2016 Annual Report

John Paul College

Front cover: Groves Christian College

St Margaret's Anglican Girls School

Independent Schools Queensland is the peak body representing Queensland's independent schooling sector.
Our 203 member schools are a vital part of the state's education system. Together, these schools educate more than 120,000 students, or 15 percent of Queensland school enrolments.
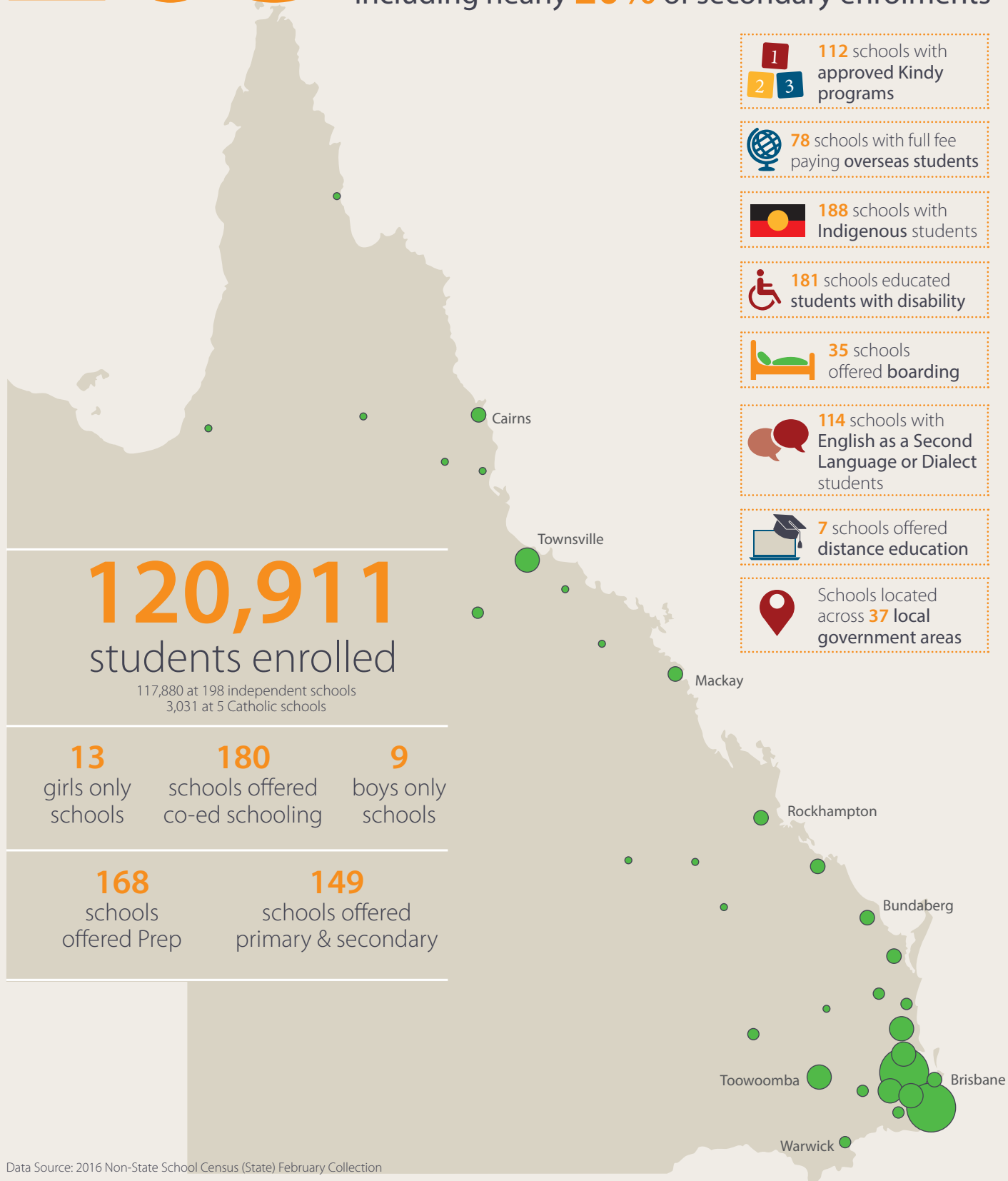
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By the Numbers

203 MEMBER SCHOOLS

15% of Queensland school enrolments
including nearly **20%** of secondary enrolments

112 schools with approved Kindy programs

78 schools with full fee paying **overseas students**

188 schools with **Indigenous** students

181 schools educated **students with disability**

35 schools offered **boarding**

114 schools with **English as a Second Language or Dialect** students

7 schools offered **distance education**

Schools located across **37 local** government areas

120,911
students enrolled

117,880 at 198 independent schools
3,031 at 5 Catholic schools

13
girls only schools

180
schools offered co-ed schooling

9
boys only schools

168
schools offered Prep

149
schools offered primary & secondary

Cairns
Townsville
Mackay
Rockhampton
Bundaberg
Toowoomba
Brisbane
Warwick

Data Source: 2016 Non-State School Census (State) February Collection

Flagship programs in 2016:

Teaching and Learning Academy
36% of member schools participated in Coaching Partnerships and Research in Schools.

Self-Improving Schools
45% of member schools participated.

Our Schools – Our Future
Commissioned **2** major education research papers.

Governance Services
39% of schools participated.

Great Teachers in Independent Schools
97% of member schools were funded under this program.

42 schools and **50** coaches participated in **Coaching Parternships**. **118** teachers and leaders from **36** schools participated in **Research in Schools**.

79 schools participated in **Governance Services**.

90 schools, including **13** new schools, were supported through **Self-Improving Schools**.

936 teachers participated in the **Professional Growth Tool Survey**.

Professional learning in 2016:

JUNE 1

324 events held at ISQ's Professional Learning Centre. External and virtual.

16,000 times school staff engaged with ISQ's professional learning events and Connect&Learn.

1,700 hours of professional development delivered.

150 wifi devices simultaneously connected to the PLC wireless network.

Member engagement in 2016:

38 Weekly eMailing updates, **39** Weekly Information Updates and **10** Briefings research papers.

4 video and **13** face-to-face Strategic Briefings from the Executive Director.

3 Catalyst member magazines produced in digital and interactive format.

ISQ staff made more than **470** visits to **152** schools, including **24** new principals.

Media coverage in 2016:

68 media releases including **45** statewide and **23** regional.

More than **420** media mentions, **6** published opinion articles and **1** Letter to the Editor.

911 tweets and retweets to a growing base of **2,308** followers. Corporate LinkedIn followers growing to **677**.

74 member schools received media/marketing promotion or support.

Chair's Report

Diversity is the hallmark of Queensland's independent schooling sector. It is also one of its key strengths. Simultaneously championing and safeguarding this diversity is at the heart of the work performed by Independent Schools Queensland (ISQ) in support of member schools.

ISQ's 2016 Annual Report, which I am pleased to present on behalf of the Board of Directors (the Board), highlights the breadth and depth of services offered to member schools and the wide range of activities undertaken by ISQ during 2016.

Responding to Growth

ISQ has experienced significant growth, particularly over the past five years, in the breadth and complexity of services it offers member schools. To ensure ISQ's operating framework and structure were optimal for governing and delivering these expanded functions, the Board undertook an analysis of the current regulatory environment and the benefits associated with changing ISQ's status from an Incorporated Association under Queensland legislation to a Company Limited by Guarantee (CLG) under the Australian Corporations Act.

The assessment confirmed that the advantages of making the change included: the ability to deliver services, such as teaching and learning or governance programs, to jurisdictions outside Queensland; reduction in the duplication of reporting obligations; enhanced governance of ISQ; and CLG being the vehicle preferred by government regulators.

On the basis of this expert advice, and having considered ISQ's current and future strategic objectives, the Board recommended the transition in status to the membership at the May 2016 Annual General Meeting. The membership voted and approved the change in incorporation status. While Independent Schools Queensland Ltd is the new legal entity, the organisation's registered trading name continues to be Independent Schools Queensland. The change has had no direct impact on staff or the delivery of services to member schools. There have been some amendments to Board titles, as you will see in this report, and appointment processes. However, the three-year tenure of directors remains the same, as does the retirement of one-third of directors each year.

Diversity and Choice

ISQ's strategic mission includes the promotion, support and development of independent schooling in Queensland. In 2016, membership grew to 203 schools which included 100 percent membership from 198 independent schools, and five Catholic schools. In total, member schools enrolled 120,911 students from Prep to Year 12 in 2016. Queensland's independent schooling sector continues to grow in school and student numbers, albeit at a slower rate than previous years, while maintaining its relative overall share of student enrolments at about 15 percent statewide, including nearly 20 percent of secondary enrolments. Enrolments of particular groups of students grew at a faster rate from 2015 to 2016, including international students, students with disability and Aboriginal and Torres Strait Islander students.

Growth in new schools has also shifted to more specialised smaller schools, such as Special Assistance Schools catering for disengaged young people, as well as colleges which offer tailored services in a particular area, such as trade training. Identifying and addressing the barriers to establishing new independent schools in Queensland has been a key focus for ISQ in recent years. The high cost and lack of availability of new land, particularly in growth corridors, and the tight economic environment require new ideas and approaches to be considered to grow the sector. ISQ has been proactively engaged at the strategic level with the intent to address these matters and is working on an issues paper which will be released in 2017.

