

NAB EDUCATION INSIGHT REPORT

PART 1: WHAT AUSTRALIAN PARENTS & GRANDPARENTS REALLY VALUE FROM A PRIVATE SCHOOL EDUCATION, IS THIS CHANGING, AND ARE SCHOOLS DELIVERING?



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QUALITY OF FACILITIES, DISCIPLINE, SELF-CONFIDENCE, RESILIENCE, HAPPINESS, ACADEMIC RESULTS, PASSIONATE/EMPOWERING TEACHERS & LOCATION ARE KEY. BUT NEEDS & EXPECTATIONS ARE CHANGING, PARTICULARLY THOSE OF YOUNGER PARENTS & CHILDREN HAVE A GROWING VOICE.

One of the bigger decisions a parent will make in regard to their children involves their education. The division of schools in Australia into private and public inevitably leads to comparisons over the relative merits of each, and there are a growing number of parents choosing to educate their children privately. Predictions many parents would withdraw their children from private schools because of the financial pressures caused by COVID-19 have fallen flat, with enrolments actually increasing since the pandemic. By the time they reach secondary school, around 1 in 5 children will be educated in the private system. But what is it that Australians who choose the private sector really believe differentiates it from public school education?

In Part 1 of this special **NAB Education Insight Report**, over 1,000 parents and grandparents (who sent or are planning to send their children/grandchildren to a private school), share their views and experiences about what matters most in the final school selection, whether private schools are outperforming and the key areas where they can do better. Participants in the survey were asked to assess around 60 individual factors covering a range of key areas including school culture, facilities, teachers, skills, results, and the curriculum, to rank them in importance and compare them against the public sector. Overall, what emerges is a very positive assessment of private education in Australia, but also clear opportunities to better recognise some aspects of a private school education considered important by parents/grandparents, as well as some important intergenerational differences of opinion that seem to be emerging.

KEY INSIGHTS:

- ***The top reason Australians prefer the private system is the quality of facilities, but this is much less important to younger people...***
Other top responses were: quality of teachers; discipline; academic results; class sizes; individual attention; resources; shared religious/value systems; and safe environment. Quality of facilities, shared religious/value systems and better job opportunities were less important for those aged 18-29. By comparison, significantly more Australians over 60 preferred a private school education because of the quality of teachers, level of discipline, and academic results.
- ***Facilities are also the key factor behind the selection of a specific private school, but again younger people are looking for different things...***
The top responses overall in order were: the facilities; location; safety; results; teachers; educational philosophy; religious/values system; resources; and discipline. But, what parents' value most is changing. Younger people for example place much more importance on a school's educational philosophy, open days, school ranking tables, website & social media. Childcare facilities onsite/next to school however is much more important to those aged 30-39 years.
- ***Most children will enter the private system early, with parents strongly preferencing co-education...***
Over 1 in 3 children that attend private schools are likely to start before grade 1 and just over 2 in 10 after year 7. And almost 2 in 3 prefer co-educational private schools to single gender schools.
- ***Australian children have a strong and growing voice in deciding which school they ultimately attend...***
Children have a growing and important voice - with over 1 in 2 "very" involved and 1 in 4 "completely" involved in the final selection. Younger people are much more likely to involve their children in the selection of a school.
- ***The most valued factor in relation to skills obtained and results achieved from a private school education is self-confidence & resilience...***
Other important factors include: happiness/wellbeing; good study habits; self-discipline; preparation for higher education; critical thinking; and community responsibility/ethics/moral code of conduct. Interestingly, the least important factor was entrepreneurship & passion/skills to own or run a business.

But there are clear generational differences. For example, good study habits, self-discipline & preparation for uni/higher education were valued most by younger people. Noticeably more people aged 30-39 group believe life skills, entrepreneurship, responsible use of internet and social media and exposure to a more diverse student body are important.

- ***Private schools are seen as outperforming particularly in regard to study habits, self-discipline & preparation for higher education...***

Other top areas of outperformance were: community responsibility; ethics/morality and self-confidence. But, much less so for happiness/wellbeing. Older Australians are much more likely to view the private sector outperforming in terms of: study habits; sense of community; self-confidence; moral code of conduct; and social skills than all other age groups. Agreement was significantly lower in the 18-29 age group in relation to core skills in maths, reading and verbal communication, moral code of conduct, identifying interests/pursuing talents, happiness & wellbeing, curiosity & love of learning and responsible use of internet & social media.

- ***There are also clear opportunities for private schools to improve visibility and messaging specifically around skills & results...***

Many were “unsure” how private schools compared in regard to: responsible and safe use of internet/social media; entrepreneurship; curiosity for and fun of learning; and wellbeing/happiness.

- ***The most valued factor in relation to the school curriculum is balancing education & fun...***

Other important factors include: broader range of subjects; support for mental health/wellbeing; literacy and numeracy; support programs if advanced academically; emphasis on STEM education; extracurricular activities (e.g. drama & debating); and support for students struggling or with special needs. Interestingly, older Australians place much greater value on the balance between education & fun than younger people (who are also much less positive about the importance of a core curriculum weighted towards numeracy and literacy and emphasis on STEM education).

- ***Key areas where private schools are seen as outperforming are class sizes/teacher student ratio, extracurricular activities, support if academically advanced and subjects beyond the core curriculum...***

One key area where the gap was narrower was fun. The area where private scores scored lowest was not overburdening students with too much homework. Many were also unsure in regards navigating risks associated with technology/social media; foreign languages and physical health. Interestingly, young people viewed the private sector as outperforming much less in many areas related to the school curriculum.

- ***The most valued factor in relation to the culture of a private school is the standard of behaviour/discipline, although younger parents valued it much less...***

Other top factors include: anti-bullying policy; well informed parents/time with teachers; shared personal beliefs/family values; and an individual student experience based on their interests and needs. A high standard of behaviour and discipline and a strong anti-bullying policy is much more important among those in their 50s, while behaviour and discipline and uniform and appearance is particularly important to the over 60s. History/reputation were also much more important to older Australians. Noticeably more people in their 30s valued a high degree of autonomy for the head of school to make decisions and exposure to broad range of religions, while a diverse student body was particularly important to people aged 18-29.

- ***Private schools are seen as outperforming particularly in regard to policy on uniforms/appearance & standards of behaviour/discipline...***

Other top areas include: history/reputation; shared personal beliefs/values; networking opportunities; individualised experience; and parents being better informed/more time with teachers. Importantly, these were also among the key things people most wanted from a private school. Agreement was much higher among older Australians around uniforms/appearance and higher standards of behaviour/discipline. Once again, younger people were in much lower agreement around the merits of private school education relative to public education in a number of areas. The area of least agreement that private schools were outperforming was exposure to a broader range of religions, but this was also of least importance.

- ***In relation to teachers & facilities the most valued factors are teachers who challenge students to be their best, are passionate about the subjects they teach and treat students as individuals...***

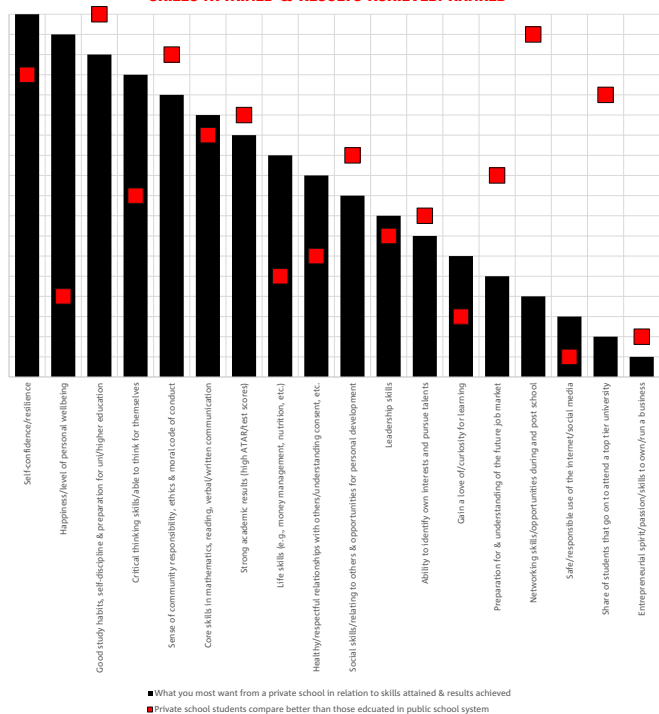
Other top responses include: small classes/high teacher to student ratio, highly qualified teachers, ongoing professional training, and teachers who reinforce moral values. Least important was the provision for remote learning/additional support during COVID, landscaped/well-kept grounds, a modern/well-equipped library and provision for special needs (e.g. learning difficulties). Younger people were much more likely to value sporting/recreational & cultural facilities and a dedicated science/innovation centre than older groups.

- ***Private schools are seen as outperforming particularly in regard to technology, cultural & sporting/recreational facilities, science/innovation, libraries, and grounds...***

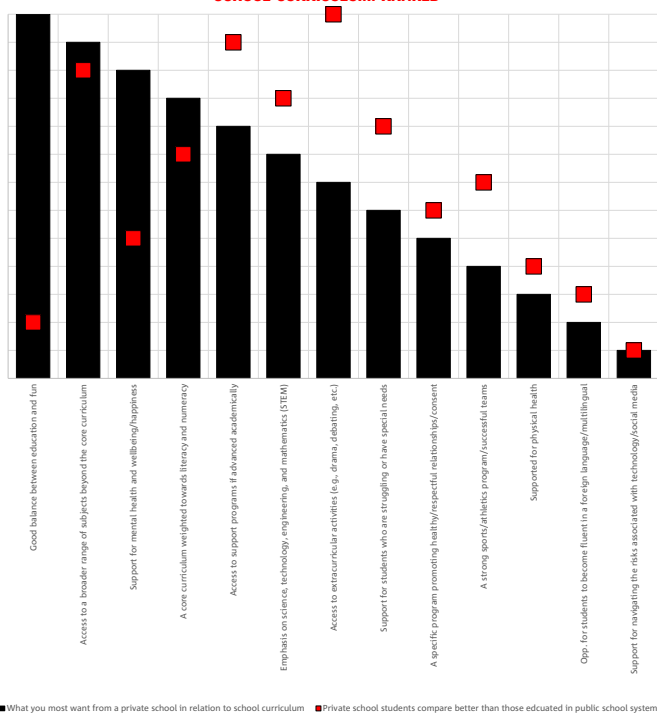
Other areas include: teachers reinforcing moral values; and digital centres. While these results clearly show private school students enjoy substantially higher benefits from “facilities” when compared to public schools, aside from the quality of teachers, these did not rank in the top 5 most important considerations in terms of what people want from a private school. That said, a significant number did also agree that private schools out-performed public schools in all other areas. Consensus was broadly consistent across age groups.

WHAT AUSTRALIANS VALUE MOST FROM A PRIVATE SCHOOL & HOW DO THEY COMPARE TO THE PRIVATE PUBLIC SECTOR: RANKED

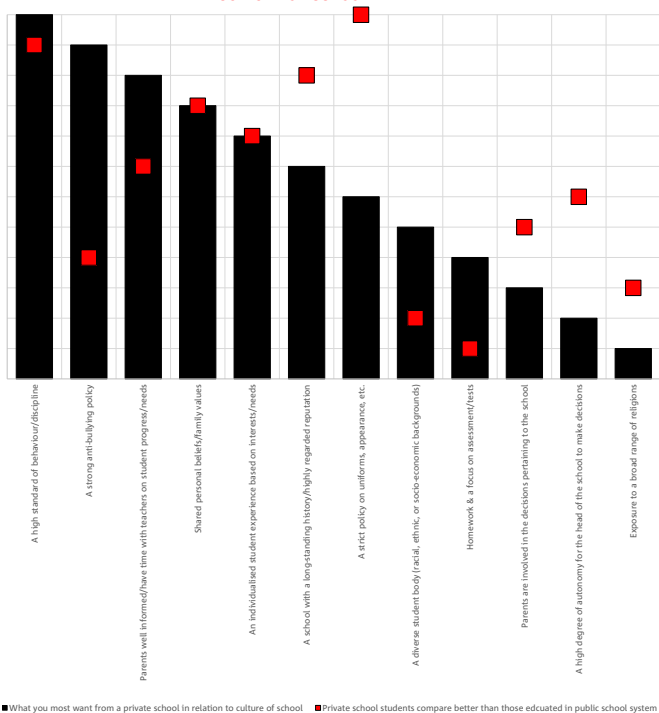
SKILLS ATTAINED & RESULTS ACHIEVED: RANKED



