

**ANALYSIS OF THE NSW
SMARTER SCHOOLS
NATIONAL PARTNERSHIPS
CROSS-SECTORAL IMPACT
SURVEY: Administration
Wave 2**

Descriptive report (report 1) to the
Advisory Council for the Centre for
Education Statistics and Evaluation
(Revised)

April 2013

Acknowledgments

This work was completed with the assistance of the Evaluation Unit in the Centre for Education Statistics and Evaluation.

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Acronyms and abbreviations

AIP	Annual Implementation Plan
AIS	Association of Independent Schools
C4E	Centre for Excellence
CEC	Catholic Education Commission
CESE	Centre for Education Statistics and Evaluation
COAG	Council of Australian Governments
CSIS	Cross-sectoral Impact Survey
DEC	Department of Education and Communities
EMSAD	Educational Measurement and Schools Accountability Directorate
FTE	Full-time equivalent
HAT	Highly Accomplished Teacher
ILP	Individual Learning Plan
ITQ NP	National Partnership on Improving Teacher Quality
LN	National Partnership on Literacy and Numeracy
LOP	Leader of Pedagogy
LSES NP	National Partnership on Low Socio-economic Status School Communities
NAPLAN	National Assessment Program – Literacy and Numeracy
NGO	Non-government Organisation
NSW	New South Wales
SSNP	Smarter Schools National Partnerships

Summary of key findings

This report describes the findings from the analysis of responses from school staff for Wave 2 of the Smarter Schools National Partnerships (SSNP) Cross-sectoral Impact Survey, administered in October/November 2012.

Many schools had also completed the CSIS in 2011 (Wave 1), which allowed comparisons of the extent of change reported in 2011 since commencing the SSNP and the extent of change reported in 2012 since commencing the SSNP.

Which schools were surveyed in 2012

In 2012, the Cross-sectoral Impact Survey (CSIS) was distributed to all principals and executives at 247 schools, and the teachers in 140 schools in a stratified random sample developed at the start of the project by the Evaluation Unit in the Centre for Education Statistics and Evaluation (CESE).

191 schools were at the mid-point of their participation in the Low Socio-economic Status National Partnership (LSES NP); the 2011-2014 LSES NP cohort (referred to hereafter as the 2011 LSES NP schools).

Sixty four schools were part of the Improving Teacher Quality National Partnership (ITQ NP); the 2010-2011 ITQ NP cohort of schools (referred to hereafter as the 2010 ITQ NP schools). Although the Partnership was in place from 2010–2011, state government funding ITQNP was extended an extra year to assist the schools to transition from full partnership funding.

SSNP cohort	Approx N schools in cohort	2011	2012	2013	2014	2015	2016	2017
LN 2009–2011	147	e		2 yr post				
LSES 2009/10–2012/13	331	e		e		2 yr post		
LSES 2011–2014	191	n	Mid pt		e		2 yr post	
LSES 2012–2015	115	p		Mid pt		e		2 yr post
ITQ 2010–2011	64	e	e		2 yr post			
ITQ 2011–2013	125	n		e		2 yr post		

Most schools in Wave 2 (84%) are participating in only one Partnership—the 152 schools participating only in the 2011 LSES NP make up more than half (61%) of all schools surveyed, while another 56 schools (23%) surveyed are only in the 2010 ITQ

NP. A further 39 schools (15%) were in a combination of partnerships. In this wave of the survey, no schools from the Literacy and Numeracy National Partnership alone were surveyed.

Response rates to the survey

At least one completed response was received from 178 (of 247) schools (72%). There were 124 completed responses received from principals (approximately 50%). Exact response rates for teachers and executives cannot be calculated, as it is unclear exactly how many teachers and executives received the survey because principals were responsible for forwarding on the survey to their staff. The survey was completed by:

- 124 principals from 124 schools
- 296 executives from 124 schools
- 410 teachers from 58 schools.

Most respondents are from different schools; just 29 schools had completed surveys from all three groups. As a result, it is not possible to compare the opinions of the three groups at the individual school level.

Overall, the characteristics of respondent schools are broadly aligned with those of all participating schools. However, ITQ NP schools are slightly under represented in the respondent sample.

Amongst respondents from 2010 ITQ NP schools, 24% represented Centres for Excellence (hub schools), and 58% spoke schools. The proportion of respondent 2010 ITQ NP spoke schools is slightly smaller than the proportion of spoke schools in the cohort.

Findings for 2011 LSES NP Schools

This cohort was mid-way through implementing the SSNP.

In 2011, the survey results showed that positive changes were occurring across all domains of interest, with some variations in the extent of change across respondent groups.

In 2012, the trajectory of change has continued with a higher proportion of respondents reporting a greater amount of positive change for almost all items (questions) and in all domains of interest. However, there was a clear gradient in responses to the 2012 survey between the three survey respondent groups. Principals almost always reported a greater extent of change for an outcome than did executives and executives reported a greater extent of change than did teachers. Differences between principals, executives and teachers may reflect their different priorities and ways of engaging in the SSNPs related to their respective roles. Other factors may be that changes are taking longer to diffuse down to the teacher level. It is also possible that the three groups may have

different perspectives on what constitutes a change to an SSNP outcome or even a different stake in the outcomes.

The results show that schools are implementing many SSNP activities and respondents perceived they are achieving some change in practices, particularly those related to professional development and learning. However, a smaller amount of change is being perceived in engagement with the community. Just over half of teachers reported that parents (53%), local communities (55%) and Aboriginal groups (54%) were more involved in their schools since commencing the SSNP, although the extent of change made in engaging local communities and Aboriginal groups since commencing the SSNP was greater than seen in the 2011 survey —local communities (47%) and Aboriginal groups (39%). As in 2011, there was a relatively small change in outcomes for collaboration with other schools, their peers and with universities around improved teaching and learning. By far the lowest gains since the SSNP commenced for the 2011 LSES NP cohort were in engagement in collaborative activities with universities around improving teaching and learning. Just under two-thirds of schools reported any change had occurred and only 29% of principals, 22% of executives and 13% of teachers reported large or very large increases in engagement. These findings are difficult to interpret and may reflect a relatively high level of engagement prior to the SSNPs.

There were four outcomes for which all three respondent groups reported the greatest extent of change, although as observed principals, executives and teachers had different perspectives on the amount of change achieved since the SSNP commenced.

- Professional dialogue around teaching being of higher quality (78% principals indicated large or very large increase; 67% executives and 41% teachers). Principals and executives were more likely to report seeing large or very large improvements in the quality of professional dialogue around teaching in their school since the SSNP commenced than for any other outcome.
- Collective responsibility for teaching and learning is stronger (66% principals indicated large or very large increase; 57% executives and 43% teachers)
- More time focused on teaching practices in staff meetings (64% principals indicated large or very large increase; 58% executives and 52% teachers). This question showed the greatest degree of congruence across the three respondent groups' ratings, which implies that the three groups have similar views on what more time being focused on teaching practices in staff meetings looks like in practice.
- Increased analysis of student data (58% principals indicated large or very large increase; 60% executives and 41% teachers).

There were three outcomes where principals and executives had similar views about the gains achieved but teachers reported much lower gains.

- Overall quality of teaching has improved (66% principals indicated large or very large increase; 61% executives and 37% teachers).
- Effective mentoring of staff is more widely established (66% principals indicated large or very large increase; 63% executives and 33% teachers).
- Teachers plan teaching to meet the individual students' needs (56% principals indicated large or very large increase; 53% executives and 44% teachers).

Teachers (47%) and executives (58%) were more likely to report large or very large improvements in the quality of collaboration with peers around teaching and learning than were principals (39%). Principals considered their peers as being other principals and gave similar ratings for gains in collaboration with other schools as they did for improving the quality of collaboration with their peers. 36% of principals reported a large or very large increase in collaboration with other schools. The similarity of these ratings provides further evidence that less change has been achieved in collaborating with other schools than most other outcomes.

In 2012, a new question was included in the survey that asked about the impact of Highly Accomplished Teachers (HATs) or their equivalent positions on support for teachers' learning. HATS or their equivalents were new positions created under the SSNP and there were high expectations about the potential for this new strategy to support teachers' professional learning.

Although all 2011 LSES NP respondent groups (in schools who had access to a HAT or equivalent) were very positive about the impact of HATs or their equivalent on support for teachers' professional learning, principals were more likely to report large positive impacts (73%) than were executives and teachers. Just over half of teachers and executives reported HATs or their equivalent had a large positive impact on teachers' professional learning since the SSNP commenced. It is difficult to say why there should be such a difference in views about the gains accruing from having access to HATs except that principals may be bringing a broader perspective when rating the impact than do executives and teachers.

Findings for 2010 ITQ NP schools

Schools in this cohort had completed their participation in the two-year SSNP-funded activities at the end of 2011 but were accessing additional state government funding (albeit at a lower level) to assist the transition beyond the ITQ NP. All DEC hub schools applied for, and were granted, this 'transition year' to help them sustain the most effective strategies¹.

In late 2011, after almost two years participation in the SSNP many respondents from all three groups (principals, executives and teachers) reported then that there had been increases in many areas targeted by the SSNP. In the 2012 survey, the extent of change being reported since commencing the SSNP had reduced. The reduction in the extent of change being reported may be related to the changes in funding and the narrowing the focus of the ITQ NP in the transition year. A small group of principals (between ten and twenty percent) consistently selected "Not applicable, not done" in response to

¹ All ITQNP funding in the government sector was allocated to hubs. During the two-year, SSNP-funded partnership, hubs established formal relationships with spoke schools so they could share resources. During the government-funded 'transition year', however, hubs received a lower level of funding – they therefore prioritised a limited number of strategies to focus on. Accordingly, many hubs did not sustain formal relationships with spoke schools.

questions across a broad range of strategies and domains—management, accountability, planning, evaluation and monitoring; teacher learning and professional development; instructional leadership and leadership for learning capacity; and, planning, policy, action and resourcing. It appears that these principals were most often spoke schools, and may have been discontinued spoke schools that were not involved in the transition year of the Partnership², or the schools had not implemented specific strategies during the transition year.

However, the extent of change has been sustained from 2011 to 2012 for some measures, in particular provision of professional development for teachers and strategies focused on improving executive leadership capacity. ITQ NP executives also report greater increases in the effectiveness of strategies to engage parents and to a lesser extent Aboriginal communities when compared to the 2011 survey.

Teachers in the 2010 ITQ NP cohort were positive about the extent to which their teaching skills have improved since participating in the SSNP, and in 2012, the number reporting change as well as the extent of change seen had increased. Similarly, more teachers (79%) reported increases in their professional development outcomes than had done so in 2011 (69%), which suggests professional development outcomes are being maintained or improved. In 2012, more teachers (8 percentage points) had reported large or very large increases than had done so in the 2011 survey.

Compared to the 2011 LSES NP respondents, a much smaller number of 2010 ITQ NP respondents reported any increase or large to very large increases in key outcomes since commencing the SSNP. Between 58% and 79% of 2010 ITQ NP respondents reported any increase across the ten key outcome areas (principals, executives and teachers were all asked about these ten outcomes). By contrast, 90% or more of 2011 LSES NP respondents reported any increase for eight of the ten outcome areas. The implication is that less change across fewer outcome areas has occurred for this cohort. There may be a number of reasons for this difference, including less change in the transition year, or the survey respondents in 2012 having had less positive experiences of the SSNP than those in 2011.

In addition, the pattern of responses differed between 2010 ITQ NP respondent groups and between outcome questions, especially in the extent of change that has been achieved since the SSNP commenced. Unlike for the 2011 LSES respondents, there was no consistent gradient in responses to these questions from principals, to executives and then to teachers amongst the ITQ NP cohort. The most consistent pattern was that executives were more likely to report a positive change than principals.

2010 ITQ NP principals, teachers and executives had similar views about the SSNP having improved teaching quality (approximately 80% of all three groups reported any positive change). However, they differed on the extent of improvement achieved.

² A number of items were randomly cross-checked by whether the principal was of spoke or hub for this response

Executives reported the greatest amount of change (29% reported a large or very large increase), followed by teachers (24%) and then principals (13%).

Although all respondent groups most often reported a large or very large increase in the amount of time focused on teaching practices in staff meetings since the SSNP commenced, teachers were much more likely to do so. Just over half of teachers (54%) reported that more time was focused on teaching practices in staff meetings. Amongst teachers in the 2010 ITQ NP cohort this is the outcome where they reported the greatest extent of change since the SSNP commenced

Principals, executives and teachers also most often also indicated that professional dialogue around teaching was of higher quality, that they collaborated more with their peers and their analysis of student data had increased compared to other possible changes.

One outcome area where principals' ratings differed a lot from executives was whether there had been an increase in collective responsibility for teaching. Just 58% principals reported any positive change compared with 84% of executives.

Collaborating with other schools— for example, hub schools working with spoke schools —was implicit to the delivery of the ITQ NP model. Although positive change has occurred for the majority of schools, this outcome appears not to have been sustained for a substantial minority of schools, according to the principals and teachers at least. Just over two thirds of principals and 56% of teachers reported any positive change in the amount of collaboration with other schools since the SSNP commenced. However, 80% of executives indicated they were collaborating more with other schools and 30% that there had been a large or very large increase in the amount of collaboration. Although it is not clear why the views of school executives and principals were so divergent, it may be that executives have more reason to collaborate with other schools under the model than do principals and teachers for example or because they have operational responsibility to coordinate and manage professional development and collaborative activities.

Another key strategy for the ITQ NP was the establishment of new positions, the HATs or their equivalent. Overall, respondents in schools with access to a HAT or equivalent were fairly positive about the impact of these positions, especially those in hub schools. Around half of all principals and executives indicated that HATs or equivalent had a large positive impact on support for teachers' professional learning. But a relatively large minority of principals (27%) reported that HATs or equivalent positions had no impact on support for teachers' professional learning. By contrast, just 3% of executives in the same cohort of schools made this assessment. Teachers appeared to have similar views about the usefulness of HATs in supporting their professional learning as executives. Half of the teachers indicated that having a HAT or equivalent position had enhanced their teaching skills (large positive impact).

Part of the explanation appears to be related to the type of involvement the school had in the ITQ NP, which would have affected how much access schools had to support from these positions. Within DEC, for instance, HAT positions were usually placed in hub schools, and spoke schools could access the HAT through the hub/spoke relationship. Accordingly, principals and teachers in spoke schools either rated HATs or the equivalent positions as having either no impact or a small impact. By comparison, principals and teachers in hub schools were more likely to rate HATs as having a large impact on learning support for teachers or on enhancing teaching skills.

Executives in spoke schools' views were somewhat different than either principals or teachers. Executives in spoke schools were almost equally divided about whether HATs or the equivalent positions had a large or small positive impact. It is unclear why executives' views would differ from principals but may be an artefact of the small number of schools in the sample where it is known whether the school is a hub or spoke school.

Findings about successful strategies, significant changes and challenges, all respondents

In 2012, the schools were largely very positive about their involvement in the SSNP. Respondents reported that the SSNPs are bringing about changes in the operation of schools and improving the quality of teaching. Teachers, principals and executives generally agreed that improvements in teacher quality are linked to teachers having more opportunities to access professional development, training and/or mentoring.

Respondents commonly believed that the SSNP had given them the opportunity, time and resources to implement new initiatives that had not been possible prior to the SSNP funding. Respondents praised the flexibility of the SSNP and believed it had been an excellent support for their school. However, principals, executives and, in particular, teachers from a small number of schools³ were less positive about the SSNP. These respondents believed the SSNP had increased workloads and pressures on school staff with no or minimal outcomes for teachers, the school or students.

Where principals nominated a strategy as being either the most successful or second most successful strategy implemented under the SSNP, then they almost always also said that strategy was cost effective. As a group, approximately 80% of executives also agreed that the most successful strategies were cost effective.

³ 14 of the 166 schools who responded to the open-ended questions

Professional development, training and/or mentoring for teachers perceived as the most successful strategy implemented under the SSNP and the most significant, educationally important change for schools

As in 2011, principals, executives and teachers across all SSNPs most often identified professional development, training and/or mentoring as the most or second most successful strategy implemented under the SSNP. Having access to more and/or higher quality professional learning opportunities has been a significant change for many schools and is reportedly having positive impacts on teacher capacity. Under the SSNP, schools reported that professional development and mentoring has been better tailored to the needs of the school and individual teachers, which is a significant and important change.

Other significant, educationally important changes for schools under the SSNP

Along with changes in professional development, principals, executives and teachers reported a range of other significant and educationally important changes in their schools under the SSNP, which were largely the same as those reported in 2011. The most common of these were (from most to less common):

- increased **professional dialogue and collaboration** across the school
- increased use of **whole-of-school planning**
- new approaches to **programming** and **new teaching strategies**, with an increased focus on explicit teaching and learning, the use of evidence-based numeracy and literacy strategies and strategies to better target student needs
- new and improved **staffing arrangements**, including the use of executive staff to mentor teachers, and funding for Highly Accomplished Teachers (HATs), Student Learning Support Officers (SLSOs), and other staff with specialist skills
- increased **use of data and evidence** for planning, programming and targeting student need.

As in 2011, respondents felt changes were significant for a wide range of reasons, including that they provided staff with the skills and ability to implement new and improved practices, reached the whole school community or led to positive outcomes, such as improved teaching capacity and improved student engagement and learning.

Different perspectives on other significant strategies

Respondents participating in the 2011 LSES NP most often identified new programs for literacy and new interactive technologies for the classroom as being other successful strategies under the SSNP.

By contrast, school staff involved in the 2010 ITQ NP had a different view on what other strategies were successful—principals most frequently nominated collaboration with other schools; executives, funding for HATs or equivalent; and teachers, new interactive technologies for the classroom.

Significant challenges for schools in implementing/ maintaining the SSNP

Like respondents to the 2011 survey, respondents most commonly said that the resources and time involved were the most significant challenges they faced in implementing and maintaining the SSNP. Other common challenges were finding appropriate relief staff to cover staff attending professional development, maintaining staff skills due to staff turnover, and finding appropriate staff to fill new, specialist positions within the school.

As in 2011, some respondents indicated that achieving significant change was challenging. For example, a teacher may feel that having time off class to attend professional development had been the most significant positive change under the SSNP (by allowing them the time to participate in high quality learning), but also report that having time out of lessons had been a significant challenge (because it took them away from their classroom).

Respondents were, however, more likely to report sustaining SSNP activities and changes in their schools as a significant challenge, compared to in 2011. These challenges are clearly related to the end-date for SSNP funding drawing closer for 2011 LSES respondents, and for the 2010 ITQ NP respondents, accessing transition funding, which is a lower amount than the full ITQ NP funding.

1. The Smarter Schools National Partnerships

This section describes the three Smarter Schools National Partnerships, their aims and activities, and the intentions of the Cross-sectoral Impact Survey (CSIS) to measure the impact of the Partnerships across the three NSW school sectors. It provides key information for understanding the operating context and interpreting the survey data.

1.1 The National Partnership Agreements

In November 2008, the Council of Australian Governments (COAG) approved National Partnership Agreements aimed at raising education standards in all schools. In NSW, all three school sectors—NSW Government, Catholic and Independent—implemented three of the Smarter Schools National Partnerships (SSNP):

1. National Partnership on Improving Teacher Quality
2. National Partnership on Literacy and Numeracy
3. National Partnership on Low Socio-economic Status School Communities.

The three National Partnerships (NPs), while working towards a common overarching goal, each have aims and strategies specific to their particular focus area. Within each there are a number of interventions, some of which are mandatory.

The three Partnerships commenced with planning in 2009, but varied in terms of commencement year and duration. The NP on Literacy and Numeracy has now ceased; the two others are in the implementation phase.

Support for Aboriginal students, teachers, school leaders and school-community partnership activity was embedded across all NPs, with strategies in-line with the aim in NSW to halve the 2008 achievement gap for Indigenous students in reading, writing and numeracy by 2012, and to eliminate the gap by 2016.

1.2 National Partnership on Improving Teacher Quality

Under the National Partnership on Improving Teacher Quality (ITQ NP), NSW will deliver system-wide reforms targeting critical points in teachers' careers, from pre-service through to leadership, designed to attract, develop, retain and reward a high-calibre workforce. It also aims to improve the quality and availability of teacher workforce data. It commenced with planning in 2009, and was conducted in two staggered cohorts, each of two years duration. At the conclusion of their second year, DEC Centres for Excellence were invited to access a third, government-funded 'transition year' of the ITQ NP, enabling them to further embed the most successful strategies.

Strategies under this partnership included:

- teacher professional learning
- new and better pathways into teaching
- new professional standards to underpin national reforms
- nationally accredited process for accrediting/certifying Accomplished and Leading teachers
- joint engagement with higher education providers to improve teacher quality
- quality placements for teacher education courses
- school Centres for Excellence (including the employment of Highly Accomplished Teachers and paraprofessionals and the sector equivalent)
- improved mobility of the teaching workforce
- improved quality and availability of teacher workforce data, and
- improved management and continuous improvement in schools (linked to professional learning and national standards).

In addition, reward reforms included:

- improved pay dispersion to reward quality teaching
- improved reward structures for teachers and leaders who work in disadvantaged rural/remote and 'hard to staff' schools
- improved in-school support for teachers and leaders, particularly in disadvantaged 'hard to staff' schools such as those in rural/remote areas or with high Indigenous enrolments
- increased school based decision making about recruitment, staffing mix and budget
- continual learning for all teachers, and
- Indigenous teachers' and school leaders' engagement with community leaders.

In the Catholic sector, some of the Centres for Excellence operate as 'virtual Centres for Excellence' in the sense that they are not based as a school site, and can be accessed widely online.

1.3 National Partnership on Literacy and Numeracy

The National Partnership on Literacy and Numeracy was implemented in 135 primary schools and in 12 combined primary/ secondary schools. Its main strategies were high quality, evidence-based teaching of literacy and numeracy, strong leadership, and effective use of student performance information. Teachers and school leaders in participating schools used whole-school approaches to professional learning, and focused on reading, numeracy and the development of leadership capacity.

Whole-school or whole-class reading programs included:

- Focus on Reading 3-6
- Accelerated Literacy
- Reading to Learn
- Mindful Learning: Mindful Teaching
- First Steps Literacy 2nd Edition - Reading

- English as a Second Language.

Whole-school or whole-class numeracy programs included:

- Taking Off With Numeracy
- Count Me In Too
- Learning in Numeracy K-8
- First Steps Numeracy
- Numeracy Matters.

Schools also identified students at risk of achieving at or below minimum standard in NAPLAN in literacy or numeracy and developed Individual Learning Plans (ILPs) for them.

Individual reading interventions included:

- MULTILIT
- Mindful Learning: Mindful Teaching
- Individual learning plans
- Working Out What Works
- First Steps Reading
- Supporting individual readers
- LEXIA
- Reading for Students at Risk
- Reading Tutors
- QuickSmart Literacy.

Individual numeracy interventions included:

- Taking Off With Numeracy
- QuickSmart Numeracy
- Individual learning plans
- First Steps Numeracy
- Low SES Numeracy Pilot
- Numeracy Matters.

The Literacy and Numeracy National Partnership was a two-year program from July 2009 to June 2011. There was an additional group of schools participating in a one-year addendum program (L&N Addendum), from Semester 2, 2010⁴.

1.4 National Partnership on Low Socio-economic Status School Communities

The National Partnership on Low Socio-economic Status School Communities (Low SES NP) aims to provide the best quality teaching in schools where it is most needed. The

⁴ Schools participating in the addendum program were not included in the Cross Sectoral Impact Survey, except if they were engaged in another of the partnerships.

Partnership provides flexibility for schools to decide on effective strategies for their context. Activities included:

- teacher professional learning, including developing leadership capacity
- external partnerships with parents, other schools, business, the community, parent education, community engagement
- whole-school planning and evaluation
- employment of Highly Accomplished Teachers (HATs) (or the sectoral equivalent) and paraprofessionals
- flexible school organisational changes
- use of new technologies in teaching.

Some schools participating in the Low SES NP also implemented literacy and numeracy initiatives from the Literacy and Numeracy NP. Some schools also used funding to employ additional executive staff to assist with SSNP implementation and lead whole of school professional learning.

The Low SES NP involves four cohorts that each participate in the National Partnership for four years. Two cohorts commenced the SSNP in 2010 with one cohort having an additional six months of planning, commencing in 2009; one cohort in 2011; and one cohort in 2012. Two additional cohorts of government schools are undertaking a two-year reform extension, which commenced in July 2010 and January 2011 respectively⁵.

⁵ Schools participating in the reform extension were not included in the Cross-sectoral Impact Survey, except if they were engaged in another of the partnerships.

2. Evaluation of the NSW Smarter Schools National Partnerships (SSNP)

High quality, rigorous and independent evaluation of the SSNP is a priority for NSW education. Evaluation is guided by the Centre for Education Statistics and Evaluation Advisory Council (CESE AC)—members were ministerially appointed, and include academics, NSW education stakeholders and high level national and international representatives.

Four state-level strategic evaluation projects were commissioned on behalf of the NSW Minister for Education, to assess the impact, cost-effectiveness and sustainability of the National Partnership activities across school sectors. These evaluations will report over the years from 2012 to 2017, commensurate with the completion timeframes of the initiatives being evaluated, and investigation of the sustainability of the changes made. Program-level evaluations of literacy and numeracy programs implemented for the Literacy and Numeracy SSNP in NSW were also commissioned. Evaluations were completed and reports released in early 2012.

In addition to these projects, the Cross-sectoral Impact Survey (CSIS) was developed to inform overall assessments of the effectiveness of SSNP initiatives in NSW and to provide contextual information for the four state-level strategic evaluations. The survey will also capture shifts in education practice critical to achieving the SSNP outcomes and collect qualitative data about which strategies are perceived as most successful, cost effective and how significant challenges have been addressed.

2.1 Implementation of the Cross-sectoral Impact Survey (CSIS)

The CSIS collects data from schools participating in the SSNP.⁶ It is being administered in several waves to account for the differing commencement dates of participating cohorts and the different duration of each Partnership, with administration occurring until 2017.

The first CSIS was administered in 2011 to principals, executives and teachers in schools at varying stages of implementation of the Partnerships. This report presents the findings of the analysis of the second administration of the survey, the 2012 survey responses.

The Cross-sectoral Impact Survey Project Reference Group, which includes representatives from government, Catholic and the independent school education sectors, is guiding the implementation and analysis of the CSIS.

⁶ Excludes schools participating in the LN Addendum program (commenced in 2010) and the LSES Reform Extension Initiative (commenced in 2010 and 2011).

2.2 Survey participant groups

Three main **versions** of the CSIS were developed to accommodate three **participant groups**.

- **Principal:** all principals of all SSNP schools
- **Executive:** all executive/ leadership team members of all SSNP schools
- **Teacher:** all teachers in a sample of SSNP schools.

A survey for key non school-based staff involved in high-level policy and administration of the SSNP is also being developed to provide insights about the impact of the SSNP on system-level support for schools.

2.3 Survey waves

2.3.1 Initial implementation (September 2011)

All cohorts participating in the SSNP were surveyed in 2011, except those participating in the one-year LN Addendum program and the two-year LSES Reform Extension Initiative, which are beyond the scope of the CSIS. For each participant group, four **variants** of the survey were administered to accommodate the various commencement dates of SSNP **cohorts**.

- 2009/2010 cohort (labelled 'e', for end)
- 2011 cohort (labelled 'n', for new)
- 2012 cohort (labelled 'p', for pre)
- Catholic schools working with the Catholic Education Commission (CEC) 'Virtual Centres for Excellence' initiative (either as a 'hub' or a 'spoke') (labelled 'c' for Catholic).

Some principals who had formerly worked at SSNP schools during the SSNP period received a fifth **variant** of the survey (labelled 'f', for former).

All future administrations of the survey (until sustainability) will be the same 'e' variant.

2.3.2 The 2012 survey administration

In 2012 the 'e' variant of the survey (i.e. the standard format) was administered to schools in the mid-point of their participation in the 2011 LSES NP, and at the end point of their participation in the 2010 ITQ NP. The survey was distributed to all relevant principals and executives at 247 schools, and the teachers in 140 schools (previously determined sample of schools.)

2.3.3 Future iterations of the survey

Future administrations of the surveys are anticipated to occur for cohorts of schools at various points in their participation in SSNP, approximately occurring:

1. mid-point (for Low SES NP schools only)
2. on completion
3. two years after completion (“sustainability” surveys, which are a variant of the standard ‘e’ survey).

These subsequent survey cycles will be of significantly smaller scale than the 2011 administration, reflecting the smaller number of schools eligible to be administered the CSIS in accordance with the staggered SSNP start and finish dates.

The table below outlines our current understanding of when surveys will be distributed; it shows the full term of the CSIS but the current project and plan will only cover the years until the end of 2013.

2.3.4 Overview of data collection

Table 1 outlines when surveys will be distributed across the full term of the CSIS. Schools that were in more than one National Partnership only received one survey.

Table 1. Survey distribution

SSNP cohort ⁷	Approx N schools in cohort	2011	2012	2013	2014	2015	2016	2017
LN 2009–2011	147	e#		2 yr post				
LSES 2009/10–2012/13 ⁸	331	e		e		2 yr post		
LSES 2011–2014	191	n [^]	Mid pt		e		2 yr post	
LSES 2012–2015	115	p [*]		Mid pt		e		2 yr post
ITQ 2010–2011 ⁹	64	e	e		2 yr post			
ITQ 2011–2013	125	n		e		2 yr post		

The 'e' survey was not only administered at the end of a school's participation in the SSNP, but also when they had been participating in the Partnership for at least 2 years and/or at the mid-point of their participation.

[^]The 'n' survey was distributed to those schools that were new to implementing the SSNP, i.e. for <12 months.

^{*}The 'p' survey was distributed to schools that had not yet commenced participation in the SSNP.

2.4 Survey distribution 2012

After small changes to the qualitative questions, and the addition of a small number of quantitative items, the 2012 CSIS survey was administered online via Survey Monkey in October 2012 (Term 4). Distribution of online survey links and collection and storage of responses was managed by ARTD.

2.4.1 Survey exits

Survey respondents who had not been at their current school long enough to assess the impact of the SSNP were exited from the survey after answering demographic questions. Principals, teachers and executives were exited if they became a member of staff in their current school in Term 2 or Term 3 of 2012.

2.4.2 Survey responses

At least one completed response was received from 178 (of 247¹⁰) schools (72%). There were 124 completed responses received from principals (approximately 50%). Exact response rates for teachers and executives cannot be calculated, as it is unclear exactly how

⁷ The schools participating in the one-year LN NP Addendum program (commenced in 2010) and the two-year LSES Reform Extension Initiative (commenced in 2010 and 2011) are not included in the CSIS.

⁸ The LSES 2009-2012 & 2010-2013 cohorts both commenced in 2010, so have been combined.

⁹ The Partnership was in place from 2010–2011: however, state funding for the Centre for Excellence (C4E) initiative has been extended an extra year, hence the 'end' survey in 2012. This is also the case for the 2011 cohort.

¹⁰ The number of schools surveyed does not equal the sum of the number of schools in each partnership, due to some schools participating in multiple partnerships.

many teachers and executives received the survey because principals were responsible for forwarding on the survey.

As shown in table 2, the survey was completed by:

- 124 principals from 124 schools
- 296 executives from 124 schools
- 410 teachers from 58 schools.

Table 2. Number of survey completers and the number of schools they came from

Survey respondents	Number of completers	Number of schools completers came from	Number of schools surveyed
Principals	124	124	247
Executives	296	124	247*
Teachers	410	58	140

*surveys were sent to principals to be distributed to executives in schools selected by CESE to be in the surveyed samples; it is unknown the number of schools where the survey was administered to executives

Our descriptive analysis shows that the schools that completed the survey were broadly representative of all schools participating in the Partnerships.

3. Profile: how representative is the respondent sample?

This chapter reports on the profile of

- All Wave 2 survey schools: that is all schools administered a CSIS in 2012
- Responders: Wave 2 schools where at least one member of staff responded to the CSIS, whether completed or not
- Completers: Wave 2 schools where at least one member of staff completed the CSIS. The findings for the report are based on an analysis of these data.

The purpose of this chapter is to assess for differences that might impact on the generalisability of survey findings to the broader SSNP population (all Wave 2 schools). Overall, we found that the profile of respondent schools is comparable to that of all schools administered a CSIS in 2012.

3.1 All Wave 2 Schools

This section reports the profile of all schools in Wave 2 that were sent a CSIS.

3.1.1 What SSNP were Wave 2 schools involved in?

Most schools in Wave 2 survey (85%) were involved in only one SSNP:

- 62% of schools were only in the 2011 LSES NP.
- 23% of schools were only in the 2010 ITQ NP.
- 5% of schools were in both the 2011 LSES NP and 2010 ITQ NP.
- 4% of schools were in both the 2011 LSES NP and 2011 ITQ NP.
- 6% of schools were in both the 2009 LN NP and 2011 LSES NP.
- 0.4% of schools were involved in both the 2009 LN NP and 2010 ITQ NP
- 0.4% of schools were involved in both the 2009 LN NP and 2011 ITQ NP.
- 0.4% schools were involved in all three SSNP.

Of the schools in the ITQ NP, 23% were hub schools in the 2010 cohort, 65% were spoke schools in the 2010 cohort, one was a hub school in the 2011 cohort, and 11% were spoke schools in the 2011 cohort.¹¹

¹¹ The 2011 ITQ schools are not part of the target cohort for the ITQ NP and received a survey because they were also participating in the 2011 LSES NP.

3.1.2 What were the characteristics of Wave 2 schools?

Type and size of Wave 2 schools

- Government schools made up the majority (87%) of Wave 2 schools; Catholic (11%) and independent (2%) schools made up smaller proportions.
- Nearly three-quarters (74%) of Wave 2 schools were primary schools; one-fifth (20%) were secondary schools; combined (2%) and special purpose schools (4%) made up the remainder.

Location of participating schools

Wave 2 schools were located across NSW. South Western Sydney, with one-quarter (25%), had the highest proportion of participating schools, followed by the Hunter/Central Coast with 19%, the North Coast with 17% and Western Sydney with 11%.

Smaller numbers of schools were participating from the Illawarra and South East (9%), the Riverina (9%), Northern Sydney (5%), Western NSW (2%), New England (1%) and Sydney (0.4%) regions.

In Wave 2, the majority of schools were located in metropolitan (64%) areas and the remainder were in provincial (36%) locations. There were no remote schools in this wave of the CSIS.

Appendix 1 provides full details of participating schools.

3.2 What are the characteristics of Wave 2 survey responders' schools and how do they compare with all Wave 2 schools?

This section examines the profile of Wave 2 survey respondents and includes those who exited the survey without completing it and compares them with all Wave 2 schools.

3.2.1 Overall the characteristics of Wave 2 responders' schools are fairly comparable to all Wave 2 schools

Overall, the characteristics of respondent schools were broadly aligned with those of all schools. Where there were lower numbers of respondent schools from certain Partnerships, these may represent areas where future survey sampling can direct more attention to ensure a representative spread of groups.

3.2.2 What SSNP are Wave 2 respondents' schools involved in?

The majority of respondent schools were in the LSES NP only (65%); 18% were participating in the ITQ NP only. This was a slightly smaller proportion of respondent ITQ NP schools relative to all ITQNP schools and means that ITQ NP schools were slightly under

represented in the respondent sample. A further 10% of respondent schools were participating in both the LSES NP and the ITQ NP, and 5% were participating in both the LSES and LN NP. One respondent school was participating in the LN NP and ITQ NP, and one in all three Partnerships.

Amongst 2010 ITQ NP schools, 24% were hub schools, and were 58% spoke schools. Additionally, one school was a hub in the 2011 ITQ NP cohort, and 16% were spoke schools.¹² The proportion of respondent 2010 ITQ NP spoke schools was slightly smaller than the proportion of spoke schools in the cohort.

3.2.3 What are the characteristics of Wave 2 respondents' schools?

Type and size of respondents' schools

Government schools make up the majority (88%) of respondent schools; 10% are Catholic schools and 2% independent schools. These proportions are comparable to the proportions for all Wave 2 schools.

Almost three-quarters (73%) of respondent schools are primary schools; 20% are secondary schools and the remainder are combined (2%) and special (5%) schools. These proportions are comparable to the proportions for all Wave 2 schools.

Workforce profile—executive team members¹³

Respondent schools had a median of four executive team members in their school with just 5% of schools reporting the school had no executive team members and one school reporting the school had 22 executive team members.

Although having some part-time executive staff was common (71% of schools), the majority of executive staff members worked full time.

Most schools (81%) reported having some executive staff members who were inexperienced; just over one third of schools with inexperienced staff report that this group comprised only a small proportion of their executive team (1-10% of executive team members). By contrast, 23% of schools with inexperienced staff indicated that this group made up more than 50% of their executive team.

Just under half (45%) of schools had executive team members who were in acting or relieving positions. Of those schools with relieving or acting executive staff members, just over one third of these schools indicated that 11-25% of their executive team members

¹² The 2011 ITQ schools are not part of the target cohort for the ITQ NP and received a survey because they were also participating in a target LSES NP.

¹³ Information about the workforce profile of schools was sourced from principals' responses to survey questions 7 to 16.

were in acting or relieving positions. Six schools reported that more than 50% of all the executive staff members in were acting or relieving positions.

Workforce profile—teaching staff (not in executive positions)

Schools had a median of 17 teaching staff in their school with just 4% of schools reporting a teaching staff of one person and one school a teaching staff of 140 persons.

Almost all schools (98%) had some part-time teaching staff members but these most commonly made up 25% or less of all teaching staff. Nevertheless, twelve schools (10%) indicated that part-time staff accounted for more than 50% of all their teaching staff.

Most schools (97%) reported having some teaching staff who were inexperienced; 28% of schools with inexperienced staff reported that this group comprised only a small proportion of their teaching staff (1-10% of teaching staff); 38% that 11-25% of teaching staff were inexperienced and 28% that 26-50% of the teaching staff were inexperienced. Only eight schools (7%) reported that inexperienced teachers made up more than 50% of their teaching staff.

Most schools (98%) reported that casual or temporary teaching staff members were working in their school, with almost half of schools with casual or temporary staff indicating that this group accounted for 11 to 25% of their teaching staff. Seven schools reported that casual or temporary staff members made up more than 50% of their teaching staff.

Access to Highly Accomplished Teachers (HATs)/ Teacher Educators/ Leaders of Pedagogy (LOP)/equivalent

There were different perceptions amongst principals and teachers about whether teachers in their school were able to access support from a HAT or equivalent and the average hours of support provided.

- 42% principals indicated that teachers in their school were able to access support from a HAT/ Teacher Educator/ LOP or equivalent. The average amount of hours of support accessed was generally less than 16 hours per week, with one third of principals indicating teachers accessed support on average for 1-4 hours a week, 24% saying 4-8 hours and 28%, 8-16 hours
- 59% teachers said they were able to access support from a HAT/ Teacher Educator/ LOP or equivalent. Teachers were not asked to estimate the amount of time they had been able to access support from a HAT/ Teacher Educator/ LOP or equivalent.

Location of respondents' schools

- Respondents' schools were well spread across the regions, with 28% from South Western Sydney, 19% from the Hunter/ Central Coast, 17% from the North Coast, 11% from Western Sydney and 10% Illawarra and South East. Smaller percentages of

schools were from the Riverina (7%), Northern Sydney (5%), Western NSW (2%), New England (1%) and Sydney (0.5%). Overall, the proportional spread of schools is comparable to that for all participating schools. Schools from South Western Sydney were slightly over-represented and schools from the Riverina were slightly under-represented.

- Respondents' schools were quite comparable in remoteness to participating schools, with 67% metropolitan and 33% provincial. This shows that metropolitan schools appear to be slightly over-represented and provincial schools slightly under-represented.

Respondent school characteristics are shown in full in Appendix 1.

3.3 What are the characteristics of Wave 2 survey completer schools and how do they compare with all Wave 2 schools?

This section examines the profile of Wave 2 survey respondents who completed the survey (excludes those who exited the survey) with all Wave 2 schools. It is this group of respondents whose data provided the basis for the analysis of the findings.

The Wave 2 survey completers' dataset

Respondents who had not been at their school for long enough to comment on the impact of the SSNP were exited from the survey after answering the demographic data section questions.

Across the 187 schools who returned at least one survey, 178 schools completed at least one survey. All respondents from the remaining nine schools exited the survey. In total, there were 830 survey completers (124 principals (from 158 respondents), 296 executives (from 372 respondents) and 410 teachers (from 538 respondents)). To assess whether the findings would generalise to all participating schools, the profile for each set of survey completers was compared to the profile of participating schools on two key factors: affiliation (government, Catholic and independent) and school type (primary, secondary, combined and special).

The analysis for this section is based at the level of each survey completer rather than at the school level as in prior sections of this chapter.

3.3.1 Completed surveys from principals, executives and teachers by school

29 schools had completed surveys from all three respondent groups, which is 22% of the 140 schools where all three respondent groups were administered a survey. Just under one in five schools administered a survey had completed surveys from both principals and executives (table 3).

Table 3. The spread of survey completers across school affiliations

Survey completers	AIS schools	CEC schools	DEC schools	Total schools
No completed respondents	2	10	57	69
Principals only	0	5	31	36
Executives only	1	5	30	36
Teachers only	0	0	8	8
Principals and Executives only	0	2	46	48
Principals and Teachers only	1	4	5	10
Executives and Teachers only	0	1	10	11
Principals, Executives and Teachers	1	1	27	29
Total	5	28	214	247

3.3.2 Completed surveys for Wave 2 by school affiliation are broadly comparable to all Wave 2 schools

Overall, the spread of survey completers across school affiliation was similar to that for participating schools, with some minor variation in the executive profile.

- The proportional spread of principals who completed the survey across the three school affiliations was generally comparable to that for all Wave 2 survey schools (Table 4).
- The proportional spread of executives who completed the survey across the three school affiliations was somewhat comparable to that for all Wave 2 survey schools. However, independent and Catholic schools were somewhat under-represented.
- The proportional spread of teachers who completed the survey across the three school affiliations was generally comparable to that for all Wave 2 survey schools.

Table 4. The spread of principals across school affiliations compared to all completer schools and all Wave 2 schools

	AIS	CEC	DEC	Number of schools
Principal completers	2%	10%	88%	124
All completer schools	2%	10%	88%	178
All Wave 2 schools	2%	11%	87%	247

3.3.3 Completed surveys by school type show some variation for executives and teachers when compared to all Wave 2 survey schools

Overall, the spread of survey completers across school type was somewhat similar to that for Wave 2 survey with larger variations for executives and teachers.

- The proportional spread of principals who completed the survey across school types was generally comparable to that for all Wave 2 survey schools, with only small variations.
- The spread of executives who completed the survey across the four school types was somewhat similar to the profile of all Wave 2 survey schools. However secondary schools were slightly over-represented and primary schools and special schools were slightly under-represented compared to the profile of all Wave 2 survey schools.
- The proportion of teachers who completed the survey from each school type was only somewhat comparable to the profile of all Wave 2 survey schools. Secondary schools and combined schools were quite strongly over-represented, with primary schools and special schools under-represented compared to the profile of all Wave 2 survey schools.

3.4 Were there any statistically significant differences between those who were exited from the Wave 2 survey, and those who completed the Wave 2 survey?

Survey completers and exiters

We assessed differences between those who completed the survey and those who were exited from it to determine whether respondents of any particular school type or affiliation were exited from the survey at greater rates. To do this we compared percentages of exiters and completers for each set of survey completers according to affiliation and school type. Within this analysis exiters were defined as including both 'system exiters' (ie those exited by the survey due to not having been at the school long enough) and 'self-exiters' (those who did not complete the survey but were eligible to; this was a small proportion of respondents only). Again due to small sample sizes for some cohorts, statistics in this section are purely illustrative percentages.

3.4.1 Rates of survey completers and exiters are somewhat variable across affiliation

The spread of principals who completed or exited the survey was similar for government and Catholic schools, with about 20% of respondents exited. For independent schools, two principals responded (of five surveyed) and neither exited the survey. The spread of executives who were exited and who completed the survey was fairly similar across the three affiliations, with slightly more executives from Catholic schools exited.

For the sample of teachers who responded to the survey, a higher proportion of teachers from independent schools were exited from the survey (50%) than teachers from the other affiliations, but again the sample size for independent schools was small (n=10, with 5 exited).

3.4.2 Rates of survey completers and exiters are not very comparable across school type, in part due to sample size

- Principals from special (33%) and primary schools (26%) were exited from the survey at a higher rate than those from secondary (6%) and combined schools (0%).
- Rates of executives exited from the survey were roughly comparable across school types, with slightly greater rates of executives exited from special and then combined schools.
- Teachers from combined (31%), primary (25%) and secondary (21%) schools were exited from the survey at a higher rate than those from special schools (13%).

4. Profile of survey completers: demographic data

Survey completers demographic data

Demographic data was analysed by respondent group: 124 principals, 296 executives and 410 teachers.

The survey had a small number of questions (different items for principals, executives and teachers) to capture demographic data from those who completed the survey and, to some extent, for those who exited it.

4.1 Demographics of principal completers

4.1.1 Principal demographic profile: hands-on, experienced and not new to the school

Principals who completed the survey were generally established in their role, with over half having worked as a principal **for more than five years**. Similarly, over half (60%) had been principal of their current school for more than four years. A very small proportion of completer respondents (5%) were the **acting or relieving** principal at their current school.

Most principals reported being **personally involved in instructional leadership** within their school, with only 12% reporting that this task was delegated to others.

4.2 Demographics of executives who completed the survey

4.2.1 Executive demographic profile: generally experienced and in full-time position, but new to the school

More than half of executive who completed the survey had been working as an executive for **more than five years**. But more than half of executives had also only been working in their **current school for up to three years** (54%). Just over one-quarter of executives were working in their current role in either an acting or **relieving** capacity. The majority (87%) reported being in a **full-time** position.

4.3 Demographics of teachers who completed the survey

4.3.1 Teacher demographic profile: of varying ages and accreditation levels and with experience at their current school

Experience: More than half of the teachers who completed the survey (54%) had been teaching for **more than 10 years**, with a further 22% teaching for five to 10 years. More than half of teachers (52%) had also held their appointments at their current school for more than seven years and a further 17% for four to seven years.

Employment: The majority of teachers who completed the survey were employed on a **full-time** basis (81%) and were in **permanent** positions (78%). Only one-fifth (22%) were **temporary** staff and very few (0.2%) were **casual**.

Education and accreditation: Education level varied across teachers. Just over half of teachers who completed the survey (54%) held a Bachelor degree as their highest level of education, while 20% held a Graduate diploma and 15% held a Masters degree. The remainder held either an Undergraduate diploma (10%), a Doctoral degree (0.5%) or another type of qualification (2%).

Almost half of the teachers who completed the survey (46%) held a Professional Competence Accreditation, 7% held a Professional Accomplishment Accreditation and only 2% held a Professional Leadership Accreditation. The remaining 45% were classified as 'other' in relation to accreditation, for example, not having any accreditation, or currently undertaking their first level of accreditation.

A second demographic question asked teachers about the accreditation level they were currently undertaking. The majority of teachers who answered this question (65%) were not currently undertaking further accreditation. Thirteen per cent of teachers were currently undertaking Professional Competence Accreditation, 11% were currently undertaking a Professional Accomplishment Accreditation and 0.7% were currently undertaking a Professional Leadership Accreditation. Finally, 10% were currently undertaking a level of teacher accreditation not specified within the response set.

Demographics: Teachers who completed the survey were from a wide range of age groups. Just under a fifth (18%) of teachers were aged 30 and under, with an even spread of respondents across the age brackets from 30–60 years. A small number of teachers (5%) were aged 60 and over.

