



# Schools as Reservoirs of Hope

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**Dr Geoff Newcombe**

**Executive Director**

Association of Independent Schools of New South Wales

*representing*

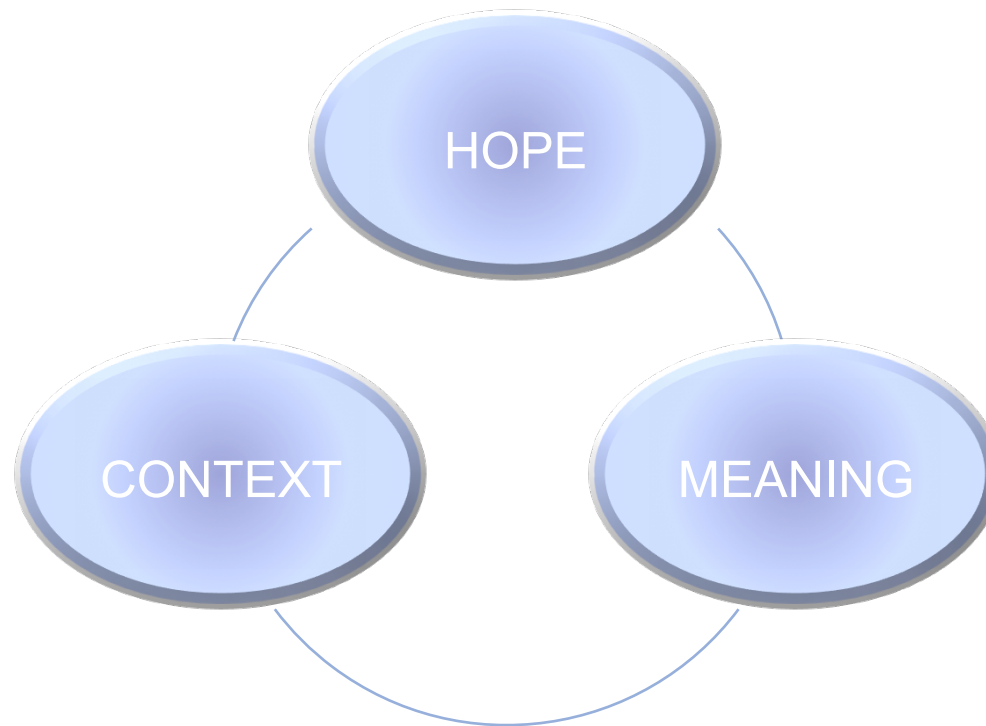
Independent Schools Council of Australia

# Content

- Hope – Context and Meaning
- Independent Schools
- The Australian Context
  - Schooling in Australia
  - Independent Schools in Australia
  - Government Funding
    - The new Funding Model
- Parents
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- Governments
  - Political or educational
- Associations.

# Schools as Reservoirs of Hope

The new landscapes for Independent Schools:  
Opportunities and Boundaries





## Context

## Meaning of Hope

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Independent Schools

Mission  
Values  
Aspirations

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Parents

Expectations

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Governments

Reform  
Policy Objectives  
Outcomes/Targets

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Associations of Independent  
Schools

