FAQs: What curriculum do Independent Public Schools deliver?

**Question**
What curriculum do Independent Public Schools deliver?

**Answer**
Within a curriculum framework approved by the Minister, Independent Public School principals plan the learning experiences offered to students at a school. This means implementing the Australian Curriculum, the Queensland Studies Authority syllabuses and mandatory languages other than English in Years 6, 7 and 8.

FAQs: Who will provide the industry professional supervision for the Youth Support Coordinator if employed by the school?

**Question**
Who will provide the industry professional supervision for the Youth Support Coordinator if employed by the school?

**Answer**
Given the sensitive nature of their work, it is necessary for youth workers to be provided with professional supervision. While there is no explicit definition of professional supervision for youth workers, it could be defined as an opportunity to reflect on work practices, receive coaching and mentoring, and explore professional development needs with an independent person who has greater experience, skills or knowledge. Professional supervision is different to management supervision.

Professional supervision for Youth Support Coordinators may be undertaken by the Regional Youth Support Coordinator or in another manner, as negotiated between the school and the region.

FAQs: What are the enrolment processes for Independent Public Schools?

**Question**
What are the enrolment processes for Independent Public Schools?

**Answer**
Independent Public Schools manage their enrolments within existing capacity and enrolment management plans. Special school principals involved in the Independent Public Schools initiative make recommendations to the Deputy Director-General - Education Queensland (DDG-EQ) regarding the enrolment of students at their school.
### FAQs: How do Independent Public Schools receive their maintenance budget?

<table>
<thead>
<tr>
<th>Question</th>
<th>How do Independent Public Schools receive their maintenance budget?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Independent Public Schools who elect to use private contractors external to QBuild are paid a maintenance grant twice yearly at the beginning of each semester. The grant is based on the asset replacement value and age of the school buildings - the same method currently used to determine a school’s notional maintenance allocation.</td>
</tr>
<tr>
<td>FAQ keywords</td>
<td>Financial flexibility</td>
</tr>
<tr>
<td>Context</td>
<td>Financial flexibility</td>
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</tbody>
</table>

**Content Type:** Item  
**Created at:** 10/07/2013 12:33 PM by Alex MCINTOSH (ahmc0)  
**Last modified at:** 10/07/2013 12:33 PM by Alex MCINTOSH (ahmc0)

### FAQs: Can Independent Public Schools charge additional fees?

<table>
<thead>
<tr>
<th>Question</th>
<th>Can Independent Public Schools charge additional fees?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Independent Public Schools determine student resource scheme amounts, voluntary contributions or set fees for specialised programs.</td>
</tr>
<tr>
<td>FAQ keywords</td>
<td>Financial flexibility</td>
</tr>
<tr>
<td>Context</td>
<td>Financial flexibility</td>
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</tbody>
</table>

**Content Type:** Item  
**Created at:** 10/07/2013 12:33 PM by Alex MCINTOSH (ahmc0)  
**Last modified at:** 10/07/2013 12:33 PM by Alex MCINTOSH (ahmc0)

### FAQs: Are Independent Public Schools funded differently?

<table>
<thead>
<tr>
<th>Question</th>
<th>Are Independent Public Schools funded differently?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Independent Public Schools receive a one-off $50,000 grant to assist with their transition. In addition, schools will receive a further $50,000 in funding each year.</td>
</tr>
<tr>
<td>FAQ keywords</td>
<td>Financial flexibility</td>
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<tr>
<td>Context</td>
<td>Financial flexibility</td>
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</table>

**Content Type:** Item  
**Created at:** 10/07/2013 12:32 PM by Alex MCINTOSH (ahmc0)  
**Last modified at:** 10/07/2013 12:32 PM by Alex MCINTOSH (ahmc0)
FAQs: What does school governance look like in an Independent Public School?

Question: What does school governance look like in an Independent Public School?

Answer: Independent Public Schools are required to have a school council. This enables greater involvement of the school community and other stakeholders, such as industry, in setting the strategic direction of the school. School councils approve and monitor the school's strategic direction, strengthening local decision-making. In addition, principals have a performance agreement with the Director-General.

FAQ keywords

Context: Governance

Created at 10/07/2013 12:34 PM by Alex MCINTOSH (ahmc0)
Last modified at 10/07/2013 12:35 PM by Alex MCINTOSH (ahmc0)

FAQs: How do school councils operate?

Question: How do school councils operate?

Answer: School councils in Independent Public Schools operate under the existing legislation as applied to all state schools. The establishment of school councils allows greater involvement of the school community in determining the school's strategic direction.

School councils comprise at least six, but not more than 15 members. A school council must include at least one elected parent member and one elected staff member (the number of elected parent members and elected staff members of a school council must be equal).