Vote of Confidence in ISQ

Confidence and uptake of ISQ services continued in 2016 with business areas expanding and refining their services in line with member and Board feedback. Membership satisfaction with ISQ services remains extremely high with principals surveyed giving ISQ an almost perfect overall satisfaction rating (99 percent). The 2016 membership survey, which was undertaken by an independent company, captured the views of a representative sample of principals of large and small independent schools across Queensland. The survey found:

- 100 percent of members surveyed agreed that ISQ was well respected as the peak body for Queensland independent schools
- 95 percent agreed that ISQ was doing a good job representing the needs and interests of member schools
- 95 percent agreed that ISQ was continually improving and making changes for the better
- 95 percent also agreed that the services offered by ISQ are relevant to their school's needs.

I would like to make particular mention of the 100 percent satisfaction rating principals gave to ISQ staff for their "responsiveness to members' needs and easiness to engage". This is testament to the strong customer-centred culture embraced by ISQ staff and reflects the strong cultural capital within the ISQ staff with 85 percent of staff rating job satisfaction as high to very high. I congratulate David Robertson and his team for fostering this culture for the benefit of all stakeholders.

This was the fifth Member Satisfaction Survey commissioned by ISQ since 2002. As an organisation committed to growth and development in all areas of its operations, ISQ will use the valuable member feedback and insights to inform future service delivery enhancements.

The Board is the custodian of ISQ's success. A recent external review of the Board's performance was very positive, indicating a high-functioning Board. I am very pleased that this all-important positive and professional culture is a common thread from the Board, to management and to staff, with the ultimate beneficiaries being our member schools and their students.

Chair's Report

Strategic Objectives

ISQ's Strategic Plan guides the direction of the organisation and staff efforts until the end of 2017, when a new plan will be developed and adopted. The current 2014-2017 plan outlines five key areas for action. These are:

- Leading Advocacy
- Enhancing Professional Services
- Engaging Members
- Sustaining Growth
- Building Organisational Capacity

A detailed range of work programs and projects sit under each of these areas as well as almost 50 targets which provide benchmarks against which the organisation assesses its progress and success. At its December meeting, the Board reviewed progress towards the targets and I'm pleased to report that the majority are on track, ahead of time or have already been achieved.

Operating Results

The Strategic Plan not only guides ISQ's investment of human capital in key areas, but also its financial capital. Sound financial stewardship is central to effective and strong organisational governance. ISQ maintained its strong fiscal record in 2016. From total turnover (including the management of Australian and Queensland Government Programs) of $58 million, the organisation's surplus for the year to 31 December 2016 was $363,000. ISQ is exempt from paying income tax.

Strong Uptake of Services

ISQ's delivery of current and relevant high quality professional learning across its full breadth of service areas remains highly valued by member schools. In 2016, school staff engaged in 324 in-person and virtual professional learning opportunities and events. These events were funded by member fees together with state and federal government support. About 50 percent of the events, which ranged from major forums, to workshops and practical short courses, were held at ISQ's Professional Learning Centre. These professional learning opportunities, many of which were led by respected state, national and international experts, were delivered in a variety of ways with an increasing number provided online. ISQ staff themselves were also invited to speak at local, national and international events on the innovative nature of their work with member schools and its impact.

The breadth of expertise and support available through ISQ continues to strengthen each year. The volume of schools seeking support with day-to-day school operations such as regulatory and financial compliance and employment contracts is also increasing in line with the deepening complexity and ongoing changes in these areas.

Strong Voice for Independent Schools

Central to the work of ISQ is its role as a vocal and tireless advocate for the independent school sector, particularly in relation to Queensland and Australian Government funding and regulatory arrangements that impact member school operations, education programs and communities.

ISQ maintained its strong voice and seat at the table of key education policy groups with ISQ representatives sitting on more than 140 federal, state and local boards, councils, advisory groups and committees that are tasked with advancing particular areas of school education, operations, regulation and reform. This representation ensured the needs and interests of independent schools were well represented and gave ISQ involvement in and advance notice of any significant reform proposals or changes which could be communicated to member schools.

ISQ's advocacy work stepped up at the national level in 2016 when a double dissolution federal election was called for 2 July. ISQ worked closely with the Independent Schools Council of Australia (ISCA), including through my director position on the ISCA Board, and other independent school associations from across the country, to ensure the interests of independent schools were well represented and acknowledged by all parties during the election campaign.

The Turnbull Government retained government with Federal Education and Training Minister Simon Birmingham maintaining ministerial responsibility for school education. In his public statements, Minister Birmingham foreshadowed potential changes to the way schools are funded by the Australian Government from 2018. With the majority of independent school public funding flowing from the Federal Government, ISQ and ISCA have been advocating strongly on behalf of member schools for a long-term, sustainable, equitable and transparent funding model that reflects the real costs of schooling and respects the autonomy of independent schools.

In May 2017, Prime Minister Malcolm Turnbull and Minister Birmingham announced the *Quality Schools* reform package which centres on the creation

of a national, needs-based funding model that treats all students equitably, regardless of the state they live in, or the school they attend. The Australian Government committed an additional $2.2 billion over the next four years on top of the extra $1.2 billion announced in the 2016 Federal Budget. ISQ will work closely with ISCA and the Australian Government on how the funding will flow to individual schools under the new model. ISQ also looks forward to contributing to the new *Review to Achieve Educational Excellence in Australian Schools* being led by David Gonski AM.

Acknowledgements

ISQ is a progressive organisation which strives at every opportunity to deliver the most current, relevant and impactful services to member schools. I would sincerely like to thank the Board, including the Education Advisory Sub-Committee (Chair Lynne Doneley, previously Adrian Wiles) and Finance Committee (Chair Michael Willis) members, for their valuable contribution in 2016.

I would also like to recognise ISQ Executive Director David Robertson, the senior leadership team, and all staff for their professionalism, dedication and tireless efforts to support member schools in 2016. ISQ continues to go from strength to strength as a respected champion of independent schooling on the state and national stages and as a preferred provider of tailored high quality services to member schools.

ISQ is also the sole member of the Queensland Independent Schools Block Grant Authority (BGA), a Company Limited by Guarantee. I would like to thank company Chair, Dawn Lang, the BGA Board and all

staff for their sound management and expertise in administering Queensland and Australian Government capital funds provided to the independent sector. I would also like to take this opportunity to pay tribute to Dr Grant Watson, BGA General Manager, Company Secretary and Program Manager of the Commonwealth Capital Grants Program, who announced his retirement, which took effect from early 2017. Dr Watson committed 19 years of his professional career to building and enhancing the work of the BGA. We thank him for his contribution and dedication and wish him well for the future and also wish Adrian Wiles every success in the BGA General Manager role from 2017.

2017 Priorities

The year ahead will be significant for independent schools as further details of the new federal schools funding model and the new individual entitlements of schools are released. ISQ will work closely with member schools to support them during this transition process. In the media, school funding stories often unfairly focus on a small selection of independent schools. What is not published is the fact that 76 percent of high-income families enrol their children in non-independent schools. Because of our independence, it is easy, but highly inequitable, to focus funding attention on individually identifiable independent schools.

At the state level, ISQ's advocacy work in 2017 will focus on the next Queensland election which commentators are tipping will take place in late 2017, but must be held by early 2018. Further preparation work will also continue on major reforms to Queensland's senior schooling and tertiary entrance system. With one in five high school students educated in

an independent school, it is imperative that schools engage with these reforms and how they will translate to the provision of senior schooling programs to students and families.

In my sixth year as Board Chair (formerly President) I continue to marvel at the energy, innovation, creativity, compassion and expertise on show in our member schools. There is nothing more uplifting than seeing our schools in action and the positive influence they have on the education of young Queenslanders. ISQ will continue to inform, lead, challenge and support member schools as they go about their nation-shaping work with our next generation of leaders, innovators and 21st century workers. I urge you to take the time to read this report to gain an insight into ISQ and reflect on its important work.

In closing, I want to thank you, our members, for your ongoing support of ISQ.

John Somerset
Chair, Board of Directors
Independent Schools Queensland

Executive Director's Report

In 2016 Queensland's independent schooling sector continued to enrich the diversity of school offerings available to local families and to positively contribute to the economic and cultural lifeblood of the state.

Economic Contribution of Independent Schools

While the intrinsic value and contribution of independent schooling is well understood and accepted, there has never been any hard data available that quantifies the economic contribution independent schools make to the state.

In 2016, ISQ addressed this critical data gap by commissioning, as part of its flagship Our Schools – Our Future research program, an in-depth economic analysis that calculated for the first time the value independent schools add to the state and local economies.

The report, *Economic Significance of Independent Schools to the Queensland Economy*, by global consultancy firm AEC Group, revealed that in 2014 independent schools contributed: $4.1 billion to the Queensland economy; added $2.4 billion in employee wages and salaries; and supported 31,000 full-time jobs, which equates to one full-time job for every 3.7 students enrolled at independent schools.

The report also quantified the significant annual recurrent and capital savings – $1 billion – independent schools provide to governments as well as the economic benefits that flow to the state – $263 million – from the enhanced academic performance of independent school students.

The seminal report and regional modelling added a new dimension to the dedicated advocacy work ISQ undertook on behalf of independent schools at the local, state and national levels in 2016 and was used extensively during ISQ's advocacy work during the federal election.

"This report confirms that independent schools are not only key institutions of learning, but also important generators of economic activity and employment at a state and local level."

