

THE BUILDING DIVIDE IN AUSTRALIAN SCHOOLS

HOW CAPITAL FUNDING
FUELS EDUCATIONAL
INEQUITY



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Acknowledgement of Country

The AEU acknowledges the Elders and Custodians, past and present, of our diverse Nations and Countries. They are the leaders, knowledge holders and the first educators of our Nations and Countries and we recognise the continuing connection to more than 65,000 years of teaching, learning and sharing. We pay respect to the lores, skies and waters of these Nations and will work together to ensure our future generations continue to look after Country. We genuinely commit to ensuring the voices, wisdom and knowledges of Aboriginal Peoples and Torres Strait Islander Peoples are respectfully at the forefront of all decision making and all education workplaces are culturally safe and inclusive teaching and learning environments.



FOREWORD

In 2024 the Australian Education Union (AEU) published a report on the level of spending on public and private school buildings and facilities across the nation.

That report, *Ending the Capital Funding Divide in Australia's Schools*, revealed the deep inequity in school infrastructure spending.

It showed five private schools spent more on capital works in 2021 than 50% of the public schools in Australia.

One private school spent more on an Olympic pool and multi-storey building than the governments of Tasmania and the Northern Territory, who educate the nation's most disadvantaged students, spent on all of their public schools.

Two years later, this new report reveals that the inequity has increased. Private

schools are spending twice what public schools spend per student on capital works.

Some public school students will walk into demountable classrooms today that were installed as temporary learning spaces in the 1950s and have never been replaced

Meanwhile private schools are engaged in an unseemly battle to build the biggest pool, the tallest innovation centre and the most luxurious theatre. The Scots College in Sydney just spent \$60 million turning their library into a replica of a Scottish castle.

Rather than continuing to fuel this inequity, governments must work together to end it.

There is no Commonwealth spending on classrooms and other facilities in public schools and no national plan to ensure that the 2.6 million students they educate learn in safe, modern and well-equipped schools.

Levelling the playing field in capital works spending is an essential part of creating a more equitable schooling system where every child gets the support they need to succeed.

Correna Haythorpe

Federal President
Australian Education Union

EXECUTIVE SUMMARY

High quality learning environments and student achievement are inextricably linked. In 2011, the Review of Funding for Schooling, led by David Gonski, stated: “Student outcomes are strongly influenced by the design of learning spaces and the facilities in a school.”¹

Twenty-first-century learning, with a focus on meeting the diverse needs of students and equipping them with the knowledge, skills and capacities required in society and the modern workforce, requires safe, high-quality teaching and learning environments for all students. Modern schools must also ensure that they are able to provide appropriate learning environments for student cohorts that are increasingly complex – including a substantial increase in the number of students with disability in recent years.

The Commonwealth Treasury projects that Australia’s population will reach 31.5 million by 2035–36.² Australia’s population of school age children is projected to grow rapidly over the next 20 years, and the Australian Bureau of Statistics projects that by 2050 there will be an additional 2.35 million children aged between 5 and 19 years in Australia, an increase

of 45.3% from the current population of 5.18 million in that age range.³

However, for more than a decade, despite the benefits of modern, well-designed learning spaces and continual population growth, infrastructure in Australia’s public schools has been steadily deteriorating. Australia’s public school building stock has a high prevalence of aging buildings with issues ranging from leaking roofs to unstable structures and inadequate facilities like science labs, libraries, and sports areas – all of which are essential for a holistic education.

The recently announced Thriving Kids initiative is scheduled to begin in October this year. It aims to provide foundational supports to children and is planned to be “delivered by scaling and building on existing mainstream and community services” including public schools.⁴

1 Review of Funding for Schooling—Final Report, 2011, p.87

2 Commonwealth of Australia – Centre for Population, 2025 Population Statement, 9 January 2026

3 Australian Bureau of Statistics, Population Projections, Australia, 2017–2066 – [https://explore.data.abs.gov.au/vis?tm=POP_PROJ_2011&pg=0&hc\[dataflowid\]=POP_PROJ_2011&df\[ds\]=PEOPLE_TOPICS&df\[id\]=POP_PROJ_2011&df\[ag\]=ABS&df\[vs\]=1.0.0&pd=2023%2C2042&dq=0.1%2B2%2B3.A15%2BA10%2BA59.1.1.1.A&ly\[rw\]=TIME_PERIOD&ly\[rs\]=SEX_ABS](https://explore.data.abs.gov.au/vis?tm=POP_PROJ_2011&pg=0&hc[dataflowid]=POP_PROJ_2011&df[ds]=PEOPLE_TOPICS&df[id]=POP_PROJ_2011&df[ag]=ABS&df[vs]=1.0.0&pd=2023%2C2042&dq=0.1%2B2%2B3.A15%2BA10%2BA59.1.1.1.A&ly[rw]=TIME_PERIOD&ly[rs]=SEX_ABS)

4 Australian Government Department of Health, Disability and Ageing, Thriving Kids – Fact Sheet, 17 October 2025: <https://www.health.gov.au/sites/default/files/2025-08/thriving-kids-fact-sheet.pdf>

Public schools will immediately require substantial investment in new school buildings and reconfiguration of existing buildings if these foundational services are to be co-located with schools. Dedicated therapy and treatment areas that currently do not exist and additional offices for services will need to be built within schools.

For the past decade until 2023, the Commonwealth Government was derelict in its duty to ensure that students in Australia's public schools have access to the buildings, and equipment and learning environments they need to thrive. Throughout 2023–24 the Albanese Government addressed this by delivering \$216 million in capital works funding to 202 public schools across Australia.⁵ However, this single-year, one-off fund was spread across more than twice as many schools than are eligible for the Commonwealth's permanent and ongoing non-government schools Capital Grants Program.

There are huge educational, economic and societal benefits to be had from investing in Australia's public schools, and now is the time for the Commonwealth to even the playing field and predictably fund public school infrastructure after years of neglect.

Temporary classrooms are being treated as a permanent solution

Freedom of Information requests made to every state and territory Department of Education reveal that there are over 20,000 demountable buildings in public schools across Australia in 2025, of which more than three quarters are classrooms. Some of these "temporary" classrooms are over 70 years old.

The result of this is a proliferation of "demountable" or temporary classrooms in public schools that principals consistently say are too old and too small, creating cramped conditions for students and limiting the capacity for teachers to set up breakout or quiet spaces for students' emotional regulation, run group work or use diverse teaching strategies. These are supposed to be temporary, but many remain in use for decades.

The Commonwealth consistently funds capital investment in private schools

From 2017 to 2025 the Commonwealth Non-Government School Capital Grants Program has provided \$1.6 billion in Commonwealth funding to private schools. The average grant over these nine years has been \$1.034 million and 1,546 private schools have received Commonwealth grants in this time. In 2026, the fund will provide \$258 million to 181 private schools at an average of \$1.42 million for each grant.

⁵ Department of Education, *Schools Upgrade Fund*, 13 June 2024 <https://www.education.gov.au/schools-upgrade-fund>



Figures obtained from the Commonwealth Department of Education via freedom of information requests reveal that the Commonwealth is planning a further \$3 billion in grants over the decade to 2034.

The Program guidelines state that it is designed to “provide and improve school capital infrastructure, particularly for the most educationally disadvantaged students.”⁶

However, it has to date provided more than \$52 million to schools in the top 15% of socio-economic status, including almost \$20 million in grants planned for 2026. Previous grants under the Coalition Government include \$250,000 to Loreto Normanhurst (which charges fees of over \$36,000 per year and has annual income of \$50.6 million per year) and \$150,000 to Newington College (which charges fees of over \$48,000 per year, has annual income of \$79.3 million and has assets of over \$265 million).^{7,8}

6 Department of Education, *Capital Grants Program Guidelines*, 10 November 2025, <https://www.education.gov.au/school-funding/resources/capital-grants-program-guidelines> p.7

7 Loreto Normanhurst Limited, *Annual Information Statement 2022*, Australian Charity and Not For Profits Commission, <https://www.acnc.gov.au/charity/charities/6f32e388-38af-e811-a961-000d3ad24182/documents/el085552-500a-eel1-8f6e-00224893362a>

8 Loreto Normanhurst, *2026 School Fees*, accessed at: <https://www.loretomh.nsw.edu.au/enrolments/fees/> on 2 February 2026, & Newington College, *Fee Schedule, 2026*, accessed at: <https://www.newington.nsw.edu.au/admissions/fees/> on 2 February 2026

Recent grants include:

- \$9.2 million to St Mary's Cathedral College in inner city Sydney
- \$13 million over several grant rounds for Lindisfarne Anglican Grammar School on the NSW North Coast
- The Scots School in Albury was given \$1.2 million by the Commonwealth for the refurbishment of a junior school building despite the school having an annual income of over \$20 million per year and a parental median taxable income of \$210,000
- \$5 million to Arden Anglican School on Sydney's North Shore, which generated \$33.4 million in revenue in 2024 and an operating surplus of \$3.3 million
- \$350,000 to The Fahan School, one of the wealthiest schools in Tasmania and in the top 5% of socio-educational advantage nationally
- \$2 million to Burgmann Anglican School in the ACT, which generated \$49 million in revenue in 2024 – including \$1 million in Commonwealth funding in 2026 for the construction of a double gymnasium (the school already has two indoor sports centres) and \$1 million in 2021 for a middle school design hub
- \$512,000 to the OneSchool Global organisation to upgrade its school in Condobolin in NSW which has 43 students. OneSchool also received a \$250,000 capital grant from the Federal Government in 2019. The school has a median parental taxable income of \$230,000, is owned by the Plymouth Brethren Christian Church, also known as the Exclusive Brethren.⁹

Capital funding inequity is a legacy of the Coalition's abandonment of public schools

Over the decade from 2014 to 2023 total capital investment in public schools averaged \$1,237 per student per year, whilst in private schools the average was \$2,746 per student per year – more than double.

For public schools to match the total per student capital investment made in private schools over the decade, an additional investment of \$38 billion would have been required between 2014 and 2023.

⁹ Bachelard, M., 'What's going on: Why the Exclusive Brethren are out in force this election' *The Age*, May 2, 2025 <https://www.smh.com.au/politics/federal/what-s-going-on-why-the-exclusive-brethren-are-out-in-force-this-election-20250429-p5lv49.html>

For 2023 alone, the gap in capital investment on a per student basis between public schools and private schools was \$5.4 billion.

Adding to the \$1.9 billion in capital funds for private schools from the Federal Government from 2014–2023, state and territory governments have provided another \$1.2 billion. An average of \$310 million a year has been provided to private schools from government funds over the decade.

In the AEU’s 2025 State of Our Schools survey, 38.2% of principals said they did not have enough classroom space to meet enrolment demands over the next three to five years and on average, each principal required an additional 5.5 classrooms.

Extrapolated nationally, this equals 14,076 additional classrooms that will be required to accommodate student demand in public schools across Australia by 2030.

Private schools reallocate recurrent income to capital works, often in amounts matching their Commonwealth recurrent funding

For a significant number of schools (many of them “elite” schools that charge over \$40,000 a year in fees) the amounts reallocated from recurrent income to capital works programs are close to (or exceed) the total amounts that the school receives in government recurrent funding.

This transfer of recurrent funding to capital projects serves multiple purposes for these schools. As fees alone exceed the educational requirements of their students, Commonwealth recurrent funding contributions then function as “free money” which is spent to build ever more luxurious facilities, increasing demand for enrolments and allowing them to charge higher fees. All of this serves to increase the total wealth of schools that in many cases have hundreds of millions of dollars in liquid reserves and other assets.

The 50 private schools with the highest capital expenditure in 2023 and for the three year period 2021 to 2023 are shown at appendices 2 and 3. These tables reveal that many private schools (including some of the wealthiest schools in the country) reallocated significant amounts of recurrent income and funding to current and future capital building projects. In many cases, these schools allocated most or all of the Commonwealth recurrent funding they received for the year to capital works.

- St Kevin’s in Melbourne received \$39.9 million in Commonwealth recurrent funding between 2021 and 2023 and reallocated \$61.4 million to capital projects
- The Cranbrook School in Sydney received \$20 million in Commonwealth recurrent funding between 2021 and 2023 and reallocated \$44.4 million to capital projects

- Caulfield Grammar in Melbourne received \$64.9 million in Commonwealth recurrent funding between 2021 and 2023 and reallocated 89% of this (\$57.8 million) to capital projects
- St Aloysius College in NSW received \$23.6 million in Commonwealth recurrent funding between 2021 and 2023 and reallocated \$25.0 million to capital projects
- Trinity Grammar in Sydney received \$50.4 million in Commonwealth recurrent funding between 2021 and 2023 and reallocated 85% of this (\$42.6 million) to capital projects
- Canberra Grammar School received \$25.8 million in Commonwealth recurrent funding between 2021 and 2023 and reallocated \$37.6 million to capital projects.

Private schools are engaged in this practice at an increasing rate. From 2021 to 2023 independent schools reallocated \$2.9 billion from recurrent income to capital projects, almost double the \$1.5 billion they reallocated in the three years prior.

Catholic schools reallocated \$1.4 billion, up from \$1 billion in the previous three years.

Public schools reallocated a total of \$20 million nationally, the same amount as the previous three-year total.

Some private schools spend more on building works than entire public school systems

In 2023 three individual private schools collectively spent more on capital works than 3,621 public schools – 56% of all public schools in Australia combined.

St Kevin's College in Toorak, Caulfield Grammar and Monte Sant' Angelo Mercy College on Sydney's Lower North Shore spent a combined \$290,855,221 on capital works in 2023.

These three schools educate just 6,789 students and spent more on building works and facilities than the \$290,618,065 spent by 3,621 public schools that educate a combined total of 938,470 students.

This means that these three schools had greater capital investment than 56% of all public schools in Australia combined.

St Kevin's College, the highest capital spending private school in Australia, spent \$133,311,497 on capital works in 2023. This is:

- More than what 2,768 (or 43.1%) public schools across Australia received in capital investment in 2023 (\$133,175,849)
- 278 times the per student investment of these 2,768 public schools (589,902 students compared to 2,122 students at St Kevin's)
- More than the total investment in 937 Victorian public schools received (\$133,229,127) that educate a total of 290,867 students
- More than double what every single public school in Tasmania and the Northern Territory combined received for capital expenditure in 2023 (\$61,278,265).
- More than the total investment in 906 NSW public schools combined (\$96,597,557) that educate a total of 151,332 students
- More than one and a half times the sum total that every single public school in Tasmania and the Northern Territory received for capital expenditure in 2023 (\$61,278,265).

Monte Sant' Angelo Mercy College, a girls school in North Sydney was the school with the highest capital spend in 2023 in NSW. It spent:

- \$96,705,913 on capital works in 2023 – more than 2,474 public schools across Australia (38.6% of all public schools in Australia) received in capital investment in 2023 (\$96,655,112) combined
- 412 times the per student investment of these 2,474 public schools (490,683 students compared to 1,190 students at Monte Sant' Angelo)

Recommendations — how to give students the public schools they deserve

Despite the evidence that well-built and maintained public schools are essential educational and community assets, with the 2023–24 the single exception, public school students, teachers and communities have been left to make do with inadequate learning environments for more than a decade.

Investing in public schools has a multitude of community and societal benefits. The Albanese Government is rightly seeking to increase the use of schools to help students holistically, but public schools cannot deliver this without substantial infrastructure investment. The Commonwealth Government must address a decade of fiscal policy neglect of public school infrastructure to ensure that the Prime Minister's commitment that no student is left behind and no one is held back is met.

Now is the time for a commitment from the Commonwealth for substantial ongoing capital works funding to public schools to reduce the capital divide and address the failure of the Commonwealth to invest in public schools between 2017 and 2022, when the Coalition ceased

Commonwealth capital funding to public schools. It is the time to ensure that public schools are able to take up the role of a community hub, providing the foundational supports that the Albanese Government envisages.

To do this the AEU recommends the Commonwealth take the following urgent steps:

1. Provide a significant and immediate injection of capital investment to public schools in recognition, and partial rectification of the billions of dollars lost through the abandonment of Commonwealth capital funding in 2017.

2. Create a permanent Commonwealth capital fund to ensure that all public schools have access to the funds they need to provide adequate and safe 21st century learning environments.

3. Negotiate a joint partnership with state and territory governments to invest in new and upgraded public schools and facilities, with the provision that Commonwealth capital funding for public schools triggers increased investment from state and territory governments.

4. Ensure that all public schools have access to funds prioritising purpose-built learning spaces and school facilities, including modified bathrooms and playgrounds that are accessible for all students with disability.

5. Work with and incentivise state and territory governments to ensure all growth suburbs have public primary and secondary schools that are open and accessible when residents arrive.

6. Ensure that the capital works required to implement the Thriving Kids initiative in public schools are funded through the initiative, not through recurrent or capital schools funding.

1.

DATA SOURCES AND METHODOLOGY

Except where otherwise noted all data in this report is drawn from the following Australian Curriculum, Assessment and Reporting Authority (ACARA) datasets:

1. 2008–2023 School Finance
2. 2023 School Profile

Capital expenditure for all schools designated by ACARA as a Special School has been excluded due to the specialised infrastructure required for these schools.

It should be noted that land acquisitions for the future construction of schools is not included in ACARA's measurement of capital expenditure for both public and private schools "until a school is registered and the title of the land is recognised at the school level".¹⁰ However, for new public schools only, in the year prior to a new school opening, systemic capital costs are apportioned across all schools in the state or territory:

"Where system-level capital expenditure is incurred, this is required to be split by school on the basis of recognised apportionment or actual expenditure records from departmental or other source ledgers (where the source ledger reconciles to the general ledger).

Recognised apportionment methodologies can involve floor space, enrolments, teacher numbers or invoices from a capital works database to allocate capital expenditure, which are not allocated to individual schools in the ledger."¹¹

All references to the AEU State of Our Schools survey are from a survey of 10,384 teachers and 806 principals undertaken in late 2025. All quotes attributed to school principals are taken verbatim from the survey.

¹⁰ Australian Curriculum, Assessment and Reporting Authority, *My School Financial Reporting*, 2018, p. 16: <https://myschool.edu.au/content/dam/acara/acara-myschool/files/financial-reports-and-letters/2018/2018-my-school-financial-reporting-key-principles-and-methodology.pdf.coredownload.inline.pdf>

¹¹ Australian Curriculum, Assessment and Reporting Authority, *My School Financial Reporting*, 2018, p. 16: <https://myschool.edu.au/content/dam/acara/acara-myschool/files/financial-reports-and-letters/2018/2018-my-school-financial-reporting-key-principles-and-methodology.pdf.coredownload.inline.pdf>

2.

POPULATION GROWTH DEMANDS INVESTMENT IN PUBLIC SCHOOLS

Australia's population, and particularly the population of school age children, is projected to grow rapidly over the next 20 years. Treasury has recently projected that Australia's total population will reach 31.5 million by 2035–36.¹²

The Australian Bureau of Statistics (ABS) projects that by 2050 there will be an additional 2.35 million children aged between 5 and 19 years in Australia, an increase of 45.3% from the current population of 5.18 million in that age range.¹³

Increasing public school enrolments are another compelling reason for this investment. Much of this growth will come in new suburban areas in the outer west of Melbourne and Sydney and in established regional areas such as the Sunshine Coast in Queensland, where new public schools are urgently required.¹⁴ Schools are not just buildings where students are taught, they are hubs that enrich their communities and their contribution to community cohesion is especially important in growth

areas where fostering community is often delayed or ignored by developers and local authorities. In new growth residential areas, schools boost the creation of “bridging social capital activities” described by Harvard University Political Scientist Robert Putnam as those that “aim to develop inclusive relationships between socially distant and diverse groups. These have the potential to improve equity, enhance cooperation, spread and exchange information, and build trust horizontally, so that coalitions can be formed.”¹⁵

Building new public schools also creates “linking social capital” which emphasises the relationships and opportunities that might be formed between those without resource or access to power and those with it, such as providing access to holistic health or support service networks to the families of children.¹⁶ Unfortunately, as detailed by recent reports, the importance of public schools to new communities is not always considered when communities are planned.¹⁷

12 Commonwealth of Australia – Centre for Population, *2025 Population Statement*, 9 January 2026

13 Australian Bureau of Statistics, *Population Projections, Australia, 2017–2066* – [https://explore.data.abs.gov.au/vis?tm=POP_PROJ_2011&pg=0&hc\[dataflowid\]=POP_PROJ_2011&df\[ds\]=PEOPLE_TOPICS&df\[id\]=POP_PROJ_2011&df\[ag\]=ABS&df\[vs\]=1.0.0&pd=2023%2C2042&dq=0.1%2B2%2B3.A15%2BA10%2BA59.1.1.A&ly\[rw\]=TIME_PERIOD&ly\[rs\]=SEX_ABS](https://explore.data.abs.gov.au/vis?tm=POP_PROJ_2011&pg=0&hc[dataflowid]=POP_PROJ_2011&df[ds]=PEOPLE_TOPICS&df[id]=POP_PROJ_2011&df[ag]=ABS&df[vs]=1.0.0&pd=2023%2C2042&dq=0.1%2B2%2B3.A15%2BA10%2BA59.1.1.A&ly[rw]=TIME_PERIOD&ly[rs]=SEX_ABS)

14 Heagney–Bayliss, M, *The suburbs where the pandemic sparked a population boom*, Sydney Morning Herald, 2023, <https://www.smh.com.au/property/news/the-suburbs-where-the-pandemic-sparked-a-population-boom-20230118-p5cdgx.html>

15 Putnam, 2000, cited in Teo, I., Mitchell, P., van der Kleij, F., & Dabrowski, A. (2022). *Schools as Community Hubs. Literature Review. Australian Council for Educational Research*. <https://doi.org/10.37517/978-1-74286-684-0> p.8

16 Krakauer et al., 2017, cited in Teo, I., Mitchell, P., van der Kleij, F., & Dabrowski, A. (2022). *Schools as Community Hubs. Literature Review. Australian Council for Educational Research*. <https://doi.org/10.37517/978-1-74286-684-0> p.8

17 Grace, R., *This new suburb is due to house 20,000 more people, but will only have one school*, The Age, 2023. [Arden redevelopment: Suburb to house 20,000 more people will only have one school \(theage.com.au\)](https://www.theage.com.au)



New schools, centred in their communities, can provide a sense of belonging and inclusion that is often lacking on the fringes of Australia's large cities. These concepts were confirmed in a study by the UK Education Department over 25 years ago, in 2000:

"Schools which were located in areas of high economic and social deprivation tended, on average, to be used more by the wider community. This was partly

*related to the fact that many of these areas were relatively under-provisioned, in terms of alternative resources, and so the school effectively acted as a key public resource within the community. Related to this, schools tend to be 'local', which benefited those from poorer backgrounds, many of whom would be reliant on paying for public transport to attend alternative locations."*¹⁸

3.

HOW THE COALITION ABANDONED PUBLIC SCHOOL BUILDINGS AND INFRASTRUCTURE

The 2011 Review of Funding for Schooling highlighted the inequity of capital resourcing in public and private schools and recommended the re-establishment of a public school capital fund. Its final report stated:

“The panel is convinced that government schools need additional funding, and better planning to bring their infrastructure up to a quality that at the very least enables them to effectively compete with some non-government schools. Rather than short-term initiatives, the Australian Government can best support this by extending the Capital Grants Program to the government sector.”

Prior to 2017, capital funding for public schools was provided by the Commonwealth as part of its grants to state and territory governments. In 2017, then Prime Minister Malcolm Turnbull and treasurer Scott Morrison ceased capital funding for public schools. The Turnbull Government also made the decision in 2017 to direct all Commonwealth funding for public schools towards its recurrent funding target of 20% of SRS, effectively ending the combined stream of capital and recurrent funding that the Commonwealth had provided to public schools since 2009.

In the same amendment to the Education Act in September 2017, the Coalition confirmed that it would provide a minimum of 80% of the Schooling Resource Standard to private schools (although actually funding more than \$3 billion above this level) and, in addition, increased funding to the Non-Government School Capital Grants Program (CGP) reserved for private schools to provide \$1.9 billion to these schools from 2018 to 2027 for capital improvements to school buildings.

The inequity of this funding allocation was so stark that even the NSW Coalition Government protested in its 2017 submission to the Review to Achieve Educational Excellence in Australian Schools inquiry stating:

“Current Commonwealth funding arrangements provide recurrent funding to government and non-government schools against the Schooling Resource Standard as well as capital funding to non-government schools. NSW has significantly increased its capital commitment to all schools and the Commonwealth should also consider contributing to meet the future needs of communities for schools.”

The sole measure funded by the Coalition Government between 2017 and 2022 that could be seen to benefit public and private equally was the Local School Community Fund announced in the 2019 Federal Budget. In lieu of adequate capital works funding for public schools, the 2019–20 budget included this small scale fund, nothing more than a headline and election bribe “to help local communities fund school activities and new equipment.” The \$30.2 million fund was distributed by local MPs to the tune of \$200,000 per electorate, spent mainly on small scale play equipment, shade sails and furniture.

That tiny one-off fund of \$30.2 million to cover every school across the country equalled a total of \$21.8 million went to public schools at an average of just over \$3,000 per school and less than \$10 per child. In short, compared to the nearly \$2 billion allocated to private school capital works through the CGP at that point the Local School Community Fund was entirely inadequate for public school student, teachers and communities.

The cumulative impact of the Coalition’s deliberate abandonment of public schools from 2013 to 2018 was clearly described by Rorris:

“The shocking inequity of this Commonwealth gatekeeping means private schools have historically invested considerably more in facilities than public school...during the first 6 years of the Coalition government (2013–18) the cumulative Capital Investment Gap between private and public sectors was \$21.5 billion. This is the value of investment that was deprived from public schools if they had received the equivalent per student investment as private schools.”

4.

TEMPORARY CLASSROOMS CANNOT BE A PERMANENT SOLUTION

The continued reliance of public schools on demountable classrooms comes despite the concerns of many principals and teachers that they are unsuitable for modern teaching and learning. In the AEU's 2025 State of Our Schools survey of 806 public school principals, criticisms of demountable classrooms included that they were too old and too small, creating cramped conditions for students and limiting the capacity for teachers to set up breakout or time-out spaces, run group work or use diverse teaching strategies. This was a particular concern for principals forced to use demountables to educate students with disability.

Many principals said the demountable buildings at their school lacked proper insulation and ventilation, making them "hot boxes" and "ice boxes" – too hot in summer and too cold in winter. The demountable buildings are often isolated from school facilities and lack covered pathways, leaving students exposed in inclement weather.

The isolation of these buildings also limits the opportunities teachers have for peer support and collaboration, impacting on their professional practice and wellbeing.

Older style demountables were also criticised for not being fully accessible, with thin walls and inadequate soundproofing and present auditory and acoustic barriers to learning that made it hard for children to concentrate. Leaking roofs and windows, mould and asbestos problems were also reported by a large number of principals. Maintenance costs were reported as high with schools told to keep using demountables that had reached their end-of-life date. Poor Wi-Fi connectivity was another identified issue, impacting on the delivery of lessons and student engagement.

More modern demountables, some of which have three storeys, were seen as adequate for student learning by some principals. But those with significant numbers expressed concern at the playground space they take up and the fact that the presence of large numbers made the school less attractive to the parents of prospective students.

5.

DEMOUNTABLE CLASSROOMS HINDER STUDENT GROWTH AND ACHIEVEMENT IN EVERY STATE AND TERRITORY

New South Wales

NSW Education Department figures show there were 6,600 demountable buildings on the grounds of NSW public schools in 2025. Of that total, 4,899 were classified as teaching spaces, a 39% increase since 2013.¹⁹

In the AEU's 2025 State of Our Schools survey, 48% of NSW public schools principals said that they had demountable classrooms in use at their school, with an average of 4.7 demountable classrooms. Over a quarter of those schools (27%) had six or more demountable classrooms and 10% had 11 or more.

The rapid growth in the number of demountable buildings and classrooms in NSW has come despite a warning in 2018 from Infrastructure NSW that they were "space-inefficient and do not accommodate flexible learning spaces consistent with Future Learning".

Demountable buildings should only ever be a temporary solution to a surge in enrolments the independent agency said and not a "permanent or even semi-permanent solution".²⁰

The NSW Education Department admitted in 2018 that there were 5,450 "old system" demountable buildings on school sites that may contain asbestos.²¹ In total, 12% of all NSW public school classrooms in 2020 were in demountable buildings and more than 2,000 demountable buildings were aged 20 years or older.²²

¹⁹ NSW Parliament, Portfolio Committee No.3- Education, Budget Estimates 2019-20, Supplementary questions, p.184

²⁰ Infrastructure NSW, *Building Momentum, State Infrastructure Strategy 2018-2038, February 2018*, p.192

²¹ NSW Department of Education, *Government Information Public Access request (GIPA 18-073)*, 2018

²² NSW Parliament, Portfolio Committee No.3 – Education, Budget Estimates 2019-20, Answers to Questions on Notice

NSW principals detailed the impact of these demountable buildings in learning in their schools:

"Playground space is very limited as demountables take up space."

**Deputy principal,
city special school**

"All demountables remain in use as permanent learning spaces, despite being designed for temporary use and not meeting the needs of students with high and complex support requirements. These structures have been quarantined multiple times due to confirmed or suspected mould. This has forced the urgent relocation of students and significantly disrupted learning programs, routines, and staff capacity."

**Deputy principal,
city special school**



Queensland

Government figures show there were 2,861 demountable buildings on state school grounds in 2025, with the highest numbers in the Metropolitan South (482) and North Coast (470) departmental regions.²³

The numbers have remained high for decades with the Queensland Government reporting in 2006 that there were “in excess of 2,000” demountables throughout the state²⁴, and over 3,000 in 2018.²⁵

In the AEU’s 2025 State of Our Schools survey, 58.5% of Queensland state school principals said they had demountable classrooms in use at their school, with an average of 5.7 per school. 40% of those principals said they had six or more demountable classrooms and 12% had 11 or more.

“Demountables are very difficult to maintain and more expensive than a normal classroom. There is limited ability to adjust them to allow for inclusive learning needs and there are no breakout spaces. They are not conducive to learning from an auditory and sensory perspective.”

Principal, outer regional primary school

“Poor insulation in demountables often leads to extreme temperatures – very hot in summer and cold in winter – which distracts students and affects concentration. Air-conditioning units, if present, can be noisy and inefficient, further disrupting learning. Thin walls and lightweight construction mean noise from neighbouring rooms, playgrounds, or traffic can easily be heard inside, interrupting lessons. Space constraints make it difficult to create breakout areas, run group work, or integrate diverse teaching strategies.”

Deputy principal, major city special school

“They (demountables) are noisy and in the wet weather they are infested with mould.”

Deputy principal, outer regional primary school

²³ QLD Parliament, Minister for Education, John-Paul Langbroek, Response to Question on Notice, No 714., July 2025

²⁴ QLD Parliament, Minister for Education, Rod Welford, Response to Question on Notice No.67, February 2006

²⁵ QLD Parliament, Minister for Education Grace Grace, Response to Question on Notice No.435, March 2019.

"The school has 4 double demountables all of different styles and layouts. One building, approximately 40 years old, has no wet area, no storage facilities (bookcases), no withdrawal area for small group support, no external veranda area and no disability access (ramp). There is no covered link to the amenities block meaning students get wet going to the toilet in inclement weather."

Principal, inner regional primary school

"Despite the best efforts of our cleaning staff and teaching staff these rooms (demountables) are not large enough, have no floor space or storage, are outdated in their form and function, have ongoing maintenance needs that take valuable resources from teaching and learning. We have removed some at our expense that sat there for 8 years condemned so we can apply for more but so far nothing."

Deputy principal, outer regional secondary school

"We have been told by EQ (Education Queensland) all our demountables are permanent. I'm sure we have every type of demountable over the years as we only have 2 original block classroom buildings (8 learning areas)."

Principal, inner regional primary school

Victoria

In Victoria, Department of Education figures show there were 5,761 demountable buildings on the grounds of 1,130 public schools in August 2023. A total of 35 schools had 20 or more demountables and 137 had more than 10.²⁶

In the AEU's 2025 State of Our Schools survey, two thirds of Victorian public school principals (66.3%) said they had demountable classrooms in use at their school, with an average of 9.6 per school. Over half those principals (52.5%) said they had six or more demountable classrooms and 33% had 11 or more.

Victorian principals said the following about the stock of demountable classrooms in their schools:

"Demountable and relocatable classrooms are dated in design and construction, which makes them poorly suited to modern teaching and learning. They lack proper insulation and ventilation, leaving them too hot in summer and too cold in winter, while thin walls and poor acoustics let in external noise and make it difficult for students, particularly those with additional needs, to concentrate."

Deputy principal, major city primary school

"They (demountables) are exceptionally old and the school is constantly repairing the roofs and windows to prevent rain from entering. There is an increased need to have spaces for small group tutoring or intervention to meet the needs of disability inclusion funded students. Inclusion funding allows us to increase the number of teacher assistants and teachers to provide supports, but we have no space for them to work in."

Principal, major city primary school

"The school council has had to purchase three demountables to accommodate our classes. These are not Department issue. The cost for utilities, cleaning, maintenance is covered by school council."

Principal, major city primary school

²⁶ Grace, R, 'One Victorian school has 61 portable buildings. See how your school rates', *The Age*, October 6, 2023 <https://www.theage.com.au/national/victoria/one-victorian-school-has-61-portable-buildings-see-how-your-school-rates-20231003-p5e9h7.html>



South Australia

Figures provided by the Department for Education in South Australia in 2025 show there were 1,261 demountable buildings on the grounds of South Australian public schools, with some having been there for more than 70 years.

Nearly 10% of the demountable buildings were installed in the 1950s and 50% were installed prior to 1970. Almost two thirds (65.7%) are classified as learning areas and 8% as amenities.²⁷

In the AEU's 2025 State of Our Schools survey South Australian principals said:

"We estimate our demountable classroom is 40 years old and is in a state of disrepair. The roof leaks and we have to put buckets to catch the water when it rains regularly."

**Deputy principal,
inner regional primary school**

²⁷ Department for Education, South Australia, Freedom of Information request DE25/18606, August 2025

Western Australia

Figures provided by the Department of Education in Western Australia show there were 3,935 demountable and transportable buildings located on public school sites and in other locations in March 2025 – a 60% increase since 2018.²⁸

Of the 2025 total, 3,096 were being used as classrooms, over 60% of the demountable buildings (2,514) had been on the same school site for more than three years.²⁹

The department's figures also show demountable classrooms made up 14.8% of the classrooms in WA public schools in 2025. In 174 public schools more than 25% of the classrooms were demountable.³⁰ In 63 schools more than half the classrooms were demountable.

In the AEU's 2025 State of Our Schools survey, over two thirds of WA public school principals (67.6%) said they had demountable classrooms in use at their school, with an average of 6.3 per school. Over a third of those principals (34.8%) said they had six or more demountable classrooms.

"The demountable is used as a Home Economics kitchen and is there as we only have two purpose-built kitchens in a school of over 2000."

Deputy principal, major city secondary school

"Demountables are not conducive to effective teaching and learning, particularly given the growing number of students with special needs. These students often require access to breakout spaces for sensory regulation that remain within sight and reach of their teacher, something demountables do not allow for. Teachers working in these isolated settings face limited opportunities for collaboration and peer support, which impacts staff wellbeing and professional practice. While the standard size of demountables may suit early childhood settings, they are not appropriate for older students who require more space. Expecting up to 34 upper primary students to function in such cramped conditions is unrealistic."

Deputy principal, major city primary school

²⁸ Thompson, H. 'The WA schools where more than half the classrooms are demountables', WA Today, August 2025

²⁹ Parliament of Western Australia, Minister for Education response to Question on Notice No.65, June 2025

³⁰ Parliament of Western Australia, Minister for Education response to Question on Notice No.67, June 2025



Tasmania

There were 127 demountable buildings on the grounds of Tasmanian public schools in 2025 according to figures provided by the Department for Education, Children and Young People.³¹

107 of those buildings were classrooms and 12 were toilets. The Department claimed it had no records showing the age of the demountable buildings or when they were installed.

In the AEU's 2025 State of Our Schools survey, half the Tasmanian public school principals surveyed said they had demountable classrooms on site.

"Two of the demountable classrooms have been here for more than 30 years. One of the rooms is very small but we need to use this as a classroom as the other option is up in the old Principal's residence which is a converted house and is falling apart and a distance from the rest of the school."

Principal, inner regional primary school

³¹ Department for Education, Children and Young People, Right to Information request RTI 084-2025/26, November 2025

Australian Capital Territory

Documents released by the Australian Capital Territory Education Directorate show there were 257 demountable classrooms across the territory's 92 schools in 2025 – a 68% increase on the number in 2022.³²

One senior secondary school, Narrabundah College, had 25 demountable classrooms (43% of all classrooms) and the Black Mountain School, which educates students with disability, had 15.

Demountable buildings in many cases in the ACT have been on school sites for decades. Canberra's oldest operating school, Telopea Park School, had a transportable building that was constructed in 1946, according to ACT Education Directorate records.³³

In the AEU's 2025 State of Our Schools survey, 42% of the ACT public school principals surveyed said they had demountable classrooms on site.

"All buildings except one have been identified as not being fit for purpose and needing full knockdown and rebuild. To date two buildings down, replaced by demountables and one new building started."

Principal, senior secondary school

³² ACT Education Directorate, Response to Freedom of Information request, EDU_2025_019, July 2025.

