CHAIRPERSON’S REPORT
PRESENTED AT THE ANNUAL GENERAL MEETING
WEDNESDAY 14TH MAY 2008

FOR THE PERIOD
23RD MAY 2007 TO 14TH MAY 2008
Introduction
Once again, it is my pleasure to present to you the Chairperson of School Council report for Hillbrook Anglican School for the 2007/08 school year. This is my third report to you in my role as Chairperson and I've seen great change and growth in Hillbrook during that period.

At this time we see Hillbrook at an important point in its development. At the end of 2007, our long-standing Principal, Mr Norm Hunter retired. As a consequence, we have several new staff in leadership roles throughout the school in 2008, and these include our newly appointed Principal, Mr Geoff Newton, Deputy Principal, Mr Jason Sharland and Community Chaplain, The Reverend Jan Crombie. It’s great to see the new leadership team working so well together. They and the new staff have all settled smoothly into their new roles.

1.0 The School Council
1.1 Members of the School Council in 2007/08 are:

Class A Members: Mr Graham Hutchings (retired at 2007 AGM)
Mrs Sharon Hillcoat
Mrs Liz Jarvis
Mr Craig Merritt (resigned 2007)
Mr Jason Sharland
Mr Larry Scaroni (since 2007 AGM)
Mrs Sue-Ellen Taylor (filled casual vacancy due to resignation of Craig Merritt)

Class B Members: Mr David Briggs
Associate Professor Mary Keyes (Deputy Chairperson)
Mr Scott McKenzie (Chairperson)
Mr Graham Whiting (retired at 2007 AGM)
Dr Jayne Murdoch (elected at 2007 AGM)

Principal (ex officio): Mr Norm Hunter (retired 2007)
Mr Geoff Newton (commenced January 2008)

Archbishop’s Representative (ex officio): The Reverend Jan Crombie

Company Secretary: Mr David Briggs

Minutes Secretary: Mrs Kylie Carmody

1.2 Following each year’s Annual General Meeting, the School Council reviews its governance of the school to ensure that all members are clear about the role of the Council and the conventions it uses. The School Council continued this practice in 2007 with discussion on the report to the Anglican Schools Commission on governance of Anglican Schools in the Brisbane Diocese. This is an ongoing issue for the School Council and I mention it in more detail later in this report.
2.0 The Wider Context: Independent Schooling in Australia – 2007

2.1 In 2007, an average of 13.1% of total enrolments in Australian schools were at independent schools, 20.1% were at catholic schools, and 66.8% were at government schools.

In junior secondary the independent school component rose to 16.1% and in senior secondary it was 18.3%.

Continuing high enrolments at Hillbrook certainly reflects this trend, with the school fully booked until 2022. They are a very strong indication of the confidence within the wider community, in Hillbrook.

2.2 Student Numbers & Enrolments

The school is at its largest in terms of student numbers with 598 students currently attending. As stated earlier, enrolment applications are continuing strongly.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Current Enrolments</th>
<th>Maximum Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 9</td>
<td>119</td>
<td>120</td>
</tr>
<tr>
<td>Year 10</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 11</td>
<td>123**</td>
<td>124</td>
</tr>
<tr>
<td>Year 12</td>
<td>116</td>
<td>124</td>
</tr>
</tbody>
</table>

** Includes an overseas student for 2 yrs and another for 1 semester.

598 608
2.3 **Affiliations of Independent Schools**

In 2007, 85% of all independent schools have a religious affiliation. Anglican schools were the single largest group of independent schools in Australia, as shown below:

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Schools</th>
<th>Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglican</td>
<td>152</td>
<td>128,109</td>
<td>25.6</td>
</tr>
<tr>
<td>Nondenominational</td>
<td>179</td>
<td>64,941</td>
<td>13.0</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>71</td>
<td>49,997</td>
<td>10.0</td>
</tr>
<tr>
<td>Uniting Church in Australia</td>
<td>43</td>
<td>46,679</td>
<td>9.3</td>
</tr>
<tr>
<td>Christian Schools</td>
<td>125</td>
<td>43,841</td>
<td>8.8</td>
</tr>
<tr>
<td>Lutheran</td>
<td>83</td>
<td>32,133</td>
<td>6.4</td>
</tr>
<tr>
<td>Interdenominational</td>
<td>27</td>
<td>17,779</td>
<td>3.5</td>
</tr>
<tr>
<td>Baptist</td>
<td>43</td>
<td>16,269</td>
<td>3.2</td>
</tr>
<tr>
<td>Islamic</td>
<td>30</td>
<td>15,874</td>
<td>3.2</td>
</tr>
<tr>
<td>Seventh Day Adventist</td>
<td>56</td>
<td>10,110</td>
<td>2.0</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>14</td>
<td>9,572</td>
<td>1.9</td>
</tr>
<tr>
<td>Jewish</td>
<td>19</td>
<td>9,038</td>
<td>1.8</td>
</tr>
<tr>
<td>Steiner</td>
<td>44</td>
<td>7,215</td>
<td>1.4</td>
</tr>
<tr>
<td>Pentecostal</td>
<td>19</td>
<td>6,746</td>
<td>1.3</td>
</tr>
<tr>
<td>Assemblies of God</td>
<td>16</td>
<td>6,370</td>
<td>1.3</td>
</tr>
<tr>
<td>Brethren</td>
<td>10</td>
<td>4,736</td>
<td>0.9</td>
</tr>
<tr>
<td>Greek Orthodox</td>
<td>8</td>
<td>4,112</td>
<td>0.8</td>
</tr>
<tr>
<td>Montessori</td>
<td>36</td>
<td>3,593</td>
<td>0.7</td>
</tr>
<tr>
<td>Other Catholic</td>
<td>7</td>
<td>3,421</td>
<td>0.7</td>
</tr>
<tr>
<td>Other Orthodox</td>
<td>6</td>
<td>1,970</td>
<td>0.4</td>
</tr>
<tr>
<td>Society of Friends</td>
<td>1</td>
<td>1,219</td>
<td>0.2</td>
</tr>
<tr>
<td>(Quaker)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Churches of Christ</td>
<td>2</td>
<td>770</td>
<td>0.2</td>
</tr>
<tr>
<td>Ananda Marga</td>
<td>2</td>
<td>219</td>
<td>0.0</td>
</tr>
<tr>
<td>Hare Krishna</td>
<td>1</td>
<td>48</td>
<td>0.0</td>
</tr>
<tr>
<td>Other religious affiliation</td>
<td>6</td>
<td>2,032</td>
<td>0.4</td>
</tr>
<tr>
<td>Other*</td>
<td>85</td>
<td>14,231</td>
<td>2.8</td>
</tr>
</tbody>
</table>

(I.S.C.A. Snapshots 2007)

2.4 Since 1970 there has been a continuing shift in enrolments from government schools to non-government schools, the majority of these moving to the independent sector.

3.0 **Strategic Thinking & Planning**

The School Council has concentrated on a number of focus areas in its strategic thinking and planning for 2007/08.

3.1 **Priorities**

For 2007/08, each of the priorities were either achieved or are continuing to be addressed. The School Council is confident that ultimately all of these will be met.

Included in Appendix 1 are the papers that came out of the strategic retreat day in February 2008, where the School Council addressed a number of scenarios that Hillbrook may need to respond to in the near future.
3.2 Governance

Each year the School Council meets with the School Leadership Team to discuss the strategic direction of the school. This year we met with a change agent and human resources facilitator, Arthur Alexander, to identify matters of importance relating to the long-term viability of the school, and more importantly to the high level of education we give our students. Scenarios were prepared beforehand by members of School Council and the School Leadership Team. The School Leadership Team and School Council, under the direction of Arthur Alexander analysed these scenarios and developed strategies to maximize the opportunities to Hillbrook in the coming years.

Scenario One: The recruitment and retention of high quality teachers.

There is evidence that a shortfall in the availability of quality staff is emerging. The School Leadership Team and School Council are looking at ways to make teaching at Hillbrook even more attractive.

Scenario Two: The possibility that when the new prep year students enter high school in 2015, Year 7 may be incorporated within state secondary schools.

This may mean that, to be able to recruit new students from the last year of primary school, Hillbrook would need to offer Year 7. This has very significant capital implications for the school. The School Leadership Team and School Council will keep this under review and prepare contingency plans and so be better able to respond if the change does occur in state schools or in other non-government schools that are our competitors.

Scenario Three: The moral and spiritual development of its students.

The School Leadership Team and School Council will be reviewing what we currently do, looking for other opportunities to further develop its area, as well as assessing the impact of current practices.

Scenario Four: The Anglican Diocese of Brisbane has been reviewing what they require of Anglican schools.

As a separately incorporated school within the Anglican community there are issues of independence and compliance that will need to be addressed and negotiated as part of our continuing membership of the Anglican school community. The School Council is committed to finding a balance that will maintain our independence as well as our commitment to the Anglican community.
3.3 Succession – New Principal

24th May 2007

Dear Parents and Students

At the end of last term I wrote to you with the news that our Principal Mr Norm Hunter was retiring at the end of this year after over 20 years at the helm. At that time I indicated that a process to find a new Principal was under way.

