Hillbrook Anglican School Ltd

CHAIRPERSON’S REPORT
Presented at the Annual General Meeting

For the Period
15 MAY 2009 TO 13 MAY 2010

Scott McKenzie
(Chairperson of School Council)
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Introduction

Hillbrook has had another great year through 2009 and once again it is my privilege to present, as chair of the Council, the report for that year. This has been a year in which leadership changes have been consolidated into the fabric of the school. This has occurred so well that it is difficult to remember that Hillbrook no longer has one of its founding principals at the helm. After 20+ years: “Under New Management” has occurred, but Hillbrook continues in the “Hillbrook Way” with but minor differences geared to different personalities. A new era has emerged but the old ways continue.

Last year was one of significant developments in buildings and the built environment, and 2010 continues in this vein. Changes in staff have been well managed. Students have been well catered for both in curricular and extra-curricular matters. Parents and the wider school community have been actively involved and the Council has been busily engaged in thinking strategically about the future of the school.

I remain proud to be associated with a school that is so responsive to the needs of our adolescent children and so successful in facilitating their ongoing overall growth and development.

1.0 The School Council

1.1. Membership of the School Council in 2009/10:

Class A Members:
- Mrs Sharon Hillcoat (resigned November 2009)
- Mrs Liz Jarvis
- Mr Larry Scaroni
- Mr Matthew Taylor (resigned November 2009)
- Mrs Sue-Ellen Taylor
- Mr Andrew Devenish (appointed February 2010)
- Mrs Judith Nagle (appointed February 2010)

Class B Members:
- Ms Mary Keyes (Deputy Chairperson)
- Dr Jayne Murdoch
- Mr Scott McKenzie (Chairperson)
- Mr Grahme Whiting

Principal (ex officio): Mr Geoff Newton

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

Company Secretary: Mr David Briggs

Minutes Secretary: TBA

2.0 The Wider Context: Independent Schooling Australia

2.1 Make-up of Independent Schools

Unlike other sectors, the majority of independent schools operate autonomously. These schools do not rely on central bureaucracies or bodies, and are separately accountable to their parent and school communities. Some independent schools with common philosophies operate within systems approved by the Australian Government. These include Anglican, Lutheran and Seventh-Day Adventist Systems. There are also some other groupings of independent schools. All independent schools comply with state and federal education regulations and standards.
Typically independent schools range in size as follows in the table below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14% of schools have less than 50 students</td>
<td></td>
</tr>
<tr>
<td>42% of schools have less than 200 students</td>
<td></td>
</tr>
<tr>
<td>42% of schools have 200 - 1000 students</td>
<td></td>
</tr>
<tr>
<td>15% of schools have 1000 – 2000 students</td>
<td></td>
</tr>
</tbody>
</table>

The average size of independent schools is about 480 students.

The average size of government schools is about 330 students.

### Location of Independent Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>67%</td>
</tr>
<tr>
<td>Provincial</td>
<td>30%</td>
</tr>
<tr>
<td>Remote</td>
<td>3%</td>
</tr>
</tbody>
</table>

### 2.2 Independent School Affiliations

In 2009, 84% 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>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglican</td>
<td>154</td>
<td>133,416</td>
<td>25.3%</td>
</tr>
<tr>
<td>Non-Denominational</td>
<td>187</td>
<td>70,080</td>
<td>13.3%</td>
</tr>
<tr>
<td>Christian schools</td>
<td>132</td>
<td>50,976</td>
<td>9.7%</td>
</tr>
<tr>
<td>Catholic</td>
<td>68</td>
<td>49,939</td>
<td>9.5%</td>
</tr>
<tr>
<td>Uniting Church in Australia</td>
<td>41</td>
<td>47,459</td>
<td>9.0%</td>
</tr>
<tr>
<td>Lutheran</td>
<td>84</td>
<td>34,220</td>
<td>6.5%</td>
</tr>
<tr>
<td>Inter-Denominational</td>
<td>26</td>
<td>18,015</td>
<td>3.4%</td>
</tr>
<tr>
<td>Islamic</td>
<td>31</td>
<td>16,917</td>
<td>3.2%</td>
</tr>
<tr>
<td>Baptist</td>
<td>41</td>
<td>16,713</td>
<td>3.2%</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>15</td>
<td>10,743</td>
<td>2.0%</td>
</tr>
<tr>
<td>Seventh Day Adventist</td>
<td>51</td>
<td>10,701</td>
<td>2.0%</td>
</tr>
<tr>
<td>Jewish</td>
<td>20</td>
<td>8,982</td>
<td>1.7%</td>
</tr>
<tr>
<td>Steiner</td>
<td>43</td>
<td>7,455</td>
<td>1.4%</td>
</tr>
<tr>
<td>Pentecostal</td>
<td>19</td>
<td>6,983</td>
<td>1.3%</td>
</tr>
<tr>
<td>Assemblies of God</td>
<td>14</td>
<td>6,330</td>
<td>1.2%</td>
</tr>
<tr>
<td>Greek Orthodox</td>
<td>8</td>
<td>4,018</td>
<td>0.8%</td>
</tr>
<tr>
<td>Montessori</td>
<td>36</td>
<td>3,809</td>
<td>0.7%</td>
</tr>
<tr>
<td>Brethren</td>
<td>7</td>
<td>3,587</td>
<td>0.7%</td>
</tr>
<tr>
<td>Other Catholic</td>
<td>7</td>
<td>3,488</td>
<td>0.7%</td>
</tr>
<tr>
<td>Other Orthodox</td>
<td>6</td>
<td>2,125</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Religious Affiliation*</td>
<td>12</td>
<td>4,760</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other**</td>
<td>97</td>
<td>16,917</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

*Other religious includes Churches of Christ, Ananda Marga, Hare Krishna and Society of Friends.

**Other includes special schools, international schools, Indigenous schools, and community schools.

**I.S.C.A Snapshot 2009 Independent Schooling in Australia**
2.3 Hillbrook Enrolment Trends

Continuing high enrolments at Hillbrook certainly reflect the national and state trend, with the forward enrolments continuing to be very healthy as both graphs below show. They are a very strong indication of the confidence in Hillbrook within the wider community. We continue to monitor the State Government plans for the introduction of Year 7 into High School in 2014. We have already begun planning for this event and the arrival of prep. students into Year 8 in 2015 is also part of our planning.

Refer Appendix 9 for further details in a report by Independent Schools Queensland.

The following two graphs show enrolment applications for the next 13 years at Hillbrook.

ENROLMENT BREAKUP BY INNER/ OUTER REGION 2011-2022


ENROLMENT BREAKUP BY INNER/ OUTER REGION 2011-2022

2.4 Hillbrook Student Numbers & Enrolments

Enrolments fluctuate in Years 11 and 12 depending on the loss of students at the end of Year 10. We always seek to maintain numbers around 120 in each year level. We currently have 593 students attending Hillbrook in 2010.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Current Enrolments - Girls</th>
<th>Current Enrolments - Boys</th>
<th>Current Enrolments</th>
<th>Maximum Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>64</td>
<td>56</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 9</td>
<td>64</td>
<td>56</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 10</td>
<td>63</td>
<td>57</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 11</td>
<td>65</td>
<td>57</td>
<td>122</td>
<td>120</td>
</tr>
<tr>
<td>Year 12</td>
<td>62</td>
<td>49</td>
<td>111</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>318</td>
<td>275</td>
<td>593</td>
<td>600</td>
</tr>
</tbody>
</table>

3 Strategic Thinking & Planning

The School Council has concentrated on a number of focus areas in its strategic thinking and planning for 2009/10.

3.1 Governance

Each year the School Council meets in February and July with the School Leadership Team to discuss the strategic direction of the school for two one-day strategic thinking days. In 2009 we met with 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. The School Leadership Team and School Council, under the direction of Arthur Alexander focused this year on three focus areas for 2010 onwards. We met in 2010 to further define these strategic directions of the school.

3.2 Priorities

In terms of enhancing its strategic thinking capacity, the Council has agreed to set aside the first hour or so of each meeting to give consideration to the work done by small groups or individuals that have been addressing issues identified at the February Retreat. This has proved to be a successful initiative centred on reports from three sub-groups:

- Ongoing viability of Hillbrook
- Engaging community
- Corporate governance

The Council is now working on implementing the more important and immediate issues raised in these three reports.
3.3 Moderate Fee Status

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%.

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.

Hillbrook will remain Funding Maintained till the end of 2012 under the current model. Work on evaluating and replacing the current model is to begin in 2011. Hopefully there will be wide consultation before any changes are implemented. We believe that no school should be disadvantaged in any change of funding arrangements. We are hopeful that Hillbrook will remain a moderate fee school as this was one of the founding principles of the school. See Appendix 10 for the scope and terms of reference for the Government funding arrangements 2013-16.

3.4 Risk Management

The school takes an educative approach to risk management by working to encourage that;

(i) Our approach is pro-active;
(ii) Staff feel safe and trusted to continue to take measured risks;
(iii) Staff feel safe and trusted to share information about experiences as a source of learning; and by
(iv) Adopting reporting systems that allow collection and analysis of data.

The council is pleased that the school continues to review its operations to ensure that every effort is made to maintain a safe and healthy working and learning environment at Hillbrook.

3.5 Campus Developments

There have been several significant developments in built environment activities.

2009 saw the completion or substantial completion of:

- our new library
- tuckshop and its surrounds
- art forecourt (supported by the Government’s economic stimulus package)
- covered tennis courts project
- landscaping the schools central quadrangle in conjunction with constructing the new library
- covered area and student seating between C & F blocks

These projects totalled more than $5m with just over $500,000 from Federal and State funds.

We have now begun the science block refurbishment and this will be completed by the start of second Semester at a cost of $2m, with a capital grant of $500,000 coming from the State Government.

The School Council would like to express its appreciation to parents for their continued support of the schools Building Fund as all of these funds are vital to our continuing updating of our facilities and the building of new ones.

3.6 An Anglican School

At the start of 2010 we welcomed Father Phillip Hardie to Hillbrook as our Chaplin. Reverend Jan Crombie continues as a support for Father Phillip. The full Synod Report can be found in Appendix 12.
3.7 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.

The Memorandum of Understanding has now been signed and describes the relationship and responsibilities between Hillbrook and the Anglican Church. The signed copy is found in Appendix 11.

3.8 Marketing

Hillbrook’s reputation continues to be supported by recent marketing activity. We have continued to target local media outlets to gain coverage and have been successful in showcasing the academic achievement of 2009 Seniors in an article published in the Northwest News. As opportunities for media coverage arise, we will pursue these prospects.

The past two Connections magazines have been well received and covered the topics of ‘A Journey through Outdoor Ed’ and ‘Informality with Dignity’. Additionally, the Hillbrook Newsletter continues to be sent out weekly and keeps the Hillbrook community aware of important issues and upcoming events.

The Hillbrook Prospectus is in the process of being updated, with a new version to be produced to replace the current copy, once it has run out. The new prospectus will feature updated information and pictures and include a booklet highlighting points on the curriculum, Outdoor Ed and fees. This booklet is produced in house and can be updated at any time, without compromising the validity of the prospectus.

Hillbrook’s annual Open Day will take place on Wednesday, May 19. The timing of the day has been changed to now run from 10am - 2pm. Prospective parents and students can take part in class activities, be given a guided tour and see how Hillbrook operates on a typical school day. This year we are introducing the concept of the ‘Hillbrook Passport’. The passport allows children and parents to interactively participate in the day as they explore the school and answer questions. Flyers advertising ‘Hillbrook in Action’ were distributed to all families on our waiting list up to and including those enrolled for 2018. This means all school aged children on the Hillbrook waiting list have been notified of the day.

