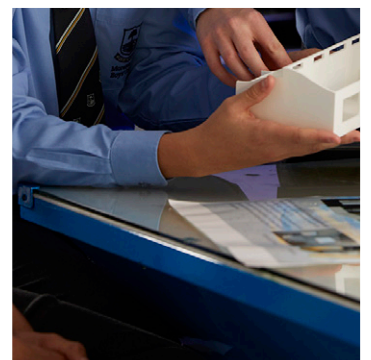
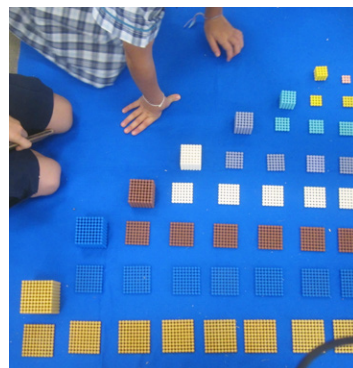


Annual Report 2020



2020 ANNUAL REPORT

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ISQ AGM

Members are invited to attend the
2021 ISQ Annual General Meeting.

Date: Thursday 17 June 2021

Location: Brisbane Convention and Exhibition
Centre, Glenelg Street, South Brisbane

Register: www.isqconnectandlearn.qld.edu.au

Independent Schools Queensland (ISQ) is the peak state body for the independent schools sector. We represent the interests of member schools, fostering choice and diversity in education and protecting the autonomy of independent schools.

MISSION

Promote, support and develop independent schooling in Queensland.

VISION

Innovative leadership in advocating for and supporting excellence in independent schooling.



15.7%
Qld school
enrolments

134,000+
enrolled
students

228
Member
schools



By the Numbers

MEMBERSHIP

228	member schools	28	primary only schools
134,514	member school students	43	secondary only schools
130,481	independent school students	4	special schools
4,033	students at 5 Catholic schools	203	co-educational schools
153	combined primary & secondary schools	16	girls only schools
		9	boys only schools

84 SCHOOLS EDUCATING FULL FEE PAYING OVERSEAS STUDENTS

215 SCHOOLS RECEIVE FUNDING TO SUPPORT STUDENTS WITH DISABILITY

16 SPECIAL ASSISTANCE SCHOOLS CATERING FOR DISENGAGED STUDENTS

214 SCHOOLS WITH INDIGENOUS STUDENTS AND 9 MAJORITY INDIGENOUS SCHOOLS

125 APPROVED KINDEGARTEN PROGRAMS



Independent Schools in
37 Local Government Areas



104 SCHOOLS CATERING FOR STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE OR DIALECT

10 SCHOOLS OFFERING DISTANCE EDUCATION

36 SCHOOLS PROVIDING BOARDING



ENGAGEMENT

PROFESSIONAL LEARNING & EVENTS

- 70 face-to-face events at ISQ Professional Learning Centre
- 38 events held regionally
- 12,400+ ISQ Connect&Learn online learning users

MEMBER ENGAGEMENT

- 97 member school staff benefited from professional learning in media crisis communications, marketing and parent engagement
- 160 school staff are members of ISQ's School Marcomms Network Facebook group
- 1,817 podcast plays

MEMBER COVERAGE

- 2,294 media mentions
- 93 media releases/statements/opinion pieces
- 461 tweets/retweets
- 3,120 Twitter followers
- 148 LinkedIn posts
- 4,773 LinkedIn followers
- 260 Facebook posts
- 537 Facebook followers

SCHOOLS PICTURED FROM LEFT

- Kairos Community College
- Highlands Christian College
- Radiant Life College
- Canterbury College
- The SCOTS PGC College

The Value of Independent Schools

In 2020, the value of independent schools – to their communities, society and the state – shone through. Innovation was accelerated and community connection cherished during a year of constant change.

Independent schools and their dedicated leaders and teachers pivoted quickly to move learning online when the nation retreated indoors and responded swiftly again when all students returned to classroom learning.

The inspired approaches independent schools adopted to maintain student engagement and community connection during the evolving health response to COVID-19 were embraced by communities. From virtual cross-country events involving entire school communities, to regular wellbeing check-ins, virtual parent-teacher interviews, long-distance book pack deliveries, altered graduation ceremonies and community letter writing campaigns, every effort was made to keep students learning and spirits high.

The value independent schools contributed to the lives of their students and the character and economies of their communities was visible in ways that elevated their standing as respected learning institutions.



Pictured: St Margaret's Anglican Girls School



CHOICE AND DIVERSITY

Queensland independent schools are valued members of the state's tripartite – state, Catholic and independent – education system. They share a universal commitment to student learning but are unique in their approach, offering parental choice from a diverse range of schools.

COMMUNITY CONNECTION

Queensland independent schools are valued community hubs, reaching out beyond the school gate to connect with and give back to the suburbs, towns and cities in which they operate.

VALUE TO SOCIETY

Queensland independent schools are valued learning institutions, playing a pivotal role in the development of engaged, informed and globally aware citizens – citizens whose intellect, talent, skills and passion advance society and the state.

ECONOMIC BENEFITS

Queensland independent schools are valued economic contributors, supporting the livelihoods of tens of thousands of employees, building critical social infrastructure and injecting billions into the state economy.

EDUCATION INNOVATION

Queensland independent schools are valued education trail blazers, leading the disruption and transformation of teaching and learning for maximum student benefit.

Chair's Report



KAREN SPILLER OAM CF

Schools have always been the lifeblood of our communities – places where children gather, parents bond, learning is central and lifelong friendships are formed. I can think of no time when that need for community has proven more important than during 2020.

LEADING AND SUPPORTING IN THE FACE OF UNPRECEDENTED CHALLENGES

2020 brought unprecedented challenges to Queensland independent schools, their dedicated staff, students and families. This followed on from a difficult 2019, as schools, towns and neighbourhoods across the state had already faced devastating floods, droughts and bushfires. Just as they did in 2019, independent school communities rallied together in 2020 to continue to provide learning and support despite a global pandemic.

The requirements of a diverse array of stakeholders, plus the complexity of the health, border and economic restrictions, meant independent schools – most of whom are stand-alone institutions – balanced on a tightrope as they charted their way forward. Experienced principals, teachers, staff and boards of member schools rose to this immense challenge, developing learning solutions in record time.

They tested technology, finalised lesson materials, communicated their new approaches to learning from home with both parents and students and maintained continuity in learning for their classrooms. This enormous effort was truly an inspiration.

PARENTS VALUE INDEPENDENT SCHOOLS

Despite a challenging year, parental confidence in the sector, its expert teachers, quality education programs and wellbeing support strengthened. ISQ's membership grew to 228 schools – 223, independent schools and five Catholic schools. In total, member schools enrolled a record 134,514 students, which represents 15.7% of all Queensland school enrolments.

Queensland parents have always known the value of independent schools – the breadth of opportunities, the quality of teaching, the disciplined environment and the emphasis placed on helping individual students reach their full potential. The past year has also highlighted the incredible care and commitment independent schools have shown in the face of unprecedented demands.

SUPPORT FOR THE SECTOR

As soon as the pandemic was declared ISQ staff created a dedicated COVID-19 web page, with much needed resources for member schools. This dedicated web page grew organically to 13 pages over the year, much of it occurring as staff worked three months from home. Web pages were added as more information was needed and were continually updated and promoted on the homepage and in weekly corporate communication channels.

Staff also established new online learning options for members, including “just in time” learning for a COVID reaction series of webinars. Despite having less face-to-face engagement, ISQ managed to reach and support more than 12,400 participants over the year.

UNPARALLELED ADVOCACY

ISQ is well known and respected for being a powerful champion for the independent school sector and in 2020 this became more important than ever. Engagement with federal and state education ministers and politicians from both sides of politics continued strongly in 2020. Traditional and digital media played its part in this advocacy, with COVID-related coverage accounting for 81% of the ISQ media mentions in 2020. This included providing sector comment on the evolving approach to the delivery of schooling, the move to home learning, the priority return of Year 11 and 12 students, school support for affected families and school-family partnerships.

ISQ continued to advocate strongly throughout the Queensland election and secured commitments for increased capital funding for independent schools. This perseverance resulted in a record capital commitment of more than \$100 million for non-state schools in the 2020-21 Queensland State Budget. Strong advocacy also resulted in a commitment to increase funding to the Queensland Independent Schools Parents Network (QIS Parents Network) up from \$66,000 per year to \$100,000 per year.

STRONG GOVERNANCE

Strong governance requires both effective processes to achieve outcomes, and an understanding of how to maximise resources. More importantly, it's about managing the present, while looking to the future.

ISQ's 12-member board, which I am proud to lead alongside Deputy Chair Dr Lynne Doneley, demonstrated their understanding of this dual nature of governance by expertly navigating the realities of the 2020 world, while still maintaining a firm grasp of what member schools of the future would need.

Given the tumultuous nature of 2020, the ISQ Board made the decision not to embark on developing a new Strategic Plan, but to continue operating in accordance with the priorities of ISQ's existing 2018-2020 Strategic Plan.

At the 2020 ISQ Annual General Meeting, two new Directors were appointed to the Board – Mr Craig Bassingthwaite, Headmaster at Somerset College and Mr Alasdair Jeffrey, Executive Director at Rowland and Council Member at St Peters Lutheran College. Three Directors were also reappointed to their roles – Dr Lynne Doneley, David Bliss and me.

I would like to thank retired Board Director, Leisa Harper, for her valued contributions during her directorship. Leisa resigned from the Board to take up her appointment as Principal of Gippsland Grammar in Sale, Victoria. I would also like to acknowledge the valued work of the various committees appointed by the Board, their Chairs and dedicated members. ISQ's Board-appointed Education Committee is chaired by Dr Phillip Moulds, Headmaster at The Rockhampton Grammar School and its Finance Committee is chaired by Geoff McLay, Principal at West Moreton Anglican College.

Careful financial stewardship is a key pillar of organisational success. Under the Board's careful financial management ISQ ended 2020 with a positive balance sheet. From total turnover (including the management of Australian and Queensland Government Programs) in excess of \$52 million, the organisation's surplus for the year to 31 December 2020 was \$234,954. ISQ is exempt from paying income tax.