The interview and selection process has been completed, and it is with pleasure that I now write to let you know that the School Council has appointed Mr Geoff Newton as Hillbrook’s new Principal from January 2008. The selection committee was unanimous in its recommendation to the School Council, after interviewing a number of high quality applicants.

Geoff has served with distinction as a Deputy Principal at Hillbrook since 1998. Before that he was Deputy Head and Acting Head of Hunter Valley Grammar School for six years. In Geoff we have someone with long experience of providing leadership at a senior level in schools and who, at Hillbrook, has contributed greatly to the work of the School Leadership Team. We are confident that Geoff will continue to maintain the successful culture and traditions of Hillbrook while working to develop the school to even higher levels of success.

I know that you will join with me, and with the Council, in offering congratulations to Geoff, and in wishing him well for his tenure as Principal of our school.

Yours sincerely

Scott McKenzie
Chairperson Hillbrook Anglican School Council

3.4 Moderate Fee Status
One of the continuing focus’ of the School Council is for Hillbrook to remain a moderate fee school. Commonwealth Government funding is an essential to this, and we have kept in constant communication with I.S.Q. and I.S.C.A. about the importance of this.

The new government has confirmed its commitment to the current funding arrangement for the next quadrennium, 2009-2012, but will review the arrangements with changes expected after this date.

3.5 Risk Management
With Risk Management now being a major focus area of governance for all organisations, the School Council has and will continue its diligence in this area. To ensure all areas of risk management are covered, School Council continues to discuss this item at its meetings and a Risk Management Committee has also been put in place.

The School Council has had a series of presentations from our lawyers on the issues relating to Risk Management.
3.6 Professional Development

As part of the professional development program, the school leadership team and the teaching staff met for professional development sessions in December 2007 and January 2008 to reflect on the things that make Hillbrook unique and special. They established some themes and priorities for 2007/08, with a particular focus on re-imaging Hillbrook. The outcomes of these sessions are attached at Appendix 2.

3.7 Building Developments

Once again, Hillbrook made significant investments to enrich the learning experiences of the students. These are detailed below, with some projects already complete and others underway.

Capital Works Projects (Completed)

New water tanks were installed, on the northern side of the Recreation Centre. Their capacity is 152,000L and with the rain over the December/January period they reached their capacity.

Minor Works (Completed)

- Covered walkway C & F Block;
- Additional water tanks;
- New carpet;
- Painting repairs B Block;
- Classroom identification signage;
- New servers in IT;
- Refurbishment of manual arts work benches; and
- Repairs in the Crèche.

Major Projects (To be completed in 2008)

- Performing Arts Centre sound system – the audio system is to be upgraded, including speakers, amplifiers and foldback system;
- Library – the entrance is to be moved to the northern wall of the building and will incorporate a large reading deck. Inside works include a quiet reference room for students, new circulation desk, improved work spaces and storage, and more area for book displays. Plans to expand the library are also well underway and will complement these changes;
- Roof cover for tennis courts – a roof will be installed covering the two tennis courts. This will provide substantial increase to the shaded physical activity areas for informal and classroom use; and
- Tuckshop roof and forecourt – a roof covering the Tuckshop and Uniform and Stationery forecourts is to be installed. It will also cover the walkway leading to the science classrooms. The forecourts will be refurbished with additional seating and improvements to the landscape.
3.8 **An Anglican School**

2007-2008 saw the establishment of a Chapel Committee and it has overseen an ongoing dialogue concerning the relationship, integration and expression of Anglican faith within Hillbrook as an educational institution and community of care. Several priorities for action have emerged from the dialogue:

1. Rethinking and reforming the role of Chaplain and the Chaplaincy as expressions of the Anglican faith within the Hillbrook community.

2. A continuing and strengthening of the relationship between the school and its local parish expressed through the presence of Rev Jan Crombie as the Hillbrook Community Priest.

3. The restructuring of Religious Studies programmes to reflect both the recommendations of the Anglican Schools Commission and the Queensland Department of Education.

4. The restructuring of weekend services to reflect both the Anglican liturgical calendar and Hillbrook communal life.

5. Rethinking and reforming the place of the Sacraments of Baptism, Confirmation and Holy Communion within school life.

6. Reappraising the need for teacher training within the Religious Studies department.

7. Rethinking and reforming the role of the Chapel and chapel services within Hillbrook as an Anglican school.

The dialogue remains an ongoing and essential part of Hillbrook as an Anglican school.

An updated document that attempts to capture the spirit of Hillbrook’s conceptualising of Anglicanism is included in Appendix 3.

3.9 **Marketing**

The school continues to take a low-key approach to marketing, relying on word-of-mouth as the main strategy. 2006 saw the refurbishment of our new website. Since then, interest in the website has continued to grow and it has become an efficient and informative tool for parents, students and the broader community with the introduction of Online @ Hillbrook.

Two editions of ‘Connections’ were published, and ‘Hillbrook in Action’ – the school’s open day – again attracted large numbers. A new prospectus, stationery, greeting cards and with compliments slips have been produced.

The school continues to affirm the value of a subsidised crèche for the pre school age children of staff and parents. The crèche is very well run by its Director Di Shannon, and Assistant Director, Lorraine Blake. The crèche allows talented teachers with young children to see employment at Hillbrook as highly desirable, bringing significant benefit to our students, teachers and their children. It continues to be part of our commitment to equality in the workplace and even better is now operating at break even point.
4.0 Government Funding

Government funding continues to be a key element in Hillbrook’s mission to be a moderate fee Anglican school, accessible to as many families as possible, while still maintaining a high quality of education. Currently Hillbrook parents pay approximately 50% of the cost of educating a student, while government, mainly the Commonwealth with assistance from the State Government, contributing the other 50%.

With a Commonwealth review of government funding of schools now released, (summary is included at Appendix 4). As Hillbrook is a funding maintained school we need to look at the impact of this status not continuing past the next quadrennium, starting in 2012.

The Independent Schools Queensland (ISQ) submission to the Federal Government highlights the need for Funding Maintenance to remain, as it is a fundamental part of the SES model.

Funding for disabilities continues to be under-funded in all independent schools. ISQ continues to look for equity in this area. The cost of educating a student with a disability is three to four times the average cost of educating a student without a disability. Students with a disability at a state school are funded at a significantly higher level than that same student would receive at a catholic or independent school.

The Hillbrook School Council wishes to make clear its support for a strong public school system in Australia, and that all taxpayers should contribute to supporting this. At the same time, it strongly supports the concept of parental choice of schooling for their children, and believes that parents who pay school fees to achieve this – over and above their taxes – deserve financial support from the government.

The School Council also rejects the claims that the current funding arrangements disadvantage state schools: when the full statistics are published, this is simply not the case. We suggest an increase in funding for education across the board and consider this money as an investment in Australia’s future, not a cost to be minimised. The Council supports the position taken by the Independent Schools Council of Australia: that all education sectors – state, catholic and independent – should work together to press for greater overall government funding for education in Australia. This was the position of I.S.C.A. for the 2007 federal election and seems to be supported by the new government.

5.0 Year 12, 2007

The results achieved by Hillbrook Year 12 students, and in particular the offers they receive for further study, are an important indication of the quality of learning that takes place at the school, and 2007 was one of our strongest years ever for Hillbrook Year 12 students. 67% of the group achieved Overall Positions (OPs) from 1 to 10 – 1 being the highest, and 25 being the lowest – compared to the state-wide figure of 42%. The Queensland Core Skills Test results were also impressive, with 70% of the students in the A & B brackets – on a scale of A to E, A being the highest – compared to the state-wide figure of 43%. Also, in their offers for future study through the Queensland Tertiary Admissions Centre (QTAC), 89% of the group received first round offers in bachelor degree courses at universities, while others have taken up options ranging through TAFE diplomas and advanced diplomas, apprenticeships and traineeships, employment and travel.

Full details of the 2007 Year 12 results and destinations are provided in Appendix 5.

As Year 10 is the transition year for students, the Year 10 end-of-year results are also provided in Appendix 5. These results are school based and as a consequence are not comparable to results of other schools, as is the case in Years 11 and 12.
6.0 **Financial Matters**

2007/08 has been a strong year financially for the school. The Financial Statements will be tabled at this meeting, but I would like to offer some comments here.

All the financial indicators for 2007 were strong, and ahead of forecasts:

- The cashflow from operating activities was $1.5M. The overall decrease in cash for the year was $976,000, after significant investments in buildings, plant and equipment. There were no new loans.
- The school’s asset to liability surplus currently stands at $13.7M.
- The school’s cash reserves currently stand at $3.5M.

The strong financial performance has been achieved through careful management of expenditure, and the Council’s generally prudent approach to school finances. The healthy surplus allowed the completion of the G Block extension including upgrade of the manual arts construction deck and was fully funded from reserves.

2007/08 has seen continuing high levels of future enrolments, and on paper the school is fully enrolled until 2022 (See Appendix 6).