Quality  
Service/Support

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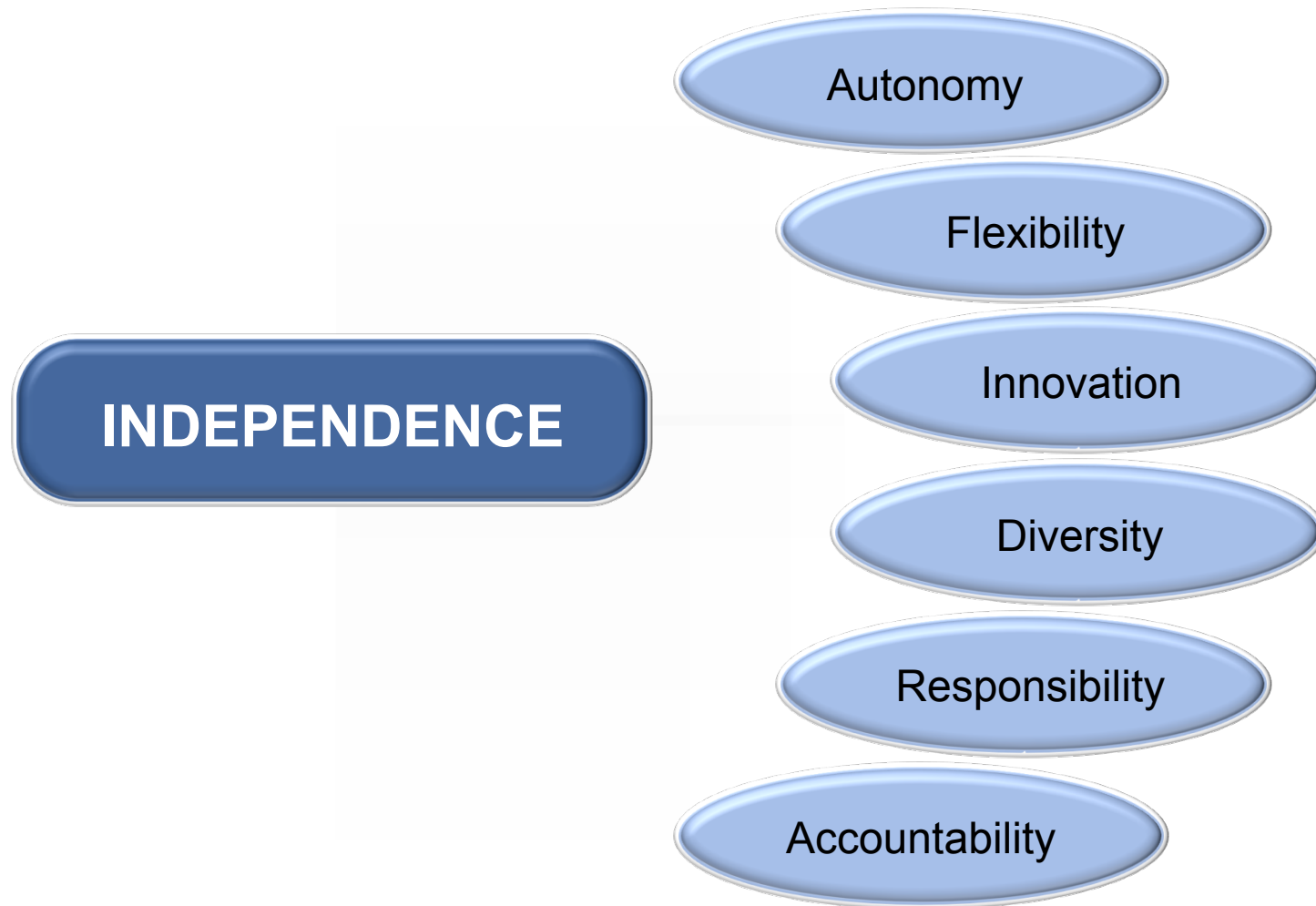
# Independent Schools

