



1970–2010

40 Years in Review

Independent Schools
Council of Australia

NCIS • NCISA • ISCA

FORTY YEARS OF EDUCATION



MARK PORTER

ISCA BOARD OF MANAGEMENT

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Mr Alan Frees, Board Member
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Melbourne

AISWA

Ms Heather Yeates, Board Member
Guildford Grammar School, Perth

CHAIRMAN'S MESSAGE

In 2010 the Independent Schools Council of Australia (ISCA) celebrates 40 years of exceptional service to independent schools in Australia.

Since its antecedent, the National Council of Independent Schools (NCIS), was established in 1970, Australia's educational landscape has changed significantly. The expanding role of the federal government in school education and the sustained growth of the independent sector are major developments which have influenced the nature of schooling in this country.

Numbers tell the story. Forty years ago the independent sector consisted of 400 schools and 114,000 students, four per cent of total school enrolments.

Today the independent sector consists of 1100 schools and over half a million students from a wide range of socio-economic and cultural backgrounds, 16 per cent of total school enrolments.

ISCA has provided the critical link between the independent schools sector and the federal government. It has been at the forefront of defending and promoting the independent sector's interests. It has staunchly defended the right of all school children to receive funding from governments, often in the face of vehement opposition. It has actively engaged with governments and the sector to address the threats and opportunities in successive funding models. And it has continued to mount the case for equitable funding arrangements for students with disability.

The history of ISCA and its antecedents (including also NCIS and the National Council of Independent Schools' Associations [NCISA]) is a story of successful collaboration and partnership. Notwithstanding the passage of time and the shift in responsibilities and priorities, ISCA has remained committed to the core values which were adopted at the inaugural meeting of NCIS in March 1970. Independence, autonomy and the provision of choice and diversity in schooling remain as relevant to independent schools today as they did 40 years ago.

This publication tells the ISCA story and acknowledges the contribution of people and organisations to its success.

Mark Porter
Chairman



BILL DANIELS

STATE AND TERRITORY EXECUTIVE DIRECTORS

ASSOCIATION OF INDEPENDENT SCHOOLS OF THE ACT INC

www.ais.act.edu.au

Mr Andrew Wrigley, Executive Director

ASSOCIATION OF INDEPENDENT SCHOOLS OF NEW SOUTH WALES LTD

www.aisnsw.edu.au

Dr Geoff Newcombe, Executive Director

ASSOCIATION OF INDEPENDENT SCHOOLS OF THE NORTHERN TERRITORY INC

www.aisnt.asn.au

Ms Gail Barker, Executive Director

INDEPENDENT SCHOOLS QUEENSLAND

www.aisq.qld.edu.au

Mr David Robertson, Executive Director

ASSOCIATION OF INDEPENDENT SCHOOLS OF SOUTH AUSTRALIA

www.ais.sa.edu.au

Mr Garry Le Duff, Executive Director

INDEPENDENT SCHOOLS TASMANIA

www.aist.tas.edu.au

Mr Tony Crehan, Executive Director

INDEPENDENT SCHOOLS VICTORIA

www.independentschools.vic.edu.au

Ms Michelle Green, Chief Executive

ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA

www.ais.wa.edu.au

Ms Valerie Gould, Executive Director

EXECUTIVE DIRECTOR'S MESSAGE

This publication — *40 Years in Review* — marks ISCA's long standing contribution to schooling policy in Australia.

In 1968, barely four years after the federal government had begun funding non-government schools, the Corio Convention gave currency to the proposal of establishing a national advocate for independent schools. The Convention re-affirmed the belief within the sector that it needed a national body to represent the policy interests of independent schools.

The founders of NCIS in 1970 were prescient in the need to establish a national body. Since the creation of the federal Ministry of Education and Science in the mid-1960s successive federal governments have assumed greater influence and authority over education programs.

The need for a peak national independent sector advocate has been reinforced as the federal government has extended its reach over traditionally state based responsibilities such as testing, assessments, examinations and curriculum. From its initial involvement in science and library capital grants, federal government funding to independent schools has grown to more than \$2 billion annually in general recurrent and capital grants and targeted programs.

