



Annual Report

2007

The Association of Independent Schools of New South Wales Limited

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Chairman's Statement



The Association's achievements during 2007 have maintained its reputation for excellence and leadership in providing support for school education activities. In dealing with a typically diverse array of issues the AIS, in a strategic and practical sense, rose to the challenges posed educationally and politically.

There was a focus on 'bedding down' the numerous changes and initiatives commenced in previous years, and there were few significant educational developments at the state or federal level. This is likely to change as the new federal government starts to implement its policies.

The Association invested a great deal of time in preparing for any outcome at the federal election. Regular liaison continued with the Coalition government on a wide range of schooling matters, with the primary focus being on maintaining the range of funded programs and recurrent funding.

We also worked hard to establish a good relationship with the then Opposition, through the Shadow Minister for Education, Stephen Smith. Mr Smith's consultative approach and desire to fully understand the complexities of the school education system made him very accessible to the non-government sector. This was highlighted by his regular contact with Geoff Newcombe and his attendance at the AIS Annual General Meeting where he made it clear that he saw the independent sector as a valued partner in school education.

The most notable success arising from this work was Labor's commitment to retaining the current school funding arrangements for the next quadrennium. Changes to funding were advocated by various groups but ongoing dialogue between the AIS, the Independent Schools Council of Australia and key people in the then Opposition, ensured that the views of the sector were given equal weight.

Pleasingly, the commitment to maintain the existing funding arrangements was reinforced immediately after the election by the Deputy Prime Minister and Education Minister, Julia Gillard. The groundwork done in establishing this relationship will assist us in future dealings with the Rudd Government.

Part of the Association's pre-election strategy involved conducting forums with member schools on our political and media strategy. The heads and chairs of school councils attending the forums provided valuable input into the development of the AIS's political strategy. Australia's pre-

eminent political media commentator, Paul Kelly, provided insights into the political environment that were impressive and highly regarded by all who attended. He also gave us the benefit of his advice with regard to our media presence and activities, and this assisted us to determine how we respond to the biased and misleading criticisms of the independent sector.

Also of significance in 2007 was the establishment of the Independent Schools Teacher Accreditation Authority (ISTAA). This was the logical progression from the outstanding work done in 2006 on the industrial agreements that link teacher salary increases to the achievement and maintenance of professional teaching standards. The development of ISTAA processes has seen the AIS move well ahead of other organisations in providing an objective approach to assessing teaching skills as a key step to career advancement and increased remuneration.

Also during 2007 the Independent Schools Leadership Centre commenced delivery of programs for senior school staff, with the first programs for school bursars being very well received.

School governance issues saw senior AIS staff, including the Executive Director, in great demand to conduct seminars for school councils on the vast array of responsibilities and obligations involved in running an independent school. The AIS is regarded as pre-eminent in this area and demand for the team's knowledge, advice and assistance again grew significantly over the year.

I would like to acknowledge and thank the Executive Director, Dr Geoff Newcombe, and the AIS staff for their dedication and professionalism throughout 2007. I also thank the many people who contributed through their work on various committees, ensuring that the AIS continues to offer the highest quality of services to independent schools in NSW.

My thanks to my fellow Directors on the AIS Board and the observers from the important sector organisations who join us at Board meetings. The Board provides strategic direction and support to ensure that the organisation's objectives are met.

It has been an honour to be Chairman of the AIS Board of Directors during 2007.



John Ralston
Chairman

Executive Director's Statement



The Association in 2007 paid particular attention to balancing its dual role as the peak body representing all NSW independent schools and as a member-focused organisation providing essential and valuable services to member schools.

Elections at the state and federal level meant that the AIS needed to place a high priority on its political relationships while at the same time it was also necessary to consolidate new services to member schools.

A key focus was the implementation of the multi-business agreement for schools within the federal industrial relations jurisdiction, and ensuring this new approach to teacher remuneration and quality teaching received able support. The work of the Independent Schools Teacher Accreditation Authority (ISTAA) was central to ensuring that schools and teachers received the assistance necessary to raise the bar of professionalism in teaching. Significant resources were committed to this task, matched by a willingness from schools and individuals across the sector to support the processes and work required. I particularly acknowledge the work of the ISTAA Council and its chair, Dr Rod Kefford, in this regard.

The Independent Schools Leadership Centre (ISLC) delivered its pilot program for bursars and was very well received. The programs for middle managers and school executives were developed for implementation in 2008. This work could not have been achieved without the support of the Bursar's Association of NSW and the council of the Leadership Centre, chaired by Margaret White. The Leadership Centre is now well placed to deliver programs that provide practical support to senior school staff and meet a need that is not otherwise met through academic offerings at other institutions.

As the peak independent sector body in NSW, the Association distributed significant government funding to schools through the Australian Government's Targeted Programmes and for capital works through the Block Grant Authority. Maintaining a low level of administration costs - less than 2% for a number of programs - ensured the funds available to schools was maximised. As is always the case, membership of the AIS has no bearing on the allocation of government funding which is administered under very detailed guidelines.

The Association's role as the peak body was again greatly assisted by the various funding and assessment committees,

panels and the Independent Schools Consultative Committee which include representatives from member and non-member school organisations across the sector. I would like to acknowledge the work done by those involved with the committees and thank them for their outstanding contributions.

The NSW State election saw little change with the Labor government returned. Good relations and a high level of cooperation were maintained with the government through the new Minister for Education, the Hon John Della Bosca MLC.

At the federal level we saw Labor in government for the first time in eleven years. Substantial effort was put into establishing a good relationship with the then Shadow Minister for Education, Stephen Smith. The AIS, working closely with the Independent Schools Council of Australia, secured strong commitments regarding funding for independent schools beyond the current funding quadrennium. These commitments were reinforced by the Deputy Prime Minister, Julia Gillard, once she took the education portfolio. This signified a major policy shift for Labor in relation to schools funding and marked a new approach to schools issues in general. This type of work tends to be done behind the scenes although on this occasion the results were highly publicised due to the media attention on education issues leading up to the election. More detail about this work is contained later in this report.

My thanks to the Chairman, John Ralston, the AIS Board and member schools for their support throughout the year. Thanks also to the executive team and staff of the AIS for their high quality work which helps the sector to remain as successful and strong as it presently is. In addition, my thanks to Bill Daniels, Executive Director of ISCA, who has continued to provide valuable support to me and the AIS generally; to Simon Murray, Chair of AHISA; Greg Anderson, President of the Bursars' Association of NSW; Michael Coutts-Trotter, Director-General of Education; Dr Brian Croke, Executive Director of the Catholic Education Commission; Professor Gordon Stanley, President of the Board of Studies; and Tom Alegounarias, Chief Executive of the NSW Institute of Teachers for their willingness to work cooperatively with the AIS for the good of education in NSW.



Dr Geoff Newcombe
Executive Director

AIS and Sector Overview

AIS Objectives and Principles

The AIS is a non-profit organisation whose main objectives are to promote the cause of independent schooling and to provide services to its members.

As the peak body representing independent schooling in New South Wales, the AIS seeks to continue working closely and cooperatively with the various groups within the independent sector, to work with governments to effectively represent the diverse range and views of schools, and to continue providing high quality representation, resources, professional services and professional development activities for independent schools.

In representing the diverse voices of the independent sector, the views of the AIS are based on the principles:

- that parents have the right to choose the schooling that they wish for their children
- that every child has the right to a minimum level of government funding support for their schooling, regardless of the type of school they attend, and that additional funding should be provided on the basis of need
- that each independent school community has the right to have its ethos and values reflected in the nature and individual characteristics of the school and school community.

AIS Structure

The members of the Association are the governing bodies of independent schools in New South Wales. The membership includes schools of many different types, sizes, religious affiliations and educational philosophies. The responsibility for the affairs of the Association is vested in its Board on which there are up to fifteen directors. Ten of these are elected representatives of member schools and they appoint up to five other directors. In addition, observers are invited from the Association of Heads of Independent Schools of Australia (NSW Branch), Head Masters' Conference, the Association of Heads of Independent Girls' Schools, the Heads of Independent Co-educational Schools and the Bursars' Association of New South Wales. Details

of the Board membership can be found in the Appendix [page 20].

The AIS provides a wide range of services to member and non-member schools in its role as the peak body for the independent sector. AIS educational consultants work directly with teachers on educational matters, including curriculum development, student assessment, assisting students with special needs and the delivery of government programs at the school level. AIS staff also provide services in employment relations, human resources, risk and compliance, and teacher accreditation.

