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1.0 Introduction

1.1 The Year in Review

2015 was a watershed year in the life of Hillbrook. We welcomed 240 new students including our first ever Year 7 intake to a transformed campus. It was the culmination of over 4 years of preparation by a great many people. Congratulations go to those staff whose efforts made for a great experience for all the school, and especially the new students and families.

While the buildings are an obvious indicator of change we have also gone about reimagining our vision and mission to better reflect our motto of ‘In Balance We Grow’ as well as changes over the last 30 years in education and the world we live in.

Our Mission: To empower young people to make a positive difference.
Our Vision: To open minds, inspire hearts and nurture dreams.

We hope these will lead to young people who are:

- Compassionate, ethical and creative thinkers with a sense of curiosity, wonder and hope.
- Able to demonstrate core academic knowledge and skills.
- Prepared for a productive, fulfilling, well-balanced life.
- Appreciative of their own and others spirituality.
- Culturally and globally active.

Our four themes remain central to our endeavours as we develop our learning community and here is a snapshot of programs we have undertaken in the last 12 months.

Teaching and Learning

Teaching as an art and a science is now well embedded in our daily teaching and helps all teachers to develop their skills to improve teaching and learning.

We have continued our development of our curriculum framework through the following programs:

- Teacher classroom observations.
- Professional learning plans.
- Implemented Australian Professional Standards processes with all teachers.
- Teacher research projects to enhance learning.
- Developing new approaches to curriculum as the Year 7s move through the school.
- Embedding technology in the classroom in a way that provides stimulating and rich learning experiences, but also promoting sensible and appropriate use.
- Further work has also been done on literacy and numeracy and students now have in-class and specialist lessons to help them in attaining year level learning goals.

Thinking Matters

To embed a culture of innovation, creativity and critical thinking.

Our focus on Philosophical Inquiry as a way to improve critical thinking of students is continuing to develop. Classes are now being taught in years 7 and 8. 60% of staff have completed the 2 day training course in 2015. We believe the program is beginning to have an effect on learning, and we hope to have a research report from QUT on the program later this year.
Adolescence

We were delighted to welcome the 120 early adolescents into our midst as the Year 7s cautiously, but with growing confidence found their place in our community. Their energy, enthusiasm, growing self-awareness, openness, desire to please and politeness made us quickly embrace them. New features of the week, among other things, included Sandpit [a lunch time iPad space to experiment and share their refining skills in technology] Art-rageous Tuesday [time for extending their creativity, flare and make new friends] and Talk to a Friend Thursday [a no technology day to support face-to-face real-time fun.]

We acknowledge that adolescence can be a turbulent time - a time when young people look for answers to all kinds of ethical, moral and spiritual questions. More than anything, they need places and opportunities to reflect on the many assertions, pressures and decisions they face if they are to develop, and create balance in their lives. With supportive Home Teachers, Student Management Team members, Counselling Staff, Chaplain, teachers, Enrichment Centre personnel and Support Staff, our adolescents and young adults can be assured of the collective responsibility that the adults in our community hold to enable each and every student the chance to grow - not merely cope - in a high pressure, ever changing world.

Community and Communication

We created a position in 2015 to improve our written and electronic communication and our online presence. This has resulted in a revamp of our web page and we hope you have also seen the difference in our Connections magazine, Reflections and other publications.

Our first entry and exit surveys have given us valuable insights into where our strengths are and what areas we need to work on, and you will see further development in our delivery and communication strategies as 2016 unfolds.

The survey results were very positive and overall parents are very happy with Hillbrook, and hopefully the fine tuning we are doing as a result of our response to your ideas will be positive for our community.

Finally, thank you for your involvement and support and we hope you have a great year.

1.2 The Membership of the School Board for 2015/16 is:

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

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

Principal (ex officio): Mr Geoff Newton

Archbishop’s Representative (ex officio): The Reverend Tiffany Sparks

Company Secretary: Mr David Briggs

Minutes Secretary: Mrs Liz Jarvis
2.0  The Wider Context: Independent Schooling in Australia

2.1  Make-up of Independent Schools

Unlike other educational sectors, the majority of independent schools operate autonomously. These schools do not rely on central bureaucracies or bodies, and are separately accountable to their parent and school communities. All independent schools comply with state and federal education regulations and standards. As you can see from Table 1 most independent schools are moderate sized, as is Hillbrook.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>have less than 50 students</td>
</tr>
<tr>
<td>37%</td>
<td>have less than 200 students</td>
</tr>
<tr>
<td>44%</td>
<td>have 200 - 999 students</td>
</tr>
<tr>
<td>17%</td>
<td>have 1,000 - 1,999 students</td>
</tr>
<tr>
<td>1%</td>
<td>or 16 schools have more than 2,000 students</td>
</tr>
<tr>
<td></td>
<td>The average size of independent schools is about 521 students</td>
</tr>
<tr>
<td></td>
<td>The average size of a government school is about 360 students</td>
</tr>
</tbody>
</table>

SOURCE: I.S.C.A. Snapshot 2015 Independent Schooling in Australia

Table 1: Size of Independent Schools

Hillbrook is one of 25 Anglican Schools operating in Queensland. In 2015 we had 720 students.

2.2  Hillbrook Enrolment Trends

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

The following two graphs (Figure 1 and Figure 2), show enrolment applications for the next 10 years at Hillbrook.
Figure 4: Enrolment Breakup by Inner/Outer Region and by Gender - 2017 - 2028


2.3 Hillbrook Student Numbers and Enrolments

We commenced the 2016 school year with 120 Year 7s and also welcomed 17 new students into Years 8, 9, 10 and 11.

The current year level enrolments for 2016 (as at 9 March) are listed in the table below:-

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Current Girls</th>
<th>Current Boys</th>
<th>Cohort Total</th>
<th>Optimal Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>60</td>
<td>60</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 8</td>
<td>62</td>
<td>58</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Year 9</td>
<td>58</td>
<td>60</td>
<td>118</td>
<td>120</td>
</tr>
<tr>
<td>Year 10</td>
<td>67</td>
<td>54</td>
<td>121</td>
<td>120</td>
</tr>
<tr>
<td>Year 11</td>
<td>64</td>
<td>52</td>
<td>116</td>
<td>120</td>
</tr>
<tr>
<td>Year 12</td>
<td>65</td>
<td>52</td>
<td>117</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>376</td>
<td>336</td>
<td>712</td>
<td>720</td>
</tr>
</tbody>
</table>

Where possible follow up phone calls have been made to parents of all new students in Years 8 to 11 and to the parents whose children left Hillbrook at the end of 2015 for their feedback.

The administration foyer refurbishment completed in early 2015 included the design and construction of a dedicated Enrolments Office. This office provides an informal, private but accessible space for potential and current families to meet with the school’s Enrolments Officer. The office space also provides additional wall space to show case examples of students’ art work, which has proven to be extremely popular.
Student Retention - Year 8 to Year 12

One measure of satisfaction with the school is the student retention rate (figure 3). This rate is determined by calculating the percentage of students who started (Year 8) and finished (Year 12) at Hillbrook. This rate has steadily been increasing over the last 10 years, is now stable above the 80% mark. This is very high in comparison to other Independent schools.

<table>
<thead>
<tr>
<th>Year 12 Graduating Year</th>
<th>Female %</th>
<th>Male %</th>
<th>Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>82</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td>2001</td>
<td>83</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td>2002</td>
<td>84</td>
<td>78</td>
<td>81</td>
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<tr>
<td>2003</td>
<td>85</td>
<td>79</td>
<td>82</td>
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<tr>
<td>2004</td>
<td>86</td>
<td>80</td>
<td>83</td>
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<td>2005</td>
<td>87</td>
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<td>84</td>
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<td>2006</td>
<td>88</td>
<td>82</td>
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<td>2007</td>
<td>89</td>
<td>83</td>
<td>86</td>
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<td>2008</td>
<td>90</td>
<td>84</td>
<td>87</td>
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<td>2009</td>
<td>91</td>
<td>85</td>
<td>88</td>
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<tr>
<td>2010</td>
<td>92</td>
<td>86</td>
<td>89</td>
</tr>
<tr>
<td>2011</td>
<td>93</td>
<td>87</td>
<td>90</td>
</tr>
<tr>
<td>2012</td>
<td>94</td>
<td>88</td>
<td>91</td>
</tr>
<tr>
<td>2013</td>
<td>95</td>
<td>89</td>
<td>92</td>
</tr>
<tr>
<td>2014</td>
<td>96</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>2015</td>
<td>97</td>
<td>91</td>
<td>94</td>
</tr>
</tbody>
</table>

3.0 Strategic Thinking and Initiatives

The last 12 months have been exciting in terms of a number of projects progressed within our strategic initiatives. We continue our focus of “Being a Learning Community”.

This year we have had a specific focus on The Art and Science of Teaching and the development of our Peer 2 Peer classroom observation program with the teaching staff. We have also employed a Leader of E-Learning/Teacher of Information Technology to co-ordinate and help implement ICT into all classrooms as part of our Strategic Initiatives to embed ICT into our teaching. A strategic document on ICT (Digital Learning @ Hillbrook see appendix 1) has been developed along with our new Strategic Initiatives for 2016 see appendix 2.

As part of our strategic thinking the School Board members have been involved in a number of professional development opportunities and two strategic planning days designed to establish Philosophical Inquiry in the school and position Hillbrook as a Centre of Research and Philosophical Inquiry.

3.1 Moderate Fee Status

Our Commonwealth recurrent funding will continue to increase at 3% p.a. for the current funding period up to 2017, while our State Funding, which makes up a lower proportion of government funding will increase at variable rates. The rate of increase of State funding for 2015 was 3.99% and only 1.18% in 2016. The Board is delighted that we have kept the fee increase for 2016 to 2.97% and hope to be able to keep future fee increases at or near inflation rate. The headline rate of increase was 2.97% however the introduction of an ‘on-time payment’ fee rebate effectively made the fee increase only 2%. The ‘on-time payment’ fee rebate was enthusiastically adopted by families as the rebate has already been applied to the benefit of more than 300 students. The introduction of Year 7 into the school and consequent increase in student numbers is supporting lower rates of fee increases. This strategy is dependent on many factors including maintenance of current levels of government funding.
As you can see from the graphs below, the contribution of income 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 2011 and has remained so. We hope to stabilise this trend in the short to medium term which will greatly assist our strategy of remaining a moderate fee school. The economic contribution of independent schools in Queensland is significant. Appendix 3 gives an overview of that contribution.

3.2 Campus Development 2016/17

With the completion of our 2012-15 Campus Development Plan by the end of Semester 1 2015, we have now commenced very preliminary investigations into the development of a new Campus Master Plan that will encompass the period through to 2022. At the end of last year members of the Student Representative Council and a sample of the student cohort were invited to respond to a survey about current learning and social spaces. Discussion with students will continue in 2016 and will also include input on two specific projects planned for completion in December 2016/January 2017.

- Covered Courts - adjacent to the REC Centre to provide additional covered play space for the Phys Rec curriculum, Project Active events and informal play during breaks.
- Redeveloping the front entrance of the School.

3.3 An Anglican School

Each year the Principal attends the Synod of the Anglican Diocese of Brisbane. Every school in the Diocese provides a report to Synod for inclusion in the Synod Handbook of Reports. Hillbrook’s Report can be found at appendix 4. Our relationship and commitment to the Anglican Church remains strong and our Memorandum of Understanding (MOU) with the Diocese has now been in operation since 2010, and is due for review in 2016/17.

