Quality Learning Australia

Learning • Improvement

Quality Learning and Improvement in Schools and Preschools

Studying the Impact of the *Quality in Schools* and *Quality and Improvement in Schools and Preschools* Initiatives - 1997-2003

Summary Report November 2005

Quality Learning Australia Pty Ltd

ABN 52 099 345 338

Email office@qla.com.au

Web www.qla.com.au

Melbourne
Jane Kovacs
jane.kovacs@qla.com.au
PO Box 624
North Melbourne VIC 3051
Phone: +61 3 9370 9944
Fax: +61 3 9370 9955

Canberra
Michael King
michael.king@qla.com.au
PO Box 897
Belconnen ACT 2616
Phone: +61 2 6251 3870
Fax: +61 2 6251 3871

Contents

Executive Summary 3

Introduction 4

Purpose 4

Methodology 4

Results 7

Quantitative Data 7

Summary of Quantitative Data 15

Discussion of Quantitative Data 16

Qualitative Data 21

Discussion of Qualitative Data 27

Conclusions 29

Attachment 1: Background 31

The Australian Quality Council 31

Continuous Improvement Philosophy 32

The 'Quality in Schools' (QIS) and 'Quality and Improvement in Schools and Preschools' (QISP) Programs 34

Attachment 2: Survey Questions 35

Quantitative Questions 35

Qualitative Questions 37

Attachment 3: Participating Schools and Preschools 38

Attachment 4: About Quality Learning Australia 45

© Copyright QLA 2005

Executive Summary

Between 1997 and 2003, over 350 public pre-schools, primary, secondary and special schools took part in either the *Quality in Schools* (QiS) program in Victoria and *Quality and Improvement in Schools and Preschools* (QISP) in South Australia. Both programs, designed specifically for schools, were aimed at introducing the philosophy, strategies and tools of *Quality Improvement* at whole-of-school and classroom levels.

Quality Learning Australia commissioned a study in 2004 to gauge the impact of the initiatives on participating schools and preschools. Participating schools and preschools were contacted by telephone and asked a series of questions. This report summarises the findings.

Respondents were generally very positive about their experiences with the *Quality in Schools* (Vic) and *Quality Improvement in Schools and Preschools* (SA) initiatives.

Schools reported significantly positive responses in respect to the impact of the initiatives on:

- Leadership
- Development of a culture of continuous improvement
- Continuing to apply what was learned
- Overall impact of the initiative.

Responses to the questions on student learning, student responsibility and morale were also very positive.

In conclusion, the QiS and QISP initiatives have had a substantial positive impact on the majority of schools that participated.

© Copyright QLA 2005

Introduction

Purpose

Quality Learning Australia (QLA) undertook this study to:

- Explore perceptions as to the effectiveness of the Victorian *Quality in Schools* (QiS), and South Australian *Quality and Improvement in Schools and Preschools* (QISP) programs on participating schools
- To test the sustainability of benefits derived from the learning achieved through the program.

The background to the study is provided in Attachment 1.

Methodology

Sample

For the purposes of the study it was determined to contact those sites that had completed the program during or before 2003, namely:

QISP = South Australian State primary, secondary and special needs schools and preschools that participated in QISP Phases One (2000 – 2001) & Two (2001 – 2002).

QiS = Victorian State primary, secondary and special needs schools that participated in QiS Groups One (1997 – 1999) to Five (2000 – 2001).

© Copyright QLA 2005

A total of 329 schools and preschools were targeted across the two states. Of these, 224 (68%) responded as follows:

	Number of Schools Targeted	Total Number of Responses Achieved	Number of South Australian School Responses Achieved	Number of Victorian School Responses Achieved
Primary Schools	184	134	70	64
Secondary College / High Schools	79	52	17	35
Preschool / Kindergarten	25	12	12	0
Primary to Year 12 Schools	21	15	13	2
Special Purpose Schools	11	7	2	5
Middle Schools - Years 7 and 8	4	0	0	0
Senior Secondary Schools - Years 9 to 12	5	4	1	3
Total	329	224 (68%)	115	109

A list of participating schools and preschools is provided in Attachment 3.

© Copyright QLA 2005

Data Collection

All 329 schools were asked to respond to a series of questions (see Attachment 2) during a telephone call. The questions were a qualitative and quantitative mix designed to determine the perceptions and experiences of respondents. The questions, derived from the stated objectives of the initiative, explored the nature and impact of participation in the programs and the extent to which benefits had been sustained by the school.

All phone calls were initiated by a single individual to provide for consistency of approach. The target respondent was the school principal or member of QiS/QISP team. Where this individual was unavailable and no suitable substitute could be found, the school was called again. After three unsuccessful attempts to contact the principal or member of the QiS/QISP team, the school was classified as a non-respondent.

224 responses were obtained.

Responses were entered into a database to facilitate subsequent analysis.

Results

A mixture of quantitative and qualitative data was collected in response to specific questions. The questions can be found in Attachment 2.

Quantitative Data

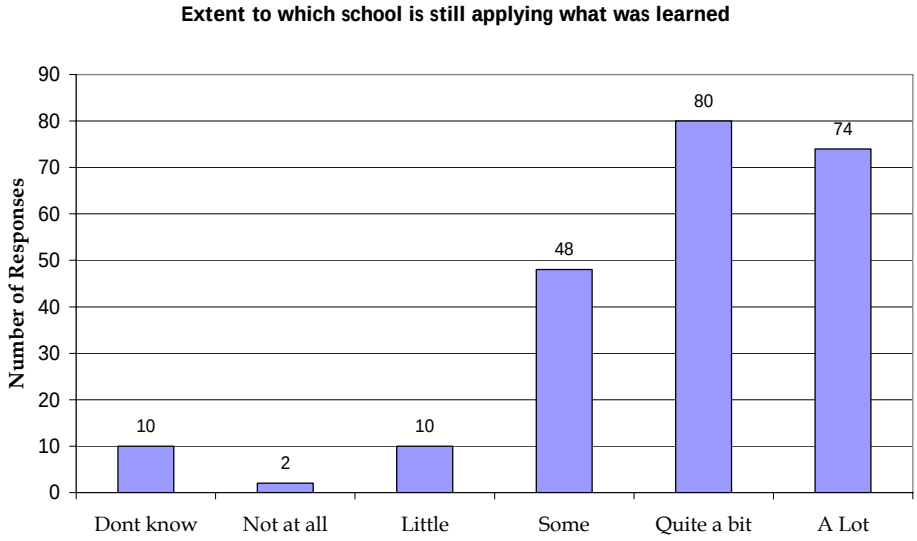
There were seven questions for which respondents were asked to select a response from one of two scales. These responses were collected and results tallied. For each question, two graphs are provided.

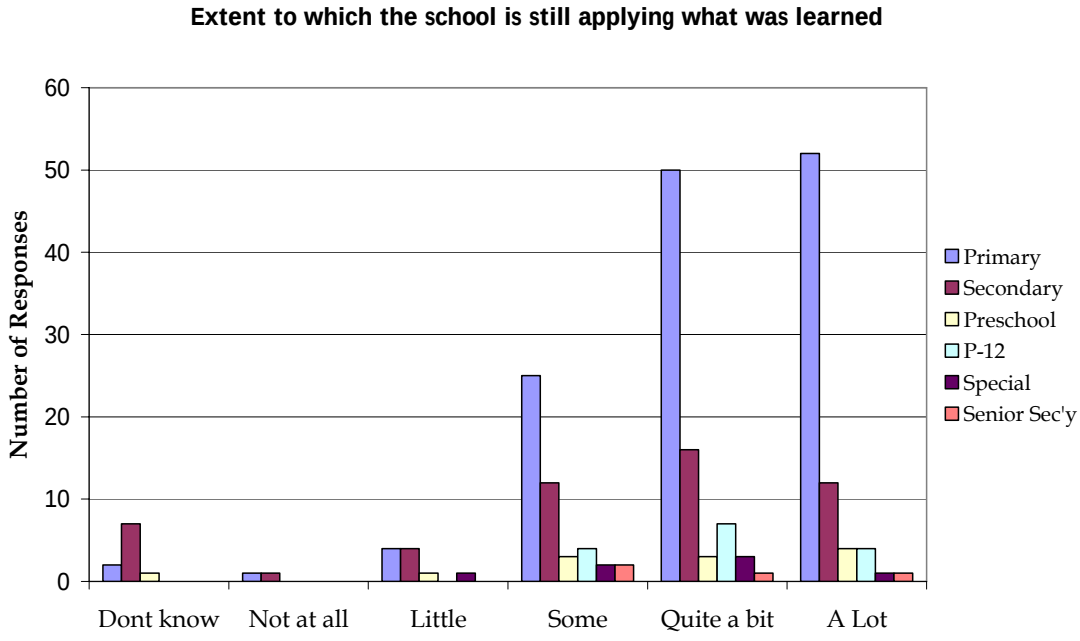
The first shows the overall response to the question, across all respondents.

The second graph provides a breakdown of the responses by school type.

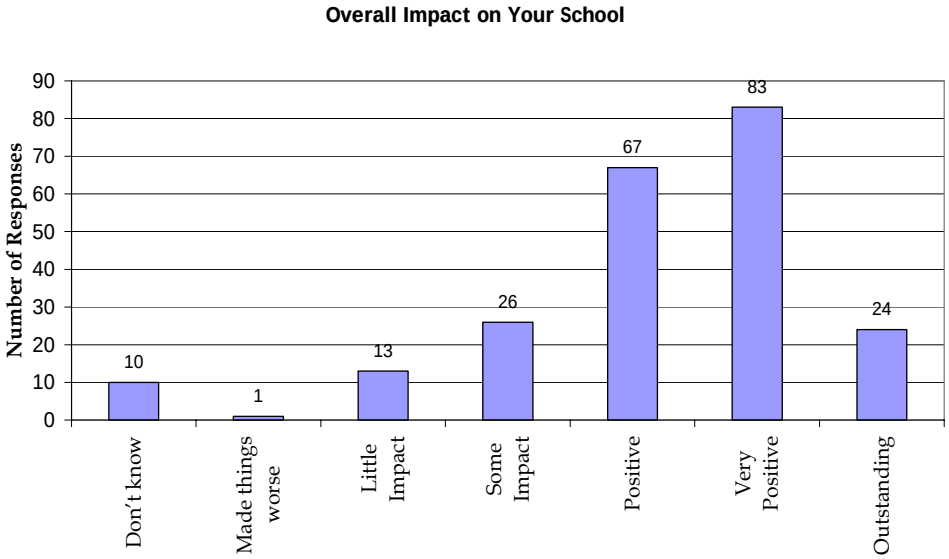
© Copyright QLA 2005

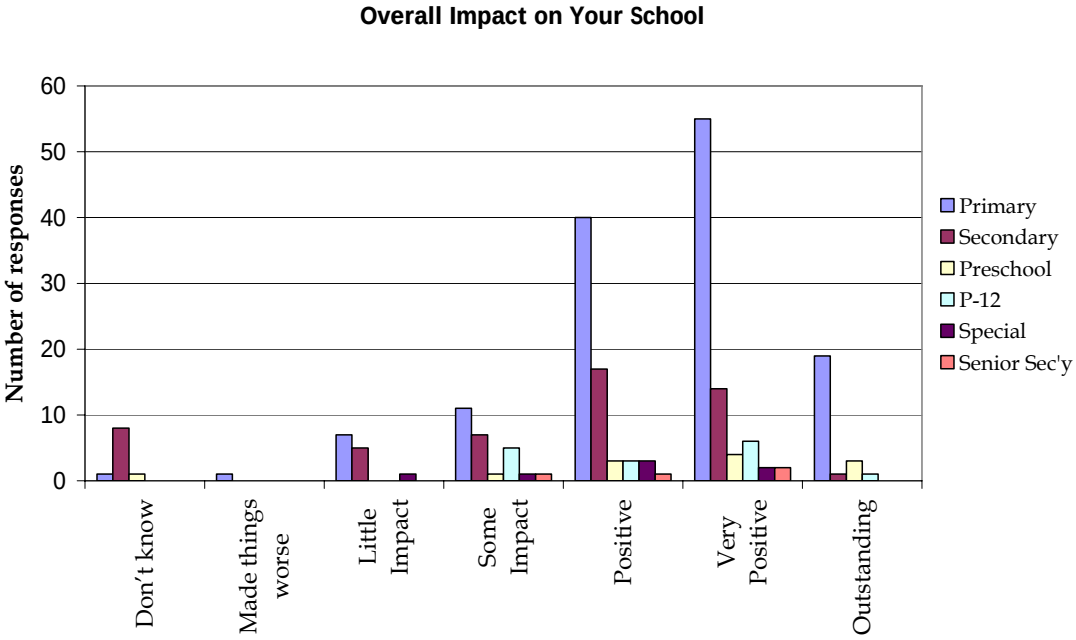
Question1:
To what extent are you still applying what you learned from the initiative?