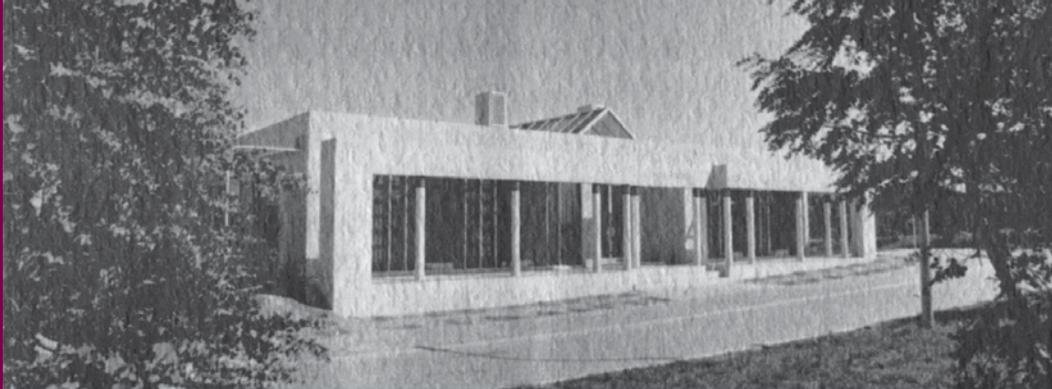
The life of NCIS, NCISA and now ISCA has seen nine prime ministers and 16 federal education ministers. Each change has brought different approaches, ideologies and objectives that have altered the direction of education.

Throughout this dynamic environment, the sector's interests have been represented by a peak national body with a consistent policy platform that promotes choice, diversity and partnership in school education.

ISCA has built a solid platform in its work to influence national policy affecting school education. This has been achieved by its rigorous use of data as the basis of its policy analysis and its consultative approach with politicians and policy decision makers. ISCA's influence on policy outcomes relies on its capacity to adapt to the operating environment while maintaining a consistent policy framework in its engagement with key stakeholders.

The core strength of ISCA has always been, and will continue to be, the support it receives from the very sector it represents. The cooperation of the eight state and territory Associations of Independent Schools has been critically important throughout our history. As this publication demonstrates, ISCA is organic in that it was formed by people passionate about independent schooling in Australia. It is because of these origins that ISCA can legitimately represent the interests of this vibrant and innovative schools sector.

Bill Daniels
Executive Director



A BRIEF HISTORY

In August 1968, the Corio Convention resolved to establish a council representative of independent schools in Australia. The council's primary objective was to assist, strengthen and promote independent schools in Australia. It was and continues to represent independent schools in matters of concern to government, other organisations and the general public.

Formed in March 1970, the NCIS Council was made up of representatives nominated by the Associations of Independent Schools (AIS) in the six states. Each state had five representatives from boys' schools governing bodies, girls' schools governing bodies, heads of boys' schools, heads of girls' schools and from the State Catholic Education Office. The Federal Director of Catholic Education, Chairman of the Headmasters' Conference and Chairman of the Headmistresses' Association were ex-officio members of the Council. In 1974 the Association of Independent Schools of the ACT joined with the other AIS's as a member of NCIS.

A committee consisting of the chairman and six other members, with power to co-opt no more than three other persons, was elected, one stipulation being that the committee must include members from at least three states.

The 1989 NCIS Annual General Meeting amended its constitution to simplify the Council's operations. The Council changed its name to the National Council of Independent Schools' Associations (NCISA). This coincided with the admission of Association of Independent Schools of the Northern Territory as a member, meaning that all state and territory AIS's were now members of NCISA.

The constitutional amendments changed the Council's structure so that each state and territory member association appointed a delegate to the Board of Management. Delegates are required to be either a governor or a principal of a school which is a member of an Association. A chairman is then elected from the board. The state that the chairman is from then appoints another delegate to the board for the duration of the chairman's term.