The AIS continues to focus primarily on the provision of services and resources for member schools. The key roles undertaken as the peak body were maintained, including the crucial independent committees working on specific programs. These committees make recommendations to the AIS Board about the allocation of government funds to schools for capital works projects (the Block Grant Authority (BGA) Committee) and Australian Government Targeted Programmes funding (the Target Programmes Reference Panel). The independence of these committees and the strict guidelines that govern their operation ensure that funds are allocated in the most appropriate manner. A list of AIS committees is in the Appendix [page 20].

Further detail on the work of these committees is included in other sections of this report.

Profile of Members and the Independent Sector

The NSW independent school sector remained strong and diverse in 2007. The sector includes schools from many religious and educational philosophies, including independent Catholic schools, reflecting the diversity of the population of NSW and also the desires of parents for the type of education they seek for their children.

The long term trend of increasing enrolments in NSW independent schools continued in 2007 with an increase of 2,775 students to 169,736 - an increase of 1.7% over 2006 - and gives the sector 15.3% of total enrolments, up from 15.0% in 2006. These figures include independent Catholic schools. Growth in the

sector continues but has gradually slowed from levels of 3-5% per year that were seen for much of the previous decade. Nonetheless, the independent sector remains the only NSW school sector to experience growth. Government sector enrolments decreased slightly from 66.7% to 66.5% and the Catholic sector also dropped marginally from 18.3% to 18.2% from the previous year.

The number of independent school campuses in NSW remained stable in 2007 with 436 schools.

At the end of 2007 the membership of the Association stood at 333 schools with these schools enrolling 133,035 students, an increase of 13,976 over 2006. New member schools accounted for around 9,200 of the enrolment increase with over 4,500 representing increased enrolments among existing member schools. A list of member schools is in the Appendix [page 24] with schools that became members in 2007 indicated.

AIS member schools cover the entire spectrum of independent schools in terms of religious or educational ethos, number of enrolments and diversity of the student population. These schools include Anglican, Seventh-day Adventist, Christian (varied affiliations), Jewish, Islamic, non-denominational, Steiner and Montessori as well as non-systemic Catholic schools and non-religious community schools. Of the 333 member schools, nearly half (47% or 158 schools) have fewer than 200 students. Seven member schools have student populations of more than 1,500 students and 30 have more than 1,000 students.

Summary of Financial Report

The Association reported a surplus of \$194,170 for the 2007 period, compared to \$213,760 for the previous year. The Association had a challenging year which saw the discontinuation of the ISONet project, but also steady and pleasing growth in the number of new member schools for the third year running.

New member school services this year which had an impact on the financial result were the Independent Schools Teacher Accreditation Authority (ISTAA) and the Independent Schools Leadership Centre (ISLC), the latter of which received sponsorship from National Australia Bank Education, Gazal (clothing and uniform

suppliers), AON Risk Services and Strategic Campaign Associates. The Employment Relations and Risk and Compliance business units have continued to deliver a high standard of service and advice to member schools and this year both units have recorded some fee-for-service income from special contracted services and audit services.

All other departments of the AIS continue to be run efficiently with a dual focus on providing value for members and also continued viability of services through fee-for-service where required.

Representing the Cause of Independent Schooling

Political Landscape

With elections at both the state and federal level in 2007, the AIS placed significant emphasis on establishing dialogue with key politicians to ensure that the independent sector continued to have a strong voice on matters relating to education.

The NSW election saw the State Labor government returned and little change in the overall relationship between the AIS and the NSW Government. Minister Tebbutt was replaced as Education Minister by the Hon John Della Bosca and, on the whole, good relations continued with the NSW Government.

However, the 2007 Budget saw the abolition of the Interest Subsidy Scheme, potentially severely affecting the capacity of a large number of independent schools to build, expand and refurbish. More detail about this issue is provided under *Consultation and Negotiation with Governments*. There was little change in other funding or educational arrangements and no further developments on the review of the ERI funding model which took place during 2006 and 2007.

The NSW Leader of the National Party, Mr Andrew Stoner, took the shadow education portfolio and the AIS took the opportunity to brief him about the sector and current issues. Mr Barry O'Farrell, Leader of the Opposition, was also briefed at his own request.

With the possibility of a change in federal government after 11 years of a Coalition government, a great deal of effort was put into establishing a strong relationship with the Labor Opposition. Commitments given by the previous Leader of the Opposition, Mr Beazley, regarding funding arrangements for non-government schools were also provided early in the year by the new Opposition Leader, Mr Kevin Rudd, and the new Shadow Minister for Education, Mr Stephen Smith.

An excellent working relationship was established with Mr Smith over the course of the year and the Executive Director met with him a number of times. Mr Smith also spoke at the AIS Annual General Meeting in May 2007, and gave his clear support to continuation of the existing school funding arrangements. During the election campaign both Mr Rudd and Mr Smith went on the public record on numerous occasions to confirm their support for the existing funding arrangements, and a

commitment that the funding would be continued for the next quadrennium under a Labor government.

Labor's success at the federal election saw the Deputy Prime Minister, Ms Julia Gillard, take the education portfolio. Immediately following this appointment the Executive Director of the AIS, with the Executive Director of ISCA, Mr Bill Daniels, met with Minister Gillard. Ms Gillard provided the same assurances in relation to funding that were given in Opposition and made equally clear that it was Labor's intention to treat all schools equally, regardless of sector. This position has been a remarkable turnaround from Labor's position at the previous election where independent schools were threatened with major funding cuts.

Consultation and Negotiation with Governments

The AIS worked closely with the Independent Schools Council of Australia (ISCA) on a variety of representational matters involving the Australian Government. The uncertain federal political environment leading up to the November federal election meant that considerable time and effort was put into strengthening the relationship between the sector and both the Coalition government and Opposition.

The relationship between the AIS and the NSW Government continued to be characterised by cordial relations and a productive relationship with the new minister, the Hon John Della Bosca MLC. The AIS has found Minister Della Bosca prepared to consult fully and willing to work cooperatively to address any issues of concern to the sector and his approach has been appreciated.

The NSW Government made a decision as part of the 2007 Budget to abolish the Interest Subsidy Scheme for non-government schools. This immediately placed the building, expansion and refurbishment plans of many schools in jeopardy. The AIS and the Catholic Education Commission worked closely on preparation of a submission to the NSW Government which sought consideration for more than 260 schools to be granted access to the scheme after the original cut-off date set by the government. Lengthy negotiations took place with the Minister and his key staff, with the NSW

Department of Commerce, NSW Treasury officials and the Department of Education and Training over the ensuing six months. The end result saw almost all of the schools for which access to the scheme was sought, being granted Interest Subsidy under the original conditions of the program, albeit with the subsidy at a slightly lower rate than previously available. This was a significant concession from the NSW Government. The Interest Subsidy Scheme is being replaced by a Capital Grant Program which will take several years to come into effect due to the winding-down arrangements of the Interest Subsidy Scheme.

Another important issue during 2007 was the ongoing negotiations with the Department of Community Services (DoCS) regarding the registration of independent schools with preschool or kinder minus one year classes. Concessions were granted by DoCS which saw the initial registration requirements softened and subject to a phase-in arrangement. Further details are still being negotiated that will assist independent schools to comply with the regulations within a reasonable timeframe.

The AIS again worked closely with the Ombudsman's Office and the Office of the Commissioner for Young People in relation to child protection legislation, compliance matters and policy development. Relations with these organisations continue to be open and supportive.

Media Relations/Public Affairs

In 2007 the AIS maintained a focus on communication with the media, continuing its strong presence thereby ensuring the views of the Association and the sector were represented. The Executive Director participated regularly in the electronic media, primarily on talkback radio and news bulletins, but also in the print media. However, a frequent source of frustration was the regular attacks and unbalanced reporting in the print media on a range of issues relating to independent schools but particularly on funding matters. Increased efforts by the AIS to engage with the Sydney-based print media appear to have been met with greater determination from opponents of independent schooling. Their intention appears to have been to generate

misinformation and to publicly portray a distorted view of the education environment and the role of independent schools. They have been supported in this by elements of the print media.

In response, the AIS continued to publish *the independent* newsletter for distribution to politicians and the media. This newsletter showcases independent schools and aims to demystify the sector, highlighting its diversity and providing straightforward facts that may not otherwise be understood or acknowledged by those in positions of influence. Combined with this was the continuation of *Independent Schools in the Community* (ISIC), a parent-focused website containing information which assists parents to access accurate information about independent schooling and participate more fully in the education debate. With elections at the state and federal level in 2007, this was an important feature of the Association's public activities aimed at increasing the profile of and support for the sector.