A school council (for a school that provides Years 10, 11 and 12) must include at least one but not more than two elected student members and two appointed members. Elected student members can only be students from Year 10, 11 or 12 at the school. Schools may appoint co-opted students from younger year levels, however these students are unable to vote.

In general, the school council plays a role in approving and monitoring the school's strategic direction in a way that achieves the best learning outcomes for the school's students. The size of the school will determine representation of staff and students on the school council.

For more information read the Queensland school councils fact sheet (PDF, 211KB).

FAQ keywords

Context: Governance

Created at 10/07/2013 12:40 PM by Alex MCINTOSH (ahmc0)
Last modified at 10/07/2013 12:40 PM by Alex MCINTOSH (ahmc0)
FAQs: How does the role of a school council differ to that of a P&C?

**Question**
How does the role of a school council differ to that of a P&C?

**Answer**
The Independent Public Schools initiative does not impact on the functions of school P&Cs. School councils have the responsibility to approve documents that set the strategic direction of the school, but are not involved in its daily operational aspects. The P&C president is included on the school council to represent the views of the P&C Association.

**FAQ keywords**
Governance

**Context**
Governance

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FAQs: Can Independent Public Schools change their name?

**Question**
Can Independent Public Schools change their name?

**Answer**
Independent Public Schools cannot be renamed. The authority to change the name of a state school remains with the Minister.

**FAQ keywords**
Governance

**Context**
Governance

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FAQs: How are Independent Public School facilities managed?

**Question**
How are Independent Public School facilities managed?

**Answer**
Independent Public Schools can make local decisions about joint facilities, agreements and partnerships. They can also submit requests for capital works and develop and implement their Strategic Infrastructure (Assets) Plan directly with Central Office.

Independent Public Schools can contract and manage their maintenance using QBuild or contractors.

There is no change to the funding level for facilities provided to Independent Public Schools.

**FAQ keywords**
Managing school facilities

**Context**
Managing school facilities
### FAQs: How can schools become an Independent Public School?

<table>
<thead>
<tr>
<th>Question</th>
<th>How can schools become an Independent Public School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>All Queensland state schools, irrespective of size, geographical location or school type, can apply to become an Independent Public School in 2014 through an open Expression of Interest (EOI) process.</td>
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<tr>
<td></td>
<td>Prior to submitting an EOI, it is essential that principals undertake broad consultation with their school communities.</td>
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<td>Principals may use existing consultative groups to ensure the whole school community has the opportunity to provide input and to gain an understanding of all stakeholder views.</td>
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<tr>
<td></td>
<td>Consultation will gauge community interest in becoming an Independent Public School.</td>
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<td></td>
<td>School consultation should involve stakeholders such as:</td>
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<td>- staff</td>
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<td></td>
<td>- parents, including the Parents &amp; Citizens' Association and school council (if established)</td>
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<td></td>
<td>- the wider community, for example local business, industry and community groups.</td>
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<td>When submitting an EOI, schools need to provide documentation of no more than three A4 pages to demonstrate:</td>
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<td>- the consultation that has occurred across groups, including a summary of their views</td>
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<td>- the school's capacity to assume greater responsibility for their affairs</td>
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<td>- the potential benefits for students and the broader school community</td>
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<td>- the innovative educational programs or practices the school will implement to improve student performance.</td>
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</table>

<table>
<thead>
<tr>
<th>FAQ keywords</th>
<th>Nomination and selection process</th>
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</thead>
</table>

**Context:** Nomination and selection process
FAQs: How many schools are involved?

Question
How many schools are involved?

Answer
There is an opportunity for at least 120 schools to become Independent Public Schools over a four year period from 2013 to 2016. This includes the selection of 20 schools for the program in 2013. Thirty-four schools will be selected to take part in 2014.

Further opportunities to express interest to become an Independent Public School will be provided each year, with a minimum of 30 schools to be selected annually until 2016.

From 2017 the Independent Public School program will be expanded through Great Teachers – Great Results.

FAQs: Can a Public Private Partnership (PPP) school become an Independent Public School?

FAQs: If a school community decides that it no longer wishes to be an Independent Public School at a later date can the community 'opt out'?
### FAQs: How do Queensland Independent Public Schools differ from other state schools?