3.4 Marketing

Print Material

Both 2015 editions of Connections magazine focused on ‘The Art and Science of Teaching’ and covered the following topics:-

- Being a learning community.
- Mindfulness.
- P2P Program.
- Philosophical Inquiry.
- Technology as an enabling tool.
- The benefits of green time.

We post 3800 copies of each edition to past, current and future parents. Electronic copies are also available to download from our website.
Website

Our new school website was launched on Friday, 12 February 2016. In addition to a fresh look and feel, the aim of the new site is for parents, students and staff to view the content seamlessly across different platforms (iPads, phones, PCs) and to easily find what they are looking for. As such, the site navigation has become more user-centred. The content has been revised to ensure it is concise, meaningful to the intended audience and divided into manageable sections of information, to suit the way audiences now view content online.

The new website can be improved and added to with relative ease. New functionality on our site includes:

- A modern calendar - parents can download individual events straight to their personal calendar and easily find a map of the event location or book online.
- Blog/card style newsletter (outlined below).
- A digital publications option (still to be fully implemented. See Prospectus link from Home Page).
- A fully responsive menu system (with future ability to add maps/pictures).
- A search engine optimisation tool (to increase Google search visibility).

Newsletter

Recent parent surveys indicated parents would like the school newsletter to be more easily accessible online and via mobile devices. The new newsletter is viewed as a card style ‘snapshot’ of stories for the week which can be found here - www.hillbrook.qld.edu.au/about-us/news-events/latest-news/

When you click on an individual article, or to a featured story from the home page, you can read that story in detail and view related photo galleries, videos and rosters. A right hand menu provides a list of the week’s articles divided into categories. Each article in the newsletter is tagged with keywords and is searchable. This means that parents can find all news related to a topic they are interested in (e.g. music).

The newsletter notification is now sent via an electronic direct mail program so we capture extra data in regards our readership and online activity. We have segmented the email database into groups, including a segment for each student year level, parents, staff and website subscribers. We now have a better idea of how many people open the email and how many click on each link. We can also see which featured stories are more likely to capture their interest, the part of the world they are in when viewing, the type of device they are viewing the newsletter on and the time of day they are reading.

Social Media

During the period from 2014 - 2016 our Facebook profile has increased from 1380 - 1670 followers, made up of past and current students, families and teachers but also many prospective (future) parents. As a result of ‘shares’ by followers, some posts reach a vast audience. The Valentine’s Day 2016, 30 second video post, reached over 17,000 people. Our school video, posted in August 2015 reached 5,437 people on Facebook and has had over 4,500 views on Youtube. Videos and photo galleries, particularly those involving a large number of students, are very popular.

Hillbrook In Action

Hillbrook In Action (HIA) was held in August (prior to Year 7, 2018 interviews) and was again very successful.

- A “Frequently Asked Questions” flyer and various Subject Department flyer templates were printed in-house and distributed to families.
- We invited two past students to speak at the welcoming address, which was very well received by visiting families.
- Parent volunteers did an excellent job welcoming families and then circulating around the campus to chat and answer questions throughout the day.

Hillbrook Anglican School
The SLT based themselves at the tuckshop forecourt and were available to speak with visiting parents.

The Student Passport activity was again well supported and was an effective strategy to encourage families to visit various displays across the campus.

Hillbrook In Action was advertised via the following:

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

Alumni Reunion

Hillbrook school reunion during 2015:

- 2005 Graduates’ Ten Year Reunion was held in May at The Grand Central Hotel. Approximately 50 guests (students, partners and teachers) were due to attend but unfortunately a severe storm occurred during the early evening and prevented many from attending.

4.0 Compliance

4.1 Risk Management

The Audit and Risk Committee of the School Board continues its oversight of this area, monitoring the school wide Risk Register and the Risk Management Framework. Hillbrook has adopted a proactive approach to risk management, using it as a vehicle for improvement, and not limited to compliance. The school sets risk management priorities each year and updates risk control measures and risk ratings as further work and actions are undertaken.

4.2 Work Health and Safety

An external review of some aspects of the Outdoor Education program was completed in November 2014 which led to an internal review of procedures and safety planning for tours and excursions. With several international tours and many excursions undertaken, this has been an area of focus.

The WHS Committee continued its internal departmental audits with a focus on the Health and Physical Education department. The school also uses CSOHS (Online WHS Audit & Compliance Tool) to help stay updated with legislative changes.

4.3 Child Safety Compliance

The School has implemented and adopted the Anglican Church Southern Queensland’s Student Protection in Anglican Schools Policy and Procedures 2015. All staff have completed the training required in 2015 and are currently completing the 2016 training requirements with a completion date of 7 March 2016. The school has also developed a new Child and Youth Risk Management Strategy which outlines our commitment to creating a safe and supportive environment for all members of our community, particularly children and young people.
5.0 Financial Matters

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

The school is currently being funded under the Gonski model and in 2015 and 2016 received an increase in its Commonwealth rate of funding of 3% and its State funding of averaged 2.6% p.a. 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”.

After an extensive building phase concluding in 2015 we anticipate completing a few small projects over the next few years while we repay some of our current loan facility.

In 2015 cash balances increased to $2.57m and our total loan balance increased by more than $7m to $7.8m. We are due to repay $2m of our new debt in 2016. The School Board would like to reduce overall bank borrowings to a more moderate balance while interest rates remain at low levels and this is proceeding as planned.

The 2015 Financial statements for the group indicate an asset to liability surplus of $27.3m. The audited accounts have been presented in a separate report.

6.0 Educational Issues

6.1 Year 12 OP Results for 2015

Congratulations to the 2015 Year 12 students who have achieved excellent results. The 1-5 OP range was our strongest in the last eight years with 31% of the cohort, the 1-10 range was very strong with 63% of the cohort and the 1-15 range was one of our best ever with 93% of the cohort. Offers of places at tertiary institutions for the 2015 cohort were excellent with 99% of those who applied through QTAC received an offer.

Our congratulations go to all teachers who worked with these students - both in Years 11 and 12, and also in their earlier years where much of the foundation was laid. These results are detailed in appendix 5.

6.2 Federal Government and Opposition policy speeches on Independent Schooling

The Federal Government and opposition have announced their policies at the Independent Schools Council of Australia National Education Forum see appendix 6.

6.3 NAPLAN Results

Our 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 7.

It is worth noting the percentage of our students in 2015 are at or above the national benchmark.

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Spelling</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
<td>93%</td>
</tr>
</tbody>
</table>
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 Computing and Information Technology

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

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

This approach to CIT is facilitated by our Leader of e-Learning, Mrs Miriam Scott, see appendix 1 for our Digital Learning @ Hillbrook strategy.

6.5 Australian Curriculum

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

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

6.6 The Australian Professional Standards for Teachers

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

2015 saw the introduction of a new Professional Standards Model that provides an accreditation process for teachers to achieve the Australian Professional Standards Highly Accomplished and Lead Teacher level. This provides for increasing the capability of teachers at Hillbrook and facilitates a career path for those who wish to remain in the classroom see appendix 8.

6.7 Review of Senior Assessment and Tertiary Entrance

The Queensland Government will introduce new senior assessment and tertiary entrance systems, starting with students entering Year 11 in 2018. The new systems will include:

- A model that uses school-based assessment and common external assessment.
- Processes that strengthen the quality and comparability of school-based assessment.
- A move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

We await the announcement by the government of the details for the new systems and will be communicating with our community about the likely impacts and changes this may mean for Years 11 and 12 at Hillbrook.

Hillbrook Anglican School
6.8 Annual Report

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

7.0 Parent Involvement

7.1 The 2015 Parents and Friends’ Committee President’s Report

Once again another year full of learning and achieving is nearly over at Hillbrook and it is timely to reflect and acknowledge the hard work undertaken by the passionate group of parents and friends who volunteer their time and skills throughout the year to continue making Hillbrook the special place of learning and growing that it is for our children.

Without the volunteers on the various committees, special events, various activities, tuckshop, stationary and uniform shops, Hillbrook would not be the place it is today. This gift that is given by the parents and friends helps shape the school and the way our children view the world.

The P&F support the school in many ways but the most observable of these this year has been the:

- Very successful “Sustainability Day” which saw the school contributing back to the community by opening the school and giving the various like-minded organisations and individuals a place to come together making an informative day of presentations and displays. The success of the day is evidence of the dedication and enthusiasm of the numerous volunteers.
- Numerous Education Advisory Board evenings:
  - Year 7 and 8 welcome information nights.
  - Maggie Hamilton presenting “Navigating the Teen Experience”.
  - Paul Dillon presenting on adolescent drug and alcohol awareness.
  - Driver training at Mt Cotton.
- Hillbrook Under The Stars (HUTS), a night where parents can come together as a community.
- Year 7 & 8 welcome BBQs.
- Parents.Connect.

This year sees the retirement of Rosemary Smith who has for many years as co-convenor of the tuckshop helped deliver food to our children at the tuckshop in a 5 Star rated BCC Safe food environment. The best wishes and thanks of the P&F go out to Rosemary, and we hope that she enjoys her retirement.

To Ann Bannan in the Uniform and Stationary shop and to Julie Garvey in the tuckshop, the P&F are grateful of your dedication to the continued success of these business areas. I would like to make a special thank you also to all the parent volunteers who have helped our Convenors in the shops throughout the year. Your contribution is greatly appreciated and without your support these shops could not run the way they do today.

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

I would like to thank the executive committee for their support this year, Ray Simpson (Vice President), Scott Linton (Secretary) and Paul Ahern (Treasurer). Thanks also to the sub-committees Education Advisory Committee (Lesley Irvine), Parents.Connect (Rosie Grant), Business Operations Coordinator (Wendy Brownscombe), Workplace Health & Safety (Ray Simpson), Hillbrook Under the Stars Coordinator (Karen Kennelly) and Sustainability Day (Kelly Lyons).
To the many people who I have forgotten to mention and that support the Hillbrook Community in so many different ways, we appreciate your time and thank you for your commitment.

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

Parents.Connect

Parents.Connect is where one, preferably two parents from each Home Class acts as a liaison person with the other parents in their son or daughter’s Home Class, informing parents about school matters such as P&F meetings, Education Advisory Committee [EAC] Parent Information Evenings, Business Week mentors, Work Experience placements, and volunteering for things such as Sustainability Day. Such a connection enables a greater sense of belonging among the parents.

8.0 School Board Strategy Meetings

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

On 15 August 2016 a strategic planning day was held to determine the development of Philosophical Inquiry (PI) at Hillbrook.

Outcomes

A five-year plan has been developed to map the future of PI at Hillbrook. Key points include:

- A committee will be formed to develop a business plan which addresses all aspects of the plan (budgeting, marketing, staffing, training, engagement of community etc). In particular, a proposal to develop a Philosophical Inquiry Practice and Research Centre at Hillbrook will be investigated. It is expected that this centre will offer rich learning experiences and quality resources informed by research for Hillbrook students, and curriculum materials, training and development for the wider educational community.

- Students
  - PI will become a discrete, core subject from Yrs 7 - 10.
  - It will be integrated into all other subjects in Yrs 7 - 12.
  - The authority subject, ‘Philosophy and Reason’ will be offered in Yrs 11 & 12.
  - External, experienced PI practitioners will work with our students and teachers.

- Staffing
  - The role of Mentor/Teacher/Coach will be extended as the program rolls out.
  - Continued training for staff will be provided as appropriate.
  - A specialist Philosophy and Reason teacher will be employed when needed.

- Curriculum
  - To be developed, trialled, monitored, reviewed and amended continuously.

- Training and Development
  - All teachers will have opportunity to do Introductory Training (two days).
  - Extension workshops and higher level training will be offered.
  - Opportunities to travel to conferences etc will be provided.