Hillbrook’s waiting list continues to strengthen, with students enrolled for as early as 2023, which is a result of the positive word of mouth advertising that Hillbrook has cultivated. Please see the enrolment forward data in section 2.3 for further information.

Future Marketing projects include the development of the ‘Community’ section in our school administration program. ‘Community’ will give us greater insight into the makeup of Hillbrook’s demographic as it allows us to record more specific data, such as job descriptions and family relationships, to bolster the social capital of the school. Hillbrook will benefit from having a targeted database of relevant information, pertinent to developing more meaningful connections between the school and its families.
4.0 Financial Matters

The current funding arrangement with the Commonwealth ends in 2012. The Commonwealth has begun consultation on the new funding arrangements for 2013-16. We hope that Hillbrook will not be disadvantaged in this new agreement. We continue to believe and advocate that federal and state funding arrangements should result in “no school being disadvantaged: and that “education is an investment in the future, not a cost”. Current arrangements are as outlined in Appendix 6.

The school continues to be in a strong financial position. The 2009 draft financial statements indicate an asset to liability surplus of $15.9m. The cash surplus stands at $1.5m despite the building program of the last few years. The school applied all of the Library Fund resource of $2m to its building program to maintain lower debt levels.

We were unsuccessful in attracting ‘Building Education Revolution’ money from the Federal Government for Science/Language facilities and as Hillbrook does not have a primary cohort we were not able to access funds for libraries and halls.

Nevertheless we were pleased with what we have been able to achieve in 2009 and at the same time maintain our sound financial position.

5.0 Educational Issues

5.1 Year 12 OP Results for 2009

Offers of places at tertiary institutions for the 2009 cohort were excellent:

(i) 96% of those who applied to attend University through QTAC received an offer;

(ii) Our benchmark for Overall Positions each year is the percentage of students who received OPs of 10 or better. For 2009 that figure was 62% compared to the overall state figure 45%. In addition, the 1-5 range was very good with 24% compared to 18% for the state.

As a community we congratulate the Year 12 students of 2009 on their results and their tertiary course offers. These results are detailed in Appendix 4.

5.2 Australian Curriculum

The draft curriculum documents for K-10 in English, Mathematics, Science and History are now available for public consultation. The Year 11 & 12 documents should hopefully be published by the time this report is tabled. The trial implementation will take place in 2011 and full implementation by 2013. Issues regarding the implementation and time allocation for subjects are yet to be resolved. The documents are not prescriptive and allow some leeway for school based decisions. This is a great outcome for Queensland's school based assessment.

5.3 Curriculum Review

We have completed the curriculum review process and an executive summary is included in this report (Appendix 1). We have begun work on some of the recommendations and envisage a two year implementation time frame as it is blended with the Australian curriculum and possible changes to Year 7.

5.4 A Flying Start - Qld Government Discussion Paper

This paper looked primarily at placing Year 7 into high school and combining the Non-State Schools Accreditation Board, Queensland College of Teachers and Queensland Studies Authority into one body. The first issue is of great interest to Hillbrook as we have begun preliminary discussions and investigations on this issue. We also do not support the amalgamation of the bodies above into one as it provides no obvious benefits. See Appendix 2.
5.5 Commonwealth Recurrent Funding Agreement

The process for the review of recurrent funding for non government schools for 2013-16 will start soon. We are hopeful that the existing policy of no school is disadvantaged when funding changes are proposed will continue to underpin any changes. Commonwealth funding is vital to Hillbrook remaining a moderate fee school. This principle is fundamental to the school mission. See Appendix 6 for figures on State and Federal Funding.

5.6 NAPLAN Results

NAPLAN, and the publication of league tables continues to be contentious. The ‘My School website’ is now in operation and while we see the need for data on schools we don’t see the ‘My School website’ as providing the depth and understanding that is required when making a decision about what is a good school.

Opposite is a snapshot of the my school NAPLAN results and Appendix 3 gives Hillbrook’s and State results for the last two years. We are above the State and National averages in all five sub-tests.
6.0 Parent Involvement

We began the year with the completion of the refurbishment and redesign of the Tuckshop. This joint venture with the school has proven very successful. Apart from the aesthetic benefit the improvement in efficiency to the preparation of food and the way the tuckshop now works has been received favourably by the convenors and volunteers.

In February we hosted a Welcome Chapel Service and barbeque for new families. The service was officiated by Rev Jan Crombie with 58 families (226 people) attending to meet with their children’s friends, classmates and their families.

This year the Education Advisory Committee planned various informative parent evenings. These included:

- Year 8 Information Evenings
- Surviving Year 12 (for current Year 11 parents)
- Proactive Management of Adolescent Behaviour with Psychologist Dianne O’Malley and Stephen Lake, Research Manager in Child Safety Services, Department of Communities.
- A Safe Driving Course for students was also offered through the EAC.

Thank you to (teacher) Simon Roberts for preparing the Parent Outdoor Program again this year. Parents had the opportunity to attend a variety of weekend camps and also a week kayaking through the Whitsundays.

We are fortunate that our Tuckshop and Uniform and Stationary Shop under the banner of Business Operations Committee (BOC) provide enough funds to the P&F to prevent us from having to fundraise in other ways. Thank you to our convenors Ann Bannan, Rosemary Smith and Julie Garvey for their efforts this year. The P&F greatly appreciates the contribution from volunteer parents in these shops.

The funds raised by the P&F this year have enabled us to donate $100,000 to the school to help with the Library extension and rebuild.

In August the P&F invited the wider community to help ‘Find Local Solutions to Global Problems’ by attending our first (and hopefully biennial) Sustainability Day. The aim was to educate people on how we can help to decrease our individual and family impact on the environment. With fifteen speakers in their area of expertise and over 75 market stalls the day was hailed as a great success. Special mention must go to the organiser, Jayne Murdoch, along with outside community support from Marilena Stanton and Steven York. Thank you also to the sub-committee and many parents who volunteered for this event.

I would lastly like to thank the members of the P&F Executive for their tireless efforts throughout the year: Scott McClintock (Vice President), Andrea Walker (Treasurer), Glenys Mann (Secretary,), Marlene Koelmeyer (Assistant Treasurer), Jayne Murdoch (School Council and EAC), Joanne O’Brien and Judy Hitchcock (BOC). Also to regular attendees: Lynette McCririck, Jim Nolan, Lenore Whitfield, Iraphne Childs, Justine Young and Wendy Brownscombe.

Special thanks must go to Geoff Newton for his monthly attendance at our meetings, reports and input into all our discussions. Thank you also to Stephanie Munday-Lake and Jason Sharland for their support throughout the year.

Anne Brown
(President Hillbrook P&F 2009/2010)
7.0 Leadership at Hillbrook

The Council recognises the high quality of leadership provided by the School Leadership Team - Geoff Newton, Stephanie Munday-Lake, Jason Sharland and David Briggs in 2009. It especially acknowledges Jason’s contribution. Jason has been a vital member of the School Leadership Team for two years and we applaud his dedication and creativity and wish him well as he returns to the classroom. We also welcome Craig Merritt to the School Leadership Team from the start of 2010 and look forward to his contribution to the future of Hillbrook.

The School Council is an extraordinarily effective group who take responsibility for the governance of Hillbrook. As is said ‘the buck stops here’, and so it is with the Council. There are many issues and problems that emerge. The Council addresses these in a highly professional way, ensuring that matters of strategic significance are considered along with the more routine matters of finance, enrolments and the daily operations of the school.

During 2009, the School Leadership has maintained and strengthened the culture that is widely known as 'the Hillbrook way'. We are most fortunate to have people of such calibre to lead an enterprise that has such a profound influence on the present and future lives of our sons and daughters.

Leadership at Hillbrook permeates the whole work of the school, it is a core element of the culture of the school. At all levels, teachers and other staff exercise leadership that focuses attention on the learning and development needs of our young people. Also from within the student body itself many are called on to demonstrate leadership and all are offered opportunities to do so.

I can assure you that Hillbrook is in good hands.

8.0 Conclusion

As I indicated at the beginning of this report I am proud to continue to be associated with a school that has such a splendid record of service to the students who attend it and to the families who send them. I am again able to express great confidence that Hillbrook will go from strength to strength as it always has and that it will continue to evolve over the years in ways that best reflect the long-term interests of the students who choose to attend it. Also a special thank you to the members of the P&F executive and especially to Ms. Anne Brown for her leadership over the last 3 years and to all parents for their continued support of Hillbrook. I have no reservations whatsoever in standing before you proclaiming the virtues of this wonderful school.

Scott McKenzie, Chairperson
Hillbrook Anglican School
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3. NAPLAN Results
4. Year 12 results for 2009
5. My School Website
6. State Funding for Independent Schools
7. Community Attitudes Towards Independents Schools
8. Positive Attitudes Towards Independents Schools
10. Review of Funding for Schooling 2013-16 - Scope and Terms of Reference
11. Signed Memorandum of Understanding between Hillbrook and the Anglican Church
12. Hillbrook Anglican School Synod Report
Executive Summary

Hillbrook Anglican School’s Curriculum Review

This review was conducted on two levels. First, in relation to the staff, the School Leadership Team commissioned the reviewer to focus on the following three research questions:

1. What does the engaged Hillbrook learner in your classroom look like?
2. How are the higher-order thinking skills taught in your classroom?
3. What actions would you take to improve your student outcomes?

On the second level, focus interview groups were conducted for Year 12 students and parents surveyed to gauge their perceptions about the learning at Hillbrook.

Collected data was analysed and the reviewer has made several recommendations to the School Leadership Team. These include:

- Consideration needs to be given to the current Year 10 curriculum
- Consideration needs to be given to a Year 7 cohort in making curriculum decisions over the next 3 years.
- The suggestion to map the curriculum for Common Curriculum Elements (CCEs) and Higher Order Thinking Skills
- Professional discussions and development for the staff in relation to the CCEs and higher order thinking skills.
- Professional discussions and development for staff in relation to scaffolding of students.
- The need for on-going consideration of the use and integration of technology in the curriculum at Hillbrook
- The need for the staff to be more aware of educational data and how it can be used.
- The School Leadership Team’s consideration of subjects in which the students consider the learning experience is poor.
- The needs to celebrate the uniqueness of a Hillbrook education and consider entering educational debates in the wider community wherever possible and appropriate.

The reviewer recognises that the Hillbrook Anglican School is an academic school which considers the development of the whole student. Student, teachers and parents are aware of the schools differences and strengths. Therefore the reviewer has recommended consideration of her recommendations should be made while being cognizant of Hillbrook’s fine reputation for offering a quality educational experience to young people in Brisbane. The reviewer commends the School Council, Leadership Team, teachers, staff and students for their efforts and their strong connection to Hillbrook Anglican School.
APPENDIX 2
## A Flying Start for Queensland Children: an overview

### Getting ready for school

**Objective 1:** Improving children's development, wellbeing and school readiness

*This is achieved by:*
- Introducing a kindy year for all children

*We will do better by:*
- Encouraging families to read to their children
- Enlisting an army of volunteer Queensland Ready Readers in primary schools

*The Government wants to know:*
- What else could help families give their children a flying start to school

### Getting ready for secondary school

**Objective 2:** Improving transitions from primary to secondary school and supporting adolescent development

*This is achieved by:*
- Equipping our schools with well-prepared teachers and great facilities

*The Government wants to know:*
- What you think of providing high-quality, challenging and age-appropriate learning experiences for Year 7 students by moving Year 7 to secondary school
- What you think are the major development issues affecting young teenagers that need to be considered in any move of Year 7 to secondary

### Boosting high performance for all schools

**Objective 3:** Improving school discipline and the quality of teaching and setting high performance standards for all schools

*This is achieved by:*
- Having high expectations of students, teachers, schools and our system of education and ensuring they get the support they need

*The Government wants to know what you think of:*
- Lifting the quality of teaching training courses provided by universities, and the support teachers receive when they first start teaching
- Improving support for teachers undertaking their school placements during their training
- Establishing an independent education authority to set and monitor common standards for teachers and all schools
APPENDIX 3
### NAPLAN RESULTS

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>State Average</th>
<th>National Average</th>
<th>Best State and their average</th>
<th>2008</th>
<th>2009</th>
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<td>611</td>
<td>566 569</td>
<td>569 573</td>
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<td>592</td>
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### YEAR 12 2009 OVERALL POSITIONS (OPs)
#### NUMBER OF STUDENTS - 115 (55 Boys, 60 Girls)

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<td>45</td>
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<td>73</td>
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<td>99</td>
<td>94</td>
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### COMPARATIVE PERCENTAGES

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### Hillbrook Anglican School | Confidential
## Year 12 Results & Destinations for Past Three Years

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<td>State %</td>
<td>OP Hillbrook %</td>
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<td>15 or better</td>
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### YEAR 12 2009: DESTINATIONS (as at 18/01/10)

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### YEAR 12 2008: DESTINATIONS

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### YEAR 12 2007: DESTINATIONS

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## LEVEL OF ACHIEVEMENT BY SUBJECT

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# QUEENSLAND CORE SKILLS TEST (QCST) 2009

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<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
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APPENDIX 5
About My School

The MySchool website (www.myschool.edu.au) enables you to search the profiles of almost 10,000 Australian schools.