4.3.2 Differences in teachers exited from survey and those who completed the survey

Teachers who were exited from the survey were less experienced than those who completed the survey. More than half (55%) of these teachers had been teaching for under three years.

5. 2011 LSES NP cohort respondents' perceptions of changes mid way through the SSNP

This chapter contains a brief description of 2011 LSES NP cohort respondents' (from here on referred to as 2011 LSES NP) views on changes in their abilities, practices and schools in their second year of participating in the SSNP. The survey asked respondents to reflect on changes and developments in their schools compared to the period immediately prior to the SSNP commencing.

The data set (2011 LSES NP cohort)

A total of 691 people completed the survey at midpoint: 99 principals, 245 executives and 347 teachers. For profiles of respondents and the schools in which they work see chapters 3 and 4.

Responses from 2012 have been compared with those of the 894 respondents in 2011 from the same cohort: 105 principals, 276 executives, and 513 teachers.

The 2011 LSES NP schools were previously surveyed in 2011, approximately nine months into their participation in the SSNP, and many from all three respondent groups (principals, executives and teachers) reported then that there had already been increases in many areas targeted by the SSNP. In 2012, the 2011 LSES NP respondents reported ongoing improvements across most areas, with a greater magnitude of change being described (compared to 2011), and attributed to participation in the SSNP.

Responses for 2011 LSES NP schools from both the 2011¹⁴ and 2012 surveys are shown in this chapter. For each survey item, the percentage of respondents reporting any change (small, moderate, large or very large) is given, followed by the proportion reporting large or very large change for each survey year. Participants who responded to the 2011 and 2012 were not able to be reliably matched¹⁵. We could identify that:

- Principals from 46 schools completed the CSIS survey in 2011 and 2012
- Executives from 41 schools completed the CSIS survey in 2011 and 2012
- Teachers from 16 schools completed the CSIS survey in 2011 and 2012

¹⁴ Note that this cohort is a subset of the "n" survey respondents to the 2011 survey, and does not include the 2011 ITQ NP cohort. The results described for 2011 are thus different from those presented in the first wave report.

¹⁵ No provision for generating or assigning unique IDs were made in the developmental stage of the CSIS, which means we cannot reliably match respondents from the same cohort across different survey waves

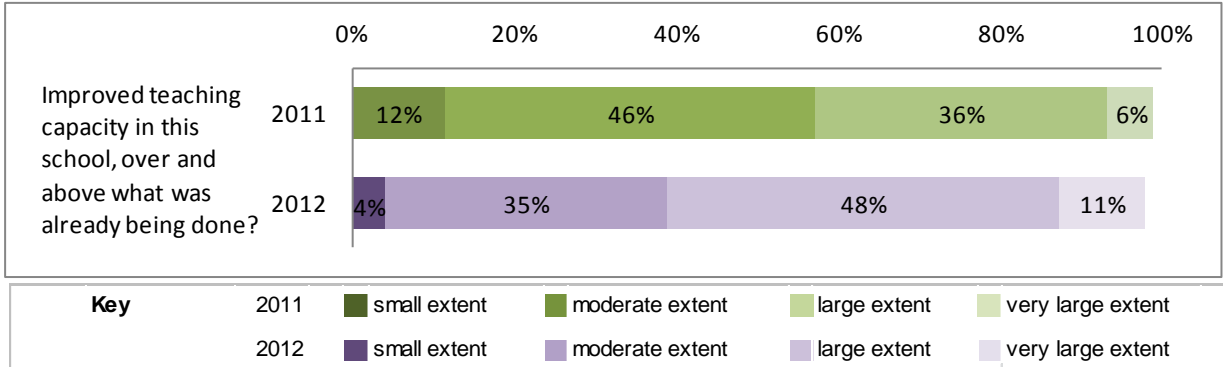
5.1 2011 LSES NP Principals’ views about changes resulting from participation in the SSNP

This section is based on the views of 99 school principals in the 2011 LSES NP cohort who completed the CSIS survey in 2012 (Wave 2 survey) and commented on changes since the inception of the LSES NP in 2011. These findings are contrasted with responses of 105 principals from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). Questions have been grouped on survey domain, with sub-groups created when indicated by factor analysis. Average responses have been developed for each group of questions¹⁶.

5.1.1 2011 LSES NP overall impact of changes in capacity since commencing the SSNP

Overall, principals were very positive about the impact of the SSNP in their schools during the second year of participation. Almost all principals (98%) who responded to the survey reported that the SSNP had improved teaching capacity in their school over and above what was already being done, and 59% reported a large or very large improvement (Figure 1). This was the same proportion of this cohort that reported improvement in 2011 since commencing the SSNP (99%), and an increase of 17 percentage points on the proportion that reported large or very large improvement at that time (42%).

Figure 1. 2011 LSES NP Principals’ perceptions of improvements in teacher capacity since commencing in the SSNP

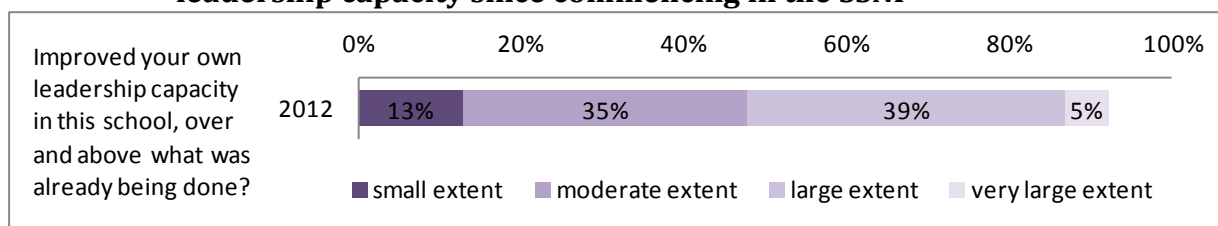


Source: Wave 2 CSIS, 2012 (purple) and Wave 1 CSIS, 2011 (green). N 2011 = 103; N 2012 = 95

In the 2012 survey administration, a new question was included asking principals about improvements in their own leadership capacity since the implementation of the SSNP, over and above what was already being done. Almost all principals (92%) reported some improvement, and 45% described the improvement as large or very large (Figure 2).

¹⁶ See Appendix 4.

Figure 2. 2011 LES NP Principals' perceptions of improvements in their own leadership capacity since commencing in the SSNP



Source: Wave 2 CSIS, 2012 (purple). N 2012 = 92

5.1.2 2011 LSES NP Principals' views of management, accountability, planning, evaluation and monitoring since commencing in the SSNP

In 2012, the majority of principals reported changes in their schools in the areas of management, accountability, planning, evaluation and monitoring since commencing the SSNP (figure 3). This was clearly shown in the averaged¹⁷ results for this domain, where on average 39% principals reported large improvements and 26% very large improvements since commencing the SSNP.

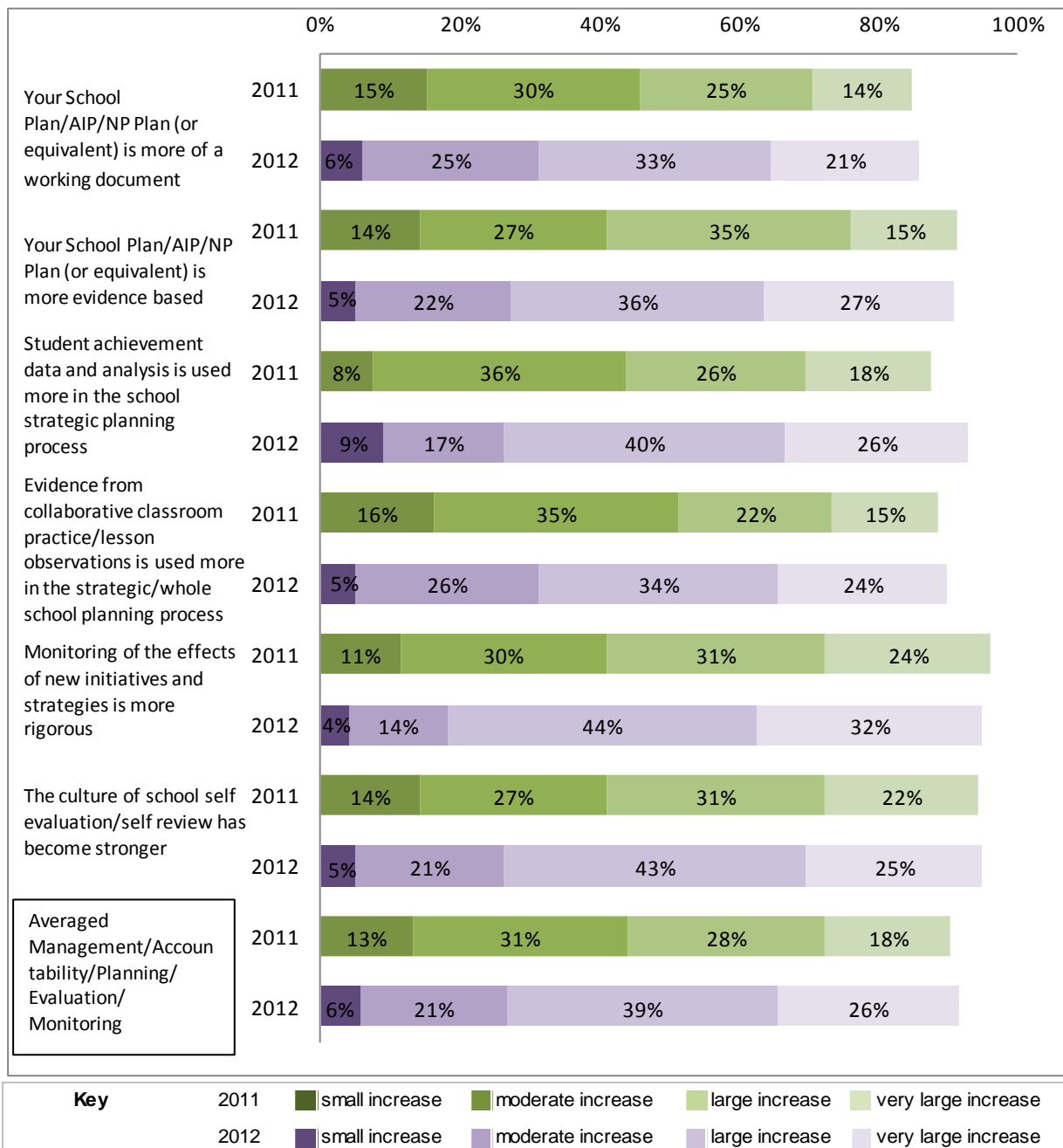
In most of these areas, principals reported more change occurred since commencing the SSNP than they reported in the 2011 survey. Specifically, more principals reported the extent of change in these areas as being large or very large on all items.

The areas of greatest change since commencing the Partnership were in the use of evidence in school planning processes and in the review and monitoring of new initiatives.

Compared to 2011, the greatest increases since commencing the SSNP reported in 2012 were in using student achievement data and analysis, using evidence from collaborative classroom practice more in strategic/ whole-of-school planning and increasingly rigorous monitoring of the effects of new initiatives.

¹⁷ See appendix 4 for an explanation of how the average was calculated

Figure 3. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1 CSIS, 2011 (green). N 2011 = 105; N 2012 = 99

5.1.3 2011 LSES NP Principals' views of teaching, learning and professional development since commencing in the SSNP

In 2012, principals of 2011 LSES NP schools were very positive about improved outcomes for teachers and students from professional development activities since commencing the SSNP. The averaged results for this domain show that on average in 2012, 39% principals reported large increases since commencing the SSNP (Figure 4). A result supported by the fact that 41% principals also reported that there had been a large improvement in the quality of teaching.

The majority of principals reported large or very large increases in the opportunities they could provide, and in the practical and attitudinal outcomes they were seeing from professional development and training (see Figure 4). Furthermore, it appeared that schools were providing even more professional development opportunities and achieving greater outcomes in terms of changing teacher behaviour since 2011. In 2012, more principals reported the extent of change as being large or very large on all items since commencing the SSNP.

Most principals also indicated that students in the school were more engaged with teaching and learning, and that the overall quality of teaching had improved compared to prior to the SSNP. Around two thirds of principals reported large or very large increases in student engagement in learning and the overall quality of teaching, up from 41% and 50% respectively in 2011.

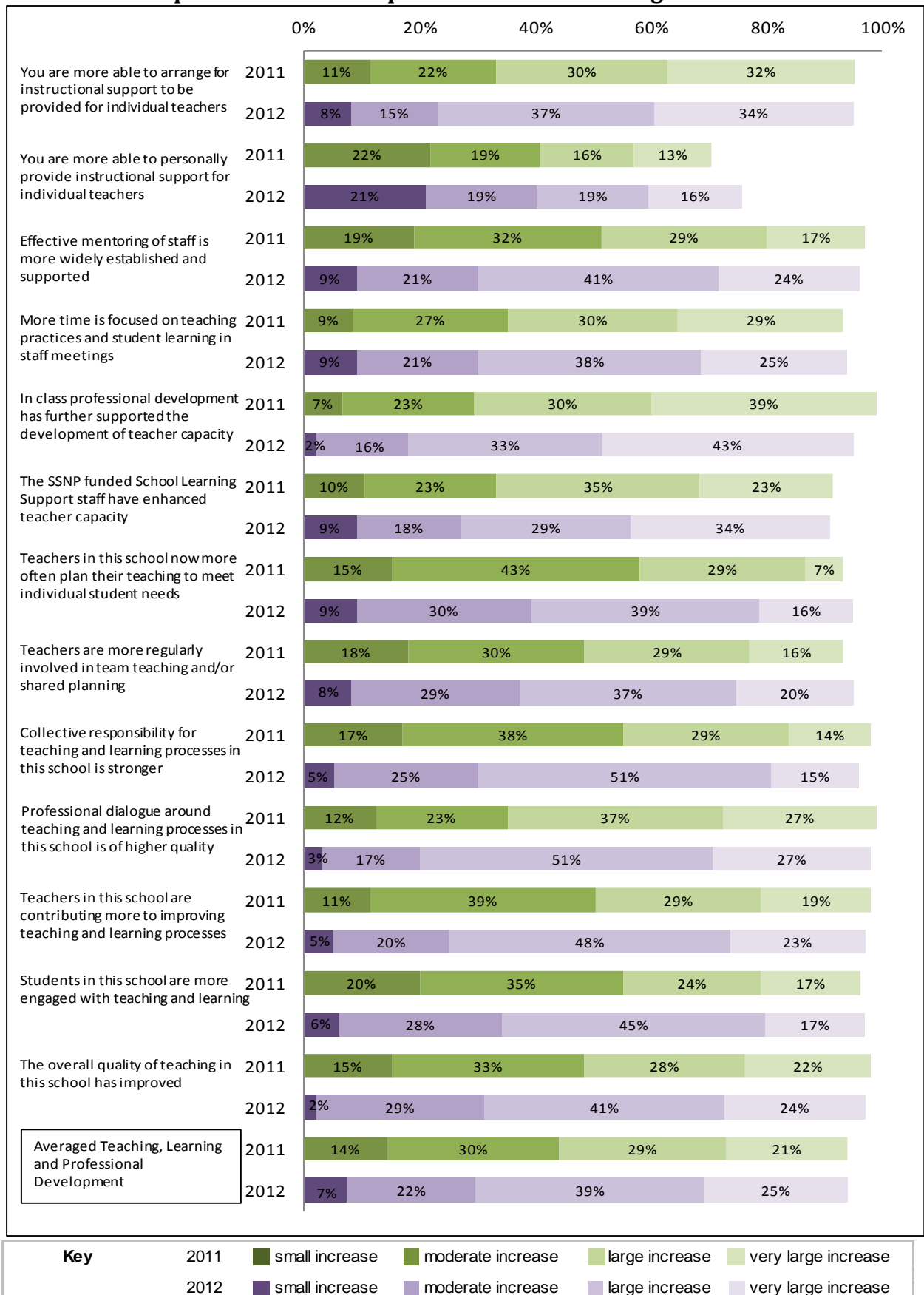
While the proportion of principals reporting an increase in their ability to arrange instructional support remained constant at 95%, the proportion that described the increase as large or very large since commencing the SSNP improved by 10 percentage points compared to 2011. The proportions of those reporting increased ability to personally provide instructional support themselves since commencing the SSNP (76%) and the proportion describing the increase improvement as large or very large (35%) rose by 6 percentage points from 2011.

With regard to increases in the types of professional development available for teachers, almost all principals described improvement in the establishment and support of effective mentoring, the amount of time focused on teaching practices and student learning in staff meetings and in-school/ in-class professional development. Most principals (91%) also said that SSNP-funded school learning support staff had enhanced teacher capacity in the school (64% reported a large or very large increase). The largest change reported in 2012 since commencing the SSNP compared to 2011 was in the provision of effective mentoring, with a 20 percentage point boost in the proportion of respondents describing large or very large increases.

In terms of teacher behaviour, 95% of principals said that teachers more often planned their teaching to meet individual student needs and were more regularly involved in team teaching and/or shared planning since commencing the SSNP; 56% and 58% respectively reported a large or very large increase, up from 35% and 45% in 2011.

Principals were very positive about changes in teacher attitudes: most (96%) reported increases in collective responsibility for teaching and learning processes (66% described a large or very large increase), and 97% reported that teachers were contributing more to improving these processes (72% described a large or very large increase). An even higher proportion of principals (98%) reported that professional dialogue around teaching and learning became of a higher quality (78% described a large or very large increase). The largest growth in these items was in the areas of collective responsibility and teacher contributions to improving teaching and learning, with the proportion of principals who reported large or very large increases growing by approximately 24 percentage points over 2011 in each case.

Figure 4. 2011 LSES NP Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP

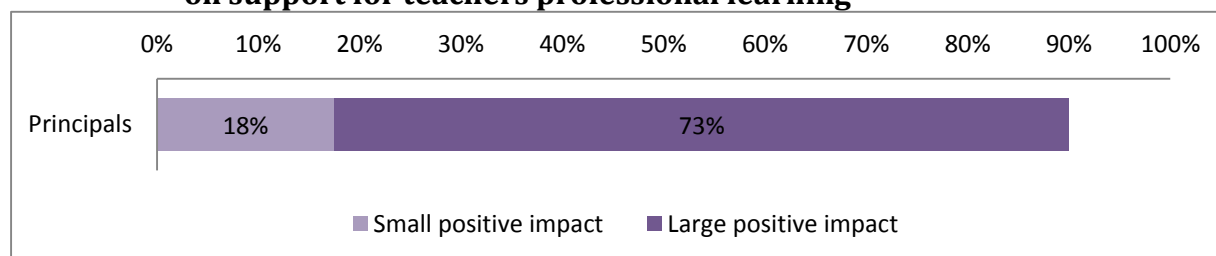


Source: Wave 2 CSIS, 2012 (purple) and Wave 1 CSIS, 2011 (green). N 2011 = 105; N 2012 = 99

5.1.4 2011 LSES NP Principals' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 40 principals of LSES NP schools (42%) who indicated teachers at their school were able to access support from a HAT or their equivalent, almost three quarters (73%) reported that these positions were making a large contribution to improving support for teachers' professional learning (Figure 5). This was a new question in the 2012 survey, added to assess the impact of these positions.

Figure 5. 2011 LSES NP Principals' views about the impact of HATs or equivalent on support for teachers professional learning



Source: Wave 2 CSIS, 2012. N=40

5.1.5 2011 LSES NP Principals' views about changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

Most principals in the 2011 LSES NP cohort reported positive change in instructional leadership/ leadership for learning capacity since commencing the SSNP. Although, positive changes were reported in both the 2011 and 2012 surveys; the extent of change was greater for the 2012 survey respondents. The averaged instructional leadership responses show that one third of respondents to the 2012 survey reported large changes since commencing the SSNP.

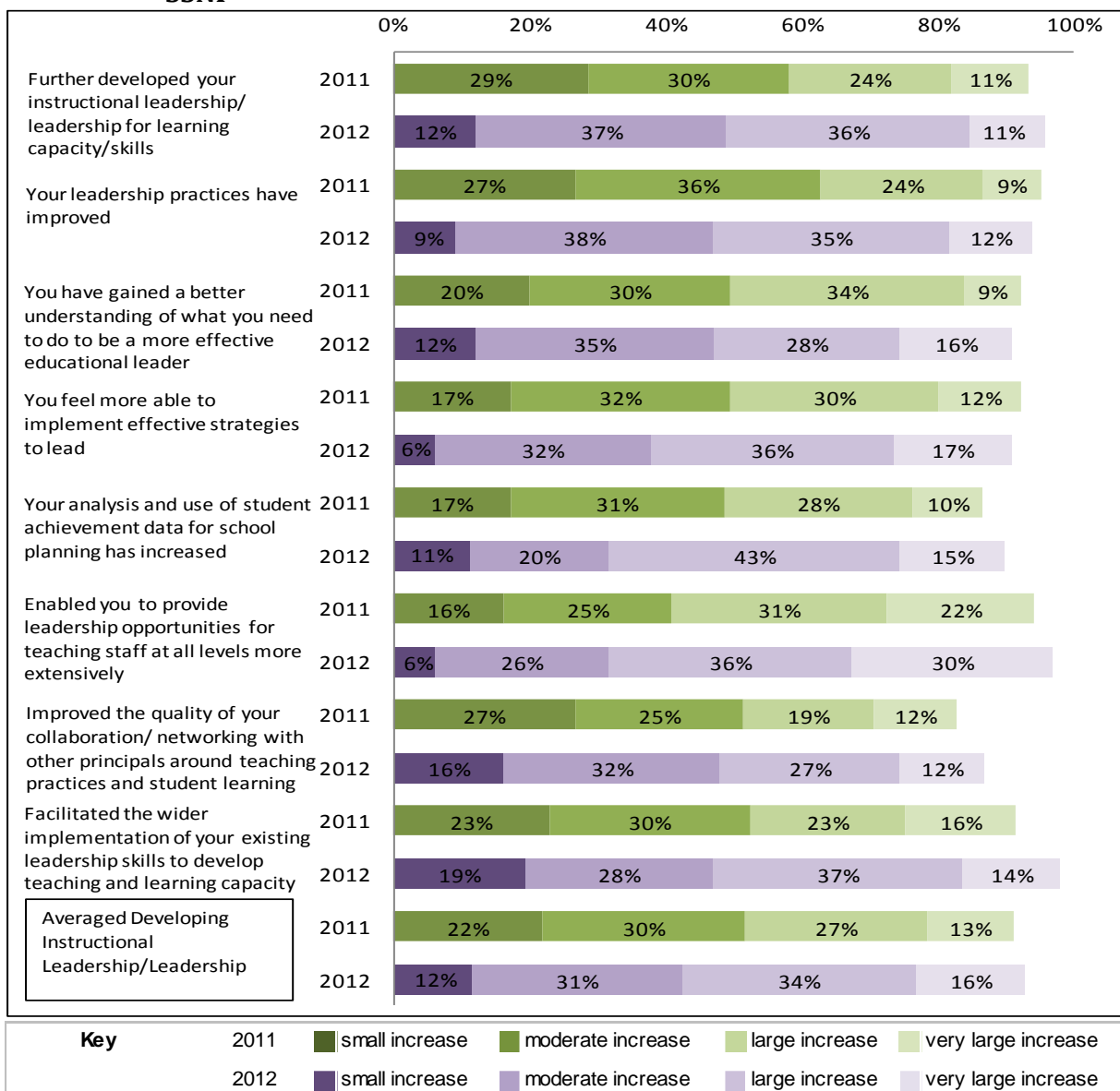
In 2012, principals indicated that their instructional leadership skills and practices had increased across a range of areas since commencing the SSNP. Most reported that recent initiatives or strategies in their school had further developed their skills or capabilities in instructional leadership or leadership for learning and almost half reported a large or very large increase since commencing the SSNP. This was an improvement of 12 percentage points over 2011 survey results (see Figure 6). In 2012, more principals reported the extent of change since the SSNP commenced as being large or very large on all items in the instructional leadership domain. Compared to the 2011 survey, principals were reporting 5 and 10 percentage point more change has occurred.

In 2012, principals indicated they had gained a lot from their formal and informal professional learning experiences since commencing the SSNP, with 94% saying their leadership practices had improved, and 91% saying they had gained a better understanding of what they need to do to be a more effective educational leader. Most said

they were more able to implement effective strategies to lead and their analysis and use of student achievement data for school planning had increased. The majority of principals were also positive about the extent to which recent initiatives or strategies had supported leadership and collaboration:

- 97% said they were more able provide more extensive leadership opportunities for teaching staff at all levels
- 87% reported improved quality of their networking or collaboration with other principals
- 98% said they were now better able to implement existing leadership skills to further develop teaching and learning capacity in their school.

Figure 6. 2011 LSES NP Principals’ perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP



Source: Wave 2 CSIS, 2012 (purple) and Wave 1 CSIS, 2011 (green). 2011 = 105; N 2012 = 98

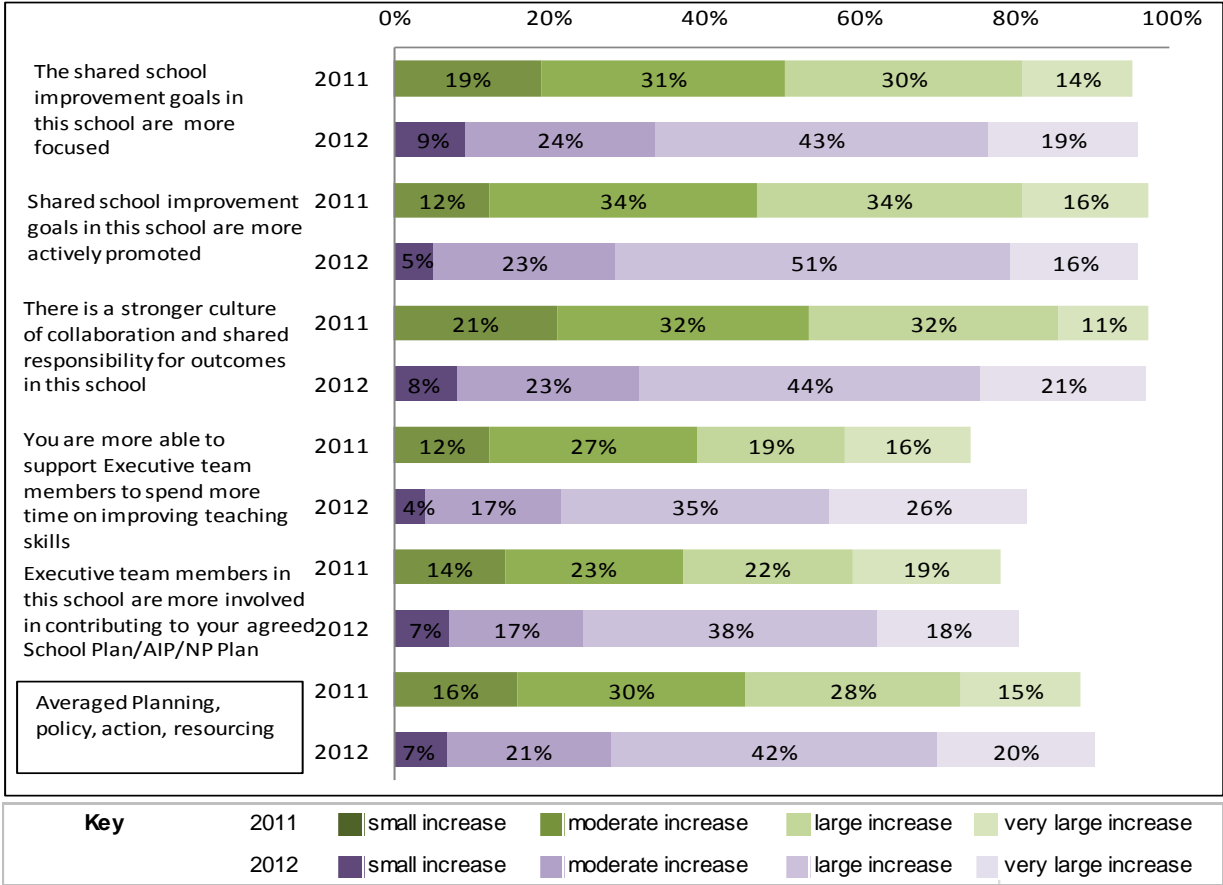
5.1.6 2011 LSES NP Principals’ views of changes to planning, policy action and resourcing since commencing in the SSNP

Most principals involved in the 2011 LSES NP cohort responding to the Wave 2 survey reported advances in the areas of collaborative planning and action, broader community engagement and collaboration with other institutions since commencing the SSNP, although the extent of reported change varied across the initiatives (Figure 7 to Figure 9). In 2012, more principals reported the extent of change since commencing the SSNPs as being large or very large on all items compared to respondents to the Wave 1, 2011 survey.

In 2012, over 95% of principals reported increases in the extent to which shared school improvement goals were more focused and more actively promoted, and that there was now a stronger culture of collaboration and shared responsibility for outcomes (62%, 67% and 65% reported large or very large increases, respectively).

Approximately 80% of principals reported an increased ability to support executive team members, allowing them to spend more time on improving teaching skills in their school. A similar proportion reported that executive team members were more involved in contributing to the school plan (or equivalent) (60% and 56% reported large or very large increases, respectively).

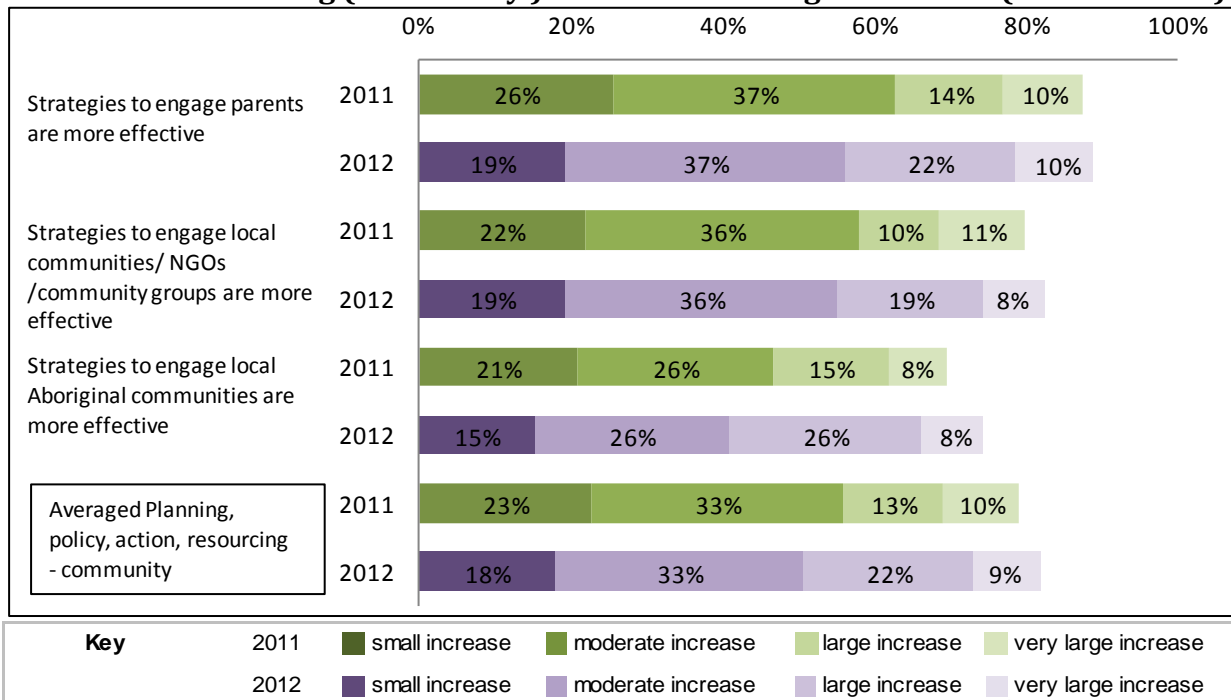
Figure 7. 2011 LSES NP Principals’ perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 105; N 2012 = 98

Compared to the findings from the 2011 survey, the greatest area of change since commencing the SSNP in 2012 was that strategies to engage local Aboriginal communities were more effective. However, fewer schools (74%) reported change in this area compared to other policy areas related to community relationships. This indicates that engaging Aboriginal communities may remain a challenge for around one third of schools. In 2012, 89% of principals reported increases in the effectiveness of their strategies to engage parents, and 83% reported increases in the effectiveness of strategies to engage local communities, community groups and NGOs (33% and 28% reported large or very large increases, respectively)(Figure 8).

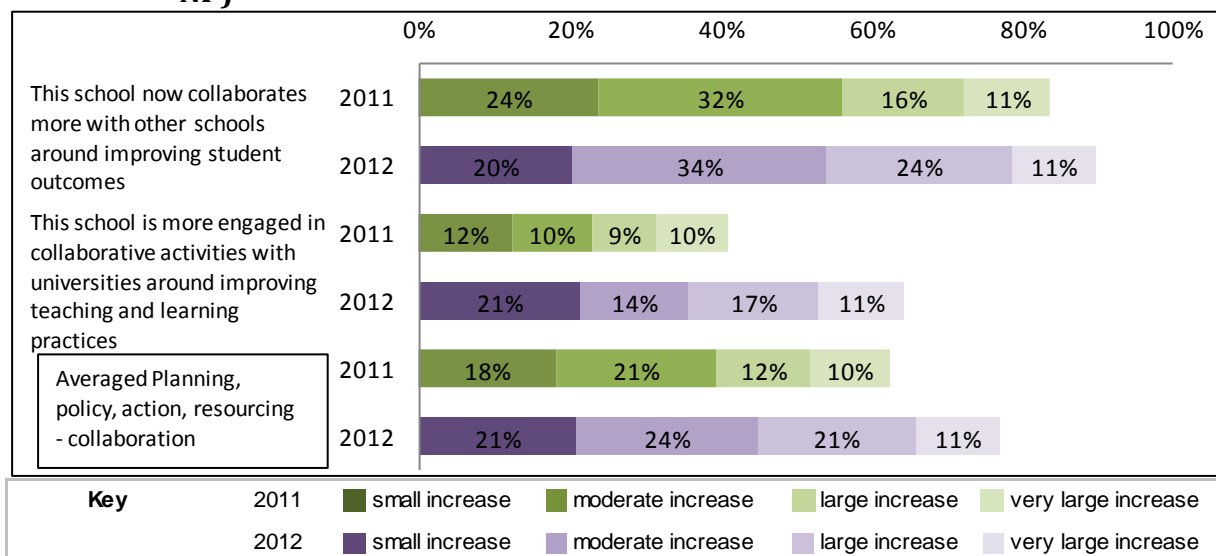
Figure 8. Principals’ perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 105; N 2012 = 98

With regard to collaborating with external institutions, in 2012 principals were more likely to report increased engagement with other schools (90% reported some increase, 36% reported a large or very large increase) than with universities (64% reported some increase, 29% reported a large or very large increase). Principals reported a greater extent of change in collaboration since commencing the SSNP in 2012 compared to 2011 (Figure 9).

Figure 9. Principals’ perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 105; N 2012 = 98

5.1.7 2011 LSES NP Principals’ views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP

In 2012, a high proportion of principals (80% or more) reported some positive changes in how well they were supported by their sector/ system/ region/ Diocese/ AIS (sector) to implement the SSNP compared with the quality and level of support provided for other school improvement initiatives (see averaged responses, Figure 10). The kinds of support canvassed in the survey included monitoring of initiatives, advice, follow-up and provision of resource materials (Figure 10).

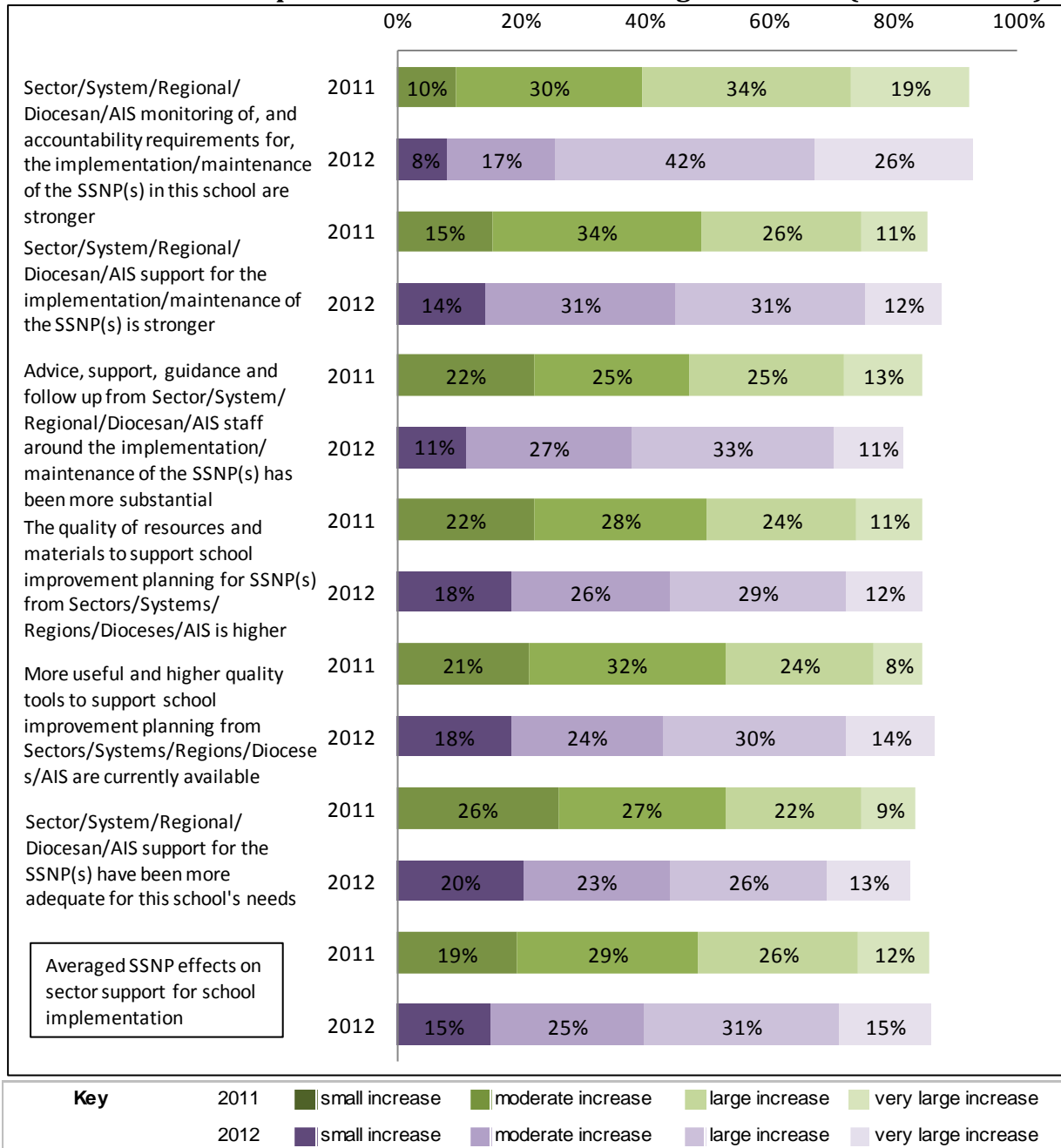
Overall, 83% of principals agreed that sector support for the SSNP was more adequate for their school’s needs, with 39% reporting the extent of this change as large or very large. Most principals (93%) indicated that sector monitoring of, and accountability requirements for, the implementation and maintenance of the SSNP were stronger, with 67% describing the extent of this change in practice as large or very large. Similarly, most principals (88%) indicated that support for the implementation and maintenance of the SSNP was stronger, with 43% of respondents reporting the increase in strength of support as large or very large.

Principals mostly indicated (87%) that advice, support, guidance and follow-up from sector staff about the SSNP became more substantial compared to that for other school change initiatives, with 44% reporting the extent of this change as large or very large.

Most principals (85%) reported that there had been an increase in the quality of resources and materials to support school improvement planning (41% reported a large or very large increase). Similarly, a fairly high proportion of principals (87%) indicated that the tools provided by their sector to support school improvement planning were more useful and of higher quality, with 44% reporting the extent of this change as large or very large.

As shown in Figure 10, the proportion of principals reporting any increase since commencing the SSNP, and the proportion reporting large or very large increases was greater in 2012 than in 2011 for this cohort.

Figure 10. Principals' views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 99; N 2012 = 95

5.1.8 2011 LSES NP Principals' views of changes in school/ system alignment since commencing in the SSNP

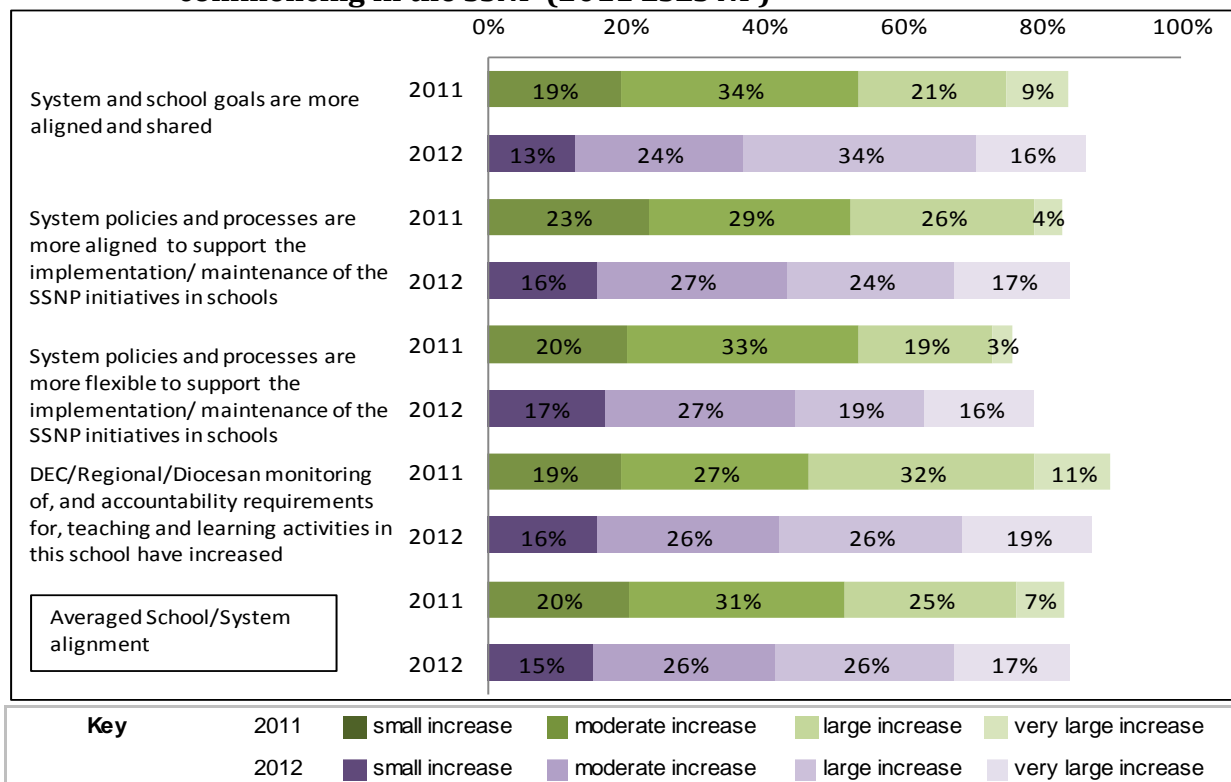
In 2012, three quarters of principals indicated that, under the SSNP, school and system goals, policies and processes were, to some extent, more aligned than in previous school change initiatives (see averaged responses, Figure 11). The extent of change was similar across the two survey items seeking principals' views about system and school alignment. Specifically, 86% of principals said system and school goals were more aligned and 84% of principals reported an increase in the alignment of system policies and processes to support implementation/ maintenance of the SSNP (49% and 41% respectively reported the increases as large or very large)(Figure 11).

Slightly fewer principals indicated that system policies and processes were more flexible to support implementation/ maintenance of the SSNP: 79% reported some positive change; 35% described the extent of change as large or very large.

Principals were also asked if their sector had increased monitoring of, and accountability requirements for, teaching and learning activities in their schools: 87% reported these had increased to some extent; 45% described the increase as large or very large.

As shown in Figure 11, the proportion of principals reporting any increase since commencing the SSNP, and reporting large or very large increases was greater in 2012 than in 2011 for this cohort on most items in this section of the survey.

Figure 11. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 99; N 2012 = 95

5.1.9 2011 LSES NP Principals' views of staffing impacts since beginning the SSNP

The final section of the 2012 survey explored principals' views about the impact of changes to teaching staff and the conditions of employment that had occurred since commencing the SSNP. The impact of staffing changes was variable depending on what change the school had experienced (Figure 12).

Changes in staffing (turnover)

Most schools had experienced changes in staff since the commencing the LSES NP in 2011, with the highest turnover being of teaching staff. 81% schools experienced changes in teaching staff, 75% in teaching staff in specific areas (e.g. single department, specialists or specific skill sets), and 67% in executive staff.

Where a principal reported changes in staff, more than half said changes across all staff groups had a large positive impact on the implementation and maintenance of the SSNP (Figure 12). Just 4% reported a negative impact from changes in staff, which is much lower than schools in the 2010 ITQ NP cohort, where 31% principals reported a small negative impact (see section 6.1.9).

Acting or relieving staff/ temporary or casual staff/ part-time staff

Staffing arrangements such as having temporary or casual teachers, and/or acting or relieving executive staff, were most often reported to have small positive impacts on the implementation or maintenance of the 2011 LSES NP.

By contrast, part-time staffing arrangements had variable impacts depending on the staff group.

Where executive staff members were working part-time in the school, almost half of principals (46%) indicated this arrangement had no or minimal impact on the implementation or maintenance of the SSNP. Those principals whose school had more than 10% of the executive team working part-time were more likely to report that part-time, acting/ relieving or temporary staff arrangements had a positive impact on implementing or maintaining the SSNP.

Where teachers were working part-time in the school, only a small proportion (12%) of principals reported this arrangement had a negative impact on the implementation or maintenance of the SSNP. Amongst other principals there was no clear pattern in the type of impacts being reported (Figure 12).