As families move, change circumstances, or enrol at other schools, these numbers will fluctuate. Nevertheless, we take these healthy future enrolments as a strong expression of confidence from the wider community.

The combination of these indicators suggests that Hillbrook is strongly positioned in the education environment of Queensland, now and for the future. The School Council needs to continue to think creatively about the future, as well as provide responsible and well planned financial management, but it is gratifying to know that this will occur in the context of a strong financial base for the future.

The major challenge for the future is to continue to balance a high quality of education with maintaining a moderate fee structure. Pressures such as the possibility of diminishing government funding and rising community and parental expectations of schools will continue to challenge our status as a moderate fee school.

7.0 **Relationship with the Anglican Church**

There are three types of schools in the Anglican group in Queensland: Diocesan-owned schools; schools separately owned by the Society of the Sacred Advent; and independently incorporated schools. Hillbrook is one of the four independently incorporated schools.

The School Councils of the Diocesan-owned schools are subject to quite a degree of direction and control by the Diocese, on the other hand the four independently incorporated schools – Hillbrook, All Saints, Canterbury and Matthew Flinders – and the two S.S.A. schools – St Aidan’s and St Margaret’s – have a great deal of autonomy, with their links to the Anglican Church set out in the Church Institutions Canon. Essentially, these schools are affiliated with the Anglican Church rather than owned by it, and their primary accountability is to their respective communities and or companies.

It is a requirement that all Anglican schools report to Synod each year, and the Hillbrook report for 2007/08 is attached as Appendix 7.

In a recent report the Anglican Church has indicated that it wishes its schools governing bodies to take on a more corporate model. Appendix 8 has an executive summary of this report. Hillbrook’s representative board model has proven to be an effective and highly professional operation. The School Council has made a point of ensuring that members are up to date with research about governance, particularly of not-for-profit organisations and is developing an induction programme for new members. Hillbrook’s School Council re-affirmed its commitment to the representative model and has invited the author of the governance report, Dr Gavin Nicholson to meet with the School Council to discuss the issues raised in his report.
8.0 Educational Issues

8.1 The Non-State Schools Accreditation Board (NSSAB)
Hillbrook registered to undertake a cyclical review with the NSSAB in 2006, which all non-government schools in Queensland must do over the next few years. The review was completed and submitted at the end of Term 2, 2006 and we were accredited by the NSSAB in early 2007 as a result of their review.

9.0 Parent Involvement

9.1 Parent involvement at Hillbrook continues to be strong, from representation on the School Council, the Parents & Friends’ Association, to the very high attendance at school functions. At the recent Parent/Teacher meetings for each of the five year groups, over 90% of families were represented at each session, and at the Year 12 Leadership Ceremony in Term 1 approximately 85 parents of Year 12 students were in attendance.

9.2 The School Council greatly appreciates the level of parent commitment to the school, and I want to especially thank and congratulate the members of the P&F, whose tireless work has again added so much to the richness of what happens at Hillbrook: social events, extensive landscaping and beautification work, the running of the tuckshop and uniform and stationery shop, and educational activities for parents are just some of these.

The P&F has made a major contribution to the Tree of Life Chapel, funding the seating for the Chapel, as well as a grand piano to be used for worship and music performances in the Chapel. This is a major contribution to the spiritual education of our students, and the School Council congratulates the P&F on the choice and generosity of these initiatives.

Furthermore, a donation of $23,000 was made by the P&F during 2007 to enrich the teaching and learning resources used in the classroom. Earlier this year, the P&F donated $20,000 towards the sound system in the Chapel.

Teachers put together a joint submission for the use of this money, and the majority was used to purchase ICT equipment such as software, data projectors and digital cameras for classroom use.

9.3 Positive parent involvement is widely recognised in educational research as a major contributor to the success of students at school. Hillbrook parents have clearly recognised this, and I am convinced that the exceptional level of parent involvement at all levels is one of the key elements in the continuing success of the school.

9.4 Hillbrook runs a ‘Parent Outdoor Program’ (POP) specifically for parents of students at the school. The program allows parents to sample some of the outdoor education experiences that our students have. This opportunity provides parents with a deeper understanding of their child’s experiences as well as offering parents the many benefits of participating in our outdoor education program.

10.0 Leadership at Hillbrook

10.1 I would like to commend members of the School Council for the way they have approached their leadership role in the past year. The governance of an independent school is a major undertaking and fortunately the Hillbrook School Council has a fine balance of talents and insights. I continue to be impressed with the quality of decision-making and strategic thinking that occurs each month and on strategic retreat days, and with the high levels of commitment members of Council bring voluntarily to the school.
10.2 I also commend the school leadership team – Principal Geoff Newton, Deputy Principals Stephanie Munday-Lake and Jason Sharland, and Business Manager David Briggs. Their leadership continues to be an abiding strength of the school, and they play an important role in nurturing and strengthening the special culture of the school. I am sure that all members of the Hillbrook school community are well pleased with the successful transition from the leadership team of 2007 to that of this year. This success is in no small measure attributable to the careful planning of Norm Hunter prior to his retirement at the end of last year. The School Council is particularly supportive of the ‘distributed leadership’ principle which engages widespread involvement by staff, students and parents in the life of the school, including the Student Representative Council, the Year 11 Community Action Program which links leadership with care for others, the concept of every Year 12 student negotiating a leadership responsibility, the mentoring program, and parent and teacher representation on the School Council.

This inclusive approach to leadership at Hillbrook is a distinctive feature that separates us from many other schools, and the concept of ‘a leaderful team’ continues to be one of Hillbrook’s unique features.

10.3 The End of an Era
The retirement of long-serving principal Norm Hunter at the end of last year marked the end of an era. I have included 2 letters below regarding Norm’s retirement.

Norm Hunter received an OAM in the Queen’s Birthday honour listings for his work in education.

Norm was one of the founders of the school in 1986, Co-Principal with John Lindsay for the first eleven years, becoming sole principal in 1998. Founding Principals typically leave their mark on a school and Norm was no exception. What Hillbrook is today is in large measure a result of Norm’s fine hand guiding its growth and development into what is widely regarded as a unique secondary school with a culture of high expectations, openness and inclusivity that is exemplary.

For all of us the transition to a new leadership team has been without any apparent difficulty, and gives every indication of having been made in such a way as to maintain the unique culture that is Hillbrook. For this we give thanks.

15th March 2007

Dear Parents

The letter enclosed with this one announces Norm Hunter’s intention to retire as Principal at the end of this year. After more than 20 years — since the establishment of the school — Norm has decided it’s time to call a halt. He was Co-principal for the first eleven years and has been sole Principal since then.

As he indicates in his letter, Norm has considered this matter for some time. The School Council has been aware of Norm’s intentions since early this year and has appointed a small group to recruit a new principal for January 2008.

Norm Hunter has had an extraordinary impact on Hillbrook. He was one of the founders of the school, and his philosophy and beliefs about the schooling of adolescents have been central in creating and developing the culture of the school.

We are determined that the strong culture nurtured by Norm will continue, and we have now embarked on a recruitment process with a view to finding a new Principal who will maintain this culture and further enrich it.

Hillbrook has an enviable reputation among independent schools, and we are confident that the advertisement of the position of principal will attract many applications of the highest calibre.
The School Council hopes that it will be able to announce a successor before the end of this semester. It will do so with regret at the passing of an era in which Norm Hunter gave great leadership to the school, but with confidence in a successor who is well able to take us into the future.

Yours sincerely

Scott McKenzie
Chairperson Hillbrook Anglican School Council

15th March 2007

Dear Parents and Students

I’m writing to let you know that after much deliberation and discussion with my family, I’ve decided that 2007 will be my last year at Hillbrook. This is my 21st year – eleven years as Co-Principal and ten as Principal – and it’s time for me to step back.

I want you to know that being Principal of Hillbrook is a source of great pride and fulfilment for me, and I greatly enjoy the work and take great satisfaction from it. In balance with that, for the last few years the relentless responsibility of the role has begun to have an impact, and I sense that if I continue on beyond this year I’ll have stayed too long, and I’m determined not to do that. Also, Rae and I now have three grandchildren, and it’s important that I’m able to be more involved in their lives.

Hillbrook is in fine shape. The current teachers and support staff are the finest people a school could hope for, and we have developed a culture that is special and different from any other school. Indeed, there is a wonderful sense of ownership of that culture by the School Council, staff, students and parents, and my leaving won’t change any of that.

I’m very grateful for the support I continue to receive from the School Council, staff, students and parents, and I’m fully committed to making 2007 another great year in the life of the school. When I do step down at the end of the year, it will be with pride at what we’ve achieved together, and a deep sense of privilege for what the last 21 years have brought me.

There will be a time for farewells at the end of the year. Till then, thanks for your continuing commitment and support, and I hope 2007 is a good one for you.

Yours sincerely

Norm Hunter
Principal
11.0 A Personal Note

I have now come to the end of my fourth year as Chair of the Hillbrook School Council. It continues to be a rewarding and uplifting role. I have great confidence that this school will go from strength to strength and have no doubt that the distinctive nature of Hillbrook will continue to evolve with Hillbrook always being a school of which we are all proud.

