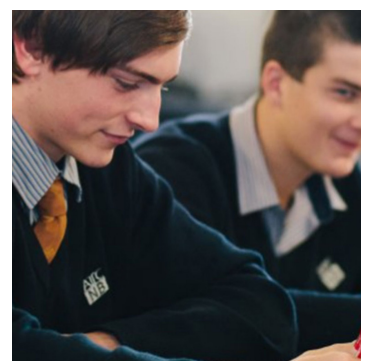
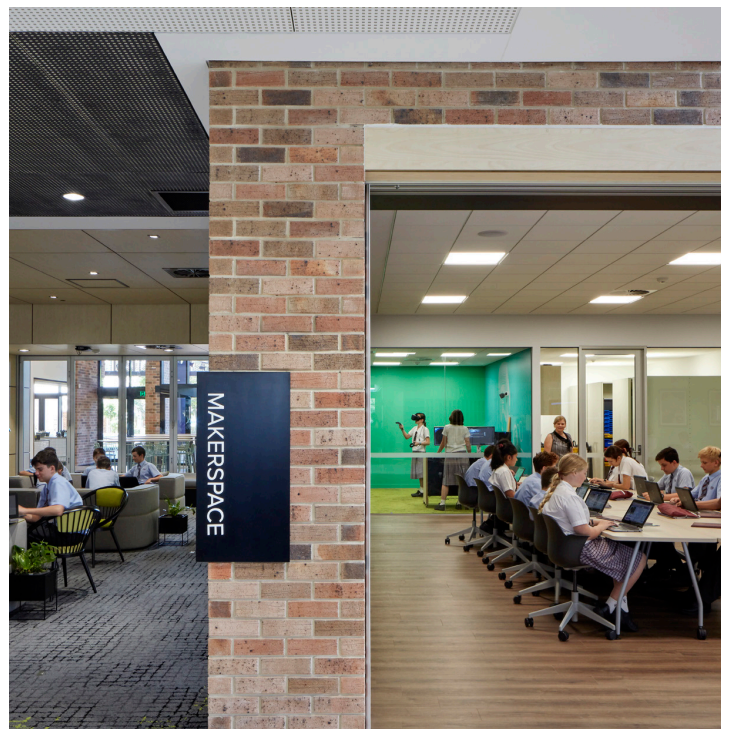


# Annual Report 2018



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## ISQ AGM & DINNER

Members are invited to attend the 2019 ISQ Annual General Meeting which will be followed by drinks and dinner.

DATE: Wednesday 29 May 2019

LOCATION: Brisbane Convention and Exhibition Centre

REGISTER: [www.isqconnectandlearn.qld.edu.au](http://www.isqconnectandlearn.qld.edu.au)

## MISSION

**Promote, support and develop independent schooling in Queensland.**

## VISION

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





**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.





# Membership By the Numbers



<b>213</b>	member schools
<b>124,844</b>	students enrolled
<b>120,873</b>	students at 208 independent schools
<b>3,971</b>	students at 5 Catholic schools
<b>27</b>	primary only schools
<b>38</b>	secondary only schools
<b>144</b>	combined primary & secondary schools
<b>4</b>	special schools
<b>167</b>	schools offered Prep
<b>186</b>	co-educational
<b>17</b>	girls only
<b>10</b>	boys only

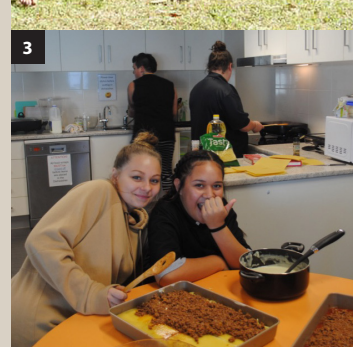
**75**  
schools educating full fee paying overseas students

**194**  
schools with Indigenous students and  
**9** majority Indigenous schools

**18**  
Special Assistance Schools catering for disengaged students

**33**  
schools providing boarding

**188**  
schools educating students with disability



1. John Paul College
2. Aboriginal and Islander Independent Community School
3. The Spot Academy
4. St Margaret's Anglican Girls School
5. The Glenleighden School
6. Somerset College
7. Australian International Islamic College



# Engagement By the Numbers

# 2018



6

## 114

approved  
Kindergarten  
programs



7

## 110

schools catering for  
students for whom  
English is a second  
language or dialect



## 11

schools offering  
distance education

## FLAGSHIP PROGRAMS

### OUR SCHOOLS – OUR FUTURE

**4** major research papers produced to advocate for independent schools

### SELF-IMPROVING SCHOOLS

**83** participating member schools  
**3** pilot School Improvement Reviews

### TEACHING AND LEARNING ACADEMY

**27** teams in Coaching Partnerships  
**26** teams in Research in Schools

### GOVERNANCE SERVICES

**44** schools in the Short Course Program  
**8** schools received whole-board training

### GREAT TEACHERS IN INDEPENDENT SCHOOLS

**204** eligible members funded  
**449** staff used the Professional Growth Tool

## PROFESSIONAL LEARNING, MEMBER ENGAGEMENT, MEDIA COVERAGE

### PROFESSIONAL LEARNING & EVENTS

**139** events at ISQ Professional Learning Centre

**102** events held regionally

**12,636** ISQ Connect&Learn users

### MEMBER ENGAGEMENT

**40** weekly issues of *Memoranda*  
**10** *Briefings* research papers and Executive Director opinion

**11** face-to-face *Strategic Briefings*  
**4** video *Strategic Briefings*

### MEMBER SUPPORT

**117** member schools received communications/media support  
**48** new principals supported

### MEDIA COVERAGE

**97** media releases/statements

**472** media mentions

**652** Tweets/retweets

**2,878** Twitter followers

**1,976** LinkedIn followers

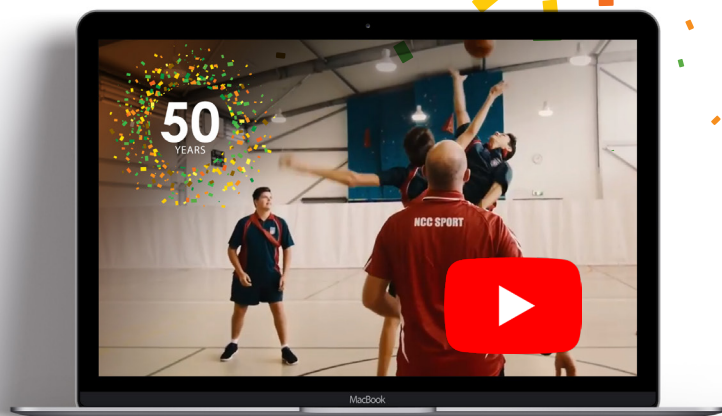


# ISQ Celebrates 50 Years 1968-2018

ISQ celebrated the achievements of the sector and reflected on the organisation's contribution to independent schooling by way of a celebratory dinner, video, historical microsite and commemorative book. Since the first meeting of the Association in 1968, ISQ has remained committed to promoting, supporting and developing independent schooling in Queensland.







#### OPPOSITE

The inaugural meeting of the Association of Independent Schools Queensland (AISQ) was held on 18 July 1968 at Brisbane Grammar School, with 29 representatives from 27 schools attending. To mark ISQ's 50-year milestone, the 2018 AGM and Dinner was held on the same date and in the same location as the inaugural formation meeting, with more than 150 people in attendance.

#### THIS PAGE

Above: A dedicated interactive website and video were also developed to provide an interesting historical perspective of the progress of the sector.

Left: A commemorative book, launched at the dinner, documents the history and achievements of Independent Schools Queensland over the past 50 years and shares stories celebrating the important contribution member schools have made to schooling in the state.

Bottom: A collection of historical images were submitted by ISQ member schools showcasing the progress and innovation that has taken place across the sector.



# Chair's Report



# 2018

**The power of a trusted collective voice to provide authoritative and considered positions on issues of strategic prominence to independent schools is more critical than ever.**

The 27 independent schools that voted in favour of forming a representative body in 1968 could not have imagined the seismic societal, digital and communication shifts which are influencing the governance, leadership and operations of schools today.

However, what they could see was the increasing value governments and communities were placing on education and its role in creating a better future for young people and building a more productive and prosperous state.

Over its 50-year history, ISQ has earned the trust and respect of those within and beyond the sector. In 2018, member schools joined with ISQ in celebrating its achievements, progress and people, and the contributions and successes of its diverse school membership.

On behalf of the Board of ISQ, I am pleased to present the organisation's 50th Annual Report in this milestone year.

It is my first report as Board Chair – a position that I have had the deep privilege of holding since July 2018. I am humbled to be leading the Board of this highly regarded and impactful organisation with the support of Deputy Chair Lynne Doneley and 11 dedicated and highly capable Board Directors.

The Board is responsible for setting, monitoring and reviewing the strategic direction of the organisation

against a diversifying member and stakeholder base and changing state and federal government priorities and funding changes.

## New Strategic Plan

It was fitting in ISQ's 50th year that the Board approved the organisation's new Strategic Plan for the 2018-2020 period. The plan maintains the same mission that has been driving every decision and action of ISQ over the past 50 years – to promote, support and develop independent schooling in Queensland.

Our organisation's vision is innovative leadership in advocating for and supporting excellence in independent schooling.

ISQ identified five key focus areas to guide its financial investment and human resources over the next three years. The areas are: Leading Advocacy; Services and Support; Research and Policy; Engagement and Growth; and Organisational Capability.

The sharp end of the Strategic Plan are the many actions and projects that directly benefit member schools across all areas of their operations.

This annual report details ISQ's activities and achievements in 2018, supported by stories that showcase the impact of this work inside the school gate.

It is clear from these member school experiences, and the countless other unreported testimonials ISQ receives, that the organisation, under the expert leadership of Executive Director David Robertson, discharges its mission to members with a deep sense of conviction and pride.

As the Principal of a member school I see the effect ISQ has on my school board, college and our teaching and non-teaching staff, through its many professional learning programs and projects. In 2018, ISQ hosted almost 300 face-to-face events and live webinars.

In my role as Chair, I see how this impact reverberates across the sector; multiplied across member schools. And how this commitment to quality teaching and learning lifts education in this state.





FROM TOP:  
St Hilda's School  
Toogoolawa School  
The River School  
Ipswich Grammar  
School



## Strong Governance

Confidence in any organisation is critical. It cannot be bought with hollow words or gimmicks. It must be earned through authentic and consistent action that is not self-serving but is in the best interests of those people the organisation serves.

This was a clear message from the interim report of the Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry released in September 2018.

"Good culture and proper governance cannot be implemented by passing a law. Culture and governance are affected by rules, systems and practices but in the end they depend upon people applying the right standards and doing their jobs properly" (Commonwealth of Australia, 2018, Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry Interim Report: pp 320-321).

Schools are not immune from "conduct issues" or the learnings arising from them. There are growing pressures on schools and boards to: meet the diverse and sometimes competing needs of their constituencies; be more transparent and accountable; and to "live" their cultures and values. These are high ideals and standards.

ISQ has an extensive range of governance services to support school boards: to understand their legal responsibilities; shape school strategy and culture; monitor financial and other risks; and keep abreast of future trends and issues. It was therefore encouraging to see that about one third of member school boards accessed ISQ's governance services in 2018.

## Board Composition And Financial Position

The ISQ Board regularly reviews its own policies, practices and operations to ensure it is governing effectively, sustainably and in the best interests of member schools.

