIGH, MEDIUM and LOW family incomes are used. Therefore, for each state and territory a figure is provided of the ratio of LOW to HIGH family incomes for each school sector indexed to the ratio for all schools (all sectors combined) at that level (for further detail see Appendix 1 Technical Notes). Thus the ratio for all schools at each level is 1.00, and a ratio more than 1.00 indicates that there were more students from LOW income families and fewer from HIGH income families *relative to the other sectors*, and a ratio of less than 1.00 indicates that there are fewer students from LOW income families and more from HIGH income families *relative to the other sectors*. These figures for 2016 are in the right hand column in Table A. 4. Relatively high figures for the public sector indicate, for example, that in that state or territory lower income students are more concentrated in the public sector and/or higher income students concentrated in the private sectors compared with other states and

territories. South Australia has the highest indexed figure at the secondary level, and thus the greatest difference in social mix between the public and private sectors among the states and territories, followed by Queensland, Tasmania and Victoria. The lowest is the Australian Capital Territory, followed by Western Australia and New South Wales. Comparisons can also be made between the Catholic and independent sectors in the various states and territories. For example, in Queensland, the social mixes of the Catholic and independent sectors are very similar at both the primary and secondary levels.

2. Family income and type of school attended

The previous section focused on the social mixes within each of the public, Catholic and independent sectors. This section analyses the data on type of school attended and family income with the focus on each of the family income ranges — a broad measure for particular social groups. The type of schools normally attended by members of a particular social group, and the extent of social integration, inclusion or exclusion, influences understandings and attitudes of members of those groups, which are then carried into civic, cultural and political life.

Figure 4. Percentage of secondary students in each weekly family income range who attended public, Catholic and independent schools, Australia 2016



Source: Table A.6

In 2016 students with lower family incomes disproportionately attended public schools, while students with higher family incomes disproportionately attended private schools (both Catholic and independent). According to the ABS Census², public schools enrolled 64% of all students, but 80% of students in the lowest family income range (less than \$400 a week) and just 24% in the highest family income range (\$8,000 or more a week). Catholic schools enrolled 21% of all students, but just 12% in the lowest family income range and 24% in the highest family income range. Independent schools enrolled 15% of all students but just 8% in the lowest family income range and 52% in the highest family income range (Table A. 6; see also Figure 4 for secondary students).

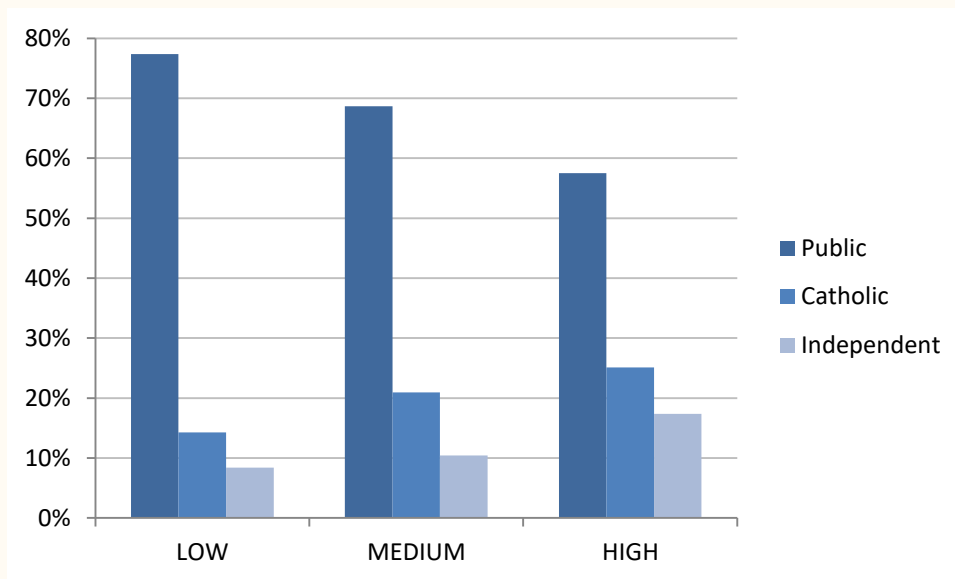
When family income ranges are aggregated into the broad LOW, MEDIUM and HIGH categories the differences are not as stark, but are still pronounced (Table A. 7). In 2016 public primary schools enrolled 77% of all students from LOW income families and 58% of all students from HIGH income families. Catholic primary schools enrolled 14% of students from LOW income families and 25% of students from HIGH income families. Independent primary schools enrolled just 8% of students from LOW income families, and 17% of students from HIGH income families (Table A. 7; Figure 5).

The differences between the sectors are more pronounced at the secondary level. The overall share of enrolments in public schools is less at the secondary level (58%) than at the primary level (68%). It is among students from HIGH income families that the reduction in overall share is most apparent: only 41% of students from HIGH income families attend public secondary schools, while 30% attend Catholic schools and 28% attend independent secondary schools, which enrol only 19% of all secondary students (Table A. 7; Figure 6).

There are differences among the states and territories (excluding the Northern Territory because of data unreliability). Those with higher percentages of secondary students from HIGH income families attending public schools include the Australian Capital Territory (46%) and New South Wales (43%), while those with lower percentages of secondary students from HIGH income families attending public schools include South Australia (36%) and Victoria (38%) (Table A. 8). (Tables A. 7 and A. 8 include data for 2011 as well as 2016; the changes between the two censuses are discussed in the following section on changes since 1976.)

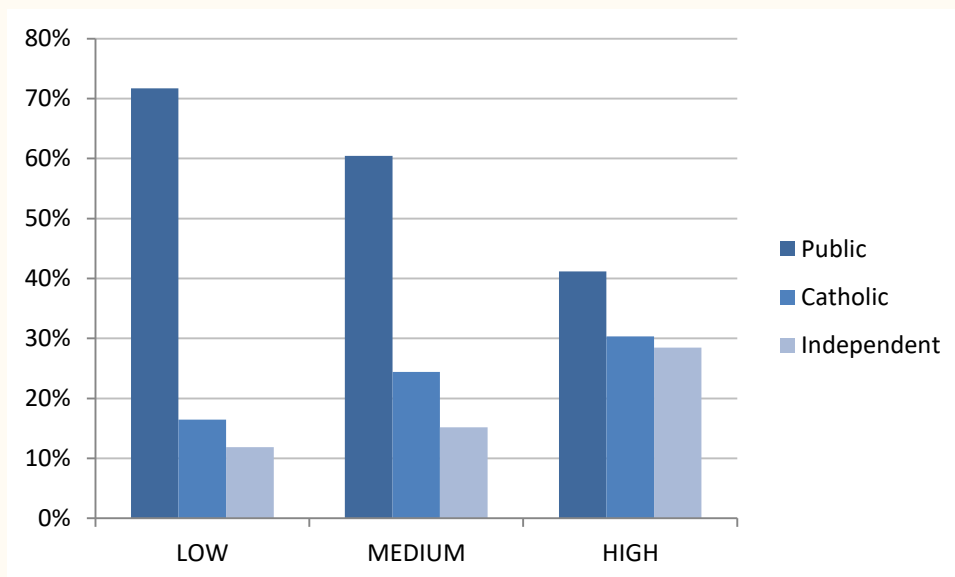
² The percentage shares are slightly different in ABS *Schools Australia* data (see Appendix 1 Technical Notes).

Figure 5. Percentage of all primary students from LOW, MEDIUM and HIGH income families who attended public, Catholic and independent schools, Australia 2016



Source: Table A.5.

Figure 6. Percentage of all secondary students from LOW, MEDIUM and HIGH income families who attended public, Catholic and independent schools, Australia 2016



Source: Table A.5

3. Changes since 1976

The 1976 Census occurred during an important turning period in Australian schooling. The improved staffing levels of the 1960s and early 1970s were becoming established, and there were expectations for full secondary education for many more students; significant increases in Commonwealth funding of private schools were commencing; and, in 1976, the public sector reached its post Second World War maximum share of enrolments (79%). In addition, the 1976 Census provided quality data on students in each of the public, Catholic and independent sectors – something that was not to occur again until the 1996 Census.

Since 1976 there have been great changes in the structure of Australian schooling. According to ABS *Schools Australia*, in 1976 79% of Australian school students attended public schools, 17% attended Catholic schools and only 4% attended independent schools (Australian Bureau of Statistics, 2017d). By 2016 the ratio had changed to 65% of students in public schools, 20% in Catholic schools and 14% in independent schools (Table A. 36). There also have been structural changes within sectors: in the public sector fewer students were enrolled in their local comprehensive school as zoning was relaxed and more specialist schools established; and in the independent sector low fee schools of a range of different affiliations expanded.

In 1976 the social mix in public schools was similar to that of the total student population, with only a slightly larger proportion of students from LOW income families (35% in public schools compared with 33% in all schools) and a slightly smaller proportion of students from HIGH income families (31% compared with 33%) (Table A. 9). This had changed by 2016. Students from LOW income families had increased to 43% of public school enrolments and students from HIGH income families had decreased to 27% of public school enrolments (Table A. 9). In 1976 the independent sector was very elite, with two thirds (66%) of the students enrolled in independent schools from HIGH income families. However, because the sector was relatively small its impact on public schools and the system as a whole was also relatively small. Since 1976 the independent sector has become less elite, with the percentage of enrolments from HIGH income families reducing to 51% in 2016 (Table A. 9). However, its share of all enrolments increased almost fourfold from 4% to 15% in 2016 (more in Western Australia and South Australia – see Table A. 14). Consequently, the percentage of all students in HIGH income families who attended independent schools increased from 8% in 1976 to 22% in 2016 (Table A. 14), while the percentage of all students in HIGH income families who attended public schools fell from 72% in 1976 to 51% in 2016 (Table A. 14). Over the period from 1976 to 2016, the percentage of students in the top 12% of family incomes who attended public schools decreased from 64% to 45% (Table A. 13). The Catholic sector's share of enrolments did not increase at the rate of the independent sector (from 17% in 1976 to 20% in 2016), but the Catholic sector became more elite, with the percentage of students from HIGH income families increasing from 38% in 1976 to 44% in 2016 (Table A. 9).

States and territories differed in their circumstances in 1976 and in developments over the four decades since. For example (and aside from the Australian Capital Territory), in 1976 Victorian public schools had the smallest share of all enrolments (75% — compared with 79% nationally) and the smallest share of students from HIGH income families (67% — compared with 72% nationally). Over the period to 2016 the Victorian public sector's share of enrolments of students from HIGH income families fell 17 percentage points to 50%. However, the reduction was much greater in South Australia (34 percentage points from 79% to 45%), Queensland (27 percentage points from 71% to 48%), and Western Australia (26 percentage points from 78% to 52%) (Table A. 14).

Nationally the public sector has experienced the combined impact of the large increase in enrolment share of the already very elite independent sector, and the increasing eliteness of the larger Catholic sector. This has tended to leave local comprehensive public schools (primary and secondary) increasingly residualised to a greater or lesser extent. Such a trend was anticipated by the Interim Committee of the Schools Commission (Karmel Committee) in 1973 when it cautioned that that such a change in relationships between public and private schools would be a likely (even inevitable) consequence of the substantial, systematic and increasing federal government funding of private schools that the Committee recommended. They wrote in their report, *Schools in Australia*:

There is a point beyond which it is not possible to consider policies relating to the private sector without taking into account their possible effects on the public sector whose strength and representativeness should not be diluted . . . As public aid for non-government schools rises, the possibility and even the inevitability of a changed relationship between government and nongovernment schooling presents itself. (1973, para. 2.13)

In 1985 the Schools Commission reiterated these concerns, connecting changes in the social make-up of the school sectors with the public sector's then declining enrolment share, and pointing to the wider social consequences of these developments:

A continuing significant decline in the government school sector's share of overall enrolment is likely to change substantially the social composition of the student population in government schools, with potentially significant negative consequences for the general comprehensiveness of public school systems. The cumulative effect of these financial, educational and social consequences could, in the long term, threaten the role and standing of the public school as a central institution in Australian society. Such a development would be unwelcome to most citizens and is inconsistent with the stated policies of governments, as well as the major school interest groups, government and nongovernment. (para. 20)

The changes in social mix in the sectors illustrated in Figures 7 and 8 indicate that the developments feared by the Schools Commission have been occurring. Policy and funding interventions by governments can initiate, exacerbate, restrain, ameliorate or even turn around dynamics of residualisation. The future is not predetermined — there was some restraint on the residualisation of the public sector as a consequence of initiatives of the Hawke Government in the late 1980s until the late 1990s, as well as more recent changes (apparent in Figure 9). And within sectors there will always be diversity.

Figure 7. Percentage of all students in each weekly family income range who attended public, Catholic and independent schools, and percentage of all students in each family income range, Australia 1976