- Partnerships
  - The current research-based partnership with QUT will continue, and partnerships with other universities (UQ, ACU) will be investigated, strengthened and extended.
  - Non-university partnerships will be sought (e.g. SAPERE, FAPSA, Philosophy Foundation).
At our February 2016 meeting we focused on sustainability, something that Hillbrook has valued since its foundation. In 2015 the school board discussed sustainability, and determined that of the three commonly accepted domains; social, economic and environmental, Hillbrook has the most opportunity to strengthen the later. This became the focus for the first strategy meeting, which affirmed the opportunities and potential of deliberately pursuing sustainability as a strategic focus for Hillbrook. Initiatives at both educational and enterprise areas are to be coordinated in a comprehensive plan to be drafted during 2016. Research, benchmarking and monitoring will help inform this plan, with sustainability at Hillbrook to be led by a team of staff, students and parents. Becoming an authentic school leader in sustainability is the Board’s aspiration.

9.0 A word from the Chair

2015 was a busy year for the School and the Board. During the year, we farewelled Grahme Whiting after 10 years on the Board, the past 4 as Chairperson. Grahme made an invaluable contribution to improving the governance and clarifying the strategic intent at Hillbrook and we thank him for his leadership and service.

The Board’s focus this year has been to update our risk management procedures, child protection protocols and move to a more strategic focus in our deliberations.

Professional development of the Board continues to centre around finance and governance. All Board members have attended at least one Directors’ course in these two areas.

The Board has also been involved in developing plans in support of the introduction of Philosophical Inquiry at Hillbrook. I attended a Year 8 Philosophical Inquiry session earlier this year and was impressed by the standard of discussion and questioning by students. These plans will support our goal of being a Centre of Excellence for Philosophical Inquiry in Queensland. The Board has also committed to supporting the implementation of the Australian Professional Standards for teachers. Hillbrook remains at the forefront of this initiative in the State.

The long term financial position of the school is very solid and will support a low fee increase environment for many years ensuring that Hillbrook remains a moderate fee school.

The integration of the Year 7s into the school has gone extremely well and I would like to thank all those involved including the leadership team, administrative staff, teachers and parents on a great outcome.

Our campus development program was completed in 2015 and we will begin planning for the next 5 year plan as 2016 unfolds.

Board renewal is critical to the ongoing success of the school and I would like to thank all those who nominated for a position on the Board for their interest. I would like to thank departing Directors Norm Hung and David Callanan for their hard work, commitment and expertise on the Board, and also my fellow Directors who have contributed their time and commitment in attending numerous meetings after school hours and on weekends in carrying out their functions.

I would also like to thank the Principal, Geoff Newton, for his outstanding leadership with the support of the School Leadership Team. And finally I would like to thank the dedicated teachers, administrative staff, students and their parents in supporting Hillbrook’s unique learning environment.

Robert Seljak, Chairperson
Hillbrook Anglican School
List of Appendices

1. Digital Learning @ Hillbrook

2. Strategic Initiatives

3. ISQ Briefing - Economic Significance of Independent Schools to the Queensland Economy

4. Hillbrook Anglican School Report to Synod

5. Year 12 results for 2015

6. Federal Government and Opposition - Education Policy Speech

7. NAPLAN results

8. Teacher Professional Pathways and Development Program
Digital Learning @ Hillbrook

2015 - 2016
**DIRECTION**

**Vision**
Hillbrook is acknowledged as a leader in use of technology to maximise student outcomes

**Rationale**
We realise the importance of preparing our students for leadership in an increasingly complex digital world. Therefore, learning at Hillbrook is underpinned by engagement with technology so that the school stays at the forefront of educational practices. The intent is to provide a dynamic flexible learning environment to:

- Enhance digital literacy
- Allow for personalised learning
- Represent deeper and richer learning opportunities
- Reflect how students learn outside of the classroom
- Ensure active and discerning use of technology

**Key principles**

- Technology will be used effectively to enhance and extend learning and teaching opportunities, to support collaborative and co-operative learning and to develop higher order thinking skills.

- Students and teachers will be competent, confident, effective and critical in their use of technology as a tool for teaching and learning with positive outcomes for their future role in the workforce and society in general.

- Teachers will be empowered through various support mechanisms to provide greater richness in their learning environment to bring about improved learning outcomes for students through the effective integration of technology.

- Technology will support and enhance all activities of the school. These include efficient management, administration and use of data, and effective communication and partnerships both within the school, and between the school, its students, families and wider community.

**GOALS**

1. **Staff Skilling**
   Teachers are leaders in the use of technology to enhance learning.

2. **Curriculum Delivery**
   Students engage meaningfully with learning using technology.

3. **Digital Citizens**
   Students work effectively and responsibly in the digital environment.

4. **Fit-for-Purpose**
   Technology infrastructure supports educational goals.

An educative and structured approach to staff skilling encourages educators to experiment and innovate with technology in their classrooms.

A contemporary approach to curriculum delivery involves the integration of technology across all subject areas.

Students become good citizens of the digital environment, which contributes positively to their learning opportunities in a way that is safe, supportive and inclusive.

Contemporary learning is supported by high quality stable technology that is fit-for-purpose and user-friendly.

Digital Learning @ Hillbrook
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### Goal 1
**Staff Skilling - Teachers are leaders in the use of technology to enhance learning.**

An educative and structured approach to staff skilling encourages educators to experiment and innovate with technology in their classrooms.

<table>
<thead>
<tr>
<th>Objective(s): By end of year</th>
<th>Action(s) needed to achieve this goal</th>
<th>Measurement of success</th>
<th>Progress/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers are confident to use technology to enhance student learning.</td>
<td>Provide support to teachers in the subject areas that are implementing ICT Capabilities</td>
<td>Staff survey result to show % increase in confidence</td>
<td></td>
</tr>
<tr>
<td>2. Key people are actively involved in the wider education community to ensure awareness of emerging learning theories.</td>
<td>Useful physical and online events and forums that are relevant to pedagogy are identified and key people attend/join them. Knowledge and skill sharing mechanisms are identified.</td>
<td>Key people have an active personal learning network. Knowledge and skills are shared across Hillbrook’s educational community.</td>
<td></td>
</tr>
<tr>
<td>3. Teachers of middle school students will have a well-rounded knowledge of how to effectively utilise tablets for educational purposes.</td>
<td>Define a set of digital competencies for teachers at different levels and the provision and delivery of relevant training to all those requiring it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers have access to a maintained and supported set of Hillbrook focussed technical abilities which they can draw upon as required.</td>
<td>Create a set of short, online learning objects covering the basics of digital knowledge required at Hillbrook. Simple completion checks and self-assessed quizzes, coupled with some group PD sessions will enable everyone to assess where they sit with the skillset.</td>
<td>Reports of completion progress for the online learning objects. Ongoing records of support required for these specific technical abilities.</td>
<td></td>
</tr>
</tbody>
</table>

### Goal 2
**Curriculum Delivery - Students engage meaningfully with learning using technology.**

A contemporary approach to curriculum delivery involves the integration of technology across all subject areas.

<table>
<thead>
<tr>
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<th>Measurement of success</th>
<th>Progress/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students in Years 7-10 are studying subject disciplines using learning technologies.</td>
<td>1. Map the ACARA ICT capabilities across subject areas in Yrs 7-10, and then agree two subject areas to trial the embedding of learning technology into their teaching strategies.</td>
<td>ACARA mapping completed and two subject areas have agreed to participate. Minimum one unit in each subject designed appropriately, then delivered and evaluated.</td>
<td></td>
</tr>
<tr>
<td>2. Teachers are integrating emerging learning theories into classroom practice.</td>
<td>1. Teachers experiment with different ways to deliver learning that capitalizes on the immediacy and portability of technology. 2. Teachers share their experiences</td>
<td>Teachers are reflecting on their efforts and engaging in discussion about how to improve their pedagogy.</td>
<td></td>
</tr>
<tr>
<td>3. Good practice is captured in a way that becomes a bank of knowledge for future use.</td>
<td>1. Investigate a resources space that is accessible to teachers. 2. Invite a small number of teachers to create an online resource suitable for their subject area that could go in the knowledge bank.</td>
<td>A pilot resource sharing online space is operational.</td>
<td></td>
</tr>
</tbody>
</table>
### Goal 3: Digital Citizens - Students work effectively and responsibly in a digital environment.

**Students become good citizens of the digital environment, which contributes positively to their learning opportunities in a way that is safe, supportive and inclusive.**

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<th>Measurement of success</th>
<th>Progress/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A digital skill set is developed for use school-wide.</td>
<td>1. Research examples of what already exists. 2. Form focus group from staff. 3. Develop skill set.</td>
<td>A scope of essential skills and definitions will be completed to form a scope for digital citizenship program.</td>
</tr>
<tr>
<td>2</td>
<td>Digital skill set is mapped across the curriculum for students to participate in Cyber saf@ty@Hillbrook taking appropriate for their age group.</td>
<td>1. Form focus group from staff and students. 2. Use digital skill set to determine an initial sequence of delivery from P4-P12. 3. Select a small sample of coordinators to populate the matrix with their subject information. 4. Use matrix as an example for subject coordinators and have them populate it for their subject areas.</td>
<td>A sequence of delivery across the year levels will be completed that will show what topics will be introduced within the elements. A matrix will be developed to show how the skill set will be delivered across the subject areas so that there is a Digital Citizenship (DC) program</td>
</tr>
<tr>
<td>3</td>
<td>A set of resources will be developed to support the digital citizenship (DC) program.</td>
<td>1. A new course needs to be created in Moodle. 2. Resources must be developed for the DC program.</td>
<td>DC program is operational across Year levels</td>
</tr>
<tr>
<td>4</td>
<td>Teachers will be skilled in delivery of the digital Citizenship Program across the school</td>
<td>1. Present overview during SFE in a Digital Citizenship workshop. 2. Coordinators work with DC team to embed the DC into units. 3. Teachers are qualified in DC through PD.</td>
<td>DC is seen embedded within unit plans across subject areas</td>
</tr>
</tbody>
</table>

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### Goal 4: Technology Fit-for-purpose - Technology infrastructure supports educational goals.

**Contemporary learning is supported by high quality stable technology that is fit-for-purpose and user-friendly.**

<table>
<thead>
<tr>
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<th>Action/s needed to achieve this goal</th>
<th>Measurement of success</th>
<th>Progress/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Devices, learning environments and management systems support contemporary teaching and learning practice effectively.</td>
<td>Devices, learning environments and management systems assessed regularly in comparison with alternatives currently available or functionalities considered key in learning content and service delivery.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students submit assessment through Online@Hillbrook.</td>
<td>Fostering of confidence and ability in the tools and methods available by running professional development sessions.</td>
<td>An agreed percentage of assessment is submitted electronically.</td>
</tr>
<tr>
<td>3</td>
<td>Technology is used effectively to provide ongoing feedback to students on their assessment progress.</td>
<td>1. Investigate the use of LMS (Snooledge) reporting functionalities and add-ons. 2. Investigate the implementation of an integration between Moodle and the TrackOne Studio Data Dashboards.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are able to provide feedback on effectiveness of use of technology to support their learning.</td>
<td>Develop an anonymous survey for feedback collection and analysis of data.</td>
<td>Student survey mechanism is operational. Good survey participation and quality feedback provided.</td>
</tr>
</tbody>
</table>
Hillbrook is preparing students to live happy, engaged and fulfilling lives, and to make a positive difference in the world. We aim to provide an environment that encourages young men and women to be open and balanced in their thinking and relationships. The document includes the Essence of Hillbrook, Key Principles, and Declaration of Rights & Responsibilities.
The Essence of Hillbrook

Our Vision
To open minds, inspire hearts and nurture dreams.

