



Evaluation of the Independent Public Schools Initiative

Report

2018

The Department of Education, Queensland

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EXECUTIVE SUMMARY

Evaluation of the Independent Public Schools Initiative
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3.1 INTRODUCTION

Independent Public Schools (IPS) is an initiative launched in 2013 to provide Queensland state schools and their communities with greater autonomy to make local decisions, and to increase the capability to work in new ways to maximise student learning outcomes. A bilateral agreement between the Queensland Government and the Australian Government was signed in September 2014, which expanded upon the existing Queensland initiative. The total budget for the initiative over the years 2013 to 2018 was \$63.68 million of which \$12.88 million was provided by the Australian Government.

This executive summary provides a high level summary of the key findings of the evaluation, which was commissioned in May 2018. The key focus areas include:

- benefits and disadvantages of the implementation and impacts of the initiative;
- efficiency, effectiveness and appropriateness of the structures that underpin IPS;
- the impact of the IPS initiative on participating and non-participating schools;
- recommendations identifying initiative strengths; and
- areas for improvement to inform future planning and improvement in the state school system.

The evaluation utilised multiple sources and forms of data and information, both qualitative and quantitative, ensuring a high level of stakeholder engagement through interviews, focus groups and an opinion survey.

IPS principals and their communities are highly supportive of the initiative and reported a strong sense of empowerment through increased autonomy, greater engagement with their school communities, the ability to make local decisions, and the flexibility afforded for management of human resources enabling them to choose their own staff. They also reported that the powerful engagement with the school community has lifted the level of conversation, expectation and accountability.

School council chairs strongly value the opportunity to develop strategy, to have higher levels of community engagement, industry and business partnerships, and for the principal to make local decisions to benefit students in their communities.

School councils take time to mature and develop into the vital means of the school being held to account by parents, school staff and the community. Some school councils report that they are not yet functioning to their potential, and would benefit from further training in knowledge and skills. Some schools expressed a desire for more flexibility and accountability in the legislation with respect to school councils.

School councils do not appear to be strongly connected or engaged in networking and discussions to share their practice, concerns, and successes. School council chairs indicated they would value a chance to enhance the connectedness and communication, and to share ideas and practices to leverage the work being done across school communities.

There is a strong message from school communities in IPS that the experiences and gains made during the initiative should not be lost, and by staying the course, can be built upon to further benefit all state schools, their students and communities, generating further system wide improvement.

IPS have a direct management reporting line to the Director-General or their delegate. This reporting relationship is supplemented by support and mentorship from central office and the region. Many IPS principals have established a key working relationship with their Assistant Regional Director and value these partnerships. Other IPS principals work mainly with their school councils, external coaches, and peers to seek support and challenge in their leadership.

The balance of increased autonomy and management of accountability for IPS is less clear than for other schools in the system. With the introduction of the IPS initiative, reform has caused the need for cultural and paradigm shifts in relationships between schools, regions and central office. Clarity of how, and in what circumstances, these relationships support schools is seen as a high priority by the majority of participants in the evaluation.

The role of regions has become unnecessarily complex. There remains a tension for regions between supporting and mentoring IPS principals as a critical friend, and the need to engage in a supervisory capacity when situations in particular schools require this intervention.

There are a variety of opinions, at times quite polarised, about the benefits and disadvantages of the IPS initiative. Often these opinions are based on individual experiences, mostly relating to the autonomy afforded IPS especially regarding flexibility of human resource management, local decision making and accountability, the degree of innovation occurring in IPS, the level of sharing with all schools, and the availability of quality professional development. Significant concerns were raised in this evaluation about the unintended consequence of the existence, or perception of a two tier system.

The initial access for IPS to flexible human resource practices, mainly focused on the operation of the teacher transfer system and the recruitment of classified officers, along with the increased autonomy and accountability arrangements are at the basis of this perception.

The desired state in human resource management in all schools as expressed by most respondents, is for schools to be able to choose staff members who are well qualified and the 'best fit' for the role and for the school. The balance between corporate responsibility and individual school needs, and how this is managed, and then observed by all stakeholders within the department, is a strong contributor to the perception of a two tier system.

While IPS report there is now a stronger perception of state schooling, others report that in some instances the focus on the IPS brand is to the detriment of other schools, particularly where IPS are the majority in a geographic area. Some respondents feel there is a risk of particular schools becoming residual, and others feel there is more competition between state schools.

Highly effective principal leadership including the skills of educational leadership and building partnerships within the school, with school communities and beyond, is viewed as a critical success factor in the IPS initiative, and for all schools.

High quality professional development offered to IPS by the department and through their membership of the IPS Alliance has enabled new thought, ideas, reflections, and created a platform for conversation, sharing of improvements and innovation. Non IPS principals indicate a strong desire to have access to similar opportunities.

The IPS Alliance is a collaborative initiative of IPS principals. The Alliance promotes innovation, empowers school leadership, and strengthens partnerships. A range of development and collaborative opportunities is offered, including a leadership mentoring program for IPS principals. These opportunities are highly valued and strongly supported by IPS principals. Membership is voluntary and includes nearly all 250 IPS principals.

IPS principals note that the increased autonomy has brought confidence to innovate and make a significant difference for students over time. There is a shared belief that all schools have the capacity to innovate and that this occurs in a range of schools across the state. The perception of many stakeholders is that innovation is now associated primarily with the IPS initiative. There is a shared view of significant untapped potential in all schools for implementing innovation and best practice.

IPS principals and school council chairs discussed many examples of innovations and new partnerships with business, industry and community, and the range of opportunities for IPS to share best practice, improvements and innovations within the IPS Alliance. Non IPS principals and the majority of key stakeholders report they do not have visibility of these innovations.

Innovation and how this term is used within the state school system created significant discussion and comment. Feedback from a range of stakeholders indicated that the numerous individual beliefs about what defines innovative practice is unhelpful and at times divisive.

The need to provide knowledge and transparency of all funding and allocations to enable innovation for IPS has required the rapid evolution of system support mechanisms. Significant progress has been made with the implementation of the School Budget Solution (SBS), initially trialled in 10 IPS, and the direct to school allocation of the Students With Disability (SWD) and Whole School Support Student Learning Resource Model (WSS-SLR) staffing allocations, which are now available to all state schools.

The provision of funding to schools through Great Results Guarantee (GRG) in 2014-15 and Investing for Success (I4S) in 2016-18¹ has contributed greatly to all schools having capacity and funds to invest in new and innovative strategies. The implementation of the IPS initiative in a similar timeframe, along with a range of other system wide strategies, makes it more challenging to attribute improvements in student learning outcomes to one single initiative.

There is alignment between findings in this evaluation and those in *Through Growth to Achievement: The Report of the Review to Achieve Educational Excellence in Australian Schools Australian Government (March 2018)*, particularly relating to school and community engagement, provision of autonomy and accountability to principals, and the creation of high-quality professional learning for school leaders and teachers.

There is also alignment with results in *School autonomy and accountability: Are they related to student performance? - OECD PISA in Focus 2011/9 (October)* confirming that greater autonomy in decisions tends to be associated with better student performance when schools operate within a culture of accountability.

¹ The Australian Government's (AG) *Students First* initiative provided \$794m 2014-2017, passed on to schools by the Queensland Government through GRG (\$314m) and I4S (\$480m). The AG's *Quality Schools* funding provided \$250m in 2018 passed on to schools through I4S. Total funding 2014-2018 is \$1.044bn.

3.2 RECOMMENDATIONS

1. Develop and implement a model of autonomy and accountability that provides all state school principals, based on their level of capability and experience, with the flexibility to lead their school towards improved student outcomes.
2. Strengthen school community engagement and networking across all schools, through mechanisms such as school councils and P&C's, reimagined through evidence-based findings and research, to enable improvement in student outcomes.
3. Collaborate with regions to develop and implement a differentiated model of support for all schools in response to increased school autonomy and local decision making.
4. Implement the outcomes of the review of human resource management policies and systems, including teacher and classified officer relocation processes, seeking to embed a modern, fit for purpose system, ensuring a balance between individual school and state wide needs.
5. Support the development of networks of principals to drive their own needs based professional learning and growth, utilising where appropriate, existing professional groups.
6. Provide professional learning opportunities for all school leaders and members of key school governance structures, to develop capability in consultation and collaboration, as a lever to empower principals and their communities to harness increased autonomy, accountability and local decision making, leading to improved student outcomes.
7. Prioritise the development of a strategy to improve collaboration, and the promotion and sharing of evidence based best practice, between schools locally and system wide.

4. BACKGROUND

4.1 Introduction

The IPS initiative delivers on the Queensland Government's commitment to provide greater autonomy to schools and their communities to make local decisions, and to increase the capability to work in new ways to maximise student learning outcomes.

IPS are an integral part of Queensland's state education system enacting the same core values and whole-of-system priorities as other state schools. They are required to operate in line with the same legislation, industrial instruments, directives, whole of government policy and national agreements as all other state schools. Their legislation includes: the *Education (General Provisions) Act 2006*; and the *Education (General Provisions) Regulation 2006*. The focus on locally driven decision-making aims to set conditions for long-term benefits in terms of return on investment and student outcomes.

Commencing in 2013, it was expected that 120 schools over a four-year period would apply to become an IPS with the further opportunity for all schools to become an IPS from 2016, providing they met the required standards.

The initial tranche of 26 schools started in 2013 and the department met the intended target of 120 schools by 2015. In 2014 the department signed a \$12.88 million agreement with the Australian Government to increase the number of IPS to 250 by 2017. This target has been met and currently there are 250 IPS across Queensland.

Participation in the IPS initiative is voluntary, and schools applied to join the initiative through annual expression of interest (EOI) processes. Successful schools received a one-off \$50,000 establishment grant and \$50,000 annually. Schools were able to expend these funds at their discretion to benefit their local context.

There are three key features of IPS:

- IPS provide a critical mass for system wide improvement;
- IPS have the capacity to - and are expected to - innovate, trial and share good practice across the state school system; and
- IPS are accountable to their local community and the broader state school system through arrangements that value community participation.

While IPS are not required to follow a number of operational processes, they are required to:

- establish a school council;
- enter into a Delivery and Performance Agreement with the Director-General and chair of the school council²;
- determine and manage their planning review processes for the school;
- participate in system audits and school reviews;
- provide systemic data and use corporate systems, for example OneSchool and MyHR; and
- purchase IT products that are compatible with the department's managed operating environment.

A range of strategies has been introduced by the department concurrent with the implementation of the IPS initiative. These include:

- Implementation of the Australian Curriculum and development of the Curriculum into the Classroom (C2C) resources to support implementation (2012);
- Year 7 moving into secondary school (20 pilot schools in 2012; full implementation 2015);
- GRG and I4S funding (2014-2018);

² The Independent Public Schools Policy Framework identified the provision of a Delivery and Performance Agreement. This document has been developed by the department in response to Independent Public Schools Policy Framework and is not yet in use.

- Principal as instructional leader (2014);
- Early Start (2014);
- Collaboration and Innovation Fund (2015);
- Literacy Continuum (2015);
- School Improvement Unit, and the School Improvement Hierarchy (2015);
- Standards of Evidence (2015);
- Additional Assistant Regional Directors (2015);
- Autism Hub and Reading Centre (2016);
- Data literacy and curriculum roadshows (2016);
- Evidence Hub (2016); and
- School Improvement Model and Inquiry cycle (2017).

4.2 Previous evaluations

Since its inception in 2013, implementation of the IPS initiative has been closely monitored by the Department, with a rolling evaluation being conducted over four years (2013-2016).

The Evaluation of Independent Public Schools in Queensland: Phase 1 Report was delivered in 2013, followed by the *Phase 2 Evaluation Report in 2014*.

In 2015, the Minister commissioned an independent evaluation of the IPS initiative which was chaired by the Regional Director, Metropolitan Region. The report, titled *the Evaluation of the Independent Public School Initiative in Queensland June 2015*, was presented to the department of Education and Training in July 2015 and the IPS Strategic Directions Steering Committee was established to provide advice on activities emerging from the evaluation.

As part of the agreement with the Australian Government, the department produces an annual report on IPS in Queensland. The third and final report and evaluation was sent to the Australian Government on 3 May 2017.

The consultative process undertaken by the IPS Strategic Directions Steering Committee resulted in the development of the *IPS Policy Framework*, which sets out the key features of the IPS initiative in Queensland and how the education system supports schools to deliver to their full potential.

