



Australian Government



# **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

**IMPROVING TEACHER QUALITY  
LOW SES SCHOOL COMMUNITIES  
LITERACY AND NUMERACY**

## **South Australia Progress Report 2011 (1 January – 30 June 2011)**



**Government  
of South Australia**

Department of Education  
and Children's Services

**A I S S A**



**ASSOCIATION of  
INDEPENDENT  
SCHOOLS of SA**



**Catholic Education  
SOUTH AUSTRALIA**

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## Acknowledgement

The National Partnership Agreements on Literacy and Numeracy, Low Socio-economic Status School Communities (known as Communities Making a Difference in South Australia) and Improving Teacher Quality are collaborative initiatives supported by funding from the Australian Government, the South Australian Government and the Catholic and Independent school sectors.

## Section 1 – Summary of Progress

More initiatives and programs have commenced or expanded as the implementation of South Australia's Smarter Schools National Partnerships has progressed throughout the first half of 2011, resulting in a greater reach to more students, teachers and schools. While specific strategies and activities were planned for each of the three National Partnerships — Improving Teacher Quality, Literacy and Numeracy, and Communities Making a Difference<sup>1</sup> — the sharing of learning about what is working is leading to strengthened action across the National Partnerships.

South Australia has achieved the agreed milestones for the period January 2011 to June 2011 covered by this report. In a number of instances, the milestones have been exceeded. For example, the *Leadership Program* provided by the Association of Independent Schools of South Australia (AISSA) has proved so successful that it has attracted 232 school leaders from 67 schools, more than 10 times the original estimate of 20 participants.

Some milestones are also dependent on the progress of reforms being undertaken at the national level and it is important to recognise that the Smarter Schools National Partnerships are being implemented in a context of other significant state and sector educational priorities and reforms for schooling, including consultation about reform of current state education and care legislation, now several decades old. To coincide with the commencement of the 2011 school year, the South Australian Minister for Education, the Hon Jay Weatherill, MP, released a discussion paper focusing on supporting and fostering inspirational and effective teaching and finding new ways of attracting more young people into the teaching profession. The priority reforms being implemented under the Improving Teacher Quality National Partnership complement this agenda to actively recognise and value quality teaching in South Australia. As well, the first group of Year 12 students will complete the new South Australian Certificate of Education in the second half of 2011, many of whom have been receiving personalised support and career advice as a result of initiatives through the Communities Making a Difference National Partnership.

Support to beginning and early career teachers has been a feature of the progress for all schooling sectors under the Improving Teacher Quality National Partnership during this reporting period. These initiatives continue to respond to the diverse needs of this important group of teachers as they establish their approach to and practice of teaching. The Department of Education and Children's Services (DECS) School Centres for Excellence model, for example, provides final year pre-service teachers (student teachers) with experience teaching in a context that is typically different from and generally more complex than a university organised practicum. This model also provides professional learning opportunities for experienced teachers who take on the mentoring role with pre-service teachers.

Improved performance management and continuous improvement in schools remains a priority focus of implementation in South Australia supported by a range of initiatives. These include professional development strengthening school instructional leadership, planning and facilitating the introduction of different aspects of the Australian curriculum, and quality performance activities that reflect the new national professional standards for teachers.

All three sectors have been working in different ways to increase the number of Aboriginal people in the teaching profession. The Independent sector has commenced an *Indigenous*

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<sup>1</sup> This partnership is known nationally as Low Socio-economic Status School Communities.

*Mentoring Program*, which includes supporting Indigenous students through their tertiary teaching studies. Indigenous students in the high school years in Catholic schools have completed a career aspirations survey, and electronic personalised learning plans have been developed to ensure that career pathways are well supported, including into teaching and/or early childhood education. DECS has taken a proactive approach to career development through a pilot project, which has identified that 40 Aboriginal Community Education Officers aspire to become teachers.

Following the first full year of implementation in 2010, the Communities Making a Difference (CMaD) National Partnership initiatives and programs have continued to make significant implementation progress. Highlights from this reporting period include that:

- There were 6,007 students provided with individualised support through the *Innovative Community Action Network* (ICAN) school and community partnership model, which is now available in 10 of the state's 12 government regions.
- There were 23 Catholic schools, with a total student population of over 7,000 and including seven country schools, which have implemented school improvement strategies that invest in quality teaching and build leadership capacity in the school community.
- There were 32 schools in the Government sector which undertook an in-depth diagnostic review process to develop a comprehensive whole-school approach to Literacy improvement.
- Two collaborative networks have been formed in the Catholic sector, one for principals and the other for school leaders and teachers, offering collegial support and quality professional learning to achieve the goals of the CMaD National Partnership in their schools.
- In-school specialists have supported seven teachers, one School Support Officer and 55 students in the Independent sector, providing advice and support in the development of strategies and skills to identify and support students 'at risk' in their learning.
- Regional leadership consultants have been working with 127 CMaD schools in the Government sector to promote leadership through effective 'principalship', Literacy and whole-school improvement.
- Four CMaD primary schools in western Adelaide have commenced exploring ways to better engage parents to enable them to create a Literacy rich home environment.

Some of the approaches, strategies and activities that schools are implementing as a result of their participation in the Communities Making a Difference National Partnership are summarised in the 'showcase' segment of section 3 of this report. For example: after undertaking a school review, Portside Christian College is focusing on enhancing teaching methodology through strategic professional development activities; St Patrick's School is using analysis of a range of learning data to strengthen literacy teaching practices and to better meet the needs of individual students; at Hampstead Primary School the *Learning Together* outreach teacher is assisting parents to understand better their children's behaviour and learning; Christies Beach High School and the Southern Vocational College are working in partnership with community based organisations to re-engage and support young people in learning programs; and young students at Long Street Primary School (Whyalla) are benefiting from the *Community Mentoring* offered through the school.

The three schooling sectors are committed to, and are taking action, to develop and implement effective and sustainable community engagement strategies for schools with Indigenous students. A variety of programs are providing specific support to Indigenous students. For example, the 489 Aboriginal *Innovative Community Action Networks* (ICAN) students, depending on where they live, have access to a range of programs, such as the *Australian Rules Football Pathways Program*, *Corka Readers Literacy Program* and *Promoting Aboriginal Student Success Program*. In each sector, the implementation teams across the three Smarter Schools National Partnerships are working closely with Indigenous Education Team colleagues to ensure that Indigenous students gain maximum benefit from the initiatives and programs.

This progress report includes the final six months of the facilitation funding phase of the Literacy and Numeracy National Partnership. In preparation for commencing the reward phase mid-year, the primary focus during this time has been the analysis of review and evaluation findings and drawing together the learning about effective Literacy and Numeracy teaching practices from the strategies and activities that have been implemented to-date. School-based professional learning has resulted in: increased use of data and assessment tools, such as the Early Numeracy Interview; greater consistency of practice in effective pedagogies; strengthened leadership; and the adoption of more strategic and whole-school approaches to Literacy and/or Numeracy improvement. Outcomes for students include increased confidence and enthusiasm for learning, as well as improved results on a range of assessment tools.

Each sector has developed a model of in-school Literacy or Numeracy Key Teacher or specialist coaching support, tailored to suit the different sector contexts and scale of implementation required. For example, in the Catholic sector, Literacy and Numeracy National Partnership participant schools each appointed a Literacy or Numeracy Coach who is supported through a sector professional learning network and by centrally based Literacy and Numeracy Consultants from the Catholic Education Office. The model uses a multi-level strategy incorporating in-school professional learning groups as well as the Coach working with a teacher in his/her classroom and using data to inform practice. Summaries of the impact on several schools of their participation in the Literacy and Numeracy National Partnership are provided in the 'showcase' segment of Section 4 of this report.

At a broader sector level, the three schooling sectors continue to work collaboratively under the direction of the South Australian National Partnerships Council — Schooling (a Ministerial Advisory Committee) on monitoring implementation and meeting the numerous reporting requirements for the Smarter Schools National Partnerships.

This progress report also presents the results for 2010 for three agreed state specific performance measures for Communities Making a Difference National Partnership school and student cohorts; the timing of the availability of this data means that these measures need to be presented in the following year's progress report.

## Section 2 – Improving Teacher Quality

### Significant Achievements/Activities/Highlights — 1 January to 30 June 2011

Implementation of the Improving Teacher Quality National Partnership in South Australia has accelerated in 2011 as new initiatives have commenced, the successful achievements of 2010 have been consolidated and as nationally-led reforms have progressed, such as the National Professional Standards for Teachers and the Australian Curriculum.

The concept of continuous improvement in schools underpins **AISSA** programs and initiatives that form the *AISSA Leadership Program*. This program has been well supported by school leaders. The 2011 program has been designed around the current contemporary leadership agenda for Independent schools, and incorporates areas nominated by schools. It addresses the following components: *Enhancing the Art of Principalsip — The Essential Knowledge*; *School Improvement — Improving Teaching and Learning at every level*; *Mentoring Successful Leaders*; *Building Leadership Capacity for Middle Managers*; and *Women in Leadership*.

The AISSA has finalised the development of a *Mentoring Program* for Indigenous students seeking to become teachers. It will provide a school-based *Mentoring Program* to Indigenous students currently enrolled in a teaching degree and will make available one-to-one mentoring and/or in-school experiences and career guidance to enable the participants to achieve their professional and personal goals. Adelaide University, Flinders University and the University of South Australia have been contacted to participate in the *Mentoring Program*.

One of the key initiatives in the **Catholic sector** in the reform area of *Improved Performance Management and Continuous Improvement in Schools* has been the sector-wide approach to reflecting on improved pedagogies in preparation for implementation of the Australian Curriculum.

The Catholic Education Office now has consultants with expertise in Literacy/English, Numeracy/Mathematics, History and Science available to support school leaders and teachers.

*Australian Curriculum Orientation Workshops* in English (for primary teachers) and Mathematics (for teachers of Reception to Year 5 and Years 6–10) were provided by CESA Consultants throughout the First Semester. Customised series of school-based workshops have also been facilitated in schools whose implementation plans have preparation for teaching and assessing English or Mathematics as their first priority.

A History Pilot Trial has been conducted in nine schools during Terms 1 and 2.

