OCT

ADDRESSING SCHOOL INFRASTRUCTURE NEEDS

From the Executive Director

According to data released by Queensland Treasury[1], interstate migration to Queensland is on the move again. In the 12 months to March 2017, 15,716 people moved to Queensland from interstate taking our estimated population to a total of 4,907,608 an increase of 75,372[2] or 1.6% over the previous year.

The continuing growth of Queensland's population creates a significant challenge in terms of the provision of the required school infrastructure.

With a projected additional 263,000 school-aged children by 2036[3], more schools and the expansion of existing schools will be required. Based on the current market share of schooling in Queensland for independent schools, the independent sector will need to cater for an additional 46,600 students by 2036.

The task of providing for these additional students in the independent sector has been long recognised by Independent Schools Queensland (ISQ), but following recent research by ISQ, we can now pinpoint where new independent schools and expansion of existing provision will be required across the state, along with the type of provision (primary/secondary) and the timeframe.

The ISQ Research Paper *Independent Schools Infrastructure: Planning to Maintain Choice*[4] finds that 21 new P-12 independent schools (of around 1,000 students) will be required along with an additional 825 classrooms in existing schools.

The cost for these new schools and additional classrooms is estimated to be $1.2 billion in current terms which will be in addition to the continuing capital investment required for the refurbishment, upgrade and improvement of current school facilities.

Nineteen of the required 21 new schools will be needed in the south-east principally in the high growth areas of the Gold Coast, Ipswich, Caloundra and Jimboomba, whilst two new schools will be required in Townsville. The need for additional classrooms in existing schools occurs right across the state including inner Brisbane.

Whilst additional provision will be required in the period up to 2021, the demand increases over time with, for example, provision for an additional 63 streams of independent schooling required in the period from 2026 to 2031 and 67 in the period 2031 to 2036.
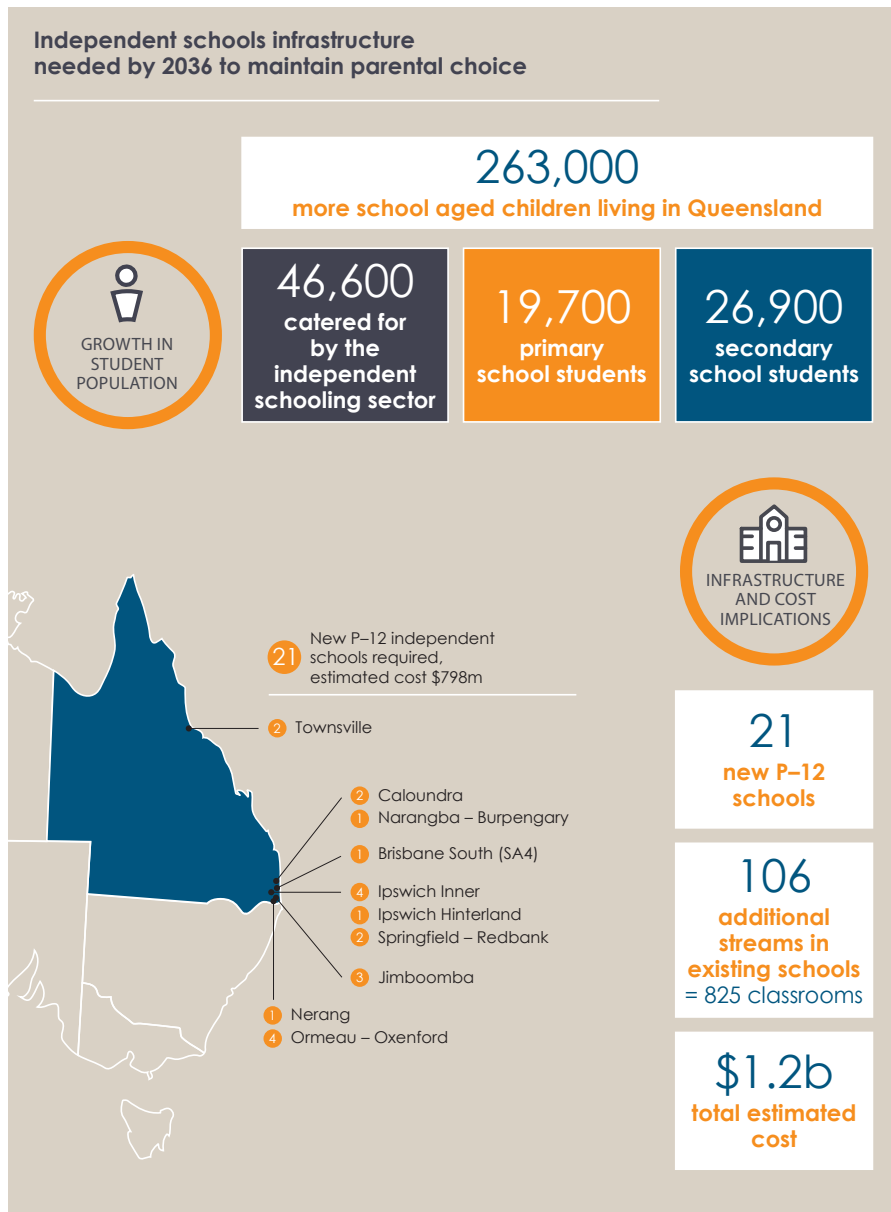
1   See http://www.qgso.qld.gov.au/subjects/demography/population-estimates/reports/pop-growth-qld/index.php
2   The 12 month population increase of 75,372 comprised 31,225 from natural increase (excess of births over deaths); 27,521 in net overseas migration; and 15,716 in net interstate migration.
3   The Queensland Government Statistician's medium series population projections based on average annual growth of 1.5% in school-aged children from 2016 to 2026 and 1.3% average annual growth for the period 2026 to 2036.
4   Available at https://rms.isq.qld.edu.au/files/Weblive_OSOF/Planning_to_maintain_choice_0817.pdf