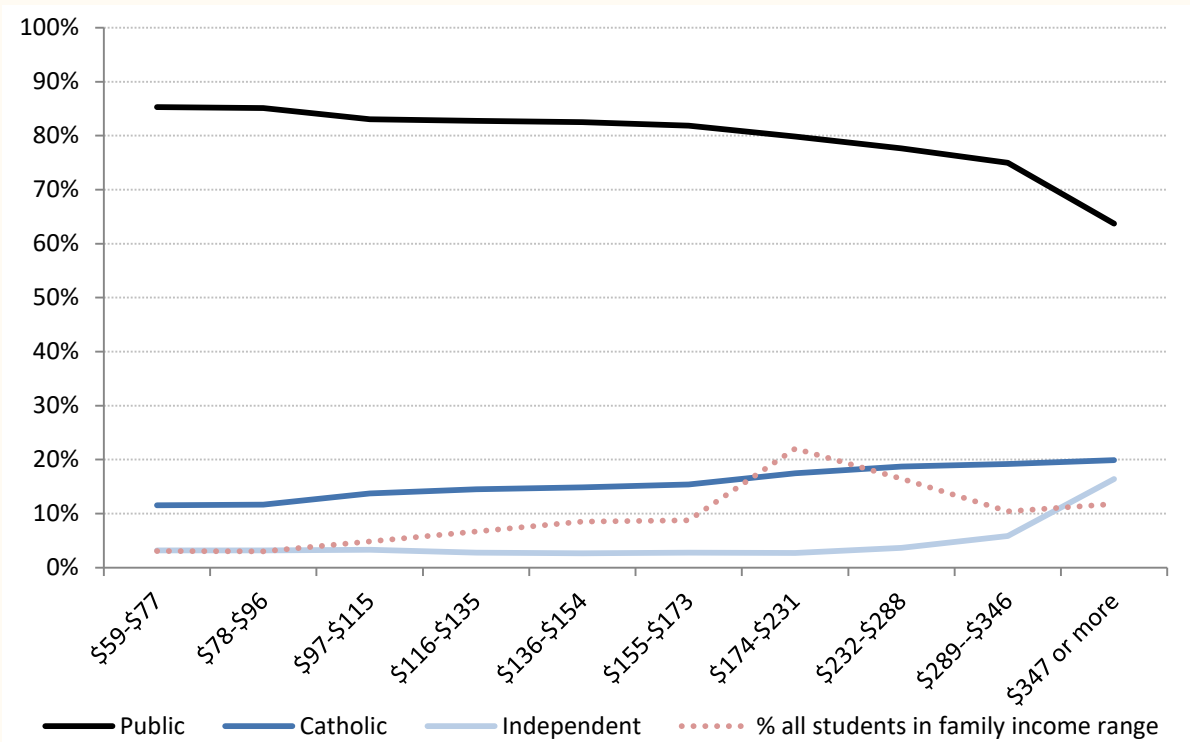
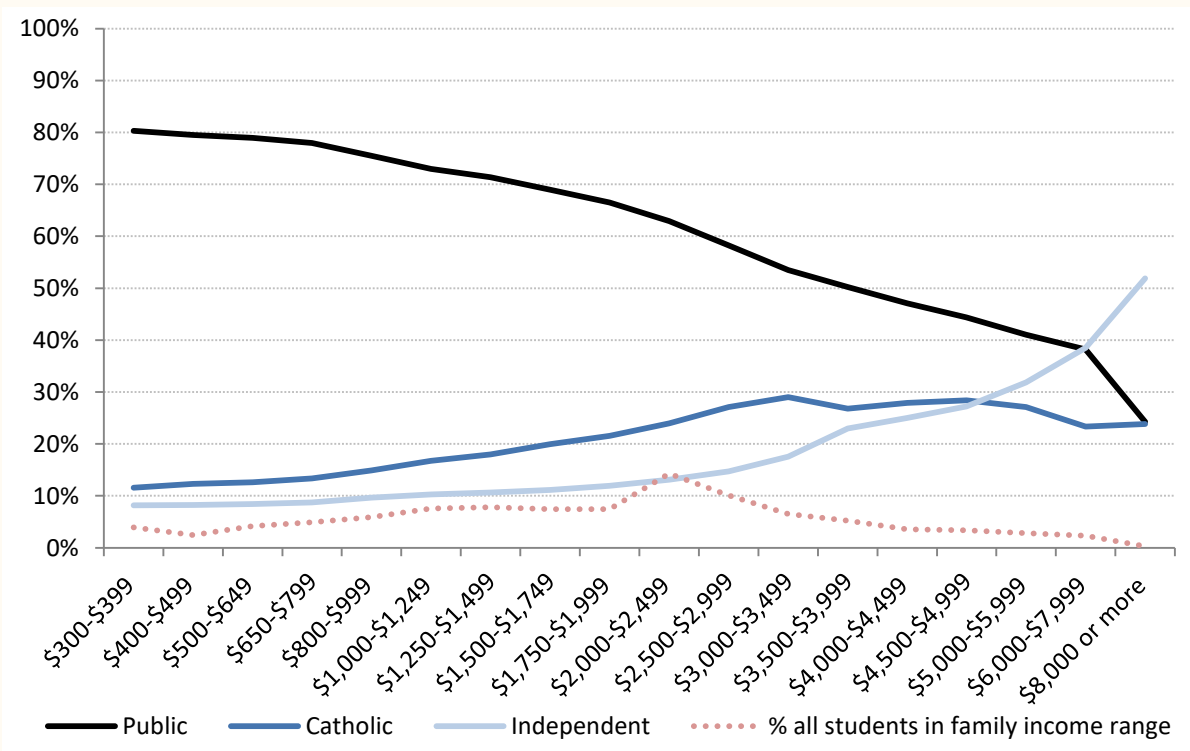
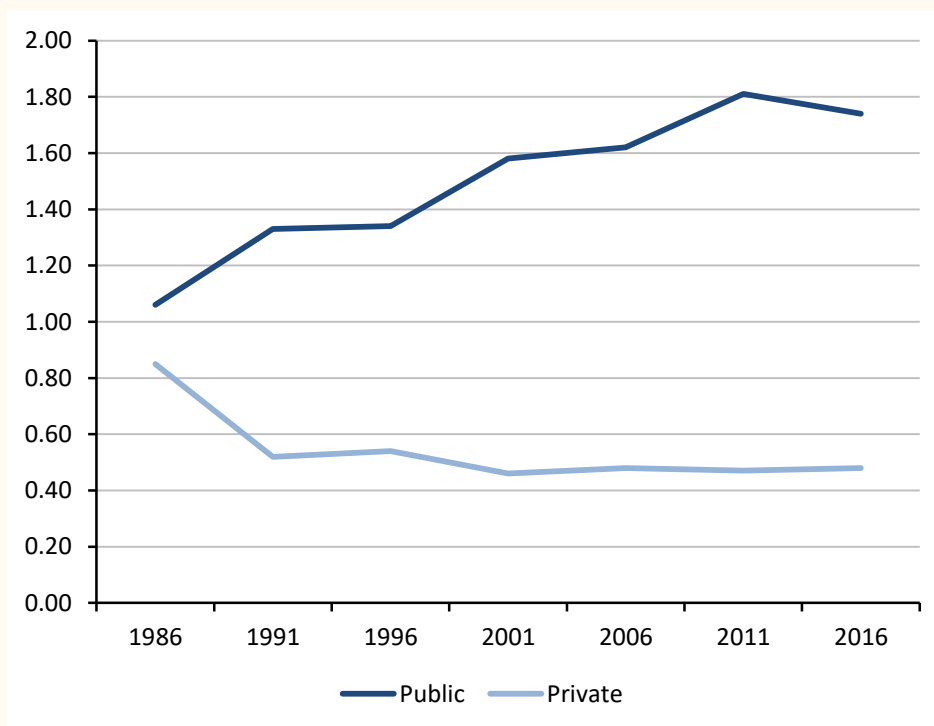


Figure 8. Percentage of all students in each weekly family income range who attended public, Catholic and independent schools, and percentage of all students in each family income range, Australia 2016



In 1986 both the public and private sectors had similar proportions of secondary students from LOW and HIGH income families — the public sector had only a slightly higher proportion of students from LOW income families relative to the proportion from HIGH income families, and the opposite in the private sector. The difference in social mix between public and private schools increased from 1986 until 2011. In that year the public sector had almost twice the proportion of students from LOW income families relative to the proportion from HIGH income families, and the opposite for the private sector (Catholic and independent combined). From 2011 to 2016 the difference slightly reduced. Figure 9 illustrates these changes, drawing from Table A.12³.

Figure 9. Ratio LOW to HIGH family income of secondary school students, public and private schools, indexed to all secondary students in each Census year, 1986 to 2016



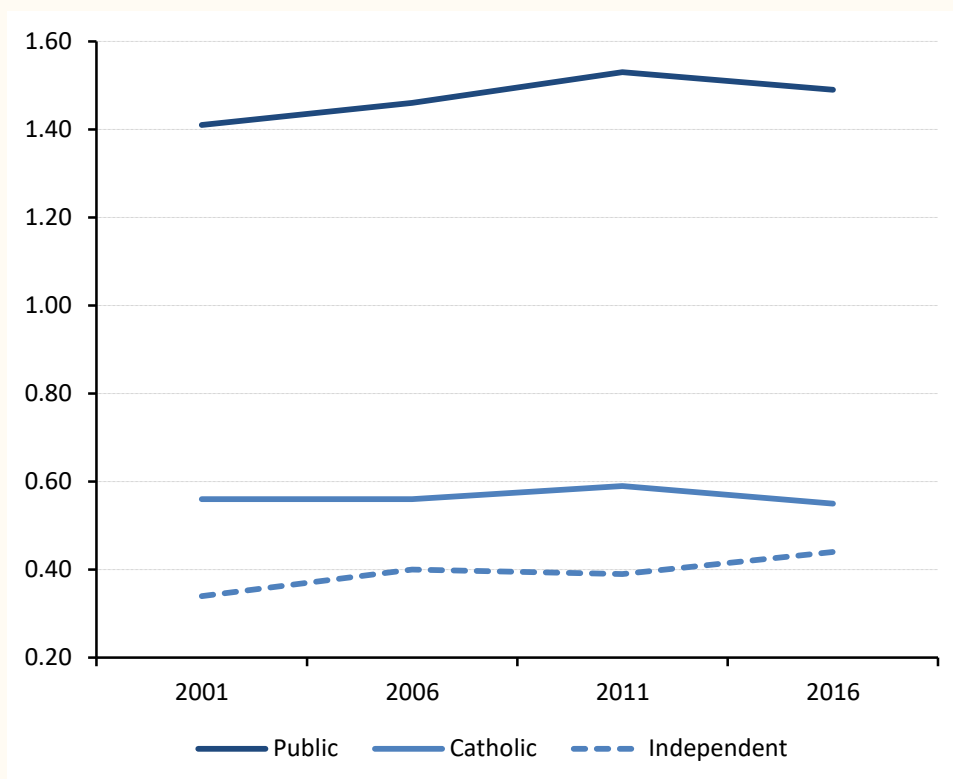
Source: Table A.12

A further analysis of Census data from 2001 to 2016 indicates that the reversal in the trend is a result of a combination of developments in each of the sectors. In the independent sector since 2001 there has been a general increase in the ratio of students from LOW

³ That table provides, for both primary and secondary levels, figures for the ratios of the percentages of students from LOW and HIGH income families in public and private schools, indexed to the ratios for all primary and secondary students in each census (see Appendix 1 Technical Notes regarding such indexation). The higher the ratio, the greater the proportion of students from LOW income families, and the smaller the proportion from HIGH income families. Conversely, the lower the ratio, the greater the proportion of students from HIGH income families and the smaller the proportion from LOW income families.

income families to students from HIGH income families. In the Catholic sector there was a very slight increase in the ratio of students from LOW to students from HIGH income families until 2011, and then a reversal. In the public sector there was a continuation of the trend since 1986 of an increase in the ratio of students from LOW income families to students from HIGH income families until 2011, then a reversal (Figure 10). There were variations between primary and secondary levels. Between 2011 and 2016 in the independent sector there was a clear decrease in the percentage of students from HIGH income families at both primary and secondary levels, and an increase in the percentage of students from LOW income families at the secondary level. In the Catholic sector there was an increase in the percentage of secondary students from HIGH income families, and a decrease in the percentages of students from MEDIUM income families at both the primary and secondary levels. In the public sector there was an increase in the percentage of students from HIGH income families in both primary and secondary schools, but also an increase in the percentage of students from LOW income families in primary schools (Table A. 7). While there has been some recent reversal in the long term trend in the public and independent sectors, the differences between the public and private sectors as a whole remain very great.

Figure 10. Ratio LOW to HIGH family income of public, Catholic and independent school students, indexed to all students, Australia, 2001 to 2016



Source: Table A.2

There are a number of likely explanations for the recent trends, especially between 2011 and 2016, shown in Figure 10. These can be further investigated at both a national and state

and territory level by considering changes in the patterns of family income (Tables A. 7 and A. 8) in the context of changes in enrolments in the three sectors at both primary and secondary levels (Table A. 37). The first explanation is the further expansion of low fee independent schools, especially at the secondary level (supporting evidence for this includes the decline in apparent retention rates in the independent sector from 94% in 2010 to 91% in 2016, a period when the rates for all sectors increased from 78% to 84% - see Table A. 40). A second possible explanation is the substantial increase in the socio-economic status background of students in selective public schools, noticeably in Sydney and Melbourne between 2010 and 2015 (Ho, 2017, 9 March). This is consistent with the Census data, especially for Victoria — though there were larger falls in the ratio of students from LOW to HIGH income families (indexed to all schools in the state) in Tasmania and Western Australia (Table A. 4). Note that even though New South Wales public secondary schools did not increase in their share of students from HIGH income families between 2011 and 2016 (Table A. 8), their enrolment share fell substantially, with enrolments falling by 2% while enrolments in New South Wales independent secondary schools increased by 13% between 2011 and 2016 (Table A. 38). In Victoria there was an increase in the percentage of secondary students from HIGH income families in public schools while there was also a fall in enrolment share in the public sector. There were substantial increases in the percentage of students from HIGH income families in some other states, though these were usually in line with public secondary schools' overall increase in enrolment share (notably in Western Australia) (Tables A.8 and A. 38). At the primary level there was also an increase in the percentage of students with HIGH family incomes attending public primary schools (which also increased overall enrolment share), and a decrease in the percentage attending independent schools. Thus public schooling appears to have become more attractive in many ways to families in a position to choose between sectors. While these were generally strong trends in the public and independent sectors, in the Catholic sector the trends were not as pronounced, but there were general trends of an increase in the percentage of primary and secondary students with HIGH family incomes and a decrease in the percentages of students with LOW and MEDIUM family incomes attending Catholic schools.

4. Indigenous students

Indigenous students were 5% of all students in 2016⁴. They are much more highly represented in public schools (6% of all students) than in either Catholic or independent schools (3% and 2% respectively). In all sectors, but especially in primary schools, Indigenous students were highly represented among the lowest family income groups – they were 13% of all public sector primary students with family incomes below \$649 a week, and only 1% of independent primary and secondary school students with family incomes of more than \$2500 a week (Table A. 15).

⁴ These 2016 ABS Census figures, as well as those of ABS *Schools Australia*, should be treated with some caution - see Appendix 1 Technical Notes.

More than two thirds (68%) of all Indigenous students in public schools were from LOW income families, while around half of all Indigenous students in both Catholic and independent schools were from LOW income families (45% and 51% respectively). Around a quarter of Indigenous students in Catholic and independent schools were from HIGH income families, while just 11% of Indigenous students in public schools were from HIGH income families (Table A. 16).

Eighty one percent of all Indigenous students attended public schools, 12% attended Catholic schools and 6% attended independent schools. Eighty eight percent of Indigenous students from very low income families (less than \$650 a week) attended public schools, while just 8% attended Catholic schools and 5% attended independent schools. In contrast, 65% of Indigenous students from HIGH income families attended public schools, 24% attended Catholic schools, and 11% attended independent schools (Table A. 17).

Indigenous students at all family income levels are around four times as likely as other students not to have access to the internet at home. Eighteen percent of all Indigenous students cannot access the internet at home — 4% of those with HIGH family incomes, 8% of those with MEDIUM family incomes, 25% of those with LOW family incomes, and 32% of students in the lowest family income range (less than \$650 a week). At each family income range, and at both primary and secondary levels, Indigenous students in public schools are less likely to access the internet at home than Indigenous students in private schools — Indigenous students in independent schools are less likely to access the internet at home than Indigenous students in Catholic schools at both primary and secondary levels and all family income ranges, except for secondary students with HIGH family incomes (Table A. 32 — see also Section 12, Students who cannot access the internet at home, and Table A. 31). Internet access at home for Indigenous students is not only important for school work, but also for learning and sharing traditional knowledge outside school.

5. Students in one parent families

Students in one parent families were 21% of all Australian school students in 2016, but 70% of students in the lowest family income group of less than \$650 a week in 2016, and only 2% of all students in the HIGH family income group of \$2,500 or more a week. The difference between the school sectors was not as stark as the difference between family income groups. At both levels and all family income ranges, students in one parent families were at the highest percentage of students in public secondary schools at 28%, and least in independent primary schools at 13% (Tables A. 18 and A. 20). Students in one parent families who attended public schools were more likely to be in LOW income families than those who attended Catholic or independent schools (84%, 74% and 70% respectively), and those who attended public schools were less likely to be in HIGH income families than those who attended Catholic or independent schools (3%, 5% and 9% respectively) (Table A. 19).

6. Catholic students

Students of Catholic religion made up 27% of all Australian school students in 2016 — 69% of Catholic school students, 16% of public school students and 14% of students in independent schools. Catholic students tended to come from higher income families than other students: 32% of all Australian students with HIGH family incomes were Catholic, while 22% of all Australian students with LOW family incomes are Catholic. While Catholic students were a similar proportion of public school students in all family income ranges (15% to 17%), in both Catholic and independent schools Catholic students were a substantially higher proportion of students with higher family incomes than they were of students with lower family incomes: in Catholic schools 73% of students with HIGH family incomes were Catholic, while 62% of students with LOW family incomes were Catholic, and in independent schools 16% of students with HIGH family incomes were Catholic and 11% of students with LOW family incomes were Catholic (Table A. 21). Catholic students with LOW family incomes were more likely to attend public schools than private schools (either Catholic or independent), while Catholic students with HIGH family incomes were much more likely to attend Catholic schools — 52% of students with LOW family incomes attended public schools, while 62% of Catholic students with HIGH family incomes attended Catholic schools (Table A. 23).

7. Islamic students

Islamic students were just 4% of all Australian school students in 2016, but 6% of students in independent schools (8% of students in independent primary schools) schools and fewer than 1% of students in Catholic schools. They tend to come from lower income families (7% of all students with LOW family incomes, and just 1% of all students with HIGH family incomes), and make up 15% of all students with LOW family incomes who are enrolled in independent schools (Table A. 24) (which is more than the 11% of students with LOW family incomes who are enrolled in independent schools who are Catholic religion (Table A. 21)). However, Islamic students at all income levels were much more likely to attend public schools: 73% attended public schools, 25% attended independent schools and 3% attended Catholic schools (Table A. 26). Islamic students with HIGH family incomes were more likely to attend independent schools than Islamic students with LOW family incomes (33% compared with 22% — very similar at both primary and secondary levels) (Table A. 26) (this difference reflects the small proportion of all students with LOW family incomes who attended independent schools, and is consistent with Islamic students making up 15% of all students with LOW family incomes who attended independent schools, but only 2% of all students with HIGH family incomes who attended independent schools, which was noted above).

8. Students who speak only English

Students who speak only English (and no other language) made up 82% of all students in 2016. Students from HIGH income families in Catholic schools were most likely to speak only English and no other language (91%), while students from very low income families in independent schools were least likely to speak only English (66%) (Table A. 27).

