Independent Schools Queensland

choice & diversity

Annual Report 2022



Independent Schools Queensland Ltd
ABN 88 662 995 577

CONTENTS

By the Numbers	2
Chair Report	4
CEO Report	6
ISQ Board and Committees	8
Year in Review	9
ISQ Staff	32
Member Schools	35
ISQ Alliance Partners	37

IMAGE: Freshwater Christian College



Annual Report 2022

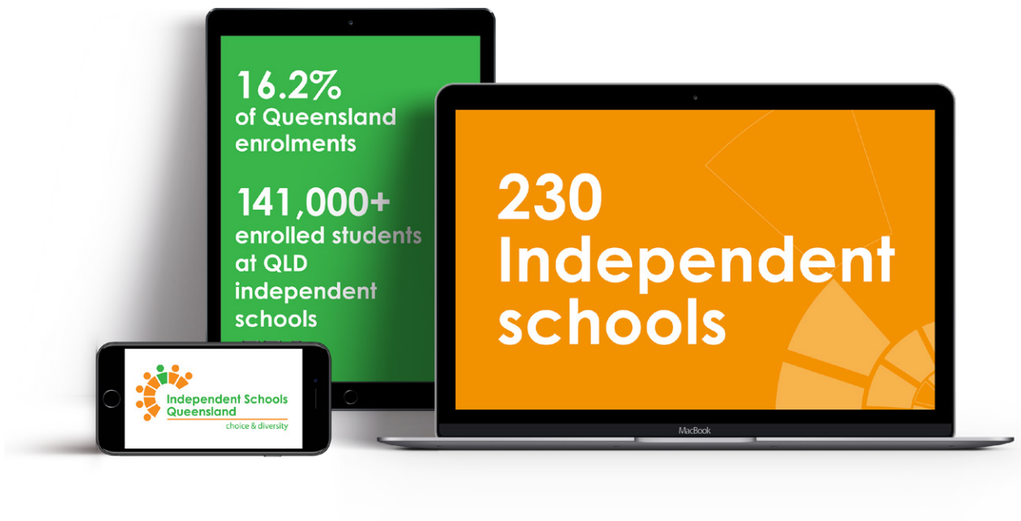
Independent Schools Queensland (ISQ) is the peak state body for the independent schools sector. We represent the interests of member schools, fostering choice and diversity in education and protecting the autonomy of independent schools.

MISSION

To champion independent education and to support independent schools to serve their communities.

VISION

A thriving independent school sector that ensures choice and diversity in Queensland's education system.



By the Numbers

MEMBERSHIP

236	member schools 230 independent schools 6 Catholic schools
147,057	member school students 141,313 independent school students 5,744 students at Catholic schools
33	special schools and special assistance schools

INDEPENDENT SCHOOLS

154	combined primary & secondary schools
29	primary only schools
53	secondary only schools
213	co-educational schools
13	girls only schools
10	boys only schools

Independent Schools in 37 Local Government Areas



75 SCHOOLS EDUCATING FULL FEE PAYING OVERSEAS STUDENTS

29 SPECIAL ASSISTANCE SCHOOLS CATERING FOR 3,901 DISENGAGED STUDENTS

217 SCHOOLS WITH INDIGENOUS STUDENTS AND 11 MAJORITY INDIGENOUS SCHOOLS

193 SCHOOLS RECEIVE FUNDING TO SUPPORT STUDENTS WITH DISABILITY

125 APPROVED KINDERGARTEN SERVICES



152 SCHOOLS OFFER VOCATIONAL EDUCATION AND TRAINING

10 SCHOOLS OFFERING DISTANCE EDUCATION

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

35 SCHOOLS PROVIDING BOARDING



SCHOOL IMAGES FROM LEFT

1. Men of Business Academy, 2. Toowoomba Grammar School, 3. Carinity Education Shalom (page 2); 6. Australian Industry Trade College, 7. King's Christian College, 8. IES College, 9. The Rockhampton Grammar School (page 3)



Chair Report



IMAGES: Dr Phillip Moulds OAM (page 4); Karen Spiller OAM CF and Dr Phillip Moulds OAM (right)

The importance of stories to give people and cultures a sense of continuance and relevance is well known, but perhaps at ISQ – where stories begin from the very first learning programmes in our early learning centres, and where people and their relationships are so pivotal to success – stories become integral to understanding and heritage.

The purpose of this publication and my report is to explore with you some of the stories of 2022 from the perspective of ISQ, to enable an understanding of our organisation, and reinforce the values held so dearly by the independent school community.

Service continuity

Over the course of 2022, the COVID-19 pandemic remained a challenge for the education sector across the state, particularly at the beginning of the school year. ISQ member schools, the overwhelming majority of which are standalone institutions, successfully navigated each of these challenges whilst continuing to deliver continuity of learning services to their students. Member schools demonstrated their flexibility and agility in the way they managed the evolving Government mandated health and safety guidelines. I am incredibly proud of the way our sector has managed this ongoing disruption, all the while placing the positive outcomes of students at the fore.

Continued growth

Parental confidence in Queensland's independent school sector continues to grow, with increased value being placed on the choice and diversity afforded to them by our members. At the conclusion of the 2022 school year, ISQ's membership grew to 236 (230 independent schools and six Catholic schools). There were 141,313 students enrolled in independent schools, with the sector representing 16.2% of all school enrolments across Queensland, up from 15.7% in 2021, according to the Australian Bureau of Statistics 2022 Non-Government School Census (Commonwealth).

New strategic direction

This year saw the release of the 2022-2024 ISQ Strategic Plan, which outlines how ISQ will continue to evolve to meet the changing needs of our diverse membership and the context of the State and Federal Government landscapes. One thing that will not change is a 'member first' culture, which has underpinned ISQ's success over its 54-year history. The new strategic plan not only ensures this 'member first' approach is retained, but celebrated. Importantly, the strategic plan will provide a targeted, informed approach to all ISQ's activities over the next three years. These goals will not limit the scope of ISQ's offering to members, rather, ensure there is an appropriate level of focus on what our members need to ensure their ongoing sustainability and desired educational outcomes for their students.

Unparalleled Advocacy

Over the course of 2022, ISQ proudly advocated in the interests of members at both the State and Federal level.

ISQ worked in close partnership with the Department of Education at the start of the 2022 school year around a range of issues, including the return to face-to-face learning while safely managing the ongoing COVID-19 pandemic.

Federally, new Education Minister, The Honourable Jason Clare, was appointed following the change of government at the May election. ISQ was subsequently invited by the Minister, alongside education counterparts from interstate to attend a number of roundtables focusing on key issues, including the National Teacher Workforce Action Plan.

From a funding policy perspective, adjustments to the 'Gonski' model were fully recognised in 2022 with the sector-wide application of the Direct Measure of Income (DMI) based Capacity to Contribute (CTC). Through the Choice and Affordability Fund, ISQ provided direct financial assistance to members who were adversely impacted by the new funding arrangements with three priorities identified – transition assistance, special circumstances funding, and choice and affordability of schools. This support will continue through to 2029. The year also saw the conclusion of deeming socio-educational and language disadvantage values for schools without CTC, as quality of parent background data collections progresses. The coming four years will see a gradual transition in terms of funding for these schools in line with further improvements to reporting. ISQ provided continued support and advice to members to help them navigate these changes to the funding model.

In recent years, two government funds have played a major role in supporting ISQ service delivery, however these funds either have or are due to end in 2023. The State Government's Advanced Teaching and Learning Fund, which expired in June 2022 provided ISQ with more than $2 million per year. The Federal Government's Non-Government Reform Support Fund, which was due to cease at the end of 2022 and was extended for another year, looks likely not to be extended beyond 2023. This will result in an additional loss of $3.3 million per year. With this in mind, as a board we are focussing on reducing costs where appropriate and increasing the potential for additional revenue. ISQ continues to operate in a sound financial position and remains focussed on ensuring the ongoing, sustainable and high quality service our members expect.

Governing by example

It is a privilege to lead the ISQ Board alongside Deputy Chair Dr Lynne Doneley. At the 2022 ISQ Annual General Meeting, three Directors were reappointed to their roles, Dr Lynne Doneley, Dr Alan Campbell and Ros Curtis. The board also welcomed Andrew Wheaton who was appointed to the role of Director. I would like to acknowledge the valued work of the various committees appointed by the Board, their Chairs, and dedicated members. ISQ's Board-appointed Finance Committee is chaired by Geoff McLay, Principal at West Moreton Anglican College and the Education Committee is chaired by Ros Curtis, Principal of St Margaret's Anglican School. My thanks also to the departing members of each committee and to those who have been nominated.