The *IPS Policy Framework* identified the need for a further evaluation to be conducted at the end of 2017 to identify strengths of the initiative and areas for improvement, and to inform future planning.

4.3 The expression of interest (EOI) process

Schools wishing to join the initiative were required to consult extensively with their school communities – parents and staff – and seek support to apply. The school needed to address criteria to demonstrate their readiness and capacity to operate with increased autonomy and accountability and the benefits for the school community.

Since the advent of the initiative, participation in IPS has remained voluntary and schools wishing to partake have applied through an annual EOI process, with the exception of the nine Public Private Partnership (PPP)³ schools delivered through the Queensland Schools Project from 2013 to 2017.

³ In 2013 it was announced that the PPP schools to be built with Plenary Schools during the period of the initiative would automatically become IPS once opened. These schools were exempt from the application process to join the IPS initiative. The PPP schools are:

2015: Burpengary State Secondary College, Pimpama State Primary College

2016: Bellmere State School, Deebing Heights State School, Griffin State School, Pallara State School

2017: Bellbird Park State Secondary College, Fernbrooke State School, Pumicestone State School

4.3.1 2016 and 2017 expression of interest processes

The 2016 and 2017 EOI processes generated significant levels of interest for the remaining places in the initiative, with a total of 142 applications received from state schools across Queensland. All applications were required to address set criteria and were considered by a selection panel chaired by a senior departmental officer and comprising of two experienced IPS principals, the President of the Queensland Teachers' Union (QTU) and presidents of the principals' associations.

A report on the *OECD's 2012 Programme for International Student Assessment (PISA)* results states the highest performing school systems were "those that allocate educational resources more equitably among advantaged and disadvantaged schools and that grant more autonomy over curricula and assessments to individual schools." The department placed an emphasis on encouraging schools in low socioeconomic or geographically isolated areas, and with a strong improvement trajectory evidenced by data, to consider applying for IPS status to more accurately reflect the range of schools across the state. Social disadvantage and geographic considerations were built into the assessment process and made publicly available.

Despite this emphasis, any state school was able to self-nominate to become IPS as part of the EOI process.

Table 1: Summary of IPS applications by year

Schools may count twice if they applied in more than one year.

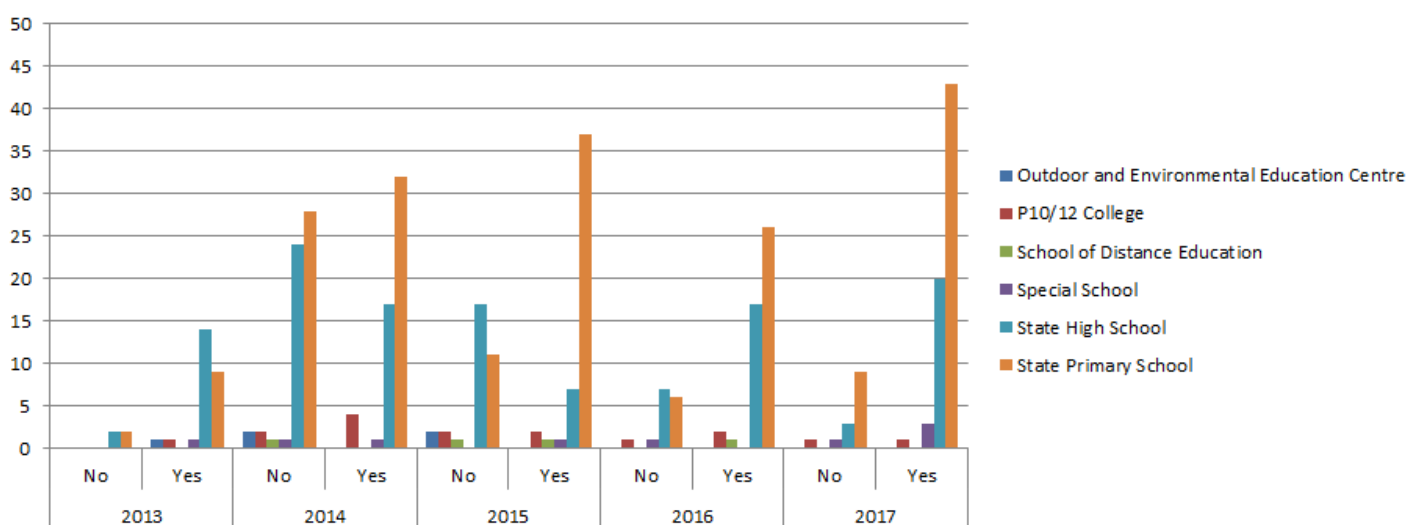


Table 2: IPS cohorts by year of commencement

	Primary	Secondary	Combined	Other	Total per year
2013	8	13	3	2	26
2014	31	17	5	1	54
2015	38	8	3	1	50
2016	30	17	3	0	50
2017	44	21	2	3	70
Total per school type	151	76	16	7	250

Figure 1: IPS by school type

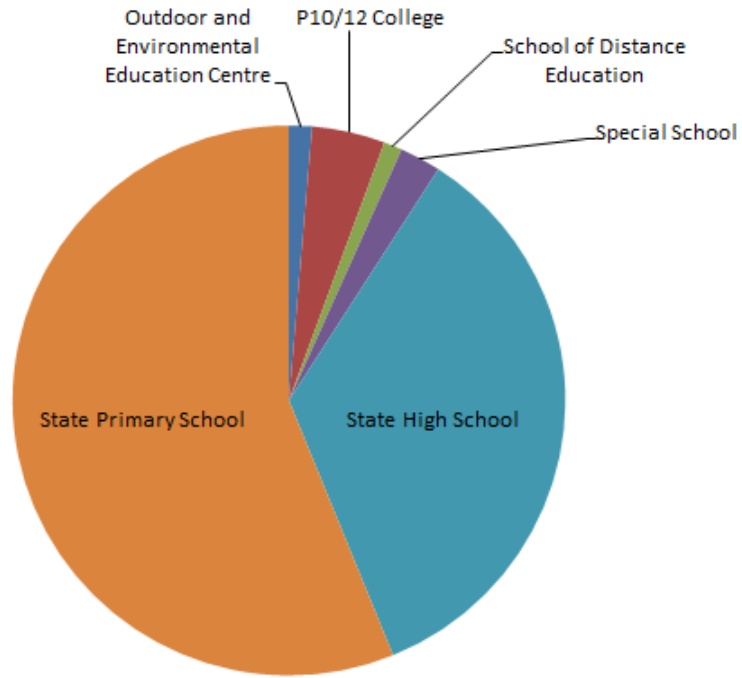


Figure 2: Summary of IPS by region

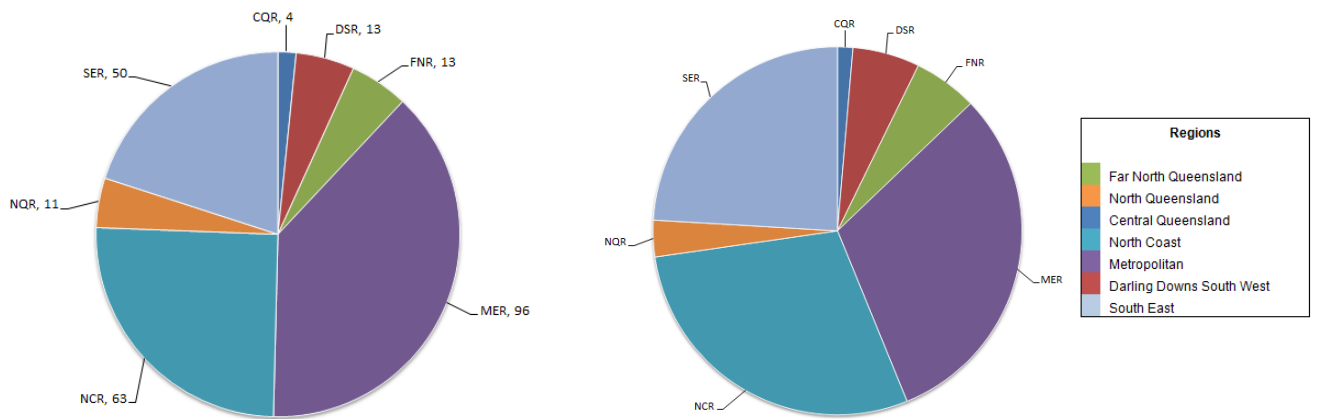


Figure 3a: All IPS by region (2017)

Figure 3b: Applications by region (2013–2017)

Although IPS account for only 20 per cent of Queensland state schools, they are responsible for the education outcomes of 41.5% of state school students (**Figure 3**).

Figure 3: Percentage of full time enrolments by IPS status - February 2018

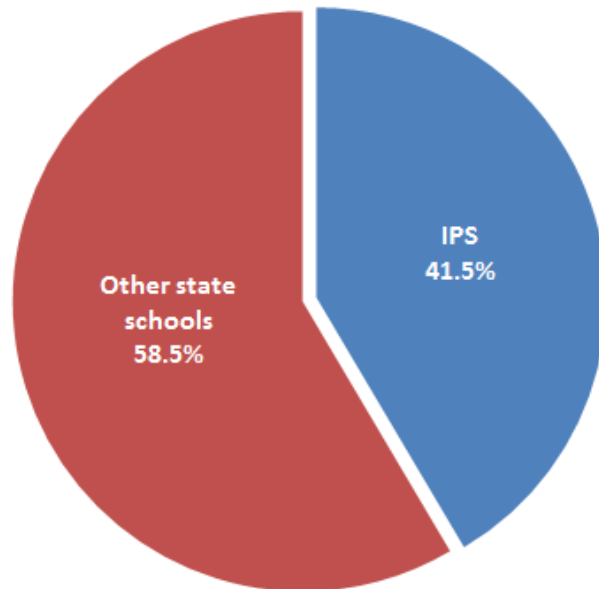
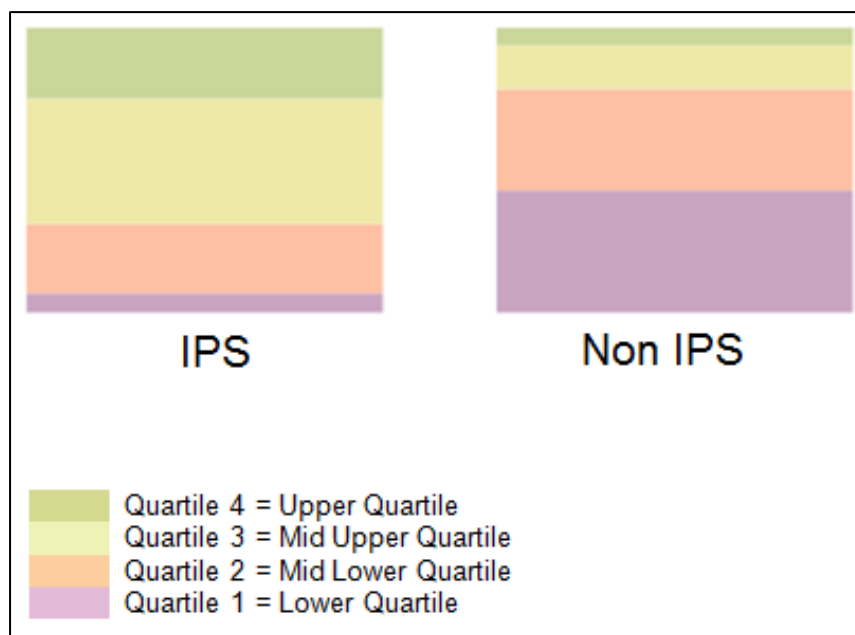
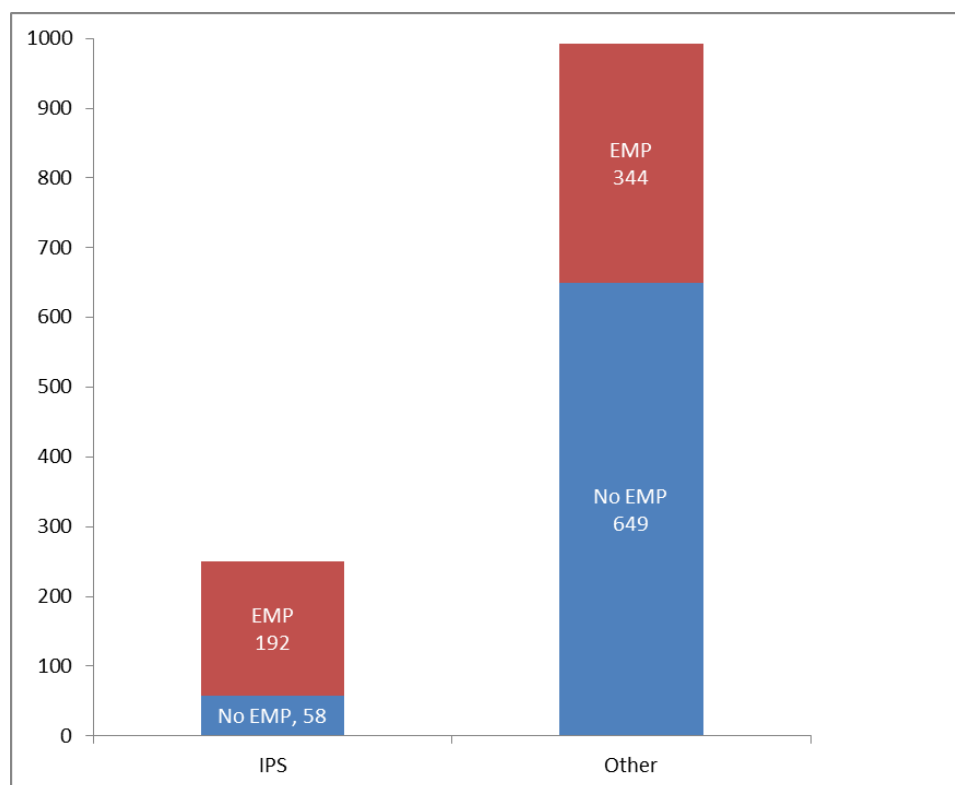


Figure 4: Index of Community Socio-Educational Advantage (ICSEA) quartiles 2017 - IPS vs non IPS



ICSEA is a scale representing the level of educational advantage. A higher proportion of IPS are in each of the upper 2 ICSEA national quartiles in 2017 compared to the proportion of non IPS in those two groups.