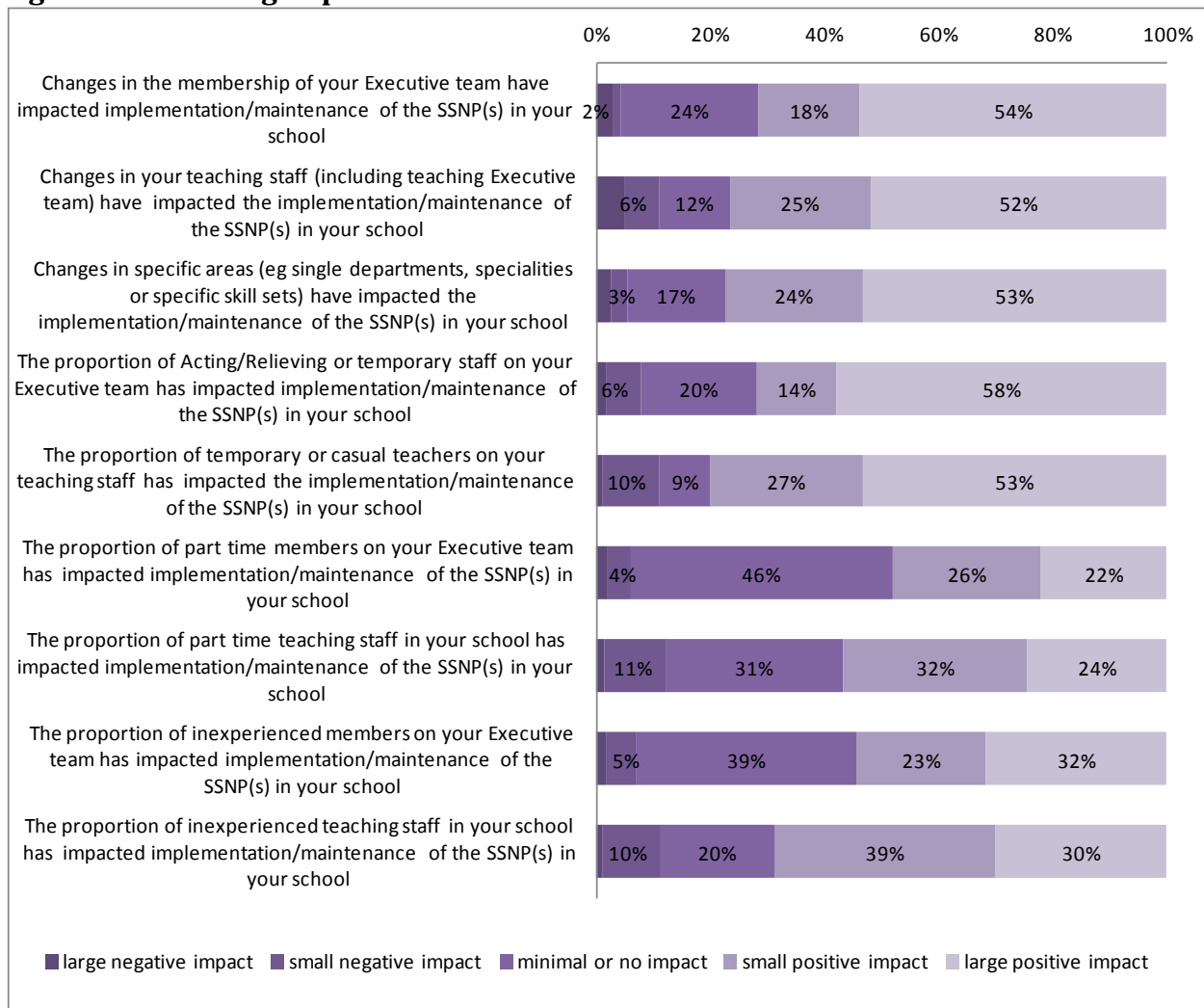
Inexperienced staff

Only a small proportion of principals from 2011 LSES NP schools reported that having inexperienced executive staff members (7%) and teaching staff (13%) had negative

impacts on the implementation of the SSNP. Amongst other principals there was no clear pattern in the type of impacts being reported.

We found no clear relationship between the proportion of inexperienced staff (executives or teaching staff) and the reported impact on implementing or maintaining the LSES NP.

Figure 12. Staffing impacts on 2011 LSES NP schools



Source: Wave 2 CSIS, 2012 (purple). N=99

5.2 2011 LSES NP Executives' views about changes resulting from participation in the SSNP

This section is based on the views of 245 executives from 104 schools in the 2011 LSES NP cohort who completed the CSIS survey in 2012 (Wave 2 survey) and commented on changes since the inception of the LSES NP in 2011. These findings are contrasted with responses of 250 executives from the same cohort of schools, which completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2012 could not be reliably matched.

Questions have been grouped on survey domain, with sub-groups created when indicated by factor analysis. Average responses have been developed for each group of questions¹⁸.

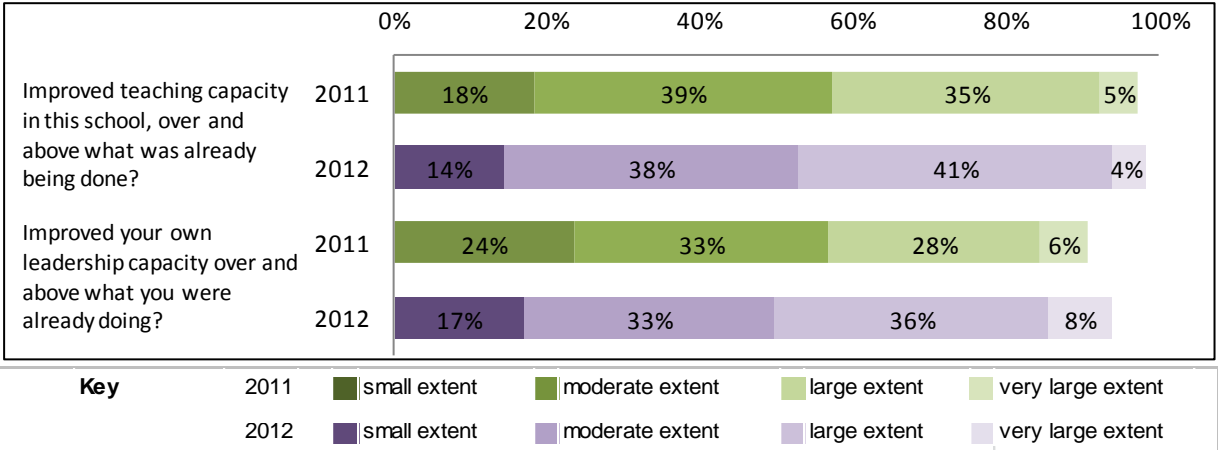
5.2.1 Overall impact of changes since commencing the SSNP

In 2012, school executive staff members were very positive about the impact the SSNP had on their schools and on their own abilities in their first two years of participation. Almost all executives (97%) who responded to the survey reported that the SSNP had improved teaching capacity in their school, over and above what was already being done. Almost half (45%) described the extent of this change as either a large or very large improvement in teaching capacity (Figure 13). This was the same proportion of this cohort that reported at least some improvement since commencing the SSNP in the 2011 survey (97%) and a rise on the proportion that reported large or very large improvement (40%).

Executives were also very positive about the impact of the SSNP on their own leadership capacity, over and above what was already being done. Most executives (94%) reported that their own leadership capacity had increased to some extent, with 44% describing the increase as moderate to very large. This is a similar proportion of this cohort that reported at least some improvement since commencing the SSNP in 2011 (94%) and a rise on the proportion that reported large or very large improvement (34%).

¹⁸ See Appendix 4.

Figure 13. 2011 LSES NP Executives’ perceptions of improvements in teacher capacity since commencing in the SSNP

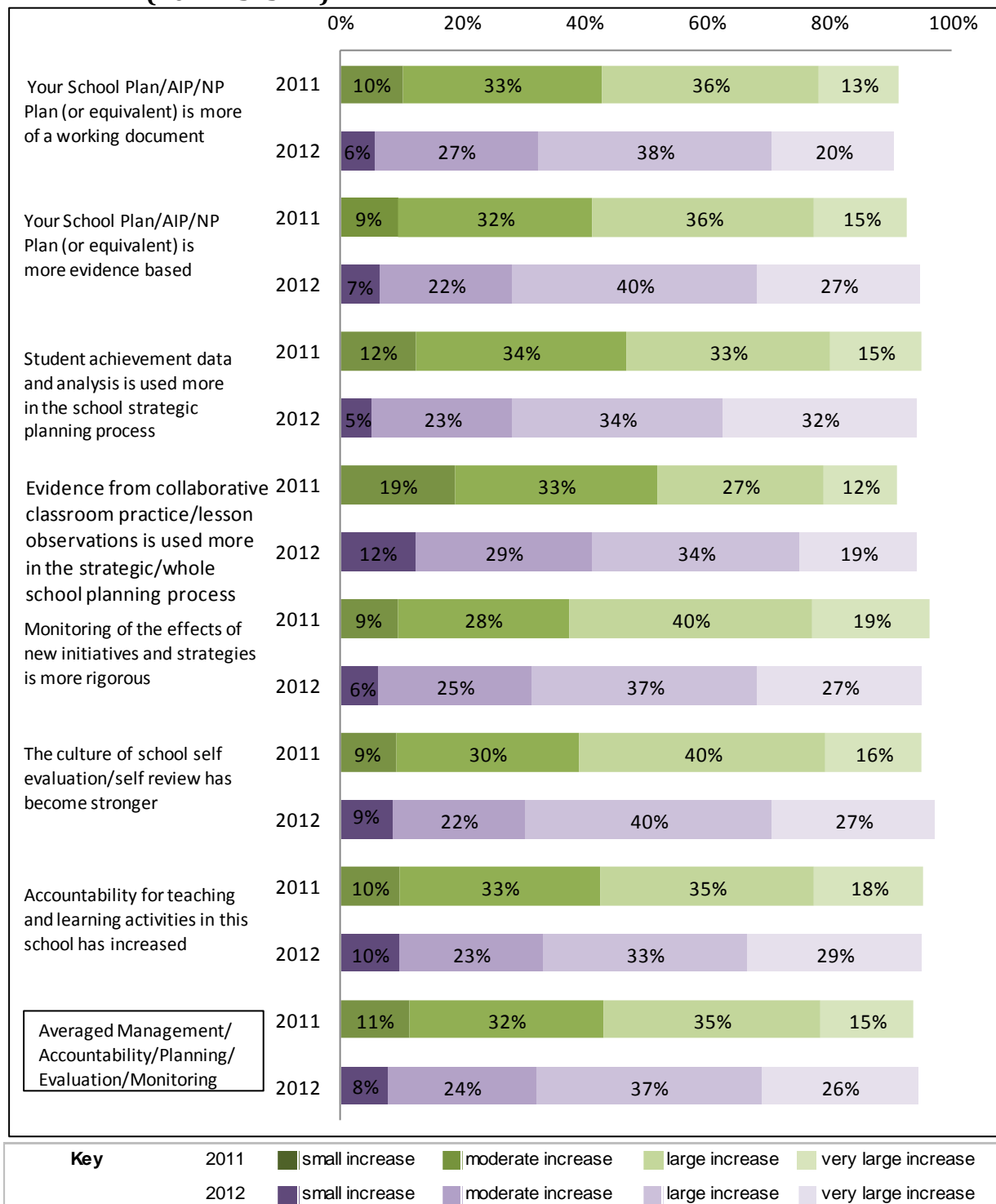


Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). 2011 = 250; N 2012 = 229

5.2.2 2011 LSES NP Executives’ views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

In 2012, 95% of executives in the 2011 LSES NP cohort reported positive changes in the areas of management, accountability, planning, evaluation and monitoring in their schools since early 2011 (see averaged responses, Figure 14). More than half of executives described the increases on each item as large or very large. Growth of 5 to 18 percentage points in the proportion of executives reporting large or very large increases since commencing the SSNP compared to 2011 results suggests that the extent of change in schools continued to develop in this cohort in the second year of participation (Figure 14).

Figure 14. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 276; N 2012 = 245

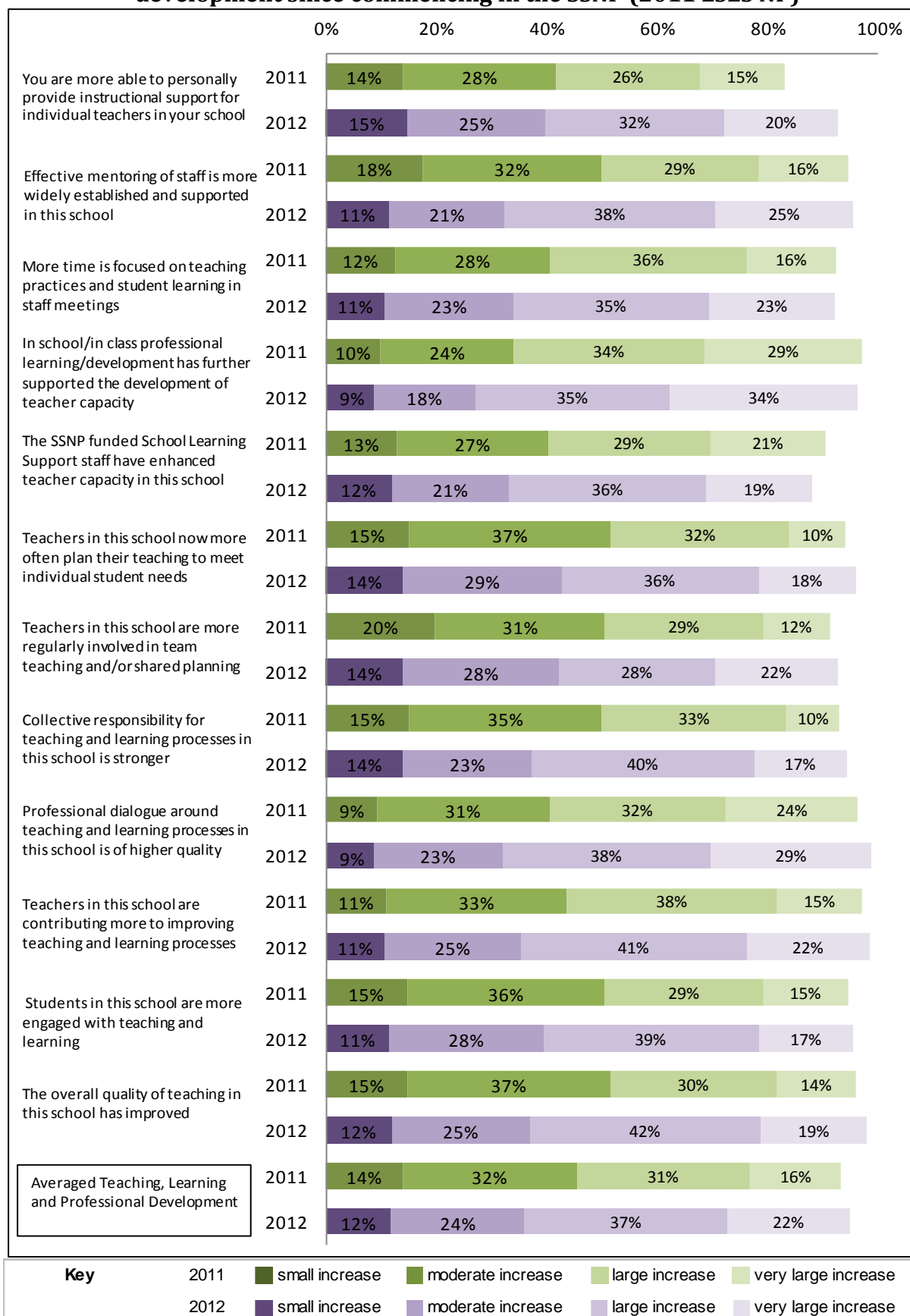
5.2.3 2011 LSES NP Executives' views of changes in teaching, learning and professional development since commencing in the SSNP

In 2012, executives in the 2011 LSES NP cohort were very positive about the changes in teaching learning and professional development since commencing the SSNP (see averaged response, Figure 15). More than 90% of executives reported increases in the availability of a range of learning and development options for staff, such as mentoring and in-class professional development, and between 58% and 69% described the increases as large or very large (Figure 15).

Executives were also very positive about the changes in teacher attitudes and practices, with more than 90% reporting increases in areas such as stronger collective responsibility for teaching and learning process and improved teaching quality; 50% to 67% described these increases as large or very large. Similar increases were reported for student engagement with teaching and learning.

More executives described increases as large or very large on all items since commencing the SSNP compared with 2011 results. The differences in responses between the two survey administration periods were in the areas of the establishment and support of effective mentoring, and the improvement in the overall quality of teaching.

Figure 15. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2011 LSES NP)

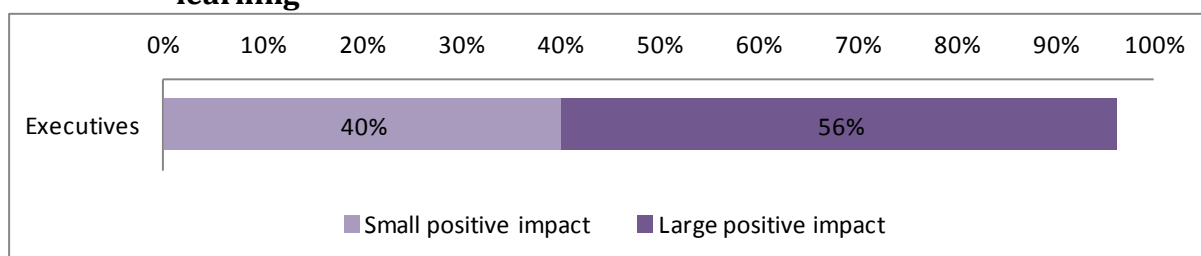


Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 273; N 2012 = 244

5.2.4 2011 LSES NP Executives' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 88 executives from LSES NP schools (36%) who indicated that teachers in their school were able to access support from a HAT or their equivalent, 56% reported that these positions were making a large contribution to improving support for teacher's professional learning (Figure 16.) This was a new question in the 2012 survey, added to assess the impact of these positions.

Figure 16. Impact of HATs or equivalent on support for teachers' professional learning



Source: Wave 2 CSIS, 2012. N=88

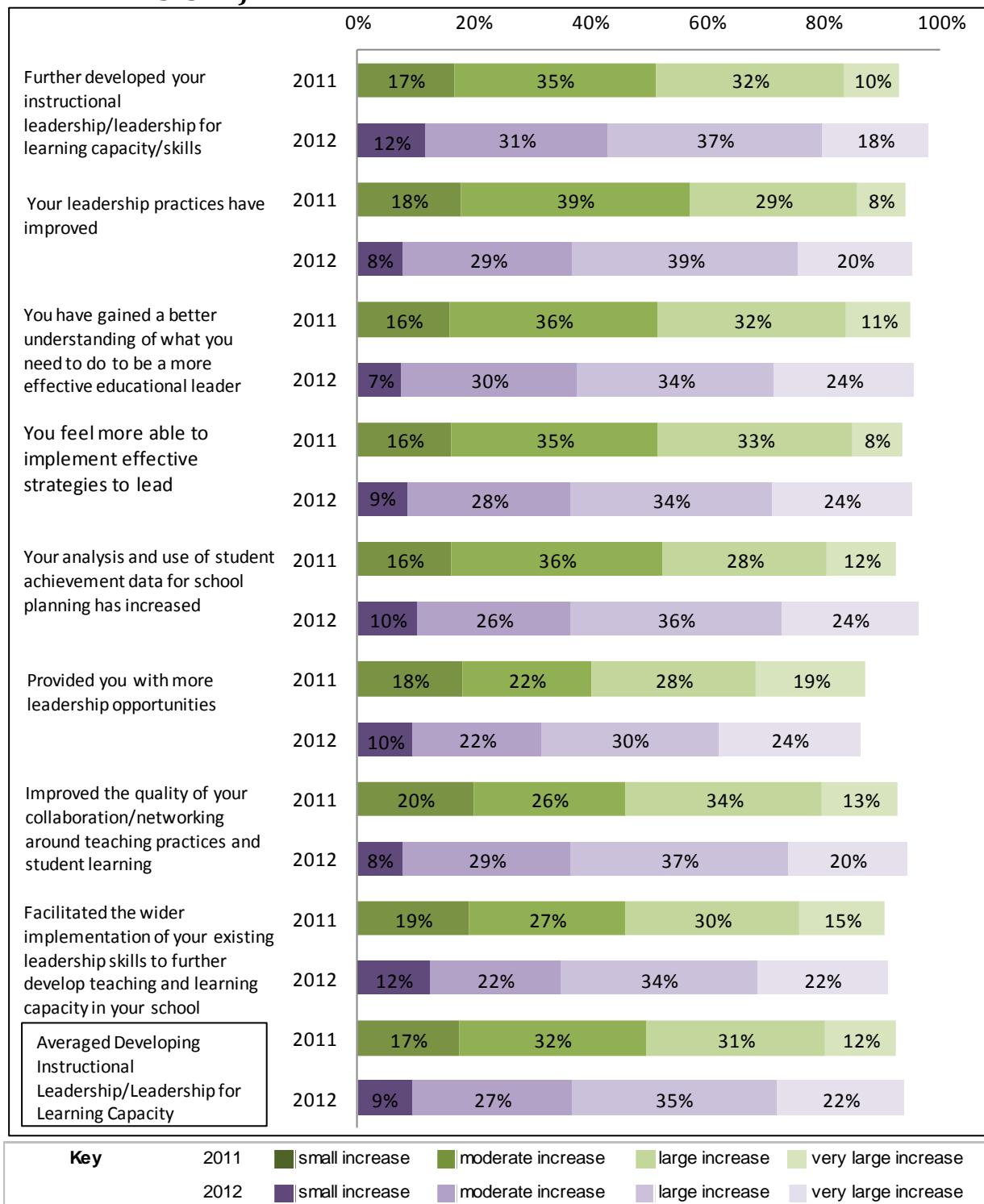
5.2.5 2011 LSES NP Executives' views of changes in instructional leadership and leadership for learning capacity since commencing the SSNP

In 2012, executives in the 2011 LSES NP cohort were very positive about changes in instructional leadership and leadership for learning capacity since commencing the SSNP. More than 90% of respondents indicated increases in their skills, understanding and implementation of effective leadership with these increases being described as large or very large by 55% to 60% respectively (Figure 17).

A smaller proportion (86%) reported increases in their leadership opportunities; however 55% still described the increases as large or very large.

There were differences in the extent of change being reported since commencing the SSNP at the two survey administration periods. More change was reported in 2012 compared to 2011, with the proportion of respondents describing increases as large or very large growing by 8 to 20 percentage points for all items between survey administrations.

Figure 17. Executives’ perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2011 LSES NP)



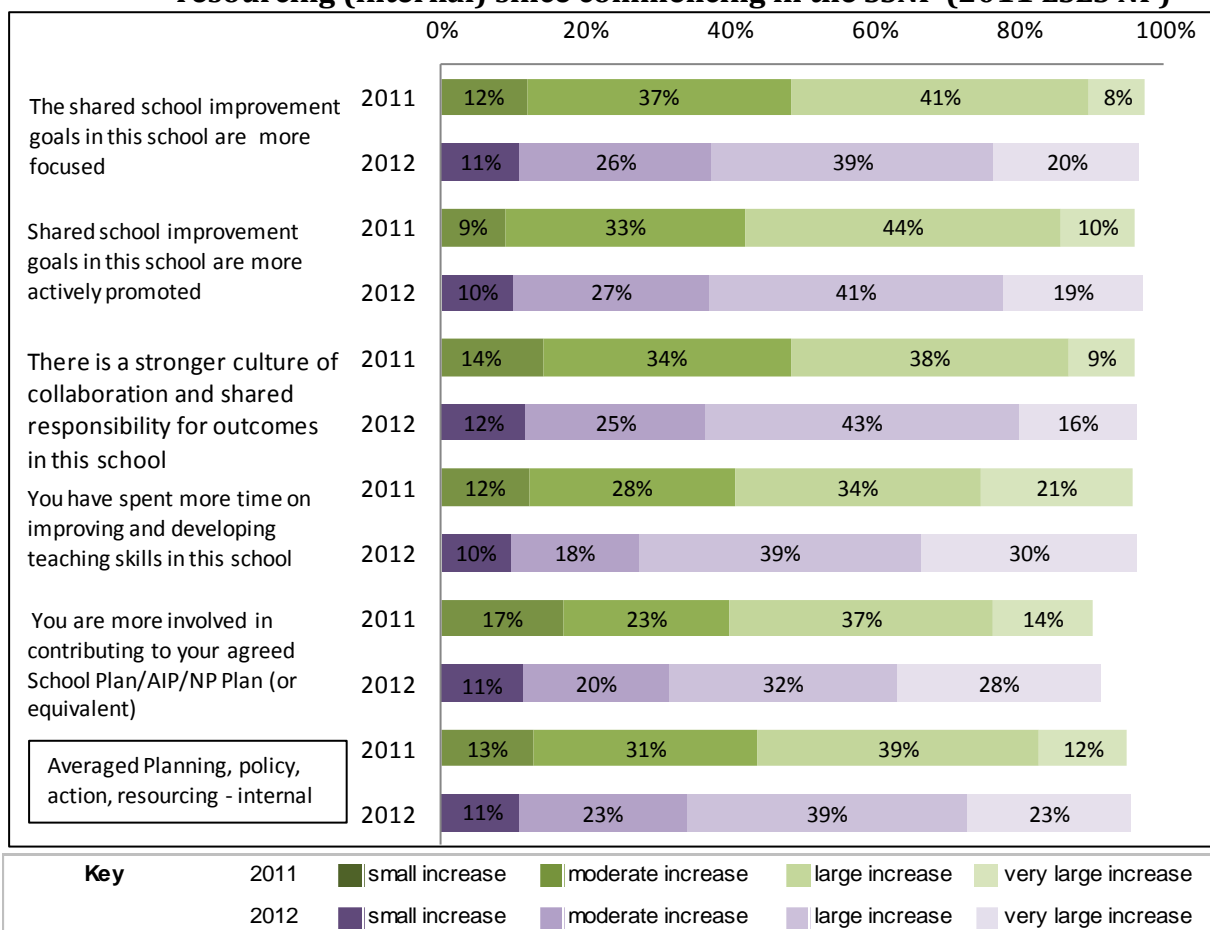
Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 272; N 2012 = 240

5.2.6 2011 LSES NP Executives’ views of changes to planning, policy action and resourcing since commencing in the SSNP

In 2012, executives in the 2011 LSES NP were very positive about the changes in internally focused strategies in planning, policy, action and resourcing since commencing the SSNP. 95% of executives reported positive changes since commencing the SSNP in this domain (see averaged responses, Figure 18). Between 59% and 69% of respondents described the increases as large or very large across the items in this domain (Figure 18).

The extent of reported change since commencing the SSNP for this cohort was greater in 2012 compared to 2011, with the proportion of respondents describing increases as large or very large growing by 6 to 14 percentage points for all items between survey administrations.

Figure 18. Executives’ perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP (2011 LSES NP)

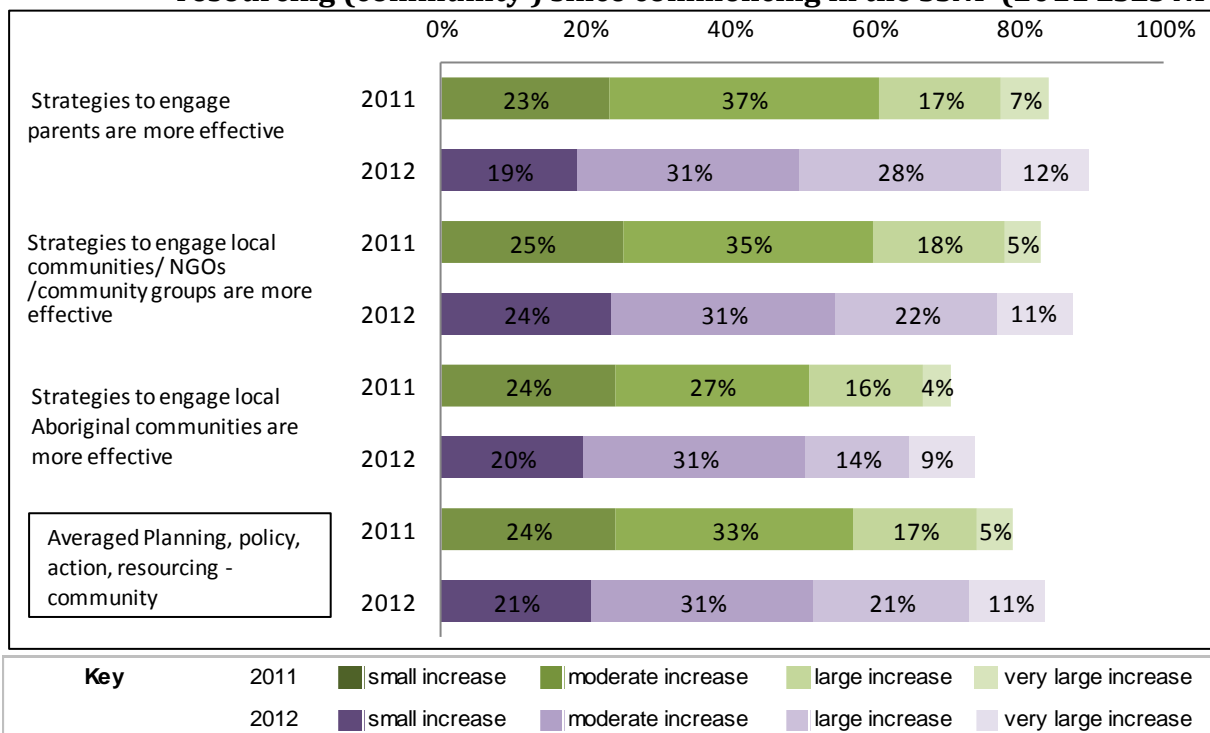


Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 271; N 2012 = 238

Executives in the 2011 LSES NP reported increases in the effectiveness of strategies to engage their communities since the start of the SSNP. The greatest boost in effectiveness was reported for strategies to engage parents, with 89% reporting an increase. In this cohort, 40% described the increases as large or very large, which is a 16 percentage point growth on 2011 results. Lower percentages of executives reported increases in the

effectiveness of strategies to engage local communities and NGOs (87%), and local Aboriginal communities (74%) since commencing the SSNP. Both the proportions of executives reporting increases, and describing the increases as large or very large, rose compared to 2011 results for this cohort, although the increases were smaller than for strategies to engage parents (Figure 19).

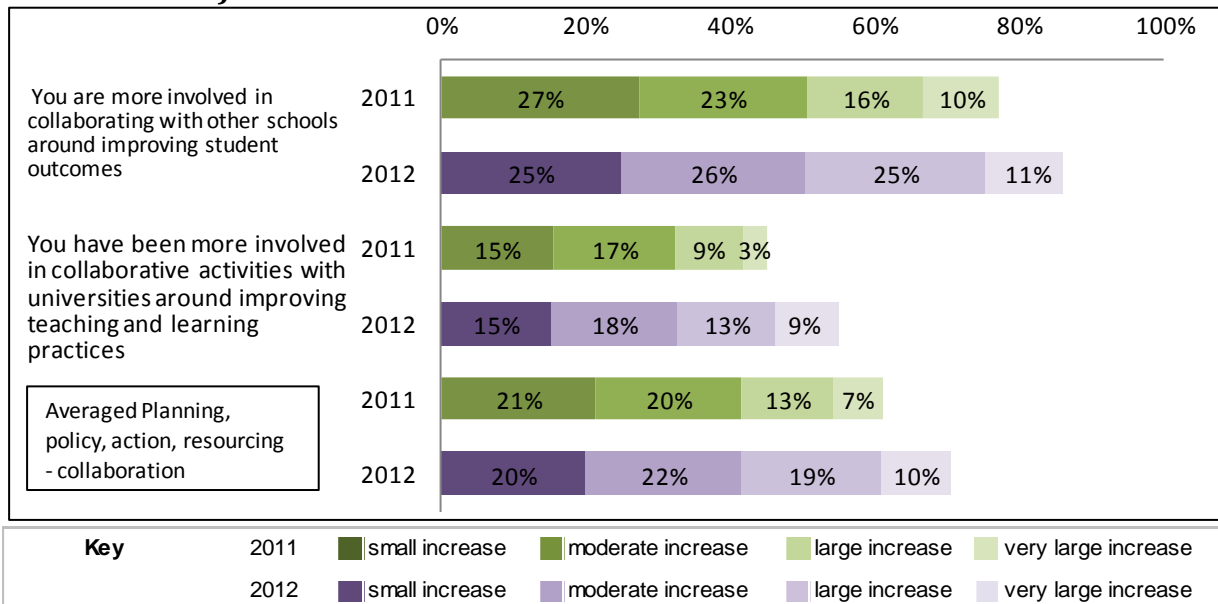
Figure 19. Executives’ perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 271; N 2012 = 238

In 2012, executives in the 2011 LSES NP reported much higher levels of collaboration with other schools than with universities. Whereas 86% of executives reported increases in collaboration with schools, and 36% described the increases as large or very large, only 55% reported increases in collaboration with universities, with 22 % describing the increase as large or very large. Both strategies exhibited similar growth however, with improvements of approximately 10 percentage points compared to 2011 results, both for those reporting an increase, and for those describing the increase as large or very large (Figure 20).

Figure 20. Executives’ perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 271; N 2012 = 238

5.3 2011 LSES NP Teachers’ views about changes since commencing the SSNP

This section is based on the views of 349 teachers from 178 schools in the 2011 LSES NP cohort who completed the CSIS survey in 2012 (Wave 2 survey) and commented on changes since the inception of the LSES NP in 2011. These findings are contrasted with responses of 513 teachers from the same cohort of schools, which completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2012 surveys could not be reliably matched.

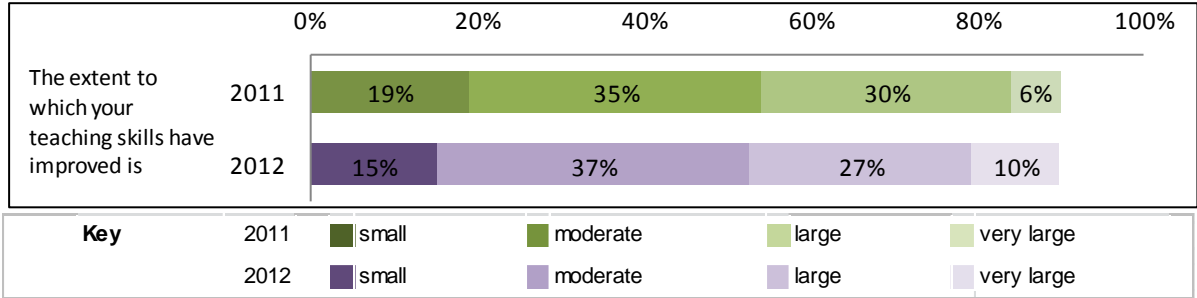
Questions have been grouped on survey domain, with sub-groups created when indicated by factor analysis. Average responses have been developed for each group of questions¹⁹.

5.3.1 2011 LSES NP Overall impact of changes in teaching skills since commencing the SSNP

In 2012, teachers in the 2011 LSES NP cohort were very positive about the extent to which their teaching skills have improved since commencing the SSNP, with 90% saying their skills had increased and 37% describing the increase as large or very large (Figure 21). The proportion of teachers reporting any change since commencing the SSNP had not advanced compared with 2011 results, but the proportion of teachers describing the increase as very large grew by 4 percentage points.

¹⁹ See Appendix 4.

Figure 21. Teachers’ perceptions of overall change since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 467; N 2012 = 334

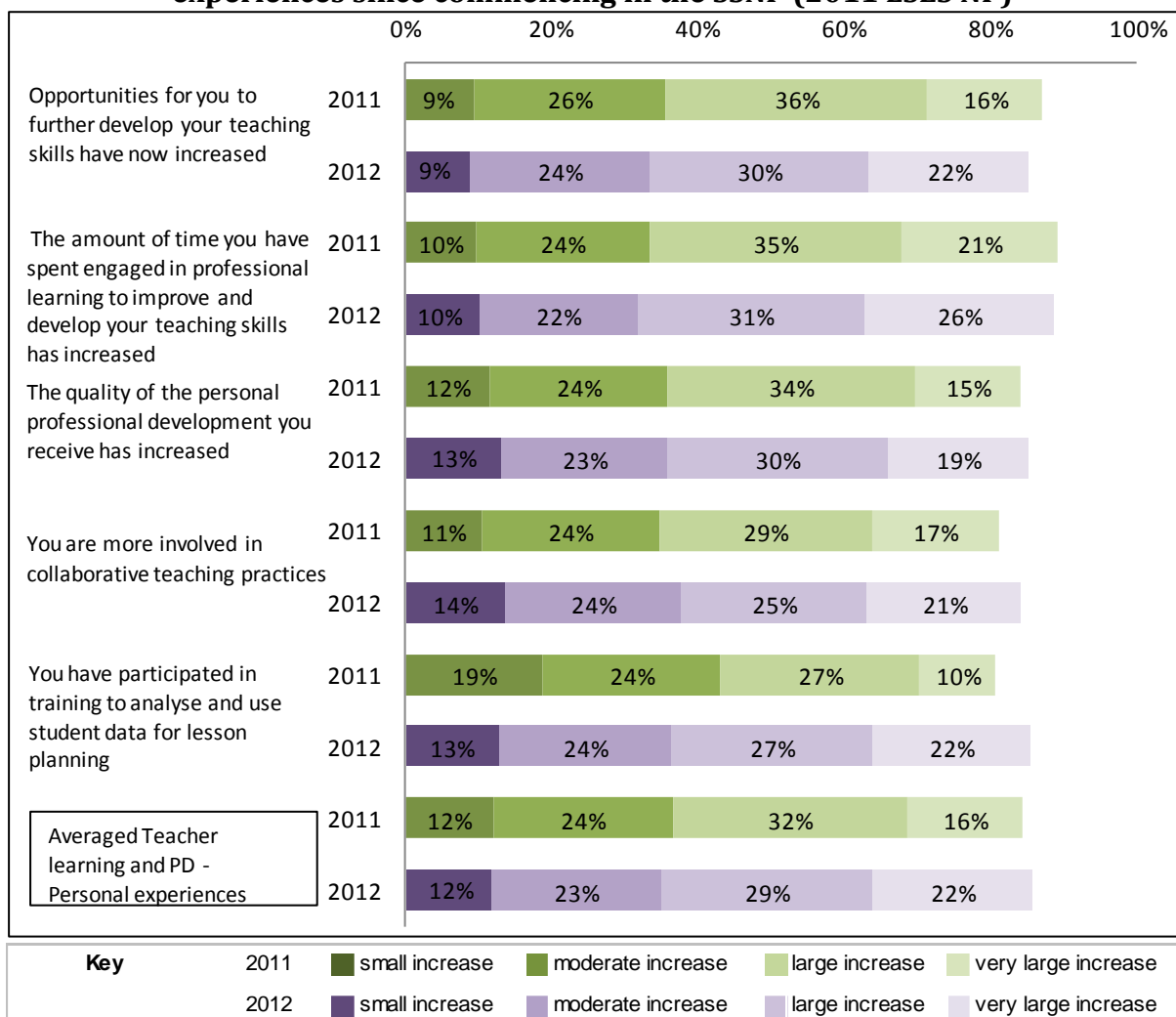
5.3.2 2011 LSES NP Teachers’ professional development experiences since commencing in the SSNP

Most teachers in the 2011 LSES NP cohort were positive about the increases in the availability and quality of a range of professional development experiences since the commencement of the SSNP. More than 84% reported increases on these items, and 46% to 57% described the increases as large or very large (Figure 22).

However, there appeared to have been little additional development in the coverage or intensity of change for this cohort since the SSNP commenced, with differences of 0 or 1 percentage points in the proportion reporting any, large or very large change for most items compared with 2011 survey results.

The exception is for the item ‘participation in training to analyse and use student data for lesson planning’, with five percent more respondents in 2012 reporting any increase compared to the 2011 survey respondents. In addition, 11% more 2012 respondents described the increase as large or very large.

Figure 22. Teachers’ perceptions of changes in professional development experiences since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 513; N 2012 = 347

5.3.3 2011 LSES NP Teachers’ leadership and collaborative opportunities

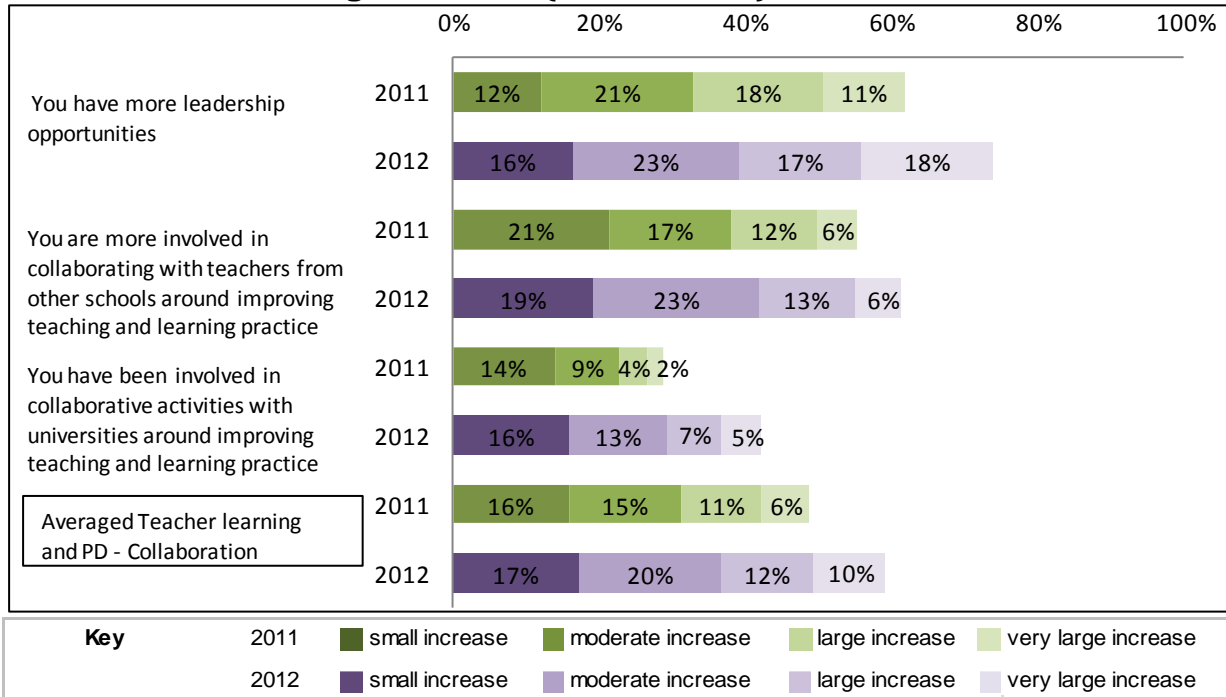
In 2012, teachers in the 2011 LSES NP cohort generally reported positive increases in their leadership opportunities, and in their collaboration with other schools, but collaboration with universities did not appear to have increased to the same extent (Figure 23).

Almost three quarters (74%) reported increases in their leadership opportunities since commencing the SSNP, and 35% described the increase as large or very large. This was a growth of 12 percentage points of those reporting any increase since the SSNPS commenced and 6 percentage points for those describing the increase as large or very large over 2011 results.

The averaged teacher learning and professional development-collaboration responses, showed the extent of change after two years of implementing the SSNP was greater than reported in 2011 (after nine months). Higher proportions of teachers in the 2012 survey reported increases in collaboration with other schools (61%) than with universities (42%).

The proportion reporting any, large or very large collaboration grew by more for collaboration with universities (13 percentage points and 7 percentage points respectively) than with other schools (6 percentage points and 2 percentage points respectively), compared to 2011 results.

Figure 23. Teachers’ views of changes in leadership and collaboration since commencing in the SSNP (2011 LSES NP)



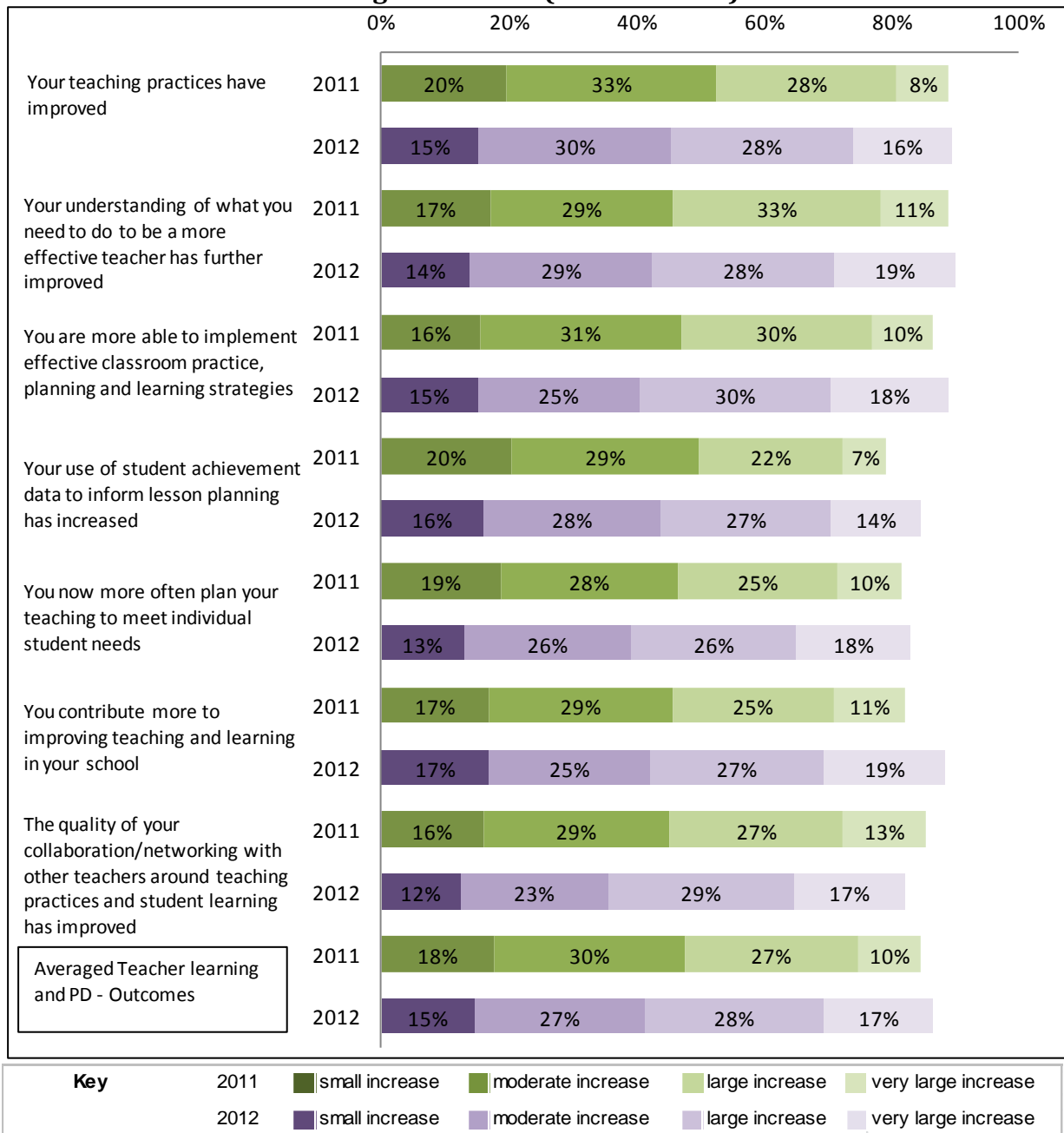
Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 513; N 2012 = 337

5.3.4 2011 LSES NP Teachers’ professional development outcomes since commencing in the SSNP

In 2012, a very high proportion of teachers in the 2011 LSES NP cohort indicated that, as a result of the professional development they had undertaken since commencing the SSNP, their teaching practices and understanding of what they need to do to be a more effective teacher had improved, and that they were more able to implement effective classroom practice, planning and learning strategies. Over 82% of teachers reported increases and over 41% described the increases as large or very large (Figure 24).

A greater proportion of teachers reported large or very large increases on all items in this section since the SSNP commenced compared to 2011 results (up by 4 to 11 percentage points). However, there was a small decline in the proportion of teachers reporting any improvement in the quality of collaboration/networking with other teachers (down by 3 percentage points compared to 2011 results).

