

Independent School Indigenous Boarding Student Enrolments

In 2020 there were 642 Indigenous students enrolled in 30 of the 33 independent boarding schools, with nearly all of these students (640 students) enrolled in secondary schooling. The number of Indigenous boarding students reduced from 757 students in 2016 to 599 students in 2019, before increasing to 642 students in 2020.

In 6 of the 30 schools catering for Indigenous boarding students these students represented at least 50% of boarding students enrolled at the school. These schools catered for nearly 28% of Indigenous boarding students.

In 2020 Indigenous boarding students enrolled in secondary represented:

- 17% of secondary boarding student enrolments
- 20.9% of Indigenous secondary student enrolments
- 0.9% of secondary enrolments in independent schools

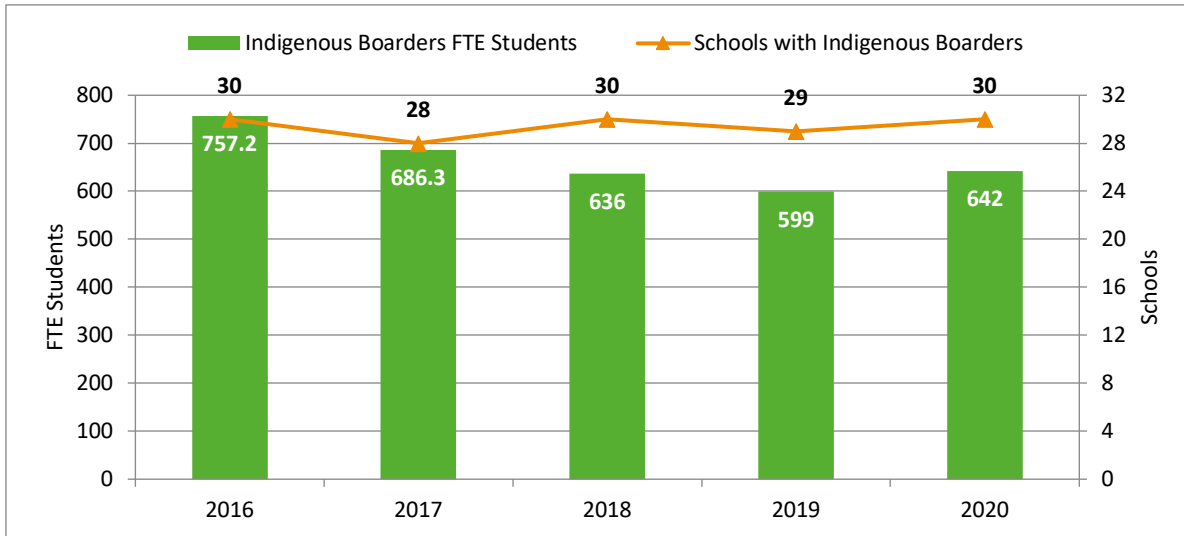
Nearly two-thirds (63%) of Indigenous boarding students attended schools located in regional areas, with the balance attending schools located in South-east Queensland. Enrolment decline over the 2016 to 2020 period was in regional schools.

Most students attend co-educational schools (61%), with 24% of students enrolled in girls' only boarding schools and 15% of students enrolled in boys' only boarding schools.

Enrolments

Indigenous boarding student enrolments in Queensland independent schools increased from 599 students in 2019 to 642 students in 2020 (refer Figure 1). The increase of 43 Indigenous boarding student enrolments from 2019 to 2020 reflects a 7.2% increase over the 2019 to 2020 period. This was the first time Indigenous boarding student enrolments increased, with consistent decline in enrolments having occurred from 2016 to 2019.

Figure 1: Indigenous Boarding Student Enrolments and Number of Providers – Queensland Independent Schools, 2016-20



Most of the Indigenous boarding students are enrolled in secondary (99.7% of Indigenous boarding students in 2020) (refer Figure 2). Only 2 Indigenous students were enrolled as boarding students in primary in 2020, with both of these students in Year 6 (refer Table 1 below).