In 2018 the 12-member ISQ Board welcomed a new Director, while a new Chair was appointed to its Education Committee which also welcomed new members.

Like many other organisations across the country, ISQ is operating with reduced federal funding. This has required a careful balancing of mandated government requirements with the ambitions and priorities of the sector.

As a service organisation with 100 percent membership, ISQ continues to provide a comprehensive program of support services to member schools through a mix of government funding and member contributions.

Under the Board's prudent financial management ISQ maintained its strong fiscal record in 2018. From total turnover (including the management of Australian and Queensland Government Programs) of \$49 million, the organisation's surplus for the year to 31 December 2018 was \$488,000. ISQ is exempt from paying income tax.

## Acknowledgements

ISQ's strong financial position and exemplary culture of service are the product of 50 years of visionary leadership, unwavering belief and the tireless toil of all those who have ever worked at or served the organisation.

I would like to thank our previous President John Somerset, who held the position of Board Chair for seven years, for his leadership and expert financial stewardship. Mr Somerset has been and continues to be a strong advocate and supporter of Queensland independent schools.

I would like to thank all ISQ staff, my board colleagues, including Deputy Chair Lynne Doneley, the Education Committee, the Finance Committee and their respective chairs and members, for their magnanimous efforts in 2018.

I would also like to acknowledge the contributions of the Queensland Independent Schools Block Grant Authority, the Queensland Independent Schools Parents Network and their respective board chairs, board members and executive officers.

To our member schools, I applaud your unwavering commitment to your students and your communities.

In times of both celebration and disruption, your schools are beacons of community stability, solidarity, connection and aspiration. Your schools are where the future is being created; where human potential has the greatest opportunity to be realised and kindness nurtured.

## Karen Spiller OAM

BOARD CHAIR  
INDEPENDENT SCHOOLS QUEENSLAND

# Executive Director's Report



# 2018

**At an organisational level, 2018 was a milestone year with Independent Schools Queensland celebrating 50 years of dedicated service to member schools and advancement of the sector.**

If 2018 had a theme, it would have been "the year of reflection and renewal".

ISQ marked its 50th year of dedicated service to member schools while also setting a new Strategic Plan to renew and steer the organisation's future operations.

There was a synergy in these two activities. The anniversary was an opportune time to reflect on our organisation's origins and to celebrate the many achievements of the sector, while the Strategic Plan served to focus our attention on ISQ's future and the roadmap that would take us there.

## 50 Years Serving the Sector

Minutes from the first meeting of the association in 1968 revealed the collective desire and will of the independent sector's pioneering headmasters and headmistresses to establish a representative organisation that would speak with "one voice".

In 1968, there were 49 independent schools in Queensland, many of which were well established faith-based schools, educating 14,000 students. Today there are more than 200 independent schools educating in excess of 121,000 students.

Many independent schools pre-date the establishment of ISQ with some of the sector's longest-running grammar schools already more than 150-years-old.

However, the majority of member schools (80%) are less than 50-years-old and have experienced the representation and service of ISQ since their own foundation.

## Enrolments Lift as Sector Continues to Diversify

It was encouraging to see enrolment growth in the sector strengthen in 2018, with data from the Commonwealth August Census showing the largest uplift in student numbers in five years.

Full-time equivalent (FTE) enrolments in Queensland independent schools grew by 1.5% or about 1,800 students in 2018 – rising to more than 120,000 students at 208 independent schools. This was a similar growth rate to the state school sector (1.6%) and above the Catholic sector (0.4%).

The 2018 data also confirmed the sector's contribution to the growth in school numbers across Queensland, particularly new schools that cater for the state's most vulnerable and at-risk students.

Between 2010 and 2018, our sector was responsible for 63% of Queensland's net growth in new schools – 27 out of 43 statewide. Just over half (15) of the new independent schools over this period were special schools – which includes Special Assistance Schools (SAS) for disengaged and at-risk students. The number of special schools, including SAS, in the sector has tripled in eight years – rising from 7 in 2010 to 22 in 2018; the largest increase of any sector.

## National Education Landscape

The theme of change was strong at the federal political level, with a new Prime Minister and Cabinet, including a new Education Minister, sworn in from August 2018.

Despite not owning or operating a single school, the Australian Government continues to play an increasingly important role in school education policy.

For the independent sector, the most crucial national policy change announced in 2018 was the move away from the current area-based socio-economic status (SES) score method used to determine parental capacity to contribute to the



**FROM TOP:**

Australian Industry  
Trade College

Carinity Education

Agnew School

SCOTS PGC College



costs of schooling, to a direct income measure. The changes are due to be phased in over a three-year period from 2020.

Significant technical work is being undertaken on how the new measure will be calculated and applied. Given the critical nature of this reform and its impact on member schools, ISQ has commissioned a leading expert to provide analysis and advice to inform the independent sector's input into the new model.

Also released at the end of 2018 was the 2019-2023 National School Reform Agreement and associated state bilateral agreement signed by the Queensland and Australian Governments. The agreed state-specific actions cover: early years literacy and numeracy; senior schooling; Indigenous education; governance and finance; school leadership and improvement; Highly Accomplished and Lead Teacher certification; rural and remote wellbeing; parent engagement; Nationally Consistent Collection of Data on Students with Disability; and data literacy and development.

These priorities will guide ISQ's programs and support for member schools over the period of the agreement.

### Queensland Education Policy Agenda

At the state level, preparing to enact major policy reform to Queensland's Certificate of Education and tertiary entrance procedures was the priority for 2018.

Queensland independent schools have invested significant time, planning and resources into preparing their staff, students and parents for this historic change, which commences with Year 11s in 2019.

Other issues that dominated the local policy agenda in 2018 included bullying and water safety. The Queensland Government accepted in-principle all 29 recommendations from an Anti-cyberbullying taskforce and announced more funding for water safety programs in schools following a number of statewide roundtables on the issue.

### Member-first Approach

Interpreting the impact of state and federal policy, curriculum and regulatory changes on member schools and keeping staff up to date through regular communications, professional learning and tailored support, is central to ISQ's work. ISQ adopts a member-first approach to ensure we provide schools with the most useful, relevant and impactful information and advice.

Member fees and government funding combined to support the raft of programs and services ISQ provides in areas such as: governance; school leadership; teaching; curriculum; school business and

administration; students with disability; vocational education and training; and Indigenous education. The delivery of this important work continued in 2018 through a blend of face-to-face and virtual events and opportunities. About 8,000 independent school staff registered for almost 300 professional learning events and live webinars, while more than 13,000 professional learning hours were completed across an ever-expanding suite of ISQ Connect&Learn online courses.

### Special Thanks

In ISQ's golden anniversary year, I would like to extend a special thanks to past and present ISQ Board Chairs, directors and staff for their dedication, expertise, passion and valued contributions to ISQ's development and progress. I would also like to thank our membership, both foundation members and new members, for your support and confidence.

I would like to acknowledge ISQ's new Board Chair Karen Spiller OAM and Deputy Chair Lynne Doneley for their leadership, energy, vision and deep commitment to independent schooling. Their vast knowledge and experience in the sector are invaluable and will ensure ISQ continues to deliver relevant and rigorous services to member schools. Thanks must also go to past Board Chair John Somerset for his leadership and contributions over 18 years.

I would particularly like to extend heartfelt thanks to ISQ's tireless staff, who regularly go above and beyond to advise and support member schools. They live, breathe and deliver daily on ISQ's mission to promote, support and develop independent schooling in Queensland.

I look forward to facing the challenges and opportunities that will emerge in 2019, supported by ISQ's executive team and brilliant staff, and guided by the leadership of our Board.

### David Robertson

EXECUTIVE DIRECTOR  
INDEPENDENT SCHOOLS QUEENSLAND

# ISQ Board and Committees

## BOARD OF DIRECTORS

**ISQ is governed by a Board of Directors. Directors are appointed for three-year terms, with one-third of directors retiring each year. ISQ's Board met seven times during 2018 to continue the advancement of the collective interests of member schools and their communities. ISQ's Board is responsible for the 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 (Chair)\*  
John Paul College  
Principal

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

Dr Steven Austen (Director)  
Whitsunday Anglican College  
Business Manager

Richard Brown (Director)  
Toowoomba Christian College  
Principal

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

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

Leisa Harper (Director)  
Former School Principal

Geoff McLay (Director)  
West Moreton Anglican College  
Principal

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

Geoff Newton\*\*\*\*  
Hillbrook Anglican School  
Principal

Yvonne Packbier (Director)  
St Michael's College  
Governing Body

Jane Schmitt (Director)  
Anglican Church Grammar School

John Somerset (Chair) retired at the  
2018 AGM on 18 July 2018

\* Appointed Chair on 30 July 2018

\*\* Appointed Deputy Chair on 30 July 2018

\*\*\* Appointed 26 February 2018

\*\*\*\* Appointed 18 July 2018

## EDUCATION COMMITTEE

The Board of Directors appoints the Education Committee on an annual basis following the AGM.

In 2018, the Board of Directors reduced the size of the committee to twelve members who are representative of the members of the Company plus the Chair (chaired by a member of the Board). Members of the committee are appointed for three years, with four positions to be made vacant each year to provide fresh perspectives and allow for the continuity of the committee to be maintained.

Dr Phillip Moulds (Chair)  
The Rockhampton Grammar School  
Headmaster

Donna Anderson  
Canterbury College  
Head of College

Cae Ashton  
Autism Queensland Education and  
Therapy Centre  
Principal

Craig Bassingthwaighe  
Somerset College  
Headmaster

Kathy Bishop  
Clayfield College  
Principal

Dr Bronwyn Dolling  
Pacific Lutheran College  
Principal

Dr Linda Evans  
Fairholme College  
Principal

Nigel Fairbairn  
Blackheath & Thornburgh College  
Principal

Christopher Jack  
Biral Steiner School  
Principal

Colin Minke  
Immanuel Lutheran College  
Principal

Paul Sjogren  
Trinity Anglican School  
Principal

Gary Smith  
Australian Industry Trade College  
Principal

Johannes Solymosi  
Parklands 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)  
Dr Steven Austen  
Richard Brown

## REMUNERATION AND NOMINATIONS COMMITTEE

Karen Spiller OAM (Chair)  
Dr Lynne Doneley  
Geoff McLay



# The Year in Review

**2018 marked five decades of dedicated service by Independent Schools Queensland to advancing independent schooling in the state. Against a backdrop of policy and social reform, 27 independent secondary schools resolved to form The Association of Independent Secondary Schools of Queensland in 1968. By the end of the foundation year there were 50 member schools. Fifty years on, ISQ boasts 100 percent membership from the state's 208 independent schools and has maintained its early ties with independent Catholic schools, counting five among its current members.**

Queensland's independent schooling sector experienced its strongest annual enrolment growth in five years in 2018 with healthy increases in the critical intake years of Prep and Year 7 also signalling positive future trends. An increase of 1.5 percent in 2018 saw the sector rise by about 1,800 students to 120,873.

The strength of our sector lies in both the longevity and diversity of our member schools. Some of Queensland's longest running grammar schools have been educating students for more than 150 years, while community demand for bespoke specialist education services fuelled the commencement of five new independent schools in the past 12 months. The newest member schools to open their doors in 2018 were Ontrack, The Spot Academy and YMCA Acacia Ridge – all Special Assistance Schools – as well as Josiah College, a specialist independent school for children with Autism Spectrum Disorder, and Maleny Independent School.

