HILLBROOK ANGLICAN SCHOOL LTD

SCHOOL BOARD ANNUAL REPORT
Presented at the Annual General Meeting
For the Period
16 MAY 2014 to 14 MAY 2015
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1.0 Introduction

Our 28th year has been a watershed year for Hillbrook. The building program is now complete after 16 months of hard work, and the campus has been transformed. We celebrated this with a wonderful Opening Ceremony attended by our two foundation Principals, Mr Norm Hunter and Mr John Lindsay, our Local Member and Minister for Education Hon. Kate Jones, many past students and parents. We believe we now have a state of the art campus that will serve us well into the future.

Our Year 7 and 8’s have settled in very quickly and the work in developing the curriculum and the educational model has provided a seamless introduction to Hillbrook for students and for parents.

This detailed report highlights some of the major events and contexts in which Hillbrook operates, and we hope you find it informative and of some interest.

The Membership of the School Board for 2014/15 is:

Class A Members:  
- Mr Andrew Devenish
- Mr Damian Larkin
- Mrs Judith Nagle
- Mrs Loris Phair
- Mrs Sue-Ellen Taylor

Class B Members:  
- Mr Grahme Whiting (Chairperson)
- Mr Robert Seljak (Deputy Chairperson)
- Ms Deborah Enright
- Mr Norman Hung

Principal (ex officio):  
- Mr Geoff Newton

Archbishop’s Representative (ex officio):  
- The Reverend Tiffany Sparks (Appointed 1/4/14)

Company Secretary:  
- Mr David Briggs

Minutes Secretary:  
- Mrs Liz Jarvis

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. As you can see from table 1 most independent schools are moderate sized, as is Hillbrook.

10% of schools have less than 50 students  
38% of schools have less than 200 students  
44% of schools have 200 - 999 students  
17% of schools have 1,000 - 1,999 students  
1% or 16 schools have more than 2,000 students  
The average size of independent schools is about 513 students

The average size of a government school is about 355 students

Table 1: Size of Independent Schools

Hillbrook is one of 25 Anglican Schools operating in Queensland. We have 722 students and employ 92 staff with a total with a total budgeted operating surplus of $953,000 for 2015.
2.2 Hillbrook Enrolment Trends

Enrolment applications for Hillbrook continue to be above the national and state growth rates in the independent sector. Our forward enrolment applications are very healthy and we believe this is a strong indication of the confidence in Hillbrook across the wider community.

The following two graphs (Figure 1 and Figure 2), show enrolment applications for the next 10 years at Hillbrook.
2.3 Hillbrook Student Numbers and Enrolments

We began the 2015 school year with 120 new Year 7 students and 118 new Year 8 students. We also welcomed 16 new students into Years 9, 10 and 11. There has been some further enrolment movement since the start of Term 1 with an additional 5 students leaving the school (1 Year 7, 1 Year 8, 2 Year 9, 1 Year 10). All these vacancies with the exception of Year 8, have since been filled. Year 8 2015 is the half cohort created when prep was introduced in 2008. Many schools have much lower enrolments for the year as a result. Our planning indicated that we would achieve our normal cohort size and the additional processes we put in place have been very successful in achieving this.

The current year level enrolments for 2015 (as at 1 May) are shown in the table below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Current Enrolments - Girls</th>
<th>Current Enrolments - Boys</th>
<th>Current Enrolments</th>
<th>Optimal Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>62</td>
<td>58</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 8</td>
<td>57</td>
<td>60</td>
<td>117</td>
<td>120</td>
</tr>
<tr>
<td>Year 9</td>
<td>66</td>
<td>54</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 10</td>
<td>64</td>
<td>56</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 11</td>
<td>67</td>
<td>57</td>
<td>124</td>
<td>120</td>
</tr>
<tr>
<td>Year 12</td>
<td>59</td>
<td>62</td>
<td>121</td>
<td>120</td>
</tr>
</tbody>
</table>

\[375 \quad 347 \quad 722 \quad 720\]

Table 2

We conduct where possible, follow-up phone call/surveys to Hillbrook families who have chosen to transfer their children to other schools. Generally the families that we were able to contact were positive about being given the opportunity of providing “informal” feedback regarding their student’s time with us.

Independent Schools Queensland has recently commissioned a new report on “What Parents Want” and the full report is included at Appendix 1. This report can be measured against our own investigations summarised at Appendix 2.

Student Retention - Year 8 to Year 12

One measure of satisfaction with the school is the student retention rate (figure 3). 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, is now stable above the 80% mark. This is very high in comparison to other Independent schools in the state.
3.0 Strategic Thinking and Initiatives

The last 12 months have been exciting in terms of a number of projects progressed within our strategic initiatives. We continue our focus of “Being a Learning Community”, a summary of each of these projects is included at Appendix 3.

This year we have had a specific focus on the Art and Science of Teaching and the development of our Peer to Peer classroom observation program with the teaching staff. We have also employed a Leader of E-Learning/Teacher of Information Technology to co-ordinate and help implement ICT into all classrooms as part of our Strategic Initiatives to imbed ICT into our teaching.

As part of our strategic thinking the School Board members have been involved in a number of professional development opportunities and two strategic planning days designed to improve the quality of governance and secondly to begin the process of developing our next Strategic Initiatives document for 2016-2018.

3.1 Moderate Fee Status

The Gonksi Report was released under the previous Government and elements of it are now being implemented. While our ‘Funding Maintained’ status no longer exists under the new model, our recurrent funding will continue to increase at 3% p.a. for the current funding period up to 2017. The Board is delighted that we have kept the fee increase for 2015 to 3% and hope to be able to keep future fee increases to around this level. The introduction of Year 7 into the school and consequent increase in student numbers is supporting lower rates of fee increases.

As you can see from the graphs below, the contribution by parents has been steadily increasing. This is primarily due to the Federal and State contributions not keeping up with rising education costs. As a result tuition fee income overtook government funding in 2010 and has remained so (figures 4 and 5). We hope to stabilise this trend in the short to medium term and continue to be a moderate fee school.

![Income Contributions ($)](image)

**Figure 4**
3.2 Welcoming Year 7

Reports from parents and teachers of Year 7, and students themselves have indicated that the transition from Year 6 in primary school to high school has been gentle and effective. The model that Hillbrook designed and adopted, honouring students’ age and stage of development, has allowed students to step out confidently and safely. The Year 7 teachers have formed a powerfully collaborative team, creating and enabling learning experiences in which our energetic early adolescents have thrived. Wendy O’Shea, in the role of Year 7 Learning Leader as well as Year 7 teacher, has sensitively and creatively provided vision, spirit and calmness as the 120 students and their families joined our school community. Philosophical Inquiry has been a very significant feature of the Year 7 core curriculum with students now starting to think deeply and well about some big ideas and questions of life.

3.3 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 at Appendix 4. Our relationship and commitment to the Anglican Church remains strong and our Memorandum of Understanding (MOU) with the Diocese has now been in operation since 2010 is due for review in 2016.

