

Annual Report **2019**



PREFACE

The disruptions experienced by education systems and economies locally and globally in 2020 would have been inconceivable six months ago.

The challenges communities confronted and continue to confront as a result of the global coronavirus (COVID-19) pandemic make this annual report an important one.

While it is difficult to reconcile the 2019 school year achievements and reflections documented in this 2019 annual report with our current reality, it serves as a line in the sand of school life pre-COVID-19.

Our world has experienced a seismic shift. The COVID-19 pandemic has forever altered the way we live, work and learn.

We retreated to our homes to protect our most vulnerable, our communities and ourselves.

Despite international efforts, the virus has exacted a devastating global human and financial toll that we are yet to fully comprehend. No life, or industry has been untouched.

Independent Schools Queensland (ISQ) recognises the immense challenges facing member schools and their communities. We are realigning our services and support to meet your immediate needs and the sector’s future strategic priorities.

We would like to take this opportunity to pay tribute to you – our member schools – for your extraordinary leadership, innovation, creativity, collaboration, dedication, generosity and compassion during this unparalleled period in our history.

Our political leaders were adamant the education of Australian children would not be a casualty of this crisis and independent schools responded.

You have used your unique autonomy to pivot quickly, to reimagine centuries-old approaches to schooling in order to maintain student learning. ISQ is proud to serve you; to walk alongside you as an advocate, partner and critical friend.

We will document and reflect on the impact of this challenging period in our 2020 Annual Report.

ISQ AGM

Members are invited to attend the 2020 ISQ Annual General Meeting.

Date: Wednesday 29 July 2020

Location: ISQ Professional Learning Centre, Level 5, 500 Queen Street, Brisbane

Register: www.isqconnectandlearn.qld.edu.au to attend face-to-face or via webinar.

2019
ANNUAL REPORT

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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.



By the Numbers

MEMBERSHIP

219 member schools

130,036 member school students

124,915
independent school students

5,121
students at 6 Catholic schools

152 combined primary & secondary schools

26 primary only schools

37 secondary only schools

4 special schools

194 co-educational

16 girls only schools

9 boys only schools

84 SCHOOLS
EDUCATING
FULL FEE PAYING
OVERSEAS STUDENTS

203 SCHOOLS
WITH INDIGENOUS
STUDENTS AND
9 MAJORITY
INDIGENOUS
SCHOOLS

198 SCHOOLS
RECEIVE FUNDING
TO SUPPORT
STUDENTS
WITH DISABILITY

20 SPECIAL
ASSISTANCE
SCHOOLS
CATERING FOR
DISENGAGED
STUDENTS

125
APPROVED
KINDEGARTEN
PROGRAMS



Independent
Schools in
37 Local
Government
Areas

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

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

**10 SCHOOLS
OFFERING
DISTANCE
EDUCATION**

**36 SCHOOLS
PROVIDING
BOARDING**



ENGAGEMENT

PROFESSIONAL LEARNING & EVENTS

- 145 face-to-face events at ISQ Professional Learning Centre
- 95 events held regionally
- 11,000+ ISQ Connect&Learn online learning users

MEMBER ENGAGEMENT

- 173 school staff benefited from ISQ marketing/ advancement/media issues management professional development
- 144 school staff are members of ISQ's School Marcomms Network Facebook group
- 75 instances of ISQ-supported member school media/social media profiling

MEMBER COVERAGE

- 739 media mentions
- 71 media releases/statements
- 866 tweets/retweets
- 3,042 Twitter followers
- 160 LinkedIn posts
- 3,327 LinkedIn followers

SCHOOLS PICTURED FROM LEFT

YMCA Vocational School
All Saints Anglican School
Djarragun College
Fraser Coast Anglican College
The Glennie School

The Value of Independent Schools

Every year Queensland independent schools – led by their inspiring, experienced and passionate staff – enrich the lives of the children they teach and the communities they serve.

Some schools have been delivering on their education missions for more than 150 years – while for others 2019 has been their inaugural year.

Underpinned by parental trust and confidence, independent schools continue to inspire a love of learning in their youngest students and to realise the potential in their oldest.

The value of the independent sector – to schooling, the community, society, the economy and the future – is considerable and worthy of its own story.

Pictured: Coomera Anglican College



CHOICE AND DIVERSITY

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



COMMUNITY CONNECTION

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



VALUE TO SOCIETY

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



ECONOMIC BENEFITS

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



EDUCATION INNOVATION

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

Chair's Report



KAREN SPILLER OAM CF

School spirit is a unique and extraordinary quality that uplifts communities. It's the intangible "feel" many parents describe when visiting a school, such as the way students and staff greet each other in the office and playground, the spine-tingling war cry at a sports match or the heartfelt send-offs for graduates.

PARENTS VALUE SCHOOL CHOICE

Queensland parents are drawn to the lived culture of a school community. They also value the breadth of opportunities, quality of teaching, disciplined environment and emphasis independent schools place on supporting children to achieve their individual potential. Parents have consistently identified these factors among their top reasons for entrusting the education of their children to independent schools, according to Independent Schools Queensland's (ISQ) long-running *What Parents Want* survey.

The findings from the fourth ISQ survey were released in 2019, providing detailed insights into the time parents spend, sources they rely on and factors that ultimately influence their choice of school. The survey of 3,638 parents from 115 independent schools found that despite more parents weighing up their education choices across all three schooling sectors, particularly since the Global Financial Crisis, independent schools can take confidence from the fact that these well-informed and researched parents chose our schools. I encourage members to re-visit the key findings and detailed full survey report.

This choice is confirmed in the continued growth in ISQ's member schools, according to the Non-Government Schools Census (Commonwealth) August collection. Over the past 10 years ISQ's school membership base increased by 43 schools (24%) rising from 176 schools in 2009 to 219 schools in 2019. This includes six Catholic member schools. During the same period student enrolments at member schools increased by 22%, up from 106,160 students in 2009 to 130,036 in 2019.

RESILIENCE IN THE FACE OF NATURAL DISASTERS

Every year, school communities are adept at responding to a wide variety of human, financial, social and environmental challenges. In 2019, Mother Nature tested the fortitude of many schools, when towns and neighbourhoods across various parts of the state faced unprecedented flooding, drought and bushfires. Independent school communities rallied together to support those in need, inside and beyond their own school gates.

ISQ gathered stories from independent school communities impacted by the catastrophic North Queensland floods and the ongoing drought affecting two-thirds of the state and shared these with Federal Education Minister Dan Tehan. The Australian Government listened and responded swiftly to the needs of our member schools and those around the state and

nation, announcing \$4 million in special circumstances funding for non-state schools impacted by the floods in the state's north and \$15 million for school and early education and care communities experiencing hardship from the drought.

Many member schools in these impacted communities have been providing record levels of support to families in the form of tuition and boarding fee remissions and counselling services. Schools recognise the critical anchor a stable school environment is in a child's life and work closely with parents and carers to maintain this vital education continuity.

CHAMPIONING THE SECTOR

ISQ is well respected for its advocacy which is evidenced by its regular engagement with Federal and State Education Ministers and politicians from both sides of politics. While some of the important advocacy work ISQ undertakes on behalf of member schools is public facing, a large part occurs behind the scenes.

This quiet but critical work occurs every day on issues such as school funding, teaching and learning, Indigenous education, students with special needs, curriculum and vocational education and training. In 2019, ISQ represented member school interests on more than 80 boards, committees, working groups and advisory bodies. It also lodged seven formal submissions to federal and state reviews and inquiries into education policy areas such as early education, NAPLAN, religious freedom, senior secondary pathways, modern school sector awards and a new declaration on the national goals of schooling.

Leading Advocacy is one of five key Strategic Focus areas guiding ISQ's work on behalf of member schools. The remaining areas – Services and Support, Research and Policy, Engagement and Growth, and Organisational Capability – complete ISQ's 2018-2020 Strategic Plan.

STRONG GOVERNANCE

Good governance is about maintaining a firm grasp on the present while also attempting to lasso a shifting future. ISQ's 12-member Board, which I am proud to lead alongside Deputy Chair Dr Lynne Doneley, continually reflects on the landscape in which schools operate and how best ISQ can strategically support members to deliver on their education missions.

At the 2019 ISQ Annual General Meeting, three new Directors were appointed to the Board – Dr Alan Campbell, Headmaster at Anglican Church Grammar School, Dennis Mulherin, Executive Director of Lutheran Education Queensland and Mark Foster,

Chairman of St James Lutheran College Council. Ros Curtis, Principal at St Margaret's Anglican Girls School, was also reappointed to the Board.

Several months after Mark's appointment, it was with deep sadness that we learned of his passing. Our thoughts and sincerest wishes remain with his family.