Mission  $\equiv$  Values  $\equiv$  Aspirations  
Tree of Hope



Trunk of Trust

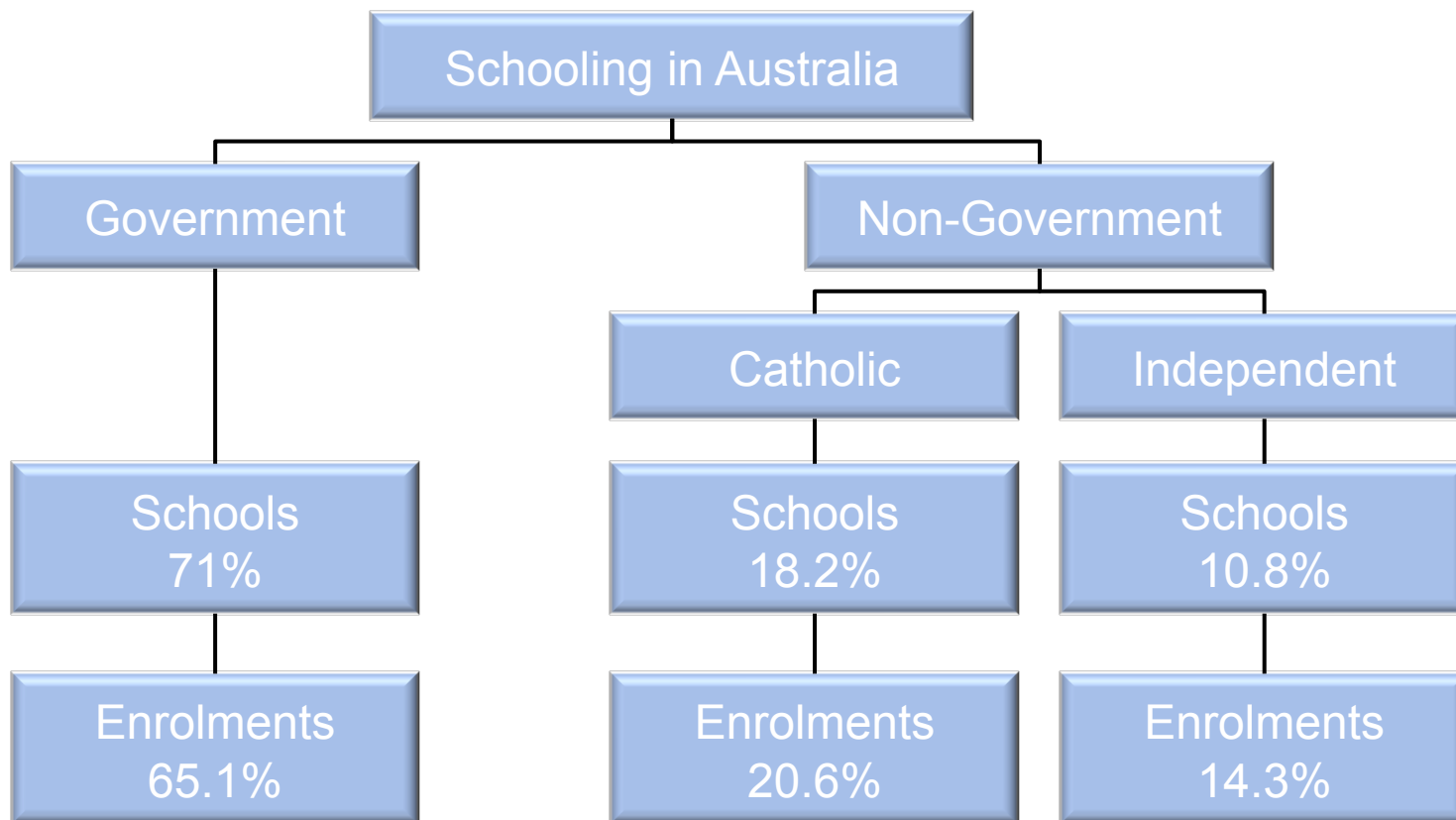
# Independent Schools in Australia



# Schooling in Australia



# 2012 Schooling in Australia



Total number of schools = 9,427

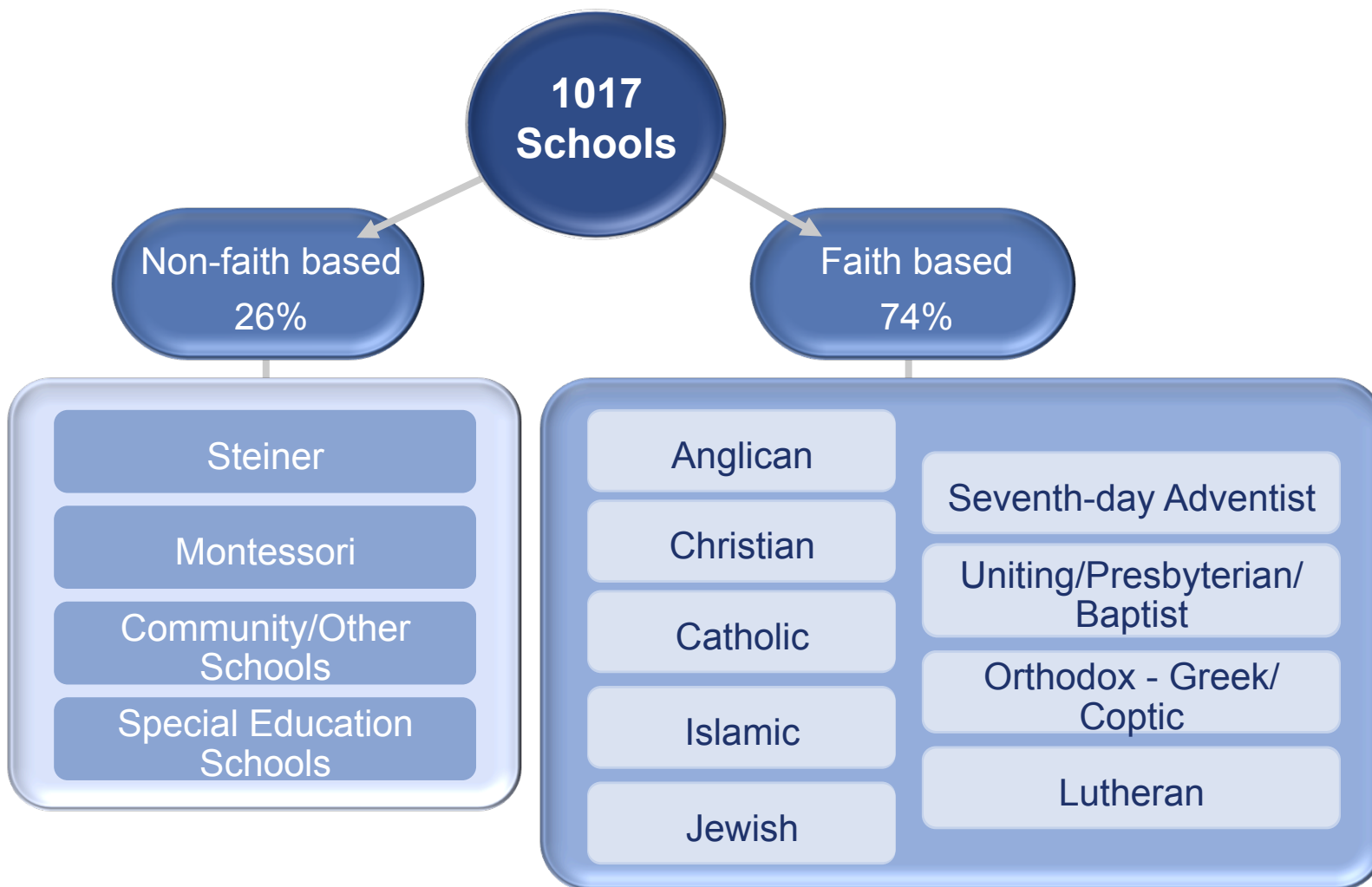
Total number of Full Time Students = 3.57 million