In 2003 the new name, Independent Schools Council of Australia (ISCA), came into effect. ISCA retained the Council's governing structure. ISCA has increased the breadth of its representation of the sector in line with the expanding role of the federal government in schooling policy. ISCA is represented on many national education committees, including Ministerial Council for Education, Early Childhood Development and Youth Affairs taskforces and related working groups, Australian Government Department of Education, Employment and Workplace Relations working groups and steering committees, and other government and statutory bodies such as the Australian Curriculum, Assessment and Reporting Authority. Participation on these national bodies is an important way that ISCA represents the independent school sector at the national level.

STATEMENT OF PRINCIPLES

NATIONAL COUNCIL OF INDEPENDENT SCHOOLS

- THE INDIVIDUAL CHILD
- PARENTS
- THE NATIONAL INTEREST
- CHOICE
- INDEPENDENCE
- FUNDING
- ACCOUNTABILITY
- CONSULTATION
- TAXATION

ncis
National Council of Independent Schools

Independent Update
Issue 5, 2010

Independent Schooling in Australia Core Messages 2010

Independent schools contribute to Australia's quality schooling provision. Independent schools play an important role in the provision of high quality school education in Australia. Nearly 15 per cent of Australian school students attend independent schools and enrolments continue to grow steadily.

Parents want choice to ensure their children have the best schooling experience possible. Independent schools help meet this demand for diversity and choice.

Independent Schools Sector Diversity

Indigenous Students	8,652
Independent schools with 50%+ of indigenous enrolment	43
Students with disabilities	11,191
Special schools	66
Overseas students	10,124
Boarding schools	17,097
Schools with less than 200 students	154
Schools with 200-1,000 students	40%
Schools with 1,000-2,000 students	43%
Schools with 2,000+ students	14%
Combined schools (primary & secondary)	61%

Enrolment Share by Sector 1970-2009

Independent schools reflect the diversity of the wider Australian community, covering a range of religious affiliations and ethnicities.

The Year in Review 2008-09

Independent Schools Council of Australia

ISCA's locations

ISCA HOUSE

The history of NCIS, NCISA and ISCA has been heavily influenced by its member associations, many independent schools and people committed to independent schooling in Australia.

The establishment of NCIS was in large part due to the assistance of Geelong College in two ways. Firstly the inaugural executive officer, Mr Alan Scott was seconded from the staff of the Geelong College. Secondly the College provided NCIS with valuable facilities and services during its early formative period.

In 1975 NCIS moved to Melbourne with the Council accepting the offer of sub-tenancy in offices at Punt Road, South Yarra, leased by a Member of the Association of Independent Schools Victoria (AISV) Committee. At the 1980 Annual General Meeting, NCIS was authorised to relocate the secretariat to Canberra on the southern shores of Lake Burley Griffin. The move to Canberra was viewed by government and associated bodies as mutually beneficial. The national body's location in the Australian capital has been a significant advantage to the sector as the federal government's involvement in schooling has expanded. The move facilitated enhanced consultation and direct engagement with the federal education department. The commissioning in 1982 and opening of the NCIS headquarters (today known as ISCA House) in 1983, was at the time and continues to be seen as a commitment by the independent sector to continuing its direct relationship with the Australian Government.

The building of the secretariat could only be achieved through the direct contribution of many schools and AIS's.

Original Office

50 Western Beach, Geelong

1975

Moved to sub-let at AISV at South Yarra

1981

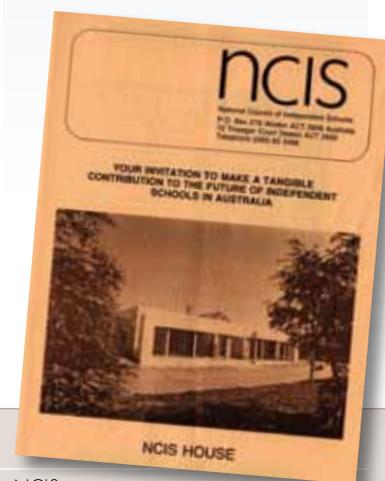
NCIS located in Canberra

1982

NCIS House commissioned

1983

NCIS House opened





THE SECTOR TODAY

Independent schools play an important role in the provision of high quality school education in Australia. Nearly 16 per cent of Australian school students attend independent schools and enrolments continue to grow steadily. Independent schools provide for students of all abilities, from all sections of society, across all states and territories. These schools educate students from diverse social, economic, scholastic and cultural backgrounds, whose families and communities hold a variety of religious and philosophical values.