I would like to thank retired Board Directors Dr Steve Austen, Yvonne Packbier and Jane Schmitt for their valued contributions during their directorships. I would also like to acknowledge the valued work of the various committees appointed by the Board, their Chairs and dedicated members. ISQ's Board-appointed Education Committee is chaired by Dr Phillip Moulds, Headmaster at The Rockhampton Grammar School and its Finance Committee is chaired by Geoff McLay, Principal at West Moreton Anglican College.

Careful financial stewardship is a key pillar of organisational success. Under the Board's careful financial management ISQ ended 2019 with a positive balance sheet. From total turnover (including the management of Australian and Queensland Government Programs) of approximately \$43.2 million, the organisation's surplus for the year to 31 December 2019 was \$660,852. ISQ is exempt from paying income tax.

VOTE OF THANKS

As this report demonstrates, the breadth and depth of ISQ's work, events and touch points with its broad and diverse membership base are extraordinary. Like schools, the volume of work ISQ powers through in a year is staggering, particularly when you consider these numbers: it is an organisation of just 58 staff supporting 219 member schools with more than 16,000 staff.

I would like to thank Executive Director David Robertson for his leadership of ISQ, supported by his executive team and dedicated and passionate staff who strive every day to deliver on the organisation's mission to promote, support and develop independent schooling in Queensland.

Education is one of the most rewarding, inspiring and generous sectors to work in. I am deeply proud of ISQ's Board and staff and of the contribution member schools make to the lives and futures of Queensland students. There is no greater privilege than to nurture and shape the educational lives of this state's children and young people.

KAREN SPILLER OAM CF

CHAIR

INDEPENDENT SCHOOLS QUEENSLAND

Executive Director's Report



DAVID ROBERTSON

Research released by Independent Schools Queensland (ISQ) in 2019 confirmed two critical areas of importance for member schools – that an independent school education is esteemed by families, and that significant numbers of new independent schools and classrooms will be needed into the future to maintain this education choice.

MAINTAINING EDUCATION CHOICE

The first ISQ-commissioned report published at the start of the school year, the *What Parents Want* survey confirmed that independent schools are continuing to win the hearts and minds of parents, despite more families assessing their education options in all sectors. The confidence and trust parents have in member schools is a credit to the leadership, quality teaching, breadth of education programs and culture of learning at your institutions.

The second report published in October, *Independent Schools Infrastructure: Planning to Maintain Choice*, projected that an additional 21 new Prep-Year 12 independent schools and 622 extra classrooms, at a total cost of \$1.25 billion, would be needed by 2036 to give families the same access to an independent school education as they enjoy now.

New independent schools are forecast to be needed from the northern Gold Coast, west to Ipswich and north to the Sunshine Coast. Two new growth areas – North Lakes and the Sunshine Coast Hinterland – were also identified in the report, which was based on updated State Government population projections.

Independent school communities fund the overwhelming majority of new and upgraded school infrastructure with some government support. This reduces the cost burden on governments and therefore taxpayers. ISQ acknowledges the capital funding provided by the Queensland Government to the sector and will be advocating for this important contribution to continue in the lead up to the next state election in 2020.

POLICY, POLITICS AND PROFESSIONAL LEARNING

ISQ's infrastructure and parent survey reports bookended a busy year of policy and political announcements and professional development opportunities that sought to sharpen and extend the professional skillsets of member school leaders and staff.

Federally ISQ welcomed the reappointment of Dan Tehan as Minister for Education following the Morrison Government's re-election in May 2019. It was heartening to see Minister Tehan and the Australian Government respond quickly to member schools who had been impacted by the unprecedented North Queensland flood event and to provide special circumstances funding for schools impacted by the state's ongoing drought.

ISQ continued to advocate strongly for member schools as the Australian Government took steps towards

finetuning the implementation of its new Direct Measure of Income (DMI) funding arrangements for non-government schools. ISQ recognises that while the new methodology to calculate parental capacity to contribute will benefit many schools, a significant number, particularly in regional Queensland, will be negatively impacted. These are important issues that ISQ will continue to prosecute with the Minister and local Members of Parliament on behalf of member schools.

Moving from politics to professional learning, member schools were challenged to “think next” at ISQ’s May biennial state forum and later to share their “big ideas” at a July summit. For the sector’s senior school curriculum leaders and teachers, years of preparation and planning for the state’s new Queensland Certificate of Education (QCE) saw schools with secondary provision balance Year 12s finishing under the existing senior system and Year 11s starting the new QCE.

The calibre of teaching expertise and innovation in member schools is one of the sector’s great strengths. This is evidenced by parent and community feedback, local, state, national and international awards and rigorous professional benchmarks such as the Highly Accomplished and Lead Teacher (HALT) Certification program. In 2019, 28 member school teachers achieved HALT certification with ISQ. This brought the total number of HALT teachers in the sector by the end of 2019 to 56. These primary and secondary school teachers are a powerful and influential force in schools whose expertise deserves to be celebrated and leveraged for maximum impact locally and nationally.

MEMBERS COME FIRST

It is a privilege to support, promote and develop member schools. Just as students come first for schools, members come first for ISQ.

Across each of the five focus areas of ISQ’s 2018-2020 Strategic Plan, the organisation draws on its expertise in teaching and learning, school operations, as well as its networks of national and international education experts to support member school governors, leaders and teachers in all facets of their roles.

As an organisation it is humbling to achieve 100% member satisfaction. Results of ISQ’s sixth triennial membership survey in 2019 confirmed this rating. It also confirmed 99% of members believed ISQ was a respected peak body that represented the needs and interests of member schools. According to the survey, members saw ISQ’s main role as a specialist professional learning provider.

The provision of tailored and timely professional learning across all areas of school operations and governance is one of ISQ’s key strengths. In 2019, ISQ staged more than 250 face-to-face and online events attended by more than 2,600 member and sector school staff. By the end of 2019 members could also access more than 80 online modules across a wide range of areas from governance to child protection, with registered users of ISQ’s Connect&Learn online learning and events management platform exceeding more than 14,000 users.

ISQ’S HUMAN CAPITAL

Current and future member needs drive ISQ’s work. In turn ISQ is powered by human capital. Every staff member takes a member-first approach to their roles which comes through in the positive and gracious feedback member schools share with me on a regular basis. I am thankful for the professionalism, commitment and good humour of the ISQ team – about 1 in 5 of whom have served 10 or more years with the organisation.

I would also like to extend my sincere thanks to ISQ’s 12-member Board, led by Chair Karen Spiller OAM and deputy Dr Lynne Doneley, for its strategic leadership and ongoing support.

The end of 2019 saw the sector farewell the inaugural Executive Officer of the Queensland Independent Schools Parents Network (QIS Parents Network), Sue Kloeden. Sue was a dedicated and generous education leader who established the QIS Parents Network as a recognised and respected representative body for the parents of independent school children. We thank Sue sincerely for her contributions over the past five years and warmly welcome the new Executive Officer, Justine Cirocco.

Each year the education landscape changes as new schools, leaders, staff and students enter the sector, new ideas and education approaches are adopted and students graduate from the sector. This year saw the state’s historic first group of Prep students finish their 13th year of schooling. The departure of this smaller than usual cohort of students sets the scene for an enrolment spike and return to full year levels in 2020. We look forward to bringing you the next instalment of Queensland’s infinite education story in 2020.

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 2019 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 CF (Chair)
John Paul College
Principal

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

Dr Steven Austen (Director)*
Whitsunday Anglican College
Business Manager

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

Richard Brown (Director)
Toowoomba Christian College
Principal

Dr Alan Campbell**
Anglican Church Grammar School
Headmaster

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

Mark Foster (Director)#
St James Lutheran College
Chair

Leisa Harper (Director)
Former School Principal

Geoff McLay (Director)
West Moreton Anglican College
Principal

Dr Phillip Moulds (Director)
The Rockhampton Grammar School
Headmaster

Dennis Mulherin**
Lutheran Education Queensland
Executive Director

Geoff Newton
Hillbrook Anglican School
Principal

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

Jane Schmitt (Director)*
Anglican Church Grammar School
Parent Representative

EDUCATION COMMITTEE

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

Cae Ashton
Autism Queensland Education
& Therapy Centre
Principal

Damien Barry
OneSchool Global QLD
Principal/Director of Studies

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

Anthony Micallef
Brisbane Grammar School
Headmaster

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

Andrew Wheaton
Whitsunday Anglican School
Principal

Dr Tsae Wong
Trinity Lutheran 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

Dennis Mulherin

Toni Brown

REMUNERATION AND NOMINATIONS COMMITTEE

Karen Spiller OAM CF (Chair)

Dr Lynne Doneley

Geoff McLay

* Retired at the 2019 AGM on 29 May 2019

** Appointed at the 2019 AGM

*** Reappointed at the 2019 AGM

Appointed at the 2019 AGM, deceased in August 2019

Resigned January 2019

Year in Review

The 2019 year was one of exciting developments and ongoing challenges for the independent schooling sector. On the eve of a new decade, ISQ focused on remaining a united and powerful voice for member schools, and a fierce guardian of school autonomy and parental choice in schooling.