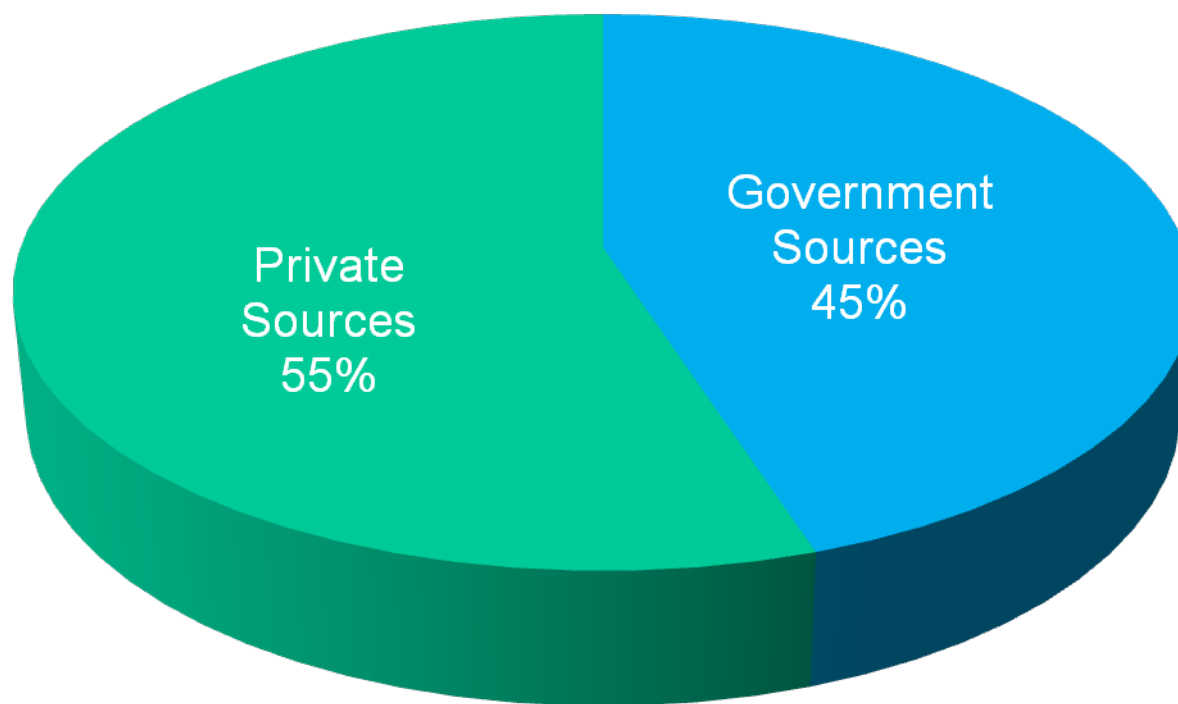
## 2012 Schooling in Australia

	Government	Catholic	Independent
Enrolment	65%	21%	14%
Students with a Disability	78%	16%	6%
Indigenous	84.8%	9.5%	5.7%
Language Background Other Than English	68%	20%	12%