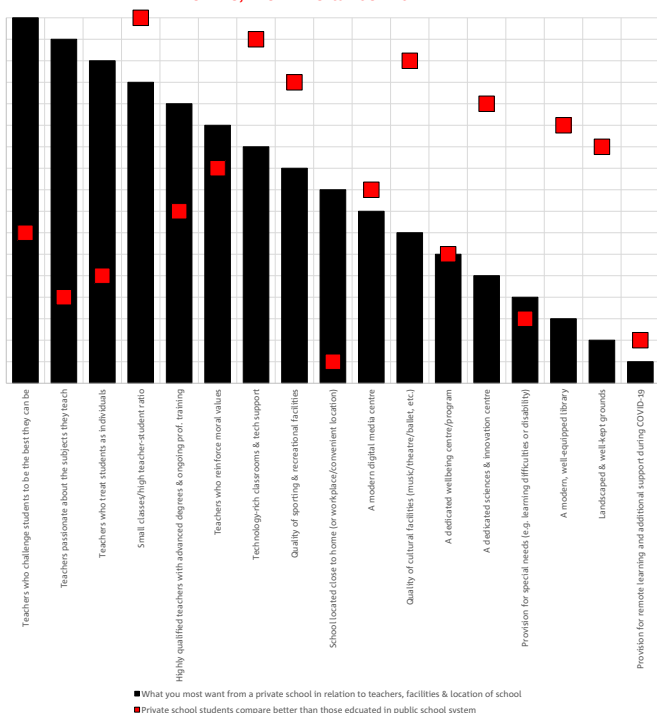
SCHOOL CURRICULUM: RANKED



CULTURE OF SCHOOL: RANKED



TEACHERS, FACILITIES & LOCATION: RANKED



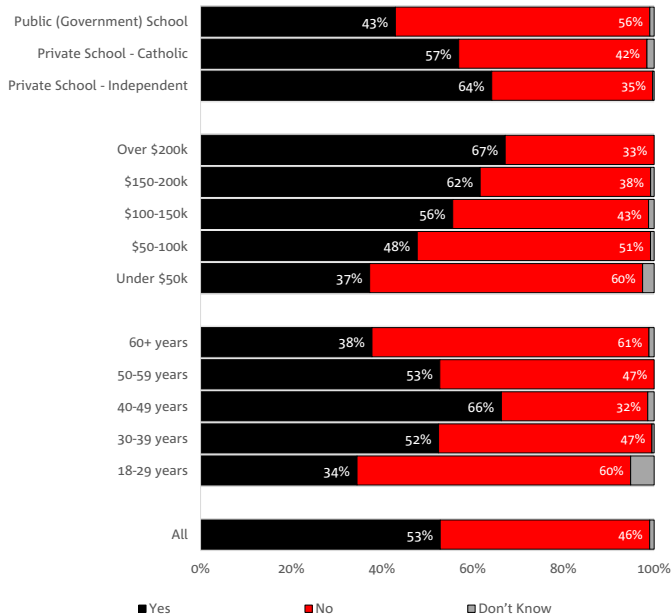
The charts above rank in order of importance what people most want from a private school in 4 areas: skills attained & results achieved; school curriculum; culture of school; and teachers, facilities & location (black bars). We overlay the relative ranking of the extent they also agreed with statements about private school students in comparison to those educated in the public school system in each area (red squares). For example, for skills attained & results achieved, critical thinking skills ranked 4th highest in terms of what people want from a private school, but 10th overall when asked if they agreed with the statement private school students have stronger critical thinking skills compared to those who have been educated in the public school system.

STARTING SCHOOL

One of the biggest decisions a parent will make when it comes to their children involves their education - and deciding between a public or private school is often a big part of this. However, the division of schools in Australia into public and private sectors inevitably leads to comparisons, and the rapid growth seen in the private schools' sector in recent years has renewed debate over the relative merits of a private versus public school education.

This NAB Education Insight Report 2021 focuses on Australians who sent (or plan to send children they may have in the future) to a private school, and why they made that choice. The survey is based on the responses of over 1,000 Australians from a range of educational backgrounds - 32% having themselves attended a private Independent school, 31% a private Catholic school, 42% a public Government school, and 2% other schools.

CURRENTLY ATTENDING PRIVATE SCHOOL



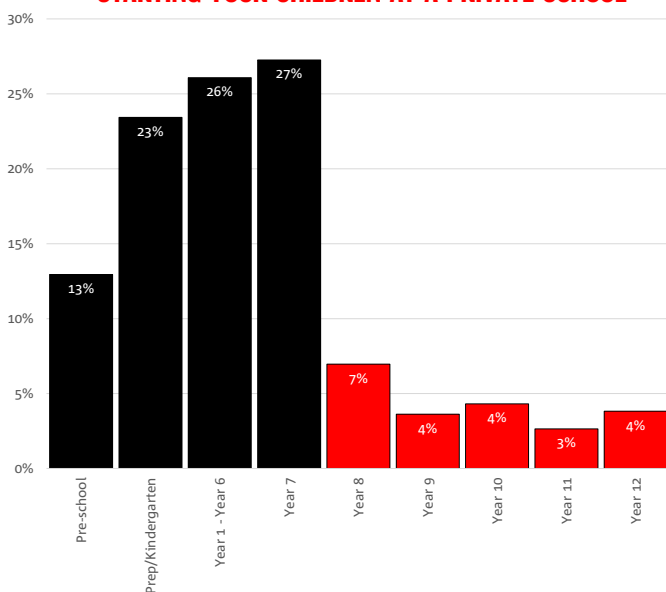
Just over 1 in 2 (53%) people surveyed currently have children (or grandchildren) attending a private school. This however varied widely across key groups.

By age, 2 in 3 (66%) in the 40-49 group currently had a child in a private school, with this number falling to just over 1 in 2 in the 50-59 group (53%) and 30-39 (52%) groups. It was much lower in the 18-29 (34%) and over 60 group (38%).

There was a very clear positive relationship with income, with the number of people with children currently at private schools lowest for people earning less than \$50,000 p.a. This however stepped up progressively in each income group to 67% in the over \$200,000 p.a. group.

Australians who had themselves attended a private school were also more likely to have children attending a private school - around 64% for those who attended a private Independent school and 57% a private Catholic school. Only 43% who attended a public Government school had children currently attending a private school.

WHEN DID YOU START/ARE YOU CONSIDERING STARTING YOUR CHILDREN AT A PRIVATE SCHOOL



The majority started (or are considering starting) their children at private school early - over 1 in 3 in pre-school (13%) or prep/kindergarten (23%). Over 1 in 4 during primary school years 1-6 (26%), and a further 1 in 4 at the start of high school in year 7 (27%). Just over 2 in 10 (22%) started (or planned to start) in private schools after year 7.

The table below looks at responses by age and income. Though there was little difference across most age groups, the 30-39 group stood out with somewhat more people starting (or planning to start) their children in private education earlier - around 3 in 10 (29%) in prep or kindergarten and 1 in 3 (32%) in years 1-6.

Results varied more by income. Most noticeable was the much larger number in the highest income group who started their children in pre-school (19%), the \$100-150,000 p.a. group in prep or kindergarten (29%), the \$150-200,000 p.a. in year 7 (34%) and those earning below \$50,000 p.a. (12%) and \$50-100,000 p.a. (10%) commencing in year 8.

WHEN DID YOU START/ARE CONSIDERING STARTING YOUR CHILDREN AT A PRIVATE SCHOOL: AGE & INCOME

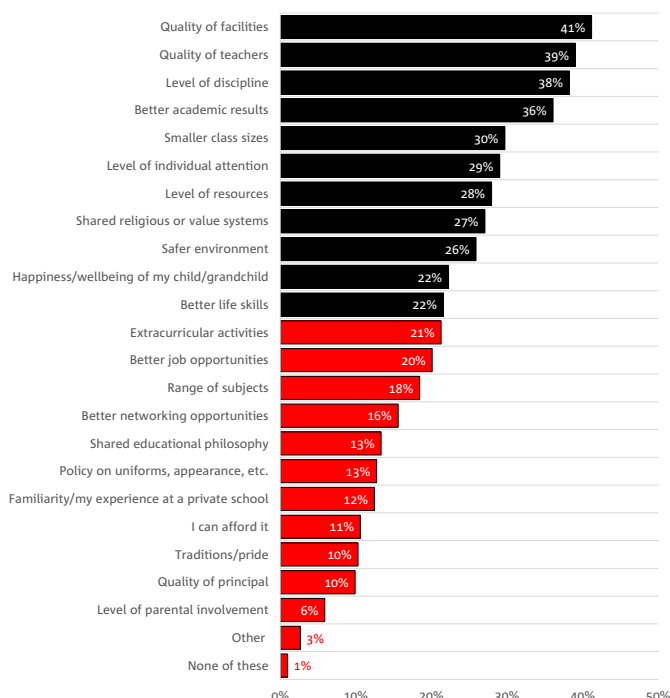
	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years	Under \$50k	\$50-100k	\$100-150k	\$150-200k	Over \$200k
Pre-school	13%	10%	14%	13%	13%	13%	13%	13%	12%	9%	19%
Prep/Kindergarten	23%	19%	29%	21%	24%	22%	19%	24%	29%	20%	22%
Year 1 - Year 6	26%	24%	32%	26%	23%	25%	28%	23%	26%	28%	29%
Year 7	27%	26%	19%	29%	29%	32%	23%	28%	23%	34%	31%
Year 8	7%	5%	6%	9%	5%	7%	12%	10%	5%	6%	4%
Year 9	4%	5%	3%	4%	3%	6%	6%	3%	3%	5%	3%
Year 10	4%	2%	3%	7%	4%	4%	5%	5%	4%	5%	3%
Year 11	3%	2%	1%	3%	3%	4%	4%	1%	2%	5%	4%
Year 12	4%	2%	4%	4%	4%	4%	6%	2%	4%	4%	4%

CHOOSING PRIVATE SCHOOLS

According to ABS data, just over 4 million students were enrolled in Australian schools in 2020, with Catholic and Independent schools accounting for 19.4% and 15.0% of enrolments respectively. The data also showed total student enrolments grew 5.5% in the 5 years to 2020, with Independent schools enjoying the largest gains (9.5%). Moreover, despite COVID, private school enrolments grew at their fastest pace in over a decade (2.6%).

In this section, we ask why did (or would) Australians prefer a private education for their children or grandchildren. Key was the quality of facilities according to most people (41%), This was followed by quality of teachers (39%), level of discipline (38%), better academic results (36%), smaller class sizes (30%), level of individual attention (29%), level of resources (28%), shared religious or value systems (27%), safer environment (26%), with happiness and wellbeing of their children (22%) and better life skills (22%) rounding out the top 10 - see chart below.

WHY DID/WOULD YOU PREFER A PRIVATE SCHOOL EDUCATION FOR YOUR CHILDREN?



“Other” factors, such as bad reputation of local high schools, boarding school provisions and proximity (3%), level of parental involvement (6%), quality of the school principal (10%) and traditions and pride (10%) were highlighted as reasons by the least number of survey respondents.

The table below focusses on preferences by age. Quality of facilities (29%), shared religious or value systems (17%) and better job opportunities were less important in the 18-29 group, but this age group led the way for level of resources (33%), extracurricular activities (38%), shared educational philosophy (19%), level of parental involvement (17%) and because they could afford to (16%).

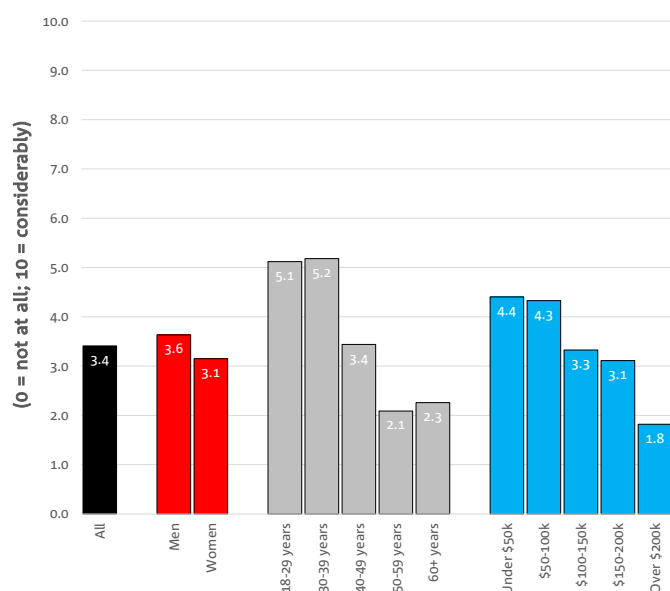
Better life skills were a key reason for noticeably more people in the 30-39 group (30%). Quality of facilities resonated with more people in the 40-49 (46%) and over 60 (43%) age groups, with more people in both these age groups also calling out happiness and wellbeing of their child (26%). The 50-59 (33%) and over 60 (30%) groups were most inspired by shared religion or value systems.

Significantly more Australians over 60 also said they preferred a private school education because of the quality of teachers (45%), level of discipline (48%), and better academic results (40%).