Tribute to outgoing Chair

In early 2022, Karen Spiller OAM CF announced her retirement from her position as Principal of John Paul College, and Chair of the ISQ Board. Karen has served as the Chair of the Board since 2018 and has left a tremendous legacy, not only within ISQ but within the Queensland education sector as a whole. Karen will continue to serve on the ISQ Board as a Director until the end of her tenure in June 2023. Thanks to Karen for the professionalism and support she has provided to independent schools in Queensland, for her genuine care for people, her deep humanity and service to others. On behalf of all members, I wish her well in retirement.

Dr Phillip Moulds OAM
CHAIR
ISQ BOARD



CEO Report



IMAGES: Christopher Mountford (page 6);
The Sycamore School visit (L-R) Chirstopher Mountford, Stuart McDowall, Principal Ronwyn Collier, Executive General Manager Bill Gamack

ISQ is the state-wide peak body for Queensland's independent schools, dedicated to championing the interests of schools in a sector which spans Kindergarten to Year 12 and encompasses international, boarding, vocational education and training, specialist learning and support for students.

At the grassroots, the ISQ team is here to deliver the very best services, knowledge, advice, and support to member schools, so they can excel for their students and school community.

In 2022 ISQ set about reviewing and assessing many aspects of its operational service delivery systems and processes. We did the same from a professional learning capacity, reviewing our programs to ensure they were relevant, reflected best practice and provided real value and engagement for members.

These operational improvements will continue into 2023. I thank members for their patience as we implement changes, which will ultimately benefit members' interactions with ISQ on a daily basis.

Parents and families of independent school students

The 2022 *Income of Families with Students Attending Schools in Queensland* report was published this year, based on the 2021 Australian Census of Population and Housing Data. This report highlights a truth that is already well known across the sector: that independent schools cater for families right across the socioeconomic spectrum. This research will prove invaluable as we advocate on behalf of members around continued funding for the independent schools sector.

The major piece of research released in 2022 was the ISQ *What Parents Want* report. This report, based off the results of a survey canvasing nearly 4,000 independent school parents, examines the decision-making process parents undertake when choosing a school for their child. This was the fifth survey over 15 years making it the longest running survey of its type in the country.

This year's survey was particularly meaningful given it was the first to be conducted during the COVID-19 pandemic. Testament to the agility and responsiveness of Queensland's independent schools was the fact that 86% of parents indicated they were either satisfied or very satisfied with the way their school had handled the pandemic.

The Engaging Parents in Curriculum (EPIC) project continues to go from strength to strength, filling a gap in existing literature about what parent engagement looks like and how it may be achieved. In 2022, 22 teachers and leaders from three member schools participated in the project, a partnership between ISQ, Queensland Independent Schools Parents Network and Griffith University.

Policy and politics

Over the course of 2022, ISQ has advocated in the interests of members at both a State and Federal level. Our Federal Election Strategy (Statement), run in conjunction with Independent Schools Australia, focussed on five key priority areas including funding for wellbeing and mental health, funding for the implementation of national education reforms beyond 2023, funding to support schools to implement new government funding models, dedicated funding for regional boarding schools, and increased allocation to and more flexible application of the Australian Government Capital Grants Program.

Professional learning and support

ISQ has continued to deliver many of its professional learning events in a hybrid model, responding to the high demand for online sessions while facilitating in-person training wherever possible. A full suite of professional learning offerings was provided to members, including school governors, leaders, teachers and staff. The provision of tailored and timely learning across all areas of school operations and governance remains one of ISQ's key functions and we are continually seeking opportunities to evolve our offerings.

There is a continued appetite from our members for online learning with a 20% increase in the number of online sessions, with 2,570 participants being involved in 110 live webinars. Overall, there were almost 30,000 unique accesses to the online platform, a 33% increase from 2021. The most popular course was Child Protection Training, which was completed by more than 16,000 people, a 25% increase.

Staff put members first

The cohort of ISQ staff is made up of talented and committed individuals who put the interests of members first in all that they do. This year we said goodbye to long-serving ISQ staff members Jenny Broadley, Administration Officer (Education Services) and Allan Guse, Principal Advisor (Policy and Research) who gave 19 and 13 years of service to ISQ and its members respectively. Both of these individuals have contributed significantly not just to ISQ, but to the independent school sector as a whole. I would also like to extend my sincere thanks to ISQ's 12-member board, led by the departing Chair Karen Spiller OAM CF, incoming Chair Dr Phillip Moulds OAM and Deputy Chair, Lynne Doneley, for their ongoing support. The latest enrolment data speaks for itself, and it is clear that our hard work in the face of unprecedented challenges is paying dividends with parents placing considerable value on the choice and diversity offered by independent schools across the state.

Christopher Mountford
CHIEF EXECUTIVE OFFICER
INDEPENDENT SCHOOLS QUEENSLAND

ISQ Board and Committees

2022 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 2022 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.

Karen Spiller OAM CF (Chair)
John Paul College
Principal

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

Craig Bassingthwaighte (Director)
Somerset College
Headmaster

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

Richard Brown (Director)
Nambour Christian College
Governing Body Representative

Dr Alan Campbell (Director)
Anglican Church Grammar School*
Headmaster

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

Alasdair Jeffery (Director)
Rowland
Managing Director

Kim Kiepe (Director)
Somerville House
Principal

Geoff McLay (Director)
West Moreton Anglican College
Principal

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

Andrew Wheaton (Director)
Whitsunday 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 OAM (Chair)
The Rockhampton Grammar School
Headmaster

Dr Michael Barton
Djarragun College
Principal

Dr Bronwyn Dolling
Pacific Lutheran College*
Principal

Colin Minke
Immanuel Lutheran College
Principal

Dr Tsae Wong
Trinity Lutheran College
Principal

Maria Woods
Sunshine Coast Grammar School
Principal

Dr Linda Evans
Fairholme College^
Principal

Dr Andrew Johnson
Redlands College^
Principal

Anthony Micallef
Brisbane Grammar School^
Headmaster

Tony Andrews
Kairos Community College#
Principal

Daniel Brown
Emmanuel College#
Principal

Sharyn Ive
Carinity Education Shalom#
Campus Director

Tim Kotzur
St Peters Lutheran College#
Head of College

Eliza Lane
Australian Industry Trade College#
Director of Industry Education

Gary O'Brien
Cannon Hill Anglican College#
Principal

Craig Schmidt
Westside Christian College#
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

Geoff McLay (Chair)
Craig Bassingthwaighte
Richard Brown
Kim Kiepe#
Toni Williams

Remuneration and Nominations Committee

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

There were no new appointments or resignations to the Remuneration and Nominations Committee in 2022.

Resigned from Education Committee in 2022

Cae Ashton
Autism Queensland Education and Therapy Centre
Principal, resigned 1 February 22

Tracey Taylor
Samford Valley Steiner School
Principal, resigned 22 April 22

Andrew Wheaton
Whitsunday Anglican School
Principal, resigned 13 June 22

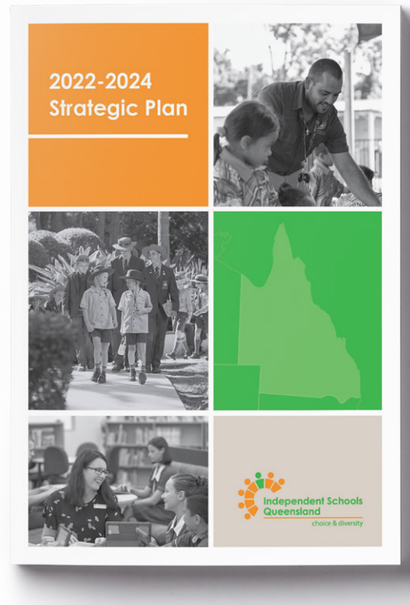
^ Terms concluded at the 2022 AGM
\# Appointed in 2022
* Reappointed at the 2022 AGM

Year in Review

2022 was a year of continued growth, with membership increasing to 236 schools, providing choice and diversity in schooling for parents across the state. The teachers and staff at Queensland's independent schools deserve credit for their continued commitment and resilience which has contributed to the strong enrolment growth despite the uncertainty created by the COVID-19 pandemic and natural disasters at the beginning of the year.

In 2022, 141,313 students were enrolled in Queensland independent schools (147,057 at independent schools and 5,744 at Catholic member schools). Independent school enrolments represented 16.2% of all school enrolments across Queensland. This 3.8% growth over the previous year was well above other sectors.