Figure 24. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 513; 2012 = 345

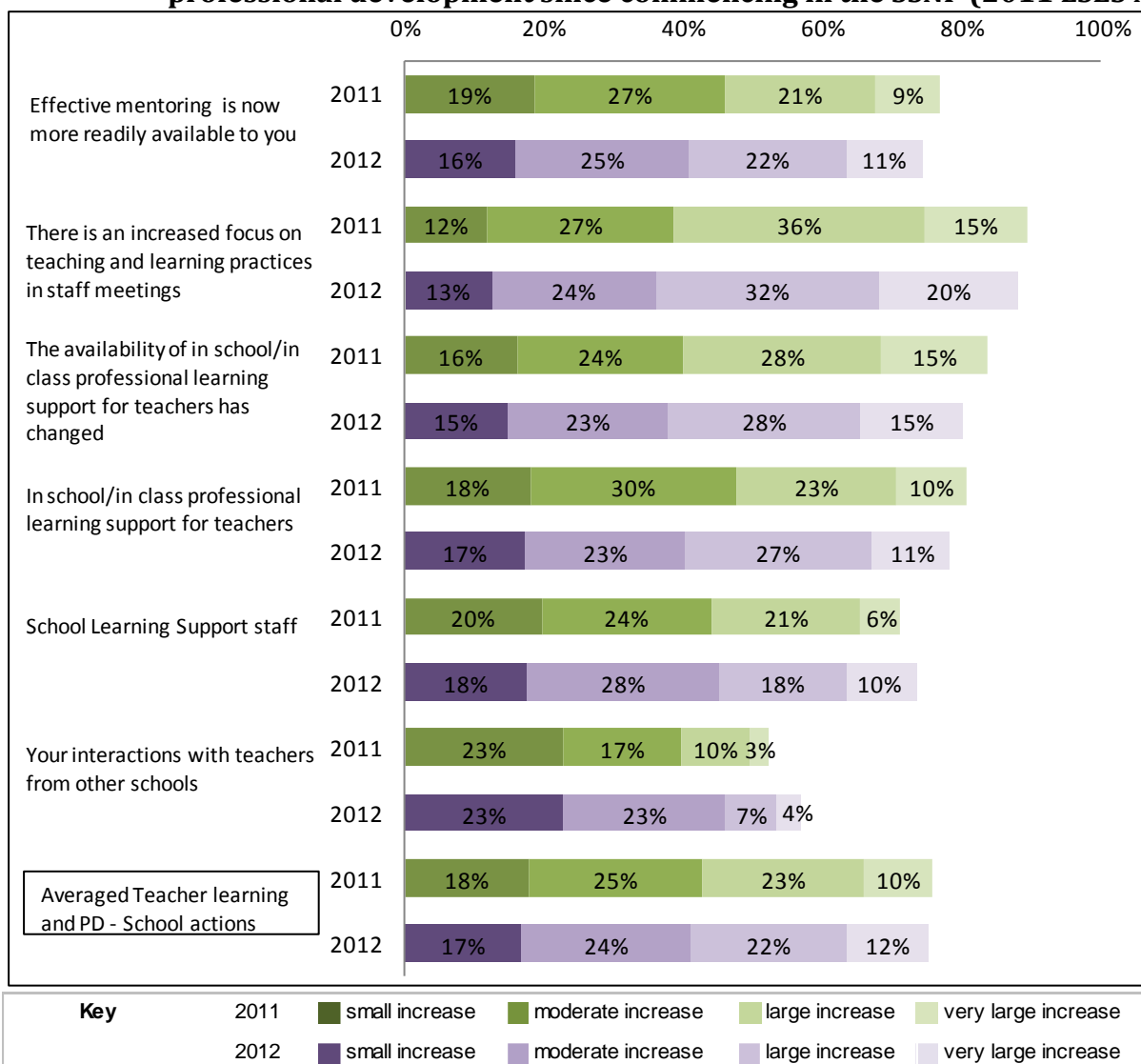
5.3.5 2011 LSES NP School actions to support teacher learning and professional development since commencing in the SSNP

In 2012, most teachers in the 2011 LSES NP cohort reported increased availability of a range of school based professional development options since commencing the SSNP, and that these had enhanced their teaching skills. More than 80% reported an increased focus on teaching and learning practices in staff meetings, and an increased availability of in school/ in class professional learning support. More than 70% reported that more effective mentoring was more readily available. Sizeable proportions (33% to 52%) described these increases as large or very large (Figure 25).

More than 74% of teachers in this cohort reported enhanced teaching skills from in school/ in class professional learning support, and through support from School Learning Support staff, with 38% and 28% respectively describing the increases as large or very large. A much smaller proportion (57%) reported enhanced skills from interactions with other schools, with only 11% describing the increase as large or very large.

However, there appears to have been a slight reduction in the extent of change being reported since commencing the SSNP in the 2012 survey compared with 2011 survey results. The averaged school actions for learning and professional teacher development responses summarise these trends (Figure 25).

Figure 25. Teachers’ perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2011 LSES NP)

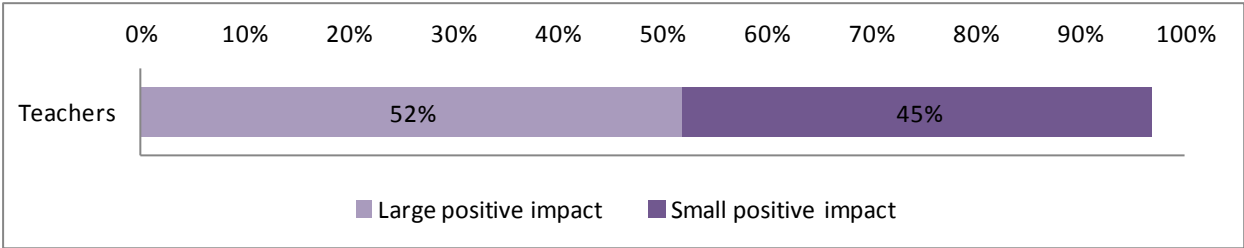


Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 504; N 2012 = 338

5.3.6 2011 LSES NP Teachers’ views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teacher’ professional learning

In the 2012 survey, teachers were also asked about the contribution of HATs/ Teacher Educators/ LOPs/equivalents to improvements in support for their professional learning (Figure 26). Amongst the 186 teachers from LSES NP schools (53%) who indicated they were able to access such support, just over half (52%) reported that these positions were making a large contribution to improving support for teachers’ professional learning.

Figure 26. Impact of HATs or equivalent on support for teachers’ professional learning²⁰



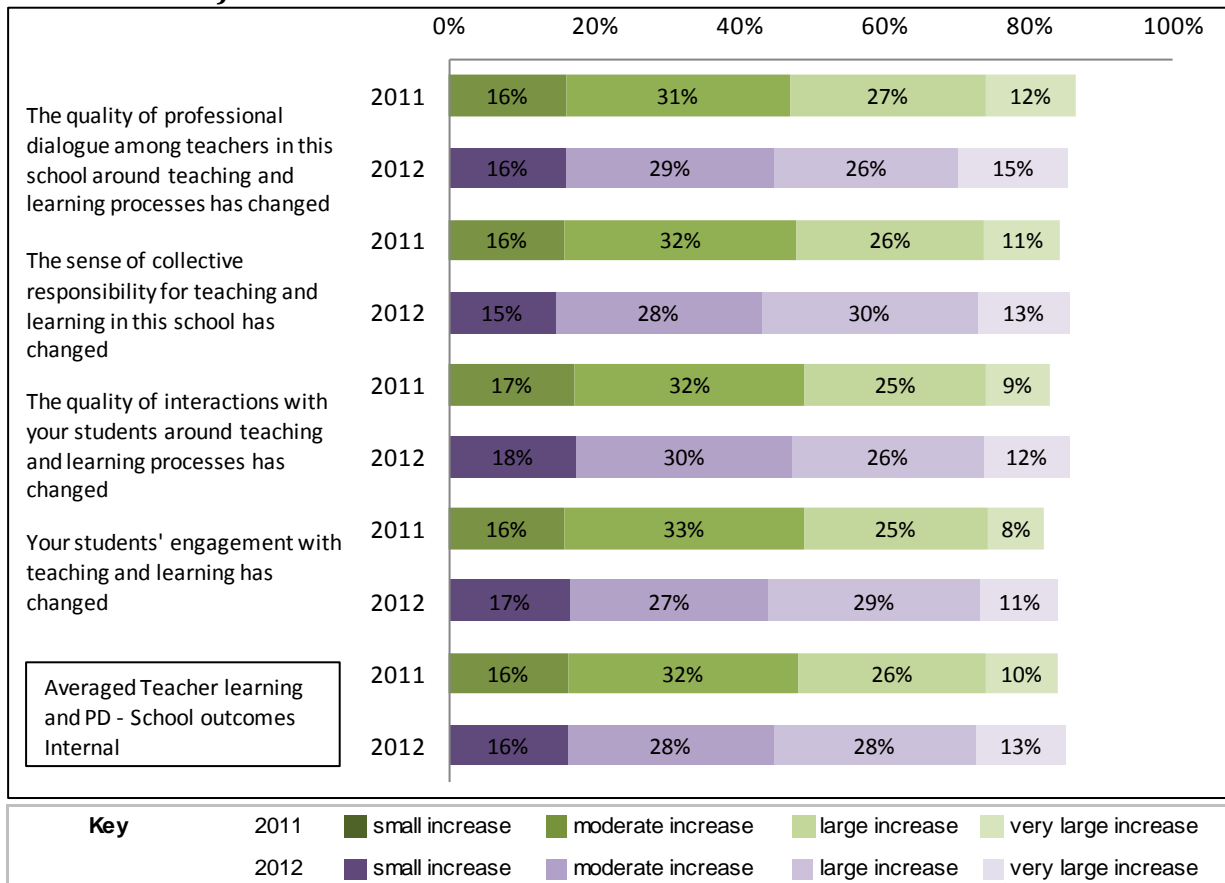
Source: Wave 2 CSIS, 2012 (purple). N=186

5.3.7 2011 LSES NP School outcomes from teacher learning and professional development since commencing in the SSNP

In 2012, teachers in the 2011 LSES NP cohort were very positive about the changes in interactions amongst teaching staff and with students compared prior to commencing the SSNP. More than 80% reported increases in all outcomes, and more than 38% described the changes as large or very large. The extent of reported change was slightly greater for most items in 2012 than it had been in 2011, with a growth of 5 or more percentage points for those describing the change as large or very large for most items (Figure 27). The averaged school outcomes-learning and professional teacher development responses showed a 5 percentage point difference between the 2011 and the 2012 results (Figure 27).

²⁰ This was a new question in the 2012 survey, added to assess the impact of these positions.

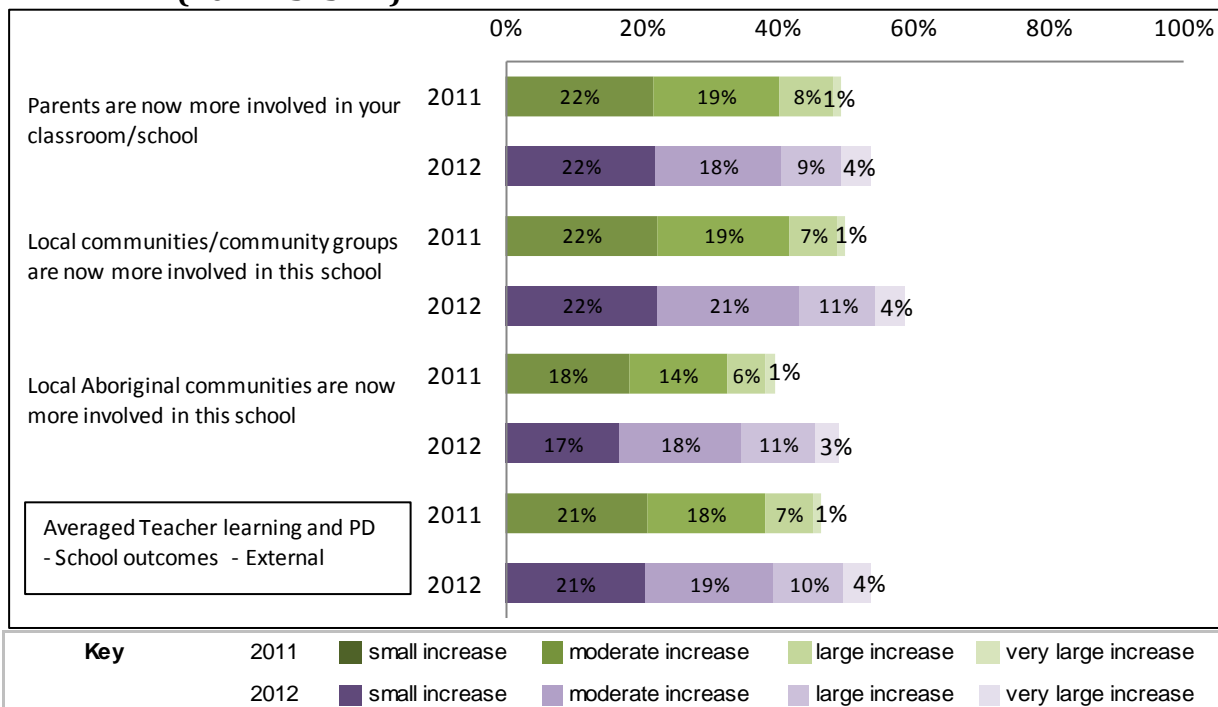
Figure 27. Teachers’ perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 504; N 2012 = 338

In 2012, teachers in the 2011 LSES NP cohort were quite positive about the furthered engagement of their school with the community since the commencement of the SSNP. Having parents, local community groups and the local Aboriginal community involved in the school was reportedly increased by 54%, 59% and 49% respectively since the SSNP commenced. In each instance, approximately 15% of teachers described the increases as large to very large. The growth in involvement compared to 2011 results became greater for engagement with Aboriginal communities and for other community groups and NGOs than it was for parents (Figure 28).

Figure 28. Teachers’ perceptions about school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 504; N 2012 = 338

5.3.8 2011 LSES NP Teachers’ engagement with schools’ strategic direction, goals and expectations since commencing in the SSNP

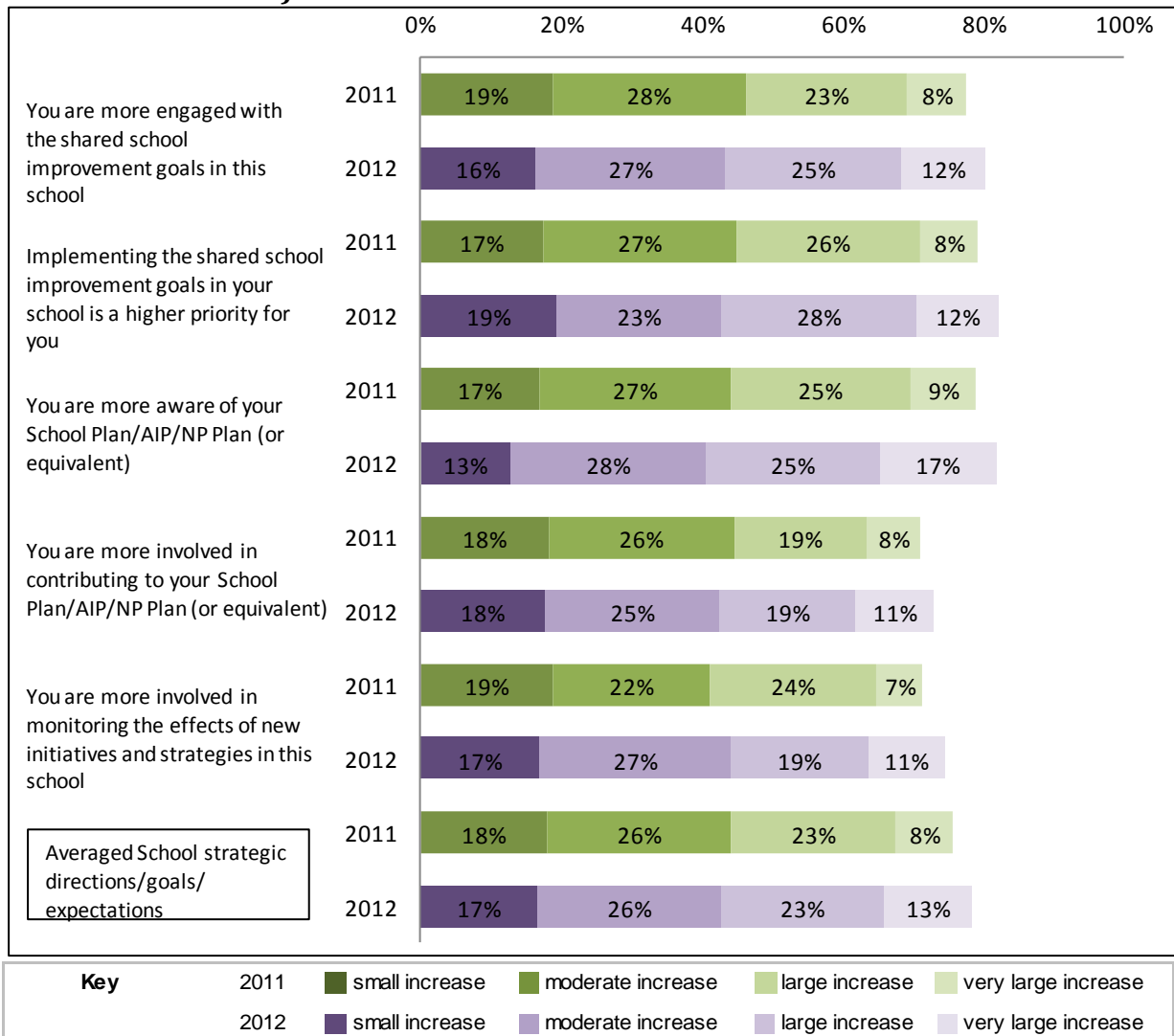
Large proportions of teachers in the 2011 LSES NP responding to the survey described increases in their engagement with school strategic directions, goals and expectations, compared prior to the commencement of the SSNP.

More than 80% reported increases in the extent of their awareness of the school plan, and engagement and implementation of the school improvement goals. The increases were described as large or very large by 37% to 41% of respondents (Figure 29).

Approximately 74% of respondents reported they were more involved in contributing to the school plan, and in monitoring the effects of new initiatives and strategies. The increased involvement was described as large or very large by 30% for both items.

These results were slightly increased on most items compared to 2011 survey administration results. The averaged school strategic directions/ goals/ expectations responses illustrate the small amount of change in 2012 compared with 2011 (Figure 25).

Figure 29. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2011 LSES NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 503; N 2012 = 341

5.4 Comparison of 2011 LSES NP principals', executives' and teachers' responses to common outcomes questions

The survey included ten questions about key SSNP outcomes, which were common to the principal, executive and teacher surveys (table 2). In general, there was a clear gradient in responses to the 2012 survey between the three survey respondent groups. Principals almost always reported a great extent of change for an outcome than did executives and executives reported a greater extent of change than did teachers. This pattern was also seen for other questions in common to the principals and executives covered in sections 5.2 to 5.3).

Differences between principals, executives and teachers may reflect their different priorities and ways of engaging in the SSNPs related to their respective roles. The three groups may also have different perspectives on what constitutes a change in these outcome areas.

There were four outcomes for which all three respondent groups reported the greatest extent of change, although as observed principals, executives and teachers had different perspectives on the amount of change achieved since the SSNP commenced.

- Professional dialogue around teaching being of higher quality (78% principals indicated large or very large increase; 67% executives and 41% teachers). Principals and executives were more likely to report seeing large or very large improvements in the quality of professional dialogue around teaching in their school since the SSNP commenced than for any other outcome.
- Stronger collective responsibility for teaching and learning (66% principals indicated large or very large increase; 57% executives and 43% teachers)
- More time focused on teaching practices in staff meetings (64% principals indicated large or very large increase; 58% executives and 52% teachers). Greatest degree of congruence in all three respondent groups' ratings for this outcome, which implies that the three groups have similar views on what more time being focused on teaching practices in staff meetings looks like in practice.
- Increased analysis of student data (58% principals indicated large or very large increase; 60% executives and 41% teachers).

There were three outcomes where principals and executives had similar views about the amount of gains achieved but teachers reported much lower gains.

- Overall quality of teaching improved (66% principals indicated large or very large increase; 61% executives and 37% teachers).
- Effective mentoring of staff more widely established (66% principals indicated large or very large increase; 63% executives and 33% teachers).
- Teachers plan teaching to meet the individual students' needs (56% principals indicated large or very large increase; 53% executives and 44% teachers).

Teachers (47%) and executives (58%) were more likely to report large or very large improvements in the quality of collaboration with peers around teaching and learning than were principals (39%). Principals considered their peers as being other principals and gave similar ratings for gains in collaboration with other schools as they did for improved quality of collaboration with their peers. 36% of principals reported large or very large increases in collaboration with other schools. The congruence of these ratings provides further evidence that less change has been achieved in collaborating with other schools than most other outcomes.

By far the lowest gains since the SSNP commenced for the LSES NP were in engagement in collaborative activities with universities around improving teaching and learning. Just under two-thirds of school reported any change had occurred and only 29% of principals, 22% of executives and 13% of teachers reported large or very large increases in engagement.

Table 5. Comparison of responses to common questions, proportions of respondents who indicated any positive change and moderate to large increase (2011 LSES NP)

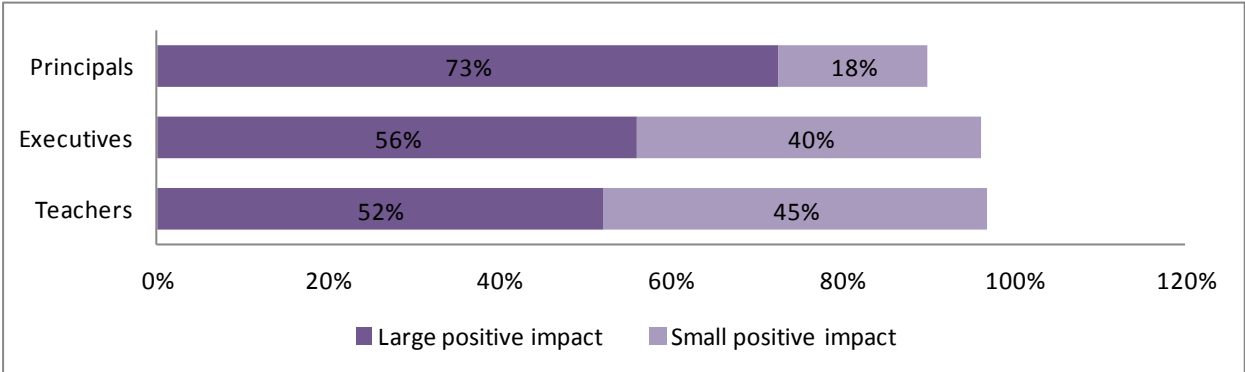
Question	Principals		Executives		Teachers	
	% positive increase	% large or very large increase	% positive increase	% large or very large increase	% positive increase	% large or very large increase
Professional dialogue around teaching is of higher quality	98%	78%	99%	67%	86%	41%
Overall quality of teaching has improved	97%	66%	98%	61%	90%	37%
Effective mentoring of staff is more widely established	96%	66%	95%	63%	74%	33%
Collective responsibility for teaching/ learning is stronger	96%	66%	94%	57%	86%	43%
Teachers plan teaching to meet individual student needs	95%	56%	96%	53%	83%	44%
More time focused on teaching practices in staff meetings	94%	64%	92%	58%	88%	52%
Your analysis of student data has increased	90%	58%	96%	60%	85%	41%
Collaborates more with other schools	90%	36%	86%	36%	61%	19%
Improved quality of collaboration with peers around teaching/ learning	87%	39%	94%	58%	82%	47%
More engaged in collaborative activities with universities around improving teaching/ learning	64%	29%	55%	22%	42%	13%

In 2012, a new question was included that asked about the impact of HATs or their equivalents on support for teachers' learning. HATS or their equivalents were new positions created under the SSNP and there were high expectations about the potential for this new strategy to teachers' support professional learning under the SSNP.

Although all respondent groups (in schools who had access to a HAT or equivalent) were very positive about the impact of HATs or their equivalent on support for teachers' professional learning, principals were more likely to report large positive impacts (73%) than were executives and teachers (Figure 30). Just over half of teachers and executives reported HATs or their equivalent had a large positive impact on teachers' professional learning since the SSNP commenced. It is difficult to say why there should be such a

difference in views about the gains accruing from having access to HATs except that principals may be bringing a broader perspective when rating the impact than do executives and teachers.

Figure 30. Comparison of principals’, executives’ and teachers’ views on the impact HATs or equivalent positions have had since the SSNP commenced (2011 LSES NP).



Source: Wave 2 CSIS, 2012. Note: The question was phrased differently for teachers. Teachers were asked about the extent to which having a HAT or their equivalent has enhanced their teaching skills, whilst principals and executives were asked about the impact on professional learning support for teachers. Responses came from 40 principals, 88 executives and 186 teachers who indicated that teachers at their school received support from HAT or equivalent.

5.5 2011 LSES NP Conclusion

In 2011, the survey results showed that positive changes were occurring across all domains of interest. However, there were differences in the reported extent of change between principals, executives and teachers, and in what areas gains are being reported.

In 2012, the trajectory of change has continued with a higher proportion of respondents reporting a greater amount of positive change in all domains of interest since the SSNP commenced. As in 2011, teachers on the whole reported a smaller extent of change than did principals and executives. For example, around half the number of teachers report large or very large improvements in the quality of teaching compared to principals and executives. The differences in the patterns of responses between the three groups can be explained by the diffusion of innovation theory²¹, which says that new ideas or practices are taken up at different rates by the population. In schools, principals are responsible for introducing new ideas and leading innovation in practices and learning. In the SSNPs, this role has been clearly articulated with principals being ultimately responsible for implementing the SSNPs and improving the professional learning, school improvement and

²¹ Diffusion of Innovations is a theory that seeks to explain how, why, and at what rate new ideas and technology spread through cultures. Everett Rogers, a professor of rural sociology, popularized the theory in his 1962 book Diffusion of Innovations.

organisational culture in their schools. It appears that principals have continued to actively lead SSNP activities, and have a positive perspective about the extent of change occurring. Changes appear to take longer to diffuse to teachers especially reflecting the time required for professional development and implementation of reforms before performance outcomes are evident. It is also possible that teachers have less stake in the reform process and are therefore less optimistic about the amount of change achieved in key outcome areas.

The 2012 survey results show that schools were implementing many SSNP activities and respondents perceived they were already achieving some change in practices and desired outcomes related to improving teacher quality. In particular, schools reported large improvements in access to better quality professional development and learning, and increases in professional dialogue and the amount of collaboration with peers. All staff, but principals and executives in particular, also reported that the staff members were taking more collective responsibility for teaching and learning, an expected outcome of improving dialogue and collaboration in schools.

A relatively low proportion of respondents from all three groups reported that their school was more effectively engaging with parents and local communities—Aboriginal groups in particular. As in 2011, the smallest amount of change in outcomes was reported for collaboration with other schools, peers and with universities around improved teaching and learning.

6. 2010 ITQ NP respondents' perceptions of change at the end of the SSNP

This chapter focuses on responses from the 2010 ITQ NP cohort. These schools had completed their participation in the two-year SSNP-funded activities in 2011, but were accessing additional state government funding in 2012 as a measure to help them transition beyond the ITQ NP and sustain the gains made. All DEC hub schools applied for, and were granted, 'transition' funding. Based on their experiences of the ITQ NP, these schools nominated the most effective strategies they wished to focus on during the 'transition' year—some, for instance, chose to sustain formal relationships with 'spoke' schools²², whilst others continued to employ a HAT.

This cohort was previously surveyed in late 2011, towards the end of their formal participation in the joint state/Commonwealth-funded two-year SSNP, and many from all three respondent groups (principals, executives and teachers) reported then that there had been increases across the areas targeted by the SSNP since commencing. In 2012, this cohort often reported experiencing a lesser extent of change since commencing the SSNP, when compared with 2011 wave results. The reduction in the extent of change being reported may be related to the changes in funding and the narrowing the focus of the ITQ NP in the transition year.

Responses for the 2010 ITQ NP cohort from both the 2011²³ and 2012 surveys are shown in the chapter. The respondents to the 2011 and 2012 survey could not be reliably matched so these data are for all respondents.

The data set (2010 ITQ NP), Wave 2 survey

A total of 137 people in this cohort completed the survey at endpoint: 25 principals, 51 executives and 61 teachers. For profiles of respondents and the schools in which they worked at the time, see chapters 3 and 4.

Eight principals were from hub schools, and 17 were from spoke schools. For executives, 34 were from hub schools, and 17 were from spoke schools. Fifty-seven teachers were from hub schools, and only four were from spoke schools.

Responses from 2012 have been compared with those of the 237 respondents in 2011 from the same cohort: 16 principals, 69 executives, and 152 teachers.

- Principals from 11 schools completed the CSIS survey in 2011 and 2012

²² The 'transition year' is funded solely by the state government, and is therefore somewhat reduced compared to the joint state/Commonwealth contributions to the full partnership. Accordingly, schools had to prioritise which strategies to sustain during the transition year, and many chose not to continue formal relationships with spoke schools – thus, not all ITQ NP spoke schools were active in 2012.

²³ Note that this cohort is a subset of the "n" survey respondents to the 2011 survey, and does not include the 2011 ITQ NP cohort. The results described for 2011 are thus different from those presented in the Wave 1 CSIS report.

- Executives from 13 schools completed the CSIS survey in 2011 and 2012
- Teachers from 11 schools completed the CSIS survey in 2011 and 2012

Questions have been grouped on survey domain, with sub-groups created when indicated by factor analysis. Average responses have been developed for each group of questions²⁴.

6.1 2010 ITQ NP Principals' views about changes resulting from participation in the SSNP

This section is based on the views of 25 principals from 25 schools in the 2010 ITQ NP cohort who completed the CSIS survey in 2012 (Wave 2 survey) and commented on changes since the inception of the ITQ NP in 2010. These findings are contrasted with responses of 16 principals from the same cohort of schools, which completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2012 surveys could not be reliably matched.

Questions have been grouped on survey domain, with sub-groups created when indicated by factor analysis. Average responses have been developed for each group of questions²⁵.

6.1.1 2010 ITQ NP Overall impact of changes in teacher capacity since commencing in the SSNP

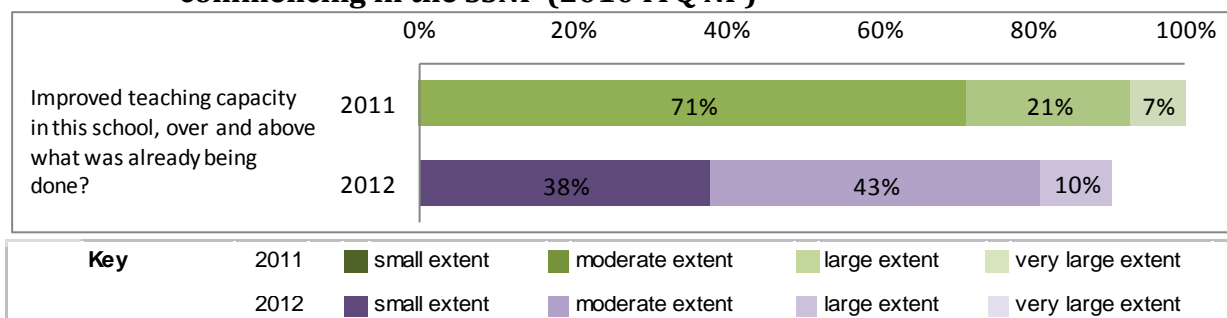
Overall, principals were positive about the impact of the SSNP on teacher capacity in the transition year of the ITQ NP. Almost all of the 25 principals who responded to the survey in 2012 reported that the SSNP had improved teaching capacity in their school over and above what was already being done, with two principals reporting a large or very large improvement since commencing the SSNP²⁶ (Figure 31). However, these figures represent a drop of 10 percentage points compared to 2011 in those reporting any improvement since commencing the SSNP, and 19 percentage points for those reporting a large or very large improvement. Not all ITQ schools in the transition year elected to continue funding a HAT.

²⁴ See Appendix 4.

²⁵ See Appendix 4.

²⁶ Percentages should be interpreted with caution due to relatively small number of respondents.

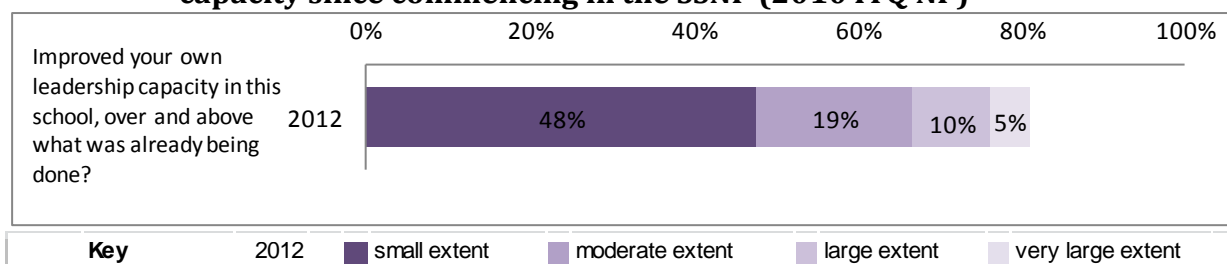
Figure 31. Principals' perceptions of improvements in teacher capacity since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 14; N 2012 = 21

In the 2012 survey administration a new question was included, asking principals about improvements in their own leadership capacity since the implementation of the SSNP, over and above what was already being done. Most principals (81%) reported at least some improvement, and 14% described the improvement as large or very large (Figure 32).

Figure 32. Principals' perceptions of improvements in their own leadership capacity since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012. N 2012 = 21

6.1.2 2010 ITQ NP Principals' views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

Overall, more than three quarters of principals in the 2010 ITQ NP indicated that increases had occurred in practices around management, accountability, planning, evaluation and monitoring since the commencement of the SSNP, although the extent of change was less in 2012 than that cohort had reported in 2011. This is despite three principals (12%) reporting that almost every item was not applicable, as it had not been done (0% in 2011). These principals were most often spoke schools, and may have been discontinued spoke schools that were not involved in the Partnership in 2011. Other possible reasons are because these reforms were LSES NP reforms or the schools had not implemented specific strategies during the transition year.

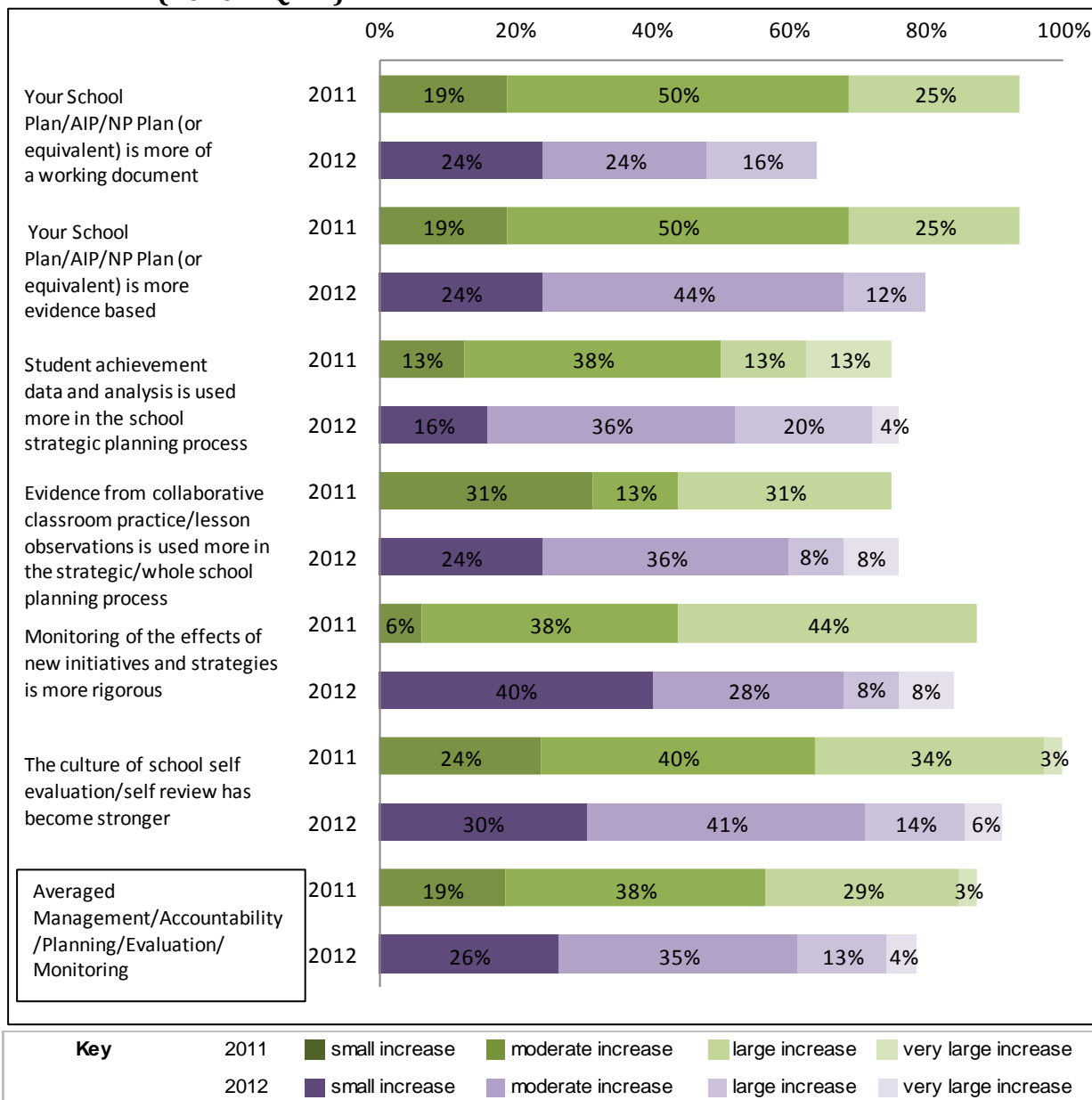
Similar proportions of principals reported some increase in 2012 compared to 2011 for

- the use of student achievement data and analysis in the school strategic planning process (76%),
- the use of evidence from collaborative classroom practice/lesson observations in school planning (76%),
- the rigour with which the effects of new initiatives are monitored (84%), and
- the strength of the culture of self evaluation/ self review (84%) (Figure 33).

However, the proportions describing the increase as large or very large decreased on all items by 9 to 36 percentage points. This suggests that the proportion of schools that experienced change was maintained, but the extent of the change in many schools decreased.

Large declines occurred in the proportion of principals reporting increases in the areas of the school plan being more of a working document (down 30 percentage points in 2012 compared with 2011) and the school plan being more evidence based (down 14 percentage points in 2012 compared with 2011). This suggests that these changes were sustained for fewer schools, and that the extent of change declined in those schools where change did occur.

Figure 33. Principals’ perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 16; N 2012 = 25

6.1.3 2010 ITQ NP Principals’ views of changes in teaching, learning and professional development since commencing in the SSNP

Overall, more than two thirds of respondent principals in the 2010 ITQ NP indicated that increases had occurred in most practices around teaching, learning and professional development since the commencement of the SSNP, although they reported less increases in 2012 than that cohort had reported in 2011. This is despite between three and five principals (13% to 21%) reporting that almost every item was not applicable, as it had not been done (0% in 2011 on most items).

Over 75% of principals indicated in 2012 that increases had occurred compared to prior to commencement of the SSNP in:

- the time in staff meetings that was focussed on teaching practices and student learning,
- the role of in school/ in class learning/development in the development of teacher capacity,
- the quality of professional dialogue around teaching and learning processes,
- the contribution of teachers to improving teaching and learning processes, and
- the overall quality of teaching.

However, the averaged teaching, learning and professional development responses indicated that principals were less positive about the extent of change in 2012. In 2012, just over two-thirds of principals reported any increase in teaching, learning and professional development since the SSNP commenced. By contrast, 86% of principals reported increases in this area in the 2011 survey.

In 2012, results for items asking about different aspects of teaching, learning and professional development were 14 to 18 percentage points less than 2011 reports of any increase, and 21 to 33 percentage points less than 2011 reports of large or very large increases. This suggests that changes in these areas were sustained for fewer schools, and that the extent of change declined in those schools where change did occur. Over two thirds of principals indicated in 2012 that increases had occurred compared to prior to commencement of the SSNP in:

- their ability to arrange instructional support for individual teachers
- the establishment of and support for mentoring,
- teachers planning their teaching to meet individual student needs, and
- the engagement of students in teaching and learning.

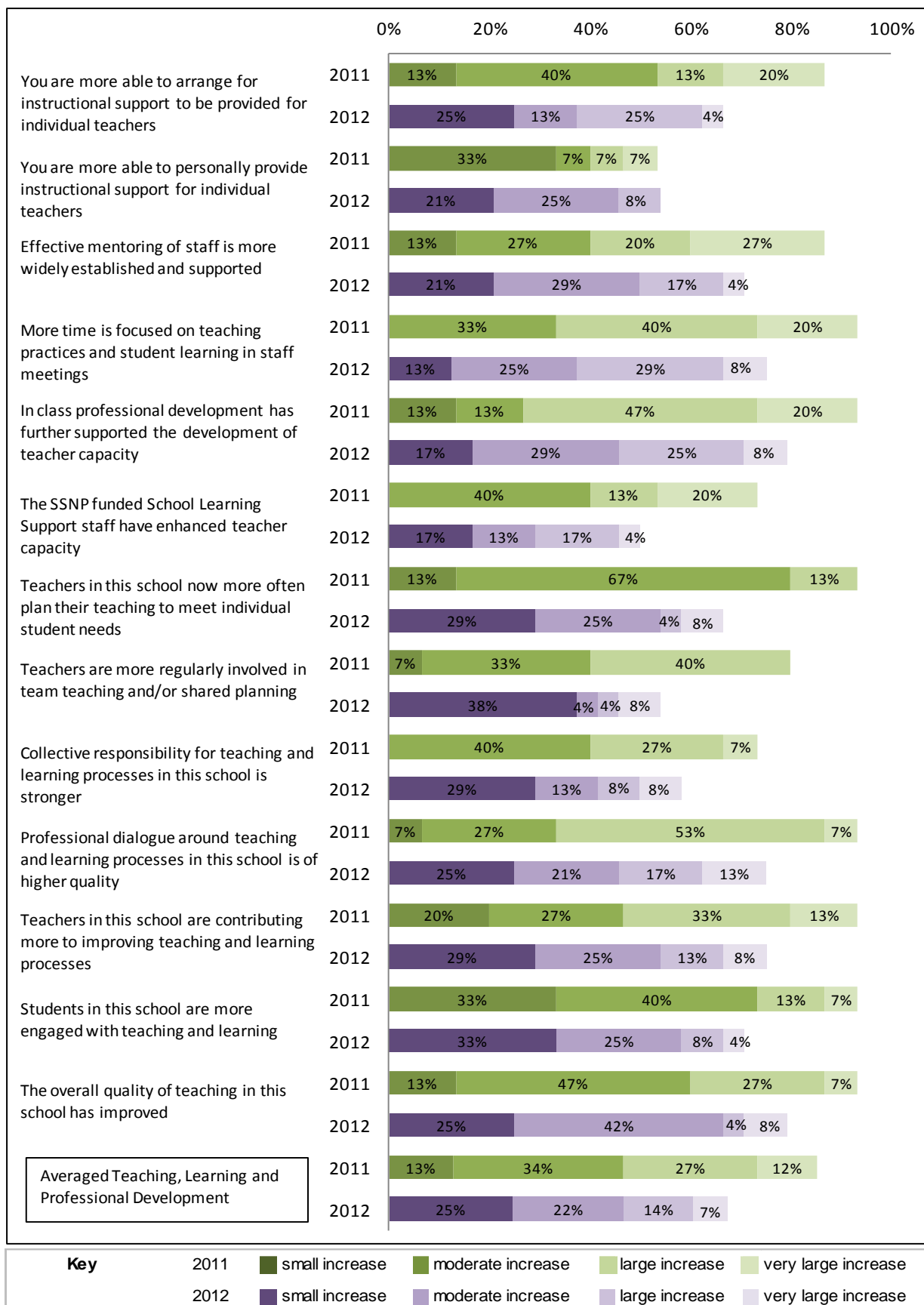
Results for these items from 2012 were 16 to 27 percentage points lower than 2011 reports of any increase since the SSNP commenced. The decline in reports of moderate to very large increases was sizeable for all of these items (down by 23 to 43 percentage points compared to 2011). This suggests that changes in these areas were sustained for fewer schools, and that the extent of change in those schools where it had occurred was not maintained. Between 50% and 58% of principals in the 2010 ITQ NP cohort indicated that increases had occurred compared to prior to commencement in the SSNP in

- being able to personally provide instructional support for individual teachers
- SSNP funded support staff enhancing teacher learning capacity
- teachers being more regularly involved in team teaching and/or shared planning, and
- the strength of collective responsibility for teaching and learning processes.

Results in 2012 were comparable to those from 2011 for principals' ability to personally provide instructional support. For the other items, reports of any increase declined by 15

to 26 percentage points, and reports of large or very large increases declined by 13 to 28 percentage points. This suggests that, for these items, the change was sustained in fewer schools, and the extent of change in those schools where it had occurred was not maintained.

Figure 34. Principals' perceptions of changes in teaching, learning and professional development since commencing in SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 24

6.1.4 2010 ITQ NP Principals' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 11²⁷ principals of ITQ NP schools (44%) who indicated teachers at their school were able to access support from a HAT or the equivalent, six principals (55%) reported that these positions were making a large contribution to improving support for teachers' professional learning. This was a new question in the 2012 survey, added to assess the impact of these positions.

6.1.5 2010 ITQ NP Principals' views of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

In 2012, principals in the 2010 ITQ NP cohort were generally positive about the changes in instructional leadership and leadership for learning capacity since commencing the SSNP. Three quarters (74%) or more of respondents reported increases on all items in this section, even though 9% reported that the action was not applicable (not done) for most items.

Although the proportion of principals reporting any increase declined in 2012 by up to 8 percentage points in comparison to results for 2011 for most items, the proportion describing the changes as large or very large rose or remained the same in 2012 for some items. The proportion of principals describing the increases as large or very large improved for the three items that relate to principals' own understanding, capacity and practices of leadership by up to 17 percentage points compared to 2011 results. The proportion describing the increase in the analysis and use of student achievement data for school planning as large or very large also grew in 2012 compared to 2011, by 8 percentage points, to 22%. At the same time however the proportion describing the extent of change on all these items as moderate decreased by 20 to 49 percentage points compared to 2011. For these items it would appear that, although the changes were sustained in fewer schools in the cohort between 2011 and 2012, the extent of change that occurred in some schools increased, while in others it decreased.

