

Annual Report

2021



2021

ANNUAL REPORT

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ISQ AGM

Members are invited to attend the
2022 ISQ Annual General Meeting.

Date: Wednesday 25 May 2022

Location: Professional Learning Centre
Queen Street, Brisbane

Register: www.isqconnectandlearn.qld.edu.au

Independent Schools Queensland (ISQ) is the peak state body for the independent schools sector. We represent the interests of member schools, fostering choice and diversity in education and protecting the autonomy of independent schools.

MISSION

Promote, support and develop independent schooling in Queensland.

VISION

Innovative leadership in advocating for and supporting excellence in independent schooling.



15.7%
Queensland
school enrolments

136,000
enrolled students
at QLD
independent
schools

234
Member
schools



**Independent Schools
Queensland**
choice & diversity

By the Numbers

MEMBERSHIP

234	member schools	157	combined primary & secondary schools
140,818	member school students	29	primary only schools
136,000	independent school students	48	secondary only schools
4,818	students at 5 Catholic schools	211	co-educational schools
32	special schools and special assistance schools	14	girls only schools
		9	boys only schools

74 SCHOOLS
EDUCATING
FULL FEE PAYING
OVERSEAS STUDENTS

204 SCHOOLS
RECEIVE FUNDING
TO SUPPORT
STUDENTS
WITH DISABILITY

28 SPECIAL
ASSISTANCE
SCHOOLS
CATERING FOR
DISENGAGED
STUDENTS

215 SCHOOLS
WITH INDIGENOUS
STUDENTS AND
9 MAJORITY
INDIGENOUS
SCHOOLS

125 EARLY
CHILDHOOD
SERVICES



Independent
Schools in
37 Local
Government
Areas

Cairns
Townsville
Mackay
Rockhampton
Bundaberg
Sunshine Coast
Toowoomba
Ipswich
BRISBANE
Gold Coast

**108 SCHOOLS
CATERING FOR
STUDENTS FOR
WHOM ENGLISH
IS A SECOND
LANGUAGE OR
DIALECT**

**10 SCHOOLS
OFFERING
DISTANCE
EDUCATION**

**35 SCHOOLS
PROVIDING
BOARDING**



ENGAGEMENT

PROFESSIONAL LEARNING & EVENTS

- 77 face-to-face events at ISQ Professional Learning Centre
- 62 events held regionally
- 23,000+ ISQ Connect&Learn online learning users

MEMBER ENGAGEMENT

- 127 member school staff benefited from professional learning in media crisis communications, marketing and parent engagement
- 163 school staff are members of ISQ's School Marcomms Network (CoP) Facebook group
- 1,201 podcast plays

MEMBER COVERAGE

- 375 media mentions
- 59 media releases/statements/opinion pieces
- 755 tweets/retweets
- 3,168 Twitter followers
- 262 LinkedIn posts
- 5,956 LinkedIn followers
- 441 Facebook posts
- 982 Facebook followers

SCHOOLS PICTURED FROM LEFT

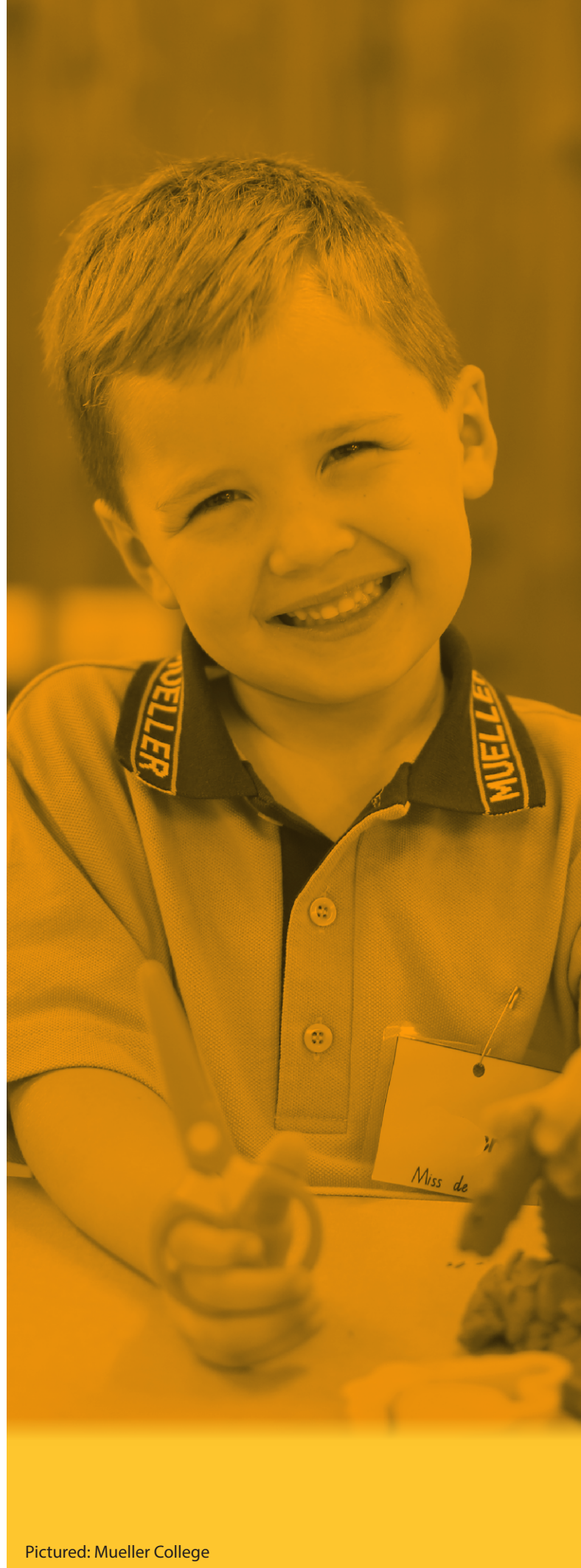
St Margaret's Anglican Girls School
Radiant Life College
IES College
The Glennie School

The Value of Independent Schools

In 2021, the value of independent schools – to their communities, society and the state – shone through. During another year of constant COVID-19 related change, innovation and strong community connections were strengthened to ensure continuity of learning.

Independent schools and their dedicated leaders and teachers demonstrated resilience and a strong commitment to their staff and students. When face-to-face learning could occur independent schools ensured it was in a safe environment. Learnings from 2020 were heeded to maintain student engagement and community connection through periods of online learning. Once again, every effort was made to uplift students through altered graduation ceremonies, virtual parent-teacher interviews and regular wellbeing check-ins.

The value of independent schools was acknowledged through strong enrolment growth throughout the year.



Pictured: Mueller College



CHOICE AND DIVERSITY

Queensland independent schools are valued members of the state's tripartite – State, Catholic and independent – education system. They share a universal commitment to student learning but are unique in their approach, offering parental choice from a diverse range of schools.



COMMUNITY CONNECTION

Queensland independent schools are valued community hubs, reaching out beyond the school gate to connect with and give back to the suburbs, towns and cities in which they operate.




VALUE TO SOCIETY

Queensland independent schools are valued learning institutions, playing a pivotal role in the development of engaged, informed and globally aware citizens – citizens whose intellect, talent, skills and passion advance society and the state.



ECONOMIC BENEFITS

Queensland independent schools are valued economic contributors, supporting the livelihoods of tens of thousands of employees, building critical social infrastructure and injecting billions into the state economy.



EDUCATION INNOVATION

Queensland independent schools are valued education trail blazers, leading the disruption and transformation of teaching and learning for maximum student benefit.

Chair's Report



KAREN SPILLER OAM CF

Schools and parents worked closer together in the second year of the pandemic, forging an even stronger bond for the sake of the children.

DELIVERING SERVICES IN THE MIDST OF A PANDEMIC

COVID-19 continued to challenge us all during 2021. Member schools, most of whom are standalone institutions, caught all the curveballs the pandemic threw at them and bravely balanced teaching and learning with the constantly changing health and safety needs of staff, students and the school community. Guidelines and health directives were continually updated and schools ensured they complied. The second year of the pandemic was an opportunity to teach students resilience and schools rose to the challenge. I could not be more proud of our sector.

PARENTS VALUE INDEPENDENT SCHOOLS

In the face of ongoing challenges, 2021 also highlighted the incredible resilience of independent school leaders and teachers. Their commitment to delivering a quality education ensured that parental confidence in the independent schools sector remained high.

ISQ's membership grew to 234 schools (229 independent schools and five Catholic schools) by the end of the 2021 school year. Member schools enrolled 140,818 students (136,000 at independent schools and 4,818 at Catholic schools), independent school enrolments represented 15.7% of total enrolments of all school students across Queensland. Parents value their right to choose a school that aligns with their own values and beliefs.

CELEBRATING CHANGE

In June, independent school leaders from across the state welcomed the opportunity to gather in person to network with their peers and hear from inspirational speakers at the biennial ISQ State Forum held at the Brisbane Convention and Exhibition Centre. The theme was Celebrating Change and featured thought-provoking keynote speakers on issues including "the human age", millennials and a shared culture of leadership, the political school education narrative, and how to future-proof our schools, students and the educational system.

The State Forum was an acknowledgement that COVID-19 has been a catalyst for change, not only in the way education is delivered but how schools manage the movement of people inside their gates and sustain student and community spirit and connection. ISQ also used the State Forum to launch its latest Our Schools – Our Future research paper *Reflections on teaching and learning during COVID-19 in Queensland independent schools*. The Gala Dinner provided a fitting setting to celebrate the work of retiring Executive Director David Robertson – which signalled a big change for ISQ.

UNPARALLELED ADVOCACY

ISQ is proud to represent its diverse members and advocated strongly on their behalf at both the state and federal level throughout 2021.

Traditional and digital media played a part in this advocacy, with COVID-19 related coverage particularly prominent during August when two Brisbane independent schools were forced into lockdown due to localised outbreaks (20% of media mentions and 18% of media enquiries). The way these large schools handled this major pandemic issue cast a positive light on them and the sector as a whole and was the subject of a hybrid professional learning event, at ISQ's Professional Learning Centre and online, sharing their learnings.

At the state level, ISQ worked with the Queensland Government on priority issues including funding levels for non-government schools under the Gonski 2.0 state-federal funding split, the transition to move all schools to NAPLAN Online and the review of the Australian Curriculum. The State Government honoured its 2020 election commitment to independent schools in the 2021 budget to increase funding to non-state schools by \$15 million with \$60 million injected annually on top of the ongoing baseline capital funding of \$55 million per annum. At the national level, priorities included advocacy for fair member school funding, particularly for those impacted by the new Direct Measure of Income funding model, wellbeing support and other key issues in the lead up to the Federal Election due in May 2022.

STRONG GOVERNANCE

I am proud to lead the ISQ Board alongside Deputy Chair Dr Lynne Donely. Over the course of 2021, the board has exercised strong governance in order to achieve outcomes and maximise resources. Given the continued uncertainty due to the pandemic, the ISQ Board made the decision to once again delay developing a new Strategic Plan, continuing to operate in accordance with the priorities of the existing 2018-2020 Plan.

At the 2021 ISQ Annual General Meeting, four directors were reappointed to their roles, Richard Brown, Kim Kiepe, Geoff McLay and Dr Phillip Moulds. I would like to thank the retired board members, Dennis Mulherin and Geoff Newton for their contribution to ISQ. I would also like to acknowledge the valued work of the various committees appointed by the Board, their Chairs and dedicated members. ISQ's Board-appointed Education Committee is chaired by Dr Phillip Moulds, Headmaster at The Rockhampton Grammar School and its Finance Committee is chaired by Geoff McLay, Principal at West Moreton Anglican College.