Our Mission
To empower young people to make a positive difference.

Our Motto
In Balance We Grow.

Beliefs
Our beliefs underpin the culture of our community and help to provide direction to our vision and mission statements.

- 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’.

- Inclusion
  Students have the right to belong and to contribute to our community as their talents and interests dictate.

- Anglicanism
  As Anglicans, we approach spirituality as a journey - through a creative balance of scripture, tradition, reason and experience.

Curriculum Themes
There are 4 curriculum themes that guide student learning:

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

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

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

- Community
  The Hillbrook community is based on trust and is where current and past students and parents, teachers and others who work with us can flourish and grow and be respected for who they are.
The context of our vision, mission, motto and themes also needs to be articulated. There are a number of critical principles to guide the actions and decisions of the School Board and the School Leadership Team.

Hillbrook is a school that:
- was founded by teachers and parents;
- provides teachers and parents with significant responsibility for the strategic direction of the school;
- has an academic focus, providing a balance of learning experiences;
- offers a broad preparation for life by:
  - nurturing individual talents;
  - developing effective interpersonal relationships;
  - preparing for contributing to a democratic society, and to the global community; and
  - 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 and creativity.
Declaration of Rights and Responsibilities

Hillbrook Anglican School sees itself as a community of leaders and learners who take responsibility for caring for one another. Hillbrook is committed to ensure the safety, welfare and wellbeing of all in our community including protecting young people from harm. This commitment is best expressed and enacted through the following rights and responsibilities:

- the right and responsibility to learn;
- the right and responsibility to ask questions;
- the right and responsibility to voice an opinion, and to listen to others;
- the right to be happy at school and the responsibility to help others to be happy;
- the right to be treated fairly by fellow students and teachers, and the responsibility to treat them in the same way;
- the right to be safe and the responsibility to help others feel secure;
- the right to be accepted, and the responsibility to accept others;
- the right to form our own friendships, and the responsibility to promote friendship with others;
- the right to our name, and the responsibility to address others in a way that does not offend;
- the right to our individual faith and worship, and the responsibility to encourage each other in seeking to discover the spiritual aspects in our lives;
- the right to a safe environment, and the responsibility to accept the advice of teachers and other staff in matters of safety;
- the right to have and care for our own property, and the responsibility to care for the property of others;
- the right to an attractive and healthy environment, and the responsibility to keep the school clean.
**In Balance We Grow**

**Our Vision**
To open minds, inspire hearts and nurture dreams.

**Our Mission**
To empower young people to make a positive difference.

**Developing students who are:**
- Compassionate, ethical and creative thinkers with a sense of curiosity, wonder and hope
- Able to demonstrate core academic knowledge and skills
- Prepared for a productive, fulfilling, well-balanced life
- Appreciative of their own and others’ spirituality
- Culturally and globally active.

**Teaching & Learning**
- Teaching as an art and a science
  - To inform practices and to develop skills that improve teaching and learning.

**Adolescence**
- There’s a place for me here
  - To embrace equity, inclusion and fairness to enable all students to be the best they can be.

**Community**
- Good things happen here
  - To develop meaningful partnerships and to provide experiential learning in support of our learning community.

**Thinking**
- Thinking matters
  - To embed a culture of innovation, creativity and critical thinking.

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**Growing in Balance**

<table>
<thead>
<tr>
<th>Curriculum Theme</th>
<th>Teaching &amp; Learning</th>
<th>Adolescence</th>
<th>Community</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Focus</td>
<td>Teaching as an art and a science</td>
<td>There’s a place for me here</td>
<td>Good things happen here</td>
<td>Thinking matters</td>
</tr>
<tr>
<td>Intent</td>
<td>To inform practices and to develop skills that improve teaching and learning.</td>
<td>To embrace equity, inclusion and fairness to enable all students to be the best they can be.</td>
<td>To develop meaningful partnerships and to provide experiential learning in support of our learning community.</td>
<td>To embed a culture of innovation, creativity and critical thinking.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Supporting personal and professional growth in all members of our community to develop capacity, not dependency.</td>
<td>Ensuring the teaching and learning environment, strategies and curriculum engage students and foster an integrated approach to personal, spiritual, intellectual and physical growth.</td>
<td>Supporting and enriching a positive school culture.</td>
<td>Continuing to review and embed current and future knowledge capabilities and skills in the curriculum.</td>
</tr>
<tr>
<td></td>
<td>Enhancing the learning environment through research, data analysis and reflection.</td>
<td>Strengthening support for students so they feel safe, valued and emotionally supported.</td>
<td>Facilitating parent involvement in the learning community.</td>
<td>Supporting opportunities for students to engage in critical thinking.</td>
</tr>
<tr>
<td></td>
<td>Exploring models of curriculum delivery.</td>
<td>Demonstrating high expectations of all members of the school community, and celebrating successes.</td>
<td>Fostering and utilizing partnerships to enhance learning.</td>
<td>Enhancing a creative and innovative culture.</td>
</tr>
<tr>
<td></td>
<td>Developing a framework that responds to the current and future professional development needs of staff.</td>
<td>Approaching diversity, building positive relationships and valuing the individual for who they are.</td>
<td>Supporting social justice and cultural awareness.</td>
<td>Developing reflective skills and metacognitive abilities.</td>
</tr>
<tr>
<td></td>
<td>Investigating and implementing highly effective ICT integration.</td>
<td>Developing feedback and reporting practices to enrich and extend learning.</td>
<td>Supporting sustainable practices.</td>
<td>Incorporating philosophical inquiry skills and ethical decision-making into the learning environment.</td>
</tr>
<tr>
<td></td>
<td>Developing feedback and reporting practices to enrich and extend learning.</td>
<td></td>
<td>Developing activities that support considered risk-taking, trust and self-empowerment.</td>
<td>Promoting the development of emotional intelligence.</td>
</tr>
</tbody>
</table>
Briefings
A monthly member publication of Independent Schools Queensland

Volume 20 Issue 2 - March 2016

From the Executive Director

Economic Significance of Independent Schools to the Queensland Economy

The contribution of independent schools to Queensland’s school system in terms of educational outcomes is well recognised including their commitment to excellence in all areas of teaching and learning. Independent schools educate nearly 120,000 students across the state.

However, the contribution of independent schools to the Queensland economy and the local economies in which they operate is less well known. Independent Schools Queensland commissioned the AEC Group – a global consultancy firm with expertise in economic modelling – to address this knowledge gap. Their report Economic Significance of Independent Schools to the Queensland Economy (available at www.isqs.qld.edu.au) provides an Australian-first analysis of the economic significance of independent schools.

The findings from the report are impressive and clearly demonstrate the $1 billion in Government funding provided to independent schools in 2015 is value for money with the sector contributing $4.1 billion to Queensland Gross State Product (GSP) in 2013/14. Independent schools also supported 31,000 full time jobs through their operations and activities with the payment of $2.4 billion in salaries and wages.

The data provides a compelling case for continued government support for independent schools, not only through funding but also in providing a regulatory environment where choice in schooling is available to parents.

For the first time in Australia, attributing a dollar value to the economic benefits which flow from the academic performance of independent school students is estimated. The report draws on OECD research that indicates the enhanced education outcomes achieved by independent school students can be linked to a growth in GSP of $263 million.

At a regional and local level, modelling by AEC illustrates the important economic contribution independent schools make to their local communities. In dollar terms, independent schools made the highest total contributions (outside Brisbane - $1.2 billion) to the local economies of the Gold Coast ($642 million) and the Sunshine Coast ($399 million).

(continued on page 2...)
However as a percentage of total local economic activity, the contribution of independent schools to Ipswich, Logan and Redland (over 2.5 percent) was proportionally more than to Queensland as a whole (1.4 percent).

The report also independently confirms data in relation to the savings to taxpayers as a result of independent schools. These savings totalled $1.02 billion in 2013/14 ($804 million in recurrent savings and $218 million in capital savings). These are substantial financial contributions, particularly in a tight fiscal environment.

A particular highlight was that in 2014 parents allocated, from their after-tax income, $218 million towards school infrastructure. Independent school parents invest $3 for every dollar provided by governments.

The report adds another dimension to the achievements of independent schools and the contributions their principals, teachers, students and parents make to Queensland and their local communities. The findings highlight the vital need for both the Federal and State Government to continue to support choice in schooling through funding and regulatory arrangements that enable independent schools to play their part in educating future generations of Queenslanders. This is particularly important in the current economic and political climate where education funding has emerged as a key Federal election issue.

David Robertson  
Executive Director  
Independent Schools Queensland
Annual Economic Significance of Independent Schools to Queensland

$4.1 billion

Independent schools total contribution to the Queensland economy

$1.9 billion direct to Queensland Accommodation Industry

$2.2 billion indirect contribution

Independent schools support 31,000 full-time jobs

Every 3.7 students support 1 full-time job

Independent schools contribute $2.4 billion in wages and salaries

Independent schools provide $1.02 billion in savings to governments and taxpayers

$804 million recurrent savings

11,300 beginning teachers

$218 million capital savings from parent contributions

7 new primary schools

Enhanced education outcomes by independent school students deliver

$263 million extra to GSP

Higher average PISA test scores

Greater % of Year 12 students studying STEM

Greater % of Year 12 graduates enrolled in Bachelor Degrees

Economic modelling undertaken by AEC Group for Independent Schools Queensland using 2014 school data and financial year ABS and other agency data to produce an indicative annual profile of contributions to the Queensland economy and “Gross State Product (GSP) for 2013-14. Full report on website www.isq.qld.edu.au
2015 has been a year of community building. The arrival of the Year 7 and 8’s together representing a third of our student body meant a great deal of work was needed to develop their understanding of the Hillbrook culture and expectations. This process has also been true for the nine new staff members joining us this year as well.

In the lead-up to the start of 2015 we embedded a great deal of research and investigations of different curriculum models for Years 7 and 8 and we believe that the instructional curriculum model for Year 7 has worked extremely well. The Year 8’s have also benefited from the focus on our core values and the curriculum development that was undertaken.

The teaching staff has also focused on preparing for the introduction of the Professional Standards Model at Hillbrook in 2016. Our focus on being a Learning Community has been progressed through our new Strategic Initiatives for 2016-18.

The creation of a marketing position together with a new graphic artist is allowing us to renew all our communications. We are also beginning to look at the concept of Design Thinking or (human centred) organisational structures and how to incorporate these ideas into our school to better understand the needs of all our community.

Expression of our Anglican Ethos

Opportunity for meaningful and relevant worship
Students and staff attend chapel each week in house colour groups led by our school chaplain. Staff, department and other groups within the school are encouraged to contribute to presenting one chapel service per year. This adds a rich variety to our chapel worship themes and topics. Along with celebrating the main events in the Christian calendar, chapel provides opportunities for students to reflect on current social issues and topics relevant to adolescents with an emphasis on scripture and Christian teachings. Highlights of Chapels in 2015 included “How to change the world, start by making your bed”; past student Anna Swete-Kelly’s presentation following the Earthquake in Nepal and her time working in a small village there; and presentations by Green Justice, our social justice student group, on the 40hr famine and environmental issues.

Relationship with parents and local parishes and the wider Mother Church
2015 saw many opportunities to build community with our parents, local parishes and the wider Mother Church. The opening of newly built and refurbished buildings by Bishop Jonathan was a wonderful beginning to our school year. Foundation Day in May gave us the opportunity to hear from a past resident of the Enoggera Boys Home, the site of Hillbrook today. John Baumgart together with his niece and current Hillbrook teacher Tegan Baumgart told their story of connection to Hillbrook which was moving and inspirational. We also began work on a new art piece which traces the history of the land Hillbrook is built on from its Indigenous heritage, through its time as the Enoggera Boys Home, to what is Hillbrook today.