³³ Ibid, p.1524



Northern Territory

There were 53 demountable classrooms on school sites in the Northern Territory in 2025, according to the NT Department of Education and Training. Zuccoli Primary School, just outside Darwin, had the highest number with six.³⁴

“Rooms in the demountables cause a lot of noise – e.g chairs being dragged across the floor – which is very problematic for a cohort of students with high levels of conductive hearing loss. Also, the tin walls echo and are not conducive to using sound-field systems. The tin walls and roof also make the rooms very hot.”

Principal, very remote primary/secondary school

“Our school is entirely demountable structures. These are very old and have not been maintained. The walls are warped due to water damage. The lighting and cooling often fails due to old age. Many of our learners have hearing issues and the acoustics are terrible often inhibiting learning. There are very limited storage options in these buildings which is causing huge issues for the school. They look old and tired and affect school and community pride.”

Principal, remote primary/secondary school

³⁴ NT Department of Logistics and Infrastructure, response to Freedom of Information Application 59-FOI2025-002005, November 2025.

The Commonwealth Government needs to lead

It is the Commonwealth that needs to take the lead on this nation-building investment. Prior to 2017, capital funding for public schools was provided by the Commonwealth as part of its grants to state and territory governments.

Recognising the inequity in capital funding between public and private schools, the Albanese Government restored some capital funding for public schools in the 2023 Federal Budget. However, the \$216 million commitment was only for 2023/24 and is being spread very thinly across the more than 6,700 public schools in Australia.

In 2011, the Review of Funding for Schooling recommended:

“An Australian Government capital funding stream for new schools will also enable the balanced development of new schools in new suburbs and towns, and facilitate co-ordinated and efficient planning and support the appropriate expansion of existing schools.”³⁵

The importance of consistent investment in school buildings was recognised by a 2004 report from the UK organisation Building Futures which states that “transformation in education has to be supported by facilities. For this to happen, school facilities are designed to be flexible; inspiring; supportive and involving.”³⁶

The Investing in Schools – Funding the Future report also contains a full review of many international studies that confirm that adequate and comfortable school buildings have a significant impact on learning outcomes.

In the 14 years since the Gonski review, the Commonwealth capital funding stream has not been forthcoming, and students and public school communities across the country continue to be deprived of adequate and modern spaces for learning and teaching. In some growth suburbs, the development of new public schools has been so delayed that families have had no option but to enrol their children in private schools. A one-off fund of \$216 million cannot come close to repairing more than a decade of neglect from the Commonwealth.

³⁵ Department of Education, *Review of Funding for Schooling—Final Report*, December 2011, p.186

³⁶ CIBSE Schools Design Group, *Engineering Sustainable Schools: Linking Design Quality and Education*, 2011, p.4, <https://issuu.com/peligroso/docs/cibsemagazine01>

6.

THE ONGOING “RATIO OF INEQUITY” IN CAPITAL FUNDING LEAVES PUBLIC SCHOOLS STRUGGLING TO MEET DEMAND

The national capital investment gap between public and private schools has doubled since 2021.

In 2022 the Australian Labor Party promised to address the deep inequity in investment in buildings and facilities between public and private schools.

“After the Liberals cut almost a billion dollars from public school building programs, there hasn’t been recurrent Commonwealth funding for public school facilities since 2017.

The standard of school campuses and facilities is a clear indication of the deep inequities between Australian school systems. Many public schools don’t have the basic facilities they need, especially in areas where population is booming.”³⁷

Labor’s Plan to Help Our Schoolkids Bounce Back (2022)

The Albanese Government’s solution to this inequity was the School Upgrade Fund, specifically round 2 of the Fund, which was limited to the 2023–24 financial year, provided \$215.8 million in additional capital funding to public schools.³⁸

The fund was announced in early 2022 with much fanfare, but was only a one-off commitment:

“The Schools Upgrade fund will mean that in 2023, public school systems will receive the same amount of funding from the Commonwealth for new buildings and world-class facilities as private schools do.”³⁹

Anthony Albanese
25/01/2022

37 Labor’s Plan to Help Our Schoolkids Bounce Back (2022), retrieved from https://www.aph.gov.au/-/media/Estimates/eet/bud2324/Labor_election_commitment_regarding_schools.pdf, p.1524

38 Department of Education, *Schools Upgrade Fund*, 13 June 2024 <https://www.education.gov.au/schools-upgrade-fund>

39 Ibid, p.1524

The Fund opened for applications in October 2023, and most of the money was distributed throughout 2024. However, this one-off funding only benefited 3% of public schools nationally. If distributed evenly across all public school students, the School Upgrade Fund Round 2 would provide just \$82.55 per student in additional funding.⁴⁰

Data from the ACARA shows that the capital investment gap between private and public schools has widened between 2021 and 2023.⁴¹ In 2023 private schools spent more than double the amount that public schools did per student on buildings and infrastructure.

- In 2023 per student capital expenditure in private schools increased to an all-time high of \$3,977 per student
- In public schools per student capital expenditure was \$1,908 per student in 2023, less than half the capital investment in private schools (Figure 1)
- The ratio of capital investment in private schools to public schools in 2023 was 2.1 for the second year in a row
- The capital investment gap between public and private schools has doubled over the last three years – from \$1,031 per student in 2021 to \$2,068 per student in 2023

- The capital funding gap for 2023 alone between the private and public school sectors has reached an all-time high of \$5.4 billion
- The total investment needed to rectify the inequity of capital expenditure between schools' sectors on a per student basis over the decade from 2014 to 2023 is \$38 billion.

Although the Schools Upgrade Fund Round 2 reduced some of the capital investment inequity for Australia's public schools for a single year, it did not tackle the structural imbalance in buildings and facilities that has been allowed to grow over decades.

A significant initial investment, followed by a guaranteed annual Commonwealth investment in public school capital works is needed to redress the funding shortfalls and ensure that all Australian kids have access to world class facilities in which to learn and thrive.

Figures 1 to 5 and Table 1 show how the current capital investment gap has worsened over the last decade.

40 Australian Curriculum, Assessment and Reporting Authority, *National Report on Schooling in Australia – Student Numbers, 2024*, accessed at: <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/student-numbers>

41 Australian Curriculum, Assessment and Reporting Authority, *National Report on Schooling in Australia Unless specified otherwise, all data is from the ACARA Finance dataset 2009–2023*

FIGURE 1
AUSTRALIA – TOTAL CAPITAL EXPENDITURE PER STUDENT 2014–2023⁴²

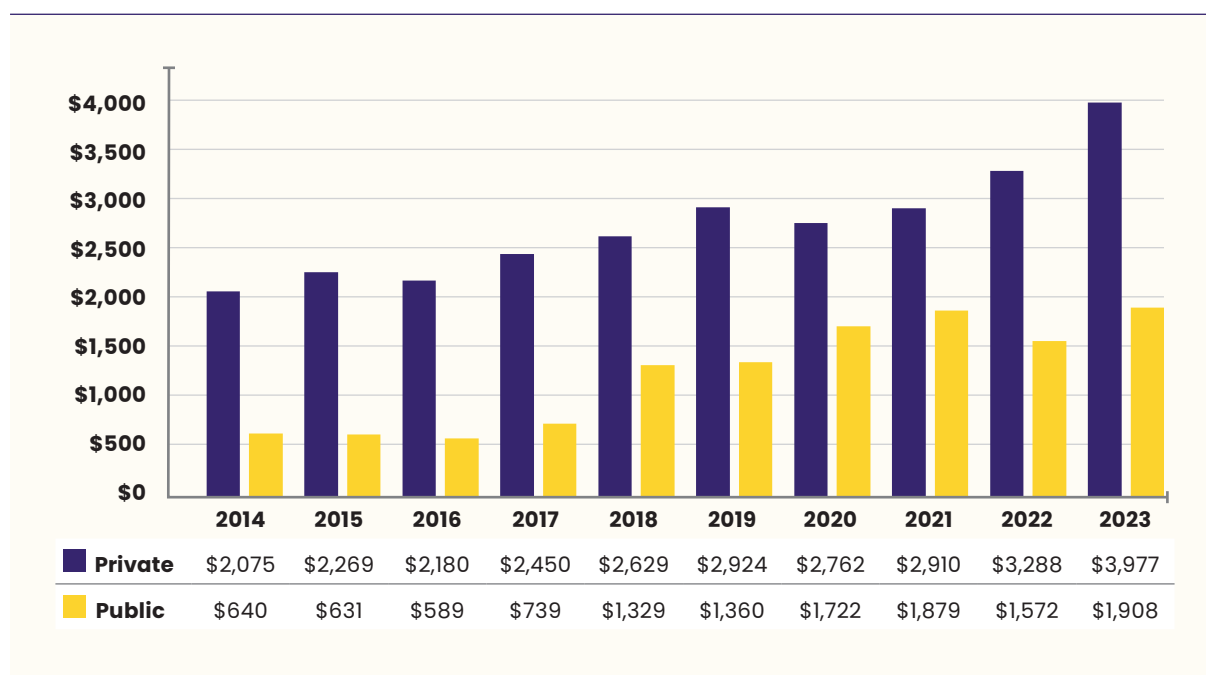
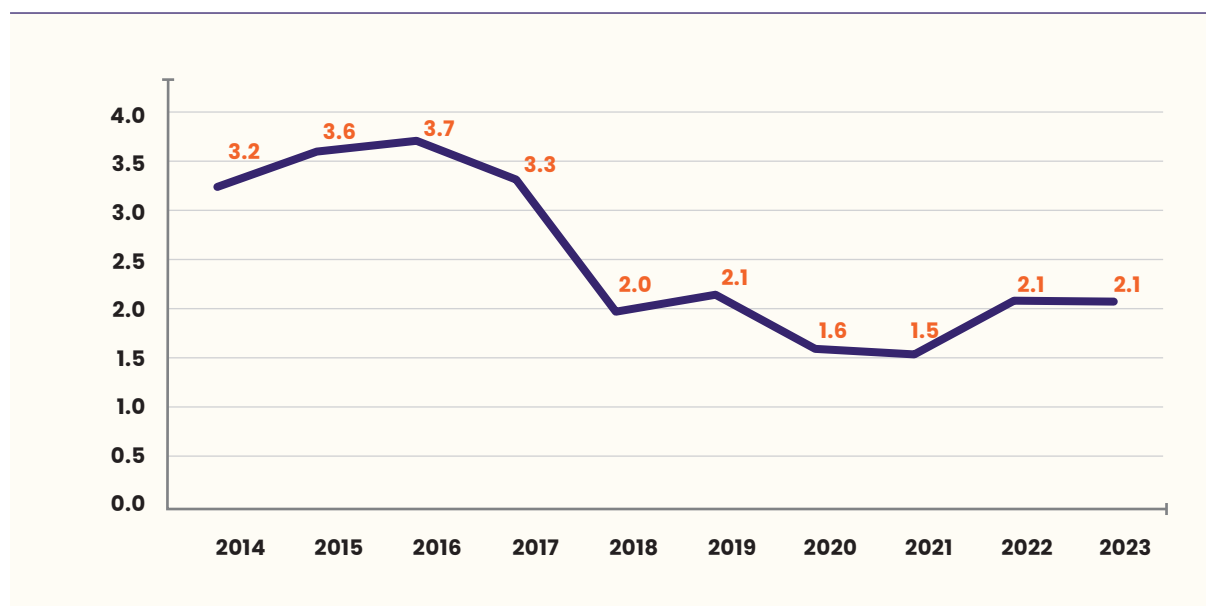


FIGURE 2
AUSTRALIA – RATIO OF CAPITAL EXPENDITURE PER STUDENT 2014–2023
(PRIVATE SCHOOLS/PUBLIC SCHOOLS)⁴³



⁴² Data sourced from ACARA Finance Dataset 2009–2023

⁴³ Data sourced from ACARA Finance Dataset 2009–2023

FIGURE 3
AUSTRALIA – PER STUDENT CAPITAL INVESTMENT GAP
(TOP QUARTILE SEA PRIVATE/LOWEST QUARTILE SEA PUBLIC)

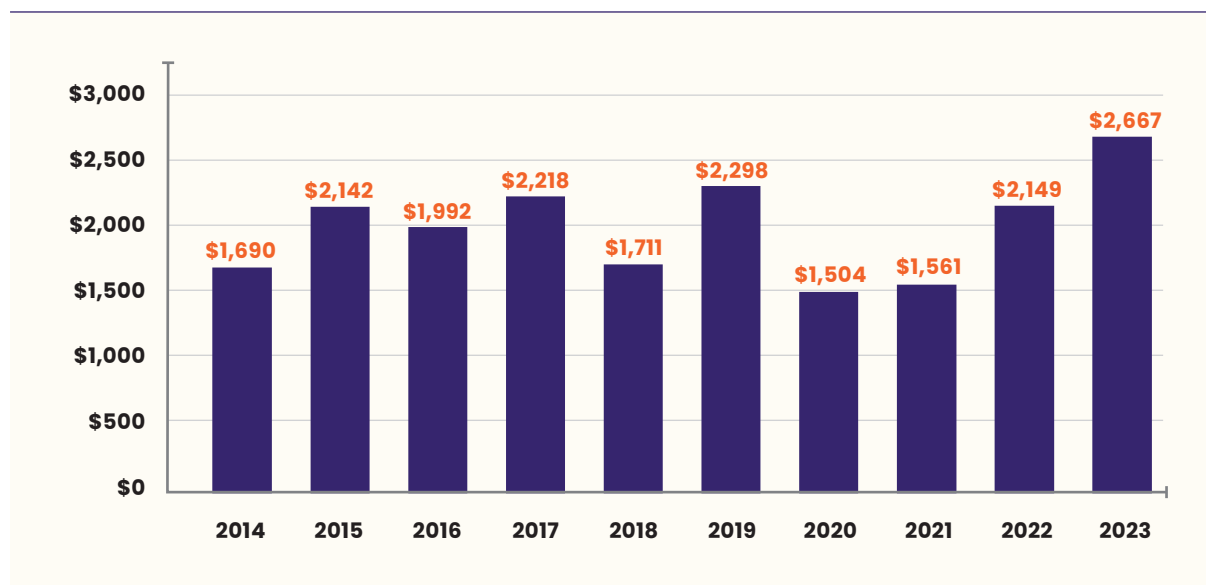


Figure 3 shows the per student gap in capital investment between the most advantaged private schools and the most disadvantaged public schools in Australia. On average, each public school student from a school in the lowest quartile of

socio-educational advantage received \$2,667 less in capital investment than each private school student in the top quartile of socio-educational advantage. Over the past decade the gap per student totals \$19,932.

TABLE 1
CAPITAL EXPENDITURE GAP PER STUDENT 2014–2023
(PRIVATE SCHOOLS/PUBLIC SCHOOLS) BY STATE⁴⁴

	2014–2023
ACT	\$ 293,719,912
NSW	\$ 10,404,032,854
NT	\$ 375,915,239
QLD	\$ 8,437,723,552
SA	\$ 3,081,217,284
TAS	\$ 993,185,649
VIC	\$ 10,765,041,585
WA	\$ 3,229,802,660
Australia	\$ 37,960,422,705

⁴⁴ Data sourced from ACARA Finance Dataset 2009–2023

FIGURE 4
AUSTRALIA - CAPITAL EXPENDITURE GAP \$ PER STUDENT 2014-2023
(PRIVATE SCHOOLS/PUBLIC SCHOOLS)⁴⁵

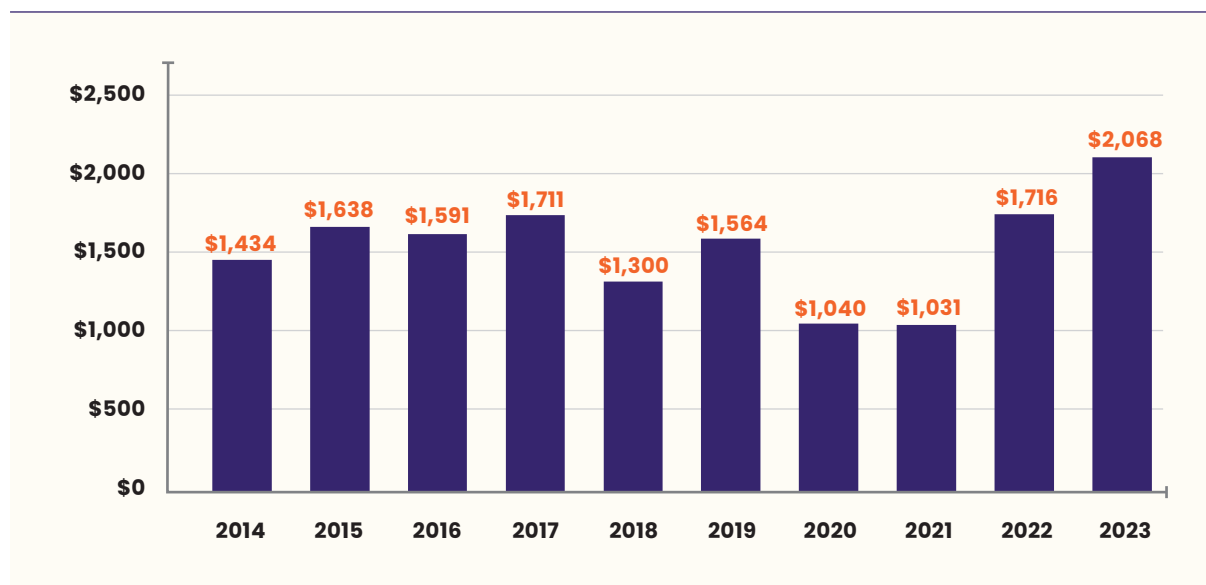
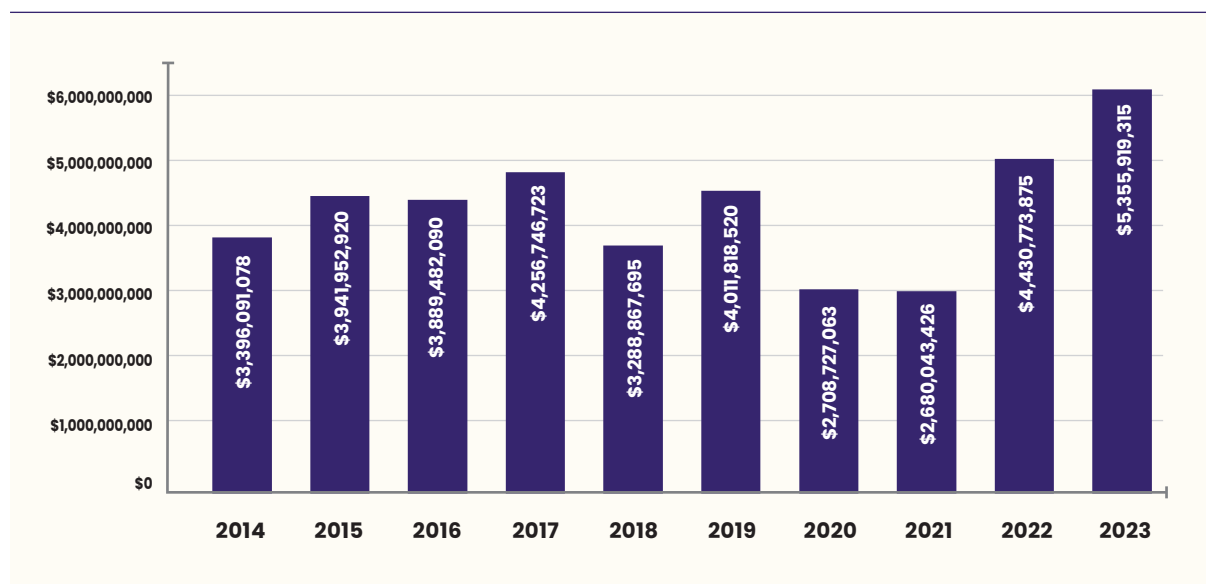


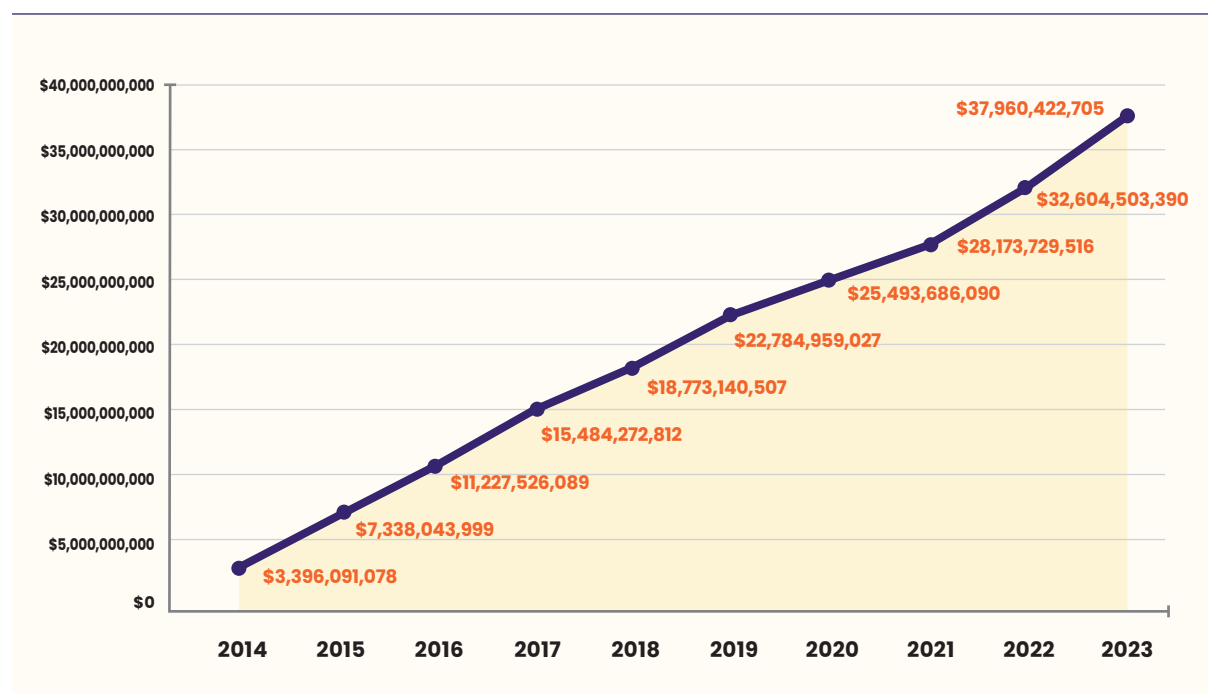
FIGURE 5
AUSTRALIA - TOTAL CAPITAL EXPENDITURE GAP \$ 2014-2023
(PRIVATE SCHOOLS/PUBLIC SCHOOLS)⁴⁶



⁴⁵ Data sourced from ACARA Finance Dataset 2009-2023

⁴⁶ Data sourced from ACARA Finance Dataset 2009-2023

FIGURE 6
CUMULATIVE GROWTH IN CAPITAL INVESTMENT GAP 2014 – 2023
(PRIVATE SCHOOLS/PUBLIC SCHOOLS)⁴⁷



⁴⁷ Data sourced from ACARA Finance Dataset 2009–2023

7.

A TALE OF TWO SECTORS

This section provides comparisons between capital investment made by individual private schools with capital investment made in entire state or territory public school systems, including public schools in the lowest quartile of socio-educational advantage.

The purpose of this comparison is to demonstrate the inequity of capital investment in Australian schools and to show the extent to which the divide has been exacerbated by consecutive Commonwealth governments ignoring the needs of public school students and communities.

Three private schools spent more on capital works than 3,621 public schools

In 2023, three individual private schools in NSW and Victoria spent more on capital works than 56% of public schools in Australia combined.

St Kevin's College and Caulfield Grammar in Melbourne and Monte Sant' Angelo Mercy College in North Sydney spent a combined \$290,855,221 on capital works in 2023.

These three private schools educate just 6,789 students and spent more on building works and facilities than the \$290,618,065 spent by 3,621 public schools that educate a combined total of 938,470 students. This means that these three schools had greater capital investment than 56% of all public schools in Australia combined.

In total, the top 10 highest spending private schools in Victoria spent \$434,461,720 total on capital works in 2023 – more than 4,117 public schools nationally (\$434,149,675).

The top 5 highest spending private schools in Victoria spent \$296,648,970 total on capital works in 2023 – more than 3,645 public schools nationally (\$296,444,482).

The top 10 highest spending private schools in NSW spent \$409,302,555 total capital in 2023 – more than 4041 public schools nationally (\$409,200,529).

The top 5 highest spending private schools in NSW spent \$281,274,100 total capital in 2023 – more than 3,581 public schools nationally (\$281,105,302).

Details of the schools with the highest capital spend in Victoria and New South Wales are as follows.

St Kevin's College, Victoria

The highest capital spending private school in Australia, St Kevin's College, a boys school in Melbourne, spent \$133,311,497 on capital works in 2023. This is:

- More than the total 2,768 (or 43.1%) public schools across Australia received in capital investment in 2023 (\$133,175,849)
- 278 times the per student investment of these 2,768 public schools (589,902 students in 2,768 public schools compared to 2,122 students at St Kevin's)
- More than the total investment in 937 Victorian public schools combined (\$133,229,127) that educate a total of 290,867 students
- More than double what every single public school in Tasmania and the Northern Territory combined received for capital expenditure in 2023 (\$61,278,265).

The major building projects underway at the school in 2023 included a two-stage expansion of its junior campus, called the Glendalough project. That delivered new sporting facilities, an athletic track and a *"very large playground"*, STEM classrooms, a health centre and open atrium along with collaborative spaces for learning, an administration building and underground car park.⁴⁸

Also completed that year was a lavish fit-out and extension of the Kearney and McCarthy buildings at the school's Heyington campus. That included the full refurbishment of the library, staff study, meeting rooms and the creation of a new staff study area, kitchen meeting rooms, bathrooms and upgraded office spaces. A foyer extension *"features a striking new brick façade, statement window shrouds, upgraded windows, walkway, seating area and refined internal finishes, including flooring, entry matting, wall panelling, mirrors and services."*⁴⁹

Over a three year period (2021-2023) St Kevin's College spent over \$150 million on capital works, the highest amount in the nation.

⁴⁸ St Kevin's College, 2023 Annual Report to the School Community, accessed at: <https://stkevins.s3.ap-southeast-2.amazonaws.com/public-images/Policies/2023-SKC-Annual-Report-FINAL.pdf>

⁴⁹ Building Engineering, 'Presenting the St Kevin's College Kearney and McCarthy Building fit-out and foyer' December 2023 <https://www.buildingengineering.com.au/article/presenting-the-st-kevins-college-kearney-and-mccarthy-building-fit-out-and-foyer-extension/>

Monte Sant' Angelo Mercy College, NSW

In New South Wales, the school with the highest capital spend in 2023 was Monte Sant' Angelo Mercy College, a girls schools in North Sydney. It spent \$96,705,913 on capital works in 2023 – more than 906 NSW public schools combined (\$96,597,557).

The majority of this capital expenditure was on the school's new "Scientia Terrace", described as:

*"A new six-storey Sports and Science Building which includes new laboratories, a social innovation and enterprise hub, partially covered dual sports courts, three levels of teaching spaces, a rooftop sports court and an ethical kitchen and shop."*⁵⁰

*"Beyond its physical structure, Scientia Terrace embodies the convergence of innovation, social responsibility and educational excellence."*⁵¹

The Scientia Terrace Project was originally budgeted at "approximately \$45 million"⁵², although this was later upgraded to \$48.9 million.⁵³

Monte Sant' Angelo Mercy College spent a total of \$96,705,913 on capital investments and projects in 2023. This is:

- More than 2,474 public schools across Australia received in capital investment in 2023 (\$96,655,112)
- 412 times the per student investment of these 2,474 public schools
- More than the total investment in 906 NSW public schools combined (\$96,597,557) that educate a total of 151,332 students.

50 Richard Crookes Construction, *Winner – Scientia Terrace*, accessed at: <https://www.richardcrookes.com.au/winner-scientia-terrace/> on 2 February 2026 <https://richardcrookes.com.au/monte-scientia-is-now-complete/>

51 The Local Project, *Scientia Terrace at Monte Sant Angelo Mercy College by Hayball, 2023*, accessed at: https://thelocalproject.com.au/articles/scientia-terrace-at-monte-sant-angelo-mercy-college-by-hayball-issue-14-feature-the-local-project/?srsltid=AfmB0orixG92s9eWBKKNM2mVnxiHlIORTObjJI0_eNI-gORtQJw8xZl

52 Monte Sant' Angelo Mercy College, *Community Communications Strategy – Scientia Project*, 2021, accessed at: <https://majorprojects.planningportal.nsw.gov.au/prweb/PRRestService/mp/01/getContent?AttachRef=SSD-10393-PA-5%2120210128T231943.007%20GMT> p.25

53 St Kevin's College, *2023 Annual Report to the School Community*, accessed at: <https://stkevins.s3.ap-southeast-2.amazonaws.com/public-images/Policies/2023-SKC-Annual-Report-FINAL.pdf>

Caulfield Grammar, Victoria

The third highest spending school in the nation in 2023 was Caulfield Grammar in Melbourne which spent \$60,837,811 on capital works.

The primary project underway at the time was the construction of an 8,400 square metre, five storey learning hub which features an internal atrium known as the “Learning Living Room”, interlinking timber staircase and a double-glazed skylight.

According to the school, the building, which opened in 2024 and has 28 classrooms, 8 science labs, a design tech space and function room, is on track to become Australia’s first 6 star Green Star and WELL Gold education building.

“Sustainability initiatives include rainwater and solar harvesting for re-use within the building, a smart Building Management System with the ability to control and collect data on all building services such as water/power consumption, high thermal performance façade glazing and energy-efficient building services.”⁵⁴

While the initial estimate of the cost of the project was \$59 million, that blew out to \$92.3 million by the time construction was completed.⁵⁵

In total, the school spent \$108.5 million on capital projects between 2021 and 2023.

Trinity Grammar, NSW

Another one of the highest spending private schools was Trinity Grammar in NSW which committed \$48,965,351 to capital works projects in 2023.

That spending was part of a \$140 million upgrade of its Sydney campus that includes the demolition of neighbouring houses bought by the school, the construction of a \$90 million four storey “teaching and learning precinct”, a car park under an oval, a new multipurpose centre and basketball court and refurbishment of the cafeteria and school of music.⁵⁶ The redevelopment is designed to allow the inner west school to expand student numbers at the school from 1,500 to 2,100, sparking concerns from local residents about congestion and parking.

⁵⁴ Caulfield Grammar, The future of learning – our new Senior School building <https://www.caulfieldgs.vic.edu.au/news/the-future-of-learning/>

⁵⁵ Wilde and Woollard, Caulfield Grammar School – TL01 Project, Instagram, March 2025. <https://www.instagram.com/p/DHKR26JiE8s/>

⁵⁶ Trinity Grammar, The next phase of the Renewal Project <https://www.trinity.nsw.edu.au/about-us/our-facilities/the-renewal-project/>

8.

THE COMMONWEALTH’S
NON-GOVERNMENT SCHOOL
CAPITAL GRANTS PROGRAM
ENTRENCHES INEQUITY

From 2017 to 2025 the Non-Government School Capital Grants Program has provided \$1.6 billion in Commonwealth funding to private schools.

The average grant over these nine years has been \$1.034 million and 1,546 private schools have received Commonwealth grants in this time.

TABLE 2
COMMONWEALTH NON-GOVERNMENT SCHOOL CAPITAL GRANTS PROGRAM FUNDING⁵⁷

2025	\$242.8 million
2026	\$257.6 million
2027	\$266.5 million
2028	\$276.5 million
2029	\$285.9 million
2030	\$300.6 million
2031	\$310.6 million
2032	\$320.7 million
2033	\$330.6 million
2034	\$340.6 million

Commonwealth Department of Education Funding projections show that the Non-Government School Capital Grants Program will deliver a further \$1.09 billion to private schools between 2026 and 2029 and another \$1.6 billion between 2030 and 2034, with annual totals reaching \$340 million by 2034.

Over the decade from 2025 to 2034 Commonwealth capital funding contributions to private schools are scheduled to total almost \$3 billion (\$2.93 billion).

By comparison, in 2023, 3,498 public schools received zero capital works funding from the Commonwealth.

57 Funding projections as of July 14th, 2025 obtained from the Commonwealth Department for Education under FOI

9.

DISADVANTAGED PUBLIC SCHOOLS MISS OUT ON COMMONWEALTH INVESTMENT IN FAVOUR OF ADVANTAGED PRIVATE SCHOOLS

The Department of Education's guidelines for the private schools' Capital Grants Program state that "the CGP has a particular emphasis on assisting schools serving the most educationally disadvantaged students" and that "the CGP provides funding to assist non-government primary and secondary school communities to improve capital infrastructure where they otherwise may not have access to sufficient capital resources".⁵⁸

The Index of Community Socio-Educational Advantage (ICSEA) is a measure of student advantage based on the following formula:

ICSEA = SEA + Remoteness + Percent Aboriginal and/or Torres Strait Islander student enrolment.

This is used by ACARA to determine the level of Socio-Educational Advantage for each school in Australia.

ACARA calculates ICSEA scores to have a median of 1,000 and a standard deviation of 100, and states that "ICSEA values

typically range from approximately 500 (representing schools with extremely disadvantaged student backgrounds) to about 1,300 (representing schools with extremely advantaged student backgrounds)".⁵⁹

An ICSEA score of 1,100 places a school in the 85th percentile for socio-educational advantage, meaning that the school is more advantaged than 85% of schools in the country.

Official Commonwealth Department of Education figures show that the CGP has been accessed by dozens of wealthy private schools (within the top 15% of socio-educational advantage). Forty-eight private schools have received \$52.6 million in grants from the CGP in the three years from 2024 to 2026 alone, with \$19.8 million planned to be provided to these advantaged schools in 2026 alone.

Schools that received funds from the CGP under the former Coalition Government, include two of the wealthiest in the nation, Newington College and Loreto Normanhurst.⁶⁰

⁵⁸ Capital Grants Program Guidelines, <https://www.education.gov.au/school-funding/resources/capital-grants-program-guidelines> p.7

⁵⁹ Australian Curriculum, Assessment and Reporting Authority, Guide to understanding the Index of Community Socio-educational Advantage (ICSEA), 2023, accessed at: <https://dataandreporting.blob.core.windows.net/anrdataportal/SBD-Images/guide-to-understanding-icsea-values-2023.pdf>

⁶⁰ Department of Education, Capital grants for non-government schools, February 2026, accessed at: <https://www.education.gov.au/other-commonwealth-funding-schools/capital-grants-non-government-schools>

By comparison, the 2,206 public schools in the lowest 15% of socio-educational advantage have received derisory amounts of capital funding from the Commonwealth:

- 1,271 (61.1 %) received no Commonwealth capital funding in 2023
- Of the 935 public schools in the bottom 15% of socio-educational advantage who did receive capital works funding from the Commonwealth the average amount received was \$75,492 – almost one fourteenth of the average grant provided to private schools through the CGP in 2023 (\$1,098,334).

Grants provided to private schools in the top 15% of socio-educational advantage through the CGP between 2024 and 2026 are shown in the table at Appendix 4. They include the following examples:

St Mary’s Cathedral College Sydney

The inner-city Sydney school received a capital grant in 2024 of \$9.2 million.

The funding was allocated for the expansion and refurbishment of existing facilities and the conversion of four levels of a nine-storey office block purchased by Sydney Catholic Schools NSW for over \$100 million.⁶¹

The redevelopment, with a budget of \$19.7 million, is part of the creation of a second campus for the school. Planning documents show the work will deliver “*performance, presentation and fitness*” facilities for the school. This includes taking out a ceiling to create a double-floor height performance hub with dance/fitness studios and change facilities. There will also be flexible large group learning spaces and outdoor learning spaces.

Lindisfarne Anglican Grammar School

The school, which generated \$54.7 million in income in 2024 and an operating surplus of \$5.6 million, has received over \$13 million from the Federal Government in recent years, despite its wealth.

In 2026 the northern NSW school is receiving \$3 million for the extension of a two storey arts building to create three studios and a staff room plus the establishment of a purpose-built creative industries building.

In 2025 the school received a \$3 million grant for the construction of a science building. The Commonwealth also gave the school \$500,000 in 2023 for food technology learning areas and hospitality facilities, \$550,000 in 2020 for a kindergarten facility and \$6 million in 2019 for a middle school building.⁶²

61 Miletic,B. “Sydney school plans second campus in 9-storey heritage building”, Architecture and Design, June 2023. <https://www.architectureanddesign.com.au/editorial/industry-news/sydney-school-plans-second-campus>

62 Department of Education, Capital grants for non-government schools, February 2026, accessed at: <https://www.education.gov.au/other-commonwealth-funding-schools/capital-grants-non-government-schools>

The school also received \$1.5 million from the NSW Government for a new building in 2023/24.⁶³

The school has used the government funding to expand and upgrade its facilities, including a \$10 million “state of the art” Senior Centre and expanded Trades Skills Centre, which includes a large gymnasium, indoor 40 metre sprint track, hospitality and food technology kitchens and multi-purpose building with *“breathtaking panoramic views of the ocean”*.⁶⁴

In total, the school spent \$35.5 million on capital works between 2021 and 2023, according to the My School website. Another classroom building with an estimated cost of \$13 million is planned.⁶⁵

Arden Anglican School

This school on Sydney’s North Shore, which generated \$33.4 million in revenue in 2024 and an operating surplus of \$3.3 million, is receiving \$5 million in Commonwealth capital funding in 2026. The money is being used to contribute to the cost of a major redevelopment of its Beecroft campus, including the demolition of two neighbouring homes and a commercial building, the removal of 84 trees and the construction of two new two-storey buildings with general learning areas and music rooms plus an underground car park and play area.

