



AUSTRALIAN GOVERNMENT PRIMARY PRINCIPALS ASSOCIATION

'Championing the Cause of Primary Education in Government Schools'

AGPPA Discussion Paper : 'School Autonomy'

AGPPA Position

AGPPA is the professional association representing Principals of over 5,300 Government Primary Schools across Australia. Within the Government sector there is a significant difference in the degree of local autonomy for schools already existing between different States and Territories. AGPPA supports Principals having increased decision-making capacity, working in collaboration with their local community. The extent of local decision-making and the aspects of school leadership and management that are accepted as being most effectively devolved to the school level must reflect the individual circumstances of each school and its community – a 'one-size-fits-all' approach will not work.

Commonwealth, State and Territory Governments must work collaboratively with each other and consult widely with Principals, teachers and parent communities about school autonomy, while ensuring that all schools are provided with the resources to ensure students meet the 'Educational Goals for Young Australians'. There is a need to ensure the healthy diversity of schooling in Australia is not confined or constrained by any blanket policy that shifts responsibility for appropriate resourcing of education away from Governments and onto local communities.

Governments and education authorities must base their approach to local autonomy on credible research into those aspects of schooling that make a difference to student learning when they are controlled by the school. The OECD states, *"School leaders need time, capacity and support to focus on the practices most likely to improve learning. Greater degrees of autonomy should be coupled with models of distributed leadership, new types of accountability, and training and development for school leadership."*

Background

1. The OECD identified four major domains of responsibility as a key for school leadership to improve student outcomes:
 - o Supporting, evaluating and developing teacher quality
 - o Goal setting, assessment and accountability
 - o Strategic, financial and human resource management
 - o Collaborating with other schools
2. There is a wide divergence in the degree of local decision-making that currently exists within and across Australian schools and school sectors.
3. Research is very clear and explicit on what works. A system-wide vision, a whole school approach with comprehensive professional learning, partnerships with parents and a restructuring of the way a school does business, have the most impact.
4. Increasingly, Principals feel they are being given 'token' authority in areas of school governance with political, jurisdictional and industrial circumstances over-riding what is best for students. In some states and territories, this tokenism is coupled with increased emphasis on low-level, time-consuming administrative tasks which have little or no impact on improving student learning.
5. In some jurisdictions, Principals experience considerable frustration managing the quality of staff appointed to their school because they operate in a system that minimises their role in determining the appointment and tenure of staff. In other jurisdictions, a degree of local empowerment is only extended to a limited quota of schools exacerbating equity issues and creating a two-tier staffing system.

Recommendations for implementation

The Australian Government Primary Principals Association supports the evidence available from Australia and international sources where high-performing school systems have developed well-resourced, locally empowered schools providing the best opportunities for students to achieve excellence.

Schools and Governments have distinct responsibilities in relation to the provision of public education. It is an imperative for governments and education authorities to ensure that Principals be held accountable only for those aspects of school governance over which they have authority and control. .AGPPA recommends:

1. School Autonomy must be supported by implementation strategies which are equitable and well resourced across jurisdictions. Effective high-level training and development for principals must be a critical part of this process.
2. That all Governments, working together, should ensure any new funding model for schooling, including the level of funds available to schools from all sources, supports increased local empowerment.
3. That schools be well resourced to lead and sustain their own site specific, evidence-based strategies through a range of options.
4. Schools must be able to select staff that meet their specific needs
5. That resourcing for primary school students should be based on a uniform allocation for all students from Foundation Year to Year 12, with additional loadings for the Early Years, Socio-economic disadvantage, geographic isolation, school size and ATSI representation, as well as loadings for Disabilities, ESL students and refugees represented.