9. Students who speak a language other than English and speak English well or very well

Students who speak a language other than English and speak English well or very well made up 17% of all students in 2016. Students from HIGH income families in Catholic schools were least likely to speak a language other than English and speak English well or very well (9%), while students from very low income families in independent schools were most likely to speak a language other than English and speak English well or very well (32%) (Table A. 28).

10. Students who speak a language other than English and speak English not well or not at all

Students who speak a language other than English and do not speak English well or at all made up fewer than 1% of all students in 2016. Such students were most likely to be from LOW income families, and be attending public schools. Students attending independent schools, especially students from LOW income families, were more likely than those attending Catholic schools to speak a language other than English and not speak English well or at all (Table A. 29).

11. Students with disabilities

Students who needed assistance with core activities made up 3.3% of all students in 2016, according to the ABS Census. Such students were almost twice the percentage of all students in public schools than all students in Catholic or independent schools (4.0%, 2.1% and 2.4% respectively). They were 5.3% of students from LOW income families in public schools, and just 1.6% of students from HIGH income families in Catholic and independent schools (Table A. 30).

The ABS Census definition of disability as needing ‘assistance with core activities’ (in the opinion of the household member who completed the form, usually a student’s parent) is particularly narrow. The definition used in the ABS Survey of Disability, Ageing and Carers (SDAC) (Australian Bureau of Statistics, 2016b) is broader (though not specific to learning in schools): ‘a person has a disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities’ (Explanatory Notes: Glossary). The 2015 SDAC found that 9.5% of all Australians aged 5 to 14 were reported to have a disability according to this definition (and 8.2% of those aged 15 to 24 – which is consistent with the Census finding of primary

students more likely than secondary students to need assistance) (Disability Tables, Table 1.3). If this national percentage from the broader SDAC definition was applied to the total Australian school population (thus 9.5% rather than 3.3% of all students are classified as having a disability), then percentages in some specific categories who have a disability would be as follows: 11.5% of all public school students, 6.0% of all Catholic school students and 6.9% of all independent school students; 15.6% of LOW family income public primary school students, and 3.7% of HIGH family income independent school students. While the SDAC definition is broader than the ABS Census definition, it refers to restricting everyday activities, which might not fully include learning activities that constitute equal educational opportunities.

12. Students who cannot access the internet at home

While a large majority of students (96%) could access the internet from home, 4% could not — which is a substantial number. Around 115,000 public school students⁵ had no internet access at home, the majority of these (around 74,000) were in primary schools, and over 60,000 from LOW income families. Most affected were public primary school students with very low family incomes, 15% of whom (around 28,000 students) could not access the internet at home. In contrast, fewer than 0.5% of secondary Catholic and independent students from HIGH income families could not access the internet from home (Table A. 31). Indigenous students were much less likely to be able to access the internet at home than other students in each family income range, level and sector — overall 18% of Indigenous students could not access the internet at home, compared with 4% of all students (Table A. 32) (this is discussed in more detail in section 4 Indigenous Students).

13. Students living in rented accommodation

Almost one third (30%) of all students lived in rental accommodation in 2016. Those most likely to live in rental accommodation were from very low income families (less than \$650 a week) and were attending public primary schools — 64% of such students lived in rental accommodation. Those least likely to live in rental accommodation were HIGH income students attending Catholic and independent secondary schools (8% and 9% respectively) (Table A. 33).

14. Geographic mobility of students

The Census provides two different measures of geographic mobility from one year previously. The first is a household measure concerned with whether all or some of the residents in a household had a different address one year early (Table A. 34). The second is an individual measure regarding usual address one year earlier: same as in 2016, elsewhere

⁵ Calculated taking account of the differences between the ABS Census subpopulation and ABS *Schools Australia* in Table TA. 1. See Appendix 1. Technical Notes for details of method.

in Australia or overseas (Table A. 35). This individual data is available only in the ABS Census Place of Usual Residence Census dataset, which does not include family characteristics such as family income.

Seventeen percent of all students lived in households in which one or more residents had a different address on year earlier. Public school primary students with very low family incomes (less than \$650 a week) were most likely, and Catholic secondary students with HIGH family incomes were least likely to have lived in households in which one or more residents had a different address on year earlier (27% and 9% respectively). Across all income ranges, 19% of public school students, 13% of Catholic school students and 15% of independent school students lived in households in which one or more residents had a different address on year earlier (Table A. 34).

This is generally consistent with the data on individual students' usual address one year previously if other members of the household who lived elsewhere a year ago are taken into account. The usual address one year previously includes the category of overseas, as well as elsewhere in Australia and same as in 2016. Students attending independent secondary schools were most likely to have lived overseas in 2015 (1.5%), while those attending Catholic secondary schools were least likely to have lived overseas in 2015 (0.5%) (Table A. 35).

Conclusions

The analyses in this report show that across a range of student characteristics, in 2016 public schools had greater concentrations of those students whose schools require extra resources to provide them with equal educational opportunities. These include students with lower family incomes, and also students with disabilities, students who do not speak English well (or at all), students who cannot access the internet at home, students who have less secure housing tenure, and students with greater geographic mobility. The analyses have also illuminated the school sectors where there are greater or lesser concentrations of Indigenous students, and Catholic and Islamic students at different family income levels. Detailed national data for 2016 on these student characteristics by type of school attended, as well as historical data and data for individual states and territories, provide resources for further research that can inform effective policy development.

Since 1976 the public sector's share of enrolments has fallen (from 79% to 64%), and the concentration of students from low socio-economic backgrounds has increased. As these trends were becoming apparent in 1985, the Commonwealth Schools Commission noted that they could

threaten the role and standing of the public school as a central institution in Australian society. Such a development would be unwelcome to most citizens and is inconsistent with the stated policies of governments, as well as the major school interest groups, government and nongovernment. (para. 20)

This has occurred — to a greater or lesser extent in different parts of the nation. Deliberate federal government policy has been the main contributor. And deliberate policy and actions of governments, school authorities, school communities, individuals and community organisations can work to counter such ‘unwelcome’ developments, lessening social divisions and improving the educational outcomes for all students.

Appendix 1: Technical notes

Data sources

The Australian Bureau of Statistics Census of Population and Housing (ABS Census) is carried out every five years (in 2016 on 9 August). Data for the 2016, 2011 and 2006 censuses analysed in this report were accessed via the ABS online tool, TableBuilder (Australian Bureau of Statistics, 2017b). Data for earlier censuses were provided by ABS as customised data. For all except one table in this report (Table A. 35) the census dataset utilised is Persons: Place of Usual Residence. This is the only dataset that provides data on both the type of school attended by school students and the weekly incomes of students' families (and other family or household characteristics), which form the basis of almost all the analyses in this report. ABS Census data generated using TableBuilder or provided as customised data are randomly adjusted at the cell level to 'avoid the release of confidential data', and thus there might be minor inconsistencies in the data.

Data from ABS *Schools Australia* (Australian Bureau of Statistics, 2017d) is referred to for some analyses (see Tables A. 36 to 40). This data on school enrolments is part of the National Schools Statistical Collection (NSSC). It is collected annually from school authorities and individual schools with a census date of the first Friday in August. The data in the two collections, the ABS Census and *ABS Schools Australia*, differ slightly. This is illustrated by a comparison between Tables A. 7 and A. 36: enrolment shares according to the 2016 ABS Census are 64% public, 21% Catholic and 15% independent schools, while enrolment shares according to *ABS Schools Australia, 2016* are 65% public, 20% Catholic and 14% independent schools (figures do not sum consistently because of rounding).

Population analysed

Only students for whom 2016 ABS Census data (and comparable data from earlier censuses) are available on the type of school attended (census TYPP classification) **and** a family income range (census FINF classification) are included in the analyses in this report (aside from Table A. 34). These two classifications are described in the 2016 *ABS Census Dictionary* (2016a), pages 152-153 and 59-60 respectively. The names of other census classifications utilised in this report are provided below relevant tables, and the descriptions of these can also be found in the *Census Dictionary*.

The 2016 ABS Census classifies the type of educational institution attended (TYPP) by school students into six categories: infants/primary – government; infants/primary – Catholic; infants/primary – other nongovernment; secondary – government; secondary – Catholic; secondary – other nongovernment (specified in this report as public, Catholic and independent). The three category classification of schools has been used since the 1996 Census. The 1986 and 1991 censuses differentiated public and private primary and secondary students only. In 1976 the sectors of government, Catholic, other denominational, and non-denominational were disaggregated into primary, secondary,

combined primary/secondary and special school levels (further discussed below). In 1981 there was no disaggregation by school sector.

There were 3,373,387 school students for whom a type of school attended was reported in the 2016 Census. This was 89% of the number of school students in 2016, according to *ABS Schools Australia, 2016* (2017d, Table 42b), ranging from 82% in the Northern Territory and 84% in the Australian Capital Territory to at least 87% in the states. The relatively low percentage of students in the Census compared with *ABS Schools Australia* would be partially explained in the Australian Capital Territory by the large number of students attending schools in that jurisdiction who live in New South Wales (the Census classifies individuals geographically by the place they were on Census night or their usual residence), and in the Northern Territory by the relatively large undercount in the Census in that jurisdiction — 5% compared with 1% for Australia as a whole (Australian Bureau of Statistics, 2017c). This undercount especially involves Indigenous people (see below).

Students who were counted in the 2016 Census with type of school attended but no family income range include those with partial income stated (8.9% of all those with type of school attended reported), all incomes not stated (1.0%), and income not applicable (3.2%). Income not applicable includes students who do not reside with their families, including those in boarding schools and hostels as their usual residence on census night, which explains the high rate (7.2%) of secondary independent school students for whom family income is not applicable. (There is very little difference between the sectors in the percentages of students with family incomes partially stated or not stated.)

There were 2,934,407 school students for whom both type of school attended and family income were reported in the 2016 Census. This is the subpopulation analysed in this report, and was 77.5% of the number of school students in 2016, according to *ABS Schools Australia, 2016*. Table TA.1 provides data for each state and territory and Australia, for each sector at primary, secondary and all levels, and for all Indigenous students. Particularly under-represented are Indigenous students and students in the Northern Territory. Those relatively well-represented are students in the Catholic sector and primary school students.

The incidence of Census undercounting and non-applicable family incomes would generally affect school sectors differently. The undercounting of Indigenous people and, most probably, very low income people and geographically mobile people⁶, on the one hand, and the non-inclusion in the analyses in this report of (usually) high income boarding school students on the other hand, would tend to understate the differences between the public and private sectors in the patterns of family income. That is, the concentrations of low income and other disadvantaged students in public schools, and of high income students in private (especially independent) schools are probably understated in this report.

⁶ The Post-Enumeration Survey (PES), carried out a month after the Census and used to estimate undercounts and overcounts, includes states and territories and demographic items including age, sex and Indigenous status, but not socio-economic items such as income or geographic mobility (Australian Bureau of Statistics, 2017c).

Table TA. 1. School enrolments, *ABS Schools Australia* and the ABS Census subpopulation used in this report, states and territories and Australia, school sectors, school levels, 2016

	ABS Schools <i>Australia</i>	ABS Census subpopulation	ABS Census subpopulation as % of <i>ABS Schools Australia</i>
New South Wales	1 194 188	942 363	78.9%
Victoria	932 608	730 028	78.3%
Queensland	797 458	603 508	75.7%
Western Australia	408 083	311 804	76.4%
South Australia	264 791	205 064	77.4%
Tasmania	80 616	63 241	78.4%
Northern Territory	41 069	27 081	65.9%
Australian Capital Territory	67 603	50 885	75.3%
Australia	3 786 416	2 934 407	77.5%
Public primary	1 520 008	1 181 302	77.7%
Catholic primary	404 869	343 547	84.9%
Independent primary	250 548	207 229	82.7%
All primary	2 175 424	1 732 078	79.6%
Public secondary	952 657	692 662	72.7%
Catholic secondary	361 952	284 372	78.6%
Independent secondary	296 384	225 297	76.0%
All secondary	1 610 992	1 202 331	74.6%
All public	2 472 665	1 873 965	75.8%
All Catholic	766 820	627 920	81.9%
All Independent	546 931	432 522	79.1%
Indigenous students	206 729	132 284	64.0%

Source: Australian Bureau of Statistics, *Schools Australia, 2016* (2017d) Table 43a

Indigenous students

Indigenous students are those classified in the Census as Aboriginal, Torres Strait Islander or both Aboriginal and Torres Strait Islander (INGP). Indigenous students are undercounted in the Census: ABS has estimated that the overall net undercount of Indigenous people in the 2016 Census was around 17.5%, compared with a net undercount of the total population of 1.0% (Australian Bureau of Statistics, 2017c). Indigenous students also appear to be undercounted in *ABS Schools Australia*, most notably in independent primary schools, where there are 114 Indigenous students according to the Census (TYPP classification) for

every 100 students according to ABS *Schools Australia*. It is therefore difficult to estimate the magnitude of any Census undercount of Indigenous students in any particular state or territory, school sector or level. According to ABS *Schools Australia*, in 2016 there were 206,729 Indigenous students, 5.5% of all 3,798,226 Australian school students (Australian Bureau of Statistics, 2017d). In the 2016 Census 163,073 Indigenous students were reported by type of school attended (4.8% of all students reported by type of school attended, and 78.9% of Indigenous students according to ABS *Schools Australia*), and 132,284 were reported by both type of school attended and a family income range (4.5% of all school students reported by both type of school attended and a family income range, and 64.0% of all Indigenous students according to ABS *Schools Australia*). (Table TA. 2)

According to ABS *Schools Australia*, in 2016 Indigenous students were 40.1% of all students in the Northern Territory, and 8.5%, 7.7% and 6.4% in Tasmania, Queensland and Western Australia respectively. Throughout Australia, Indigenous students in independent secondary schools with a specified family income range in the ABS Census (and thus included in the analysis in this report) were a much smaller proportion of the number of Indigenous students according to ABS *Schools Australia* compared to other sectors and at the primary level. This is especially so in the Northern Territory, where the number of Indigenous secondary independent school students with a specified family income range was only 28.1% the number of Indigenous secondary independent school students according to ABS *Schools Australia* (Table TA. 2). Further analysis of ABS Census data shows that the percentages of Indigenous students in each school sector and level are similar in the categories of family income partially stated and no income stated (around 10% and 2% respectively). However, it is the category of not applicable (which in this context means not living with their family on Census night – at boarding schools, hostels, or otherwise living away from family) that differs very substantially between sectors, levels and states. Family income not applicable applies to only 6% of Indigenous students in all sectors, levels and states, but to 29% of Indigenous students in independent secondary schools nationally, and 45% in independent secondary schools in the Northern Territory. This further contributes to the unreliability of the data for the Northern Territory as a whole in the analysis in this report.

In general it may be assumed that Indigenous students with higher family incomes are undercounted in ABS *Schools Australia*, but adequately counted in the Census (probably a consequence of families or carers not informing schools of students' Indigenous status when there is no advantage for them or the school in doing so, while those same families and caregivers report Indigenous status on the Census form). On the other hand, Indigenous students with low family incomes, and especially those living in remote communities or who are geographically mobile, are undercounted in the Census. While the Census is likely to count the relatively high proportion of Indigenous secondary students (and the smaller proportion of Indigenous primary students) who do not live with their families, those students are not included in the analyses in this report because they do not have a family income range reported in the Census.