Apart from general introductory and planning sessions for the Science curriculum, workshops for primary Science teachers, with a focus on deepening content knowledge and primary Science resources, were conducted alongside a series of Middle Years Science Curriculum Planning Workshops. Participation rates and responses from participants have exceeded expectations.

The implementation of the Improving Teacher Quality National Partnership in the **Government sector** during the first half of 2011 has seen the continuance of major developments in the reform areas of highest priority for South Australia:

- school leadership development, including new and aspiring leaders, to build leadership depth and capacity

- recognising and retaining quality teachers
- quality performance development for teachers
- supporting and developing beginning teachers and pre-service teachers
- workforce planning including teacher supply and training.

The Government, Catholic and Independent sectors have continued to collaborate through active participation in the South Australian Teacher Education Taskforce, which also includes nominees of the Vice Chancellors of the three South Australian universities. The Teacher Education Taskforce provides a multi-sector response and productive partnerships between the higher education institutions and the three schooling sectors to promote coordinated, educationally sound reforms that contribute to improving teacher quality and ensure that students have access to an appropriately qualified and high quality teaching workforce — regardless of their geographic location. The Taskforce work program includes actions to better manage teacher supply and demand, to improve the quality of professional experience for pre-service teachers and to expand pathways into teaching for Aboriginal people.

**DECS** is implementing the National Professional Standards for Teachers by supporting teachers to identify the relationship between their current professional practice and their aspirations, and the National Professional Standards for Teachers. Initially this was achieved through statewide workshops and resource development, together with supplementary funding to some site leaders and teachers to further assist their engagement with the National Professional Standards for Teachers as a resource to develop teachers' reflection on practice.

Twenty-one sites in five clusters that are described as Low Socio-economic Status and/or hard-to-staff have implemented the DECS School Centres for Excellence. The program uses the National Professional Standards for Teachers as the primary point of reference for both teachers and pre-service teachers. Accredited training in mentoring and coaching developed and delivered through the DECS Registered Training Organisation has been offered to all supervising teachers in the Centres for Excellence.

DECS has worked to improve the data available for workforce planning through surveys of the existing workforce. Workforce profile data has been compiled on teacher age, qualifications, leadership aspiration and retirement trends. The Australian Institute for Social Research is using this data to create a model of workforce supply and demand to inform DECS recruitment and retention policies and planning for the next five years. DECS also participates in a national data working group (the National Teaching Workforce Dataset Working Group) to ensure that South Australian workforce planning is informed by national developments.

Performance Development has continued to be a significant reform and is progressing with the introduction of a new Quality Performance Policy supported by programs to broaden the use of e-portfolios, trial observation and classroom review tools and the restructuring of performance management functions within the Human Resource Workforce Development directorate.



## Support for Aboriginal and Torres Strait Islander Students

An *Indigenous Mentoring Program* has been established by **AISSA**. Initially, four-to-six Independent schools will provide a school-based *Mentoring Program* to Indigenous students currently enrolled in a teaching degree. The program will provide one-to-one mentoring and/or in-school experiences and career guidance to enable the participants to achieve their professional and personal goals. Adelaide University, Flinders University and the University of South Australia have been contacted to participate in the *Mentoring Program*. Potential mentees will be invited to express interest in being involved in the program in Semester 2 of 2011 and/or in 2012. It is intended that through this program, the mentees will also act as mentors to current Indigenous students to promote teaching as a career to them.

In the **Catholic sector**, the *Cultural Immersion/Cultural Identity Program* for Indigenous students in South Australian Catholic schools has been restructured by the Indigenous Education Team, to incorporate more strategically the objectives and milestones of the Improving Teacher Quality National Partnership as key points of the agenda.

An increased and broader Indigenous representation on the Catholic sector Indigenous Education Advisory Committee, has included the appointment of a university sector representative, an Indigenous parent and an employed Indigenous youth, who was formerly a student of a Catholic school. The role of the Advisory Committee is to provide advice and to critically evaluate the Indigenous Education Team's work, which includes the Improving Teacher Quality National Partnership activities.

Increased funding has been allocated towards supporting teachers to develop electronic personalised learning plans for all Indigenous students in Catholic schools, which will be supported by an electronic system for tracking students' progress.

In the context of a sector-wide review of services, there has been a particular focus on enhanced interactions, collaborations and synergies between the various South Australian Catholic Education Teams with respect to their work with teachers of Indigenous students. These teams can often each be supporting the teachers of the same Indigenous students, from more than one of the Special Education, Behaviour Education, Religious Education, Leadership Formation, Vocational Education, South Australian Certificate of Education, Australian Curriculum Implementation Teams, or other National Partnerships.

The participation of **DECS** Aboriginal Community Education Managers in the Quality Performance Development Pilot has increased engagement with Aboriginal people at the regional level. Each of the 12 Aboriginal Community Education Managers led the Aboriginal Community Education Officers in their region. The Aboriginal Community Education Officers work directly with Aboriginal students and their families in the community to improve attendance and engagement with schooling.



## Progress against Teacher Quality National Partnership Facilitation Reforms

### *National Professional Standards for Teachers*

The **AISSA** has planned a series of seminars in Semester 2 to explore the various models of performance management and appraisal and the links and potential applications of the National Professional Standards for Teachers to these processes. The Grattan Institute will provide expert input to these seminars. The AISSA has provided information to school leaders on the standards.

Selected workshops that have been presented through the AISSA *Leadership Program* have referenced the National Professional Standards for Teachers as a useful mechanism to develop a professional learning culture within schools, and the potential to encourage teachers to open classrooms and share practice.

Since the release of the National Professional Standards for Teachers in February 2011, a number of groups across **Catholic Education SA** have considered more refined strategies for beginning the implementation of the professional standards throughout the sector.

Initial feedback has been positive for the potential contribution of the National Professional Standards for Teachers in framing quality professional learning in the contexts of teachers' current and future practice.

For example, throughout the year, the National Professional Standards for Teachers are being incorporated into some redesigned and some new induction modules for teachers beginning employment in the South Australian Catholic sector. Teachers and school leaders in the Communities Making a Difference National Partnership have affirmed the usefulness of the professional standards as a framework for reflective professional conversations on their teaching strategies and relationships with students, parents and each other.

Participants in *Deputy Support Program* forums considered how the National Professional Standards for Teachers might be used as a starting point with staff, allowing them to examine and discuss what current research is saying about their role as teachers. These discussions can include the importance of quality teaching in student achievement and the purpose of the standards in articulating what it is teachers are expected to know and do at various stages of their careers.

In the **Government sector**, National Professional Standards for Teachers introductory workshops were delivered in rural, regional and metropolitan locations to 280 teachers and leaders in the first half of the year. Workshop content included examples of practical evidence of standards in teacher's work, the use of National Professional Standards for Teachers as a professional development reflective tool and exploration of the language of National Professional Standards for Teachers. Online resources specifically developed by DECS provide for local delivery of an introduction to the National Professional Standards for Teachers Workshop. Further online resources linking the National Professional Standards for Teachers to curriculum have been initiated, with a first Aboriginal Studies resource developed and available on line.

There are currently 78 active members of an online professional forum, which has been created to communicate latest developments, and share resources and understandings of the standards.

Planning is underway for a National Professional Standards for Teachers project with 29 sites to explore professional conversations and professional development planning using the standards.

### ***National Certification of Accomplished and Lead Teachers***

The **AISSA** has participated in Australian Institute for Teaching and School Leadership Stakeholder forums in 2011 and is monitoring national developments.

Representatives from **Catholic Education SA** have participated in all relevant Australian Institute for Teaching and School Leadership (AITSL) Stakeholder forums. Through sector consultative groups, consideration is being given to possible strategies for implementation of the National Professional Standards for Teachers.

**DECS** representatives participated in the Australian Institute for Teaching and School Leadership Stakeholder forums held in 2011. These activities are informing the continual review and development of sector initiatives in certification of accomplished and lead teachers. The South Australia Minister for Education has released a discussion paper titled *Supporting Our Teachers*, which makes a commitment to adopting the new Professional Standards for Teachers and establishing a new 'outstanding teacher' classification.

### ***Nationally Consistent Registration of Teachers***

The Australian Institute for Teaching and School Leadership is overseeing a three stage process to implement a nationally consistent approach to teacher registration. South Australia has participated in two stages in 2011.

All jurisdictions have agreed to implement change in key areas that do not require legislative change. The Teachers Registration Board of South Australia has implemented the recommendations around Qualifications, Suitability, Fitness, English Language Proficiency, and the Facilitation of Mutual Recognition. Further work is needed to achieve a nationally consistent approach to criminal record checks and establishing minimum standards of professional proficiency.

The two pillars of nationally consistent registration, the National Professional Standards for Teachers and the National Accreditation of Pre-service *Teacher Education Programs* were agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs. South Australia and jurisdictions expect to adopt the National Professional Standards for Teachers as the basis for the registration of teachers from 2012, with a range of transitional arrangements in place. The new *Pre-service Program* requirements will be progressively implemented.

### ***National Consistency in Accreditation of Pre-service Teacher Education Courses***

The *Accreditation of Initial Teacher Education Programs in Australia — Standards and Procedures* was released by the Australian Institute for Teaching and School Leadership in April 2011. The South Australian Teachers Registration Board is moving towards implementation of the institute's accreditation process, including training of nominated sector personnel.

All sectors are assessing the implications of implementing these standards and procedures, particularly in relation to partnerships between schools and the providers of pre-service teachers.

DECS is developing a nationally accredited *Mentor Training Program* for teachers who are supervising or mentoring pre-service teachers.

### ***Professional Development and Support for Principals***

The **AISSA** 2011 *School Leadership Program* builds on the initial successful program offered in 2010. The 2011 program has been designed around the current contemporary leadership agenda for Independent schools and addresses the following components: *Enhancing the Art of Principalship — The Essential Knowledge*; *School Improvement — Improving Teaching and Learning at every level*; *Mentoring Successful Leaders*; *Building Leadership Capacity for Middle Managers*; and *Women in Leadership*. The program consists of a number of keynote presentations, and workshop programs of six days; three days and four days (depending on the topic). National and international speakers work closely with school leaders during the program.