WHY DID/WOULD YOU PREFER A PRIVATE SCHOOL EDUCATION FOR YOUR CHILDREN: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Quality of facilities	41%	29%	39%	46%	39%	43%
Quality of teachers	39%	34%	32%	41%	40%	45%
Level of discipline	38%	33%	34%	33%	42%	48%
Better academic results	36%	31%	35%	36%	35%	40%
Smaller class sizes	30%	28%	34%	25%	33%	28%
Level of individual attention	29%	21%	30%	25%	32%	32%
Level of resources	28%	33%	29%	28%	28%	24%
Shared religious or value systems	27%	17%	22%	25%	33%	30%
Safer environment	26%	28%	26%	25%	24%	30%
Happiness/wellbeing of child	22%	19%	17%	26%	26%	19%
Better life skills	22%	22%	30%	23%	15%	19%
Extracurricular activities	21%	38%	25%	23%	16%	16%
Better job opportunities	20%	14%	23%	19%	21%	20%
Range of subjects	18%	22%	17%	23%	17%	14%
Better networking opportunities	16%	17%	18%	19%	13%	10%
Shared educational philosophy	13%	19%	13%	14%	11%	14%
Policy on uniforms, appearance, etc.	13%	16%	10%	13%	14%	14%
Familiarity/experience at private school	12%	17%	11%	12%	12%	13%
I can afford it	11%	16%	13%	11%	9%	8%
Traditions/pride	10%	14%	11%	9%	12%	7%
Quality of principal	10%	14%	15%	10%	8%	5%
Level of parental involvement	6%	17%	10%	3%	5%	4%
Other	3%	2%	2%	2%	3%	3%

EXTENT COVID HAS INFLUENCED DECISION TO SEND CHILD TO A PRIVATE SCHOOL

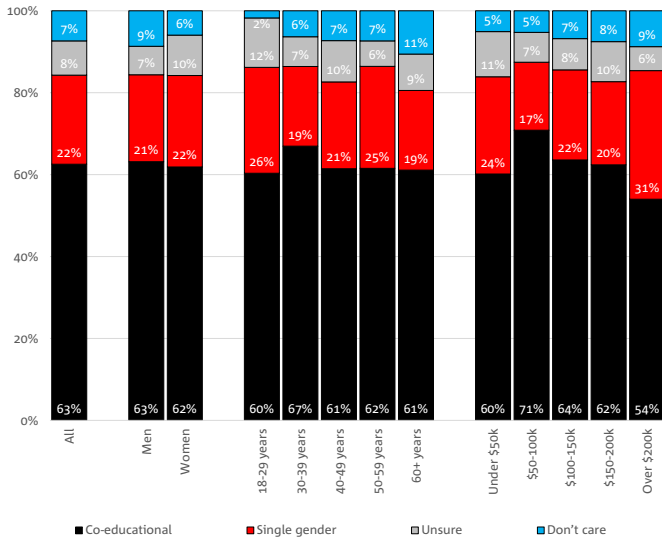


Predictions parents would withdraw children from private schools because of the financial pressures caused by the COVID pandemic appear to have fallen flat, given the growth in enrolments reported in 2020. In 2020, private or independent schools enrolled around 15% of all Australian school students, and more than 19% of all secondary enrolments. Indeed, when asked has or will COVID-19 influence their decision on whether to send their children to a private school, on average Australians scored just 3.4 pts out of 10, suggesting it did not play a major role.

While COVID did not unduly influence the decision of men (3.6 pts) and women (3.6 pts), it did play a bigger role by age and income. With younger workers more likely to have been in jobs impacted by the pandemic, COVID had a far bigger influence in the 18-29 (5.1 pts) and 30-39 (5.2 pts) age groups, where 3 in 10 also rated its influence “quite” considerable (i.e. scored 8 pts or higher). The 50-59 (2.1 pts) and over 60 (2.3 pts) groups were least influenced by COVID.

With job losses also hitting the low wage workforce disproportionately, we noted an inverse relationship with income and how COVID influenced the decision to send their children to a private school. Its impact was greatest in the lowest income group (4.4 pts) but stepped down progressively in each income group to just 1.8 pts in the highest income group.

PREFERENCE FOR CO-EDUCATIONAL OR SINGLE GENDER SCHOOL



The topic of co-educational or single gender schools has been raging for years, with research showing both pros and cons for each type. In this survey, we asked Australians who sent or intend to send children to a private school whether they preferred co-educational or single-gender schools.

Almost 2 in 3 (63%) preferred co-educational schools, and just over 1 in 5 (22%) single gender schools. Less than 1 in 10 where unsure (8%) or did not care (7%).

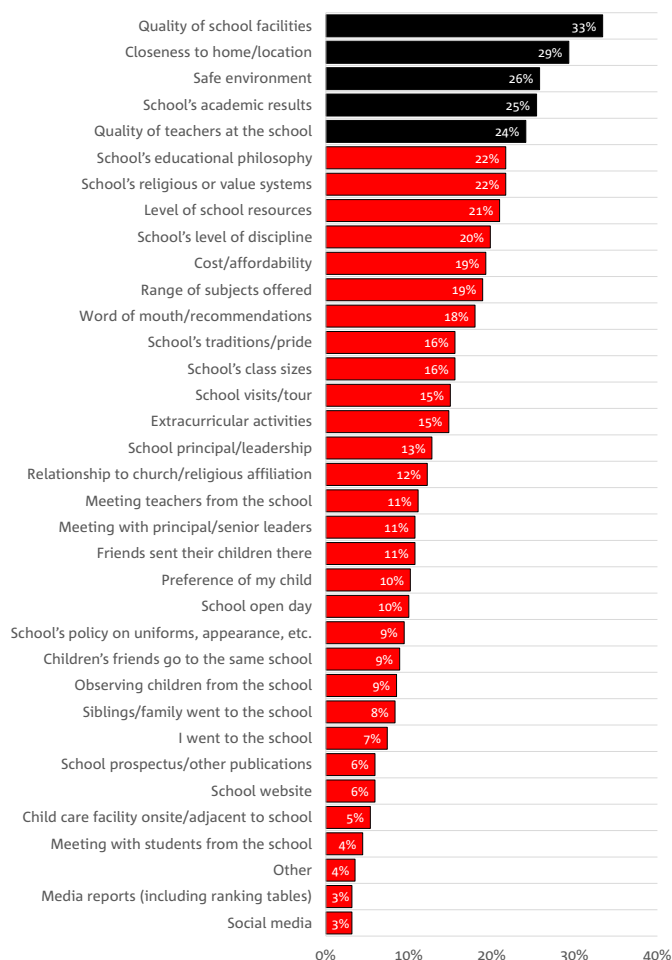
By gender, a similar number of women and men preferred co-educational or single-gender schools. Uncertainty was however a little higher for women (10% women; 7% men), while more men did not care (9% men; 6% women).

By age, 67% in the 30-39 group preferred co-education, compared to around 60-62% in all other age groups. Preference for single gender schools varied more widely, with 19% in the 30-39 and over 60 groups signalling this as their preference, compared to 26% in the 18-29 and 25% in the 50-59 age groups. Noticeably more people over 60 (11%) also did not care.

Preferences varied considerably by income. Over 7 in 10 (71%) in the \$50-100,000 p.a. group preferred co-educational schools, but this fell to 54% in the highest income group. Instead, noticeably more high-income earners preferred single gender schools (31%), or almost twice as many than in the \$50-100,000 p.a. group (17%). Uncertainty was highest in the lowest (11%) and \$150-200,000 p.a. (10%) income groups.

WHAT IS KEY WHEN CHOOSING SCHOOL & SATISFACTION WITH CHOICE

WHY DID YOU SELECT THE SPECIFIC SCHOOL YOU ULTIMATELY CHOSE FOR YOUR CHILDREN?



People who had sent their child to a private school where asked to select the 5 main reasons they chose the school they ultimately sent the child to.

Coming in top position was the quality of the school facilities, which was the main reason according to 1 in 3 (33%) overall. Location was next most important, with 29% selecting closeness to home or location. This was followed by a safe environment (26%), the school's academic results (25%) and quality of the teachers at school (22%).

Other important considerations for around 2 in 10 people were the school's educational philosophy (22%), religious or values system (22%), level of school resources (22%), discipline (20%), cost and affordability (19%), range of subjects offered (19%) and word of mouth and recommendations (18%).

Social media (3%), media reports including ranking tables (3%), meeting with students from the school (4%) and other issues (4%) such as being offered a scholarship were the least influential considerations.

The table below highlights the top 5 reasons by gender, age and income, as well as significant differences within these demographic groups.

By gender, the main reasons why men and women chose their selected school were broadly aligned with the overall average, though the school's educational philosophy also tied in the top 5 for men.

By age, outside of school facilities and academic results, the 18-29 group also nominated educational philosophy (30%), level of discipline (25%) and school open day (25%) in their top 5. School website (20%), social media (20%) and media reports (15%) were also important for significantly more people in this group relative to other age groups. In the 30-39 age group, quality of teachers did not rank in their top 5 and was replaced by discipline (20%) and word of mouth and recommendations (20%). This group was also far more likely to have based their decision on having childcare facilities onsite or next to the school (14%).

The main reasons in the 40-49 and 50-59 age groups aligned broadly with the national average, though educational philosophy (24%) and level of school resources (25%) also tied in the top 5 in the 50-59 group. In the over 60 group, much more emphasis was placed on the school's educational philosophy (35%) and level of discipline (34%).

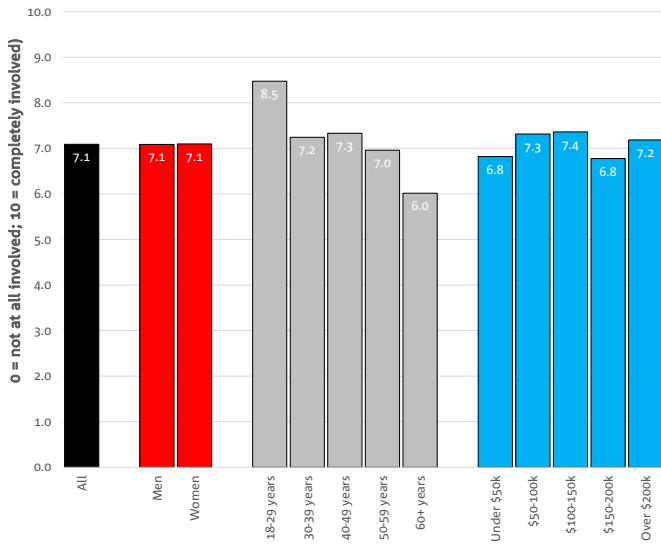
The key reasons why people ultimately chose a specific school differs considerably by income. In the lowest income group, location and quality of school were overtaken by the school's level of discipline (39%) and range of subjects offered (30%). Moreover, noticeably more low-income earners rated discipline higher than any other reason, and also significantly more than in any other income group. School uniform policy (23%), school prospectus or other publications (14%) and media reports (9%) also influenced far more low-income earners than other income groups.

In the \$50-100,000 p.a. group, quality of teachers was overtaken by the school's religious or value systems (27%), with academic results in the \$100-150,000 p.a. group also replaced by religious or value systems (24%). In the \$150-200,000 p.a. group, educational philosophies (24%) and word of mouth and recommendations (28%) were more important reasons than academic results and quality of teachers. In the highest income group, location did not figure as prominently, but the level of school resources (37%) was cited as a key reason by a significantly higher number of high-income earners than in any other income group.

WHY DID YOU SELECT THE SPECIFIC SCHOOL YOU CHOSE: GENDER, AGE & INCOME

	All	Men	Women	18-29 years	30-39 years	40-49 years	50-59 years	60+ years	Under \$50k	\$50-100k	\$100-150k	\$150-200k	Over \$200k
Quality of school facilities	33%	34%	33%	25%	24%	35%	38%	40%	27%	31%	29%	49%	41%
Closeness to home/location	29%	28%	32%	15%	21%	33%	34%	28%	20%	29%	31%	29%	24%
Safe environment	26%	26%	25%	20%	28%	25%	24%	29%	25%	27%	27%	23%	27%
School's academic results	25%	26%	24%	30%	22%	26%	24%	29%	30%	25%	20%	18%	28%
Quality of teachers at the school	24%	24%	24%	15%	17%	28%	26%	24%	20%	20%	22%	18%	35%
School's religious or value systems	22%	21%	23%	20%	18%	24%	20%	25%	23%	27%	24%	20%	14%
School's educational philosophy	22%	24%	19%	30%	17%	17%	24%	35%	14%	14%	20%	24%	28%
Level of school resources	21%	21%	21%	0%	19%	19%	25%	26%	23%	14%	16%	18%	37%
School's level of discipline	20%	22%	17%	25%	20%	14%	20%	34%	39%	20%	21%	18%	11%
Cost/affordability	19%	18%	21%	20%	14%	24%	16%	24%	20%	22%	19%	22%	15%
Range of subjects offered	19%	19%	18%	20%	17%	18%	21%	19%	30%	19%	19%	13%	17%
Word of mouth/recommendations	18%	14%	22%	5%	20%	20%	16%	16%	16%	14%	20%	28%	14%
School's class sizes	16%	18%	12%	20%	19%	13%	17%	15%	11%	20%	12%	17%	17%
School's traditions/pride	16%	16%	15%	10%	16%	13%	18%	18%	20%	16%	19%	6%	15%
School visits/tour	15%	15%	15%	15%	19%	16%	15%	6%	5%	15%	18%	13%	18%
Extracurricular activities	15%	14%	15%	20%	17%	16%	14%	9%	14%	17%	17%	9%	20%
School principal/leadership	13%	11%	15%	5%	11%	13%	14%	15%	7%	12%	12%	18%	12%
Relationship to church/religious affiliation	12%	12%	12%	15%	10%	10%	17%	10%	7%	13%	18%	9%	10%
Meeting teachers from the school	11%	12%	10%	20%	16%	12%	6%	9%	7%	14%	12%	9%	10%
Friends sent their children there	11%	11%	10%	10%	11%	13%	10%	6%	11%	10%	14%	10%	11%
Meeting with principal/senior leaders	11%	10%	11%	10%	15%	10%	12%	3%	5%	13%	12%	11%	9%
Preference of my child	10%	9%	12%	10%	9%	12%	10%	7%	9%	9%	12%	12%	7%
School open day	10%	9%	11%	25%	9%	13%	8%	3%	9%	9%	9%	15%	10%
School's uniform policy, appearance, etc.	9%	9%	10%	15%	12%	8%	9%	9%	23%	8%	10%	11%	7%
Children's friends go to the same school	9%	8%	10%	10%	7%	11%	8%	7%	5%	11%	8%	10%	10%
Observing children from the school	9%	8%	10%	20%	14%	8%	4%	6%	11%	11%	12%	2%	5%
Siblings/family went to the school	8%	10%	7%	5%	8%	7%	10%	10%	5%	7%	11%	7%	8%
I went to the school	7%	8%	7%	10%	8%	8%	8%	1%	9%	7%	5%	5%	13%
School website	6%	8%	4%	20%	9%	6%	2%	4%	7%	10%	7%	4%	1%
School prospectus/other publications	6%	6%	6%	0%	9%	5%	8%	1%	14%	6%	6%	6%	4%
Childcare facility onsite/next to school	5%	5%	5%	0%	14%	4%	2%	4%	7%	4%	6%	7%	7%
Meeting with students from the school	4%	4%	5%	0%	10%	2%	5%	1%	0%	7%	3%	6%	3%
Other	4%	3%	5%	0%	2%	5%	5%	0%	0%	2%	4%	2%	9%
Media reports (including ranking tables)	3%	3%	3%	15%	4%	4%	1%	0%	9%	1%	5%	2%	2%
Social media	3%	3%	3%	20%	4%	3%	1%	3%	9%	7%	0%	2%	1%

HOW INVOLVED WERE CHILDREN IN FINAL SELECTION OF SCHOOL?