The budget is not specified in documents lodged as part of its development application which state only that it is between \$5 and \$50 million.⁶⁶

The school, which completed a \$24 million upgrade of its Epping campus in 2020⁶⁷, has an ICSEA score of 1,173 which puts it in the top three per cent of socio-educational advantage.

Burgmann Anglican School

This ACT school, which generated \$49 million in revenue in 2024, is receiving \$1 million in Commonwealth funding in 2026 for the construction of a double gymnasium. The school already has two indoor sports centres.

The Commonwealth also provided the school with \$1 million in 2021 for a middle school design hub.

The school spent \$23.4 million on capital works between 2021 and 2023, according to My School data. Construction projects at the school are guided by a \$100 million masterplan.⁶⁸

63 NSW Department of Education, NSW Government Building Grants Assistance Scheme for Non-Government schools – 2023/24 Projects, accessed at: https://education.nsw.gov.au/content/dam/main-education/about-us/schooling---non-government-schools-unit/documents/7_Grants_Program_2023-24_project_list_Oct25.pdf

64 Doyle, J., “A new era begins at Lindisfarne”, August 4, 2025 <https://www.lindisfarne.nsw.edu.au/new-senior-centre-completed-a-new-era-begins-at-lindisfarne/>

65 Tweed Shire Council, Development Application, CDC 25/0206

66 Epm projects, Statement of Environmental Effects, Arden Anglican College, December 2025

67 Impact Group, Arden Secondary School, https://impactgroup.com.au/project/arden-secondary-school/#:~:text=The%20project%20had%20the%20following%20characteristics%20*,date%20January%202020%20*%20**Location%20Epping%2C%20NSW

68 Build&, Education Masterplan (EMP) Gungahlin, ACT <https://www.buildand.com.au/projects-1/education-masterplan-emp>

The Scots School Albury

In 2025 the Scots School in Albury was given \$1.2 million for the refurbishment of a junior school building. The funding is only a small part of the \$10 million the school is spending on the new building, which features a pavilion-style design, a large multi-use hall and *“dynamic learning streets”*.⁶⁹

The grant was provided despite the school having an annual income of over \$20 million in 2024. The median taxable income of school parents in that year was \$210,000.⁷⁰

The Fahan School, Tasmania

In 2024, one of the wealthiest schools in Tasmania, the Fahan School, was given \$350,000 towards the cost of the refurbishment of the Senior Boarding House. This work, completed last year, has transformed the building into a *“contemporary, flexible space for learning, wellbeing and connection”*, according to the school.⁷¹

The school, which is in the top 5% of socio-educational advantage in the nation, had a total income of \$29,145 per student in 2024, according to the My School website.

OneSchool Global NSW – Condobolin

In 2024, a \$512,000 grant was provided to the OneSchool Global organisation to upgrade its school in Condobolin in NSW which has 43 students. The grant was used to construct staff facilities and create a *“senior school maker space”*. The school is owned by the Plymouth Brethren Christian Church, also known as the Exclusive Brethren. While the school is not in the top 15% of Socio-Educational Advantage, Department of Education figures show the median taxable income of parents at the school in 2024 was \$230,000. The school used the grant to contribute to the \$2.1 million cost of the upgrade.⁷²

OneSchool also received a \$250,000 capital grant from the Federal Government in 2019.

69 Scots School, Newsletter term 3, Friday 27 September, 2004. accessed at: <https://www.scotsalbury.nsw.edu.au/newsletters/newsletter-term-3-friday-27-september-2024>

70 Department of Education, Senate Question on Notice No. SQ25-000649, November 2025

71 DFahan School, 'The Opening of Long View, September 17, 2025, <https://www.fahan.tas.edu.au/articles/2025-09-18-the-opening-of-long-view>

72 Baseline Projects, 'OneSchool Global Condobolin', accessed at: <https://baselineprojects.com.au/projects/oneschool-global-condobolin>



10.

CAPITAL FUNDING INEQUITY STATE BY STATE

New South Wales

KEY FINDINGS:

- Capital investment by private schools in NSW has outpaced investment in public schools by \$4.5 billion over the last decade and by \$1.2 billion in 2023 alone
- Students in the most advantaged private schools get twice the investment per student of students in the most disadvantaged public schools, a gap of \$2,411 per student and \$499 million per year, every year from 2014 to 2023
- 10 private schools spent more on capital investment over the last three years (\$903.4 million) than 513 of the most disadvantaged public schools in NSW (lowest quartile of SEA)
- The top 5 highest spending private schools for 2023 in NSW spent \$281,274,100 total capital that year– more than 3,581 public schools nationally (\$281,105,302).

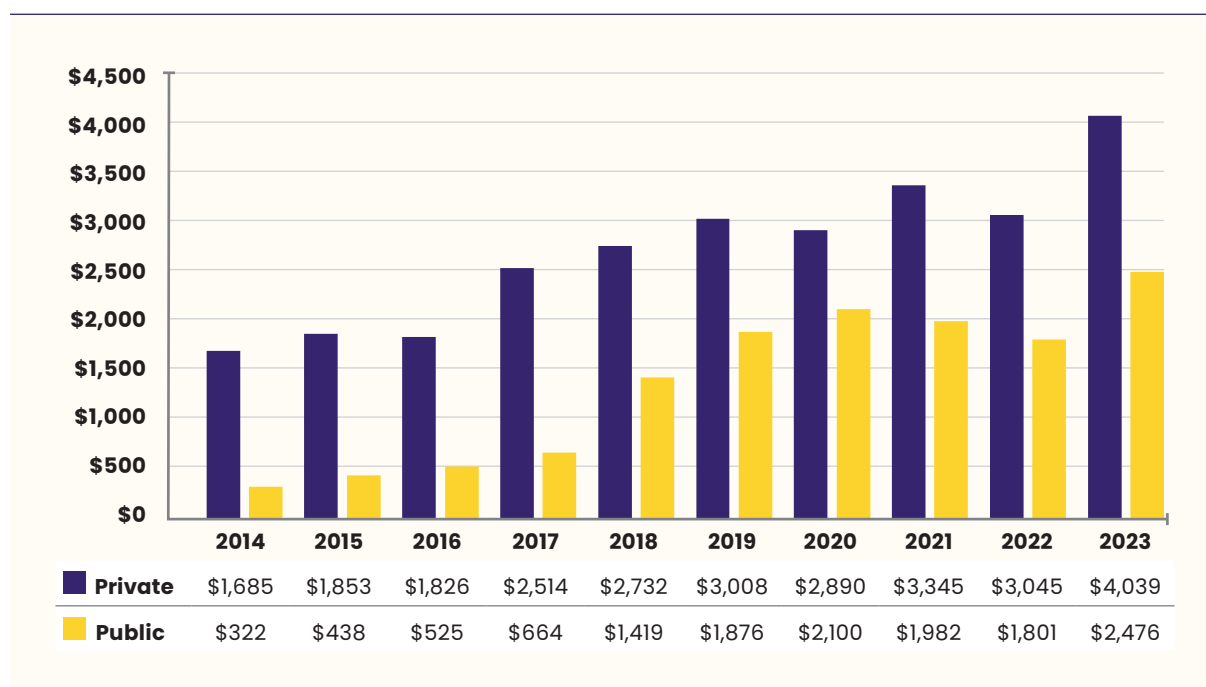


IN THE AEU'S STATE OF OUR SCHOOLS SURVEY NSW PRINCIPALS SAID:

- 24% of public schools in NSW do not have adequate classrooms to meet enrolment demand and need an average of 5.5 additional classrooms each
- 36% will run out of classroom space in the next 3–5 years
- 47% say the external maintenance of their school buildings is inadequate and 51% say internal maintenance is inadequate
- 52% say that the science facilities at their school are inadequate and 53% say their technology and design facilities are inadequate
- 48% say that their school has temporary/demountable classrooms in use with an average of 4.7 per school
- 60% say their school lacks purpose built structures to support the needs of students with disability
- 54% do not have enough space for small group tutoring programs
- 48% do not have enough space for dedicated counselling or therapy areas
- Only 35% of NSW public schools principals are able to offer the full curriculum with their current infrastructure.

DOCUMENTS ATTAINED FROM THE NSW EDUCATION DEPARTMENT SHOW THAT:

- There are currently 6,600 demountable classrooms in NSW public schools.

FIGURE 7**NEW SOUTH WALES CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014–2023**

From 2010 to 2013 the post financial crisis Building the Education Revolution program (BER) investment injected billions of dollars into public school infrastructure in NSW and almost resulted in NSW public schools briefly achieving parity with private

schools investment of \$3,997 per student in 2010. Once the BER concluded, the level of capital investment in NSW public schools deteriorated rapidly and fell to only \$322 per student in 2014.



FIGURE 8
NEW SOUTH WALES CAPITAL EXPENDITURE GAP BY SECTOR 2014-2023 (PRIVATE/PUBLIC)

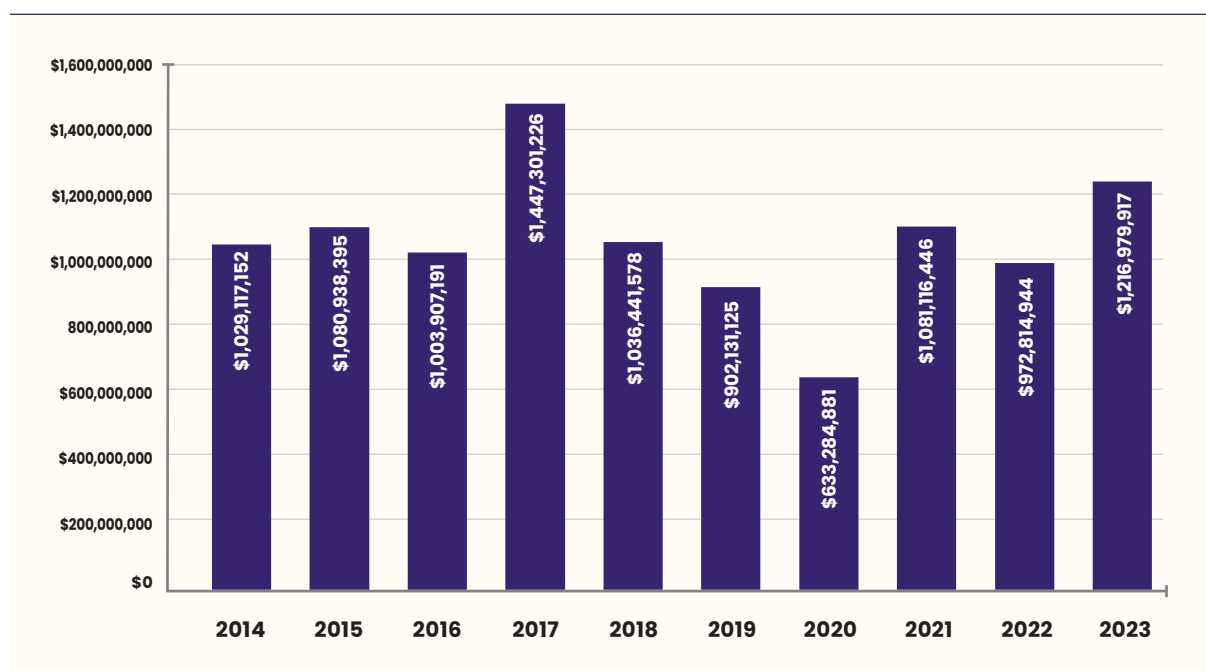
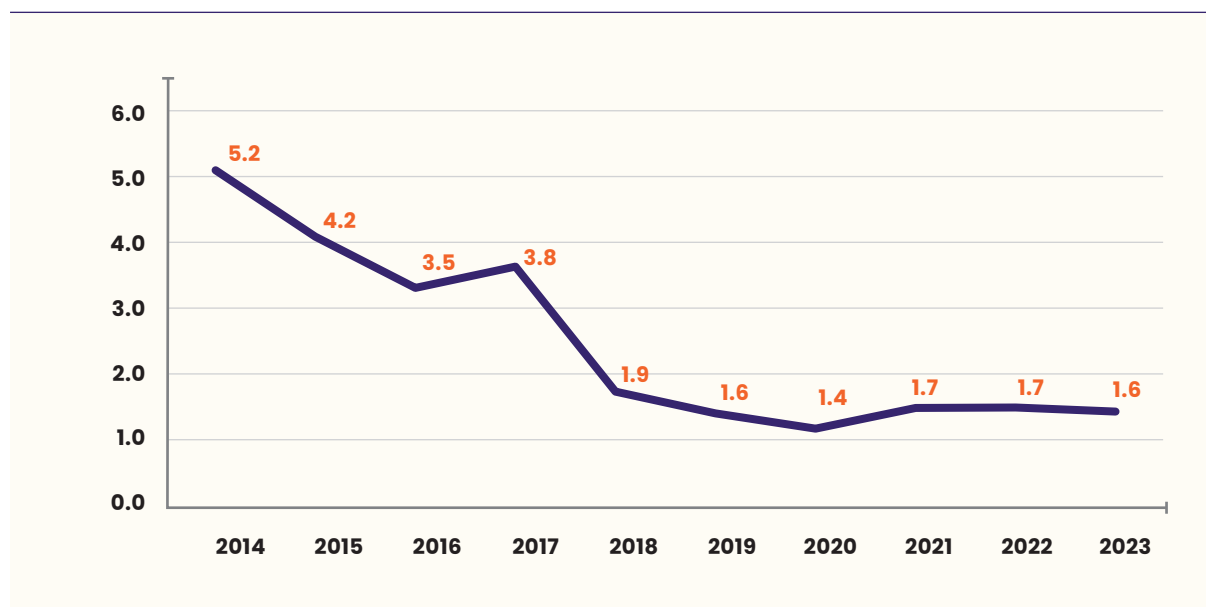


FIGURE 9
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)



The “ratio of inequity” between all private schools and all public schools reached 5.2 in 2014 (meaning that private schools invested more than 5 times the investment received by public schools) and the ratio remained close to 4 through to 2017.

From 2018 onwards the ratio declined to 1.9 (almost double) and from 2021 to 2023 it has stabilised at 1.6 – meaning that capital investment is 60% higher in private schools than public schools in NSW.

FIGURE 10
CAPITAL INVESTMENT IN NEW SOUTH WALES BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)

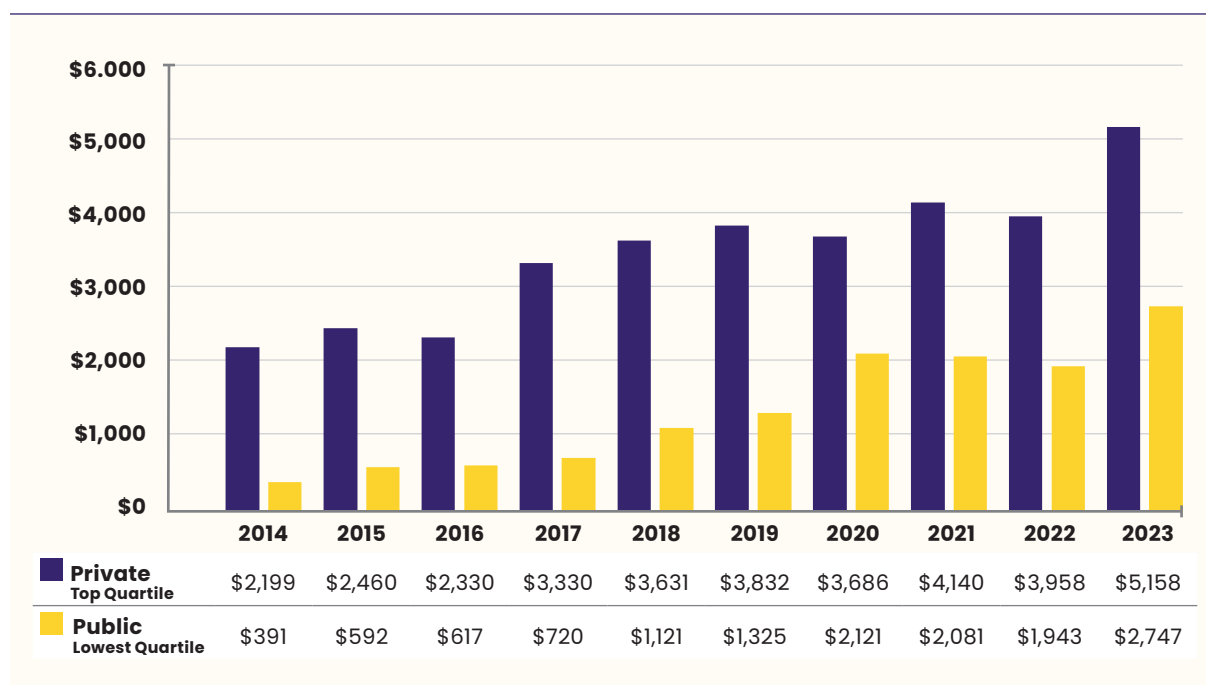
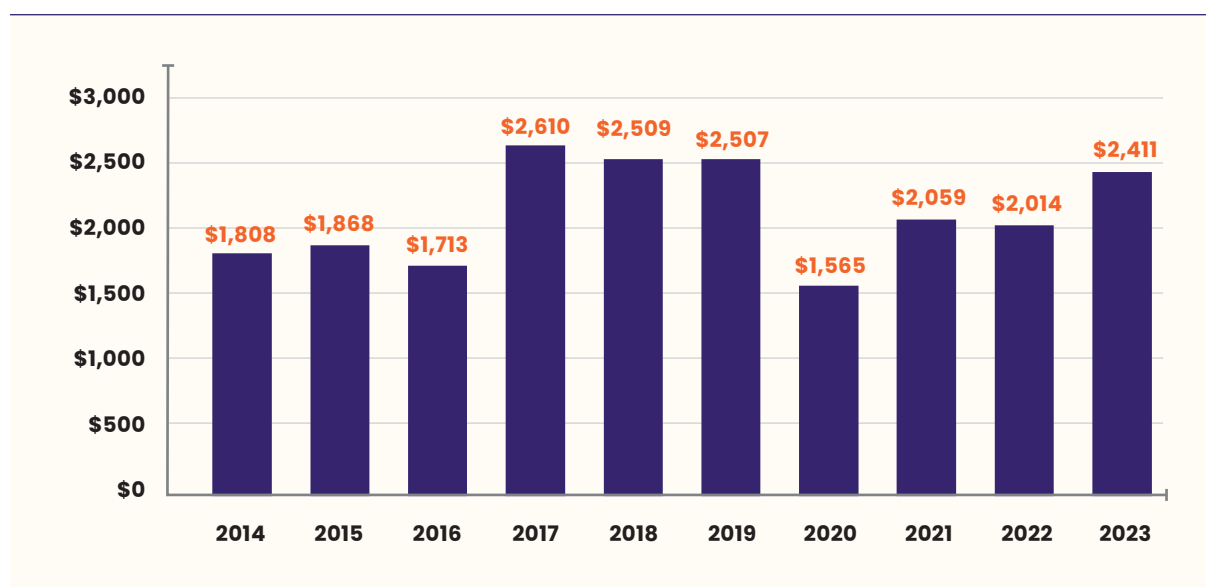


FIGURE 11
CAPITAL INVESTMENT \$ GAP PER STUDENT IN NEW SOUTH WALES BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)



Figures 10 and 11 show the investment gap between the most advantaged private schools in NSW (those in the top quartile of socio-educational advantage) and

the most disadvantaged public schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 11 shows the per student gap between the most socio-educationally advantaged (high SEA) private schools and the most socio-educationally disadvantaged (low SEA) public schools. In 2023, the per student gap between the most advantaged private schools and the most disadvantaged public schools was \$2,411 per student and over \$499 million across all public schools in the lowest quartile of socio-educational advantage in NSW. Over the decade from 2014 to 2023 the total gap is \$4.5 billion.

Although the ratio between the most advantaged private schools and the most disadvantaged public schools in NSW has declined over the decade it still remains at 1.9 – meaning that the most advantaged private schools students are benefitting from almost twice the capital investment of their least advantaged peers in public schools.

Some private schools in NSW regularly spend more on capital works than hundreds of disadvantaged public schools combined

Scots College

Scots College spent at least \$60 million on a new student centre designed to look like a castle in *“the Scottish Baronial style of the 16th Century and as revived in the 19th Century.”*⁷³

To ensure the exterior concept remained true to its heritage, the College engaged Dr Alistair Disley, a globally recognised expert in Scottish architecture, to provide an extensive report and recommendations that were incorporated to ensure the design concept remained true in its representation of the style.⁷⁴

In the Winter 2023 school newsletter, the school’s principal said:

*“We are in the final stages of completing an amazing building in the College – the John Cunningham Student Centre. Contained within its walls are spiral staircases, gigantic bronze-encasement windows, imaginative spaces, viewing platforms, safe spaces and beautiful sandstone and timber elements not seen in most buildings today.”*⁷⁵

His description of the new library and wellbeing centre evoked the heroes of Celtic mythology to explain by the school was pursuing such an ostentatious and expensive project. He said:

“It is a quest for excellence – full of mountain tops, failures, detours, dragons and knightly companions – that is forefront of mind when we build castles not office blocks.”

⁷³ Carroll L., Inside this Sydney private school’s \$60 million castle, 2025, (SMH)

⁷⁴ The Scots College, John Cunningham Student Centre, accessed at: <https://scots.college/about-scots/reinventing-education/john-cunningham-student-centre/>

⁷⁵ The Lion & Lang Syne, Winter 2023, Vol 34, Issue 01, The Scots College, p.2 accessed at: https://scots.college/wp-content/uploads/TSC_974409_The-Lion-Lang-Syne-Winter-2023_web_v2.pdf

The fantasy is extended to one of swashbuckling sea exploration in the principal's description of the extensive student services to be housed in the new building.

“Level 1 of the John Cunningham Student Centre is infused with an underwater theme. Consider shipbuilding, a coral reef, the excitement of discovery, and the experiences of failure and success. This level is dedicated to a variety of services, including counselling, careers, sport and co-curricular activities, and pastoral and allied health services.”

The Centre also features a large stone sculpture of a lion, which is *“synonymous with the College throughout its 130-year history, [and] has appeared in relief on many buildings but never in three dimensions – until now”*, carved from a single block of Sydney sandstone.⁷⁶

St Catherine's School, Sydney

Mayoh Architects were engaged by St Catherine's School to produce a Campus Masterplan as well as the Research, Performing Arts & Aquatic Centre (RPAC). This integrated complex comprises of a 12-lane indoor swimming pool and adjacent learn to swim pool, a state of the art 500 seat theatre with fly tower and orchestra pit, a multipurpose hall which doubles as a large foyer to the theatre and a double story research centre. The project was completed in 2022 at a total cost of \$48 million.⁷⁷

Cranbrook School

In 2022, amid a construction boom in the independent school sector, Cranbrook completed a \$125 million building revamp – including an aquatic centre, a theatre, a chapel, an assembly hall and a basement car park. Cranbrook's new sandstone encased five-storey building, which includes 25 classrooms, a double-height orchestra room, a 275-seat drama theatre, a sports hall, an indoor Olympic-sized pool and a gymnasium, was opened by NSW Governor Margaret Beazley in October 2022.

The upgrade consists of 20,000sqm of new teaching and learning spaces, learning and dining commons, sports and arts facilities and significant landscape architecture, including a *“new external learning courtyard and a broad sunny terrace”*.⁷⁸

⁷⁶ ibid

⁷⁷ PD Mayoh Architects, St Catherine's School Waverly, accessed at: <https://www.archify.com/au/project/st-catherine-s-school>

⁷⁸ Architectus, Cranbrook School – Learning Spaces, accessed at: <https://architectus.com.au/projects/cranbrook-school-learning-spaces/>

Barker College

In December 2023, \$161 million of new building projects were approved for Barker College. These include a new co-curricular Performing Arts and Exam Centre and a new Aquatic and Tennis Centre including an Olympic sized indoor pool and roof-top tennis courts.⁷⁹

By comparison:

- The \$394 million spent by these four private schools on the projects described above is more than the combined amounts that 800 of the most disadvantaged public schools in NSW received in capital funding in 2023. Those 800 schools educate a total of 203,708 students
- The \$161 million spent by Barker College on a new co-curricular Performing Arts and Exam Centre and a new Aquatic and Tennis Centre including an Olympic-sized indoor pool and roof-top tennis courts is more than the total capital investment received by 545 low SEA public schools in NSW educating 87,299 students in 2023
- The \$125 million spend by the Cranbrook School on its 20,000sqm of new teaching and learning spaces, learning and dining commons, multi-use assembly hall, chapel, indoor basketball courts, gymnasium, an indoor Olympic-sized swimming pool, underground car park and significant landscape architecture is more than 615 low SEA public schools in NSW educating 111,274 students received in capital works funding in 2023
- The \$60 million spent by Scots College on their medieval Scottish Castle is more than 477 low SEA public schools in NSW educating 66,177 students received in capital works funding in 2023.

⁷⁹ Barker College, Our Master Plan, accessed at: <https://www.barker.college/about-barker/our-master-plan/>

One private school in NSW spent more on capital works than nearly 2,500 public schools nationally in 2023

The top 5 highest spending private schools for 2023 in NSW spent \$281,274,100 that year – more than 3,581 public schools spent nationally (\$281,105,302)

The top 10 highest spending private schools in NSW spent \$409,302,555 in capital investment in 2023 – more than 4,041 public schools nationally (\$409,200,529)

Monte Sant' Angelo Mercy College spent a total of \$96,705,913 on capital projects in 2023, with the largest spend being \$48.9 million on its Scientia Terrace project. This is:

- More than 2,474 public schools across Australia received in capital investment in 2023 (\$96,655,112)
- More than 38.6% of public schools in Australia
- 412 times the per student investment of these 2,474 public schools (490,683 students in 2,474 public schools compared to 1,190 students at Monte Sant' Angelo)
- More than the total investment in 906 NSW public schools combined (\$96,597,557) that educate a total of 151,332 students.

Establishing capital investment equity is a federal responsibility

Looking at the ratio of capital expenditure across NSW by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it. The safe Labor seat of Chifley has the highest ratio of inequity in NSW, with private schools spending 6.4 times the amount of capital investment that public schools have received over the last decade. This capital spending gap in Chifley from 2014 to 2023 is \$571 million on a per student basis.

The Independent held seat of Wentworth has the second highest gap, with a ratio of 6.0 over the last decade and a total per student gap of \$445.5 million.

Shadow Education Minister Julian Leeser's seat of Berowra has the third highest equity gap in NSW, with a ratio of 5.1. This is a per student investment gap of \$582.7 million over the decade to 2023.

There are only three electorates in New South Wales where public schools have received equal or more capital investment than private schools over the decade to 2023 – Richmond, Eden-Monaro and Sydney.

NSW Education Minister Prue Car is on record as saying that as the state tried to close the student funding gap for public schools, "in parallel, the Commonwealth should consider long-term funding for school infrastructure, as recommended in the original Gonski review".⁸⁰

80 Groch S. and Carroll L., These five private schools spent more on capital works than 3300 public schools, The Age 2024 (The Age 23/2/24)

The NSW Government has also made a strong case for Commonwealth capital funding for public schools in its submission to the Review to Inform a Better and Fairer Education System in 2023:

“The number of students with additional learning and support needs across all school settings continues to grow and many have more complex needs. Capital funding remains a crucial lever to facilitate such supports, in alignment with a key recommendation from the Gonski Review. This must be considered in the next NSRA if we are to lift outcomes and create inclusive educational environments for students with disability.”⁸¹

Public school principals in NSW describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between public and private schools is laid bare by NSW public school principals in their responses to the AEU’s 2025 State of Our Schools Survey.

“The only true bricks and mortar building on site is our library, built with Building the Education Revolution funding in 2011.”
Principal, city primary school

“There is no air-conditioning in the library or any classrooms. Teachers bring in their own heaters.”

Principal, inner regional secondary school

“The lack of infrastructure spending is appalling and makes it impossible to compete with new builds and upgrades carried out by local independent schools.”

Principal, city primary school

“No permanent library. Hall is too small to use for sport. Nowhere for music, drama or science as we have no spare learning spaces.”

Principal, inner regional primary school

“30 years of complete and utter neglect... Threadbare carpets, missing security screens, cracked and damaged concrete, flaking paint, damaged doors, incorrect security locks for emergency situations and inadequate office areas for staff.”

Principal, remote combined school

⁸¹ NSW Department of Education, Review to Inform a Better and Fairer Education System, August 2023, accessed at: <https://www.education.gov.au/review-inform-better-and-fairer-education-system/consultations/review-inform-better-and-fairer-education-system-consultation-paper/submission/17767>

"There are classrooms with peeling paint on the walls/ceilings. The toilets are a particular disgrace. The school has refurbished storage rooms as teaching spaces with the GA (general assistant) doing all the painting and laying of carpet squares."

Principal, city primary school

"We are fortunate that the P&C and community have in the past built us a computer room, a music room, a performing arts room (also used for music as well) and a small kitchen/activities room. However, the Department of Education claims we should not have these specialist rooms and at times have suggested that we should use them as classrooms."

Principal, city primary school



Victoria

KEY FINDINGS:

- Capital investment by private schools in Victoria has outpaced investment in public schools by \$10.8 billion over the last decade and by \$1.4 billion in 2023 alone
- Students in the most advantaged private schools get twice the investment per student of students in the most disadvantaged public schools, a gap of \$2,989 per student and \$239 million per year each year
- The top 5 highest spending private schools in Victoria spent \$296,648,970 total on capital works in 2023 – more than 1,221 public schools in Victoria combined (\$296,323,684). This means that five schools alone spend more than 79% of all public schools in Victoria
- The top 10 highest spending private schools in Victoria spent \$434,461,720 total capital in 2023 – more than 4,262 public schools nationally (\$434,398,975). That means that ten schools alone spend more than 63.4% of all public schools nationally.

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY VICTORIAN PRINCIPALS SAID:

- 27% of public schools in Victoria do not have adequate classrooms to meet enrolment demand and need an average of 5.5 additional classrooms each
- 44% will run out of classroom space in the next 3–5 years
- 43% say the external maintenance of their school buildings is inadequate and 41% say internal maintenance is inadequate
- 47% say that the science facilities at their school are inadequate and 51% say their technology and design facilities are inadequate
- 66% say that their school has temporary/demountable classrooms in use with an average of 9.6 per school
- 63% say their school lacks purpose built structures to support the needs of students with disability
- 48% do not have enough space for small group tutoring programs
- 52% do not have enough space for dedicated counselling or therapy areas
- Only 24% of Victorian public schools principals are able to offer the full curriculum with their current infrastructure.

DOCUMENTS ATTAINED FROM THE VICTORIA EDUCATION DEPARTMENT SHOW THAT:

- In August 2023 there were 5,761 demountable classrooms in Victoria public schools.

Over the last decade the level of capital investment in Victoria public schools has increased from \$456 per student in 2014 to \$2,197 per student in 2023.

However, this is still less than half the capital investment of \$4,421 per student made by private schools in Victoria in 2023.

FIGURE 12

VICTORIA CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014-2023

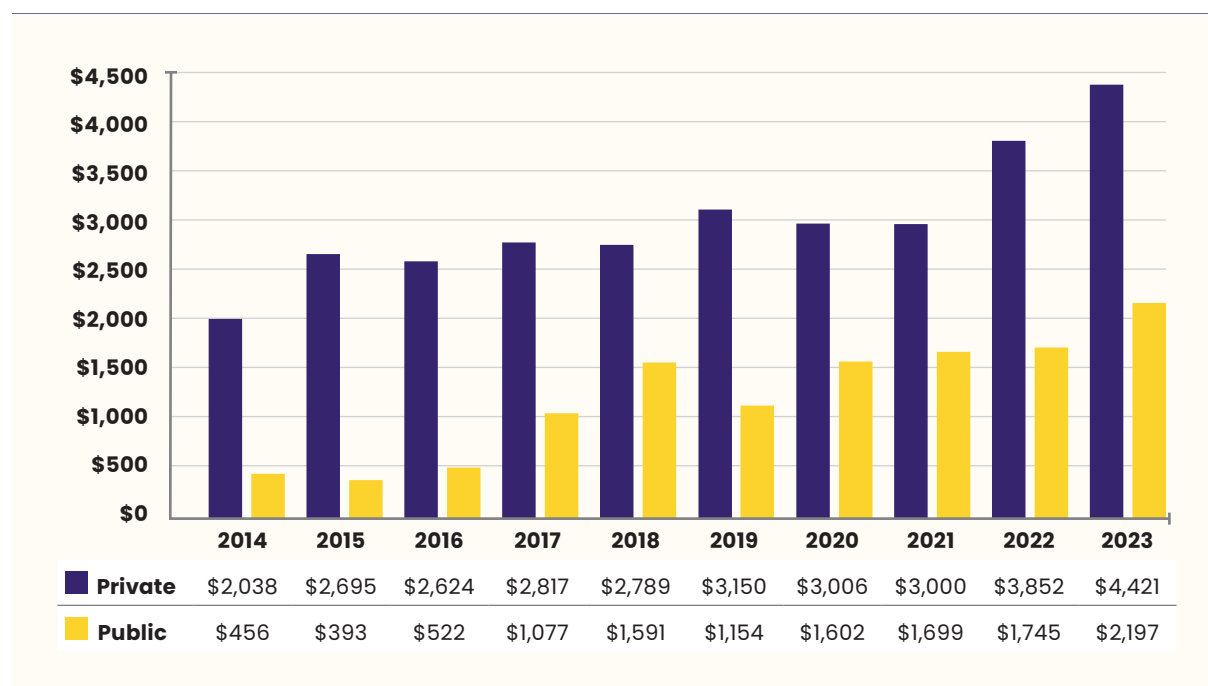


FIGURE 13

VICTORIA CAPITAL EXPENDITURE GAP BY SECTOR 2014-2023 (PRIVATE/PUBLIC)

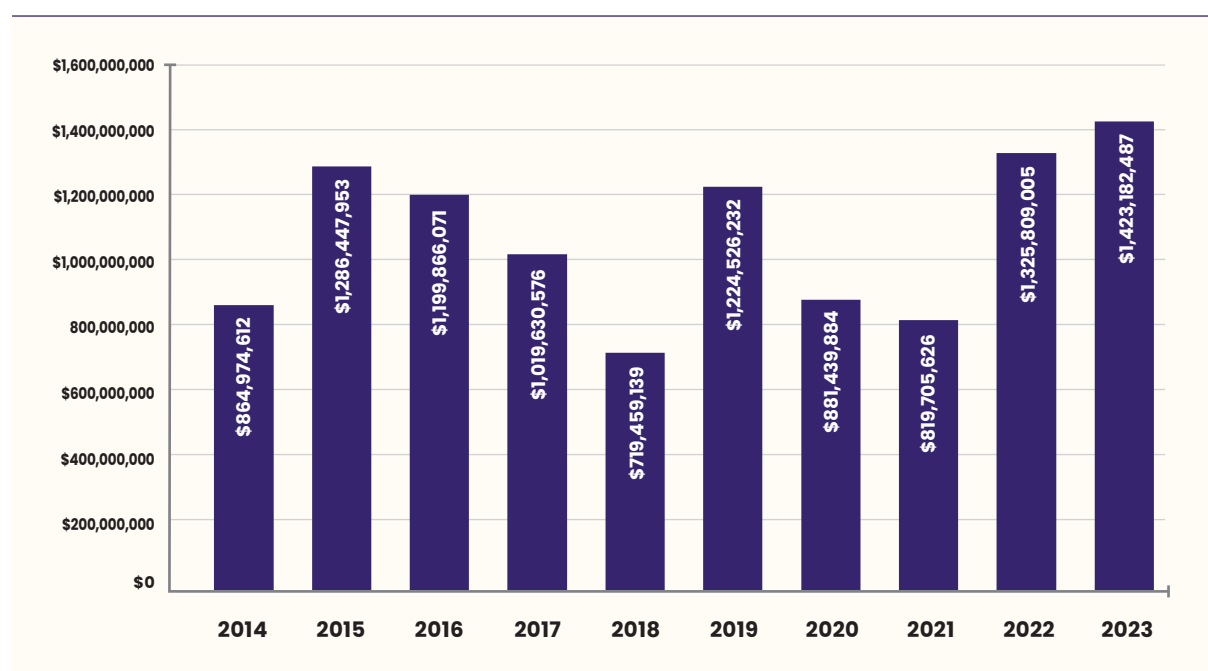
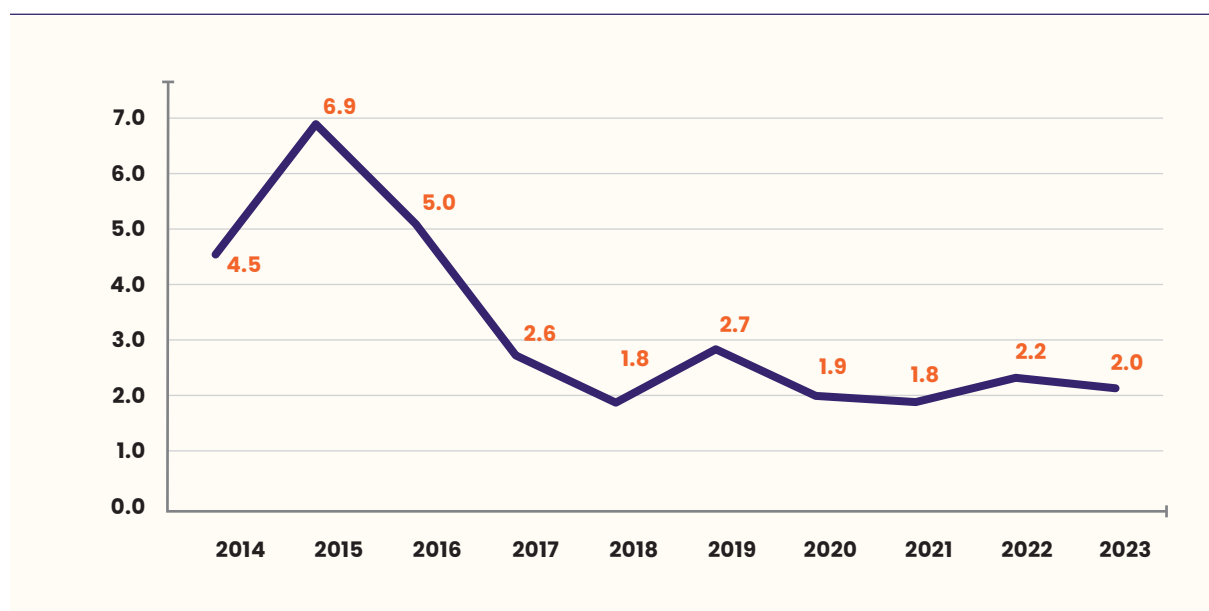


FIGURE 14
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)



The “ratio of inequity” between all private schools and all public schools reached a peak of 6.9 in 2014 (meaning that private schools invested almost 7 times the investment received by public schools).