You can quickly loads performance and contextual information about schools in your community and compare them with statistically similar schools across the country.

My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) Information service. ACARA liaise with Commonwealth, States and Territory, and non-government school authorities to publish relevant information, including National Assessment Program – Literacy and Numeracy (NAPLAN) data as well as contextual information about schools.

Information sources include:
- individual schools
- NAPLAN data
- education agencies.

What information is available on the My School website?

From January 2015, you will be able to access a range of information about schools, including the number of full-time teachers, number of student enrolments, attendance rates, school-level NAPLAN results, and post-secondary school outcomes in some states and territories. My School will also provide an opportunity for schools to showcase their mission statement and achievements to the wider public on their schools profile page. Most profile pages have links to the school's website so you can find out more information about the school community.

How do I find the information I’m interested in on the My School website?

To find information on a specific school, enter the name of the school in the Search by School name box. School names that match will appear. Select the school you are interested in, then click Go. If you are not sure of the exact name of the school or you wish to search for a school in a particular area, enter the suburb, town or postcode. Select the area you require and one or both school sectors, then click Search. For help understanding the information on the site, read the explanatory tables at the end of the charts or click on the Glossary link.

What other information will My School publish in the future?

The aim of the My School website is to provide a rich picture of the performance and operation of all Australian schools. The first release of the website will include information on the student population, the school's capacity and capability and its educational achievements. The site will continue to evolve over time, with additional information published as it becomes available, including feedback from parents, students and teachers, on satisfaction surveys, school income and the post-school destination of school leavers.

Why is it important to publish detailed information about schools?

Parents and the community want more information about schools, including performance data, in a format that is transparent, accessible and fair. Data about the performance of students on national literacy and numeracy tests is only one aspect of that information. Contextual information about a school is also important for parents and the wider community. ACARA's role is to ensure that this information is high quality, valid and reliable, enabling debate in the community around education issues.

Governments, school leaders, teachers and curriculum writers can use the information provided on My School to help make informed decisions on the performance of schools, reorienting and the future of Australia's education system more broadly.

Are test results the most important information to look at?

Data about the performance of students on national tests are only one aspect of the information that should be taken into consideration when looking at the school profiles. You should take into account the school's mission statements, the curriculum on offer and extra-curricular activities, facilities and programs. Most schools have links from their school profile page to their website so you can obtain a better idea of the school community.

Can I compare the NAPLAN results between schools?

To ensure a fair and valid comparison, the My School website has been designed to allow comparisons of NAPLAN results between statistically similar schools (that is, schools that serve similar student populations). You will also be able to compare results for your selected school with the national average.
Hillbrook Anglican School, Enoggera, QLD

School statement
Hillbrook is a co-educational Anglican secondary school of 600 students, located in Brisbane’s inner north-west. Our motto is ‘In Balance We Grow’, and we strive to act this out as we prepare young people for the challenges, opportunities and excitement of today’s world. Hillbrook offers an academic curriculum, fostering an integrated balance of personal, spiritual, intellectual and physical growth. We aim to empower people to live confidently, capably, sensitively and creatively in the global community. We believe that everyone can make a positive difference in the lives of others and our whole leadership model supports this concept. We at Hillbrook believe that the fundamental purpose of a high school is to be a bridging institution, providing a creative combination of challenge and support as young people move from childhood through the difficult and exciting years of adolescence, and on into young adulthood. The Hillbrook curriculum is based on a balance of learning experiences drawn from our ever-evolving understanding of how young people learn. Our teachers try to draw from a balance of experience, research and professional reflection to create curricular offerings that are contemporary, challenging and engaging. To find out more check out our website: Visit the school website.

NAPLAN Results
The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. Visit the NAPLAN website.

The chart below displays average NAPLAN scores for each domain in 2008 and 2009. The selected school’s scores are displayed in blue. Also displayed are average scores for statistically similar schools and all Australian schools. The coloured bars indicate whether the selected school’s scores are above (green) or below (red) the other scores.

<table>
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<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>625</td>
<td>592</td>
<td>596</td>
<td>611</td>
<td>616</td>
</tr>
<tr>
<td>2008</td>
<td>612</td>
<td>580</td>
<td>604</td>
<td>569</td>
<td>610</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>SIM</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>580</td>
<td>604</td>
</tr>
<tr>
<td>2008</td>
<td>569</td>
<td>576</td>
</tr>
</tbody>
</table>

Selected school’s average is substantially above these schools’ average
Selected school’s average is above these school’s average
Selected school’s average is close to these school’s average
Selected school’s average is below these school’s average

Senior secondary outcomes

Year 12 results
- Senior secondary certificate awarded: 111
- Completed senior secondary school: 116

Vocational Education and Training (VET)
- Awarded a VET qualification: 14
- Undertook SBAT: 0

Student background
- Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 1113

Bottom quarter: 3%
Middle quarter: 10%
Top quarter: 30%

Links
- School website: Hillbrook Anglican School
- Sector or system website:
APPENDIX 6
**Independent schools in Queensland**

There are 184 independent schools in Queensland that between them educate some 103,000 students from a diverse cross-section of the Queensland community (79% of independent schools cater for students from families in the middle to low income bracket). They make a significant contribution to the Queensland education system.

**How are independent schools funded?**

Independent schools are funded through a partnership between parents, the Australian Government and the Queensland Government. In 2008, Queensland independent schools received, on average, recurrent funding of:

- $6,813 per student from parents and the school community
- $4,931 per student from the Australian Government
- $1,978 per student from the Queensland Government

*Queensland Independent Schools - Recurrent Funding Sources 2008*  
(Source: National Report on Schooling in Australia 2008, Table 23)

**How does the Government funding of independent schools compare with State schools?**

Independent schools receive considerably less Government funding (i.e. combined Commonwealth and State) than do State schools, on an average per student basis. In 2007/08, total Government funding (expenditure) per student in a State school was $12,426, whereas for 2008, total Government funding per student in a Queensland independent school was $6,909 (refer chart below).
State recurrent funding is not keeping pace with cost increases

The Queensland Government budget figures below highlight how, over recent years, State recurrent funding support for non-state schools has fallen considerably behind the annual cost increases faced by schools (including 2009 teacher salary increases of 4.5%). As a result, parents and school communities have had to increase their contributions through the payment of higher fees and from other private income.

The increase in average per student funding has been less than 4% each year from 2006/07 to 2009/10. This compares with movements in the national Average Government School Recurrent Cost (the index used to supplement Australian Government funding for schools) of 5% for primary and 4.4% for secondary (compounding averages over five years from 2004 to 2009).

### Queensland Government Recurrent Funding for Non-State Schools

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>Recurrent Funding for Non-State Schools ($ million)</th>
<th>No of Non-State School Students</th>
<th>Average Funding per Student</th>
<th>Increase in Average Funding per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>364.479</td>
<td>219,620</td>
<td>$1,660</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>386.829</td>
<td>228,650</td>
<td>$1,692</td>
<td>1.9%</td>
</tr>
<tr>
<td>2008-09</td>
<td>408.185</td>
<td>234,920</td>
<td>$1,738</td>
<td>2.7%</td>
</tr>
<tr>
<td>2009-10</td>
<td>435.721</td>
<td>241,670</td>
<td>$1,803</td>
<td>3.7%</td>
</tr>
</tbody>
</table>
Call for renewed State Government commitment to all schools

Independent Schools Queensland has advocated strongly to the State Government for higher levels of support for all Queensland schools, state and non-state, so that educational outcomes can be improved for all Queensland students and their families.

2010 State recurrent grants

During October 2009, general recurrent grant rates for 2010 were advised to non-state schools. The rates for all schools will in due course be made publically available at:


The following table provides a summary of the changes to rates between 2008 and 2009 and between 2009 and 2010, by the number and proportion of independent schools.

<table>
<thead>
<tr>
<th>Change in rates</th>
<th>Movement in State Recurrent Funding Rates for Independent Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008 =&gt; 2009</td>
</tr>
<tr>
<td></td>
<td>No of Schools</td>
</tr>
<tr>
<td>Decrease</td>
<td>44</td>
</tr>
<tr>
<td>Unchanged</td>
<td>4</td>
</tr>
<tr>
<td>Increase up to 1%</td>
<td>51</td>
</tr>
<tr>
<td>Increase 1% to 2%</td>
<td>50</td>
</tr>
<tr>
<td>Increase 2% to 4%</td>
<td>17</td>
</tr>
<tr>
<td>Increase above 4%</td>
<td>12</td>
</tr>
</tbody>
</table>

[* 5 Spec Assist Schs (SAS) not included]

In 2010, some 18% of independent schools will be paid rates that have increased by more than 4% over their 2009 rates. While this is significantly higher than the proportion in 2009 (7%), nevertheless it means 82% of schools will be paid rates in 2010 that are not keeping pace with average annual teacher salary increases.

Significantly, the number of independent schools whose rates will be lower in 2010 is 3 in contrast to 44 schools in 2009 whose rates were lower than in 2008. This change reflects an improved budget in 2010 for the general recurrent grants program. Where rates are lower in 2010, this results from the needs profile of the school having changed in 2009 to be lower than in 2008. A lower needs profile for a school in 2009 impacts on the calculation of the school's 2010 rates.
The largest increase and largest reduction in the 2010 rates, over 2009, were +30.4% and -17% respectively.

The table below summarises analysis of total (notional) recurrent grant funding for the independent sector using the 2009 enrolments of independent schools (SAS not included), multiplied by their 2009 and 2010 rates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Est. total recurrent ($ million)</th>
<th>Est. needs funding ($ million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>168.6</td>
<td>33.5</td>
</tr>
<tr>
<td>2010</td>
<td>172.4</td>
<td>37.3</td>
</tr>
<tr>
<td>% annual change</td>
<td>2.3%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

The analysis above uses notional totals based on 2009 enrolments and therefore does not take account of any projection of enrolment changes expected for 2010. Also, this analysis does not take account of the payment by the Department of Education and Training of residual buffer funds or any special one-off payments made from time to time to manage the balance of calendar year allocations drawn from financial year budgets.

Noteworthy is the increase in the (notional) needs component in 2010 by 11.5% over 2009. This increase reflects the ongoing implementation of the State Government's policy objective of 40% needs funding over time, with base rates remaining frozen at the levels of 2008.