Throughout the year, ISQ's work has been guided by its new strategic plan launched in 2022. The seven strategic goals which will help guide ISQ's work between 2022-2024 are:



01. champion change and reform through advocacy

02. lead alongside our members

03. create new opportunities and value for members

04. deliver exceptional member services

05. embrace growth, agility and innovation opportunities

06. engage and communicate with members

07. provide a great place to work

Throughout 2022, ISQ continued to adopt a member first mentality, providing assistance and support to these schools in delivering positive educational outcomes for their students and their communities.

Examples of the commitment of ISQ's staff towards promoting, supporting and developing the Queensland independent school sector are highlighted throughout this Annual Report.

01.

CHAMPION CHANGE AND REFORM THROUGH EFFECTIVE ADVOCACY

FEDERAL ELECTION 2022

In line with its *2022-2024 Strategic Plan*, ISQ has proactively identified opportunities to collaborate with Independent Schools Australia (ISA) and other interstate bodies over the course of the year. One such example was the 2022 Federal Election campaign which was run in conjunction with ISA. The campaign was a tactic for ISQ to proactively advocate in the interests of members, with a statement released on 22 April outlining five key priority areas for an incoming Australian Government. Each major party providing its election commitment in respect to the following.

1. funding for wellbeing and mental health (training, programs and engagement of experts)
2. funding for the implementation of national education reforms beyond 2023
3. funding to support schools to implement new government funding models
4. dedicated funding for regional boarding schools
5. increased allocation to and more flexible application of the Australian Government Capital Grants Program.

In addition to the Federal Election campaign, ISQ worked with independent school advocacy groups in other states to identify opportunities to share information and collaborate.

Australian Government

MINISTERIAL ADVOCACY
ELECTION 2022

On 21 May the Federal Election was held with the Australian Labor Party (ALP) achieving a majority government for the first time since 2007, winning 77 seats in the House of Representatives.

With this change in government came a significant change in education leadership. The Hon Jason Clare MP was sworn in as Minister for Education on 1 June, taking over from outgoing Minister for Education and Youth Hon Alan Tudge MP. Queensland Senator the Hon Anthony Chisholm was sworn in as the new Assistant Minister for Education.

Throughout the second half of the year, ISQ worked with ISA to continue its advocacy efforts with the incoming Federal Government on behalf of members; meeting with Senator Chisholm in July.

In October, ISQ joined representatives from independent school associations and school leaders to attend an ISA organised roundtable in Canberra with Minister Clare.

To round out the year, the education sector was the focus of several key announcements in the October Federal Budget with some new measures including funding for consent and respectful relationships education, a student wellbeing boost, a schools upgrade fund and measures to address teacher shortages.

FUNDING

ISQ continued to support member schools with advice and support around policy changes to the 'Gonski' model of Commonwealth Funding introduced in 2022. Particular focus was given to the sector-wide application of the Direct Measure of Income (DMI) and the phasing out of deemed values for Socio-Educational Disadvantage Loading and Low English Proficiency Loading for Special Assistance Schools (SAS), Majority Aboriginal and Torres Strait Islander Schools (MATSIS) and Special Schools.

ISQ continued to engage with ISA and the Commonwealth Government on matters relating to the implementation of the new DMI to calculate schools' "capacity to contribute". 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

Funding from the Choice and Affordability Fund (CAF) provided direct financial assistance to independent schools which were adversely impacted by the new funding arrangements, with the objective of assisting schools to transition to the new funding arrangements.

ISQ had three priorities in 2022 – Transition Assistance, Special Circumstances Funding – Flood Assistance, and Choice and Affordability of Schools.

Under those priorities, ISQ provided direct financial assistance to independent schools which were adversely impacted by the new funding arrangements, and, under previous policy settings, would have been eligible for assistance under the former National Adjustment Assistance Fund.

It also enabled the provision of financial assistance to independent schools impacted by flood conditions, considering the financial circumstances of parents and the ability of schools to provide support to those families. The CAF funding provided to schools to support families impacted by flooding was predominantly for fee relief, debt forgiveness and counselling/pastoral care support.

Under the priority of Choice and Affordability of Schools, grants were provided to eligible schools for initiatives that facilitate parental choice in the context of affordability. ISQ facilitated school projects which were expected to support schools to maintain their choice and affordability and projects which supported the implementation of structural adjustments where such adjustments were required because of changes in funding arrangements. In the agreement, ISQ agreed to the following objectives for the Choice and Affordability of Schools priority:

- maintain and improve choice in schooling for Queensland families driving the improvement of educational standards and competition across the schooling system
- maintain and improve opportunity and diversity in the schooling system through a vibrant independent schools' sector in Queensland
- support structural adjustments and planning for structural adjustments for schools which are adversely impacted by the new funding arrangements.

The funding supported schools to maintain and improve choice in schooling for Queensland families. It also assisted in maintaining and improving opportunity and diversity in the schooling system through a vibrant independent school sector in Queensland.

The granting of funding assistance for Queensland independent schools is informed by the ISQ Choice and Affordability Fund Reference Group. This Reference Group comprises six persons, appointed by the ISQ Board of Directors, who are independent of any individual independent school and who collectively possess a mix of skills, expertise and experience in financial assessment, program management and independent school governance and management.

Schools have certified that the distributed funding has been used for the purposes for which it was provided.

ISQ will continue to report on the distribution of CAF funding to the government each year and make these reports publicly available.



Queensland Government

Ministerial advocacy

ISQ maintained a productive working partnership with the Queensland Education Minister Grace Grace, her advisors, and key departmental officials during 2022.

The year commenced with a significant advocacy push for the Department of Education to provide clarity on issues surrounding the return of face-to-face learning as the COVID-19 pandemic restrictions eased. ISQ also worked to resolve issues relating to boarding school quarantine requirements, clarification around the critical essential worker definition and exchanging PCR requirements under the Health Directive to Rapid Antigen Tests.

In February ISQ represented member schools at the Mental Health Select Committee's inquiry into opportunities to improve mental health outcomes for Queenslanders. This remains a critical area of concern and ISQ will continue its advocacy platform to highlight real issues facing independent school students, staff and communities. Also in February, the Queensland Government announced an additional $1 billion in funding for kindergartens over five years – a welcomed announcement by the more than 125 early childhood services offered by independent schools.

The State budget was handed down in June with some key funding announcements for the non-state school sector, including the second $60 million tranche of the three-year $180 million capital funding to the non-state school sector to help eligible schools fund capital projects.

There were also positive announcements for non-government schools around funding for transport and safety improvement in schools. These included a funding increase to the Non-State Schools Transport Assistance Scheme, as well as more than $40 million to fund safety infrastructure such as car parks and 'stop, drop and go' zones.

In November the Queensland Government announced a review of the accreditation framework used for non-state schools across the state. Expecting the announcement, ISQ had already begun work in preparation and looks forward to working in a collaborative manner with the Department of Education and other stakeholders to ensure any outcomes of the review are fit-for-purpose and strike a balance between accountability and school autonomy for independent schools.

Rounding out the year, ISQ was pleased to host the annual Parliamentary Reception in conjunction with Education Minister Grace Grace, after being postponed due to the death of Queen Elizabeth II. The reception was an opportunity for ISQ members to network with Members of Parliament from both sides of the house in a collegial, informal setting.

FUNDING

ISQ remained a highly active member representative in the Queensland Non-State School sector through 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 budget was the last time recurrent funding was determined according to the 'basket-nexus' mechanism, budgets from the 2021-2022 financial year are determined according to arrangements under the bilateral funding agreement between the Queensland and Commonwealth governments.

Under this 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 was 21.20% in 2022 and will transition over time to 20% of SRS by 2024. The state proportion target for 2023 is 20.58%.

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.

IMAGES: Parliamentary Reception 8 November 2022 (L-R) Hon Dr Steven Miles MP, Dr Phillip Moulds OAM, Karen Spiller OAM CF, Hon Grace Grace MP, Christopher Mountford; (L-R) Glenn Denniston, Shari Armistead, Amanda Watt, Hon Grace Grace MP, Mark Newham

02.

LEAD ALONGSIDE OUR MEMBERS



THOUGHT LEADERSHIP

Over the course of 2022, ISQ published seasonal research and thought leadership under the *Briefings* banner including:

TRUST THE SCIENCE? by Mark Newham

The global pandemic highlighted the importance of having confidence in research. The loss of trust was often attributed to the replication crisis which spans all research fields, including education. This article explored instances of the lack of replication in the social sciences, why it matters and what teachers could do to mitigate the impact on their teaching.

WHAT PARENTS WANT by Shari Armistead

The success and sustainability of independent schools' rests with their ability to meet the needs of parents and their children. This research piece explored the findings of the latest ISQ *What Parents Want* survey and served as a reminder to governments, especially at election time, that school education public policy should give paramount importance to parents' aspirations for the education of their children.

