HILLBROOK ANGLICAN SCHOOL LTD

SCHOOL COUNCIL ANNUAL REPORT
Presented at the Annual General Meeting

For the Period

17 MAY 2013 to 15 MAY 2014
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Introduction

Our 27th year has been a very good one for our community with the school embarking and completing many new initiatives as part of our 2012-2015 strategic plan. A new campus development plan has been finalised, and building has commenced, with planning for Year 7 2015 well under way. Enrolment applications continue to be strong and the school is currently at capacity. This report highlights some of the major events and contexts in which Hillbrook operates. We hope you find the report informative.

1.0 The Membership of the School Council for 2013/14 is:

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

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

Principal (ex officio): Mr Geoff Newton

Archbishop’s Representative (ex officio):
                  The Reverend Cameron Freese (resigned January 2014)
                  The Reverend Tiffany Sparks (Commencing May 2014)

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. Most independent schools are moderate sized.

Table 1: Size of Independent Schools

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>11% of schools have less than 50 students</td>
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<tr>
<td>38% of schools have less than 200 students</td>
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<tr>
<td>44% of schools have 200 - 999 students</td>
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<tr>
<td>16% of schools have 1,000 - 1,999 students</td>
</tr>
<tr>
<td>1% or 15 schools have more than 2,000 students</td>
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<tr>
<td>The average size of independent schools is about 502 students</td>
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<tr>
<td>The average size of a government school is about 348 students</td>
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</tbody>
</table>

SOURCES: I.S.C.A Snapshot 2013 Independent Schooling in Australia

Hillbrook is one of 23 Anglican Schools operating in Queensland with 602 students and 86 staff. Total operating income for the school is over $10 million.
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 are 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 (male/female breakup). Year 7 entry starts in 2015, and both cohorts of Year 7 and Year 8 are complete.

Figure 1: YR 7 ENTRY - ENROLMENT BREAKUP BY INNER/OUTER REGION 2017-2026

Figure 2: YR 7 ENTRY - ENROLMENT BREAKUP BY INNER/OUTER REGION AND BY GENDER 2017-2026
2.3 Hillbrook Student Numbers & Enrolments

We began the 2014 school year with 120 new Year 8 students, we welcomed 6 new students into Years 10-11 and one returning student into Year 11.

We have commenced follow-up phone call/surveys to Hillbrook families who have chosen to transfer their children to other schools. The results of these phone calls have been shared with all staff and have been informative. Generally, families are very positive about being given the opportunity of providing “informal” feedback about their student’s time with us.

Interestingly while other Independent Schools report stagnant or falling enrolments (see Appendix 1 - Extract of ISQ report “Trends Impacting on School Enrolments”), we started 2014 with the largest number of students in the history of the school. Year level enrolments for 2014 are shown in Table 2 below.

<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>58</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 9</td>
<td>64</td>
<td>56</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 10</td>
<td>63</td>
<td>57</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 11</td>
<td>60</td>
<td>63</td>
<td>123</td>
<td>120</td>
</tr>
<tr>
<td>Year 12</td>
<td>64</td>
<td>55</td>
<td>119</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>313</td>
<td>289</td>
<td>602</td>
<td>600</td>
</tr>
</tbody>
</table>

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 and comfortably above the 80% mark. This is very high in comparison to other Anglican schools in the state.

Figure 3
3.0  **Strategic Thinking & Initiatives**

The last 12 months have been exciting in terms of a number of projects connected with our strategic initiatives. We continue our focus of “Being a Learning Community” and a number of important milestones have been reached and quite a few projects completed.

In addition we continue our collaboration with Independent Schools Queensland on School Improvement around these focus areas:

- Literacy and Numeracy
- Data Analysis
- Improving Teaching and Learning

These areas fit neatly into our Strategic Initiatives. We have taken forward a number of projects in these areas and a summary of each of these is included in the Appendix 2.

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 as a consequence. We have kept a fee increase for 2014 to 4% and hope to be able to keep future fee increases 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).

![Figure 4](image1.png)

![Figure 5](image2.png)
3.2 Planning for Year 7

Planning for the arrival of our inaugural Year 7 cohort continues to be an exciting and enjoyable process. It involves a large number of staff, researching curriculum, facilities and staffing models. Please see Appendix 3 for more detail.

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 in 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. We are due to revisit our MOU with the Anglican Church in 2014 as part of the Strategic Initiatives work of the School Council.

3.4 Marketing

A review of the school’s marketing strategy and direction continued throughout 2013. The graphic artist that we have worked with for many years has ceased freelance work which gave us the opportunity of taking our marketing in a new direction with Karen Meissner from Meissner Creative. Karen undertook a brand audit in late 2013 which will form the basis of a renewed visual identity for Hillbrook.

Hillbrook In Action (HIA) was held in August (just prior to the Year 7, 2016 interviews) and was again very successful. This year we abandoned the parent registration process (which solved the “bottleneck” problem experienced in previous year). We designed an online survey and provided laptops for parents to complete the survey. Once again the HIA Passport activities proved to be very popular.

Hillbrook In Action was advertised via the following:
- Providing information on our website
- Posting flyers and sending an email to families on our enrolment lists
- Posting flyers to local childcare centres and kindergartens
- Creating an “event” on the school’s Facebook site
- Attaching an electronic version of the flyer to the back of our weekly newsletter

In 2013 the two editions of “Connections” featured the following topics:
- Vol 1 (April) ‘True Grit’ Building Capacity; Not Dependency
- Vol 2 (October) Educating for the Future

Previous editions of “Connections” (dating back to April 2009) can be downloaded from our website.

The weekly school newsletter continues to be produced and is available online.

During 2013 we continued to leverage Facebook and Twitter as vehicles to stay connected with past, current and future students, parents and staff.

Hillbrook hosted two school reunions in 2013:
- 1993 Graduates’ Twenty Year Reunion held at The Fringe Bar, Fortitude Valley. Numbers to this reunion were lower than expected, but all who attended seemed to enjoy the evening.
- 2002 Graduates’ Ten Year Reunion was also held at The Fringe Bar and was a very successful evening.

During 2013 our Enrolments Officer was able to attend two conferences; the Qld Chapter of Educate Plus (formerly Adape) 2-day conference in Brisbane, and the Qld Association of School Registrar’s 2-day conference on the Gold Coast. Both conferences were well worth attending and provided valuable professional development and networking opportunities in enrolments, alumni, and marketing.
4.0 Compliance

4.1 Risk Management

The school has adopted an approach to risk management that aims to not only minimise negative outcomes but to provide a process for renewal and improvement. The school wide Risk Register continues to be reviewed, and the Risk Management Framework includes a monitoring and review mechanism to ensure risks are updated and the performance of control measures is assessed.

4.2 Work Health & Safety

The Committee continued its departmental audits with a focus on the Drama 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 recent fire audit has strengthened our fire safety documentation procedures and our ratio of staff trained in Fire Safety and First Aid.

The School commenced a significant building program at the end of 2013 requiring the WHS Committee to implement alternate evacuation routes.

4.3 Child Safety Compliance

The School recently volunteered to participate in an audit of ‘Procedures Manual for the Protection from Harm for Students in Anglican Schools’. This was led by a consultant engaged by the Anglican Schools Commission. While mostly positive we have acted on the suggestions contained in the Audit report and 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 3.5%-4.0%.

The school is currently being funded under the Gonski model and in 2014 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 is preparing for the introduction of Year 7 in 2015 including the financial implications arising from an active building program which commenced in December 2013. The School Council approved a building program of roughly $13m, which largely includes projects required for the introduction of Year 7, and the expansion of facilities to support 720 students. Projects will be completed throughout 2014.

In 2013 cash balances increased to $1.9m, and the total loan balance was a conservative $650,000. This provides the school with the opportunity to borrow an additional $6.7m to undertake the campus development program. The 2013 Financial statements indicate an asset to liability surplus of $22m.

In 2013 we applied for funding support from the State and Federal Governments through the Block Grant Authority, and the school was fortunate to receive notification of approval for $1.9m in State Capital assistance. A second capital grant application was lodged at the beginning of 2014.

The audited accounts have been presented in a separate report.
6.0 Educational Issues

6.1 Australian Curriculum

Our teachers have worked diligently to ensure our current programs in Years 8 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.

Curriculum documents for Geography, The Arts, Languages, Health and Physical Education, Technologies, Economics and Business, and Civics and Citizenship 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.

6.2 Year 12 OP Results for 2013

Offers of places at tertiary institutions for the 2013 cohort were excellent:

(i) 99% 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 2013 that figure was 52% compared to the overall State figure of 47%. In addition, the 1-5 range was 21% compared to 19% 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 2013 on their fine results and their tertiary course offers. These results are detailed in Appendix 5.

6.3 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 2013 at or above the national benchmark (band six) was:

- 100% for reading
- 98% for grammar and punctuation
- 98% for numeracy
- 98% for spelling
- 97% 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.

6.4 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 of continuing professional development to maintain their registration. Teachers at Hillbrook do many more than the minimum hours required.
6.5 Daily Timetable Structure

The review highlighted many positive benefits of the extra lessons time including:

• Average percentage of time spent on-task has risen
• Increase in independent student work
• Integrated use of laptop has risen
• Greater variety of student activities observed
• Lesson time lost to outside activities has fallen

As a consequence of the review our teachers have committed to the following for 2014:

• Clearly establish learning objectives at the beginning of the lesson
• Conclude lesson with a constructive plenary
• Explicit teaching of Higher Order Thinking Skills
• Plan for a variety of tasks to support and maintain student engagement in 80 minute lessons
• Promote effective use of Brain Break

6.6 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. Currently all Year 9 to 12 students are provided with a school laptop. The laptop program is supported by an Online IT Helpdesk, an IT Support Centre and explanatory information.