My thanks to Kylie Carmody, the School Council’s Minutes Secretary, for her professionalism and commitment to this important support role for the School Council.

12.0 Conclusion

2007/08 has and is continuing to be another big and busy year for Hillbrook. The life of the school continues to benefit from growth and enrichment in many of the following areas:

- A clear vision and direction for the school;
- Increasing the spiritual aspect of learning through a wider use of the chapel and of the Chapel Committee’s work;
- Continuing strong student achievement and high levels of enrolment in further studies courses;
- Strengthening of positive parent involvement;
- Strong financial grounding;
- Talented, dedicated and focused staff;
- A unique approach to leadership which encourages inclusion and consultation;
- Continuing promotion of personal and professional development for staff;
- Strategic thinking and planning processes with a view to the future;
- Ongoing strength in enrolments, demonstrating Hillbrook’s broader community profile, and
- Continuous upgrading of school and classroom facilities.

I would like to take this opportunity to thank all members, new and continuing, of this unique governance model we have here at Hillbrook. Your membership, involvement and commitment of Hillbrook Anglican School Ltd are valued.

I wish you all well for 2008/09.

Scott McKenzie, Chairperson
Hillbrook Anglican School, School Council
APPENDIX 1
Critical Actions for Strategic Thinking & Planning for 2007

Growth of School
- Complete cyclical review for NSSAB.
- Continue 'futures thinking' group, considering issues that may impact on Hillbrook.
- Continue level of continuous improvement initiatives such as TAP & professional development, student feedback, and multiple intelligencies.
- Discuss strategic issues that arise from Norm’s study leave report.
- Evaluate progress of new subjects IPT and Extension English.
- Continue to provide leadership opportunities for staff, including leadership & management training.
- Upgrade Campus Development Framework.
- Formal tracking & projection of enrolments (analysis of geographic; socio-economic etc) to identify marketing trends & opportunities.
- Ensure a broad theme of sustainability is part of School Council strategic thinking & planning.
- Continue to nurture links with past students. Review processes to retain and attract talented staff.
- Address succession issues.
- Gather the stories that capture the culture.
- Regular strategic thinking sessions at School Council meetings.
- Address accommodation for music classes.

Relationships Perspective
- Continue to consider & act on ‘Listening to the Hillbrook Community’ (2002) based on parent, staff & student surveys.
- Continue to manage parent & student expectations, perceptions & aspirations.
- Continue to strive for a sense of ‘connectedness’ from students, staff and parents to school.
- Continue strong positive relationship with Queensland Studies Authority through involvement on committees & review panels.
- Develop positive relationships with key external bodies (Governments, media, the general public, the Anglican Church, academia) to maintain Hillbrook’s independent status.
- Continue to develop strong relationship with P&F Association & staff.
- Continue welcoming of parents after Term 1, Outdoor Ed Parent Camps and activity days.
- Raise membership of HAS Ltd.
- Invite parents to tell us how they might be involved/would like to be involved, before they get here.
- Create new, more accessible website.

Discovering
- Continue addressing concept of ‘moderate fee status’ & financial implications into future (especially next 5 years) including building on the resourcing fund.

Appreciative Inquiry
- Being proactive in preserving moderate fee status.
- Continue to explore alternate income sources, including ‘Community Learning’ and community use of school facilities.
- Continue to be fully up-to-date on government funding issues at Commonwealth & State levels.
- Continue development of evaluative framework for effective & efficient use of school resources.
- Continue to evaluate positioning/competitive strategy.

Internal Processes
- Review & update risk management processes including WH&S.
- Review & update current School Council and intra-school policies.
- Continue tracking Year 12 results & destinations.
- Continue to strive for high quality communication with staff, students & parents.
- Formal appraisal of Principal & school leadership team by end 2007.

Financial Perspective
- Continue to consider & act on ‘Listening to the Hillbrook Community’ (2002) based on parent, staff & student surveys.
- Continue to manage parent & student expectations, perceptions & aspirations.
- Continue to strive for a sense of ‘connectedness’ from students, staff and parents to school.
- Continue strong positive relationship with Queensland Studies Authority through involvement on committees & review panels.
- Develop positive relationships with key external bodies (Governments, media, the general public, the Anglican Church, academia) to maintain Hillbrook’s independent status.
- Continue to develop strong relationship with P&F Association & staff.
- Continue welcoming of parents after Term 1, Outdoor Ed Parent Camps and activity days.
- Raise membership of HAS Ltd.
- Invite parents to tell us how they might be involved/would like to be involved, before they get here.
- Create new, more accessible website.

Delivering
- Complete cyclical review for NSSAB.
- Continue ‘futures thinking’ group, considering issues that may impact on Hillbrook.
- Continue level of continuous improvement initiatives such as TAP & professional development, student feedback, and multiple intelligencies.
- Discuss strategic issues that arise from Norm’s study leave report.
- Evaluate progress of new subjects IPT and Extension English.
- Continue to provide leadership opportunities for staff, including leadership & management training.
- Upgrade Campus Development Framework.
- Formal tracking & projection of enrolments (analysis of geographic; socio-economic etc) to identify marketing trends & opportunities.
- Ensure a broad theme of sustainability is part of School Council strategic thinking & planning.
- Continue to nurture links with past students. Review processes to retain and attract talented staff.
- Address succession issues.
- Gather the stories that capture the culture.
- Regular strategic thinking sessions at School Council meetings.
- Address accommodation for music classes.

Designing
- Continue addressing concept of ‘moderate fee status’ & financial implications into future (especially next 5 years) including building on the resourcing fund.

Financial Perspective
- Being proactive in preserving moderate fee status.
- Continue to explore alternate income sources, including ‘Community Learning’ and community use of school facilities.
- Continue to be fully up-to-date on government funding issues at Commonwealth & State levels.
- Continue development of evaluative framework for effective & efficient use of school resources.
- Continue to evaluate positioning/competitive strategy.
- Continue to evaluate marketing strategy.
- Continue long term financial scenario projections.
Priorities for 2008

Trust and Respect
"There is a place for me here"

Leading to:
- Connectedness to school community
- Improved academic learning

High Expectations
"I believe in you"
"You can do it"
"Leadership is making a positive difference in the lives of others"

Leading to:
- Self belief & motivation
- Improved academic learning

"Broken Windows"
&
"This Doesn't Happen Here"

"From little things big things grow"

Leading to:
Addressing the small things before they become big things
Introduction
This year’s retreat day was devoted to discussion of a number of scenarios that had been submitted by members of School Council and the School Leadership Team. The facilitator for the day was Arthur Alexander. Arthur bundled the scenarios into 3 topics. These are listed below:

1. GOVERNANCE
2. HUMAN CAPITAL
3. SUSTAINABLE COMPETITIVE ADVANTAGE
   EDUCATION
   FINANCIAL

The whole group then discussed issues arising from the scenarios under each of the three categories. Finally action plans were suggested for each scenario discussed.

TOPIC: GOVERNANCE

SCENARIOS
- Composition of School Council
- Relationship between Hillbrook, Anglican Schools Office and Diocese

ISSUES ARISING
- External influence (prescribed by ASC);
- Representative Council;
- Purpose of Hillbrook (Council reflects the ‘way we do things);
- Flexibility and impact of Nicholson Report;
- Links between Council and philosophy of school (Understanding Council structure);
- External relationships;
- Pervasiveness of governance of the whole organisation. Impact on culture;
- Renewal of Council, and
- Role of School Council.
TOPIC: HUMAN CAPITAL

SCENARIOS

- Merit Pay for Teachers
- Recruitment of Staff
- Retention of Staff
- Professional Development of Teaching Staff

ISSUES ARISING

- Aging workforce;
- Promotion of innovative thinking;
- Attracting ‘good’ teachers;
- Encouraging diversity;
- Developing synergies between teachers;
- Hillbrook ‘image’ in community and specifically on the teacher market;
- Recruitment of new teachers;
- Our ‘packages’;
- Retention strategies and strategies to deal with shift in career paths (short term nature of work);
- Core values as a point of difference;
- Flexibility of values;
- Matching core values;
- Reputation, ‘What you’ve heard’;
- Flexibility of workplace;
- Job substitution;
- Identifying and rewarding excellence in teaching and learning;
- Professional Development for Teachers (Peer reviews with other schools);
- Electronic portfolios, and
- Ask Teachers in Training to Hillbrook to talk to them;
TOPIC: SUSTAINABLE COMPETITIVE ADVANTAGE, EDUCATION

SCENARIOS
- Spiritual Direction
- Moral and Social Development of Students
- Enrolment Procedures & Positioning of School
- Where does Year 7 belong?