Table TA. 2. Indigenous students and all students, *ABS Schools Australia* and the ABS Census subpopulation used in this report, states and territories and Australia, school sectors, school levels, 2016

	Indigenous students <i>ABS Schools Australia</i>	Indigenous students as % all students <i>ABS Schools Australia*</i>	ABS Census Indigenous subpopulation	ABS Census Indigenous subpopulation as % of Indigenous students <i>ABS Schools Australia</i>	ABS Census Indigenous subpopulation as % of ABS Census subpopulation of all students*
NSW	67 169	5.6%	46 621	69.4%	4.9%
Vic.	14 548	1.6%	9 856	67.7%	1.4%
Qld	61 708	7.7%	39 786	64.5%	6.6%
WA	25 938	6.4%	13 484	52.0%	4.3%
SA	12 088	4.6%	6 831	56.5%	3.3%
Tas.	6 849	8.5%	5 236	76.5%	8.3%
NT (see below)	16 470	40.1%	9 085	55.2%	33.5%
ACT	1 960	2.9%	1 360	69.4%	2.7%
Australia	206 729	5.5%	132 284	64.0%	4.5%
Public primary	109 659	7.2%	69 399	63.3%	5.9%
Catholic prim.	11 531	2.8%	9 419	81.7%	2.7%
Independent prim.	4 710	1.9%	4 516	95.9%	2.2%
All primary	125 900	5.8%	83 334	66.2%	4.8%
Public secondary	63 563	6.7%	38 338	60.3%	5.5%
Catholic sec.	10 270	2.8%	6 748	65.7%	2.4%
Independent sec.	6 996	2.4%	3 841	54.9%	1.7%
All secondary	80 829	5.0%	48 927	60.5%	4.1%
All public	173 221	7.0%	107 739	62.2%	5.7%
All Catholic	21 802	2.8%	16 188	74.3%	2.6%
All Independent	11 706	2.1%	8 357	71.4%	1.9%
NT public prim.	8 848	46.2%	5 191	58.7%	40.7%
NT Catholic prim.	1 025	37.3%	713	69.6%	31.1%
NT Ind. prim.	410	14.2%	248	60.5%	11.1%
NT Public sec.	4 262	41.5%	2 162	50.7%	35.1%
NT Catholic sec.	900	37.0%	476	52.9%	29.1%
NT Ind. sec.	1 025	29.5%	288	28.1%	14.5%

Source: Australian Bureau of Statistics, *Schools Australia, 2016* (2017d) Table 43a. * See Table TA. 1 for 'All students' data except NT detail.

Estimating the actual number of students in each category

The main tables of Census data in this report provide data as percentages. However, it is also possible to estimate the actual number of students in each category, which has been done in this report for students who cannot access the internet at home (section 12). This can be done with reasonable accuracy for students at all income levels at each school level and sector for Australia as a whole. The number of students in each family income range, school sector and school level in the ABS 2016 Census subpopulations analysed in this report is set out in Table TA. 3. The actual number can be calculated by dividing the number in the Census subpopulation in Table TA. 3 by the relevant percentage in Table TA. 1. Table TA. 4 provides an estimate of the actual number of students at each family income range, sector and school level. For example, there are 1,181,302 Australian primary public school students in the Census subpopulation analysed in the report (Table TA.3). This is 77.7% of the actual number of Australian primary public school students according to ABS *Schools Australia* (Table TA. 1). Thus the estimated actual number of Australian primary public school students in Table TA.4 is 1,520,008 (the actual number in Table TA.1). The actual numbers of students in particular family income ranges can be estimated by applying the percentage for all income levels (which is done for Table TA. 4).

Table TA. 3. Number of Australian students at each family income, school sector and school level in the ABS 2016 Census subpopulations analysed in this report

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	147 022	149 628	99 106	103 077	498 835	353 035	329 433	1 181 302
Catholic	2 2427	25 314	20 511	23 768	92 020	107 666	143 861	343 547
Independent	14 371	15 063	11 681	12 968	54 081	53 634	99 517	207 229
Total primary	183 820	190 005	131 298	139 813	644 936	514 335	572 811	1 732 078
Secondary								
Public	93 354	93 313	63 264	60 311	310 241	205 386	177 033	692 662
Catholic	17 392	19 623	16 761	17 357	71 131	82 936	130 311	284 372
Independent	14 594	14 165	11 148	11 378	51 280	51 571	122 449	225 297
Total secondary	125 340	127 101	91 173	89 046	432 652	339 893	429 793	1 202 331
All schools								
Public	240 377	242 941	162 363	163 389	809 075	558 420	506 470	1 873 965
Catholic	39 814	44 936	37 276	41 128	163 150	190 595	274 168	627 920
Independent	28 963	29 231	22 826	24 349	105 359	105 206	221 959	432 522
Total	309 154	317 108	222 465	228 866	1 077 584	854 221	1 002 597	2 934 407

Table TA. 4. Estimated actual number of Australian students at each family income, school sector and school level in the ABS 2016 Census subpopulations analysed in this report

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	189 177	192 530	127 522	132 632	641 862	454 258	423 889	1 520 008
Catholic	26 430	29 832	24 172	28 011	108 445	126 884	169 540	404 869
Independent	17 375	18 212	14 123	15 679	65 386	64 846	120 320	250 548
Total primary	230 871	238 639	164 905	175 600	810 015	645 985	719 429	2 175 424
Secondary								
Public	128 395	128 339	87 011	82 949	426 692	282 479	243 483	952 657
Catholic	22 137	24 976	21 334	22 092	90 536	105 562	165 861	361 952
Independent	19 199	18 634	14 665	14 968	67 460	67 843	161 085	296 384
Total secondary	167 942	170 301	122 162	119 312	579 706	455 419	575 876	1 610 992
All schools								
Public	317 173	320 557	214 235	215 589	1 067 561	736 826	668 279	2 472 665
Catholic	48 621	54 876	45 522	50 226	199 240	232 756	334 816	766 820
Independent	36 624	36 963	28 864	30 790	133 228	133 035	280 671	546 931
Total	398 917	409 181	287 058	295 318	1 390 462	1 102 245	1 293 702	3 786 416

It can be assumed that students with very low family incomes, as well as higher income students attending independent schools, are most likely to be undercounted in the Census subpopulation analysed in this report, and the figures could be adjusted accordingly. For individual states and territories adjustments could be made based on the percentages in Table TA. 1, and more accurate estimates derived from data for each level and sector in each state and territory in *ABS Schools Australia, 2016* (Australian Bureau of Statistics, 2017d).

Family income

In the ABS Census, family income (FINF) is calculated by summing the personal incomes reported by all family members aged 15 years and over. For the 2016 Census, family income is classified into 22 weekly income ranges, as well as partial income stated, all incomes not stated and not applicable (which for school students implies that they are not living with their families on the night of the Census) (Australian Bureau of Statistics, 2017d, pp. 59-60) – see Box TA. 1. In this report the income ranges are aggregated into LOW MEDIUM and HIGH categories, each containing approximately one third of all school students. The income ranges are not provided in exact thirds because the tables that are the basis of the 2016

(and 2011 and 2006) Census data in this report were generated using the ABS online tool, TableBuilder. TableBuilder requires the use of ABS categories, which can be combined (such as into the three income categories), but not split in a way that would create precise thirds of students by family income. The proportions of students in each of the LOW, MEDIUM and HIGH family income categories differ at the primary and secondary levels (largely because of the generally younger ages and lower incomes of primary school parents compared with secondary school parents), and there are substantial differences between the states (see Table A.4). It is the differences between school sectors that are the particular concern of this report. In addition to the LOW, MEDIUM and HIGH categories, there is some further disaggregation of the LOW category (see Table A.3). Earlier censuses classified family income into different ranges, and these are also classified so that approximately a third of school students fall into each of LOW, MEDIUM and HIGH.

Box TA. 1. ABS 2016 Census family income ranges (FINF), classified into LOW, MEDIUM and HIGH for this report, with percentage of all included students in each range, and excluded categories with percentages for all students and indigenous students	
<p>LOW – 36.7% of all included students</p> <p>Negative income – 0.2%</p> <p>Nil income – 0.8%</p> <p>\$1-\$149 (\$1-\$7,799) – 0.4%</p> <p>\$150-\$299 (\$7,800-\$15,599) – 1.1%</p> <p>\$300-\$399 (\$15,600-\$20,799) – 1.3%</p> <p>\$400-\$499 (\$20,800-\$25,199) – 2.5%</p> <p>\$500-\$649 (\$26,000-\$33,799) – 4.1%</p> <p>\$650-\$799 (\$33,800-\$41,599) – 4.9%</p> <p>\$800-\$999 (\$41,600-\$51,999) – 5.9%</p> <p>\$1000-\$1249 (\$52,000-\$64,999) – 7.6%</p> <p>\$1250-\$1499 (\$65,000-\$77,999) – 7.8%</p> <p><i>(Weekly income ranges; annual income ranges in parentheses.)</i></p>	<p>MEDIUM – 29.1% of all included students</p> <p>\$1,500-\$1,749 (\$78,000-\$90,999) – 7.4%</p> <p>\$1,750-\$1,999 (\$91,000-\$103,999) – 7.4%</p> <p>\$2,000-\$2,499 (\$104,000-\$129,999) – 14.3%</p> <p>HIGH – 34.2% of all included students</p> <p>\$2,500-\$2,999 (\$130,000-\$155,999) – 10.1%</p> <p>\$3,000-\$3,499 (\$156,000-\$181,999) – 6.5%</p> <p>\$3,500-\$3,999 (\$182,000-\$207,999) – 5.2%</p> <p>\$4,000-\$4,499 (\$208,000-\$233,999) – 3.6%</p> <p>\$4,500-\$4,999 (\$234,000-\$259,999) – 3.4%</p> <p>\$5,000-\$5,999 (\$260,000-\$311,999) – 2.8%</p> <p>\$6,000-\$7,999 (\$312,000-\$415,999) – 2.3%</p> <p>\$8,000 or more (\$416,000 or more) – 0.3%</p>
<p>EXCLUDED</p> <p>Partial income stated (8.9% all students, 10.2% all Indigenous students)</p> <p>All incomes not stated (1.0% all students, 2.3% all Indigenous students)</p> <p>Not applicable/not in family (3.2% all students, 6.4% all Indigenous students)</p>	

Ratio of LOW to HIGH family income is a simple measure of relative disadvantage in terms of family income. A ratio of 1.00 indicates that there are the same proportions of LOW and HIGH family income students in a jurisdiction, irrespective of the proportion of MEDIUM family income students (thus a jurisdiction in which there are 33.3% of students in each of the LOW, MEDIUM and HIGH family income categories will have a ratio of 1.00, as will a jurisdiction in which there are 25%, 50% and 25%, respectively, in each category). A ratio greater than 1.00 indicates a larger proportion (number) of students with LOW family incomes relative to the proportion with HIGH family incomes, and a ratio less than 1.00

indicates a larger proportion (number) of students with HIGH family incomes relative to the proportion with LOW family incomes.

Indexing the ratios of LOW to HIGH family incomes to all schools in a state provides ratios that are comparable between states and between different censuses. This controls for differences between states (such as the higher average income in the Australian Capital Territory compared with lower average income Tasmania), as well as differences between censuses.

The indexed ratios should only be used for such comparative purposes, and their nature made clear. It would be misleading to do otherwise. For example, though the indexed ratio for all schools in Tasmania is 1.00 (as it is for all schools at each level in all jurisdictions in each census year), the actual ratio for 2016 was 1.96, which indicates that Tasmanian school students were almost twice as likely to have LOW family incomes as HIGH family incomes. In contrast, the actual ratio for the ACT was 0.35, which indicates that ACT school students were almost three times as likely to have HIGH family incomes as LOW family incomes (Table A.4).

Data from the 1976 and later censuses

The collection and classification of data in the 1976 Census differed from recent censuses. In that census information was sought on the name and address of the school attended by each school student (Australian Bureau of Statistics, 1976). The information was coded by ABS into four sector categories: government, Catholic, other denominational, and non-denominational schools. In this report other denominational and non-denominational are combined as the independent category. The information was further coded into four categories of levels: primary, secondary, combined primary and secondary, and special schools. Even though 91% of all students were classified as attending either primary or secondary schools, the percentages differed between the sectors: 96% of public school students and 86% of Catholic school students were classified as attending either primary or secondary schools, but only 21% of independent school students were so classified, with 75% attending combined primary and secondary schools (82% of independent students with HIGH family incomes). Therefore the only comparisons made in this report between sectors in 1976 at primary and secondary levels are between the public and Catholic sectors (Tables A. 10 and A. 11).

The number of students in the 1976 Census subpopulation analysed in this report is 67% of the number of students in Australian schools according to ABS *Schools Australia, 1976* (Australian Bureau of Statistics, 2017d). The three sectors were very similar: 67% for the public and independent sectors, and 68% for the Catholic sector. Table TA. 5 sets out the 1976 and 2016 components of the understatement. ABS noted that the nature of the question asked on the 1976 Census form (name and address of school attended) resulted in a high non-response rate as well as high coding costs (Australian Bureau of Statistics, 1986, p. 53). The high non-response rate in 1976 compared with 2016 is apparent in the total school student population in each census as a percentage of the number of school students

according to the *ABS Schools Australia* for the relevant years in Table TA. 5. In 1976 compared with 2016 respondents were more likely to complete family income information, especially independent school students' families. However, in 1976 family income for independent students was much more likely to be not applicable (students were not living with their families, most probably in boarding schools) than for students in other sectors and independent students in 2016.

Table TA. 5. 1976 and 2016 ABS Censuses: total numbers of school students, school students with family income not or partially stated, school students with family income not applicable, and the Census subpopulations used in this report, as a percentage of the numbers of school students according to *ABS Schools Australia*, public, Catholic and independent sectors, and all Australian schools

	Census total school student population as % <i>ABS Schools Australia</i>		Students' family income not / partially stated as % <i>ABS Schools Australia</i>		Students' family income not applicable as % <i>ABS Schools Australia</i>		Census subpopulation used in this report as % <i>ABS Schools Australia</i>	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	76%	87%	7%	8%	2%	3%	67%	76%
Catholic	78%	94%	7%	9%	3%	2%	68%	82%
Independent	85%	94%	4%	10%	14%	5%	67%	79%
All sectors	76%	89%	7%	9%	3%	3%	67%	77%

Source: Australian Bureau of Statistics, *Schools Australia* (2017d) for 1976 and 2016; ABS 1976 Census customised data; ABS 2016 Census data accessed via TableBuilder.

In 1981 no data was sought on sector of school attended, and from 1986 the item was a closed question with straight forward options of school sector (in 1986 and 1991 government or nongovernment, and subsequently government, Catholic or other nongovernment) and level (primary or secondary).

Appendix 2: Tables

Table A. 1. Percentage of students in each of public, Catholic and independent primary, secondary and all schools in each detailed weekly family income range, Australia, 2016

	Less than \$400	\$400-\$499	\$500-\$649	\$650-\$799	\$800-\$999	\$1000-\$1249	\$1250-\$1499	\$1,500-\$1,749	\$1,750-\$1,999	\$2,000-\$2,499	\$2,500-\$2,999	\$3,000-\$3,499	\$3,500-\$3,999	\$4,000-\$4,499	\$4,500-\$4,999	\$5,000-\$5,999	\$6,000-\$7,999	\$8,000 or more	TOTAL
Primary																			
Public	4.3%	3.1%	5.0%	6.0%	6.7%	8.4%	8.7%	7.9%	7.8%	14.2%	9.2%	5.4%	4.3%	2.7%	2.5%	2.0%	1.7%	0.1%	100%
Catholic	2.5%	1.5%	2.5%	3.2%	4.2%	6.0%	6.9%	7.0%	7.7%	16.6%	12.9%	8.4%	6.2%	4.2%	4.3%	3.2%	2.6%	0.1%	100%
Independent	2.8%	1.5%	2.6%	3.1%	4.2%	5.6%	6.3%	6.0%	6.5%	13.4%	10.2%	7.5%	8.1%	5.1%	5.5%	5.2%	6.2%	0.3%	100%
Total primary	3.8%	2.6%	4.3%	5.1%	5.9%	7.6%	8.1%	7.5%	7.6%	14.6%	10.1%	6.2%	5.1%	3.3%	3.2%	2.6%	2.4%	0.1%	100%
Secondary																			
Public	5.2%	3.1%	5.3%	6.0%	7.4%	9.1%	8.7%	8.3%	7.6%	13.7%	9.2%	5.6%	3.7%	2.5%	2.0%	1.5%	0.9%	0.2%	100%
Catholic	2.5%	1.3%	2.4%	2.9%	4.0%	5.9%	6.1%	6.9%	7.1%	15.1%	12.7%	9.4%	6.9%	5.2%	4.8%	4.0%	2.4%	0.6%	100%
Independent	3.1%	1.2%	2.1%	2.7%	3.6%	4.9%	5.1%	5.3%	5.6%	12.1%	10.0%	8.0%	8.1%	6.9%	6.9%	6.9%	5.9%	1.6%	100%
Total secondary	4.2%	2.3%	4.0%	4.7%	5.9%	7.6%	7.4%	7.4%	7.1%	13.7%	10.2%	6.9%	5.3%	3.9%	3.6%	3.1%	2.2%	0.5%	100%
All schools																			
Public	4.6%	3.1%	5.1%	6.0%	7.0%	8.7%	8.7%	8.0%	7.7%	14.0%	9.2%	5.5%	4.1%	2.6%	2.3%	1.8%	1.4%	0.1%	100%
Catholic	2.5%	1.4%	2.4%	3.1%	4.1%	5.9%	6.5%	6.9%	7.5%	16.0%	12.8%	8.8%	6.5%	4.6%	4.5%	3.6%	2.5%	0.3%	100%
Independent	3.0%	1.4%	2.4%	2.9%	3.8%	5.3%	5.6%	5.6%	6.0%	12.7%	10.1%	7.8%	8.1%	6.0%	6.2%	6.1%	6.0%	1.0%	100%
Total	3.9%	2.5%	4.1%	4.9%	5.9%	7.6%	7.8%	7.4%	7.4%	14.3%	10.1%	6.5%	5.2%	3.6%	3.4%	2.8%	2.3%	0.3%	100%