This year, all Year 8 students were required to bring their own iPad to school as their primary computing device and for use in their day to day learning. We expect to extend this requirement for all Year 7 and Year 8 students in 2015.

6.7 Annual Report

A copy of the 2014 Annual Report is available at the meeting. This report, based on 2013 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 2013 Parent and Friends’ Committee President’s Report

The Hillbrook Parent and Friends’ Committee is supported by many committed and energetic people who are passionate about making Hillbrook a better place for the parents, staff and students of the school.

The committee is proactive about adopting new ideas and events which contribute to a positive and healthy environment for our children. Events such as ‘Hillbrook Under the Stars’, ‘Sustainability Day’ and ‘Parent Education Nights’, provide the opportunity for Hillbrook families to connect with the school and develop friendships through social and educational events which are held across the year.

As the incoming President, I am appreciative of the people who have shared their vision and passion to make the P&F a valuable and worthwhile part of Hillbrook Anglican School. In particular, I would like to acknowledge Jayne Murdoch (past President) who has led the introduction of many of the events we now accept as part of who we are. Her dedication and drive has been instrumental to those successes.
While I am on the topic of farewells, I would also like to acknowledge Sharyn McNeil and the energy she put into Parents.Connect. As I write this report, Sharyn will no doubt be living the high life in Cambridge, England, where her husband has taken up an appointment with the University of Cambridge. Sharyn is well known within the school and provided a positive energy and infectious passion with all her endeavours.

I wish both Jayne and Sharyn good luck for the future and a huge thank you for all their time and effort over their years with Hillbrook.

The P&F association has developed a number of sub committees over the years to enable focus groups to champion particular areas of interest for the school. The current Sub Committees include:

- Education Advisory Committee (Maree Jones)
- Parents. Connect (Sharyn McNeil/Rosie Grant)
- Business Operations Coordinator (David Miller)
- Workplace Health & Safety (David Muller)
- Sustainability Day (Jayne Murdoch)

The Education Advisory Committee (EAC) aims to provide an insight into dealing with issues faced by parents raising children. A broad range of topics are addressed including ‘Facebook/Computers/IT’, ‘Exam Stress Balance’ and ‘Getting the Balance Right’ just to name a few. These discussions have been well attended and provide hints and tips for parents to consider over the coming adolescent years of their children.

The P&F continues to support Parents.Connect Program. This program provides opportunities for Parents to meet each other in a relaxed and social environment. The coordinators have done a marvellous job ensuring each grade has the opportunity for an outing with other parents.

The Business Operations Coordinator ensures the convenors have a voice on the P&F Committee and an avenue to raise requests for additional support. The P&F are keen to provide a menu in the Tuckshop which is attractive to the students while maintaining nutritional value. The P&F have recently invested in a new freezer for the Tuckshop and other administrative support devices for the Uniform & Stationery Shop. With the addition of Year 7 into the school from 2015 the P&F are planning to expand the existing capacity for holding uniform stock to meet future demands.

Workplace Health & Safety is becoming an increasing focus of the P&F to ensure the Committee has taken all appropriate actions to ensure the health and safety within the workplace. An incident register is maintained to record any injuries incurred by either the convenors or volunteers. We are keen to ensure the safety of all within these workplaces and encourage, particularly, volunteers to come dressed with closed in shoes to minimise risk of injury.

Many parents and friends within the Hillbrook community share a common interest in caring for the environment and exploring community solutions for global problems. Sustainability Day is a community event for the school and local community to promote a more environmentally friendly lifestyle and energy saving solutions. A special thank you goes to past student Olivia Murdoch for coordinating the Sustainability Day Event; the day was a great success and ran very smoothly.

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 and Craig Merritt for their ongoing involvement and support for the P&F.

The P&F executive meet monthly on the third Tuesday at 6.30pm in the Library. I would like to thank the executive committee for their support this year, Diana Dal Bon (Secretary) for concise minute taking, Karen Mortimore (Treasurer) for her managing our financials, David Miller (Vice President & Business Operations Coordinator) and Jim Nolan who religiously brings a tempting platter and provides valuable guidance for meeting protocol.
To the many people who support the Hillbrook Community in so many different ways, we appreciate your time and thank you for your commitment.

Grant Starkey  
President

8.0 School Council Strategic Meeting

The School Council and School Leadership Team work very closely on guiding the School strategically. One of the primary ways we do this is through our two strategic meetings each year. The meetings involve all School Council members, the School Leadership Team, two invited staff members, and this year, the President of the P&F. Over each day there are a number of strategic priorities discussed.

The topics for each of our meetings are outlined below:

- Strategic Initiatives
- Culture Shock Paper
- Affordable School Fees
- Principal’s Study Leave Report
- Constitution Review
- School Council Evaluation
- Australian Institute of Company Directors
  - School Council professional development
  - Good Governance Principles
  - Guidance for Not-for-Profit Organisations

There are a number of summary reports from the strategic meetings in Appendix 7. The full Principal’s study leave report can be accessed by clicking the link below: [http://www.hillbrook.qld.edu.au/documents/reports-papers/](http://www.hillbrook.qld.edu.au/documents/reports-papers/).

9.0 A word from the Chair

This year the School Council has been involved directly in a number of activities around two areas of our Strategic Initiatives; Viability and Governance. It also and continues to oversee the initiatives of the SLT & teachers to enhance our learning community.

The cost of education continues to rise at a faster rate than the general cost of living increases. This places additional pressure on Independent schools to find ways to close this gap. As a Council we have spent a significant amount of time at our strategic meetings on ways and means to do this. We believe that we can now contain fee increases over the next 5 years to around 4% which is significantly lower than over the past 10 years, and below most independent schools in Queensland.

The school remains on a very firm forward footing even with a $13m campus development plan to be completed over the next 3 years. We have been able to secure $1.9m in State Capital funding to help with this. The major part of this plan will be completed by January 2015, and we will welcome our new Year 7’s and Year 8’s and continuing students to the school next year with a significantly improved campus with state of the art facilities in many teaching areas.

The Council also agreed to commit funds to investigate how best to position and market the school over the next 5 years. The brand audit has been completed and a style guide to standardise published material has now been agreed to. Investigations into using social media and beginning to develop an Alumni have also begun.

The quality of education is dependent on the quality of the teaching and support staff. The Council has endorsed a new program to “Attract, Develop and Retain” staff to maintain the excellent education offered at Hillbrook.
Additional sources of income are also a focus for the Council, as is reducing costs. Ideas in this area have also been discussed at our last strategic meeting and hopefully will produce results with further investigation over the coming year.

Finally at Hillbrook there are a number of ideas and future programs to come out of the Principal’s study leave and this will further enrich the learning experiences of current and future students.

**Governance**

Hillbrook began with a unique perspective on educating young people and an equally unique governance structure. The Constitution has been reviewed this year, to make sure it remains up to date with current legislation and reporting requirements. The changes do not alter the intent of the original Constitution, and we commend the updated Constitution to the members.

The Council has completed a review of its operations and undertaken a program of professional development for Directors to improve their governance skills. As part of this professional development we have completed a review of the ten Australian Institute of Company Directors Governance Principles and how they apply to Hillbrook’s Council. One of the results of this process has been that the Council has established an Audit and Risk Committee under the Chairmanship of Norm Hung.

The Council has undertaken a review of council policies and this will be completed by the end of this year.

The Council remains committed to the founding vision of the school and we hope that our efforts have supported, strengthened and re-interpreted the founding vision of the school.

Finally, as you can see from the report Hillbrook continues to be an innovative and forward looking school. Our initiatives at School Council level are a result of collaboration across all levels of the school and I would again like to thank all those involved for their involvement, commitment and ongoing support of Hillbrook.

**Grahme Whiting, Chairperson**

Hillbrook Anglican School
List of Appendices

1. Independent Schools Queensland Report (extract) - “Trends Impacting on School Enrolments”

2. Strategic Initiatives completed

3. Year 7 at Hillbrook

4. Hillbrook Anglican School Report to Synod

5. Year 12 results for 2013

6. NAPLAN results

7. Strategic Meeting Documents
   - Philosophical Inquiry at Hillbrook Anglican School
   - Language Arts Program
   - Attracting, Developing and Retaining Staff
   - Self Improving Schools - Report
   - Principal’s Study Leave Report (Introduction and Summing Up)
Executive Summary

There has been a discernible change in the rate of growth in the independent school market share since the Global Financial Crisis (GFC) in 2008 with the former steady positive growth curve leveling off towards a flat line and zero growth.

Year-on-year market share growth rates for the Queensland independent school sector, tracked between 0.18 percent and 0.47 percent between 1998 and 2008.

Since then, with the GFC impacting on business and consumer confidence, the year-on-year market share growth rate for the Australian independent sector has dropped to 0.07 percent in 2012 and in Queensland, the figure is at 0.02 percent.

National and individual school profiles developed by Australian Development Strategies (ADS) of independent school families typically show a full time income earned by the father and allocated to basic needs such as the family mortgage and a part time income earned by the mother and allocated to more discretionary decisions such as funding school fees and related expenses.

The GFC saw a jump in underemployment - a loss of working hours from those employed. This was more pronounced for women; especially younger women aged 35-44, often the parents of primary school age children, seeking to use this income to fund school fees.

It is now harder for working mothers of primary school children to obtain the working hours they are seeking than it was during the worst of the GFC when underemployment was 9.0%.

Most of the 2001-2008 year-on-year market share growth for the Queensland independent sector came at the expense of the Government sector. However, when Education costs increased annually by more than five percent, as measured by the national Education CPI for 2004 and 2005, some of this Government market share loss was picked up by the Catholic sector.

For the first nine months of 2013, labour market utilisation rates have continued to drop and the Education CPI has been running at 5.6 percent nationally. The negative impact of these indicators on the Queensland independent sector are likely to be confirmed when the enrolment figures are released by the ABS early next year.