ADDRESSING SCHOOL INFRASTRUCTURE NEEDS

Independent schools infrastructure needed by 2036 to maintain parental choice

263,000
more school aged children living in Queensland

GROWTH IN STUDENT POPULATION

46,600 catered for by the independent schooling sector

19,700 primary school students

26,900 secondary school students

INFRASTRUCTURE AND COST IMPLICATIONS

21 New P–12 independent schools required, estimated cost $798m

2 Townsville

2 Caloundra
1 Narangba – Burpengary
1 Brisbane South (SA4)
4 Ipswich Inner
1 Ipswich Hinterland
2 Springfield – Redbank
3 Jimboomba
1 Nerang
4 Ormeau – Oxenford

21
new P–12 schools

106
additional streams in existing schools
= 825 classrooms

$1.2b
total estimated cost

Source: *Independent Schools Infrastructure: Planning to Maintain Choice*, ISQ

Good planning and targeted actions to facilitate the provision of the required infrastructure is required now if we are to avert a future "crisis" in the availability of schooling places. The independent sector will need to work more closely with the Queensland Government in order to facilitate the provision of new infrastructure, just as governments will need to increase their capital funding support in order to support such a large investment in schooling facilities.

There are strong arguments as to why governments should increase the amount of capital funding support for independent schooling provision. Parents fund on average 80 percent of the capital costs for independent schools with the remaining amount coming from Commonwealth and State grants. This represents a significant cost saving for governments in terms of the provision of community infrastructure.

If the independent sector does not provide places for around 15 percent of the school-aged population, it is likely that the Queensland Government will need to increase its own provision at an additional significant cost to the taxpayer.

Direct capital funding will continue to the most important catalyst for new independent school infrastructure, however, other innovative types of financial support will need to be considered as the costs of providing a new school becomes more prohibitive for proponents. These might include loan guarantees, interest subsidies and reduced external infrastructure charges. Governments might also consider innovative alternative financing strategies for independent school infrastructure including Public-Private Partnership models and facilitating impact investing.