Figure 5: Enrolment Management Plans - all Queensland state schools - June 2018



A School Enrolment Management Plan (School EMP) is introduced in a state school which is nearing its Student Enrolment Capacity. In order to ensure sufficient facilities are available for in-catchment students.

Principals of these schools are required to restrict the enrolments from out-of-catchment students.

Schools are required to implement a School EMP when enrolments reach 80% of the school's Student Enrolment Capacity. A school's Student Enrolment Capacity is the number of students the school can accommodate within the existing learning spaces in the school.

To enrol in a school that has a School EMP in place, students must meet the eligibility criteria outlined in the school's School EMP document.

5. PURPOSE, DESIGN AND SCOPE OF THE EVALUATION

The evaluation has focused on the 250 Independent Public Schools selected between 2013 and 2017.

The reviewer has noted that the Department of Education Research and Evaluation Working Group has been conducting ongoing evaluation of the program since the commencement of the initiative. The findings of these evaluations were viewed and considered, along with the *Evaluation of the Independent Public School Initiative in Queensland - June 2015*.

In assessing the impact this initiative has had on schools and the system, the current evaluation has considered:

- benefits and disadvantages of the implementation and impacts of the initiative;
- efficiency, effectiveness and appropriateness of the structures that underpin IPS such as: governance; departmental support; autonomy, accountability, and performance management; human resources and employment; communication and sharing; innovation and research; and selection processes;

- the impact of the IPS initiative on participating and non-participating schools; and
- recommendations identifying initiative strengths and areas for improvement to inform future planning and improvement in the state school system.

The evaluation was informed by a combination of qualitative and quantitative data from a range of sources, including new and existing data sources. This includes available student and school data as well as data collected through focus groups, interviews and opinion surveys. The evaluation has considered a combined data profile of all 250 schools prepared by the Performance Measurement and Reporting Branch.

Consideration has also been given to:

- corporate IPS documentation;
- academic literature in relation to: education systems and structures; school autonomy; governance; innovation; and community and parental engagement;
- similar initiatives and models in other states and territories;
- publications and statements made by relevant stakeholders; and
- relevant national and state initiatives and educational environments.

6. METHODOLOGY

The evaluation has utilised and integrated multiple sources and forms of data, both qualitative and quantitative data including a range of opportunities for stakeholder engagement. Data was collected through a series of methods outlined in 6.1 to 6.4.

6.1 Interviews with key stakeholders:

- Queensland Association of State School Principals
- Queensland Secondary Principals' Association
- Queensland Association of Special Education Leaders
- Queensland State P-10/12 School Administrators' Association
- Queensland School of Distance Education Principals
- P&Cs Qld
- Queensland Teachers' Union (QTU)
- Together
- United Voice
- IPS Alliance Executive
- Regional Directors (7)
- Assistant Regional Directors (12)
- Assistant Director-General State Schools - Performance
- Executive Director Human Resources
- Director Talent Unit
- Assistant Director-General School Improvement Unit
- Director School Improvement Unit
- Director Analysis and National Data Policy
- Executive Director Queensland State School Resourcing
- Regional Human Resources Managers (5)
- Principal Advisor and Senior Project Officer School Autonomy and Improvement.

6.2 Focus groups

Focus groups were conducted with IPS principals, school council chairs, and principals of schools not in the IPS initiative. Representative samples from each group were invited by email, to participate. Six focus groups were conducted face-to-face in Brisbane, and 16 focus groups were held by teleconference.

Table 3: Focus group numbers

Group	Invites	Accepted	Attended	Number of focus groups
IPS Principals	152	92	66	9
Non-IPS Principals	178	81	59	9
School Council Chair	86	35	29	4
Total	416	208	154	22

6.3 Opinion Survey

The Opinion Survey was a closed confidential survey to gauge opinions on important aspects of the IPS initiative in Queensland. The survey provided an opportunity for invited stakeholders to confidentially express their opinions on the degree of agreement with statements related to the operation and goals of the IPS initiative. No school identification was included in the dataset and respondent identity was coded to ensure confidentiality. No identifiable data is used in any reporting. Australian Survey Research was contracted to manage the survey and collate the data.

This online survey was issued to all IPS principals, school council chairs, P&C presidents and one associate administrator from each IPS. This survey comprised 34 statements, grouped under support, innovation and sharing, impact, performance, governance, and resources. Respondents were asked to refer to the period of time their school has been an IPS and indicate the extent to which they agreed with each statement.

A similar survey of 29 statements was issued to a representative sample of non IPS principals. Respondents were asked to refer to the period of time from the start of 2013 to the present at their school and indicate the extent to which they agreed or disagreed with each statement.

Table 4: Survey responses

Group	Number of surveys issued	Number of surveys completed	% of surveys completed
IPS Principals	250	144	57.6%
IPS Associate Administrators	250	68	27.2%
IPS School Council Chairs	250	93	37.2%
IPS P&C Presidents	250	42	16.8%
Principals not in IPS initiative	250	93	37.2%
Total	1,250	440	35.2%

Associate administrators include positions such as deputy principal, head of department, head of curriculum.

6.4 Written submissions

Six written submissions were received, one from the QTU, and five from school council chairs.

7. FINDINGS

7.1 Impact

IPS principals reported a strong sense of empowerment through increased autonomy, greater engagement with their school communities, the ability to make local decisions, and the flexibility afforded for management of human resources enabling them to choose their own staff. They also report that the powerful engagement with the school community has lifted the level of conversation, expectation and accountability. Innovation has flowed from this empowerment and stronger community input. Increased autonomy is seen as very positive to focus on local decisions to meet the learning needs of students. The empowerment of principals to embrace more freedom and flexibility to lead their schools was also found in the *Evaluation of IPS (2013) of Western Australia (Melbourne Graduate School of Education, 2013)*.

Some non IPS principals indicated that they are empowered, have greater autonomy, strong community engagement and feel accountable to the school community. The survey shows that 91% of IPS respondents, and 83.5% of non IPS principals believe the principal is more empowered to lead significant change in the school. In response to the statement that the school benefits from the provision of greater autonomy, 92.2% of IPS respondents, compared with 69.4% of non IPS principals agree that the school benefits from the provision of greater autonomy.

Highly effective principal leadership, including the skills of educational leadership, and building partnerships within the school, with school communities and beyond, is viewed as a critical success factor in the IPS initiative. This was highlighted in *Independent Public Schools Queensland Evaluation - Interim Report (2014)*, and in the *Evaluation of IPS (2013) of Western Australia (Melbourne Graduate School of Education, 2013)*.

High quality professional development offered to IPS by the department and through their membership of the IPS Alliance has enabled new thought, ideas, reflections, created a platform for conversation, and the sharing of improvements and innovation. In the survey, 80.8% of IPS respondents agree that the school has access to more quality professional development. In contrast, 68.2% of associate administrators⁴ agree about their level of access.

Non IPS principals indicate a strong desire to have access to similar opportunities. It is important to note that high quality professional development is offered by various other organisations, accessible to all schools. In non IPS, 74.2% of principals agree that the school has access to more quality professional development.

The findings from *the Evaluation of the Independent Public School Initiative in Queensland June 2015* found that non IPS principals and some key community stakeholders expressed a perception that the IPS initiative may be seen to create a divide or two tiered approach to the state school system.

Significant concerns were raised in this evaluation about the unintended consequence of a two tier system, also including the perception that IPS are elite schools. The initial access to flexible human resource practices, mainly focused on the operation of the teacher transfer system⁵ and the recruitment into classified teacher positions⁶, along with the increased autonomy and accountability arrangements are at the basis of this perception.

⁴ Associate administrators include positions such as deputy principal, head of department, head of curriculum.

⁵ Permanent teachers may be required to teach anywhere in the state and are eligible to apply for transfer to another school location upon completion of a minimum service period relevant to that location. Transfers are arranged in accordance with the Teacher Transfer Guidelines, which provide an open and manageable process facilitating equitable staffing of all state schools.

⁶ Classified teacher positions are those where individuals hold promotional positions, for example, principals, deputy principals and heads of department.

Survey data reveals that 85.7% of IPS respondents agree that the IPS initiative is having a positive impact on the whole state schooling system. In contrast, 66.7% of non IPS principals strongly disagree with this statement.

The balance between corporate responsibility and individual school needs and how this is managed, and then observed by all stakeholders within the department, is a strong contributor to the perception of a two tier system.

The desired state in human resource management in all schools as expressed by most respondents is for schools to be able to choose staff members who are the best qualified and the 'best fit' for the role and for the school. The balance between this desired state and sharing the corporate responsibility for ensuring that employees who wish to move to more preferred locations after periods of service in less preferred locations, is also considered very important by all respondents. However, there is considerable tension as the system manages this balance.

While IPS report there is now a stronger perception of state schooling, others report that in some instances the focus on the IPS brand is to the detriment of other schools, particularly where IPS are the majority in a geographic area. Some principals feel there is a risk of particular schools becoming residual, and others feel there is more competition between state schools.

Survey data indicates that 89.7% of IPS respondents believe that their school benefits from the IPS branding, while, in contrast, 67.8% of non IPS principals strongly disagree that all state schools benefit from the IPS branding.

Community engagement is an essential feature of a high functioning school, and central to the operation of an IPS. School councils have been available as an option for all schools since 1998. School councils are a vital means of engaging with and being held to account by parents, school staff and the community.

School council chairs report that the opportunity to develop strategy, to have higher levels of community engagement, industry and business partnerships, and for the principal to make local decisions to benefit students in their communities are of significant benefit. Some councils report that they are a critical friend for the principal and feel they hold the principal and the school accountable for implementing the agreed strategy.

In the survey, respondents from IPS agree that:

- The school council provides effective governance and strategic direction (91%).
- The school council facilitates greater community participation and engagement (88.6%).
- The school council and P&C work well together to support the strategic direction (93.1%).
- The principal is better able to access community resources (82.6%).
- The school has developed significant partnerships with business, industry or community organisations (88.7%).

Non IPS principals differ considerably and agree that:

- The principal is better able to access community resources (54%).
- The school has developed significant partnerships with business, industry or community organisations (67.8%).

The department supported the initial 26 schools to form a collegial association of IPS, based on learnings from the IPS initiative in Western Australia. The IPS Alliance is a collaborative initiative of IPS principals. The purpose is to facilitate collaboration, celebrate and share learnings and harness the collective capacity to influence system change to benefit all schools in the state. The Alliance promotes innovation, empowers school leadership, and strengthens partnerships.

The IPS Alliance offers a range of conferences and workshops annually, as well as a leadership mentoring program for IPS principals. Their work is highly valued and strongly supported by IPS principals who have 86.7% agreement that the Alliance is a key group for accessing support. Membership is voluntary and in 2018 includes nearly all 250 IPS.