As at 30 June 2011, 19 keynote presentations and workshop sessions had been delivered as part of the *School Leadership Program*. A total of 232 school leaders attended these sessions.

Regional meetings were held with 63 participating deputy principals from South Australian **Catholic schools**, to:

- reflect on what it means to be a religious, curriculum and community leader in a contemporary school
- reflect on what it means to share one's practice with others
- reflect on issues that provoke and challenge one's assumptions and habits
- reflect on the National Professional Standards for Teachers and the Draft of the National Professional Standards for Principals.

Fourteen deputy principals participated in the Mayer-Salovey-Caruso *Emotional Intelligence Course*, which was followed by three one-hour individual coaching sessions. A further 12 leaders also participated in a three-day *Mindful Leadership Course*. Both courses were a response to the 2010 evaluation of the *Deputy Principal Coaching Program*.

A three-day live-in retreat was organised for the 15 aspiring leaders from Catholic schools who qualified for participation in the second year of the *Discernment and Foundation Program*. This provided an opportunity for reflection on their role as leaders in Catholic schools. Participants had opportunities for team building exercises, keeping personal journals, and small group work to share their common and differing reflections on school leadership and career development.

Six of the aspiring leaders in the *Discernment and Foundation Program* are being sponsored to attend the *Emerging Leaders Program* being run by the Australian Council of Educational Leaders later in 2011.

**DECS** has continued implementation of recommendations made in the 2010 KPMG review of the DECS leadership centre and implemented new programs to enhance educational leadership capabilities.

Four experienced site leaders were recruited as Leadership Consultants to form the Quality Leadership Team. The model of Principals on Assignment (short-term secondment to central office positions) builds capacity across the system by opening up opportunities for aspiring leaders in schools and preschools while simultaneously creating opportunity for established leaders to gain insights into corporate DECS, and national and international trends in leadership development. The Principals on Assignment were joined by two corporate leaders.

#### Achievements in 2011:

- Facilitated the final two sessions of the *Leadership Program, QSchool for Aspiring School Leaders* with 130 Aspiring Leaders from all 12 regions.
- Commenced the second series of four full-day workshop for *QSchools* for 37 Aspiring Early Years Leaders and Preschool Directors.
- Completed a *QSchool* series of four-day workshops for 34 regional and corporate personnel who aspire to site leadership, which included a five-day block of work shadowing a site leader. We also planned and invited applicants for the third series.
- Conducted a series of five-day Leaders Induction Workshops to support 40 new leaders.
- Conducted preparation and advertising for a four-day accredited *School Support Officer (SSO) Leadership and Management Program* for 50 participants. A waiting list of applicants indicates the need identified by the field for this leadership training.
- Collaborated with eight regions in developing *Regional Leaders Learning Programs* as a means of identifying a talent pool of potential site leaders.
- Conducted a pilot project testing the authenticity, usefulness and value of the Australian Institute for Teaching and School Leadership's National Professional Standard for Principals. This pilot was conducted in collaboration with the peak principal associations, South Australian Primary Principals Association and South Australian Secondary Principals Association, and included 135 participants in 16 focus groups.
- Facilitated Executive Forums for 60 Executive Leaders.
- Commissioned the *Capacity2 Program*, a three-day intensive workshop for 16 Aspiring Executives, with the Creating Tomorrow Team from the UK.
- Enabled 30 new site leaders and 13 experienced and successful leaders, who were new to their sites, to participate in tailored one-on-one *Coaching Programs* through *Coach in a Box*.

DECS has also supported 52 leaders from the Southern Adelaide Region to develop performance cultures within their schools through the *Performance Counts Series 1 Program* and workshops. Fifty leaders have already registered for Series 2 to be held in Term 3.

#### ***Improved Performance Management and Continuous Improvement in Schools***

Continuous improvement is integral to the **AISSA Leadership Program**. In 2011, the program includes a six-day program for leadership teams centring on the development of a school improvement strategy with teaching and learning as the focus. Research is clear that the closer school leaders get to teaching and learning, the more likely they are to have an impact on student outcomes. There is a shift in focus to pedagogical leadership, so that school leaders are now required to be leaders of teacher learning.

The *AISSA Leadership Program* emphasises pedagogical or instructional leadership, the importance of establishing a policy framework and a set of teaching agreements within which to work, the establishment of clear educational goals based on data and ongoing evaluation of teachers' work. School teams are developing a teaching and learning policy and a strategic leadership approach connected to teachers' daily practice.

One example of the program is the work that consultant Vic Zbar undertook with school leaders. The workshop was based on Vic's extensive research in high performing disadvantaged schools, and included an explanation of the preconditions required for improvement and the key factors for building and sustaining success. School leadership teams were provided with practical tools they could use to gather data and to develop evidence based improvement processes.

The 2011 AISSA *Board Governance Program* builds on the successful program provided in 2010. It provides opportunities for participants to explore approaches to governance, the roles of Boards and the context within which Independent School Boards operate. Eleven workshops are being delivered over the program.

The implementation of the Australian Curriculum is being used by **Catholic Education SA** as an opportunity to focus schools' attention through the new curriculum framework on contemporary pedagogies that engage students in deep learning. The *General Capabilities* are being employed as a consistent entry point for the development of learning programs based on the Australian Curriculum.

Now, CESA has consultants in Literacy/English, Numeracy/Mathematics, History and Science available to support school leaders and teachers in preparing for implementation of the Australian Curriculum.

Australian Curriculum Orientation Workshops in English (for primary teachers) and Mathematics (for teachers of Reception – Year 5 and Years 6-10) were provided by CESA Consultants throughout the first semester. School-based workshops have also been facilitated in at least 12 schools whose implementation plans have 'preparation for teaching' and 'assessing English or Mathematics' as their first priority. These workshops are customised to accommodate the current stage of implementation and the approach being taken by each school.

A History Pilot Trial has been conducted in nine schools during Terms 1 and 2.

In addition to the general introductory and planning sessions for the Science curriculum, workshops for primary Science teachers with a focus on deepening content knowledge and primary science resources were facilitated along with a series of Middle Years Science Curriculum Planning Workshops.

A Senior Education Adviser from Catholic Education SA attended the Australian Curriculum, Assessment and Reporting Validation of Foundation to Year 10 Achievement Standards Workshop in late May. The workshop purpose was to prepare materials and confirm the appropriateness of validation activities being used in ACARA's *Validation of Foundation to Year 10 Achievement Standards Forum* held in Sydney on 16 and 17 June 2011.

Four classroom teachers and one subject expert from Catholic schools joined cross-sectoral colleagues from each state/territory in a number of validation activities across the Phase 1 Subjects (English/History/Mathematics/Science), and across the Foundation — Year 2/Years 3–6 and Years 7–10 Bands. The process was to test how consistently teachers interpret the achievement standards and how consistently they apply the standards, with the aim of finalising achievement standards by October 2011.

The 2010 Performance Development Pilot has provided a strong base from which **DECS** is continuing to develop performance management and development. The reforms in performance management and development are supported by complementary policy reform that DECS is undertaking in relation to recruitment and merit selection.

The Quality Performance Policy suite has been through extensive consultation and is scheduled for release in the latter half of 2011. Building on the outcomes of the 2010 Performance Development Pilot, more than 120 leaders and teachers from the large Southern Adelaide Region participated in a workshop series focusing on the micro-skills of performance management and development designed to support implementation of the new policy suite. In the latter half of 2011, this same workshop series will be trialled with leaders

across the Eyre and Western Region, and includes the development of online modules for two of the workshops.

The introduction of e-portfolios as a tool for gathering, sharing and critiquing evidence has continued to expand, with a second workshop series in the Barossa Region and the uptake of e-portfolios by teacher leaders.

Other programs that have contributed to achieving reform in performance development and management include: ongoing *Professional Development Programs* across the state, developing and trialling classroom observation and review tools, and the further developing an online system of record keeping of employee professional performance plans.

### ***New Pathways into Teaching***

DECS is currently participating in the Department of Education, Employment and Workplace Relation's preliminary planning for the Australian Government's new *Teach Next Program*. DECS stakeholder consultations conducted during 2011 are being used to gauge program interest for possible commencement in early 2012. DECS is seeking approval for a Special Authority to Teach, which will be necessary before any such program can commence.

The DECS School Centres for Excellence model for 2011 provides funded opportunities for final year pre-service teachers to take up 'extended teaching experiences' in hard-to-staff and Low Socio-economic Status schools, and is a way of inducting them to the contextual and professional demands of working in these settings and creating possible recruitment pathways. Participating sites are required to commit to quality mentoring supported by teachers who are familiar with the National Professional Standards for Teachers and who engage in mentoring professional learning activities. These placements are currently independent of regular university placements, but the promotion of these opportunities has been endorsed and supported by the three South Australian university deans.

### ***Better Pathways into Teaching***

The **AISSA** *Early Career Teachers Program* has been developed to build on the 2010 *Beginner Teacher Program*. It provides practical classroom support and enables the establishment of collegial networks. An important aim of the program is the development of sustained support for new teachers via the development of positive mentoring relationships at the school level. The program consists of five full-day workshops. Each participant has a school mentor who also attends some of the workshops. Some of the topics covered include Teacher Wellbeing; Establishing Effective Mentoring Relationships; Behaviour Management Strategies; Communicating with Parents, Colleagues and Students; and *Developing Teaching and Assessment Programs*.

The Early Career Teacher Support program assists educators in the first and second year of teaching within **Catholic Education SA**. The Catholic sector has allocated two consultants to the project, supporting over 350 early career teachers, as well as the teachers and school leaders who nurture and develop these new teachers. This program of induction and teaching expertise development for graduate teachers is one of a number of initiatives offered by Catholic Education SA to support teachers in the early part of their careers.

The two Early Career Teacher Consultants continued the program established last year of visiting all teachers in metropolitan Adelaide schools at least once in First Semester, while teachers in regional schools were visited in each term. In 2011, networking between early career teachers and the consultants has been enhanced with the creation of a *wiki* and use of other *web-2.0* tools. These are enabling ongoing communication and providing opportunities to collect data to inform the future work of the Early Career Teacher Consultants.