Whilst the significant capital cost of a new school is a recognised barrier

to more developments, so too is the availability of suitable school sites both in location and cost. Whilst some recent welcomed developments in terms of school planning and provision have been implemented (for example, Ministerial designation provisions under the new *Planning Act 2016*, urgent work needs to be undertaken to ensure that suitable school sites are available for future development.

A focus for this work must be Priority Development Areas (PDAs) such as Ripley, Flagstone, Caloundra South and Yarrabilba.

The research paper *Independent Schools Infrastructure: Planning to Maintain Choice* examines 11 areas of the state that have the highest needs for new infrastructure. Based on Level 3 Statistical Areas[5], these are:

- Ipswich Inner
- Ormeau – Oxenford
- Jimboomba
- Caloundra
- Springfield – Redbank
- Townsville
- Ipswich Hinterland
- Narangba – Burpengary
- Nerang
- Brisbane South,
- Brisbane Inner City.

The highest needs are in "greenfield" areas of new developments which are rapidly growing to cater for increased population growth.

ISQ is working with the Queensland Government and developers in relation to several of the key growth areas. This includes our involvement in the Department of State Development's Community Hubs and Partnerships (CHaPs) initiative which is examining issues such as the colocation of facilities, partnerships for construction of schools, land allocation and zoning for non-government schools in PDAs and school site requirements.

If the independent sector does not provide places for around 15 percent of the school-aged population, it is likely that the Queensland Government will need to increase its own provision at an additional significant cost to the taxpayer.

We have also engaged with the Department of Infrastructure, Local Government and Planning through its Community Infrastructure Reference Group. The key objective here is to ensure that independent schools are recognised as state interests and treated as such by authorities planning for schools.

A recent ISQ forum provided the opportunity for schools to be briefed on initiatives and issues in relation to providing school infrastructure in high population growth areas. ISQ will also continue its local briefings for schools which bring together local government representatives, developers and those interested in the provision of new facilities[6].

It is clear that action needs to be taken now to ensure that future school infrastructure meets the needs of our growing population.

In the lead-up to the next state election, ISQ is seeking a commitment from all political parties for fair and efficient assessment for non-state school sites under Ministerial Infrastructure Designation, reduced infrastructure charges and imposts, and the further strengthening of collaborative work between all school sectors and government agencies on the planning and delivery of new school infrastructure.

ISQ is also seeking a commitment to the allocation of an additional $20 million per annum in capital assistance with a focus on the establishment of new schools in high growth areas and the implementation of measures through strategic partnerships to stimulate the establishment of new and expanded schools.

The next Queensland Government should also consider the re-establishment of the Queensland Schools Planning Commission. Such a commission could play an important role in ensuring that the demand for schooling places into the future is met in an efficient, cost-effective and coordinated way.

DAVID ROBERTSON
Executive Director

---

5   A Statistical Area Level 3 (SA3) generally has a population of between 30,000 and 130,000 people.
6   For further information on ISQ's work and resources in this area, go to https://www.isq.qld.edu.au/advocacy-representation/infrastructure-planning

USING VIDEO FOR COACHING AND BRANDING

SHARI ARMISTEAD
Director (Strategic Relations)

Using Video for Coaching

Video changes everything. That is the big message professional development expert Jim Knight heard loud and clear from the teachers involved in his numerous studies on video and coaching (Knight, 2014).

The research associate at the University of Kansas Centre for Research on Learning and president of the Instructional Coaching Group summarised his findings in his book *Focus on Teaching – Using Video for High-Impact Instruction*:

"To sum up

- Video is a disruptive technology that will transform the way professional learning occurs in schools.

- Video is essential because professionals don't have a clear picture of what they do when they do their work.

- Teachers struggle to get a clear picture of reality because of the demands of teaching, habituation, and confirmation bias.

- Effective professional learning involves accountability that respects, even celebrates, teacher autonomy.

- Autonomy involves choice, thinking, and status.

- Accountability as defined here involves establishing clear, measurable goals and then working to implement them.

- Accountability means ensuring that learning has an unmistakable, positive impact on student learning and well-being.