VOTE OF THANKS

As this report demonstrates, the breadth and depth of ISQ's work and support of its broad and diverse membership are extraordinary. Each year ISQ powers through an incredible amount of work with a staff of just 58, and 2020 put more pressure on this small staff than ever before. ISQ supported 228 member schools with more than 16,000 staff during the year.

I would also like to acknowledge Executive Director David Robertson who, in early 2021, announced his upcoming retirement to take effect in July 2021, and to thank him for his 10 years of leadership. David has shown his dedication and commitment to the independent school sector each and every day. He truly personified ISQ's core mission to promote, support and develop independent schooling in Queensland. We wish David a long and happy retirement.

Despite the challenging year, education remains one of the most rewarding industries in which to work. I am immensely proud of ISQ's Board, executive team and all staff for supporting member schools to make a difference to the lives and futures of Queensland students. Watching the work being done this year has left me inspired, and I know that great things will continue to happen at ISQ into the future.

KAREN SPILLER OAM CF

CHAIR

INDEPENDENT SCHOOLS QUEENSLAND

Executive Director's Report



DAVID ROBERTSON

In 2020, ISQ worked to ensure continuity of services by fast tracking a new ICT roll out. In doing so, all internal staff could work from home quickly and efficiently, ensuring better support for member schools when they needed it most. Despite the challenges, ISQ continued to focus on research-based, strategic advice and support to help member schools make informed decisions so they could provide continuity of learning.

DATA-INFORMED ADVICE AND SUPPORT

ISQ's commissioned and collaborative research continues to inform and support the Queensland independent schooling community. Some of the most interesting information arose from the research from economic analysts, AEC Group, commissioned to quantify the independent schooling sector's contribution to the Queensland economy. Using the most up-to-date data available, the report found that the independent schooling sector contributed nearly \$5 billion to Queensland's annual Gross State Product.

ISQ also commissioned issues papers on school education reforms. One of these, prepared by The University of Melbourne academics, Professor Jim Watterston, Dean of the Melbourne Graduate School of Education, and Professor Yong Zhao, identified six key areas for potential transformation to create contemporary and fit-for-purpose schools: (1) the purpose of schooling; (2) the curriculum; (3) assessment; (4) student agency in learning; (5) digital literacy; and (6) the role of the teacher.

The authors urged educators to use the industry's new-found COVID-19-inspired capacity to take ownership and implement reforms. The authors also believe that the independent schooling sector is well placed to lead the nation to do just that.

POLICY AND POLITICS

The challenges of 2020 saw an increase in policy development, political change and a new approach to professional learning. In December 2020, the Hon Alan Tudge MP replaced the Hon Dan Tehan MP as the Federal Minister for Education and Youth. ISQ welcomed the appointment of the new minister and thanked the outgoing minister for his astute political leadership of the education portfolio throughout his term.

The new federal Direct Measure of Income (DMI) funding arrangements for non-government schools came into effect in 2020, with ISQ participating in the DMI Refinement Working Group set up by the Australian Government to investigate technical issues. ISQ also commissioned Analyse Australia, a Queensland consultancy with expertise in modelling and statistical methods, to support advocacy and engagement on these matters.

ISQ continued to support member schools with strategic advice and assistance to prepare for and adapt to the implementation of the Gonski 2.0 funding

policy (a “needs-based” approach), in particular the application of the DMI. These are important issues that ISQ will continue to pursue with the Minister and local Members of Parliament on behalf of member schools.

MEMBER-FIRST PROFESSIONAL LEARNING AND SUPPORT

Just like the political environment, the professional learning environment changed in 2020. ISQ continued its advocacy roles on state and national curriculum assessment committees, and provided professional learning offerings to leaders, teachers and staff. These offerings moved from face-to-face to online in many cases, to address issues of concern such as social moderation, understanding curriculum, assessment, differentiation and providing tailored support for specific school groups (including small schools, distance education providers, special assistance schools and schools in particular regions).

The influential Highly Accomplished and Lead Teachers (HALT) program continued in 2020 and remained instrumental in recognising the wide impact of teachers in and beyond the classroom. 2020 also highlighted the unique ability and capacity of independent school teachers and staff to take ownership and implement reform, especially in light of the challenges presented by COVID-19.

Just as students come first for schools, members will always come first for ISQ. We continue to draw on expertise in teaching and learning, as well as operations and governance, and use our extensive networks of national and international education experts to move forward in each of ISQ’s five focus areas, as established in the 2018-2020 Strategic Plan.

The provision of tailored and timely professional learning across all areas of school operations and governance is one of ISQ’s key functions, but it was also one that required a substantial change in methodology this past year. Online professional learning tripled in 2020, and while some face-to-face events remained, webinars drastically increased, with 90 live webinars being held and attended by more than 3,375 member school staff.

ISQ continued to develop new learning opportunities, growing and updating an extensive catalogue of more than 70 online modules in areas such as child protection and international students. Registered users of ISQ’s Connect&Learn online learning and events management platform exceeded 12,400 users in 2020.

ISQ’S HUMAN CAPITAL

ISQ is powered by human capital, and every single member of our staff wholeheartedly believes that members come first. We see the wonderful response this engenders from the member school community through their overwhelmingly positive feedback shared with me on a regular basis. I am grateful for the competence, steadfastness and care of the ISQ team, especially in a year that challenged each and every one of us in new ways.

ISQ farewelled Mariana Lane in November 2020 who retired after more than 17 years of service. Mariana made an enormous contribution to international education for Queensland schools and was a passionate and dedicated advocate for independent schools. As a testament to her commitment to international education, Mariana was awarded the International Education Association of Australia Highly Commended Certificate in the IEAA Excellence Awards category – Distinguished Contribution to International Education. This was a well-deserved award, and the entire ISQ team congratulates Mariana and thanks her for her years of invaluable service.

I would also like to extend my sincere thanks to ISQ’s 12-member board, led by Chair Karen Spiller OAM CF and Deputy Chair Dr Lynne Doneley, for its flexible, innovative strategic leadership and ongoing support during 2020.

This is my final Annual Report ahead of my retirement. It has been my privilege and my pleasure to serve member schools in Queensland for the past 17 years, 10 of those years as Executive Director of ISQ. I am proud of the work my team and I have achieved during my tenure and I wish to thank the dedicated staff of ISQ who have always put members first.

I know I leave ISQ in good shape and in good hands to continue its vital role.

Every year the education landscape changes, but 2020 was an historic year, nonetheless. The new ideas and education approaches that were adopted will fundamentally impact the future of Queensland schools now and into the foreseeable future.

DAVID ROBERTSON
EXECUTIVE DIRECTOR
INDEPENDENT SCHOOLS QUEENSLAND

ISQ Board and Committees

BOARD OF DIRECTORS

ISQ is governed by a Board of Directors. Directors are appointed for three-year terms, with one-third of directors retiring each year. ISQ's Board met seven times during 2020 to continue the advancement of the collective interests of member schools and their communities. ISQ's Board is responsible for ISQ's overall governance, management and strategic direction, including the stewardship of human and physical resources, to provide services in line with the needs of member schools.

Karen Spiller OAM CF (Chair)**
John Paul College
Principal

Dr Lynne Doneley (Deputy Chair)**
Gulf Christian College
Governing Body Representative

Craig Bassingthwaighe (Director)*
Somerset College
Headmaster

David Bliss (Director)**
St Andrew's Lutheran College
Principal

Richard Brown (Director)
Toowoomba Christian College
Principal

Dr Alan Campbell (Director)
Anglican Church Grammar School
Headmaster

Ros Curtis (Director)
St Margaret's Anglican Girls School
Principal

Leisa Harper (Director)#
Former School Principal

Alasdair Jeffery (Director)*
Rowland

Geoff McLay (Director)
West Moreton Anglican College
Principal

Dr Phillip Moulds (Director)
The Rockhampton Grammar School
Headmaster

Dennis Mulherin (Director)
Lutheran Education Queensland
Executive Director

Geoff Newton (Director)
Hillbrook Anglican School
Principal

EDUCATION COMMITTEE

The Board of Directors appoints the Education Committee on an annual basis following the Annual General Meeting. Members of the committee are appointed for three years, with four positions to be made vacant each year to provide fresh perspectives and allow for the continuity of the committee to be maintained.

Dr Phillip Moulds (Chair)
The Rockhampton Grammar School
Headmaster

Cae Ashton
Autism Queensland Education
& Therapy Centre
Principal

Damien Barry
OneSchool Global QLD
Principal/Director of Studies

Kathy Bishop
Clayfield College
Principal

Dr Bronwyn Dolling
Pacific Lutheran College
Principal

Dr Linda Evans
Fairholme College
Principal

Christopher Jack
Birali Steiner School
Principal

Anthony Micallef
Brisbane Grammar School
Headmaster

Colin Minke
Immanuel Lutheran College
Principal

Paul Sjogren
Trinity Anglican School
Principal

Andrew Wheaton
Whitsunday Anglican School
Principal

Dr Tsae Wong
Trinity Lutheran College
Principal

OTHER ISQ COMMITTEES

The Board also has two other standing committees that provide specialised advice and recommendations: the Finance Committee; and the Remuneration and Nominations Committee.

FINANCE COMMITTEE

Geoff McLay (Chair)
Craig Bassingthwaighe
Richard Brown
Dennis Mulherin
Toni Williams

REMUNERATION AND NOMINATIONS COMMITTEE

Karen Spiller OAM CF (Chair)
Dr Lynne Doneley
Geoff McLay

* Appointed at the 2020 AGM
** Reappointed at the 2020 AGM
Resigned January 2020

Year in Review

2020 will be remembered as a year of disruption and upheaval. The challenges faced by the world as a result of the global coronavirus pandemic created a seismic shift in how our communities lived, worked and learned. Education sectors, ISQ and member schools needed to respond with greater flexibility than ever before.

In response to these immense challenges, Independent Schools Queensland (ISQ) realigned services and support to meet the needs of member schools, including crisis management and COVID-related communications and support.

Despite these ongoing challenges, in 2020 ISQ saw continued growth in the independent schooling sector and developed new services in response. Membership grew by 10 new schools to 228 (223 independent schools and five Catholic schools), all serving a diverse range of students in cities and regions across the state.