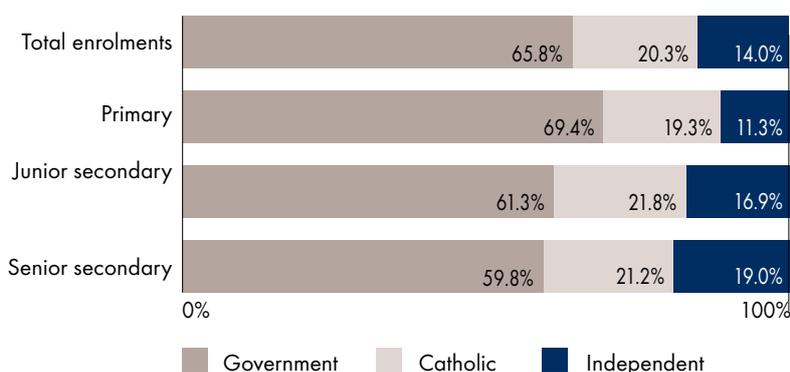
Sector size and growth

According to the Australian Bureau of Statistics (ABS), in 2009 there were 483,330 students being educated in 1022 independent schools across Australia in which more than 45,000 teachers were employed. ABS data does not categorise independent Catholic schools as independent, although these schools are part of the sector. When included, there were 1100 schools and over half a million students, 16 per cent of all enrolments, in the independent sector.

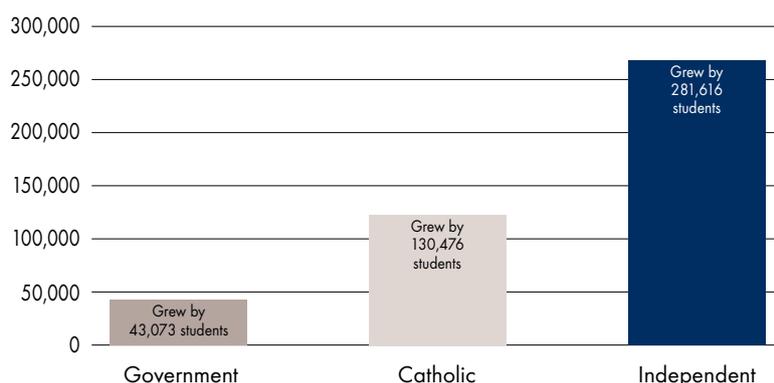
ABS data shows that the independent schools sector's share of total Australian school enrolments grew from four per cent in 1970 to 14 per cent in 2009. The sector's contribution to senior secondary schooling is now very significant, with more than 19 per cent of all senior students in Australia attending independent schools. Eleven per cent of primary students attend independent schools.

Government and Catholic sector enrolments in 2009 stood at 66 per cent and 20 per cent respectively. Statistics show that the Catholic school enrolment share has risen two per cent since 1970, while government school enrolments have declined steadily over this period by nearly 12 per cent.

School enrolments by sector and level, 2009*



Growth in enrolments, 1985-2009*



*Do not include independent Catholic enrolments.



Types of schools

The sector includes day schools, boarding schools, coeducational schools and single-gender schools.

By their very nature independent schools make categorising difficult and there are some independent schools that do not fit any of the descriptions below. However, most schools in the sector can be categorised as follows:

- schools affiliated with Christian denominations, such as Anglican, Lutheran, Presbyterian and independent Catholic schools
- nondenominational Christian schools
- Islamic schools
- Jewish schools
- Montessori schools
- Rudolf Steiner schools
- grammar schools incorporated under state Acts of Parliament, for example in Queensland and New South Wales
- community schools
- Indigenous community schools
- special schools.