During the year our Chaplain had the pleasure of conducting services at a number of parishes within our Deanery forging links between the school and local churches.
Hillbrook was privileged to participate in the inaugural Night in the Cathedral, an initiative of Anglicare Southern Queensland. Students enjoyed a night sleeping on cardboard in our Cathedral church to raise awareness of youth homelessness in Brisbane. The students had a rewarding experience and are looking forward to attending again in 2016.

Chaplaincy
The Rev’d Sharon Baird continued as full-time chaplain in 2015. Her role includes priestly ministry of pastoral care, leading Chapel and other services, Subject Co-ordinator of Religious Studies, classroom teaching and coordinating school ceremonies.

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

Years 7, 8 and 9 cover the great themes of the Old and New Testaments ensuring an awareness of the ‘story’ of God’s interaction and relationship with God’s creation within the Judeo-Christian tradition. Philosophical Inquiry continues to be a major vehicle through which students experience and explore Religious Studies particularly in Years 7 - 9. During the transition period of Year 10 and into Year 11 and Year 12 awareness and appreciation of other faith traditions and expressions of spirituality are studied. Other areas explored include: issues of justice in our world, philosophy and ethics, and developing the students’ own sense of self and spirituality. There is also a strong emphasis on the need to value creation and honour the stewardship given to us by both personally experiencing the beauty of creation and actively engaging in protecting it.

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

2015 saw our Year 11 students involved in a minimum of 20 hours of their own time to help in local charity and community organisations; that makes around 2,400 hours of service.

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

Green Justice is another means for serving others, and had a very successful year in 2015. With the help of a very passionate and dedicated team, we raised over $10,000. Throughout the year we organised and participated in BBQs, Dancing with the Staff, Sustainability Day, 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 also participated in Clean Up Australia Day, promoted Fair Trade Chocolate at Easter, and the use of sustainable toilet paper.

Academic life
One of the big questions we always ask ourselves as educators is; have we made a positive difference in the lives of others? We can point to curriculum changes, programs completed, new buildings, better results, and we can point to parent and student satisfaction. These are all measures or metrics that support our claim that, yes we have made a true difference.
But, are these valid? How do we as a school measure success? How do we as a community see progress, measure change, describe improvement and how do we strength our approach to learning? In short are we travelling to the destination we set out to reach?

This whole question is further complicated by the role of each individual student in their learning. Some are challenged by events beyond their control, others by the need to succeed for others, not just themselves, and then there are those who just want a happy, stress free life and to live in the moment. Our success as a learning community would be each individual’s response to our reframed question “have we made a positive difference to you?”

This year we have as a teaching body worked hard to improve our collective instructional skills. We have begun exploring new ways to promote that growth mindset and capacity building that are the hallmarks of good learners and future contributors to our society.

New programs such as Philosophical Inquiry will have a huge impact on the way students see learning and understand the world. Building a culture that allows students to take risks is fundamental to real learning and our learning environment.

This last part, often called ‘Social Capital’ is of paramount importance to learning. The following example serves to illustrate the concept and its effect on learning.

A young girl is learning to somersault a vault and land on her feet in her PE lesson.

She has nearly got it in her first two attempts and decides to try one more time. This is high risk behaviour for her, if she fails she has done so in front of her peers most of whom have already succeeded. Her teacher goes through the steps and suggests what she can do differently. She starts her run, vaults, and somersaults but doesn’t quite land on both feet. She gets up, her sympathy detector on high alert. She doesn’t want false sympathy or worse ridicule, the class is silent until one of her friends says she nearly got it, it was the stumble at the end that caused her to fall. The teacher gives her some advice. He will not ask her to try again that is her decision. She accepts the feedback, it’s the how to succeed she wants, not the sympathy.

A boy steps forward and says I think I want to try again as well, let’s do it together. They both try again. In this instance all ends well, the skill is mastered and a lesson on resilience and listening is learnt.

Why this story? Because for 2 years now we have been very intentional in developing a whole school perspective, a framework that gives a structure to learning, yet lets each teacher find their own way to express their skill and ability. The framework that we have chosen is; The Art and Science of Teaching.

We cannot hope to have great learning if the water in which we swim is hostile to us and individuals. Just as there can be no understanding without collaboration, there can be no creativity without the glue of a positive culture that high social capital brings.

In 2015 we launched our new 3 year learning plan, founded on a culture that supports Growing in Balance and a vision:

To open minds, inspire hearts and nurture dreams.

With the aim:

To empower young people to make a positive difference.

This together with our themes of teaching and learning, adolescence, community and thinking, we hope will nurture and development students who are:

- Compassionate, ethical and creative thinkers with a sense of curiosity, wonder and hope.
- Able to demonstrate core academic knowledge and skills.
- Prepared for a productive, fulfilling, well-balance life.
- Appreciative of their own and other spirituality.
- Culturally and globally active.
We also continue to have strong results at the Year 12 level and many first preference offers to tertiary institutions as shown below.

### Year 12 2015 Snapshot

<table>
<thead>
<tr>
<th>Area</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Senior Statements awarded.</td>
<td>120</td>
</tr>
<tr>
<td>Number of students receiving a Queensland Certificate of Education at the end of Year 12.</td>
<td>117</td>
</tr>
<tr>
<td>Percentage of students awarded Senior Certificate with OP eligibility.</td>
<td>100%</td>
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<tr>
<td>OP 1-10 percentage of eligible students.</td>
<td>63%</td>
</tr>
<tr>
<td>OP 1-15 percentage of eligible students.</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of QTAC applicants receiving an offer.</td>
<td>99%</td>
</tr>
</tbody>
</table>

**School Board**

During 2015 the Board’s focus has been to update our risk management procedures, child protection protocols and a move to a more strategic focus in our meetings and strategy sessions.

Professional development of the Board in finance and governance has been an area of interest and almost all Board members have been to a Directors course for not for profit organisations.

The Board has also been heavily involved in developing plans for Philosophical Inquiry and Hillbrook’s goal of being a teaching and research centre for Philosophical Inquiry in Queensland. The Board has also committed to supporting the implementation of the Australian Professional Standards for teachers and Hillbrook remains at the forefront of this is in the state.
The long term financial position of the school is very solid and will support low fee increases for many
years. Our current campus development program was completed at the end of 2015 and we will
commence preparation work on the next 2017-20 plan during 2016. The Board is very proud of the work
being done at Hillbrook and congratulates all the community and their part in that.

The members for 2015/16 are:

- Mr Robert Seljak (Chairperson)
- Mr Norman Hung (Deputy Chairperson)
- Mr David Callanan
- Mr Andrew Devenish
- Ms Deborah Enright
- Mr Damian Larkin
- Mrs Judith Nagle
- Mrs Loris Phair
- Mrs Sue-Ellen Taylor
- The Reverend Tiffany Sparks (Archbishop’s Representative)
- Mr Geoff Newton (Principal)
- Mr David Briggs (Company Secretary)
- Mrs Liz Jarvis (Minutes Secretary)

Finances

The school continues to be in a strong financial position. The 2015 draft financial statements indicate an
asset to liability surplus of $25.7m. The school’s surplus is $2.68m, total loans increased by approximately
$2.54m to a balance of $7.8m. The school’s investment in property, plant and equipment for 2015 was
approximately $7.6m.

Conclusion

The year has been one that has tested staff and students as the campus was rebuilt around us all. Students and staff are now enjoying the outcome of all this building work with new facilities in Music;
Languages, Home Ec, Design and Technology, Mathematics and Drama. It’s also been an exciting one in
Hillbrook’s journey and has laid the foundation for the school for many years to come.

In closing, we continue to value our links with the Anglican Church through involvement in the educational
and spiritual life of the Anglican community.

Principal: Mr Geoff Newton, MEd (L’S’hip & M’ment), BSc DipEd GradDip Computing, GradDip Educational Admin
## YEAR 12 2015 OVERALL POSITIONS (OPs)

### NUMBER OF OP ELIGIBLE STUDENTS- 120 (61 Boys, 59 Girls)

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<th>Total</th>
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<th>Fem Cumul</th>
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### SUMMARY OF OPs for 2015

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### OP COMPARATIVE % - Hillbrook

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

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<th>2015: OVERALL POSITIONS OR OP</th>
<th>2014: OVERALL POSITIONS OR OP</th>
<th>2013: OVERALL POSITIONS OR OP</th>
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</thead>
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<td>Hillbrook %</td>
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<td>Hillbrook %</td>
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<tr>
<td>15 or better</td>
<td>93</td>
<td>15 or better</td>
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<td>Number of students awarded a Senior Statement</td>
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<td>Number of students who received an Overall Position (OP)</td>
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<td>Number of students who received an Overall Position (OP)</td>
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<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>97%</td>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>99%</td>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
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</tbody>
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1.1 2015: DESTINATIONS

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<th>% OF YEAR</th>
<th>DESTINATION</th>
<th>% OF YEAR</th>
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1.2 2014: DESTINATIONS

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Preference Number | Offers | % of Total Applications | Acceptances at 16 March 2016
---|---|---|---|
1 | 76 | 66.7 | 68
2 | 21 | 18.4 | 19
3 | 10 | 8.8 | 9
4 | 4 | 3.5 | 3
5 | 2 | 1.8 | 2
6 | 0 | 0.0 | 0
Total Offers | 113 | 99.1 | 101

Hillbrook Anglican School
Senator the Hon Simon Birmingham
Minister for Education and Training

Our innovation reforms are expansive and comprehensive. They begin with plans to roll out new technology, to lift science and maths engagement at the earliest stages in our preschool students. They continue with measures around coding, science schools, all through our education system and complemented of course by our reforms to lift the STEM skills of our teachers. They reform research undertaking, driving stronger partnerships between universities and industries to ensure our world-class research has a greater chance of being commercialised, and our reform tax arrangements for venture capital and startups make investment in job creation more attractive. It really is a full lifecycle approach to innovation and science engagement that starts at the earliest years. Australia’s economy must transition, and this Innovation and Science Agenda is central to that successful transformation.

Schools are a central part of this innovation agenda, and I look forward to working with all of you on the resources required to make sure we succeed in that regard. However, I acknowledge that innovation is just one of many things that are central to schools. Since it is an election year, I’m sure that you all want some straight talking from the Federal Minister, so today I want to address five key areas. Firstly, to highlight the Coalition’s commitment to education. Secondly, to consider the state of policy in education debate in Australia. Thirdly, to counter some myths about funding arrangements for the non-government and independent sector. Fourth thing is the role of the states in education, and finally to discuss Commonwealth school funding policy.

In 2014 the present Leader of the Opposition said that, I quote, "the Labor Party is the party of education." This is a view that I must contest, and frankly anyone who knows anything about the history of education in Australia should contest. Quite some years ago an important motion was moved in the House of Representatives calling for a revised and extended education system of prime importance, saying that there needed to be increased facilities for secondary, rural, technical and university training; that the problems of the qualifications, status and remuneration of teachers should be addressed and that Commonwealth investment and support might be necessary to realise these reforms. A good education, said the mover of this motion in the nation’s parliament, although it is not by any means indispensable to worldly success, is, or should be, one of the basic elements of a citizen in life.

That speech sparked off a long and serious discussion about the future of education in this country. It was made on 26 July 1945, and the mover and speaker was Robert Menzies, who only a year prior to that had founded the modern Liberal Party. That it was made on the eve of World War II at a time when there was no – I repeat no – federal Department of Education, no federal Minister for Education, and when Commonwealth involvement in wider issues of public policy was still very limited, highlights how prescient Menzies was. It also highlights that the Liberal Party since its foundation in 1944 placed a high priority on education.