The ratio declined to 1.8 in 2018 from 2020 to 2023 and has stabilised to around 2.0 – meaning that capital investment in private schools in Victoria is twice that of public schools.



FIGURE 15
CAPITAL INVESTMENT IN VICTORIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE
(HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)

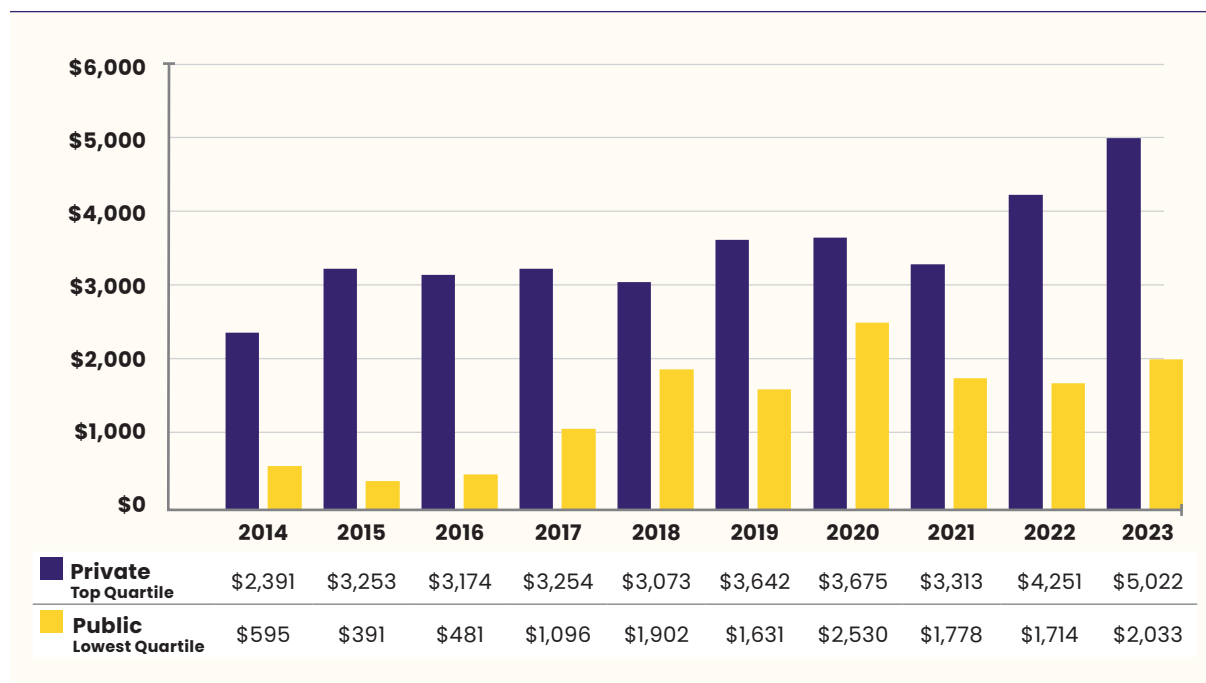
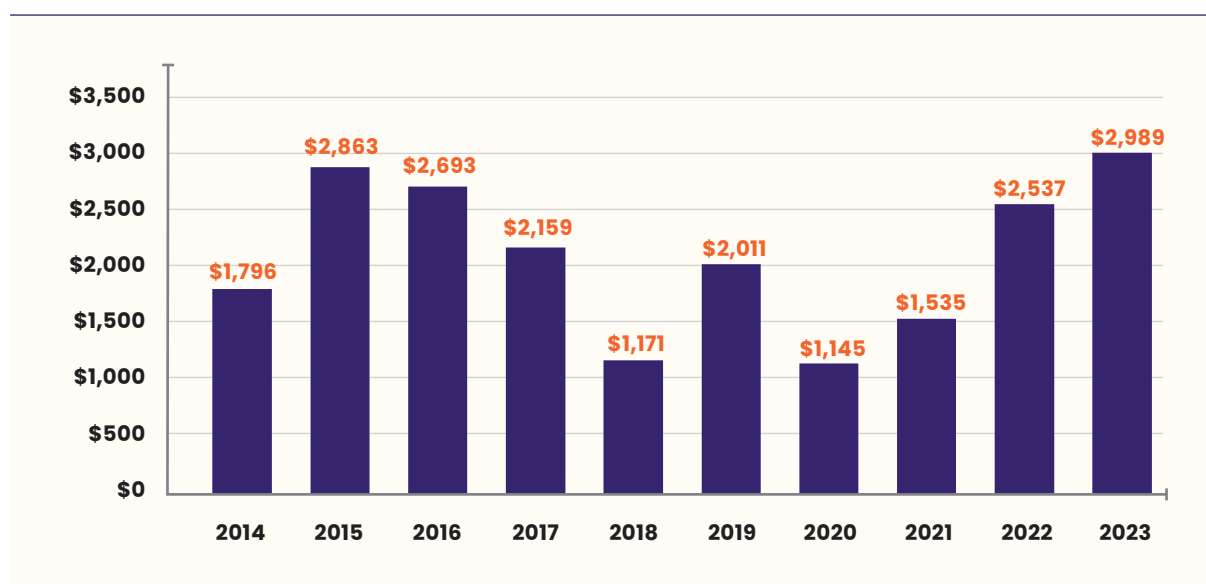


FIGURE 16
CAPITAL INVESTMENT \$ GAP PER STUDENT IN VICTORIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)



Figures 15 and 16 show the investment gap between the most advantaged private schools in Victoria (those in the top quartile of socio-educational advantage) and the most disadvantaged public schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 16 shows the per student gap between the most advanced private schools and the most disadvantaged public schools. In 2023 the per student gap between the most advantaged private schools and the most disadvantaged public schools was \$2,989 per student and over the last decade the gap per student totals \$20,899.

In 2023 the total gap across public schools in the lowest quartile of socio-economic advantage in Victoria was \$239 million. Over the decade from 2014 to 2023 the total gap is \$1.67 billion.

Although the ratio between the most advantaged private schools and the most disadvantaged public schools in Victoria has declined over the decade it still remains at 2.5 – meaning that the most advantaged private schools students are benefitting from two and a half times the capital investment of their least advantaged peers in public schools.

Some private schools in Victoria regularly spend more on capital works than hundreds of disadvantaged public schools combined

In total, the top 10 highest spending private schools in Victoria spent \$434,461,720 total on capital works in 2023 – more than 4,117 public schools nationally (\$434,149,675).

The top 5 highest spending private schools in Victoria⁸² spent \$296,648,970 total on capital works in 2023 – more than 3,645 public schools nationally (\$296,444,482).

St Kevin's College

The highest capital spending private school in Australia, St Kevin's College, a boys school in Melbourne, spent \$133,311,497 on capital works in 2023. This is:

- More than 2,768 (or 43.1%) public schools across Australia received in capital investment in 2023 (\$133,175,849)
- 278 times the per student investment of these 2,768 public schools (589,902 students in 2,768 public schools compared to 2,122 students at St Kevin's)
- More than the total investment in 937 Victorian public schools combined (\$133,229,127) that educate a total of 290,867 students
- More than double what public schools in Tasmania and the Northern Territory combined received for capital expenditure in 2023 (\$61,278,265).

⁸² St Kevin's College, Caulfield Grammar, Bacchus Marsh Grammar, Marymede Catholic College and Presbyterian Ladies College

The major building projects undertaken at the school in 2023 included a two-stage expansion of its junior campus, called the Glendalough project. That delivered new sporting facilities, an athletic track and a “very large playground”, STEM classrooms, a health centre and open atrium along with collaborative spaces for learning, an administration building and underground car park.⁸³

Also completed that year was a lavish fit-out and extension of the Kearney and McCarthy buildings at the school’s Heyington campus. That included the full refurbishment of the library, staff study, meeting rooms and the creation of a new staff study area, kitchen meeting rooms, bathrooms and upgraded office spaces. A foyer extension “features a striking new brick façade, statement window shrouds, upgraded windows, walkway, seating area and refined internal finishes, including flooring, entry matting, wall panelling, mirrors and services.”⁸⁴

Over a three year period (2021-2023) St Kevin’s College spent over \$150 million on capital works, the highest amount in the nation.

Presbyterian Ladies College Burwood

PLC has recently opened the Joan Montgomery Centre, an aquatic and sports complex which includes a state-of-the-art sports hall with three full-sized sports courts catering to netball, basketball, badminton, and volleyball; a 50m, 8-lane competition pool built to FINA standards, with flexible seating for up to 470 students, a learn-to-swim pool, and diving facilities; a fully equipped gymnasium with separate spaces for spin, free weights, and cardio, plus a dedicated gymnastics hall; flexible multi-function space.⁸⁵

The Centre was opened in March 2025 with the total cost of construction coming in at \$85 million.

Over the three years to 2023 PLC has received over \$33 million⁸⁶ in Commonwealth funding in addition to fees of over \$43,000 per student. The unusually high levels of Government funding received by PLC were the subject of a review of Commonwealth funding to the school.⁸⁷

83 St Kevin’s College 2023 Annual Report to the School Community, accessed at: <https://stkevins.s3.ap-southeast-2.amazonaws.com/public-images/Policies/2023-SKC-Annual-Report-FINAL.pdf>

84 Building Engineering, ‘Presenting the St Kevin’s College Kearney and McCarthy Building fit-out and foyer’ December 2023, accessed at: <https://www.buildingengineering.com.au/article/presenting-the-st-kevins-college-kearney-and-mccarthy-building-fit-out-and-foyer-extension/>

85 ADCO Construct, Joan Montgomery Centre, accessed at: <https://www.adcoconstruct.com.au/case-study/plc-sports-aquatic-and-fitness-centre/>

86 PLC Melbourne, The Opening of the Joan Montgomery Centre, March 2025, accessed at: <https://www.plc.vic.edu.au/news/the-opening-of-the-joan-montgomery-centre>

87 Towell, N., Private School with \$85 million pool gets all-clear for federal cash, May 2025, accessed at: <https://www.theage.com.au/national/victoria/private-school-with-85-million-pool-gets-all-clear-for-federal-cash-20250528-p5m2xc.html>

Methodist Ladies College

MLC is planning a 23,000 square metre physical education and sports precinct including an aquatics centre featuring a 50m Olympic-size pool that can be divided into two 25m pools, along with a learn-to-swim pool with “large arched windows that will connect the swimming halls to the landscape.”

The project includes a multipurpose hall and a dedicated gymnasium with high-level windows to “provide views of the escarpment”. It will include integrated learning and wellbeing spaces, including sports science classrooms, strength and conditioning facilities and studios for activities like Pilates and dance.⁸⁸

The precinct will include outdoor multipurpose courts and a 225-space underground carpark with EV charging.

Phase 1 of construction including the aquatic centre, athletics hub, outdoor courts, and an enhanced Junior School playground began in 2025.⁸⁹

One private school in Victoria spent more on capital works than 3,600 public schools nationally

The top 5 highest spending private schools in Victoria⁹⁰ educate 12,477 students and spent \$296,648,970 in total capital expenditure in 2023. This expenditure was more than the capital investment received by 3,600 public schools that educate 944,328 students nationally (\$296,478,049).

On a per student basis these five schools are spending 75.7 times more than the 3,600 public schools.

The top 10 highest spending private schools in Victoria spent \$434,421,760 in total capital expenditure in 2023 – more than 4,068 public schools nationally (\$434,217,827).

The highest spending school in Victoria, St Kevin’s College in Toorak, spent a total of \$133.3 million on capital works in 2023. This alone is:

- More than 947 public schools in Victoria combined received in capital investment in 2023 (\$133,037,288)
- Those 947 schools educate a total of 151,332 students; 71.3 times more than the 2,122 students enrolled at St Kevin’s
- St Kevin’s spent more on capital works in 2023 than 64.3% of public schools in Victoria combined
- More than double what all public schools in Tasmania and the Northern Territory combined received for capital expenditure in 2023 (\$61,278,265)
- More than 249 of the most disadvantaged public schools in Victoria (\$132,236,692).

There are 252 public schools in the lowest socio-educational advantage quartile in Victoria and St Kevin’s spent 98.8% more on capital works in 2023 than these schools received.

⁸⁸ Kapitol, Methodist Ladies College – Physical Education and Sport Precinct, accessed at: <https://www.kapitol.com/our-projects/education/methodist-ladies-college-physical-education-and-sport-precinct>

⁸⁹ Methodist Ladies’ College, MLC Announces Builder Appointment for Transformative Physical Education and Sport Precinct, December 5th 2024

⁹⁰ St Kevin’s College, Caulfield Grammar, Bacchus Marsh Grammar, Marymede Catholic College and Presbyterian Ladies College St Kevin’s College, Caulfield Grammar, Bacchus Marsh Grammar, Marymede Catholic College and Presbyterian Ladies College

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across Victoria by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it. The Independent held seat of Kooyong has the highest ratio of inequity in Victoria, with private schools spending 10.1 times the amount of capital investment that public schools have received over the last decade. This is equal to \$764.6 million over the decade and is the highest rate of capital spending inequity in Australia.

The marginal Labor seat of Chisholm has the second highest gap, with a ratio of 5.7 over the last decade and a total per student gap of \$656.5 million.

The inner city Melbourne seat of Cooper is the only electorate in Victoria where public schools have received equal capital investment to private schools over the decade to 2023.

Victorian Education Minister Ben Carroll has called for the Commonwealth to step up on capital investment for the state's public schools, saying: "While we've made unprecedented investments in school capital in the past nine years, we shouldn't have to go it alone."⁹¹

Public school principals in Victoria describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between public and private schools is laid bare by Victorian public

school principals in their responses to the AEU's 2025 State of Our Schools Survey:

"Only one specialist space for some subjects (eg woodwork) mean we are limited in how we run these classes. We have a small compulsory program at one year level and few options in the senior years."
Deputy principal, major city secondary school

"The toilets are outdated and the septic tank has a disgusting smell even when maintained and emptied and this is what office staff and visitors can smell."
Principal, outer regional primary school

"The school was built for 30 kids but we have 97 now. We have one middle space that is our art, library, assembly and science room."
Principal, inner regional primary school

⁹¹ Groch S., and Carroll L., These five private schools spent more on capital works than 3300 public schools, February 2024, accessed at: <https://www.smh.com.au/national/victoria/these-five-private-schools-spent-more-on-capital-works-than-3300-public-schools-20240221-p5f6pa.html>

"We don't have any air conditioning. In the summer some rooms get up to 35 degrees. It's a health and safety issue and impossible for adults or children to work."

Deputy principal, major city primary school

"Walls were installed last year into our open plan learning spaces. The change had an immediate impact on learning."

Deputy principal, major city primary school

"Concerns remain around the presence of asbestos in older sections of the school, which poses a potential hazard and creates ongoing anxiety for the school community. The toileting facilities are in a disgraceful condition and do not meet the needs of students, with hygiene, privacy, and accessibility all falling well below acceptable standards."

Deputy principal, major city primary school

"We are running out of classrooms. We have lots of students with challenging behaviours who have better outcomes if you can give them a little space."

Principal, outer regional special school

"We are mandated to offer the full curriculum but don't have access to most of the necessary facilities. We spend money hiring access to theatres, music studios, event spaces, etc. We borrow equipment and do online alternatives that are inadequate replacements. Our teachers use their own homes and equipment to run food studies."

Deputy principal, major city primary/secondary school

"The ageing main school building (151 years old) and inadequate administration facilities present both health and safety risks for staff and students. Issues with mould, water leakage, unsafe heating, and insufficient storage not only disrupt learning and administration but also compromise the wellbeing of the school community."

Deputy principal, major city primary school

"The school council has had to purchase three demountables to accommodate our classes. These are not Department issue. The cost for utilities, cleaning, maintenance is covered by school council."

Principal, major city primary school

Queensland

KEY FINDINGS:

- Capital investment by private schools in Queensland has outpaced investment in state schools by \$8.4 billion over the last decade and by \$1.1 billion in 2023 alone
- Students in the most advantaged private schools get more than twice the investment per student of students in the most disadvantaged state schools, a gap of \$2,313 per student
- The top 5 highest spending private schools in Queensland spent \$117,031,125 total on capital works in 2023 – more than 874 state schools in Queensland combined (\$116,702,082). This means that five schools alone spent more than 72% of all state schools in Queensland
- The top 10 highest spending private schools in Queensland spent \$203,827,491 in total capital expenditure in 2023 – more than 1,010 public schools nationally (\$202,973,551). That means that ten schools alone spent more than 84.0% of all state schools in Queensland.

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY QUEENSLAND STATE SCHOOL PRINCIPALS SAID:

- 19% of state schools in Queensland do not have adequate classrooms to meet enrolment demand and need an average of 4.7 additional classrooms each
- 37% will run out of classroom space in the next 3–5 years
- 56% say the external maintenance of their school buildings is inadequate and 61% say internal maintenance is inadequate
- 51% say that the science facilities at their school are inadequate and 54% say their technology and design facilities are inadequate
- 59% say that their school has temporary/demountable classrooms in use with an average of 5.7 per school
- 66% say their school lacks purpose built structures to support the needs of students with disability
- 55% do not have enough space for small group tutoring programs
- 59% do not have enough space for dedicated counselling or therapy areas
- Only 39% of Queensland public schools principals are able to offer the full curriculum with their current infrastructure.

A RECENT FREEDOM OF INFORMATION REQUEST TO THE QUEENSLAND DEPARTMENT OF EDUCATION REVEALED THAT:

- There are 2,861 demountable buildings in Queensland state schools.

The level of capital investment in Queensland state schools has increased from a low of \$449 per student in 2017 to \$1,486 per student in 2023.

However, this is only 42% of the capital investment of \$3,515 per student made by private schools in Queensland in 2023.

FIGURE 17
QUEENSLAND CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014–2023

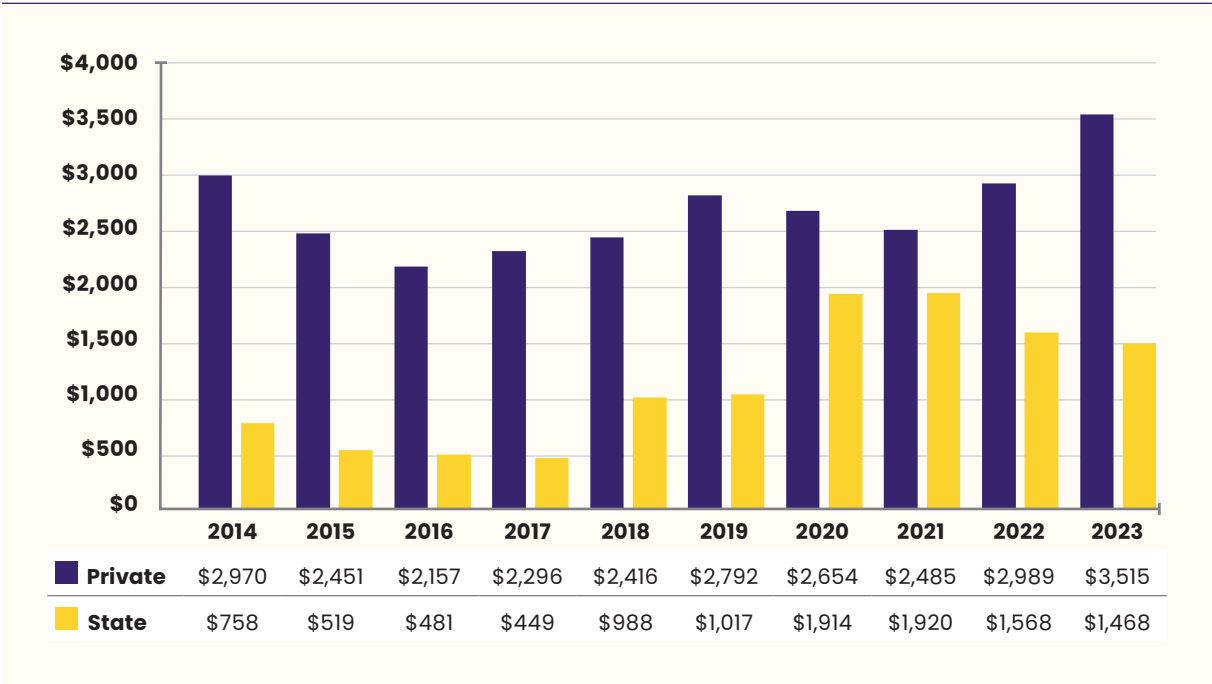


FIGURE 18
QUEENSLAND CAPITAL EXPENDITURE GAP BY SECTOR 2014–2023 (PRIVATE/STATE)

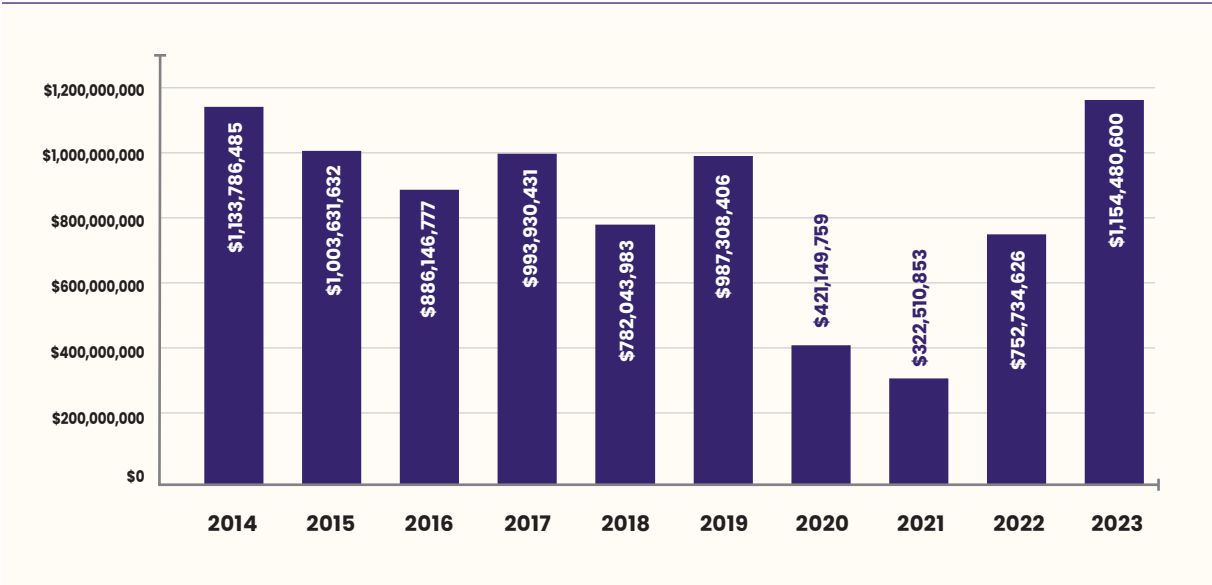
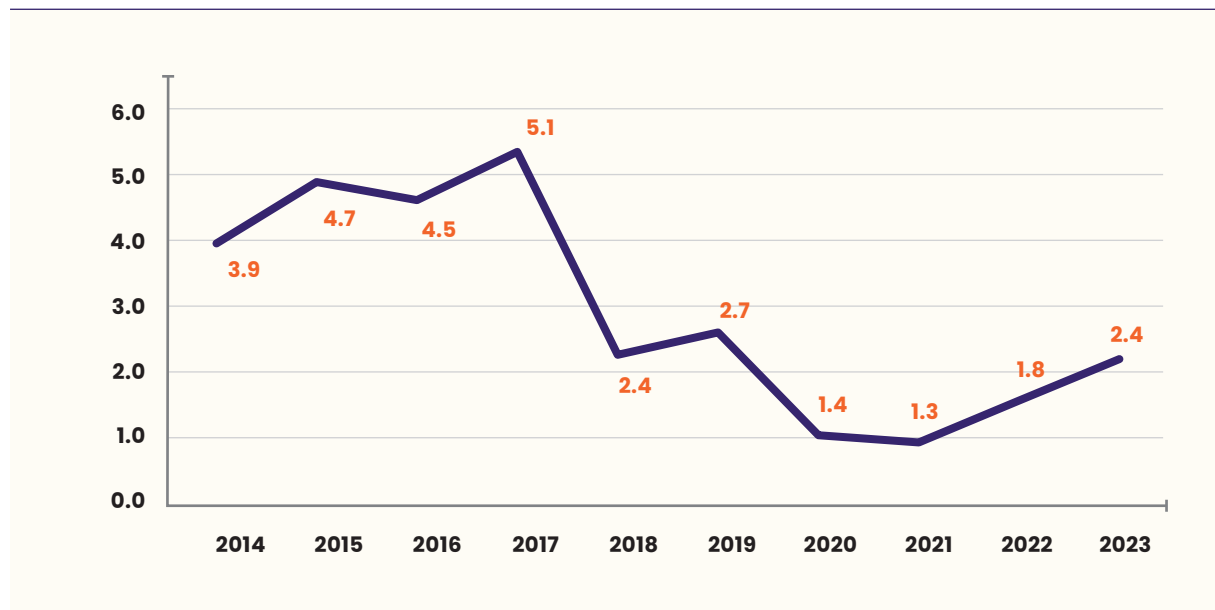


FIGURE 19
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/STATE)



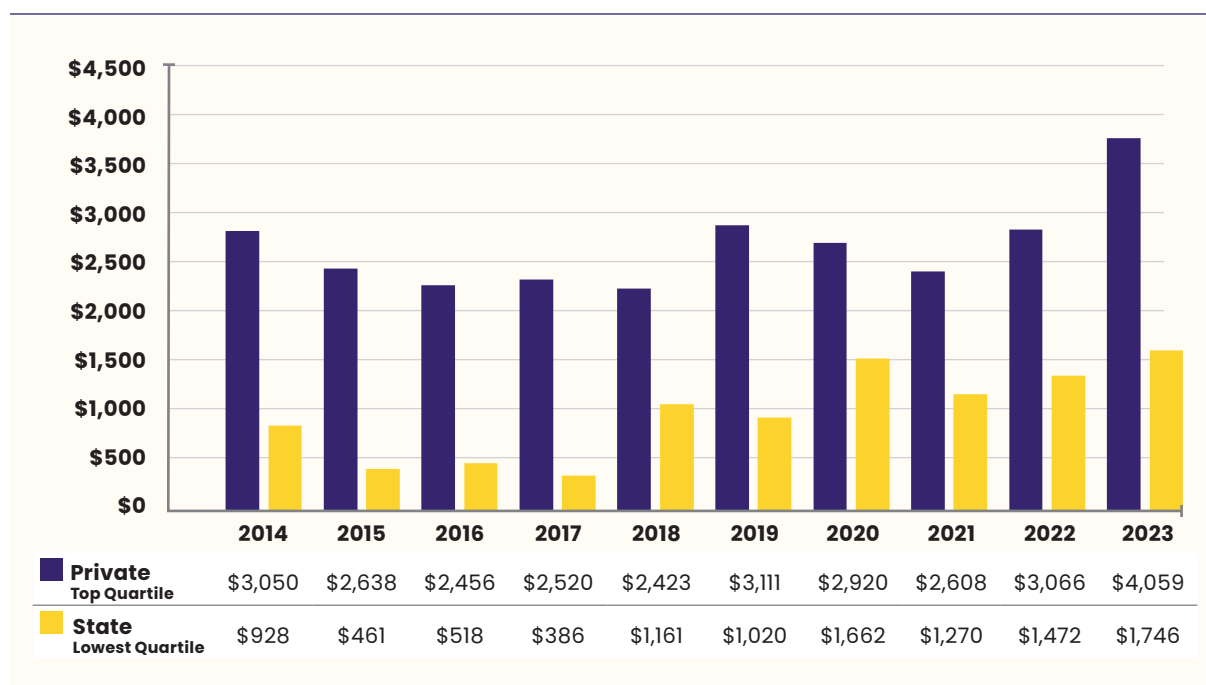
The “ratio of inequity” between all private schools and all state schools reached a peak of 5.1 in 2017 (meaning that private schools invested five times the investment received by state schools on a per student basis).

The ratio declined to 1.3 in 2021 but in the following two years increased back up to 2.4, meaning that capital investment in private schools in Queensland is more than twice that of state schools.

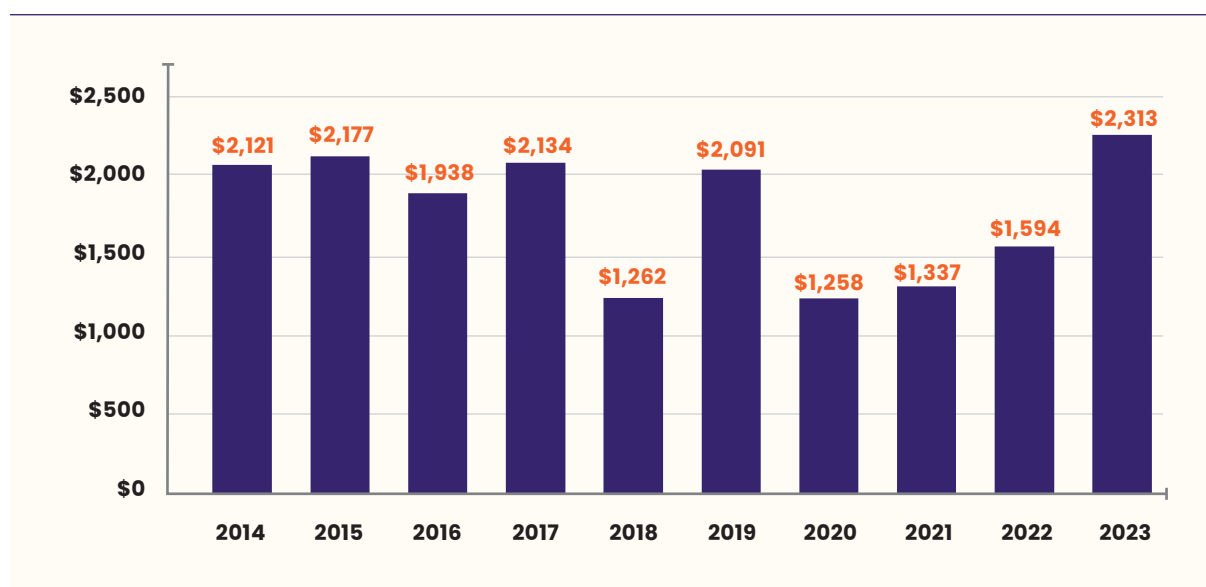


FIGURE 20

CAPITAL INVESTMENT IN QUEENSLAND BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE STATE)

**FIGURE 21**

CAPITAL INVESTMENT \$ GAP PER STUDENT IN QUEENSLAND BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE STATE)



Figures 20 and 21 show the investment gap between the most advantaged private schools in Queensland (those in the top quartile of socio-educational advantage) and the most disadvantaged state schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 21 shows public the per student gap between the most advanced private schools and the most disadvantaged state schools. In 2023 the per student gap between the most advantaged private schools and the most disadvantaged state schools was \$2,313 per student and over the last decade the gap per student totals \$18,225.

In 2023 the total gap across state schools in the lowest quartile of socio-economic advantage in Queensland was \$389 million. Over the decade from 2014 to 2023 the total gap is \$3.09 billion.

Although the ratio between the most advantaged private schools and the most disadvantaged state schools in Queensland has declined over the decade it still remains at 2.3 – meaning that the most advantaged private schools students in Queensland are benefitting from almost two and a half times the capital investment of their least advantaged peers in state schools.

Some private schools in Queensland regularly spend more on capital works than hundreds of disadvantaged state schools combined

In total, the top 10 highest spending private schools in Queensland spent \$196,561,086 on capital works in 2023 – more than 3,168 state schools combined nationally (\$196,554,397).

The top 5 highest spending private schools in Queensland⁹² spent \$113,761,994 total on capital works in 2023 – more than 2,619 state schools nationally (\$113,728,755).

Brisbane Grammar School is the private school with the highest capital spend in Queensland for 2023, with \$26.1 million of capital expenditure in 2023 and \$76.4 million total over the three years 2021 to 2023. Over the same three year period the school received \$24 million in Commonwealth funding.

The vast majority of Brisbane Grammar's capital spend since 2021 (\$70 million) has been on the school's new STEAM Precinct, which was unveiled in 2024. The Precinct is *"a six-storey 17,800m2 hub that provides students with opportunities to learn and collaborate in a state-of-the-art environment offers students opportunities to learn, collaborate, explore, and innovate across Science, Technology, Engineering, Art and Mathematics – within a state-of-the-art environment unlike any other in an Australian high school."*⁹³

⁹² Brisbane Grammar School, Somerset College, St Aidan's Anglican Girls' School, King's Christian College Suncoast Christian College

⁹³ Brisbane Grammar School, The STEAM Precinct, accessed at: <https://www.brisbanegrammar.com/steam-precinct#:~:text=Unveiled%20in%202024%2C%20the%20STEAM,in%20an%20Australian%20high%20school>

“From artistic experimentation and prototyping to 3D printing, robotics, and complex biological dissections, students are equipped with the tools and mindset to tackle real-world challenges.”⁹⁴

Upon the Precinct’s launch in 2024, the Courier Mail reported that the “six storey building includes 15 university-standard laboratories, art studios, a 300-seat auditorium with space for the likes of robot competitions, three overhanging learning pods, as well as interchangeable physics, chemistry, mathematics, technology, design and art classrooms.”⁹⁵

Brisbane Grammar spent more on capital works than 1,500 state schools combined

The 1,590 state schools with the lowest capital investment in Australia received \$24 million in capital investment in 2023. The schools educate a total of 239,931 students. On a per student basis, Brisbane Grammar is spending 127.7 times more per student than these 1,590 schools. The amount spent by Brisbane Grammar on capital works is also:

- More than 536 Queensland state schools combined received in capital investment in 2023 (\$25,994,997)
- Those 536 schools educate a total of 107,422 students; 71.3 times more than the 1,879 students enrolled at Brisbane Grammar

- Brisbane Grammar spent more on capital works in 2023 than 44.6% of state schools in Queensland combined
- More than all state schools in the Northern Territory combined received for capital expenditure in 2023 (\$19,869,325)
- More than every state school in Queensland in the lowest socio-educational advantage quartile. There are 117 schools that occupy the lowest socio-educational advantage quartile in Queensland and Brisbane Grammar spent more than 178% of what those schools received in capital works in 2023.

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across Queensland by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it. The marginal Liberal National Party seat of McPherson has the highest ratio of inequity in Queensland, with private schools spending 5.8 times the amount of capital expenditure that has been spent on state schools over the last decade. On a per student basis, the investment gap is \$424.8 million from 2014 to 2023.

⁹⁴ *ibid*

⁹⁵ Crockford, T., First look inside Brisbane Grammar School's cutting-edge science precinct, February 2024, accessed at: https://www.couriermail.com.au/subscribe/news/1/?sourceCode=CMWEB_WRE170_a&dest=https%3A%2F%2Fwww.couriermail.com.au%2Fqueensland-education%2Ffirst-look-inside-brisbane-grammar-schools-cuttingedge-science-precinct%2Fnews-story%2Ffeb31f583b2ab8e392593ac3b43263ec0&memtype=anonymous&mode=premium&v2l=GROU
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The safe Labor seat of Lilley has the second highest gap, with a ratio of 5.5 over the last decade and a total per student gap of \$217.2 million.

There is not a single seat in Queensland where state schools have received equal or more capital investment compared to private schools over the decade to 2023.

In 2024, the Queensland Government joined with other jurisdictions to call for Commonwealth capital investment in state schools, saying in a letter that “Our respective jurisdictions are experiencing unprecedented pressures from ongoing population growth, resulting in the need to build new schools, support additional infrastructure and upgrade existing facilities.”⁹⁶

State school principals in Queensland describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between state and private schools is laid bare by Queensland state school principals in their responses to the AEU’s 2025 State of Our Schools Survey:

“We have to assume in our curriculum planning that students have done adequate HPE (Health and Physical Education) in Year 9 before they come to our campus.”