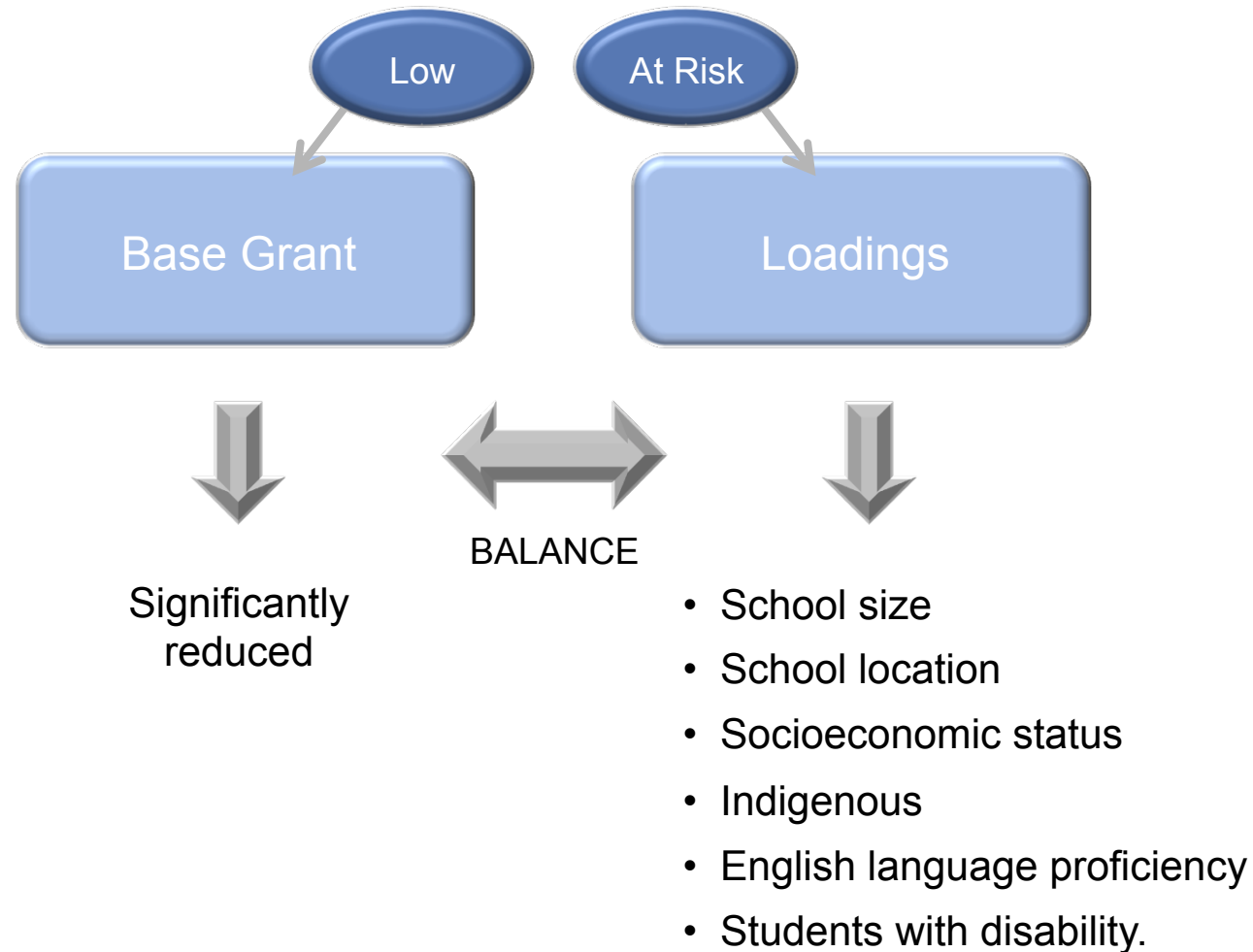
# Australian Independent Schools



## Sources of Income for Independent Schools



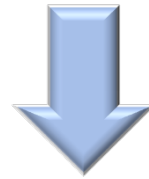
# The Proposed Funding Model





**Parents**

**HOPE**



**EXPECTATIONS**

## Parents – A Consumer Mentality

1. Schools that don't view their families as customers do so at their own peril
2. Families see themselves as customers, they certainly don't check those consumer expectations at the door to the school-house

Skip Kotkins  
NAIS Trustee.

# What do parents want from schools?

## What the literature tells us



Extra-Curricular  
Opportunities



Comprehensive  
Education



Strong Emphasis  
on Learning Life  
Skills



## HOPE requires quality education

# Parents – Wants and Expectations

Collection of information from Independent Schools parent surveys 2000 – 2011

## Primary Students

learn essential  
reading, writing and  
numeracy skills

gain confidence  
high self esteem

to be happy

gain a love of  
learning

## Secondary Students

achieve high  
academic  
performance

high self esteem

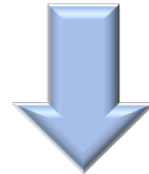
to be happy

think for  
themselves

prepared to fulfil their  
potential in life



Hope *or* Boundaries



Reform

Policy Objectives  
Outcomes/Targets

# Governments

## Reform Agenda

### Educational

### Political

Current Policy – Focus on attainment through:

- National testing
- International tests
  - PISA
  - TIMSS
  - PIRLS.

