ANALYSIS OF THE NSW SMARTER SCHOOLS NATIONAL PARTNERSHIPS CROSS-SECTORAL IMPACT SURVEY: Administration Wave 3

Final report

Department of Education and Communities

July 2014

ARTD CONSULTANTS
strategy & evaluation

Acknowledgments

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

ARTD Consultancy Team

Fiona Christian, Wendy Hodge, Josephine Wilkinson, Ioana Ramia, Liesbeth Geerligs and Narelle Ong

ARTD CONSULTANTS
strategy & evaluation

ARTD Pty Ltd
ABN 75 003 701 764
Tel 02 9373 9900
Fax 02 9373 9998

Level 4, 352 Kent St Sydney
PO Box 1167
Queen Victoria Building
NSW 1230 Australia

Contents

Tables ..... **vii**

Figures ..... **xv**

Abbreviations and acronyms ..... **xxiii**

2013 CSIS: Highlights ..... **xxiv**

1. The Smarter Schools National Partnerships **1**
1.1 The National Partnership Agreements 1
1.2 National Partnership on Improving Teacher Quality 2
1.3 National Partnership on Literacy and Numeracy 3
1.4 National Partnership on Low Socio-economic Status School Communities 6

2. Evaluation of the NSW Smarter Schools National Partnerships (SSNP) **7**
2.1 Implementation of the Cross-sectoral Impact Survey (CSIS) 7
2.2 Survey participant groups 8
2.3 Survey waves 8
2.4 Survey distribution 2013 9

3. Profile: how representative is the respondent sample? **11**
3.1 All Wave 3 Survey Schools 11
3.2 What are the characteristics of Wave 3 survey responders' schools and how do they compare with all Wave 3 Survey schools? 14
3.3 What are the characteristics of Wave 3 survey completer schools and how do they compare with all Wave 3 schools? 17
3.4 Were there any differences between those who were exited from the Wave 3 survey, and those who completed the Wave 3 survey? 20

4. Profile of survey completers: demographic data **22**
4.1 Demographics of principal completers 22
4.2 Demographics of executives who completed the survey 23
4.3 Respondent teacher demographics 23

5. 2012 LSES NP cohort completers' perceptions of changes mid-way through the SSNP **26**
5.1 2012 LSES NP Principals' views about changes resulting from participation in the SSNP 27
5.2 2012 LSES NP Executives' views about changes resulting from participation in the SSNP 38
5.3 2012 LSES NP Teachers' views about changes since commencing in the SSNP 47
5.4 Comparison of 2012 LSES NP principals', executives' and teachers' responses to common outcomes questions 56
5.5 2012 LSES NP Conclusion 58

6. 2009-10 LSES NP cohort completers' perceptions of changes at the end of the SSNP 60
6.1 2009-10 LSES NP Principals' views about changes resulting from participation in the SSNP 61
6.2 2009-10 LSES NP Executives' views about changes resulting from participation in the SSNP 75
6.3 2009-10 LSES NP Teachers' views about changes resulting from participation in the SSNP 83
6.4 Comparison of 2009-10 LSES NP principals', executives' and teachers' responses to common outcomes questions 93
6.5 2009-10 LSES NP Conclusion 95

7. 2011 ITQ NP cohort completers' perceptions of changes at the end of the SSNP 97
7.1 2011 ITQ NP Principals' views about changes resulting from participation in the SSNP 98
7.2 2011 ITQ NP Executives' views about changes resulting from participation in the SSNP 110
7.3 2011 ITQ NP Teachers' views of changes resulting from participation in the SSNP 118
7.4 Comparison of 2011 ITQ NP principals', executives', and teachers' responses to common outcomes questions 127
7.5 2011 ITQ NP Conclusion 131

8. How staff see the SSNPs working—successful strategies, significant changes and challenges: Midpoint and Endpoint cohorts 132
8.1 Overview 133
8.2 Other challenges in implementing the SSNP 148
8.3 Conclusions 149

9. 2009 LN NP cohort completers' perceptions of changes at the end of the SSNP 151
9.1 2009 LN NP Principals' views about changes resulting from participation in the SSNP 152
9.2 2009 LN NP Executives' views of changes resulting from participation in the SSNP 165
9.3 2009 LN NP Teachers' views of changes resulting from participation in the SSNP 174
9.4 Comparison of 2009 LN NP principals', executives' and teachers' responses to common outcomes questions 183
9.5 2009 LN NP Conclusion 186

10. 2009 LN NP Respondents' views on sustainability of SSNP strategies 187
10.1 Strategies schools were able to maintain 187
10.2 Strategies schools were not able to maintain 189
10.3 Significant challenges in sustaining activities started under the SSNP and why 192
10.4 Is there anything else you would like to tell us that we haven't already asked about SSNP in your school? 192

11. Factors influencing reported improvements in teaching capacity as rated by Principals, Executives and Teachers 193
11.1 Introduction 193
11.2 The associations between SSNP activities and teaching capacity or teaching skills 194
11.3 The influence of contextual factors on improved teaching capacity/ teaching skills 200
11.4 Conclusion 203

12. Factors influencing reported improvements in Principals' and Executives' own leadership capacities 205
12.1 Introduction 205
12.2 The association between SSNPs activities and gains in leadership capacity 206
12.3 The influence of contextual factors on improved principal and executive own leadership capacity 210
12.4 Conclusion 211

Appendix 1: Characteristics of Schools 213

Appendix 2: Demographic Characteristics of Respondents 215

Appendix 3: Detailed approach to quantitative analysis of responses to closed survey questions 218
Comparing characteristics of respondents' schools and Wave 3 schools 218
Summary variables 218
Testing 2011 and 2013 survey responses for significant differences 219
Change in teaching capacity and leadership – regression analysis 219
Change in staffing – chi-square tests 219
The strength of the evidence 220

Appendix 4: Summary variables composition 222

Appendix 5: Regression model statistics 231
Dependent and independent variables selection 231
Linear Regression model – description and statistics 232

Appendix 6: Successful strategies and ratings of cost effectiveness in the Endpoint and Midpoint cohorts 236

Appendix 7: Detailed approach to analysis of responses to open-ended survey questions 242
Qualitative data collected 242
Sample for analysis 242
The coding framework — a way to organise qualitative data 244
Testing and refining the coding framework 248

Appendix 8: Reasons for testing contextual factors 249

Appendix 9: 2012 LSES NP cohort completers' perceptions of changes at the end of the SSNP 250

2012 LSES NP Principals' views about changes resulting from participation in the SSNP....250
2012 LSES NP Executives' views about changes resulting from participation in the SSNP....259
2012 LSES NP Teachers' views about changes since commencing the SSNP....266

Appendix 10: 2009-10 LSES NP cohort completers' perceptions of changes at the end of the SSNP....274
2009-10 LSES NP Principals' views about changes resulting from participation in the SSNP....274
2009-10 LSES NP Executives' views about changes resulting from participation in the SSNP....283
2009-10 LSES NP Teachers' views about changes since commencing the SSNP....290

Appendix 11: 2011 ITQ NP cohort completers' perceptions of changes at the end of the SSNP....297
2011 ITQ NP Principals' views about changes resulting from participation in the SSNP....297
12.5 2011 ITQ NP Executives' views about changes resulting from participation in the SSNP....307
12.6 2011 ITQ NP Teachers' views about changes since commencing the SSNP....314

Appendix 12: 2009 LN NP cohort completers' perceptions of changes at the end of the SSNP....321
12.7 2009 LN NP Principals' views about changes resulting from participation in the SSNP....321
12.8 2009 LN NP Executives' views about changes resulting from participation in the SSNP....330
12.9 2009 LN NP Teachers' views about changes since commencing the SSNP....337

Tables

Table 1. Survey distribution 9

Table 2. Number of survey completers and the number of schools they came from 10

Table 3. Comparison of the characteristics of schools returning one or more surveys with All Wave 3 schools 13

Table 4. The spread of survey completers across school affiliations 18

Table 5. The spread of principals across school affiliations compared to all completer schools and all Wave 3 schools 19

Table 6. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2012 LSES Principals 35

Table 7. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2012 LSES NP Executives 46

Table 8. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2012 LSES NP Teachers 54

Table 9. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2012 LSES NP) 57

Table 10. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009-10 LSES NP Principals 69

Table 11. LSES NP schools: Impact of location on the implementation/ maintenance of the SSNP's by staff profile (% schools rated impact) 74

Table 12. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009-10 LSES NP Executives 82

Table 13. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009-10 LSES NP Teachers 91

Table 14. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2009-10 LSES NP) 94

Table 15. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2011 ITQ Principals 106

Table 16. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2011 ITQ NP Executives 117

Table 17. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2011 ITQ NP Teachers 125

Table 18. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2011 ITQ NP) 128

Table 19. Number of respondents school pairs by survey group, 2011 ITQ NP 130

Table 20. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009 LN NP Principals 160

Table 21. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009 LN NP Executives 172

Table 22. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009 LN NP Teachers 181

Table 23. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2009 LN NP) 184

Table 24. Number and proportion of respondents to the sustainably survey who reported their school had been able to sustain this strategy 188

Table 25. Number and proportion of respondents to the sustainably survey who reported their school would be unable to sustain this strategy 191

Table 26. Independent SSNP summary variables used in regression model to test for association with improved teaching capacity for each respondent group (significant associations highlighted in yellow) 199

Table 27. Independent contextual variables used in regression model to test association with improved teaching capacity for each respondent group 203

Table 28. Independent SSNP summary variables used in regression model to test for association with improved own leadership capacity, for each respondent group .. 209

Table 29. Independent contextual variables used in regression model to test association with improved own leadership capacity for each respondent group 211

Table 30. Characteristics of all participating schools, respondents schools and completers schools (schools returning one or more surveys) 213

Table 31. Demographic data: principals (based on completed survey data) 215

Table 32. Demographic data: executives (based on completed survey data) 215

Table 33. Demographic data: teachers (based on completed survey data) 216

Table 34. Summary variables and key outcomes by domain, for Principals, Executives and Teachers 222

Table 35. Independent variables initially included in the analysis 232

Table 36. Improved teaching capacity-regression model statistics 233

Table 37. Improved leadership capacity - regression model statistics 235

Table 38. Per cent of respondents in the Endpoint and Midpoint cohorts identifying each strategy as the most or second most successful strategy implemented under the SSNP, by respondent group and cohort 236

Table 39. Per cent of total respondents in the Endpoint and Midpoint cohorts identifying each strategy as the most or second most successful strategy implemented under the SSNP, by respondent group 237

Table 40. Proportion of total principals in the Endpoint and Midpoint cohorts identified strategy as either the most or second most effective strategy and proportion who indicated the strategy was also cost effective 239

Table 41. Proportion of total executives in the Endpoint and Midpoint cohorts identified strategy as either the most or second most effective strategy and proportion who indicated the strategy was also cost effective 240

Table 42. Number of qualitative responses by question 242

Table 44. Coding framework: Most significant, educationally important, changes and why .. 245

Table 45. Coding framework: significant changes, why and consequences 246

Table 46. General codes 248

Table 47. Contextual factors tested and reason for testing 249

Table 48. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP) 250

Table 49. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2012 LSES NP) 251

Table 50. 2012 LSES NP Principals' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP 253

Table 51. 2012 LSES NP Principals' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP 254

Table 52. Principals' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2012 LSES NP) 255

Table 53. Principals' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2012 LSES NP) 256

Table 54. Principals' views of SSNP effects on sector support for/adding value to school implementation since commencing in the SSNP (2012 LSES NP) 256

Table 55. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2012 LSES NP) 258

Table 56. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP) 259

Table 57. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2012 LSES NP) 260

Table 58. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2012 LSES NP) 262

Table 59. 2012 LSES NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP 263

Table 60. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2012 LSES NP) 264

Table 61. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2012 LSES NP) 265

Table 62. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2012 LSES NP) 266

Table 63. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2012 LSES NP) 267

Table 64. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2012 LSES NP) 268

Table 65. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2012 LSES NP) 269

Table 66. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2012 LSES NP) 271

Table 67. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2012 LSES NP) 272

Table 68. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2012 LSES NP) 273

Table 69. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP) 274

Table 70. Principals' perceptions of changes in teaching, learning and professional development since commencing in SSNP (2009-10 LSES NP) 275

Table 71. Principals' perceptions of changes in developing instructional leadership/ leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP) 277

Table 72. Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in SSNP (2009-10 LSES NP) 278

Table 73. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in SSNP (2009-10 LSES NP) 279

Table 74. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in SSNP (2009-10 LSES NP) 280

Table 75. Principals' perceptions of SSNP effects on sector support for/ adding value to school implementation since commencing in SSNP (2009-10 LSES NP) 280

Table 76. Principals' perceptions of school/system alignment since commencing in the SSNP (2009-10 LSES NP) 282

Table 77. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP) 283

Table 78. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009-10 LSES NP) 284

Table 79. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP) 286

Table 80. 2009-10 LSES NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP 287

Table 81. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP) 288

Table 82. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP) 289

Table 83. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2009-10 LSES NP) 290

Table 84. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2009-10 LSES NP) 291

Table 85. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2009-10 LSES NP) 291

Table 86. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP) 293

Table 87. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP) 294

Table 88. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP) 295

Table 89. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2009-10 LSES NP) 295

Table 90. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP) 297

Table 91. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2011 ITQ NP) 298

Table 92. 2011 ITQ NP Principals' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP 300

Table 93. 2011 ITQ NP Principals' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP 301

Table 94. Principals' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2011 ITQ NP) 302

Table 95. Principals' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2011 ITQ NP) 303

Table 96. Principals' views of SSNP effects on sector support for/adding value to school implementation since commencing in the SSNP (2011 ITQ NP) 303

Table 97. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2011 ITQ NP) 306

Table 98. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP) 307

Table 99. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2011 ITQ NP) 308

Table 100. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2011 ITQ NP) 310

Table 101. 2011 ITQ NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP 311

Table 102. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2011 ITQ NP) 312

Table 103. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2011 ITQ NP) 313

Table 104. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2011 ITQ NP) 314

Table 105. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2011 ITQ NP) 315

Table 106. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2011 ITQ NP) 316

Table 107. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2011 ITQ NP) 317

Table 108. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2011 ITQ NP) 318

Table 109. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2011 ITQ NP) 319

Table 110. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2011 ITQ NP) 320

Table 111. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009 LN NP) 321

Table 112. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009 LN NP) 322

Table 113. 2009 LN NP Principals' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP 324

Table 114. 2009 LN NP Principals' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP 325

Table 115. Principals' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2009 LN NP) 326

Table 116. Principals' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2009 LN NP) 327

Table 117. Principals' views of SSNP effects on sector support for/adding value to school implementation since commencing in the SSNP (2009 LN NP) 327

Table 118. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2009 LN NP) 329

Table 119. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009 LN NP) 330

Table 120. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009 LN NP) 331

Table 121. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2009 LN NP) 333

Table 122. 2009 LN NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP 334

Table 123. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2009 LN NP) 335

Table 124. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2009 LN NP) 336

Table 125. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2009 LN NP) 337

Table 126. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2009 LN NP) 338

Table 127. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2009 LN NP) 339

Table 128. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009 LN NP) 340

Table 129. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2009 LN NP) 341

Table 130. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2009 LN NP) 342

Table 131. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2009 LN NP) 343

Figures

Figure 1. 2012 LSES NP Principals' perceptions of improvements in teacher capacity since commencing in the SSNP 28

Figure 2. 2012 LSES NP Principals' perceptions of improvements in their own leadership capacity since commencing in the SSNP 28

Figure 3. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP) 29

Figure 4. 2012 LSES NP Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP 30

Figure 5. Principals' views about the impact of HATs or equivalent on support for teachers professional learning 31

Figure 6. Principals' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2012 LSES NP) 31

Figure 7. 2012 LSES NP Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in the SSNP 32

Figure 8. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2012 LSES NP) 33

Figure 9. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (LSES 2012 NP) 33

Figure 10. Principals' views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2012 LSES NP) 34

Figure 11. Principals' views of SSNP effects on school/system alignment since commencing in the SSNP (2012 LSES NP) 35

Figure 12. Staffing impacts on 2012 LSES NP schools 38

Figure 13. 2012 LSES NP Executives' perceptions of improvements in teacher capacity since commencing in the SSNP 40

Figure 14. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP) 41

Figure 15. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2012 LSES NP) 42

Figure 16. Impact of HATs or equivalent on support for teachers' professional learning 42

Figure 17. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2012 LSES NP) 43

Figure 18. Executives' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP (2012 LSES NP) 44

Figure 19. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2012 LSES NP) 44

Figure 20. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2012 LSES NP) 45

Figure 21. Teachers' perceptions of overall change since commencing in the SSNP (2012 LSES NP)....47

Figure 22. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2012 LSES NP) 48

Figure 23. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2012 LSES NP) 49

Figure 24. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2012 LSES NP) 50

Figure 25. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2012 LSES NP)....51

Figure 26. Impact of HATs or equivalent on support for teachers' professional learning 51

Figure 27. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2012 LSES NP)....52

Figure 28. Teachers' perceptions of school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2012 LSES NP)....53

Figure 29. Teachers' perceptions of their engagement with schools' strategic direction, goals, and expectations since commencing in the SSNP (2012 LSES NP)....53

Figure 30. Comparison of principals', executives' and teachers' views on the impact of HATs or equivalent positions on teachers' professional learning 58

Figure 31. 2009-10 LSES NP Principals' perceptions of improvements in teacher capacity since commencing in the SSNP 62

Figure 32. 2009-10 LSES NP Principals' percpetions of improvements in their own leadership capacity since commencing in the SSNP 62

Figure 33. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP)....63

Figure 34. 2009-10 LSES NP Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP....64

Figure 35. Principals' views about the impact of HATs or equivalent on support for teachers professional learning....64

Figure 36. Principals' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP) 65

Figure 37. 2009-10 LSES NP Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in the SSNP 66

Figure 38. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP) 66

Figure 39. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP) 67

Figure 40. Principals' views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2009-10 LSES NP) 68

Figure 41. Principals' perceptions of school/ system alignment since commencing in the SSNP (2009-10 LSES NP) 68

Figure 42. Staffing impacts on 2009-10 LSES NP schools 73

Figure 43. Executives' perceptions of improvements in teachers capacity and their own leadership capacity, since commencing in the SSNP (2009-10 LSES NP) 76

Figure 44. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP) 77

Figure 45. Executives' perceptions about whether the SSNP has improved teaching, learning and professional development since commencing in SSNP (2009-10 LSES NP) 78

Figure 46. Executives' views about the impact of HATs or equivalent on support for teachers' professional learning (2009-10 LSES NP) 78

Figure 47. Executives' perceptions of changes in developing instructional leadership/ leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP) 79

Figure 48. Executives' perceptions about whether the SSNP has improved planning, policy, action and resourcing (internal) since commencing in the SSNP (2009-10 LSES NP) 80

Figure 49. Executives' perceptions of improvements in planning, policy, action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP) 80

Figure 50. Executives' perceptions about whether the SSNP has improved planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP) 81

Figure 51. Teachers' perceptions of overall change since commencing in the SSNP (2009-10 LSES NP) 83

Figure 52. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2009-10 LSES NP) 84

Figure 53. LSES NP Teachers' views about the impact of HATs or equivalent on support for teachers' professional learning 85

Figure 54. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2009-10 LSES NP) 85

Figure 55. Teachers' perceptions about improvements to their professional learning outcomes since commencing in the SSNP (2009-10 LSES NP) 86

Figure 56. Teacher's perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP) 87

Figure 57. Teacher perceptions of school outcomes (internal) from teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP) 88

Figure 58. Teachers' perceptions of school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP) 89

Figure 59. Teachers' perceptions of the their engagement with their school's strategic direction, goals and expectations since commencing in the SSNP (2009-10 LSES NP) 90

Figure 60. Comparison if principals', executives' and teachers'' views on the impact HATs or equivalent positions have had since the SSNP commenced (2009-10 LSES NP) 95

Figure 61. Principals' perceptions of improvements in teacher capacity since commencing in the SSNP (2011 ITQ NP) 99

Figure 62. Principals' perceptions of improvements in their own leadership capacity since commencing in the SSNP (2011 ITQ NP) 99

Figure 63. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP) 100

Figure 64. Principals' perceptions of changes in teaching, learning and professional development since commencing in SSNP (2011 ITQ NP) 101

Figure 65. Principals' views about the impact of HATs or equivalent on support for teachers professional learning 101

Figure 66. Principals' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2011 ITQ NP) 102

Figure 67. Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in SSNP (2011 ITQ NP) 103

Figure 68. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP) 103

Figure 69. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP) 104

Figure 70. Principals' perceptions of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2011 ITQ NP) 105

Figure 71. Principals' perceptions of school/system alignment since commencing in the SSNP (2011 ITQ NP) 106

Figure 72. Staffing impacts on 2011 ITQ NP schools 109

Figure 73. 2011 ITQ NP Executives' perceptions of improvements in teacher capacity and their own leadership capacity, since commencing in the SSNP (2011 ITQ NP) 111

Figure 74. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP) 112

Figure 75. Executives' perceptions of improvements in teaching, learning and professional development since commencing in the SSNP (2011 ITQ NP) 113

Figure 76. Executives' views of the impact of HATs or equivalents on support for teachers' professional learning (2011 ITQ NP) 113

Figure 77. Executives' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2011 ITQ NP) 114

Figure 78. Executives' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP (2011 ITQ NP) 115

Figure 79. Executives' perceptions of improvements in planning, policy, action and resourcing (community) since commencing in the SSNP (2011 ITQ NP) 115

Figure 80. Executives' perceptions of improvements in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2011 ITQ NP) 116

Figure 81. Teachers' perceptions of overall change since commencing in the SSNP (2011 ITQ NP) 118

Figure 82. Teachers' perceptions of improvements to their professional learning experiences since commencing in the SSNP (2011 ITQ NP) 119

Figure 83. ITQ NP Teachers' views about the impact of HATs or equivalent on support for teachers' professional learning 120

Figure 84. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2011 ITQ NP) 120

Figure 85. Teachers' perceptions of improvements to their professional learning outcomes since commencing in the SSNP (2011 ITQ NP) 121

Figure 86. Teachers' perceptions of school actions to support teachers learning and professional development since commencing in the SSNP (2011 ITQ NP) 122

Figure 87. Teachers' perceptions of school outcomes (internal) from teacher learning and professional development since commencing in the SSNP (2011 ITQ NP) 122

Figure 88. Teachers' perceptions of school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2011 ITQ NP) 123

Figure 89. Teachers' perceptions of their engagement with their school's strategic directions, goals and expectations since commencing in the 2011 ITQ SSNP 124

Figure 90. Comparison of principals', executives' and teachers' views in the impact HATs or equivalent positions have had since the SSNP commenced (2011 ITQ NP) 129

Figure 91. 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 130

Figure 92. Per cent of 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 136

Figure 93. Per cent of respondents who identified funding to provide relief time for teachers 137

Figure 94. Per cent of 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 139

Figure 95. Per cent respondents who identified changes to ways of working in the classroom, other programs for students and 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 140

Figure 96. Per cent of respondents who identified new staffing arrangements as the most or second most successful strategy implemented under the SSNP by respondent group and survey cohort 142

Figure 97. Per cent of 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 143

Figure 98. Per cent of 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 145

Figure 99. Per cent of respondents who identified external collaboration as the most or second most successful strategy implements under the SSNP by respondent group and survey cohort 147

Figure 100. Principals' perceptions of improvements in teacher capacity resulting from participation in the SSNP (2009 LN NP) 153

Figure 101. Principals' perceptions of improvements in their own leadership capacity resulting from participation in the SSNP (2009 LN NP) 153

Figure 102. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring resulting from participation in the SSNP (2009 LN NP) 154

Figure 103. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009 LN NP) 155

Figure 104. Principals' views about the impact of HATs or equivalent on support for teachers professional learning 155

Figure 105. Principals' perceptions of changes in developing instructional leadership/ leadership for learning capacity resulting from participation in the SSNP (2009 LN NP) 156

Figure 106. Principals' perceptions of changes in planning, policy, action and resourcing (internal) since concluding the SSNP (2009 LN NP) 157

Figure 107. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2009 LN NP) 158

Figure 108. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since concluding the SSNP (2009 LN NP) 158

Figure 109. Principals' perceptions of SSNP effects on sector support for/ adding value to school SSNP implementation (2009 LN NP) 159

Figure 110. Principals' perceptions of school/system alignment since concluding the SSNP (2009 LN NP) 160

Figure 111. Staffing impacts on 2009 LN NP schools 164

Figure 112. Executives' perceptions of improvements in teaching capacity and their own leadership capacity, since concluding the SSNP (2009 LN NP) 166

Figure 113. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing the SSNP (2009 LN NP) 167

Figure 114. Executives' perceptions of improvements to teaching, learning and professional development since concluding the SSNP (2009 LN NP) 168

Figure 115. Executives' views of the impact of HATs or equivalent on support for teachers' professional learning (2009 LN NP) 168

Figure 116. Executives' perceptions of changes in developing instructional leadership/ leadership for learning capacity since concluding the SSNP (2009 LN NP) 169

Figure 117. Executives' perceptions of SSNP improvements to planning, policy, action and resourcing (internal) since concluding in the SSNP (2009 LN NP) 170

Figure 118. Executives' perceptions of improvements in planning, policy, action and resourcing (community) since concluding the SSNP 171

Figure 119. Executives' perceptions of improvements in planning, policy, action and resourcing (collaboration) since concluding the SSNP (2009 LN NP) 171

Figure 120. Teachers' perceptions of overall change since participation in the SSNP 174

Figure 121. Teachers' perceptions of improvements to their professional learning experiences since concluding the SSNP (2009 LN NP) 175

Figure 122. 2009 LN NP Teachers' views of the impact of HATs or equivalent on support for teachers' professional learning 176

Figure 123. Teachers' views of changes in leadership and collaboration since concluding the SSNP 176

Figure 124. Teachers' perceptions of improvements to their professional learning outcomes since commencing in the SSNP (2009 LN NP) 177

Figure 125. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009 LN NP) 178

Figure 126. Teachers' perceptions of school outcomes (internal) from teacher learning and professional development since concluding the SSNP 179

Figure 127. Teachers' perceptions of school outcomes (external) from teacher learning and professional development 179

Figure 128. Teachers' perceptions of engagement with their school's strategic direction, goals and expectations since concluding the SSNP (2009 LN NP) 180

Figure 129. Comparison of principals', executives' and teachers' views on the impact of HATs or equivalent positions on teachers' professional learning 185

Figure 130. Factors significantly associated with improved teaching capacity/skill 195

Figure 131. Factors significantly associated with improved leadership capacity 206

Abbreviations and acronyms

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 NP	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

2013 CSIS: Highlights

Findings common to all NPs

- In 2013, general improvement across all domains; greatest gains seen in teacher professional development and instructional leadership.
- In 2013, changes seen were largely free of contextual factors such as school size or location, and instead showed strong associations with NP initiatives, particularly those that targeted teaching and professional development practices, increased opportunities for leadership, increased collaboration, and changes to the whole school culture.
- Improvements were most clearly seen when schools were currently participating in partnerships, with some decreases in improvements reported after the NP had ended.
- Comparing 2011 CSIS to 2013 CSIS results showed the greatest areas of improvement were in the quality of professional dialogue around teaching and learning processes and the greater contribution of teachers these processes. Collective responsibility for teaching was stronger and the analysis of student data had increased.
- In general, principals reported a more improvement than did executives, with teachers reporting the smallest gains.
- Main positives identified by schools from participating in NPs: staffing changes such as the introduction of Highly Accomplished Teachers, additional funding for casual and part-time staff, were generally positively, greater access to professional development, mentoring and training for teachers.
- Main challenges: staffing issues, teacher attitudes and ways of working, providing professional development without disruption to classes, sustaining the partnership when the NP funding ends, and increased workload associated with NP partnership.

Findings for specific NPS

Changes were to some degree dependent on which NP schools had participated in.

- Lower Socio- economic status schools (LSES NP) reported greatest gains across the range of CSIS domains compared to other NPs
- Improving Teacher Quality schools (ITQ NP) reported smaller gains, although these were still significant
- Many of the changes made during the LN NP were able to be sustained at two years post participation, especially those identified as school priorities; an average 6.4 strategies were maintained and 3.2 strategies were not. The loss of SSNP funding, particularly relief funding and funding for specialist support positions impacted on sustainability.

Executive summary

This report presents the findings of the 2013 Cross-sectoral Impact Survey (CSIS), based on responses from 590 of the 936 NSW schools participating in a Smarter School National Partnership (SSNP). This is the third and final CSIS Findings Report, and follows the report of Wave 1 (2011) and Wave (2012). The 2013 CSIS provides a snapshot of the extent of change achieved by four cohorts of schools:

- National Partnership on Low Socio-economic Status School Communities (LSES NP) 2012-2015 cohort schools **midway**[1] through their participation in the SSNP;
- National Partnership on LSES NP 2009/10-2012/13 cohort schools at the **end-point** of their participation in the SSNP;
- National Partnership on Improving Teacher Quality (ITQ NP) 2011-2013 cohort one year after Commonwealth funding ceased, with government schools at the **end-point** of their participation in an additional year of State Government funding[2], and
- National Partnership on Literacy and Numeracy (LN NP) schools **two years after the end** of their participation in the SSNP.

Completed responses were received from 294 schools and 1,525 individuals: 137 principals, 445 executives and 943 teachers. In considering the findings of the CSIS, the different foci and stages of implementation of the SSNPs should be taken into account.

Summary of key findings

The CSIS was developed to inform overall assessments of the effectiveness of the SSNPs across 6 key domains (Box 1), and findings are therefore presented in relation to these domains. Results from the 2013 CSIS are also compared to results from the 2011 CSIS in order to evaluate extent of change over time.

1. Management/Accountability/Planning/Evaluation/Monitoring
2. Teaching, Learning and Professional Development
3. Developing Instructional Leadership/Leadership for Learning Capacity
4. Planning, policy, action, resourcing (both internal and external)
5. SSNP effects on sector support for school implementation (Principals only)
6. School/System alignment (Principals only)

[1] However, it must be noted that the LSES NP was terminated at the end of 2013 with the introduction of NERA

[2] The partnership was in place from 2010-2011: however, state funding for the Centre for Excellence (C4E) initiative was extended an extra year

Changes across the domains of the CSIS

Respondents from all partnerships reported improvements in the majority of CSIS domains, with greatest gains seen in the domains of teacher professional development and instructional leadership. Changes in some domains, such as management and accountability were slower to manifest than changes in teacher professional development and instructional leadership.

Changes across the different Partnerships

LSES NP cohorts reported greatest gains across the range of CSIS domains, while respondents from the ITQ NP reported smaller gains. However, in 2013, ITQ schools were in the 'transition' year following the cessation of the ITQ NP[3], which may be the reason for slightly smaller rates of reported change. In addition, although rates of change were smaller, 2013 ITQ results indicate that many improvements made as a result of participation in the SSNP had been sustained into the transition year.

Changes before, during and after Partnership Participation

For the LSES NP who were surveyed both prior to and during their partnership participation, all respondents reported more gains during the partnership than prior to commencement, as would be expected. Similarly, for the LN partnership who completed the CSIS survey both during and two years after participation, greater gains were seen during partnership participation in 2011. However, results of the 2013 survey indicate that many of the changes made during the NP were able to be sustained at two years post participation.

Changes over time

The greatest areas of improvement compared to the 2011 survey results were in the quality of professional dialogue around teaching and learning processes in the school and the greater contribution of teachers to improving teaching and learning processes. All three respondent groups concurred about gains in the quality of professional dialogue around teaching and learning processes, with respondents indicating that professional dialogue around teaching was of higher quality, the collective responsibility for teaching was stronger and analysis of student data had increased.

[3] The 'transition year' was funded solely by the State government. Schools could choose which strategies to sustain during the transition year, and some chose not to continue formal relationships with spoke schools – thus, not all government ITQ NP hub or spoke schools had this role in 2013.

Changes across the three respondent groups

In general, principals reported a greater extent of change as a result of partnership participation than did executives, with teachers reporting the smallest gains. These differences may reflect respondent's 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.

Changes related to staffing

Impact of Highly Accomplished Teachers in schools at 2013

The majority of respondents were very positive about the involvement of HATs, although principals were more likely to report large positive impacts than were executives and teachers. This could be because principals may be bringing a broader perspective when rating the impact than do executives and teachers.

The impact of changes to staff arrangements in LSES NP schools at 2013

Most schools had experienced changes in staff since commencing their partnerships but principals were generally positive about the impact of staffing changes - such as having temporary or casual teachers - on the implementation and maintenance of the SSNP. However, changes in the membership of their executive staff were at times reported to have a negative impact.

Factors influencing change

Teaching capacity and teaching skills

Gains in teaching capacity and teaching skills appear to be influenced less by the context within which a school is operating and more so by SSNP initiatives, in particular those that directly target teaching and professional development practices and changes to the whole school culture. The more gains schools make in teacher learning and professional development, the greater the improvements in teaching capacity. This significant association was strong and held across principal, executive and teacher survey variants. Gains at the level of planning and policy, particularly within each school, also appear to be important.

Leadership capacity

Gains in leadership capacity appear to be influenced most by SSNP initiatives that directly target leadership for learning skills, and to some degree, planning and policy. Such a result could be expected and supports the findings made in the Wave 1 and Wave

2 survey analysis. In this iteration of the survey, there was not a strong influence of context on leadership capacity, with the exception of the proportion of English as a Second Language (ESL) students, is further discussed in Chapter 12.The absence of other significant contextual influences suggests that those SSNP factors that are leading to significant changes are doing so largely irrespective of contextual factors.

Findings about successful strategies, significant changes and challenge

Respondents identified a number of positive SSNP-related changes in their school, such as access to professional development, mentoring and training for teachers. The most common challenges reported in implementing/ maintaining the SSNP initiatives were related to Staffing issues, changing teacher attitudes and ways of working, providing professional development without disruption to classes, sustaining the partnership when the SSNP funding ends, and increased workload resulting from the SSNP.

Which strategies have been sustained two-years after the LN NP ended

LN schools were asked to provide information on those strategies that were and were not maintained in the two years since the NP ended. Overall, principals and executives reported an average of 6.4 strategies they were able to maintain, and 3.2 strategies they were unable to sustain. Respondents spoke about strategies they had maintained being 'priority areas' for their school, or strategies that had been easily embedded into school practice. The main reasons given for SSNP strategies not being sustained was the loss of SSNP funding, particularly relief funding and funding for specialist support positions.

The strength of the evidence

In 2013 CSIS, 63% of all SSNP schools were surveyed, including schools from each of the three Partnerships. The response rate of at least one survey from 50% of schools and the characteristics of respondents' schools— which are fairly representative of all schools participating in an SSNP— mean the Centre for Education Statistics and Evaluation Advisory Council (CESE AC) can be fairly confident that the patterns of change emerging from the descriptive analysis may reflect changes which occurred in schools participating in the SSNPs. However, the findings are based on observational and self-reported data and some findings may be an artefact of the way the survey was constructed, that is both what questions were asked and which questions were asked of which respondent groups.

The qualitative data was inconsistent and sometimes of poor quality, either lacking in explanation or difficult to decipher, which made extracting the intended meaning of some comments difficult. This is the nature of qualitative data given in response to open questions in a survey, which often have limited explanatory power because the views of the person providing the feedback cannot be probed or clarified. The findings, however,

have value in that they can be tested or triangulated with other qualitative data being collected for the strategic level evaluations of the SSNPs and with the quantitative analysis.

In 2013, it was possible to do a longitudinal analysis, which compared responses from the same SSNP cohorts at two time points, (24 months apart). The longitudinal analysis provided stronger insights into the extent and nature of change related to the length of time a school had participated in the SSNPs than was possible in the 2011 or 2012 CSIS analysis. However, only some schools completed a survey at both time points. For example, just under a half of schools from which responses were received from principals in 2013, had previously completed a survey in 2011. As such, the findings will need to be further explored in state level strategic evaluations to be confident about their accuracy.

Regression models, the basis for some of the analyses of the findings in this report, are used to identify 'correlates' of change[4]. But the fact that predictor questions were asked at the same time point as outcome questions precludes our ability to talk about one area as 'causing' change in another. The analysis at this stage can only suggest that certain changes in some areas (e.g. 'teaching, learning and professional development') appear to be associated with outcomes.

Implications for education in NSW

While the findings of the 2013 CSIS are just one source of evidence about the complex and multi-faceted educational reforms, the evidence reiterates and reinforces the lessons highlighted in the 2011 and 2012 CSIS reports. Based on this evidence, potential areas of interest could include:

- Making a four year investment in a reform improves the chances of embedding new practices into the way the school operates, although the withdrawal of specific funding for relief and new staff positions means the intensity with which professional learning can be supported decreases.
- Investing in education reform can bring about improvements in schools and for individual staff members, which can reasonably be expected to result in improved student academic performance and engagement.
- Principals were active in leading reforms. Investment in building principals' instructional leadership is associated with school improvement and increased teacher capacity.
- Investment in teacher learning and professional development was directly associated with increased improvements in individual's teaching skills and teacher capacity at the whole of school level. Two years after the end of the LN NP, professional dialogue around teaching was of higher quality, the collective responsibility for teaching and learning was stronger and analysis of student data

[4] As is customary, all assumptions underlying the regression model were checked, to ensure that the use of this analysis was statistically valid.

had increased. Time focused on teaching practices in staff meetings, mentoring and in-class supports are particularly effective strategies, and require relatively few resources.

- Specialist staffing positions such as HATs are effective strategies to support change in teacher learning and professional development in schools, although work could be done to better meet individual teachers' needs.
- Providing schools with funding and flexibility in staffing arrangements can enable them to focus on professional development where it is needed most.
- At the system level, more may need to be done to encourage and support collaboration with experts and other school staff outside of one's own school.

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 Smarter Schools National Partnership Agreements (SSNP) 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.

While working towards a common overarching goal, each SSNP had its own focus, reform areas and associated strategies, as well as different funding arrangements and levels of flexibility in implementation. Within each SSNP there were a number of different interventions, some of which were mandatory. Recognising international evidence that high quality teaching is the single greatest in-school influence on student engagement and outcomes,[1] all three SSNPs incorporated strategies to improve teacher capacity.

Although the planning phase for all three SSNPs began in 2009, implementation began in different years for different SSNPs and for different cohorts of schools. The SSNPs were also of varying duration. All SSNPs have now ended as a result of the implementation of the new National Education Reform Agreement.

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] Rowe, K.J., 2003 The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling, ACER, Improve Learning, discussion paper prepared on behalf of the Interim Committee for a NSW Institute of Teachers, February 2003.

1.2 National Partnership on Improving Teacher Quality

Under the National Partnership on Improving Teacher Quality (ITQ NP), NSW aimed to:

- 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 and,
- improve the quality and availability of teacher workforce data.

The ITQ NP 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, NSW Government-funded 'transition year' following 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 equivalents)
- 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 and individual approaches to professional learning, and focused on reading, numeracy and the development of leadership capacity.

Whole-school/ whole class reading programs included:

Program	Schools in 2009	Description
Focus on Reading 3-6	37	Focus on Reading 3-6 focuses on the development of effective evidence-based knowledge and practice in relation to teaching reading in Years 3-6, literacy leadership skills and mentoring and coaching classroom teachers. The program also explores reading strategies found to be successful with Aboriginal learners by including localised cultural awareness training and engaging the local community in supporting student reading progress.
Reading to Learn	21	Reading to Learn aims to integrate reading and writing with teaching across the curriculum, at a level of text which is a level beyond which students could achieve independently. The approach taken by Reading to Learn is not to withdraw or treat students differently, but to train teachers to support all the students in their classes to successfully achieve the syllabus outcomes.
Accelerated Literacy	30	Accelerated Literacy leads learners through intensive exploration of the complex grammar in age appropriate, rich texts across the curriculum. The program uses a whole-text approach with students and teacher working as a team to decode the text being investigated, across all achievement levels in a class.
Mindful Learning:[8] Mindful Teaching		'Mindful Learning: Mindful Teaching: What does it mean? How do we do it?' is an inquiry designed by teachers into teaching reading. The program focuses on understanding the context of the learner, assisting the learner to make connections and engage in meta-cognition that is critical in developing self-regulated learners.
First Steps Literacy 2nd Edition — Reading	4	First Steps Literacy 2nd Edition has an emphasis on comprehension, fluency and specific skill development in word and letter knowledge. The program provides teachers with comprehensive 'Maps of Development', based on Vygotsky's zone of proximal learning. These maps help teachers assess and monitor student needs and also provide explicit links to purposeful teaching and learning experiences.

Individual reading programs included:

Program	Schools in 2009	Description
MULTILIT	74	The MULTILIT program incorporates the three key features research shows that effective tuition programs for low-progress readers need to include: • 'phonics' or word attack skills • sight words recognition; and • supported book reading in a one to one context.
Individual Learning Plans	12	Individual Learning Plans are an effective strategy for addressing the learning needs of students at risk. Teachers can draw on a range of programs to design the teaching in a personalised learning plan.
Mindful Learning: Mindful Teaching	8	'Mindful Learning: Mindful Teaching: What does it mean? How do we do it?' is an inquiry designed by teachers into teaching reading. The program focuses on understanding the context of the learner, assisting the learner to make connections and engage in meta-cognition that is critical in developing self-regulated learners.
Working Out What Works	3	Corrective Reading is an explicit instruction approach that was part of the professional development program, Working Out What Works, designed for students who experience difficulty learning to read despite earlier interventions. Lessons are designed to be delivered in small groups of students at the same level or on a one-to-one basis.

Numeracy programs included:

Numeracy Programs	Program	Schools in	Description
Whole school / whole class	Taking Off With Numeracy	41	Teachers will learn how to identify where students' solution methods are breaking down, and how to provide explicit teaching designed to move the students beyond the identified hurdles. Peer numeracy coaches will work alongside teachers to model, team teach, motivate and provide feedback in classrooms, as well as leading professional learning, collaboration and shared reflection.
Individual programs	Learning in Numeracy K-8	1	The program provides teachers with: • knowledge of how students acquire number concepts (the learning framework) • an effective means by which to assess students' level of thinking (the task based one-to-one interview) and • an increased understanding of how they can assist student's progress (the professional development).
	Other whole class	3	• Key features of the Numeracy Matters Program include strengthening the use of the Clinical Interview to assign a Growth Point value to particular students to inform the nature and necessity of intervention strategies.
	Taking Off With Numeracy	28	The individualized teaching and learning processes provide additional support for students at risk of achieving at or below the minimum band in NAPLAN. This is achieved through • identification of the student group to be involved in the focused intervention through diagnostic screening • access to secure digital video case files for students, allocated to expert numeracy case managers who provide specialist feedback and suggestions
	QuickSmart Numeracy	14	QuickSmart Numeracy is a basic skills intervention in the assessment, diagnosis and remediation of basic mathematical skill deficits that impact on the numeracy of students. It is designed for persistently low-achieving students.
	Individual Learning Plans (may include other numeracy	3	Personalised learning plans allow teachers to plan highly structured and responsive teaching and learning that can be specifically tailored to the individual needs and abilities of students.

1.4 National Partnership on Low Socio-economic Status School Communities

The National Partnership on Low Socio-economic Status School Communities (Low SES NP) aimed to provide the best quality teaching in schools where it is most needed. The Partnership provided 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 as did schools in the Literacy and Numeracy NP. Some used the funding to employ additional executive staff to assist with SSNP implementation and lead whole of school professional learning.

The Low SES NP involved four cohorts: 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 undertook a two-year reform extension, which commenced in July 2010 and January 2011 respectively[5].

[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 original 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 collected data from schools participating in the SSNP.[6] It was administered in three waves to account for the differing commencement dates of participating cohorts and the different duration of each Partnership, with administration occurring until 2013.

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 third administration of the survey, the 2013 survey responses.

The Cross-sectoral Impact Survey Project Reference Group, which includes representatives from government, Catholic and the independent school education sectors, guided 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.

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).

2.3.2 The 2013 survey administration

In 2013 the 'e' variant of the survey (i.e. the standard format) was administered to schools in the mid-point of their participation in the 2012 cohort of the LSES NP, and at the end point of their participation in the 2009-10 LSES NP or the 2011 cohort of the ITQ NP. At this time, a sixth survey variant, the 's' survey variant (labelled 's' for sustainability) was also administered to the 2009 LN NP schools two years after their conclusion in the SSNP to examine the sustainability of changes made during their participation in the Partnership. The relevant surveys were distributed to principals at all the 590 schools in these cohorts. These principals were also sent links for the executive survey and the teacher survey where appropriate and forwarded these on to their staff to complete.

2.3.3 Overview of data collection

Table 1 outlines when surveys will be distributed across the full term of CSIS schools. 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
LN 2009–2011	147	e#		2 yr post
LSES 2009/10–2012/13[8]	331	e		e
LSES 2011–2014	191	n^	Mid pt	
LSES 2012–2015	115	p*		Mid pt
ITQ 2010–2011	64	e	e	
ITQ 2011–2013[9]	125	n		e

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 2013

After altering some questions slightly to reflect the sustainability of successful strategies in the 's' survey variant, the 2013 CSIS survey was administered online via Survey Monkey in November 2013 (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 if they became a member of staff in their current school either after Term 1 or Term 2, 2012 for those schools receiving the 'e' survey or after Term 2, 2011 for those schools receiving the 's' survey.

[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 2011–2012: however, state funding for the Centre for Excellence (C4E) initiative has been extended an extra year, hence the 'end' survey in 2013.

2.4.2 Survey responses

At least one completed response was received from 294 (of 590) schools (49%). There were 137 completed responses received from principals (23%). Exact response rates cannot be calculated for teachers and executives, as it is unclear exactly how 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:

- 137 principals from 137 schools
- 445 executives from 186 schools
- 943 teachers from 170 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	137	137	590
Executives	445	186	590*
Teachers	943	170	439**

*surveys were sent to principals to be distributed to executives and teachers in schools selected by CESE to be in surveyed samples; it is therefore unknown the number of schools where the survey was administered to executives and teachers, as this was dependent on distribution by principals
**All 590 schools received principal and executive survey, however only a stratified sample of schools selected by the CESE received the teacher survey (n=439)

Our descriptive analysis shows that the schools that completed the survey were broadly representative of all schools participating in the Partnerships (see Chapter 3 below).

3. Profile: how representative is the respondent sample?

This chapter reports on the profile of

- All Wave 3 survey schools: that is all schools administered a CSIS in 2013
- Responder: Wave 3 schools where at least one member of staff responded to the CSIS, whether completed or not
- Completers: Wave 3 schools where at least one member of staff completed the CSIS. The findings for the report are based on 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 3 schools). Overall, we found that the profile of respondent schools is comparable to that of all schools administered a CSIS in 2013, as is the profile of schools from which at least one staff member completed a survey.

3.1 All Wave 3 Survey Schools

This section reports the profile of all schools in Wave 3 that were sent a CSIS.

3.1.1 What SSNP were Wave 3 schools involved in?

Most schools in the Wave 3 survey (87%) were involved in only one SSNP, either the LN NP, the 2009/10 cohorts of the LSES NP, the 2012 cohort of the LSES NP or the 2011 cohort of the ITQ NP. In the list below we have highlighted the proportion of these schools in multiple partnerships:

- 62% of schools were only in the 2009/10 or 2012 LSES NP cohorts
- 16% of schools were only in the LN NP
- 9% of schools were only in the 2011 ITQ NP cohort
- 8% of schools were in both the 2011 ITQ NP and the 2009/10 or 2012 LSES NP cohorts
- 5% of schools were in both the 2009 LN NP and the 2009/10 or 2012 LSES NP cohorts
- 0.2% of schools were involved in three SSNPs.

Of the schools in the ITQ NP, 22% were hub schools and 78% were spoke schools.

3.1.2 What are the characteristics of Wave 3 Survey schools?

Type and size of Wave 3 Survey schools

- Government schools made up the majority (86%) of Wave 3 Survey schools; Catholic (11%) and Independent (4%) schools made up smaller proportions.

- Just over two-thirds (69%) of Wave 3 Survey schools were primary schools; nearly one-fifth (16%) were secondary schools; combined (11%) and special purpose schools (4%) made up the remainder.

Location of participating schools

Wave 3 Survey schools were located across NSW. South Western Sydney and Western NSW, both with around one-fifth (20-21%), had the highest proportion of participating schools, followed by the North Coast with 14% and new England with 13%.

Smaller numbers of schools were participating from the Illawarra and South East (9%), the Riverina (8%), Hunter/Central Coast (7%), Western Sydney (6%) and Sydney (2%) regions.

In Wave 3, the majority of schools were located in provincial (54%) areas. The remaining schools were mostly located in metropolitan (39%) areas with a small proportion from remote (7%) locations.

Table 3 and Appendix 1 provide full details of participating schools.

Table 3. Comparison of the characteristics of schools returning one or more surveys with All Wave 3 schools

Variable	Values	All Wave 3 schools (n=590)	Respondent schools (n=323)	Completer schools (n=294)
Affiliation	AIS	4%	6%	6%
	CEC	11%	16%	17%
	DEC	86%	79%	78%
Type	Primary	69%	72%	70%
	Secondary	16%	15%	16%
	Combined	11%	11%	11%
	Special	4%	3%	3%
Region	Hunter/ Central Coast	7%	6%	6%
	Illawarra and South East	9%	10%	10%
	New England	13%	11%	10%
	North Coast	14%	13%	13%
	Northern Sydney	0%	0%	0%
	Riverina	8%	9%	10%
	South Western Sydney	21%	24%	26%
	Sydney	2%	3%	2%
	Western NSW	20%	17%	16%
	Western Sydney	6%	7%	8%
Remoteness	Metropolitan	39%	44%	47%
	Provincial	54%	49%	48%
	Remote	7%	7%	5%
Partnerships	LN	16%	16%	17%
	LSES	62%	62%	60%
	ITQ	9%	8%	9%
	LN and LSES	5%	7%	7%
	LN and ITQ	0%	0%	0%
	LSES and ITQ	8%	7%	7%
	LN, LSES and ITQ	0.2%	0%	0%

3.2 What are the characteristics of Wave 3 survey responders' schools and how do they compare with all Wave 3 Survey schools?

This section examines the profile of Wave 3 survey respondents, called 'responders'. 'Responders' includes those schools who exited the survey without completing it and those who completed the survey. Table 3 above compares the characteristics of all Wave 3 schools with survey respondents.

The Wave 3 survey respondent school dataset

There is at least one survey response from 323 (of the 590) participating schools. To identify and account for any particular trends at the school level that could limit the generalizability of the survey findings, we compared the profile of respondents' schools to that of all schools participating in the SSNPs. To assess for significant differences, we compared profiles of non-respondent schools (i.e. schools with no respondents to the survey) with respondent schools (i.e. schools with at least one respondent to any survey) using a chi-square test of independence (with significance set at p=0.05).

Overall, the characteristics of respondent schools are broadly aligned with those of all participating schools, but there are some slight variations by affiliation and remoteness. While the differences were statistically significant, they were small. Where there are lower numbers of respondent schools from certain affiliations or partnerships, these may represent areas where future survey sampling can direct more attention to ensure a representative spread of groups.

3.2.1 What SSNP are Wave 3 respondents' schools involved in?

The majority of respondent schools were in the LSES NP only (62%); 16% were participating in the LN NP only, 8% were participating in only the ITQ NP, 7% were participating in the LN and LSES NP and 7% were participating in the LSES and ITQ NP. These proportions are comparable to the proportions for all Wave 3 schools.

Amongst all the 2011 ITQ NP schools, 22% were hub schools and 78% were spoke schools. The proportion of respondent 2011 ITQ NP spoke schools was smaller than the proportion of spoke schools in the cohort.

3.2.2 What are the characteristics of Wave 3 respondents' schools?

Type and size of respondent's schools

Government schools make up the majority (79%) of respondent schools; 16% are Catholic schools and 6% are Independent schools. Catholic schools are slightly over-represented among respondent schools and government schools are slightly under-represented. These differences are small but statistically significant.

Over two-thirds (72%) of respondent schools are primary schools; 15% are secondary schools and the remainder are combined (11%) and special (3%) schools. These proportions are comparable to the proportions for all Wave 3 schools.

Location of respondents' schools

Respondents' schools are well spread across the regions with 24% from South Western Sydney, 17% from Western NSW, 13% from the North Coast, 11% from New England, 10% from Illawarra and South East, 9% from the Riverina, 7% from Western Sydney, 6% from the Hunter/Central Coast and 3% from Sydney. This spread is comparable to that for all Wave 3 schools, with no statistically significant differences.

Respondents' schools are fairly evenly split between provincial (49%) and metropolitan (44%) locations and only a small number (7%) are remote schools. Among the respondents' schools, metropolitan schools are slightly over-represented and schools from provincial locations are slightly under-represented compared to all Wave 3 schools; these differences are small but statistically significant.

Respondent school characteristics are shown in full in Appendix 1.

Workforce profile – executive team members[10]

Respondent schools had a median of four executive team members in their school with 11% of schools reporting the school had no executive team members and one school reporting the school had 18 executive team members.

More than half (56%) of schools reported having no executive staff working part-time with only 27% of schools having some part-time executive staff. The remaining schools had no executive team members.

The majority of schools (67%) reported having some executive staff members who were inexperienced; just over a quarter of schools with inexperienced staff reported that this group comprised only a small proportion of their executive team (1-10% of executive team members). There was also a reasonably high proportion (30%) of schools with inexperienced staff that indicated that this group made up more than 50% of their executive team.

Under half (42%) of schools had executive team members who were in acting or relieving positions. Of those schools with relieving or acting executive members, more than one third (34%) indicated that 26-50% of their executive team members were in acting or relieving positions. Around one fifth (22%) of these schools reported that more than 50% of all the executive staff members were in acting or relieving positions.

[10] Information about the workforce profile of schools was sourced from principals' responses to survey questions 7 to 15.

Workforce profile – teaching staff (not in executive positions)

Schools had a median of 16 teaching staff in their school with just 6% of schools reporting a teaching staff of one person. One school reported having a teaching staff of 90 persons.

Almost all schools (94%) had some part-time teaching staff members but these most commonly made up 25% or less of all teaching staff. Nevertheless, 14 schools (10%) indicated that part-time staff accounted for more than 50% of all their teaching staff.

Most schools (90%) reported having some teaching staff who were inexperienced, 59% of all schools reported that the inexperienced staff comprised only a small proportion of their teaching staff (1-25% of teaching staff). Again, 14 schools (10%) reported that inexperienced teachers made up more than 50% of their teaching staff.

The majority of schools (94%) reported that casual or temporary teaching staff members were working in their school, with more than half of schools (57%) indicating that this group accounted for 1-25% of their teaching staff. Fifteen 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.

- 43% of principals indicated that teachers in their school were able to access support from a HAT/ Teacher Educator/ LOP or equivalent. More than half (53%) of principals indicated that teachers accessed support on average for 1-8 hours a week. Only eleven schools reported the average amount of hours of support accessed by teachers as more than 16 hours per week.
- 65% of 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.

3.3 What are the characteristics of Wave 3 survey completer schools and how do they compare with all Wave 3 schools?

This section examines the profile of Wave 3 survey respondents who completed the survey (excludes those who exited the survey) with all Wave 3 schools. It is this group of respondents whose data provided the basis for the analysis of the findings.

Overall, the characteristics of schools who responded and those who completed a survey were very similar (Table 3). Twenty-nine schools (with at least one survey) exited the survey and did not complete it.

The Wave 3 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 323 schools who returned at least one survey, 294 schools completed at least one survey. All respondents from the remaining 29 schools exited the survey. In total, there were 1,525 survey completers (137 principals (from 177 respondents), 445 executives (from 563 respondents) and 943 teachers (from 1,229 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, executive and teachers by school

Forty schools had completed surveys from all three respondent groups – principals, executives and teachers, which are 9% of the 439 schools where all three respondent groups were administered a survey.

Table 4. The spread of survey completers across school affiliations

Survey completers	AIS schools	CEC schools	DEC schools	Total schools
No completed respondents	5	14	277	296
Principals only	2	6	26	34
Executives only	1	4	46	51
Teachers only	4	6	40	50
Principals and Executives only	4	10	25	39
Principals and Teachers only	2	6	16	24
Executives and Teachers only	4	7	45	56
Principals, Executives and Teachers	0	10	30	40
Total	**22**	**63**	**505**	**590**

3.3.2 Complete surveys for Wave 3 by school affiliation are broadly comparable to all Wave 3 schools

Overall, the spread of survey completers across school affiliation was similar to that for participating schools, with some minor variation in the principal and teacher profiles.

- The proportional spread of principals who completed the survey across the three school affiliations was somewhat comparable to that for all Wave 3 survey schools. However, Catholic schools were somewhat over-represented and government schools under-represented in the principal surveys (Table 5).
- The proportional spread of executives who completed the survey across the three school affiliations was generally comparable to that for all Wave 3 survey schools.
- The proportional spread of teachers who completed the survey across the three school affiliations was somewhat comparable to that for all Wave 3 schools. As with the principals survey, the Catholic schools were slightly over-represented and government schools under-represented in the teacher surveys.

Table 5. The spread of principals across school affiliations compared to all completer schools and all Wave 3 schools

	AIS	CEC	DEC	Number of schools
Principal completers	6%	24%	71%	137
All completer schools	6%	17%	78%	294
All Wave 3 schools	4%	11%	86%	590

3.3.3 Completed surveys by school type show some variation for executives and teachers when compared to all Wave 3 survey schools

Overall, the spread of survey completers across school type was somewhat similar to that for Wave 3 survey schools 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 3 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 3 survey schools. However, secondary schools were slightly over-represented while the other three school types were slightly under-represented compared to the profile of all Wave 3 schools.
- The proportion of teachers who completed the survey from each school type was somewhat comparable to the profile of all Wave 3 survey schools. Secondary schools were again over-represented with primary and special schools under-represented compared to the profile of all Wave 3 schools.

3.4 Were there any differences between those who were exited from the Wave 3 survey, and those who completed the Wave 3 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' (i.e. those excited 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).

Due to small sample sizes for some cohorts, statistics in this section are purely illustrative percentages.

Overall, although we found some differences in exit rates amongst the different respondent groups and between types of schools, the small numbers of some cohorts mean we are unable to detect if these differences are statistically significant.

3.4.1 Rates of survey completers and exiters are generally comparable across affiliation

Overall, the rate of survey completers and exiters across school affiliation was generally comparable with larger variations for principals.

- The principals from Catholic schools were exited at a higher rate (27%) than those from independent (20%) and government (21%) schools.
- Executives were exited at a somewhat comparable rate across affiliations with Catholic schools exited at a slightly lower rate (15%) than independent (19%) and government (22%) schools.
- The teachers surveyed in Wave 3 were exited at a generally comparable rate across all three school affiliations. Teachers from independent schools exited at a rate of 25% and teachers from government and Catholic schools exited at a rate of 23%.

3.4.2 Rates of survey completers and exiters are somewhat less comparable across school type

Overall, the rate of survey completers and exiters across school type was somewhat comparable with staff from special schools exiting at generally lower rate than staff from other types of schools.

- The principals from combined schools were exited at a higher rate (31%) than those from primary (22%) and secondary (21%) schools. No principals (0%) from special schools were exited from the survey. Again the small sample sizes (only four principals from special schools completed the survey) make these differences difficult to interpret.
- Executives were exited at a somewhat comparable rate across the school types with 19% of executives from primary schools, 23% of executives from combined schools and 25% of executives from secondary schools exited. Much like the exit rates for principals, no executives were exited from special schools; in this case, eight executives went on to complete the survey.
- The teachers surveyed in Wave 3 were exited at a generally comparable rate across school types with teachers from combined (30%) and primary (25%) schools exited at a slightly higher rate than teachers from secondary (18%) and special (20%) schools.

4. Profile of survey completers: demographic data

Survey completers demographic data

Demographic data was analysed by respondent group: 109 'e' survey principals, 28 's' survey principals, 382 'e' survey executives, 63 's' survey executives, 801 'e' survey teachers and 142 's' survey teachers.

Demographic data was analysed by respondent group and survey variant ('e' and 's') within each. Where characteristics were similar across the two survey variants, trends are reported as a whole, with figures in brackets representing the percentage range between the two variants.

4.1 Demographics of principal completers

4.1.1 Principal demographic profile 'e' survey: generally experienced, mostly hands-on, but new to the school

The principals that completed the 'e' survey variant were generally established in their role, with over half (51%) having worked as a principal for **more than five years**. However, more than half of these principals had only been working as **principal at their current school** for less than three years (54%). A small proportion (16%) are **acting or relieving** principal at their school.

The majority of principals completing the 'e' survey variant reported being **personally involved in instructional leadership** within their school with 19% reporting that this task is delegated to others. However, this is a greater proportion of delegated leadership compared to the completers of previous years.

4.1.2 Principal demographic profile 's' survey: very experienced, not new to the school, mostly hands-on

The principals that completed the 's' survey were very established in their role with the majority (80%) having worked as a principal for **more than five years**. These principals were also experienced in their current school with more than half (68%) of the completers having worked at their current school for **more than four years**. A very small proportion of completer respondents (4%) were the **acting or relieving** principal at their current school.

Most of the principals completing the 's' survey variant reported being **personally involved in instructional leadership** within their school with 25% reporting that this

task is delegated to others. However, this is a greater proportion of delegated leadership compared to the completers of previous years.

The difference between the demographics of the 'e' and 's' survey variants may be due to the higher proportion of 'system-exiters' from the 's' survey variant. The 's' survey respondents were required to have been working at their school since before Term 3, 2011 whereas the 'e' survey respondents were required to have been working at their school since before Term 2, 2012 and this may have influenced the data.

The detailed breakdowns of each demographic factor by survey variant are represented in Appendix 2.

4.2 Demographics of executives who completed the survey

4.2.1 Executive demographic profile: generally experienced, in full-time position and not new to the school

Around half of executives who completed either survey variant (50% e survey; 55% s survey) had been working as an executive for **more than five years**. Similarly, more than half (53% e survey; 65 s survey%) of the survey completers had been executives at their **current school for more than four years**. A small proportion (21% e survey; 6% s survey) of executives were working in their current role in either an **acting or relieving** capacity. The majority (93% e survey; 86% s survey) of executives that completed either survey variant reported being employed in a **full-time** position.

4.2.2 One main difference between executive demographics by survey variant

Demographic characteristics of executives are generally consistent across the two survey variants, with one exception.

- There are more executives working in an **acting or relieving** capacity from the 'e' survey variant (21%) compared to the 's' survey variant (6%).

Detailed breakdowns of demographics for executives in each survey variant are presented in Appendix 2.

4.3 Respondent teacher demographics

4.3.1 Teacher demographic profile: very experienced, in full-time positions and not new to school

Across both survey variants, more than half of the teacher respondents (50% e survey; 63% s survey) have been teaching for **more than 10 years**, with a further 21%-22% teaching for five to ten years. Similarly, more than half of teachers (51% e survey; 70% s

survey) had also held their appointments at their **current school** for **more than seven years**.

The majority of teachers who completed the survey were employed on a **full-time** basis (84% e survey; 75% s survey) and were in **permanent** positions (77 e survey; 85% s survey). Only around one-fifth (22% e survey; 16% s survey) were **temporary** staff and very few (1% e survey, 0% s survey) were **casual**.

Education and accreditation: Education level varied across teachers. Just over half (52% e survey; 56% s survey) of the teachers who completed the two survey variants held a Bachelor degree as their highest level of education, while 19-20% held a Graduate diploma and 7-17% held a Masters degree. The remainder held either an Undergraduate diploma (8-13%) a Doctoral degree (0.1%) or another type of qualification (4%).

More than half of the teachers who completed the survey (53% e survey; 51% s survey) held a Professional Competence Accreditation, 6% held a Professional Accomplishment Accreditation and only 1-3% held a Professional Leadership Accreditation. The remaining 40% of teachers 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 (62% e survey; 70% s survey) were not currently undertaking further accreditation. Another 9-14% were currently undertaking Professional Competence Accreditation, 11-13% were currently undertaking a Professional Accomplishment Accreditation and 2-3% were currently undertaking a Professional Leadership Accreditation. Finally, 7-9% 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. Around one-fifth (22% e survey; 15% s survey) of teachers were aged 30 and under, with an even spread of respondents across the age brackets from 30-60. A small number of teachers (6% e survey; 5% s survey) were aged 60 and over.

4.3.2 Two differences between teacher demographics by survey variant

Demographic characteristics of teachers are generally consistent across survey variants, with two exceptions.

- Firstly, teachers in the 's' survey group are slightly **more** likely to have worked as a teacher for more than 10 years (63% compared to 50% in 'e' schools)
- Secondly, teachers in the 's' survey group are also **more** likely to have worked in their current school for more than seven years (70% compared to 51% in 'e' schools).

Detailed breakdowns of demographics for teachers in each survey variant are presented in Appendix 2.

5. 2012 LSES NP cohort completers' perceptions of changes mid-way through the SSNP

This chapter contains a brief description of 2012 LSES NP cohort completers' (from here on referred to as 2012 LSES NP) views on changes in their abilities, practices and schools in their second year of participation 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 (2012 LSES NP cohort)

A total of 454 people completed the survey at midpoint: 29 principals, 105 executives and 320 teachers. For profiles of respondents and the schools in which they work see chapters 3 and 4.

Responses from 2013 have been compared with those of the 657 completers in 2011 from the same cohort: 44 principals, 136 executives and 477 teachers[7].

The 2012 LSES NP schools were previously surveyed in 2011, prior to 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 2013, the 2012 LSES NP respondents reported ongoing improvements across most areas with a greater magnitude of change described compared to the 2011 survey results.

Responses for 2012 LSES NP schools from both the 2011 and 2013 surveys are shown in this chapter. For each summary variable, the percentage of respondents reporting any change (small, moderate, large or very large) is given, followed by the proportion of reporting large or very large change for each survey year. The graphs do not show the proportion of respondents who disagreed with the statements. Participants who responded to the 2011 and 2013 surveys were not able to be reliably matched[12]. We could identify that:

- Principals from 9 schools completed the CSIS survey in 2011 and 2013
- Executives from 21 schools completed the CSIS survey in 2011 and 2013
- Teachers from 26 schools completed the CSIS survey in 2011 and 2013.

[11] The results described for 2011 are different from those presented in the Wave 1 CSIS report as one school had closed between 2011 and 2013 and was therefore not eligible for both surveys

[12] 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

Summary variables were developed for illustrative and analysis purposes. The summary variables 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 summary of responses by domain, which are used in the interpretative analyses. The summary variable results will be provided in this chapter, the results from both years for each survey item are shown in Appendix 9. Where the outcomes from a particular survey item vary greatly from the averaged summary variable, the results will be discussed.

5.1 2012 LSES NP Principals' views about changes resulting from participation in the SSNP

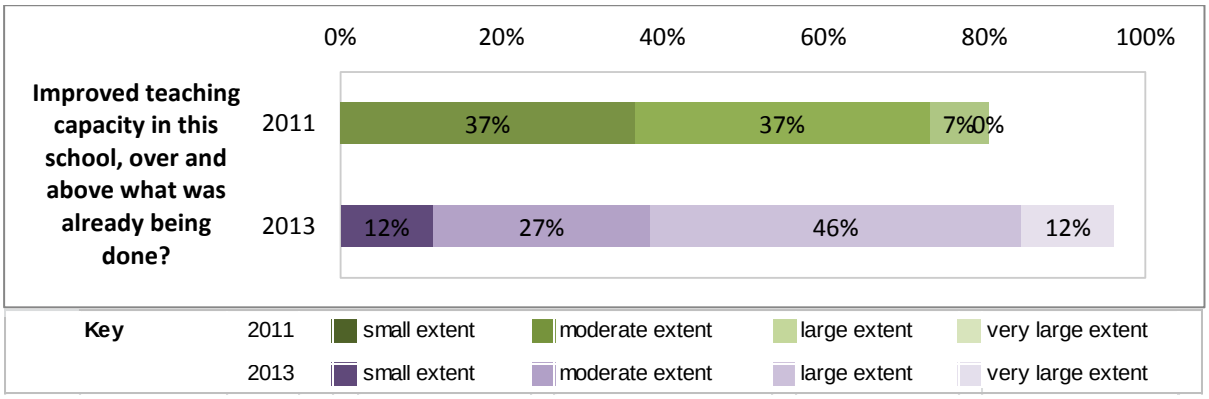
This section is based on the views of 29 principals from 29 schools in the 2012 LSES NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the commencement of the LSES NP in 2012. These findings are contrasted with responses of 44 principals from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). Questions have been grouped on domain, with averaged responses developed for each group of questions[13].

5.1.1 2012 LSES NP overall impact of changes in capacity since commencing the SSNP

Overall, principals were very positive about the impact of the SSNP on capacity in their schools during the second year of participation. Almost all (96%) principals 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 58% reported a large or very large improvement (Figure 1). A smaller proportion (80%) of this cohort reported improvements in 2011 prior to the commencement of the SSNP and the 2013 results illustrate an increase of 51 percentage points on the proportion that reported large or very large improvements.

[13] See Appendix 4

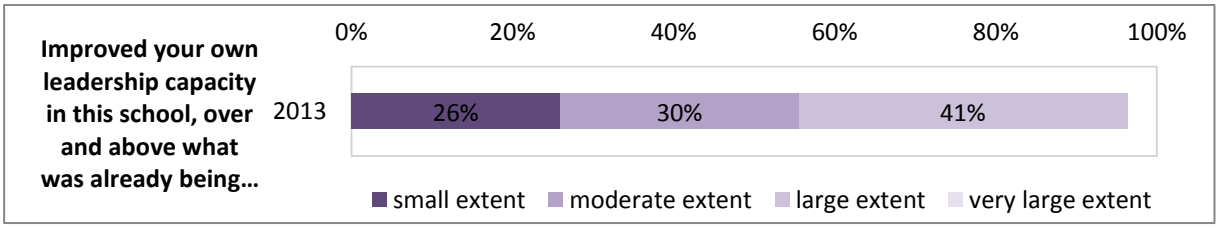
Figure 1. 2012 LSES NP Principals' perceptions of improvements in teacher capacity since commencing in the SSNP



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 41; N 2013 = 26

In the 2013 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 (96%) reported some improvement, and 41% described the improvement as large or very large (Figure 2).

Figure 2. 2012 LSES NP Principals' perceptions of improvements in their own leadership capacity since commencing in the SSNP



Source: Wave 3 CSIS, 2013 (purple). N 2013 = 27

5.1.2 2012 LSES NP Principals' views of management, accountability, planning, evaluation and monitoring since commencing in the SSNP

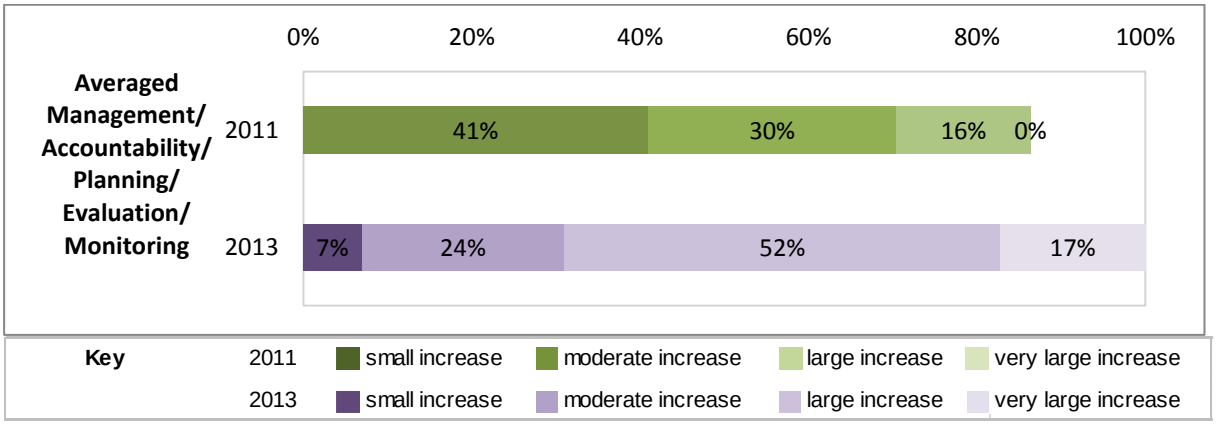
In 2013, the majority of principals reported changes in their schools in the areas of management, accountability, planning, evaluation and monitoring since commencing the SSNP. This is clearly shown in the averaged results for this domain[14], as 52% of principals reported large improvements and 17% very large improvements since commencing the SSNP (Figure 3). This corresponded to a 53 percentage point increase

[14] The averaged results for each domain are the summary variables described above. These variables are described in detail, alongside details of confirmatory factor analysis, in Appendices 3 and 4.

of the proportion that reported large or very large improvements compared to the 2011 results.

The areas of greatest change since commencing the Partnership were in the use of evidence in the school planning processes and in the monitoring of new initiatives and strategies (Appendix 9). These items had increases of 55 and 52 percentage points, respectively, of the proportion of principals that reported large or very large improvements compared to the 2011 results.

Figure 3. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 29

5.1.3 2012 LSES NP Principals' views of teaching, learning and professional development since commencing in the SSNP

In 2013, an average of 96% of principals in 2012 LSES NP schools were very positive about improved outcomes for teachers and students from professional development activities, reporting a moderate, large, or very large increase in this domain since commencing the SSNP. A considerably smaller proportion of (67%) reported improvements in 2011 prior to the commencement of the SSNP. These results demonstrate a large increase in the coverage of positive changes in this domain as a result of participation in the SSNP.

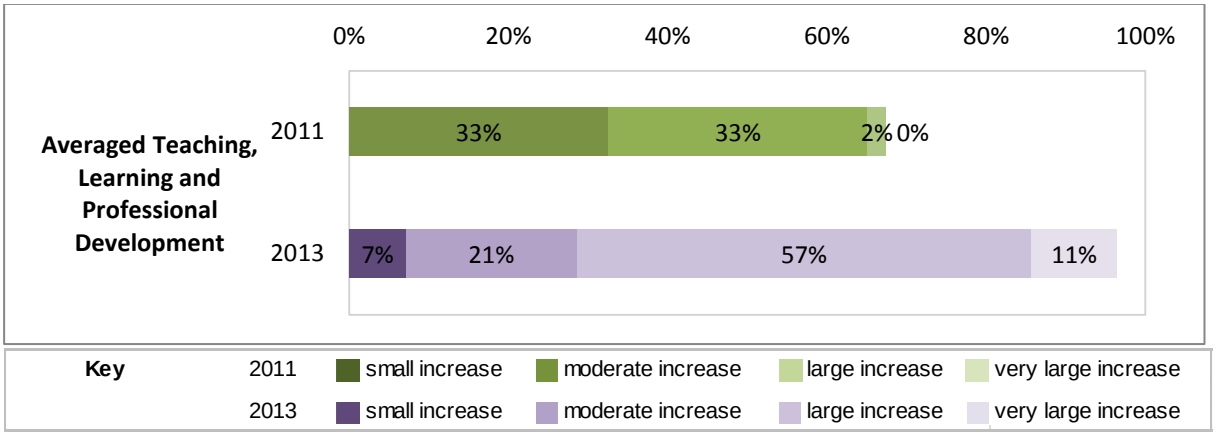
The averaged results for this domain illustrate that in 2013, 68% of principals reported large or very large increases since commencing in the SSNP in 2012 (Figure 4). This result is supported by the 68% of principals reporting a large or very large improvement in overall quality of teaching in their school as a result of participation in the Partnership.

The two survey items that revealed the greatest areas of improvement compared to the 2011 survey results were the greater quality of professional dialogue around teaching

and learning processes in the school and the greater contribution of teachers to improving teaching and learning processes. These items had increases of 69 and 63 percentage points, respectively, of the proportion of principals that reported large or very large improvements compared to the 2011 results.

One area which differed from the averaged summary variable of the teaching, learning and professional development domain was the ability of principals to personally provide instructional support for individual teachers in their school. While this survey item did show an increase in the proportion of principals that reported large or very large improvements by 24 percentage points, this increase was much lower than the average 66 percentage points for this domain. Almost half (47%) of principal respondents stated that their ability to personally provide instructional support increased by a small or moderate amount as a result of the Partnership, while 7% reported that this ability had decreased due to their involvement in the LSES NP (Appendix 9).

Figure 4. 2012 LSES NP Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP

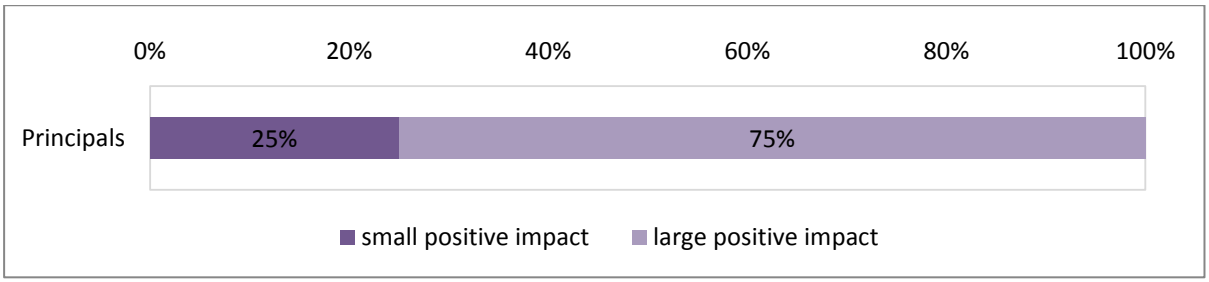


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 43; N 2013 = 28

5.1.4 2012 LSES NP Principals' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 16 principals of LSES NP schools (55%) who indicated teachers at their school were able to access support from a HAT or their equivalent, three quarters (75%) reported that these positions were making a large positive contribution to improving support for teachers' professional learning (Figure 5).

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



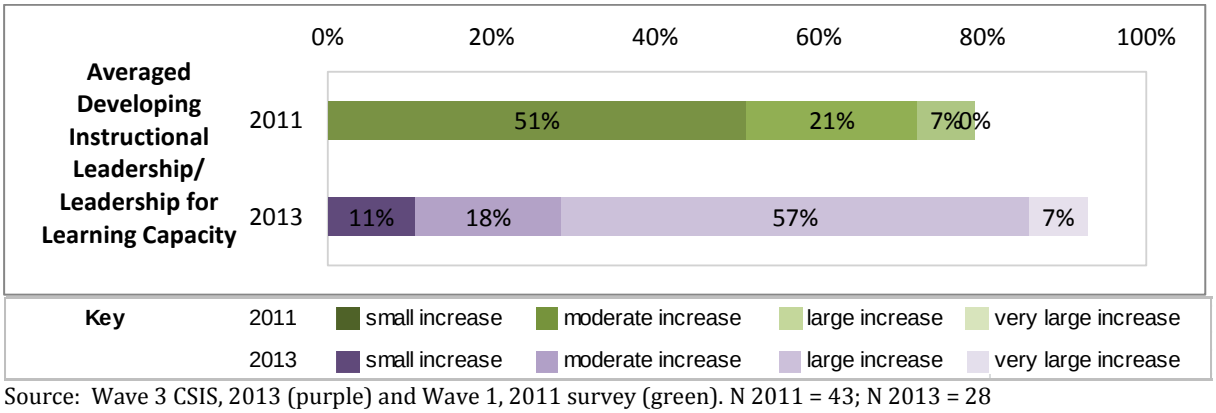
Source: Wave 3 CSIS, 2013 (purple). N 2013 = 16

5.1.5 2012 LSES NP Principals' views about changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

Over 80% of principals in the 2012 LSES NP cohort reported positive changes for all survey items in the instructional leadership and leadership for learning capacity domain since commencing the SSNP. Positive changes were also reported in the 2011 surveys prior to the commencement of the SSNP, however, the extent of change was greater for the 2013 survey respondents. The averaged instructional leadership responses demonstrated a 57 percentage point increase on the proportion of principals that reported large or very large improvements compared to the 2011 results.

The survey items with the largest increase in the proportion of respondents that reported large or very large increases compared to 2011 were the principals' ability to implement effective leadership strategies and the principals' understanding of what they need to do to be a more effective educational leader (Appendix 9). These items increased by 62 and 61 percentage points, respectively, in the proportion of principals that reported large or very large improvements compared to the 2011 results.

Figure 6. Principals' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2012 LSES NP)



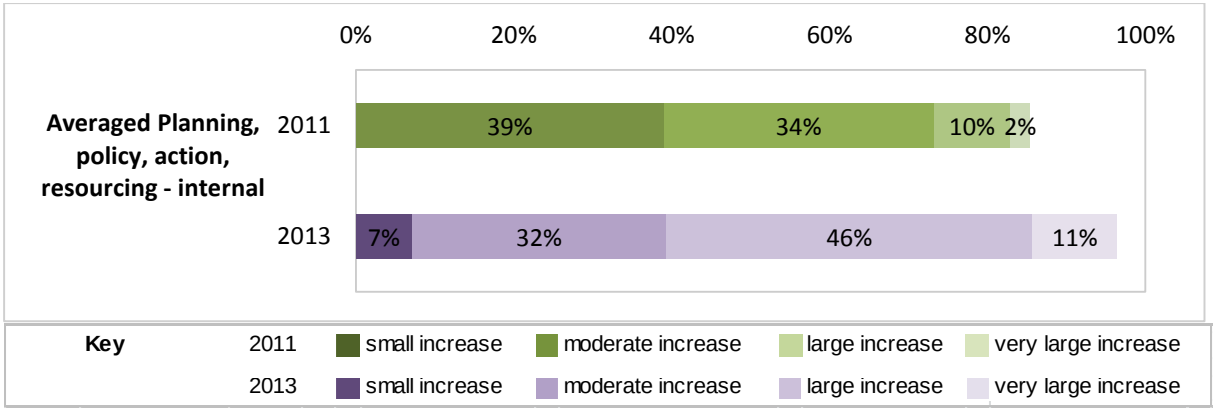
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 43; N 2013 = 28

5.1.6 2012 LSES NP Principals' views of changes to planning, policy, action and resourcing since commencing in the SSNP

In 2013, most principals in the 2012 LSES NP cohort reported improvements 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 domains (Figure 7 to Figure 9). In 2013 more principals reported the improvements in these areas since commencing in the SSNP as being large or very large on all items compared to the respondents to the Wave 1, 2011 survey.

Over 89% of principals reported increases for all survey items in the planning, policy, action and resourcing (internal) domain. The averaged increase in the proportion of respondents who reported either large or very large improvements for this domain was 45 percentage points (Figure 7). The survey items in this domain all had very similar results to the summary variable (Appendix 9).

