HILLBROOK ANGLICAN SCHOOL LTD

CHAIRPERSON’S REPORT
Presented at the Annual General Meeting
For the Period
12 MAY 2011 to 23 MAY 2012

Grahme Whiting
(Chairperson of School Council)
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Introduction

For Hillbrook 2011 was a great year, our 25th. It is my privilege to present, as Chair of the Council, the report for the year.

The school continues to give its best for our students and to provide motivating opportunities for the staff to contribute to this. New buildings were commissioned and new staff joined us. Parents and the wider school community were involved in school activities especially around our 25th year celebrations, and the Council was busily engaged in thinking strategically about the future of the school. All in all, 2011 was a very successful year for Hillbrook.

I am proud to be associated with a school that is so responsive to the needs of adolescent students and so successful in facilitating their ongoing overall growth and development. As such, I am pleased to present this report.

1.0 The School Council

Membership of the School Council in 2011/12:

Class A Members:
- Mr Andrew Devenish
- Mrs Judith Nagle
- Mr John O’Sullivan Williams
- Mr Larry Scaroni
- Mrs Sue-Ellen Taylor

Class B Members:
- Mr Scott McKenzie (retired from School Council 2 November 2011)
- Mr Graham Whiting (Chairperson - commenced as Chairperson 20 July 2011)
- Mr Frank Donohoe (Deputy Chairperson)
- Mr Norman Hung
- Mr Robert Seljak (commenced 30 November 2011)

Principal (ex officio): Mr Geoff Newton

Archbishop’s Representative (ex officio): The Reverend Cameron Freese

Company Secretary: Mr David Briggs

Minutes Secretary: Mrs Liz Jarvis

Mr Scott McKenzie retired as Chair of School Council last year and sadly passed away in March 2012 after a short illness. He was a dedicated and passionate supporter of Hillbrook, and as Chair for 6 years, led the Council through many improvements and growth.

We also thank Frank Donohoe as acting Chair in Graham Whiting’s absence, and welcome Rob Seljak to the School Council.

2.0 The Wider Context: Independent Schooling Australia

2.1 Make-up of Independent Schools

Unlike other educational 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. All independent schools comply with state and federal education regulations and standards. Most independent schools are moderate sized and metropolitan as the following tables show.
Table 1: Size of Independent Schools

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13% of schools have less than 50 students</td>
<td></td>
</tr>
<tr>
<td>39% of schools have less than 200 students</td>
<td></td>
</tr>
<tr>
<td>44% of schools have 200 - 999 students</td>
<td></td>
</tr>
<tr>
<td>16% of schools have 1,000 - 1,999 students</td>
<td></td>
</tr>
<tr>
<td>1% or 13 schools have more than 2,000 students</td>
<td></td>
</tr>
<tr>
<td>The average size of independent schools is about 483 students</td>
<td></td>
</tr>
<tr>
<td>The average size of a government school is about 338 students</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Location of Independent Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>70%</td>
</tr>
<tr>
<td>Provincial</td>
<td>27%</td>
</tr>
<tr>
<td>Remote</td>
<td>3%</td>
</tr>
</tbody>
</table>


2.2 Independent School Affiliations

Some independent schools with common philosophies operate within approved systems. These include Anglican, Lutheran and Seventh-Day Adventist Systems. There are also some other groupings of independent schools. In 2011, 85% of all independent schools in Australia have a religious affiliation. Anglican schools were the single largest group of independent schools in Australia, Hillbrook is one of these.

Table 3: Affiliations of Independent Schools in Australia

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Schools</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglican</td>
<td>156</td>
<td>137,812</td>
<td>25.2%</td>
</tr>
<tr>
<td>Non-Denominational</td>
<td>188</td>
<td>72,100</td>
<td>13.2%</td>
</tr>
<tr>
<td>Christian schools</td>
<td>136</td>
<td>53,757</td>
<td>9.8%</td>
</tr>
<tr>
<td>Catholic</td>
<td>64</td>
<td>50,702</td>
<td>9.3%</td>
</tr>
<tr>
<td>Uniting Church in Australia</td>
<td>43</td>
<td>49,289</td>
<td>9.0%</td>
</tr>
<tr>
<td>Lutheran</td>
<td>85</td>
<td>36,549</td>
<td>6.7%</td>
</tr>
<tr>
<td>Inter-Denominational</td>
<td>29</td>
<td>20,725</td>
<td>3.8%</td>
</tr>
<tr>
<td>Islamic</td>
<td>32</td>
<td>20,198</td>
<td>3.7%</td>
</tr>
<tr>
<td>Baptist</td>
<td>42</td>
<td>17,803</td>
<td>3.3%</td>
</tr>
<tr>
<td>Seventh Day Adventist</td>
<td>47</td>
<td>11,043</td>
<td>2.0%</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>14</td>
<td>9,844</td>
<td>1.8%</td>
</tr>
<tr>
<td>Jewish</td>
<td>20</td>
<td>9,004</td>
<td>1.6%</td>
</tr>
<tr>
<td>Steiner School</td>
<td>42</td>
<td>7,515</td>
<td>1.4%</td>
</tr>
<tr>
<td>Pentecostal</td>
<td>16</td>
<td>6,838</td>
<td>1.3%</td>
</tr>
<tr>
<td>Assemblies of God</td>
<td>10</td>
<td>5,596</td>
<td>1.0%</td>
</tr>
<tr>
<td>Greek Orthodox</td>
<td>8</td>
<td>3,894</td>
<td>0.7%</td>
</tr>
<tr>
<td>Montessori</td>
<td>39</td>
<td>3,955</td>
<td>0.7%</td>
</tr>
<tr>
<td>Brethren</td>
<td>8</td>
<td>4,025</td>
<td>0.7%</td>
</tr>
<tr>
<td>Other Catholic</td>
<td>8</td>
<td>3,469</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other Orthodox</td>
<td>6</td>
<td>2,129</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Religious Affiliation*</td>
<td>11</td>
<td>5,033</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other**</td>
<td>83</td>
<td>14,607</td>
<td>2.7%</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 2011 Independent Schooling in Australia
2.3 Hillbrook Enrolment Trends

Continuing high enrolments at Hillbrook are above the national and state trend of growth in the independent sector. Our forward enrolments continue to be very healthy and are a very strong indication of the confidence in Hillbrook across the wider community.

We continue to monitor the new State Government plans for the introduction of Year 7 into secondary school in 2015, together with our normal intake of Year 8’s. We have already begun planning for this event. See information flyer for Year 7 in Appendix 2.

The following two graphs, Figure 1 and Figure 2, show enrolment applications for the next 13 years at Hillbrook (male/female breakup). Year 7 entry starts in 2015.

Figure 1: YR 7 ENTRY - ENROLMENT BREAKUP BY INNER/OUTER REGION 2015-2024


Figure 2: YR 7 ENTRY - ENROLMENT BREAKUP BY INNER/OUTER REGION AND BY GENDER 2015-2024

2.4 Hillbrook Student Numbers & Enrolments

Hillbrook students numbers continue to be close to the maximum sustainable at each year level. The 2012 breakup per year level is shown in Table 4 below.

Table 4

<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>62</td>
<td>57</td>
<td>119</td>
<td>120</td>
</tr>
<tr>
<td>Year 9</td>
<td>55</td>
<td>65</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 10</td>
<td>61</td>
<td>56</td>
<td>117</td>
<td>120</td>
</tr>
<tr>
<td>Year 11</td>
<td>65</td>
<td>56</td>
<td>121</td>
<td>120</td>
</tr>
<tr>
<td>Year 12</td>
<td>55</td>
<td>60</td>
<td>115</td>
<td>120</td>
</tr>
</tbody>
</table>

Student Retention - Year 8 - Year 12

One measure of satisfaction with the school is the student retention rate. This rate is determined by calculating the percentage of students who started (Year 8) and finished (Year 12) at Hillbrook. This rate has steadily been increasing over the last 10 years and is a very high figure in comparison to other independent schools in the state.

Figure 3

3.0 Strategic Thinking & Planning

The School Council has concentrated on a number of focus areas in its strategic thinking and planning for 2011/12 and has finalised its Strategic Initiatives document which will be found in Appendix 3.

The Corporate Charter and Roles & Responsibilities are now on the website. The School Council is also raising their profile in the school community through regular updates in the newsletter. There is now a compliance checklist for the School Council to refer to and each meeting feedback is sought on the effectiveness and efficiency of the meeting.
3.1 **Moderate Fee Status**

The Gonksi report has been released and we are evaluating the impact of this on our fees. We are hopeful that any change will be implemented slowly. We have limited fee increases for 2012 to 6% and hope to continue to examine costs and delivery of curriculum and support services so that this state of annual increase can be sustained.

3.2 **Planning for Year 7**

Planning for Year 7 is well under way with a number of initiatives planned and being developed. Staff are developing curriculum and visiting schools to look at comparable programs from around the country. Planning of resources and classrooms is underway and a flyer explaining our approach to Year 7 is attached in Appendix 2.

3.3 **Risk Management**

The school recognises that risk is inherent in all its operations. The aim is not to eliminate risk but to manage the risks involved in all aspects of the school’s activities so as to maximise opportunities and minimise negative outcomes. During 2011 a committee of teachers, staff and school council members reviewed the school’s risks and completed a school wide risk register. The Risk Management Framework includes a monitoring and review mechanism to ensure risks are updated and the performance of control measures is assessed.

3.4 **Work Health & Safety**

The school has been implementing the Work Health & Safety Act 2011 which commenced on 1 January 2012. The new Act represents a change in the responsibilities of ‘officers’ to take reasonable steps to exercise due diligence to ensure the school meets its work health and safety obligations.

3.5 **Campus Developments**

During 2011, there were changes made to Hillbrook’s built environment to enhance teaching and learning. Overall, some $1.1m was invested with the majority attributable to construction of a second drama classroom, refurbishment of E block history classrooms and purchase of student laptops.

The School is very pleased with the completed projects and we would like to express our appreciation to parents for their continued support of the School’s Building Fund. All of these funds are vital to the continued updating of our facilities and the building of new ones. A new Campus Master Plan will be commenced this year to incorporate the introduction of Year 7 in 2015.

We now have just over 50% of parents supporting the Building fund. This has decreased markedly over the last 10 years from the high 80’s.

We encourage parents to keep supporting our Building program. These funds are vital to our long term viability as we get little from the Federal and State governments for capital works.

3.6 **An Anglican School**

Each year the Principal attends the Synod of the Anglican Diocese of Brisbane. Every school in the Diocese provides a report to Synod for inclusion in the Synod Handbook of Reports. Hillbrook’s Report can be found in Appendix 4.
3.7 Marketing and our 25th Year Celebrations

2011 was Hillbrook’s 25th Anniversary year and a number of celebrations (with the focus of involving our whole school community) were held to commemorate this milestone along with other significant events. The year’s events included:

- Foundation Day Ball
- Foundation Day Ceremony
- Sustainability Day
- Publication and distribution of the book “25 Years, 25 Stories”. Contributions for the book were made by various past and current staff, students and parents
- 25th Year memorabilia for sale
- ‘Foundation Students’ 20 Year Reunion The reunion was held at the school giving the past students the opportunity to revisit their school
- Graduates of 2001 10 Year Reunion was held at the Waterloo Hotel
- Enoggera Old Boys Reunion
- Hillbrook In Action open day
- ‘Ride for Smiddy’ Charity Bicycle Ride
- Unveiling of ‘Trees’ a sculpture created in collaboration with the school, Enoggera Old Boys and artist Gavin Fenelon
- Burial of a 25th Anniversary Time Capsule, to be opened at the 50th anniversary celebrations.

