Schools as Reservoirs of Hope

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Executive Director
Association of Independent Schools of New South Wales
representing
Independent Schools Council of Australia
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- Parents
  - Partners or Consumers?
- Governments
  - Political or educational
- Associations.
Schools as Reservoirs of Hope

The new landscapes for Independent Schools:
Opportunities and Boundaries

HOPE

CONTEXT

MEANING
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<tr>
<th>Context</th>
<th>Meaning of Hope</th>
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<td>Independent Schools</td>
<td>Mission</td>
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<td>Associations of Independent</td>
<td>Quality</td>
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<td>Schools</td>
<td>Service/Support</td>
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</table>
Independent Schools

Mission ≡ Values ≡ Aspirations

Tree of Hope

Trunk of Trust

- Life long learners
- Love of learning
- Innovative solutions
- Creative
- Critical
- Independent thinkers
- Connect through technology
- Social media
- Personal excellence
- Academic results
- Education outcomes

- Students as individuals
- Education outcomes
- Collaborate with others
- Interpersonal skills
- Contribute to community
- Effective communication

- Unique and valued yet challenged
- Caring and compassionate
- Pastoral
- Resilient and confident
- Ethical values
- Happy and worthwhile lives

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Independent Schools in Australia

INDEPENDENCE

- Autonomy
- Flexibility
- Innovation
- Diversity
- Responsibility
- Accountability

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Schooling in Australia
2012 Schooling in Australia

Total number of schools = 9,427
Total number of Full Time Students = 3.57 million

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## 2012 Schooling in Australia

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Catholic</th>
<th>Independent</th>
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<tr>
<td>Enrolment</td>
<td>65%</td>
<td>21%</td>
<td>14%</td>
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<tr>
<td>Students with a Disability</td>
<td>78%</td>
<td>16%</td>
<td>6%</td>
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<tr>
<td>Indigenous</td>
<td>84.8%</td>
<td>9.5%</td>
<td>5.7%</td>
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<tr>
<td>Language Background Other Than English</td>
<td>68%</td>
<td>20%</td>
<td>12%</td>
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Australian Independent Schools

1017 Schools

Non-faith based 26%
- Steiner
- Montessori
- Community/Other Schools
- Special Education Schools

Faith based 74%
- Anglican
- Christian
- Catholic
- Islamic
- Jewish
- Seventh-day Adventist
- Uniting/Presbyterian/Baptist
- Orthodox - Greek/Coptic
- Lutheran

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Sources of Income for Independent Schools

- Private Sources: 55%
- Government Sources: 45%
The Proposed Funding Model

- **Base Grant**
  - Significantly reduced

- **Loadings**
  - BALANCE
  - School size
  - School location
  - Socioeconomic status
  - Indigenous
  - English language proficiency
  - Students with disability.
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
Governments

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

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<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Scientific Literacy</th>
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<td><strong>Australia</strong></td>
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National Education Reform Agreement (NERA)

Setting the Boundaries

Government Funding conditional on compliance with NERA

Objectives

- 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

AISNSW & Independent Sector Response

- Certification Teachers Higher Levels
- National Plan School Improvement
- Professional Standards Teachers
- Charter for Professional Learning for Teachers & School Leaders
- National Registration Teacher
- Accreditation Initial Teacher Education
- Partnerships

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Supporting school improvement

Teacher accreditation

Building relationships with Aboriginal and Torres Strait Islander people

Principal professional learning

Schools and teachers working together

Supporting pre-service teachers

Building a smarter, stronger sustainable sector
An online evidence-based Professional Review & Development System for School Leaders and Teachers

**Appretio**

- Identification of School Goals
- Match professional teaching standards to goals
- Assists to assess performance against standards
- Identification of, and participation in, targeted professional learning
- Evaluation of professional growth
- Creates report for Teacher, Principal & School Board
- Assist in planning and budgeting for professional learning
Government’s Reform Strategy

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AISNSW & Independent Sector Response

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The AIS Leadership Centre

Academic Reference Group

Recognition of the increasingly complex role of school leaders

Masterclass Series  Foundation Leadership  Leading Insights
Flagship Program  Experienced School Leaders

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Independent Schools Teachers Accreditation Authority

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

Standards-based Workplace Industrial Agreement

Teachers present evidence against the Professional Standards

Professional Panels conduct Assessments

- Proficient Teacher
- Experienced Teacher
- Highly Accomplished Teacher
- Lead Teacher

Determines level of remuneration

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Government’s Reform Strategy

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- Charter for Professional Learning for Teachers & School Leaders
- National Plan School Improvement
- Partnerships
- National Registration Teacher
- Accreditation Initial Teacher Education
- Certification Teachers Higher Levels

AISNSW & Independent Sector Response

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Embedding Excellence
Embedding Excellence

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

- Forward Looking
- Inward Looking
- Outward Looking
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 ≡ 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”.

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