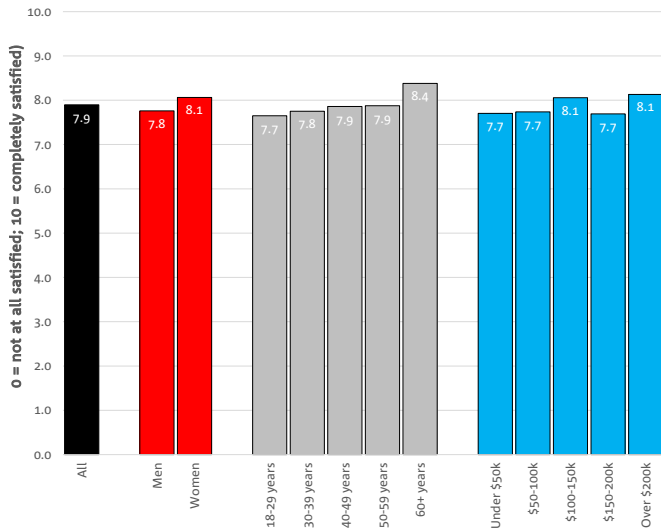


The survey suggests children were “quite” involved in the final selection of their school, scoring 7.1 pts out of 10 (10 is completely involved). Over 1 in 2 (54%) said they were “very” involved (i.e. scored 8+ pts), and 1 in 4 (24%) “completely” involved (i.e. 10 pts). Only 6% said they were not involved (0 pts).

Men (7.1 pts) and women (7.1 pts) agreed on their level of involvement. But we noted a large difference in the 18-29 group (8.5 pts) compared to the over 60 group (6.0 pts). Interestingly, while 25% in the 18-29 group and 21% in the 60+ group said they were “completely” involved, a 0% result was recorded in the 18-29 group for having not been involved, compared to 12% in the over 60 group.

Involvement by income levels was lowest in the under \$50,000 p.a. and \$150-200,000 p.a. range (6.8 pts), and highest in the \$100-150,000 p.a. range (7.4 pts). Non-involvement was highest in the lowest (9%) and highest (10%) income groups.

HOW SATISFIED ARE YOU WITH YOUR CHILDREN'S PRIVATE SCHOOL EDUCATION?



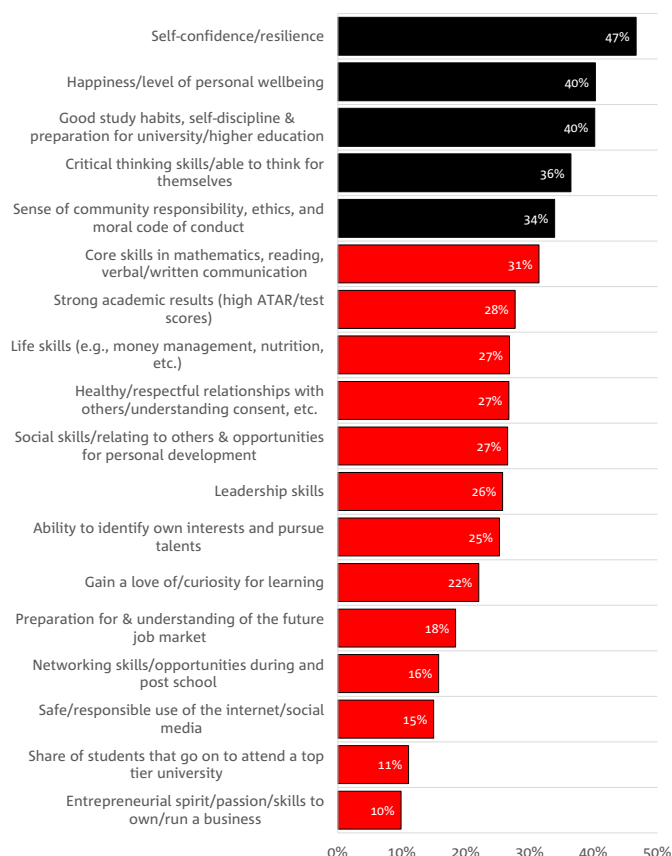
People who send or sent their child to a private school expressed very high levels of satisfaction with their education, on average scoring 7.9 pts out of 10 (where 10 is completely satisfied). Moreover, around 2 in 3 (64%) rated their level of satisfaction “high” (i.e. 8 pts or higher), with only 1% of all survey respondents reporting “low” satisfaction (i.e. less than 4 pts).

The gender split revealed slightly higher satisfaction for women (8.1 pts) than men (7.8 pts). Satisfaction levels were also elevated in all age groups though did step up modestly from 7.7 pts in the 18-29 group to 7.9 pts in the 50-59 group, with a more significant jump in the over 60 group (8.4 pts).

Income levels did not unduly influence the results with those in the \$100-150,000 p.a. and over \$200,000 p.a. groups reporting slightly higher levels of satisfaction (8.1 pts) than in all other income groups (7.7 pts).

WHAT AUSTRALIANS VALUE MOST IN A PRIVATE SCHOOL

WHAT IS MOST IMPORTANT TO YOU IN RELATION TO SKILLS ATTAINED AND RESULTS ACHIEVED?



Survey respondents were asked to think about what they most want from a private school for their children or grandchildren in relation to skills attained and results achieved, and select their top 5.

Leading the way was self-confidence and resilience (47%). This was followed by happiness and personal wellbeing (40%), good study habits, self-discipline and preparation for university and higher education (40%), critical thinking skills and the ability to think for themselves (36%), and sense of community responsibility, ethics and moral code of conduct (34%) rounding out the top 5.

Many - around 3 in 10 - also identified core skills in mathematics, reading and verbal and written communication (31%), strong academic results such as a high ATAR or test scores (28%), life skills around things such as money management, nutrition etc. (27%), healthy and respectful relationships with others, understanding consent etc. (27%), social skills, relating to others and opportunities for personal development (27%), leadership skills (26%) and the ability to identify their own interests and pursue talents (25%) as key.

Only 1 in 10 said entrepreneurial spirit, passion and skills to own or run a business (10%), and the share of students that go on to attend a top tier university (11%) were important.

MOST IMPORTANT IN RELATION TO SKILLS ATTAINED AND RESULTS ACHIEVED: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Self-confidence/resilience	47%	36%	40%	44%	55%	49%
Happiness/level of personal wellbeing	40%	29%	35%	42%	42%	44%
Good study habits, self-discipline & preparation for uni/higher educ.	40%	43%	33%	39%	42%	47%
Critical thinking skills/able to think for themselves	36%	38%	33%	36%	41%	34%
Sense of community responsibility, ethics & moral code of conduct	34%	31%	26%	28%	39%	46%
Core skills in maths, reading, verbal/written communication	31%	22%	32%	32%	31%	34%
Strong academic results (high ATAR/test scores)	28%	33%	23%	27%	31%	28%
Life skills (e.g., money management, nutrition, etc.)	27%	33%	33%	29%	22%	21%
Healthy/respectful r/ships with others/understanding consent etc.	27%	16%	23%	27%	32%	28%
Social skills/relating to others & opportunities for personal dev.	27%	34%	25%	24%	25%	32%
Leadership skills	26%	21%	30%	29%	23%	21%
Ability to identify own interests and pursue talents	25%	24%	26%	24%	25%	28%
Gain a love of/curiosity for learning	22%	21%	25%	22%	22%	19%
Preparation for & understanding of the future job market	18%	22%	19%	20%	17%	15%
Networking skills/opportunities during and post school	16%	24%	19%	19%	11%	11%
Safe/responsible use of the internet/social media	15%	12%	18%	17%	13%	13%
Share of students that go on to attend a top tier university	11%	17%	13%	9%	11%	11%
Entrepreneurial spirit/passion/skills to own/run a business	10%	17%	15%	11%	7%	4%

The table above compares the results by age, and it highlights some key differences in what was most important in different age groups.

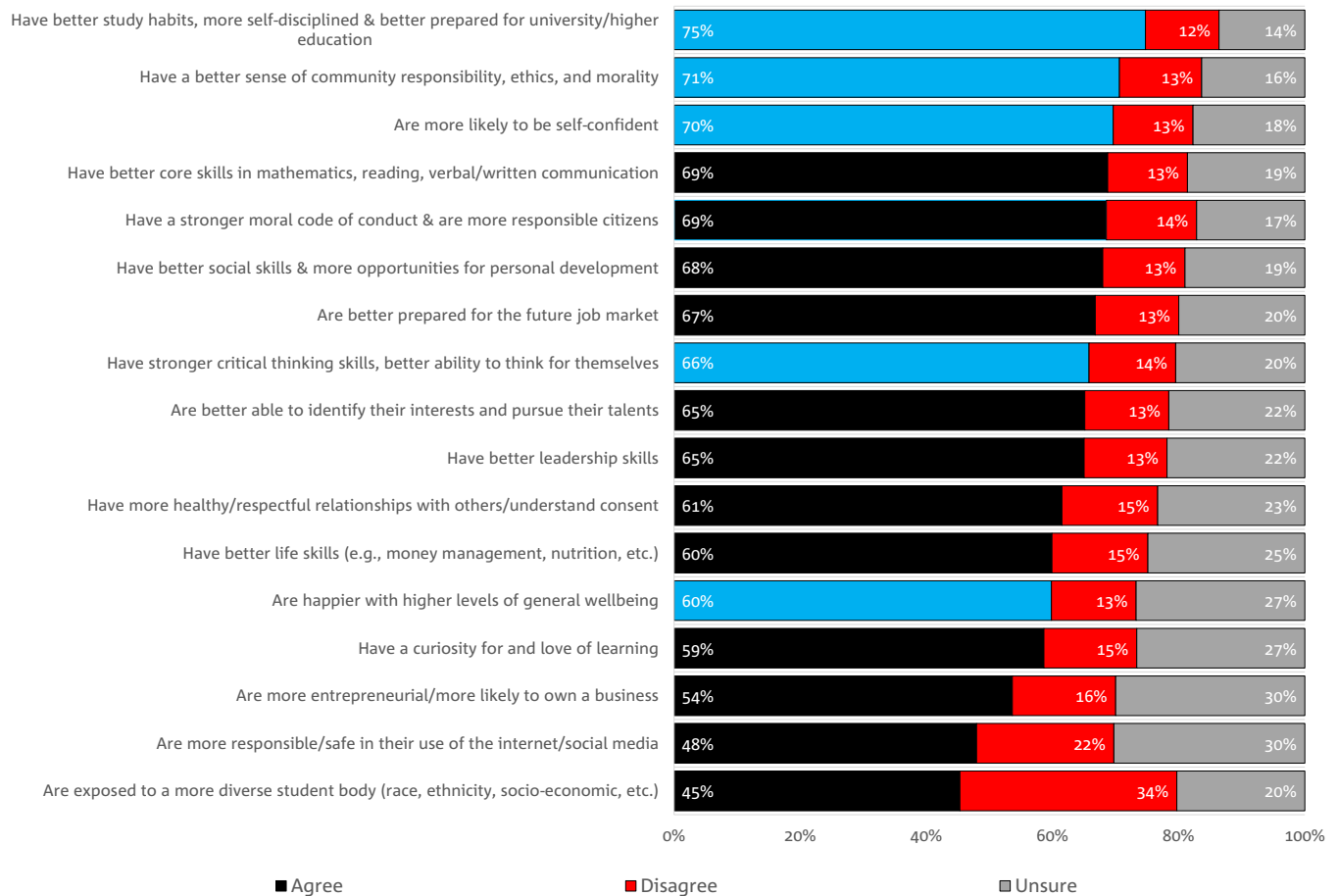
Though resilience and self-confidence ranked most important in all age groups from 30-39 onwards, good study habits, self-discipline and preparation for university and higher education (43%) was ranked highest in the 18-29 group, followed by critical thinking skills and ability to think for themselves (38%).

Other noticeable differences related to networking skills and opportunities during and post school, which was much more important in the 18-29 group (24%), self-confidence and resilience (55%) and healthy and respectful relationships etc. (32%) in the 50-59 group, and sense of community, responsibility, ethics and moral code of compass in the over 60 group (46%).

Social skills, relating to others and opportunities for personal development were also noticeably more important in the 18-29 (34%) and over 60 (32%) age groups, and leadership skills in the 30-39 (30%) and 40-49 (29%) age groups.