ISQ has been unwavering in its commitment to promote, improve, foster and encourage independent schooling in Queensland. Upon reflection on ISQ's journey and achievements throughout 2018, the organisation paid tribute to the vision of the early pioneers and to those who have contributed to its growth and culture of servant leadership with a 50-years celebratory dinner and video. ISQ also created a microsite, [isq50.com](http://isq50.com) and published a commemorative book that recounts ISQ's history within a period of major policy and social change and celebrates the contribution of member schools to Queensland education. The book featured messages of congratulations from Queensland Education Minister Grace Grace and Federal Education and Training Minister Simon Birmingham.

Delving into ISQ's past provided insight into the organisation's future. Independent Schools Queensland unveiled its 2018-2020 Strategic Plan in early 2018. The document brings into focus how ISQ will achieve its mission through five key strategic focus areas:

- Leading Advocacy
- Services and Support
- Research and Policy
- Engagement and Growth
- Organisational Capability

These five focus areas will ensure influential representation and advocacy, exceptional services and support for members, excellence in public policy and education, leadership and growth of the sector, and organisational efficiency and performance.

The document also outlines the mission, vision and organisational principles of ISQ: responsive leadership; reflective practices; respect; and commitment.

This year's annual report demonstrates the valuable role ISQ has played in fostering the development of the sector and supporting member schools to fulfil their individual missions to their communities across these five key strategic focus areas.

## 1.

ISQ STRATEGIC FOCUS AREA

**LEADING ADVOCACY****Influential representation  
and advocacy**

Queensland is a growth state with new population projections released in 2018 showing the number of school-age children is predicted to increase by about 30 percent to more than 1.1 million\* students by 2041. Building new classrooms and upgrading existing facilities continues to be a major cost impost on independent schools which rely primarily on parents and borrowings to fund new and improved infrastructure.

ISQ has consistently argued for more capital funding support from the Queensland Government to reduce the cost burden on local school communities. This advocacy resulted in a 2017 election commitment by the Australian Labor Party to deliver an extra \$52.6 million in capital funding over three years to independent schools starting from 2018-19; on top of a previous three-year capital injection to the sector.

This increased state funding (which became a reality when the Palaszczuk Government came to power) combined with existing Commonwealth capital grants and school-sourced contributions, will continue to fund a range of new and upgraded essential school facilities. In 2018, 83 infrastructure projects at 54 independent schools were approved to receive a slice of the total government capital support available to the sector. About 23 percent of the total government grants administered through the Queensland Independent Schools Block Grant Authority in 2018 went to regional independent schools. In addition to these projects, many Queensland independent schools fully fund their own capital expansions and building upgrades with the support of parent contributions, fundraising and other borrowings.

\* Queensland Government Population Projections 2016-2066, Medium Series, 2018 edition  
<http://www.qgso.qld.gov.au/subjects/demography/population-projections/tables/proj-pop-age-sex-qld/index.php>

**FAR RIGHT** Government funding support in 2018 will contribute to improved learning facilities in 54 independent schools.

**INFLUENTIAL  
REPRESENTATION  
AND ADVOCACY  
THROUGH**







Engaging in and influencing national and state education agendas to ensure appropriate recognition of independent schools.

Powerful advocacy to support choice, diversity and excellence in schooling.

Ensuring the autonomy of independent schools is recognised and protected.

Enhancing the public profile of independent schooling by promoting and celebrating the contribution of independent schools and the value they provide to parents and the community.

Collaborating and developing strategic relationships with governments, other schooling sectors, stakeholders and the community.

Enhancing the capacity of school communities to be powerful advocates for the independent sector.

Providing proactive and effective representation for the independent sector.



## 1.

ISQ STRATEGIC FOCUS AREA

LEADING  
ADVOCACY

## AUSTRALIAN GOVERNMENT

The Australian Government is continuing to play a significant role in school education, leading the national school policy and reform agenda. During 2018 ISQ arranged a number of one-on-one meetings with senior Federal Ministers and Opposition members as well as local Federal Members of Parliament to represent the views and needs of the sector.

In April 2018 Federal Education and Training Minister Simon Birmingham addressed an ISQ-hosted non-government schools forum on the government's education agenda and to discuss sector concerns. Four months later the Australian Government's senior leadership team and a range

of ministerial portfolios changed. ISQ immediately engaged with new Federal Education Minister Dan Tehan whose priority was to finalise non-government school funding arrangements.

ISQ engaged a statistical expert to inform its advocacy in this critical area. ISQ worked closely with the sector's peak body, the Independent Schools Council of Australia (ISCA), to ensure changes to parental capacity to contribute settings did not disadvantage independent schools and that appropriate transition arrangements and funding support would be provided.

The final package announced by the Australian Government in September 2018 included a 10-year phased transition to a new direct income measure of parental capacity to contribute to non-government schooling costs. It also included an extra \$3.2 billion from 2020-2029 for schools needing the most help, an immediate injection of an extra \$170.8 million in 2019 and a further \$1.2 billion to support parental choice and keep non-government schooling affordable.

ISQ will continue to work closely with ISCA and departmental officials, who are overseeing the development of the new direct income measure funding

model, to ensure it is fair and undergoes rigorous testing before implementation from 2020.

ISQ advocated strongly during the Longman by-election with a three-week print and social media campaign. The communities of the 11 independent schools within the Longman electorate attended an ISQ-hosted School Forum at Caboolture Montessori School to hear from three of the by-election candidates (LNP, ALP, Greens).

## QUEENSLAND GOVERNMENT

ISQ maintained a productive working partnership with the Queensland Education Minister, her office and key departmental officials during 2018. ISQ attended regular Term meetings with Education Minister Grace Grace to discuss issues of significance to the sector, this included pressing the importance of finalising the National School Reform Agreement and state bilateral agreement to ensure non-government schools received their Commonwealth funding entitlements in 2019.

ISQ again hosted its annual Parliamentary Reception to connect member school leaders with Government Ministers, Opposition senior leaders, and local Members of Parliament on both sides of politics.

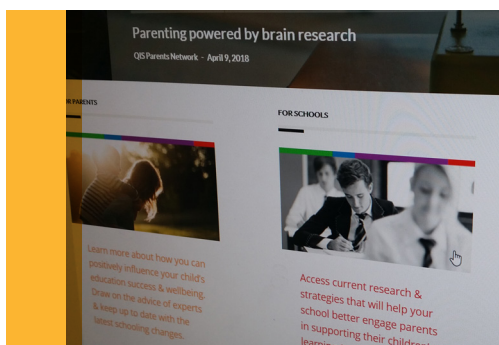
Additionally, ISQ made submissions on behalf of member schools to specially convened groups examining broader social issues linked to education. These were: the Queensland Anti-Cyberbullying Taskforce; and Water Safety Roundtable.

ISQ has been an untiring and vocal advocate for increased capital funding for independent schools which rely primarily on parents and other private income sources to fund new and upgraded facilities. This perseverance resulted in a record capital commitment of \$98.4 million for non-state schools in the 2018-19 Queensland State Budget. This welcomed extra funding delivers the first year of the Government's 2017 election commitment to spend an

## 5

**ISQ was a respected voice on access to swimming lessons, school funding, OP results, NAPLAN and drugs in schools**

**key issues in education**





extra \$52.6 million over three years on infrastructure in independent schools.

## BEING THE PUBLIC VOICE OF INDEPENDENT SCHOOLS

Maintaining a visible profile in traditional and social media on issues of education significance and importance to the sector is an important part of ISQ's advocacy work. In 2018, the organisation had strong engagement with the media issuing an average of eight media releases/statements and responding to 10 inbound media inquiries each month. These proactive and reactive statements generated an average of 39 monthly mentions in traditional broadcast and print/online media. The top five issues featuring ISQ comment in 2018 included: access to swimming lessons in schools; school funding; OP results; NAPLAN; and drugs in school.

ISQ amplifies the reach of its message through social media. The organisation averaged 54 tweets/retweets and 10 LinkedIn updates per month. As a result of its high volume of social media activity, ISQ increased its LinkedIn followers by 103% to 1,976 and its Twitter followers by 7% to 2,878 in 2018.

## PROMOTING THE SECTOR AND BUILDING SCHOOL CAPACITY

Sharing stories of diversity, achievement and innovation about independent schools enhances community awareness of the sector and its role and contribution to education in the state.

In 2018, ISQ created a new section on its website to celebrate the achievements of independent schools and undertook four social campaigns profiling: National Science Week STEM game changers and change makers; the sector's first Highly Accomplished and Lead Teachers (HALT); Year 12 graduates; and legacies of remarkable leaders.

Throughout the year ISQ continued to promote sector successes and to build the capacity of school staff to



**ISQ's Board Chair and Executive Director conveyed the interests of the sector to the Minister for Education and Minister for Industrial Relations Grace Grace and Deputy Premier Jackie Trad at the 2018 ISQ Parliamentary Reception in October.**

publicise their own achievements and to manage media and critical issues. Almost 200 independent school staff received strategic marketing or media management training at events in 2019. This included a record attendance of 79 staff at the annual Schools Marketing and Communications Forum. By the end of 2018, ISQ had provided a level of marketing/communications/media support or profiling to 117 member schools.

## ENGAGING PARENTS

ISQ supports the work of the Queensland Independent Schools Parents Network (QIS Parents Network) which represents the views and needs of parents of children attending independent schools. In 2018, the QIS Parents Network undertook a range of advocacy and communications activities to encourage and support parent engagement including:

- commissioning a benchmarking study on parent engagement in independent schools;
- ongoing representation of independent school parents on

various government and ministerial committees and taskforces responsible for progressing reforms in areas such as senior secondary education, water safety and Outside School Hours Care;

- funding two research projects that sought to enhance the engagement of boarding parents and fathers in their children's education; and
- launching a more engaging and user-friendly website which achieved an average of 824 web page views per month.

## SECTOR REPRESENTATION

ISQ continued to represent the interests of the sector on more than 80 boards, advisory groups and committees at the cross-sectoral, state and federal level. In 2018 ISQ staff also represented ISCA on national committees and projects. Key areas of engagement throughout 2018 included the Nationally Consistent Collection of Data (NCCD), Senior Assessment and Tertiary Entrance, student wellbeing, and child safety.

**FAR LEFT** QIS Parents Network launched a new website providing a more engaging user-experience for its 800+ monthly users.

**MIDDLE** Executive Director David Robertson and Executive Director Dr Lee-Anne Perry AM display cross-sectoral collaboration to advocate for non-government schools on radio program, ABC Focus.

**LEFT** It was a full house for the much anticipated annual Schools Marketing and Communications Forum in August as advancement professionals discussed the latest challenges facing independent schools.

# 2.

ISQ STRATEGIC FOCUS AREA

## SERVICES AND SUPPORT

### Exceptional services and support for independent schools to grow and improve

In the modern age of influencers, Australian teachers who have been recognised as leading and transforming learning inside the classroom are among the nation's most powerful. In 2018, 25 exceptional Queensland independent school educators – whose teaching experience ranged from less than 10 years to more than 30 – were the first to achieve Highly Accomplished and Lead Teacher (HALT) certification through ISQ.

Certification is a rigorous national process that evaluates and confirms when teachers are working at the two most advanced career stages the of the Australian Professional Standards for Teachers. Teachers at Cannon Hill Anglican College embraced the opportunity and challenge presented by national certification, with an impressive 10 staff members certified as HALT – the highest number of any school in Queensland in 2018.