Deputy principal, major city, senior secondary school

“Our students with disabilities are not coping well because their sensors are overwhelmed in the large classrooms and there is nowhere to ‘break out’ and regulate – ends in school refusal.”

“We have a large cohort of deaf and hard of hearing students – acoustics [in demountable classrooms] make is much harder to hear. They are also dark, smelly and not purpose-built for good learning.”

Deputy principal, major city secondary school

“When it rains it floods the administration block and some classrooms. Rain also leaks in through windows and louvres resulting in the deterioration of the building and mould on walls and ceilings.”

Deputy principal, major city primary school

“The special needs learning space has been identified as needing urgent attention since 2016. Very little has changed in this space that requires a big overhaul to suit the needs of students and staff.”

Principal, outer regional secondary school

⁹⁶ Groch, S. and Robyn, G., How one state deal reignited Australia’s school funding wars, January 2024, accessed at: <https://www.smh.com.au/education/why-wa-school-funding-deal-is-tipped-to-kick-off-a-national-brawl-20240131-p5fla8.html>

"The school was opened in 1971 and therefore almost all buildings still onsite from that era contain asbestos. Any repairs or new refurbishments cost much, much more because of the asbestos issues."

Principal, outer regional primary

"Nothing is provided to primary schools that specifically facilitates any subject teaching. Teachers are expected to teach maths, science, English, visual arts, drama, technology, etc ALL in the same small, crowded classroom."

Deputy principal, major city primary school

"Culturally appropriate spaces are absent or insufficient. Our student population brings rich cultural diversity, yet there are few dedicated areas that acknowledge and reflect these identities. Spaces designed for cultural learning, yarning, and community engagement would not only strengthen cultural safety but also enhance student engagement and pride in their school."

Principal, very remote primary school

"Industrial design and technology is offered in sheds which are not fit for purpose. If we didn't do this we would be able to offer these subjects. Year 7 students don't have access to science labs because we don't have enough."

Principal, major city secondary school

"Performing arts space is in phase 3 of the school build in the new school. Unlikely to be build due to lower than expected school numbers. We don't offer drama in senior, or dance at all."

Principal, inner regional secondary

"We currently have our instrumental music in a storage room converted to a teaching space in the school sports hall while PE classes run. We cannot offer all the arts as we used to as we do not have appropriate space for them. Our arts subject numbers are dwindling."

Deputy principal, outer regional secondary school

South Australia

KEY FINDINGS:

- Capital investment by private schools in South Australia has outpaced investment in public schools by \$3.1 billion over the last decade and by \$618 million in 2023 alone
- Students in the most advantaged private schools get 3.5 times the investment per student of students in the most disadvantaged public schools, a gap of \$3,584 per student in 2023
- The top 5 highest spending private schools in South Australia spent \$83,160,033 total on capital works in 2023 – more than 2,348 public schools nationally (\$83,095,160)
- The top 10 highest spending private schools in South Australia spent \$139,161,325 total on capital works in 2023 – more than 2,810 public schools nationally (\$139,055,075).

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY A SAMPLE OF TWELVE SOUTH AUSTRALIAN PUBLIC SCHOOL PRINCIPALS SAID:

- 42% of public schools in South Australia do not have adequate classrooms to meet enrolment demand and need an average of 3.2 additional classrooms each
- 50% will run out of classroom space in the next 3–5 years
- 58% say the external maintenance of their school buildings is inadequate and 42% say internal maintenance is inadequate
- 58% say that the science facilities at their school are inadequate and 50% say their technology and design facilities are inadequate
- 75% say that their school has temporary/demountable classrooms in use with an average of 4.6 per school
- 42% say their school lacks purpose built structures to support the needs of students with disability
- 42% do not have enough space for small group tutoring programs
- 58% do not have enough space for dedicated counselling or therapy areas
- Only 33% of South Australian public schools principals are able to offer the full curriculum with their current infrastructure.

A RECENT FREEDOM OF INFORMATION REQUEST TO THE SOUTH AUSTRALIAN DEPARTMENT OF EDUCATION REVEALED THAT:

- There are 1,261 demountable buildings in South Australian public schools with 794 of those being learning areas.

Over the last decade the level of capital investment in South Australia public schools has increased from a low of \$189 per student in 2016 to a peak of \$3,239 per student in 2021.

This has now declined to \$1,434 per student in 2023. However, this is still less than one third of the capital investment of \$5,062 per student made by private schools in South Australia in 2023.

FIGURE 22
SOUTH AUSTRALIA CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014–2023

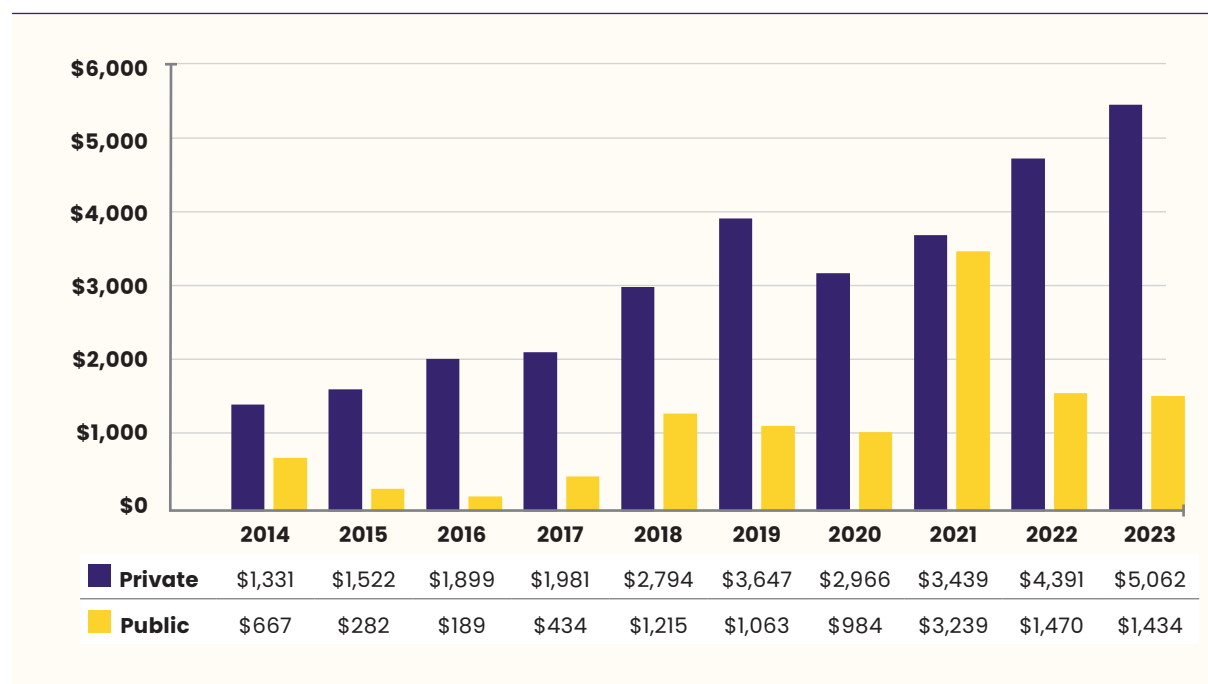


FIGURE 23
SOUTH AUSTRALIA CAPITAL EXPENDITURE GAP BY SECTOR 2014–2023 (PRIVATE/PUBLIC)

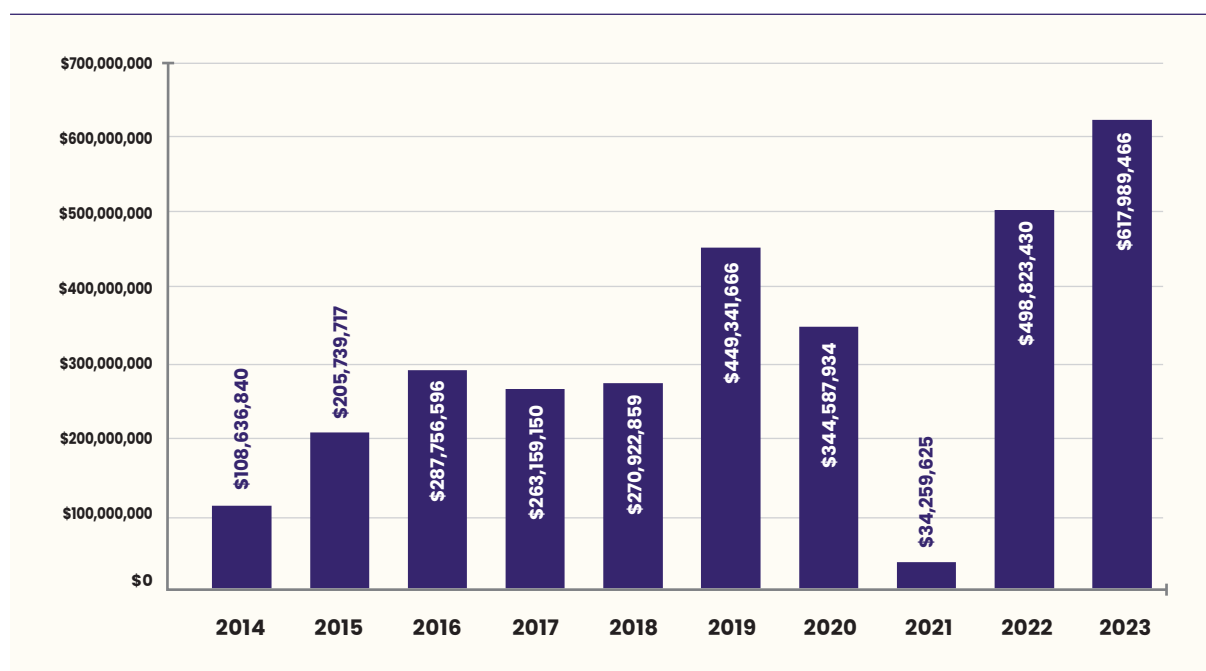
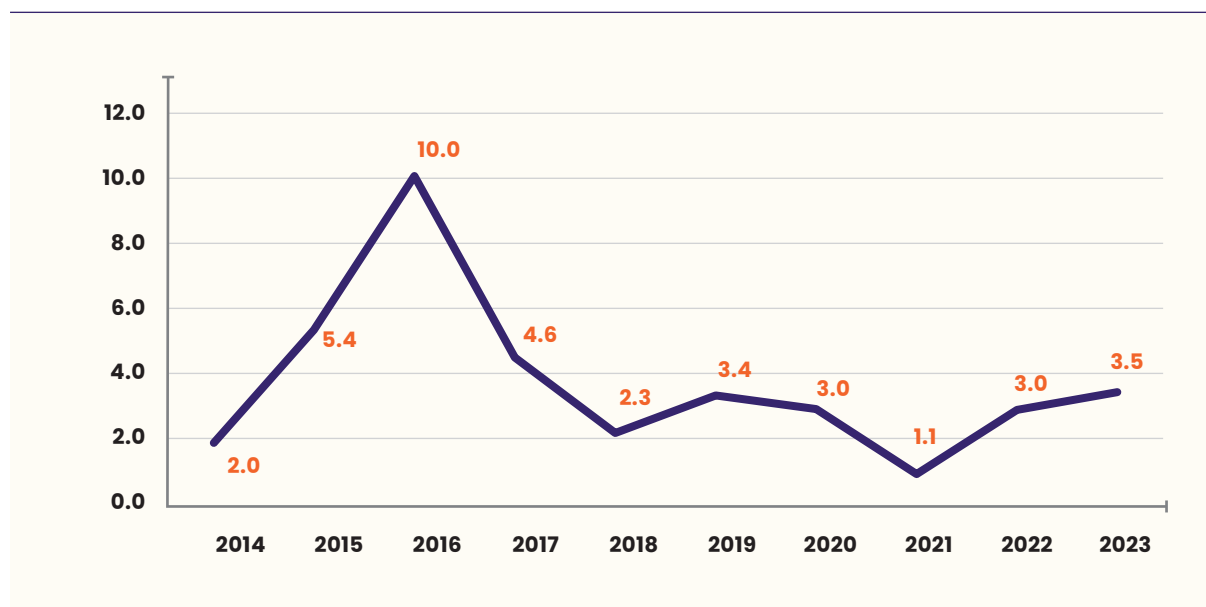


FIGURE 24
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)



The “ratio of inequity” between all private schools and all public schools reached a peak of 10.0 in 2016 (meaning that private schools invested 10 times the investment received by public schools). The ratio declined to an almost parity at 1.1 in 2021

but in the following three years to 2023 has tripled to reach 3.5 – meaning that capital investment in private schools in South Australia is three and a half times that of public schools on a per student basis.

FIGURE 25
CAPITAL INVESTMENT IN SOUTH AUSTRALIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE/LOWEST QUARTILE)

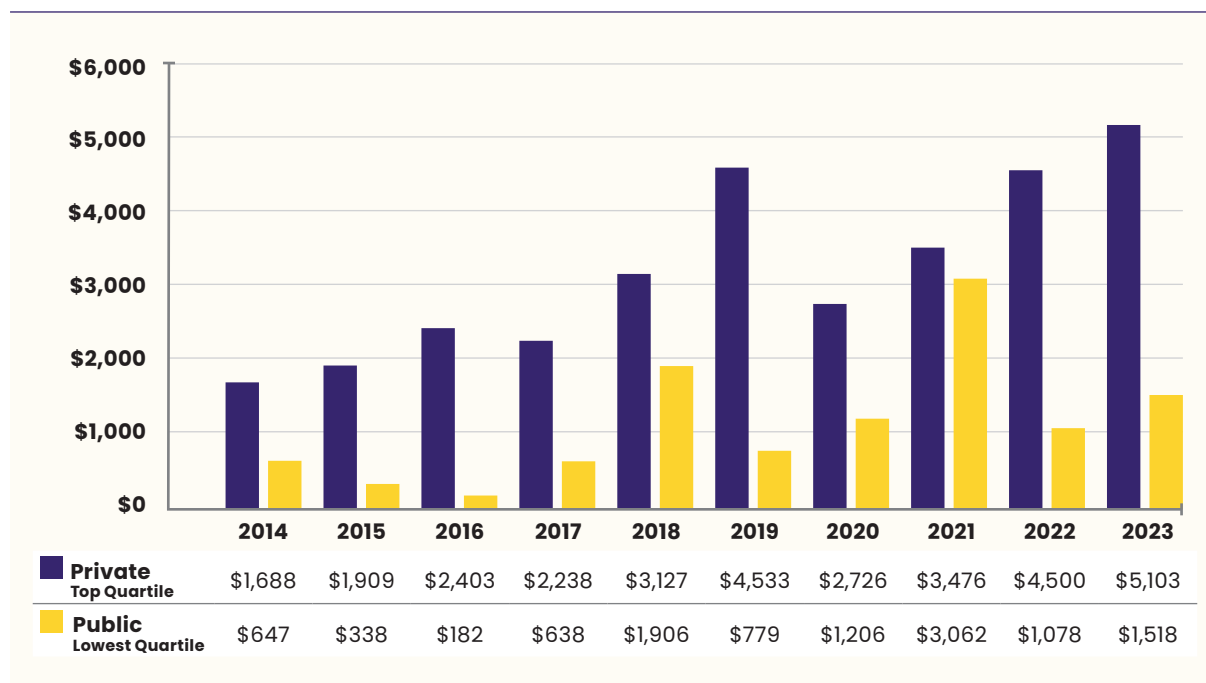
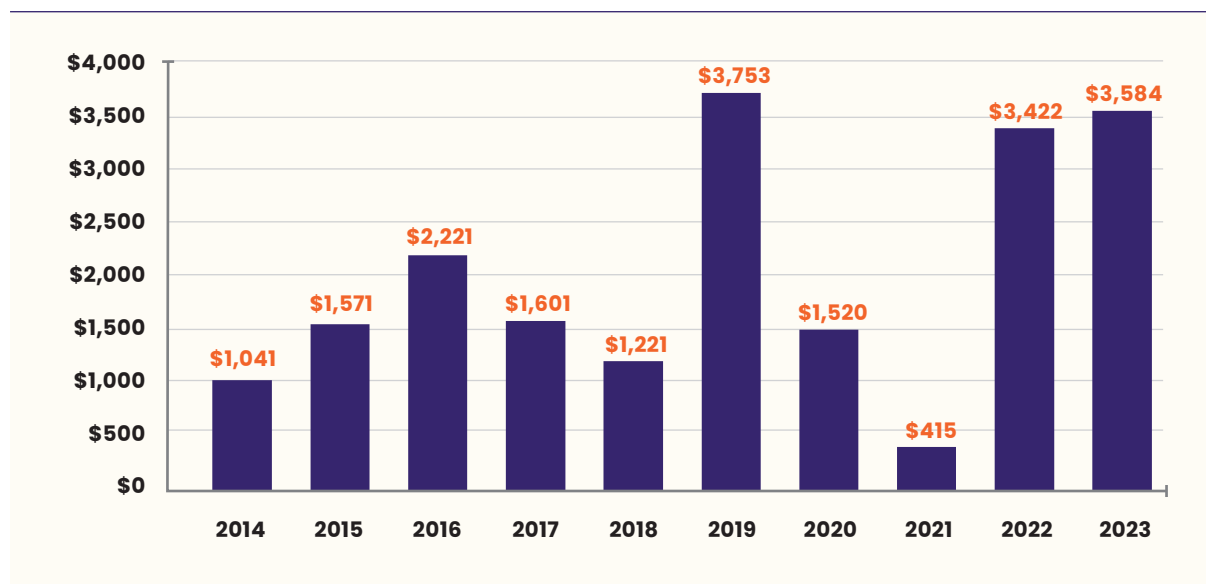


FIGURE 26
CAPITAL INVESTMENT \$ GAP PER STUDENT IN SOUTH AUSTRALIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE/LOWEST QUARTILE)



Figures 25 and 26 show the investment gap between the most advantaged private schools in South Australia (those in the top quartile of socio-educational advantage) and the most disadvantaged public schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 26 shows the per student gap between the most advantaged private schools and the most disadvantaged public schools. In 2023 the per student gap between the most advantaged private schools and the most disadvantaged public schools was \$3,584 per student and over the last decade the gap per student totals \$20,349.

In 2023 the total gap across public schools in the lowest quartile of socio-economic advantage in South Australia was \$156.6 million. Over the decade from 2014 to 2023 the total gap is \$905.7 million.

Although the ratio between the most advantaged private schools and the most disadvantaged public schools in South Australia has declined from a peak of 13.2 in 2016, it still remains at 3.4 – meaning that the most advantaged private schools students are benefitting from almost three and a half times the capital investment of their least advantaged peers in public schools.

One private school in South Australia spent more on capital works than over 2,000 public schools nationally

The top 5 highest spending private schools in South Australia⁹⁷ spent \$83,160,033 total on capital works in 2023 – more than 2,348 public schools nationally combined (\$83,095,160).

In total, the top 10 highest spending private schools in South Australia spent \$139,161,325 total on capital works in 2023 – more than 2,810 public schools nationally (\$139,055,075).

One of the highest spending private schools in South Australia, Mercedes College, spent \$18.6 million on capital works in 2023. The focus of this expenditure was a new \$20m arts and sports precinct, described as *“centred on three main design principles – body, mind and spirit – the precinct will comprise a performing arts space, a high performance sports centre, communal outdoor spaces and external netball and tennis courts.”*⁹⁸

Opened in 2024, the Arts and Sports Precinct includes *“a built-for-purpose performing Arts Space, an Atrium and Gallery, state-of-the-art high-performance Gym, plus multiple indoor and outdoor tennis and netball courts, this new addition to the College will provide a range of spaces for students to learn, grow, perform and play.”*⁹⁹

⁹⁷ Cardijn College, Woodcroft College, Mercedes College, Concordia College, St Paul's College

⁹⁸ MacNamara, L., Mercedes reveals plans for new sports, art precinct, October 2021, accessed at: <https://thesoutherncross.org.au/schools/2021/10/13/mercedes-reveals-plans-for-new-sports-art-precinct/>

⁹⁹ Kiddo Mag, Mercedes College new Arts and Sports Precinct, June 2024, accessed at: <https://kiddomag.com.au/education/mercedes-college-new-arts-and-sports-precinct/>

Mercedes College received \$10.4 million in Commonwealth funding in 2023.

Similarly, Concordia College which spent \$13.5 million on capital works in 2023, received \$11.5 million in Commonwealth funding in the same year that it extensively redeveloped its early learning and primary school classrooms, upgraded its administration buildings, built a new activity hall and gym *“with two full-sized courts, change rooms, learning areas, weights room, movement to music room, staff areas and café – featuring increased natural light, modern equipment and aesthetic views over the oval and providing Physical Education staff and students with more flexibility in learning programs.”*¹⁰⁰

These two schools, which educate a total of 2,509 students, spent a total of \$32,104,759 on capital expenditure in 2023, more than 1,705 public schools nationally, which educate a total of 264,171 students. On a per student basis the total capital expenditure of Mercedes College and Concordia College is 105.3 times greater than for those public schools.

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across South Australia by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it.

The very safe Labor seat of Kingston, currently held by Minister for Employment and Workplace Relations Amanda Rishworth has the joint highest ratio of inequity in South Australia, with private schools spending 3.5 times the amount that public schools have over the last decade. On a per student basis the investment gap is \$272.9 million from 2014 to 2023.

The marginal Liberal seat of Grey also has a capital investment ratio of 3.5, which is a total per student gap of \$400.2 million over the decade to 2024.

In every federal electorate in South Australia, private schools have received at least twice the capital investment of public schools over the last decade on a per student basis.

South Australian Minister for Education, Blair Boyer has said it was outrageous that the Turnbull Government abolished public school infrastructure funding in 2017 and called for it to be restored.¹⁰¹

¹⁰⁰ Sarah.com.au, Concordia College, St Johns Redevelopment & Fortiter Gymnasium, accessed at: <https://sarah.com.au/projects/st-johns-redevelopment-fortiter-gymnasium/>

¹⁰¹ Groch S. and Carroll L., These five private schools spent more on capital works than 3300 public schools, The Age 2024

In 2024 the South Australian Government joined with other jurisdictions to call for Commonwealth capital investment in public schools, saying in a letter that “Our respective jurisdictions are experiencing unprecedented pressures from ongoing population growth, resulting in the need to build new schools, support additional infrastructure and upgrade existing facilities.”¹⁰²

Public school principals in South Australia describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between public and private schools is laid bare by South Australian public school principals in their responses to the AEU’s 2025 State of Our Schools Survey:

“Asbestos present and deteriorating. Need replacement air conditioner/heating. Leaking roof on 3 buildings.”
Principal, outer regional school

“Terrible heating and cooling. Mould in science labs. Leaks in gym roof. Poor acoustics in some classrooms.”
Principal, outer regional primary school

“We estimate our demountable classroom is 40 years old and is in a state of disrepair. The roof leaks and we have to put buckets to catch the water when it rains regularly.”
Deputy principal, inner regional primary school

¹⁰² Groch, S. and Robyn, G., How one state deal reignited Australia’s school funding wars, January 2024, accessed at: <https://www.smh.com.au/education/why-wa-school-funding-deal-is-tipped-to-kick-off-a-national-brawl-20240131-p5fla8.html>



Western Australia

KEY FINDINGS:

- Capital investment by private schools in Western Australia has outpaced investment in public schools by \$3.2 billion over the last decade and by \$515 million in 2023 alone
- Students in the most advantaged private schools get more than three times the investment per student of students in the most disadvantaged public schools, a gap of \$2,112 per student
- The top 5 highest spending private schools in Western Australia spent \$90,483,770 total on capital works in 2023 – more than 2,418 public schools nationally combined (\$90,476,056). This means that five schools alone spent more than 37.7% of all public schools in Australia
- The top 10 highest spending private schools in Western Australia spent \$146,265,215 in total capital expenditure in 2023 – more than 2,859 public schools nationally (\$146,153,218). That means that ten private schools alone spend more than 44.6% of all public schools in Western Australia.

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY WESTERN AUSTRALIAN PUBLIC SCHOOL PRINCIPALS SAID:

- 24% of public schools in Western Australia do not have adequate classrooms to meet enrolment demand and need an average of 7.8 additional classrooms each
- 35% will run out of classroom space in the next 3–5 years
- 50% say the external maintenance of their school buildings is inadequate and 47% say internal maintenance is inadequate
- 44% say that the science facilities at their school are inadequate and 54% say their technology and design facilities are inadequate
- 67% say that their school has temporary/demountable classrooms in use with an average of 6.3 per school
- 71% say their school lacks purpose built structures to support the needs of students with disability
- 65% do not have enough space for small group tutoring programs
- 74% do not have enough space for dedicated counselling or therapy areas
- Only 41% of Western Australian public schools principals are able to offer the full curriculum with their current infrastructure.

Figures provided by the Department of Education in WA show there were 3,935 demountable and transportable buildings (3,096 classrooms) located on public school sites and in other locations in March 2025.

Over the last decade the level of capital investment in Western Australia public schools has declined. In 2014 public schools received \$1,628 per student in capital investment and in 2023 investment is \$1,234 per student. The lowest level of capital investment for public schools

in Western Australia was in 2022 when investment dropped to just \$739 per student. By comparison, capital works funding in Western Australian private schools hit a peak of \$2,913 per student in 2023 – 2.4 times the level of investment in public schools.

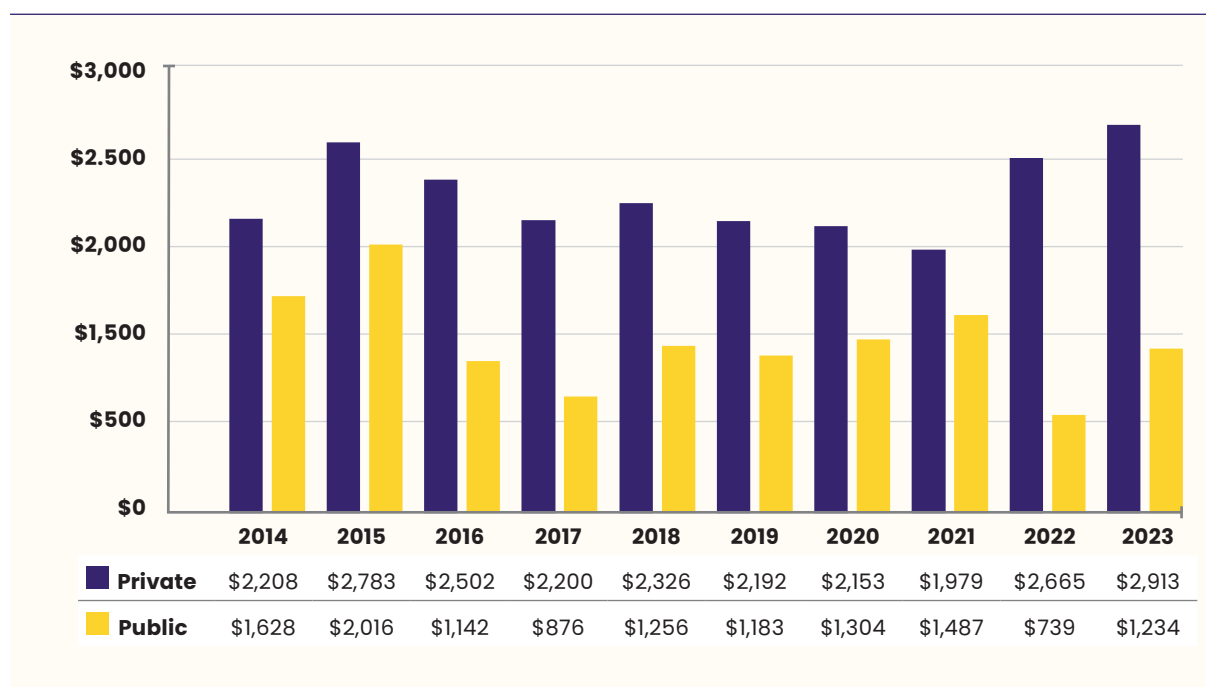
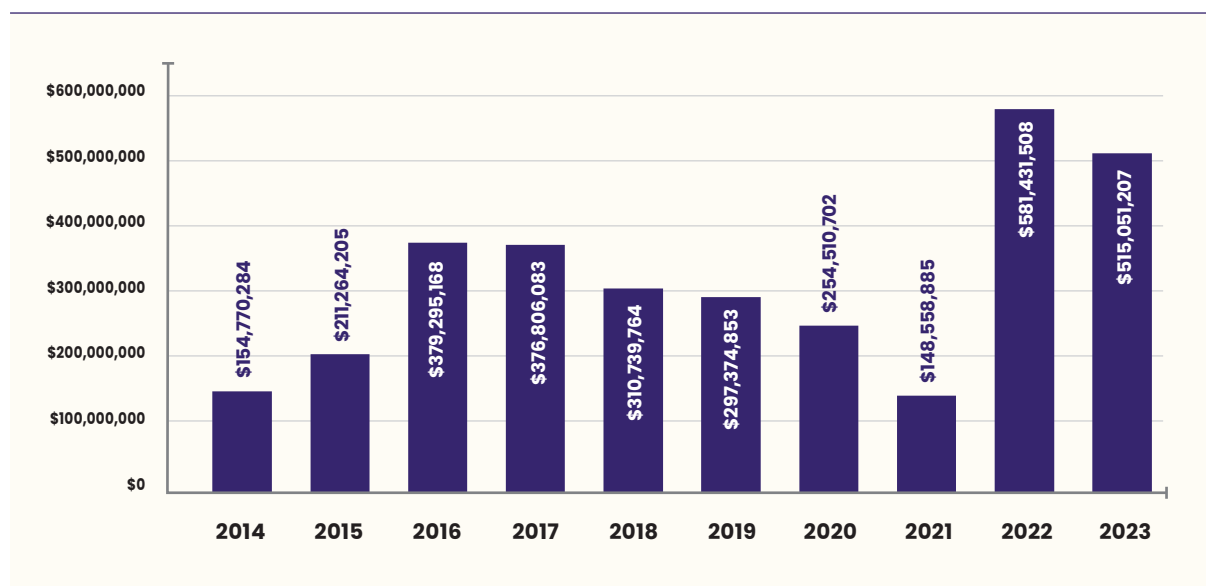
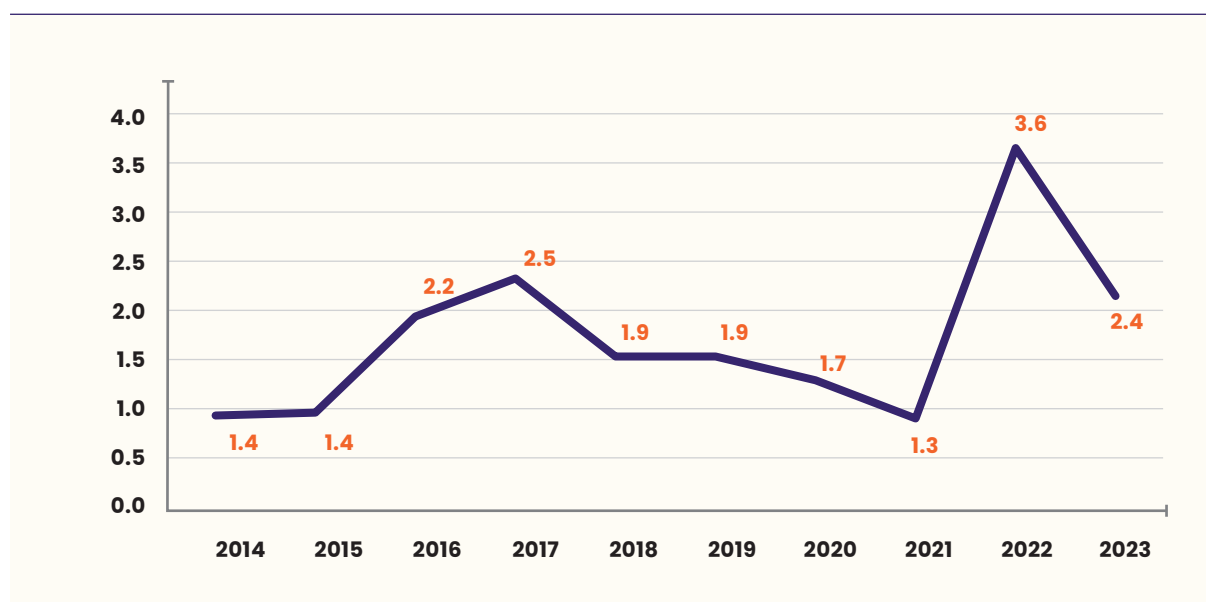
FIGURE 27**WESTERN AUSTRALIA CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014–2023****FIGURE 28****WESTERN AUSTRALIA CAPITAL EXPENDITURE GAP BY SECTOR 2014–2023 (PRIVATE/PUBLIC)**

FIGURE 29
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)



The “ratio of inequity” between all private schools and all public schools has increased in recent years and reached a peak of 3.6 in 2022 (meaning that private schools invested over three and a half times the investment received by public

schools). This followed a period where the ratio declined to 1.3 in 2021 from a previous high of 2.5 in 2017 before climbing again to 2.4 in 2023 – a gap that equates to \$515 million for that year alone.

FIGURE 30
CAPITAL INVESTMENT IN WESTERN AUSTRALIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE/LOWEST QUARTILE)

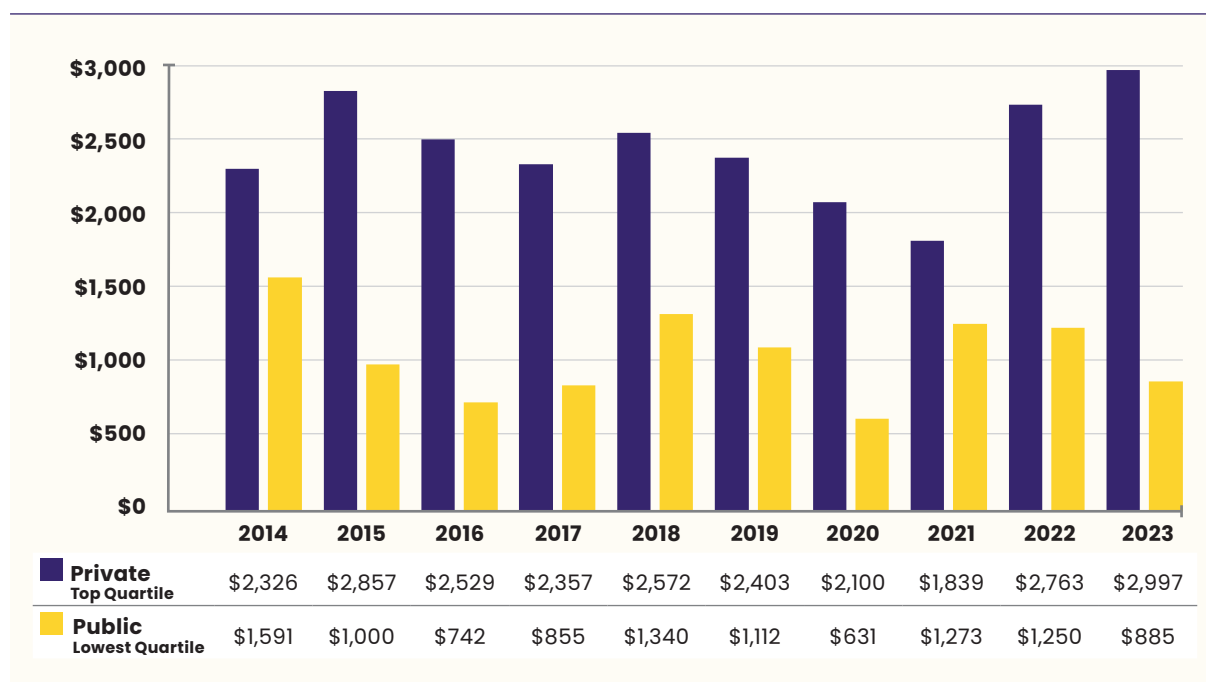
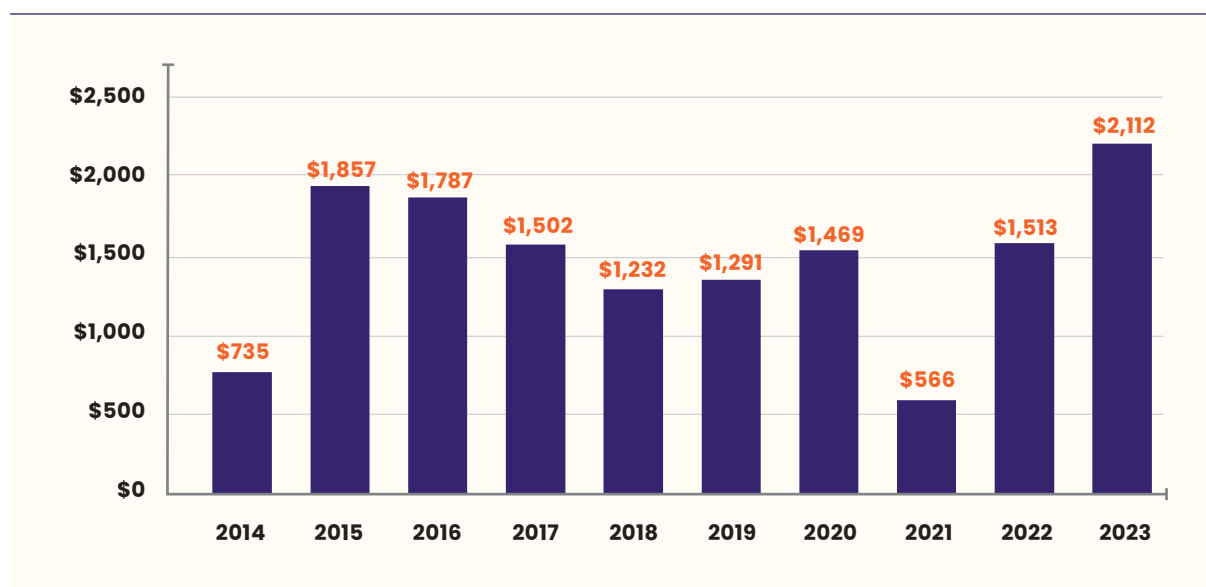


FIGURE 31
CAPITAL INVESTMENT \$ GAP PER STUDENT IN WESTERN AUSTRALIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)



Figures 30 and 31 show the investment gap between the most advantaged private schools in Western Australia (those in the top quartile of socio-educational advantage) and the most disadvantaged public schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 31 shows the per student gap between the most advantaged private schools and the most disadvantaged public schools. In 2023 the per student gap between the most advantaged

private schools and the most disadvantaged public schools was \$2,112 per student and over the last decade the gap per student totals \$14,066 per student. The total capital investment gap between the private schools with the most advantaged student cohorts and the public schools with the most disadvantaged student cohorts in Western Australia is \$123.9 million. Over the decade from 2014 to 2023 it is \$859.2 million.