Figure 7. 2012 LSES NP Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in the SSNP

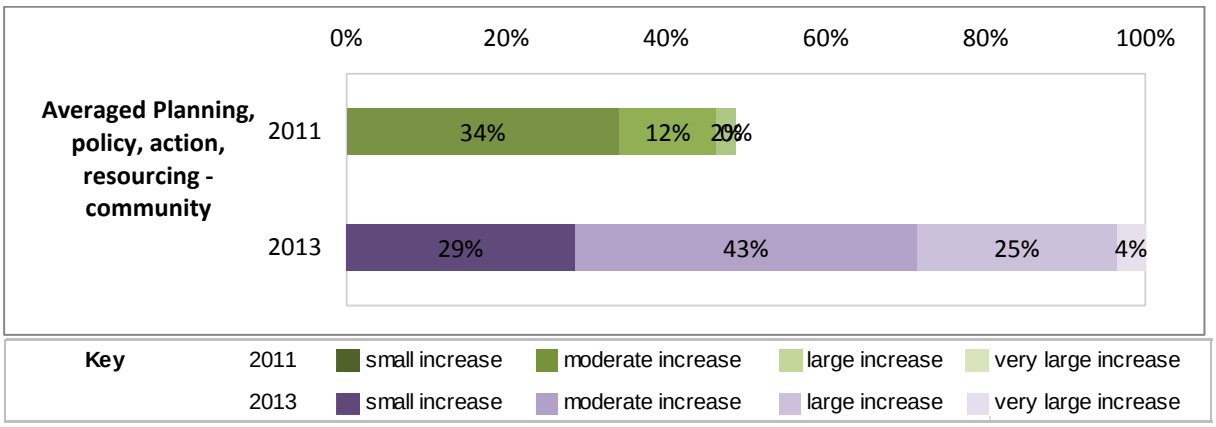


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 41; N 2013 = 28

In 2013, all principals in the 2012 LSES NP cohort reported positive changes in the engagement of the broader community. This was an increase of around 50% on those who had reported positive changes prior to the commencement of the SSNP. The 2013 survey results also illustrated an increase in the proportion of principals from the 2012 LSES NP observing a large or very large increase in the engagement of the broader community (Figure 8). The results illustrate that while the extent of change has not increased as much as in other domains, the coverage, i.e. number of schools which reported improvements, has greatly increased.

The efficacy of strategies to engage parents was the survey item describing the greatest proportion of principals reporting any improvements (96%) (Appendix 9).

Figure 8. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2012 LSES NP)

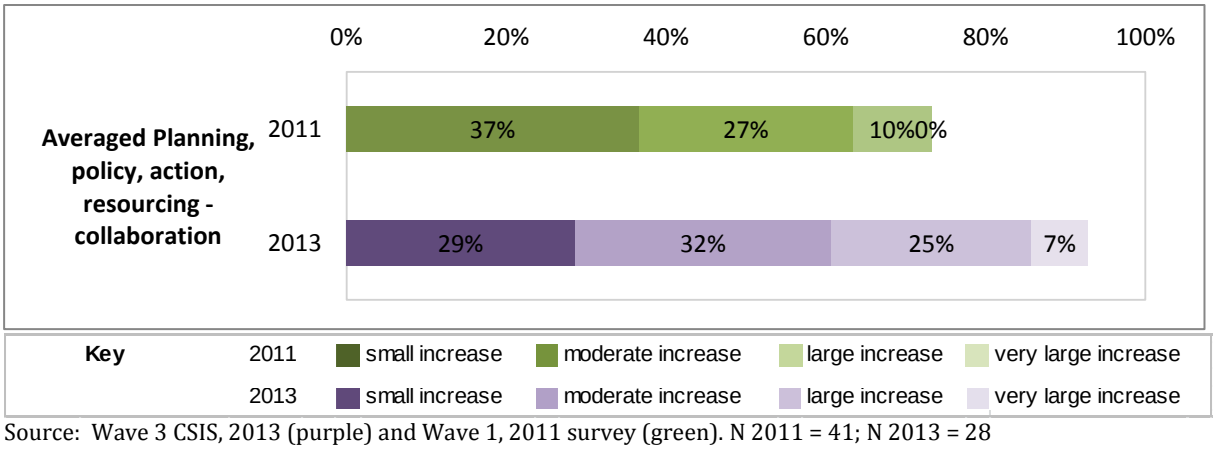


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 41; N 2013 = 28

Similarly to other domains, principals surveyed in 2013 indicated an increase in collaborative activities with other insitutions since commencing in the SSNP. The results demonstrated an increase of 22 percentage points in the proportion of respondents who reported either large or very large improvements compared to the Wave 1, 2011 survey (Figure 9). While substantial, this increase illustrates that this area has not improved at as great a rate as other areas.

In 2013, principals were no more likely to report increased engagement with other schools than with universities, as for both survey items 75% of principals reported some increase (Appendix 9).

Figure 9. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (LSES 2012 NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 41; N 2013 = 28

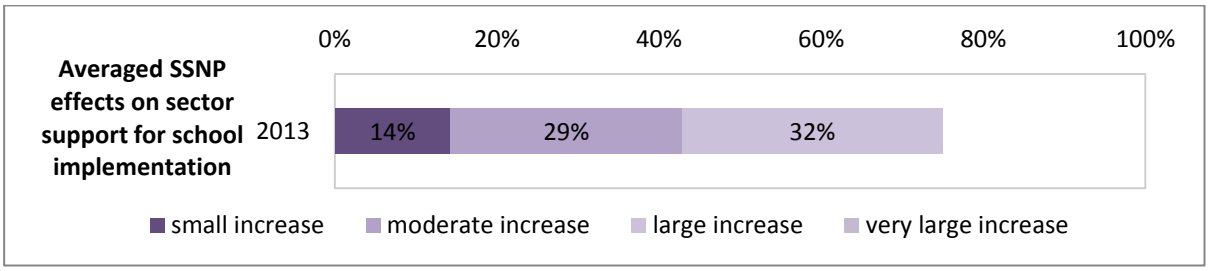
5.1.7 2012 LSES NP Principals' views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP

In 2013, principals in the 2012 LSES NP cohort were asked to comment on improvements on SSNP effects on sector support for/adding value to school implementation. These questions were not given in the 2011 survey, therefore, comparisons between the two respondents' answers cannot be made.

The averaged summary variable illustrated that approximately 75% of principals reported some positive change 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 (Figure 10). The summary variable illustrated that 32% of principals reported either a large or very large improvement since commencing in the SSNP.

Only 14% of principals reported either a large or very large improvement when asked if advice, support, guidance and follow-up form sector staff about the SSNP became more substantial compared to that for other school change initiatives. This was noticeably lower than the results for other items in this domain.

Figure 10. Principals' views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2012 LSES NP)

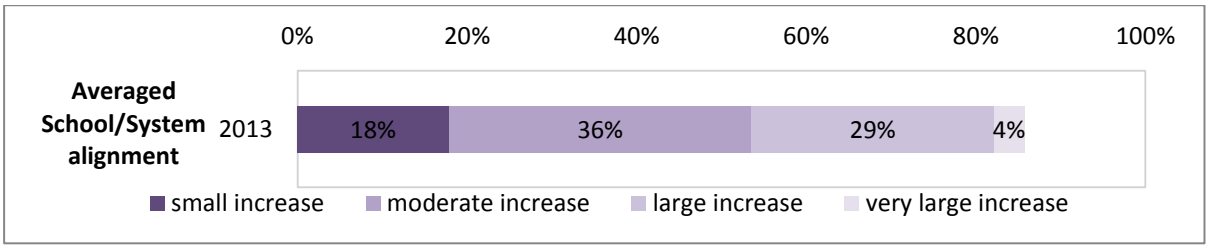


Source: Wave 3 CSIS, 2013 (purple); N 2013 = 28

5.1.8 2012 LSES NP Principals' views of changes in school/system alignment since commencing in the SSNP

In 2013, approximately 85% of principals reported some increase in the alignment of their school and system. The proportion of principals that reported either large or very large improvements in this domain was on average 33% (Figure 11). The survey item with the largest increase as reported by principals was the alignment and sharing of school and system goals since commencing in the SSNP. In response to this survey item, 39% of principals reported either a large or very large increase (Appendix 9).

Figure 11. Principals' views of SSNP effects on school/system alignment since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 41; N 2013 = 28

5.1.9 2012 LSES NP Principals – Significant changes in domains and key outcomes comparing 2011 and 2013 responses

Principals in 2012 LSES NP schools reported greater change in 2013 than in 2011 for all the domains and key outcomes common between the two surveys. This increase in change was statistically significant, and the effect sizes of the differences were mostly large, as shown in Table 6.

These results illustrate a large improvement in the areas targeted by the SSNP as a result of these schools' participation in the 2012 LSES NP.

Table 6. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2012 LSES Principals

	Is difference 2011 to 2013 significant? (p-value)	Effect size[15]
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Significant (p<.001)	0.60
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Significant (p<.001)	0.56
Summary variable: Averaged Teaching, Learning and Professional Development	Significant (p<.001)	0.65
Key outcome: You are more able to arrange for instructional support to be provided for individual teachers	Significant (p<.001)	0.57
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Significant (p<.001)	0.54

[15] The effect size is a standardised measure of the size of the effect (in this case the difference between 2011 and 2013 results) which allows for statistical comparisons.

	Is difference 2011 to 2013 significant? (p-value)	Effect size[15]
Key outcome: In school/in class professional learning/development has further supported the development of teacher capacity in this school	Significant (p<.001)	0.66
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Significant (p<.001)	0.57
Key outcome: Students in this school are more engaged with teaching and learning	Significant (p<.001)	0.52
Key outcome: The overall quality of teaching in this school has improved	Significant (p<.001)	0.53
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Significant (p<.001)	0.55
Key outcome: Improved the quality of your collaboration/networking with other principals around teaching practices and student learning	Significant (p=.001)	0.39
Summary variable: Averaged Planning, policy, action, resourcing - internal	Significant (p<.001)	0.62
Key outcome: The shared school improvement goals in this school are more focused	Significant (p<.001)	0.56
Summary variable: Averaged Planning, policy, action, resourcing - community	Significant (p<.001)	0.64
Key outcome: Strategies to engage parents are more effective	Significant (p<.001)	0.66
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Significant (p<.001)	0.49
Key outcome: Strategies to engage local Aboriginal communities are more effective	Significant (p<.001)	0.55
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Significant (p=.001)	0.42

All respondents: LSES N 2011~=44; LSES N 2013~=29 (p<0.05) Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

5.1.10 2012 LSES NP Principals' views of staffing impacts since beginning the SSNP

The final section of the 2013 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 low number of respondents to this section (n=11 to 25) means we are unable to relate responses to questions about the impact of staffing changes with the proportion of staff type in the school and by location and size of the school.

Principals most often reported either a small or large positive impact from staffing changes on implementation or maintenance of the SSNP (Figure 12).

Changes in staffing (turnover)

Most schools had experienced changes in staff since commencing the LSES NP in 2012, with the highest turnover being of teaching staff. Of the principal respondents, 85% experienced changes in teaching staff, 82% in teaching staff in specific areas (e.g. single department, specialists or specific skill sets), and 63% in executive staff.

Principals in the 2012 LSES NP cohort were generally positive about the impact of staffing changes in the implementation and maintenance of the SSNP. However, a greater proportion of principals reported either a small or large negative impact when their schools had changes in the membership of their executive staff (18%). Only 8% of principals reported negative impacts resulting from changes in teaching staff and 10% reported negative impacts from changes in specific areas (Figure 12).

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 a small or large positive impact on the implementation or maintenance of the LSES NP.

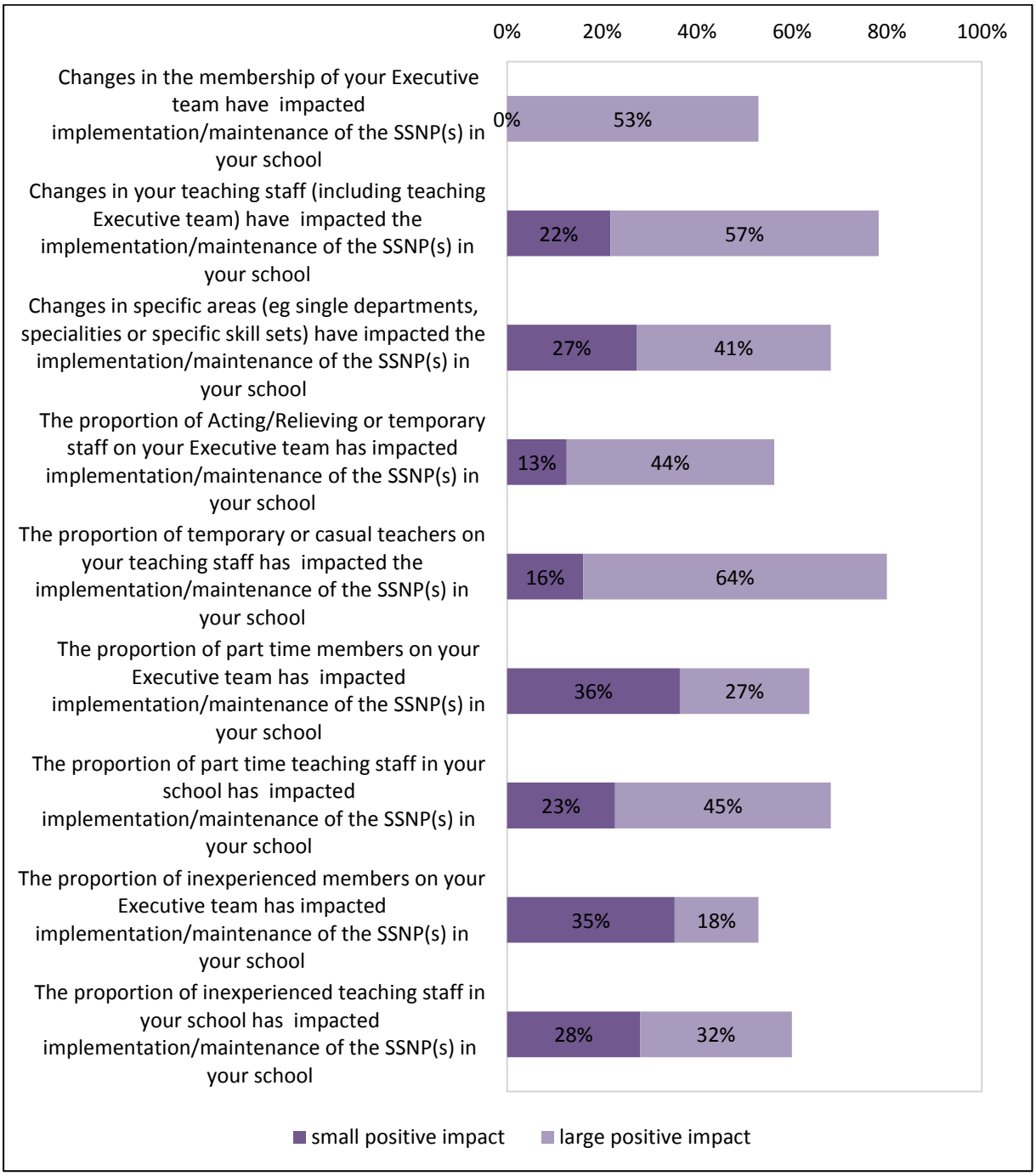
Where executive staff members were working in an acting/relieving role in a school, over a third (38%) of principals described no or a minimal impact (38%) of these positions on SSNP implementation. This can be compared to a small proportion of 12% of principals describing no impact of temporary or casual teaching staff on SSNP implementation.

Similar results were reported by principals regarding the impact of part-time teaching staff and executive team members on the implementations and maintenance of the LSES NP in their schools.

Inexperienced staff

Having inexperienced teaching and executive staff members was again most often reported as having a small or large positive impact on SSNP implementation with a total proportion of 53-60% of principals reporting positive impacts.

Figure 12. Staffing impacts on 2012 LSES NP schools



Source: Wave 3 CSIS, 2013; N 2013 = 11 to 25

5.2 2012 LSES NP Executives' views about changes resulting from participation in the SSNP

This section is based on the views of 105 executives from 45 schools in the 2012 LSES NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the implementation of the LSES NP in 2012. These findings are contrasted with responses of 136 executives from the same cohort of schools, who completed a

survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped on domain, with averaged responses developed for each group of questions[16].

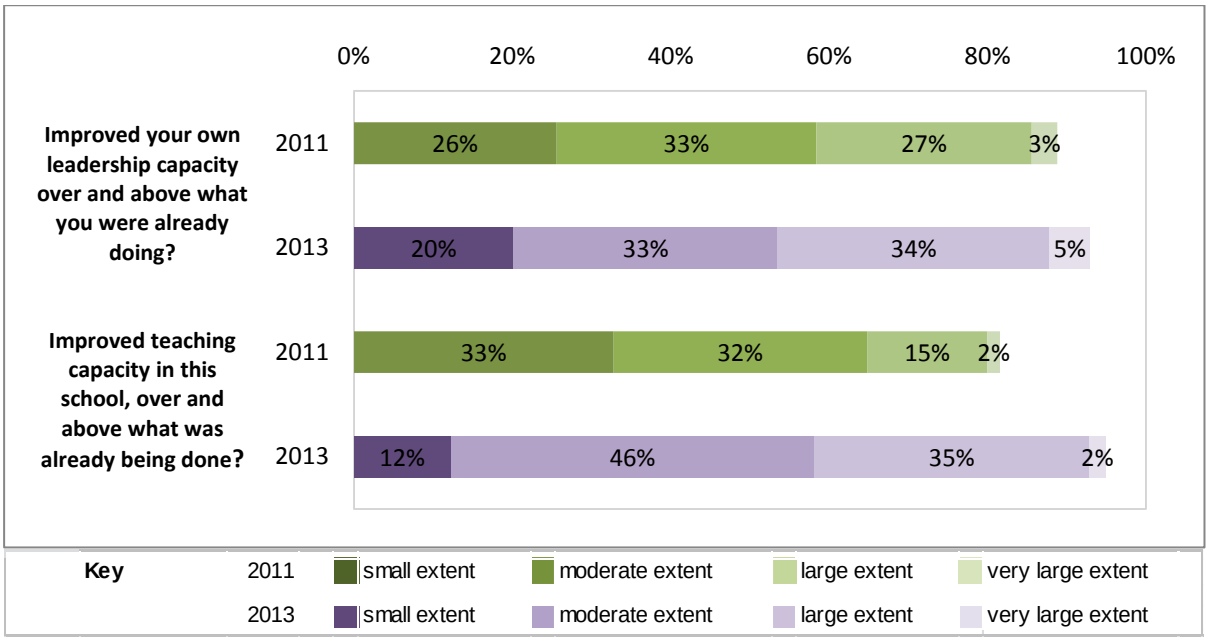
5.2.1 Overall impact of changes in capacity since commencing in the SSNP

In 2013, school executive staff members were positive about the impact the SSNP had on their schools and their own abilities in their first two years of participation. Most executives (95%) 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 37% reported a large or very l**a**rge improvement (Figure 13). A slightly smaller proportion (82%) reported improvements in 2011 prior to the commencement of the SSNP. The 2013 results illustrated an increase of 20 percentage points on the proportion of executives that reported large or very large improvements compared to the 2011 results.

Executives were also positive about the impact of the SSNP on their own leadership capacity. Most executives (93%) reported that their own leadership capacity had increased to some extent, with 39% describing the increase as moderate to very large. This is a similar proportion of this cohort that reported at least some improvement prior to the commencement of the SSNP in 2011 (89%) and an increase on the proportion that reported large or very large improvements in 2011 (30%).

[16] See Appendix 4

Figure 13. 2012 LSES NP Executives' perceptions of improvements in teacher capacity since commencing in the SSNP



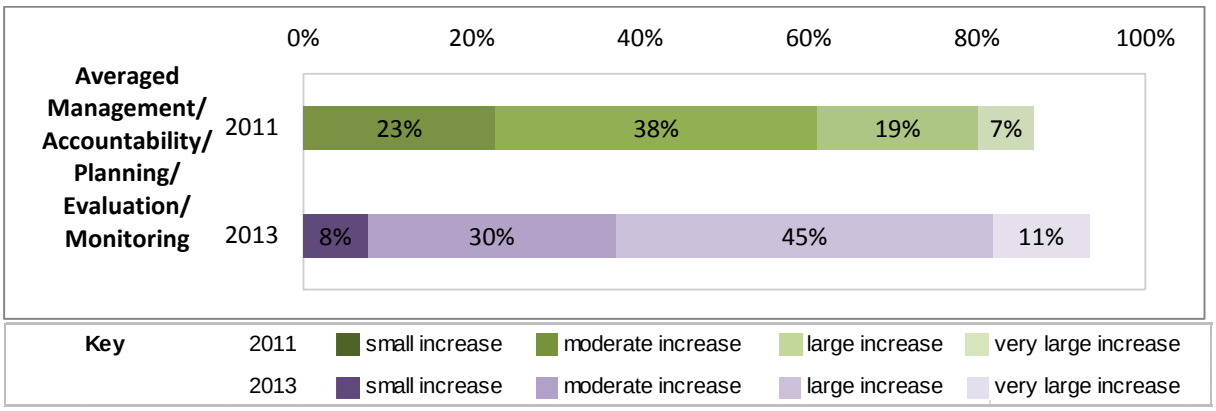
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 125; N 2013 = 99

5.2.2 2012 LSES NP Executives' views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

In 2013, an average of 93% of executives in the 2012 LSES NP cohort reported positive changes in the areas of management, accountability, planning, evaluation and monitoring in their schools (Figure 14). The averaged summary variable illustrated an increase of 30 percentage points of the proportion of executives that reported either large or very large increases since commencing in the SSNP compared to the 2011 survey results.

In general, the results for each survey item (see Appendix 9) were very similar to the averaged summary variable. The executives that responded in 2013, however, tended to report less of an increase in the use of student achievement data in the strategic planning process than for the other survey items (15 percentage point increase in the proportion of executives reporting large or very large improvements).

Figure 14. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP)



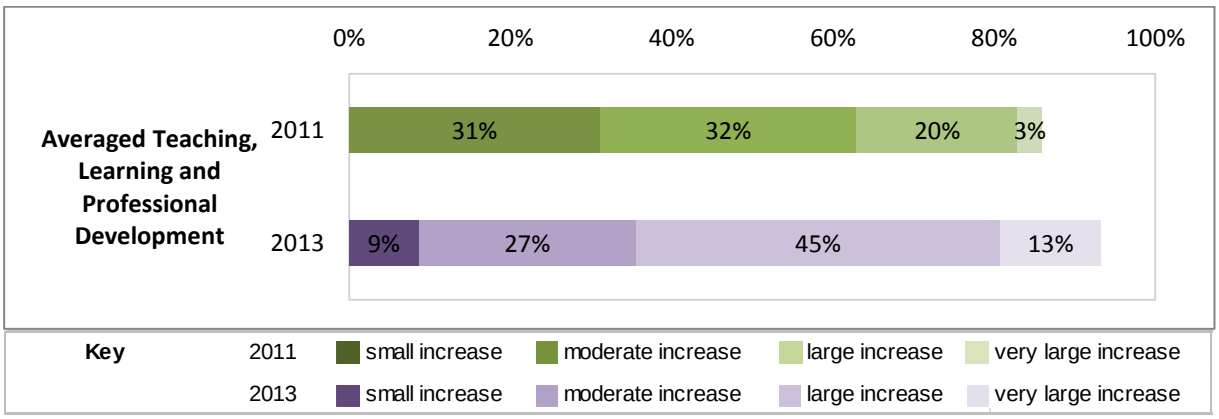
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 136; N 2013 = 105

5.2.3 2012 LSES NP Executives' views of changes in teaching, learning and professional development since commencing in the SSNP

In 2013, executives in the 2012 LSES NP cohort were very positive about the changes in teaching, learning and professional development since commencing the SSNP. The averaged results for this domain illustrate that, on average, 58% of executives reported a large or very large increase since commencing the SSNP in 2012 (Figure 15). This result is supported by the 53% of executives reporting a large or very large improvement in the overall quality of teaching in their school as a result of participation in the Partnership (Appendix 9).

The survey item that revealed the greatest improvement compared to the 2011 survey results was the in school and in class professional learning support for the development of teacher capacity. This item had an increase of 43 percentage points of the proportion of executives that reported a large or very large increase compared to the 2011 results.

Figure 15. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2012 LSES NP)

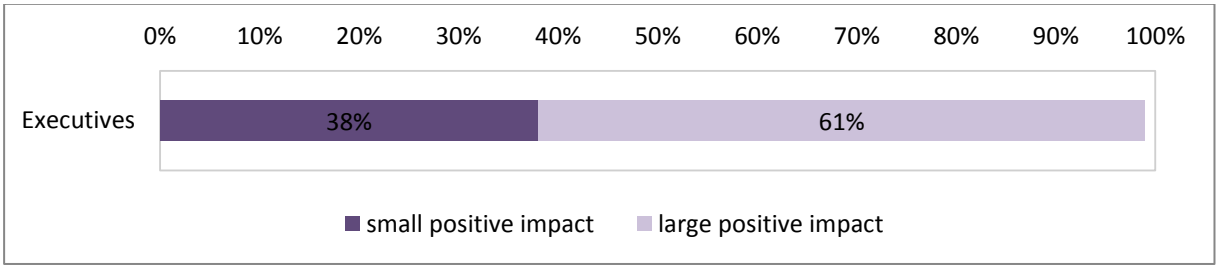


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 135; N 2013 = 104

5.2.4 2012 LSES NP Executives' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 55 executives from 2012 LSES NP (52%) who indicated that teachers in their school were able to access support from a HAT or their equivalent, 61% reported that these positions were making a large contribution to improving support for teachers' professional learning (Figure 16). However, 2% of these executives reported that these positions had a large negative impact on teachers' professional learning.

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



Source: Wave 3 CSIS, 2013 (purple); N 2013 = 53

5.2.5 2012 LSES NP Executives' views of changes in instructional leadership and leadership for learning capacity since commencing the SSNP

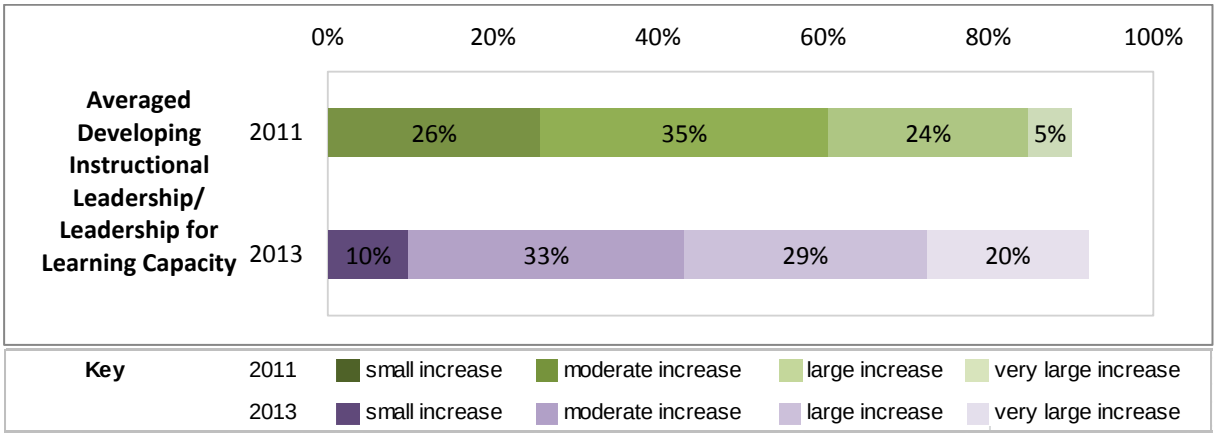
In 2013, executives in the 2012 LSES NP cohort were positive about changes in instructional leadership and leadership for learning capacity since commencing the

SSNP. Positive changes were also reported in the 2011 surveys prior to the commencement of the SSNP, however, the extent of change was greater for the 2013 survey respondents. The averaged instructional leadership responses demonstrated a 19 percentage point increase in the proportion of principals that reported large or very large improvements compared to the 2011 results (Figure 17).

The further development of the executives' instructional leadership skills and leadership for learning capacity was the survey item with the largest increase in the proportion of respondents that reported large or very large improvements compared to the 2011. This proportion increased by 26 percentage points in 2013.

The survey item with the smallest increase in the proportion of respondents that reported large or very large improvements compared to the 2011 results was the increase in leadership opportunities provided by involvement in the SSNP (Appendix 9). For this survey item, there was a smaller increase of 13 percentage points in the proportion of executives reporting large or very large improvements.

Figure 17. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2012 LSES NP)



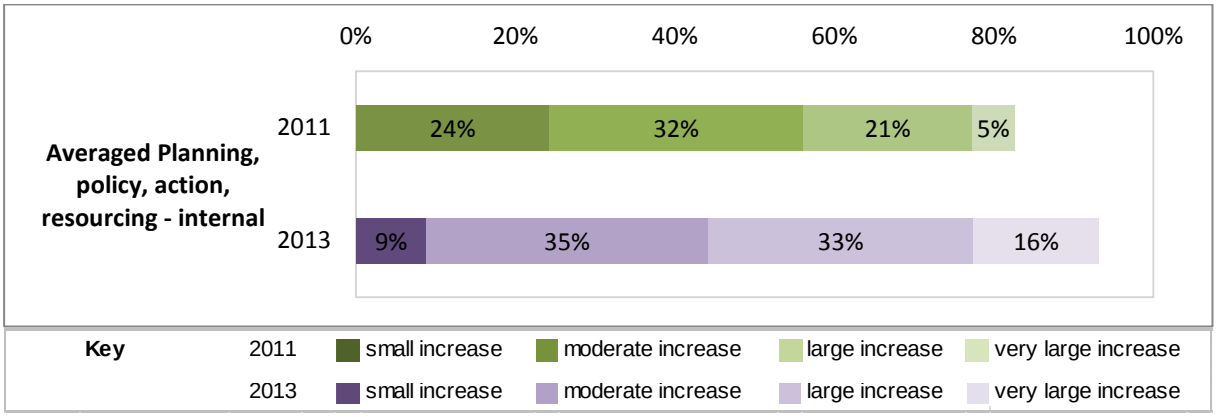
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 132; N 2013 = 102

5.2.6 2012 LSES NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP

In 2013, executives' in the 2012 LSES NP cohort were positive about the changes in internally focused strategies in planning, policy, action and resourcing since commencing the SSNP. Over 85% of executives in this cohort reported some improvement to all survey items in this domain in 2013. The average increase in the proportion of respondents who reported either large or very large improvements compared to the 2011 survey results for this domain was 23 percentage points (Figure 18). While most of the survey items in this domain all had very similar results to the

summary variable, the 2013 executive respondents reported a smaller improvement in the active promotion of shared school improvement goals since commencing in the SSNP (Appendix 9). This survey item had an increase of 13 percentage points in the proportion of executives reporting large or very large improvements.

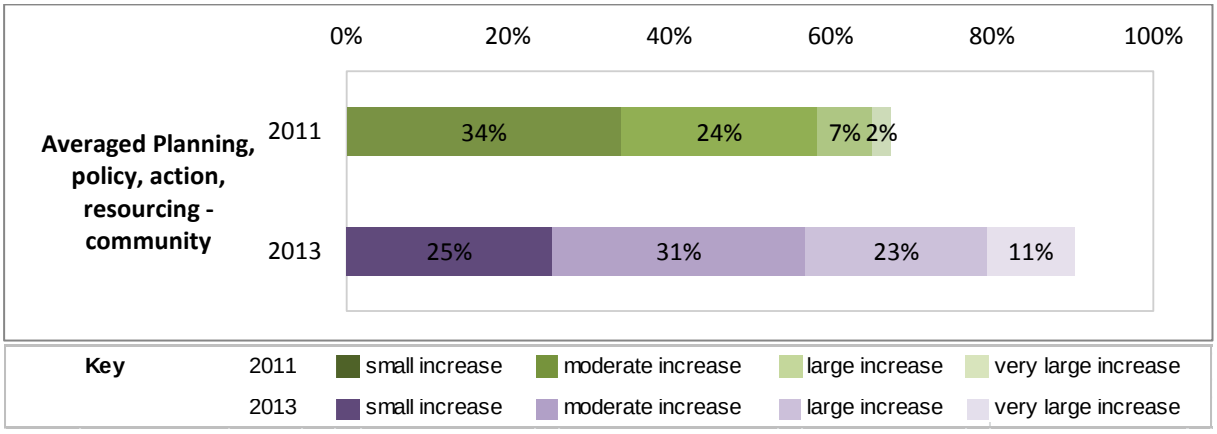
Figure 18. Executives' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 132; N 2013 = 102

Executives in the 2012 LSES NP reported increases in the effectiveness of strategies to engage their communities since the start of the SSNP. In this cohort, an averaged 33% described the increases as large or very large, which is a 24 percentage point growth on the 2011 results (Figure 19). The results were very similar across all survey items in this domain, although slightly fewer executives reported any increase in engagement of local Aboriginal communities (73%) compared to engagement of parents (91%) and local community groups (86%) (Appendix 9).

Figure 19. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2012 LSES NP)

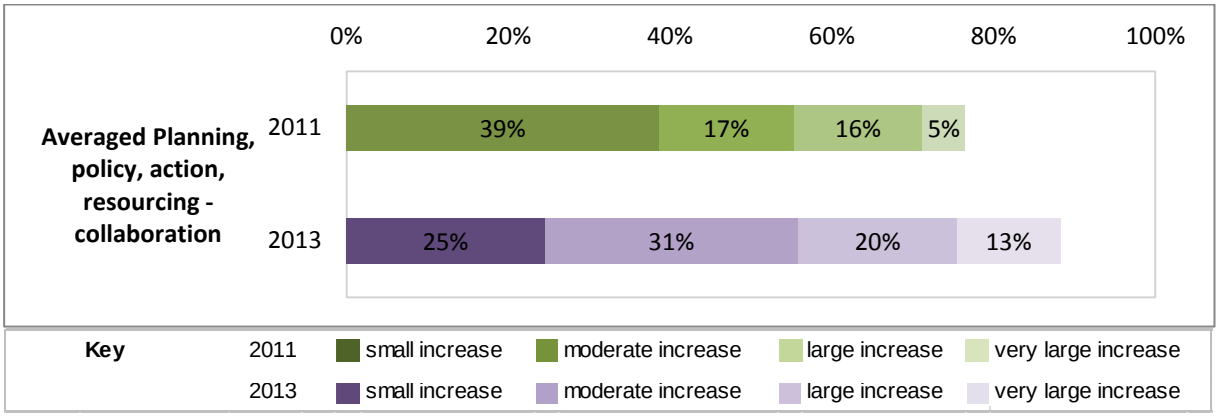


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 132; N 2013 = 102

Over two-thirds of executives in the 2012 LSES NP cohort reported some improvements in collaboration with other institutions in 2013. In comparison to the findings from the 2011 survey, the 2013 survey results illustrated an increase in the proportion of principals from the 2012 LSES NP observing a large or very large increase in the area of collaboration with other insitutions (Figure 20). While this increase is notable at 12 percentage points, compared to the results described by these executives for the other domains, this area has not improved at as great a rate.

The executive respondents from the 2013 survey reported only a marginal increase in the extent of change of increases in their collaboration with other schools (3 percentage point increase in the proportion of executives reporting large or very large improvements) (Appendix 9). However, executives were more likely to report any increase in collaborations with other schools (82%) than with universities (65%).

Figure 20. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 132; N 2013 = 102

5.2.7 2012 LSES NP Executives – Significant changes in domains and key outcomes comparing 2011 and 2013 responses

Executives in 2012 LSES NP schools overall reported greater changes in 2013 than in 2011 for all the domains and key outcomes. These increases were statistically significant, but the effect sizes of the differences were mostly small to medium, as shown in Table 7.

These results illustrate large improvements in the areas targeted by the SSNP as a result of these schools' participation in the 2012 LSES NP.

Table 7. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2012 LSES NP Executives

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Significant (p<.001)	0.34
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Significant (p=.006)	0.18
Summary variable: Averaged Teaching, Learning and Professional Development	Significant (p<.001)	0.41
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Significant (p<.001)	0.36
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Significant (p<.001)	0.37
Key outcome: Students in this school are more engaged with teaching and learning	Significant (p<.001)	0.35
Key outcome: The overall quality of teaching in this school has improved	Significant (p<.001)	0.33
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Significant (p<.001)	0.25
Key outcome: Your leadership practices have improved	Significant (p<.001)	0.24
Summary variable: Averaged Planning, policy, action, resourcing - internal	Significant (p<.001)	0.30
Key outcome: The shared school improvement goals in this school are more focused	Significant (p<.001)	0.23
Summary variable: Averaged Planning, policy, action, resourcing - community	Significant (p<.001)	0.34
Key outcome: Strategies to engage parents are more effective	Significant (p<.001)	0.39
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Significant (p<.001)	0.27
Key outcome: Strategies to engage local Aboriginal communities are more effective	Significant (p<.001)	0.29
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Significant (p<.001)	0.25

All respondents: LSES N 2011~=136; LSES N 2013~=105. Effect size: Small>0.1; Medium>0.3; Large>0.5.
Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

5.3 2012 LSES NP Teachers' views about changes since commencing in the SSNP

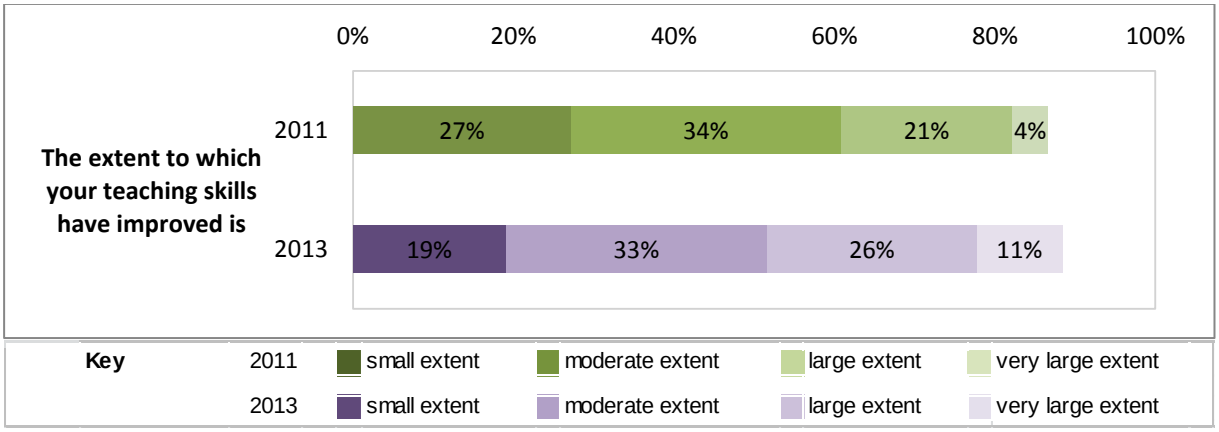
This section is based on the views of 320 teachers from 50 schools in the 2012 LSES NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the inception of the LSES NP in 2011. These findings are contrasted with the responses of 477 teachers from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped on domain with averaged responses developed for each group of questions[17].

5.3.1 2012 LSES NP Overall impact of changes in teaching skills since commencing the SSNP

In 2013, teachers in the 2012 LSES NP cohort were very positive about the extent to which their teaching skills have improved since commencing the SSNP, with 88% of teachers reporting that their skills had increased and 37% describing that increase as large or very large (Figure 21). The proportion of teachers describing the increase as large or very large grew by 11 percentage points compared to the 2011 survey results for this cohort.

Figure 21. Teachers' perceptions of overall change since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 449; N 2013 = 310

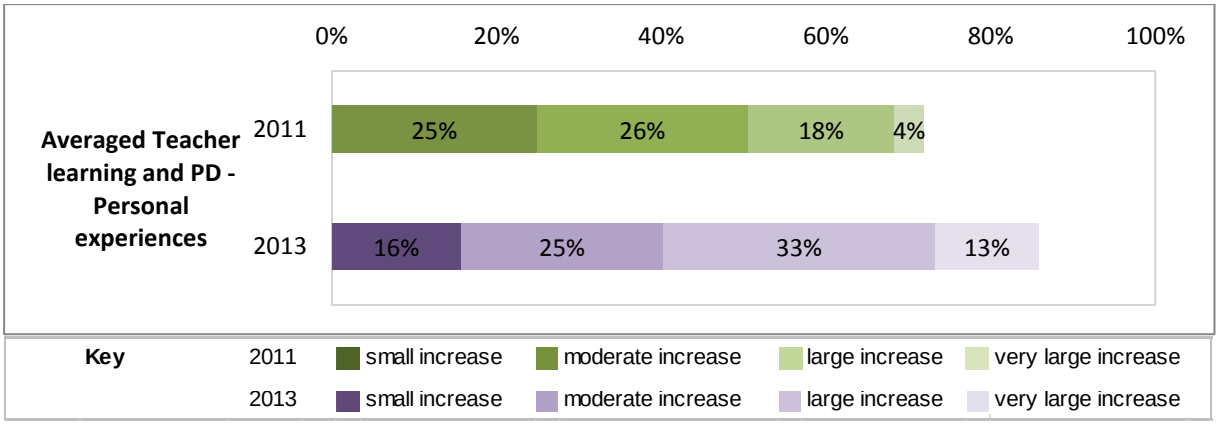
[17] See Appendix 4

5.3.2 2012 LSES NP Teachers' professional development experiences since commencing in the SSNP

Teachers in the 2012 LSES NP cohort were very positive about the increase in the availability and quality of a range of professional development experiences since the commencement of the SSNP. The averaged results for this domain illustrate that, 46% of teachers reported large or very large increases since commencing the SSNP in 2012 (Figure 22). This result represents an increase of 24 percentage points of the proportion of teachers reporting large or very large improvements compared to the 2011 survey results.

The survey item that revealed the greatest area of improvement in this domain compared to the 2011 survey results was the increase in the amount of time teachers have spent engaged in professional learning to improve and develop their teaching skills. This item had an increase of 29 percentage points in the proportion of teachers that reported a large or very large increase compared to the 2011 survey results.

Figure 22. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2012 LSES NP)



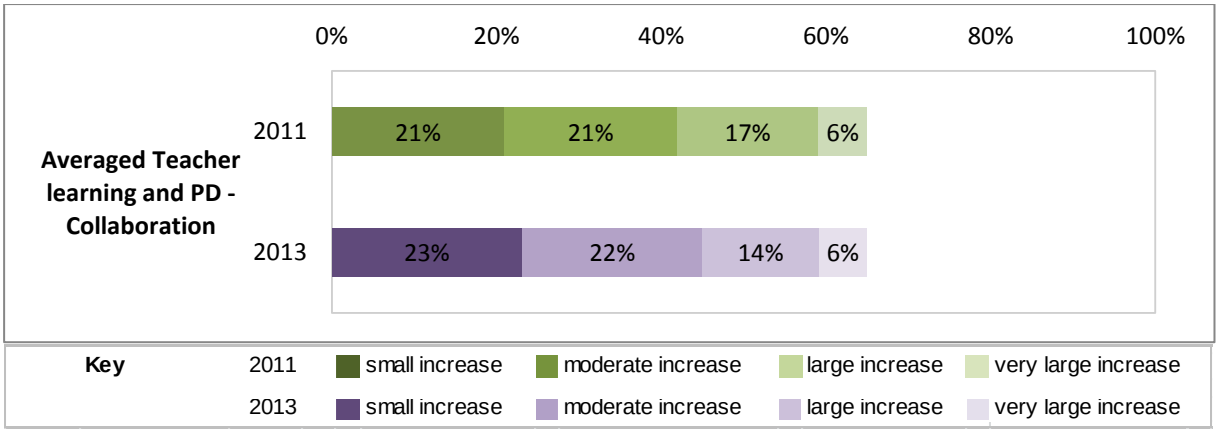
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 477; N 2013 = 318

5.3.3 2012 LSES NP Teachers' leadership and collaborative opportunities

In 2013, teachers in the 2012 LSES NP cohort generally reported increases in their leadership opportunities and in their collaboration with other schools and universities. However, the averaged summary variable for this domain illustrated a small decrease of three percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results (Figure 23). These results show that the extent of change resulting from the implementation of the SSNP and the coverage of improvements were not greater than that reported before the commencement of the SSNP.

Teachers in the 2012 LSES NP cohort were more likely to report some increase in collaborative activities with other schools (63%) than with universities (44%) (Appendix 9).

Figure 23. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2012 LSES NP)



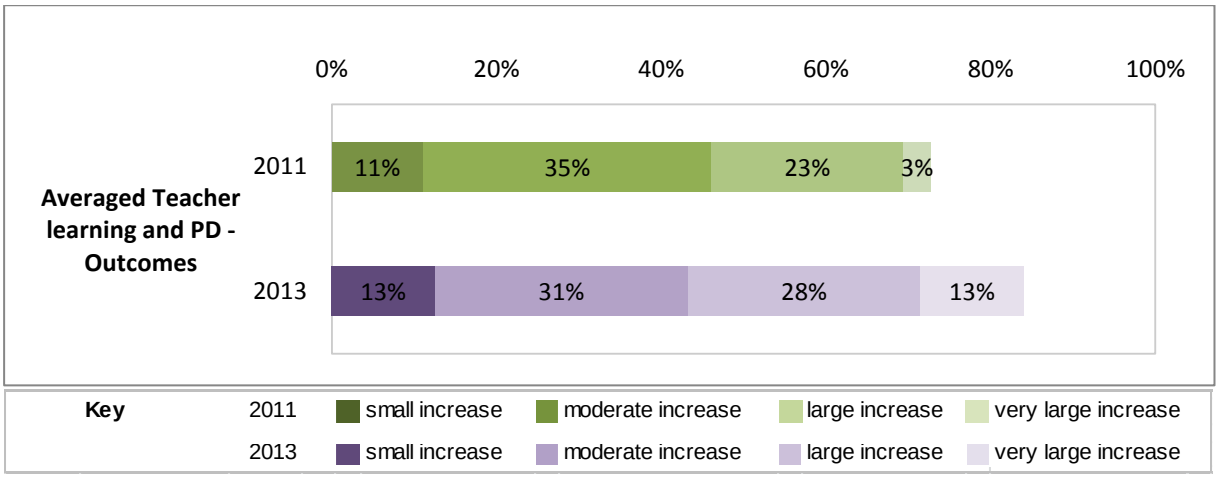
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 477; N 2013 = 311

5.3.4 2012 LSES NP Teachers' professional development outcomes since commencing in the SSNP

In 2013, an average of 87% of teachers from the 2012 LSES NP cohort indicated that, as a result of their schools' participation in the SSNP, their professional development outcomes had improved. The averaged summary variable for this domain illustrated an increase of 14 percentage points of the proportion of teachers reporting large or very large improvements compared to the 2011 survey results (Figure 24).

Increases in the proportion of teachers reporting large or very large improvements compared to the 2011 results were seen in areas such as improvements in teaching practices (15 percentage point increase), in the use of student achievement data to inform lesson planning (17 percentage point increase), in the contribution of teachers to improving teaching and learning in their school (16 percentage point increase), and in the quality of the teachers' collaboration with other teachers (18 percentage point increase) (Appendix 9).

Figure 24. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 477; N 2013 = 319

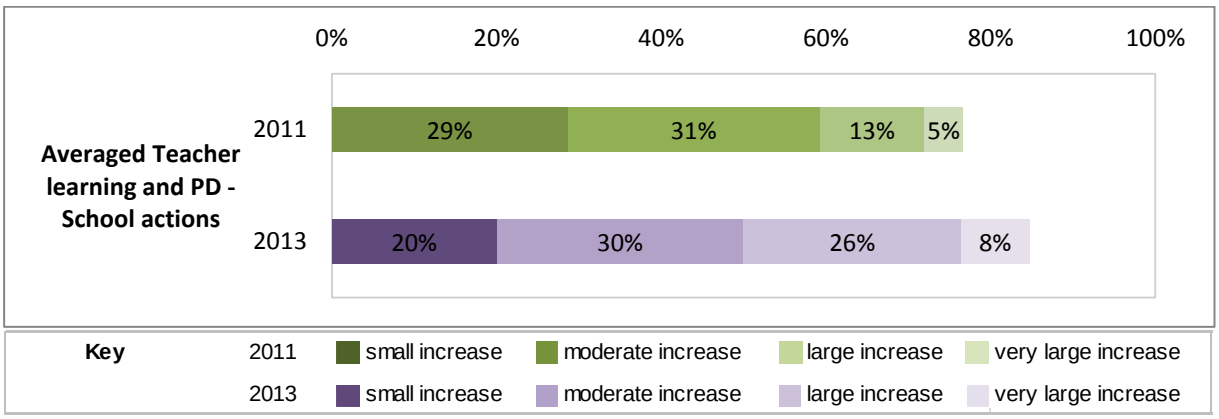
5.3.5 2012 LSES NP School actions to support teacher learning and professional development since commencing in the SSNP

In 2013, teachers in the 2012 LSES NP cohort were positive about the changes in school actions to support teacher learning and professional development since commencing in the SSNP. Overall, an average of 85% of teachers reported some improvements to this domain and 35% of teachers reported large or very large improvement since commencing the SSNP in 2012 (Figure 25). These proportions increased by 8 and 17 percentage points respectively in 2013.

The survey item that revealed the greatest area of improvement compared to the 2011 survey results was the availability of in school/in class professional learning support for teachers. This item had an increase of 30 percentage points in the proportion of teachers reporting a large or very large increase compared to the survey results prior to the commencement of the SSNP.

One area which demonstrated a slightly smaller level of improvement was the enhancement of teaching skills due to interactions with teachers from other schools. While this survey item did show an increase in the proportion of teachers that reported large or very large improvements by 10 percentage points, this increase was lower than the average 17 percentage points for this domain (Appendix 9).

Figure 25. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2012 LSES NP)

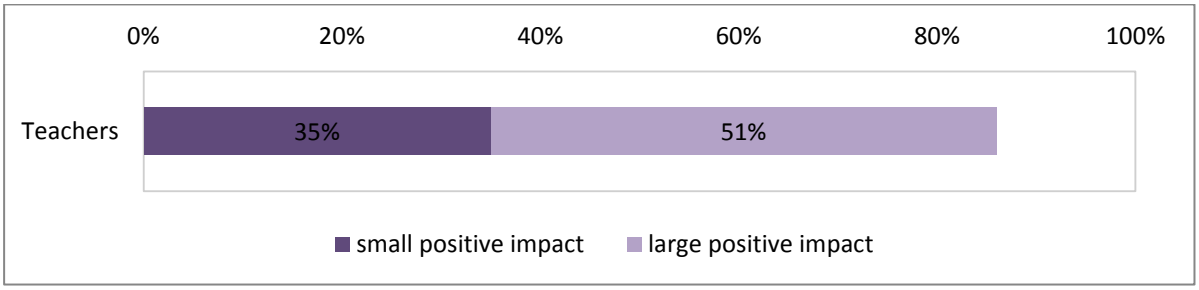


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 471; N 2013 = 314

5.3.6 2012 LSES NP Teachers' views on the extent HATs/Teacher Educators/LOPs/equivalents have contributed to improved support for teachers' professional learning

In the 2013 survey, teachers were also asked about the contribution of HATs/Teacher Educators/LOPs/equivalents to improvements in support for their professional learning (**Error! Reference source not found.**). Amongst the 228 teachers from LSES NP schools (71%) who indicated they were able to access such support, just over half (51%) reported that these positions were making a large contribution to improving support for teachers' professional learning. However, nearly 15% of teachers indicated that these positions have made a negative impact or no impact at all to support for their professional learning.

Figure 26. Impact of HATs or equivalent on support for teachers' professional learning



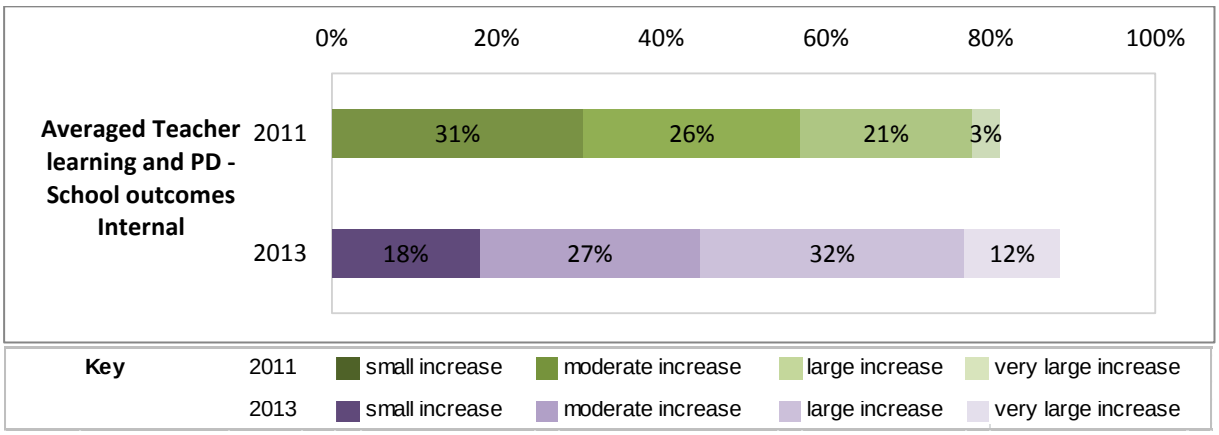
Source: Wave 3 CSIS, 2013 (purple); N 2013 = 230

5.3.7 2012 LSES NP School outcomes from teacher learning and professional development since commencing in the SSNP

In 2013, teachers in the 2012 LSES NP cohort were positive about the changes in interactions amongst teaching staff and students compared to prior to commencing the SSNP. Over 80% of teachers reported some improvements to all areas in this domain. The extent of reported change was greater for all survey items in this domain in 2013 than 2011, with an average growth of 20 percentage points of those describing the change as large or very large (Figure 27).

The survey item in this domain demonstrating the greatest improvement compared to 2011 was the change in the quality of professional dialogue among teachers in these schools around teaching and learning processes. This item had an increase of 22 percentage points of the proportion of teachers reporting a large or very large change compared to the 2011 survey results (Appendix 9).

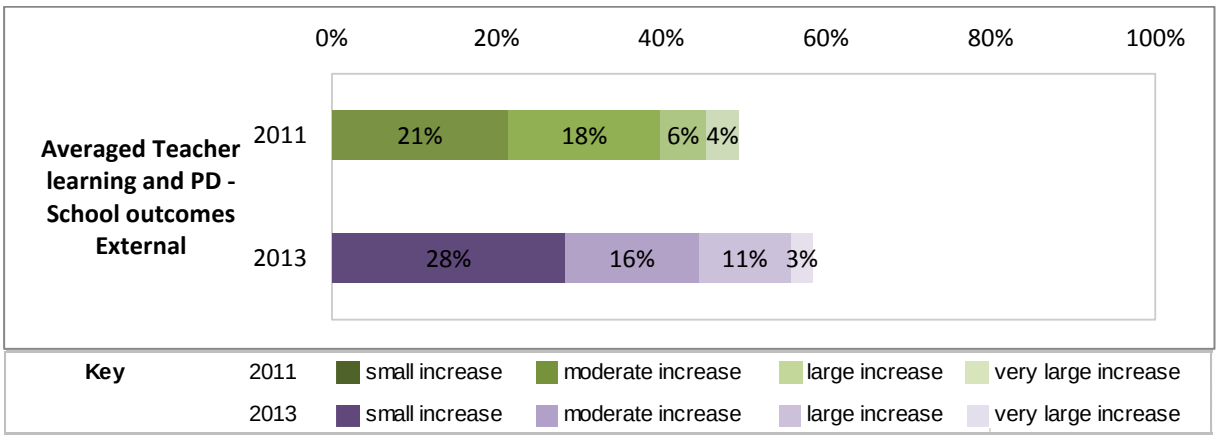
Figure 27. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 471; N 2013 = 311

In 2013, teachers in the 2012 LSES NP cohort were somewhat positive about furthered engagement of their school with the community since the commencement of the SSNP (Appendix 9). The averaged results for this domain illustrate that around 14% of teachers observed large or very large improvement since commencing the SSNP in 2012 (Figure 28). This demonstrated a small increase of 4 percentage points of the proportion of teachers reporting a large or very large change compared to the improvements described in 2011 prior to the commencement of the SSNP. These results illustrate a lesser increase in the extent of change compared to other areas targeted by the SSNP.

Figure 28. Teachers' perceptions of school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2012 LSES NP)

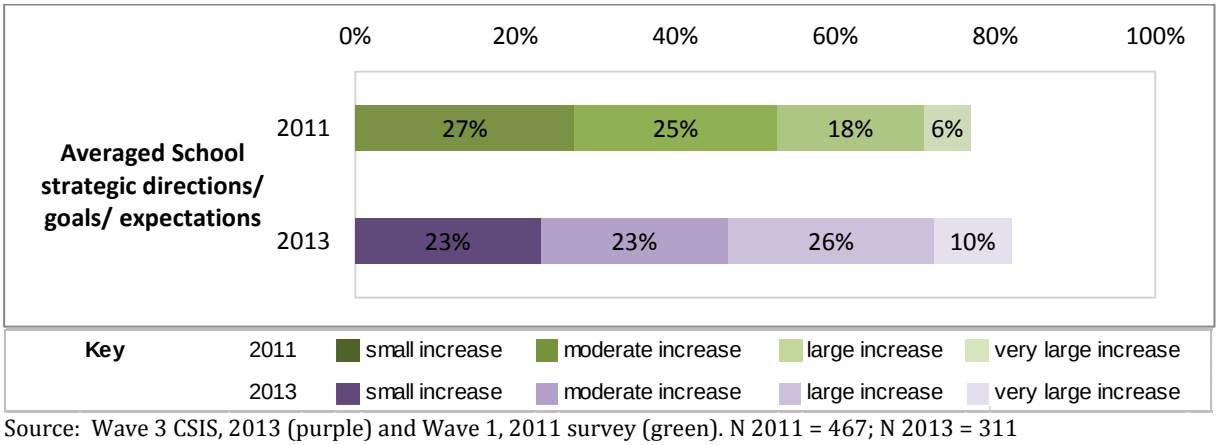


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 471; N 2013 = 303

5.3.8 2012 LSES NP Teachers' engagement with schools' strategic direction, goals and expectations since commencing in the SSNP

Most teachers in the 2012 LSES NP cohort reported positive changes in their engagement with school strategic directions, goals and expectations, compared to the period prior to the commencement of the SSNP. The averaged results for this domain demonstrate a small, 11 percentage point increase in the proportion of teachers describing large or very large changes in these areas compared to the 2011 survey results (Figure 29). The increased engagement of teachers with the shared school improvement goals in their school exhibited the largest improvements in this domain (Appendix 9). This survey item exhibited a 19 percentage point increase in the proportion of teachers reporting large or very large improvements.

Figure 29. Teachers' perceptions of their engagement with schools' strategic direction, goals, and expectations since commencing in the SSNP (2012 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 467; N 2013 = 311

5.3.9 2012 LSES NP Teachers – Significant changes in summary variable and key outcomes comparing 2011 and 2013 responses

Teachers in 2012 LSES NP schools overall reported statistically significantly greater changes in 2013 than in 2011 for all the domains and key outcomes. The effect sizes of the differences were mostly small, as shown in Table 8.

These results illustrate large improvements in the areas targeted by the SSNP as a result of these schools' participation in the 2012 LSES NP.

Table 8. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2012 LSES NP Teachers

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Key outcome: The extent to which your teaching skills have improved	Significant (p=.001)	0.13
Summary variable: Averaged Teacher learning and PD - Personal experiences	Significant (p<.001)	0.30
Key outcome: The quality of the personal professional development you receive has increased	Significant (p<.001)	0.27
Summary variable: Averaged Teacher learning and PD - Collaboration	Significant (p<.001)	0.15
Summary variable: Averaged Teacher learning and PD - Outcomes	Significant (p<.001)	0.16
Key outcome: Your understanding of what you need to do to be a more effective teacher has further improved	Significant (p<.001)	0.13
Key outcome: The quality of your collaboration/networking with other teachers around teaching practices and student learning has improved	Significant (p<.001)	0.19
Summary variable: Averaged Teacher learning and PD - School actions	Significant (p<.001)	0.32
Key outcome: Effective mentoring is now more readily available to you	Significant (p<.001)	0.28
Key outcome: The availability of in school/in class professional learning support for teachers has changed	Significant (p<.001)	0.35
Summary variable: Averaged Teacher learning and PD - School outcomes Internal	Significant (p<.001)	0.24
Key outcome: The sense of collective responsibility for teaching and learning in this school has changed	Significant (p<.001)	0.26

Key outcome: Your students' engagement with teaching and learning has changed	Significant (p<.001)	0.16
Summary variable: Averaged Teacher learning and PD - School outcomes External	Significant (p<.001)	0.16
Key outcome: Parents are now more involved in your classroom/school	Significant (p<.001)	0.14
Key outcome: Local communities/community groups are now more involved in this school	Significant (p<.001)	0.14
Key outcome: Local Aboriginal communities are now more involved in this school	Significant (p=.009)	0.10
Summary variable: Averaged School strategic directions/goals/ expectations	Significant (p<.001)	0.15
Key outcome: You are more engaged with the shared school improvement goals in this school	Significant (p<.001)	0.17

All respondents: LSES N 2011~=477; LSES N 2013~=320. Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

5.4 Comparison of 2012 LSES NP principals', executives' and teachers' responses to common outcomes questions

These surveys included ten questions relating to key SSNP outcomes, which were common to the principal, executive and teacher surveys (Table 9). In general there was a clear gradient in responses to the 2013 survey between the three survey respondent groups. Principals mostly reported a greater extent of change for an outcome than executives and executives almost always reported a greater extent of change than teachers.

Differences between the principal, executives and teacher survey results 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 change in these outcome areas.

The higher quality of professional dialogue around teaching and learning processes was an area for which all three respondent groups reported one of their greatest extents of change. Principals reported the greatest extent of change with 79% describing the change as large or very large, followed by 63% of executives and 44% of teachers.

Principals, teachers and executives had similar views about the improvement of teaching quality as a result of participation in the SSNP (around 90% of all three groups reported any positive change). However, they differed on the extent of the improvement achieved. Principals reported the greatest amount of change (68% large or very large), followed by executives (53%) and then teachers (37%).

The three respondent groups also most often indicated that time focused on teaching practices in staff meetings had increased and that the collective responsibility for teaching and learning became stronger.

Teachers and executives were slightly more likely than principals to report large or very large improvements in the quality of their collaboration with peers around teaching and learning. The largest proportion of respondents describing large or very large changes was seen in the executive survey group (48%), followed by similar results from the teacher (44%) and principal survey groups (43%).

The outcomes relating to collaborating with other schools and universities received the least positive results with between 63-82% of principals, executives and teachers reporting any increase in school collaborations and 44-75% reporting any increased collaboration with universities.

Table 9. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2012 LSES NP)

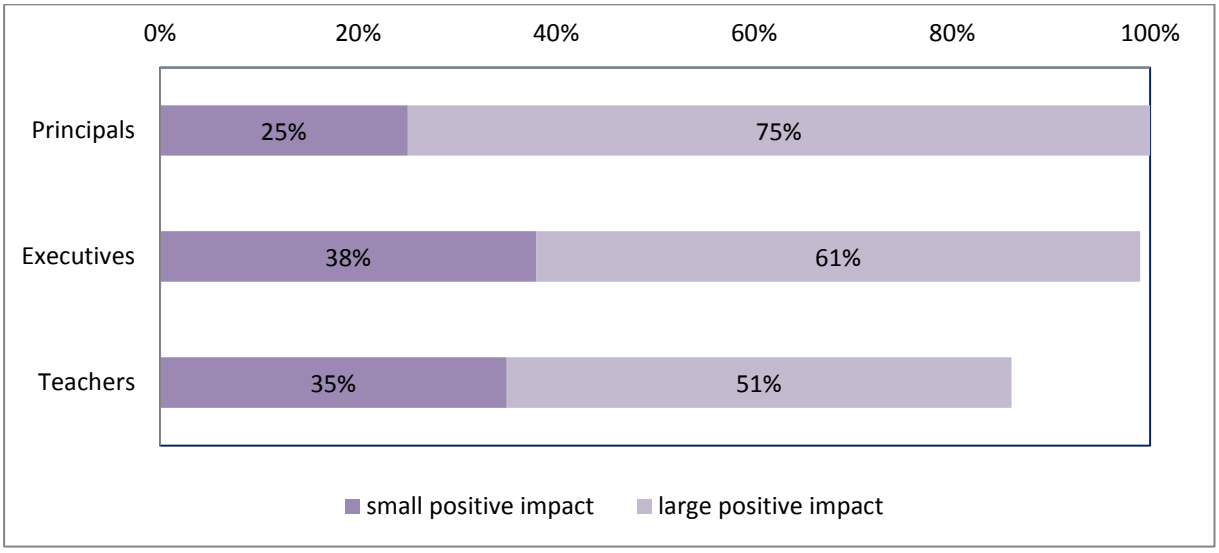
Question	Principals		Executives		Teachers	
	% positive increase	% large or very large increase	% positive increase	% large or very large increase	% positive increase	% large or very large increase
Overall quality of teaching has improved	93%	68%	92%	53%	88%	37%
Effective mentoring of staff is more widely established	89%	61%	88%	54%	75%	34%
More time focused on teaching practices in staff meetings	93%	57%	93%	59%	88%	53%
Teachers plan teaching to meet individual student needs	93%	54%	94%	50%	83%	39%
Collective responsibility for teaching/ learning is stronger	93%	61%	88%	53%	85%	41%
Professional dialogue around teaching is of higher quality	100%	79%	93%	63%	86%	44%
Improved quality of collaboration with peers around teaching/ learning	86%	43%	90%	48%	84%	44%
Your analysis of student achievement data has increased	89%	46%	94%	51%	82%	38%
Collaborates more with other schools	75%	21%	82%	21%	63%	22%
More engaged in collaborative activities with universities around improving teaching/ learning	75%	25%	65%	26%	44%	16%

In 2013, principals, executives and teachers were asked to rate the impact HATs or their equivalents have had on support for teachers' learning. HATs or their equivalent were a key new strategy to support professional learning under the SSNP.

Overall, respondents were fairly positive about the impact of HATs or their equivalent positions. All principals who reported that teachers were able to access support from a HAT or equivalent indicated that these positions had some positive impact on support for teachers' professional learning (Figure 30). Nearly all executives reported similar results with only a small proportion, 2%, reporting that these positions had a large negative impact. Over 85% of teachers who reported that they were able to access support from a HAT or equivalent indicated that these positions had a positive impact on support for their professional learning. However, 11% indicated that these positions

had no impact on their professional learning support and 3% described the impact as large and negative in nature.

Figure 30. Comparison of principals', executives' and teachers' views on the impact of HATs or equivalent positions on teachers' professional learning



Source: Wave 3 CSIS, 2013. Responses came from 16 principals, 105 executives and 230 teachers who indicated that their school received support from a HAT or equivalent

5.5 2012 LSES NP Conclusion

In 2013, the survey results indicated that positive changes were occurring for the 2012 LSES NP cohort across all domains for all respondent types. However, there were slight differences in the reported improvements between principals, executives and teachers, and in what areas gains are reported.

While the principals, executives and teachers from the 2012 LSES NP cohort all reported advances in the coverage and the magnitude of the positive changes, the principals tended to report greater improvements in all areas targeted by the SSNP. These include increases of 30 and 50 percentage points respectively in the proportion of principals reporting some improvements to the outcomes for teachers and students from professional development activities and to the engagement of the broader community.

The 2013 survey results illustrate that schools in the 2012 LSES NP already perceive improvements in areas targeted by the SSNP. In particular, the higher quality of professional dialogue around teaching and learning processes was the area in the Wave 3, 2013 survey that demonstrated the greatest extent of change for all three survey groups.

The statistical analyses of the 2011 and 2013 survey responses demonstrated statistically significant improvements in 2013 reported by all three respondent groups

to all domains and key outcomes targeted by the SSNP. The effect sizes of these differences were larger for principals than executives and for executives than teachers. These results indicated that the principals in the 2012 LSES NP cohort reported the greatest increases in these areas compared to the 2011 survey results.

The perceived greater improvements by the principals in this cohort can also be seen in the reported impact of HATs or equivalents on support for teachers' learning. Principals in this cohort were more likely to report a positive impact of these positions compared to the teacher respondents.

The 2013 principal, executive and teacher survey results for the 2012 LSES NP cohort illustrate that this cohort has observed large improvements in many areas targeted by the SSNP as a result of involvement in the Partnership. The principals in this cohort reported greater improvements to these areas than executives and teachers.

6. 2009-10 LSES NP cohort completers' perceptions of changes at the end of the SSNP

This chapter contains a brief description of 2009-10 LSES NP cohort completers' (from here on referred to as 2009-10 LSES NP) views on changes in their abilities, practices and schools at the end of their participation 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 (2009-10 LSES NP cohort)***
>
> A total of 634 people completed the survey at endpoint: 73 principals, 208 executives and 353 teachers. For profiles of respondents and the schools in which they work see chapters 3 and 4.
>
> Responses from 2013 have been compared with those of the 1465 completers in 2011 from the same cohort: 133 principals, 517 executives and 815 teachers.

The 2009-10 LSES NP schools were previously surveyed in 2011, after having participated in the SSNP for either one or two years, 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 2013, this cohort generally reported experiencing a greater extent of change since commencing the SSNP, when compared with the 2011 (Wave 1) results.

Responses for 2009-10 LSES NP schools from both the 2011[18] and 2013 surveys are shown in this chapter. For each averaged summary variable, 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. The graphs do not show the proportion of respondents who disagreed with the statements. Participants who responded to the 2011 and 2013 surveys were not able to be reliably matched[19]. We could identify that:

[18] Note that this cohort is a subset of the 'e' survey respondents to the 2011 survey and does not include the 2009 LN NP and the 2010 ITQ NP cohorts. The results described for 2011 are thus different from those presented in the Wave 1 CSIS report.

[19] 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

- Principals from 37 schools completed the CSIS survey in 2011 and 2013
- Executives from 61 schools completed the CSIS survey in 2011 and 2013
- Teachers from 45 schools completed the CSIS survey in 2011 and 2013.

Summary variables were developed for illustrative and analysis purposes. The summary variables 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 summary of responses by domain, which are used in the interpretative analyses. The summary variable results will be provided in this chapter, the results from both years for each survey item are shown in Appendix 10: 2009-10 LSES NP cohort completers' perceptions of changes at the end of the SSNP. Where the outcomes from a particular survey item vary greatly from the averaged summary variable, the results will be discussed.

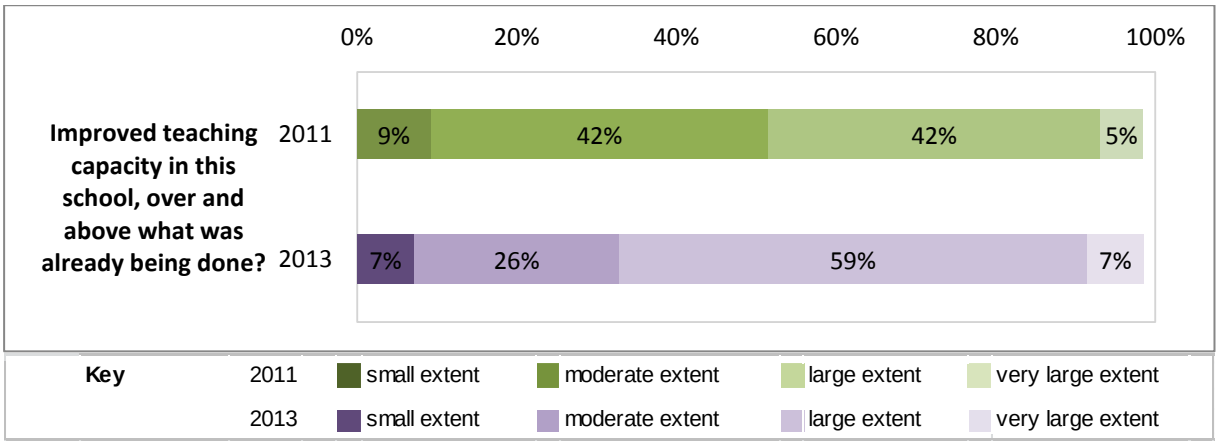
6.1 2009-10 LSES NP Principals' views about changes resulting from participation in the SSNP

This sections is based on the views of 73 school principals in the 2009-10 LSES NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the inception of the LSES NP in 2009-10. These findings are contrasted with the responses of 133 principals from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

6.1.1 2009-10 LSES NP overall impact of changes in capacity since commencing the SSNP

Overall, principals were very positive about the impact of the SSNP on teacher capacity at the end of their participation in the SSNP. Almost all (99%) of the 70 principals who responded to the survey in 2013 reported that the SSNP had improved teaching capacity in their school over and above what was already being done. Of these principals, 66% reported a large or very large improvement (Figure 31). This represents a 19 percentage point increase in the proportion of principals that reported large or very large improvements compared to the 2011 results.

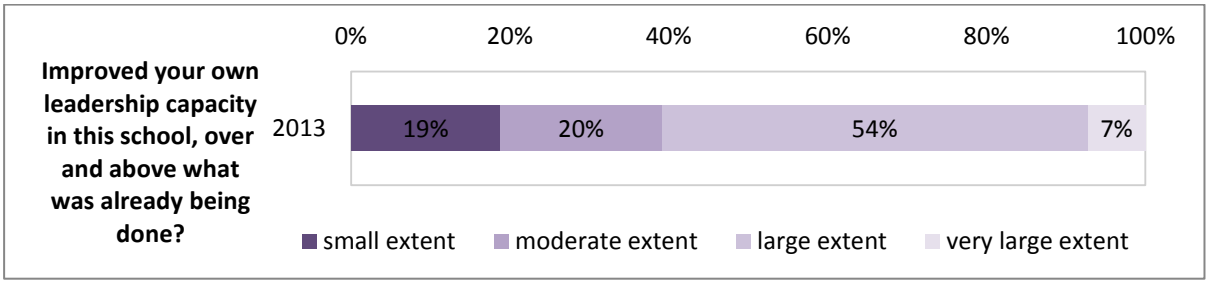
Figure 31. 2009-10 LSES NP Principals' perceptions of improvements in teacher capacity since commencing in the SSNP



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 130; N 2013 = 70

In the 2013 survey administration, a new question was included asking principals about improvements in their own leadership capacity since the implementation of the SSNP. All principals from the 2009-10 LSES NP cohort reported some improvement and 61% described this improvement as either large or very large (Figure 32).

Figure 32. 2009-10 LSES NP Principals' percpetions of improvements in their own leadership capacity since commencing in the SSNP



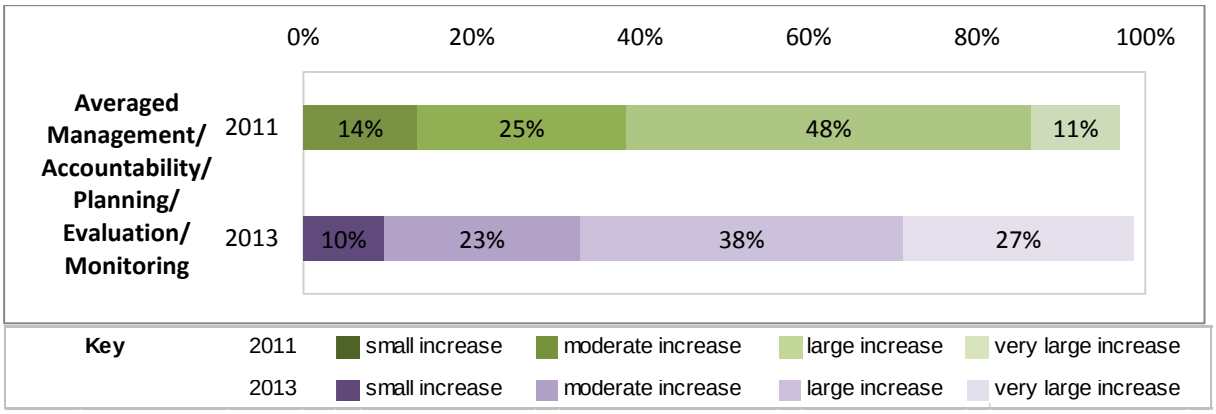
Source: Wave 3 CSIS, 2013 (purple); N 2013 = 69

6.1.2 2009-10 LSES NP Principals' views of management, accountability, planning, evaluation and monitoring since commencing in the SSNP

In 2013, the majority of principals reported improvements in their schools in the areas of management, accountability, planning, evaluation and monitoring since commencing in the SSNP. This is can be seen in the averaged summary variable results for this domain, as 38% of principals reported large improvements and 27% very large improvements since commencing the SSNP (Figure 33). This corresponds to a 7 percentage point increase in the proportion that reported large or very large improvements compared to the 2011 results. A similar proportion of principals reported any level of increase in 2013 and 2011, illustrating that the coverage of these improvements has remained the same.

The greatest areas of change since commencing the Partnership, compared to the Wave 1 survey results for this cohort, were in the use of evidence and student achievement data in school planning processes. The survey items increased by 18 and 19 percentage points respectively in the proportion if principals reporting large or very large improvements.

Figure 33. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP)



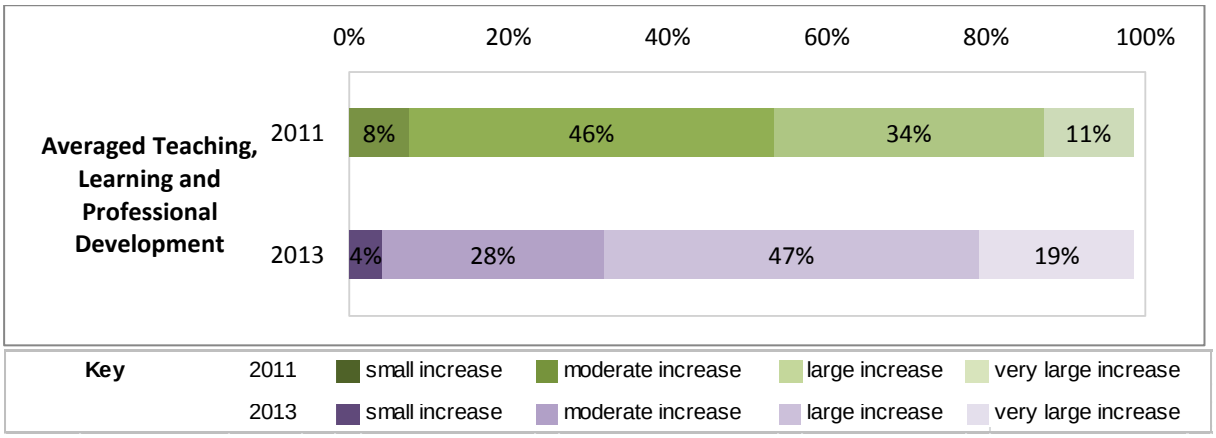
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 73

6.1.3 2009-10 LSES NP Principals' views of teaching, learning and professional development since commencing the SSNP

In 2013, principals of 2009-10 LSES NP schools were very positive about improved outcomes for teachers and students from professional development activities since commencing the SSNP. Overall, around 99% of principals in this cohort reported some improvements in these areas. This is a similar proportion to the 2011 survey results. The averaged summary variable for this domain illustrates that in 2013, 67% of principals reported large or very large improvements (Figure 34). This represents an increase of 22 percentage points compared to the principals' responses in the 2011 survey.

The individual survey items in this domain tended to have similar results to the averaged summary variable. However, in 2013 principals described a lesser extent of change in their ability to provide instructional support for individual teachers than in 2011 (Appendix 10). This item had a decrease of 4 percentage points in the proportion of principals reporting large or very large improvements.

Figure 34. 2009-10 LSES NP Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP

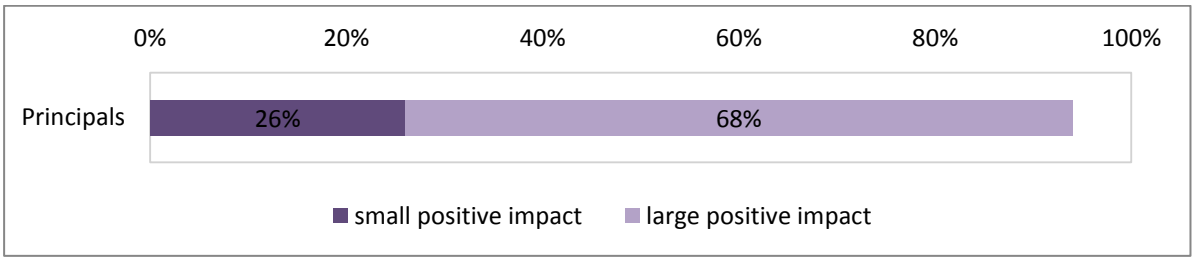


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 73

6.1.4 2009-10 LSES NP Principals' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 28 principals of LSES NP schools (38%) who indicated that teachers at their school were able to access support from a HAT or equivalent, over two thirds (68%) reported that these positions were making a large contribution to improving support for teachers' professional learning (Figure 35).

Figure 35. Principals' views about the impact of HATs or equivalent on support for teachers professional learning



Source: Wave 3 CSIS, 2013 (purple); N 2013 = 28

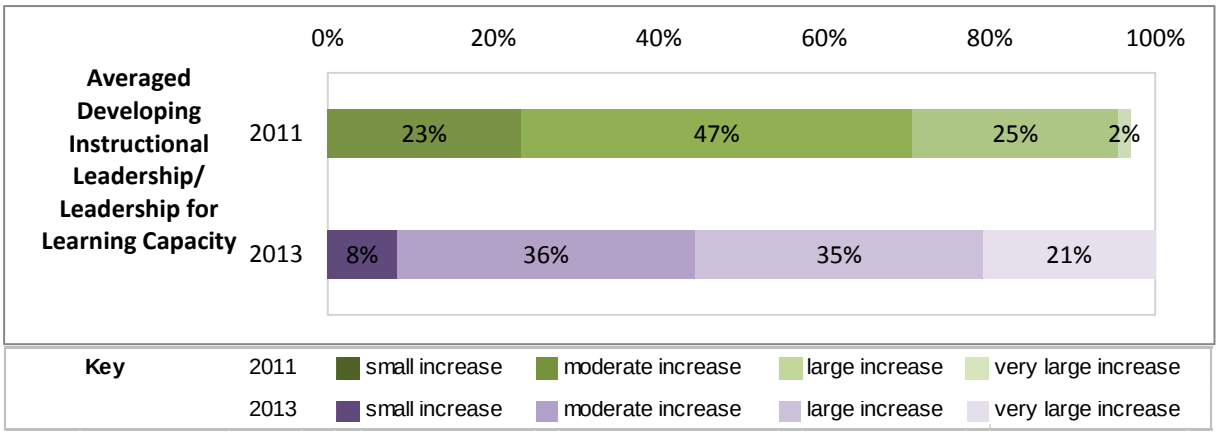
6.1.5 2009-10 LSES NP Principals' views of changes in instructional leadership for learning capacity since commencing in the SSNP

Over 90% of principals in the 2009-10 LSES NP cohort reported increases on all items in the instructional leadership/leadership for learning capacity domain since commencing in the SSNP. Positive changes were also reported in the 2011 surveys mid-way through the Partnership, however, the extent of change was greater for the 2013 survey respondents. The averaged instructional leadership responses demonstrated a 29

percentage point increase on the proportion of principals that reported large or very large improvements compared to the 2011 results (Figure 36).

Two of the survey items demonstrating considerable increases in the proportion of respondents reporting a large or very large improvement were the improvement of principals' leadership practices and their understanding of what they need to do to be a more effective educational leader (Appendix 10). These survey items both had an increase of 49 percentage points in the proportion of principals describing large or very large improvements compared to the 2011 results.