The AIS will continue to focus on communicating with the media, with independent schools and with other stakeholders to ensure that the nature of independent education and its importance to the Australian and NSW community are widely understood and accepted.

Relations with Other Organisations

The ongoing emphasis on developing and retaining constructive relationships with other key organisations allowed the AIS to continue its valuable contribution to education in NSW generally and the sector in particular. The AIS greatly values the work of a wide range of organisations and takes seriously its own responsibilities to work closely with those organisations.

The Independent Schools Consultative Committee has a critical role in the AIS maintaining its position as the peak independent sector body in NSW. The Committee continued to be a valuable source of intelligence and feedback on issues for the sector. Its primary role is to provide a forum for the senior representatives of the groups within the sector to discuss and liaise on matters of common interest. It also performs an important function in hearing appeals from schools about grant allocations made by AIS funding committees. This process ensures that all decisions made by

AIS committees are transparent, consistent and fair. Membership of all committees is detailed in the Appendix [page 20].

Ongoing strong relationships with the Association of Heads of Independent Schools of Australia (AHISA) NSW Branch, the Association of Heads of Independent Girls' Schools (AHIGS), Heads of Independent Co-Educational Schools (HICES), Head Masters' Conference (HMC), Junior Schools' Heads Association of Australia (JSHAA) NSW Branch, and the Independent Special Schools' Heads Association (ISSHA) also allowed the AIS to effectively represent the sector. These organisations are an important source of information and assistance to the AIS, providing representation on committees, panels and other groups on curriculum matters and state and national government initiatives. Several of these organisations hold observer status on the AIS Board and these relationships are highly valued. The working relationship with the Bursars' Association of NSW again remained strong and is of great benefit to the AIS.

The AIS in 2007 continued to work closely with the Catholic Education Commission of NSW on matters of importance to all non-government schools. This was particularly important in the political context of the year and the two organisations were able to effectively lobby governments and achieve good outcomes for the non-government sector as a result. This relationship is characterised by a common understanding on many issues and a cooperative approach to finding solutions and common ground.

Regular meetings with senior officers of the NSW Department of Education and Training (DET) proved fruitful and characterised the continuing strong relationship at a senior departmental level and with the Minister and his staff. The AIS represents the independent sector on the Schools Planning Group and the Non-Government Schools Advisory Committee, both of which report to the Minister on issues pertaining to non-government schools, including the establishment of new schools. These groups are effective in terms of identifying issues and potential solutions. Their deliberations appear to be appreciated by the Minister.

While the AIS had to largely forge its own path in relation to teacher accreditation due to delays in progress by the NSW Institute of Teachers in 2007, the working relationship between the two organisations continued to be highly cooperative. In continuing to lead the way, the work of the Independent Schools Teacher Accreditation Authority (ISTAA) has set the standard for the development of high quality teacher assessment and accreditation processes. Some concerns about the effectiveness of the Institute's Quality Teaching Council will likely see ISTAA continuing to break new ground in this area for some time yet.

Excellent relations continued with the NSW Board of Studies, exemplified by joint workshops for independent schools undergoing the re-registration and accreditation process. Many schools have benefited greatly from these workshops and the joint nature of the work has provided a template on which a number of other initiatives have been based, with great success. The pending retirement of the long-standing President of the Board, Professor Gordon Stanley, will create a point of interest and the AIS will seek to maintain the strong relationship based on the type of mutual cooperation that characterised Professor Stanley's approach.

Services to Member Schools

Governance Support

The provision of governance services to school boards continued to be in high demand throughout 2007, driven by a demanding compliance regime. Senior AIS staff conducted evening, mid-week and weekend workshops for school boards on a regular basis. The workshops were tailored to the needs of individual boards with the primary areas of focus being the changing role of the school board, the changing educational environment, compliance issues for boards, delegation processes, the relationship between the school head and the board, and the role of the board in employment relations.

Employment Relations

In 2007 the AIS consolidated the introduction into schools of employment agreements for both teaching and non-teaching staff. Many of these agreements are standards-based agreements in either the federal or state jurisdiction. The award system still applies to those schools that are not on an agreement and remain in the state system. Similarly, a number of schools in the federal jurisdiction yet to develop an agreement remain on the Notional Agreement Preserving a State Award (NAPSA). The election of a new federal government with plans to amend a significant portion of the *WorkChoices* legislation means that the status of awards and NAPSAs in the future could change.

Member Advice

The core business of the AIS Employment Relations team is the provision of advice to member schools. This advice focuses on the interpretation of agreement and award provisions, dispute resolution advice and the interpretation of legislation. Demand for this AIS service continued at a very high level throughout the year. The AIS continued to obtain professional support and advice from Minter Ellison Lawyers, a source of expertise that is invaluable to the AIS and to individual schools. Most advice to schools is provided over the phone or by email, but during the year AIS staff increasingly attended schools to provide advice on a face-to-face basis where possible.

Employment Relations Website

This service continues to be highly utilised by member schools with tens of thousands of hits on the website over the year. The website contains industrial instruments for independent school staff, including protocols negotiated on behalf of the sector. Members can also access draft contracts, legal advice, draft policies and general information on employment issues.

Training Courses

The Employment Relations team continued to conduct briefings and training courses to assist senior school personnel understand and interpret employment matters. Briefings on employment and industrial issues were conducted statewide over the course of the year and again proved very popular with members. Member schools also utilised the expertise of the Employment Relations team to conduct school-specific training courses at individual schools as part of their professional development regime. Most courses focused on duty of care, privacy, family law and other employment related topics, and were provided as part of a school's membership services.

Risk and Compliance

Owing to the constant growth in demand for services, a separate AIS Risk and Compliance Unit was established in 2007. To support the increased demand for these services the staffing of the unit expanded with the appointment of two senior advisors with responsibility for OHS & Compliance and Child Protection & Compliance, and this was supplemented by a partial increase in support staff. Managing the wide range of risk and compliance matters continues to be a major challenge for schools and for the Risk and Compliance team.

Risk and Compliance services focused primarily on Child Protection, professional misconduct (bullying, harassment, sexual harassment; fraud; internet / intranet / computer misuse); occupational health and safety, risk management and workers' compensation issues. Services were provided as part of membership subscriptions and on a user pays basis.

Subscription services included consultation meetings at the AIS, representing schools at meetings with regulators, unions and insurers; drafting of correspondence and documentation for in-school investigations; conducting presentations and seminars for school staff; and the provision of a range of guides, publications and other documentation for downloading from the AIS website.

User pay services included programs run at the AIS, workshops in schools, investigations, OHS desktop and facilities audits, workplace inspections, rehabilitation services (outside workers' compensation), workers' compensation claim reviews and analysis of school policies, documentation and compliance systems.

Major training programs including Diploma of Business [School Compliance], Child Protection Investigation, OHS Consultation, Return to Work Co-ordination and CSOHS Online and Science Laboratories were well supported. Seminars were conducted which focused on Workers' Compensation legislation and management of injuries/claims.

A new Class or Kind Agreement was negotiated with the NSW Ombudsman relating to the investigation of 'reportable conduct' by schools. A refresher course was developed for accredited investigators to enable extended accreditation.

Professional Development

Courses

The AIS Professional Development program comprised a range of courses and conferences designed to meet the needs of school executives and teachers in independent schools. It was planned and largely delivered by a team of AIS consultants and volunteer convenors, led by the Director: Professional Development. The program was also informed by the views of participants at courses and the guidance of the AIS Primary and Secondary Professional Development Advisory Committees (see Appendix, page 20).

In 2007 the program delivered 171 courses to 4921 participants, with 23 courses delivered over more than one day. Again in 2007 most courses ran at maximum

capacity, and the proportion of AIS member to non-member participants (78% to 22%) remained stable.

Highlights included the following major conferences:

- AIS Conference: Valuing Pastoral Care
- AIS Executive Conference: Taking the Lead
- IT Integration Conference
- AIS K-6 Conference: Focus on Assessment

The Professional Development program relies heavily on the generous contribution of a significant number of AIS member schools. With the generosity and support of their schools, many teachers volunteered their time on PD committees, some in the important role of convenor. In addition to this, many schools host AIS courses.