Table A. 2. Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, Australia, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016

	LOW <\$1500	MEDIUM \$1500 - \$2499	HIGH \$2500 or more	Ratio LOW to HIGH family income	Ratio LOW to HIGH family income indexed to all students				
					1976	2001	2006	2011	2016
Primary schools									
Public	42%	30%	28%	1.51				1.38	1.34
Catholic	27%	31%	42%	0.64				0.60	0.57
Independent	26%	26%	48%	0.54				0.43	0.48
All primary schools	37%	30%	33%	1.13				1.00	1.00
Secondary schools									
Public	45%	30%	26%	1.75				1.81	1.74
Catholic	25%	29%	46%	0.55				0.57	0.54
Independent	23%	23%	54%	0.42				0.37	0.42
All secondary schools	36%	28%	36%	1.01				1.00	1.00
All schools									
Public	43%	30%	27%	1.60	1.16	1.41	1.46	1.53	1.49
Catholic	26%	30%	44%	0.60	0.73	0.56	0.56	0.59	0.55
Independent	24%	24%	51%	0.47	0.24	0.34	0.40	0.39	0.44
All schools	37%	29%	34%	1.07	1.00	1.00	1.00	1.00	1.00

Table A. 3. Percentage of students in each of public, Catholic and independent primary, secondary and all schools with detailed low and total LOW family incomes, Australia, 2016

	<\$650	\$650-\$999	\$1000-\$1249	\$1250-\$1499	Total LOW
Primary schools					
Public	12%	13%	8%	9%	42%
Catholic	7%	7%	6%	7%	27%
Independent	7%	7%	6%	6%	26%
All primary schools	11%	11%	8%	8%	37%
Secondary schools					
Public	13%	13%	9%	9%	45%
Catholic	6%	7%	6%	6%	25%
Independent	6%	6%	5%	5%	23%
All secondary schools	10%	11%	8%	7%	36%
All schools					
Public	13%	13%	9%	9%	43%
Catholic	6%	7%	6%	7%	26%
Independent	7%	7%	5%	6%	24%
All schools	11%	11%	8%	8%	37%

Census classifications: Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 4. Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, states and territories, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016

	LOW <\$1500	MEDIUM \$1500 - \$2499	HIGH \$2500 or more	Ratio LOW to HIGH family income	Ratio LOW to HIGH family income indexed to all schools in state			
					2001	2006	2011	2016
New South Wales								
<i>Primary schools</i>								
Public	41%	29%	31%	1.31			1.33	1.29
Catholic	26%	30%	44%	0.59			0.64	0.59
Independent	27%	24%	50%	0.54			0.45	0.53
All primary schools	36%	28%	36%	1.01			1.00	1.00
<i>Secondary schools</i>								
Public	44%	29%	28%	1.58			1.70	1.67
Catholic	24%	28%	47%	0.52			0.57	0.55
Independent	23%	21%	56%	0.40			0.35	0.42
All secondary schools	35%	27%	37%	0.95			1.00	1.00
<i>All schools</i>								
Public	42%	29%	30%	1.41	1.42	1.43	1.47	1.43
Catholic	25%	29%	45%	0.56	0.59	0.57	0.60	0.56
Independent	25%	23%	53%	0.47	0.36	0.40	0.40	0.47
All schools	36%	28%	36%	0.99	1.00	1.00	1.00	1.00
Victoria								
<i>Primary schools</i>								
Public	42%	30%	28%	1.49			1.30	1.27
Catholic	31%	33%	36%	0.84			0.78	0.72
Independent	27%	25%	48%	0.56			0.39	0.48
All primary schools	38%	30%	32%	1.18			1.00	1.00
<i>Secondary schools</i>								
Public	46%	30%	24%	1.97			1.89	1.80
Catholic	28%	32%	41%	0.67			0.66	0.61
Independent	23%	22%	55%	0.42			0.34	0.39
All secondary schools	37%	29%	34%	1.09			1.00	1.00
<i>All schools</i>								
Public	43%	30%	26%	1.65	1.45	1.44	1.51	1.45
Catholic	29%	32%	38%	0.76	0.72	0.68	0.72	0.67
Independent	25%	24%	52%	0.48	0.32	0.36	0.36	0.42
All schools	37%	30%	33%	1.14	1.00	1.00	1.00	1.00

... continued

Table A. 4. continued Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, states and territories, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016

	LOW	MEDIUM	HIGH	Ratio LOW to HIGH family income	Ratio LOW to HIGH family income indexed to all schools in state			
	<\$1500	\$1500 - \$2499	\$2500 or more		2001	2006	2011	2016
Queensland								
<i>Primary schools</i>								
Public	46%	31%	23%	1.96			1.55	1.51
Catholic	24%	32%	44%	0.54			0.42	0.41
Independent	25%	28%	47%	0.54			0.42	0.42
All primary schools	39%	31%	30%	1.30			1.00	1.00
<i>Secondary schools</i>								
Public	46%	31%	23%	2.03			1.89	1.84
Catholic	23%	29%	48%	0.47			0.44	0.43
Independent	24%	25%	51%	0.47			0.40	0.42
All secondary schools	37%	30%	34%	1.10			1.00	1.00
<i>All schools</i>								
Public	46%	31%	23%	1.99	1.58	1.54	1.67	1.64
Catholic	23%	31%	46%	0.51	0.42	0.43	0.43	0.42
Independent	25%	26%	49%	0.50	0.35	0.41	0.40	0.41
All schools	38%	30%	31%	1.21	1.00	1.00	1.00	1.00
Western Australia								
<i>Primary schools</i>								
Public	37%	31%	32%	1.15			1.33	1.31
Catholic	22%	31%	47%	0.47			0.58	0.53
Independent	24%	27%	49%	0.49			0.50	0.55
All primary schools	33%	30%	37%	0.88			1.00	1.00
<i>Secondary schools</i>								
Public	40%	30%	31%	1.29			1.79	1.66
Catholic	23%	26%	51%	0.44			0.64	0.57
Independent	21%	22%	57%	0.36			0.45	0.46
All secondary schools	32%	27%	41%	0.78			1.00	1.00
<i>All schools</i>								
Public	38%	31%	31%	1.20	1.42	1.38	1.48	1.44
Catholic	22%	29%	49%	0.46	0.55	0.60	0.59	0.55
Independent	22%	24%	53%	0.42	0.39	0.47	0.46	0.50
All schools	32%	29%	39%	0.84	1.00	1.00	1.00	1.00

... continued

Table A. 4. continued Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, states and territories, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016

	LOW	MEDIUM	HIGH	Ratio LOW to HIGH family income	Ratio LOW to HIGH family income indexed to all schools in state			
	<\$1500	\$1500 - \$2499	\$2500 or more		2001	2006	2011	2016
South Australia								
<i>Primary schools</i>								
Public	49%	30%	20%	3.22			1.57	1.51
Catholic	31%	33%	36%	1.19			0.58	0.53
Independent	29%	30%	41%	0.85			0.41	0.44
All primary schools	43%	31%	26%	2.06			1.00	1.00
<i>Secondary schools</i>								
Public	51%	30%	19%	2.69			2.04	1.96
Catholic	30%	30%	39%	0.77			0.54	0.56
Independent	26%	26%	48%	0.53			0.38	0.38
All secondary schools	41%	29%	30%	1.38			1.00	1.00
<i>All schools</i>								
Public	50%	30%	20%	2.53	1.50	1.54	1.73	1.66
Catholic	31%	32%	37%	0.83	0.55	0.55	0.56	0.54
Independent	27%	28%	44%	0.62	0.37	0.43	0.39	0.41
All schools	42%	30%	28%	1.53	1.00	1.00	1.00	1.00
Tasmania								
<i>Primary schools</i>								
Public	53%	30%	17%	3.13			1.58	1.42
Catholic	34%	37%	30%	1.14			0.51	0.52
Independent	32%	29%	39%	0.81			0.28	0.37
All primary schools	47%	31%	22%	2.20			1.00	1.00
<i>Secondary schools</i>								
Public	53%	29%	18%	3.00			2.03	1.83
Catholic	30%	35%	35%	0.84			0.55	0.51
Independent	26%	27%	47%	0.57			0.27	0.34
All secondary schools	43%	30%	26%	1.64			1.00	1.00
<i>All schools</i>								
Public	53%	30%	17%	3.09	1.60	1.58	1.76	1.58
Catholic	32%	36%	32%	0.99	0.46	0.42	0.52	0.51
Independent	29%	28%	43%	0.68	0.27	0.34	0.27	0.35
All schools	46%	31%	23%	1.96	1.00	1.00	1.00	1.00

... continued

Table A. 4. continued Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, states, territories, 2016, and ratio LOW to HIGH family income indexed to all students in jurisdiction, 2001, 2006, 2011 and 2016

	LOW <\$1500	MEDIUM \$1500 - \$2499	HIGH \$2500 or more	Ratio LOW to HIGH family income	Ratio LOW to HIGH family income indexed to all schools in jurisdiction			
					2001	2006	2011	2016
Northern Territory								
Primary schools								
Public	45%	24%	30%	1.49			1.32	1.35
Catholic	35%	21%	45%	0.78			0.78	0.70
Independent	15%	24%	61%	0.24			0.20	0.22
All primary schools	40%	24%	36%	1.10			1.00	1.00
Secondary schools								
Public	40%	25%	34%	1.18			1.38	1.46
Catholic	30%	23%	47%	0.63			0.93	0.78
Independent	16%	23%	60%	0.27			0.34	0.33
All secondary schools	34%	25%	42%	0.81			1.00	1.00
All schools								
Public	44%	25%	32%	1.38	1.21	1.29	1.36	1.40
Catholic	33%	22%	46%	0.71	0.57	0.67	0.83	0.72
Independent	15%	24%	61%	0.25	0.35	0.32	0.24	0.26
All schools	38%	24%	38%	0.98	1.00	1.00	1.00	1.00
Data for the Northern Territory must be treated with caution. The 2016 and earlier Censuses significantly undercounted the Northern Territory population and Indigenous people, and students who live away from home are not included in these analyses (see Technical notes). Thus students with LOW family incomes are likely to be significantly understated.								
Australian Capital Territory								
Primary schools								
Public	25%	27%	48%	0.52			1.46	1.41
Catholic	12%	24%	64%	0.19			0.60	0.52
Independent	11%	19%	70%	0.15			0.36	0.42
All primary schools	20%	25%	55%	0.37			1.00	1.00
Secondary schools								
Public	26%	25%	48%	0.55			1.64	1.64
Catholic	12%	19%	68%	0.18			0.63	0.53
Independent	8%	17%	75%	0.11			0.32	0.32
All secondary schools	19%	22%	58%	0.33			1.00	1.00
All schools								
Public	26%	26%	48%	0.53	1.35	1.43	1.54	1.50
Catholic	12%	22%	66%	0.19	0.61	0.62	0.61	0.52
Independent	10%	18%	73%	0.13	0.36	0.38	0.33	0.37
All schools	20%	24%	56%	0.35	1.00	1.00	1.00	1.00

Census classifications: Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 5. Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, indexed to all students at the level in the jurisdiction, states, territories and Australia, 2016

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	Australia
LOW family income									
<i>Primary schools</i>									
Public	1.12	1.11	1.17	1.13	1.15	1.12	1.13	1.24	1.13
Catholic	0.72	0.82	0.61	0.68	0.72	0.71	0.87	0.61	0.72
Independent	0.74	0.71	0.65	0.74	0.68	0.67	0.36	0.54	0.70
All primary schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<i>Secondary schools</i>									
Public	1.24	1.25	1.25	1.24	1.24	1.22	1.20	1.36	1.24
Catholic	0.69	0.74	0.62	0.71	0.74	0.69	0.88	0.62	0.70
Independent	0.64	0.62	0.65	0.65	0.62	0.61	0.48	0.42	0.63
All secondary schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<i>All Schools</i>									
Public	1.17	1.16	1.20	1.17	1.19	1.16	1.16	1.28	1.18
Catholic	0.71	0.78	0.61	0.69	0.73	0.70	0.87	0.62	0.71
Independent	0.69	0.66	0.64	0.69	0.65	0.63	0.41	0.48	0.66
All schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
MEDIUM family income									
<i>Primary schools</i>									
Public	1.01	1.00	1.01	1.02	0.99	0.96	1.02	1.07	1.01
Catholic	1.06	1.08	1.04	1.00	1.07	1.19	0.86	0.93	1.06
Independent	0.84	0.83	0.90	0.88	0.98	0.93	1.02	0.76	0.87
All primary schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<i>Secondary schools</i>									
Public	1.04	1.04	1.06	1.09	1.03	0.97	1.03	1.14	1.05
Catholic	1.04	1.09	0.98	0.96	1.04	1.15	0.94	0.87	1.03
Independent	0.78	0.78	0.84	0.81	0.89	0.89	0.95	0.74	0.81
All secondary schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<i>All Schools</i>									
Public	1.02	1.02	1.03	1.05	1.00	0.96	1.02	1.10	1.02
Catholic	1.05	1.09	1.01	0.98	1.06	1.17	0.90	0.91	1.04
Independent	0.81	0.79	0.87	0.83	0.94	0.91	0.99	0.75	0.84
All schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

... continued

Table A. 5. *continued* Percentage of students in each of public, Catholic and independent primary, secondary and all schools with LOW, MEDIUM and HIGH family incomes, indexed to all students at the level in the jurisdiction, states, territories and Australia, 2016

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	Australia
HIGH family income									
<i>Primary schools</i>									
Public	0.87	0.87	0.77	0.86	0.77	0.79	0.84	0.88	0.84
Catholic	1.23	1.14	1.47	1.28	1.36	1.37	1.23	1.17	1.27
Independent	1.39	1.50	1.56	1.33	1.55	1.82	1.68	1.28	1.45
All primary schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<i>Secondary schools</i>									
Public	0.74	0.69	0.68	0.75	0.64	0.67	0.82	0.83	0.71
Catholic	1.26	1.20	1.44	1.25	1.32	1.34	1.13	1.18	1.28
Independent	1.50	1.60	1.53	1.40	1.62	1.77	1.45	1.29	1.52
All secondary schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<i>All Schools</i>									
Public	0.82	0.80	0.73	0.82	0.72	0.74	0.83	0.86	0.79
Catholic	1.25	1.17	1.46	1.27	1.35	1.37	1.20	1.18	1.28
Independent	1.46	1.57	1.56	1.39	1.60	1.83	1.59	1.29	1.50
All schools	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Source: Table A. 6

Table A. 6. Percentage of primary, secondary and all students in each detailed family income range, who attended public, Catholic and independent primary, secondary and all schools, Australia, 2016