Principal Gary O'Brien said ISQ's support at every stage of the HALT process had been "exemplary". "This included: supporting staff mentors; developing our staff's understanding of the expectations of the HALT standards; clarifying the nature and depth of the evidence required to support an application; providing a clear announcement of the importance and relevance of honest self-reflection; and a willingness to provide feedback to individuals," he said.

Mr O'Brien said the College was proud of all of its teaching staff and applauded the teachers who achieved national certification. "In a collaborative, supportive environment these teachers are looked up to, and sought out by, peers and College leadership to model and share excellence in practice and invariably are those who take on College projects and leadership in areas of passion," he said.

**FAR RIGHT** A special ceremony was held at Brisbane's Customs House in September for the first cohort of certified Highly Accomplished and Lead Teachers.

EXCEPTIONAL SERVICES  
AND SUPPORT FOR  
INDEPENDENT SCHOOLS  
TO GROW AND IMPROVE  
THROUGH







Supporting schools to implement improvement strategies and to achieve excellent student outcomes.

Supporting schools to innovate and implement evidence-based reforms and change designed to improve student outcomes.

Delivering high-quality services under the Governance and Financial Management, Self-Improving Schools, Teaching and Learning Academy and Great Teachers in Independent Schools programs.

Managing and adding value to government funded programs through effective program development and delivery.

Recognising school needs and supporting schools with tailored services.

Creating opportunities for collaboration and professional learning through innovative delivery methods.

Fostering collaborative partnerships with quality service providers and other education providers to enhance services and support for schools.



## 2.

ISQ STRATEGIC FOCUS AREA

SERVICES  
& SUPPORTDEVELOPING SUSTAINABLE  
PROCESSES TO PLAN, IMPLEMENT  
AND EVALUATE IMPROVEMENT  
STRATEGIES

In 2018 ISQ conducted three pilot School Improvement Reviews. These have been established as a service to provide member schools with quality, independent feedback of performance against established benchmarks.

The reviews are tailored to school context enabling school leaders to use these findings, to work with their school community and develop clear actions for continued improvement. These will be expanded upon in 2019.

Throughout 2018, the Self-Improving Schools (SIS) program also continued

to support member schools to improve student outcomes, teacher practice and overall school performance. Ten consultants, both internal and external to ISQ, provided ongoing face-to-face, email and phone support to schools implementing improvement strategies.

This service was also expanded in 2018 to provide follow-up support to schools subsequent to undergoing a School Improvement Review. Eighty-three (83) schools continued to participate in SIS during 2018.

PROMOTING PROFESSIONAL  
CAPACITY IN TEACHING

In 2018, 204 eligible schools received funding to build quality teaching and learning through the Great Teachers in Independent Schools program. Via direct funding to schools, 9,044 full time equivalent (FTE) teachers were supported in their professional growth. In addition, 60 schools accessed specialised and tailored support in the areas of mentoring, middle leadership, strategic performance and development, and support to recognise and reward high performing teachers.

ISQ continues to support independent schools to work closely with universities to build the capacity of the teaching profession through excellent professional experience placements. In 2018, ISQ provided specialised supervising preservice teacher training to nurture teachers' ability to mentor preservice teachers effectively. This included the development of a supervising teacher online module in ISQ's Connect&Learn. ISQ also worked closely with the Queensland College of Teachers and universities to advocate for the independent sector in this space.

In 2017 ISQ successfully applied to become the first recognised Queensland certifier of Highly Accomplished and Lead Teachers (HALT) by the Australian Institute of Teaching and School Leadership (AITSL). In 2018, the first full year of being a certifying authority, ISQ certified 14 teachers as Highly Accomplished and 13 as Lead teachers. This is a total of 28 Highly Accomplished and Lead Teachers from 15 independent schools. ISQ also supported high quality teaching in independent schools by training 40 people from 22 schools to be assessors of HALT.

## SUPPORTING MEMBERS

ISQ distributed a range of informative communications in 2018 to apprise members on policy issues and debates, contemporary research and education best practice.

The latest media and political statements were published weekly in ISQ's *News Wrap*, while 83 *Memoranda* were collated and distributed weekly to the ISQ member school network regarding: policy updates on funding and compliance; professional learning opportunities; data on work experience, students with disability and NAPLAN; and reports on religious freedom, cyberbullying and student wellbeing. Furthermore, quarterly *Strategic Briefings* from the Executive Director and *Focus Area Updates* from ISQ staff were distributed to school leaders and

**449 teachers  
identified  
their professional  
strengths and  
ways to improve  
student  
outcomes**

**449  
teachers  
used ISQ's  
Professional Growth Tool**





specialist groups respectively. Executive Director, David Robertson continued the practice with an *Executive Director Strategic Briefings Tour* around the state in August.

Volume 22 of *Briefings* saw ISQ's thought-leading research publication examine topics including: the commentary on schooling; school accountability; high gain and high achieving schools; growth mindset; neuromyths; and parent power.

An ISQ Facebook page was established in mid-July. The social media platform has since been a growing channel to engage member school communities, in addition to ISQ's popular Twitter and LinkedIn platforms. ISQ continued to administer a closed Facebook group for collaborative outreach and support to independent school staff responsible for marketing and communications in their schools.

### UNDERSTANDING THE LINK BETWEEN EDUCATIONAL DATA AND STUDENT OUTCOMES

School leaders created high performing cultures within independent schools using data to monitor and intervene as necessary. The 2018 Educational Data project supported 10 schools to develop and implement a targeted data plan for the use of data across the school. The plans included details of useful data sets, responsibility for analysis, and communication planning. The Data Informed Pedagogy Project supported eight schools to develop data teams to interrogate data aligned with a school improvement initiative. ISQ also delivered the highly successful fourth annual Educational Data Symposium which was attended by 120 attendees from 58 member schools.

### STUDENT SERVICES AND SUPPORTING WELLBEING IN SCHOOLS

In 2018, ISQ facilitated approximately 50 professional learning activities supporting more than 1,000 school staff to implement disability initiatives



**Keynote speaker and wellbeing expert Professor Donna Cross shared her evidence-based strategies with more than 120 leaders from 30 schools at the inaugural two-day Wellbeing in Schools workshop in November.**

such as the Australian Government's Nationally Consistent Collection of Data on Students with Disability (NCCD) and the Queensland Government's Education Adjustment Program (EAP), as well as tailored professional learning for support staff including teacher aides.

ISQ provided targeted EAP funding to 184 schools to support students who met the criteria in seven specific disability categories.

ISQ conducted a two-day Wellbeing in Schools Workshop with Professor Donna Cross for more than 120 school leaders from 33 member schools to explore whole-school approaches to staff and student wellbeing. The event was a great success and will be held again in 2019.

### SCHOOL SUCCESS WITH NAPLAN READING DATA

In 2018, ISQ built upon research that commenced in 2017. In 2018, 13 independent schools were identified as being high gain schools in NAPLAN

reading, using historical data obtained from the My School website from 2013-2017. Eight schools agreed to an ISQ research team interviewing key school teachers and leaders in relation to the question: "Within identified independent schools, what are the school structures, programs and practices that result in substantially improved learning outcomes in Reading?"

Thirty-one in-depth interviews were conducted examining eight topic areas. Detailed findings were presented in the March 2019 edition of *Briefings*. These findings highlighted success factors or key learnings within four broad themes: pedagogy; data-driven learning; culture, strategy and leadership; and, supporting structures and systems. The research team commented that substantive gains in these eight schools was likely attributable to the identified success factors being evident in most of these schools, most of the time.

**FAR LEFT** ISQ was a thought-leader in preparing more than 2,000 school leaders and teachers for the new Senior Assessment and Tertiary Entrance (SATE) system.

**MIDDLE** Student outcomes and quality teaching were key drivers for school leaders in 2018 with over 400 teachers using the ISQ-developed Professional Growth Tool to determine areas of improvement.

**LEFT** Members learned implementation strategies from renowned international speakers, such as Professor Louise Stoll at the Developing Professional Learning Communities two-day workshop.

## PREPARING FOR A CHANGING CURRICULUM AND ASSESSMENT

In 2018, ISQ continued its advocacy role through a number of state and national curriculum committees, including representing ISCA on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Foundation to Year 12 Curriculum Reference Group.

Over 2,000 school leaders and teachers attended professional learning events related to targeted support for the new Queensland Kindergarten curriculum and the new Senior Assessment and Tertiary Entrance system, both of which will be implemented in 2019.

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

## DEVELOPING COACHING PARTNERSHIPS

In 2018, Coaching Partnerships comprised of three programs: Developing, Extending and Sustaining. Twenty-seven teams from 21 schools

engaged in one of the three programs. Focus areas ranged but generally included literacy or numeracy, wellbeing and 21st century learning. All 27 teams received funding to participate in the Coaching Partnerships programs.

Coaching is an essential component of professional learning. Every team consisted of a coach and coachees. In the Developing program, coach and coachees develop their skills in having coaching conversations to target specific students' needs, while the Extending and Sustaining programs expect participants to develop and implement a coaching approach contextualised for their school. The year culminated in teams sharing their journey at the November colloquium, where over 90 percent of participating schools presented.

## RESEARCH IN SCHOOLS

In 2018, Research in Schools (RIS) comprised of Action Research, Inquiry Research and School-wide Inquiry. Twenty-six funded teams from various schools engaged in the one-year program. Additional funding was available to schools that included parent engagement as a major part of their

research focus; three schools successfully presented their findings in relation to this focus at a colloquium held in November

Action and Inquiry Research required research teams to apply a specific research model and methodology. The inquiry framework asked participants to keep central to their focus three key questions; *What is going on for our learners? How do we know? Why does it matter?* Action Research participants identified an educational problem or challenge and systematically applied spiralling cycles of action and reflection to examine and respond to the problem.

## CLOSING THE GAP FOR INDIGENOUS COMMUNITIES

More than 4,000 Indigenous students were enrolled in 194 member schools in 2018; nine of these were majority Indigenous schools. Thirty member schools provided boarding for 630 Aboriginal and Torres Strait Islander students.

In 2018 ISQ provided support to schools to implement the National Aboriginal and Torres Strait Islander Education Strategy, embed Indigenous perspectives in curriculum planning, and advance teacher professional learning and workforce development. More than 500 school staff participated in professional learning in 2018 in the following areas:

- embedding Aboriginal and Torres Strait Islander perspectives in classroom planning;
- Indigenous Bandscales training to support Indigenous EAL/D (English as an Additional Language /Dialect) learners;
- Indigenous Teacher Aide Certificate III in Education Support Training;
- emerging Aboriginal and Torres Strait Islander Middle Leaders mentoring; and
- ISQ's newly-launched Indigenous education online learning modules via Connect&Learn.

**More than 1,000 students  
commenced school-  
based traineeships and  
apprenticeships**

**1,168 VET  
commencements**





Indigenous workforce development is a priority of the National Aboriginal and Torres Strait Islander Education Strategy. Independent Schools Queensland is dedicated to supporting member schools to develop Aboriginal and Torres Strait Islander education workers through tailored professional development and support.