3.4 Marketing

Print Material

Both 2014 editions of the Connections newsletter featured Year 7 covering the topics of:-
- Philosophical Inquiry
- Teacher Profiles
- Curriculum
- Technology
- Built Environment
- Current Year 6 & 7 Students’ stories

Print quantities have increased from 3600 to 3800 copies to better cope with demand. Electronic copies are also available to download from our website.
The weekly school newsletter continues to be produced and is available online.

A brochure “Under Construction” detailing our campus upgrade was produced and distributed amongst potential families in the second half of 2014. This brochure is being included in the Prospectus pack.

Social Media

During 2014 our Facebook profile was converted to an organisational page. A social media consultant was engaged to assist with the conversion to ensure that previous “friends” of the site were converted to “likes” of the new page. Our Facebook page currently has over 1380 followers made up of past and current students, families and teachers but also many prospective (future) parents with audience numbers growing steadily. As a result of “shares” by followers some posts have reached an audience in excess of 4000. We will continue to leverage Facebook as a valuable marketing and engagement tool.

Advertising

In August of 2014 we signed up for an advertising package with Families Brisbane Magazine which included:

- June/July edition: Print, website and Facebook advertising Hillbrook In Action.
- August/September edition: Contribution of an article by Geoff Newton titled “True Grit” addressing the issues of “Building Capacity, Not Dependency”. This article continues to be available for download via the magazine’s website and the January 2015 statistics record 261 “views” in that month alone, some 6 months after it was initially published.

Hillbrook Anglican School
Independent Schools Queensland Media Conference

In July, Independent Schools Queensland asked Hillbrook to host a media event promoting the readiness of independent schools to cater for the introduction of Year 7 into high school from the start of 2015.

Hillbrook In Action

Hillbrook In Action (HIA) was held in August (prior to Year 7, 2017 interviews) and was again very successful. A “Frequently Asked Questions” flyer and various Subject Department flyer templates were designed by our Graphic Artist, printed in colour and distributed to families. Two past students were invited to speak at the welcoming address, which was a popular and successful initiative.

Hillbrook In Action was advertised via the following:
- School website
- Print and online advertisements with Families Brisbane magazine
- Posting flyers and sending an email to families on our enrolment lists
- Posting flyers to local childcare centres and kindergartens
- Creating an “event” and posting regularly on the school’s Facebook page
- Attaching an electronic version of the flyer to the back of our weekly newsletter
- Date claimer in April edition of Connections

Enrolment Update Emails

Twice-yearly Enrolment Update emails summarising general school events, building progress, interview evenings, general enrolment information and specific waiting-list progress etc. were sent to the following recipients:
- February 2014: Email sent to families on the 2015 x 2, 2016 and 2017 enrolment lists

Alumni Reunions

Hillbrook hosted two school reunions during 2014:
- 2004 Graduates’ Ten Year Reunion was held in May at The Grand Central Hotel. This reunion was extremely successful, with approximately 80 people attending.
- 1994 Graduates’ Twenty Year Reunion was held at The Fox Hotel in November. Past student, Phillip Hay, was instrumental in the planning and organisation of this reunion. Approximately 65 people attended.

Performing Arts Centre Opening

The refurbished Performing Arts Centre was completed just in time for the school musical “Beauty and the Beast”. Students on the 2017 enrolment waiting list were invited to attend the dress rehearsal.

Enrolments Professional Development

The school’s Enrolment Officer is a current member of Educate Plus (previously Adape) and the Qld Association of School Registrars and regularly attends meetings hosted by both organisations.

In September 2014 the Enrolments Officer attended the 3-day International Educate Plus conference in Melbourne. A variety of sessions were attended, including marketing, enrolments and alumni. This was a valuable opportunity for professional development and networking.
Communication and Marketing Co-ordinator

Melanie Cooke has recently joined us in the role of Communication and Marketing Coordinator. She has a background in corporate communication; her main areas of expertise are in digital media and writing for publications.

4.0 Compliance

4.1 Risk Management

The Audit and Risk committee of the School Board continues its’ oversight of this area, monitoring the school wide Risk Register and the Risk Management Framework. Hillbrook has adopted a proactive approach to risk management, using it as a vehicle for improvement, and not limited to compliance. The SLT include risk management as a standing item on their agenda.

An external consultant facilitated a refresher on critical incident training for the SLT with a scenario-based approach. The associated learning’s have been included in Hillbrook’s critical incident plan.

4.2 Work Health and Safety

An external review of some aspects of the Outdoor Education program was completed in November 2014. This was complementary, while identifying some strategies to strengthen operations. This led to an internal review of procedures and safety planning for variations to school routine, including tours and excursions. With several international tours and many excursions undertaken, this has been an area of focus.

The WHS Committee continued its internal departmental audits with a focus on the Health and Physical Education department, and subscribed to CSOHS (Online WHS Audit & Compliance Tool). CSOHS keeps the school up to date with legislative changes particularly relating to schools. A new Fire Safety Adviser has recently been appointed and undergone accredited training. This should further support a proactive approach to fire safety and help ensure compliance.

The extensive building program is now complete and both major building contractors worked well with Hillbrook to minimise risk to students and staff throughout this process. Hillbrook’s original emergency assembly area is back in operation with the updated signage and evacuation procedure being tested in a recent evacuation drill.

4.3 Child Safety Compliance

The School is in the process of adopting the Student Protection in Anglican Schools Policy and Procedures 2015 to replace the previous Procedures Manual for the Protection from Harm for Students in Anglican Schools. We are confident we continue to provide a safe and supportive environment for all students.

5.0 Financial Matters

Fee increases are always a sensitive issue and we are happy to announce that the school is anticipating increases in school fees for the next few years of around 3.0%.

The school is currently being funded under the Gonski model and in 2015 received an increase in its rate of funding of 3%. 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 school’s 16 month building program concluded in March this year, including a very pleasing expansion of buildings and open play spaces to accommodate an additional 120 students. The School Board approved a building program of $16m in 2013, which largely included projects required for the introduction of Year 7, and the expansion of facilities to support 722 students.
In 2014 cash balances dropped to $1.56m, and the total loan balance increased to $5.26m. The 2014 Financial statements indicate an asset to liability surplus of $24.5m.

In 2014 we applied for funding support from the State and Federal Governments through the Block Grant Authority, and the school was fortunate to receive further funding of $470,000 bringing total State capital assistance to $2.4m for our building program.

The audited accounts have been presented in a separate report.

6.0 Educational Issues

6.1 Year 12 OP Results for 2014

Offers of places at tertiary institutions for the 2014 cohort were excellent:

(i) 98% of those who applied to attend tertiary institutions 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 2014 that figure was 64% compared to the overall State figure of 47%. In addition, the 1-5 range was 25% compared to 20% for the State. This is a particularly good result given all students at Hillbrook are OP eligible and is against a backdrop of decreasing numbers of students being OP eligible across the State.

As a community we congratulate the Year 12 students of 2014 on their fine results and their tertiary course offers. These results are detailed at Appendix 5.

6.2 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 6.

It is worth noting the percentage of our Year 9 students in 2014 at or above the national benchmark (band six) was:

- 100% for numeracy
- 98% for reading
- 98% for spelling
- 97% for grammar and punctuation
- 95% 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. We are committed to teaching a broad liberal curriculum with an academic focus and a balance of learning experiences. We believe as do many high performing systems around the world that this is the best preparation for the future.