In addition to online induction modules, professional learning has been offered to cater for the early career teachers' individual needs. A consultant provides advice, either in-school, by telephone or email, on a range of issues including: work /life balance, curriculum, pedagogy, behaviour strategies for challenging students and strategies to engage with parents. Early Career Teacher Consultants also provide support for Early Career Teacher Mentors. These mentoring sessions provide opportunities for school mentors to assist Early Career Teachers to help them identify and prioritise professional learning goals.

The Early Career Teacher Consultants organise and facilitate professional learning sessions for early career teachers, held in locations in Adelaide and around the state. These professional learning sessions also provide networking opportunities.

**DECS** continues to be involved with the Australian Research Council (ARC) project, *Addressing the Exodus: Enhancing early career teacher resilience and retention in changing times*. In particular the *Framework of Conditions Supporting Early Career Teacher Resilience* has proven to be a valuable tool for supporting early career teachers.

DECS *Scholarship Programs*, including *Country Teaching*, *Professional Experience* and *New Beginning*, have supported pre-service teachers to experience better pathways into teaching while receiving financial and professional support. In 2011, the scholarships awarded include: 43 *Country Teaching* and 34 *Professional Experience*.

The new *Teach South Australia Program* will provide better pathways into teaching through the recruitment of high calibre Mathematics and Science teachers. Components of the program include a market research project, a rigorous assessment centre selection process, a tailored *Teacher Education Program* and financial and professional support.

### ***Improved Quality and Availability of Teacher Workforce Data***

The three South Australian schooling sectors contributed teacher data to the Workforce Supply and Demand Modelling Project. Development of the model is ongoing, being based primarily on data relating to gender, age, years of teaching experience, full-time/part-time status and casual/contract/permanent positions held, in order to give a fully informed picture from which to make recommendations for the future.

Additionally DECS has completed:

- the report from the *Over 45 Career Intention Teacher Workforce Survey*, which compiled workforce profile data on age, qualifications, leadership aspiration and predicted retirement trends
- a labour market analysis with the Australian Bureau of Statistics for the South Australian teacher workforce that has further enhanced workforce planning
- a survey into the qualifications and teaching subject capabilities of the current workforce including teachers, preschool teachers and ancillary staff.

### ***Indigenous Education Workforce Pathways***

The mission of the **AISSA** *Indigenous Mentoring Program* is to empower Indigenous young people undertaking teaching studies to receive career guidance and advice and to have positive in-school experiences that enable them to maximise their personal and professional potential, and ultimately gain employment as a graduate teacher and become an involved member of a school community.

The *Indigenous Mentoring Program* is designed to encompass two types of mentoring. In one type, a one-to-one mentoring relationship is established between the Indigenous student and the school principal (or other staff member). In the other model, a school-based *Mentoring Program* takes place at the school during school hours (or immediately after school). The



program aims to support Indigenous students through their tertiary teaching studies so that they achieve personal and professional success, which results in them gaining employment as teachers on completion of their university studies.

The AISSA *Indigenous Pathways Program* has 106 Indigenous students enrolled in Independent schools in Years 10, 11 and 12, who have the opportunity to participate in a *Career Pathways Program* in Semester 2, 2011. As part of this program, career guidance and information on teaching as a preferred career will be provided. Students will visit Adelaide University where staff from the education faculty will provide course details on teaching courses offered at the university.

The *Indigenous Education Pathways* initiatives in **Catholic Education SA** aim to enhance interaction with Indigenous communities and to improve Indigenous student engagement and achievement, through increasing, over time, the number of Indigenous teachers in South Australian Catholic schools.

Increased funding has been allocated towards supporting teachers to develop electronic personalised learning plans for all Indigenous students in Catholic schools, supported by an electronic system for tracking students' progress.

Based on the career aspiration survey completed in February by all Indigenous students in Years 8 -12, the Indigenous Pathways Project Officer is providing ongoing advice to all Year 12 students who have identified potential pathways in school or early childhood education.

Customised tertiary investigation tours have been organised for Indigenous students in Years 9–12 from South Australian Catholic schools. Students will have the opportunity to find out specific information about career pathways in teaching and meet and hear from current students of teacher education courses.

Discussions about the Improving Teacher Quality National Partnership have been held with the University of South Australia (School of Unaipon College of Indigenous Education and Research) and Flinders University (Yunggorendi: First Nations Centre for Higher Education) and Adelaide University (Wilto Yerlo). Developing and maintaining relationships, along with increased community representation on sector consultative committees, are seen as crucial to the successful implementation of these initiatives.

The **DECS** *Indigenous Education Pathways Program* has continued to explore opportunities to support employees who have identified themselves as interested in qualifying as a teacher. This work to increase the number of Aboriginal people employed as teachers in DECS. and to target and develop pathways for Aboriginal secondary students and Aboriginal DECS employees interested in teaching, has centred on exploratory work with the South Australian tertiary providers to develop a community based *Teacher Education Program* that might provide pre-service Teacher Scholarship packages to Aboriginal people, and a proposal document for tender.

Analysis of baseline data collected in 2010 for the longitudinal survey of career intention and career development pilot project was completed and 40 Aboriginal Community Education Officers have been identified as aspiring to become teachers within DECS.

Through collaboration with tertiary teacher education providers the *Tertiary Teacher Education Pilot* project plan was developed.

### **Quality Placements**

The Teacher Education Taskforce built the basis for a sustained partnership between tertiary providers and schooling sectors to address both contemporary and emerging workforce issues. The Taskforce investigated:

- more efficient communication systems so that available quality professional experience placements for pre-service teachers are more easily identified
- strategic actions that will improve the quality of professional experience placements given that they are an essential part of inducting new entrants into the teaching profession.

Taskforce monographs have been written and are currently with the editor. The report monographs, to be provided to the Minister for Education, reflect system level discussions and the subsequent recommendations proposed to address issues such as attracting and recruiting quality teachers, quality placements for pre-service teachers and pathways into teaching for Aboriginal people.

### **School Centres for Excellence**

Five DECS School Centres for Excellence have been established in 2011 incorporating 21 schools that have a Low Socio-economic Status and/or hard-to-staff profile in metropolitan and rural regional settings. These sites nominated themselves to provide opportunities for final year pre-service teachers to experience teaching in a context that is typically different from, and generally more complex than, those of a university organised practicum.

The *School Centres for Excellence Program* provides an opportunity for the sites to contribute to the development of these final year pre-service teachers who could then potentially be recruited to these settings. Each site has nominated mentor teachers willing to support the pre-service teachers in this program. DECS has committed to support the development of the mentor teachers in this program, including introductory sessions about the National Professional Standards for Teachers, Advanced Skills Teachers Workshop and invitations to participate in the professional learning activities presented throughout 2011, including being a member of a designated online community within DECS.

Each mentor teacher is invited to participate in all Professional Development activities developed for this program, including a Nationally Accredited *Mentor Training Program* that will be presented by the DECS Registered Training Organisation.

Funding has been provided to each participating school to support mentor teacher engagement in program activities and grants are being offered to the selected pre-service teachers (via application) to enable their participation in the 'extended teaching experience' opportunities.

All activities are being coordinated and supported by DECS officers in collaboration with site leaders and the individual pre-service teachers.

In the **Catholic sector**, the two Australian Curriculum — Science Consultants organised and presented 23 central or school-based professional learning sessions, tailored to meet the needs of:

- school leaders
- Science coordinators
- whole schools
- specialist Science teachers
- non specialist teachers of Science.

These professional learning sessions were designed to address the needs of a geographically dispersed group of science educators with varied:

- Science content knowledge
- pedagogical experience in teaching Science
- access to Science resources.

One or more teachers from most of the 67 CESA primary-only schools have attended at least one of the professional learning sessions. Two of the professional learning sessions were held in northern and southern rural areas to provide for the learning needs of teachers and school leaders in rural schools. In addition, a Middle Years Curriculum Planning session was held for secondary school Science coordinators, with 22 teachers attending, representing more than half of the 32 schools with Year 8–10 students.

As Year 7 is the final year of primary school in South Australia, the consultants have targeted capacity building workshops for Year 7 teachers of Science, so that they can develop expertise and confidence in the delivery of the Australian Science curriculum. Most of these schools do not have access to laboratory resources, or to the more specialised Science teaching expertise available more often in secondary schools. These workshops provided generalist primary school teachers with the conceptual knowledge and pedagogical expertise to use everyday resources to engage Year 7 students. The Year 7 workshops focusing on the chemical Sciences were attended by 35 teachers from 32 of the 83 schools. These Year 7 workshops will be continued in July and August, focusing on the physical and biological Sciences.

The Australian Curriculum — History Consultant organised and presented 17 professional learning sessions designed to meet the learning needs of:

- lead History teachers
- primary school teachers
- school leaders
- teachers of English as a second language
- secondary school history teachers.

The Australian Curriculum — History Consultant has been supporting nine schools piloting the History curriculum. In addition, workshops were presented in four other schools to build capacity in the teaching of History.

The **AISSA** has provided a six-day *Leadership Program* for leadership teams that centres on the development of a social improvement strategy with teaching and learning as the focus. Research is clear that the closer school leaders get to teaching and learning, the more likely they are to have an impact on student outcomes. Current thinking has shifted the focus to pedagogical leadership, with school leaders now required to also be leaders of teacher learning.

This program has emphasised pedagogical or instructional leadership, the importance of establishing a policy framework and a set of teaching agreements within which to work, the establishment of clear educational goals based on data, and ongoing evaluation of teachers' work.

Leadership teams have had the opportunity to work with a range of curriculum experts including Professor Michael Fullan, Dr Viviane Robinson, Professor Helen Timperley and Louise Bywaters.

Throughout the program, school teams have developed a teaching and learning policy and a strategic leadership approach connected to teachers' daily practice. Each school team is also provided with the opportunity to share the strategies developed and implemented.

**DECS** introduction of the National Professional Standards for Teachers and National Professional Standard for Principals has provided multiple opportunities for stakeholder engagement and extensive integration into related programs for teachers and leaders.