Once again two editions of Connections magazine were published in 2011, with a circulation of approximately 3500 magazines being sent out to current families, past parents and students and future-enrolled families. The April edition focused on IT at Hillbrook and featured the introduction of the laptop program to our students in Years 9 and 10. The October edition featured our 25th Anniversary celebrations.

During 2012 a review of the school’s marketing strategy will be undertaken. Plans are underway to update and redesign the school website. We have engaged a marketing and advertising agency based in Brisbane to advise and facilitate the redesign of the website and will also provide direction with regard to future marketing strategies.

The school newsletter continues to be produced weekly, with email notifications being sent to parents once the newsletter is available for download. The last page of the newsletter features a gallery of recent photographs taken from around the school, at various school events and at outdoor ed excursions and camps. Hardcopies of the newsletter are available from the school reception.

The schools Facebook page has almost 600 “friends” and is proving a useful tool to help keep in contact with past students and has been instrumental in seeing a pleasing increase in the numbers of students attending their cohort’s reunion. The Facebook site is monitored daily and often useful snippets of information regarding past students’ achievements can be followed up to share with Hillbrook staff, or for inclusion in the ‘Past Connections’ segment of the Connections magazine.

In 2011 we held two reunions, our first Twenty Year Reunion of the school’s Foundation students and a 10 Year Reunion for the Graduates of 2001. The Twenty Year Reunion was held at the school, in the library garden and past students appeared to enjoy the opportunity to revisit their school days. The 10 Year Reunion was held at the Waterloo Hotel. In 2012 we have already held the Twenty Year Reunion, and responding to past students’ request this was held at the Northshore Riverside Cafe at Hamilton.

Hillbrook In Action, our open day was held on 3 May (10 days prior to the Year 8 interviews for 2015) 3500 flyers were printed and enclosed with the April edition of Connections magazine (for families enrolled up until 2020). Flyers were also sent to childcare centres.
Following the State Government’s announcement in 2011 regarding the introduction of Year 7 into high school in 2015 we wrote to all families regarding this change. Interviews for Year 7 2015 will be conducted in late August 2012, while the students are currently in Year 4. A Year 7 information brochure has been produced and plans are underway for a Year 7 Expo to be held in August prior to the interviews.

Enrolments continue strongly, with enrolment applications lodged for Year 7 up to 2024. During 2011 we had taken a handful of enquiries from families moving to Brisbane from overseas and interstate. Subsequently several of these students have now commenced at Hillbrook in Years 10 and 11 in 2012. The initial point of contact for these families has been via the website.

We have maintained an excellent reputation amongst northside communities, with potential families reporting that they are being directed to Hillbrook by teachers (primary and secondary) as well as current and past families.

4.0 Financial Matters

The current funding arrangement with the Commonwealth was to end in 2012 but has now been extended to 2013. The Commonwealth Government is reviewing funding arrangements beyond 2013. We hope that Hillbrook will not be disadvantaged in any 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”. The funding mix for Hillbrook over the last 10 years is included as part of Appendix 5 and the Government’s ‘Review of Funding’ document is outlined in Appendix 6.

The 2011 Financial Statements indicate an asset to liability surplus of $18.8m. The School is now using a Business Loan ‘offset facility’ and therefore is able to place surplus cash directly against any loans, and then draw the amount back again when it is needed. The School Council also prefers to keep the School’s total debt as low as possible. These two factors have combined to limit the increase in cash for the year to $107,000, and produce a cash balance as at 31 December of $504,000. For the same period total borrowings fell by $1,055,000.

The audited accounts have been presented in a separate report.

5.0 Educational Issues

5.1 Australian Curriculum

Our teachers have been working through the curriculum documents for the four subject areas, English, Mathematics, Science and History to ensure our current programs in Years 8 to 10 are aligned with the Australian Curriculum requirements yet still retain the unique elements of our curriculum for Hillbrook students.

The draft curriculum documents for Geography, The Arts, Languages and Health and Physical Education have been published and our teachers have been reviewing them against our current programs. A number of our teachers have been heavily involved giving feedback regarding the shape of the draft Year 11 and 12 curriculum documents.

5.2 NSSAB

During 2011, we were required to conduct a comprehensive assessment of our school performance against a range of accreditation criteria as part of the Non-State Schools Accreditation Board’s cyclical review program. This review was concluded in December 2011 and the Cyclic Review report was received by the School Council in February 2012. This review involved all staff and was evaluated with the help of an external validator, Mr Anthony Vincent, Principal of Matthew Flinders Anglican School.

The Cyclic Review report was endorsed by the Non-State Schools Accreditation Board at their April 2012 meeting. The report concluded that Hillbrook is complying with all of the requirements for ongoing accreditation to operate as a school.

5.3 Year 12 OP Results for 2011
Offers of places at tertiary institutions for the 2011 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 2011 that figure was 57% compared to the overall State figure of 47%. In addition, the 1-5 range was 28% compared to 19% for the state.

As a community we congratulate the Year 12 students of 2011 on their fine results and their tertiary course offers. These results are detailed in Appendix 7.

5.4 NAPLAN Results

Our Year 9 students again performed strongly on the tests, against the national benchmarks for literacy and numeracy and scored significantly above the Queensland state mean and the national mean in all areas see Appendix 8.

It is worth noting the percentage of our Year 9 students in 2011 at or above the national benchmark (band six) was:

- 100% for reading
- 100% for grammar and punctuation
- 100% for numeracy
- 100% for spelling
- 98% for writing

While these are great results it remains true that teaching and learning for deep conceptual understanding and the kinds of complex knowledge and skills needed in modern, information rich societies is paramount. We remain concerned that these types of assessment regimes can promote learning focused solely on improving test results. Similarly, the uncritical analysis and 'mini league tables' produced in some media outlets contributes to the potential for the tests to have a detrimental impact on the quality of the learning and teaching.

5.5 My School – Our School Websites – Yearly Report

Data is now available on a number of websites and two of these are included in Appendix 9. “My School” is a Federal Government website. “Our School” is the Australian newspapers website.

Our responsibility to the Federal Government is also to publish a yearly report and this is published on our website. A copy is also included in Appendix 10.

6.0 Parent Involvement

The 2011 President’s report delivered to the 2012 AGM of the Parents and Friends in March.

This has been a Year of Celebration centred around Hillbrooks’ 25th Birthday on Foundation Day the 31st of May. It was wonderful to hear the Founding Members of Hillbrook discuss the different parts of the Hillbrook Logo and the significance in the establishment of Hillbrook, John Lindsay, Norm Hunter and Father Theo with Father Clarry White, Rae Hunter, Yvonne Hawke and David Briggs in the audience.

Prior to this day on the 28th of May an enthusiastic team from the P&F planned the Hillbrook Ball held at Victoria Park Golf Club. Our knowledge of the history of Hillbrook was challenged in a Trivia Quiz although the answers could be bought in true Hillbrook style with a hug to those who knew. It was a chance to catch up with parents and staff who have been involved in Hillbrook over the past 25 years. Thank you to the Events Committee Justine Young, Karen Farrow, Wendy Brownscombe and Geoff Newton.
The next weekend on the 4th of June we celebrated the environment with Sustainability Day. This was a community event for the school and local community to find community solutions to global problems. The staff and students ran the food stalls using local produce and sustainable practices to lower our impact on the environment. The key note speaker Matthew Wright spoke about how we can use 100% renewable energy in Australia by 2020 and significantly decrease our carbon footprint. Support from the parents was crucial in the running of the day and greatly appreciated. Thank you to Glenys Mann for being the Volunteer Coordinator.

Other events celebrating 25 years of Hillbrook included the launch of the book “25 years 25 Stories” and the unveiling of the sculpture to commemorate the Enoggera Boys Home Old Boys who lived in some of the present Hillbrook buildings before it was Hillbrook. The P&F contributed to the cost of the sculpture.

The welcome barbeque for families new to Hillbrook with a chapel service beforehand started the P&F activities for the year. Parents have been involved as ambassadors welcoming potential new Hillbrook families at the Open Day, Year 8 Interview Days and Family Day for the Year 8s for next year.

The P&F subcommittees have been busy this year. Grant Starkey and Gary Bergman headed the Business Operation Committee which oversees the working of the Tuckshop and Uniform Shop. Julie, Rosemary and Ann (Tuckshop and Uniform Shop Conveners) are to be congratulated on the efficient way they run the Tuckshop and Uniform shop with the help of parent volunteers. The Education Advisory Committee (Chair Karen Farrow and Secretary Wilma Schouten) has organised Parent Evenings each Term. These have proved to be very popular and have included the Introduction to Year 8 Evening, finding out how easy it is to have your identity stolen at the presentation about Identity Fraud, Confidently Navigating the Mindfield of Adolescence with some tips and hints from parents who have been there and the presentation by Paul Dillon about Student Health, Wellbeing and Drug Education which made parents realise the evidence is changing and what we thought was safe isn’t. The Driver Training Course was run again this year for the Year 11 and 12 students. Thank you to teachers Stephanie Munday-Lake and Craig Merritt for their involvement and support of the EAC.

A new subcommittee of the P&F has formed Parent.Connect. Parent volunteers from each home class have been nominated as Parent Liaison and will organise parent “get togethers” so parents can meet each other as well as being the conduit for communication. Sharon McNeill has taken on the role of Parent Liaison coordinator and has had a very busy start to the year.

The P&F executive meet monthly on the 3rd Tuesday at 6.30pm in the library. I would like to thank the committee for their support this year to Jim Nolan vice president who tries to keep us on time, Diana Dal Bon secretary for efficient minute taking, Andrea Walker treasurer for her in depth financial reports, Glenys Mann for chasing up the cheque signatures and Lenore Whitfield. Thanks to Geoff Newton for keeping us informed about what is happening in the school and School Council, even coming to a meeting on his birthday.

Many parents help in different ways to support the Hillbrook Community and we appreciate the time given as it is precious in our busy lives.

Jayne Murdoch
President - Hillbrook P&F.

7.0 Leadership at Hillbrook from the Principal

Our 25th year has been a very enjoyable year and there have been a great number of highlights. I have listed some of them below. Before I do, can I say that the 25th year celebrations outlined last year to School Council have now all been completed successfully. They have been exciting events and very affirming for the school community. I am very proud and delighted at the response to these events and their positive impact on our culture. They have given people a real sense of the essence of Hillbrook and the positive impact it has had on the lives of so many people. I believe that it’s been a great year to be part of the Hillbrook community.
While the year has been an affirming and reflective one, we are also moving forward in a number of areas with greater certainty and self belief. This I believe has come about from a number of sources. The School Council has for the first time a corporate charter and is working on a reporting framework so as to better inform the strategic direction of the school both in a cultural and organisational sense. We have always had a strong financial position and this has been enhanced by David’s work with School Council and the staff and the employment of Bronwyn Wearne as his assistant.