6.3 Computing and Information Technology

In an increasingly digital world it is essential that our students develop Computing and Information Technology (CIT) skills and abilities and importantly, they are able to use such technologies in their everyday learning. It is not about learning to use the technology, but rather, using the technology to enhance learning. All Year 10 to 12 students are provided with a school laptop as their primary computing device. The laptop program is supported by an Online IT Helpdesk, an IT Support Centre and explanatory information.

All Year 7 to 9 students bring their own iPad to school as their primary computing device and for use in their day to day learning.
6.4 Australian Curriculum

Our teachers have worked diligently to ensure our current programs in Years 7 to 10 are aligned with the Australian Curriculum requirements for English, Mathematics, Science and History, yet still retain the unique elements of our curriculum for Hillbrook students.

The review of the Australian Curriculum released in late 2014 itemised a number of recommendations for changes to the national curriculum. We await further direction from ACARA on what the changes will look like for the national curriculum and our teaching programs.

6.5 The Australian Professional Standards for Teachers

To be registered to teach in Queensland teachers must now meet the requirements of the Australian Professional Standards for Teachers. These standards have replaced the previously used Professional Standards for Queensland Teachers, however they are aligned in design and intent. These standards are public statements that describe the professional knowledge, professional practice and professional engagement required of teachers. To ensure alignment with the national standards, Queensland teachers are required to complete a minimum of 20 hours per year of continuing professional development to maintain their registration. Teachers at Hillbrook do many more than the minimum hours required.

6.6 Review of Senior Assessment and Tertiary Entrance

The review, commissioned by the Queensland Government, focused on senior assessment procedures, school reporting and tertiary entrance. Professor Geoff Masters and Dr Gabrielle Matters from ACER, joint leaders of the review presented 28 recommendations to the former LNP government for consideration in September 2014.

We await the new Labour government’s response to the review and recommendations. If some or all of the recommendations are accepted, the revised system would be expected to be phased in over an extended, appropriate period of time. The government has committed to no disruption to students who are currently in Years 10 to 12.

6.7 Annual Report

A copy of the Hillbrook Anglican School State & Federal Government Annual Report 2015 is available at the meeting. This report, based on 2014 data addresses the legislative requirements for both the state and federal governments. It can also be found on our website at https://www.hillbrook.qld.edu.au/documents/reports-papers/.

7.0 Parent Involvement

7.1 The 2014 Parents and Friends’ Committee President’s Report

As another year draws closer to an end it is my pleasure to acknowledge the hard work undertaken by a dedicated team of people who regularly forgo their free time to make a difference on the Hillbrook Parents and Friends’ Committee.

Like all teams, the Committee is made up of a range of people with special interests and contributions to building a strong Hillbrook community spirit.

We are very fortunate to have the opportunity to build on a strong foundation of previous committee members’ successful initiatives. This foundation supports a well proven recipe for supporting our community and providing opportunity to build a bond with fellow parents in social and educational environments.

The aim of the committee is to provide a link to the broader Hillbrook community to enable the involvement of all parents and friends of Hillbrook. The success of events such as “Hillbrook Under the Stars”, Sustainability Day, Parent Education Nights and Parents.Connect are achievable only through the involvement of many willing and committed people in our community.
In addition to providing opportunity to build a stronger community, the Committee also oversees three business areas including the tuckshop, stationery and uniform shop.

We are very fortunate to have an experienced team to provide this service to the students, teachers and parents. Providing assistance to our team has been a vital aspect to the financial success of these three business areas. All profits from these activities are redirected back into the school through contributions to the building funds and funding special events such as parent education nights.

I would like to make a special thank you to all the volunteers who have helped our Convenors in the shops. Your contribution is greatly appreciated and is an excellent way to contribute to the Hillbrook Community.

To Ann Bannan, Rosemary Smith and Julie Garvey, you all do an amazing job and the Committee is very appreciative for your dedication to the success of these business areas.

Over the years the P&F have developed a number of sub-committees to enable focus groups to champion particular areas of interest for the school. The current sub-committees and functional roles include:

- Education Advisory Committee (Maree Jones/Cathy Boyle)
- Parents.Connect (Rosie Grant)
- Business Operations Coordinator (David Miller)
- Workplace Health & Safety (David Miller)
- Hillbrook Under the Stars Coordinator (Karen Kennelly)

Finally, I would like to thank all the committee members who bring a valuable contribution to the broad range of agendas addressed by the Parents & Friends Association. I would also like to thank Geoff Newton, Stephanie Munday-Lake, Craig Merritt and David Briggs for their ongoing involvement and support for the P&F.

I would like to thank the executive committee for their support this year, David Miller (Vice President), Steve Atkins (Secretary), Karen Mortimore (Treasurer), and Jim Nolan (Committee Coach and Nutritionist).

To the many people who support the Hillbrook Community in so many different ways, we appreciate your time and thank you for your commitment.

The P&F meet monthly on the third Tuesday at 6.30pm in the Library. All are very welcome to attend; we are always looking for fresh ideas.

8.0 **School Board Strategy Meetings**

The School Board and School Leadership Team work very closely to guide the strategic direction of the School. One of the primary ways we do this is through our two strategy meetings each year. These meetings involve all School Board members, the School Leadership Team and invited guests.

At the September 2014 Meeting we considered a wide range of Education Perspectives including trends in household income, school enrolments, fees, assessment and results, and the direction of government policy. This helped us to identify key areas for strategy development in relation to the future governance and viability of the School. We also considered six megatrends that the CSIRO has identified as shaping our world in the 21st century. From these we developed themes for our strategic planning, and a list of attributes we believe students will need when they leave Hillbrook to take their place in society. These are guiding our “Learning Community” strategies.

At our April 2015 meeting we worked on developing our 2016-2018 Strategic Initiatives. Our “Being a Learning Community” educational strategies are focusing on developing the attributes students will need to deal with the Global megatrends. Our Governance and Viability Strategies also address these megatrends and focus on improving our market position and business results.
By the September 2015 meeting this work will be completed and we will have a fresh set of Strategic Initiatives for 2016-2018.

9.0 A word from the Chair

This year the School Board has been focused on our building program and ensuring that we are able to finance it while keeping our fees as low as possible. While there were some delays due to weather and the complexity of having two contractors on sight at the same time we were ready for a full enrolment of 722 students on day one 2015. This was a fantastic achievement and a direct result of the whole school community (staff, students and parents) working together. We now have a very attractive and well designed campus that supports our teaching and learning outcomes.

We were also very blessed to have a full enrolment for Year 8 this year when many other schools were struggling to reach 70% due to the smaller cohort. Again a great effort from the whole school community and especially our enrolment officer, Liz Laws, who goes to great lengths to help families to come to Hillbrook.

The school remains on very firm financial ground. Our campus redevelopment cost around $16m and we were able to secure $2.4m in government capital funding. The balance will be covered from reserves and a loan which we should have paid off in our current 10 year budget.