One private school in Western Australia spent more on capital works than over 2,400 public schools nationally

The five highest spending private schools in Western Australia¹⁰³ spent \$90,483,770 total on capital works in 2023 – more than 2,418 public schools nationally combined (\$90,476,056). This means that five individual schools alone spent more than 37.7% of all public schools in Australia.

The 10 highest spending private schools in Western Australia spent \$146,265,215 in total capital expenditure in 2023 – more than 2,859 public schools nationally (\$146,153,218). That means that 10 individual private schools alone spent more than 44.6% of all public schools in Western Australia.

The Hale School was the highest spending private school in 2023, with a total capital expenditure of \$22,806,352. This spend was on the redevelopment of Memorial Hall, *“the catalyst for an exciting new performing arts precinct with two new drama studios, multipurpose 220-seat theatre, two new house hubs, two classrooms and broadcast-quality recording studio and editing suite.”*¹⁰⁴ The project involved the demolition of school’s existing theatre with the new construction *“further enhanced by a courtyard with an outdoor stage”, “[a] beautiful addition [that] enriches the school’s facilities and creates a versatile space for performances and gatherings.”*¹⁰⁵

One private school in Western Australia spent more on capital works than hundreds of the most disadvantaged public schools combined

The Hale School’s capital expenditure of \$22,806,352 in 2023 was more than 214 Western Australian public schools with student cohorts from the lowest quartile of socio-educational advantage combined. Those 214 schools educate 49,860 students compared to 1,625 at the Hale School – 30.7 times more per student in capital investment than is received by the most disadvantaged student in Western Australia.

The Hale School received \$23.4 million in Commonwealth funding from 2021 to 2023.

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across Western Australia by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it.

The safe Labor seat Swan has the joint highest ratio of inequity in Western Australia, with private schools spending 5.6 times the amount of capital investment that public schools have received over the last decade. On a per student basis the investment gap is \$224.8 million from 2014 to 2023.

103 Hale School, St Mary’s Anglican Girls’ School, Australian Islamic College (Kewdale), Australian Islamic College (Dianella), John Septimus Roe Anglican Community School

104 Hale School, Capital Projects, accessed at: https://www.hale.wa.edu.au/about-hale/foundation/capital-projects/#:-:text=The%20school's%20capital%20project%20pipeline%20includes:%20*,forms**%20*%20**Gifts%20of%20grain**%20*%20**Bequests**

105 Focus Building, Hale School Memorial Hall, accessed at: https://focusbuilding.net.au/projects/hale-school-memorial-hall/#:-:text=The%20Cygnet%20Theatre%20includes:%20*%20A%20media,is%20scheduled%20for%20completion%20in%20March%202024

The marginal Labor seat of Moore has a capital investment ratio of 4.2, which is a total per student gap of \$142.9 million over the decade to 2024.

In every federal electorate in Western Australia private schools have received more capital investment of public schools over the last decade on a per student basis. The closest to equity is the seat of Pearce where private schools have received 1.1 times the investment of public schools, a total gap of \$10.9 million over the decade to 2023.

Public school principals in Western Australia describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between public and private schools is laid bare by Western Australian public school principals in their responses to the AEU's 2025 State of Our Schools Survey:

"Non-existent outdoor playing facilities means no physical activity-based courses and no recreation-based health and wellbeing opportunities outside. Inadequate power available to site has meant the closure of the canteen."

Principal, major city senior secondary school

"Whole blocks are affected by mould and mice, particularly in the vacation break in summer. Mice are in epic proportion."

Deputy principal, remote primary school

Tasmania

KEY FINDINGS:

- Capital investment by private schools in Tasmania has outpaced investment in public schools by \$993.2 million over the last decade and by \$157.7 million in 2023 alone
- Students in private schools get almost five times the investment per student of students in public schools, a gap of \$2,818 per student in 2023
- The top 5 highest spending private schools in Tasmania spent \$46,415,809 total on capital works in 2023 – more than every one of the 186 public schools in Tasmania combined (\$40,011,577)
- The top 10 highest spending private schools in Tasmania spent \$61,078,648 in total capital expenditure in 2023 – more than every single public schools in Tasmania and the Northern Territory combined (\$60,805,114).

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY TASMANIAN PUBLIC SCHOOL PRINCIPALS SAID:

- 27% of public schools in Tasmania do not have adequate classrooms to meet enrolment demand and need an average of 4.5 additional classrooms each
- 46% will run out of classroom space in the next 3-5 years
- 55% say the external maintenance of their school buildings is inadequate and 55% also say internal maintenance is inadequate
- 64% say that the science facilities at their school are inadequate and 73% say their technology and design facilities are inadequate
- 50% say that their school has temporary/demountable classrooms in use with an average of 2.3 per school
- 77% say that school lacks purpose built structures to support the needs of students with disability
- 50% do not have enough space for small group tutoring programs
- 50% also say they do not have enough space for dedicated counselling or therapy areas
- Only 41% of Tasmanian public schools principals are able to offer the full curriculum with their current infrastructure.

There were 127 demountable buildings on the grounds of Tasmanian public schools in 2025, including 107 classrooms, according to figures provided by the Department for Education, Children and Young People.

Over the last decade the level of capital investment in Tasmania public schools has remained low and Tasmania is the only jurisdiction not to reach at least \$1,000 of capital investment per student in any year from 2014 to 2023. In 2023 the per student investment in public schools

in Tasmania was \$740, a decline from \$820 the previous year. By comparison, private school capital expenditure per student in Tasmania has increased steadily every year from 2018 and for the last two years has been at a high of \$3,558 per student per year.

FIGURE 32
TASMANIA CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014–2023

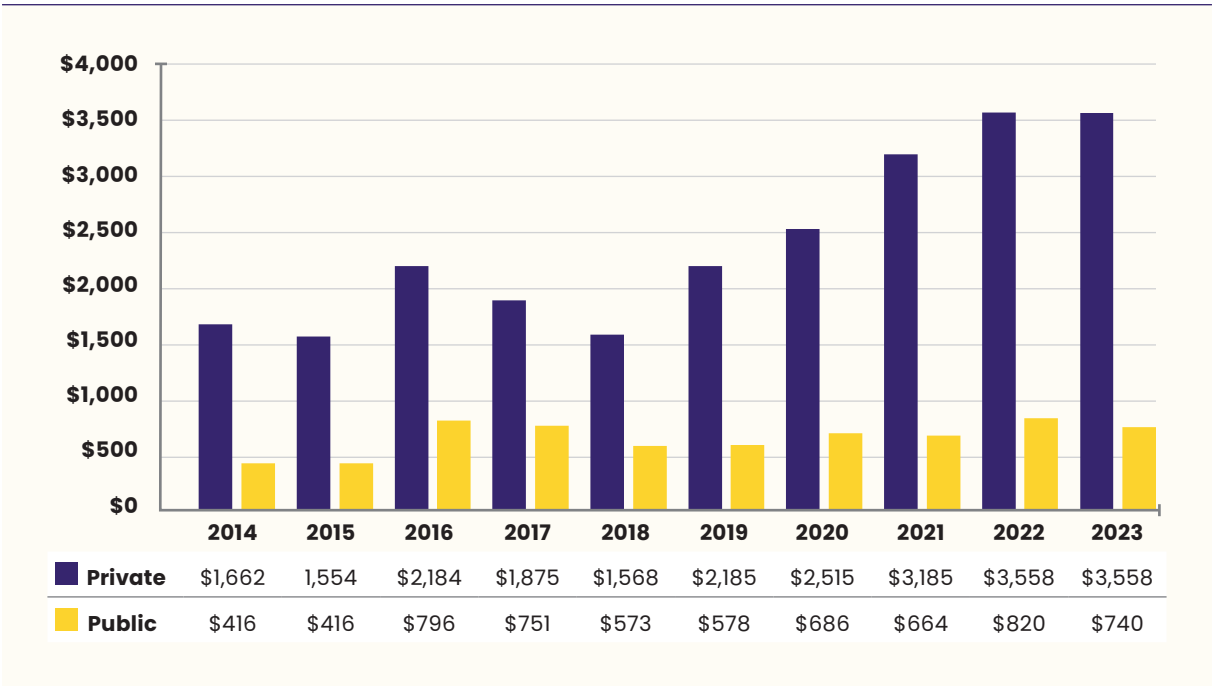


FIGURE 33
TASMANIA CAPITAL EXPENDITURE GAP BY SECTOR 2014–2023 (PUBLIC/PRIVATE)

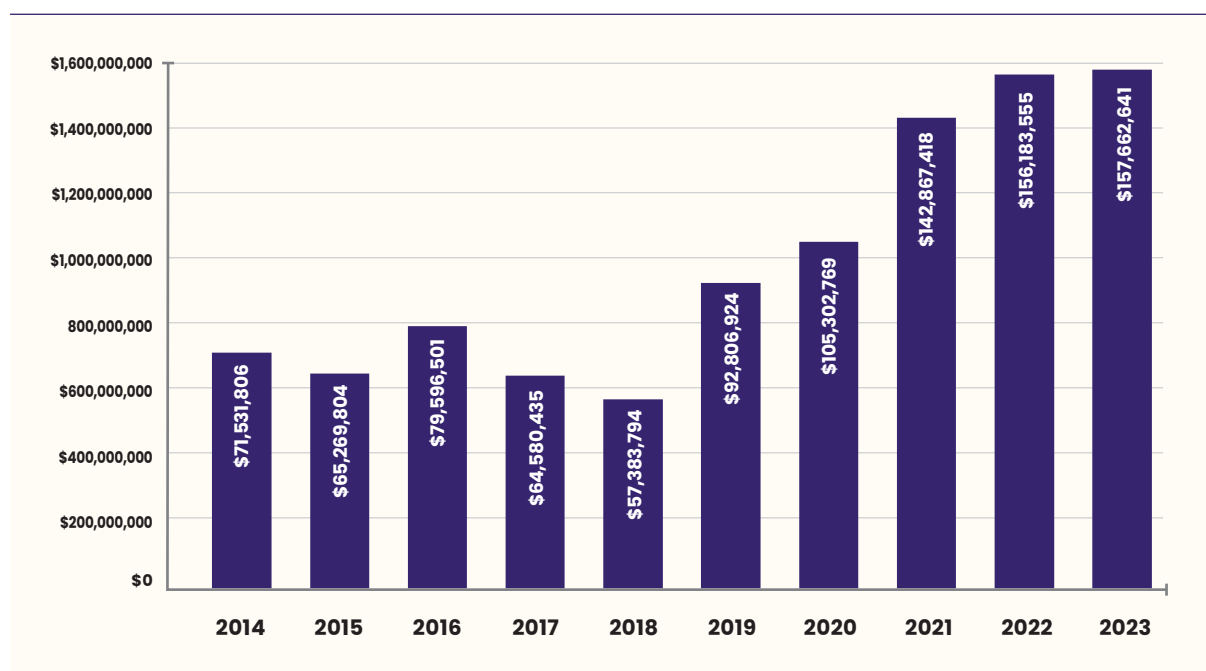
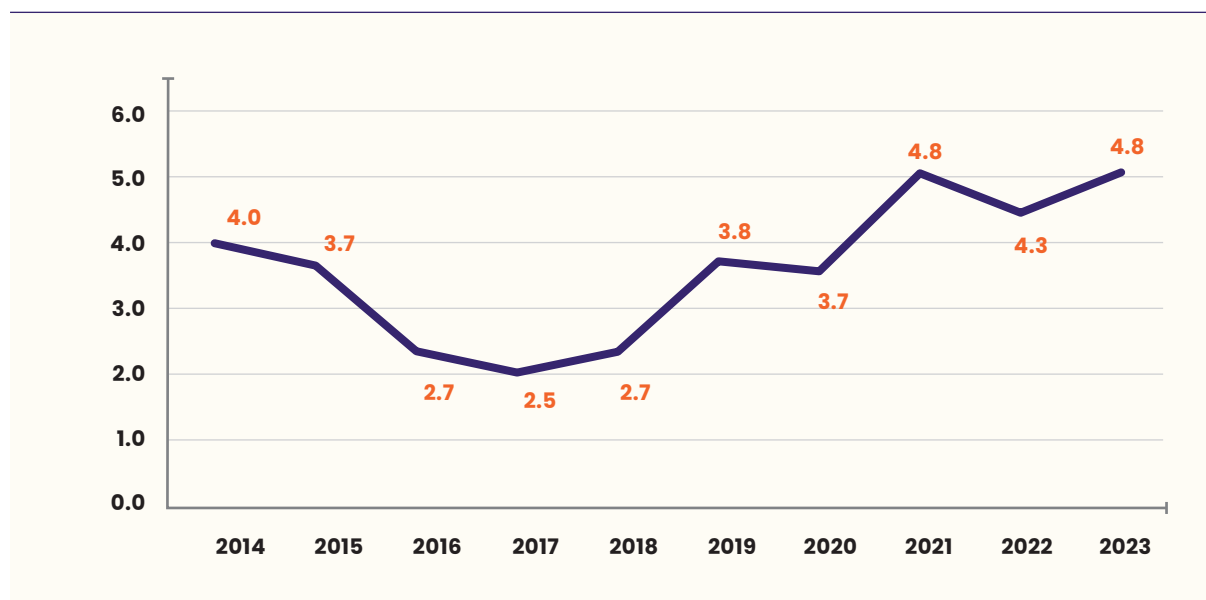


FIGURE 34
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)

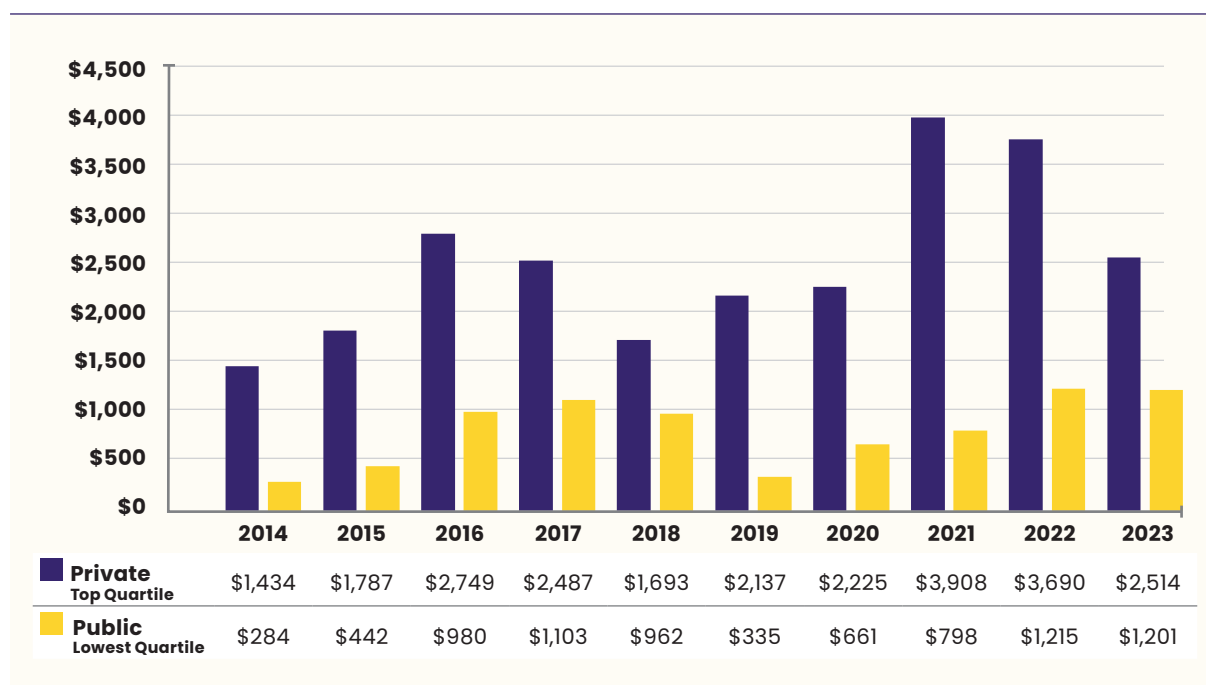


The “ratio of inequity” between all private schools and all public schools reached a peak of 4.8 in 2021 and again in 2023 (meaning that private schools invested almost 5 times the investment received

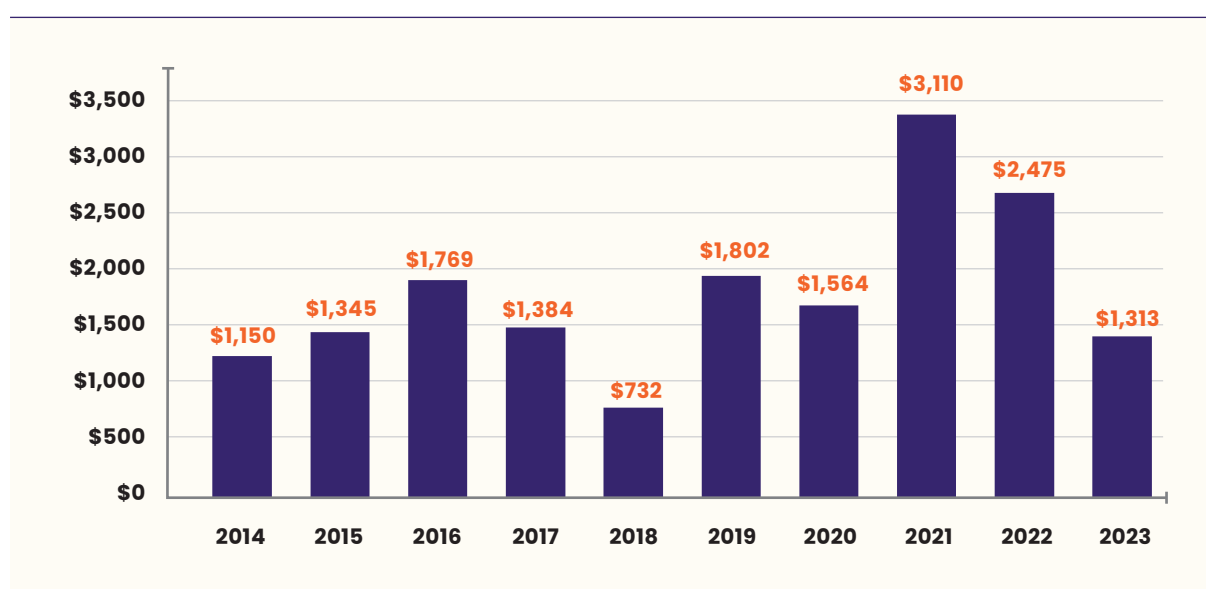
by public schools) after increasing steadily from 2.5 in 2017. This demonstrates that the inequity in capital investment between public and private schools has almost doubled in six years.

FIGURE 35

CAPITAL INVESTMENT IN TASMANIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)

**FIGURE 36**

CAPITAL INVESTMENT \$ GAP PER STUDENT IN TASMANIA BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)



Figures 35 and 36 show the investment gap between the private schools with the most advantaged student cohorts in Tasmania (those in the top quartile of socio-educational advantage) and the most disadvantaged public schools with the most disadvantaged student cohorts in Tasmania in the state (those in the lowest quartile of socioeducational advantage).

Figure 36 shows the per student gap between the most advanced private schools and the most disadvantaged public schools. In 2023 the per student gap between the most advantaged private schools and the most disadvantaged public schools was \$1,313 per student and over the last decade the gap per student totals \$16,644.

In 2023 the total gap across public schools in the lowest quartile of socio-economic advantage in Tasmania was \$32.9 million. Over the decade from 2014 to 2023 the total gap is \$443.7 million.

The top 5 private schools in Tasmania spend more on capital works than every single public school in Tasmania

The five highest spending private schools in Tasmania¹⁰⁶ spent \$46,415,809 total on capital works in 2023 – more than every one of the 186 public schools in Tasmania combined (\$40,011,577).

The 10 highest spending private schools in Tasmania spent \$61,078,648 in total capital expenditure in 2023 – more than every single public school in Tasmania and the Northern Territory combined (\$60,805,114).

Two of the most advantaged private schools in Tasmania, The Friends' School and The Hutchins School, spent a combined \$26,392,641 over the three years from 2021 to 2023. This is more than 96 Tasmanian public schools combined spent over the same period (\$25,977,167). Those 96 public schools educate a total of 23,796 students, compared to a combined 2,336 at The Friends' School and The Hutchins School.

Five of the most advantaged private schools in Tasmania¹⁰⁷ spent \$51,660,242 on capital works over the three years from 2021 to 2023. This is more than 156 public schools received in capital works investment over the same period (\$50,997,171). Those five private schools spent more on capital works than 84.8% of all public schools in Tasmania received in capital investment combined.

Those five elite private schools received a total of \$103,397,504 in Commonwealth funding between 2021 and 2023.

¹⁰⁶ St Aloysius Catholic College, Guilford Young College, Dominic College, St Patrick's College, St Virgil's College

¹⁰⁷ The Friend's School, The Hutchins Schools, St. Michael's Collegiate, Scotch Oakburn College and Launceston Church Grammar School

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across Tasmania by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it.

In every federal electorate in Tasmania private schools have received at least twice the capital investment of public schools over the last decade on a per student basis.

The very safe Labor seat Franklin has the highest ratio of inequity in Tasmania, with private schools spending 6.1 times the amount that public schools have received over the last decade. On a per student basis the total capital investment gap is \$247.1 million from 2014 to 2023.

This is followed by the Labor seat of Bass, which has a capital investment ratio of 5.0, which is a total per student gap of \$237.6 million over the decade to 2024.

The Independent held seat of Clark has a capital investment ratio of 5.1, which is a total per student gap of \$219.2 million over the decade to 2024.

Public school principals in Tasmania describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between public and private schools is laid bare by Tasmanian public school principals in their responses to the AEU's 2025 State of Our Schools Survey:

"Constant leaking in bad weather meaning classroom and students need to be relocated. Very small classrooms for the senior students – no room to move, causes student/staff safety risks."

Acting principal, inner regional special school

"We do not have enough science labs, art workshops, automotive space, or maths classrooms. we do not have enough staffrooms, meeting rooms, offices, or IT space. This impacts every subject we offer."

Principal inner regional senior secondary

"We simply do not have the space to undertake any lessons outside of small classrooms!"

Principal, outer regional special school

"We have a number of wait lists for subjects unable to cater for all students. Some subjects are co-housed with others to make room for courses. We do not have enough science labs, art workshops, automotive space, or maths classrooms. This impacts every subject we offer."

Principal, senior secondary school

The Northern Territory

KEY FINDINGS:

- Capital investment by private schools in the Northern Territory has outpaced investment in public schools by \$375.9 million over the last decade and by \$83.3 million in 2023 alone
- Students in the most advantaged private schools get almost five times the investment per student of students in the most disadvantaged public schools, a gap of \$3,044 per student in 2023
- Five private schools in the Northern Territory spent \$17,885,602 total on capital works in 2023– more than all but two public schools in the Northern Territory combined (\$17,329,300). This means that five schools alone spent more than 143 of 145 public schools in the Northern Territory
- Private school students in the Northern Territory receive more than five times the capital investment that public school students do.

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY, A SAMPLE OF SIXTEEN NORTHERN TERRITORY PUBLIC SCHOOL PRINCIPALS SAID:

- 44% of public schools in the Northern Territory do not have adequate classrooms to meet enrolment demand and need an average of 3.9 additional classrooms each
- 56% will run out of classroom space in the next 3–5 years
- 44% say the external maintenance of their school buildings is inadequate and 50% say internal maintenance is inadequate
- 75% say that the science facilities at their school are inadequate and 69% say their technology and design facilities are inadequate
- 56% say that their school has temporary/demountable classrooms in use with an average of 2.9 per school
- 66% say that school lacks purpose built structures to support the needs of students with disability
- 75% do not have enough space for small group tutoring programs
- 75% do not have enough space for dedicated counselling or therapy areas
- Only 25% of Northern Territory public schools principals are able to offer the full curriculum with their current infrastructure.

A recent Freedom of Information request to the Northern Territory Department of Education and Training revealed that there were 53 demountable classrooms on school sites in the Northern Territory in 2025.

Over the last decade the level of capital investment in public schools in the Northern Territory has increased from \$446 per student in 2014 to \$2,398 per student in 2019 before declining again to just \$700 per student in 2023.

At the same time, private schools have experienced a boom in capital expenditure, with the per student amount hitting a new high of \$3,633 in 2023. Private school students in the Northern Territory receive 5.2 times the capital investment that public school students do.

FIGURE 37
NORTHERN TERRITORY CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014-2023

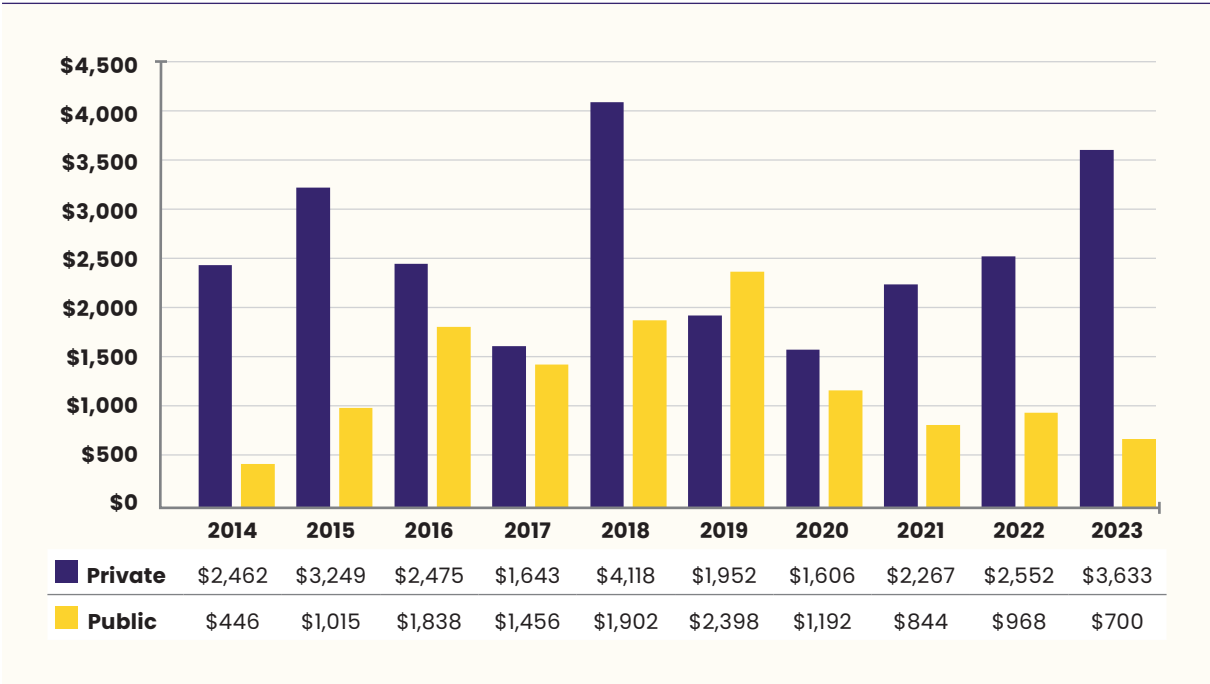


FIGURE 38
NORTHERN TERRITORY CAPITAL EXPENDITURE GAP BY SECTOR 2014–2023 (PUBLIC/PRIVATE)

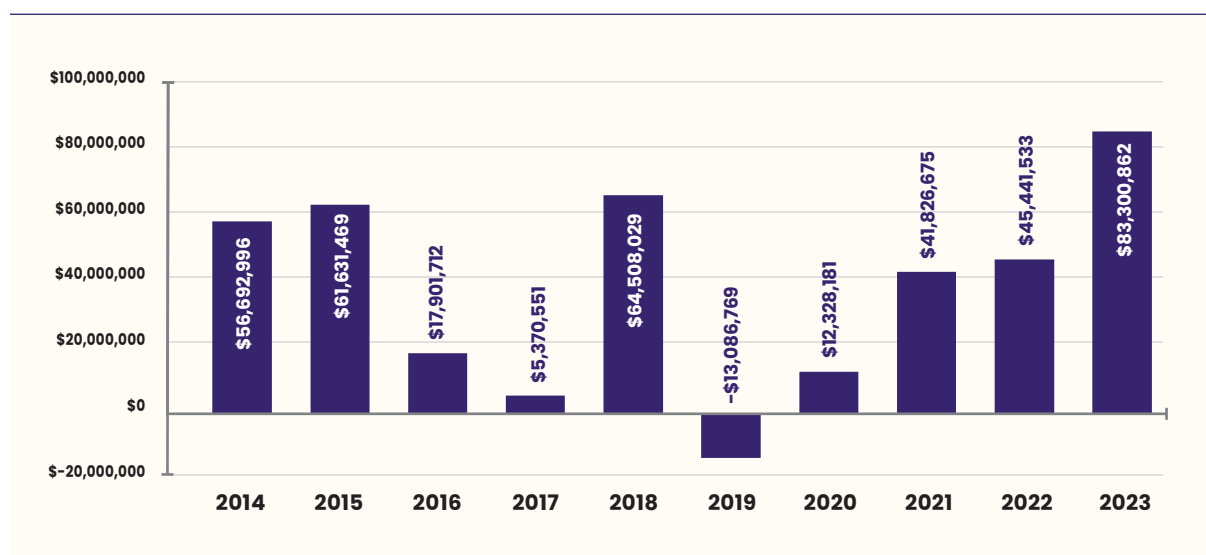
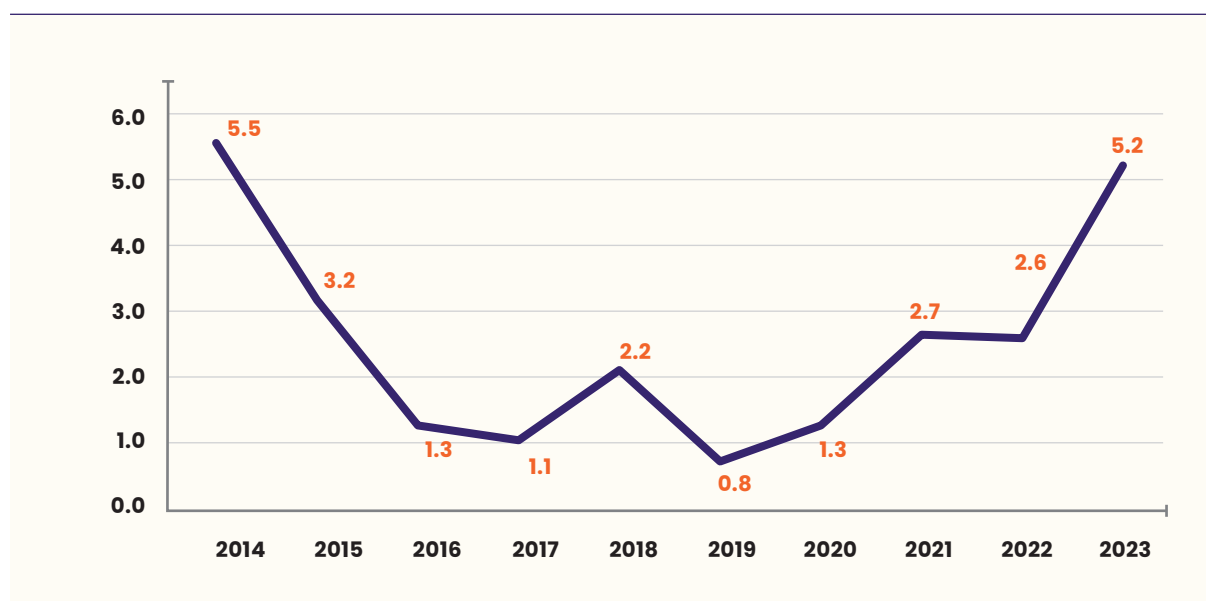


FIGURE 39
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)

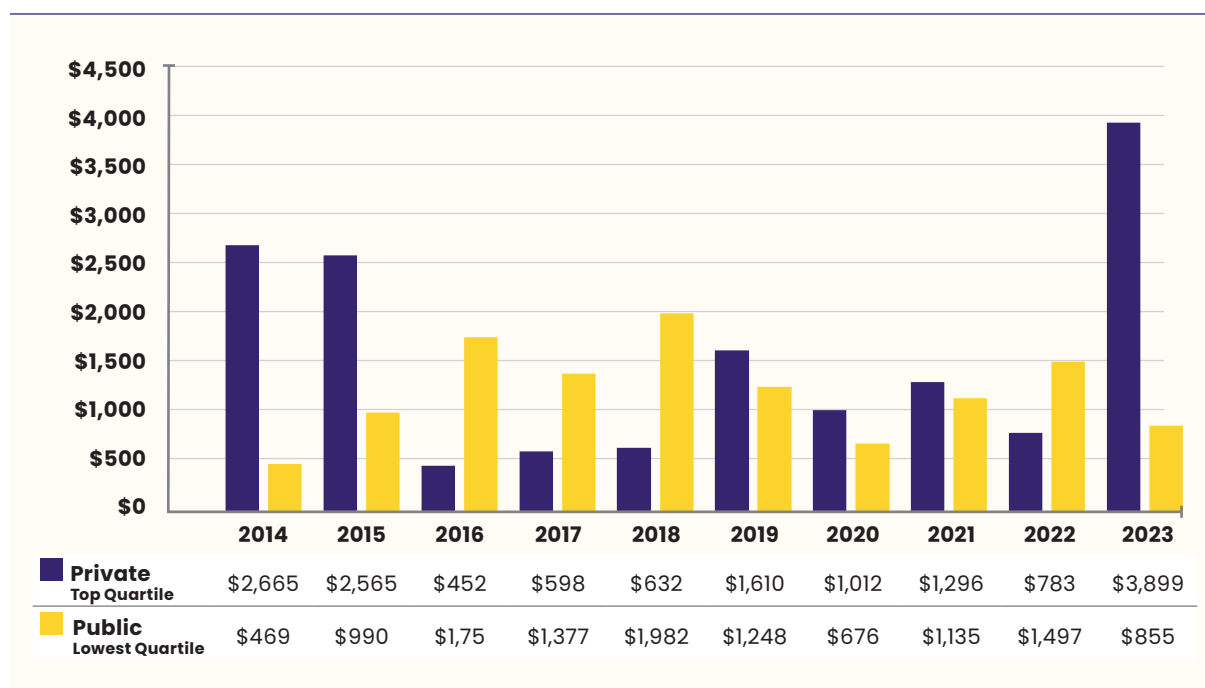


After declining from an all-time high of 5.5 in 2014 the “ratio of inequity” between all private schools and all public schools in the Northern Territory returned to 5.2 in 2023 (meaning that private schools

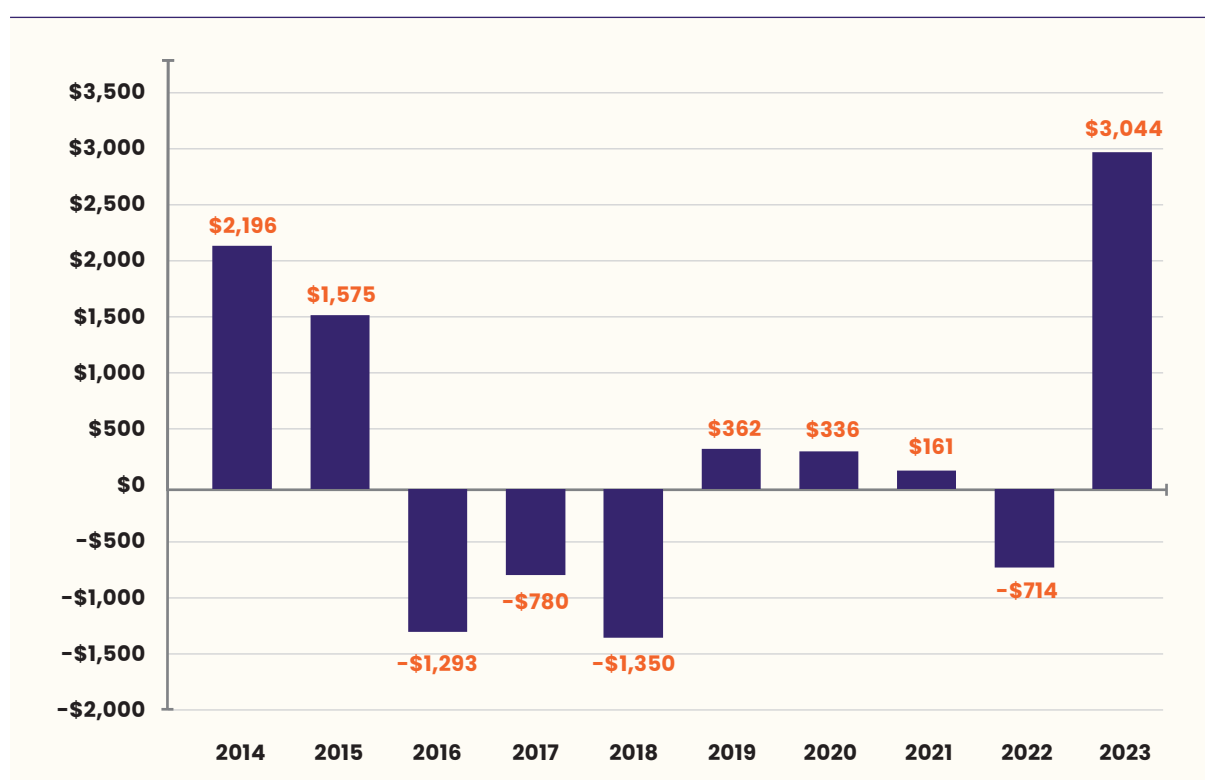
invested more than 5 times the investment received by public schools). 2019 is the only year over the last decade when capital investment in public schools has surpassed private schools.