	\$300-\$399	\$400-\$499	\$500-\$649	\$650-\$799	\$800-\$999	\$1000-\$1249	\$1250-\$1499	\$1,500-\$1,749	\$1,750-\$1,999	\$2,000-\$2,499	\$2,500-\$2,999	\$3,000-\$3,499	\$3,500-\$3,999	\$4,000-\$4,499	\$4,500-\$4,999	\$5,000-\$5,999	\$6,000-\$7,999	\$8,000 or more	TOTAL
Primary																			
Public	82%	81%	81%	80%	78%	75%	74%	72%	70%	66%	62%	59%	57%	56%	54%	52%	48%	42%	68%
Catholic	11%	12%	12%	13%	14%	16%	17%	18%	20%	23%	25%	27%	24%	25%	26%	24%	22%	22%	20%
Independent	7%	7%	7%	7%	8%	9%	9%	10%	10%	11%	12%	14%	19%	18%	20%	24%	31%	36%	12%
Total primary	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Secondary																			
Public	77%	77%	76%	75%	73%	69%	68%	65%	62%	57%	52%	46%	41%	36%	32%	28%	23%	20%	58%
Catholic	12%	13%	14%	15%	16%	18%	19%	22%	24%	26%	30%	32%	31%	31%	31%	31%	26%	24%	24%
Independent	10%	10%	10%	11%	11%	12%	13%	13%	15%	16%	18%	22%	29%	33%	36%	42%	51%	56%	19%
Total secondary	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
All schools																			
Public	80%	79%	79%	78%	75%	73%	71%	69%	67%	63%	58%	53%	50%	47%	44%	41%	38%	24%	64%
Catholic	12%	12%	13%	13%	15%	17%	18%	20%	22%	24%	27%	29%	27%	28%	28%	27%	23%	24%	21%
Independent	8%	8%	8%	9%	10%	10%	11%	11%	12%	13%	15%	18%	23%	25%	27%	32%	39%	52%	15%
Total all schools	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Census classifications: Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 7. Percentage of primary, secondary and all students in each family income range of detailed low, LOW, MEDIUM and HIGH and all income levels, who attended public, Catholic or independent schools, Australia, 2016 (2011 in parentheses)

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1500- \$2499	HIGH \$2500 or more	All income levels
Primary schools								
Public	80% (79%)	79% (78%)	75% (74%)	74% (73%)	77% (76%)	69% (67%)	58% (55%)	68% (67)
Catholic	12% (14%)	13% (14%)	16% (17%)	17% (18%)	14% (15%)	21% (22%)	25% (25%)	20% (21%)
Independent	8% (8%)	8% (8%)	9% (9%)	9% (9%)	8% (8%)	10% (11%)	17% (19%)	12% (12%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)
Secondary schools								
Public	74% (74%)	73% (74%)	69% (70%)	68% (69%)	72% (72%)	60% (60%)	41% (40%)	58% (58%)
Catholic	14% (14%)	15% (16%)	18% (18%)	19% (19%)	16% (16%)	24% (25%)	30% (29%)	24% (23%)
Independent	12% (12%)	11% (10%)	12% (12%)	13% (12%)	12% (11%)	15% (15%)	28% (31%)	19% (18%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)
All schools								
Public	78% (77%)	77% (77%)	73% (73%)	71% (72%)	75% (75%)	65% (64%)	51% (49%)	64% (22%)
Catholic	13% (14%)	14% (15%)	17% (17%)	18% (18%)	15% (16%)	22% (23%)	27% (27%)	21% (22%)
Independent	9% (9%)	9% (9%)	10% (10%)	11% (10%)	10% (10%)	12% (12%)	22% (24%)	15% (15%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)

Census classifications: Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 8. Percentage of primary, secondary and all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, states and territories, 2016 (2011 in parentheses)

	LOW <\$1500	MEDIUM \$1500-\$2499	HIGH \$2500 or more	All income levels
New South Wales				
<i>Primary schools</i>				
Public	77% (76%)	69% (67%)	60% (57%)	69% (68%)
Catholic	15% (16%)	21% (23%)	25% (25%)	20% (21%)
Independent	8% (8%)	9% (9%)	15% (18%)	11% (11%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	72% (74%)	61% (62%)	43% (43%)	58% (61%)
Catholic	18% (17%)	26% (26%)	32% (30%)	22% (24%)
Independent	10% (9%)	13% (12%)	25% (26%)	16% (15%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	75% (75%)	66% (65%)	53% (51%)	64% (65%)
Catholic	16% (16%)	23% (25%)	28% (27%)	22% (22%)
Independent	9% (8%)	11% (10%)	19% (21%)	13% (13%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
Victoria				
<i>Primary schools</i>				
Public	74% (73%)	67% (66%)	58% (57%)	67% (66%)
Catholic	18% (19%)	24% (25%)	25% (25%)	22% (23%)
Independent	8% (7%)	9% (9%)	17% (19%)	11% (11%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	69% (70%)	58% (58%)	38% (37%)	55% (56%)
Catholic	18% (18%)	27% (27%)	30% (28%)	25% (24%)
Independent	12% (12%)	15% (15%)	32% (35%)	20% (19%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	72% (72%)	63% (62%)	50% (48%)	62% (62%)
Catholic	18% (19%)	25% (26%)	27% (26%)	23% (23%)
Independent	10% (9%)	12% (12%)	23% (26%)	15% (15%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)

... continued

Table A. 8. *continued* ...Percentage of primary, secondary and all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, states and territories, 2016 (2011 in parentheses)

	LOW <\$1500	MEDIUM \$1500-\$2499	HIGH \$2500 or more	All income levels
Queensland				
<i>Primary schools</i>				
Public	81% (80%)	70% (68%)	53% (51%)	69% (68%)
Catholic	11% (12%)	19% (20%)	27% (28%)	18% (19%)
Independent	8% (9%)	11% (12%)	19% (20%)	13% (13%)
Public	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	75% (75%)	63% (63%)	41% (40%)	60% (61%)
Catholic	13% (12%)	21% (20%)	30% (28%)	21% (20%)
Independent	12% (13%)	16% (17%)	29% (32%)	19% (20%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	78% (78%)	67% (66%)	48% (47%)	65% (65%)
Catholic	12% (12%)	20% (20%)	29% (28%)	20% (19%)
Independent	10% (10%)	13% (14%)	24% (25%)	15% (15%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
Western Australia				
<i>Primary schools</i>				
Public	78% (77%)	71% (70%)	60% (58%)	69% (68%)
Catholic	12% (13%)	18% (18%)	23% (22%)	18% (18%)
Independent	10% (10%)	12% (12%)	18% (19%)	13% (14%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	70% (67%)	62% (56%)	42% (37%)	57% (52%)
Catholic	16% (18%)	21% (25%)	27% (28%)	22% (24%)
Independent	14% (15%)	17% (19%)	30% (34%)	22% (24%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	75% (74%)	67% (65%)	52% (50%)	64% (62%)
Catholic	13% (15%)	19% (20%)	25% (25%)	19% (20%)
Independent	12% (12%)	14% (15%)	23% (25%)	17% (18%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)

... continued

Table A. 8. *continued* ...Percentage of primary, secondary and all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, states and territories, 2016 (2011 in parentheses)

	LOW <\$1500	MEDIUM \$1500-\$2499	HIGH \$2500 or more	All income levels
South Australia				
<i>Primary schools</i>				
Public	76% (74%)	65% (62%)	50% (47%)	66% (64%)
Catholic	13% (14%)	20% (22%)	25% (25%)	18% (19%)
Independent	11% (11%)	15% (16%)	24% (28%)	16% (17%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	70% (71%)	58% (57%)	36% (35%)	57% (57%)
Catholic	16% (15%)	22% (23%)	28% (28%)	21% (21%)
Independent	14% (14%)	20% (20%)	36% (37%)	22% (22%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	74% (73%)	62% (60%)	45% (42%)	62% (61%)
Catholic	14% (15%)	21% (22%)	26% (26%)	20% (20%)
Independent	12% (12%)	17% (18%)	29% (31%)	18% (18%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
Tasmania				
<i>Primary schools</i>				
Public	80% (80%)	69% (69%)	56% (51%)	71% (71%)
Catholic	13% (13%)	22% (23%)	25% (25%)	18% (18%)
Independent	7% (7%)	9% (9%)	18% (24%)	10% (10%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	74% (75%)	59% (60%)	41% (37%)	61% (61%)
Catholic	16% (16%)	27% (27%)	31% (28%)	23% (23%)
Independent	10% (9%)	14% (13%)	28% (35%)	16% (16%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	78% (78%)	65% (65%)	50% (45%)	67% (68%)
Catholic	14% (14%)	24% (24%)	28% (27%)	20% (20%)
Independent	8% (8%)	11% (11%)	23% (29%)	12% (12%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)

... continued

Table A. 8. *continued* ...Percentage of primary, secondary and all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, states and territories, 2016 (2011 in parentheses)

	LOW <\$1500	MEDIUM \$1500-\$2499	HIGH \$2500 or more	All income levels
Northern Territory				
<i>Primary schools</i>				
Public	84% (84%)	75% (76%)	62% (64%)	74% (76%)
Catholic	12% (12%)	11% (13%)	16% (15%)	13% (13%)
Independent	5% (4%)	13% (11%)	22% (21%)	13% (11%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	75% (77%)	65% (69%)	52% (55%)	63% (67%)
Catholic	15% (13%)	16% (13%)	19% (14%)	17% (13%)
Independent	10% (11%)	19% (17%)	29% (31%)	25% (20%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Government	81% (82%)	71% (74%)	58% (60%)	70% (73%)
Catholic	13% (12%)	13% (13%)	17% (15%)	15% (13%)
Other nongovernment	6% (6%)	15% (13%)	25% (25%)	16% (14%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
Data for the Northern Territory must be treated with caution. The 2016 and earlier Censuses significantly undercounted the Northern Territory population and Indigenous people, and students who live away from home are not included in these analyses (see Technical notes). Thus students with LOW family incomes are likely to be significantly understated.				
Australian Capital Territory				
<i>Primary schools</i>				
Public	78% (76%)	68% (63%)	55% (52%)	63% (60%)
Catholic	15% (18%)	23% (27%)	29% (30%)	25% (27%)
Independent	6% (6%)	9% (10%)	15% (18%)	12% (13%)
All primary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>Secondary schools</i>				
Public	76% (72%)	64% (60%)	46% (44%)	56% (54%)
Catholic	17% (20%)	24% (28%)	32% (32%)	27% (29%)
Independent	7% (8%)	13% (11%)	22% (24%)	17% (17%)
All secondary schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)
<i>All schools</i>				
Public	77% (74%)	66% (62%)	52% (48%)	60% (57%)
Catholic	16% (19%)	23% (28%)	30% (31%)	26% (28%)
Independent	7% (7%)	10% (11%)	18% (21%)	14% (15%)
All schools	100% (100%)	100% (100%)	100% (100%)	100% (100%)

Census classifications: Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 9. Percentage of all students in each of public, Catholic and independent schools with LOW, MEDIUM and HIGH family incomes, 1976 and 2016

	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	35%	43%	34%	30%	31%	27%	100%	100%
Catholic	28%	26%	34%	30%	38%	44%	100%	100%
Independent	16%	24%	18%	24%	66%	51%	100%	100%
All schools	33%	37%	33%	29%	33%	34%	100%	100%

Source: 1976 ABS Census customised data; Table A.2

Table A. 10. Percentage of primary students in each of public and Catholic schools with LOW, MEDIUM and HIGH family incomes, 1976 and 2016

	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	35%	42%	35%	30%	29%	28%	100%	100%
Catholic	29%	27%	37%	31%	34%	42%	100%	100%

Source: 1976 ABS Census customised data; Table A.2

Note: Independent school students are not included because primary and secondary independent school students cannot be clearly disaggregated – more than two thirds are in the combined primary-secondary or special schools classifications (See Technical Notes on 1976 data).

Table A. 11. Percentage of secondary students in each of public and Catholic schools with LOW, MEDIUM and HIGH family incomes, 1976 and 2016

	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	34%	45%	33%	30%	33%	26%	100%	100%
Catholic	26%	25%	32%	29%	41%	46%	100%	100%

Source: 1976 ABS Census customised data; Table A.2

Note: Independent school students are not included because primary and secondary independent school students cannot be clearly disaggregated – more than two thirds are in the combined primary-secondary or special schools classifications (See Technical Notes on 1976 data).

Table A. 12. Ratio LOW to HIGH family income, public and private school students, indexed to all students at each level, Australia, 1976 and Census years 1986 to 2016

	Public		Private	
1976	1.16		0.58	
	Primary	Secondary	Primary	Secondary
1986	1.12	1.06	0.66	0.85
1991	1.20	1.33	0.57	0.52
1996	1.21	1.34	0.59	0.54
2001	1.35	1.58	0.50	0.46
2006	1.35	1.62	0.52	0.48
2011	1.38	1.81	0.53	0.47
2016	1.34	1.74	0.53	0.48

Source: ABS Census custom data; ABS Census data accessed via the ABS online tool, TableBuilder.

Census classifications: Type of Educational Institution Attending TYP / TYPP; Total Family Income (weekly) FIN / FINF

Note: Primary and secondary were not clearly differentiated in the 1976 Census; school sectors were not differentiated in the 1981 Census; Catholic and independent schools were not differentiated in the 1986 and 1991 Censuses.

Table A. 13. Percentage of all students in the top 12% of family income ranges who attended public schools and percentage of all students attending public schools, each second Census year, Australia, 1976 to 2016

	% of all students in top 12% family income range who attended public schools	% of all students who attended public schools
1976	64%	78%
1986	56%	74%
1996	52%	71%
2006	44%	66%
2016	45%	64%
Change 1976-2016	19 percentage points	14 percentage points

Source: ABS Census custom data; ABS Census data accessed via the ABS online tool, TableBuilder.

Census classifications: Type of Educational Institution Attending TYP / TYPP; Total Family Income (weekly) FIN / FINF

Note: The numbers (and thus percentages) of students in each sector in the two census subpopulations used in this analysis are not identical to those relevant years in ABS *Schools Australia* (see Table A. 31).

Table A. 14. Percentage of all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, Australia, states and territories, 1976 and 2016

Australia								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	84%	75%	80%	65%	72%	51%	79%	64%
Catholic	14%	15%	17%	22%	19%	27%	17%	21%
Independent	2%	10%	2%	12%	8%	22%	4%	15%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
New South Wales								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	83%	75%	80%	66%	73%	53%	79%	64%
Catholic	16%	16%	19%	23%	20%	28%	18%	22%
Independent	2%	9%	2%	11%	6%	19%	3%	13%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
Victoria								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	81%	72%	78%	63%	67%	50%	75%	62%
Catholic	16%	18%	19%	25%	20%	27%	19%	23%
Independent	3%	10%	3%	12%	12%	23%	6%	15%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
Queensland								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	85%	78%	78%	67%	71%	48%	79%	65%
Catholic	14%	12%	20%	20%	22%	29%	18%	20%
Independent	2%	10%	2%	13%	7%	24%	3%	15%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
Western Australia								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	86%	75%	85%	67%	78%	52%	83%	64%
Catholic	12%	13%	13%	19%	15%	25%	13%	19%
Independent	2%	12%	2%	14%	7%	23%	4%	17%
All schools	100%	100%	100%	100%	100%	100%	100%	100%

... continued

Table A. 14 *continued ...* Percentage of all students in each of LOW, MEDIUM and HIGH family income ranges, who attended public, Catholic and independent schools, Australia, states and territories, 1976 and 2016

South Australia								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	90%	74%	88%	62%	79%	45%	86%	62%
Catholic	8%	14%	10%	21%	12%	26%	10%	20%
Independent	2%	12%	2%	17%	9%	29%	4%	18%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
Tasmania								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	90%	78%	85%	65%	75%	50%	85%	67%
Catholic	8%	14%	12%	24%	15%	28%	11%	20%
Independent	2%	8%	3%	11%	9%	23%	4%	12%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
Northern Territory								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	82%	81%	87%	71%	86%	58%	85%	70%
Catholic	12%	13%	11%	13%	13%	17%	12%	15%
Independent	6%	6%	2%	15%	2%	25%	4%	16%
All schools	100%	100%	100%	100%	100%	100%	100%	100%
Data for the Northern Territory must be treated with caution. The 2016 and earlier Censuses significantly undercounted the Northern Territory population and Indigenous people, and students who live away from home are not included in these analyses (see Technical notes). Thus students with LOW family incomes are likely to be significantly understated.								
Australian Capital Territory								
	LOW		MEDIUM		HIGH		All income levels	
	1976	2016	1976	2016	1976	2016	1976	2016
Public	81%	77%	80%	66%	70%	52%	74%	60%
Catholic	17%	16%	18%	23%	23%	30%	21%	26%
Independent	2%	7%	2%	10%	6%	18%	5%	14%
All schools	100%	100%	100%	100%	100%	100%	100%	100%

Source: ABS Census custom data; ABS Census data accessed via the ABS online tool, TableBuilder.