Kate Jones,
Queensland Education Minister

National and State Policy Priorities

ISQ's advocacy work on behalf of member schools intensified during 2016 as the nation went to the polls to choose its next government and determine the makeup of the 45th Parliament of Australia.

It was unsurprising that the performance of Australia's education system and how schools are funded featured strongly in political and public debates before, during and after the eight-week campaign. After a close result, the Turnbull Government was returned to government. However, the model to distribute school funding from 2018 was not resolved. Instead, Federal Education and Training Minister Simon Birmingham committed to creating a single national system to replace the array of different agreements that had been driving the distribution of federal funding to schools. ISQ and ISCA advocated strongly and consistently over this period for the needs of member schools. In May 2017, the Australian Government unveiled its new schools plan which comprised: additional federal funding that will take total recurrent schools funding to $30.6 billion by 2027; a commitment to the original intent of the Gonski needs-based funding recommendations; a 10-year transition plan that will eventually see the Commonwealth fund 80 percent of the Schooling Resource Standard for all non-government

schools; additional capital funding for disadvantaged non-government schools; and a new national review by David Gonski AM into how this new funding can be leveraged to achieve the greatest impact on student outcomes. ISQ will continue to work closely with ISCA and the Australian Government on how the new funding model will directly impact member schools. ISQ will keep members updated on further details as they are announced and what they mean for schools and their communities.

At the state level, school education policy continued on a more stable footing with the Queensland Government consulting with key stakeholders, including ISQ, on a number of significant issues. The most high profile being the final design of Queensland's new senior schooling and tertiary entrance systems and its timeframe for implementation. In October, Education Minister Kate Jones announced the Government would push out the commencement date of the reforms by 12 months to ensure the new system and schools were ready. The new system will now start with Year 11s in 2019. Minister Jones also confirmed the number and type of subjects that would contribute to the calculation of the Australian Tertiary Admission Rank (ATAR) – which will replace the Overall Position (OP).

At the other end of schooling, 2016 saw legislation pass that would make Prep the first compulsory year of schooling in Queensland from 2017. This was

one of a number of legislative changes that impacted education. On the issue of future school planning, ISQ and the Queensland Catholic Education Commission (QCEC) achieved a positive change to the Planning Bill 2016, which was passed with bi-partisan support in State Parliament. As a result of this joint advocacy, the new Act will deliver a more consistent planning approach to state and non-state schools. I expect the new Act, which is due to commence in July 2017, will support private investment in new independent schools because it removes some infrastructure cost imposts that had only been borne by the non-state school sector, and will also deliver greater consistency in school planning rules for state and non-state schools. Reducing obstacles to new independent schooling services entering the market and providing expert advice to support these new entrants in their investigation and development phases is a growing part of ISQ's advocacy work.

Evidence and Outcomes

What happens inside the school gate, in classrooms, libraries, science labs and performing art centres, is what education policy seeks to influence.

The Australian Government's *Quality Schools* policy platform is firmly focused on what outcomes are being achieved by schools in a range of key policy areas. The platform also lifts

Executive Director's Report

the bar of accountability on schools and systems about what gains and improvements are being achieved with the Australian Government's significant funding investment.

Australia looks to large-scale reputable international testing programs such as the Organisation for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA) to assess the health of the nation's education system. The results of the latest triennial testing of students in reading, mathematics and science were released in December 2016.

While the results showed a decline in Australia's overall performance, independent school students as a cohort continued to achieve well above both the Australian and OECD means. When compared with other nations, Australian independent school students outperformed every country in reading and ranked second only to Singapore in science.

These results demonstrate that Australian and Queensland independent schools are well positioned to respond to the Australian Government's outcomes-based policy reform agenda.

All ISQ program areas and projects seek to enhance the knowledge, skills, strategies and practices of schools and empower them to confidently shape their school's future; build board, principal and teaching capability and capacity; and most importantly improve outcomes for students at every achievement level.

ISQ's flagship programs are grounded in research and best practice, and are refined through evaluation. Participating schools are required to rigorously evaluate their projects and document their outcomes.

School interest and uptake of ISQ

flagship programs continued to rise in 2016, building on the success of previous years:

- 36 percent of member schools participated in the Teaching and Learning Academy (Research in Schools and Coaching Partnerships programs)
- 45 percent in Self-Improving Schools
- 39 percent in Governance Services
- 97 percent of member schools were funded under the Great Teachers in Independent Schools program.

ISQ's fifth flagship program, Our Schools – Our Future saw the publication of two pieces of research during 2016. The first being the *Economic Significance of Independent Schools to the Queensland Economy* in March and a second paper, *Leading Curriculum Innovation: A discussion paper*, in November.

Member fees and government funding combined to support these and a raft of other programs and services provided by ISQ including targeted initiatives for students with disability, vocational education and training and Indigenous education. The delivery of this important work continues to occur through a blend of face-to-face and virtual events and opportunities with independent school staff engaging more than 16,000 times in professional learning events and Connect&Learn online courses and communities.

ISQ is continuing to enhance its collection and synthesis of data to better support and tailor services and advice for member schools. In 2016, ISQ staff transitioned to a new Relationship Management System which will enhance ISQ's ability to provide tailored support and advice to schools. This centralised system will continue to be developed during 2017 which will also see the launch of ISQ's new website and events system.

Acknowledgements

I would like to thank member schools for their ongoing commitment to their students and staff, and to continually challenging their practices in pursuit of ongoing improvement for the benefit of students.

I would like to offer my sincere thanks to the Board, chaired by John Somerset, for their confident and inspired leadership and guidance in 2016.

I also express my thanks to ISQ staff, whose level of commitment and dedication to the objectives of ISQ is exemplary. The service and support provided by staff to our member schools is exceptional, both in the depth and range of activities as well as their professionalism and expertise. A sincere thanks for all that you do for independent schooling.

I look forward to working in partnership with the Board, ISQ staff and member schools during 2017, to advance education policies that recognise and value the contribution of the independent sector to Queensland schooling and that lift the outcomes of all students in every part of the state.

David Robertson
Executive Director
Independent Schools Queensland

Trinity Lutheran College

ISQ Board and Committees

ISQ Board

Board of Management Member	Organisation & Position
John Somerset (Chair)	Saint Stephen's College – Governing Body Representative
Karen Spiller (Deputy Chair)	St Aidan's Anglican Girls' School – Principal
Michael Willis (Director and Chair, Finance Committee)	St Patrick's College Townsville – Representative
Lynne Doneley (Director and Chair of Education Committee)	Gulf Christian College – Governing Body Representative
Richard Brown (Director)	Toowoomba Christian College – Principal
Yvonne Packbier (Director)	Moreton Bay Birali Steiner School – Representative
Steven Austen (Director) – elected in May 2016	Suncoast Christian College – Representative
Richard Fairley (Director)	Townsville Grammar School – Principal
Jane Schmitt (Director) – elected in May 2016	Anglican Church Grammar School – Representative
Leisa Harper (Director)	Fraser Coast Anglican College – Principal
Ros Curtis (Director) – elected in May 2016	St Margaret's Anglican Girls School – Principal
Geoff McLay (Director)	West Moreton Anglican College – Principal
Adrian Wiles (Director) – resigned in May 2016	St Peters Lutheran College – Head of College
Ann Mitchell (Director) – resigned in May 2016	Trinity Lutheran College – Representative

ISQ Board

ISQ's Board met seven times during 2016 to discuss strategic issues and identify and plan for emerging challenges and opportunities. Directors are appointed for three-year terms, with one third of directors retiring each year.

Education Committee

The Board appoints the Education Committee on an annual basis following the Annual General Meeting (AGM). The Committee is chaired by a Board member.

Other ISQ Committees

The Board also has two other standing committees – the Finance Committee and the Remuneration and Nominations Committee. From time to time, the Board also establishes sub-committees to consider specific issues.

The Finance Committee comprises Michael Willis (Chair), Geoff McLay, and Richard Brown.

The Remuneration and Nominations Committee comprises John Somerset (Chair), Karen Spiller (Deputy Chair) and Michael Willis (Chair, Finance Committee).

Education Committee

Committee Member	Organisation
Adrian Wiles, Chair – resigned in May 2016	St Peters Lutheran College
Lynne Doneley, Chair – May 2016 to present	ISQ Board Representative
Andrew Johnson	Christian Schools Australia
Anthony Mueller	Faith Lutheran College, Redlands
Craig Bassingthwaighte	Somerset College
David Bliss	Lutheran Education Queensland
Johannes Solymosi	Victory College
Linda Evans	Fairholme College
Mark Ash	Suncoast Christian College
Nigel Fairbairn	Blackheath and Thornburgh College
Peter Britton	Ipswich Girls' Grammar School
Phillip Moulds	The Rockhampton Grammar School
Ros Curtis	St Margaret's Anglican Girls School
Karen Dunshea	Samford Valley Steiner School
Daniel Pampuch	Uniting Church Schools Commission
Colin Minke	Immanuel Lutheran College
Gary Smith	YMCA Vocational School
James Lye	Rockhampton Girls Grammar School
Geoff Newton	Hillbrook Anglican School
Donna Anderson	Canterbury College
Bronwyn Dolling	Pacific Lutheran College
Gary O'Brien	Cannon Hill Anglican College
Julie Robinson	John Paul College
Cae Ashton	The Glenleighden School
Pep Wright	Samford Valley Steiner School
Kathy Bishop	Clayfield College
Tony Dosen	Ipswich Grammar School
Todd Langford	Mueller College
Renice Carter	The Rockhampton Grammar School

Advocacy, Research and Representation

For nearly five decades ISQ has been a vocal and passionate advocate for the interests and needs of its member schools, their staff, students and families, and a promoter of the sector's commitment to excellence in education.