Year-on-year market share growth in Queensland independent primary schools began to decline during the GFC year of 2008, before the collapse of Lehman Brothers on September 15, 2008. A rapid decline continued to 2010 and was accompanied by equally rapid gains for Government sector primary schools.

A wealth of other economic data during this time showed parents were avoiding discretionary spending to pay down debts, especially the family mortgage. It appears unavoidable to conclude that much of this discretionary spending would otherwise have been spent in the non-Government education sectors.

Since 2010, despite high levels of labour market stagnation, the Education CPI for Brisbane secondary schools has continued to rise and reached almost ten percent in 2012, the year in which year-on-year enrolment growth for Queensland independent schools hit minus 0.01 percent.
During the period 2009 to 2011, ABS school census figures for Queensland independent schools showed a growth in numbers of some 4,000 students. The corresponding figure for enrolments published on the MySchool website was 3,246 students (some independent schools were excluded from MySchool due to incomplete data sets).

Some 2,561 of these extra 3,246 students were gained by low fee schools, charging below $3,500 per annum. Schools charging between $3,500 and $8,000 per annum gained only 845 students, while those charging above $8,000 lost 160 students.

Index of Community Socio-Educational Advantage (ICSEA) scores for schools increase rapidly as fees and charges increase up to an annual fee in 2010 of $5,000 per annum and ICSEA scores of about 1100. Most of the enrolment gains from 2009 to 2011 came in these schools.

Dividing the ICSEA score of these schools across these fee ranges by their MySchool fees, there is a statistically significant positive correlation of 0.43 between the ICSEA score per dollar fee and enrolment growth from 2009 to 2011. Parents appear to have been chasing the highest ICSEA family peer group for the lowest possible fee.

Between 2009 and 2011, independent schools with middle to upper ICSEA scores were attracting fewer parents, who were instead enrolling children in their local higher ICSEA Government (primary) schools or in a high ICSEA Catholic (secondary) school if it was within a viable commuting distance.

In summary, the importance of economic factors in the decline in growth of market share for the independent sector is confirmed by a cross section of MySchool data from 2009 to 2011. This data, published in the media, shows that where low fee independent schools were available to Queensland parents, the independent school sector was not losing students to the Government sector but rather gaining them.

From a public policy perspective, it can be inferred that the Government sector will need less infrastructure per capita in fast growing blue collar and middle class outer suburbs, as long as current funding models are maintained and local independent schools keep their fees below about $6,000 per annum i.e. They keep gaining market share.

For more established higher ICSEA areas, both the Government and Catholic sectors will need to improve capacity, especially in Primary and Secondary levels respectively.

There is a five year age cohort of generation GFC babies starting Prep in 2014 and many of their Queensland parents across ICSEA ranges from 1100 who would normally be enrolling their children in higher fee Independent schools will instead be looking to the Government sector.
Figure 5 - Queensland Year on Year Change to Market Share and Education CPI
Figure 8 shows Queensland students enrolled in 2009, 2010 and 2011, ranked according to the estimated 2010 fees and charges per student set by their schools. It is important to note here that while most students would live within 10 km of their school; this catchment radius varies from about 3 km to 25 km for day students, depending on the age of the student and the location of the school.

The individual columns show the mode fee range was schools charging $4,000 to $4,500 per annum, followed by schools charging $7,000 to $8,000 per annum. There is a secondary cluster of higher charging schools to the right of the chart, charging average per student fees and charges of $11,500 and above.

There is no classic bell curve apparent here and no obvious pattern to the changes between 2009 and 2011.
Figure 9 shows Queensland students enrolled in 2011 minus those enrolled in 2009, ranked according to the 2010 estimated fees and charges per student set by their schools.

Between 2009 and 2011 Queensland independent schools had been losing year-on-year growth in market share to both Catholic and Government schools, but market share itself rose from 14.6% to 14.9% and the numbers of independent students rose by 3,246. This was a growth rate of some three percent, a little above the Queensland population growth rate over the same period of some 2.6 percent.

Some 2,561 of these extra 3,246 students were gained by low fee schools, charging below $3,500. Schools charging $3,500 to $8,000 gained only 845 students, while those charging above $8,000, lost a net 160 students.

2011 Queensland enrolments broken down by quartiles (see Figure 9), show the bottom quartile of students in Figure 8 paying up to $4,000 in fees and charges, the second quartile paying up to $6,000 and the third quartile paying up to $8,500. Bottom quartile ($0 to $4,000) of mainly Christian schools gained 2,572 students, a growth rate of 9.1 percent, well ahead of Queensland’s population growth from 2009 to 2011 of 2.6 percent. It is

It is reasonable to infer here that the lower fee schools tend to be found in faster growing outer suburbs and would be actively chasing new students but the evidence nonetheless here and in the preceding tables infers pretty clearly that where low fee independent schools were available in a stagnant labour market, the independent school sector was not losing students to the Government sector but rather gaining them.

Second quartile ($4,001 to $6,000) gained 453 students, or 0.9 percent, less than half the 2.6 percent population growth rate. These schools are a mix of Christian, Lutheran and Anglican and if
they were newer schools in a high growth area they tended to be ahead on student numbers, but if they were established schools in slower growing suburbs, they tended to be going backwards. It was in this second quartile fee range that per capita Independent sector loss of market share began to be felt.

Third quartile ($6,001 to $8,500) tended to be mainstream Protestant or Grammar schools in south east Queensland or in the bigger provincial cities. They gained 315 students between 2009 and 2011, a growth of 0.39 percent and well below the State population growth rate of 2.6 percent. The parents who would otherwise be sending their children to these typical Independent schools could not afford rising fees with underemployment cutting their family incomes. Their children would be among those we saw in the earlier figures who were among those held back in Government schools or moved instead into the Catholic sector.

Top quartile (above $8,500) is comprised of the more elite south east Queensland Protestant or Grammar schools. They are typically found close to the Central Business District (CBD). Some would be running at capacity and have demand in reserve due to their central location, inner urban gentrification and a city wide catchment for older students able to commute unescorted on public transport from the suburbs.

But this central location and longer commute also makes high fee CBD schools vulnerable to a wide range of competing Independent, Catholic and high SES Government schools along the CBD commute. These elite Queensland schools lost a combined 94 students between 2009 and 2011, a drop of .09 percent, despite the state population growth rate of 2.6 percent. If top fee schools had maintained per capita enrolments between 2009 and 2011, they would instead have gained some 700 students instead of losing 94. Most of these losses of some 800 high fee students occurred at the lower fee ranges of the top quartile. From the evidence seen so far, these 800 higher fee students were instead sent by their parents to high SES, but lower fee, inner urban, Catholic and Government schools.

In summary, after the GFC, Queensland Independent schools gained about three percent in enrolments from 2009 to 2011 and this was marginally ahead of population growth. About four out of five of these enrolments were gained by the bottom fee quartile schools. These enrolment gains began to drop below the population growth benchmark for the second quartile and dropped still further for the third quartile. The top quartile schools hit reverse in absolute terms.
FEES, CHARGES AND STATUS

Figure 10 links the enrolment changes in Chart 9 with the respective ICSEA scores for the same schools.

ICSEA scores for schools increase rapidly as fees and charges increase up to an annual fee in 2010 of $5,000 per annum and ICSEA scores of about 1100. Most of the enrolment gains from 2009 to 2011 came in these schools.

As fees increase from $5,000 to $10,000 there is very little increase in the corresponding ICSEA scores for these schools and very little gain in enrolments.

As fees increase above $11,500, ICSEA scores remain flat but at a higher plateau of about 1200 and these school enrolments remained stable in absolute terms.

The picture emerging from Figures 9 and 10 shows stability in the face of economic adversity for the high fee, high ICSEA schools, growth for the low fee but increasing ICSEA schools and per capita declines for those upper middle ranking schools where fees increase faster than their ICSEA scores.

When the ICSEA score of these schools are divided across these fee ranges by their MySchool fees, a statistically significant positive correlation of 0.43 between the ICSEA score per dollar fee and enrolment growth from 2009 to 2011 can be found. Parents appear to have been chasing the highest ICSEA peer group for the lowest possible fee.

The figures below show the ICSEA trend across all three sectors.
Figure 11 shows that the most common ICSEA score for Queensland Government schools in 2009 was 950 to 1000, which is just below average.

The most common ICSEA score for Queensland Government schools with the most additional enrolments between 2009 and 2011 was 1000 to 1050, or just above average.

Between 2009 and 2011, higher ICSEA Government schools were attracting more parents in their local catchments. Figure 6 shows most of this growth was at the primary school level.

On these figures and given the current state of the economy, the State Government may need to increase capacity at its high ICSEA schools in established suburbs across the state, especially if these suburbs are experiencing generational growth or unit developments.

In the aftermath of the GFC, younger, middle class parents have been returning to the State Government primary school system in numbers.
Conclusion

Queensland and Australian independent school annual market share growth has been slowed and in 2012 virtually halted by the impact of the Global Financial Crisis.

Parents typically rely on a second discretionary income from the mother re-joining the workforce to be able to fund Independent school fees. These jobs are usually part time and require a given number of hours worked to fund the desired level of fees.

Since the GFC underemployment among younger part time working women aged 35 to 44 is now at 9.5 percent, worse than the 9.0 percent seen during the worst of the GFC. Labour market underutilisation – underemployment plus unemployment – is now running at the same levels as it was during the GFC and the trend line was still worsening in the second half of 2013.

Despite the greater difficulty families are having in obtaining discretionary incomes, education costs have continued to rise well above five percent since the GFC. Even in good economic times such as we saw between 2001 and 2007, an Education CPI above five percent diverted demand for non-Government education from the Independent sector into the Catholic sector.

The combination of a stagnant labour market and relatively high price increases are now the major factors cutting year-on-year market share growth in both the Catholic and Independent sectors nationally. In Queensland the local Catholic sector is still gaining year-on-year market share growth at the expense of the Government sector with students who would otherwise have moved on to Independent schools as their parental incomes improved.