ISQ REVIEWS – COMMON FINDINGS AND TRENDS by Mark Newham

Over the past few years, ISQ has conducted numerous reviews in many schools. Evidently, each school's context is unique, but our hope was that schools find value in reflecting on whether the findings from reviews completed in more than 70 schools also have relevance for them.

HOW DO WE LEARN? THE PIVOTAL ROLE OF SCHOOLS IN INITIAL AND ONGOING TEACHER LEARNING by Natasha Mayne

A Principal once asked the author of this paper "How do we learn?" It was an excellent question, and one that every educator should be able to answer. Yet, this educator struggled. That question, and its profound implications, remained with her and were explored in this research paper.

Throughout 2022, ISQ continued to engage in research to champion leading practice and advocacy in independent education.

WHAT PARENTS WANT REPORT

What Parents Want is an ISQ survey which examines the decision-making process parents undertake when choosing an independent school, including cultural influences, sources of information, and the important factors that guide school choice.

The 2022 report (based on 2021 key findings) was the fifth in a longitudinal study, commencing in 1996. It is the longest running survey in the country exploring why parents choose independent schools.

Results of this survey are highly sought-after by member schools to aid in their admission and attraction programs and a better understanding of their parent community.

INCOME OF FAMILIES WITH STUDENTS ATTENDING SCHOOLS IN QUEENSLAND

The 2022 *Income of Families with Students Attending Schools in Queensland* report, based on the latest 2021 Australian Census of Population and Housing data, busted common myths about parental income and school choice, revealing Queensland families from all income levels (from the lowest to highest decile) choose independent schools.

The analysis also confirmed that independent and Catholic schools, both serve families in reasonably similar socioeconomic circumstances.

The findings from this report will support continued advocacy alongside our members to governments and policy makers, urging them to consider the reality of the family income of students attending independent schools when making critical decisions about future schools funding.



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 2022 the remaining ISQ member schools who hadn't moved to the new funding arrangements, transitioned to DMI-based capacity to contribute (CTC) scores introduced through the revised funding model for non-government schools. This meant for the first time all schools realised the implications of this policy change. Fifty-three schools immediately had access to Choice and Affordability Transition Funding in its first universal year of policy transition.

The realisation 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 for over 360 funding enquiries. Subsequently 241 forecasts and scenario tests were generated, providing budgetary and modelling support and guidance to existing and prospective members.

SCHOOL PLANNING

Throughout 2022 the sector continued to see significant growth. Meeting this growing demand for an independent education and providing choice and diversity for parents in the education of their children remains a priority focus for ISQ.

ISQ represented the interests of the sector on the Queensland Schools Planning Reference Committee (QSPRC), 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 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.

Establishing a new school is complex and ISQ works with aspiring new independent schools across Queensland to aid in the development of their operational, infrastructure, governance and teaching and learning requirements.

The following is a snapshot of the progress of new Queensland independent schools in 2022:

6 **new schools approved**

9 **new campuses approved (extending capacity of existing schools)**

3 **new schools that began operations (opened/student in-take)**

2 **new campuses that began operations (opened/student in-take)**

4 **distance education approved as new attribute**

IMAGES: (L-R) The Village School, Australian Industry Trade College

03.

CREATE NEW OPPORTUNITIES AND VALUE FOR MEMBERS

BUILDING INDUSTRY CONNECTIONS

During 2022, ISQ commenced development of a number of program partnerships. Program partners will provide financial contribution to specific ISQ programs and events, to strategically build their brand recognition, make connections, increase engagement and share knowledge to support the independent education sector alongside ISQ. Program partners may also provide in-kind support (e.g. by providing appropriate facilities or services to host an ISQ event or activity).

Benefits offered to program partners are tailored for each agreement, to reflect their financial contribution and priorities. Generally, the benefits offered include:

- logo placement and contribution of content for key ISQ communications relating to the specific program/event
- opportunity to attend and present relevant content at the specific program/event.



ISQ TEAM

Throughout 2022, ISQ responded to the changing needs of our ever-growing membership base which required more specialised staff. Due to retirements and several staff leaving to pursue other opportunities, including returning to work in schools, ISQ welcomed 10 new people to the team throughout the year.

The collective expertise of 61 staff at the head office in Spring Hill has enabled ISQ 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.

A SPECIALIST PROFESSIONAL LEARNING PROVIDER

In 2022, there was a welcome return to in-person professional events in March following a pandemic-forced transition to online events. Online sessions continued to be in high demand in the professional learning space and no doubt will continue to feature.

ISQ hosted 53 in-person events at its purpose-built Professional Learning Centre (PLC) in Brisbane and continued to abide by its COVID-Safe Plan. In addition, ISQ continued to bring professional learning opportunities to member schools in regional Queensland hosting 70 in-person events at regional member schools and conference facilities for 1,718 attendees. The number of online events increased by 20% on last year, with 110 live webinars hosted for 2,570 participants.

With a growing catalogue of more than 92 online modules, ISQ has continued to develop targeted modules in 2022 including:

- Differentiating the Educational Program for Students in Prep – Year 6 and Years 7 – 10
- Assessment for Spelling
- Planning for Reading, Spelling and Writing
- Disability Standards for Education
- Engaging Students in Writing
- Partnering with Local Indigenous Communities
- Reading Engagement
- Using Individual Student Data
- a refreshed suite of compliance modules in the areas of child protection.

In 2022, 8,898 education professionals and school staff accessed ISQ's online learning platform, Connect&Learn. Of the users, 29,157 distinct visits were made to Connect&Learn's online modules.

The most popular course was Child Protection Training completed by 16,206 people. Ninety-eight percent of online learners reported they would recommend a ISQ Connect&Learn module to a colleague.

ISQ continued to focus on quality learning design and universal design principles to develop modern online module design templates improving members' high-quality online learning experiences.

A flexible registration functionality within Connect&Learn has meant member schools can appoint an administrator for their school account and bulk enrol staff into online courses.

CORPORATE PARTNERSHIPS

Alliance partners provide substantial financial contribution to strategically build their brand recognition, make connections, increase engagement and share knowledge to support the independent education sector alongside ISQ. An alliance partnership with ISQ is built on trust, commitment and responsibility and is a genuine relationship with aligned values and agreed objectives.

ISQ provides alliance partners with tailored benefits to reflect their financial contribution and priorities. These benefits focus on opportunities for acknowledgement, engagement and profile for the partner and can include:

- bespoke networking opportunities
- logo placement and contribution of content for key ISQ communications and website
- opportunity to present meaningful content at selected relevant ISQ events
- complimentary tickets to attend selected ISQ events (e.g. State Forum).

Members benefit from these partnerships through the sharing of relevant and timely information, access to trusted providers of goods and services, strengthened connections and involvement with corporate Australia and access to best practice and thought leadership impacting the sector.

ISQ is open to exploring partnerships with the wider business and education community to create new opportunities and value for members.

IMAGE: ISQ staff in attendance at the annual Parliamentary Reception 8 November 2022

04.

DELIVER EXCEPTIONAL MEMBERS SERVICES



SUPPORTING MEMBERS

The BUSY Schools are an independent school group comprised of several campuses and is growing in number. The group is continuing to work in the Supporting School Improvement (SSI) program beyond 2022 and have utilised this opportunity to develop a unified approach to school improvement across the campuses. The group has worked with ISQ consultants to identify priority areas and participated in specific and detailed workshops on how to develop a teacher performance and development framework. Follow-on workshops have provided effective feedback to teachers through lesson observation professional learning groups.

IMAGE: BUSY Schools Leaders and teachers participating in lesson observation workshops as part of their supporting school improvement action plan



SUPPORT FOR CURRICULUM AND ASSESSMENT KINDERGARTEN – YEAR 12

During 2022, ISQ maintained its advocacy role on a number of state and national curriculum and assessment committees, including representing ISA (and therefore all independent schools across Australia) on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Foundation to Year 12 Curriculum Reference Group. ISQ's membership on this group has given independent schools in Queensland close opportunities to enhance and influence ACARA's decisions regarding the next version of Australian Curriculum as well as immediate access to resources and latest developments from ACARA.

ISQ continued to provide support for Prep – Year 10 teachers in their work to develop high-quality curriculum and assessment, through numerous online webinars and other professional learning offerings. Topics covered included social moderation, understanding curriculum, assessment, differentiation and tailored support for specific school groups such as small schools, distance education providers, SAS and schools in particular regions. In total, 480 curriculum leaders were provided with collegial, professional support to understand the changes in Australian Curriculum from the 'current' v8.4 to v9.0.