As a testament to the extraordinary leadership, innovation, dedication and compassion by member schools during this unprecedented time, parents and the community continued to trust in independent schools. In 2020, member schools enrolled 134,514 students – a record number – representing 15.7% of all Queensland school enrolments.

Throughout the year, ISQ continued to work flexibly to fulfil the vision and goals outlined in the three-year strategic plan, which was unveiled in 2018. This year's annual report brings into focus how ISQ achieved its goals across five key strategic focus areas:

- leading advocacy
- services and support
- research and policy
- engagement and growth
- organisational capability.

This annual report demonstrates ISQ's unwavering commitment to promote, support and develop independent schooling in Queensland. In 2020, ISQ acted as a powerful advocate for the interests of independent schools by engaging with key political parties during the October Queensland Government election, building the capacity of teachers through the Highly Accomplished and Lead Teacher (HALT) program and supporting ongoing school improvement through the Supporting School Improvement program and School Improvement Reviews, among many other initiatives.

Throughout the 2020 year, ISQ remained a united and responsive supporter of member schools, assisting them to manage the rapidly changing schooling environment, while continuing to fulfil their own missions and support their own communities. The growth in the independent sector reflects member school parents' confidence and belief in the quality of education and opportunities they continue to provide.

Year in Review

Leading Advocacy Influential representation and advocacy

AUSTRALIAN GOVERNMENT

MINISTERIAL ADVOCACY

In December 2020, the Hon Alan Tudge MP replaced the Hon Dan Tehan MP as the Federal Minister for Education and Youth. ISQ welcomed the appointment of the new minister and thanked the outgoing minister for his political leadership of the education portfolio over the previous three years, noting his open-door approach to discussing issues of importance to the independent schooling sector, including the North Queensland floods. ISQ advocacy also resulted in Special Circumstances Funding for school communities affected by drought.

FUNDING

ISQ continued to support member schools with strategic advice and assistance to prepare for and adapt to the implementation of the Gonski 2.0 funding policy (a “needs-based” approach), in particular the application of the new Direct Measure of Income (DMI).

ISQ engaged with Independent Schools Australia (ISA) and the Commonwealth Government on matters related to the implementation of the new DMI to calculate schools’ “capacity to contribute”. Amongst other things, these matters related to the longer-term impacts on the financial viability of Queensland independent schools and, in particular, regional schools. ISQ also contributed to the development of a formal review process that schools may use where the implementation of the DMI will have an adverse impact on their funding.

ISQ participated in the DMI Refinement Working Group set up by the Australian Government to investigate technical issues. ISQ commissioned Analyse Australia, a Queensland consultancy with expertise in modelling and statistical methods, to support advocacy and engagement on these matters. This included linkage rates between student addresses and Australian Tax Office (ATO)

parental income data, imputation of incomes missing from the ATO data and alternative statistical measures to the median currently used in the DMI.

CHOICE AND AFFORDABILITY FUND

The Australian Government’s 10-year Choice and Affordability Fund (CAF) provides targeted assistance to Australian non-government schools as they transition to a new federal funding model based on parental income.

ISQ – like all other state-based independent and Catholic representative bodies – has entered into an agreement with the Commonwealth to distribute funds to schools in line with identified national priorities.

As part of its CAF Agreement 2020-2029, ISQ has committed to support the following national priority areas:

- transition funding assistance, including for regional independent schools adversely impacted by the new funding methodology
- special circumstances support, including for schools impacted by the record-breaking drought and other natural disasters
- school choice and affordability projects that contribute to a school’s future sustainability under the new funding arrangements.

ISQ has taken important steps to ensure the transparency and equity of the process to allocate taxpayer funds. ISQ’s Board of Directors created an independent CAF Reference Group to assess applications and to make final recommendations for the distribution of funds. ISQ’s CAF Reference Group comprises five professionals – independent of the sector – with expertise in financial assessment, program management and independent school governance.

ISQ advocated and secured a commitment for more capital funding from the government at the Queensland Election.



Queensland Election Statement 2020

WATCH NOW



The first tranche of funding under the agreement was distributed to eligible Queensland independent schools through two expressions of interest in the second half of 2020.

ISQ will report on the distribution of CAF funding to the government each year and make these reports publicly available.

QUEENSLAND GOVERNMENT

MINISTERIAL ADVOCACY

ISQ maintained a productive working partnership with the Queensland Education Minister Grace Grace, her advisors and key departmental officials during 2020. ISQ attended regular term meetings with Minister Grace to discuss issues of significance to the sector, such as state funding.

ELECTION

Despite the COVID-19 pandemic, Queensland held its state election on 31 October 2020. Ahead of the election, ISQ engaged with all key political parties to advocate for the interests of independent schools.

The ISQ Election Statement called for the incoming Queensland Government to provide support in five key areas, including increased funding for the Queensland Independent Schools Parents Network (QIS Parents Network) for parent engagement, and an additional \$60 million each year over the next government term for capital projects in non-state schools bringing the total to \$100 million annually.

The Labor Party was returned to government for a third term and the Hon Grace Grace was reappointed as Minister for Education. The Labor Party committed to fund the additional \$60 million each year, from 2021-22, for capital projects in non-state schools, and also committed to increase funding to the QIS Parents Network up from \$66,000 per year to \$100,000 per year.

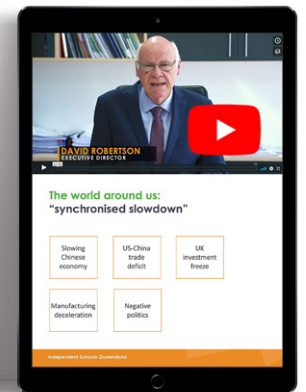
FUNDING

ISQ has been an untiring advocate for increased capital funding for independent schools that rely primarily on parents and other private income sources to fund new and upgraded facilities.

Top left: The Hon. Grace Grace MP addressed the ISQ AGM via Zoom. Pictured with David Robertson, Executive Director and Karen Spiller, Board Chair.

Top right: ISQ produced a State Election Statement in partnership with QIS Parents Network, asking the next state government to support the independent schooling sector across six vital areas.

Right: Executive Director David Robertson held three Strategic Briefings videos to support school leaders throughout the year.



Recurrent funding in the 2020-21 budget was, for the last time, determined according to the long-standing financial year budgetary model known as the “basket-nexus” mechanism. This mechanism ensured that non-state school funding was tied, on a per student basis, to growth in enrolment share and the costs of schooling in the state school sector.

Future budgets will be determined according to arrangements under the bilateral funding agreement between the Queensland and Commonwealth governments.

Under this agreement (signed in 2018), the state will contribute a minimum of 20% of the nationally determined Schooling Resource Standard (SRS) for non-state schools in Queensland. This state funding is currently 23.18% and will transition over time to 20% of SRS by 2024. The state proportion target for 2021 is 21.84%.

A RESPECTED VOICE FOR THE SECTOR

In 2020 ISQ’s respected voice became more important than ever. ISQ dramatically increased its engagement with traditional media, as well as its social media and other digital communications channels to respond to the ongoing challenges

ISQ CONTINUED TO ACHIEVE INFLUENTIAL REPRESENTATION AND ADVOCACY THROUGH:

Engaging in and influencing national and state education agendas to ensure appropriate recognition of independent schools | Powerful advocacy to support choice, diversity and excellence in schooling | Promoting and celebrating the contribution of independent schools and the value they provide to parents and the community.

of 2020, and the increased need for responsive information and strategic advocacy work on behalf of member schools.

Throughout the year, ISQ responded to 178 media inquiries (up 59% from 2019), issued 93 media releases, statements and opinion pieces (up 50% from 2019) and was mentioned 2,294 times in traditional media (up 229% from 2019). ISQ also continued to use its Twitter, LinkedIn and Facebook social media platforms to extend the reach of its advocacy messaging to advance the sector.

In 2020, ISQ tweeted or retweeted 461 times, and published 148 LinkedIn posts and 260 Facebook posts. This engagement contributed to increased audiences. Since 2019, LinkedIn followers rose 48% to 4,620, Twitter followers by 2.8% to 3,120 and Facebook followers by 112% to 537 followers.

ISQ's *The School Bell* podcast continued in 2020. Despite disruptions from COVID-19, five episodes were released featuring education and other experts who work in areas such as leadership, wellbeing, student outcomes, learning space design and parent engagement. The podcasts were played 1,817 times throughout the year.

ENHANCING SCHOOL MARKETING AND COMMUNICATION EXPERTISE

Many Queensland independent schools employ dedicated school marketing and communications officers, while in other schools, this role is performed by members of staff concurrently with their main roles.

Throughout 2020, ISQ worked to provide a range of media and marketing support to member schools, including: proactive and reactive media and communications support; profiling of school staff and student achievements in traditional and social media; and marketing, communications, parent engagement and professional learning.

Due to COVID-19, ISQ was unable to host its annual face-to-face Schools Marketing and Communications Forum. However, in its place, ISQ hosted two webinars on school marketing and parent engagement, attended by 80

school staff. ISQ also delivered face-to-face crisis communications and media training for school leaders in the second half of the year.

SECTOR REPRESENTATION

ISQ continued to represent the interests of the sector on more than 80 boards, advisory groups and committees at the cross-sectoral, state and federal level. In 2020, ISQ staff represented Independent Schools Australia (ISA) on national committees and projects. Key areas of engagement included the Nationally Consistent Collection of Data, Senior Assessment and Tertiary Entrance, student wellbeing and child safety.

In 2020 ISQ made submissions on behalf of member schools, including to the Senate Education and Employment Legislation Committee on the Australian Education (Direct Measure of Income) Bill 2020 and to the Queensland Department of Education in response to the NAPLAN Review, Interim Report.

The Value of Independent Schools

CHOICE AND DIVERSITY

Diversity is the hallmark of Queensland's independent schooling sector; diversity of faith, philosophy, size, students and location, serving communities from Cape York in Queensland's far north, to the NSW border.

There's a school for every child to thrive.

Special Assistance Schools play a major role in providing another choice to families, and an education lifeline for young people who have experienced complex challenges, trauma or education disruption. About one in 10 Queensland independent schools are now Special Assistance Schools. Their small classes and dedicated teachers, welfare workers, counsellors and support staff create a safe and supportive environment that empowers students to build a better future for themselves.