Census classifications: Type of Educational Institution Attending TYP / TYPP; Total Family Income (weekly) FIN / FINF

Table A. 15. Indigenous students as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	13%	11%	7%	6%	10%	4%	2%	6%
Catholic	7%	5%	4%	3%	5%	2%	2%	3%
Independent	6%	5%	4%	3%	5%	2%	1%	2%
Total primary	12%	9%	7%	5%	9%	3%	2%	5%
Secondary								
Public	10%	9%	7%	6%	8%	4%	3%	6%
Catholic	5%	4%	3%	3%	4%	2%	2%	2%
Independent	4%	4%	3%	3%	4%	2%	1%	2%
Total secondary	9%	7%	6%	5%	7%	3%	2%	4%
All schools								
Public	12%	10%	7%	6%	9%	4%	2%	6%
Catholic	6%	5%	4%	3%	4%	2%	2%	3%
Independent	5%	4%	3%	3%	4%	2%	1%	2%
Total	11%	9%	6%	5%	8%	3%	2%	5%

Note: These figures generally understate the percentage of Indigenous students. See Appendix 1: Technical Notes.

Census classifications: Indigenous Status INGP; Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 16. Percentage of Indigenous students attending government, Catholic and other nongovernment primary, secondary and all schools, from detailed low, LOW, MEDIUM and HIGH income families, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	27%	23%	10%	9%	69%	20%	11%	100%
Catholic	17%	14%	9%	8%	48%	27%	24%	100%
Independent	19%	16%	10%	9%	54%	23%	23%	100%
Total primary	26%	21%	10%	9%	66%	21%	13%	100%
Secondary								
Public	25%	20%	11%	9%	65%	22%	13%	100%
Catholic	13%	12%	7%	8%	40%	29%	31%	100%
Independent	16%	15%	9%	7%	47%	25%	28%	100%
Total secondary	22%	19%	10%	9%	60%	23%	17%	100%
All schools								
Public	26%	22%	11%	9%	68%	21%	11%	100%
Catholic	15%	13%	8%	8%	45%	28%	27%	100%
Independent	18%	15%	9%	8%	51%	24%	25%	100%
Total	25%	20%	10%	9%	64%	22%	14%	100%

Note: These figures generally understate the percentage of Indigenous students. See Appendix 1: Technical Notes.

Census classifications: Indigenous Status INGP; Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 17. Percentage of Indigenous students from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	89%	88%	85%	84%	87%	79%	69%	83%
Catholic	7%	8%	10%	11%	8%	15%	22%	11%
Independent	4%	4%	5%	5%	4%	6%	10%	5%
Total primary	100%	100%	100%	100%	100%	100%	100%	100%
Secondary								
Public	86%	85%	83%	81%	85%	75%	60%	78%
Catholic	8%	9%	10%	12%	9%	17%	26%	14%
Independent	6%	6%	7%	7%	6%	8%	13%	8%
Total secondary	100%	100%	100%	100%	100%	100%	100%	100%
All schools								
Public	88%	87%	84%	83%	86%	78%	65%	81%
Catholic	8%	8%	10%	11%	9%	16%	24%	12%
Independent	5%	5%	6%	6%	5%	7%	11%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Note: These figures generally understate the percentage of Indigenous students. See Appendix 1: Technical Notes.

Census classifications: Indigenous Status INGP; Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 18. Students in one parent families as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	72%	52%	29%	16%	46%	8%	2%	22%
Catholic	68%	50%	29%	17%	41%	8%	1%	14%
Independent	60%	42%	25%	16%	37%	9%	2%	13%
Total primary	70%	51%	28%	17%	44%	8%	2%	20%
Secondary								
Public	70%	56%	40%	28%	51%	15%	4%	28%
Catholic	66%	55%	42%	30%	49%	15%	3%	18%
Independent	62%	49%	39%	29%	46%	17%	3%	16%
Total secondary	69%	55%	40%	28%	50%	15%	3%	23%
All schools								
Public	71%	54%	33%	21%	48%	11%	2%	25%
Catholic	67%	52%	35%	23%	44%	11%	2%	16%
Independent	61%	45%	32%	23%	42%	13%	2%	14%
Total	70%	53%	33%	21%	47%	11%	2%	21%

Census classifications: Family Composition FMCF, Type of Educational Institution Attending TYPPE; Total Family Income (weekly) FINF

Table A. 19. Percentage of students in one parent families who attended public, Catholic and independent primary, secondary and all schools, who were from detailed low, LOW, MEDIUM and HIGH income families, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	40%	30%	11%	6%	87%	11%	2%	100%
Catholic	32%	26%	13%	9%	79%	17%	4%	100%
Independent	33%	24%	11%	8%	76%	18%	7%	100%
Total primary	38%	29%	11%	7%	85%	12%	3%	100%
Secondary								
Public	33%	26%	13%	8%	81%	15%	3%	100%
Catholic	23%	22%	14%	10%	69%	24%	7%	100%
Independent	25%	19%	12%	9%	66%	24%	10%	100%
Total secondary	30%	25%	13%	9%	77%	18%	5%	100%
All schools								
Public	37%	28%	12%	7%	84%	13%	3%	100%
Catholic	27%	24%	13%	9%	74%	21%	5%	100%
Independent	28%	21%	12%	9%	70%	22%	9%	100%
Total	35%	27%	12%	8%	81%	15%	4%	100%

Census classifications: Family Composition FMCF, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 20. Percentage of students in one parent families from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	82%	81%	76%	73%	80%	69%	64%	78%
Catholic	12%	13%	16%	18%	13%	20%	18%	14%
Independent	7%	6%	8%	9%	7%	11%	18%	8%
Total primary	100%	100%	100%	100%	100%	100%	100%	100%
Secondary								
Public	76%	75%	69%	66%	73%	59%	48%	69%
Catholic	13%	15%	19%	21%	16%	24%	25%	18%
Independent	11%	10%	12%	13%	11%	17%	28%	13%
Total secondary	100%	100%	100%	100%	100%	100%	100%	100%
All schools								
Public	79%	78%	72%	69%	77%	63%	54%	74%
Catholic	12%	14%	18%	19%	14%	22%	22%	16%
Independent	8%	8%	10%	11%	9%	14%	24%	10%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Census classifications: Family Composition FMCF, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 21. Catholic students as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	14%	14%	15%	16%	15%	17%	17%	16%
Catholic	62%	64%	66%	68%	65%	71%	77%	72%
Independent	9%	9%	9%	10%	9%	12%	16%	13%
Total primary	20%	21%	23%	24%	22%	28%	32%	27%
Secondary								
Public	15%	16%	16%	17%	16%	18%	18%	17%
Catholic	57%	58%	60%	62%	59%	64%	68%	65%
Independent	11%	12%	13%	13%	12%	14%	16%	15%
Total secondary	20%	22%	24%	25%	22%	29%	33%	28%
All schools								
Public	14%	15%	16%	16%	15%	17%	17%	16%
Catholic	60%	62%	63%	65%	62%	68%	73%	69%
Independent	10%	10%	11%	11%	11%	13%	16%	14%
Total	20%	21%	23%	25%	22%	28%	32%	27%

Census classifications: Religious Affiliation RELP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 22. Percentage of Catholic students attending public, Catholic and independent primary, secondary and all schools, who come from detailed low, LOW, MEDIUM and HIGH income families, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	11%	11%	8%	9%	39%	31%	30%	100%
Catholic	6%	7%	5%	6%	24%	31%	45%	100%
Independent	5%	5%	4%	5%	19%	23%	58%	100%
Total primary	8%	8%	6%	7%	30%	31%	40%	100%
Secondary								
Public	12%	13%	9%	9%	42%	32%	27%	100%
Catholic	5%	6%	5%	6%	23%	29%	48%	100%
Independent	5%	5%	4%	4%	19%	21%	60%	100%
Total secondary	8%	8%	6%	7%	29%	29%	42%	100%
All schools								
Public	11%	12%	8%	9%	40%	31%	29%	100%
Catholic	6%	6%	5%	6%	24%	30%	46%	100%
Independent	5%	5%	4%	5%	19%	22%	59%	100%
Total	8%	8%	6%	7%	30%	30%	41%	100%

Census classifications: Religious Affiliation RELP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 23. Percentage of Catholic students from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	58%	55%	51%	49%	53%	42%	31%	41%
Catholic	39%	41%	46%	48%	43%	54%	60%	53%
Independent	4%	3%	4%	4%	4%	4%	9%	6%
Total primary	100%	100%	100%	100%	100%	100%	100%	100%
Secondary								
Public	54%	53%	47%	46%	50%	38%	22%	35%
Catholic	39%	41%	46%	48%	43%	55%	64%	55%
Independent	7%	6%	7%	6%	6%	7%	14%	10%
Total secondary	100%	100%	100%	100%	100%	100%	100%	100%
All schools								
Public	56%	54%	49%	48%	52%	40%	27%	38%
Catholic	39%	41%	46%	48%	43%	54%	62%	54%
Independent	5%	5%	5%	5%	5%	6%	11%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Census classifications: Religious Affiliation RELP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 24. Islamic students as a percentage of all students in each family income group, school sector and school level, 2011

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	8%	7%	6%	5%	7%	3%	2%	4%
Catholic	1%	1%	1%	0%	1%	0%	0%	0%
Independent	20%	21%	17%	14%	18%	8%	3%	8%
Total primary	8%	7%	6%	5%	7%	3%	1%	4%
Secondary								
Public	8%	7%	6%	5%	6%	3%	2%	4%
Catholic	2%	2%	1%	1%	1%	0%	0%	1%
Independent	12%	13%	10%	9%	11%	5%	2%	4%
Total secondary	7%	7%	5%	5%	6%	3%	1%	3%
All schools								
Public	8%	7%	6%	5%	7%	3%	2%	4%
Catholic	1%	1%	1%	1%	1%	0%	0%	0%
Independent	16%	17%	14%	12%	15%	7%	2%	6%
Total	8%	7%	6%	5%	7%	3%	1%	4%

Census classifications: Religious Affiliation RELP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 25. Percentage of Islamic students attending public, Catholic and independent primary, secondary and all schools, who were from detailed low, LOW, MEDIUM and HIGH income families, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	24%	22%	12%	10%	68%	21%	11%	100%
Catholic	18%	17%	10%	9%	53%	20%	27%	100%
Independent	17%	18%	12%	10%	57%	26%	17%	100%
Total primary	22%	21%	12%	10%	65%	23%	12%	100%
Secondary								
Public	24%	21%	12%	10%	67%	22%	12%	100%
Catholic	17%	17%	10%	9%	53%	23%	24%	100%
Independent	17%	18%	11%	11%	56%	24%	19%	100%
Total secondary	22%	20%	12%	10%	64%	22%	14%	100%
All schools								
Public	24%	21%	12%	10%	67%	22%	11%	100%
Catholic	17%	17%	10%	9%	53%	22%	25%	100%
Independent	17%	18%	11%	10%	57%	25%	18%	100%
Total	22%	20%	12%	10%	65%	22%	13%	100%

Census classifications: Religious Affiliation RELP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 26. Percentage of Islamic students from detailed low, LOW, MEDIUM and HIGH income families who attended public, Catholic and independent primary, secondary and all schools, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	80%	77%	75%	72%	77%	70%	63%	73%
Catholic	1%	1%	1%	1%	1%	1%	4%	2%
Independent	19%	22%	24%	27%	22%	29%	34%	25%
Total primary	100%	100%	100%	100%	100%	100%	100%	100%
Secondary								
Public	78%	75%	74%	70%	75%	69%	60%	72%
Catholic	3%	4%	3%	4%	4%	4%	7%	4%
Independent	19%	22%	23%	26%	22%	26%	33%	24%
Total secondary	100%	100%	100%	100%	100%	100%	100%	100%
All schools								
Public	79%	76%	74%	71%	76%	70%	62%	73%
Catholic	2%	2%	2%	2%	2%	3%	5%	3%
Independent	19%	22%	24%	26%	22%	28%	33%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Census classifications: Religious Affiliation RELP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 27. Students who speak only English as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	76%	78%	78%	80%	78%	83%	87%	82%
Catholic	72%	76%	79%	81%	77%	85%	90%	85%
Independent	67%	69%	72%	75%	71%	81%	87%	81%
Total primary	75%	77%	78%	80%	77%	83%	88%	82%
Secondary								
Public	71%	75%	76%	77%	75%	81%	85%	79%
Catholic	70%	75%	79%	80%	76%	85%	91%	85%
Independent	66%	71%	74%	76%	71%	82%	89%	83%
Total secondary	70%	75%	76%	77%	74%	82%	88%	81%
All schools								
Public	74%	77%	77%	79%	77%	82%	86%	81%
Catholic	71%	76%	79%	81%	77%	85%	91%	85%
Independent	66%	70%	73%	75%	71%	81%	88%	82%
Total	73%	76%	77%	79%	76%	83%	88%	82%

Census classifications: Proficiency in Spoken English/Language ENGLP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 28. Students who speak a language other than English and speak English well or very well as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	21%	20%	21%	19%	20%	16%	13%	17%
Catholic	26%	23%	20%	18%	22%	14%	9%	14%
Independent	31%	29%	28%	24%	28%	19%	13%	18%
Total primary	23%	21%	21%	19%	21%	16%	12%	17%
Secondary								
Public	27%	23%	23%	22%	24%	18%	14%	20%
Catholic	30%	25%	21%	20%	24%	15%	9%	14%
Independent	32%	28%	25%	23%	27%	17%	11%	16%
Total secondary	28%	24%	23%	22%	24%	17%	12%	18%
All schools								
Public	23%	21%	21%	20%	22%	17%	13%	18%
Catholic	27%	23%	20%	19%	23%	15%	9%	14%
Independent	32%	29%	26%	24%	28%	18%	12%	17%
Total	25%	22%	22%	20%	22%	17%	12%	17%

Census classifications: Proficiency in Spoken English/Language ENGLP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 29. Students who speak a language other than English and speak English not well or not at all as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	2.9%	1.8%	1.5%	1.2%	1.9%	0.8%	0.4%	1.2%
Catholic	2.0%	1.1%	1.0%	0.6%	1.2%	0.4%	0.2%	0.5%
Independent	2.2%	1.5%	0.8%	1.0%	1.4%	0.7%	0.3%	0.7%
Total primary	2.7%	1.7%	1.4%	1.1%	1.8%	0.7%	0.3%	1.0%
Secondary								
Public	2.5%	1.6%	1.3%	1.1%	1.7%	0.7%	0.4%	1.1%
Catholic	0.8%	0.5%	0.4%	0.4%	0.5%	0.3%	0.2%	0.3%
Independent	2.2%	1.5%	1.0%	0.7%	1.4%	0.5%	0.2%	0.6%
Total secondary	2.3%	1.4%	1.1%	0.9%	1.5%	0.6%	0.3%	0.8%
All schools								
Public	2.8%	1.7%	1.4%	1.1%	1.9%	0.8%	0.4%	1.1%
Catholic	1.5%	0.9%	0.7%	0.5%	0.9%	0.4%	0.2%	0.4%
Independent	2.2%	1.5%	1.0%	0.9%	1.4%	0.6%	0.3%	0.6%
Total	2.5%	1.6%	1.3%	1.0%	1.7%	0.7%	0.3%	0.9%

Census classifications: Proficiency in Spoken English/Language ENGLP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 30. Students who need assistance with core activities as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	5.7%	6.1%	5.0%	4.5%	5.4%	3.6%	2.3%	4.0%
Catholic	3.7%	3.6%	2.8%	2.8%	3.2%	2.3%	1.8%	2.3%
Independent	4.5%	4.9%	3.5%	3.7%	4.2%	3.0%	2.1%	2.9%
Total primary	5.3%	5.7%	4.5%	4.1%	5.0%	3.3%	2.1%	3.5%
Secondary								
Public	5.5%	5.7%	4.6%	4.2%	5.1%	3.3%	2.5%	3.9%
Catholic	3.1%	3.1%	2.4%	2.5%	2.8%	1.9%	1.4%	1.9%
Independent	3.9%	4.3%	3.2%	2.9%	3.6%	2.2%	1.3%	2.0%
Total secondary	5.0%	5.1%	4.0%	3.7%	4.6%	2.8%	1.8%	3.1%
All schools								
Public	5.6%	5.9%	4.8%	4.4%	5.3%	3.5%	2.4%	4.0%
Catholic	3.4%	3.4%	2.6%	2.6%	3.0%	2.1%	1.6%	2.1%
Independent	4.2%	4.6%	3.3%	3.4%	3.9%	2.6%	1.6%	2.4%
Total	5.2%	5.4%	4.3%	4.0%	4.8%	3.1%	2.0%	3.3%