ISSUES ARISING
- Nature of community (values, ethics education);
- Espoused values vs values in action, articulation, Hillbrook’s role;
- School Chapel as symbol, a community building for ‘gathering and reflection’;
- Espoused values and adolescent education;
- Students as teachers to parents;
- Integration of spirituality into daily activities/discussions;
- What does it mean to be Christian in adolescent’s eyes?;
- Maintaining the research base of education » implement – review & assess;
- ‘Care of inner space’;
- Equity/sustainability and special needs;
- Communication/articulate Hillbrooks – values, actions and policies;
- Staff skills, knowledges, competencies;
- Staff support, funding, integration of services, and
- Planning for the addition of Year 7 to the School:
  - Curriculum;
  - Facilities, and
  - Staffing.

TOPIC: SUSTAINABLE COMPETITIVE ADVANTAGE, FINANCIAL

SCENARIOS
- Increased Costs Relative to CPI
- Government Funding Issues

ISSUES ARISING
- Government funding safe until 2012. Post 2012?;
- Change in funding model;
- EPI > CPI;
- Parent expectations re resources;
- Competition from public and independent schools;
- Alumni sources of fund, private sector;
- Subsidies/scholarships;
- Relative per capita cost especially special needs;
- Hillbrook advocacy strategy eg special needs students;
- Perceptions of equity;
What are our core values and desired future?

Professional Development Session
Thursday 6th December, 2007
8:45 to 11:00 am

The sharing of tacit knowledge among multiple individuals with different backgrounds, perspectives, and motivations becomes the critical step for organisational knowledge creation to take place. The individual’s emotion, feelings, and mental models have to be shared to build mutual trust.

(Nonaka I. & Takeuchi H, 1995)

Introduction

We’re going through a time of change at Hillbrook, and the thinking behind this session and subsequent sessions next year is to revisit our core beliefs and use these to re-imagine the future for the school. It will help us focus on the important issues and develop goals for both the long and the short term. For our PD session on Thursday 6th December, we will start by revisiting some of our fundamental beliefs or core values and then use the Appreciative Inquiry model (used by the School Council) to provide some structure to these core beliefs. (On Thursday we will use the Discovery & Dreaming aspects). In our session together in January we will focus on our desired future (the Design & Delivery aspects of Appreciative Inquiry). In the attached booklet you’ll find an introduction to Appreciative Inquiry.

Core values

In exploring our core values we think the best place to start is with our motto “In Balance We Grow”. This is fundamental to Hillbrook. Following on from this are the four themes developed in 1995 and reaffirmed in 2003:

1. A thinking-centred school
2. Teaching/Learning
3. Adolescence
4. Community
**Desired future**

*A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people’s hearts, a force of impressive power. It may be inspired by an idea, but once it goes further – if it is compelling enough to acquire the support of more than one person- then it is no longer an abstraction. It is palpable. People begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as shared vision.*

*At its simplest level, a shared vision is the answer to the question, “What do we want to create?” Just as personal visions are pictures or images people carry in their heads and hearts, so too are shared visions pictures that people throughout an organisation carry. They create a sense of commonality that permeates the organisation and gives coherence to diverse activities.*

(Peter Senge: *The Fifth Discipline*, 1990)

This definition of organisational vision gives a very good overview of a vision’s purpose: ideally we’ll all own it. The two complementary parts of any vision are **core values** and **desired future** and these sit very well within the Appreciative Inquiry model.
Chapter Three

The Appreciative Inquiry
4-D Cycle

Appreciative Inquiry is a narrative-based process of positive change. It is a cycle of activity that starts by engaging all members of an organization or community in a broad set of interviews and deep dialogue about strengths, resources, and capabilities. It then moves people through a series of activities focused on envisioning bold possibilities and lifting up the most lifecentric dreams for the future. From there, it asks people to discuss and craft propositions that will guide their future together. And finally, it involves the formation of teams to carry out the work needed to realize the new dream and designs for the future. This process is called the AI 4-D cycle. This chapter gives you a brief overview of the 4-D cycle and how it gets started.

Overview of the 4-D Cycle

The AI cycle can be as rapid and informal as a conversation with a friend or a colleague, or as formal as an organization-wide process involving every stakeholder group. Although AI has no formula, the change efforts of most organizations flow through the 4-D cycle shown in Figure 4. Each AI process is homegrown, designed to meet the unique challenges of the organization and industry involved.
The four key phases of an AI process, illustrated in Figure 4, are as follows:

- **Discovery**: Mobilizing the whole system by engaging all stakeholders in the articulation of strengths and best practices. Identifying “The best of what has been and what is.”

- **Dream**: Creating a clear results-oriented vision in relation to discovered potential and in relation to questions of higher purpose, such as, “What is the world calling us to become?”

- **Design**: Creating possibility propositions of the ideal organization, articulating an organization design that people feel is capable of drawing upon and magnifying the positive core to realize the newly expressed dream.

- **Destiny**: Strengthening the affirmative capability of the whole system, enabling it to build hope and sustain momentum for ongoing positive change and high performance.
Focus on the Future: Delivery and Destiny

‘The infinite human resource we have for generating constructive organisational change is our collective imagination.’

Introduction

We have journeyed along the Appreciative Inquiry path and we are now ready to look at the delivery/destiny phase. This is, for many, the exciting part, where we get to see the fruits of our labour. This has been built on some equally exciting and important work, so thank you all for your contribution. For this session we anticipate that we will start with the same initiative teams that developed the themes in our previous PD session.

If you find that your initial choice of team doesn’t match your passions, you may benefit from involving yourself in another team. Feel free to negotiate a move to another group if this is your wish. Go with your passion so that the tasks we form will serve to strengthen what we do.

The way in which we implement the design ideas is critical, and the timeline and resource requirement need to be thought through carefully.

We again emphasize that there is no one best way or standard timeframe for completion. Each group may split into smaller units. Teachers may like to use an idea as a TAP project by themselves or with others. Across-group units may also develop once the design ideas have been formalised into action plans.

Remember these ideas need to become reality across the school, so think about what success would ‘look like’ in your group. It’s better to be focused on one thing rather than many ideas and it’s also better that groups/units/individuals develop ideas sequentially rather than concurrently. We need to share these programs and outcomes. Maybe we can produce an ‘Initiatives at Hillbrook’ journal where teachers can write up their ideas and outcomes, as well as sharing sessions at staff and co-ordinators meetings. Let us know how we can best share your group stories, thoughts and initiatives in our community.

Inclusions

- Design ideas document, and
- Initiative teams.

There is a tide in the affairs of men.
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

(Julius Caesar Act 4, scene 3, 218-224)

Discovery

- Inquiry into the positive core;
- Aligning strengths for competitive advantage; and
- Sharing best practices to enhance effectiveness and efficiency.

Dream

- Images of a better world; and
- Strategic vision of the organisation serving society.

Destiny

- Acting to realise the dream in alignment with the principles.

Design

- Articulating organisational values; and
- Crafting provocative propositions and organising principles.
DREAMING

These statements are a synthesis of our work together in our second Professional Development session. Below is the original list in order of priority. The first two shaded statements for each theme will form the eight initiatives we will take forward to the design and delivery/destiny phases at our next professional development session.

Adolescence

1. **Empowering adolescence to develop as individuals;**
2. **Deepening of appreciation of others;**
3. Building connectedness to the school community/nurturing;
4. Supporting mental health and resilience;
5. Balancing risk-taking and wise decision-making;
6. Differentiating for learning;
7. Developing healthy and fit students, and
8. Developing and applying the spiritual dimension of life.

Teaching/Learning

1. **Developing ourselves personally and professionally;**
2. **Raising academic expectations;**
3. Teaching with an eye for the future;
4. Enabling a wider use of technology;
5. Broadening our capacity for professional sharing;
6. Learning research skills and using more action research, and
7. Improving our reporting.

Community

1. **Enhancing trust and respect;**
2. **Fostering sustainable practices;**
3. Fostering cultural diversity;
4. Improving support and communication between parents, students and staff;
5. Developing social capital;
6. Extending distributive leadership, and
7. Acknowledging significant events and milestones in teachers and students lives.

Thinking

1. **Integrating Higher Order Thinking;**
2. **Deepening our integration of Multiple Intelligences;**
3. Promoting thinking in new ways and risk-taking;
4. Strengthening academic standards;
5. Continuing our considered approach to new research, and
What’s Special About Anglicanism?

One of the roles of the Hillbrook School Council is to be looking to the future, trying to chart a course for the school that will give us a strong future as well as a strong present.

There’s an old saying: ‘If you don’t know where you’ve come from, you don’t know where you’re going’. So where have we come from?

- The Anglican Church is part of the Christian religion. The Macquarie Dictionary (2001) defines Christian in a number of ways, ranging from ...believing in or belonging to the religion of Jesus Christ... through to ...someone who exemplifies in his or her life the teachings of Christ...

- For centuries Anglicanism’s special touch has ranged across these definitions through a creative balance of tradition, scripture, reason, and experience. Balance is a key principle of Anglicanism.

- Bruce Kaye, recently retired as General Secretary of the Anglican Church in Australia, has this to say:

  The ethos of Anglicanism is essentially not rigid but fluid, not final but exploratory, not in the end narrowly institutional, but personal.