Over 2016-2018 the number of Indigenous Education workers accessing ISQ training to gain the Certificate III in Education Support Qualification has been gradually increasing. One of the most notable outcomes from the professional learning opportunities provided by ISQ in 2018 was 14 Indigenous Teacher Aides from Djarragun College, Hymba Yumba Independent School and Shalom Christian College who participated in training, with 11 submitting recognition of prior learning portfolios to gain the qualification.

### EXPANDING PATHWAY OFFERINGS IN INDEPENDENT SCHOOLS

Vocational Education and Training (VET) is a realistic and viable Senior Secondary pathway that can help pave the way to university or a career of choice.

Throughout 2018, ISQ provided assistance to members by way of curriculum design, mock interviews, training and assessment, advice on issues associated with the 2015 Standards for Registered Training Organisations (RTOs), and pilot programs.

The success of any program rests with the knowledge and support of staff. ISQ offered a significant amount of professional learning in 2018 to assist VET staff to meet the new training and assessment credentials required for the following year. Professional learning was also provided for: VET coordinators; School RTOs; Certificate IV in Career Development; and FSK20113 Certificate II in Skills for Work and Vocational Pathways.

The inaugural ISQ Career Coordinator Workshop linking good practice to the needs of industry and skills for



**Aboriginal Teacher Aides from Djarragun College were part of a cohort of 14 independent school teachers in 2018 who completed a Certificate III in Education Support.**

the future was met with resounding success. Online, member schools were able to access VET resources, including a work experience learning module, via ISQ's professional learning platform Connect&Learn. A comprehensive step-by-step web guide to becoming a school RTO was made available to members to expand their pathway offerings. Currently there are 38 school RTOs.

More than 7,390 VET certificates were awarded in Queensland independent schools in 2018; this number is expected to increase in 2019 as school RTOs add further qualifications to their scope of registration.

**500**  
school staff  
upskilled  
in Indigenous  
education

**FAR LEFT** Three Indigenous education online learning modules were launched to members in 2018 via ISQ Connect&Learn to embed Indigenous perspectives and foster partnerships with Indigenous communities.

**MIDDLE** ISQ worked with Blackall Range Independent School in 2018 to pilot a Certificate II in Skills for Work and Vocational Pathways for a small group of students.

**LEFT** ISQ was invited to present at the ACER Conference in August on the process and outcomes of ISQ's Research in Schools program.

## 3.

ISQ STRATEGIC FOCUS AREA

**RESEARCH AND POLICY****Promoting excellence in public policy and education**

ISQ's inaugural *Trends Book* provided members a succinct overview of 12 key areas affecting independent schools. The key area, Student Outcomes stressed the importance of using data to inform and refine teaching practices for the greatest impact on student learning. At the same time education policy-makers were talking about putting student learning growth at the centre of national education reforms, similar conversations were being replicated at The Glennie School in Toowoomba. Staffroom conversations in the primary school had already shifted a number of years ago from student "achievement" to student "growth".

During 2018, the all-girl Prep to Year 12 school worked with ISQ on the second phase of its educational data transformation. The objective was to use the rich student data the primary school had been collecting and analysing to drive refinements and changes to teaching practices. Junior Years Curriculum Coordinator Jane Roper says teachers drilled down into their data sets to help them identify and work on an aspect of their teaching that could enhance student learning in a particular area. The impacts have included improved gains in primary NAPLAN results, greater collaboration between teachers, richer discussions with parents about student growth and improved use of data for school and student improvement.

Mrs Roper also says ISQ supported the school in making evidence-based judgements about where best to focus teacher effort during limited classroom time for maximum benefit. "One of the challenges for our staff is to maintain great practice, but 'let go' of less effective pedagogies and activities. We are always seeking to use high-yield strategies to promote student growth. It's a real balancing act for teachers," she explains. "We feel like we're supported. ISQ staff check in and care about how everyone is going."

**FAR RIGHT** The Glennie School has been working with ISQ to transform the way it uses student data for maximum classroom impact.

PROMOTING  
EXCELLENCE IN PUBLIC  
POLICY AND EDUCATION  
THROUGH







Leading research and analysis on education provision and policy.

Promoting informed debate about educational futures through delivering the Our Schools – Our Future program.

Utilising quality research, data and policy analysis to underpin advocacy, representation and support for schools.

Developing and promoting good public policy on the funding of schools.

Being at the forefront of identifying issues and trends impacting on independent schools.

Positioning the independent sector as a key thought leader in education.



## 3.

ISQ STRATEGIC FOCUS AREA

**RESEARCH  
& POLICY**

For many years, Independent Schools Queensland has provided briefings and resources to keep schools informed of some of the key trends and issues impacting on the sector and on individual schools.

Four major research papers were produced to promote informed public policy debate and to advocate for the Queensland independent schooling sector.

**SCHOOLS SPEAKING FOR  
THEMSELVES: TELLING THE  
REAL STORY**

During 2018 ISQ released a paper, *Schools Speaking for Themselves: Telling the Real Story* by respected educator Norm Hunter OAM. The paper updated

his earlier work launched in 2010, and challenges schools to construct a rich and meaningful school narrative that extends beyond test scores.

This update demonstrates that the research, arguments and examples that Mr Hunter highlights are just as relevant today, if not more so, in this information-rich social media age, than they were in 2010. His 2018 update extends analysis to include new insights into the increasing role schools are playing in supporting student development and wellbeing.

**INDEPENDENT SCHOOLS  
QUEENSLAND TRENDS BOOK**

The inaugural *Independent Schools Queensland Trends Book, 2018 Edition* was released to members in August. The publication prompted timely strategic discussions with school boards, principals, business managers and other school leaders to consider the impacts of environment, community and policy on their school's future and how they may adapt accordingly.

School boards and leadership teams are focused on internal matters relating to the success of their school. *Trends*

*Book* provided the opportunity for the joining-up of internal success factors with the influence of external factors and the potential for decision making to be undertaken in a broader context of the external environment.

**DEFINING A FINANCIALLY  
SUSTAINABLE INDEPENDENT  
SCHOOL IN AUSTRALIA**

The 2018 research paper, *Defining a Financially Sustainable Independent School in Australia*, was prepared by John Somerset, Director of Somerset Education and former Chair of the ISQ Board.

In this research, 17 key independent school stakeholders, including banks, school owners and governments, were asked how they define financial stability and what benchmarks they use to assess it. The response showed that while financial indicators such as cash flow, cash reserves and debt were critical indicators, non-financial attributes such as student enrolments, education quality, staff, school culture, leadership, governance and strategy were also integral to a school's financial sustainability.

**HOW TO POWER REFORM IN  
INDEPENDENT SCHOOLS**

The discussion paper, *How to power reform in independent schools: A focus on teachers' working conditions and workforce planning*, prepared by experienced lawyer and director of workplace relations Ashley Uren, examined the constant and increasing expectation on schools to improve student outcomes, which can only be improved through the quality of teaching.

While increased staff remuneration is one way to maintain staff, it is neither the only option, nor the most fiscally responsible in a tight economic and budgetary environment. Non-financial incentives, differentiated career pathways and building flexibility into enterprise agreements, are among a range of ideas Mr Uren canvassed in this paper.

# 226

## enquiries about future funding





## GOVERNMENT FUNDING

The Australian Government introduced a revised funding model for non-government schools from the start of 2018, known as 'Gonski 2.0'. These revisions aimed to apply funding equitably to all non-government schools and school systems.

In June 2018, the National School Resourcing Board released its final report from the Review of the socio-economic status score methodology. The Australian Government accepted all six recommendations of the report, including moving to a direct income measure to determine a school community's capacity to contribute to the cost of schooling.

ISQ lodged a submission to this review drawing on the work commissioned by ISQ from specialist consultancy, Analyse Australia. A key message was that any new measure should be valid and fit-for-purpose. ISQ reiterated this view in ongoing related advocacy activities.

In 2018, several funding policy adjustments impacting the funding model increased uncertainty about future funding allocations, and increased enquiries from members. ISQ provided advice on 226 enquiries. As a result, 329 forecasts and scenario tests were generated and provided to existing and prospective members for budgeting and modelling proposes.

## NON-GOVERNMENT REFORM SUPPORT FUND

ISQ delivered ten projects in 2018 using the Non-Government Reform Support Fund (NGRSF). Each of these projects involved multiple objectives in line with the Australian Government priorities identified in the Non-Government Reform Support Guidelines for 2018 to 2022 and support the implementation of existing agreed national reforms as outlined in the Australian Government's School Funding and Reform Principles.



**The timely *Trends Book, 2018 Edition* prompted strategic discussions with school boards, principals, business managers and other school leaders to consider the impacts of environment, community and policy on their school's future.**

The ISQ 2018 NGRSF activities:

- provided benefits to all independent schools of ISQ, including those in regional and remote locations;
- maximised engagement across all independent schools of the ISQ non-government representative body, including fostering a shared approach to improvement among schools and school education experts;
- targeted capacity building and embedded skills for longer term change;
- fostered cross-sector collaboration in implementation and evaluation, and facilitated the sharing of expertise; and
- used other funding sources, where available and with complementary objectives, to supplement the funding provided by the Australian Government.

A feature of the approach to activities supported in 2018 was the sharing of findings, strategies and outcomes across the independent sector.

## PLANNING

ISQ conducted a highly popular, inaugural forum to inform members about the pros and cons of Ministerial Infrastructure Designation for approval of new planning developments. The event, hosted in July at the ISQ Professional Learning Centre, was attended by more than 80 people.

ISQ also contributed to a number of briefing sessions on potential development opportunities for independent schools in the priority development areas of Ripley Valley and Greater Flagstone, attracting around 30 attendees each.

In response to multiple new school proponents, ISQ provided advice on establishing new schools to more than 38 enquiries, of which eight were supported through to Non-State Schools Accreditation Board application stage.

**FAR LEFT** Professor Geoff Masters AO led education professionals through the importance of data at the Educational Data Symposium in September.

**MIDDLE** Planning was put into context for 82 staff at the Ministerial Designation Infrastructure Forum in July.

**LEFT** ISQ called for schools to speak out about their rich and meaningful student outcomes that extend beyond NAPLAN test scores in the second iteration of *Schools Speaking for Themselves: Telling the Real Story*.



**The issue**  
There have been changes since 2015, but the common theme is that NAPLAN and league tables have a specific purpose as a point of reference for schools and students. NAPLAN data are used by individual schools, OEs and ARAE to inform their own decisions about the quality of learning and teaching. Neither tell anything about the quality of learning and teaching. Neither tell anything about the human and social development that schools have achieved with their students.

Despite this, each year the league tables, which purport to name and specify, are promoted by many media outlets, and specific schools are named in the press, and by default, about which schools are the best in the state, and by default, about which schools are the worst. Because this is the main story that is told, which is the worst. Because this is the main story that is told, which is the worst. Because this is the main story that is told, which is the worst.

**Recent developments**  
The 'league tables' have been replaced by the 'league tables'.

## 4.

ISQ STRATEGIC FOCUS AREA

**ENGAGEMENT AND GROWTH****Leading and growing the independent schools sector**

For an increasing number of young Queenslanders, learning can be a challenging journey; so, they leave school or are asked to leave. A group of Emerald educators recognised that in their small town, the young people not in school were the ones whose lives could be most transformed if they were engaged with a school community.

The Board of GEMS Christian Education Ltd, which runs Emerald Christian College and Little Gems Early Education, established a Special Assistance School called Ontrack in 2018 to support and educate these young people.