Students in secondary year levels are relatively evenly distributed, with the lowest proportion of secondary students in Year 12 in 2020 (14% of enrolments) and the highest proportion of secondary students in Year 10 (19%) (refer Figure 2 and Table 1).

Figure 2: Distribution of Indigenous Boarding Students by Grade, 2020

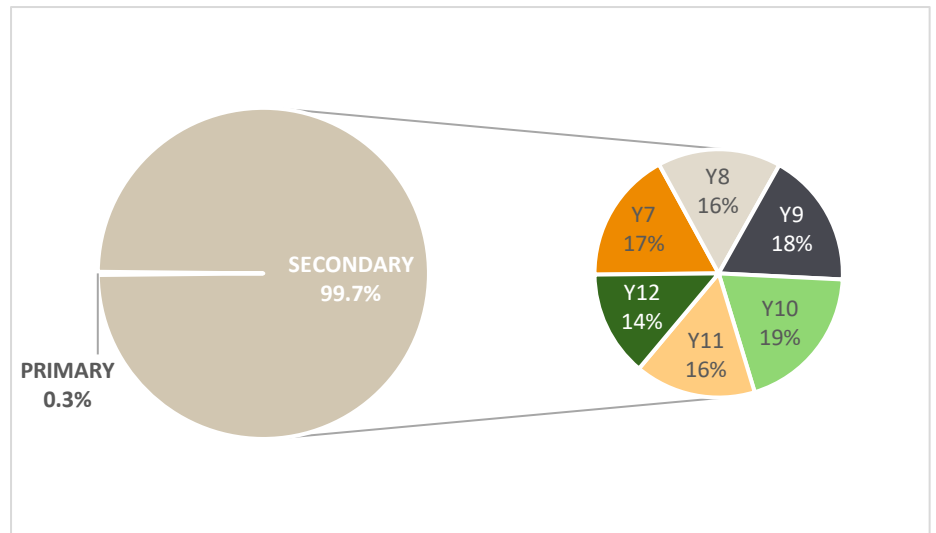


Table 1: Boarding Student Enrolment History, 2016-20

Year	PREP	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	TOTAL	Primary	Secondary
2016				1			3	92	145	114	135	145	122.2	757.2	4	753.2
2017			1		1	1	2	116	97	125	103	133	107.3	686.3	5	681.3
2018						3	3	100	116	100	125	97	92	636	6	630
2019							6	88	105	109	105	114	72	599	6	593
2020							2	110	103	113	125	101	88	642	2	640

Apparent Progression Rates

The majority of Indigenous boarding students are gained into Year 7, the first year of secondary. A comparison of Year 7 enrolments in one year, to Year 6 enrolments in the previous year, indicates that in 2020 there was a net gain of 104 students into Year 7 (refer Table 2 below). This was the highest level of gain into Year 7 since the 2016 to 2017 period when there were 113 more Year 7 students in 2017 than in Year 6 in 2016.

Table 2: Apparent Progression, 2016-17 to 2019-20

PERIOD	ENROLMENT CHANGE						APPARENT PROGRESSION RATES		ALL INDIGENOUS STUDENTS		ALL INDEPENDENT SCHOOL STUDENTS	
	Y6-7	Y7-8	Y8-9	Y9-10	Y10-11	Y11-12	Y10-11	Y11-12	Y10-11	Y11-12	Y10-11	Y11-12
2016-17	113	5	-20	-11	-2	-37.7	99%	74%	111%	75%	105%	94%
2017-18	98	0	3	0	-6	-41	94%	69%	97%	69%	103%	92%
2018-19	85	5	-7	5	-11	-25	91%	74%	103%	83%	100%	95%
2019-20	104	15	8	16	-4	-26	96%	77%	112%	80%	102%	92%

The highest levels of in-migration into Years 8, 9 and 10 also occurred in the 2019 period, with 15 more students in Year 8 in 2020 than in Year 7 in 2019, eight (8) more students in Year 9 in 2020 than in Year 8 in 2019 and 16 more students in Year 10 in 2020 than in Year 9 in 2019. This is the first time since the 2016-2017 period that in-migration occurred in all lower secondary year levels (refer Table 2).