- Both accountability and autonomy are essential for effective professional learning" (Knight, 2014, pp. 17-18).

See Figure 1 for a visual representation of what Knight describes as the power of video.

In *Focus on Teaching*, Knight (2014) shares comments from instructional coaches and teachers.

"Using a video camera to learn about your teaching is like looking into a mirror. You get to actually see what you are doing and all of your actions. You are able to see what you normally couldn't see with your own eyes. Courtney Horton, Instructional Coach, Madison, Alabama" (p. 4).

"Using a video camera to watch your teaching is like having the ability to go back in time because it allows you to take something that has already happened and really look at it, think about it, and see what you would want to change. Kimberley Nguyen, Teacher, Delton, Michigan" (p. 7).

Knight's book offers advice to principals and leaders on how to introduce video. He says establishing trust, making participation voluntary and modelling by using video themselves will increase the likelihood of success. Technical aspects such as the type of camera, where it should be set up, who should record the class and for how long are also key things for leaders to consider, as well as establishing a policy framework (2014).
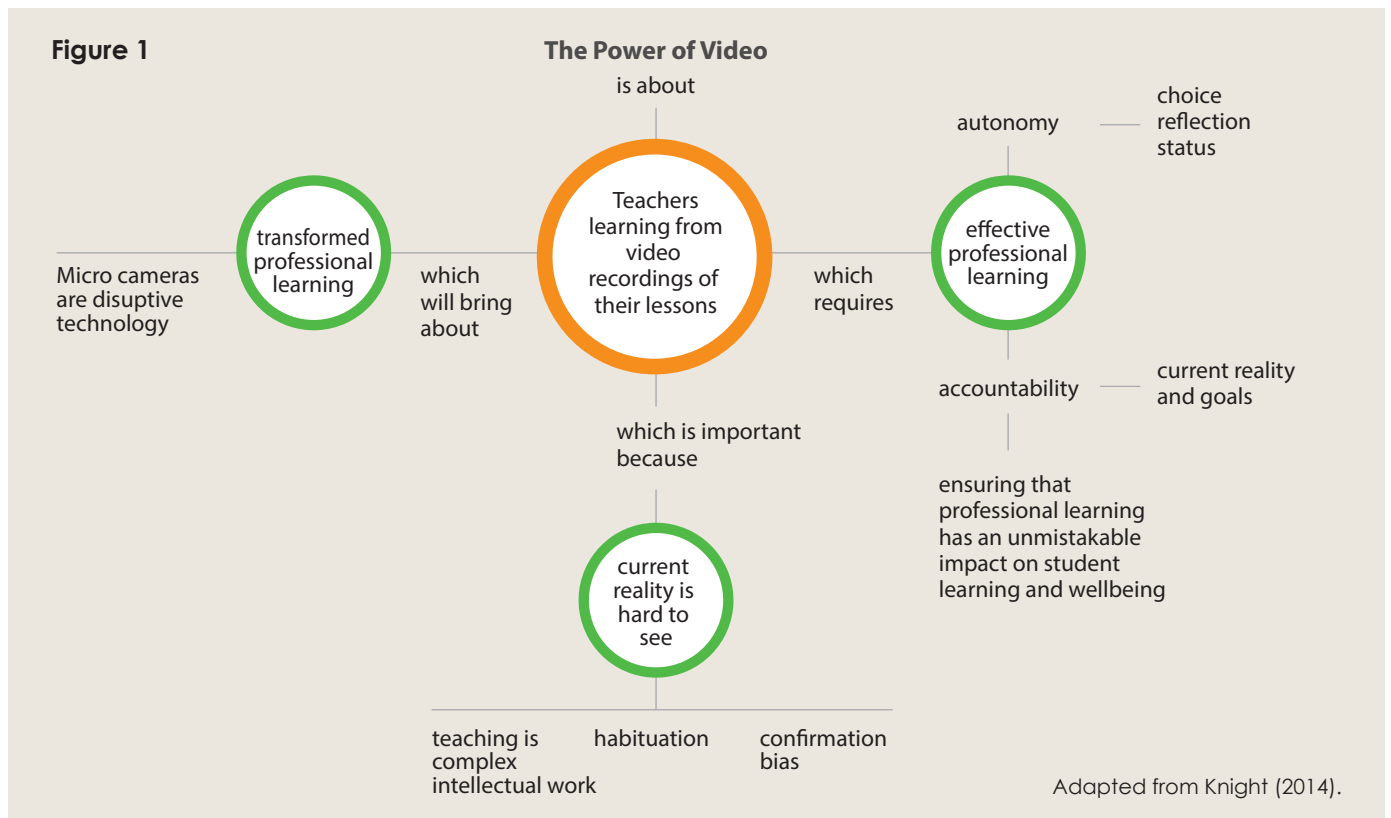
Leading educational experts have endorsed the use of video for instructional coaching. In commendation of Knight's book and research Robert J. Marzano, CEO Marzano Research Laboratory said "concepts like 'video-enhanced professional development' are revolutionary in their intent, yet consummately simple, clear, and practical". Michael Fullan, Professor Emeritus OISE/University of Toronto said the use of video "extends and deepens how coaching can have a powerful impact at low cost".

