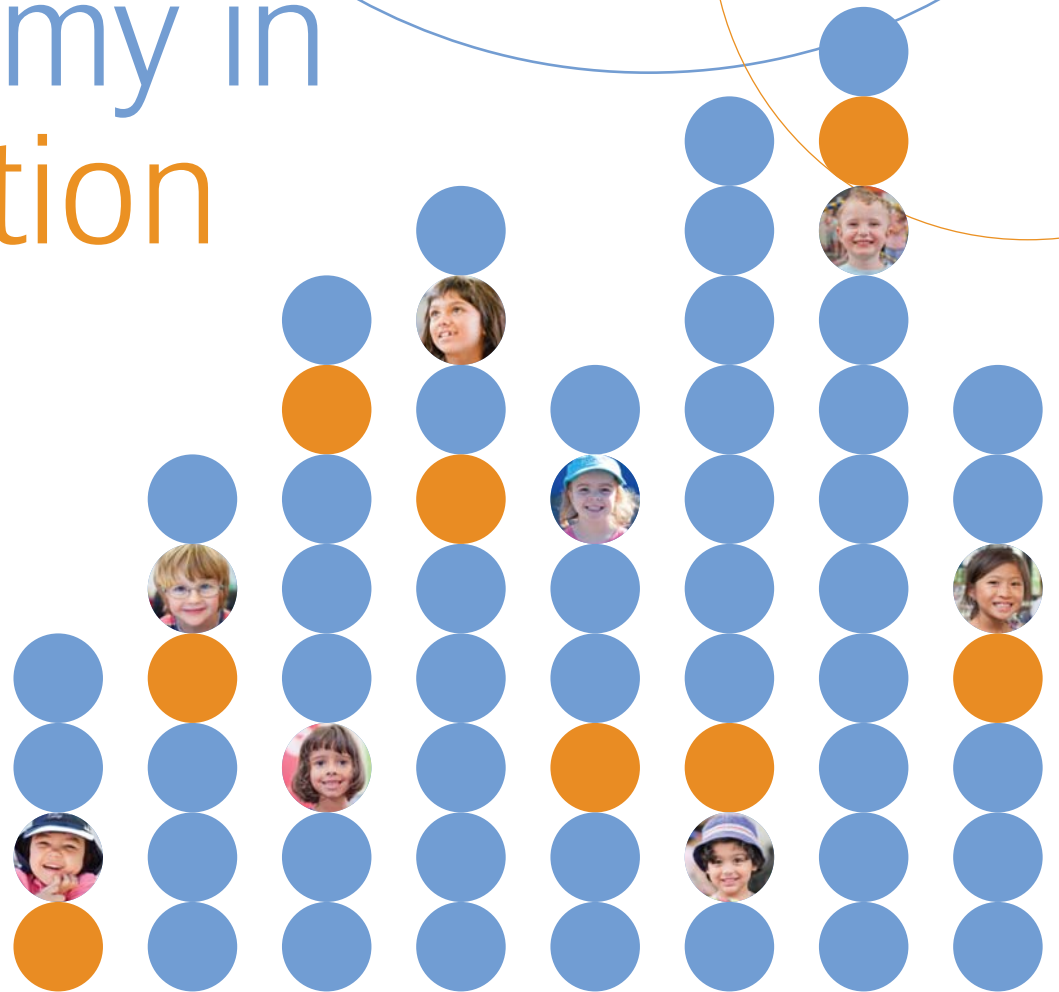


School Autonomy in Primary Education





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Foreword

The School Autonomy Survey is a project of the Australian Primary Principals Association (APPA). Developed with the generous support of Camp Australia, it aimed to discover, according to respondents, what levels of autonomy are available to Australian primary schools today and what levels of autonomy school leaders consider would be ideal in the future. School leaders responding to the survey were also asked to evaluate the readiness of their students for secondary school as a measure of student outcomes. Such 'readiness' was seen in terms of academic, social, emotional and organisational readiness.

APPA was very interested in the perceptions of primary school leaders on this topic because in *The Coalition's Policy for Schools: Students First* increasing principal autonomy is highlighted as a strategy for improving student learning outcomes. Indeed, the definition of autonomy used in the policy was developed by peak principals associations, including APPA, and is used to support the autonomy strategy. The definition states:

"Autonomy is transformational and contextual. Professional, operational and personal autonomy for school leaders enables them to improve school and student performance in collaboration with their school community. It requires school leaders to understand the changing global environment and to have 'the freedom to innovate and the capacity to act'. With autonomy, the capacity of school leaders to transform, personalise learning, embed partnerships, optimise teacher performance and drive sustainable school improvement is enriched and shared through networks of professional support."

However, while primary principals agree with this definition they also understand compelling research evidence exists that autonomy per se does not guarantee school improvement in any area.

Analysis of the data collected through this survey will inform all interested in those elements of **Teaching and Learning, School Governance, School Administration** and **Schools in the Community** where increased freedom of decision making is desired by respondents. It will also indicate those elements where increased freedom of decision making appears to make a difference to student readiness for secondary school.

I would like to express APPA's gratitude to the school leaders who generously gave of their time to complete the survey. There were 804 respondents representing all sectors and jurisdictions. This is an excellent response rate providing a sample size that is representative of the profession across states/territories and sectors and one that provides data that can inform APPA's position and policy in this rapidly developing area.

The efforts of members of APPA's National Executive Council who used their deep and extensive knowledge of primary education to articulate the key findings from the data analysis are also greatly appreciated.

Finally, I wish to pay tribute to Camp Australia for their support of the survey. In particular, the Camp Australia research team whose expertise in survey development, administration and analysis was absolutely crucial in the publication of this report.

The findings in the report are significant and I recommend them to you.



Norm Hart

President, Australian Primary Principals Association (APPA)



Executive Summary

This survey asks respondents to rate their current and ideal levels of autonomy and to provide information about the readiness of students enrolled at their schools to move to secondary education. This is an indication of student learning outcomes. The survey has four discrete sections:

This survey was developed on the premise that research indicates while school autonomy per se does not necessarily lift student outcomes, there are areas where freedom to decide at the school level does make a difference.

1. Teaching and Learning
2. School Governance
3. School Administration
4. School in the Community.

General Findings

There were a number of trends apparent in all sections of the survey.

First, the degree of freedom to make decisions at the school level tends to be greatest in the independent sector. Principals in the Catholic sector often have less freedom and the Government sector schools report the lowest levels of freedom to make decisions at the local level.

Second, there was a consistent pattern of Victorian principals reporting higher degrees of freedom than those in other states and territories. Principals in South Australia and to a slightly lesser extent, Queensland reported the lowest freedom to make school based decisions.

Third, while principals tended to view more freedom of decision making as ideal this was differentiated by sector. There were a small number of areas such as setting salary and conditions for staff where many respondents indicated no freedom to decide at the school level was ideal.

In a very comprehensive piece of international research in 2008 the OECD found, *Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of school leadership practice. This study identifies four major domains of responsibility as key for school leadership to improve student outcomes:*

- *Supporting, evaluating and developing teacher quality: School leaders have to be able to adapt the teaching programme to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation and professional development.*
- *Goal-setting, assessment and accountability: Policy makers need to ensure that school leaders have discretion in setting strategic direction and optimise their capacity to develop school plans and goals and monitor progress, using data to improve practice.*
- *Strategic financial and human resource management: Policy makers can enhance the financial management skills of school leadership teams by providing training to school leaders, establishing the role of a financial manager within the leadership team, or providing financial support services to schools. In addition, school leaders should be able to influence teacher recruitment decisions to improve the match between candidates and their school's needs.*
- *Collaborating with other schools: This new leadership dimension needs to be recognised as a specific role for school leaders. It can bring benefits to school systems as a whole rather than just the students of a single school. But school leaders need to develop their skills to become involved in matters beyond their school borders.*

Pont B, Nusche D, and Moornan H, "Improving School Leadership Volume One: Policy and Practice" OECD, 2008 www.oecd.org/edu/school/40545479.pdf



Summary of Key Findings

Teaching and Learning

- Q1** The more freedom to adapt curriculum content to meet local needs respondents have, the greater the learning outcomes achieved.
- Q2** Overall, the primary school principals surveyed believe that they have high levels of freedom to adapt pedagogy to meet local needs.
- Q3** No matter sector or jurisdiction there is desire by responding principals to have a considerable amount of freedom to reward teacher collaboration and teamwork.
- Q4** All Australian primary school principals surveyed believe freedom to decide the use of school based teacher monitoring and evaluation processes is ideal.
- Q5** The vast majority of schools surveyed have considerable freedom to make decisions about teacher professional learning; and respondents highly value that important level of authority.

School Governance

- Q6** When sufficient freedom to set the strategic direction of their school is available, higher learning outcomes are achieved; and respondents believe freedom to set the strategic direction of their school is important.
- Q7** Regardless of sector or jurisdiction primary principals report they have high levels of freedom to establish strategic planning committees or groups.
- Q8** While total freedom to sign off on school plans regarding capital investment is correlated with higher learning outcomes there may be no causal relationship.

Q9 Total or significant freedom to sign off on school plans regarding maintenance is sought by the majority of respondents in all sectors.

Q10 Australian primary principals surveyed believe very high levels of freedom to develop instruments and engage external agents to assess school performance are very desirable.

School Administration

Q11 The authority to manage school funds, including investments, is regarded as an important component in school management by the vast majority of responding principals.

Q12 Those respondents opting for no freedom to engage financial support services as the ideal level of authority in this area indicate their focus is on teaching and learning rather than other aspects of school autonomy.

Q13 The capacity to influence staff recruitment is regarded by respondents in all sectors and jurisdictions as highly desirable. The positive impact of freedom to recruit on learning outcomes supports this position.

Q14 This survey does not allow any conclusions to be drawn about the relationship between freedom to set salaries and learning outcomes.

Q15 The level of freedom to address staff underperformance has a wide variance across sectors according to those surveyed. Respondents in all sectors and all jurisdictions see greater freedom as ideal.

Schools in the community

Q16 Principals surveyed who have some degree of freedom to enter into educational contractual arrangements view more freedom as ideal. Those reporting more authority to enter into these arrangements also report higher learning outcomes for students.

Q17 Principals surveyed would value increased authority to deploy staff outside the school. There are some indications that higher levels of authority in this area will lift learning outcomes for students.

Q18 Principals surveyed believe the freedom to share information with other schools and government agencies is important.

Q19 The relationship between freedom to engage in strategic planning groups with other agencies and changes in learning outcomes is unclear. It is clear that those surveyed believe increased degrees of freedom in this area would be ideal.



How to read the report

The report is essentially built around three key graphs provided for each survey question relating to levels of autonomy:

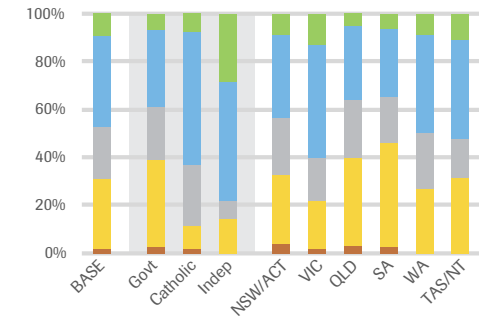
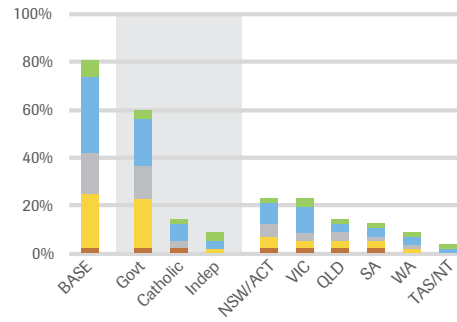
1. What Principals see as their current level of autonomy
2. What Principals see as their ideal level of autonomy
3. How the current level of autonomy correlates with learning outcomes

Each of the columns in these graphs is a proportional representation of the respondents who make up that sample. The Base column includes everyone who answered the question. The other columns show how respondents in those segments answered the question. By representing them in proportional columns it makes it easier to visually identify variances in the way the different groups have answered the question. For example if the first graph in Question 1 was represented as actual numbers it would look like the graph shown above on the left, rather than the graph shown above on the right.

Similarly, to make it easier to see the positive and negative correlations between the current level of autonomy and learning outcomes, we have removed the average and displayed those below average as negative numbers. As the average has been removed each column will not add up to 100%. Therefore, instead of the results looking like the graph shown directly to the right, we have provided the graph as represented on the far right.

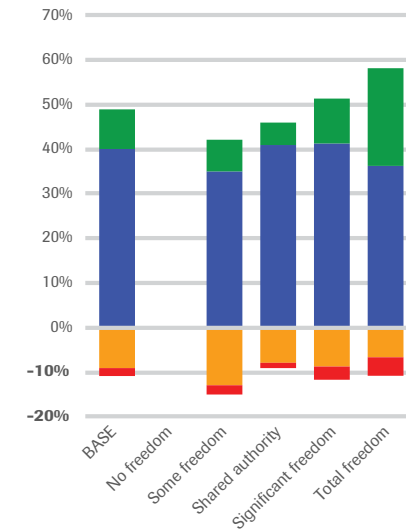
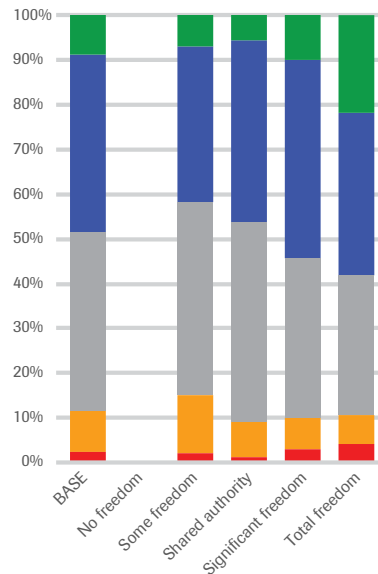
The commentary which accompanies the questions provides an interpretation of the data combined with a contextual understanding of the school community. The **Key Findings** section on the bottom right is the consolidation of this interpretation.

Q1 Current Autonomy - Adapt the curriculum content to meet local needs



● Total freedom in decision making ● Significant freedom ● Shared authority ● Some freedom ● No freedom

Impact on learning outcomes



● Well above average high school readiness ● Above average ● Below average ● Well below average



Teaching and Learning

School leaders have to be able to adapt the teaching programme to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation and professional development.

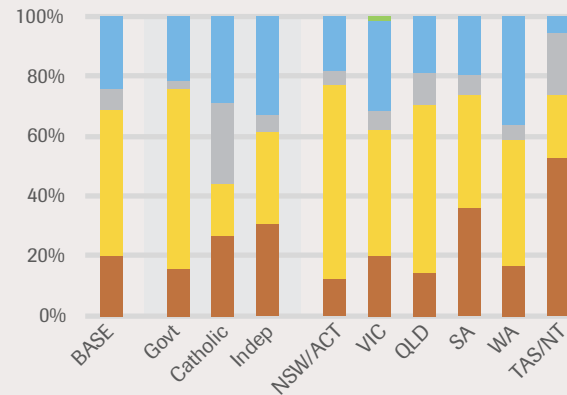
- Q1** Adapt the curriculum content to meet local needs
- Q2** Adapt pedagogy to meet local needs
- Q3** Reward teacher collaboration and teamwork
- Q4** Use school based teacher monitoring and evaluation processes
- Q5** Decide on these aspects of teacher professional development: topics, providers, timing, format, budget.

Key Considerations

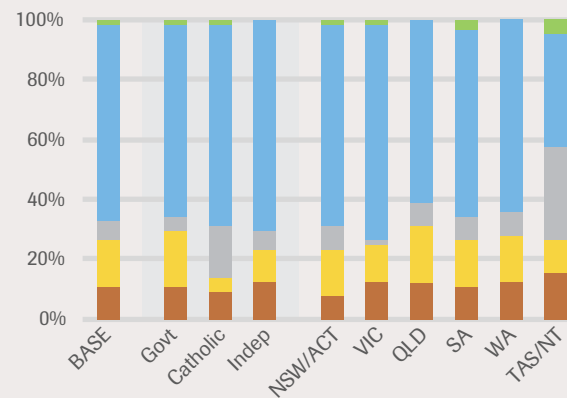
The answers provided to the questions in this section reflect the strong influence the state authorities currently have on the curriculum and pedagogy. Although we are moving toward a national educational framework, the current phase of this is more focused on implementation of the Australian Curriculum.