Year-on-year market share growth for Queensland independent secondary schools hit negative territory in 2012 and given the increases in the Education CPI and declines in labour market utilisation already recorded in 2013, year-on-year growth for the local independent sector has the potential to worsen when released early next year.

The importance of economic factors in the decline of the Independent sector is confirmed by a cross section of MySchool data from 2009 to 2011 already published in the media which shows that where low fee Independent schools were available to Queensland parents, the independent school sector was not losing students to the Government sector but rather gaining them.

All the per capita losses in independent sector enrolments were confined to Queensland’s second, third and fourth fee quartiles with per capita independent enrolment losses increasing as fees increased.

When ICSEA scores are used to benchmark the MySchool data across sectors, it shows independent enrolment growth was concentrated in the lower fee schools where the ratio of ICSEA scores to school fees was at its highest. Parents have been selecting the most advantaged peer group they can afford for the lowest possible fee.

The higher ICSEA parents who would formerly have chosen an Independent school for their child are instead enrolling their children in local higher ICSEA Government and Catholic schools.

What we can infer so far from the results is that the Government sector will need less infrastructure per capita in fast growing middle class outer suburbs, so long as current funding models are
maintained and local Independent schools keep their fees below about $6,000 per annum i.e. They keep gaining market share.

For more established higher ICSEA areas, both the Government and Catholic sectors will need to improve capacity, especially in Primary and Secondary levels respectively.

Longer term, there is a five year age cohort of Gen GFC babies starting Prep in 2014 and many of their parents across ICSEA ranges from 1100 up who would normally be enrolling their children in higher fee independent schools will instead be looking to the State sector.

Useful additional evidence here would include Queensland breakdowns by SA1 of the national ADS Models 1 and 2 for all three sectors and annual updates of the model. These updates should take into account MySchool enrolment trends by both Fees and ICSEA scores and also changes to the labour market now being modeled by ADS down to SA1 level.
APPENDIX 2
The Essence of Hillbrook

Our Vision is founded on four 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.

Therefore our Founding Vision 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”.

_Mission Statement_

Hillbrook has a two part Mission Statement that outlines our education purpose as well as a philosophical approach to learning and growing.

>*At Hillbrook we believe that our purpose is 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 strive to foster 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.*

This Mission is further explored and informed by four key themes that guide our thinking.

- A thinking-centred school
- The teaching/learning process
- Adolescence
- Community

_Key Principles_

The context of our Mission, motto and themes also needs to be outlined as the school founders believed that there were a number of critical principles that guided the way in which the school was accessed and operated. These principles are used in conjunction with the corporate governance guidelines outlined in the rest of this Charter to guide the actions and decisions of the Council.

Hillbrook is a school that:

- Was founded by teachers and parents, with teachers and parents having significant responsibility for the strategic direction of the school;
- Is co-educational;
- Has an academic focus, providing a balance of learning experiences;
• Offers a broad preparation for life, seeing the purposes of schooling as:
  o Nurturing individual talents;
  o Developing effective interpersonal relationships;
  o Preparing for contributing to a democratic society, and to the global community; and
  o Preparing for a fulfilling and productive working life;
• Embraces a model of distributed leadership;
• Is a moderate size and moderate fee secondary day school;
• Operates with collaborative structures and a caring, community culture;
• Has an open and inclusive enrolment policy;
• Is committed to environmental, social and economic sustainability;
• Is committed to ethical decision making;
• Fosters a culture of innovation.
Strategic Initiatives 2012-2015
Summary of Actions

### Strategic Theme
Curriculum Organisation Years 7 - 12

### 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 2013 budget and prepare a grant application for capital funding for Year 7 facilities.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to review and embed current and future capabilities and skills. Ensure our teaching &amp; learning environment, strategies and curriculum engage students and foster an integrated balance of personal, spiritual, intellectual and physical growth.</td>
<td>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 2013 budget and prepare a grant application for capital funding for Year 7 facilities.</td>
</tr>
</tbody>
</table>

### Completed Projects

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.

The Innovations Working Party report was presented to CATYLs and the resulting action plan was presented to School Council.

Review Home Class structure via a research partnership with UQ on student perception of Hillbrook’s culture and community.

Plan and prepare strategies recommended through the CATYLs, including:
- Alternative lesson structures

Professional Learning and Practice Plan development

Develop recommendations for the curriculum for Year 7 and flow on to Years 8 – 12.

- Include cost and implications for:
  - Year 7 curriculum overview;
  - Teaching staff;
  - Campus development; and
  - Capital and recurrent costs.

Campus development plan costings completed.

“Being a learning community” initiatives

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.

New course in Food Technology making the topic more accessible to boys.

---

CATYLs - Curriculum Across the Year Levels Committee
SC - School Council
SLT - School Leadership Team
C&Co - Co-ordinator, Subject Co-ordinator
ICT - Information Computer Technology
SMT - Student Management Team
IT Committee - Information Technology Committee
T&L Committee - Teaching & Learning Committee
ISQ - Independent Schools Queensland
WHS Committee - Workplace Health Safety Committee
L&N - Literacy & Numeracy Committee
QUT - Queensland University of Technology

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Hillbrook Anglican School
## Strategic Initiatives 2012-2015
### Summary of Actions

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Curriculum Content</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></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></td>
<td>• To connect students with their local and wider communities.</td>
</tr>
<tr>
<td></td>
<td>Enhance the learning environment through data analysis.</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 reporting practices to parents and students to ensure effective feedback informs teaching and promotes learning.</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.
- Gap year program now has two schools for student places at Dulwich College, Suzhou, and Kormilda College, Berrimah NT.
- 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.
- 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.
- Implement Parent Lounge.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Technology Rich Learning Environment</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td>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.</td>
<td>• To develop a dynamic flexible learning environment to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enhance digital literacy;</td>
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<tr>
<td></td>
<td></td>
<td>• Allow for personalised learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Represent deeper and richer learning opportunities;</td>
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<td></td>
<td></td>
<td>• Reflect how students learn outside of the classroom;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure active and discerning use of ICTs.</td>
</tr>
</tbody>
</table>

### Completed Projects
- Moodle 2 implementation.
- Online at Hillbrook update implementation.
- Review student laptop program.
- 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><strong>Strategies</strong></td>
<td>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.</td>
<td>Provide ongoing support for staff learning and professional development.</td>
</tr>
<tr>
<td></td>
<td>Position Hillbrook as a preferred employer.</td>
<td></td>
</tr>
</tbody>
</table>

### Completed Projects
- Peer to Peer (P2P) teacher observations program implementation.
- Develop external relationships for improved teaching and learning.
- Develop more efficient and effective administrative practices to support learning.
- Implementing our Professional Learning and Practice Plan, together with Professional Conversations.
- Develop community links and action research opportunities through QUT and ISQ.
## Strategic Initiatives 2012-2015
### Summary of Actions

#### Strategic Theme: Corporate Governance

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Intent</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

#### Completed Projects

- Develop and review the 2012-2015 Strategic Initiatives.
- Conduct two Council Strategic Retreats per year.
- Targeted Workplace Audits for Science / Design & Technology Dept
- Comply with the new Work, Health & Safety legislation:
  - Educate Council and Staff
- Evaluation of School Council.
- Implement outcomes of the Risk Management Review, including; annual review of register and controls; and adoption of other recommendations of consultants.
- Complete NSSAB re-registration.
- Present CATYLs progress report.
- Review Australian Curriculum implementation.
- Ensure adequate resources to support curriculum initiatives to strengthen the learning community.

#### Strategic Theme: Viability

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Intent</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position and market Hillbrook through positive relationships and effective communication with parents, students, key stakeholders and the wider community.</td>
<td>Ensure the school maintains its high quality reputation and high level of future enrolments</td>
<td></td>
</tr>
</tbody>
</table>
| Ensure financial and administrative practices that provide timely and meaningful information. | • Long term planning and modelling for:  
  - Effective allocation of resources;  
  - Maintaining moderate fee structure. | |
| Plan and develop the campus to meet current and future educational, social and sustainability needs. | • A long term vision for campus development to accommodate future needs, trends and structures.  
  - Accommodate and integrate the teaching and learning needs of Year 7. | |
| Position Hillbrook as a preferred employer. | • Ensure the highest possible standard of teaching, learning and administrative support practices. | |

#### Completed Projects

- 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.
  - Develop a new campus development master plan with indicative stages and costings.
  - Prepare and submit applications for capital funds to develop facilities for Year 7.

- Prepare preliminary design and plan for new facilities and interim arrangements for additional temporary classrooms, if required.
## Year 7 Implementation: TIMELINE

### JANUARY 2014 ONWARDS

- Review of welcome and induction processes for students and families begins.
- Building commences after tender process.
- Develop position descriptions for Year 7 teachers.
- Staffing requirements finalised.
- Determine positions of added responsibility and other responsibilities to cater for the inclusion of Year 7.
- Advertise for staffing in Term 2. Staffing advertised and appointed early so that curriculum development can begin.
- Finalise curriculum structure for 2015 by end of Term 2.
- Review furniture and other built environment requirements for new classrooms, final decision by Term 3.
- Continue school visits focusing on Year 7 by end of Term 1.

### JUNE 2014 ONWARDS

- Student welcome and induction process review finalised.
- Detailed curriculum planning for Year 7 cohort commenced.
- Review and update IT requirements for Years 7-10 (iPads, Laptops etc).