Figure 36. Principals' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP)



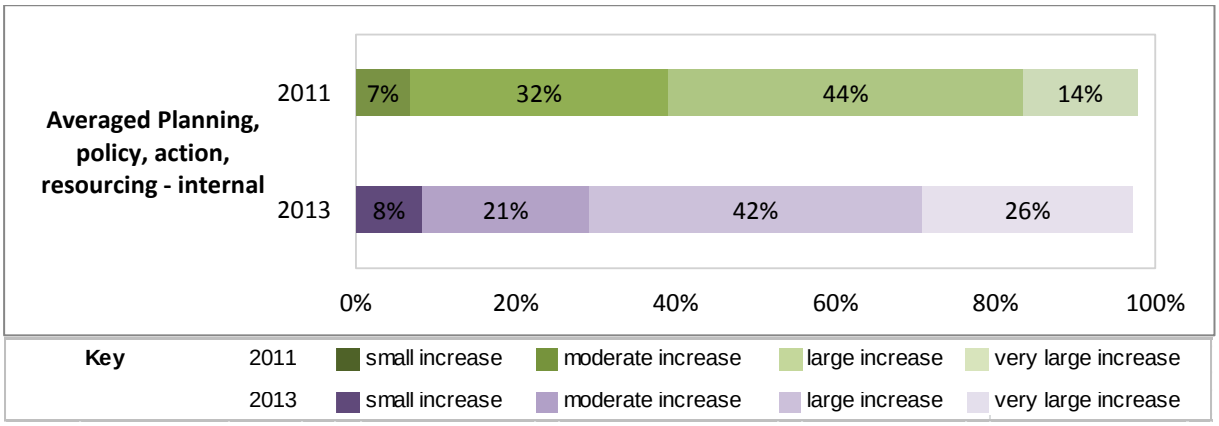
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 72

6.1.6 2009-10 LSES NP Principals' views of changes to planning, policy, action and resourcing since commencing in the SSNP

In 2013, most principals in the 2009-10 LSES NP cohort reported improvements 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 domains (Figure 37 to Figure 39). In 2013, more principals reported the extent of change since commencing in the SSNP as being large or very large on all items compared to the respondents to the Wave 1, 2011 survey.

In the planning, policy, action and resourcing (internal) domain, the average increase in the proportion of respondents who reported either large or very large improvements compared to 2011 was 9 percentage points (Figure 37). The largest increases in this domain were seen in the stronger culture of collaboration and shared responsibility for outcomes in this school (Appendix 10). This survey item had an increase of 18 percentage points in the proportion of principals reporting large or very large improvements compared to the 2011 survey results.

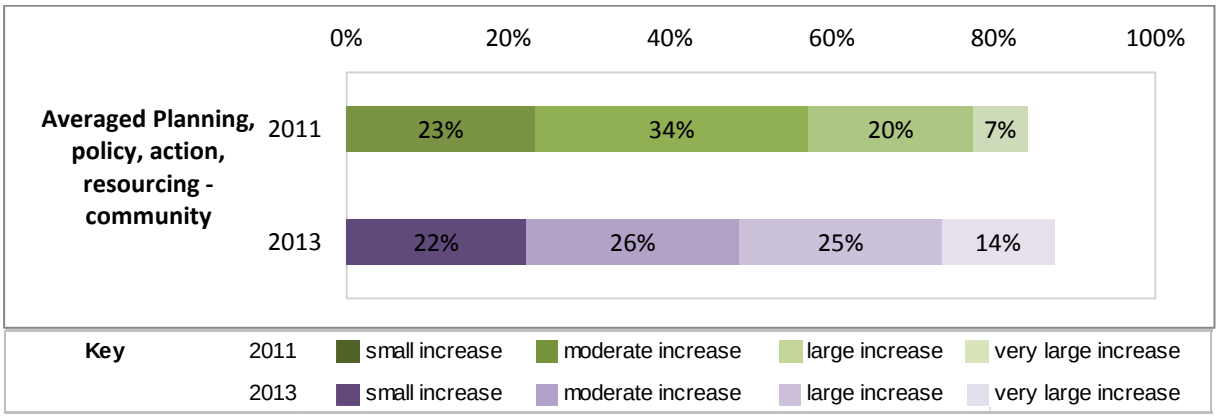
Figure 37. 2009-10 LSES NP Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in the SSNP



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 72

In 2013, principals in the 2009-10 LSES NP cohort reported moderate increases in the effectiveness of strategies to engage communities (Appendix 10). In comparison to the findings from the 2011 survey, the 2013 survey results illustrated an increase of 12 percentage points in the proportion of principals from the 2009-10 LSES NP cohort observing a large or very large increase in engagement of the broader community (Figure 38).

Figure 38. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP)



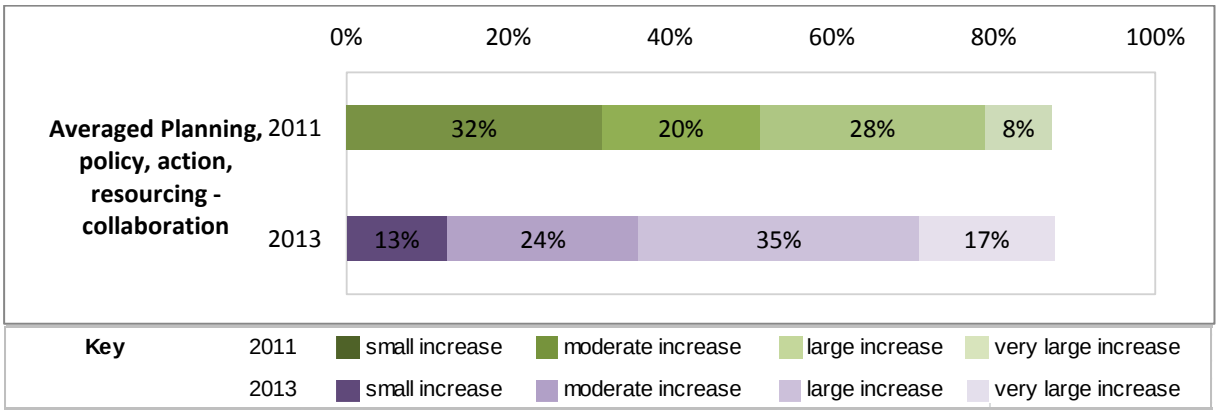
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 72

Similarly to the previous domains, principals surveyed in 2013 indicated an increase in their collaborations with other institutions since commencing in the SSNP. The results demonstrated a 15 percentage point increase in the proportion of respondents who reported either large or very large improvements compared to the Wave 1, 2011 survey results (Figure 39).

In 2013, principals reported a greater extent of increased engagement with universities than with other schools compared to the 2011 results (Appendix 10). Engagement with

universities had an increase of 11 percentage points in the proportion of principals reporting large or very large improvements compared to 2011, whereas engagement with schools demonstrated no increase in this proportion.

Figure 39. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP)

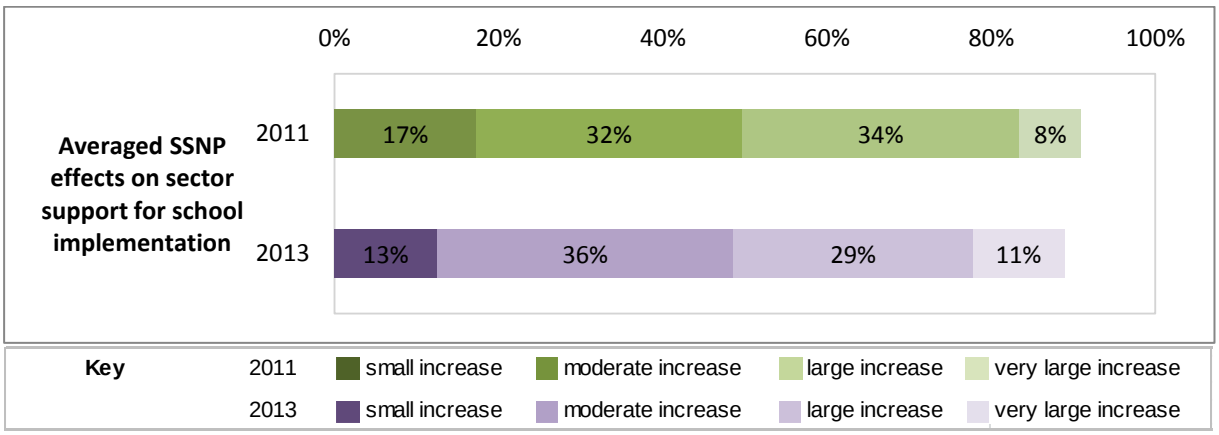


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 72

6.1.7 2009-10 LSES NP Principals' views of SSNP effects on sector support for/ adding value to school SSNP implementation since commencing in the SSNP

Overall, approximately 89% of principals in the 2009-10 LSES NP cohort reported increases in 2013 in the effects of sector support for/adding value to SSNP implementation since commencing. However, support appears to have lessened slightly from the level reported in 2011 for some survey items (Appendix 10). The averaged summary variable illustrates a 1 percentage point decrease in the proportion of principals reporting large or very large improvements between the 2013 and 2011 results (Figure 40).

Figure 40. Principals' views of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2009-10 LSES NP)



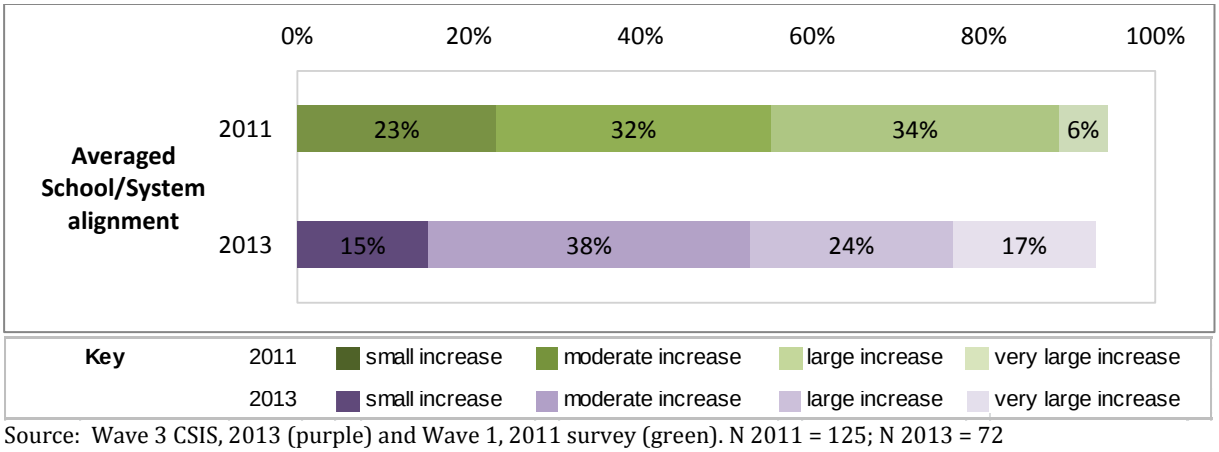
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 133; N 2013 = 72

6.1.8 2009-10 LSES NP Principals' views of changes in school/ system alignment since commencing in the SSNP

Overall, most principals in the 2009-10 LSES NP cohort indicated school and system alignment improved since the commencement of the SSNP. While the coverage of the improvements has not changed between surveys, the averaged summary variable illustrates only a 1 percentage point increase in the proportion of principals reporting large or very large improvements compared to the 2011 results (Figure 41).

The DEC/Regional/Diocesan monitoring of, and accountability requirements for, teaching and learning activities exhibited the poorest extent of change compared to the 2011 results. A decrease of 6 percentage points was described in the proportion of principals in 2013 that reported large or very large improvements (Appendix 10).

Figure 41. Principals' perceptions of school/ system alignment since commencing in the SSNP (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 125; N 2013 = 72

6.1.9 2009-10 LSES NP Principals – Significant changes in domains and key outcomes comparing 2011 and 2013 responses.

Principals in 2009-10 LSES NP schools reported statistically similar levels of change in 2013 as in 2011 for most domains and key outcomes, as shown in Table 10. Greater increases were reported in the key outcomes and domains of

- Management/Accountability/Planning/Evaluation/Monitoring
- Student achievement data and analysis is used more in the school strategic planning process
- Teaching, Learning and Professional Development
- Effective mentoring of staff is more widely established and supported in this school
- Teachers in this school now more often plan their teaching to meet individual student needs
- Students in this school are more engaged with teaching and learning
- The overall quality of teaching in this school has improved
- Developing Instructional Leadership/Leadership for Learning Capacity
- Planning, policy, action, resourcing – internal.

These increases were statistically significant, and the effect sizes of the differences for these domains and key outcomes were all small. These results illustrate improvements in some of the areas targeted by the SSNP as a result of these schools' continued participation in the 2012 LSES NP.

Table 10. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009-10 LSES NP Principals

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Significant (p=.009)	0.18
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Significant (p=.001)	0.23
Summary variable: Averaged Teaching, Learning and Professional Development	Significant (p=.006)	0.19
Key outcome: You are more able to arrange for instructional support to be provided for individual teachers	Not significant (p=.402)	0.06
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Significant (p=.017)	0.17
Key outcome: In school/in class professional learning/development has further supported the development of teacher capacity in this school	Not significant (p=.307)	0.07

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Significant (p=.014)	0.17
Key outcome: Students in this school are more engaged with teaching and learning	Significant (p=.016)	0.17
Key outcome: The overall quality of teaching in this school has improved	Significant (p=.002)	0.22
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Significant (p=.003)	0.21
Key outcome: Improved the quality of your collaboration/networking with other principals around teaching practices and student learning	Not significant (p=.542)	0.04
Summary variable: Averaged Planning, policy, action, resourcing - internal	Significant (p=.016)	0.17
Key outcome: The shared school improvement goals in this school are more focused	Not significant (p=.207)	0.09
Summary variable: Averaged Planning, policy, action, resourcing - community	Not significant (p=.119)	0.11
Key outcome: Strategies to engage parents are more effective	Not significant (p=.259)	0.08
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Not significant (p=.079)	0.12
Key outcome: Strategies to engage local Aboriginal communities are more effective	Not significant (p=.115)	0.12
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Not significant (p=.151)	0.10
Summary variable: Averaged SSNP effects on sector support for school implementation	Not significant (p=.595)	0.04
Key outcome: Sector/System/Regional/Diocesan/AIS support for the implementation/maintenance of the SSNP(s) is stronger	Not significant (p=.780)	0.02
Summary variable: Averaged School/System alignment	Not significant (p=.430)	0.06

All respondents: LSES N 2011~=133; LSES N 2013~=73 (p<0.05) Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

6.1.10 2009-10 LSES NP Principal's views of staffing impacts since beginning the SSNP

The final section of the 2013 survey explored principals' views on the impact of changes in staffing and conditions of employment since their school began the SSNP on the implementation and maintenance of the LSES NP.

Principals most often reported a large positive impact from staffing changes on implementation or maintenance of the SSNP, although there were a few exceptions to this pattern of results (Figure 42) The impact of staffing changes was variable depending on what change the school had experiences and for some staffing configurations, the location of the school (Table 11). The size of the school was found to have no significant impact on the principals' views of staffing impacts.

Changes in staffing (turnover)

The majority of schools had experienced changes in staff since beginning the LSES NP in 2009-10 with the highest turnover in changes of teaching staff – 89% of principal respondents experienced changes in teaching staff, 76% experienced changes in teaching staff in specific areas (e.g. single department, specialists or specific skill sets), and 66% experienced changes in executive staff.

Principals reported similar effects of change in SSNP implementation or maintenance as a result of staffing changes in their school. Just under 70% of principals that responded to this section reported that changes in their executive staff team, teaching staff and staff in specific areas had either a small or large positive impact on SSNP implementation (Figure 42). However, these principals were more likely to report a negative impact of changes in executive or teaching staff compared to staff changes in specific areas.

Principals in the 2009-10 LSES NP cohort reported no statistically significant differences between school locations on changes in staffing (Table 11).

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 reliving executive staff, most often had a positive impact on the implementation of the LSES NP. A slightly greater proportion of principals reported a small or large positive impact of the proportion of temporary or casual teachers in their school on SSNP implementation (67%) than the proportion of acting or relieving executive staff members (61%). These principals were also more likely to report no or minimal impact of the proportion of acting/relieving executive staff than temporary or casual teaching staff.

Principals in the 2009-10 LSES NP cohort reported very similar impacts of the proportion of part-time executive staff and teaching staff on the implementation and maintenance of the SSNP in their school.

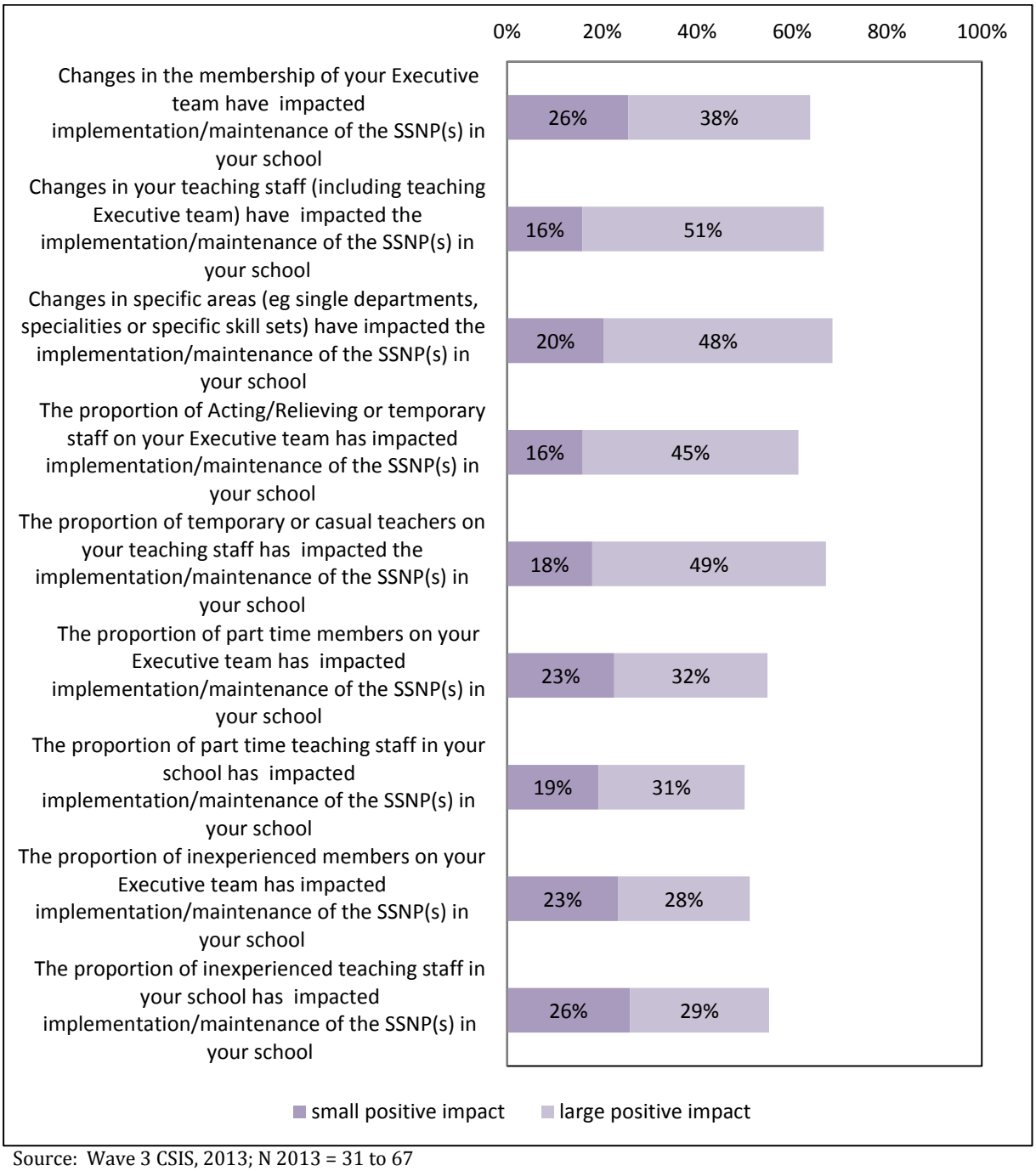
Staffing arrangements – such as having temporary or casual teachers, and/or acting or relieving executive staff – had differential impacts on schools based in remote areas compare with provincial and metropolitan schools (Table 11). Significantly fewer principals from remote schools reported a positive impact (24%) of the proportion of acting/relieving executive staff on implementation and maintenance of the SSNP compared to those from metropolitan (64%) and provincial (65%) schools. Similar results were seen for the reported impacts of the proportion of temporary or casual teachers on SSNP implementation. Again, significantly fewer principals from remote schools reported a positive impact (43%) compared to principals from metropolitan (69%) and provincial (71%) schools.

Inexperienced staff

These principals again reported similar results regarding the impact of the inexperienced executive and teaching staff in their school on SSNP implementation. Over 50% of principals reported some positive impact of the proportion of these staff in their school, while around a third reported no or minimal impact and around one fifth reported a negative impact.

The perceived impact of the proportion of inexperienced executive staff did, however, vary depending on the location of the respondent principals' schools. Significantly greater principals from provincial (48%) and metropolitan (60%) schools reported a positive impact of these positions on SSNP implementation and maintenance compared to just 24% of principals from remote schools (Table 11).

Figure 42. Staffing impacts on 2009-10 LSES NP schools



Source: Wave 3 CSIS, 2013; N 2013 = 31 to 67

Table 11. LSES NP schools: Impact of location on the implementation/ maintenance of the SSNP's by staff profile (% schools rated impact)

Staff change or profile	Metropolitan schools		Provincial schools		Remote schools		Is difference significant? (p-value)
	No or –ve impact	+ve impact	No or –ve impact	+ve impact	No or –ve impact	+ve impact	
Changes in membership of executive team (n=47)	23%	77%	50%	50%	24%	76%	Not significant (p=0.87)
Changes in teaching staff (n=63)	24%	77%	43%	57%	30%	70%	Not significant (p=0.224)
Changes in teaching staff in specific areas (n=54)	18%	79%	43%	57%	19%	81%	Not significant (p=0.070)
Proportion of Acting/ Relieving executives (n=44)	36%	64%	35%	65%	76%	24%	Significant (p=0.009)
Proportion of temporary or casual teachers (n=67)	31%	69%	29%	71%	57%	43%	Significant (p=0.026)
Proportion of P/T executive staff (n=31)	33%	67%	50%	50%	69%	31%	Not significant (p=0.142)
Proportion of P/T teaching staff (n=52)	48%	52%	50%	50%	59%	41%	Not significant (p=0.682)
Proportion of inexperienced executive staff (n=47)	40%	60%	52%	48%	76%	24%	Significant (p=0.046)
Proportion of inexperienced teaching staff (n=58)	42%	58%	43%	57%	66%	34%	Not significant (p=0.106)

Note: highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

6.2 2009-10 LSES NP Executives' views about changes resulting from participation in the SSNP

This section is based on the views of 208 executives from 100 schools in the 2009-10 LSES NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on change since the inception of the LSES NP in 2009-10. These findings are contrasted with the responses of 517 executives from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped by domain, with averaged responses developed for each group of questions[20].

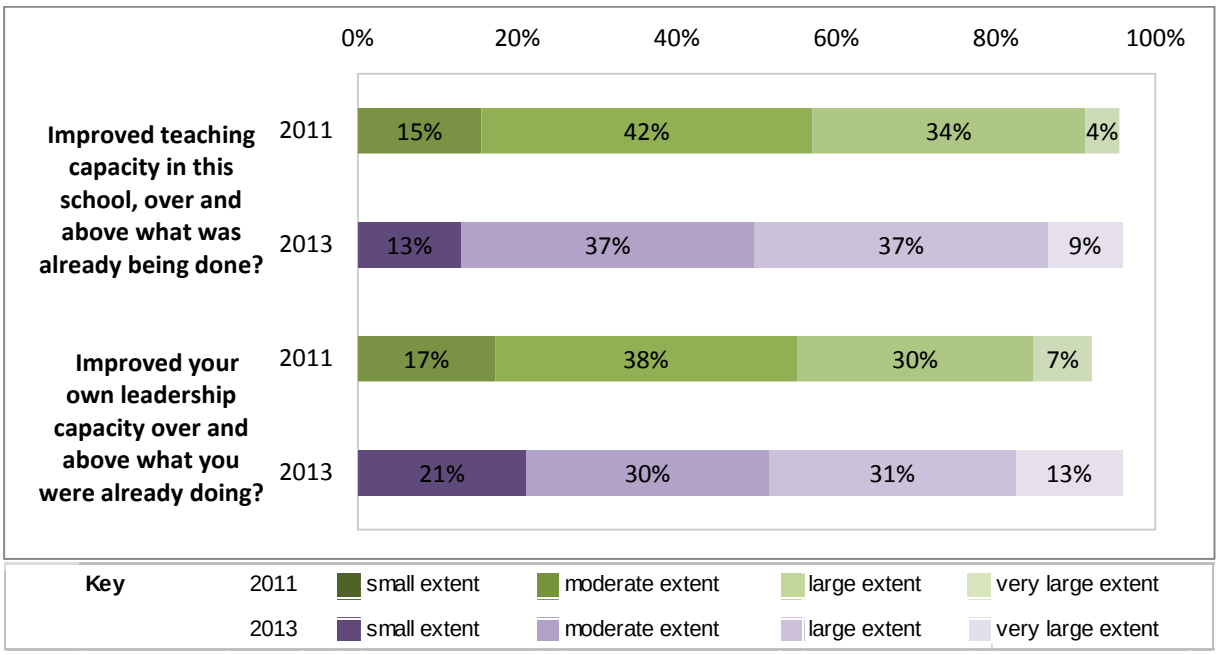
6.2.1 2009-10 LSES NP Overall impact of changes in capacity since commencing the SSNP

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. Over 95% of executives 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 46% describing the extent of change as large or very large. This was an 8 percentage point increase compared to the results from the previous, 2011, survey (Figure 43).

Executives were also positive about the impact of the SSNP on their own leadership capacity, over and above what was already being done. The executives from the 2009-10 LSES NP cohort described a 7 percentage point increase in the proportion who reported large or very large changes in 2013 compared to 2011 (Figure 43).

[20] See Appendix 4

Figure 43. Executives' perceptions of improvements in teachers capacity and their own leadership capacity, since commencing in the SSNP (2009-10 LSES NP)



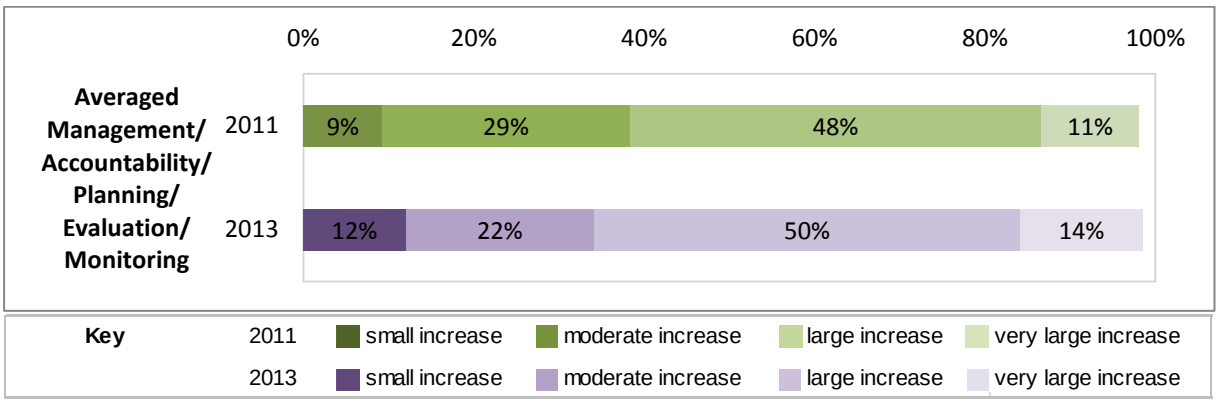
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 465; N 2013 = 194

6.2.2 2009-10 LSES NP Executives' views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

While over 90% of executive respondents reported increases to all survey items in this domain, the extent of change compared to the 2011 results has increased only slightly in most cases and decreased in one case (Appendix 10). The averaged summary variable for management, accountability, planning, evaluation and monitoring revealed an increase of 5 percentage points in the proportion of executives reporting large or very large improvements and a 1 percentage point increase in the proportion reporting any improvement compared to the 2011 survey results (Figure 44). These results indicate that the positive effects of the SSNP were lasting and that the extent of change increased in this area with continued participation in the SSNP.

The survey item in this domain regarding the more rigorous monitoring of the effects of new initiatives and strategies was the only item in this domain to exhibit a decline in the extent of change since the 2011 survey (Appendix 10). There was a 4 percentage point decrease in the proportion of executives reporting large or very large improvements to this survey item.

Figure 44. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP)



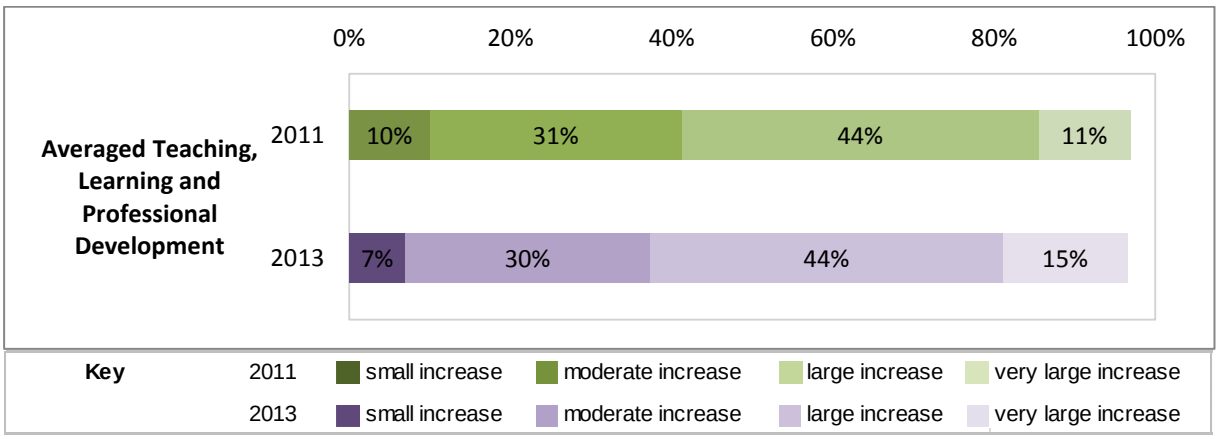
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 517; N 2013 = 208

6.2.3 2009-10 LSES NP Executives' views of changes in teaching, learning and professional development since commencing in the SSNP

Based on the reporting of executives' in the 2009-10 LSES NP, it appears that some changes in teaching, learning and professional development were maintained or increased since 2011 for this group, while others have decreased (Appendix 10: 2009-10 LSES NP cohort completers' perceptions of changes at the end of the SSNP). According to the averaged summary variable, the same proportion of this cohort reported at least some improvement in the 2013 and 2011 surveys (97%) (Figure 45). The summary variable also indicated an increase in the proportion of executives reporting large or very large changes of 4 percentage points compared to the 2011 survey results (Figure 45).

The survey item that revealed the greatest extent of change compared to the 2011 results was the increase in teacher planning to meet individual student needs. The proportion of executives that reported a large or very large increase for this survey item increased by 12 percentage points in 2013 (Appendix 10).

Figure 45. Executives' perceptions about whether the SSNP has improved teaching, learning and professional development since commencing in SSNP (2009-10 LSES NP)

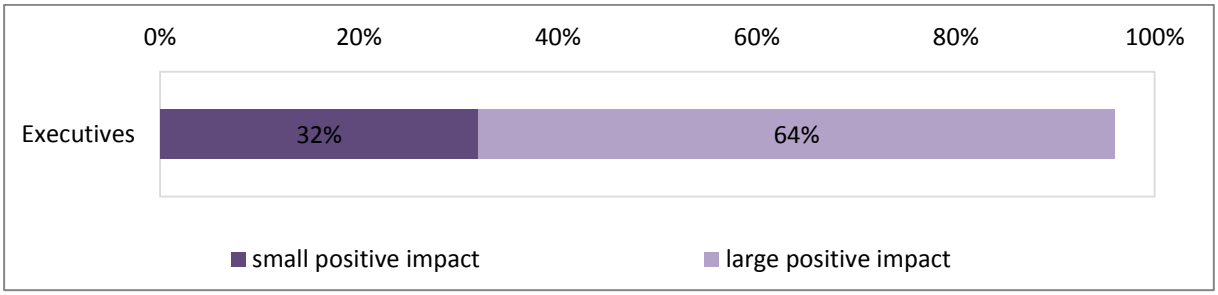


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 511; N 2013 = 201

6.2.4 2009-10 LSES NP Executives' views on the extent HATs/Teacher Educators/LOPs/equivalents have contributed to improved support for teachers' professional learning

Amongst the 92 executives from 2009-10 LSES NP schools (44%) who indicated that teachers in their school were able to access support form a HAT or their equivalent, 64% reported that these positions were making a large contribution to improving support for teachers' professional learning (Figure 46). However, of these executives, 3% reported that these positions were making a negative contribution to teachers' professional learning.

Figure 46. Executives' views about the impact of HATs or equivalent on support for teachers' professional learning (2009-10 LSES NP)



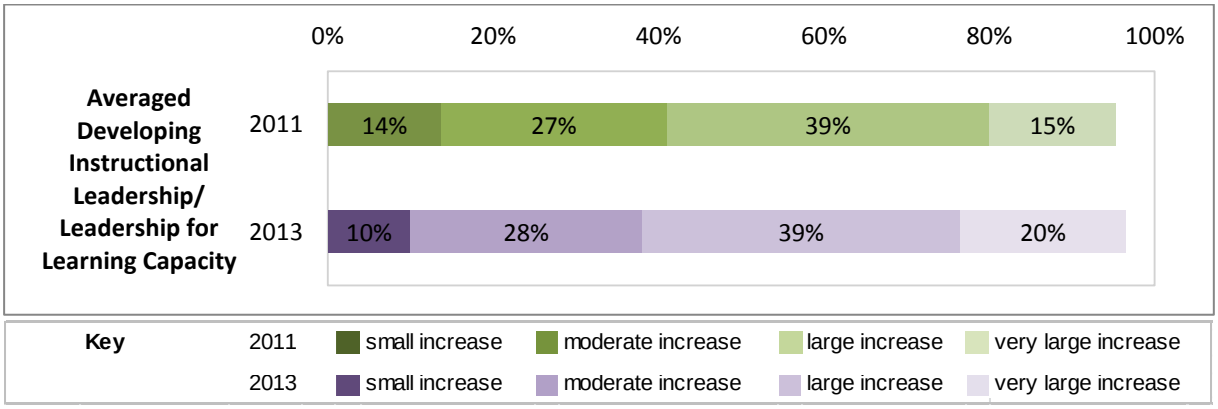
Source: Wave 3 CSIS, 2013 (purple); N 2013 = 83

6.2.5 2009-10 LSES NP Executives' views of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

Large proportions of executives in the 2009-10 LSES NP cohort reported increases in all items relating to changes in instructional leadership and leadership for learning

capacity, in both the 2013 and 2011 surveys. There was only a 2 percentage point difference in the average proportion of executives reporting any improvement between the 2013 and 2011 surveys. The increase in the proportion of executives reporting large or very large changes compared to the 2011 results is again small. The averaged summary variable described only a 4 percentage point increase on these figures compared to the Wave 1, 2011 survey results (Figure 47).

Figure 47. Executives' perceptions of changes in developing instructional leadership/ leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP)



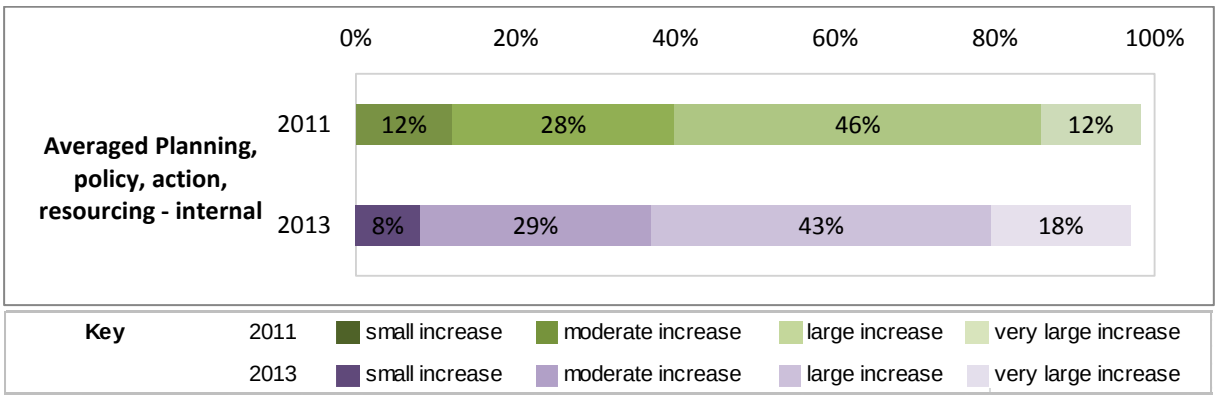
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 510; N 2013 = 200

6.2.6 2009-10 LSES NP Executives' views of changes in planning, policy, action and resourcing since commencing in the SSNP in 2009-10

Most executives in the 2009-10 LSES NP cohort reported continued positive changes to the internal aspects of planning, policy, action and resourcing (Figure 48). The proportion reporting any positive improvement was again similar to the proportion in 2011, illustrating that the scope of the improvements has not lessened as the SSNP has progressed.

However, the extent of change compared to the 2011 results varied for each survey item. Some changes to survey items in this domain were reported as being maintained or increased since 2011 for this group, while others have decreased (Appendix 10). The extent of change of the involvement of executives in contributing to their School Plan or equivalent decreased by 2 percentage points in 2013 while the time spent on improving and developing teaching skills in their school increased by 4 percentage points.

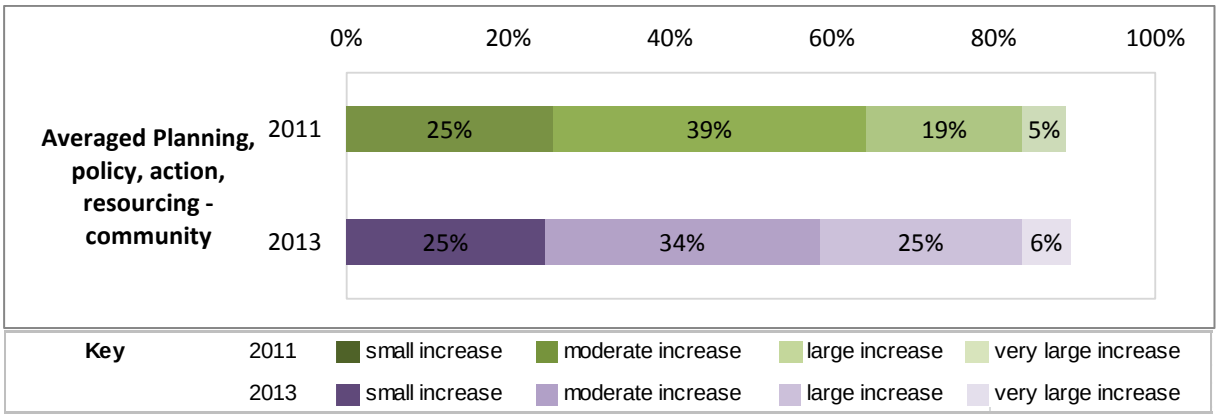
Figure 48. Executives' perceptions about whether the SSNP has improved planning, policy, action and resourcing (internal) since commencing in the SSNP (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 506; N 2013 = 200

Increases appeared to continue to be made in the effectiveness of strategies to engage the community since commencing in the SSNP. The averaged proportion of executives in the 2009-10 LSES NP cohort reporting large or very large improvements in this domain increased by 6 percentage points compared to the 2011 survey results (Figure 49).

Figure 49. Executives' perceptions of improvements in planning, policy, action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP)

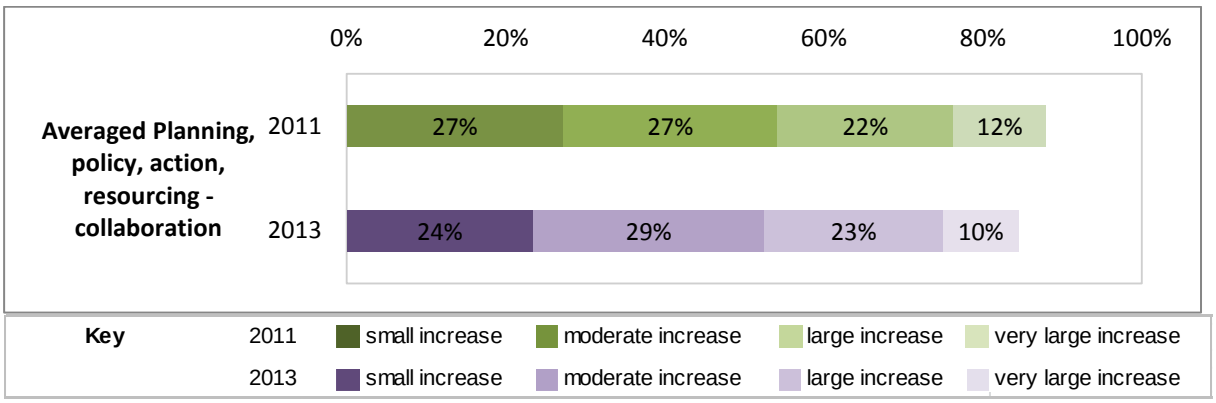


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 506; N 2013 = 200

In 2013, executives in the 2009-10 LSES NP cohort reported some increases in their collaboration with other schools and universities, although these have on average declined slightly since 2011 (Appendix 10). The extent of change seems to have diminished, with the averaged summary variable describing smaller proportions of executives reporting large or very large increases in 2013 compared with 2011 (Figure 50).

These executives were more likely to report some level of increase in their collaboration with other schools (79%) than with universities (60%).

Figure 50. Executives' perceptions about whether the SSNP has improved planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 506; N 2013 = 200

6.2.7 2009-10 LSES NP Executives – Significant changes in summary variables and key outcomes comparing 2011 and 2012 responses

Executives in 2009-10 LSES NP schools reported statistically similar results in 2013 as in 2011 for most domains and key outcomes, as shown in Table 12. The extent of change for two key outcomes and one domain for this cohort were found to differ significantly. These areas that increased significantly were

- Teachers in this school now more often plan their teaching to meet individual student needs
- Developing Instructional Leadership/Leadership for learning capacity
- Your leadership practices have improved.

The effect sizes of the differences in all three cases were small. These results illustrate that for the majority of the areas targeted by the SSNP, the growth that occurred had been sustained, but had neither increased nor decreased greatly.

Table 12. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009-10 LSES NP Executives

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Not significant (p=.348)	0.03
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Not significant (p=.384)	0.03
Summary variable: Averaged Teaching, Learning and Professional Development	Not significant (p=.079)	0.07
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Not significant (p=.865)	0.01
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Significant (p=.001)	0.12
Key outcome: Students in this school are more engaged with teaching and learning	Not significant (p=.493)	0.03
Key outcome: The overall quality of teaching in this school has improved	Not significant (p=.213)	0.05
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Significant (p=.047)	0.07
Key outcome: Your leadership practices have improved	Significant (p=.008)	0.10
Summary variable: Averaged Planning, policy, action, resourcing - internal	Not significant (p=.258)	0.04
Key outcome: The shared school improvement goals in this school are more focused	Not significant (p=.482)	0.03
Summary variable: Averaged Planning, policy, action, resourcing - community	Not significant (p=.226)	0.05
Key outcome: Strategies to engage parents are more effective	Not significant (p=.720)	0.01
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Not significant (p=.345)	0.04
Key outcome: Strategies to engage local Aboriginal communities are more effective	Not significant (p=.142)	0.06
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Not significant (p=.984)	0.00

All respondents: LSES N 2011~=517; LSES N 2013~=208. Effect size: Small>0.1; Medium>0.3; Large>0.5.
Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

6.3 2009-10 LSES NP Teachers' views about changes resulting from participation in the SSNP

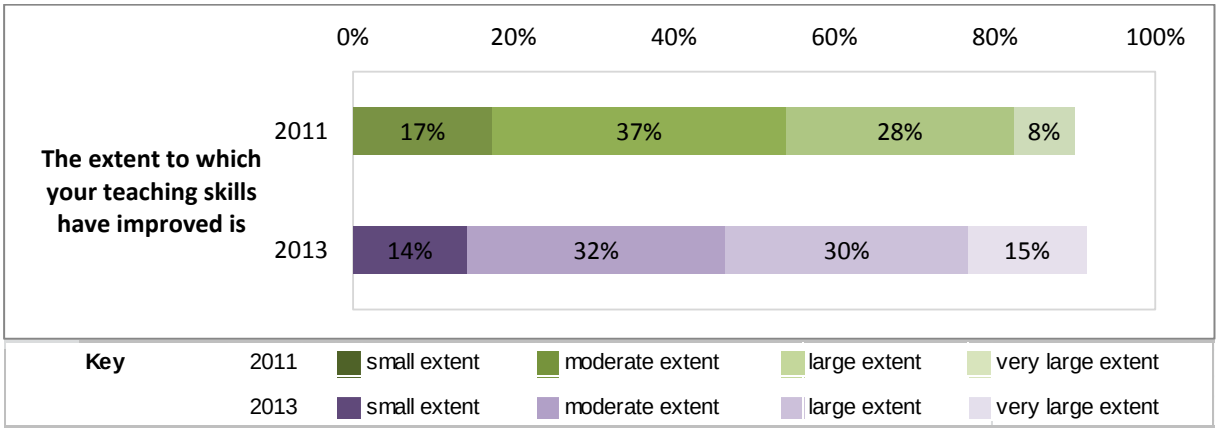
This section is based on the views of 353 teachers from 68 schools in the 2009-10 LSES NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the inception of the LSES NP in 2009-10. These findings are contrasted with the responses of 815 teachers from the same cohort of schools, who complete a survey in 2011 (Wave 1 survey). The respondents of the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped by domain, with averaged responses developed for each group of questions[21].

6.3.1 2009-10 LSES NP Overall impact of changes in teaching skills since commencing in the SSNP

In 2013, teachers in the 2009-10 LSES NP cohort were positive about the extent to which their teaching skills had improved since participating in the SSNP, with 91% indicating their skills had increase to some extent and 45% describing the increase as large or very large (Figure 51). This is 9 percentage points higher than reported by 2009-10 LSES NP respondents in the 2011 survey.

Figure 51. Teachers' perceptions of overall change since commencing in the SSNP (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 743; N 2013 = 338

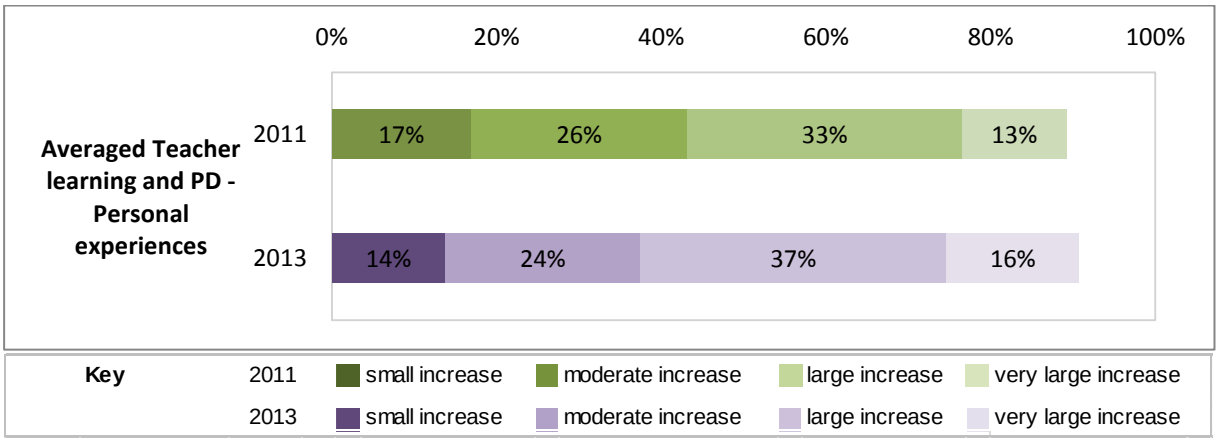
6.3.2 2009-10 LSES NP Teachers' views of changes in professional development experiences since commencing in the SSNP

Teachers participating in the 2009-10 LSES NP cohort reported positive changes in how professional development is being offered since commencing the SSNP. Over 85% of

[21] See Appendix 4: Summary variables composition

teacher reported some positive improvements for all survey items in this domain in 2013. This was a similar proportion to that reported in 2011. The summary variable results for this domain illustrate that, 53% of teachers reported large or very large increases since commencing the SSNP in 2009-10. This proportion increased by 7 percentage points in 2013 compared to the 2011 survey results (Figure 52). The smallest increase in this proportion (5 percentage point increase) was seen when teachers were asked if opportunities to further develop their teaching skills had increased (Appendix 10).

Figure 52. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2009-10 LSES NP)

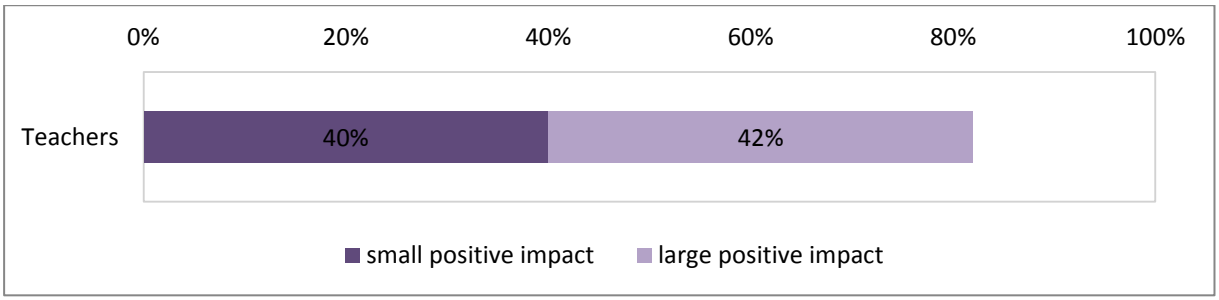


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 815; N 2013 = 347

6.3.3 2009-10 LSES NP Teachers' views on the extent HATs/Teacher Educators/LOPs or equivalent have contributed to improved support for teachers' professional learning

Amongst the 207 teachers (59%) from the 2009-10 LSES NP cohort who indicated that teachers in their school were able to access support from a HAT or their equivalent, 42% reported that these staff were making a large contribution to improving support for teachers' professional learning (Figure 53). However, 16% of these teachers reported that these positions had no impact and 2% indicated that these positions had a large, negative impact.

Figure 53. LSES NP Teachers' views about the impact of HATs or equivalent on support for teachers' professional learning



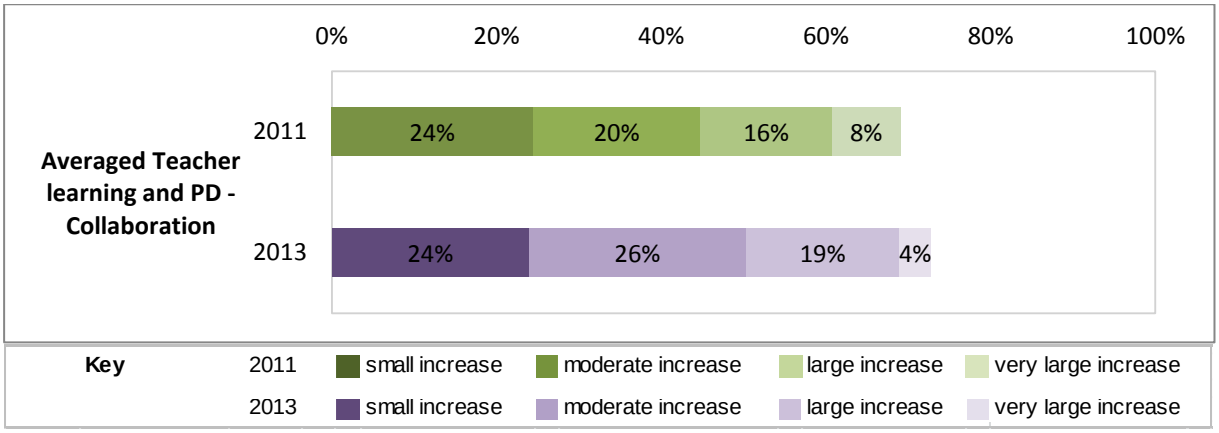
Source: Wave 3 CSIS, 2013; N = 207

6.3.4 2009-10 LSES NP Teachers' views of changes in leadership and collaboration since commencing in the SSNP

In 2013, teachers in the 2009-10 LSES NP cohort generally reported increases in their leadership opportunities and in collaboration with other schools and universities. The averaged summary variable for this domain illustrated a small decrease of 2 percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results (Figure 54). However, the proportion of teachers reporting large or very improvements increased by 6 to 9 percentage points for the individual survey items (Appendix 10).

A larger proportion of teachers (65%) reported some increase in collaborative activities with other schools than with universities (52%).

Figure 54. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2009-10 LSES NP)



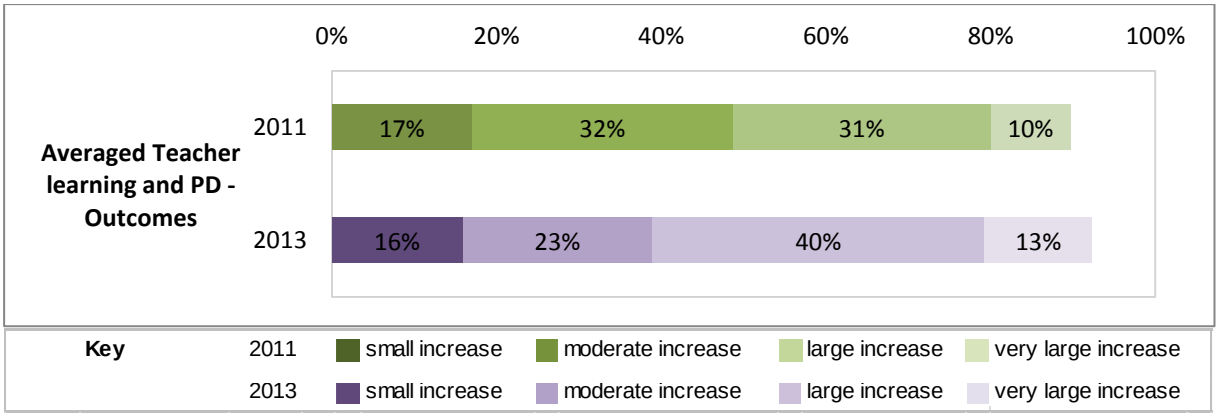
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 815; N 2013 = 338

6.3.5 2009-10 LSES NP Teachers' views of improvements to their professional learning outcomes since commencing in the SSNP

Teachers participating in the 2009-10 LSES NP cohort generally reported that, as a result of their schools' participation in the SSNP, their professional development outcomes had improved. An average of 92% of teachers in 2009-10 LSES NP schools reported some improvements to survey items in this domain. The proportion of teachers reporting large or very large improvements for items in this domain increased by 5 to 15 percentage points compared to 2011 figures (Appendix 10). The averaged summary variable illustrated a 12 percentage point increase in this proportion (Figure 55).

The area in this domain with the greatest reported extent of change compared to the 2011 results was the increased use of student achievement data to inform lesson planning. This survey item increased by 15 percentage points in the proportion of respondents reporting large or very large improvements compared to the 2011 survey results.

Figure 55. Teachers' perceptions about improvements to their professional learning outcomes since commencing in the SSNP (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 815; N 2013 = 352

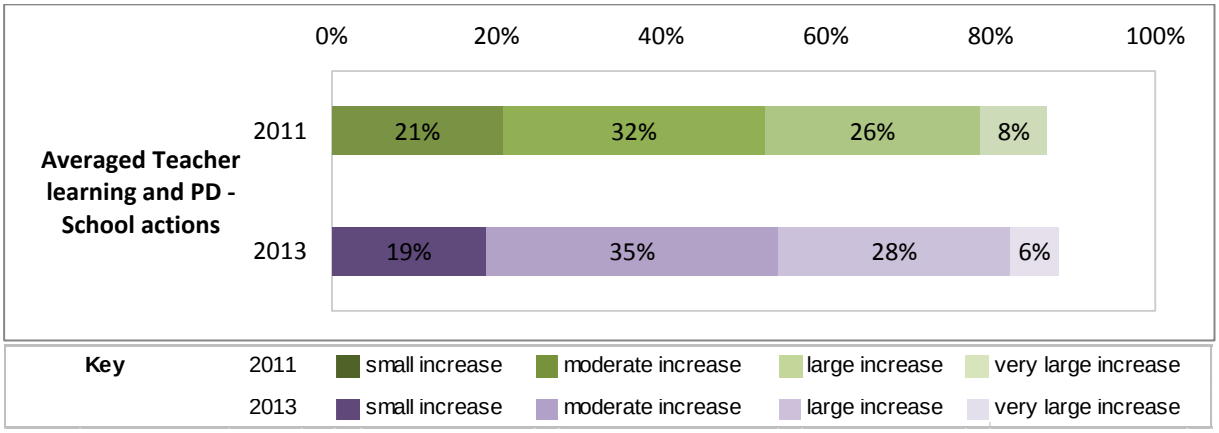
6.3.6 2009-10 LSES NP School actions to support teacher learning and professional development since commencing in the SSNP

In 2013, 88% of LSES NP teachers in the 2009-10 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 56). While the averaged summary variable revealed no increase in the average proportion of teachers' reporting large or very large changes in 2013 compared to 2011, the individual survey items in this domain all illustrated a small positive increase in this proportion (Appendix 10).

The field with the greatest extent of change in this domain was the improvement in teaching skills due to interaction with School Learning Support staff. This survey item

increased by 9 percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results.

Figure 56. Teacher's perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP)



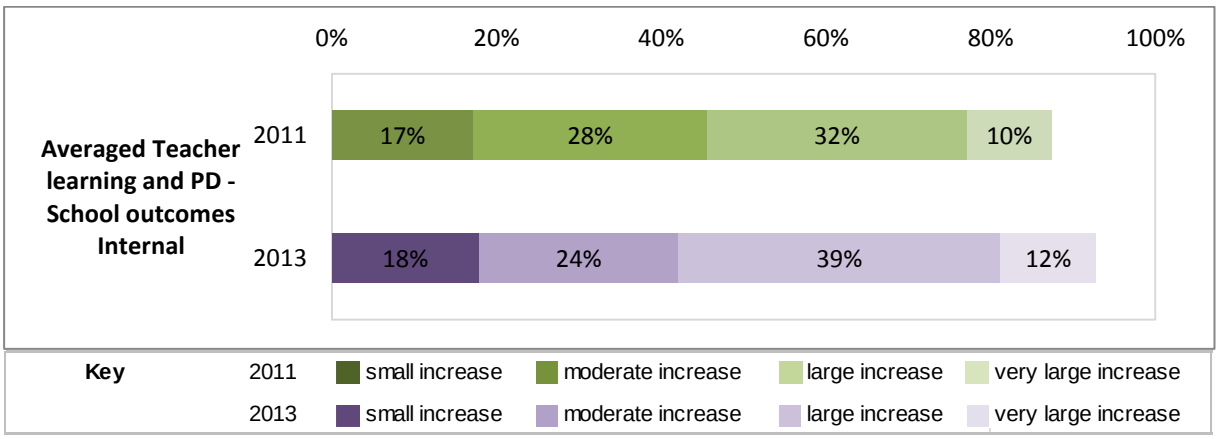
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 801; N 2013 = 341

6.3.7 2009-10 LSES NP School outcomes (internal) from teacher learning and professional development since commencing in the SSNP

In 2013, teachers in the 2009-10 LSES NP cohort were positive about the changes in interactions amongst teaching staff and students as a result of involvement in the SSNP. Comparing teachers' responses to the 2013 and 2011 surveys, the extent of change has increased slightly for all survey items in this domain, with an average growth of 9 percentage points of those describing the change as large or very large (Figure 57). The proportion of teachers reporting any improvement also increased (6 percentage points) in 2013 compared to the 2011 results. These results indicate that teachers in this cohort reported greater coverage and a greater extent of change in internal school outcomes for learning and professional development, as a result of continued participation in the SSNP.

The area in this domain with the least improvement compared to the 2011 results was the change in students' engagement with teaching and learning (Appendix 10). This survey item illustrated a small increase of 6 percentage points in the proportion of teachers reporting large or very large improvements.

Figure 57. Teacher perceptions of school outcomes (internal) from teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP)



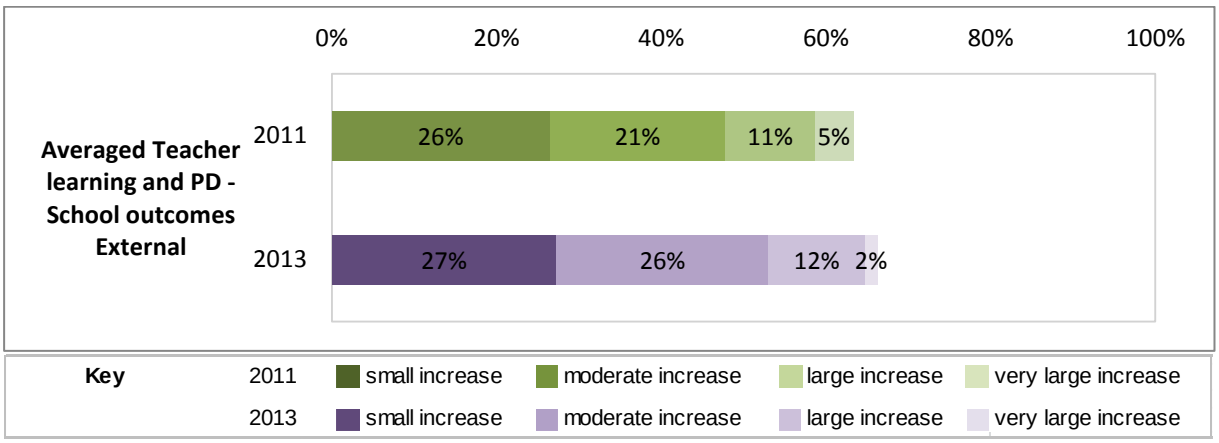
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 801; N 2013 = 341

6.3.8 2009-10 LSES NP School outcomes (external) from teacher learning and professional development since commencing in the SSNP

In 2013, teachers in the 2009-10 LSES NP cohort were somewhat positive about the furthered engagement of their school with the community since the commencement of the SSNP (Appendix 10). The averaged results for this domain illustrate that around 13% of teachers observed large or very large improvement since commencing the SSNP in 2012 (Figure 58). However, this demonstrated a small decrease of 2 percentage points in the proportion of teachers reporting a large or very large change compared to the improvements described in 2011.

A larger proportion of teachers' reported improvements to the involvement of local communities and community groups in the school (67%) compared to the increased involvement of local Aboriginal communities (58%) and parents (57%).

Figure 58. Teachers' perceptions of school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP)



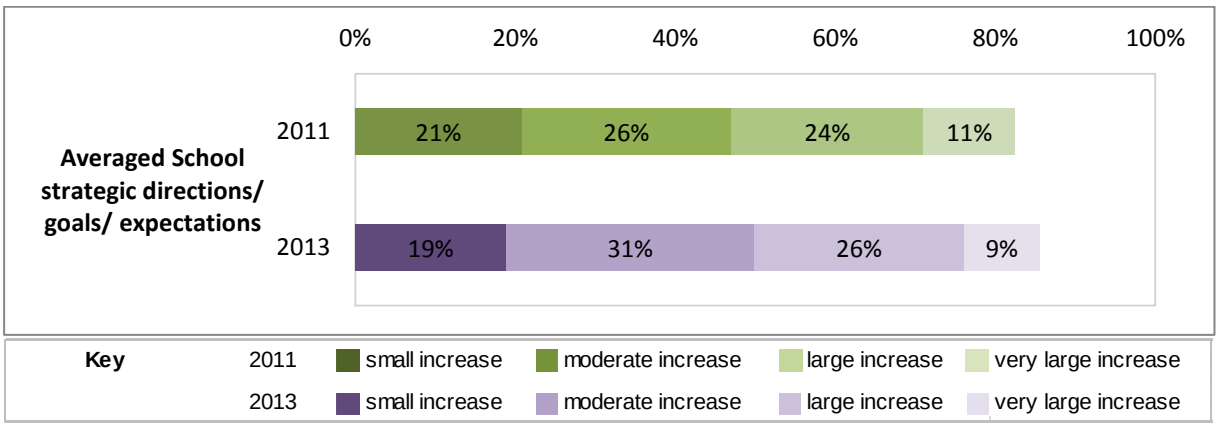
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 801; N 2013 = 326

6.3.9 2009-10 LSES NP Teachers' engagement with their school's strategic direction, goals and expectations since commencing in the SSNP

In 2013, teachers in the 2009-10 LSES NP cohort generally reported increased engagement with their school's strategic directions, goals and expectations since commencing the SSNP. While the averaged summary variable indicated that the coverage of change had been increased in 2013 as the proportion of teacher's reporting some level of improvement increased by 4 percentage points, the extent of change appears to not have improved. The averaged proportion of teachers reporting large or very large changes to this domain did not increase between the 2013 and 2011 surveys (Figure 59).

The area with the greatest extent of change in this domain was the increased involvement of teachers in monitoring the effects of new initiatives and strategies in their school (Appendix 10). This survey item illustrated an increase of 7 percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 results.

Figure 59. Teachers' perceptions of the their engagement with their school's strategic direction, goals and expectations since commencing in the SSNP (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 798; N 2013 = 339

6.3.10 2009-10 LSES NP Teachers – Significant changes in domains and key outcomes comparing 2011 and 2013 responses

Teachers in the 2009-10 LSES NP cohort reported statistically similar results in 2013 compared to 2011 for most domains and key outcomes, as shown in Table 13. Statistically significantly greater increases were reported in the key outcomes and domains of

- The extent to which your teaching skills have improved
- Teacher Learning and PD – Personal Experiences
- Teacher Learning and PD – Collaboration
- Teacher Learning and PD – Outcomes
- Your understanding of what you need to do to be a more effective teacher has further improved
- Teacher Learning and PD – School outcomes (Internal)
- The sense of collective responsibility for teaching and learning in this school has changed

The effect sizes of the differences for these domains and key outcomes were small. These results illustrate improvements in some of the areas targeted by the SSNP as a result of these schools' continued participation in the 2012 LSES NP, while in other areas growth that occurred had been sustained, but had neither increased nor decreased.

Table 13. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009-10 LSES NP Teachers

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Key outcome: The extent to which your teaching skills have improved	Significant (p=.002)	0.10
Summary variable: Averaged Teacher learning and PD - Personal experiences	Significant (p=.007)	0.08
Key outcome: The quality of the personal professional development you receive has increased	Not significant (p=.062)	0.06
Summary variable: Averaged Teacher learning and PD - Collaboration	Significant (p=.025)	0.07
Summary variable: Averaged Teacher learning and PD - Outcomes	Significant (p=.003)	0.09
Key outcome: Your understanding of what you need to do to be a more effective teacher has further improved	Significant (p=.036)	0.06
Key outcome: The quality of your collaboration/networking with other teachers around teaching practices and student learning has improved	Not significant (p=.170)	0.04
Summary variable: Averaged Teacher learning and PD - School actions	Not significant (p=.057)	0.06
Key outcome: Effective mentoring is now more readily available to you	Not significant (p=.065)	0.06
Key outcome: The availability of in school/in class professional learning support for teachers has changed	Not significant (p=.404)	0.03
Summary variable: Averaged Teacher learning and PD - School outcomes Internal	Significant (p=.010)	0.08
Key outcome: The sense of collective responsibility for teaching and learning in this school has changed	Significant (p=.012)	0.08
Key outcome: Your students' engagement with teaching and learning has changed	Not significant (p=.108)	0.05
Summary variable: Averaged Teacher learning and PD - School outcomes External	Not significant (p=.234)	0.04
Key outcome: Parents are now more involved in your classroom/school	Not significant (p=.345)	0.03
Key outcome: Local communities/community groups are now more involved in this school	Not significant (p=.074)	0.06
Key outcome: Local Aboriginal communities are now more involved in this school	Not significant (p=.819)	0.01

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Summary variable: Averaged School strategic directions/goals/ expectations	Not significant (p=.406)	0.02
Key outcome: You are more engaged with the shared school improvement goals in this school	Not significant (p=.144)	0.04

All respondents: LSES N 2011~=815; LSES N 2013~=353. Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

6.4 Comparison of 2009-10 LSES NP principals', executives' and teachers' responses to common outcomes questions

These surveys included ten questions about key SSNP outcomes which were common to the principal, executive and teacher surveys (Table 14). In general, there was a gradient in responses to the 2013 survey between the three survey respondent groups. Principals mostly reported a greater or similar extent of change for an outcome than executives and executives mostly reported a greater extent of change than teachers.

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 change in these outcome areas.

The outcome for which all three respondent groups reported large or very large changes was the increased time focused on teaching practices in staff meetings. Executives reported the greatest amount of change (66% large or very large increase), followed by principals (64%) and teachers (56%).

Principals, executives and teachers had similarly positive views about the SSNP having improved teaching quality; over 90% of all three groups reported any positive change. For this survey item, principals and teachers were both more likely to report large or very large increases than executives (67% of principals reported large or very large increases, 56% of executives and 62% of teachers).

Over 87% of principals, executives and teachers also indicated that professional dialogue around teaching was of higher quality, the collective responsibility for teaching and learning was stronger and their analysis of student data had increased.

One outcome area described a lower proportion of principals reporting large or very large increases compared to the results for executives and teachers. Only 42% of principals reported a large or very large increase in their collaboration with peers compared to 60% of executives and 48% of teachers.

The lowest gains since the SSNP commenced for the 2009-10 LSES NP cohort were in engagement in collaborative activities with universities around improving teaching and learning. Just under two-thirds of respondents reported any change had occurred and only 25% of principals, 20% of executives and 19% of teachers reported large or very large increases in engagement.

Table 14. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2009-10 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
Overall quality of teaching has improved	99%	67%	96%	56%	91%	62%
Effective mentoring of staff is more widely established	94%	60%	91%	51%	78%	34%
More time focused on teaching practices in staff meetings	97%	64%	94%	66%	93%	56%
Teachers plan teaching to meet individual student needs	94%	56%	96%	59%	88%	52%
Collective responsibility for teaching/ learning is stronger	97%	69%	94%	52%	89%	47%
Professional dialogue around teaching is of higher quality	99%	75%	98%	66%	92%	45%
Improved quality of collaboration with peers around teaching/ learning	92%	42%	95%	60%	86%	48%
Your analysis of student achievement data has increased	96%	64%	94%	58%	87%	46%
Collaborates more with other schools	78%	31%	79%	31%	65%	26%
More engaged in collaborative activities with universities around improving teaching/ learning	61%	25%	60%	20%	52%	19%

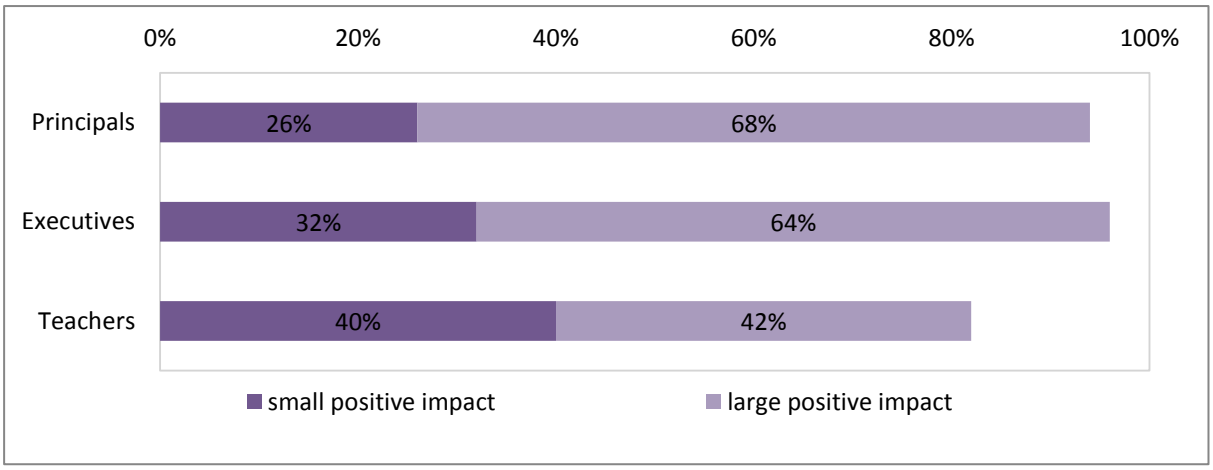
In 2013, principals, executives and teachers were asked about the impact of HATs or their equivalents on support for teachers' learning. HATs or their equivalent were new positions created under the SSNP and there were high expectations about the potential this new strategy to teachers' support professional learning under the SSNP.

Although all respondent groups (in schools that 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 a large positive impact (68%) than executives (64%) and teachers' (42%) (Figure 60). Teachers were more likely to report a negative impact or no impact at all of HATs on support for their professional learning. No executives and only 4% of principals reported no impact of HATs or their equivalent compared to 16% of teachers. Both the teacher and executive

survey results revealed that a small number of respondents (2%) found the HATs or equivalents to have a large negative impact on professional learning support at their school.

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 executives and teachers. Principals are also directly accountable for achieving success under the SSNP and as such may also have a positive bias about what had been achieved by HATs.

Figure 60. Comparison if principals', executives' and teachers'' views on the impact HATs or equivalent positions have had since the SSNP commenced (2009-10 LSES NP)



Source: Wave 3 CSIS, 2013. Responses came from 28 principals, 83 executives and 207 teachers who indicated that their school received support from a HAT or equivalent.

6.5 2009-10 LSES NP Conclusion

In 2013, 2009-10 LSES NP schools had been participating in the SSNP for three years and were finishing their participation. These schools were previously surveyed in 2011, after having participated in the SSNP for either one or two years, and many from all three respondent groups (principals, executives and teachers) reported then that there had been improvements across the areas targeted by the SSNP since commencing. The 2013 survey results illustrated that these improvements had been sustained or furthered as a result of continued participation in the Partnership.

In general, the extents of change in the domains investigated increased slightly for all three respondent groups. The principals' survey results illustrated the greatest improvements as a result of participation in the SSNP in the areas of teaching, learning and professional development and developing instructional leadership and leadership for learning capacity. Principals reported the greatest progresses in the extent of change when discussing improvements in their own leadership capabilities.

The coverage of improvements i.e. the span of schools reporting improvements, did not increase or decrease from 2011 to 2013. A similar proportion of all three respondent groups described any improvement in the areas examined in both surveys. These results illustrate that while the continued participation in the SSNP of these schools may have led to further improvements in some areas, the coverage of these improvements has not changed over time.

The statistical analyses of the 2011 and 2013 survey responses demonstrated statistically significant improvements in 2013 in some areas for principals, executives and teachers. Principals and teachers had more key outcomes and domains for which significant increases had been reported. The effect sizes for all the significant improvements were small, indicating that while significant, only small improvements had been made in 2013 compared to 2011.

In general, there was a gradient in responses to the 2013 survey between the three survey respondent groups. Principals mostly reported a greater or similar extent of change for an outcome than executives and executives mostly reported a greater extent of change than teachers. The slightly reduced improvements reported by the teachers in this cohort can also be seen in the reported impact of HATs or equivalents on support for teachers' learning and teaching skills. Teachers in this cohort were less likely to report a positive impact of these positions compared to the principal and executive respondents.

The 2013 principal, executive and teacher survey results for the 2009-10 LSES NP cohort illustrate that this cohort has observed large improvements in many areas targeted by the SSNP as a result of involvement in the Partnership. However, compared to the 2011 survey results, only small developments have been reported for this cohort.

7. 2011 ITQ NP cohort completers' perceptions of changes at the end of the SSNP

This chapter focuses on responses from the 2011 ITQ cohort. These schools completed their participation in the two-year SSNP-funded activities in 2012, but some (DEC schools) were accessing additional NSW Government funding in 2013 as a measure to help them transition beyond the ITQ NP and sustain the gains made. Based on their experiences of the ITQ NP, the 2011 ITQ cohort 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' schools[22], whilst other continued to employ a HAT.

This cohort was previously surveyed in late 2011, towards the end of their first year of 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 2013, this cohort described ongoing improvements across most areas with the magnitude of change described as both greater and smaller in different areas than that illustrated in the 2011 survey results. The reduced extent of change reported in some areas may be related to the changes in funding and the narrowing the focus of the prioritised activities in the transition year or that the respondents are answering in terms of what they're doing now rather than what has changed since the Partnership began.

The data set (2011 ITQ NP cohort)

A total of 204 people completed the survey at midpoint: 7 principals, 69 executives and 128 teachers. For profiles of respondents and the schools in which they work see chapters 3 and 4.

Responses from 2013 have been compared with those of the 239 completers in 2011 from the same cohort: 17 principals, 59 executives and 163 teachers.

[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 some chose not to continue formal relationships with spoke schools – thus, not all ITQ NP spoke schools were active in 2013.

Responses for the 2011 ITQ NP cohort from both the 2011[23] and 2013 surveys are shown in this chapter. For each domain, an averaged summary variable representing the responses to all survey items in that domain was developed. This chapter will describe each averaged summary variable and the percentage of respondents reporting any change (small, moderate, large or very large), followed by the proportion of reporting large or very large change for each survey year. The graphs do not show the proportion of respondents who disagreed with the statements. Participants who responded to the 2011 and 2013 surveys were not able to be reliably matched[24]. We could identify that:

- Principals from 6 schools completed the CSIS survey in 2011 and 2013
- Executives from 9 schools completed the CSIS survey in 2011 and 2013
- Teachers from 10 schools completed the CSIS survey in 2011 and 2013.

Summary variables were developed for illustrative and analysis purposes. The summary variables 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 summary of responses by domain, which are used in the interpretative analyses. The summary variable results will be provided in this chapter, the results from both years for each survey item are shown in Appendix 11. Where the outcomes from a particular survey item vary greatly from the averaged summary variable, the results will be discussed.

7.1 2011 ITQ NP Principals' views about changes resulting from participation in the SSNP

This section is based on the views of 7 principals from 7 schools in the 2011 ITQ NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the inception of the ITQ NP in 2011. These findings are contrasted with responses of 17 principals from the same cohort of schools who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

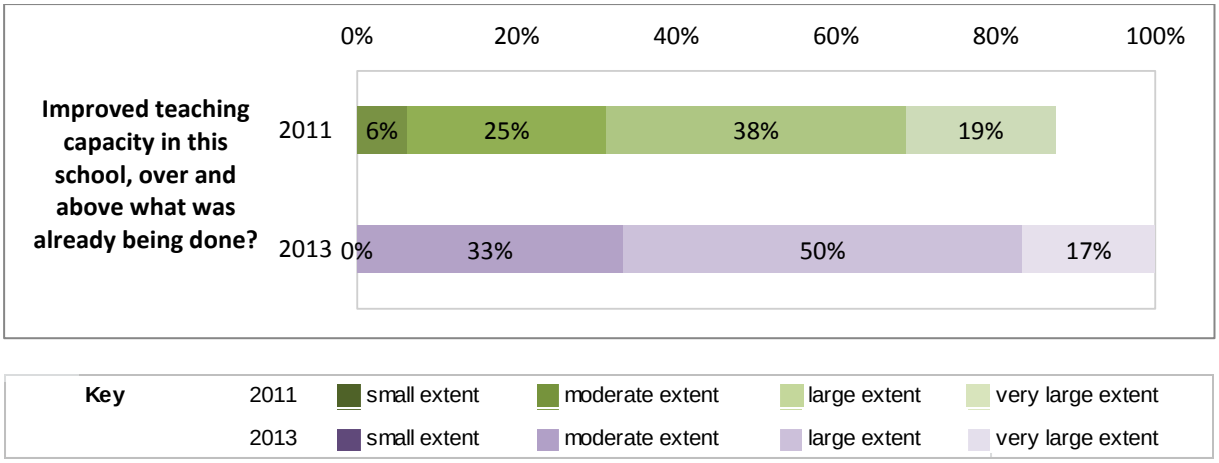
7.1.1 2011 ITQ NP Overall impact of changes in capacity since commencing in the SSNP

Overall, principals were positive about the impact of the SSNP on teacher capacity in the transition year of the ITQ NP. All seven principals who responded to the survey in 2013 reported that the SSNP had improved teaching capacity in their school over and above what was already being done, with four principals reporting a large or very large

[23] Note that this cohort is a subset of the 'n' survey respondents to the 2011 survey and does not include the 2011 LSES NP cohort. The results described for 2011 are thus different from those presented in the Wave 1 CSIS report.
[24] 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

improvement since commencing the SSNP (Figure 61). These figures represent an increase of 10 percentage points compared to 2011 in those reporting a large or very large improvement[25].

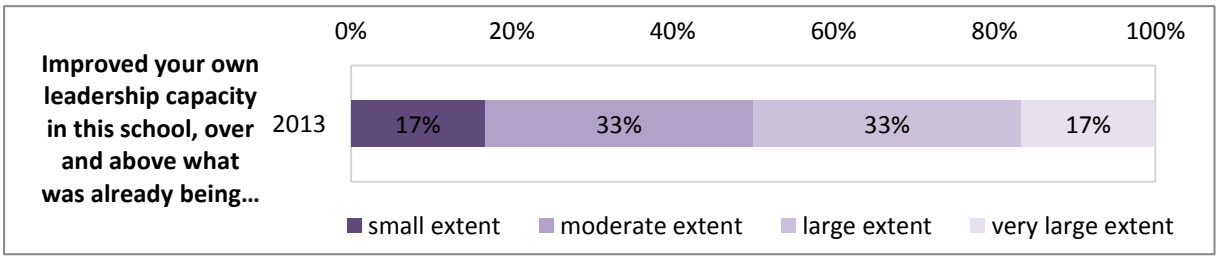
Figure 61. Principals' perceptions of improvements in teacher capacity since commencing in the SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1 CSIS, 2011 (green). N 2011 = 16; N 2013 = 6

In the 2013 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. All principals reported some improvement, and 50% described the improvement as large or very large (Figure 62).

Figure 62. Principals' perceptions of improvements in their own leadership capacity since commencing in the SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013. N 2013 = 6

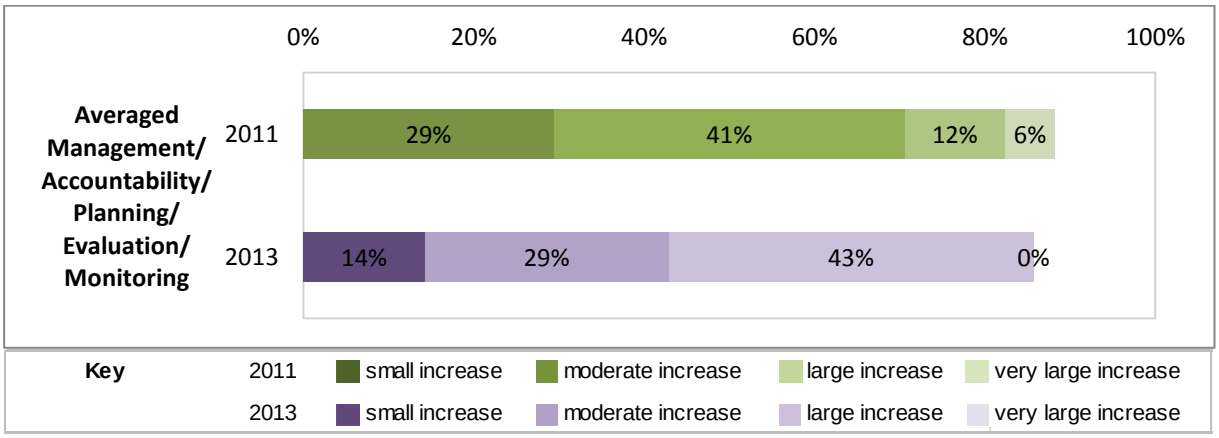
[25] Percentages should be interpreted with caution due to relatively small number of respondents.