The increased autonomy, local decision making and the need to provide knowledge and transparency of all funding and allocations have required the rapid evolution of system support mechanisms. This need was identified in earlier evaluations. Significant progress has been made with the implementation of the School Budget Solution (SBS), initially trialled in 10 IPS, and direct to school allocation of SWD and WSS-SLR staffing allocations, both now available to all state schools.

In the survey, IPS respondents agree that:

- Flexible budget management supports the implementation of innovative practice (95.7%).
- Resource utilisation is now more effective and efficient (90.1%).

In contrast, non IPS principals agree that:

- Flexible budget management supports the implementation of innovative practice (76.8%).
- Resource utilisation is now more effective and efficient (75.6%).

IPS principals report the support provided by the School Autonomy and Improvement Unit during the implementation of the initiative is highly valued and has enabled autonomy and innovation.

In the survey, IPS respondents agree that:

- This is a key point for support and advice (83.6%).
- The support and advice is highly effective (87.5%).
- The principal regularly accesses the IPS Principal Portal for policy and process information (83.7%).

The implementation of initiatives can often bring increased workload and administrative burden to schools. IPS respondents show only 46.4% agreement that their workload and administrative burden has increased, while 90.8% of non IPS principals agree. In contrast, 65.2% of P&C presidents agree with this statement.

Many respondents indicated that, as each new cohort of schools entered the IPS initiative, attitudes and approaches altered. Cohorts in more recent years indicate that they engage with the region and with Assistant Regional Directors, and some report that embracing all of the expectations and opportunities within the IPS initiative is a work in progress.

A number of respondents commented on the IPS selection process, indicating that the selection criteria were not always transparent and appeared to change each year, leading to confusion for schools who were potential applicants.

IPS principals indicated that the establishment grant and annual recurrent funding enabled them to support initial and ongoing strategies and projects. Many IPS principals reported that this funding had not been the main driver for choosing to apply to become an IPS. Some non IPS principals indicated that the provision of this funding to IPS and not to other schools, was inequitable.

7.2 Innovation and sharing

One of the key features of IPS is that they have the capacity to, and are expected to innovate, trial and share good practice across the state school system. IPS principals note that the ability to make local decisions, find new ways of operating, to choose their own staff in a timely way, have brought confidence to innovate and make a significant difference for students over time. Of the respondents from IPS in the survey, 95.7% agree that innovative practices and programs have been implemented in their school.

There is a shared belief that all schools have the capacity to innovate and that this occurs in a range of schools across the state. In the survey 90.3% of non IPS principals agree that innovative practices and programs have been implemented in their school. The perception of these principals is that innovation is now associated primarily with the IPS initiative.

Innovation and how this term is used within the state school system created significant discussion and comment. Feedback from a range of stakeholders indicated that the numerous individual beliefs about what defines innovative practice is unhelpful and at times divisive.

There is a shared view from key stakeholders that there is significant untapped potential in all schools for creating innovation leading to transformational change to improve student learning outcomes.

The provision of funding to schools through GRG in 2014-15 and I4S in 2016-18⁷ has contributed greatly to all schools having capacity and funds to invest in new and innovative strategies. The implementation of the IPS initiative in a similar timeframe, along with a range of other system-wide strategies, makes it more challenging to attribute improvements in student learning outcomes to one single initiative.

IPS principals are expected to share successful and evidence-based solutions with other schools, through mechanisms that apply to all state schools as well as through those that apply to IPS specifically. IPS discussed many examples of innovations and new partnerships with business, industry and community, and the range of opportunities for IPS to share best practice, improvements and innovations within the IPS Alliance. 90.5% of IPS survey respondents agree that opportunities for sharing are provided within the Alliance.

Non IPS principals and the majority of key stakeholders report they do not have visibility of these innovations.

In response to the survey statement: The school shares innovations and successes with other schools through clusters or other school partnerships, the level of agreement is:

- IPS respondents (94.3%); and
- non IPS principals (82.8%).

In contrast, 85.4% of non IPS principals disagree that innovative practices and programs developed in IPS have been shared with their school. This result includes 62.2% who strongly disagree.

The ways in which sharing and collaboration occur locally, regionally and statewide with all schools are variable. With collaboration, empowerment, team work and regional support at the heart of the State Schools Strategy, feedback indicates a desire for more mature sharing and collaboration amongst all schools.

The Evidence Hub brings together examples of evidence-based practice and innovation, as well as research and support on the School Improvement Model for Queensland state schools. Sharing learnings and reflections on school improvement initiatives being implemented in schools aims to build capability, showcase skills and practice and strengthen the evidence informed decision making about school improvement across the system. Overall 43.4% of all Evidence Hub reports are from IPS, representing 9.2% of IPS.

7.3 Accountability and autonomy

IPS have a direct management reporting line to the Director-General or their delegate. This reporting relationship is supplemented by support and mentorship from central office and the region. Regional offices can play an important role in the success of an IPS, as a partner or critical friend to IPS principals.

Many IPS principals have established a key working relationship with their Assistant Regional Director, and with other regional personnel, and value these partnerships. Other IPS principals

⁷ The Australian Government's (AG) *Students First* initiative provided \$794m 2014-17, passed on to schools by the Queensland Government through GRG (\$314m) and I4S (\$480m). The AG's *Quality Schools* funding provided \$250m in 2018 passed on to schools through I4S. Total funding 2014-2018 is \$1.044bn.

work mainly with their school councils, external coaches and peers, to seek support and challenge in their leadership.

In the survey, 93% of IPS principals and 90.8% of non IPS principals agree they engage regularly with the Assistant Regional Director. In addition, 91% of IPS principals often seek support from regional services compared with 88.5% of non IPS principals.

In response to the survey statement: The principal has increased accountability to the school community for the school's performance, the level of agreement is:

- IPS respondents (85.9%);
- IPS principals (93.1%);
- school council chairs (82.1%); and
- non IPS principals (79.3%).

In response to being held accountable by the department through an Annual Performance Development Plan (APDP), the level of agreement is:

- IPS principals (85.3%); and
- non IPS principals (79.3%).

The balance of increased autonomy and management of accountability for IPS is less clear than for other schools in the system. With the introduction of the IPS initiative, reform has caused the need for cultural and paradigm shifts in relationships between schools, regions and central office. The ongoing development of this new culture and paradigm, including clarity of how and in what circumstances these relationships support schools is seen as a high priority by the majority of participants in the evaluation.

Evidence from analysis of results in PISA tend to confirm that “greater autonomy in decisions relating to curricula, assessments and resource allocation tend to be associated with better student performance, particularly when schools operate within a culture of accountability.”⁸

Feedback from a range of key stakeholders indicates that the role of regions has become unnecessarily complex. This view arises mainly from the lack of clarity in the management of accountability for IPS principals, their role in all aspects of the IPS initiative and has been escalated due to the larger numbers of IPS over time. There remains a tension for regions between supporting and mentoring IPS principals as a critical friend, and the need to engage in a supervisory capacity when situations in particular schools require this intervention.

7.4 Community engagement and governance

School councils take time to mature and develop into advising the school principal about strategic matters, being able to monitor the school's strategic direction, and becoming the vital means of the school being held to account by parents, school staff and the community. Some councils report that they are not yet functioning to their potential, and would benefit from further training and immersion in skills and knowledge to assist in their work as a member of a school council. Some schools expressed a desire for more flexibility and accountability in the legislation with respect to school councils.

While training and induction has been made available to all school councils with funding of \$1.15m, 78 schools have sought reimbursement for this training since November 2015. Survey data reveals 76.7% agreement from IPS respondents that the school council has accessed quality professional development.

School councils do not appear to be strongly connected or engaged in networking and discussions to share their practice, concerns, and successes. Communication and sharing between IPS Councils has not been consistently promoted or facilitated. School council chairs indicated they

⁸PISA in Focus 2011/9 (October) School autonomy and accountability: Are they related to student performance? - OECD 2011

would value a chance to enhance the connectedness and communication, and to share ideas and practices to leverage the work being done across school communities. The IPS Alliance has indicated there is work underway to create a strategy to connect school councils.

7.5 Human resources

The teacher transfer system came under considerable critical appraisal. It is considered by many that the system, and the operation of the system is now not fit for purpose for a modern workforce, where lifestyle and social behaviours have changed significantly. The feedback further suggests that the implementation of the IPS initiative has highlighted some of the flaws. With increased autonomy and local decision making, along with greater flexibility in managing human resources afforded to IPS, the operation of the transfer system has led to non IPS being restricted in equitable access to information regarding teacher transfer requests.

In the survey, respondents from IPS agree that:

- Flexible human resource arrangements are a key benefit to the school (94.9%).
- Directly selecting teaching staff is highly effective and efficient (88.9%).
- Recruiting classified officers via open merit is a key benefit (94.1%).

In contrast, 81.7% of non IPS principals agree that the lack of access to similar flexible human resource arrangements impacts the effectiveness of their school's staffing.

In response to the statement: The school regularly accepts teachers from the statewide relocation list the level of agreement is:

- IPS respondents (93.7%); and
- non IPS principals (85.4%).

The data is shown below in **Table 5**. The percentage of total transfers accepted into IPS have increased during the period 2014-2018.

Table 5: Teacher transfers 2014-2018

Year	IPS		Non IPS		Total number of teachers
	Number of teachers	% of total transfers	Number of teachers	% of total transfers	
2014	112	38.5%	179	61.5%	291
2015	117	36.0%	208	64.0%	325
2016	136	41.6%	191	58.4%	327
2017	125	44.6%	155	55.4%	280
2018	127	42.6%	171	57.4%	298

Teacher transfers include all classroom teachers transferring from a transfer rating 4-7 school to a transfer rating 1-2 school. All 250 current IPS are included in the data for years 2014-2018 even if they were not IPS at that time.

School transfer ratings are used by the department as the basis for determining accrual of individual transfer points which are used to determine the priority order of teacher transfer requests. Each school is assigned a transfer rating from 1–7, which is determined by various factors that include remoteness, access to and the level of community services, complexity of the school environment and organisational staffing requirements. Rating 1 schools are generally located in preferred centres of the state and rating 7 schools in the more remote areas of the state.

Regarding the statement: The school regularly accepts classified officers from the statewide relocation list the level of agreement is:

- IPS respondents (64.4%); and
- non IPS principals (72%)

The data is shown below in **Table 6**. The cohorts most affected by these decisions are deputy principals and heads of departments. In IPS, during 2017, the appointments by relocation are 9% of the total, while for non IPS the appointments by relocation are 21% of the total.

Table 6: Classified Teaching Positions - Appointments: merit vs relocation 2017

Appointment type	IPS		Non IPS	
	Number of appointments	% of total appointments	Number of appointments	% of total appointments
Relocations	25	9.0%	117	21.0%
Merit	267	91.0%	350	79.0%
Total	292	100.0%	467	100.0%

In this data, relocations include all classified teaching staff who have relocated at level to any school across the state regardless of transfer rating. Merit relates to appointments made as a result of an open recruitment process.

In the 2018 transfer process, all principals will have equal and timely access to all information relating to teachers requesting transfer to their geographic area. These planned changes are welcomed by most respondents and are expected to result in greater transparency, clearer expectations and a more robust process.

There was comment that due to the large number of IPS in the south east corner of the state, there are fewer opportunities and vacancies for transfers and relocations under the current mode of operation.

There are examples of clusters of IPS creating renewal of staff by managing internal transfers between schools within the cluster. There are also examples of exchange or 'boomerang' arrangements between IPS in more preferred locations and schools in rural and remote areas. IPS principals indicate that these actions are supporting teacher mobility within the broader schooling system.

As a result of the arrangements for IPS to recruit classified officer positions on merit in a timely manner, without necessarily engaging in existing relocation processes, and with the growth of IPS, relocation of classified officers mostly occurs into non IPS. All schools commented consistently that best fit, quality, and merit, including skills and experience, need to be the driving forces for appointment, bearing in mind the need to share corporate responsibility to facilitate transfers from less preferred to preferred locations. There was strong and consistent comment that the current differences in recruiting into classified positions that exist between IPS and non IPS is unfair and has led to a level of mistrust in the transfer and relocation processes, as well as a reduction in the size of recruitment pools in less preferred locations.

Workforce Planning is an important process for schools and the system to identify current and future trends and to plan for the gaps that will occur. Workforce Planning is in the early stages of implementation in secondary schools as part of the Teaching Queensland Futures Project. Research suggests that the full implementation of workforce planning is an important platform to ensure that schools are equipped to make the best decisions.