Following South Australia's involvement in the consultation and validation of the National Professional Standards for Teachers in 2010, a comprehensive plan is being implemented to address:

- Communication strategy
- Workshops to introduce and model application of NPST to teachers and leaders across the State
- Resources development
- Collaboration with AITSL
- Introduction of E-portfolio tools.

The introduction of the National Professional Standard for Principals has been supported by ongoing work with Professor Dame Pat Collarbone. DECS invited Professor Collarbone to consult with stakeholders across sites, regions and professional associations. Trialling the Standard involved educators from all 12 DECS regions and provided a representative voice of aspiring, current and retired principals. DECS hosted a workshop "*New Twist on Leadership*" open to all educators where Professor Collarbone elaborated on the rationale for a national Principal Standard. All Quality leadership programs are aligned with the National Standard for Principals.

## Section 3 – Communities Making a Difference

### Significant Achievements/Activities/Highlights — 1 January to 30 June 2011

The **AISSA** School Review and Development Team was established early in 2010 and a diagnostic review methodology was developed. The School Review and Development Team has undertaken Diagnostic Reviews in five schools to help them identify areas of improvement. To-date, four of these schools have comprehensive School Improvement Plans. In addition, these schools have received ongoing support from the School Review and Development Team to assist them with the implementation of their School Improvement Plan. The fifth school is presently constructing its School Improvement Plan. All schools engaged with the initiative have shown a commitment to enact the recommendations which arose from their whole-school review. The emphasis is on high quality student outcomes. One school has documented its curriculum with a major emphasis on high academic achievement. National Partnership schools are being assisted by AISSA to implement the Australian Curriculum. Another school has made significant progress with its *Learning and Teaching Program*, *Curriculum Review* and building its teaching and learning capacity with information and communications technology. In addition, it has carried out teacher appraisal using a model developed through Communities Making a Difference (CMaD) funding. A further two schools are scheduled for a diagnostic review in July and August of 2011.

For those schools already engaged in the CMaD National Partnership, their school review, and the list of recommendations and the subsequent strategic action plan has provided a more effective direction and sense of purpose for the school leadership. The emphasis is on staff professional learning to assist the attainment of improved learning outcomes. Work has been undertaken on developing a model of staff appraisal particularly applicable to these National Partnership schools.

Involvement in the AISSA's six-day *Leadership Program* centres on the development of a school improvement strategy with teaching and learning as the focus. The program emphasises pedagogical or instructional leadership, the importance of establishing a policy framework and a set of teaching agreements within which to work, and the establishment of clear educational goals based on data and ongoing evaluation of teachers' work. Teams are developing a teaching and learning policy and a strategic leadership approach connected to teachers' daily practice.

A comprehensive *School Governance Program* has been developed and is available for CMaD National Partnership Schools and Boards.

AISSA is currently working on a draft program to support country schools, in particular to develop community and parent engagement strategies.

Engagement with the community has continued through the services of specialists including an Occupational Therapist, three Speech Pathologists and two Psychologists. This specialist support has been provided to assist principals, teachers, students and parents to meet the needs of vulnerable learners. The focus is on building the capacity of classroom teachers and schools to provide enhanced learning opportunities for these students. In addition, the In-School Specialist Support Team conducts family forums to assist parents with managing the educational needs of their students. The specialist services include Speech Pathology, Occupational Therapy, Psychology, Student Behaviour, Special Education and Special Learning Needs.

The In-School Specialists work with schools to:

- develop and assist in the implementation of a range of programs for students identified as 'at risk' by schools
- provide *Professional Learning Programs* for schools, with a focus on the development of strategies and skills in the identification, monitoring, management and referral of students 'at risk'
- provide advice and support in the development of a positive and supportive environment for students 'at risk' in their learning
- work collaboratively with parents to improve the learning outcomes of their child
- establish and maintain links with relevant community support agencies when appropriate
- work as part of a trans-disciplinary AISSA Special Learning Needs Team.

Seven teachers, one School Support Officer and 55 students have been supported by specialists in the first half of 2011.

Thirteen School Support Officers from CMaD schools have been funded to gain a Certificate III in Education Support through TAFE SA.

Twenty-three South Australian **Catholic schools** are now participating in the Communities Making a Difference National Partnership (CMaD). This includes the 12 schools that are continuing from 2010 and 11 new schools. Seven of the schools are in non-metropolitan locations. CMaD schools include 19 primary schools, three secondary schools and one with enrolments from Reception to Year 12.

All the schools new to the CMaD partnership in 2011 have been inducted into the partnership, with most having undertaken whole-school day workshops to establish shared understandings of needs in their community and priorities for improvement focus. The high level design of school improvement strategies has commenced in all schools.

Participating schools are being supported to deliver more flexible and effective services through a purposeful school improvement strategy that invests in quality teaching and builds leadership capacity in the school community. This includes a focus on improving outcomes for disadvantaged students by building on and developing effective community partnerships that provide integrated 'wrap around' support for students. Individual case management strategies across the Catholic sector are being expanded, especially for students with special learning needs, Indigenous students and students with refugee experience.

The 23 Catholic CMaD schools participated in a Network Day in early June 2011. Country school leaders and teachers were able to access the day's proceedings remotely in real time, using the WebEx web conferencing system. The formation of professional networks is a significant factor in the CMaD Partnership, as part of the underpinning strategy to implement Professor Michael Fullan's three-level model for action within school, between schools and across the Catholic school sector.

Two networks are being established: one for principals and the other for school leaders and teachers. These two networks are supporting participants in CMaD schools to achieve the goals of the partnership, including:

- developing a broader reform agenda
- analysing of data at a deeper level within the school community
- reflecting, evaluating and disseminating CMaD learning experiences.

Formation of dynamic networks between schools is important for the long-term sustainability of school improvement, especially in terms of the benefits that networks can offer through collegial support of school leaders and efficient access to quality professional learning.

Professional Learning Communities have been established in the majority of CMaD schools to promote school improvement through a focus on collaborative, reflective teaching practice. The Professional Learning Communities' inquiry approach has provided rigor to professional learning and depth to teachers' professional knowledge. Informed by shared analyses of school and student data, school leaders and teachers have reported an increase in agreed professional practices and more consistent approaches to teaching and learning across their schools. These are the vehicles driving pedagogical reform in these schools.

The 2011 cohort of CMaD schools has become active participants in the program more quickly than the first cohort of schools. This relatively rapid depth of engagement in the program can be attributed to increased emphasis on:

- a stronger sense of purpose, based on the insights gained and shared by the work of schools continuing from 2010
- greater clarity about the goals of the partnership
- the establishment of Professional Learning Communities in schools.

**DECS** is using a significant proportion of the CMaD resources to enable schools to flexibly deliver sustained improvements for disadvantaged students through personalised approaches tailored to meet the learning needs of these students. *Innovative Community Action Networks, Learning Together* and *Mentoring Programs* are just three of the many programs used to engage students more effectively into learning.

### ***Innovative Community Action Networks (ICAN)***

*Innovative Community Action Networks* is a DECS led initiative (auspiced under the South Australian Government's Social Inclusion Board) and has expanded into 10 of the state's 12 government regions. The ICAN school and community partnership model is currently offering individualised support to 6,007 students through:

- 3,896 Flexible Learning Option (FLO) enrolments,
- 178 primary FLO enrolled students with additional case management support
- 153 CMaD school students (primary and secondary) with individual case management support; and
- 1,780 students through local ICAN community partnership grant programs in schools and community

From the beginning of July 2011 new ICANs will be established in the regional areas of Barossa, Mid North and East/Hills. As a result, ICAN will be a statewide system accessible to schools and students in all 12 state government regions.

Eight seconded teachers in the local ICAN communities are working with schools, government and community service providers and communities to ensure that all students' learning is supported through case management service provision and is an accredited learning pathway.

*Innovative Community Action Networks* is a student centred and strength-based approach that addresses the complex life issues that impact upon a student's successful engagement with learning. ICAN focuses on the most significantly disengaged young people, those young people who have left school, sometimes in the primary school



years, and those who have not attended school often for some years (even though they may be of compulsory school age).

There were 3,896 students enrolled in ICAN schools through the *Flexible Learning Option* (FLO) enrolment strategy in the period January to June 2011. Of the FLO enrolled students, 97% who were previously totally disengaged were enrolled in accredited learning or training programs. Three percent were undertaking life-skill *Personalised Learning Programs*.

As well, ICAN supported 178 FLO enrolled primary school students providing one-to-one case management services. A further 153 individual students were supported to remain in school through the support of individual case management service provision (exceptional circumstances funding). These students are not enrolled through a FLO enrolment, but have had one-to-one ICAN case management service support to address personal barriers to help them remain in school.

Through the 10 local ICAN Management Committees, 1,780 students were supported through targeted Community Partnership Grants. These local ICAN community grant funds (totalling \$1.15 million in 2011) provided the opportunity to demonstrate innovative school and community partnership models to engage students in meaningful learning pathways with specialist support. These models also informed policy development and improvement relating to elements such as:

- school to work transition
- the development of a sustainable funding model for primary school ICAN students
- flexible accredited community learning spaces with a focus on Literacy and Numeracy and development of employability skills
- culturally inclusive (Aboriginal students, refugees, new arrivals) community partnership models
- young offenders
- research and evaluation to further develop best practice models/services to support disengaged young people
- programs to support students with mental health issues through collaborative cross agency support models.

*Innovative Community Action Networks'* student engagement matrix has now been formally assessed and validated through a validation exercise conducted by the Australian Council for Educational Research (ACER) and from Term 2, 2011, this instrument was used to formally report on ICAN student engagement through the domains of wellbeing, relationships, and involvement in learning. This instrument, developed for use by teachers, mentors, case managers and youth workers and the student, collects data in relation to student wellbeing, relationships and involvement in learning. It will be possible to report more fully on the implementation of this by the end of 2011.

### ***Learning Together***

The report on the implementation phase of the *Learning Together* program highlighted both positive aspects, such as the induction processes and the engagement of the teachers, and recommendations for changes to future program implementation.

Overall the enrolments and attendances continue to increase, with a total of 354 families with 452 children attending programs. This is an increase of approximately 60% from the

end of 2010. Additionally 25% of families are now attending more than one group each week indicating a deeper involvement.