All have acknowledged, including all the Labor prime ministers, that it was Menzies and the Coalition that greatly expanded and established Australia’s modern university system and made it accessible from a very extensive Commonwealth scholarship scheme. All have agreed that it was Menzies and the Coalition who understood the issues facing the Catholic school sector, put aside any ideological or personal religious beliefs and differences and started funding the non-government sector. And it was under Coalition governments that the principles of Commonwealth funding to the non-government schooling sector involving choice, need and diversity were firmly established and eventually accepted by all.

In government, Menzies’ moved the small Office of Education to the Office of Prime Minister and Cabinet to keep it priority, and by the end of 1966 this would become the Commonwealth Department of Education. And the Education portfolio under the Coalition Government was considered critically important, as evidenced by the fact that the two later Liberal Prime ministers – John Gorton and Malcolm Fraser – served as education ministers along with other highly regarded ministers throughout the years, such as Sir John Carrick, Dr David Kemp and former leader Brendan Nelson.
The point I’m making is not to give you a history lesson, but to highlight that education has long been an important priority for us in the Coalition, and that choice in education is something that we hold dear to our hearts and is a core belief of the Coalition.

Just as no party is the natural party of government with some automatic right to office, no party should claim they are the special party of any area of public policy. We must all be judged on the basis of the policies we present and whether they tackle real problems, with policies that are fiscally responsible, doable and achievable in our federal system, and ultimately whether they’re policies that will make a real difference.

One of the problems with the current state of policy development in Australia at present seems to be that it is often hard to have a real debate. Too often it becomes a shouting match from entrenched positions. Former Labor Finance Minister Lindsay Tanner perhaps was right when he said that the contest for ideas has been supplanted by the contest for laughs, quick fixes, simplistic solutions, and the avoidance of doing anything that might offend anyone or that anyone might find difficult. This is a great shame, because Australia has an enviable record of tackling numerous policy areas, making genuine reforms and taking the hard decisions. These problems are seen in school education policy too. The debate about the quality of our school education counterparts has been more concerned by what have been the surrogates for quality. The surrogates, such as spending limits, class sizes or teacher-student ratios.

Spending more does not automatically equal better outcomes. This is a theme that I’ll touch on several times. There is equally an issue in the debate that we see around equity. I hear a lot now about needs-based funding. Certainly the correlation between low socioeconomic background and poor student performance is well documented, and has been known for a long time. Often the term needs-based funding is used as a proxy for arguments for more funding in totality, which indeed successive governments have provided.

Now of course students from disadvantaged backgrounds should receive additional support, as they do, as they will continue to receive. As the OECD and others have noted, there are other family, personal and social impacts that impact more on student performance than school funding. Professor Sharon Goldfield, a paediatrician at the Centre for Community Child Health, made recent comments on the ABC Life Matters program in which she said, and I quote: “there is no doubt that there’s a relationship between children doing more poorly at school and disadvantage, but there are other areas of adversity that is important, the way the families function, the way the neighbourhoods function, their own intrinsic developmental pathways, so I wish it was as simple, not that it is as simple, to say let’s get rid of poverty, but there are far more complex factors at play.”

Schools can make a difference, and do make a difference, but we should be honest enough to acknowledge that their influence has limits in the face of these wider social, cultural and individual factors, which in part explains why all of the extra funding targeted to schools and students has a limited impact in tackling areas of disadvantage. Tackling disadvantage requires a holistic approach in which education is a critical piece of a bigger puzzle.

Research on equity and education highlights the need for policies addressing underachievement, to focus on quality of teaching, pedagogy and curriculum, rather than purely on socioeconomic status or disadvantage itself. Further, such decisions should be based on knowledge and evidence of what works for particular groups of students.

Contrary to views peddled by some, Australia is not a low spending country in school education. In 2012, Australia’s spending on schools was four per cent of GDP, which is higher than the OECD average of 3.6 per cent. This includes both public and private contributions, which reflects Australia’s unique public and non-government education system, as those of you in this room most certainly appreciate. Such OECD analyses demonstrate, yet again, that more spending does not automatically equate to better outcomes, because what the OECD equally shows is that some countries spend more than we do and perform worse, while other countries spend less than we do and perform better.
In Australia, between 1987-88 and 2011-2012, total government spending across all levels of government on schools doubled in real terms. A one hundred per cent increase. While over the same period of time, student numbers increased by only 18 per cent. That funding growth has continued under the Coalition at an even greater pace. The Commonwealth will provide the total of $69.4 billion to Australian schools over four years to 2018-19, a 27 per cent increase from 2014-15. The recent release of the latest NAPLAN results have sparked claims that extra Commonwealth funding was responsible for improvements in students’ outcomes, and has ignited further the debate about future school funding levels. However, according to high level preliminary analysis at individual Australian schools demonstrating substantially above average NAPLAN gains in either reading or numeracy or both, changes to per student funding for these schools in 2013 to 2014 were highly variable, and there is no clear pattern in the way that the changes to funding relative to disadvantage or improvement.

While around one-third of these high gain schools did receive real increases in per student funding from 2013 to 2014 of more than five per cent, a similar proportion of these schools actually experienced decreases in per student funding in real terms, supporting the position that it is more important to focus on what schools are doing to achieve such outstanding improvements rather than inputs into those schools. To be clear, the analysis in its early stage of that NAPLAN data in relation to higher achieving schools shows that numerous schools achieve the outstanding improvements with less funding per student in 2014 than they received in 2013.

I also continue to be surprised, as a relatively new minister, by the myths peddled by some about the levels of funding directed to non-government schools, as I’m sure many of you are. Contrary to what is peddled, every student in a non-government school receives less taxpayer funding in support of their education than they would were they attending a government school. Their parents choose to pay more than they otherwise would. By increasing this private investment in education and thereby reducing the demands on the public system, these families increase the pool of funding available for all students. Average per student funding by the Commonwealth and state across the Government, Catholic and independent sectors bears this out.

MySchool data from 2013 demonstrates that an average government school student was subsidised by the taxpayer to the extent of $11,860. In the Catholic sector, that figure is $9548, while the comparable figure in the independent sector is $7790. A student at a high-fee paying independent school whose parents are measured as having a higher capacity to contribute receives base funding 80 per cent less than a student at a government school. Even a student at a low-fee paying school whose parents are measured as having a low capacity to contribute receives base funding 20 per cent less than a government- than a student at a government school.

It is important to note these differences, not just to dispel some of the myths around school funding, but also to do so in light of the research released earlier this year that demonstrated each of our school systems attract students from all socioeconomic backgrounds. Dr Jennifer Buckingham’s recent research report, One School Does Not Fit All, emphasises the importance of school choice and diversity. It enables parents or carers to choose a best-fit school for their child and their circumstances. This is clearly a strength of our schooling system, and it’s thanks to the existence of the non-government sector which gives our education the great diversity we enjoy, and gives parents real choice.

It is clear that parents embrace this diversity and choice because more than one in three Australian children attends a non-government school. That people who struggle to pay fees choose to do so, while those who could easily make a contribution opt for the government system, is at the heart of the choice offered by the Australian education system, encouraged by Coalition governments since, as I noted earlier, Menzies era.

OECD research also show that an increasing number of the education systems have welcomed a growing non-government sector because it also spurs creativity and innovation, both within schools in this sector, but also more broadly across the whole education system. Meanwhile, we should equally note that state budget bottom lines have also benefitted over the years from the growth in enrolments in non-government schools. As the secondary funder of non-government schools, the state governments save money every time a student crosses from a government school to a non-government school. Over the last decade there has been a shift of 2.1 per cent of students from the government sector to the non-government sector. On top of this, federal per student funding for students in state government schools is 66 per cent higher in real terms than it was 10 years ago. So we have a situation where the Commonwealth Government is paying the states and territories more per student than we historically have for students in government schools, and a greater share of students, though, have shifted out of those state government schools into the independent or non-government sector.

Yet remarkably, despite that fact that both of these factors reduce the cost pressures on the states and

Hillbrook Anglican School
territories, they continue to have the gall to say there is a funding crisis. If there is, given the way in which every single school funding decision and trend in recent years has been for the benefit of the state system, then the blame for such a funding crisis clearly rests comfortably on their heads.

You will be forgiven, in reading some of the recent commentaries, for thinking that the Commonwealth was fully responsible for almost all funding for schools – government and non-government – the day to day running of the schools and the employment of the teachers. This ignores constitutional funding and administrative realities. The Commonwealth runs no schools and employs no teachers. It is the states and territories that are responsible for the quality of our education system since they all administer education acts, register and regulate all schools, register all teachers, accredit all teacher courses, and determine the implementation sequence and timing of the national curriculum.

In totality, the states fund 66 per cent of our school education system, compared with 34 per cent federal funding. The states have always had the prime responsibility. What’s more, the share of federal funding is, as I’ve noted, at an historical high. There is wide disparity in the level of funding delivered by the states to both government and non-government schools, and disparity on the criteria on which they allocate their own needs-based funding.

Looking at the extremes firstly for government school funding, we see Western Australia, the ACT and the Northern Territory all provide more than $17,000 per student for government schools, while Victoria invests less than $12,000 per student. Similarly, state government funding for non-government schools ranges from $3200 per non-government student in Western Australia to less than $2000 in Victoria and South Australia.

So the Commonwealth, contrary to some recent reports, has been doing the heavy lifting in schools, with its spending growing twice as fast as the states for over a decade, especially within the government sector. Indeed, the recent Report on Government Services shows that between the years 2004-5 and 2013-14, Commonwealth per student funding to government schools increased by 66 per cent in real terms, while state funding only rose by 6.7 per cent. Indeed, in some years per student spending in some states declined while Commonwealth spending grew. This, once again, is a reason why scrutiny of how states and territories, or other systems, and how they allocate funding according to need is often more important than the present almost exclusive focus on decisions taken in Canberra.

The states cannot and should not be let off the hook for what is ultimately their prime responsibility to how much they spend and how they allocate their spending. This is especially the case for those states who scream the loudest for more money, yet seem to invest the least themselves.

Let’s now turn to post-2017 school funding, and indeed neutral reforms. The Prime Minister has stated very clearly that we are not in a bidding war with the Opposition, who have announced a big-spending policy package across school funding, and indeed are doing so across a number of areas. Labor says it will grow funding in schools even more than is currently budgeted for, even if real questions remain about how they will pay for this promise. But their model and the act which underpins it has many flaws. And as ISCA’s submission to the 2014 Senate Inquiry into School Funding highlighted, and I quote ISCA in saying: “the current funding arrangements are not effective or efficient, and the Commonwealth Government needs to urgently re-examine its current school funding arrangements.”

Labor wants to lock in indefinitely those current arrangements that are unaffordable, overly prescriptive and complex. There are 27 different funding arrangements. There is not a national system in place; there are various transitions for different states; there are different deals that have damaged the integrity of the needs-based funding model, even if it were to be actually applied to delivery funding right through the schools. And there is overfunding for some schools with excessively long periods, and just to name but one of the problems. So funding arrangements in the act must be cleaned up; that is obviously something that ISCA, in representing the sector, has made clear.

It is fundamental to our national prosperity, as well as to our wider social wellbeing, that we have a funding model that drives education performance, innovation, and is fiscally responsible. I want to give you a number of assurances in relation to funding. Firstly, that the Turnbull Government understands your sector’s concerns about the real inflationary cost of education. We have heard loud and clear from your advocates, and we will work with you on this issue.