School Consultancy

For the AIS PD Consultancy team, 2007 was another successful year with 230 cost recovery consultancies provided by 19 AIS staff and ten external consultants. During 2007 there was a continuing trend towards sustainable models of professional development using extended in-school consultancy support and spaced mode professional development sessions, often supplemented through in-class support and team teaching. Many of these cost recovery consultancies were more than one day in duration or extended over the course of a term.

The courses in strongest demand were primary maths and English, literacy, technology and child protection awareness-raising, as in previous years. Consultancy services were also provided for conferences organised by systems/schools within the independent sector.

Of the cost recovery consultancies, 211 were provided to AIS member schools with most of the extended consultancies being requested by member schools. Nineteen consultancies were provided to non-member schools at a cost differential, and these were predominantly to support literacy and numeracy as has been the case in previous years.

Professional Services

During 2007 the AIS held discussions with stakeholders on issues including the implementation of the Children's Services Regulation, the national literacy and numeracy testing arrangements, a new initiative to address the educational needs of indigenous students, and registration and accreditation advice to schools.

Regular meetings with the Department of Community Services (DoCS) focused on the implementation from 1st July 2008 of the Children's Services Regulation, which concerns the provision of services for children below school age. The DoCS approach to children's care and educational services differs significantly from the environment in which independent schools operate, and considerable effort was made to ensure that the needs of independent schools were taken into account. The systems and processes agreed now have regard for the school environment, rather than being viewed purely in a childcare context.

These negotiations resulted in:

- agreements regarding authorised supervisors in preschools and transitional arrangements for staff without early childhood qualifications
- DoCS staff visiting independent school preschools to improve their understanding of the different contexts, environment and approaches in schools
- DoCS staff participating in AIS workshops to assist schools to understand the requirements and exemptions for the preschool licensing process.

Negotiations with DoCS also included the requirement that schools be registered to provide out of school hours (OOSH) care. The development and analysis of a schools' questionnaire is being used to develop guidelines for OOSH services and to clarify the types of services that may fall within DoCS' jurisdiction.

With the introduction of national testing for literacy and numeracy in 2008, the AIS committed significant resources to working with DET, CEC and the manager of the project, the Curriculum Corporation. The AIS provided information to schools about the choice of providers, the type and scope of testing services provided and the associated costs.

AIS staff also participated in the review of test items for the 2008 tests at state and national levels and, in cooperation with DET and CEC, the development of items for the 2009 national literacy and numeracy tests. Subject specialists from independent schools also assisted with this project.

Early in the year the Independent Schools Indigenous Education Network (ISIEN), a network of independent schools focused on providing educational opportunities to indigenous students, approached the AIS for support in expanding their scope of activities. The AIS employed a person to work with independent schools on issues around government funding for indigenous students, to discuss and disseminate effective educational and pastoral care practices for indigenous students, and to facilitate cultural understanding and the development of links to indigenous communities. As understanding and awareness of this area improves it is expected that requests for assistance will increase.

The AIS expanded its workshops on registration and accreditation for member schools applying for renewal of their registration and/or accreditation with the Board of Studies. Workshops were held in locations around the state, led by AIS staff and BoS inspectors. Follow-up was provided to individual schools seeking assistance in preparing for inspection. Member schools with outstanding issues arising from the previous year's inspection were given AIS support and assistance in liaising with the Board. In addition, the AIS also facilitated meetings between independent school representatives and senior BoS staff to discuss issues arising from the registration process and to identify potential refinements of future registration processes.

Independent Schools Teacher Accreditation Authority (ISTAA)

ISTAA's first full year of operation saw the commencement of the accreditation processes for Experienced Teacher and Classroom/Professional Excellence for schools that had adopted a standards-based workplace agreement in 2006. The ISTAA Council was chaired by Dr Rod Kefford and supported the development of the processes and accreditation resources for participating teachers and schools.

ISTAA provided applicants with professional support sessions to assist them to understand the professional standards, the accreditation process and the evidentiary requirements. The majority of the 70 teachers who applied for Experienced Teacher were successful and approximately half of the 34 teachers who applied for Classroom/Professional Excellence were recommended for accreditation. Some teachers were required to provide additional evidence to support their applications.

Teachers seeking accreditation at the level of Classroom/Professional Excellence were assessed against some standards through direct classroom observation by an ISTAA representative. A similar school-based process was conducted for teachers applying for Experienced Teacher, with the information gathered forming part of the teacher's application.

The ISTAA accreditation processes catered for a wide range of teachers, including ACT and NSW preschool, primary and secondary teachers, as well as teacher consultants from the Royal Institute of Deaf and Blind Children. In addition, some schools required customised standards because of the nature of their students or the syllabuses they teach. The ISTAA accreditation processes have been designed to be inclusive of teachers in different contexts while ensuring the processes are rigorous and equitable.

ISTAA assessment panels were convened to evaluate teacher applications with teachers from 28 independent schools and five AIS consultants undergoing training before commencing the assessment process.

The establishment of a sound, thorough, transparent and externally assessed accreditation process gave schools confidence in awarding salaries to teachers who demonstrated their ability to meet the professional teaching standards.

Independent Schools Leadership Centre (ISLC)

The AIS established the Independent Schools Leadership Centre early in 2007, designing its activities to ensure that future leaders of independent schools are educators with the leadership skills to confidently and successfully undertake the wide range of functions

expected of them. It is important that future school leaders are those with the educational vision that underpins the core purpose of the organisation and that these leaders are confident in their ability to supervise the undertaking of all the managerial aspects of the complex business that is schooling in the 21st century.

In 2007 the ISLC offered two pilot programs for bursars to enhance their leadership capabilities and their understanding of the broader independent school environment. These programs were delivered in association with the Bursars Association of NSW and were evaluated extremely positively by participants.

In future years the ISLC will develop and deliver programs to support the emergent practical leadership needs of recently appointed and aspiring school leaders, middle level managers and business managers. This approach will ensure that the services offered by the tertiary sector in the theoretical domain and already accessed by the profession are not duplicated.

The ISLC received generous sponsorship from NAB Education, Midford, AON Risk Services and Strategic Campaign Associates.

ICT Services

The AIS made a number of changes to its ICT operations in 2007. In the second half of the year ownership of the ISONet wide area network initiative moved from AIS to the company that was involved in the project from its initial stages. This was a logical evolution in which operation of this service moved to a company with an understanding of the needs of independent schools and which has network management and security services as its core business.

The AIS also moved the StudentNet service to a web and mail hosting company which will continue to ensure that the needs of independent schools are supported.

The introduction of video conferencing facilities has opened up new potential for the delivery of AIS services. During 2007 a number of national and international video conferences were held with a highlight being the delivery of professional development to independent school teachers in Malaysia.

School Development Consultancy

In the latter part of 2007 the AIS introduced a School Development Consultancy service. This service focused on the alignment of business and human resource strategies in assisting schools to achieve their goals in an efficient, effective and sustainable manner. These consultancies were underpinned by recognition of the importance of the relationship between school culture, strategic planning, organisational structure and systems, and legislative and educational compliance.

NSW Combined Independent Schools (CIS) Sports Council

The primary role of CIS is to provide access for students and staff from the independent schooling sector to state and national sporting teams. To access CIS, students must be enrolled in schools affiliated to a member CIS Sports Association. In 2007 there were nine Primary School Sports Associations and eight Secondary School Sports Associations catering for 340 schools with a combined enrolment in excess of 115,000 students.

The CIS secretariat is staffed by the AIS. The CIS Council and its Chairman, Alan Green, donated significant time and effort to improve the opportunities available for independent school students to represent in their chosen sport at state and national level.

CIS Representation

CIS oversaw 18 sports at the primary level and 26 at the secondary level. Each sport was organised by a committee with representatives from the affiliated sports associations and was co-ordinated by a volunteer convenor. These representatives were teachers from independent schools who gave their time and expertise to support the aspirations of the students.

Students from independent schools recorded many outstanding results in 2007. While enrolments in independent schools constitute approximately 15% of total school enrolments in NSW, independent school representation in state and national sporting teams far exceeded this percentage.

Sponsorship

The cost of conducting CIS related activities is substantial and the ongoing support of major sponsors, Classic Sportswear and EPSON, ensured that the cost to students and their families was significantly lower than it would otherwise have been. The support of member schools for these companies is appreciated and encouraged.

Executive Consultancy Services

The AIS continued to assist schools with a wide range of high level consultancy services advice on school management issues. Services included recruitment of senior staff, primarily at the principal level, advice on staffing and the operations of school boards. The AIS also assisted with the provision of specialist consultancy services for one-off issues.