Another very successful Senior Schooling Forum was held for 140 senior leaders to support their work in the Senior Assessment and Tertiary Entrance (SATE) system. Other highly successful events held in 2022 included the Big Ideas Summit with 154 participants and the Global Teaching and Learning Summit with 141 participants. These events promoted the innovative work being done in the independent sector and stimulated strong conversations about school improvement for participants.

Some member schools were supported individually as they worked towards accreditation requirements, while 23 independent schools chose to participate in intensive, bespoke curriculum audits or reviews on a fee-for-service basis.

VOCATIONAL EDUCATION AND TRAINING

Queensland consistently represents the highest number of Vocational Education and Training (VET) student enrolments and achievements when compared to other states and territories across the 15–19-year-old cohort. 2022 saw continued growth in the number of students completing nationally recognised training, with 175 schools offering programs providing a range of qualifications from Certificate I to Diploma level.

Forty of the 175 independent schools were registered either with the Queensland Curriculum and Assessment Authority (QCAA) or the Australian Skills Quality Authority (ASQA) as training organisations. Overall, school RTOs achieved a higher number of completions for the qualifications that they deliver than those provided in schools by external organisations.

Vocational Certificates at Levels II and III continue to be a pathway of choice for an increasing number of students across Years 10 – 12. More than 2,000 students have partaken in either a structured work placement or work experience sampling. In 2022, there was a 32% increase in participation across the 10 Gateway to Industry Schools (GISP) programs, with building and construction showing the largest increase from 16 to 31 schools. Other GISP providers showing a marked increase included advanced manufacturing, aerospace, community services, food wine and tourism, health, information communications technology, minerals and energy, and screen and media.

ISQ recorded 1,143 students commencing school-based apprenticeships or traineeships, with carpentry, electrotechnology, engineering, light vehicle and plumbing being the top five industry areas of choice. 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.

IMAGE: Former Prime Minister Hon Scott Morrison MP visits Australian Trade College – North Brisbane 21March 2022

As well as VET workshops and webinars delivered as professional learning events for members, ISQ offered accredited training opportunities to equip VET practitioners in schools. These included:

- mandatory training and assessment credential for school teachers, namely the TAE40116 Certificate IV in Training and Assessment
- Graduate Certificate in Career Development Practice.

Increased ministerial focus on the delivery of quality VET and its relevance and impact on the current level of skills shortages, is a national issue. 2022 saw the introduction of the new entity Jobs & Skills Australia and the announcement of the implementation of the new Jobs & Skills Councils. It also saw the beginning of several parliamentary reviews including Delivery of VET in Regional, Rural and Remote Queensland. Additionally, the mandatory training credential was updated to represent changing delivery and assessment requirements, and a review of the Standards for RTOs 2015 commenced.

SCHOOL IMPROVEMENT

In 2022, ISQ continued to support schools in developing and implementing ongoing, systemic and cyclical school improvement processes through the SSI program.

The SSI program is an established program that assists ISQ member schools to reflect on relevant school data, identify and prioritise areas for improvement and then implement improvement strategies within a detailed action plan. Monitoring progress through data and regular meetings as well as reporting to the community are essential parts of the cycle. School improvement plans are developed to clearly align with the school's strategic plan and aims to improve student outcomes, teacher practice and overall school performance. Schools work with the support of experienced ISQ staff and consultants to achieve identified goals.

ISQ consultants mentor the school improvement committee through each stage of the process with the dual aim of sustainability and effective implementation. This is achieved by upskilling participants in managing the ongoing process themselves, in order to build their capacity to drive continuous change for enhanced student outcomes and school performance. Schools are also supported in their core improvement agenda items and in planning for the change management process. The majority of ISQ member schools have participated in the SSI program since it was first established, with 26 schools participating in 2022.

Further to the SSI program, in 2022 ISQ has supported schools in developing their improvement agendas through participation in teaching and learning reviews. This service provides high quality, independent feedback to schools against established benchmarks in the areas of leadership, teaching and learning, quality curriculum and community. Over the course of the year, two reviews were conducted with member schools, with high levels of satisfaction recorded.

NAPLAN ONLINE

All remaining ISQ member schools transitioned successfully to NAPLAN Online (excepting alternative curricula schools exercising the Ministerial exemption). ISQ's NAPLAN Online Support was rated good or excellent by 90% of schools who accessed it.

STUDENT SERVICES AND SUPPORTING WELLBEING IN SCHOOLS

ISQ delivered a range of services to assist schools to support students with additional learning needs and enhance wellbeing.

More than 780 school staff from 187 member schools registered to participate in face-to-face or online professional learning to support students with additional learning needs, including those with a disability. In addition, staff from 30 member schools participated in cross-sector professional learning. These events included the Australian Government's Nationally Consistent Collection of Data on Students with Disability (NCCD) and the Queensland Government's Education Adjustment Program (EAP), differentiating learning in classrooms and supporting student behaviour. Almost 5,000 school staff completed at least one disability related Connect&Learn module including more than 4,000 Disability Standards for Education course completions.

ISQ provided $17.6 million in EAP funding to schools in 2022 where students met the criteria in one or more of seven specific disability categories. Funding was provided to 3,866 student FTE in 202 schools in Semester 1 and 3,617 student FTE in 204 schools was funded in Semester 2.

Professional learning was offered to schools to support staff and student wellbeing including the ISQ Connect&Learn Domestic and Family Violence online course, completed by 450 participants. ISQ partnered with clinical staff from Ed-LinQ (Queensland Department of Health) to conduct Problematic Gaming and Screen Use Workshops in 10 locations across Queensland, attended by approximately 100 independent school staff. ISQ also partnered with headspace Schools to conduct postvention planning sessions for school leaders.

ISQ provided Commonwealth National School Chaplaincy Program funding to 98 schools and State Government Student Welfare Worker Program funding to 22 member schools to provide pastoral care for students.



ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

More than 6,000 First Nations students were enrolled in 217 member schools in 2022. In 11 of these schools, the majority of students were of Aboriginal and/or Torres Strait Islander heritage while 30 schools also provided boarding for in excess of 630 Indigenous students.

In 2022, 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 Indigenous students
- advance teacher professional learning and development across a range of Indigenous education targets
- improve teacher confidence and ability to respond to First Nations students' learning needs
- improve workforce development, especially increase the number of Aboriginal and Torres Strait Islander staff accessing professional learning.

More than 450 school staff participated in ISQ Indigenous education face-to-face and online professional learning events to support quality teaching and learning and the implementation of the NATSIES goals and targets. These events included:

- Embedding Indigenous Perspectives in Curriculum Planning Workshop
- Indigenous Bandscales Two-Day Intensive Training and Moderation Day
- Indigenous English as an Additional Language/Dialect (EAL/D) Webinar
- Indigenous Middle Leaders Mentoring Day
- Indigenous Education Online Boarding Forum
- support events for Principals of schools with large enrolments of First Nations students
- online learning modules
- targeted whole-of-school on-campus professional learning events.

ISQ supported independent schools providing boarding to Aboriginal and Torres Strait Islander students, many of whom come from remote and very remote communities across Queensland, Northern Territory, Western Australia and the Torres Strait.

In 2022, ISQ staff participated in cultural awareness activities during Reconciliation and NAIDOC Weeks to continue improving the cultural competency of the organisation. ISQ also began work in developing an ISQ Reconciliation Action Plan under the guidance of Reconciliation Australia and local Indigenous community members and elders.

The ISQ Indigenous Middle Leaders Mentoring event aims to provide a professional growth and development opportunity specific to Aboriginal and Torres Strait Islander middle leader needs. This small group workshop is guided by experienced and respected leadership consultants to mentor participants on their leadership journey.

Since the inception of the Indigenous Middle Leaders Mentoring program, many of the participating middle leaders have stepped into more senior leadership roles such as Deputy Principals, Heads of Primary, Heads of Early Years, Curriculum Coordinators, Heads of Indigenous Education and Department Heads. Participating schools include Victory College, Hymba Yumba, The Murri School, Grace Lutheran College, West Moreton Anglican College, Heights College and Trinity College Gladstone.

IMAGE: ISQ First Nations Middle Leaders Mentoring Group

"I am exhausted yet energised. Thank you so much for all of your hard work facilitating one of the best PDs I have attended in 15 years.