Leading Advocacy

Providing a united and representative voice for the organisation's 203 member schools which enrol 15 percent of the state's school-age population, is central to ISQ's mission and activities.

Queensland Government

ISQ continued its liaison with the Queensland Government in 2016 attending regular Term meetings with the Education Minister and hosting a Parliamentary function attended by most Parliamentarians and many member schools.

ISQ provided detailed input or submissions on a range of state-based policy issues including:

- Education and Other Legislation Amendment Bill
- Review of Planning Legislation
- Redevelopment of QCAA Senior Syllabuses
- International Education and Training Strategy to Advance Queensland 2016-2026
- Positive Futures: Apprenticeships and Traineeships in Queensland
- The new Advancing Aboriginal and Torres Strait Islander Education and Training – Action Plan for Education in Queensland
- Education (Queensland College of Teachers) Amendment Bill.

Australian Government

ISQ worked in close partnership with ISCA at the national level during 2016 and early 2017 to advocate strongly for independent schools as part of the Australian Government's development of a new federal schools funding model. ISQ ensured the unique needs, interests and challenges faced by Queensland independent schools were well represented in funding discussions and submissions to the Australian Government. ISQ also contributed a Queensland perspective to national submissions by ISCA on policy issues including the Productivity Commission's Issues Paper on a National Education Evidence Base.

ISQ undertook a range of advocacy activities in the lead up to and during the 2016 federal election campaign including:

- creation and maintenance of a federal election web page
- creation of 30 federal electorate maps
- publication of an ISQ Federal Election Statement
- placement of 13 advertisements in suburban and regional newspapers
- sourcing and upload of video messages from the federal Education Minister and Opposition Education spokesperson
- three election updates to member schools
- letters to all candidates
- media releases
- social media campaign with 61 tweets generating 25,500 impressions
- creation of three diversity series brochures with school case studies (Indigenous education, students with disability and Special Assistance Schools).

ISQ continued to receive funding under the Australian Government's Students First Support Fund for 29 activities in areas including teacher quality, data collection and compliance systems, Aboriginal and Torres Strait Islander Education and Languages Other Than English (LOTE).

Media

ISQ continued to grow its relationship with media representatives and expand its use of digital and social media to provide a representative voice for the independent schooling sector and to promote the benefits of an independent education and the achievements of member schools. ISQ continued to provide strategic advice to member schools to support them in dealing with the media. ISQ was also sought out to take part in expert panels or provide comment on media-generated forums or campaigns. ISQ continued to enhance the integration of its various traditional and social media communication channels to expand the reach of its key messages about education diversity and parent choice and its positions on major education reforms and policy announcements. Priority issues ISQ engaged in and promoted significantly during 2016 included: fair and transparent federal funding during the federal election; the contribution of independent schools to the Queensland economy and regional economies; and the unique role and needs of member schools in major reforms such as the changes to senior secondary schooling which will take effect with Year 11 students in 2019.

World Teachers' Day 2016

Friday 28 October
Thank you for inspiring Queensland students.

During 2016 media activity resulted in:

- more than 420 media mentions on TV, radio, print and online
- 74 member schools promoted or supported by ISQ
- 45 statewide media releases and 23 targeted/regionalised media releases
- 2,308 Twitter followers and 911 tweets and retweets
- 677 LinkedIn followers with 63.5 percent senior level and above.

Schools Marketing and Communications Forum

In June 2016 ISQ held its second Schools Marketing and Communications Forum due to the success of the inaugural Forum the previous year. The Forum was held to support staff in member schools responsible for communications and marketing who often perform these duties in addition to other jobs, such as registrar. Two expert guest speakers presented at the Forum which covered topics including: "Riding the Social Media Tsunami"; "How is Your Enrolments Pipeline Looking?" and "Lifting the Lid on ISQ's Treasure Chest of Research". There was also a school case study on "Responding to Working Families". The engagement and feedback was extremely positive from attendees with endorsement for this annual event. Throughout the year ISQ provided continuous outreach, promotion and support to 74 member schools in the area of communications, marketing and media issues management.

Resources were also provided to all schools communications and marketing officers through Focus Area Updates and a Connect&Learn Community.

ISQ Logo Refresh and New Website

In 2016, the ISQ logo was refreshed following external advice from branding experts. This refinement to the logo included a minor font change and realignment of text to provide more balance while retaining brand elements and colours.

The re-development of the ISQ website work began late 2016 following the completion of the first phase of the Relationship Management System. The redeveloped website, which will focus on delivering an enhanced user experience for members, is planned for launch mid-2017.

World Teachers' Day Campaign

In 2016 ISQ participated in a joint, cross-sector advertising campaign organised and coordinated by the Queensland Department of Education and Training for World Teachers' Day in October. The joint campaign was undertaken in 2016 following its successful inauguration the previous year and included outdoor advertising, newspaper advertising and social media campaigns. Teachers from all sectors, including a teacher and student from an independent school, appeared in the advertisements.

Research Campaigns

Our Schools – Our Future

Our Schools – Our Future is an ISQ research based initiative designed to promote informed public policy debate about schooling. Through commissioned and internal research Our Schools – Our Future explores trends and issues in key areas which determine the nature and performance of our school education systems. Whilst the initiative has a particular focus on the contribution of independent schools to education provision and outcomes, it also examines a range of issues and trends relevant to the development and implementation of effective public policy for schooling. All reports are provided to member schools and are available under the member area of the website.

In March 2016 ISQ released the first ever analysis in Australia of the significant contribution independent schools make to the economy. The report, *Economic Significance of Independent Schools to the Queensland Economy* by the AEC Group was a key piece of research commissioned as part of ISQ's Our Schools – Our Future research program. AEC Group, a global consultancy group with expertise in economic modelling, analysed and quantified the contribution independent schools make to Queensland in terms of their contribution to Queensland Gross State Product (GSP), employment and household incomes, the savings they

FROM LEFT TO RIGHT:
Queensland Education Minister Kate Jones at the 2016 ISQ Parliamentary function;
ISQ took part in a cross-sector advertising campaign to promote 2016 World Teachers' Day;
ISQ Executive Director David Robertson and Year 12 graduates from John Paul College were interviewed by ABC Radio Brisbane ahead of the release of senior results;
Federal Member for Ryan Jane Prentice launched the Economic Significance of Independent Schools to the Queensland Economy *report at St Peters Lutheran College.*

deliver to governments and therefore taxpayers, and the economic value that flows from the enhanced education outcomes achieved by independent school students.

The conclusions of the AEC Group report are telling. In 2013-2014 Queensland's 190 independent schools:

- contributed $4.1 billion total to the Queensland economy (Direct & Indirect to GSP)
- supported 31,000 full-time jobs – that's one full-time job for every 3.7 students enrolled at independent schools
- contributed $2.4 billion in employee wages and salaries
- provided $1.02 billion in savings to governments and taxpayers – $804 million recurrent savings and $218 million capital savings from parent contributions
- enhanced educational outcomes by independent school students, delivering $263 million extra to GSP.

The following information was prepared as part of the report release:

- statewide report and infographic
- a series of 13 regional infographics
- key findings summary document

- ISQ obtained quotes from Education Minister Kate Jones in support of the independent sector which were included in the ISQ media release
- video on report findings for ISQ website (provided to metropolitan TV stations).

Leading Curriculum Innovation: A discussion paper was released in November 2016. This paper is not an ISQ policy statement on the curriculum. Rather it is a paper that was developed to generate and provoke discussion and debate among policy makers, educators and schools on the design and delivery of the curriculum in Queensland. It deliberately poses provocative questions about the explicit incorporation and teaching of 21st century skills in the curriculum in Queensland and challenges schools to reflect on and consider their individual approaches within the context of the needs and expectations of their local communities. Some educators and schools may hold an opposing view to what has been presented. The design and delivery of the curriculum in independent schools is an individual school decision. This paper follows on from an ISQ Curriculum Innovation forum and subsequent briefings and workshops for school and curriculum leaders during 2015 and 2016.

Parent Engagement

Queensland Independent Schools Parents Network

The Queensland Independent Schools Parents Network (QISPN) continued to build on its advocacy and parental engagement work during 2016 with the ongoing support of ISQ. Advocacy work occurred primarily through QISPN's representative roles on key education working groups and regular meetings with peak stakeholder bodies such as the Queensland Curriculum and Assessment Authority and the Queensland College of Teachers. QISPN also provided feedback on major state and federal education initiatives such as NAPLAN Online and the Queensland senior secondary assessment and tertiary entrance changes. This feedback was sourced from QISPN's reference group, which is comprised of parents from independent schools across Queensland. The reference group met via teleconference four times in 2016. QISPN continued to collaborate with other key parent groups, including P&Cs Qld and the Federation of P&F Associations Queensland. All representative parent groups are part of the Joint Parent Council which also meets with the Queensland Education Minister. QISPN continued to build its authoritative and informative online presence through the publication of credible, timely and relevant information and advice for parents on its website and Facebook page.