  (Bruce Kaye, 1994)

- Kaye has also suggested that Anglicanism has always seen itself as a church of society, not separate from it, and hence having an important responsibility to address contemporary issues.

  (Bruce Kaye 2003)

- The unique ‘personal’ and ‘exploratory’ nature of Anglicanism leads to the assurance that ‘It’s ok to struggle.’ Struggling with both big and little life issues shapes us continually.

  (Jan Crombie, 2004)

- At a 2004 seminar at Hillbrook, Prof. Frank Crowther of the University of Southern Queensland suggested that optimism is a long standing element of Anglicanism, and that it is crucial to nurture this in the young people of the early 21st century.

- Anglicanism, however, is not just about definitions or ideas. It’s also about living out one’s faith through participatory action. This participation may be expressed in the rites and services of the Anglican church or through generous giving, caring and service to others. John Rae, Headmaster of the Winchester School in England in the 1980s, placed all this in a school context:

  Example is the only sure way of encouraging the young to think seriously about what it means to be a Christian.

  (John Rae, 1987)

All of this is a very powerful mixture, lending itself well to the stage of life’s journey that our young people are moving through. We try to act this out at Hillbrook, and we hope it gives our students a spiritual strength that they can take with them as they move through adolescence and on to adulthood.
INTRODUCTION

In 2004 the Australian Government undertook to review the SES funding arrangements for non-government schools ahead of the next funding quadrennium, 2009 to 2012. By 2009 the SES funding arrangements would have been in place for eight years.

The Government asked the Department of Education, Science and Training (DEST), with representation from the Department of Prime Minister and Cabinet, to undertake an internal review in 2006.

The review was not about opening up the SES funding arrangements to wholesale change or to consider new models for non-government school funding. Rather, the review was about looking at how the SES framework could be improved as a means of delivering Australian Government general recurrent grants to non-government schools.

The Government asked DEST to focus on assessing the robustness of the SES funding arrangements and how well the arrangements continue to meet the Government’s objectives for the funding of non-government schools. In particular, the review considered:

- Options for optimising consistent funding arrangements under the SES model, that is, to have as many schools as possible funded according to their SES score;
- The continuing need for the funding maintenance and funding guarantee provisions that currently apply under the SES arrangements, as well as other mechanisms to provide funding certainty in a way consistent with the SES framework;
- The operation of approved school systems in the administration and distribution of funding under the SES funding arrangements, and
- The effectiveness, benefits and impact of Catholic systems integrating into the SES funding system from 2005.

The review was internal to Government. Bilateral consultations were held with targeted key national stakeholder groups from the non-government sector from 14th August to 8th September 2006. Written submissions from other groups and individuals were also considered.

Any recommendations flowing from the review will be considered in the context of decisions about Australian Government funding for non-government schools for the next funding quadrennium, 2009-2012.
In Australia, there are 2.2 million students (68 per cent of students) who attend 6,929 State Government Schools and 1.1 million (32 per cent of students) who attend 2,671 Catholic and Independent Schools. The Australian Government provides general recurrent funding to both State Government and non-government schools. The SES funding arrangements apply to non-government schools only.

The Australian Government is committed to allocating funding to non-government schools on the basis of need measured according to the assessed capacity of the school community to support its school. The Government’s objectives for the SES funding arrangements are that they be based on a sound empirical framework underpinned by transparency, fairness and equity.

The Australian Government promotes quality, choice and equity in education and strongly supports the democratic right of all parents to choose the school which best suits the needs of their child, whether it is in the government or non-government sector. The Government also considers that every parent, having paid their taxes, deserves some level of public assistance to support the education of their child, regardless of which school their child attends.

The Australian Government welcomes the willingness of parents to invest in the education of their children. The SES funding arrangements for non-government schools remove disincentives to school communities to maximise their investment in their own school.

The key principles that underpin the Australian Government’s policy for funding of non-government schools are that:

- The funding approach should be transparent and simple;
- Private investment in education should not be discouraged and schools should be able to raise private income without penalty;
- Schools should have the flexibility to adjust their operations to cater for their communities;
- All non-government school students are entitled to a base level of public funding, and
- The existing link between the level of Average Government School Recurrent Costs (AGSRC), that is, the level of public resources that, on average, flow to students in State government schools, and the level of non-government school funding should be maintained.
CURRENT FUNDING ARRANGEMENTS

General recurrent grant funding for non-government schools is allocated according to a formula that measures the socioeconomic status (SES) of the school community. The SES funding model involves linking student residential addresses to data from the Australian Bureau of Statistics (ABS) national Census of Population and Housing to obtain a socioeconomic profile of the school community and measure its capacity to support the school.

The SES index that is used to calculate schools’ SES scores is a transparent and objective measure, based on independent data that are consistent for all schools. The SES methodology measures the education, occupation and income levels of all the residents within a Census Collection District (CD). The CD is the smallest spatial unit in the Australian Standard Geographical Classification. In urban areas CDs average about 220 dwellings. In rural areas the number of dwellings per CD reduces as population densities decrease.

For the 2009-2012 quadrennium, each non-government school’s SES Score will be recalculated using data from the 2006 national Census. The recalculations will occur towards the end of 2007.

On moving to the SES funding arrangements in 2001, the Australian Government ensured that no school would be financially disadvantaged by the introduction of the new funding model. Therefore, the SES funding arrangements include mechanisms to provide funding certainty for schools.

For 2001-2004, independent schools that would have received less money if they were funded on the basis of their SES score had their funding entitlements maintained, with full AGSRC supplementation, at their 2000 funding levels. In effect, they continued to be funded according to the former Education Resources Index (ERI) funding system with full AGSRC supplementation.
For 2005-2008, SES-funded independent schools with a 2005-2008 SES score that was higher than their 2001-2004 score had their 2004 per capital dollar amounts guaranteed until the value of the new score is equal to, or greater than, their 2004 entitlements.

For 2001-2004, all Catholic school systems were funded at a systemic funding level of 56.2 per cent of AGSRC, except for the ACT system which was funded at 51.2 per cent. This essentially preserved, in real terms, Catholic systemic year 2000 entitlements. (Under the previous ERI system, all Catholic systems, except the ACT, were funded at category 11 while the ACT was funded at category 10).

On joining the SES funding arrangements in 2005, Catholic systemic schools had their funding entitlements assessed according to the SES of their schools communities. Schools that would have received less money if they were funded on their SES score had their funding entitlements maintained, with full AGSRC supplementation, at their 2004 funding levels.

**BACKGROUND TO CURRENT FUNDING ARRANGEMENTS**

From 1985 to 2000, Australian Government funding for non-government schools was based on the ERI. The ERI measured need by comparing the income a school generated on its own behalf with a standard level of resources (based on State government school per student costs).

A major Review of the ERI in 1997 found that it was no longer sustainable as a basis for assessing need for Australian Government funding of non-government schools.

The ERI was criticised on a number of counts:

- Complexity – with schools referring to the ‘mathematical acrobatics’ needed to present their case for Commonwealth funding;
- Inequity – schools serving the same community could be funded very differently;
- Inflexibility – schools could be locked into a particular funding category, regardless of changes in their communities, and
- Discouragement of private investment – schools which raised additional income through fundraising efforts could have their Australian Government funding reduced as a result.
SUMMARY OF CONSULTATIONS

- The SES model was generally accepted as fair and transparent. Issues were raised about its adequacy in providing appropriate levels of funding for students with high needs (for example, students with disabilities, Indigenous students, refugee and ESL students) and with meeting the high costs of education delivery in remote or disadvantaged schools.

- There was strong support for the link between general recurrent funding and the AGSRC, quadrennial funding arrangements and annual supplementation. All stakeholders viewed continuation of these arrangements as essential.

- The funding guarantee provision was strongly supported by the independent sector as a transition measure across funding quadrenniums.

- The continuation of the funding maintenance (FM) provision was strongly supported, particularly by the NCEC and ISCA, because of the significant impact that removal of FM would have on these schools. NCEC specifically noted that FM was ‘an essential and on-going component’ of the SES funding arrangements and an integral part of the funding model which Catholic school systems joined in 2005. Notwithstanding this, the NCEC also reserved its prerogative, as a school system, to pool all funding received and re-allocate it according to its own priorities.

- There were a number of proposals for moving schools off FM and onto their SES score. These proposals involved adjustments of the funded percentages linked to each SES score (the funding continuum) resulting in additional funding for the non-government sector.

- The importance of school systems was highlighted by the NCEC and other stakeholders representing school systems. The benefits of systems identified by stakeholders included better reporting and consistent implementation of government initiatives, adherence to legislative requirements, ensuring the achievement of the National Goals for Schooling, and ensuring the viability and provision of schools in poorer and remote areas. A system funding loading of 1-2 per cent was sought by the NCEC as well as stakeholders representing Christian, Adventist and Lutheran schools.

- The reintroduction of formal recognition of school systems by the Australian Government was requested by some stakeholders. Only formally recognised school systems can access up to 2 per cent of their total general recurrent funding for system administration purposes (The Government has not formally recognised new systems since 2001).