ISQ had a turnover, including Australian and Queensland Government programs, of approximately \$58 million in 2021. Under the Board's careful stewardship, the organisation made a modest draw down of \$304,053 from the Education Futures Fund reserves in 2021 in anticipation of a reduction in government funding from 2022. This ensured capacity is retained for more substantial use of these funds from 2022 to support member services as the organisation adjusts to the new funding environment. Following this draw down from the Education Futures Fund reserves, the organisation's operating surplus for the year was \$118,066. ISQ maintains a very strong balance sheet and is in a healthy financial position.

THANK YOU

As this report demonstrates, the breadth and depth of ISQ's work and support of its diverse membership is extraordinary. Each and every year, the amount of work that ISQ's 61 staff power through in order to support members continues to astonish, and 2021 was no exception.

I pay particular tribute to ISQ's former Executive Director David Robertson, who retired in July 2021, and thank him for his leadership over the past 10 years. We understand he is thoroughly enjoying his much-deserved retirement.

Thank you also to CEO Christopher Mountford who hit the ground running, ably leading ISQ since July, not missing a beat when staff were all forced to work from home in his first week on the job due to an enforced lockdown.

Despite what has been an incredibly challenging few years with the COVID-19 pandemic and natural disasters, the opportunity to shape the next generation makes education one of the most rewarding sectors in which to work. I am incredibly proud of ISQ's Board, the executive leadership team and all staff for supporting member schools to make a difference to the lives and futures of Queensland students. I am inspired by what has been accomplished in 2021 and I have great hope for the future.

KAREN SPILLER OAM CF

CHAIR

INDEPENDENT SCHOOLS QUEENSLAND

Chief Executive Officer Report



Christopher Mountford

In 2021, ISQ worked to ensure uninterrupted quality service to members with research-based, strategic advice and support. Regular COVID-19 updates provided the latest compliance requirements to members so they could ensure continuity of learning within a constantly changing environment.

SECTOR LEADING RESEARCH

ISQ commissioned three research papers in 2021 under the Our Schools – Our Future flagship program to promote informed public policy debate and advocate for the Queensland independent schooling sector. *Reflections on teaching and learning during COVID-19 in Queensland independent schools* undertaken by University of Melbourne academics Dr Natasha Ziebel and Dr Lucy Robertson highlighted the impact of the pandemic on student and staff wellbeing with a “COVID hangover” continuing to impact motivation, anxiety and engagement levels. The paper recognised the challenges and highlighted the agility of independent schools, noting their autonomy and local decision-making powers increased their ability to respond to the unique needs of individual students.

ISQ also commissioned Professor Donna Cross from the School of Population and Global Health at University of Western Australia and Program Head of Health Promotion and Education Research at the Telethon Kids Institute to produce the research report, *School Leaders’ and Staff Wellbeing is Critical for Student Success*. The report highlights an inextricable link between school staff and student wellbeing and makes practical evidence-based actions and wellbeing recommendations.

The third research report, *Engaging Parents in Inquiry Curriculum* was a joint initiative between ISQ, Griffith University and the Queensland Independent Schools Parents Network. This year-long project, which saw researchers working directly with schools, resulted in ground-breaking research. The report contains extensive detail and case studies to begin to fill a gap in academic literature about what parent engagement looks like and how it might be practiced. The results have strengthened and deepened the way we have previously thought about parent engagement, with the research findings applicable straight away for any school leaders and teachers wanting to improve the way they engage with their parent community.

POLICY AND POLITICS

Politically, 2021 saw ISQ advocate in the interests of members around a number of key issues including the review of the Australian Curriculum, pandemic related pressures on international education and boarding schools, and the effects of the latest health advice and health directives on running independent schools.

A major part of ISQ's advocacy work during 2021 focused on preparing members for the sector-wide application of the Gonski 2.0 funding policy. ISQ continued to work with Independent Schools Australia and the Australian Government to understand the impact the transition to the Direct Measure of Income based Capacity to Contribute funding arrangements would have on the financial viability of Queensland independent schools, particularly those in regional areas.

PROFESSIONAL LEARNING AND SUPPORT

Despite the many challenges posed by COVID-19, ISQ has continued to provide a full suite of professional learning offerings to members throughout 2021. ISQ provided professional learning to school governors, leaders, teachers and staff. Where travel restrictions and public health directives did not allow for face-to-face gatherings, offerings were transitioned to online learning.

ISQ continues to draw on the expertise of staff and our extensive network of national and international education experts to support members. The provision of tailored and timely learning across all areas of school operations and governance remains one of ISQ's key functions, although that support looks different now when compared to a pre-pandemic environment. The appetite from our members for online learning has continued to increase, with 24% more webinars offered in 2021 compared to 2020. In total, 103 webinars were attended by more than 3,200 participants from member schools. ISQ's catalogue of online modules continues to grow with more targeted offerings added in 2021. In total there were 23,112 unique users of ISQ's Connect&Learn online learning and event management platform in 2021 for face-to-face, online and self-paced learning.

STAFF PUT MEMBERS FIRST

Every single staff member at ISQ puts members first. I am grateful for the talent, commitment and service of the ISQ team, particularly in 2021 when we have had such significant challenges.

Over the course of 2021, we farewelled some long serving staff members. My predecessor David Robertson retired in July after 17 years with ISQ, 10 as Executive Director. There have been many tributes to David over the year, his contribution to ISQ and to the education sector as a whole is substantial. On behalf of the entire ISQ team, I thank David for his considerable service and wish him the best in his well-deserved retirement.

We also farewelled long-serving staff member Pene Banecroft who held a number of positions with ISQ throughout her career, the most recent being Education Services Advisor (Students with Disabilities). Pene provided 24 years of valued service to ISQ before leaving to enjoy her retirement years.

I would also like to extend my sincere thanks to ISQ's 12-member board, led by Chair Karen Spiller OAM CF and Deputy Chair Dr Lynne Doneley, for their ongoing support and strategic leadership.

The education sector is constantly evolving to meet the needs of a changing world and if the pandemic has taught us anything it is, with challenges come opportunities. Our shared experience and responses over the past few years have had a significant impact on Queensland's independent schools, I am sure this innovation will continue into the future.

CHRISTOPHER MOUNTFORD

CHIEF EXECUTIVE OFFICER
INDEPENDENT SCHOOLS QUEENSLAND

ISQ Board and Committees

BOARD OF DIRECTORS

ISQ is governed by a Board of Directors. Directors are appointed for three-year terms, with one-third of directors retiring each year. ISQ's Board met seven times during 2021 to continue the advancement of the collective interests of member schools and their communities. ISQ's Board is responsible for ISQ's overall governance, management and strategic direction, including the stewardship of human and physical resources, to provide services in line with the needs of member schools.

Mrs Karen Spiller OAM CF (Chair)
John Paul College
Principal

Dr Lynne Doneley (Deputy Chair)
Gulf Christian College
Governing Body Representative

Mr Craig Basingthwaite (Director)
Somerset College
Headmaster

Mr David Bliss (Director)
St Andrew's Lutheran College
Principal

Mr Richard Brown (Director)*
Toowoomba Christian College
Principal

Dr Alan Campbell (Director)
Anglican Church Grammar School
Headmaster

Ms Ros Curtis (Director)
St Margaret's Anglican Girls School
Principal

Mr Alasdair Jeffery (Director)
Rowland
Managing Director

Mrs Kim Kiepe (Director)*
Sommerville House
Principal

Mr Geoff McLay (Director)*
West Moreton Anglican College
Principal

Dr Phillip Moulds (Director)*
The Rockhampton Grammar School
Headmaster

Mr Dennis Mulherin (Director)#
Lutheran Education Queensland
Executive Director

Mr Geoff Newton (Director)#
Hillbrook Anglican School
Principal

EDUCATION COMMITTEE

The Board of Directors appoints the Education Committee on an annual basis following the Annual General Meeting. Members of the committee are appointed for three years, with four positions to be made vacant each year to provide fresh perspectives and allow for the continuity of the Committee to be maintained.

Dr Phillip Moulds (Chair)
The Rockhampton Grammar School
Headmaster

Mrs Cae Ashton
Autism Queensland Education
& Therapy Centre
Principal

Dr Michael Barton
Djarragun College
Principal

Dr Bronwyn Dolling
Pacific Lutheran College
Principal

Dr Linda Evans
Fairholme College
Principal

Dr David Jeffs#
Riverside Christian College
Principal

Dr Andrew Johnson
Redlands College
Principal

Mr Anthony Micallef
Brisbane Grammar School
Headmaster

Mr Colin Minke
Immanuel Lutheran College
Principal

Ms Tracey Taylor
Samford Valley Steiner School
Director

Mr Andrew Wheaton
Whitsunday Anglican School
Principal

Dr Tsae Wong
Trinity Lutheran College
Principal

Mrs Maria Woods
Sunshine Coast Grammar School
Principal

OTHER ISQ COMMITTEES

The Board also has two other standing committees that provide specialised advice and recommendations: the Finance Committee; and the Remuneration and Nominations Committee.

FINANCE COMMITTEE

Mr Geoff McLay (Chair)
Mr Craig Basingthwaite
Mr Richard Brown
Mr Dennis Mulherin
Ms Toni Williams

REMUNERATION AND NOMINATIONS COMMITTEE

Mrs Karen Spiller OAM CF (Chair)
Dr Lynne Doneley
Mr Geoff McLay

There were no new appointments or resignations to the Finance Committee or Remuneration and Nominations Committee in 2021.

* Reappointed at the 2021 AGM
Resigned in 2021

Year in Review

2021 was a year of constant disruption and uncertainty as a result of COVID-19. The pandemic has meant that many industries have had to change the way they operate and the education sector is no different, with member schools demonstrating a high degree of agility and resilience in order to ensure continuity of learning.

Despite the uncertainty, 2021 saw continued growth within the independent school sector. ISQ membership grew to 234 diverse schools, providing parents with the ability to choose a school in line with their own values and beliefs. This growth, during a pandemic, is testament to the extraordinary leadership and commitment of member schools and shows that parents and the community continue to put their trust in independent schools.

In 2021, member schools enrolled 140,818 students (136,000 at independent schools and 4,818 at Catholic schools), Independent school enrolments represented 15.7% of total enrolments of all school students across Queensland. This 4.5% growth demonstrates that independent schools have worked hard to minimise the impact of COVID-19 on student learning. These efforts go a long way towards influencing parents' decisions when deciding where to send their children to school.

Throughout the year, ISQ's work has been guided by its Strategic Plan launched in 2018 and extended due to the pandemic. This year's Annual Report shows how ISQ achieved its goals against the five key strategic focus areas:

- Leading advocacy
- Services and support
- Research and policy
- Engagement and growth
- Organisational capability.

This Annual Report demonstrates ISQ's unwavering commitment to promote, support and develop independent schooling in Queensland. Throughout 2021, ISQ has been a key supporter of member schools and has worked tirelessly to provide assistance and support to help these schools manage continuity of education services, the fulfilment of their own mission, support their communities and navigate the constantly changing regulatory environment implemented as a result of COVID-19. The continued growth within the independent schools sector shows that parents see the value of independent schools.

Year in Review

Leading Advocacy Influential representation and advocacy

AUSTRALIAN GOVERNMENT

MINISTERIAL ADVOCACY

2021 saw another change in Ministers with The Hon Alan Tudge MP being stood aside in early December to allow for an investigation, which eventually cleared him of breaching any Ministerial standards. The Hon Stuart Robert MP became Acting Federal Minister for Education and Youth in December. ISQ worked with both Ministers and the Department throughout the year.