ASPIRING PRINCIPALS PROGRAM PARTICIPANT



SUPPORTING QUALITY TEACHING AND LEARNING

In 2022, 102 schools and 405 participants engaged with ISQ in 64 teaching and learning program events, designed to support the quality of teaching and learning in independent schools. This is in addition to 156 participants in leadership programs, 95 participants in the Highly Accomplished and Lead Teacher (HALT) program, 253 school consultations/visits and mentor meetings and more than 1,000 attendees at major ISQ events like The Big Ideas Summit and the Special Assistance Schools Forum.

Feedback from participants across these programs and events was consistently high.

"Women in Leadership really helped me to start building confidence and skills in leadership roles. The presentation was relevant, engaging and honest. We were given opportunities to share stories with others and network with each other.'
WOMEN IN LEADERSHIP PARTICIPANT

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

- 82% of participants in the Teacher Growth & Development, Literacy and Numeracy programs reported improvement in target areas and achievement of program goals
- participants in the Emerging Leaders program reported high levels of learning about leadership and identification of areas of development.

RESEARCH IN SCHOOLS

In 2022, eight teams consisting of 32 principals, leaders and teachers took part in their second year of the Research in Schools (RIS) – Leading Inquiry Teams program with another 11 schools and 13 teams comprised of 41 teachers, joining the program in their first year. Across both these programs, educators, driven by evidence from data they had collected, worked collaboratively to deeply investigate and trial impactful strategies, in a decided school improvement area, aligning to their school strategic direction.

With the program continuing to go from strength to strength, this year saw the formalisation of Research Week in August, an open event for all ISQ member schools. Beginning with master classes from Dr Judy Halbert and Dr Linda Kaiser and continuing with eight professional learning sessions, hosted by teams who had made an impact in their own school contexts through the RIS program, the week was well attended and will be run again in 2023.

Finally, the RIS Showcase saw over 80 principals, leaders, and teachers across ISQ member schools, engage with keynote speaker, Claire Madden and eight graduating school presentations. The key to the RIS programs is providing an underpinning framework to support educators as they conduct research and engage in sustainable professional learning.

IMAGE: Research in Schools Showcase 11 November 2022



COACHING PROGRAM

ISQ ran the coaching program which focused on developing the key skills of coaching through a collaborative and practical approach. ISQ welcomed 18 participants across four schools to the program, who learned 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. To cater to the diverse contexts of our schools as well as the growing demand for coaching and mentoring, this program is now a consultancy service.

SCHOOL TRANSPORT

The Non-State Schools Transport Assistance Scheme (NSSTAS) provides financial assistance to eligible students attending non-state schools. The scheme is a joint initiative of the Queensland Catholic Education Commission (QCEC) and ISQ. QCEC administers the scheme which includes two programs (Bus Fare Assistance Program and Students with Disability) on behalf of all non-state schools in Queensland.

More than 7,300 student applications from 255 school communities were funded by the scheme in 2022 with almost all eligible applications paid within one week of the semester close. In 2022, more than $6.8 million in funding was provided by the Queensland Government through the Department of Education to support eligible families.

Advocacy continued in 2022 for NSSTAS students with disability who are transitioning to the National Disability Insurance Scheme (NDIS) as well as to ensure continuity of support under NSSTAS for students with disability who are ineligible for NDIS support.

EARLY CHILDHOOD EDUCATION AND CARE

In 2022, 112 member schools offered 125 early childhood services, incorporating approved sessional and long day care kindergarten models. ISQ supported member schools to meet state and federal early childhood education and care (ECEC) regulatory requirements, advocated via state working groups and committees, and provided targeted support to the 38 members of the ISQ Central Governing Body for Kindergartens.

In 2022, approximately $7 million in Queensland Government kindergarten funding was administered by ISQ incorporating the Queensland Kindergarten Funding Scheme (QKFS), Kindergarten Inclusion Support Scheme (KISS) and four targeted programs. To offset the delay to the start of the school year in 2022, the State Government provided sessional kindergarten services with a one-off COVID-19 relief payment to ensure fees were not charged to families for that period.

The Free Access to Kindergarten program continued in 2022 to address participation due to affordability in regional community kindergartens. The Great Start to Kindergarten program was delivered in identified services in Semester 2 to support the delivery of flexible pre-kindergarten programs and the transition of eligible children to an approved kindergarten program in 2023.

The Kindy Uplift Program was introduced as a pilot to enhance the capability of kindergarten services and educators to support inclusion and children's learning and development outcomes, with a focus on the five priority areas of social and emotional capability, physicality, thinking and responding, oral language and communication, and access and inclusion. ISQ provided Kindy Uplift Advisory Support to the 17 kindergarten services participating in the program.

During 2022, the State Government announced changes to Queensland kindergarten funding to take effect on 1 January 2023. ISQ worked closely with the Department of Education to understand the impact of the transition to a new scheme, held information sessions for services and commenced the development of a portal for the collection of data to inform the new funding.

ISQ met regularly with ISA and ECEC representatives from state independent school associations to ensure ECEC services in the independent sector were advocated for on a national level. State representation included the Regulatory Advisory Committee, ECEC Stakeholder Group, Minister's Early Years Forum and Assistant Ministerial OSHC Working Group.)

IMAGES: (above) Brisbane Christian College; (page 23 clockwise from top) Carinity Education Shalom - Townsville, The Springfield Anglican College, Caloundra Christian College







05.

EMBRACE GROWTH, AGILITY AND INNOVATION OPPORTUNITIES

ENGAGING PARENTS IN LEARNING

At Fairholme College, an all-girls' Kindergarten – Year 12 day and boarding school in Toowoomba, parents are being invited as educational partners into their child's learning in ways that respect their unique knowledge, experiences and stories.

That powerful shift, which has taken place gradually and authentically over the past two years, is in part due to Fairholme College's participation in the research project EPIC. This project is a collaboration between Independent Schools Queensland (ISQ), Queensland Independent Schools Parents Network (QIS Parents Network) and Griffith University sees parent engagement experts Dr Linda Willis and Professor Beryl Exley work side-by-side with teachers and school leaders as they explore new ways to engage parents.

Fairholme College principal Dr Linda Evans says before EPIC "we were very comfortable with our level of parent engagement but what I realise now is we were very comfortable with volunteerism opportunities (for parents) and event opportunities (for parents)".

"What EPIC has taught me is that parent engagement is so much more; it's about engaging parents in curriculum and learning...it's teachers saying to students: 'your parents know a lot and what they know is legitimate in this classroom and we value it; we value their voice as well as your voice."



IMAGES: Fairholme College principal Dr Linda Evans (second from right)

INNOVATIVE PROFESSIONAL LEARNING

In 2022, ISQ conducted a review into its teaching and learning programs to ensure the diverse needs of the independent schooling sector continue to be met and that teaching and learning provisions are relevant and accessible to all member schools, particularly in response to external factors such as COVID-19 and government funding.

More than 140 applications to participate in these programs were received, with some of the new work including cognitive science, literacy and numeracy.

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 (APST). Online and face-to-face learning was available across topics including understanding the APST (from provisional to full registration portfolio building), coaching, research in schools, support for emerging and middle leaders as well as support for regional and remote schools through the workforce solutions network.

HIGHLY ACCOMPLISHED AND LEAD TEACHERS PROGRAM

Throughout 2022, ISQ continued to build upon its success as the first Queensland-based certifying authority of HALT.

Concluding the fifth full year, ISQ progressed over 80 teachers through some or all stages, with 42 HALTs including 29 Highly Accomplished and 13 Lead Teachers completing certification. More than 35 middle and senior leaders also undertook training as mentors and assessors of these high performing teachers.

The ISQ HALT Network convened three times last year with over 100 HALTs meeting to network and share their practise and expertise. The final sharing symposium was open to all certified HALTs in Queensland both from the State and Catholic sectors. This event was attended by over 50 participants.

LEADERSHIP DEVELOPMENT PROGRAMS

In 2022, 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 (18 participants) reporting the program had improved their leadership skills.
- 100% of participants in the Aspiring Principals Program (13 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 36 participants across 2022-23 programs) indicated improvements across the relevant evaluation areas.

PARTNERING WITH TERTIARY INSTITUTIONS

In 2022, ISQ was proud to continue working with a range of tertiary institutions including Griffith University, University of Sunshine Coast, Central Queensland University, and Queensland University of Technology. ISQ presented to final year education graduates about the benefits of working in the independent school sector. Furthermore, ISQ formally engaged The University of Queensland's Learning Lab to work with independent schools in ISQ's Effective Student Feedback Program. in 2022. Partnerships with University of Melbourne (Cognitive Science in Education Program), Griffith University (Middle Leaders Program and EPIC project, Early Years Literacy Masterclass), and the University of Missouri (Leading School Culture Program) have also been very beneficial for program participants. ISQ partnerships also included other outstanding organisations, such as ACEL (Australian Council for Educational Leaders) to deliver a suite of events for Women in Leadership. Additionally, ISQ partnered with leading academics including:

- Dr Judy Halbert and Dr Linda Kaiser from The University of Victoria, British Columbia
- Dr Samantha Batchelor and Eleanor Templeton from AERO for the Educational Data program
- Dr Cam Brooks, Dr Stephanie Macmahon, Dr Jack Leggett and Jennifer Levitt from University of Queensland for the Effective Student feedback program
- Dr Jared Cooney-Horvath for the Cognitive Science in Education Program
- Professor Peter Grootenboer for the Middle Leaders Program
- Emeritus Professor Peter Sullivan from Monash University for the Numeracy Program.