Affiliations and community links

Independent schools are usually established and developed through community groups to meet particular local schooling needs—most often these groups have a religious affiliation. The schools service communities in diverse locations throughout Australia—69 per cent are in metropolitan areas, 28 per cent are in provincial areas, and three per cent are in remote areas. Students in the sector come from all socio-economic backgrounds. This mix of factors leads to a great diversity of character amongst independent schools. At the same time, most share a common characteristic of constructive engagement with the wider community which is often demonstrated through student participation in community service and social justice programs.

Diversity of school size

There is a great range of school sizes in the sector, with the average size about 475 students. This compares to an average of 335 students at government schools. At one extreme, the sector contains some of Australia's largest schools—12 independent schools have more than 2000 students—while at the other extreme, 14 per cent have less than 50 students. Forty per cent have enrolments of less than 200 students, and 43 per cent have between 200–1000 students.

Education for boys and girls

Coeducational schooling is most common in the sector, with 87 per cent of independent schools being coeducational schools in 2009. However, single-gender schools remain a feature of the sector, with six per cent and eight per cent of schools being boys only and girls only schools respectively. Single gender schools are a valued source of expertise on gender-specific learning styles.

Another feature of independent schools is the common provision of primary and secondary schooling, with 61 per cent of all independent schools offering both levels of education.

Overall, 54 per cent of enrolments in independent schools are secondary students and 46 per cent are primary students. However, a number of independent schools offer middle school programmes, which provide schooling to meet the specific developmental needs of early adolescence.



Parents want choice to ensure their children have the best schooling experience possible. Independent schools help meet this demand for diversity and choice.



Governance

The autonomous governance arrangements of independent schools are the single most important factor that underpins the sector's diversity and greatly enhances the range of schooling choice for Australian families.

Most independent schools are set up and governed on an individual school basis. However, some schools with common aims and educational philosophies are governed and administered as systems.

Accountabilities of schools

Independent schools have a greater range of accountabilities than any other type of school in Australia due to the complex mix of their responsibilities to stakeholders, governments, authorities, and their legal obligations as incorporated bodies. Independent schools are increasingly concerned about the effect of greatly increased government regulation and reporting that is now required as a condition of public funding.

Independent school communities

Unlike other sectors, the majority of independent schools operate autonomously. These schools do not rely on central bureaucracies or bodies, and are separately accountable to their parent and school communities.

Teachers and staff

Independent schools employed more than 45,000 teachers or about 16 per cent of all teachers in Australian schools. Educating over half a million students, the teachers within independent schools practice their profession in a diverse range of environments and settings. From the high profile, older, more established schools to the smaller and newer schools, located across metropolitan, regional and remote regions, each school is different and promotes its own teaching approaches.

Research conducted by ISCA in 2007 showed that 'good teachers' was resoundingly the most important factor influencing parents' decision making in choosing an independent school education for their children. The research confirmed that parents see teachers as pivotal in the development of their children's academic, moral and life skills. The independent schools sector recognises this by making a considerable investment in its teachers to ensure a quality education for students.



FUNDING

Independent schools are not-for-profit organisations with a proven track record in effective and efficient management of government programs including capital grants for schools.

Independent schools are financed through a mix of government grants and private contributions raised through school fees, fundraising and donations. Government funding arrangements should continue to recognise and encourage the significant financial investment parents make in their children's education at independent schools.

In 2007–08, total recurrent funding for all schools in Australia from all sources amounted to \$44.1 billion. Governments at both federal and state levels spent a total of \$36.9 billion on school education, with \$28.8 billion going to government schools, \$5.2 billion to Catholic systemic schools and \$2.9 billion to independent schools.

The private contribution made by parents and the school community represents the most significant source of funding for the independent schools sector. Schools are reliant for their operation on stable and predictable funding from three sources:

- parents
- the Australian Government
- state and territory governments.