Overseas Student Consultancy

The demand for advice and assistance from member schools on overseas student matters continued to increase during the year. A number of workshops and seminars provided schools with detailed information on the requirements of schools educating full-fee paying overseas students and these were usually delivered in conjunction with the appropriate government agencies. Advice about visa requirements, education agent enquiries and the facilitation of sister-school and exchange relationships was also provided.

Communications

The AIS again placed significant emphasis on its communication with schools with regular production of the Information Circulars and Employment Relations newsletters which ensured that useful information was provided to schools on matters of importance and interest. The Executive Newsletter, produced once each term, focused on more strategic and long-term matters.

The AIS website underwent further changes in an effort to ensure that it remains as user-friendly as possible.

Activities Undertaken as the Peak Independent Sector Body in NSW

Funded Programs

Capital Grants

In 2007 42 schools applied for Australian Government funding assistance through the AIS Block Grant Authority (BGA). Following recommendations from the BGA, \$10,905,000 in grants was approved by the Australian Government to support major capital works projects in 26 schools. This amount was a contribution to project works in schools valued at approximately \$42 million.

Under the Investing In Our Schools Programme (IOSP), the AIS Block Grant Authority recommended 209 projects to the Australian Government for funding totaling \$13,046,453. One additional round of funding was announced in March 2007, which was specifically targeted at schools which had previously received little or no funding under the programme or where the school could demonstrate a high level of disadvantage. In this final round, 46 grants totaling \$2,620,500 were approved by the Australian Government. The Investing In Our Schools Programme is now complete and no further funding for the programme has been announced.

Targeted Programmes

The AIS administered the following components of the Australian Government Targeted Programmes:

- Literacy, Numeracy and Special Learning Needs Programme
- Country Areas Programme
- ESL New Arrivals Programme
- Languages

Eligible schools were invited to submit applications in two rounds of funding held in Term 3 of 2006 and Term 1 of 2007. External assessment committees comprised of relevant specialists reviewed and assessed all applications and made recommendations which were referred to the Literacy, Numeracy and Special Learning Needs Advisory Committee, the Languages Advisory Committee and the Targeted Programmes Reference Panel. The process was discussed with the Independent Schools Consultative Committee before

recommendations were submitted to the AIS Board for final approval.

In keeping with principles underpinning resource allocation stated in the Australian Government Programme Guidelines, all committees had due regard for equity (ensuring resources were targeted to those students in greatest need); effectiveness (ensuring resources were to be used to support the introduction of effective approaches); and efficiency (ensuring that resources were not consumed in administrative procedures). Funds attributed to the administration of the programme were maintained at a similar level to 2006 at just over 2%. Interest earned on funds was returned to the program.

Literacy, Numeracy and Special Learning Needs (LNSLN) Programme

The objective of the LNSLN Programme is to improve the learning outcomes of educationally disadvantaged students, particularly in literacy and numeracy, and the educational participation and outcomes of students with disabilities.

(a) Literacy and Numeracy

The number of applications for funding assistance grew significantly in 2007 with 413 individual literacy and 328 numeracy projects funded (increases of 25% in each area). Three hundred schools submitted applications under this category.

Total funding allocated to schools for Australian Government literacy and numeracy grants to the NSW independent schools for 2007 amounted to \$ 7,348,154. Over 40,000 students with significant literacy or numeracy difficulties were supported through this programme with contributions to literacy and/or numeracy support teachers, professional development or, in some cases, with grants for the purchase of materials.

(b) Special Learning Needs

Grants under this component targeted schools educating students with disabilities. To address the range of needs, the individual grant components provided support for special schools, schools with

included students, support services, additional funds for students needing assistance with self care or challenging behaviour, and equipment or minor building works enabling access to schools.

A total of \$8,753,533 was allocated to grants with funds targeted to those with the most significant educational disadvantage. Many of these students were in special schools.

The Australian Government also allocated \$2,224,090 for Students with Disabilities. Grants for this component were determined on the basis of \$816 for each student recorded as a student with a disability on a school's 2006 non-government schools census.

The number of funded students with disabilities in independent schools in NSW continued to grow with 1,923 included students with a disability and 928 students in special schools, a 35% increase over the last five years. The Literacy, Numeracy and Special Learning Needs Advisory Committee again expressed concerns about the financial difficulties encountered by schools enrolling students with disabilities.

Country Areas Programme (CAP)

The AIS submitted a detailed schedule of CAP projects to the Australian Government that fully committed the available funding for 2007, with approval and announcement of successful projects made by the responsible Minister.

In 2007 thirteen schools meeting the eligibility criteria for the Country Areas Programme developed and implemented 61 individual school projects and two sector-wide projects addressing the needs of students in geographically isolated areas. Most projects were designed around curriculum enhancement and provided opportunities for students to participate in excursions or for schools to host visiting professionals, particularly in the areas of the arts or sport. Total available funding in 2007 was \$484,135.

ESL New Arrivals

During 2007 eighteen schools received funding for 49 students to provide at least two terms of intensive English support, an increase in both school and student numbers over 2006. These schools received a single payment of \$5,534 for each student. The increase reflects the rising number of students entering Australia on humanitarian grounds and enrolling in independent schools. Most of these newly arrived students enrolled in schools in the Sydney and Newcastle regions, with a few settling in regional areas such as Wagga Wagga or on the NSW far north coast.

Languages

The objective of the Languages program is to help schools and communities to improve the learning outcomes of students who are learning languages other than English. An advisory committee allocated the 2007 funding to schools in accordance with the Australian Government's Programmes for Schools Quadrennial Administrative Guidelines 2005-2008.

There were three focuses to the program in 2007:

a) School grants

School initiatives in the study of languages were supported by the allocation of a wide ranging grants program, through which 174 schools received grants. Five schools were also successful in securing Innovation Grants for the development and implementation of large scale projects to benefit the teaching and learning of languages beyond their own context.

b) Professional development

Fifteen languages professional development courses were offered to schools, with 278 teachers participating. Forty-seven school consultancy visits were conducted in metropolitan and rural areas to support syllabus implementation, programming and assessment, ICT integration, planning of Languages days and curriculum planning. Quarterly AIS Languages newsletters informed teachers about Board of Studies updates, resources, professional development opportunities, professional Languages teachers' networks, scholarships and cultural activities offered by external agencies.

c) Resource development

Planning of support material development for the teaching and learning of the Stage 6 Extension courses in nine languages was undertaken. Further material is being developed in 2008 as a joint project with the NSW Department of Education and Training.

The Languages area of the AIS website was maintained and further enhanced through the addition of teacher-produced resources developed through the Australian Government funding.

Other Programs

National School Drug Education Strategy (NSDES)

The National School Drug Education Strategy is an Australian Government health promotion initiative managed by DEST. Funding from this initiative is specifically directed towards:

- fostering the capacity of school communities to provide safe and supportive school environments for all Australian school students
- enhancing school drug education programs
- supporting schools in the management of drug related issues and incidents.

The AIS conducted a number of professional learning activities in 2007 and participation at many of these activities was supported through offers of teacher release. The 2007 NSDES professional learning focus was on:

- developing drug education units that reflected current thinking
- enhancing student resilience through developing social and emotional competencies
- supporting teachers to develop drug education programs that reflected best practice
- supporting schools to develop and implement a whole school approach to drug education.

The AIS also managed an Australian Government funded initiative to distribute funding to independent schools to undertake Drug Education and Values Forums.

Road Safety Education

This ongoing program is supported with funding provided by the NSW Roads and Traffic Authority (RTA). It provided a range of resources and funding to provide professional development to NSW schools. During the year AIS consultants continued to conduct professional development workshops, undertake in-school consultancies, initiate and manage curriculum projects, host a road safety website and contribute to the resource development process.

Australian Government Quality Teacher Programme (AGQTP)

Again in 2007 the AIS managed a diverse number of projects under the AGQTP. The program funded a number of independent schools to conduct action learning projects in the areas of teaching standards, leadership, pedagogy and the effective use of ICT in the classroom. These projects were completed by December and the artefacts were placed on the Professional Development section of the AIS website.

In addition professional development courses within the AISPD program were subsidised for independent schools and a contribution made through the Professional Teaching Council to the activities of professional associations.

Vocational Education and Training (VET)

In 2007 the independent sector again received funding support from the Australian and NSW governments to assist schools in the delivery of vocational education subjects in senior secondary schooling. During the year 3,943 independent school students participated in school delivered VET courses, an increase of 491 over 2006. A further 1,347 students participated in externally delivered VET courses, an increase of 204 students.