### JANUARY 2015 ONWARDS

- Year 7 and 8 commence at Hillbrook with everything in place!
- Continue review of curriculum for 2016 onwards.
HILLBROOK ANGLICAN SCHOOL

Introduction

2013 was a very busy and interesting year for all of us in the Hillbrook community, especially in developing our curriculum, and planning our campus redevelopment. It was also the third year of our “Being a Learning Community” strategic focus. As a staff we have now completed a number of projects as part of that focus. These included:

- Implemented a whole school improvement program focusing on Literacy and Numeracy
- Developed our ability to collect and analyse student data to improve learning
- Developed our teachers through a Peer-to-Peer teacher observation program

We have finalised our campus development plan and have commenced building many of the facilities we will need for the arrival of our Year 7’s in 2015 and the increase in our student numbers to 720. These facilities include:

- New classroom block for our Year 7 students
- Extending the Performing Arts Centre and increasing both music and drama facilities
- Relocation and building a new Outdoor Education facility
- Updating and expanding facilities in Art and Design and Technology

The school community continues to be supportive and energetic with the launch of our “Giving Tree” program. This initiative seeks to help those in need through a number of student, staff and parent activities, bringing together under the one umbrella all of our support programs and fundraising activities.

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 subject area groups are encouraged to lead Chapel at least once per year, which adds a rich variety to our Chapel themes and topics. In 2013 our main theme focussed on Compassion and Caring for Others, along with celebrating the major seasons of the church year.

Two highlights in our liturgical year are the Welcome to the New Families Chapel service and our annual Service of Thanksgiving in St John’s Cathedral. In January our school Chapel was overflowing with new families to the school as we welcomed them into our community through prayer, reflection and celebration.

The whole school community gathers in August in the Cathedral to celebrate the diverse service projects each Home Class has supported throughout the year and the individual achievements of our Year 11 students through their Community Action Program. (more details below)

Relationship with parents and local parishes and the wider Mother Church
Our most significant event of 2013 involved several Anglican Parishes supporting us in a charity bike ride from Miles to Brisbane in the September school holidays. The parishes of Chinchilla, Jandowae, Crows Nest, Brisbane Valley and Kilcoy provided meals and/or accommodation for our group of 30 cyclists and 4 support crew. The students were overwhelmed with the generous hospitality of these Anglican
communities and it was a privilege to be able to link our school with local parishes. The group raised close to $40,000 for the Smiling for Smiddy Mater Foundation, through riding 400 km over 4 days.

The school also continues to explore ways of linking with the local parishes. In December we farewelled The Rev’d Cameron Freese, formerly Priest-in-charge at Samford parish, and member of our School Council.

Chaplaincy
The Rev’d Sharon Baird continued as full-time Chaplain in 2013. Her role includes leading Chapel and other special ceremonies, Co-ordinator of Religious Studies and classroom teacher and priestly ministry of pastoral care.

Implementation of an appropriate program of Religious Studies
During 2013 the Religious Studies program began a trial implementation of Philosophical Inquiry into the Year 9 course. This was a successful endeavour which will continue into 2014 with a formal research project led by QUT.

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

Opportunities for Christian Ministry and Service
There are several formal avenues of service conducted throughout the school year. Year 11 students complete a Community Action Program which involves each student undertaking 20 hours of service in a community organisation of their choice. Year 12 students commit to 20 hours of service within the Hillbrook school community. Home classes in Years 8 to 10 and Year 12 complete a service project determined by the students, working together to make a positive difference in our wider community. Some groups choose to do fundraising activities, whilst others offer their time and particular gifts to various organisations in the community.

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.

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.
2013 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 2013. 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, Sustainability Day, a school obstacle course, 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, the Koala Foundation, and a few other charities. We also continued to support and donated money to Fundacion En Via - 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.

**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 2013 SNAPSHOT**

<table>
<thead>
<tr>
<th>Area</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Senior Statements awarded.</td>
<td>118</td>
</tr>
<tr>
<td>Number of students receiving a Queensland Certificate of Education at the end of Year 12.</td>
<td>113</td>
</tr>
<tr>
<td>OP 1-15 percentage of eligible students.</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of QTAC applicants receiving an offer.</td>
<td>99%</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>21.4</td>
<td>19.3</td>
</tr>
<tr>
<td>1-10</td>
<td>52.1</td>
<td>46.6</td>
</tr>
<tr>
<td>1-15</td>
<td>85.5</td>
<td>76.9</td>
</tr>
<tr>
<td>1-20</td>
<td>95.7</td>
<td>96.8</td>
</tr>
<tr>
<td>1-25</td>
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</tr>
<tr>
<td>11-25</td>
<td>47.9</td>
<td>53.4</td>
</tr>
</tbody>
</table>

#### School Council

2013 has seen the completion of a number of Council Strategic Initiatives, including:

- Review of our Constitution
- School Council evaluation
- Reregistration (2013-2018) of the school through the Non-State Schools Accreditation Board
- Establishment of an Audit and Risk Committee
- Approval of $13m in funds for the Campus Development Program
- A marketing review process

As a Council we farewelled The Reverend Cameron Freese following his appointment to Merewether Parish in Newcastle, and we thank him for his work and look forward to welcoming The Reverend Tiffany Sparks, the new Archbishop’s representative in the coming year.

The members for 2013/14 are:

- Grahme Whiting - (Chair)
- Rob Seljak - (Deputy Chair)
- Andrew Devenish
- Deborah Enright
- The Reverend Cameron Freese (Archbishop Representative) (Resigned 1/1/14)
- The Reverend Tiffany Sparks (Archbishop Representative) (Appointed 1/4/14)
- Norm Hung
- Judith Nagle
- John O’Sullivan Williams
- 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 2013 draft financial statements indicate an asset to liability surplus of $22m. The surplus balance is $2.6m, total loans fell by approximately $100,000 to a balance of $650,000. The school’s investment in property, plant and equipment for 2013 was $1.8m.

#### Conclusion

We would like to thank our staff for their commitment and dedication throughout 2013. It’s truly a blessing to work at Hillbrook and to work with people who care deeply about what they do and those around them.

To all the parents of Hillbrook, we express our deepest thanks for your continuing support and involvement. We are a stronger and wiser community for everyone’s involvement.
Hillbrook, as a separately incorporated Anglican School, has continued its firm relationship with the Diocese and continues to support the work of the Anglican Church and Anglican Schools Commission through 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 the biennial Anglican Schools Conference committee. It has been a pleasure to work with the staff of the Anglican Schools Commission, and we thank Dr Ness Goodwin for her outstanding leadership over this last 3 years. Together we continue to further the work of the Church in the education of young people.

Principal: Mr Geoff Newton, MEd (L'Ship & M'ment), BSc DipEd GradDip Computing, GradDip Educational Admin
APPENDIX 5
### YEAR 12 2013 OVERALL POSITIONS (OPs)

**NUMBER OF OP ELIGIBLE STUDENTS- 117 (54 Boys, 63 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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#### SUMMARY OF OPs

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#### COMPARATIVE %

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## 2013 Year 9 NAPLAN Results

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<th>% at or above National minimum standard</th>
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<td><strong>READING</strong></td>
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<tr>
<td>Year 9 (2013)</td>
<td>624</td>
<td>580</td>
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<table>
<thead>
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<th>Average Score (School)</th>
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<th>% at or above National minimum standard</th>
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<td><strong>WRITING</strong></td>
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<td>Year 9 (2013)</td>
<td>601</td>
<td>553</td>
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<table>
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<th>% at or above National minimum standard</th>
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<tr>
<td><strong>SPELLING</strong></td>
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<tr>
<td>Year 9 (2013)</td>
<td>607</td>
<td>582</td>
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<table>
<thead>
<tr>
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<th>Average Score (School)</th>
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<th>% at or above National minimum standard</th>
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<tr>
<td><strong>GRAMMAR AND PUNCTUATION</strong></td>
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</tr>
<tr>
<td>Year 9 (2013)</td>
<td>622</td>
<td>573</td>
<td>98%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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><strong>NUMERACY</strong></td>
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<td></td>
</tr>
<tr>
<td>Year 9 (2013)</td>
<td>627</td>
<td>584</td>
<td>98%</td>
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</table>
PHILOSOPHICAL INQUIRY AT HILLBROOK
THE JOURNEY HAS BEGUN...

Preamble
Hillbrook is a thinking centred school that provides opportunities for members of our community to become creative independent thinkers. Our emphasis on higher order thinking will be practically strengthened as we learn the processes and skills of Philosophical Inquiry.

Also, if ‘Being a Learning Community’ is to continue to become a greater reality in our school and classrooms, and as we implement the General Capabilities direction of the Australian Curriculum, and if we want an innovative approach to Year 7; then Philosophical Inquiry needs to be integrated into the teaching and learning repertoire of all teachers as well as being provided as a discrete Year 7/8 subject from 2015 -2016.

The principles that will guide the implementation of Philosophical Inquiry at Hillbrook are:

- A discrete subject of Philosophical Inquiry as part of the core Year 7 and 8 curriculum;
- An integration of the ‘Community of Inquiry’ strategy across all subject areas;
- A focus on the ability to listen, and listen to each other;
- An ability to build on each other’s thoughts and thinking;
- Teachers to volunteer to be a Philosophical Inquiry teacher or to use the strategies in their classrooms;
- All teachers to be trained and supported as they become more comfortable and confident in being a Philosophical Inquiry teacher or using the strategies in their classroom.

For Year 7s in 2015 and Year 8s in 2016 a 40 minute per week subject, Philosophical Inquiry is based on the premise that philosophy comes naturally to young people who wonder about lots of things, and that the very process of inquiry holds valuable lessons for becoming good thinkers and learners.

Some Philosophical Inquiry skills to be learnt are:

- Exploring concepts
- Good reasoning – giving justification
- Creative thinking – strategising, open-minded and curious
- Critical thinking – looking out, through and between issues
- Reflective thinking

Some examples of concepts to be explored:

- Truth
- Justice
- Identity
- Reality
In preparing for this, the following goals and strategies have been implemented to date:

**2013: Goal ~ Awareness Raising, Professional Learning Opportunities & School Visits**

1. Strengthen and extend our existing relationship with Lynne Hinton by continuing to support and affirm Lynne’s membership of the CATYls Committee.
2. Formalise relationship with Lynne Hinton as a ‘Philosophical Inquiry - Teacher Coach’ [including the facilitation of professional learning and the intensive coaching of teachers with classroom demonstration lessons, joint facilitation of lessons and observing lessons].