From a curriculum point of view the School Leadership Team has incorporated the School Council’s strategic initiatives into a document of their own to provide real focus to our collective efforts.

The staff are under some pressure this year as the Australian Curriculum implementation deadline approaches. We see this and the introduction of Year 7 as major initiatives for development in the next 3 years.

The new staff have all settled in well and all will join the staff permanently for 2012. We also have a number of people leaving this year for a period of time. Sue Petersen and Del Edwards have a year’s leave without pay and their replacements are Sally Barnes in Outdoor Education and Julie Nash in Home Economics.

Father Philip Hardie accepted a position in a parish in NSW and Sharon Baird joined us this year as our Chaplain.

The biggest change to our pedagogy for many years came about with the introduction of our laptop program into Years 9 and 10. We are now in the formal process of evaluating the impact of laptops, through surveys of parents, staff and students.

In summary the year has been one of finalising several major initiatives and celebrating our first 25 years. I believe that the culture and philosophy of the school has been deepened and broadened by all our efforts and I would like to thank you for your commitment and ongoing support and for your role in making Hillbrook a great place to be.

8.0 Conclusion

The work of the School Council has centred around the finalisation of the Corporate Charter and Roles and Responsibilities and more recently the development of our Strategic Initiatives document for 2012-15.

The Strategic Initiatives document has now been passed by School Council and we will be working together over the next 3 years to build on our first 25 years and further develop our learning community. I would like to thank all the School Council members and special thanks to Mr Frank Donohoe who took charge of developing the corporate charter and stood in for me while I was away late last year. We should also take a moment to remember the contribution of Mr Scott McKenzie our Chair for 6 years. Our thoughts are with his family. To the parents and the P&F thank you for your contribution to the Hillbrook community.

Finally to the SLT and the staff for your continued leadership at Hillbrook. It’s been a wonderful year in Hillbrook’s journey, one that we will all remember as a fitting celebration of 25 years and as one where we began the foundations for the next 25 years.

Grahme Whiting, Chairperson
Hillbrook Anglican School
List of Appendices

2. Year 7 Information Flyer
4. Hillbrook Anglican School Report to Synod
5. Hillbrook Funding
6. Review of Funding for Schooling Final Report - December 2011 - Executive Summary
7. Year 12 results for 2011
8. NAPLAN Results
APPENDIX 1
ENROLMENT TRENDS QUEENSLAND, 2004 - 2009

Enrolments in this report are at August each year. Enrolments exclude students attending special schools 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 affected until 2015, when the half-cohort introduction will end. Year 6 onwards, the following analysis considers 2004-2006 and 2007-2009 data for Prep-Year 7 and 2004-2009 data for Year 8-12.

KEY POINTS

Enrolment growth is occurring in Queensland.

Between 2004 and 2009 P-12 enrolments increased from 676,468 students to 740,730 students, an increase of 9,262 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 12.1% of the net growth.

Secondary student enrolments increased by 96,399 students between 2004 and 2009. This is equivalent to an average annual growth rate of 2.9% over the timeframe.

Year 12 enrolments increased by 3,090 students in the 2004 to 2009 period, with independent schools catering for 40% of net growth during the timeframe. The proportion of P-12 students attending independent schools increased from 12.3% to 14.5% (1.2%) in the 2004 to 2009 period.

Market share gains were made in the same period by independent schools in terms of P-7 enrolments (+2.0%), Year 8-12 enrolments (+0.8%) and Year 12 enrolments (+1.0%).

Based on a comparison between Year 1 enrolments in 2007 (the last year where the first year of universal student access was in Year 1) and Prep market share post 2007 (given in 2007 there was a half-cohort of prep students), the introduction of Prep to all schools appears to have resulted in a slight overall loss of market share. 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 be a return to levels exhibited in Year 1 in 2007.

The proportion of Queensland students that transfer from other schooling sectors to independent schools for Year 8 has decreased over the time, suggesting decreasing student attrition at the Prep level. Overall, however, Year 8 market share 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 740,730 students in 2009. This was an increase of 21,526 students or a 1.58% increase per annum on average. Growth continued in the 2007 to 2009 period, at an average annual growth rate of 1.47% (±0.341 student). P-12 enrolments in this period increased from 694,197 students to 714,758 students.

Of the net growth in P-12 enrolments experienced in the 2007 to 2009 period, independent schools catered for 38.9%, Catholic schools catered for 33.9% and State schools catered for 27.2%. Accordingly, independent school enrolments increased by 7,384 students, from 96,399 students in 2007 to 103,883 students in 2009. In the same period Catholic schools increased by 5,889 students, from 121,518 students to 127,407 students while State school enrolments increased by 5,916 students, from 440,296 students to 442,234 students.

Growth of 10,857 P-7 students was experienced between 2004 and 2009 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.

Of the net growth in P-7 enrolments in the 2007 to 2009 period, independent schools catered for 41.8%, Catholic schools catered for 39.3% and State schools catered for 19.9%. Accordingly, independent school enrolments increased by 4,535 students, from 47,415 students to 52,950 students. Catholic schools increased by 4,251 students, from 71,268 students to 75,529 students while State school enrolments increased by 2,046 students, from 305,890 students to 307,936 students.

![Chart 1: Enrolments, 2004-09](chart.png)
TABLE 1: TOTAL ENROLMENTS, 2004-09

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre/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>Primary</th>
<th>Ungraded</th>
<th>P-7</th>
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<tbody>
<tr>
<td>2004</td>
<td>44,427</td>
<td>55,916</td>
<td>57,730</td>
<td>56,416</td>
<td>54,917</td>
<td>54,426</td>
<td>54,426</td>
<td>54,195</td>
<td>55,612</td>
<td>1,217</td>
<td>425,526尊严</td>
</tr>
<tr>
<td>2006</td>
<td>48,956</td>
<td>54,898</td>
<td>54,040</td>
<td>53,879</td>
<td>54,184</td>
<td>54,377</td>
<td>54,560</td>
<td>56,290</td>
<td>56,892</td>
<td>682</td>
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<tr>
<td>2007</td>
<td>52,301</td>
<td>55,087</td>
<td>55,779</td>
<td>55,020</td>
<td>55,318</td>
<td>55,605</td>
<td>56,164</td>
<td>57,450</td>
<td>57,345</td>
<td>510</td>
<td>424,795尊严</td>
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<td>2008</td>
<td>54,003</td>
<td>56,409</td>
<td>56,129</td>
<td>56,763</td>
<td>55,965</td>
<td>56,505</td>
<td>56,506</td>
<td>57,325</td>
<td>57,355</td>
<td>101</td>
<td>428,776尊严</td>
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<td>2009</td>
<td>59,804</td>
<td>59,015</td>
<td>58,405</td>
<td>57,778</td>
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<td>56,663</td>
<td>57,913</td>
<td>57,365</td>
<td>57,600</td>
<td>850</td>
<td>425,417尊严</td>
</tr>
</tbody>
</table>

Year 8-12 enrolments increased from 250,903 students in 2004 to 277,010 students in 2009, an increase of 26,397 students (2.02% per annum).

Of the net growth in Year 8-12 enrolments in the 2004 to 2009 period, Independent schools catered for 26.6%, Catholic schools catered for 25.9% and State schools catered for 47.5%. Accordingly, Independent school enrolments increased by 7,031 students, from 44,987 students to 52,018 students. Catholic schools increased by 6,829 students, from 46,119 students to 52,948 students, while State school enrolments increased by 12,233 students, from 159,807 students to 172,044 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.

At the Prep year level, enrolments increased from 33,987 students in 2007, when the half-cohort entered the school system, to 54,003 students in 2008 and 56,684 students in 2009. The growth rate in the 2008-09 period was 5.2%, with approximately two-thirds of the net growth catered for by State schools (66.4%) or growth of 1,873 students; Independent schools catered for 14.6% of net growth in prep students between 2008 and 2009, while Catholic schools catered for 19.0% of growth.

Year 8 enrolments increased from 55,214 students in 2004 to 58,260 students in 2009, an increase of 3,046 students. This translates to a annual growth rate of 1.08%. It is of interest to note that in 2009 enrolments were slightly lower than in 2008, when there were 58,624 Year 8 students.

Of net growth in Year 8 enrolments in the 2004 to 2009 period, Catholic schools catered for 45.9%, while Independent schools catered for 36.1%, while 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 14.5% in 2009 (+1.6% increase in 2006 to 18.0% in 2009 +1.9%). Accordingly, the State sector’s marketshare decreased over the timeframe; from 71.0% in 2004 to 67.5% in 2009 (+3.6%).
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 10.6% 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 18.0% 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 65.1% in 2004 to 62.0% in 2009.

**Introduction of Prep**

Prior to 2007 the first year of full cohort access to schools in Queensland was in Year 1, with sessionsal 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 0.2% 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 8). 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 this 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 market share gain in Year 7-8 in the 2008-09 period, equivalent to the decrease from 2004-05, a loss of 0.4% between Year 8-9, and a gain of only 1.7% between Years 2-3 and Years 3-4, and between Years 2-3 and Years 5-6. This suggests that the GPC 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.

The impact of increasing numbers of parents selecting independent schools for primary schooling

Allied to the increasing number of schools offering middle school intake is the increasing proportion of parents selecting independent schooling for their children from the start of schooling (Prep). Together this has resulted in the proportion of students attending independent schools for primary increasing at a faster rate than the growth rate in terms of participation in Independent secondary schooling.

In 2006 the proportion of primary students attending independent schools was 7.9% lower than the proportion of students attending independent schools for secondary (VCE) schools. Based on all five projections of growth rates between 2001 and 2008, by 2020 the difference between primary and secondary participation would reduce to 4.8%.

Should these differences in growth rates continue, similar issues as outlined in respect to the reduction in the proportion of students that would transfer into Independent secondary schools in Year 8 would occur over time, if growth in the number of Year 8 students was insufficient to offset the reduced share of students likely to be gained.