In the case of Indigenous boarding enrolments, progression from Year 10-11 has been consistently under 100%, reflecting a number of Year 10 students not progressing through to Year 11. In the 2019 to 2020 period, the progression rate from Year 10-11 was 96%, with a net loss of four (4) students from 2010 (refer Table 2). This rate is lower than rates evidenced in respect to Indigenous students attending independent schools, and all students at independent schools in the same period, with rates in excess of 100% indicated (112% and 102%, respectively).

Similarly, Year 11-12 progression rates for Indigenous boarding students from 2019 to 2020 are also below rates evidenced for all Indigenous students albeit only slightly (77% compared to 80%), and rates evidenced for all independent school students (77% compared to 92%). It is of interest to note that in most periods, progression of Indigenous boarding students from Year 11-12 is similar to, or slightly lower, than that of all Indigenous students. The exception was from 2018 to 2019 when the progression rate for Indigenous boarding students from Year 11-12 was significantly lower than that for all Indigenous students (74% compared to 83%, respectively).

Number of Schools

In 2020 there were 642 Indigenous boarding students enrolled in 30 independent schools (refer Figure 1). This represented 91% of all boarding schools having enrolled Indigenous students, given there were 33 independent schools enrolling boarding students in 2020. This is slightly higher than the proportion of independent boarding schools in 2019 when 29 of 33 boarding schools catered for Indigenous boarders (88%). In previous years the proportion of boarding schools catering for Indigenous students ranged from 85% in 2017 to 91% in both 2016 and 2018.

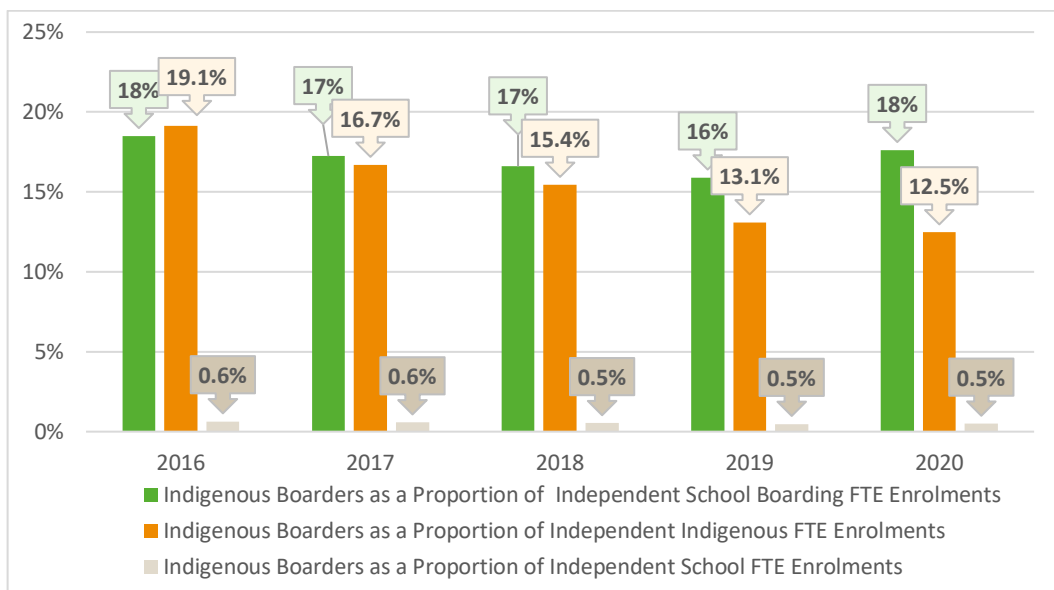
Representation

Proportion of Boarding School Students

Indigenous boarding student enrolments represented 18% of boarding school enrolments in independent schools in Queensland in 2020, returning to levels evidenced in 2016 and 2% higher than in 2019 when Indigenous boarding student enrolments represented 19% of boarding school enrolments in independent schools (refer Figure 3).