The outstanding uptake by families is a highlight of the program this year as is the data collection supporting the evaluation. The collection of baseline data is almost complete and is already a rich source of information about families and their knowledge, skills and understandings.

### ***Community Mentoring***

The DECS *Community Mentoring Program* is focused on building and strengthening engagement of students with school and community. During the reporting period the consolidation of the *Community Mentoring* program highlighted how quickly productive student-mentor relationships lead to improved student motivation, and attitudes towards schooling. This resulted in increased staff and community awareness of how mentoring supports teachers' work and children's learning. Early evaluation data indicate the outcomes and strength of the community partnership relate directly to clear communication strategies and the authenticity of each school's engagement with their respective communities, as they reach out, welcome and respond to community volunteers at their site. Results from semester 1 case studies show an increase in attendance and engagement in classroom tasks for students with a community mentor.

In 2011, Community Mentoring achievements include:

- that 349 students have benefitted from mentoring support across Years 5–9 to June 2011
- that 12.13% (29) of the students are of Aboriginal or Torres Strait Islander background
- that there are 270 active volunteers working as mentors with young people
- e-mentoring — while initially focused on supporting students in rural and remote school locations, the trials with Second and Third Year university students as mentors have generated significant interest from TAFE, corporate/business and home-based volunteers in all areas.

From Semester 2 2011 the *Community Mentoring Program* will continue to expand so that a total of 186 sites in 18 clusters (previously seven clusters) will have access to the program.

### ***Secondary Student Mentoring***

The DECS *Secondary Student Mentoring* program targeted 45 secondary and area schools to support 477 'at risk' students from Years 8 and 9. An additional 21 Secondary and Area schools (including CMaD NP schools and non CMaD NP schools) support 732 'at risk' students from Years 10-12 (total of 1,209 students). There are 182 (15.1%) Aboriginal or Torres Strait Islander students in the program.

Support for students is provided on the basis of individual learning needs and strategies to improve student wellbeing, learning achievement, and pathways planning. Schools use resources flexibly to engage trained mentors, Youth Workers, and/or Student Support Officers, as well as teachers, so that appropriate mentoring support can be provided to identify young people.

### ***Youth Development***

The DECS *Youth Development Program* currently provides resources to seven clusters of schools to facilitate school capacity building for meeting the needs of disengaging students.

Allocation of funding for programs and initiatives is based on the guiding principles of engagement, connection and preparedness, and the ability of the proposed program to increase school capacity to provide *Social Emotional Learning Programs* and initiatives that strengthen the successful transition of students through Years 5–9.

From January 2010 to June 2011 a total of 271 initiatives have been resourced by the youth development program.

- There were 168 professional learning initiatives facilitated as part of the youth development program with 548 participants from schools and community.
- There were 103 youth development programs, events and activities delivered directly to students. A total of 5,617 students across years 5-9 participated.

Of these 103 student initiatives delivered:

- 70 were based around student social and emotional learning
- 24 focussed on developing school staff capacity to design and implement individualised learning programs that build student social and emotional needs
- 9 initiatives focused on strengthening effective transitions between primary and secondary schools identified as an important aspect of ensuring student engagement.

### ***DECS Recruitment and Selection***

#### *Attracting and retaining quality teachers to Low Socio-economic Status schools*

Twelve local innovation projects were approved for implementation with various focus areas, including shared specialist staffing, teacher exchange, graduate mentoring, extended professional experience placement, senior leader work shadowing and resource development.

Customised attraction and retention packages resulted in a suite of salary and non-salary incentives to attract and retain principals, specialist senior leaders and local relieving teachers to hard-to-staff Low Socio-economic Status schools.

### ***Diagnostic Review***

The DECS Diagnostic Review initiative aims to improve Literacy teaching and learning and to reduce the achievement gap for students in Low Socio-economic Status schools. The Low Socio-economic Status Diagnostic School Review strategy provides a diagnostic site review which supports a coherent whole-school Literacy approach including:

- successful Literacy pathways
- focused Literacy leadership
- challenged and engaged Literacy learners
- quality Literacy teaching
- use of evidence, data and research
- partnerships with families and communities.

Building on the 64 reviews in 2010, Literacy improvement focused Diagnostic Reviews have taken place in 32 schools between February and June 2011. These include: one K–12 school, two special education centres, four area schools, two alternative education settings, two Aboriginal schools, 17 primary schools and four high schools.

The three-day comprehensive Literacy diagnostic review includes inquiry into aspects of the school's processes, planning and culture that impact on and influence a teacher's capacity to deliver effective Literacy teaching, and a student's capacity to access Literacy learning. It enables a tailored and targeted approach for each site to improve Literacy performance, teaching and learning, and management at the site and classroom levels through a report detailing recommendations as the basis to develop targeted improvement plans and monitor progress. Review elements include assessing the efficacy of student learning, individual interviews with school staff and focus groups conducted with students, staff and parents. Data gathered from these processes and from two surveys provide the evidence for the commendations and the recommendations contained in the reports.

### ***Aboriginal Community Voice***

The *Aboriginal Community Voice* program is working with 23 schools to date across the state to increase the active involvement of Aboriginal parents and community in decision making about the education of their children. This is done through the development of Aboriginal 'Community Voice' committees in sites or clusters with Aboriginal students.

The program will assist in developing genuine school and community partnerships based on the principles of cross cultural respect, to maximise opportunities for Aboriginal children, students and young people. Workshops will be provided to build the capacity of Aboriginal parents and carers to partner with the school to support their children's learning.

- Currently there are 23 schools in the Northern Adelaide and Far North Region involved in the program. Eighteen of the schools have meetings with their Aboriginal Community Voice Committees. Sixty-three parents attended meetings. There are 39 Aboriginal parents on school governing councils in the Northern Adelaide and Far North Region. Cluster meetings have occurred in the Northern Adelaide Region with 57 parents attending.
- In the Far North Region the South Australian Aboriginal Education and Training Consultative Body (SAAETCB) Community Forum was held on the 13 April 2011. The Aboriginal Community Education Manager (ACEM) and Aboriginal Community Education Officers' (ACEOs) worked closely with the SAAETCB in the organisation of the SAAETCB Community forum. Follow up sessions with Aboriginal parents will occur in term 2. Thirty parents attended.
- A survey was sent out to all parents to provide feedback on positive actions they thought their school was taking and what other things they would like to see their school do to involve parents more. Over 100 responses were received. The responses were collated and information was given to people who attended the forum. Feedback from parents who attended the forum included:
  - A greater involvement in their child's learning and looking at skill development for parents to be able to support their child
  - Schools taking steps to engage parents eg being involved in the planning of Aboriginal cultural celebrations, showcasing children's work and informal gatherings with school staff.

### ***Aboriginal Student Mentoring Program***

The *Aboriginal Student Mentoring Program* (ASM) provides tailored mentoring support for individual Aboriginal students across Years 5 to 9 who may not be reaching their full

potential and/or are on the cusp of disengaging. The program aims to support students with participation and engagement in education, academic progress, transition to high school, study habits, workload and social and emotional wellbeing.

The program's key elements allow for a flexible delivery that meets the needs of individual students identified in need of additional support. Mentoring for students is identified through the Individual Learning Plans process undertaken by all schools for Aboriginal students.

Aboriginal Student Mentoring models can include mentor support by existing school staff through the engagement of key community people as mentors, and mentoring and support through partnerships with agencies and preferred providers.

To date the total number of schools in the program is 54 with a total number of 1,144 Aboriginal students having access to the program. There are a further 11 schools to join the program in 2012.

### ***Principal as Literacy Leaders (PALL)***

The *Principal as Literacy Leader Program* is a long-term professional development program that further supports principals to lead an effective and accountable whole-school *Literacy Reform and Improvement Program*. The program is assisting principals to further identify and implement evidence-based Literacy interventions and strategies, leading to accelerated and sustained improvements for students.

- The first group of 155 primary principals (61 from CMaD schools) completed the last module of the program on May 5 and 6, 2011. These principals are now involved in ongoing evaluation of their *Principal as Literacy Leader Program* Literacy improvement strategies within their school, supported by their Regional Leadership Consultant.
- The second group of 182 principals (66 from CMaD schools) commenced Modules 1 and 2 in March 2011. Sessions were held in both Adelaide and regional Bordertown.
- A secondary *Principal as Literacy Leader Program* is being developed in collaboration with the South Australian Secondary Principal's Association and Griffiths University.
- Module 3 training for the second group of principals occurred in June 2011.

### ***Regional Leadership Consultants***

Regional Leadership Consultants (RLCs) currently work with 337 school principals (127 from CMaD schools) to promote leadership through effective principalship, Literacy and whole-school improvement. Regional Leadership Consultants meet with site leaders to support, challenge and provide expertise within the leadership coaching role. Major aspects of their work include:

- Supporting the National Partnership Diagnostic Reviews and the resulting ongoing implementation of the review recommendations for whole-school improvement. The Regional Leadership Consultant works closely with the principal to further develop their leadership skills to effectively implement the recommendations from the reviews.
- Working with school leaders to further equip them with the leadership skills to effectively engage their staff in implementing and evaluating school intervention practices through the use of data.

- Providing mentor support for newly appointed principals to develop their leadership skills in building a cohesive and positive school culture focused on improvement.
- Providing leadership development opportunities including *Aspiring Leaders' Programs*, site improvement workshops and Professional Learning Communities in leadership.

### ***Leading Through Learning Program (commenced 2011)***

*Leading through Learning* is a *Leadership Development Program* that supports principals to become more effective educational leaders through collegiate in-school mentoring and coaching. The *Leading through Learning* project was developed by DECS in partnership with the South Australian Primary Principals Association, South Australian Secondary Principals Association and the South Australian Area Schools Leaders Association.

The main objectives of the *Leading through Learning Pilot Program* are to:

- increase effective leadership and teaching practices in pilot schools centred around the DECS Improvement and Accountability Framework principles of improvement
- identify key aspects that promote collegiate leadership learning and to share this at a more systemic level
- identify possible models to expand the pilot to a broader implementation phase in 2012.