Another consideration in this area is the work being done on 'uncrowding' the curriculum. This work aims to provide advice to teachers about integration of the curriculum and alignment of achievement standards which will provide school educators with more autonomy to adjust teaching and learning to meet the specific needs of the students.

Current Most Authority

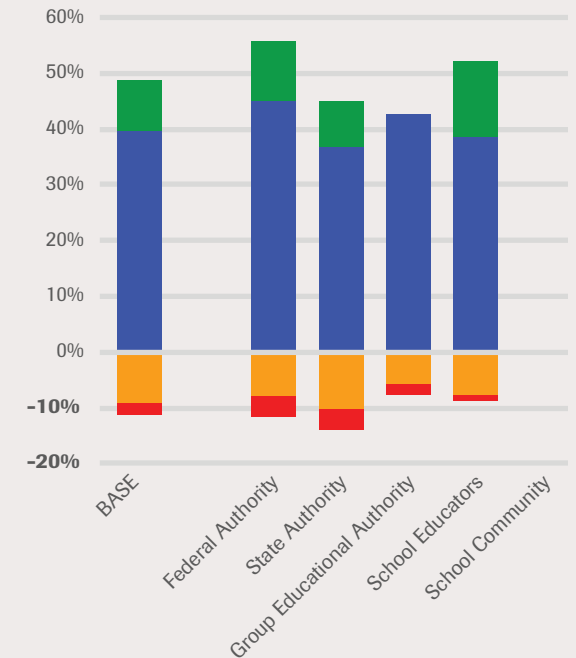


Ideal Most Authority



- School Community
- School Educators
- Group Educational Authority
- State Authority
- Federal Authority

Impact on Learning Outcomes



- Well above average
- Above average
- Below average
- Well below average

Q1 Adapt the curriculum content to meet local needs

The *total* freedom to adapt curriculum content to meet local needs is available to 9% of schools. Less than 3% of schools consider that they have *no* freedom of decision-making. Almost 70% of principals reported that they have *shared, significant* or *total* freedom.

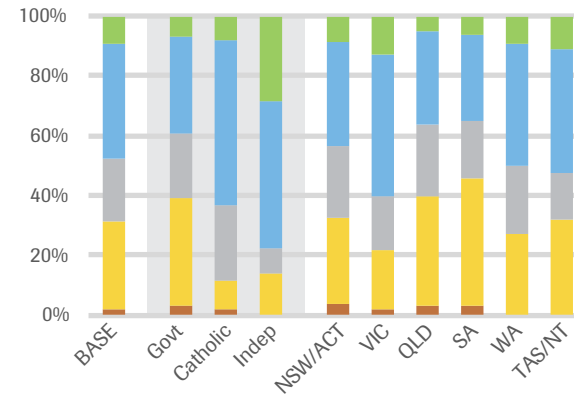
The responses from schools in the Government, Catholic and Independent sectors respectively, reveal an increasing degree of decision-making freedom. Across jurisdictions there is a relatively small difference in freedom to adapt curriculum content.

Learning outcomes reported by principals of schools with greater freedom increase in line with that freedom.

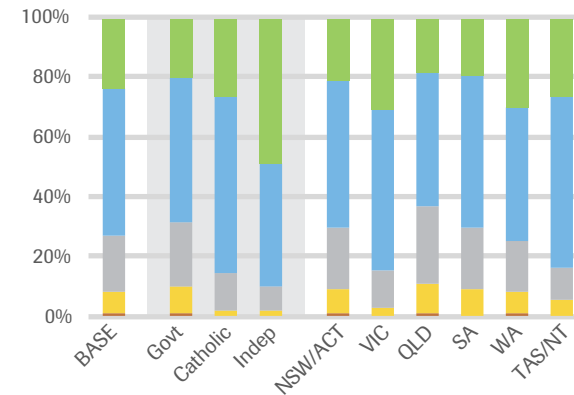
The ideal level of freedom reported by all principals is greater than the current level. Government school principals see a 30% increase in *significant* or *total* freedom to 70% as *ideal*. Catholic and Independent school principals believe that even higher levels are necessary.

Victorian principals seek the highest levels of freedom in this area (85% *significant* or *total*) while Queensland principals believe lower levels are ideal (63% *significant* or *total*).

Current Autonomy

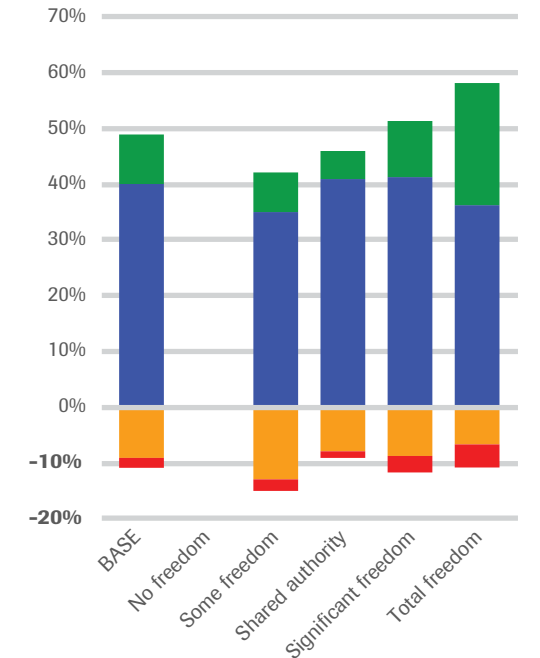


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

The more freedom to adapt curriculum content to meet local needs respondents have, the greater the learning outcomes achieved.

Q2 Adapt pedagogy to meet local needs

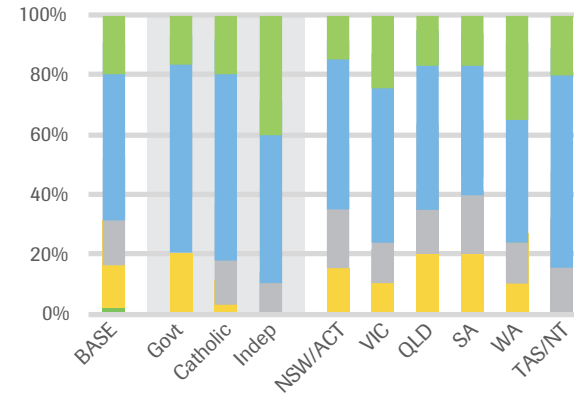
Over 20% of schools report *total* freedom to adapt pedagogy to meet local needs while an additional 63% of schools reported *shared* or *significant* freedom. In fact, all sectors report more freedom (over 80%) than is found in many other areas of the survey.

Across all jurisdictions, freedom to adapt pedagogy is high, with only Queensland and South Australia just below 80% (*shared, significant* or *total* freedom).

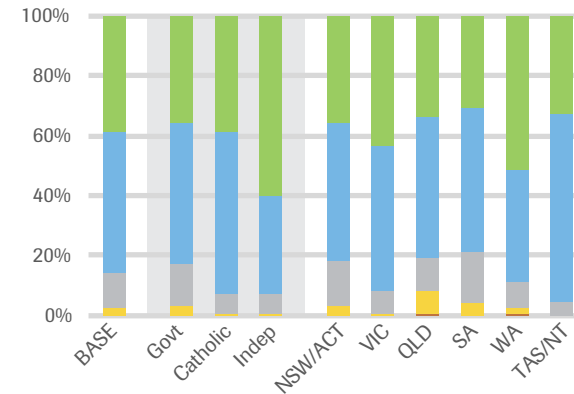
There is a clear relationship between *total* freedom to adapt pedagogy and improved learning outcomes. The survey showed that where there is *shared* or *significant* decision-making then the student learning outcomes are very similar. However, the survey showed that *some* freedom in decision-making decreased learning outcomes.

Interestingly, principals in all sectors and jurisdictions believe that similar high levels of freedom to make decisions to adapt pedagogy are ideal. No respondent believed *no* freedom was an ideal situation.

Current Autonomy

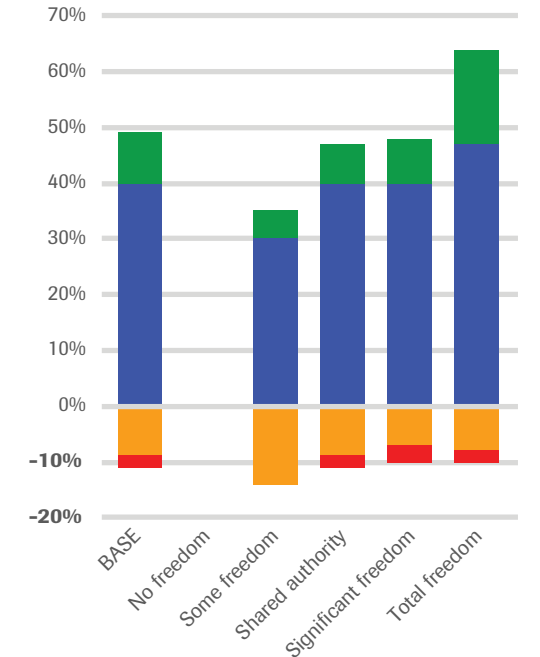


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding
Overall, the primary school principals surveyed believe that they have high levels of freedom to adapt pedagogy to meet local needs.

Q3 Reward teacher collaboration and teamwork

Currently, 19% of respondents consider that they have *total* freedom to reward teacher collaboration and teamwork while 11% consider that they have *no* freedom.

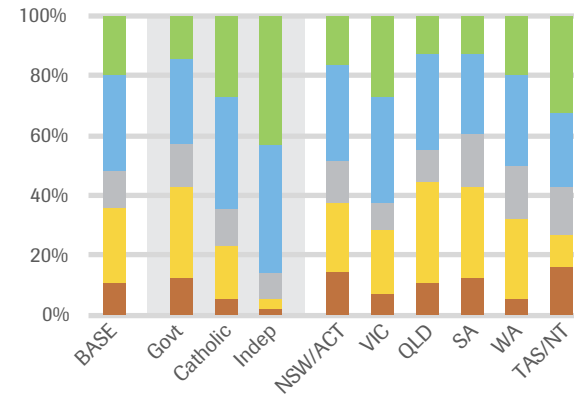
Responses from principals in the Government sector show that they have much less freedom in this area than their counterparts in the Catholic and Independent sectors. Independent principals having around twice as much *total* or *significant* freedom compared to Government principals.

Looking at jurisdictions there are generally common levels of freedom to reward teachers though Victorian principals (likely because of the autonomous school policy for Government schools), are currently able to make decisions with greater freedom than those from other states and territories.

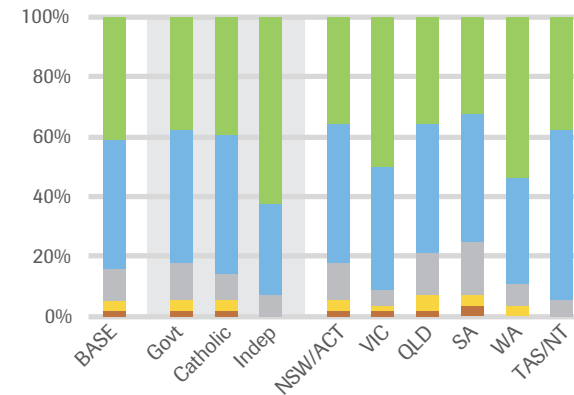
Survey responses show that there is a correlation between having the freedom to reward teachers and student learning outcomes. Having *no*, *some* or *shared* freedom is considered to impact negatively on these outcomes to around the same level.

All sectors and jurisdictions show a strong inclination to having much greater freedom in this area with principals of Independent schools satisfied with the current level of freedom they have to act in rewarding teachers. The level of freedom Independent school principals have is generally at a level principals in other schools desire.

Current Autonomy

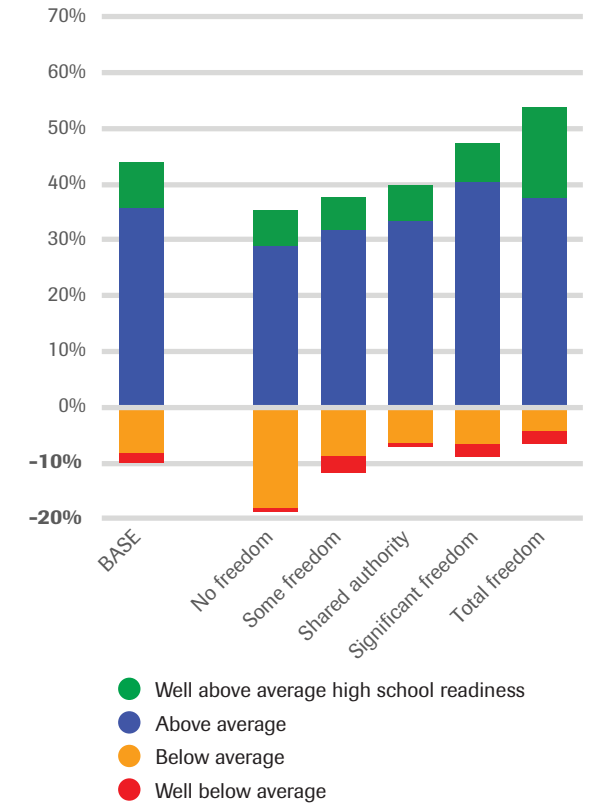


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding
No matter sector or jurisdiction there is desire by responding principals to have a considerable amount of freedom to reward teacher collaboration and teamwork.

Q4 Use school based teacher monitoring and evaluation processes

Freedom to decide school based teacher monitoring and evaluation processes is available to many schools with almost 20% of principals reporting *total* freedom and an additional 63% reporting *shared* or *significant* freedom.

The Catholic and Independent principals reported well over 10% more *shared*, *significant* or *total* freedom than their Government sector colleagues. A small percentage of Government and Catholic principals (less than 4%) report they have *no* freedom in this area.

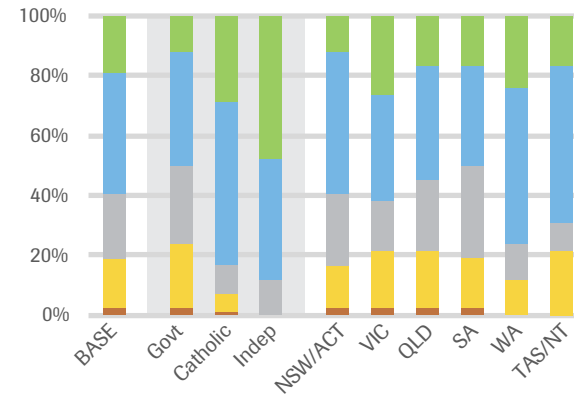
While the data from most jurisdictions show similar levels of freedom to use school-based teacher monitoring and evaluation processes, Western Australian principals report almost 90% *shared*, *significant* or *total* freedom with no reports of *no* freedom.

Significant and *total* levels of freedom are linked to higher learning outcomes.

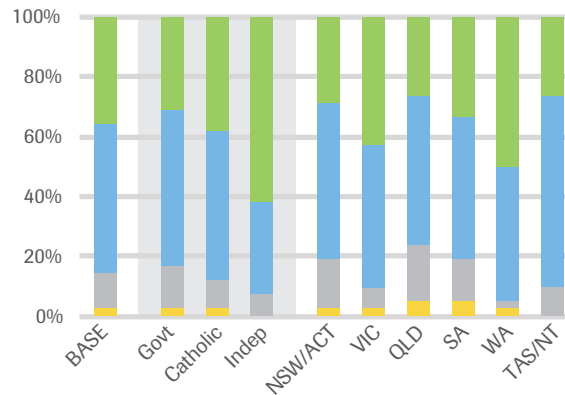
Ideally, the principals surveyed want higher levels of decision making freedom in this area. Almost 100% believe *shared*, *significant* or *total* freedom is necessary.

There is no variation in the ideal level of freedom reported in this area by sector or jurisdiction. It is worth noting that Western Australian principals with currently almost 90% *total*, *significant* or *shared* freedom believe more is desirable.