More information
For further information on government funding of independent schools visit ISQ's website at www.aisq.qld.edu.au or contact Allan Guse, Manager (Strategic Resourcing and Policy) by email at allan.guse@aisq.qld.edu.au or by telephone on 3228 1515.
MEDIA RELEASE

16 April 2010

Gillard’s School Funding Guarantee Comfort for Independent Schools

Deputy Prime Minister Julia Gillard’s guarantee that schools won’t lose any funding as a result of an upcoming review will give independent schools some comfort about future funding arrangements according to Independent Schools Queensland.

The government has promised to review school funding before 2013 when the current model expires and in a speech to The Sydney Institute last night, Ms Gillard said “no school will lose a dollar of funding in the sense that their school budget per student will not reduce in dollar terms.”

Executive Director Independent Schools Queensland David Robertson said the independent schools sector had become increasingly concerned about potential changes to funding arrangements and Ms Gillard’s comments will help to improve schools’ confidence.

“Stable and predictable funding is critical for quality school provision and we’re grateful for the reassurance Ms Gillard provided last night funding won’t be reduced,” Mr Robertson said.

“The Government’s decision to conduct a review of funding arrangements for all schools irrespective of sector is an important step towards ensuring this important public policy issue will be considered in a broader context and not on the basis of a public/private school debate.

“The review should be about ensuring all students receive equitable and fair funding for their school education and that schools are able to provide high quality school provision.

“We welcome Ms Gillard’s decision to consult widely on the terms of the reference for the review and look forward to taking up this invitation on behalf of our member schools.”

Mr Robertson said that in addition to equitable and fair funding, issues raised by independent schools in Queensland would include indexation arrangements, stable and predictable funding arrangements and the particular needs of students with special needs, including students with a disability, Indigenous students and rural and remote students.

“Independent schools will want to see the long standing direct funding relationship with the Federal Government is also reflected in any new funding arrangements,” he said.

“We will also take the opportunity to highlight the contribution made by the independent sector in Queensland where nearly 110,000 students, with different abilities from a variety of socio-economic and cultural backgrounds, are educated at independent schools.”

Media contact: Sequel Communications, Kathryn Stevens 3251 8145 or 0403 090 912
How are schools in Australia funded?

- The Australian Government provides funding to government and non-government schools as part of a funding partnership involving state and territory governments and parent communities.
- Under current funding arrangements, government schools are primarily resourced by state and territory governments with the Australian Government providing supplementary funding.
- The Australian Government is the primary source of public funding to non-government (Catholic and independent) schools.
- The state and territory governments also provide some funding to non-government schools.
- In 2007–08, all governments provided a total of $36.4 billion dollars to all schools. Of this, $28.3 billion was provided to government schools (Report on Government Services, 2010).

Government recurrent expenditure on all schools, 2007–08

[Source: ROGS 2010]
How much funding do schools in Australia receive?

- In 2007–08, all governments provided a total of $36.4 billion dollars to all schools. Of this, $23.8 billion was provided to government schools (Report on Government Services, 2010).
- The Australian Government provided a total of $2.5 billion to government schools and $5.5 billion to non-government schools in 2007–08.
- State and territory governments provided a total of $26.3 billion to government schools and $2.1 billion to non-government schools in 2007–08.

Government recurrent expenditure on all schools, 2007–08

![Graph showing government recurrent expenditure by sector]

(Source: IBODE 2010)
How are Non-Government (private) Schools funded?

- Under the School Assistance Act 2006 recurrent funding for non-government schools is based on the socioeconomic status (SES) of the school community.
- The SES funding model links student residential addresses to Australian Bureau of Statistics Census of Population and Housing data to obtain a socioeconomic profile of the school community and measure its capacity to support the school.
- Under the SES model, funding ranges from 70 per cent of Average Government School Recurrent Costs (AGSRC) in the case of educating a child in a government school for non-government schools serving the poorest communities—to 13.7 per cent of AGSRC for schools serving the wealthiest communities.
- In 2009 the AGSRC amounts were $8380 for primary students and $10,646 for secondary students. The AGSRC is adjusted each year in line with changes in state/territory expenditure on education.

Socioeconomic Status (ISES) funding continuum

![Graph showing the socioeconomic status funding continuum]

- Maximum funding is allocated to the poorest communities (SES score 0).
How many school students are there in Australia?

- In 2009, more than 3.4 million full-time equivalent (FTE) students were enrolled in Australian schools [Australian Bureau of Statistics, 4221.0 Schools, Preliminary Australia 2009].
- Nearly 2 million of these students attended primary schools and almost 1.5 million attended secondary schools.
- A total of 2.29 million students attended government schools and nearly 1.2 million attended non-government schools.
- 2009 ABS data show there were a total of 155,561 Indigenous students attending school in Australia. The majority of these students (85.7 per cent) attended government schools, 9 per cent attended Catholic schools and 5 per cent attended independent schools.

Number of full time equivalent (FTE) students

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Catholic</th>
<th>Independent</th>
<th>Total Non-Govt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1,309,990</td>
<td>304,115</td>
<td>223,701</td>
<td>407,975</td>
<td>1,940,681</td>
</tr>
<tr>
<td>Secondary</td>
<td>937,531</td>
<td>328,517</td>
<td>261,136</td>
<td>583,653</td>
<td>1,411,308</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,247,521</strong></td>
<td><strong>732,632</strong></td>
<td><strong>484,837</strong></td>
<td><strong>1,591,628</strong></td>
<td><strong>3,460,960</strong></td>
</tr>
</tbody>
</table>

[Source: ABS, School Australia [catalogue number 4221.0]]

Australian School Student Enrolments by Sector 2009

[Source: ABS, School Australia [catalogue number 4221.0]]
APPENDIX 7
Community attitudes towards independent schools: a nationwide survey

February 2010
ABOUT INDEPENDENT SCHOOLS

Australia's 1,100 independent schools enrol some 511,000 students, accounting for nearly 15 per cent of total Australian school enrolments.

Independent schools are a diverse group of non-government schools serving a range of different communities. Many independent schools provide a religious or values-based education, while others promote a particular educational philosophy or interpretation of mainstream education.

Independent schools include:
- Schools affiliated with Christian denominations, for example, Anglican, Catholic, Greek Orthodox, Lutheran, Uniting church, Seventh-day Adventist and Presbyterian schools
- Non-denominational Christian schools
- Islamic Schools
- Jewish schools
- Montessori schools
- Rudolf Steiner schools
- Schools constituted under specific Acts of Parliament, such as Grammar schools in some states
- Community schools
- Indigenous community schools
- Schools that specialise in meeting the needs of students with disabilities
- Schools that cater for students at severe educational risk due to a range of social/emotional/behavioural and other high risk factors.

Independent schools are not-for-profit institutions founded by religious or other groups in the community and are registered with the relevant state or territory education authority.

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Community attitudes towards independent schools: a nationwide study

Research Report
February 2010

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<td>Research methodology</td>
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<td>Nature of the education sector</td>
<td></td>
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<tr>
<td>3. Research findings and comment</td>
<td>3</td>
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<tr>
<td>Public support for independent schooling</td>
<td></td>
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<tr>
<td>Funding for independent schooling</td>
<td></td>
</tr>
<tr>
<td>Nature of the education sector</td>
<td></td>
</tr>
<tr>
<td>4. Conclusion</td>
<td>5</td>
</tr>
</tbody>
</table>

Detailed survey findings can be accessed at:

- [www.asnsw.edu.au](http://www.asnsw.edu.au)
- [www.as.sa.edu.au](http://www.as.sa.edu.au)
- [www.asq.qld.edu.au](http://www.asq.qld.edu.au)

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The Association of Independent Schools of South Australia,
Independent Schools Queensland
ABOUT THE RESEARCH

“Students deserve equal support from the government, no matter what school they attend.”

1. Background

The Associations of Independent Schools of New South Wales and South Australia and Independent Schools Queensland commissioned a nationwide survey, conducted by UMR Research Pty Ltd, to explore community attitudes towards independent schooling. The survey was undertaken in November and December 2009 and examined:

- Perceptions of schooling in Australia, including perceptions of government, Catholic and independent schools
- Attitudes towards different types of schools
- Knowledge and understanding of state and federal school funding arrangements
- Attitudes towards the school funding arrangements

2. Research methodology

The researchers relied on both qualitative and quantitative research methodologies.

The researchers initially employed qualitative research methods (focus groups) to determine in-depth perceptions of schooling in Australia. The primary purpose of the qualitative phase of the research was to inform the development of the quantitative questionnaire and to provide context and depth to the quantitative findings.

A telephone survey was conducted amongst 1,000 respondents nationwide. The data was weighted and matched with Australian Bureau of Statistics census data to ensure a nationally representative sample.

3. About the researcher

UMR Research Pty Ltd is a full service opinion research company based in Australia and New Zealand, working across the Asia Pacific region. UMR specialises in corporate and stakeholder research, campaign polling, political campaigns, community consultation, social research, issues and crisis management and financial products and services research.

UMR has conducted many significant and influential projects for corporations, industry bodies, government departments and government agencies.
KEY FINDINGS

1. Public support for independent schooling
   - The research found an increase in general support for independent schools from 54% in 2001 (Colmar Brunton study) to 70% in 2008.
   - 75% of respondents to the survey stated that they have a positive opinion of independent schools.
   - Four out of ten parents with children at a government school would move their child to an independent school if fees were not an issue.
   - 60% rejected the notion that independent school students should not receive government financial support for their schooling – up from 51% in 2001.

2. Funding for independent schooling
   - Misconceptions persist around schools funding, with most people (60%) incorrectly believing that independent school students receive the same or more government funding for their education than students in a government school – compared to 83% in 2001.
   - 58% of respondents believe that independent school students should receive the same amount of government funding support as government school students.
   - 52% believe it is unfair that independent school students receive less funding support than government school students.
   - There is confusion about the funding responsibilities of state and federal governments in relation to schools funding.
   - A slight majority (51%) were aware that the Federal Government provides more funding per independent school student than state governments.
   - Most believe that current levels of federal government spending on independent school students should remain the same (45%) or be increased (21%).
   - 75% of respondents agreed that students with a disability should be funded at the level same regardless of the type of school they attend.

3. Nature of the education sector
   - 59% of respondents were aware that independent schools are not for profit, with 42% not aware of this fact.
   - 88% agreed that the Australian education system should have a mix of schools provided by the government and the not for profit sector.

Parents with a child in a government school were asked: “If fees were not an issue, would you prefer to send your child to a government school or an independent school?”

- Private/independent: 42%
- Public/government: 45%
- Unsure: 13%
The survey explored public perceptions of independent schooling and sought to ascertain the levels of support in the broader community for independent schools, government funding arrangements and parental aspirations in relation to school choice. The survey also probed the levels of knowledge and understanding of respondents in relation to schooling issues, particularly in relation to funding, and whether they believed the existing government school funding arrangements were adequate or fair.

1. Public support for independent schooling

The research found that support for independent schools was high at 70%, exceeding the 54% reported in a similar survey conducted in 2001 (Comar Brunton study for the Independent Schools Council of Australia). This increase in support is reflective of changing community attitudes to independent schooling and is also reflected in the continuing increase in enrolments in independent schools nationally over the last twenty years or more.

Independent schools were found to be well regarded by the general public, with 75% expressing positive views, increasing to 94% for those whose children attend an independent school.

Interestingly, more than four out of ten (42%) of parents with children in government schools indicated they would prefer to send their child to an independent school if fees were not an issue. This is supported by enrolment trend data showing that from 1970 to 2009 independent school enrolments have increased from 4% to 15% of all students in Australia. Over the same period, the enrolment share in government schools decreased from 78% to 66%.

This increased share and level of support is also reflected in the increasing diversity of the independent schooling sector in terms of type, size and focus of school, an emphasis on educating students with special needs, and overseas students. It is also a reflection of parents being prepared to exercise their choice in schooling as they seek a wider range of educational options that reflect their own values, religious and cultural priorities and needs.