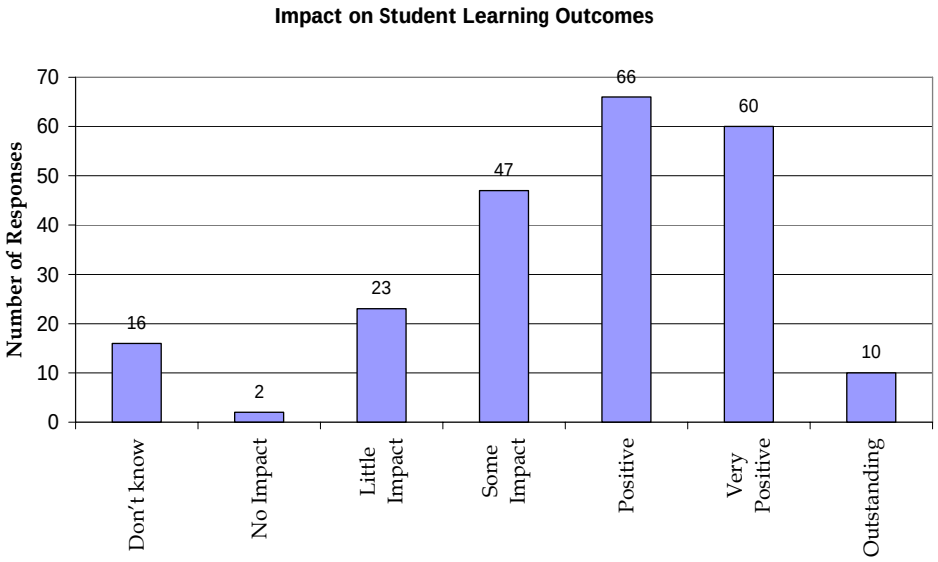


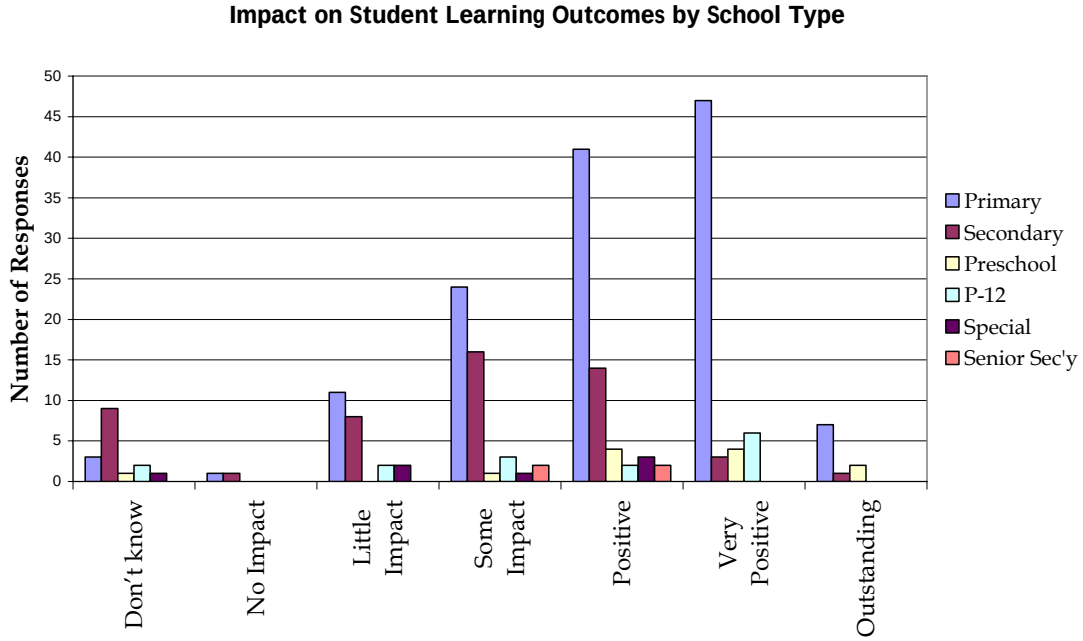
Question 2:
Overall, how would you rate the impact of the initiative on your school / preschool?



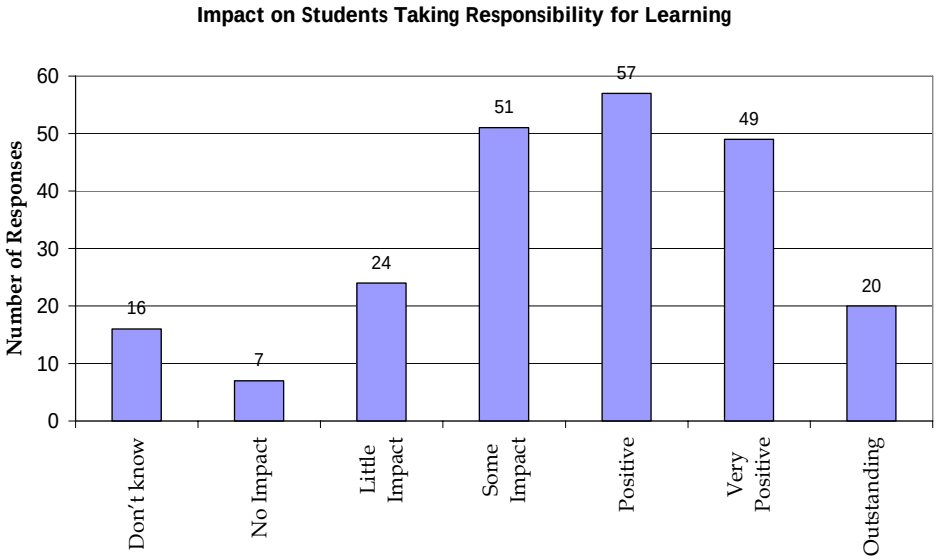


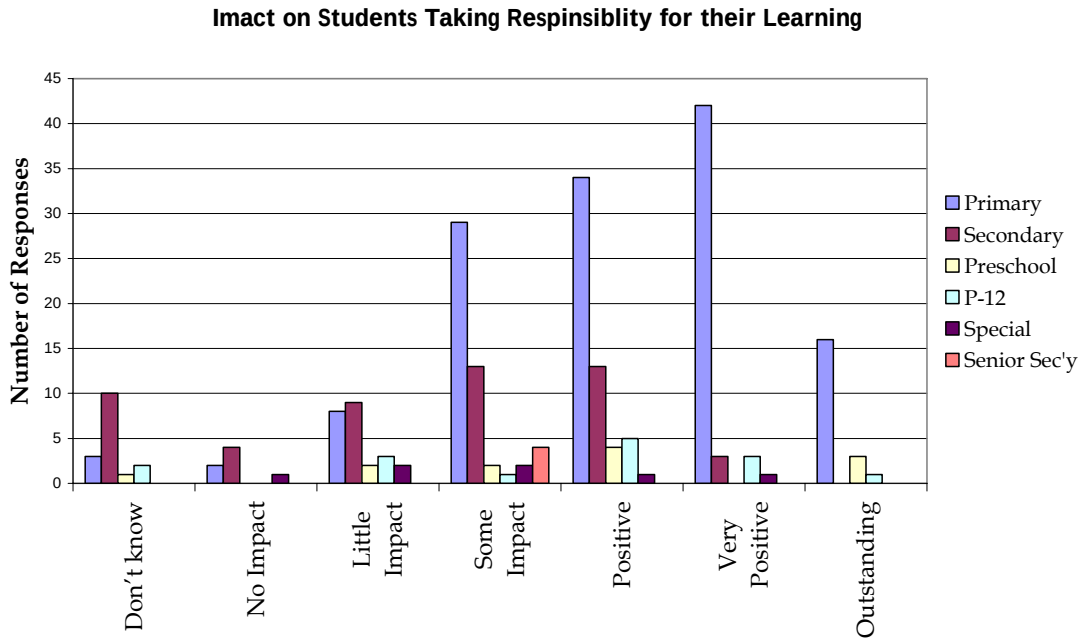
Question 3:
How would you rate the impact of the initiative on Student Learning Outcomes?



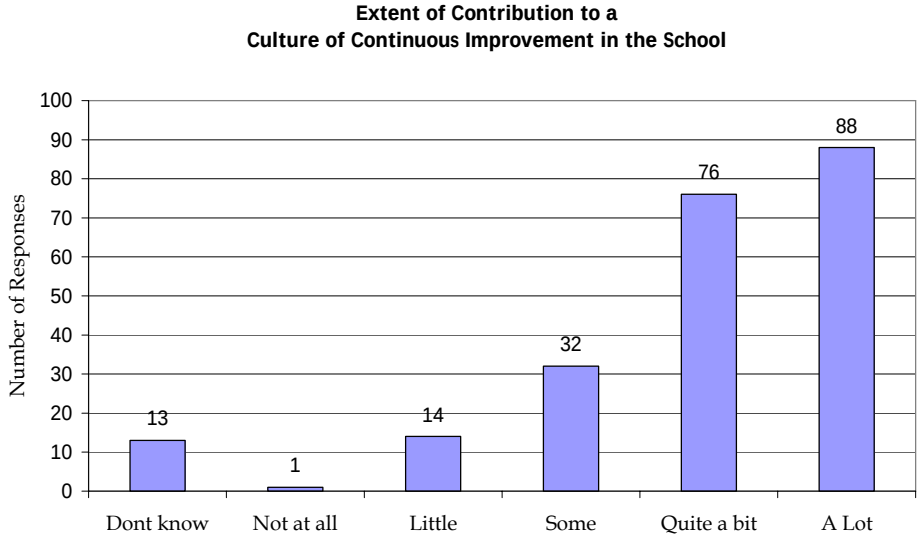


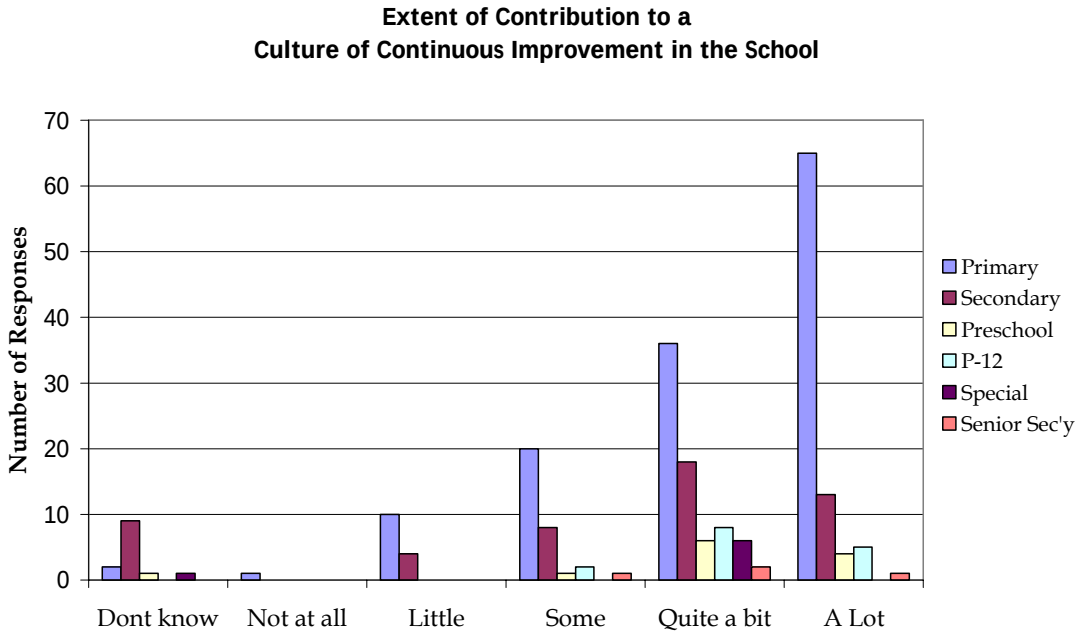
Question 4:
How would you rate the impact of the initiative on students taking increased responsibility for their own learning?