Current Autonomy

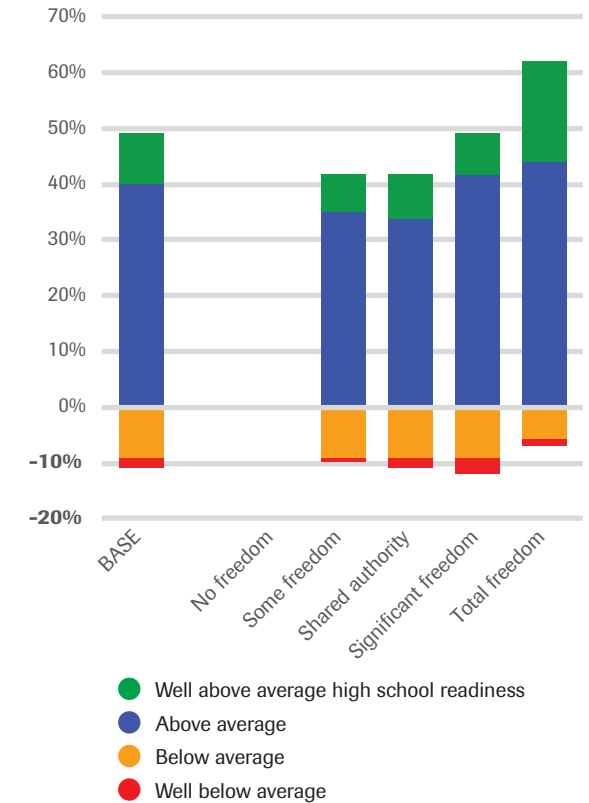


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



Key Finding

All Australian primary principals surveyed believe freedom to decide the use of school based teacher monitoring and evaluation processes is ideal.

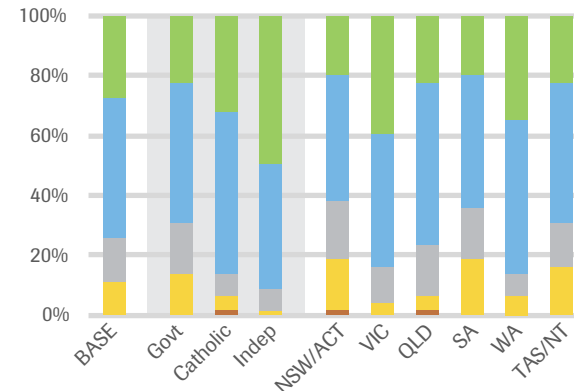
Q5 Decide on aspects of teacher professional development...

[Actual question: Decide on these aspects of teacher professional development: topics, providers, timing, format, budget]

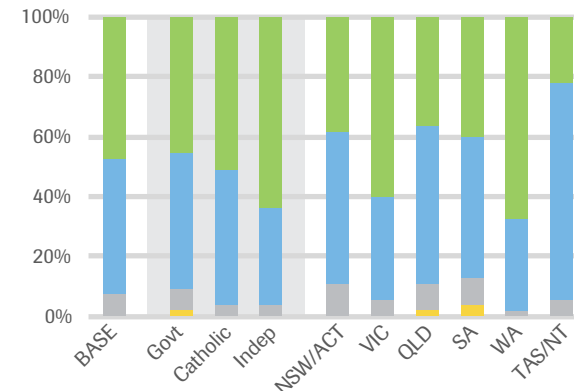
Across Australia, whether in sector or jurisdiction, principals' responses indicated that there is a considerable level of freedom to make decisions related to professional development of teachers. There is less freedom available to Government school principals though not so greatly in comparison to the other sectors. Given this level of freedom in all sectors, the ideal aligns reasonably closely with the current reality. All principals seek at least some freedom though overwhelmingly they see *total* or *significant* freedom as necessary in this area.

Total freedom to decide on teacher professional development results in better learning outcomes though not appreciably above the base level.

Current Autonomy

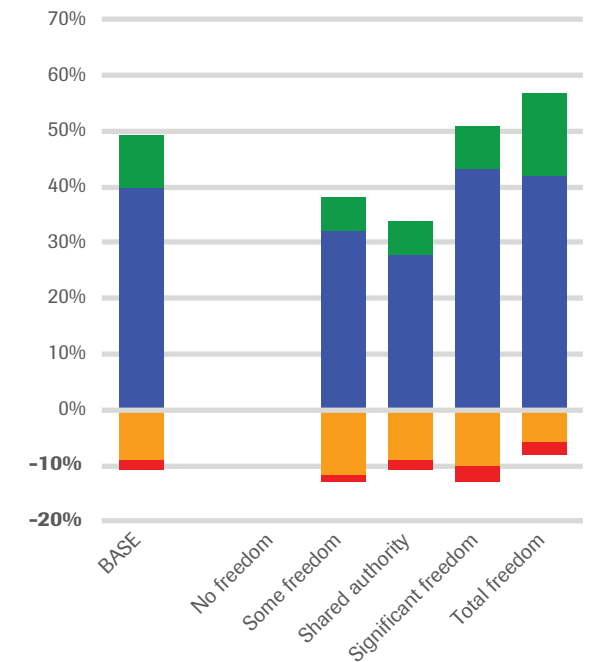


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

The vast majority of schools surveyed have considerable freedom to make decisions about teacher professional learning and respondents highly value this important level of authority.



School Governance

Policy makers need to ensure that school leaders have discretion in setting strategic direction and optimise their capacity to develop school plans and goals and monitor progress, using data to improve practice.

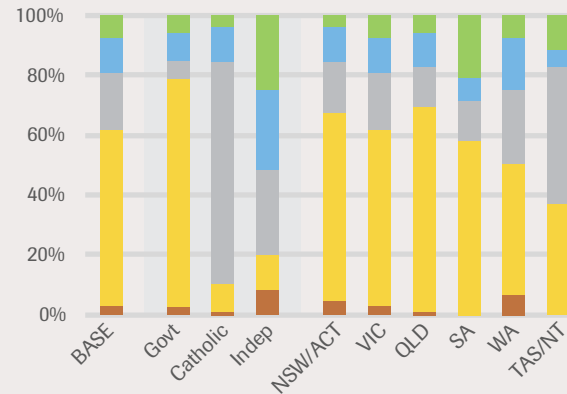
- Q6** Set the strategic direction of the school
- Q7** Establish strategic planning committees/group
- Q8** Sign off on school plans regarding capital investment
- Q9** Sign off on school plans regarding maintenance
- Q10** Develop instruments to monitor progress or engage external agents to assess school performance.

Key Considerations

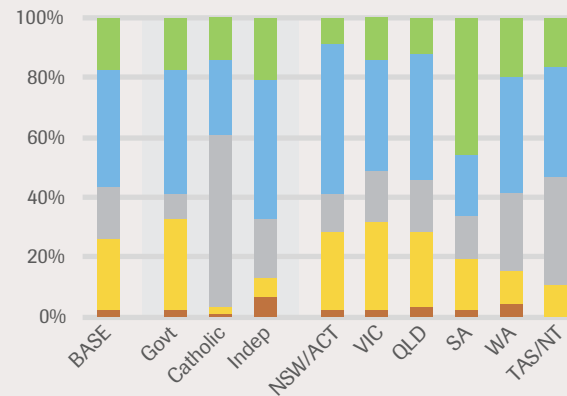
The answers provided to the questions in this section reflect the very different governance structures of the different sectors. State Authorities have the most influence in Government schools, Catholic schools are predominately governed by the Catholic Education Office, while Independent schools have a range of governance structures.

It is also possible that while there is a strong correlation between some of the governance items and learning outcomes there is no direct cause and effect.

Current Most Authority

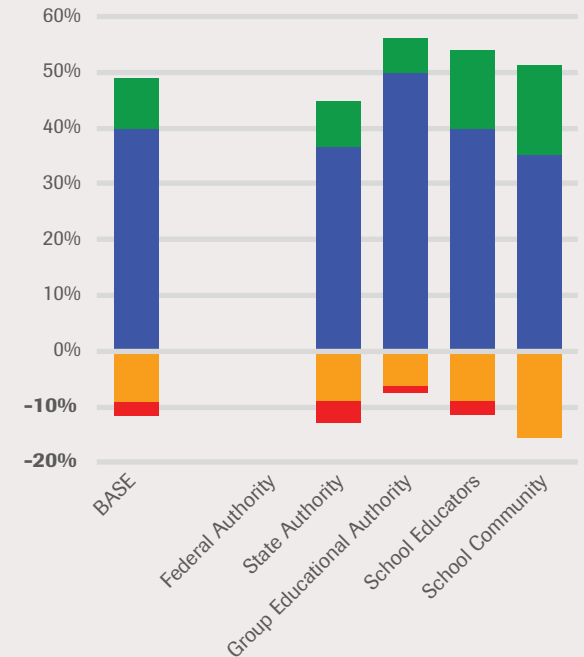


Ideal Most Authority



- School Community
- School Educators
- Group Educational Authority
- State Authority
- Federal Authority

Impact on Learning Outcomes



- Well above average
- Above average
- Below average
- Well below average

Q6 Set the strategic direction of the school

The freedom to set the strategic direction of the school is totally available to 11% of the principals who responded to the survey. An additional 72% indicated they have *significant* or *shared* freedom. Some 1% of principals believe they have *no* freedom in this area.

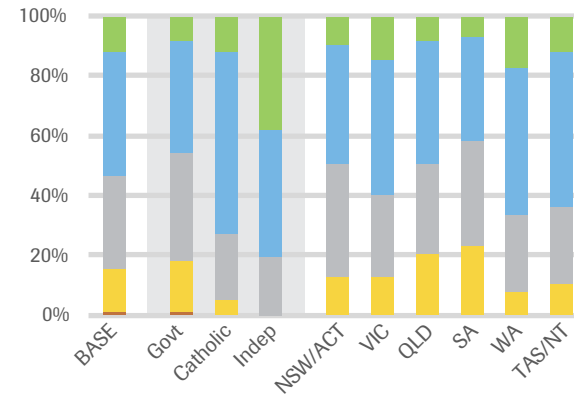
All Independent principals report *shared*, *significant* or *total* freedom. 82% and 94% of Government and Catholic principals respectively report similar levels of freedom. 1% of Government principals report they have *no* freedom to set the strategic direction of the school.

Principals in Queensland and South Australia report considerably less freedom to set strategic direction than their colleagues in other jurisdictions.

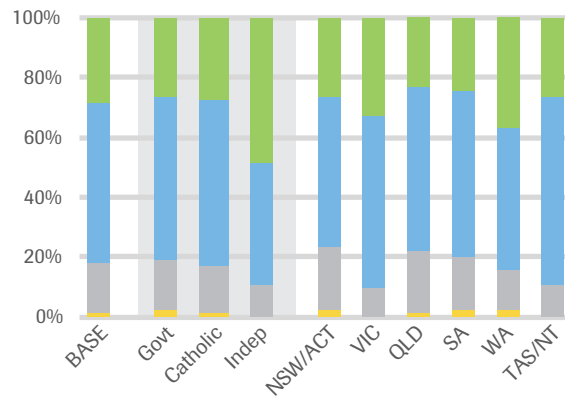
While there is a clear connection between *shared*, *significant* and *total* freedom to set strategic directions and higher learning outcomes, the availability of *some* freedom results in lower learning outcomes.

Respondents viewed this as an important issue. Regardless of sector or jurisdiction more than 99% of Australian principals believe *shared*, *significant* or *total* freedom to set the strategic direction of the school is ideal.

Current Autonomy

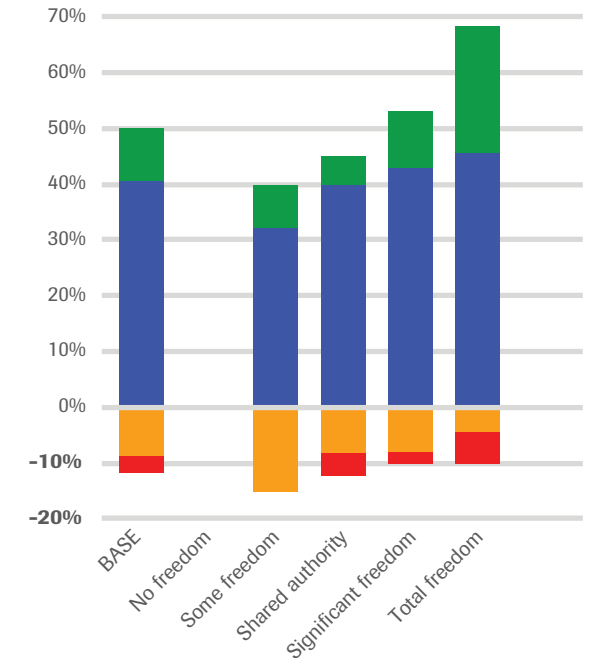


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

When sufficient freedom to set the strategic direction of their school is available, higher learning outcomes are achieved and respondents believe freedom to set the strategic direction of their school is important.

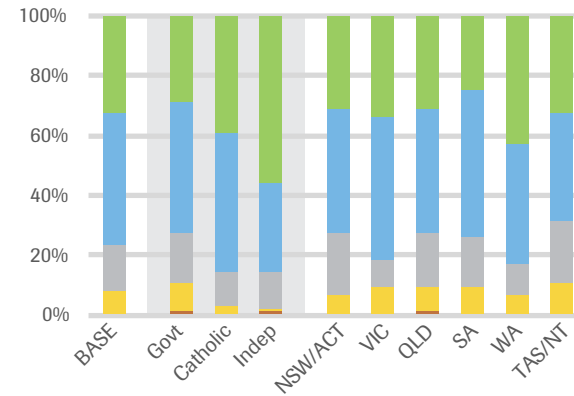


Q7 Establish strategic planning committees or groups

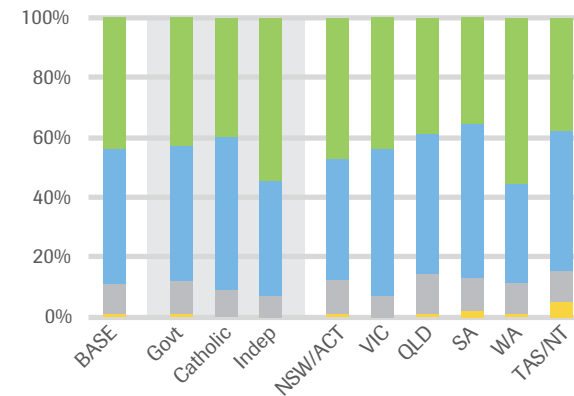
Establishing strategic planning committees or groups is an area where the differences between the reality and the ideal are not too far from each other. Also, the differences between sectors and jurisdictions, whether current situation or what principals would see as ideal, are not great. Interestingly, a very small number of Government and Independent school principals reported that they had *no* freedom in this area.

The correlation between *total* freedom in decision making and student outcomes shows that *total* freedom rather than less freedom sees better student outcomes.

Current Autonomy

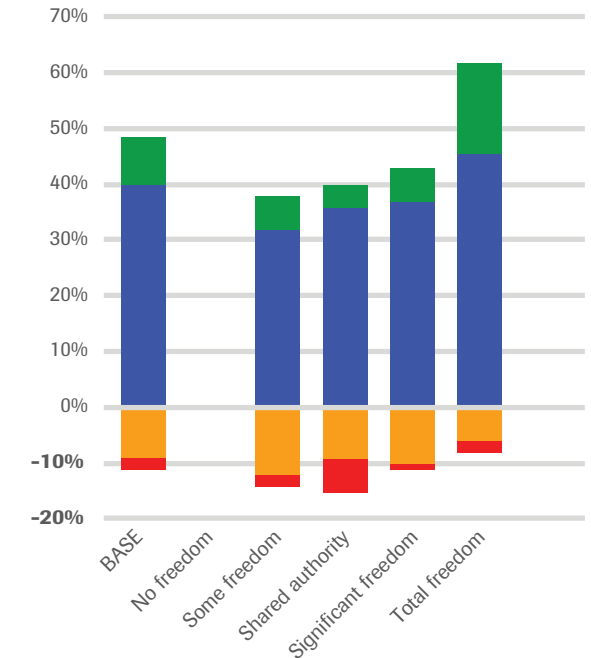


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

Regardless of sector or jurisdiction primary principals report they have high levels of freedom to establish strategic planning committees or groups.

Q8 Sign off on school plans regarding capital investment

Almost 20% of respondents report they have *no* freedom to sign off on school plans regarding capital investment. A further 27% indicate they have *some* freedom in this area. 55% report they have *shared, significant or total* freedom.

22% of principals in the Government sector report they have *no* freedom in this area, considerably more than the 9% and 7% of principals in the Catholic and Independent sectors who report similar results. There is a clear trend of increasing freedom from Government to Catholic to Independent sector principals (48%, 71% and 79% *shared, significant or total* freedom respectively).