2. Funding for independent schooling

The research showed that myths about education funding still prevail. 58% of respondents believed, incorrectly, that each student in an independent school received the same or more government funding than a student in a government school. In 2001, 63% shared this belief. This misconception can be attributed to the complexity of funding arrangements for schooling in Australia as well as misleading information frequently published by opponents of independent schooling. Media activity in relation to schools funding is often incomplete or inaccurate with little regard given to deeper analysis and explanation of funding arrangements.

Once the current funding levels were explained, more survey respondents were prepared to support funding to independent schools by the Federal Government (increase from 86% to 73%).

Currently, combined average yearly funding per student from federal and state governments is:

- $12,639* for each student in a government school
- $9,076* for each student in an independent school


“Parents have a right to choose where their children go to school and have them educated according to their beliefs and values.”
There remains confusion about the nature of school funding arrangements with the majority of respondents unclear about the split between federal and state government funding responsibilities. The existing funding arrangements see state governments primarily responsible for the funding of government schools, providing 60% of these funds. The Federal Government is the main source of government funding for independent schools, with combined funding from state and federal governments providing approximately 40% of the annual funds to independent schools. To make valid comparisons of levels of public funding for schooling it is important to take account of funding from both government sources.

Total government recurrent funding for government schools in Australia in 2007-08 was $28.8 billion, compared to just $2.6 billion for independent schools. The majority of independent school income, around $4 billion, was derived from parent after-tax contributions in the form of school fees.

Students with disabilities should receive the same amount of government funding assistance regardless of whether they attend a government or a private school.

Despite this lack of understanding among respondents about the nature of school funding there was still strong community support for independent schooling. Almost 70% of people rejected the notion that independent schools should not receive financial support from governments. This was an increase from 51% in a similar survey conducted by Colmar Brunton in 2001. Further, there was majority support for equality in government funding for education. The question “in your opinion should a student in an independent school receive more, the same or less government funding than a student in a government school?” saw 58% responding that these students should receive the same amount of funding.

In relation to funding for students with a disability, 75% agreed with the notion that funding support should be the same regardless of the type of school the child attends. Currently, a student in an independent school attracts significantly less in government funding support than a student in a government school. This funding disparity can run into tens of thousands of dollars in some cases where a student has high support needs, and it is up to the school community to fund the difference.

In recent years the enrolment of students with a disability in independent schools has been increasing at a higher rate than overall enrolment increases across the sector. This supports the notion that funding for these students should be based on an adequate level of funding that allows each student to achieve their educational goals.

3. Nature of the education sector

An extremely high level of respondents to the survey (88%) agreed that the Australian education system should be a mix of government schools and schools operated by the not-for-profit sector.

This belief was supported by agreement that the current system "not only provides parents with choice but benefits the wider community by encouraging healthy competition between the sectors to produce better educational outcomes for all".

The research also showed that 55% of respondents were aware that independent schools are not-for-profit. Importantly, when pointed out to survey respondents who were not aware of this fact, there was increased support for independent schooling and for funding of independent school students. Respondents also overwhelmingly agreed (94%) that parents have a right to choose where their children go to school and have them educated according to their beliefs and values.

Understanding of the diversity and socio-economic profile of independent schools was also quite high, with 64% rejecting the statement that most parents of children in independent schools are wealthy. This also supports data showing that the independent schooling sector caters for families from all sections of society, both in socio-economic terms as well as geographic and cultural terms. Encouragingly, this challenges long-held stereotypical notions of the nature of the independent schooling community.

CONCLUSION

Overall, the IAIR research found that independent schooling has a very positive image within the Australian community. This positive perception is reflected in the continuing steady increases in independent school enrolments over the past 30 years or more. This has led to considerable diversity within the sector and to recognition within the community that independent schooling is an integral and desirable part of the Australian educational landscape.

This research confirms that the provision of non-government schooling is seen as a strength by providing choice for parents and it also reflects the great diversity that is a feature of the Australian community.

Successive Australian and state/territory governments have recognised the importance of independent schools to achieving quality educational outcomes and to continued national economic prosperity. This is shared by the Australian community that now clearly expects all governments to continue supporting independent schools financially and in policy terms. Not only do Australians accept and welcome independent schools, they believe that a mix of not-for-profit non-government schools and government schools makes the best education system.

We are now in an era where the focus should be on the needs of individual students rather than what school they attend.
Positive Attitudes
towards Independent Schools
in Queensland

March 2010

Independent Schools Queensland
First Floor, 96 Warren Street
SPRING HILL QLD 4004
ATTITUDES TOWARDS INDEPENDENT SCHOOLS IN QUEENSLAND

Independent schools carry a very positive image with the community, including that 7 in 10 Australians indicate, in general, they support independent schools. Further, this overall support has increased from 54% in 2001 to 70% in 2009.1

Queenslanders show a significantly higher level of support for independent schools than in other state/territories and particularly those in the other large states - New South Wales and Victoria. Further, Queenslanders have a more positive outlook about independent schools across a wide range of areas including their contribution to the community and funding issues.

Survey respondents were asked to respond to the statement: In general, I support independent or private schools?

70% of Australians agreed with the statement “in general I support independent or private schools”. For Queensland respondents the equivalent figure was 77%. For respondents in NSW and Victoria, the equivalent figures were 65% and 69% respectively.

The survey results support the conclusion that in Australia generally, and in Queensland in particular, there is a very positive attitude in the community towards independent schools.

GENERAL OPINIONS OF SCHOOLING

Respondents were asked whether they had a generally positive or generally negative opinion of schools.

Queenslanders have a slightly higher Net Positive1 opinion of independent schools (65%) than the Australian average (64%). There are significant differences in opinions of schooling across the States, with, for example respondents in NSW having a Net Positive opinion of independent schools of 59%.

The lower level of support for government schools in Queensland is noticeable.

---

1 2001 data from a nationwide survey undertaken by Colmar Brunton for the Independent Schools Council of Australia.
2 Net Positive represents the total number of respondents with a positive or strongly positive response less those respondents with a negative or strongly negative response.
Positive Attitudes
towards Independent Schools in Queensland March 2010

Respondents with children attending public schools were asked: if fees were not an issue, would you prefer to send your children to a government or public school or to an independent or private school?

Responses of Government School Parents:
If fees were not an issue, would you prefer to send your children to a government or public school or to an independent or private school?

- Unsure: 13%
- Public School: 45%
- Independent School: 42%

If fees were not an issue, more than 4 in 10 parents of children currently attending government schools would prefer to send them to independent schools.

The survey results support the conclusion that in Australia in general, and in Queensland in particular, people have a higher opinion of independent schools than government or Catholic schools.

Further, many are unclear as to which government – State or Federal – provides the bulk of funding to public schools and to independent schools.

Despite these misunderstandings about funding, respondents show that the principle of equality in funding is important. Across Australia, 2 in 3 believe students should receive the same government financial support regardless of school choice and around 3 in 5 think that students at independent schools should receive the same level of government funding as those at public schools.

Further, once informed of current government funding levels per student at public, independent and Catholic schools, a majority (52%) believe the situation to be unfair (56% in Queensland).

Respondents were asked: Does a student in an independent or private school receive more, the same or less government funding than a student in a government or public school?

Whilst 42% of respondents across Australia believe that students in independent schools receive either more or the same funding as students in public schools, the equivalent figure for Queensland respondents was 34%. In both NSW and Victoria this figure exceeds 40%.

A large number of respondents in Queensland were unsure (35%), a significantly higher level than the national figure of 29%.

Respondents were asked for their opinion on the statement: Independent or private schools should not receive any financial support from the government, state or federal.

75% of Queensland respondents disagreed that independent schools should not receive financial support from government (compared to 69% nationally). Again, there are differences between States with a considerably less supportive response from NSW and Victorian respondents (62% and 66% respectively).

Respondents were asked: Should a student in an independent or private school receive more, the same or less government funding than a student in a government or public school?

Nationally, 58% of respondents believe students in independent schools should receive the same level of funding as a student in a government school. For Queensland respondents, the figure is 69%.

Further, nationally 41% of respondents believe students in independent schools should receive less funding than a student in a government school. However, only 37% of Queensland respondents were of this view.

OPINIONS ON THE FUNDING OF SCHOOLING

A key component of the survey was to explore community attitudes to the funding of schooling and, in particular, independent schools.

The survey reveals that misconceptions about the funding of schools persist, with more than half of the respondents still believing that independent schools receive the same, or more, government funding per student than those at public schools.

Responses - Does a student in an independent or private school receive more, the same or less government funding than a student in a government or public school?

<table>
<thead>
<tr>
<th>State</th>
<th>More</th>
<th>The Same</th>
<th>Less</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aust</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Qld</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>NSW</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Vic</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Respondents were informed of the actual current yearly funding per student¹ and then asked: Do you think this is fair or unfair?

56% of Queenslanders (slightly more than the national figure of 52%) believe the funding arrangements (when informed of the current situation) are unfair.

Respondents were asked: Do you think the Federal Government should spend more, about the same, or less than it does now on funding for students in independent or private schools?

About 20% of Queenslanders believe the Federal Government should spend more on independent schools (similar to the national response of 21%). However, there is considerably more support for the Federal Government maintaining its current expenditure on independent schools in Queensland (53%) compared to the national response (45%). The equivalent figure for respondents in NSW and Victoria was 37% and 45% respectively. Not surprisingly, more people in NSW and Victoria than in Queensland believe the Federal government should spend less than it does now on funding for students in independent schools (33%, 29% and 20% respectively).

Importantly, there is a significant shift in opinion on this question post-messaging².

In Queensland, the percentage of respondents believing the Federal government should spend more on independent schools increases from 20% to 29%. Similar increases in this belief occur in NSW and Victoria. However, there is a smaller change in the percentage of respondents believing that less should be spent on independent schools post-messaging.

Given the confusion that remains about the nature of school funding in Australia, it is important for the facts to be highlighted about funding arrangements.

The existing funding arrangements see state governments primarily responsible for the funding of government schools, providing 96% of these funds. The Federal Government is the main source of funding for independent schools, with combined funding from state and federal governments providing approximately 40% of the annual funds for independent schools. To make valid comparisons of levels of...

¹ $11,874 for each student in government or public schools; $6,442 for each student in non-government Catholic schools; and $5,810 for each student in independent or private schools.
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public funding for schooling it is important to take account of funding from both government sources.

Total government recurrent funding for government schools in Australia in 2007-08 was $26.8 billion, compared to just $2.9 billion for independent schools. The majority of independent school income, around $4 billion, was derived from parent after-tax contributions in the form of school fees.

The survey data supports the conclusions that:
• Significant misconceptions exist about schools funding in Australia. 58% of people surveyed incorrectly believe that independent school students receive the same or more government funding for their education than students in a government school; and
• When these misconceptions are addressed, there is a far more positive and supportive attitude, in general, towards government funding for independent schools. 69% of people surveyed rejected the notion that independent school students should not receive government funding.

CONCLUSIONS

In Australia in general, and in Queensland in particular, there is a very positive attitude in the community towards independent schools. General support for independent schools in Australia increased from 54% in 2001 to 76% in 2009.

In Australia in general, and in Queensland in particular, people have a higher opinion of independent schools than of other schools. Four out of ten parents with children at a government school would prefer to send their child to an independent school if fees were not an issue.

Significant misconceptions exist about school funding in Australia. 58% of people surveyed incorrectly believe that independent school students receive the same or more government funding for their education than students in a government school.

When these misconceptions are addressed, there is a far more positive and supportive attitude, in general, towards government funding for independent schools. 69% of people surveyed rejected the notion that independent school students should not receive government funding compared to 51% in 2001.