   **The Role of ‘Philosophical Inquiry – Teacher Coach’**
   - To develop and facilitate introductory series;
   - To develop and facilitate targeted support and coaching across subject areas for participating teachers;
   - To contribute and support the collaborative development of Year 7 Philosophical Inquiry curriculum.

3. Invite teachers to participate in exploring ways to introduce Philosophical Inquiry in Year 7 as a discrete subject and as a ‘teaching for learning’ strategy across over subjects/topics/year levels. Seventeen teachers have accepted the invitation to join the Philosophical Inquiry group, representing subject areas: PSD, Religious Studies, Global Studies, Art, English, Science, Maths, HPE, Outdoor Education, Enrichment Centre, Teacher Librarian, Design Technology, Chaplain, Drama, Japanese and ITS.
4. Design and facilitate professional learning experiences [a series].
5. Design and facilitate professional learning opportunities for all teachers, serving to raise their awareness of and to experience something of the ‘Community of Inquiry’ Strategy of Philosophical Inquiry.

   **Session 1 – Term 2: ‘Facilitating thinking in our classrooms – an introduction’ – 2 hours**

   **Session 2 – Term 3: ‘But wait…there’s more’ - [a 2 ½ hour second instalment of content and processes [the session will be offered twice [a Monday and a Friday] so half of interested teachers will attend at a time]. This session will close with participating teachers identifying a subject area/unit in which they’ll utilise Philosophical Inquiry – community of inquiry strategies in Semester I, 2014.**

   **Session 3 – Term 4: Philosophical Inquiry in action – school visits.**
   All Teachers – Awareness-raising – 1½ hours

6. Establish connections and relationships with other practicing philosophy teachers and schools: East Brisbane State School and Somerset College. All participating teachers and SLT have visited East Brisbane State School and observed a Philosophical Inquiry lesson.
7. Completed the preparation of reading material, ‘Philosophical Inquiry: Readings and Reflections’.
9. Review Philosophical Inquiry teaching and learning resources, and arrange purchase.
10. Awareness raising with parents through inclusion in school newsletters, via Parent Information Evenings, and P&F meetings, etc.
11. Investigate possible research partnership with QUT.
2014: Goal ~ Planning for Implementation for Year 7 & Across Subject Areas

1. Formalise Research Partnership with QUT and commence comparison study with Year 8s (AGAT – reasoning test).
2. Design Year 7 Philosophical Inquiry curriculum and unit plans, as well as lesson outlines and materials.
3. All newly appointed Hillbrook Year 7 teachers to visit Philosophy Inquiry classrooms, and to receive in depth professional learning and coaching.
4. Hillbrook teachers continue to trial Philosophical Inquiry strategies in their classes and receive coaching from Philosophical Inquiry – Teacher Coach [3 lessons per participating teacher – coach to lead, coach to co-lead and teacher to receive feedback from coach].
6. Establish planning and feedback pairs/small groups for teachers to provide support and reflection.
8. Continue parent awareness raising activities.
9. Arrange additional visits to school, including those in other states.
10. Continue Philosophical Inquiry professional learning workshops throughout the year.
11. Host Philosophy 4 Children (UK consultant, Roger Sutcliffe, for a 2 hour workshop and demonstration lesson).
12. Draft Year 8 Philosophical Inquiry curriculum outline.

2015: Goal ~ Implementation With Year 7s & Across Subject Areas

1. Provide intensive support by ‘Philosophical Inquiry – Teacher Coach’ to Year 7 teachers (coach to co-lead and teacher to receive feedback from coach).
2. Continue role of ‘Philosophical Inquiry – Teacher Coach’ across subject areas.
3. Investigate possible links with QUT – exploring possibility of some advanced credit towards a qualification for Hillbrook participating teachers.

‘Philosophy is something that you do, not something that is done to you’
## Philosophical Inquiry at Hillbrook Anglican School

### QUT Research Project Overview of Data Collection

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Phase/Time</th>
<th>Participants</th>
<th>Measures</th>
<th>Analysis</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) How do children’s learning and reasoning change over time among year 8 students at Hillbrook Anglican College?</td>
<td>Phase 1</td>
<td>Year 8 students (n=120)</td>
<td>ACER, AGAT (T1 &amp; T2)</td>
<td>Individual analysis of students' learning, reasoning over time.</td>
<td>Hillbrook to pay + mark for ACER tests. Data to be given to QUT research team for additional analysis.</td>
</tr>
<tr>
<td></td>
<td>T1: Feb, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>T2: Oct, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) How does Philosophical Inquiry influence children’s learning, reasoning, and creativity at Hillbrook Anglican College?</td>
<td>Phase 2</td>
<td>Year 7 students (n=120)</td>
<td>ACER, AGAT (T1 &amp; T2) Torrance Creativity (T1 &amp; T2)</td>
<td>Independent t Tests to determine differences between student groups in 2014 and 2015. Individual analysis of students' learning, reasoning and creativity over time in 2015. Thematic analysis</td>
<td>As above</td>
</tr>
<tr>
<td></td>
<td>T1: Feb, 2015</td>
<td>20 groups x 6 students</td>
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<tr>
<td></td>
<td>T2: Oct, 2015</td>
<td></td>
<td>Focus Groups (T2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) How do teachers’ perceive philosophical inquiry influences children’s learning, reasoning and creativity?</td>
<td>Throughout 2015</td>
<td>All year 7 teachers (n = ?)</td>
<td>Reflective Journal – All year 7 teachers respond to questions provided by researchers (at 3 points in time).</td>
<td>Thematic analysis</td>
<td>QUT to organise transcripts to be transcribed, analyse all data and provide report. (Hillbrook to pay for transcriptions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers implementing philosophical inquiry (n = 7)</td>
<td>QUT to conduct observations in classrooms and interviews (stimulated recall) with teachers implementing philosophical inquiry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) In what ways does philosophical inquiry change teachers’ pedagogical practices?</td>
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**Hillbrook Anglican School**

Page 50
## 2014

### Term 1

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<th>Participants</th>
<th>Person</th>
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<tr>
<td>Mon 10 March</td>
<td>Roger Sutcliffe. Two workshops and a demonstration lesson. Facilitating the inquiry Lynne to briefly talk about reflection journals</td>
<td>17 participants</td>
<td>Steve Spence Year 10 class</td>
</tr>
</tbody>
</table>
| Wed 2 April or Thurs 3 April | **Continue PI training**  
  - Inquiry skills and reflection (Include scope and sequence)  
  - Managing the discussion | 17 participants | Lynne |
|            | Begin development of curriculum framework | | |
| Terms 1,2,3,4 | Video RE lessons  
  - Coaching and mentoring activities | | Lynne |
|            | AGAT test administered to all current Yr 8 students | | Stephanie |

### Term 2

<table>
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<tr>
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<th>Participants</th>
<th>Person</th>
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</thead>
</table>
|            | **Continue PI training**  
  - Planning for teaching – in your classroom and across the classes  
  - Resources available and lesson planning  
  - Developing a curriculum for Yr 7  
  - Preliminary assessment discussions | Start planning together.  
  - Set up mentoring structure. | Lynne |
| Terms 1,2,3,4 | Video RE lessons  
  - Coaching and mentoring activities | | |

### Term 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
<th>Person</th>
</tr>
</thead>
</table>
|            | **Continue PI training**  
  - Reasoning (include scope and sequence)  
  - Putting it all together – community of inquiry | 17 participants | Lynne |
|            | AGAT test administered to all current Yr 8 students | | Stephanie |

### Term 4
HILLBROOK ANGLICAN SCHOOL LANGUAGE ARTS PROGRAM

Context

Over the last 4 years we have been investigating and trialling various literacy programs to help those identified via Primary School or through our testing, as needing support.

These student programs have to a certain degree been a success, but none have made any significant and lasting difference.

This year we are trialling an in-house program that we hope will provide lasting benefits to students struggling with the literacy and numeracy requirements of an academic high school.

The program involves a significant allocation of resources with a focused classroom delivery approach.

Program Outline

Identification

Cohort testing of students in Years 8 and 9 is done at the beginning of the year and students for the program are identified using these measures:

- ACER PAT reading and mathematics assessments
- South Australian Spelling Test
- AGAT Test
- NAPLAN data
- Teacher nomination (for Year 9 only)
- Subject Results (for Year 9 only)

These first four assessment results are combined to provide an ability indicator for both literacy and numeracy. This is then compared with a student’s grade point average if available.

If a student scores poorly on both ability indicators in Year 8 they are included in the program. In Year 9 the Year 8 grade point average is also used with the ability indicators to identify students. The group identified will be no more than 12 students for each year level.

Instructional Model

Each student’s family is written to, requesting that they be placed in a small group Language Arts class taught by a teacher from the Enrichment staff.

In Year 8, students are withdrawn from languages for three, 40 minute lessons per week. The work they do is subject based and will cover reading, spelling, grammar, writing and vocabulary skills.

The Year 9 program involves two, 40 minute lessons per week (one each of Maths and English), in a group setting with an Enrichment Centre teacher. It is subject based and similar in nature to the Year 8 program (at least for 2014). Changes will be made as the Year 8’s move in to Year 9 in 2015. All year 8 and 9 students in the program will also receive instruction in organisation and study skills.

Resources

There are six classroom teachers supporting the work of the Enrichment Centre with this program. Their role is to provide curriculum overviews, resources and one on one instruction for use in the classroom with the Enrichment Teacher.
Parent Input

Research is clear that parental involvement and support is critical to the success of these programs. The letter sent to parents informing them that we would like to involve their son or daughter in the program detailed this.