If funding from one of the sources is reduced for any reason the school must meet the shortfall by seeking a corresponding increase from another funding source. A reduction in a school's funding from one or both government sources will require a greater contribution by parents and the school community. Overall, the independent schools sector depends mainly on parents to fund schools, with around 60 per cent of its income coming from private sources. This willingness and commitment to pay school fees saves the taxpayer an estimated \$3.1 billion per annum in schooling costs.

In total, the Australian Government and state and territory governments provide 40 per cent of the funding for independent schools, although this amount varies greatly from school to school. The Australian Government SES funding model provides the bulk of government funding to independent schools. The SES model is a needs based model in which relative need is determined according to the socio-economic status of a school's community. The higher the school's SES score, the less public funding its students receive. Students attending a school with a lower socio-economic profile are eligible for more public funding.



Independent schools reflect the diversity of the wider Australian community, covering a range of religious affiliations and educational philosophies or serving the needs of individuals or groups, such as students with disabilities and Indigenous students.



Capital Funding

On average, parents and donors in independent school communities contribute 80 per cent of funds for capital developments, such as school buildings, grounds and equipment. The large injection of capital funds provided under the Building the Education Revolution program in 2009, 2010 and 2011 will temporarily change this balance. In total, the independent schools sector will receive \$1.8 billion. It is anticipated that the independent sector will add an additional \$400 million from parental and private sources on top of the government's financial contribution.

Australian Government capital grants allocations for 2007-08

All schools	\$436m	
Government schools	\$310m	71%
Non-government schools	\$127m	29%
Estimated independent school share	\$50m	11%

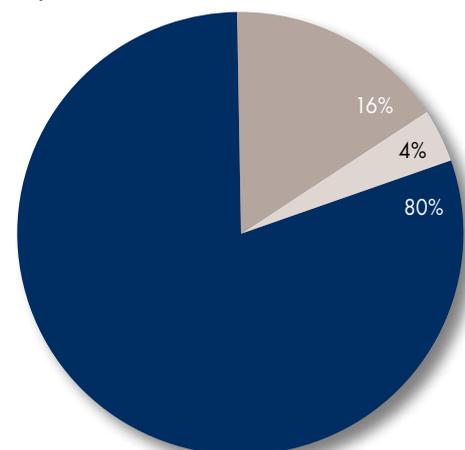
Independent committees called Block Grant Authorities in each state and territory administer capital grants for non-government schools on behalf of the Australian Government.

In the independent sector Australian Government capital grants are distributed on a needs basis, with priority given to disadvantaged school communities with the least capacity to raise funds.

In 2008, 65 per cent of total capital funding available to independent schools went to schools with an SES score of 100 or less and 88 per cent of grants went to schools with an SES score of 110 or less.

Sources of funding for capital development

- Commonwealth grants
- State grants
- Parents and community





Students with special needs

Independent schools accept their responsibilities and seek to meet parental expectation by providing choice and diversity of schooling options. When the *Disability Discrimination Act 1992* was passed, there were 2000 students with disability being educated in independent schools.

There are now more than 10,000 such students. Most are enrolled in mainstream schools but many attend one of the 54 special schools operating in the independent sector.

Regrettably, no government has been prepared to face the problem that for independent schools, the rights established under the Disability Discrimination Act to access choice of schools are not adequately supported by governments with commensurate funding.

Students with special needs in independent schools do not receive the same level of additional funding to meet their individual learning needs as their counterparts in government schools. This lack of equity is of considerable concern to the independent schools sector.

Establishing equitable funding arrangements for students with disability remains an issue that has universal support from within the independent schools sector.

ISCA's proposition is simple—support for these students should be based on the level of funding required to allow them to achieve their educational goals.

Indigenous students

In 2009, there were more than 8650 Indigenous students in the independent schools sector, representing 5.5 per cent of the Indigenous student population. Many of these students are in rural or remote areas. There are 36 independent schools with Indigenous enrolments of more than 50 per cent.