The pilot involves a pair of school leaders from a secondary, area and primary school (in total six schools), working closely together to support educational leadership learning, particularly in the context of leading for whole-school improvement using the DECS Improvement and Accountability Framework.

### ***Parental Engagement Project (commenced 2011)***

The project investigates how to better engage parents and caregivers from disadvantaged backgrounds, in creating a Literacy rich home environment. The project involves four Communities Making a Difference schools in the Western Adelaide Region (Allenby Gardens, Hendon, Kilkenny Primary Schools and Pennington Junior Primary School). They are engaged in reviewing the best available evidence for parental engagement strategies that lead to improved Literacy outcomes for students and the development of a suite of related strategies, approaches, resources or tools. They will also investigate and implement ways to initiate or improve partnerships with other community organisations or agencies to maximise the ways schools can engage parents more effectively.

### ***Teaching for Effective Learning (TfEL)***

The aims of the Smarter Schools CMaD Teaching for Effective Learning Pedagogy Research Project are:

- Develop a rigorous research framework to examine the impact of teacher pedagogy on student engagement and achievement.
- Develop principals' educational leadership capacity to lead whole school improvement in quality teaching and learning
- Develop teacher capacity for reviewing and further developing their pedagogical practice and understanding aligned with the SA Teaching for Effective Learning Framework.

Progress includes:

- completion of 1,080 hours of observations of new Phase 1 and Phase 2 Year 3-7 teachers
- Ninety participating teachers have received explicit written feedback to inform them of their next stage of learning and teaching
- Student Engagement Questionnaires have been completed by 2,250 students to add to the baseline data
- Professional Learning Communities are operational in Phase 1 and Phase 2 schools
- Teaching for Effective Learning Specialist Teachers have continued to provide professional learning support to individual schools and clusters in their respective regions
- Two sites have conducted the Educational Positioning Survey with staff. The Educational Positioning Survey online survey helps sites identify the shared values and beliefs of the school community and provides a framework to support strategic planning for whole school development. All sites to have completed the Educational Positioning Survey by early Term 4.

### Support for Aboriginal and Torres Strait Islander Students

The elements within this National Partnership for schools in the **Independent sector** focus on school review, the development of School Improvement Plans, Governance and Leadership and the provision of in-school support. Where relevant, particularly in the area of in-school support services, Indigenous students have access to these services. AISSA is in the nascent stages of developing community engagement strategies for the schools with Indigenous students, particularly looking at ways parents and community can contribute to the education outcomes for students.

In the **Catholic sector**, strategic plans for school improvement for new and continuing schools include strategies addressing the needs of their Indigenous students. In addition to ongoing interaction with the Indigenous Education Team in relation to case management of Indigenous students in the 23 Catholic Communities Making a Difference schools, the CMaD Team and Indigenous Education Teams are collaborating to integrate Literacy and Numeracy improvement strategies for Indigenous students. This is particularly apparent (but not only there) in those CMaD schools also participating in the South Australian Catholic *Closing the Gap Project*.

The **DECS Aboriginal Student Mentoring Program** provides a range of supports including classroom assistance, at-home and behaviour supports for Aboriginal and Torres Strait Islander children.

There are 489 Aboriginal students engaged in *Innovative Community Action Network (ICAN) Learning Programs* and intensive case management support. The following are key programs that were developed to specifically support Aboriginal young people who have disengaged from school.



## Metropolitan Adelaide

- The *Bayer Road Program* operates in the Northern ICAN area and is a block program (five days a week) for Aboriginal students. It has a strong focus on Numeracy and Literacy, with wrap around case management and access to mentors.
- The *White Lion Sound Off Program* operates in the Western ICAN area and offers specialised tutorial services for Aboriginal young people 15–19 years with low Literacy and Numeracy skills.
- The *Australian Rules Football Pathways Program* also operates in the Western ICAN area and is an engagement program designed around football skills focusing on transition points. The majority of young people in this program are Aboriginal.
- Kura Yerlo also operates in the Western ICAN area and has a focus on: Literacy and Numeracy, information technology skills development; graphic arts and photography; personal development and life skills for 14–17 year-old Aboriginal students.
- The Aboriginal student support program, *Corka Readers*, operates in the Inner Southern ICAN area and is a *Literacy Program*.

## Rural South Australia

- The *Promoting Aboriginal Student Success Program* operates in the Murray ICAN area and is a three-layered model focusing on student success, community engagement in education, and supporting and empowering staff to respond to issues in effective and culturally appropriate ways. The project works in a partnered approach with three local primary schools (Fraser Park, Murray Bridge and Murray Bridge South Primary Schools) and Murray Bridge High School to promote and support Aboriginal students to be successful in their education and transitions.
- The *Kal-a-pa Program* operates in the Limestone Coast ICAN area and is a camp for Indigenous students across the region from a variety of schools conducted in collaboration with South Australia Police.
- The *Career Preparation Foundation Program* also operates in the Limestone Coast ICAN area and has a focus on work preparation including workplace experience, resumes, building aspirations and increasing uptake of school-based apprenticeships and traineeships for Indigenous students.
- *The Summer Track* is a comprehensive school holiday program assisting the transition momentum of Aboriginal senior secondary students in Port Lincoln.
- A total of 45 Aboriginal people currently attend the CMaD *Learning Together* groups. Most of these families are in the Port Pirie group and includes families who are otherwise disconnected from schools and early childhood settings.

## **Aboriginal Turn Around Team**

The Aboriginal Turn Around Team (ATAT) provides crisis intervention and intensive support to young Aboriginal people and their families. The service responds to educational performance, behaviour, physical, mental and psychological health. The team works with carers to build capacity to affirm the importance of kinship and family life in developing well rounded young Aboriginal people. In the context of current DECS support services the focus of the project is based on a tertiary level of intervention model.

The Aboriginal Turn Around Team adds value to the Northern, Far North and Western Adelaide Regions DECS Support Services through intensive intervention for Aboriginal students and their families who are at high risk of long-term disengagement from their education through identified criteria such as:

- difficulties participating in their learning

- high suspension and exclusion experiences
- high unexplained absences.

The Aboriginal Turn Around Team works closely with the school, family and significant others, to identify and respond to the circumstances that disrupt the student's capacity to participate in their education to:

- develop a cohesive health, education and family support approach for Aboriginal children with additional needs
- improve relationships between Aboriginal families and government and non-government agencies servicing their health, education and wellbeing
- reduce suspensions and exclusions of Aboriginal children and students to address rates that are currently significantly higher than for non-Indigenous students.

It is anticipated that this intervention will increase attendance and retention, improve Literacy and Numeracy and improve the wellbeing of students who are referred to the Aboriginal Turn Around Team. It will provide the individual focus which will strengthen connections between students and significant others, including parents and schools.

Some positive outcomes due to the involvement of the Aboriginal Turn Around Team case management approach include:

- families are more open to engaging with the Aboriginal Turn Around Team
- regular attendance for younger siblings
- students previously disengaged from school have enrolled and are attending Secondary School (*Modified Program* approach).

As a result of the increased referrals to the Aboriginal Turn Around Team there are 54 children and 38 families in total that the team is currently supporting.

### Portside Christian College (AISSA)

The school has a population of approximately 400 students with a large proportion of students from an English as a Second Language background. It is an Early Learning Centre to Year 12 school located 16 kilometres from the Adelaide CBD. In 2011 there has been a real commitment to implement many of the recommendations which emerged from its school review.

The school is to be commended for its energetic approach to whole-school improvement. This is being driven by the School Leadership Team and the principal in particular. The team has participated in professional learning funded by the Smarter Schools National Partnerships including the Australian College of Educational Leaders *Inspire Leadership Program* and the *Emerging Leaders Program*. Additionally the school leaders have participated in the AISSA ten-day *Leadership Program*. The principal acknowledges that participation in these programs provided him with the knowledge and determination to place quality teaching and learning as the prime focus for school renewal in 2011.

The school review identified a need to redefine its strategic direction to permit the required planning to be effective. They developed a revised school master plan that identifies enrolment targets, the required school facilities, and the associated financial strategies to achieve this vision. With support from AISSA the school has developed an overarching strategic plan and an action list.

The school review indicated that to improve whole-school performance there needed to be greater focus on teaching methodology. The school has been provided with professional learning opportunities and resources to address this need. They are examining their school wide approach to Literacy and Numeracy to enhance student achievement. Programming, within the curriculum requirements was chosen as an area that would benefit from greater focus. In addition, the effective delivery of the curriculum is being purposely linked to a coordinated school wide *Professional Development Program* that operates to enhance the ongoing quality of student learning. This professional learning is helping teachers to develop programs inline with the Australian Curriculum (in those learning areas where an Australian Curriculum has been developed, and using the Australian Curriculum model of curriculum organisation for the remaining Key Learning Areas). Teachers are being assisted to develop their learning and teaching programs using the *Assessment for Learning, Assessment as Learning and Assessment of Learning approach*. Teachers have also attended whole-school professional learning sessions on:

- the Australian Curriculum
- developing higher order thinking tasks using Bloom's Taxonomy and Gardiners' Multiple Intelligences Framework
- enhancing student engagement with learning by utilising inquiry based learning and authentic assessment tasks
- providing high quality feedback to promote improved achievement
- providing the opportunity for student input in the development of assessment criteria and marking rubrics.

Throughout 2011 the school is working to:

- develop and document curriculum scope and sequence Early Learning Centre — Year 10 through collaboration between the school coordinators and teachers based on the Australian Curriculum Framework
- implement a whole-school Assessment and Reporting framework R–10 based on the curriculum, which is authentic and consistent in the application of assessment criteria and methodology
- conduct a thorough analysis of NAPLAN, together with school-based Literacy and Numeracy assessment results, as the basis for developing a whole-school Literacy and

Numeracy Strategy, underpinned by detailed knowledge of effective strategies and collaborative work between the school coordinators and teachers

- acquire appropriate resources throughout the whole school, but particularly in the Junior School.
- provide teachers with time to focus on methodology and curriculum delivery at staff meetings
- Whilst it is too early to measure improved student outcomes the emphasis on assessment for learning and higher order thinking is providing increased student engagement in the classroom and richer learning environments for students.