Video is a powerful tool for educators and technological innovation has made it easier to video-record and share a lesson. There are many benefits of using video in education as shown in decades of research.

"One minute of video is equal to 1.8 million words"

Dr James McQuivey, Forrester Researcher

Figure 1

The Power of Video

is about

Teachers learning from video recordings of their lessons

Micro cameras are disuptive technology — **transformed professional learning** — which will bring about

which requires — **effective professional learning**

autonomy — choice / reflection / status

accountability — current reality and goals

ensuring that professional learning has an unmistakable impact on student learning and wellbeing

which is important because

current reality is hard to see

teaching is complex intellectual work | habituation | confirmation bias

Adapted from Knight (2014).

Harvard University Centre for Education Policy Research has found, if used well, video technology can accelerate the process of opening up instruction to observation and feedback. Based on its *Best Foot Forward Project*, an ongoing study of video technology in more than 400 classroom observations, the Centre's paper *Leveraging Video for Learning* details five ways to use video to reflect, collaborate, and end teacher isolation: 1. self-reflection, 2. peer collaboration, 3. virtual coaching, 4. evaluation, and 5. video libraries (Centre for Education Policy Research Harvard University, n.d.).

Leveraging Video for Learning shares a teacher comment.

"The reflection that I did myself, when I videoed, offered me more opportunity for growth than anything an outsider could do for me. Watching my kids, what went on in my room, how I handled it, and things I said—that was more important than any sit-down that I could have with anybody [else]. Best Foot Forward teacher, North Carolina".

Using Video for Branding

Video marketing is taking branding to another level, it has never been easier to engage with your market and build an audience. With statistics like those from YouTube it is easy to see why.

Video 1 – YouTube Statistics 2016

20 video MARKETING STATISTICS 2016

Figure 2 – YouTube Statistics 2017

- More than 100 hours of video are uploaded to YouTube every minute.
- YouTube has over a billion users — almost one-third of all people on the internet — and each day those users watch a billion hours of video, generating billions of views.
- More than half of YouTube views come from mobile devices.
- YouTube has launched local versions in more than 88 countries.
- You can navigate YouTube in a total of 76 different languages (covering 95% of the internet population) (YouTube, 2017).

If you want to upload a video to the internet YouTube is generally seen as the gold standard as it is where the people are.

"Business decision makers LOVE online video because it gives them the most amount of information in the shortest amount of time."

Robert Weiss, Wideo

USING VIDEO FOR COACHING AND BRANDING

Online Video Teaching

Schools and universities are using free video platforms like YouTube in their classrooms. Sessions are either professionally produced or by the teacher themselves, and uploaded to YouTube. The link is then embedded in the course website where the students can watch it on demand. Recognising the growing influence of video-on-demand in education, YouTube is aggregating its educational content into easily navigated categories and playlists to create "YouTube EDU". In one year alone, YouTube EDU partnered with over 300 universities and other providers to offer more than 65,000 free lectures, news items and snippets of campus life (Antonio & Tuffley, 2015).