In 2019 ISQ saw robust growth and improvements in the delivery of education services to member schools and their communities. Membership grew to 219 schools with the addition of six new school (213 independent schools and six Catholic schools), all serving a diverse range of students in cities and regions across the state.

The community's trust in independent schools also continued to grow. In 2019, member schools enrolled 124,787 students – a record number for Queensland's independent school sector – representing an increase of 3.2% from 2018 to 2019 (Commonwealth Census, August 2019; ABS).

These figures are reflective of parents' confidence in the sector as they remain willing to make financial sacrifices to give their child an independent school education, believing in the quality of education and opportunities it provides.

Throughout the year, the organisation continued to fulfil the vision and goals outlined in the three-year strategic plan, which was unveiled in 2018. This year's annual report brings into focus how ISQ achieved its goals through five key strategic focus areas:

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

This report demonstrates ISQ's unwavering commitment to promote, support and develop independent schooling in Queensland. In 2019, ISQ supported the implementation of system-wide changes, including the Queensland Senior Assessment and Tertiary Entrance system (SATE), built the capacity of teachers through initiatives such as the Highly Accomplished and Lead Teacher program, and remained a tireless and vocal advocate for state and federal government funding and regulatory arrangements affecting the independent school sector. Moreover, it demonstrates the organisation's vital contribution to foster the development of the sector supporting member schools to fulfil their own missions and support their communities.

Year in Review

Leading Advocacy Influential representation and advocacy

AUSTRALIAN GOVERNMENT

ELECTION

ISQ met with Queensland MPs and Senators, in Canberra and locally, in the lead up to the Federal Election. The primary purpose was to advocate strongly for member schools regarding legislation for the implementation of the new Direct Measure Income (DMI) funding arrangements for non-government schools.

ISQ also hosted a Ministerial Forum in the lead up to the Federal election giving non-state schools access to Minister Tehan.

ISQ welcomed the reappointment of Dan Tehan as Minister for Education following the Morrison Government's re-election in May. The Australian Government undertook significant technical work on the new measure, including how independent schools would transition from the current funding model. ISQ undertook its own research and modelling to inform its advocacy with the Minister and his Department on behalf of member schools.

**Federal Minister for Education
The Hon. Dan Tehan MP at the
ISQ Ministerial Forum.**

FUNDING

In 2019, ISQ actively engaged with the Commonwealth Department of Education and Minister Tehan to advocate for favourable policy settings for the transition to the new funding model (Gonski 2.0). ISQ commissioned Analyse Australia, a Queensland consultancy with expertise in modelling and statistical methods.

In March 2019, ISQ held a workshop to unpack several key issues related to the formulation and transition to the DMI funding model, which will start in 2020 and be fully implemented in 2022. The DMI is the new way to determine a school community's capacity to contribute to the costs of schooling and the discount to be applied to Commonwealth recurrent funding.

Throughout 2019, ISQ was heavily engaged in consultations and advocacy at the national level to encourage proper testing of the Government's proposals for the DMI. ISQ worked closely with the sector's peak body, the Independent Schools Council of Australia (ISCA), to seek the best outcome for the independent schools sector.

The Government decided to ease the impact of the transition from the current socio-economic status (SES) model to the DMI by delaying full commencement of the policy until the start of 2022. During 2020 and 2021, each school will be funded according to the most favourable calculation, whether that is based on SES 2011 data, SES 2016 data or the preliminary DMI scores.

ISQ values the trust and confidence its member schools place in it to advocate for the diverse needs and autonomy of the sector and to represent their views in important debates on public policy matters.





In addition to this concession for 2020 and 2021, from mid-2020, a \$1.2 billion Choice and Affordability fund has been allocated to assist schools make the transition to the Gonski 2.0 model by 2029.

SPECIAL CIRCUMSTANCES FUNDING

It was heartening to see Minister Tehan and the Australian Government respond quickly to member schools impacted by the unprecedented North Queensland flood event, and provide special circumstances funding for independent schools impacted by the state's ongoing drought. ISQ made submissions in person and in writing to the Minister to secure this funding for our schools. ISQ met with Minister Tehan in Canberra, Townsville and Brisbane. ISQ worked with members on a one-to-one basis during the application processes and supplied letters of support. Special Circumstances funding of \$2.88 million was secured for 15 independent schools affected by the North Queensland floods and more than \$5 million for 25 independent schools affected by the drought.

QUEENSLAND GOVERNMENT

FUNDING

ISQ has been an untiring advocate for increased capital funding for independent schools that rely primarily on parents and other private income sources to fund new and upgraded facilities. This perseverance resulted in a record capital commitment of some \$100 million for non-state schools in the 2019-20 Queensland State Budget. This welcomed extra funding delivers on the Government's 2017 election commitment to spend an extra \$526 million over three years on infrastructure in independent schools. 2019 was the last year of the long-standing recurrent funding model based on the 'basket-nexus' budgetary mechanism that ensured non-state school funding was tied, on a per student basis, to growth in enrolment share and the costs of schooling in the State school sector.

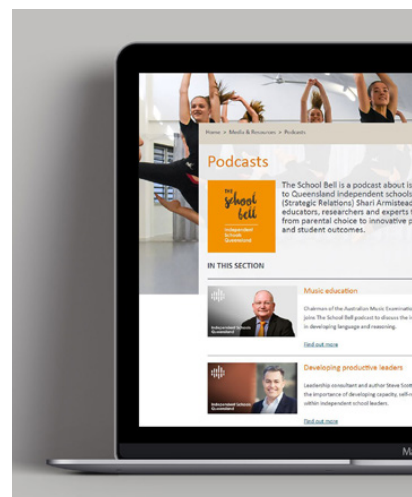
ISQ was a powerful advocate at both state and federal levels.

Above left: Karen Spiller OAM CF, David Robertson and The Hon. Grace Grace MP, Queensland Minister for Education

Above centre: During the Federal election, ISQ's social media campaign shared the benefits of independent schooling.

Above right: David Robertson, Dr Lynne Doneley, Sue Kloeden, The Hon. Dan Tehan, Federal Minister for Education.

Right: ISQ launched *The School Bell* podcast covering issues impacting schools with leading educators, experts, and researchers.



BILATERAL FUNDING AGREEMENT

The State Government's bilateral funding agreement with the Commonwealth Government, signed late 2018, opened the door to a new budgetary mechanism that will constrain future State budgets for non-state schools recurrent funding. This State funding will transition to 20% of the School Resource Standard (SRS) by 2024, beginning with 22.70% in 2019 (from 23.18% in 2018).

PRODUCTIVE WORKING PARTNERSHIP

ISQ maintained a productive working partnership with the Queensland Education Minister Grace Grace, her advisors, and key departmental officials during 2019. ISQ attended regular Term meetings with Minister Grace to discuss issues of significance to the sector, such as State funding.

ISQ hosted its annual Parliamentary reception on 17 October to connect member school leaders with Government Ministers, Opposition senior leaders, and local Members of Parliament on both sides of politics.

ISQ CONTINUED TO ACHIEVE INFLUENTIAL REPRESENTATION AND ADVOCACY THROUGH:

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

A RESPECTED VOICE FOR THE SECTOR

In 2019, ISQ maintained its strong engagement with traditional media – creating proactive media opportunities, responding to topical issues and facilitating positive media stories for member schools. In 2019, on average, each month ISQ responded to 10 media inquiries, issued six media releases/statements and featured in 62 mentions in traditional media.

ISQ continues to use its Twitter and LinkedIn social media platforms to extend the reach of its advocacy messaging and public efforts to advance the sector. In 2019, ISQ averaged 72 tweets/retweets and 13 LinkedIn posts per month which contributed to increased audiences. LinkedIn followers rose by 68% since 2018 and Twitter followers by 6% over the year.

ISQ started The School Bell podcast in mid-2019, six episodes were released over the second half of the year on topics of importance to Queensland independent schools. ISQ Executive Director featured in the inaugural episode speaking about the *What Parents Want* survey. Drones and AI expert Dr Catherine Ball, futurist Bernard Salt, leadership expert and author Steve Scott, architect Michael Banney, and Chairman of the Australian Music Examination Board Mike Tyler were all interviewed on the podcast.

ENHANCING SCHOOL MARKETING AND COMMUNICATIONS EXPERTISE

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

Throughout 2019, ISQ worked to enhance school marketing and communications capacity, offering tailored one-on-one media and communications support, providing marketing/media issues management support to 173 schools, developing positive media profiles for schools, administering an online marketing and communications network, and providing practical media training to school leaders.

ISQ hosted three marketing and communications events, attended by 109 school staff, including the Schools Marketing

and Communications Forum. In addition, ISQ also conducted presentations on emergency management communications and media issues management at the Small Schools Forum, New Business Manager's Forum and the New Principal's Program.