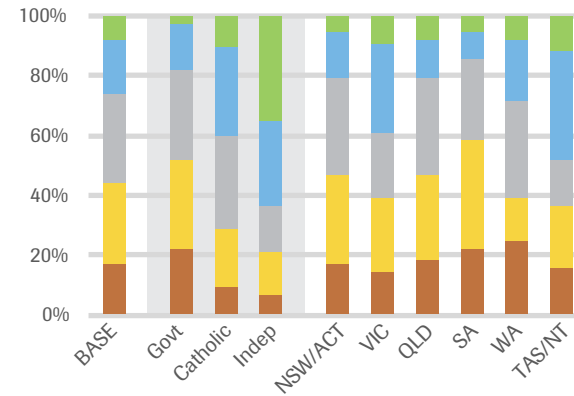
Across all jurisdictions similar levels of freedom were reported with marginally less freedom to sign off on school plans regarding capital investment reported by respondents in South Australia and Western Australia.

There is no clear relationship between freedom to sign off on school plans regarding capital investment and learning outcomes at the *no, some, shared or significant* levels. However, where principals have reported *total* freedom much higher learning outcomes are achieved. In fact, *total* freedom to sign off on school plans regarding capital investment shows the strongest correlation with higher learning outcomes of all those issues surveyed.

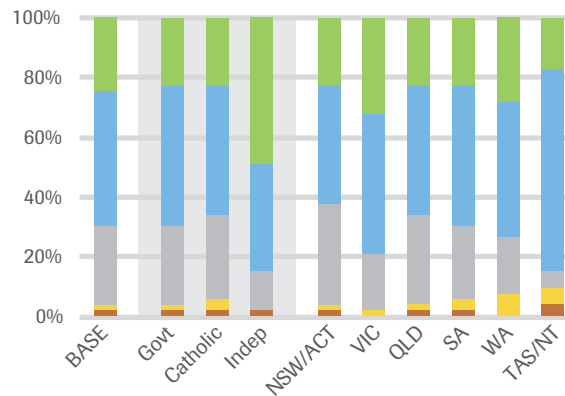
The ideal of *shared, significant or total* freedom to sign off on school plans for capital investment is reported by 95% of respondents. This data is reflected closely in all sectors and jurisdictions. It is interesting to note that overall, and particularly in those states and territories with numbers of more remote schools, there are principals who prefer to have *no* freedom in this area.

Note: *Total* freedom to sign off on school plans regarding capital investment may be a proxy or marker for very high degrees of freedom in all the areas investigated in this survey. It may be that these freedoms magnify the impact of capital investment decisions made in the interest of learning outcomes.

Current Autonomy

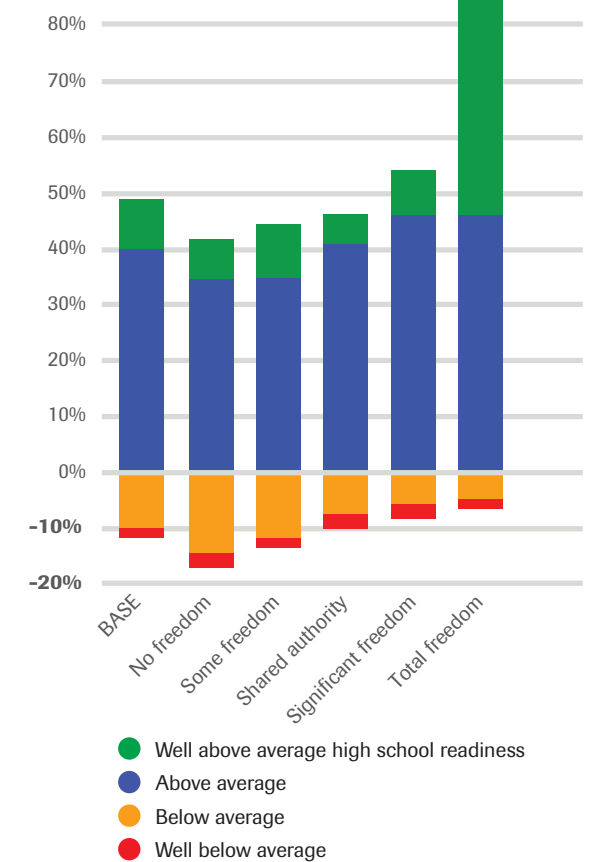


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



Key Finding

While total freedom to sign off on school plans regarding capital investment is correlated with higher learning outcomes there may be no causal relationship.

Q9 Sign off on school plans regarding maintenance

As is the situation with having the freedom to sign off on school plans for capital investment, having freedom to sign off on maintenance is at similar levels. For Government school principals the ability to control maintenance processes either *totally* or *significantly* is low with just over 50% of principals having *shared*, *significant* or *total* freedom to sign off on school maintenance plans.

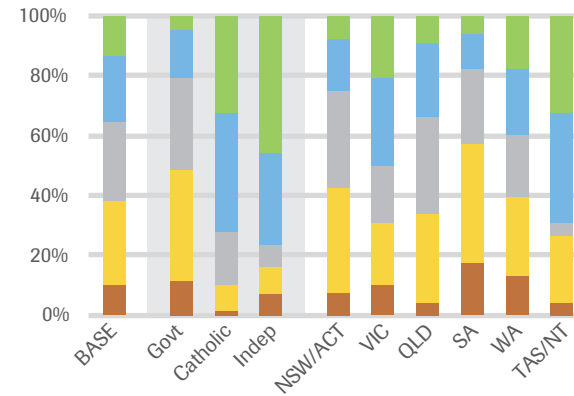
In terms of learning outcomes there is a strong correlation between having maximum freedom in this area and achieving better outcomes for students. Having *no*, *some* or *shared* control did not impact greatly on student learning. The results here are similar to those found in Q10.

Almost every principal sought at least *shared* freedom in decision making in this area. When looking at the range of response from each sector as to the ideal level of decision making there is something of a stepped alignment when combining *significant* or *total* freedom. That is, Independent principals seek the greatest freedom (87% *total* or *significant*); Catholic principals seek 80% of similar freedom; and Government principals around 70%.

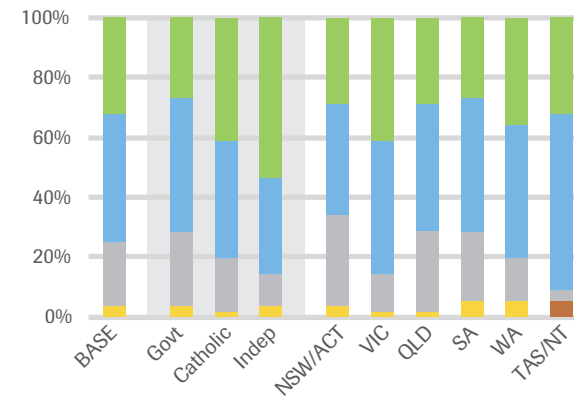
The results of combined Tasmania / Northern Territory responses shows that there are some (5%) principals in at least one of these jurisdictions who see value in having *no* freedom to decide on maintenance issues. This might need some exploration but may well reflect the reality isolated schools face in accessing maintenance providers from within or near the school community.

Note: Schools located in remote and isolated communities experience considerable difficulties in meeting maintenance demands and it is reasonable to expect that they require system support.

Current Autonomy

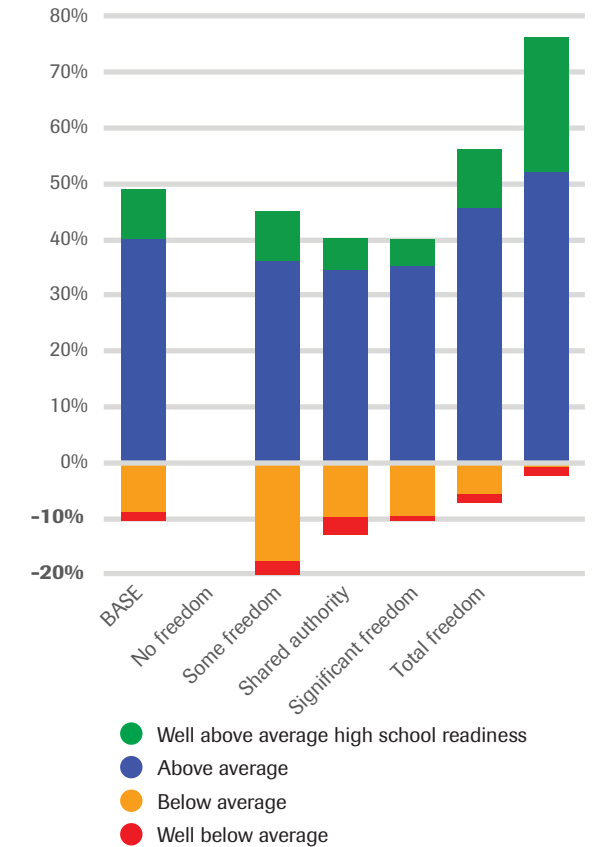


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding
 Total or significant freedom to sign off on school plans regarding maintenance is sought by the majority of respondents in all sectors.

Q10 Develop instruments to monitor progress or engage external agents to assess school performance

The freedom to develop instruments to monitor progress or engage external agents to assess school performance is available at the *total*, *significant* or *shared* level by 62% of respondents. 13% report *no* freedom in this area.

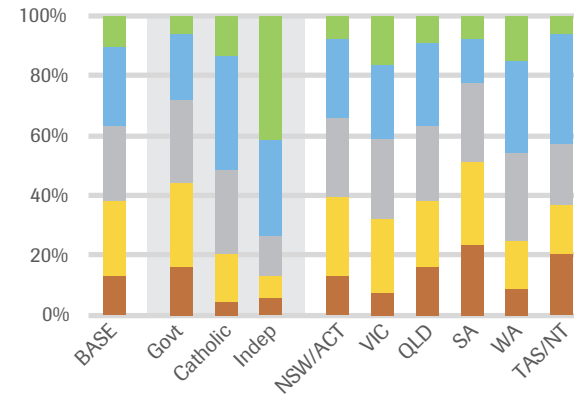
There is a considerable difference between Government, Catholic and Independent principals' responses to this topic particularly at the *total* and *significant* levels of freedom with reports of 27%, 51% and 74% respectively. Some respondents in all sectors, more in the Government, report *no* freedom in this area.

Across the states and territories, with the exception of South Australia where lower levels of freedom were reported, there is similar data.

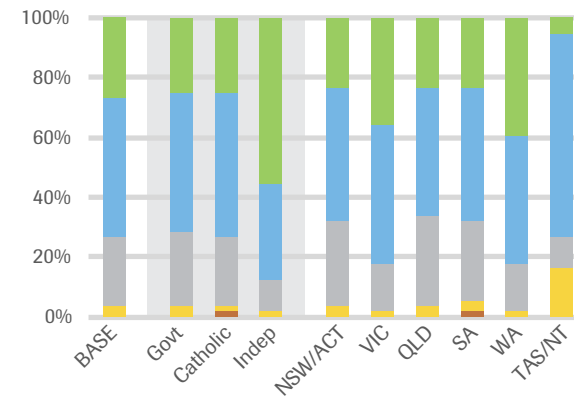
The relationship between this area of governance and learning outcomes is not clear-cut. *No* and *shared* freedom appear to result in lower outcomes. *Some* freedom makes no apparent difference, while *significant* and *total* freedom are associated with increasingly high learning outcomes.

The ideal level of freedom to develop instruments to monitor progress or engage external agents to assess school performance is remarkably high with 97% of respondents indicating it should be either *shared*, *significant* or *total*. These results are closely mirrored in the three sectors and all jurisdictions.

Current Autonomy

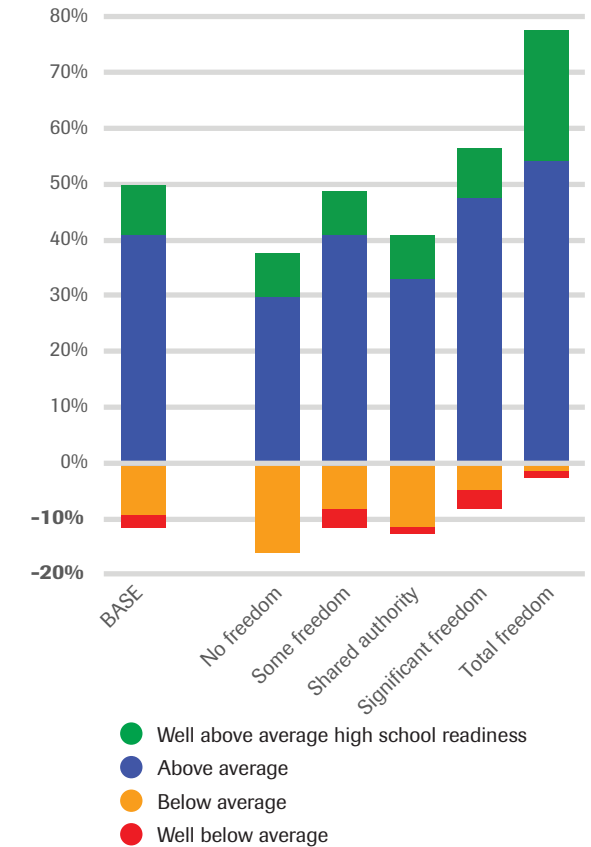


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding
 Australian primary principals surveyed believe very high levels of freedom to develop instruments and engage external agents to assess school performance are very desirable.



School Administration

Policy makers can enhance the financial management skills of school leadership teams by providing training to school leaders, establishing the role of a financial manager within the leadership team, or providing financial support services to schools. In addition, school leaders should be able to influence teacher recruitment decisions to improve the match between candidates and their school's needs.

Q11 Manage school funds including investment

Q12 Engage financial support services

Q13 Influence teacher and ancillary staff recruitment decisions to meet school needs

Q14 Set salary and conditions for staff

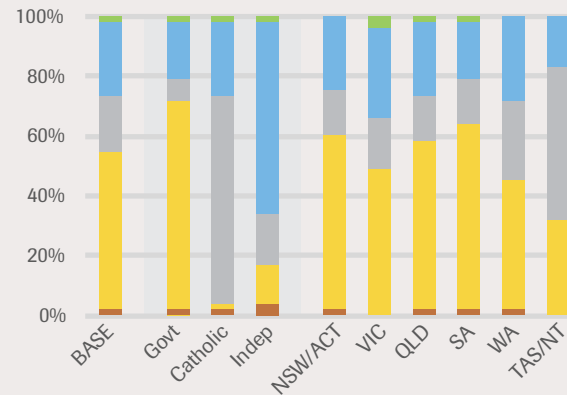
Q15 Capacity to address staff underperformance.

Key Considerations

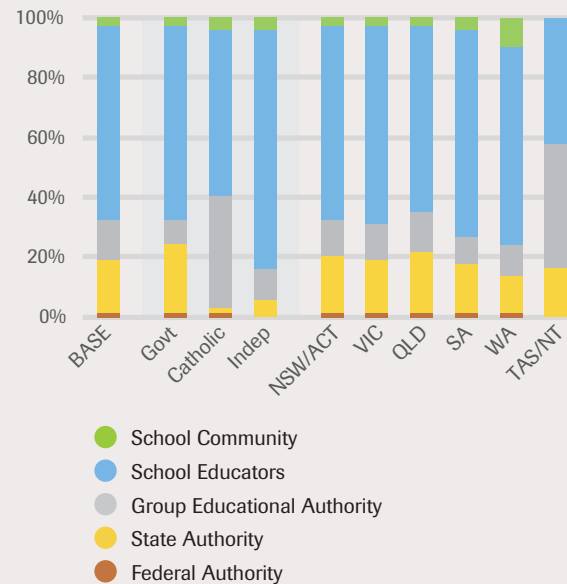
The answers provided to the questions in this section will be impacted by the very different governance structures of the different sectors. State Authorities have the most influence in Government schools, Catholic schools are predominately governed by the Catholic Education Office, while Independent schools are administered by school educators.

Across all sectors most principals think that ideally school educators should have the most control over school governance. This is also consistent with the learning outcomes.