Men of Business Academy (pictured right) opened its doors in April 2020 at the height of the COVID-19 pandemic lockdown in Australia with 110 Year 11 and 12 students. The senior secondary Special Assistance School focuses on empowering young men with the skills, knowledge and confidence to be happy, healthy and successful in life after school.





The Value of Independent Schools

COMMUNITY CONNECTION

During times of adversity independent school communities rally together to support one another and those around them, through extraordinary acts of kindness.

Maintaining a stable school experience for students across Queensland as they struggled through the impacts of COVID-19 was a major priority over 2020, and member schools demonstrated extraordinary leadership, innovation, creativity, collaboration, dedication, generosity and compassion.

ISQ witnessed member schools using their unique autonomy to pivot quickly, reimagine approaches to schooling and embrace new communication methodologies in order to maintain student learning and to support each family and the community as a whole.

During the pandemic, Sheldon College Year 7 Humanities students (pictured left), led by their teacher, reached out to community members they believed needed support, writing letters of encouragement to health professionals, supermarket staff and struggling small business owners.

Services and Support

Exceptional services and support for independent schools to grow and improve

SUPPORT FOR CURRICULUM AND ASSESSMENT K–YR12

In 2020, ISQ maintained its advocacy role on a number of state and national curriculum and assessment committees, including representing ISA on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Foundation to Year 12 Curriculum Reference Group.

ISQ supported Prep to Year 10 teachers in their work to develop high-quality curriculum and assessment, numerous online webinars and through other professional learning offerings. Topics included social moderation, understanding curriculum, assessment, differentiation and tailored support for specific school groups such as small schools, distance education providers, Special Assistance Schools and schools in particular regions.

2020 saw the first Year 12 graduates of the new Queensland Certificate of Education system, although because of COVID-19 it was a modified experience for all. ISQ held a very successful Senior Schooling Forum to support leadership teams in their work with the new senior system.

Some member schools were supported individually as they worked towards accreditation requirements, while others chose to participate in intensive bespoke curriculum audits and reviews on a fee-for-service basis.

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) allows young people in the independent sector to develop the transferable skills and broader capabilities required for ongoing employment in an ever-changing and uncertain world of work.

2020 saw growth in the number of schools becoming Registered Training Organisations (RTOs),

from 39 in 2019 to 43. Over 170 schools had students engage in VET qualifications, with an additional 1,380 young people commencing a school-based traineeship or apprenticeship (SAT). Despite the difficult climate, commencements in national skills shortage areas, including construction, electrotechnology, automotive and engineering, increased.

As well as VET coordinator and school RTO induction workshops, ISQ offered new professional learning to equip school staff with the knowledge and skills necessary for enhancing VET pathways. These included:

- VET and career support staff training linked to the Diploma in Business, with all learning and assessment contextualised to work experience, structured workplace learning, risk management, SATs, Senior Education and Training (SET) plans, vocational projects, career activities and occupational research
- The Graduate Certificate in Career Development Practice to assist career practitioners improve their understanding of post-school pathways, deliver accurate information to students and be change agents who advocate for VET.

Tools and resources for careers education, including SET planning and VET quick guides for career and industry websites, were developed and published.

Leaders and teachers from 12 independent schools in the Townsville region attended the ISQ Big Ideas Summit.



ISQ HAS PROVIDED EXCEPTIONAL SERVICES AND SUPPORT FOR INDEPENDENT SCHOOLS TO GROW AND IMPROVE THROUGH:

Supporting schools to implement improvement strategies and to achieve excellent student outcomes | Delivering high-quality services under the Governance, Self-Improving Schools and Great Teachers in Independent Schools programs | Supporting schools with tailored services.

DEVELOPING PROCESSES TO PLAN, IMPLEMENT AND EVALUATE IMPROVEMENT

In 2020, ISQ renewed its commitment to support ongoing school improvement through two major initiatives: Supporting School Improvement (SSI) program and School Improvement Reviews.

The SSI program is an established program that helps ISQ member schools to identify, prioritise and implement improvement strategies linked to student outcomes, teacher practice and overall school performance. Schools work with the support of experienced ISQ staff and consultants to achieve identified goals.

Through a consultative approach, schools direct each stage of the process themselves, to deepen their understanding of school improvement and build their capacity to drive continuous change for enhanced student outcomes and school performance. The majority of ISQ schools have participated in the SSI program since its inception with 28 schools participating in 2020.

School Improvement Reviews have again provided an invaluable service to schools by providing quality, independent feedback of performance against established benchmarks. In 2020, seven School Improvement Reviews were conducted with member schools, with high levels of satisfaction recorded. In addition, ISQ conducted review training for member school principals, to improve their understanding of the school review process through the Independent Schools Improvement Check tool.

USING EDUCATIONAL DATA TO IMPROVE STUDENT OUTCOMES

Independent school leaders created high-performing cultures using data to monitor and intervene, as necessary. The 2020 Educational Data Project facilitated five educational institutions to develop and implement targeted data plans for use across their schools. The plans detailed useful data sets, responsibility for analysis and communication planning.

Through the Brightpath project, ISQ supported four member schools to utilise progression-based formative assessment data to track student progress and plan for differentiated learning.

Schools trialled the Brightpath platform to assess student writing and plan for improvement.

ISQ also delivered the sixth annual Educational Data Symposium in March 2020 which was attended by 51 participants from 32 member schools. The symposium was delivered via Microsoft Teams and face-to-face to meet the varying needs of member schools as COVID-19 closures and travel implications came into effect.

NAPLAN

In 2020, in preparation for the transition to NAPLAN Online, 81 schools participated in protocols training and were to undertake practice tests, including the national coordinated practice test prior to the announcement that NAPLAN 2020 was cancelled due to COVID-19. Schools were supported to undertake optional school readiness testing and training in Term 4 2020 in preparation for 2021.

Support provided prior to the cancellation has informed the planning to support remaining independent schools to transition in 2021 and 2022. ISQ continues to engage with working groups at both the state and national level to ensure schools are informed and able to participate in NAPLAN Online processes and procedures.

STUDENT SERVICES AND SUPPORTING WELLBEING IN SCHOOLS

Almost 1,000 school staff registered to participate in ISQ webinars, online training modules and workshops relating to disability initiatives such as the Australian Government's Nationally Consistent

SCHOOL IMPROVEMENT

- 28 participating member schools
- 7 School Improvement Reviews

GREAT TEACHERS IN INDEPENDENT SCHOOLS

- 71 eligible members funded
 - 323 individual participants
-



Collection of Data on Students with Disability (NCCD) and the Queensland Government's Education Adjustment Program (EAP).

ISQ implemented a new online EAP Verification Portal to streamline funding applications and provided full or partial EAP funding to 5,001 students in 196 schools who met the criteria in seven specific disability categories.

A variety of wellbeing support was offered to schools. ISQ partnered with The Office of the E-Safety Commissioner, clinical staff from Ed-LinQ (Queensland Department of Health) and headspace Schools to conduct face-to-face and online workshops on topics including cybersafety, student anxiety and postvention planning.

ISQ provided Commonwealth National School Chaplaincy Program funding to 99 schools and State Government Student Welfare Worker Program funding to 22 member schools to provide pastoral care for students.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

More than 4,600 Indigenous students were enrolled in 197 member schools in 2020. In nine of these schools, the majority of students were Aboriginal or Torres Strait Islander. 30 schools also provided boarding for more than 630 Indigenous students.

In 2020, ISQ provided continued support to schools to implement the National Aboriginal and Torres Strait Islander Education Strategy (NATSIES) which aims to:

- support the cultural identity and improved learning outcomes of Indigenous students
- advance teacher professional learning and development across a range of Indigenous education targets.

Despite disruptions due to COVID-19, over 500 school staff participated in ISQ Indigenous education face-to-face and online professional learning events to support the NATSIES goals. These included:

- embedding Aboriginal and Torres Strait Islander perspectives in classroom planning
- bandscales training to support Indigenous English as an additional language or dialect learners

Top left: A rich collection of Indigenous resources was made available to teaching and support staff at a series of workshops, to help embed Aboriginal and Torres Strait Islander perspectives in the classroom.

Top centre: Certificate IV in Education Support training for Indigenous teacher aides.

Top right: ISQ continued to support schools, such as Australian Industry Trade College North Brisbane, to increase participation in School-Based Apprenticeships and Traineeships targeted to industry priorities and national skills shortage areas.

- Certificate III & IV in Education Support training for Indigenous teacher aides
- mentoring emerging Aboriginal and Torres Strait Islander middle leaders
- online learning modules
- targeted whole-of-school, on-campus professional learning events.

ISQ supported independent schools that provided boarding to Indigenous students. Throughout the pandemic, ISQ worked with state authorities and support agencies to ensure that students in remote and very remote parts of the state were able to receive support with learning. Due to a lack of technology and intermittent internet connections in many communities, many students received regular learning packages via long-post mail and extended daily phone calls with dedicated teachers.

SUPPORTING QUALITY TEACHING AND LEARNING

In 2020, 71 schools and 323 participants engaged with ISQ in large-scale, research-based professional learning programs designed to support the leadership of quality teaching and learning in independent schools. Schools which completed these programs, through targeted grant funding under the Great Teachers in Independent Schools program, successfully implemented this learning by:

- using local data and evidence to inform action planning

- aligning activity to their existing strategic agenda or operational plans
- measuring success through improved student outcomes
- ensuring sustainability through orientation with their school culture.

Feedback from participants was consistently high:

“Nearly all staff have indicated seeing a noticeable improvement in the student engagement and performance after only one term of implementation.” CURRICULUM COACH

“I have a better understanding of how hard pedagogical change can be, and how important relationships are.” MIDDLE LEADER

“This program has gathered evidence that we can use to further innovate and move towards a student-centric model of teaching.” SENIOR LEADER

Even more inspiring was the way the schools responded to the COVID-19 disruption. Only 2.8% of participants withdrew from the program or stopped tracking towards completion despite 56.9% recognising that the pandemic had a moderate-to-significant impact on their program execution.

EVIDENCE-INFORMED PRACTICE

The programs on offer included Research in Schools, Coaching, Middle Leadership, Teacher Development Framework, STE(A)M and Educational Data. Each program was directly informed by the Australian Professional Standards for Teachers.