The quality of the education we provide at Hillbrook is very much dependent on the quality of our teaching and support staff. We have a very low staff turnover rate at Hillbrook and a very high student retention rate. To support this, the Board has been committed to the introduction of a professional standards model, enterprise agreement, which supports and values the professional development of our staff. Hillbrook has been leading the Anglican Schools in this approach and I am very pleased to say that after some protracted negotiations with the Union they have now agreed.

Following the updating of the Constitution last year the Board this year reviewed and streamlined its Charter which now provides all Company Directors with a clear framework for the Boards operation. The Board has also reviewed all the school policies that it needs to be involved with and has set up a future review cycle for these policies. Board members have continued to pursue professional development as Company Directors throughout the year and the Board is now benefiting substantially from this effort.

After ten years on the Board and four years as Chairperson I am stepping down in May this year. It has been a great honour to be involved with the whole Hillbrook community over this time. In those ten years Hillbrook has been virtually rebuilt, we have completely reviewed our curriculum content and delivery, we are in a much stronger financial position and have much better corporate governance in place. We are also achieving better educational results and we have full enrolments well into the future. All this, while remaining true to our founding vision, beliefs and principles. Great things happen when people work together for a common good.

Grahme Whiting, Chairperson
Hillbrook Anglican School
List of Appendices

1. What Parents Want - Key Findings (ISQ 2015)

2. Parents Reasons for Considering Hillbrook

3. Strategic Initiatives Summary 2012-15

4. Hillbrook Anglican School Report to Synod

5. Year 12 results for 2014

6. NAPLAN results
APPENDIX 1
What Parents Want
An Independent Schools Queensland Survey

Key Findings
March 2015
“Apart from a loving family, the gift of a good education is the single biggest gift you can bestow on your children which will last a lifetime.”

Parent Comment

Executive Summary

School choice is one of the most critical decisions any parent will make in respect of their children. Understanding how and why parents make such a decision is crucial in ensuring independent schools continue to meet the needs of parents while sustaining a healthy and viable independent schooling sector into the future.

In October 2014 Independent Schools Queensland commissioned the third in a series of surveys previously undertaken in 2006 and 2010. The What Parents Want – An Independent Schools Queensland Survey examines the decision-making process parents undertake when choosing to send their child/children to an independent school, including the influence of varying sources of information available to parents and the relative importance of a myriad of factors that can influence school choice.

The 2014 survey was completed by more than 1,000 parents who had children attending independent schools in Queensland. These children attended 67 schools across the State.

Results from the series of surveys reinforce that while some things change over time, many things remain the same.

The most important factors for parents choosing an independent school identified in the 2014 Survey were the same as reported in earlier surveys:
- Preparation for student to fulfil their potential in later life
- Good discipline
- Encouragement of a responsible attitude to school work
- The high quality of teachers
- Teaching methods/philosophy

As in previous surveys, family, friends and colleagues and other parents with children at the school were the most influential sources of information for parents.

The 2014 Survey outcomes indicate parents are becoming more discerning when it comes to school choice, starting the decision-making process earlier and being more likely to consider a greater range of schooling options, albeit they still choose an independent school.

- In 2014 approximately seven in every 10 parents started thinking about which school for their child at least two years before the child was due to commence schooling, up from approximately five in every 10 parents in 2010.
- The proportion of parents considering all three schooling sectors (State, Catholic and independent) increased from 17% in 2006, to 23% in 2010 and 28% in 2014.
- Forty-eight per cent (48%) of parents considered only independent schools in 2014, down from 56% in 2010 and 61% in 2006.

Satisfaction levels with independent schools remain high, but financial pressures are impacting on parental choice.

- Eighty-five per cent (85%) of parents with children that had attended the same school in the preceding year did not consider changing school. In 2006 and 2010, 93% and 89% of parents respectively did not consider changing school in the preceding year.

- The most commonly cited reason by the 15% of parents who thought about changing schools in 2014 was financial reasons. Despite thinking about changing school, nearly 70% of parents who thought about changing schools were satisfied their child remained at the school.

- In 2014, 86% of parents said their children under school age would definitely attend an independent school. This is a reduction from 89% in 2010 and 91% in 2006. In both 2006 and 2010, 8% of parents were undecided. In 2014 this percentage had increased to 12%.

Government policy has had an impact on attendance at kindergarten programs prior to school commencement. The establishment of Government approved programs across Queensland has occurred since the 2010 survey. In 2010 just over two-thirds of Prep students had attended a kindergarten program in the previous year. In 2014 this proportion increased to 88% of Prep students.

Despite an increase in availability of kindergarten facilities associated with schools, with many provided through Government support, the proportion of Prep students that attended a kindergarten associated with a school in 2014 was similar to the result in 2010 (37% compared to 36%, respectively).
Key Findings

Responses were received from 1,048 parents with students attending 67 independent schools across Queensland.

The full What Parents Want Survey Report analyses these responses across a range of variables, including type of school (co-educational or single gender), attendance (day and boarding students), year levels, whether students were new to the school or continuing students, as well as a number of socio-economic factors, including family type and family income levels.

Satisfaction with independent schools

Overall, most parents are satisfied with the quality of education provided by the independent schools their children attend.

The majority of parents (89%) that had more than one child attending school, had all their school-aged students attending independent schools (refer Figure 1).

Of those parents who had children under school-age, the majority (86%) of parents were intending to send these children to independent schools (refer Figure 2). Only 2% indicated that they had decided these future students would not attend an independent school. The balance (13%) of parents with under school-aged children was undecided.

Parents of students who were at the same independent school as they had attended in the previous year were asked if they had considered changing school. Eighty-five per cent (85%) of parents with children continuing at their school did not consider changing school (refer Figure 3). Over two-thirds (69%) of parents who considered changing schools were satisfied with their decision for the child to remain at the school.

Parents with a child who had considered changing school, most frequently cited financial reasons such as fee increases - 41% of parents cited this as a reason for considering changing schools. It is of interest to note that approximately four in every 10 parents indicated they had not planned ahead for payment of school fees, with most parents reliant on salary/wages for fee payment.

The majority of students who had transferred to their current independent school in 2014 had previously attended a government school (57% of students including students who had previously attended an Independent Public School (IPS) (refer Figure 4).

Just over a quarter (26%) of students had attended a different independent school, with the balance having attended Catholic schools (16%) or been home schooled (1%).

A range of reasons were given for parents deciding to change to the current independent school, with the most frequently cited being that a better level of education was available elsewhere (36% of parents cited this as a reason for changing schools), followed by insufficient attention was being given to the child’s individual needs (27% of parents).

Parents of students who had previously attended a different independent school most frequently cited family relocation as the reason for changing school (51% of parents).

The majority (88%) of Prep students had previously attended a kindergarten program. Of those responses where the Prep student had previously attended a kindergarten program, 63% attended a program at a centre not attached to a school (37% at a kindergarten service and 26% at a long day care service), with 30% attending a kindergarten program associated with the independent school the child attends (refer Figure 5).

The balance of Prep students who had attended a kindergarten program attended a service associated with a different school (7%).
The Decision-making Process

Schooling Sectors
Nearly half (48%) of parents only considered independent schools to provide their child's education (refer Figure 6).