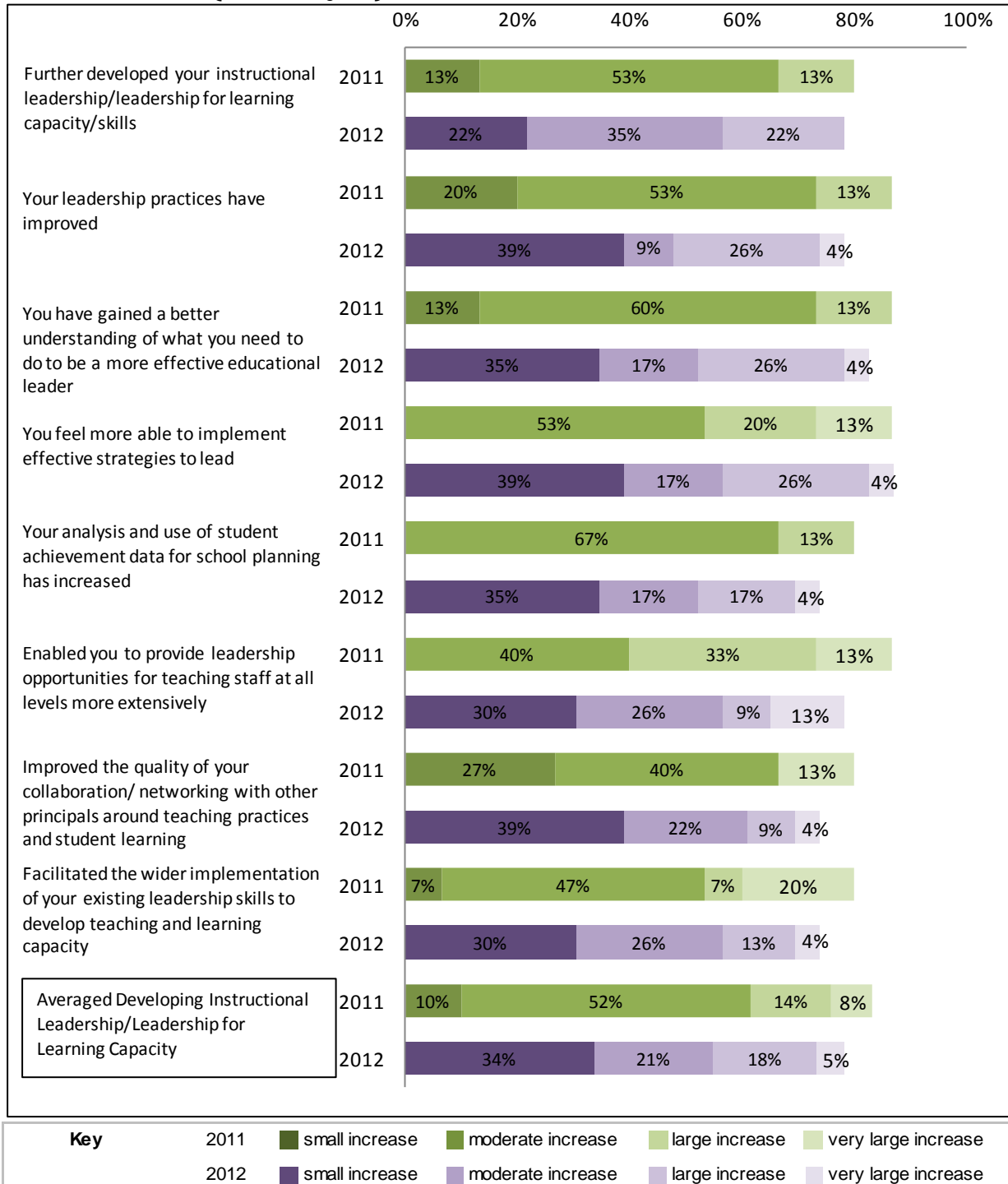
There were noteworthy decreases in the proportion of respondents describing changes as large or very large since commencing the SSNP in 2012 compared to 2011 on two items:

- being able to provide more leadership opportunities for teaching staff (down 25 percentage points to 22%), and
- being able to use their own existing leadership skills to further develop teaching and learning capacity (down 9 percentage points to 17%). (Figure 35)

²⁷ Some ITQ schools elected to use transition funding for other initiatives, and did not continue to employ a HAT or equivalent.

For these items, the changes seen in 2011 appeared to have been sustained in fewer schools, and the extent of change in those schools where it had occurred was not maintained.

Figure 35. Principals’ perceptions of changes in developing instructional leadership/ leadership for learning capacity since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 23

6.1.6 2010 ITQ NP Principals' views of changes in planning, policy, action and resourcing since commencing in the SSNP

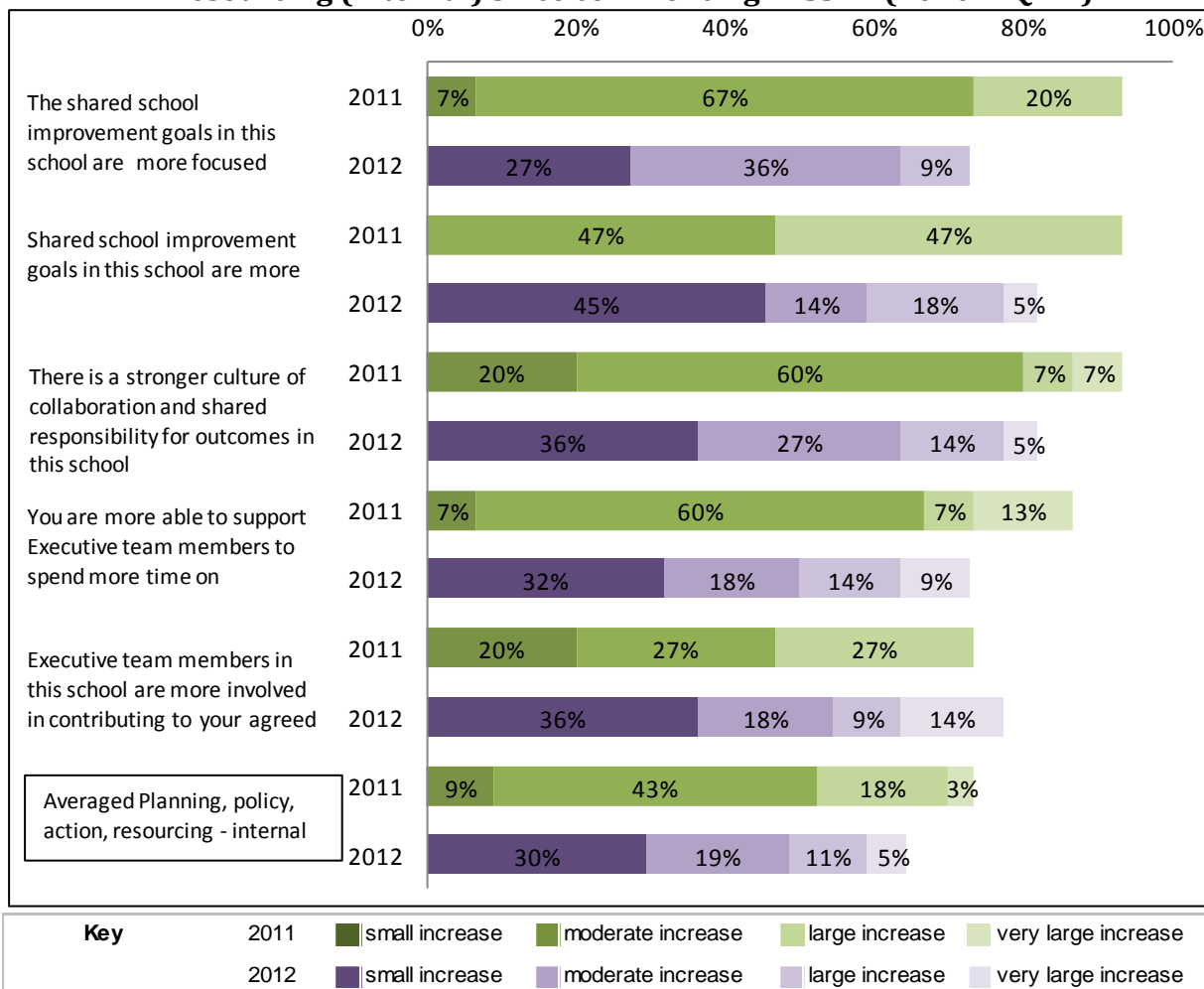
Principals in the 2012 ITQ NP cohort were mostly positive about the changes in internal planning, policy, action and resourcing since commencing the SSNP. At least 73% reported some increase in each item in this section in the 2012 survey, although between 9% and 14% of respondents reported that the action was not applicable (not done) for most items (0% in 2011 for most items).

A similar proportion of respondent principals reported that the involvement of executive team members in contributing to the school plan increased in 2012 as in 2011 (77% and 73% respectively), but the proportion describing this increase as moderate to very large declined by 12 percentage points (Figure 36). It appears that the number of schools for whom change had occurred was sustained, but that many principals were less positive about the extent of change.

The proportion of principals reporting that since the SSNP commenced, their ability to support executive team members to spend time on improving teaching skills and the culture of collaboration had increased, declined by approximately 13 percentage points in 2012 survey compared to responses in 2011. However, while the proportion describing the changes as large or very large remained similar to 2011, the proportion describing the changes as moderate decreased by more than 30 percentage points compared to 2011. This suggests that change was sustained in fewer schools, and that the extent of change that occurred was less for many.

The drop in both the proportion of principals reporting increases, and the extent of increases reported, was greatest for items relating to the focus and promotion of shared school improvement goals. Both declined compared to 2011 in terms of the proportion of principals reporting any increase since the SSNP commenced, by 21 and 12 percentage points respectively. Both also declined in the proportions of principals reporting moderate, large or very large increases, by 41 and 57 percentage points respectively. It appears that changes in these areas were sustained in fewer schools and to a lesser extent and that principals were less positive about the amount of change achieved.

Figure 36. Principals’ perceptions of changes in planning, policy, action and resourcing (internal) since commencing in SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 22

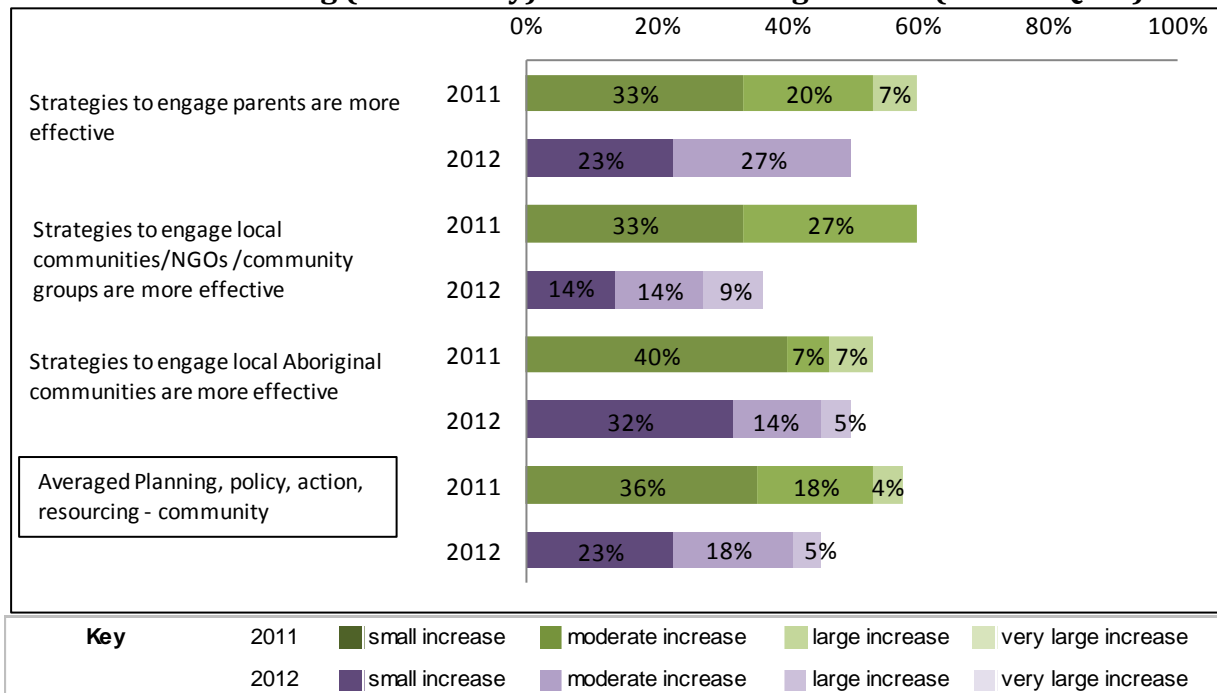
In 2012, principals in the 2010 ITQ NP cohort reported modest increases in the effectiveness of strategies to engage communities. Half of respondent principals reported increases in the effectiveness of strategies to engage parents and Aboriginal communities, and 36% reported increased effectiveness in engaging community groups. Almost a quarter of respondents (23%) reported that engaging community groups was not applicable (not done) in 2012, compared with none in 2011. The proportion of principals saying the strategy was not applicable was smaller for the questions about engagement with parents (18% in 2012, 0% in 2011) and Aboriginal communities (14% in 2012, 7% in 2011).

For strategies to engage Aboriginal communities, the proportion of principals reporting any increase since the SSNP commenced remained similar for 2012 in comparison with 2011, and the proportion describing the change as moderate to very large rose marginally (up by 5 percentage points over 2011) (Figure 37). It appears that effectiveness of strategies was being maintained or slightly increased, for those schools that had made progress in this area.

There was a decline in the proportion of principals reporting at least some increase in strategies to engage parents and community groups in 2012 compared with 2011 results, with the greatest decline reported for engaging community groups (down 24 percentage

points from 2011). However, the proportion describing a moderate to very large increase remained fairly consistent for both items. This suggests that although fewer schools reported this change, the extent of the change where it was occurring was being maintained.

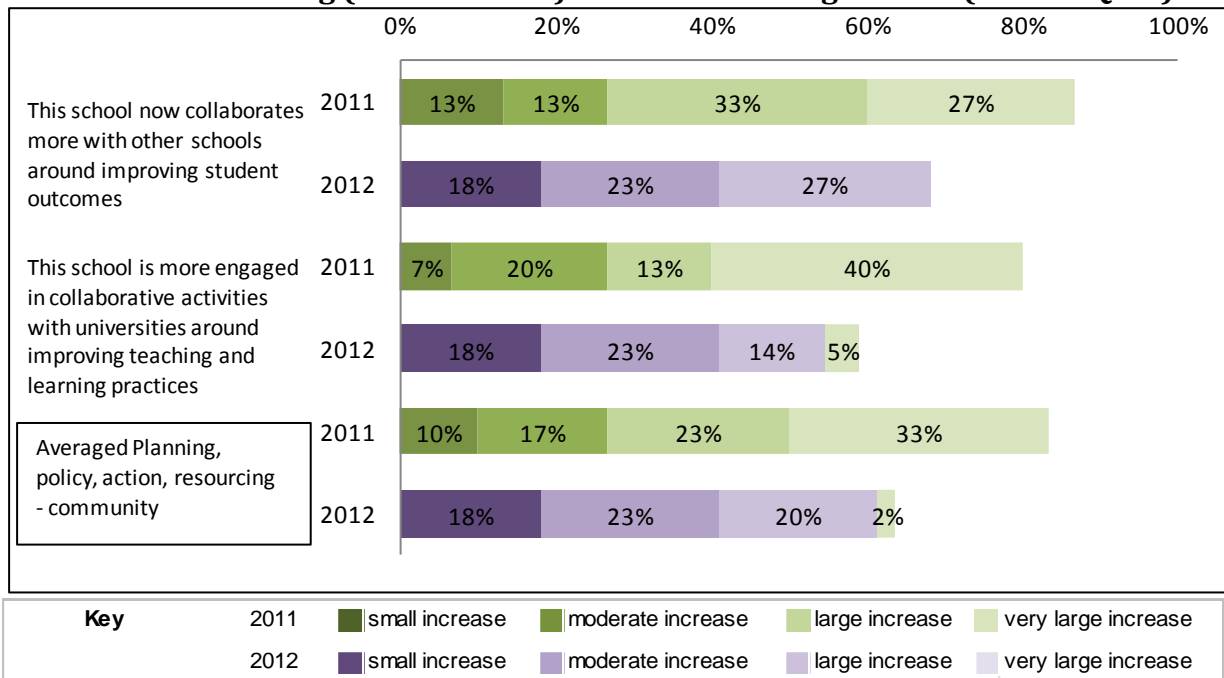
Figure 37. Principals’ perceptions of changes in planning, policy, action and resourcing (community) since commencing in SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 22

Approximately two-thirds of principals reported increases in collaboration with other schools and universities around improving student outcomes, and teaching and learning practices. There were fewer principals reporting any increase since the SSNP commenced, and describing increases as moderate to very large, compared to 2011 results (Figure 38). This suggests that fewer schools were collaborating, and that collaboration was less intensive.

Figure 38. Principals’ perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in SSNP (2010 ITQ NP)



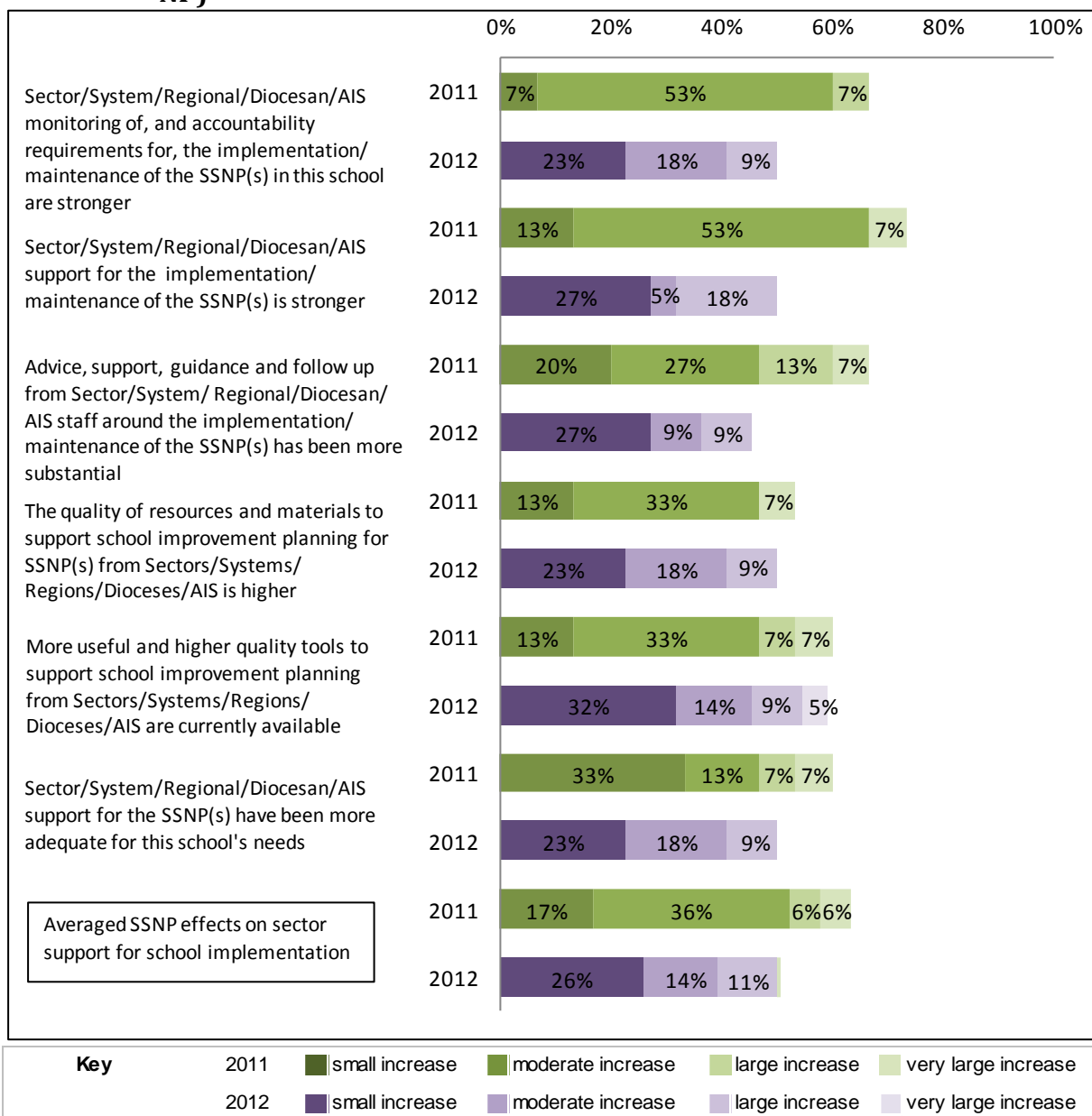
Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 22

6.1.7 2010 ITQ NP Principals’ views of SSNP effects on sector support for/ adding value to school SSNP implementation since commencing

Overall, approximately 50% of principals in the 2010 ITQ NP reported increases in 2012 in the effects of sector support for/adding value to SSNP implementation since commencing. However, support appeared to have lessened from the level reported in 2011 for most items (Figure 39).

There was little or no decrease in respondent ratings of the availability and quality of tools and resources to support planning, suggesting tools previously rolled out continued to be used and valued. However, there were declines in the reported increases for the strength of monitoring and accountability requirements, the strength and adequacy of sector support for implementation/maintenance of SSNP, and the support and guidance from Sector/System/Regional/Diocesan staff. This may well reflect relatively reduced resources in the transition year of the ITQ NP.

Figure 39. Principals’ perceptions of SSNP effects on sector support for/ adding value to school implementation since commencing in SSNP (2010 ITQ NP)



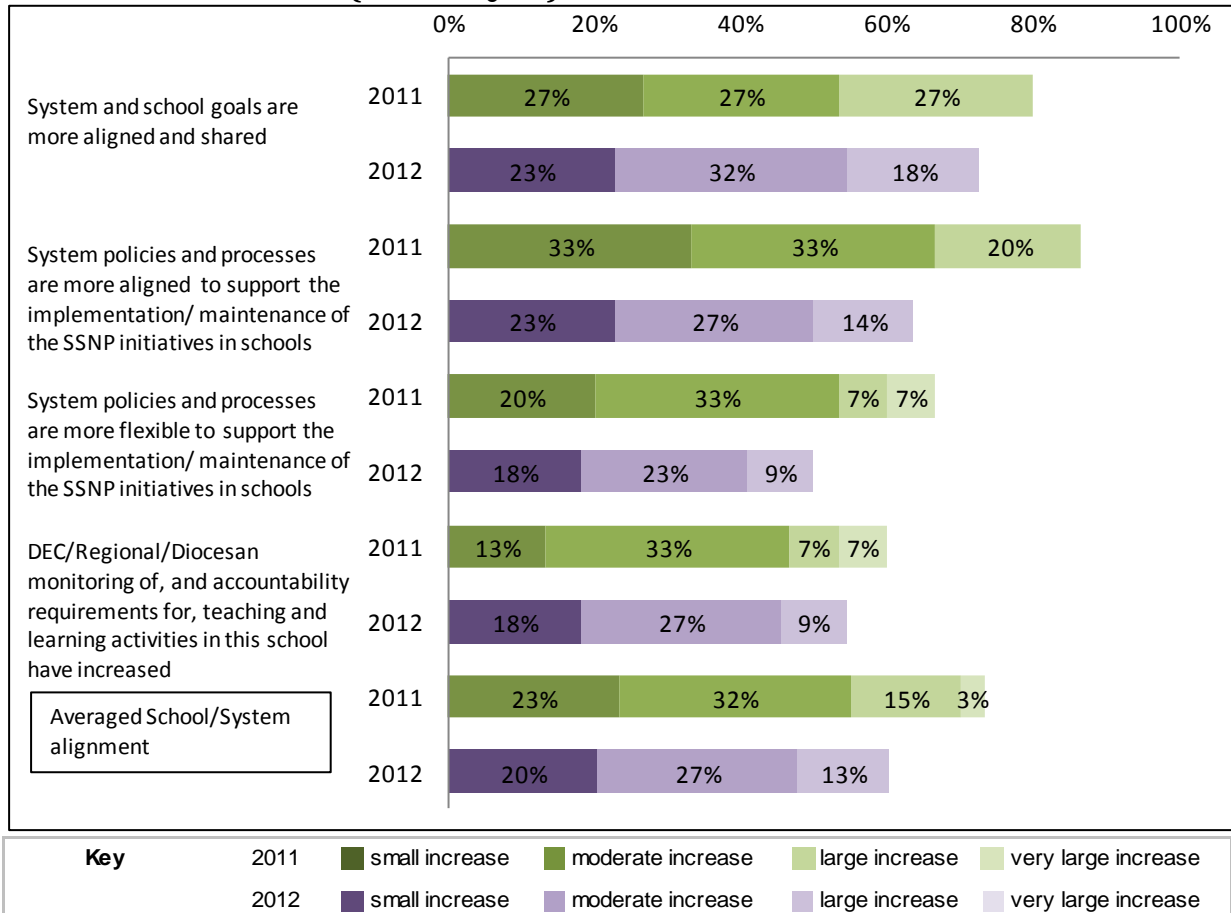
Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 22

6.1.8 2010 ITQ NP Principals’ views of changes in school/ system alignment since commencing in the SSNP

Overall, most principals in the 2010 ITQ NP cohort indicated school/system alignment increased since the commencement of the SSNP. The greatest development was in the alignment of school and system goals with 73% of respondent principals reporting an increase, in the 2012 survey. Lower proportions reported increases in the alignment and flexibility of system policies and processes to support the implementation of the SSNP (64% and 50% respectively). Just over half (55%) reported that system monitoring of and accountability requirements for teaching and learning activities had increased. Principals

reported lower levels of increase on all items compared to 2011 as is illustrated by the averaged school system alignment responses (Figure 40).

Figure 40. Principals’ perceptions of school/ system alignment since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 15; N 2012 = 22

6.1.9 2010 ITQ NP Principals’ views of staffing impacts since beginning the SSNP

The final section of the 2012 survey explored principals’ views about the impact of changes in staffing and conditions of employment — since their school began the SSNP — on the implementation and maintenance of the ITQ NP. Because of the low number of respondents to this section (25) we were unable to relate responses to questions about the impact of staffing changes with the proportion of staff type in the school.

Principals most often reported minimal or no impact from staffing changes on implementation or maintenance of the SSNP, although there were a few exceptions to this pattern of results (Figure 41).

Changes in staffing (turnover)

The majority of schools had experienced changes in staff since beginning the ITQ NP with the highest turnover being of teaching staff— 68% experienced changes in teaching staff, 60% experienced changes in teaching staff in specific areas (e.g. single department, specialists or specific skill sets), and 68% experienced changes in executive staff.

Principals appear divided about the impact of staffing changes on the implementation and maintenance of the SSNP. Where a school had changes in the membership of their executive staff, 31% of principals said changes had small negative impacts, and 31% that there was minimal or no impact on the implementation and maintenance of the SSNP (Figure 41). By comparison, just 4% of principals in the 2011 LSES NP reported any negative impacts.

By contrast, principals were slightly more likely to indicate that changes in teaching staff had a small positive (35%) impact, or a minimal or no impact (35%). Although one in five principals indicated that changes among teaching staff had a negative impact on the implementation and maintenance of the SSNP.

Acting/ relieving members/ temporary or casual staff/ part-time staff

According to principals, employment conditions such as having temporary or casual teachers, or acting or relieving executive staff, most often had minimal or no impact on the implementation or maintenance of the ITQ NP.

By contrast, staff working part-time had variable impacts depending on the staff group.

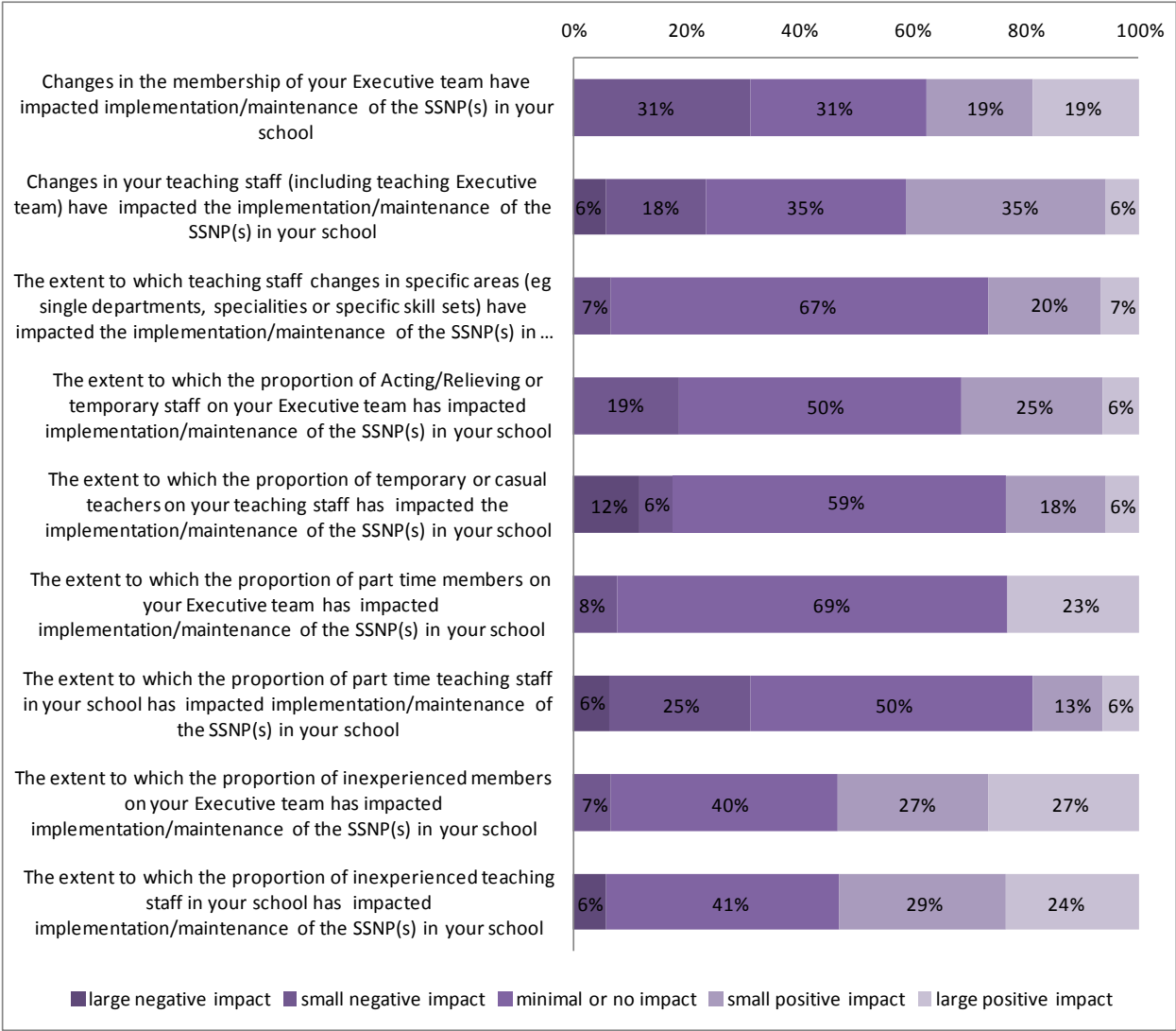
Where executive staff members were working part-time in a school, more than two thirds of principals indicated this had no or minimal impact on the implementation or maintenance of the SSNP.

Where teachers were working part-time in the school, half of the principals reported this had minimal or no impact and 31% that part-time teaching staff had a negative impact on the implementation or maintenance of the SSNP.

Inexperienced staff

Having inexperienced staff members was most often reported as either having minimal or no impact (41%), or a positive impact (53%), on the implementation/maintenance of the SSNP.

Figure 41. Staffing impacts on ITQ NP 2010 schools



Source: Wave 2 CSIS, 2012. N = 25

6.2 2010 ITQ NP Executives’ views about changes resulting from participation in the SSNP

This section is based on the views of 51 executives from 20 schools in the 2010 ITQ NP cohort who completed the CSIS survey in 2012 (Wave 2 survey) and commented on changes since the inception of the ITQ NP in 2010. These findings are contrasted with responses of 69 executives from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2012 surveys could not be reliably matched.

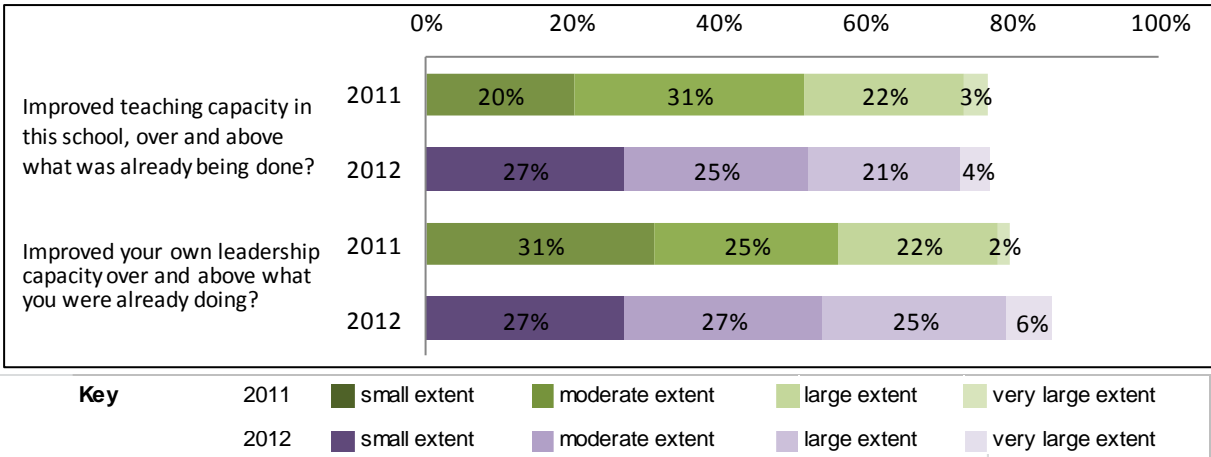
6.2.1 2010 ITQ NP Overall impact of changes

Overall, school executive staff members were positive about the impact the SSNP had on their schools and on their own abilities in their transition year. Three quarters of

executives (77%) who responded to the survey reported that the SSNP had improved teaching capacity in their school, over and above what was already being done, with 25% describing the extent of change as large or very large. This was the same reported increase as in 2011 (Figure 42).

Executives were also positive about the impact of the SSNP on their own leadership capacity, over and above what was already being done. Most executives (85%) reported that their own leadership capacity had increased to some extent, with 31% describing the increase as large or very large. This was a 5 percentage point growth on the proportion reporting any increase in 2011, and an 8 percentage point growth on the proportion describing the increase as large or very large.

Figure 42. Executives’ perceptions of improvements in teacher capacity and their own leadership capacity, since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 64; N 2012 = 48

6.2.2 2010 ITQ NP Executives’ views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

Based on the reporting of executives participating in the 2010 ITQ NP cohort, it appears that some changes in management, accountability, planning, evaluation and monitoring were maintained or increased since 2011 for this group, while others have decreased.

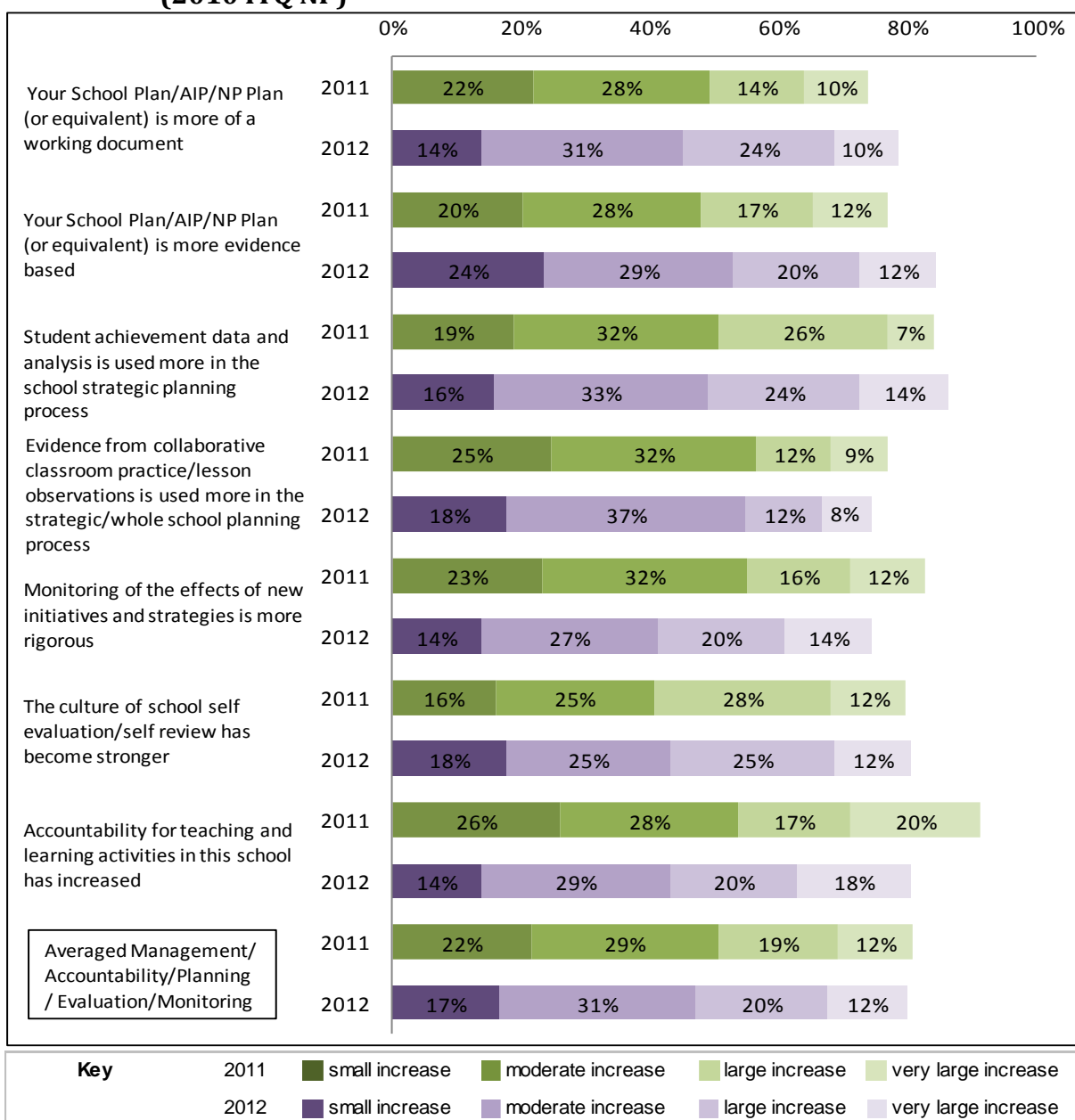
The proportion of executives reporting increases in the role of the school plan, the use of evidence as a basis for the school plan, and the use of student achievement data all rose by 2 to 7 percentage points in 2012, with growth in the proportion who described the increase as large or very large of 2 to 9 percentage points. Reported increases in the culture of school self evaluation remained constant at 80%.

Although the proportion of executives reporting increases since the commencement of the SSNP was still large, smaller proportions of executives reported increases on the following items in 2012 than in 2011:

- accountability for teaching and learning activities (11 percentage point decrease 2011 to 2012);
- rigour in monitoring of the effects of new initiatives and strategies (8 percentage point decrease 2011 to 2012); and
- the use of evidence from collaborative classroom practice or lesson observations in school planning (2 percentage point decrease 2011 to 2012). (Figure 43.)

These may indicate practices that are harder for schools to maintain over the longer term, or without the framework of funding that was provided in the intensive phase of the ITQ NP.

Figure 43. Executives’ perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 69; N 2012 = 51

6.2.3 2010 ITQ NP Executives' views of changes in teaching, learning and professional development since commencing in the SSNP

Executives in the 2010 ITQ NP cohort appeared more reserved in their assessment of some of the changes made in teaching, learning and professional development as a result of participating in the SSNP in 2012 than they were in 2011. The proportion of executives reporting increases in almost half of these items was lower in 2012 than in 2011.

Executives responding in 2012 continued to be positive in their assessment of the increases in teacher attitudes and practices as a result of participation in the SSNP. Larger proportions of executives reported increases in the overall quality of teaching, in teacher involvement in team teaching or shared planning, and in the strength of collective responsibility for teaching and learning in 2012 compared to 2011 (Figure 44).

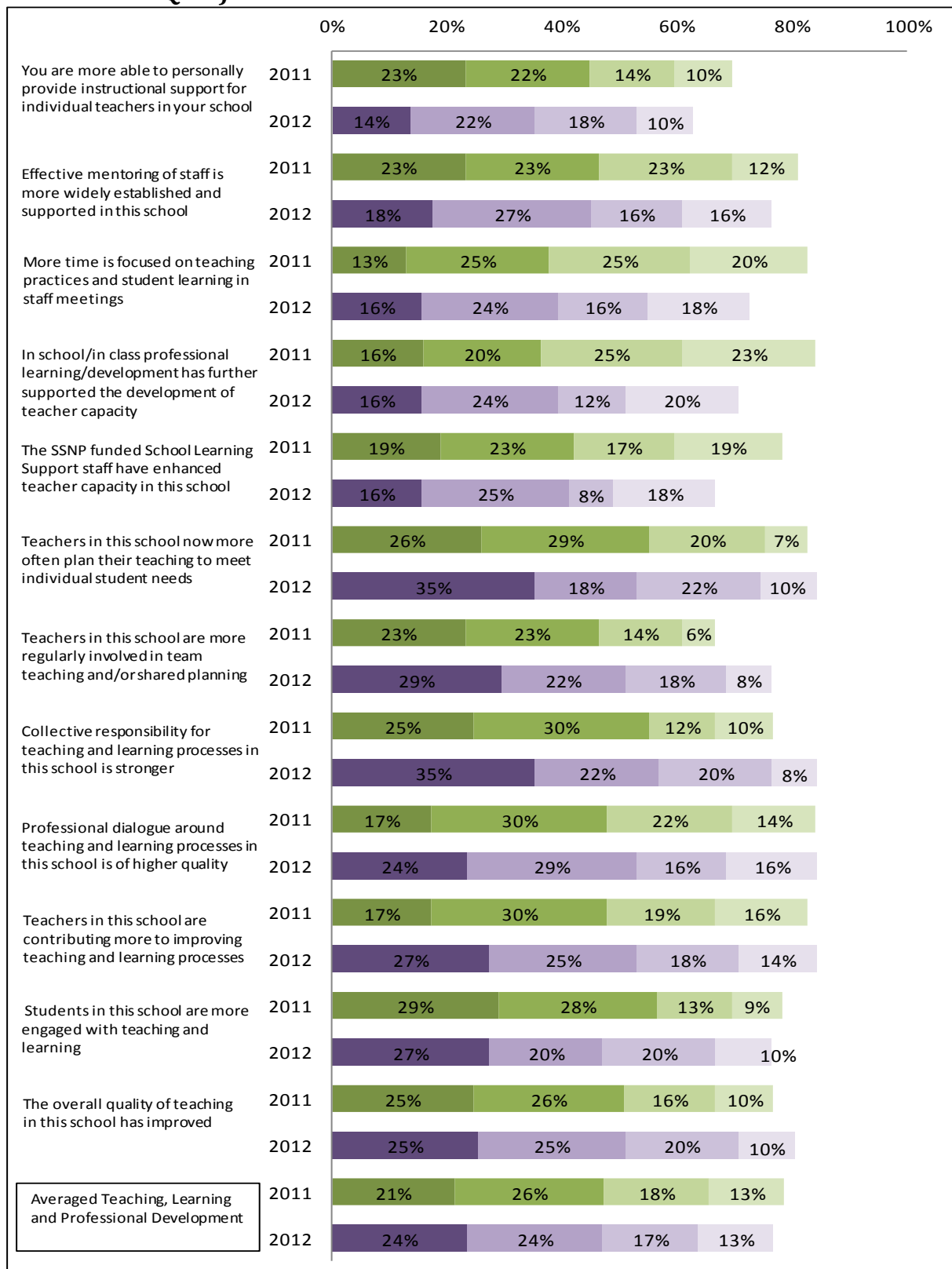
Approximately 84% of executives continued to report increases in teachers planning teaching to meet individual student needs, in higher quality professional dialogue, and in teacher contributions to improving teaching and learning. Three quarters of executives continued to report increases in student engagement in teaching and learning.

Executives responding in 2012 were less likely to report continued increases in the availability of a range of professional development options in 2012 compared to 2011. Smaller proportions of executives reported increases in:

- being able to personally provide instructional support for individual teachers (down 7 percentage points in 2012 from 2011);
- the establishment and support of effective mentoring (down 5 percentage points in 2012 from 2011);
- more time being focused on teaching and learning in staff meetings (down 10 percentage points in 2012 from 2011);
- the development of teacher capacity through in school/in class professional learning/development (down 13 percentage points in 2012 from 2011); and
- SSNP funded school learning support staff enhancing teacher capacity (down 11 percentage points in 2012 from 2011).

These reductions may reflect the reduced funding available to the 2010 ITQ NP cohort in their transition year. However it should be noted that the majority of executives continued to report increases across these areas in 2012, as a result of participation in the SSNP, with one quarter to one third describing the increases as large or very large (Figure 44).

Figure 44. Executives' perceptions about whether the SSNP has improved teaching, learning and professional development since commencing in SSNP (2010 ITQ NP)



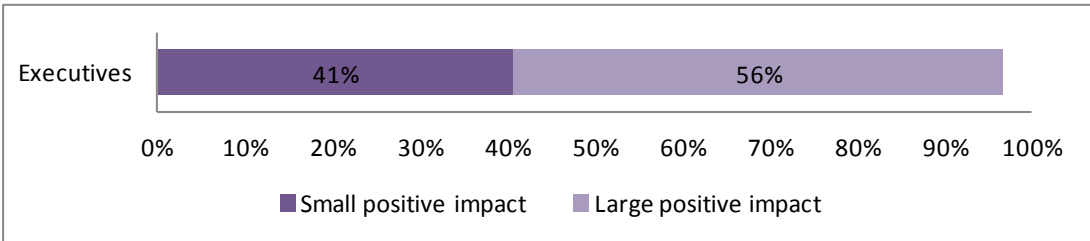
Key 2011 ■ small increase ■ moderate increase ■ large increase ■ very large increase
 2012 ■ small increase ■ moderate increase ■ large increase ■ very large increase

Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 69; N 2012 = 51

6.2.4 2010 ITQ NP Executives’ views on the extent HATs/Teacher Educators/LOPs/equivalents have contributed to improved support for teachers’ professional learning

Amongst the 35 executives from 2010 ITQ NP schools (69%) who indicated that teachers in their school were able to access support from a HAT or their equivalent, 56% reported that these positions were making a large contribution to improving support for teachers’ professional learning (Figure 45). This was a new question in the 2012 survey, added to assess the impact of these positions.