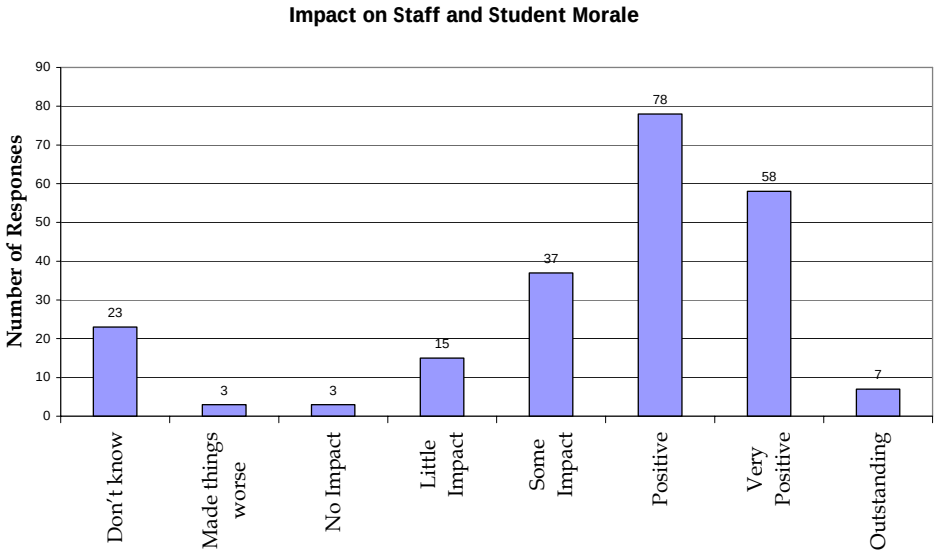


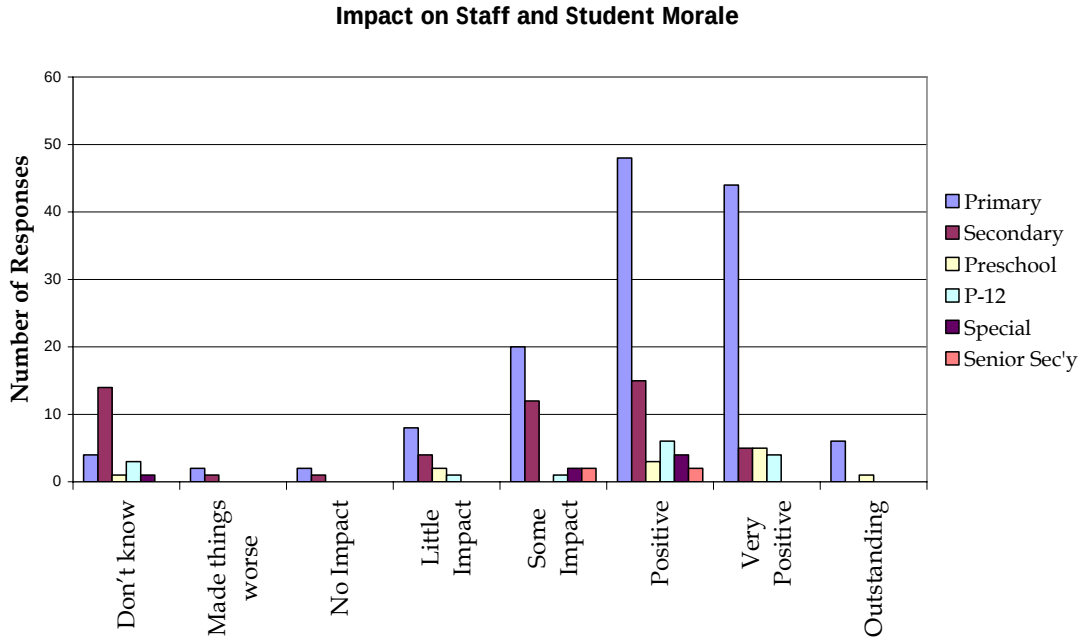
Question 5:
To what extent has the initiative contributed to a culture of continuous improvement in the school / preschool?



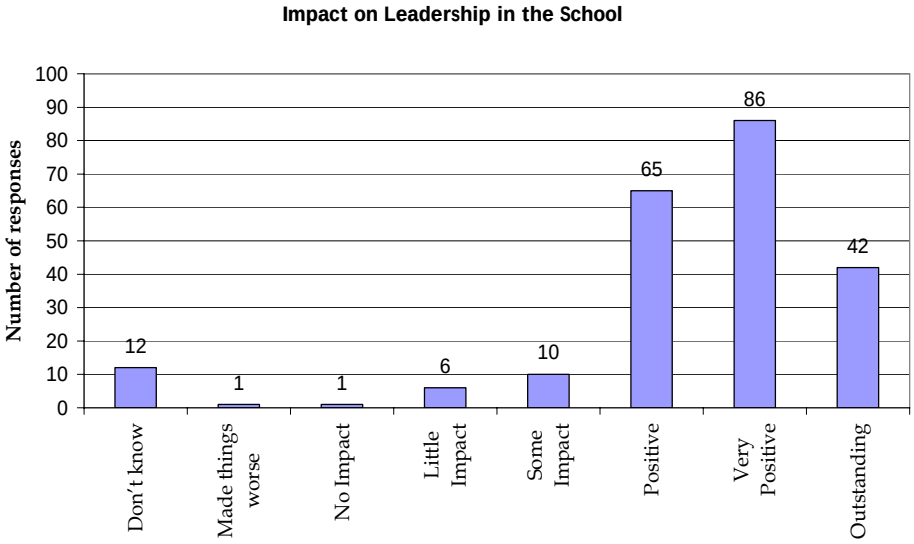


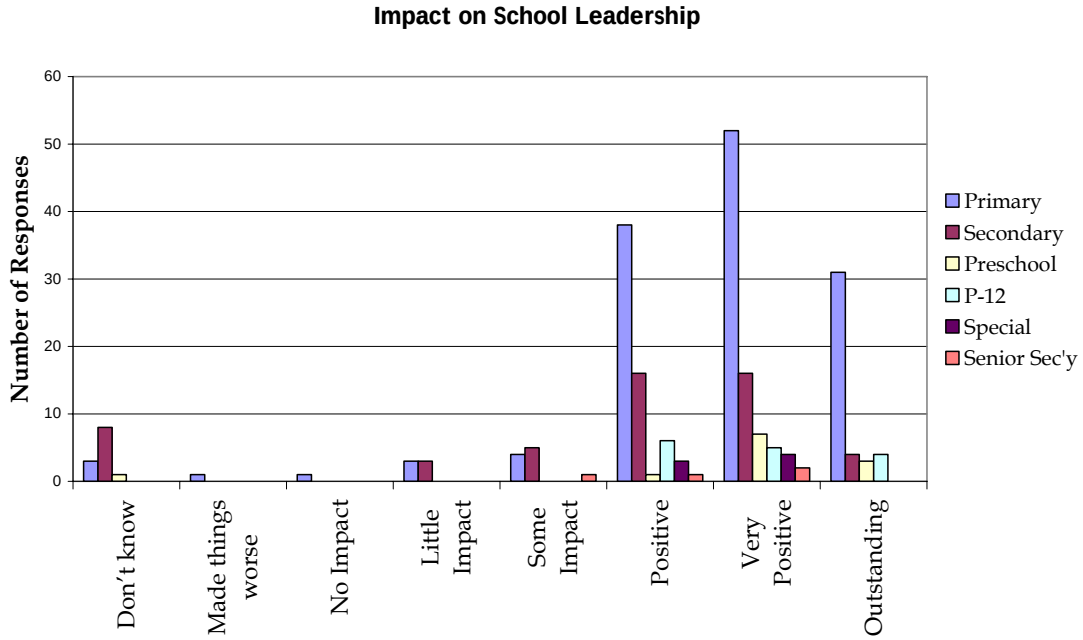
Question 6:
How would you rate the impact of the initiative on staff and student morale?





Question 7:
How would you rate the impact of the initiative on Leadership in the school?





Summary of Quantitative Data

Impact Questions

	Percentage of responses		
	At least 'some' positive impact	'Positive' or better impact	'Very positive' or 'Outstanding'
Q2 Overall impact	89%	78%	48%
Q3 Student learning	82%	61%	31%
Q4 Student responsibility	79%	56%	31%
Q6 Staff and student morale	80%	64%	29%
Q7 Leadership	91%	86%	57%

Extent Questions

	Percentage of responses	
	At least some	'Quite a bit' or 'A Lot'
Q1 Still applying what was learned	90%	69%
Q5 Contribution to a culture of continuous improvement	87%	73%

© Copyright QLA 2005

Discussion of Quantitative Data

General Observations

The initiative was seen to have a positive impact on most sites. This is attributed, in some measure, to the sustained professional development over two years.

There is a noticeable difference in responses between primary and secondary schools. Secondary schools reported a lower impact than primary schools, particularly in the impact on student responsibility and learning.

This is attributed, in some measure, to the key systemic differences between these school types. For example, secondary schools are typically larger in student population than primary schools, secondary students typically are required to move from room to room, teacher to teacher during each day, etc.

Specific Observations

Question 1: To what extent are you still applying what you learned from the initiative?

This question was answered on the 'extent' scale, from 'Not at all' to 'A lot'.

69% of respondents reported that they were still applying what they learned either 'Quite a bit' or 'A lot'.

90% of respondents reported that they are still applying at least some of what was learned.

Question 2: Overall, how would you rate the impact of the initiative on your school / preschool?

This question was answered on the 'impact' scale, from 'Made things worse' to 'Outstanding'.

48% of respondents reported the overall impact to be either very positive or outstanding.

78% of respondents reported a 'positive' or better overall impact.

89% of respondents reported at least 'some' positive impact.

Question 3: How would you rate the impact of the initiative on Student Learning Outcomes?

This question was answered on the 'impact' scale, from 'Made things worse' to 'Outstanding'.

31% of respondents reported the impact on student learning outcomes to be either very positive or outstanding.

61% of respondents reported a 'positive' or better impact.

82% of respondents reported at least 'some' positive impact on student learning outcomes.

© Copyright QLA 2005

Question 4: How would you rate the impact of the initiative on students taking increased responsibility for their own learning?

This question was answered on the 'impact' scale, from 'Made things worse' to 'Outstanding'.

31% of respondents reported the impact on students taking increased responsibility for their learning to be either very positive or outstanding.

56% of respondents reported a 'positive' or better impact.

79% of respondents reported at least 'some' positive impact on students taking increased responsibility for their learning.

What do you attribute this to?