Ontrack Principal David Koina said it's one of the worthiest tasks to undertake, but also one of the most challenging to achieve. In 2018, many of Ontrack's 14 students had literacy and numeracy levels below benchmark. All Ontrack students have a Student Plan encompassing an Individual Development and Learning Plan and a Health and Welfare Plan. "This enables them to make the journey of being 'Ontrack for Life'," Mr Koina said.

Executive Principal of GEMS Christian Education Graeme Johnston said ISQ provided invaluable support navigating the complexities of setting up Ontrack, particularly with respect to accreditation, funding and curriculum delivery. "If we didn't have ISQ, we would have found it much more difficult to open the school. It may have been too difficult," Mr Johnston said. In addition to the set-up work, Mr Johnston said ISQ also provides ongoing support in areas such as compliance and creating networking opportunities with other Special Assistance Schools. "ISQ fills in the gaps for us. Having their backup is a big help."

**FAR RIGHT** Ontrack was one of five new independent schools to open in 2018, with the Special Assistance School providing learning and support to disengaged students in Emerald and the surrounding area.

**LEADING AND GROWING  
THE INDEPENDENT  
SCHOOLS SECTOR  
THROUGH**








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Fostering new schools and the growth of existing schools to ensure increased demand for independent schooling is met.

Connecting and partnering with independent schools and stakeholders to empower them to achieve excellence in governance, management and service delivery.

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Facilitating collaboration and cooperation between independent schools and associated bodies.

Focusing on connectedness, convenience and accessibility of services and support for member schools.

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Positioning independent schools for the future as agile, responsive and leading institutions.

## 4

ISQ STRATEGIC FOCUS AREA

## ENGAGEMENT & GROWTH

### A SPECIALIST PROFESSIONAL LEARNING PROVIDER

ISQ is driven to deliver a flexible online resource to member schools that is available around the clock. In 2018, ISQ offered hundreds of professional learning opportunities across three flexible modes – face-to-face, live webinars and online.

139 face-to-face events were hosted at the ISQ Professional Learning Centre (PLC). ISQ continued to bring professional learning opportunities to its member schools outside of Brisbane, hosting 102 events at regional member schools and conference facilities for 1,757 attendees. An additional 53 online webinars were hosted with 377 participants.

Twenty-three new online modules were delivered in 2018, bringing the total number of modules to 83. Ninety-eight percent of online learners reported they would recommend a completed ISQ Connect&Learn module to a colleague.

Some 13,679 professional learning hours were recorded in ISQ Connect&Learn for the year and the number of end users increased to more than 11,000.

ISQ is proud to have the platform recognised with two awards in 2018: the Cornerstone 'RAVE' award for Most Impactful Training and Implementation Program; and the LearnX Impact Awards Gold Medal for Best Technology Solution Deployment (LMS).

In December, ISQ completed a large project to consolidate the existing online learning and events administration systems to provide an enhanced user experience for ISQ staff and member schools.

The transition to one system provided a single source of truth for professional learning reporting and enables member schools to complete online courses,

access live webinars and register for face-to-face events in one place.

The streamlined system and associated processes received positive feedback from member schools, and will be reviewed regularly to ensure ISQ is offering the best possible level of service to its members.

### LIVING THE CULTURE FOR EFFECTIVE SCHOOL GOVERNANCE

ISQ also conducted a Board Chairs' survey to uncover what, if anything, had changed in the governance of independent schools since the previous survey in 2015. The survey explored in detail a range of issues around the role of the board in relation to school success and critically, school culture.

A research paper was published in October 2018 and disseminated to member schools drawing on the survey findings. The findings proposed that school culture guides the highest-level decisions of the board and management and the minute decisions that its teaching and other staff make every day.

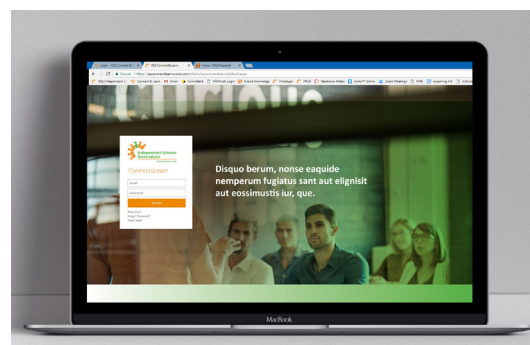
It also questioned whether the next governance frontier was the development of a Culture Statement which clearly sets out what the board expects to be the "lived culture" of the school.

### CONTEXT AND TRAINING FOR SCHOOL GOVERNORS

In 2018, ISQ conducted 14 Governance Short Courses – eight in Brisbane and six regionally. Across these Short Courses, 44 member schools were represented.

There were also eight member schools which trained their board as a whole with one or more Short Course modules. Many of these schools were regional schools. Overall, ISQ provided more than 1,000 hours of direct board training to member school boards.

**5,521**  
staff complete  
online training  
in child  
protection





New to 2018 were three online board induction modules available through ISQ Connect&Learn. The year saw a significant increase in access to the online learning platform by board members for self-paced learning in the areas of finance and board induction.

ISQ once again conducted a board chairs' survey to look at the changes in independent school governance since the 2015 survey. The comparison results were released in a key findings paper and further developed in the October 2018 research paper *Effective School Governance*, by Elizabeth Jameson.

ISQ continued to meet directly with board chairs in 2018 with 23 board chairs receiving a targeted briefing specific to their school's environment and challenges, to assist them in leading from the top. In addition, the ISQ website was updated with a number of governance templates and policy documents to assist boards with their governance requirements.

### ADVISING SCHOOLS ON EMPLOYEE RELATIONS AND COMPLIANCE MATTERS

The upward trend of member schools engaging ISQ's Employee Relations team to assist in enterprise bargaining continued, with 22 schools using this service in 2018. ISQ provided strategic advice to members on a wide range of employment issues and compliance matters affecting the independent school sector. The team also delivered targeted employee relations training in various forums on topics such as industrial trends, enterprise bargaining, managing misconduct and underperformance, and managing change and redundancy process. ISQ also assisted member schools with matters in the Fair Work Commission including unfair dismissal claims and industrial dispute resolution.

### SCHOOL BUSINESS MANAGEMENT

A focus for 2018 was further development of online resources



**The Curriculum Innovation Ideas Exchange commenced in 2018 to assist schools to partner with external providers. The process is being documented by researcher John Dungan and will culminate in the sharing of ideas in 2019.**

including development of Child Protection modules for ISQ Connect&Learn. The course enabled 5,521 staff from 138 schools to participate in the training.

Another initiative was the offering of the Funding and Compliance Timetable in downloadable calendar format. This was in addition to delivering face-to-face training events that focused on school management and operations.

The New School Business Manager Program offered three days of training in 2018 (March, July and September) and provided insights for those new to the schools environment. Staff from 33 schools attending these days.

A tour in April to support schools in regional and remote areas saw ISQ visit and provide individual support to 14 schools.

ISQ continued to support schools through policy reviews, school

administration structure reviews, and most significantly via phone or email, totalling more than 1,400 instances across 170 schools.

ISQ staff also presented at various meetings of professional bodies, such as the Association of School Business Administrators (Qld), providing support for these groups.

### SUPPORT AND RESOURCES FOR THE EARLY YEARS

In 2018, 114 member schools offered 125 early childhood services with approved kindergarten programs, in both sessional and long day care models. ISQ successfully supported member schools in the early childhood field to meet state and federal regulatory requirements, with the delivery of targeted professional learning opportunities and the administration of funding. In 2018, ISQ administered approximately \$5.25 million in State Government Queensland

**FAR LEFT** ISQ represented the Queensland independent sector in Berlin, Germany at an international agent expo with Study Queensland.

**MIDDLE** ISQ's online learning platform, Connect&Learn was relaunched at the end of 2018 to deliver a tailored experience to members and providing a professional learning hub to access face-to-face events, webinars and online modules in one place.

**LEFT** Special Assistance School, The Spot Academy was one of five Queensland independent schools that opened in 2018, catering to students who have disengaged from mainstream schooling.



Kindergarten Funding Scheme (QKFS) payments and provided targeted support to the 39 members of the ISQ Central Governing Body for kindergartens (ISQ CGB).

ISQ assisted members with the establishment of new early childhood and outside school hours care services. In response to increasing education and care service provision on member school sites, ISQ developed a resource available via the ISQ website, to support member schools through the development and approval process.

Advocacy continued to be a priority, with representation on state working groups and committees. In 2018 there was a focus on reviews of the Queensland Kindergarten Learning Guideline (QKLG), and teacher registration specific to early childhood, Outside School Hours Care priorities, what quality looks like in the early childhood sector, and the early childhood workforce. ISQ supported members to participate in the fourth Australian Early Development Census (AEDC), a national data collection of Prep children measuring early childhood development.

## A GLOBAL VIEW FOR THE INDEPENDENT SECTOR

In 2018, 85 Queensland independent schools were registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), enabling them to enrol overseas students with student visas. According to 2018 Commonwealth Census (August) Collection data, there were 1,954 overseas students enrolled in Queensland independent schools, a slight increase from the same time in 2017. While the number of overseas students has been increasing in Queensland independent schools since 2014, it is 11% below the peak of 2,185 in 2009.

Following the sharp decline in overseas student enrolments after 2009, the many regulatory and policy changes at the national and state levels, culminating in the new National Code of Practice for Providers of Education and Training to Overseas Students. This new National Code of Practice came into effect on 1 January 2018 and resulted in greatly increased regulatory burden and costs for non-government schools.

ISQ has actively supported schools with international education programs

to meet and maintain regulatory requirements, and has continued to advocate for the interests of schools in national and state forums, working closely with: the Independent Schools Council of Australia (ISCA); the departments responsible for international education and student visas; Austrade; Study Queensland and Trade and Investment Queensland; and organisations such as the International Education Association of Australia (IEAA) and ISANA: International Education Association.

Promotion of the sector to an international audience has been undertaken through increasing numbers of CRICOS-registered schools represented in translated school profile booklets. The booklets were also translated in several new languages. Collaborating with Trade and Investment Queensland, ISQ organised an independent schools mission to Taiwan, and, at the invitation of Study Queensland, participated in the ICEF Agent Workshop in Berlin to promote Queensland independent schooling to agents from overseas countries.

ISQ had also been proactive throughout the year in assisting and connecting individual schools with international education and global citizenship programs with opportunities from a range of countries.

\* Commonwealth census data includes dependants of full fee paying overseas students as well as students with a 500 subclass visa to study in the schools sector.