Secondly, that the Turnbull Government remains committed to being an important player in schools, especially in relation to the non-government sector, as Coalition governments always have been. Thirdly, that we appreciate your concerns about the need for certainty around the future of school funding. This is
why I have resisted ideas that I should simply do a deal that deals with the so-called final two years of
Gonski rather than actually engaging in thorough conversations to try to achieve longer term outcomes.
Fourthly, that our Government has been clear that school funding arrangements in 2018 will be informed by
negotiations with your sector. ISCA has rightly complained about the rushed nature of previous funding
arrangements, and the excessive secrecy that surrounded them. We will not repeat those mistakes of
previous governments.

And finally, I want to make sure that I commit to all of you that we will work to ensure arrangements are
transparent, that they are not riddled with special deals for different players, but that they actually achieve a
fair and equitable outcome that is understandable to the Australian people and ensures that the Australian
people do appreciate the value of diversity and choice in our school system, and the value in providing
support to every student regardless of the choice their parents make. Future Commonwealth funding and
policy must not only be affordable, needs-based and transparent, but also must better clarify responsibility
for education, ensure there are proper accountability measures, and that it’s drive – performance and
innovation – occurs in ways not tried in the past.

Most importantly though, most important and briefly, we do need to shift the education debate away from one
that is dominated by inputs like funding. It’s specialisation they can bring into your schools and can apply to
the quality of education in those environments. It’s why we worked to improve the national curriculum that we
found when we came to office, to simplify it where possible to enable you to focus on the things that matter
most. It’s why we are passionate about trying to lift parental engagement, something that I am particularly
passionate about because ultimately the most important learning environment for a child is the home
environment, and it is that home environment that frames the child you get when they arrive in your schools.

I’m very conscious that in this sector where parents have made a conscious choice to attend your schools, to
pay the associated fees, there is a level of parental engagement. And I want your help and your advice as to
how it is we can make sure that across Australia, no matter the socioeconomic background, no matter the
choice of school, we do manage to maximise that parental engagement from the earliest years through to
setting the ambitions of those children, to ensure that they are best placed to be able to help their child
succeed and learn, and to complement the outstanding work of our wonderful schools and quality of
teachers.

We have many ambitions for what we hope our schools can achieve as part of a more innovative Australia.
Ambitions that of course start from the basics of how it is that students best learn to read, inspiring their
interest in STEM subjects from the earliest years, but giving them the support, the resources and the
teachers able to then deliver those outcomes throughout, lifting the nation’s outcomes in relation to foreign
languages, especially Asian languages.

As Education Minister, I consider every policy proposal on education that crosses my desk ultimately in
terms of its impact on children and their future prospects. My five year old daughter will probably never go to
the moon – although who knows what she has in store for her – but fortunately I am confident that she has
the best opportunities available to her, and I want to make sure those opportunities are available to every
child across our schooling system. I look forward to your help in doing so, and I thank you so very much for
all you do for our education system, and for the opportunity to be with you today.

Thank you.
I acknowledge the traditional owners of the land on which we meet, I pay my respects to elders past and present.

And at any meeting of educators – we reflect on how important education is to closing the gap in opportunity and employment that diminishes the lives of the first Australians.

It’s a great pleasure to be here today.

The last Parliamentary sitting week before a break is always a hectic time.

Similar to the last week of term in a lot of ways, though at least you know when you’ll be coming back.

Regardless of all the toing-and-froing up there in the Parliament, I was determined to make time for your conference, because I respect and value the work you and your members do.

I know you meet here today as the representatives of 1000 schools, teaching almost 600,000 students.

1 out of every 6 students in Australia.

You and your members represent a great diversity of schools:

From Christian and non-denominational schools to secular, Jewish, Greek Orthodox and Aboriginal and Torres Strait Islander schools.
This is just one of the reasons why Australia’s Independent Schools are such a central part of the community you serve.

So many alumni return throughout their lives for weddings, christenings, holy days and even to farewell old friends.

If you’ve taught in the sector for some time, you have probably endured more than one round of the tired old debate about whether the Commonwealth should be involved in funding schools and the follow-up argument about whether governments should fund non-government schools.

I’m not here to re-litigate either point.

The Commonwealth has been funding schools since Menzies.

And provided recurrent funding for non-government schools since Whitlam.

There is no turning back from this reality.

And seeking to mask funding cuts by talking about ‘state responsibilities’ is just a transparent abdication of responsibility.

This is why the historic Gonski reforms Labor introduced in Government were so important.

Gonski was a game-changer.

An opportunity to end the finger-pointing between the Commonwealth and the States.

To draw a line under the ‘public vs private’ debate.

A chance for a new consensus, a new sector-neutral focus on meeting the individual needs of students.

And there was another vital quality Gonski was designed to offer: certainty.

Gonski was intended to be a bipartisan agreement designed to stretch beyond the life of two parliaments.

For Catholic, Independent and public schools the agreements we negotiated meant six years of funding growth, based on student need.

And with the ‘unity ticket’ that was promised by the Liberals at the last election – we thought we had achieved a permanent, bi-partisan change.

Regrettably, Malcolm Turnbull – like Tony Abbott – has turned his back on Gonski and on needs-based funding.

For two budgets now, the Government has locked in $30 billion in schools cuts.
You all know the effect this will have on your schools — many of you here today have led the campaign against these cuts.

Just as you know that dumping the Gonski reforms will lock-in existing inequality between states and amplify it over time.

The point of the Gonski reforms was to get all schools to a consistent resourcing standard over six years.

Stopping after four years, will leave schools behind.

And some states and territories will suffer more than others.

The South Australian Association of Independent Schools has pointed out Independent schools in their state will be worse off compared to schools in other states by over $20 million in 2018.

This gap will just continue to grow over time.

$400 per student per year is enough to make a real difference.

And it’s a particularly serious problem for a smaller state where the economy is doing it tough.

Labor does not accept an Australia where the quality of your education is determined by your postcode.

We believe in every child, in every school, getting every opportunity.

And earlier this year, Kate Ellis and I rededicated Labor to sector-neutral school funding, based on need.

Our new policy, called Your Child, Our Future, delivers on the final two years of the Gonski agreements — and it goes above and beyond.

It is a fully-costed, fully-funded, $37 billion investment over the next decade.

Our funding formula will see the money directed to where it is needed most.

Small schools, rural and regional schools and schools in disadvantaged communities.

Our focus is on student need — from Aboriginal and Torres Strait Islander students who need extra assistance, to children with disability.

Your Child, Our Future doesn’t just close out the final two years of Gonski — it is a ten-year guarantee of certainty for Australian schools.

Our policy will deliver:

- A strong focus on every child’s needs;
- More individual attention for students;
- Better trained teachers – and more of them;
- More targeted resources and better equipped classrooms;
- More support for students with special learning needs.

And we’ve set ambitious benchmarks for judging this investment:

- By 2020, we will ensure 95 per cent Year 12 completion.
- By 2025, Australia will be among the top 5 countries in reading, maths and science.

We hear so much about ‘innovation’ these days.

But we cannot be an innovation nation, without education.

A love of science and technology and a thirst for discovery doesn’t just begin at school – it depends on our schools.

In the year 2000, only one country outperformed Australia in reading and maths.

In 2006 only two countries outperformed us in science.

Today, 16 countries outperform Australia in maths.

Nine countries outperform us in reading and seven countries outperform us in science.

At the Beijing Olympics in 2008 we finished 6th in the medal tally, in London 2012 we slipped to tenth.

And there was a national outcry.

People were demanding enquiries, investigations, new coaches, new academies – an entire review of what was working and what wasn’t.

We need to bring a greater urgency, a greater sense of shared national purpose and pride to elevating education.

Achieving this will require stronger and deeper co-operation between government and peak bodies like yours.

Political parties can’t just demand this.

We need to demonstrate our good faith, our preparedness to back our words with actions.
Which is why today, I am pleased to announce that a new Labor Government will provide $82 million to Independent schools associations and Catholic education commissions for the duration of the original six-year Gonski agreements.

This funding will ensure you can continue your important work.

It will honour the agreement you made in good faith at the beginning of the Gonski reforms, by reversing the cuts the Government made to this program in 2014.

This will be called the Teaching and Learning Support Program – because that is exactly what it is.

We know it’s already allowed you to:

- Provide better coaching for teachers
- Establishing centres of excellence for the teaching of STEM
- Employing School Leadership Consultants – to work with principals to make sure schools have a school improvement agenda in place to lift student outcomes
- Supporting schools to implement the Australian Curriculum;
- Best practice professional development to support Indigenous Independent Schools

Of course, we will expect transparency and accountability for this funding – with clear links to improved teaching and learning.

I have every confidence in your ability to meet and exceed these standards.

In Labor’s Your Child, Our Future policy we said we wanted to see more evidence-based programs like targeted teaching.

Today we are asking you to partner with us in achieving that.

Experts tell us targeted teaching is one of the most efficient and effective ways to lift student results.

Government and non-government schools are already harnessing data to make sure students don’t miss out.

So lessons meet the needs of everyone in the class – and students of all abilities are engaged.

We want to see more schools use this powerful tool to lift student results.

Labor’s investment in the Teaching and Learning Support Program you will be able to share in the expertise that already exists – and learn what works from other schools.

Friends
As you might remember, I spent about 80 days or 1,920 hours as Minister for Education.

This is not exactly an ‘era’, I admit.

But in that time I applied the lesson that’s guided me my whole working life: the best way to achieve progress is through consensus.

Improving outcomes, delivering a better deal for every child and every teacher in every school will always be easier if we work from a foundation of co-operation, rather than conflict.

We will be a better nation when government is better at listening to the people on the frontline of education.

One of the really unfair developments of the past few decades is that while the responsibilities of Australia’s teachers and principals continue to increase... the respect educators are afforded within our society has not kept pace.

One of the easiest lines for lazy politicians to say when confronted with a complex problem is:

“We’ll just get them to teach that in schools. Leave it to the teachers.”

Teachers and principals in this country have been left to do a lot of things.

You’re expected to look after the welfare of the child, the emotional wellbeing of the child.

You’re expected to cope in many cases with inadequate resources.

You’re expected to cope with less than the pay than you deserve.

A Shorten Labor Government, will do more to make sure the position and the respect of teaching gets the proper, long overdue support in terms of the estimations of the community.

Australia cannot thrive without its teachers and its educators.

Our policies, our priorities and the way we engage with groups like yours will be governed by this understanding of your value, and our respect for your work.

Thank you

MEDIA CONTACT: LEADER’S OFFICE MEDIA UNIT – 02 6277 4053
## 2015 NAPLAN Results

### READING

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<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
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<td>Year 7</td>
<td>592</td>
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### Year 9 NAPLAN

Percentage difference from the national mean for Hillbrook

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Percentage difference is calculated by the following formula:
\[
\frac{(school\ mean - national\ mean)}{national\ mean} \times 100
\]

- Positive trend (3 years)
- Negative trend (3 years)
- Emerging positive trend (2 years)
- Emerging negative trend (2 years)

### Year 7 NAPLAN

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Percentage difference is calculated by the following formula:
\[
\frac{(school\ mean - national\ mean)}{national\ mean} \times 100
\]

Hillbrook Anglican School
# 2015 NAPLAN Yr 7

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- **Hillbrook Anglican School**
- **Similar to Hillbrook**
- **Less than Hillbrook**
- **Greater than Hillbrook**
- **Leader**
## 2015 NAPLAN Yr 9

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**Leader**

- Hillbrook Anglican School
- Similar to Hillbrook
- Less than Hillbrook
- Greater than Hillbrook
- Leader

Hillbrook Anglican School
TEACHER PROFESSIONAL PATHWAYS

AND

DEVELOPMENT PROGRAM
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Preamble

At Hillbrook we have committed to being a Learning Community, made up fundamentally of people with a set of common goals and beliefs about learning. We aspire to be a great Learning Community by providing a supportive, stimulating and collaborative environment for all members: students, parents, teachers and support staff. Our commitment to our teachers is to develop skills that will support their ability to deepen the learning of our students. Further, we believe that the ideas outlined below are important and integral to Hillbrook’s current culture, practice and reputation.