Independent schools in Queensland are well placed to address misconceptions about school funding. 94% agreed that parents have a right to choose where their children go to school and to have them educated according to their beliefs and values.
COMMUNITY ATTITUDES TOWARDS INDEPENDENT SCHOOLS

The survey provided respondents with the opportunity to express their views on a number of statements about schooling generally, and independent schools in particular. Respondents were asked whether they agreed or disagreed with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Australia Total Agree</th>
<th>Queensland Total Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding schools provide opportunities for the children of families living in special circumstances, such as those in remote communities or those living and working overseas</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Parents have a right to choose where their children go to school and have them educated according to their beliefs and values</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Education policy requires a balance between giving parents as much choice as possible while at the same time delivering top quality public education</td>
<td>88%</td>
<td>81%</td>
</tr>
<tr>
<td>Students with disabilities should receive the same amount of government funding assistance regardless of whether they attend a government or a private school</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>A three sector approach to education – government, Catholic and independent not only provides parents with choice but benefits the wider community by encouraging healthy competition between sectors to produce better educational outcomes for all children in all schools</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Giving capped or means tested tax breaks on private school fees will make it easier for the many parents who are not wealthy but who want to have the choice of sending their children to independent schools</td>
<td>72%</td>
<td>79%</td>
</tr>
<tr>
<td>If Federal funding to independent or private schools were reduced, it would mean that many of these schools would have to raise their fees, forcing many children back into the already over burdened public system</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>All schools should be given the same amount of government funding per child and then it is up to the parents to decide what type of school their children attend</td>
<td>69%</td>
<td>64%</td>
</tr>
<tr>
<td>Independent or private schools contribute to the public good and benefit society by producing skilled and disciplined citizens who have been exposed to a range of views and experiences and who can help grow the national economy</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Many parents of children in independent or private schools are not wealthy and they are effectively paying twice for education by paying school fees on top of taxes</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>Every child who goes to an independent or private school saves the taxpayer a few thousand dollars</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td>Independent or private schools contribute to providing a broader knowledge base in the community and to facilitating alternative views</td>
<td>57%</td>
<td>62%</td>
</tr>
<tr>
<td>Competition from independent or private schools has a positive effect on government schools by keeping them up to the mark in delivering quality education</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>Most parents of children in independent or private schools are wealthy</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>Government schools promote the common good, tolerance and respect for difference whereas private schools fragment society and encourage discrimination</td>
<td>23%</td>
<td>20%</td>
</tr>
</tbody>
</table>

The survey data supports the conclusion that independent schools in Queensland are well placed to address misconceptions about school funding with 94% agreeing that parents have a right to choose where their children go to school and to have them educated according to their beliefs and values.
Positive Attitudes
towards Independent Schools
in Queensland

March 2010
**ENROLMENT TRENDS QUEENSLAND, 2004-2009**

Enrolments in this report are as at August each year. Enrolments exclude students attending special needs and distance education facilities.

It must be emphasised that the introduction of a ‘half-cohort’ in prep in 2007 creates a break in data. As a consequence from 2007 onwards total enrolment data (P-12) and P-7 data cannot be viewed as indicative of a trend from earlier data. Secondary student data (year 8-12) will not be effected until 2015, when the half-cohort from 2007 will enter year 12. Accordingly, the following analysis considers 2004-2006 and 2007-09 data for Prep, 2004-2009 data for Year 8-12 and 2005-2006 and 2007-2009 data for P-7.

**KEY POINTS**

- Enrolment growth is occurring in Queensland.
- Between 2004 and 2009 P-12 enrolments increased from 676,468 students to 714,738 students, an increase of 38,270 students.
- Growth in P-7 enrolments occurred at a rate of 1.27% per annum over both the 2004-2006 and 2007-2009 periods.
- Prep enrolments increased by 5.2% between 2008 and 2009, with independent schools catering for 14.0% of the net growth.
- Secondary student enrolments increased by 26,397 students between 2004 and 2009. This is equivalent to an average annual growth rate of 2.0% over the timeframe.
- Year 8 enrolments increased by 3,046 students in the 2004 to 2009 period, with independent schools catering for 36.1% of net growth during the timeframe.

The proportion of P-12 students attending independent schools increased from 12.9% to 14.3% (+1.4%) in the 2004 to 2009 period.

- Markets share gains were made in the same period by independent schools in terms of P-7 enrolments (+1.0%), Year 8-12 enrolments (+1.6%) and Year 8 enrolments (+0.6%).
- Based on a comparison between Year 1 enrolments in 2007 (the last cohort where the first year of universal student access was in Year 1) and Prep marketshare post 2007 (given in 2007 there was a half-cohort of prep students) the introduction of Prep to all schooling sectors appears to have resulted in a slight overall loss of marketshare. However, between 2008 and 2009, the independent school sector experienced a 0.2% gain of the prep market. A similar increase in the 2009-2010 period would see a return to levels exhibited in Year 1 in 2008.

The proportion of Queensland students that transfer from other schooling sectors to independent schools for Year 8 has decreased over the time, suggestive of a reducing ‘pool’ of incoming students at this juncture. Overall, however, Year 8 marketshare has increased, reflecting increasing numbers of students within independent schools in primary progressing through to secondary.

**Enrolments**

- P-12 enrolments in schools in Queensland increased from 676,468 students in 2004 to 698,046 students in 2006. This was an increase of 21,558 students or a 3.2% increase per annum on average. Growth continued in the 2007 to 2009 period; at an average annual growth rate of 1.47% (+20,541 students). P-12 enrolments in this period increased from 694,197 students to 714,738 students.

- Of the net growth in P-12 enrolments experienced in the 2007 to 2009 period, independent schools catered for 34.9% Catholic schools catered for 33.9% and State schools catered for 29.2%. Accordingly, independent school enrolments increased by 7,954 students, from 99,564 students in 2007 to 107,518 students in 2009. In the same period Catholic schools increased by 6,959 students, from 112,518 students to 119,477 students, while State school enrolments increased by 5,998 students, from 476,295 students to 482,293 students.

- Growth of 10,837 P-7 students was experienced between 2004 and 2006 and a further 10,844 students in the 2007-2009 period. This translates to a 1.27% per annum growth rate over both the 2004-2006 and 2007-2009 periods.

**Chart 1: Enrolments, 2004-2009**

- [Graph showing enrolment trends from 2004 to 2009 for Prep, Year 8, and Year 8-12]
Table 1: Total Enrolments, 2004-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep/Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Secondary</th>
<th>Upgraded</th>
<th>P-2</th>
<th>TOTAL</th>
<th>P-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>44,437</td>
<td>53,825</td>
<td>52,720</td>
<td>53,416</td>
<td>54,376</td>
<td>54,913</td>
<td>54,967</td>
<td>55,612</td>
<td>1,127</td>
<td>415,557</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2005</td>
<td>46,397</td>
<td>54,470</td>
<td>53,490</td>
<td>54,143</td>
<td>55,425</td>
<td>55,904</td>
<td>55,890</td>
<td>751</td>
<td>429,477</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>53,967</td>
<td>55,037</td>
<td>55,750</td>
<td>55,002</td>
<td>55,513</td>
<td>55,400</td>
<td>56,184</td>
<td>57,452</td>
<td>510</td>
<td>444,575</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>54,603</td>
<td>56,400</td>
<td>55,129</td>
<td>56,763</td>
<td>55,915</td>
<td>56,505</td>
<td>56,109</td>
<td>57,355</td>
<td>101</td>
<td>482,779</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>56,814</td>
<td>58,915</td>
<td>57,251</td>
<td>58,871</td>
<td>57,613</td>
<td>56,915</td>
<td>57,165</td>
<td>57,580</td>
<td>255</td>
<td>495,837</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Prep is 2007 reflected the entry of the half-cohort, due to the change in the age for school age entry.

Of the net growth in P-7 enrolments in the 2007 to 2009 period, independent schools catered for 41.5%, Catholic schools catered for 39.3% and State schools catered for 19.9%. Accordingly, independent school enrolments increased by 4,585 students, from 47,415 students to 51,990 students. Catholic schools increased by 1,261 students, from 71,268 students to 82,529 students, while State school enrolments increased by 1,005 students, from 105,900 students to 107,905 students.

- Year B-12 enrolments increased from 250,903 students in 2004 to 277,910 students in 2009, an increase of 26,997 students (10.2% per annum).

- Of the net growth in Year B-12 enrolments in the 2004 to 2009 period, independent schools catered for 26.5%, Catholic schools catered for 25.5% and State schools catered for 47.5%. Accordingly, independent school enrolments increased by 7,031 students, from 44,987 students to 51,018 students. Catholic schools increased by 6,428 students, from 40,483 students to 46,911 students, while State school enrolments increased by 12,557 students, from 158,487 students to 171,044 students.

Major Intake Years

Considering enrolments for primary, secondary or P-12 can mask what is really happening. A far better indicator of future trends is to look at what is happening in the two major intake years of Prep and Year 8 enrolments.

- Year 8 enrolments increased from 55,114 students in 2004 to 58,260 students in 2006; an increase of 3,046 students. This translates to an annual growth rate of 1.09%. It is of interest to note that in 2009 enrolments were slightly lower than in 2008, when there were 58,614 year 8 students.

- Of net growth in Year 8 and Year 9 enrolments in the 2004 to 2009 period, Catholic schools catered for 48.6%, while independent schools catered for 34.1%. State schools catered for 18.0% of net growth.

Independent School Marketshare

Overall there has been an increase in marketshare gained by the independent sector of P-12 enrolments from 2004 to 2009, with the sector's share of enrolments increasing from 12.9% in 2004 to 14.1% in 2006 (+1.2%) (refer Chart 3). The Catholic sector also made marketshare gains over the period, increasing from 16.1% in 2004 to 16.0% in 2009 (+0.9%). Accordingly, the State sector's marketshare decreased over the timeframe, from 71.0% in 2004 to 67.0% in 2009 (-4.0%).

- In terms of P-7 marketshare, the independent sector gained 2.0% of the market between 2004 and 2009. In 2004 the sector catered for 9.9% of P-7 students. By 2009 the sector's share was in the order of 11.9%. The Catholic sector also increased marketshare, up by 2.6% between 2004 and 2009, from 14.7% in 2004 (when most Catholic schools did not offer Prep) to 17.3% in 2009.

Similarly, the independent and Catholic schooling sectors also made marketshare gains in terms of secondary enrolments. Independent school marketshare increased from 17.9% of students in 2004 to 18.6% of students in 2009 (+0.7%), while Catholic school marketshare increased by 0.7%, from 18.4% in 2004 to 19.1% in 2009. The State sector's marketshare decreased by 1.3% during the period.
**Major Intake Years**

In 2006 independent schools catered for 11.0% of all Prep students, while Catholic schools catered for 17.9% and State schools catered for the balance (71.1%). In 2008, which was the first year for which a full cohort of Prep occurred across all schooling sectors, independent schools catered for 10.8% of Prep students, Catholic schools for 17.8% of students and State schools for 71.4% of Prep students. Accordingly, between 2008 and 2009, the independent sector gained 0.2% of the market, the Catholic schools gained 0.1% and State school share decreased by 0.3%. That this increase in independent school marketshare occurred during the ‘global financial crisis’, suggests that parental choice was either unaffected or, that in a more normal period the increase would have been higher.

In terms of year 8 enrolments, the independent sector gained 11.0% of students in 2009, a 1% increase in marketshare over 2004. Catholic schools increased their marketshare by 1.5% over the same period, increasing from 17.9% of Year 8 students in 2004 to 19.4% in 2009. The State sector experienced a 2.5% reduction in marketshare over the same period, decreasing from 55.1% in 2004 to 62.6% in 2009.