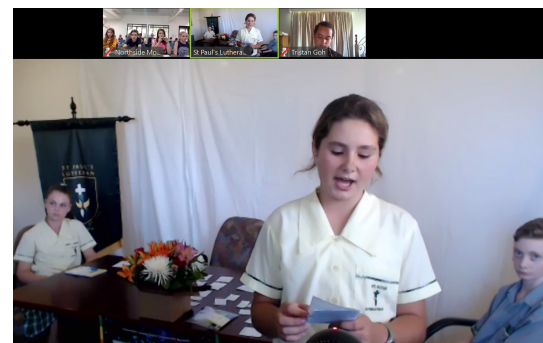
## CROSS-SECTORAL DIGITAL PARTNERSHIPS

The 2018 NGS Super National Virtual Debating Competition entered its fourth year with 116 teams and 55 schools. The competition saw 32-team draws for each of the four age divisions, with competitors from all states participating in 221 debates. Queensland independent schools performed well with St Paul's Lutheran Primary School awarded runners-up in the Years 5 and 6 national final and Trinity Anglican School

# 4,000

## attendees at face-to-face events

ARC Collection			
Event/Notice	Send to	Send by	
CRICOS - Preliminary Notices	Principal Executive Officers and business Contacts	Between September and January	
ARC Invoices	Principal Executive Officers and business Contacts ONLY	Mid January	
ARC Renewal Notices	Principal Executive Officers and business Contacts	February	
Suspension Notification	Principal Executive Officers and business Contacts	Early March	
Late Notice	Principal Executive Officers and business Contacts	End of March	
TPS Levy			
Event/Notice	Send to	Send by	
Preliminary notice of key dates for TPS declaration of tuition fee income, TPS invoice and payment.	Principal Executive Officers and business Contacts	Late January - Early February	
TPS Invoice (for Payment Early May)	Principal Executive Officers and business Contacts	Early April	
Cyclical Review Program			
All schools are expected to participate in the NAGSIB cyclical review program at least once in every			





making the semi-final in the Years 9 and 10 division.

The national parent webinar program delivered five evening presentations throughout the year on topics such as adolescent sleep and Schoolies celebrations. Recordings have been accessed to date 1,400 times.

The professional learning program (including parent sessions) conducted 37 webinars nationally, gaining 667 registrations and receiving more than 4,000 views. Three classroom excursions were also delivered by the Office of E-Safety. A central resource was prepared at the end of 2018 offering all 230 webinar recordings from the past five years of the Network. ISQ's role in managing the Independent Schools Digital Collaboration Network (ISDCN) ended in December 2018 and AISNSW will manage the network solely into the future.

The annual ICT Managers' Forums were held in May and October with resounding success, resulting in 57 and 92 attendees (face-to-face and webinar) respectively. Each one-day forum featured live and virtual presentations from technology vendors and educational providers, delivering informative sessions on emerging trends and technologies for ICT managers and coordinators in the education sector. Topics included cloud backup, file share migration, learning with iPad, student management systems, screen casting, ICT planning services, and digital assistants. The events also proved to be an excellent networking opportunity to meet with ICT peers and providers.

### ISQ HALT CERTIFICATION PROCESS DEEMED HIGHLY ACCOMPLISHED

ISQ is committed to continuous improvement. In 2018 a report was commissioned with the Queensland University of Technology (QUT) with the purpose of investigating ISQ's Highly Accomplished and Lead Teacher



**ISQ hosted NCCD principals' breakfasts and moderation workshops across eight regions to assist school leaders in the collection of evidence and data for students with disability.**

(HALT) certification process. The report investigated:

- the ways that HALTs evidence their practice;
- the leadership qualities of these teachers;
- the influence and impact of HALTs;
- how this impact is enacted;
- the conditions that best support HALTs and activate their potential; and
- high impact aspects of certification that could be strengthened.

This information will assist ISQ to support future applicants and school leaders, and continue to refine processes. Key findings of this report will be published in 2019.

state-wide and regional publications towards the end of October, to provide families ample time to register for the test. The collaborative advertising is a cost-saving measure for schools and an important public relations exercise for the independent sector.

In 2018, ISQ negotiated \$5,000 worth of complimentary digital advertising across News Corp websites to run alongside the print campaign. The digital advertising campaign achieved 130,597 impressions and a click-through-rate of 0.35%. That's 478 clicks or approximately 32 unique clicks per participating school; a true value-add for participating member schools.

### FOSTERING COLLABORATIVE PARTNERSHIPS

ISQ once again provided member schools the opportunity for collaborative advertising for the ACER Cooperative Scholarship Testing Program (for entry in 2020). Fifteen member schools elected to participate in the campaign. Print advertisements were placed across five



**FAR LEFT** ISQ's Funding and Compliance Timetable was made available as a PDF and as electronically to import into member school staff calendars.

**MIDDLE** St Paul's Lutheran Primary School competing with Northside Montessori School in the 2018 NGS Super National Virtual Debating Competition.

**LEFT** ISQ's online learning platform Connect&Learn was recognised with two awards in 2018: the Cornerstone 'RAVE' award for Most Impactful Training and Implementation Program; and the LearnX Impact Awards Gold Medal for Best Technology Solution Deployment (LMS).

## 5.

ISQ STRATEGIC FOCUS AREA

**ORGANISATIONAL CAPABILITY****Organisational efficiency,  
relevance and performance**

Our organisation is built on community and our people are purpose-driven. Just as a strong partnership is vital between a school and its families, so too is the collective action of Independent Schools Queensland and the greater community.

Since 2012, ISQ staff have taken an ongoing active interest in Queensland communities to enhance local capacity to provide children a safe place to learn. Quarterly fundraising morning teas have raised thousands of dollars for the Pyjama Foundation, Daniel Morcombe Foundation, Yalari Education Foundation, Beyond Blue and Mates4Mates. ISQ has also raised money for YoungCare, The Smith Family and the Cancer Council. The commonality amongst these charities is that they all have programs that promote education and social development in a meaningful way.

In 2018, more than \$2,000 was raised for the staff-elected charity, Zephyr Education Inc, which helps children at domestic violence shelters continue their education by supplying them with everything they need to start at their new school. The charity assists children in 71 shelters throughout Queensland, from the Gold Coast to Weipa and Mornington Island, as well as Mt Isa and other western regions. The generosity and fundraising efforts of ISQ staff throughout 2018 was a combination of funds from the quarterly staff morning teas and other staff fundraising activities.

The ISQ community contributes with care because they believe in the impact of education.

**FAR RIGHT** Nominated charity, Zephyr Education provides essential items for the children arriving at 71 domestic violence shelters throughout Queensland.

**ORGANISATIONAL  
EFFICIENCY, RELEVANCE  
AND PERFORMANCE  
THROUGH**








---

**Strong governance and financial management.**  
 Building and retaining a highly skilled,  
 knowledgeable and service-orientated workforce.

---

Building an organisational culture focused on  
 efficiency and effectiveness.

---

Continuous improvement in practices, underpinned  
 by technology, to provide cost effective services and  
 support to members.

---

Transparency and accountability.

## 5.

ISQ STRATEGIC FOCUS AREA

## Organisational Capability

### THE ISQ TEAM

In 2018, ISQ responded to the changing needs of our ever-growing membership base; so too did the requirement for more specialised staff, with ISQ welcoming five people to the team.

The collective expertise of ISQ's 50-strong staff at Head Office in Spring Hill enabled ISQ to provide a diverse range of tailored services and support in 2018 across a range of areas including: advocacy; funding; planning; compliance; employee relations; governance; student services; school business services; teaching and learning; leadership; policy; research; IT; school improvement; communications; and media issues management.

### ENGAGING STAFF THROUGH OPEN DISCUSSION

ISQ staff were engaged at a whole-day professional development day in January, as well as 10 Staff Information Sessions throughout 2018 to reflect, collaborate and frame the day-to-day workings of the organisation.

In June, staff were asked to reflect on ISQ as a 'Learning Organisation' and the associated six traits: an open culture; feedback loops; personal mastery; intelligent fast failure; 'steal' best practices; and a common vision. Three improvement areas that emerged from the staff session were:

- Effective internal communication;
- Promoting risk-taking and innovation at ISQ; and
- Building trust between people and teams.

Voluntary staff meetings were held in the following month to consider how ISQ might progress in these areas. Specifically, the effective internal communication feedback was considered in the development of ISQ's Values while feedback from the risk-taking and innovation session was considered by

Business Aspect, which will deliver ISQ's ICT Strategy in 2019. Managers, Advisors and Assistant Directors at ISQ discussed and applied staff insights on building trust between people and teams.

### COLLECTIVE EXCELLENCE

The ISQ team is acknowledged for its wealth of experience and knowledge. Twelve long-serving staff members were recognised for their loyal service and dedication to independent schooling excellence at a special ceremony in July.

Executive Director, David Robertson, recognised staff with 10 and 15-year milestones, presenting them with a certificate. Staff with 20-year milestones were recognised with a certificate and bouquet. Administration Officer (School Improvement), Loree Wilkinson celebrated 25 years with ISQ and was presented with a certificate, bouquet and a special gift.

ISQ will continue to celebrate milestones and long-serving staff contributions at an annual event around the time of the AGM each year.

### COMMITTED TO SUSTAINABILITY

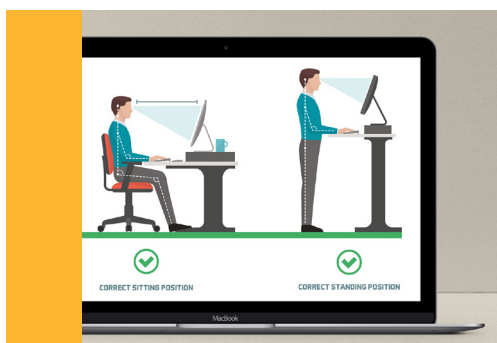
ISQ continues to support a commitment to reduce its impact on the environment and to adopt practices that use resources sustainably. Numerous initiatives have been implemented to improve ISQ's environmental impacts both at ISQ Head Office and the Professional Learning Centre (PLC). ISQ achieved a two-star ecoBiz Partnership in 2017 (energy and water), up from a one Star partnership in 2016 and has been able to maintain this two-star ecoBiz status in 2018. ISQ continues to investigate options to reduce its carbon footprint both within the office and at the PLC.

### IMPROVING OUR WORKING ENVIRONMENT

Work-life balance was positively impacted by ISQ's flexible working conditions. Through these arrangements, ISQ

**ISQ recognised the commitment and contributions of 12 long-serving staff members at a special ceremony in July**

**12**  
**long-serving staff**





seeks to support balance for staff whilst continuing to provide responsive services to members.

In response to staff needs, ISQ commenced a two-month trial of sit/stand workstations at Head Office to provide employees with an option of standing whilst completing desk-based tasks. Staff were encouraged to provide feedback on usability, functionality, frequency of use and setup preferences. On completion of the trial, 10 staff elected for a sit/stand workstation as a permanent arrangement.

## VALUING STAFF WELLBEING

ISQ highly values its staff and is committed to providing services to assist with their wellbeing. ISQ has an Employee Assistance Program which offers confidential counselling services to help staff with any issues, both work-related and personal. Information about this service is communicated to staff at regular monthly meetings, in addition to signage around the office.

A dedicated staff wellbeing committee (known as the Fun Committee) was established in 2014 and continues to provide staff with a wide range of social and wellbeing activities. In 2018 the following initiatives contributed to staff wellbeing and connection:

- Staff professional development day activities, January
- International Day of Happiness, March
- Easter egg hunt, March
- Book exchange, ongoing
- Christmas in July Breakfast BBQ, July
- Riverfire Family Evening, September
- Melbourne Cup Lunch, November.

## VALUING THE WELLBEING OF OTHERS

A crew of eight staff entered as the ISQ Invincibles in the 2018 Bloody Long Walk. The 35km charity event took place on Sunday 15 July, starting at Sandgate and finishing at Southbank. Despite the tired



**In honour of its 50-year celebrations, ISQ recognised 12 long-serving staff at a special ceremony afternoon tea. There is more than 100 years' of collective experience amongst the five longest-serving staff members.**

legs, sore feet and aching backs, it was all for a good cause – to raise money towards finding a cure for Mitochondrial (Mito) disease, a terminal debilitating genetic disorder. The ISQ team had a fundraising goal of \$350 and managed to raise almost five times that amount at just over \$1,700.