**TABLE 2: MARKET SHARE BY GRADE, 2004-09**

<table>
<thead>
<tr>
<th>Year</th>
<th>P-1</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>P-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>17.0</td>
<td>18.2</td>
<td>19.0</td>
<td>19.0</td>
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<tr>
<td>2005</td>
<td>11.7</td>
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<td>9.4</td>
<td>9.5</td>
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<td>9.9</td>
<td>10.0</td>
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<td>17.0</td>
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<td>20.3</td>
<td>20.5</td>
<td>13.3</td>
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<tr>
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<td>12.0</td>
<td>10.1</td>
<td>9.0</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>
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<td>19.9</td>
<td>20.9</td>
<td>15.5</td>
</tr>
<tr>
<td>2007</td>
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<td>10.2</td>
<td>10.2</td>
<td>10.4</td>
<td>10.6</td>
<td>11.5</td>
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<td>15.3</td>
<td>19.7</td>
<td>20.9</td>
<td>15.9</td>
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<tr>
<td>2008</td>
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<td>13.4</td>
<td>10.5</td>
<td>10.5</td>
<td>10.7</td>
<td>11.2</td>
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<td>13.3</td>
<td>17.3</td>
<td>17.5</td>
<td>15.7</td>
<td>21.0</td>
<td>22.0</td>
<td>14.2</td>
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<tr>
<td>2009</td>
<td>11.0</td>
<td>10.0</td>
<td>13.4</td>
<td>11.1</td>
<td>11.7</td>
<td>11.1</td>
<td>12.2</td>
<td>13.0</td>
<td>17.0</td>
<td>17.5</td>
<td>15.3</td>
<td>21.0</td>
<td>21.3</td>
<td>14.5</td>
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**TABLE 3: MARKET SHARE GAINS OVER TIME, 2004-2009**

<table>
<thead>
<tr>
<th>Year</th>
<th>P-1</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
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<tr>
<td>2004-05</td>
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<td>0.7</td>
<td>0.7</td>
<td>0.4</td>
<td>0.4</td>
<td>0.5</td>
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<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
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<td>0.6</td>
<td>0.6</td>
<td>1.5</td>
<td>1.5</td>
<td>5.1</td>
<td>0.1</td>
<td>0.5</td>
<td>1.7</td>
<td>1.4</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
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<td>0.7</td>
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<td>5.2</td>
<td>0.3</td>
<td>0.1</td>
<td>1.8</td>
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<td>1.8</td>
<td>1.8</td>
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<tr>
<td>2007-08</td>
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<td>-0.3</td>
<td>0.3</td>
<td>0.5</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>5.0</td>
<td>0.4</td>
<td>0.4</td>
<td>1.5</td>
<td>1.7</td>
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<td>1.7</td>
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<td>0.1</td>
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<td>0.8</td>
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<td>0.8</td>
<td>2.5</td>
<td>2.5</td>
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INDEPENDENT SCHOOLS QUEENSLAND

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APPENDIX 2
In balance we grow

What happens next?

We are planning a transition plan between Year 6 and Year 7 that is shorter than previous years'. This plan will include a visit to Hillbrook before commencing Year 7 and will provide information about the Year 7 academic and co-curricular programs.

Hillbrook Anglican School
6 Hector Street, Diggers Creek, QLD 4066
See our website: www.hillbrook.qld.edu.au

In 2016, Hillbrook will be welcoming Year 7 students to our school for the very first time. Preparations for their arrival are well underway, with more staff joining our team and new classrooms being built in the pipeline. There is still plenty of work to do, but in the meantime, we hope this brochure answers some of your questions and gives you a taste of what Year 7 at Hillbrook will be like.

What is Hillbrook’s Year 7 curriculum all about?

Our curriculum is designed to be engaging and interactive, with a balance of academic and co-curricular opportunities. Year 7 is an important transitional year, designed to build on the skills and experiences gained in Key Stage 2.

We are aware that many of our students are transitioning to a new school, which can be challenging. We have made every effort to ensure that Year 7 is as supportive and welcoming as possible.

What will be teaching Year 7 students?

Each Year 7 class will have a class teacher who will guide the class in their learning throughout the year. Class teachers will work closely with their students to ensure that they are supported and challenged.

What’s in store for Year 7 students?

Year 7 students will have the opportunity to participate in a variety of co-curricular activities, including music, drama, and visual arts. They will also have the opportunity to develop their leadership skills through participation in student leadership roles.

What sort of leadership experiences will Year 7 students have?

At Hillbrook, we are committed to providing our students with opportunities to develop their leadership skills. Year 7 students will have the opportunity to participate in student leadership roles and take on responsibility for their own learning.

What about Outdoor Education?

Outdoor Education is an integral part of the Hillbrook curriculum. Students will have the opportunity to participate in a variety of activities, including bushwalking, camping, and team-building exercises. These activities will be supervised by experienced staff.

What’s the role of Hillbrook in your child’s education?

Hillbrook is committed to providing a safe, nurturing environment in which students can thrive. Our experienced staff are dedicated to the development of our students, and we work closely with parents and guardians to ensure that each child receives the support they need.

Welcome to Year 7 at Hillbrook.

Our vision is to inspire our students to achieve their full potential and to become confident, well-rounded individuals who are prepared for life in the 21st century.
APPENDIX 3
Hillbrook Anglican School

Strategic Initiatives
2012 - 2015
“IN BALANCE WE GROW”
STRENGTHENING OUR LEARNING COMMUNITY

Our Mission
At Hillbrook our Mission is a timeless and deep commitment to who we are, and what we do, enabling Hillbrook’s culture to be realized through our motto “In Balance We Grow”.

We strive to provide 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. We aim to:

- foster an integrated balance of personal, spiritual, intellectual and physical growth and;
- empower people to live confidently, capably, sensitively and creatively in the global community, and to contribute positively to its direction.

This Mission is further explored and informed by four core beliefs and themes.

Core Beliefs
- 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.

Core Themes
- Thinking Centred
  We are a thinking centred school that provides opportunities for members of our community to become creative independent thinkers

- Teaching and Learning
  Our teaching/learning environment and philosophy nurtures the talents and potential of our students, staff, parents and our wider community in an active and collaborative way

- Adolescence
  Our students are supported through adolescence by empowering them to explore and appreciate their talents and make a positive difference in the lives of others on their journey into young adulthood.

- Community
  The Hillbrook community is based on trust and is where current and past students and parents, teachers and others who work with us can flourish and grow and be respected for who they are.

Our Vision
Being a vibrant, adolescent focused, learning community.

Our Strategic Focus for 2012-2015
Over the next three years, we will continue to develop our Hillbrook learning community through the ideas, the talents and actions of our students, staff, parents, and the wider community with whom we interact.

We are committed to being active learners, working collaboratively and being accountable for our own learning, focusing on the following priorities:
BEING A LEARNING COMMUNITY
Curriculum Organisation Years 7 – 12
- Continue to review and embed current and future capabilities and skills.
- Ensure our teaching & learning environment, strategies and curriculum engage students and foster an integrated balance of personal, spiritual, intellectual and physical growth

Curriculum Content
- Foster and utilise partnerships to enhance our teaching and learning.
- Enhance the learning environment through data analysis.
- Review current reporting practices to parents and students to ensure effective feedback informs teaching and promotes learning.

Technology Rich Learning Environments
- Develop a technology rich teaching and learning environment.
- Enhance digital literacy through engagement with technology and media and equip students with relevant research and analysis capabilities.

Staff Development
- Develop our staff as an active learning community that achieves high quality curriculum, pedagogy, relational and administrative practices by creating a framework that responds to the current and future professional development needs of staff.

To support our strategic focus, our corporate priorities are governance and viability.

CORPORATE GOVERNANCE
- Strengthen our strategic planning and thinking.
- Ensure a proactive system of risk oversight and management while continuing to support the culture of the school.
- Implement a robust work health and safety framework and culture.
- Undertake regular curriculum reviews.

VIABILITY
- Position and market Hillbrook through positive relationships and effective communication with parents, students, key stakeholders and the wider community.
- Ensure financial and administrative practices that provide timely and meaningful information.
- Plan and develop the campus to meet current and future educational, social and sustainability needs.
- Position Hillbrook as a preferred employer.

HILLBROOK STRATEGIC INITIATIVES 2012-15
APPENDIX 4
HILLBROOK ANGLICAN SCHOOL

Introduction
Who We Are - The Year at Hillbrook.

In 2011 Hillbrook turned 25 years old, and we celebrated as a community with a number of functions and publications. Each of the events included many of our past and present families, staff and students. They included:

The 25th Year Ball for parents which was a wonderful success.

Our Foundation Day on the 31st May was another great event. To see and hear John Lindsay, Norm Hunter (our founding Principals), and Theo Woods (the Chaplain) re-interpret the logo from a personal perspective was fantastic.

Sustainability Day is our biennial celebration of community involvement and making a difference, a real expression of our values. It was great to see the huge community effort that went into making the day so successful.

Towards the end of the year we celebrated the reconnection of the ‘Old Boys’ with the Hillbrook Community with the unveiling of a sculpture in the courtyard. The current site was originally a Church of England Boys home and Hillbrook has reconnected with the residents over the last 10 years. The process of engaging the Old Boys with the Hillbrook community remains a fundamental expression of our beliefs as a community. It was a beautiful moment in our history of Hillbrook.

Finally the ‘25 Years, 25 Stories’ captured Hillbrook’s first 25 years in story from past and present students, parents and teacher.

All up a great year, an affirming year, an emotional year, and a wonderful celebration of a school making a difference.

Strategic Initiatives for 2012 -15.

This year we began our new 3 year Strategic Initiatives Plan. It is based on our mission and core beliefs and is designed to strengthen our learning community.

Our Mission
At Hillbrook our Mission is a timeless and deep commitment to who we are, and what we do, enabling Hillbrook’s culture to be realized through our motto “In Balance We Grow”.

We strive to provide 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. We aim to:

- foster an integrated balance of personal, spiritual, intellectual and physical growth and;
- empower people to live confidently, capably, sensitively and creatively in the global community, and to contribute positively to its direction.

This Mission is further explored and informed by four core beliefs and themes.
Core Beliefs

- **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.

Core Themes

- **Thinking Centred**
  We are a thinking centred school that provides opportunities for members of our community to become creative independent thinkers

- **Teaching and Learning**
  Our teaching/learning environment and philosophy nurtures the talents and potential of our students, staff, parents and our wider community in an active and collaborative way

- **Adolescence**
  Our students are supported through adolescence by empowering them to explore and appreciate their talents and make a positive difference in the lives of others on their journey into young adulthood.

- **Community**
  The Hillbrook community is based on trust and is where current and past students and parents, teachers and others who work with us can flourish and grow and be respected for who they are.

Our Vision

Being a vibrant, adolescent focused, learning community.

Our Strategic Focus for 2012-2015

Over the next three years, we will continue to develop our Hillbrook learning community through the ideas, the talents and actions of our students, staff, parents, and the wider community with whom we interact.

We are committed to being active learners, working collaboratively and being accountable for our own learning, focusing on the following priorities:

**BEING A LEARNING COMMUNITY**

Curriculum Organisation Years 7 - 12
- Continue to review and embed current and future capabilities and skills.
- Ensure our teaching & learning environment, strategies and curriculum engage students and foster an integrated balance of personal, spiritual, intellectual and physical growth

Curriculum Content
- Foster and utilise partnerships to enhance our teaching and learning.
- Enhance the learning environment through data analysis.
• Review current reporting practices to parents and students to ensure effective feedback informs teaching and promotes learning.

Technology Rich Learning Environments
• Develop a technology rich teaching and learning environment.
• Enhance digital literacy through engagement with technology and media and equip students with relevant research and analysis capabilities.

Staff Development
• Develop our staff as an active learning community that achieves high quality curriculum, pedagogy, relational and administrative practices by creating a framework that responds to the current and future professional development needs of staff.