**Introduction of Prep**

Prior to 2007 the first year of full cohort access to schools in Queensland was in Year 1, with sectional preschool offered predominantly in some State and Catholic schools. In contrast, many independent schools offered a full-time ‘prep’ programme. Some people thought the introduction of Prep in all Queensland schools offering primary would dramatically alter marketshare gained by the independent schooling sector. This does not appear to have happened at a State level.

If one considers the marketshare of Year 1 in 2007, this cohort being the last ‘full-cohort’ for Year 1, and compares this to the marketshare gained by independent schools of Prep students in 2009 (the most recent first year of schooling), it is apparent that independent school marketshare decreased by only 0.2% from 11.2% of Year 1 students in 2007 to 11.0% of Prep students in 2009.

Given independent school marketshare of Prep students increased by 0.1% between 2008 and 2009, it seems that marketshare of Prep students will mirror, if not surpass Year 1 marketshare prior to the introduction of Prep in all Queensland schools in the near future.

**Middle Schooling & Year 8**

Traditionally major intakes into the independent school sector have occurred at the first year of primary schooling and the first year of secondary schooling (Prep and Year 1 prior to 2007 and Year 7).

While this pattern is still prevalent in the State and the Catholic sectors, reflecting the dominance of primary and secondary school delivery models in these sectors, the majority of independent schools offer P-12 schooling. A large number of these P-12 schools operate a junior, middle and senior school structure, with major intakes being in Prep, the start of the ‘middle school’ (Year 5, 6 or 7) and Year 8.

There has been discussion on the implications of this for schools—i.e. has the introduction of an increased intake into the middle school years resulted in more students entering independent schools or has it meant that students who would have been expected to enter Year 8 have just entered earlier, resulting in fewer students entering in Year 8 (and difficulties in filling Year 8 intakes?)

At the State level enrolment data would suggest the latter. While independent school marketshare of Year 8 has increased over time, from 17.0% of students in 2004 to 18.0% in 2009, the percentage of the year 8 market gained by independent schools between Year 7 and Year 8 has decreased (refer Table 2 and Table 3 on the following page). In the 2004-2005 period independent schools picked-up 5.4% of Year 8 students (students who had previously not attended independent schools in Year 7) (refer Table 3). In the following periods the
percentage generally decreased at a moderate level; to 5.1% in the 2005-06, increased slightly to 5.2% in the 2006-07 period, decreased to 5.0% in the 2007-08 period and decreased significantly in the 2008-09 period, to 4.7%. Given Year 8 marketshare has increased in this period, this growth in marketshare appears to be fed by marketshare gains in primary year levels progressing into secondary year levels.

If this reduction in the share of the pool of students transferring into Year 8 at independent schools is occurring within an area, it has the potential to impact on those schools that have significant increases in the intake levels between Year 7 and Year 8. Such schools are likely to face difficulties in filling intakes. This would be expected to occur in areas where growth in the number of Year 8 students is not sufficient to offset the reduction in the share of the market being experienced.

**Global Financial Crisis Impact**

At a State level the global economic crisis does not appear to have significantly impacted on the independent school sector—with marketshare overall increased from 2008 to 2009; from 14.2% to 14.5% of students (refer Table 2). This 0.3% increase was equivalent to the marketshare increase in the 2007-08 period.

With the exception of Year 1-2 progression and Year 8-9 progression, all other grades gained marketshare of each cohort (refer Table 3). However, it is of interest to note that in many year levels the marketshare gains were either the lowest or amongst the lowest evidenced through the 2004 to 2009 period. For example, a 0.3% decrease in the marketshare gain in Year 7-8 in the 2008-09 period (equivalent to the decrease from 2004-05), a loss of 0.4% between Year 6-7, and a gain of only 1.1% between Years 5-6 and 0.2% between Years 3-4 and Years 4-5.

This suggests that the GFC may have resulted in a proportion of parents who previously would have transferred students into Independent schools from other sectors deciding not to do so.

### Table 2: Marketshare by Grade, 2004-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>P1</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>10.7%</td>
<td>9.1%</td>
<td>9.0%</td>
<td>8.9%</td>
<td>9.2%</td>
<td>9.4%</td>
<td>10.7%</td>
<td>11.9%</td>
<td>17.0%</td>
<td>16.9%</td>
<td>17.4%</td>
<td>19.2%</td>
<td>19.3%</td>
</tr>
<tr>
<td>2005</td>
<td>11.7%</td>
<td>9.3%</td>
<td>9.4%</td>
<td>9.5%</td>
<td>8.6%</td>
<td>9.9%</td>
<td>10.0%</td>
<td>12.2%</td>
<td>17.3%</td>
<td>17.0%</td>
<td>17.3%</td>
<td>18.2%</td>
<td>18.3%</td>
</tr>
<tr>
<td>2006</td>
<td>12.3%</td>
<td>10.1%</td>
<td>9.9%</td>
<td>9.7%</td>
<td>10.1%</td>
<td>10.2%</td>
<td>11.4%</td>
<td>12.3%</td>
<td>17.3%</td>
<td>17.4%</td>
<td>17.3%</td>
<td>16.9%</td>
<td>16.9%</td>
</tr>
<tr>
<td>2007</td>
<td>12.7%</td>
<td>11.2%</td>
<td>10.7%</td>
<td>10.7%</td>
<td>10.6%</td>
<td>10.6%</td>
<td>11.6%</td>
<td>12.3%</td>
<td>17.5%</td>
<td>17.4%</td>
<td>17.7%</td>
<td>16.9%</td>
<td>16.5%</td>
</tr>
<tr>
<td>2008</td>
<td>10.0%</td>
<td>13.4%</td>
<td>10.6%</td>
<td>10.5%</td>
<td>10.7%</td>
<td>11.1%</td>
<td>12.2%</td>
<td>13.8%</td>
<td>12.2%</td>
<td>17.9%</td>
<td>17.5%</td>
<td>17.1%</td>
<td>17.9%</td>
</tr>
<tr>
<td>2009</td>
<td>11.0%</td>
<td>10.9%</td>
<td>10.3%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>12.2%</td>
<td>13.8%</td>
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### Table 3: Marketshare Gains over Time, 2004-2009

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<th>Year 2-3</th>
<th>Year 3-4</th>
<th>Year 4-5</th>
<th>Year 5-6</th>
<th>Year 6-7</th>
<th>Year 7-8</th>
<th>Year 8-9</th>
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<td>1.3%</td>
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APPENDIX 10
Suggested Review Scope

The Government Funding Environment
Currently, Australian Government and state and territory funding arrangements for schools are complex:
- The Australian Government and state and territory governments share responsibility for funding schools.
- The Australian Government and state and territory governments have different approaches to funding schools, including the mechanisms used for allocating funding.
- At the Australian Government level, different approaches are used in funding government and non-government schools. Furthermore, the distribution of funds within systems in the non-government sector differs from system to system.

The result is a schools funding system that is largely the product of historical circumstances.

Principles
The guiding principle of the review of funding for schooling is that a funding system will support schools to raise the educational standards of all school students whilst reducing achievement gaps between students.

In reviewing school funding arrangements, the Australian Government aspires to an outcome which:
- results in a fair and simple funding model that supports student attainment and distributes funding to where it is needed most, regardless of sector
- builds the strongest possible platform for financially sustainable long-term investment in schooling and improvements in educational outcomes beyond 2012.

Consequently, the Australian Government’s view is that the principles upon which any new model for school funding is developed should be based on simplicity, flexibility, stability, equity, value for money, transparency and best practice.

Under consideration should be all issues surrounding schools funding, including the provision of Australian Government and state and territory government funding for government and non-government schools.

The review will be based on public consultation and submissions.

The review will result in a range of options to inform a funding framework ahead of the next Australian Government school funding period that will commence in 2013.
Review of Funding for Schooling

Draft Terms of Reference

The review will provide recommendations on the future funding of schools in Australia for the period beyond 2012.

The review’s recommendations should be directed towards achieving a funding system for the period beyond 2012 which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students.

The review may consider:

• the cost of educating a student to world class educational standards
• the likely growth of demand and student need
• ways to increase the simplicity, transparency and effectiveness of school funding
• whether a basic entitlement for every student is required and how it should be determined
• the best way to take account of student and community need
• the best way to meet the costs of specific factors such as indigeneity, location, disability and socioeconomic disadvantage which can act as barriers to educational achievement
• how to achieve cost-effectiveness in the provision of school funding
• the role of funding in promoting school improvement and reducing the negative impact of socioeconomic disadvantage on student outcomes
• what data and forms of transparency are required to deliver effective, financially sustainable school funding into the future
• what lessons can be learned from funding arrangements overseas and in Australia, especially those in high performing school systems
• the appropriate composition of school funding, including teaching, capital and other costs of schooling
• indexation
• the place of voluntary and private contributions and fees in school funding arrangements
• what forms of public accountability are appropriate for schools receiving public funding
• what forms of regulatory oversight are necessary to ensure high standards of delivery and probity among schools receiving public funding
• what, if any, transitional assistance should be offered to schools in making the transition to a new system.
MEMORANDUM OF UNDERSTANDING

Hillbrook Anglican School and the Anglican Diocese of Brisbane

This document outlines the mutual commitments in these matters of Hillbrook Anglican School and the Anglican Diocese of Brisbane.

Introduction

Hillbrook Anglican School was established as a SEPARATELY INCORPORATED COMPANY LIMITED BY GUARANTEE.

From the beginning there has been a vision of a school functioning as a community with a distributive leadership model that includes the School Council, the staff, parents, through to student leadership. This commitment to the power of shared leadership and responsibility has seen Hillbrook through years of achievement, professional and prudent financial management, and imaginative strategic thinking and planning, resulting in a school with strong projected enrolments.

Hillbrook's culture is grounded in its motto, In Balance We Grow, and in four key themes that have been reaffirmed by the school community over the years:

A thinking-centered school;
The teaching/learning process;
Adolescence; and
Community.

In addition a number of key principles have been used as a guide. Among them are:

* a school founded by teachers, with teachers having significant responsibility for the strategic direction of the school;
* collaborative structures and culture;
* a distributed leadership model which maximises people's talents and sense of responsibility;
* an Anglican church institution under the Church Institution Canon but not owned by the Anglican Church;
* an open and inclusive enrolment policy;
* a moderate fee school;
* an educative approach to Anglicanism incorporating a strong human focus, approaching spirituality as a pilgrimage, a life-long journey of exploration and discovery - through a creative balance of scripture, tradition, reason and experience.
As a result of this culture and our history, the Hillbrook School Council seeks to maintain this independence. The Council meets its obligations under corporate and civil law, Commonwealth and State legislative and statutory requirements, the Australian Securities & Investments Commission, and the Non-State Schools Accreditation Board. As well, by virtue of this Memorandum of Understanding, and its association with the Anglican Church, Hillbrook School Council recognizes its accountability to the Anglican Diocese of Brisbane and its right to take whatever action is needed to protect the reputation of the Church and to promote its Ethos and Mission.

The Hillbrook Anglican School Council understands that the Diocese recognizes Hillbrook as a separately incorporated organization in which it has no direct financial interest and for which it has no legal financial responsibility. However since the school has chosen to be associated with the Diocese and incorporates ‘Anglican’ in its name, the reputation of the Anglican Church is at stake as public perception will generally be that the school is an Anglican institution. In the event of any untoward incident or financial default the Church as a whole, and the Diocese of Brisbane in particular will be seen by the public as bearing responsibility.

The Diocese, in this Memorandum of Understanding, offers a range of services and support to Hillbrook Anglican School as part of the community of Anglican schools in the Diocese. The Memorandum of Understanding is articulated under three headings:

**Mission Alignment**

The Anglican Ethics and Mission will be specifically considered in school decision-making at all levels and presented at all appropriate opportunities.