Through the use of first-class research techniques, participants were guided to design action plans that scanned their environment through the collection of rich evidence, found a focus where impact can be greatest, questioned presumptions about what is really going on for learners, put ideas into action, checked for improvement and celebrated learning.

SCHOOL TRANSPORT

The Non-state Schools Transport Assistance Scheme is a joint initiative of the Queensland Catholic Education Commission (QCEC) and

ISQ. The scheme provides financial assistance to eligible students who attend non-state schools outside the Brisbane City Council boundary. In 2020, more than \$6.3 million in funding was provided by the Queensland Government through the Department of Education. 100% of eligible parent applications were paid within one week of the semester close. More than 8,200 student applications in over 5,400 family applications across 264 school communities were funded by the scheme in 2020.

KINDERGARTEN PROGRAMS

Despite the upheaval of COVID-19, member early childhood and kindergarten service provision remained stable in 2020. 112 member schools offered 125 early childhood services, incorporating approved sessional and long-day-care kindergarten models. Approximately \$6.3 million in State Government, Queensland Kindergarten Funding Scheme (QKFS) and kindergarten inclusion support payments were administered by ISQ and targeted support provided to the 38 members of the ISQ Central Governing Body for Kindergartens.

ISQ proactively supported member schools to be agile in their approach to the delivery of early childhood education and care, communicating regularly and providing ongoing guidance with regard to impacts of COVID-19 on Child Care Subsidy payments, enrolments, staff and child wellbeing and hygiene. Sessional kindergartens moved to home learning in term two of 2020 with the state government providing a COVID-19 top-up QKFS grant to assist with the continuity of learning and impact on viability. ISQ worked closely with members to report on service engagement with families and development of strategies for online and remote learning.

In 2020, ISQ continued to support member schools to meet state and federal education and care regulatory requirements, advocated consistently via state working groups and committees and engaged with key early childhood stakeholders to ensure member kindergartens received the most current advice.

The Value of Independent Schools

VALUE TO SOCIETY

Independent schools and their dedicated teachers play a pivotal role in the development of engaged, informed and globally-aware citizens. Independent schools are valued learning institutions that are educating and shaping the next generation of leaders, innovators and citizens – young people whose intellect, talent, skills and passion advance society and the state.

2020 highlighted the unique ability of independent school teachers and staff to take ownership and implement reform, especially in light of the unprecedented challenges presented by COVID-19. This flexible response demonstrated how well placed the independent school sector is to lead the nation in making changes for the betterment of schooling as a whole.

The first Year 12s to graduate under the new Queensland Certificate of Education system shared their aspirations for the future and their gratitude for their teachers, families and friends with ISQ at the end of their tumultuous final year of studies in 2020. Among them was Oliver from Samford Valley Steiner School (pictured right) who hopes to become a documentary film maker to increase community awareness of global environmental issues.





The Value of Independent Schools

ECONOMIC BENEFITS

Independent schools are important contributors to Queensland's economy, educating about one in seven young Queenslanders, contributing about \$4.88 billion to the Gross State Product and supporting 33,560 full-time direct and indirect jobs worth \$2.95 billion in wages and salaries.

In 2020, as our state and nation grappled with the economic fall-out of the COVID-19 pandemic, the independent schooling sector played a critical role in supporting jobs, building new social infrastructure and injecting billions into the state economy.

Through the challenges of COVID-19 the Australian Industry Trade College (AITC) (pictured left) continued to place students in school-based apprenticeships and traineeships, creating new jobs and a pipeline of industry-ready workers who will contribute to Queensland's economic recovery.

Research and Policy Promoting excellence in public policy and education

ISQ is committed to providing research-based strategic advice that can help keep independent schools, and the wider education industry, informed of key trends, developments and issues impacting the sector.

In 2020, four significant research papers were produced under the Our Schools – Our Future flagship program to promote informed public policy debate, understand the particular impacts of COVID-19 on school education and advocate for the Queensland independent schooling sector.

ECONOMIC SIGNIFICANCE OF INDEPENDENT SCHOOLS TO THE QUEENSLAND ECONOMY – 2020 UPDATE (JUNE 2020)

ISQ commissioned economic analysts, AEC Group, to quantify the independent schooling sector's contribution to the Queensland economy and to the local economies in which they operate. The report is based on the most up-to-date data available, from 2017-18, and updates modelling undertaken for the first time in 2016 using 2013-14 data. The 2020 report included key findings and regional analysis.

A key finding was that the sector contributed nearly \$5 billion to annual Gross State Product (GSP) in 2017-18 and that, on average, one enrolment at an independent school added \$40,300 to GSP.

A CATALYST FOR CHANGE (JULY 2020)

ISQ commissioned The University of Melbourne to prepare an issues paper on school education reforms.

University of Melbourne academics, Professor Jim Watterston, Dean of the Melbourne Graduate School of Education, and Professor Yong Zhao considered the future of schooling and the

positive opportunities for change that had arisen because of the COVID-19 pandemic.

The professors observed that as a result of this challenging time, staff were engaged and had a compelling reason to implement change. They noted that in these circumstances the traditional schooling experience can collectively change, for better or worse, virtually overnight.

They identified six key areas for potential transformation to create contemporary and fit-for-purpose schools: (1) the purpose of schooling; (2) the curriculum; (3) assessment; (4) student agency in learning; (5) digital literacy; and (6) the role of the teacher.

In their paper, the authors urged educators to use the industry's new-found COVID-19-inspired capacity to take ownership and implement reforms, especially those that were required long before Australian educators had to adapt their thinking to the challenges of a pandemic. They identified this time as a unique once-in-a-lifetime chance to make radical changes for the betterment of schooling as a whole and stated their belief that the independent school sector, free of the systemic constraints in other sectors, is well placed to lead the nation in this quest.



ISQ PROMOTED EXCELLENCE IN PUBLIC POLICY AND EDUCATION BY:

Leading research and analysis on education provision and policy | Promoting informed debate about educational futures | Utilising quality research, data and policy analysis | Being at the forefront of identifying issues and trends impacting on independent schools.

TRENDS BOOK (SEPTEMBER 2020)

The 2020 edition of the Trends Book compiled by ISQ builds on the first edition from 2018 to further stimulate discussion and consideration as to how schools might respond to key trends and issues in the context of their school circumstances and community.

There are many factors that affect communities and influence the general health of individual independent schools and the wider independent school sector. These factors include the economic and demographic environment, government policies, school workforce, student outcomes and parent and community attitudes relating to the value of independent schooling.

Specifically, the trends considered in this 2020 edition included the economic outlook, income and expenditure, population of school-aged children, government policy, enrolments, school community, school characteristics, school workforce, school leadership, teaching and learning, student outcomes and student wellbeing.

The ongoing COVID-19 pandemic adds pertinency to documenting key trends and prompting deeper reflection on how each might impact on schools. Given the significance of the COVID-19 public health crisis across all dimensions of society, these trends will inevitably be seen as “pre-COVID” and “post-COVID” by future analysts.

ENGAGING PARENTS IN THEIR CHILD'S LEARNING AND WELLBEING: CHANGE, CONTINUITY, AND COVID-19 (OCTOBER 2020)

Parents have always played a pivotal role in their child's education. When the COVID-19 pandemic forced teaching and learning to move from the classroom to the dining room for the majority of Queensland students in Term 2, 2020 many families became engaged in their children's education like never before.

This issues paper, prepared by Dr Linda-Dianne Willis and Professor Beryl Exley, Griffith University, examined how the COVID-19 inspired home-learning period during 2020 strengthened parent engagement in six areas: connections; home-school alignment; agency; the new and different roles for parents; generative collaboration among teachers; and empathy.



A Catalyst for Change identified six key areas for potential transformation in a post-COVID-19 environment.



GOVERNMENT POLICY

Throughout the year, ISQ remained heavily engaged at the national level to ensure future funding models were designed to give maximum support for independent schools, many of which continue to face considerable challenges.

During 2020 some ISQ member schools transitioned to DMI-based capacity to contribute (CTC) scores introduced through the revised funding model for non-government schools known as “Gonski 2.0”. Those transitioning were schools that benefited from the policy change. It also saw the beginning of a two-year transition for those schools who may face a future negative impact on year-to-year after adopting DMI-based CTC in their school funding calculation in 2022.

These new policy settings resulted in increased enquiries from member schools wanting to quantify the consequences for their operations. Over the year, ISQ provided advice to 312 funding enquiries. Subsequently 257 forecasts and scenario tests were generated, providing budgetary and modelling support and guidance to existing and prospective members.

PLANNING

During 2020, ISQ continued to engage in a range of school planning activities to support the growth of the independent schooling sector in Queensland.

ISQ represented the interests of the sector on a number of planning-related strategic committees that provide advice to the state government and local government authorities. These included the Queensland Schools Planning Reference Committee (QSPRC), the Beerwah East Major Development Area Reference Group and Social Infrastructure Working Group undertaking critical feasibility investigation and the Education Sectors Planning Network group.