## Governments – PISA 2009 Results

Reading	Mathematics	Scientific Literacy
Shanghai	Shanghai	Shanghai
Korea	Singapore	Finland
Finland	Hong Kong	Hong Kong
Hong Kong	Korea	Singapore
Singapore	Chinese Taipei	Japan
Canada	Finland	Korea
New Zealand	Liechtenstein	New Zealand
Japan	Switzerland	Canada
<b>Australia</b>	Japan	Estonia
Netherlands	Canada	<b>Australia</b>

# National Education Reform Agreement (NERA)

## Setting the Boundaries

Government Funding conditional on compliance with NERA

## Objectives

Reform  
Agenda

Australia placed in the top 5 countries internationally in reading, mathematics and science by 2025

deliver quality teaching

enable quality learning

empower school leaders

reduce educational disadvantage of children

provide detailed school information to community

# Government's Reform Strategy





# Government's Reform Strategy





## An online evidence-based Professional Review & Development System for School Leaders and Teachers

# Appretio



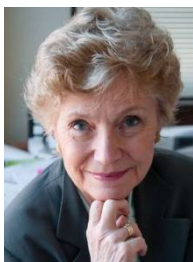


# Government's Reform Strategy



# The AIS Leadership Centre

## Academic Reference Group



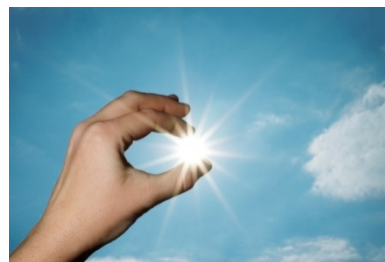
Prof. Karen  
Seashore-Louis  
(USA)



Prof. Viviane  
Robinson  
(NZ)



Dame Pat  
Collarbone  
(UK)



Prof. Andy  
Hargreaves  
(USA)



Prof. David  
Hopkins  
(UK)



Prof. Brian  
Caldwell  
(Aust.)