St Aidan's Anglican Girls' School

In 2017 QISPN intends to further enhance and expand its resource hub of local, national and international resources on the importance, role and impact of parent engagement in school education. This wealth of expert resources will be made available through a dedicated web hub to member schools and their staff to support them in continuing to build productive and powerful relationships with their students' parents and broader parent communities.

Sector Representation

ISQ represented the interests of the independent sector on more than 140 boards, councils, advisory groups and committees, including but not limited to, the following list:

National

Australian Government

- Education Services Australia USI Expert Group
- Online Assessment Working Group – Project Managers Working Group
- Online Assessment Working Group – Project Managers Working Group – Privacy Sub-Group
- Respectful Relationships Education Working Group
- Australian Early Development Census Reference Group
- Australian School Science Information Support for Teachers and Technicians (ASSIST)

- Endeavour Language Teachers Fellowship Project Advisory Committee
- Helping Children with Autism Implementation Committee
- National Career Development Working Group
- National Schools Interoperability Program – Consultative Group
- School Business Relationships
- Senior Policy Officers' Forum Humanities and Social Sciences
- SIF AU Data Standards Working Group (NSIP)
- Transforming the Education Digital Supply Chain Advisory Committee
- Virtual Excursions Australia (VEA) Working Group
- YABA Steering Committee for Constitution Education Fund Australia (CEFA)
- Foundation – Year 12 Curriculum Reference Group

Other National

- AIS Industrial Relations Directors Working Group
- AIS Students First Support Fund Working Group
- AIS Working Together Group
- Autism Centre of Excellence Advisory Group
- Broadband Enabled Education Skills Services Project Steering Committee
- Civics and Citizenship Education Stakeholder Forum

- Education Visa Consultative Committee (EVCC)
- Executive Directors' Council (EDCO)
- Independent Schools Council of Australia (ISCA) Board
- MindMatters/KidsMatter Reference Committee
- Science and Technology Education Leveraging Relevance (STELR) Project Steering Committee
- Science by Doing National Reference Committee
- Supporting the Australian Curriculum Online (SACOL) Program
- Transition to the Australian Curriculum Steering Group
- Australian Government Department of Education ESOS Under 18 Working Group
- Australian Government Department of Education International Education Data Working Group
- Australian Government Department of Education International Education Stakeholders Group
- Department of Immigration and Border Protection (DIBP) Education Visa Consultative Committee (EVCC)
- National Testing Working Group
- SIF AU Data Standards Working Group
- Department of Immigration and Border Protection (DIBP) Industry Summit

Australian International Islamic College

Toowoomba Grammar School

State

Queensland Government

- Brisbane South Ed-LinQ Reference Group
- Ed-LinQ – Mental Health in Schools Initiative
- Industrial Law Committee
- AEDC Research & Resources Project Reference Group
- Australian Music Examination Board Queensland Advisory Committee
- Deadly Kids, Deadly Futures Steering Committee
- Early Childhood Education and Care Forum
- Ed-LinQ Steering Committee – Mental Health, Alcohol and Other Drugs Directorate
- Education Sector Partnership Meeting
- Emergency and School Security Management Group
- Gold Coast Commonwealth Games Reference Group – Curriculum Materials
- Health & Community Services Industry Sector Standing Committee
- Health Pathways Alliance Steering Committee
- Improved Integration of Transport Initiatives for Schools Reference Group
- Indigenous Education Evaluation Governance Group
- Kidsmatter/Mindmatters State Reference Group
- Legislative and National Implementation Reform Committee
- Ministerial Sector Group
- NAP (Sample) working group

- Next Steps Survey Reference Group
- Non-State Schools Accreditation Board
- Non-State Schools Eligibility for Government Funding Committee
- Non-State Schools Transport Assistance Scheme (NSSTAS)
- Non-State Sectors Working Group
- NSSAB ICT Business Systems Redevelopment Project Board
- Professional Mandatory Reporting and Referral Behaviours – Steering Committee
- QFCC Joint Agency Steering Committee
- QTIC Indigenous Employment Forum
- Queensland Curriculum and Assessment Authority Review Steering Committee
- Queensland Disability Education Committee
- Queensland Environmental Sustainability Schools Initiative Alliance
- Queensland Online Assessment Working Group
- Queensland Reference Group Food Wine and Tourism
- Queensland School Sports Council
- Queensland Schools Alliance Against Violence
- Queensland Schools Planning Reference Committee
- Queensland Skin Cancer Prevention Network
- Reading Centre
- Road Safety Reference Group
- Rural and Remote Education Reference Group

- Safe Night Out Strategy Reference Committee
- Sector CEOs Group
- Senior Assessment Ministerial Taskforce
- Senior Assessment Sectors Governance Group
- Smart Choices Strategy Group
- Standard Assessment Tasks's Advisory Committee
- Start & Develop Well Working Group
- State ICT Reference Group
- Strategic Governance Group NSO Program
- Teacher Quality Working Group
- Transition Support Service Committee
- VET in Schools Working Group
- VET Pathways Reference Group
- VET Training Reference Group
- Health Sector VET Engagement Working Party
- ASD Cross Sector Moderation Group
- Autism Collaboration Table
- Autism CRC Education Partners
- Brisbane North Ed-LinQ Reference Group
- Complex Mental Health Conditions Advisory Group
- ICT State Reference Committee
- NDCO Queensland Regional Advisory Group
- Positive Partners State Planning Committee
- QOAWG – Queensland Online Assessment Working Group
- SLI Cross Sector Moderation Group

Other State

- Affiliated Reference Group
- Australian Catholic University, School of Education Advisory Committee
- Australian Music Examination Board – Queensland
- Computer Technologies For Schools Committee
- Education Placements Queensland
- Employee Relations Schools Sectors Group
- Griffith University Education Reference Group
- Joint Marketing Group
- Next Steps Reference Group
- Queensland and Torres Strait Islander Foundation Reference Group
- Queensland Independent Schools Block Grant Authority (QID BGA) Ltd Board
- Queensland Independent Schools Parents Network Board
- Queensland Schools Animal Ethics Committee
- School Transport Reference Committee
- Schooling and Child Care Advisory Group
- Techub Closed Network
- Working Party for the Technology Component of the Gold Coast Commonwealth Games
- Non Schools Organisations Strategic Governance Group (NSOSGG)
- TAFE Brisbane Student Engagement
- Student Protection Education Working Group
- Queensland Aboriginal and Torres Strait Islander Foundation Committee

Australian Curriculum, Assessment and Reporting Authority

- Australian Curriculum: Economics and Business National Panel
- Directors of Curriculum
- HPE National Panel
- National Testing Working Group
- Foundation-Year 12 Curriculum Reference Group

Australian Institute for Teaching and School Leadership

- Certifying Authorities Network
- Professional Growth Network

Queensland Curriculum and Assessment Authority

- Audit Committee
- Authority Scaling Committee
- Exempted Certificates (for Queensland Curriculum and Assessment Authority VET Committee)
- Measurement Working Group
- QCAA 7-12 Committee
- QCAA Board
- QCAA P-6 Committee
- VET Committee

Queensland Education Leadership Institute

- Board
- Education Committee
- Finance and Audit Committee

Queensland College of Teachers

- QCT Board
- QCT Early Childhood Reference Group
- QCT Item Review & Advisory Panel (Numeracy)
- QCT Professional Standards Committee

Saint Stephen's College

Education Services

ISQ's services to member schools support the organisation's ongoing commitment to schools to strengthen student outcomes and enhance staff development.

School Performance

Self-Improving Schools

Striving for excellence and continual improvement is at the heart of ISQ's flagship Self-Improving Schools (SIS) program. SIS empowers schools to shape their future direction by identifying areas for improvement and developing tailored, evidence-based strategies to achieve school goals. The program participation increased in 2016 with a total of 90 schools, including 13 new schools, supported to improve student outcomes, teacher practice and overall school performance.

Great Teachers in Independent Schools

In 2016 independent schools were funded under the Queensland Government's Teaching and School Leadership Program to develop activities to support teacher quality. ISQ's evidence-based Great Teachers in Independent Schools program focused on three strands of strategic support for schools: leadership, mentoring teachers at all career stages and strategic performance and development.

In 2016, 196 eligible schools were funded through the Great Teachers in Independent Schools program. In addition, 31 schools accessed the three program strands.

Excellence in Initial Teacher Education

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 2016 ISQ worked in collaboration with three universities to engage 13 schools in discussion and planning for school/university partnerships focusing on teacher improvement.

Educational Data

The strategic use and analysis of data is critical to supporting school improvement and accountability. In 2016 ISQ held three major symposia featuring speakers who expanded school leader understanding of the use of educational data to positively impact school strategic planning, improvement and student outcomes. These symposia were supported by the development of a suite of six online modules that schools accessed to upskill their staff.

Teaching and Learning

The Teaching and Learning Academy is an ISQ flagship program with two components: Coaching Partnerships (formerly known as the Literacy and Numeracy Coaching Academy) and Research in Schools (formerly known as Teachers as Researchers). These two programs directly contribute to school improvement through meaningful, contextual professional learning approaches focused on priorities articulated in school strategic plans, aimed at improving student outcomes.

Coaching Partnerships

Coaches trained through this program work collegially with leaders and teachers through various coaching processes to implement research based instructional practices relevant to a school chosen focus for pedagogical improvement. In 2016, Coaching Partnerships was comprised of three programs: New Schools; Continuing Schools; and Expansion Schools.