There are many ways video can be used in education to enhance learning. University of Queensland Institute for Teaching and Learning Innovation has developed a "top ten" uses of video in education guide which is available on its website along with supporting information. The ten are not in order of preference as the Institute states the value of each approach lies in the quality of the overall teaching strategy that provides opportunities for students to actively engage with the content. The top ten are: recording live lectures; desktop recordings; developing instructional videos; interviews; engaging students; case studies/simulations/role play; presentation skills and performance; and learner-generated (University of Queensland, 2017c).

The Institute also highlights the importance of video production including planning, distribution and video for flipped classrooms (University of Queensland, 2017b).

In 2004, Sal Khan, a hedge fund analyst, began posting maths tutorials on YouTube. Thirteen years later, Khan Academy has more than 42 million registered users from 190 countries, with tutorials on subjects from basic mathematics through to economics, art history, computer science, health, medicine and more. In his TED talk Let's use video to reinvent education, which has had more than 4.6million views, he talks about how and why he created the Khan Academy, a series of educational videos offering complete curricula in maths and other subjects. He shows the power of interactive exercises, and calls for teachers to consider flipping the traditional classroom script -- giving students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help (Khan, 2011).

These days school teachers all over the world are posting video recorded lessons online, including independent schools in Queensland. UQ's Institute of Teaching and Learning Innovation cites a range of experts regarding the pedagogical benefits (University of Queensland, 2017a). There are many methods for evaluation of video use for online instruction with some frameworks and best practice resources available online (Long Island University, n.d.).

However, YouTube isn't the only online video platform. Mashable Australia (Sniderman, 2011) published seven alternatives, including Vimeo, and why they may make sense to you, depending on need.

Facebook allows for video to be uploaded directly. Search Engine Journal did a two-week study in 2015 comparing "native" Facebook videos with embedded videos uploaded on Facebook from third party YouTube. The findings of the study indicated that on average, native videos reach 2.04 times more people, getting 2.38 times more likes, 2.67 times more shares, and 7.43 times more comments on Facebook (Search Engine Journal, 2015). Interestingly, 85 percent of videos on Facebook are watched without sound.

Video dominated social feeds in 2016. Facebook responded to this evolving landscape by launching Facebook Live last year, a live video streaming technology. The year before Twitter had acquired the live video streaming app Periscope which is now integrated into Twitter.

This year, video will increasingly inform consumer decisions and connect businesses (including not-for-profit schools) with people on the internet. According to a recent Google survey, 68% of YouTube users watched YouTube to help make a purchase decision.

To find out what you need to know about video to stay on top of the trends and to integrate video content into your digital strategy, see Video 2 for the one-minute video version, or see Figure 3 for the top ten video marketing statistics to know in 2017 (Wideo, 2017).

Video 2 – The Top 10 Video Marketing Stats to Know in 2017

Figure 3 – Top 10 Video Marketing Stats

1. 80% of all global consumer internet traffic will come from video by 2019

2. 52% of marketing professionals worldwide name video as the type of content with the best ROI

3. 92% of shoppers say visuals are the most influential factor affecting purchase decisions

4. Almost 50% of internet users look for videos related to a product or service before visiting a store

5. 60% of marketers use video in their marketing and 73% plan on increasing their use of video

6. 51% of B2B marketers prioritised creating visual content assets in 2016

7. Native Facebook videos have a 135% greater organic reach compared to photos

8. The majority of Twitter users (82%) watch video content on Twitter

9. Using the word "video" in email subject lines boosts overall click-through-rates by 7%-13%

10. Using videos for email marketing can increase sharing and forwarding by 50%

(Wideo, 2017).