The most popular courses continued to be Hospitality and Information Technology.

The AIS continued to encourage the delivery of quality VET programs through the implementation of school-based funding programs, the continuation of consultancy services to schools and a variety of programs aimed at providing appropriate teacher training for vocational education.

The AIS also provided further training for 40 teachers to enable them to deliver VET courses and provided independent schools with grants towards exploring or extending the delivery of VET in schools, promoting school and industry partnerships, the purchase of minor capital resources to deliver VET, and facilitated the training for 33 students in school-based traineeship programs.

Through its role as a Registered Training Organisation (RTO), the AIS also ensured that schools were compliant with all the requirements of the Vocational Education and Training Accreditation Board (VETAB). There were 87 independent schools participating in AIS RTO in 2007.

Appendices

Committees

The AIS Board of Directors

Elected Members

(in accordance with Clause 35 of the Articles of Association)

John Ralston, Wenona School

Philip Bower, SHORE School

John Brew, Anglican Schools' Corporation (*retired February 2007*)

John Cook, Newington College (*retired February 2007*)

Deanne Coucouvinis, St Spyridon College

Les Dell, St Clare's College

Rosemary Gentle, Rudolf Steiner Association

Michael Jones, Redlands

Jo Lonergan, St Aloysius College

Dr Peter Macarthur, International Grammar School

Chris McDiven, Kambala

Appointed Members

(in accordance with Clause 36 of the Articles of Association)

Alan Baker, former Queenwood School Board Member

Justice Stephen Rothman, Moriah College

John Oldmeadow, Ravenswood School for Girls

Barbara Stone, MLC School

Chris Welsh, Oxley College

Invited Observers

Dr Rod Kefford, Chair of NSW Association of Heads of Independent Schools of Australia;

succeeded by Simon Murray

Margaret White, Association of Heads of Independent Girls' Schools

G Milton Cujes, Head Masters' Conference

Terry Lidgard, Heads of Independent Co-Educational Schools;

succeeded by Jenny Williams

Greg Anderson, NSW Bursars' Association

Independent Schools Consultative Committee

Reina De Vries, Christian Parent Controlled Schools

Anne Knock, Christian Schools Australia

Michelle Fitzgerald, NSW Parents Council

Peter Kilgour, Seventh-day Adventist Schools (Greater Sydney)

Ralph Luchow, Seventh-day Adventist Schools (North NSW)

Dr Laurie Scandrett, Sydney Anglican Schools Corporation

John Lambert, Sydney Anglican Schools Corporation

Rosemary Gentle, Rudolf Steiner Schools of Australia

Ivan Port, NSW Coordinating Committee of Jewish Day Schools

Dr Ken Bartel, Lutheran Schools of Australia

Frances Reed, Montessori Schools Association

Jacqui Van de Velde-Gilbert, Meadowbank Education Ltd

John Oldmeadow, Uniting Church Board of Education

Dr Intaj Ali, Malek Fahd Islamic School

Bob Johnston, Australian Association of Christian Schools

Julie Shylan, National Independent Special Schools Association

Professional Development Advisory Committees

Secondary Professional Development Advisory Group

Dr Timothy Wright, SHORE

Margaret White, Kambala

Amelia Katsogiannis, St Spyridon College

Carol Bower, Tara Anglican School for Girls

Ann Nadge, St Catherine's School

Gaynor MacKinnon, St Luke's Grammar School

Wendy Barel, Masada College

Greg Elliott, St Mary Star of the Sea College

Jan Hart, The Scots College

Primary Professional Development Advisory Group

Steven Bowers, SHORE
Laraine Lucas, Danebank Anglican School for Girls
Garry Brown, Mosman Church of England Prep School
Keith Dalleywater, The King's School
Madenia Abdurahman, Arkana College
Helen Carmody, Kambala
Liz Cumming, SCEGGS Darlinghurst
Anne Knock, Christian Schools Australia
Jane Bezzina, Santa Maria Del Monte
Jenny Porter, Tara Anglican School for Girls

Secondary Professional Development Convenors

Marilyn Pretorius, SCEGGS Darlinghurst
Sarah Menassa, Redlands
David Dixon, Trinity Grammar School
Terri Sawczak, Queenwood School
Helen Schutz, Santa Sabina College
Len Nixon, Barker College
Carlo Tutto cuore, Kincoppal - Rose Bay School
Simon Smith, Barker College
Chantalle Chapman, Kincoppal - Rose Bay Jnr School
Julian Wrigley, Moriah College
Lori Constable, Loreto Normanhurst

Independent Schools Leadership Centre Council

Margaret White, Kambala
Greg Anderson, PLC Croydon
Keith Dalleywater, The King's School
Holly Gyton, SCEGGS Darlinghurst
Dr Bryan Cowling, Anglican Schools Commission
Michael Dunn, Cranbrook Junior School
David Raphael, William Clarke College
Stephen Kinsella, The Illawarra Grammar School
Steven Bowers, SHORE (representing JSHAA)
Dr Julie Greenhalgh, Meriden
Dr Geoff Newcombe, AIS

ISTAA Council

Dr Rod Kefford, Barker College
Alan Green, Newcastle Grammar School
Barbara Stone, MLC School
Dr Bryan Cowling, Anglican Education Commission
Chris Welsh, Oxley College
Dr David Faull, Avondale School
Dr Geoff Newcombe, AIS
Hilary Johnstone-Croke, Kincoppal – Rose Bay School
Janet Freeman, Loreto Kirribilli
Jann Robinson, St Luke's Grammar School
Jeremy Madin, Cranbrook School
John Weeks, Knox Grammar School
Laraine Lucas, Danebank Anglican School for Girls
Paul Burgis, Inaburra School
Sally Ruston, Abbotsleigh
Susan Just, Canberra Girls' Grammar School
Dr Timothy Wright, SHORE

Funded Programs

Australian Government Quality Teaching Programme (AGQTP) Reference Group

Garry Brown, Mosman Church of England Prep School
Sandra White, Independent Education Union
Dr Timothy Wright, SHORE
Anne Knock, Christian Schools Australia
Raewyn Dean, Arndell Anglican College
Ralph Luchow, Seventh-day Adventist Schools (Northern NSW)

Languages Advisory Committee

Stephen Harris, Northern Beaches Christian School
Kerrie Murphy, International Grammar School
Lynne Stone, St Catherine's School
Anthony Tsoutsas, All Saints Greek Orthodox Grammar School
Martin Orrock, Pittwater House Grammar School
Michelle Hugonnet, St Vincent's College

Literacy, Numeracy and Special Learning Needs Advisory Committee

Neville Harrison
Peter Kilgour, SDA Schools – Greater Sydney Conference
Jo Lonergan, AIS Board
Barbara Luelf
Sandra White, Independent Education Union
Assoc Prof Greg Leigh, Royal Institute for Deaf & Blind Children

Targeted Programmes Reference Panel

Anne Knock, Christian Schools Australia
Lesley May, Claremont College
Madenia Abdurahman, Arkana College
Stephen Bomford, St Peter's Anglican Primary School
Terry Lidgard, Bankstown Grammar School
Frances Reed, Forestville Montessori School
Ivan Port, Jewish Day Schools Committee
Marilyn Hansen, SDA Schools – North NSW Conference
Sue Barter, Tyndale Christian School

Block Grant Authority

Warwick Wilkie, William Carey Christian School
Dean Bennetts, Central Coast Adventist School
Bob Johnston, Australian Association of Christian Schools
Philip Bryson, St Andrew's Cathedral School
John Scott, Anglican Education Commission
Yvonne Nicholls, St Clare's College
Marybeth Bartholomew
Les Dell, AIS Board
Colin Spencer, Chartered Accountant
Sye Pynenburg, SCEGGS – Darlinghurst
Recep Aydogan, Sule College
Andrew Pender, PMDL Architecture and Design
Ray Whitfield, AIS

Staff List as at December 2007

Directors

Dr Geoff Newcombe, Executive Director
Ray Whitfield, Deputy Executive Director, Director: Government Liaison
Frank Brooks, Director: ICT
David Buley, Director: Finance and Administration
Michael Carr, Director: Employment Relations
Estelle Lewis, Director: Teacher Accreditation
Julie Thompson, Director: Professional Development
Robyn Yates, Director: Professional Services
Grahame Wilson, Director: Compliance

Senior Executive Support Staff

Malcolm Hunt, Professional Assistant to the Executive Director
Melissa Old, Personal Assistant to the Executive Director
Joy Yeo, Manager, Executive Services