The management of increased autonomy and local decision making requires all principals to have strong knowledge of legislation, enterprise bargaining agreements, policy and procedures that underpin all decisions. The depth of this knowledge and related experience is variable across all schools.

The Local Consultative Committee (LCC) is a consultative and accountability structure relevant to all schools. Feedback on the role and effectiveness of LCCs in all schools is variable. Respondents from IPS indicate 92.5% agreement that the schools works well with the LCC on workplace reform, while non IPS principals indicate 53.7% agreement.

7.6 School based data

There is a strong view that with the gradual addition of IPS over the five year period, the critical mass and time to demonstrate system wide improvement has not yet been reached.

Anecdotal evidence raised by principals and school council chairs suggests that IPS are improving student outcomes by utilising the increased flexibility to apply different solutions; innovating in a safe environment for risk taking; and using the increased autonomy and improved community engagement to make informed local decisions.

In response to the statement that teaching and learning practices have improved in our school, 94.4% of IPS respondents agree, compared with 98.9% of non IPS principals. The survey data also shows that 92.8% of IPS respondents and 95.4% of non IPS principals agree that student learning outcomes have improved in their school.

An analysis of all school data for enrolments, school disciplinary absences, report card and National Assessment Program - Literacy and Numeracy (NAPLAN) between 2013 and 2017 indicates that trends established prior to the IPS initiative have not shown consistent or appreciable difference during this period.

Between 2013 and 2017 enrolments in IPS grew at a faster rate than non IPS. This is a continuation of a trend prior to the IPS initiative, where schools that later became IPS were already growing at a faster rate than non IPS.

Figure 6: Enrolment counts - 2008 - 2017

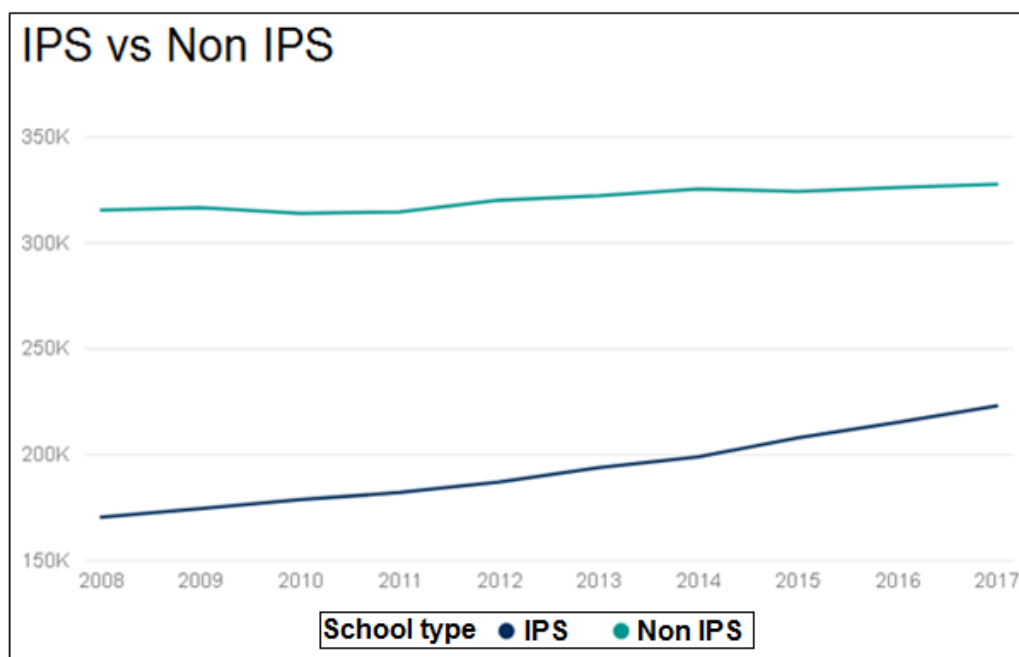


Table 7: Change in enrolments – comparing IPS with non IPS

% change between years	IPS	Non IPS
2013 and 2017	15.1%	1.7%
2008 and 2012	9.7%	1.5%

Queensland's NAPLAN 2017 results show a long term trend of lifting literacy and numeracy outcomes across the state. The results show more students performing in the upper achievement bands. Queensland's Year 3 students have continued to record some of their best results since NAPLAN testing began. Year 5 and 7 also performed strongly. Western Australia and Queensland have the largest growth in mean achievement across most domains since 2008.

A further analysis of NAPLAN data indicates that IPS have consistently achieved higher NAPLAN results since 2013, continuing the trend established in 2008 when NAPLAN assessments started. There has been little consistent, appreciable difference in the improvement rates of the NAPLAN scores for IPS compared to non IPS over that same period.

Table 8: Gap between IPS and non IPS - NAPLAN weighted Mean Scale Score (MSS)

		2008*	2012*	Difference (2012 - 2008)	2013*	2017*	Difference (2017 - 2013)
Reading	3	27.4	29.6	2.2	26.3	28.2	1.9
	5	21.6	23.4	1.8	19.6	24.2	4.6
	7	17.8	19.7	1.9	18.5	25.7	7.3
	9	18.1	19.8	1.8	20.2	24.5	4.3
Numeracy	3	20.6	26.7	6.0	22.7	26.7	4.0
	5	20.9	23.6	2.7	23.5	23.3	-0.2
	7	20.0	22.6	2.6	22.1	27.7	5.5
	9	19.9	20.6	0.7	26.7	22.9	-3.8

* A positive number indicates IPS achieved a higher weighted MSS than non IPS

Figure 7: NAPLAN Year 9 Numeracy, Mean Scale Scores, 2008 - 2017

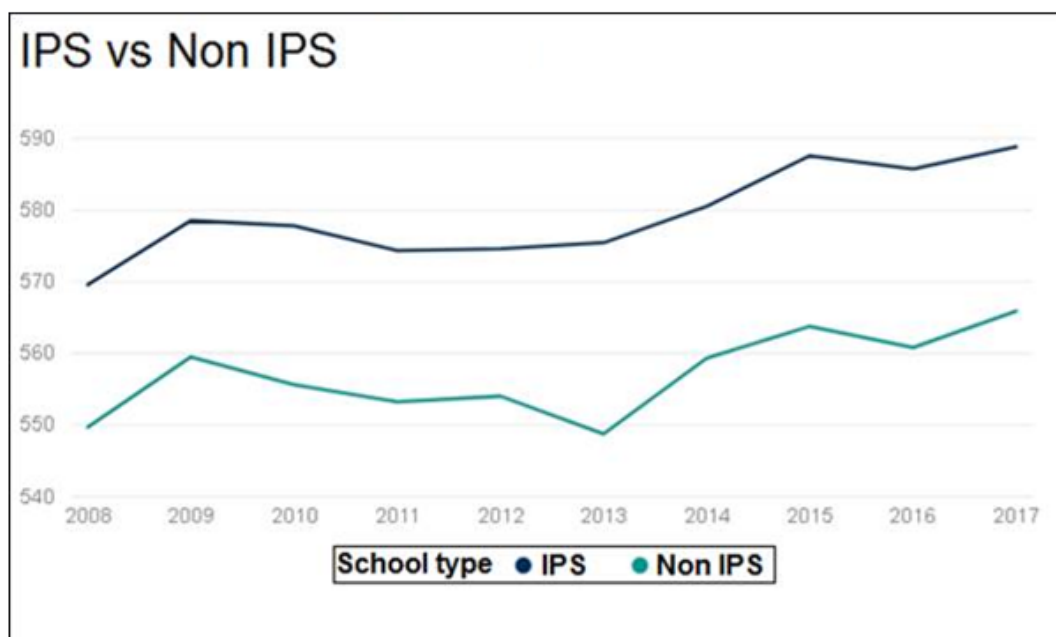


Figure 7 shows the 2008 to 2017 time series for Year 9 NAPLAN Numeracy mean scale scores. The pattern of difference between the IPS and non IPS is typical of other year levels, and other strands.

IPS have a consistent pattern of awarding a higher percentage of report card grades at a C level or better between 2013 and 2017. This is a continuation of a trend prior to the IPS initiative. Non IPS improved their C or better percentages at a slightly higher rate than IPS between 2013 and 2017. This is in contrast to the period between 2010 and 2012 when both IPS and non IPS reduced their percentage of C or better results, and IPS reduced them a lower rate.

Figure 8: Report Card % C or better 2010 - 2017 (Semester 1 and 2 and all Learning Areas of English, Maths and Science)

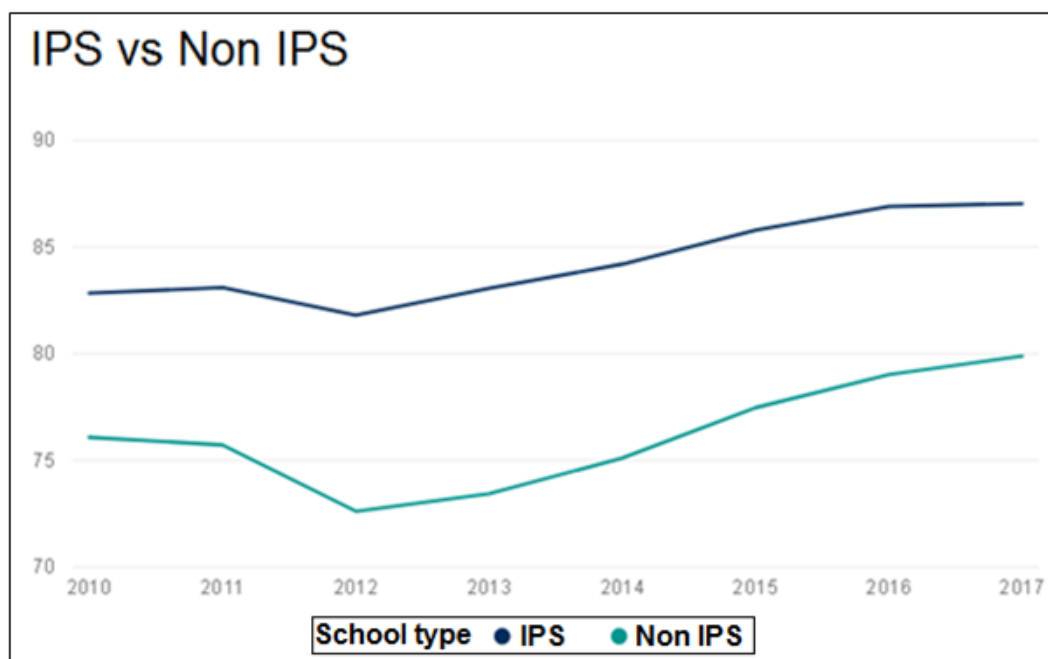


Table 9: Change in % C or better – comparing IPS with non IPS

% change between years	IPS	Non IPS
2013 and 2017	4.8%	8.8%
2008 and 2012	-1.3%	-4.5%

Report card data: excludes students with an individual curriculum plan or a modified curriculum and only includes students in year levels 1 to 10. Report card data is reported in a five point scale using grades A to E.

Where students have more than one report card result for any learning area (for example, if they have two English results for one semester at a single school), only the highest result has been used in this analysis.

IPS have a consistent pattern of issuing a lower rate of School Disciplinary Absences (SDA) than non IPS and the growth in SDA rate per 1000 students has consistently been lower for IPS than the growth in SDA rate per 1000 students for non IPS. The gap between IPS and non IPS is widening, continuing the trend evident at least since 2008.