POWERING UP PARENT ENGAGEMENT IN INDEPENDENT SCHOOLS

In late 2019, ISQ and the Queensland Independent Schools Parents Network (QIS Parents Network) came together to put parent engagement at the forefront of school strategies, and provide more support to member schools on how to effectively engage parents in their child's learning.

This included the creation of a parent engagement guide for schools and a new web presence on the ISQ website with the latest research and practical resources on parent and community engagement. ISQ and the QIS Parents Network continue to work on a Parent and Community Engagement Strategy that incorporates practical evidence-based support for schools and access to academic experts.

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 2019, ISQ staff represented ISCA on national committees and projects. Key areas of engagement included the Nationally Consistent Collection of Data (NCCD), Senior Assessment and Tertiary Entrance, student wellbeing and child safety.

ISQ made submissions on behalf of member schools to specially convened groups examining broader social issues linked to education including; reviews of senior secondary pathways; universal access national partnership, NAPLAN reporting; and the Melbourne Declaration. Plus, submissions with regard to legislation changes including religious freedom bills, criminal code (child sexual offenses reform); and Queensland College of Teachers amendment bill.

The Value of Independent Schools

CHOICE AND DIVERSITY


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

There's a school for every child to thrive.

Parents and the community powered the development of one of Queensland's newest independent school start-ups in 2019 – Enkindle Village School (pictured right).

Located on the Townsville campus of James Cook University, the "small by design" primary school is based on a democratic model that engages students in decisions about the school and their own learning. Independent Schools Queensland supported their journey from concept to opening.





The Value of Independent Schools

COMMUNITY CONNECTION

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

Maintaining a stable school experience for students whose families were impacted by the January 2019 North Queensland floods and the ongoing drought affecting the state has been a priority for independent schools.

Independent Schools Queensland collected stories from member schools detailing the financial relief and wellbeing support they were providing impacted families and shared these with the Federal Government. These stories helped ISQ advocate for and secure special circumstances funding.

Services and Support

Exceptional services and support for independent schools to grow and improve

SUPPORT FOR CURRICULUM AND ASSESSMENT K–YR12

In 2019, ISQ continued its advocacy role on a number of state and national curriculum and assessment committees, including representing the Independent Schools Council of Australia (ISCA) on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Foundation to Year 12 Curriculum Reference Group (F-12 CRG).

In 2019, Kindergarten students entering Prep received a transition statement common to all kindergarten services. Prep teachers reported the information was highly valuable to prepare for those students' arrival.

Prep to Year 10 teachers formalised the full implementation of the Australian Curriculum. More than 1,400 school leaders and teachers attended professional social moderation events to ensure their judgements were consistent in relation to student work.

2019 was the beginning of implementation of the new Queensland Senior Assessment and Tertiary Entrance System (SATE). Some member schools were supported individually as they worked towards accreditation requirements, while others chose to participate in intensive bespoke curriculum audits and reviews on a fee-for-service basis.

VOCATIONAL EDUCATION AND TRAINING

EXPANDING PATHWAY OPTIONS IN INDEPENDENT SCHOOLS

Vocational Education and Training (VET) enables young people to develop the knowledge and skills that are essential for employment outcomes and career pathways, particularly in skills shortage areas and growth industries.

In 2019, 173 independent schools offered vocational education and training and 39 independent schools delivered VET qualifications as a Registered Training Organisation (RTO). An estimated 1,100 students from independent schools commence a school-based apprenticeship or traineeship each year. Throughout the year, ISQ member schools received support relating to curriculum design, employability skills, training and assessment, advice on issues associated with the 2015 Standards for RTOs, pilot programs, Senior Education and Training Plans (SETPs) and career development.

ISQ offered a range of professional learning to support and increase the capacity of VET staff including: School RTO workshops and validation activities, VET and Career Coordinator forums, skill sets and qualifications in Career Development and Training and Assessment, trainer/assessor mentoring, customised school RTO professional development sessions, and Certificate II in Skills for Work and Vocational Pathways workshops.

In 2019, ISQ published an advocacy video and document, *Vet in Independent Schools*, to illustrate the good work taking place across numerous independent schools VET programs

ISQ and senior hospitality students at Groves Christian College promoted career pathways in commercial cookery during National Skills Week 2019.



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

Supporting schools to implement improvement strategies and to achieve excellent student outcomes | Delivering high-quality services under the Governance, Self-Improving Schools and Great Teachers in Independent Schools programs | Supporting schools with tailored services.

which align with the National Career Education Strategy and Queensland Government Skills Strategy. Case studies featured successful and sustainable industry partnerships, early intervention employment pathway programs, entrepreneurship, work experience, post-school transitions and initiatives that link real-world applications to classroom settings.

DEVELOPING PROCESSES TO PLAN, IMPLEMENT AND EVALUATE IMPROVEMENT

In 2019, ISQ renewed its commitment to support ongoing school improvement by way of two major initiatives: Self-Improving Schools and School Improvement Reviews. Schools can select to utilise one or both of these programs, to strengthen local decision-making.

Self-Improving Schools (SIS) is an established program which has provided assistance to ISQ member schools, in identifying, prioritising and implementing improvement strategies linked to student outcomes, teacher practice and overall school performance. Schools are assisted to achieve identified goals by ISQ-employed consultants through face-to-face meetings, email and phone support. The modelled process and guide documentation support school sustainability for ongoing school improvement following withdrawal of the consultant.

Teachers Aides from around the state attended ISQ's Certificate IV in Education Support training day.



In excess of 150 schools have participated in the SIS program since inception and 35 member schools were participants in 2019.

School Improvement Reviews, piloted in 2018, were developed further throughout the year as a service for member schools to provide quality, independent feedback of performance against established benchmarks. In 2019, nine School Improvement Reviews were conducted with member schools, with high levels of satisfaction recorded. The reviews are guided by the Independent Schools Improvement Check and conducted by experienced past and current school leaders. Review feedback was tailored to suit each school's context, enabling school leaders to use these findings to work with their school community and develop clear actions for continued improvement.

USING EDUCATIONAL DATA TO IMPROVE STUDENT OUTCOMES

Independent school leaders created high-performing cultures using data to monitor and intervene, as necessary. The 2019 Educational Data Project facilitated 18 schools to develop and implement targeted data plans for use across their schools. The plans detailed useful data sets, responsibility for analysis, and communication planning.

ISQ piloted the Brightpath writing program with two member schools. The goal of the pilot was to investigate under what circumstances a school would benefit from a program like Brightpath, which uses writing assessment data to track student progress and plan for differentiated learning.

ISQ also delivered the fifth annual Educational Data Symposium which was attended by 70 participants from 31 member schools.

Over 700 member school leaders, teachers and support staff participated in Indigenous education professional learning.



NAPLAN

ISQ developed an online course to support school leaders to implement and manage the transition to NAPLAN online. In preparation for the move to online in 2020, 118 schools participated in School Readiness Testing, including 24 schools that have already made the transition. Five NAPLAN online schools attended a one-day workshop designed to improve their ability to interpret and analyse the School and Student Summary Report and to identify trends within their schools. ISQ's Datapak continued to be produced for schools that participate in NAPLAN on paper as a tool to analyse students' results.

MAKING INDIGENOUS EDUCATION 'EVERYBODY'S BUSINESS'

In 2019, more than 4,500 Indigenous students were enrolled in 194 member schools, nine of which were majority Indigenous schools. Thirty-one schools provided boarding for over 630 Aboriginal and Torres Strait Islander students.

ISQ assisted schools as they implemented the National Aboriginal and Torres Strait Islander Education Strategy, embedded Indigenous perspectives in curriculum planning, and advanced teacher professional learning and development. Over 700 member school leaders, teachers and support staff participated in Indigenous education face-to-face and on-line professional learning, including:

- Biennial Principals meeting
- Embedding Indigenous Perspectives in Curriculum Workshop
- Indigenous bandscales training to support Indigenous English as an Additional Language/ Dialect learners
- Indigenous Teacher Aide Cert III and IV Professional Learning Day/s
- Indigenous Middle Leaders Mentoring Day
- ISQ's on-line learning modules (Partnering with Local Indigenous Community and Embedding Aboriginal and Torres Strait Islander Perspectives in Numeracy).

Between 2017-2019, ISQ's Majority Aboriginal and Torres Strait Islander Schools (i.e. schools that have between 50-100% Indigenous enrolments) made significant mean gains in NAPLAN, over two or more testing areas, compared to the state average.

Above left: Research in Schools, Parent Engagement Breakfast. Scott McDonald, The Southport School, presenting his findings.

Above right: Teachers and curriculum leaders visited four schools in the inaugural STE(A)M Professional Learning Tour.

Right: Debra Masters at the Educational Data Symposium discussed the effectiveness of gathering data with teachers, while keeping students in mind.