As nearly all Indigenous boarding students are secondary students (99.7% of enrolments in 2020), and most boarding school students are also secondary students (98.6% of boarding students in 2020), the proportion of secondary boarding students represented by Indigenous secondary boarding students is similar to the proportions reported relating to all boarding students (refer Table 3 below). In terms of secondary enrolments, Indigenous secondary boarding student enrolments represent 48% of all secondary boarding students attending independent schools in 2020. Indigenous primary students attending independent schools as boarders however represented a much lower proportion of the relatively small number of primary students that attended schools as boarders in 2020 (only 4% of primary boarding students enrolled at independent schools in 2020 were Indigenous students) (refer Table 3 below).

Figure 3: Indigenous Boarding Student Enrolments as Proportion of Independent School Enrolments, 2016-20



Proportion of Indigenous School Students

Indigenous boarding student enrolments represented 12.5% of Indigenous student enrolments in independent schools in Queensland in 2020. The proportion of Indigenous students represented by Indigenous boarding students has decreased consistently over time, with Indigenous boarding students having represented 19.1% of Indigenous students in 2016 (refer Figure 3 and Table 3).

In terms of secondary enrolments, in 2020 Indigenous secondary boarding student enrolments represented nearly 21% of all Indigenous secondary students attending independent schools, while Indigenous primary boarding student enrolments represented only 0.1% of all Indigenous primary students attending independent schools (refer Table 3). The proportion of Indigenous secondary students has reduced consistently over time, decreasing from 31.8% of Indigenous secondary students in 2016, with a significant reduction from 2018 to 2019 when the proportion of Indigenous students represented by Indigenous boarding students decreased from 27.0% in 2018 to 22.5% in 2019. In contrast, the proportion of Indigenous primary students represented by Indigenous boarding students remained constant at 0.3% from 2016 to 2019, before decreasing to 0.1% in 2020 (refer Table 3).

Table 3: Indigenous Boarding Student Enrolments as Proportion of Independent School Enrolments, 2016-20

Year	Indigenous Boarders as a Proportion of Independent School Boarding FTE Enrolments			Indigenous Boarders as a Proportion of Independent Indigenous FTE Enrolments			Indigenous Boarders as a Proportion of Independent School FTE Enrolments		
	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
2016	18%	6%	19%	19.1%	0.3%	31.8%	0.6%	0.007%	1.2%
2017	17%	7%	17%	16.7%	0.3%	28.2%	0.6%	0.009%	1.0%
2018	17%	9%	17%	15.4%	0.3%	27.0%	0.5%	0.011%	1.0%
2019	16%	12%	16%	13.1%	0.3%	22.5%	0.5%	0.011%	0.9%
2020	18%	4%	18%	12.5%	0.1%	20.9%	0.5%	0.003%	0.9%

Proportion of Independent School Students

Indigenous boarding student enrolments represented 0.6% of enrolments in independent schools in Queensland in both 2016 and 2017, before decreasing to 0.5% in 2018 and remaining at this level through to 2020 (refer Figure 3 and Table 3).

In terms of secondary enrolments, in 2020 Indigenous secondary boarding student enrolments represented 0.9% of all secondary students attending independent schools, the same proportion as in 2019 (refer Table 3). The proportion of Indigenous secondary students has reduced over time, decreasing from 1.2% of secondary students in 2016 to 1.0% in 2017 and 2018 and 0.9% in 2019 and 2020.