Figure 9: School disciplinary absence – rate per 1000 students per term 2008 - 2017

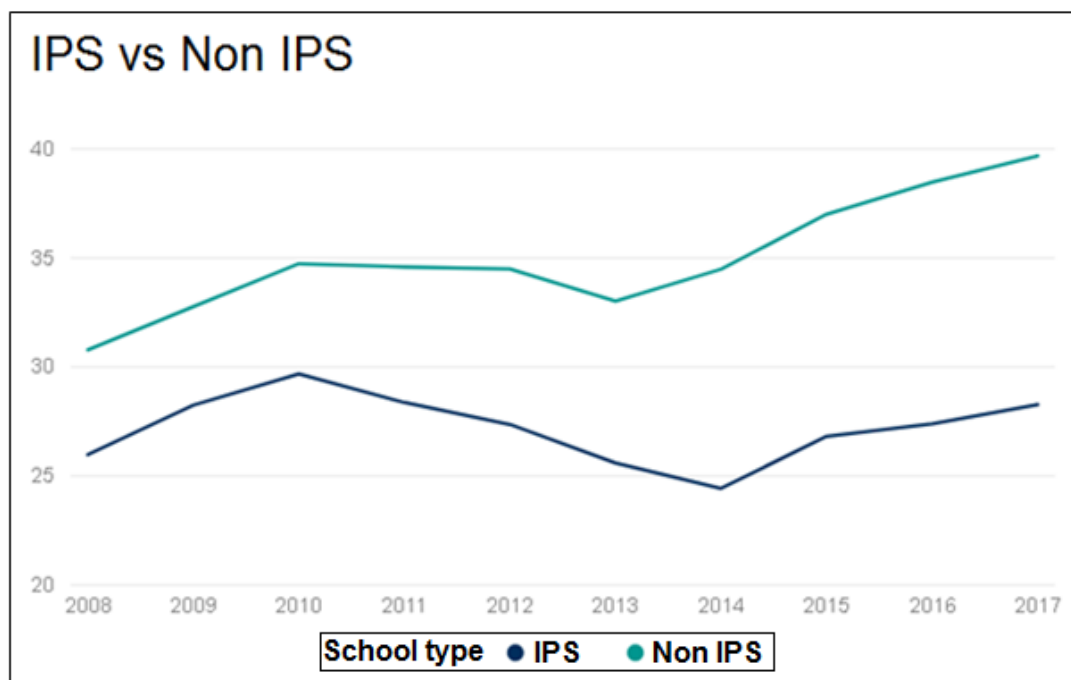


Table 10: Change in SDA rate per 1000 students – comparing IPS with non IPS

% change between years	IPS	Non IPS
2013 and 2017	10.4%	20.2%
2008 and 2012	5.4%	12.1%

As mentioned elsewhere in this report, following the inception of the IPS initiative, all Queensland state schools have benefitted from a range of direct funding grants and other statewide strategies, designed to support student learning. It is therefore difficult to attribute changes in student attainment to any one particular initiative.

7.7 Opinion survey data

Survey respondents from the 2013 IPS cohort indicate consistently higher levels of agreement for the majority of items in the survey. Later IPS cohorts report a lower level of agreement regarding access to quality professional development for the school and school council, and higher levels of agreement relating to regularly accepting teacher transfers and classified officers from the state wide relocation list. **(Figure 12)**

In some areas the levels of agreement of all four groups of respondents from IPS differ from each other. School council chairs show a stronger level of agreement regarding their access to professional development. Associate administrators have a much lower level of agreement regarding the IPS initiative having a positive impact on the whole state schooling system. P&C presidents have a 65.2% agreement that the school has experienced an increased workload and administrative burden, while each of the other IPS respondent groups are 43.8%, 49.1% and 42.9% respectively.

Principals have a higher level of agreement that they have increased accountability to the school community. School council chairs and principals have higher levels of agreement that the school council works well with the P&C to support the strategic direction of the school. School council chairs and P&C presidents have higher levels of agreement regarding the school regularly accepting classified officers from the statewide relocation list. **(Figure 11)**

In analysing the survey results according to school type, 62.5% of respondents in P10-12 IPS agreed that there was an increased workload and administrative burden, compared with 45.2% in primary, 48.2% in secondary and 27.3% in the other IPS.

P10-12 IPS showed 70.6% agreement that the principal is better able to access community resources compared with 84.2% in primary, 80.2% in secondary and 92.3% in other schools.

Primary and secondary IPS agree more strongly than P10-12 and other IPS that the principal engages regularly with the Assistant Regional Director.

Secondary IPS have a slightly lower level of agreement that resource utilisation in the school is now more effective and efficient. There are a range of levels of agreement from IPS respondents in statements relating to the School Autonomy and Improvement team, the IPS Principal Portal and the IPS Alliance.

There is a wide range of levels of agreement in response to the school regularly accepts classified officers from the statewide relocation list, with primary and other IPS respondents at 68.8% and 66.7% agreement respectively, and secondary and P10-12 at 52.1% agreement. **(Figure 13)**

Band 5, 6 and 7 IPS agree more strongly on many of the statements in the survey, when compared with their IPS colleagues in Band 8-9 and 10-11 schools. With respect to the capacity to directly select teaching staff and to recruit classified officers via open merit Band 5, 6 and 7 schools had lower levels of agreement.

Band 8 and 9 respondents had lower levels of agreement than their IPS colleagues from other schools, with regard to school and school council access to professional development.

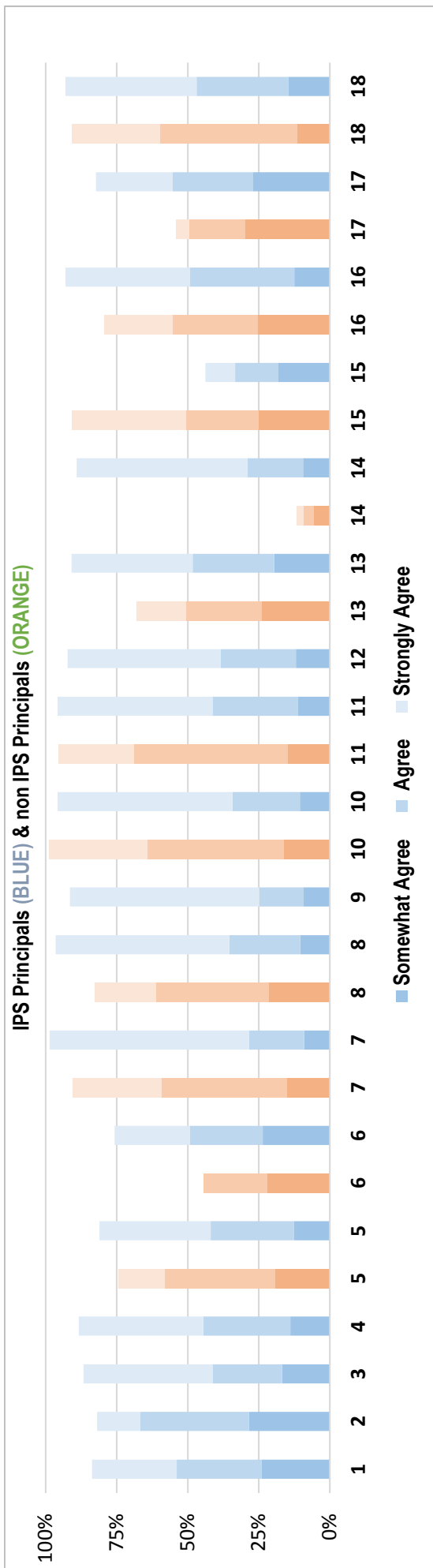
Band 5, 6 and 7 IPS respondents have much higher levels of agreement with an increased workload and administrative burden, increased accountability to the school community and that the principal is better able to access community resources.

The other area where the level of agreement differs is with regularly accepting classified officers from the statewide relocation list. Band 5, 6 and 7 IPS respondents show 86.7% agreement compared with 66.2% of Band 8 and 9 IPS and 61.2% of Band 10 and 11 IPS. **(Figure 14)**

Table 11: EVALUATION of QUEENSLAND INDEPENDENT PUBLIC SCHOOLS INITIATIVE 2018

Opinion Survey of Principals, Associate Administrator / Teacher, School Council Chairs and Parents & Citizens Association Presidents of Queensland Independent Public Schools	
B Set	Respondents were asked to refer to the period of time their school has been an Independent Public School and indicate the extent to which they agreed with the following statements.
Code	Statement Set "B"
1	The School Autonomy and Improvement team is the key point for the school to access support and advice
2	The Principal regularly accesses the IPS Principal Portal for Policy and Process information
3	The IPS Alliance is the key group for the school to access support from Independent Public School colleagues
4	The School Autonomy and Improvement team provides support and advice that is highly effective
5	My school has access to more quality professional development
6	Our school council has accessed quality professional development
7	Innovative practices and programs have been implemented in our school
8	Our school shares innovations and successes with other schools through clusters or other school partnerships
9	The IPS Alliance provides opportunities for sharing of innovative practices between Independent Public Schools
10	Teaching and learning practices have improved in our school
11	Student learning outcomes have improved in our school
12	The school benefits from the Independent Public School branding
13	Our school has developed significant partnerships with business, industry or community organisations
14	The Independent Public School initiative is having a positive impact on the whole state schooling system
15	The principal and other school officers have experienced an increased workload and administrative burden
16	The principal has increased accountability to the school community for the school's performance
17	The principal is better able to access community resources
18	The principal engages regularly with the Assistant Regional Director
19	The principal often seeks support from services available within the region
20	The principal is held accountable by the department through an Annual Professional Development Plan
21	The school council provides effective governance and strategic direction for the school
22	The school council facilitates greater community participation and engagement
23	The school council works well with the P&C to support the strategic direction of the school
24	The Principal is more empowered to lead significant change in our school
25	Our school benefits from the provision of greater autonomy
26	Our school works well with the Local Consultative Committee on workplace reform
27	Flexible human resource arrangements are a key benefit to our school
28	Flexible budget management has supported the implementation of innovative practice in our school
29	Resource utilisation in our school is now more effective and efficient
30	Our school utilises the annual funding to support innovation
31	Our capacity to directly select teaching staff is highly effective and efficient
32	Our capacity to recruit classified officers via open merit is a key benefit
33	Our school regularly accepts teachers from the state-wide relocation list
34	Our school regularly accepts classified officers from the state-wide relocation list

Table 12: EVALUATION of QUEENSLAND INDEPENDENT PUBLIC SCHOOLS INITIATIVE 2018	
Opinion Survey of Principals of Schools not in the Independent Public School Initiative	
A Set	Respondents were asked to refer to the period of time from the start of 2013 to the present at their school and indicate the extent to which they agreed or disagreed with the following statements.
Code	Statement Set "A"
00	My school has a school council -- Yes or No (This is a conditional Question for selective presentation of School Council Statements!)
5 A	My school has access to more quality professional development
6A	Our school council has been provided access to quality professional development
7A	Innovative practices and programs have been implemented in this school
8A	Our school shares innovation and successes with other schools through clusters or school partnerships
10A	Teaching and learning practices have improved in our school
11A	Student learning outcomes have improved in our school
12A	All state schools benefit from the Independent Public School branding
13A	My school has developed significant partnerships with business, industry or community organisations
14A	The Independent Public School initiative is having a positive impact on the whole state schooling system
15A	The principal and other school officers have experienced an increased workload and administrative burden
16A	I have increased accountability to the school community
17A	I am better able to access community resources
18A	I engage regularly with the Assistant Regional Director
19A	I often seek support from services available within the region
20A	I am held accountable by the department through an Annual Professional Development Plan
21A	The school council provides effective governance and strategic direction for the school
22A	The school council facilitates greater community participation and engagement
23A	The school council works well with the P&C to support the strategic direction of the school
24A	As the Principal I am more empowered to lead significant change in our school
25A	My school benefits from the provision of greater autonomy now allowed
26A	The school works well with the Local Consultative Committee on workplace reform
28A	Flexible budget management has supported the implementation of innovative practice in our school
29A	Resource utilisation in our school is now more effective and efficient
33A	My school regularly accepts teachers from the state-wide relocation list
34A	My school regularly accepts classified officers from the state-wide relocation list
35A	The lack of access to flexible human resource arrangements afforded to Independent Public Schools impacts the effectiveness of my school's staffing
36A	Innovative practices and programs developed in Independent Public Schools have been shared with our school
37A	The school has access to more flexible human resource arrangements (R25A in Data sets)
	ITEM A 00 -- IF "No" then statement item code S 6A, G 21A, G 22A and G 23A are not presented



Orange shaded bars show Non IPS Principals % agreement scores, Blue shaded bars show IPS Principals % agreement scores where there are comparative statements.