FUNDING

ISQ maintained a high-level of support for member schools via strategic advice and assistance as members continue to transition to a pure Gonski 2.0 funding policy (a “needs-based” approach). A major part of this work has been preparing members for the sector-wide application of the Direct Measure of Income (DMI) funding model which fully comes into effect in 2022.

ISQ continued to engage with Independent Schools Australia (ISA) and the Australian Government on matters related to the implementation of the new DMI to calculate schools’ Capacity to Contribute which is based on parental income. Amongst other things, these matters related to the longer-term impacts on the financial viability of Queensland independent schools, particularly regional schools.

CHOICE AND AFFORDABILITY FUND

The Australian Government’s 10-year Choice and Affordability Fund (CAF) provides targeted assistance to non-government schools as they transition to the new funding model.

ISQ – like all other state-based independent and Catholic representative bodies – has entered into an agreement with the Commonwealth to distribute CAF funds to schools in line with identified national priorities. As part of its CAF Agreement 2020-2029, ISQ has committed to support the following national priority areas:

- transition funding assistance, including for regional independent schools adversely impacted by the transition to the new funding methodology
- special circumstances support, including for schools impacted by the record-breaking drought and other natural disasters
- school choice and affordability projects that contribute to a school’s future sustainability under the new funding arrangements.

ISQ has taken important steps to ensure the transparency and equity of the process to allocate taxpayer funds. ISQ’s Board of Directors created an independent CAF Reference Group to assess applications and to make final recommendations for the distribution of funds. ISQ’s CAF Reference Group comprises five professionals – independent of the sector – with expertise in financial assessment, program management and independent school governance.

The second tranche of funding under the agreement was distributed to eligible Queensland independent schools in the second half of 2021.

ISQ reports on the distribution of CAF funding to the Australian Government each year and makes these reports publicly available as required by the Department of Education, Skills and Employment.

**ISQ maintained a high-level
of support for member
schools via strategic advice
and assistance**



QUEENSLAND GOVERNMENT

MINISTERIAL ADVOCACY

ISQ maintained a productive working partnership with the Queensland Education Minister Grace Grace, her advisors and key departmental officials during 2021. ISQ attended regular Term meetings with Minister Grace to discuss issues of significance to the sector, such as state funding, the Australian Curriculum and NAPLAN Online.

2021 also saw the much appreciated return of the ISQ Parliamentary Reception, graciously hosted by the Education Minister on ISQ's behalf. The Reception is an opportunity for ISQ members to network with Members of Parliament in a collegial, informal setting. Due to the pandemic 2020 was the first year in more than a decade that ISQ was unable to hold the Parliamentary Reception. The 2021 return of this successful event was welcomed by all and attendance was high.

FUNDING

ISQ remained a highly active member representative in the Queensland non-state school sector through cross-sector funding and policy advocacy involving the Queensland Catholic Education Commission (QCEC) and the Queensland Office of Non-State Education and the Non-State Schools Accreditation Board.

As the 2020-21 Queensland Budget was the last time recurrent funding was determined according to the "basket-nexus" mechanism, Budgets from the 2021-2022 financial year will be determined according to funding arrangements between the Queensland and Australian Governments.

Under the Queensland Bilateral Agreement (signed in 2018), the state will contribute a minimum of 20% of the nationally determined Schooling Resource Standard (SRS) for non-state schools in Queensland. This State funding is currently 21.10% and will transition over time to 20% of SRS by 2024.

Working together with QCEC, ISQ continues to ensure this transition is calculated in line with the practical application of Commonwealth Share of SRS towards 2024.



Top left: The Hon Grace Grace MP, Minister for Education with ISQ Chair Karen Spiller OAM CF and ISQ CEO Christopher Mountford at the ISQ Parliamentary Reception

Top right: Independent Schools Australia CEO Margery Evans (front row, far right) with members of the ISQ Board

Bottom: Representatives from Brisbane Grammar School and Brisbane Girls Grammar School spoke to member schools about their crisis management learnings from COVID-19 lockdowns

COVID-19

Managing the COVID-19 pandemic was the biggest issue for the state in 2021. The second year of the pandemic resulted in more lockdowns and school closures with learning from home.

ISQ took part in daily online meetings with senior executive staff in the Department of Education and liaised with Department of Health to understand the latest guidelines and health directives so that this information could be passed on to members. ISQ issued regular COVID-19 updates to members, many times these were required every weekday and sometimes on weekends to ensure our members had the latest information.

ISQ also facilitated a workshop to share the learnings of member schools that had been through a major lockdown in their community.

ISQ CONTINUED TO ACHIEVE INFLUENTIAL REPRESENTATION AND ADVOCACY THROUGH:

Engaging in and influencing national and state education agendas to ensure appropriate recognition of independent schools | Powerful advocacy to support choice, diversity and excellence in schooling | Promoting and celebrating the contribution of independent schools and the value they provide to parents and the community.

A RESPECTED VOICE FOR THE SECTOR

In 2021, ISQ's engagement with traditional media outlets was predicted to decrease significantly due to the vast number of COVID-19 related enquiries and the impact of the pandemic upon school operations throughout 2020. However, the bulk of education stories throughout 2021 were once again COVID-19 related, particularly during August when some Brisbane schools, including two independent schools, were forced into lockdown due to localised outbreaks (20% of media mentions and 18% of media inquiries for the year occurred during this month).

ISQ maintained a strong social media presence throughout 2021 recording high levels of growth in LinkedIn followers (29%) and overall engagement on Twitter increasing by 60%.

The ISQ State Forum – Celebrating Change generated a significant increase in social media activity across all ISQ platforms. In 2021, the Forum saw 167 posts published and shared across all channels, generating 28,000 impressions and 2,500 engagements.

Five podcasts were produced in 2021 as part of The School Bell which was played more than 1,200 times. These podcasts primarily featured education and other experts who worked with ISQ or independent schools in areas such as leadership, wellbeing, student outcomes, learning space design and parent engagement.

ENHANCING SCHOOL MARKETING AND COMMUNICATION EXPERTISE

Many Queensland independent schools employ dedicated school marketing and communications officers, while in other schools, this role is performed by members of staff concurrently with their main roles.

Throughout 2021, ISQ worked to provide a range of media and marketing support to member schools, including: proactive and reactive media and communications support; profiling school staff and student achievements in traditional and social media; and provided

marketing, communications, and media training and professional learning. In total, 53 people attended ISQ facilitated media training sessions throughout the year. Seventy-four participants from member schools also joined the school outreach program, which included schools marketing, communication and parent engagement webinars and networking events. ISQ also facilitates a community of practice (CoP) for this group with 163 members.

Due to COVID-19, ISQ hosted blended professional learning events throughout the year. The bi-annual School Marketing and Communications events were held online and as face-to-face events. More than 60 marketing and communications professionals were able to develop their understanding of emerging trends and best practice. In addition, ISQ delivered multiple face-to-face crisis communications and media training for school leaders at the ISQ Professional Learning Centre and onsite for whole-school leadership teams.

On 13 October, ISQ held a dedicated crisis management professional learning event for 100 participants (online and in-person), following a local COVID-19 cluster that resulted in the temporary shutdown of Brisbane Grammar School and Brisbane Girls Grammar School. School principals and communications leads from both schools, as well as a representative from Queensland Health, gave advice and discussed learnings on how to effectively manage communications with parents, staff, students and the media.

SECTOR REPRESENTATION

ISQ continued to represent the interests of the sector on more than 80 boards, advisory groups and committees at the cross-sector, state and federal level. ISQ staff also represented Independent Schools Australia (ISA) on national committees and projects.

In 2021 ISQ made submissions on behalf of member schools, including to the Federal Department of Education, Skills and Employment Quality Initial Teacher Education Review.

The Value of Independent Schools

CHOICE AND DIVERSITY

Diversity is the hallmark of Queensland's independent schooling sector; diversity of faith, philosophy, size, students and location, serving communities from Cape York in Queensland's far north, to the NSW border.

There's a school for every child to thrive.

Pictured: Enkindle Village School





The Value of Independent Schools

COMMUNITY CONNECTION

During times of adversity independent school communities rally together to support one another and those around them, through extraordinary acts of kindness.

Pictured: Peace Lutheran College

Services and Support

Exceptional services and support for independent schools to grow and improve

SUPPORT FOR CURRICULUM AND ASSESSMENT K–YR12

There was significant activity on the national front with work occurring throughout 2021 to review the Australian Curriculum for Prep – Year 10. ISQ member schools were well represented on state and national panels across all learning areas and subjects. ISQ maintained its advocacy role including representing ISA on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Foundation – Year 12 Curriculum Reference Group.

Despite COVID-19 disruptions, ISQ continued to support Prep – Year 10 teachers in their work to develop high-quality curriculum and assessment, through numerous online webinars and other professional learning offerings. Topics included understanding curriculum, assessment, differentiation and tailored support for specific school groups such as small schools, distance education providers, Special Assistance Schools and schools in particular regions. Two Big Ideas Summits and the Global Teaching and Learning Forum provided provocations on how independent schools might innovate to improve their curriculum and assessment approaches. Discussion papers were released to curriculum leaders on concepts around Curriculum Offshore and Doing Senior Differently. ISQ also held a very successful Senior Schooling Forum to support leadership teams in their work with the new senior system.

Some member schools were supported individually as they worked towards accreditation requirements, while others chose to participate in intensive bespoke curriculum audits and reviews on a fee-for-service basis.

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) allows young people in the independent sector to develop the transferable skills and broader capabilities required for ongoing employment in an ever-changing and uncertain world of work.

2021 saw a significant growth in the number of students completing vocational education and training. With 168 schools offering VET programs either from their own scopes of registration or through partnerships with external Registered Training Organisations (RTO), collectively these independent schools provided a range of qualifications from Certificate I to Advanced Diploma level.

Forty-two of the 168 independent schools were registered, either with the Queensland Curriculum and Assessment Authority (QCAA) or the Australian Skills Quality Authority (ASQA), as training organisations in their own right. In almost all instances, it was noted that school RTOs achieved a higher number of completions for the qualifications that they deliver than those provided by external organisations in schools.

It was clear from the completion data provided in 2021, that vocational certificates from Levels I to III continue to be a pathway of choice for increasing numbers of students across Years 10 to 12. The value of achieving vocational education, skills and training and the benefits this provides has become more widely recognised as a pathway of choice for students as they complete senior school.

As a pathway to VET, 4,476 students were reported across Queensland's independent schools to have partaken in either a structured work placement or work experience sampling. For the first time, 2021 also saw independent schools actively commit to and participate across, all 10 Gateway to Industry Schools programs.

Additionally, ISQ recorded 1,121 students commencing school-based apprenticeships or traineeships with carpentry, electrotechnology, engineering, light vehicle and plumbing being the top five industry areas of choice for apprenticeships. Business and hospitality remained the top areas of interest for traineeships with early childhood education and care, retail and agriculture increasing in numbers as a preferred career choice.

ISQ HAS PROVIDED EXCEPTIONAL SERVICES AND SUPPORT FOR INDEPENDENT SCHOOLS TO GROW AND IMPROVE THROUGH:

Supporting schools to implement improvement strategies and to achieve excellent student outcomes | Delivering high-quality services | Supporting schools with tailored services.

As well as VET coordinator and school RTO induction workshops, ISQ offered accredited training opportunities and non-accredited professional learning to equip VET practitioners in schools with the knowledge and skills necessary for enhancing VET pathways. These included:

- VET and career support staff training linked to the Diploma in Business, with all learning and assessment contextualised to work experience, structured workplace learning, risk management, SATs, Senior Education and Training Plans (SETPs), vocational projects, career activities and occupational research.
- The Graduate Certificate in Career Development Practice to assist career practitioners improve their understanding of post-school pathways, deliver accurate information to students and be change agents who advocate for VET.
- Additional tools and resources for careers education, funding, work experience, school-based apprenticeships and traineeships, as well as general vocational education and training support materials are available via ISQ's Member Hub.