To support our strategic focus, our corporate priorities are governance and viability.

CORPORATE GOVERNANCE
• Strengthen our strategic planning and thinking.
• Ensure a proactive system of risk oversight and management while continuing to support the culture of the school.
• Implement a robust work health and safety framework and culture.
• Undertake regular curriculum reviews.

VIABILITY
• Position and market Hillbrook through positive relationships and effective communication with parents, students, key stakeholders and the wider community.
• Ensure financial and administrative practices that provide timely and meaningful information.
• Plan and develop the campus to meet current and future educational, social and sustainability needs.
• Position Hillbrook as a preferred employer.
Spiritual and Community Life of the School

Chapel and Chaplaincy

All students and staff participate once a week in a Chapel service. On occasions students and staff of various subject areas conduct Chapel services with specific themes or in response to anecdotal issues that have arisen within the school. The Chapel services reflect an emphasis on the contextualisation of scripture and the readings follow the Revised Common Lectionary with the use of drama, powerpoint, contemporary and reflective music performed by different students. The cycle of the church year determines the various themes for the Chapel services and include seasonal prayers from the Prayer Book as well as other sources, when appropriate.

It was wonderful to gather in August for our annual Cathedral Service at St John’s, to celebrate the many unique service projects all our students have engaged in during the year. The occasion provides a special time to reflect on the many ways our students have reached out to others. The breadth of variety with the projects was quite humbling. Our Year 11 students were involved in their Community Action Project that saw them contributing a minimum of 20 hours of their own time to help in local charity and community organisations.

Unfortunately, it was with a feeling of sadness that we acknowledged the Cathedral Service as the final school ceremony for our Chaplain, Father Phillip. Father Phillip has taken up the role of Parish Priest at Bangalow in northern NSW. Father Phillip has become a much loved member of our community in the short period of time that he was with us.

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 program 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.

There is also a strong emphasis on the need to value creation and honour the stewardship given to us by both personally experiencing the beauty of creation and actively engaging in protecting it.

Year 8 and 9 cover the great themes of the Old and New Testaments ensuring a solid awareness of the ‘story’ of God’s interaction and relationship with God’s creation within the Judeo-Christian tradition.
During the transition period of Year 10 and into Year 11 and Year 12 awareness and appreciation of other faith traditions and expressions of spirituality are explored.

Community Life and Service

Hillbrook values both community involvement and leadership. Furthermore, we believe that one way of implementing the aim of intellectual, spiritual, personal and physical growth is having the school function as a small community involved in the life of the wider community. Our Community Action Project provides opportunities for students to expand their experience in these areas. This is achieved by students taking a pro-active role in seeking out and obtaining placements with a community based program that makes a positive difference to the lives of others.

2011 saw our Year 11 students involved in a minimum of 20 hours of their own time to help in local charity and community organisations; that makes around 2,400 hours of service.

Green Justice is another means for serving others, and had a very successful year in 2011. With the help of a very passionate and dedicated team, we raised close to $15,000. Throughout the year we organised and participated in BBQs, Casual Dress Days, Sustainability Day, The 40 hour famine, the World Leadership Conference and many other events that helped to raise awareness for social and environmental issues. We raised the highest amount in Hillbrook’s history for World Vision’s 40 hour famine reaching $10,500. We were then presented with an award at the Youth World Vision Awards from Tim Costello for our efforts. The students were very excited about that.

We raised quite a lot of money on Sustainability day through a BBQ helped by the Rotary Club of Mitchelton. We have created a good bond with this Rotary Club and they have been able to teach us important community ideas about how to run a group.

The money we raised throughout the year also went to an Indian Orphanage, a Sri Lankan School, a Vietnamese Orphanage, the Wilderness Foundation, KIVA, Oxfam, and a few other charities.

Overall we had a very successful year.

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 on a daily basis. These priorities are an expression of some of the underlying beliefs inherent in our strategic initiatives. In a complex organisation like a school, it’s a way for our community to remain focused on the important issues.
Priorities for 2012

Being a Learning Community means:
- Learning rather than teaching and being an active learner
- As educators constantly asking ourselves:
  - What do we want each student to learn?
  - How will we know when each student has learnt it?
  - How will we respond when a student experiences difficulty?
  - How will we respond when a student is proficient?

Leading to:
- Stronger Community
- Deeper Learning

Trust and Respect
"There is a place for me here"
Leading to:
- Connectedness to school community
- Improved academic learning

High Expectations
"I believe in you"
"You can do it"
"Leadership is making a positive difference in the lives of others"
Leading to:
- Self belief & motivation
- Improved academic learning

Good Things Happen Here
"From little things big things grow"
Leading to:
- The small things that make a big difference

We also continue to have strong results,

Year 12 2011 Snapshot

<table>
<thead>
<tr>
<th>Area</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total number of Senior Statements awarded.</td>
<td>119</td>
<td>111</td>
<td>114</td>
</tr>
<tr>
<td>• Number of students receiving a Queensland Certificate of Education at the end of Year 12.</td>
<td>113</td>
<td>105</td>
<td>109</td>
</tr>
<tr>
<td>• Number of students receiving a Queensland Certificate of Individual Achievement at the end of Year 12.</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Percentage of students awarded Senior Certificate with OP eligibility.</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>• OP 1-15 percentage of eligible students.</td>
<td>81.4%</td>
<td>80%</td>
<td>88.7%</td>
</tr>
<tr>
<td>• Percentage of QTAC applicants receiving an offer.</td>
<td>96.4%</td>
<td>92%</td>
<td>99%</td>
</tr>
<tr>
<td>• Percentage of students awarded both a Senior Certificate and a VET qualification.</td>
<td>20%</td>
<td>8%</td>
<td>0%</td>
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2011 Summary of OPs

<table>
<thead>
<tr>
<th>OP</th>
<th>Male</th>
<th>Female</th>
<th>Hillbrook %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>13</td>
<td>20</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>1-10</td>
<td>27</td>
<td>40</td>
<td>56.8</td>
<td>46.5</td>
</tr>
<tr>
<td>1-15</td>
<td>41</td>
<td>55</td>
<td>81.4</td>
<td>75.7</td>
</tr>
<tr>
<td>1-20</td>
<td>49</td>
<td>62</td>
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<td>1-25</td>
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<tr>
<td>11-25</td>
<td>27</td>
<td>24</td>
<td>43.2</td>
<td>54</td>
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COMPARATIVE

<table>
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<tr>
<th>OP</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>28.9</td>
<td>26.2</td>
<td>36.2</td>
<td>22.4</td>
<td>24.3</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>1-10</td>
<td>59.6</td>
<td>52.3</td>
<td>63.8</td>
<td>50</td>
<td>61.7</td>
<td>52</td>
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<tr>
<td>1-15</td>
<td>78.8</td>
<td>82.2</td>
<td>84.8</td>
<td>77.6</td>
<td>88.7</td>
<td>80</td>
<td>81.4</td>
</tr>
</tbody>
</table>
Strategic Direction
The representative model of the School Council continues to serve the school well.

The members for 2011/12 are:

- Grahme Whiting - (Chair)
- Frank Donohoe - (Vice Chair)
- Andrew Devenish
- Norm Hung
- Jottie Nagle
- Geoff Newton - (Principal)
- John O’Sullivan Williams
- Larry Scaroni
- Sue-Ellen Taylor
- Grahme Whiting
- Rev’d Cameron Freese
- David Briggs - (Company Secretary)
- Liz Jarvis - (Minutes Secretary)

Finances
The school continues to be in a strong financial position. The 2011 draft financial statements indicate an asset to liability surplus of $18.3m. The cash surplus balance is $500,000 despite the reduction in total loan balances of $1m. The school also invested $1.6m of cash reserves during 2011 to its building program.

Capital Works
Capital works for 2011 totalled $1.6m. The significant part of these funds went to the refurbishment of classrooms and the construction of a drama classroom.

Conclusion
Hillbrook as a separately incorporated Anglican School has now established firm relationships with the Diocese and continues to support the work of the Anglican Church and Anglican Schools Commission with involvement in the professional life of teachers and educators in the Anglican schools system. Staff have been involved in the Senior Leaders Network co-ordination and presentation, The biennial Anglican Schools Conference committee, along with a role in the SBU for the new EBA agreement finalised at the end of 2011.

Principal: Mr Geoff Newton, MA (L'Ship & M'ment), BSc DipEd GradDip Computing, GradDip Educational Admin
APPENDIX 5
## Yearly Percentage Change in Education Costs

<table>
<thead>
<tr>
<th></th>
<th>Secondary CPI %</th>
<th>AGSRC Funding (Federal) %</th>
<th>State Government Funding %</th>
<th>Government Funded Recurrent %</th>
<th>Hillbrook Fee Increases %</th>
<th>Total Average % income increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>6.4</td>
<td>5.2</td>
<td>12.7</td>
<td>7.1</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>2003</td>
<td>6.9</td>
<td>7.4</td>
<td>2.9</td>
<td>6.2</td>
<td>8.9</td>
<td>7.3</td>
</tr>
<tr>
<td>2004</td>
<td>6.9</td>
<td>7.2</td>
<td>2.4</td>
<td>5.9</td>
<td>10</td>
<td>7.7</td>
</tr>
<tr>
<td>2005</td>
<td>7</td>
<td>4.6</td>
<td>6.3</td>
<td>5.1</td>
<td>7.4</td>
<td>6.1</td>
</tr>
<tr>
<td>2006</td>
<td>6.9</td>
<td>3.6</td>
<td>5.1</td>
<td>4.0</td>
<td>8.5</td>
<td>6.0</td>
</tr>
<tr>
<td>2007</td>
<td>7.1</td>
<td>4.3</td>
<td>5.3</td>
<td>4.6</td>
<td>8.5</td>
<td>6.4</td>
</tr>
<tr>
<td>2008</td>
<td>6.6</td>
<td>3.5</td>
<td>0.1</td>
<td>2.6</td>
<td>7.2</td>
<td>4.8</td>
</tr>
<tr>
<td>2009</td>
<td>7.6</td>
<td>5.6</td>
<td>0.6</td>
<td>4.5</td>
<td>12.2</td>
<td>8.2</td>
</tr>
<tr>
<td>2010</td>
<td>5.7</td>
<td>7.0</td>
<td>0.0</td>
<td>5.3</td>
<td>10.3</td>
<td>7.8</td>
</tr>
<tr>
<td>2011</td>
<td>6.8</td>
<td>4.9</td>
<td>3.4</td>
<td>4.5</td>
<td>7.4</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>67.9</td>
<td>53.5</td>
<td>38.8</td>
<td>49.7</td>
<td>90.4</td>
<td>68.5</td>
</tr>
</tbody>
</table>

### 2011 Hillbrook Funding Sources

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Federal</th>
<th>Parents</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$2,578</td>
<td>$6,897</td>
<td>$11,211</td>
<td>$20,865</td>
</tr>
<tr>
<td></td>
<td>12.4%</td>
<td>33.1%</td>
<td>53.7%</td>
<td>0.9%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>45.4%</td>
<td>54.6%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Income Contributions ($)

- **Government Income**
- **Private Income**

### Private Income as a % of Total Income

- **2001**
- **2002**
- **2003**
- **2004**
- **2005**
- **2006**
- **2007**
- **2008**
- **2009**
- **2010**
- **2011**
APPENDIX 6
Review of Funding for Schooling
Final Report

December 2011

Expert panel
David Gonski AC, Chair
Ken Boston AO
Kathryn Greiner AO
Carmen Lawrence
Bill Scales AO
Peter Tannock AM
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The document must be attributed as the Review of Funding for Schooling—Final Report.