In this document we outline Hillbrook’s beliefs and intentions in further developing our Learning Community. Our Professional Pathways and Development Program is both responsive to individual learning needs, while also contributing to the direction of the whole teaching team. This approach incorporates the Australian Professional Standards, with its emphasis on teacher knowledge, practice and engagement.

Hillbrook’s Professional Pathways and Development Program, including Australian Professional Standards Highly Accomplished and the Lead Teacher positions, are also introduced. In addition, you will find an overview of new ideas and programs which we believe will help to attract, develop, retain quality teachers while directly improving student learning.

Professional Pathways - Development Program


- that the quality of an education system cannot exceed the quality of its teachers
- the only way to improve outcomes is to improve instruction
- high performance requires every child to succeed

The work of people like Dr John Hattie, Dr Helen Timperley and The Marzano Institute et al, indicates that the best way to improve student learning is to develop the quality of teachers and the quality of instruction. Hattie summarises this:

...we need to talk about quality teachers in terms of what they do and the effects they have on students. Too often our discussion on what constitutes quality in teachers emphasises the personal and professional attributes. Maybe we should constrain our discussion from talking about qualities of teachers to the quality of the effects of teacher on learning.

(Hattie, J (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement)

The Professional Pathways - Development Program provides an opportunity for us all to develop a self-sustaining circle of professional practice and learning. Such a program will help advance individual, groups and whole-school initiatives through professional learning, research and reflection.

---

We should focus on the greatest source of variance that can make the difference – the teacher. (John Hattie)
## Professional Pathways - Development Program

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<th>Explanation</th>
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<td>Yes, all staff are involved.</td>
<td>Four 80 minute observation lessons for each semester per year for a graduate and four 80 minutes of observation and/or related classroom practice activities in one semester each year for all other teachers. A journal of practice and reflection based on Marzano’s design questions instructional framework should be kept.</td>
<td>$300</td>
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<td>Professional Learning and Practice Plan (PLP)</td>
<td>Yes, all staff are involved.</td>
<td>Each Professional Learning and Practice Plan is currently connected to school and subject area Strategic Initiatives. Annual professional conversations will be held with a member of the School Leadership Team.</td>
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<td>Scholarship</td>
<td>Yes, after requirements are met.</td>
<td>Teachers with Proficient status or above and 5 years full-time equivalent (FTE) can apply for a scholarship for a Teaching and Learning focused Masters, PhD or other fee-paying further study. Teachers must also be a permanent member of staff and completed an individually developed Professional Inquiry. Two instalments of $1,600 each are payable and can be accessed after 2 and 4 subjects are completed successfully.</td>
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<td>Professional Reflection Leave</td>
<td>Yes, after requirements are met.</td>
<td>Leave will accumulate at the rate of 1 day/year (maximum 5 days), taken in time or money, with an additional allowance of up to $2,000 for expenses for each individual proposal. Teachers must have Australian Professional Standards (APS) Highly Accomplished teacher status, and have been at Hillbrook for at least 5 years at 0.5 full-time equivalent or above. This leave can be combined with long service leave if required. Each leave request is to be detailed and costed before submission to the School Leadership Team for approval.</td>
<td>Up to $2,000 Commences 2017</td>
</tr>
<tr>
<td>Professional Inquiry</td>
<td>All teachers above Graduate status.</td>
<td>As part of the requirements to access a professional study scholarship, teachers will first complete an individually developed Professional Inquiry. Every teacher will complete an online course on action research techniques in their first year of Proficient status or in their first year at Hillbrook. Individual Professional Inquiries will be Teaching and Learning focused and student centred, and must be part of each teacher’s Professional Learning and Practice Plan. Second or subsequent Inquiries at Highly Accomplished and Lead teacher levels may attract a Teaching and Learning Initiative Allowance (TLIA) depending on the commitment needed. Inquiries should be undertaken every 3 years by all teachers above Graduate status. Highly Accomplished and Lead teacher applications will need to include at least one Professional Inquiry independently developed and completed.</td>
<td>$1,876 Commences 2016 Conditional on depth of proposal</td>
</tr>
<tr>
<td>Additional PD</td>
<td>Yes, available to all staff.</td>
<td>$300 per individual per year, accumulated for 2 years. All Professional Development is subject to SLT approval. Costs beyond the usual personal allocation will be considered on a case-by-case basis.</td>
<td>$300</td>
</tr>
<tr>
<td>Teacher Visiting Program</td>
<td>Yes, available from 2015.</td>
<td>This program can be accessed by permanent full time teachers after reaching Highly Accomplished Classroom Practice teacher status.</td>
<td>Up to $2,000 Commences 2015</td>
</tr>
</tbody>
</table>
Professional Pathways

Links to the Australian Professional Standards (APS)

In Australia, teachers who remain in the classroom typically reach their maximum salary after 9 or 10 years of teaching, depending on the sector or state.

Internationally there are many salary models that include higher entry qualifications, longer term salary increases and higher pay, but still mainly follow the principle of increased teacher remuneration based on length of service.

Professional Standards Models (PSMs) are gaining popularity around the world and in Australia; New South Wales now has such a system, and Queensland is moving towards the implementation of Professional Standards. Within Australia, the push for a Professional Standards Model has been enabled by the Australian Institute for Teaching and School Leadership (AITSL) who published a standards based model of teacher competencies and knowledge. It highlights four stages of professional progression, from a ‘Graduate’, moving to ‘Proficient’, then ‘Highly Accomplished’, and on to ‘Lead’ teacher.

This model uses 7 standards, grouped under 3 domains:

- Professional knowledge
- Professional practice
- Professional engagement

Our Professional Pathways model uses the APS as the organising structure.

Pathways

Hillbrook’s Professional Pathways are designed to provide an alternative pathway for the classroom teacher outside of existing positions of subject area responsibility and to provide professional development opportunities for all teachers to develop their expertise.

The model further ties the APS for teachers to a remuneration model that reflects the increasing expertise of teachers along their career journey. This section includes a description of what is required for progression through the four APS stages.

Progression Opportunities - Australian Professional Standards for Teachers

It is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student – teacher relationships that are more likely to have above average effects on student achievement (John Hattie)
Requirements for each APS Status

Graduate Teacher - APS (Standards 1-7)

All Graduate teachers will be involved in the Peer 2 Peer (P2P) classroom visit program. They are required to visit, and be visited by teachers for 320 minutes per semester for their first 3 years or until they attain Proficient status.

All Graduate teachers must meet Proficient teacher standards by the end of the third year or earlier. If Proficient teacher Australian Professional Standards are not met then the Queensland College of Teachers registration procedures will apply. The P2P program will be part of an induction process and provide a valuable opportunity to develop their classroom skills through interaction with more experienced teachers.

Proficient Teacher - APS (Standards 1-7)

When the teacher successfully meets Proficient teacher standards then they will be eligible for registration as a full member of the Queensland College of Teachers.

Proficient teachers will complete an online course on action research techniques in their first year of Proficient status or in their first year at Hillbrook. Individual Professional Inquiries will be Teaching and Learning focused, and student centred and will be part of each teacher’s Professional Learning and Practice Plan (PLP).

Proficient teachers will continue the school’s P2P program for 320 minutes for one semester each year.

Highly Accomplished Classroom Practice Teacher - APS (Standards 3, 4 and 5 only)

All teachers must meet the Highly Accomplished Classroom Practice requirements by their 9th year of teaching. Each year as part of this process teachers will submit a self-assessment profile and action plan to address areas of growth under the Professional Practice Standards 3, 4 and 5. This can form part of the yearly professional conversation with the School Leadership Team. Teachers may do the self-assessment for all standards as a way of gaining an understanding of their progress towards Highly Accomplished Australian Professional Standards status.

Highly Accomplished Classroom Practice teachers will continue the school’s P2P program for 320 minutes for one semester each year.

Highly Accomplished Teacher - APS (Standards 1-7)

The Highly Accomplished teacher is a high level teaching position within the school.

At this level it is anticipated that teachers will be considering further study in teaching and learning, or be demonstrating increased professional commitment and learning in another form.

Each teacher’s annual Professional Learning and Practice Plan (PLP) review should indicate their own increasing responsibility in supporting the professional learning of their colleagues, and their own areas in need of development. A Professional Inquiry should also be completed every 3 years. Every 3 years Highly Accomplished and Lead teachers will undertake one Professional Inquiry designed to advance specific educational goals, with a focus on improving student learning. The scope and implementation of these projects will be a mutual decision and form part of each teachers’ PLP.
The results of all Professional Inquiry projects should be published in our Professional Journal and shared with staff. The projects could be used to support an application for Highly Accomplished teacher Australian Professional Standards and/or for Lead teacher Australian Professional Standards status.

Highly Accomplished teachers continue to be part of the P2P program for 320 minutes for one semester each year.

Application packages for the Highly Accomplished Teacher status will be developed for implementation in 2016. Application costs will be borne by the school.

**Lead Teacher - APS (Standards 1-7)**

Teachers can apply for Lead teacher status in their second year as a Highly Accomplished teacher. During that time teachers will have demonstrated curriculum, pedagogical and cultural leadership in the wider school community. Teachers will also have demonstrated involvement in further professional learning and have completed or completing a Masters or equivalent, and have completed at least one Professional Inquiry at this level. Lead teachers will act as mentors to Graduate teachers and support requirements of the Professional Standards Model in Anglican schools e.g. panel membership. Lead teachers will also be involved in Professional Inquiry reviews and the preparation of teachers for Proficient teacher or Highly Accomplished teacher status.

The Lead teacher is a high level position and as such cannot be in receipt of any PAR points. A time allowance may be negotiated in lieu of salary, or as duties demand.

Application packages for the Lead Teacher will be developed for implementation in 2017. Application costs will be borne by the school.

**Application Process for Australian Professional Standards Status**

Applicants for Australian Professional Standards Proficient, Highly Accomplished and Lead teacher status are required to make written application for progression. This will usually take place after a conversation with the School Leadership Team and the completion of the self-reflection tool developed by ISQ (or equivalent and based on the APS standards).

Applications are to be completed and lodged with the school by the end of Term 2 each year. Interviews will take place yearly in Term 3.

A panel comprised of independent experts (which may include current Anglican Lead teachers) will review the application and conduct the interview process. The panel may ask for further evidence to be provided by applicants before the interview. The panel will then make a recommendation to the School Leadership Team and provide feedback, usually within four (4) weeks of the review.

Successful applicants will commence their position at the beginning of the next school year.

If unsuccessful, a teacher may re-apply in a subsequent round of applications.
Transition Arrangements

The change from existing Enterprise Agreement to the Professional Pathways model will require some transitional arrangements from 2016.

- Any teacher with over 9 years’ experience will be deemed a Highly Accomplished Classroom Practice Teacher.
- Any teacher from their 5th year may apply for Australian Professional Standards Highly Accomplished Teacher status.
- Any teacher with 7 years’ experience including 2 years at Highly Accomplished Teacher Australian Professional Standards may apply for Lead Teacher status.
- The Accomplished teacher allowance will remain but will be renamed Teaching and Learning Initiative Allowance (TLIA) and may be used to support Professional Inquiries.
- The Exemplary Teacher position will remain until the Lead Teacher position is implemented.