## REDESIGNING THE ONBOARDING EXPERIENCE

Inducting a new staff member into ISQ can be time consuming for existing staff members and overwhelming for new starters due to the breadth and diversity of the sector and the overarching legislation and regulations which directly impacts on ISQ's core member services. ISQ's internal onboarding program has been redesigned using ISQ's learning management system, Connect&Learn. The move to the online onboarding in 2018 includes an introductory message from the Executive Director, an online ISQ overview module, and automated checklists for the new starter and line manager.

## RESOURCING OUR MEMBER SCHOOLS

ISQ created a collection of resources, templates and helpful guides to assist member schools with data collection, marketing and communications, professional growth and improved student outcomes. The library of resources has been designed to inspire new ideas, to engage new strategies, and to solve some of the key challenges faced by independent schools.

## WORLD CLASS PROFESSIONAL LEARNING FACILITIES

ISQ's PLC is a world class training facility for ISQ members. The facility hosted 139 professional learning events and meetings attracting over 4,000 attendees in 2018.

The building in which the PLC is housed – 500 Queen Street – underwent extensive renovations in 2018 to the external aesthetic, lobby waiting area and lifts. The building now aligns with ISQ's state-of-the-art professional learning facility.

**FAR LEFT** New starters to ISQ were made to feel welcome with a redesigned onboarding program, which included an online induction module, while current staff were provided the opportunity of sit/stand workstations.

**MIDDLE** 500 Queen Street received extensive renovations to the external aesthetic to align with ISQ's state-of-the-art professional learning centre on Level 5 of the building.

**LEFT** Seven of the eight ISQ staff who took part in the 2018 Bloody Long Walk to raise money for Mitochondrial disease.



## Our Staff

### INDEPENDENT SCHOOLS QUEENSLAND

#### Executive

**David Robertson**  
Executive Director

**Mark Newham**  
Director (School Improvement and Performance)

**Shari Armistead**  
Director (Strategic Relations)

**Josephine Wise**  
Director (Education Services)

#### School Improvement and Performance

**Peter Ruffini**  
Assistant Director (Employee Relations)

**Judy Young**  
Assistant Director (School Services)

**Pauline Kenzler**  
Senior Advisor (School Improvement)

**Melody Martin**  
Senior Advisor (Employee Relations)

**Jenene Rosser**  
Executive Manager  
(Curriculum & Assessment)

**Grant Williamson**  
Manager (School Services)

**Mariana Lane**  
Project Manager  
(International Education)

**Stephen Barnes**  
Education Services Officer  
(School Improvement)

**RoseMarie Koppe**  
Education Services Officer  
(Aboriginal & Torres Strait Islander)

**Marnie Parker**  
Education Services Officer (VET)

**Rebecca McKinnon**  
School Services Advisor

**Courtney Downward**  
Assistant School Services Advisor

**Jenny Broadley**  
Administration Officer  
(Education Services)

**Loree Wilkinson**  
Administration Officer  
(School Improvement)

#### Strategic Relations

**Allan Guse**  
Principal Advisor (Policy & Research)

**Dr Deidre Thian**  
Principal Consultant (Research)

**Justine Nolan**  
Senior Advisor (Public Affairs)

**Len McCarthy**  
Senior Advisor (Schools Funding)

**Nicole de Vries**  
Manager (Communications)

**Elana Heyes**  
Manager (Events & Facilities)

**Sarah Heath**  
Design and Publications Officer

**Tim Taylor**  
Web & Multimedia Content Officer

**Jenny Brunne**  
Administration Officer  
(Organisation Services)

#### Education Services

**Madeleine Green**  
Principal Advisor (Digital & ICT)

**Dr Gregor Cameron**  
Senior Advisor (Teaching & Learning)

**Suzanne Jessen**  
Senior Advisor  
(Teaching Quality & Certification)

**Trish Brady**  
Manager (Student Services)

**Shane Mortimore**  
Manager (ICT)

**Ian Quartermaine**  
Schools Advisor (ICT)

**Pene Bancroft**  
Education Services Officer  
(Students with Disability)

**Jacky Dawson**  
Education Services Officer  
(Student Services)

**Sara Covill**  
Education Services Officer  
(Teaching & Learning)

**Rebecca Harris**  
Education Services Officer  
(Teaching & Learning)

**Natalie Horrobin**  
Education Services Officer  
(Teaching & Learning)

**Leigh Witney**  
Education Services Officer  
(Teacher Quality)

**Kate Crowe**  
Education Services Officer  
(Educational Data)

**Elisha Gillett**  
Project Officer (eLearning Development)

**Joanne McFillin**  
Project Officer (Instructional Design)

**Silvia Parada**  
Project Coordinator (Education Services)

**Ange Lovejoy**  
Project Coordinator  
(Teaching & Learning)

**Chris Hampson**  
Administration Officer  
(Education Services)

**Megan Thompson**  
LMS Administrator

#### Organisation Services

**Wendy Murphy**  
Assistant Director  
(Finance & Business Improvement)

**Jenna Passlow**  
Manager (Executive Services)

**Kendry Corcut**  
Administration Officer (Accounts)

**Tess Hazelhurst**  
Administration Officer  
(Organisation Services)

**Sophie Hutchinson**  
Administration Officer  
(Organisation Services)

### QUEENSLAND INDEPENDENT SCHOOLS BLOCK GRANT AUTHORITY

**Michael Harding**  
General Manager/Company Secretary

**Kylie Burnett**  
Education Executive Officer

**Rod Morris**  
Finance Executive Officer

**Magi Huang**  
Finance Officer

**Shannon Service**  
Office Administrator

### QUEENSLAND INDEPENDENT SCHOOLS PARENTS NETWORK

**Sue Kloeden**  
Executive Officer



## Member Schools

as at 31 December 2018

A B Paterson College  
Aboriginal & Islander Independent  
Community School  
Agnew School  
All Saints Anglican School  
All Souls St Gabriels School  
Alta-1 College  
Ambrose Treacy College  
Angelorum College  
Anglican Church Grammar School  
Annandale Christian College  
Arcadia College  
Arethusa College  
Arethusa College – Wondai  
Australian Christian College – Moreton  
Australian Industry Trade College  
– Redlands  
Australian Industry Trade College  
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  
Biralí 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 – Townsville  
Calvary Christian College  
Cannon Hill Anglican College  
Canterbury College  
Carinity Education – Glendyne  
Carinity Education – Rockhampton  
Carinity Education – Southside  
Carlisle Adventist Christian College  
Carmichael College  
Charlotte Mason College  
Chinchilla Christian College  
Christian Outreach College  
Citipointe Christian College  
Clayfield College  
Concordia Lutheran College  
Cooloola Christian College  
Coolool Beach Christian College  
Coomera Anglican College  
Coral Coast Christian School  
Dalby Christian College  
Darling Downs Christian School  
Discovery Christian College  
Djarragun College  
Emerald Christian College  
Emmanuel College  
Endeavour Christian College  
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  
Girl Academy  
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  
 Hillbrook Anglican School  
 Hillcrest Christian College  
 Hills International College  
 Hinchinbrook Christian School  
 Horizons College  
 Hubbard's School  
 Hymba Yumba Independent School  
 Immanuel Lutheran College  
 Ipswich Adventist School  
 Ipswich Girls' 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  
 Lighthouse Christian School  
 Living Faith Lutheran Primary School  
 Livingstone Christian College  
 Lourdes Hill College  
 Lutheran Ormeau Rivers District School  
 Mackay Christian College  
 Maleny Independent School  
 Maridahdi Early Childhood  
 Community School  
 Matthew Flinders Anglican College  
 Montessori International College  
 Montessori Noosa  
 Moreton Bay Boys College  
 Moreton Bay College  
 Mueller College  
 Music Industry College  
 Nambour Christian College  
 Noosa Christian College  
 Noosa Pengari Steiner School  
 Northpine Christian College  
 Northside Christian College  
 Ontrack  
 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 Christian School  
 Riverside Christian College  
 Rockhampton Girls Grammar School  
 Saint Philomena School  
 Saint Stephen's College  
 Samford Valley Steiner School  
 Shalom Christian College,  
 Condon Campus  
 Sheldon College  
 Silkwood School  
 Sinai College  
 Somerset College  
 Somerville House  
 St Aidan's Anglican Girls' School  
 St Andrew's Anglican College  
 St Andrew's 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 Ursula's College (Toowoomba)  
 Staines Memorial College  
 Stuartholme School  
 Suncoast Christian College  
 Sunshine Coast Grammar School  
 Tamborine Mountain College  
 Tec-NQ  
 The Cathedral School of St Anne and  
 St James  
 The Glenleighden School  
 The Glennie School  
 The Kooralbyn International School  
 The Lakes College  
 The River School  
 The Rockhampton Grammar School  
 The School of Total Education

The SCOTS PGC College  
 The Southport School  
 The Spot Academy  
 The Springfield Anglican College  
 The Sycamore School  
 Tom Quinn Community Centre  
 Alternative School  
 Toogoolawa School  
 Toowoomba Anglican College and  
 Preparatory 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  
 YOS Lawnton





1. Moreton Bay Boys College
2. Immanuel Lutheran College
3. Tec-NQ
4. Grace Lutheran College
5. Coomera Anglican College
6. The Sycamore School
7. Victory College
8. The Southport School
9. Montessori International College





# ISQ Alliance Partners 2018

**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.**

In 2018 ISQ provided recognition, acknowledgement and promotion of Alliance Partners to our more than 200 member schools, the 31,000 full-time teaching and non-teaching staff and 100,000+ families who make up Queensland independent school communities.

## PARTNERS WITH PRINCIPLE

Based on aligned values and agreed objectives, ISQ worked hard to ensure Alliance Partners were provided maximum impact. We understand that with more engagement comes more value, such as targeted luncheons and informative events.

Platinum Alliance Partner NGS Super benefited from brand visibility, recognition of generosity and greater reach by sponsoring the printing of ISQ's 50-years commemorative book. The book celebrated the growth and achievements of Independent Schools Queensland over 50 years; every member school and education counterparts received a copy. Special mention was made within the book itself, as well as at the Celebration Dinner in July, attended by 300 people.

Two networking events were held in July and October, in partnership with Gold+ Alliance Partner Commonwealth Bank Australia. The events were designed to build relationships with member schools, with CBA's Chief Economist delivering the latest industry update on the state of the economy. Over 50 people attended the functions.

## PLATINUM

**ngs  
Super**

**Your fund.  
Your wealth.  
Your future.**

Platinum Alliance Partner NGS Super was recognised for its generous contribution to ISQ's 50-years commemorative book.



## GOLD+



**CommonwealthBank**

**smart.**  
TEACHERS  
part of **tes**

## BRONZE

**Willis  
Towers  
Watson**







## INDEPENDENT SCHOOLS QUEENSLAND

### Head Office

Level 1, 96 Warren Street, Spring Hill Q 4000  
PO Box 957, Spring Hill Q 4004  
**P** (07) 3228 1515 **E** [office@isq.qld.edu.au](mailto:office@isq.qld.edu.au)

### Professional Learning Centre

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A	B	
	C	D
	E	F

### COVER IMAGES:

- A Somerville House
- B Ormiston College
- C St James Lutheran College
- D Hymba Yumba  
Independent School
- E Nambour Christian College
- F Australian Trade College  
North Brisbane