In 2016, a total of 42 schools and 50 coaches were funded through these programs. Four schools participated in the 2016 program for the first time. Participants engaged in the ISQ Connect&Learn Coaching Partnerships Community and throughout the year an online coaching course was developed in preparation for the 2017 cohort. By the end of 2016, 64 participants had enrolled in this course. Coaches presented effects from and understandings of their 2016 coaching experience during the Sharing Days in November.

Research in Schools

Research in Schools provides the opportunity for small collaborative teams of teachers and leaders to investigate data and innovate with new strategies to systematically craft, develop and share a process of best practice through the implementation of action research. This research is focused on an area of significance to actively contribute to school improvement. In 2016, Research in Schools was comprised of four programs: New Teachers as Researchers; Continuing Teachers as Researchers: New School Focused Research; and Continuing School Focused Research.

Anglican Church Grammar School

In 2016, a total of 118 teachers and leaders in 41 small teams from 36 schools participated in these programs. Participants engaged in ISQ's Connect&Learn in the Research in Schools Community and a new online action research course developed throughout the year as the basis of the professional learning. By the end of the year, 264 program and non-program participants had enrolled in the course. Project teams presented research findings, which included models of best practice in the area of investigation, at the November Colloquium days.

Australian Curriculum

ISQ continued its advocacy role on state and national committees reviewing the Australian Curriculum including representing ISCA on the ACARA F–12 Curriculum Reference Committee. Another initiative was the development of an Our Schools – Our Future paper, *Leading Curriculum Innovation: A discussion paper* launched in November to provide provocations as member schools consider innovative ways that curriculum implementation could be shaped within different contexts across the sector.

In 2016, ISQ's support for member schools in implementing the Australian Curriculum included the School and Curriculum Leaders' Briefings and Workshops held each semester throughout the state. ISQ continued to support implementation of the Australian Curriculum through teachers having opportunities to attend social moderation gatherings in order to discuss student work and develop consistency in the judgments they make about grades. Overall, almost 3,000 school leaders and teachers attended events related to Australian Curriculum in 2016. Professional learning opportunities were provided for a range of teachers and administrators including support for small schools across the sector and support with the curriculum for schools with a focus on Aboriginal and Torres Strait Islander students. Some member schools were also supported individually in 2016 as they adapted current curriculum offerings to the Australian Curriculum for the purposes of accreditation requirements.

State and National Targeted Funding

During 2016, ISQ administered approximately $30 million in grant payments relating to Federal and State Government programs. The programs covered a range of government priorities including teacher and school leadership, students with disability, vocational education and training, school chaplaincy, disengaged students and children in the care of the state. The Australian Government's Students First Support Fund continued to provide funding for 29 specific projects and activities and supported the provision of information and advice to independent schools in each of the reform areas.

A breakdown of individual programs and funding allocations administered by ISQ are detailed in the 2016 ISQ Financial Statements.

The national Transforming the Education Digital Supply Chain (TtEDSC) project jointly managed by ISQ and AISNSW continued its growth and evolution in 2016. The project offered live virtual events to students, staff and parents of independent schools Australia wide. There were 134 events offered in 2016, including professional learning webinars for staff, virtual excursions for students and six parent webinars on student wellbeing topics. At the end of the calendar year individual membership had topped 2,850 with 50 percent of these being member school staff.

On top of the content events, TtEDSC ran the first National Virtual Debating Competition using video conferencing. It was highly successful with 35 schools, 64 teams and a team of adjudicators all communicating from different geographic locations in six states. There were 70 debates conducted and NGS Super was the platinum corporate sponsor.

In 2017, the project will become the Independent Schools Digital Collaboration Network (ISDCN) and will no longer be supported by federal funding.

Faith Lutheran College

Genesis Christian College

Students with Disability

ISQ continued to provide extensive support for member schools in relation to students with disability. ISQ facilitated targeted grants to schools supporting students with disability through the Queensland Government Education Adjustment Program (EAP). Workshops were conducted to help school staff determine eligibility and develop and implement appropriate adjustments and programs for students deemed eligible under the EAP. Schools were able to access support and advice through phone, email and focus updates.

2016 was the second mandated Nationally Consistent Collection of Data on School Students with Disability (NCCD). ISQ enhanced support for schools in relation to the NCCD through school leader briefings and local network meetings, as well as face-to-face NCCD workshops for teachers, school administrators and learning support staff. These sessions were intended to support a consistent process for our schools.

In 2016, ISQ commenced the delivery of two online training courses for member schools under licence from Online Training Australia, "Understanding Dyslexia and Significant Difficulties in Reading" and "Understanding and Supporting Behaviour".

Vocational Education and Training

Vocational Education and Training (VET) is part of the curriculum in the majority of independent schools with upper secondary enrolments. Australian Government funding is provided on a yearly basis to support school-based apprenticeships and traineeships and other VET activities. Some funding is also available for school staff to undertake the Certificate IV in Training and Assessment and the Certificate IV in Career Development. In 2016, more than 10,000 VET certificates were awarded to students enrolled in independent schools and the number of young Indigenous students participating in apprenticeships and traineeships increased. VET qualifications can be delivered by the school as a registered training organisation or through other providers including TAFE.

Aboriginal and Torres Strait Islander Education

In 2016, ISQ recorded a notable increase in engagement from schools with Indigenous students. Increased engagement also came from schools with no Indigenous student enrolments wanting to improve teacher professional development in the Australian Professional Standards for Teachers APSTs 1.3, 1.4 and 2.4 i.e. supporting Indigenous student learning and embedding Indigenous perspectives in the curriculum.

In 2016, tailored consultancy assistance was provided to 12 schools. More than 150 teachers and school leaders from 106 schools participated in a suite of professional learning events including Indigenous Bandscales training and moderation sessions in Brisbane and Townsville and a two-day professional development event on Aboriginal and Torres Strait Islander Assessment and Curriculum. A highlight of 2016 was the provision of three new support events: Indigenous Teacher Aide Cert III Training, an Indigenous school leaders mentoring group and an additional curriculum planning day supporting schools to embed Indigenous content into Numeracy planning. In 2016, this school support was complemented with the launch of an online module "Partnering with Local Indigenous Communities" to assist schools to improve a whole school approach to improving cultural awareness and school-community partnerships.

Governance and School Services

In 2016, ISQ continued to provide a range of support, training and targeted services to enhance school leadership, management and governance while keeping schools up-to-date and compliant across a broad range of policy and operational changes.

Governance Services

How schools are governed and managed is critical to their success. More than 2,200 dedicated individuals are estimated to serve on school boards in independent schools. ISQ continued its role in providing training and support to boards to undertake a complex array of responsibilities in areas including: strategic planning, risk management, finances, compliance, stakeholder communication and management and educational requirements. ISQ continued to expand and strengthen its flagship Governance Services program and recorded overall participation by 79 schools (39 percent of the sector).

Achievements during 2016 included:

- publication of the final (fifth) governance research paper which included the development of the "Good School Governance Pledge"; the compilation and release of all five papers (including the data summary paper); the publication of a governance paper on *New Approaches to Strategic Thinking for Independent Schools* in August 2016.

- nine short courses of the Independent Schools Governance Program Short Course (including one in a regional area), and short course delivery to three school whole boards based on their specific requirements.

- the facilitation of three board reviews as well as working with three schools to develop comprehensive strategic plans.

- continuation of the provision of resources and advice to school governors on an individual school basis; development of a governance resources and materials space on the ISQ website accessible to school governors.

- the annual Governance Forum had as its focus "Know your business" with speaker topics including demographic trends, the key relationship between the board and the principal, the changing landscape of Australian education and the "Good School Governance Pledge".

- hosted two governance BoardCast breakfasts and a Twilight Chat for governors and school leaders to provide networks and relevant information and thought leadership on current governance issues and trends.

- facilitated board induction for a grouping of school board members of a system.

- a review of the Governance Services program. The review was undertaken in order to provide an evaluation of the content and up-take by schools and to inform future development and implementation of the program.

Employee Relations

ISQ provides comprehensive support to schools in the area of employee relations, industrial relations and human resources management. Services include strategic advice, as well as operational level support, professional development, enterprise bargaining negotiations and representation at employment tribunals to resolve legal claims against members. Online resources such as employee relations guidelines, templates, factsheets and checklists were expanded in 2016, as the demand by member schools for services continued to increase. There was a 37 percent increase in the number of individual cases dealt with by the Employee Relations team (747 in 2016 compared with 547 in 2015). The ISQ employee relations service engaged with around 60 percent of members, or 118 schools, in 2016. This reflects the complexity of the area of employee relations and the confidence that members have in ISQ's in-house expertise. ISQ also continued to work with the Associations of Independent Schools in New South Wales, South Australia, Tasmania, Victoria and Western Australia on the ongoing review of federal modern awards.

School Business Management

In 2016, ISQ continued to provide expert support, updates, training and resources, including templates, handbooks and factsheets across major and topical areas of compliance and business management.

ISQ continued to provide high quality regulatory and compliance responsiveness, with the areas of policy implementation, child protection and student attendance reported as being key in 2016. The newly developed online Child Protection training module (released in January) was completed by 2,940 independent school staff in 2016.

The school business management area delivered professional development through two face-to-face training events and seven virtual events focusing on school operations, as well as six virtual and face to face training events focussed on employee relations. The policy review service was used by 15 schools in 2016. ISQ also undertook school administration structure reviews for five schools.