The end of 2021 saw the beginning of a national review into VET Delivered in Secondary Schools (VDSS) which will focus more intently on the quality of vocational education and training provided in schools.

DEVELOPING PROCESSES TO PLAN, IMPLEMENT AND EVALUATE IMPROVEMENT

In 2021, ISQ continued its commitment to support ongoing school improvement through two major initiatives: Supporting School Improvement (SSI) program and Performance, Teaching & Learning Reviews.

All schools are required to have an ongoing, systematic and cyclical improvement agenda and strategies to enable school improvement. SSI is an established program that helps ISQ member schools to identify, prioritise and implement improvement strategies linked to student outcomes, teacher practice and overall school performance. Schools work with the support of experienced ISQ staff and consultants to achieve

identified goals. The SSI program assists schools to clearly align their improvement agenda to the school's strategic and operational plans. High performing schools are clear in their improvement agenda with key strategies to measure and monitor progress and success.

Through a consultative approach, schools are supported to work through an improvement cycle, directing each stage of the process themselves. This enables them to both deepen their understanding of school improvement processes and build their capacity to drive continuous change for enhanced student outcomes and school performance. The consultant further supports them through a key improvement initiative, drawing on ISQ resources and expertise. Common areas identified for improvement were curriculum, pedagogy, teacher performance and development framework, school culture, data use and wellbeing. The majority of ISQ schools have participated in the SSI program since its inception with 35 schools participating in 2021.

Three schools engaged in a Performance, Teaching & Learning Review in 2021. ISQ lead a full review of the Independent Schools Improvement Check (ISIC). The ISIC is the evaluation tool used to underpin the Performance, Teaching & Learning Review in ISQ member schools. The tool has been scaffolded in a more granular form providing schools with a more comprehensive understanding and view of best practice across the nine domains related to highly performing schools. The ISIC has been mapped to both the National School Improvement Tool and the Council of International School's Evaluation Framework ensuring our improvement reviews are founded on national and international best practice. The Performance, Teaching & Learning Reviews have delivered a highly valued service to schools by providing quality, independent feedback against established benchmarks. This service also enables schools to carefully consider their improvement agenda and connect with a broad range of ISQ school improvement services, other programs and expertise.



NAPLAN ONLINE

In 2021, 105 member schools transitioned successfully to NAPLAN Online, including 24 schools who had already transitioned online in previous years. In preparation for this, 99 member schools participated in QCAA National Protocols training, 103 schools attended QCAA School Readiness training, 47 schools participated in ISQ Test Administrator Refresher training, and 96 schools undertook School Readiness Tests.

ISQ's 2021 NAPLAN Online Forum was well attended and allowed member schools to share their insights into administering NAPLAN Online with schools preparing to transition in 2022. There are 119 member school campuses registered to transition to NAPLAN Online in 2022. A Microsoft Teams site for NAPLAN Coordinators was also established to provide schools with a central place to locate key NAPLAN information. ISQ continues to engage with working groups at both the state and national level to ensure schools are informed and able to participate in NAPLAN Online processes and procedures.

STUDENT SERVICES AND SUPPORTING WELLBEING IN SCHOOLS

More than 1,300 school staff registered to participate in ISQ face-to-face or online professional learning to support students with additional learning needs, including those with a disability. These events included information about the Australian Government's Nationally Consistent Collection of Data on Students with Disability (NCCD) and the Queensland Government's Education Adjustment Program (EAP). More than 4,300 school staff also completed disability related Connect&Learn modules.

ISQ provided \$17.7 million in EAP funding to 202 schools for 4,559 FTE students in Semester 1 and 4,745 FTE students in Semester 2 where students met the criteria in seven specific disability categories.

A variety of wellbeing support was offered to schools. More than 500 participants completed the ISQ Connect&Learn Domestic and Family Violence online course. ISQ partnered with clinical staff from Ed-LinQ (Queensland Department of

**Top left: Djarragun College 2021
Graduating Year 12 boarding student
Lato Harry-Nona.**

**Top centre: Djarragun College student
Rhy'anah Kabai receiving Year 8
academic awards.**

**Top right: Australian Trade College
North Brisbane**

Health) and headspace Schools to conduct face-to-face and online workshops on topics including student anxiety and postvention planning.

ISQ provided Commonwealth National School Chaplaincy Program funding to 102 schools and State Government Student Welfare Worker Program funding to 22 member schools to provide pastoral care for students.

USING EDUCATIONAL DATA TO IMPROVE STUDENT OUTCOMES

Independent school leaders created high-performing cultures using data to monitor and intervene, as necessary. The 2021 Educational Data Project facilitated five educational institutions to develop and implement targeted data plans for use across their schools. The plans detailed useful data sets, responsibility for analysis and communication planning.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

More than 5,000 First Nations students were enrolled in 208 member schools in 2021. In 10 of these schools, the majority of students were of Aboriginal and/or Torres Strait Islander descent. More than 750 Aboriginal and Torres Strait Islander students attended the 31 member schools providing boarding for remote and very remote Queensland and interstate Indigenous students.



Top: ISQ Indigenous Middle Leaders Mentoring Group

In 2021, ISQ provided continued support to schools to implement the National Aboriginal and Torres Strait Islander Education Strategy (NATSIES) which aims to:

- support the cultural identity and improved learning outcomes of First Nations students
- advance teacher professional learning and development across a range of Indigenous education targets.

Despite disruptions due to COVID-19, more than 520 school staff participated in ISQ Indigenous education face-to-face and online professional learning events to support the NATSIES goals. These included:

- embedding Aboriginal and Torres Strait Islander perspectives in classroom planning
- Indigenous Bandscales training to support First Nations English as an additional language or dialect (EAL/D) learners
- Certificate III and IV in Education Support training for Indigenous teacher aides
- mentoring emerging Aboriginal and Torres Strait Islander middle leaders
- online learning modules
- targeted whole-of-school, on-campus professional learning events.

In addition to the above activities, ISQ also conducts targeted annual professional learning events specifically for Aboriginal and Torres Strait Islander staff in member schools, to support and advance the professional growth and employability of First Nations staff within the sector. In 2021, the eight Indigenous Middle Leaders Mentoring group participants, from a range of schools across the sector, worked with guest speakers on leadership skill building activities. Several previous participants of this group have gone on to take up key leadership positions within the sector. The ISQ Certificate III and IV in Education Support Qualification training also saw another six First Nations teacher aides attain a Certificate IV at the close of 2021.

SUPPORTING QUALITY TEACHING AND LEARNING

In 2021, 82 schools and 436 participants engaged with ISQ in 14 large-scale, research-based professional learning programs designed to

support the leadership of quality teaching and learning in independent schools. Schools that completed these programs through targeted grant funding under the Great Teachers in Independent Schools program, successfully implemented this learning by:

- using local data and evidence to inform action planning
- aligning activity to their existing strategic agenda or operational plans
- measuring success through improved student outcomes
- ensuring sustainability through orientation with their school culture.

Feedback from participants was consistently high:

"We know we made a positive impact on teaching and learning in our school because of positive assessment results, positive feedback from families and evidence of growth in students"

SENIOR LEADER

Suite-wide evaluative data indicates high levels of satisfaction across the professional learning programs:

- 94.2% agreed that school leadership teams were supportive of the program and could align the outcomes with their strategic direction
- 93.6% agreed the program was useful to their role/s
- 95.8% agreed the program used relevant and current research
- 92.1% agreed the program was engaging, challenging and interesting
- 86.3% agreed the program was appropriately complex.

RESEARCH IN SCHOOLS

2021 was a significant year for the Research in Schools program, with 70 principals, leaders and teachers from 23 schools taking part in the three key program areas – Action Research, Collaborative Inquiry and Leading Inquiry Teams. Across these three areas, participants worked collaboratively in their research teams to investigate a practice-based problem and build theirs and their colleague's capacity in this focus area.

ISQ DROVE ORGANISATIONAL EFFICIENCY, RELEVANCE AND PERFORMANCE BY:

Strong governance and financial management | Building and retaining a highly skilled, knowledgeable and service-orientated workforce | Building an organisational culture focused on efficiency and effectiveness | Continuous improvement in practices, underpinned by technology.

Supported by their ISQ research mentor, educators used a methodology of Action Research or the Spiral of Inquiry to critically reflect on how to improve student learning outcomes linked to the school's strategic direction. The key to the Research in Schools programs is providing an underpinning framework to support educators conduct research and engage in sustainable professional learning.

COACHING INTENSIVE SHORT COURSE

In 2021 ISQ also commenced the first year of the Coaching Intensive Short Course, which focuses on developing the key skills of coaching through a collaborative and practical approach. ISQ welcomed 40 participants across eight schools to the program, who learnt how to apply knowledge through practical coaching models and techniques in a range of group and one-to-one conversational contexts across the ISQ coaching cohort, as well as within their school.

LESSON OBSERVATIONS

The ISQ Lesson Observations program saw 40 participants from eight schools learn how to strengthen the crucial link between work and learning. Leaders and teachers were trained to observe and provide effective professional feedback, as well as reflect on and improve classroom practices.

SCHOOL TRANSPORT

The Non-State Schools Transport Assistance Scheme (NSSTAS) is a joint initiative of ISQ and the Queensland Catholic Education Commission (QCEC). The scheme provides financial assistance to eligible students who attend non-state schools outside the Brisbane City Council boundary.

In 2021, more than \$6.2 million in funding was provided by the Queensland Government through the Department of Education. More than 7,600 student applications across 243 school communities were funded by the scheme in 2021 with almost all eligible parent applications paid within one week of the semester close.

Advocacy for funding support of those NSSTAS students with disability, transitioning to the National Disability Insurance Scheme (NDIS), continued alongside support for students ineligible for NDIS support.

EARLY CHILDHOOD EDUCATION AND CARE

In 2021, ISQ continued to support member schools to meet state and federal early childhood education and care (ECEC) regulatory requirements, advocated via state working groups and committees, and engaged with key early childhood stakeholders to ensure member school services received the most current advice. Targeted support was provided to the 38 members of the ISQ Central Governing Body for Kindergartens.

ISQ member ECEC service provision to families remained stable in 2021. One hundred and thirteen member schools offered 125 early childhood services, incorporating approved sessional and long day care kindergarten models. The number of funding programs available to these services increased in 2021. Approximately \$5.9 million in Queensland Government kindergarten funding was administered by ISQ incorporating Queensland Kindergarten Funding Scheme (QKFS), Kindergarten Inclusion Support Scheme (KISS) and two new programs. The Free Access to Kindergarten program was introduced to address enrolment issues due to affordability in regional community kindergartens. The Great Start to Kindergarten program was piloted to support the delivery of flexible and innovative pre-kindergarten programs and the transition of eligible children to an approved kindergarten program in 2022. Seven eligible services participated in the additional funding programs.