All three schooling sectors were considered by just over a quarter (28%) of parents.

Of these parents who ultimately selected an independent school for their child, 38% had also considered Catholic schools while 42% had considered State schools (including Independent Public Schools).

When the decision-making process starts
For most parents (71%) the start of the process of school selection commenced at least two years before the child commenced at the school (refer Figure 7).

Most parents start considering which school more than a year out from the child commencing school with only 15% of parents starting the process within one year of the child commencing school. This highlights the importance of marketing to parents of children who will enter their school in the medium and long term.

“My choice was not about fees, religious affiliation, or academic results, it was about a nurturing and fulfilling environment for my boys, where I know they will enjoy actual learning.”

Parent Comment
Information sources accessed initially

Parents identified the people and places they went to in order to gather information when they first started thinking about which school to choose for their child. Parents indicated a wide range of information sources was accessed (refer Figure 8).

The most influential sources of information were family, friends and colleagues, followed by other parents with children at the school, the school website and the school open day.

School Visits

School visits are amongst the more important sources of information for decision-making, with 83% of parents visiting a school prior to making a decision.

Nearly 6 in every ten parents (59%) visited two or more schools, with half of these (3 in ten) visiting only two schools. The remaining 41% (4 in ten) only visited one school.

Over 80% of parents considered the school visit as very useful or extremely useful. This reinforces the emphasis schools need to place on ensuring the school visit is well planned and addresses the needs of individual parents.

When visiting schools parents considered the most important person for them to meet was the Principal. The Principal was considered more important than meeting current students, who were more important to meet than parents of current students, who were slightly more important to meet than the Deputy Principal (refer Figure 9).

School Websites

Thirty-eight per cent (38%) of parents identified school websites amongst the more important sources of information for decision-making. The majority (58%) of parents visited three or more school websites. This would suggest school websites need to be exceptional to stand out amongst the large number of school websites parents will visit.

When asked to identify how useful school websites were in the decision-making process only 17% of parents considered websites as extremely useful. A further 34% of parents considered websites as very useful. This suggests that there is some room for improvement in the design and planning of school websites to help schools more directly address the questions/ issues of parents looking for a school for their child.

School Printed Information

Printed information still has a place in the decision-making process despite school websites being accessed by many parents. Eighty-six per cent (86%) indicated they sourced printed information from a school to assist in decision-making.

Only 18% of parents considered printed information as extremely useful, although in total 52% of parents rated printed information as very useful or extremely useful. This suggests there is some room for improvement in the material schools provide to parents to help inform their school selection decision.
The Final Decision

While the decision as to which school a parent chooses may be influenced by information, actions and resources developed and provided by a school, ultimately there is a range of other considerations that underpin whether what people say about the school and what information provided by the school resonates with parents. More practical factors will also influence parents – fees may preclude attendance at a school, or the location of a school may make it impractical for a child to attend. Equally less tangible factors may be influential – parents are often reported as saying the school just felt right. The survey endeavours to identify which of these factors are influential and the relative importance of these factors.

Parents were provided with a list of 42 factors, categorised as relating to school type, curriculum/programs offered at the school, school characteristics, aspects related to services and the nature of people who could be influential in decisions. Parents were asked to identify the extent to which each of the factors contributed to their decision on a five point Likert scale ranging from no importance to very important.

Relative Importance of Factors

Fourteen factors received a Likert scale score of at least 4 out of 5. These factors were, in descending order of Likert scores:

- Preparation for student to fulfil their potential in later life
- Good discipline
- The high quality of teachers
- Encouragement of responsible attitude to school work
- Teaching methods/philosophy
- School seemed right for child’s individual needs
- Emphasis placed by school on developing student’s sense of community responsibility
- Reputation of school
- Strong academic performance
- Range of subjects offered
- Appearance/behavior of existing students
- Facilities for technology and science
- Small class sizes
- Prospects for school leavers

Those five factors to receive the highest Likert scores were all categorised as School Characteristics and also identified by over half of all parents as very important.

The Final Gate – the Waiting List

A myriad of reasons interact to determine which school a parent chooses. However whether the student can attend the chosen school will depend on sufficient capacity existing in the appropriate year level. A parent’s decision may ultimately come down to whether there is a place available at the school of choice.

After the decision-making process is completed, most parents want to make sure their child can commence school in at least one of the schools selected, with the majority (79%) of parents placing their child’s name on a waiting list. Of these students on a waiting list, 57% (nearly 6 in every ten) were only on the waiting list for the school they attended. The balance (approximately 4 in every ten students on a waiting list), were registered with more than one school.

“The ‘feel’ of the school played a huge role in where we chose to send our child. It had to be child centred with a strong home/school connection and open door policy for parental involvement.”

Parent Comment
What parents are saying

"Word of mouth from friends was the most influential thing and observing the growth and development of their children at the school."
Parent Comment

"After experiencing this school since the beginning of 2013, I wouldn't send our children anywhere else. It's amazing!"
Parent Comment

"Our expectations have been exceeded by our school. The teachers are so good that they have set a very high standard in our minds, we wouldn't consider leaving now. The families we have met through the school are great, they seem to share the same family goals as we do."
Parent Comment

"It was very hard to choose one thing that made our decision to choose [School Name]. The school ticked all the boxes and it had an amazing feel about it right from the start, from the children to the staff to the buildings. I would sell my house before pulling my child from [School name]. It is just wonderful.
Parent Comment

"We have particularly valued the supportive community environment of [School Name]. It is so much more than an education; they're raising leaders within a respectful, valuing family. Our teenage sons want to go to school because they respect and appreciate their teachers, and are valued and supported by both staff and peers. As a family, we cannot speak highly enough of [School Name]."
Parent Comment

"Our transition from a state school (where he attended Year 7) has been a very positive one. He is now surrounded by boys who are keen to work and try hard. His opportunities to try new sports and have specialist coaching are amazing. He will be encouraged to grow into the great community minded person that we know he is."
Parent Comment

This document can be downloaded at www.isq.qld.edu.au
The full Survey Report can be downloaded by members from ISQ Hub.
Parents Reasons for Considering Hillbrook

The data displayed below has been collected through our Year 7 and 8 interview processes. All interviewed parents were asked to fill out the questions below and the data is then collected. It provides an interesting contrast to the Independent Schools Queensland survey that list the following reasons for Independent Schooling:

- Preparation for student to fulfil their potential in later life
- Good discipline
- Encouragement of a responsible attitude to school work
- The high quality of teachers
- Teaching methods/philosophy

YOUR REASONS FOR CONSIDERING HILLBROOK
Please tick one response from each of the 3 lists provided.

1. Type of School
   - Co-educational
   - Size of school
   - Our balanced approach to learning and student experiences
   - Religious affiliation

2. Curriculum & Programs
   - Strong academic performance
   - Artistic and music opportunities
   - Outdoor education program
   - Range of subjects offered
   - High quality of teaching

3. Culture & Philosophy
   - Wide range of leadership opportunities
   - Reputation of school
   - Right choice for my child’s individual needs
   - Emphasis on community responsibility
   - Inclusive nature of school

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Hillbrook Anglican School
APPENDIX 3
<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Curriculum Organisation Years 7 - 12</th>
</tr>
</thead>
</table>
| **Strategies**  | 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. |

**Intent**
- To enhance our academic focus, providing a balance of learning experiences that develop student capabilities to be active global citizens.
- To deepen our commitment to environmental, social and economic sustainability.
- To strengthen an engaging, relevant curriculum for students, that is informed by research and best practice.
- Prepare for Year 7 intake and develop a realistic cost estimate to inform the 2015 budget and prepare a grant application for capital funding for Year 7 facilities.