7.1.2 2011 ITQ NP Principals' views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

Overall, more 85% of principals in the 2011 ITQ NP indicated that increases had occurred in practices around management, accountability, planning, evaluation and monitoring since the commencement on the SSNP. However, in some areas the extent of change was less in 2013 than this cohort had reported in 2011 (Appendix 11). Out of the seven principals that completed the survey in 2013, the summary variable illustrated that on average three of these principals described large or very large changes to this domain since commencing in the SSNP (Figure 63).

The proportion of principals describing large or very large changes decreased by 1 and 3 percentage points respectively for two survey items in 2013 compared to 2011. These areas were the use of evidence from classroom observations in strategic planning and also the School Plan becoming more evidence based as a result of participation in the SSNP. However, the small sample sizes of completers for this cohort mean that all analyses are illustrative only and should be interpreted with caution.

Figure 63. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP)



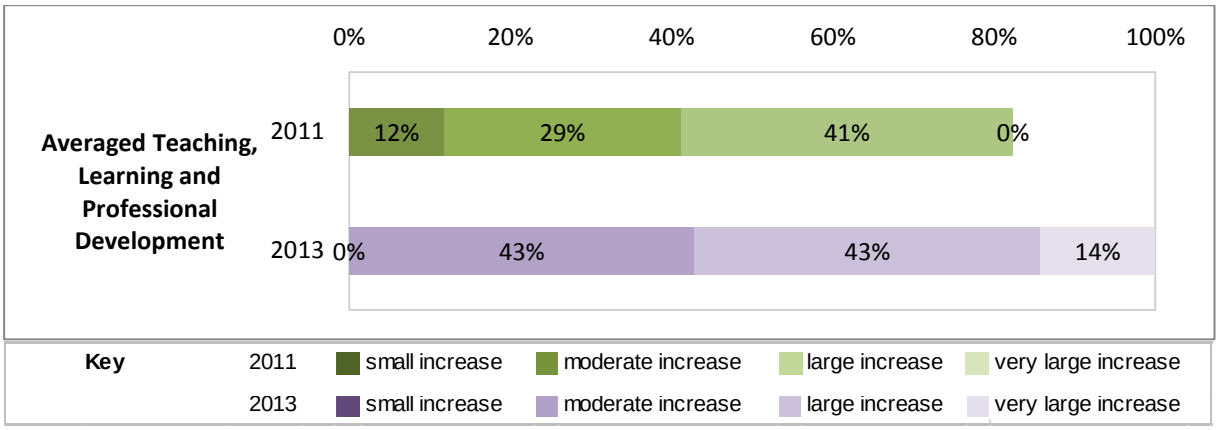
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 7

7.1.3 2011 ITQ NP Principals' views of changes in teaching learning and professional development since commencing in the SSNP

In 2013, principals of 2011 ITQ NP schools were positive about improved outcomes for teachers and students from professional development activities since commencing the SSNP. The averaged results for this domain illustrate that on average in 2013, four out of the seven respondents reported large or very large increases (Figure 64). This represented an increase of 16 percentage points compared to the principals' responses in the 2011 survey.

The extent of change in each survey item compared to the 2011 survey results varied greatly across this domain due to the small sample sizes (Appendix 11). In 2013, the proportion of principals reporting a large or very large change in their ability to arrange for instructional support to be provided for individual teachers, compared to the 2011 results, decreased by 28 percentage points. This can be contrasted with the an increase in this proportion by 54 percentage points of principals describing a large or very large increase in their teachers' involvement in team teaching and/or shared planning.

Figure 64. Principals' perceptions of changes in teaching, learning and professional development since commencing in SSNP (2011 ITQ NP)

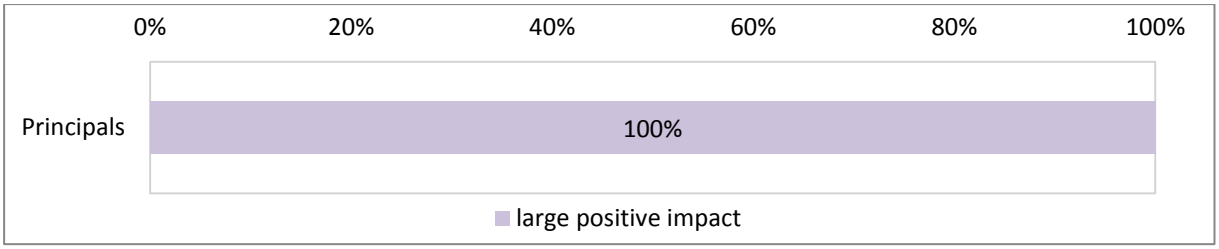


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 7

7.1.4 2011 ITQ NP Principals' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributes to improved support for teachers' professional learning

Amongst the five principals of ITQ NP schools (72%) who indicated that teachers at their school were able to access support from a HAT or equivalent, all five (100%) reported that these positions were making a large positive contribution to improving support for teachers' professional learning (Figure 65). This was a new question in the 2013 survey, added to assess the impact of these positions.

Figure 65. Principals' views about the impact of HATs or equivalent on support for teachers professional learning

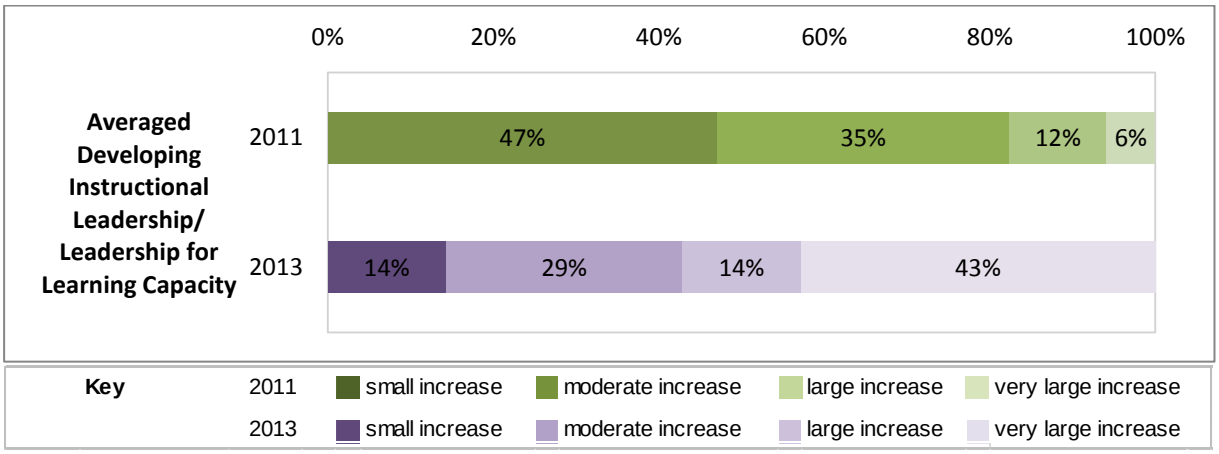


Source: Wave 3 CSIS, 2013. N 2013 = 5

7.1.5 2011 ITQ NP Principals' views of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

In 2013, principals in the 2011 ITQ NP cohort were generally very positive about the changes in instructional leadership and leadership for learning capacity since commencing the SSNP. Positive changes were also reported in the 2011 surveys at the beginning of participation in the Partnership, however, the extent of change was greater for the 2013 survey respondents in this domain for all but one survey item (Appendix 11). The averaged instructional leadership responses demonstrated a 39 percentage point increase on the proportion of principals that reported large or very large improvements compared to the 2011 results (Figure 66).

Figure 66. Principals' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2011 ITQ NP)



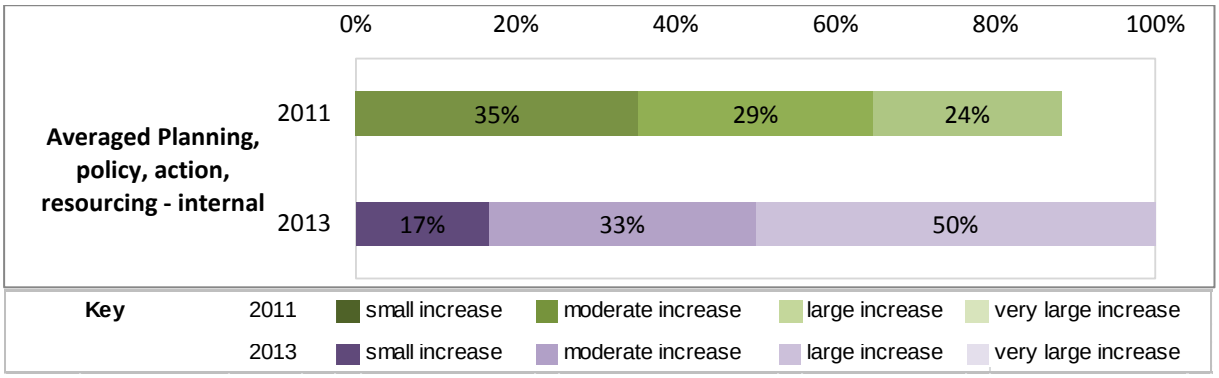
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 7

7.1.6 2011 ITQ NP Principals' views of changes in planning, policy, action and resourcing since commencing in the SSNP

In 2013, most principals in the 2009-10 LSES NP cohort reported improvements 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 domains (Figure 67 to Figure 69). In 2013, in general fewer principals reported the extent of change since commencing in the SSNP as being large or very large on all items compared to the respondents to the Wave 1, 2011 survey.

In the planning, policy, action and resourcing (internal) domain, the average increase in the proportion of respondents who reported either large or very large improvements compared to 2011 was 26 percentage points (Figure 67). However, two out of the five survey items in this domain showed only a small increase in this proportion and one showed a slight decrease compared to 2011 (Appendix 11). Again, due to the small sample sizes, the results for this cohort should be interpreted with caution.

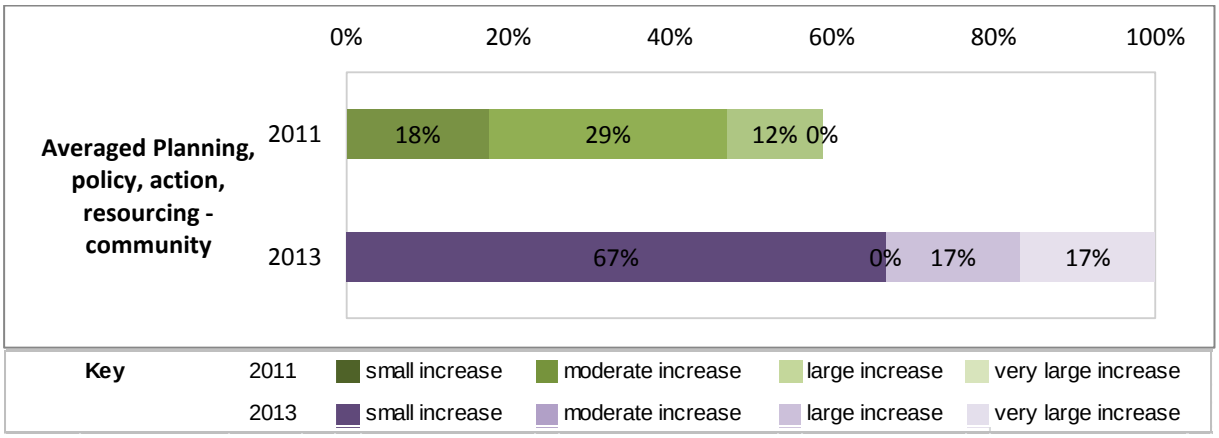
Figure 67. Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 6

While the averaged summary variable for this domain illustrated an increase of 22 percentage points in the proportion of principals reporting large or very large changes in their school, the three individual survey items in this domain all exhibited lesser extents of change compared to the 2011 results (Figure 68). Only two out of six principal respondents reported any increase in the efficacy of strategies to engage local communities. Three principals reported an increase in the effectiveness of strategies to engage local communities and four out of six principals reported more effective strategies to engage parents (Appendix 11).

Figure 68. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP)

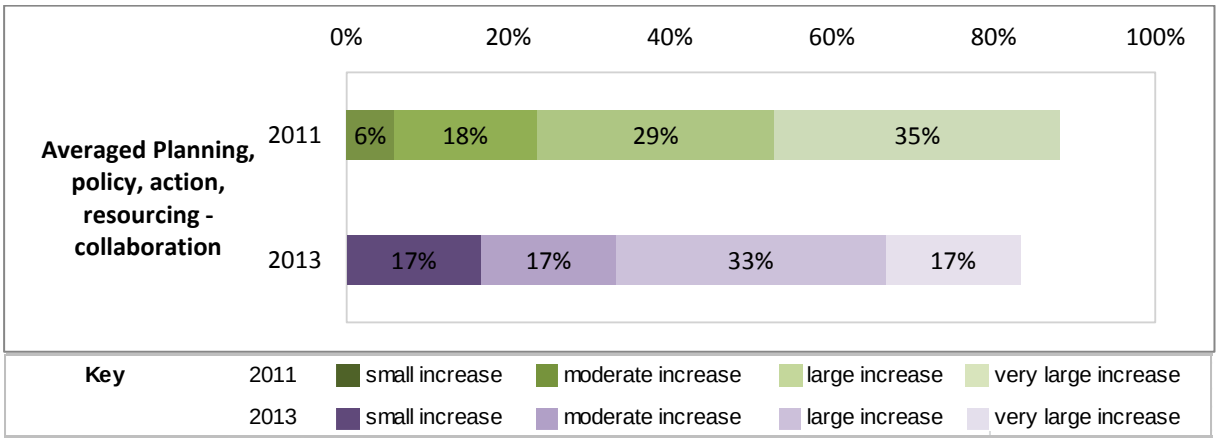


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 6

Over two-thirds of principals in the 2011 ITQ NP cohort reported increases in collaborations with other schools and universities around improving student outcomes, and teaching and learning practices (Appendix 11). This was a smaller proportion of

respondents reporting any change compared to the 2011 survey results. The extent of change also decreased as the averaged proportion of principals reporting large or very large changes decreased by 15 percentage points in 2013 (Figure 69).

Figure 69. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP)

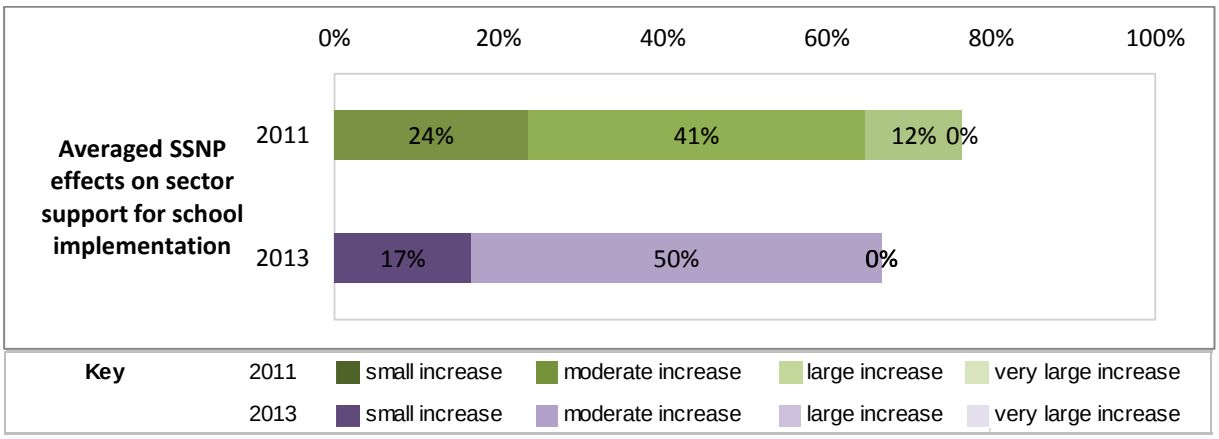


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 6

7.1.7 2011 ITQ NP Principals' views of SSNP effects on sector support for/ adding value to school SSNP implementation since commencing

Overall, most principals in the 2011 ITQ NP cohort indicated an increase in the effects of sector support for/adding value to SSNP implementation since the commencement of the SSNP. However, principals reported lower levels of increase on nearly all items compared to 2011 (Appendix 11). This is illustrated by the average decrease of 12 percentage points of the proportion of principals reporting large or very large changes in 2013 compared to the 2011 survey results (Figure 70).

Figure 70. Principals' perceptions of SSNP effects on sector support for/ adding value to school implementation since commencing in the SSNP (2011 ITQ NP)



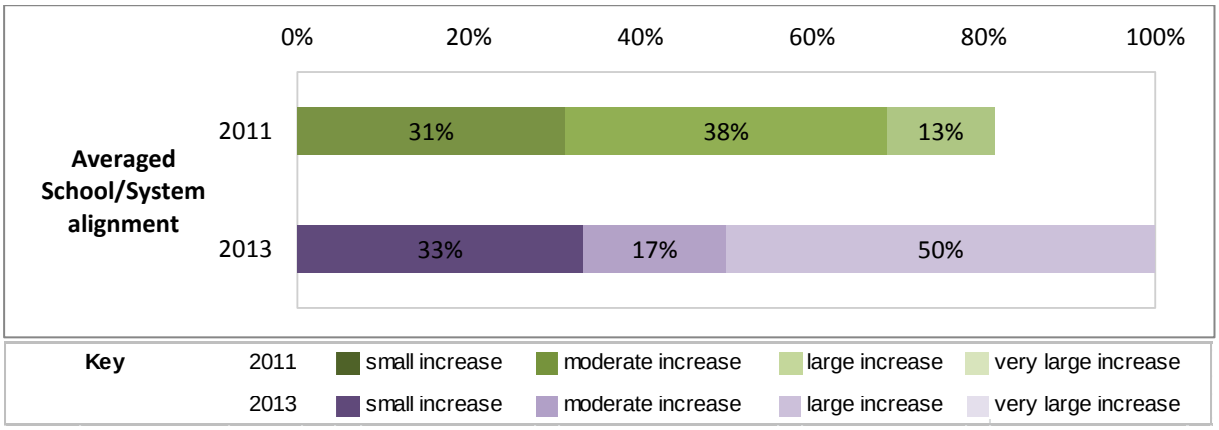
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 17; N 2013 = 6

7.1.8 2011 ITQ NP Principals' views of changes in school/system alignment since commencing in the SSNP

In 2013, the averaged summary variable indicated that approximately half of principals reported either large or very large improvements in school and system alignment since commencing in the SSNP (Figure 71). This was an increase of 38 percentage points of this proportion compared to the 2011 survey results. On average, all principal respondents in the 2011 ITQ NP cohort reported some improvement to survey items in this domain in 2013. All the survey items in this domain illustrated a greater extent of change in 2013 than 2011 (Appendix 11).

The survey item with the largest increase as reported by principals was the increased flexibility of system policies and processes to support the implementation/maintenance of the SSNP initiatives. This survey item increased by 21 percentage points in the proportion of principals reporting large or very large improvements compared to the 2011 survey results.

Figure 71. Principals' perceptions of school/system alignment since commencing in the SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 16; N 2013 = 6

7.1.9 2011 ITQ NP Principals – Significant changes in domains and key outcomes comparing 2011 and 2013 responses.

As shown in Table 15, there were no statistically significant differences for any domains or key outcomes reported by principals in 2011 ITQ schools when comparing the 2011 results with the 2013 results. The growth that occurred across the domains has been sustained and had neither increased nor decreased. These results should be interpreted with caution due to the small sample sizes for both years.

Table 15. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2011 ITQ Principals

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Not significant (p=.581)	0.12
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Not significant (p=.680)	0.10
Summary variable: Averaged Teaching, Learning and Professional Development	Not significant (p=.267)	0.25
Key outcome: You are more able to arrange for instructional support to be provided for individual teachers	Not significant (p=.677)	0.11
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Not significant (p=.267)	0.27

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Key outcome: In school/in class professional learning/development has further supported the development of teacher capacity in this school	Not significant (p=.407)	0.19
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Not significant (p=.106)	0.36
Key outcome: Students in this school are more engaged with teaching and learning	Not significant (p=.224)	0.29
Key outcome: The overall quality of teaching in this school has improved	Not significant (p=.490)	0.16
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Not significant (p=.198)	0.27
Key outcome: Improved the quality of your collaboration/networking with other principals around teaching practices and student learning	Not significant (p=.693)	0.09
Summary variable: Averaged Planning, policy, action, resourcing - internal	Not significant (p=.519)	0.15
Key outcome: The shared school improvement goals in this school are more focused	Not significant (p=.569)	0.14
Summary variable: Averaged Planning, policy, action, resourcing - community	Not significant (p=.791)	0.07
Key outcome: Strategies to engage parents are more effective	Not significant (p=.791)	0.07
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Not significant (p=.885)	0.05
Key outcome: Strategies to engage local Aboriginal communities are more effective	Not significant (p=.956)	0.03
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Not significant (p=.154)	0.31
Summary variable: Averaged SSNP effects on sector support for school implementation	Not significant (p=.660)	0.11
Key outcome: Sector/System/Regional/Diocesan/AIS support for the implementation/maintenance of the SSNP(s) is stronger	Not significant (p=.800)	0.08
Summary variable: Averaged School/System alignment	Not significant (p=.547)	0.14

All respondents: ITQ N 2011~=17; ITQ N 2013~=7 (p<0.05) Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

7.1.10 2011 ITQ NP Principal's views of staffing impacts since beginning the SSNP

In 2013, the final section of the survey explored 2011 ITQ principals' views on the impact of changes in staffing and conditions of employment since the beginning of the SSNP on the implementation and maintenance of the ITQ NP. Due to the low number of respondents to this section (n=3 to 6), we were unable to relate responses to questions regarding staffing changes with the proportion of staff type in this school. The percentages presented here should also be indicative only due to the small sample size of respondents.

Principals in the 2011 ITQ NP most often reported a small or large positive impact from staffing changes in implementation of the SSNP, although there were a few exceptions to this pattern of results (Figure 72).

Changes in staffing (Turnover)

Most of the principal respondents in the 2011 ITQ NP cohort reported changes in staff since beginning of the ITQ NP. Five principals reported changes in the membership of their executive team and their teaching staff while four reported changes to teaching staff in specific areas (e.g. single departments, specialities or specific skill sets).

Over half of principals reported positive impacts of changes in executive team membership, teaching staff and staff in specific areas on SSNP implementation and maintenance. However, these principals were much more likely to report a small negative impact of changes in executive staff (20%) than teaching staff (0%) or staff in specific areas (0%).

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

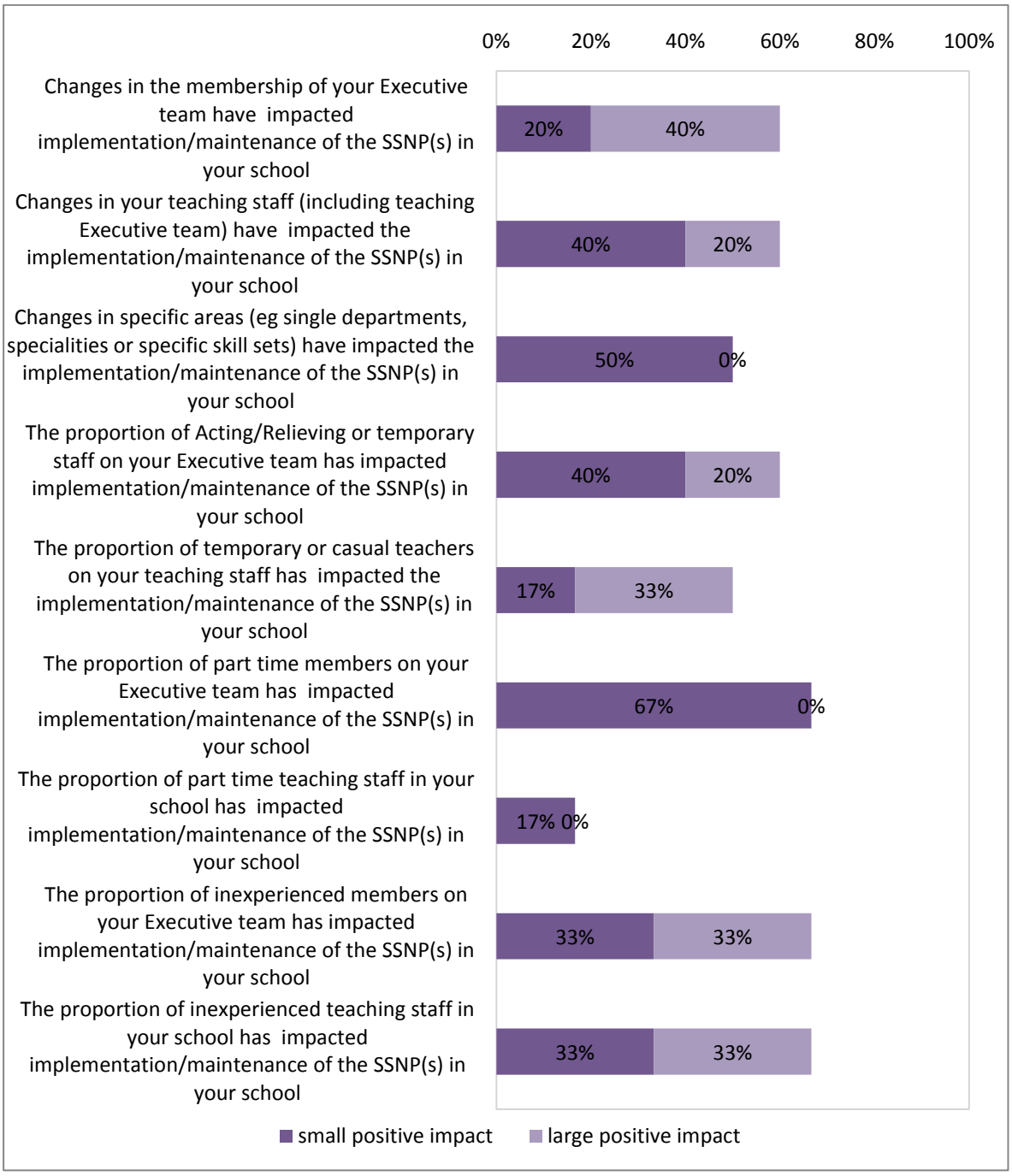
Principals in the 2011 ITQ NP cohort reported that employment conditions such as having temporary or casual teachers, or acting or relieving executive staff, usually had a positive impact on the implementation or maintenance of the Partnership. Around 60% of principals reported some positive impact of acting/relieving or temporary executive staff on SSNP implementation while a slightly smaller proportion, 50%, reported a positive impact of the proportion of temporary or casual teaching staff. The remaining 40-50% of principal respondents reported no or minimal impact of these positions on SSNP implementation.

A similarly high proportion of principals (67%) also reported a small positive impact of part-time executive team members on SSNP implementation. In comparison to this, the same proportion of principals (67%) reported no or minimal impact of part-time teaching staff on their school's implementation and maintenance of the ITQ NP.

Inexperienced staff

Having inexperienced executive or teaching staff members was most often reported as either having a small or large positive impact (66%) on the implementation/ maintenance of the ITQ NP.

Figure 72. Staffing impacts on 2011 ITQ NP schools



Source: Wave 3 CSIS, 2013; N 2013 = 3 to 6

7.2 2011 ITQ NP Executives' views about changes resulting from participation in the SSNP

This section is based on the views of 69 executives from 19 schools in the 2011 ITQ NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on change since the implementation of the ITQ NP in 2011. These findings are contrasted with the responses of 59 executives from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped by domain, with averaged responses developed for each group of questions[26].

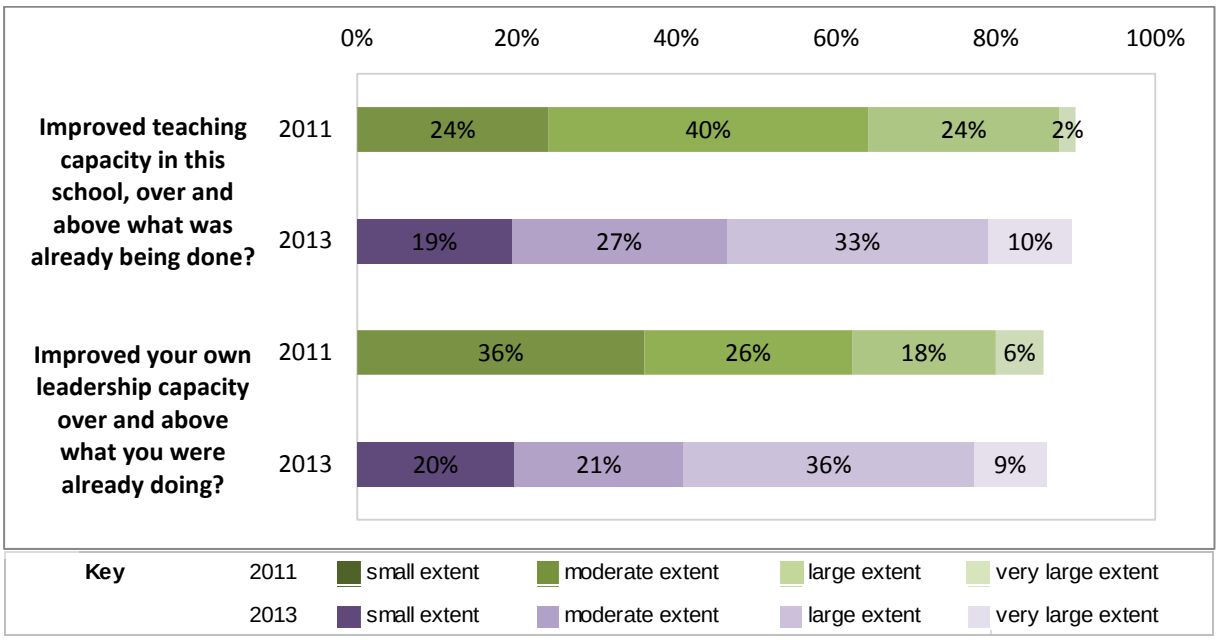
7.2.1 Overall impact of changes in capacity since commencing in the SSNP

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. Around 90% of executives 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 43% describing the extent of change as large or very large. This represented an increase of 17 percentage points in the proportion of executives reporting a large or very large increase compared to the 2011 results (Figure 73).

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 (86%) reported that their own leadership capacity had increased to some extent, with 45% describing the increase as large or very large. This was a 21 percentage point growth on the proportion of executives describing the increase as large or very large in 2011 (Figure 73).

[26] See Appendix 4

Figure 73. 2011 ITQ NP Executives' perceptions of improvements in teacher capacity and their own leadership capacity, since commencing in the SSNP (2011 ITQ NP)



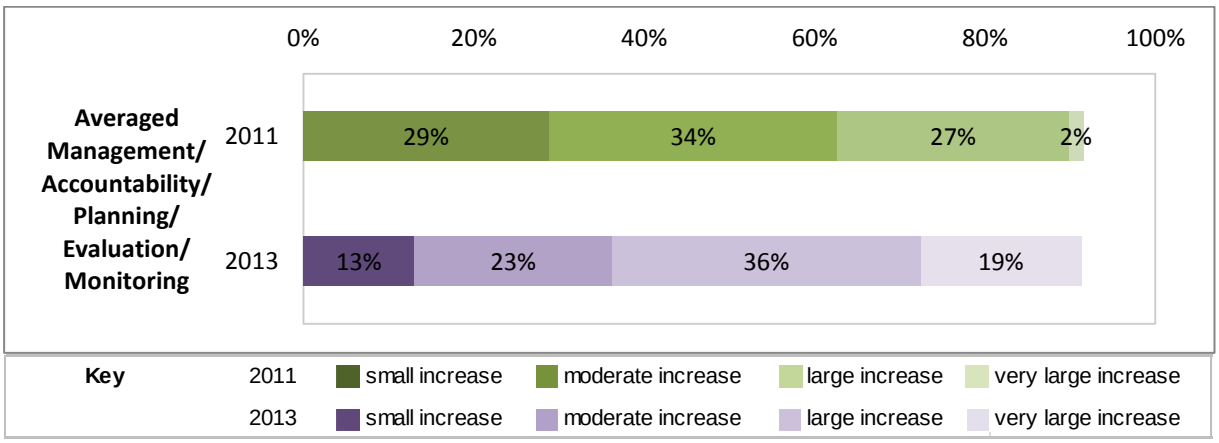
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 50; N 2013 = 67

7.2.2 2011 ITQ NP Executives views of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP

In 2013, an average of 91% of executives in the 2011 ITQ NP cohort reported positive changes in the areas of management, accountability, planning, evaluation and monitoring in their school (Figure 74). The average summary variable illustrated an increase of 26 percentage points in the proportion of executives reporting large or very large changes since commencing in the SSNP compared to the 2011 survey results.

The greatest extent of change reported by executives from this cohort in 2013 was regarding the increased use of evidence from collaborative classroom practice and lesson observations in the strategic/whole school planning process (Appendix 11). This survey item exhibited an increase of 36 percentage points in the proportion of executives reporting large or very large improvements compared to the 2011 survey results.

Figure 74. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP)



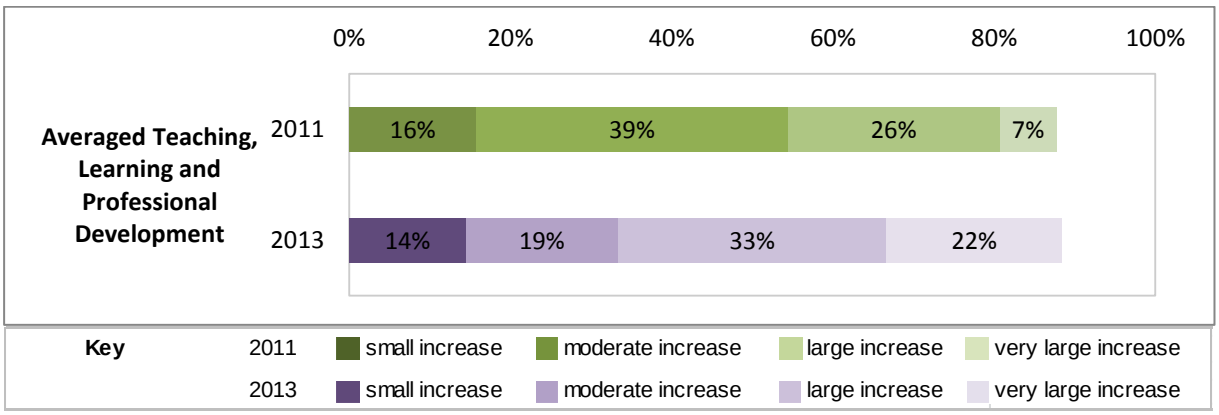
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 59; N 2013 = 69

7.2.3 2011 ITQ NP Executives' views of changes in teaching, learning and professional development since commencing in the SSNP

In 2013, executives in the 2011 ITQ NP cohort were very positive about the changes in teaching, learning and professional development since commencing the SSNP. The results for this domain illustrate that, on average, 55% of executives reported a large or very large increase since commencing the SSNP in 2011 (Figure 75). This result is supported by the 46% of executives that reported a large or very large improvement in the overall quality of teaching in their school as a result of participation in the Partnership (Appendix 11).

The survey item that revealed the greatest extent of change compared to the 2011 survey results was the stronger collective responsibility for teaching and learning processes in their school. This item had an increase of 23 percentage points in the proportion of executives that reported a large or very large increase compared to the 2011 results.

Figure 75. Executives' perceptions of improvements in teaching, learning and professional development since commencing in the SSNP (2011 ITQ NP)

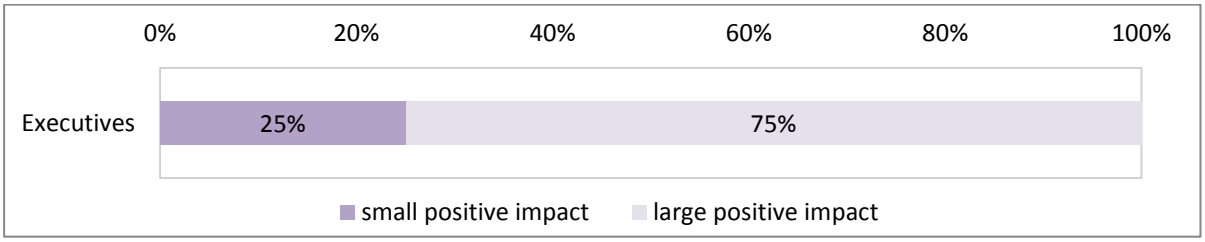


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 57; N 2013 = 69

7.2.4 2011 ITQ NP Executives' views on the extent HATs/Teacher Educators/LOPs/equivalents have contributed to improved support for teachers' professional learning

Amongst the 49 executives from 2011 ITQ NP schools (71%) who indicated that teachers in their school were able to access support from a HAT or their equivalent, 75% reported that these positions were making a large positive contribution to improving support for teachers' professional learning (Figure 76). This was a new question in the 2013 survey, added to assess the impact of these positions.

Figure 76. Executives' views of the impact of HATs or equivalents on support for teachers' professional learning (2011 ITQ NP)



Source: Wave 3 CSIS, 2013. N 2013 = 48

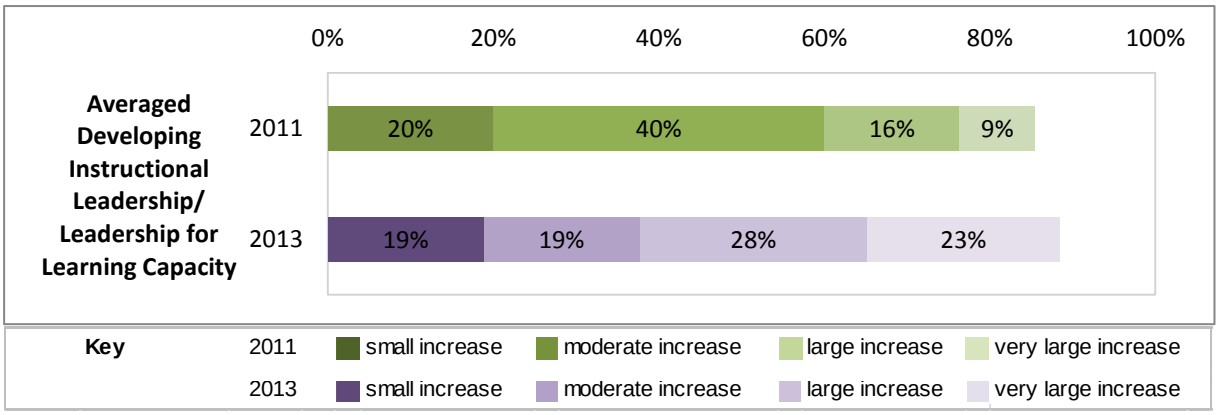
7.2.5 2011 ITQ NP Executives' views of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

Large proportions of executives in the 2011 ITQ NP cohort reported increases in all items relating to changes in instructional leadership and leadership capacity, both since commencing the SSNP, and compared to 2011 (Appendix 11). The average summary variable illustrated an average increase of 25 percentage points in the proportion of

executives reporting large or very large increases compared to the 2011 survey results (Figure 77).

The greatest comparative extents of change reported by these executives occurred in the areas of the executives' improved leadership practices, increased abilities to implement effective leadership strategies and improved understanding of what needs to be done to be a more effective educational leader. These survey items exhibited increases of 26, 25 and 25 percentage points respectively in the proportion of executives reporting large or very improvements.

Figure 77. Executives' perceptions of changes in developing instructional leadership/leadership for learning capacity since commencing in the SSNP (2011 ITQ NP)



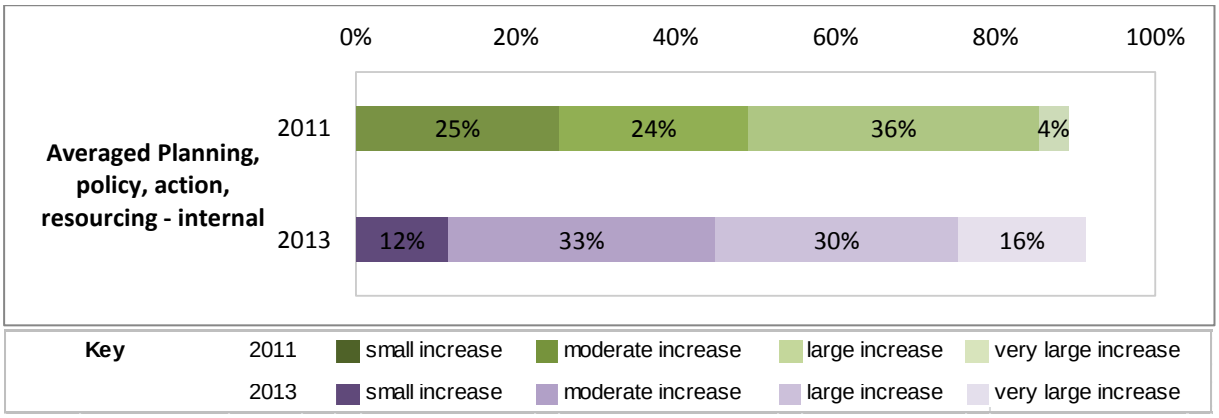
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 55; N 2013 = 69

7.2.6 2011 ITQ NP Executives' views of changes in planning, policy, action and resourcing since commencing in the SSNP in 2011

In 2013, executives' in the 2011 ITQ NP cohort were somewhat positive about the changes in internally focused strategies in planning, policy, action and resourcing since commencing the SSNP. The averaged increase in the proportion of respondents who reported either large or very large improvements compared to the 2011 results for this domain was 6 percentage points (Figure 78).

The survey item with the greatest extent of change compared to 2011 was the increased time spent by executives on improving and developing teaching skills in this school (Appendix 11). This survey item increased by 15 percentage points in the proportion of respondents reporting large or very large improvements compared to the 2011 survey results.

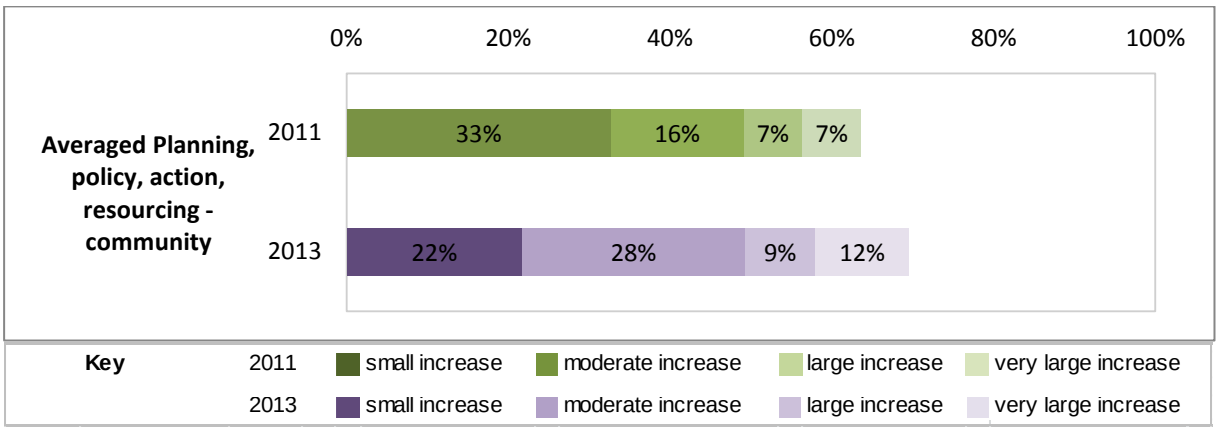
Figure 78. Executives' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 55; N 2013 = 69

In 2013, small increases appeared to continue to be made in the effectiveness of strategies to engage the community (Appendix 11). The average proportion of executives in the 2011 ITQ NP cohort reporting large or very large improvements to the effectiveness of strategies to engage parents, community groups and local Aboriginal communities increased by 6 percentage points from 2011 (Figure 79).

Figure 79. Executives' perceptions of improvements in planning, policy, action and resourcing (community) since commencing in the SSNP (2011 ITQ NP)

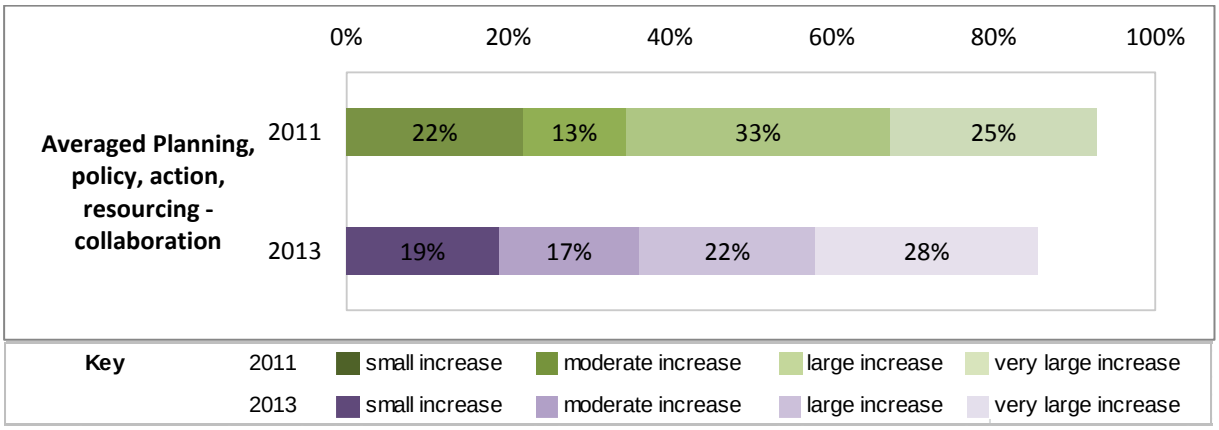


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 55; N 2013 = 69

Although considerable proportions of executives in the 2011 ITQ NP cohort reported increases in their collaboration with other schools and universities, these proportions have declined somewhat compared to 2011 (Figure 80). The extent of the increase also seems to have diminished, with a decrease of 9 percentage points in the proportion of executives reporting large or very large increases in 2013 compared with 2011 (Appendix 11).

A similar proportion of executives in the 2011 ITQ NP cohort reported some increase in collaborative activities with other schools (71%) and with universities (70%) (Appendix 11).

Figure 80. Executives' perceptions of improvements in planning, policy, action and resourcing (collaboration) since commencing in the SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 55; N 2013 = 69

7.2.7 2011 ITQ NP Executives – Significant changes in summary variable and key outcomes comparing 2011 and 2013 responses

Executives in the 2011 ITQ NP cohort reported statistically similar levels of change in 2013 as in 2011 in most domains and for most key outcome variables, as shown in Table 16. Statistically significantly greater increases were reported across all respondents in the key outcomes and domains of

- Management/Accountability/Planning/Evaluation/Monitoring
- Student achievement data and analysis is used more in the school strategic planning process
- Teaching, Learning and Professional Development
- Teachers in this school now more often plan their teaching to meet individual student needs
- Students in this school are more engaged with teaching and learning
- The overall quality of teaching in this school has improved
- Your leadership practices have improved.

The effect sizes of these differences are mostly small. These results illustrate that for some areas targeted by the SSNP, change has been sustained into the transition year of the 2011 ITQ NP. For some other areas, the change increased significantly.

Table 16. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2011 ITQ NP Executives

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Significant (p=.002)	0.27
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Significant (p=.017)	0.21
Summary variable: Averaged Teaching, Learning and Professional Development	Significant (p=.030)	0.19
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Not significant (p=.080)	0.16
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Significant (p=.019)	0.21
Key outcome: Students in this school are more engaged with teaching and learning	Significant (p=.044)	0.18
Key outcome: The overall quality of teaching in this school has improved	Significant (p=.031)	0.19
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Not significant (p=.079)	0.16
Key outcome: Your leadership practices have improved	Significant (p=.030)	0.19
Summary variable: Averaged Planning, policy, action, resourcing - internal	Not significant (p=.104)	0.15
Key outcome: The shared school improvement goals in this school are more focused	Not significant (p=.451)	0.07
Summary variable: Averaged Planning, policy, action, resourcing - community	Not significant (p=.395)	0.08
Key outcome: Strategies to engage parents are more effective	Not significant (p=.376)	0.08
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Not significant (p=.676)	0.04
Key outcome: Strategies to engage local Aboriginal communities are more effective	Not significant (p=.370)	0.09
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Not significant (p=.105)	0.15

All respondents: ITQ N 2011~=59; ITQ N 2013~=69. Effect size: Small>0.1; Medium>0.3; Large>0.5.
Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

7.3 2011 ITQ NP Teachers' views of changes resulting from participation in the SSNP

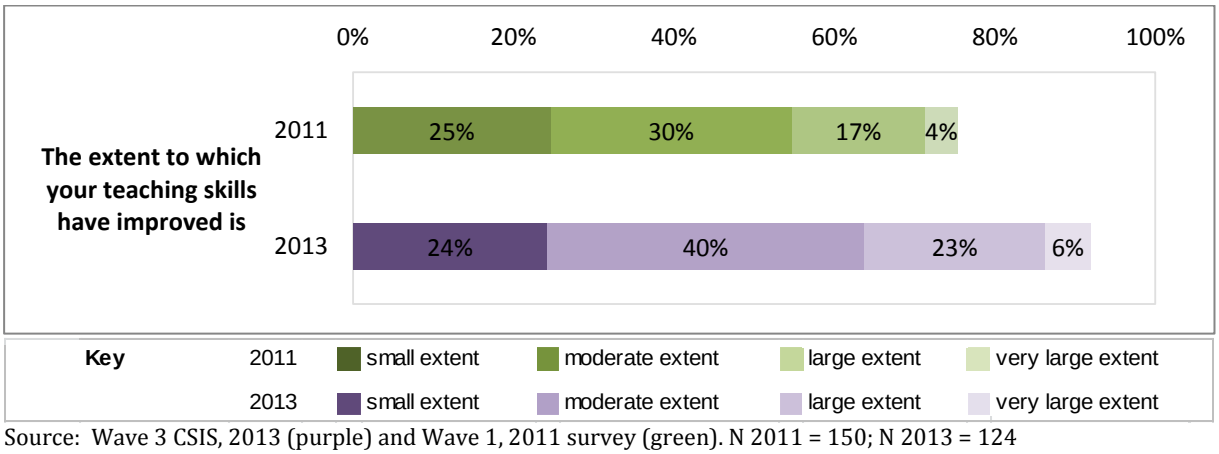
This section is based on the views of 128 teachers from 15 schools in the 2011 ITQ NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the inception of the ITQ NP in 2011. These findings are contrasted with responses of 163 teachers from the same cohort of school, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped by domain, with averaged responses developed for each group of questions[27].

7.3.1 2011 ITQ NP Overall impact of changes in teaching skills since commencing in the SSNP

In 2013, teachers in the 2011 ITQ NP cohort were positive about the extent to which their teaching skills had improved since commencing in the SSNP, with 92% indicating their skills had increased to some extent and 28% describing the increase as large or very large (Figure 81). This is an increase of 17 percentage points than the results reported by the 2011 ITQ NP respondents in the 2011 survey for any improvement, and 8 percentage points for those reporting large or very large improvements. This suggests that both the number of teachers reporting change and the extent of change have advanced since the implementation of the SSNP.

Figure 81. Teachers' perceptions of overall change since commencing in the SSNP (2011 ITQ NP)



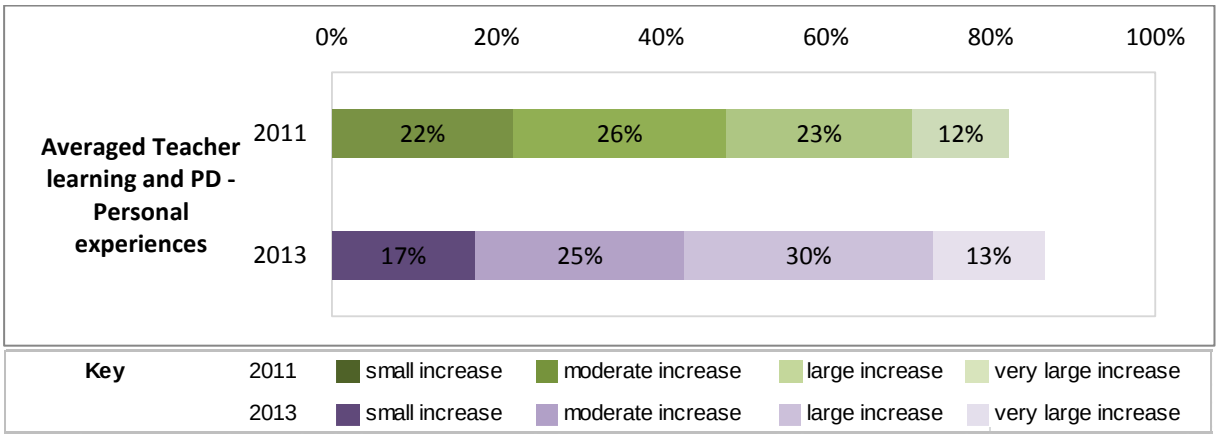
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 150; N 2013 = 124

[27] See Appendix 4

7.3.2 2011 ITQ NP Teachers' views of changes in professional development experiences since commencing in the SSNP

An average 87% of teachers participating in the 2011 ITQ NP cohort reported positive changes in how professional development is being offered since commencing in the SSNP. Both the number of respondents reporting increases and the extent of the increases reported were greater in the 2013 survey compared to the 2011 survey. The averaged results for this domain illustrate that, 44% of teachers reported large or very large increases since commencing the SSNP in 2011. This proportion increased by 9 percentage points in 2013 compared to the 2011 survey results (Figure 82). The smallest increase in this proportion (7 percentage points) was seen when teachers were asked if the quality of the personal professional development they had received had increased (Appendix 11).

Figure 82. Teachers' perceptions of improvements to their professional learning experiences since commencing in the SSNP (2011 ITQ NP)

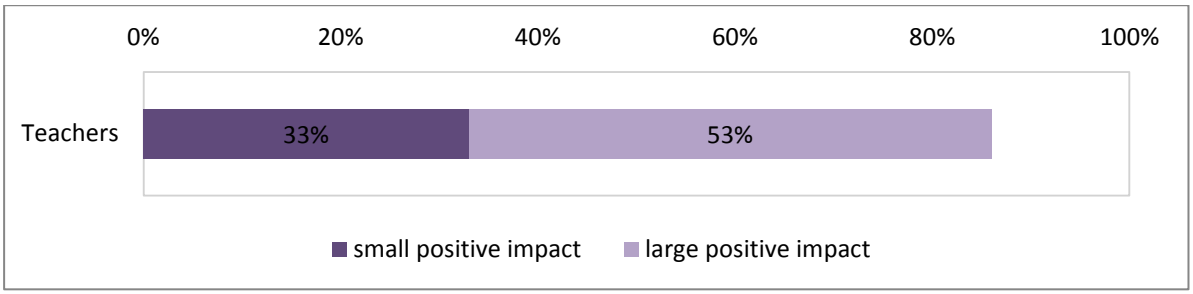


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 163; N 2013 = 126

7.3.3 2011 ITQ NP Teachers' views on the extent HATs/Teacher Educators/LOPs or equivalent have contributed to improved support for teachers' professional learning

Amongst the 99 teachers (77%) from 2011 ITQ NP schools who indicated that teachers in their school were able to access support from a HAT or their equivalent, 53% reported that these staff were making a large, positive contribution to improving support for their professional learning (Figure 83). However, 13% of teachers reported that these staff were making no impact and 1% reported a large negative impact on support for their professional learning.

Figure 83. ITQ NP Teachers' views about the impact of HATs or equivalent on support for teachers' professional learning

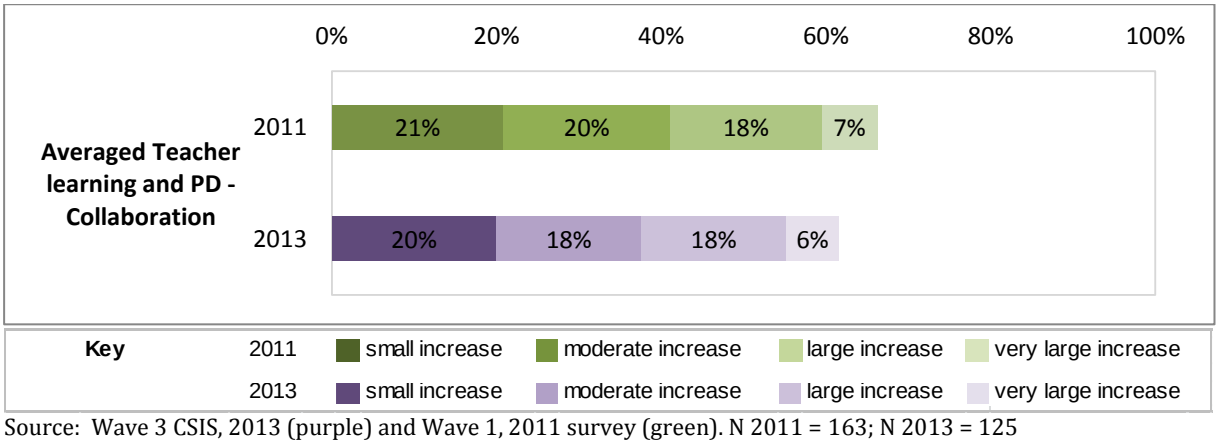


Source: Wave 3 CSIS, 2013. N 2013 = 97

7.3.4 2011 ITQ NP Teachers' views of changes in leadership and collaboration since commencing in the SSNP

In 2013, teachers in the 2011 ITQ NP cohort reported some increases in their leadership opportunities and in their collaboration with other schools and universities. However, the averaged summary variable for this domain illustrated a small decrease of one percentage point in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results (Figure 84). The averaged proportion of teachers reporting any improvements in this domain also decreased by 4 percentage points compared to 2011. A larger proportion of teachers (58%) reported some increase in collaborating with other schools than with universities (48%) (Appendix 11).

Figure 84. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2011 ITQ NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 163; N 2013 = 125

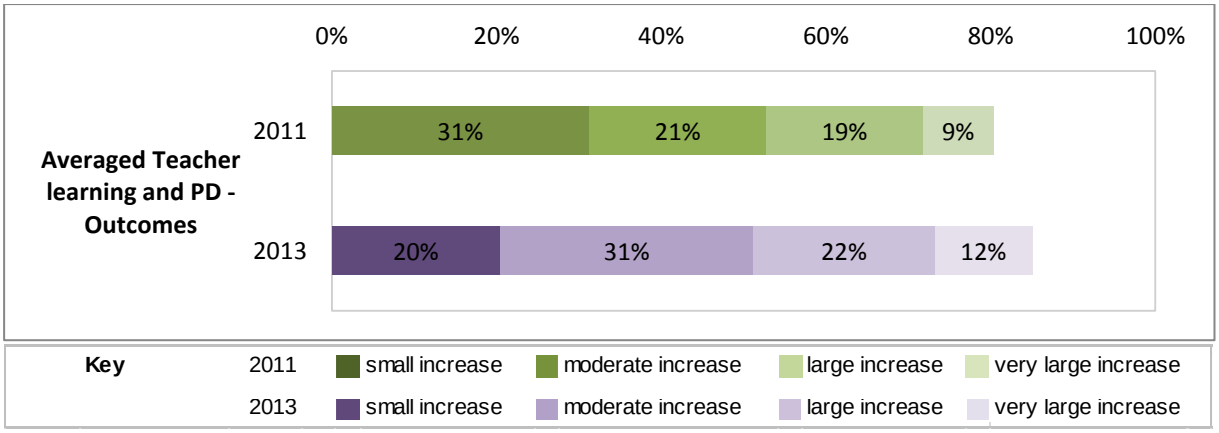
7.3.5 2011 ITQ NP Teachers' views of improvements to their professional learning outcomes since commencing in the SSNP

Over three quarters of teachers participating in the 2011 ITQ NP cohort reported in the transition year that their professional development outcomes since commencing the SSNP had improved (Figure 85). The proportion of teachers reporting large or very large

increases for items in this domain increased by 4 to 11 percentage points compared to 2011 figures (Appendix 11). The averaged summary variable illustrated a 6 percentage point increase of this proportion (Figure 85).

The areas with the greatest reported extents of change compared to the 2011 results were improvements in the quality of teachers' collaboration and networking with other teachers, increases in teachers' contributions to improving teaching and learning in their school and increased abilities of teachers' to implement effective classroom practice, planning and learning strategies. These three survey items all increased by 11 percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results.

Figure 85. Teachers' perceptions of improvements to their professional learning outcomes since commencing in the SSNP (2011 ITQ NP)



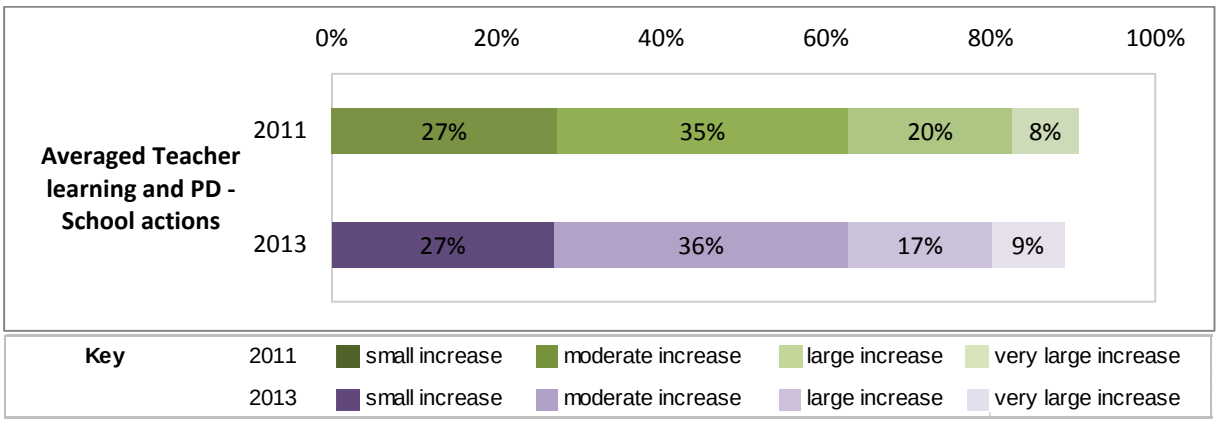
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 163; N 2013 = 127

7.3.6 2011 ITQ NP School actions to support teacher learning and professional development since commencing in the SSNP

In 2013, an average of 89% of ITQ NP teachers in the 2011 cohort reported an increase in school actions to support teacher learning and professional development since commencing the SSNP (Figure 86). While the averaged summary variable revealed a small decrease in the proportion of teachers' reporting large or very large changes in 2013 compared to 2011, the individual survey items in this domain all exhibited small positive increases in this proportion (Appendix 11).

The greatest extent of change reported by teachers in this domain compared to the 2011 results was observed for the survey item relating to the increased focus on teaching and learning practices in staff meetings since the commencement of the SSNP. This survey item demonstrated a 19 percentage point increase in the proportion of teachers reporting large or very large changes in 2013.

Figure 86. Teachers' perceptions of school actions to support teachers learning and professional development since commencing in the SSNP (2011 ITQ NP)



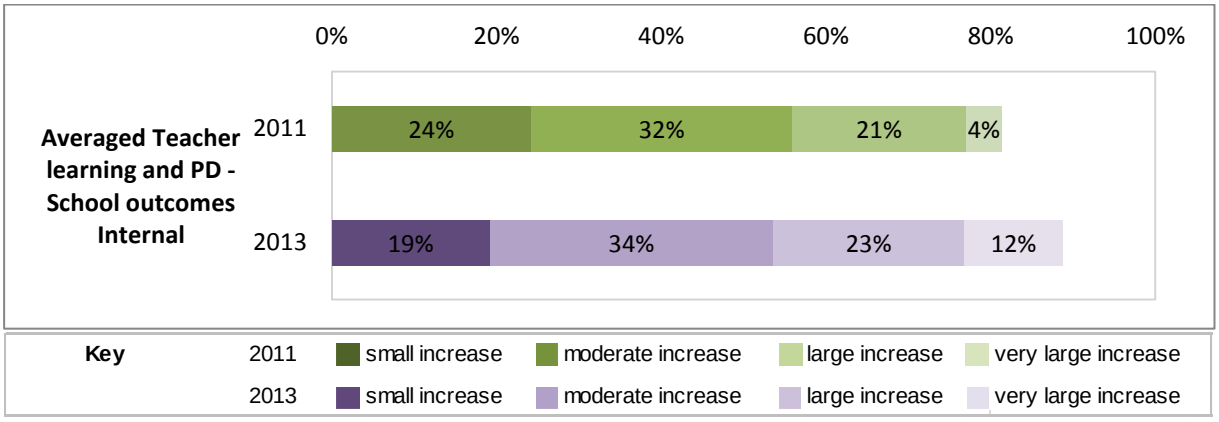
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 161; N 2013 = 126

7.3.7 2011 ITQ NP School outcomes (internal) from teacher learning and professional development since commencing in the SSNP

In 2013, teachers in the 2011 ITQ NP cohort were positive about the changes in interactions amongst teaching staff and students since commencing the SSNP. Comparing teachers' responses to the 2013 and 2011 surveys, the extent of change has increased slightly for all survey items in this domain, with an average growth of 10 percentage points of those describing the change as large or very large (Figure 87).

The change in students' engagement with teaching and learning was area in this domain with the least improvement compared to the 2011 results (Appendix 11). This survey item demonstrated a small increase of 6 percentage points in the proportion of teachers reporting large or very large improvements.

Figure 87. Teachers' perceptions of school outcomes (internal) from teacher learning and professional development since commencing in the SSNP (2011 ITQ NP)

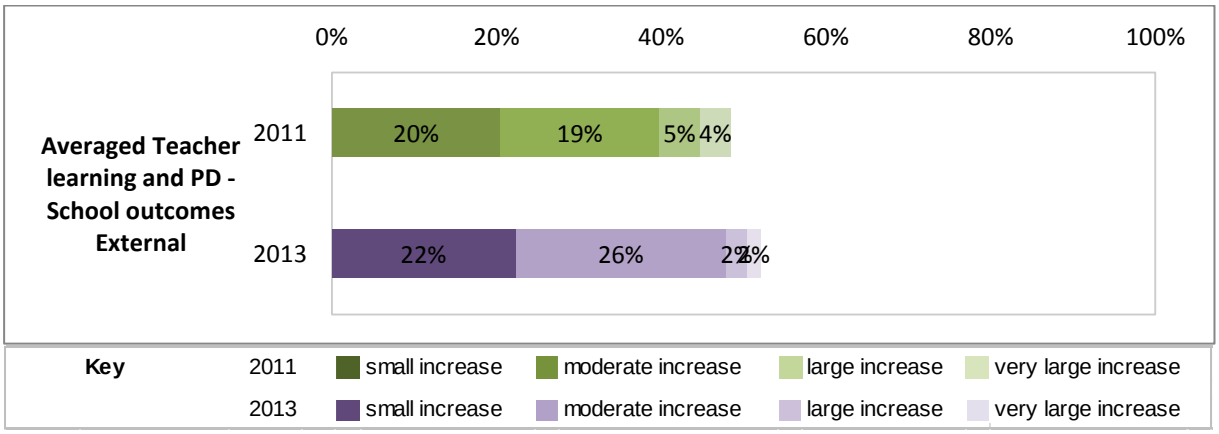


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 161; N 2013 = 125

7.3.8 2011 ITQ NP School outcomes (external) from teacher learning and professional development since commencing in the SSNP

Around half of the respondent teachers from the 2011 ITQ NP cohort reported some increases in parent, Aboriginal and other community involvement since the implementation of the SSNP (Figure 88). On average, only 4% of teachers described large or very large changes to this domain and this represented a 5 percentage point decrease in this proportion since 2011. The involvement of local Aboriginal communities in these schools was the area in this domain with the greatest extent of change, although this was still small with only a 5 percentage point increase in the proportion of teachers reporting large or very large changes (Appendix 11).

Figure 88. Teachers' perceptions of school outcomes (external) from teacher learning and professional development since commencing in the SSNP (2011 ITQ NP)



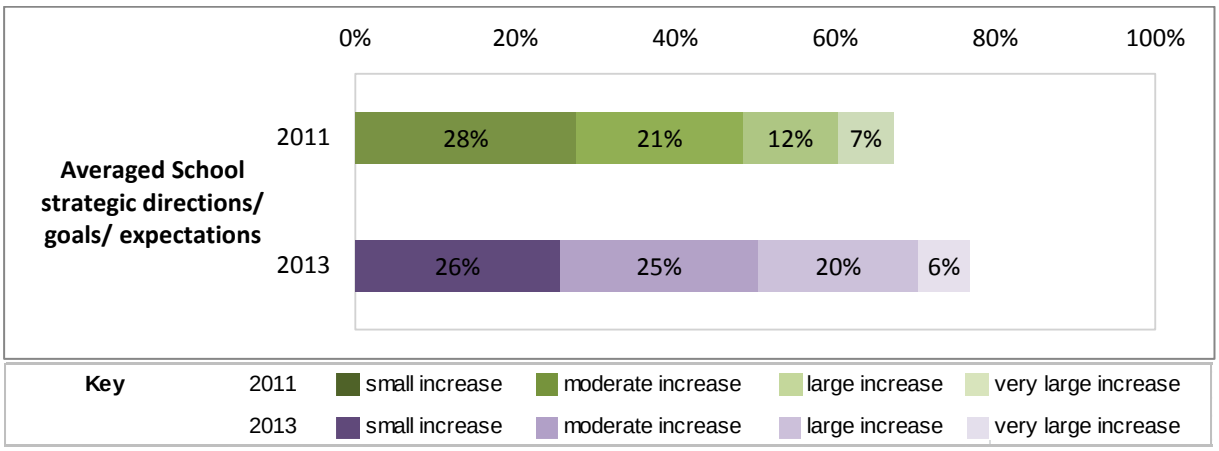
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 161; N 2013 = 121

7.3.9 2011 ITQ NP Teachers' engagement with their school's strategic direction, goals and expectations since commencing in the SSNP

In 2013, around two thirds of teachers in the 2011 ITQ NP cohort reported increases in their engagement with their school's strategic direction, goals and expectations. The averaged results for this domain demonstrate a small, 8 percentage point increase in the proportion of teachers describing large or very large changes in these areas compared to the 2011 survey results (Figure 89).

Many teachers found that implementing the shared school improvement goals in their school had become a higher priority for them since commencing in the SSNP. This was the area in this domain that exhibited the largest improvement with an increase of 15 percentage points in the proportion describing the change as large or very large (Appendix 11).

Figure 89. Teachers' perceptions of their engagement with their school's strategic directions, goals and expectations since commencing in the 2011 ITQ SSNP



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 159; N 2013 = 125

7.3.10 2011 ITQ NP Teachers – Significant changes in domains and key outcomes comparing 2011 and 2013 responses

Teachers in the 2011 ITQ NP cohort reported statistically similar results in 2013 compared to 2011 for some domains and key outcomes, as shown in Table 17. Statistically significantly greater increases were reported for other key outcomes and domains, including

- The extent to which your teaching skills have improved
- Teacher Learning and PD – Outcomes
- Your understanding of what you need to do to be a more effective teacher has further improved
- The quality of your collaboration/networking with other teachers around teaching practices and student learning has improved
- Teacher Learning and PD – School outcomes (Internal)
- The sense of collective responsibility for teaching and learning in this school has changed
- Your students' engagement with teaching and learning has changed
- Local Aboriginal communities are now more involved in this school
- School Strategic Directions/Goals/Expectations
- You are more engaged with the shared school improvement goals in this school

The effect sizes of the differences for these domains and key outcome variables were all small. These results illustrate improvements in some of the areas targeted by the SSNP as a result of these schools' continued participation in the 2011 ITQ NP, while in other areas growth that occurred had been sustained, but had neither increased nor decreased.

Table 17. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2011 ITQ NP Teachers

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Key outcome: The extent to which your teaching skills have improved	Significant (p=.002)	0.19
Summary variable: Averaged Teacher learning and PD - Personal experiences	Not significant (p=.058)	0.11
Key outcome: The quality of the personal professional development you receive has increased	Not significant (p=.474)	0.04
Summary variable: Averaged Teacher learning and PD - Collaboration	Not significant (p=.809)	0.01
Summary variable: Averaged Teacher learning and PD - Outcomes	Significant (p=.021)	0.14
Key outcome: Your understanding of what you need to do to be a more effective teacher has further improved	Significant (p=.022)	0.13
Key outcome: The quality of your collaboration/networking with other teachers around teaching practices and student learning has improved	Significant (p=.015)	0.14
Summary variable: Averaged Teacher learning and PD - School actions	Not significant (p=.256)	0.07
Key outcome: Effective mentoring is now more readily available to you	Not significant (p=.285)	0.06
Key outcome: The availability of in school/in class professional learning support for teachers has changed	Not significant (p=.862)	0.01
Summary variable: Averaged Teacher learning and PD - School outcomes Internal	Significant (p=.005)	0.17
Key outcome: The sense of collective responsibility for teaching and learning in this school has changed	Significant (p=.001)	0.21
Key outcome: Your students' engagement with teaching and learning has changed	Significant (p=0.27)	0.13
Summary variable: Averaged Teacher learning and PD - School outcomes External	Not significant (p=.600)	0.03
Key outcome: Parents are now more involved in your classroom/school	Not significant (p=.949)	0.00
Key outcome: Local communities/community groups are now more involved in this school	Not significant (p=.757)	0.02
Key outcome: Local Aboriginal communities are now more involved in this school	Significant (p=.016)	0.16

Summary variable: Averaged School strategic directions/goals/expectations	Significant (p=.043)	0.12
Key outcome: You are more engaged with the shared school improvement goals in this school	Significant (p=.004)	0.18

All respondents: ITQ N 2011~=163; ITQ N 2013~=128. Effect size: Small>0.1; Medium>0.3; Large>0.5.
Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

7.4 Comparison of 2011 ITQ NP principals', executives', and teachers' responses to common outcomes questions

These surveys included ten questions relating to key SSNP outcomes, which were common to the principal, executive and teacher surveys (Table 18). Amongst the respondent answers to these key outcomes, there was a slight gradient between the three survey groups. Principal and executive respondents tended to report similar extents of change, with slightly more outcomes for which executives reported a greater extent of change than principals. The teachers in the 2011 ITQ NP cohort tended to report a lesser extent of change than the principals and executives.

Spending more time focused on teaching practices in staff meetings was the outcome in this group of questions for which principals, executives and teachers reported the greatest extents of change. Principals reported the highest extent of change with 71% describing the increase as large or very large, followed by 62% of teachers and 59% of executives.

Principals, executives and teachers also had similarly positive views about the increase in the quality of professional dialogue around teaching. Over 88% of the three survey groups reported any increase in quality with 71% of principals, 55% of executives and 40% of teachers describing the increase as large or very large.

For the outcome areas regarding the improved quality of collaboration with peers around teaching and learning and the increase in analysis of student achievement data, principals reported a lesser extent of change compared to both teachers and executives. Only 29% of principals described the improved quality of collaboration with peers as large or very large compared to 39% of teachers and 52% of executives.

Of the cohorts surveyed in the Wave 3, 2013 survey round, the 2011 ITQ NP principals, executives and teachers were the most positive about engagement in collaborative activities with universities around improving teaching and learning. The proportion of respondents describing a large or very large increase was greater for this cohort than any other surveyed in this Wave. Half of principals described the increase as large or very large, followed by 38% of executives and 19% of teachers.

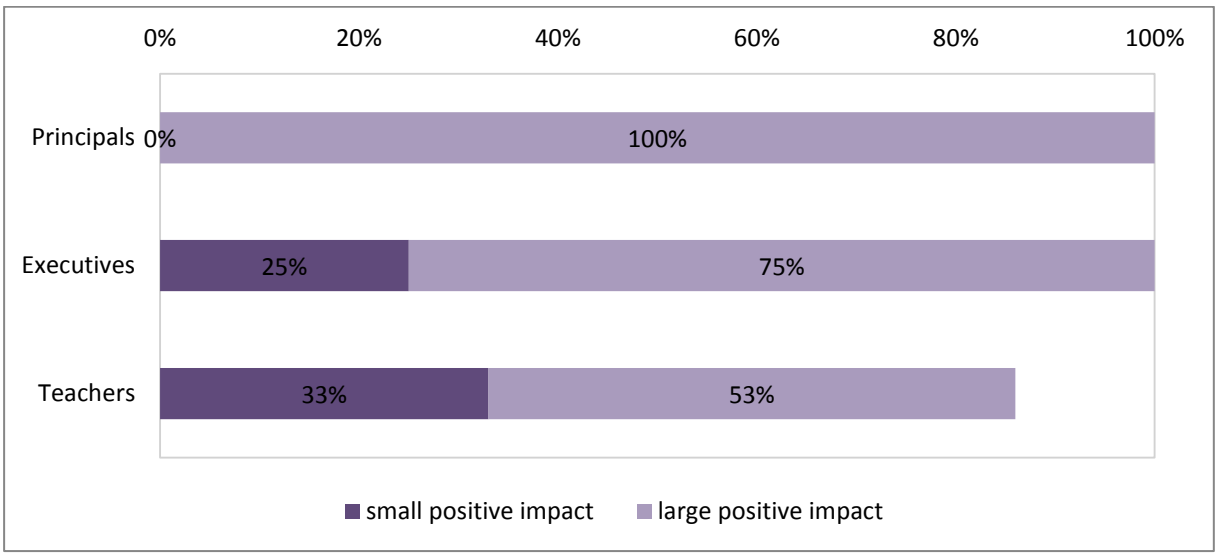
Table 18. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2011 ITQ NP)

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	100%	43%	90%	46%	92%	28%
Effective mentoring of staff is more widely established	86%	57%	84%	57%	76%	33%
More time focused on teaching practices in staff meetings	100%	71%	86%	59%	94%	62%
Teachers plan teaching to meet individual student needs	100%	43%	87%	43%	77%	32%
Collective responsibility for teaching/ learning is stronger	100%	43%	86%	49%	85%	40%
Professional dialogue around teaching is of higher quality	100%	71%	90%	55%	88%	40%
Improved quality of collaboration with peers around teaching/ learning	86%	29%	87%	52%	81%	39%
Your analysis of student achievement data has increased	100%	29%	88%	41%	77%	32%
Collaborates more with other schools	67%	33%	71%	39%	58%	23%
More engaged in collaborative activities with universities around improving teaching/ learning	67%	50%	70%	38%	48%	19%

In 2013, principals, executives and teachers were asked to rate the impact HATs or their equivalents have had on support for teachers' learning since the SSNP commenced. 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, however, principals and executives were more likely to report any positive impact than teachers (Figure 90). While over 85% of teachers in the 2011 ITQ cohort that were able to access a HAT or equivalent reported that these positions had positively impacted on their teaching skills, 13% reported that these positions had no impact and 1% described the impact as being largely negative.

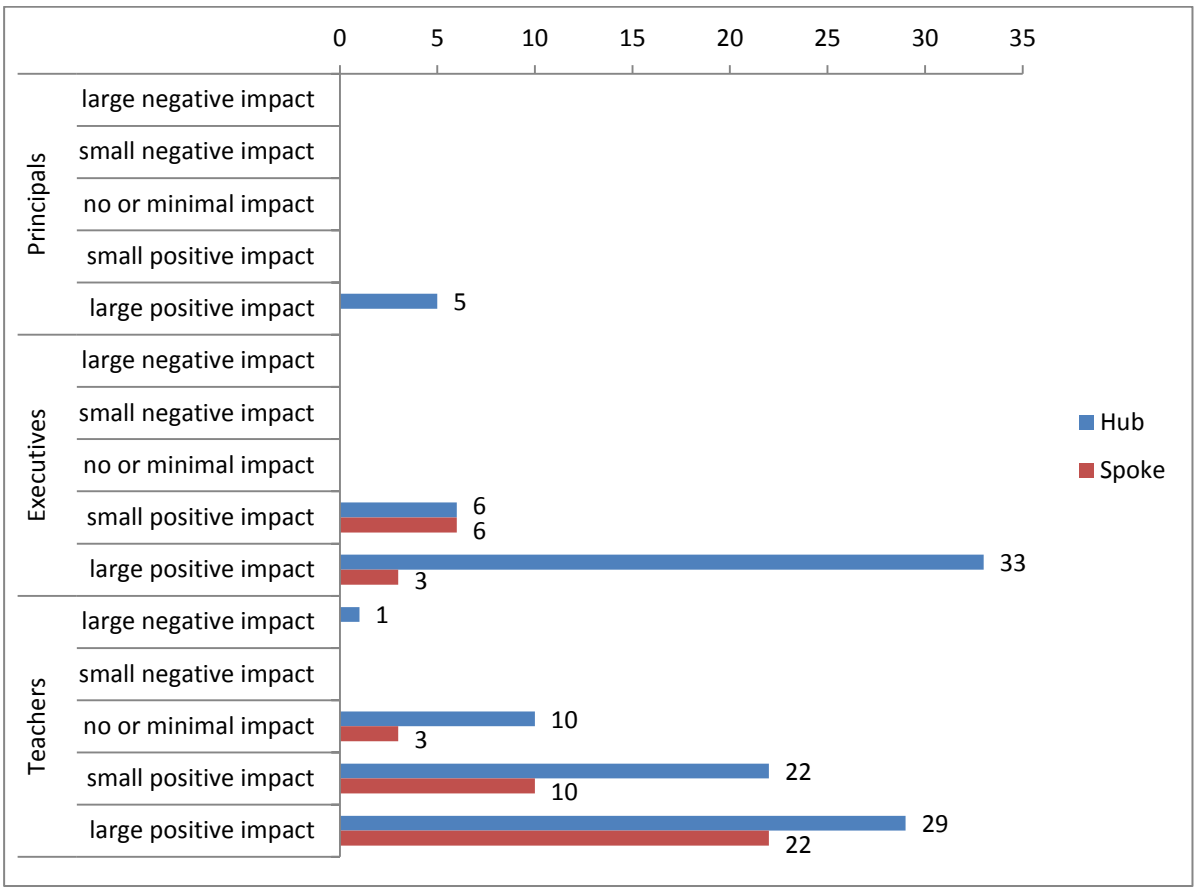
Figure 90. Comparison of principals', executives' and teachers' views in the impact HATs or equivalent positions have had since the SSNP commenced (2011 ITQ NP)



Source: Wave 3 CSIS, 2013. Responses came from 5 principals, 48 executives and 97 teachers who indicated that their school received support from a HAT or equivalent

Of the 5 principals from hub schools indicating that teachers in their school had access to a HAT or equivalent, all 5 reported that these positions were having a large positive impact on support for teachers' professional learning (Figure 91). The 2 principal respondents from spoke schools reported that teachers in their school did not have access to a HAT or equivalent. Executives from hub schools most often reported a large positive impact of these positions on support for teachers' professional learning, whereas executives from spoke schools were more likely to report a small positive impact. Similar impacts of these positions on support for their professional learning were reported by teacher respondents from hub schools and teacher respondents from spoke schools.