Parents will need to sign that they agree to the involvement of their son or daughter and to provide support at home, and return the signed agreement to the Enrichment Centre staff. It is each parent’s prerogative to decline the offer.

Reporting

Each student will receive a semester report on their progress just as they would for any of their subjects.

Program Evaluation

This will take the form of surveys to students and parents at the end of each year, and importantly an analysis of their semester report results. They will also be assessed at the beginning of Year 9 by the same test they sat in Year 8 to gauge their long term improvement in Literacy and Numeracy skills.
ATTRACTING, DEVELOPING & RETAINING STAFF
## Attracting, Developing and Retaining Staff

A Learning Community is made up fundamentally of people with a set of common goals, but they are also at different stages of their lives and careers. Each person therefore will provide and need a different skill set and support. It is our challenge at Hillbrook to be a great Learning Community by providing a supportive, yet challenging environment for all staff.

Therefore, to improve our Learning Community we believe that different ideas and programs are needed, first to attract, then develop and ultimately retain both teaching and non-teaching staff. The ideas listed below, while focusing mainly on the teaching staff, are important and integral to Hillbrook’s current culture, practice and reputation.

These also support the three pillars of teacher quality as identified by AITSL, professional associations and state education systems:

- Professional Engagement
- Professional Practice
- Professional Knowledge

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<tr>
<th>Attract</th>
<th>Develop</th>
<th>Retain</th>
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<tr>
<td>Reputation for developing balanced well rounded students.</td>
<td>Resources for professional development are extensive and accessible.</td>
<td>Climate encourages ownership and active involvement.</td>
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<td>Annual salaries are above EQ equivalent.</td>
<td>Culture of sharing is valued.</td>
<td>Collaborative culture makes for good decision making.</td>
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<td>Culture is supportive, people are valued for who they are.</td>
<td>Teacher Professional Development based on Professional Development Learning &amp; Practice plan (PLP).</td>
<td>Culture based on trust and respect.</td>
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<td>Balance of time and work.</td>
<td>Supported access to further study for all staff.</td>
<td>Innovation and risk taking is encouraged.</td>
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<td>High quality Facilities.</td>
<td>Flat structure helps give everyone a sense of ownership and leadership.</td>
<td>Flexibility in timetable and personal matters.</td>
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<td>Opportunity for career and personal growth.</td>
<td>Opportunities through EBA to access the Exemplary and Accomplished Teacher positions.</td>
<td>Career development through to Board membership.</td>
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<tr>
<td>Creche available for staff children.</td>
<td>High expectations of Professional involvement.</td>
<td>Financial support for ongoing professional development.</td>
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<tr>
<td>Community based on a positive belief in people.</td>
<td></td>
<td>Making a positive difference in the lives of others.</td>
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<td>Professional Learning Community.</td>
<td></td>
<td>Supportive community of parents.</td>
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<tr>
<td>Strive to provide flexible working arrangements.</td>
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<tr>
<td>Able to make a difference due to size of school and distributed leadership model.</td>
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* The shaded ideas are those that will be developed in consultation with staff.

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Hillbrook Anglican School
Attracting Staff

Preferred profile of a Hillbrook applicant

- Supportive of the ethos statement for Anglican schools and Hillbrook’s essence statement.
- A positive view on life, people and a belief in potential of all students.
- Strong work ethic and values showing initiative, honesty and accountability.
- Effective communicator.
- Collaborative with a flexible mind-set and an ability to handle an unstructured environment.
- High expectations for professional involvement.
- Committed to contributing to the wider community.

For a PAR position

- Teachers with more than 3 years experience.
- Qualified with a Masters Degree or equivalent.

How do we do this?

- Actively involve current staff and seek their input into employing new staff.
- Always advertise widely for all positions.
- Provide an incentive program or package as part of joining the Hillbrook community.
- Accessible innovative professional development opportunities.
- Attractive salaries and conditions.

Retaining and Developing Staff

The major focus of any school is to provide a quality education for its students. Our mission statement has at its heart our commitment:

“To create confident and resilient young people taking their place as positive and active citizens in a global community”

The following section of this proposal looks at a number of ways to develop and retain staff under a Professional Pathways model that we believe will support and deepen this commitment.
## SELF-IMPROVING SCHOOLS - CONTINUING

### SCHOOL VISIT REPORT 1

**School:** Hillbrook Anglican School  
**Visit no. 1**  
**Date:** 11/2/14  
**Consultant:** Robyn Collins

### Aims of Visit:
- Review of school progress – relook at Matrix if requested  
- Identification of 2014 Projects – targets and alignment  
- Review of Action Plans, development of new Plans if appropriate  
- Short presentation on data by consultant  
- Determine how school will measure progress  
- Review of data to be collected in 2014, including identification of baseline data  
- Development of communication timetable – with consultant and school community

### Questions  |  Responses  |  Issues
--- | --- | ---
What activities did the school complete since the previous visit (if applicable)? | The school has progressed in all three focus areas:  
1. *The Art and Science of Teaching* has been adopted as a framework for 'Developing Staff through Leading for Learning'. All staff members have received iPads with a copy of the Marzano book included and are undertaking guided reading of the text. All in school 2014 PD is focused on the design elements of the Framework. Teaching and Learning Committee members are presenting on each of the design elements of the framework and assisting staff to develop a common language and understanding. 15 teachers have volunteered for the Peer to Peer (P2P) program and are available, on request, to observe the lessons of their colleagues. Observation criteria are based on the Art and Science of teaching elements.  
2. A new coordinator of the Enrichment Centre has been appointed with the role of improving the literacy and numeracy levels of students below the school benchmarks. The school benchmarks are to have 100% of students above the national benchmark on NAPLAN and for all students to achieve a QCE. The coordinator is also charged with providing enrichment activities for 'high end' students, although any students may opt to participate in the activities. Testing at the beginning of the year identifies students at both ends of the performance continuum. Students at the lower end are withdrawn for 80 minutes per week to work with 7 teachers who are developing specific programs to address literacy weaknesses. These teachers will also co-teach in classrooms. Parents of students in the program are also required to work with students at home on a concentrated reading program. The current focus is on Years 8 and 9 students who are falling behind in literacy, although the program will extend to Years 7 and 10 and to numeracy over time.  
3. The school has developed a dashboard which collects data on the performance of students over time in each subject area. The Data for Differentiation Committee analyses this data with the assistance of two external data specialist from QUT to provide information to teachers | None |
The school is currently looking at ways to measure student potential in order to use the Dashboard to measure ‘value added’.

<table>
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<tr>
<th>What was completed during this visit?</th>
<th>Dot points 2, 5, 6 and 7 above.</th>
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<tbody>
<tr>
<td>What has the school agreed to do prior to the next visit?</td>
<td>To identify specific data to be used to measure student improvement. Current options are at least the following: Annual ACER and NAPLAN testing data at Year 9 to see how it correlates with OP scores over time; class room assessment data; analysis of Dashboard data</td>
</tr>
<tr>
<td>What changes have been made to the SIS process to fit the needs/desires of the school?</td>
<td>The school loosely follows the SIS process</td>
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Hillbrook Anglican School
Study Tour 2013
Geoff Newton

A GENERAL STUDY OF CROSS EDUCATIONAL INSTITUTIONS
Introduction

The purpose for this study leave was to concentrate on what was happening in schools and classrooms outside of the Australian context.

In short, to see first-hand what we could learn from other cultures and educational systems. Late last year, a report on high performing education systems in East Asia was published by the Grattan Institute's Dr Ben Jensen. As an educator I was curious to see if I saw the same things in schools and classrooms that Dr Jensen saw from his perspective as a researcher at a system level. My methodology therefore was to visit as many schools as possible and observe the diverse ways in which people were organizing and leading schools, and in particular how teachers were operating within these schools and where possible their interactions with students in the classroom. This pupil teacher interaction is what the research says underpins all great learning and is one of our strengths at Hillbrook.

To give additional focus to my school visits and discussions with educators I also took the opportunity to investigate four specific areas that I felt were important to our Strategic initiative of; “Being a learning community”. These areas are:

Outdoor education
Technology that enhances learning
Leadership for learning
School improvement processes

My five weeks travelling were extraordinarily interesting and valuable. To speak to researchers, read articles on education systems and practices is one thing, to visit and speak to the people on the ground is quite another.

What I saw as I travelled through Asia and England highlighted to varying degrees the commonality of issues facing educators in this century. The personal insights and glimpses of the manner different cultures are reacting to globalization and political imperatives was fascinating and enriched my understanding of the importance of our approach to educating young people.

The main issues I saw these education systems grappling with included:

- The politicisation of education.
- The rapidly increasing cost of providing universal education.
- The best models of providing a quality education.
- The rise of testing as a means of evaluating students, teachers, schools and systems.
- The concern over educating boys.
- The crowded curriculum.
- Quality of teachers.
- How to provide cost effective access to technology.
- Teaching for the future in a rapidly changing world.

During my leave I visited Singapore, Hong Kong, Shanghai/Suzhou and then England. I purposely wanted to see schools in action and speak to staff and school leaders on their thoughts and practices. I visited schools suggested by fellow Principals, University lecturers and educational writers.

In preparation I did a literature scan on each of the 4 focus topics mentioned earlier. This pre-reading is included at the end of this report. I have also listed the resources and ideas I collected during my travels.

I have also identified a number of novel ideas to investigate further. I hope to narrow these ideas down in consultation with the SLT and staff to a manageable set of initiatives for our continuing work on ‘Building a learning community’. I have listed these in the further investigation section.

One program that I did discuss with SLT and School Council before I left was a teacher exchange program. As I visited schools I discussed this teacher exchange program and the idea was met with great enthusiasm by a number of these schools. I hope to have agreement with a number of schools by the end of the year.