Respondents were invited to suggest the reasons for their responses. Where the impact on students taking increased responsibility was positive, the three most commonly reported reasons for this were:

- Strategies, provided by the initiative, that improve learning processes (such as goal setting, decision making, curriculum design, etc.)
- Increased participation in the learning process by students
- Use of quality improvement tools.

Where the impact was less than desired, the most commonly reported reasons centered around:

- Changes in school leadership and staff turn over during or since the initiative
- Fragmented application of the philosophy and tools across the site
- Impact of other initiatives
- Limited staff training or sharing between staff.

Question 5: To what extent has the initiative contributed to a culture of continuous improvement in the school / preschool?

This question was answered on the 'extent' scale, from 'Not at all' to 'A lot'.

73% of respondents reported that the initiative contributed to a culture of continuous improvement either 'Quite a bit' or 'A lot'.

87% of respondents reported that the initiative contributed at least some to a culture of continuous improvement at the site.

Question 6: How would you rate the impact of the initiative on staff and student morale?

This question was answered on the 'impact' scale, from 'Made things worse' to 'Outstanding'.

29% of respondents reported the impact on staff and student morale to be either very positive or outstanding.

64% of respondents reported a 'positive' or better impact.

80% of respondents reported at least 'some' positive impact on staff and student morale.

© Copyright QLA 2005

Question 7:
How would you rate the impact of the initiative on Leadership in the school?

This question was answered on the 'impact' scale, from 'Made things worse' to 'Outstanding'.

57% of respondents reported the impact on leadership in the school to be either very positive or outstanding.

86% of respondents reported a 'positive' or better impact.

91% of respondents reported at least 'some' positive impact on leadership in the school.

Why do you say that?

Respondents were invited to suggest the reasons for their responses. The most commonly reported reasons related to:

- The provision of a leadership framework, based on a sound philosophy with a structure, strategies and tools for improvement
- The provision of structures and tools to support leadership.

Qualitative Data

Respondents were invited to provide responses to a number of open ended questions. Some of these followed the quantitative questions (Questions 4 and 7) as well as four specific open ended questions (see Attachment 2, Questions 8 to 11).

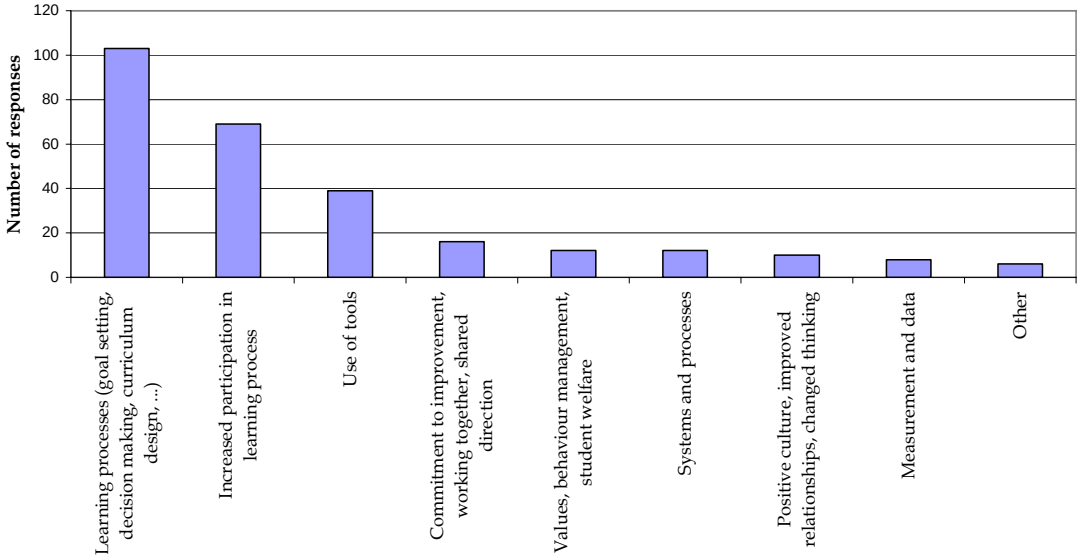
A sample of responses to each question was reviewed to identify common themes for each question. The full set of responses was then reviewed and the themes within each response were identified. Responses were tallied against the identified common themes.

The following Pareto Charts identify the number of times each theme was mentioned for each question (except Question 11, for which there were few common themes).

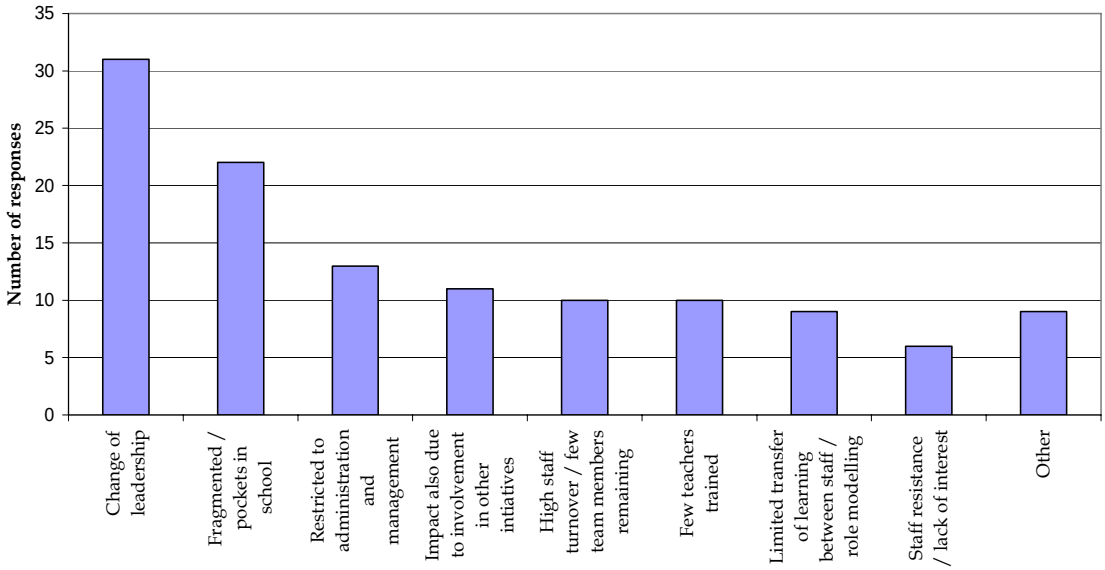
© Copyright QLA 2005

Question 4:
How would you rate the impact of the initiative on students taking increased responsibility for their own learning?
What do you attribute this to?

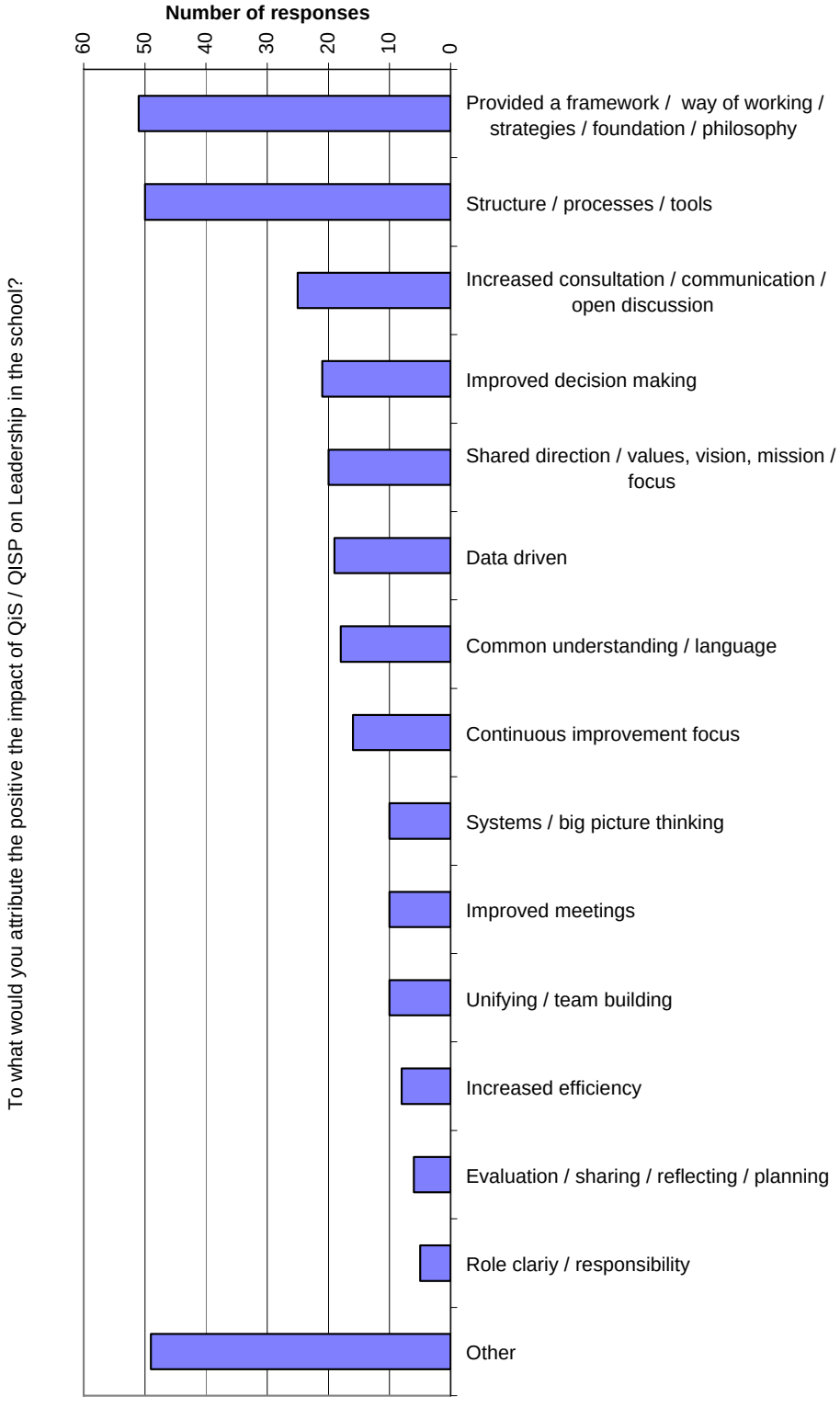
To what do you attribute positive the impact of QiS / QISP on students taking responsibility for their own learning?