ISQ is represented on various Indigenous Education committees including the state Deadly Kids Deadly Futures steering committee, which has a focus on Indigenous students' ear health, and the Transition Support Governance Group working with the State and Federal Governments to support member schools providing Indigenous Boarding. In 2019, ISQ advocated for member schools in various Indigenous Education state and federal policy developments and strategic cross-sector collaborations.

CAPACITY IN TEACHING

In 2019, 197 eligible schools were accepted to participate in professional development programs designed to build quality teaching and leadership capacity. Through targeted grant funding under the *Great Teachers in Independent Schools* program, 425 individual school leaders accessed tailored support for their professional growth, including programs targeted at middle leadership and strategic teacher performance and development. Participants demonstrated advancement under recognised Australian Professional Standards for Teachers and implemented sustainable evidence-based school-wide practices to improve student outcomes.

DEVELOPING COACHING PARTNERSHIPS

Coaching is a professional learning process that aims to improve teaching and leadership performance. In 2019, Coaching Partnerships was comprised of the 'Developing' and 'Beyond' coaching programs. Ninety-one leaders and

teachers from 26 schools engaged in one of the two programs. Teams contextualised focus areas to suit their school setting, ranging from literacy and numeracy to personalised learning, to impact teacher capacity and student outcomes.

Developing Coaching partnerships focused on implementing meaningful goals and actions to target specific students' needs. Beyond Coaching partnerships participants led the growth of professional learning communities and a coaching culture in their school's context. Teams will share the journey of their school improvement stories in a final showcase scheduled for late 2020.

RESEARCH IN SCHOOLS

In 2019, Research in Schools consisted of the Action Research and Collaborative Inquiry programs. Fifty principals, school leaders and teachers from twenty schools participated in the 18-month program. Of these schools, four accessed additional funding from the Queensland Independent Schools Parent Network, to investigate parent engagement as a research focus area.

The Research in Schools program research teams worked collaboratively to improve their practice or investigate a practice-based problem. Educators used a methodology of Action Research or Spiral of Inquiry to critically reflect on how to improve student learning outcomes linked to the school's strategic focus. Collaborative Inquiry teams engaged with the Spiral of Inquiry and were challenged to adopt a mindset of curiosity to identify the needs of learners. Involving the wider school community in research projects, teams developed a theory, based on emerging knowledge, through each phase.

Action Research, conversely, saw educators lead data-driven analysis to actively advance a change agenda. School-based research is conducted with the aim of improving strategies, practices and knowledge.

Teams will present their findings of their respective focus areas and will discuss how these have been applied in the context of their school at a scheduled sharing day in 2020.

SCHOOL TRANSPORT

The Non-state Schools Transport Assistance Scheme is a joint initiative of Queensland Catholic Education Commission and ISQ. The scheme provides financial assistance to eligible

students who attend non-state schools outside the Brisbane City Council boundary. In 2019, more than \$6.2 million in funding was provided by the Queensland Government through the Department of Education. More than 99.5% of eligible parent applications were paid within one week of the semester close. More than 7,700 student applications in over 5,200 family applications across 261 school communities were funded by the scheme in 2019.

KINDERGARTEN PROGRAMS

In 2019, 113 member schools offered 125 early childhood services with approved kindergarten programs, in both sessional kindergarten and long day care models. ISQ supported member schools to meet state and federal education and care regulatory requirements, with the delivery of targeted professional learning opportunities and the administration of funding. ISQ administered approximately \$5.6 million in State Government Queensland Kindergarten Funding Scheme and kindergarten inclusion support payments and provided targeted support to the 39 members of the ISQ Central Governing Body for Kindergartens.

In 2019, ISQ and a number of member schools, participated in a trial study using Western Australia's National Quality Standard in schools with kindergarten services, from K-2. ISQ also contributed to Early Childhood Education and Care (ECEC) reviews including the Review of the Universal Access Partnership, ECEC Funding and Delivery Arrangements in Queensland, and the State ECEC Workforce Action Plan.

ISQ assisted members with the development of new education and care services, and were involved in a number of state working groups and committees.

SELF-IMPROVING SCHOOLS

- 83 participating member schools
- 9 School Improvement Reviews

GREAT TEACHERS IN INDEPENDENT SCHOOLS

- 197 eligible members funded
- 26 teams in Coaching Partnerships
- 20 teams in Research in Schools

The Value of Independent Schools

VALUE TO SOCIETY

Incredible teachers shape incredible students. The sector's more than 9,000 dedicated and passionate leaders and teachers are among independent schools' greatest assets and instrumental to the progress and success of their students.


The influential role and impact of the sector's Highly Accomplished and Lead Teachers (HALT) program was examined as part of a collaborative research project between Independent Schools Queensland and the Queensland University of Technology.

The 2019 report, *Recognising the Impact of Highly Accomplished and Lead Teachers in Queensland Independent Schools*, found their impact extended beyond the classroom into the staffroom and wider community.



Recognising the Impact of
Highly Accomplished and Lead Teachers
in Queensland Independent Schools





The Value of Independent Schools

ECONOMIC BENEFITS

A strong and growing independent schooling sector, backed by the significant private investment of Queensland families, delivers a substantial economic return on the public funding provided by governments. School choice pays dividends.

King's Christian College (pictured left) on the Gold Coast is one of the sector's largest schools, experiencing significant enrolment growth since its establishment in 1980. The College is located in a key growth corridor identified in the 2019 update of the Our Schools Our Future research report, *Independent Schools Infrastructure: Planning to Maintain Choice*.

Research and Policy Promoting excellence in public policy and education

For many years, ISQ's commitment to providing research-based strategic advice has kept independent schools informed of some of the key trends and issues impacting the sector and individual schools.

In 2019, three significant research papers, as well as a new research framework, were produced to promote informed public policy debate and to advocate for the Queensland independent schooling sector.

RESEARCH FRAMEWORK

ISQ maintains its commitment to develop research-informed programs and practices that contribute to improved teaching and learning practices, position the sector as a forerunner of innovation in education and support the development of independent schooling.

The *ISQ Research Framework* was launched in April to ensure all future research is aligned with three critical pillars – strategic organisational priorities, integrity and principled research and the establishment of research partnerships.

The framework will be reviewed and updated on a biennial basis to reflect new corporate learnings about the conduct of research and new strategic research priorities.

WHAT PARENTS WANT

The *What Parents Want* survey was released in February as the fourth instalment in a longitudinal study that commenced in 1996. The survey provided a detailed analysis of the motivations, and the decision-making process parents undertake when choosing an independent school including: cultural influences, sources of information, and facilities.

The survey findings examined various parent demographic data as well as parent responses across a range of different classifications such as new and continuing students; school gender;

schooling level; and student attendance type. For the first time, the survey examined the influence of social media on parent decision-making and the differences between parent generations.

INDEPENDENT SCHOOLS INFRASTRUCTURE: PLANNING TO MAINTAIN CHOICE, 2019 UPDATE

ISQ undertook detailed analysis to understand where and when new facilities would be required to cater for additional school-aged children projected to be living in Queensland by 2036.

Independent Schools Infrastructure: Planning to Maintain Choice, 2019 Update found Queensland's independent schooling sector will need the equivalent of 21 new Prep to Year 12 schools and 825 extra classrooms in existing schools to accommodate the projected additional 46,600 students in independent schools by 2036 required to maintain existing patterns of school choice.

The investment for this new infrastructure is an estimated \$1.2 billion to maintain current levels of school choice for Queensland families in the future.

ISQ's Research Framework aligns all future research with three critical pillars: priorities, principles and partnerships.



ISQ PROMOTED EXCELLENCE IN PUBLIC POLICY AND EDUCATION BY:

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

The research report confirms the majority of new school growth is expected to occur in Queensland's South-East, in a corridor extending from Nerang on the Gold Coast to Caloundra on the Sunshine Coast and west to Ipswich. This paper builds on an earlier report released in 2017, with the data period running from 2016 to 2036.

TRENDS IN INCOME & EXPENDITURE REPORT – 2019 UPDATE

The 2019 research paper *Trends in Income & Expenditure of Independent Schools – 2019 Update* was prepared by John Somerset, Director, Somerset Education and former Chair of the ISQ Board. This report provided a comprehensive overview of the factors that drive costs, and therefore fee increases.

The paper pointed to the major cost drivers for schools which included staffing costs, ICT costs, maintenance and building costs. The challenge for independent schools is to continue to provide high-quality education within this environment of changes in income and expenditure patterns.

RESEARCH SYMPOSIUM

In May, ISQ held a research symposium focused on the importance of evidence to inform the practices of teaching and learning. Over

Peter van Onselen presents at the 2019 ISQ State Forum: Think Next.

30 participants, including principals, academics and key education stakeholders from across Australia engaged in lively debate about the nature, quality and use of validated evidence to inform educational policy and practice.