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For enquiries please contact:
Review of Funding for Schooling
Department of Education, Employment and Workplace Relations
GPO Box 9880
CANBERRA CITY ACT 2601

The report can be accessed via the DEEWR website at:
www.schoolfunding.gov.au
Executive summary

High-quality schooling fosters the development of creative, informed and resilient citizens who are able to participate fully in a dynamic and globalised world. It also leads to many benefits for individuals and society, including higher levels of employment and earnings, and better health, longevity, tolerance and social cohesion.

Overall, Australia has a relatively high-performing schooling system when measured against international benchmarks, such as the Programme for International Student Assessment. However, over the last decade the performance of Australian students has declined at all levels of achievement, notably at the top end. This decline has contributed to the fall in Australia’s international position. In 2000, only one country outperformed Australia in reading and scientific literacy and only two outperformed Australia in mathematical literacy. By 2009, six countries outperformed Australia in reading and scientific literacy and 12 outperformed Australia in mathematical literacy.

In addition to declining performance across the board, Australia has a significant gap between its highest and lowest performing students. This performance gap is far greater in Australia than in many Organisation for Economic Co-operation and Development countries, particularly those with high-performing schooling systems. A concerning proportion of Australia’s lowest performing students are not meeting minimum standards of achievement. There is also an unacceptable link between low levels of achievement and educational disadvantage, particularly among students from low socioeconomic and Indigenous backgrounds.

Funding for schooling must not be seen simply as a financial matter. Rather, it is about investing to strengthen and secure Australia’s future. Investment and high expectations must go hand in hand. Every school must be appropriately resourced to support every child and every teacher must expect the most from every child.

The task of the panel

The review was established to develop a funding system for Australian schooling which is transparent, fair, financially sustainable and effective in promoting excellent outcomes for all Australian students.

The panel acknowledges that schools contribute to a much broader range of outcomes for students than those currently measured by governments and which receive the greatest attention in this report. Likewise, parents choose to send their children to a particular school on the basis of more than academic results. For the purpose of this report and to adhere to the terms of reference, the panel has focused on funding for schooling and its impact on outcomes as they are currently measured by governments both nationally and internationally.

The panel considered the funding needs of students from all schools across the government, Catholic and independent school sectors. It considered the current arrangements for providing Australian Government and state and territory funding to schools, as well as other sources of school income.

In addition, the panel reflected on the forms of accountability employed by the schooling sectors, as well as the data required to monitor and assess standards of delivery and educational outcomes.

The task of understanding and responding to the challenges of the current funding arrangements for schooling is complex. There are significant differences in the way Australian schools are organised across sectors, as well as differences in the demographics of the student bodies and the challenges faced by sectors and states.
There are also differences in the way schools are funded by the Australian Government and state and territory governments across sectors and states, including different approaches to supporting educationally disadvantaged students. Further, there is not a consistent approach across states and territories to collecting and reporting data on certain student cohorts, nor on the effectiveness of funding in meeting the educational needs of students.

The panel has concluded that Australia must aspire to have a schooling system that is among the best in the world for its quality and equity, and must prioritise support for its lowest performing students. Every child should have access to the best possible education, regardless of where they live, the income of their family or the school they attend. Further, no student in Australia should leave school without the basic skills and competencies needed to participate in the workforce and lead successful and productive lives. The system as a whole must work to meet the needs of all Australian children, now and in the future.

The panel believes that the key to achieving this vision is to strengthen the current national schooling reforms through funding reform.

The foundations for change
Over recent years, a number of historic steps have been made to improve Australia’s schooling system. In December 2008, the Australian Government and state and territory Education Ministers released the Melbourne Declaration on Educational Goals for Young Australians (Melbourne Declaration), setting out the national purpose and policy for Australian schooling for the next 10 years. The goals focus on promoting equity and excellence in schooling, and on young Australians becoming successful learners, confident and creative individuals, and active and informed citizens. Central to realising these goals is providing all students with access to high-quality schooling.

National priorities and reforms have also been agreed by all governments through the Council of Australian Governments to progress the national goals. Key policy directions under the National Education Agreement include improving teacher quality and school leadership, greater accountability and better directed resources, integrated strategies for low socioeconomic school communities, and improving the outcomes of Indigenous students. National curriculum is being developed to set clear achievement standards for all students. The My School website is providing public access to information about school performance and resources.

While these reforms lay a good foundation for addressing Australia’s schooling challenges, they need to be supported by an effective funding framework.

Australia needs effective arrangements for funding schools across all levels of government—arrangements that ensure resources are being provided where they are needed. The funding arrangements should be aimed at achieving an internationally competitive high standard of schooling, where outcomes are not determined by socioeconomic status or the type of school the child attends, and where the Australian Government and state and territory governments work in partnership to meet the schooling needs of all Australian children.

Issues with the current funding arrangements
When considered holistically, the current funding arrangements for schooling are unnecessarily complex, lack coherence and transparency, and involve a duplication of funding effort in some areas. There is an imbalance between the funding responsibilities of the Australian Government and state and territory governments across the schooling sectors.
There is a distinct lack of coordination in the way governments fund schooling, particularly in relation to directing funding to schools based on student need across jurisdictions and sectors.

There is also a significant overlap in the funding priorities of the Australian Government and state and territory governments. The overlap leads to duplication and inefﬁciency, and makes it difficult for governments and policy makers to decide how best to fund the needs of school systems and schools.

It is not always clear which level of government is providing funding, nor what role the Australian Government and state and territory governments should play in funding particular educational priorities.

Not all states and territories have the same capacity to fund their school systems adequately. It would appear that some, due to current economic realities or the need to support a larger share of educationally disadvantaged students, struggle to provide the resources needed in schools.

Historically, the states and territories are the primary funders of government schools and the Australian Government is the primary funder of non-government schools. These roles are divisive within significant parts of the Australian community because they can give the false and misleading impression of a preference by the Australian Government for non-government schools over government schools, and a corresponding false and misleading view of neglect by state and territory governments of the funding needs of non-government schools.

Australian Government funding arrangements for government schools, and for non-government schools under the socioeconomic status funding model, are based on an outdated and opaque average cost measure, the Average Government School Recurrent Costs. As such, the funding that is provided to schools does not directly relate to schooling outcomes, and does not take into account the full costs of educating students to an internationally accepted high standard of schooling.

Indexation arrangements are also unclear and vary between states and territories. The indexation of Australian Government funding for non-government schools is related only to the annual increase in the costs of schooling within the government sector, and is not related to cost increases in all schooling sectors.

Funding for school capital and infrastructure is uncoordinated and lacks planning. Many schools, particularly those in the government sector, are suffering from a lack of capital investment. This impacts on the educational opportunities afforded to the students, as well as the attitudes and morals of students, parents and the broader community.

To address these longstanding deﬁciencies with Australia’s funding arrangements for schooling, the panel has made a number of signiﬁcant and far-reaching recommendations for a future funding system for Australian schools.

**A new funding approach**

The panel believes that a signiﬁcant increase in funding is required across all schooling sectors, with the largest part of this increase ﬂowing to the government sector due to the signiﬁcant numbers and greater concentration of disadvantaged students attending government schools.

Funding arrangements for government and non-government schools must be better balanced to reﬂect the joint contribution of both levels of government in funding all schooling sectors. They must also be better coordinated so that funding effort can be maximised, particularly effort to improve the educational outcomes of disadvantaged students.
A new schooling resource standard
The panel recommends that all recurrent funding for schooling, whether it is provided by the Australian Government or state and territory governments, be based on a new schooling resource standard.

The schooling resource standard would:

- form the basis for general recurrent funding for all students in all schooling sectors
- consist of separate per student amounts for primary school students and secondary school students
- provide loadings for the additional costs of meeting certain educational needs. These loadings would take into account socioeconomic background, disability, English language proficiency, the particular needs of Indigenous students, school size, and school location
- be based on actual resources used by schools already achieving high educational outcomes for their students over a sustained period of time
- recognize that schools with similar student populations require the same level of resources regardless of whether they are located in the government, Catholic or independent school sectors
- be periodically reviewed every four years so that it continues to reflect community aspirations and, in between reviews, be indexed using a simple measure that is based on the actual increase in costs in schools already achieving the relevant high educational outcomes over a sustained period of time.

Further collaborative work involving all governments and sectors will be required to settle the levels of the schooling resource standard per student amounts and loadings in the lead-up to implementation from 2014. Ongoing responsibility for indexing and reviewing the resource standard should be entrusted to an independent and expert National Schools Resourcing Body.

A fairer funding framework
The per student amount plus loadings would represent the total resources required by a school to provide its students and the opportunity to achieve high educational outcomes for their students over a sustained period of time. It would be funded from public funding from all levels of government, as well as any private sources.

In recognition of the role of the government sector as a universal provider of schooling, all government schools would be fully publicly funded to the level of the schooling resource standard plus any applicable loadings.

In the non-government sector, public funding would generally be provided based on the anticipated level of a school’s private contribution. The private contribution anticipated for a school would be initially based on the socioeconomic status (SES) score of the school, reflecting the capacity of the school community to support the school. Work would commence as a priority to develop, trial and implement a more precise measure of capacity to contribute.

A minimum private contribution of at least 10 per cent of the schooling resource standard per student amounts would be anticipated for non-government schools in the lowest quarter of school SES scores, that is, with a score up to between 90 and 95. A maximum private contribution of up to between 75 and 80 per cent would be anticipated for schools with an SES score above around 130.

Some non-government schools would be fully publicly funded where they serve students or communities with very high levels of need, for example, special schools, majority Indigenous schools, and remote ‘sole provider’ schools.
On the basis of the Australian Government’s announcement that under a new funding arrangement no school would lose a dollar per student as a result of this review, the panel has recommended that a minimum public contribution per student for every non-government school be applied, set at between 20 and 25 per cent of the schooling resource standard excluding loadings. Detailed transitional arrangements will need to be developed once schooling resource standard per student amounts and loadings are settled.

A more balanced alignment of public funding responsibilities for government and non-government schools should be negotiated between the Australian Government and the states and territories as part of the transition to a new funding model. The Australian Government should assume a greater role in the funding of government schools. Similarly, the states and territories should assume a greater role in relation to non-government schools within a framework that provides them with the resources to assume this greater role and gives all schools certainty and stability around future funding levels.

The additional costs of supporting students with disability should be included as a loading in the schooling resource standard once nationally consistent data on student numbers and adjustment levels becomes available. This loading for students with disability would be fully publicly funded as an entitlement in all schools regardless of sector.