Early Childhood

ISQ provided advice and support for the establishment of new early childhood services, administered funding through the Independent Schools Queensland Central Governing Body (ISQ CGB) for member kindergarten services, supported services to meet state and federal regulatory requirements, and delivered a suite of professional learning opportunities for early childhood educators, including a focus on Transition to School.

The Age Appropriate Pedagogies Program was piloted in a number of member schools in 2016. The program specifically supported Prep teachers to gain the knowledge and skills to be leaders in implementing effective approaches to learning and teaching in the early years.

In addition to the facilitation of learning and the opportunity to share and network with early childhood colleagues through workshops, program days and a forum, ISQ provided further support to services by phone, email, virtual delivery and face-to-face (school visits) as required.

International Education

ISQ provided advice, updates, resources and professional development for legislation and regulation compliance for CRICOS registered schools, recruitment of long and short term overseas students, internationalisation of schooling and development of Global Citizenship Education programs. ISQ contributes to the national and international education agenda by working closely with ISCA and the International Education Association of Australia (IEAA).

Organisational Capability

Building the capability and capacity of ISQ to respond to contemporary challenges and forward plan to meet emerging member needs remains a priority.

Human Resources

A varied staffing profile with diverse skills ensured the delivery of a wide range of quality membership services. ISQ staffing numbered 54 for the 2016 year. ISQ also engaged a number of consultants to support its work particularly in supporting member schools.

The Professional Development Bank which provides for staff professional learning and career development continued in 2016. A review of the Professional Development Bank was undertaken in 2016 with a planned shift to a whole of organisation professional development program to be commissioned for 2017. Additionally, ISQ staff continue to access a wide range of professional development to maintain their knowledge and skills relevant to their roles.

Facilities

ISQ House

A number of initiatives have been put in place to improve the "eco-friendliness" of the ISQ Head Office – ISQ House. After adopting several efficiency measures, ISQ House has seen an average monthly energy use reduction of 30 percent compared to 2015. This has resulted in significant financial savings, plus recognition from Chamber of Commerce and Industry Queensland by being awarded a One Star Ecobiz Partnership.

Professional Learning Centre

The Professional Learning Centre (PLC) is a world class training facility for ISQ members. The facility hosted 133 professional learning events with an additional 41 other events such as internal and external meetings, attracting almost 5,000 attendees in 2016.

Information and Communication Technology

ISQ continued to review its current Information and Communication Technology (ICT) and moved more services to the cloud in 2016. Also, ISQ replaced hardware for downsized internal servers, introduced a VoIP Telephone system plus upgraded network equipment. ISQ decommissioned a dedicated server room which significantly reduced its environmental impact in 2016. This, and other economy measures, secured ISQ a Green Star energy rating for business. A new internet service provider was configured with impressive speeds of delivery to both sites (ISQ House and PLC), to support ongoing needs of virtual delivery and access to multiple cloud services.

Online Collaboration and Learning Management System

ISQ's learning management system (LMS), Connect&Learn, assists staff at member schools to learn and connect through innovative, research-based online learning and contains a wide range of courses and communities that are engaging, dynamic and collaborative in nature.

The online course catalogue contains more than 30 modules covering a wide variety of subject areas such as: action research; quality assessment; coaching; educational data; compliance; leadership; Literacy and Numeracy; and NLLIA ESL Bandscales.

ISQ Connect&Learn also contains 28 dynamic and engaging community spaces that are regularly accessed by educators and leaders and contain numerous resources and workshop materials. The communities also allow learners to share and discuss teaching practice, leadership, latest research and government requirements that impact the classroom.

Relationship Management System

ISQ engaged Associated Membership Software (AMS) in 2015 to work with ISQ to define and design a relationship management system (RMS). The first phase of this project has been completed and in 2016 staff transitioned to the new platform for contact management, project information management and member relationship information management. Development in 2017 will focus on the new website and events system offering an improved environment for interaction with members.

Membership

Membership continues to grow in line with the demand and supply of new schooling services across Queensland.

Member Schools

The number of member schools rose to 203 by the end of 2016. The makeup of the membership included 198 independent schools (117,880 total enrolments) and five Catholic schools (3,031 total enrolments). Together these member schools catered for 120,911 students from Prep to Year 12, or 15 percent of all school students in the state. All non-Catholic independent schools in Queensland are members of the association.

Member schools are representative of the diversity of students and families living in Queensland communities (refer Table 1). More than half of all Queensland independent schools serve communities with average or lower income families.

Over the past 10 years membership has increased by 13 percent with an extra 26 schools joining ISQ over this period (refer Chart 1).

Member Engagement

ISQ continued to improve and strengthen its communication and engagement with member schools through a range of formats including, weekly e-news information updates, strategic briefings from the Executive Director, focus area updates and social media. This regular communication was supported by face-to-face meetings with ISQ staff making more than 470 visits to 152 schools including 24 new principals in 2016.

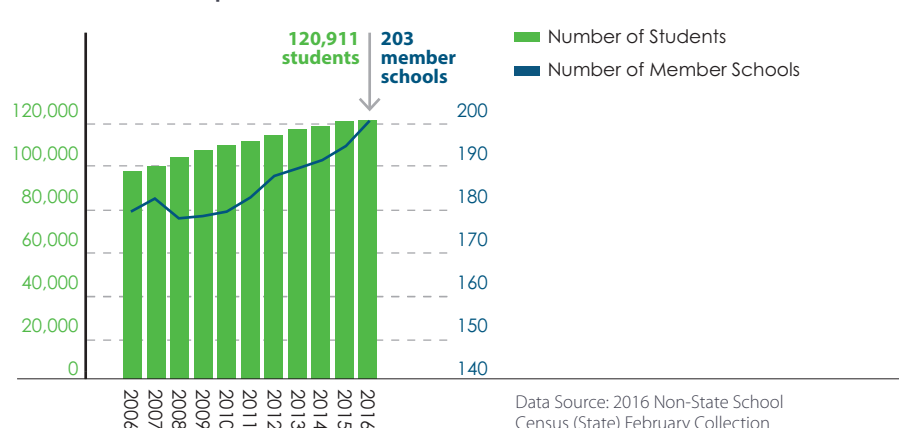**Table 1: Member School Characteristics, 2016**

CATEGORY	SUB-CATEGORY	NUMBER OF MEMBER SCHOOLS	STUDENTS AT MEMBER SCHOOLS	
			NUMBER	PERCENT
School Structure Type	Combined (Primary & Secondary)	149	108,065	89.4%
	Primary	24	4,096	3.4%
	Secondary	26	8,482	7.1%
	Special	2	202	0.2%
School Gender Type	Co-ed	180	100,266	82.9%
	Female	13	10,674	8.8%
	Male	9	9,971	8.2%
Type of Students	Boarding	35	3,959	3.3%
	Fee Paying Overseas	78	1,525	1.3%
	Distance Education	7	2,583	2.1%
	Indigenous	188	4,156	3.4%
	Students with Disability	181	3,171	2.6%
	English as Second Language	114	5,420	4.5%

Member Publications

ISQ published and produced a range of documents to keep members updated on current policy issues and debates as well as contemporary education research and thinking, including:

- **Catalyst: Research and Innovation in Independent Schools** featured research in areas including mentoring early career teachers, improving student retention and assessing digital innovation in schools. Due to the high number of research articles received for Catalyst, a special third edition was created in 2016. This is testament to the amount of rigorous and research-based work that is occurring in Queensland independent schools.

- **Briefings** was published 10 times with each edition incorporating an opinion article by ISQ's Executive Director on a current policy issue and a topical research article written by a senior ISQ staff member.

Chart 1: Membership 2006-2016

120,911 students   203 member schools

Legend: Number of Students; Number of Member Schools

Data Source: 2016 Non-State School Census (State) February Collection

Members

(as at 31 December 2016)

A. B. Paterson College

Aboriginal and Islander Independent Community School

Agnew School

All Saints Anglican School

All Souls St Gabriels School

Alta-1 College

Ambrose Treacy College

Ananda Marga River School

Angelorum College

Anglican Church Grammar School

Annandale Christian College

Arcadia College (Varsity Lakes)

Arethusa College

Australian Christian College – Moreton

Australian Industry Trade College

Australian International Islamic College

Australian Technology and Agricultural College

Australian Trade College North Brisbane

Autism Queensland Education and Therapy Centre

Bayside Christian College Hervey Bay

Bethania Lutheran Primary School

Bethany Lutheran Primary School

Blackall Range Independent School

Blackheath and Thornburgh College

Border Rivers Christian College

Brisbane Adventist College

Brisbane Boys' College

Brisbane Christian College

Brisbane Girls Grammar School

Brisbane Grammar School

Brisbane Independent School

Brisbane Montessori School

Bundaberg Christian College

Burdekin Christian College

Burnett Youth Learning Centre

Caboolture Montessori School

Cairns Adventist College

Cairns Hinterland Steiner School

Caloundra Christian College

Caloundra City Private School

Calvary Christian College

Calvary Christian College – Townsville

Cannon Hill Anglican College

Canterbury College

Carinity Education – Glendyne

Carinity Education – Rockhampton

Carinity Education – Southside

Carlisle Adventist Christian College

Carmichael College

Central Queensland Christian College

Chinchilla Christian College

Christian Outreach College

Citipointe Christian College, The Christian Outreach College Brisbane

Clayfield College

Concordia Lutheran College

Cooloola Christian College

Coolum 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 Community Hub

Immanuel Lutheran College

Inala Flexible Learning Centre

Ipswich Adventist School

Ipswich Girls' Grammar School

Ipswich Grammar School

Islamic College of Brisbane

Jabiru Community College

John Paul College

Jubilee Christian College

Kairos Community College

Kimberley College

King's Christian College

Lighthouse Christian School

Living Faith Lutheran Primary School

Livingstone Christian College

Lourdes Hill College

Lutheran Ormeau Rivers District School

Mackay Christian College

Maridahdi Early Childhood Community School

Matthew Flinders Anglican College

Montessori International College

Moreton Bay Birali Steiner School

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

Ormiston College

Pacific Lutheran College

Parklands Christian College

Peace Lutheran College

Peace Lutheran Primary School

Peregian Beach Community College

Pine Community School

Prince of Peace Lutheran College

Queensland Independent College

Radiant Life College

Redeemer Lutheran College – Biloela

Redeemer Lutheran College – Rochedale

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

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

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 Rockhampton Grammar School

The School of Total Education

The SCOTS PGC College

The Southport School

The Springfield Anglican College

Tom Quinn Community Centre Alternative School (Bungara 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 – Slade Campus