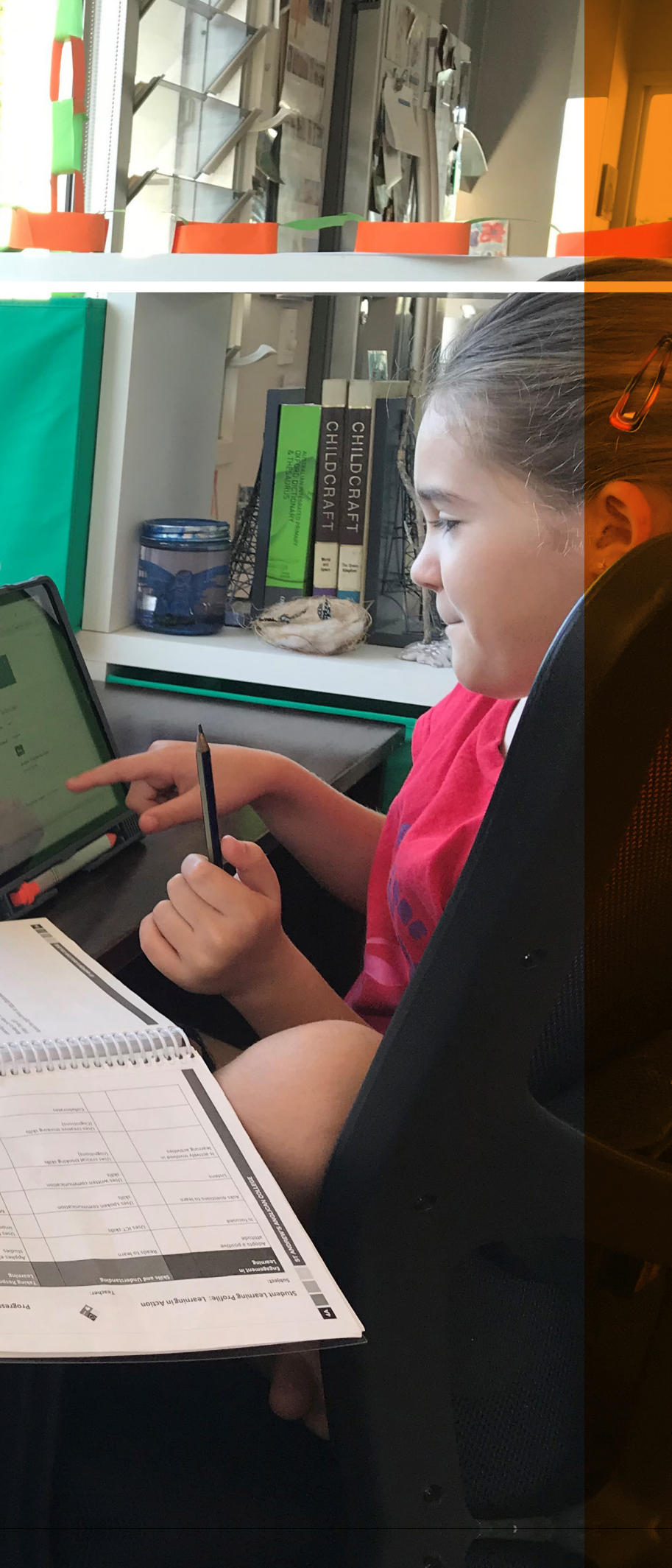
The QSPRC conducts regular consultations with key local government authorities (LGAs) in areas where the greatest growth is projected for school-aged children and reports to government about the likely demand for future school capacity. These consultations are across all three school sectors with relevant government agencies participating.

During 2020, consultations were held with the four LGAs of Townsville, Redland City, Rockhampton and Mackay. QSPRC also conducted inaugural school planning forums via webinars over three consecutive fortnights in September and October 2020. These webinars attracted a high level of participation from across all school sectors, government authorities and other interested professionals.

ISQ provided advice on establishing new schools or new campuses in response to 16 new school enquiries, three of which were supported through to Non-State Schools Accreditation Board application stage.

RESEARCH & PLANNING

- 4 Our Schools – Our Future research papers
- 3 inaugural school planning forum webinars
- 16 enquiries related to developing a new school or campus



The Value of Independent Schools

EDUCATION INNOVATION

2020 was an extraordinary year for education innovation as the independent schooling sector grappled with a global pandemic that required innovative, creative and agile responses to keep students engaged and families connected.

The autonomy of independent schools meant rapid responses were needed to manage the impacts on students, teachers and school operations to government-imposed actions such as border closures, lockdowns and restrictions on local and international mobility. ISQ supported independents schools as they pushed into new markets, embraced new ideas, platforms and events and sought out new ways to continue to deliver exceptional learning and care during extremely challenging circumstances.

For St Andrew's Anglican College (pictured left), the COVID-19 pandemic accelerated the adoption of ideas and changes the 1,300-student school had been considering for some time, such as virtual parent-teacher interviews. The introduction of new drop-off and pick-up procedures also enhanced the independence and resilience of its primary students.

Engagement and Growth

Leading and growing the independent schools sector

A SPECIALIST PROFESSIONAL LEARNING PROVIDER

In 2020, there was a necessary shift from face-to-face professional learning to predominantly online webinars following the announced COVID-19 lockdown in March 2020.

Both before and after the lockdown period, ISQ hosted 90 face-to-face events at its purpose-built Professional Learning Centre (PLC) in Brisbane abiding by its COVID-Safe Plan. ISQ continued to bring professional learning opportunities to member schools outside of Brisbane, hosting 38 events at regional member schools and conference facilities for 1,367 attendees. Online events tripled, with 90 live webinars hosted with 3,375 participants, to accommodate lockdowns, travel restrictions and to ensure the health and safety of our members, staff and visitors.

With a growing catalogue of more than 70 online modules, ISQ have continued to develop:

- targeted modules in 2020 (including *Teacher Aides Working with Students with Disability* and *Leading Online Teaching and Learning*)
- support for non-government schools assisting international students
- a refreshed suite of compliance modules in the areas of child protection.

In 2020, 12,467 education professionals and school staff accessed ISQ's online learning platform, Connect&Learn, to undertake at least one online training module. There were 19,395 unique accesses to online modules.

The most popular course was Child Protection Training which was completed by 12,245 people. Ninety-eight percent of online learners reported they would recommend a completed ISQ Connect&Learn module to a colleague. ISQ focused on quality learning design and universal design principles to develop modern online module design templates to continue

to improve members' high-quality online learning experiences.

ISQ continued to offer flexible registrations functionality within Connect&Learn, where member schools can appoint an administrator for their school account and bulk enrol staff into professional learning events and online courses.

SUPPORTING GROWTH, PROMOTING EXCELLENCE

ISQ continued to support the career growth of teachers – from preservice to lead teacher – with expanded professional development offerings that are informed by, and give opportunity for participants to demonstrate, the Australian Professional Standards for Teachers. Online and face-to-face learning was available across topics, including early career transitions, supervising preservice teachers and practice analysis.

HIGHLY ACCOMPLISHED AND LEAD TEACHERS PROGRAM

Throughout 2020, ISQ continued to build upon its success as the first Queensland-based certifying authority of Highly Accomplished and Lead Teachers (HALT). Concluding the third full year, ISQ progressed 67 teachers through some or all stages, with 30 completing the process and progressing to certification. 66 middle and senior leaders from 36 schools also undertook training as mentors and assessors of these high performing teachers.

In total, the 2020 HALT certification program aided the growth of 140 teachers from 36 schools, representing 18.6% of schools, to exceed the target of 15%.

PARTNERING WITH TERTIARY INSTITUTIONS

In 2020, ISQ was proud to continue its partnership with the Queensland University of Technology, the research partner for both ISQ's HALT and teacher impact programs. Furthermore, ISQ formally engaged the University of Queensland's Science of Learning and Research Centre in the design of a new Blended Learning program piloting with four schools in 2021.

ISQ CONTINUED TO LEAD AND GROW THE INDEPENDENT SCHOOL SECTOR THROUGH:

Connecting and partnering with independent schools and stakeholders to empower them to achieve excellence in governance, management and service delivery | Focusing on connectedness, convenience and accessibility of services | Positioning independent schools for the future as agile, responsive and leading institutions.

ISQ proudly partners with Queensland universities for the benefit of the sector, including in:

- induction of first-year education students
- support for graduate teachers in the transition to schools
- enhanced approaches to preservice teachers' placements in independent schools
- collaborative efforts to find solutions to sector-wide workforce challenges.

GUIDING SCHOOLS IN EFFECTIVE PARENT ENGAGEMENT

In 2020, ISQ and the sector's peak parent body, the QIS Parents Network, launched an exciting new parent engagement partnership with Griffith University's Dr Linda-Dianne Willis and Professor Beryl Exley – two of Australia's leading parent engagement experts – to provide targeted support for member schools in how to effectively engage parents in their child's learning.

The partnership resulted in two practical workshops, providing schools with evidence-based ideas and advice. Plans were also finalised for a ground-breaking parent engagement

The 2021 cohort of ISQ's Highly Accomplished and Lead Teacher (HALT) program. Video includes a HALT graduate's perspective on the program.



research project Engaging Parents in Inquiry Curriculum (EPIC), ahead of its launch in 2021.

INNOVATIVE PROFESSIONAL LEARNING

In 2020 ISQ conducted a review into its teaching and learning programs to ensure the diverse needs of the independent schooling sector continue to be met, particularly in response to the changing dynamics of teaching.

The suite of professional learning programs now sit under three broad groupings. "Leading" programs will support the processes and skills necessary to lead school improvement, "Teaching" programs will focus on the systems and structures that enable a school to advance its own teacher growth strategies and "Learning" programs will support leaders to undertake practitioner-based research to gather data and successfully implement context-specific pedagogical advancements.

More than 150 applications to participate in these programs were received, with some of the new work including emerging leaders, future schools and blended learning.

GLOBAL CONNECTEDNESS AND ENGAGEMENT

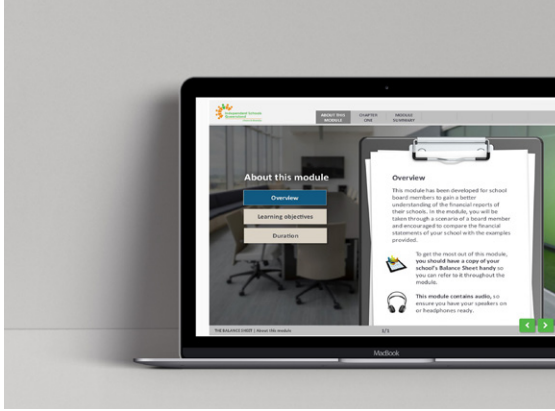
The global pandemic resulted in international border closures, lockdowns and restricted international mobility. Member schools felt the

GOVERNANCE SERVICES

- 2 webinars on Financial Management in Crisis Times
- 607 board training modules completed through the ISQ Governance Program

EMPLOYEE RELATIONS SUPPORT

- 12 schools assisted by ISQ with enterprise bargaining agreement negotiations



immediate impact with regard to international student recruitment and enrolment numbers reducing across the education sector. ISQ proactively collaborated with industry partners to support and enable member schools to venture into emerging or non-frequented markets for student recruitment via virtual online marketing platforms and events.