Figure 45. Executives’ views about the impact of HATs or equivalent on support for teachers’ professional learning (2010 ITQ NP)



Source: Wave 2 CSIS, 2012. N=35

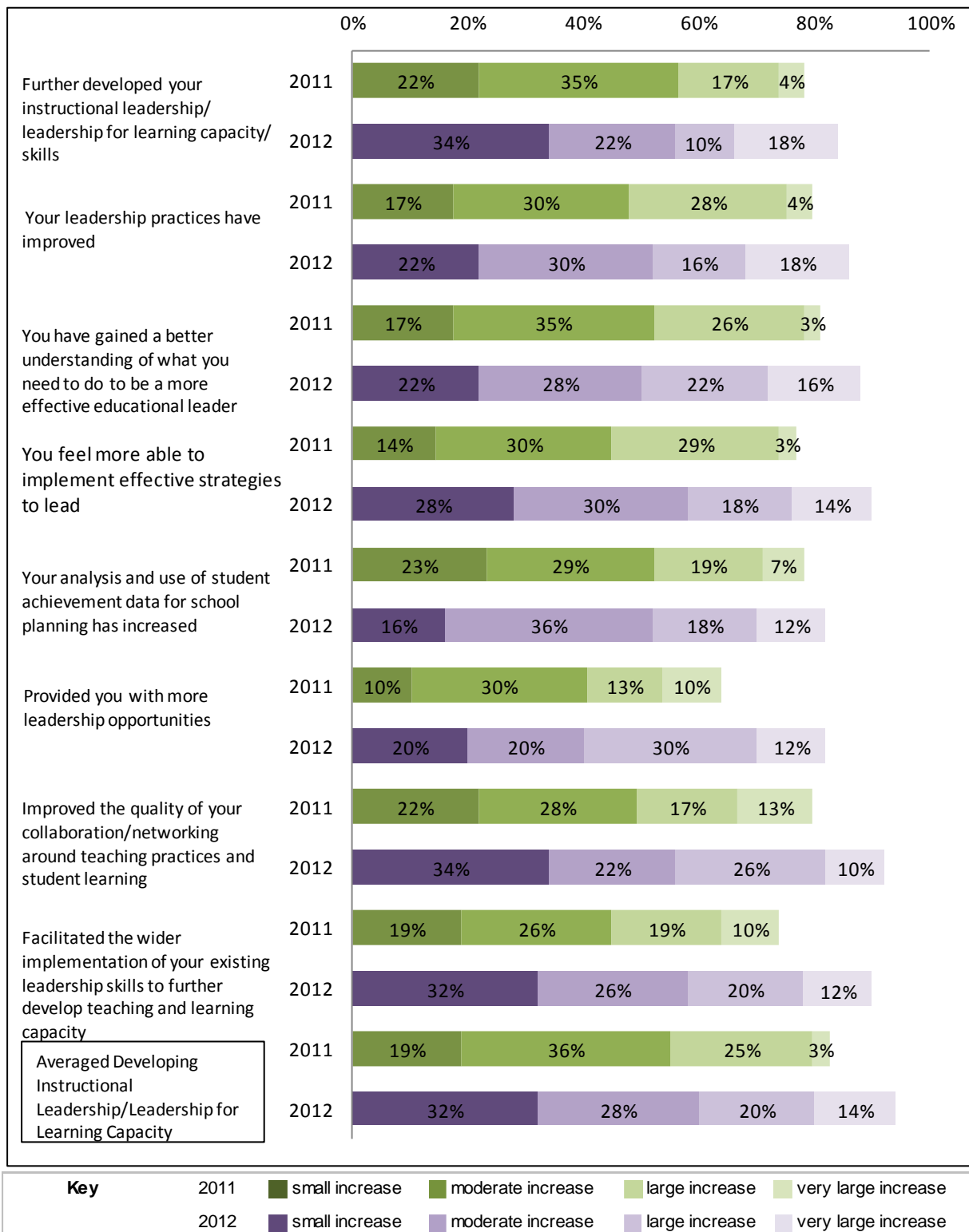
6.2.5 2010 ITQ NP Executives’ views of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

Large proportions of executives in the 2010 ITQ NP cohort reported increases in all items relating to changes in instructional leadership and leadership for learning capacity, both since commencing the SSNP, and compared to 2011 (Figure 46).

The largest increases compared to 2011 were in the areas of more leadership opportunities and the wider implementation of existing leadership skills (both up 16 to 18 percentage points over 2011). The growth in reported increases in leadership opportunities was particularly marked, with an 18 percentage point boost in the proportion of executives reporting large or very large increases.

Large increases were also reported for feeling able to implement effective strategies to lead, and for improved quality of networking/ collaboration around teaching and learning (up 12 percentage points over 2011).

Figure 46. Executives' perceptions of changes in developing instructional leadership/ leadership for learning capacity since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 69; N 2012 = 50

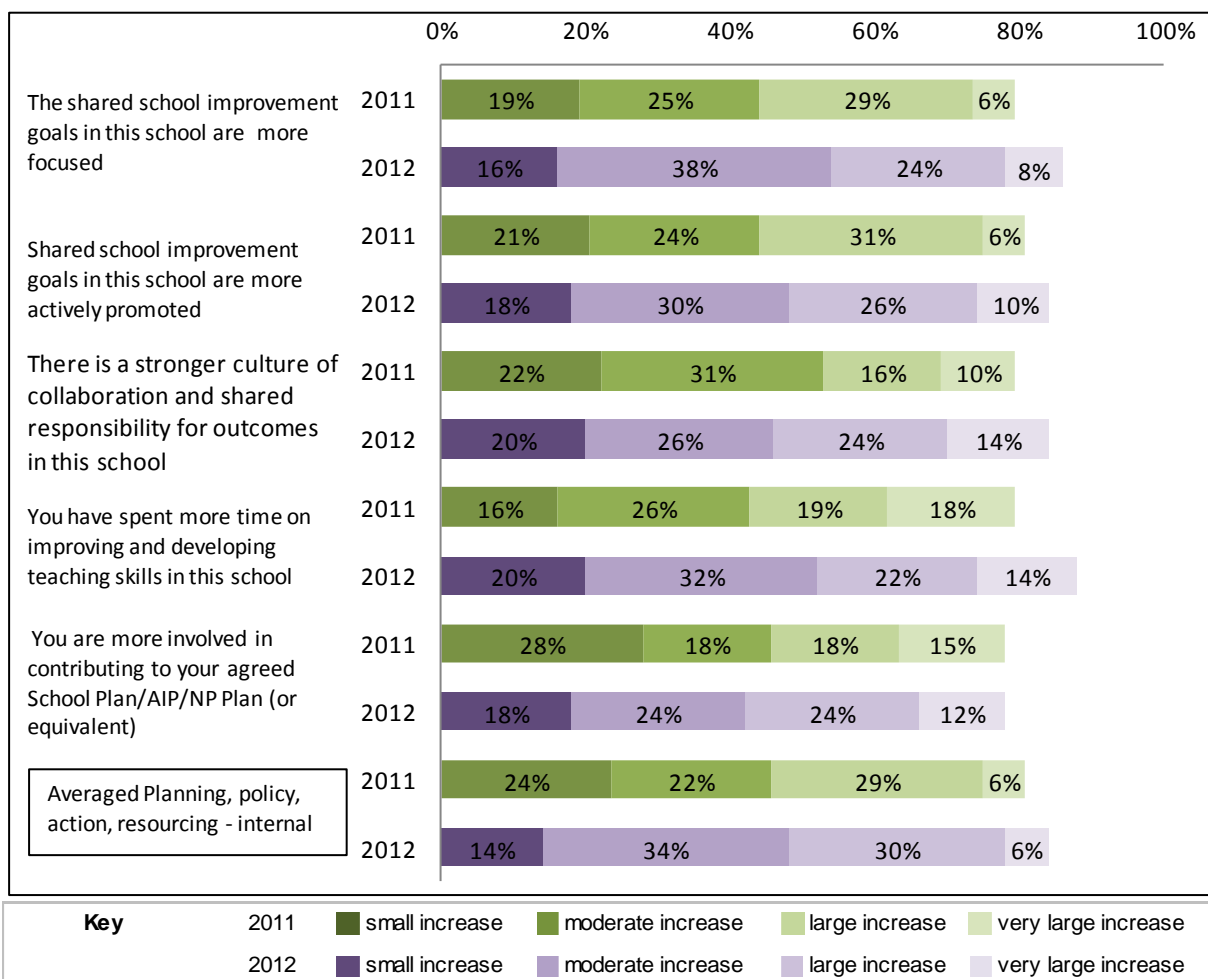
6.2.6 2010 ITQ NP Executives' views of changes in planning, policy, action and resourcing since commencing in the SSNP in 2011

Most executives in the 2010 ITQ NP cohort reported continued positive changes to internal aspects of planning, policy, action and resourcing (Figure 47). In 2012 over 84% of executives reported increases in:

- the focus of shared school improvement goals
- the extent to which these goals are actively promoted
- the culture of collaboration and shared responsibility and
- the time they have spent on improving teaching skills.

Over 30% of respondents described the changes in these areas as large or very large. The proportion of executives reporting increased involvement in the school plan remained constant compared to 2011, however the proportion reporting large or very large increases grew by 9 percentage points.

Figure 47. Executives’ perceptions about whether the SSNP has improved planning, policy, action and resourcing (internal) since commencing in the SSNP (2010 ITQ NP)

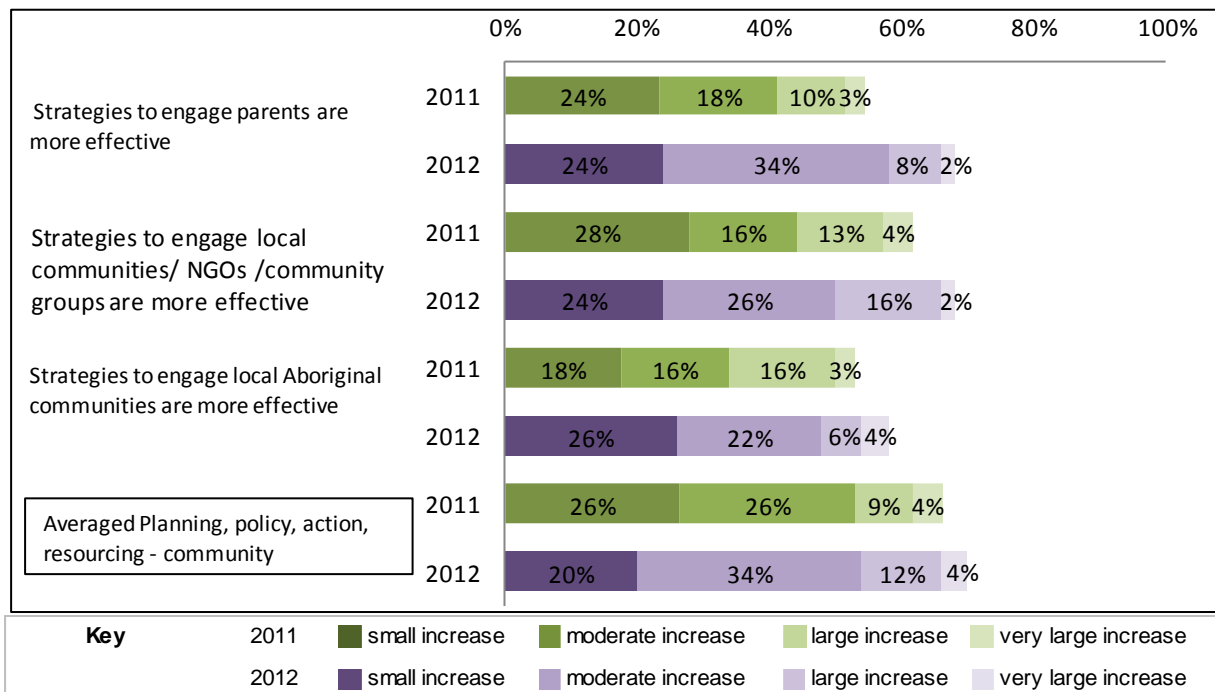


Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 68; N 2012 = 50

Increases appeared to continue to be made in the effectiveness of strategies to engage the community in 2012 (Figure 48). The proportion of executives in the 2010 ITQ NP cohort reporting increases in the effectiveness of strategies to engage parents improved by 14 percentage points from 2011, to 68%. The proportion reporting increases in the effectiveness of strategies to engage community groups rose by 6 percentage points, also to 68%.

Increases in the effectiveness of strategies to engage local Aboriginal communities grew by 5 percentage points over 2011 to 58%. However the proportion of executives reporting this was not done also grew, from 9% in 2011 to 12% in 2012, compared with 0 or 1% selecting this option for parents or communities.

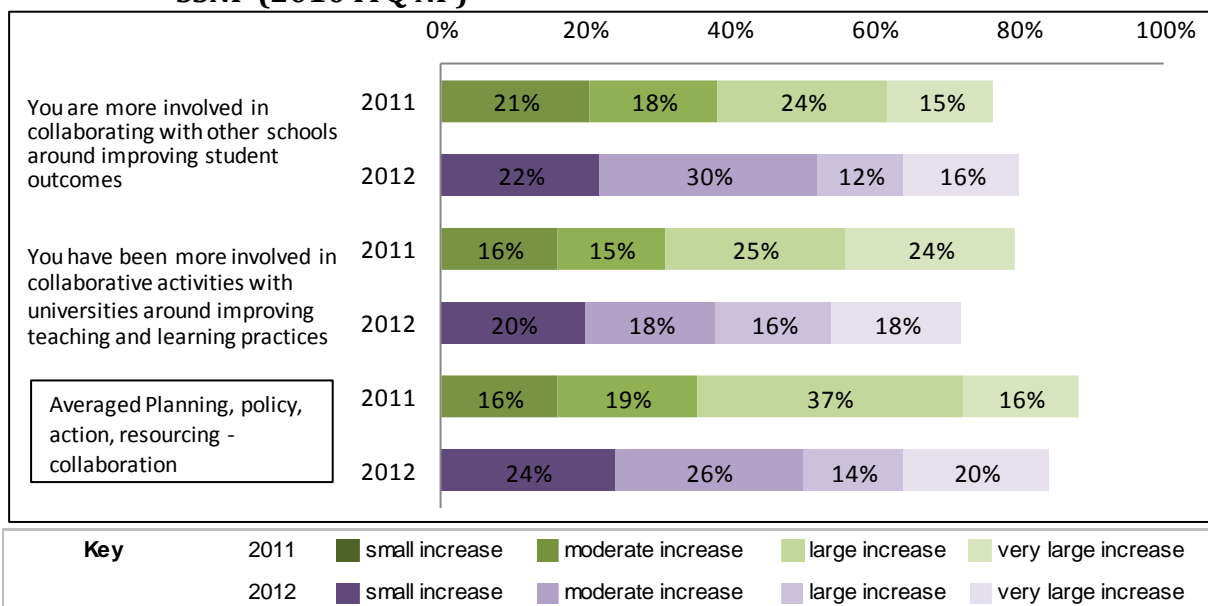
Figure 48. Executives’ perceptions about whether the SSNP has improved planning, policy, action and resourcing (community) since commencing in SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 68; N 2012 = 50

High proportions of executives in the 2010 ITQ NP cohort reported increases in their collaboration with other schools and with universities, although these have declined somewhat compared to 2011 (Figure 49). The extent of the increase seems to have diminished, with smaller proportions of executives reporting large or very large increases in 2012 compared with 2011.

Figure 49. Executives’ perceptions about whether the SSNP has improved planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 68; N 2012 = 50

6.3 2010 ITQ NP Teachers’ views about changes resulting from participation in the SSNP

This section is based on the views of 61 teachers from 9 schools in the 2010 ITQ NP cohort who completed the CSIS survey in 2012 (Wave 2 survey) and commented on changes since the inception of the ITQ NP in 2010. These findings are contrasted with responses of 152 teachers from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2012 surveys could not be reliably matched.

Questions have been grouped on survey domain, with sub-groups created when indicated by factor analysis. Average responses have been developed for each group of questions²⁸.

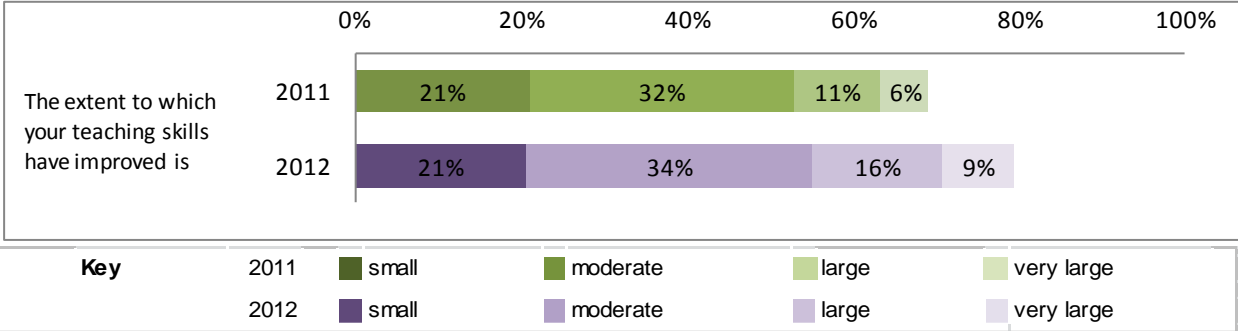
6.3.1 2010 ITQ NP Overall impact of changes in teaching skills since commencing in the SSNP

In 2012, teachers in the 2010 ITQ NP cohort were positive about the extent to which their teaching skills had improved since participating in the SSNP, with 79% indicating their skills had increased to some extent and 24% describing the increase as large or very large (Figure 50). This is 10 percentage points higher than reported by 2010 ITQ NP respondents in the 2011 survey for any increase, and 8 percentage points for those

²⁸ See Appendix 4.

reporting large or very large increases. This suggests that both the number of teachers reporting change and the extent of change have advanced in the transition year.

Figure 50. Teachers’ perceptions of overall change since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 142; N 2012 = 58

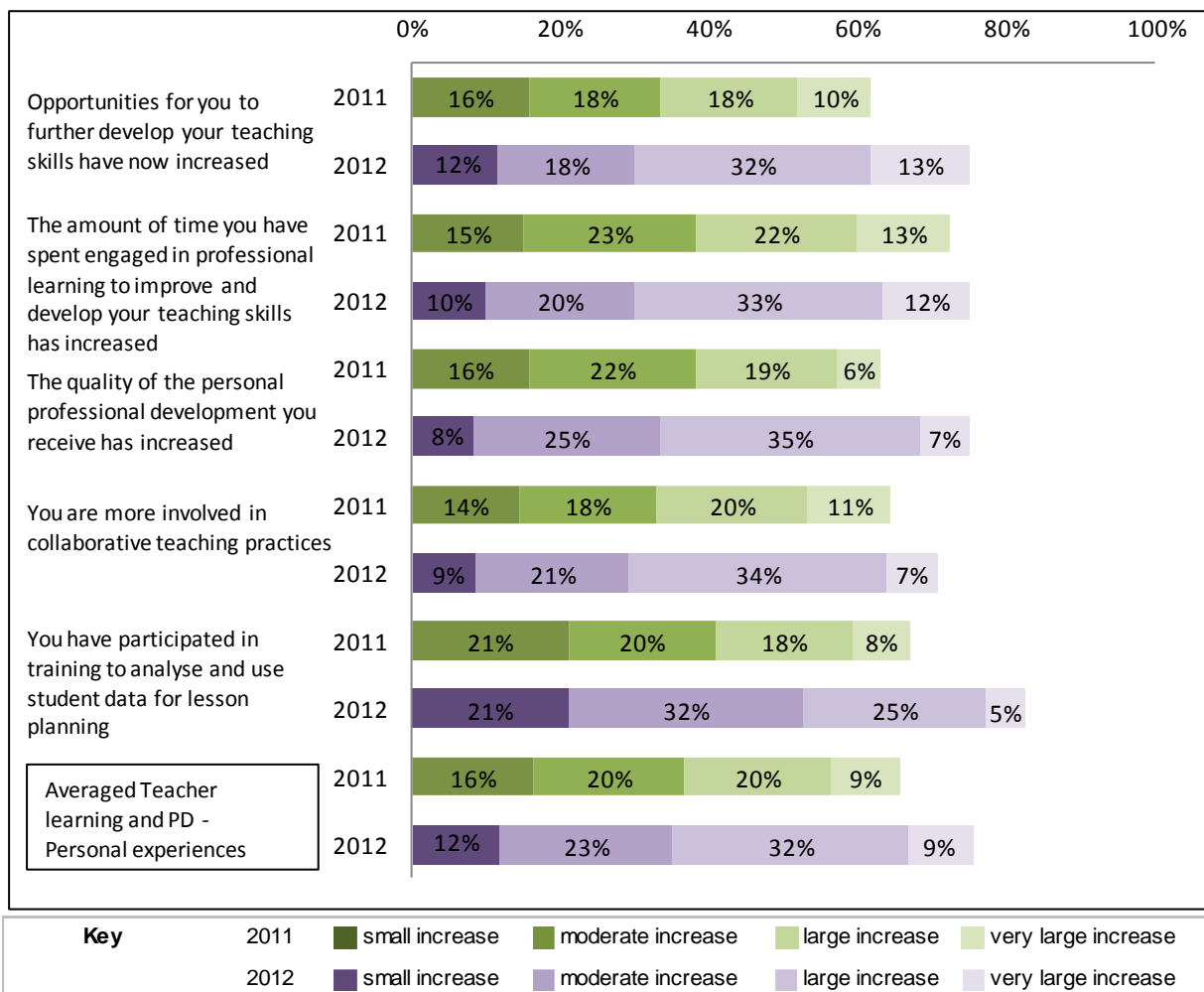
6.3.2 2010 ITQ NP Teachers’ views of changes in professional development experiences since commencing in the SSNP

Teachers participating in the 2010 ITQ NP cohort reported positive changes in how professional development is being offered since commencing the SSNP. Both the number of people reporting increases and the extent of the increases reported were most pronounced for the items measuring opportunities to further develop teaching skills, and the quality of professional development being received. Compared to responses to the 2011 survey, proportionally more teachers in 2012 reported changes had occurred in these items since commencing the SSNP; there was a growth of approximately 12 percentage points for those reporting any increase, and 17 percentage points for those reporting large or very large increases over 2011 results (Figure 51).

There was less change in the number of teachers reporting increases in the amount of time spent engaged in professional learning and in involvement in collaborative learning practices; however those reporting large or very large increases still grew by approximately 10 percentage points over 2011.

While there was a large improvement in those reporting increased participation in training to analyse and use student data for lesson planning since commencing the SSNP (up 15 percentage points over 2011 results), only 30% of respondents described the extent of the increase as large or very large.

Figure 51. Teachers’ perceptions about improvements to their professional learning experiences since commencing in the SSNP (2010 ITQ NP)

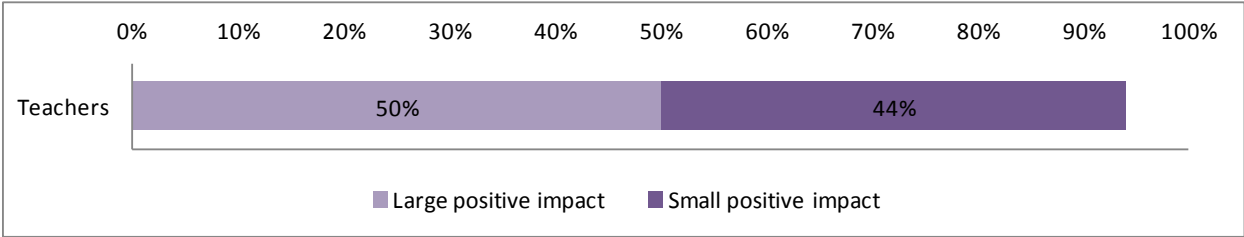


Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 152; N 2012 = 60

6.3.3 2010 ITQ NP Teachers’ views on the extent HATs/Teacher Educators/LOPs or equivalent have contributed to improved support for teachers’ professional learning

Amongst the 55 teachers (90%) from 2010 ITQ NP schools who indicated that teachers in their school were able to access support from a HAT or their equivalent, 50% reported that these staff were making a large contribution to improving support for teachers’ professional learning (Figure 52). This was a new question in the 2012 survey.

Figure 52. ITQ NP teachers’ views about the impact of HATS or equivalent on support for teachers’ professional learning



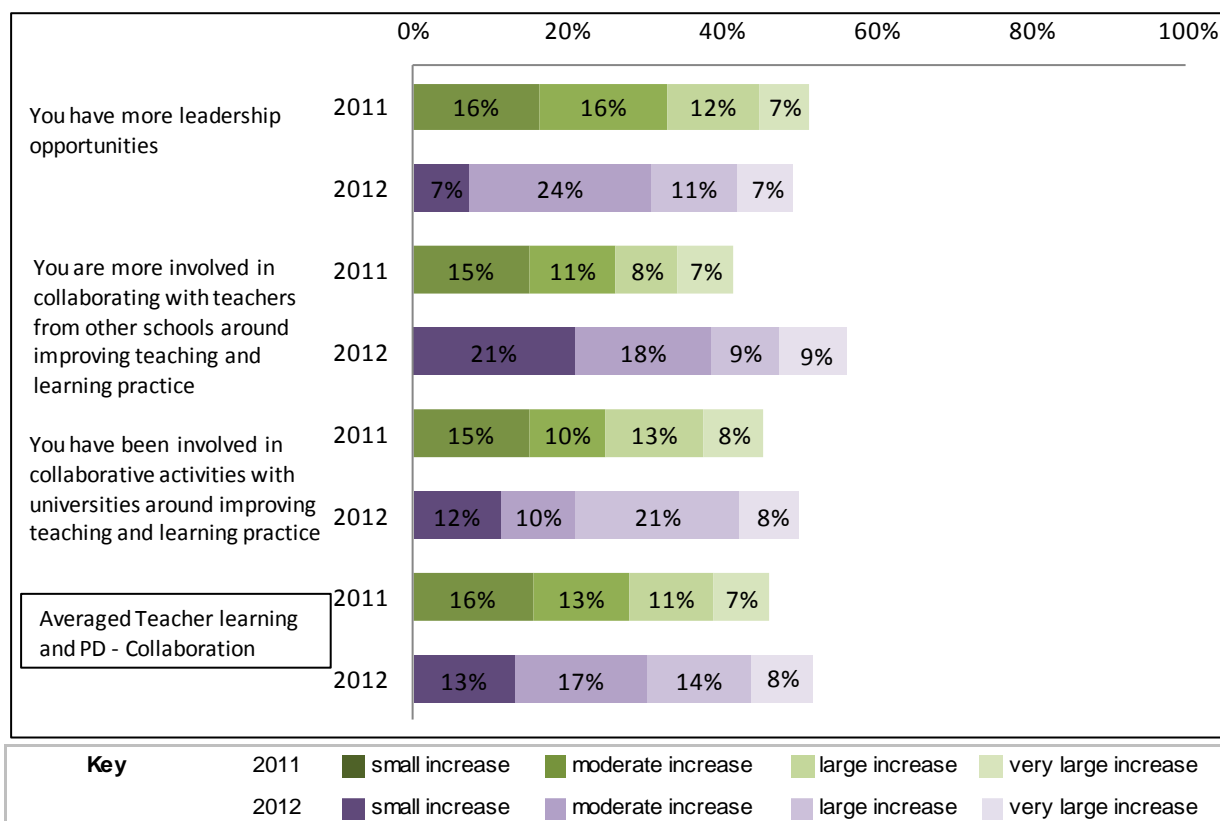
Source: Wave 2 CSIS. N=55

6.3.4 2010 ITQ NP Teachers’ views of changes in leadership and collaboration since commencing in the SSNP

In 2012, fewer than 50% of teachers in the 2010 ITQ NP cohort reported that they had more leadership opportunities since commencing the SSNP, similar to the 2011 result (13% reported in 2012 that their leadership opportunities had decreased, compared with 7% in 2011).

By contrast, there was a large growth in the proportion of teachers reporting increased collaboration with other schools since commencing the SSNP (up 15 percentage points over 2011) and a small growth in collaboration with universities, although the proportion of teachers describing the increase as large or very large rose by 8 percentage points on this item (Figure 53).

Figure 53. Teachers’ views of changes in leadership and collaboration since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 152; N 2012 = 55

6.3.5 2010 ITQ NP Teachers’ views of improvements to their professional learning outcomes since commencing in the SSNP

Teachers participating in the 2010 ITQ NP cohort reported in the transition year that increases in their professional development outcomes since commencing the SSNP were maintained or improved (Figure 54).

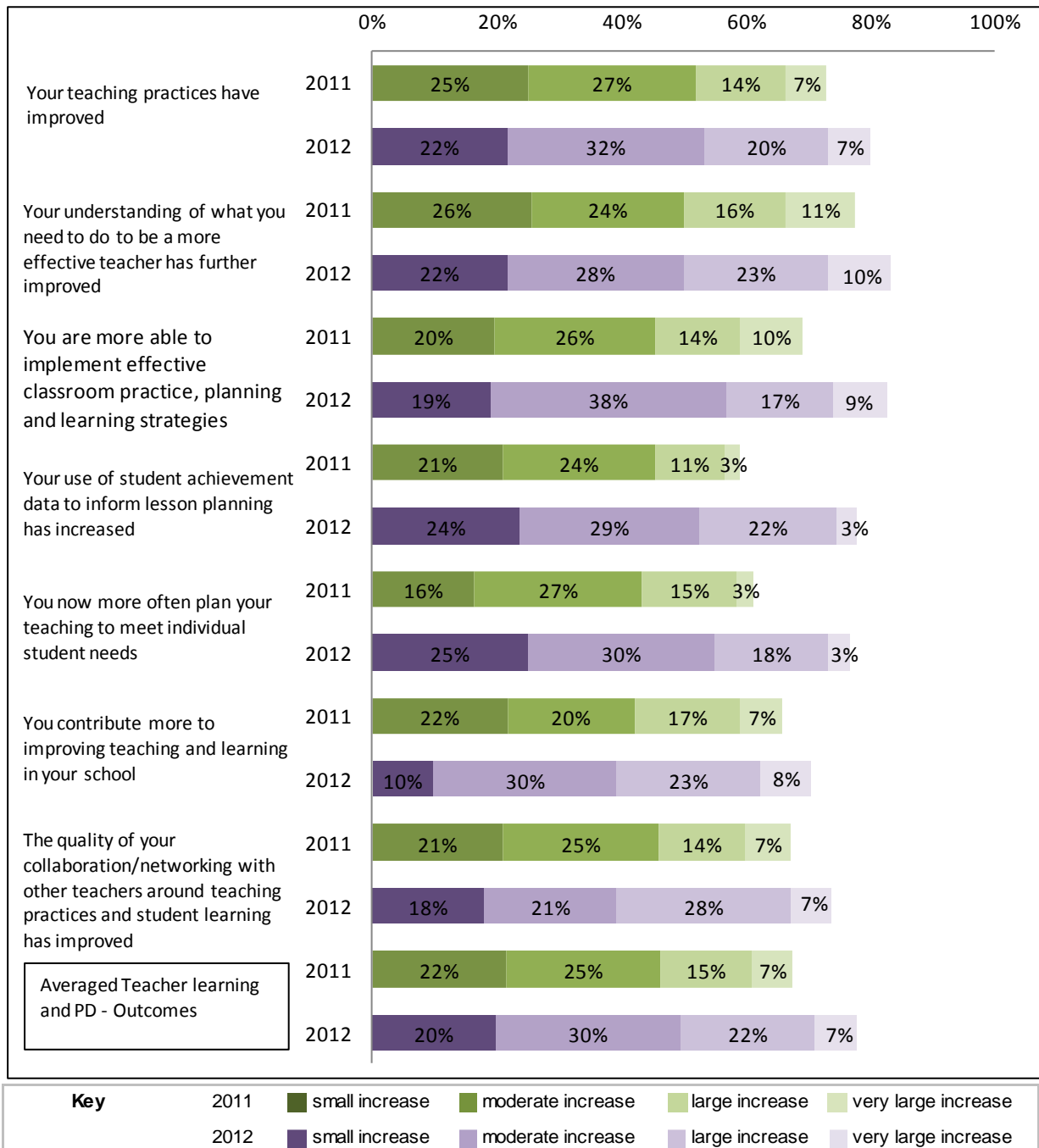
The largest areas of growth reported in the 2012 survey were in:

- the use of student achievement data to inform lesson planning
- teachers’ abilities to implement effective classroom practice, and
- planning to meet individual student needs.

Each of these items was reported to have risen by at least 14 percentage points over 2011 survey results.

Reported increases for all other items in this section grew by 4 to 7 percentage points over 2011 figures.

Figure 54. Teachers' perceptions about improvements to their professional learning outcomes since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 152; N 2012 = 60

6.3.6 2010 ITQ NP School actions to support teacher learning and professional development since commencing in the SSNP

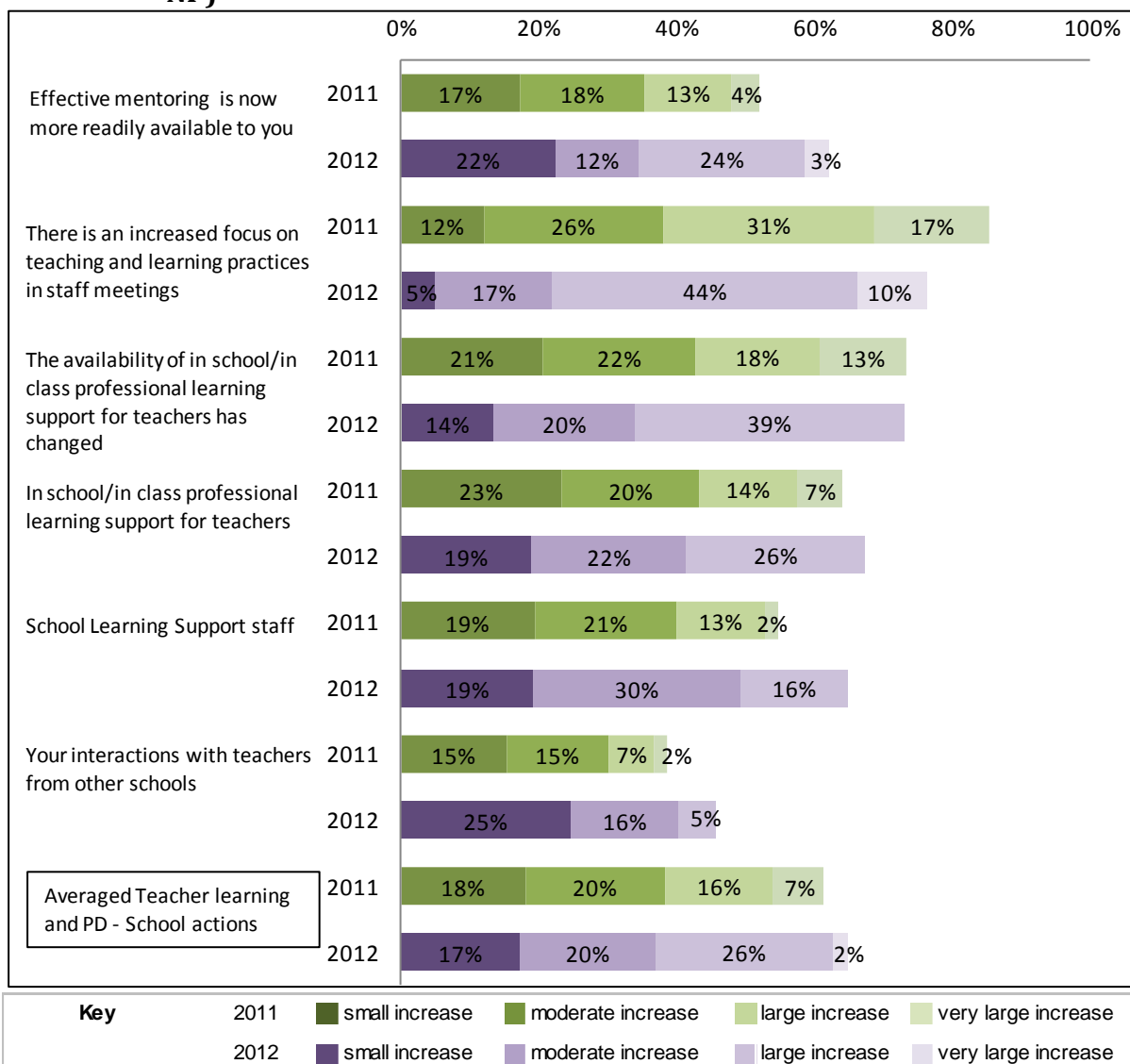
In 2012, two-thirds of ITQ NP teachers in the 2010 cohort reported an increase in school actions to support teacher learning and professional development since commencing the SSNP (based on the averaged school action responses, Figure 55).

Comparing the responses to the 2012 and 2011 surveys about the extent of change since commencing the SSNP, it appears that some school actions that support teacher learning and professional development had been maintained or developed since 2011 for this group, whilst others had not.

Reported increases in the availability of effective mentoring, of in school/in class support, and access to school learning support staff had all been maintained or advanced slightly since 2011. Interactions with teachers from other schools since commencing the SSNP had also reportedly increased, but still for less than 50% of respondents.

The proportion of respondents for whom there was an increased focus on teaching and learning practices had lessened overall by 9 percentage points compared with 2011. But the proportions who reported that the increases were large or very large had risen by 7 percentage points compared with 2011. It would appear that although fewer people were benefitting from this practice, the change was large for those who were (Figure 55).

Figure 55. Teachers’ perceptions about school actions to support teacher learning and professional development since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 150; N 2012 = 58

6.3.7 2010 ITQ NP School outcomes (internal) from teacher learning and professional development since commencing in the SSNP

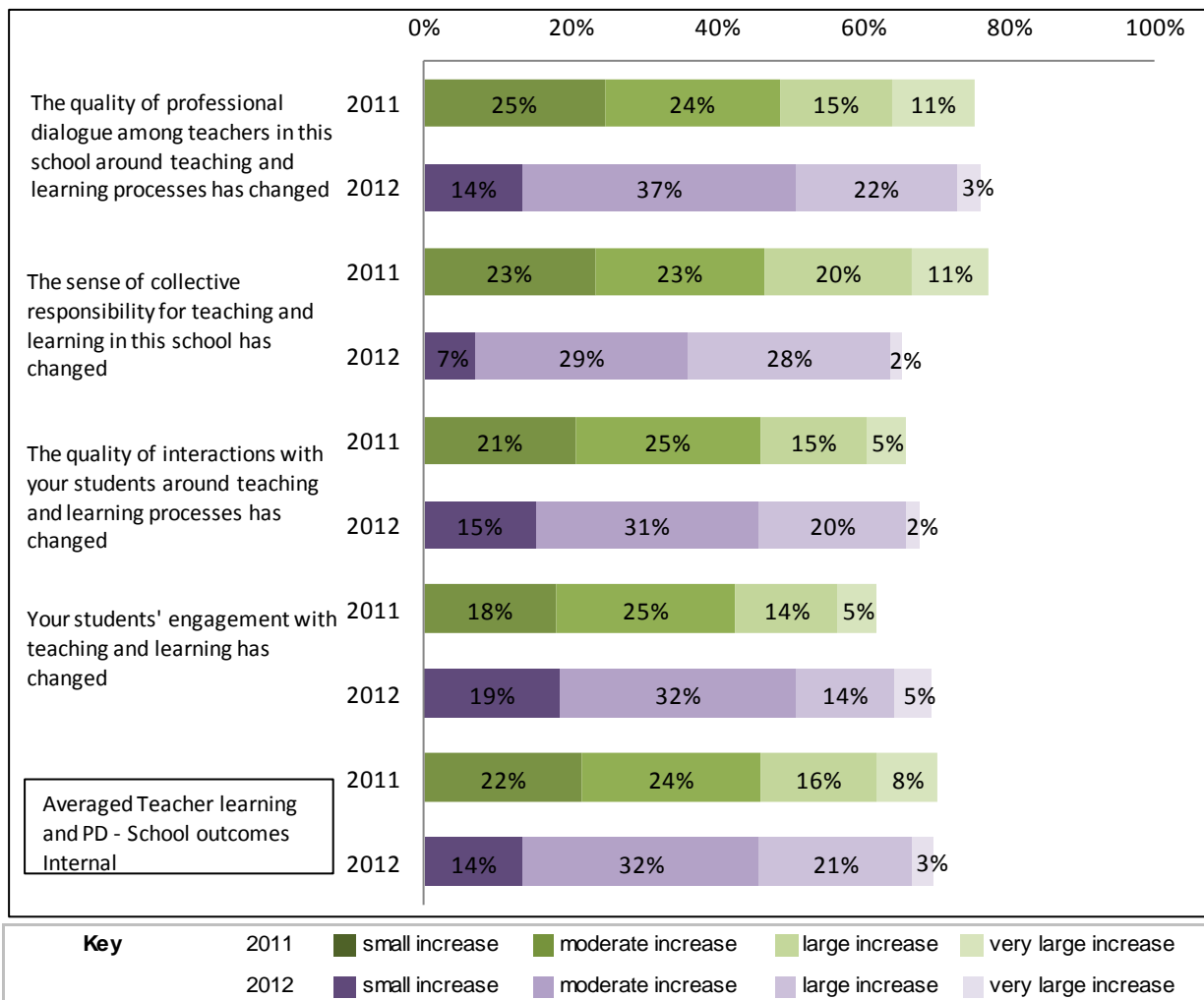
In 2012, 72% of teachers reported an increase in school outcomes for learning and professional development since commencing the SSNP (based on the averaged school action responses, Figure 56).

Comparing teachers’ responses to the 2012 and 2011 surveys about the extent of change since commencing the SSNP, it appears that some school outcomes for teacher learning and professional development have been maintained or furthered since 2011 for this group, while others have not.

Slightly greater proportions of teachers in this cohort report increased quality of professional dialogue among teachers, improved interactions with students around teaching and learning, and students' engagement with teaching and learning (Figure 56). The proportions of teachers reporting large or very large increases for these items are almost unchanged compared to 2011 results.

The proportion of teachers in the 2010 ITQ NP cohort reporting increases in the sense of collective responsibility for teaching and learning in their school since commencing the SSNP has declined by 11 percentage points in 2012 compared with 2011; the proportion reporting the change as large or very large has, however, remained constant. It appears that, although the extent of the change is not as widespread, the impact, where it occurs, remains quite strong.

Figure 56. Teachers' perceptions about school outcomes (internal) from teacher learning and professional development since commencing in the SSNP (2010 ITQ NP)



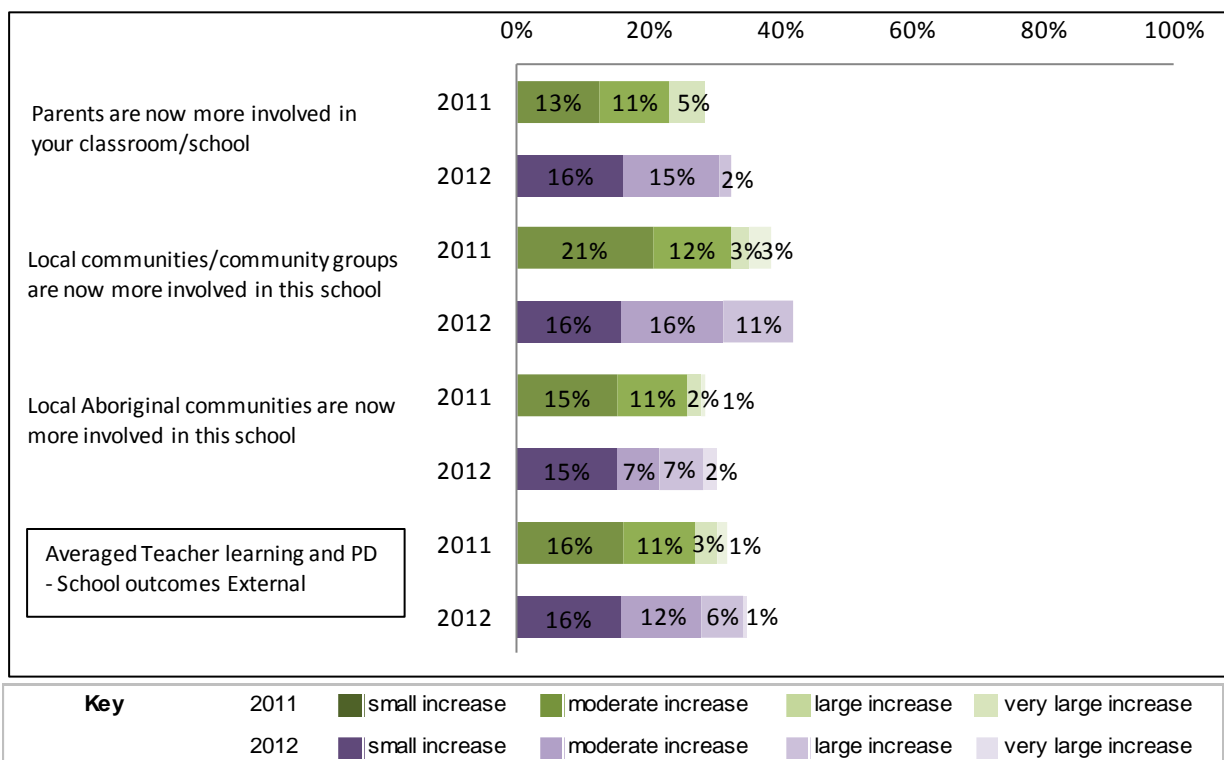
Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 survey (green). N 2011 = 150; N 2012 = 59

6.3.8 2010 ITQ NP School outcomes (external) from teacher learning and professional development since commencing in the SSNP

In the 2011 survey, overall, few teachers perceived that parent, Aboriginal and other community involvement in their schools had increased; and those that reported change identified lesser increases than for other school level outcomes. In 2012, teachers in the 2010 ITQ NP cohort reported small (3 to 4 percentage point) increases in the involvement of parents and communities, and very small (1 percentage point) increases in the involvement of Aboriginal communities (Figure 57).

In 2011, 25% of teachers reported they did not know if strategies to engage Aboriginal communities were more effective, or that it was not applicable. This proportion increased to 35% in 2012. These responses were much less often selected for parents (5% in 2011, 16% in 2012) and communities (7% 2011, 21% in 2012) but grew for both groups in 2012 compared with 2011.

Figure 57. Teachers’ perceptions about school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 CSIS (green). N 2011 = 150; 2012 = 55

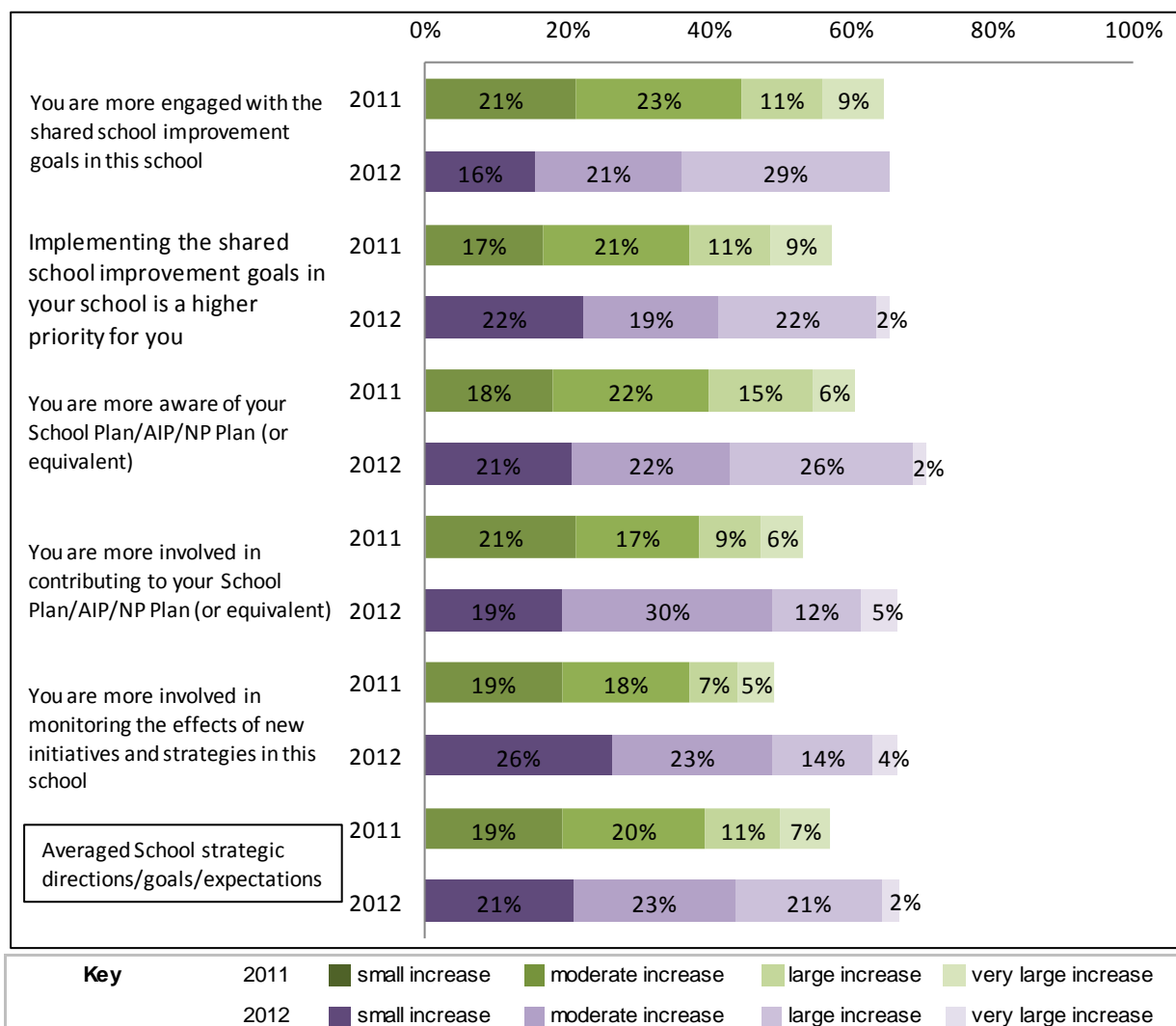
6.3.9 2010 ITQ NP Teachers' engagement with their school's strategic direction, goals and expectations since commencing in the SSNP

In 2012, teachers in the 2010 ITQ NP cohort generally reported increased engagement with their schools' strategic direction, goals and expectations since commencing the SSNP and compared with the 2011 survey (see averaged school strategic directions/ goals/ expectations, Figure 58).