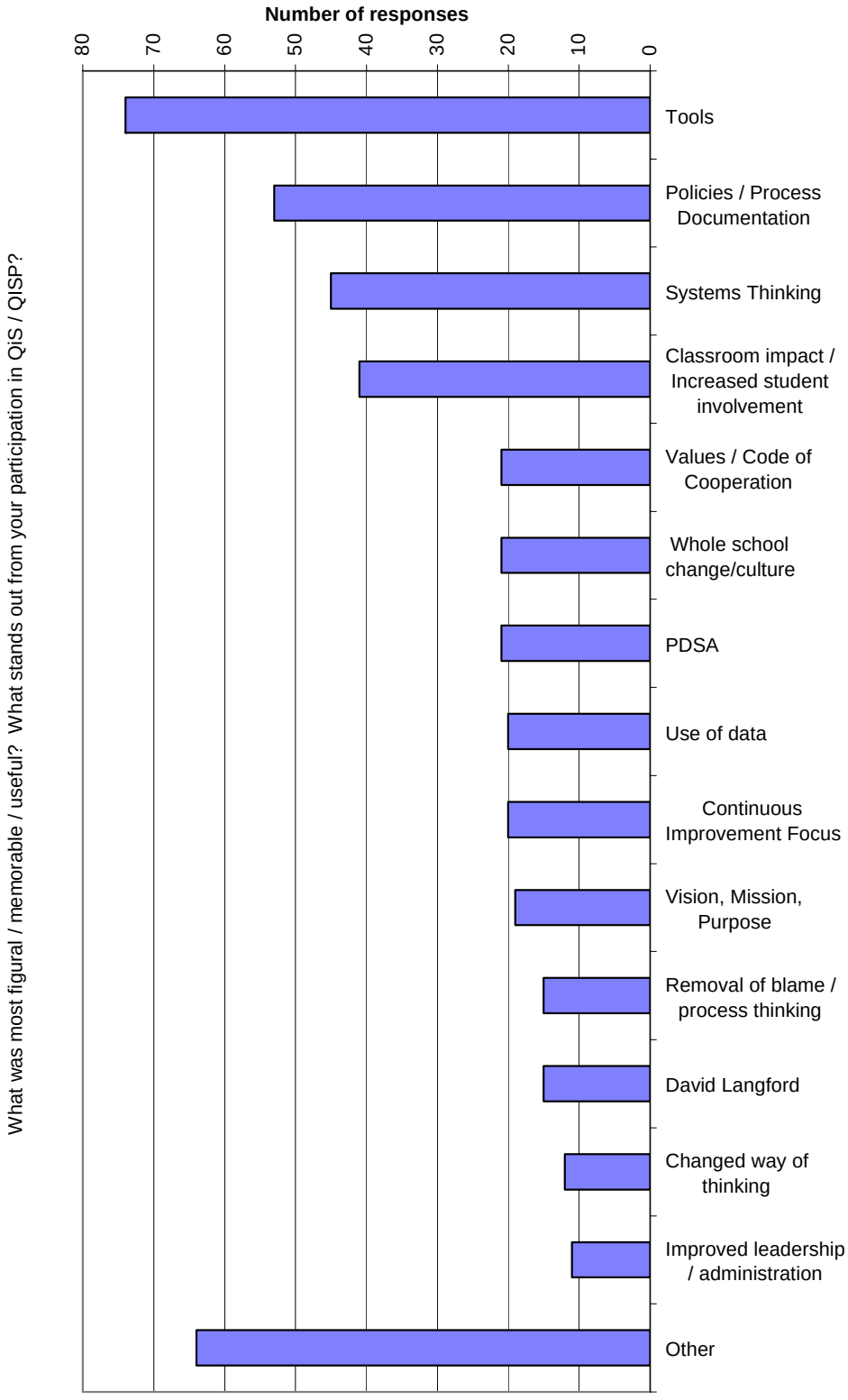
To what do you attribute the limited impact of QiS / QISP on students taking responsibility for their own learning?



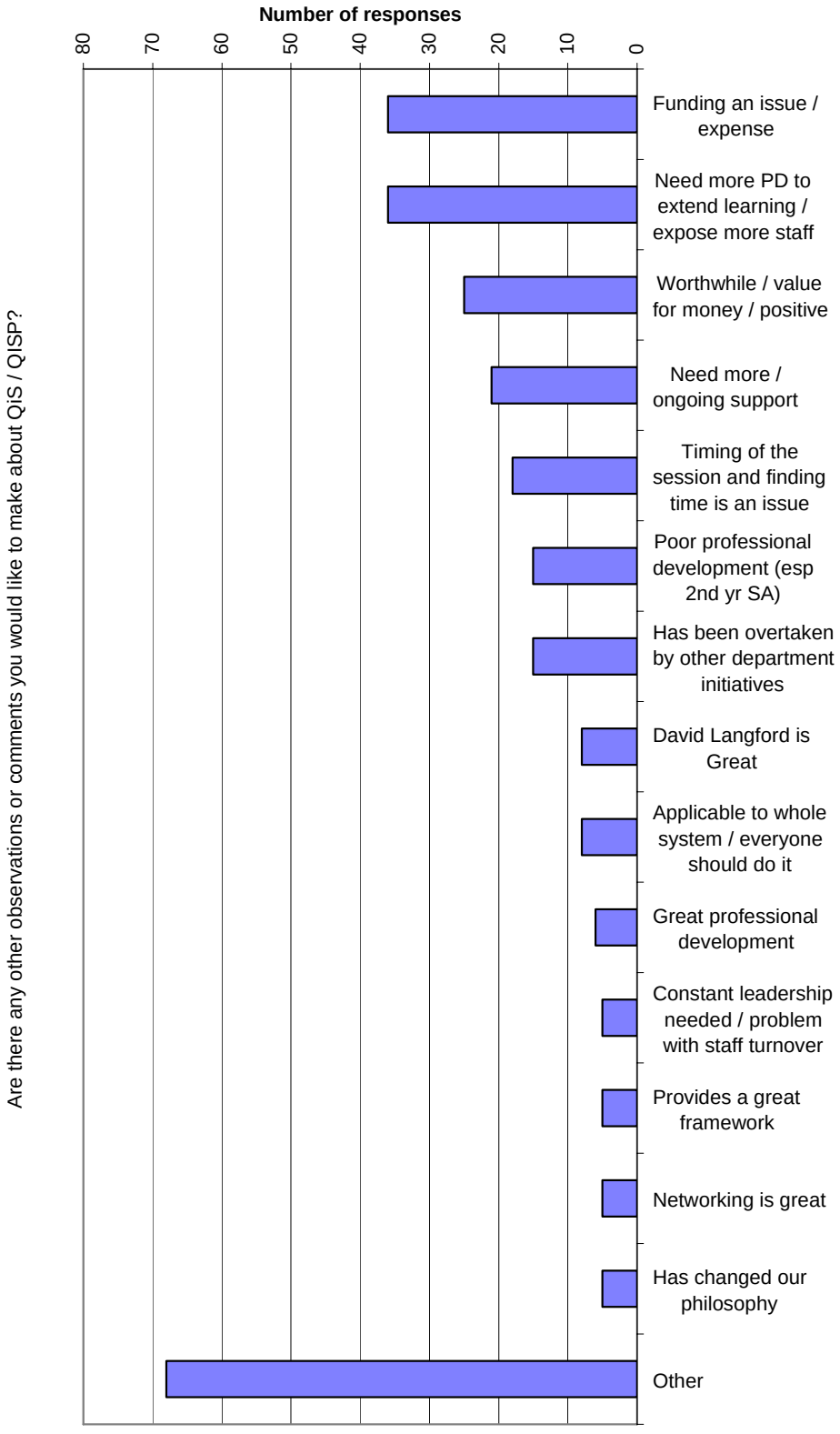
Question 7:
How would you rate the impact of the initiative on Leadership in the school?
Why do you say that?



Question 8:
What was most figural / memorable / useful? What stands out from your participation in the initiative?

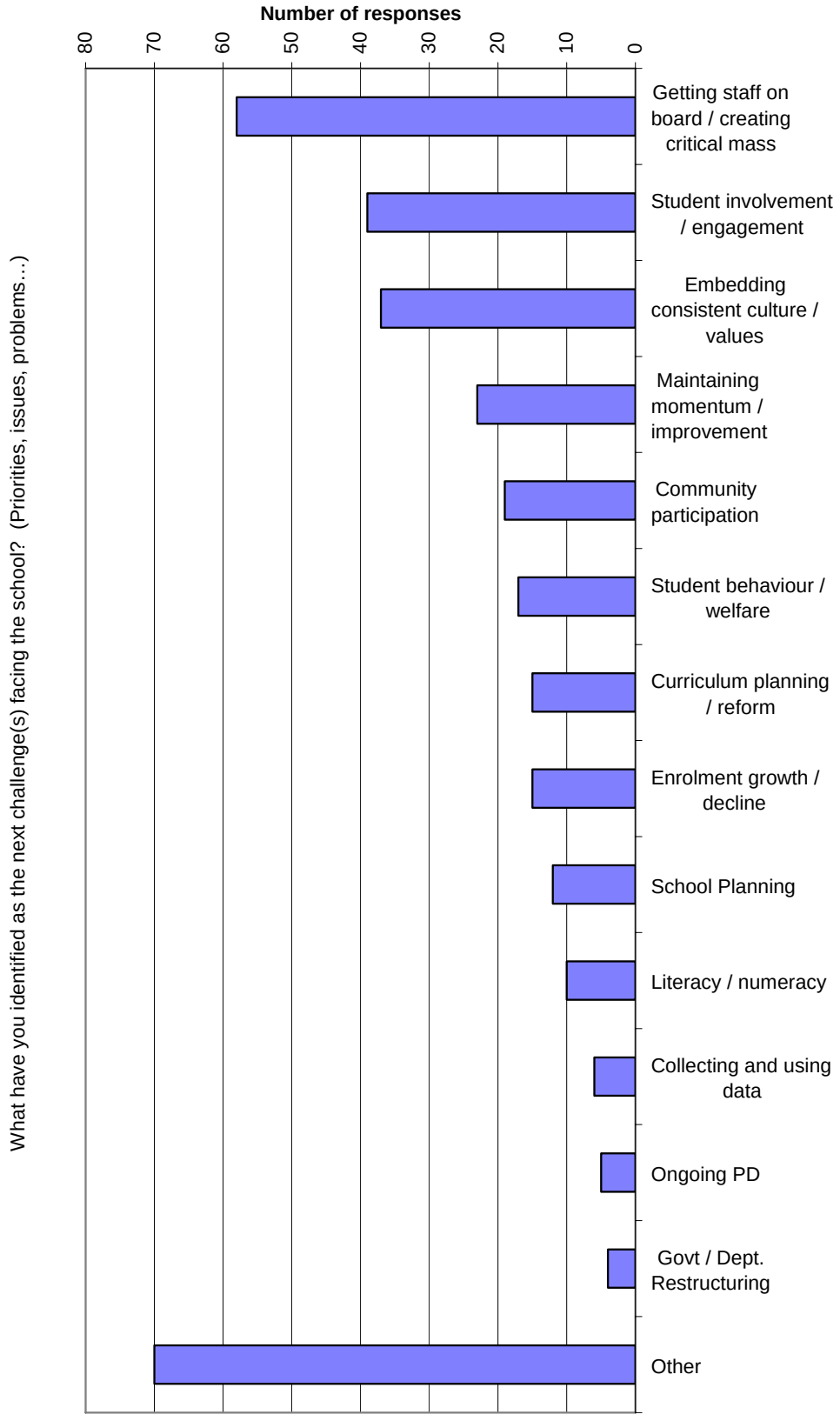


Question 9:
Are there any other observations or comments you would like to make about the initiative?



© Copyright QLA 2005

Question 10:
What have you identified as the next challenge(s) facing the school?



Discussion of Qualitative Data

General Observations

Responses to question 7 suggest that the initiative provided structures, strategies and tools that support 'how to' improve. This was a key aim of the initiative.

The data suggest (particularly question 8) that different sites picked up on different aspects or dimensions of the professional development. This is probably a reflection of the significant diversity of contexts, needs and priorities across participating sites.

In general, the observations (question 9) and challenges (question 10) relate to sustaining the gains from participation through system changes such as leadership and staff turnover, competing priorities and the need for ongoing training.

Specific Observations

Question 8:
What was most figural / memorable / useful? What stands out from your participation in the initiative?

The most common responses to this question were, in descending order of frequency of response:

- Quality improvement tools
- Documentation of policies and processes
- Thinking systemically
- The impact of the program within the classroom.

Question 9:
Are there any other observations or comments you would like to make about the initiative?

Responses to this question are more varied than previous questions. The comments can be categorised into four groups:

1. Positive and supportive of the initiative
2. Suggestions for strengthening the initiative
3. Concerns about implementation issues
4. Criticisms of the initiative.

There are relatively few comments that are critical of the initiative.

Concerns expressed about implementation appear to reflect a desire to see the initiative succeed rather than suggesting why it cannot. Suggestions for improvement appear similarly intentioned.

Question 10:
What have you identified as the next challenge(s) facing the school?

Responses to this question were highly varied, reflecting the wide diversity of sites participating in the initiative.