ISQ proudly partnered 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.



GUIDING SCHOOLS IN EFFECTIVE PARENT ENGAGEMENT

ISQ is proud to be leading alongside our members in the how-to of effectively engaging parents in their child's learning. As a strong priority for governments, parent engagement is cemented in national and state education policies and teachers' professional standards and increasingly features in schools' strategic plans. Our longitudinal parent engagement project EPIC – a collaboration between ISQ, the sector's peak parent body QIS Parents Network and Griffith University – is filling a gap in the literature about what parent engagement looks like and how it may be achieved in practice. In 2022, EPIC was 'scaled-up' from the previous year, with 22 teachers and leaders from three member schools taking part in the research. Those schools investigated how groups of educators can collaborate in their school context to engage parents in their child's learning and wellbeing. The findings from that research conducted by Dr Linda Willis and Professor Beryl Exley were distilled into a report - *Pedagogies, practices, and processes for engaging parents and communities in children's learning and wellbeing* - and a suite of resources for all member schools to use. Four webinars, open to all member schools, were also held throughout 2022 to disseminate EPIC's evidence-based findings.

INTERNATIONAL EDUCATION

2022 was a year of recovery for the international education sector in Australia. With borders re-opening on 22 January, further regulatory concessions and fee exemptions enabled Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered schools to re-focus efforts on student recruitment and other international programs (study tours, study abroad programs, language immersion and sister school excursions, and student exchanges). However, the sector still experienced many challenges such as mandatory vaccination and quarantine requirements, inflated travel costs, regulatory challenges regarding online learning, and significant visa processing delays.

The pandemic highlighted a resurgence of interest in offshore curriculum licensing and ISQ responded by hosting meaningful discussions with interested member schools and initiating dialogue with key stakeholders at national, state, and school sector levels.

The Queensland School Sector Working Group, comprised of ISQ, Queensland Catholic Education Commission (QCEC) and Education Queensland International (EQI) continued its troubleshooting to the Designated State Authority and the Education Visa Consultative Committee on post-pandemic issues impacting international students. The Working Group also delivered the annual School Advisors' Workshop focusing on changes and implications for Queensland schools in the new COVID-19 normal climate as they prepared international students for tertiary education.

An ISQ-led Homestay Working Group developed a Homestay Programs Guide that was launched in November.

To support the delivery of the Australian Strategy for International Education 2021-2030, ISQ participated in three key stakeholder consultations:

- review of the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2018
- review of the impact of changes to the Overseas Student Health Cover Deed on under 18-year-old rights and obligations, and at-risk students with mental illnesses
- input into the development of the Queensland International Education and Training Strategy 2022-2027.

ISQ produced its final publication of the *Study in Queensland independent schools* booklet showcasing profiles in English and 10 other languages – an initiative which commenced in 2017 with Study Queensland as the funding partner, to support international families and education agents in their decisions around independent schooling options in Queensland.

ISQ conducted a *Student Global Engagement* pilot survey with a member school, which was developed to obtain benchmark data on student circumstances, experiences, views, and attitudes towards global issues and interactions with others in an interconnected world. The survey assisted the pilot school to have a better understanding of how their curricular offerings, programs, and activities contributed to the development of '21st-century skills'. The survey tool will be on offer to schools in 2023.

Fifteen member schools successfully completed their CRICOS reregistration reviews. Four of the 89 CRICOS registered member school campuses cancelled their CRICOS registration. ISQ delivered five well-received International Education Professional Development days.

IMAGES: (L-R) Dr Linda Willis; Professor Beryl Exley

Despite post-pandemic challenges, ISQ continued to proactively support member schools to venture into emerging and non-frequented markets for student recruitment, maintain regulatory compliance, and enable purposeful engagement with key stakeholders in the global education industry.

SCHOOL GOVERNANCE PROGRAM

In 2022, ISQ released the *Effective School Governance* survey report which is the third ISQ study designed to promote effective governance in independent schools. It demonstrated that school boards and councils highly value ISQ's governance program. Over 90% of survey respondents indicated that their board had accessed ISQ's governance training in the previous two years. In 2022, 119 schools were represented by at least one member in the ISQ governance program.

The ISQ School Governance course continues to be the leading governance training option for Queensland's independent schooling sector. The course is delivered through 12 webinars, held at convenient times often outside of working hours and on Saturdays. It covers all areas of relevance for governing bodies, including 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 2022, 95% of course attendees agreed or strongly agreed that the course effectively advanced their knowledge of the topic area.

In addition, ISQ's self-paced online financial training delivered through Connect&Learn recorded 182 completions.

A record number of 15 schools requested ISQ facilitate board or operational reviews, new strategic plans, and principal performance reviews. In addition, ISQ was a trusted advisor to board chairs and directors on confidential board matters.

EMPLOYEE RELATIONS AND COMPLIANCE

ISQ continues to support school leaders in navigating the complex landscape of employee relations. As well as assisting 18 member schools with the negotiation and settlement of their enterprise agreements, ISQ assisted school leaders with over 1,200 employee relations matters including the implications of mandatory vaccination on the employment relationship in school settings.

The ISQ Employee Relations team delivered information sessions on the emergence of industrial developments impacting school leaders in the sector and developed new information materials and template resources. ISQ also engaged in collaboration with interstate counterparts and Queensland Catholic employers in relation to changes to federal industrial laws including the new Secure Jobs, Better Pay Act 2022 (Cth), which has significant implications for the industrial landscape of the sector.

BUSINESS MANAGEMENT

The Business Managers program is designed to deliver exceptional services to members through regular communication and opportunities to learn. The 2022 program comprised six School Operations Focus Area Updates, six individual business manager inductions and a mix of face-to-face and online training sessions.

There were four professional development events held throughout the year, the first moved online due to COVID-19 restrictions, and delivered a comprehensive overview of the sector to over 20 new business managers. Three further sessions provided training in contemporary issues essential for business managers to stay up to date with the latest developments, techniques and best practice, with each session attracting between 30 and 50 participants.

A new offering in 2022 was a Financial Fraud in Schools webinar, which proved highly popular and informative. In response to the positive feedback, the bespoke webinar series will be expanded in 2023 to provide business managers with the opportunity to acquire new knowledge and skills, empowering them to enhance their professional expertise.

PROFESSIONAL LEARNING AND EVENTS

29,000+
ISQ Connect&Learn online logins

53
face-to-face events at ISQ Professional Learning Centre

70
events held regionally

110
live webinars hosted with 2,570 participants

92
online modules offered

06.

ENGAGE AND COMMUNICATE WITH MEMBERS

PROMOTING OUR SCHOOLS

The ISQ Public Affairs team took a 'member first' approach to its social media platforms in 2022.

Smaller schools and special assistance schools were profiled in a series to further promote the diversity of the independent sector. An intentional effort was made to look outside of South East Queensland, profiling schools in western and northern Queensland.

An additional series of posts profiled students who were named Distinguished Academic Achievers and teachers named as TeachX Awards finalists.

These posts performed well with high engagement across Facebook and LinkedIn.

Furthermore, there were 370 Electronic Direct Mail campaigns sent to members by ISQ in 2022, including 41 Memorandas, 41 News Wraps and 31 COVID-19 updates.

MEDIA COVERAGE

908
media mentions

51
media releases/ statements/ opinion pieces

7,868
LinkedIn followers

301
LinkedIn posts

3,183
Twitter followers

444
tweets/retweets

368
Facebook posts

1,061
Facebook followers

A RESPECTED VOICE FOR THE SECTOR

In 2022, ISQ saw a significant increase in media mentions due in large part to the impact the COVID-19 pandemic had on the start of the school year. In January, ISQ was mentioned 396 times in the media. This month alone accounted for more than 40% of all media mentions for the year.

ISQ maintained a strong social media presence throughout 2022 recording a 60% increase in new followers on LinkedIn with a 15% increase in the number of posts. While Facebook saw a 7% increase in total engagements.