**Recognition of the increasingly complex role of school leaders**

Masterclass Series

Foundation Leadership

Leading Insights

Flagship Program

Experienced School Leaders

*Educational*

*Managerial*

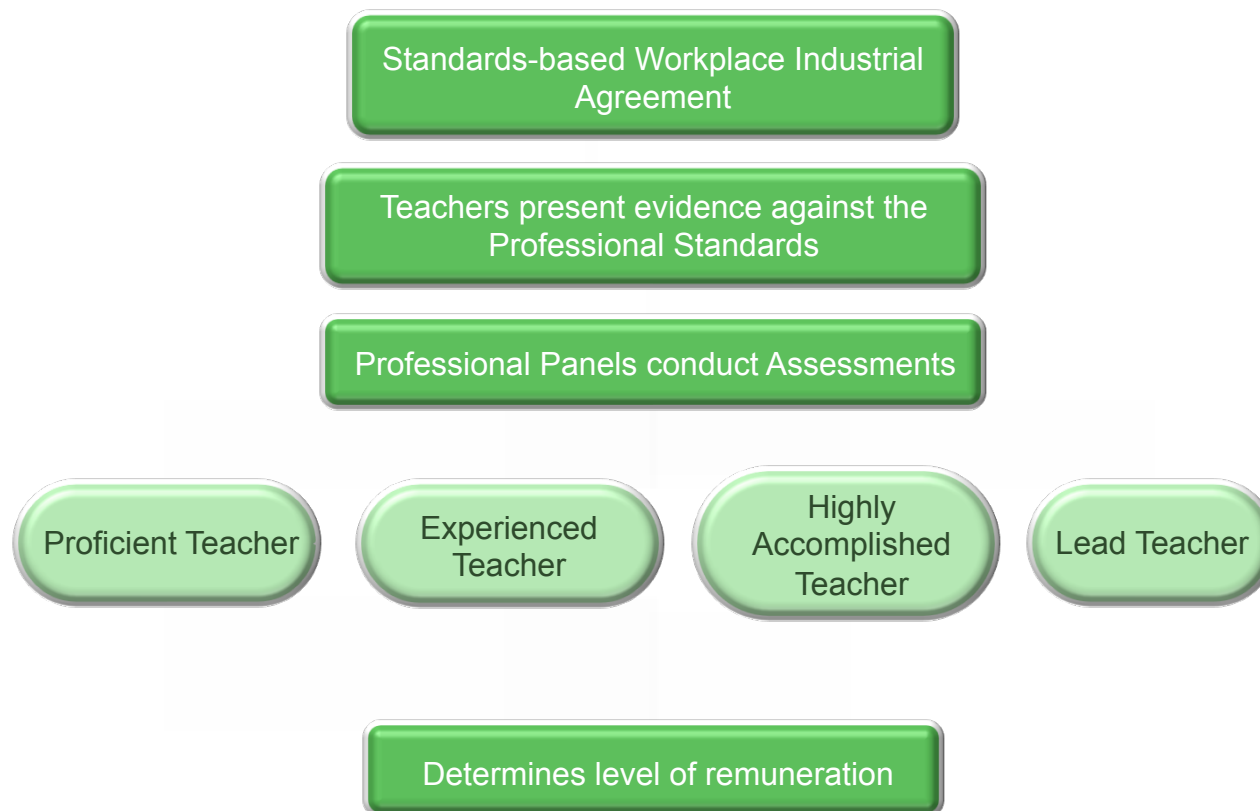
# Government's Reform Strategy





## Independent Schools Teachers Accreditation Authority

‘Remuneration based on assessment of performance *not years of experience*’.