The most commonly mentioned issues related to sustainability of the improvement efforts:

- Getting more staff 'on board' with the quality approach and maintaining the momentum
- Developing greater student involvement and engagement
- Embedding a consistent culture across the site

Conclusions

Respondents were generally very positive about their experiences with the *Quality in Schools* (Vic) and *Quality Improvement in Schools and Preschools* (SA) initiatives.

In particular, respondents reported:

- strong continuation of application of what had been learned (over 2/3 reporting 'quite a bit' or 'a lot'). This is especially significant given the data was collected between one and five years after completion of the formal training
- strong impact on leadership (over half reporting 'very positive' or 'outstanding') and contribution to a culture of continuous improvement (nearly ¾ reporting 'quite a bit' or 'a lot')
- positive overall impact of the initiative (nearly half reporting 'very positive' or 'outstanding').

These results suggest that the initiative did contribute significantly to a school culture of continuous improvement.

Responses to the questions on student learning, student responsibility and morale were also positive, with just under 1/3 of respondents reporting very positive or outstanding impact of the initiative in these areas. This represents an area that can be further strengthened in future initiatives of this type, particularly as they apply to secondary schools.

It is therefore concluded that participation in the QiS/QISP initiative has proven to be beneficial for the majority of schools.

The greatest benefits were derived in the areas of leadership and development of a culture of continuous improvement across the organisation.

Sites also reported improvement in student learning and responsibility.

© Copyright QLA 2005

Taking action on the data

Quality Learning Australia is striving to improve the effectiveness of their improvement initiatives for schools.

The key findings from this study have been taken into account in the design and implementation of the *Foundations in Quality Learning* seminar series. Improvements include:

- School teams that participate in the professional development vary in size based on the size of the site – for QiS and QISP team sizes were fixed. Variable team sizes support the creation of 'critical mass' of people within the site to support implementation.

- Fewer participants in each seminar. During QiS and QISP, the seminars were typically run for between 50 to 100 people. The *Foundations* seminars are usually attended by 12 to 40 participants. This allows greater flexibility to deal with issues arising during the seminars, particularly when all participants are from the same site.

Further study is planned to deepen understanding of the factors that influence the effectiveness of initiatives to support school improvement, such as QiS, QISP and *Foundations in Quality Learning*.

© Copyright QLA 2005

Attachment 1: Background

Over the past decade, a growing number of schools around the world have been seeking benefits from the lessons learned by the business community around improvement and change.

In Australia, since 1997, over 350 public schools in South Australia and Victoria have been introduced to these ideas. The programs were initially developed by Michael King, Jane Kovacs and others while employed by *Australian Quality Council*.

The Australian Quality Council

The *Australian Quality Council* (AQC) was established in the early 1980's after a Senate enquiry identified the need for a unified approach in supporting the quality improvement efforts of Australian industry.

The AQC, until early 2002, functioned as a small, non-government, self-funding, membership-based, not-for-profit organisation. Its' membership included many large Australian corporations, such as BHP, Western Mining and Telstra.

The organisation was recognised by the Commonwealth as the peak body for Quality Management and was responsible for administering the Australian Quality Awards (later to become the Australian Business Excellence Awards).

The purpose of the AQC was:

"*To accelerate organisational improvement through the adoption of management principles and practices reflected in the Australian Business Excellence Framework*".

Its work included the publication and review of the Australian Business Excellence Framework, organisational self-assessment, training programs and consultancy to assist with organisational improvement efforts. In early 2002 the AQC was purchased by *Standards Australia International* (SAI) who has continued on with their work since that time. In 2004 SAI discontinued working with schools.

© Copyright QLA 2005

Continuous Improvement Philosophy

The philosophy of continuous or *Quality Improvement* has been evolving for over 50 years, initiated by the work of Sarasohn, Deming and Juran in post-World War II Japan (Scholtes 1998).

The philosophy has had many names over this time including Total Quality Control (TQC), Total Quality Management (TQM), Best Practice and more recently, Business Excellence.

The theory has given rise to many techniques and tools to facilitate improvement in organisations. These include, *Quality Circles*, self-directed teams, *Balanced Scorecard* and the use of Key Performance Indicators, the '*7 tools' of Quality Management*, Culture, Customer and Employee surveys. There are many more.

The theory of improvement draws on many disciplines including Systems Theory, psychology, statistics, and epistemology. Contributors include Senge, Shewhart, Deming, Sarasohn, Herzberg, Mintzberg, Covey, Juran, Albrecht, Crosby, Ishikawa, Porter, Imai, Kano, Maslow and Kohn.

The philosophy is based on the following underpinning principles (King 2000):

- Quality and value are determined by the customer. The customer makes decisions regarding products and services based on their perceptions. Suppliers must create products and services that meet the needs and expectations of their customers at a price they are willing to pay

- The improvement of a product or service requires the measurement of quality. The data generated through measurement improves decision-making and action

- Improvement in product and service quality is achieved through the improvement of the processes that generate them

- The people who work in an organisation's processes are those most knowledgeable about how to improve them. They know best what gets in the way of them doing a good job

- All processes are subject to variation. Working to minimise this variation results in improved processes

- The ability of people to work together in constructive relationships is key to achievement of purpose and improvement

- Teamwork is facilitated by the use of methods and tools to solve problems and improve processes

- Most people are inherently good. They come to work to do a good job. It is the processes and systems they are forced to work in that de-motivate them. Working to improve the processes removes frustration and other barriers that impact on performance. Leaders of organisations need to understand the psychological implications of their actions and the organisational systems for which they are responsible

- Improvement rarely occurs by chance. It requires structure and planning

- Organisations are systems – complex interactions of processes and relationships. People work within these systems. Improvement involves working ON the system, and considering the impact of change on key stakeholders

- Organisations compete in the marketplace. They compete for customers, employees, investment and community perception.

The Australian Business Excellence Framework (previously the Australian Quality Awards Criteria) is based on the principles outlined above. In the USA, the Malcolm Baldrige Criteria for Excellence and Award, and in Europe, the European Foundation for Quality Management Model and Award, are based on very similar principles and practices as the Australian Business Excellence Framework.

© Copyright QLA 2005

The 'Quality in Schools' (QIS) and 'Quality and Improvement in Schools and Preschools' (QISP) Programs

The aim of the *Quality in Schools* intervention was to introduce the theory, practices and tools of continuous improvement reflected in the Australian Business Excellence Framework, to help establish a culture of continuous improvement across the school and its classrooms.

The intended outcomes of the initiative included:

- Improved student learning outcomes
- Increased student engagement and acceptance of responsibility for their learning
- Development of a culture of continuous improvement at the site
- Learners and teachers find joy in learning.

The *Quality in Schools* Program was initiated in partnership between the Australian Quality Council and the Victorian Department of Education and Training. It was piloted between 1997 and 1999 with a group of 28 Victorian State schools, comprising a mix of primary, secondary and special schools from three Regions. The pilot was well received and resulted in over 150 Victorian state schools participating over the six years the program was conducted.

The initiative was based on schools volunteering to participate. Teams with about five members (lead by the Principal) attended a series of one-day workshops plus a four day seminar with David Langford, the first teacher to apply the philosophy and tools in a classroom, (a total of 14 days professional development) complimented by three or four consultant (Victoria) or departmental (South Australia) visits to the school site over a two-year period. The purpose of the site visits was to provide direct support to the school team in applying their learning.

The South Australian *Quality and Improvement in Schools and Preschools* program commenced in 1999 with approximately 200 state schools and preschools taking part in the two year program between 2000 and 2002.

Only three schools failed to complete the two-year programs.

© Copyright QLA 2005

Attachment 2: Survey Questions

Quantitative Questions

1. **To what extent are you still applying what you learned from the initiative?**

   (Participants were asked to rate the extent to which the school was still applying what they had learned from: 'Don't know', 'Not at all', 'A Little', 'Some', 'A Lot')

2. **Overall, how would you rate the impact of the initiative on your school / preschool?**

   (Participants were asked to rate the extent of the impact of the initiative on the school from: 'Outstanding', 'Very positive', 'Positive', 'Some impact', 'Little impact', 'No impact', 'Made things worse', 'Don't know')

3. **How would you rate the impact of the initiative on Student Learning Outcomes?**

   (Participants were asked to rate the extent of the impact of the initiative on student learning outcomes from: 'Outstanding', 'Very positive', 'Positive', 'Some impact', 'Little impact', 'No impact', 'Made things worse', 'Don't know')

4. **How would you rate the impact of the initiative on students taking increased responsibility for their own learning? What do you attribute this to?**

   (Participants were asked to rate the extent of the impact of the initiative on student's taking increased responsibility for their own learning from: 'Outstanding', 'Very positive', 'Positive', 'Some impact', 'Little impact', 'No impact', 'Made things worse', 'Don't know' and to what they attributed the impact to.)

5. To what extent has the initiative contributed to a culture of continuous improvement in the school / preschool?

(Participants were asked to rate the extent of the impact of the initiative on developing a school culture focussed on continuous improvement, from: 'Outstanding', 'Very positive', 'Positive', 'Some impact', 'Little impact', 'No impact', 'Made things worse', 'Don't know')

6. How would you rate the impact of the initiative on staff and student morale?

(Participants were asked to rate the extent of the impact of the initiative on staff and student morale (e.g. ccollaboration, cooperation, participation and teamwork), from: 'Outstanding', 'Very positive', 'Positive', 'Some impact', 'Little impact', 'No impact', 'Made things worse', 'Don't know')

7. How would you rate the impact of the initiative on Leadership in the school? Why do you say that?

(Participants were asked to rate the extent of the impact of the initiative on leadership of the school, from: 'Outstanding', 'Very positive', 'Positive', 'Some impact', 'Little impact', 'No impact', 'Made things worse', 'Don't know'. They were then asked to explain why they said what they did.)

Qualitative Questions

8. What was most figural / memorable / useful? What stands out from your participation in the initiative?

(Participants were asked to summarise what they perceived to be the most memorable contribution made by the initiative)

9. Are there any other observations or comments you would like to make about the initiative?

(Participants were asked to provide any further information they wished to with respect to the effect of the initiative.)

10. What have you identified as the next challenge(s) facing the school?

(Participants were asked to identify current challenges facing the school (e.g. Priorities, issues, problems etc). This information can be contrasted with the challenges identified by schools that have not participated in the initiative.)

11. What are your plans, if any, to build upon your continuous improvement efforts in the coming couple of years?

(Participants were asked to identify ways in which they planned to take what they had learned to the next level.)