<table>
<thead>
<tr>
<th>Completed Projects</th>
<th>Ongoing Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a Council strategy working group to examine innovation and make strategic recommendations to the School Council for consideration by the SLT and the Curriculum Across the Year Levels Committee (CATYLs) This working group reported to School Council - September 2012 retreat.</td>
<td>Continue to research and implement high quality teaching and learning for Years 8-12 and to inform the establishment of Year 7;</td>
</tr>
<tr>
<td>The Innovations Working Party report was presented to CATYLs and the resulting action plan was presented to School Council</td>
<td></td>
</tr>
<tr>
<td>Review Home Class structure via a research partnership with UQ on student perception of Hillbrook’s culture and community</td>
<td></td>
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<tr>
<td>Plan and prepare strategies recommended through the CATYLs, including:</td>
<td></td>
</tr>
<tr>
<td>- Alternative lesson structures</td>
<td></td>
</tr>
<tr>
<td>Professional Learning and Practice Plan development</td>
<td></td>
</tr>
<tr>
<td>Visits to other schools regarding Year 7 to continue in 2014. Recommendations on Year 7 curriculum for staff discussion</td>
<td></td>
</tr>
<tr>
<td>Develop recommendations for the curriculum for Year 7 and flow on to Years 8 – 12.</td>
<td>Gender initiatives including:</td>
</tr>
<tr>
<td>- Include cost and implications for:</td>
<td>Student Management Team will look at gender from a pastoral care perspective</td>
</tr>
<tr>
<td>- Year 7 curriculum overview;</td>
<td>The ‘Leading for Learning’ program will sensitize staff to different ways of teaching and learning that will benefit both genders.</td>
</tr>
<tr>
<td>- Teaching staff;</td>
<td>Data will be used to analyse student performance across gender.</td>
</tr>
<tr>
<td>- Campus development; and</td>
<td></td>
</tr>
<tr>
<td>- Capital and recurrent costs.</td>
<td></td>
</tr>
<tr>
<td>Campus development plan costings completed</td>
<td></td>
</tr>
<tr>
<td>&quot;Being a learning community&quot; initiatives</td>
<td></td>
</tr>
<tr>
<td>Trialling 20 lesson week in 2013 with a research project to investigate the benefits or otherwise of the change. This is to be conducted in partnership with Dr Judy Smeed from QUT.</td>
<td></td>
</tr>
<tr>
<td>New course in Food Technology making the topic more accessible to boys.</td>
<td></td>
</tr>
</tbody>
</table>

**CATYLs** - Curriculum Across the Year Levels Committee  
**SB** - School Board  
**SLT** - School Leadership Team  
**SMT** - Student Management Team  
**T&L Committee** - Teaching & Learning Committee  
**WHS Committee** - Workplace Health Safety Committee  
**L&N** - Literacy & Numeracy Committee  
**ISQ** - Independent Schools Queensland  
**QUT** - Queensland University of Technology
<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Curriculum Content</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Foster and utilise partnerships to enhance our teaching and learning.</td>
<td>• To foster a culture of innovation.</td>
</tr>
<tr>
<td></td>
<td>Enhance the learning environment through data analysis.</td>
<td>• To connect students with their local and wider communities.</td>
</tr>
<tr>
<td></td>
<td>Review current reporting practices to parents and students to ensure effective feedback inform teaching and promotes learning.</td>
<td>• To understand the teaching and learning opportunities and challenges, and allocate curriculum resources to enhance achievement.</td>
</tr>
<tr>
<td></td>
<td>Review current Parent/Teacher meeting processes and reporting.</td>
<td>• Ensure effective feedback that informs teaching and promotes learning.</td>
</tr>
</tbody>
</table>

### Completed Projects
- CATYLs Committee recommendation on Innovations report in this area.
- Subject areas are taking forward their own ideas based on engaging Asia.
- Gap year program now has two schools for student places at Dulwich College, Suzhou, and Kormilda College, Berrimah NT.
- Established Giving Tree and Global Experience Program
- Teacher exchange program to be developed as part of study leave.
- OP Data analysis and predictor now operational for 2012 Year 12's and onwards.
- Refine data collection and analysis to inform more meaningful learning strategies and experiences.
- Dashboard style digital student profile development.
- Committee to review aptitude tests and NAPLAN data from Year 8 and 9.
- Review of Community Action Project through CATYLs committee. Cert II Volunteering program implemented.
- Review of 2012 QCST and OP results in Semester 1 with QSA consultation.

### Ongoing Projects
- Engage parents, businesses and universities to identify and plan opportunities for real world learning experiences.
- Explore opportunities for community service projects that connect young people to real life service in global communities.
- Develop a value-adding index.
- E-portfolio development.
<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Technology Rich Learning Environment</th>
<th>Intent</th>
</tr>
</thead>
</table>
|                      | To develop a dynamic flexible learning environment to: | • Enhance digital literacy;  
|                      |                                                     | • Allow for personalisation learning;  
|                      |                                                     | • Represent deeper and richer learning opportunities;  
|                      |                                                     | • Reflect how students learn outside of the classroom;  
|                      |                                                     | • Ensure active and discerning use of ICTs. |

| Strategies | 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. |

<table>
<thead>
<tr>
<th>Completed Projects</th>
<th>Ongoing Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle 2 implementation. Online at Hillbrook update implementation. ICT Co-ordinator position created.</td>
<td>Research developments and explore opportunities for early adoption of ICTs.</td>
</tr>
</tbody>
</table>

| Review student laptop program. | Integrate technology rich learning opportunities throughout the curriculum. |
| Survey community on laptop program with analysis of results. | |
| Visiting a number of schools to look at their ICT programs and procedures. | |
| Review of ICT whole school implementation processes through E-Learning and IT Committees. | |

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Staff Development</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide ongoing support for staff learning and professional development.</td>
<td></td>
</tr>
</tbody>
</table>

| Strategies | 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. Position Hillbrook as a preferred employer. |

<table>
<thead>
<tr>
<th>Completed Projects</th>
<th>Ongoing Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer to Peer (P2P) teacher observations program implementation.</td>
<td></td>
</tr>
<tr>
<td>Providing in-class video hardware.</td>
<td></td>
</tr>
</tbody>
</table>

| Develop external relationships for improved teaching and learning. | |
| Develop more efficient and effective administrative practices to support learning. | |

| Identify and implement strategies to: | |
| • Develop high quality classroom practices through collegial classrooms and increased learning focus;  
| • Continue to develop and conduct Learning Circles. | |
| ISQ School Improvement Project involvement 2013/14/15. | |
| Develop framework for Attracting, Developing and Retaining staff. | |
| Implementing our Professional Learning and Practice Plan, together with Professional Conversations. | |
| Develop community links and action research opportunities through QUT and ISQ. | |
### Strategic Initiatives Summary 2012-2015