FIGURE 40

CAPITAL INVESTMENT IN THE NORTHERN TERRITORY BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)

**FIGURE 41**

CAPITAL INVESTMENT \$ GAP PER STUDENT IN THE NORTHERN TERRITORY BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)



Figures 40 and 41 show the investment gap between the most advantaged private schools in the Northern Territory (those in the top quartile of socio-educational advantage) and the most disadvantaged public schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 41 shows the per student gap between the most advanced private schools and the most disadvantaged public schools. In 2023, the per student gap between the most advantaged private schools and the most disadvantaged public schools was \$3,044 per student. For three years between 2016 and 2018 and in 2022 public school students in the most disadvantaged schools received greater capital investment than students in the most advantaged private schools. Despite these few years of improved equity in capital investment in the Northern Territory, the gap between the most advantaged private school and the most disadvantaged public schools from 2014 to 2023 is \$61.6 million.

Some private schools in the Northern Territory regularly spend more on capital works than hundreds of disadvantaged public schools combined

Five private schools in the Northern Territory¹⁰⁸ spent \$17,885,602 total on capital works in 2023 – more than all but two public schools in the Northern Territory combined (\$17,329,300).

This means that these five schools alone spent more than 148 of 150 public schools in the Northern Territory.

These five private schools that educate a total of 2,610 students spent more in capital works than 26,730 students at 143 public schools – more than 10 times the per student investment.

These five private schools received a total of \$47 million in Commonwealth funding in 2023.

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across the Northern Territory by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it.

In both Lingiari and Solomon electorates, private schools have received at least twice the capital investment of public schools over the last decade on a per student basis. In Lingiari the 10-year ratio of capital spending inequity is 2.3 – a total of \$223.8 million on a per student basis from 2014 to 2023. In Solomon the ratio is 2.0, a total per student gap of \$156.4 million over the decade.

¹⁰⁸ St Philip's College, Haileybury Rendall School, The Essington School, Nhulunbuy Christian College and Our Lady of the Sacred Heart Thamarrurr Catholic College

Public school principals in the Northern Territory describe the impact of a lack of capital funding investment on their schools

The impact of the vast inequity in capital funding between public and private schools is laid bare by public school principals in the Northern Territory in their responses to the AEU's 2025 State of Our Schools Survey:

"No withdrawal spaces or meeting spaces at school without being in the classrooms with students."

Acting principal, remote primary/secondary school

"We are situated in the tropics, with no undercover area for assembly or activities. No airconditioned area for materials design, art or drama."

Principal, outer regional primary/secondary school

"We are unable to offer the majority of specialist subjects (such as Science, The Arts, and Technologies) as we do not have purpose-built learning spaces, appropriate facilities, or the resources required to meet curriculum standards. In addition, we are unable to provide a proper preschool program, as the current classroom does not meet the minimum space requirements for early childhood learning."

Principal, remote primary/secondary school

Australian Capital Territory

KEY FINDINGS:

- Capital investment by private schools in the ACT has outpaced investment in public schools by \$293.7 million over the last decade and by \$93.6 million in 2023 alone
- Students in the most advantaged private schools get more than eight times the investment per student compared to students in the most disadvantaged public schools, a gap of \$3,840 per student in 2023
- The top 5 highest spending private schools in the ACT spent \$83,249,756 total on capital works in 2023– more than all but two public school in the ACT combined public schools in the ACT combined (\$82,500,549). This means that five schools alone spent more than 87 or 89 non-special public schools in the ACT.

IN THE AEU'S STATE OF OUR SCHOOLS SURVEY PUBLIC SCHOOL PRINCIPALS IN THE ACT SAID:

- 24% of public schools in the ACT do not have adequate classrooms to meet enrolment demand and need an average of 6 additional classrooms each
- 39% will run out of classroom space in the next 3-5 years
- 49% say the external maintenance of their school buildings is inadequate and 52% say internal maintenance is inadequate
- 52% say that the science facilities at their school are inadequate and 49% say their technology and design facilities are inadequate
- 42% say that their school has temporary/demountable classrooms in use with an average of 7.1 per school
- 61% say that school lacks purpose built structures to support the needs of students with disability
- 46% do not have enough space for small group tutoring programs
- 42% do not have enough space for dedicated counselling or therapy areas
- Only 36% of public schools principals in the ACT are able to offer the full curriculum with their current infrastructure.

Documents released by the ACT Education Directorate show there were 257 demountable classrooms across the territory's 92 schools in 2025 – a 68% increase on the number in 2022.

Over the last decade the level of capital investment in ACT public schools has increased from \$816 per student in 2016 to \$2,525 per student in 2022.

However, the 2023 figure of \$2,108 is just over half the capital investment of \$4,150 per student made by private schools in the ACT in 2023.

FIGURE 42
ACT CAPITAL EXPENDITURE PER STUDENT BY SECTOR 2014–2023

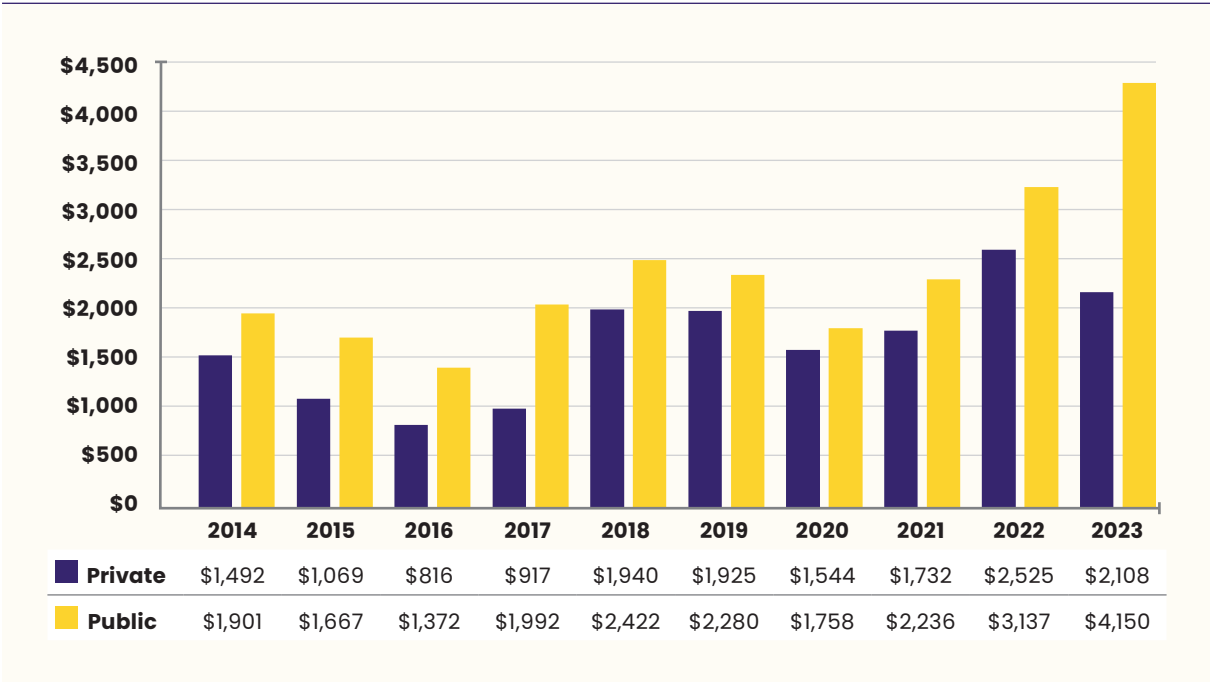


FIGURE 43
ACT CAPITAL EXPENDITURE GAP BY SECTOR 2014–2023 (PUBLIC/PRIVATE)

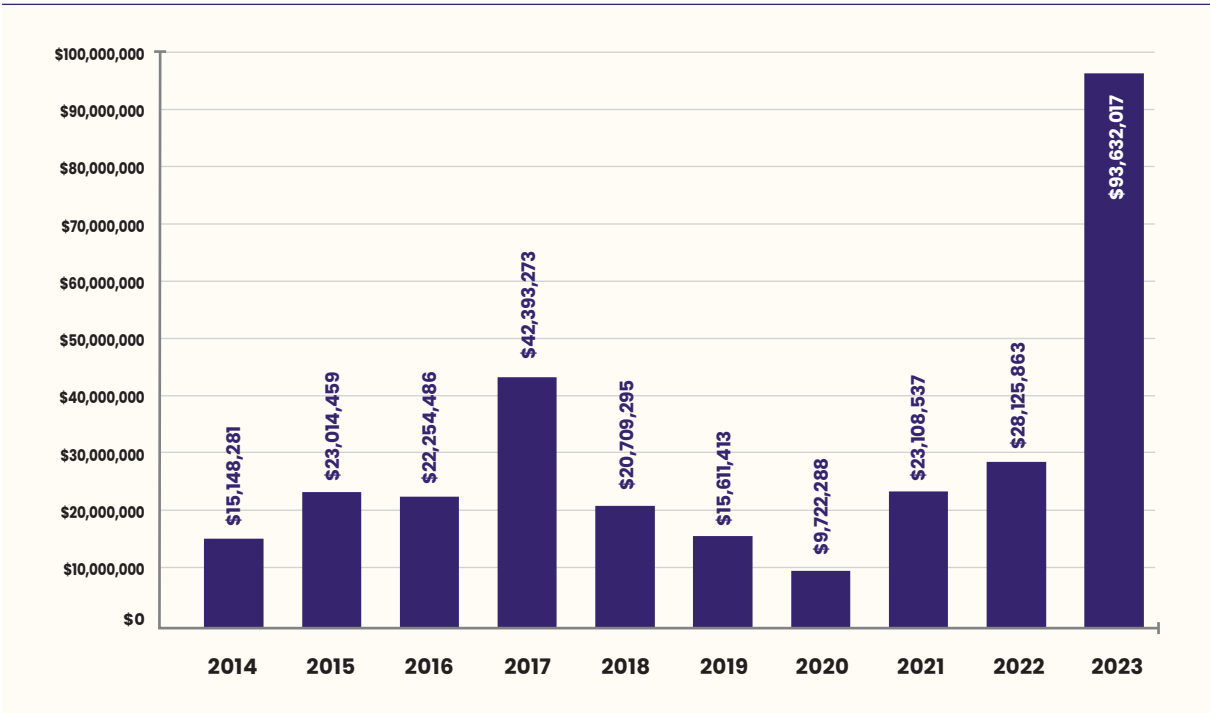
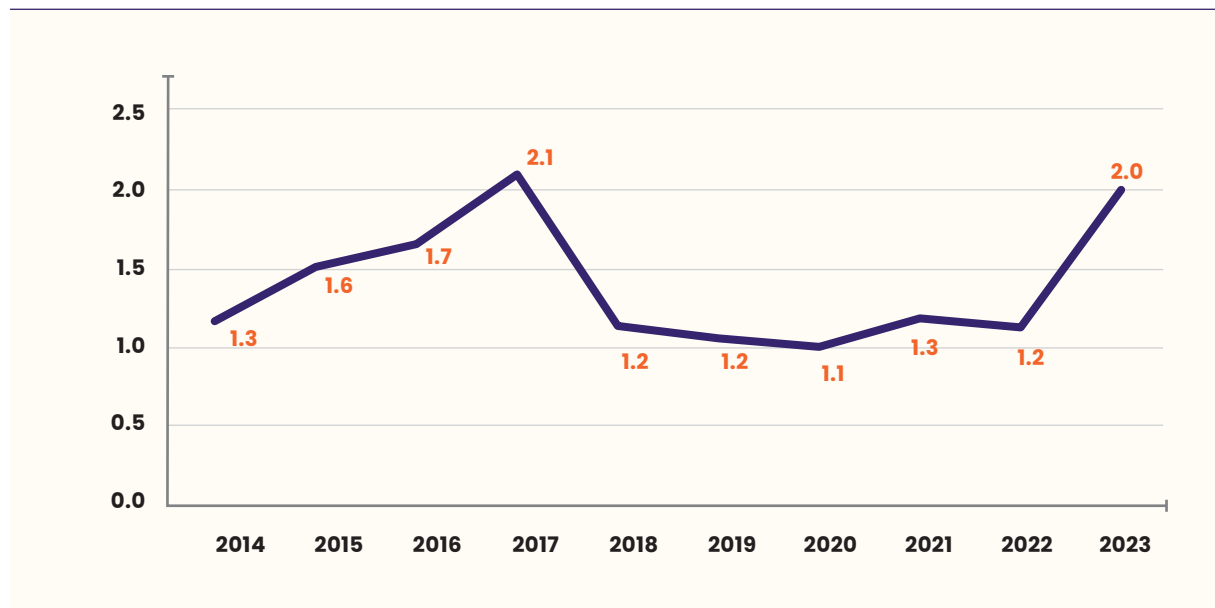


FIGURE 44
RATIO OF TOTAL CAPITAL EXPENDITURE PER STUDENT BY SECTOR (PRIVATE/PUBLIC)



The “ratio of inequity” between all private schools and all public schools reached a peak of 2.1 in 2017 (meaning that private schools invested twice the investment received by public schools on a per student basis). The ratio declined to close to parity in the range of 1.1 to 1.3 for five years between 2018 and 2022 but in 2023

it shot up again to 2.0 – meaning that capital investment in private schools in the ACT is twice that of public schools. The total per student gap in capital investment between private schools and public schools in the ACT was \$93.6 million in 2023.

FIGURE 45
CAPITAL INVESTMENT IN THE ACT BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE
(HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)

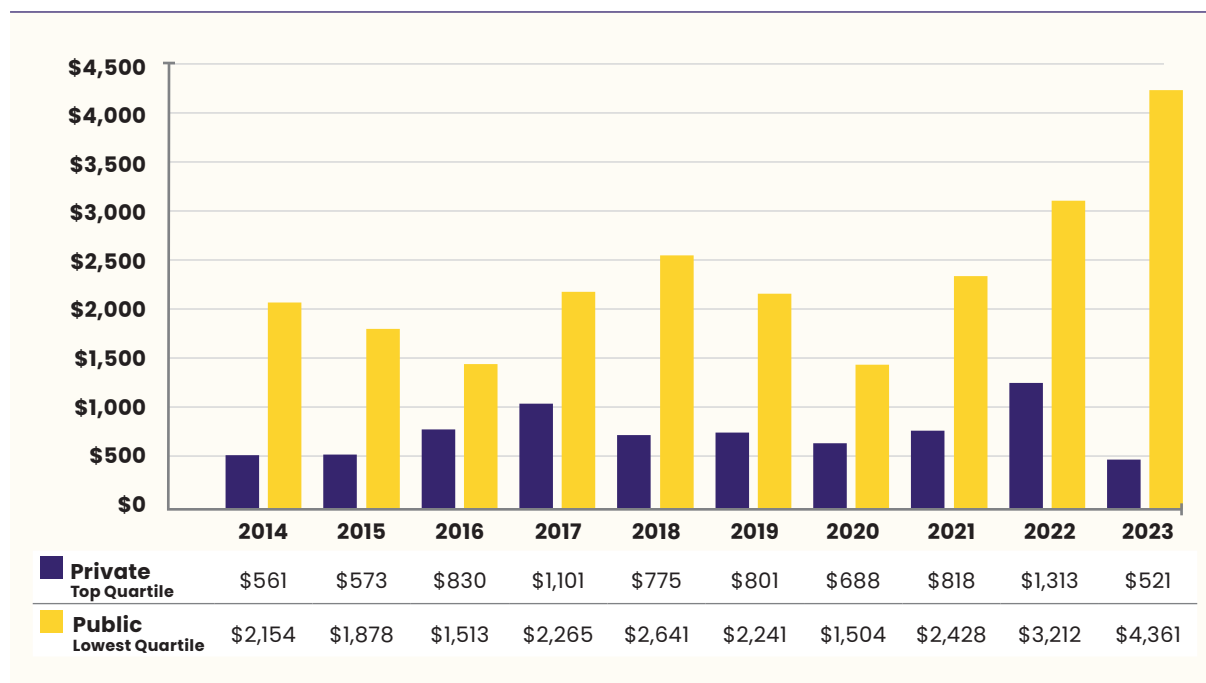
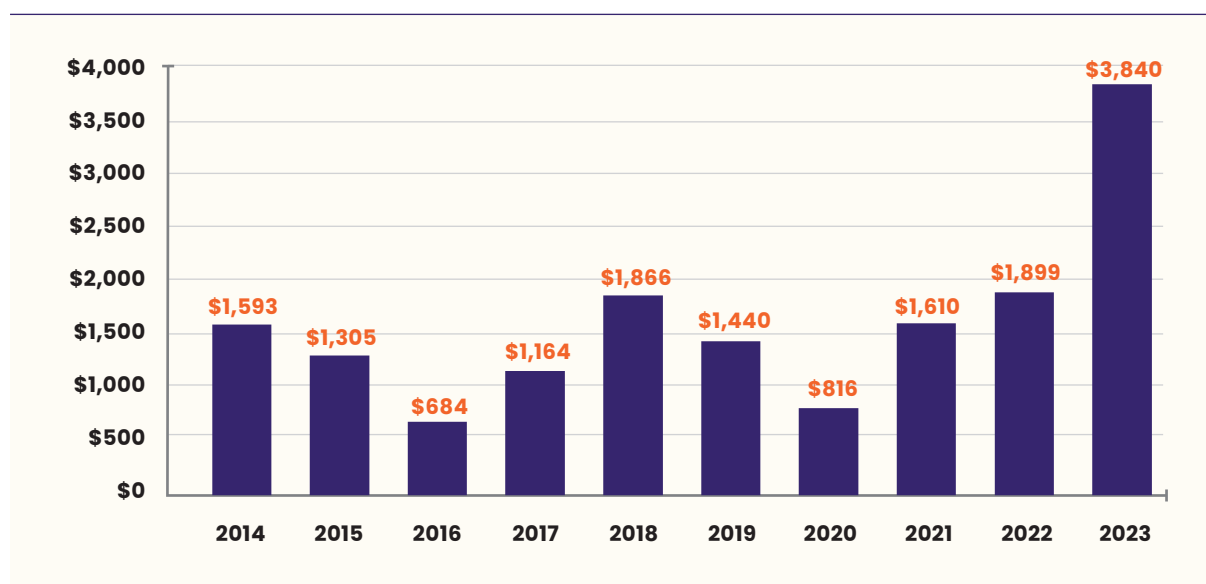


FIGURE 46
CAPITAL INVESTMENT \$ GAP PER STUDENT IN THE ACT BY SECTOR AND SOCIO-EDUCATIONAL ADVANTAGE (HIGHEST QUARTILE PRIVATE/LOWEST QUARTILE PUBLIC)



Figures 45 and 46 show the investment gap between the most advantaged private schools in the ACT (those in the top quartile of socio-educational advantage) and the most disadvantaged public schools in the state (those in the lowest quartile of socio-educational advantage).

Figure 46 shows the per student gap between the most advanced private schools and the most disadvantaged public schools. In 2023 the per student gap between the most advantaged private schools and the most disadvantaged public schools was \$3,840 per student – this means that private school students are receiving 8.4 times the capital investment that their public school peers receive.

The top 5 highest spending private schools in the ACT¹⁰⁹ spent \$83,249,756 total on capital works in 2023 – more than all but two public schools in the ACT combined (\$82,500,549). This means that five schools alone spent more than 87 of 89 non-special public schools in the ACT in 2023.

The highest spending school in the ACT, Radford College, spent \$25,659,541 on capital works in 2023. Its major project was the 2,000 person capacity, 2,000 square metre Collegians Centre which opened in April 2024.¹¹⁰

On its own, Radford College spent more on capital works in 2023 than was invested in more than half (53) of ACT public schools (\$25,707,698). Radford College received \$7.6 million in Commonwealth funding in 2023.

Establishing capital investment equity is a federal responsibility

The ratio of capital expenditure across the ACT by federal electorate provides an insight into how capital funding inequity varies across the state and which areas require the greatest investment to address it.

In all three federal electorates in the ACT private schools have received more capital investment of public schools over the last decade on a per student basis. In Canberra the ratio of capital investment inequity is 2.4 over the decade to 2023 and the total investment gap on a per student basis is \$249.9 million. In Bean the ratio of capital investment inequity is 1.7 over the decade to 2023 and the total investment gap on a per student basis is \$61 million.

The closest to equity between public and private schools is the seat of Fenner where private schools have received 1.1 times the investment of public schools, a total gap of \$37.9 million over the decade to 2023.

In 2024 the ACT Government joined with other jurisdictions to call for Commonwealth capital investment in public schools, saying in a letter that “Our respective jurisdictions are experiencing unprecedented pressures from ongoing population growth, resulting in the need to build new schools, support additional infrastructure and upgrade existing facilities.”¹¹¹

109 Radford College, Marist College Canberra, Daramalan College, Canberra Grammar School, Burgmann Anglican School

110 Durra Panel, Radford College Collegians Centre, accessed at: <https://durrapanel.com/projects/radford-college-collegians-centre/>

111 Groch, S. and Robyn, G., How one state deal reignited Australia's school funding wars, January 2024, accessed at: <https://www.smh.com.au/education/why-wa-school-funding-deal-is-tipped-to-kick-off-a-national-brawl-20240131-p5fla8.html>

Public school principals in the ACT describe the impact of a lack of capital funding investment on their schools

In their responses to the AEU's 2025 State of Our Schools Survey public school principals in the ACT said:

"No other professional organisation would be expected to operate in such substandard conditions. For example, our offsite preschool toilet has no enclosed roof. On -4 degree mornings, staff and children are expected to use facilities that are essentially exposed to the elements."

**Deputy principal,
primary school**

"We lack enough science labs for the number of courses. Cannot run sports on our oval (we don't have one)."

**Principal, senior
secondary school**

"The funding we receive, along with that provided by the Directorate, does not come close to meeting the actual costs required to maintain our buildings to an acceptable standard."

**Acting principal,
primary school**

"All buildings except one have been identified as not being fit for purpose and needing full knockdown and rebuild. To date two buildings down, replaced by demountables and one new building started."

**Principal, senior secondary
school**

"We have no working lift so students or staff with a disability cannot access the second floor. Areas of the school are constantly shut down to remove mould."

**Principal, senior secondary
school**

"No cooling provided to five out of eight buildings."

Principal, primary school

"Major issues with accessibility – school is built on multiple levels with inadequate lift access. In the case of an evacuation wheelchair-bound students have to be placed on a balcony for the emergency services to "save" as there are no ramps."

**Deputy principal, senior
secondary school**

CONCLUSION

The 2011 Review of Funding for Schooling found that *“Student outcomes are strongly influenced by the design of learning spaces and the facilities in a school.”*¹¹²

Twenty-first century learning, with the focus on meeting the diverse needs of students and equipping them with the knowledge, skills and capacities required in society and the modern workforce, requires safe, high-quality teaching and learning environments.

In 2023, the Commonwealth Department of Education confirmed its view that the quality of school facilities can influence student attendance, attainment and behaviour and is *“an important determinant of student outcomes” and that the quality of facilities also has an impact on the “motivation and ability of teachers to instruct their students successfully.”*¹¹³

Schools need a mix of flexible learning spaces and traditional classrooms in buildings designed to be energy efficient with good ventilation, acoustics, and light. The capacity to fully utilise new technologies also needs to be reflected in design and construction. Public schools are increasingly hubs for the community. The onsite inclusion of early learning facilities, space for allied health

professionals and adult and community education increases the connection between local communities and schools. This is demonstrated by the recommendation from the Expert Panel of the Review to Inform a Better and Fairer Education System for the implementation of “full service schools” which *“strengthen links between schools and community and health services”* and which will require substantial new school buildings and reconfiguration of existing buildings if these services are to be co-located with schools.¹¹⁴

This report shows in stark detail how, for over a decade, successive Commonwealth Governments have been derelict in their duty to ensure that students in Australia’s public schools have access to the buildings, equipment and learning environments they need to thrive.

It shows how the Commonwealth has effectively ceased to provide capital funding to public schools while diverting (and continuing to divert for another decade) billions of dollars in Commonwealth grants towards private schools that are already overfunded and flush with resources.

¹¹² Department of Education, *Review of Funding for Schooling—Final Report*, 2011, p.87

¹¹³ Department of Education, *2022–2023 Budget Estimates Brief Oct/Nov 2022*, p207, Released under FOI, April 2023 <https://www.education.gov.au/about-department/corporate-reporting/freedom-information-foi/foi-disclosure-log>

¹¹⁴ Department of Education, *Improving Outcomes for All: The Report of the Independent Expert Panel’s Review to Inform a Better and Fairer Education System*, 2023, p.19, <https://www.education.gov.au/review-inform-better-and-fairer-education-system/resources/expert-panels-report>

In addition, opaque reporting requirements allowed for the mass reallocation of Commonwealth Government recurrent funding to capital works for private schools and have led to a situation where the vast majority of Australia's 6,700 public schools have received \$38 billion less than private schools in capital funding on a per student basis.

Public schools in Australia are now in dire need of urgent capital improvement and investment for the future. The imminent implementation of the Thriving Kids initiative and the increased co-location of early intervention services with schools will require significant new capital investment to allow all services to successfully integrate. This includes purpose-built school buildings and the redevelopment of existing buildings to house new staff and to improve accessibility. As noted by Dr Monique Ryan MP, Deputy Chair of the Thriving Kids Inquiry"

*"Success of the model demands that, as a society, we accept our responsibility to include and support all children, create a system responsive to their varying capacities and needs, and commit to creating and supporting the workforce and **infrastructure required to maximise their independence and inclusion.**"¹¹⁵*

Well-built and maintained public schools are essential educational and community assets, but for over a decade public school students, teachers and communities have been left to make do with inadequate and sometimes dangerous learning environments.

Despite this knowledge, over the last decade infrastructure in Australia's public schools has been steadily deteriorating, and our current school building stock includes over 20,000 demountable buildings and a high prevalence of aging buildings with issues ranging from leaking roofs to unstable structures and inadequate facilities like science labs, libraries, and sports areas – all of which are essential for holistic education.

The Commonwealth now needs to take the lead on restoring the nation-building investment that is well-designed, high-quality public school buildings that allow students access to the full range of curriculum and extracurricular activities. Prior to 2017, capital funding for public schools was provided by the Commonwealth as part of its grants to state and territory governments, but this longstanding practice was halted by the Coalition to devastating result.

This report shows how the resulting gap in capital investment between the private and public school sector has now reached close to \$40 billion over the last decade, including more than \$22 billion since the Coalition cut capital funding to public schools in 2017 and over \$5 billion for the year 2023 alone.

115 No child left behind: Report into the Thriving Kids initiative, House of Representatives Standing Committee on Health, Aged Care and Disability, 026, p. 246

Despite this, the Commonwealth has provided over 1,500 private schools with more than \$1.6 billion in capital funding since 2017 and plans to fund a further \$3 billion to for private school building projects through to 2034.

The Commonwealth Government must redress the inequity of a decade of neglect of public school infrastructure. There are reams of research that confirm the value of capital investment in public schools for improving inclusion, student engagement, wellbeing and student's academic results. Investing in public schools also has a multitude of wider community, and ultimately societal, benefits. The Albanese Government is rightly seeking to increase the use of schools to help students holistically, but public schools cannot deliver this without substantial infrastructure investment.

Investing in the built environment of public schools has huge potential benefits for the learning outcomes of students, but also for the esteem of the sector. In order to ensure that no student is left behind and no one is held back, the Commonwealth must urgently address the capital investment divide that has existed between school sectors in this country for over a decade.

A guaranteed long-term federally funded capital works package will provide much needed improvements to public schools and ensure new schools that are fit for the future are built in areas of rapid population growth.

Through its commitment to the *Better Fairer Schools Agreement* for recurrent funding the Albanese Government has shown that it has the political will to repair the damage done by previous Coalition governments to the public education system.

The time is now for the Albanese Government to make a similarly substantial and ongoing capital works funding program for public schools to redress the failure of the Commonwealth to invest in public schools between 2017 and 2022, and to ensure that public schools are able to function as community hubs, providing the foundational supports that the Albanese Government envisages.

RECOMMENDATIONS — HOW TO GIVE STUDENTS THE PUBLIC SCHOOLS THEY DESERVE

THE AEU RECOMMENDS THE COMMONWEALTH TAKE THE FOLLOWING URGENT STEPS:

-  **1.** Provide a significant and immediate injection of capital investment to public schools in recognition of, and partial rectification of, the billions of dollars lost through the abandonment of Commonwealth capital funding in 2017.
-  **2.** Create a permanent Commonwealth capital fund to ensure that all public schools have access to the funds they need to provide adequate and safe 21st century learning environments.
-  **3.** Negotiate a joint partnership with state and territory governments to invest in new and upgraded public schools and facilities, with the provision that Commonwealth capital funding for public schools triggers increased investment from state and territory governments.
-  **4.** Ensure that all public schools have access to funds to prioritise purpose-built learning spaces and school facilities including modified bathrooms and playgrounds that are accessible for all students with disability.
-  **5.** Work with and incentivise state and territory governments to ensure that growth suburbs have public primary and secondary schools that are open and accessible when residents arrive.
-  **6.** Ensure that the capital works required to implement the Thriving Kids initiative in public schools are funded from that initiative, not through recurrent or capital schools funding.

APPENDIX 1:

Ratio of per student capital expenditure between private and public schools (2014-2023) and Total per student gap between capital expenditure in private and public schools (2014-2023) by Federal Electorate, ordered by 10 year average ratio.

FEDERAL ELECTORATE

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10 year average ratio 2014- 2023	2014-2023 Total Capital Expenditure Gap Public/Private
Kooyong	7.6	34.7	17.8	7.2	4.3	11.7	13.1	6.4	8.9	4.4	10.1	\$ 764,562,851
Chifley	4.3	3.6	2.0	6.9	8.5	8.7	7.4	5.6	6.1	4.2	6.4	\$ 571,014,094
Franklin	2.4	4.6	4.1	6.2	8.9	3.3	6.5	12.1	14.3	18.1	6.1	\$ 247,069,334
Wentworth	7.5	7.9	2.7	3.7	3.5	5.0	3.3	8.2	9.2	5.6	6.0	\$ 445,494,009
McPherson	6.0	7.8	8.7	10.2	4.9	2.9	7.9	5.0	6.0	2.1	5.8	\$ 424,811,485
Chisholm	5.2	10.0	9.2	3.4	3.0	7.7	10.8	9.1	3.9	2.7	5.7	\$ 656,454,752
Swan	5.6	8.0	5.2	2.9	9.6	3.4	6.4	1.2	4.0	7.2	5.6	\$ 224,814,020
Lilley	10.9	3.4	6.8	13.2	2.3	3.9	3.5	4.9	1.1	2.9	5.5	\$ 217,195,429
Berowra	7.0	8.1	6.6	4.9	4.5	3.3	2.7	2.9	4.9	3.2	5.1	\$ 582,736,702
Clark	6.7	8.6	1.9	1.5	3.0	6.0	2.6	10.8	10.5	5.4	5.1	\$ 219,151,420
Bass	8.9	3.5	3.8	4.2	2.5	1.8	3.6	11.8	12.4	5.9	5.0	\$ 237,644,790
Moncrieff	4.2	2.1	13.4	11.0	4.7	7.6	4.0	2.8	2.5	4.4	5.0	\$ 353,866,897
Isaacs	3.1	30.2	6.3	3.2	1.7	7.0	5.4	3.3	2.5	4.2	4.9	\$ 434,008,473
Werriwa	7.5	4.9	3.2	6.7	5.2	1.8	4.8	3.8	3.1	2.6	4.6	\$ 402,496,106
Fairfax	6.7	18.1	6.9	11.2	5.1	2.7	3.5	2.1	3.5	3.8	4.4	\$ 463,398,073
Kennedy	2.6	7.6	5.6	7.0	1.8	13.6	2.4	4.1	3.6	2.9	4.3	\$ 494,376,988
Moore	1.2	2.4	6.5	7.4	5.9	0.6	2.0	1.4	2.7	2.6	4.2	\$ 142,872,687
Bowman	17.0	6.0	6.0	11.7	9.3	1.8	5.8	1.3	2.2	1.5	4.2	\$ 254,682,531
Menzies	3.6	9.6	9.5	8.2	3.0	3.1	4.2	3.9	1.4	4.1	4.2	\$ 359,039,216
Aston	1.3	8.4	7.2	1.5	1.5	9.1	2.9	9.1	9.0	2.4	4.1	\$ 365,402,394
Gorton	10.0	15.2	6.2	5.4	1.5	3.1	4.2	4.0	2.6	2.1	4.1	\$ 277,425,918
La Trobe	2.7	1.6	2.8	5.2	2.9	8.8	3.9	4.0	3.5	3.1	3.9	\$ 360,742,368

FEDERAL ELECTORATE												
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10 year average ratio 2014-2023	2014-2023 Total Capital Expenditure Gap Public/Private
Grayndler	5.1	13.8	11.0	5.9	1.4	2.4	3.8	2.9	2.9	2.9	3.8	\$ 388,804,581
Bruce	6.2	3.6	5.8	1.8	2.5	3.9	3.7	2.1	2.2	2.7	3.8	\$ 362,109,772
Bullwinkel	1.7	2.7	7.4	3.3	7.3	4.5	4.1	0.7	1.8	2.0	3.7	\$ 164,688,962
Herbert	4.5	1.9	14.9	7.4	2.8	3.1	0.8	2.6	5.2	4.7	3.7	\$ 302,575,173
Hawke	11.7	8.3	6.1	3.8	2.5	2.9	3.6	2.4	2.5	2.9	3.7	\$ 368,609,816
Lalor	3.9	10.7	8.4	3.4	1.3	3.2	2.7	2.7	4.4	3.3	3.7	\$ 451,285,229
Dawson	5.3	7.4	4.1	3.6	5.3	1.8	1.9	1.1	3.9	3.3	3.7	\$ 318,935,887
Blaxland	9.5	2.8	2.0	4.2	1.5	1.5	7.1	4.1	2.2	1.2	3.6	\$ 242,617,467
Corio	2.6	7.5	4.3	1.6	1.5	1.4	6.2	3.1	5.2	2.2	3.6	\$ 345,711,949
Reid	5.8	12.1	6.4	7.1	1.6	2.4	2.2	2.2	4.6	4.5	3.6	\$ 462,922,055
Macnamara	2.6	33.2	6.9	2.6	2.1	6.7	4.4	1.9	2.8	6.3	3.5	\$ 378,135,659
Kingston	2.5	12.1	13.6	4.2	1.5	4.2	3.3	1.2	6.7	10.3	3.5	\$ 272,886,070
Cook	2.6	13.8	6.4	16.4	4.6	7.0	2.6	1.7	1.3	2.2	3.5	\$ 366,702,843
Grey	2.2	8.7	7.8	2.9	1.6	5.6	4.2	1.7	4.7	7.9	3.5	\$ 400,220,712
Perth	2.9	0.5	5.0	2.1	3.1	1.7	11.4	2.2	6.1	4.0	3.4	\$ 128,573,531
Spence	1.2	3.0	7.7	4.2	1.5	7.0	3.0	0.9	1.6	8.2	3.3	\$ 274,684,625
Banks	7.2	1.0	5.0	10.7	5.9	4.4	2.6	6.1	0.7	1.4	3.3	\$ 489,470,885
Capricornia	3.5	5.9	2.0	3.8	3.3	3.8	2.8	1.1	3.1	1.1	3.2	\$ 277,164,225
Calwell	5.2	1.6	2.6	2.0	3.0	12.1	3.6	2.8	1.1	2.7	3.2	\$ 301,354,894
Sturt	1.5	5.6	46.2	9.5	9.1	10.3	2.0	1.1	3.3	1.5	3.2	\$ 391,712,371
Rankin	2.7	18.6	4.4	5.2	3.4	5.8	1.1	2.1	1.9	2.2	3.2	\$ 302,107,217
Groom	2.5	3.0	7.1	3.0	2.3	1.1	3.4	1.1	1.3	4.2	3.2	\$ 180,547,328