© Copyright QLA 2005

Attachment 3: Participating Schools and Preschools

School Name	Network Name	Resondent
Ashwood School	QiS Group One: Eastern Metro Network	Yes
Box Hill Senior Secondary College	QiS Group One: Eastern Metro Network	No
Bulleen Heights School	QiS Group One: Eastern Metro Network	Yes
Camberwell High School	QiS Group One: Eastern Metro Network	Yes
Eastwood Primary School	QiS Group One: Eastern Metro Network	No
Heathmont College	QiS Group One: Eastern Metro Network	Yes
Heathmont College (Jnr Campus)	QiS Group One: Eastern Metro Network	No
Laburnum Primary School	QiS Group One: Eastern Metro Network	No
Mount View Primary School	QiS Group One: Eastern Metro Network	Yes
Ringwood Secondary College	QiS Group One: Eastern Metro Network	No
Templestowe College	QiS Group One: Eastern Metro Network	Yes
Warrandyte High School	QiS Group One: Eastern Metro Network	No
Alexandra Secondary College	QiS Group One: Northern (GNE) Network	Yes
Corryong Secondary College	QiS Group One: Northern (GNE) Network	Yes
Mansfield Secondary College	QiS Group One: Northern (GNE) Network	Yes
McGuire College	QiS Group One: Northern (GNE) Network	No
Mooroopna Park Primary School	QiS Group One: Northern (GNE) Network	Yes
Mount Beauty Secondary College	QiS Group One: Northern (GNE) Network	No
Tallangatta Secondary College	QiS Group One: Northern (GNE) Network	Yes
Wanganui Park Secondary College	QiS Group One: Northern (GNE) Network	Yes
Wangaratta Primary School	QiS Group One: Northern (GNE) Network	Yes
Belle Vue Park Primary School	QiS Group One: Northern Metro Network	Yes
Collingwood P-12 College	QiS Group One: Northern Metro Network	Yes
Glenroy North Primary School	QiS Group One: Northern Metro Network	Yes
Greensborough Secondary College	QiS Group One: Northern Metro Network	Yes
Mill Park Primary School	QiS Group One: Northern Metro Network	Yes
Preston Girls Secondary College	QiS Group One: Northern Metro Network	Yes
Streeton Primary School	QiS Group One: Northern Metro Network	Yes
Thornbury Darebin Secondary College	QiS Group One: Northern Metro Network	Yes
Bendigo Violet Street Primary School	QiS Group Two: Northern Network	Yes
Blackburn High School	QiS Group Two: Northern Network	Yes
Bright P-12 College	QiS Group Two: Northern Network	No
Gladstone Park Secondary College	QiS Group Two: Northern Network	Yes
Ivanhoe East Primary School	QiS Group Two: Northern Network	Yes
Keilor Downs Primary School	QiS Group Two: Northern Network	Yes
Mullauna Secondary College	QiS Group Two: Northern Network	Yes
Ruthven Primary School	QiS Group Two: Northern Network	Yes
Sherbourne Primary School	QiS Group Two: Northern Network	Yes
Verney Road School	QiS Group Two: Northern Network	Yes
Wonga Park Primary School	QiS Group Two: Northern Network	No
Yea High School	QiS Group Two: Northern Network	Yes
Brighton Primary School	QiS Group Two: Southern Network	No
Camberwell Primary School	QiS Group Two: Southern Network	Yes
Coatesville Primary School	QiS Group Two: Southern Network	No
Dandenong Valley School	QiS Group Two: Southern Network	No

© Copyright QLA 2005

School Name	Network Name	Resondent
Glenallen School	QiS Group Two: Southern Network	Yes
Great Ryrie Primary School	QiS Group Two: Southern Network	Yes
Hampton Park Secondary College	QiS Group Two: Southern Network	Yes
Marlborough Primary School	QiS Group Two: Southern Network	No
Warragul Regional College	QiS Group Two: Southern Network	Yes
Bacchus Marsh Primary School	QiS Group Two: Western Network	Yes
Bannockburn Primary School	QiS Group Two: Western Network	Yes
Belmont High School	QiS Group Two: Western Network	Yes
Clunes Primary School	QiS Group Two: Western Network	Yes
Grovedale Secondary College	QiS Group Two: Western Network	Yes
Lara Lake Primary School	QiS Group Two: Western Network	No
Mount Clear Secondary College	QiS Group Two: Western Network	Yes
Southern Cross Primary School	QiS Group Two: Western Network	Yes
Balmoral High School	QiS Group Three: Eastern Network	Yes
Beechworth Secondary College	QiS Group Three: Eastern Network	Yes
Benalla East Primary School	QiS Group Three: Eastern Network	Yes
Brimbank College	QiS Group Three: Eastern Network	No
Flying Fruit Fly Circus School	QiS Group Three: Eastern Network	Yes
Kent Park Primary School	QiS Group Three: Eastern Network	Yes
Lancefield Primary School	QiS Group Three: Eastern Network	Yes
Rosamond Special School	QiS Group Three: Eastern Network	No
Sebastopol Primary School	QiS Group Three: Eastern Network	No
Simpson Primary School	QiS Group Three: Eastern Network	Yes
Warrnambool East Primary School	QiS Group Three: Eastern Network	Yes
Wodonga High School	QiS Group Three: Eastern Network	Yes
Brentwood Park Primary School	QiS Group Three: Southern Network	No
Hampton Primary School	QiS Group Three: Southern Network	Yes
Langwarrin Primary School	QiS Group Three: Southern Network	Yes
McKinnon Primary School	QiS Group Three: Southern Network	Yes
Mirboo North Secondary College	QiS Group Three: Southern Network	Yes
Monash Secondary College	QiS Group Three: Southern Network	Yes
Sandringham Primary School	QiS Group Three: Southern Network	No
Springvale Heights Primary School	QiS Group Three: Southern Network	No
Springvale Secondary College	QiS Group Three: Southern Network	No
Traralgon Secondary College - West Campus	QiS Group Three: Southern Network	Yes
Traralgon Secondary College - East Campus	QiS Group Three: Southern Network	No
Wheelers Hill Secondary College	QiS Group Three: Southern Network	Yes
Yarrabah School	QiS Group Three: Southern Network	No
Blackburn Primary School	QiS Group Three: Western Network	Yes
Brunswick Secondary College (Jun)	QiS Group Three: Western Network	No
Brunswick Secondary College (Snr)	QiS Group Three: Western Network	Yes
Clifton Hill Primary School	QiS Group Three: Western Network	Yes
Diamond Creek Primary School	QiS Group Three: Western Network	Yes
Forest Hill College	QiS Group Three: Western Network	Yes
Hawthorn Secondary College	QiS Group Three: Western Network	Yes
Plenty Parklands Primary School	QiS Group Three: Western Network	Yes
Roxburgh Homestead Primary School	QiS Group Three: Western Network	Yes
Albany Rise Primary School	QiS Group Four: Network One	Yes
Ashburton Primary School	QiS Group Four: Network One	No
Badger Creek Primary School	QiS Group Four: Network One	Yes
Camelot Rise Primary School	QiS Group Four: Network One	Yes
Cleeland Secondary College	QiS Group Four: Network One	No
Doncaster Primary School	QiS Group Four: Network One	Yes

© Copyright QLA 2005

School Name	Network Name	Resondent
Doveton Secondary College	QiS Group Four: Network One	Yes
Gladysdale Primary School	QiS Group Four: Network One	Yes
Heidelberg Primary School	QiS Group Four: Network One	Yes
James Cook Primary School	QiS Group Four: Network One	Yes
Lilydale West Primary School	QiS Group Four: Network One	No
Craigieburn Secondary College	QiS Group Four: Network Two	Yes
Meadow Fair North Primary School	QiS Group Four: Network Two	Yes
Meadowbank Primary School	QiS Group Four: Network Two	Yes
Mitchell Secondary College	QiS Group Four: Network Two	Yes
Monmia Primary School	QiS Group Four: Network Two	Yes
Oberon High School	QiS Group Four: Network Two	No
Pascoe Vale North Primary School	QiS Group Four: Network Two	Yes
Romsey Primary School	QiS Group Four: Network Two	Yes
Thomas Chirnside Primary School	QiS Group Four: Network Two	Yes
Westgarth Primary School	QiS Group Four: Network Two	Yes
Wilmott Park Primary School	QiS Group Four: Network Two	Yes
Winchelsea Primary School	QiS Group Four: Network Two	Yes
Banyule Primary School	QiS Group Five: Eastern Network	Yes
Bundoora Secondary College	QiS Group Five: Eastern Network	Yes
Croydon Secondary College	QiS Group Five: Eastern Network	Yes
Croydon West Primary School	QiS Group Five: Eastern Network	Yes
Diamond Valley College	QiS Group Five: Eastern Network	Yes
Eltham High School	QiS Group Five: Eastern Network	Yes
Kalinda Primary School	QiS Group Five: Eastern Network	Yes
Montmorency Secondary College	QiS Group Five: Eastern Network	No
Mordialloc Secondary College	QiS Group Five: Eastern Network	Yes
Ormond Primary School	QiS Group Five: Eastern Network	Yes
Seville Primary School	QiS Group Five: Eastern Network	No
Eskdale Primary School	QiS Group Five: Western Network	Yes
Essendon North Primary School	QiS Group Five: Western Network	Yes
Exford Primary School	QiS Group Five: Western Network	Yes
Gladstone Views Primary School	QiS Group Five: Western Network	Yes
Glenroy West Primary School	QiS Group Five: Western Network	Yes
Kangaroo Flat Primary School	QiS Group Five: Western Network	No
Kiewa Valley Primary School	QiS Group Five: Western Network	Yes
Kurunjang Primary School	QiS Group Five: Western Network	No
Meadow Heights Primary School	QiS Group Five: Western Network	Yes
Melton South Primary School	QiS Group Five: Western Network	Yes
Melton Specialist School	QiS Group Five: Western Network	Yes
Mickleham Primary School	QiS Group Five: Western Network	Yes
Mitta Mitta Primary School	QiS Group Five: Western Network	Yes
Moomba Park Primary School	QiS Group Five: Western Network	Yes
Tallangatta Primary School	QiS Group Five: Western Network	Yes
Toolern Vale & District Primary School	QiS Group Five: Western Network	No
Williamstown North Primary School	QiS Group Five: Western Network	Yes
Balaklava High School	QISP Phase One: Askew Network	Yes
Berri Primary School	QISP Phase One: Askew Network	No
East Murray Area School	QISP Phase One: Askew Network	Yes
Glossop High School (Middle Campus)	QISP Phase One: Askew Network	No
Glossop High School (Snr Campus)	QISP Phase One: Askew Network	Yes
Hahndorf Primary School	QISP Phase One: Askew Network	Yes
Hamley Bridge Primary School	QISP Phase One: Askew Network	Yes
Kadina Primary School	QISP Phase One: Askew Network	No

© Copyright QLA 2005

School Name	Network Name	Resondent
Loxton High School	QISP Phase One: Askew Network	Yes
Maitland Area School	QISP Phase One: Askew Network	Yes
Poonindie Primary School	QISP Phase One: Askew Network	No
Redwood Park Primary School	QISP Phase One: Askew Network	No
Streaky Bay Area School	QISP Phase One: Askew Network	No
Wynn Vale Primary School	QISP Phase One: Askew Network	Yes
Adelaide High School	QISP Phase One: Deming Network	No
Cleve Area School	QISP Phase One: Deming Network	Yes
Colonel Light Gardens Primary School	QISP Phase One: Deming Network	Yes
Enfield High School	QISP Phase One: Deming Network	Yes
Hamilton Secondary College	QISP Phase One: Deming Network	No
Hendon Primary School	QISP Phase One: Deming Network	Yes
Henley High School	QISP Phase One: Deming Network	No
Ingle Farm East Primary School	QISP Phase One: Deming Network	No
Mitcham Girls High School	QISP Phase One: Deming Network	No
Ross Smith Secondary College	QISP Phase One: Deming Network	Yes
Seaview High School	QISP Phase One: Deming Network	Yes
Urrbrae Agricultural High School	QISP Phase One: Deming Network	No
Warradale Primary School	QISP Phase One: Deming Network	Yes
Airdale Primary School	QISP Phase One: Scholtes Network	Yes
Craigmore South Junior Primary School	QISP Phase One: Scholtes Network	Yes
Elizabeth South Primary School	QISP Phase One: Scholtes Network	No
Elizabeth Vale Child Parent Centre	QISP Phase One: Scholtes Network	No
Elizabeth Vale Primary School	QISP Phase One: Scholtes Network	No
Fremont-Elizabeth City High School	QISP Phase One: Scholtes Network	Yes
Gladstone High School	QISP Phase One: Scholtes Network	Yes
Gladstone Primary School	QISP Phase One: Scholtes Network	No
Mallala Primary School	QISP Phase One: Scholtes Network	Yes
Melrose Primary School	QISP Phase One: Scholtes Network	No
Nuriootpa High School	QISP Phase One: Scholtes Network	Yes
One Tree Hill Primary School	QISP Phase One: Scholtes Network	Yes
Ridley Grove School R-7	QISP Phase One: Scholtes Network	Yes
Rose Park Primary School	QISP Phase One: Scholtes Network	Yes
Rostrevor Kindergarten	QISP Phase One: Scholtes Network	Yes
Sir Thomas Playford Kindergarten	QISP Phase One: Scholtes Network	No
Westport Primary School	QISP Phase One: Scholtes Network	No
Woodville High School	QISP Phase One: Scholtes Network	No
Woodville West Kindergarten	QISP Phase One: Scholtes Network	Yes
Allendale East Area School	QISP Phase One: Senge Network	Yes
Christie Downs Primary School	QISP Phase One: Senge Network	Yes
Christie Downs Special School	QISP Phase One: Senge Network	No
Clarendon Primary School	QISP Phase One: Senge Network	Yes
Echunga Primary School	QISP Phase One: Senge Network	Yes
Fisk Street Primary School	QISP Phase One: Senge Network	No
Flaxmill Child Parent Centre	QISP Phase One: Senge Network	No
Flaxmill Primary School	QISP Phase One: Senge Network	Yes
Hallett Cove East Primary School	QISP Phase One: Senge Network	No
Hallett Cove R-12 School	QISP Phase One: Senge Network	Yes
Kangarilla Primary School	QISP Phase One: Senge Network	Yes
Karrara Estate Kindergarten	QISP Phase One: Senge Network	No
Long Street Primary School	QISP Phase One: Senge Network	Yes
McLaren Flat Primary School	QISP Phase One: Senge Network	Yes
Meadows Primary School	QISP Phase One: Senge Network	No