- The integration of Catholic school systems into the SES funding arrangements was welcomed by all independent stakeholders. There was a strong view that all schools and systems must be treated in the same way. The NECE was appreciative of the additional funding afforded them on joining the SES funding arrangements. They emphasised the benefits of the certainty of funding arising from the FM arrangements.
The existing arrangements for the establishment of new schools, and amalgamation of existing schools, were regarded as unsatisfactory largely because of the impact on the FM provision. The NCEC, in particular, views these arrangements as a disincentive and inhibitor of choice and will be seeking to have new schools funded at similar levels to existing schools within their systems. It was also apparent that the current arrangements provided incentives, in some circumstances, for schools to establish numerous campuses rather than new schools.

The NCEC highlighted the financial difficulties faced by the small Catholic school systems in the Northern Territory and the Australian Capital Territory which did not receive any additional funding on joining the SES model. Catholic systemic schools in the Northern Territory and the Australian Capital Territory did not generate SES scores that entitled them to increased funding and, therefore, these two systems did not receive additional funding. The other six Catholic systems received additional funding for schools with SES funding entitlements greater than the systemic funding level of 56.2 per cent of AGSRC.

Variations in State and Territory government funding for non-government schools was a significant concern raised by some stakeholders.

FUNDING MAINTENANCE (FM)

FM was strongly supported by the majority of stakeholders. The NCEC and ISCA in particular argued strongly for the retention of FM. The NCEC was strongly of the view that FM was an integral part of the funding arrangements that Catholic systems joined in 2005 and, therefore, should not be removed. Both ISCA and the NCEC stated that many of their schools would close without FM.

The independent schools sector characterised the FM provision as a ‘transition arrangement’. It argued that, when new funding systems were introduced, schools needed continued financial stability, allowing them to maintain the quality and level of their educational provision. At the end of 2008 FM independent schools will have benefited from the arrangement for eight years and Catholic systemic schools for four years.

It was also argued that the FM provision allows schools established as low-fee schools under the previous ERI funding system to continue charging low fees. This claim is not supported by departmental analysis of independent schools which shows that 42 per cent of FM Schools (87) increased their fees by more than 40 per cent during the period 2000-2004 compared to 24 per cent of SES-funded schools (164). In addition, during this period, the number of FM schools with annual fees below $2,500 fell by 24 per cent (48) compared to a fall of 10 per cent (67) for SES-funded schools.

FM was also raised as an issue in submissions to the review with some organisation (Independent Education Union, Eltham College of Education, The King’s School and William Carey Christian School) arguing strongly for its removal, citing the inequity of FM schools continuing to receive levels of support well in excess of their SES-based entitlements.
Background
FM schools are those that would have received less money if they were funded on the basis of their SES score at the time they joined the SES system. These independent schools have had their funding entitlements preserved, with full AGSRC supplementation, at their 2000 ERI funding levels. Catholic systemic schools have had their funding entitlements preserved, with full AGSRC supplementation, at their 2004 system funding levels.

In effect, the FM provision serves to preserve the previous ERI funding system which was based on a measure of a school’s resources. Under the present arrangements with the FM provision, funding for non-government schools occurs on two different measures: a resourcing measure and a needs-based measure.

In the 2001-2004 quadrennium, 812 independent schools (77 per cent) were funded on their SES score and 240 schools (23 per cent) were FM. Catholic systemic schools were funded outside the SES funding arrangements and are not included in these percentages.

The FM provision was continued into the 2005-2008 quadrennium, in line with the Government’s 2001 election commitment that no school would be financially disadvantaged by the SES funding arrangements.

The number of FM schools increased significantly in the 2005-2008 quadrennium due to the integration of Catholic systemic schools into the SES funding arrangements. In 2005, following this integration, 1,310 (49 per cent) non-government schools were funded according to their SES score, 1,178 (44.1 per cent) were FM and 183 (6.9 per cent) were funding guaranteed.

The Government is concerned about the number of schools that are FM under the current funding arrangements with only 642 or 40 per cent of Catholic systemic schools and 795 or 75 per cent of independent schools funded on their actual SES score.

The SES scores of FM schools will be recalculated, as with all other schools, in moving to the next quadrennium, 2009-2012. For an FM school to be funded on its SES score would, in most cases, require a dramatic fall in the SES of the school’s community between the 2001 and 2006 Census. Only 30 FM schools out of 240 moved onto their SES funding rate with the recalculation of SES scores between the 1996 and 2001 Census.

The Prime Minister raised concerns in his letter of December 2004 about inconsistent funding outcomes in some sections of the non-government school sector depending on whether schools had entered the SES system. The Prime Minister asked the Minister to investigate the nature of these concerns and suggest balanced, fiscally responsible options for achieving more consistent funding outcomes across the non-government school sector.

The inequity caused by the FM provision is often criticised in the media and raised in correspondence to the Government. In most cases, such criticism acknowledges the sound basis of the SES funding arrangements but focuses on the significant number schools that are not actually funded on their SES score because of the FM provision. As such schools are necessarily funded above the ‘entitlement’ of an equivalent school on the same SES score, it is easy for the media to describe these schools as ‘rich’ and ‘over-funded’.
Opponents of FM claim that it also disadvantages new schools and impacts on competition within the non-government school market. New schools must be funded on their actual SES score and compete for students with FM schools that receive more generous per capita funding without regard to the SES of their school community. A ‘competitive disadvantage’ does not exist in all cases as many new schools are based on particular educational philosophies that attract a discrete clientele.

A pattern is emerging among FM schools to establish campuses in preference to new schools. A campus of a school has the same funding status as the parent school and where the parent school is FM, this provides a funding advantage for the newly established campus. If the campus were to be established as a new school its SES would be assessed and it would be funded accordingly. The campus issue is discussed in more detail in the next section.
How private schools owe taxpayer $2b

Secret file exposes funding

Anna Patty
Education Editor

PRIVATE schools have been over-funded by more than $2 billion over four years and some will be overpaid by as much as $23 million each in the next funding cycle, the federal government's education review reveals in a secret review.

In a review of federal funding of Catholic and independent schools, leaked to The Sydney Morning Herald, critics lament that the system entrenches "inequities." In the distribution of federal school funding for "purely historical" reasons.

If they are allowed to continue, private schools will get up to $22.7 billion more than they are entitled to under the next four-year funding agreement starting next year.

The department recommends gradually phasing back schools' extra funding to give them time to adjust. It has also rejected the private school lobby's argument that extra funding helps keep a lid on fees parents pay. It points out that fees have continued to rise significantly.

The department told it to help keep its pre-election commitment to maintain the funding arrangements. Under them, 60 per cent of mainstream Catholic schools and 25 per cent of independent schools are funded above their entitlement under the federal formula, which measures a school's need according to the socioeconomic status of the families who attend.

The department said the argument that so-called Funding Maintenance provision would allow poorer schools to continue charging lower fees had proven false. "This claim is not supported by departmental analysis of independent schools," it said.

With 42 per cent of Funding Maintained schools, increased their fees by more than 40 per cent during the period 2000 to 2004 compared to 24 per cent of SES-funded schools, it added.

The leaked report says: "In addition, during this period, the number of Funding Maintained schools with annual fees below $2500 fell by 24 per cent (4%) compared to a fall of 10 per cent (9) for SES-funded schools." The department did not support retaining the funding arrangements, which it said would cost taxpayers an estimated $26.6 billion over the next four years.

A Greens analysis of government figures shows schools that have received between $3.3 million and $22.3 million in overpayments include Gilroy College in Castle Hill, with an estimated $12.2 million in the current four-year cycle, and Oakhill College at Castle Hill, with an estimated $13.2 million in extra funding.
### YEAR 12 2007 OVERALL POSITIONS (OPs)

**HILLBROOK ANGLICAN SCHOOL**

**NUMBER OF STUDENTS - 105**

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**SUMMARY OF OPs**

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### QUEENSLAND CORE SKILLS TEST (QCST) 2007

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<td>Technology Studies</td>
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ENROLMENT BREAKUP BY INNER / OUTER REGION 2011 - 2022

Inner region suburbs represented: F'grove, F'hills, Kedron, Keppera, Enoggera, Mitchelton, E'park Gap, Ashgrove, Arana Hills, Grovely, Stafford, S'heights, Grange, Wilston, N'market, Gordon Park
Principal:  Mr Geoff Newton, BSc DipEd GradDip Computing, GradDip Educational Admin, MA  
(L'Ship & M'ment)

Introduction
2007 signalled a seachange in the leadership of Hillbrook. The last of the two founding principals, Mr Norm Hunter retired after 21 years. His retirement was celebrated with a ceremony in the Tree of Life Chapel, officiated by The Reverend Jan Crombie with the Archbishop and Primate of the Anglican Church, Phillip Aspinall who gave tribute to Norm’s leadership.

Our core priority is the education of young people and our Year 12’s continue to achieve very well, the vast majority continue in some form of further education. The staff are committed to providing a balanced yet academic approach to all our students and the school continues to be an exciting and safe environment in which to learn and grow.