Within the independent sector Indigenous students are educated in a diverse range of settings and schools. The sector is committed to working with Indigenous communities and parents to meet the specific educational needs of Indigenous students. Some students are enrolled in local independent schools, others attend schools that provide special programs for Indigenous students, some students attend boarding schools, while others attend Indigenous schools or Indigenous community schools that cater exclusively for Indigenous students. Some schools provide boarding scholarships.

Schools and the state and territory AISs work together to provide a range of programs to assist Indigenous students. These include Australian Government and state/territory government funded programs which provide assistance to Indigenous students.

HONOUR ROLL

CHAIRMEN

NATIONAL COUNCIL OF INDEPENDENT SCHOOLS

1970-73	Mr Ian Dixon	NSW
1973-75	Mr Peter Thwaites	VIC
1975-77	Mr John Rundle	SA
1977-79	Dr Len Weickhardt	VIC
1979-81	Justice Geoffrey Kennedy	WA
1981-84	Mr Peter Rhoden	VIC
1984-87	Mr Tom Chapman	SA
1987-88	Mr Bert Stevens	VIC
1988-89	Dr Peter Macarthur	NSW

NATIONAL COUNCIL OF INDEPENDENT SCHOOLS' ASSOCIATIONS

1989-92	Dr Peter Macarthur	NSW
1992-95	Dr Darrell Fisher	TAS, WA
1996-99	Mr John Ralston	NSW
1999-2002	Mr Stephen Newton	VIC
2002-03	Mr Chris Tudor	NT

INDEPENDENT SCHOOLS COUNCIL OF AUSTRALIA

2003-05	Mr Chris Tudor	NT
2005-08	Dr Ken Evans	WA
2008-	Mr Mark Porter	SA

EXECUTIVE DIRECTORS

NATIONAL COUNCIL OF INDEPENDENT SCHOOLS

1970-75	Mr Alan Scott
1975-78	Rev Leigh Cook
1978-82	Rev Bob Gregory
1982-83	Mr Peter Wilkinson
1984-87	Mr Berry Durston
1987-89	Mr Fergus Thomson

NATIONAL COUNCIL OF INDEPENDENT SCHOOLS' ASSOCIATIONS

1989-2001	Mr Fergus Thomson
2001-03	Mr Bill Daniels

INDEPENDENT SCHOOLS COUNCIL OF AUSTRALIA

2003-	Mr Bill Daniels
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BOARD MEMBERS

Below are the members of the NCIS Committee, NCISA Board and the ISCA Board.