<table>
<thead>
<tr>
<th>Question</th>
<th>How do Queensland Independent Public Schools differ from other state schools?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Queensland Independent Public Schools have greater flexibility to enable innovation that improves performance through:</td>
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<tr>
<td></td>
<td>• managing their planning and review processes</td>
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<td>• determining staffing options</td>
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<td></td>
<td>• determining the departmental policies and procedures that best suit their individual communities.</td>
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<td></td>
<td>All Independent Public Schools remain part of the strong state school system. They need to operate within the system enacting the same core values, beliefs and priorities.</td>
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<thead>
<tr>
<th>FAQ keywords</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Context</td>
<td>Purpose</td>
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</table>

Content Type: Item
Created at 10/07/2013 12:32 PM by Alex MCINTOSH (pmno1)
Last modified at 10/07/2013 12:53 PM by Alex MCINTOSH (pmno1)

### FAQs: Is the Independent Public Schools initiative supported by research?

<table>
<thead>
<tr>
<th>Question</th>
<th>Is the Independent Public Schools initiative supported by research?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Research on this subject shows that the success of school autonomy relies on a range of factors such as what support is provided, types of autonomy, accountabilities, etc. However, research also shows that while there should not be a ‘one-size fits all’ model for autonomy, there is a link between principal autonomy and school effectiveness. In addition, a recent study by the Organisation for Economic Cooperation and Development reports that a combination of autonomy and accountability is related to better student outcomes.</td>
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<tr>
<td></td>
<td>The level of autonomy required by schools is dependent on a complex mix of variables such as community aspiration, student cohort, geography, etc. The increased level of autonomy that will be offered by the Independent Public Schools initiative has the potential to enable local solutions for better learning and ultimately, improving student outcomes.</td>
</tr>
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<table>
<thead>
<tr>
<th>FAQ keywords</th>
<th>Research, background and evaluation</th>
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</thead>
<tbody>
<tr>
<td>Context</td>
<td>Research, background and evaluation</td>
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</table>

Content Type: Item
Created at 13/08/2012 10:24 AM by Jasmin WOODS (jwwoo1)
Last modified at 13/08/2012 10:55 AM by Jasmin WOODS (jwwoo1)
FAQs: How is the Independent Public Schools initiative evaluated?

<table>
<thead>
<tr>
<th>Question</th>
<th>How is the Independent Public Schools initiative evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>The implementation of the Independent Public Schools initiative is being closely monitored. An evaluation process will identify the initiative's strengths, and weaknesses and opportunities for improvement. The first phase of the evaluation will be conducted in Term Three, 2013.</td>
</tr>
</tbody>
</table>

FAQ keywords
- Research, background and evaluation

Context

FAQs: How are Independent Public Schools accountable?

<table>
<thead>
<tr>
<th>Question</th>
<th>How are Independent Public Schools accountable?</th>
</tr>
</thead>
</table>
| Answer   | As part of Queensland’s strong state education system, Independent Public Schools are required to comply with all national and state legislation, industrial instruments, directives, delegations, whole-of-government policy and national agreements. They are also required to participate in all departmental audits.  
While Independent Public Schools are not required to follow a number of operational procedures, they are required to:  
- determine and manage their planning and review processes for the school  
- participate in system audits  
- provide systemic data and use corporate systems, for example OneSchool and MyHR  
- purchase IT products that are compatible with the department’s managed operating environment.  
Independent Public School principals enter into a performance agreement with the Director-General.  
The school council monitors and endorses school performance against planned targets. |

FAQ keywords
- Support, accountability and transparency

Context

Content Type: Item
Created at 10/07/2013 12:54 PM by Alex MCINTOSH (ahmc00)
Last modified at 10/07/2013 12:55 PM by Alex MCINTOSH (ahmc00)
### FAQs: What support is provided to Independent Public Schools?

| Question | Independent Public Schools receive a $50,000 grant to assist with their transition. This funding enables the schools to seek expertise and advice about the establishment and effective functioning of their school council. In addition, schools will receive a further $50,000 in funding each year. Independent Public Schools benefit from the strengths of the Queensland state education system through access to:  
- existing liability insurance  
- legal and media advice  
- financial and purchasing advice  
- industrial relations advice and support  
- Curriculum into the classroom  
- OneSchool  
- MYHR  
- Workcover support  
- Central and regional office support. |

### FAQs: Do Independent Public Schools follow departmental policies?

| Question | While Independent Public Schools are not required to follow a number of operational procedures, they are required to operate within legislation, industrial instruments, directives, delegations, whole-of-government policy and national agreements. Further information can be found in the Legislative and Policy Requirements fact sheet (PDF, 178KB). |

### FAQ keywords

| Context | Support, accountability and transparency |

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**Content Type:** Item  
**Created at:** 10/07/2013 1:00 PM by Alex MCINTOSH (shmc0)  
**Last modified:** 10/07/2013 1:00 PM by Alex MCINTOSH (shmc0)
FAQs: How do staffing processes differ for Independent Public Schools?