Public funding for school systems would be provided to system authorities for distribution to their schools. There would be an expectation that systems would be publicly accountable for their decisions on the redistribution of that funding. Non-systemic schools would receive funding directly from governments.

There is also potential for all Australian schools, especially in the government sector, to connect with philanthropic partners to deliver time, money and expertise to schools. Nationally, better arrangements are required for schools and donors to make these connections.

**Better Coordination of Infrastructure**

To complement the recurrent schooling resource standard, there is a need for an expanded stream of Australian Government capital funding for both the government and non-government sectors.

For existing schools, Australian Government capital funding should be made available to schools through grants for specific major works and infrastructure projects. Grants should be selected according to guidelines and managed by relevant bodies in the government and non-government sectors.

In relation to new schools and major school expansions, there is a need for a more coordinated approach to planning. The panel recommends this should be carried out by new, cross-sectoral School Planning Authorities in each jurisdiction. Access to Australian Government capital funding through a School Growth Fund would be conditional on approval of the project by the relevant School Planning Authority. The funding amount provided under this fund would need to be developed following an assessment of demand and need in each state and territory.

There is also a need for greater transparency and accountability for the condition of school infrastructure in Australia. This will be facilitated by the operation of the School Planning Authorities in each jurisdiction, as well as work by the National Schools Resourcing Body to develop expected standards to which buildings must be maintained and built, and greater monitoring and reporting on the condition of school infrastructure in all sectors and states.
National Schools Resourcing Body
The panel’s framework for funding schooling requires a more sophisticated approach to governance of Australia’s schooling system. In particular, the effectiveness of the schooling resource standard rests on confidence in the independence and transparency of the process for setting the per student amounts and loadings.

The panel recommends the establishment of an independent National Schools Resourcing Body that will form the core of the governance necessary to ensure that funding for schooling is provided in a way that maximises its educational impact.

The National Schools Resourcing Body will be responsible for the ongoing development and maintenance of the schooling resource standard and loadings to ensure that they remain contemporary and aspirational. The panel considers that it should have the necessary expertise, independence and budget to support its roles. The body would also be required to commission and undertake research and analysis that will further current thinking on how to measure effectiveness in schooling. This will necessitate significant improvements in the collection of nationally comparable data. It will ensure that the funding framework continues to be developed and enhanced through solid evidence and intellectual rigour.

Stronger governance and accountability
The panel recognises that its reforms will require the support and commitment of all Australian governments. The existing framework of intergovernmental agreements on schooling should be revised to ensure that it meets the requirements of the new funding framework and reflects the renegotiated roles and responsibilities of funding partners. This should also include the development of state and territory bilateral agreements with the Commonwealth that reflect specific funding and educational requirements in jurisdictions. Funding agreements with non-government system authorities and independent schools should likewise be amended to reflect changed roles and conditions, as well as provide greater funding certainty through 12-year funding agreements.

School systems play a valuable role in funding and supporting schools and should continue to play a significant role in the detailed allocation of block funding from governments to their member schools. However, there should be an expectation that systems will be publicly accountable for their decisions on the distribution of funding.

The required additional investment
On the basis of the determinations made by the panel for the purposes of the modelling, the results indicated that if these arrangements had been implemented in full during 2009, the additional cost to governments would have been about $5 billion or around 15 per cent of all governments’ recurrent funding for schooling that year.

Based on its current proportion of total funding, the Australian Government would bear around 30 per cent of the increase. How the additional cost is actually borne will need to be discussed and negotiated between all governments.

Transition
The panel acknowledges that governments will need to work collaboratively to finalise the necessary details, funding responsibilities and transition arrangements.
Conclusion

The panel accepts that resources alone will not be sufficient to fully address Australia’s schooling challenges and achieve a high-quality, internationally respected schooling system. The new funding arrangements must be accompanied by continued and renewed efforts to strengthen and reform Australia’s schooling system.

Australia’s schools, government and non-government, should be staffed with the very best principals and teachers, those who feel empowered to lead and drive change, and create opportunities for students to learn in new ways to meet their individual needs. Classrooms should support innovative approaches to learning, not only through the curriculum, technologies and infrastructure, but also through the culture of the school. Principals and teachers should encourage a culture of high expectations, continuous learning, and independence and responsibility for all students. They should also forge connections with parents and the community, as key partners in children’s learning and attitudes to school.

For these practices to be championed in every school, the Australian Government and state and territory governments must continue to work together, in consultation with the non-government school sector, to progress the current school reform agenda.

Australia and its children and young people, now and in the future, deserve nothing less.
APPENDIX 7
### Year 12 Results & Destinations for Past Three Years

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## YEAR 12 2011 OVERALL POSITIONS (OPs)

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Hillbrook Anglican School | Confidential
LEVEL OF ACHIEVEMENT BY SUBJECT 2011

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<td>Physical Ed</td>
<td>Hillbrook</td>
<td>18.2</td>
<td>40.9</td>
<td>40.9</td>
<td>0</td>
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</tr>
<tr>
<td>Home Ec</td>
<td>Hillbrook</td>
<td>33.3</td>
<td>66.7</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Graphics</td>
<td>Hillbrook</td>
<td>26.3</td>
<td>60.5</td>
<td>13.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tech Studies</td>
<td>Hillbrook</td>
<td>23.5</td>
<td>23.5</td>
<td>41.2</td>
<td>11.8</td>
<td>0</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Hillbrook</td>
<td>16.1</td>
<td>45.2</td>
<td>32.3</td>
<td>3.2</td>
<td>0</td>
</tr>
<tr>
<td>Drama</td>
<td>Hillbrook</td>
<td>26.2</td>
<td>61.9</td>
<td>11.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>Hillbrook</td>
<td>54.5</td>
<td>27.3</td>
<td>18.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music Ext</td>
<td>Hillbrook</td>
<td>41.7</td>
<td>33.3</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eng.Tech.</td>
<td>Hillbrook</td>
<td>17.5</td>
<td>36.5</td>
<td>34.2</td>
<td>8.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Japanese</td>
<td>Hillbrook</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Hillbrook Anglican School | Confidential
<table>
<thead>
<tr>
<th></th>
<th>HILLBROOK %</th>
<th>STATEWIDE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21.7</td>
<td>36.9</td>
</tr>
<tr>
<td>B</td>
<td>35.8</td>
<td>33.0</td>
</tr>
<tr>
<td>Sub-Total:</td>
<td>57.5</td>
<td>69.9</td>
</tr>
<tr>
<td>C</td>
<td>30.2</td>
<td>20.4</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>87.7</td>
<td>90.3</td>
</tr>
<tr>
<td>D</td>
<td>12.3</td>
<td>9.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX 8
### NAPLAN Results 2009-2011

#### NAPLAN RESULTS

<table>
<thead>
<tr>
<th></th>
<th>Hillbrook Results</th>
<th>State Average</th>
<th>National Average</th>
<th>Best State and their average</th>
<th>Comparison to Hillbrook Mean by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>621</td>
<td>618</td>
<td>616</td>
<td>575</td>
<td>577</td>
</tr>
<tr>
<td>Reading</td>
<td>626</td>
<td>629</td>
<td>625</td>
<td>573</td>
<td>564</td>
</tr>
<tr>
<td>Spelling</td>
<td>609</td>
<td>599</td>
<td>596</td>
<td>575</td>
<td>573</td>
</tr>
<tr>
<td>Writing</td>
<td>633</td>
<td>600</td>
<td>592</td>
<td>566</td>
<td>564</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>626</td>
<td>613</td>
<td>611</td>
<td>568</td>
<td>573</td>
</tr>
</tbody>
</table>

#### Graphical Presentation

![Graphical Presentation](image)

- **Numeracy**
- **Reading**
- **Spelling**
- **Writing**
- **Grammar & Punctuation**
About My School

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

You can quickly locate 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 liaises with Commonwealth, State 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 2010, you will be able to access a range of information about schools, including:
- the number of full-time teachers
- number of students enrolments
- attendance rates
- school-level NAPLAN results
- post-secondary school outcomes

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 include 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 want 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 destinations 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 relevant 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, resourcing 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 is 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 statement, 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 comments 2010

Hillbrook is a co-educational Anglican secondary school of 800 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 our website: [School website link](#).

#### School facts 2011

<table>
<thead>
<tr>
<th>School sector</th>
<th>Non-government</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Secondary</td>
</tr>
<tr>
<td>Year range</td>
<td>8 - 12</td>
</tr>
<tr>
<td>Total enrolments</td>
<td>593</td>
</tr>
<tr>
<td>Location</td>
<td>Metropolitan</td>
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</table>

#### Student background 2011

<table>
<thead>
<tr>
<th>Index of Community Socio-Educational Advantage (ICSEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ICSEA value</td>
</tr>
<tr>
<td>Average ICSEA value</td>
</tr>
</tbody>
</table>

#### School staff 2011

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>53.8</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>28</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>23</td>
</tr>
</tbody>
</table>

#### Students 2011

<table>
<thead>
<tr>
<th>Total enrolments</th>
<th>593</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>306</td>
</tr>
<tr>
<td>Boys</td>
<td>287</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>-</td>
</tr>
<tr>
<td>Language background other than English</td>
<td>4%</td>
</tr>
<tr>
<td>Student attendance rate</td>
<td>96%</td>
</tr>
</tbody>
</table>

#### School finances 2010

<table>
<thead>
<tr>
<th>Total net recurrent income</th>
<th>$9,108,687</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per student net recurrent income</td>
<td>$15,570</td>
</tr>
<tr>
<td>Total capital expenditure</td>
<td>$3,656,869</td>
</tr>
</tbody>
</table>

#### VET in Schools 2010

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Education and Training (VET)</td>
</tr>
<tr>
<td>VET enrolments</td>
</tr>
</tbody>
</table>

#### Senior secondary outcomes 2010

<table>
<thead>
<tr>
<th>Year 12 results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior secondary certificate awarded</td>
</tr>
<tr>
<td>Completed senior secondary school</td>
</tr>
</tbody>
</table>

#### Post-school destinations

| Students at university | 67% |
| Students at TAFE/vocational study | 15% |
| Students in employment | 18% |
The Australian presents information on almost 10,000 schools in every state and territory, providing snapshots of key characteristics and easy evaluation of school performance. Search for a school name, by area or postcode, or browse all schools with your own search parameters. You can also cross your own list of schools to compare, which is automatically saved for your next visit.

Choose from the options below to view schools:

- QLD
- Primary
- Secondary
- Total Average Score

The average scores are a guide only and not intended for ranking schools. Some schools are missing data for some Year levels or have very small enrollments, which affects their average score. Learn more.

Filter Schools:
- Gender
  - All
  - Co-ed/Single Sex
- Region
  - All

Search for Schools

BROWSE ALL SCHOOLS

Compare Schools

Secondary

Hillbrook Anglican School

Compare These Schools
Hillbrook Anglican School Annual Report 2011
(Based on 2010 data)

The purpose of this Report is to meet both State and Australian Governments reporting requirements for schools.

DESCRIPTIVE INFORMATION

Hillbrook is a co-educational Anglican secondary school from Years 8 to 12, 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, and to contribute to its direction.