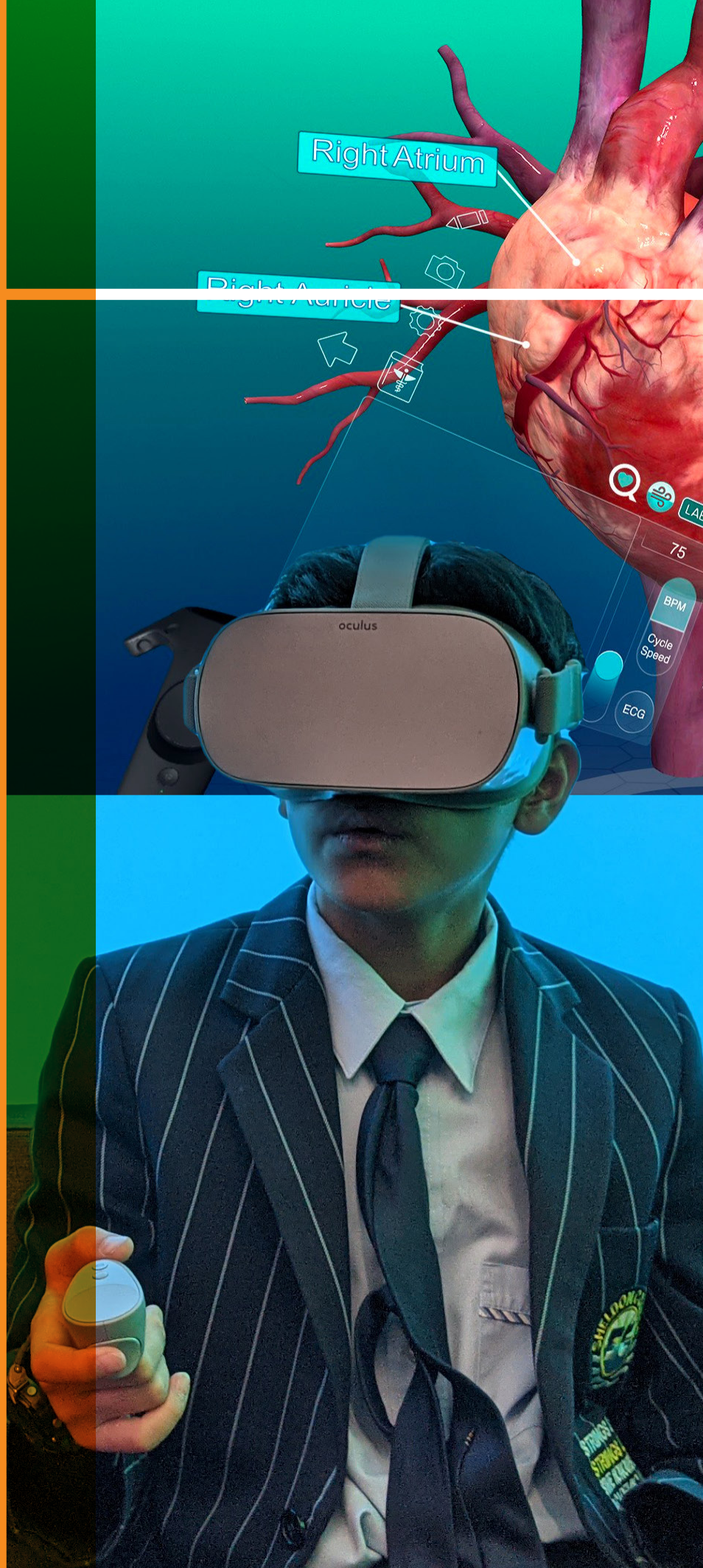
Representation in 2021 included the Regulatory Advisory Committee, ECEC Stakeholder Group, Minister's Early Years Forum and Assistant Ministerial OSHC Working Group. ISQ worked closely with the Department of Education and other stakeholders to ensure the on-going impacts of the pandemic were addressed, via the ECEC COVID-19 Stakeholder Group and the COVID-19 Recovery Working Group.

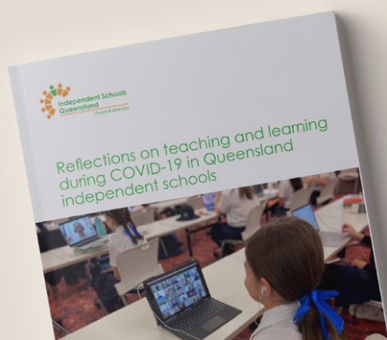
The Value of Independent Schools

VALUE TO SOCIETY

Independent schools and their dedicated teachers play a pivotal role in the development of engaged, informed and globally-aware citizens. Independent schools are valued learning institutions that are educating and shaping the next generation of leaders, innovators and citizens – young people whose intellect, talent, skills and passion advance society and the state.

Pictured: Sheldon College





Research and Policy Promoting excellence in public policy and education

ISQ is committed to providing research-based strategic advice to help keep members, and the broader education sector, informed of trends, developments and key issues.

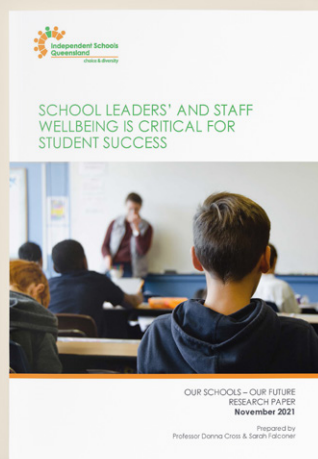
In 2021, three significant research papers were produced under the Our Schools – Our Future flagship program to promote informed public policy debate, understand the impacts of COVID-19 on school education, and advocate for the Queensland independent schooling sector.

REFLECTIONS ON TEACHING AND LEARNING DURING COVID-19 IN QUEENSLAND INDEPENDENT SCHOOLS

University of Melbourne researchers, Dr Natasha Ziebell and Dr Lucy Robertson, were commissioned to survey independent schools to gather and analyse the perspectives of school leaders and teachers on the home learning period. The research indicated that student wellbeing was impacted greater than academic progress. The *Reflections on Teaching and Learning during COVID-19 in Queensland Independent Schools* research also highlighted the importance of investing in positive relationships, belonging and connectedness to school and the school community.

Respondents identified many opportunities and new learnings prompted by the need to embrace remote online engagement with their students. Increased use of a range of technology platforms and a broader adoption of online teaching and learning were noted as a basis for ensuring students remained engaged in learning, whether in the classroom or at home. Students were presented with opportunities to increase their agency in terms of taking more responsibility for their own learning.

The report highlights the agility of autonomous independent schools to respond to the changing needs of their communities.



SCHOOL LEADERS' AND STAFF WELLBEING IS CRITICAL FOR STUDENT SUCCESS

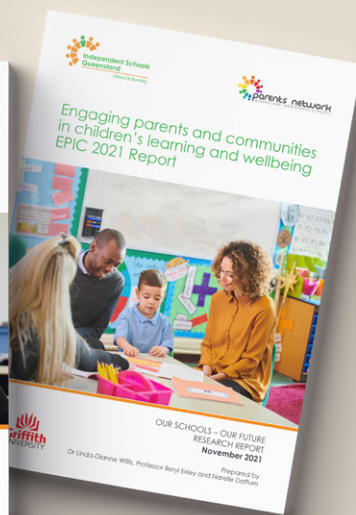
ISQ commissioned this research paper to better understand the key factors influencing the wellbeing of school staff and how staff wellbeing influences student wellbeing and educational outcomes. In their *School Leaders and Staff Wellbeing is Critical for Student Success* report, Professor Donna Cross and Sarah Falconer of the Telethon Kids Institute present a broad perspective on what promotes or erodes school staff wellbeing, make the links to student wellbeing and point to areas for further attention by both school leaders and public policy makers.

School leaders, along with teachers, are essential to securing academic success and student wellbeing by creating supportive environments and building a positive culture. This research paper provides recommendations and practical actions to protect and promote the wellbeing of school leaders and staff, and to support staff who may be experiencing difficulties with their mental health and wellbeing.

ENGAGING PARENTS AND COMMUNITIES IN CHILDREN'S LEARNING AND WELLBEING EPIC 2021 REPORT

In this research report, internationally recognised parent experts Dr Linda Willis and Professor Beryl Exley document the experiences of the member schools that took part in the year-long Engaging Parents in Inquiry Curriculum (EPIC) research study (a partnerships between ISQ, Queensland Independent Schools Parents Network and Griffith University).

Despite five decades of national and international research proving that nurturing strong school-home partnerships is worthwhile for both students



ISQ PROMOTED EXCELLENCE IN PUBLIC POLICY AND EDUCATION BY:

Leading research and analysis on education provision and policy | Promoting informed debate about educational futures | Utilising quality research, data and policy analysis | Being at the forefront of identifying issues and trends impacting on independent schools.

and schools, rich examples of effective parent engagement strategies and approaches at the classroom level are rare. That deficit was the impetus for creating EPIC, that in turn led to this important rigorous research. Through in-depth interviews with independent school leaders and important classroom level work, researchers investigated ways school leaders and teachers can bring parents closer to their child's learning using inquiry curriculum approaches and digital technology.

Six independent schools took part in EPIC research in 2021. Their work with the Griffith University research team has resulted in *Engaging Parents and Communities in Children's Learning and Wellbeing EPIC 2021 Report* and other resources.

GOVERNMENT POLICY

Throughout the year, ISQ remained heavily engaged at the national level to ensure future funding models were designed to give maximum support for independent schools, many of which continue to face considerable challenges.

During 2021 some ISQ member schools transitioned to Direct Measure of Income (DMI) based Capacity to Contribute (CTC) scores introduced through the revised funding model for non-government schools known as "Gonski 2.0". Those transitioning were schools that benefited from the policy change rather than continuing with a school socio-economic status (SES) based CTC.

2021 also saw the final year of the 'best of CTC Score' policy for those schools who may be negatively impacted year-to-year after adopting a DMI-based CTC. This saw no schools having reduced funding in 2020 and 2021 due to changes in CTC. 2022 will see all schools having a CTC based DMI applied with 53 schools having to access Choice and Affordability Transition Funding in its first universal year of policy transition.

To provide certainty for schools and to enable longer-term planning, ISQ advised these schools of funding allocations in 2021. Eligible schools were notified of actual funding allocations for 2022 and notional allocations for the period 2023 to 2029.

The horizon of these new policy settings resulted in increased enquiries from member schools wanting to quantify the consequences for their operations. Over the year, ISQ provided advice

to schools in response to 357 funding enquiries. Subsequently 219 forecasts and scenario tests were generated, providing budgetary and modelling support and guidance to existing and prospective members.

SCHOOL PLANNING

During 2021, ISQ continued to engage in a range of school planning activities to support the growth of the independent schooling sector in Queensland.

ISQ represented the interests of the sector on the Queensland Schools Planning Reference Committee (QSPRC) that meets quarterly. The QSPRC is a Queensland Government committee that conducts regular consultations with key local government authorities (LGAs) in areas where the greatest growth is projected for school-aged children, including in new growth areas, and reports to the Queensland Government about the likely demand for future school capacity. These consultations are across all three school sectors with relevant government agencies participating.

ISQ also engaged with the Queensland Government concerning strategic-level planning for new priority growth areas and participated in the State Infrastructure Strategy and Regional Infrastructure Plan workshop.

ISQ provided advice on establishing new schools or new campuses in response to 18 new school enquiries, seven of which were supported through to Non-State Schools Accreditation Board applications stage. ISQ supported the growth of small schools, including newly establishing schools, with a workshop and ongoing assistance.

ISQ STATE FORUM – CELEBRATING CHANGE

The biennial ISQ State Forum was held at the Brisbane Convention and Exhibition Centre in July 2021. The theme was Celebrating Change, acknowledging that COVID-19 has been a catalyst for change. This event was an opportunity to showcase the courage, fortitude and compassion Queensland independent schools have demonstrated to support their students and communities.



The highly successful State Forum was well-attended with renowned keynote speakers. Vice Chancellor and President of the University of Queensland Professor Deborah Terry gave her first significant address to the Queensland independent schooling sector since returning to the University of Queensland, sharing some key predictions about the future of work across Australia. She highlighted that by 2040, Australia's future workers will invest 38% more time than today's employees reskilling and upskilling over their lifetime, with universities having a continued role to play in producing career-ready graduates.