The school council policies will articulate explicit support for the Church by:

1. acknowledging the school’s role in sharing in the Mission of the Anglican Church;
2. continuing its long tradition of Religious Education built into the school curriculum, including integration with Outdoor Education and Personal & Spiritual Development;
3. maintaining the School Chapel as a focus for significant activity within the life of the school, including making provision for worship involving the whole school community;
4. involving Church representatives in the selection of the Principal, and seeking the timely approval of the Archbishop prior to any announcement of the appointment. Should the Archbishop not approve of the proposed candidate, the selection committee will meet with the Archbishop prior to any appointment in order to negotiate a mutually acceptable outcome;
5. employing a Chaplain licensed by the Archbishop (clergy or lay), involving the regional bishop in the selection process
6. giving due consideration to commitment to the Mission of the Church in selecting directors of Hillbrook Anglican School Limited; and
7. making a contribution to the Anglican Schools Commission, the amount of which is to be determined by negotiation between the Council and the Anglican Schools Commission.
In its turn the Diocese recognizes the School as a partner in the Mission of the Church by:

1. providing/facilitating pastoral and spiritual support for the Council and school staff, and professional development on the Mission of the Church;

2. inviting the School to participate in discussions on Church matters of mutual interest, including membership of Synod, Subject to the Canons of the Diocese;

3. encouraging open communication among schools, Diocese, parishes and others promoting the Mission of the Church;

4. assisting the school to find and appoint people for religious leadership positions within the school;

5. providing assistance for the school in encouraging students to consider teaching, chaplaincy and other ministries as vocations within the Church.

Responsibility and Accountability

The School Council and the Head are responsible for all decisions made and actions taken in the operation of the school. This includes ensuring that decisions and actions do not pose an unacceptable risk to the school, its stakeholders and its mission. The school has a particular responsibility to the Diocese to ensure that events in the school will not adversely affect the wider Mission of the Church.

This will be evidenced by:

1. fulfilling our commitment as outlined in Mission Alignment above;

2. acknowledging the risk to the reputation of the Church in its operations - financial and otherwise - and committing to take such actions as to minimize this risk;

3. undertaking proactive and comprehensive governance including strategic thinking, financial management and compliance, risk management, human resource planning and review of council operations that conform to exemplary approaches to these matters;

4. complying with all statutory reporting requirements of both Commonwealth and State governments;

5. communicating with the Anglican Schools Commission via the Diocesan Director of Communication on any matters that arise with the potential for negative publicity or personal liability claims;

6. compliance with the Church Institutions Canon.

In its turn the Diocese will via the Anglican Schools Commission:

1. provide opportunities for the School to share the experiences of other schools in these matters and otherwise to learn more about them;

2. organize professional development activities in relation to governance, finance and risk management and related matters;
3. provide industrial relations and HR assistance, other services and advice for the school;

4. collaborate with the School if it becomes necessary to address matters which have the potential to affect the reputation of either or both of the School and the Church.

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Reporting and Communication

The School will provide reports to the Diocese via the Anglican Schools Commission in keeping with the commitments above by:

1. providing financial statements and enrolment statistics as tabled at the Annual General Meeting each year, and quarterly interim reports, in a timely manner;

2. communicating with the Anglican Schools Commission via the Diocesan Director of Communication on any matters that arise with the potential for negative publicity or personal liability claims;

3. reporting to Synod each year;

4. encouraging the representative of the Archbishop on the school council to facilitate good communication between the Diocese and the school.

In its turn the Diocese will provide opportunities for the School to communicate its point of view on matters of concern to it arising from the operations and decision-making of the Diocese, for example via membership of Synod and through the Anglican Schools Commission.

To these provisions, on behalf of the Hillbrook School Council we give our commitment:

[Signature]
Chair, Hillbrook School Council

[Signature]
Principal, Hillbrook Anglican School

As does the Anglican Diocese of Brisbane, giving its commitment and accepting the commitment of the School:

[Signature]
Chair, Anglican Schools Commission

[Signature]
Archbishop

Hillbrook Anglican School | Confidential
APPENDIX 12
HILLBROOK ANGLICAN SCHOOL

Introduction

This year’s report is organised under three headings: academic focus, strategic focus and the spiritual and community life of the school. We hope this gives some understanding of the complex nature of education as we strive to prepare students for the future.

Hillbrook is a school founded on a clear vision, which has been reaffirmed at a number of junctures in our history. At each of these points, the School Council, the School Leadership Team, our staff, students and community have consistently returned to four core beliefs that form the essence of our founding vision, namely:

- **Growth**
  All who come to the school - students, staff, and parents - will grow in ways that reflect the many dimensions of what it means to be human.

- **Balance**
  There will be a dynamic balance of expectations, learning experiences, commitments, and behaviour that characterises daily life at Hillbrook, as expressed in our motto “In Balance We Grow”.

- **Accessibility & Inclusion**
  Hillbrook will be a moderate-fee school with a spirit of community and collaboration.

- **Anglicanism**
  As Anglicans, we approach spirituality as a pilgrimage - a voyage of exploration and discovery - through a creative balance of scripture, tradition, reason and experience. Our Christianity will have a strong human focus, with particular emphasis on the many practical opportunities to act it out.

We hope that you see evidence of these core beliefs in the words that follow.

Spiritual and Community Life of the School

Chapel and Chaplaincy

As noted in last year’s report, we began 2009 with a *Chaplaincy Model* rather than a Chaplain. This innovation, even though caused by the position not being able to be filled, provided a great strengthening of relationship with the local Grovely parish with the appointment of the Rev’d. Jan Crombie as part-time Community Priest. One of our teachers, Mrs Sharon Hillcoat became the Chapel Coordinator, and together Rev’d. Jan and Sharon teamed to bring coordination to the major events of Hillbrook school life. This continued to ensure the Christian and spiritual emphasis in the cycle of ceremonies, rites of passage and significant happenings that are part of Hillbrook’s year.
Highlights of the year were:
- The opening of the new school library;
- The journey with Year 12 through a cycle of Chapel services and final blessing;
- The wonderful annual Cathedral service in which the outward community giving of the students is celebrated with Bishop Jonathan Holland as our guest;
- The celebration of the culmination of teaching of the Eucharist for Year 9 with a Chapel service and guest preacher the Reverend Hadge Hughes;
- A number of leadership ceremonies celebrating giftedness and distributive and servant leadership;
- The regular morning chapel times, weekly for all students, as staff, students and chaplaincy team led worship in a variety of themes and expressions of spirituality;
- The gift of music at all of the above, from students in the myriad of incredible talent inspired by Music Director David Jones and his staff.

The year ended with the exciting news of the appointment of the Reverend Phillip Hardie as Hillbrook Chaplain from 2010.

Religious Education

At Hillbrook, Religious Studies is seen as ‘an on-going journey or pilgrimage of spiritual growth’ and religious knowledge. Hillbrook is a learning community that acknowledges a multiplicity of ways of learning and being and has therefore nurtured a variety of approaches through which Hillbrook students may engage with spiritual issues. These diverse approaches range from active dialogue and debate to silence through contemplation and meditation.

Our Religious Studies programme endeavours to link and explore the three areas of traditional religious belief and practice, personal beliefs and practice and the existential questions of human existence. As an Anglican school, Hillbrook’s ethos and its Religious Studies course offers students ways of understanding God, themselves and the ‘big’ or existential questions of life grounded in an Anglican expression of the Christian faith. This Anglican expression of faith rests on the four essentials of scripture, tradition, reason and experience. Students are encouraged to reflect critically on and actively explore and dialogue about the correlation between the traditions and grounding stories of the Christian faith, their own experiences and the grounding questions and notions of human life. This exploration of the Christian faith is also open to dialogue with other traditions and expressions of faith and knowing. This openness to dialogue is viewed as a way of enriching our Christian understanding of religious faith as well as establishing a basis for peace and respectful tolerance between people of differing religious faith and practice.

Community Life and Service

The Community Action Program (CAP) has been running for 16 years at Hillbrook and is the lynch-pin of our annual service at St John’s Cathedral.

The program aims to ‘jump start’ student involvement in community volunteering by asking all Year 11 students to give up 20 hours of their time, to be devoted solely to the benefit of others. The program also embodies Hillbrook’s concept of leadership, which we define as ‘making a positive difference in the lives of others’.

Some students do 20 hours; some many more. Some students finish after a semester; some continue. Almost invariably, and without regard to their prior judgments, students find the program to be valuable and enlightening as a way of looking beyond themselves and to the ‘bigger picture’.
Academic life

Each year the teaching staff agree on a small number of broad priorities that we will work on collectively to assist our students. In a complex organisation like a school, it’s a way for us to hold the ‘big picture’ together. We have continued our 2009 priorities into 2010.

Curriculum focus

In 2009 we undertook a curriculum review process around our 4 themes:

- understanding adolescence
- focus on teaching/learning
- community
- thinking-centred school

We have commissioned an education consultant and lecturer from QUT to undertake this review centred on two of those themes:

- teaching and learning
- thinking-centred school

The process of collecting information was three pronged and involved:

- an online survey of students on what they felt was engaging and stretched them at Hillbrook
- staff were interviewed by the consultant on issues around learning and engagement
- the parents were invited to complete a similar survey to the students but from their perspective
The final report has not been presented but preliminary findings indicate that students are indeed engaged in their learning. Areas to develop include:

- our pastoral care program
- our religious studies program
- the use of technology in classrooms
- feedback on student learning

The curriculum review findings together with our deliberations on the new Australian Curriculum will occupy much of this year. Initiatives that come from this review have already started to flow through to the classroom and beyond.

**Strategic direction**

The representative model of the School Council continues to serve the school well.

As well as continuing with our strategic thinking we have engaged in developing a Memorandum of Understanding with the Anglican Church as part of our commitment to our ongoing membership of the wider Anglican community.

This memorandum has now been signed by both parties. We believe this to be the first signed as an outcome of the Nicholson report commissioned by the Anglican Schools Commission.

The school council has also embarked on a cyclical review process and is currently looking at:

- A Corporate Governance charter as part of the review of the school council structures and process.
- How to better engage the community: past, present and future families, in the life of the school.
- Those areas that directly affect the viability of the school both educationally and financially.

The members for 2009/10 are:

- David Briggs - (Company Secretary)
- Scott McKenzie - (Chair)
- Mary Keyes - (Vice Chair)
- Jayne Murdoch
- Liz Jarvis
- Matthew Taylor
- Sharon Hillcoat
- Geoff Newton - (Principal)
- The Rev Jan Crombie
- Larry Scaroni
- Sue-Ellen Taylor
- Grahame Whiting

**Finances**

The school continues to be in a strong financial position. The 2009 draft financial statements indicate an asset to liability surplus of $15.9m. The cash surplus stands at $1.5m despite the building program of the last few years. The school elected to direct $2m of cash reserves during 2009 to its building program to maintain lower debt levels.
Capital Works

2009 saw the completion of:

- our new library
- tuckshop and its surrounds
- art forecourt
- covered tennis courts project
- landscaping the schools central quadrangle in conjunction with constructing the new library

These projects totalled more than $5m with just over $500,000 from Federal and State funds.

We were unsuccessful in attracting BER money from the Federal Government for science/language facilities and as Hillbrook does not have a primary cohort we were not able to access funds for libraries and halls.

Nevertheless we were pleased with what we have been able to achieve in 2009, at the same time maintain our sound financial position.

Conclusion

Hillbrook as a separately incorporated Anglican School has now established firm relationships with the Diocese through the signing of the Memorandum of Understanding and is to continue to support the work of the Anglican Church and Anglican Schools Commission involvement in the professional life of teachers and educators in the Anglican schools system; and through its engagement with the mission of the Church.

Principal: Mr Geoff Newton, BSc DipEd GradDip Computing, GradDip Educational Admin, MA (L'Ship & M’ment)