1982-84	Mr Alfred Adams	NSW	1970-71	Prof Denis Jordan	SA
1980-81	Br Oswald Adams	QLD	1975-78	Fr Gregory Jordan	NSW
1978-79	Miss Violet Baddams	AHIGSA	2006	Ms Susan Just	ACT
1983-85	Dr Hugh Batten	VIC	1990-92	Dr Rod Kefford	WA
1982-83	Mr Michael Beech	WA	2004-07	Mr Peter Kempen	VIC
1979-80	Mr Mark Bishop	HMC	1971-80	Justice Geoffrey Kennedy	WA
1972-73	Br BE Boulton	QLD	1982-83	Miss Ida Kennedy	AHIGSA
1970-77	Mons James Bourke	NCEC	2002-05	Mr Stephen Kinsella	NT
1970-72	Mr Ken Brine	WA	1991-96	Sir William Knox	QLD
1970-71	Mr GJ Brooksbank	VIC	1988	Mr Bob Leane	SA
2000-06	Mr Paul Browning	ACT	1987-88	Dr Peter Macarthur	NSW
1988	Rev Christopher Bullock	QLD	1989-2006		
1970-74			1987-90		
1976	Miss Elizabeth Butt	VIC	1992-99	Mrs Elizabeth Mackay	ACT
1979-83			1974-75		
1977-80	Br Aloysius Carmody	NCEC	1977-78	Mr Paul McKeown	ACT
1992-93	Br John Carrigg	WA	1980-82		
1989-90	Mr Gilbert Case	QLD	1974-75	Miss Margaret McPherson	VIC
1991-92	Mr Peter Casson	ACT	1984	Mr WM Miles	NSW
1983-90	Mr Thomas Chapman	SA	1990-93	Mrs Avis Miller	SA
1980-84	Rev Dudley Clarke	TAS	1979, 1982	Miss Joan Montgomery	VIC
1982-83	Mr Alfred Coleman	VIC	1987-88	Mr John Moody	WA
1977-79	Mr Geroid Cramer	HMC	1983-85	Dr John Morris	TAS
1982-83			1972-74		
1987-88	Mr William Dickinson	WA	1976-79	Mr Peter Moyes	WA
1982	Mr Ian Dixon	VIC	1982-83		
1970-80	Mr John Dixon	NSW	1975-73	Sir Laurence Muir	VIC
1989-93	Mr David Dyer	VIC	1988	Mr Cecil Munns	QLD
1977-79	Dr Eva Eden	VIC	2000-05	Mr Simon Murray	ACT
1982-84	Rev Neil Edwards	ACT	1990-92	Mr Tim Murray	ACT
1983-85	Mr Christopher Ellis	WA	1995-2004	Mr Stephen Newton	VIC
2002-09	Dr Ken Evans	WA	1977-79	Fr Thomas O'Donovan	NSW
1997-2002	Dr Lindsay Farrall	TAS	1993-94	Mr Allan Pizzey	VIC
1982	Mr Vin Faulkner	VIC	2003-	Mr Mark Porter	SA
1970-74	Mr George Ferguson	NSW	1982-83		
1991-92	Dr Darrell Fisher	TAS	1989-93	Mr Tony Rae	NSW
1971	Prof Noel Flentje	SA	1995-99		
2007-	Mr Alan Frees	VIC	2006-	Mr John Ralston	NSW
1984-86	Mr Rupert Furber	NSW	1982, 1985	Mr Norman Reid	QLD
1992-96	Dr Sheila Given	TAS	1980-84	Mr Phillip Rhoden	VIC
1994-2002	Mrs Barbara Godwin	WA	1980-83	Mr William Richards	SA
1983	Dr Helen Granowski	ACT	1977-79	Mr Robert Ringwood	SA
2008-	Mr John Green	TAS	1972-78	Mr John Rundle	SA
1979-83	Br William Greening	NSW	1983-88	Mr Herbert Stevens	VIC
1979	Mr Roderic Grosvenor	TAS	2008-	Mr Luke Thomson	SA
1996-97	Dr Colin Hallam	TAS	1970-75	Mr Peter Thwaites	VIC
1982-85	Mrs Judith Hancock	QLD	1979	Mr Timothy Todhunter	VIC
1989-97	Dr Peter Harris	NT	1979-77	Sr Margaret Toohey	QLD
2007-09	Ms Christine Harrison	ACT	1999-2002	Mr Bill Tuckwell	VIC
1987-91	Dr Geoffrey Haward	TAS	1997-	Mr Chris Tudor	NT
1975-77	Mr David Hay	ACT	1985	Mr Claude Ullin	VIC
1985-87	Mr Eric Hayes	TAS	2002-08	Mr Tim Waley	TAS
1984	Mr Tony Hewison	WA	1984-85	Br Robert Wallace	ACT
1984-85	Mr Patrick Hill	SA	1975-76	Miss Ruth Watts	SA
2009-	Mr David Holmesby	ACT	1999-2003	Mr Ken Webb	SA
1970-72			1993-98	Dr Brian Webber	SA
1975-84	Mr Maxwell Howell	QLD	1973-79	Mr Leonard Weickhardt	VIC
1997-	Dr Roger Hunter	QLD	1971-76	Mr Stanley Wells	TAS
1989-90	Mrs Audrey Jackson	WA	1976-77	Mr Helen Woodhouse	TAS
1974-75	Ms Barbara Jackson	NSW	2005-08		
			2010-	Ms Heather Yeates	WA