Census classifications Core Activity Need for Assistance ASSNP, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 31. Students who cannot access internet at home as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	15%	10%	6%	5%	10%	2%	1%	5%
Catholic	11%	7%	4%	3%	6%	1%	1%	2%
Independent	9%	6%	4%	3%	6%	1%	1%	2%
Total primary	14%	9%	6%	4%	9%	2%	1%	4%
Secondary								
Public	12%	8%	5%	4%	8%	2%	1%	4%
Catholic	6%	4%	2%	2%	3%	1%	0%	1%
Independent	6%	4%	3%	2%	4%	1%	0%	1%
Total secondary	10%	7%	4%	3%	7%	2%	1%	3%
All schools								
Public	14%	9%	6%	4%	9%	2%	1%	5%
Catholic	9%	5%	3%	2%	5%	1%	0%	2%
Independent	7%	5%	3%	3%	5%	1%	0%	2%
Total	13%	8%	5%	4%	8%	2%	1%	4%

Census classifications: Dwelling Internet Connection NEDD, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 32. Indigenous students who cannot access internet at home as a percentage of all Indigenous students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	34%	25%	21%	15%	26%	9%	6%	21%
Catholic	29%	22%	14%	8%	21%	5%	2%	12%
Independent	33%	23%	22%	18%	25%	8%	3%	16%
Total primary	33%	24%	20%	14%	26%	8%	5%	19%
Secondary								
Public	31%	22%	19%	12%	23%	9%	5%	18%
Catholic	23%	15%	10%	6%	15%	3%	2%	7%
Independent	25%	20%	18%	10%	20%	6%	1%	11%
Total secondary	30%	21%	18%	11%	22%	8%	4%	16%
All schools								
Public	33%	24%	20%	14%	25%	9%	6%	20%
Catholic	27%	19%	13%	7%	18%	4%	2%	10%
Independent	29%	22%	20%	15%	23%	7%	3%	14%
Total	32%	23%	19%	13%	25%	8%	4%	18%

Census classifications: Indigenous Status INGP; Dwelling Internet Connection NEDD; Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 33. Students living in rented accommodation as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650-\$999	\$1000-\$1249	\$1250-\$1499	LOW <\$1500	MEDIUM \$1499-\$2499	HIGH \$2500 or more	All income levels
Primary								
Public	64%	60%	48%	41%	55%	30%	17%	37%
Catholic	47%	40%	30%	25%	36%	17%	11%	20%
Independent	48%	44%	36%	32%	40%	23%	12%	22%
Total primary	61%	56%	44%	38%	51%	26%	15%	32%
Secondary								
Public	58%	54%	44%	38%	50%	28%	17%	35%
Catholic	38%	33%	26%	21%	30%	14%	8%	15%
Independent	38%	37%	31%	26%	33%	17%	9%	16%
Total secondary	53%	49%	39%	34%	45%	23%	12%	27%
All schools								
Public	62%	57%	47%	40%	53%	29%	17%	36%
Catholic	43%	37%	29%	23%	33%	16%	10%	18%
Independent	43%	41%	34%	29%	37%	20%	10%	19%
Total	58%	53%	42%	36%	49%	25%	13%	30%

Census classifications: Tenure type TEND, Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 34. Students in households in which all or some residents had a different address one year earlier, as a percentage of all students in each family income group, school sector and school level, 2016

	<\$650	\$650- \$999	\$1000- \$1249	\$1250- \$1499	LOW <\$1500	MEDIUM \$1499- \$2499	HIGH \$2500 or more	All income levels
Primary								
Public	27%	26%	23%	21%	25%	18%	15%	20%
Catholic	22%	19%	17%	15%	18%	14%	12%	14%
Independent	25%	22%	20%	19%	21%	17%	15%	17%
Total primary	26%	24%	22%	20%	23%	17%	14%	19%
Secondary								
Public	24%	22%	20%	19%	22%	16%	14%	18%
Catholic	18%	16%	14%	13%	15%	11%	9%	11%
Independent	23%	19%	17%	16%	19%	14%	11%	13%
Total secondary	23%	21%	19%	17%	20%	14%	12%	16%
All schools								
Public	26%	24%	22%	20%	23%	18%	15%	19%
Catholic	20%	18%	16%	14%	17%	12%	11%	13%
Independent	24%	21%	19%	17%	20%	16%	13%	15%
Total	25%	23%	21%	19%	22%	16%	13%	17%

Census classifications: Household One Year Mobility Indicator MV1D; Type of Educational Institution Attending TYPP; Total Family Income (weekly) FINF

Table A. 35. Usual address one year previously, students in each school sector and school level, 2016

	Same as in 2016	Elsewhere in Australia	Overseas in 2015	Total
Primary				
Public	83%	15%	1.4%	100%
Catholic	88%	11%	0.6%	100%
Independent	86%	13%	1.2%	100%
Total primary	85%	14%	1.2%	100%
Secondary				
Public	86%	13%	1.4%	100%
Catholic	91%	8%	0.5%	100%
Independent	88%	10%	1.5%	100%
Total secondary	88%	11%	1.2%	100%
All schools				
Public	84%	14%	1.4%	100%
Catholic	90%	10%	0.5%	100%
Independent	87%	12%	1.4%	100%
Total	86%	13%	1.2%	100%

Census classifications: Usual address one year Ago Indicator UAI1P; Type of Educational Institution Attending TYPP

Note: The UAI1P classification is only available in the Place of Usual Residence Census dataset, which does not include family characteristics such as Family Income (FINF)

Table A. 36. Percentage shares of primary, junior high, senior high and all school enrolments held by public, Catholic and independent schools, Australia, selected years 1970 - 2016

	Primary	Secondary to year 10	Years 11 - 12	All levels
1970				
Public	80%	77%	68%	78%
Catholic	18%	17%	18%	18%
Independent	2%	7%	15%	4%
1980				
Public	80%	75%	68%	78%
Catholic	17%	18%	20%	17%
Independent	3%	7%	13%	5%
1990				
Public	75%	69%	69%	72%
Catholic	19%	20%	20%	20%
Independent	6%	11%	11%	8%
2000				
Public	73%	65%	63%	69%
Catholic	19%	21%	21%	20%
Independent	8%	14%	16%	11%
2010				
Public	69%	61%	60%	66%
Catholic	19%	22%	21%	20%
Independent	11%	17%	18%	14%
2016				
Public	70%	59%	59%	65%
Catholic	19%	23%	22%	20%
Independent	12%	18%	19%	14%
Percentage point (pp) change 1970 to 2016				
Public	-10pp	-18pp	-9pp	-13pp
Catholic	1pp	6pp	4pp	2pp
Independent	10pp	11pp	4pp	10pp
Percentage point (pp) change 2010 to 2016				
Public	1pp	-2pp	-1pp	-1pp
Catholic	0pp	1pp	1pp	0pp
Independent	1pp	1pp	1pp	0pp

Source: Australian Bureau of Statistics (2017d) *Schools Australia*

Table A. 37. School enrolments: public, Catholic, independent and all sectors, primary, secondary and all levels, Australia, states and territories, 2011 and 2016

		2011	2016	Change 2011-2016
Australia				
Primary	Public	1 404 756	1 520 008	8%
	Catholic	396 405	404 869	2%
	Independent	237 870	250 548	5%
	All sectors	2 039 031	2 175 424	7%
Secondary	Public	899 025	952 657	6%
	Catholic	327 914	361 952	10%
	Independent	263 548	296 384	12%
	All sectors	1 490 488	1 610 992	8%
All levels	Public	2 303 782	2 472 665	7%
	Catholic	724 319	766 820	6%
	Independent	501 419	546 931	9%
	All sectors	3 529 519	3 786 416	7%
New South Wales				
Primary	Public	435 749	477 098	9%
	Catholic	125 381	130 462	4%
	Independent	66 326	74 050	12%
	All sectors	627 455	681 609	9%
Secondary	Public	309 791	303 502	-2%
	Catholic	118 616	125 541	6%
	Independent	73 886	83 535	13%
	All sectors	502 294	512 578	2%
All levels	Public	745 540	780 600	5%
	Catholic	243 997	256 003	5%
	Independent	140 212	157 585	12%
	All sectors	1 129 749	1 194 188	6%

... continued

Table A. 36 *continued ... School enrolments: public, Catholic, independent and all sectors, primary, secondary and all levels, Australia, states and territories, 2011 and 2016*

		2011	2016	Change 2011-2016
Victoria				
Primary	Public	315 941	359 289	14%
	Catholic	103 861	111 892	8%
	Independent	48 485	56 297	16%
	All sectors	468 287	527 477	13%
Secondary	Public	225 271	230 816	2%
	Catholic	89 896	95 980	7%
	Independent	74 218	78 335	6%
	All sectors	389 385	405 131	4%
All levels	Public	541 212	590 105	9%
	Catholic	193 757	207 872	7%
	Independent	122 703	134 632	10%
	All sectors	857 672	932 608	9%
Queensland				
Primary	Public	316 305	328 893	4%
	Catholic	79 802	78 525	-2%
	Independent	55 399	53 556	-3%
	All sectors	451 507	460 973	2%
Secondary	Public	175 474	205 188	17%
	Catholic	55 236	67 436	22%
	Independent	53 896	63 861	18%
	All sectors	284 607	336 485	18%
All levels	Public	491 780	534 081	9%
	Catholic	135 039	145 961	8%
	Independent	109 296	117 416	7%
	All sectors	736 114	797 458	8%
<p>In Queensland year 7 moved from primary to secondary schools in 2015 (though some secondary schools included year 7 earlier). This largely explains the very different changes in enrolments at the primary and secondary levels between 2011 and 2016.</p>				

... continued

Table A. 36 *continued ...* School enrolments: public, Catholic, independent and all sectors, primary, secondary and all levels, Australia, states and territories, 2011 and 2016

		2011	2016	Change 2011-2016
Western Australia				
Primary	Public	162 856	169 701	4%
	Catholic	40 353	36 777	-9%
	Independent	31 944	28 063	-12%
	All sectors	235 154	234 541	0%
Secondary	Public	74 262	101 321	36%
	Catholic	26 613	35 348	33%
	Independent	28 583	36 873	29%
	All sectors	129 459	173 542	34%
All levels	Public	237 118	271 022	14%
	Catholic	66 966	72 125	8%
	Independent	60 528	64 936	7%
	All sectors	364 612	408 083	12%
<p>In Western Australia year 7 moved from primary to secondary schools in 2012 (though some secondary schools included year 7 earlier). This largely explains the very different changes in enrolments at the primary and secondary levels between 2011 and 2016.</p>				
South Australia				
Primary	Public	103 864	109 176	5%
	Catholic	28 142	27 432	-3%
	Independent	25 073	26 796	7%
	All sectors	157 079	163 403	4%
Secondary	Public	62 035	61 597	-1%
	Catholic	20 005	19 375	-3%
	Independent	19 804	20 417	3%
	All sectors	101 844	101 388	0%
All levels	Public	165 899	170 773	3%
	Catholic	48 147	46 806	-3%
	Independent	44 876	47 212	5%
	All sectors	258 922	264 791	2%

... continued

Table A. 36 *continued ... School enrolments: public, Catholic, independent and all sectors, primary, secondary and all levels, Australia, states and territories, 2011 and 2016*

		2011	2016	Change 2011-2016
Tasmania				
Primary	Public	32 320	33 012	2%
	Catholic	7 508	7 780	4%
	Independent	3 994	4 205	5%
	All sectors	43 822	44 996	3%
Secondary	Public	26 131	23 387	-11%
	Catholic	7 096	7 253	2%
	Independent	5 109	4 980	-3%
	All sectors	38 336	35 620	-7%
All levels	Public	58 451	56 399	-4%
	Catholic	14 604	15 033	3%
	Independent	9 102	9 184	1%
	All sectors	82 157	80 616	-2%
Northern Territory				
Primary	Public	18 561	19 159	3%
	Catholic	2 742	2 751	0%
	Independent	2 396	2 979	24%
	All sectors	23 699	24 889	5%
Secondary	Public	10 603	10 271	-3%
	Catholic	1 819	2 435	34%
	Independent	3 296	3 474	5%
	All sectors	15 719	16 180	3%
All levels	Public	29 165	29 430	1%
	Catholic	4 561	5 186	14%
	Independent	5 692	6 453	13%
	All sectors	39 418	41 069	4%

... continued

Table A. 36 *continued ... School enrolments: public, Catholic, independent and all sectors, primary, secondary and all levels, Australia, states and territories, 2011 and 2016*

		2011	2016	Change 2011-2016
Australian Capital Territory				
Primary	Public	19 160	23 681	24%
	Catholic	8 615	9 251	7%
	Independent	4 254	4 604	8%
	All sectors	32 029	37 536	17%
Secondary	Public	15 457	16 575	7%
	Catholic	8 633	8 584	-1%
	Independent	4 756	4 909	3%
	All sectors	28 846	30 068	4%
All levels	Public	34 616	40 255	16%
	Catholic	17 248	17 835	3%
	Independent	9 010	9 513	6%
	All sectors	60 874	67 603	11%

Source: Australian Bureau of Statistics (2017d) *Schools Australia*

Note: In small jurisdictions the opening or closing of a small number of schools in particular sectors can significantly influence enrolment shares between sectors and percentage changes.

Table A. 38. School enrolments, states, territories and Australia, 2001 to 2016

	2001	2006	2011	2016	Change 2001-2006	Change 2006-2011	Change 2011-2016
NSW	1 099 169	1 108 947	1 129 749	1 194 188	1%	2%	6%
Vic.	809 365	829 835	857 672	932 608	3%	3%	9%
QLD	610 810	657 116	736 114	797 458	8%	12%	8%
WA	318 895	342 642	364 612	408 083	7%	6%	2%
SA	249 496	249 926	258 922	264 791	0%	4%	2%
Tas.	82 797	82 454	82 157	80 616	0%	0%	-2%
NT	37 002	37 580	39 418	41 069	2%	5%	4%
ACT	60 643	59 536	60 874	67 603	-2%	2%	11%
Australia	3 268 177	3 368 036	3 529 519	3 786 416	3%	5%	7%

Source: Australian Bureau of Statistics (2017d) *Schools Australia*

Table A. 39. Student to teacher ratios, public, Catholic, independent and all primary and secondary schools, Australia, 1972, 1976, 1990 and 2016

		1972	1976	1990	2016	Change 1972-2016	Change 1990-2016
Public	Primary	25.7	22.0	17.9	15.0	-10.9	-2.9
	Secondary	16.2	13.7	12.0	12.3	-3.6	0.3
Catholic	Primary	31.2	26.7	21.1	16.6	-14.5	-4.5
	Secondary	22.2	19.2	14.0	12.6	-8.8	-1.4
Independent	Primary	17.1	17.8	16.7	14.0	-5.0	-2.7
	Secondary	14.2	14.1	12.3	10.4	-3.6	-1.9
All schools	Primary	26.2	22.5	18.4	15.2	-11.4	-3.2
	Secondary	16.7	14.4	12.4	12.1	-4.4	-0.3

Source: Australian Bureau of Statistics (2017d) *Schools Australia*

Table A. 40. Apparent retention rate (uncapped), Australian public, Catholic and independent schools, year 7/8 to year 12, selected years 1972 - 2016

	1972	1980	1990	2000	2010	2016	Percentage point change 1972-2016	Percentage point change 1990-2016
Public	28%	28%	58%	67%	75%	83%	55 pp	25 pp
Catholic	35%	45%	68%	77%	88%	84%	49 pp	16 pp
Independent	87%	88%	100%	95%	94%	91%	4 pp	-9 pp
All schools	32%	35%	64%	72%	78%	84%	52 pp	20 pp

Source: 1972 data - Interim Committee for the Australian Schools Commission (1973), pp. 19 & 28; 1980 to 2016 data - Australian Bureau of Statistics (2017d) *Schools Australia*. The apparent retention rate measures the proportion of a cohort of full-time students that moves from the beginning of secondary school (year 7 in most states, year 8 in others) to the final year of secondary school, year 12, based on an expected rate of progression of one year level per academic year. Uncapped retention rates can be over 100% .

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