FEDERAL ELECTORATE

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10 year average ratio 2014- 2023	2014-2023 Total Capital Expenditure Gap Public/Private
Warringah	8.7	6.7	1.4	5.3	2.9	4.7	3.5	2.1	2.7	2.2	3.2	\$ 673,178,528
Gilmore	1.8	3.7	4.7	4.9	2.8	2.7	3.2	1.4	2.3	3.1	3.1	\$ 174,313,400
Watson	6.3	3.0	3.6	4.6	0.9	2.1	1.3	1.6	1.4	1.5	3.1	\$ 144,717,740
Paterson	2.6	0.7	5.3	5.9	4.5	1.7	2.6	1.6	4.2	4.9	3.1	\$ 307,932,855
Whitlam	10.0	3.3	1.4	3.9	6.9	3.7	1.5	0.8	1.7	3.4	3.1	\$ 191,486,010
Makin	2.5	3.5	6.9	6.2	2.7	15.0	2.6	0.8	1.8	3.4	3.0	\$ 267,692,141
Forde	3.7	27.8	8.4	5.0	3.3	1.6	2.7	1.0	1.1	2.0	3.0	\$ 320,108,116
Barton	5.0	6.7	7.2	8.7	2.9	0.9	2.0	1.4	1.9	2.4	3.0	\$ 230,811,665
Ryan	2.4	3.8	7.0	4.5	3.6	6.4	0.8	0.8	2.6	7.0	3.0	\$ 365,480,553
Boothby	1.0	8.5	7.9	5.5	2.4	10.5	2.5	0.8	3.9	3.5	3.0	\$ 318,231,934
Flinders	4.2	5.9	2.4	1.1	4.9	5.4	1.9	1.8	1.8	2.5	3.0	\$ 228,822,268
Oxley	2.0	6.0	2.9	10.9	8.7	1.5	2.7	1.5	1.1	2.9	2.9	\$ 233,871,273
Maranoa	2.5	2.6	2.2	5.9	3.3	2.7	2.6	2.2	2.1	1.7	2.8	\$ 273,131,633
Hinkler	2.5	2.3	4.4	4.2	5.0	2.6	2.8	0.9	1.5	3.1	2.8	\$ 201,562,674
Gellibrand	6.5	6.0	2.5	5.9	1.1	3.9	1.7	1.0	2.3	1.5	2.8	\$ 186,519,245
Holt	5.9	6.4	7.3	5.0	2.5	4.2	3.0	1.7	1.3	0.7	2.8	\$ 329,378,099
Jagajaga	6.2	10.9	3.2	1.5	2.1	2.5	2.1	1.9	3.3	0.7	2.8	\$ 327,905,629
Braddon	2.4	3.0	2.1	1.4	3.1	8.2	3.3	1.0	2.2	3.2	2.8	\$ 138,840,963
Bonner	3.8	2.0	2.3	3.5	4.4	1.7	1.7	1.4	1.2	2.9	2.8	\$ 180,898,794
Corangamite	8.3	4.3	1.4	1.6	2.7	3.0	3.0	5.9	1.9	3.0	2.7	\$ 345,416,407
Tangney	2.7	1.9	1.3	1.9	4.7	4.2	6.4	1.9	3.4	2.3	2.7	\$ 349,220,225
Goldstein	14.3	4.8	8.7	2.7	1.8	6.6	1.9	0.7	2.4	3.0	2.7	\$ 331,850,365

FEDERAL ELECTORATE												
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10 Year average ratio 2014-2023	2014-2023 Total Capital Expenditure Gap Public/Private
Mayo	2.5	3.7	6.0	5.1	2.9	5.6	5.1	0.8	0.9	6.5	2.7	\$ 223,181,715
Leichhardt	2.2	3.4	1.9	3.8	1.1	1.7	1.0	0.9	6.7	3.7	2.7	\$ 302,426,384
Fremantle	0.8	1.6	8.4	2.8	0.9	6.4	1.8	8.0	4.2	2.9	2.7	\$ 180,209,080
Dickson	3.2	29.6	6.6	3.7	2.3	7.5	1.2	1.4	2.1	2.3	2.7	\$ 209,732,858
Wide Bay	4.1	3.3	4.0	3.6	2.5	2.4	1.1	1.2	1.6	2.3	2.7	\$ 143,068,421
Hasluck	7.1	15.0	1.8	6.2	2.1	0.6	2.4	0.6	2.4	2.8	2.7	\$ 209,729,623
Greenway	8.8	2.5	2.4	1.7	3.2	1.6	4.7	10.1	0.7	0.6	2.7	\$ 443,785,119
Hunter	5.8	5.3	3.7	3.8	2.2	1.0	1.4	1.1	1.7	1.7	2.6	\$ 147,139,047
Flynn	3.3	6.0	5.2	3.0	1.4	3.8	0.7	6.0	4.2	1.1	2.6	\$ 329,244,957
Hindmarsh	28.2	4.9	5.1	2.3	1.6	10.5	2.1	0.9	3.5	2.5	2.6	\$ 256,819,801
Calare	1.6	2.2	2.6	2.0	2.6	3.4	1.6	3.0	1.1	0.8	2.6	\$ 139,601,611
Cowan	3.6	1.2	6.3	1.9	3.0	2.8	2.9	0.5	2.5	5.6	2.6	\$ 167,284,606
Wright	3.4	7.0	7.6	21.8	1.3	2.6	0.7	3.1	1.8	2.6	2.6	\$ 366,699,587
McEwen	5.7	2.4	0.9	2.0	4.0	3.7	1.9	2.2	4.2	3.4	2.5	\$ 288,217,212
Barker	2.9	2.2	7.1	5.0	0.9	2.0	3.0	0.8	4.8	5.7	2.5	\$ 257,928,457
Curtin	2.7	1.2	5.9	7.1	1.2	1.8	0.8	4.5	15.9	1.8	2.5	\$ 320,606,598
Macarthur	4.3	2.5	3.8	8.0	3.5	6.4	2.4	0.9	2.7	1.1	2.5	\$ 183,826,751
Canberra	2.2	1.5	2.6	5.5	1.2	1.6	1.2	1.8	3.2	2.3	2.4	\$ 249,901,034
Robertson	3.0	6.4	0.9	1.1	1.7	1.2	2.1	1.3	1.5	1.9	2.4	\$ 93,076,006
Cunningham	5.1	4.2	1.7	3.3	2.1	1.0	0.5	1.7	1.7	2.0	2.4	\$ 129,252,363
Dobell	7.3	2.1	3.6	2.6	3.2	2.0	2.1	0.5	0.9	0.9	2.4	\$ 96,707,921
Mitchell	10.8	7.5	10.1	5.6	0.5	1.8	2.4	2.3	1.7	2.0	2.4	\$ 280,870,630

FEDERAL ELECTORATE												
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10 year average ratio 2014-2023	2014-2023 Total Capital Expenditure Gap Public/Private
Longman	3.1	2.0	8.7	9.0	1.6	6.2	0.5	1.1	1.7	1.3	2.3	\$ 166,741,070
LINGIARI	4.6	2.1	1.6	1.4	1.3	2.0	3.5	2.2	2.2	5.7	2.3	\$ 223,776,305
Adelaide	0.8	4.4	11.9	3.9	6.4	0.5	4.5	1.8	4.0	1.3	2.3	\$ 155,049,022
Cowper	3.5	7.4	2.5	2.6	1.8	1.5	1.2	1.0	1.0	0.4	2.3	\$ 57,155,959
Monash	5.2	14.1	8.7	4.4	2.6	1.2	1.8	1.2	1.0	2.7	2.3	\$ 230,950,651
Ballarat	4.0	7.4	5.2	2.2	0.9	1.3	0.9	1.6	3.0	2.8	2.3	\$ 195,485,644
Newcastle	3.1	3.1	3.7	2.8	1.7	0.9	1.0	0.6	2.1	2.0	2.3	\$ 102,010,231
Petrie	5.6	6.2	4.6	4.8	2.1	1.9	0.3	1.3	1.3	3.1	2.3	\$ 186,807,298
Mackellar	6.6	7.5	5.2	3.1	4.0	1.8	0.9	1.3	1.3	1.0	2.2	\$ 185,952,446
Lindsay	4.6	2.7	4.1	2.0	3.5	1.6	0.6	1.7	1.3	1.2	2.2	\$ 120,227,868
Bradfield	8.8	18.3	8.9	3.2	1.6	0.7	0.6	1.0	3.8	4.2	2.2	\$ 350,309,873
Scullin	7.7	7.6	4.9	3.4	1.4	5.9	1.3	1.1	2.1	1.5	2.1	\$ 199,467,401
McMahon	3.2	6.4	3.4	1.6	0.7	2.7	0.8	0.9	1.4	1.5	2.1	\$ 112,175,462
O'Connor	1.9	2.2	3.4	1.8	0.6	2.8	1.5	1.4	2.2	2.0	2.1	\$ 164,502,698
Griffith	12.2	3.8	1.8	12.5	0.4	2.0	1.6	0.7	0.8	2.1	2.1	\$ 184,059,577
Bendigo	1.5	3.1	3.6	0.7	1.3	2.8	0.9	1.8	3.1	1.8	2.1	\$ 200,520,661
Macquarie	2.4	2.2	3.2	1.5	1.5	2.8	1.7	0.8	0.7	1.4	2.1	\$ 50,500,478
Deakin	2.9	1.9	1.1	1.3	2.3	1.0	0.9	1.9	1.3	1.6	2.1	\$ 117,557,520
Mallee	4.1	8.0	4.8	1.2	1.1	2.4	1.1	2.1	1.3	0.8	2.1	\$ 148,134,695
Durack	0.6	3.2	1.9	1.9	2.4	1.0	6.1	1.4	2.4	2.2	2.1	\$ 314,979,707
Shortland	13.2	8.1	3.3	2.1	1.5	0.9	2.5	0.5	0.7	0.8	2.1	\$ 152,818,016
Solomon	7.2	4.5	1.2	0.8	3.2	0.5	0.6	3.6	6.0	4.7	2.0	\$ 156,371,379

FEDERAL ELECTORATE												
2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10 year average ratio 2014–2023	2014–2023 Total Capital Expenditure Gap Public/Private	
Moreton	2.2	3.2	5.7	3.0	2.6	1.2	1.5	0.6	1.2	2.6	2.0	\$ 169,556,247
Dunkley	1.7	12.6	4.2	1.6	1.6	2.2	0.4	1.5	3.0	1.7	2.0	\$ 206,120,264
Lyons	5.7	0.9	1.4	2.7	1.5	3.6	3.2	7.8	0.8	0.4	2.0	\$ 81,785,049
Hughes	3.6	5.2	4.4	2.7	0.7	1.9	2.3	2.5	0.5	1.0	2.0	\$ 131,722,277
Forrest	1.7	2.2	12.5	2.7	0.7	4.3	0.4	1.1	1.6	1.3	2.0	\$ 131,596,114
Blair	2.3	28.0	3.6	1.6	7.9	1.5	1.0	0.6	1.1	2.0	2.0	\$ 204,319,905
Page	4.3	2.0	0.9	1.2	1.6	2.1	1.2	1.1	1.7	0.8	1.9	\$ 60,022,470
Canning	1.5	0.2	2.7	6.3	2.7	0.9	5.5	3.0	19.7	2.2	1.9	\$ 109,660,835
Burt	1.0	11.2	0.7	1.0	3.6	1.6	1.7	0.9	3.6	3.9	1.9	\$ 273,990,945
Gippsland	1.3	8.2	4.1	1.0	2.4	2.4	1.3	1.1	1.1	0.8	1.9	\$ 93,692,233
Kingsford Smith	5.1	2.6	3.1	1.9	0.8	1.7	1.5	0.9	2.6	1.6	1.9	\$ 86,851,464
Wannon	2.5	6.8	12.6	1.8	0.9	0.9	0.7	1.8	0.8	0.6	1.9	\$ 59,955,417
Fowler	3.3	2.4	5.8	7.1	0.6	0.6	0.6	0.3	0.5	1.4	1.8	\$ 86,011,781
Brand	2.2	0.5	1.4	3.7	2.2	1.2	1.8	1.6	8.2	1.3	1.8	\$ 197,516,976
Indi	1.9	6.3	2.2	2.4	1.5	2.1	0.7	0.9	1.4	0.9	1.8	\$ 79,447,032
Brisbane	6.4	2.6	7.8	1.5	2.5	4.0	0.5	0.9	1.0	4.4	1.8	\$ 197,821,626
Hotham	10.3	2.1	1.7	2.3	1.2	0.6	0.9	0.8	1.3	2.1	1.7	\$ 87,718,258
Bean	0.3	0.9	0.7	0.9	2.0	1.5	1.8	1.7	1.5	2.8	1.7	\$ 61,045,234
Fisher	6.2	5.6	4.5	5.7	1.6	1.8	2.9	0.5	1.0	0.6	1.7	\$ 107,815,392
Maribyrnong	8.0	17.2	3.7	2.3	0.9	1.2	1.0	0.5	0.6	0.4	1.7	\$ 17,541,732
Casey	4.5	3.3	3.5	1.4	1.3	0.8	0.8	1.6	1.6	1.0	1.7	\$ 86,003,953
Farrer	2.5	3.8	2.3	1.8	1.4	1.2	0.3	1.3	0.6	0.9	1.6	\$ 15,682,228

FEDERAL ELECTORATE	2014-2023 Total Capital Expenditure Gap Public/Private									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Riverina	2.8	1.0	2.1	3.0	2.2	1.6	0.6	0.7	0.8	1.6
Fadden	3.4	20.8	3.2	3.8	2.0	1.6	0.9	0.8	1.1	1.6
Hume	9.0	5.7	4.0	6.8	1.9	0.5	0.4	1.3	0.8	1.5
Bennelong	4.1	1.8	2.9	9.0	6.2	0.7	0.6	1.3	0.6	1.1
Nicholls	7.9	8.5	5.6	2.5	1.7	1.1	0.3	0.5	2.0	1.7
Melbourne	8.1	16.5	21.2	9.0	0.3	0.6	1.6	0.3	2.1	0.6
Wills	4.5	1.7	1.9	1.5	1.0	1.6	0.5	1.1	1.5	1.8
Fraser	7.3	7.5	6.0	3.7	1.2	1.1	0.6	0.7	0.9	0.9
Parkes	1.5	1.1	0.6	0.9	1.2	1.2	0.6	1.2	0.9	0.7
New England	4.1	3.1	3.4	1.4	1.0	0.5	0.4	0.5	0.7	1.1
Lyne	2.5	0.7	0.6	1.1	2.1	0.5	1.1	1.2	0.9	1.1
Pearce	0.3	0.8	1.7	0.9	0.7	8.8	0.4	1.3	2.3	1.1
Parramatta	7.7	5.2	3.9	1.0	0.6	0.2	0.7	0.7	1.3	1.3
Fenner	3.5	2.8	1.7	0.8	0.8	0.7	0.5	0.6	0.4	0.9
Cooper	8.7	4.4	2.8	1.8	1.1	0.7	0.7	0.9	0.2	0.5
Richmond	4.4	5.4	4.0	1.3	0.3	0.6	0.4	0.6	0.6	0.3
Eden-Monaro	3.9	5.4	1.8	1.9	0.7	0.8	0.8	0.6	1.4	0.4
Sydney	2.5	3.0	0.9	1.1	0.5	0.5	0.3	0.7	0.4	1.5

APPENDIX 2:

Top 50 private schools by capital expenditure
and government funding received (2021-2023).

SCHOOL NAME	State	2021-2023 Government Recurrent Funding	2021-2023 Income Allocated to Capital Projects	2021-2023 Income Allocated to Capital Projects as % of Government Recurrent Funding	2021-2023 Total Capital Expenditure
St Kevin's College	VIC	\$ 39,932,368	\$ 61,361,100	153.7%	\$ 150,675,064
Monte Sant' Angelo Mercy College	NSW	\$ 23,735,858	\$ 16,765,573	70.6%	\$ 141,456,381
De La Salle College	VIC	\$ 31,387,514	\$ 13,200,187	42.1%	\$ 133,155,880
Cranbrook School	NSW	\$ 19,996,350	\$ 44,383,060	222.0%	\$ 121,372,962
Caulfield Grammar School	VIC	\$ 64,915,485	\$ 57,803,835	89.0%	\$ 108,525,519
Santa Sophia Catholic College (Secondary)	NSW	\$ 37,511,031	\$ 671,327	1.8%	\$ 93,127,705
St Catherine's School	NSW	\$ 17,121,320	\$ 377,209	2.2%	\$ 90,102,216
Meriden School	NSW	\$ 36,602,129	\$ 2,978,766	8.1%	\$ 88,348,401
Trinity Grammar School	NSW	\$ 50,438,357	\$ 42,620,194	84.5%	\$ 86,809,844
Ivanhoe Grammar School	VIC	\$ 50,220,614	\$ 1,918,770	3.8%	\$ 85,584,223
Nazareth Catholic College	SA	\$ 99,285,976	\$ 2,625,026	2.6%	\$ 85,539,153
Brisbane Grammar School	QLD	\$ 36,863,496	\$ 10,668,845	28.9%	\$ 76,744,472
St Anthony of Padua Catholic College	NSW	\$ 36,979,890	\$ -	0.0%	\$ 76,723,068
Abbotsleigh	NSW	\$ 19,039,500	\$ 45,296,506	237.9%	\$ 74,163,161
Haileybury College	VIC	\$ 107,602,687	\$ -	0.0%	\$ 71,825,606
Barker College	NSW	\$ 36,731,034	\$ 53,562,681	145.8%	\$ 71,085,340
The Scots College	NSW	\$ 25,760,474	\$ 9,530,874	37.0%	\$ 60,147,589
St Luke's Catholic College (Secondary)	NSW	\$ 27,204,955	\$ 751,070	2.8%	\$ 57,462,907
Beaconhills College	VIC	\$ 93,887,764	\$ 7,160,350	7.6%	\$ 57,244,231
Marymde Catholic College	VIC	\$ 88,536,635	\$ 13,356,566	15.1%	\$ 57,187,332
King's Christian College	QLD	\$ 153,134,854	\$ 51,682	0.0%	\$ 57,178,437
Bacchus Marsh Grammar	VIC	\$ 119,219,991	\$ 34,237,563	28.7%	\$ 56,608,738

SCHOOL NAME	State	2021-2023 Government Recurrent Funding	2021-2023 Income Allocated to Capital Projects	2021-2023 Income Allocated to Capital Projects as % of Government Recurrent Funding	2021-2023 Total Capital Expenditure
St Aloysius' College	NSW	\$ 23,614,642	\$ 24,983,873	105.8%	\$ 54,373,952
Catherine McAuley College	VIC	\$ 73,356,559	\$ 18,188,673	24.8%	\$ 51,719,098
St Paul's College	VIC	\$ 12,558,889	\$ -	0.0%	\$ 51,137,602
Presbyterian Ladies' College	VIC	\$ 37,069,309	\$ 508,873	1.4%	\$ 49,520,195
Mentone Grammar School	VIC	\$ 38,406,443	\$ 1,818,187	4.7%	\$ 48,785,541
Arethusa College	QLD	\$ 97,341,240	\$ 51,884	0.1%	\$ 48,679,000
Radford College	ACT	\$ 30,474,039	\$ 26,265,232	86.2%	\$ 48,194,826
Canberra Grammar School	ACT	\$ 25,785,817	\$ 37,555,280	145.6%	\$ 47,968,973
Catherine McAuley Catholic College	NSW	\$ 28,489,657	\$ -	0.0%	\$ 47,587,374
Hume Anglican Grammar	VIC	\$ 77,553,832	\$ 110,053	0.1%	\$ 46,267,620
Ballarat Clarendon College	VIC	\$ 52,880,785	\$ 43,319,985	81.9%	\$ 43,319,985
Al Noori Muslim School	NSW	\$ 86,627,943	\$ 2,174,810	2.5%	\$ 42,764,370
St Joseph's College	NSW	\$ 27,642,688	\$ 32,502,667	117.6%	\$ 42,554,586
Loreto Mandeville Hall	VIC	\$ 21,260,015	\$ 31,281,121	147.1%	\$ 42,269,502
St Bede's Catholic College	NSW	\$ 36,535,884	\$ -	0.0%	\$ 41,682,708
Australian Christian College - Marsden Park	NSW	\$ 48,365,466	\$ -	0.0%	\$ 41,664,354
Oakhill College	NSW	\$ 58,398,648	\$ 8,554,504	14.6%	\$ 41,232,707
Australian Islamic College (Kewdale)	WA	\$ 87,926,454	\$ 7,105,966	8.1%	\$ 40,917,667
The King's School	NSW	\$ 43,531,608	\$ 5,115,209	11.8%	\$ 40,538,286
St Joseph's College	VIC	\$ 40,361,285	\$ 13,761,441	34.1%	\$ 40,255,544
St Matthews Catholic School	NSW	\$ 49,741,755	\$ 107,752	0.2%	\$ 39,908,250
St Francis Catholic College	VIC	\$ 69,155,143	\$ 2,526,792	3.7%	\$ 38,744,746

SCHOOL NAME	State	2021-2023 Government Recurrent Funding	2021-2023 Income Allocated to Capital Projects	2021-2023 Income Allocated to Capital Projects as % of Government Recurrent Funding	2021-2023 Total Capital Expenditure
Pymble Ladies' College	NSW	\$ 35,513,667	\$ 21,429,845	60.3%	\$ 38,552,478
Matthew Flinders Anglican College	QLD	\$ 44,190,843	\$ 1,825,722	4.1%	\$ 38,411,190
Scotch College	SA	\$ 25,125,374	\$ 7,271,125	28.9%	\$ 38,156,982
Padua College	VIC	\$ 110,117,764	\$ 16,270,817	14.8%	\$ 37,846,385
Mount St Joseph Milperra	NSW	\$ 39,265,902	\$ -	0.0%	\$ 37,645,363
Cardijn College	SA	\$ 87,925,993	\$ 13,526,060	15.4%	\$ 37,520,760

APPENDIX 3:

Top 50 private schools by capital expenditure
and government funding received in 2023.

SCHOOL NAME	State	2023 Government Recurrent Funding	2023 Income Allocated to Capital Projects	2023 Income Allocated to Capital Projects as % of Government Recurrent funding	2023 Total Capital Expenditure
St Kevin's College	VIC	\$ 13,195,786	\$ 44,036,528	333.7%	\$ 133,311,497
Monte Sant' Angelo Mercy College	NSW	\$ 7,557,387	\$ 4,045,380	53.5%	\$ 96,705,913
Caulfield Grammar School	VIC	\$ 23,185,478	\$ 16,308,744	70.3%	\$ 60,837,811
St Anthony of Padua Catholic College	NSW	\$ 16,968,113	\$ -	0.0%	\$ 49,608,822
Trinity Grammar School	NSW	\$ 17,745,358	\$ 18,269,302	103.0%	\$ 48,965,231
St Catherine's School	NSW	\$ 5,679,932	\$ 111,335	2.0%	\$ 46,335,529
Meriden School	NSW	\$ 13,746,541	\$ 1,032,470	7.5%	\$ 39,658,605
St Aloysius' College	NSW	\$ 7,683,845	\$ 13,881,726	180.7%	\$ 39,356,289
Bacchus Marsh Grammar	VIC	\$ 43,451,423	\$ 18,059,769	41.6%	\$ 36,465,911
Nazareth Catholic College	SA	\$ 37,197,580	\$ 903,778	2.4%	\$ 33,954,307
Marymede Catholic College	VIC	\$ 32,709,308	\$ 3,371,861	10.3%	\$ 33,032,208
Presbyterian Ladies' College	VIC	\$ 17,323,068	\$ 232,094	1.3%	\$ 33,001,543
Haileybury College	VIC	\$ 38,740,918	\$ -	0.0%	\$ 30,332,930
Mentone Grammar School	VIC	\$ 13,494,458	\$ 608,500	4.5%	\$ 29,087,460
Catherine McAuley College	VIC	\$ 25,969,271	\$ 6,719,378	25.9%	\$ 28,113,490
Brisbane Grammar School	QLD	\$ 12,533,621	\$ 4,635,673	37.0%	\$ 26,069,599
Catherine McAuley Catholic College	NSW	\$ 13,245,614	\$ -	0.0%	\$ 25,810,020
Radford College	ACT	\$ 8,946,336	\$ 5,889,572	65.8%	\$ 25,659,541
Kolbe Catholic College	VIC	\$ 24,736,391	\$ 3,095,499	12.5%	\$ 25,565,818
Brighton Grammar School	VIC	\$ 7,095,565	\$ 2,070,359	29.2%	\$ 24,713,052
Somerset College	QLD	\$ 16,774,986	\$ 6,006,285	35.8%	\$ 24,480,276
Xavier College	VIC	\$ 7,565,329	\$ 6,230,865	82.4%	\$ 23,808,468

SCHOOL NAME	State	2023 Government Recurrent Funding	2023 Income Allocated to Capital Projects	2023 Income Allocated to Capital Projects as % of Government Recurrent funding	2023 Total Capital Expenditure
Hale School	WA	\$ 11,529,614	\$ 14,502,469	125.8%	\$ 22,806,352
St Aidan's Anglican Girls' School	QLD	\$ 6,596,561	\$ 479,518	7.3%	\$ 22,667,895
St Aloysius Catholic College	TAS	\$ 20,405,814	\$ 768,623	3.8%	\$ 22,615,528
King's Christian College	QLD	\$ 59,132,389	\$ -	0.0%	\$ 22,612,540
The Geelong College	VIC	\$ 14,417,983	\$ 32,141,959	222.9%	\$ 22,592,233
Pymble Ladies' College	NSW	\$ 14,842,241	\$ 7,240,585	48.8%	\$ 21,614,679
Carey Baptist Grammar School	VIC	\$ 11,532,131	\$ 15,278,547	132.5%	\$ 21,277,599
Ruyton Girls' School	VIC	\$ 3,794,668	\$ 1,045,686	27.6%	\$ 20,834,610
St Luke's Catholic College (secondary)	NSW	\$ 12,785,930	\$ 433,363	3.4%	\$ 20,639,718
The Scots College	NSW	\$ 8,971,945	\$ 2,438,413	27.2%	\$ 20,607,749
Good News Lutheran College	VIC	\$ 17,444,715	\$ -	0.0%	\$ 19,911,463
Marist College Canberra	ACT	\$ 15,664,242	\$ -	0.0%	\$ 19,843,611
Saint Ignatius' College	NSW	\$ 9,529,238	\$ 19,775,229	207.5%	\$ 19,775,229
Barker College	NSW	\$ 12,798,482	\$ 15,732,158	122.9%	\$ 19,593,290
Abbotsleigh	NSW	\$ 6,454,860	\$ 15,334,206	237.6%	\$ 19,528,566
St Mary's Anglican Girls' School	WA	\$ 10,972,252	\$ 7,240,306	66.0%	\$ 19,154,730
Cardijn College	SA	\$ 37,177,888	\$ 12,015,980	32.3%	\$ 19,089,758
Woodcroft College	SA	\$ 17,872,818	\$ 6,513,234	36.4%	\$ 18,941,804
Inaburra School	NSW	\$ 11,620,680	\$ 1,457,805	12.5%	\$ 18,879,516
Australian Islamic College (Kewdale)	WA	\$ 30,706,412	\$ 2,426,466	7.9%	\$ 18,748,360
Mercedes College	SA	\$ 12,653,052	\$ 933,072	7.4%	\$ 18,608,289
Suncoast Christian College	QLD	\$ 13,359,756	\$ 2,461,961	18.4%	\$ 17,931,684

SCHOOL NAME	State	2023 Government Recurrent Funding	2023 Income Allocated to Capital Projects	2023 Income Allocated to Capital Projects as % of Government Recurrent funding	2023 Total Capital Expenditure
Coomera Anglican College	QLD	\$ 17,656,222	\$ 343,219	1.9%	\$ 17,812,478
Waverley Christian College	VIC	\$ 27,579,938	\$ 6,400,000	23.2%	\$ 17,712,943
Sirius College	VIC	\$ 50,679,354	\$ 219,052	0.4%	\$ 17,576,902
Danebank – An Anglican School for Girls	NSW	\$ 10,420,285	\$ 6,653,422	63.9%	\$ 17,547,463
Norwest Christian College	NSW	\$ 13,898,251	\$ 530	0.0%	\$ 17,396,068
Australian Christian College – Marsden Park	NSW	\$ 21,689,224	\$ -	0.0%	\$ 17,355,801

APPENDIX 4:

Commonwealth Non-Government School Capital Grants made to private schools in the top 15% of Socio-Educational Advantage (2024–2026).¹¹⁶

¹¹⁶ Department of Education, *Capital grants for non-government schools*, February 2026, accessed at: <https://www.education.gov.au/other-commonwealth-funding/schools/capital-grants-non-government-schools>

SCHOOL NAME	Students					ICSEA	Sector	Grant	Project description
	Location	ACT	NSW	QLD	SA				
Burgmann Anglican School	1755	ACT	1165	Ind	\$	1m			Double gymnasium
Canberra Montessori School	96	ACT	1128	Ind	\$	377,025			New classroom
St Clare' College	773	NSW	1118	Cath	\$	1.072m			Refurbishment of former convent building
Arden Anglican School	997	NSW	1173	Ind	\$	5m			Construction of a two storey building to provide nine general learning areas, a music room, music rehearsal rooms, breakout spaces, outdoor recreation space, landscaping, student amenities and underground parking.
Lindisfarne Anglican School	2008	NSW	1117	Ind	\$	3m			Extension of a two storey arts building to create three studios, a staff room and storerooms. Refurbishment of an arts facility to establish a purpose-built Creative Industries Building comprising studios, meeting room, workshops and digital media area.
Marsden Park Anglican College	733	NSW	1109	Ind	\$	3m			Construction of a Science, Technology, Engineering, Arts and Mathematics building comprising 18 learning areas, science preparation rooms, a staff area, meeting rooms, storerooms, student and staff amenities, a media room, and a lift.
Brisbane Christian College	1118	QLD	1109	Ind	\$	195,150			Battery storage system
John Paul College	2235	QLD	1117	Ind	\$	108,231			Solar panel system

SCHOOL NAME	Students	Location	ICSEA	Sector	Grant	Project description
Sheldon College	1481	QLD	1124	Ind	\$ 50,637	Water efficient fittings
St Hilda's College	1258	QLD	1135	Ind	\$ 47,500	Masterplan development
The Southport School	1621	QLD	1118	Ind	\$ 42,089	Solar panel and battery storage
Trinity Anglican School	1204	QLD	1103	Ind	\$ 133,848	Solar panel systems
Dara School	93	SA	1176	Ind	\$ 330,000	Construction of two general learning areas, teacher preparation area, kitchenette, storage area, student and staff amenities, verandah, stairs and ramp
Emmaus Christian College	1084	SA	1137	Ind	\$ 700,000	Construction of two storey technology centre comprising robotics and electro technology workshop, electronics workshop, technology studies, finishing room, spray booth, plant room, staff office, stairs, lift, and corridor
Tarremah Steiner School	247	TAS	1128	Ind	\$ 750,000	Multi-purpose library and admin complex
Melbourne Montessori College – Brighton East campus	311	VIC	1137	Ind	\$ 2m	Construction of a two-storey building to include a food technology area, two Cycle 4 classrooms, kitchenette, workshop area, amenities and basement car park.
Rehoboth Christian College	1009	WA	1119	Ind	\$ 2m	Construction of 11 general learning areas, two design and technology learning areas, three science laboratories, two specialist art rooms, one food technology learning area, preparation areas, administration area, offices, storage area, staff and student amenities and undercover area.

SCHOOL NAME	2025					Project description	
	Students	Location	ICSEA	Sector	Grant		
Canberra Montessori School	96	ACT	1128	Ind	\$ 396,835	New classroom	
Emmaus Christian School	590	ACT	1138	Ind	\$ 262,834	Outdoor multi-court sports facility	
Hills Adventist College	823	NSW	1150	Ind	\$ 1.9 million	Construction of general learning areas and a covered outdoor learning area.	
Lindisfarne Anglican Grammar School	2008	NSW	1117	Ind	\$ 3 million	Construction of a science building comprising six science laboratories and 12 general learning areas, preparation rooms, chemical storage areas, breakout spaces, staff and student amenities.	
Marsden Park Anglican College	733	NSW	1109	Ind	\$ 1.5 million	Development of the undercroft of a building to provide 10 general learning areas and breakout spaces, landscaping and site works.	
The Scots School Albury	714	NSW	1132	Ind	\$ 1.2 million	Refurbishment of a junior school building to provide six general learning areas, student and staff amenities, staff common room, an outdoor learning area for art, breakout and learning support opportunities, central courtyard and covered outdoor learning area. courtyard and covered outdoor learning area..	
Immaculate Heart of Mary School	153	SA	1105	Cath	\$ 200,000	Lift installation.	
St Pius X School	552	SA	1108	Cath	\$ 484,868	Construction of a covered outdoor learning area, shade area and play spaces.	

SCHOOL NAME		Students	Location	ICSEA	Sector	Grant	Project description
Emmaus Christian College	1084	SA	1137	Ind	\$	500,000	Refurbishment of existing two storey building comprising two art and design learning areas, two home economics learning area, office space, teacher preparation area, storage rooms, spray booth, kiln room, resource area, laundry and cool room.
	321	VIC	1149	Ind	\$	1.65 million	Construction of a classroom block comprising two general purpose classrooms, a science laboratory, three breakout rooms, associated storage, student amenities, verandah and undercroft. Extension and refurbishment of administration building.
North-Eastern Montessori School	106	VIC	1143	Ind	\$	2.3 million	Redevelopment of amphitheatre space with new permanent cover. Refurbishment of existing music complex into middle years learning hub. Extension of outdoor decked learning area with associated landscaping. Installation of solar harvesting to the Cycle 2-3 building
St John's School	164	WA	1102	Cath	\$	982,000	Relocation of student amenities and replacement of roof and ceiling.

SCHOOL NAME		Students	Location	ICSEA	Sector	Grant	Project description
2024	Emmaus Christian College	1084	SA	1137	Ind	\$ 500,000	Refurbishment of existing two storey building comprising two art and design learning areas, two home economics learning area, office space, teacher preparation area, storage rooms, spray booth, kiln room, resource area, laundry and cool room.
	Harkaway Hills College	321	VIC	1149	Ind	\$ 1.65 million	Construction of a classroom block comprising two general purpose classrooms, a science laboratory, three breakout rooms, associated storage, student amenities, verandah and undercroft. Extension and refurbishment of administration building.
	North-Eastern Montessori School	106	VIC	1143	Ind	\$ 2.3 million	Redevelopment of amphitheatre space with new permanent cover. Refurbishment of existing music complex into middle years learning hub. Extension of outdoor decked learning area with associated landscaping. Installation of solar harvesting to the Cycle 2-3 building
	St John's School	164	WA	1102	Cath	\$ 982,000	Relocation of student amenities and replacement of roof and ceiling.
	Blue Gum Community School	167	ACT	1164	Ind	\$ 30,000	Establishment of a new master plan
	Canberra Montessori School	96	ACT	1128	Ind	\$ 30,000	Establishment of a new master plan.
	Mother Teresa School	716	ACT	1102	Cath	\$ 863,000	Refurbishment of a multi-purpose hall.

SCHOOL NAME		Students	Location	ICSEA	Sector	Grant	Project description
St Joseph's Primary		334	ACT	1130	Cath	\$ 1million	Redevelopment of administration and staff facilities including offices, staff kitchen and breakout space.
St Bernard's Catholic Primary School		297	NSW	1131	Cath	\$ 3.1m	Replacement and refurbishment of school buildings, removal of demountables and creation of 2 storey classroom building and multi-purpose hall.
St Mary's Cathedral College		937	NSW	1125	Ind	\$ 9.2m	Refurbishment and expansion of existing facilities. Conversion of four levels of a commercial office building for performance, presentation and fitness facilities.
Australian International Academy, Kellyville		733	NSW	1122	Ind	\$ 132,106	Funding for solar panels and/or battery storage.
Leppington Anglican College		485	NSW	1101	Ind	\$ 77,000	Funding for solar panels and/or battery storage.
Lutheran School Wagga Wagga		332	NSW	1120	Ind	\$ 47,465	Funding for solar panels and/or battery storage.
OneSchool Global Condobolin		43	NSW	978	Ind	\$ 512,000	Staff facilities, senior school maker space.
Marsden Park Anglican College		733	NSW	1109	Ind	\$ 53,637	Funding for solar panels and/or battery storage.
Sydney Montessori School, Gymea		147	NSW	1118	Ind	\$ 950,000	Construction of a two storey building including art room, music room, art studio/ display space, music studio and lift.

SCHOOL NAME		Students	Location	ICSEA	Sector	Grant	Project description
Lourdes Hill College		1225	QLD	1120	Cath	\$ 1.01 million	Conversion of secondary learning areas to primary learning areas and multipurpose space. Construction of a new lift.
Brisbane Christian College		1118	QLD	1109	Ind	\$ 14,625	Development of a master plan.
Ipswich Girls Grammar		1047	QLD	1122	Ind	\$ 20,000	Development of a master plan.
Fahan School		419	TAS	1154	Ind	\$ 350,000	Refurbishment of the senior boarding house into general learning areas, facilities for counselling, facilities for learning support.
The Friends' School		1269	TAS	1149	Ind	\$ 10,000	Upgrade to master plan.
St Andrews Christian College		719	VIC	1166	Ind	\$ 1 million	Purchase of land.

2024

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