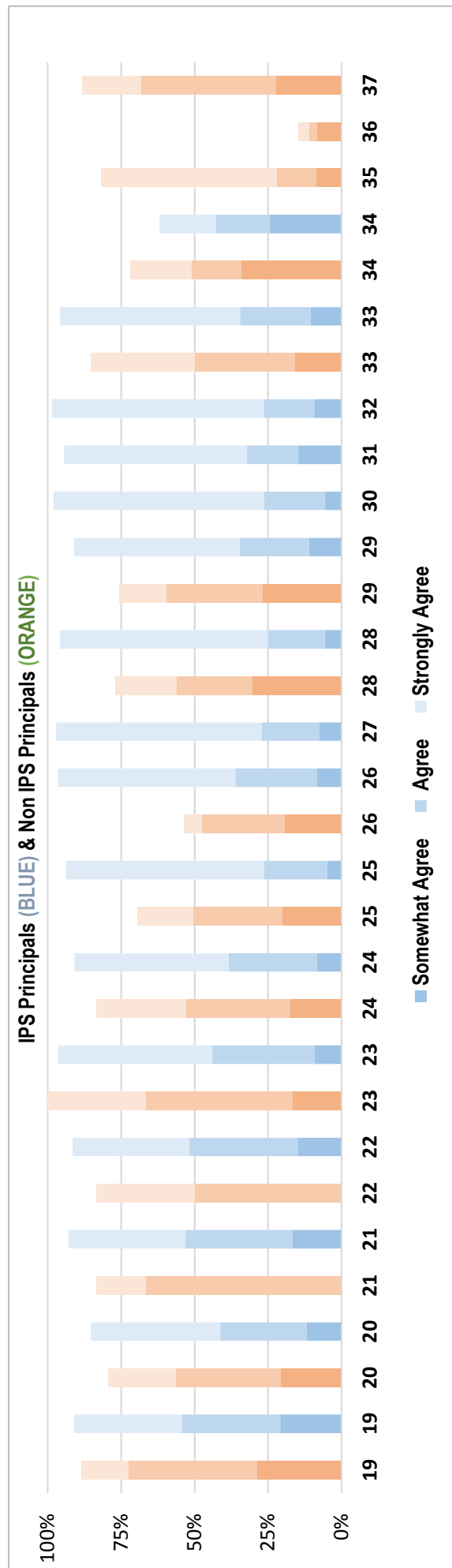


Figure 10 : Survey - Comparison, IPS Principals & Non IPS Principals

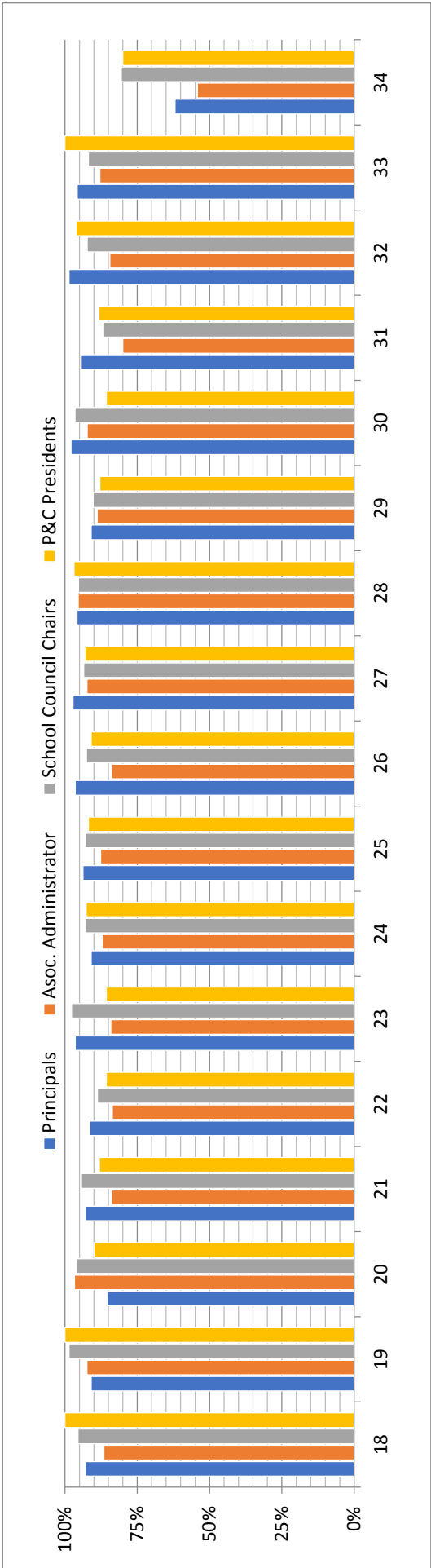
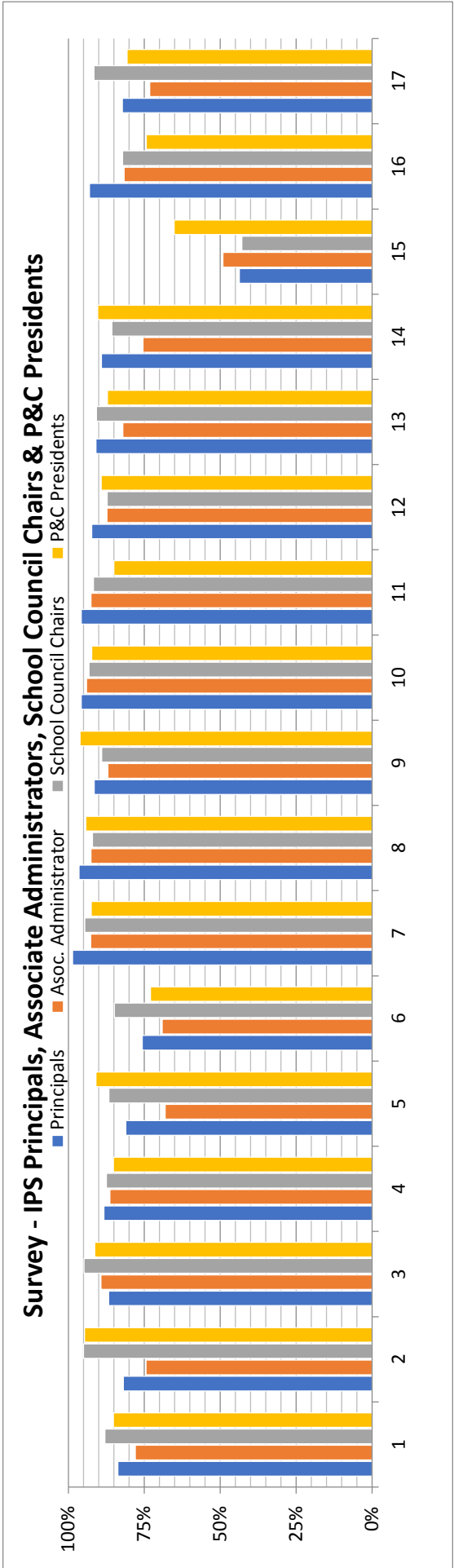


Figure 11: Survey - IPS Principals, Associate Administrators, School Council Chairs & P&C Presidents

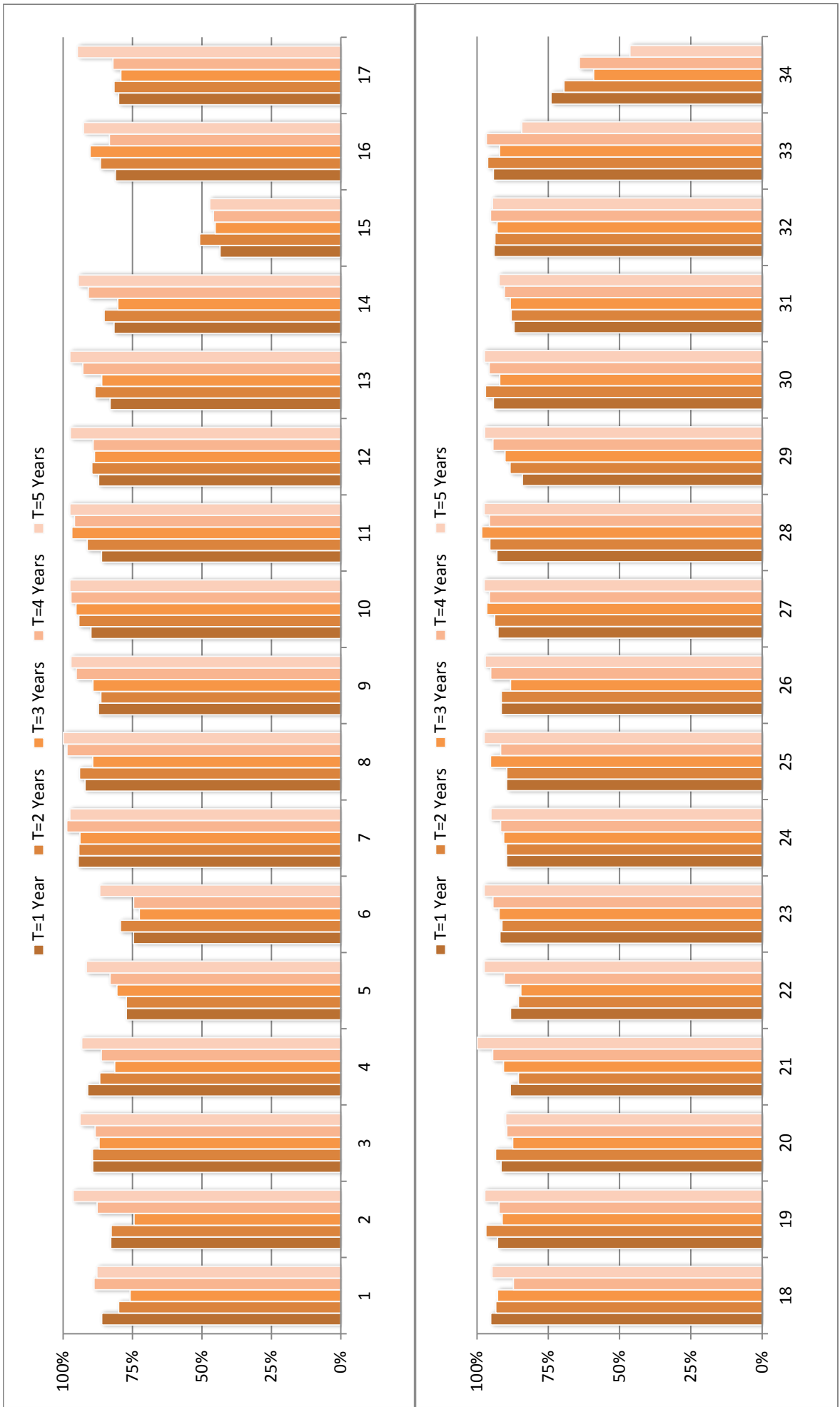


Figure 12 : Survey opinions of all IPS respondents by Time in the initiative

Survey - IPS all respondents by Primary, Secondary, P10 -12 & Others

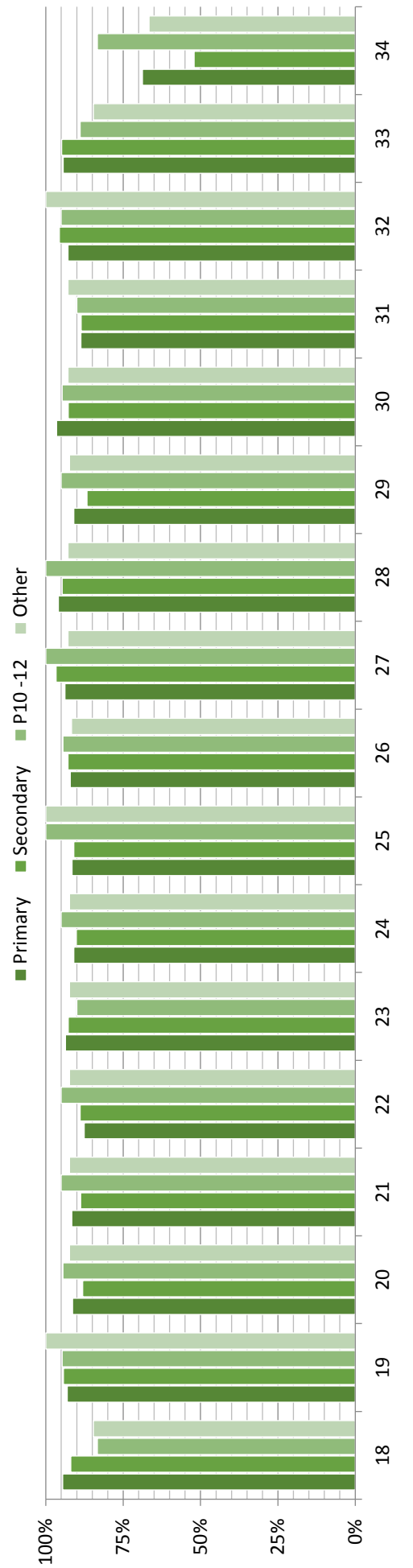
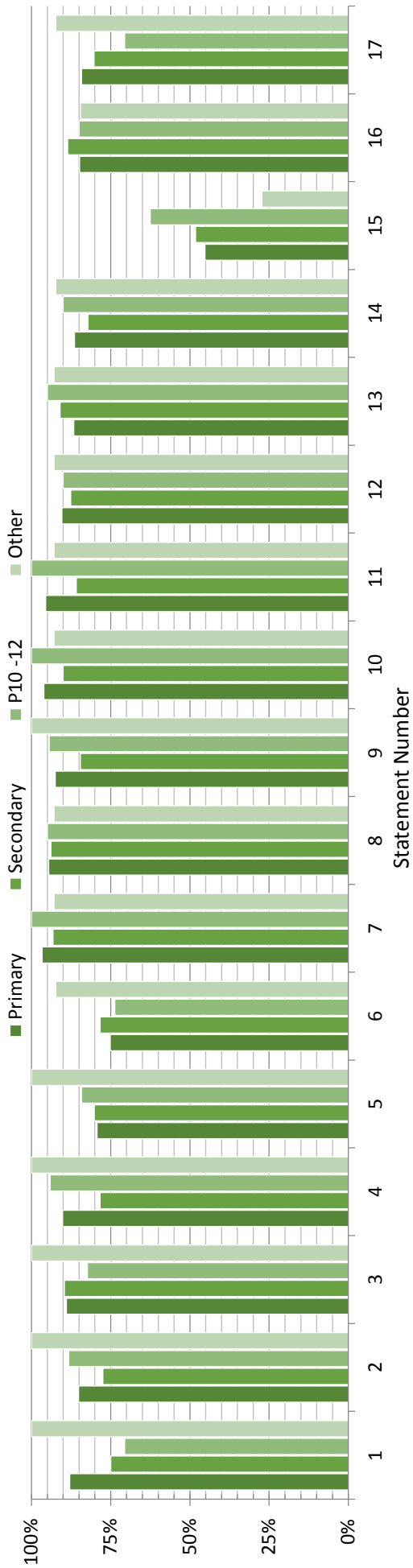