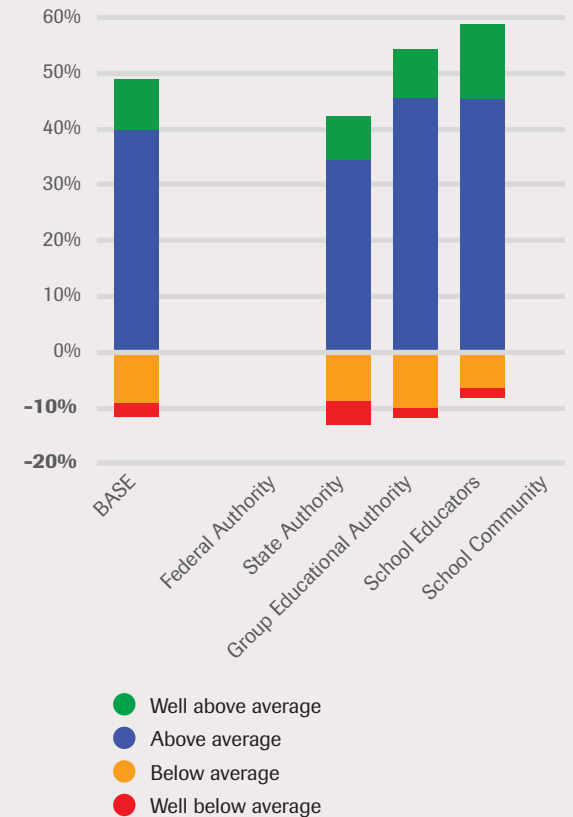
Current Most Authority



Ideal Most Authority



Impact on Learning Outcomes



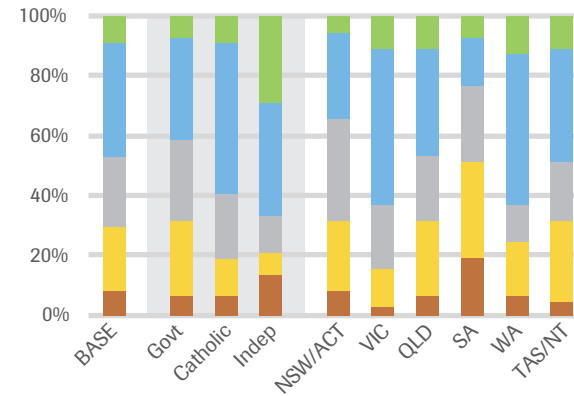
Q11 Manage school funds including investment

As is the case in other areas covered in the survey a number of principals from all sectors report that they have *total* or *significant* freedom to make decisions related to managing school funds including investments (Government – 40%; Catholic – 59%; Independent 66%). Juxtaposing this is the number of principals who report *some* or *no* freedom in such decision making (Government – 32%; Catholic – 20%; Independent – 21%). In fact, the number of Independent school principals who report *no* freedom is greater than that reported in either the Catholic or Government sectors. Jurisdictions with the greatest freedom in this area are Victoria and Western Australia.

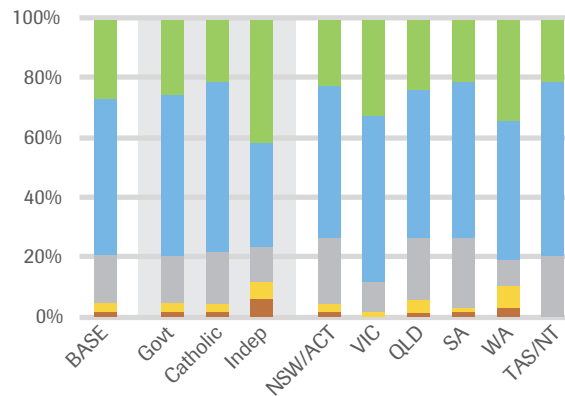
The impact on learning outcomes is considerably positive for those principals reporting *total* freedom though the impact is not as great for those reporting *significant* freedom. *Some* freedom in this area appears to have the least positive impact on learning outcomes.

The *total*, *significant* or *shared* freedom to manage school funds is regarded by the greater majority of principals as ideal, with the differences across sectors and jurisdictions minimal. South Australian principals, who have comparatively the least freedom in this area, have similar ideal levels to other jurisdictions.

Current Autonomy

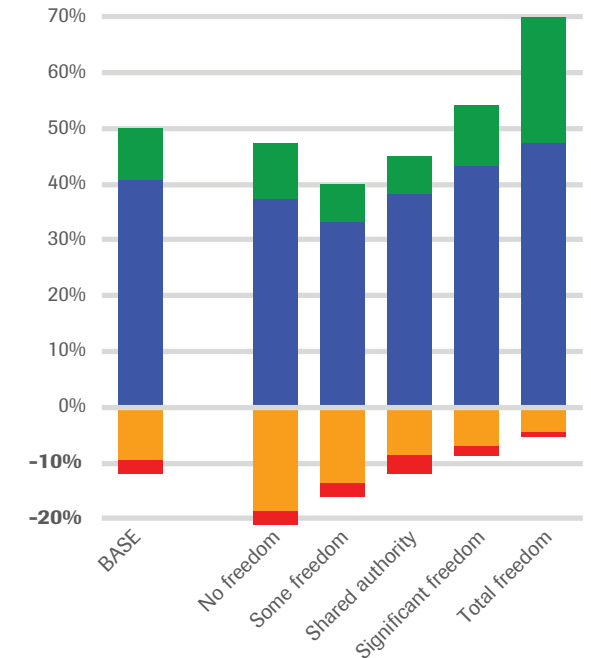


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

The authority to manage school funds, including investments, is regarded as an important component in school management by the vast majority of responding principals.

Q12 Engage financial support services

The current freedom to engage financial support services reported by respondents is constrained. Only 50% report *shared, significant or total* freedom with almost 30% reporting *no* freedom at all.

There is similar variability across the sectors to other issues surveyed here with freedom increasing from the Government to Catholic to Independent sectors. Unusually, the respondents from the Catholic sector reported the lowest percentage of *no* freedom.

Across Australia there is considerable fluctuation in the reported level of freedom to engage financial support services. Victorian principals report over 70% *shared, significant or total* freedom, while those in South Australia report only 35% freedom at similar levels. Almost 40% of principals in New South Wales and 47% in South Australia report they have *no* freedom to engage financial support services.

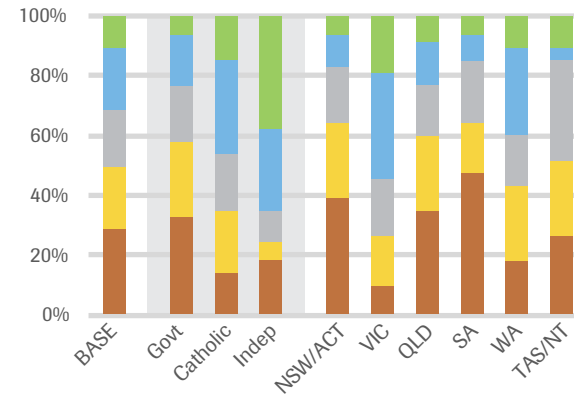
The absence of limited or shared authority in this area is linked to lower learning outcomes. *Significant* and *total* freedom to engage financial support are linked to increasingly high learning outcomes.

Ideally, over 90% of respondents view higher levels of freedom in this area as desirable. In all three sectors a small percentage of respondents reported *no* freedom in this area as the ideal with the greatest percentage in this group being Independent. However, over 85% of respondents in all sectors report ideal levels of freedom in the *shared, significant or total* range.

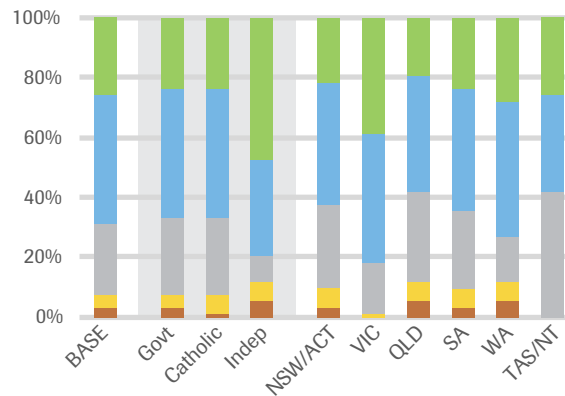
Principals in Victoria reported very high desirability for the freedom to engage financial support services with no respondents opting for *no* freedom as ideal. In other jurisdictions there were lower levels of support for *significant or total* freedom as ideal. Indeed, small percentages of respondents in New South Wales and the Australian Capital Territory, Queensland, South Australia and Western Australia all report *no* freedom to engage financial support services as ideal.

Note: The relationship between freedom to engage financial support services and learning outcomes is probably coincidental, reflecting other areas where freedom to make decisions is available to schools.

Current Autonomy

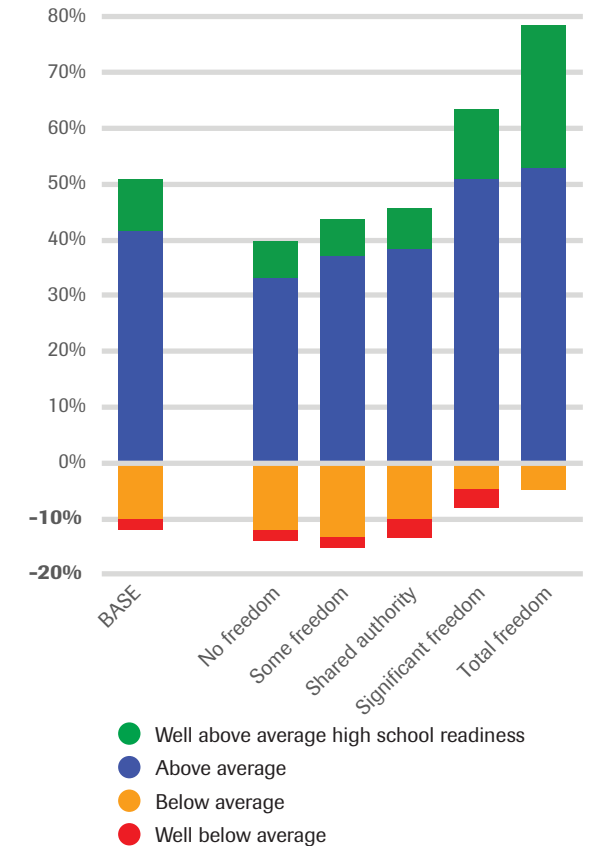


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding
Those respondents opting for no freedom to engage financial support services as the ideal level of authority, indicate their focus is on teaching and learning rather than other aspects of school autonomy.

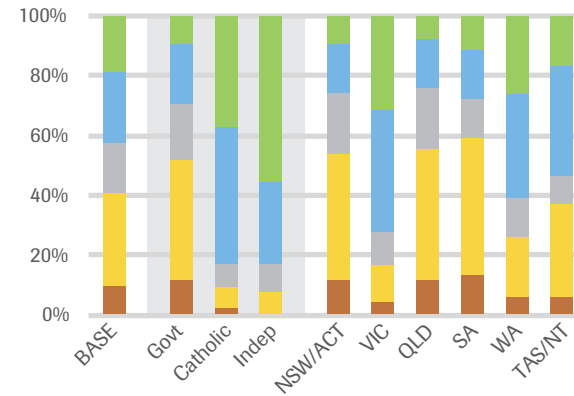
Q13 Influence teacher and ancillary staff recruitment decisions to meet school needs

The freedom to influence teacher and ancillary staff recruitment decisions to meet local needs is relatively similar in Independent and Catholic sectors with some 85% of principals given *total* or *significant* freedom. This contrasts with the Government sector where the figure is 29% at the same levels. Overall, Victorian principals report high levels of autonomy in this area.

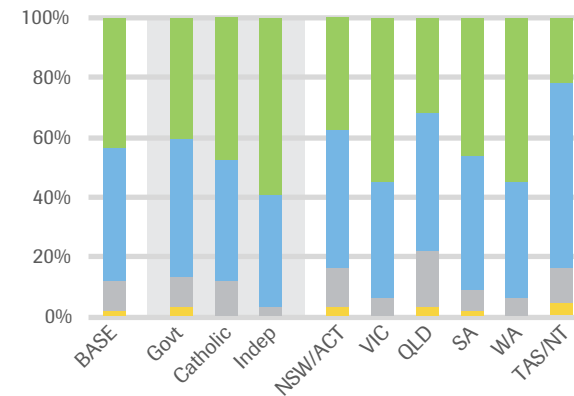
The relationship in this area between *total* freedom and better learning outcomes is high.

Overwhelmingly, principals see *total* or *significant* freedom to influence teacher and ancillary staff recruitment as something strongly desired. The levels across sectors and jurisdiction are notably similar. No principal surveyed responded that *no* freedom was desired while in all sectors at least 40% of principals saw *total* freedom as ideal (Government – 40%; Catholic – 48%; Independent – 59%).

Current Autonomy

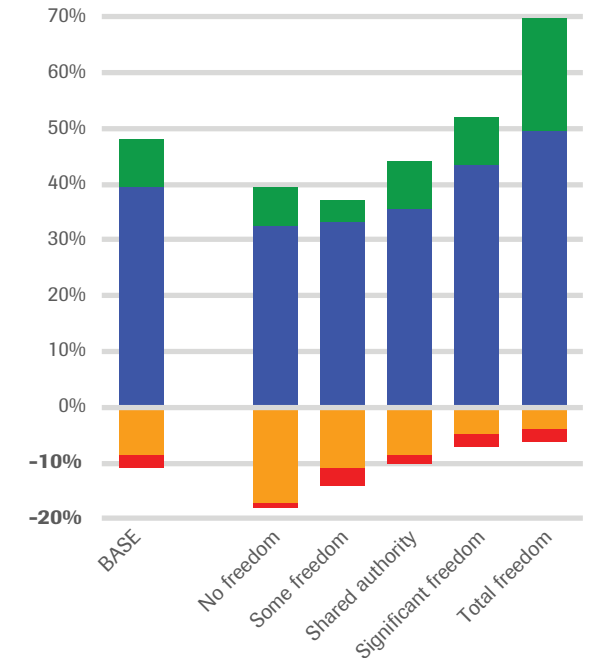


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

The capacity to influence staff recruitment is regarded by respondents in all sectors and jurisdictions as highly desirable. The positive impact of freedom to recruit on learning outcomes supports this position.

Q14 Set salary and conditions for staff

Only 5% of respondents reported they have *total* freedom to set salary and conditions for staff. Fewer than 70% report there is *no* freedom for them in this area. Only 28% of respondents report *some, shared* or *significant* levels of freedom.

There is considerable fluctuation in the degree of freedom respondents from the different sectors report on their authority to set salary and conditions for staff. Less than 5% of Government and just 10% of Catholic sector principals report *total* or *significant* freedom in this area. However, almost 60% of Independent sector principals report they have this degree of freedom. 17% of their sectorial colleagues report *no* freedom, while the percentage in this situation grows to almost 60% and 80% in the Catholic and Government sectors respectively.

In all jurisdictions, except Victoria, the percentage of respondents indicating they have *no* freedom to set salary and conditions is uniformly high, approximately 60% to 80%. In Victoria, 60% of principals report they have at least *some* degree of freedom on this area.

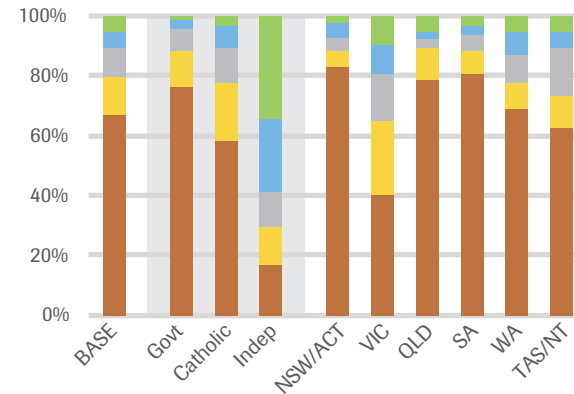
There is no apparent relationship between freedom to set salary and conditions for staff and learning outcomes (with the caveat that numbers were too small to plot *significant* and *total* degrees of freedom against learning outcomes).

A majority of respondents to the survey clearly believe at least *some* freedom to set salary and conditions for staff is desirable. However, 14% of them do not believe it is ideal for principals to have this freedom at any level.

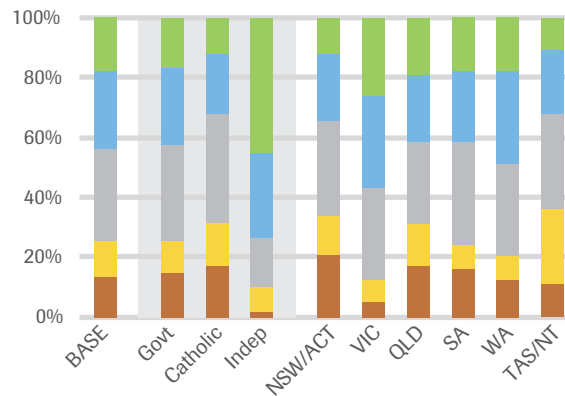
Some respondents from all sectors (2% Independent to 17% Catholic) viewed *no* freedom in this area as ideal. Most though, approximately 70% Government and Catholic to 90% Independent believe *shared, significant* or *total* freedom is ideal.