SUPPORT AND COLLABORATION

A Global Reputation Task Force was formed to focus on an anticipated package of student visa measures to support recovery of the international education sector with ongoing strategic work by the Ministerial Council on International Education and the expert members of the Council. In Queensland, in addition to the pilot proposal co-ordinated by Study Queensland for the return of international students across a limited number of providers, ISQ and QCEC supported a schools-sector onboarding initiative led by Education Queensland International (EQI) for the return of school sector students.

During this time, many overseas students were unable to return home or stay in their usual accommodation, which had a significant impact on their mental health and overall wellbeing. ISQ was quick in requesting expressions of interest from schools seeking alternative accommodation arrangements for overseas students during school vacation periods, and made concerted efforts to link them to schools able to offer holiday programs, including accommodation.

The Study Queensland China trade mission was postponed until a later date when borders re-open.

ISQ and QCEC also collaborated to develop an Information Sheet in consultation with the Queensland Curriculum and Assessment Authority and Queensland Tertiary Admissions Centre. The Information Sheet provided an overview of VET for overseas students (visa subclass 500) in Queensland Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered non-government schools.

In 2020, ISQ continued its commitment to support international families and education agents, with five more schools participating in the Study in Queensland brochures. This was a continuation

Top left: The ISQ Governance Course was adapted to be delivered as a series of 12 modules via webinars after the COVID-19 pandemic struck.

Top right: ISQ's Professional Learning Centre in Queen Street, Brisbane hosted 90 events in 2020 under COVID-Safe conditions, including the Research in Schools Parent Engagement Breakfast.

of an initiative which commenced in 2017, with Study Queensland as the funding partner, translating school profiles into 10 languages.

ISQ continued to offer the online Student Survey – Global Engagement to help schools obtain benchmark data on student circumstances, experiences, views and attitudes towards global issues and living, and interacting with others in an interconnected world. This survey also assisted schools to better understand how their curricular offerings, programs and activities contributed to the development of '21st Century skills'.

In 2020, 1,699 overseas students were enrolled in 81 independent schools in Queensland, a significant decrease of 228 students from 1,927 overseas students in 2019. This decrease follows the relative stability from 2017 to 2019 and is reflective of the recruitment challenges faced in the global markets due to the pandemic-related issues experienced in 2020. Notwithstanding these challenges, the number of CRICOS-registered member schools increased to 89 from 87 in 2019.

ISQ has continued to proactively support member schools with international education and global citizenship programs to ensure regulatory compliance, purposeful engagement with key stakeholders in the global education industry and advocacy for the interests of schools at all levels of government.

SCHOOL GOVERNANCE PROGRAM

In 2020, 122 unique participants representing 52 member schools completed a total of 607 board training modules delivered through the ISQ Governance Program. Due to the COVID-19 pandemic, most face-to-face courses were cancelled while ISQ grew the online delivery model. The 12 governance modules were delivered through 90-minute webinars, often at convenient times after working hours and on Saturdays. This significantly increased the opportunities for governors from regional schools to access the ISQ school governance training.

The ISQ Governance Program covered training on governance roles, director duties, board processes, financial reporting and benchmarking, principal oversight, strategic planning, risk and compliance management, stakeholder engagement, board effectiveness and boardroom dynamics.

In addition, ISQ's self-paced online governance training delivered through Connect&Learn recorded 211 completions. This training included an introduction to the independent schooling context and governance policies and processes, as well as governance roles and responsibilities. Further, it included four financial literacy courses about financial reports and ratio analysis.

Six schools requested ISQ facilitate new strategic plans, while others received assistance in developing business plans, recruiting principals and facilitating principal performance reviews. In addition, ISQ was a trusted advisor to board chairs and directors on confidential board matters.

EMPLOYEE RELATIONS AND COMPLIANCE

ISQ continued to support schools in the complex area of employee relations and, in particular, enterprise bargaining. In 2020, ISQ assisted 12 schools with the negotiations of their agreements, two schools with formal variations to their current agreement and several others with strategic industrial options for the individual school's circumstances.

ISQ delivered timely advice to schools on COVID-related, emergent employee relations issues that affected their workforce, including temporary changes to industrial relations laws. ISQ worked

collaboratively with the other state associations of independent schools to conclude the four-yearly review of the modern awards for schools to ensure that the employers were represented in this important process. This resulted in the establishment of new versions of the awards for the independent school sector.

SCHOOL BUSINESS MANAGEMENT

The key focus of ISQ's business management support in 2020 was to provide strategic and operational advice to business managers, principals and compliance managers. Besides common topics such as child protection, privacy law, enrolment contracts, complaints management, duty of care, discrimination, attendance management, health and safety and government reporting, considerable effort was expended to support schools in their response to COVID-19.

ISQ kept abreast of changing government regulations and public health directives and provided up-to-date advice to schools on issues such as border restrictions impacting boarding schools and schools enrolling overseas students, procurement of sanitisers and cleaning materials, preparing COVID-19 management guides and decisions around school closures.

Two New School Business Manager Induction events and one School Business Manager Briefing were delivered to 66 unique participants from 60 schools and included updates on compliance and regulatory issues as well as presentations from accounting and auditing experts. Two webinars on Financial Management in Crisis Times and a case study of a COVID-19-related school closure attracted over 200 viewers.

ISQ staff continued facilitating connections with the Association of School Business Administrators (Qld) and maintained online learning modules on school business management.

ISQ DROVE ORGANISATIONAL EFFICIENCY, RELEVANCE AND PERFORMANCE BY:

Strong governance and financial management | Building and retaining a highly skilled, knowledgeable and service-orientated workforce | Building an organisational culture focused on efficiency and effectiveness | Continuous improvement in practices, underpinned by technology.

Organisational Capability Organisational efficiency, relevance and performance

CHOSEN CHARITY

ISQ is an organisation built on community, and our people are purpose driven. The ISQ team recognise that in order to truly support the education of children, they must also support the broader community.

For the past eight years, ISQ has chosen a community charity to support. Each of these charities has an education or child focus that is aimed at enhancing the community's ability to provide children with a safe place to learn and grow.

In 2020, ISQ donated \$2,500 to the Yalari Indigenous Student Scholarship Program, a fantastic result over a difficult 2020. This donation had an even greater impact because Yalari had benefactors supplying matching donations over that time period. ISQ's \$2,500 donation meant a full \$10,000 would be provided to the well-deserving Yalari program.

ISQ member boarding schools provide the lion's share of Indigenous boarding places in Queensland and the monies donated to the Yalari Indigenous Student Scholarship Program will support Indigenous boarders in those ISQ member schools. The entire ISQ team is proud to have supported this program.

ISQ TEAM

ISQ responded to the changing needs of our ever-growing membership base which required more specialised staff. ISQ welcomed seven people to the team in 2020. The collective expertise of ISQ's almost 60 staff at its head office in Spring Hill enabled ISQ to provide a diverse range of tailored services and support including advocacy, student services, school business services, teaching and learning, leadership, policy, research, IT, school improvement and media issues management.

ISQ staff raised \$2,500 in support of the Yalari Indigenous Student Scholarship Program.



VALUING STAFF WELLBEING

ISQ highly values its staff and is committed to providing services to assist with their wellbeing. In 2020, that predominantly meant responding with care to the COVID-19 pandemic.

All ISQ staff began working from home in March 2020, with an upgraded information and communication technology infrastructure and systems rollout fast-tracked to support that new reality. This included laptops and headphones for all employees. Additionally, COVID-safe plans were put in place for the head office and the Professional Learning Centre to ensure that all staff and visitors were kept safe and compliant when engaging in professional learning and events.

ISQ continued to offer staff experiencing either personal, COVID-19 or work-related difficulties access to an Employee Assistance Program which provides confidential counselling services. Information about this service is communicated to staff at regular monthly meetings, in addition to signage around the office. ISQ also supported staff wellbeing through initiatives such as a Friday online staff get-together, a daily email and creating an online “fun committee” to drive connection, engagement and staff cohesion.

ISQ fast-tracked planned ICT infrastructure and systems to ensure staff could continue to support schools while working from home.

WORLD CLASS PROFESSIONAL LEARNING FACILITIES

ISQ’s Professional Learning Centre is a world class training facility for ISQ members located in the Brisbane CBD. The purpose-built events venue offers a flexible and modern environment conducive to the delivery of quality professional learning. The facility hosted 90 professional learning events and meetings attracting more than 1,469 attendees in 2020 with all events run according to capacity restrictions, the industry COVID-19 Safe Plan and COVID-19 Safe Event Check Lists. This is a great result despite being substantially lower than previous years due to the pandemic.

COMMITTED TO SUSTAINABILITY

ISQ continues to support a commitment to reduce its impact on the environment and to adopt practices that use resources sustainably. Numerous initiatives have been implemented to improve ISQ’s environmental impacts both at ISQ’s head office and the PLC. ISQ continues to investigate and implement options to reduce its carbon footprint both at its head office and at the PLC, by working with our suppliers to ensure products are sustainably resourced and have minimal environmental impact, and by making choices to avoid unnecessary consumption or demand for all consumables.