Figure 91. 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 3 CSIS, 2013. The scale represents numbers of respondents. Responses came from 5 principals, 48 executives and 97 teachers who indicated that teachers at their school received support from a HAT or equivalent.

In 2012, analyses were conducted to investigate the relationships that have been established between hub and spokes schools and whether respondents reported similar levels of change in hubs and spokes. In 2013, only 5 matched pairs were found among the 2011 ITQ NP executive respondents and 3 matched pairs were found among the teacher respondents (Table 19). Due to these small sample sizes, any analyses conducted would not be statistically sound. Therefore, these comparisons will not be included in the Wave 3 report.

Table 19. Number of respondents school pairs by survey group, 2011 ITQ NP

	Number of respondent school pairs
Principals	0
Executives	5
Teachers	3

7.5 2011 ITQ NP Conclusion

In 2013, the 2011 ITQ NP 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. However, this has not appeared to be the case as the survey results have demonstrated greater extents of change in some areas reported by executives and teachers. The 2013 survey results illustrated that the improvements made as a result of participation in the SSNP had been sustained or furthered into the transition year of the ITQ.

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. This inconsistent pattern may be due to the small sample size of principal respondents for this cohort. However, executives did tend to report greater extents of change than the principals and teachers.

The coverage of improvements i.e. the span of schools reporting improvements, did not increase or decrease from 2011 to 2013. A similar proportion of all three respondent groups described improvements in the areas examined in both surveys. These results illustrate that while the continued participation in the SSNP of these schools may have led to further improvements in some areas, the coverage of these improvements has not changed over time.

The statistical analyses of the 2011 and 2013 survey responses demonstrated statistically significant improvements in 2013 in some areas for executives and teachers. The effect sizes for all the significant improvements were small, indicating that while significant, only small improvements had been made in 2013 compared to 2011

In general, the extents of change in the domains investigated increased slightly for all three respondent groups. In particular, the 2011 ITQ NP principals, executives and teachers were the most positive about engagement in collaborative activities with universities around improving teaching and learning of any cohort surveyed in the Wave 3 survey round.

Similarly to other cohorts surveyed in 2013, the teachers in the 2011 ITQ NP cohort were less likely to report a positive impact of HATs or equivalents on support for teachers' learning and teaching skills compared to the principal and executive respondents.

Overall, the 2013 principal, executive and teacher survey results for the 2011 ITQ NP cohort illustrate that this cohort has observed continued improvements in many areas targeted by the SSNP in their transition year.

8. How staff see the SSNPs working—successful strategies, significant changes and challenges: Midpoint and Endpoint cohorts

As in the 2011 and 2012 surveys, the 2012 LSES NP, 2009/10 LSES NP and 2011 ITQ cohorts answered two open-ended survey questions allowing respondents to comment on:

1. The most significant changes for their school under the SSNP and why
2. The most significant challenges so far in implementing/ maintaining the SSNP.

A further question allowed respondents to provide any further information on their experiences of the SSNP, if required.

Principals and executives were also asked to rate the cost effectiveness of the most successful and second most successful strategies they listed. In the Wave 3, 2013 surveys, this was a closed-response question that replaced the open-ended question asking for respondents' views on the cost-effectiveness of SSNP strategies in the Wave 1 surveys. The high proportion of respondents indicating agreement to strategies being cost effective indicates that it may have been unrealistic to expect respondents to be able to shed light on this issue. Making a judgement about cost effectiveness entails a deep understanding of the costs of the initiative, an understanding of the effect size it produces and an understanding of the cost of producing the same effect size through investment in a set of alternative approaches. The results of the principal and executive responses to this question can be seen in Appendix 6. However, the small number of respondents selecting each strategy means that the percentage of respondents rating each strategy as cost effective should be interpreted with caution.

1,047 respondents answered at least one qualitative survey question. Responses from 45 per cent of these respondents (n =472) were analysed—data from all principals, 50% of executives and 33% of teachers. The sample was selected to allow representation across school type (primary, secondary, combined and special) and across AIS, CEC and DEC affiliations. The rationale for the sampling of qualitative data and further details of the selected sample are provided in Appendix 7. Tables reporting the percentage of respondents from each staff group and by each Partnership, as well as tables reporting the percentage of total respondents that selected each strategy as the most or second most successful, can be found in Appendix 6.

This chapter starts with an overview of the findings. This is followed by a thematic analysis of the most significant changes reported under the SSNP, why these changes were significant, and the challenges associated with implementing this change (open-

ended questions 1 and 2 above). The chapter ends with a brief description of less common changes reported under the SSNP, and a number of generic challenges in implementing/maintaining the SSNP. Responses to the third open-ended question are incorporated throughout this chapter, as appropriate.

The 2013 analysis makes comparisons to the 2011 and 2012 qualitative data, where similar open-ended questions were asked of respondents. Analysis has been kept short and concise, focusing on providing detailed analysis on any changes in responses across the three years. Throughout this chapter, blue text boxes are used to provide illustrative quotations to support a particular theme or sub-theme presented in the analysis.

Efforts were made to identify any differences in the challenges faced in implementing the SSNP by key demographics, such as partnership type, school type, location (metropolitan or provincial) and staff type (principal, executive or teacher). Differences are reported where they exist.

8.1 Overview

Overall, responses to the qualitative questions in 2013 were very similar to those provided in the 2011 and 2012 surveys. As in the 2011 and 2012 surveys, most respondents identified a number of positive changes in their school that had occurred as a result of the SSNP, which in turn had impacted on teaching quality and student engagement and outcomes. Also like previous surveys, a very small number of respondents indicated negative changes in their school as a result of the SSNP, largely in relation to the pressure placed on teaching staff as a result of changes under the SSNP or a lack of clear direction for the initiative at the school level.

Significant changes as a result of the SSNP

As in the 2011 and 2012 surveys, access to professional development, mentoring and training for teachers was the most commonly reported change in practice as a result of the SSNP, across principals, executives and teachers. Respondents indicated that the SSNP had enabled their school to provide the time and resources to support regular professional development, and to provide professional development that was tailored to teacher's needs. This professional development was said to have had a major impact on teacher's attitude to their teaching, teaching quality and classroom programming, which in turn has had an impact on student engagement, learning and academic outcomes.

The commonality of other changes reported under the SSNP were very similar to previous years. Common changes were (in order of commonality)**:**

- An increase in **professional dialogue and collaboration** across the school, particularly in regard to collaborative planning and programming
- New approaches to **class programming**, with an increased focus on explicit teaching and learning, 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.

Many other changes were reported as a result of the SSNP, and are presented in the main text of this report.

Significant challenges for schools in implementing/ maintaining the Smarter Schools National Partnership(s)

In the 2013 survey, there were five most common challenges reported in implementing/ maintaining the SSNP (in order of commonality, although all were mentioned often):

- **Staffing issues**, particularly maintaining the skills of staff in schools with a high staff turnover, and inconsistent leadership as a result of leadership changes within the school
- Challenges associated with **changing teacher attitudes and ways of working**.
- Challenges associated with **providing professional development**, including finding appropriate relief staff, and disruption to lessons caused by having teachers out of class
- Challenges associated with **sustaining** the partnership, when the SSNP funding ends
- Challenges associated with the **increased workload** resulting from the SSNP.

These challenges were also raised in the 2011 and 2012 surveys, although the prevalence with which each challenge was raised had changed slightly. In both the 2011 and 2012 surveys, increased workload was by far the most common challenge, whereas in 2013 this was the fifth most commonly mentioned challenge. Sustainability of the SSNP remained a common challenge in 2013, as it was in the 2012 survey.

8.1.1 Detailed analysis—most significant changes under the SSNP and the challenges associated with achieving these changes

As in 2011 and 2012, respondents outlined a variety of significant changes in their school as a result of the implementation of the SSNP, reflecting the broad scope of SSNP reforms. Despite these changes having positive impacts in their school, many schools reported challenges in implementing and maintaining these changes.

The following sections provide a summary of key changes identified by SSNP schools, the impacts of these changes, and the challenges associated with these changes. The changes are presented based on the frequency of which the change was reported—the most common changes are presented first and the section ends with the least frequent changes. This section aims to highlight the similarities and difference in reported changes and challenges to the 2011 and 2012 surveys.

8.1.2 Changes in schools approaches to providing professional development, training and mentoring

As in 2011 and 2012, professional development, training and mentoring for teachers was most often named as the most successful strategy implemented in schools under the SSNP so far 46% of respondents indicated this as one of the two most successful strategies in their school (see Figure 92 and Appendix 6). Principals were most likely to report professional development, training and mentoring for teachers as the most successful strategy in their schools (54%). A high proportion of principals (90%) and executives (78%) also agreed that professional development for teachers was a cost effective strategy. As in previous surveys, professional development for teachers was more often named as the most successful strategy than was professional development for school leaders; however, qualitative responses suggest that this could reflect the larger focus on professional development for teachers, and not the impact of the professional development provided to school leaders, which many commented was also of good quality and well-received.

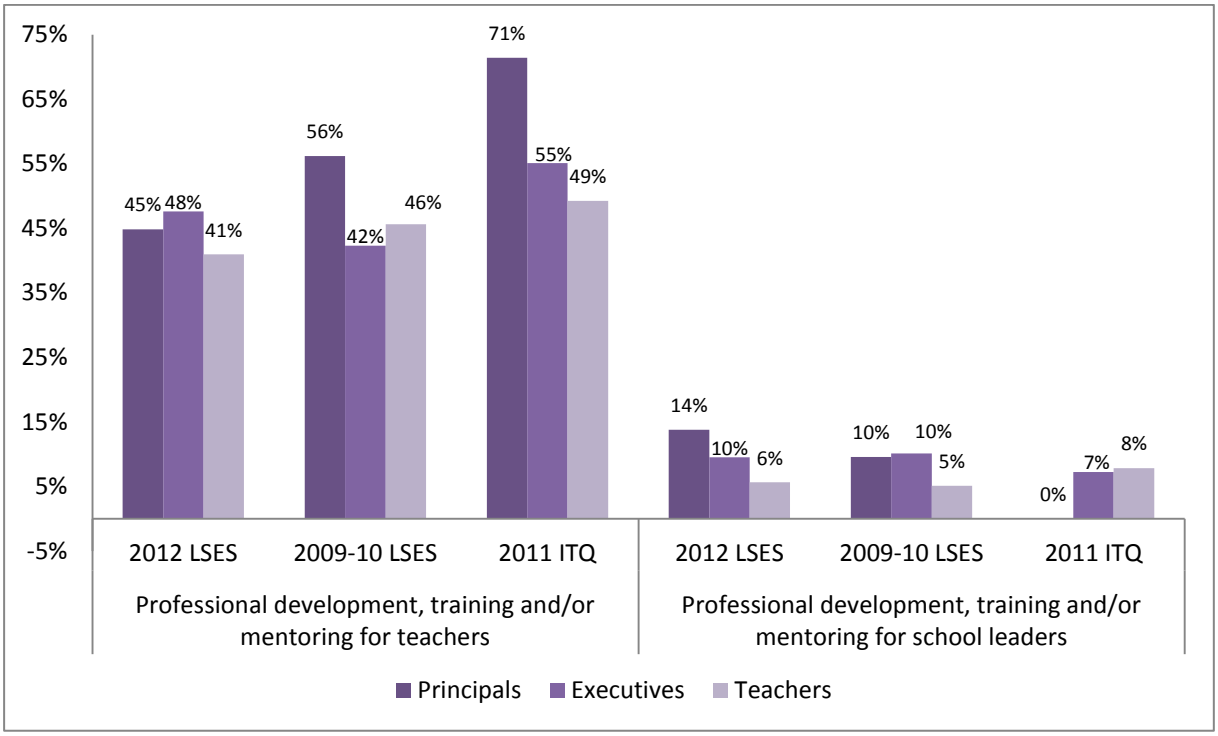
Like in 2011 and 2012, respondents spoke about professional development being targeted to the needs of the school, and about opportunities for more practice-based professional development, through peer coaching and lesson observation. Also similar to previous years, some respondents commented on the particular impact of professional development on early career teachers and new scheme teachers.

As in the 2011 and 2012 surveys, respondents spoke about the importance of having whole-school professional development. Respondents indicated that whole of school professional development supports the implementation of professional development into practice, and the level of collaborative planning that occurs following professional development. Some respondents indicated that their whole-school professional development was followed by time for teachers to meet together for collaborative planning and reflection. Respondents who commented on whole-school professional development believed that this had had a significant impact on their school. Other respondents, who believed that professional development had been focused on executive-level staff or a particular year group/ faculty, often said that this had been ineffective in changing practices across the whole school—this issue was also raised in the 2012 survey. There was some evidence that these perceived inequalities in access to professional development had led to some teachers feeling side-lined by their school.

Overall, respondents believed changes in their schools approach to professional development had led to: more reflective practice among teaching staff, increased confidence and skills amongst teachers, increased professional dialogue and collaboration around teaching methods across the school (and networks of schools), the implementation of better quality teaching methods and programs, and improved

student engagement and outcomes. This was the same as the changes identified in the 2012 survey[28].

Figure 92. Per cent of 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

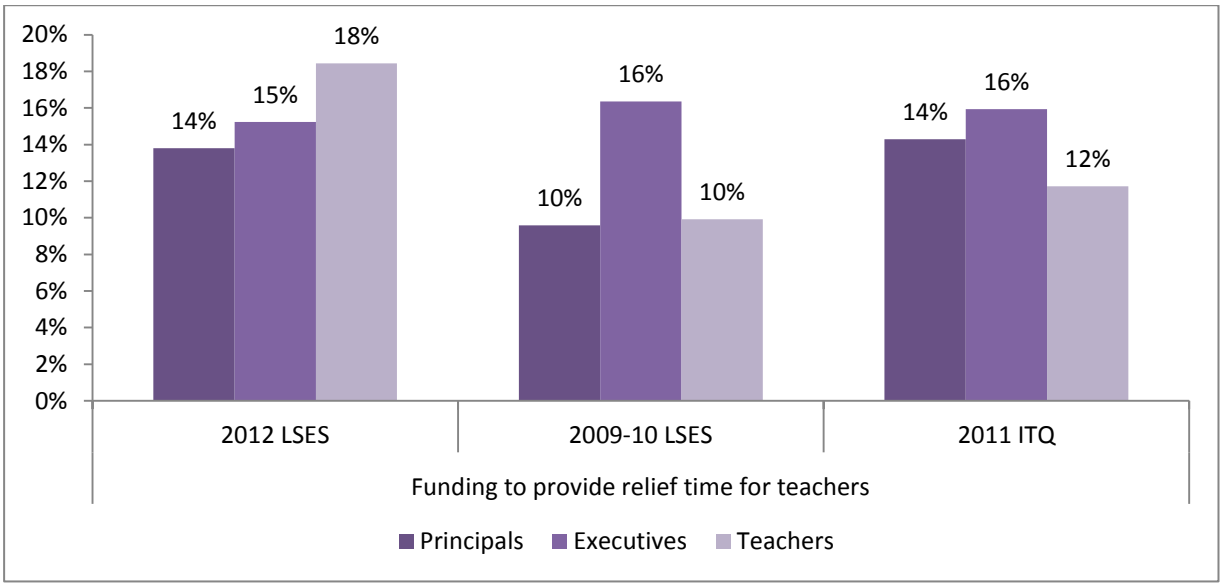


Source: Wave 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

As in previous surveys, many respondents indicated that having funding to provide relief time for teachers had been invaluable to their success—this was supported by the quantitative survey data, where 14% of all respondents reported 'funding to provide relief time for teachers' was the most or second most successful strategy implemented under the SSNP (see Figure 93 and Appendix 6). This strategy was also reported to be cost effective by all principals selecting this strategy as one of the most successful as well as by 69% of executives.

[28] Wording of the survey question in the 2011 survey did not allow for a review of impacts of the significant changes reported by schools.

Figure 93. Per cent of respondents who identified funding to provide relief time for teachers



Source: Wave 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Challenges associated with providing professional development under the SSNP

Delivering professional development was also commonly raised as a challenge of the SSNP. As in previous years, respondents spoke about:

- the difficulty in finding suitably skilled staff to relieve teachers to attend professional development (particularly in rural schools)
- teachers being out-of class, disrupting class stability and continuity, which in turn affected student's learning and outcomes
- the increase in workload that resulted from professional development, and the time required for teachers to effectively implement what they had learnt through their training.

As in 2012 (but more commonly in 2013), respondents commented on the need for continued and ongoing professional development, given the high level of staff turnover in some schools—new staff would require professional development, and would take time to "get up to speed" with the school's SSNP initiatives. A few schools spoke about having executives deliver training to new staff to address this challenge, but also noted that this took up valuable executive time. A few respondents in the 2013 survey had part-time staff and believed professional development placed more stress on their school as a result (due to the need to train a higher number of staff and have more teachers out of the classroom).

Box 1.	Illustrative quotes about the challenges in providing professional development under the SSNP

The increase in professional development has been a logistically challenging concept. Finding time for all staff members to be involved and supported throughout various professional development has been at times trying, however extremely beneficial [Principal]

Changes in staff have been an issue also as we have provided PL for staff who have moved on or retired and found we need to continue this PL with newer staff members. Much of the responsibility for this training falls on the executives and it is vital they are given time to be able to mentor and build the capacity of the other staff. [Executive]

The time off class has been a worry. Making sure we have good casual teachers who will implement what has been prepared in the classroom when teachers are off their classes. [Teacher]

8.1.3 Schools working together to facilitate change

Like in the 2011 and 2012 surveys, respondents reported changes in how school staff are working together to facilitate change in the school (Figure 94). Respondents often reported increases in collaborative planning, and whole of school programming. Respondents believed this had led to teachers having a better understanding of the direction of the school, which in turn led to more consistent teaching and learning, and improved student engagement, learning and academic outcomes. A few respondents believed that collaborative practice had led to teachers having more responsibility and ownership of the outcomes of the schools. The majority of principals (83%) and executives (73%) that selected collaborative whole of school approaches as one of the most successful strategies of the SSNP reported that this strategy was cost effective in their school (Appendix 6).

As in previous years, many respondents believed that access to professional development, or increased time to meet with colleagues to plan their work (sometimes through staff meetings, sometimes through collaboration with other schools), had provided them with more time to communicate with their colleagues and work together to provide common teaching aims and approaches.

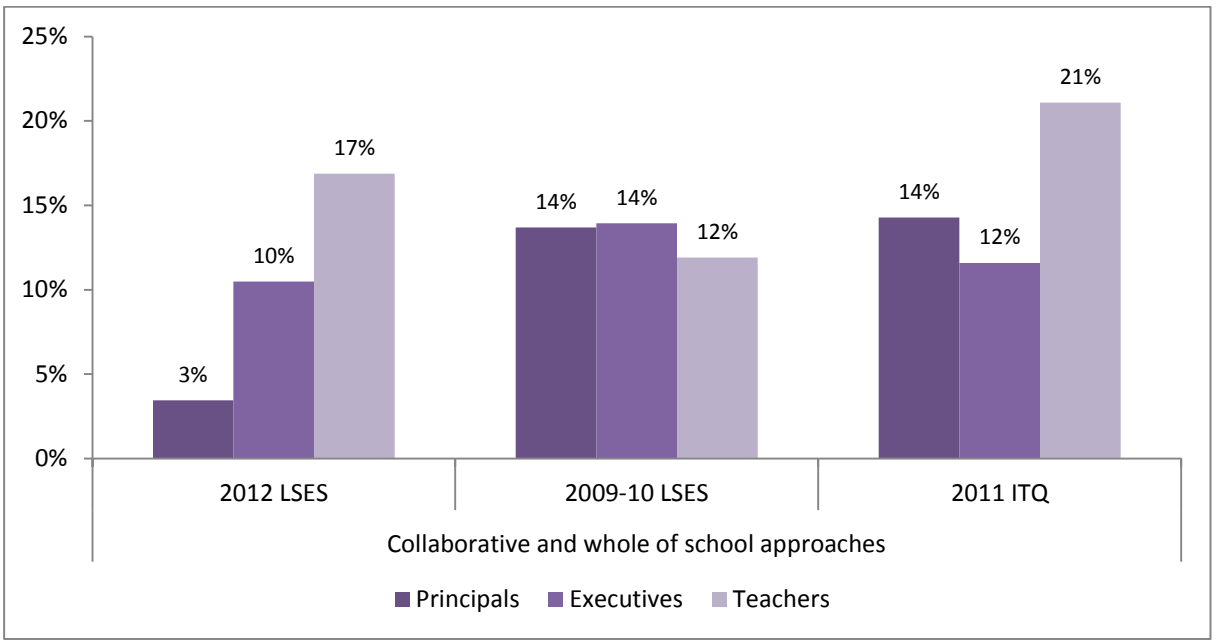
Box 2	Illustrative quotes about collaboration, communication and whole of school approaches

The most important changes have been the team collaboration between staff members in planning and implementing quality teaching practices and assessment strategies for increasing student outcomes [Executive]

The benefit has been a greater degree of collaborative planning and general staffroom talk as colleagues have discussed ideas or strategies that have shown to be effective in individual classrooms. [Teacher]

Teachers are now more aware and involved in whole school planning and priorities. [Principal]

Figure 94. Per cent of 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 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Challenges associated with collaboration, communication and whole of school approaches

As in the 2011 and 2012 surveys, respondents did not often report challenges related to collaboration, communication and working as a whole-school, despite this being one of the key changes reported under the SSNP. As in 2011 and 2012, finding the time for collaboration and professional dialogue was a challenge in some schools.

8.1.4 Schools changing the way they teach

Changes to class set-up and programming were often reported in the 2013 survey, as in previous surveys (Figure 95). Respondents spoke about an increased focused on specific literacy and numeracy approaches in the classroom, including those learnt during the SSNP (such as FoR, MULTILIT, AL, TEN and TOWN) and increases in team-teaching approaches. Like in the 2012 survey, some respondents spoke about these changes becoming ingrained in teacher's approaches.

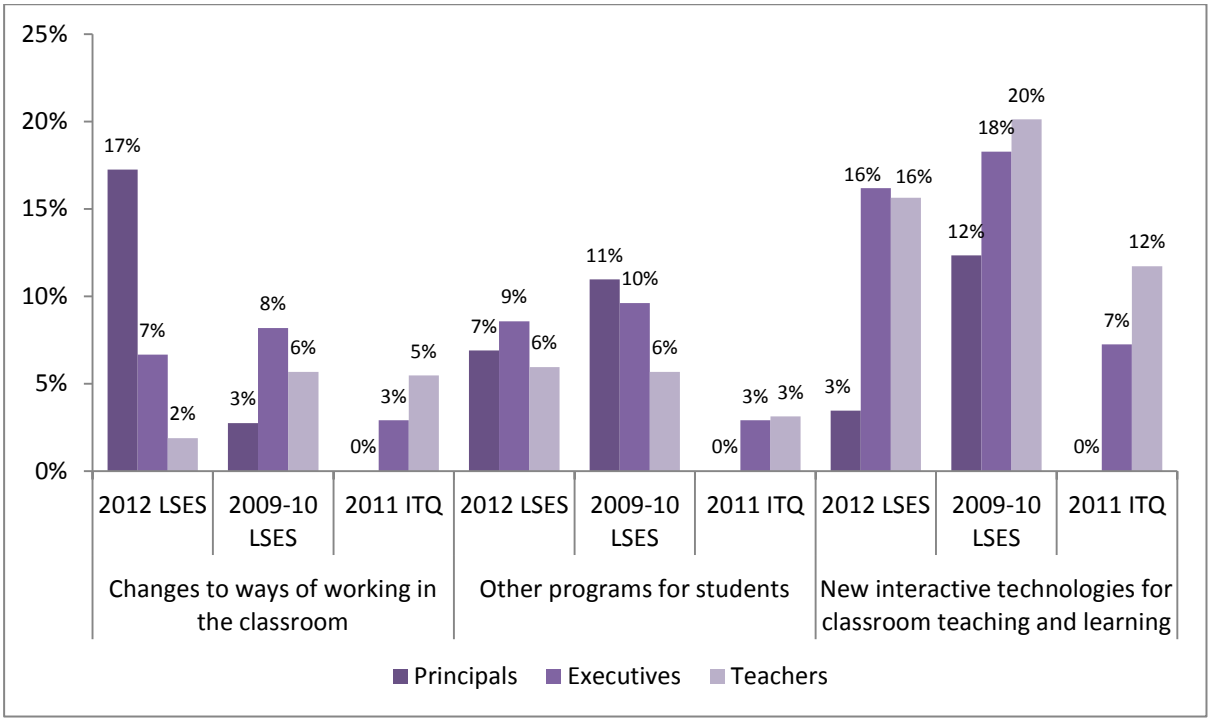
Respondents often spoke about teachers working in new ways to better meet the needs of their students. As in the 2011 and 2012 surveys, the ability to meet student needs was often linked with an increased or better use of data, increased in-class support (often from Student Learning Support Officers (SLSOs)and reduced class sizes. Like 2011 and 2012, schools were using 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. Some respondents spoke about the increased use and availability of Information Technology in class, and training for teachers in using Information technology effectively.

All of the above changes to programming and class arrangements were believed to have led to increases in student engagement, and subsequently their learning and academic outcomes. In the 2013 survey, one teacher believed that the changes in programming and teaching approaches had led to a school culture of 'continuous improvement'.

Over 90% of principals and 85% of executives found the SSNP strategies regarding changes to the ways of working the classroom, introducing other programs for students and interactive technologies for classroom teaching and learning to be cost effective (Appendix 6).

Figure 95. Per cent respondents who identified changes to ways of working in the classroom, other programs for students and 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 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Challenges associated with schools changing the way they teach

No particular challenges were reported that related to changes to programming or class arrangements. However, changing teacher attitudes and challenging their ways of working was commonly mentioned as a challenge in implementing the SSNP. Similar to 2011 and 2012, schools reported teachers having to get used to lesson observations and new ways of teaching (that had been taught through SSNP-related professional development). Some respondents believed that there had been challenges with getting staff to understand the need to review and amend their practice. This remained a challenge for many respondents who were at the end-point of implementing the SSNP.

8.1.5 Changes to staffing arrangements

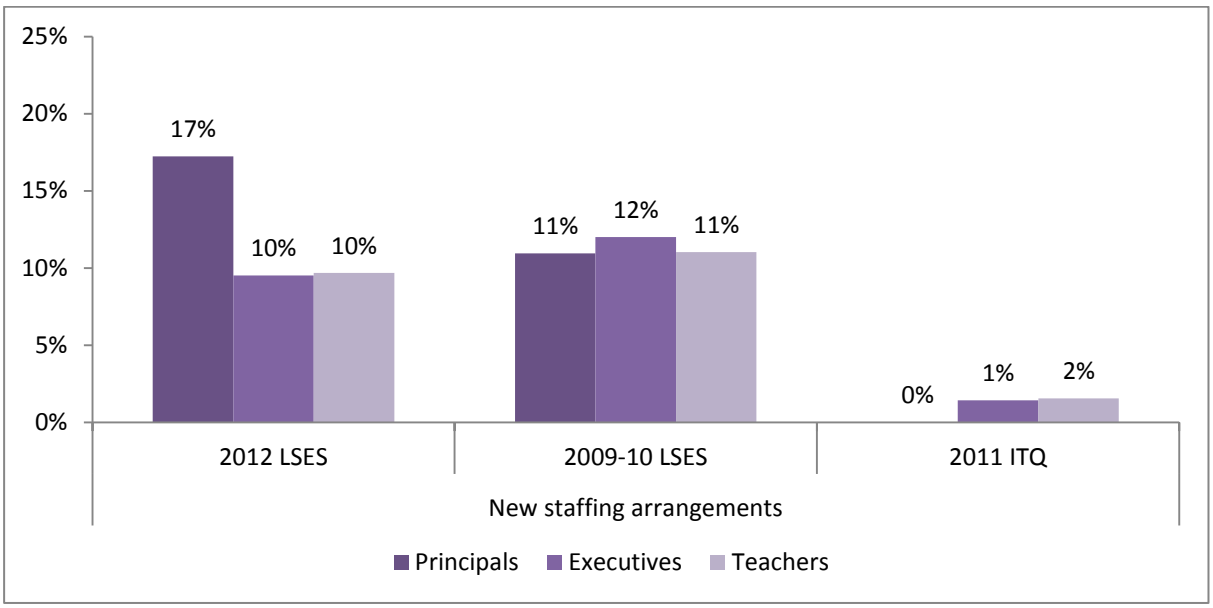
As in the 2011 and 2012 surveys, changes to staffing arrangements were commonly mentioned as the most significant change under the SSNP in the 2013 survey. This reflects the quantitative data, where 9% of all respondents selected new staffing arrangements as the most or second most successful strategy of the SSNP (see Figure 96 and Appendix 6).

Respondents spoke about **new staffing positions** that were introduced to their school, to support them in implementing the SSNP. In particular, many respondents mentioned funding for Highly Accomplished Teachers (HATs)—this reflects the quantitative data, where 2011 ITQ respondents in particular reported funding for HATs as the most or second most successful strategy implemented under the SSNP (Figure 97). Other new staffing positions mentioned included specialist teachers (head of teaching and learning, literacy leaders etc.) business managers, Community Liaison Officers, external health specialists (speech pathologists and occupational therapists), and additional support staff positions. All the principal respondents who selected new staffing arrangements as one of the most successful strategy of the SSNP reported that this strategy was also cost effective. This compares to a smaller proportion of executives (69%) reporting that new staffing arrangements have been cost effective in their school.

Respondents also spoke about executive's time being used to support professional development of staff and to support team teaching— and a number of respondents believed the SSNP had enabled such a flexible staffing structure.

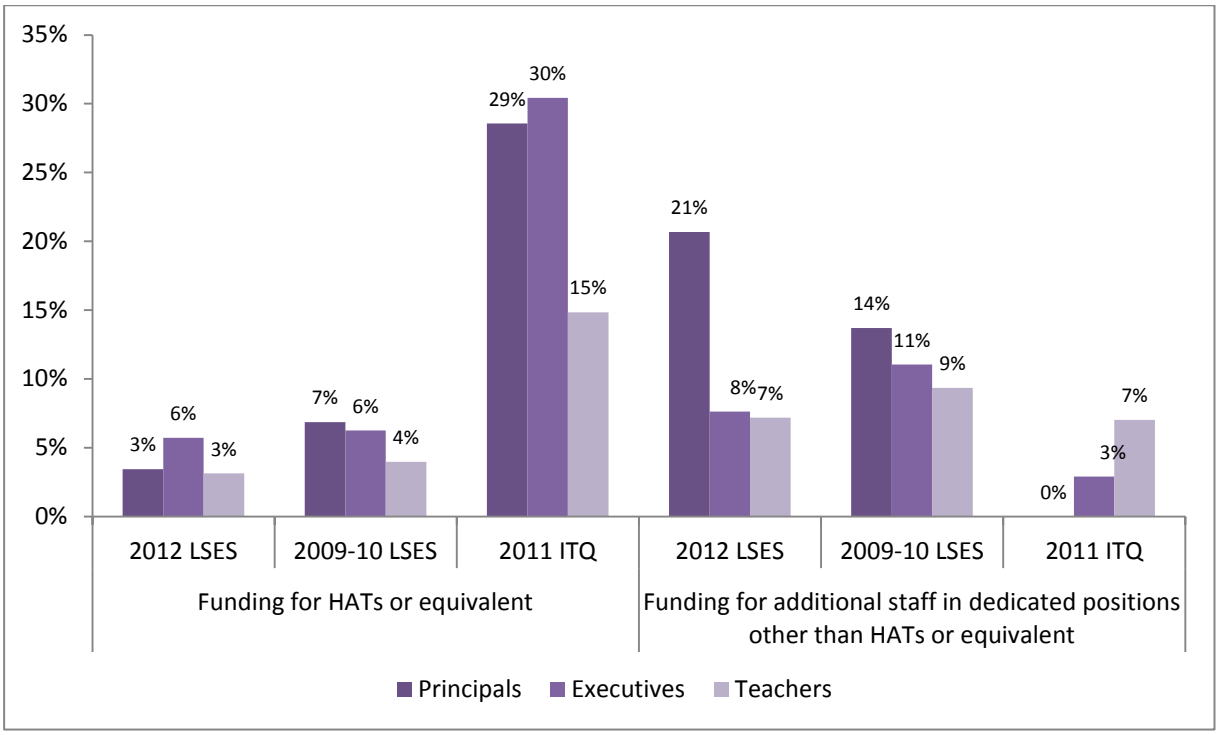
In the 2013 survey (which was not present in previous surveys), one principal spoke about the program being used to restructure the role and responsibilities of a wide range of staff, which had allowed for greater accountability of each staff member for student outcomes.

Figure 96. Per cent of 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 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Figure 97. Per cent of 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 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Challenges associated with changes in staffing arrangements

As in previous years, schools spoke about the difficulties they faced in finding staff with the appropriate skills for specialist positions within the school, particularly in rural schools. As in the 2011 and 2012 survey, principals were more likely to talk about challenges in recruiting staff and managing staff turnover than executives or teachers, probably reflecting their role in the recruitment and management of staff.

Box 3	Illustrative quotes about how schools used additional staff
Having a highly accomplished teacher position in a large school where one third of the staff are early career teacher or new scheme teacher was essential in developing the quality of teachers and assisting them to gain accreditation with the NSW Institute of Teachers. [Executive]	
Employing specialist teaching staff to enhance learning outcomes (esp. literacy and language) for our low SES students. [Teacher]	
The resources to have executive staff released to support within classes and assist in planning. [Teacher]	

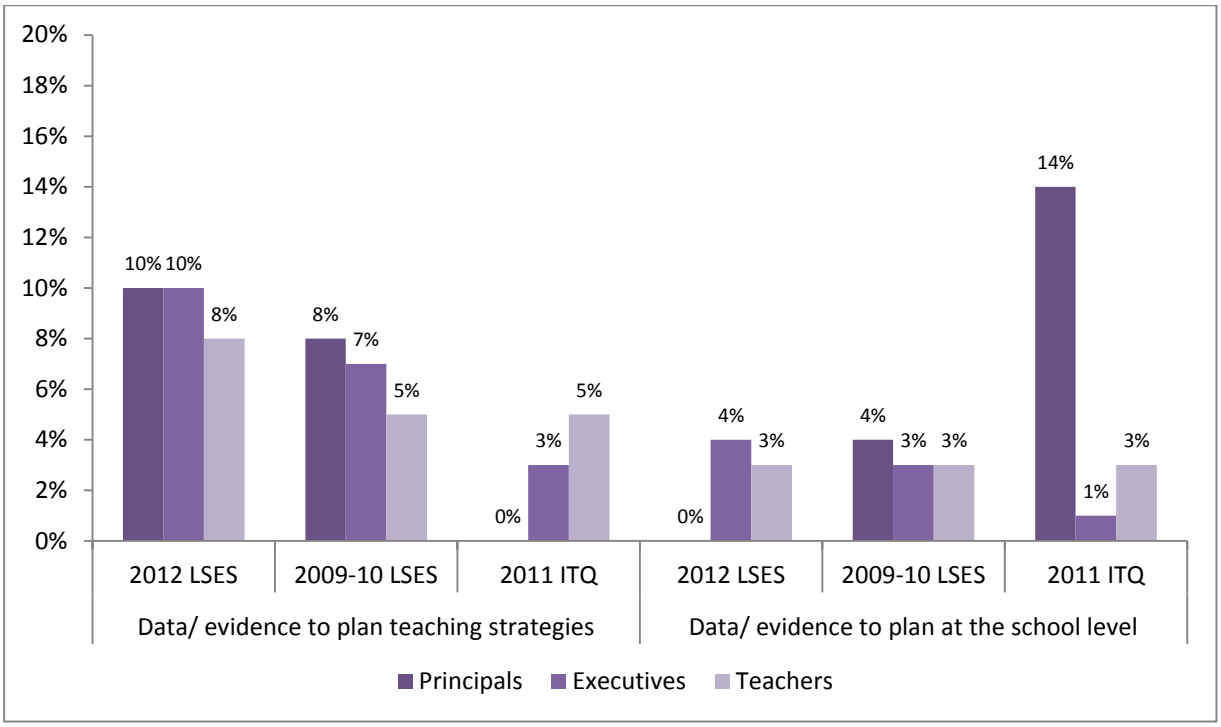
8.1.6 Increased or better use of evidence

Some respondents spoke about the school's increased use of evidence and data to inform their teaching practices and the direction of their school (Figure 98). Schools principals reported this as a significant change more often in qualitative responses than did executives of teachers—this was not evident in responses to previous surveys. Unlike other years, respondents focused on the use of evidence and data to influence practice, and focused much less on school initiatives to improve staffs capacity in collecting and interpreting data—this likely reflects schools having already implemented initiatives to improve staffs capacity prior to 2013. Over 80% of both principals and executives reported in 2013 that data and evidence use to plan teaching strategies and at the school level were cost effective strategies (Appendix 6).

Like in the 2012 survey, respondents felt that their school's focus on and commitment to data analysis had helped staff to understand the importance of evidence-based change, and supported teachers to tailor their teaching approaches to the needs of individual students.

Box 4	**Illustrative quotes about the increase or better use of evidence**
Much better use of student achievement data and analysis to inform our teaching and learning [executive]	
The teaching strategies are now more data driven. NAPLAN results for instance are analysed thoroughly to improve the delivery of lessons. [Principal]	
More aware of how to analyse and utilise data to guide practices. [Teacher]	

Figure 98. Per cent of 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 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Challenges associated with collecting and using evidence to inform practice

Only a few challenges were reported in collecting and using evidence to inform practice. Some schools noted the time required to do this effectively, which took away from teaching time, and a few respondents felt that data was being collected without a clear direction as to how it would be used.

8.1.7 Collaboration with other schools, with parents, and with the community

As in previous surveys, fewer respondents spoke about collaboration with other schools, with parents and with the community. As expected (and similar to the 2011 and 2012 surveys) ITQ schools were much more likely to comment on collaboration with other schools, and LSES schools were more likely to comment on collaboration with parents and the community, reflecting the focus of these initiatives. This was partly reflected in the quantitative data, where ITQ schools (and particularly ITQ school principals) were much more likely to report collaboration with other schools as the most or second most successful strategy implemented under the SSNP (see Figure 99; there were no real differences in the quantitative data across LSES schools and ITQ schools in regards to

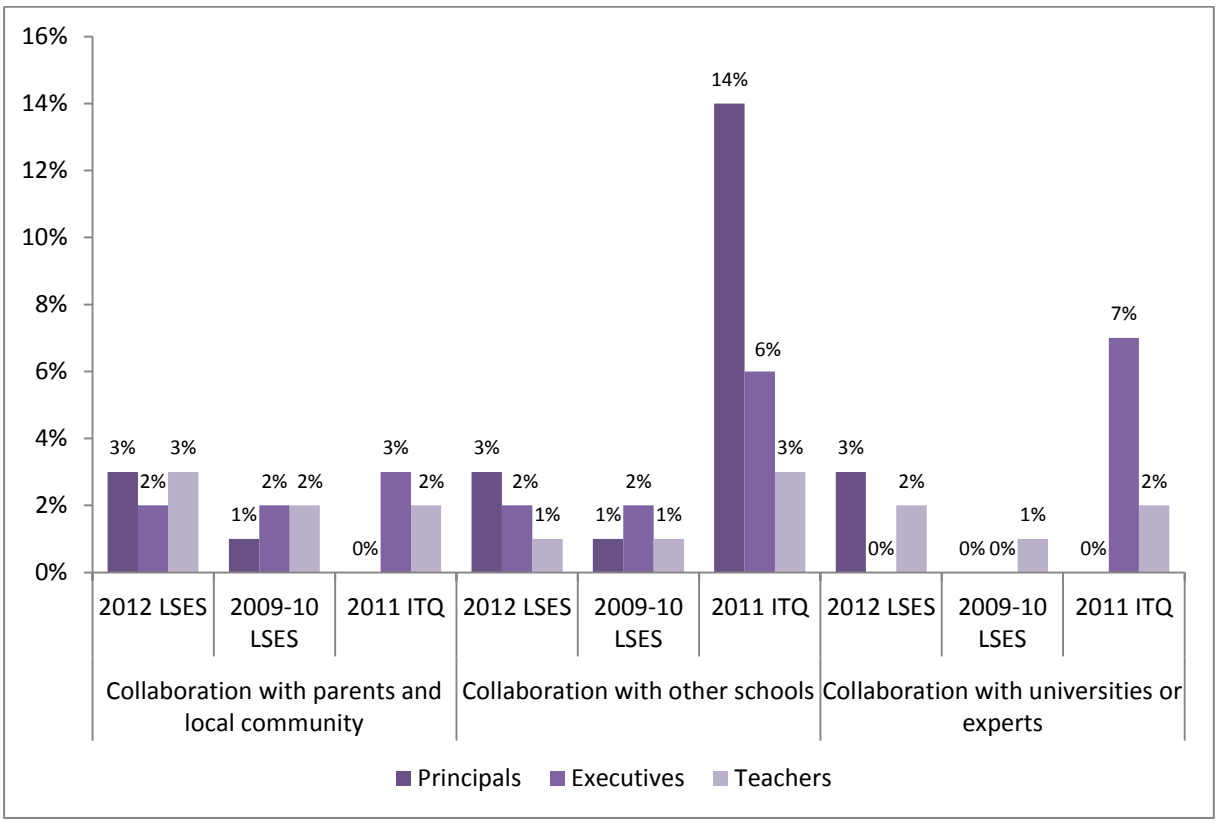
collaboration with parents and the community being the most or second most successful strategy).

Respondents were most likely to speak about their interaction with other schools and with universities. A few respondents indicated that they had developed relationships with other schools, who they learnt from, and collaborated with. One school spoke about a joint project with a local university which had been successful in improving student engagement. Another schools felt that their school had benefitted significantly from partnerships with other schools, given that they were a small school with few staff in each teaching faculty.

Respondents also spoke about improved interaction with parents and the community. Respondents spoke about having better strategies in place for parent engagement and interaction, including using student data to communicate with parents as opposed to student behaviour information. Other respondents spoke about having additional staffing supports in place to enable direct liaison with parents and students in regards to students learning needs. Two schools spoke about Aboriginal elders being included in the school and sharing their knowledge with the community.

Principal respondents that selected collaboration with parents and the local community, with other schools or with universities or experts all reported that these SSNP strategies were cost effective in their school. On the other hand, only 63% of executive respondents found collaboration with parents and the local community to be a cost effective strategy (Appendix 6).

Figure 99. Per cent of respondents who identified external collaboration as the most or second most successful strategy implements under the SSNP by respondent group and survey cohort



Source: Wave 3 CSIS, 2013. N Principals 2012 LSES=29; N Executives 2012 LSES=105; N Teachers 2012 LSES=320; N Principals 2009-10 LSES=73; N Executives 2009-10 LSES=208; N Teachers 2009-10 LSES=353; N Principals 2011 ITQ=7; N Executives 2011 ITQ=69; N Teachers 2011 ITQ=128. * Percentages of principal respondents of the 2011 ITQ NP cohort should be interpreted with caution due to relatively small number of respondents.

Challenges in collaborating with other schools, with parents and with the community

A few more respondents in the 2013 survey spoke about the challenges in engaging parents in the school community than in previous surveys—in previous surveys many schools indicated that parent engagement was something that they would work on in the future, and that this would take time, so it is not surprising that schools have only encountered challenges in this area in the last year. Challenges in engaging parents seemed to occur across schools of varying sizes and locations—some schools reported challenges in engaging busy working parents, others reporting difficulties in engaging culturally or linguistically diverse backgrounds, and others still in engaging parents from low socio-economic groups.

As in 2011 and 2012, schools reported difficulties in getting other schools to engage with them, maintaining connection with schools, and the distance between schools (particularly for rural schools).

8.1.8 Other positive changes resulting from the SSNP

As in previous surveys, other changes were mentioned as a result of the SSNP. Respondents mentioned these changes enough times for them to be considered as a theme in the qualitative data, but were much less commonly mentioned than the changes outlined above.

- **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 generically about the additional funding they had received through the SSNP, that had enable them to purchase additional resource and to hire additional staff.
- **Increased leadership—**increased opportunities for leadership across the school, increased executive leadership and training in leadership skills for executive staff was mentioned.

8.1.9 Negative changes as a result of the SSNP

Respondents from 16 of the 235 schools who responded to the open-ended questions believed that the SSNP had had only negative impacts on their school—this was similar to previous surveys. Many more teachers commented on the negative impact of the SSNP than did executives or principals. Most respondents commented on the amount of professional development time for teachers, which had led to teachers being out of class. Unlike other respondents, these respondents did not feel that the professional development had been useful to teachers. One respondent was unsure whether the additional time provided to teachers to plan their work had been utilised effectively and believed this had not been well monitored by the executive team. Two respondents spoke about an increase in paper work as a result of the SSNP without significant impacts on the school, and two further respondents spoke about ineffective staffing positions being funded by the SSNP (no details were given as to why these positions had been ineffective).

8.2 Other challenges in implementing the SSNP

As outlined in the data overview at the start of this chapter, the time and resources required for implementation, and sustainability of the SSNP initiatives were commonly reported challenges to implementing the SSNP.

In the 2011 and 2012 surveys, increased workload was by far the largest challenge raised by respondents in implementing the SSNP, whereas in 2013 this was the fifth most commonly mentioned challenge. Sustainability of the SSNP after funding ceases remained a common challenge in 2013, as it was in the 2012 survey.

Principals, executives and teachers all spoke about their concerns for the sustainability of the SSNP when the SSNP funding ends, although principals commented on this more often. Respondents felt that it would be difficult to maintain many of the initiatives started with SSNP (and particularly professional development and funded staffing positions) when this funding ends. A few respondents spoke about having to identify their priority areas for continued support under SSNP funding, as they would not have the capacity to continue all the initiatives implemented under the SSNP.

Box 5 Illustrative quotes about sustainability of the SSNP

Funding provided by National Partnerships has been invaluable to our school. However once this additional funding stops, so will the opportunities it provided for staff development at the level we have seen. Some things will be sustainable due to the teacher learning that has occurred but the fantastic opportunities we have had for staff to work and plan collaboratively cannot be sustained without funding. This additional funding has allowed our school to purchase resources to address student needs and support whole. [Executive]

The most significant challenge has yet to come; maintaining the programs, resources and support staff without the same funding. [Principal]

All of our initiatives involved significantly increasing opportunities for teachers and their teams to professionally engage with each other and reduce the differences between classrooms. Very little of this is sustainable in a LSES school without additional/ appropriate funding. [Principal]

Managing the SSNP, in regards to funding, planning and accountability remained issues in the 2013 survey, although were not reported as commonly as in previous years. This probably reflects schools moving away from planning stage of the SSNP, where these issues would be most prevalent. As in 2011 and 2012, a number of respondents, and particularly principals, spoke about the challenges they faced in deciding what the school should focus on to make the best use of SSNP funds.

Student related challenges continued to be raised in the 2013 survey, in regards to poor student attendance, motivation, and behaviour and issues outside of school (such as issues at home or in the community) affecting students learning under the SSNP.

8.3 Conclusions

As in previous years, schools reported many positive changes within their school under the SSNP. There has been little change in the changes most commonly mentioned by respondents from year to year—changes related to professional development for teachers has always been the most commonly reported, following by increased professional collaboration and dialogue, and changes in approaches to teaching.

The challenges faced by schools in implementing the SSNP have also largely been consistent from year to year. However, challenges related to planning the SSNP and the workload associated with implementing the SSNP have been less commonly reported, whilst challenges related to sustainability of the SSNP have increased. Schools will need

to start planning for a reduction in funding to maintain their SSNP initiatives into the future—only some schools reported having initiated such planning.

9. 2009 LN NP cohort completers' perceptions of changes at the end of the SSNP

This chapter focuses on responses from the 2009 LN NP cohort. These schools had completed their participation in the SSNP in 2011 and were surveyed again in 2013, two years after concluding, to investigate whether the gains made by this cohort during the SSNP were sustained. The survey asked respondents to reflect on changes and developments in their school compared to the period just before the end of the SSNP.

> ***The data set (2009 LN NP cohort)***
>
> A total of 228 people completed the survey two years after concluding in the SSNP: 25 principals, 61 executives and 142 teachers[23]. For profiles of respondents and the schools in which they work see chapters 3 and 4.
>
> Responses from 2013 have been compared with those of the 762 completers in 2011 from the same cohort: 44 principals, 177 executives and 541 teachers.

The 2009 LN NP schools were previously surveyed at the end of their SSNP participation in 2011, after having participated in the SSNP for two years. Many from all three respondent groups (principals, executives and teachers) reported then that there had been increases across the areas targeted by the SSNP. In 2013, this cohort often reported experiencing a lesser extent of change in the period following their SSNP participations, when compared with the 2011 (Wave 1) survey results.

Responses for the 2009 LN NP schools from both 2011[30] and 2013 surveys are shown in this chapter. This chapter will describe each averaged summary variable and the percentage of respondents reporting any change (small, moderate, large or very large), and the proportion of reporting large or very large change for each survey year. The graphs do not show the proportion of respondents who disagreed with the statements.

[29] Three principal completers and two executive completers were from an ITQ NP cohort and were excluded from this analysis

[30] Note that this cohort is a subset of the 'e' survey respondents to the 2011 survey and does not include the 2009-10 LSES NP and 2010 ITQ NP cohorts. The results described for 2011 are thus different from those presented in the Wave 1 CSIS report.

Participants who responded to the 2011 and 2013 surveys were not able to be reliably matched[31]. We could identify that:

- Principals from 15 schools completed the CSIS survey in 2011 and 2013
- Executives from 28 schools completed the CSIS survey in 2011 and 2013
- Teachers from 29 schools completed the CSIS survey in 2011 and 2013.

Summary variables were developed for illustrative and analysis purposes. The summary variables 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 summary of responses by domain, which are used in the interpretative analyses. The summary variable results will be provided in this chapter, the results from both years for each survey item are shown in Appendix 12. Where the outcomes from a particular survey item vary considerably from the averaged summary variable, the results will be discussed.

9.1 2009 LN NP Principals' views about changes resulting from participation in the SSNP

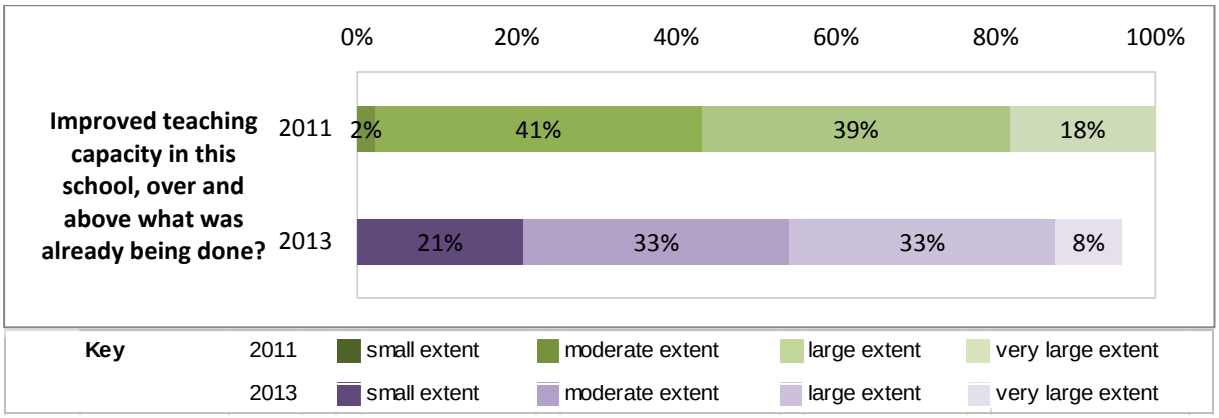
This section is based on the views of 25 principals from 25 schools in the 2009 LN NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the end of the LN NP in 2011. These findings are contrasted with the responses of 44 from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

9.1.1 2009 LN NP Overall impact of changes in capacity resulting from participation in the SSNP

Overall, principals were positive about the impact of the SSNP on teaching capacity. Almost all (96%) of the 24 principals who responded to the survey in 2013 reported that the SSNP had improved teaching capacity in their school over and above what was already being done (Figure 100). Of these principals, 42% reported a large or very large improvement. However, these figures represent a drop of 4 percentage points compared to 2011 in those reporting any improvement, and 15 percentage points for those reporting a large or very large improvement.

[31] 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

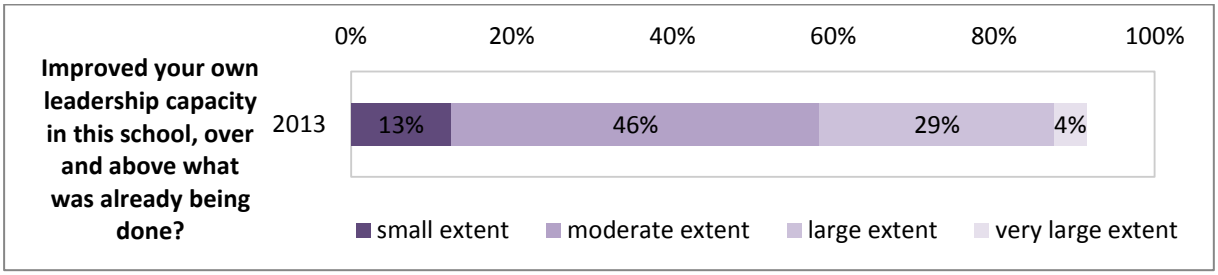
Figure 100. Principals' perceptions of improvements in teacher capacity resulting from participation in the SSNP (2009 LN NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1 CSIS, 2011 (green). N 2011 = 44; N 2013 = 24

In the 2013 survey administration a new question was included, asking principals about improvements in their own leadership capacity as a result of participation in the SSNP, over and above what was already being done. Most principals (92%) reported at least some improvement, and 33% described the improvement as large or very large (Figure 101).

Figure 101. Principals' perceptions of improvements in their own leadership capacity resulting from participation in the SSNP (2009 LN NP)



Source: Wave 3 CSIS, 2013. N 2013 = 24

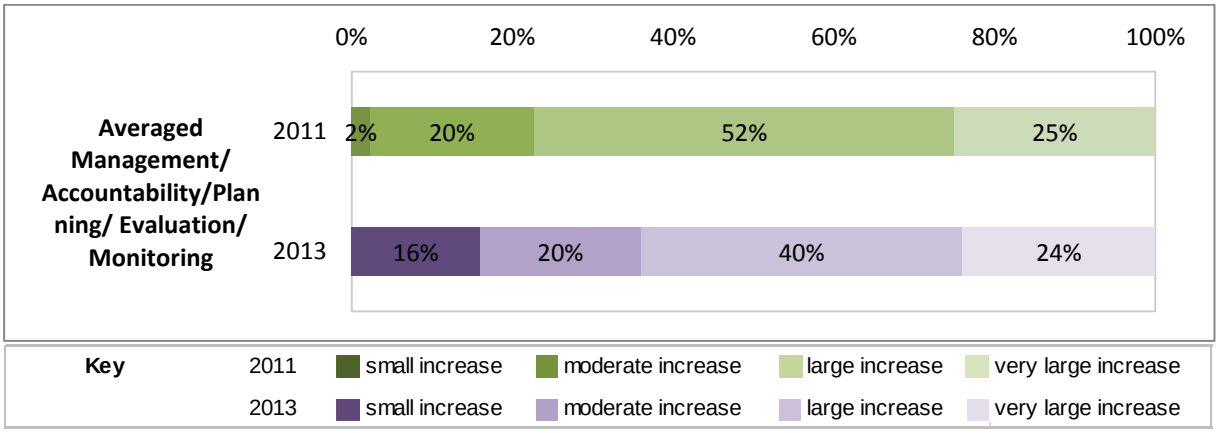
9.1.2 2009 LN NP Principals' views of changes in management, accountability, planning, evaluation and monitoring resulting from participation in the SSNP in the SSNP

In 2013, the majority of principals reported improvements in their schools in the areas of management, accountability, planning, evaluation and monitoring. The summary variable for this domain illustrates that an average of 100% of principals from this cohort in 2013 and in 2011 reported some improvement in this area (Figure 102). Although the principals continued to report positive improvements after their participation in the SSNP concluded, with 64% reporting a large or very large change, this represented a decrease of 13 percentage points in this proportion compared to

2011. This indicates that while the positive effects of the SSNP were lasting, the extent of change decreased in this area after participation in the SSNP ended.

The survey item with the greatest decrease in the proportion of principals reporting large or very large changes from 2011 to 2013 was the use of evidence as a base for the School Plan or equivalent (Appendix 12). This survey item demonstrated a decrease of 17 percentage points in the proportion of respondents reporting large or very large increases.

Figure 102. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring resulting from participation in the SSNP (2009 LN NP)



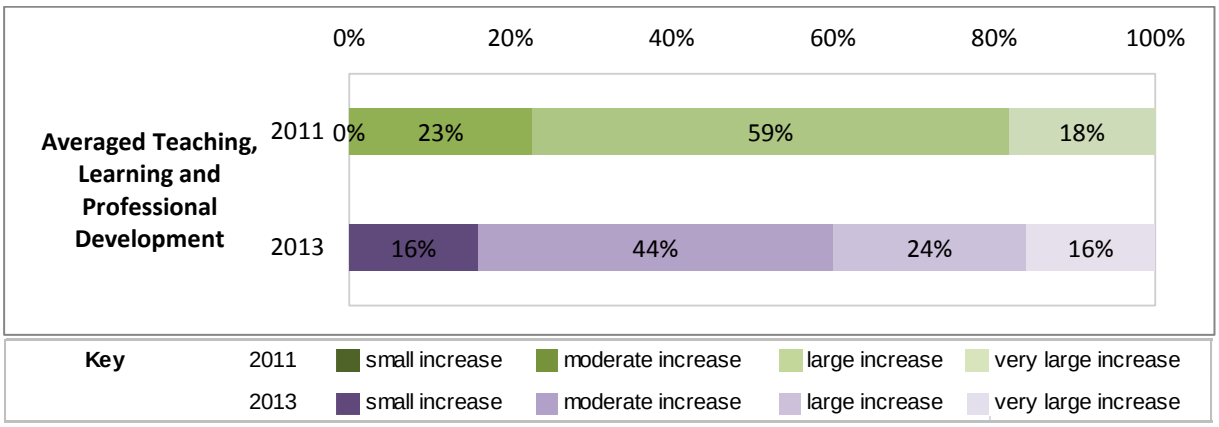
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

9.1.3 2009 LN NP Principals' views of changes in teaching, learning and professional development resulting from participation in the SSNP

Overall, more than three quarters of respondent principals in the 2009 LN NP indicated that increases had occurred as a result of participation in the SSNP in the practices concerning teaching, learning and professional development. However, the extent of change reported in 2013 was less than this cohort reported in 2011. The summary variable results for this domain illustrate that on average in 2013, 40% of respondents reported large or very large increases (Figure 103). This represents a considerable decrease of 37 percentage points as 77% of principals in this cohort reported large or very large changes in 2011.

The survey item in this domain relating to the engagement of students with teaching and learning documented the largest decrease in the extent of change in this domain. The proportion of principals reporting large or very large changes in 2013 decreased by 33 percentage points compared to the 2011 results (Appendix 12).

Figure 103. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009 LN NP)

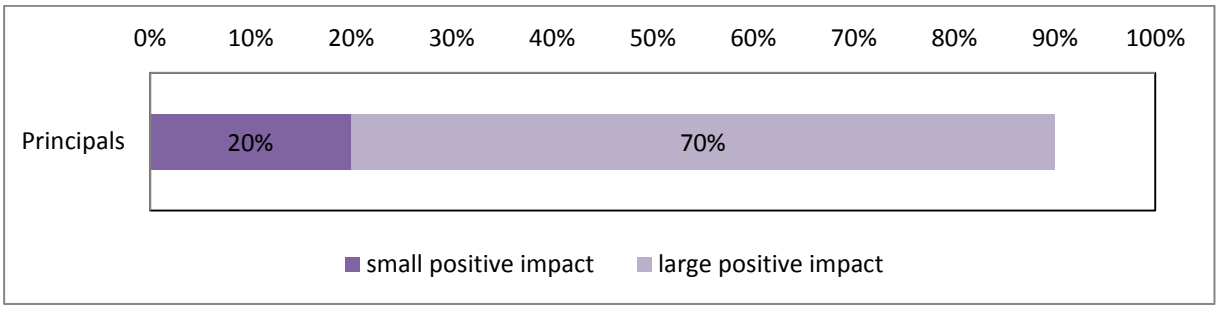


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

9.1.4 2009 LN NP Principals' views on the extent HATs/Teacher Educators/LOPs/equivalent have contributed to improved support for teachers' professional learning

Amongst the 10 principals of LN NP schools (36%) who indicated that teachers at their school were able to access support from a HAT or equivalent, 70% reported that these positions were making a large positive contribution to improving support for teachers' professional learning (Figure 104). However, 10% of principals reported that these positions were making a large negative impact on support for teachers' professional learning.

Figure 104. Principals' views about the impact of HATs or equivalent on support for teachers professional learning



Source: Wave 3 CSIS, 2013. N 2013 = 24

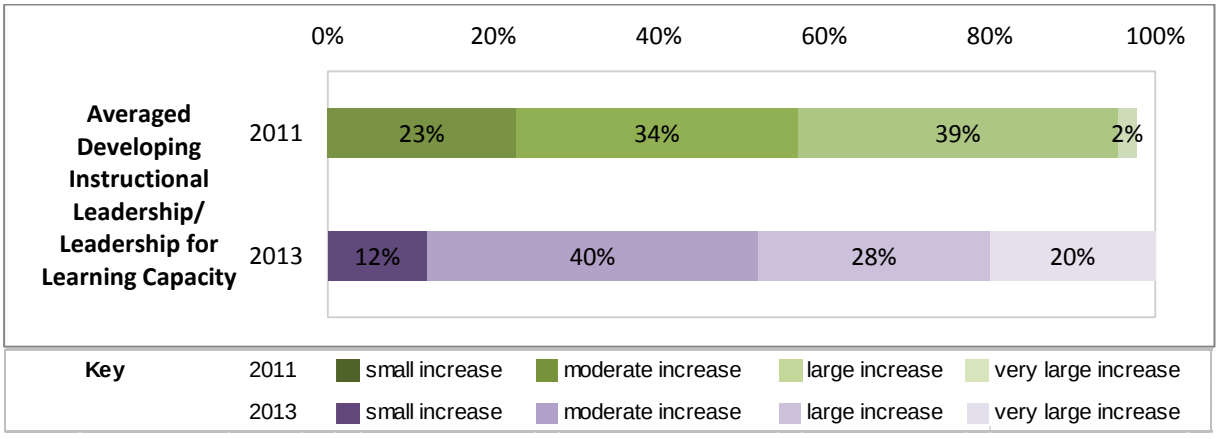
9.1.5 2009 LN NP Principals' views of changes in instructional leadership and leadership for learning capacity as a result of participation in the SSNP

Based on the reporting of principals in the 2009 LN NP cohort, it appears that some changes in instructional leadership and leadership for learning capacity were maintained or increased for this group since 2011, while others have decreased.

The summary variable for this domain illustrated an average increase of 2 percentage points compared to 2011 in those reporting any improvement and a 7 percentage point increase of those reporting a large or very large improvement (Figure 105). However, five survey items in this domain described decreases in the proportion of principals reporting large or very large changes. These include an 11 percentage point decrease in the ability of principals to more extensively provide leadership opportunities for teaching staff at all levels (Appendix 12). This can be compared to a 53 percentage point increase in the proportion of principals reporting large or very large increases to their ability to implement effective strategies to lead.

These results demonstrate that changes to some areas targeted by the SSNP were not sustained after participation ended, while others continued to improve following formal participation. Improvements made in this domain tended to relate to the principals' own leadership abilities.

Figure 105. Principals' perceptions of changes in developing instructional leadership/ leadership for learning capacity resulting from participation in the SSNP (2009 LN NP)



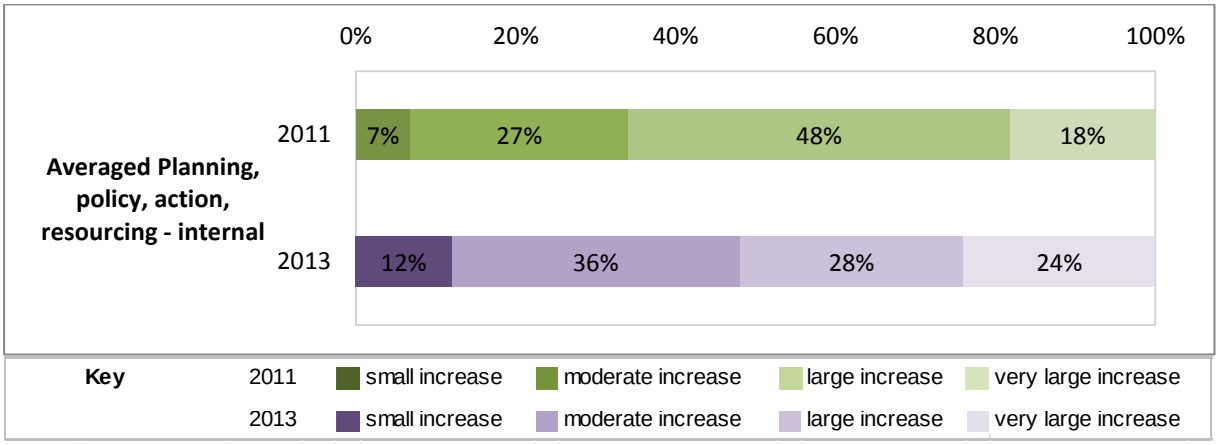
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

9.1.6 2009 LN NP Principals' views of changes in planning, policy, action and resourcing since concluding the SSNP

Principals in the 2009 LN NP cohort were mostly positive about the changes in internal planning, policy, action and resourcing since concluding the SSNP. At least 84% of principals reported some increase in each item in this section in the 2013 survey

(Appendix 12). In 2013, fewer principals reported the extent of change since concluding in the SSNP as being large or very large on all items than the respondents to the Wave 1, 2011 survey. The averaged summary variable illustrated a 14 percentage point decrease in this proportion between 2013 and 2011 (Figure 106).

Figure 106. Principals' perceptions of changes in planning, policy, action and resourcing (internal) since concluding the SSNP (2009 LN NP)

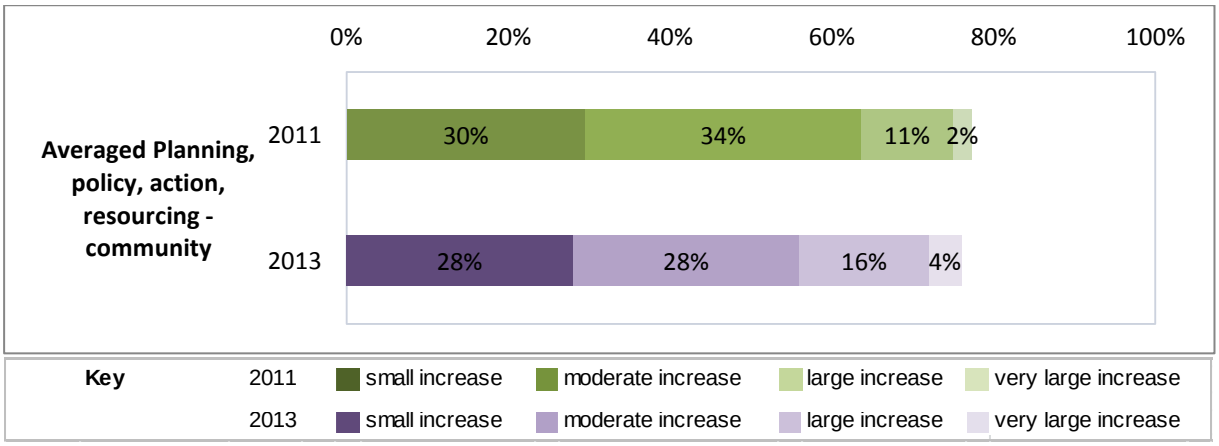


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

Over half of principals in the 2009 LN NP cohort reported some increases in parent, Aboriginal and other community involvement since concluding the SSNP (Figure 107). An average of 20% of principals described large or very large changes in this domain. This represented a 6 percentage point increase in this proportion compared to the 2011 survey results.

The involvement of local communities and community groups in these schools was the area in this domain with the greatest extent of change, although this was still small with only a 5 percentage point increase in the proportion of teachers reporting large or very large changes compared to the 2011 survey (Appendix 12). The efficacy of strategies to engage parents and local Aboriginal communities was reported to have decreased slightly in 2013 compared to the 2011 results with a decrease of 2 and 3 percentage points in the proportion of teachers reporting large or very large changes respectively.

Figure 107. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in the SSNP (2009 LN NP)

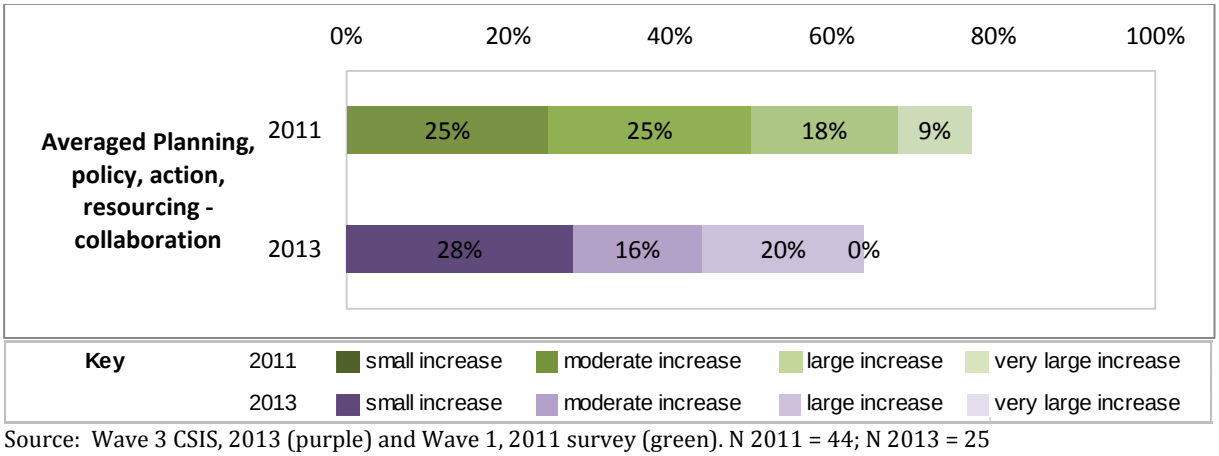


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

In 2013, principals in the 2009 LN NP cohort reported some increases in their collaborations with other schools and universities around improving student outcomes and teaching and learning practices. However, the averaged summary variable for this domain illustrated a reduction in the extent of change compared to 2011 with a decrease of 7 percentage points in the proportion of principals reporting large or very large changes (Figure 108). The coverage of the improvements also declined with an averaged decrease of 13 percentage points in the proportion of principals reporting any change. This suggests that fewer schools were collaborating and that collaboration was less intensive.

In 2013, a much larger proportion of principals (60%) reported some increase in collaboration with other schools than with universities (36%) (Appendix 12).

Figure 108. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since concluding the SSNP (2009 LN NP)

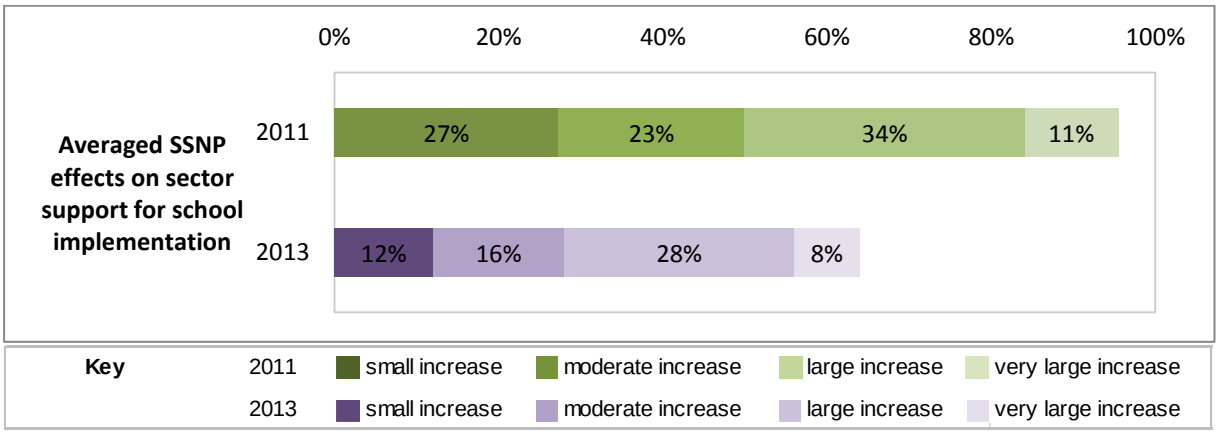


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

9.1.7 2009 LN NP Principals' views of SSNP effects on sector support for/ adding value to school SSNP implementation since concluding the SSNP

Overall, approximately two thirds of principals in the 2009 LN NP reported increases in 2013 in the effects of sector support for/adding value to SSNP implementation since commencing. However, support appears to have lessened from the level reported in 2011 for most items (Figure 109). Since the conclusion of the Partnership, in this cohort of schools, sector monitoring, support and provision of quality resources and materials have all decreased by 7 to 13 percentage points of the proportion of principals reporting large or very large changes (Appendix 12). These results may reflect the end of the funding provided to these schools at the conclusion of the SSNP.

Figure 109. Principals' perceptions of SSNP effects on sector support for/ adding value to school SSNP implementation (2009 LN NP)

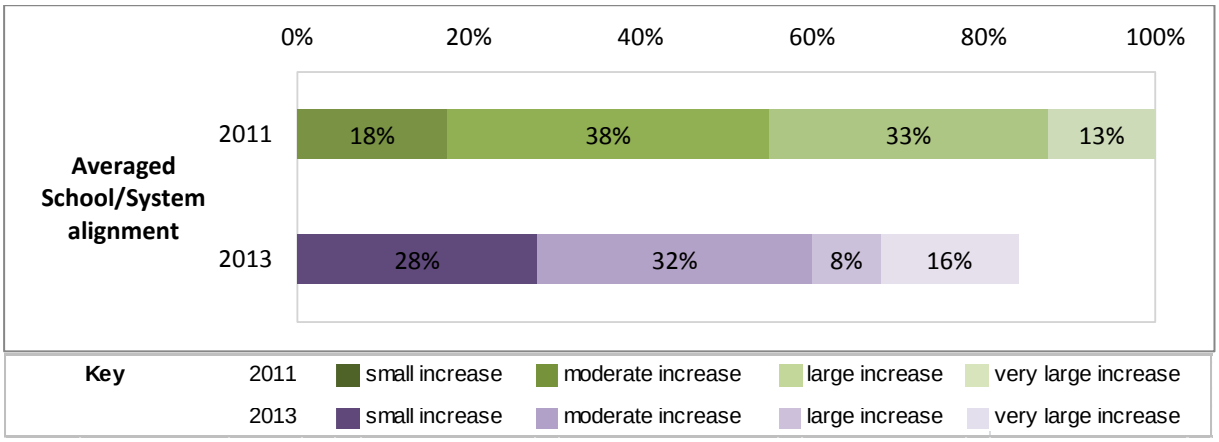


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 44; N 2013 = 25

9.1.8 2009 LN NP Principals' views of changes in school/system alignment since concluding the SSNP

In 2013, most principals in the 2009 LN NP cohort indicated that school and system alignment increased compared to the period immediately prior to concluding the SSNP. An average of 84% of principals reported some increase in each item in this section in the 2013 survey. This can be compared with an average of 100% of principals reporting some increase in 2011 (Figure 110). In 2013, fewer principals reported the extent of change since concluding in the SSNP as being large or very large on all items compared to the respondents to the Wave 1, 2011 survey. The averaged summary variable illustrated a 21 percentage point decrease in this proportion between 2013 and 2011. This indicates that the positive effects of the SSNP are declining in this area following formal participation in the SSNP.

Figure 110. Principals' perceptions of school/system alignment since concluding the SSNP (2009 LN NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 40; N 2013 = 25

9.1.9 2009 LN NP Principals – Significant changes in domains and key outcomes comparing 2011 and 2012 responses

Principals in 2009 LN NP schools reported similar levels of change in 2013 as in 2011 for most domains key outcome variables, as shown in Table 20. But decreases in the level of change were reported by principals in 2013 in the domain and key outcomes of

- Teaching, Learning and Professional Development,
- You are more able to arrange for instructional support to be provided for individual teachers, and
- In school/in class professional learning/development has further supported the development of teacher capacity in this school.

These decreases were statistically significant, and the effect sizes of the difference in these cases were small to medium.

Table 20. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009 LN NP Principals

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Not significant (p=.174)	0.16
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Not significant (p=.370)	0.11

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Summary variable: Averaged Teaching, Learning and Professional Development	Significant (p=.027)	0.27
Key outcome: You are more able to arrange for instructional support to be provided for individual teachers	Significant (p=.003)	0.35
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Not significant (p=.204)	0.15
Key outcome: In school/in class professional learning/development has further supported the development of teacher capacity in this school	Significant (p=.035)	0.26
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Not significant (p=0.232)	0.14
Key outcome: Students in this school are more engaged with teaching and learning	Not significant (p=0.57)	0.23
Key outcome: The overall quality of teaching in this school has improved	Not significant (p=.085)	0.21
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Not significant (p=.072)	0.22
Key outcome: Improved the quality of your collaboration/networking with other principals around teaching practices and student learning	Not significant (p=.935)	0.01
Summary variable: Averaged Planning, policy, action, resourcing - internal	Not significant (p=.301)	0.12
Key outcome: The shared school improvement goals in this school are more focused	Not significant (p=.288)	0.13
Summary variable: Averaged Planning, policy, action, resourcing - community	Not significant (p=.208)	0.15
Key outcome: Strategies to engage parents are more effective	Not significant (p=.133)	0.18
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Not significant (p=.262)	0.14
Key outcome: Strategies to engage local Aboriginal communities are more effective	Not significant (p=.489)	0.09
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Not significant (p=.159)	0.17
Summary variable: Averaged SSNP effects on sector support for school implementation	Not significant (p=.063)	0.23
Key outcome: Sector/System/Regional/Diocesan/AIS support for the implementation/maintenance of the SSNP(s) is stronger	Not significant (p=0.52)	0.24

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Summary variable: Averaged School/System alignment	Not significant (p=.129)	0.19

All respondents: LN N 2011~=44; LN N 2013~=25 (p<0.05) Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

9.1.10 2009 LN NP Principals' views of staffing impact since beginning the SSNP

The final section of the 2013 survey, explored principals' views about the impact of changes in staffing and conditions of employment on the implementation and maintenance of the SSNP. Principals were asked to assess the impact of staffing changes since the period just before the conclusion of their participation in the 2009 LN NP. Due to the low number of respondents to this section (n=9 to 23), we were unable to relate responses to questions about the impact of staffing changes with the proportion of staff type in this school or the location and size of the schools.

These 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 the pattern of results (Figure 111).

Changes in staffing (turnover)

The majority of principals in the 2009 LN NP cohort reported changes in staff since just before the end of their participation in the SSNP – 92% principals reported changes in teaching staff, 83% reported changes in teaching staff in specific areas (e.g. single department, specialists or specific skill sets), and 75% reported changes in their executive team membership.

A much larger proportion of principals in the 2009 LN NP cohort reported no or minimal impact of changes in executive team membership (58%) than changes in teaching staff (17%) or staff in specific areas (29%) on SSNP implementation. According to the responses of these principals, changes in teaching staff and staff in specific areas were more likely to have a small or large negative impact (39% and 38% respectively) on the implementation or maintenance of the SSNP than changes in executive staff (21%).

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

Principals in the 2009 LN NP cohort reported that employment conditions such as having temporary or casual teachers, or acting or relieving executive staff, usually had no or minimal impact on the maintenance of the Partnership. Around 45% of principals reported no or minimal impact of acting/relieving or temporary executive staff on SSNP implementation while a slightly lower proportion, 30%, reported no or minimal impact

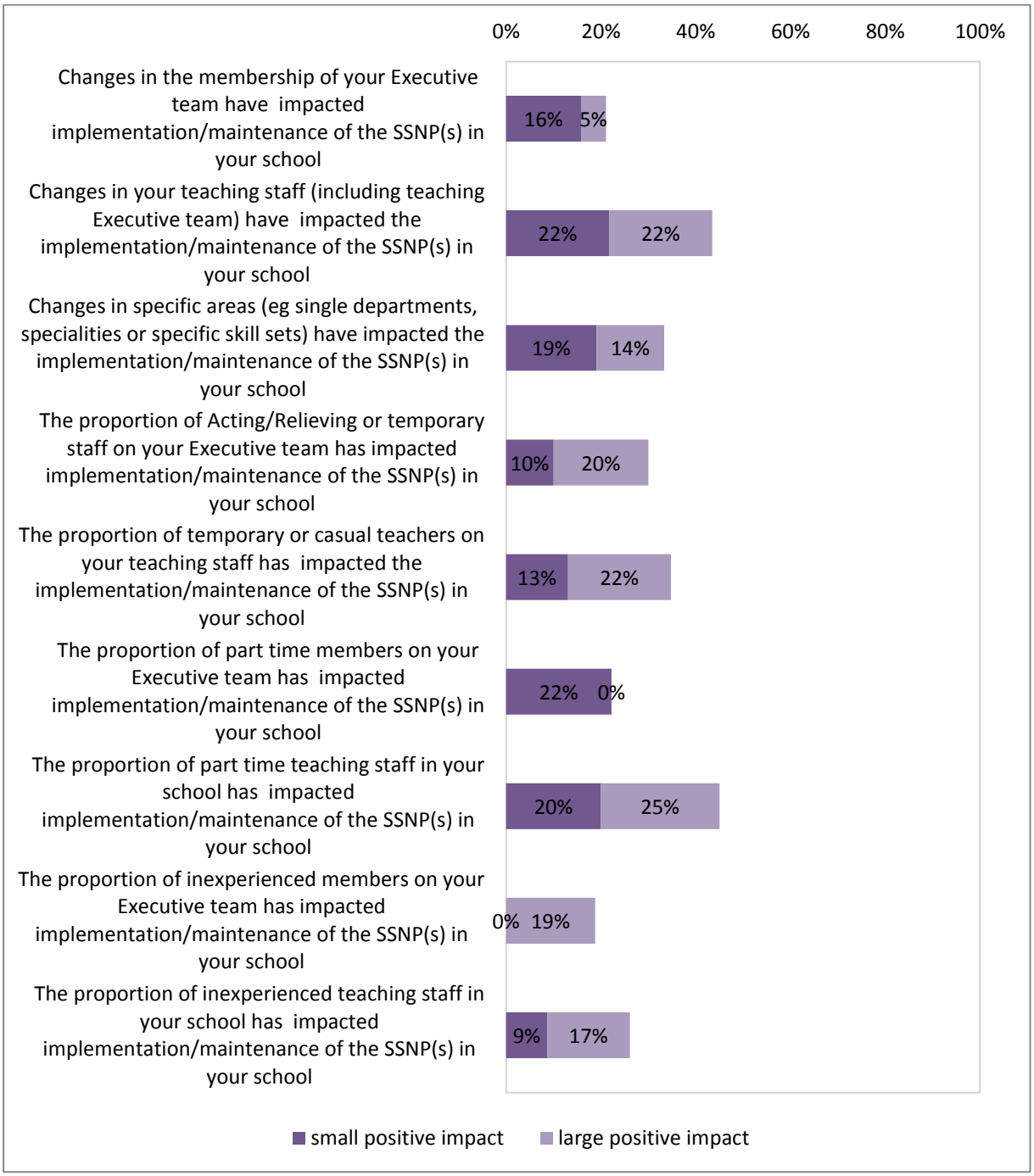
of temporary or casual teaching staff. A similar proportion of principals reported positive and negative impacts of acting or relieving executive staff, 30% and 25% respectively, on the implementation and maintenance of the SSNP. This was also the case regarding the impact of temporary or casual teaching staff as 34% of principals reported some negative impact and 35% reported a positive impact.