Dr Stephen Dinham OAM, Emeritus Professor in the Melbourne Graduate School of Education at The University of Melbourne, told the symposium that unlike the field of medicine, education did not have protocols that assured the quality of new education techniques or initiatives before they were introduced into schools. He noted the implications for the future work of the Federal Government's proposed National Evidence Institute.

A formal statement of the key findings from the symposium was provided to the Minister for Education.

ISQ STATE FORUM: THINK NEXT

The 2019 ISQ State Forum: Think Next gave more than 200 principals, board chairs and school leadership teams an opportunity to innovate, strategise and pioneer new approaches to independent schooling.

The biannual event, held at the Brisbane Convention and Exhibition Centre on 29 May, gave delegates the opportunity to share and network ahead of ISQ's Annual General Meeting. The forum featured the latest expert insights from education leaders who each challenged legacy thinking, structures and practices in school education.

"The future is now, and schools need to be as creative, flexible and entrepreneurial as they are educating their students to be."

ISQ Executive Director
David Robertson
at the 2019 ISQ State Forum





Keynote speakers included:

- Dr Catherine Ball on AI, drones and robotics in schools and in the community
- Bernard Salt AM on the rise of the millennial parent and their education expectations
- University of Queensland Vice-Chancellor Professor Peter Høj AC on student futures
- Professor Peter van Onselen on the post-election political landscape for school education.

ISQ Executive Director, David Robertson, told the forum that schooling was being impacted by advances in cognitive science about how students learn, new technologies and changing parent and community expectations, as well as socio-economic and employment trends.

GOVERNMENT POLICY

In 2018, the Australian Government introduced a revised funding model for non-government schools, known as 'Gonski 2.0'. These revisions aimed to apply funding equitably to all non-government schools and school systems. All six recommendations from the National School Resourcing Board report were accepted. This included the transition from the current socio-economic status score methodology to a direct measure of income (DMI), to determine a school community's capacity to contribute to the cost of schooling.

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

In 2019, several funding policy adjustments increased uncertainty about future allocations and consequently resulted in increased enquiries from member schools. Over the year, ISQ provided advice in response to 288 enquiries, and 240 forecasts and scenario tests were generated, providing budgetary and modelling support and guidance to existing and prospective members.

PLANNING

During 2019, ISQ engaged in a range of school planning activities, including conducting four regional planning sessions for member

Above left: The fourth *What Parents Want* longitudinal survey revealed parents' motivations when considering an independent school for their child.

Above right: David Robertson interviewed at the launch of the survey.

Right: Prof Stephen Dinham OAM was the keynote speaker at this year's Research Symposium.




schools, continuing a program that has been undertaken for several years. Sessions held in Cairns, Townsville, Mackay and the Gold Coast engaged local government planners who gave presentations on their local area strategic directions and developments, and the implications for schools planning.

ISQ represents the interest of the independent schooling sector on a number of planning-related committees that provide advice to the State Government, including the Queensland Schools Planning Reference Committee (QSPRC). The QSPRC conducts regular consultations with key local government authorities (LGAs) where the greatest growth is projected for school-aged children and reports to government about the likely demand for future school capacity. These consultations are cross-sector with all three school sectors and relevant government agencies participating. During 2019, consultations were held with eight LGAs.

ISQ provided advice on establishing new schools or new campuses in response to 29 new school enquiries. Four of which were supported through to Non-State Schools Accreditation Board application stage.

OUR SCHOOLS – OUR FUTURE

- 3 major research papers
- 1 research symposium
- 1 research framework



The Value of Independent Schools

EDUCATION INNOVATION

The autonomy of independent schools creates the ideal conditions for education innovation. It gives them the freedom to test new ideas, evidence and technology and incorporate the best of what works into programs that enhance student learning and wellbeing. It also enables them to pivot quickly to respond to changing student and community need and economic circumstances.

About 130 independent school leaders and teachers explored current and future trends in teaching and learning at the Independent Schools Queensland Big Ideas Summit hosted at Ormiston College on 29 July 2019 (pictured left). Nineteen independent schools shared their innovative and inspiring programs at the summit, which also incorporated a practical session on design thinking.

Engagement and Growth

Leading and growing the independent schools sector

A SPECIALIST PROFESSIONAL LEARNING PROVIDER

In 2019, ISQ offered hundreds of professional learning opportunities across three flexible modes – face-to-face, live webinars and online.

ISQ hosted 145 face-to-face events at its purpose-built Professional Learning Centre (PLC) in Brisbane. ISQ continued to bring professional learning opportunities to member schools outside of Brisbane, hosting 95 events at regional member schools and conference facilities for 2,630 attendees. An additional 18 online webinars were hosted with 287 participants.

ISQ continued to deliver a flexible online resource to member schools that can fit in with school leaders and teachers' busy schedules and is accessible around the clock.

Building on a catalogue of over 80 online modules, ISQ developed new modules including Finding Your Way around ESOS and CRICOS, to support non-government schools catering to international students, as well as a refreshed suite of Compliance Modules in the areas of Child Protection, Domestic and Family Violence and Disability Standards in Education.

Some 14,746 education professionals and school staff accessed ISQ's Connect&Learn online content during the year. The most popular course was Child Protection Training which was completed by 9,030 people. Ninety-seven percent of online learners reported they would recommend a completed ISQ Connect&Learn module to a colleague.

ISQ commenced an online learning review to renew focus on quality learning design and universal design principles that will support our eLearning team and the consistent development of high-quality online learning experiences.

ISQ continued to improve the user experience for members accessing professional learning. In 2019, a new proxy registration function was introduced, allowing schools to more efficiently bulk enrol their staff into professional learning events.

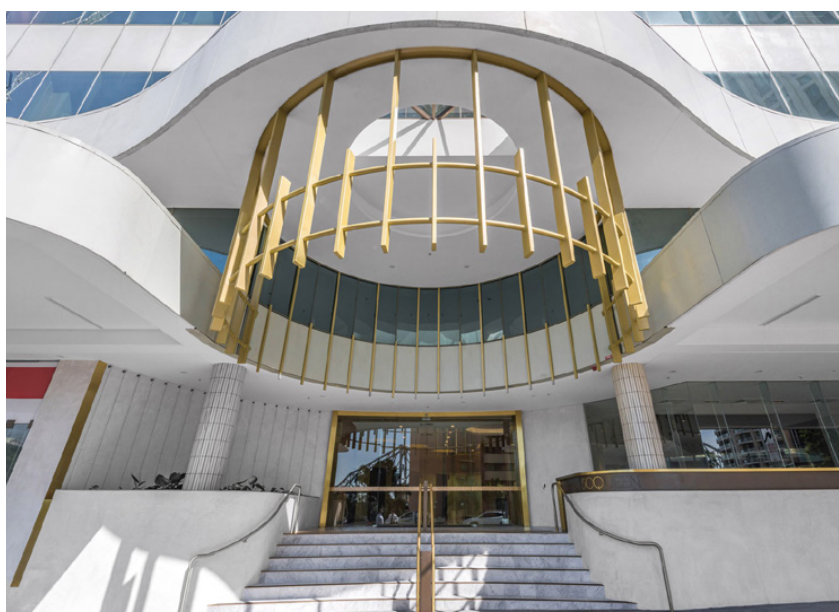
SUPPORTING GROWTH, PROMOTING EXCELLENCE

ISQ continued to support the growth of teachers – from preservice to highly experienced – with expanded professional development offerings. Online and face-to-face learning was available across topics including early career transitions, supervising preservice teachers, and practice analysis.

HIGHLY ACCOMPLISHED AND LEAD TEACHERS PROGRAM

Throughout 2019, ISQ continued to build upon its success as the first Queensland based, Australian Institute of Teaching and School Leadership endorsed Certifying Authority of Highly Accomplished and Lead Teachers (HALT). Concluding the second full year as a certifying authority, ISQ received 59 applications from

ISQ's Professional Learning Centre in Queen Street, Brisbane hosted 145 events in 2019.



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

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

teachers wanting to participate in the program. Ten of these teachers were certified as Highly Accomplished and an additional 18 teachers were certified as Lead Teachers, from 13 independent schools.

ISQ also supported high-quality teaching in independent schools by training 43 middle and senior leaders from 18 schools to be assessors of HALT. In total, the 2019 HALT certification program aided the growth of 171 teachers from 43 schools.

PARTNERING WITH TERTIARY INSTITUTIONS

ISQ was proud to continue its partnership with the Queensland University of Technology in 2019, the research partner for both the HALT and teacher impact programs. Additionally, ISQ continued to work in collaboration with most Queensland universities for the benefit of the sector. Areas of focus included:

- induction of first-year education students
- establishment of formal 'Recognition of Prior Learning' (RPL) arrangements
- support for graduate teachers in the transition to schools
- enhanced approaches to preservice teachers' placements in independent schools

The HALT program featured in ISQ's video and online campaign, *Their Heart's Work*.