ISQ Staff

AS AT
31 DECEMBER 2020

INDEPENDENT SCHOOLS QUEENSLAND

EXECUTIVE

David Robertson
Executive Director

Mark Newham
Director (School Improvement
& Performance)

Shari Armistead
Director (Strategic Relations)

Josephine Wise
Director (Education Services)

SCHOOL IMPROVEMENT AND PERFORMANCE

Peter Ruffini
Assistant Director (Employee Relations)

Johannes Solymosi
Assistant Director (School Services)

Jenene Rosser
Executive Manager
(Curriculum & Assessment)

Claire Gosewisch
Senior Advisor (Employee Relations)

Melody Martin
Senior Advisor (Employee Relations)

Rebecca McKinnon
Manager (School Services)

Kim Ayling
School Services Advisor

Courtney Downward
School Services Advisor

Anjulee Singh
School Services Advisor

Eva Perry
Project Manager (School Improvement)

RoseMarie Koppe
Education Services Officer (Aboriginal and
Torres Strait Islander Education)

Marnie Parker
Education Services Officer
(Vocational Education & Training)

Jenny Broadley
Administration Officer (Education Services)

Loree Wilkinson
Administration Officer
(School Improvement)

STRATEGIC RELATIONS

Allan Guse
Principal Advisor (Policy & Research)

Dr Deidre Thian
Principal Consultant (Research)

Justine Nolan
Senior Advisor (Public Affairs)

Len McCarthy
Senior Advisor (Schools Funding)

Elana Heyes
Manager (Events & Facilities)

Charlene Stephenson
Manager (Communications)

Sarah Heath
Design & Creative

Jeff Licence
Multimedia Officer

Jenny Brunne
Administration Officer
(Organisation Services)

EDUCATION SERVICES

Anthony Mathias
Principal Advisor (Digital & ICT)

Ian Quartermaine
ICT Advisor (Schools & Projects)

Michael Gilliver
Senior Advisor (Teaching & Learning)

Patricio Ferrer de Frankenberg
Business Solutions Manager

Jacky Dawson
Senior Advisor (Student Services)

Francis Kneebone
Manager (eLearning)

Kate Crowe
Project Manager
(Educational Data & NAPLAN)

Angela Lovejoy
Project Coordinator (eLearning)

Katherine McDonald
Project Officer (eLearning Development)

Kyle Raby
IT Support Officer

Sophie Hutchinson
Project Coordinator (Digital & ICT)

Leigh Witney
Education Services Officer
(Teacher Quality & Certification)

Silvia Parada
Project Coordinator
(Teacher Quality & Certification)

Pene Bancroft
Education Services Officer
(Students with Disabilities)

Karen Roman
Senior Education Officer (Student Services)

Rebecca Harris
Education Services Officer
(Teaching & Learning)

Natalie Horrobin
Education Services Officer
(Teaching & Learning)

Mary Youngman
Education Services Officer
(Teaching & Learning)

Tess Hazelhurst
Project Coordinator (Education Services)

Chris Beshara
Administration Officer (Education Services)

ORGANISATION SERVICES

Wendy Murphy
Assistant Director
(Finance & Business Improvement)

Annette Butterworth
Executive Assistant

Kendry Corcut
Administration Officer (Accounts)

Denise Garcia
Administration Officer
(Organisation Services)

Jenna Harp
Administration Officer
(Organisation Services)

QUEENSLAND INDEPENDENT SCHOOLS BLOCK GRANT AUTHORITY

Michael Harding
General Manager/Company Secretary

Kylie Burnett
Executive Officer

Rod Morris
Executive Officer

Hilda Janzen
Finance Officer

Shannon Service
Senior Administration Officer

QUEENSLAND INDEPENDENT SCHOOLS PARENTS NETWORK

Justine Cirocco
Executive Officer

Amanda Watt
Communications Officer



PICTURED CLOCKWISE FROM TOP LEFT

- Ipswich Grammar School
- St Hilda's School
- King's Christian College
- Girl Academy
- Carinity Education – Southside
- St Aidan's Anglican Girls' School
- Calvary Christian College (Townsville)
- John Paul College
- St John's Lutheran School

Member Schools

AS AT
31 DECEMBER 2020

A B Paterson College
Aboriginal & Islander Independent Community School
All Saints Anglican School
All Souls St Gabriels School
Alta-1 College
Angelorum College
Anglican Church Grammar School
Annandale Christian College
Arcadia College
Arethusa College
Australian Christian College – Moreton
Australian Industry Trade College
Australian Industry Trade College – Ipswich
Australian Industry Trade College – Maroochydore
Australian Industry Trade College – Redlands
Australian Industry Trade College – Toowoomba
Australian International Islamic College
Australian Technology and Agricultural College
Australian Trade College North Brisbane
Autism Queensland Education & Therapy Centre
Bayside Christian College Hervey Bay
Bethania Lutheran Primary School
Bethany Lutheran Primary School
Biralì Steiner School
Blackall Range Independent School
Blackheath and Thornburgh College
Border Rivers Christian College
Brisbane Adventist College
Brisbane Boys' College
Brisbane Christian College
Brisbane Girls Grammar School
Brisbane Grammar School
Brisbane Independent School
Brisbane Montessori School
Bundaberg Christian College
Burdekin Christian College
Burnett Youth Learning Centre
Caboolture Montessori School
Cairns Adventist College
Cairns Hinterland Steiner School
Caloundra Christian College
Caloundra City Private School
Calvary Christian College (Mount Louisa)
Calvary Christian College (Springwood)
Cannon Hill Anglican College
Canterbury College
Carbrook Animal Assisted Learning Centre
Carinity Education – Glendyne
Carinity Education – Rockhampton
Carinity Education – Southside
Carlisle Adventist College
Carmichael College
Charlotte Mason College
Chinchilla Christian College
Citipointe Christian College
Clayfield College
Concordia Lutheran College
Coolooloa Christian College
Coolool Beach Christian College
Coomera Anglican College
Dalby Christian College
Darling Downs Christian School
Discovery Christian College
Djarragun College
Emerald Christian College
Emmanuel College
Endeavour Christian College
Enkindle Village School
Fairholme College
Faith Baptist Christian School
Faith Christian School of Distance Education
Faith Lutheran College – Plainland
Faith Lutheran College – Redlands
Fraser Coast Anglican College
Freshwater Christian College
Genesis Christian College
Girl Academy
Glasshouse Christian College
Glenvale Christian School
Gold Coast Christian College
Good News Lutheran School
Good Shepherd Christian School
Good Shepherd Lutheran College
Goora Gan Steiner School
Grace Lutheran College
Grace Lutheran Primary School
Groves Christian College
Gulf Christian College
Heights College
Highlands Christian College

Hillbrook Anglican School
 Hillcrest Christian College
 Hills International College
 Hinchinbrook Christian School
 Hope Adventist School
 Horizons College of Learning and Enrichment
 Hubbard's School
 Hymba Yumba Independent School
 Immanuel Lutheran College
 Ipswich Adventist School
 Ipswich Girls' Grammar School including Ipswich Junior Grammar School
 Ipswich Grammar School
 Islamic College of Brisbane
 Jabiru Community College
 John Paul College
 Josiah College
 Jubilee Christian College
 Kairos Community College
 Kimberley College
 King's Christian College
 Kingsley College
 Kutta Mulla Gorinna Special Assistance School
 Lighthouse Christian School
 Living Faith Lutheran Primary School
 Livingstone Christian College
 Lourdes Hill College
 Lutheran Ormeau Rivers District School
 Mackay Christian College
 Maleny Independent School
 Maridahdi Brisbane Primary School
 Maridahdi Early Childhood Community School
 Matthew Flinders Anglican College
 Mawarra Independent School
 Men of Business Academy
 Montessori International College
 Montessori Noosa
 Moreton Bay Boys' College
 Moreton Bay College
 Mueller College
 Mungalla Silver Lining School
 Music Industry College
 Nambour Christian College
 Noosa Christian College
 Noosa Pengari Steiner School
 Northpine Christian College
 Northside Christian College

Ohana College
 OneSchool Global QLD
 Ontrack College Emerald
 Ormiston College
 Pacific Lutheran College
 Parklands Christian College
 Peace Lutheran College
 Peace Lutheran Primary School
 Peregian Beach College
 Pine Community School
 Prince of Peace Lutheran College
 Radiant Life College
 Redeemer Lutheran College
 Redeemer Lutheran College, Biloela
 Redlands College
 Redwood College
 Rivermount College
 Riverside Adventist School
 Riverside Christian College
 Rockhampton Girls Grammar School
 Saint Stephen's College
 Samford Valley Steiner School
 Shalom Christian College
 Condon Campus
 Sheldon College
 Silkwood School
 Sinai College
 Somerset College
 Somerville House
 St Aidan's Anglican Girls' School
 St Andrew's Anglican College
 St Andrews Lutheran College
 St Hilda's School
 St James Lutheran College
 St John's Anglican College
 St John's Lutheran Primary School
 St John's Lutheran School
 St Luke's Anglican School
 St Margaret's Anglican Girls School
 St Michael's College
 St Patrick's College Townsville
 St Paul's Lutheran Primary School
 St Paul's School
 St Peters Lutheran College
 St Peters Lutheran College Springfield
 St Philomena School
 St Rita's College
 St Ursula's College (Toowoomba)
 Staines Memorial College
 Stuartholme School

Suncoast Christian College
 Sunshine Coast Grammar School
 Tamborine Mountain College
 Tec-NQ
 The BUSY School
 The Cathedral School of St Anne and St James
 The Glenleighden School
 The Glennie School
 The Kooralbyn International School
 The Lakes College
 The Rainforest School
 The River School
 The Rockhampton Grammar School
 The School of Total Education
 The SCOTS PGC College
 The Southport School
 The Springfield Anglican College
 The Sycamore School
 Tom Quinn Community Centre Alternative School
 Toogoolawa School
 Toowoomba Anglican School
 Toowoomba Christian College
 Toowoomba Grammar School
 Townsville Christian College
 Townsville Grammar School
 Trinity Anglican School
 Trinity College
 Trinity Lutheran College
 Victory College
 Wadja Wadja High School
 Warwick Christian College
 West Moreton Anglican College
 Westside Christian College
 Whitsunday Anglican School
 Whitsunday Christian College
 Wisdom College
 Yarranlea Primary School
 YMCA Vocational School – Brisbane South
 YMCA Vocational School – Ipswich
 YMCA Vocational School – Logan
 YMCA Vocational School – Moreton Bay
 YMCA Vocational School – Redlands
 YOS Lawnton

Alliance Partners

Independent Schools Queensland aligns itself with other organisations which are also determined to make a difference.

ISQ's Alliance Partnerships are built on trust, commitment and responsibility. They are partners with principle.

PLATINUM ALLIANCE



Your fund.
Your wealth.
Your future.

GOLD+ ALLIANCE



CommonwealthBank



GOLD ALLIANCE



SILVER ALLIANCE



BRONZE ALLIANCE



INDEPENDENT SCHOOLS QUEENSLAND

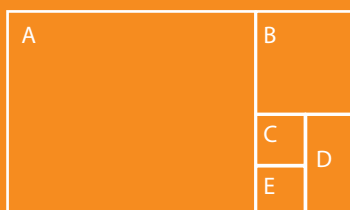
Head Office

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Professional Learning Centre

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COVER IMAGES:

- A Somerville House
- B Brisbane Girls Grammar School
- C Caboolture Montessori School
- D Moreton Bay Boys' College
- E Redeemer Lutheran College