Founder of WeAspire future leaders' program and co-founder of the Power of Engineering Felicity Furey shared insights on what motivates the millennial workforce and how to unlock the STEM potential in students, having encouraged more than 12,000 students to take up STEM and more than 20,000 future industry leaders over the past decade. Felicity encouraged mature leaders to relinquish some of their responsibilities to younger staff with a view of helping them accelerate career progression, practise leadership skills and become champions of leadership.

Founder of The Learning Future, a global strategy and knowledge translation organisation, Louka Parry, highlighted the need for a critical rethink of contemporary schooling to break the engagement epidemic that is turning students off learning. An obsession with high stakes examinations that focus on a narrow view of human potential was something Mr Parry was weary of, urging a shift towards human-centered design in schools to better empower and equip young people.

Trend forecaster and best-selling author Michael McQueen described the pandemic as the greatest disruption to education in more than a century with the home learning period forcing schools everywhere to change faster and more comprehensively than they had in the past 100 years. Mr McQueen told delegates at the State Forum the challenge for education leaders and educators was to not go back to the way things were, but to grasp the opportunity to move forwards with what worked.

Top left: Queensland Ballet's Artistic Director Li Cunxin AO opening address at the Big Ideas Summit

Top centre: ISQ State Forum Brisbane Convention & Exhibition Centre


Top right: Retired ISQ Executive Director David Robertson addressing the ISQ State Forum

ISQ used the State Form to launch its latest Our Schools – Our Future research paper, *Reflections on teaching and learning during COVID-19 in Queensland independent schools*. The University of Melbourne research indicated that student wellbeing was impacted greater than academic progress. The research also highlighted the importance of investing in positive relationships, belonging and connectedness to school and the school community.

BIG IDEAS SUMMIT

The annual ISQ Big Ideas Summit provides an opportunity to showcase the trail blazing Queensland independent schools that are reinventing classroom learning. In July 2021, 17 large and small independent schools profiled their projects to about 170 school leaders and teachers in attendance at the event in Brisbane.

Projects profiled included the use of digital technologies in curriculum, such as drones to monitor shade and shadows in Year 3, GoPros to give Prep – Year 2 students immediate feedback on their swimming strokes, and collaborations with universities and new entrepreneurial courses for students. The Big Ideas Summit helped shine a light on one of the positives to emerge from COVID-19, the creativity of Australia's school workforce, which helped turn a century-old model of schooling into a contemporary online model delivered remotely.



The Value of Independent Schools

ECONOMIC BENEFITS

Independent schools are important contributors to Queensland's economy, educating about one in seven young Queenslanders, contributing about \$4.88 billion to the Gross State Product and supporting 33,560 full-time direct and indirect jobs worth \$2.95 billion in wages and salaries.

Pictured: Caloundra Christian College

Engagement and Growth

Leading and growing the independent schools sector

A SPECIALIST PROFESSIONAL LEARNING PROVIDER

Throughout 2021, ISQ continued to adapt to the ongoing challenges posed by the COVID-19 pandemic, transitioning events to online where face-to-face events were unable to be held due to travel restrictions or public health directives. Where possible, ISQ offered members flexibility to choose between face-to-face or online events to suit their personal situation. 2021 events data is generally not reflective of pre-COVID-19, therefore the mix between face-to-face and online events has shifted. However, the total number of registrations for events hosted by ISQ has remained high.

While still dealing with the impacts of the pandemic, ISQ was able to host 77 face-to-face events at its purpose-built Professional Learning Centre (PLC) in Brisbane, ensuring the health and safety of members, staff and guests at all times by abiding by all relevant health mandates and COVID-Safe Plans. Throughout the year, ISQ continued to deliver professional learning opportunities to members in regions outside of Brisbane, hosting 62 events at regional member schools and conference facilities for 1,146 participants.

The number of webinars offered in 2021 increased by 24% from 2020. More than one hundred (103) webinars with more than 3,200 participants were hosted, more than five times the number of webinars hosted in 2019. With a growing catalogue of more than 70 online modules, ISQ has continued to develop:

- targeted modules in 2021 (including Effective Use of Teacher Aides – Considerations for School and Differentiating the educational program for students)
- a self-reporting tool that has been rolled out to more than 70 member schools
- a refreshed suite of compliance modules in the areas of child protection.

In 2021, ISQ's online learning platform Connect&Learn was accessed by 23,112 school staff to undertake at least one online training module or event.

The most popular course was Child Protection Training with 12,500 users completing the online module in 2021 with 98% of users reporting they would recommend an ISQ Connect&Learn module to a colleague.

ISQ focused on quality learning design and universal design principles to develop modern online module templates with a view to delivering high-quality online learning experiences for users.

ISQ continued to offer flexible registrations functionality within Connect&Learn, where member schools could appoint an administrator for their school account, bulk enrol staff into professional learning events and online courses, manage registration and run whole of school reports.

SUPPORTING GROWTH, PROMOTING EXCELLENCE

ISQ continues to support the development of teachers across the four career stages, from graduate to lead teachers with expanded professional development offerings that are informed by, and give opportunity for participants to demonstrate, the Australian Professional Standards for Teachers. Online and face-to-face learning was available across topics including; teacher induction and retention, early career transitions, support for emerging and middle leaders as well as support for schools in workforce planning and strategy.

HIGHLY ACCOMPLISHED AND LEAD TEACHERS PROGRAM

Throughout 2021, ISQ continued to build upon its success as the first Queensland-based certifying authority of Highly Accomplished and Lead Teachers (HALT). The final report of Queensland University of Technology (QUT) HALT Impact study was released in August 2021. This report received national recognition in the media and various education publications and has strengthened ISQ's leadership position amongst all certifying authorities across Australia in the Certifying Authority Network. This HALT stakeholder group is overseen by the Australian Institute of Teaching and School Leadership (AITSL).

ISQ CONTINUED TO LEAD AND GROW THE INDEPENDENT SCHOOL SECTOR THROUGH:

Connecting and partnering with independent schools and stakeholders to empower them to achieve excellence in governance, management and service delivery | Focusing on connectedness, convenience and accessibility of services | Positioning independent schools for the future as agile, responsive and leading institutions.

The key finding from the QUT research is that there is clear evidence enabling teachers from diverse contexts to present confidence in the certification process.

Concluding the fourth full year, ISQ progressed over 31 teachers through some or all stages, with 23 teachers completing the process and progressing to certification. More than 90 middle and senior leaders from 49 schools also undertook training as mentors and assessors of these high performing teachers.

LEADERSHIP DEVELOPMENT PROGRAMS

In 2021, ISQ continued to provide high-quality leadership development and support through a suite of leadership development programs, with:

- 100% of participants in the New Principals Program (14 participants) reporting the program had improved their leadership skills
- 100% of participants in the Aspiring Principals Program (11 participants) reporting the program was excellent and had increased their leadership capacity, and 100% showing growth in post 360-degree surveys
- More than 90% of participants in the Middle Leaders Program (more than 30 participants) indicated improvements across the relevant evaluation areas.

PARTNERING WITH TERTIARY INSTITUTIONS

In 2021, ISQ was proud to continue its partnership with QUT, the research partner for both HALT and teacher impact programs, with a formal report released in August. Furthermore, ISQ formally engaged The University of Queensland's Science of Learning and Research Centre in the design of a new blended learning program piloting with four schools in 2021. Partnerships with University of Melbourne (Neuroscience in Education Masterclass), Griffith University (Middle Leaders Program and EPIC project), and the University of Missouri (Classroom Engagement and Leading School Culture Programs) have also been very beneficial for program participants.

ISQ proudly partners with Queensland universities for the benefit of the sector, including in:

- induction of first-year education students
- support for graduate teachers in the transition to schools
- enhanced approaches to preservice teachers' placements in independent schools
- collaborative efforts to find solutions to sector-wide workforce challenges
- supporting middle leaders.

The 2021 cohort of ISQ's Highly Accomplished and Lead Teacher (HALT) program.





GUIDING SCHOOLS IN EFFECTIVE PARENT ENGAGEMENT

Throughout 2021, six member schools took part in the Engaging Parents in Inquiry Curriculum (EPIC) research project – a collaboration between ISQ, the sector's peak parent body QIS Parents Network and Griffith University. EPIC involved workshops and professional learning days as well as classroom-level inquiry curriculum work, led by leading parent engagement experts Dr Linda Willis and Professor Beryl Exley from Griffith University.

The final *Engaging parents and communities in children's learning and wellbeing EPIC 2021 Report* was released in late November, and delivered a raft of significant new findings in the field of parent engagement. These findings were converted into resources for all member schools to start using straight away to improve their understanding and implementation of effective parent engagement strategies.

The success of EPIC 2021 resulted in ISQ, QIS Parents Network and Griffith University agreeing to extend their collaboration into 2022 and continuing the parent engagement research with three of the 2021 schools in a scaled-up way.

GLOBAL CONNECTEDNESS AND ENGAGEMENT

International border closures, periodic lockdowns due to rising COVID-19 cases and restricted international mobility continued well into 2021. In the emerging COVID-19 normal environment, it was a case of ensuring retention of current student cohorts onshore, planning for recovery for when the borders re-opened, re-imagining the international programs offerings whilst maintaining quality and responsive regulatory rigour and rebuilding relationships with education agents and other key stakeholders in overseas markets, to ensure continued and future enrolment pipelines.

The new Australian Strategy for International Education 2021-2030 was released after a rigorous consultation process with all industry stakeholders. The strategy focuses on four key priority areas of diversification, alignment with



Top left: Prof Beryl Exley and EPIC Lead Chief Investigator, Dr Linda Willis, both of Griffith University

Top right: Samford Valley Steiner School Director Ms Tracey Taylor speaking with student Nishka Varghese and her mother Smitha Mallya about parent engagement as part of the EPIC research program

Australia's workforce and skills needs, maintaining students at the centre, and growth and global competitiveness. ISQ continued to collaborate with industry partners to support and enable member schools to venture into emerging or non-frequented markets for student recruitment via virtual online marketing platforms and events. Collaboration was multi-faceted at national, state and school sector levels.

SUPPORT AND COLLABORATION

At a national level, the Global Reputation Taskforce continued its strategic work in collaboration with the Ministerial Council on International Education and its expert members.

In Queensland, as part of the Study Queensland pilot proposal for existing enrolled students stuck offshore, a Sector Working Group was formed by ISQ, Queensland Catholic Education Commission (QCEC) and Education Queensland International (EQI) in collaboration with the Designated State Authority and Queensland Health to support the return of international students via an exemption program across a limited number of providers. There were a total of 26 travel exemptions granted for students who were over the age of 18 in the senior secondary years, of which 21 were from the independent school sector, four from the Catholic sector and one from the State sector.

To support the students with travel exemptions, the Sector Working Group developed risk mitigation control documents for students over and under 18 years of age to ensure legislation and Queensland Health compliance,

and published resources for pre-departure and on-boarding to support schools in preparing for student returns. The Sector Working Group submitted a pilot proposal for the return of international students under the age of 18 to the Queensland Government, Department of Home Affairs and Queensland Health for consideration. However, as the Australian international borders reopened, further approvals were not required.

ISQ also collaborated with EQI and QCEC to deliver a school advisors' workshop designed for staff who provide advice to international students in Queensland schools, including school counsellors, international officers and coordinators, and academic staff. The workshop aimed to inform study providers of changes and implications for international students studying in Queensland schools in the COVID-19 climate.