A similar proportion of principals reported no or minimal impact of part-time executive and teaching staff on the implementation or maintenance of the SSNP, 44% and 40% respectively. However, principals were more likely to report some extent of positive impact of the proportion of part-time teaching staff in their school than part-time executive staff.

Inexperienced staff

Having inexperienced executive or teaching staff members was most often reported as having no or minimal impact on the implementation or maintenance of the LN NP. Principals were slightly more likely to select this option in regards to the proportion or inexperienced executive staff in their school (63%) than inexperienced teaching staff (43%).

Figure 111. Staffing impacts on 2009 LN NP schools



Source: Wave 3 CSIS, 2013; N 2013 = 9 to 23

9.2 2009 LN NP Executives' views of changes resulting from participation in the SSNP

This section is based on the views of 61 executives from 32 schools in the 2009 LN NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since the inception of the LN NP in 2009. These findings are contrasted with responses of 177 executives from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 surveys could not be reliably matched.

Questions have been grouped by domain, with averaged responses developed for each group of questions[32].

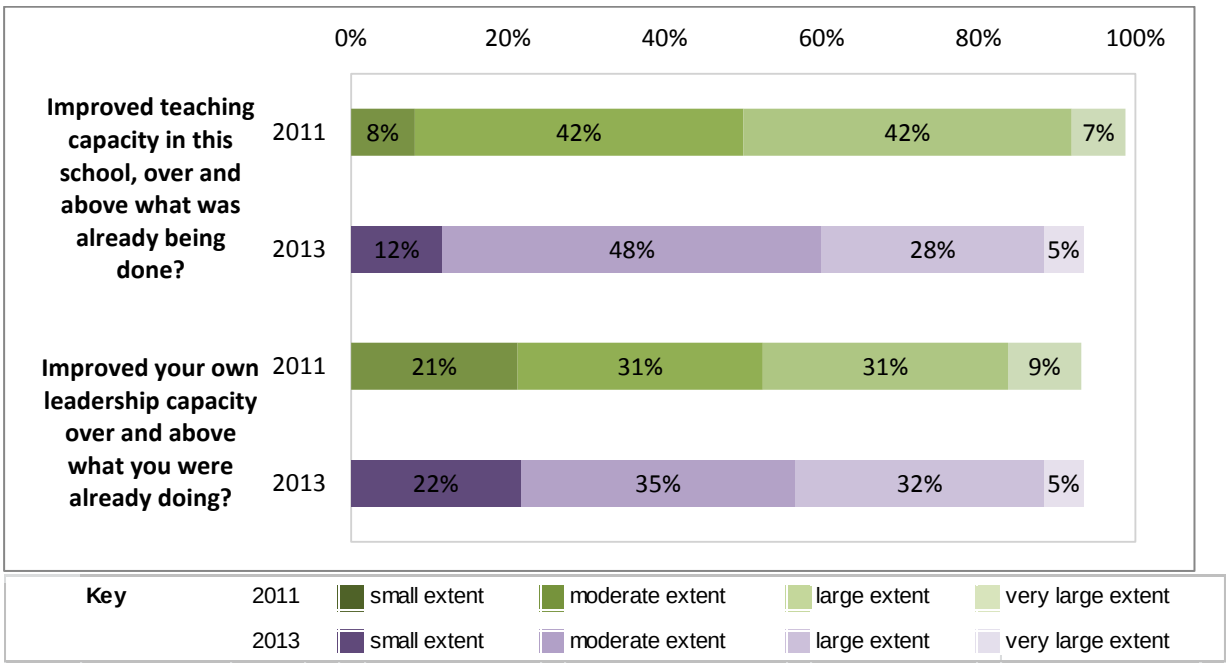
9.2.1 Overall impact of changes in capacity since commencing in the SSNP

Overall, executive staff members were positive about the impact the SSNP had on their schools and their own abilities since concluding the SSNP. Most executives (93%) 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 33% describing the extent of change as large or very large (Figure 112). This is a slightly lower proportion of executives reporting any increase than in 2011 and a lower proportion of those describing the increase as large or very large.

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 (93%) reported that their own leadership capacity had increased to some extent; this is the same proportion of this cohort that reported improvements in 2011. Of the executive respondents in 2013, 37% described the extent of change as large or very large and this represents a 4 percentage point decrease in this proportion compared to the 2011 survey results.

[32] See Appendix 4

Figure 112. Executives' perceptions of improvements in teaching capacity and their own leadership capacity, since concluding the SSNP (2009 LN NP)



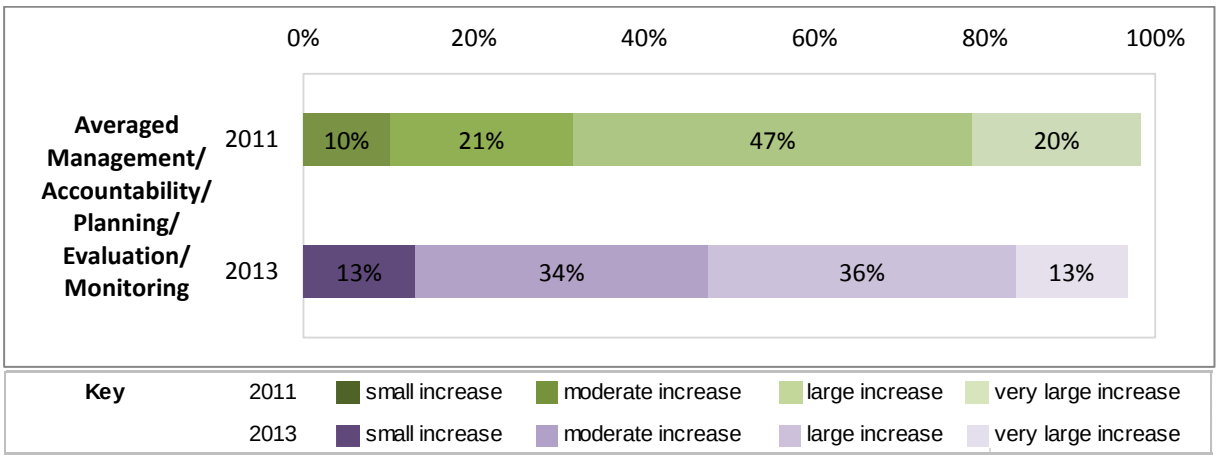
Source: Wave 3 CSIS, 2013 (purple) and Wave 1 CSIS, 2011 (green). N 2011 = 160; N 2013 = 60

9.2.2 2009 LN NP Executives' views of changes in management, accountability, planning, evaluation and monitoring since concluding the SSNP

In 2013, an average of 97% of executives in the 2009 LN NP cohort reported positive changes in the areas of management, accountability, planning, evaluation and monitoring in their school (Figure 113). A similar proportion of this cohort reported at least some improvement since commencing the SSNP in the 2011 survey (98%). Almost half (49%) of the executives described the average extent of this change in this domain as either large or very large. This represents a decrease of 17 percentage points in this proportion since the 2011 survey. These results indicate that while the positive effects of the SSNP were lasting, the extent of change decreased in this area after participation in the SSNP ended.

The survey item in this domain regarding the stronger culture of school self-evaluation/self review was the item with the greatest decline in the extent of change since the 2011 survey (Appendix 12). This item exhibited a decrease of 21 percentage points in the proportion of executives reporting large or very large improvements compared to the 2011 results.

Figure 113. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing the SSNP (2009 LN NP)



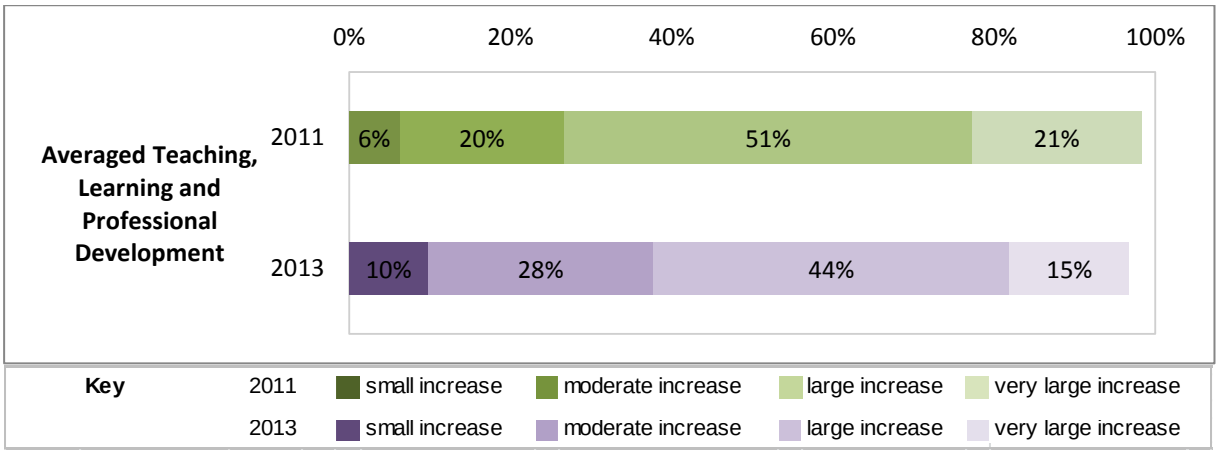
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 177; N 2013 = 61

9.2.3 2009 LN NP Executives' views of changes in teaching, learning and professional development since concluding the SSNP

In 2013, executives in the 2009 LN NP cohort remained fairly positive about the changes in teaching, learning and professional development since concluding the SSNP. According to the averaged summary variable, a similar proportion of this cohort reported at least some improvement in the 2013 and 2011 surveys (97% and 98% respectively) (Figure 114). The summary variable also revealed a 13 percentage point decrease in the proportion of executives reporting large or very large improvements compared to the 2011 results. These results indicate that while the positive effects of the SSNP were lasting, the extent of change decreased in this area after participation in the SSNP ended.

The survey item revealing the greatest extent of change compared to the 2011 results was the increased time focused on teaching practices and student learning in staff meetings. This survey item was the only in this domain to increase in the proportion of executives that reported a large or very large increase compared to the 2011 results (5 percentage point increase) (Appendix 12).

Figure 114. Executives' perceptions of improvements to teaching, learning and professional development since concluding the SSNP (2009 LN NP)

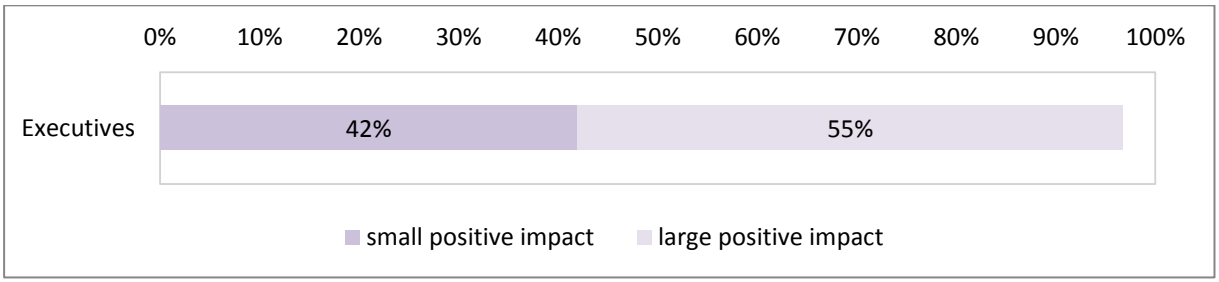


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 176; N 2013 = 61

9.2.4 2009 LN NP Executives' views on the extent HATs/Teacher Educators/LOPs/equivalents have contributed to improved support for teachers' professional learning

Amongst the 32 executives from the 2009 LN NP cohort (52%) who indicated that teachers in their school were able to access support from a HAT or their equivalent, 55% reported that these positions were making a large positive contribution to improving support for teachers' professional learning (Figure 115). However, 3% of these executives reported that these positions were making a large negative impact on support for teachers' professional learning.

Figure 115. Executives' views of the impact of HATs or equivalent on support for teachers' professional learning (2009 LN NP)



Source: Wave 3 CSIS, 2013. N 2013 = 31

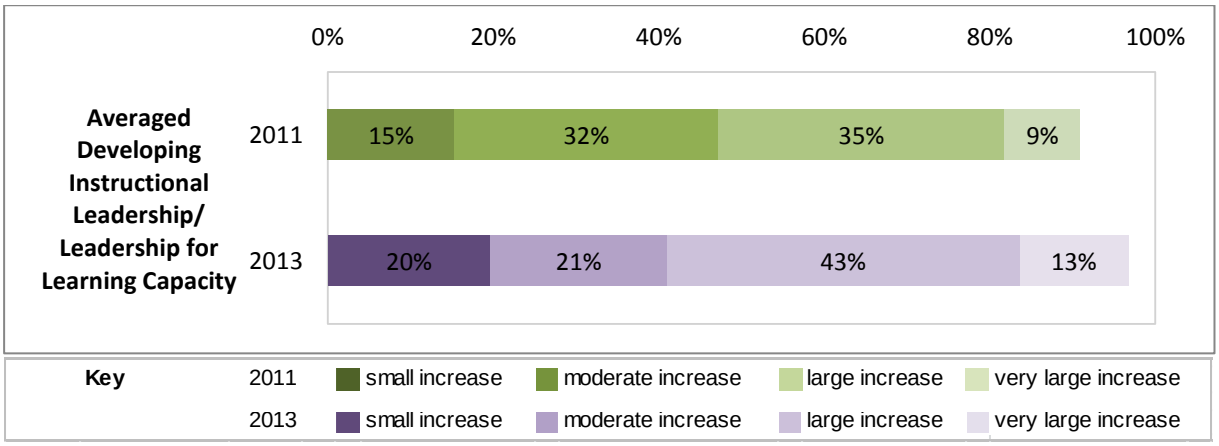
9.2.5 2009 LN NP Executives' views of changes in instructional leadership and leadership for learning capacity since concluding the SSNP

Based on the reporting of executives in the 2009 LN NP cohort, it appears that some changes in instructional leadership and leadership for learning capacity were maintained or increased for this group since 2011, while others have decreased. These results are similar to those reported by the principals in this cohort.

The summary variable for this domain illustrated an average increase of 6 percentage points compared to 2011 in those reporting any improvement and a 12 percentage point increase of those reporting a large or very large improvement (Figure 116). This is despite four survey items in this domain decreasing slightly in the proportion of executives reporting large or very large changes (Appendix 12).

Improvements in this domain tended to relate to the executives' own leadership abilities with 39, 40 and 43 percentage point increases respectively in the proportion reporting large or very large improvements to their own leadership practices, ability to implement effective leadership strategies and understanding of what it takes to be a more effective educational leader.

Figure 116. Executives' perceptions of changes in developing instructional leadership/ leadership for learning capacity since concluding the SSNP (2009 LN NP)



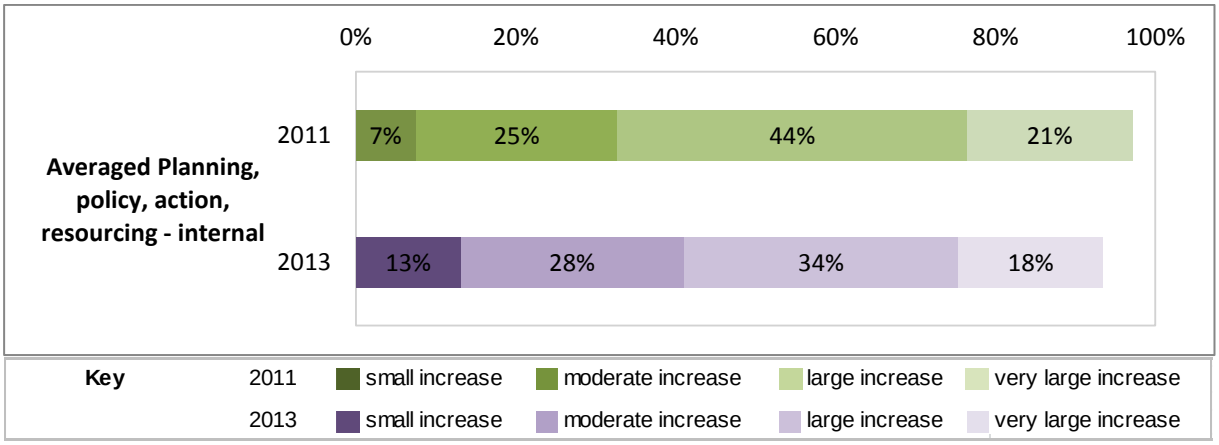
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 176; N 2013 = 61

9.2.6 2009 LN NP Executives' views of changes in planning, policy, action and resourcing since concluding the SSNP

Executives' in the 2009 LN NP cohort remained positive about the changes in internal planning, policy, action and resourcing since concluding the SSNP. An average of 93% of executives reported some increase to survey items in this domain (Figure 117). In 2013, fewer executives reported the extent of change since concluding the SSNP as being large or very large on all items compared to the respondents of the Wave 1, 2011 survey. The averaged summary variable illustrated a 4 percentage point decrease in the proportion

of executives reporting any positive change and a 12 percentage point decrease in the proportion reporting large or very large changes. This demonstrates that positive outcomes of the SSNP in this area affected slightly less respondents after participation ended and that the extent of change in this area also decreases somewhat.

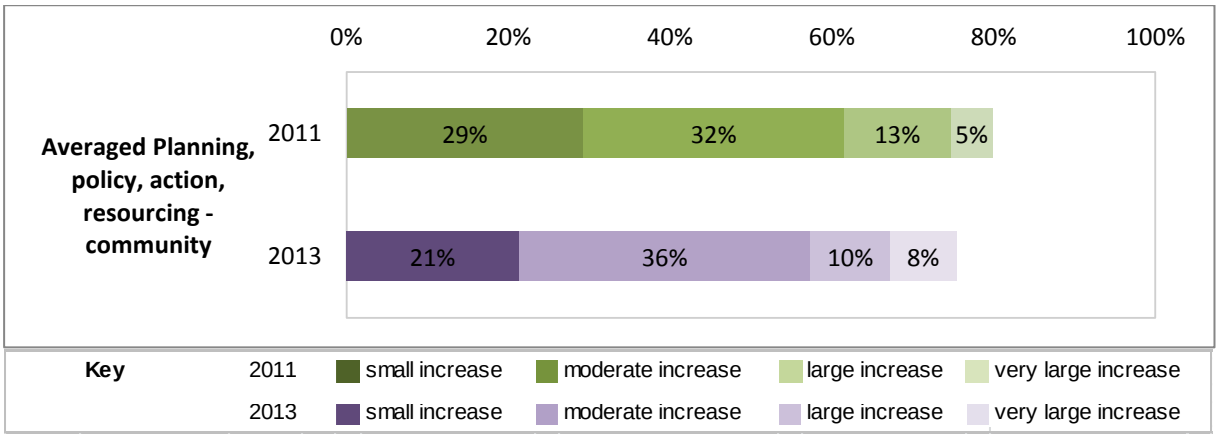
Figure 117. Executives' perceptions of SSNP improvements to planning, policy, action and resourcing (internal) since concluding in the SSNP (2009 LN NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 174; N 2013 = 61

Around three quarters of executives in the 2009 LN NP cohort reported some increases in parent, Aboriginal and other community involvement since concluding the SSNP (Figure 118). The involvement of local community groups and Aboriginal communities in these schools appears to have increased slightly in both the coverage and the extent of change since the conclusion of the SSNP (Appendix 12). Theses survey items increased by 5 and 6 percentage points respectively in the proportion of executives reporting large or very large improvements. However, the efficacy of strategies to engage parents was reported to have decreased (by 3 percentage points) in this proportion in 2013 compared to the 2011 results.

Figure 118. Executives' perceptions of improvements in planning, policy, action and resourcing (community) since concluding the SSNP

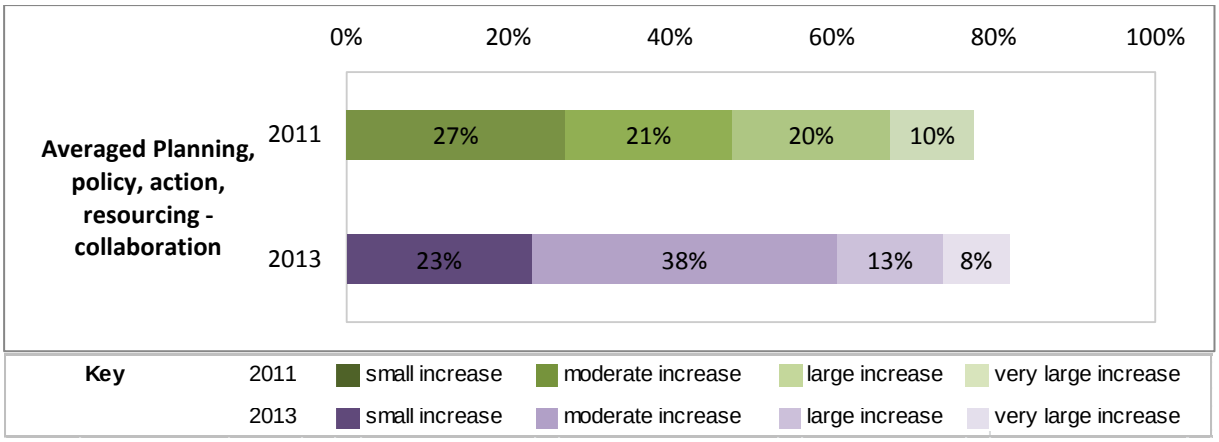


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 174; N 2013 = 61

In 2013, executives in the 2009 LN NP cohort reported some increases in their collaborations with other schools and universities around improving student outcomes and teaching and learning practices. The averaged summary variable for this domain illustrated a small decrease in the extent of change in these areas compared to 2011, with a decrease of 9 percentage points in the proportion of principals reporting large or very large changes (Figure 119). However, the coverage of the improvements did increase slightly with an average increase of 4 percentage points in the proportion of executives reporting any change. This suggests that slightly more schools were collaborating, but that collaboration was less intensive.

In 2013, a larger proportion of executives (75%) reported some increase in collaborating with other schools than universities (51%) (Appendix 12).

Figure 119. Executives' perceptions of improvements in planning, policy, action and resourcing (collaboration) since concluding the SSNP (2009 LN NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 174; N 2013 = 61

9.2.7 2009 LN NP Executives – Significant changes in summary variables and key outcomes comparing 2011 and 2013 responses

Executives in the 2009 LN NP schools reported statistically significant decreases in the extent of change in 2013 than 2011 for the domain and key outcome of

- Management/Accountability/Planning/Evaluation/Monitoring
- Effective mentoring of staff is more widely established and supported in this school.

These executives also reported statistically significantly greater change in 2013 than 2011 for the domain and key outcome of

- Developing Instructional Leadership/Leadership for Learning Capacity
- Your leadership practices have improved.

The effect sizes of the differences are mostly small, as shown in Table 21. These results illustrate that for some areas targeted by the SSNP, change has not been sustained since the conclusion of this cohort's involvement in the 2009 LN NP. However, for other areas, the change was sustained or even increased significantly.

Table 21. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009 LN NP Executives

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Summary variable: Averaged Management/Accountability /Planning/Evaluation/Monitoring	Significant (p=.007)	0.18
Key outcome: Student achievement data and analysis is used more in the school strategic planning process	Not significant (p=.111)	0.10
Summary variable: Averaged Teaching, Learning and Professional Development	Not significant (p=.066)	0.12
Key outcome: Effective mentoring of staff is more widely established and supported in this school	Significant (p=.041)	0.13
Key outcome: Teachers in this school now more often plan their teaching to meet individual student needs	Not significant (p=.307)	0.07
Key outcome: Students in this school are more engaged with teaching and learning	Not significant (p=.198)	0.08
Key outcome: The overall quality of teaching in this school has improved	Not significant (p=.104)	0.11
Summary variable: Averaged Developing Instructional Leadership/Leadership for Learning Capacity	Significant (p=.023)	0.15

	Is difference 2011 to 2012 significant? (p-value)	Effect size
Key outcome: Your leadership practices have improved	Significant (p<.001)	0.37
Summary variable: Averaged Planning, policy, action, resourcing - internal	Not significant (p=.150)	0.09
Key outcome: The shared school improvement goals in this school are more focused	Not significant (p=.335)	0.06
Summary variable: Averaged Planning, policy, action, resourcing - community	Not significant (p=.260)	0.07
Key outcome: Strategies to engage parents are more effective	Not significant (p=.653)	0.03
Key outcome: Strategies to engage local communities/ NGOs /community groups are more effective	Not significant (p=.161)	0.09
Key outcome: Strategies to engage local Aboriginal communities are more effective	Not significant (p=.292)	0.07
Summary variable: Averaged Planning, policy, action, resourcing - collaboration	Not significant (p=.957)	0.00

All respondents: LN N 2011~=177; LN N 2013~=61. Effect size: Small>0.1; Medium>0.3; Large>0.5.
Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

9.3 2009 LN NP Teachers' views of changes resulting from participation in the SSNP

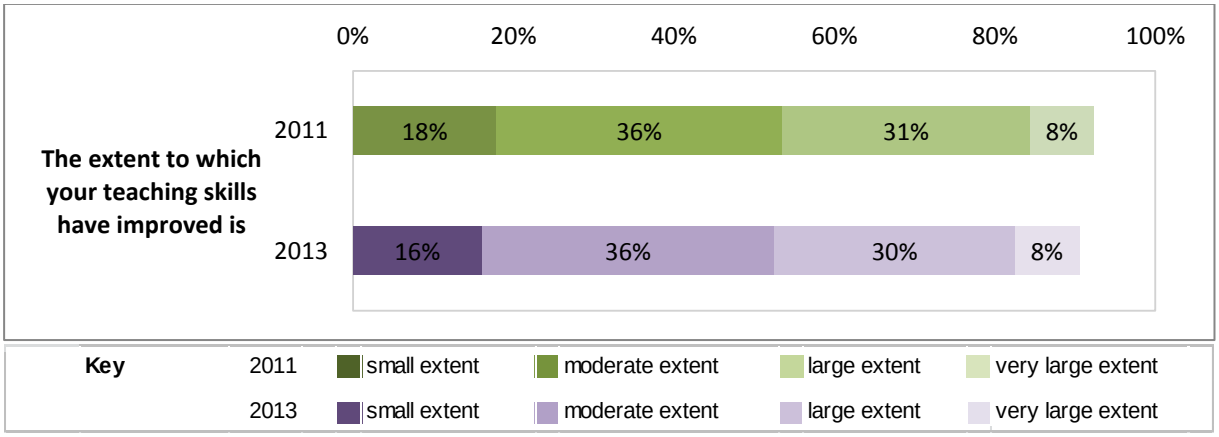
This section is based on the views of 142 teachers from 37 schools in the 2009 LN NP cohort who completed the CSIS survey in 2013 (Wave 3 survey) and commented on changes since completing the LN NP in 2011. These findings are contrasted with responses of 541 teachers from the same cohort of schools, who completed a survey in 2011 (Wave 1 survey). The respondents to the 2011 and 2013 could not be reliably matched.

Questions have been grouped on domain, with averaged responses developed for each group of questions[33].

9.3.1 2009 LN NP Overall impact of changes in teaching skills since participation in the SSNP

In 2013, teachers in the 2009 LN NP cohort remained positive about the extent to which their teaching skills had improved since participating in the SSNP, with 91% indicating their skills had increased to some extent and 38% describing the increase as large or very large (Figure 120). These proportions are very similar to those reported by teachers in the 2011 survey indicating that these positive effects have been sustained after the conclusion of participation in the SSNP.

Figure 120. Teachers' perceptions of overall change since participation in the SSNP



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 520; N 2013 = 137

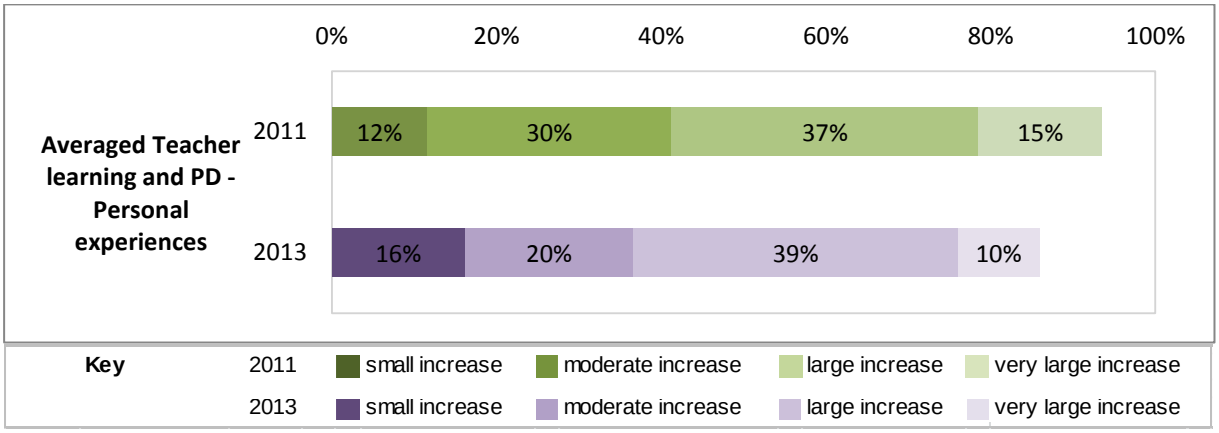
[33] See Appendix 4

9.3.2 2009 LN NP Teachers' views of changes in professional development experiences since concluding the SSNP

Based on the reporting of teachers in the 2009 LN NP cohort, it appears that some changes in personal experiences of professional development were maintained or increased for this group since 2011, while others have decreased.

Teachers participating in the 2009 LN NP cohort reported positive changes in how professional development is being offered since commencing in the SSNP. An average of 86% of teachers reported some increase to survey items in this domain (Figure 121). In 2013, fewer teachers reported the extent of change since concluding the SSNP as being large or very large on all items than the respondents of the Wave 1 survey. The averaged summary variable illustrated an 8 percentage point decrease in the proportion of teachers reporting any positive change and a 3 percentage point decrease in the proportion reporting large or very large changes. This demonstrates that overall both the number of teachers reporting change and the extent of change have decreased slightly since participation in the SSNP ended.

Figure 121. Teachers' perceptions of improvements to their professional learning experiences since concluding the SSNP (2009 LN NP)

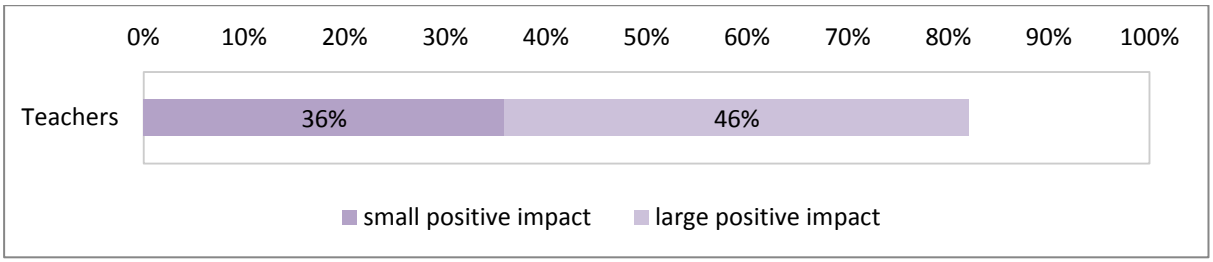


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 520; N 2013 = 137

9.3.3 2009 LN NP Teachers' views on the extent HATs/Teacher Educators/LOPs or equivalent have contributed to improved support for teachers' professional learning

Amongst the 80 teachers (56%) from 2009 LN NP schools who indicated that teachers in their school were able to access support from a HAT or their equivalent, 46% reported that these staff were making a large positive contribution to improving support for teachers' professional learning (Figure 122). This was a new question in the 2013 survey, added to assess the impact of these positions.

Figure 122. 2009 LN NP Teachers' views of the impact of HATs or equivalent on support for teachers' professional learning



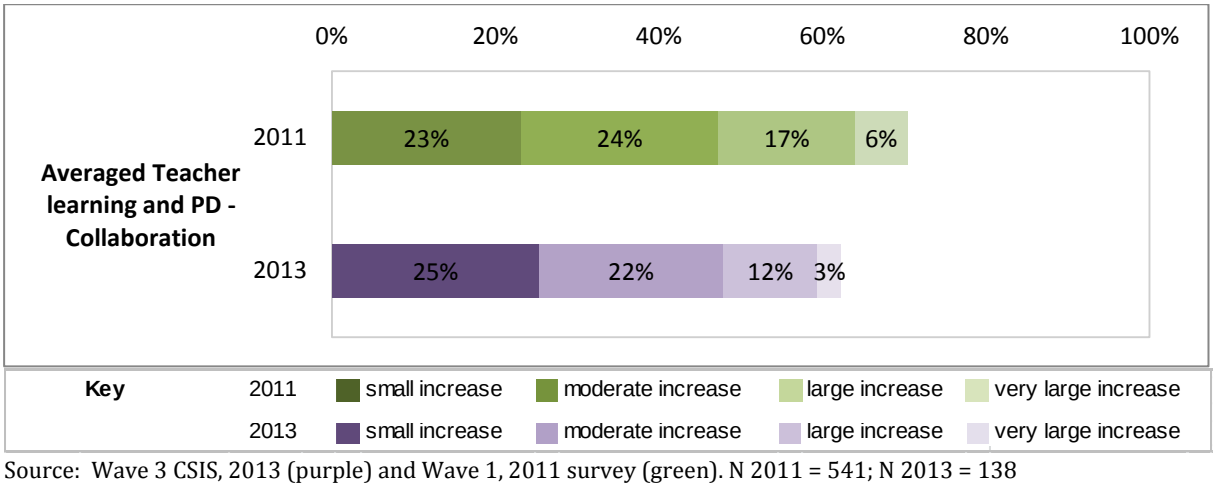
Source: Wave 3 CSIS, 2013. N 2013 = 78

9.3.4 2009 LN NP Teachers' views of changes in leadership and collaboration since concluding the SSNP

In 2013, teachers in the 2009 LN NP cohort reported some increases in their collaborative activities with other schools and universities and in their own leadership opportunities. The extent of change of some survey items was maintained or increased in this domain, while another decreased (Appendix 12). The averaged summary variable for this domain illustrated an overall decrease of 9 percentage points in the proportion of teachers reporting large or very large increases compared to 2011 as well as a decrease of 8 percentage points in the proportion reporting any increase (Figure 123).

In 2013, a much larger proportion of principals (62%) reported some increase in collaboration with other schools than with universities (31%) (Appendix 12).

Figure 123. Teachers' views of changes in leadership and collaboration since concluding the SSNP



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 541; N 2013 = 138

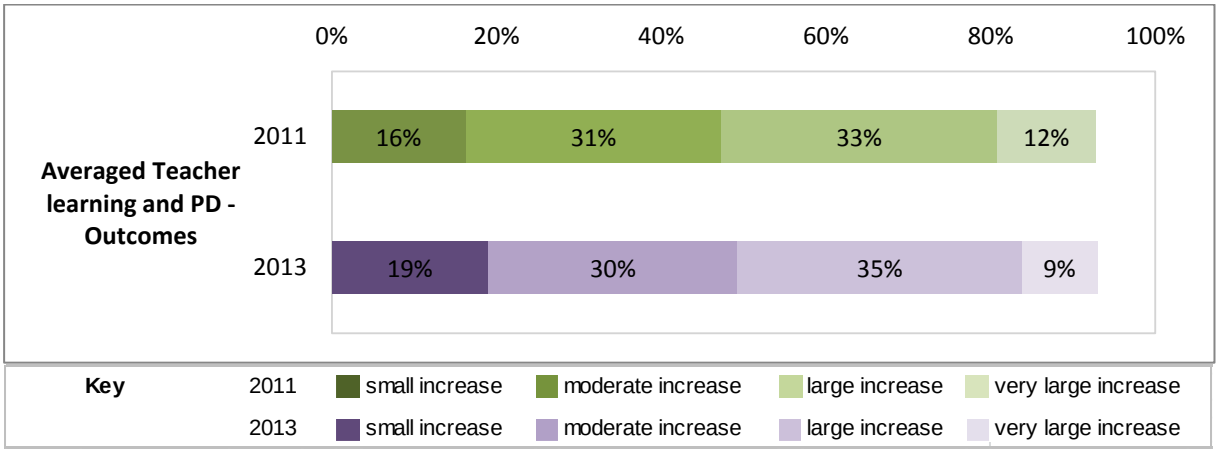
9.3.5 2009 LN NP Teachers' views of improvement to their professional learning outcomes since concluding the SSNP

Overall, teachers participating in the 2009 LN NP reported similar increases in their professional development outcomes since ending their participation in the SSNP than

during their participation (Wave 1 survey). An average of 93% of teachers reported any increase to survey items in this domain in 2013 (Figure 124). This is the same proportion as reported any increase in 2011. The extent of change of some survey items in this domain was maintained or slightly increased, while others slightly decreased (Appendix 12).

These results indicate that teachers in this cohort reported continued and sustained positive effects of the SSNP to their professional learning outcomes, to the same extent as they reported in 2011.

Figure 124. Teachers' perceptions of improvements to their professional learning outcomes since commencing in the SSNP (2009 LN NP)



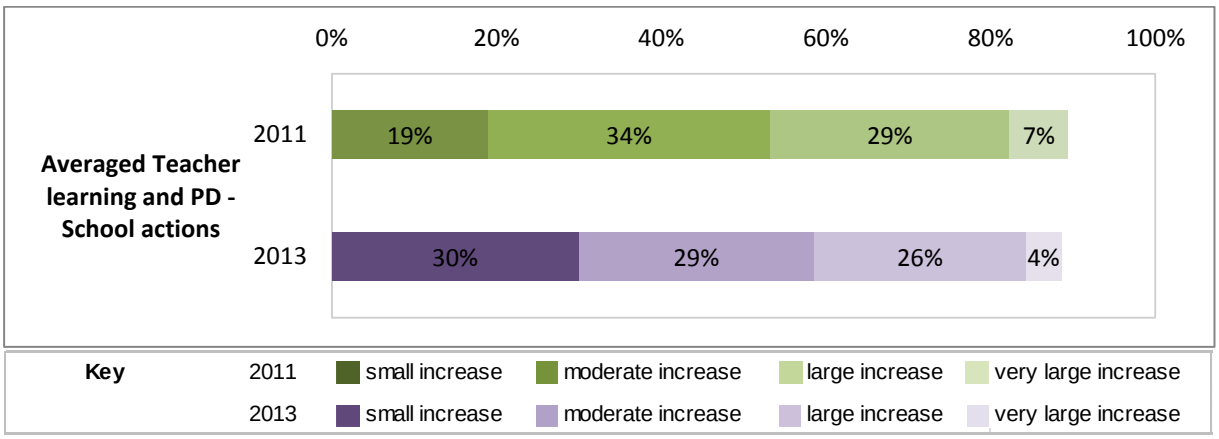
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 541; N 2013 = 142

9.3.6 2009 LN NP School actions to support teacher learning and professional development since concluding the SSNP

In 2013, an average of 89% of LN NP teachers in the 2009 cohort reported an increase in school actions to support teacher learning and professional development since concluding the SSNP (Figure 125). While the averaged summary variable revealed a small decrease of 6 percentage points in the average proportion of teachers' reporting large or very large changes in 2013 compared to 2011, the proportion of teachers reporting any improvements did not change between the two surveys. This indicates that while the positive effects of the SSNP were lasting, the extent of change decreased in this area after participation in the SSNP ended.

One survey item in this domain did, however, have an increased extent of change compared to the 2011 survey. Teachers from the 2009 LN NP reported a slightly greater impact of interactions with teachers from other schools on their own teaching skills in 2013 (Appendix 12). This survey item exhibited an increase of 4 percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results.

Figure 125. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009 LN NP)

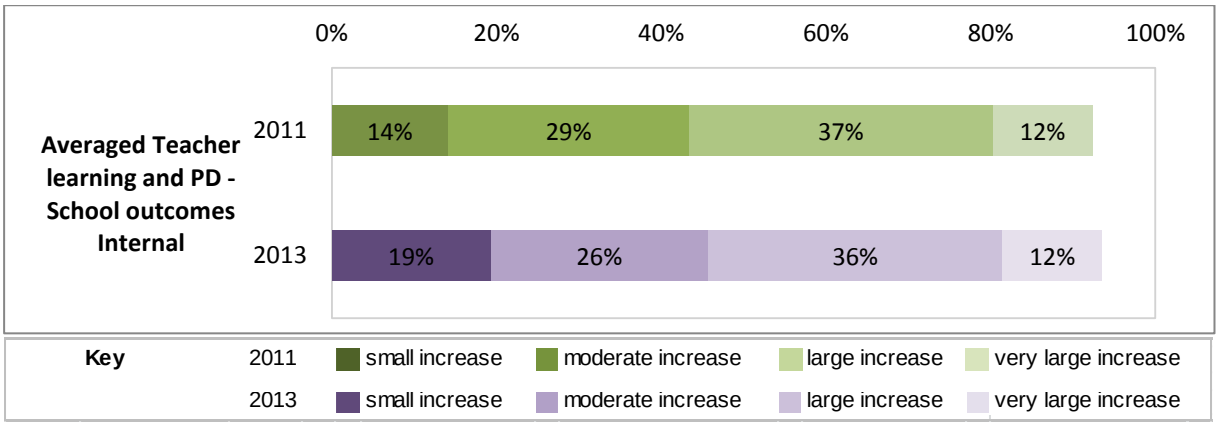


Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 537; N 2013 = 140

9.3.7 2009 LN NP School outcomes (internal) from teacher learning and professional development since concluding the SSNP

In 2013, 94% of teachers reported an increase in school outcomes for learning and professional development since concluding the SSNP (based on the averaged school action responses, Figure 126). Comparing teachers' responses to the 2013 and 2011 surveys regarding the extent of change resulting from participation in the SSNP, it appears that some school outcomes for teacher learning and professional development have been maintained or slightly furthered since 2011 for this group, while others have not (Appendix 12). Overall, the average proportion of teachers reporting large or very large changes decreased by only 1 percentage point compared to 2011 and the proportion reporting any change has increased by 2 percentage points. This indicates that teachers in this cohort reported continued and sustained positive effects of the SSNP to internal school outcomes for learning and professional development, to the same extent as they reported in 2011.

Figure 126. Teachers' perceptions of school outcomes (internal) from teacher learning and professional development since concluding the SSNP



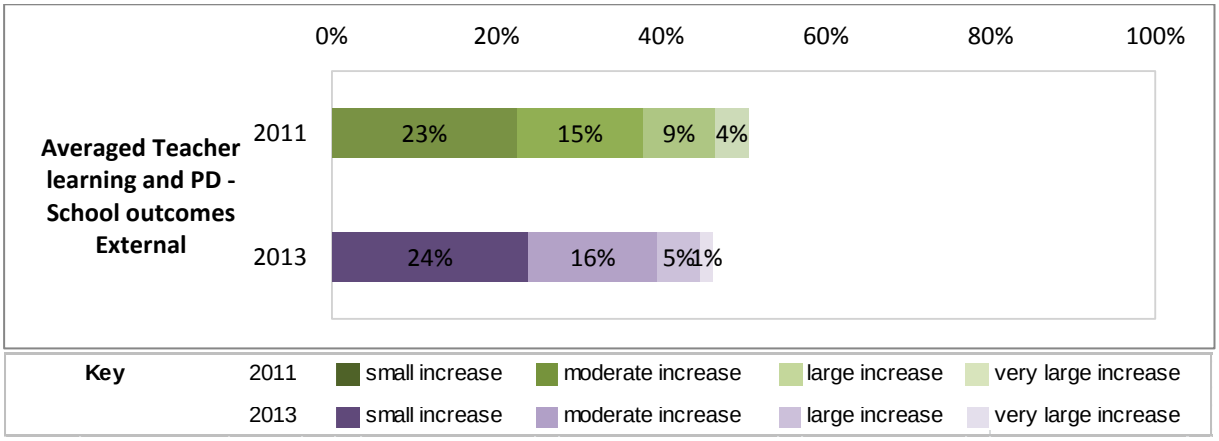
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 537; N 2013 = 140

9.3.8 2009 LN NP School outcomes (external) from teacher learning and professional development since concluding the SSNP

In the 2013 survey, overall, less than half of the teachers surveyed perceived that parent, Aboriginal and other community involvement in their schools had increased (Figure 127). An average of 7% of teachers described large or very large changes to this domain and this represented a 6 percentage point decrease compared to the 2011 survey results.

The involvement of local communities and community groups in these schools was the only area in this domain with a positive increase in the extent of change. Although this was still small with a 2 percentage point increase in the proportion of teachers reporting large or very large improvements (Appendix 12).

Figure 127. Teachers' perceptions of school outcomes (external) from teacher learning and professional development



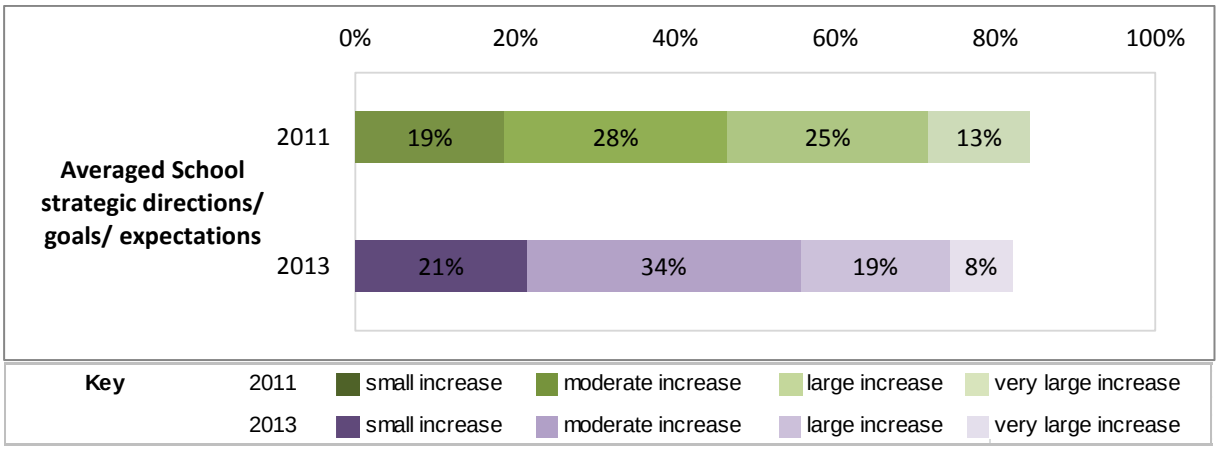
Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 537; N 2013 = 140

9.3.9 2009 LN NP Teachers' engagement with their school's strategic direction, goals and expectations since concluding the SSNP

In 2013, teachers in the 2009 LN NP cohort generally reported increased engagement with their schools' strategic direction, goals and expectations since concluding the SSNP. The coverage and extent of the change, however, did decrease slightly compared to the 2011 survey results. There was an average 2 percentage point decrease in the proportion of teachers reporting any change compared to 2011 and an average 11 percentage point decrease in the proportion reporting large or very large improvements (Figure 128).

The areas in this domain with the greatest decrease in the proportion of principals reporting large or very large changes from 2013 to 2011 were the teachers' awareness of and involvement in contributing to their school's School Plan or equivalent (Appendix 12). These survey items both exhibited a decrease of 7 percentage points in the proportion of teachers reporting large or very large improvements compared to the 2011 survey results.

Figure 128. Teachers' perceptions of engagement with their school's strategic direction, goals and expectations since concluding the SSNP (2009 LN NP)



Source: Wave 3 CSIS, 2013 (purple) and Wave 1, 2011 survey (green). N 2011 = 537; N 2013 = 140

9.3.10 2009 LN NP Teachers – Significant changes in domains and key outcomes comparing 2011 and 2013 responses

Teachers in 2009 LN NP schools reported similar levels of change in 2013 as in 2011 for most domains and key outcome variables, as shown in Table 22. Statistically significant decreases were reported for two key outcomes

- Effective mentoring is now more readily available to you
- The availability of in school/in class professional learning support for teachers has changes

The effect sizes of the difference for both of these key outcomes were small, as shown in Table 22.

Table 22. p-values and effect sizes for the differences between 2011 and 2013, summary and key outcome variables, 2009 LN NP Teachers

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Key outcome: The extent to which your teaching skills have improved	Not significant (p=.846)	0.01
Summary variable: Averaged Teacher learning and PD - Personal experiences	Not significant (p=.123)	0.06
Key outcome: The quality of the personal professional development you receive has increased	Not significant (p=.305)	0.04
Summary variable: Averaged Teacher learning and PD - Collaboration	Not significant (p=.413)	0.03
Summary variable: Averaged Teacher learning and PD - Outcomes	Not significant (p=.512)	0.03
Key outcome: Your understanding of what you need to do to be a more effective teacher has further improved	Not significant (p=.237)	0.05
Key outcome: The quality of your collaboration/networking with other teachers around teaching practices and student learning has improved	Not significant (p=.148)	0.06
Summary variable: Averaged Teacher learning and PD - School actions	Not significant (p=.052)	0.08
Key outcome: Effective mentoring is now more readily available to you	Significant (p=.004)	0.11
Key outcome: The availability of in school/in class professional learning support for teachers has changed	Significant (p=.011)	0.10
Summary variable: Averaged Teacher learning and PD - School outcomes Internal	Not significant (p=.489)	0.03
Key outcome: The sense of collective responsibility for teaching and learning in this school has changed	Not significant (p=.519)	0.03
Key outcome: Your students' engagement with teaching and learning has changed	Not significant (p=.994)	0.00
Summary variable: Averaged Teacher learning and PD - School outcomes External	Not significant (p=.475)	0.03
Key outcome: Parents are now more involved in your classroom/school	Not significant (p=.902)	0.00

	Is difference 2011 to 2013 significant? (p-value)	Effect size
Key outcome: Local communities/community groups are now more involved in this school	Not significant (p=.806)	0.01
Key outcome: Local Aboriginal communities are now more involved in this school	Not significant (p=.060)	0.08
Summary variable: Averaged School strategic directions/goals/ expectations	Not significant (p=.082)	0.07
Key outcome: You are more engaged with the shared school improvement goals in this school	Not significant (p=.275)	0.04

All respondents: LN N 2011~=541; LN N 2013~=142. Effect size: Small>0.1; Medium>0.3; Large>0.5. Highlighted p-value is significant at the 0.01 level and paler shading at the 0.05 level

9.4 Comparison of 2009 LN NP principals', executives' and teachers' responses to common outcomes questions

These surveys included ten questions about SSNP outcomes, which were common to the principal, executive and teacher surveys (Table 23).

Differences between the principals', executives' and teachers' results 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 change in these outcome areas.

The increased quality of professional dialogue around teaching was the outcome for which principals and executives reported the greatest extent of change among these ten common outcomes. Executives reported the greatest extent of change with 69% describing a large or very large increase in this area, 68% of principals also described the change as large or very large as well as 44% of teachers.

Principals, executives and teachers also had similarly positive views on the increased amount of time now focussed on teaching practices in staff meetings. Again, the largest proportion of respondents describing large or very large changes was seen in the executive survey group (67%), followed by similar results from the teacher (54%) and principal survey groups (52%).

Over 90% of principals, executives and teachers also indicated that the overall quality of teaching in their school had improved as a result of participation in the SSNP following formal participation.

A few of the outcomes common to all three surveys demonstrated greater extents of change for the teacher group compared to the principal group. One such outcome was the improved quality of collaboration with peers around teaching and learning. Only 28% of principals described a large or very large increase in this area compared to 41% of teachers and 51% of executives.

By far the lowest gains since the conclusion of the 2009 LN NP were in engagement in collaborative activities with universities around improving teaching and learning. Just over half of executives and around one third of principals and teachers reported any increase in this area. Only 10% of executives, 8% of teachers and 4% of principals reported large or very large increase in engagement.

Table 23. Comparison of responses to common questions, proportions of respondents indicated any positive change and large to very increase (2009 LN NP)

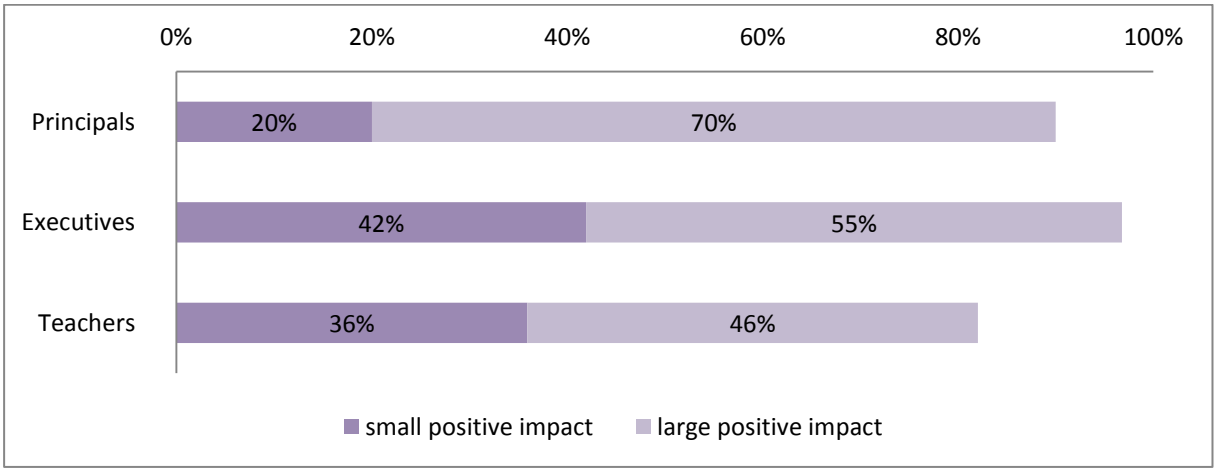
Question	Principals		Executives		Teachers	
	% positive increase	% large or very large increase	% positive increase	% large or very large increase	% positive increase	% large or very large increase
Overall quality of teaching has improved	100%	52%	97%	64%	91%	38%
Effective mentoring of staff is more widely established	92%	40%	89%	44%	70%	23%
More time focused on teaching practices in staff meetings	84%	52%	93%	67%	92%	54%
Teachers plan teaching to meet individual student needs	100%	36%	95%	59%	89%	45%
Collective responsibility for teaching/ learning is stronger	100%	48%	93%	51%	89%	45%
Professional dialogue around teaching is of higher quality	100%	68%	97%	69%	91%	44%
Improved quality of collaboration with peers around teaching/ learning	88%	28%	90%	51%	88%	41%
Your analysis of student achievement data has increased	100%	56%	95%	64%	88%	41%
Collaborates more with other schools	60%	24%	75%	28%	62%	20%
More engaged in collaborative activities with universities around improving teaching/ learning	36%	4%	51%	10%	31%	8%

In 2013, a question was included that asked principals, executives and teachers about the impact of HATs or their equivalent on support for teachers' learning. HATs or their equivalents were new positions created under the SSNP and there were high expectations about the potential this new strategy to support teachers' professional learning under the SSNP.

Although all respondent groups (in schools that had access to a HAT or equivalent) were very positive about the impact of HATs or their equivalent on support for teachers' professional learning, executives were again more likely to report a positive impact (97%) than principals (90%), and teachers (82%) (Figure 129). Principals were more likely to report a negative impact of these positions on teachers' professional learning and teachers were more likely to report no impact of these positions.

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 executives and teachers. Principals are also directly accountable for achieving success under the SSNP and as such may also have a positive bias about what had been achieved by HATs. The small sample size of principals from the 2009 LN NP cohort that responded to this question may also have influenced results.

Figure 129. Comparison of principals', executives' and teachers' views on the impact of HATs or equivalent positions on teachers' professional learning



Source: Wave 3 CSIS, 2013. Responses came from 10 principals, 31 executives and 78 teachers who indicated that their school received support from a HAT or equivalent

9.5 2009 LN NP Conclusion

Almost two years after concluding their participation in the 2009 LN NP, schools in this cohort continued to report improvements in target areas as a result of their participation in the SSNP. In general, the coverage and extents of change reported by all three survey groups tended to decline somewhat, indicating that not all changes could be maintained. However, improvements in a few areas were sustained following the conclusion of the SSNP, including some aspects of instructional leadership and collaboration.

In general, executives reported a greater extent of change for all common outcomes than principals and teachers. The principals in the 2009 LN NP cohort tended to report a greater extent of change than teachers. The principals' survey results reported the largest decline in the extent of change in the teaching, learning and professional development domain.

The statistical analyses of the 2011 and 2013 survey responses demonstrated statistically significant declines in 2013 in some areas. Principals, executives and teachers each had only a few key outcomes and domains for which significant decreases had been reported. The effect sizes were mostly small for these outcomes indicating that while significant, only small declines had been made in since the conclusion of the SSNP. The executives, however, reported significant increases compared to 2011 in the developing instructional leadership domain and the improvement of their own leadership practices.

Unlike the other cohorts surveyed in Wave 3, the principals in the 2009 LN NP cohort were more likely to report a negative impact of HATs or equivalents on support for teachers' learning and teaching skills compared to the principal and executive respondents.

In conclusion, the 2009 LN NP cohort reported slight decreases in both the coverage and magnitude of improvements as a result of participation in the SSNP since completing their participation. However, some improvements had been sustained and a few improved since the conclusion of the SSNP in 2011.

10. 2009 LN NP Respondents' views on sustainability of SSNP strategies

2009 LN NP respondents to the sustainability survey were asked what strategies implemented under the SSNP they had, and had not, been able to sustain. Respondents were then asked why they had, or had not been able to sustain these strategies. The findings from this analysis are presented here. They were also asked what challenges they had faced in sustaining activities started under the SSNP.

A few issues were encountered when undertaking this analysis:

- Respondents often ticked more than one strategy they had, or had not been able to sustain, but respondents did not always indicate to which strategy they were referring in their qualitative responses.
- It was difficult to assess differences in responses across some characteristics—all but three respondents were from primary schools (others were combined primary and secondary), and almost all had participated in only the LN national partnership (a few had participated in the ITQ partnership). We were able to explore differences across metro and rural schools, and we have commented on this where relevant in the text. No differences were evident across different respondent types in qualitative responses (i.e., executives, principals, teachers).

10.1 Strategies schools were able to maintain

Principals, executives and teachers were asked to report which strategies implemented under the SSNP their school had been able to maintain. Only principals and executives were asked to provide feedback on why their school had been able to maintain these strategies in an open-ended question.

Overall, more principals and executives reported strategies that they were able to sustain than strategies they were not able to sustain—on average, respondents reported 3.2 strategies they were unable to sustain, and 6.4 strategies they were able to maintain . There was no difference in the overall number of strategies that metropolitan or rural schools were able to maintain or were not able to sustain.

More than two thirds of respondents (68%) said that their school had been able to sustain new programs for literacy. Qualitative responses suggested that a number of literacy programs, such as L3, FoR, AL, and R2L had been embedded into classroom programming, either across the school or within particularly year groups. One respondent indicated that teachers had developed new support material around literacy programs that would enable them to support students into the future. New programs for numeracy were also often reported to have been sustainable (61% of respondents)—

one respondent said that their numeracy invention program had continued due to its success.

Many other SSNP strategies were reported to have been sustained by the majority of respondents, including professional development, training and/ or mentoring for teachers (61% of respondents), data/evidence to plan teaching strategies (60%), collaborative and whole of school approaches (60%) and data/evidence to plan at the school level. A few schools said that they had continued to provide professional development to staff, although one school indicated that this had been 'basic' due to limited funding. One principal said that he continued to stand-in for classroom teachers so that they could attend professional development sessions. A few respondents indicated that the use of data had been embedded into teachers practice, and one principal said that their staff continued to meet to collaborate and discuss data during staff meetings.

Just over one quarter of respondents (27%) said that they had maintained collaboration with other schools, and with parent and the community. One principal said that their school had continued to meet with local schools once a term.

In general, respondents spoke about strategies they had maintained being 'priority areas' for their school, or strategies that had been easily embedded into their school practice—this was particularly the case for literacy programs, collaborative and whole of school approaches, and for the use of data/ evidence to plan at the school level. A few respondents spoke specifically about additional funding that their schools received. As one principal said—'without the extra funding we received there would be no way that our success could have been achieved'. A number of respondents also spoke about the benefits of strategies having been recognised across the whole school community, which led to a commitment across the school for the strategy to be maintained.

Of those who reported 'none of the above' (4%), only one provided a qualitative comment, indicating that they were not sure at this stage which strategies would be maintained.

Table 24. Number and proportion of respondents to the sustainably survey who reported their school had been able to sustain this strategy

Strategy	n	%
New programs for literacy	100	68%
New programs for numeracy	91	61%
Professional development, training and/or mentoring for teachers	91	61%
Data/ evidence to plan teaching strategies	89	60%

Strategy	n	%
Collaborative and whole of school approaches	89	60%
Data/ evidence to plan at the school level	82	55%
Changes to ways of working in the classroom (e.g. small learning groups)	65	44%
New interactive technologies for classroom teaching and learning	64	43%
Professional development, training and/or mentoring for school leaders	62	42%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc.)	43	29%
Collaboration with parents and local community	40	27%
Collaboration with other schools	40	27%
Other programs for students (e.g. to support wellbeing, resilience etc.)	36	24%
New staffing arrangements	31	21%
Collaboration with universities or experts	16	11%
Funding for additional staff in dedicated positions other than HATs or equivalent	9	6%
Funding for HATs or equivalent	5	3%
None of the above	*6*	*4%*

Source: SSNP sustainability survey.
Note: n and % account for all respondents who answered this question, including those who did not provide a qualitative response. In addition, different schools will have been using different strategies and so the magnitude of the response is dependent on which strategies were adopted during the SSNP

10.2 Strategies schools were not able to maintain

Almost half of respondents to the sustainability survey (49%) reported 'Funding to provide relief time for teachers' as a successful strategy their school had been unable to sustain. Qualitative responses indicated that a lack of funding in this area had made it difficult for schools to continue to attend training, collaborate with other staff or to participate in collaborative planning.

'Professional development' was also often reported by respondents as a successful strategy that their school had been unable to sustain—nearly one third (32%) of respondents indicated they had not been able to sustain this for teachers (18% had not been able to sustain this for school leaders). In their open-text responses to this question, respondents indicated that a lack of continued funding for professional development, and in particular, relief time for teachers to participate in professional

development, had led to this being unsustainable. High staff turnover had made it difficult for schools to maintain the skills learnt through professional development in the long-term. Respondents also spoke about how a lack of continued professional development for new staff had led to poor sustainability of certain literacy and numeracy programs, in which many staff had received training under the SSNP.

Almost as many respondents (29%) said that 'collaboration with other schools' had been successful but not sustained—this was reported by schools in both metropolitan and rural locations, but a little more often in rural schools (25% of metro schools and 34% of rural schools). A fifth of respondents said they had been unable to sustain contact with universities, and again, this was slightly more common for provincial schools. Qualitative responses suggested that for provincial schools, other schools and universities were often too far away to maintain contact. Other responses suggest that a lack of funding to release staff to visits other schools/ universities, a lack of time, and difficulties in coordinating timetables (for interaction with busy university staff particularly) influenced schools ability to sustain this collaboration.

'Funding for additional staff in dedicated positions' was also raised by many respondents (22%) as something they had been unable to sustain, and for some respondents, specifically funding for HAT positions (14%). Qualitative responses indicated that funding for dedicated positions would soon, or had already, expired, and so would be difficult to sustain in the future. One respondent indicated that 'dedicated leadership roles' would not be continued due to a lack of funding.

The main reason for many other strategies under the SSNP not being sustained (such as staffing arrangements, the use of new interactive technologies and programs) was a lack of funding. In addition, many respondents reported the need to prioritise programs under the SSNP. Respondents spoke about the need to focus their efforts on a particular area, such as literacy or numeracy as the reason why other areas (such as collaboration with schools or student welfare programs) had not been sustained. A few schools indicated that they may return to these strategies in the future, as and when they became a priority for the school.

Of the respondents who indicated 'none of the above' to the quantitative survey question (16% of respondents) and provided a qualitative response to this question, most said that there were no strategies that their school would not be able to sustain, and believed that their school had successfully embedded their SSNP strategies into their practice (or would with additional time).

Table 25. Number and proportion of respondents to the sustainably survey who reported their school would be unable to sustain this strategy

Strategy	n	%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc.)	73	49%
Professional development, training and/or mentoring for teachers	48	32%
Collaboration with other schools	43	29%
Other programs for students (e.g. to support wellbeing, resilience etc.)	33	22%
New interactive technologies for classroom teaching and learning	33	22%
Funding for additional staff in dedicated positions other than HATs or equivalent	33	22%
Collaboration with universities or experts	30	20%
New programs for literacy	27	18%
Professional development, training and/or mentoring for school leaders	26	18%
New staffing arrangements	24	16%
Collaboration with parents and local community	24	16%
New programs for numeracy	23	16%
Changes to ways of working in the classroom (e.g. small learning groups)	22	15%
Funding for HATs or equivalent	21	14%
Collaborative and whole of school approaches	19	13%
Data/ evidence to plan teaching strategies	17	11%
Data/ evidence to plan at the school level	11	7%
None of the above	*23*	*16%*

Source: SSNP sustainability survey.
Note: n and % account for all respondents who answered this question, including those who did not provide a qualitative response. Percentage of respondents is based on the percentage of respondents who answered this survey question (n =148). . In addition, different schools will have been using different strategies and so the magnitude of the response is dependent on which strategies were adopted during the SSNP

10.3 Significant challenges in sustaining activities started under the SSNP and why

By far the most common challenge mentioned by schools was maintaining SSNP strategies within existing funding. In particular, schools spoke about the continued need to fund relief staff, to enable professional learning and collaborative planning to continue. Schools also spoke about the need to fund positions to support the SSNP, including SLSOs, teacher educators, and speech and occupational therapists. One principal said that schools needed a dedicated instructional leader to teach new staff and to monitor and support sustainability.

Many respondents spoke about the issues they had related to staff turnover. Most often, respondents spoke about the need to train new staff in SSNP strategies, which required ongoing professional development. One principal felt that having some funds held back from the SSNP for latter professional development needs would have supported the sustainability of the initiative. Executives also spoke about the turnover in the executive team (particularly changes in principals), which sometimes led to a change in direction/ priorities in the school, and led to some SSNP strategies losing their initial momentum.

A few respondents said that emerging new programs/ initiatives within schools may lead to SSNP strategies losing their momentum. One executive felt that successful programs like the SSNP should be given time to become embedded and sustainable before other programs were pushed onto schools. A few respondents spoke about the challenge in aligning SSNP within the new national curriculum.

A few schools said that they had not faced significant challenges in sustaining activities started under the SSNP, and said this was a result of new strategies becoming embedded in practice, particularly those relating to using data/ evidence to inform practice, collaborative planning, and class programming changes.

10.4 Is there anything else you would like to tell us that we haven't already asked about SSNP in your school?

Many comments related to previous questions and so their responses have been provided in this analysis. Most other comments were general, relating to the success of the SSNP in their school, and the importance of sustaining the partnership.

> *'A most worthwhile program giving opportunity to various staff members and empowering more people within the system.' — Executive*

> *'A great initiative which I have enjoyed being a part of.' —Executive*

> *'SSNP was the best thing for our school'. — Principal*

11. Factors influencing reported improvements in teaching capacity as rated by Principals, Executives and Teachers

This chapter identifies factors that appear to be influencing the extent of gains made in the key outcome measure of teaching capacity or teaching skills above and beyond what was already happening in all SSNP schools. Due to small survey response rates within certain cohorts (ITQ and LN), analysis is based on survey responses across all SSNPs. Where relevant the findings are compared with those in the Wave 1 Survey analysis, which was also based on survey responses across all SSNPs.

11.1 Introduction

The Smart Schools National Partnerships aim to improve the quality of teaching in NSW schools over and above what the schools themselves and the education sectors that support them are already accomplishing in this area. The quality of teaching is known to be an important influence on students' academic performance (amongst other factors)[34].

We used regression modelling to explore associations between different aspects of the SSNPs being implemented by schools along with contextual factors and the self-reported gains in teaching capacity or teaching skills. Ratings of teaching capacity or teaching skills were given within the overall impact section of the CSIS survey.

The CSIS survey spans six domains for principals, five for executives and four domains for teachers. A summary variable was calculated for each domain[35] and these variables were used to identify those domains most strongly associated with gains in teaching capacity. The significance of each SSNP summary variable within the regression model is shown in Appendix 5. The survey item measuring improvement in teaching capacity was positioned in the overall impact section of the survey and responses to this question were not included in any SSNP summary variables. As such, teaching capacity was selected as a suitable outcome variable.

Important considerations in interpreting the findings

While regression models do identify 'predictors' of change, the analysis can only suggest that certain changes in some areas (e.g. 'teaching, learning and professional development') are correlated with improving the self-reported outcome of teaching

[34] Rowe, K.J., 2003 The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling, ACER, Improve Learning, discussion paper prepared on behalf of the Interim Committee for a NSW Institute of Teachers, February 2003.
[35] Summary variables were developed for analysis purposes. They are the mean of the ratings to those survey items which make up each domain, and are presented in full in Appendix 4

capacity. All assumptions underlying the regression model were examined, to ensure that the use of this analysis was statistically valid. Details on these statistical considerations are provided in the technical appendix (Appendix 5).

Finally, it is important to recognise that the CSIS survey data is observational, self-reported, cross-sectional data, and there were no specific hypotheses about change. Therefore all analyses undertaken were exploratory, and any associations found at this point will continue to be subject to further exploration with additional datasets for future survey waves.

11.2 The associations between SSNP activities and teaching capacity or teaching skills

All survey respondents were asked to rate the extent involvement in an SSNP had impacted on teaching capacity. Teachers rated the impact on their own teaching skills and principals and executives the impact on teaching capacity in the school (Box 6.1).

Box 6.1 Survey questions measuring reported changes in teaching capacity

Principals and executives were asked, *'To what extent has this school's participation in the Smarter Schools National Partnership(s) so far improved teacher capacity in this school, over and above what was already being done?'*

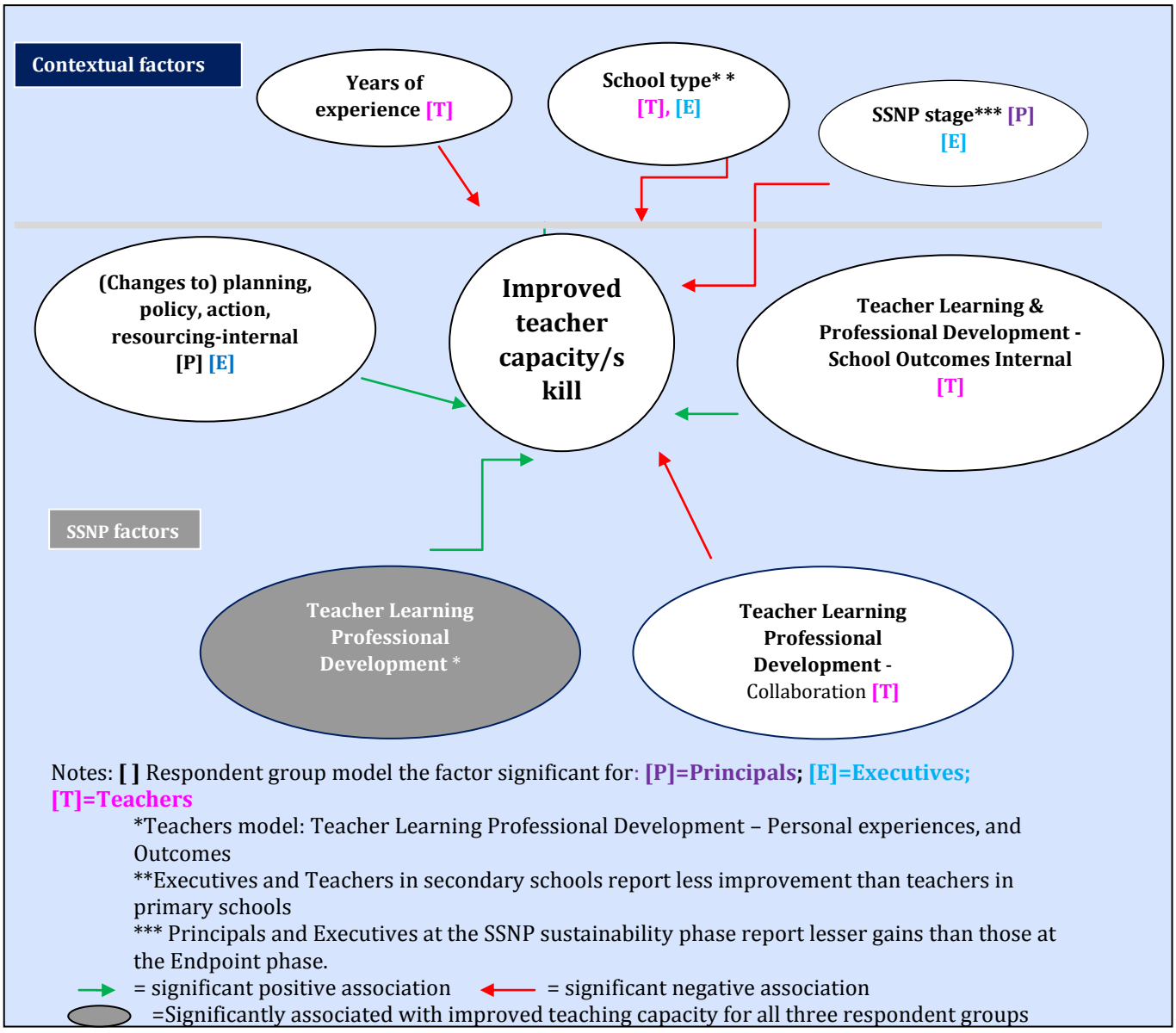
Teachers were asked, '*The extent to which your teaching skills have improved is?*

As for previous waves of analysis, separate regression models were created for each respondent group: principals, executives and teachers. However, respondents were not further divided by SSNP type, as numbers of respondents for some SSNPs were too small to allow for regression analyses[36]. In addition, comparing all SSNPs within a single regression allows for clear comparisons with Wave 1 survey regression results, which used the same approach. Current findings are also compared to Wave 2 analyses where relevant, but it is important to note that regression analyses were only performed on LSES schools during Wave 2.

SSNP domains significantly associated with teaching capacity or teaching skill, and the direction of the associations found are summarised in Figure 130 below. Figure 130 provides an overall picture at a glance of the findings from the three individual regressions models (of principals, executives and teachers) to highlight similarities and differences between respondent groups.

[36] Stevens (1996, p72) recommends 15 respondents per predictor, whilst Tabachnick and Fidell (2007, p123) suggest N > 50 +8m (where m = the number of independent variables). Due to the large number of variables investigated in these analyses, the number of principals and executives for the LN and ITQ SSNPs do not meet this guideline.

Figure 130. Factors significantly associated with improved teaching capacity/skill



11.2.1 Teacher Learning and Professional Development domain is significantly associated with improvements in teaching capacity/ teaching skills for all respondent groups

Teaching, learning and professional development initiatives directly target teachers and are aimed at improving their teaching skills and understanding of pedagogy. There was a large significant positive association[37] between teaching, learning and professional development summary variables and reported gains in teaching capacity or teaching

[37] Coefficients: Principals, B=0.577; Executives, B=0.461; and Teachers, B=0.617. Coefficients of 0.5 and higher are considered large effect sixes. The higher the B value the stronger the association.

skills. This association held for principals, executives and teachers. This analysis duplicates the positive association between professional development and improved teaching capacity found in the Wave 1 and Wave 2 CSIS reports. This sustained association suggests that providing teachers with more opportunities to further develop their professional skills and understanding appears to be effective in improving teaching capacity (Figure 130)[38].

As would be expected, where teachers report greater improvements in understanding of what makes an effective teacher and increased ability to implement a range of effective teaching practices[39], as well as greater amounts of time for professional learning and opportunities to develop their skills[40], they are also reporting greater gains in teaching skills.

Likewise, principals and executives who report seeing improved teacher practices across staff and who report that the school has effective learning support processes in place are also reporting greater gains in teaching capacity over and above what was already occurring.[41]

These results are also supported by the evidence from responses to open-ended questions (see Chapters 8 and 10) about the most successful strategies under the SSNP. Across the different SSNP cohorts professional development, training and/or mentoring was one of the most commonly identified successful strategies implemented under the SSNP. Having access to more and/or higher quality professional learning opportunities was identified as being a significant change for many schools and is reportedly having positive impacts on teaching capacity. Many respondents also reported a greater use of student data and the use of specific strategies to target individual student needs, which reflects the types of questions contained in the two significant teaching and professional development summary variables of the teacher survey (teacher personal experience and teacher outcomes).

11.2.2 For principals and executives; improvements in internal planning, policy, action, resourcing were associated with reported gains in teaching capacity

In this survey phase (Wave 3), both principals' and executives' responses to questions about internal planning and policy activities[42] showed a significant, moderately strong[43] association with gains in teaching capacity. These summary variables include questions about principals' and executives' views on whether school improvement goals are

[38] However, as noted at the start of the Chapter, the current regression analysis can only identify correlations, and direction of causality cannot be confirmed.
[39] Averaged Teacher Learning and Professional Development-Outcomes summary variable
[40] Averaged Teacher Learning and Professional Development-Personal Experience summary variable
[41] Averaged Teacher, Learning and Professional Development variable
[42] Averaged Planning, Policy, Action, Resourcing-Internal variable
[43] Coefficients: Principals B=0.298; Executives, B=0.320.

shared, the strength of the collaborative culture and involvement of executives in planning and time spent improving and developing teacher skills.

This finding was consistent with executive survey responses from Waves 1 and 2, in which planning and policy was shown to be associated with gains and teaching capacity. However the positive association for principals is new.

This association is also supported by open-ended survey responses, where the increase in whole school collaboration was named as one of the most common changes, and perceived to lead to more consistent teaching and learning, as well as improved academic outcomes (Chapter 8).

11.2.3 For teachers: internal school-level outcomes were significantly associated with reported improvements in teaching skills

Where teachers reported greater gains in school-level outcomes of teacher learning and professional development, this was associated with reported improvements in teaching skills. The association was small but significant.[44]

This internal school-level outcome domain was related to the quality of the professional dialogue and the sense of collective responsibility for teaching and learning. As such, it is similar to the internal planning and policy actions found to be significant for principals and executives, and provides further support for the importance of this aspect of the SSNPs. The change in this aspect of professional life has contributed to improving the quality of teaching as reported by the teachers themselves.

11.2.4 For teachers: The collaboration aspect of planning and policy was significantly negatively associated with teaching skills

Teacher's responses to questions about the collaboration aspect of planning and policy showed a significant but small[45] negative association with teaching skills. This domain comprised questions relating to collaboration with other schools and universities (but not questions relating to school involvement with the wider community).

It may be that increased collaboration took time away from personal skill development, as some respondents noted in the open-ended section of the survey that while they felt that wider collaboration was an effective strategy, there were some challenges involved in getting other schools to engage and maintain this connection (see Chapter 8). In previous waves of the survey, this summary variable was not significantly associated with teacher skill in either a negative or positive direction.

[44] Beta value=0.150
[45] Beta value 0.071 (Beta less than 0.1 is considered small)

11.2.5 For Principals and executives; instructional leadership was not associated with gains in teaching capacity

Summary variables relating to instructional leadership showed no significant relationship to teaching capacity for principals and executives (Table 26), and this domain was not commonly mentioned in open-ended responses. This is in contrast to Wave 1, where principal's and executive's responses showed a positive association between instructional leadership initiatives and ratings of teaching capacity.

11.2.6 For principals, executives and teachers; improvements in external planning, policy, action, resourcing were not associated with gains in teaching capacity

The summary variable of external school outcomes[46]—which focused on gains the school has made in involving parents, the local community and the Aboriginal community—were not related to ratings of teaching capacity or teaching skills in this wave of the survey. Previous iterations of the survey have shown weak associations for executives (Wave 1) and teachers (Wave 2), but no consistent patterns of association have emerged across the surveys. As with collaboration with other schools, engaging the wider community was named as a successful strategy, but also one that came with associated challenges of time and effort.

11.2.7 Domains reflecting management and accountability, external planning and policy, SSNP effects on sector support and School/system alignment were not associated with gains in teaching skills

As found in the Wave 1 Survey analysis, the three domains with initiatives targeting management and accountability, SSNP effects on sector support and school/system alignment were not significantly associated with gains in teaching capacity or skills (Table 26). These domains focus more on high-level management changes rather than school or staff level changes, and this may explain why they show no association with teaching capacity or teaching skill ratings. Whilst both executives and principals responded to questions about Management and Accountability, only principals responded to questions asked about initiatives under the 'SSNP effects on sector support for school implementation' and 'school/ system alignment' domains.

[46] Averaged Planning, Policy, Action, Resourcing-External variable

Table 26. Independent SSNP summary variables used in regression model to test for association with improved teaching capacity for each respondent group (significant associations highlighted in yellow)

	Management and accountability	Teaching, learning and PD	Instructional leadership	Planning and policy	SSNP effects on sector support	School/ system alignment
Principals	Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	Averaged Teaching, Learning and Professional Development	Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	Averaged Planning, policy, action, resourcing – internal Averaged Planning, policy, action, resourcing – community Averaged Planning, policy, action, resourcing - collaboration	Averaged SSNP effects on sector support for school implementation	Averaged School/System alignment
Executives	Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	Averaged Teaching, Learning and Professional Development	Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	Averaged Planning, policy, action, resourcing – internal Averaged Planning, policy, action, resourcing – community Averaged Planning, policy, action, resourcing - collaboration	Averaged SSNP effects on sector support for school implementation**	Averaged School/System alignment
Teachers	Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	Averaged Teacher Learning and PD – Personal experiences Averaged Teacher Learning and PD – Outcomes Averaged Teacher Learning and PD – School actions Averaged Teacher Learning and PD – School outcomes internal	Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	Averaged Teacher Learning and PD – Collaboration Averaged Teacher learning and PD - School outcomes External Averaged School strategic directions/goals/ expectations	Averaged SSNP effects on sector support for school implementation	Averaged School/System alignment

* = Significant Positive Association, = Significant Negative Association **Greyed text indicates that these domains were not assessed for these cohorts in the original CSIS survey

11.3 The influence of contextual factors on improved teaching capacity/ teaching skills

All the contextual factors tested are shown in Table 27. The reasons for testing these factors were explained in the Wave 1 report and the explanation has not been repeated again here[47].