Education Consultants

Ghislaine Barbe, Languages K-12
Sue Bremner, English as a Second Language, English K-6, Literacy Across the Curriculum
Darryl Buchanan, PDHPE K-12, Road Safety Education, Health Education
Sue Cairns, Learning and Behaviour Support
Sharon Cheers, Primary Curriculum
Geoffrey Clark, Overseas Student Services
Sally Egan, Mathematics K-6, Numeracy
Bobby Gaensler, Mathematics 7-12
Rosemary Hafner, Educational Compliance Analyst
Melanie Hughes, Technology Across the Curriculum, Road Safety Education
Rod Leverment, VET in Schools Program Coordinator
Pauline Lewis, Technology Across the Curriculum
Jo McLean, PDHPE K-12, Road Safety Education, Health Education

Janita Marscham, Learning and Behaviour Support
Cate Pinnington, Learning and Behaviour Support
Tiffany Roos, Primary Curriculum, Road Safety Education
Sue Stacey, Early Literacy, Country Areas Programme
Karen Stapleton, English 7-12
Jan Stone, Mathematics K-6, Numeracy
Kristen Tripet, Mathematics K-6, Numeracy

Administrative Staff

Pam Bagshaw, Personal Assistant and Administrative Assistant: Professional Development
Karren Beaumont, Office Assistant
Crystal Brooks, Receptionist
Dena Gad, Accounts Assistant, Travel Coordinator
Emma Grubisa, Administrative Assistant
Adele Hemphill, Personal Assistant and Administrative Assistant: Professional Services and Compliance
Van Nguyen, Administrative Assistant
Thomas Oeser, Administrative Assistant
Joanna Hayward, Personal Assistant and Administrative Assistant: Employment Relations
Karen Veness, Administrative Assistant
Mark Williamson, Administrative Assistant

Program Administrators

Wendy Godden, Grants Administration Manager
Corwin Hooper, Grants Administrator
Cecilia Waites, Course Administrator

IT Services

Lou Brown, Developer
Lucas Kurniadjaja, IT Support
Donna Karp, IT Services Coordinator
Suzanne Ma, Manager: Information Services
Bill Temm, Technical Officer

Combined Independent Schools Sports Council (CIS)

Lyndall Jesse, Executive Officer
Jenny O’Keeffe, Assistant Executive Officer
Mary Webster, Assistant Executive Officer

Employment Relations

Louise Bailey, Human Resources Manager
Mary-Ellen Jackman, Employment Relations Adviser
Cathy Lovell, Senior Employment Relations Adviser

Compliance

Kate Halloran, Senior Adviser: Child Protection and Compliance
Maree Townsend, Senior Adviser: Risk and Compliance

Member Schools List

Schools that became members during the year are in bold type.

Abbotsleigh	WAHROONGA	Blue Hills College	GOONELLABAH
Aetaomah School	TERRAGON	Blue Mountains Grammar School	WENTWORTH FALLS
AIM Senior Secondary College	SURRY HILLS	Blue Mountains Grammar School (Valley Hts)	VALLEY HEIGHTS
Al Amanah College	BANKSTOWN	Blue Mountains Steiner School	HAZELBROOK
Al Faisal College	AUBURN	Bob Hughes Christian School	CHESTER HILL
Al Noori Muslim School	GREENACRE	Border Christian College	THURGOONA
Al Sadiq College	YAGOONA	Brigidine College	ST IVES
Al Zahra College	ARNCLIFFE	Broughton Anglican College	MENANGLE PARK
ALESCO Learning Centre	COOKS HILL	Burgmann Anglican School	GUNGAHLIN
Alexander Primary School	DUFFYS FOREST	Byron Community Primary School	BYRON BAY
All Saints' College	BATHURST	Calrossy Anglican School	TAMWORTH
All Saints Greek Orthodox Grammar School	BELMORE	Calrossy Anglican School - William Cowper Primary Campus	TAMWORTH
Arden Anglican School	BEECROFT	Cameragal Montessori School	NEUTRAL BAY
Arkana College	KINGSGROVE	Canberra Girls' Grammar School	DEAKIN
Arndell Anglican College	OAKVILLE	Canberra Grammar School	RED HILL
Ascham School	EDGECLIFF	Canberra Montessori School	HOLDER
Auburn SDA Primary School	AUBURN	Cape Byron Steiner School	BYRON BAY
Australian Christian College	RIVERSTONE	Carinya Christian School	TAMWORTH
Australian International Academy, Sydney	STRATHFIELD	Carinya Christian School Gunnedah	GUNNEDAH
Australian International Performing Arts High School	HARRIS PARK	Castlecrag Montessori School	CASTLECrag
Australian Islamic College of Sydney	MOUNT DRUITT	Casuarina Steiner School	COFFS HARBOUR
Australian Technical College, Central Coast	GOSFORD	Central Coast Adventist School	ERINA
Australian Technical College, Illawarra	WOLLONGONG	Central Coast Grammar School	ERINA HEIGHTS
Autism Spectrum Australia - Central Coast School	TERRIGAL	Central Coast Rudolf Steiner School	FOUNTAINDALE
Avondale School	COORANBONG	Chevalier College	BOWRAL
Bankstown Grammar School	GEORGES HALL	Christadelphian Heritage College - Cooranbong	COORANBONG
Barker College	HORNSBY	Christadelphian Heritage College Sydney	KEMPS CREEK
Bellhaven Special School	YOUNG	Chrysalis Steiner School	THORA
Bethany Christian School	PROSPECT	Claremont College	RANDWICK
Bhaktivedanta Swami Gurukula	EUNGELLA	Clarence Valley Anglican School	GRAFTON
Biala Special School	BALLINA	Condell Park Christian School	CONDELL PARK
Bishop Druitt College	COFFS HARBOUR	Coogee Boys Prep School	RANDWICK
Bishop Tyrrell Anglican College	FLETCHER	Cranbrook Junior School	BELLEVUE HILL
Blessed Mary Mackillop College	WAGGA WAGGA	Cranbrook Prep School - Dickens House	ROSE BAY
		Cranbrook School	BELLEVUE HILL
		Currambena School	LANE COVE
		D.A.L.E. Christian School	WARATAH

Danebank An Anglican School for Girls	HURSTVILLE	Kinross Wolaroi School	ORANGE
Elonera Montessori School	MOUNT OUSLEY	Knox Grammar Preparatory School	WAHROONGA
Elouera Special School	COOTAMUNDRA	Knox Grammar School	WAHROONGA
Emanuel School	RANDWICK	Korowal School	LEURA
Emmanuel Anglican College	BALLINA	Kuyper Christian School	NORTH RICHMOND
Forestville Montessori School	FORESTVILLE	Lakes Grammar - An Anglican School	WARNERVALE
Frensham	MITTAGONG	Lindfield Montessori Preschool	LINDFIELD
German International School Sydney	RYDE	Lindisfarne Anglican School	TERRANORA
Giant Steps Sydney Limited	GLADESVILLE	Linuwel School	EAST MAITLAND
Gib Gate School	MITTAGONG	Loquat Valley Prep School	BAYVIEW
Glenaeon Rudolf Steiner School	MIDDLE COVE	Loreto - Kirribilli	KIRRIBILLI
Green Valley Islamic College	GREEN VALLEY	Loreto Normanhurst	NORMANHURST
Hamazkaine Arshak and Sophie Galstaun School	INGLESIDE	Lorien Novalis School	GLENHAVEN
Hawkesbury Independent School	KURRAJONG	Lutheran Primary School Wagga Wagga Ltd	WAGGA WAGGA
Highfields Preparatory and Kindergarten School	LINDFIELD	Macarthur Adventist School	MACQUARIE FIELDS
Hills Adventist College	CASTLE HILL	Macarthur Anglican School	COBBITTY
Hunter School for Children with Autism	SHORTLAND	Macksville Adventist College	MACKSVILLE
Hunter Valley Grammar School	ASHTONFIELD	Macleay Vocational College	SOUTH KEMPSEY
Hurstville Adventist School	HURSTVILLE	Macquarie Anglican Grammar School	DUBBO
Illawarra Adventist School	CORRIMAL	Macquarie College	WALLSEND
Inaburra School	BANGOR	Malek Fahd Islamic School	GREENACRE
Inner City Montessori Primary School	BALMAIN	Manning District Adventist School	TINONEE
International Grammar School	ULTIMO	Manning River Steiner School	TAREE
Iqra Grammar College	MINTO	Manning Valley Anglican College	CUNDLETOWN
Italian Bilingual School	LEICHHARDT	Mar Narsai Assyrian College	GREENFIELD PARK
John Colet School	BELROSE	Margaret Jurd Learning Centre	LAMBTON
Joseph Varga School	RANDWICK	Masada College (Lindfield)	LINDFIELD
Kamaroi Rudolf Steiner School	BELROSE	Masada College (St Ives)	ST IVES
Kambala	ROSE BAY	Mater Dei Special School	CAMDEN
Kempsey Adventist School	SOUTH KEMPSEY	Matthew Hogan School (YOTS)	CANYONLEIGH
Kesser Torah College	DOVER HEIGHTS	Meriden School	STRATHFIELD
Key College (Youth Off The Streets)	SURRY HILLS	Minimbah Aboriginal Primary School	EAST ARMIDALE
Kincoppal - Rose Bay Junior School	VAUCLUSE	MLC School	BURWOOD
Kincoppal - Rose Bay School	ROSE BAY	Moama Anglican Grammar School	MOAMA
Kindlehill School	WENTWORTH FALLS	Monte Sant Angelo Mercy College	NORTH SYDNEY
Kingsdene Special School	TELOPEA	Montessori East - Bondi	BONDI
Kinma School	TERREY HILLS	Montgrove College	ORCHARD HILLS
		Moriah College (Queens Park)	BONDI JUNCTION