The Wideo blog delves deeper with explanatory notes and suggestions for how to use video to your advantage. Wideo says video delivers results because it feeds people's appetite for visual content and delivers results that text alone cannot. Video plays a major role in the customer experience so if you are not using it to explain your products or services then you are most likely missing out to the competition. Video enhances communication between your brand and your audience. Not having a video budget is no longer an excuse given the technology is in almost everyone's pocket. Social media and video go hand in hand, increasing audience reach and driving results (Wideo, 2017).

How Schools Can Use Video

- Try using video on website landing pages or social media platforms to meet your marketing goals.

- Produce and share videos regularly to increase your online visibility.

- Create custom videos in less time with the help of templates, online tools and how-to instructions.

- Make video content part of your social media marketing.

- Try combining video and email to bring more attention to your videos. Refresh your newsletters with video and help build brand loyalty.

Video Quality

A word of caution about video quality, nothing kills a video like poor audio. People might forgive lesser quality pictures (to some extent) but if the audio is distorted, too low or sounds like it was recorded underwater, they will click off and move on. Turner (2017) offers some great tips online about sound, lighting, editing and putting it all together.

ISQ Video Use

Independent Schools Queensland uses video: to communicate with our members via the Executive Director's Strategic Briefings and for tutorials and how-to guides; for online learning via Connect&Learn and Independent Schools Digital Collaboration Network; for direct instruction coaching including leadership training and media training; to support schools with teacher performance and development; and for promotion.

References

Antonio, A., & Tuffley, D. (2015). YouTube a valuable educational tool, not just cat videos. Retrieved from https://theconversation.com/youtube-a-valuable-educational-tool-not-just-cat-videos-34863

Centre for Education Policy Research Harvard University. (n.d.). *Leveraging video for learning*. Retrieved from http://cepr.harvard.edu/files/cepr/files/1._leveraging_video_for_learning.pdf

Khan, S. (2011). *Let's use video to reinvent education* [Video file]. Retrieved from ted.com: https://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education

Knight, J. (2014). *Focus on teaching: Using video for high-impact instruction*. California: Corwin.

Long Island University. (n.d.). Online teaching resources library guide: Rubric for online instruction best practices. Retrieved from Long Island University: http://liu.cwp.libguides.com/c.php?g=45823&p=291441

Search Engine Journal. (2015). Videos on Facebook: Native vs YouTube. Which wins? Retrieved from https://www.searchenginejournal.com/videos-facebook-native-vs-youtube-wins/134389/

Sniderman, Z. (2011). 7 YouTube alternatives & why they make sense. Retrieved from http://mashable.com/2011/05/11/youtube-alternatives/#F.F0zHHpjSqa

Turner, B. (n.d.). Do your YouTube videos suck? Make them high-quality using these 4 simple tips. Retrieved from https://www.entrepreneur.com/article/253247

University of Queensland. (2017a). Pegagogical Benefits. Retrieved from http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html

University of Queensland. (2017b). Production. Retrieved from http://www.uq.edu.au/teach/video-teach-learn/production.html

University of Queensland. (2017c). Top ten uses. Retrieved from http://www.uq.edu.au/teach/video-teach-learn/top10-uses.html

Wideo. (2017). The top 10 video marketing stats to know in 2017. Retrieved from http://wideo.co/blog/the-top-10-video-marketing-stats-to-know-in-2017/?utm_source=YouTube&utm_medium=description&utm_campaign=The%20Top%2010%20Video%20Marketing%20Stats%20to%20Know%20in%202017#.WeAiU2iCyUn

YouTube. (2017). YouTube for press. Retrieved from https://www.youtube.com/yt/about/press/

ISQ thanks its 2017 Alliance Partners

Gold+ Alliance

ngs Super

Your fund.
Your wealth.
Your future.
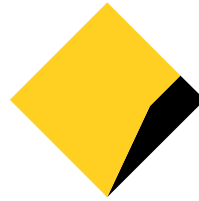
CommonwealthBank

.smart.
T E A C H E R S

part of **tes**

Silver Alliance

qiec super
first in our class

Bronze Alliance

Willis Towers Watson

NEALS

Independent Schools Queensland
choice & diversity