ISQ continued its work in the podcast space in 2022, with CEO Chris Mountford taking part in the National School Marketing Journal podcast where he discussed the key findings of the *What Parents Want* survey. ISQ also continued the production of its own The School Bell podcast, covering topics including mental health first aid and the impact of prolonged screen time for students.

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 2022, ISQ supported independent schools to serve their communities by working to enhance school marketing and communications capacity. This included offering tailored one-on-one media and communications support, providing marketing/media issues management support to schools, developing positive media profiles for schools, profiling of school staff and student achievements in traditional and social media, administering an online marketing and communications network, and providing practical media training to school leaders.

ISQ continued to deliver exceptional member services through hosting the Schools Marketing and Communications Forum, media training events and also conducting presentations on emergency management communications and media issues management at the New Business Managers Forum and the New Principals Program. Eighty-seven member-school staff benefited from professional learning in media crisis communications, marketing and parent engagement in 2022. ISQ engaged and communicated with members via regular emailed Marketing and Communications Focus Area Updates and through the ISQ Marcomms Facebook group.

SECTOR REPRESENTATION

In addition to representing ISA on national committees and projects, ISQ continued to represent the interests of members and the independent schools sector on boards, advisory groups and committees at the cross-sector, state and federal level. In 2022, ISQ made a number of submissions on behalf of members including to the Queensland Human Rights Commission Review of the Anti-Discrimination Act and the Department of Education's review of the Education (General Provisions) Act 2006.



07.

PROVIDE A GREAT PLACE TO WORK

HEALTH AND WELLBEING

The ISQ 'fun committee' evolved during 2022 following some committee member changes to focus on the whole person wellbeing and is now referred to as the 'fun and wellbeing committee'. The four main pillars are: physical, mental, emotional and social. Initiatives included, R U OK? Day with a week of activities to be as inclusive as possible; River Fire event held at the PLC for staff and their families and a Secret Santa event at Christmas. There have been some fantastic ideas still yet to be implemented for 2023 that will aid with staff integration and their health and wellbeing.



IMAGES: (L-R) R U OK? Day picnic in the park; R U OK? Day lunch break wellbeing walk



CHOSEN CHARITY

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

Since 2002, ISQ has chosen a community charity to support each year. 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 2022, through staff-led morning teas, raffles, and other various fundraising activities, ISQ staff raised $2,000 to donate to Zephyr Education.

Zephyr Education was founded in 2013 by Brisbane-based Isabella Bevan, David Bevan AM, Carmel Martin and Terry Martin to help children at domestic violence shelters resume their education by supplying them with everything they need to start at their new school.

At the last staff meeting of the year on 22 November, ISQ staff welcomed Kelsey Powell, a volunteer with the foundation, to accept the donation and provide a brief presentation on how the funds raised will be put to use. After learning more about the program and the great need across Queensland for the services Zephyr Education provides, the entire ISQ team was especially proud to have supported this worthwhile charity.

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. ISQ continues to investigate and implement options to reduce its carbon footprint at both premises by working with our 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.

IMAGE: Christopher Mountford presenting Kelsey Powell with a cheque to Zephyr Education

ISQ Staff

as at
31 December
2022

ISQ STAFF IN 2022

61
total staff

10
new staff

Independent Schools Queensland

Executive

Christopher Mountford
Chief Executive Officer

Stuart McDowall
Chief Operating Officer*

Mark Newham
Director
(School Improvement & Performance)

Shari Armistead
Director (Strategic Relations)

School Improvement and Performance

SCHOOL SERVICES

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
(maternity leave)

Jane Simmonds
School Services Advisor

EMPLOYEE RELATIONS

Peter Ruffini
Assistant Director (Employee Relations)

Melissa Villalobos
Senior Advisor (Employee Relations)

Bonnie Bradford
Advisor (Employee Relations)
(maternity leave)

Whitney Darke
Advisor (Employee Relations)

SCHOOL IMPROVEMENT

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 Witney
Education Services Advisor
(Curriculum & Assessment)

Jenny Broadley
Administration Officer (Education Services)

Loree Wilkinson
Administration Officer
(School Improvement)

STUDENT SERVICES

Jacky Dawson
Senior Advisor (Student Services)

Hayley McDonald
Education Services Advisor (Wellbeing & Student Needs)

Karen Roman
Education Services Advisor
(Student Services)

Anne Wachtel
Education Services Advisor
(Student Services)*

Samantha Packer
Educational Psychologist (Student Services)

Tess Verner (nee Hazlehurst)
Project Coordinator*

TEACHING & LEARNING

Natasha Mayne
Manager (Teaching & Learning)

Louise Brauer
Education Services Advisor
(Teaching & Learning)

Rebecca Harris
Education Services Advisor
(Teaching & Learning) *(maternity leave)*

Rebecca Fairley
Project Coordinator

TEACHER QUALITY & CERTIFICATION

Anjulee Singh
Manager (Teacher Quality & Certification)

Natalie Horrobin
Education Services Advisor
(Teaching & Learning)

Mary Youngman
Education Services Advisor
(Teaching & Learning)

ELEARNING

Sarah Stone
Manager (eLearning)*

Glenn Hammond
Project Officer (eLearning Development)

Jenna Harp
Project Coordinator (eLearning)

Angela Lovejoy
Project Coordinator (eLearning)

Strategic Relations

Andrea Sackson
Assistant Director (Research, Policy & Communications)*

FUNDING

Len McCarthy
Senior Advisor (Schools Funding)

ADVOCACY

Callum Bentley
Senior Advisor (Public Affairs)

James O'Callaghan
Advisor (Social Media & Communications)

COMMUNICATIONS

Beth Kitson
Manager (Communications)*

Tracey Maree
Graphic Designer

Jeff Licence
Multimedia Officer

EVENTS

Liz Vella
Manager (Events)*

Jenny Brunne
Administration Officer
(Organisation Services)

Organisation Services

Stan Lysuik
Senior Accountant*

Rachel Wolfson
HR Business Partner*

Smaro Exelby
Strategic Partnerships Manager*

Annette Butterworth
Executive Assistant

Kendry Corcut
Finance Officer (Accounts)

Taylor Pampling
Administration Officer
(Organisation Services)

Christine Beshara
Administration Officer (Finance)

DIGITAL & ICT

Ian Quartermaine
ICT Advisor (Schools & Projects)

Kyle Raby
ICT System Administrator

Sophie Hutchinson
ICT Business Analyst

Shaun Chen
ICT Helpdesk Officer*

Queensland Independent Schools Block Grant Authority

Gary Adsett
General Manager/Company Secretary*

Erica Asler
Administration Officer*

Kylie Burnett
Executive Officer

Rod Morris
Executive Officer

Shannon Service
Senior Administration Officer

Maria Brookes
Financial Officer

Queensland Independent Schools Parents Network

Amanda Watt
Communications Officer
(now Executive Officer*)

* Commenced in 2022

Retirements

ISQ

Jenny Broadley
Administration Officer (Education Services)
19 years

Allan Guse
Principal Advisor (Policy & Research)
13 years

Farewells

ISQ

Wendy Murphy
Assistant Director
(Finance & Business Improvement)

Anthony Mathias
Principal Advisor (Digital & ICT)

Elana Heyes
Manager (Events & Facilities)

Charlene Stephenson
Manager (Communications)

Francis Kneebone
Manager (eLearning)

Patricio Ferrer de Frankenberg
Business Solutions Manager

Deborah Want
Project Coordinator
(Teacher Quality & Certification)

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

Hillary Manuva
Administration Officer (Strategic Relations)

Edmund De Wet
Advisor (Employee Relations)
(maternity leave contract)

Edwin Choi
Education Services Advisor
(Teaching & Learning)
(maternity leave contract)

BGA

Michael Harding
General Manager/Company Secretary

Hilda Janzen
Finance Officer

QUEENSLAND INDEPENDENT SCHOOLS PARENTS NETWORK

Justine Cirocco
Executive Officer







Member Schools

as at 31 December 2022

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

IMAGES: (clockwise from top) Moreton Bay Boys' College, Rockhampton Grammar School, Somerset College

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
Indie School, Logan
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
Mancel College
Maridahdi Brisbane Primary School
Maridahdi Early Childhood Community School
Marist College Ashgrove
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
Peregian 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
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 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

ngs Super

GOLD+ ALLIANCE

CommonwealthBank

GOLD ALLIANCE

tes

SILVER ALLIANCE

FUJIFILM
Value from Innovation

BRONZE ALLIANCE

wtw

INDEPENDENT SCHOOLS QUEENSLAND

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COVER IMAGE:
Moreton Bay College