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Corporate Governance</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td>Strengthen our strategic planning and thinking.</td>
<td>Ensure that one of the key elements of good corporate governance is to maintain an effective planning and strategic cycle that gives clear direction setting for the ongoing prosperity of the school.</td>
</tr>
<tr>
<td></td>
<td>Ensure a proactive system of risk oversight and management while continuing to support the culture of the school.</td>
<td>Risk management plan and strategy is in place.</td>
</tr>
<tr>
<td></td>
<td>Undertake regular curriculum reviews.</td>
<td>Ensure that the Hillbrook vision, mission and core beliefs are enacted throughout the curriculum by providing sufficient resources to enable a positive and progressive curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completed Projects</th>
<th>Ongoing Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and review the 2012-2015 Strategic Initiatives.</td>
<td>Targeted workplace audits</td>
</tr>
<tr>
<td>Conduct two Council Strategic Retreats per year.</td>
<td></td>
</tr>
<tr>
<td>Targeted Workplace Audits for Science / Design &amp; Technology Dept</td>
<td></td>
</tr>
<tr>
<td>Comply with the new Work, Health &amp; Safety legislation:</td>
<td></td>
</tr>
<tr>
<td>• Educate Council and Staff</td>
<td></td>
</tr>
<tr>
<td>Evaluation of School Council.</td>
<td></td>
</tr>
<tr>
<td>Review of Constitution.</td>
<td></td>
</tr>
<tr>
<td>Review of Charter.</td>
<td></td>
</tr>
<tr>
<td>Implement outcomes of the Risk Management Review, including:</td>
<td></td>
</tr>
<tr>
<td>annual review of register and controls; and adoption of other recommendations of consultants.</td>
<td></td>
</tr>
<tr>
<td>Complete NSSAB re-registration.</td>
<td></td>
</tr>
<tr>
<td>Present CATYLs progress report.</td>
<td></td>
</tr>
<tr>
<td>Review Australian Curriculum implementation.</td>
<td></td>
</tr>
<tr>
<td>Ensure adequate resources to support curriculum initiatives to strengthen the learning community.</td>
<td></td>
</tr>
<tr>
<td>Strategic Theme</td>
<td>Viability</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategies</td>
<td>Position and market Hillbrook through positive relationships and effective communication with parents, students, key stakeholders and the wider community.</td>
</tr>
<tr>
<td></td>
<td>Ensure financial and administrative practices that provide timely and meaningful information.</td>
</tr>
<tr>
<td></td>
<td>Plan and develop the campus to meet current and future educational, social and sustainability needs.</td>
</tr>
<tr>
<td></td>
<td>Plan and develop the campus to meet current and future educational, social and sustainability needs.</td>
</tr>
<tr>
<td>Completed Projects</td>
<td>Position Hillbrook as a preferred employer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completed Projects</th>
<th>Ongoing Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and promote the website and other social media as effective marketing channels and as avenues for authentic communication with parents, students and key stakeholders.</td>
<td>● Review long term funding model.</td>
</tr>
<tr>
<td>Review possible expenditure efficiencies through the budget review process.</td>
<td>● Monitor the outcomes (Government Response) to recurrent funding and analyse impact on Hillbrook funding.</td>
</tr>
<tr>
<td>Review and update the Marketing Strategy.</td>
<td>● Research and identify additional income sources, for example:</td>
</tr>
<tr>
<td>Develop strategies for staff recruitment, remuneration and development. (see Staff Development Theme)</td>
<td>● Establishment of a Hillbrook Foundation;</td>
</tr>
<tr>
<td>● Develop a new campus development master plan with indicative stages and costings.</td>
<td>● Options for campus use.</td>
</tr>
<tr>
<td>● Prepare and submit applications for capital funds to develop facilities for Year 7.</td>
<td></td>
</tr>
<tr>
<td>Prepare preliminary design and plan for new facilities and interim arrangements for additional temporary classrooms, if required.</td>
<td></td>
</tr>
<tr>
<td>Finalise the curriculum costing model and identify key issues to be addressed.</td>
<td>● Using the corporate performance management model.</td>
</tr>
</tbody>
</table>
APPENDIX 4
Introduction

2014 was a year of building at Hillbrook. We have transformed our campus as we prepared to welcome Year 7 for the first time.

We began the planning for Year 7 three years ago and we visited schools around the State and Country looking at curriculum and classroom design together with pastoral care models.

Our new Year 7 teachers have worked with the co-ordinators of each subject, and developed an exciting program for the Year 7’s, that involves specialist teachers and facilities along with a core teacher.

We continue to develop our “Learning Community” and have completed work on our Data Dashboard, Peer to Peer Teacher Observation Program and have broadened our commitment to improving Literacy and Numeracy in our students.

Expressions of our Anglican Ethos

Opportunity for meaningful and relevant worship
Students and staff attend a weekly chapel service conducted in house colour groups led by our school Chaplain The Rev’d Sharon Baird. Staff and department groups are encouraged to contribute to presenting chapel at least once per year, which adds a rich variety to our chapel themes and topics. In 2014 our theme was ‘Habits of the Heart’ challenging students to examine their lives, words and actions inspiring them to show love, care, respect and compassion to all people. Some highpoints for chapel this year were 10 Blue’s Happiness Project; 11 Green’s presentation on what it means to be humble; Mrs Jottie Nagle’s topic on gratitude and the School Leadership Team’s exploration of the story of Jonah. Year 8 students enjoyed hearing from the Gideon’s and receiving a copy of the New Testament.

Our annual Service of Thanksgiving in St John’s Cathedral was again a highlight of the year. This year we welcomed Mrs Deanne Hamilton and students from Canterbury College as our guest speakers. Their presentation on a recent mission trip to Vanuatu were both challenging and inspiring for our community.

Relationship with parents and local parishes and the wider Mother Church
During 2014 we developed The Hillbrook Giving Tree, an umbrella that encompasses all aspects of generosity, giving, care and support for members of our community and service outside of our community. It aims to make a positive difference in the lives of others through student groups, parent organisations and staff giving. One part of this is Parents.Connect - parents connecting with parents in each Home Class. In 2014 these relationships continued to get stronger building community, developing connections and responding to families who need support at particular times.
Chaplaincy
The Rev’d Sharon Baird continued as full-time Chaplain in 2014. Her role includes priestly ministry of pastoral care, leading Chapel and other services, Subject Co-ordinator of Religious Studies, classroom teaching and coordinating school ceremonies.

Implementation of an appropriate program of Religious Studies
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.

Philosophical Inquiry continues to be a major vehicle through which students experience and explore Religious Studies. Preparations continued in readiness to welcome our first cohort of Year 7 into the school community.

Years 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 studied. Other areas explored include: issues of justice in our world, philosophy and ethics, and developing the students’ own sense of self and spirituality. 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.

Community Life and Service
Hillbrook values both community involvement and leadership. We also 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.

2014 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.