Over 90% of Victorian respondents reported *some* freedom to set salary and conditions for staff as the ideal. For New South Wales respondents the figure was 80% and other jurisdictions reported *some* freedom as ideal within this range.

Current Autonomy

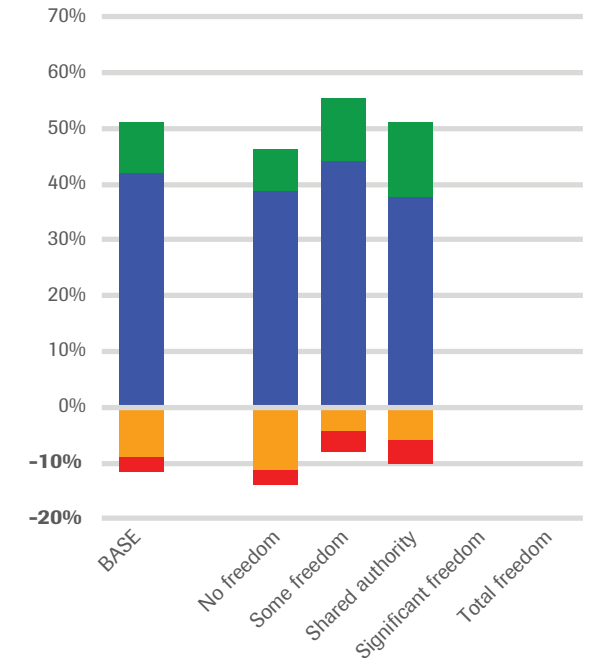


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

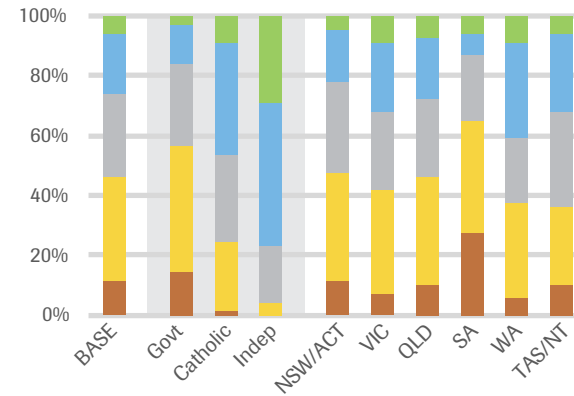
Key Findings
 This survey does not allow any conclusions to be drawn about the relationship between freedom to set salaries and learning outcomes.

Q15 Capacity to address staff underperformance

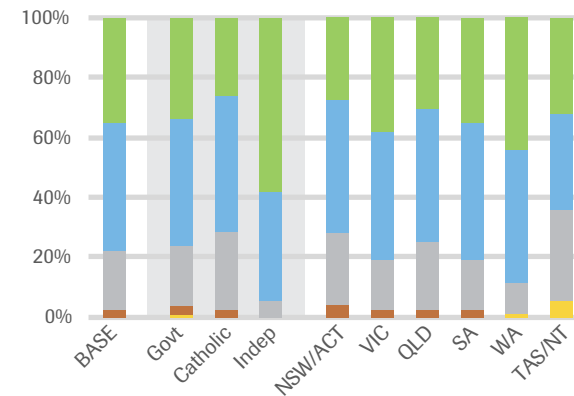
The responses of principals in reporting their capacity to address staff underperformance illustrates a wide variance across sectors. The variance within jurisdictions is not as great; however, this likely reflects the larger numbers of government principals involved in the survey. There is, though, considerable freedom in Independent schools to address teacher underperformance. This is less so in the Catholic sector and considerably less so again for Government school principals where *total* or *significant* freedom to address rests at just 16%. In South Australia, almost 30% of principals report *no* freedom to address staff underperformance. This climbs to 66% when combined with *some* freedom.

The impact on learning outcomes of a principal's capacity to address underperformance is considerable and it is noted that, overall, *total* or *significant* freedom in this area is seen as ideal by 77% of principals in all sectors. The range of freedom to this level is reasonably similar across Catholic and Government sectors. In the Independent sector 94% of principals seek such levels of freedom in this area.

Current Autonomy

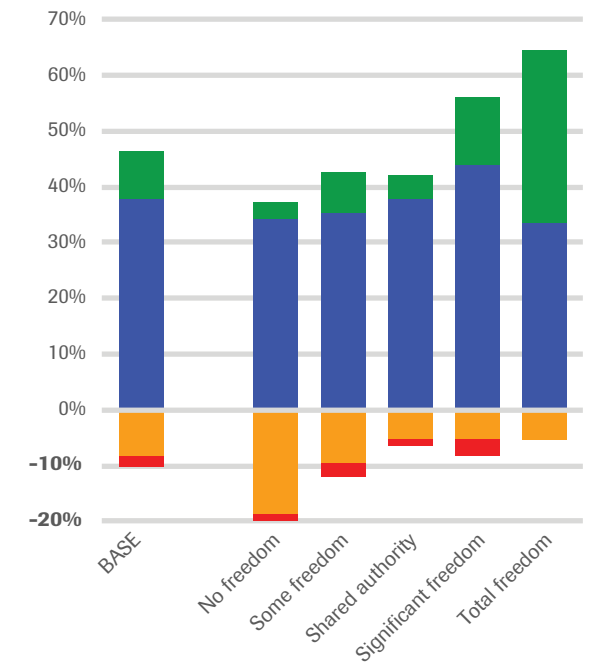


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

The level of freedom to address staff underperformance has a wide variance across sectors according to those surveyed. Respondents in all sectors and all jurisdictions see greater freedom as ideal.



Schools in the Community

This new leadership dimension needs to be recognised as a specific role for school leaders. It can bring benefits to school systems as a whole rather than just the students of a single school. School leaders need to develop their skills to become involved in matters beyond their school borders.

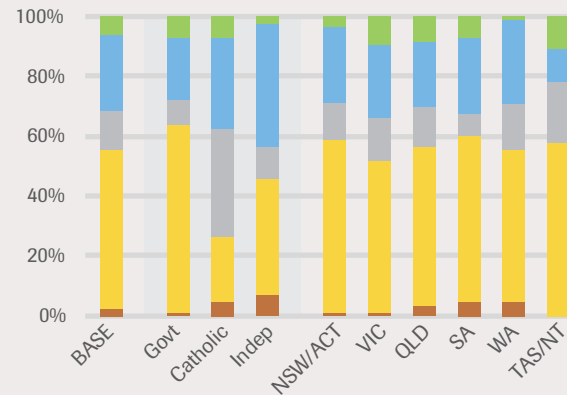
- Q16** Enter into contractual arrangements with other agencies
- Q17** Deploy staff to work outside the school
- Q18** Share information with other schools or third parties
- Q19** Engage in strategic planning groups with other agencies.

Key Considerations

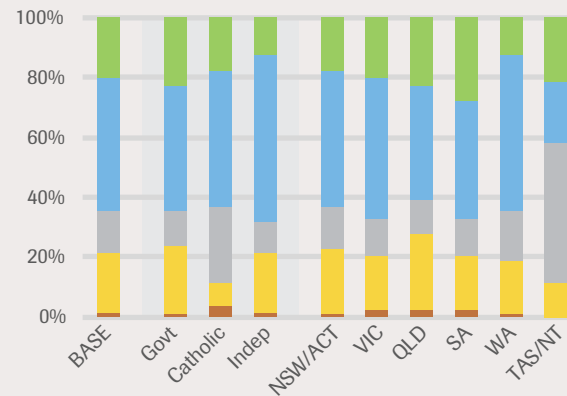
The answers provided to the questions in this section are not as strongly influenced by type of authority based on location or sector. There is greater variety in responses within various sectors and states than was present in the answers to previous questions.

This is particularly interesting as there is greater consistency in the impact that the level of autonomy has on learning outcomes in this section than in the previous sections.

Current Most Authority

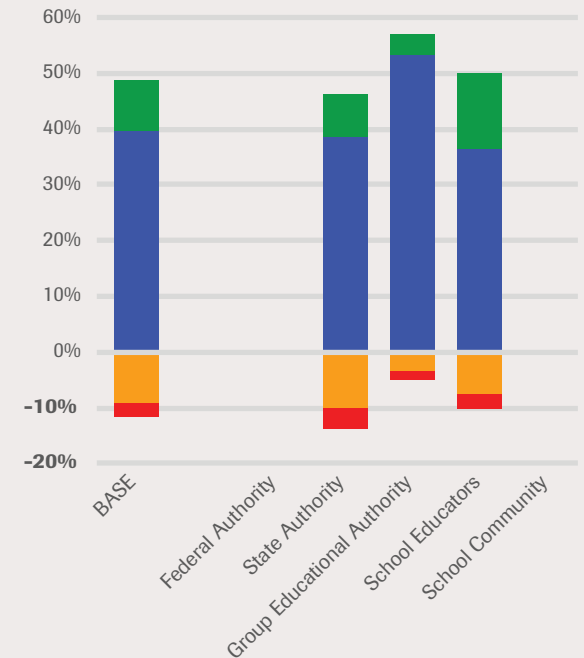


Ideal Most Authority



- School Community
- School Educators
- Group Educational Authority
- State Authority
- Federal Authority

Impact on Learning Outcomes



- Well above average
- Above average
- Below average
- Well below average



Q16 Enter into contractual arrangements with other agencies

Approximately 35% of respondents reported they have *some* freedom to enter into contractual arrangements with other agencies. About 40% reported *shared* and *significant* freedom and 7% indicated they had *total* freedom in this area. Approximately 15% reported they have *no* freedom to enter into contractual arrangements with other agencies.

There were similar aggregated *shared*, *significant* and *total* levels of freedom, approximately 80%, to enter into contractual arrangements for Catholic and Independent respondents. Although 37% of Independent sector principals report *total* freedom as opposed to 13% in the Catholic sector, very few Government sector respondents report *total* freedom in this area and only 37% report *shared* or *significant* freedom. Almost 20% of respondents from the Government sector report *no* freedom in this area.

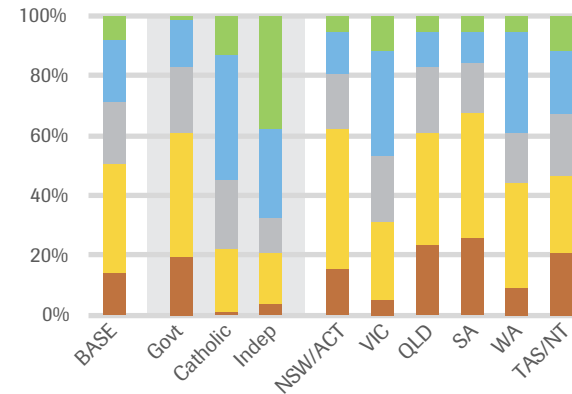
Victorian respondents again report considerably higher levels of freedom in this area compared to other jurisdictions. Respondents from Queensland and South Australia report they have *no* freedom to enter into contractual arrangements at higher percentages, 23% and 27% respectively, than those elsewhere. *Some* freedom to enter into contractual arrangements received the greatest percentage response in all jurisdictions except Victoria where most respondents indicated they have *significant* freedom.

There is a clear trend towards higher learning outcomes as the degree of freedom to enter into contractual arrangements increases. This might be the result, at least in part of schools having the authority to contract specific services to support the learning needs of their students.

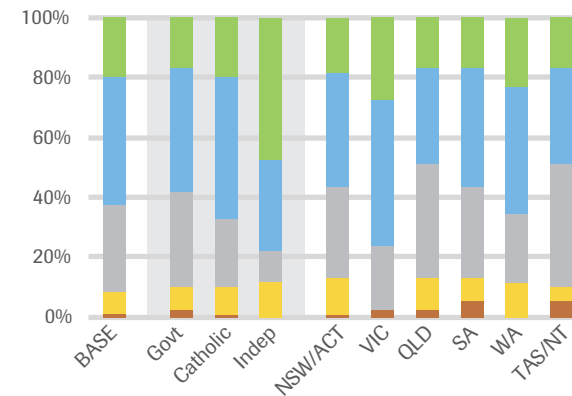
The freedom to enter into contractual arrangements is highly valued by respondents. Over 90% report that *shared*, *significant* or *total* freedom is the ideal. Less than 1% consider *no* freedom is ideal. These responses are closely reflected regardless of sector or jurisdiction with the exception of Victoria. Although Victorian respondents report much more freedom in this area almost 100% of them identified *shared*, *significant* or *total* freedom as ideal.

Note: The relationship between freedom to enter into contractual arrangements with other agencies and learning outcomes is probably strengthened by strategies and actions in other areas where freedom to make decisions is available to schools.

Current Autonomy

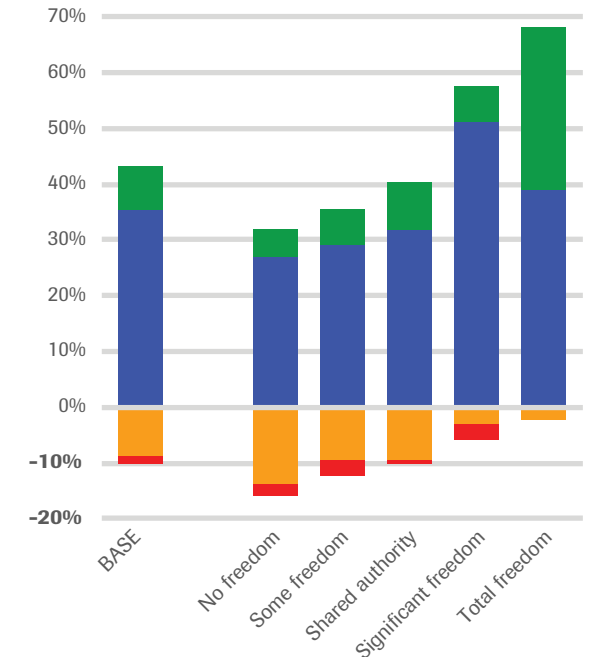


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

Principals surveyed who have some degree of freedom to enter into education contractual arrangements view more as ideal. Those reporting more authority to enter into these arrangements also report higher learning outcomes for students.



Q17 Deploy staff to work outside the school

Currently, 55% of respondents indicate they have at least *some* freedom to deploy staff to work outside the school. The remaining 44% report they have *no* freedom in this area. 26% of those with authority to deploy staff outside the school indicate they only have *some* freedom.

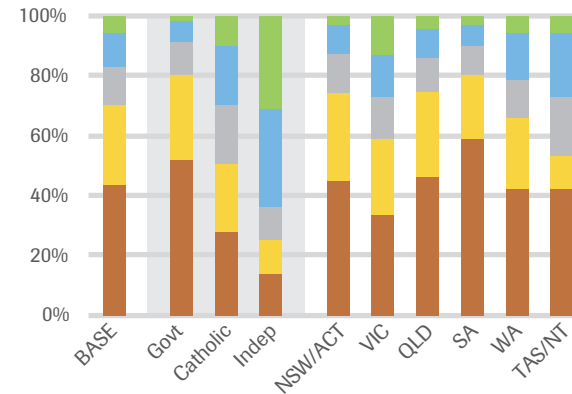
While 50% of Government sector principals report they have *no* freedom to deploy staff outside the school, the percentage of Catholic and Independent principals in this position is much smaller, 29% and 14% respectively. While a negligible percentage of Government sector respondents report they have *total* freedom, 10% of Catholic and 31% of Independent sector principals report they have this level of authority.

Across all jurisdictions the percentage of respondents reporting *no* authority to deploy staff outside the school is high, from 34% in Victoria to 59% in South Australia.

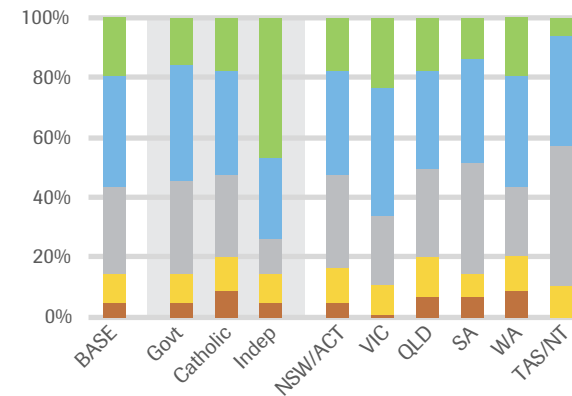
The relationship between freedom to deploy staff outside the school and learning outcomes is that schools reporting *some* or *no* freedom have below average outcomes. Those reporting *shared* or *significant* freedom have above average learning outcomes. The small percentage of respondents with *total* freedom prevents any conclusion being drawn about the effect this level of authority has on learning outcomes.