In contrast, self-confidence and resilience (36%), happiness and wellbeing (29%), and healthy and respectful relationships etc. (16%) were far less important in the 18-29 group. Good study habits, self-discipline and preparation for university or higher education (33%) was less important in the 30-39 group, and entrepreneurial spirit and networking skills for people over 50 when compared to people under 40.

SKILLS ATTAINED & RESULTS ACHIEVED: AGREE WITH STATEMENTS ABOUT PRIVATE SCHOOL STUDENTS VS. STUDENTS EDUCATED IN PUBLIC SCHOOL SYSTEM



As shown above, survey respondents said the top 5 things they wanted from a private school for their children in relation to skills attained and results achieved were: self-confidence and resilience; happiness and personal wellbeing; good study habits, self-discipline and preparation for university and higher education; critical thinking skills and the ability to think for themselves; and sense of community responsibility, ethics and moral code of conduct.

Having established this, we wanted to know if private schools were delivering. In order to do so, we asked respondents if they agreed with key statements about private school students in comparison to those educated in the public Government school system. In this way, we could gauge if what people valued most from a private school education was being delivered.

The results suggest private schools are delivering, with agreement very high particularly around the statements: “Compared to the public schools, private students” ... “have better study habits, more self-disciplined and better prepared for university or higher education” (75%), “have a better sense of community responsibility, ethics and morality” (71%), “are more likely to be self-confident” (70%), and “have stronger critical thinking skills, better ability to think for themselves” (66%).

In one area, however they fell short. Happiness and level of wellbeing was ranked the second most important factor in terms of what people wanted from a private school, but the number that agreed with the statement

“Compared to public schools, private school students are happier with higher levels of general wellbeing” was somewhat lower at just 60%.

High levels of uncertainty (answered “unsure”), especially around responsible and safe use of internet and social media (30%), more entrepreneurship (30%), curiosity for and fun of learning (27%) and wellbeing and happiness (27%) suggest an opportunity for private schools to improve communication on how students are engaging or faring on these issues to both existing and prospective parents.

The table below summarises the extent of agreement with statements relating to skills attained and results achieved by age.

Though agreement is high for most statements, the level of agreement varies considerably in some areas. In particular, people over the age of 60 are in much higher agreement around the statements relating to better study habits (83%), sense of community (79%), self-confidence (78%), moral code of conduct (75%) and better social skills (74%) than all other age groups.

However, noticeably more people in the 30-39 group agree with the statements relating to better life skills (69%), entrepreneurship (67%), responsible use of internet and social media (59%) and exposure to a more diverse student body (57%).

In contrast, agreement was significantly lower in the 18-29 age group in the areas of better cores skills in maths, reading and verbal communication (59%), moral code of conduct (57%), identifying interests and pursuing talents (57%), happiness and wellbeing (52%), curiosity and love of learning (45%) and (along with the 50-59 group) responsible use of internet and social media (40%).

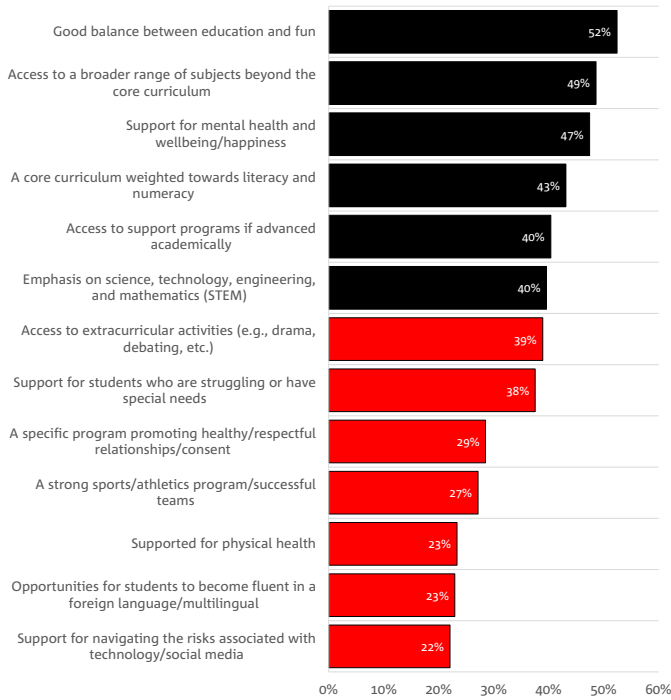
Agreement in the 50-59 group around the statement relating to entrepreneurship was also considerably lower than in any other age group (40%).

The results suggest that in many areas, the advantages of a private education over the public system has narrowed over time in key areas relating to skills attained and results achieved.

SKILLS ATTAINED & RESULTS ACHIEVED - AGREE WITH FOLLOWING STATEMENTS: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Have better study habits, more self-disciplined & better prep. for uni/higher ed.	75%	69%	73%	72%	75%	83%
Have a better sense of community responsibility, ethics, and morality	71%	66%	70%	66%	72%	79%
Are more likely to be self-confident	70%	69%	66%	65%	71%	78%
Have better core skills in mathematics, reading, verbal/written comms.	69%	59%	73%	64%	68%	75%
Have a stronger moral code of conduct & are more responsible citizens	69%	57%	66%	69%	68%	75%
Have better social skills & more opportunities for personal development	68%	64%	68%	64%	69%	74%
Are better prepared for the future job market	67%	66%	71%	67%	59%	72%
Have stronger critical thinking skills, better ability to think for themselves	66%	67%	68%	63%	65%	68%
Are better able to identify their interests and pursue their talents	65%	57%	67%	64%	63%	71%
Have better leadership skills	65%	57%	66%	67%	64%	66%
Have more healthy/respectful relationships with others/understand consent	61%	60%	64%	60%	58%	67%
Have better life skills (e.g., money management, nutrition, etc.)	60%	64%	69%	56%	58%	58%
Are happier with higher levels of general wellbeing	60%	52%	62%	57%	59%	64%
Have a curiosity for and love of learning	59%	45%	64%	59%	54%	63%
Are more entrepreneurial/more likely to own a business	54%	55%	67%	55%	41%	53%
Are more responsible/safe in their use of the internet/social media	48%	40%	59%	49%	40%	48%
Are exposed to more diverse student body (race, ethnicity, socio-economic, etc.)	45%	45%	57%	45%	39%	41%

WHAT IS MOST IMPORTANT TO YOU IN RELATION TO THE SCHOOL CURRICULUM



Survey respondents were next asked to think about what they most want from a private school for their children or grandchildren in relation to the school curriculum, and select their top 5

Leading the way was a good balance between education and fun (52%). This was followed by access to a broader range of subjects beyond the core curriculum (49%), support for mental health, wellbeing and happiness (47%), a core curriculum weighted towards literacy and numeracy (43%), access to support programs if advanced academically (40%) and emphasis on STEM education (40%).

Many - around 4 in 10 - also identified access to extracurricular activities such as drama and debating (39%) and support for students who are struggling or have special needs (38%).

Least important was support for navigating risks associated with technology and social media (22%), opportunities for students to become fluent in a foreign language or multilingual (23%) and being supported for their physical health (23%).

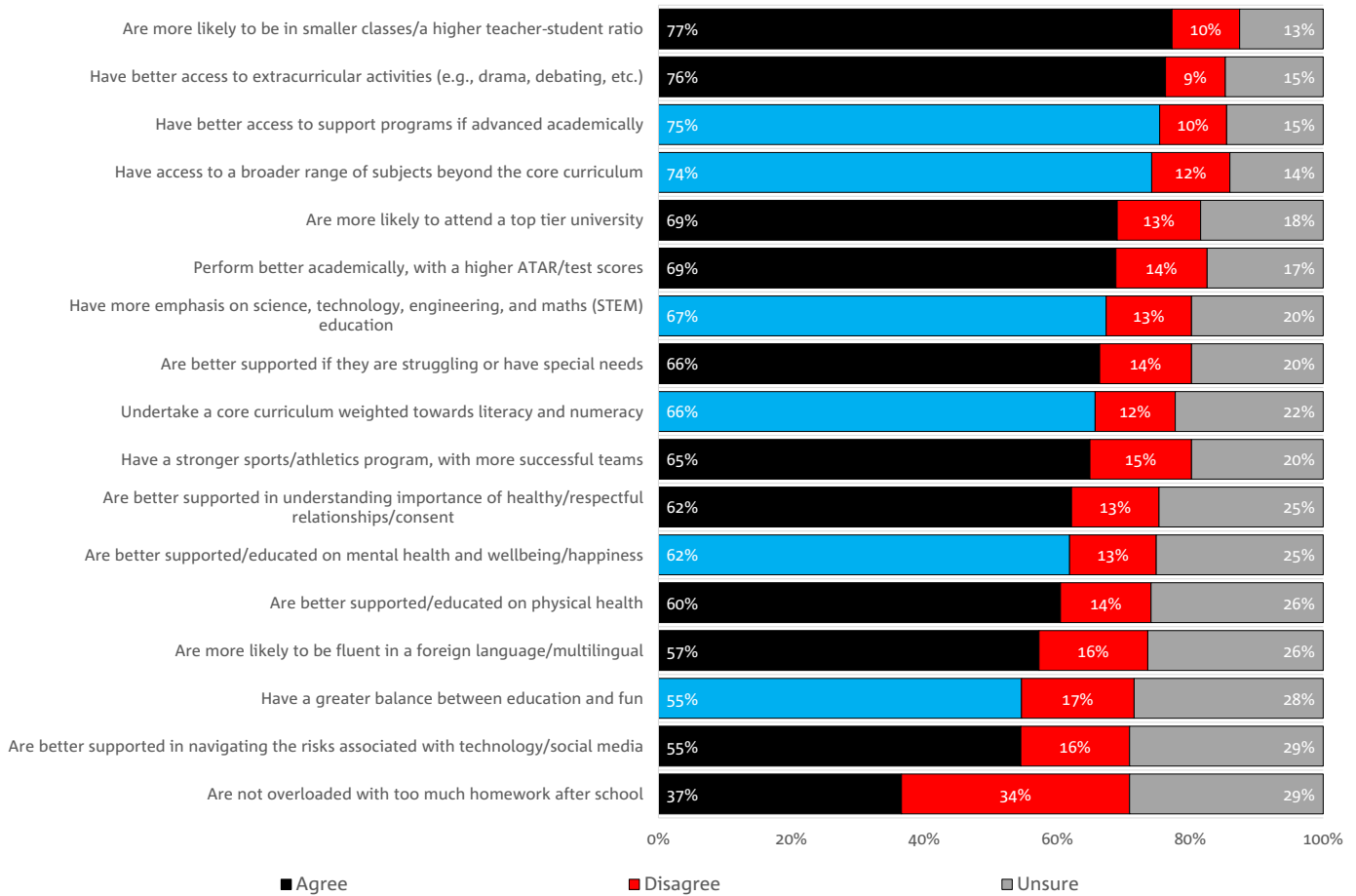
MOST IMPORTANT IN RELATION TO SCHOOL CURRICULUM: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Good balance between education and fun	52%	36%	49%	51%	54%	61%
Access to a broader range of subjects beyond the core curriculum	49%	55%	46%	49%	51%	46%
Support for mental health and wellbeing/happiness	47%	45%	44%	51%	48%	46%
A core curriculum weighted towards literacy and numeracy	43%	28%	41%	45%	44%	47%
Access to support programs if advanced academically	40%	43%	40%	42%	40%	39%
Emphasis on science, technology, engineering & mathematics (STEM)	40%	26%	43%	42%	38%	39%
Access to extracurricular activities (e.g., drama, debating, etc.)	39%	50%	34%	39%	38%	42%
Support for students who are struggling or have special needs	38%	45%	36%	36%	38%	39%
Specific program promoting healthy/respectful relationships/consent	29%	40%	25%	27%	29%	32%
A strong sports/athletics program/successful teams	27%	29%	27%	28%	28%	25%
Supported for physical health	23%	26%	32%	22%	19%	20%
Opp. for students to become fluent in foreign language/multilingual	23%	33%	30%	21%	21%	18%
Support for navigating risks associated with technology/social media	22%	26%	26%	22%	18%	22%

The table above compares results by age and highlights differences in what is most important in relation to the private school curriculum. A good balance between education and fun was rated highest in most groups, led by the over 60s (61%). It was ranked somewhat less important in the 18-29 group (36%), which placed noticeably more emphasis on access to a broad range of subjects in the core curriculum (55%), access to extracurricular activities (50%), support for struggling students or have special needs (45%) and specific programs promoting health and respectful relationships and consent (40%). The 18-29 group were however also much less positive about the importance of a core curriculum weighted towards numeracy and literacy (28%) and emphasis on STEM education (26%).

Other key differences were a much higher number in the 30-39 group who singled out support for physical health (32%) and lower number in the 50-59 group who said support for navigating risks associated with technology and social media (18%) was important.

SCHOOL CURRICULUM: AGREE WITH STATEMENTS ABOUT PRIVATE SCHOOL STUDENTS VS. STUDENTS EDUCATED IN PUBLIC SCHOOL SYSTEM



When asked if they agreed with statements relating to the school curriculum, most people - almost 8 in 10 or 77% - agreed with the statement “Compared to the public schools, private school students are more likely to be in smaller classes and have a higher student-teacher ratio.”

This was followed by the statements “Compared to the public schools, private students” ... “have better access to extracurricular activities” (76%), and “have access to a broader range of subjects beyond the core curriculum” (74%), which encouragingly also rated among the top 5 things people most want from a private school.