<table>
<thead>
<tr>
<th>Question</th>
<th>How do staffing processes differ for Independent Public Schools?</th>
</tr>
</thead>
</table>
| Answer   | Principals at Independent Public Schools can choose between directly recruiting teachers (where vacancies exist) or by filling vacancies through existing department applicant pools or the transfer system. They can also access the relocation process for classified teaching staff. Independent Public Schools can shape their workforce to meet strategic directions set at a local level that respond directly to the needs of their students. Schools have additional autonomy for greater flexibility in staffing options through:  
  - direct recruitment of classified and non-classified teaching staff at any time  
  - local management of their staffing profile.  
  
  The Independent Public School initiative does not impact staff permanency. If a permanent employee does not wish to remain in an Independent Public School, they have the opportunity to transfer to another state school within the same geographic area.  
  
  All permanent employees are required to confirm in writing if they are opting out from their school within one month of the notification that the school will be included in the Independent Public Schools initiative.  
  
  The transfer system is available for Independent Public Schools teachers who wish to move to other locations. |

FAQ keywords

FAQs: How are principals of Independent Public Schools employed?

<table>
<thead>
<tr>
<th>Question</th>
<th>How are principals of Independent Public Schools employed?</th>
</tr>
</thead>
</table>
| Answer   | Principals of Independent Public Schools are employed under existing conditions. This means they apply for relocations or promotions through existing processes. The Independent Public Schools initiative has no impact on the banding of the principal position.  
  
  The school council chair or their nominee is included in the selection panel of a principal in an independent Public School. |

FAQ keywords

Context

Workforce arrangements
FAQs: Do itinerant teachers and support staff provide a service to an Independent Public School?

**Question**
Do itinerant teachers and support staff provide a service to an Independent Public School?

**Answer**
Independent Public Schools are directly allocated their student support resource (i.e. Support Teachers: Literacy and Numeracy, behaviour management, guidance officers and ESL teachers). If this service is currently being provided by a teacher who is on a circuit, Independent Public Schools need to inform their regional office how they plan to utilise these resources in the future. Schools need to consider the current employment conditions of these staff and the impact of decisions on circuits.

Itinerant staff such as PE, LOTE or instrumental music teachers who provide services to a number of schools inclusive of an Independent Public School, will continue to operate in the same manner and at the same locations – unless there is the opportunity to rearrange circuits such that teachers are not disadvantaged. This is because the employment of those teachers may rely on the fractional (for example, 0.2 full-time equivalent) provided to the Independent Public School.

All regional resources are excluded from any workforce reform, even if they are school-based (for example, nursing staff).

FAQ keywords
Context
Workforce arrangements

FAQs: Will the additional staffing allocation process be different for Independent Public Schools?

**Question**
Will the additional staffing allocation process be different for Independent Public Schools?

**Answer**
No. Applications for additional staffing (post-day 8) will continue to be forwarded to the local regional office for consideration.

FAQ keywords
Context
Workforce arrangements

FAQs: Can Independent Public Schools access the Teacher Relief Scheme (TRS) safety net?

**Question**
Can Independent Public Schools access the Teacher Relief Scheme (TRS) safety net?

**Answer**
Independent Public Schools manage short-term teacher absences as per the current Teacher Relief Scheme (TRS) management system, with the TRS safety net maintained.

FAQ keywords
Context
Workforce arrangements
FAQs: Are substantive vacancies for classified positions (deputy principal, head of curriculum/department, etc) filled at the school’s discretion?

<table>
<thead>
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<th>Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Independent Public Schools can recruit all teachers without going through departmental processes. They can also directly recruit and/or use the relocation pool to hire staff for substantively vacant classified positions (ensuring open merit processes are followed).</td>
</tr>
</tbody>
</table>

FAQ keywords: Workforce arrangements

Context: Workforce arrangements

FAQs: How are schools selected for the initiative?

<table>
<thead>
<tr>
<th>Question</th>
<th>How are schools selected for the initiative?</th>
</tr>
</thead>
</table>
| Answer   | A Department of Education, Training and Employment internal panel considers all Independent Public School applications. Schools that are in the best position to use increased autonomy to improve student outcomes are selected. Additionally, the schools selected represent the diversity of state schools across Queensland. To assist in the selection of schools, the panel may source additional information including:  
  - school performance data  
  - school financial audit reports. |

FAQ keywords: Nomination and selection process

Context: Nomination and selection process

FAQs: Can an Independent Public School change their enrolment plans?

<table>
<thead>
<tr>
<th>Question</th>
<th>Can an Independent Public School change their enrolment plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>No. The Director-General has the authority under the legislation to determine if a school requires an enrolment management plan. Independent Public Schools that have an enrolment management plan manage enrolments under the plan.</td>
</tr>
</tbody>
</table>

FAQ keywords: Enrolment processes

Context: Enrolment processes