Owing to the small numbers of Indigenous primary students at boarding schools (2 students in 2020), the proportion of primary students represented by Indigenous boarding students is minimal, with only 0.003% of primary students represented by Indigenous primary boarding students in 2020 (refer Table 3).

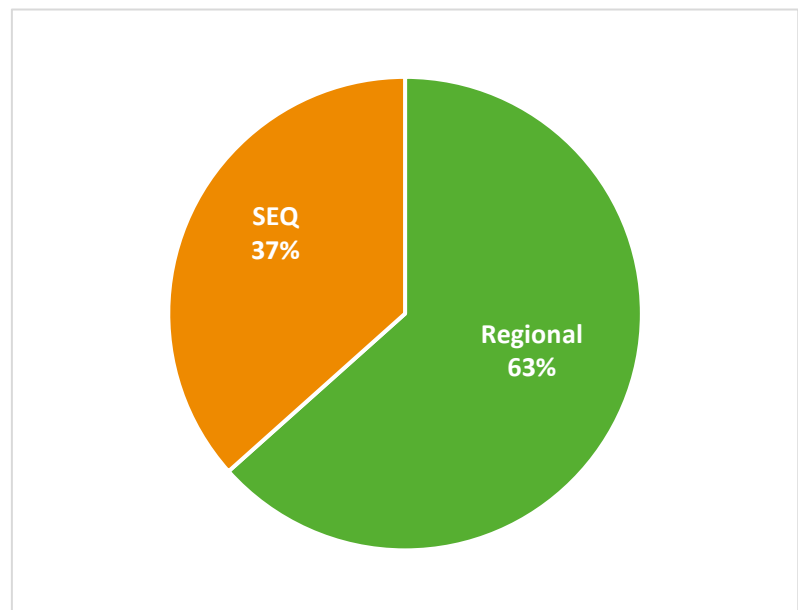
Enrolments by Area

From 2016 to 2020 Indigenous boarding student enrolments in Queensland independent schools decreased by 115.2 FTE students (refer Table 1 above). Enrolment decline was not experienced, however, across all boarding schools.

Table 4: Enrolments by Area

Area	Enrolments					Change
	2016	2017	2018	2019	2020	2016-2020
Regional	524	447	412	412	407	-117
SEQ	233.2	225.3	224	187	235	1.8
Total	757.2	672.3	636	599	642	-115.2

Figure 4: Proportion of Indigenous Boarding Student Enrolment by Area, 2020



Schools catering for Indigenous boarding students located within regional areas of Queensland accounted for all of the decline in enrolments experienced from 2016 to 2020, with the majority of this decline experienced from 2016-2017 and from 2017-2018. Relative stability in enrolments in regional schools has occurred from 2018 (refer Table 4).

Indigenous boarding student enrolments in South-east Queensland schools have remained relatively stable over the 2016 to 2020 period, albeit a significant decline occurred from 2018 to 2019 which was offset by significant growth from 2019 to 2020 (refer Table 4).

In 2020 nearly two-thirds (63%) of Indigenous boarding students attended schools located in regional areas, while just over one-third of Indigenous boarding students attended schools located in South-east Queensland (see Figure 4).