The largest growth since commencing the SSNP has been in teachers' involvement in monitoring the effects of new initiatives, with reports of at least some increase up 18 percentage points compared to the 2011 survey results. In 2012, teachers were reporting a greater extent of change since commencing the SSNP; contributing to the school plan had risen by 14 percentage points since the 2011 survey.

There was little change in the proportion of respondents reporting engagement with shared school improvement goals in 2012 compared with 2011 (66%). However the proportion who rated the increase as large or very large improved by 9 percentage points.

Figure 58. Teachers’ perceptions about their engagement with their school’s strategic direction, goals and expectations since commencing in the SSNP (2010 ITQ NP)



Source: Wave 2 CSIS, 2012 (purple) and Wave 1, 2011 CSIS (green). N 2011 = 150; N 2012 = 58

6.4 Comparison of 2010 ITQ NP principals', executives' and teachers' responses to common outcomes questions

The survey included ten questions about SSNP outcomes, which were common to the principal, executive and teacher surveys (table 3).

Compared to the 2011 LSES NP respondents, a much smaller number of 2010 ITQ NP respondents reported any increase or large to very large increases in these outcomes since commencing the SSNP. Between 58% and 79% of 2010 ITQ NP respondents reported any increase across the ten outcomes. By contrast, 90% or more of 2011 LSES NP respondents reported any increase for eight of the ten outcome questions (section 5.4). The implication is that less change and in fewer outcome areas has been achieved or maintained for this cohort.

In addition, the pattern of responses differed between respondent groups and between outcome questions, especially in the extent of change that had been achieved since the SSNP commenced. Unlike for the 2011 LSES respondents there was no consistent gradient in responses from principals, to executives and then to teachers in the ITQ NP to these questions. The most consistent pattern was that executives were more likely to report a positive increase than principals.

Principals, teachers and executives had similar views about the SSNP having improved teaching quality (approximately 80% of all three groups reported any positive change). However, they differed on the extent of improvement achieved. Executives reported the greatest amount of change (29% large or very large increase), followed by teachers (24%) and then principals (13%).

Although all respondent groups most often reported a large or very large increase in the amount of time focused on teaching practices in staff meetings since the SSNP commenced, teachers were much more likely to do so. Just over half of teachers (54%) reported that more time was focused on teaching practices in staff meetings. Amongst teachers, this was the outcome where they reported the greatest extent of change since the SSNP commenced.

Principals, executives and teachers also most often also indicated that professional dialogue around teaching was of higher quality, that they collaborated more with their peers and their analysis of student data had increased.

One outcome area where principals' ratings differed a lot from executives was whether there had been an increase in collective responsibility for teaching. Just 58% principals reported any positive change compared with 84% of executives.

Collaborating with other schools, for example, hub schools working with spoke schools, was implicit to the delivery of the ITQ NP model. This outcome appears not to have been achieved for a substantial minority of schools in the 2010 ITQ NP, according to the principals and teachers at least. Just over two thirds of principals and 56% of teachers reported any positive change in the amount of collaboration with other schools since the

SSNP commenced. However, 80% of executives indicated they were collaborating more with other schools and 30% that there had been a large or very large increase in the amount of collaboration. Although it is not clear why the views of the school executive were so divergent it may be that executives had more reason to collaborate with other schools under the model than did principals and teachers.

Table 6. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very large increase (2010 ITQ NP)

Question	Principals		Executives		Teachers	
	% positive increase	% large or very large increase	% positive increase	% large or very large increase	% positive increase	% large or very large increase
Overall quality of teaching has improved	79%	13%	80%	29%	79%	24%
Effective mentoring of staff is more widely established	71%	21%	76%	31%	62%	28%
More time focused on teaching practices in staff meetings	75%	38%	73%	33%	76%	54%
Teachers plan teaching to meet individual student needs	67%	13%	84%	31%	77%	22%
Collective responsibility for teaching/ learning is stronger	58%	17%	84%	27%	66%	29%
Professional dialogue around teaching is of higher quality	75%	29%	84%	31%	76%	25%
Improved quality of collaboration with peers around teaching/ learning	74%	13%	92%	36%	74%	34%
Your analysis of student data has increased	74%	22%	82%	30%	78%	25%
Collaborates more with other schools	68%	27%	80%	28%	56%	18%
More engaged in collaborative activities with universities around improving teaching/ learning	59%	18%	72%	34%	50%	29%

In 2012, a new question was included that asked principals and executives to rate the impact HATs or their equivalents have had on support for teachers' learning since the SSNP commenced. Teachers were asked about the extent to which having a HAT or their equivalent had enhanced their teaching skills. HATS or their equivalent were a key new

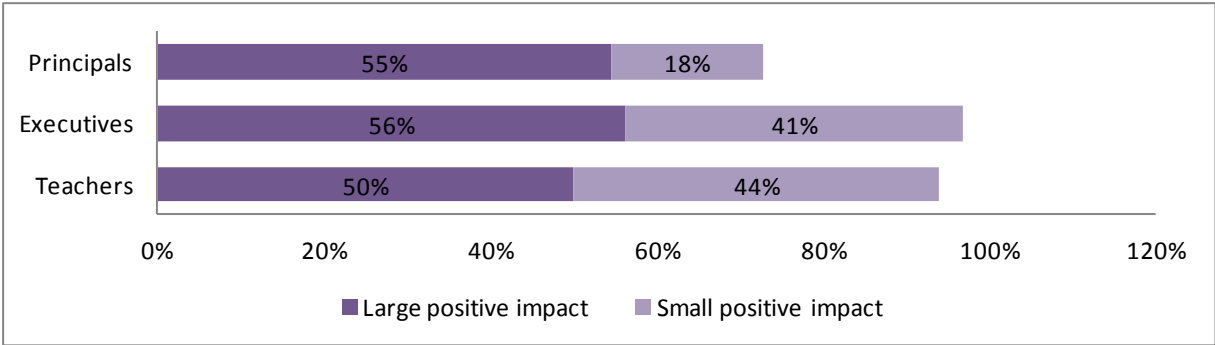
strategy to support professional learning under the SSNP, especially for the ITQ NP cohort of schools.

Overall, respondents were fairly positive about the impact of HATs or equivalent positions, especially those in hub schools. Around half of all principals and executives who reported that teachers were able to access support from a HAT or equivalent indicated that these positions had a large positive impact on support for teachers’ professional learning (Figure 59). But a relatively large minority of principals (27%) reported that HATs or equivalent positions had no or a negative impact on support for teachers’ professional learning. By contrast, just 3% of executives in the same cohort of schools made this assessment. Teachers appeared to have similar views about the usefulness of HATs in supporting their professional learning as executives. Half of the teachers who reported that they were able to access support from a HAT or equivalent indicated that these positions had enhanced their teaching skills (large positive impact) (Figure 59).

Part of the explanation appears to be related to the type of involvement the school had in the ITQ NP and the extent to which schools could access support from these positions. In DEC, for instance, HAT positions were usually placed in hub schools, and staff in spoke schools could access a HAT through their respective hubs. Accordingly, principals and teachers in spoke schools rated HATs or the equivalent positions as having either no impact or a small impact whereas principals and teachers in hub schools were more likely to rate HATs as having a large impact on learning support for teachers or on enhancing teaching skills (Figure 60).

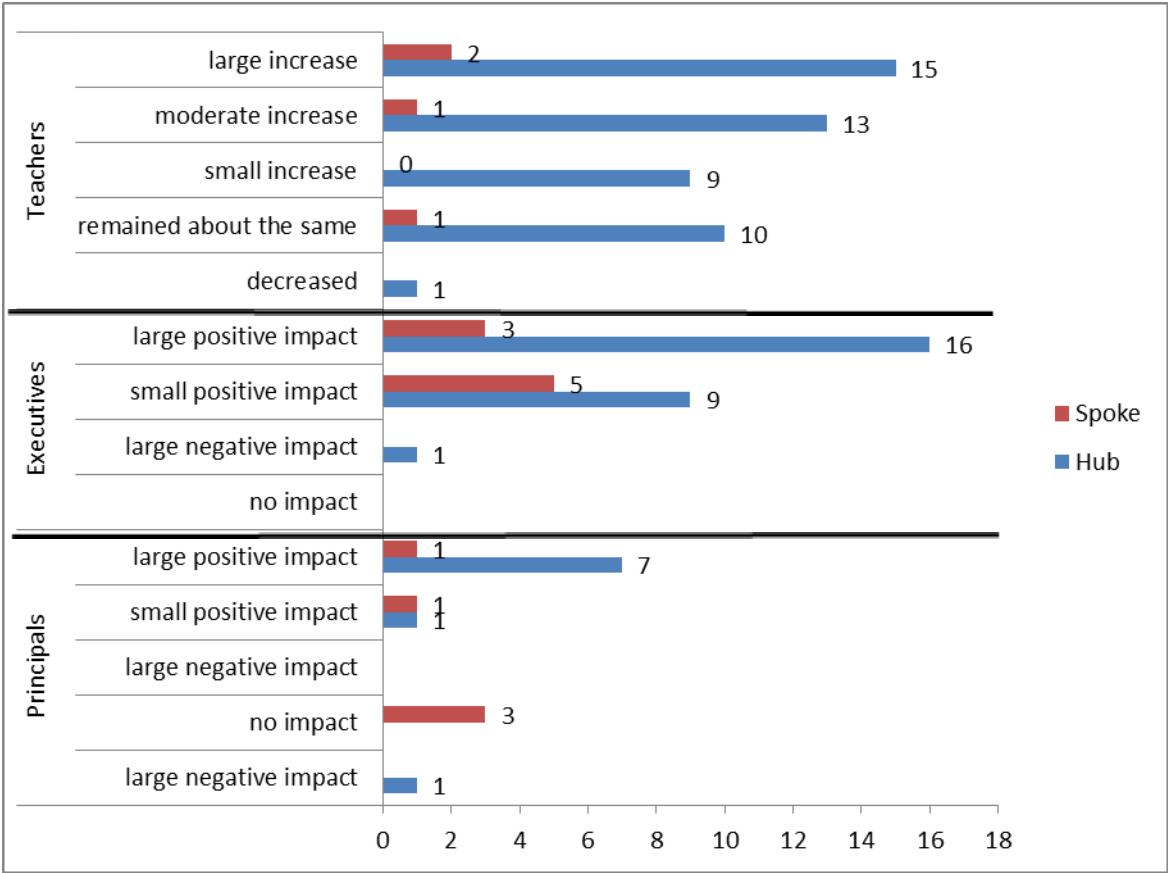
Executives in spoke schools’ views were somewhat different than either principals or teachers. Executives in spoke schools were almost equally divided about whether HATs or the equivalent positions had a large or small positive impact. It is unclear why executives’ views would differ from principals but may be an artefact of the small number of schools in the sample where it was known the school is a hub of spoke school.

Figure 59. Comparison of principals’, executives’ and teachers’ views on the impact HATs or equivalent positions have had since the SSNP commenced (2010 ITQ NP).



Source: Wave 2 CSIS, 2012. Note: The question was phrased differently for teachers. Teachers were asked about the extent to which having a HAT or their equivalent has enhanced their teaching skills, whilst principals and executives were asked about the impact on professional learning support for teachers. Responses came from 11 principals, 35 executives and 55 teachers who indicated that teachers at their school received support from HAT or equivalent.

Figure 60. Comparison of respondent groups’ views on the impact of HATs or equivalent on improved support for professional learning, by ITQ NP hub and spoke schools



Source: Wave 2 CSIS, 2012. Note: The question was phrased differently for teachers. Teachers were asked about **the extent** to which having a HAT or their equivalent has enhanced their teaching skills, whilst principals and executives were asked about the impact on professional learning support for teachers. Responses came from 14 principals, 34 executives and 57 teachers who indicated that teachers at their school received support from HAT or equivalent. Five teachers indicated they didn’t know the direction in which the professional learning support for teachers has changed.

6.5 2010 ITQ NP Conclusion

This cohort was in the ‘transition’ year of the ITQ NP, and it may be expected that school staff views about the extent of change since commencing the SSNP might be tempered now they are no longer implementing the full range of ITQ NP activities.

The pattern of responses differed between respondent groups and between outcome questions, especially in the extent of change that has been achieved since the SSNP commenced. The most consistent pattern was that executives were more likely to report a positive increase than principals, perhaps because of the different roles of principals and executives in implementing the ITQ NP.

In late 2011, approximately two years into their participation in the SSNP, many from all three respondent groups (principals, executives and teachers) reported then that there had been increases in many areas targeted by the SSNP. Respondents to the 2012 survey

reported a lesser extent of change reported than respondents in 2011. In addition, a small group of principals (between ten and twenty percent) consistently selected “Not applicable, not done” in response to questions across a broad range of strategies. This implies that in these schools some ITQ NP strategies were not being sustained under the reduced funding.

However, the extent of change has been sustained for some measures, in particular provision of professional development for teachers and strategies focused on improving executive leadership capacity. Executives also reported greater increases in the effectiveness of strategies to engage parents and to a lesser extent Aboriginal communities when compared to the 2011 survey.

Overall, the majority of principals, executives and teachers reported that teacher quality had improved as a result of the SSNP, although they did not report a large amount of improvement. Teachers in the 2010 ITQ NP cohort were positive about the extent to which their teaching skills have improved since participating in the SSNP and the number reporting change and the extent of change had increased in the transition year. Similarly high proportions of teachers reported that there were increases in their professional development outcomes as had reported in 2011, which suggests they are being maintained or increased.

7. How staff see the SSNP working—successful strategies, significant changes and challenges

This chapter synthesises responses from

- Principals', executives' and teachers' responses to three open-ended questions asking respondents' views about 1) what have been the **most significant teaching and learning changes** for your school under the Smarter Schools National Partnership(s) and why? 2) what have been the most **significant challenges** for your school so far implementing/maintaining the Smarter Schools National Partnership(s) and why?, and 3) is anything else you would like to say about the Smarter Schools National Partnerships in your school?. At least one respondent from 166 schools out of the 178 schools that returned a completed survey answered an open-ended question. In all, 110 principals (89% of completers); 233 executives (79%); and, 334 teachers (81%) answered at least one of the three open-ended questions.
- New question in 2012. Principals', executives' and teachers' ratings of a list of SSNP strategies as either the **most or second most successful strategy** implemented under the SSNP (closed-response question). This question replaced an open-ended question used in the Wave 1 survey (2011) asking respondents to identify the most successful strategy implemented under the SSNP.
- New question in 2012. Principals', executives' and teachers' ratings of the cost effectiveness of the most successful and second most successful strategies (closed-response question).

The chapter starts with an overview of the findings. This is followed by a summary of respondents' views about the most successful strategies and whether these are cost effective, significant changes reported under the SSNP, why these changes were significant, and the challenges associated with implementing changes. The significant changes being reported under the SSNP are presented in order starting with the most common change identified.

The chapter compares responses to the CSIS in 2012 about how school staff members see the SSNP working with similar questions asked in 2011. However, because responses about the most successful strategies have been quantified for the 2012 survey but were open-ended responses in the 2011 survey, the comparison is indicative only.

The analysis also explores whether there were any differences in responses according to partnership type, school type, location (metropolitan or provincial) and staff type (principal, executive or teacher). Any differences in the nature of qualitative responses have been highlighted in the chapter as have differences in responses to the closed questions about the most and second most successful strategies and the cost effectiveness of these. Tables showing ratings of cost effectiveness of successful strategies are shown in Appendix 3.

7.1 Overview of findings

Schools were largely very positive about their involvement in the SSNP. Respondents reported that the SSNPs are bringing about changes in the operation of schools and improving the quality of teaching. Teachers, principals and executives generally agreed that improvements in teacher quality are linked to teachers having more opportunities to access professional development, training and/or mentoring.

Respondents commonly believed that the SSNP had given them the opportunity, time and resources to implement new initiatives that had not been possible prior to the SSNP funding. Respondents praised the flexibility of the SSNP and believed they had excellent support for their school. As one principal summarised, the SSNP allowed them to *'plan smarter, improve teacher capacity, access new programs and focus on best practice'*.

However, principals, executives and, in particular, teachers from a small number of schools²⁹ were less positive about the SSNP. These respondents believed the SSNP had increased workloads and pressures on school staff with no or minimal outcomes for teachers, the school or students.

Where principals nominated a strategy as being either the most successful or second most successful strategy implemented under the SSNP, then they almost always also said that strategy was cost effective. As a group, approximately 80% of executives also agreed that the successful strategies they chose were cost effective.

Professional development, training and/or mentoring for teachers perceived as the most successful strategy implemented under the SSNP and also the most significant, educationally important change for schools

Principals (53%), executives (52%) and teachers (47%) across all SSNPs most often identified professional development, training and/or mentoring as the most or second most successful strategy implemented under the SSNP; a result that confirmed the indicative data from Wave 1 survey in 2011. A high proportion of principals (95%) also agreed that professional development was a cost effective strategy. Having access to more and/or higher quality professional learning opportunities was also identified as being a significant change for many schools and is reportedly having positive impacts on teacher capacity. Under the SSNP, schools report that professional development and mentoring has been better tailored to the needs of the school and individual teachers, which is a significant and important change.

²⁹ 14 of the 166 schools who responded to the open-ended questions

Different perspectives on other successful strategies

Respondents participating in the LSES NP most often identified new programs for literacy and new interactive technologies for the classroom as being other successful strategies under the SSNP.

Principals, executives and teachers involved in the ITQ NP had a different view on what other strategies were successful to those in the LSES NP and to each other. Principals most frequently nominated collaboration with other schools; executives, funding for HATs or equivalent; and teachers, new interactive technologies for the classroom as being the most or second most successful strategies under the SSNP.

Significant, educationally important changes for schools under the SSNP

Along with significant changes in professional development (the most common change identified), respondents reported a range of other significant and educationally important changes in their schools under the SSNP, which reflected the qualitative responses in Wave 1 2011. The most common of these were (from most to less common):

- increased **professional dialogue and collaboration** across the school
- increased use of **whole-of-school planning**
- new approaches to **programming** and **new teaching strategies**, with an increased focus on explicit teaching and learning, the use of evidence-based numeracy and literacy strategies and strategies to better target student needs
- new and improved **staffing arrangements**, including the use of executive staff to mentor teachers, and funding for Highly Accomplished Teachers (HATs), Student Learning Support Officers (SLSOs), and other staff with specialist skills
- increased **use of data and evidence** for planning, programming and targeting student need.

Changing the wording of the open-ended questions for the 2012 survey enabled a better understanding of the link between change, impact and outcomes (because respondents were asked what had been the most significant changes under the SSNP and why). A summary of the most common significant changes occurring under the SSNP, and reasons respondents thought these were significant is outlined in Table 7. As in 2011, respondents felt changes were significant for a wide range of reasons, including that they provided staff with the skills and ability to implement new and improved practices, reached the whole school community or led to positive outcomes, such as improved teaching capacity and improved student engagement and learning.

Table 7. Summary of respondents' perceptions about the most significant changes occurring in the school under the SSNP

Most significant change	Why the change was significant	Outcomes linked to change
Increased opportunities for, and/or a higher quality of professional development and mentoring	<ul style="list-style-type: none"> ▪ Increased teacher confidence, knowledge, skills and capabilities 	<ul style="list-style-type: none"> ▪ Improved teaching capacity ▪ More engaged students ▪ Improved student academic performance
Increased professional dialogue, collaboration and whole-of-school approaches	<ul style="list-style-type: none"> ▪ Better communication among teaching staff ▪ Improved school and classroom planning (through collaboration) 	<ul style="list-style-type: none"> ▪ More consistency in teaching approaches across the school ▪ Staff feeling involved, trusted and accountable
New and improved staffing arrangements	<ul style="list-style-type: none"> ▪ Availability of more experienced teachers ▪ Additional resources for teachers in class ▪ More able to meet student need 	<ul style="list-style-type: none"> ▪ Better quality teaching
New approaches to class programming	<ul style="list-style-type: none"> ▪ Better able to meet student need 	<ul style="list-style-type: none"> ▪ More engaged students ▪ Improved student academic performance
Use of data	<ul style="list-style-type: none"> ▪ Improved planning ▪ Improved understanding of the needs of the school 	<ul style="list-style-type: none"> ▪ Better able to meet student need ▪ Improved student academic performance

Significant challenges for schools in implementing/ maintaining the SSNP

Like respondents to the 2011 survey, respondents most commonly said that the **resources and time involved** in implementing SSNP strategies were the most significant challenges they faced in implementing and maintaining the SSNP. Other common challenges were **finding appropriate relief staff** to cover staff attending professional development, maintaining staff skills due to **staff turnover**, and **finding appropriate staff to fill new, specialist positions within the school**.

As in 2011, some respondents indicated that achieving significant change was challenging. For example, a teacher may feel that having time off-class to attend professional development had been the most significant positive change under the SSNP (by allowing them the time to participate in high quality learning), but also report that having time out of lessons had been a significant challenge (because it took them away from their classroom).

Respondents were, however, more likely than 2011 respondents to report **sustaining SSNP** activities and changes in their schools as a significant challenge. These challenges are clearly related to the end-date for SSNP funding drawing closer and the ITQ NP 'transition year'.

7.2 Professional development, training and/or mentoring for teachers perceived as the most successful strategy implemented under the SSNP as well as the most significant, educationally important change for schools under the SSNP

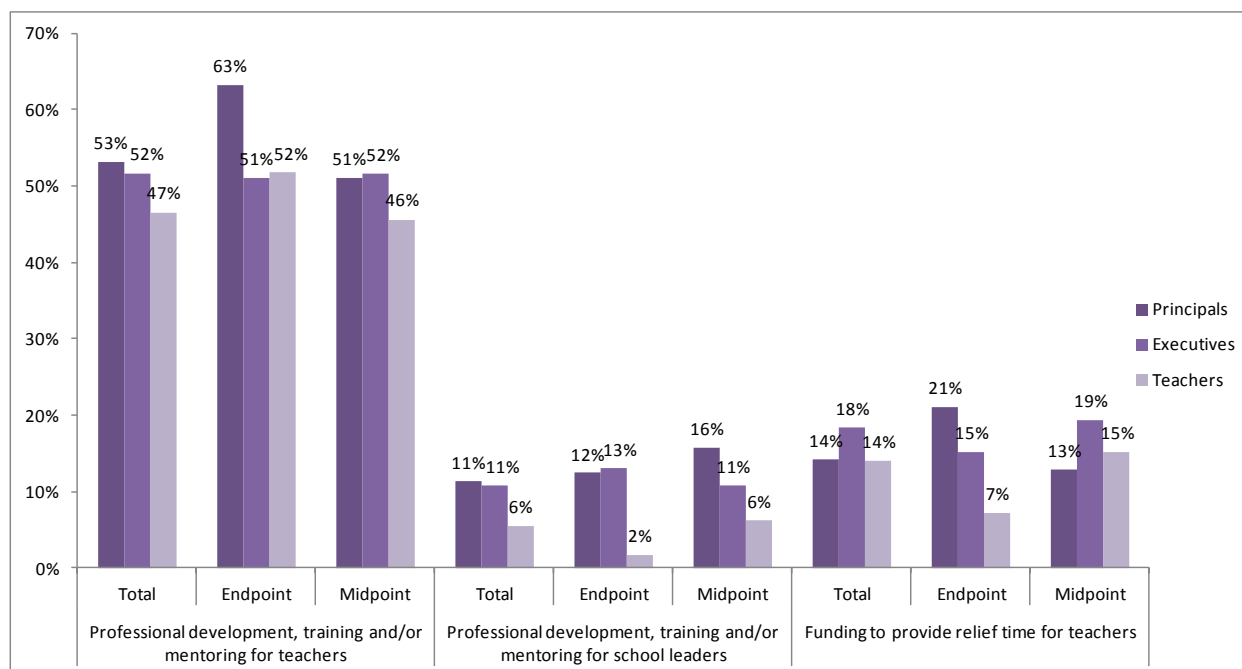
The way professional development, training and/or mentoring (from now on referred to as professional development) is being delivered in schools has changed under the SSNP.

In 2011, principals, executives and teachers across all SSNPs commonly identified professional development for teaching staff as either the first or second most successful strategy implemented under the SSNP. But the findings were based on an analysis of open-ended responses and did not cover all respondents (Figure 61 and Appendix 3).³⁰ In 2012, the frequency with which professional development was identified as being the most successful strategy under the SSNP could be quantified. A relatively high proportion of principals of 2010 ITQ NP schools (63%) in their transition year identified professional development for teachers as the most successful strategy compared with 51% principals in 2011 LSES NP schools.

Professional development for leaders was identified as a successful strategy by relatively few principals across all SSNP; just 4% of principals indicated that professional development for leaders was the most successful strategy under the SSNP.

³⁰ In 2011, a question about successful strategies implemented under the SSNP was asked as an open-ended question

Figure 61. Per cent respondents who identified professional development, training and/ or mentoring as the most or second most successful strategy implemented under the SSNP, by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Endpoint respondents are from 2010 ITQ NP schools and Midpoint respondents are from LSES NP 2011 schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

All Principals and around three quarters of executives also indicated that professional development for teachers was a cost effective strategy (Tables 13 & 14, Appendix 3). By contrast, most executives (84%) as well as principals (93%) indicated that funding to provide relief time for teachers to attend professional development and training was cost effective.

Having access to more and/or higher quality professional learning opportunities was also perceived as being a significant, educationally important change for many schools and is reportedly having a positive impact on teacher capacity. Under the SSNP, respondents indicated that professional development and mentoring has been better tailored to the needs of the school and individual teachers, which is a significant and important change.

Respondents (especially teachers) mentioned professional development for teachers as an educationally significant change more commonly than professional development for school leaders, possibly because teacher professional learning was more widespread under the SSNP. Also, teachers made up a higher proportion of survey respondents.

Respondents described an increased focus within their school on **peer coaching, lesson observation and mentoring**, which they perceived had given teacher professional development a practical focus and helped encourage professional dialogue across teaching staff. A few respondents said that early career teachers and new scheme teachers had particularly benefitted from time with more experienced teachers through these activities.

Respondents also spoke about the important **role of the executive team** in professional development, particularly, assistant principal mentors and Highly Accomplished Teachers (HATs)/ Leaders in Pedagogy. Respondents said the SSNP had allowed schools to release members of the executive team from face-to-face teaching to provide a more significant role in professional development and mentoring. A few teachers said that having executives devote time to professional development had made them feel valued and supported.

Respondents perceived that professional development and mentoring delivered by the executive team resulted in professional development that was **more tailored to the needs of teachers and the school**. Some respondents described using gap analysis and analysis of NAPLAN data to develop a targeted professional development program. Respondents spoke about a number of areas schools had focused on, including literacy, numeracy, behaviour management, Information and Communications Technology (ICT), and Gifted Education Research, Resource and Information Centre (GERRIC) training. Respondents believed using evidence to identify professional learning needs had led to professional development that supported positive and targeted change in their school.

Respondents also noted the increase in professional development opportunities available to teachers as a significant change under the SSNP. Professional development was said to be more **regular** and **ongoing** and occurring **across a whole team** or **across the whole school**. There was a perception that having increased opportunities to access professional development had enabled schools to provide a consistent and uniform approach to teaching and learning.

Overall, respondents believed changes in their school's approach to professional development had led to more reflective practice among teaching staff, increased confidence and skills among teachers, increased professional dialogue and collaboration around teaching methods across the school and that teachers are more open to trying new approaches in the classroom.

Respondents linked these changes to outcomes such as better quality teaching and improved pedagogy, which in turn led to improved student learning and outcomes.

Box 1 Illustrative quotations about changes to professional development

Due to National Partnerships I, as the educational leader of this school have been able to commit more quality time to the delivery of professional training to all staff. This is improving the overall delivery of lessons in our school. [Principal]

Professional Development is now supported by follow-up sessions, professional dialogue and greater accountability in the form of data collection and discussions. Our PD is much more focused around the school plan and is based on the latest research. [Executive]

The large increase in teacher professional development has made me so much more confident in my practice. I now feel extremely confident in planning, programming and implementing effective teaching practice. Having teacher mentors and access to TPL has had a significant positive impact on my teaching. [Teacher]

Challenges associated with providing professional development under the SSNP

Changing approaches to professional development has not been without its challenges. Respondents commonly identified the significant amount of time staff spent attending professional development under the SSNP as a challenge. Attending professional development sessions requires teachers to be out of class, so executive staff members have needed to find relief teachers to cover classes.

Respondents said that teachers being out of class had the potential to disrupt class stability and continuity, which in turn could affect students' learning and outcomes. One respondent said that a parent had complained about the amount of time their child's teacher had been away from class for professional development. Some schools had tried to address this by providing professional development outside of school hours, but this had meant teachers working longer hours.

Respondents, particularly principals and executives and those in rural areas, said that it was hard to find suitable staff to relieve teachers to attend professional development. Relief teachers did not always have the skills or experience of the staff member they were relieving.

A few respondents perceived that not all teaching staff had been given the same opportunities to attend professional development. Some respondents believed New Scheme teachers had been the focus of professional development opportunities, some that teachers in certain faculties or Stages had more opportunities, some that only executive staff or teachers directly involved in implementing the SSNP had these opportunities. Some respondents were concerned that this may lead to inconsistency in the quality of teaching within their school. A few teachers felt professionally isolated because of the perceived inequalities in access to professional development.

Respondents from rural schools spoke about poorer access to professional development in-service opportunities in their area, which limited professional development opportunities for staff. While the SSNPs provide additional funding for professional development, the cost

of travel remains a barrier for staff from rural schools to attend professional development outside the local area.

As in 2011, the need for professional development post-SSNP and repeating professional development for new staff was identified as a challenge for schools.

Box 2 Illustrative quotes about the challenges in providing professional development under the SSNP

Our most significant challenges have been sourcing quality staff and quality in-services which support our NP direction. Being a rural school we often do not have ready access to conferences, in-services etc and even with the ability to attend these through additional funding we still have issues with travel time and the availability of casual staff to relieve our teachers in rural schools. [Executive]

The challenge has sometimes been that the large amount of professional development that class teachers have been involved with, has meant that teachers are spending more time out of the classroom and being replaced with casual teachers. [Executive]

7.3 Collaboration, communication and whole-of-school approaches is the second most commonly described significant change in schools but less frequently identified as a successful strategy

While just 13% of all respondents identified collaboration and whole-of-school approaches as the most or second most significant successful strategy (Figure 61), they did identify collaboration as a significant change, suggesting collaboration emerges as a result of more than one SSNP strategies. Teachers, especially those from 2010 ITQ NP schools (25%) were more likely than principals or executives to identify collaboration and whole-of-school approaches as the most successful strategies under the SSNP (Figure 61).

Many respondents spoke about change in collaboration and whole-of-school approaches as a significant change in their school under the SSNP. Some spoke about increased opportunities for, and examples of, **collaboration and professional dialogue** within their school. Others, particularly teachers that mentioned receiving training in the use of interactive technologies, commonly said it had made them more open to the idea of using technologies in the classroom and more confident to do so.

Respondents gave a number of reasons as to why professional dialogue and collaboration was a significant change in their schools. One common explanation was that professional dialogue arose out of professional development and mentoring opportunities—staff were given more opportunities to **learn together** and **learn from each other**. Increased professional dialogue was also linked to the increased number of **team meetings**, often geared around developing a school's approach to new teaching and learning programs (implemented under the SSNP) or changes to the school plan (also as a result of the SSNP).

Respondents also spoke about an increase in **whole-of-school strategies and initiatives**, engaging all faculties and year groups in change. Such strategies were often focused on literacy and numeracy, or new ways of teaching, reflecting the foci of the SSNP. Many schools were providing more time for their staff to **work as a team**, either at the classroom-level, stage-level, or whole of school level, to meet the school's objectives under the SSNP; in a few cases, this was directly linked to staff working together on SSNP programs, such as Focus on Reading. A few respondents believed that dialogue had increased due to cultural change in the school with staff now seeing issues as a **whole-of-school responsibility** not an individual's responsibility.

Respondents believed that increased collaboration and dialogue among school staff had led to **improved classroom and school-level programming** and **improved professional knowledge and understanding**. Some said teachers described feeling more empowered, respected and valued and teachers as a group, having a greater sense of ownership in school activities and outcomes.

Increased collaboration and an increase in whole-of-school strategies and initiatives had also reportedly led to a **shared focus and vision** across the school and a **uniform and consistent approach to teaching**. These changes, in turn, were reported to have resulted in **improved student engagement in learning** and improved **student academic outcomes**.

All principals in the 2011 LSES NP and 2010 ITQ NP agreed that collaboration and whole-of-school approaches are cost effective. By contrast, only two thirds of executives from LSES NP 2011 schools did so (see Table 10, Appendix).

Box 3 Illustrative quotes about the role of collaboration, professional dialogue and whole-of-school approaches

The school has planned and implemented a whole school approach to our literacy continuum therefore making programming flow through Stages. The school is now developing a whole school approach to Numeracy enabling the teachers to ensure that we are all using the same metalanguage within our classrooms. [Teacher]

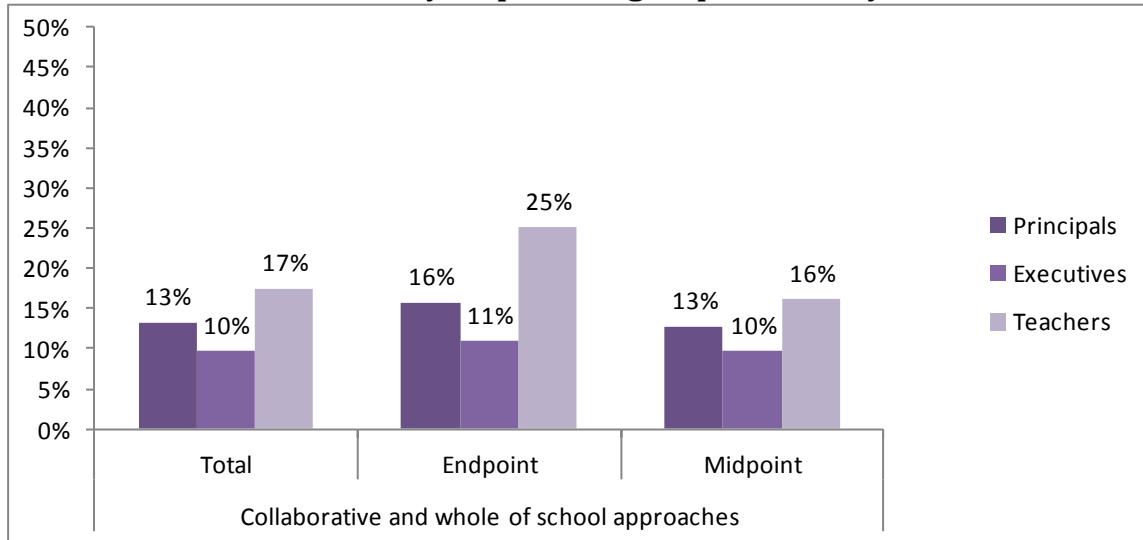
We are working far more collaboratively to reach shared goals. We have a shared language to discuss and compare students and our teaching. [Teacher]

Involving all staff from all KLAs to take responsibility for literacy and numeracy so as to give emphasis to the importance of working as one team to deal with students' weaknesses/ strengths in these areas and not to leave things only up to the English/ Maths faculties [Teacher]

Time for colleagues to work collaboratively. Knowledge is shared, teaching practice is analysed, lessons are differentiated and there is a consistent understanding of the learning continuums. [Principal]

The SSNP has given teachers the opportunity to visit other classrooms (both internally and in neighbouring schools). This has increased collegial discussions about classroom practice hence improving teacher quality across the school and positively impacting on student outcomes. [Executive]

Figure 62. Per cent respondents who identified collaboration and whole-of-school approaches as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

Challenges associated with collaboration, communication and whole-of-school approaches

As in 2011, respondents did not often report challenges related to collaboration, communication and whole-of-school approaches. But some did struggle with finding the time for collaboration and professional dialogue, as was the case in 2011.

A few teachers believed that their school had faced difficulties in communicating their approach to the SSNP across the whole school. Some teachers said that the SSNP aims and initiatives were only communicated to staff on a 'need to know basis' and one teacher said the survey they received was the first time they had heard about the SSNP.

Box 4 Illustrative quotes about collaboration, communication and whole-of-school approaches

Finding time for staff to work collaboratively over an extended period of time. [Principal]

The staff employed under the National Partnership and the Senior Executive have failed to communicate clearly to the staff about programs which run within in the school and there has been lots of unnecessary over-lapping. [Teacher]

7.4 New programs and different ways of teaching were identified as significant changes in schools

Many respondents spoke about changes implemented under the SSNP that had led to different ways of teaching, for example:

- changes to the way classes are delivered
- increased use of, and access to, information technologies and
- introduction of new programs.

7.4.1 Changes to the way classes are delivered

Changes to programming and class arrangements were commonly perceived as being amongst the most significant changes for schools resulting from the SSNP. But just 3% of respondents perceived changes to ways of working in the classroom as either the most or second most successful strategy implemented under the SSNP (Figure 63). This implies these changes are occurring as a result of other things more than being a strategy in itself.

Changes to staff arrangements under the SSNP were also said to have enabled new approaches to the way classes are delivered by teachers. Respondents (particularly teachers), commented on increased staffing support for teachers in the classroom, through the recruitment of Student Learning Support Officers (SLSOs). SLSOs allowed schools to have smaller classes, and to provide individualised support to students.

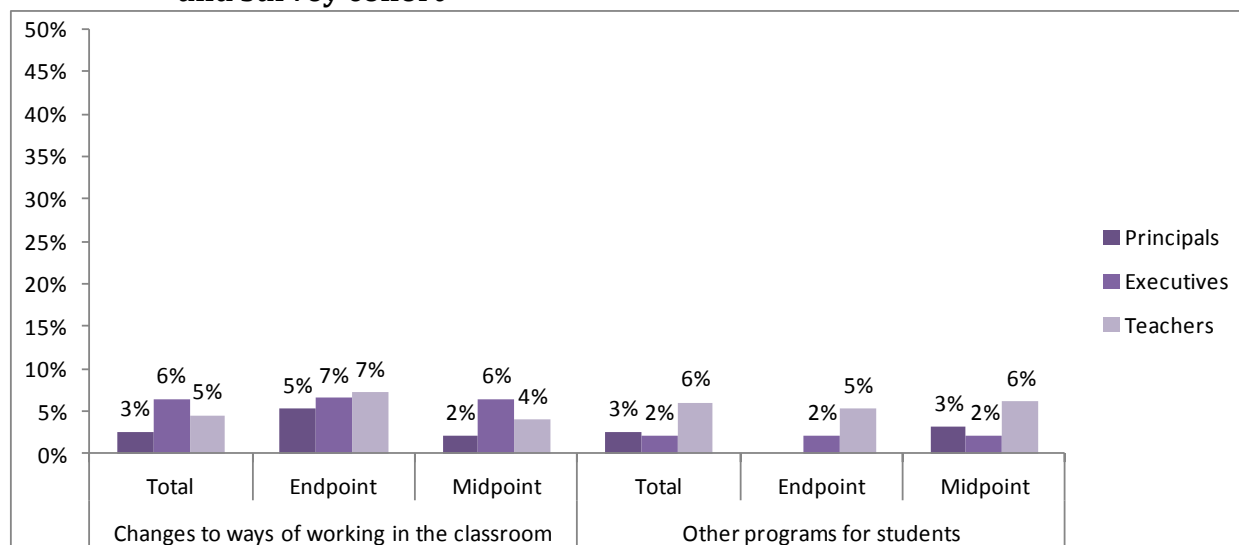
Teachers often linked the changes in programming and classroom practice to the professional development they received or to being mentored by executive staff.

Many respondents said that classes had a **greater focus on literacy and/or numeracy**, and many teachers spoke about changes they had made to their teaching of reading, comprehension and maths. A few respondents spoke about working with small groups of students to target their literacy and numeracy development. Respondents also spoke about using more interactive and explicit teaching approaches, including the use of information and communication technology, explicit comprehension strategies, and many new programs implemented under the SSNP (see new programs section below).

Changes to programming and class arrangements were believed to have led to increased student engagement, and subsequently, improved learning and academic outcomes.

No particular challenges were reported that related to changes to programming or class arrangements.

Figure 63. Per cent respondents who identified changes to ways of working in the classroom and other programs for students as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

7.4.2 Increased use of, and access to, information and communication technologies

Some respondents spoke about having better access to, and increasing their use of, a range of interactive technologies in their school, including Interactive Whiteboards, Moodle³¹, Prezi³², the Internet, data projectors and software applications³³ and that this was a significant change in their school. Teachers from the 2010 cohort of the ITQ NP in particular, viewed new interactive technologies as a successful strategy (Figure 64).

Among the small number of principals and executives who chose new interactive technologies as a successful strategy, all principals and a high proportion of executives saw these as being cost effective.

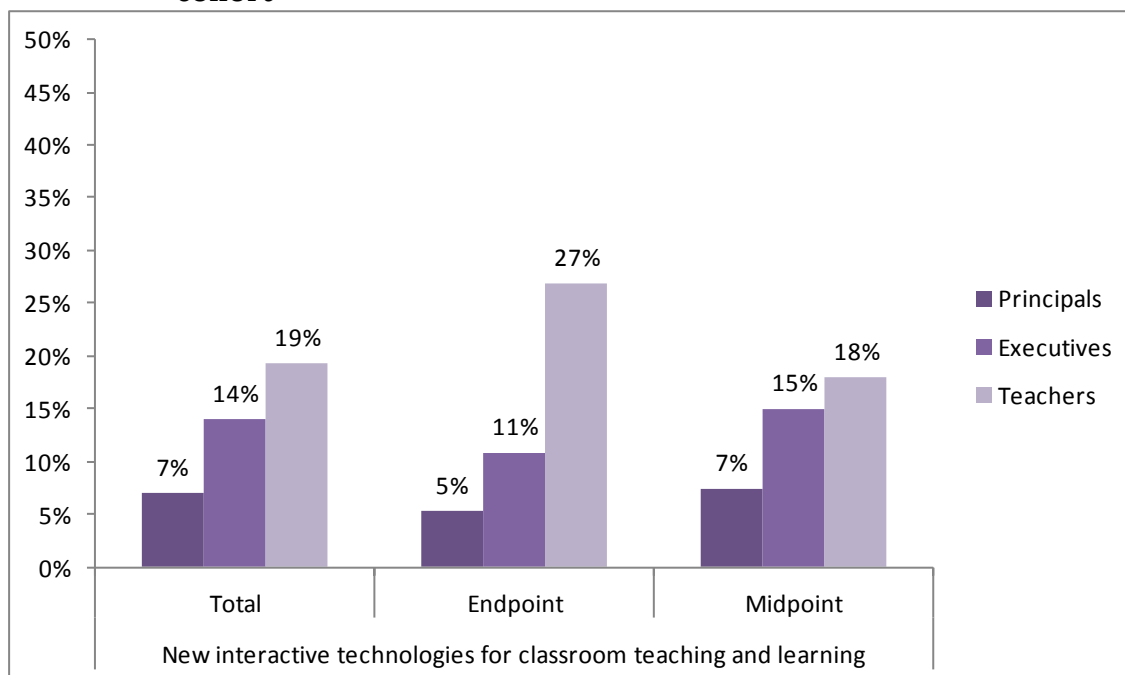
A few respondents described using information technologies to support school-level planning, communication and reporting. Respondents believed the use of interactive technologies in class had led to more engaging lessons, which had improved student learning and academic outcomes. Respondents also felt that increased use of technology had improved communication across the school.

³¹ Moodle is a tool for online learning and engagement, being used across Australian schools.

³² Prezi is an online tool for exploring and sharing ideas, using a unique way of presenting data.

³³ Software applications are computer software designed to help the user to perform specific tasks.

Figure 64. Per cent respondents who identified new interactive technologies for classroom teaching and learning as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

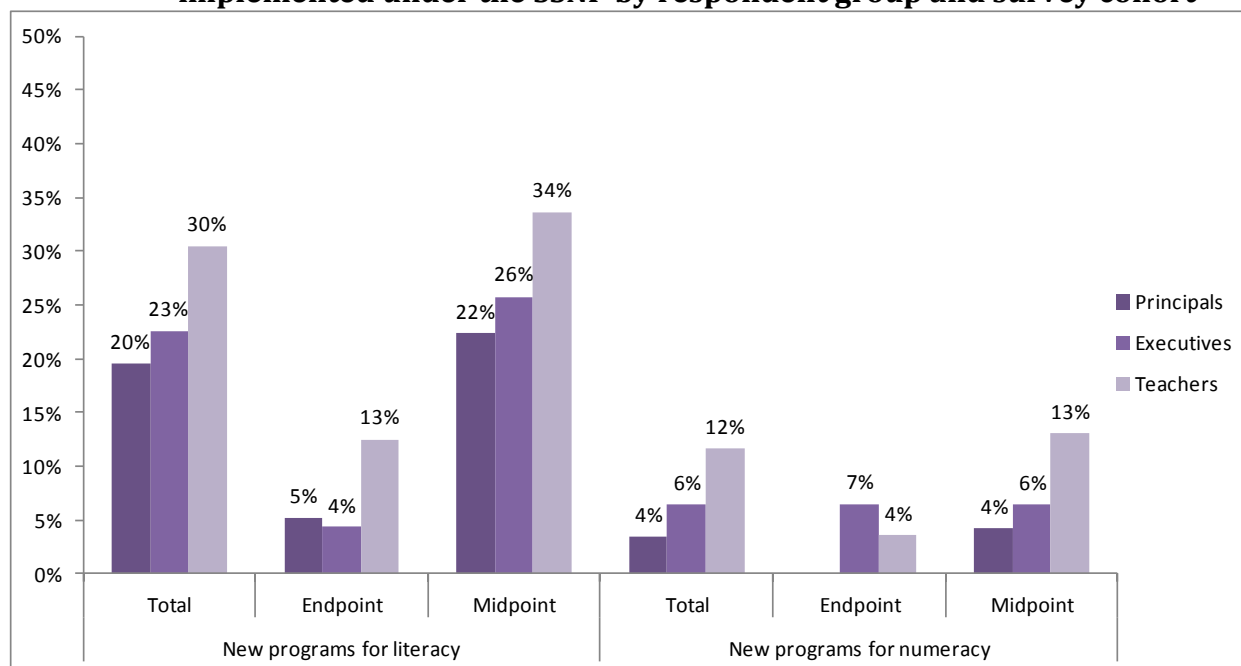
Challenges associated with the increased use of information and communication technologies

Only a few respondents outlined challenges with the use of technologies. A few respondents thought some teachers had struggled with learning to use new technology effectively and still required support. A few respondents also spoke about not having sufficient technology to implement and allow staff to put what they had learnt into practice.