The ISQ International Education Community of Practice was relaunched as part of ISQ's commitment to support member schools in providing a platform to engage and share knowledge with sector colleagues on challenges, successes and best practice models. There were three international education networking events delivered in the hybrid mode with high participation rates. An ISQ led Homestay Working Group was formed to develop a Homestay Handbook that will be launched in 2022. Despite the challenges presented by the global pandemic, the number of CRICOS-registered member schools remained at 89 indicating that schools were still prepared to engage in international education.

ISQ has continued to proactively support member schools with international education and global citizenship programs to ensure regulatory compliance, purposeful engagement with key stakeholders in the global education industry and advocacy for the interests of schools at all levels of government.

SCHOOL GOVERNANCE PROGRAM

In 2021, board or council members representing 46 member schools completed a combined 464 hours of board training as part of the ISQ School Governance course. Due to the success of delivering this governance training online during the COVID-19 pandemic lockdowns, allowing boards of regional and remote schools to access contemporary governance training for the first time, the governance course was permanently moved to a live webinar model. It is now regularly delivered outside of business hours and on weekends to make participation for volunteers possible.

The ISQ School Governance course covered training on governance roles, director duties, board processes, financial reporting and benchmarking, principal oversight, strategic planning, risk and compliance management, stakeholder engagement, board effectiveness and boardroom dynamics.

In 2021, ISQ convened the School Governance Forum Embracing Uncertainty - Governing Confidently, attended both face-to-face and online by approximately 100 delegates, featuring thought leaders in contemporary governance including: The Hon Dr Gary Johns, Commissioner of the Australian Charities and Not-for-profits Commission; Elizabeth Jameson, President & Chair of RACQ; and Associate Professor Gavin Nicholson of QUT.

In addition, ISQ's self-paced online governance training delivered through Connect&Learn recorded 336 completions, compared to 211 in 2020. This training included an introduction to the independent schooling context and governance policies and processes, as well as governance roles and responsibilities. Furthermore, it included four financial literacy courses about financial reports and ratio analysis.

ISQ facilitated in-depth projects with boards on topics of strategic planning, risk and compliance frameworks and principal performance and development. Seven boards undertook a comprehensive governance review with ISQ in 2021. In addition, ISQ was a trusted advisor to board chairs and directors on confidential board matters.

ISQ DROVE ORGANISATIONAL EFFICIENCY, RELEVANCE AND PERFORMANCE BY:

Strong governance and financial management | Building and retaining a highly skilled, knowledgeable and service-orientated workforce | Building an organisational culture focused on efficiency and effectiveness | Continuous improvement in practices, underpinned by technology.

EMPLOYEE RELATIONS AND COMPLIANCE

ISQ continued to support schools in the complex area of employee relations and, in particular, enterprise bargaining. In 2021, ISQ assisted 14 schools with the negotiations of their enterprise agreements, and seven other schools and systems with strategic industrial options in the context of the individual school's circumstances.

ISQ delivered timely advice and template resources to assist schools to navigate COVID-19 related employee relations issues, including the complexities around the Government health directives in relation to mandatory vaccination requirements for school staff and contractors.

SCHOOL BUSINESS MANAGEMENT

The key focus of ISQ's business management support in 2021 was to provide strategic and operational advice to business managers, principals and compliance managers. Besides common topics such as child protection, privacy law, enrolment contracts, complaints management, duty of care, discrimination, attendance management, health and safety, and government reporting, considerable effort continued to be expended to support schools in their COVID-19 response.

ISQ kept abreast of changing government regulations and public health directives and provided up-to-date advice to schools on issues such as vaccination mandates and border restrictions impacting boarding schools and schools enrolling overseas students, as well as preparing COVID-19 management guides.

An induction event for new school business managers and school business manager briefings each term included updates on compliance and regulatory issues as well as presentations from accounting and auditing experts. A new training package on fraud prevention and detection was developed and trialled successfully. This training package will be rolled out more widely in 2022.

ISQ staff continued facilitating connections with the Association of School Business Administrators (QLD) and offered online learning modules on school business management.

ISQ School Governance Forum Embracing Uncertainty - Governing Confidently



Top: ISQ staff at the 2021 Professional Development day



Organisational Capability

Organisational efficiency, relevance and performance

CHOSEN CHARITY

ISQ is an organisation built on community, and our people are purpose driven. The ISQ team recognises that to truly support the education of children, they must also support the broader community.

For the past nine years, ISQ has democratically chosen a community charity to support. Each of these charities has an education or child focus that is aimed at enhancing the community's ability to provide children with a safe place to learn and grow. In 2021, ISQ donated \$2,388.48 to the Cathy Freeman Foundation, a fantastic result considering the lockdowns and cancelled charity events as a result of COVID-19. The Cathy Freeman Foundation is Indigenous run and led and is about empowering young people and students on their education journey and connecting more and more families to their child's education. The entire ISQ team is proud to have supported this program.

ISQ TEAM

Throughout 2021, ISQ responded to the changing needs of our ever-growing membership base which required more specialised staff. Due to retirements and some staff leaving to pursue other opportunities, including returning to work in schools, ISQ welcomed 20 new people to the team throughout the year. The collective expertise of 61 staff at the ISQ head office in Spring Hill has enabled it to provide a diverse range of tailored services and support including advocacy, student services, school business services, teaching and learning, leadership, policy, research, IT, school improvement, communications and media issues and crisis management.

VALUING STAFF WELLBEING

The health and wellbeing of staff is a priority for ISQ, and the organisation is committed to providing services to support staff. This commitment continued throughout 2021 with the response to the COVID-19 pandemic and embracing 'the new normal'. Initiatives included Friday online staff get-togethers and re-creating the 'fun committee' environment online to

foster connection and staff engagement during longer periods away from the office. During time together in the office, staff competed in an inaugural ISQ Bake Off and created new and powerful ways of acknowledging the contribution of colleagues to the ISQ values.

An upgrade to information and communication technology infrastructure allowed staff to adapt to the new reality of working from home during mandated lockdowns, along with embracing flexible working arrangements. Where a staff member has been experiencing either personal, COVID-19 or work-related difficulties, they have been able to access the Employee Assistance Program, providing confidential counselling services.

WORLD CLASS PROFESSIONAL LEARNING FACILITIES

ISQ's Professional Learning Centre (PLC) is a world class training facility for ISQ members that is located in the Brisbane CBD. The purpose-built events venue offers a flexible and modern environment that is ideal for the delivery of quality professional learning. Throughout 2021, the facility hosted 77 professional learning events and meetings attracting more than 1,412 attendees with all events run in accordance with COVID-Safe guidelines and Government health directives. These figures reflect a decrease in the number of events and attendees when compared to before the COVID-19 pandemic, however online learning increased throughout the year.

COMMITTED TO SUSTAINABILITY

ISQ continues to support a commitment to reduce its impact on the environment and to adopt practices that use resources sustainably. Numerous initiatives have been implemented to improve ISQ's environmental impacts both at ISQ's head office and the PLC. One such initiative is working with suppliers to ensure products are sustainably resourced and have minimal environmental impact, and by making choices to avoid unnecessary consumption or demand for all consumables. During 2021, the Queensland Government introduced a ban on the supply of single use plastic straws, stirrers, bowls, cutlery and expanded to polystyrene takeaway food containers and cups, which prompted ISQ to transition to more sustainable single use products. This transition occurred earlier than the September 2021 Government deadline, both internally and with our external suppliers.

ISQ Staff

AS AT
31 DECEMBER 2021

INDEPENDENT SCHOOLS QUEENSLAND

EXECUTIVE

Christopher Mountford
Chief Executive Officer

Mark Newham
Director
(School Improvement & Performance)

Shari Armistead
Director (Strategic Relations)

SCHOOL IMPROVEMENT AND PERFORMANCE

Johannes Solymosi
Assistant Director (School Services)

Rebecca McKinnon
Manager (School Services)

Angelin Achari
School Services Advisor

Kim Ayling
School Services Advisor

Kate Crowe
School Services Advisor

Courtney Downward
School Services Advisor

Jane Simmonds
School Services Advisor

Peter Ruffini
Assistant Director (Employee Relations)

Melissa Villalobos
Senior Advisor (Employee Relations)

Bonnie Bradford
Advisor (Employee Relations)

Whitney Darke
Advisor (Employee Relations)

Edmund De Wet
Advisor (Employee Relations)

Sheridan Fisher
Senior Advisor (School Improvement)

Jenene Rosser
Executive Manager
(Curriculum & Assessment)

Eva Perry
Project Manager (School Improvement)

RoseMarie Koppe
Education Services Advisor (Aboriginal and
Torres Strait Islander Education)

Melanie Alexander
Education Services Advisor
(Vocational Education & Training)

Leigh Whitney
Education Services Advisor
(Curriculum & Assessment)

Jenny Broadley
Administration Officer (Education Services)

Loree Wilkinson
Administration Officer
(School Improvement)

STRATEGIC RELATIONS

Allan Guse
Principal Advisor (Policy & Research)

Len McCarthy
Senior Advisor (Schools Funding)

Dr Deidre Thian
Principal Consultant (Research)

Callum Bentley
Senior Advisor (Public Affairs)

James O'Callaghan
Advisor (Social Media & Communications)

Charlene Stephenson
Manager (Communications)

Tracey Maree
Graphic Designer

Jeff Licence
Multimedia Officer

Hillary Manuva
Administration Officer (Strategic Relations)

Elana Heyes
Manager (Events & Facilities)

Jenny Brunne
Administration Officer
(Organisation Services)

EDUCATION SERVICES

Anthony Mathias
Principal Advisor (Digital & ICT)

Ian Quartermaine
ICT Advisor (Schools & Projects)

Patricio Ferrer de Frankenberg
Business Solutions Manager

Kyle Raby
IT Support Officer

Sophie Hutchinson
Project Coordinator (Digital & ICT)

Jacky Dawson
Senior Advisor (Student Services)

Pene Bancroft
Education Services Advisor
(Students with Disability)

Hayley McDonald
Education Services Advisor (NCCD)

Karen Roman
Education Services Advisor
(Student Services)

Samantha Packer
Educational Psychologist (Student Services)

Natasha Mayne
Manager (Teaching & Learning)

Louise Brauer
Education Services Advisor
(Teaching & Learning)

Rebecca Harris
Education Services Advisor
(Teaching & Learning)

Alicia Kent-Rooney
Education Services Advisor
(Teaching & Learning)

Rebecca Fairley
Project Coordinator

Anjulee Singh
Manager (Teacher Quality & Certification)

Natalie Horrobin
Education Services Advisor
(Teaching & Learning)

Mary Youngman
Education Services Advisor
(Teaching & Learning)

Deborah Want
Project Coordinator
(Teacher Quality & Certification)

Francis Kneebone
Manager (eLearning)

Glenn Hammond
Project Officer (eLearning Development)

Jenna Harp
Project Coordinator (eLearning)

Angela Lovejoy
Project Coordinator (eLearning)

ORGANISATION SERVICES

Wendy Murphy
Assistant Director
(Finance & Business Improvement)

Annette Butterworth
Executive Assistant

Kendry Corcut
Administration Officer (Accounts)

Taylor Pampling
Administration Officer
(Organisation Services)

Christine Beshara
Administration Officer (Finance)