Agreement was however somewhat lower for the statements “Compared to the public schools, private students” ... “have more emphasis on STEM education” (67%), “undertake a core curriculum weighted towards literacy and numeracy” (66%) and “are better supported and educated on mental health and wellbeing and happiness” (62%) - all areas that were rated in the top 5 things people want from a private school curriculum.

One key area where the gap between the private school curriculum and public schools was perceived as somewhat narrower related to education and fun. Whereas most survey respondents put a good balance between education and fun at the top of their want list from a private school curriculum, only 55% agreed with the statement that “Compared to public school, private school students have a greater balance between education and fun”.

High levels of uncertainty, especially around not being overloaded with too much homework after school (29%), being better supported in navigating risks associated with technology and social media (29%), a greater balance between education and fun (28%), fluency in foreign languages (26%) and being better supported and educated on physical health (26%) suggest opportunities where private Independent schools may improve visibility and messaging in how their students are engaging in these parts of the school curriculum.

THE SCHOOL CURRICULUM - AGREE WITH FOLLOWING STATEMENTS: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Are more likely to be in smaller classes/a higher teacher-student ratio	77%	67%	75%	76%	79%	82%
Have better access to extracurricular activities (e.g., drama, debating, etc.)	76%	57%	72%	79%	80%	77%
Have better access to support programs if advanced academically	75%	66%	71%	75%	79%	78%
Have access to a broader range of subjects beyond the core curriculum	74%	64%	75%	75%	75%	75%
Are more likely to attend a top tier university	69%	59%	70%	72%	68%	69%
Perform better academically, with a higher ATAR/test scores	69%	64%	69%	69%	69%	69%
Have more emphasis on STEM education	67%	59%	70%	71%	62%	69%
Are better supported if they are struggling or have special needs	66%	53%	64%	68%	65%	72%
Undertake a core curriculum weighted towards literacy and numeracy	66%	57%	67%	63%	65%	71%
Have a stronger sports/athletics program, with more successful teams	65%	55%	67%	70%	63%	60%
Better supported understanding importance of respectful relationships/consent	62%	47%	63%	64%	60%	67%
Are better supported/educated on mental health and wellbeing/happiness	62%	50%	61%	67%	59%	64%
Are better supported/educated on physical health	60%	57%	60%	62%	62%	58%
Are more likely to be fluent in a foreign language/multilingual	57%	53%	65%	60%	51%	56%
Have a greater balance between education and fun	55%	50%	65%	54%	48%	55%
Are better supported navigating risks associated with technology/social media	55%	43%	62%	54%	52%	54%
Are not overloaded with too much homework after school	37%	47%	46%	39%	28%	31%

The table above compares results by age and highlights differences in the level of agreement around statements related to the school curriculum.

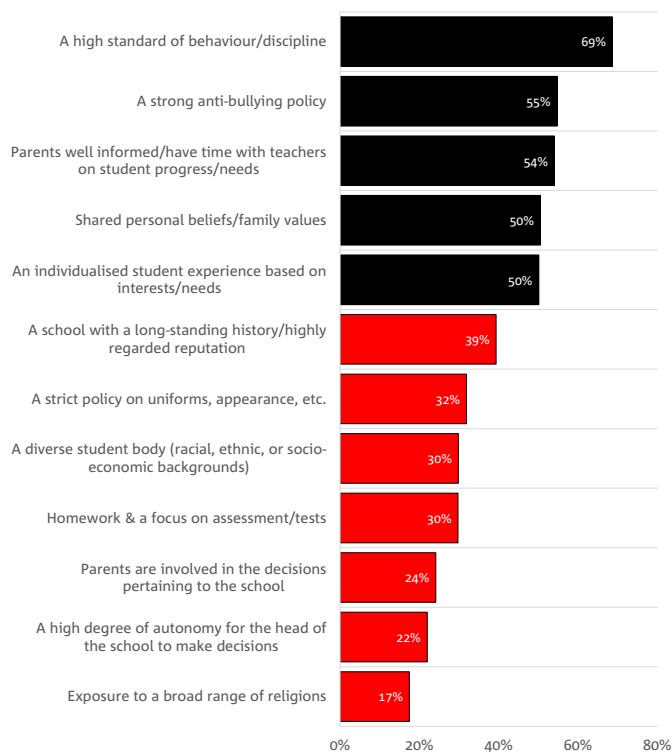
For the most part, there was broader agreement in most areas for people 30 years and above, except for the statements about better support if struggling or have special needs (72%) and a core curriculum weighted towards literacy and numeracy (71%) where agreement was somewhat higher in the over 60 age group, and more likely to be fluent in a foreign language (65%), greater balance between education and fun (65%) and better supported navigating risks around technology (62%) which was somewhat higher in the 30-39 group.

The 18-29 (47%) and 30-39 (46%) groups were also in noticeably higher agreement about the statement relating to not being overloaded with too much homework.

Interestingly, the extent of agreement in the 18-29 group was much lower in many areas relating to the school curriculum, suggesting that younger people do not perceive the gap between the private and public-school curriculums to be as wide as older age groups.

This was particularly evident around the statements relating to class sizes (67%), access to extracurricular activities (57%), access to a broader range of subjects beyond the core curriculum (64%), more likely to attend a top tier university (59%), being better supported if struggling or have special needs (53%), a core curriculum weighted towards literacy and numeracy (57%), a stronger sports or athletics program with more successful teams (55%), being better supported understanding importance of respectful relationships and consent (47%), supported and educated on mental health and wellbeing (50%) and navigating risks with technology and social media (43%).

WHAT IS MOST IMPORTANT TO YOU IN RELATION TO THE CULTURE OF THE SCHOOL



Survey respondents were also asked to think about what they most want from a private school for their children or grandchildren in relation to the culture of the school, and select their top 5.

A high standard of behaviour was most important (and by some margin) according to almost 7 in 10 (69%) of all respondents. This was followed by a strong anti-bullying policy (55%), well informed parents who have time with teachers on student progress and needs (54%), shared personal beliefs and family values (50%), and an individual student experience based on their interests and needs (50%) rounding out the top 5.

But almost 4 in 10 (39%) were also looking for a school with a long-standing history and highly regarded reputation, and around 3 in 10 a strict policy on uniforms, appearance etc. (32%), a diverse student body (30%) and homework and a focus on assessments and tests (30%).

Least important was exposure to a broad range of religions, a high degree of autonomy for the head of the school to make decisions (22%) and parent involvement in decisions pertaining to the school (24%).

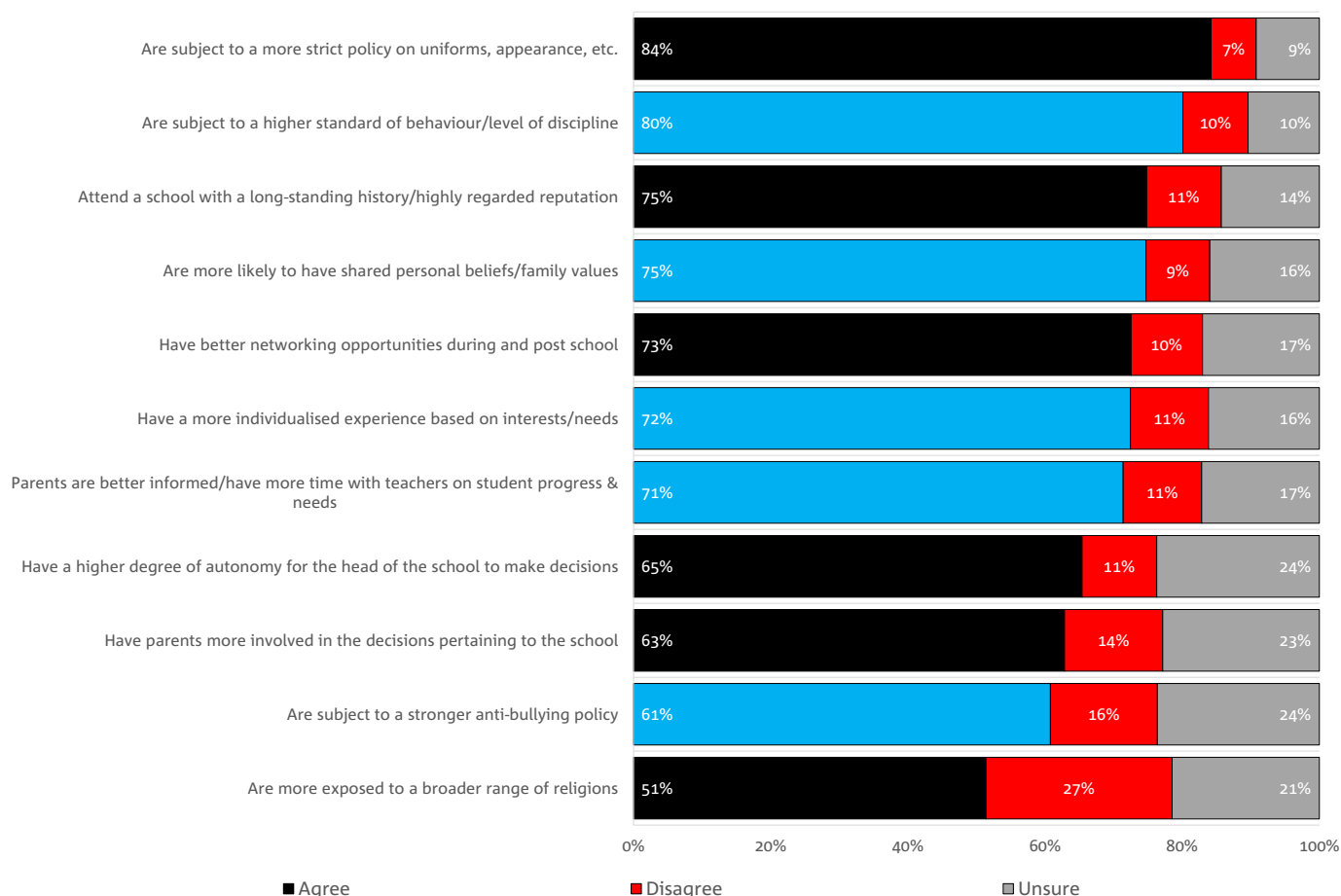
MOST IMPORTANT IN RELATION TO SCHOOL CULTURE: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
A high standard of behaviour/discipline	69%	57%	53%	66%	78%	81%
A strong anti-bullying policy	55%	48%	50%	55%	60%	54%
Parents well-informed/ time with teachers on student progress/needs	54%	43%	51%	53%	56%	59%
Shared personal beliefs/family values	50%	50%	50%	49%	51%	54%
An individualised student experience based on interests/needs	50%	55%	44%	56%	52%	43%
A school with a long-standing history/highly regarded reputation	39%	34%	36%	42%	38%	43%
A strict policy on uniforms, appearance, etc.	32%	28%	28%	30%	33%	39%
Diverse student body (racial, ethnic, or socio-economic backgrounds)	30%	43%	33%	32%	25%	27%
Homework & a focus on assessment/tests	30%	24%	32%	28%	29%	32%
Parents are involved in the decisions pertaining to the school	24%	31%	34%	25%	19%	15%
A high degree of autonomy for head of the school to make decisions	22%	26%	31%	24%	16%	15%
Exposure to a broad range of religions	17%	24%	30%	16%	13%	9%

The table above compares results by age and highlights differences in relation to the culture of the school. A high standard of behaviour and discipline is much more important in the over 60 (81%) and 50-59 (78%) age groups, as was history and reputation (43% for over 60s; 42% in 50-59 group). A strict policy on uniform and appearance was also much more important in the over 60 group (39%), and strong anti-bullying policy in the 50-59 group (60%). Noticeably more people in the 30-39 group however valued a high degree of autonomy for the head of school to make decisions (31%) and exposure to broad range of religions (30%), and a diverse student body (43%) in the 18-29 group.

In contrast, noticeably fewer people in the 18-29 (57%) and 30-39 (53%) groups valued a high standard of behaviour and discipline, and the 40-49 (44%) and over 60 (43%) groups an individualised student experience. Well-informed parents was also much less important in the 18-29 group (43%), and parent involvement in decisions pertaining to the school (15%) and exposure to a broad range of religions (9%) in the over 60 group.

CULTURE OF THE SCHOOL: AGREE WITH STATEMENTS ABOUT PRIVATE SCHOOL STUDENTS VS. STUDENTS EDUCATED IN PUBLIC SCHOOL SYSTEM



When asked if they agreed with statements relating to the culture of the school, most people - over 8 in 10 or 84% - agreed with the statement “Compared to the public schools, private school students are subject to more strict policy on uniforms and appearance” than are those in public schools. This was followed by “Compared to the public schools, private students are subject to a higher standard of behaviour and level of discipline” (80%), which also ranked highest in what people want from a private school in relation to culture.

Agreement was also very strong for the statements “Compared to the public schools, private school students” ... “attend a school with a long history and highly regarded reputation” (75%), “are more likely to have shared personal beliefs and family values” (75%), “have better networking opportunities during and post school” (73%), “have a more individualised experience based on interests and needs” (72%) and “parents that are better informed and have more time with teachers on student progress and needs” (71%). These were also among the key things people most wanted from a private school in relation to school culture.

Only 61% agreed with the statement “Compared to the public schools, private school students are subject to stronger anti-bullying policy” - an area that rated very highly (2nd) among the top 5 things people most want from a private school.

Relatively high levels of uncertainty, especially around the statements relating to anti-bullying (24%), higher autonomy for the head of school for decision making (24%) and more parent involvement in decisions pertaining to the school (23%) may indicate further work needs to be done by private schools to raise their profile around these issues.