As this report focuses on responses from cohorts at different stages of the SSNP – midpoint, endpoint and sustainability – a new contextual variable[48], named 'SSNP Phase' was created and included in analysis. This variable was hypothesised to influence gains in teaching capacity/skill, based on preliminary interpretative findings.

Results of the current analysis showed that school type, teachers' level of experience and SSNP phase were the only significant contextual factors, and that on the whole most associations were shown to be relatively weak (Figure 130).

11.3.1 For principals and executives: stage of SSNP was negatively associated with teaching capacity

For both principals and executives, being at the Sustainability phase of the SSNP rather than the Endpoint was negatively associated with teaching capacity. That is, respondents from the Sustainability survey reported smaller gains in teaching capacity relative to those at the endpoint of the SSNP. The strength of this association was relatively small[49], and for executives became non-significant once summary variables from the survey were added to the model[50].

This small but significant association of lower reported gains at the sustainability phase is consistent with open-ended responses to the sustainability survey, which suggests that although many SSNP strategies are maintained, it is hard for schools to maintain all strategies, particularly those that are costly or require a significant investment of time. With particular relation to teaching capacity, nearly a third of schools from the sustainability cohort noted that they had not been able to sustain professional development for one or more reasons; due to lack of funding, lack of relief time or high staff turnover (see Chapter 10). Given that professional development was the strongest predictor of teaching capacity within the current regression model, an inability to sustain this strategy may to some degree explain the decrease in teaching capacity ratings at the sustainability phase.

[47] Contextual factors could only be included when data was provided by schools from all affiliations. If this data could not be provided, some variables could not be entered. In this case, proportion of refugees was not included in the current analysis
[48] Assessed via dummy variables comparing Midpoint to Endpoint, and Endpoint to Sustainability
[49] Coefficients: Principals B=-0.232, Executives B=-0.123
[50] See Appendix 5 for details of regression models and order of inclusion of variables

This finding is also consistent with the LN-specific quantitative analysis of the current report (Chapter 9) which indicates that, while schools in this cohort continued to report improvements in target areas, the coverage and extent of change reported did tend to decline.

11.3.2 For executives and teachers: type of school (primary school versus secondary school) influences reported gains in teaching skills

Executives and teachers in secondary schools reported smaller gains in teaching skills than did teachers in primary schools, and this association remained small but significant even when all survey summary variables were included within the regression model.

This is somewhat consistent with the Wave 1 analysis, which found that executives from secondary and combined schools reported smaller increases in teaching capacity than those working in primary schools. This suggests that the challenges faced by secondary schools appear to be ongoing, and may continue to impact teaching capacity even when SSNP initiatives are taking place. However, feedback supplied in open-ended questions in the current or earlier wave of the survey did not provide any ready explanation as to why secondary schools are reporting smaller gains.

This association did not hold for principals, and there was no significant effect of combined schools for any survey respondent group.

11.3.3 For teachers: level of experience as a teacher is associated with gains in teacher skill

Teachers' level of experience was significantly negatively associated with self-reported change in teaching capacity (Table 27); that is, teachers with fewer years of experience reported greater improvements in their teaching skills as a result of participating in an SSNP. Conversely, the more experienced a teacher was, the smaller the gains in teaching capacity. But this was a weak association.[51]

This finding may reflect a ceiling effect in that experienced teachers did not have as much to gain from SSNPs, due to already possessing high level skills, and that less experienced teachers are further from reaching their full teaching capacity and so gain more from SSNPs. This negative association between gains in teaching capacity and level of experience was also found in Wave 1, in which open-ended survey responses suggested that less experienced teachers may be more open to improving their skills through professional learning (although individual responses varied).

[51] Beta value = -0.093

11.3.4 Contextual factors not associated with reported gains in teaching capacity or teaching skills

A range of contextual factors did not appear to influence the extent of reported gains in teaching capacity or teaching skills (Table 27) within the current survey administration for any of the respondent groups.

These factors were:

- **Proportion of students with ATSI and ESL backgrounds:** There was no association found between these variables and teaching capacity for the Wave 3 survey analysis. In Wave 1, weak positive associations had been found for both factors (although this became non-significant once survey summary variables were added to the model).
- **ICSEA:** There was no association found between ICSEA and teaching capacity for the Wave 3 survey analysis across all cohorts. In Wave 1, higher ICSEA values were associated with greater reported gains in teaching capacity for executives (this became non-significant survey summary variables were added to the model).
- **Location of the school (metropolitan versus provincial schools):** There was no relationship between the location of the school and teaching capacity in Wave 3 analysis. In Wave 1, a weak negative relationship had been found for provincial schools.
- **School size (assessed via the number of full-time enrolments):** There was no association found between school size and teaching capacity for the Wave 3 survey analysis across all cohorts. This is consistent with the lack of association found in Wave 1.
- **NAPLAN scores[52] (academic performance of students):** The academic performance of students is known to be related to the quality of teaching[53], and therefore was hypothesised to have a possible impact on teaching capacity. But our analysis suggests the 2013 baseline academic performance was not related to reported increases in teaching capacity or teaching skills. This was also the case for the Wave 1 survey analysis across all SSNPs.
- **Proportion of students with ATSI backgrounds**: Aboriginal students are a key target group of all the SSNPs. Recent results show a significant gap in NAPLAN data between Aboriginal students and non-Aboriginal students[54]. There was also no association found for the Wave 1 survey analysis.

Factors not tested in this survey administration

[52] NAPLAN scores were provided by all schools for years 3, 5, 7 and 9. On the guidance of Dr Geoffrey Barnes, a factor analysis of literacy and numeracy scores for primary and secondary schools were carried out, and factor scores (an average of the standardised means) were used in analyses.

[53] Rowe, K.J., 2003 The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling, ACER, Improve Learning, discussion paper prepared on behalf of the Interim Committee for a NSW Institute of Teachers, February 2003.

[54] http://ministers.deewr.gov.au/garrett/press-conference-parliament-house-canberra-23-january

- **Number of teachers at a school**: Due to the high correlation between school size and number of teachers at the school, only one of these contextual variables could be used in the regression model, in order to avoid issues of multi-collinearity, which would violate the assumptions of the regression model.
- **Multiple partnerships:** Due to the high level of collinearity between SSNP phase and partnership, and the focus of the current report on SSNP phase, the new variable was used in place of exploring multiple partnerships. In Wave 2, partnership was not shown to be a significant factor. However, in Wave 1, there was some impact of partnership.
- **Proportion of students with Refugee backgrounds:** Contextual factors could only be included when data was provided by schools from all affiliations. If these data could not be provided, some variables could not be entered. As a result of missing data from some affiliations, proportion of refugees was not included in the current analysis.

Table 27. Independent contextual variables used in regression model to test association with improved teaching capacity for each respondent group

Contextual factor	Principals	Executives	Teachers
School type[1]	✓	✓	✓
School location	✓	✓	✓
ICSEA	✓	✓	✓
NAPLAN	✓	✓	✓
Total number of teaching staff	✓	✓	✓
Proportion of ESL students	✓	✓	✓
Proportion of ATSI students	✓	✓	✓
Duration in current position any school	✓	✓	✓
Duration in current position this school	✓	✓	✓
SSNP Phase[1]	✓	✓	✓

Note: 1. Primary vs. Secondary significant 2. Endpoint vs. Sustainability significant
✓= Significant Positive Association, ✓= Significant Negative Association

11.4 Conclusion

Our analysis indicates that gains in teaching capacity and teaching skills appear to be influenced less by the context within which a school is operating and more so by SSNP initiatives, in particular those that directly target teaching and professional development practices and changes to the whole school culture.

As was found in the Wave 1 analysis, the more gains schools make in teacher learning and professional development, the greater the reported improvements in teaching

capacity or teaching skills. This finding was strong and held across principal, executive and teacher survey variants.

Gains at the level of planning and policy, particularly within each school, also appear to be important. For principals and executives, gains in internal planning and policy related to shared school goals and a culture of collaboration were positively related to gains in teaching capacity. For teachers, similar internal school outcomes related to a sense of collective responsibility and shared professional dialogue were also associated with gains in teaching skill. But teachers' surveys showed that external collaboration with other schools and universities had a weak negative association with teaching skill.

These key associations found in Wave 3 analyses were also broadly seen in the analysis of the Wave 1 survey and the Wave 2 survey, suggesting a level of consistency over time in the types of factors that influence teaching capacity.

At this Wave of analysis, very few contextual factors showed associations with teaching capacity, and these associations were weak. Only SSNP phase, School Type, and teacher experience level showed an influence on teaching capacity. These trends were also seen in Wave 1 of the survey analysis, with the exception of SSNP phase, which was not assessed in Wave 1.

12. Factors influencing reported improvements in Principals' and Executives' own leadership capacities

This chapter identifies factors that are influencing the extent of gains in the key outcome measures of principals' and executive's self-rated leadership capacities.

Where relevant, the findings for executive leadership capacity are compared with those in the Wave 1 Survey analysis, which was based on survey responses across all SSNPs. There was no question asking about changes to principals' leadership capacity in the Wave 1 Survey. Therefore some comparisons are also made to Wave 2 survey results, although it must be noted that this analysis was based solely on the LSES cohort.

12.1 Introduction

SSNPs aim to improve the quality of instructional leadership and leadership for learning capacity of senior staff members in NSW schools; over and above what the schools themselves and the education sectors that support them are already accomplishing in this area. Strong leadership by senior school staff members is an important influence on students' academic performance (amongst other factors)[55].

We used regression modelling to explore associations between different aspects of the SSNPs being implemented by schools along with contextual factors and the self-reported gains in principals and executive's own leadership capacity. Ratings of leadership capacity were given within the overall impact section of the CSIS survey.

The CSIS survey spans six domains for principals, five for executives and four domains for teachers (Table 28). A summary variable was calculated for each domain[56] and these variables were used to identify those domains most strongly associated with gains in teaching capacity and principals and executives own leadership capacity. The significance test results for the factors tested are shown in Appendix 5. Principals' and executives' own leadership capacity were selected as suitable outcomes due to their positioning in the overall impact section of the survey and were not included in any SSNP summary variables.

[55] Rowe, K.J., 2003 The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling, ACER, Improve Learning, discussion paper prepared on behalf of the Interim Committee for a NSW Institute of Teachers, February 2003.

[56] 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.

12.2 The association between SSNPs activities and gains in leadership capacity

Principals and executives were asked to rate changes in their own leadership capacity (box 7.1).

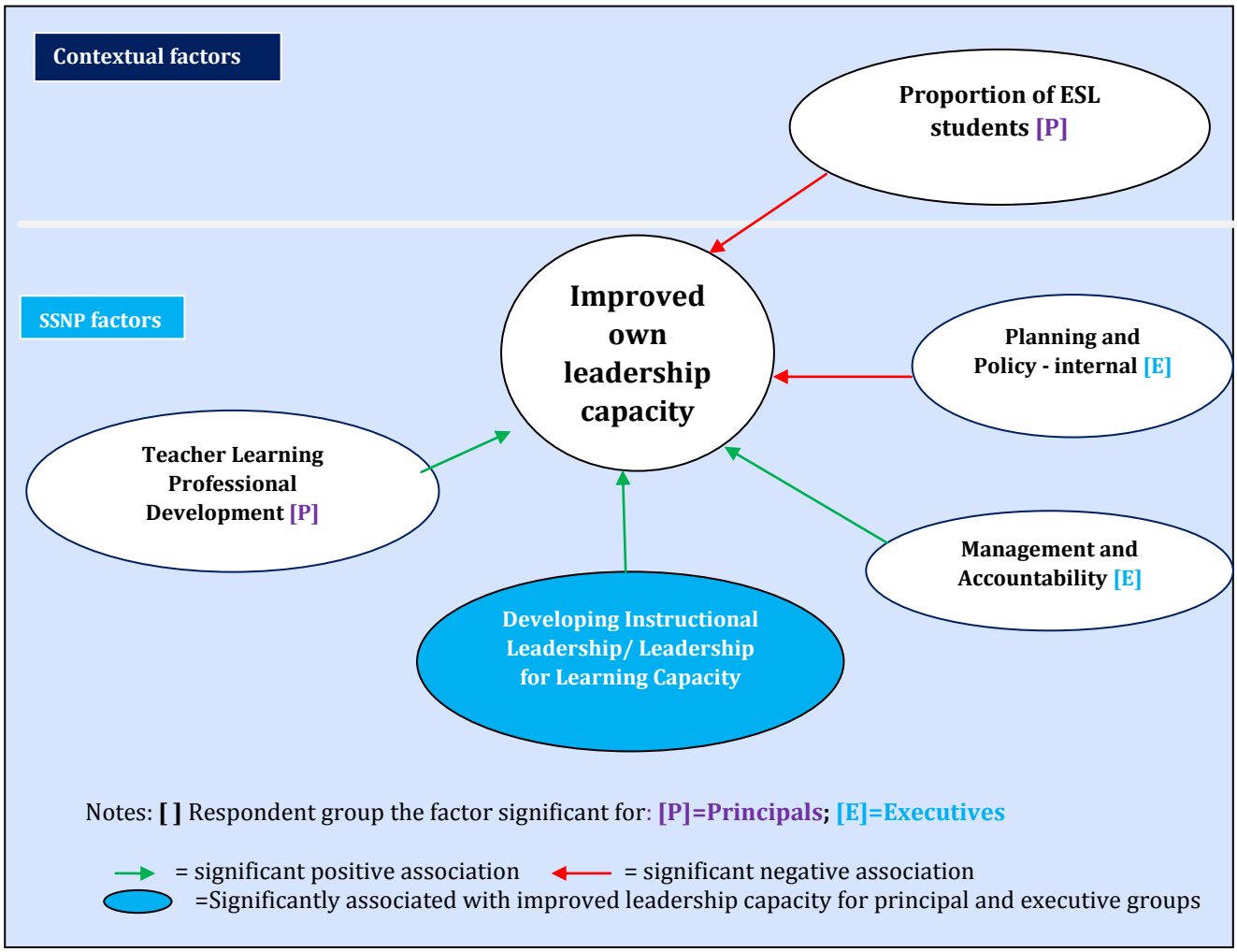
Box 7.1 Survey questions measuring reported changes in principals' and executives' own leadership capacity

Principals and Executives were asked: *'To what extent has this school's participation in the Smarter Schools National Partnership(s) so far improved your own leadership capacity over and above what you were already doing?'*

Separate regression models were created for principals and for executives.

SSNP domains significantly associated with executives' and principals' own leadership capacities and the directions of these associations are summarised in Figure 131 below. Figure 131 provides an overall picture at a glance of the findings from the two individual regression models for principals and executives in order to highlight similarities and differences between these cohorts.

Figure 131. Factors significantly associated with improved leadership capacity



12.2.1 Developing Instructional Leadership/ Leadership for Learning Capacity domain was associated with gains in self-reported leadership capacity for both executives and principals

There was a strong, positive association between the domain of 'Developing Instructional Leadership/ Leadership for Learning Capacity' and gains in both principals' and executives' own leadership capacities.[57] The domain includes three common items to principal and executive surveys— the use of student data, the facilitation of the wider implementation of existing leadership skills and being provided with more leadership opportunities. Principals were also asked about the extent that they have been able to provide leadership opportunities for teaching staff and about the quality of collaboration with other principals.

The positive associations indicate that initiatives that directly target principals' and executives' leadership capacities appear to be making a difference to their understanding of effective leadership, and ways they are leading school improvements and teacher learning within schools, which is in turn associated with self-reported improvements in their own leadership capacity.

The positive significant association between development of leadership actions (such as increased use of student data, creation of more leadership opportunities, and greater collaboration with other principals) and improved overall leadership capacity was also found in the Wave 1 (for executives) and Wave 2 survey analysis (for both cohorts). This strengthens the evidence that this association might be central to the way in which SSNP initiatives are improving leadership capacity.

This finding is also consistent with some aspects of responses to the open-ended questions in Chapters 8 and 10 of the current report. In particular, the use of student data and the quality of collaboration, both of which are within the domain of instructional leadership, were named as key effective and successful strategies.

12.2.2 For principals: Teacher learning and Professional Development was positively associated with gains in their own leadership capacity

The greater the gains that principals reported in teacher learning and professional development within their school the greater the self-reported gains in their own leadership capacity.

The summary variable captures lower order outcomes for principals in respect to their own improved understanding of, and ability to support teacher learning. The summary variable also captures how successful principals and executives feel the school has been in creating a more positive professional learning environment. For example, questions about the quality of teachers' professional interactions and the sense of collective

[57] Coefficients: Principals, B=1.223 and Executives B=0.898

responsibility for teaching and learning. This positive association with leadership capacity may be related to the fact that gains in this area have required principals to take an active leadership role in providing professional opportunities for their staff, and creating a whole-school based culture of collaboration, as noted in the feedback from open-ended responses.

A negative relationship was found in Wave 2, which assessed only the LSES SSNP partnership. No comparison can be made with Wave 1 as principals were not asked to rate their own leadership capacity at this time.

No relationship was found for executives on this domain.

12.2.3 For executives: activities related to management and accountability were significantly negatively associated with gains in self-reported leadership capacity

There was a weak[58] negative association between the management and accountability domain, and executives' self-reported leadership capacity. This association was not seen in the Wave 1 Survey analysis. Information from open-ended responses did not provide any ready explanation for why this relationship is occurring, however it may be theorised that more time spent on management and monitoring may result in less time for executives to take advantage of leadership opportunities or chances to develop their leadership skills.

No relationship was found for principals on this domain.

12.2.4 For executives: activities related to planning and policy processes were positively associated with gains in self-reported leadership capacities

For executives, initiatives targeting the school improvements at an internal planning and policy level were significantly positively associated with gains in self-reported leadership capacities (see Table 28). These summary variables include questions about executives' views on whether school improvement goals are shared, the strength of the collaborative culture and involvement of executives in planning and time spent improving and developing teacher skills. The positive association between this domain and executive leadership capacity is consistent with previous survey iterations.

[58] Averaged Planning, Policy, Action, Resourcing-Collaboration summary variable. Coefficient=-0.116

12.2.5 Domains reflecting organisational and system processes were not positively associated with gains in principals' and executives' own leadership capacities

For both principals and executives, initiatives targeting the school improvements at an organisational level were not significantly associated with gains in principals' and executives' own leadership capacities (see Table 28).

Only principals were asked questions about initiatives under the 'SSNP effects on sector support for school implementation' and 'School/ system alignment' domains. There was no significant association between gains in these areas and gains in principal's own leadership capacity.

Table 28. Independent SSNP summary variables used in regression model to test for association with improved own leadership capacity, for each respondent group

Respondent	Management and accountability	Teaching, learning and PD	Instructional leadership	Planning and policy	SSNP effects on sector support	School/ system alignment
Principals	Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	Averaged Teaching, Learning and Professional Development	Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	Averaged Planning, policy, action, resourcing – internal Averaged Planning, policy, action, resourcing – community Averaged Planning, policy, action, resourcing - collaboration	Averaged SSNP effects on sector support for school implementation	Averaged School/System alignment
Executives	Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	Averaged Teaching, Learning and Professional Development	Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	Averaged Planning, policy, action, resourcing – internal Averaged Planning, policy, action, resourcing – community Averaged Planning, policy, action, resourcing - collaboration	Averaged SSNP effects on sector support for school implementation	Averaged School/System alignment

* = Significant Positive Association, = Significant Negative Association

12.3 The influence of contextual factors on improved principal and executive own leadership capacity

All the contextual factors tested are shown in Table 29.

In the current survey administration, no contextual factors were significantly associated with the magnitude of self-reported improvements in executives' own leadership capacities, and only the proportion of ESL students was significantly associated with the improvements in principals' own leadership (Table 29).

12.3.1 For principals: the proportion of ESL students in a school influenced the extent of reported gains in their own leadership capacity

The higher the proportion of ESL students in a school, the smaller the gains being reported by principals in their own leadership capacity. But this association was weak[59], and became non-significant when survey variables were included in the regression model. This association had not been found in Wave 2, the only other survey wave in which principals were asked to rate their own leadership capacity.

12.3.2 Contextual factors not associated with reported gains in principals' and executives own leadership capacity in Wave 3

A range of contextual factors did not appear to influence the extent of reported gains in principals' and executives own leadership capacities (Table 29) within the current survey administration.

- **The proportion of ATSI students at the school:** There was no specific hypothesis that linked gains in leadership capacity to refugee enrolments but similarly to ESL and refugees these schools are thought to be more challenging teaching environments. This factor had previously shown a weak negative association with leadership capacity in Wave 2 for principals only.
- **School type:** Type of school (primary, secondary or combined school) was not associated with gains in leadership capacity, and this finding was consistent across all survey iterations for leadership capacity.
- **Location of the school:** As for teaching capacity no association was found between school location and leadership capacity in this Wave of the survey. This was consistent with the lack of association shown in previous waves of the survey.
- **Size of school:** Assessed via the number of full time enrolments. This was not significant in Wave 3, nor for any previous waves of the survey.
- **NAPLAN scores (academic performance of students):** NAPLAN scores were not related to reported increases in leadership capacity. This was also the case for the Wave 1 survey analysis across all SSNPs.
- **ICSEA:** This factor was not associated with leadership capacity in the current wave. This was consistent with the lack of relationship shown in Wave 1. ICSEA scores had

[59] Beta =0.101

shown a weak negative association with leadership capacity in Wave 2 for principals only.

Factors not tested in this survey administration:

- **Number of teachers at a school**: Due to the high correlation between school size and number of teachers at the school, only one of these contextual variables could be used in the regression model, in order to avoid issues of multi-collinearity.
- **Multiple partnerships:** Due to the high level of collinearity between SSNP phase and partnership, and the focus of the current report on SSNP phase, the new variable was used in place of exploring multiple partnerships.
- **Proportion of students with Refugee backgrounds:** Contextual factors could only be included when data was provided by schools from all affiliations. As a result of missing data from some affiliations, proportion of refugees was not included in the current analysis.

Table 29. Independent contextual variables used in regression model to test association with improved own leadership capacity for each respondent group

Contextual factor	Principals	Executives
School type[1]	✓	✓
School location	✓	✓
ICSEA	✓	✓
NAPLAN	✓	✓
Total number of teaching staff	✓	✓
Proportion of ESL students	✓	✓
Proportion of ATSI students	✓	✓
Duration in current position any school	✓	✓
Duration in current position this school	✓	✓
SSNP Phase[1]	✓	✓

✓= Significant Positive Association, ✓= Significant Negative Association

12.4 Conclusion

Our analysis indicates that gains in leadership capacity appear to be influenced most by SSNP initiatives that directly target instructional and leadership for learning skills, and to some degree, planning and policy. Such a result would be expected and supports the findings made in the Wave 1 and Wave 2 survey analysis.

The current survey also indicated that for principals, gains in teaching and professional development were associated with gains in their own leadership capacity. Finally, the domain of management and accountability showed a small but significant negative association with leadership capacity for executives.

In this iteration of the survey, there was not a strong influence of context on leadership capacity, with the exception of the proportion of ESL students for principals. This factor has previously shown some associations with teaching capacity (Wave 1), but did not appear to influence leadership capacity ratings in Wave 2 (the only other wave to include self-reported leadership capacity for principals). Whilst the open-ended data does not address this issue, ESL schools are thought to be more challenging teaching environments.

The absence of any other significant contextual influences suggests that those SSNP factors that are leading to significant changes are doing so largely irrespective of contextual factors like school size and location. These relationships exist for schools across the board, and particularly where the relationships have been found in previous waves of the survey, they also appear to be consistent over time.

Appendix 1: Characteristics of Schools

Table 30. Characteristics of all participating schools, respondents schools and completers schools (schools returning one or more surveys)

Variable	Values	All Participating		Respondents		Completers	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Total		590	100	323	100	294	100
Affiliation	AIS	22	4	18	6	17	6
	CEC	63	11	51	16	49	17
	DEC	505	86	254	79	228	78
Type	Primary	408	69	231	72	207	70
	Secondary	94	16	49	15	46	16
	Combined	67	11	34	11	32	11
	Special	21	4	9	3	9	3
Region	Hunter/ Central Coast	43	7	18	6	18	6
	Illawarra and South East	50	9	32	10	29	10
	New England	77	13	36	11	29	10
	North Coast	80	14	43	13	39	13
	Northern Sydney	0	0	0	0	0	0
	Riverina	48	8	30	9	28	10
	South Western Sydney	124	21	77	24	76	26
	Sydney	12	2	8	3	7	2
	Western NSW	118	20	56	17	46	16
	Western Sydney	38	6	23	7	22	8
Remoteness	Metropolitan	230	39	142	44	138	47
	Provincial	318	54	159	49	140	48
	Remote	42	7	22	7	16	5
Partnerships	LN	97	16	53	16	51	17
	LSES	365	62	199	62	176	60
	ITQ	52	9	27	8	26	9
	LN and LSES	29	5	21	7	20	7

Variable	Values	All Participating		Respondents		Completers	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
	LN and ITQ	0	0	0	0	0	0
	LSES and ITQ	46	8	23	7	21	7
	LN, LSES and ITQ	1	0.2	0	0	0	0

Appendix 2: Demographic Characteristics of Respondents

Table 31. Demographic data: principals (based on completed survey data)

Variable	Values	e survey	s survey
Total		109	28
Time in current position, any school	< 1 year	17 (16%)	1 (4%)
	1–3 years	21 (19%)	3 (11%)
	3–5 years	16 (15%)	2 (7%)
	5–10 years	28 (26%)	12 (43%)
	> 10 years	27 (25%)	10 (37%)
Time in current position in current school	< 1 year	14 (13%)	0
	1–3 years	45 (41%)	9 (32%)
	4–6 years	16 (15%)	7 (25%)
	7-13 years	31 (28%)	11 (39%)
	> 13 years	3 (3%)	1 (4%)
Employment–acting/ relieving	Yes	17 (16%)	1 (4%)
	No	92 (84%)	27 (96%)
Role in instructional leadership	Own	88 (81%)	21 (75%)
	Delegated	21 (19%)	7 (25%)

Table 32. Demographic data: executives (based on completed survey data)

Variable	Values	e survey	s survey
Total		382	63
Time in current position, any school	< 1 year	24 (6%)	0
	1–3 years	97 (25%)	13 (21%)
	3–5 years	70 (18%)	16 (25%)
	5–10 years	93 (24%)	11 (18%)
	> 10 years	98 (26%)	23 (37%)
Time in current position in current school	< 1 year	36 (9%)	2 (3%)
	1–3 years	145 (38%)	20 (32%)
	4–6 years	61 (16%)	15 (24%)

Variable	Values	e survey	s survey
	7-13 years	105 (28%)	24 (38%)
	> 13 years	35 (9%)	2 (3%)
Employment–acting/ relieving	Yes	79 (21%)	4 (6%)
	No	303 (79%)	59 (94%)
Employment– Full-time/ part-time	Full time	354 (93%)	54 (86%)
	Part time	26 (7%)	9 (14%)

Table 33. Demographic data: teachers (based on completed survey data)

Variable	Values	e survey	s survey
Total		801	142
Time in current position, any school	< 1 year	2 (0.2%)	0
	1–3 years	110 (14%)	8 (6%)
	3–5 years	118 (15%)	14 (10%)
	5–10 years	171 (21%)	31 (22%)
	> 10 years	400 (50%)	89 (63%)
Time in current position in current school	< 1 year	8 (1%)	1 (1%)
	1–3 years	268 (34%)	22 (16%)
	4–6 years	118 (15%)	20 (14%)
	7-13 years	233 (29%)	58 (41%)
	> 13 years	174 (22%)	41 (29%)
Employment–full-time/ part-time	Full-time	672 (84%)	106 (75%)
	Part-time	129 (16%)	36 (25%)
Employment–permanent, casual, temporary	Permanent	618 (77%)	120 (85%)
	Temporary	174 (22%)	22 (16%)
	Casual	9 (1%)	0
Highest level of education to date	Undergraduate diploma	63 (8%)	19 (13%)
	Bachelor degree	419 (52%)	79 (56%)
	Graduate diploma or graduate level certificate	151 (19%)	28 (20%)
	Masters degree	137 (17%)	10 (7%)
	Doctoral degree	1 (0.1%)	0
	Other	30 (4%)	6 (4%)

Variable	Values	e survey	s survey
NSW Institute of Teachers highest level of teacher accreditation to date	Professional Competence	428 (53%)	73 (51%)
	Professional Accomplishment	45 (6%)	9 (6%)
	Professional Leadership	10 (1%)	4 (3%)
	Other	318 (40%)[60]	56 (40%)[61]
NSW Institute of Teachers level of accreditation currently undertaken	Not currently undertaking further accreditation	494 (62%)	99 (70%)
	Professional Competence	115 (14%)	13 (9%)
	Professional Accomplishment	106 (13%)	16 (11%)
	Professional Leadership	13 (2%)	4 (3%)
	Other	73 (9%)	10 (7%)
Age group	30 and under	173 (22%)	21 (15%)
	31-40	210 (26%)	33 (23%)
	41–50	181 (23%)	40 (28%)
	51–60	181 (23%)	41 (29%)
	over 60	48 (6%)	7 (5%)
	Prefer not to say	8 (1%)	0

[60] Accreditation underway 7%; Not Accredited 22%; listed other qualification 23%; Not applicable 46%; Don't know 3%.
[61] Accreditation underway 2%; Not Accredited 26%; listed other qualification 22%; Not applicable 46%; Don't know 4%.

Appendix 3: Detailed approach to quantitative analysis of responses to closed survey questions

Comparing characteristics of respondents' schools and Wave 3 schools

To identify and account for any particular trends at the school level that could limit the generalizability of the survey findings, we compared the profile of respondents' schools to that of all schools participating in the SSNPs. To assess for significant differences, we compared profiles of non-respondent schools (i.e. schools with no respondents to the survey) with respondent schools (i.e. schools with at least one respondent to any survey) using a chi-square test of independence. Significance was determined at $p<0.05$.

Differences between survey completers and exiters were also analysed to determine whether respondents of any particular school type or affiliation were exited from the survey at greater rates. However, small sample sizes inhibited the use of a chi-square test of independence to determine significant differences.

Summary variables

Summary variables were developed for illustrative and analysis 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 in the survey covering one area of practice, referred to in the text as a domain. They have been developed to provide a summary of responses by domain. When used for illustrative purposes, the averages were rounded to the whole digit relating to each response category. When used in the interpretive analyses they were not rounded.

The composition of the domains and summary variables for each respondent group is shown in Appendix 4. This is a simplified approach compared to that used for the 2011 CSIS to further aid analysis and interpretation, and was first used for the 2012 survey analysis.

All assumptions underlying statistical tests, as well as issues that could potentially affect the shape and distribution of data (including clustering) were assessed and considered in the statistical approach designed in Wave 1. Following this, the approach to CSIS analysis has been kept standard in order to allow for comparisons.

Testing 2011 and 2013 survey responses for significant differences

To analyse the changes to the reported impacts of the SSNPs between 2011 and 2013, we compared the summary and key outcomes from all respondents in each partnership for each respondent group (principals, executives, teachers) using the Mann-Whitney U test of mean rank, and calculated the effect size[62]. Significance was determined at $p<0.05$.

Change in teaching capacity and leadership – regression analysis

In chapters 11 and 12 we investigated whether having participated in the SSNPs improved teaching capacity and leadership capacity in schools. We used regression analyses to identify the activities and impacts (summary variables) and contextual factors that were most strongly associated with greatest changes in improved teaching capacity and improved leadership. An initial model was first fitted with all contextual factors and then with summary variables; each model was refined with significant factors to obtain a final model. Improved teaching capacity was tested using data from principals, executives and teachers surveys and improved leadership was tested using data from principals' and executive's surveys.

The summary variables for each domain were used in regression modelling to reduce the number of variables entered into the model and so increase power to detect a significant effect of the SSNP domains and of contextual factors. A wide range of statistical tests were then employed to ensure that the data met the assumptions of the analyses to be used. Full details of the statistical model used are presented in Appendix 5.

Change in staffing – chi-square tests

In chapter 6 we explored whether changes in staffing were different by geographic area in the 2009-10 LSES NP cohort. This cohort was the only cohort with enough principal responses to these questions for valid analysis. For the other three cohorts, responses to these questions were described in general and not by geographic area. Principals were asked to indicate the extent to which the following staffing changes in their school since the beginning of the SSNP, or for the 2009 LN NP cohort, since just before the end of their participation in the SSNP, have impacted on the implementation or maintenance of the SSNP:

- Changes in the membership of the executive team
- Change in the teaching staff (including executive team)

[62] Effect size was calculated by $r=z/\sqrt{n}$ (Field 2005).

- Teaching staff changes in specific areas (e.g. single department, specialities or specific skill sets)
- Acting/Relieving members on the executive team
- Temporary or casual teachers
- Part-time members of the executive team
- Part-time teaching staff
- Inexperienced members on the executive team (Less than 5 years experience as an executive)
- Inexperienced teaching staff (Less than 5 years experience as teacher)

Using chi-square tests we explored whether the change in these areas were different for school in metropolitan, provincial and remote areas.

The strength of the evidence

The findings are based on observational and self-reported data and some findings may be an artefact of the way the survey was constructed, that is both what questions were asked and which questions were asked of which respondent groups.

In 2013 CSIS, 63% of all SSNP schools were surveyed, including schools from each of the three Partnerships. The response rate of at least one survey from 50% of schools and the characteristics of respondents' schools— which are fairly representative of all schools participating in an SSNP— mean the Centre for Education Statistics and Evaluation Advisory Council (CESE AC) can be fairly confident that the patterns of change emerging from the descriptive analysis may reflect changes which occurred in schools participating in the SSNPs.

The qualitative data was inconsistent and sometimes of poor quality, either lacking in explanation or difficult to decipher, which made extracting the intended meaning of some comments difficult. This is the nature of qualitative data given in response to open questions in a survey, which often have limited explanatory power because the views of the person providing the feedback cannot be probed or clarified. The findings, however, have value in that they can be tested or triangulated with other qualitative data being collected for the strategic level evaluations of the SSNPs and with the quantitative analysis.

In 2013, it was possible to do a longitudinal analysis, which compared responses from the same SSNP cohorts at two time points, this time 24 months apart. The longitudinal analysis provided stronger insights into the extent and nature of change related to the length of time a school had participated in the SSNPs than was possible in the 2011 or 2012 CSIS analysis. However, only some schools completed a survey at both time points. For example, just under a half of schools from which responses were received from principals in 2013, had previously completed a survey in 2011. As such, the findings will need to be further explored in state level strategic evaluations to be confident about their accuracy.

Regression models, the basis for some of the analyses of the findings in this report, are used to identify 'correlates of change. But the fact that predictor questions were asked at the same time point as outcome questions precludes our ability to talk about one area as 'causing' change in another. The analysis at this stage can only suggest that certain changes in some areas (e.g. 'teaching, learning and professional development') appear to be associated with outcomes. As is customary, all assumptions underlying the regression model were checked, to ensure that the use of this analysis was statistically valid.

Appendix 4: Summary variables composition

All summary variables were created in Wave 2 (2012) analysis, and the steps of that analysis are detailed here. To ensure that summary variables were uni-dimensional (all assessing a single underlying construct) we used principal components analysis[63]. We found that summary variables created from each area of practice were uni-dimensional in all but two cases: 'planning and policy for principals and executives and 'school outcomes' for teachers. To reflect this difference we created separate uni-dimensional variables or domains within these areas of practice – internal, community and collaboration for 'planning and policy' and internal and external for school outcomes.

The composition of the domains and summary variables, along with the key outcomes are shown in Table 36 below.

Table 34. Summary variables and key outcomes by domain, for Principals, Executives and Teachers

Domain: Management/Accountability/Planning/Evaluation/Monitoring		
Summary variable	**Survey Question**	**Respondent group**
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	Your School Plan/AIP/NP Plan (or equivalent) is more of a working document e.g. drives school operation, is adjusted and updated during the year in response to school needs	P E
	Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	P E
	Student achievement data and analysis is used more in the school strategic planning process	P E
	Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	P E
	Monitoring of the effects of new initiatives and strategies is more rigorous	P E
	The culture of school self evaluation/self review has become stronger	P E
	Accountability for teaching and learning activities in this school has increased	E

[63] Direct oblimin rotation was used, and scree plot, eigen values and component matrix extraction were all assessed when determining the dimensionality of factors. The sample size was deemed adequate. Correlations were assessed and all correlations were above 0.3 (with one exception detailed below). Bartlett's test of sphericity were always significant and the KMO was above .05 in all cases (deemed lowest acceptable) and above .6 in most cases (deemed generally acceptable).

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teaching, Learning and Professional Development		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teaching, Learning and Professional Development	You are more able to arrange for instructional support to be provided for individual teachers	P
	You are more able to personally provide instructional support for individual teachers in your school	P E
	Effective mentoring of staff is more widely established and supported in this school	P E
	More time is focused on teaching practices and student learning in staff meetings	P E
	In school/in class professional learning/development has further supported the development of teacher capacity in this school	P E
	The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	P E
	Teachers in this school now more often plan their teaching to meet individual student needs	P E
	Teachers in this school are more regularly involved in team teaching and/or shared planning	P E
	Collective responsibility for teaching and learning processes in this school is stronger	P E
	Professional dialogue around teaching and learning processes in this school is of higher quality	P E
	Teachers in this school are contributing more to improving teaching and learning processes	P E
	Students in this school are more engaged with teaching and learning	P E
	The overall quality of teaching in this school has improved	P E

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teacher learning and PD - Personal experiences		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teacher learning and PD - Personal experiences	Opportunities for you to further develop your teaching skills have now increased	T
	The amount of time you have spent engaged in professional learning to improve and develop your teaching skills has increased	T
	The quality of the personal professional development you receive has increased	T
	You are more involved in collaborative teaching practices (e.g. team teaching, shared planning, demo lessons, moderation activities etc)	T
	You have participated in training to analyse and use student data for lesson planning	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teacher learning and PD – Outcomes		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teacher learning and PD - Outcomes	Your teaching practices have improved	T
	Your understanding of what you need to do to be a more effective teacher has further improved	T
	You are more able to implement effective classroom practice, planning and learning strategies	T
	Your use of student achievement data to inform lesson planning has increased	T
	You now more often plan your teaching to meet individual student needs	T
	You contribute more to improving teaching and learning in your school	T
	The quality of your collaboration/networking with other teachers around teaching practices and student learning has improved	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teacher learning and PD - School actions		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teacher learning and PD - School actions	Effective mentoring is now more readily available to you	T
	There is an increased focus on teaching and learning practices in staff meetings	T
	The availability of in school/in class professional learning support for teachers has changed	T
	In school/in class professional learning support for teachers	T
	School Learning Support staff	T
	Your interactions with teachers from other schools	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teacher learning and PD - School outcomes Internal		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teacher learning and PD - School outcomes Internal	The quality of professional dialogue among teachers in this school around teaching and learning processes has changed	T
	The sense of collective responsibility for teaching and learning in this school has changed	T
	The quality of interactions with your students around teaching and learning processes has changed	T
	Your students' engagement with teaching and learning has changed	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Developing Instructional Leadership/Leadership for Learning Capacity		
Summary variable	**Survey Question**	**Respondent group**
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	Further developed your instructional leadership/leadership for learning capacity/skills	P E
	Your leadership practices have improved	P E
	You have gained a better understanding of what you need to do to be a more effective educational leader	P E
	You feel more able to implement effective strategies to lead	P E
	Your analysis and use of student achievement data for school planning has increased	P E
	Enabled you to provide leadership opportunities for teaching staff at all levels more extensively (Principals only)	P
	Improved the quality of your collaboration/networking with other principals around teaching practices and student learning	P
	Facilitated the wider implementation of your existing leadership skills to further develop teaching and learning capacity in your school	P
	Provided you with more leadership opportunities	E
	Facilitated the wider implementation of your existing leadership skills to further develop teaching and learning capacity in your school	E

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Planning, policy, action, resourcing – internal		
Summary variable	**Survey Question**	**Respondent group**
Averaged Planning, policy, action, resourcing - internal	The shared school improvement goals in this school are more focused	P E
	Shared school improvement goals in this school are more actively promoted	P E
	There is a stronger culture of collaboration and shared responsibility for outcomes in this school	P E
	You are more able to support Executive Team members to spend more time on improving teaching skills in this school	P
	Executive Team members in this school are more involved in contributing to your agreed School Plan/AIP/NP Plan (or equivalent)	P
	You have spent more time on improving and developing teaching skills in this school	E
	You are more involved in contributing to your agreed School Plan/AIP/NP Plan (or equivalent)	E

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Planning, policy, action, resourcing - community		
Summary variable	**Survey Question**	**Respondent group**
Averaged Planning, policy, action, resourcing - community	Strategies to engage parents are more effective	P E
	Strategies to engage local communities/ NGOs /community groups are more effective	P E
	Strategies to engage local Aboriginal communities are more effective	P E

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Planning, policy, action, resourcing - collaboration		
Summary variable	**Survey Question**	**Respondent group**
Averaged Planning, policy, action, resourcing - collaboration	This school now collaborates more with other schools around improving student outcomes	P
	This school is more engaged in collaborative activities with universities around improving teaching and learning practices	P
	You are more involved in collaborating with other schools around improving student outcomes	E
	You have been more involved in collaborative activities with universities around improving teaching and learning practices	E

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teacher learning and PD – Collaboration		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teacher learning and PD - Collaboration	You have more leadership opportunities	T
	You are more involved in collaborating with teachers from other schools around improving teaching and learning practice	T
	You have been involved in collaborative activities with universities around improving teaching and learning practice	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: Teacher learning and PD - School outcomes External		
Summary variable	**Survey Question**	**Respondent group**
Averaged Teacher learning and PD - School outcomes External	Parents are now more involved in your classroom/school	T
	Local communities/community groups are now more involved in this school	T
	Local Aboriginal communities are now more involved in this school	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: School strategic directions/goals/expectations		
Summary variable	**Survey Question**	**Respondent group**
Averaged School strategic directions/goals/ expectations	You are more engaged with the shared school improvement goals in this school	T
	Implementing the shared school improvement goals in your school is a higher priority for you	T
	You are more aware of your School Plan/AIP/NP Plan (or equivalent)	T
	You are more involved in contributing to your School Plan/AIP/NP Plan (or equivalent)	T
	You are more involved in monitoring the effects of new initiatives and strategies in this school	T

P=Principals E=Executives T=Teachers; Key outcomes

Domain: SSNP effects on sector support for school implementation		
Summary variable	**Survey Question**	**Respondent group**
Averaged SSNP effects on sector support for school implementation	Sector/System/Regional/Diocesan/AIS monitoring of, and accountability requirements for, the implementation/maintenance of the SSNP(s) in this school are stronger	P
	Sector/System/Regional/Diocesan/AIS support for the implementation/maintenance of the SSNP(s) is stronger	P
	Advice, support, guidance and follow up from Sector/System/Regional/Diocesan/AIS staff around the implementation/maintenance of the SSNP(s) has been more substantial	P
	The quality of resources and materials to support school improvement planning for SSNP(s) from Sectors/Systems/Regions/Dioceses/AIS is higher	P
	More useful and higher quality tools to support school improvement planning from Sectors/Systems/Regions/Dioceses/AIS are currently available	P
	Sector/System/Regional/Diocesan/AIS support for the SSNP(s) have been more adequate for this school's needs	P

P=Principals E=Executives T=Teachers; Key outcomes

Domain: School/System alignment		
Summary variable	**Survey Question**	**Respondent group**
Averaged School/System alignment	System and school goals are more aligned and shared	P
	System policies and processes are more aligned to support the implementation/maintenance of the SSNP initiatives in schools	P
	System policies and processes are more flexible to support the implementation/maintenance of the SSNP initiatives in schools	P
	DEC/Regional/Diocesan monitoring of, and accountability requirements for, teaching and learning activities in this school have increased	P

P=Principals E=Executives T=Teachers; Key outcomes

Appendix 5: Regression model statistics

This appendix shows the regression model statistics for the factors predicting teaching capacity and leadership capacity outcomes. The analyses sought to identify which factors were significantly associated with changes in the two dependent variables – teaching capacity/ skill and executive leadership capacity – using teacher, executive and principal survey responses. We used regression analyses to identify the activities and impacts (grouped by summary variables) that were most strongly associated with greatest changes in these overall outcomes.

Dependent and independent variables selection

The dependent variables in the regression models are the outcome questions selected from the surveys administered to principals, executives and teachers:

- **Teaching capacity/ skill**: The analyses for principals and executives use the question 'To what extent has this school's participation in the Smarter Schools National Partnership(s) so far improved teaching capacity in this school, over and above what was already being done?'. The analysis for teachers uses the question: 'The extent to which your teaching skills have improved is?'. Responses were ranked on a 6-step Likert scale (declined, remained about the same, small, moderate, large, very large). All answers, positive or negative, were included in the analysis.

- **Executive leadership capacity:** The analyses for principals and executives use the question: 'To what extent has this school's participation in the Smarter Schools National Partnership(s) so far improved your own leadership capacity over and above what you were already doing?' Responses were ranked on a 6-step Likert scale. Responses were ranked on a 6-step Likert scale (declined, remained about the same, small, moderate, large, very large). All answers, positive or negative, were included in the analysis. This question was not asked of teachers.

These questions were selected because they were the only quantitative questions included in the overall impact section within the CSIS survey, and were the only quantitative questions not part of a specific survey section (e.g. management, leadership, etc.).

These overall outcomes questions and the domains to examine were chosen on the advice of the CSIS Project Reference Group. Initially an extended number of variables (first contextual factors and then survey summary variables) were introduced in each regression model (Table 36). The number of independent contextual variables in each model was then reduced to only those that were significant in order to accommodate the

number of respondents in each model (10-15 respondents per factor added to the regression model).

Table 35. Independent variables initially included in the analysis

Survey summary variables	Survey/ Model
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	P, E
Averaged Teaching, Learning and Professional Development	P, E
Averaged Teacher learning and PD - Personal experiences	T
Averaged Teacher learning and PD - Outcomes	T
Averaged Teacher learning and PD - School actions	T
Averaged Teacher learning and PD - School outcomes Internal	T
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	P, E
Averaged Planning, policy, action, resourcing – internal	P, E
Averaged Planning, policy, action, resourcing – community	P, E
Averaged Planning, policy, action, resourcing – collaboration	P, E
Averaged Teacher learning and PD – Collaboration	T
Averaged Teacher learning and PD - School outcomes External	T
Averaged School strategic directions/goals/expectations	T
Averaged SSNP effects on sector support for school implementation	P
Averaged School/System alignment	P
Contextual factors	
Metro vs. provincial	P, E, T
Metro vs remote	P, E, T
Primary vs. secondary	P, E, T
Primary vs. combined	P, E, T
Primary vs. special	P, E, T
Total FTE	P, E, T
Proportion ATSI students	P, E, T
Proportion ESL students	P, E, T
NAPLAN	P, E, T
ICSEA	P, E, T
Years in current position at any school	P, E, T
Years in current position at this school	P, E, T
Stage of SSNP: Midpoint vs. Endpoint	P, E, T
Stage of SSNP: Endpoint vs Sustainability	P, E, T

P=principals E=Executives T=Teachers

Linear Regression model – description and statistics

We used a series of hierarchical regression models. In each model, contextual factors were added in a single block. Then, survey summary variables were added in the next block, to see which (if any) contextual factors were still important once SSNP-related variables were included in the model. The hierarchical regression is commonly used to determine whether new variables explain additional variance above and beyond the first set.

As part of the preliminary assessment of data, all the assumptions underlying regression analyses were checked and no violations of these assumptions were found. In particular, as both dependent and independent variables were drawn from the same survey, collinearity diagnostics were closely observed. Where high levels of collinearity were observed (i.e. between number of full-time students and number of full-time teachers), only one variable was selected for use in the regression model.

Within the final regression models, all VIF (Variance Inflation Factor) values were below 10 (the traditional cut-off point - values greater than 10 indicate the presence of multi-collinearity). The standard errors of the regression coefficients also indicate the fit of the model, where low standard errors suggest a good fit. Results from the five final regression models[64]:

- factors impacting improved teaching capacity for principals,
- factors impacting improved teaching capacity for executives and
- factors impacting improved teaching capacity for teachers, and
- factors impacting improved leadership for principals and
- factors impacting improved leadership for executives;

are presented in Table 36 and Table 37.

Table 36. Improved teaching capacity-regression model statistics

Survey/ model	Dependent variable	Independent variable	Coefficient (standardised)	Sig.
Principals	Improved teaching capacity	Teaching, Learning and PD	.557	<.001
		Management/ Accountability/ Planning/ Evaluation/ Monitoring	-.043	.663
		Planning, policy, action, resourcing – internal	.298	.003
		Planning, policy, action, resourcing – community	.018	.813
		Planning, policy, action, resourcing – collaboration	.-.021	.762
		SSNP effects on sector support for school implementation	.025	.762
		School/ System alignment	-.130	.148
		Developing Instructional Leadership/ Leadership for Learning Capacity	.045	.681
		Endpoint vs Midpoint	-.019	.745

[64] Models showing only those contextual variables that were significant

		Endpoint vs Sustainability	-.116	.063
Total Model		**R square**	.646	<0.001
Executives	Improved teaching capacity	Teaching, Learning and PD	.461	<.001
		Planning, policy, action, resourcing - internal	.320	<.001
		Management/ Accountability/ Planning/ Evaluation/ Monitoring	-.081	.095
		Developing Instructional Leadership/ Leadership for Learning Capacity	.088	.116
		Planning, policy, action, resourcing - community	.007	.861
		Planning, policy, action, resourcing - collaboration	.034	.397
		Endpoint vs Midpoint	-.020	.501
		Endpoint vs Sustainability	-.074	.018
		Primary vs. combined	-.042	.156
		Primary vs. secondary	-.085	.011
		Primary vs. Special	-.019	.519
Total Model		**R square**	.671	<0.001
Teachers	Improved teaching skills	Teacher learning and PD - Outcomes	.617	.000
		Teacher learning and PD – School outcomes internal	.150	<.001
		Teacher learning and PD – school outcomes external	.006	.803
		Teacher learning and PD – Personal experiences	.092	.017
		Teacher learning and PD- Collaboration	-.071	.013
		Teacher learning and PD – School actions	.046	.208
		School strategic directions/ goals/ expectations	.016	.620
		Years of experience as teacher	-.093	<.001
		Primary vs. Secondary	-.053	.006
		Primary vs. combined	-.024	.206
Total Model		**R square**	.727	<0.001

significant at p<.05

Table 37. Improved leadership capacity - regression model statistics

Survey	Dependent variable	Independent variable	Coefficient (standardised)	Sig.
Principals	Improved leadership capacity (R^2=.710)	Proportion of ESL students	101	.057*
		Teaching, learning and PD	.209	.042
		Developing Instructional Leadership/ Leadership for Learning Capacity	.610	<.001
		Planning, policy, action, resourcing - community	.056	.393
		Management/ Accountability/ Planning/ Evaluation/ Monitoring	-.128	.147
		Planning, policy, action, resourcing - internal	.049	.589
		Planning, policy, action, resourcing - collaboration	.032	.604
		SSNP effects on sector support for school implementation	.070	.344
		School/ System alignment	.006	.943
Total Model		**R square**	.710	<0.001
Executives	Improved leadership capacity	Developing Instructional Leadership/ Leadership for Learning Capacity	.828	<.001
		Planning, policy, action, resourcing - collaboration	.051	.621
		Management/ Accountability/ Planning/ Evaluation/ monitoring	-.116	.010
		Teaching, Learning, and PD	-.046	.468
		Planning, policy, action, resourcing - internal	.120	.050
		Planning, policy, action, resourcing - community	-.010	.783
Total Model		**R square**	.704	<0.001

significant at p<.05 *significant in contextual-only regression, became non-significant when SSNP factors added to model

Appendix 6: Successful strategies and ratings of cost effectiveness in the Endpoint and Midpoint cohorts

Table 38. Per cent of respondents in the Endpoint and Midpoint cohorts identifying each strategy as the most or second most successful strategy implemented under the SSNP, by respondent group and cohort

	Principals			Executives			Teachers		
	2012 LSES	2009-10 LSES	2011 ITQ	2012 LSES	2009-10 LSES	2011 ITQ	2012 LSES	2009-10 LSES	2011 ITQ
N	29	73	7	105	208	69	320	353	128
Professional development, training and/or mentoring for teachers	45%	56%	71%	48%	42%	55%	41%	46%	49%
Professional development, training and/or mentoring for school leaders	14%	10%	0%	10%	10%	7%	6%	5%	8%
New staffing arrangements	17%	11%	0%	10%	12%	1%	10%	11%	2%
New programs for literacy	10%	26%	14%	18%	16%	23%	26%	26%	27%
New programs for numeracy	7%	4%	0%	5%	5%	4%	10%	13%	5%
Other programs for students (eg to support wellbeing, resilience etc)	7%	11%	0%	9%	10%	3%	6%	6%	3%
New interactive technologies for classroom teaching and learning	3%	12%	0%	16%	18%	7%	16%	20%	12%
Collaborative and whole of school approaches	3%	14%	14%	10%	14%	12%	17%	12%	21%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc)	14%	10%	14%	15%	16%	16%	18%	10%	12%
Funding for HATs or equivalent	3%	7%	29%	6%	6%	30%	3%	4%	15%
Funding for additional staff in dedicated positions other than HATs or equivalent	21%	14%	0%	8%	11%	3%	7%	9%	7%
Collaboration with parents and local community	3%	1%	0%	2%	2%	3%	3%	2%	2%

Collaboration with other schools	3%	1%	14%	2%	2%	6%	1%	1%	3%
Collaboration with universities or experts	3%	0%	0%	0%	0%	7%	2%	1%	2%
Changes to ways of working in the classroom (e.g. small learning groups)	17%	3%	0%	7%	8%	3%	2%	6%	5%
Data/ evidence to plan teaching strategies	10%	8%	0%	10%	7%	3%	8%	5%	5%
Data/ evidence to plan at the school level	0%	4%	14%	4%	3%	1%	3%	3%	3%
None of the above	0%	0%	0%	1%	0%	1%	3%	1%	5%

Table 39. Per cent of total respondents in the Endpoint and Midpoint cohorts identifying each strategy as the most or second most successful strategy implemented under the SSNP, by respondent group

	Total Principals	Total Executives	Total Teachers	Total respondents
N	109	382	801	1292
Professional development, training and/or mentoring for teachers	54%	46%	44%	46%
Professional development, training and/or mentoring for school leaders	10%	9%	6%	7%
New staffing arrangements	12%	9%	9%	9%
New programs for literacy	21%	18%	26%	23%
New programs for numeracy	5%	5%	10%	8%
Other programs for students (eg to support wellbeing, resilience etc)	9%	8%	5%	7%
New interactive technologies for classroom teaching and learning	9%	16%	17%	16%
Collaborative and whole of school approaches	11%	13%	15%	14%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc)	11%	16%	14%	14%
Funding for HATs or equivalent	7%	10%	5%	7%

Funding for additional staff in dedicated positions other than HATs or equivalent	15%	9%	8%	9%
Collaboration with parents and local community	2%	2%	2%	2%
Collaboration with other schools	3%	3%	1%	2%
Collaboration with universities or experts	1%	2%	1%	1%
Changes to ways of working in the classroom (e.g. small learning groups)	6%	7%	4%	5%
Data/ evidence to plan teaching strategies	8%	7%	6%	7%
Data/ evidence to plan at the school level	4%	3%	3%	3%
None of the above	0%	1%	2%	2%

Table 40. Proportion of total principals in the Endpoint and Midpoint cohorts 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 Principals	Total	2012 LSES	2009-10 LSES	2011 ITQ
N	109	109	29	73	7
Professional development, training and/or mentoring for teachers	54%	90%	100%	88%	80%
Professional development, training and/or mentoring for school leaders	10%	91%	100%	86%	-
New staffing arrangements	12%	100%	100%	100%	-
New programs for literacy	21%	91%	100%	90%	100%
New programs for numeracy	5%	100%	100%	100%	-
Other programs for students (e.g. to support wellbeing, resilience etc)	9%	90%	50%	100%	-
New interactive technologies for classroom teaching and learning	9%	90%	100%	89%	-
Collaborative and whole of school approaches	11%	83%	100%	80%	100%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc)	11%	92%	100%	100%	0%
Funding for HATs or equivalent	7%	100%	100%	100%	100%
Funding for additional staff in dedicated positions other than HATs or equivalent	15%	94%	83%	100%	-
Collaboration with parents and local community	2%	100%	100%	100%	-
Collaboration with other schools	3%	100%	100%	100%	100%
Collaboration with universities or experts	1%	100%	100%	-	-
Changes to ways of working in the classroom (e.g. small learning groups)	6%	100%	100%	100%	-
Data/ evidence to plan teaching strategies	8%	89%	100%	83%	-

Data/ evidence to plan at the school level	4%	100%	-	100%	100%
None of the above	0%	-	-	-	-

Table 41. Proportion of total executives in the Endpoint and Midpoint cohorts 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 Executives	Total	2012 LSES	2009-10 LSES	2011 ITQ
N	382	382	105	208	69
Professional development, training and/or mentoring for teachers	46%	78%	74%	81%	76%
Professional development, training and/or mentoring for school leaders	9%	81%	80%	81%	80%
New staffing arrangements	9%	69%	80%	64%	100%
New programs for literacy	18%	73%	58%	85%	62.5%
New programs for numeracy	5%	79%	80%	82%	67%
Other programs for students (e.g. to support wellbeing, resilience etc)	8%	87%	100%	85%	50%
New interactive technologies for classroom teaching and learning	16%	85%	82%	84%	100%
Collaborative and whole of school approaches	13%	73%	64%	76%	75%
Funding to provide relief time for teachers (e.g. to attend training, collaborate, plan, etc)	16%	80%	81%	82%	73%
Funding for HATs or equivalent	10%	83%	67%	100%	76%
Funding for additional staff in dedicated positions other than HATs or equivalent	9%	79%	88%	74%	100%
Collaboration with parents and local community	2%	63%	50%	100%	0%

Collaboration with other schools	3%	91%	100%	80%	100%
Collaboration with universities or experts	2%	83%	-	0%	100%
Changes to ways of working in the classroom (e.g. small learning groups)	7%	89%	86%	88%	100%
Data/ evidence to plan teaching strategies	7%	100%	100%	100%	100%
Data/ evidence to plan at the school level	3%	82%	75%	83%	100%
None of the above	1%	67%	100%	100%	0%

Appendix 7: Detailed approach to analysis of responses to open-ended survey questions

Qualitative data collected

1,047 of 1,309 respondents to the Midpoint and End point survey answered at least one open text question in the mid-point/ end-point surveys (80 per cent). This was very similar to previous SSNP surveys. 108 of 148 respondents answered at least one open text question in the sustainability survey (73 per cent).

Table 1 shows the total number of respondents to each open text question.

Table 42. Number of qualitative responses by question

Question	Total question respondents
Midpoint and Endpoint survey	
Significant changes	826
Significant challenges	736
Any other comments	300
Sustainability survey	
Strategies maintained	72
Unsustainable strategies	45*
Challenges in sustaining	100
Any other comments	32

Note: Percentages have been rounded to the nearest whole number. * Teachers were not asked to comment on why strategies were unsustainable.

Sample for analysis

The Midpoint and Endpoint surveys

Qualitative analysis of the Midpoint and Endpoint survey drew on answers from 472 of the 1,047 respondents who provided qualitative responses to the survey (45 per cent of respondents). Qualitative data was coded for all principals (n =100), half of executives (n = 154) and a third of teachers (n=320) who provided qualitative responses. This approach was chosen for the following reasons:

- We coded all responses from principals because the sample of principals was smaller than for other staff types, and because there was only one principal respondent per school. We also found that principals often made detailed comments that provided valuable additional insights.
- We coded 50 per cent of executive staff's responses—we wanted to code a similar number of executive responses as principals, to ensure all staff types were equally represented.
- We coded 33 per cent of teacher's responses. Many teachers who responded to the survey were from the same school, so coding all teacher responses might have over-represented themes found in one particular school (i.e. a large school where many teachers responded)[65]. In addition, many more teachers responded to the survey than did executives or principals. We therefore decided to sample one third of the teacher responses for qualitative analysis, purposively selected to capture a range of responses across the different schools.

The consultant who coded the qualitative survey data in 2013 had previously coded this data in 2012 and 2011. The coder believed that coding a sample of responses was sufficient to capture the range of themes within the qualitative data, which, after coding over 100 responses, were clearly very much in line with those presented in previous years (with the exception of some themes being a little more prominent and others less so—discussed in latter analysis).

The sample was also stratified to ensure representation across school type (primary, secondary, combined and special) and across AIS, CEC and DEC affiliations. The sample selection was very much in line with representation of these characteristics in the overall sample, as shown in Table 43 below.

[65] Teachers were sampled across all school who provided qualitative data to ensure the views of all school were represented.

Table 43. Number of surveys selected for qualitative analysis by key characteristics

		Combined	Primary	Secondary	Special	Total
AIS	Count	3	14	10	1	28
	% of Total	2%	6%	6%	8%	6%
CEC	Count	6	33	25	2	66
	% of Total	12%	14%	14%	16%	14%
DEC	Count	40	186	143	9	378
	% of Total	82%	80%	80%	75%	80%
Total		49	233	178	12	472
		10%	49%	38%	3%	100%

10 characteristics were missing. Percentages have been round to the nearest whole number.

The sustainability survey

All qualitative responses to the sustainability survey were analysed.

The coding framework — a way to organise qualitative data

A coding framework was developed to help organise the qualitative data for the midpoint and endpoint surveys, ready for analysis[66]. The coding framework was first created in 2011, the first year that the survey was distributed. The coding framework was used again in 2012, with a few amendments to account for new themes. The 2012 framework was used to code the 2013 data—no additional themes were identified in 2013 and so no amendments were required. The coding framework was structured around the two main open-ended survey 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.

[66] The sustainability survey data was analysed by hand, so that responses could be assessed in the context of related quantitative survey responses.

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 44. 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) *NB: May be at school, staff or classroom level*
	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

Level of change	Theme
	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 SSNPs 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 45. 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 SSNPs
	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 SSNPs 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 SSNPs this is coded under the appropriate code for the question on challenges)
- coded in additional categories (see Table 46).

Table 46. 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 in 2012, and after amendments in 2012, 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 indicated consistent testing across coders—previous reports contain detailed information on this inter-coder reliability testing. Inter-coder reliability was not performed in 2013, as there was only one data coder in this year, who had previously coded data in both previous years.

Appendix 8: Reasons for testing contextual factors

ARTD and the CSIS Project Reference Group identified a broad range of contextual factors, with the potential to influence the implementation and functioning of any educational program (Table 47).

Table 47. Contextual factors tested and reason for testing

Contextual factor	Type of variable	Categories	Reason for testing
SSNP Phase	Categorical	Midpoint Endpoint Sustainability	Different phases of the SSNP may be experiencing different levels sustained activity and therefore may have variable impact on teaching skill and capacity
School type	Categorical	Primary Secondary Combined Special	May impact on ability to engage
Location	Categorical	Metropolitan Provincial Remote	May impact on ability to engage
ICSEA scores	Continuous	N/A	Proxy for parental educational advantage
Kinds of students enrolled in a school[a] ▪ Proportion of ESL enrolments ▪ Proportion of ATSI enrolments ▪ Full time enrolments	Continuous	N/A	May impact on ability to direct resources
Teachers' years of experience in role[b]	Continuous	N/A	Association between experience and skill
Executives' years of experience in role	Continuous	N/A	Association between experience and skill
Principals' years of experience in role	Continuous	N/A	Association between experience and skill.
NAPLAN Scores	Continuous	N/A	Control for base school performance

Notes: a. Refugee enrolments data was not provided by all affiliations and therefore could not be included in this round of analysis. b. Years of experience were asked as part of the surveys.

Appendix 9: 2012 LSES NP cohort completers' perceptions of changes at the end of the SSNP

2012 LSES NP Principals' views about changes resulting from participation in the SSNP

Table 48. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document	2011	0%	43%	18%	25%	11%	2%	0%	44
	2013	0%	7%	3%	28%	52%	10%	0%	29
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	0%	30%	23%	34%	9%	5%	0%	44
	2013	0%	0%	7%	24%	52%	17%	0%	29
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	27%	25%	30%	16%	2%	0%	44
	2013	0%	0%	7%	28%	41%	24%	0%	29
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	0%	30%	30%	20%	11%	7%	2%	44
	2013	0%	10%	7%	24%	41%	17%	0%	29
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	0%	23%	27%	30%	18%	2%	0%	44
	2013	0%	7%	7%	14%	52%	21%	0%	29
The culture of school self	2011	0%	25%	27%	23%	18%	7%	0%	44

evaluation/self review has become stronger	2013	0%	3%	10%	24%	41%	21%	0%	29
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	0%	14%	41%	30%	16%	0%	0%	44
	2013	0%	0%	7%	24%	52%	17%	0%	29

Table 49. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to arrange for instructional support to be provided for individual teachers	2011	2%	42%	23%	21%	12%	0%	0%	43
	2013	0%	11%	4%	21%	39%	25%	0%	28
You are more able to personally provide instructional support for individual teachers in your school	2011	5%	60%	16%	14%	5%	0%	0%	43
	2013	7%	14%	18%	29%	21%	7%	4%	28
Effective mentoring of staff is more widely established and supported in this school	2011	5%	40%	26%	19%	12%	0%	0%	43
	2013	4%	7%	7%	21%	39%	21%	0%	28
More time is focused on teaching practices and student learning in staff meetings	2011	2%	33%	28%	23%	14%	0%	0%	43
	2013	0%	7%	7%	29%	29%	29%	0%	28
In school/in class professional learning/ development has further supported the development of teacher capacity in this school	2011	2%	42%	28%	9%	16%	2%	0%	43
	2013	0%	0%	11%	18%	25%	46%	0%	28

The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	5%	37%	28%	21%	9%	0%	0%	43
	2013	0%	7%	11%	11%	54%	14%	4%	28
Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	33%	35%	26%	5%	2%	0%	43
	2013	0%	7%	4%	36%	39%	14%	0%	28
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	2%	30%	30%	23%	12%	0%	2%	43
	2013	0%	4%	11%	32%	39%	14%	0%	28
Collective responsibility for teaching and learning processes in this school is stronger	2011	0%	28%	30%	37%	5%	0%	0%	43
	2013	0%	7%	4%	29%	50%	11%	0%	28
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	0%	23%	37%	30%	9%	0%	0%	43
	2013	0%	0%	11%	11%	46%	32%	0%	28
Teachers in this school are contributing more to improving teaching and learning processes	2011	0%	28%	33%	28%	12%	0%	0%	43
	2013	0%	7%	0%	18%	46%	29%	0%	28
Students in this school are more engaged with teaching and learning	2011	0%	23%	37%	35%	2%	2%	0%	43
	2013	0%	4%	14%	32%	32%	18%	0%	28
The overall quality of teaching in this school has improved	2011	0%	21%	42%	26%	7%	5%	0%	43
	2013	0%	7%	7%	18%	43%	25%	0%	28
Averaged Teaching, Learning and Professional Development	2011	0%	33%	33%	33%	2%	0%	0%	43
	2013	0%	4%	7%	21%	57%	11%	0%	28

Table 50. 2012 LSES NP Principals' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	0%	30%	35%	28%	5%	2%	0%	43
	2013	0%	4%	14%	21%	46%	11%	4%	28
Your leadership practices have improved	2011	9%	40%	44%	7%	0%	0%	0%	43
	2013	0%	4%	14%	25%	39%	14%	4%	28
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	16%	21%	47%	16%	0%	0%	0%	43
	2013	0%	4%	11%	21%	46%	14%	4%	28
You feel more able to implement effective strategies to lead	2011	14%	30%	40%	14%	2%	0%	0%	43
	2013	0%	7%	7%	18%	54%	11%	4%	28
Your analysis and use of student achievement data for school planning has increased	2011	0%	16%	42%	23%	16%	2%	0%	43
	2013	0%	11%	4%	39%	32%	14%	0%	28
Enabled you to provide leadership opportunities for teaching staff at all levels more extensively	2011	0%	16%	44%	28%	7%	5%	0%	43
	2013	0%	0%	14%	14%	46%	21%	4%	28
Improved the quality of your collaboration/ networking with other principals around teaching practices and student learning	2011	0%	28%	37%	26%	2%	7%	0%	43
	2013	0%	11%	14%	29%	36%	7%	4%	28
Facilitated the wider	2011	0%	28%	37%	26%	7%	2%	0%	43

implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2013	4%	11%	7%	29%	43%	4%	4%	28
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	21%	51%	21%	7%	0%	0%	43
	2013	0%	4%	11%	18%	57%	7%	4%	28

Table 51. 2012 LSES NP Principals' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	0%	20%	34%	34%	12%	0%	0%	41
	2013	0%	0%	11%	29%	50%	11%	0%	28
Shared school improvement goals in this school are more actively promoted	2011	0%	15%	37%	39%	7%	2%	0%	41
	2013	0%	4%	7%	39%	46%	4%	0%	28
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	0%	20%	34%	32%	15%	0%	0%	41
	2013	0%	7%	4%	21%	54%	14%	0%	28
You are more able to support Executive team members to spend more time on improving teaching skills in this school	2011	0%	27%	32%	22%	10%	0%	10%	41
	2013	0%	4%	4%	36%	32%	18%	7%	28
Executive team members in this school are more	2011	0%	24%	34%	29%	2%	0%	10%	41

involved in contributing to your agreed School Plan/AIP/NP Plan	2013	0%	4%	7%	29%	36%	18%	7%	28
Averaged Planning, policy, action, resourcing - internal	2011	0%	15%	39%	34%	10%	2%	0%	41
	2013	0%	4%	7%	32%	46%	11%	0%	28

Table 52. Principals' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	0%	49%	37%	12%	2%	0%	0%	41
	2013	0%	4%	14%	57%	21%	4%	0%	28
Strategies to engage local communities/ NGOs/community groups are more effective	2011	0%	49%	27%	20%	5%	0%	0%	41
	2013	0%	11%	21%	36%	18%	14%	0%	28
Strategies to engage local Aboriginal communities are more effective	2011	0%	59%	27%	12%	0%	0%	2%	41
	2013	0%	14%	21%	29%	25%	4%	7%	28
Averaged Planning, policy, action, resourcing - community	2011	0%	51%	34%	12%	2%	0%	0%	41
	2013	0%	0%	29%	43%	25%	4%	0%	28

Table 53. Principals' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
This school now collaborates more with other schools around improving student outcomes	2011	0%	41%	29%	24%	0%	5%	0%	41
	2013	0%	25%	11%	43%	11%	11%	0%	28
This school is more engaged in collaborative activities with universities around improving teaching and learning practices	2011	0%	61%	7%	15%	7%	0%	10%	41
	2013	0%	14%	21%	29%	18%	7%	11%	28
Averaged Planning, policy, action, resourcing - collaboration	2011	0%	27%	37%	27%	10%	0%	0%	41
	2013	0%	4%	29%	32%	25%	7%	4%	28

Table 54. Principals' views of SSNP effects on sector support for/adding value to school implementation since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Sector/System/ Regional/ Diocesan/ AIS monitoring of, and accountability requirements for, the implementation/ maintenance of the SSNP(s) in this school are stronger	2013	0%	11%	11%	43%	32%	0%	4%	28
Sector/System/ Regional/ Diocesan/ AIS support for the implementation/ maintenance of the SSNP(s) is stronger	2013	7%	18%	11%	32%	25%	4%	4%	28

Advice, support, guidance and follow up from Sector/System/ Regional/Diocesan/ AIS staff around the implementation/ maintenance of the SSNP(s) has been more substantial	2013	0%	21%	14%	46%	14%	0%	4%	28
The quality of resources and materials to support school improvement planning for SSNP(s) from Sectors/Systems/ Regions/Dioceses/AIS is higher	2013	0%	25%	14%	29%	25%	4%	4%	28
More useful and higher quality tools to support school improvement planning from Sectors/Systems/ Regions/Dioceses/AIS are currently available	2013	4%	18%	18%	29%	25%	4%	4%	28
Sector/System/ Regional/ Diocesan/AIS support for the SSNP(s) have been more adequate for this school's needs	2013	4%	25%	14%	32%	21%	0%	4%	28
Averaged SSNP effects on sector support for school implementation	2013	0%	21%	14%	29%	32%	0%	4%	28

Table 55. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
System and school goals are more aligned and shared	2013	0%	14%	11%	32%	36%	4%	4%	28
System policies and processes are more aligned to support the implementation/ maintenance of the SSNP initiatives in schools	2013	0%	11%	11%	39%	32%	4%	4%	28
System policies and processes are more flexible to support the implementation/ maintenance of the SSNP initiatives in schools	2013	4%	11%	18%	39%	21%	4%	4%	28
DEC/Regional/ Diocesan monitoring of, and accountability requirements for, teaching and learning activities in this school have increased	2013	0%	25%	7%	32%	29%	4%	4%	28
Averaged School/System alignment	2013	0%	11%	18%	36%	29%	4%	4%	28

2012 LSES NP Executives' views about changes resulting from participation in the SSNP

Table 56. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document e.g. drives school operation, is adjusted and updated during the year in response to school needs	2011	1%	26%	13%	30%	21%	7%	2%	136
	2013	1%	8%	8%	30%	41%	12%	0%	105
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	0%	22%	10%	36%	23%	7%	2%	136
	2013	0%	10%	4%	29%	41%	16%	0%	105
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	18%	11%	29%	27%	13%	1%	136
	2013	0%	6%	8%	31%	38%	17%	0%	105
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	1%	20%	18%	29%	20%	4%	7%	136
	2013	0%	8%	10%	36%	31%	15%	0%	105
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	1%	20%	13%	36%	24%	3%	4%	135
	2013	1%	6%	9%	31%	36%	17%	0%	105
The culture of school self	2011	2%	16%	15%	33%	21%	10%	3%	135

evaluation/self review has become stronger	2013	1%	5%	8%	24%	41%	22%	0%	105
Accountability for teaching and learning activities in this school has increased	2011	1%	19%	17%	26%	23%	11%	3%	135
	2013	0%	9%	4%	31%	35%	21%	0%	105
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	1%	11%	23%	38%	19%	7%	1%	136
	2013	0%	7%	8%	30%	45%	11%	0%	105

Table 57. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to personally provide instructional support for individual teachers in your school	2011	4%	17%	22%	27%	19%	7%	3%	135
	2013	1%	13%	11%	24%	29%	20%	2%	104
Effective mentoring of staff is more widely established and supported in this school	2011	2%	24%	21%	31%	16%	3%	1%	135
	2013	0%	13%	9%	25%	38%	16%	0%	104
More time is focused on teaching practices and student learning in staff meetings	2011	3%	21%	16%	29%	19%	9%	2%	135
	2013	1%	6%	13%	22%	40%	18%	0%	104
In school/in class professional learning/ development has further supported the development of teacher capacity in this school	2011	1%	23%	19%	27%	17%	7%	7%	135
	2013	1%	5%	9%	19%	44%	22%	0%	104

The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	0%	24%	19%	19%	12%	2%	24%	135
	2013	1%	10%	12%	26%	36%	13%	3%	104
Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	22%	27%	28%	16%	5%	1%	135
	2013	0%	6%	10%	35%	36%	14%	0%	104
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	1%	30%	21%	23%	17%	6%	1%	135
	2013	1%	10%	13%	33%	28%	15%	0%	104
Collective responsibility for teaching and learning processes in this school is stronger	2011	1%	28%	17%	29%	19%	5%	1%	135
	2013	1%	11%	10%	26%	38%	14%	0%	104
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	1%	21%	19%	30%	20%	8%	1%	135
	2013	1%	6%	7%	23%	40%	23%	0%	104
Teachers in this school are contributing more to improving teaching and learning processes	2011	1%	20%	21%	27%	21%	8%	1%	135
	2013	1%	6%	11%	26%	36%	21%	0%	104
Students in this school are more engaged with teaching and learning	2011	2%	25%	23%	27%	15%	6%	2%	135
	2013	2%	8%	10%	31%	33%	17%	0%	104
The overall quality of teaching in this school has improved	2011	0%	21%	26%	28%	16%	7%	1%	135
	2013	0%	8%	11%	29%	37%	16%	0%	104
Averaged Teaching, Learning and Professional Development	2011	0%	13%	31%	32%	20%	3%	1%	135
	2013	0%	7%	9%	27%	45%	13%	0%	104

Table 58. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	0%	19%	27%	28%	17%	6%	2%	132
	2013	0%	9%	13%	29%	34%	15%	0%	100
Your leadership practices have improved	2011	0%	11%	18%	44%	22%	5%	0%	132
	2013	0%	9%	10%	29%	34%	17%	1%	102
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	0%	11%	18%	39%	26%	6%	0%	132
	2013	0%	9%	8%	28%	33%	21%	1%	102
You feel more able to implement effective strategies to lead	2011	0%	11%	21%	41%	22%	5%	0%	132
	2013	0%	7%	14%	27%	32%	19%	1%	102
Your analysis and use of student achievement data for school planning has increased	2011	0%	11%	27%	30%	23%	8%	2%	132
	2013	0%	5%	13%	30%	34%	17%	1%	102
Provided you with more leadership opportunities	2011	2%	13%	26%	26%	21%	11%	2%	132
	2013	1%	17%	10%	26%	24%	22%	1%	102
Improved the quality of your collaboration/ networking around teaching practices and student learning	2011	1%	16%	27%	27%	24%	5%	2%	132
	2013	1%	8%	11%	31%	27%	21%	1%	102
Facilitated the wider	2011	2%	16%	24%	29%	20%	8%	2%	132

implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2013	0%	12%	12%	28%	30%	16%	2%	102
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	9%	26%	35%	24%	5%	1%	132
	2013	0%	7%	10%	33%	29%	20%	1%	102

Table 59. 2012 LSES NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	2%	16%	22%	29%	22%	8%	2%	132
	2013	1%	7%	10%	34%	35%	13%	0%	102
Shared school improvement goals in this school are more actively promoted	2011	1%	20%	20%	26%	27%	5%	2%	132
	2013	1%	6%	14%	34%	30%	15%	0%	102
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	2%	20%	21%	29%	18%	9%	2%	132
	2013	1%	7%	9%	31%	36%	16%	0%	102
You have spent more time on improving and developing teaching skills in this school	2011	0%	16%	28%	30%	17%	7%	2%	132
	2013	0%	5%	8%	25%	38%	23%	1%	102
You are more involved in contributing to your agreed School Plan/AIP/NP Plan (or	2011	1%	22%	17%	28%	18%	12%	2%	132
	2013	2%	10%	12%	26%	26%	22%	2%	102

equivalent)									
Averaged Planning, policy, action, resourcing - internal	2011	1%	15%	24%	32%	21%	5%	2%	132
	2013	0%	7%	9%	35%	33%	16%	0%	102

Table 60. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	1%	32%	27%	30%	6%	1%	4%	132
	2013	0%	9%	22%	38%	22%	10%	0%	102
Strategies to engage local communities/ NGOs /community groups are more effective	2011	1%	26%	28%	32%	8%	2%	3%	132
	2013	0%	13%	23%	33%	19%	12%	1%	102
Strategies to engage local Aboriginal communities are more effective	2011	1%	41%	22%	24%	5%	2%	6%	132
	2013	0%	21%	25%	22%	14%	13%	7%	102
Averaged Planning, policy, action, resourcing - community	2011	1%	29%	34%	24%	7%	2%	3%	132
	2013	0%	10%	25%	31%	23%	11%	0%	102

Table 61. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more involved in collaborating with other schools around improving student outcomes	2011	2%	27%	34%	17%	11%	7%	3%	132
	2013	1%	16%	25%	37%	12%	9%	1%	102
You have been more involved in collaborative activities with universities around improving teaching and learning practices	2011	4%	42%	17%	13%	9%	3%	11%	132
	2013	3%	24%	18%	21%	14%	13%	9%	102
Averaged Planning, policy, action, resourcing - collaboration	2011	1%	19%	39%	17%	16%	5%	4%	132
	2013	1%	10%	25%	31%	20%	13%	1%	102

2012 LSES NP Teachers' views about changes since commencing the SSNP

Table 62. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Opportunities for you to further develop your teaching skills have now increased	2011	5%	31%	15%	24%	17%	5%	2%	2%	477
	2013	4%	14%	10%	25%	30%	17%	0%	0%	313
The amount of time you have spent engaged in professional learning to improve and develop your teaching skills has increased	2011	7%	26%	16%	22%	19%	6%	3%	1%	477
	2013	3%	12%	10%	21%	33%	22%	0%	0%	316
The quality of the personal professional development you receive has increased	2011	5%	29%	17%	23%	18%	4%	3%	1%	477
	2013	4%	16%	10%	22%	32%	16%	0%	0%	314
You are more involved in collaborative teaching practices (e.g. team teaching, shared planning, demo lessons, moderation activities etc)	2011	5%	30%	14%	23%	15%	8%	4%	1%	477
	2013	4%	15%	14%	22%	25%	20%	0%	0%	317
You have participated in training to analyse and use student data for lesson planning	2011	3%	25%	21%	22%	14%	7%	7%	1%	477
	2013	2%	15%	16%	25%	27%	15%	0%	0%	311
Averaged Teacher	2011	1%	24%	25%	26%	18%	4%	2%	1%	477

learning and PD - Personal experiences	2013	1%	13%	16%	25%	33%	13%	0%	0%	318

Table 63. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You have more leadership opportunities	2011	7%	35%	14%	15%	14%	8%	6%	2%	477
	2013	10%	27%	13%	21%	15%	14%	0%	0%	301
You are more involved in collaborating with teachers from other schools around improving teaching and learning practice	2011	7%	36%	18%	14%	6%	2%	14%	2%	477
	2013	6%	31%	18%	23%	12%	10%	0%	0%	284
You have been involved in collaborative activities with universities around improving teaching and learning practice	2011	11%	34%	12%	7%	4%	1%	26%	4%	477
	2013	9%	47%	15%	13%	9%	7%	0%	0%	249
Averaged Teacher learning and PD - Collaboration	2011	5%	25%	21%	21%	17%	6%	5%	1%	477
	2013	6%	29%	23%	22%	14%	6%	0%	0%	311

Table 64. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Your teaching practices have improved	2011	0%	13%	23%	35%	22%	4%	2%	1%	477
	2013	0%	13%	14%	33%	27%	14%	0%	0%	311
Your understanding of what you need to do to be a more effective teacher has further improved	2011	0%	12%	19%	35%	21%	8%	1%	1%	477
	2013	0%	12%	13%	31%	25%	19%	0%	0%	313
You are more able to implement effective classroom practice, planning and learning strategies	2011	1%	13%	20%	32%	24%	7%	2%	1%	477
	2013	0%	12%	16%	29%	26%	17%	0%	0%	313
Your use of student achievement data to inform lesson planning has increased	2011	1%	20%	25%	27%	17%	4%	4%	1%	477
	2013	1%	17%	18%	26%	28%	11%	0%	0%	312
You now more often plan your teaching to meet individual student needs	2011	1%	19%	20%	29%	21%	6%	3%	1%	477
	2013	1%	16%	17%	28%	25%	14%	0%	0%	317
You contribute more to improving teaching and learning in your school	2011	1%	18%	17%	31%	23%	5%	3%	1%	477
	2013	3%	15%	11%	28%	29%	15%	0%	0%	314
The quality of your collaboration/ networking with other teachers around teaching	2011	1%	19%	22%	27%	20%	6%	3%	1%	477
	2013	2%	14%	12%	27%	26%	18%	0%	0%	315

practices and student learning has improved										
Averaged Teacher learning and PD - Outcomes	2011	0%	11%	25%	35%	23%	3%	2%	1%	477
	2013	1%	13%	15%	31%	28%	13%	0%	0%	319