- collaborative efforts to find solutions to sector-wide workforce challenges.

SUPPORTING FUTURE TEACHERS

ISQ also facilitated collaborative university partnerships to support the development of future teaching professionals in independent schools. ISQ provided specialised supervising preservice teacher training to nurture teachers' ability to mentor preservice teachers effectively. In 2019, this included the provision of Supervising Preservice Teachers online module in ISQ's Connect&Learn.

SUPPORTING THE CHANGING FACE OF TEACHING

ISQ continued to investigate the impact of changing workforce demands and led an ongoing analysis on the challenges of rural and remote schooling. The organisation built on its relationship with the Queensland College of Teachers and secured staff for some of our most remote member schools, including some on permission to teach arrangements, with a view to building sustainable solutions throughout the regions.

GLOBAL ENGAGEMENT

With an increasing focus on global learning and global engagement, ISQ has been proactive in supporting member schools to develop and enhance their international education programs.

SUPPORTING CRICOS REGISTERED SCHOOLS

In 2019, the number of member schools registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) increased to 87 (from 85 in 2018).

In 2019, school boards undertook more than 2,000 hours of professional learning.





It is encouraging to see this increase despite continuing changes in the regulatory environment with the *Education Services for Overseas Student (ESOS) Regulations 2019*, which came into effect on 1 October 2019.

Over the year, 1,927 overseas students were enrolled in 80 Queensland independent schools, a slight decrease from 1,954 students in 2018. This trend is consistent with declined overseas student enrolments in non-government schools in five out of seven other states and territories. Member schools saw a small drop in students from China, compared to other school sectors. In contrast, member schools experienced a more significant decrease in the number of students from Papua New Guinea.

According to 2019 Commonwealth Census data, there were only 13 schools with more than 50 overseas students enrolled. This means that 37% of overseas students in August 2019 were enrolled in 67 schools.

It is a remarkable demonstration of commitment to student diversity and global engagement by a large number of ISQ member schools, given the extent and complexity of requirements and costs schools must outlay to attain and maintain CRICOS registration.

In 2019, ISQ collaborated with Study Queensland, International Education and Training and Trade and Investment Queensland. A mission of fifteen school representatives from ten CRICOS registered schools, including five school principals, to participate in nine promotional events in Hong Kong, Macau and Taiwan.

To further support international families, ISQ reproduced a series of international brochures aimed at international families and education agents. The initiative started in 2017 with financial support from Study Queensland and, over time, has increased to 37 brochures in 10 languages.

SUPPORTING GLOBAL LEARNING

ISQ continued to support global engagement in independent member schools by providing targeted and strategic advice to schools on request. ISQ has also participated in working and reference groups associated with Enabling Growth

Above left: School board members completing ISQ's Governance Short Course Program.

Above right: HALT graduation presentation ceremony at Customs House, Brisbane.

Right: A new international education focused module was developed in 2019 to unravel the complex legislative environment when enrolling overseas students.



and Innovation Program projects as part of the Australian Government National International Education Strategy.

As in previous years, ISQ has continued to support and advocate for the interests of member schools with international education programs at all levels of government and actively engage with stakeholders across the global education industry.

CONTEXT AND TRAINING FOR SCHOOL GOVERNORS

In 2019, ISQ provided nearly 2,000 hours of direct board training to member school boards. Participants from 92 member schools completed 46 Governance Short Courses (15 were held in Brisbane and three in regional centres across the state). ISQ also delivered two Short Course modules to a regional member school that elected to train their entire board. Towards the end of the year, the courses were trialled as online, live and interactive workshops.

There was a significant increase in board members accessing self-paced learning modules on finance and board induction through ISQ's Connect&Learn online professional development platform.

In 2019, nine board members completed the Governance Induction Course. Additionally, 37 board members completed Module 1: An Independent School Context, 19 board members completed Module 2: Governance Policies and Processes and 26 board members completed Module 3: Governance Roles and Responsibilities.

ISQ continued to support board chairs with their governance responsibilities. In 2019, ISQ provided 21 board chairs targeted briefings, tailored to their school's environment and challenges.

Individual schools received tailored assistance from ISQ related to Board Reviews, Strategic Planning, and the trial of the Strategic Monitoring and Review Tool (SMaRT), which utilised strategic-map theory for schools.

EMPLOYEE RELATIONS AND COMPLIANCE

ISQ consolidated its reputation as being the trusted partner of many schools when it comes to the very important process of enterprise bargaining. Through 2019, ISQ provided bespoke enterprise bargaining services to 15 member schools. ISQ delivered tailored training to members on relevant topics, including industrial trends, managed misconduct and underperformance, and ER legislative compliance matters.

ISQ supported school representatives from CRICOS registered schools to promote Queensland independent schools at events held in Hong Kong, Macau and Taiwan.



ISQ assisted members in over 700 employee relations matters ranging from compliance through to complex employee relations matters in jurisdictions such as the Fair Work Commission (FWC). ISQ was also significantly involved in a number of joint submissions with the other state AISs in relation to the FWC four-yearly review of the two Modern Awards that apply to the sector.

SCHOOL BUSINESS MANAGEMENT

A key focus for 2019 was the development of online resources, delivered through ISQ's Connect&Learn.

A Funding and Compliance Timetable was developed in both pdf and downloadable i-calendar formats, bringing together compliance deadlines and information for member school leaders. This was in addition to face-to-face training events that focused on school management and operations.

The New School Business Manager Forum was delivered to participants from 33 schools over two days in March and July. The workshops explored critical relationship management, employer relations matters, financial and property management, and leadership for those new to the school environment. Additionally, participants from 19 schools completed the School Business Manager Introduction online course.

ISQ staff increased visits to schools in 2019, paving the way for discussions on critical local issues. ISQ continued to support schools through policy reviews, school administration structure reviews, and most significantly via phone or email, totalling more than 1,600 interactions with 189 member schools.

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

GOVERNANCE SERVICES

46 schools in the Short Course Program

ISQ DROVE ORGANISATIONAL EFFICIENCY, RELEVANCE AND PERFORMANCE BY:

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

Organisational Capability Organisational efficiency, relevance and performance

CHOSEN CHARITY

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.

For the past seven years, ISQ staff have taken an active interest in Queensland communities to enhance local capacity to provide children a safe place to learn. Each year ISQ staff choose a charity with an education or child focus to support. In 2019, ISQ helped raise more than \$2,300 for chosen charity Mimi's House.

The dedicated team at Mimi's House support children who face barriers to education, teaching them life skills that allow them to re-engage in learning. They focus on teaching life skills and helping children engage in healthy and positive relationships with themselves, each other, and their communities.

The generosity and fundraising efforts of ISQ staff throughout 2019 was a combination of funds from the quarterly staff morning teas and other staff fundraising activities.

ISQ TEAM

ISQ responded to the changing needs of our ever-growing membership base which required more specialised staff. ISQ welcomed 16 people to the team in 2019. The collective expertise of ISQ's almost 60 staff at Head Office in Spring Hill enabled ISQ to provide a diverse range of tailored services and support 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.

COLLECTIVE EXCELLENCE

Executive Director, David Robertson, recognised five long-serving staff members for their loyal service and commitment to independent school excellence at a special event in July.

25 Years

Trish Brady, Manger (Student Service)

20 Years

Jenene Rosser

Executive Manager (Curriculum & Assessment)

Jenny Broadly

Administration Officer (Organisation Services)

15 Years

Mariana Lane

Project Manager (International Education)

10 Years

Allan Guse

Principal Advisor (Policy & Research)

Representatives from Mimi's House expressed their gratitude to ISQ staff and discussed the need for philanthropic support to help local children in need.



In celebration of World Teachers' Day, ISQ staff created a short video in appreciation of the dedication and commitment shown by teachers across the state.



VALUING STAFF WELLBEING

ISQ highly values its staff and is committed to providing services to assist with their wellbeing. ISQ offers staff experiencing either personal or work-related difficulties access to an Employee Assistance Program which provides confidential counselling services. 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) continues to provide staff with a wide range of social and wellbeing activities. In 2019, the following initiatives contributed to staff wellbeing and connection:

- staff professional development day
- International Day of Happiness
- Easter egg hunt
- breakfast BBQ
- Christmas in July breakfast BBQ
- Riverfire family evening
- Melbourne Cup lunch
- 10,000 steps participation
- interactive Christmas
- book exchange.

ISQ staff volunteered to support Rural Aid's annual Christmas Cards 4 Farmers campaign.



PROFESSIONAL DEVELOPMENT FOR SENIOR STAFF

In 2019 ISQ engaged specialist firm Bushell and Cornish to provide professional development services for senior staff. Directors undertook workshops and scenario testing as individuals and as part of the leadership group. Managers were also offered the scenario testing opportunity and the firm worked with the ISQ strategic implementation group to collaborate on a Leadership Development Plan template.