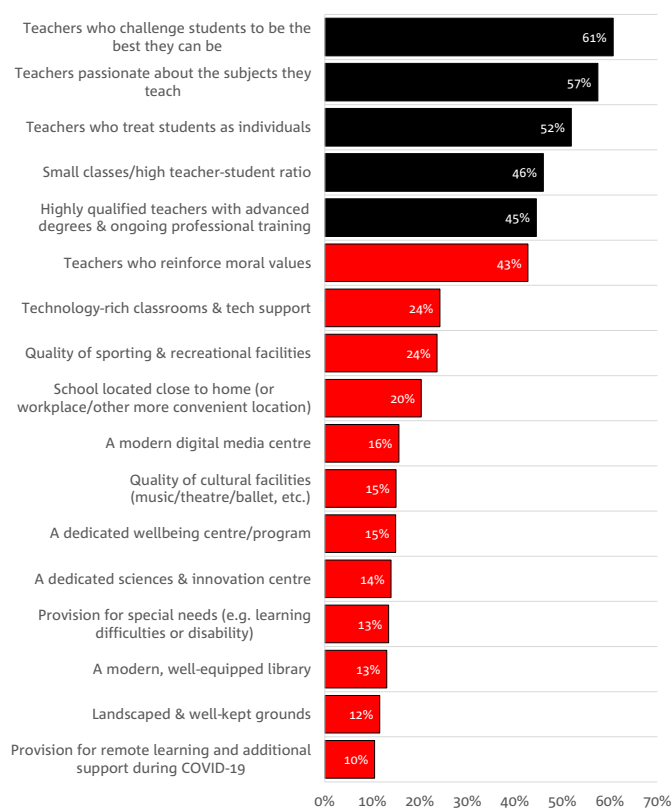
CULTURE OF THE SCHOOL- AGREE WITH FOLLOWING STATEMENTS: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Are subject to a stricter policy on uniforms, appearance, etc.	84%	59%	80%	84%	89%	91%
Are subject to a higher standard of behaviour/level of discipline	80%	71%	71%	81%	84%	87%
Attend a school with a long-standing history/highly regarded reputation	75%	60%	67%	80%	76%	80%
Are more likely to have shared personal beliefs/family values	75%	55%	73%	73%	76%	83%
Have better networking opportunities during and post school	73%	74%	70%	75%	72%	73%
Have a more individualised experience based on interests/needs	72%	55%	69%	76%	71%	78%
Parents better informed/more time with teachers on student progress & needs	71%	71%	72%	72%	70%	72%
Have a higher degree of autonomy for the head of the school to make decisions	65%	47%	64%	69%	69%	62%
Have parents more involved in the decisions pertaining to the school	63%	71%	67%	67%	59%	55%
Are subject to a stronger anti-bullying policy	61%	52%	64%	61%	60%	60%
Are more exposed to a broader range of religions	51%	50%	57%	55%	48%	44%

The table above compares results by age and highlights some key differences in the level of agreement around statements related to the culture of the school. Among the more significant differences were the much higher levels of agreement in the over 60 (91%) and 50-59 (89%) age groups around the statements relating to strict policy on uniforms and appearance, and higher standard of behaviour and discipline (87% in the over 60 group; 84% in 50-59 group). Also noticeable was the much higher level agreement around history and tradition in the over 60 and 40-49 groups (80%). More people in the 40-49 and 50-59 age groups (69%) agreed with the statement relating to higher autonomy for the head of school, more in the 18-29 group for parent involvement in school decisions (71%) and stronger anti-bullying policy in the 30-39 group (64%). In contrast, agreement on parent involvement (55%) and broader exposure to a range of religions (44%) was much lower in the over 60 age group, and strict policy on uniforms, appearance, etc. (59%) in the 18-29 group.

Younger people aged 18-29 were also in much lower agreement around the merits of private school education relative to a public school education in a number of areas - namely a higher standard of behaviour and level of discipline (71% - and equal lowest with the 30-39 age group), a long-standing history and highly regarded reputation of the school (60%), shared personal beliefs and family values (55%), a more individualised experience based on student interests and needs (55%), a higher degree of autonomy for the head of the school to make decisions (47%) and a stronger anti-bullying policy (52%).

WHAT IS MOST IMPORTANT TO YOU IN RELATION TO TEACHERS, FACILITIES AND LOCATION



Survey respondents were asked to think about what they most want from a private school for their children or grandchildren in relation to teachers, facilities and location, and select their top 5.

Teachers who challenge students to be the best they can be was most important according to over 6 in 10 (61%) survey respondents. This was followed by teachers passionate about the subjects they teach (57%), teachers who treat students as individuals (52%), small classes and a high teacher to student ratio (46%) and highly qualified teachers with advanced degrees and ongoing professional training (45%).

Over 4 in 10 (43%) also said that teachers who reinforce moral values (43%) was a key consideration, with around 1 in 4 highlighting technology rich classroom and tech support (24%) and quality of sporting and recreational facilities (24%), and 1 in 5 (20%) a school located close to home, workplace or other convenient location.

Least important was the provision for remote learning and additional support during COVID-19 (10%), landscaped and well-kept grounds (12%), a modern well-equipped library (13%) and provision for special needs such as learning difficulties or disability (13%).

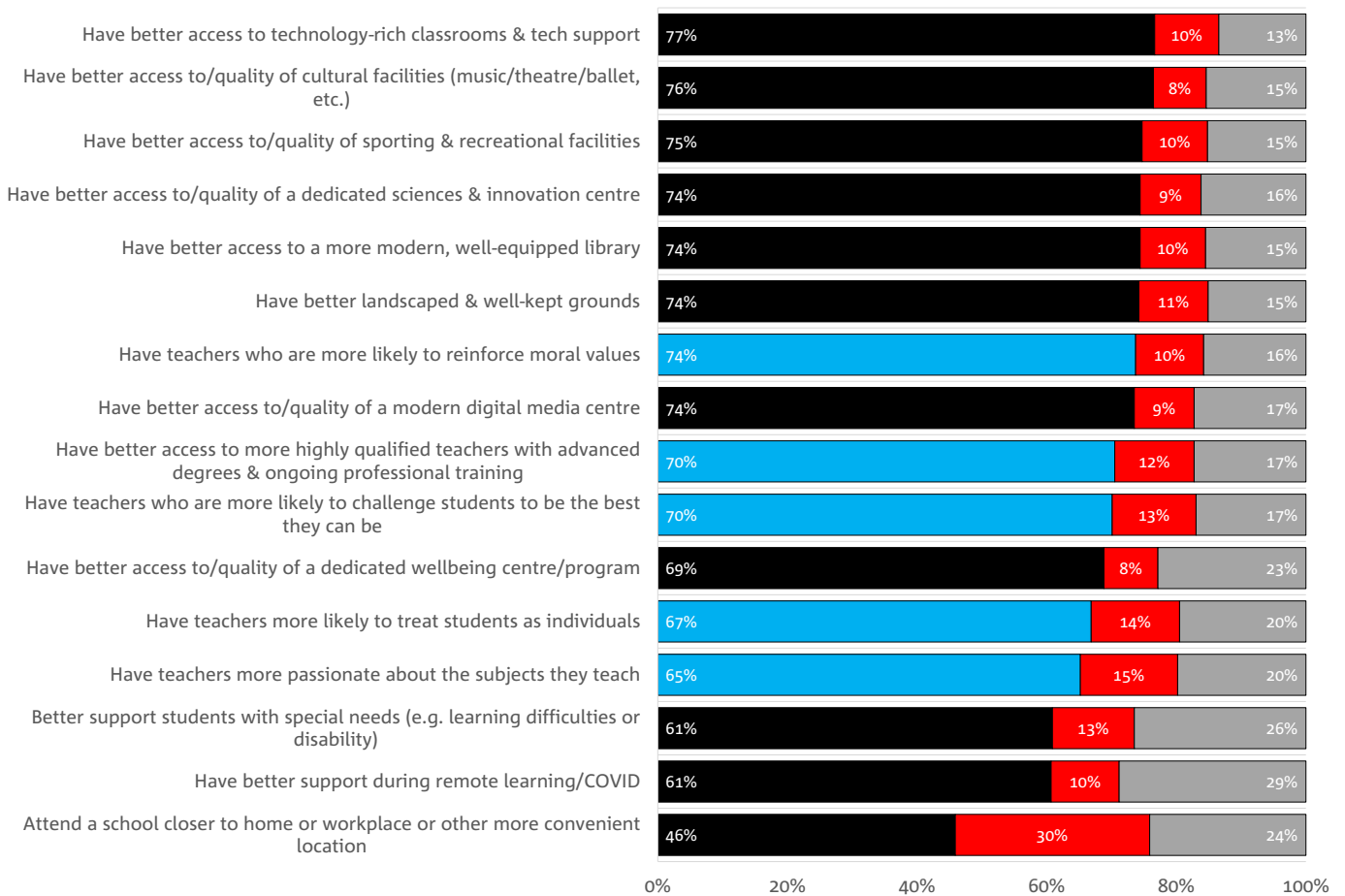
MOST IMPORTANT IN RELATION TO TEACHERS, FACILITIES & LOCATION: AGE

	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Teachers who challenge students to be the best they can be	61%	53%	52%	64%	63%	63%
Teachers passionate about the subjects they teach	57%	53%	48%	55%	66%	63%
Teachers who treat students as individuals	52%	50%	49%	54%	51%	54%
Small classes/high teacher-student ratio	46%	34%	43%	48%	48%	46%
Highly qualified teachers with advanced degrees/ongoing training	45%	34%	40%	44%	48%	48%
Teachers who reinforce moral values	43%	36%	50%	39%	41%	46%
Technology-rich classrooms & tech support	24%	12%	21%	23%	27%	29%
Quality of sporting & recreational facilities	24%	29%	30%	25%	18%	20%
School located close to home (workplace/other convenient location)	20%	19%	21%	21%	20%	19%
A modern digital media centre	16%	24%	21%	18%	10%	10%
Quality of cultural facilities (music/theatre/ballet, etc.)	15%	29%	16%	14%	11%	16%
A dedicated wellbeing centre/program	15%	16%	13%	16%	16%	13%
A dedicated sciences & innovation centre	14%	17%	22%	13%	12%	7%
Provision for special needs (e.g. learning difficulties or disability)	13%	21%	10%	12%	14%	17%
A modern, well-equipped library	13%	16%	14%	13%	12%	11%
Landscaped & well-kept grounds	12%	21%	16%	12%	9%	7%
Provision for remote learning & additional support during COVID-19	10%	9%	9%	10%	11%	13%

The table above compares results by age and highlights key differences in relation to teachers, facilities and location. Teachers who challenge students to be their best was a much more important consideration for people in all age groups 40 and above, and much lower in under 40 age groups. Passionate teachers resonated most with the 50-59 group (66%) and least in the 30-39 group (48%). Noticeably more people in the 18-29 group put a lower value on small classes and high student teacher ratios (34%), technology rich classrooms and (12%), and along with the 40-49 group, teachers who reinforce moral values (36% and 39% respectively).

The survey also revealed large differences in the number of people in the 18-29 (29%) and 30-39 (30%) groups who valued quality of sporting and recreational facilities relative to those in the 50-59 (18%) and over 60 (20%) groups, and quality of cultural facilities in the 18-29 group (29%) relative to the 50-59 group (11%). Other big discrepancies included a dedicated science and innovation centre (22% in 30-39 group; 7% in over 60 group), provision for special needs (21% in 18-29 group; 10% in 30-39 group) and landscaped and well-kept grounds (21% in 18-29 group; 7% in the over 60 group).

TEACHERS, FACILITIES & LOCATION: AGREE WITH STATEMENTS ABOUT PRIVATE SCHOOL STUDENTS VS. STUDENTS EDUCATED IN THE PUBLIC SCHOOL SYSTEM



When asked if they agreed with statements relating to teachers, facilities and location, most people - around 3 in 4 - agreed that “Compared to the public schools, private school students”... “have better access to technology-rich classrooms and tech support” (77%), “have better access to and quality of cultural facilities such as music, theatre, ballet” (76%), “have better access to quality sporting and recreational facilities” (75%), “have better access to and quality of a dedicated science and innovation centre” (74%), “have better access to a more modern, well-equipped library” (74%), “have better landscaped and well-kept grounds” (74%), “have teachers who are more likely to reinforce moral values” (74%) and “have better access to and quality of a modern digital centre” (74%). While these results clearly show private school students enjoy substantially higher benefits from “facilities” when compared to public schools, aside from the quality of teachers, these did not rank in the top 5 most important considerations in terms of what parents and grandparents most want from a private school in relation to teachers, facilities and location.

That said, a significant number (ranging from 65-70%) did also agree that private schools out-performed public schools in all areas they considered most important - i.e. better access to more highly qualified teachers (70%), have teachers who challenge students to be their best (70%), have teachers more likely to treat students as individuals (67%) and teachers that are more passionate about the subjects they teach (65%).

But there are also areas where private schools may need to work harder or improve messaging to parents and prospective parents, with relatively high levels of uncertainty around the about having better support for remote learning during COVID (29%) and better support for students with special needs (26%).