Figure 13: Survey - IPS all respondents by Primary, Secondary, P10-12 & Others



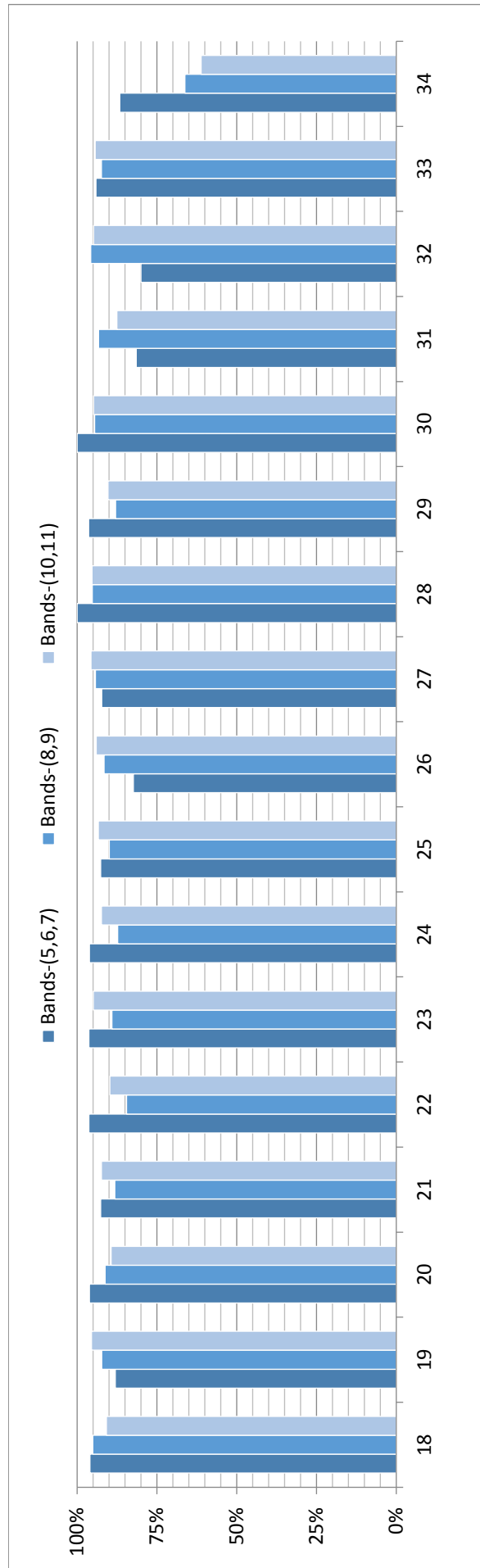
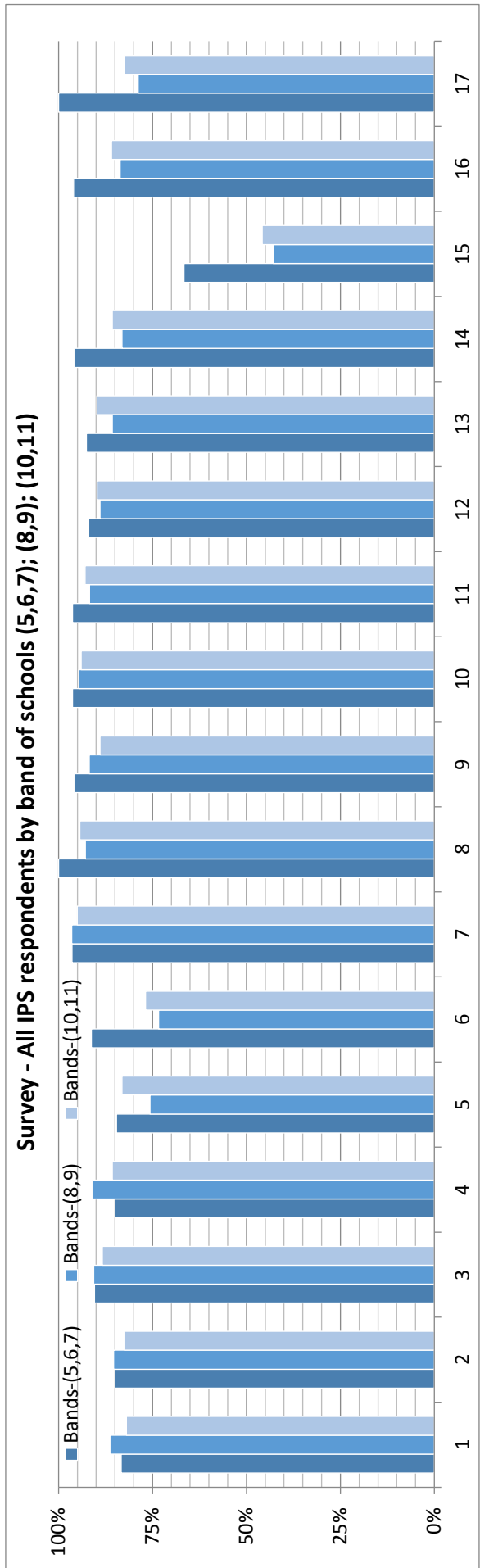


Figure 14: Survey - All IPS respondents by band of schools (5,6,7); (8,9); (10,11)

7.8 Teacher transfer data

Figure 15: Number of teacher transfers 2014-2018

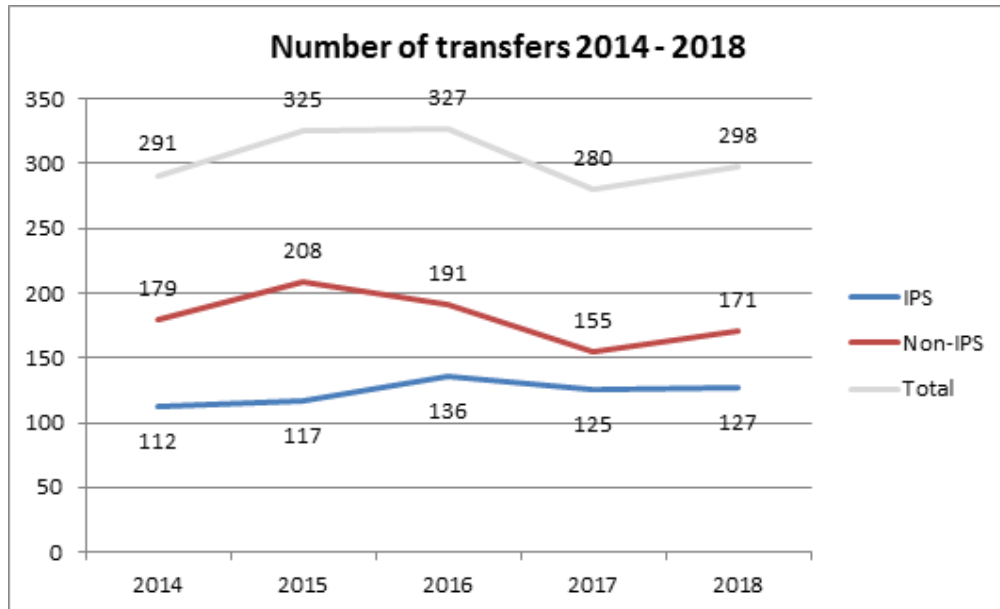
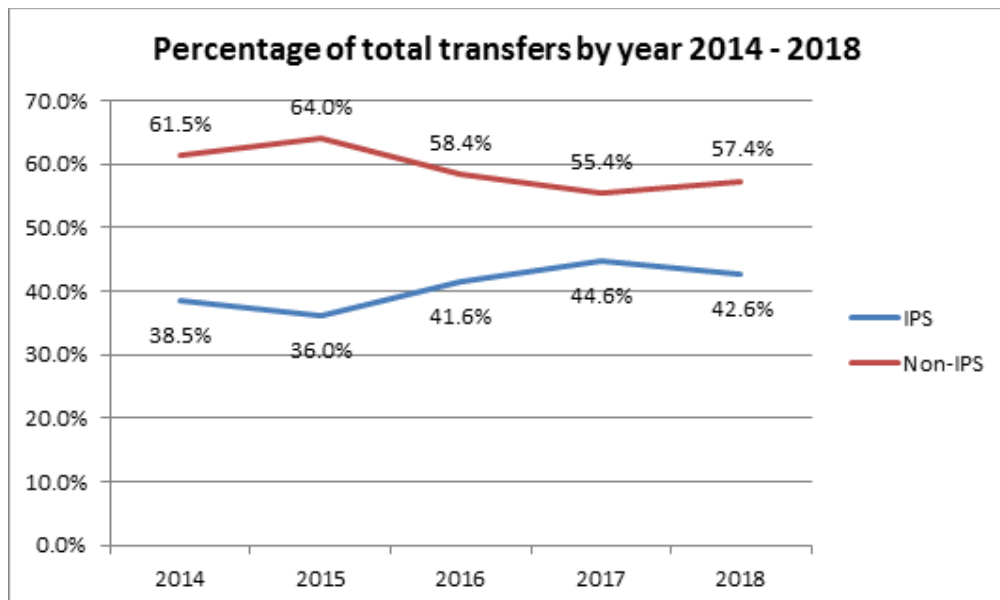


Figure 16: Percentage of total teacher transfers 2014-2018



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9. APPENDIX

School data explanatory notes

School Disciplinary Absences (SDA)

There are five categories of SDA: Short Suspension, Long Suspension, Exclusion, Cancellation and Charge Suspension. Changes were introduced in 2014 and 2015 that impact the comparability of SDAs over time. The changes have caused a time series break and therefore caution should be exercised if making time series comparisons.

The main changes to consider are:

2014

- Short Suspensions changed from 1-5 school days to 1-10 school days.
- Long Suspensions changed from 6-20 school days to 11-20 school days.
- A new category of Charge Suspension was included. A student who is charged with an offence may be suspended while the charge is pending if the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school.

2015

Exclusion represents decisions to exclude rather than recommendations for exclusion. A small number of recommendations for exclusions where a principal decided not to exclude have been counted as Long Suspensions.

Report Card

New assessment standards were implemented with the introduction of the Australian Curriculum in 2012. This means that recent P-10 English, Mathematics, and Science results are not comparable to results before 2012.

Analysis

This analysis treats those schools which have become IPS at any time since 2013 as a single group. It is intended to present a high level picture of the differences between those schools and other schools.

There are time series breaks in some data items. However the comparisons being made are between the school groups which are both equally impacted by these breaks. The time series figures are provided simply as a visual to aid understanding of differences between the two school groups over time.