Each year the whole school collects donations for Holy Trinity Fortitude Valley Pantry, and we have established a link with the Romero Centre to explore ways we can assist refugees in the community.

Green Justice is another means for serving others, and had a very successful year in 2014. With the help of a very passionate and dedicated team, we raised close to $12,000. Throughout the year we organised and participated in BBQs, The Justice Walkathon, Hillbrook’s Trivia
Competition, Casual Dress Days, the 40 hour famine, the World Leadership Conference and many other events that helped to raise awareness for social and environmental issues. We raised an impressive total for World Vision’s 40 hour famine, reaching $9,000.

The money we raised throughout the year also went to Oxfam, KIVA (a non-profit organisation with a mission to connect people through lending to alleviate poverty around the world), The World Wildlife Fund, and a few other charities. We also continued to support and donated money to Fundacion En Vía - a micro finance organisation in Mexico where an ex-Green Justice member works. This organisation gives small loans to women to start businesses to help their families. We have also continued our paper recycling in the classrooms and around the school.

Overall we had a very successful year and we look forward to 2015.

**Academic life**

Each year the teaching staff agree on a small number of broad priorities that will be our focus as we assist our students’ development. These priorities are an expression of some of our underlying beliefs and values. In a complex organisation like a school, it’s a way for our community to remain focused on the important issues.
We also continue to have strong results at the Year 12 level.

**Year 12 2014 Snapshot**

<table>
<thead>
<tr>
<th>Area</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Senior Statements awarded.</td>
<td>119</td>
</tr>
<tr>
<td>Number of students receiving a Queensland Certificate of Education at the end of Year 12.</td>
<td>116</td>
</tr>
<tr>
<td>Percentage of students awarded Senior Certificate with OP eligibility.</td>
<td>100%</td>
</tr>
<tr>
<td>OP 1-10 percentage of eligible students.</td>
<td>64%</td>
</tr>
<tr>
<td>OP 1-15 percentage of eligible students.</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of QTAC applicants receiving an offer.</td>
<td>98%</td>
</tr>
</tbody>
</table>

**SUMMARY OF OPs**

<table>
<thead>
<tr>
<th>OP</th>
<th>Hillbrook %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>25.2</td>
<td>19.8</td>
</tr>
<tr>
<td>1-10</td>
<td>63.9</td>
<td>46.5</td>
</tr>
<tr>
<td>1-15</td>
<td>88.2</td>
<td>76.2</td>
</tr>
<tr>
<td>1-20</td>
<td>98.3</td>
<td>96.9</td>
</tr>
<tr>
<td>1-25</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>11-25</td>
<td>36</td>
<td>53.5</td>
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</tbody>
</table>

**School Board**

During 2014 the School Board was focused on our building program and ensuring that we were able to finance it while keeping our fees as low as possible. While there were some delays due to weather and the complexity of having two contractors on site at the same time we were ready for a full enrolment of 720 students on day one 2015. This was a fantastic achievement and a direct result of the whole school community (staff, students and parents) working together. We now have a very attractive and well designed campus that supports our teaching and learning outcomes.

Following the updating of the Constitution, the Board then reviewed and streamlined its Charter which now provides all Company Directors with a clear framework for the Boards operation. The Board has also reviewed all the school policies that it needs to be involved with, and has set up a future review cycle for these policies. Board members have continued to pursue professional development as Company Directors throughout the year and the Board is now benefiting substantially from this effort.
The members for 2014/15 are:

- Grahme Whiting - (Chair)
- Rob Seljak - (Deputy Chair)
- Andrew Devenish
- Deborah Enright
- The Reverend Tiffany Sparks (Archbishop Representative) (Appointed 1/4/14)
- Norm Hung
- Damian Larkin
- Judith Nagle
- Loris Phair
- Sue-Ellen Taylor
- Geoff Newton - (Principal)
- David Briggs - (Company Secretary)
- Liz Jarvis - (Minutes Secretary)

**Finances**

The school continues to be in a strong financial position. The 2014 draft financial statements indicate an asset to liability surplus of $23m. The school’s surplus is $2.3m, total loans increased by approximately $4.6m to a balance of $5.26m. The school’s investment in property, plant and equipment for 2014 was approximately $9.7m.

**Conclusion**

The year has been one that has tested staff and students as the campus was rebuilt around us all. Students and staff are now enjoying the outcome of all this building work with new facilities in Music; Languages, Home Ec, Design and Technology, Mathematics and Drama.

The School continues to contribute to the Anglican Church through involvement in the educational and spiritual life of the Anglican community.

Principal:  Mr Geoff Newton, MEd (L’Ship & M’ment), BSc DipEd GradDip Computing, GradDip Educational Admin
APPENDIX 5
### YEAR 12 2014 OVERALL POSITIONS (OPs)

**NUMBER OF OP ELIGIBLE STUDENTS- 119 (55 Boys, 64 Girls)**

<table>
<thead>
<tr>
<th>OP</th>
<th>Total</th>
<th>Hillbrook Cumulative</th>
<th>Total %</th>
<th>Cumulative %</th>
<th>State Cumulative %</th>
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<tr>
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</tr>
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<tr>
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<td>50.4%</td>
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<tr>
<td>9</td>
<td>11</td>
<td>71</td>
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<td>59.7%</td>
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</tr>
<tr>
<td>10</td>
<td>5</td>
<td>76</td>
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<tr>
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**SUMMARY OF OPs**

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**COMPARATIVE %**

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### Year 12 Results & Destinations for Past Three Years

#### 2014 GENERAL COHORT STATISTICS

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<td></td>
<td>96%</td>
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</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>98%</td>
<td></td>
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#### 2012 GENERAL COHORT STATISTICS

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<th>Hillbrook %</th>
<th>State</th>
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<tr>
<td>Number of students</td>
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<td>who received a Senior Statement</td>
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<tr>
<td>Number of students</td>
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<td>96%</td>
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<tr>
<td>who received a Queensland Certificate of Education at the end of Year 12</td>
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#### Destinations for Past Three Years

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<th>2013: % of Year</th>
<th>2012: % of Year</th>
<th>2011: % of Year</th>
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<td>62%</td>
<td>68%</td>
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<td>Certificate 1-4</td>
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<td>15%</td>
</tr>
<tr>
<td>Traineeship/ Apprenticeship</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Full-time and Part-time Work</td>
<td>18%</td>
<td>19%</td>
<td>11%</td>
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<tr>
<td>Seeking Work</td>
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<td>6%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
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APPENDIX 6
## 2014 Year 9 NAPLAN Results

### READING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Year 9 (2014)</td>
<td>625</td>
<td>580</td>
<td>98%</td>
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### WRITING

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<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
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<tr>
<td>Year 9 (2014)</td>
<td>587</td>
<td>550</td>
<td>95%</td>
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### SPELLING

<table>
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<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 (2014)</td>
<td>609</td>
<td>582</td>
<td>98%</td>
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### GRAMMAR AND PUNCTUATION

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<thead>
<tr>
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<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
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<tr>
<td>Year 9 (2014)</td>
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<td>573</td>
<td>97%</td>
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### NUMERACY

<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 (2014)</td>
<td>622</td>
<td>588</td>
<td>100%</td>
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