Enrolments by Boarding School Gender

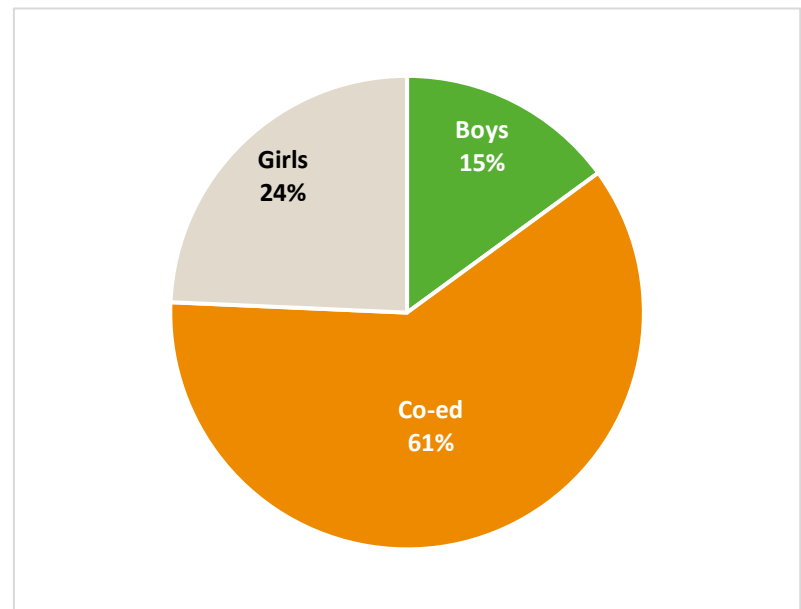
Over the 2016 to 2020 period Indigenous boarding student enrolments at co-educational boarding schools and boys' only boarding schools decreased, while enrolments at girls' only boarding schools increased. Greatest numerical decline occurred in co-educational schools (decline of 126 students or a 24% reduction), with enrolments at boys' only schools reducing by only 20.6 (18% decline). Enrolments at girls' only schools increased by 31.4 FTE enrolments (25% increase) (refer Table 5).

Enrolments at boys' only schools have decreased consistently over time, with modest decreases annually. Similarly, enrolments at co-educational boarding schools decreased consistently from 2016 to 2019, before increasing from 2019 to 2020. At girls' only boarding schools enrolments have fluctuated, with highest growth having occurred from 2019 to 2020 (refer Table 5).

Table 5: Enrolments by Gender Type of Boarding School

Area	Enrolments					Change
	2016	2017	2018	2019	2020	2016-2020
Boys	116.6	109.7	108	98	96	-20.6
Co-ed	516	442	393	362	390	-126.0
Girls	124.6	120.6	135	139	156	31.4
Total	757.2	672.3	636	599	642	-115.2

Figure 5: Proportion of Indigenous Boarding Student Enrolment by Gender Type of Boarding School, 2020



In 2020 approximately 6 in every 10 Indigenous boarding students attended co-educational schools (61%), while nearly quarter of Indigenous boarding students attended girls' only schools (24%). The balance of 15% of Indigenous boarding students attended boys' only boarding schools (refer Figure 5).

Size of Indigenous Boarding Student Enrolments in Boarding Schools

Of those boarding schools that had Indigenous students enrolled as boarders in 2020, Indigenous boarding students represented at least 50% of all boarders attending the school in six schools (20% of schools catering for Indigenous boarders). These six schools catered for 27.8% of Indigenous boarding students (refer Table 6).

Nearly half of all Indigenous boarding students (48.2%) attended 10 boarding schools where Indigenous boarding students represented 20%–<50% of boarding students attending the school, within the balance of boarding schools (14 schools) Indigenous boarding students represented <20% of boarding students attending the school. These 14 schools catered for 23.9% of Indigenous boarding students (refer Table 6).

Table 6: Size of Indigenous Boarding Student Enrolments at Independent Boarding Schools, 2020

Percentage of Indigenous Boarding Student Enrolments of Boarding Students in Schools	Boarding Schools Enrolling Indigenous Boarding Students		Indigenous Boarding Student Enrolments (FTE)	
	Number	%	Number	%
1<5%	5	16.7%	33	5.1%
5-<10%	5	16.7%	51	7.9%
10-<20%	4	13.3%	70	10.9%
20%<-30%	6	20.0%	177	27.6%
30%<-50%	4	13.3%	132	20.6%
50%<-75%	3	10.0%	69	10.7%
75%-100%	3	10.0%	110	17.1%
Total	30	100.0%	642	100.0%