5% of respondents indicated *no* freedom as the ideal level of authority to deploy staff outside the school. Respectively, 19%, 37% and 29% of respondents indicated *total*, *significant* and *shared* degrees of freedom as ideal. This data was closely reflected in all sectors and jurisdictions.

Current Autonomy

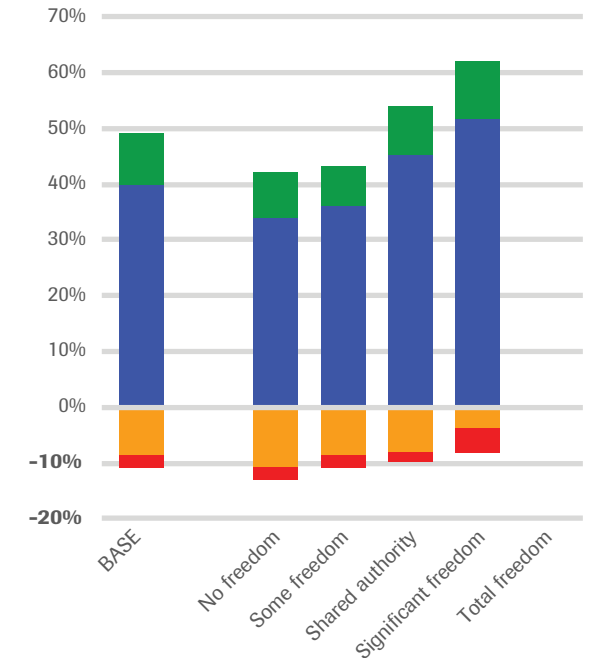


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

Principals surveyed would value increased authority to deploy staff outside the school. There are some indications that higher levels of authority in this area will lift learning outcomes for students.



Q18 Share information with other schools or third parties

Only 10% of respondents reported they had *total* freedom to share information with other schools or third parties. 84% reported degrees of freedom between *some* and *significant* and 6% indicated they had *no* freedom in this area.

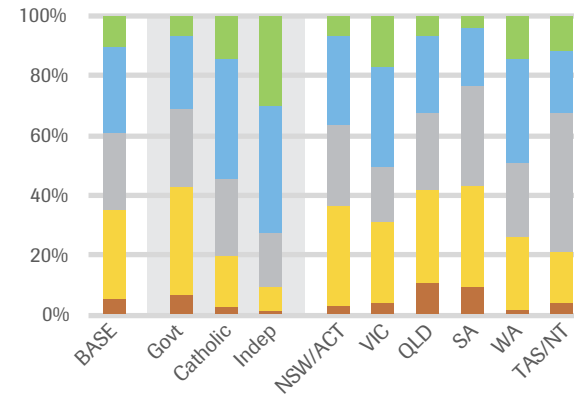
The respondents from each sector reported increasing freedom to share information from Government to Catholic to Independent school principals (approximately 60%, 80% and 90% *shared*, *significant* or *total* freedom respectively).

Across jurisdictions there are similar levels of freedom reported. Queensland and South Australian respondents report a higher percentage of principals with *no* freedom, around 10% each, than their colleagues in other states and territories.

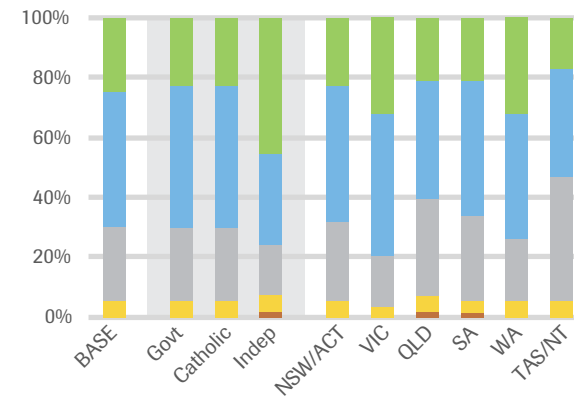
There is a clear trend towards higher learning outcomes as the degree of freedom to share information with other schools or third parties increases. This might be the result, at least in part, of schools receiving information about their students' learning needs from other schools with similar degrees of freedom in this area.

The ideal expressed by 95% of respondents is for *shared*, *significant* or *total* freedom to share information. There was no support for *no* freedom as the ideal in this area. This data is closely matched in all sectors and jurisdictions.

Current Autonomy

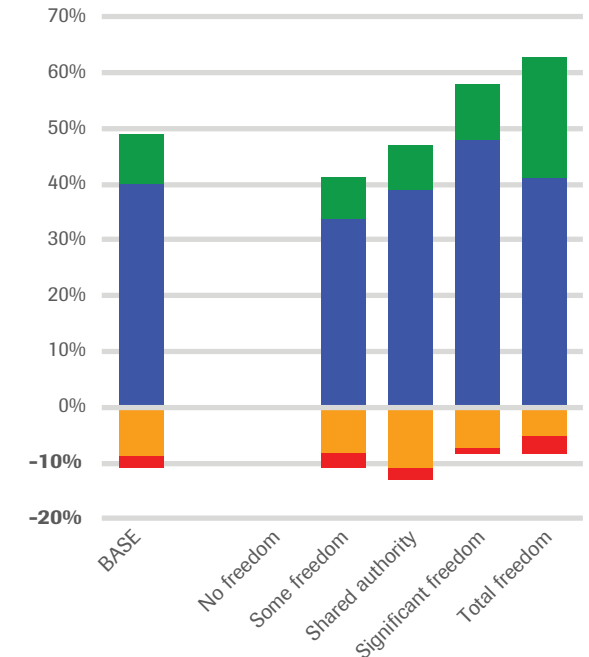


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding
Principals surveyed believe the freedom to share information with other schools and government agencies is important.



Q19 Engage in strategic planning groups with other agencies

Just over 10% of respondents reported they had *total* freedom to engage in strategic planning groups with other agencies and 6% reported they had *no* freedom. Most Australian principals, over 80%, perceive they have a degree of freedom in this area within various constraints.

When responses are analysed by sector, the familiar pattern of increasing freedom from the Government through Catholic to Independent sector is apparent.

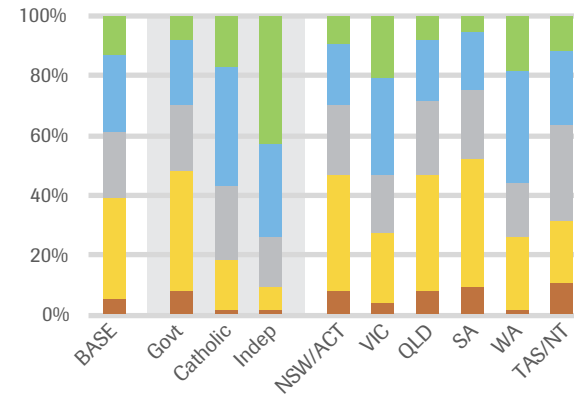
Victoria and Western Australian respondents reported greater levels of *shared*, *significant* or *total* freedom compared to those in other states and territories.

There is a trend towards higher learning outcomes as freedom to engage in strategic planning groups moves from *no* freedom through *some* to *shared* freedom. However, there is little change to learning outcomes with further reported freedom in this area. It should be noted that reported *no* and *some* freedom are both associated with considerably lower than average learning outcomes.

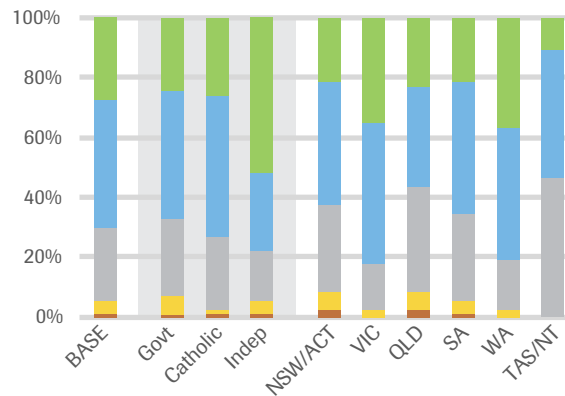
Over 90% of respondents believe that ideally at least *shared* freedom to engage in strategic planning groups with other agencies is appropriate. Only very small percentages, less than 1%, of respondents believe *no* freedom is ideal.

This data is replicated in all sectors and jurisdictions.

Current Autonomy

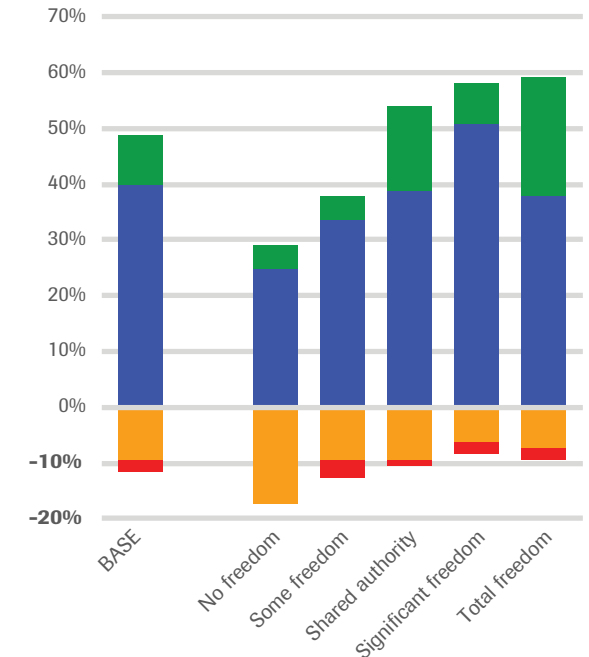


Ideal Autonomy



- Total freedom in decision-making
- Significant freedom
- Shared authority
- Some freedom
- No freedom

Impact on Learning Outcomes



- Well above average high school readiness
- Above average
- Below average
- Well below average

Key Finding

The relationship between freedom to engage in strategic planning groups with other agencies and changes in learning outcomes is unclear. It is clear that those surveyed believe increased degrees of freedom in this area would be ideal.



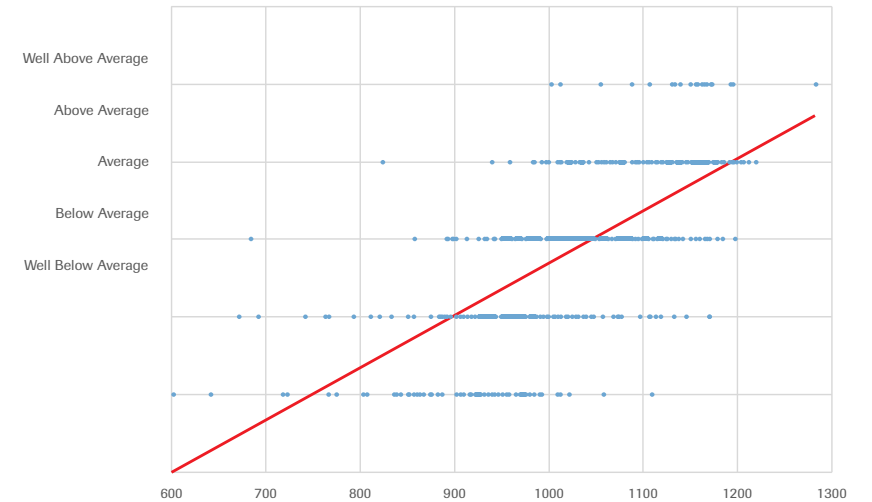
Enrolment and Graduate Profiles

Enrolment

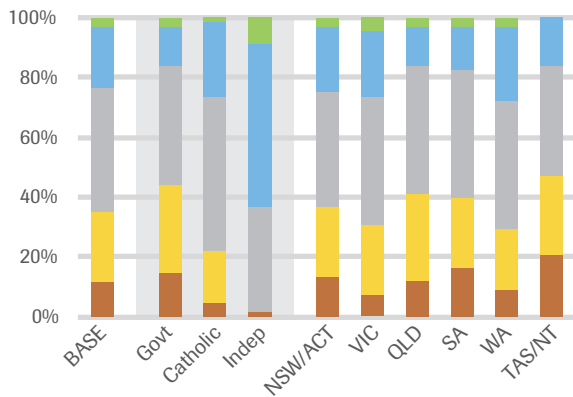
Different schools have different educational challenges based on the profile of their enrolments. These questions capture three key aspects of the school enrolment profile: Primary school readiness; Social skills; Health and Well-being.

We have also compared the primary school readiness against the governments national measure of enrolment profile the ICSEA. This shows that there is a strong correlation between the two measures, particularly once the limitation of a five banded scale range has been taken into account.

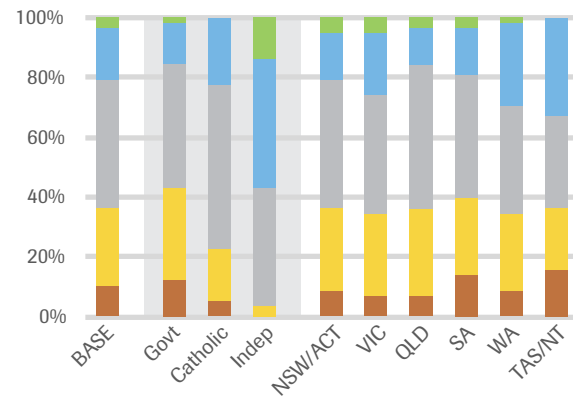
Primary school readiness vs ICSEA



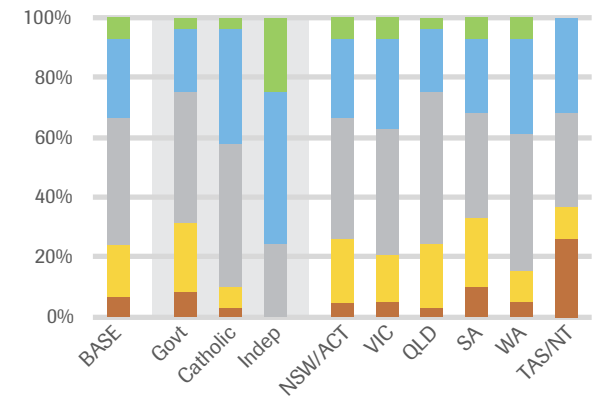
Primary school readiness



Social skills



Health and Well-being



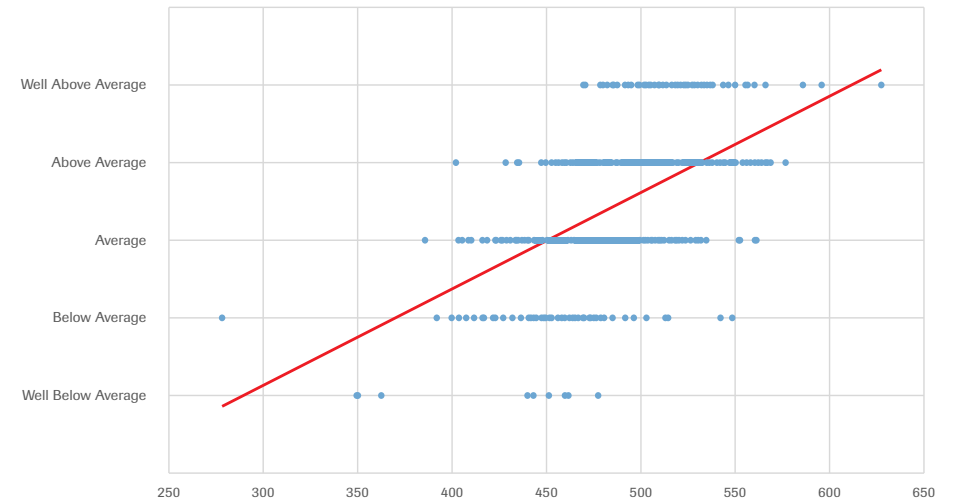
Well below average Below average Average Above average Well above average

Graduate

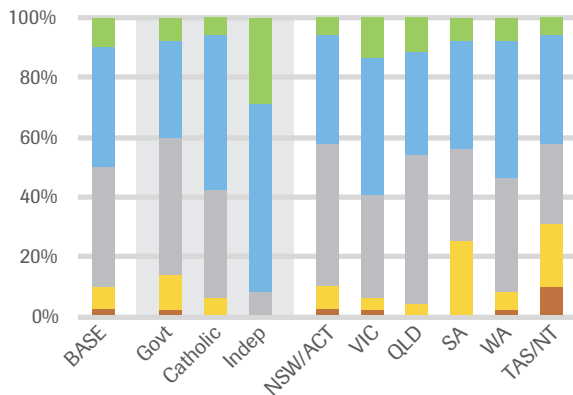
Academic achievement is not the only outcome of primary school for students. These questions capture three key aspects of a schools graduate profile: High school readiness; Social skills; Health and Well-being.