# Government's Reform Strategy





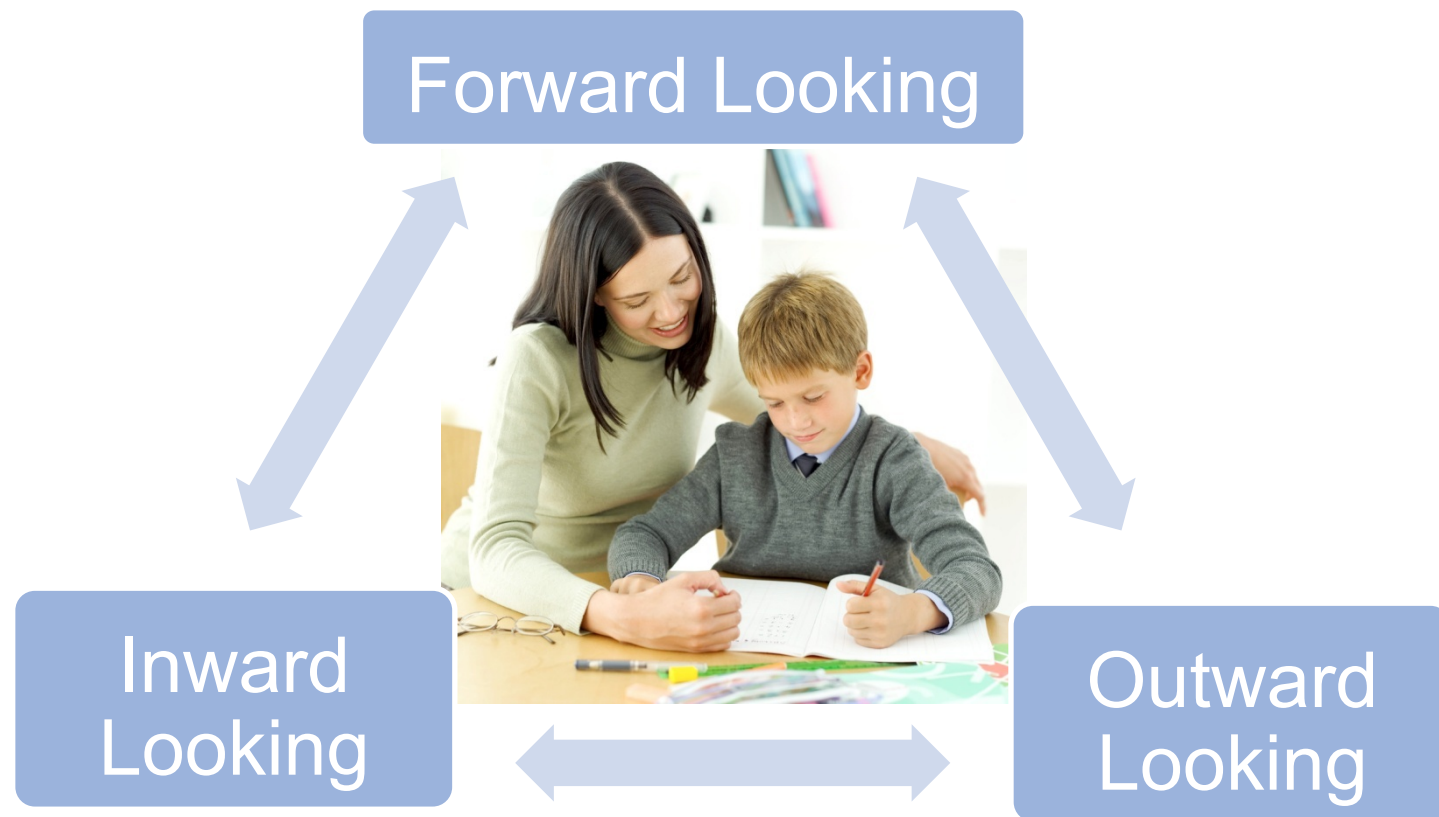
# Embedding Excellence

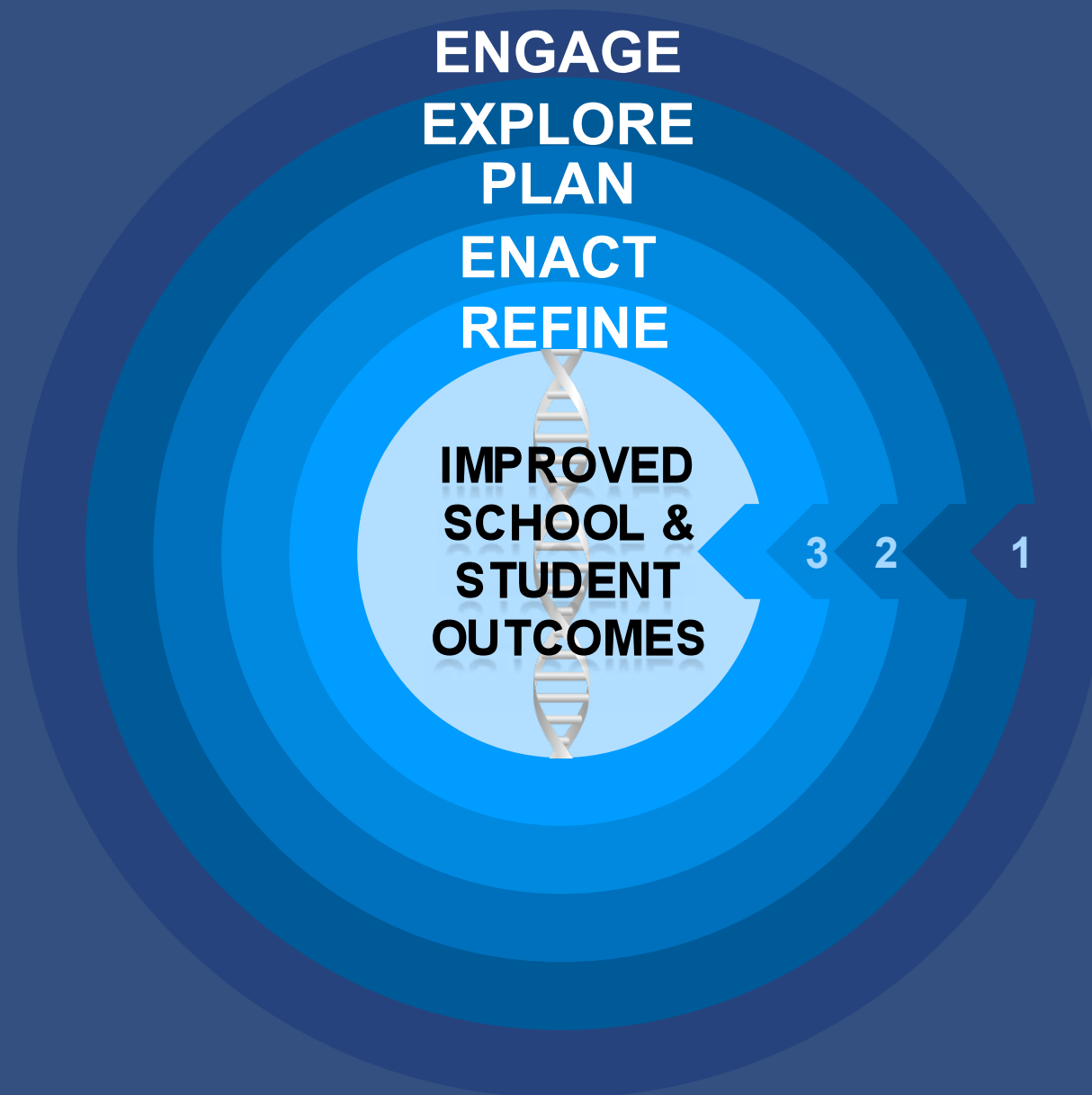
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# Embedding Excellence

An evidence-based approach to school improvement to support independent schools through a collaborative process of self-evaluation that involves...







# Embedding Excellence

“Vision without action is but a dream  
Action without vision is a waste of energy  
But a vision with action can move mountains”.

Lao-Tze





# Association of Independent Schools

## Hope $\equiv$ Challenge

- **Provide high quality support to independent schools**
- **Assist them to achieve mission and aspirations**
- **Assist them to comply with government policies within ethos and values of individual independent schools.**

# Independent Schools as Reservoirs of Hope

Some people may say Independent Schools-

- “deliver high quality education”
- “teach high quality courses”
- “thoroughly prepare kids for exams”

But surely that’s not all we do

**“This is not enough! Our hope is to transform young lives through a passion for learning”.**



## Contact Details

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