Mosman Church of England Prep School	MOSMAN	Redlands - Murdoch Street Campus	CREMORNE
Mount Sinai College	MAROUBRA	Richard Johnson Anglican School	OAKHURST
Mount St Benedict College	PENNANT HILLS	Rissalah College	LAKEMBA
Mountain View Adventist College	DOONSIDE	Rosebank College	FIVE DOCK
Mullumbimby Adventist School	MULLUMBIMBY	Roseville College	ROSEVILLE
Mumbulla School for Rudolf Steiner Education	BEGA	Rouse Hill Anglican College	ROUSE HILL
MUSEC School	NORTH RYDE	S.E. Sydney School for Children with Autism	PEAKHURST
Narromine Christian School	NARROMINE	Saint Ignatius' College	LANE COVE
Nepean District Christian School	MULGOA	Santa Sabina College	STRATHFIELD
New England Girls School	ARMIDALE	Sathya SAI School NSW Inc	MURWILLUMBAH
Newcastle Grammar School	NEWCASTLE	SCEGGS - Darlinghurst	DARLINGHURST
Newcastle Waldorf School	GLENDALE	Scone Grammar School	SCONE
Newington College	STANMORE	Shearwater Steiner School	MULLUMBIMBY
Northholm Grammar School	ARCADIA	Shellharbour Anglican College	DUNMORE
Northside Montessori Society	TURRAMURRA	Sherwood Hills Christian School	BRADBURY
Nowra Anglican College	BOMADERRY	Shoalhaven Anglican School	MILTON
Odyssey House	EAGLE VALE	SHORE	NORTH SYDNEY
Ohr Torah College	DOVER HEIGHTS	SHORE Prep School	NORTHBRIDGE
Orana School	WESTON	Snowy Mountains Grammar School	JINDABYNE
Orange Anglican Grammar School	ORANGE	South Coast School for Children with Autism	CORRIMAL
Our Lady Of Mercy College	PARRAMATTA	Southside Montessori Pre and Primary School	RIVERWOOD
Oxley College	BURRADOO	St Aloysius' College	MILSONS POINT
PAL College	CABRAMATTA	St Andrew's Cathedral School	SYDNEY
Penrith Anglican College	ORCHARD HILLS	St Andrew's Christian School	GRAFTON
Pittwater House Girls College	COLLARROY	St Bishoy Coptic Orthodox College	MOUNT DRUITT
Pittwater House Grammar School	COLLARROY	St Catherine's School	WAVERLEY
PLC Armidale	ARMIDALE	St Clare's College	WAVERLEY
Port Macquarie Adventist Primary School	PORT MACQUARIE	St Columba Anglican School	PORT MACQUARIE
Presbyterian Ladies College, Sydney	CROYDON	St Dominic Savio School	ROCKDALE
Pymble Ladies College	PYMBLE	St Euphemia College	BANKSTOWN
Qibla College	LEUMEAH	St Euphemia College - Primary School	BANKSTOWN
Queenwood School	MOSMAN	St Gregory's Armenian School	BEAUMONT HILLS
Radford College	BRUCE	St Hurmizd Assyrian Primary School	GREENFIELD PARK
Rainbow Ridge School for Rudolf Steiner Education	LILLIAN ROCK	St James College	SYDNEY
Ravenswood School For Girls	GORDON	St John's Lutheran School - Jindera	JINDERA
Redeemer Baptist School	NTH PARRAMATTA	St Joseph's College	HUNTERS HILL
Redfield College	DURAL	St Lucy's School	WAHROONGA
Redlands	CREMORNE	St Luke's Grammar School	DEE WHY

St Mark's Coptic Orthodox College	WATTLE GROVE	The French School of Sydney	MAROUBRA
St Maroun's College	DULWICH HILL	The Garfield Barwick School	PARRAMATTA
St Mary Star of the Sea College	WOLLONGONG	The Hills Grammar School	KENTHURST
St Paul's College	WALLA WALLA	The Illawarra Grammar School	WOLLONGONG
St Paul's Grammar School, Penrith	CRANEBROOK	The King's School	NTH PARRAMATTA
St Paul's Lutheran School	HENTY	The Lakes Christian College	CASTLEREAGH
St Peter's Anglican College	BROULEE	The McDonald College	NTH STRATHFIELD
St Peter's Anglican Primary School	CAMPBELLTOWN	The Riverina Anglican College	WAGGA WAGGA
St Philip's Christian College	WARATAH	The Scots College	BELLEVUE HILL
St Philip's Christian College, Gosford	GOSFORD	The Scots College Prep School	BELLEVUE HILL
St Philip's Christian College, Port Stephens	SALAMANDER BAY	The Scots School Albury	ALBURY
St Philip's Christian School, Cessnock	CESSNOCK	The Scots School Bathurst	BATHURST
St Spyridon College	MAROUBRA	Thomas Hassall Anglican College	WEST HOXTON
St Spyridon College Junior School	KINGSFORD	Thomas More Christian Montessori School	BEGA
St Stanislaus College	BATHURST	Thomas Pattison School	NORTH ROCKS
St Vincent's College	POTTS POINT	Toronto Adventist Primary School	TORONTO
Stella Maris College	MANLY	Trinity Anglican College, Albury	THURGOONA
Sule College	PRESTONS	Trinity Grammar Preparatory School	STRATHFIELD
Sule College Illawarra	SHELLHARBOUR	Trinity Grammar School	SUMMER HILL
Sule College, Auburn Campus	AUBURN	Tudor House (The King's School)	MOSS VALE
Sutherland Shire Christian School	BARDEN RIDGE	Tuntable Falls Community School	NIMBIN
Sutherland Shire Montessori School	GYMEA	Tweed Valley College	MURWILLUMBAH
Sydney Adventist College	STRATHFIELD	Unity Grammar College	AUSTRAL
Sydney Grammar Edgecliff Preparatory School	PADDINGTON	Vern Barnett School	FORESTVILLE
Sydney Grammar School	DARLINGHURST	Vistara Primary School	LISMORE
Sydney Grammar St Ives Preparatory School	ST IVES	Wahroonga Adventist Primary School	WAHROONGA
Sydney Japanese School	TERREY HILLS	Wahroonga Preparatory School	WAHROONGA
Sylvanvale School	KIRRAWEE	Warrah School Society	DURAL
Tallowood School	BOWRAVILLE	Wenona School	NORTH SYDNEY
Tambelin Independent School	GOULBURN	Western Sydney School for Children with Autism	WETHERILL PARK
Tangara School For Girls	CHERRYBROOK	William Carey Christian School	PRESTONS
Tara Anglican School for Girls	NTH PARRAMATTA	William Clarke College	KELLYVILLE
Taylor's College - Sydney Campus	WATERLOO	Wollemi College	WERRINGTON
The Alice Betteridge School	NORTH ROCKS	Wollondilly Anglican College	TAHMOOR
The Armidale School	ARMIDALE	Woodbury Autism Education and Research Ltd	BAULKHAM HILLS
The Armidale Waldorf School	ARMIDALE	Wyvern House School (Newington College)	STANMORE
The Athena School Inc	NEWTOWN	Yanginanook Christian School	BELROSE