© Copyright QLA 2005

School Name	Network Name	Resondent
Morphett Vale East Jnr Prim School	QISP Phase One: Senge Network	No
Morphett Vale Preschool Kindergarten	QISP Phase One: Senge Network	No
Mount Gambier High School	QISP Phase One: Senge Network	Yes
Murray Bridge High School	QISP Phase One: Senge Network	Yes
Pimpala Primary School	QISP Phase One: Senge Network	Yes
Wirreanda High School	QISP Phase One: Senge Network	Yes
Brahma Lodge Kindergarten Incorporated	QISP Phase One: Tribus Network	Yes
Brahma Lodge Primary School	QISP Phase One: Tribus Network	Yes
Burton Primary School	QISP Phase One: Tribus Network	No
Manor Farm Kindergarten	QISP Phase One: Tribus Network	Yes
Myponga Primary School	QISP Phase One: Tribus Network	Yes
Parafield Gardens High School	QISP Phase One: Tribus Network	No
Paralowie Kindergarten	QISP Phase One: Tribus Network	Yes
Paralowie R-12 School	QISP Phase One: Tribus Network	Yes
Salisbury East High School	QISP Phase One: Tribus Network	No
Salisbury Heights Junior Primary School	QISP Phase One: Tribus Network	No
Salisbury High School	QISP Phase One: Tribus Network	No
Salisbury North West Junior Primary School	QISP Phase One: Tribus Network	No
Salisbury North West Junior Primary School	QISP Phase One: Tribus Network	No
Seaford Primary School	QISP Phase One: Tribus Network	Yes
Seaford Rise Primary School	QISP Phase One: Tribus Network	Yes
Settlers Farm Primary School	QISP Phase One: Tribus Network	Yes
Two Wells Kindergarten	QISP Phase One: Tribus Network	No
Two Wells Primary School	QISP Phase One: Tribus Network	Yes
Victor Harbor High School	QISP Phase One: Tribus Network	No
Virginia Primary School	QISP Phase One: Tribus Network	Yes
Balaklava Primary School	QISP Phase Two: Chisholm Network	No
Clovelly Park Primary School	QISP Phase Two: Chisholm Network	Yes
Dover Gardens Primary School	QISP Phase Two: Chisholm Network	Yes
East Marden Primary School	QISP Phase Two: Chisholm Network	Yes
East Torrens Primary School	QISP Phase Two: Chisholm Network	No
Eudunda Area School	QISP Phase Two: Chisholm Network	No
Freeling Primary School	QISP Phase Two: Chisholm Network	Yes
Fulham North Primary School	QISP Phase Two: Chisholm Network	Yes
Gawler East Pre-School	QISP Phase Two: Chisholm Network	Yes
Gawler High School	QISP Phase Two: Chisholm Network	Yes
Hectorville Kindergarten	QISP Phase Two: Chisholm Network	No
Kapunda High School	QISP Phase Two: Chisholm Network	No
Mitchell Park Kindergarten	QISP Phase Two: Chisholm Network	Yes
Para Hills Junior Primary School	QISP Phase Two: Chisholm Network	Yes
Para Hills Primary School	QISP Phase Two: Chisholm Network	Yes
Para Hills West Pre-School	QISP Phase Two: Chisholm Network	No
Prospect Kindergarten	QISP Phase Two: Chisholm Network	No
Prospect Primary School	QISP Phase Two: Chisholm Network	Yes
Riverton Primary School	QISP Phase Two: Chisholm Network	Yes
Trinity Gardens Child Parent Centre	QISP Phase Two: Chisholm Network	Yes
Trinity Gardens Primary School	QISP Phase Two: Chisholm Network	No
Underdale High School	QISP Phase Two: Chisholm Network	No
Vale Park Childhood Services Centre	QISP Phase Two: Chisholm Network	No
Vale Park Primary School	QISP Phase Two: Chisholm Network	No
William Light R-12 School	QISP Phase Two: Chisholm Network	Yes
Aldinga Primary School	QISP Phase Two: DeLissa Network	Yes
Barmera Primary School	QISP Phase Two: DeLissa Network	Yes

© Copyright QLA 2005

School Name	Network Name	Resondent
Callington Kindergarten	QISP Phase Two: DeLissa Network	Yes
Callington Primary School	QISP Phase Two: DeLissa Network	No
Carol Murray Children's Centre	QISP Phase Two: DeLissa Network	Yes
Christies Beach Primary School	QISP Phase Two: DeLissa Network	Yes
Flagstaff Hill Junior Primary School	QISP Phase Two: DeLissa Network	Yes
Fraser Park Primary School	QISP Phase Two: DeLissa Network	Yes
Hackham East Primary School	QISP Phase Two: DeLissa Network	Yes
Hackham South Primary School	QISP Phase Two: DeLissa Network	Yes
John Morphett Preschool	QISP Phase Two: DeLissa Network	No
John Morphett Primary School	QISP Phase Two: DeLissa Network	No
Loxton Primary School	QISP Phase Two: DeLissa Network	No
Meningie Area School	QISP Phase Two: DeLissa Network	Yes
Moorook Primary School	QISP Phase Two: DeLissa Network	No
Morphett Vale High School	QISP Phase Two: DeLissa Network	No
Murray Bridge Primary School	QISP Phase Two: DeLissa Network	Yes
Murray Bridge South Kindergarten	QISP Phase Two: DeLissa Network	No
O'Sullivan Beach Kindergarten	QISP Phase Two: DeLissa Network	Yes
O'Sullivan Beach School	QISP Phase Two: DeLissa Network	No
Rapid Bay Primary School	QISP Phase Two: DeLissa Network	No
Renmark High School	QISP Phase Two: DeLissa Network	No
Renmark Junior Primary School	QISP Phase Two: DeLissa Network	Yes
Riverland Special School	QISP Phase Two: DeLissa Network	Yes
Spence Primary School	QISP Phase Two: DeLissa Network	Yes
Tailem Bend Primary School	QISP Phase Two: DeLissa Network	Yes
Yankalilla Area School	QISP Phase Two: DeLissa Network	Yes
Bordertown High School	QISP Phase Two: MacKillop Network	Yes
Glencoe Central Primary School	QISP Phase Two: MacKillop Network	Yes
Grant High School	QISP Phase Two: MacKillop Network	Yes
McDonald Park Primary School	QISP Phase Two: MacKillop Network	Yes
Millicent High School	QISP Phase Two: MacKillop Network	Yes
Millicent North Primary School	QISP Phase Two: MacKillop Network	Yes
Mount Gambier North Primary School	QISP Phase Two: MacKillop Network	Yes
Mulga Street Primary School	QISP Phase Two: MacKillop Network	Yes
Nangwarry Primary School	QISP Phase Two: MacKillop Network	Yes
O.B.Flat Primary School	QISP Phase Two: MacKillop Network	No
Reidy Park Primary School	QISP Phase Two: MacKillop Network	Yes
Robe Primary School	QISP Phase Two: MacKillop Network	No
Tarpeena Primary School	QISP Phase Two: MacKillop Network	Yes
Yahl Primary School	QISP Phase Two: MacKillop Network	Yes
Bishop Kindergarten	QISP Phase Two: Spence Network	Yes
Ceduna Area School	QISP Phase Two: Spence Network	No
Ceduna Preschool Centre	QISP Phase Two: Spence Network	No
Cowell Area School	QISP Phase Two: Spence Network	No
Hincks Avenue Primary School	QISP Phase Two: Spence Network	Yes
Kimba Area School	QISP Phase Two: Spence Network	Yes
Memorial Oval Primary School	QISP Phase Two: Spence Network	Yes
Napperby Primary School	QISP Phase Two: Spence Network	No
Peterborough High School	QISP Phase Two: Spence Network	Yes
Port Lincoln High School	QISP Phase Two: Spence Network	No
Quorn Area School	QISP Phase Two: Spence Network	Yes
Risdon Park Primary School	QISP Phase Two: Spence Network	Yes
Whyalla Special School	QISP Phase Two: Spence Network	Yes
Whyalla Stuart Primary School	QISP Phase Two: Spence Network	Yes

© Copyright QLA 2005

School Name	Network Name	Resondent
Woomera Area School	QISP Phase Two: Spence Network	Yes
Wudinna Area School	QISP Phase Two: Spence Network	Yes
Alberton Primary School	QISP Phase Two: Walker Network	Yes
Belair Junior Primary School	QISP Phase Two: Walker Network	Yes
Belair Primary School	QISP Phase Two: Walker Network	No
Bowden Brompton Community School	QISP Phase Two: Walker Network	Yes
Bridgewater Primary School (SA)	QISP Phase Two: Walker Network	Yes
Craigmore High School	QISP Phase Two: Walker Network	No
Edithburgh Primary School	QISP Phase Two: Walker Network	Yes
Elizabeth Downs Primary School	QISP Phase Two: Walker Network	No
Elizabeth Park Primary School	QISP Phase Two: Walker Network	Yes
Monash Primary School	QISP Phase Two: Walker Network	Yes
Moonta Area School	QISP Phase Two: Walker Network	No
Mount Barker High School	QISP Phase Two: Walker Network	No
North Haven Primary School	QISP Phase Two: Walker Network	Yes
Salisbury Downs Primary School	QISP Phase Two: Walker Network	Yes
Salisbury Junior Primary School	QISP Phase Two: Walker Network	Yes
Salisbury Primary School	QISP Phase Two: Walker Network	Yes
School of Languages	QISP Phase Two: Walker Network	No

© Copyright QLA 2005

Attachment 4: About Quality Learning Australia

Quality Learning Australia (QLA) was established in late 2002 by Michael King, the AQC team leader for *Quality in Schools*, after he left SAI and moved to Canberra. Jane Kovacs also left SAI early in 2003 to join QLA.

QLA continues to work with schools across Australia, promoting the principles and practices of quality improvement, predominantly in schools.

This research was commissioned by QLA to better understand the impact of the initiative and to better inform QLA's continuing work in the area.

Purpose

We exist to facilitate organisational improvement using the Quality Learning approach. We place strong emphasis on measurable, sustainable and ongoing improvement. All our work is based upon the proven principles and practices of continuous quality improvement.

Focus

We work mostly with schools, districts and education system administrators - helping to improve student engagement and learning as well as the quality of school life.

Experience

We have over two decades of collective experience with organisational improvement. More than ten years of this has been helping make schools even better.

© Copyright QLA 2005