VOLUNTEERING

ISQ staff volunteered to pack letters and holiday messages as part of Rural Aid's Christmas Cards 4 Farmers campaign. Aimed at giving hope to struggling families and communities, the heartfelt cards were written by local school students.

WORLD CLASS PROFESSIONAL LEARNING FACILITIES

ISQ's Professional Learning Centre is a world class training facility for ISQ members located in the Brisbane CBD. The purpose-built events venue offers a flexible and modern environment conducive to the delivery of quality professional learning. The facility hosted 145 professional learning events and meetings attracting more than 3,300 attendees in 2019.

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 continues to investigate and implement options to reduce its carbon footprint both at Head Office and at the PLC, by working with our suppliers to ensure products are sustainably resourced, have minimal environmental impact and making choices to avoid unnecessary consumption or demand for all consumables.

ISQ Staff

AS AT
31 DECEMBER 2019

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)

Grant Williamson
Assistant Director (School Services)

Jenene Rosser
Executive Manager
(Curriculum and Assessment)

Pauline Kenzler
Senior Advisor (School Improvement)

Claire Gosewisch
Senior Advisor (Employee Relations)

Melody Martin
Senior Advisor (Employee Relations)

Mariana Lane
Project Manager (International Education)

Lester Gabriel
School Services Advisor (Governance)

Rebecca McKinnon
School Services Advisor

Courtney Downward
School Services Advisor

Claire Richards
School Services Advisor

Anna Steele
School Services Advisor

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

Marnie Parker
Education Services Officer (VET)

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)

Elana Heyes
Manager (Events & Facilities)

Nicole de Vries
Manager (Communications)

Sarah Heath
Design & Creative

Jenny Brunne
Administration Officer
(Organisation Services)

EDUCATION SERVICES

Anthony Mathias
Principal Advisor (Digital and ICT)

Ian Quartermaine
ICT Advisor (Schools and Projects)

Michael Gilliver
Senior Advisor (Teaching and Learning)

Patricio Ferrer de Frankenberg
Business Solutions Manager

Jacky Dawson
Manager (School Support – Student Needs)

Francis Kneebone
Manager (eLearning)

Kate Crowe
Project Manager
(Educational Data and NAPLAN)

Silvia Parada
Project Coordinator
(Teacher Quality and Certification)

Angela Lovejoy
Project Coordinator (Education Services)

Elisha Gillett
Project Officer (eLearning Development)

Kyle Raby
IT Support Officer

Leigh Witney
Education Services Officer
(Teaching Quality and Certification)

Johannes Solymosi
Education Services Officer
(School Improvement)

Pene Bancroft
Education Services Officer
(Students with Disabilities)

Karen Roman
Education Services Officer
(Wellbeing and Student Needs)

Lorraine Furness
Education Services Officer
(Wellbeing and Student Needs)

Sara Covill
Education Services Officer
(Teaching and Learning)

Rebecca Harris
Education Services Officer
(Teaching and Learning)

Natalie Horrobin
Education Services Officer
(Teaching and Learning)

Eva Perry
Education Services Officer
(Teaching and Learning)

Chris Beshara
Administration Officer (Education Services)

ORGANISATION SERVICES

Wendy Murphy
Assistant Director
(Finance & Business Improvement)

Virginia Bax
Manager (Executive Services)

Kendry Corcut
Administration Officer (Accounts)

Sophie Hutchinson
LMS Administrator (Acting)

Tess Hazelhurst
Administration Officer
(Organisation Services)

Jenna Harp
Administration Officer
(Organisation Services) (Acting)

QUEENSLAND INDEPENDENT SCHOOLS BLOCK GRANT AUTHORITY

Michael Harding
General Manager/Company Secretary

Kylie Burnett
Executive Officer

Rod Morris
Executive Officer

Hilda Janzen
Finance Officer

Shannon Service
Senior Administration Officer

QUEENSLAND INDEPENDENT SCHOOLS PARENTS NETWORK

Justine Cirocco
Executive Officer

Amanda Watt
Communications Officer



PICTURED CLOCKWISE FROM TOP LEFT

- Girl Academy
- Moreton Bay Boys' College
- St Hilda's School
- Ipswich Grammar School
- St Aidan's Anglican Girls' School
- Kairos Community College
- Living Faith Lutheran Primary School
- Josiah College
- Border Rivers Christian College

Member Schools

**AS AT
31 DECEMBER 2019**

A B Paterson College
Aboriginal and Islander Independent
Community 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
Australian Christian College – Moreton
Australian Industry Trade College
Australian Industry Trade College –
Redlands
Australian Industry Trade College –
Toowoomba
Australian International Islamic College
Australian Technology and
Agricultural College
Australian Trade College
North Brisbane
Autism Queensland Education &
Therapy Centre
Bayside Christian College Hervey Bay
Bethania Lutheran Primary School
Bethany Lutheran Primary School
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
Calvary Christian College – Townsville
Cannon Hill Anglican College
Canterbury College
Carbrook Animal Assisted
Learning Centre
Carinity Education – Glendyne
Carinity Education – Rockhampton
Carinity Education – Southside
Carlisle Adventist Christian College
Carmichael College
Charlotte Mason College
Chinchilla Christian College
Citipointe Christian College
Clayfield College
Concordia Lutheran College
Cooloolo Christian College
Cooloolo Beach Christian College
Coomera Anglican College
Dalby Christian College
Darling Downs Christian School
Discovery Christian College
Djarragun College
Emerald Christian College
Emmanuel College
Endeavour Christian College
Enkindle Village School
Fairholme College
Faith Baptist Christian School
Faith Christian School of
Distance Education
Faith Lutheran College – Plainland
Faith Lutheran College – Redlands
Fraser Coast Anglican College
Freshwater Christian College
Genesis Christian College
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
 Highlands Christian College
 Hillbrook Anglican School
 Hillcrest Christian College
 Hills International College
 Hinchinbrook Christian School
 Hope Adventist School
 Horizons College of Learning and Enrichment
 Hubbard's School
 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
 Kutta Mulla Gorinna Special Assistance School
 Lighthouse Christian School
 Living Faith Lutheran Primary School
 Livingstone Christian College
 Lourdes Hill College
 Lutheran Ormeau Rivers District School
 Mackay Christian College
 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
 Mungalla Silver Lining School
 Music Industry College
 Nambour Christian College
 Noosa Christian College
 Noosa Pengari Steiner School
 Northpine Christian College
 Northside Christian College
 OneSchool Global QLD

Ontrack College Emerald
 Ormiston College
 Pacific Lutheran College
 Parklands Christian College
 Peace Lutheran College
 Peace Lutheran Primary School
 Peregrine Beach College
 Pine Community School
 Prince of Peace Lutheran College
 Radiant Life College
 Redeemer Lutheran College
 Redeemer Lutheran College, Biloela
 Redlands College
 Redwood College
 Rivermount College
 Riverside Adventist Christian School
 Riverside Christian College
 Rockhampton Girls Grammar 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 Andrews Lutheran College
 St Hilda's School
 St James Lutheran College
 St John's Anglican College
 St John's Lutheran Primary School
 St John's Lutheran School
 St Luke's Anglican School
 St Margaret's Anglican Girls School
 St Michael's College
 St Patrick's College Townsville
 St Paul's Lutheran Primary School
 St Paul's School
 St Peters Lutheran College
 St Peters Lutheran College Springfield
 St Philomena School
 St Rita's College
 St Ursula's College (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 Rainforest School
 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 (Bungara School)
 Toogoolawa School
 Toowoomba Anglican School
 Toowoomba Christian College
 Toowoomba Grammar School
 Townsville Christian College
 Townsville Grammar School
 Trinity Anglican School
 Trinity College
 Trinity Lutheran College
 Victory College
 Wadja Wadja High School
 Warwick Christian College
 West Moreton Anglican College
 Westside Christian College
 Whitsunday Anglican School
 Whitsunday Christian College
 Wisdom College
 Yarranlea Primary School
 YMCA Vocational School – Brisbane South
 YMCA Vocational School – Ipswich
 YMCA Vocational School – Logan
 YMCA Vocational School – Moreton Bay
 YOS Lawnton

Alliance Partners

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

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

PLATINUM ALLIANCE



Your fund.
Your wealth.
Your future.

GOLD+ ALLIANCE



CommonwealthBank



part of **tes**

SILVER ALLIANCE



BRONZE ALLIANCE



INDEPENDENT SCHOOLS QUEENSLAND

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Professional Learning Centre

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www.isq.qld.edu.au

A	B	
	C	D
	E	F

COVER IMAGES:

- A The Southport School
- B Trinity Anglican School
- C Canterbury College
- D Music Industry College
- E Ontrack College Emerald
- F St Peters Lutheran College