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 Story

In the early 1980s, a small group of dedicated teachers dared to dream. Together they shared a vision of a dynamic new school, different from the traditional schools of the past.

In 1987, that vision became a reality. Hillbrook Anglican School opened its doors, offering an innovative and refreshing new approach to education that combined contemporary learning techniques and principles with a balance of personal development, spiritual growth and physical challenge.

Today Hillbrook is a thriving co-educational environment of around 800 students, where the school motto - In Balance We Grow - is reflected in every aspect of the school's activities and operation.

School sector:

Independent

School's address:

46 Hurdcombe Street, Enoggera, Queensland, 4061
PO Box 469 Everton Park, Queensland, 4053

Total enrolments:

593

Year levels offered:

Year 8 to 12.
Co-educational or single sex:

Co-educational

Characteristics of the student body:

49.57% Male (294) / 50.43% Female (299)

Distinctive Curriculum offerings:

At Hillbrook, we view the term “Curriculum” in a broad sense. It isn’t just the subjects studied: it’s all the intended learning experiences that students undertake at the school, in and beyond the classroom. 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.

Hillbrook students study a variety of intellectually challenging subjects. In the senior school, these are selected from the academic offerings of the Queensland Studies Authority and all of our students are expected to achieve an OP [Overall Position] at the end of their studies. The majority of our students will use this to obtain tertiary entry after school. Others will choose to pursue different options, such as work or trade-based study. Whatever their destinations after graduation, we see our task as providing a broad, liberal education which gives our students as many choices as possible. Consequently, Hillbrook does not offer vocational education programs.

In our Year 8 to 10 programs our students engage with subjects that are representative of the eight key learning areas and the essential processes that students use to engage in learning. These programs develop a strong foundation for the subjects offered in Years 11 and 12. The school has been involved in a lengthy process of auditing these programs against the Australian Curriculum to ensure the school will meet the national content and achievement standards prescribed.

A strong academic curriculum is critically important, but deep learning also comes from the many activities that comprise the ‘informal’ curriculum of a school and how we differentiate the curriculum. Research indicates that real variety in curriculum comes more from a diversity of learning experiences rather than from a vast choice of subjects. Hillbrook offers a select, but comprehensive range of essential academic subjects which build in our students the vital core skills that provide the tools for future engagement in the workplace, in higher and further learning, and in the community. Research also indicates that students who find connection with their school are more likely to have improved academic results. Performing in a school musical, taking a lead in community activities, or exploring new places as part of our Outdoor Education program are just some of the ways in which students can find powerful learning opportunities outside of the formal curriculum at Hillbrook.

Our teachers are involved in regularly reviewing our curriculum offerings and the learning experiences involved. We use student result data including NAPLAN data to track student progress and to help inform the curriculum review process. In our thinking about learning, we constantly try to draw from our motto and founding vision - In Balance We Grow - and we are influenced by the concept of multiple intelligences as opposed to a more narrow perspective of intelligence.
Extra-curricular activities:

Hillbrook offers a wide range of co-curricular activities and is enthusiastically subscribed to by students. These are organised on term basis, and students may change after a term and choose something else, or continue in the one(s) they began. The list of activities varies from year to year and has included fencing, yoga, scuba diving, debating, computer club, public speaking, squash, basketball, the school magazine, the school musical, self-defence, triathlon, surfing, dance and skydiving. Hillbrook offers a School Musical every two years.

The social climate of the school:

Support for students at Hillbrook takes many forms. Staff accept collective responsibility for all students, whether or not those students are in their classes. This is in keeping with our concept of the school as a community.

Each class has a Home Teacher, whose role it is to know each student well, and to be in touch with their progress. The Home Teacher is usually the first point of contact for parents who have any concerns about how a student may be coping academically or personally.

The Enrichment Centre provides advice and assistance for students with individual needs, ranging from learning difficulties and disabilities through to students’ special talents and interests.

The Student Management Team works to be pro-active in supporting students and in ensuring that students are aware of and understand school policies and rules. Two teachers are responsible for each year group from Years 8 to 10, and two are responsible for Years 11 and 12, with one teacher working across all year levels. If a student makes a mistake or contravenes school policies or rules, a member of the Student Management Team addresses the issue with the student, to ensure that the student understands what has gone wrong, what the consequences are, and a positive pathway to going forward.

Parental Involvement:

One of the important ingredients of an effective school is the positive involvement of parents. At Hillbrook, parents are encouraged to participate by joining the P & F Association or one of the P & F Sub-committees, become involved in our Parents Outdoor Program, our Education Advisory Committee, helping at the Tuckshop, joining the Parents Connect network and may nominate to become a member of the School Council. Parents also play a key role in helping operate many school events such as the Musical, Sustainability Day and the Charity Bike Ride.

Satisfaction data:

Hillbrook enjoys a positive reputation and satisfaction levels within our community. This is evident in the full enrolment in each year level, continued strong forward enrolments for future intakes and the strong sense of connectedness families express with our school. Please refer to our website for statements of satisfaction by both teachers and parents.

Contact person for further information:

Mr Geoff Newton – Principal  Email: Geoff.newton@hillbrook.qld.edu.au
Mrs Liz Laws – Enrolments Officer  Email: lizl@hillbrook.qld.edu.au
STAFFING INFORMATION

Staff composition, including Indigenous staff: Description of the school’s staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

Hillbrook employs 53 full-time and part-time Teaching Staff and 22 Support Staff. This includes a full-time teacher librarian, a Chaplain, a Counsellor, and two learning support teachers. There is extensive membership of professional associations amongst the Teaching Staff such as the Australian Council for Educational Leaders, Australian College of Educators and various professional subject associations.

Qualifications of all teachers: Most independent schools include listings of staff, including their qualifications, in reports such as their Annual Report or School Year Book. Schools often include a list of staff on their website.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or higher</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>19%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>89%</td>
</tr>
<tr>
<td>Diploma</td>
<td>64%</td>
</tr>
<tr>
<td>Certificate</td>
<td>15%</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development:

Teacher participation in PD

<table>
<thead>
<tr>
<th>Description of PD activity</th>
<th>Number of teachers participating in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity: What is it and how can we make it flourish in our classrooms?</td>
<td>53</td>
</tr>
<tr>
<td>ICT: Integrating macbooks into our curriculum</td>
<td>53</td>
</tr>
<tr>
<td>The Australian Curriculum: Auditing against our current practices</td>
<td>53</td>
</tr>
<tr>
<td>Total number of teachers participating in at least one activity in the program year</td>
<td>53</td>
</tr>
</tbody>
</table>

Expenditure on PD

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</th>
<th>Average expenditure on PD per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>$39850</td>
<td>$752</td>
</tr>
</tbody>
</table>

The total funds expended on teacher professional development in 2010 were $39 850
The major professional development initiatives were as follows:

- Incorporating ICT into our curriculum
- Implementing the Australian Curriculum

The participation of the teaching staff in professional development activities during 2010 was 100%
Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>186</td>
<td>227</td>
<td>97.7 %</td>
</tr>
</tbody>
</table>

For permanent and temporary staff and school leaders the average staff attendance rate was 97.7% in 2010.

Proportion of teaching staff retained from the previous year:

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year</th>
<th>Number of these staff retained in the following year (the program year)</th>
<th>% retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>44</td>
<td>84%</td>
</tr>
</tbody>
</table>

From the end of 2009 84% of staff were retained for the entire 2010 school year.

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

<table>
<thead>
<tr>
<th>Number of school days in program year</th>
<th>Total number of all students</th>
<th>Total number of all student absences</th>
<th>Average Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>186</td>
<td>593</td>
<td>4633</td>
<td>95.8</td>
</tr>
</tbody>
</table>

The average attendance rate for the whole school as a percentage in 2010 was 95.8%.

Average student attendance rate for each year level:

<table>
<thead>
<tr>
<th>Year levels</th>
<th>Average attendance rate for each year level as a percentage in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>97.3%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 10</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95.2%</td>
</tr>
<tr>
<td>Year 12</td>
<td>96.7%</td>
</tr>
</tbody>
</table>
A description of how non-attendance is managed by the school:

Parents are contacted if a student appears on the daily absentee report as an unauthorised absence. Absences which do not have the approval of the parents or the School are dealt with through our behaviour management processes.

BENCHMARK DATA 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 (2010)</td>
<td>609</td>
<td>574</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 (2010)</td>
<td>600</td>
<td>568</td>
<td>98.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
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<td>590</td>
<td>578</td>
<td>95.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 (2010)</td>
<td>613</td>
<td>579</td>
<td>99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 (2010)</td>
<td>618</td>
<td>585</td>
<td>99</td>
</tr>
</tbody>
</table>

Apparent retention rate:

<table>
<thead>
<tr>
<th>Year 10 Base</th>
<th>Year 12</th>
<th>Retention rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>120</td>
<td>111</td>
</tr>
</tbody>
</table>

Year 12 student enrolment as a percentage of the Year 10 cohort is 92.5 %

Year 12 outcomes:

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Statement</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
</tr>
<tr>
<td>Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
</tr>
</tbody>
</table>
Number of students awarded a Queensland Certificate of Education at the end of Year 12 105
Number of students awarded an International Baccalaureate Diploma (IBD) 0
Percentage of Year 12 students who received an OP1-15 or an IBD 80%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: GCE, IBD, VET qualification 94.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer 92%

Mandatory Information to be published by 30 September each year
Year 12 Destinations: Please refer to our website for more information

Background information:
The Queensland Government's Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, provides post-school destination information to all Secondary Schools in Queensland.

In 2011, 81.6 per cent of young people who completed their Year 12 at Hillbrook Anglican School in 2010 continued in some recognised form of education and training in the year after they left school. The most common study destination was university (67.0 per cent). The combined VET study destinations accounted for 14.6 per cent of respondents, including 6.8 per cent in campus-based VET programs at Certificate IV level or higher.

7.8 per cent commenced employment-based training, either as an apprentice (3.9 per cent) or trainee (3.9 per cent). In addition to the above study destinations, a further 10.7 per cent of respondents from this school deferred a tertiary offer in 2011

18.4 per cent did not enter post-school education or training, and were either employed (17.5 per cent) or neither studying nor in the labour force (1.0 per cent).

<table>
<thead>
<tr>
<th>Number of Year 12 students in 2010 (a)</th>
<th>Number of responses received from students (b)</th>
<th>Percentage response rate (b/a x100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>103</td>
<td>92.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year 2010</th>
<th>Number of Students in each category</th>
<th>Percentage of Students in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (degree)</td>
<td>69</td>
<td>87%</td>
</tr>
<tr>
<td>VET total (Cert IV III, I-II, apprenticeship, traineeship)</td>
<td>15</td>
<td>14%</td>
</tr>
<tr>
<td>Working full-time</td>
<td>9</td>
<td>8.7%</td>
</tr>
<tr>
<td>Working part-time/casual</td>
<td>9</td>
<td>8.7%</td>
</tr>
<tr>
<td>Seeking work</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not studying or in the labour force</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Total Year 12 students</td>
<td>111</td>
<td>100%</td>
</tr>
</tbody>
</table>