7.4.3 Introduction of new literacy programs perceived as a successful strategy in LSES NP 2011 schools

Respondents from 2011 LSES NP frequently perceived the introduction of new literacy programs as either the most or second most successful strategy under the SSNP, more so than new numeracy programs—22% principals, 26% executives and 34% teachers (Figure 64). After professional development, new literacy programs were most often identified by these 2011 LSES NP respondents as the most or second most successful strategy under the SSNP (Figure 65).

Figure 65. Per cent respondents who identified new programs for literacy or new programs for numeracy as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

A few respondents commented specifically about the introduction of specific new literacy or numeracy programs under the SSNP, including Multilit, Focus on Reading, Taking Off with Numbers (TOWN), Quick Smart, Accelerated Literacy, L3, Mathletics, 4MAT and the 2LS Program as being educationally significant changes for their school. However, references to these programs were not as common as in the 2011 survey.

Very few respondents spoke about programs other than those related to literacy or numeracy, such as programs to support student wellbeing or resilience. A few respondents felt that student wellbeing or resilience programs had improved the quality of their teaching, and supported students in the learning of numeracy and literacy.

Challenges associated with introducing new learning programs

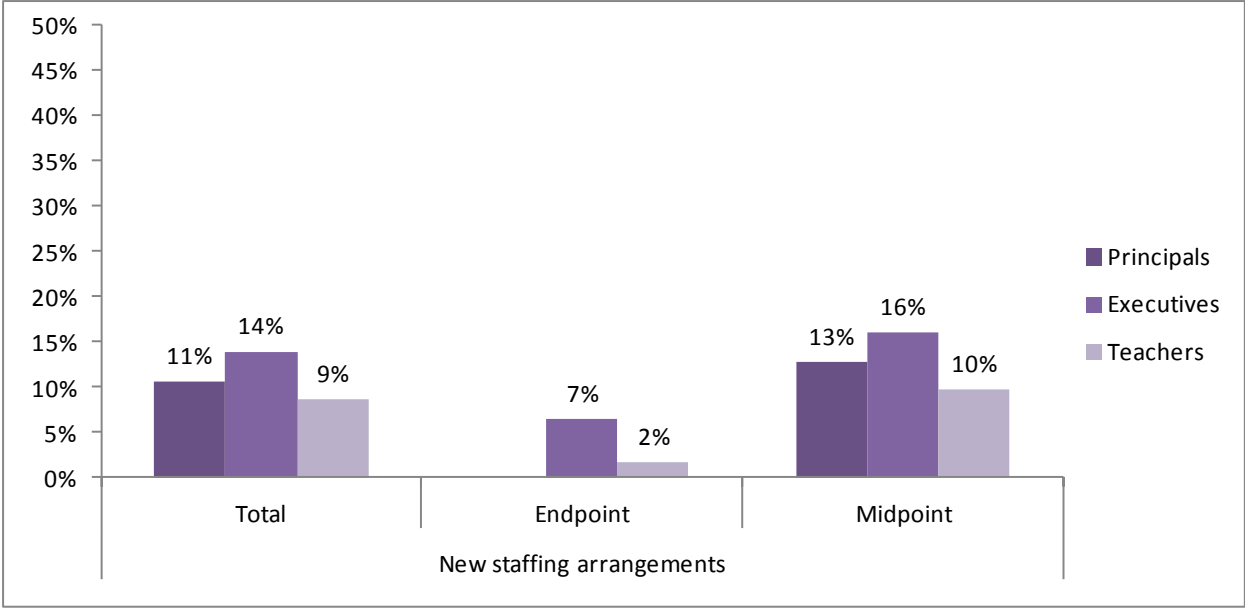
Some respondents spoke about the many reform initiatives their schools were participating in, both within and outside of the SSNP, and the difficulties this created in balancing priorities and ensuring teachers weren't overwhelmed. Unlike in the 2011 survey, respondents did not mention any specific issues with implementing new literacy and numeracy programs, such as Accelerated Literacy, Reading to Learn and TOWN.

7.5 Changes to staffing arrangements seen as a significant change and being a successful strategy by some respondents

Some respondents spoke about the changed approach to staffing, an increase in staffing or new staff positions as being the most significant educational change for their school under the SSNP. Principals and executives spoke about changes to staff arrangements as a significant change more commonly than teachers, which was not the case in the 2011.

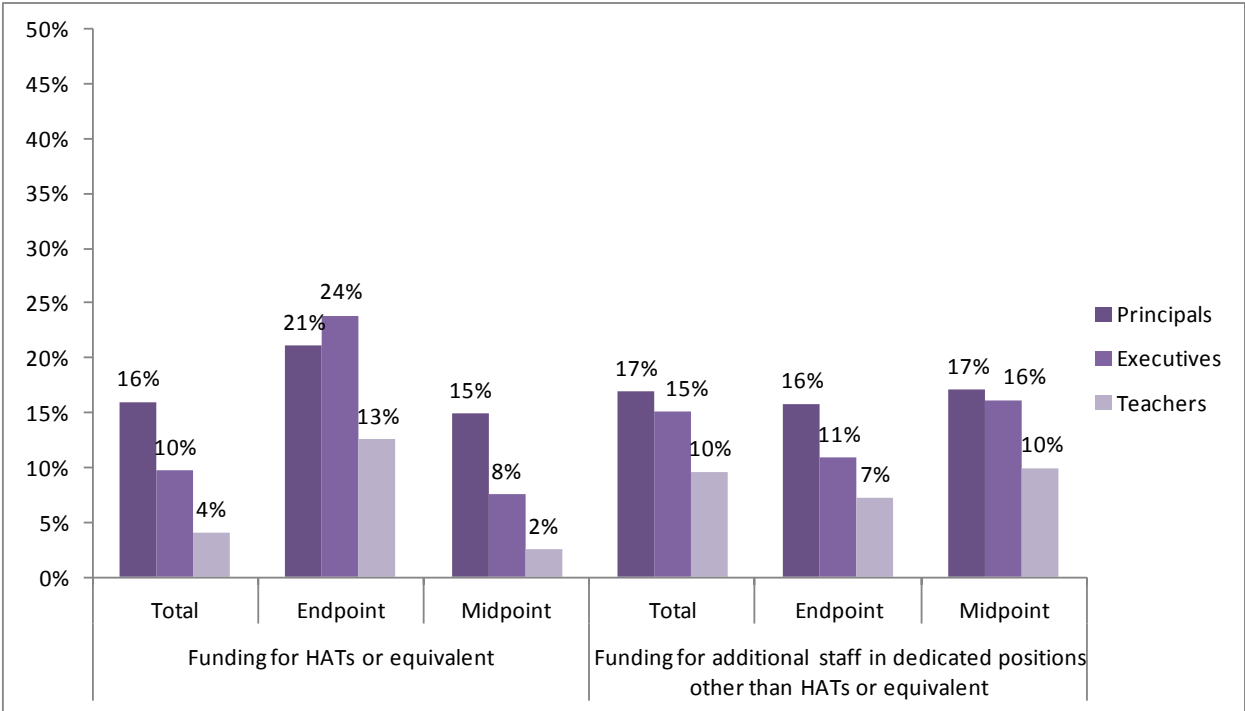
Some also saw these changes as successful strategies under the SSNP. Principals (16%) and executives (13%) in 2011 LSES NP schools were more likely than their peers in 2010 ITQ NP schools (7% principals and 2% executives) to identify new staffing arrangements as the most or second most successful strategy implemented under the SSNP (Figure 66). By contrast, principals in 2010 ITQ NP schools were more likely to identify funding for HATs or equivalents as a being the most or second most successful strategy under the SSNP (Figure 67).

Figure 66. Per cent respondents who identified new staffing arrangements as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

Figure 67. Per cent respondents who identified funding for HATs or equivalent and funding for additional staff other than HATs or equivalent as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

A high proportion of principals (100%) and executives (82%) who identified either changes to staffing arrangements or funding for new positions of any kind as a successful strategy indicated these were cost effective (Table 10, Appendix 3).

Respondents spoke about a number of **new staffing positions** introduced to support them in implementing the SSNP as significant changes for their schools. These positions included HATs, specialist teachers (in literacy, numeracy or special needs and Head Teachers Welfare), Classroom Development Officers, Community Liaison Officers, external health specialists (speech pathologists and occupational therapists), Student Liaison Support Officers and technology facilitators. A couple of respondents said their school had engaged university education undergraduates to support specific teaching initiatives. The new positions were said to provide schools with the skills and resources required to meet their specific goals under the SSNP.

Others commented that new positions, including the creation of additional leadership positions, allowed executive staff to be more available to guide and lead the school.

Overall, respondents believed new staffing arrangements had led to more efficiency within the school, more effective teaching, less stress for staff and a decreased burden on executive staff through an additional non-teaching staff support.

Challenges associated with changes in staffing arrangements

As in 2011, respondents spoke about difficulties in finding and attracting experienced staff to support the delivery of the SSNP. A few teachers spoke specifically about challenges in finding specialist teachers and staff with the skills to take on leadership roles. One principal from a metropolitan school spoke about the difficulties in securing external expertise—it had taken this school 12 months to procure a speech pathologist.

As in 2011, rural schools were more likely to report challenges in finding and attracting new staff. And principals were more likely to talk about challenges in recruiting staff and managing staff turnover than executives or teachers, reflecting their roles and responsibilities in the recruitment and management of staff.

A few respondents believed that the additional commitments related to the SSNP had diminished the time and resources principals and executives could dedicate to the daily running of the school.

Box 5 Illustrative quotes about how schools used additional staff

The employment of a National Partnerships Deputy who has been instrumental in coordinating and supporting our growth in implementation of College priorities. As a small school with only one substantive deputy, it was always a problem of finding time for all the professional learning activities that we wished to undertake. [Principal]

Having the money to have a staff member focus on Literacy & numeracy and implement in-school professional learning & facilitate lesson studies, building capacity within the school in the school context. [Executive]

The luxury of a non-teaching principal to mentor and work with teachers in developing their understanding of the curriculum and mentoring teachers in programming from assessment, the importance of planning to individual needs and the inclusion of quality teaching standards. Having a principal who is not loaded with the pressure of a full time class and also the running of the school has allowed for so much positive change and professional development!! [Teacher]

7.6 Significant changes to school culture and attitudes

The SSNP seeks to change attitudes, teaching practices and improve how schools operate to support quality teaching. Organisational change in any workplace can be challenging for all and often more so for some individuals who are less open to change.

Respondents commonly described changes in staff members’ attitudes, knowledge, confidence, ability and skills as a result of the SSNP as significant for their school, which implies a changing school culture. Executive staff in particular said that staff were more honest and open with each other, and had greater trust in each other.

Box 6 Illustrative quotes about changes in teachers' attitudes and capabilities

The quality of the professional learning has motivated and re-engaged staff to focus on their teaching. [Principal]

I know that my confidence in both my teaching and leadership has risen and, consequently, the quality of these elements has improved. I believe some members of staff are looking more closely at their purpose for the work that they do with their students and have become more critical of their own teaching practices. [Executive]

[Professional learning] has enabled me to reflect on my current practice and implement a variety of strategies into my classroom that I would otherwise not have had the knowledge or skills to. [Teacher]

Challenges associated with changing staff members' attitudes and practices

As in 2011, some teachers commented on feeling overwhelmed and pressured to participate in the SSNP and perform. Other teachers observed that some teaching staff were slower to take up new ways of working and adopt new teaching strategies or had resisted change. Also similar to 2011, respondents reported teachers feeling somewhat uncomfortable about having lessons observed as part of professional development.

Engaging all staff appeared to be a challenge even when schools were in the transition phase of the SSNP—schools at this point also reported this as a challenge as commonly as those at the midpoint of implementation.

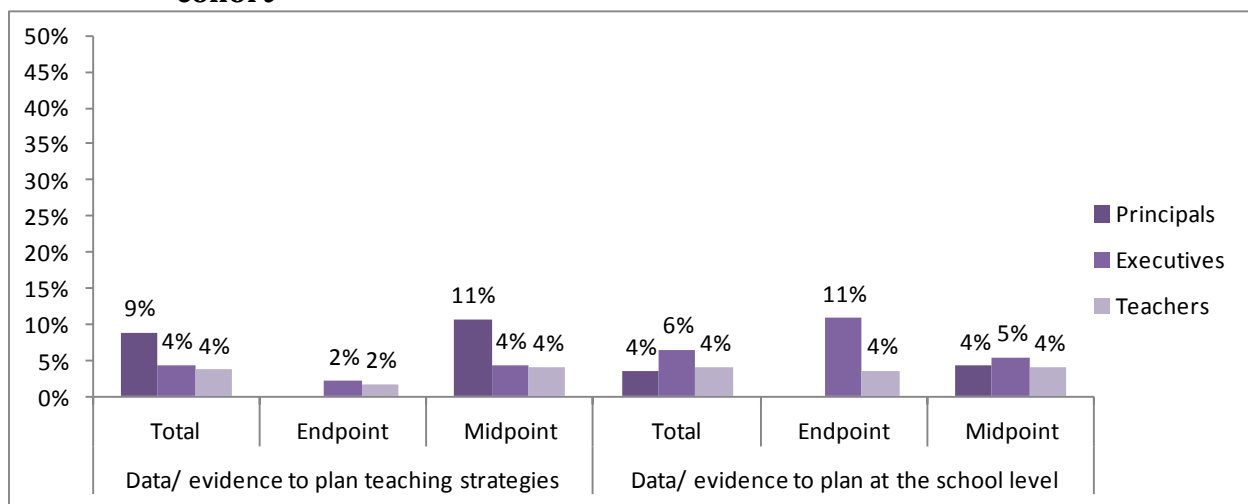
But respondents also discussed the kinds of strategies schools used to overcome staff resistance to change and lack of engagement in the SSNP. One respondent said their school had done this by allowing the HAT to take time to engage teachers and involve them in SSNP activities. One principal believed that communicating the school's SSNP aims across the whole school and providing opportunities for all staff to be involved in the SSNP had improved teacher engagement. One principal had used school data they collected through the SSNP to help communicate the need for change to staff. A few respondents believed time helped facilitate better staff engagement.

Teachers in a few schools perceived there had been a lack of leadership driving the implementation of the SSNP. These respondents felt that the aims of the SSNP could have been better communicated and that more could have been done to engage staff in a positive and constructive way.

7.7 Increased or better use of evidence seen by some as a significant change or successful strategy for their school

Only some respondents nominated changes in their school's approach to using evidence and data to inform school improvement and planning as a significant change resulting from the SSNP. Use of evidence was not frequently selected as either the most or second most successful strategy either. Just 9% of respondents indicated that using data/ evidence to inform planning at the teaching level was the most or second successful strategy, and 4% indicated the use of data at the school level was the most or second successful strategy (Figure 68).

Figure 68. Per cent respondents who agreed using data or evidence to plan teaching strategies or at the school level as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

Where a principal did identify use of evidence as a successful strategy they all indicated this is cost effective as did the majority of executives (Table 10, Appendix 3). However, as is the pattern for other successful strategies, proportionally fewer executives (91%) agreed the use of evidence is cost effective to plan teaching strategies or to plan at the school level (77%).

Some respondents spoke about an increased **focus on data collection and analysis** as a significant change for their school. Others spoke about initiatives to **improve staff members' capacity** to collect and interpret data. A number of respondents spoke about using NAPLAN and SMART data to determine areas of weakness and strength at the student, faculty and school level as being a change. Respondents said that school staff now had opportunities to collect and analyse data as a team and to work collaboratively to address issues identified through this analysis.

A few respondents felt that their school's focus on, and commitment to, data analysis had **changed staff members' attitudes around data collection** and had helped staff to understand the importance of evidence-based change. Respondents felt that the data had helped them to **tailor their teaching approaches** to meet the needs of students. Respondents also spoke about data being used to **develop evidence-based school plans and targets**.

A few respondents spoke about staff taking on more responsibility and being made more accountable for their practice as a result of the new focus on using evidence in to inform teaching practices.

Box 7 Illustrative quotes about the increase or better use of evidence

Teachers have participated in planning sessions with Stage teams using the analysis of data to guide their teaching and learning. This was a significant change in practice for the school which had previously neglected to develop consistency in assessment practices K-6 or utilise student achievement data to guide teaching. [Executive]

Transforming significant aspects of the school, such as curriculum structure and welfare policy, as a result of rigorous data analysis and evaluation of current practices. [Executive]

NAPLAN results indicated a need for a program to support the explicit teaching of reading in primary classes. It has had a dramatic impact in our classrooms and the students are enthusiastic and engaged with the new activities implemented from this program. [Executive]

SSNP projects related to the effective use of data have been invaluable in personalising learning for students. These projects have ensured that information about students in particular classes is readily available to teachers and these teachers have had ongoing professional development in analysing and using such data, for example SMART, in developing their teaching and learning practices. [Principal]

Challenges associated with increased or better use of evidence

Respondents noted difficulty finding the time to collect data and the pressure schools faced to use data to provide evidence of change.

7.8 Targeting student need

Many respondents believed that initiatives implemented under the SSNP had helped them to better meet the individual needs of students. As in the 2011 survey, the ability to meet student needs was often linked with an increased or better use of data, increased in-class support and reduced class sizes. Like in 2011, schools were using Personal Learning Plans (PLPs), smaller classes, small group work, differentiation of the curriculum and specific and tailored strategies and programs (particular ones focused on literacy and numeracy) to better meet student needs. Respondents believed that targeting student need had a direct impact on student engagement, student learning and student outcomes.

Respondents did not outline any challenges associated with targeting student need.

7.9 Changes in collaboration with other schools, parents and the community less commonly noted

Only a small number of respondents identified external collaboration, including collaboration with other schools, parents and the wider community or external experts as a significant change for their school under the SSNP.

Collaboration with parents and other local community members and external experts weren't frequently identified as a most successful strategy either: only 4% of all respondents identified this as the most or second most successful strategy (figure 68).

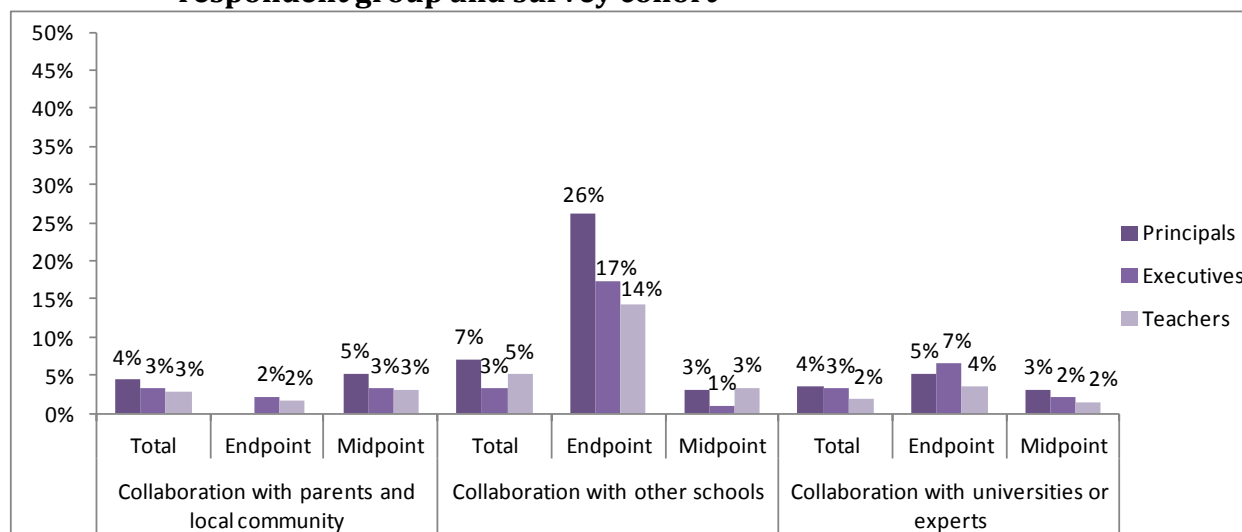
However, a relatively high proportion of respondents from 2010 ITQ NP schools—particularly principals (28%)—did identify collaboration with other schools as being a successful strategy (Figure 69). Respondents from 2010 ITQ NP schools also commonly said that collaboration with other schools was a significant change for their school under the SSNP. Respondents from 2011 LSES NP schools were more likely to describe collaboration with the community as being a significant change for their school under the SSNP but few (3% or <) identified this as the most or second most successful strategy (figure 68). These differences between respondents from LSES and ITQ NP schools reflect the foci of the two SSNP.

All 2010 ITQ NP and 2011 LSES NP principals regarded collaborative activities (with parents or other schools or universities) as being cost effective. By contrast, 75% of executives agreed collaboration with parents was effective; 70% with other schools and 88% that collaboration with universities or experts was cost effective (Tables 10 and 11, Appendix 3).

When talking about collaboration with other schools, respondents spoke about **joint professional development and mentoring, joint programs/ initiatives (particular transition programs), and shared approaches, funding and resources** as significant changes for their school. Respondents believed working with other schools had increased professional dialogue and improved cross-school relationships.

When discussing collaboration with the community, respondents commented on changes in **engagement, consultation or support from parents and the community**. Respondents spoke about parents being involved in the development of the school's strategic plan, the evaluation of programs, and supporting student learning. One respondent said that their school had employed a **Community Engagement Officer** to improve parental and community engagement. Respondents did not comment on the impact of these changes on their school.

Figure 69. Per cent respondents who identified external collaboration as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort



Source: Wave 2 CSIS, 2012. Midpoint respondents are from LSES NP 2011 schools and Endpoint respondents are from 2010 ITQ NP schools. N Principals Midpoint=99; N Principals Endpoint = 25; N Executives Midpoint=245; N Executives Endpoint=51; N Teachers Midpoint=349; N Teachers Endpoint=61.

Challenges in collaborating with other schools, parents and the community

A few respondents commented on the challenges they faced in collaborating with other schools, parents and the wider community. As in 2011, there were some differences related to partnership type and school location.

Respondents from 2010 ITQ NP schools most commonly reported difficulties working with other schools as a challenge. Respondents from 2011 LSES NP schools most often reported difficulties working with community as a challenge but rarely explained why. These differences likely reflect their relative level of use of these strategies (based on the foci of the two NPs).

Provincial schools more commonly reported issues with collaboration with others outside of the school, which is likely a reflection of the challenges that come with geographical isolation. A few teachers specifically said the **distance between schools**, particularly between rural schools, made it difficult to collaborate.

As in 2011, schools reported difficulties in **getting other schools to engage with them**, and in **maintaining connections with schools over the longer term**. A few respondents spoke about being an ITQ NP spoke school and having poor access to a HAT working from a hub school.

As in 2011, schools reported difficulties in engaging parents, although not many schools outlined why this was a challenge. A few schools felt that engagement with parents is harder when parents:

- are shift workers, making engagement outside of school hours difficult

- have poor literacy skills, making them less confident in engaging with the school around literacy issues
- have limited English language skills, making them less confident in engaging with the school.

A few respondents said that they had faced challenges in engaging external agencies (Department of Juvenile Justice, AECG and TAFE) in helping students transition from school to further education or the workforce.

7.10 Other positive changes perceived as resulting from the SSNP

As in the 2011 survey, respondents also spoke about a number of other positive changes within their school as a result of the SSNP, though less commonly than the changes described above. This is probably because these themes were also captured in previous sections in different ways; for example, increased access to professional development reflects increased resources and funding.

- **More time:** having more time to plan, discuss and implement change, due to additional staffing and changes in timetabling.
- **Additional funding/ resources:** a few respondents spoke broadly about the additional funding they had received through the SSNP enabling them to purchase additional resources (such as reading materials), hire additional staff, and take time to plan and collaborate.

7.11 Other challenges in implementing the SSNP

As well as challenges directly associated with successful strategies and significant changes under the SSNP, respondents reported broader challenges in implementation (discussed below in order from most to least common).

7.11.1 Increased workload related to time and resources required for implementing the SSNP

Many respondents spoke about the increased workload the SSNP created and about the additional strain and pressure this has placed on many school staff. This was the **most common challenge** raised by respondents when discussing the implementation and maintenance of the SSNP. Executives and teachers more commonly perceived this as a challenge than principals.

Respondents spoke about spending more time **planning, collaborating and attending professional development**. They also mentioned working longer hours to do this on top of their existing work. A few respondents felt that prioritising the SSNP initiatives had negatively affected other areas of their work. One principal felt that their staff mentoring role under the SSNP had taken time away from leading the school.

Box 8 Illustrative quotes about the increased workload, time and resources required to implement the SSNP

The most significant challenge so far to our teachers has been coping with the monumental increase in workload.... A huge increase in programming/ planning time spent at home both in term time/ weekends and holiday time has placed greater stress on teachers and has detracted from time that would otherwise be spent on class preparation and planning. [Executive]

The time factor in relation to the amount of additional work and responsibility for all executive in being responsible for implementing, supervising and evaluating/ reviewing new additional programs. The end result must be that other areas must lose time which invariably means for teaching executive less preparation time for their own classes and for non-teaching executive other things fall by the wayside. [Executive]

7.11.2 Sustaining changes

References to challenges sustaining SSNP activities were more common in the 2012 survey than in the 2011 survey as schools drew closer to the end of the funding period.

Principals, executives and teachers shared concerns about what would happen to their SSNP initiatives when the funding ends. Respondents spoke about the additional staffing, professional development and programs their school had implemented through SSNP funding, and their uncertainty as to how these activities would be continued when the funding ends. Some respondents said their school had started to plan for when funding ends to ensure that SSNP activities could continue.

The challenges of sustaining professional learning and retaining and building staff expertise were raised in the context of staff turnover. New staff require professional development and take time to 'get up to speed' with the school's SSNP initiatives. One issue raised in the 2012 survey (not raised in the 2011 survey) was the risk of losing teachers who had benefited from professional development to better paid positions in other schools. Respondents said this was particularly an issue where New Scheme teachers had been employed on a temporary contract, as these teachers were often offered permanent positions at other schools. This is a problem for these schools losing the New Scheme teachers but it does have the potential to broaden and diffuse the impact of SSNP.

Box 9 Illustrative quotes about sustaining SSNP programs

Though we are a few years out from the end of our Partnership journey we are starting to plan how we will 'ramp down' towards this time. Many of our initiatives will be sustained but many others are reliant on ongoing funding and we need to be ready for that. [Principal]

I'm sad that this funding has opened our eyes to a world that could exist. I wouldn't expect this level of funding to be continued, however, I can imagine the quality of our public school system if even a portion of this funding remained, dedicated to teacher professional development. [Executive]

It is a concern how we will be able to implement some of these programs once the financing has been removed. In particular those that require the employment of teachers over and above entitlement. [Executive]

7.11.3 Managing the SSNP: funding, planning and accountability

A number of respondents spoke about the difficulties in managing the SSNP at the school level, including managing funding, meeting accountability requirements and planning the SSNP implementation within their school. As in 2011, principals were more likely to report challenges related to funding and accountability, as were provincial schools and schools in the 2011 LSES NP, who were at the mid-point in implementing the SSNP. 2010 ITQ NP schools in their transition year of the SSNP may have been less concerned about accountability because these requirements would soon end.

As in 2011, a number of respondents spoke about the difficulties in managing SSNP funds, including **monitoring the funding, budgeting, the amount of funding and ensuring that the distribution of funds was equitable.**

A couple of respondents said some staff in their school had felt disengaged from the SSNP because they thought funds had not been evenly distributed, either across their hub and spoke schools (for 2010 ITQ NP schools) or across faculties within their school.

A number of schools spoke about the difficulties in monitoring the funds held by sectors for staffing for the SSNP, because feedback on how much of this budget had been used was not always timely.

As in the 2011 survey, respondents spoke about the **time required to complete SSNP administrative and accountability requirements**, particularly surveys, evaluation and situation analysis.

Like in 2011, principals commonly spoke about the challenges they faced in planning the SSNP in their school. Also reflecting 2011 findings, this was more common in schools implementing the 2011 LSES NP, possibly because of the level of choice and flexibility in what these schools could choose to implement. Planning was also more of an issue for respondents from these schools at the midpoint of implementation. Respondents mainly spoke about **difficulties in deciding what their school was to focus on** to ensure the best outcomes for the school, and to make best use of SSNP funds. Others spoke about the

amount of time it had taken to plan their approach and the difficulties in finding the time to plan SSNP initiatives with the school team.

7.11.4 Timeframes of the SSNP

A few respondents said that the short timeframes to plan and implement the SSNP had made it difficult for staff to consolidate their new knowledge and put it into practice, and meant that they were evaluating change before they had had time to fully implement initiatives.

7.11.5 Contextual challenges

Contextual factors were also occasionally identified as part of the challenge in implementing the SSNP. Respondents described factors such as poor student attendance, motivation, and behaviour as challenging. A few schools spoke about issues outside of the school (such as issues at home or in the community) that affected student engagement in class and, subsequently, their learning.

7.12 Conclusions

It is clear that many strategies have been successfully implemented under the SSNP and in combination these are leading both directly and indirectly to significant educational changes within schools, particularly improvements in teacher capacity and professional collaboration within the school. Even so, the success of professional development, training and mentoring, as a quality teaching strategy, stands out from all other SSNP strategies implemented by schools. Schools pointed to professional development and mentoring being better resourced and more tailored to the needs of the school and individual teachers. These aspects were highlighted by school staff as significant and important changes to the way professional learning opportunities for teachers are provided by schools.

The implementation of these strategies and achieving changes has not been without challenges. In particular, the evidence indicates that provincial schools have faced greater challenges to implementing SSNP strategies compared to schools in other locations. For example, teachers in provincial schools were said to have poorer access to local SSNP professional development opportunities and these schools sometimes struggled to find and attract new staff and to collaborate with other schools.

The results revealed a few differences between ITQ NP and LSES NP schools, which reflect the different foci of the two SSNP. 2010 ITQ NP respondents were more likely to identify collaboration and whole of school strategies and HATs as being successful strategies and commonly mentioned working with other schools as a challenge. By contrast, 2011 LSES NP respondents were more likely to identify new staffing arrangements as a most successful strategy and commonly identified working with the community as a challenge.

The 2012 survey highlighted an increase in respondent concerns about the sustainability of the changes achieved under the SSNP into the future and a greater emphasis for some on planning about how to sustain these changes.

Appendix 1: Characteristics of participating and respondent schools

Table 8. Characteristics of all Wave 2 CSIS schools

Variable	Values	Frequency	Per cent
Total		247	100
Affiliation ³⁴	AIS	5	2
	CEC	28	11
	DEC	214	87
Type	Primary	183	74
	Secondary	49	20
	Combined	5	2
	Special	10	4
Region	Hunter/ Central Coast	47	19
	Illawarra and South East	23	9
	New England	3	1
	North Coast	43	17
	Northern Sydney	12	5
	Riverina	21	9
	South Western Sydney	62	25
	Sydney	1	.4
	Western NSW	6	2
	Western Sydney	29	12
Remoteness	Metropolitan	158	64
	Provincial	89	36
	Remote	0	0
Partnerships	LN	0	0
	LSES NP	152	62
	ITQ NP	56	23
	LN and LSES NP	15	6
	LN and ITQ NP	1	0.4

³⁴ May be analysed but not reported beyond oversight purposes.

Variable	Values	Frequency	Per cent
	LSES NP and ITQ NP	22	9
	LN, LSES NP and ITQ NP	1	0.4%

Table 9. Characteristics of respondents and completers schools (schools returning one or more surveys)

Variable	Values	Respondents		Completers	
		Frequency	Per cent	Frequency	Per cent
Total		187	100	178	100
Affiliation ³⁵	AIS	3	2	3	2
	CEC	19	10	18	10
	DEC	165	88	157	88
Type	Primary	136	73	128	72
	Secondary	37	20	37	21
	Combined	4	2	4	2
	Special	10	5	9	5
Region	Hunter/ Central Coast	35	19	31	17
	Illawarra and South East	18	10	16	9
	New England	2	1	2	1
	North Coast	31	17	29	16
	Northern Sydney	9	5	9	5
	Riverina	13	7	12	7
	South Western Sydney	53	28	53	30
	Sydney	1	0.5	1	1
	Western NSW	4	2	4	2
	Western Sydney	21	11	21	12
Remoteness	Metropolitan	125	67	120	67
	Provincial	62	33	58	33
	Remote	0	0	0	0
Partnerships	LN	0	0	0	0
	LSES NP	122	65	118	66

³⁵ May be analysed but not reported beyond oversight purposes.

Variable	Values	Respondents		Completers	
		Frequency	Per cent	Frequency	Per cent
	ITQ NP	34	18	30	17
	LN and LSES NP	10	5	10	6
	LN and ITQ NP	1	0.5	1	0.6
	LSES NP and ITQ NP	19	10	18	10
	LN, LSES NP and ITQ NP	1	0.5	1	0.6

Appendix 2: Characteristics of respondents

Table 10. Demographic data: principals (based on completed survey data)

Variable	Values	Frequency	Per cent
Total		124	100
Time in current position, any school	< 1 year	10	8
	1-3 years	18	15
	3-5 years	28	23
	5-10 years	30	24
	> 10 years	38	31
Time in current position in current school	< 1 year	8	7
	1-3 years	43	35
	4-6 years	39	32
	7-12 years	23	19
	> 12 years	11	9
Employment-acting/relieving	Yes	6	5
	No	118	95
Role in instructional leadership	Own	109	88
	Delegated	15	12

Table 11. Demographic data: executives (based on completed survey data)

Variable	Values	Frequency	Per cent
Total		296	100
Time in current position, any school	< 1 year	24	8
	1-3 years	86	29
	3-5 years	33	11
	5-10 years	68	23
	> 10 years	85	29
Time in current position in current school	< 1 year	33	11
	1-3 years	127	43

Variable	Values	Frequency	Per cent
	4-6 years	55	19
	7-12 years	53	18
	> 12 years	28	10
Employment-acting/ relieving	Yes	83	28
	No	213	72
Employment- Full-time/ part-time	Full time	258	87
	Part time	38	13

Table 12. Demographic data: teachers (based on completed survey data)

Variable	Values	Frequency	Per cent
Total		410	100
Time in current position, any school	< 1 year	1	0.2
	1-3 years	40	10
	3-5 years	60	15
	5-10 years	88	22
	> 10 years	221	54
Time in current position in current school	< 1 year	9	2
	1-3 years	116	28
	4-6 years	71	17
	7-12 years	103	25
	> 12 years	111	27
Employment-full-time/ part-time	Full-time	392	81
	Part-time	81	20
Employment-permanent, casual, temporary	Permanent	319	78
	Temporary	90	22
	Casual	1	0.2
Highest level of education to date	Undergraduate diploma	39	10
	Bachelor degree	220	54
	Graduate diploma or graduate level certificate	80	20
	Masters degree	60	15

Variable	Values	Frequency	Per cent
	Doctoral degree	2	0.5
	Other	9	2
NSW Institute of Teachers highest level of teacher accreditation to date	Professional Competence	189	46
	Professional Accomplishment	28	7
	Professional Leadership	8	2
	Other	185	45
NSW Institute of Teachers level of accreditation currently undertaken	Not currently undertaking further accreditation	267	65
	Professional Competence	55	13
	Professional Accomplishment	46	11
	Professional Leadership	3	0.7
	Other	39	10
Age group	30 and under	72	18
	31-40	114	28
	41-50	94	23
	51-60	105	26
	over 60	21	5
	Prefer not to say	4	1

Appendix 3: Ratings of cost effectiveness of successful strategies

Table 13. Proportion principals identified strategy as either the most or second most effective strategy and proportion who indicated the strategy was also cost effective

	Most or second most successful strategy			Strategy was also cost-effective		
	Total	End point	Mid point	Total	End point	Mid point
Professional development, training and/or mentoring for teachers	53%	63%	51%	98%	100%	98%
Professional development, training and/or mentoring for school leaders	12%	16%	12%	100%	100%	100%
New staffing arrangements	11%	0%	13%	100%		100%
New programs for literacy	20%	5%	22%	95%	0%	95%
New programs for numeracy	4%	0%	4%	100%		100%
Other programs for students (e.g. to support wellbeing, resilience etc)	3%	0%	3%	100%		100%
New interactive technologies for classroom teaching and learning	7%	5%	8%	100%	100%	100%
Collaborative and whole of school approaches	13%	16%	13%	100%	100%	100%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc)	14%	21%	13%	93%	100%	92%
Funding for HATs or equivalent	16%	21%	15%	94%	100%	92%
Funding for additional staff in dedicated positions other than HATs or equivalent	17%	16%	17%	94%	100%	93%
Collaboration with parents and local community	4%	0%	5%	100%		100%
Collaboration with other schools	7%	26%	3%	100%	100%	100%

	Most or second most successful strategy			Strategy was also cost-effective		
	Total	End point	Mid point	Total	End point	Mid point
Collaboration with universities or experts	4%	5%	3%	100%	100%	100%
Changes to ways of working in the classroom (e.g. small learning groups)	3%	5%	2%	100%	100%	100%
Data/ evidence to plan teaching strategies	9%	0%	11%	100%		100%
Data/ evidence to plan at the school level	4%	0%	4%	100%		100%
None of the above	1%	0%	1%	100%		100%
N	113	19	94	124	25	99

Table 14. Proportion executives identified strategy as either the most or second most effective strategy and proportion who indicated the strategy was also cost effective

Strategy	Most or second most successful strategy			Strategy was also cost-effective		
	Total	Endpoint	Midpoint	Total	Endpoint	Midpoint
Professional development, training and/or mentoring for teachers	52%	51%	52%	78%	71%	80%
Professional development, training and/or mentoring for school leaders	11%	13%	11%	73%	67%	75%
New staffing arrangements	14%	7%	16%	82%	100%	81%
New programs for literacy	23%	4%	26%	75%	100%	75%
New programs for numeracy	6%	7%	6%	77%	67%	79%
Other programs for students (e.g. to support wellbeing, resilience etc)	2%	2%	2%	80%	100%	75%
New interactive technologies for classroom teaching and learning	14%	11%	15%	80%	80%	79%

Strategy	Most or second most successful strategy			Strategy was also cost-effective		
	Total	Endpoint	Midpoint	Total	Endpoint	Midpoint
Collaborative and whole of school approaches	10%	11%	10%	73%	100%	67%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc)	18%	15%	19%	86%	100%	84%
Funding for HATs or equivalent	10%	24%	8%	82%	73%	88%
Funding for additional staff in dedicated positions other than HATs or equivalent	15%	11%	16%	74%	100%	70%
Collaboration with parents and local community	3%	2%	3%	75%	100%	71%
Collaboration with other schools	3%	17%	1%	70%	63%	100%
Collaboration with universities or experts	3%	7%	2%	88%	67%	100%
Changes to ways of working in the classroom (e.g. small learning groups)	6%	7%	6%	82%	67%	86%
Data/ evidence to plan teaching strategies	4%	2%	4%	91%	100%	90%
Data/ evidence to plan at the school level	6%	11%	5%	77%	80%	75%
None of the above	1%	2%	0%	100%	100%	100%
N	275	47	228	296	51	245

Appendix 4: Detailed approach to quantitative analysis of responses to closed survey questions

Please note: this appendix will be used predominantly for the forthcoming interpretive analyses.

Averaged variables

Averaged variables were developed for illustrative purposes. They are the average proportion of all respondents who selected each option (decreased, remained the same, small increase etc) in a given bank of questions. They have been developed to provide a visual representation of the summary variables that will be developed and used in the interpretive analyses that follow this report.

Appendix 5: Detailed approach to analysis of responses to open-ended survey questions

Sample for analysis

Of the 830 survey completers, 677 responded to at least one of the three open text questions (82 per cent). Data from all respondents who provided qualitative data was analysed. This approach was different to the 2011 data analysis, where a sample of qualitative responses were randomly selected for analysis. All qualitative data was coded this year, as there were few respondents to the 2012 survey, and only three open-ended questions (compared to seven in the 2011 survey).

Demographics of respondents

166 of 178 schools who completed a survey responded to at least one of the three open-ended survey questions (93 per cent of schools).

Principals were a little more likely to respond to the open-text questions than teachers or executives—see Table 12. Respondents were no more likely to respond to the open-text question based on any other demographics (i.e. different partnership type, school type, or metropolitan and provincial schools). Because more schools in the 2010 LSES NP were surveyed, the views of principals, executives and teachers from these schools predominate in the qualitative data. Efforts have been made throughout the qualitative analysis to identify differences in responses by key demographics.

Table 15. Proportion of qualitative responses by respondent type

	Executives	Principals	Teachers	TOTALS
Total number of survey completers	296	124	410	830
Number of survey respondents who responded to at least one of the three open-ended questions	233	110	334	677
Proportion of respondents who responded to at least one of the three open-ended questions	79%	89%	81%	82%

Note: Percentages have been rounded to the nearest whole number.

The coding framework — a way to organise qualitative data

A coding framework was developed to help organise the qualitative data, ready for analysis. The coding framework was structured around the two main components of the open-ended question—the most significant changes respondents had seen as a result of the SSNP, and the most significant challenges their school had faced in implementing/ maintaining the SSNP. A third theme picked up on any overall comments on the SSNP that did not fit within these two main themes. This theme mostly captured data from the third open-ended question (*“Is there anything you would like to tell us about Smarter Schools National Partnerships in your school?”*), where this data could not be coded as a most significant change or most significant challenge. The coding framework used the framework developed for the 2011 qualitative data analysis as a starting point. Very few changes were made from the 2011 coding frame—testing of the framework showed that the 2011 framework adequately captured key themes within the 2012 data.

Coding framework part I - Most significant, educationally important, changes and why

The most significant changes and reasons for these changes were organised by whether these changes occurred at the teacher-level, the school level, the school community level, or the broader system level. Whether the change was a positive or negative change was also captured within the coding framework.

Table 16. Coding framework: Most significant, educationally important, changes and why

Level of change	Theme
Teacher-level	1A01. Professional development/ training / mentoring
	1A02. Focus on teaching/ pedagogy/ quality teaching
	1A03. Teacher attitude
	1A04. Teacher ability/ skills
	1A05. Teacher practice / improved teaching
	1A06. Programming/ class-teacher set-up
	1A07. Targeting student need/ ability
	1A08. Support for teachers to implement change
School-level	1B01. New/ better initiatives/ programs/ projects/ICT
	1B02. Staffing arrangements
	1B03. Resources (other than funding for staff)— increased
	1B04. More time to...
	1B05. Using evidence (data/ research)

Level of change	Theme
	<i>NB: May be at school, staff or classroom level</i>
	1B06. Shift in school culture
	1B07. Leadership
	1B08. Improved/ increased planning
	1B09. Improved collaboration/ coordination, Whole-of-school approaches
	1B10. Ownership and accountability
	1B11. Resources—increased
	1B12. Fit with school context
	1B13. Improved school environment
Community-level	1C01. Working with other schools
	1C02. Involving parents
	1C03. Involving community
	1C04. External expertise/ professionals
Student-level	1D01. Increased student engagement
	1D02. Changes to student learning
	1D03. Improved student outcomes (academic)
	1D04. Improved student outcomes (other)
System support	1E01. System-level support
	1E02. SSNP driving/ accelerating progress
None/ negative	1F01. None/ Not aware/ not been involved
	1F02. Too early to tell/ there’s more work to do
	1F03. Negative—related to SSNP
	1F04. Negative—contextual
	1F05. Limitations

Coding framework part II: most significant challenges

Stakeholders described a range of challenges in implementing the SSNP at various levels: teacher, school, community, the NP/ system or student. Others noted that it was too early to tell or described some success in overcoming challenges. These are built into the framework.

Table 17. Coding framework: significant changes, why and consequences

Focus area	Nature of change
SSNP-level	2A01. Funding issues / overall DEC policy issues
	2A02. Accountability and administration requirements
	2A03. Timeframes of SSNP
	2A04. Planning related
	2A05. Workload/ resources to implement
	2A06. New initiatives/ programs/projects/ ICT related
	2A07. Lack external support
	2A08. Keeping momentum
	2A09. Sustainability
	2A10. Other
Teacher level	2B01. Professional development / training mentoring
	2B02. Changing staff attitude/ ways of working
School-level	2C01. 'Fit' with school context
	2C02. Staffing arrangements
	2C03. Collaboration/coordination/ whole-of-school
	2C04. Communication
	2C05. Use of evidence (data/ research)
	2C06. 'Other'
Community-level	2D01. Working with other schools
	2D02. Involving parents
	2D03. Involving community
Student	2E01. Negative impacts on students
	2E02. Student attitudes/ cooperation/ engagement
	2E03. Student aptitude/ abilities
	2E04. Student - other
Overcoming challenges – successfully overcome	2F01. Overcoming challenges
None/ too early to tell	2G01. None/ Not aware/ not been involved
	2G02. Too early to tell
	2G03. Made inroads

Coding framework part III: General codes

Responses to this question often overlapped significantly with previous questions or reflected unique experiences/ contexts/ situations. New data (i.e. that provided new information useful to understanding the SSNP in schools and that did not simply repeat a response to a previous question) was either

- coded under the current framework where possible for previous questions (for example, if providing data on an additional challenge faced in implementing the SSNP this is coded under the appropriate code for the question on challenges) or
- coded in an additional four categories (see Table 15).

Table 18. General codes

Code
3A. Suggested improvements to the program
3B. Positives about the NP –general
3C. Negatives about the NP –general
3D. Comments on the survey
3E. Other

Testing and refining the coding framework

Following development of the coding framework, inter-coder reliability testing was undertaken. This was to ensure that each theme/ code in the framework was interpreted in the same way by each of the data coders.

Inter-coder reliability testing

Data from 45 of the 677 respondents who provided qualitative data was used for the first inter-coder reliability test—data from 15 executives, 15 principals and 15 teachers. Coding across the two ARTD coders were compared to ensure consistency and to identify any issues with using the coding framework.

The first inter-coder reliability test was used to identify any challenges in coding the data using the coding framework, and to manually compare coding across coders. Both coders recorded issues they faced when coding text during the inter coder reliability testing. Of the 24 issues recorded by the two coders, 15 issues were related to difficulties in coding the same items of text (63 per cent of the issues raised). This indicated that both coders had difficulty coding the same text using the current framework. These issues were discussed and the framework updated to better accommodate the text, and to ensure consistency in future coding. The other nine issues noted by the coders were discussed and the framework made clearer to incorporate these items.

Following changes to the framework, a second inter-coder reality check was undertaken, using data from five executives, five principals and five teachers. Coding from this second test was compared across coders, to assess whether the data was coded in the same way by the two coders. The coding comparison showed that the same codes were used by the two coders in 85% of cases. Discrepancies were reviewed, but were believed to be due to ambiguities in the data coded—coders agreed to double-code data (across all possible codes) where such ambiguity occurred to ensure a consistent response.

Final coding was reviewed and recoded where necessary. This was necessary in only a few cases—very few errors in coding were identified.

Proportion of coded text

88 per cent of all open-ended text provided was coded. Reasons for text remaining uncoded included:

- the text being too unclear for a meaning to be identified—this may have been due to spelling or grammatical errors, or incomplete sentencing
- the text being a re-iteration of previously coded text from the same respondent—the decision was made not to code such text as it would inflate the prominence of this issue during analysis
- the text not providing insights into the school's experiences with the SSNP, i.e. text that was about the school in general and not clearly linked with the schools SSNP initiatives.

Un-coded text was not considered in the final analysis.