West Moreton Anglican College

Westside Christian College

Whitsunday Anglican School

Whitsunday Christian College

Wisdom College

Yarranlea Primary School

YMCA Vocational School

Alliance Partners

In 2016, ISQ continued its relationship with a select number of commercial alliances. Commonwealth Bank maintained its Platinum Alliance, NGS Super maintained its Gold Plus Alliance. Smart Teachers Smart Leaders joined as a Gold Alliance partner in 2016, with QIEC Super and Medibank Private continuing as Silver Alliance partners. Willis Australia continued as a Bronze Alliance partner in 2016.

CommonwealthBank

PLATINUM ALLIANCE

The Glenleighden School

ngs
Super

GOLD PLUS ALLIANCE

.smart.
TEACHERS
part of tes

GOLD ALLIANCE

Arethusa College

Ipswich Grammar School

The Springfield Anglican College

Brisbane Boys' College

Coomera Anglican College

SILVER ALLIANCE

BRONZE ALLIANCE

ISQ Secretariat

(as at 31 December 2016)

Executive

David Robertson – Executive Director

Helen Coyer – Deputy Executive Director and Director (Operations)

Mark Newham – Director (Education Services)

Shari Armistead – Director (Strategic Relations)

Elana Heyes – Executive Assistant

Education Services

Josephine Wise – Assistant Director (Education Services)

Pauline Kenzler – Manager (Education Services)

Trish Brady – Manager (Student Services)

Suzanne Jessen – Manager (Teacher Quality)

RoseMarie Koppe – Education Services Officer (Aboriginal and Torres Strait Islander Education)

Stephen Barnes – Education Services Officer (School Improvement)

Jacky Dawson – Education Services Officer (Student Services)

Pene Bancroft – Education Services Officer (Students with Disability)

Kate Crowe – Education Services Officer (Teacher Quality)

David Grimes – Education Services Officer (Teacher Quality)

Marnie Parker – Education Services Officer (VET)

Lauren Ashmole – Project Coordinator (Education Services)

Chris Hampson – Administration Officer (Education Services)

Jenny Broadley – Administration Officer (Education Services)

Organisational Services

Wendy Murphy – Assistant Director (Finance and Business Improvement)

Tom Meredith – Manager (Facilities and Events)

Shane Mortimore – Manager (ICT)

Cassandra Walsh – Manager (Relationship Management System)

Kendry Corcut – Administration Officer (Accounts)

Jenny Brunne – Administration Officer (Organisation Services)

Tess Hazlehurst – Administration Officer (Organisation Services)

Julia McPaul – Administration Officer (Organisation Services)

School Services

Ashley Uren – Assistant Director (Employee Relations)

Judy Young – Assistant Director (School Services)

Mariana Lane – Project Manager (International Education)

Ray Kelly – Senior Advisor (Employee Relations)

Tracey Coombes – Senior Advisor (Employee Relations)

Grant Williamson – School Services Advisor

Rebecca McKinnon – School Services Advisor

Helen Gabriel – School Services Advisor

Courtney Downward – Assistant School Services Advisor

Strategic Relations

Allan Guse – Principal Advisor (Strategic Resourcing)

Dr Deidre Thian – Principal Consultant (Research)

Justine Nolan – Senior Advisor (Public Affairs)

Len McCarthy – Analyst (Schools Funding)

Claire Power – Manager (Communications)

Wilson Bambrick – Web and Multimedia Content Officer

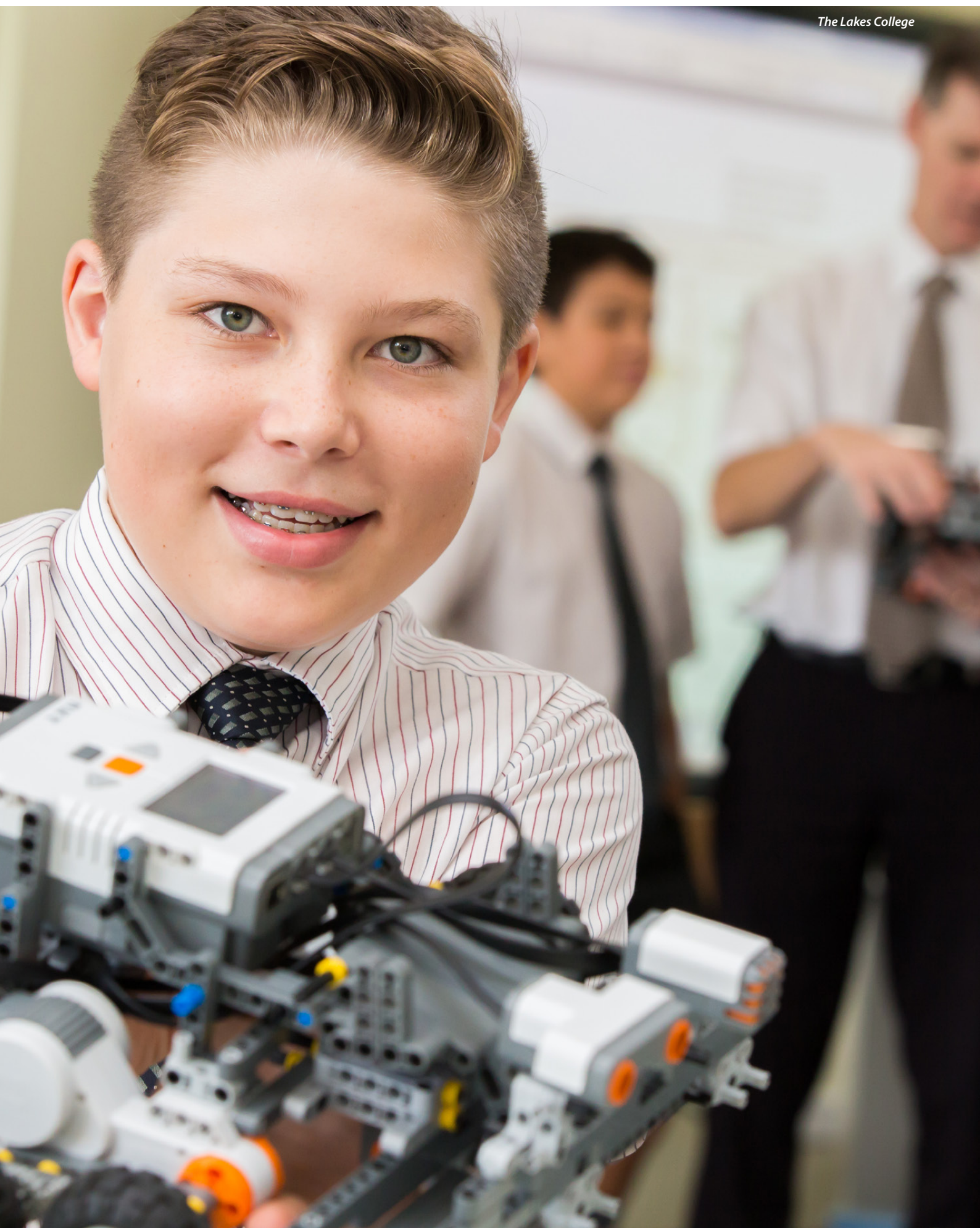Natalie Kingcott – Publications and Design Officer

Teaching & Learning Services

Leigh Williams – Assistant Director (Teaching and Learning)

Jenene Rosser – Executive Manager (Curriculum and Assessment)

Kristina Samios – Manager (Teaching and Learning)

Madeleine Green – Manager (eLearning and Educational Technologies)

Ian Quartermaine – Program Manager (ISDCN)

Alison McRae – Project Officer (NAPLAN and Educational Data)

Kathy Harris – Education Services Officer (STEM and Languages)

Rebecca Harris – Education Services Officer (Coaching and Numeracy)

Leigh Witney – Education Services Officer (Teaching and Learning)

Silvia Parada – Project Coordinator (Teaching and Learning)

Loree Wilkinson – Administration Officer (Teaching and Learning)

Queensland Independent Schools Block Grant Authority

Dr Grant Watson – General Manager/Company Secretary

Rod Morris – Executive Officer

Kylie Burnett – Executive Officer

Magi Huang – Finance Officer

Tiffany Lee – Senior Administration Officer