QUEENSLAND INDEPENDENT SCHOOLS BLOCK GRANT AUTHORITY

Michael Harding
General Manager/Company Secretary

Kylie Burnett
Executive Officer

Rod Morris
Executive Officer

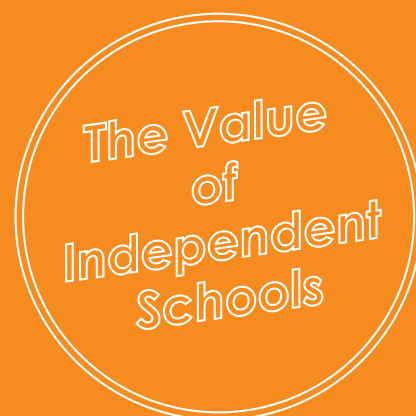
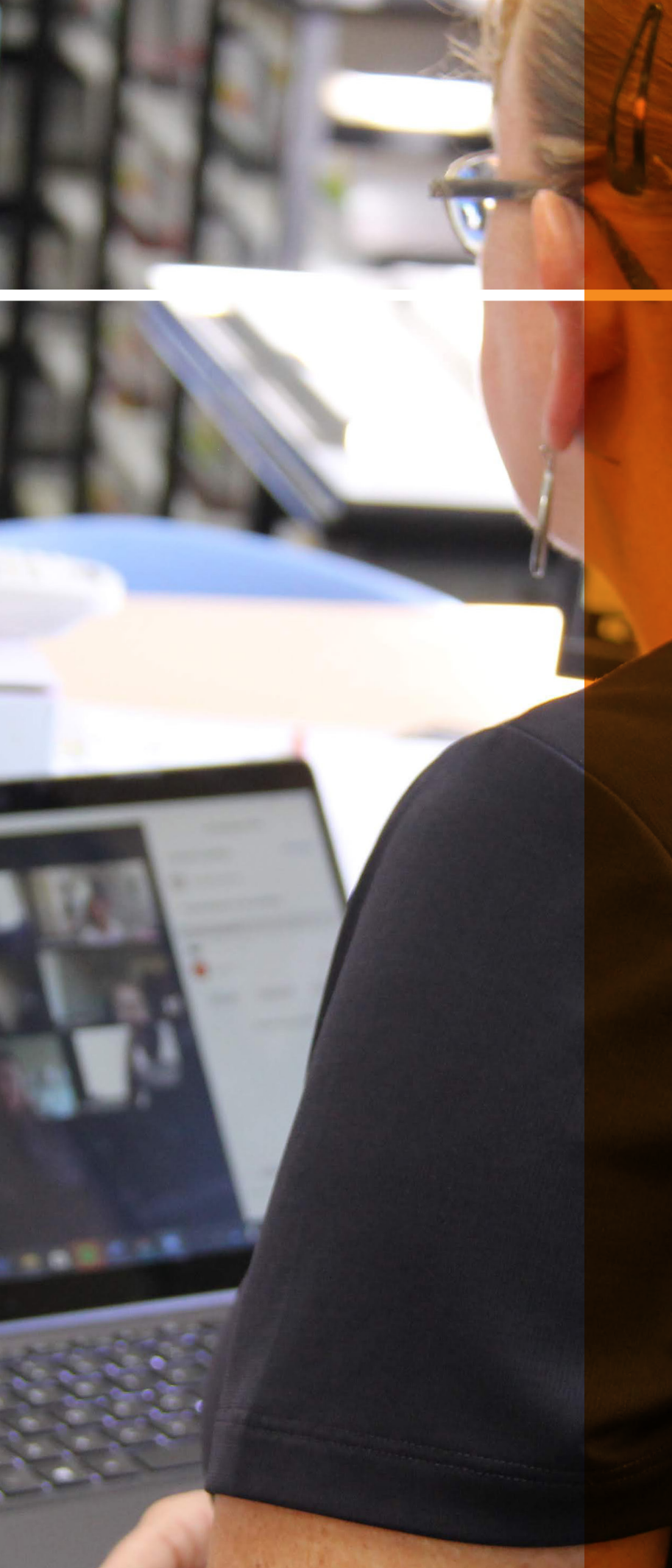
Hilda Janzen
Finance Officer

Shannon Service
Senior Administration Officer

QUEENSLAND INDEPENDENT SCHOOLS PARENTS NETWORK

Justine Cirocco
Executive Officer

Amanda Watt
Communications Officer



EDUCATION INNOVATION

Education innovation continued throughout 2021 as independent schools continued to manage the challenges posed by the COVID-19 pandemic which required innovative, creative and agile responses to keep students engaged and families connected.

Pictured: Clayfield College

Member Schools

AS AT
31 DECEMBER 2021

A B Paterson College	Canterbury College
Aboriginal & Islander Independent Community School	Carbrook Animal Assisted Learning Centre
All Saints Anglican School	Carinity Education - Glendyne
All Souls St Gabriels School	Carinity Education - Rockhampton
Alta-1 College	Carinity Education - Shalom
Angelorum College	Carinity Education - Southside
Anglican Church Grammar School	Carlisle Adventist College
Annandale Christian College	Carmichael College
Arcadia College	Charlotte Mason College
Arethusa College	Chinchilla Christian College
Australian Christian College - Moreton	Citipointe Christian College
Australian Industry Trade College	Clayfield College
Australian Industry Trade College - Ipswich	Concordia Lutheran College
Australian Industry Trade College - Redlands	Cooloolo Christian College
Australian Industry Trade College - Toowoomba	Cooloolo Beach Christian College
Australian International Islamic College	Coomera Anglican College
Australian Technology and Agricultural College	Dalby Christian College
Australian Trade College North Brisbane	Darling Downs Christian School
Autism Queensland Education & Therapy Centre	Darlingia Forest School
Bayside Christian College Hervey Bay	Desert Mob Silver Lining School
Bethania Lutheran Primary School	Discovery Christian College
Bethany Lutheran Primary School	Djarragun College
Birali Steiner School	Emerald Christian College
Blackall Range Independent School	Emmanuel College
Blackheath and Thornburgh College	Endeavour Christian College
Border Rivers Christian College	Enkindle Village School
Brisbane Adventist College	Fairholme College
Brisbane Boys' College	Faith Baptist Christian School
Brisbane Christian College	Faith Christian School of Distance Education
Brisbane Girls Grammar School	Faith Lutheran College - Plainland
Brisbane Grammar School	Faith Lutheran College - Redlands
Brisbane Independent School	Fraser Coast Anglican College
Brisbane Montessori School	Freshwater Christian College
Bundaberg Christian College	Genesis Christian College
Burdekin Christian College	Glasshouse Christian College
Burnett Youth Learning Centre	Glenvale Christian School
Caboolture Montessori School	Gold Coast Christian College
Cairns Adventist College	Good News Lutheran School
Cairns Hinterland Steiner School	Good Shepherd Christian School
Caloundra Christian College	Good Shepherd Lutheran College
Caloundra City Private School	Goora Gan Steiner School
Calvary Christian College	Grace Lutheran College
Calvary Christian College (Townsville)	Grace Lutheran Primary School
Cannon Hill Anglican College	Groves Christian College
	Gulf Christian College
	Heights College
	Highlands Christian College
	Hillbrook Anglican School

Hillcrest Christian College
 Hills International College
 Hinchinbrook Christian School
 Hope Adventist School
 Horizons College of Learning and Enrichment
 Hubbard's School
 Humanitas High School
 Hymba Yumba Independent School
 IES College
 Immanuel Lutheran College
 Ipswich Adventist School
 Ipswich Girls' Grammar School including Ipswich Junior Grammar School
 Ipswich Grammar School
 Islamic College of Brisbane
 Jabiru Community College
 John Paul College
 Josiah College
 Jubilee Christian College
 Kairos Community College
 Kimberley College
 King's Christian College
 Kingsley College
 Kutta Mulla Gorinna Special Assistance School
 Lighthouse Christian School
 Living Faith Lutheran Primary School
 Livingstone Christian College
 Lourdes Hill College
 Lutheran Ormeau Rivers District School
 Mackay Christian College
 Maridahdi Brisbane Primary School
 Maridahdi Early Childhood Community School
 Mastery Schools Australia
 Matthew Flinders Anglican College
 Mawarra Independent School
 Men of Business Academy
 Ming-De International School
 Toowoomba
 Montessori International College
 Montessori Noosa
 Moreton Bay Boys' College
 Moreton Bay College
 Mueller College
 Mungalla Silver Lining School
 Music Industry College
 My Independent School
 Nambour Christian College

Noosa Christian College
 Noosa Pengari Steiner School
 Northpine Christian College
 Northside Christian College
 Ohana College
 OneSchool Global QLD
 Ontrack College Emerald
 Ormiston College
 Pacific Lutheran College
 Parklands Christian College
 Peace Lutheran College
 Peace Lutheran Primary School
 Peregrine Beach College
 Pine Community School
 Prince of Peace Lutheran College
 Radiant Life College
 Redeemer Lutheran College
 Redeemer Lutheran College, Biloela
 Redlands College
 Redwood College
 Rivermount College
 Riverside Adventist School
 Riverside Christian College
 Rockhampton Girls Grammar School
 Saint Stephen's College
 Samford Valley Steiner School
 Sheldon College
 Silkwood School
 Silver Lining School
 Sinai College
 Somerset College
 Somerville House
 St Aidan's Anglican Girls' School
 St Andrew's Anglican College
 St Andrews Lutheran College
 St Hilda's School
 St James Lutheran College
 St John's Anglican College
 St John's Lutheran Primary School
 St John's Lutheran School
 St Luke's Anglican School
 St Margaret's Anglican Girls School
 St Michael's College
 St Patrick's College Townsville
 St Paul's Lutheran Primary School
 St Paul's School
 St Peters Lutheran College
 St Peters Lutheran College Springfield
 St Philomena School
 St Rita's College

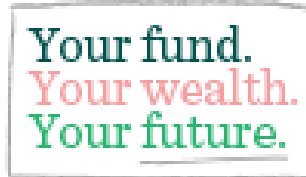
St Ursula's College
 Staines Memorial College
 Stuartholme School
 Suncoast Christian College
 Sunshine Coast Grammar School
 Tamborine Mountain College
 Tec-NQ
 The BUSY School
 The Cathedral School of St Anne and St James
 The Glenleighden School
 The Glennie School
 The Kooralbyn International School
 The Lakes College
 The Rainforest School
 The River School
 The Rockhampton Grammar School
 The School of Total Education
 The SCOTS PGC College
 The Southport School
 The Springfield Anglican College
 The Sycamore School
 The Village School Gold Coast
 Tom Quinn Community Centre Alternative School
 Toogoolawa School
 Toowoomba Anglican School
 Toowoomba Christian College
 Toowoomba Grammar School
 Townsville Christian College
 Townsville Grammar School
 Trinity Anglican School
 Trinity College
 Trinity Lutheran College
 Victory College
 Wadja Wadja High School
 Warwick Christian College
 West Moreton Anglican College
 Westside Christian College
 Whitsunday Anglican School
 Whitsunday Christian College
 Wisdom College
 Yarranlea Primary School
 YMCA Vocational School - Brisbane South
 YMCA Vocational School - Ipswich
 YMCA Vocational School - Logan
 YMCA Vocational School - Moreton Bay
 YMCA Vocational School - Redlands
 YOS Lawnton

Alliance Partners

Independent Schools Queensland aligns itself with other organisations which are also determined to make a difference.

ISQ's Alliance Partnerships are built on trust, commitment and responsibility. They are partners with principle.

PLATINUM ALLIANCE



GOLD+ ALLIANCE



CommonwealthBank



GOLD ALLIANCE



SILVER ALLIANCE



BRONZE ALLIANCE



INDEPENDENT SCHOOLS QUEENSLAND

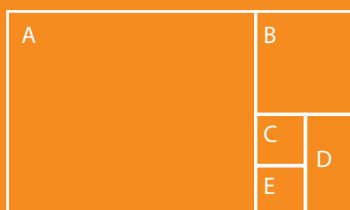
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COVER IMAGES:

- A Fraser Coast Anglican College
- B Moreton Bay Boys' College
- C The Rockhampton Grammar School
- D St Hilda's School
- E Northside Christian College