The experience of visiting schools, lecturers and researchers was an enlightening and very enjoyable experience, a great contrast to my previous course based personal and professional development experiences. I thank the School Council for the opportunity, and look forward to enriching the Hillbrook experience as we investigate the ideas raised from my exploration of the educational practices of the schools I visited.
Summing up

One of the main reasons for visiting East Asia was to see if a non-academic researcher’s views of the world, as expounded in the Grattan Institute’s report on high performing East Asian systems was valid from an educator’s point of view. The economic aspects of these education systems were also intriguing. Did city states such as Singapore, Hong Kong and Shanghai where the tyranny of distance was irrelevant and with high population and resource concentration enjoy a natural advantage? Was it in fact more valid to compare these cities with say Sydney, Melbourne or Canberra rather than Australia as a whole.

Surprisingly what I found was that these countries were collectively trying to cherry pick the best of our western system. As a result they have a great many western educators directly or indirectly involved in their curriculum and teaching areas. This is, I believe, a tacit acceptance of the inadequacies of their educational systems, (PISA results not withstanding) especially if you look for problem solving, creativity and risk-taking in the classroom. My guess is that cultures that are Confucian in nature are not suited to risk taking and individualism, essential ingredients in any 21st century education. Yet even with this cultural backdrop what they have done in Shanghai and Hong Kong, and especially in Singapore, is a salutary lesson to educators in Australia. This slow structured change is much more effective than short term quick fixes that seem our lot in Australia. Any change process needs to be explicit and direct with a high level of professional and financial support, something that we are not doing currently.

Politically, the Chinese are very interested in validating their system and use only Shanghai for their PISA testing. Shanghai is a large well-resourced city and the education system at least for selective schools is similarly well resourced. The selective nature of schools used in the tests also begs the question of bias in sampling. Thus while Shanghai’s PISA results are excellent they don’t in any way represent China or even the whole Shanghai schooling system.

The Singaporeans and International schools are more interested in the whole person and programs in these schools reflect this broad view of education. Unfortunately they are let down by their assessment policies. Their reliance on external exams is, for the most part, a limiter of classroom practice but more problematic, is that it narrows the curriculum offered at Senior levels. As a result, I believe that Australian educators, especially in Queensland have a much better understanding of pedagogy and a broader and richer view of the purpose of assessment for learning, not of learning. I would argue that this does not show up in PISA test results. If you want an example of how creativity and assessment working together is evident in Hillbrook’s Modern History multimodal assignment Ancient History. I previously mentioned that the International schools also look at the whole person. The International Baccalaureate (IB) (most International schools use this in senior years) does supplement a broader curriculum and I was impressed with the rigour of all their Senior subjects but especially the Theory of Knowledge (TOK) and Community Action and Service (CAS) subjects. We can learn much from this approach to curriculum.

The concept of distributed leadership was not evident in most of the schools I visited. This model doesn’t sit comfortably with the way East Asian cultures work and this was especially true in China. It can also be difficult in international schools as staff are usually on 2 year contracts. Enculturating new teachers that can sometimes make up 25% of the workforce is a mammoth task.

The other surprising finding from my visits (I will include England here) is that we are leaders in the use and access to technology in schools and especially in classrooms. This is ‘future proofing’ our schools to some extent and I think its directly attributed to the government policy that supports the Melbourne Declaration on Educational Goals for Young Australians ICT Statement. The collaborative approach to learning is also not well established in Asia and again this is a ‘future proofing’ literacy where Australia appears to be taking the lead.
There were some models of teaching that are quite intriguing and if we are serious about “Building capacity” in our students as well as taking collaborative learning to the next level then we need to engage with some of these ideas, especially in the senior years. This research would also support two of our four themes quite nicely; thinking centred and teaching and learning centred.

The rise of results driven change in education is being felt around the world. East Asian countries see it as validation of their system of education and work hard to be seen as the best. In England it’s more about accountability to the public, and to justify the education budget. Both reasons drive a results driven curriculum and the use of International benchmarking tests such as PISA as validating instruments.

The major outcome of this perspective is a functional and narrow view of education with a huge amount of effort expended to produce a set of acceptable results for each student. Unfortunately, a focus on outcomes exclusively will always narrow your curriculum and continually reinforce a simplistic, numbers driven system of accountability with a short term focus. History has shown that what is assessed is valued and therefore what is valued is assessed, an approach that is the antithesis of a broad, problem solving open ended curriculum.

This liberal approach to education is much more difficult to assess and doesn’t have the short term accountability that education departments and governments now require. It seems governments currently believe that there is a direct link between testing and accountability. They believe in effect, that to quote an old saying: weighing a pig, fattens it. Other means of evaluating education systems and quality of teaching are more long term and qualitative and don’t allow easy comparisons across schools, states and countries.

One of the interesting and subtle outcomes of this focus on test driven accountability is the effect on teachers. The responsibility for learning has always been shared between the learner and the teacher, and traditionally this balance moved more to the learner as they matured. Unfortunately, this dynamic balance has shifted towards the teacher at all levels. It’s the teacher, curriculum leaders and principals that are now accountable for the individual’s learning; the personal responsibility of the learner seems not to be as important.

If we are going to use this test data, as seems inevitable, then it is a much more desirable approach to view this test data as part of a complex picture of each learner’s educational journey. If the purpose PISA and testing was aimed at improvement and not as a judgment of what is being taught and a validation of educational systems, then there would be little argument from educators.

Daniel Pink, in his book “A Whole New Mind” argues that we need both right and left brained capabilities for success in the 21st Century. Who could disagree! However we test, measure and report on the left brained attributes of students, we don’t test for the creative big picture right brained attributes. In other words, we value what we test, not test what we value. We appear to be losing sight of the real purpose of education, as providing a foundation for life.

UNESCO’s report into education detailed its four pillars of education, best summed up by these words, all students need; TO BE, TO DO, TO KNOW and TO RELATE at a high level for the good of themselves and society.

Finally, the move towards more testing and using data for measurement of teachers, schools, systems and countries is changing what we do. It’s changing the educational discourse and allowing opinion (political) to replace objective data and research on how student’s best learn. Before I began this study leave I believed that testing such as PISA and NAPLAN were benign or neutral in their long term effect on curriculum. I now think that all educators need to take a more assertive stance to this form of testing. Students around the world deserve better than a narrow, functional curriculum and modern society should demand it. We need creative, innovative and well educated students to take their place in a future society.
Further Investigation

Ideas to Investigate further

Curriculum Documents
- International Baccalaureate CAS syllabus
  https://www.ibo.org/diploma/
- International Baccalaureate in Theory of Knowledge
  http://www.ibo.org/en/ifi/01/02/05/02.html
- International Baccalaureate syllabus in Mathematics
- Liberal Studies - Hong Kong
  https://www.moe.gov.hk/eng/edueli/lss/ls_contents/lss_e.html
- Efforts to help weaker pupils share MOE credits various schemes with helping them level up with peers by Stacey Chia, The Straits Times, 12 Dec 2012
  http://www.straitstimes.com/st/2012/12/12/schools/blending_50
- Booklet 1 - The Student Programme to Achieve the Vision of the New Academic Structure - Whole-person Development and Life-long Learning
  http://sdf.ad.hkis.edu.hk/file/60/17/1.pdf
- Senior Secondary Curriculum Guide - The Future is Now: from Vision to Realisation (Secondary I-IV) Prepared by the Curriculum Development Council. (Recommended for Use in schools by the Education Bureau HKISARG 2009)
  http://edeb.ad.hkis.edu.hk/file/60/17/1.pdf

- St. Stephen’s Girls’ College
- School Improvement
- 21 Century Learning Environment for Global Citizenship

- School Improvement Plans from Launceston

Programs to Investigate
- Global Experience programs, Hong Kong Schools
- Students as researchers, (NIE Singapore)
- University/School research partnerships (using 3 legged approach) that must address:
  - School enhancement
  - University research
  - Student learning
- “Pupil Voice” literature

Curriculum and Teaching Ideas
- Flipped classroom teaching model
  http://www.joolzthiel.nl/flipped-classroom.html
- Structured Academic Controversy teaching model

Harkness Model for Teaching
- The Harkness Discussion
  http://en.wikipedia.org/wiki/Teaching_using_the_harkness_method
  http://www.adps.net.hk/admin/curriculum/teacher_resource/Teaching_using_the_harkness_method.pdf

- Atlas curriculum mapping
- Electronic Marking and Submission
  Scoir Electronic marking System
  https://www.scoir.com
- Outdoor Education Competitions

Curriculum Design
- Discuss core, extension, individual projects as an extension/enrichment classroom model
- Research Massive Online Open Courses (MOOCs) and how they can be used at Hillbrook
  http://www.atilim.edu/en-national/credit-courses.html

- https://www.coursera.org/;https://www.coursera.org/about
- https://www.openstudy.com/
- https://www.openstudy.com/learn/learn-and-conditions
- Investigate “pods” curriculum at Bexhill High

Professional Development
- Research Charter school system in Scotland
- Research “Configured Leadership”
- Investigate Wellbeing index or Torrance Creativity test as a counterpoint to PISA and NAPLAN results
- Examine Dulwich’s and ACER’s School improvement Plan together with Prof. Hargreaves system improvement model (I hope to develop a “Circle of Practice” program across 5 schools and put this in place for early 2014)

- MOU for Teacher Exchange for 2014

Books and Articles to Read
- “The Pig That Wants to be Eaten” John Burnham West
- “Third Culture Kids Growing Up Among Worlds” by David Pollock & Ruth Van Reken
- “Third Culture Kids The Children of Educators in International Schools” by Dr Etta Ziller
- “A Brief History of Everything” by Bill Bryson
- “Visible Learning for Teachers” by John Hattie
- Theory of Connected Learning by Stevens and Downes
- The Five Dysfunctions of a Team
Section 12

and a Final Word

“The illiterate of the future are not those that cannot read or write. They are those that can not learn, unlearn, relearn.”

Alvin Toffler