Parent Involvement
From the School Council to the Parents and Friends’ Association, through to the very high attendance at information sessions and educational forums, parent involvement at Hillbrook continues to be strong. Parent/Teacher meetings for every year group attract almost 100% of parents, and large numbers of parents also attended the Easter Service, the Year 12 Leadership and farewell ceremonies and Norm Hunter’s farewell service.

The parent representatives on the School Council bring a high quality of financial, commercial and legal expertise to the governance of the school. This, together with the tireless work of the P&F provides strong support to the students and staff. The running of the tuckshop, uniform and stationery shops, and landscaping and maintenance are just some of the contributions made by the P&F.

The P&F continues to contribute valuable resources both financially and socially to the life of the school. The P&F also provides opportunities for parents to be involved in the education of their children through information nights supported by the Education Advisory Committee. Outdoor Education opportunities continue to be developed for parents to participate in. These opportunities reflect the student camps and are a great addition to bringing the parents into the life of the school.

Positive parent involvement continues to be recognised in research as being a key factor in student success at school, and Hillbrook parents continue to make valuable contributions through their commitment.

Spiritual Life of the School
We continue to develop the spiritual life of the school and Dr Pene Brook joined us as our school chaplain at the start of 2007. The Diocese and Hillbrook have worked together in finalising a joint arrangement that sees The Reverend Jan Crombie join us as our community Chaplain.

Our recently constituted Chapel Committee is developing a model for greater student involvement in the daily chapel services and all the spiritual services throughout the year.
These services include:

- Easter;
- Senior Leadership Ceremony;
- ANZAC Day;
- All Soul’s Day;
- Remembrance Day Peace Ceremony;
- Cathedral service to commemorate a month of community service by all students;
- Hillbrook Foundation Day; and
- Weekend Services.

All of these ceremonies are presided over by our Chaplain, symbolising the spiritual dimension and are open to parents as well.

Daily chapel continues to be presented collaboratively by staff and students under the guidance of an energetic committee of teachers and the school and community Chaplains. For one week of the year, each subject area and department within the school undertakes responsibility to lead a worship session. Therefore, by the end of the year all teachers (and many support staff) have led a worship session.

Engaging high school students in meaningful learning about the spiritual dimension of what it means to be human is a challenge, but the Anglican approach is particularly appropriate with its spirit of balance and of a journey undertaken is a wonderful way to engage adolescents.

**The School Community**

Hillbrook’s representative model of school governance continues to serve the school well. Its major responsibilities of the fiduciary management and strategic direction were again a focus with a continuing building programme to renew and improve facilities in the Design & Technology and Visual Arts areas. A commitment to sustainability saw the installation of 150,000 litres of water storage and a steady decline in water usage as well as electricity use. Financially, the school is in a very strong position with a strong balance sheet and all financial benchmark indicators well above minimum requirements.

The strategic direction of the school continues to be a focus with the main priorities:

- Governance;
- Human Capital, and
- Sustainable competitive advantage.

These are in addition to the goals developed using the Appreciative Inquiry process that has been undertaken over the last 5 years.

In 2007 the School Council undertook to find a new principal as Norm Hunter announced his retirement, as of the end of 2007.

The process was guided by an external consultant and involved teachers, School Council members and Bishop Jonathan Holland. Following thorough process, the selection committee offered the position to Mr Geoff Newton, who, after 10 years as Deputy Principal at Hillbrook is the first new principal since Hillbrook’s foundation. As a consequence, Mr Jason Sharland was appointed as the new Deputy Principal. Jason has been a long-standing teacher member and Subject Co-ordinator at the school and volunteers much of his own time for community activities such as the ‘Green Justice’ group.
Teachers continue to have access to a great many professional development opportunities both within and outside the school and as part of this Professional Development we have commenced to re-imagine the future of Hillbrook. Using our motto ‘In Balance We Grow’ and incorporating our four themes – Adolescence, Teaching/Learning, Community and Thinking we are seeking to further develop the curriculum and school structure to best support students for the future.

A number of events during the year, some organised by students, some by staff, some by parents, some a combination of all three, also contributed to the sense of community:

- A month of community service in which every class in the school organised its own humanitarian or environmental project: this culminated in a celebratory service held in St John’s Cathedral;
- Swimming, Cross Country and Athletics Carnivals, with much of the organisation done by students;
- Outdoor Education wilderness camping – including parent camps – in a variety of national parks;
- Staff and Students performed a Midsummer Night’s Dream;
- Sunday afternoon music concerts that varied from classical to jazz to rock performed by students;
- The annual Photography Competition & Exhibition, with over 300 entries from students, staff and parents;
- Year 12 self-directed wilderness expeditions over 4 days in national parks ranging from Tasmania to New Zealand’s Milford track;
- Activities organised by Green Justice, the school’s environmental and humanitarian awareness group;
- ‘Hillbrook Under the Stars’ social event;
- Welcome to new families BBQ and Chapel Service;
- Our open day ‘Hillbrook in Action’ and Interview Afternoons;
- Norm Hunter’s Farewell Service & Assembly;
- Family Day; and
- Celebration Evening.

Conclusion

The Hillbrook community continues to be a strong vibrant one with a new leadership team dedicated to continuing to build on and re-imagine the core values of Hillbrook that have guided the school so well over the last 21 years. It is also committed to developing a strong and vibrant Anglican schools network through dialogue and involvement in activities such as the Senior Leaders Network and Anglican Schools Conference and continuing involvement with the area bishop and our surrounding Anglican Parishes.

Geoff Newton

PRINCIPAL
Report on the Governance of Anglican Schools Associated with the Brisbane Diocese

Prepared for
The Anglican Schools Commission

by
Dr Gavin Nicholson
Executive Summary

In 2004 the Diocese of Brisbane (the Diocese) instituted a Diocesan Governance Canon (the Canon) that established a number of new governance relationships within the Diocese. As a result of the Canon, the Anglican Schools Commission (the ASC) drafted a document entitled Anglican Schools Commission Standard ASCS 100 (Governance Standard). The release of the document led to a deterioration of several relationships between the ASC (and secretariat) and a number of the schools. In particular, a number of schools viewed the move as overly prescriptive and intrusive on their perceived governance autonomy.

This report was commissioned by the ASC in the first half of 2007 to assist it work with the schools in furthering the Educational Mission of the Diocese. As such, it seeks to clarify the challenges facing the Diocese and to provide a path forward for balancing the Diocese’s need for assurance and Mission attainment with each school’s requirement to maintain sufficient autonomy. In particular, this review and report was commissioned to:

- Identify the key concerns schools had with the Diocese’s approach to governance; and
- Outline the possible path forward in reconciling these differences and building a strong, mutually agreed governance platform for schools and the Diocese.

The current situation requires that:

1. There is a need for a clearer vision of what it means to be an Anglican school in the Diocese of Brisbane as defined within the Canon and what this requires of schools, the commission and all other associated bodies.

2. Governors and heads can then decide if they want to be part of that vision (or, in the case of some incorporated schools, if they want to continue to be an Anglican Schools in the Diocese of Brisbane). Schools and the Diocese must ensure that their mutual desires are sufficiently congruent to allow a continued relationship to remain members of an Anglican school community. Without such a meeting of minds, significant differences between some schools and the Diocese will continue - irrespective of the outcome of the governance changes put in place. The Governance Standard has, despite causing great discomfort and angst to members of both the Diocese and schools, brought this fundamental issue into stark relief.

3. If there can be no meeting of minds on these fundamental issues, then either the current governors will need to step aside (if the Diocese has the power to appoint the governors) or the Diocese should relinquish involvement with the schools concerned.

4. The governance arrangements and expectations along with any subsequent division of powers flow from this agreement.

Managing these issues will require the Diocese to:

- Provide leadership on the role of Anglican schools within the overall Diocese Mission including a clearly articulated position on the role of Schools in the Mission of the Diocese along with a mechanism for dialogue with schools about this Mission;
- Develop a series of mechanisms to better enunciate Schools in general and their Governors in particular; and
- Provide the necessary support and resources (particularly spiritual orientated resources such as School Chaplains) to assist schools to align with the Diocese.

It will also require schools to:

- Work with the Diocese to articulate how they fit within the overall Diocese Mission;
- Accept that there are legitimate concerns about compliance and risk (particularly with respect to reputation and financial risk) and that this will have implications for the governance systems in their schools; and
- Understand that this will require some form of resource sharing between schools, at least in the short term given the Diocese’s current financial position.

In terms of governance suggestions, the report outlines a change to the current approach of implementing a Governance Standard and instead suggests that the Diocese and schools agree a set of Governance Principles along with sufficiently clear indicators of adoption of the Principles. Schools would then either adopt each indicator, or agree with the Diocese an alternative indicator more suitable to their circumstances.

Six principles (and numerous potential indicators) are suggested in section five, namely:

- Mission alignment
  - Responsibility and accountability
  - Balanced and responsible decision making
  - Expertise & Competence
  - Oversight and safeguarding of the Schools Mission and assets
  - Transparency and respect for stakeholders