We have also compared the high school readiness against the average of the grade 5 NAPLAN results for the same school. This shows that there is a strong correlation between the two measures, particularly once the limitation of a five banded scale range has been taken into account. Overall principals have a slightly more positive interpretation of their schools results.

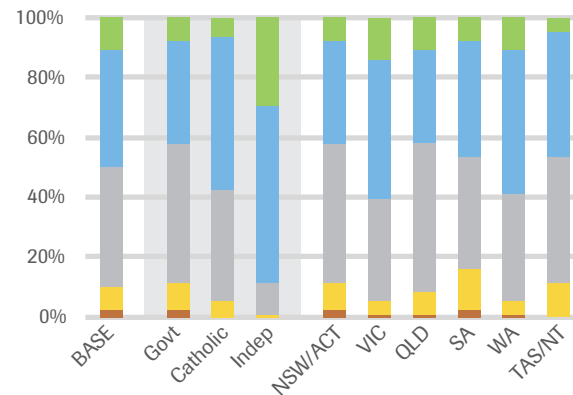
High school readiness vs NAPLAN



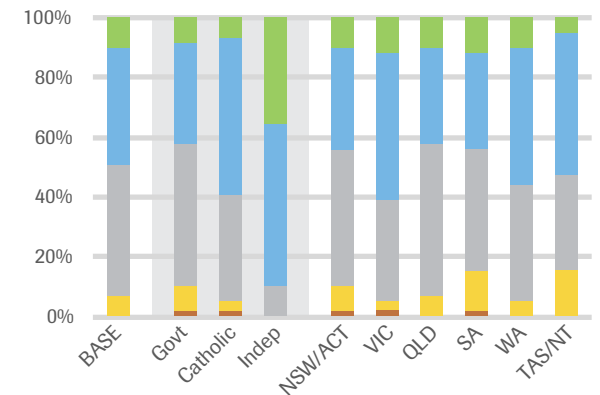
High school readiness



Social skills



Health and Well-being



Well below average Below average Average Above average Well above average



The role of students in educational outcomes

There is no doubt that students have a major role to play in educational outcomes. When investigating the impact of the student on their educational outcome, we sought to compare the relative change in the educational readiness of the student population on entering and exiting primary school. As can be seen in the table below, there is a very strong correlation between students' levels of readiness at either end of their primary school education.

In theory, the relative change in relative school readiness at the start and end of primary school would be a better indicator of the impact of the school on educational outcomes than just the graduate outcomes. However, this is not a practical measure, as there are only five bands on a finite scale. This limitation makes it impossible to measure

improvement in students who are first measured as 'well above average'. Likewise, the deterioration in those who start primary school with 'well below average' readiness goes unmeasured. Subsequently, this leads to a distorted view of the relative outcomes: the poor can only get better, and the good can only get worse. This is outlined in the graph.

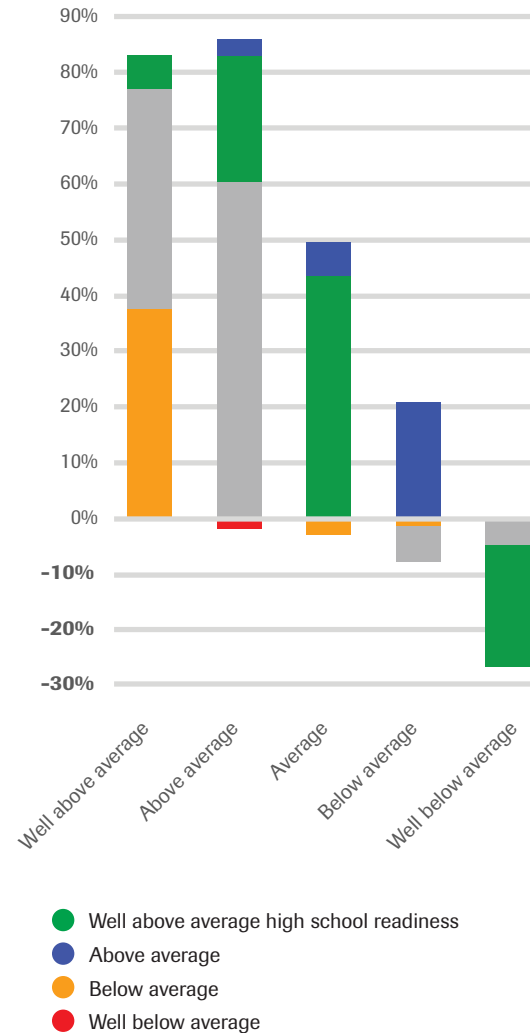
This distortion flows through to all of the other measurements, such that the students who started furthest behind always present a more significant positive outcome than those who started ahead of them. Due to this distortion, the change between the relative primary school readiness and high school readiness has not been used as a measure of educational outcomes in this research.

High school readiness

Primary school readiness

| | Well below average | Below average | Average | Above average | Well above average |
|--------------------|--------------------|---------------|---------|---------------|--------------------|
| Well below average | 15 | 36 | 38 | 6 | |
| Below average | 3 | 23 | 118 | 45 | 6 |
| Average | | 10 | 159 | 150 | 19 |
| Above average | | 1 | 13 | 116 | 35 |
| Well above average | | | 1 | 5 | 16 |

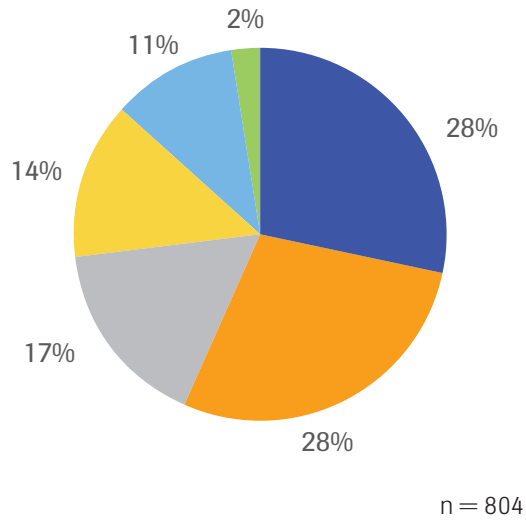
Primary school readiness





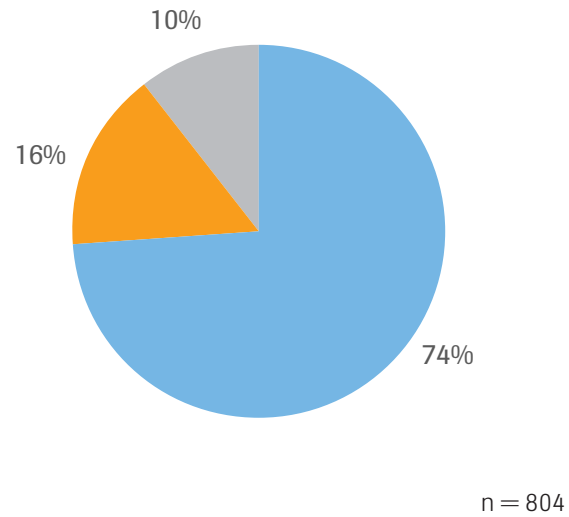
Demographics

State



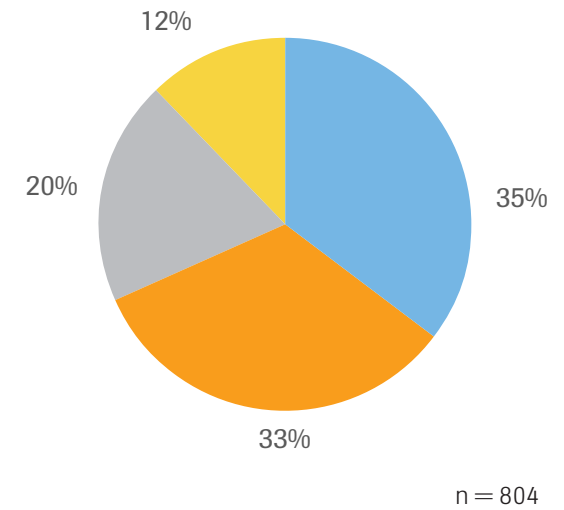
- New South Wales / ACT
- Victoria
- Queensland
- South Australia
- Western Australia
- Tasmania / Northern Territory

Sector



- Government
- Catholic
- Independent

School size



- Up to 200
- 201 - 400
- 401 - 600
- 601+



Methodology

The survey questions were selected based on the findings of a 2008 OECD research paper titled “Improving School Leadership Volume One: Policy and Practice”, which can be found at www.oecd.org/edu/school/40545479.pdf

An open invitation to participate in the survey was sent to all Primary School Principals, via the 26 principal associations, that make up the Australian Primary Principals Association in early March 2014. This was followed up with two reminders to complete the survey before the due date at the end of April, 2014. Any incomplete or duplicate responses were removed from the data set prior to analysis.

As there are approximately 7,000 Primary Schools in Australia, the 804 respondents represent over 10% of all schools. The demographics of the respondents is also representative of the total population. Therefore this is a valid sample of schools.

When cross tabulating questions – e.g. level of autonomy against learning outcomes, if the number of respondents in a segment was less than 50 then the segment was disregarded. For example in Q2, the graph showing the impact on learning outcomes, the column for ‘no freedom’ has been removed as there were only 8 responses.


The results were compiled by a professional statistician and the commentary was prepared by the APPA National Executive Council.



Appendix: Summary of Responses


Autonomy in your school - Teaching and Learning

| | No freedom in decision-making | Some freedom in decision-making | Shared authority in decision-making | Significant freedom in decision-making | Total freedom in decision-making |
|---|-------------------------------|---------------------------------|-------------------------------------|--|----------------------------------|
| Current - Adapt the curriculum content to meet local needs | 18 | 236 | 169 | 308 | 73 |
| Ideal - Adapt the curriculum content to meet local needs | 8 | 54 | 151 | 400 | 191 |
| Current - Adapt pedagogy to meet local needs | 0 | 123 | 123 | 388 | 170 |
| Ideal - Adapt pedagogy to meet local needs | 0 | 26 | 90 | 380 | 308 |
| Current - Reward teacher collaboration and teamwork | 88 | 201 | 105 | 257 | 153 |
| Ideal - Reward teacher collaboration and teamwork | 16 | 24 | 88 | 346 | 330 |
| Current - Use school based teacher monitoring and evaluation processes | 16 | 137 | 169 | 338 | 144 |
| Ideal - Use school based teacher monitoring and evaluation processes | 0 | 18 | 107 | 404 | 275 |
| Current - Decide on these aspects of teacher professional development topics, providers, timing, format, budget | 0 | 91 | 123 | 380 | 210 |
| Ideal - Decide on these aspects of teacher professional development topics, providers, timing, format, budget | 0 | 10 | 58 | 356 | 380 |




Autonomy in your school - School Governance

| | No freedom in decision-making | Some freedom in decision-making | Shared authority in decision-making | Significant freedom in decision-making | Total freedom in decision-making |
|--|-------------------------------|---------------------------------|-------------------------------------|--|----------------------------------|
| Current - Set the strategic direction of the school | 8 | 119 | 255 | 336 | 86 |
| Ideal - Set the strategic direction of the school | 0 | 8 | 137 | 434 | 225 |
| Current - Establish strategic planning committees/groups | 0 | 64 | 129 | 354 | 257 |
| Ideal - Establish strategic planning committees/groups | 0 | 6 | 86 | 360 | 352 |
| Current - Sign off on school plans regarding capital investment | 145 | 217 | 233 | 153 | 56 |
| Ideal - Sign off on school plans regarding capital investment | 8 | 32 | 201 | 362 | 201 |
| Current - Sign off on school plans regarding maintenance | 80 | 233 | 209 | 177 | 105 |
| Ideal - Sign off on school plans regarding maintenance | 0 | 24 | 177 | 346 | 257 |
| Current - Develop instruments to monitor progress or engage external agents to assess school performance | 105 | 201 | 209 | 209 | 80 |
| Ideal - Develop instruments to monitor progress or engage external agents to assess school performance | 0 | 24 | 193 | 370 | 217 |



Autonomy in your school - School Administration

| | No freedom in decision-making | Some freedom in decision-making | Shared authority in decision-making | Significant freedom in decision-making | Total freedom in decision-making |
|--|-------------------------------|---------------------------------|-------------------------------------|--|----------------------------------|
| Current - Manage school funds including investments | 64 | 177 | 193 | 297 | 73 |
| Ideal - Manage school funds including investments | 10 | 26 | 139 | 420 | 209 |
| Current - Engage financial support services | 225 | 177 | 153 | 169 | 80 |
| Ideal - Engage financial support services | 24 | 40 | 193 | 338 | 209 |
| Current - Influence teacher and ancillary staff recruitment decisions to meet school needs | 72 | 265 | 129 | 201 | 137 |
| Ideal - Influence teacher and ancillary staff recruitment decisions to meet school needs | 0 | 18 | 82 | 356 | 348 |
| Current - Set salary and conditions for staff | 545 | 103 | 70 | 46 | 40 |
| Ideal - Set salary and conditions for staff | 113 | 88 | 249 | 209 | 145 |
| Current - Capacity to address staff underperformance | 90 | 283 | 219 | 163 | 49 |
| Ideal - Capacity to address staff underperformance | 0 | 18 | 163 | 348 | 275 |



Autonomy in your school - School in the Community

| | No freedom in decision-making | Some freedom in decision-making | Shared authority in decision-making | Significant freedom in decision-making | Total freedom in decision-making |
|---|-------------------------------|---------------------------------|-------------------------------------|--|----------------------------------|
| Current - Enter into contractual arrangements with other agencies | 121 | 289 | 161 | 177 | 56 |
| Ideal - Enter into contractual arrangements with other agencies | 8 | 66 | 235 | 332 | 163 |
| Current - Deploy staff to work outside the school | 354 | 209 | 105 | 88 | 48 |
| Ideal - Deploy staff to work outside the school | 40 | 80 | 233 | 297 | 154 |
| Current - Share information with other schools or third parties | 48 | 241 | 201 | 233 | 81 |
| Ideal - Share information with other schools or third parties | 0 | 40 | 201 | 362 | 201 |
| Current - Engage in strategic planning groups with other agencies | 49 | 264 | 180 | 212 | 99 |
| Ideal - Engage in strategic planning groups with other agencies | 8 | 38 | 199 | 344 | 215 |



Authority in Primary Education

| | Federal Authority | State Authority | Group Educational Authority | School Educators | School Community |
|--|-------------------|-----------------|-----------------------------|------------------|------------------|
| Current - Most Control in Teaching and learning | 159 | 400 | 54 | 191 | 0 |
| Ideal - Most Control in Teaching and learning | 88 | 121 | 56 | 531 | 8 |
| Current - Most Control in School governance | 22 | 480 | 152 | 86 | 64 |
| Ideal - Most Control in School governance | 16 | 194 | 139 | 316 | 139 |
| Current - Most Control in School administration | 10 | 436 | 147 | 203 | 8 |
| Ideal - Most Control in School administration | 8 | 145 | 105 | 523 | 23 |
| Current - Most Control in Schools in the community | 16 | 434 | 105 | 201 | 48 |
| Ideal - Most Control in Schools in the community | 16 | 161 | 113 | 354 | 160 |
| Current - Most Control in Legislative compliance | 123 | 581 | 74 | 26 | 0 |
| Ideal - Most Control in Legislative compliance | 119 | 448 | 127 | 103 | 7 |



Enrolment and Graduate profiles of your school

| | Well below average | Below average | Average | Above average | Well above average |
|--------------------------------------|--------------------|---------------|---------|---------------|--------------------|
| Enrolment - Primary School Readiness | 96 | 193 | 330 | 161 | 24 |
| Enrolment - Health and Well-being | 48 | 145 | 346 | 217 | 48 |
| Enrolment - Social Skills | 80 | 217 | 338 | 145 | 24 |
| Graduate - High School Readiness | 16 | 72 | 322 | 322 | 72 |
| Graduate - Health and Well-being | 8 | 58 | 340 | 316 | 82 |
| Graduate - Social Skills | 16 | 62 | 328 | 320 | 78 |



Australian Primary
Principals Association

The Australian Primary Principals Association (APPA) is a professional association representing primary school leaders in Government, Catholic and Independent schools in all states and territories.

APPA is the national voice for primary principals. It speaks directly to the Commonwealth Government on matters of concern to primary principals their schools and communities.

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