TEACHERS, FACILITIES & LOCATION - AGREE WITH FOLLOWING STATEMENTS: AGE

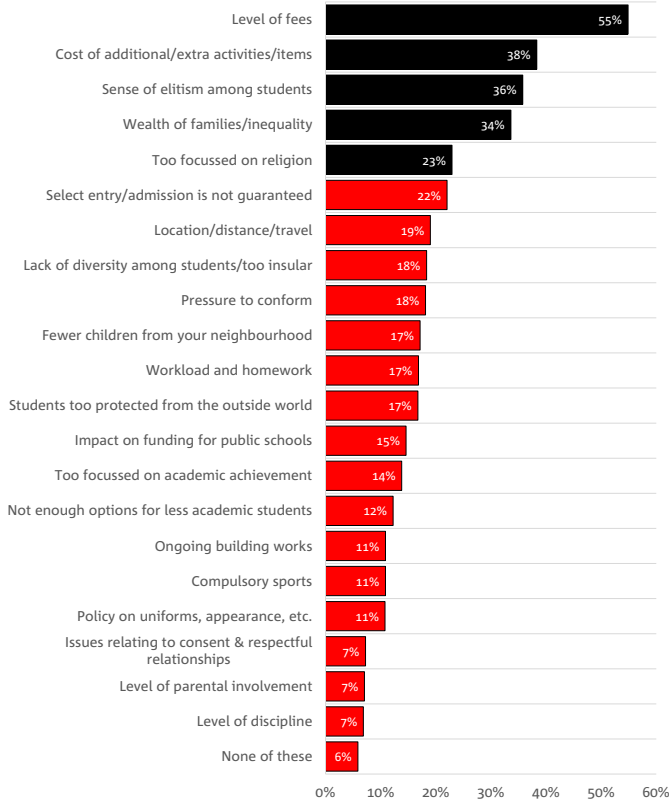
	All	18-29 years	30-39 years	40-49 years	50-59 years	60+ years
Have better access to technology-rich classrooms & tech support	77%	60%	74%	74%	82%	80%
Have better access to/quality of cultural facilities (music/theatre/ballet, etc.)	76%	66%	76%	77%	78%	78%
Have better access to/quality of sporting & recreational facilities	75%	72%	68%	76%	79%	74%
Have better access to a more modern, well-equipped library	74%	67%	70%	79%	75%	74%
Have better access to/quality of a dedicated sciences & innovation centre	74%	67%	71%	77%	76%	73%
Have better landscaped & well-kept grounds	74%	69%	71%	76%	79%	70%
Have teachers who are more likely to reinforce moral values	74%	55%	71%	72%	76%	81%
Have better access to/quality of a modern digital media centre	74%	69%	74%	75%	75%	69%
Better access to highly qual. teachers with advanced degrees/ongoing training	70%	66%	73%	71%	68%	71%
Have teachers who are more likely to challenge students to be best they can be	70%	52%	71%	69%	69%	77%
Have better access to/quality of a dedicated wellbeing centre/program	69%	66%	67%	73%	67%	67%
Have teachers more likely to treat students as individuals	67%	67%	66%	70%	63%	68%
Have teachers more passionate about the subjects they teach	65%	59%	67%	64%	64%	69%
Better support students with special needs (e.g. learning difficulties/disability)	61%	60%	65%	64%	54%	61%
Have better support during remote learning/COVID	61%	60%	61%	67%	59%	52%
Attend a school closer to home or workplace or other more convenient location	46%	53%	51%	51%	41%	36%

The table above compares results by age and highlights some key differences in relation to teachers, facilities and location.

Consensus was broadly consistent across age groups, though we did note substantial discrepancies in some areas. In particular, the survey highlighted a large difference in the extent of agreement around the statements related to technology rich classrooms in the 50-59 (82%) and over 60 (80%) groups compared to the 18-29 group (60%), teachers more likely to enforce moral values in the over 60 (81%) and 18-29 (55%) groups, and having teachers who challenge students to be their best in the over 60 (77%) and 18-29 (52%) age groups.

We also noted some outliers where agreement was much higher than in other age groups when it came to better access to wellbeing resources (73% in the 40-49 group), and where it was much lower in for access to sporting facilities (68% in 30-39 group), support for special needs students (54% in the 50-59 group), better support for remote learning during COVID (52%), school location (36%) in the over 60 group, and cultural facilities (66%) and more passionate teachers (59%) in the 18-29 age group.

THE "NOT SO GOOD" THINGS ABOUT PRIVATE SCHOOLS



Survey respondents were asked to think about what was “not so good” about private schools, and select the top 5 things they did not like.

Cost was the key issue, with the level of school fees rated highest (by some margin) by nearly 6 in 10 (55%) people overall. Next was the cost of additional or extra activities and items (38%).

A sense of elitism among students (36%) and the wealth of families and inequalities (34%) also featured prominently, with too much focus on religion (23%) rounding out the top 5.

Around 1 in 5 people also identified select entry requirements and non-guaranteed admission (22%), location, distance and travel (19%), lack of diversity among students and being too insular (18%), pressure to conform (18%), having fewer children from their neighbourhood (17%), workload and homework (17%) and students being too protected from the outside world (17%) as negatives.

Just over 1 in 20 (6%) respondents did however not consider any of these as negative. Less than 1 in 10 also cited the level of discipline (7%), parental involvement (7%) and issues relating to consent and respectful relationships (7%) as areas that were not so good about private schools.

THE NOT SO GOOD THINGS ABOUT PRIVATE SCHOOLS: AGE & SCHOOL ATTENDED

	18-29 years	30-39 years	40-49 years	50-59 years	60+ years	Att. Private Independent school	Att. Private Catholic school	Att. Public Government school
Level of fees	34%	48%	53%	60%	65%	48%	51%	65%
Cost of additional/extra activities/items	29%	33%	35%	41%	49%	30%	38%	45%
Sense of elitism among students	40%	30%	35%	38%	39%	28%	38%	39%
Wealth of families/inequality	28%	28%	34%	37%	38%	29%	35%	38%
Too focussed on religion	28%	18%	22%	25%	26%	21%	22%	25%
Select entry/admission is not guaranteed	21%	24%	23%	18%	26%	19%	22%	24%
Location/distance/travel	19%	25%	15%	17%	21%	24%	15%	19%
Lack of diversity among students/too insular	16%	19%	25%	14%	14%	18%	16%	21%
Pressure to conform	29%	19%	18%	16%	18%	19%	17%	18%
Fewer children from your neighbourhood	16%	17%	14%	20%	18%	21%	14%	17%
Workload and homework	21%	19%	15%	16%	16%	20%	17%	14%
Students too protected from the outside world	19%	22%	17%	17%	10%	20%	14%	15%
Impact on funding for public schools	22%	15%	13%	15%	13%	16%	14%	13%
Too focussed on academic achievement	19%	16%	13%	12%	13%	17%	14%	11%
Not enough options for less academic students	21%	13%	11%	11%	13%	14%	13%	12%
Compulsory sports	17%	16%	10%	8%	8%	14%	10%	9%
Ongoing building works	9%	16%	8%	12%	8%	13%	13%	8%
Policy on uniforms, appearance, etc.	24%	17%	9%	6%	8%	16%	9%	8%
Issues relating to consent & respectful relationships	14%	11%	6%	5%	5%	10%	8%	5%
Level of parental involvement	10%	7%	9%	6%	4%	10%	7%	5%
Level of discipline	9%	14%	7%	4%	2%	11%	7%	4%
None of these	2%	7%	7%	5%	6%	6%	8%	4%

The table above shows responses by age and according to the type of school survey respondents attended.

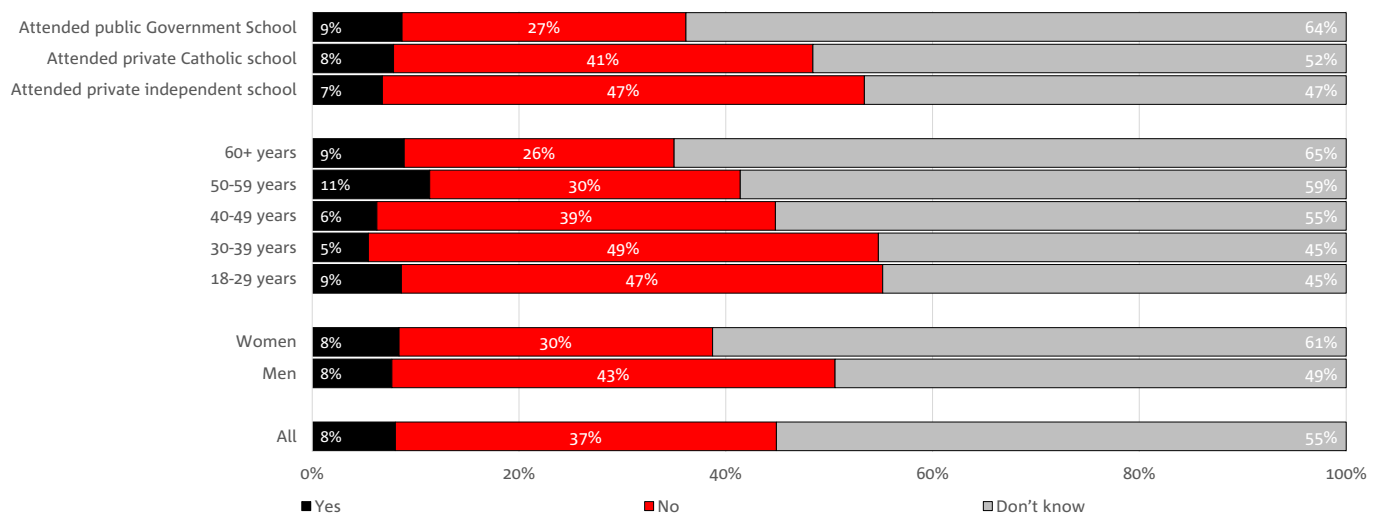
By age, noticeably more people in the over 60 group singled out the level of fees (65%) and cost of additional activities (49%) - or almost twice as many that singled out these issues in the 18-29 group (34% and 29% respectively).

Noticeable more people in the 40-49 group highlighted a lack of student diversity (25%) than did any other age group. In the 30-39 group, location (25%) and level of discipline (14%) were rated much higher, and in the 18-29 group pressure to conform (29%), impact on funding for public schools (22%) and not enough options for less academic students (21%).

Significantly more people in the 18-29 and 30-39 age groups singled out uniform policy (24% in the 18-29 group; 17% 30-39 group), compulsory sport (17% in 18-29 group; 16% in the 30-39 group) and issues relating to consent and respectful relationships (14% in 18-29 group; 11% in 30-39 group) as key negatives - particularly when compared to Australians over the age of 50.

We also examined if perceptions were influenced by the type of school survey respondents had themselves attended. In some areas the differences were quite large. In particular, significantly more people who attended a public Government school looked at the level of fees (65%) and cost of additional activities (45%) unfavourably at private schools. Noticeably more people who had attended a private Independent school however highlighted policy on uniforms and appearance (16%) and level of discipline (11%) as negatives, while far fewer in this also group highlighted additional costs (30%) and sense of elitism among students (28%) as negatives.

ANY ASPECTS OF PUBLIC SCHOOL EDUCATION THAT SHOULD BE ADOPTED BY PRIVATE SCHOOL SECTOR?



Finally, we asked the survey panel if they thought there were any aspects of a public school education that should be adopted by the private school sector. Overall, very few did. Less than 1 in 10 (8%) of all respondents indicated there was, while almost 4 in 10 (37%) indicated there was not. However, almost 6 in 10 (55%) were also unsure.

Responses did however vary by gender. Though a similar number of men and women agreed there was (8%), significantly more men (43%) than women (30%) were definitive there were not, while uncertainty was much higher for women (61%) than men (49%).

By age, the number who said there were aspects of the public system that should be adopted by private schools sector ranged from 5% in the 30-39 group to 11% in the 50-59 group. Almost 1 in 2 in the 30-39 group (49%) said no, compared to just 1 in 4 in the over 60 group (26%) where uncertainty was also highest (65%).

A broadly similar number thought there was merit in adopting some public school measures in private schools, irrespective of the type of school they had attended. But, significantly more who attended private Independent (47%) or Catholic (41%) schools said there was not, than did those who went to a public Government school (21%). Uncertainty in this group was however significantly higher (64%).

A selection of verbatim responses suggesting which aspects of a public school education should be adopted are shown below.

ASPECTS OF PUBLIC SCHOOL EDUCATION THAT SHOULD BE ADOPTED BY THE PRIVATE SCHOOL SECTOR

“Anti-bullying procedures in place.”

“Parent should have more choice in educational style.”

“Diversity of student body and teachers. Representation is an issue in private schools.”

“Ethics as a companion to religion. Celebrating diversity - cultural, individual. Understanding the difficulty of not fitting the mould.”

“Exposure to different socio economic and cultural backgrounds and kill the dogma of religion in education. Values are one thing, religion is another.”

“Fees to be at acceptable levels for average middle-class families.”

“It’s important to be disciplined, but too much creates a sense of fear or dread. So public schools have arguably less discipline and this could be adopted.”

“Less demanding parents in public schools. Parents of private school kids have unrealistic expectations of their teachers “Because we are paying big fees!”

“Less social status comparisons.”

“More diverse students, more relaxed approach to teaching, less emphasis on school uniforms.”

“More focus on offering more relevant subjects and less importance on just promoting the traditional culture of the school.”

“No compulsory Saturday sports.”

“No religious indoctrination should be allowed.”

“Options for trades or artisans.”

“Should have mixed gender.”

“Take out the elitist attitude that is engendered from private school education that you don’t find in the public school system.”

“The fee structure could be regulated.”

“Zero tolerance to bullying and stop making exams easier to pass to lift the school’s reputation.”

“Zoning.”

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