Table 65. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Effective mentoring is now more readily available to you	2011	7%	36%	18%	18%	10%	2%	6%	4%	471
	2013	5%	20%	14%	26%	21%	13%	0%	0%	299
There is an increased focus on teaching and learning practices in staff meetings (e.g. teacher professional learning or stage meetings etc.)	2011	3%	18%	18%	27%	21%	9%	2%	2%	471
	2013	2%	10%	10%	24%	32%	22%	0%	0%	311
The availability of in school/ in class professional learning support for teachers has changed (e.g. the work of the Professional Learning Consultant or similar) All/ Government Schools/ Catholic	2011	6%	28%	19%	22%	11%	3%	5%	6%	471
	2013	3%	14%	14%	26%	26%	19%	0%	0%	308

Schools										
In school/in class professional learning support for teachers (e.g. the work of the Professional Learning Consultant or similar)	2011	4%	31%	21%	22%	10%	2%	7%	3%	471
	2013	1%	18%	15%	29%	25%	11%	0%	0%	303
School Learning Support staff	2011	4%	36%	18%	22%	8%	3%	5%	3%	471
	2013	2%	21%	17%	27%	23%	11%	0%	0%	293
Your interactions with teachers from other schools	2011	7%	40%	19%	16%	4%	0%	12%	2%	471
	2013	6%	35%	23%	22%	12%	3%	0%	0%	277
Averaged Teacher learning and PD - School actions	2011	1%	19%	29%	31%	13%	5%	2%	1%	471
	2013	1%	14%	20%	30%	26%	8%	0%	0%	314

Table 66. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
The quality of professional dialogue among teachers in this school around teaching and learning processes has changed	2011	3%	24%	27%	22%	18%	4%	1%	2%	471
	2013	2%	12%	19%	24%	30%	14%	0%	0%	311
The sense of collective responsibility for teaching and learning in this school has changed	2011	3%	23%	27%	23%	17%	4%	2%	2%	471
	2013	2%	13%	16%	28%	26%	15%	0%	0%	309
The quality of interactions with your students around teaching and learning processes has changed	2011	1%	21%	25%	29%	17%	5%	1%	1%	471
	2013	2%	15%	14%	27%	33%	9%	0%	0%	309
Your students' engagement with teaching and learning has changed	2011	3%	22%	22%	29%	18%	4%	1%	1%	471
	2013	3%	15%	15%	30%	28%	10%	0%	0%	310
Averaged Teacher learning and PD - School outcomes Internal	2011	1%	16%	31%	26%	21%	3%	1%	1%	471
	2013	1%	11%	18%	27%	32%	12%	0%	0%	311

Table 67. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Parents are now more involved in your classroom/ school	2011	5%	50%	20%	11%	3%	0%	7%	4%	471
	2013	5%	44%	21%	16%	10%	3%	0%	0%	291
Local communities/ community groups are now more involved in this school	2011	3%	43%	24%	15%	5%	1%	4%	6%	471
	2013	4%	37%	24%	19%	12%	4%	0%	0%	286
Local Aboriginal communities are now more involved in this school	2011	3%	46%	17%	12%	4%	0%	9%	9%	471
	2013	4%	49%	19%	14%	10%	4%	0%	0%	253
Averaged Teacher learning and PD - School outcomes External	2011	3%	41%	21%	18%	6%	4%	3%	4%	471
	2013	4%	38%	28%	16%	11%	3%	0%	0%	303

Table 68. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2012 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You are more engaged with the shared school improvement goals in this school	2011	3%	23%	20%	27%	16%	4%	3%	4%	467
	2013	3%	16%	17%	25%	28%	11%	0%	0%	309
Implementing the shared school improvement goals in your school is a higher priority for you	2011	2%	20%	20%	25%	20%	5%	4%	4%	467
	2013	2%	16%	17%	26%	27%	11%	0%	0%	309
You are more aware of your School Plan/AIP/NP Plan (or equivalent)	2011	2%	21%	24%	21%	20%	8%	3%	2%	467
	2013	2%	15%	19%	23%	26%	15%	0%	0%	308
You are more involved in contributing to your School Plan/AIP/NP Plan (or equivalent)	2011	3%	27%	22%	19%	16%	6%	3%	2%	467
	2013	4%	21%	19%	23%	23%	10%	0%	0%	307
You are more involved in monitoring the effects of new initiatives and strategies in this school	2011	4%	27%	21%	20%	14%	6%	5%	3%	467
	2013	5%	19%	18%	27%	20%	11%	0%	0%	303
Averaged School strategic directions/ goals/ expectations	2011	2%	18%	27%	25%	18%	6%	2%	2%	467
	2013	3%	15%	23%	23%	26%	10%	0%	0%	311

Appendix 10: 2009-10 LSES NP cohort completers' perceptions of changes at the end of the SSNP

2009-10 LSES NP Principals' views about changes resulting from participation in the SSNP

Table 69. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document e.g. drives school operation, is adjusted and updated during the year in response to school needs	2011	1%	11%	13%	29%	30%	16%	0%	133
	2013	0%	7%	8%	26%	40%	19%	0%	73
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	0%	9%	13%	25%	41%	12%	0%	133
	2013	0%	3%	10%	23%	38%	25%	1%	73
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	11%	11%	29%	34%	16%	0%	133
	2013	0%	5%	7%	18%	34%	34%	1%	73
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	0%	8%	20%	33%	29%	9%	0%	133
	2013	0%	5%	11%	25%	32%	25%	3%	73
Monitoring of the effects of new	2011	0%	3%	10%	22%	44%	22%	0%	133

initiatives and strategies is more rigorous	2013	0%	3%	11%	22%	36%	29%	0%	73
The culture of school self evaluation/self review has become stronger	2011	0%	3%	15%	21%	41%	20%	0%	133
	2013	0%	3%	10%	25%	36%	27%	0%	73
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	0%	3%	14%	25%	48%	11%	0%	133
	2013	0%	1%	10%	23%	38%	27%	0%	73

Table 70. Principals' perceptions of changes in teaching, learning and professional development since commencing in SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to arrange for instructional support to be provided for individual teachers	2011	0%	2%	11%	24%	35%	27%	1%	133
	2013	0%	8%	11%	19%	35%	24%	3%	72
You are more able to personally provide instructional support for individual teachers in your school	2011	3%	20%	23%	22%	21%	8%	4%	133
	2013	3%	13%	17%	29%	19%	17%	3%	72
Effective mentoring of staff is more widely established and supported in this school	2011	0%	5%	23%	28%	26%	17%	0%	133
	2013	0%	4%	11%	24%	35%	25%	1%	72
More time is focused on teaching practices and student learning in staff meetings	2011	0%	5%	11%	30%	34%	20%	0%	133
	2013	0%	1%	11%	22%	35%	29%	1%	72

In school/in class professional learning/ development has further supported the development of teacher capacity in this school	2011	0%	2%	9%	23%	34%	32%	1%	133
	2013	0%	0%	11%	13%	40%	35%	1%	72
The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	0%	5%	7%	27%	33%	26%	3%	133
	2013	0%	3%	14%	15%	32%	32%	4%	72
Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	6%	14%	45%	26%	9%	0%	133
	2013	0%	6%	13%	26%	36%	19%	0%	72
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	0%	6%	15%	34%	32%	12%	1%	133
	2013	0%	3%	10%	19%	39%	25%	4%	72
Collective responsibility for teaching and learning processes in this school is stronger	2011	0%	6%	5%	44%	33%	12%	0%	133
	2013	0%	3%	10%	18%	36%	33%	0%	72
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	0%	2%	8%	37%	32%	21%	0%	133
	2013	0%	1%	6%	18%	39%	36%	0%	72
Teachers in this school are contributing more to improving teaching and learning processes	2011	0%	4%	8%	40%	32%	17%	0%	133
	2013	0%	6%	7%	10%	44%	33%	0%	72
Students in this school are more engaged with teaching and learning	2011	0%	2%	13%	41%	29%	16%	0%	133
	2013	0%	3%	7%	29%	32%	29%	0%	72
The overall quality of	2011	0%	1%	11%	42%	29%	17%	0%	133

teaching in this school has improved	2013	0%	1%	3%	29%	36%	31%	0%	72
Averaged Teaching, Learning and Professional Development	2011	0%	2%	8%	46%	34%	11%	0%	133
	2013	0%	1%	4%	28%	47%	19%	0%	72

Table 71. Principals' perceptions of changes in developing instructional leadership/ leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	0%	5%	15%	46%	27%	8%	0%	133
	2013	0%	3%	14%	29%	39%	14%	1%	72
Your leadership practices have improved	2011	6%	14%	46%	26%	8%	0%	0%	133
	2013	0%	0%	13%	31%	39%	18%	0%	72
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	6%	12%	38%	35%	9%	0%	0%	133
	2013	0%	0%	8%	33%	35%	24%	0%	72
You feel more able to implement effective strategies to lead	2011	5%	11%	41%	35%	9%	0%	0%	133
	2013	0%	0%	14%	29%	29%	28%	0%	72
Your analysis and use of student achievement data for school planning has increased	2011	0%	12%	10%	30%	33%	15%	0%	133
	2013	0%	4%	4%	28%	36%	28%	0%	72
Enabled you to provide leadership opportunities for teaching staff at all levels more	2011	0%	3%	11%	36%	32%	17%	1%	133
	2013	0%	4%	13%	14%	31%	35%	4%	72

extensively									
Improved the quality of your collaboration/ networking with other principals around teaching practices and student learning	2011	0%	8%	17%	39%	23%	11%	1%	133
	2013	0%	8%	19%	31%	25%	17%	0%	72
Facilitated the wider implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2011	0%	5%	20%	39%	28%	8%	0%	133
	2013	0%	3%	11%	35%	25%	26%	0%	72
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	3%	23%	47%	25%	2%	0%	133
	2013	0%	0%	8%	36%	35%	21%	0%	72

Table 72. Principals' perceptions of changes in planning, policy, action and resourcing (internal) since commencing in SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	0%	3%	15%	35%	37%	11%	0%	133
	2013	1%	3%	13%	26%	40%	17%	0%	72
Shared school improvement goals in this school are more actively promoted	2011	0%	4%	10%	37%	40%	10%	0%	133
	2013	1%	1%	8%	33%	39%	17%	0%	72
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	0%	4%	12%	37%	35%	13%	0%	133
	2013	1%	4%	8%	21%	35%	31%	0%	72
You are more able to support Executive team	2011	0%	5%	15%	29%	20%	12%	20%	133

members to spend more time on improving teaching skills in this school	2013	1%	3%	11%	22%	29%	19%	14%	72
Executive team members in this school are more involved in contributing to your agreed School Plan/AIP/NP Plan (or equivalent)	2011	0%	7%	10%	21%	27%	15%	20%	133
	2013	0%	4%	6%	19%	26%	31%	14%	72
Averaged Planning, policy, action, resourcing - internal	2011	0%	2%	7%	32%	44%	14%	0%	133
	2013	0%	3%	8%	21%	42%	26%	0%	72

Table 73. Principals' perceptions of changes in planning, policy, action and resourcing (community) since commencing in SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	0%	14%	26%	33%	20%	8%	1%	133
	2013	0%	11%	24%	29%	17%	17%	3%	72
Strategies to engage local communities/ NGOs / community groups are more effective	2011	0%	18%	25%	28%	22%	5%	2%	133
	2013	0%	11%	22%	28%	21%	14%	4%	72
Strategies to engage local Aboriginal communities are more effective	2011	0%	23%	24%	23%	15%	5%	10%	133
	2013	1%	15%	18%	25%	17%	10%	14%	72
Averaged Planning, policy, action, resourcing - community	2011	0%	15%	23%	34%	20%	7%	1%	133
	2013	0%	10%	22%	26%	25%	14%	3%	72

Table 74. Principals' perceptions of changes in planning, policy, action and resourcing (collaboration) since commencing in SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
This school now collaborates more with other schools around improving student outcomes	2011	0%	12%	26%	29%	23%	7%	2%	133
	2013	0%	19%	19%	28%	21%	10%	3%	72
This school is more engaged in collaborative activities with universities around improving teaching and learning practices	2011	1%	36%	18%	16%	11%	4%	15%	133
	2013	0%	18%	18%	18%	21%	4%	21%	72
Averaged Planning, policy, action, resourcing - collaboration	2011	0%	10%	32%	20%	28%	8%	3%	133
	2013	0%	11%	13%	24%	35%	17%	1%	72

Table 75. Principals' perceptions of SSNP effects on sector support for/ adding value to school implementation since commencing in SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Sector/System/ Regional/ Diocesan/ AIS monitoring of, and accountability requirements for the implementation/ maintenance of the SSNP(s) in this school are stronger	2011	0%	11%	8%	25%	38%	18%	2%	133
	2013	0%	7%	10%	26%	39%	17%	1%	72
Sector/System/ Regional/ Diocesan/ AIS support for the implementation/	2011	1%	14%	14%	32%	29%	8%	2%	133
	2013	4%	8%	13%	36%	26%	11%	1%	72

maintenance of the SSNP(s) is stronger									
Advice, support, guidance and follow up from Sector/System/ Regional/ Diocesan/ AIS staff around the implementation/ maintenance of the SSNP(s) has been more substantial	2011	1%	14%	16%	32%	31%	5%	2%	133
	2013	4%	7%	11%	31%	36%	10%	1%	72
The quality of resources and materials to support school improvement planning for SSNP(s) from Sectors/Systems/ Regions/ Dioceses/ AIS is higher	2011	1%	11%	17%	30%	32%	8%	2%	133
	2013	3%	13%	15%	26%	26%	15%	1%	72
More useful and higher quality tools to support school improvement planning from Sectors/Systems/ Regions/ Dioceses/ AIS are currently available	2011	0%	9%	23%	22%	36%	8%	2%	133
	2013	3%	6%	22%	21%	39%	8%	1%	72
Sector/System/ Regional/ Diocesan/ AIS support for the SSNP(s) have been more adequate for this school's needs	2011	2%	13%	21%	32%	25%	6%	2%	133
	2013	6%	11%	15%	26%	28%	13%	1%	72
Averaged SSNP effects on sector support for school implementation	2011	0%	8%	17%	32%	34%	8%	2%	133
	2013	0%	10%	13%	36%	29%	11%	1%	72

Table 76. Principals' perceptions of school/system alignment since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
System and school goals are more aligned and shared	2011	0%	11%	16%	34%	34%	4%	2%	125
	2013	1%	7%	15%	28%	33%	15%	0%	72
System policies and processes are more aligned to support the implementation/ maintenance of the SSNP initiatives in schools	2011	2%	10%	17%	34%	30%	5%	2%	125
	2013	1%	8%	14%	35%	29%	13%	0%	72
System policies and processes are more flexible to support the implementation/ maintenance of the SSNP initiatives in schools	2011	2%	13%	22%	32%	21%	7%	2%	125
	2013	6%	11%	15%	33%	18%	17%	0%	72
DEC/ Regional/ Diocesan monitoring of, and accountability requirements for, teaching and learning activities in this school have increased	2011	0%	10%	10%	30%	30%	17%	2%	125
	2013	0%	13%	8%	36%	25%	17%	1%	72
Averaged School/System alignment	2011	0%	4%	23%	32%	34%	6%	2%	125
	2013	0%	7%	15%	38%	24%	17%	0%	72

2009-10 LSES NP Executives' views about changes resulting from participation in the SSNP

Table 77. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document e.g. drives school operation, is adjusted and updated during the year in response to school needs	2011	0%	6%	8%	29%	38%	19%	0%	517
	2013	1%	4%	5%	27%	42%	21%	0%	208
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	1%	3%	9%	26%	44%	16%	1%	517
	2013	0%	4%	6%	25%	40%	24%	1%	208
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	4%	9%	25%	41%	22%	0%	517
	2013	0%	5%	8%	20%	43%	24%	0%	208
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	0%	9%	14%	32%	33%	12%	0%	517
	2013	0%	8%	14%	25%	38%	14%	1%	208
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	1%	3%	8%	24%	43%	21%	0%	517
	2013	0%	3%	11%	25%	42%	18%	0%	208
The culture of school self	2011	1%	4%	7%	26%	41%	21%	0%	517

evaluation/self review has become stronger	2013	0%	6%	10%	21%	39%	23%	1%	208
Accountability for teaching and learning activities in this school has increased	2011	0%	5%	7%	26%	39%	22%	0%	517
	2013	1%	4%	9%	22%	33%	30%	0%	208
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	0%	2%	9%	29%	48%	11%	0%	517
	2013	0%	1%	12%	22%	50%	14%	0%	208

Table 78. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to personally provide instructional support for individual teachers in your school	2011	1%	12%	13%	30%	26%	18%	0%	511
	2013	1%	10%	10%	33%	24%	20%	0%	201
Effective mentoring of staff is more widely established and supported in this school	2011	0%	8%	12%	27%	37%	14%	0%	511
	2013	0%	9%	12%	27%	35%	15%	0%	201
More time is focused on teaching practices and student learning in staff meetings	2011	1%	6%	12%	25%	38%	19%	0%	511
	2013	1%	5%	8%	19%	41%	24%	0%	201
In school/in class professional learning/ development has further supported the development of teacher capacity in this school	2011	0%	4%	8%	20%	38%	29%	0%	511
	2013	1%	3%	7%	22%	36%	30%	0%	201

The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	2%	4%	9%	26%	36%	21%	3%	511
	2013	0%	6%	7%	23%	34%	27%	2%	201
Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	6%	16%	30%	34%	13%	0%	511
	2013	0%	4%	12%	24%	36%	23%	0%	201
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	1%	8%	15%	30%	32%	13%	1%	511
	2013	0%	8%	12%	27%	28%	24%	0%	201
Collective responsibility for teaching and learning processes in this school is stronger	2011	1%	4%	14%	36%	35%	10%	0%	511
	2013	0%	5%	12%	30%	34%	17%	0%	201
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	1%	5%	8%	23%	42%	21%	0%	511
	2013	0%	2%	9%	22%	39%	26%	0%	201
Teachers in this school are contributing more to improving teaching and learning processes	2011	1%	4%	9%	30%	40%	17%	0%	511
	2013	0%	4%	8%	23%	41%	22%	0%	201
Students in this school are more engaged with teaching and learning	2011	2%	6%	12%	34%	33%	14%	0%	511
	2013	1%	6%	15%	26%	35%	16%	0%	201
The overall quality of teaching in this school has improved	2011	1%	4%	12%	31%	38%	14%	0%	511
	2013	0%	3%	11%	29%	37%	19%	0%	201
Averaged Teaching, Learning and Professional Development	2011	0%	3%	10%	31%	44%	11%	0%	511
	2013	0%	3%	7%	30%	44%	15%	0%	201

Table 79. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	1%	5%	17%	32%	29%	16%	1%	510
	2013	0%	5%	13%	29%	35%	18%	0%	199
Your leadership practices have improved	2011	0%	5%	15%	32%	36%	12%	0%	510
	2013	0%	3%	10%	34%	31%	22%	1%	200
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	0%	5%	13%	27%	39%	15%	0%	510
	2013	0%	4%	7%	33%	33%	25%	1%	200
You feel more able to implement effective strategies to lead	2011	0%	7%	13%	30%	37%	13%	0%	510
	2013	0%	4%	9%	31%	33%	24%	1%	200
Your analysis and use of student achievement data for school planning has increased	2011	0%	5%	11%	28%	35%	20%	1%	510
	2013	0%	6%	11%	26%	35%	23%	1%	200
Provided you with more leadership opportunities	2011	2%	9%	12%	25%	26%	25%	1%	510
	2013	1%	10%	11%	23%	26%	30%	1%	200
Improved the quality of your collaboration/ networking around teaching practices and student learning	2011	0%	6%	14%	25%	34%	20%	1%	510
	2013	0%	6%	11%	24%	38%	23%	0%	200
Facilitated the wider	2011	1%	8%	15%	28%	29%	19%	1%	510

implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2013	0%	7%	13%	27%	33%	21%	1%	200
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	5%	14%	27%	39%	15%	0%	510
	2013	0%	3%	10%	28%	39%	20%	1%	200

Table 80. 2009-10 LSES NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	0%	3%	11%	31%	40%	13%	0%	506
	2013	1%	3%	11%	29%	42%	15%	0%	200
Shared school improvement goals in this school are more actively promoted	2011	0%	2%	11%	28%	42%	17%	0%	506
	2013	1%	3%	8%	31%	43%	16%	0%	200
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	1%	4%	12%	28%	42%	12%	0%	506
	2013	1%	5%	11%	27%	38%	20%	0%	200
You have spent more time on improving and developing teaching skills in this school	2011	0%	3%	10%	23%	40%	23%	0%	506
	2013	0%	3%	8%	22%	36%	31%	1%	200
You are more involved in contributing to your agreed School Plan/AIP/NP Plan (or	2011	1%	6%	12%	25%	36%	20%	1%	506
	2013	1%	7%	10%	29%	31%	23%	1%	200

equivalent)									
Averaged Planning, policy, action, resourcing - internal	2011	0%	1%	12%	28%	46%	12%	0%	506
	2013	1%	3%	8%	29%	43%	18%	0%	200

Table 81. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	1%	14%	23%	38%	19%	5%	1%	506
	2013	0%	15%	24%	36%	18%	9%	0%	200
Strategies to engage local communities/ NGOs /community groups are more effective	2011	0%	14%	23%	36%	20%	5%	2%	506
	2013	0%	15%	22%	34%	20%	10%	0%	200
Strategies to engage local Aboriginal communities are more effective	2011	0%	18%	20%	32%	17%	7%	6%	506
	2013	1%	14%	22%	27%	21%	9%	8%	200
Averaged Planning, policy, action, resourcing - community	2011	1%	10%	25%	39%	19%	5%	1%	506
	2013	0%	11%	25%	34%	25%	6%	0%	200

Table 82. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more involved in collaborating with other schools around improving student outcomes	2011	1%	14%	24%	31%	21%	8%	2%	506
	2013	0%	18%	20%	28%	20%	11%	4%	200
You have been more involved in collaborative activities with universities around improving teaching and learning practices	2011	1%	31%	21%	17%	13%	8%	10%	506
	2013	1%	31%	22%	18%	13%	7%	9%	200
Averaged Planning, policy, action, resourcing - collaboration	2011	1%	10%	27%	27%	22%	12%	2%	506
	2013	0%	12%	24%	29%	23%	10%	4%	200

2009-10 LSES NP Teachers' views about changes since commencing the SSNP

Table 83. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Opportunities for you to further develop your teaching skills have now increased	2011	2%	12%	11%	25%	31%	18%	1%	2%	815
	2013	2%	10%	10%	24%	33%	21%	0%	0%	343
The amount of time you have spent engaged in professional learning to improve and develop your teaching skills has increased	2011	1%	11%	9%	25%	32%	20%	1%	1%	815
	2013	3%	8%	7%	21%	37%	25%	0%	0%	345
The quality of the personal professional development you receive has increased	2011	2%	14%	13%	25%	27%	16%	1%	1%	815
	2013	3%	12%	10%	23%	34%	18%	0%	0%	345
You are more involved in collaborative teaching practices (e.g. team teaching, shared planning, demo lessons, moderation activities etc)	2011	2%	17%	14%	21%	25%	17%	2%	1%	815
	2013	2%	11%	10%	25%	32%	21%	0%	0%	341
You have participated in training to analyse and use student data for lesson planning	2011	1%	13%	19%	25%	25%	13%	3%	1%	815
	2013	2%	10%	17%	23%	29%	19%	0%	0%	338
Averaged Teacher	2011	0%	9%	17%	26%	33%	13%	0%	1%	815

learning and PD - Personal experiences	2013	1%	8%	14%	24%	37%	16%	0%	0%	347

Table 84. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You have more leadership opportunities	2011	6%	25%	13%	22%	17%	12%	4%	2%	815
	2013	7%	20%	16%	23%	21%	14%	0%	0%	328
You are more involved in collaborating with teachers from other schools around improving teaching and learning practice	2011	4%	31%	19%	20%	10%	7%	7%	2%	815
	2013	5%	29%	17%	22%	17%	9%	0%	0%	323
You have been involved in collaborative activities with universities around improving teaching and learning practice	2011	7%	41%	11%	10%	7%	4%	18%	3%	815
	2013	9%	39%	21%	12%	13%	7%	0%	0%	278
Averaged Teacher learning and PD - Collaboration	2011	2%	24%	24%	20%	16%	8%	3%	1%	815
	2013	4%	23%	24%	26%	19%	4%	0%	0%	338

Table 85. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Your teaching practices have improved	2011	0%	8%	14%	34%	29%	12%	1%	1%	815
	2013	0%	7%	10%	31%	34%	18%	0%	0%	349
Your understanding of what you need to do to be a more effective teacher has further improved	2011	0%	8%	13%	30%	33%	15%	1%	1%	815
	2013	0%	8%	11%	27%	35%	19%	0%	0%	350
You are more able to implement effective classroom practice, planning and learning strategies	2011	0%	9%	16%	27%	33%	13%	1%	1%	815
	2013	0%	8%	12%	26%	35%	18%	0%	0%	349
Your use of student achievement data to inform lesson planning has increased	2011	1%	15%	17%	32%	23%	9%	2%	2%	815
	2013	0%	13%	16%	25%	33%	13%	0%	0%	348
You now more often plan your teaching to meet individual student needs	2011	0%	15%	15%	28%	27%	11%	1%	1%	815
	2013	0%	11%	13%	24%	34%	18%	0%	0%	349
You contribute more to improving teaching and learning in your school	2011	1%	14%	14%	26%	30%	13%	1%	1%	815
	2013	1%	11%	14%	26%	33%	15%	0%	0%	349
The quality of your collaboration/ networking with other teachers around teaching practices and student learning has improved	2011	1%	14%	16%	26%	29%	12%	1%	1%	815
	2013	1%	13%	16%	22%	35%	13%	0%	0%	350

Averaged Teacher learning and PD - Outcomes	2011	0%	9%	17%	32%	31%	10%	0%	1%	815
	2013	0%	7%	16%	23%	40%	13%	0%	0%	352

Table 86. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Effective mentoring is now more readily available to you	2011	4%	24%	15%	24%	19%	8%	3%	3%	801
	2013	5%	17%	22%	22%	24%	10%	0%	0%	327
There is an increased focus on teaching and learning practices in staff meetings	2011	1%	9%	13%	24%	32%	18%	1%	2%	801
	2013	1%	5%	12%	25%	40%	16%	0%	0%	335
The availability of in school/ in class professional learning support for teachers has changed	2011	2%	12%	17%	24%	24%	16%	2%	3%	801
	2013	3%	11%	14%	27%	29%	15%	0%	0%	332
In school/in class professional learning support for teachers	2011	2%	15%	18%	26%	22%	11%	3%	3%	801
	2013	2%	15%	17%	29%	27%	10%	0%	0%	324
School Learning Support staff	2011	2%	16%	17%	27%	20%	9%	3%	4%	801
	2013	4%	17%	17%	24%	28%	11%	0%	0%	326
Your interactions with teachers from other schools	2011	2%	34%	25%	17%	8%	3%	6%	4%	801
	2013	7%	28%	24%	25%	14%	2%	0%	0%	306

Averaged Teacher learning and PD - School actions	2011	1%	10%	21%	32%	26%	8%	1%	2%	801
	2013	1%	11%	19%	35%	28%	6%	0%	0%	341

Table 87. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
The quality of professional dialogue among teachers in this school around teaching and learning processes has changed	2011	1%	11%	17%	32%	25%	10%	1%	3%	801
	2013	0%	8%	15%	31%	32%	14%	0%	0%	332
The sense of collective responsibility for teaching and learning in this school has changed	2011	1%	12%	15%	32%	26%	10%	0%	3%	801
	2013	1%	9%	17%	26%	34%	13%	0%	0%	333
The quality of interactions with your students around teaching and learning processes has changed	2011	1%	13%	17%	28%	28%	10%	1%	2%	801
	2013	0%	11%	18%	24%	31%	15%	0%	0%	333
Your students' engagement with teaching and learning has changed	2011	1%	13%	17%	30%	25%	12%	1%	2%	801
	2013	0%	10%	18%	29%	30%	12%	0%	0%	331
Averaged Teacher learning and PD - School outcomes Internal	2011	1%	9%	17%	28%	32%	10%	1%	2%	801
	2013	0%	7%	18%	24%	39%	12%	0%	0%	335

Table 88. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Parents are now more involved in your classroom/ school	2011	2%	40%	20%	22%	7%	2%	3%	5%	801
	2013	3%	39%	20%	24%	12%	2%	0%	0%	319
Local communities/ community groups are now more involved in this school	2011	1%	32%	22%	23%	10%	3%	3%	6%	801
	2013	2%	31%	21%	26%	15%	4%	0%	0%	323
Local Aboriginal communities are now more involved in this school	2011	2%	34%	20%	17%	7%	3%	8%	9%	801
	2013	4%	38%	24%	21%	11%	2%	0%	0%	292
Averaged Teacher learning and PD - School outcomes External	2011	1%	29%	26%	21%	11%	5%	3%	4%	801
	2013	2%	31%	27%	26%	12%	2%	0%	0%	326

Table 89. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2009-10 LSES NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You are more engaged with the shared school improvement goals in this school	2011	2%	18%	17%	24%	25%	9%	1%	4%	798
	2013	2%	13%	17%	31%	28%	9%	0%	0%	332
Implementing the shared	2011	1%	17%	17%	24%	26%	10%	1%	3%	798

school improvement goals in your school is a higher priority for you	2013	1%	14%	16%	32%	27%	10%	0%	0%	331
You are more aware of your School Plan/AIP/NP Plan (or equivalent)	2011	1%	13%	16%	25%	27%	13%	1%	3%	798
	2013	2%	16%	13%	28%	27%	14%	0%	0%	338
You are more involved in contributing to your School Plan/AIP/NP Plan (or equivalent)	2011	2%	20%	17%	25%	21%	11%	2%	3%	798
	2013	3%	20%	17%	27%	24%	9%	0%	0%	334
You are more involved in monitoring the effects of new initiatives and strategies in this school	2011	2%	18%	20%	26%	19%	10%	3%	3%	798
	2013	3%	15%	18%	28%	25%	11%	0%	0%	329
Averaged School strategic directions/ goals/ expectations	2011	1%	13%	21%	26%	24%	11%	2%	1%	798
	2013	1%	13%	19%	31%	26%	9%	0%	0%	339

Appendix 11: 2011 ITQ NP cohort completers' perceptions of changes at the end of the SSNP

2011 ITQ NP Principals' views about changes resulting from participation in the SSNP

Table 90. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document	2011	0%	18%	29%	18%	18%	6%	12%	17
	2013	0%	14%	29%	29%	29%	0%	0%	7
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	0%	18%	18%	35%	18%	0%	12%	17
	2013	0%	14%	29%	43%	14%	0%	0%	7
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	24%	24%	12%	24%	6%	12%	17
	2013	0%	14%	29%	14%	43%	0%	0%	7
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	0%	12%	18%	29%	29%	0%	12%	17
	2013	0%	14%	14%	43%	0%	29%	0%	7
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	0%	0%	6%	59%	18%	6%	12%	17
	2013	0%	0%	14%	43%	14%	29%	0%	7

The culture of school self evaluation/self review has become stronger	2011	0%	6%	24%	24%	29%	6%	12%	17
	2013	0%	14%	14%	14%	29%	29%	0%	7
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	0%	0%	29%	41%	12%	6%	12%	17
	2013	0%	14%	14%	29%	43%	0%	0%	7

Table 91. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to arrange for instructional support to be provided for individual teachers	2011	0%	0%	12%	6%	47%	24%	12%	17
	2013	0%	0%	14%	29%	14%	29%	14%	7
You are more able to personally provide instructional support for individual teachers in your school	2011	0%	29%	12%	35%	12%	0%	12%	17
	2013	0%	0%	29%	14%	14%	43%	0%	7
Effective mentoring of staff is more widely established and supported in this school	2011	0%	6%	12%	35%	18%	18%	12%	17
	2013	0%	0%	0%	29%	29%	29%	14%	7
More time is focused on teaching practices and student learning in staff meetings	2011	0%	0%	18%	29%	18%	24%	12%	17
	2013	0%	0%	14%	14%	29%	43%	0%	7
In school/in class professional learning/development has further supported the development of teacher capacity in this school	2011	0%	6%	6%	12%	41%	24%	12%	17
	2013	0%	0%	0%	14%	43%	43%	0%	7
The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	0%	0%	24%	12%	18%	24%	24%	17
	2013	0%	0%	0%	29%	29%	29%	14%	7

Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	6%	35%	35%	6%	6%	12%	17
	2013	0%	0%	14%	43%	29%	14%	0%	7
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	0%	0%	47%	24%	12%	6%	12%	17
	2013	0%	0%	14%	14%	57%	14%	0%	7
Collective responsibility for teaching and learning processes in this school is stronger	2011	0%	12%	12%	41%	24%	0%	12%	17
	2013	0%	0%	14%	43%	29%	14%	0%	7
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	0%	18%	0%	18%	41%	12%	12%	17
	2013	0%	0%	0%	29%	29%	43%	0%	7
Teachers in this school are contributing more to improving teaching and learning processes	2011	0%	12%	6%	12%	47%	12%	12%	17
	2013	0%	0%	0%	43%	43%	14%	0%	7
Students in this school are more engaged with teaching and learning	2011	0%	12%	18%	24%	24%	6%	18%	17
	2013	0%	0%	0%	57%	14%	29%	0%	7
The overall quality of teaching in this school has improved	2011	0%	6%	18%	35%	18%	12%	12%	17
	2013	0%	0%	14%	43%	14%	29%	0%	7
Averaged Teaching, Learning and Professional Development	2011	0%	6%	12%	29%	41%	0%	12%	17
	2013	0%	0%	0%	43%	43%	14%	0%	7

Table 92. 2011 ITQ NP Principals' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	0%	12%	24%	29%	12%	12%	12%	17
	2013	0%	0%	0%	29%	43%	14%	14%	7
Your leadership practices have improved	2011	12%	18%	53%	6%	12%	0%	0%	17
	2013	0%	14%	0%	29%	14%	29%	14%	7
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	12%	29%	35%	18%	6%	0%	0%	17
	2013	0%	14%	0%	14%	29%	29%	14%	7
You feel more able to implement effective strategies to lead	2011	12%	18%	47%	18%	6%	0%	0%	17
	2013	0%	14%	0%	14%	29%	29%	14%	7
Your analysis and use of student achievement data for school planning has increased	2011	0%	18%	35%	24%	6%	6%	12%	17
	2013	0%	0%	29%	43%	14%	14%	0%	7
Enabled you to provide leadership opportunities for teaching staff at all levels more extensively	2011	0%	6%	18%	53%	6%	12%	6%	17
	2013	0%	14%	0%	43%	29%	14%	0%	7
Improved the quality of your collaboration/ networking with other principals around teaching practices and student learning	2011	0%	6%	24%	29%	29%	6%	6%	17
	2013	0%	0%	14%	43%	14%	14%	14%	7
Facilitated the wider	2011	0%	6%	29%	41%	18%	0%	6%	17

implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2013	0%	0%	14%	43%	0%	29%	14%	7
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	0%	47%	35%	12%	6%	0%	17
	2013	0%	0%	14%	29%	14%	43%	0%	7

Table 93. 2011 ITQ NP Principals' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	0%	12%	24%	24%	29%	0%	12%	17
	2013	0%	0%	17%	50%	33%	0%	0%	6
Shared school improvement goals in this school are more actively promoted	2011	0%	0%	18%	35%	35%	0%	12%	17
	2013	0%	17%	0%	17%	67%	0%	0%	6
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	0%	0%	12%	59%	18%	0%	12%	17
	2013	0%	0%	17%	33%	17%	33%	0%	6
You are more able to support Executive team members to spend more time on improving teaching skills in this school	2011	0%	0%	24%	35%	29%	0%	12%	17
	2013	0%	0%	17%	50%	17%	17%	0%	6
Executive team members in this school are more	2011	0%	12%	29%	24%	12%	12%	12%	17

involved in contributing to your agreed School Plan/AIP/NP Plan	2013	0%	33%	0%	50%	17%	0%	0%	6
Averaged Planning, policy, action, resourcing - internal	2011	0%	0%	35%	29%	24%	0%	12%	17
	2013	0%	0%	17%	33%	50%	0%	0%	6

Table 94. Principals' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	0%	29%	29%	6%	24%	0%	12%	17
	2013	0%	17%	33%	50%	0%	0%	0%	6
Strategies to engage local communities/ NGOs/community groups are more effective	2011	0%	41%	18%	18%	6%	6%	12%	17
	2013	0%	17%	33%	17%	0%	0%	33%	6
Strategies to engage local Aboriginal communities are more effective	2011	0%	41%	24%	6%	6%	0%	24%	17
	2013	0%	33%	33%	0%	0%	0%	33%	6
Averaged Planning, policy, action, resourcing - community	2011	0%	29%	18%	29%	12%	0%	12%	17
	2013	0%	0%	67%	0%	17%	17%	0%	6

Table 95. Principals' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
This school now collaborates more with other schools around improving student outcomes	2011	0%	6%	12%	24%	35%	18%	6%	17
	2013	0%	33%	17%	17%	33%	0%	0%	6
This school is more engaged in collaborative activities with universities around improving teaching and learning practices	2011	0%	12%	12%	0%	29%	41%	6%	17
	2013	0%	17%	17%	0%	50%	0%	17%	6
Averaged Planning, policy, action, resourcing - collaboration	2011	0%	6%	6%	18%	29%	35%	6%	17
	2013	0%	17%	17%	17%	33%	17%	0%	6

Table 96. Principals' views of SSNP effects on sector support for/adding value to school implementation since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Sector/ System/ Regional/ Diocesan/ AIS monitoring of, and accountability requirements for, the implementation / maintenance of the SSNP(s) in this school are stronger	2011	0%	24%	6%	41%	6%	6%	6%	12%	17
	2013	0%	0%	0%	83%	0%	0%	17%	0%	6
Sector/ System/ Regional/ Diocesan/ AIS	2011	0%	18%	6%	53%	12%	0%	0%	12%	17

support for the implementation / maintenance of the SSNP(s) is stronger	2013	0%	17%	0%	50%	17%	0%	17%	0%	6
Advice, support, guidance and follow up from Sector/ System/ Regional/ Diocesan/ AIS staff around the implementation / maintenance of the SSNP(s) has been more substantial	2011	0%	18%	18%	35%	18%	0%	0%	12%	17
	2013	0%	17%	0%	17%	33%	0%	33%	0%	6
The quality of resources and materials to support school improvement planning for SSNP(s) from Sectors/ Systems/ Regions/ Dioceses/ AIS is higher	2011	0%	24%	24%	24%	18%	0%	0%	12%	17
	2013	0%	50%	17%	17%	0%	0%	17%	0%	6
More useful and higher quality tools to support school improvement planning from Sectors/ Systems/ Regions/ Dioceses/ AIS are currently available	2011	0%	29%	18%	24%	18%	0%	6%	6%	17
	2013	0%	50%	0%	33%	0%	0%	17%	0%	6
Sector/ System/ Regional/ Diocesan/ AIS support for the SSNP(s) have been more adequate for this school's needs	2011	0%	24%	29%	29%	6%	0%	0%	12%	17
	2013	0%	50%	0%	33%	0%	0%	17%	0%	6
Averaged SSNP effects on sector support for school implementation	2011	0%	12%	24%	41%	12%	0%	6%	6%	17
	2013	0%	17%	17%	50%	0%	0%	17%	0%	6

Table 97. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
System and school goals are more aligned and shared	2011	0%	13%	25%	31%	19%	0%	13%	16
	2013	0%	0%	33%	33%	33%	0%	0%	6
System policies and processes are more aligned to support the implementation/ maintenance of the SSNP initiatives in schools	2011	0%	13%	25%	25%	25%	0%	13%	16
	2013	0%	0%	50%	17%	33%	0%	0%	6
System policies and processes are more flexible to support the implementation/ maintenance of the SSNP initiatives in schools	2011	6%	13%	25%	31%	13%	0%	13%	16
	2013	0%	0%	33%	17%	33%	0%	17%	6
DEC/ Regional/ Diocesan monitoring of, and accountability requirements for, teaching and learning activities in this school have increased	2011	0%	25%	19%	31%	13%	0%	13%	16
	2013	0%	33%	17%	33%	17%	0%	0%	6
Averaged School/ System alignment	2011	0%	6%	31%	38%	13%	0%	13%	16
	2013	0%	0%	33%	17%	50%	0%	0%	6

12.5 2011 ITQ NP Executives' views about changes resulting from participation in the SSNP

Table 98. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document e.g. drives school operation, is adjusted and updated during the year in response to school needs	2011	0%	7%	24%	41%	19%	7%	3%	59
	2013	0%	12%	9%	29%	29%	20%	1%	69
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	0%	15%	17%	39%	22%	5%	2%	59
	2013	1%	14%	12%	28%	25%	19%	1%	69
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	19%	19%	34%	19%	8%	2%	59
	2013	0%	10%	17%	23%	28%	22%	0%	69
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	0%	19%	34%	22%	17%	7%	2%	59
	2013	0%	10%	14%	16%	33%	26%	0%	69
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	0%	17%	19%	34%	20%	8%	2%	59
	2013	0%	9%	12%	20%	30%	29%	0%	69
The culture of school self	2011	0%	17%	14%	25%	34%	8%	2%	59

evaluation/self review has become stronger	2013	1%	12%	14%	16%	30%	26%	0%	69
Accountability for teaching and learning activities in this school has increased	2011	0%	14%	20%	29%	31%	5%	2%	59
	2013	0%	9%	10%	25%	32%	25%	0%	69
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	0%	7%	29%	34%	27%	2%	2%	59
	2013	0%	9%	13%	23%	36%	19%	0%	69

Table 99. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to personally provide instructional support for individual teachers in your school	2011	2%	12%	26%	32%	19%	9%	0%	57
	2013	0%	17%	13%	25%	28%	17%	0%	69
Effective mentoring of staff is more widely established and supported in this school	2011	0%	14%	16%	26%	33%	11%	0%	57
	2013	1%	14%	9%	19%	26%	30%	0%	69
More time is focused on teaching practices and student learning in staff meetings	2011	0%	18%	12%	26%	35%	9%	0%	57
	2013	0%	14%	9%	17%	22%	38%	0%	69
In school/in class professional learning/ development has further supported the development of teacher capacity in this school	2011	0%	9%	18%	21%	35%	18%	0%	57
	2013	0%	13%	10%	13%	32%	32%	0%	69

The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	0%	11%	21%	21%	26%	14%	7%	57
	2013	1%	14%	10%	19%	20%	26%	9%	69
Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	16%	28%	30%	21%	5%	0%	57
	2013	0%	13%	14%	29%	22%	22%	0%	69
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	0%	21%	14%	40%	19%	5%	0%	57
	2013	0%	16%	14%	25%	28%	17%	0%	69
Collective responsibility for teaching and learning processes in this school is stronger	2011	0%	21%	26%	26%	23%	4%	0%	57
	2013	1%	13%	16%	20%	32%	17%	0%	69
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	0%	18%	14%	23%	33%	12%	0%	57
	2013	1%	9%	16%	19%	29%	26%	0%	69
Teachers in this school are contributing more to improving teaching and learning processes	2011	0%	16%	14%	30%	32%	9%	0%	57
	2013	1%	9%	14%	23%	30%	22%	0%	69
Students in this school are more engaged with teaching and learning	2011	2%	14%	26%	33%	21%	4%	0%	57
	2013	3%	12%	17%	26%	20%	22%	0%	69
The overall quality of teaching in this school has improved	2011	0%	12%	21%	39%	21%	7%	0%	57
	2013	0%	10%	14%	29%	22%	25%	0%	69
Averaged Teaching, Learning and Professional Development	2011	0%	12%	16%	39%	26%	7%	0%	57
	2013	0%	12%	14%	19%	33%	22%	0%	69

Table 100. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	0%	15%	22%	31%	24%	9%	0%	55
	2013	0%	14%	12%	29%	23%	22%	0%	69
Your leadership practices have improved	2011	0%	15%	18%	44%	13%	11%	0%	55
	2013	1%	13%	9%	28%	30%	19%	0%	69
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	0%	13%	15%	44%	16%	13%	0%	55
	2013	1%	10%	13%	22%	29%	25%	0%	69
You feel more able to implement effective strategies to lead	2011	0%	13%	20%	40%	18%	9%	0%	55
	2013	1%	9%	17%	20%	28%	25%	0%	69
Your analysis and use of student achievement data for school planning has increased	2011	0%	22%	29%	22%	16%	11%	0%	55
	2013	1%	10%	14%	33%	22%	19%	0%	69
Provided you with more leadership opportunities	2011	4%	29%	13%	22%	20%	13%	0%	55
	2013	3%	28%	7%	20%	17%	25%	0%	69
Improved the quality of your collaboration/ networking around teaching practices and student learning	2011	0%	22%	18%	24%	20%	16%	0%	55
	2013	3%	10%	26%	9%	26%	26%	0%	69
Facilitated the wider	2011	2%	20%	15%	35%	18%	11%	0%	55

implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2013	3%	14%	23%	19%	17%	23%	0%	69
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	15%	20%	40%	16%	9%	0%	55
	2013	1%	10%	19%	19%	28%	23%	0%	69

Table 101. 2011 ITQ NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	0%	9%	22%	33%	29%	7%	0%	55
	2013	3%	12%	16%	23%	30%	16%	0%	69
Shared school improvement goals in this school are more actively promoted	2011	0%	7%	18%	38%	27%	9%	0%	55
	2013	3%	7%	13%	26%	32%	19%	0%	69
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	0%	15%	24%	22%	27%	13%	0%	55
	2013	1%	10%	14%	20%	36%	17%	0%	69
You have spent more time on improving and developing teaching skills in this school	2011	0%	11%	16%	31%	36%	5%	0%	55
	2013	0%	7%	14%	22%	33%	23%	0%	69
You are more involved in contributing to your agreed School Plan/AIP/NP Plan (or	2011	0%	24%	18%	27%	27%	4%	0%	55
	2013	0%	16%	14%	23%	25%	20%	1%	69

equivalent)									
Averaged Planning, policy, action, resourcing - internal	2011	0%	11%	25%	24%	36%	4%	0%	55
	2013	1%	7%	12%	33%	30%	16%	0%	69

Table 102. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	0%	36%	29%	13%	2%	18%	2%	55
	2013	1%	28%	25%	20%	13%	12%	1%	69
Strategies to engage local communities/ NGOs /community groups are more effective	2011	0%	35%	33%	11%	9%	11%	2%	55
	2013	3%	33%	17%	19%	14%	10%	3%	69
Strategies to engage local Aboriginal communities are more effective	2011	0%	56%	16%	13%	4%	4%	7%	55
	2013	1%	42%	16%	14%	9%	1%	16%	69
Averaged Planning, policy, action, resourcing - community	2011	0%	35%	33%	16%	7%	7%	2%	55
	2013	1%	28%	22%	28%	9%	12%	1%	69

Table 103. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more involved in collaborating with other schools around improving student outcomes	2011	0%	15%	13%	16%	27%	29%	0%	55
	2013	0%	28%	14%	17%	19%	20%	1%	69
You have been more involved in collaborative activities with universities around improving teaching and learning practices	2011	0%	15%	22%	16%	27%	18%	2%	55
	2013	0%	23%	16%	16%	20%	17%	7%	69
Averaged Planning, policy, action, resourcing - collaboration	2011	0%	7%	22%	13%	33%	25%	0%	55
	2013	0%	14%	19%	17%	22%	28%	0%	69

12.6 2011 ITQ NP Teachers' views about changes since commencing the SSNP

Table 104. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Opportunities for you to further develop your teaching skills have now increased	2011	0%	23%	12%	23%	25%	14%	1%	3%	163
	2013	3%	13%	10%	24%	33%	17%	0%	0%	124
The amount of time you have spent engaged in professional learning to improve and develop your teaching skills has increased	2011	2%	18%	15%	22%	22%	18%	1%	1%	163
	2013	3%	10%	11%	24%	33%	18%	0%	0%	125
The quality of the personal professional development you receive has increased	2011	2%	20%	13%	25%	22%	15%	1%	2%	163
	2013	5%	15%	14%	22%	27%	17%	0%	0%	126
You are more involved in collaborative teaching practices (e.g. team teaching, shared planning, demo lessons, moderation activities etc)	2011	2%	25%	17%	20%	16%	17%	1%	2%	163
	2013	2%	15%	13%	23%	30%	17%	0%	0%	125
You have participated in training to analyse and use student data for lesson planning	2011	1%	27%	19%	20%	15%	10%	7%	2%	163
	2013	5%	17%	21%	23%	19%	15%	0%	0%	120
Averaged Teacher	2011	1%	15%	22%	26%	23%	12%	0%	2%	163

learning and PD - Personal experiences	2013	2%	12%	17%	25%	30%	13%	0%	0%	126

Table 105. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You have more leadership opportunities	2011	6%	35%	15%	18%	13%	8%	3%	2%	163
	2013	10%	30%	12%	20%	15%	14%	0%	0%	121
You are more involved in collaborating with teachers from other schools around improving teaching and learning practice	2011	3%	31%	20%	17%	10%	10%	7%	2%	163
	2013	3%	38%	21%	15%	14%	9%	0%	0%	117
You have been involved in collaborative activities with universities around improving teaching and learning practice	2011	5%	33%	22%	11%	7%	8%	11%	3%	163
	2013	8%	44%	8%	21%	12%	7%	0%	0%	110
Averaged Teacher learning and PD - Collaboration	2011	1%	29%	21%	20%	18%	7%	2%	1%	163
	2013	4%	34%	20%	18%	18%	6%	0%	0%	125

Table 106. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Your teaching practices have improved	2011	0%	21%	26%	26%	18%	8%	1%	1%	163
	2013	0%	13%	18%	37%	19%	13%	0%	0%	127
Your understanding of what you need to do to be a more effective teacher has further improved	2011	1%	20%	21%	23%	25%	10%	1%	1%	163
	2013	0%	13%	13%	35%	20%	18%	0%	0%	127
You are more able to implement effective classroom practice, planning and learning strategies	2011	1%	23%	21%	23%	18%	11%	1%	1%	163
	2013	0%	13%	18%	28%	26%	14%	0%	0%	127
Your use of student achievement data to inform lesson planning has increased	2011	0%	29%	25%	19%	17%	7%	2%	1%	163
	2013	2%	21%	20%	25%	24%	8%	0%	0%	126
You now more often plan your teaching to meet individual student needs	2011	1%	29%	24%	18%	17%	10%	1%	1%	163
	2013	1%	22%	18%	27%	23%	9%	0%	0%	127
You contribute more to improving teaching and learning in your school	2011	0%	23%	25%	23%	17%	10%	1%	1%	163
	2013	2%	21%	16%	24%	23%	15%	0%	0%	127
The quality of your collaboration/ networking	2011	1%	25%	24%	21%	20%	8%	1%	1%	163

with other teachers around teaching practices and student learning has improved	2013	2%	17%	16%	27%	25%	13%	0%	0%	127
Averaged Teacher learning and PD - Outcomes	2011	0%	18%	31%	21%	19%	9%	1%	1%	163
	2013	0%	15%	20%	31%	22%	12%	0%	0%	127

Table 107. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Effective mentoring is now more readily available to you	2011	2%	24%	20%	21%	18%	11%	3%	1%	161
	2013	2%	22%	12%	31%	21%	11%	0%	0%	122
There is an increased focus on teaching and learning practices in staff meetings	2011	1%	11%	19%	25%	30%	13%	1%	1%	161
	2013	0%	6%	10%	22%	43%	18%	0%	0%	125
The availability of in school/ in class professional learning support for teachers has changed	2011	0%	14%	20%	27%	22%	14%	1%	2%	161
	2013	2%	15%	15%	29%	26%	14%	0%	0%	121
In school/in class professional learning support for teachers	2011	0%	19%	25%	25%	17%	9%	1%	2%	161
	2013	2%	21%	16%	32%	17%	12%	0%	0%	121
School Learning	2011	1%	28%	25%	22%	11%	6%	2%	5%	161

Support staff	2013	3%	20%	21%	35%	14%	8%	0%	0%	115
Your interactions with teachers from other schools	2011	2%	32%	28%	17%	7%	6%	5%	2%	161
	2013	6%	36%	29%	15%	9%	4%	0%	0%	116
Averaged Teacher learning and PD - School actions	2011	0%	9%	27%	35%	20%	8%	1%	0%	161
	2013	1%	10%	27%	36%	17%	9%	0%	0%	126

Table 108. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
The quality of professional dialogue among teachers in this school around teaching and learning processes has changed	2011	1%	17%	25%	29%	20%	4%	0%	4%	161
	2013	0%	12%	18%	30%	28%	12%	0%	0%	125
The sense of collective responsibility for teaching and learning in this school has changed	2011	1%	17%	27%	31%	17%	2%	0%	4%	161
	2013	1%	14%	16%	29%	31%	10%	0%	0%	124
The quality of interactions with your students around teaching and learning processes has changed	2011	1%	23%	22%	29%	17%	4%	1%	2%	161
	2013	0%	17%	20%	30%	22%	11%	0%	0%	125
Your students' engagement with teaching and learning has changed	2011	1%	25%	26%	22%	16%	6%	1%	2%	161
	2013	1%	17%	22%	31%	20%	9%	0%	0%	125

Averaged Teacher learning and PD - School outcomes Internal	2011	1%	15%	24%	32%	21%	4%	1%	2%	161
	2013	0%	11%	19%	34%	23%	12%	0%	0%	125

Table 109. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Parents are now more involved in your classroom/ school	2011	1%	50%	18%	15%	7%	1%	1%	6%	161
	2013	4%	51%	17%	20%	6%	2%	0%	0%	116
Local communities/ community groups are now more involved in this school	2011	1%	42%	23%	15%	7%	2%	2%	8%	161
	2013	3%	47%	16%	26%	6%	2%	0%	0%	115
Local Aboriginal communities are now more involved in this school	2011	2%	59%	9%	12%	1%	1%	6%	10%	161
	2013	4%	52%	21%	16%	5%	2%	0%	0%	105
Averaged Teacher learning and PD - School outcomes External	2011	1%	44%	20%	19%	5%	4%	2%	4%	161
	2013	4%	44%	22%	26%	2%	2%	0%	0%	121

Table 110. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2011 ITQ NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You are more engaged with the shared school improvement goals in this school	2011	2%	32%	19%	24%	13%	6%	1%	3%	159
	2013	2%	21%	15%	29%	22%	11%	0%	0%	123
Implementing the shared school improvement goals in your school is a higher priority for you	2011	1%	30%	16%	30%	14%	6%	1%	3%	159
	2013	2%	20%	18%	26%	25%	10%	0%	0%	124
You are more aware of your School Plan/AIP/NP Plan (or equivalent)	2011	1%	28%	26%	18%	13%	10%	1%	3%	159
	2013	1%	24%	22%	24%	20%	9%	0%	0%	123
You are more involved in contributing to your School Plan/AIP/NP Plan (or equivalent)	2011	1%	36%	24%	19%	9%	8%	2%	3%	159
	2013	2%	35%	19%	20%	18%	7%	0%	0%	121
You are more involved in monitoring the effects of new initiatives and strategies in this school	2011	3%	36%	25%	20%	7%	6%	3%	2%	159
	2013	2%	27%	25%	23%	12%	10%	0%	0%	121
Averaged School strategic directions/ goals/ expectations	2011	0%	30%	28%	21%	12%	7%	2%	1%	159
	2013	2%	22%	26%	25%	20%	6%	0%	0%	125

Appendix 12: 2009 LN NP cohort completers' perceptions of changes at the end of the SSNP

12.7 2009 LN NP Principals' views about changes resulting from participation in the SSNP

Table 111. Principals' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document	2011	0%	0%	9%	36%	39%	16%	0%	44
	2013	4%	24%	4%	28%	28%	12%	0%	25
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	0%	0%	9%	18%	48%	25%	0%	44
	2013	0%	16%	8%	20%	36%	20%	0%	25
Student achievement data and analysis is used more in the school strategic planning process	2011	0%	0%	7%	25%	32%	36%	0%	44
	2013	0%	0%	12%	24%	40%	24%	0%	25
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	0%	2%	9%	23%	39%	27%	0%	44
	2013	0%	4%	12%	24%	36%	24%	0%	25
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	0%	2%	0%	34%	34%	30%	0%	44
	2013	0%	0%	8%	32%	40%	20%	0%	25

The culture of school self evaluation/self review has become stronger	2011	0%	2%	5%	20%	45%	27%	0%	44
	2013	0%	0%	4%	32%	40%	24%	0%	25
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	0%	0%	2%	20%	52%	25%	0%	44
	2013	0%	0%	16%	20%	40%	24%	0%	25

Table 112. Principals' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to arrange for instructional support to be provided for individual teachers	2011	0%	0%	5%	27%	48%	20%	0%	44
	2013	0%	8%	20%	36%	28%	8%	0%	25
You are more able to personally provide instructional support for individual teachers in your school	2011	0%	11%	20%	25%	36%	7%	0%	44
	2013	0%	24%	20%	28%	20%	8%	0%	25
Effective mentoring of staff is more widely established and supported in this school	2011	0%	0%	9%	39%	34%	18%	0%	44
	2013	0%	8%	20%	32%	20%	20%	0%	25
More time is focused on teaching practices and student learning in staff meetings	2011	0%	2%	9%	14%	43%	32%	0%	44
	2013	0%	16%	4%	28%	24%	28%	0%	25
In school/in class professional learning/ development has further supported the development of teacher capacity in this	2011	0%	0%	0%	23%	39%	39%	0%	44
	2013	0%	8%	16%	24%	20%	28%	4%	25

school									
The SSNP funded School Learning Support staff have enhanced teacher capacity in this school	2011	0%	2%	7%	23%	34%	30%	5%	44
	2013	0%	4%	24%	24%	12%	20%	16%	25
Teachers in this school now more often plan their teaching to meet individual student needs	2011	0%	2%	11%	23%	39%	25%	0%	44
	2013	0%	0%	12%	52%	12%	24%	0%	25
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	0%	0%	11%	18%	45%	25%	0%	44
	2013	0%	8%	12%	36%	24%	20%	0%	25
Collective responsibility for teaching and learning processes in this school is stronger	2011	0%	0%	9%	16%	45%	30%	0%	44
	2013	0%	0%	12%	40%	28%	20%	0%	25
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	0%	0%	0%	16%	45%	39%	0%	44
	2013	0%	0%	12%	20%	40%	28%	0%	25
Teachers in this school are contributing more to improving teaching and learning processes	2011	0%	0%	2%	20%	50%	27%	0%	44
	2013	0%	0%	16%	32%	28%	24%	0%	25
Students in this school are more engaged with teaching and learning	2011	0%	0%	7%	16%	48%	30%	0%	44
	2013	0%	4%	20%	32%	16%	28%	0%	25
The overall quality of teaching in this school has improved	2011	0%	0%	2%	20%	48%	30%	0%	44
	2013	0%	0%	12%	36%	28%	24%	0%	25
Averaged Teaching, Learning and Professional Development	2011	0%	0%	0%	23%	59%	18%	0%	44
	2013	0%	0%	16%	44%	24%	16%	0%	25

Table 113. 2009 LN NP Principals' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	0%	5%	14%	32%	32%	16%	2%	44
	2013	0%	8%	8%	32%	28%	16%	8%	25
Your leadership practices have improved	2011	2%	7%	48%	34%	9%	0%	0%	44
	2013	0%	8%	4%	44%	20%	20%	4%	25
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	5%	9%	32%	39%	16%	0%	0%	44
	2013	0%	4%	8%	28%	36%	20%	4%	25
You feel more able to implement effective strategies to lead	2011	5%	9%	36%	43%	7%	0%	0%	44
	2013	0%	12%	4%	20%	40%	20%	4%	25
Your analysis and use of student achievement data for school planning has increased	2011	0%	2%	5%	36%	34%	23%	0%	44
	2013	0%	0%	4%	40%	32%	24%	0%	25
Enabled you to provide leadership opportunities for teaching staff at all levels more extensively	2011	0%	0%	11%	32%	32%	23%	2%	44
	2013	0%	0%	8%	48%	16%	28%	0%	25
Improved the quality of your collaboration/ networking with other principals around teaching practices and student learning	2011	0%	20%	11%	27%	25%	11%	5%	44
	2013	0%	8%	28%	32%	8%	20%	4%	25

Facilitated the wider implementation of your existing leadership skills to further develop teaching and learning capacity in your school	2011	0%	5%	20%	30%	30%	14%	2%	44
	2013	0%	0%	12%	52%	8%	24%	4%	25
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	0%	2%	23%	34%	39%	2%	0%	44
	2013	0%	0%	12%	40%	28%	20%	0%	25

Table 114. 2009 LN NP Principals' perceptions of changes in planning, policy action and resourcing (internal) since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	0%	0%	9%	27%	41%	23%	0%	44
	2013	0%	0%	8%	48%	24%	20%	0%	25
Shared school improvement goals in this school are more actively promoted	2011	0%	2%	5%	39%	36%	18%	0%	44
	2013	0%	4%	8%	48%	24%	16%	0%	25
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	0%	0%	7%	23%	43%	27%	0%	44
	2013	0%	0%	16%	36%	28%	20%	0%	25
You are more able to support Executive team members to spend more time on improving teaching skills in this school	2011	0%	5%	9%	18%	45%	20%	2%	44
	2013	0%	4%	16%	28%	20%	24%	8%	25

Executive team members in this school are more involved in contributing to your agreed School Plan/AIP/NP Plan	2011	0%	2%	14%	16%	45%	20%	2%	44
	2013	0%	4%	8%	20%	36%	20%	12%	25
Averaged Planning, policy, action, resourcing - internal	2011	0%	0%	7%	27%	48%	18%	0%	44
	2013	0%	0%	12%	36%	28%	24%	0%	25

Table 115. Principals' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	0%	11%	30%	43%	14%	0%	2%	44
	2013	0%	28%	32%	28%	8%	4%	0%	25
Strategies to engage local communities/ NGOs/community groups are more effective	2011	0%	25%	25%	36%	11%	0%	2%	44
	2013	0%	36%	32%	12%	16%	0%	4%	25
Strategies to engage local Aboriginal communities are more effective	2011	0%	25%	18%	36%	9%	2%	9%	44
	2013	0%	28%	20%	28%	8%	0%	16%	25
Averaged Planning, policy, action, resourcing - community	2011	0%	20%	30%	34%	11%	2%	2%	44
	2013	0%	24%	28%	28%	16%	4%	0%	25

Table 116. Principals' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
This school now collaborates more with other schools around improving student outcomes	2011	0%	23%	18%	32%	18%	9%	0%	44
	2013	0%	36%	28%	8%	16%	8%	4%	25
This school is more engaged in collaborative activities with universities around improving teaching and learning practices	2011	2%	41%	20%	7%	16%	2%	11%	44
	2013	4%	44%	16%	16%	4%	0%	16%	25
Averaged Planning, policy, action, resourcing - collaboration	2011	0%	20%	25%	25%	18%	9%	2%	44
	2013	0%	28%	28%	16%	20%	0%	8%	25

Table 117. Principals' views of SSNP effects on sector support for/adding value to school implementation since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Sector/System/ Regional/ Diocesan/ AIS monitoring of, and accountability requirements for, the implementation/ maintenance of the SSNP(s) in this school are stronger	2011	0%	0%	18%	30%	34%	14%	5%	44
	2013	16%	16%	12%	16%	16%	24%	0%	25
Sector/System/ Regional/ Diocesan/ AIS support for the implementation/ maintenance of the SSNP(s) is stronger	2011	0%	7%	18%	25%	30%	14%	7%	44
	2013	20%	16%	16%	12%	24%	12%	0%	25

Advice, support, guidance and follow up from Sector/System/ Regional/Diocesan/ AIS staff around the implementation/ maintenance of the SSNP(s) has been more substantial	2011	0%	9%	23%	20%	27%	16%	5%	44
	2013	24%	20%	12%	0%	36%	8%	0%	25
The quality of resources and materials to support school improvement planning for SSNP(s) from Sectors/Systems/ Regions/Dioceses/AIS is higher	2011	0%	7%	18%	25%	25%	20%	5%	44
	2013	8%	24%	12%	24%	24%	8%	0%	25
More useful and higher quality tools to support school improvement planning from Sectors/Systems/ Regions/Dioceses/AIS are currently available	2011	0%	9%	18%	32%	25%	11%	5%	44
	2013	8%	16%	24%	16%	28%	8%	0%	25
Sector/System/ Regional/ Diocesan/AIS support for the SSNP(s) have been more adequate for this school's needs	2011	0%	16%	18%	23%	27%	11%	5%	44
	2013	20%	12%	20%	20%	24%	4%	0%	25
Averaged SSNP effects on sector support for school implementation	2011	0%	0%	27%	23%	34%	11%	5%	44
	2013	8%	28%	12%	16%	28%	8%	0%	25

Table 118. Principals' views of SSNP effects on school/sector alignment since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
System and school goals are more aligned and shared	2011	0%	0%	20%	30%	33%	18%	0%	40
	2013	0%	12%	20%	32%	16%	16%	4%	25
System policies and processes are more aligned to support the implementation/ maintenance of the SSNP initiatives in schools	2011	0%	10%	25%	20%	30%	15%	0%	40
	2013	4%	12%	28%	32%	8%	12%	4%	25
System policies and processes are more flexible to support the implementation/ maintenance of the SSNP initiatives in schools	2011	0%	10%	30%	18%	30%	10%	3%	40
	2013	4%	12%	28%	28%	12%	12%	4%	25
DEC/Regional/ Diocesan monitoring of, and accountability requirements for, teaching and learning activities in this school have increased	2011	0%	3%	20%	33%	30%	13%	3%	40
	2013	4%	20%	28%	12%	8%	24%	4%	25
Averaged School/System alignment	2011	0%	0%	18%	38%	33%	13%	0%	40
	2013	0%	12%	28%	32%	8%	16%	4%	25

12.8 2009 LN NP Executives' views about changes resulting from participation in the SSNP

Table 119. Executives' perceptions of changes in management, accountability, planning, evaluation and monitoring since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Your School Plan/AIP/NP Plan (or equivalent) is more of a working document e.g. drives school operation, is adjusted and updated during the year in response to school needs	2011	1%	6%	10%	25%	35%	24%	0%	177
	2013	0%	10%	11%	30%	39%	7%	3%	61
Your School Plan/AIP/NP Plan (or equivalent) is more evidence based	2011	1%	6%	8%	24%	39%	22%	0%	177
	2013	0%	5%	16%	31%	38%	10%	0%	61
Student achievement data and analysis is used more in the school strategic planning process	2011	1%	3%	7%	20%	45%	24%	0%	177
	2013	0%	5%	10%	33%	31%	21%	0%	61
Evidence from collaborative classroom practice/lesson observations is used more in the strategic/whole school planning process	2011	1%	5%	10%	23%	38%	24%	0%	177
	2013	0%	10%	13%	30%	33%	13%	2%	61
Monitoring of the effects of new initiatives and strategies is more rigorous	2011	1%	1%	10%	23%	44%	23%	0%	177
	2013	0%	7%	16%	23%	41%	11%	2%	61
The culture of school self evaluation/self review has become stronger	2011	1%	6%	6%	18%	41%	29%	0%	177
	2013	0%	8%	10%	31%	33%	16%	2%	61

Accountability for teaching and learning activities in this school has increased	2011	1%	3%	6%	21%	37%	32%	0%	177
	2013	0%	7%	5%	28%	38%	23%	0%	61
Averaged Management/ Accountability/ Planning/ Evaluation/ Monitoring	2011	1%	1%	10%	21%	47%	20%	0%	177
	2013	0%	3%	13%	34%	36%	13%	0%	61

Table 120. Executives' perceptions of changes in teaching, learning and professional development since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more able to personally provide instructional support for individual teachers in your school	2011	1%	11%	6%	28%	30%	23%	1%	176
	2013	2%	7%	15%	26%	41%	10%	0%	61
Effective mentoring of staff is more widely established and supported in this school	2011	1%	3%	10%	27%	41%	19%	0%	176
	2013	2%	10%	15%	30%	26%	18%	0%	61
More time is focused on teaching practices and student learning in staff meetings	2011	1%	3%	6%	27%	35%	27%	0%	176
	2013	0%	7%	8%	18%	46%	21%	0%	61
In school/in class professional learning/ development has further supported the development of teacher capacity in this school	2011	1%	1%	7%	24%	40%	28%	0%	176
	2013	2%	3%	13%	20%	43%	20%	0%	61
The SSNP funded School Learning	2011	1%	4%	5%	28%	35%	24%	3%	176

Support staff have enhanced teacher capacity in this school	2013	2%	8%	7%	31%	26%	25%	2%	61
Teachers in this school now more often plan their teaching to meet individual student needs	2011	1%	2%	8%	26%	43%	21%	0%	176
	2013	0%	5%	10%	26%	43%	16%	0%	61
Teachers in this school are more regularly involved in team teaching and/or shared planning	2011	1%	5%	6%	27%	37%	25%	0%	176
	2013	0%	7%	8%	31%	36%	18%	0%	61
Collective responsibility for teaching and learning processes in this school is stronger	2011	1%	5%	5%	24%	44%	22%	0%	176
	2013	2%	5%	10%	33%	34%	16%	0%	61
Professional dialogue around teaching and learning processes in this school is of higher quality	2011	1%	1%	5%	20%	40%	33%	0%	176
	2013	0%	2%	10%	18%	41%	28%	2%	61
Teachers in this school are contributing more to improving teaching and learning processes	2011	1%	2%	7%	19%	44%	28%	0%	176
	2013	0%	5%	7%	20%	49%	20%	0%	61
Students in this school are more engaged with teaching and learning	2011	1%	3%	7%	29%	35%	26%	0%	176
	2013	0%	7%	5%	33%	41%	15%	0%	61
The overall quality of teaching in this school has improved	2011	1%	2%	6%	22%	38%	32%	0%	176
	2013	0%	3%	8%	25%	44%	20%	0%	61
Averaged Teaching, Learning and Professional Development	2011	1%	1%	6%	20%	51%	21%	0%	176
	2013	0%	3%	10%	28%	44%	15%	0%	61

Table 121. Executives' perceptions of changes in instructional leadership and leadership for learning capacity since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Further developed your instructional leadership/ leadership for learning capacity/skills	2011	2%	4%	13%	28%	35%	17%	1%	176
	2013	2%	8%	11%	30%	44%	5%	0%	61
Your leadership practices have improved	2011	5%	12%	32%	36%	15%	0%	0%	176
	2013	0%	5%	16%	25%	39%	15%	0%	61
You have gained a better understanding of what you need to do to be a more effective educational leader	2011	6%	10%	30%	38%	16%	0%	0%	176
	2013	0%	8%	13%	20%	34%	25%	0%	61
You feel more able to implement effective strategies to lead	2011	6%	14%	28%	37%	16%	0%	0%	176
	2013	0%	5%	13%	26%	34%	21%	0%	61
Your analysis and use of student achievement data for school planning has increased	2011	1%	7%	8%	26%	40%	19%	0%	176
	2013	0%	5%	8%	23%	39%	25%	0%	61
Provided you with more leadership opportunities	2011	3%	11%	9%	23%	34%	19%	1%	176
	2013	3%	10%	20%	15%	36%	16%	0%	61
Improved the quality of your collaboration/ networking around teaching practices and student learning	2011	2%	7%	9%	24%	39%	20%	0%	176
	2013	2%	8%	13%	26%	31%	20%	0%	61
Facilitated the wider implementation of your existing leadership skills to further develop teaching and learning capacity in	2011	2%	8%	12%	27%	34%	18%	1%	176
	2013	0%	11%	15%	25%	33%	16%	0%	61

your school									
Averaged Developing Instructional Leadership/ Leadership for Learning Capacity	2011	2%	7%	15%	32%	35%	9%	0%	176
	2013	0%	3%	20%	21%	43%	13%	0%	61

Table 122. 2009 LN NP Executives' views of changes to planning, policy action and resourcing since commencing in the SSNP

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
The shared school improvement goals in this school are more focused	2011	1%	5%	9%	22%	46%	18%	0%	174
	2013	0%	8%	13%	23%	38%	18%	0%	61
Shared school improvement goals in this school are more actively promoted	2011	1%	3%	8%	24%	46%	18%	0%	174
	2013	0%	8%	13%	23%	36%	20%	0%	61
There is a stronger culture of collaboration and shared responsibility for outcomes in this school	2011	1%	4%	7%	22%	44%	22%	0%	174
	2013	2%	7%	7%	30%	36%	20%	0%	61
You have spent more time on improving and developing teaching skills in this school	2011	1%	1%	7%	16%	47%	28%	0%	174
	2013	2%	5%	8%	26%	36%	23%	0%	61
You are more involved in contributing to your agreed School Plan/AIP/NP Plan (or equivalent)	2011	2%	8%	7%	25%	36%	21%	0%	174
	2013	0%	13%	11%	26%	33%	16%	0%	61
Averaged Planning, policy, action, resourcing - internal	2011	1%	2%	7%	25%	44%	21%	0%	174
	2013	0%	7%	13%	28%	34%	18%	0%	61

Table 123. Executives' perceptions of changes in planning, policy action and resourcing (community) since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
Strategies to engage parents are more effective	2011	1%	18%	25%	34%	20%	1%	1%	174
	2013	0%	18%	20%	41%	10%	8%	3%	61
Strategies to engage local communities/ NGOs /community groups are more effective	2011	1%	26%	26%	28%	12%	1%	6%	174
	2013	0%	23%	20%	33%	13%	5%	7%	61
Strategies to engage local Aboriginal communities are more effective	2011	2%	27%	20%	29%	8%	2%	12%	174
	2013	0%	26%	16%	28%	8%	8%	13%	61
Averaged Planning, policy, action, resourcing - community	2011	1%	18%	29%	32%	13%	5%	1%	174
	2013	0%	20%	21%	36%	10%	8%	5%	61

Table 124. Executives' perceptions of changes in planning, policy action and resourcing (collaboration) since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Total (n)
You are more involved in collaborating with other schools around improving student outcomes	2011	1%	21%	25%	20%	21%	10%	3%	174
	2013	0%	23%	18%	30%	20%	8%	2%	61
You have been more involved in collaborative activities with universities around improving teaching and learning practices	2011	1%	41%	13%	16%	11%	3%	14%	174
	2013	0%	36%	23%	18%	8%	2%	13%	61
Averaged Planning, policy, action, resourcing - collaboration	2011	1%	17%	27%	21%	20%	10%	5%	174
	2013	0%	15%	23%	38%	13%	8%	3%	61

12.9 2009 LN NP Teachers' views about changes since commencing the SSNP

Table 125. Teachers' perceptions of changes in professional development experiences since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Opportunities for you to further develop your teaching skills have now increased	2011	0%	9%	9%	32%	30%	17%	1%	1%	541
	2013	1%	14%	14%	22%	35%	14%	0%	0%	139
The amount of time you have spent engaged in professional learning to improve and develop your teaching skills has increased	2011	0%	6%	9%	23%	39%	20%	1%	1%	541
	2013	1%	13%	13%	19%	36%	18%	0%	0%	142
The quality of the personal professional development you receive has increased	2011	1%	9%	12%	28%	32%	17%	1%	1%	541
	2013	3%	14%	13%	20%	35%	15%	0%	0%	142
You are more involved in collaborative teaching practices (e.g. team teaching, shared planning, demo lessons, moderation activities etc)	2011	0%	11%	11%	26%	31%	20%	1%	1%	541
	2013	3%	16%	11%	24%	31%	16%	0%	0%	140
You have participated in training to analyse and use student data for lesson planning	2011	1%	10%	15%	23%	31%	16%	2%	1%	541
	2013	1%	14%	18%	22%	32%	13%	0%	0%	139
Averaged Teacher	2011	0%	5%	12%	30%	37%	15%	1%	1%	541

learning and PD - Personal experiences	2013	0%	14%	16%	20%	39%	10%	0%	0%	142

Table 126. Teachers' views of changes in leadership and collaboration since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You have more leadership opportunities	2011	3%	30%	13%	21%	18%	9%	4%	3%	541
	2013	5%	29%	22%	20%	15%	10%	0%	0%	133
You are more involved in collaborating with teachers from other schools around improving teaching and learning practice	2011	3%	32%	19%	20%	11%	5%	8%	2%	541
	2013	6%	32%	18%	23%	13%	7%	0%	0%	130
You have been involved in collaborative activities with universities around improving teaching and learning practice	2011	7%	40%	12%	10%	6%	2%	18%	5%	541
	2013	12%	56%	15%	8%	5%	4%	0%	0%	108
Averaged Teacher learning and PD - Collaboration	2011	2%	23%	23%	24%	17%	6%	3%	1%	541
	2013	4%	33%	25%	22%	12%	3%	0%	0%	138

Table 127. Teachers' perceptions of changes in professional development outcomes since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Your teaching practices have improved	2011	0%	7%	12%	34%	33%	14%	1%	1%	541
	2013	0%	8%	15%	33%	33%	11%	0%	0%	141
Your understanding of what you need to do to be a more effective teacher has further improved	2011	0%	8%	10%	33%	34%	15%	1%	0%	541
	2013	0%	6%	17%	33%	33%	11%	0%	0%	141
You are more able to implement effective classroom practice, planning and learning strategies	2011	0%	8%	12%	30%	34%	15%	1%	0%	541
	2013	0%	5%	18%	28%	38%	11%	0%	0%	141
Your use of student achievement data to inform lesson planning has increased	2011	0%	11%	14%	31%	30%	11%	2%	0%	541
	2013	0%	12%	20%	28%	30%	12%	0%	0%	138
You now more often plan your teaching to meet individual student needs	2011	0%	13%	13%	30%	29%	13%	1%	0%	541
	2013	0%	11%	17%	27%	33%	12%	0%	0%	140
You contribute more to improving teaching and learning in your school	2011	1%	13%	14%	30%	25%	15%	1%	0%	541
	2013	1%	14%	16%	29%	29%	11%	0%	0%	140
The quality of your collaboration/ networking with other teachers around teaching	2011	0%	12%	13%	29%	30%	15%	1%	0%	541
	2013	0%	12%	18%	29%	32%	9%	0%	0%	141

practices and student learning has improved										
Averaged Teacher learning and PD - Outcomes	2011	0%	7%	16%	31%	33%	12%	1%	0%	541
	2013	0%	7%	19%	30%	35%	9%	0%	0%	142

Table 128. Teachers' perceptions of school actions to support teacher learning and professional development since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Effective mentoring is now more readily available to you	2011	1%	18%	18%	26%	25%	8%	2%	1%	537
	2013	1%	28%	20%	27%	18%	5%	0%	0%	137
There is an increased focus on teaching and learning practices in staff meetings	2011	1%	7%	8%	26%	37%	20%	1%	1%	537
	2013	1%	7%	14%	24%	35%	19%	0%	0%	140
The availability of in school/ in class professional learning support for teachers has changed	2011	1%	13%	13%	25%	30%	13%	2%	3%	537
	2013	4%	14%	21%	25%	27%	8%	0%	0%	135
In school/in class professional learning support for teachers	2011	1%	13%	15%	32%	25%	10%	1%	3%	537
	2013	2%	15%	23%	31%	23%	6%	0%	0%	131
School Learning Support staff	2011	2%	16%	18%	29%	20%	8%	2%	4%	537
	2013	3%	19%	25%	26%	19%	7%	0%	0%	129

Your interactions with teachers from other schools	2011	2%	35%	23%	18%	8%	3%	7%	3%	537
	2013	3%	36%	26%	19%	14%	2%	0%	0%	122
Averaged Teacher learning and PD - School actions	2011	0%	8%	19%	34%	29%	7%	1%	1%	537
	2013	1%	11%	30%	29%	26%	4%	0%	0%	140

Table 129. Teachers' perceptions of internal school outcomes from teacher learning and professional development since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
The quality of professional dialogue among teachers in this school around teaching and learning processes has changed	2011	0%	6%	14%	32%	30%	15%	1%	2%	537
	2013	1%	8%	19%	28%	32%	12%	0%	0%	139
The sense of collective responsibility for teaching and learning in this school has changed	2011	0%	9%	12%	31%	33%	14%	1%	2%	537
	2013	2%	9%	15%	29%	30%	15%	0%	0%	139
The quality of interactions with your students around teaching and learning processes has changed	2011	1%	9%	13%	34%	31%	11%	1%	2%	537
	2013	1%	5%	21%	29%	32%	12%	0%	0%	140
Your students' engagement with teaching and learning has changed	2011	1%	9%	16%	31%	31%	10%	1%	2%	537
	2013	2%	9%	17%	29%	31%	12%	0%	0%	139
Averaged Teacher	2011	0%	5%	14%	29%	37%	12%	1%	2%	537

learning and PD - School outcomes Internal	2013	1%	6%	19%	26%	36%	12%	0%	0%	140

Table 130. Teachers' perceptions about school outcomes (external) form teacher learning and professional development since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
Parents are now more involved in your classroom/ school	2011	2%	44%	23%	17%	6%	2%	2%	4%	537
	2013	2%	47%	23%	20%	7%	2%	0%	0%	133
Local communities/ community groups are now more involved in this school	2011	1%	45%	23%	14%	6%	2%	3%	6%	537
	2013	1%	54%	19%	17%	8%	2%	0%	0%	128
Local Aboriginal communities are now more involved in this school	2011	1%	49%	17%	10%	6%	1%	7%	9%	537
	2013	2%	66%	19%	6%	7%	1%	0%	0%	120
Averaged Teacher learning and PD - School outcomes External	2011	1%	43%	23%	15%	9%	4%	2%	3%	537
	2013	1%	53%	24%	16%	5%	1%	0%	0%	134

Table 131. Teachers' perceptions of their engagement with schools' strategic direction, goals and expectations since commencing in the SSNP (2009 LN NP)

	Year	Decreased (%)	Remained about the same (%)	Small increase (%)	Moderate increase (%)	Large increase (%)	Very large increase (%)	Not applicable (%)	Don't know (%)	Total (n)
You are more engaged with the shared school improvement goals in this school	2011	1%	13%	17%	29%	24%	11%	1%	3%	536
	2013	1%	15%	22%	28%	28%	7%	0%	0%	138
Implementing the shared school improvement goals in your school is a higher priority for you	2011	0%	15%	15%	27%	26%	13%	1%	2%	536
	2013	0%	19%	14%	34%	24%	9%	0%	0%	137
You are more aware of your School Plan/AIP/NP Plan (or equivalent)	2011	1%	14%	15%	26%	27%	14%	1%	3%	536
	2013	0%	24%	14%	28%	24%	10%	0%	0%	140
You are more involved in contributing to your School Plan/AIP/NP Plan (or equivalent)	2011	1%	18%	18%	24%	21%	12%	3%	3%	536
	2013	1%	24%	18%	31%	19%	7%	0%	0%	139
You are more involved in monitoring the effects of new initiatives and strategies in this school	2011	1%	18%	18%	25%	20%	11%	3%	3%	536
	2013	1%	23%	24%	24%	21%	7%	0%	0%	136
Averaged School strategic directions/ goals/ expectations	2011	0%	13%	19%	28%	25%	13%	1%	2%	536
	2013	1%	17%	21%	34%	19%	8%	0%	0%	140