In addition the role of coordinators is being reviewed in order to focus more strongly on supporting the improvement of teachers' skills and curriculum development. The school intends to include the coordinators' presence in classrooms and regular structured feedback from coordinators to teachers as a valued part of their role.

### **Learning Together Outreach Program — Hampstead Primary School (DECS)**

This program operates for two sessions a week at the Hampstead Primary School and includes a supported playgroup and a *Circle of Security* parent group (which alternates each term with a *Cooking Together* group). There are a total of 20 families with 23 children engaged in these programs, and about half identify as English as a Second Language. The outreach teacher has developed excellent working relationships with school leadership and preschool staff, and the program is seen as an integral part of the school. This has been supported by the school principal who has visited the groups regularly and developed relationships with families. There have been referrals both from the school into the playgroup and subsequently from playgroup into school.

Some of the outcomes from *Cooking Together* were the connection between the *Stephanie Alexander Kitchen Garden* staff and families, and the consequent sense of belonging felt by these often vulnerable families.

The outreach teacher is now regularly reporting changes in parents' observations of, and approaches to, their children's behaviour and learning. For example, one mother has been observed to be more attuned to her son's needs. Her responses are becoming more consistent and overall she is calmer and able to pay more attention to her son. After a particular incident she was able to use a positive tone and continue with the activity which was a significant change from her previous responses to her son's behaviour. This supports the child to develop sound social and conflict resolution skills.

Relationships built by the outreach teacher with particular families has meant that concerns previously held by school staff were able to be addressed in a positive and strengths-based way. Examples of this include connections within the group setting to Domestic Violence services and Family Counselling. This partnership and connection was invaluable for all concerned and is a direct result of a program that enables both time and space for families to safely engage within a school setting.

### **St Patrick's School, Mansfield Park (Catholic Education South Australia)**

St Patrick's School is a Catholic primary school situated in Mansfield Park, a north western suburb of Adelaide. A high percentage of families belonging to the school community are of first and second generation Vietnamese background. This cultural demographic has characterised the school for a period of time. The school community is aware that this cultural demographic is changing, as people of African background move into the area.

The school has analysed school data, including the Early Years Assessment, Running Records and NAPLAN, to identify those areas of Literacy in which year level student cohorts are experiencing challenges. In response to this data, learning has focused on the development of phonemic awareness, oral language and the development of effective reading strategies.

Early in 2010, St Patrick's School, Mansfield Park, implemented a Professional Learning Community (PLC) team structure. Three PLCs were established: an Early Years PLC, an Upper Years PLC and a Julia Burleigh Centre PLC Team (the Julia Burleigh Centre is a learning centre dedicated to students with special intellectual and physical needs).

Each team analysed the available student data in Literacy for their respective student cohorts, and identified cohort and individual needs. In response each team set an inquiry question to explore instruction and assessment strategies that would deliberately target these areas of identified need. Teams met regularly to discuss student engagement in learning and improvement; teams collected evidence of student learning for the duration of the inquiry to interrogate the effectiveness of teacher instruction and to substantiate recorded improvement in student outcomes. At the conclusion of the inquiries Professional Learning Community Teams presented their findings to peers.

Currently, Professional Learning Community Teams are pursuing a second Literacy inquiry question and collaborating on the writing of a collective belief statement around reading acquisition and best practice reading instruction in this school community context.

To-date the largest impacts of the National Partnership reforms and investment at St Patrick's School, Mansfield Park have been:

- greater attention to learning data and the pursuit of evidence based instructional practice
- development of teacher knowledge in the area of Literacy acquisition and high quality Literacy instruction, in particular in the area of reading. This has been evidenced by the redesigning of *Reading Instruction Programs*, and the introduction of *Guided Reading* as an instructional practice
- development of the Professional Learning Community culture, which has established itself in the school. Teachers have embraced the concept of spending time together analysing student learning data and developing collaborative approaches to meet the learning needs of students
- all teachers are beginning to identify themselves as researchers into their own professional practice, which has been evidenced by Professional Learning Community action inquiries culminating in team presentations
- development of Personalised Learning has become a goal of the staff, and there is greater professional discussion around learning and the progress of individual students.

In addition, the school principal has articulated the growth he has experienced in this leadership, acknowledging that he has developed a deeper interest in student learning. He has a greater theoretical knowledge of Literacy acquisition and the imperative of Literacy acquisition for ongoing success at and beyond school. The principal speaks of understanding his leadership in terms of taking leadership in learning and is clear in the pursuit of changing practice to meet the learning needs of all students.

### Community Mentoring — Long Street Primary School, Whyalla (DECS)

Long Street Primary School is located in the regional, industrial town of Whyalla and currently has approximately 300 students. A *Community Mentoring Program* began in Long Street in January 2010.

A Local Community Mentor Coordinator is a key catalyst in building school and community capacity by recruiting, screening and training suitable volunteers to mentor students for one hour each week across a cluster of schools. Long Street appointed a *Meet and Greet* person to connect with volunteer mentors on site. This person acts as the community liaison, supporting the mentoring relationships within the school.

Reece (not his real name) was in Year 5 when he began meeting with his Community Mentor in July 2010 at Long Street Primary School.

Student engagement levels showed low self esteem and confidence. Prior to involvement with a mentor in the *Community Mentoring Program*, Reece had difficulty forming and maintaining effective relationships with peers and adults. He also had difficulty managing anger and conflict effectively. In building a relationship with his mentor, there was a marked growth in Reece's learning engagement. Reece is learning about getting along with people and being 'nice', as he puts it. He particularly learnt about forming and keeping friends with people he didn't previously know.

Mentoring time became his favourite thing to do across the school week. He took a lot of pride in what he did with his mentor, who showed close interest in his new skills and challenges.

Teachers reported on the unexpected outcome of Reece's level of application and following through until completion of projects, not just the one he worked on with his mentor. Unlike his demonstrated general classroom behaviour, Reece was always both organised and on time for each of his mentoring sessions.

Despite no changed home and family circumstances, significant change outcomes have emerged in attitude, learning and relationship behaviours in the classroom and school setting that were initially contained only to the mentoring sessions. This has been seen as an extremely beneficial outcome by Reece's family and class teacher along with other staff across the school.

Long Street Primary School will continue to strengthen its positive partnerships with the community and individual student support through the *Community Mentoring Program*.

Note: As of July 2011, there are 366 students receiving support through the *Community Mentoring Program* across 66 DECS sites.



### Christies Beach High School and Southern Vocational College (DECS)

Christies Beach High School and Southern Vocational College serve a community that has pockets of significant underemployment. Many of the families receive government assistance. The school largely services the educational needs for the communities of Christie Downs, Hackham, Noarlunga Downs, Port Noarlunga, Christies Beach and O'Sullivan Beach.

The schools' level of educational disadvantage is characterised by:

- the fact that more than 70% of families receive government assistance for education through School Card
- nineteen percent of the students are on Negotiated Education Plans
- nearly eight percent of the students are Indigenous
- three percent of the students are from a non English speaking background.

The school is a Category 2 Index of Educational Disadvantage School and has challenges in retaining learners and in maximising their pathways for the future. Besides being a comprehensive Year 8–12 secondary school, the school has a number of foci:

- Christies Beach High School is an adult re-entry school: nearly 300 adults undertake SACE Stage 1 and Stage 2 subjects
- the school has a special education unit co-located on site: the Christies Beach Unit caters for about 50 students with intellectual disabilities
- Christies Beach High School is the lead school of the Southern Adelaide and Fleurieu Trade School for the Future. This initiative means that the school leads an alliance with other public secondary schools facilitating the sharing of Vocational Education Training curriculum and other learning programs. The High School provides nine different VET Certificate courses to the Trade School
- the school places a high priority on career development and pathways planning. It has links with the Smith Family, the Onkaparinga Council, Flinders University and local employers to support mentoring of students
- *Education for all — Learning Outreach*: The school is the enrolment and accreditation source for nearly 380 off-campus students who are funded through the *Innovative Community Action Network Flexible Learning Options* strategy. These are alternative accredited *Learning Programs* for disconnected young people. The school also enrolls and accredits adult students in *Learning Together*, a DECS initiated program that supports the Literacy development of preschool children and their parents.

Christies Beach High School *Outreach* consists of nine different programs through *Innovative Community Action Network Flexible Learning Options* funding to support students that do not fit into the mainstream schooling environment. Most of the programs are based in various community locations around the local area; however, this also includes a program where young people are still connected to some mainstream classes. Students must be *Flexible Learning Options* eligible to access these programs unless otherwise negotiated.

In most of the programs Christies Beach High School works in partnership with a community based service provider; Re-engage Youth Services, Hallett Cove Youth Board, Christian Brothers, Centacare, SAIL Alliance Schools and Learning Together. *Outreach* at the school caters for young people between the ages of 12 and 26, with each program being designed to cater for a specific group of young people, including young mothers. These programs consist of a variety of curriculum offerings that are accessible to all *Flexible Learning Options* young people, IVEC 1 and 2, SACSA, SACE, VET, short courses and community run programs.

Issues facing these young people include homelessness, drug and alcohol dependency, mental



health issues, and Low literacy and Numeracy skills. Students also include those with disabilities, students under the Guardianship of the Minister, students suffering significant family breakdown, those who have suffered bullying and harassment and young parents.

*Outreach* at Christies Beach High School started in the Year 2000 with one program consisting of 16 young people. While it has steadily increased over the years, the implementation of *Innovative Community Action Network Flexible Learning Options* funding in 2007 saw the number of young people increase further to 208. In the four years of the *Flexible Learning Options* funding initiative the number of young people enrolled through the Christies Beach High School *Outreach Program* has reached approximately 370.

Having access to flexible funding has seen many 'at risk' young people, previously disconnected from education, given the opportunity to reconnect to education in a form that better caters for their learning and life needs. At the end of 2010 the school's *Outreach Programs* saw 28 young people gain full-time employment, 23 achieve their SACE and 243 return to continue their education in *Outreach* in 2011.

#### Significant Achievements/Highlights/Activities – 1 January to 30 June 2011.

In the **Independent sector** the development of an *Effective Teaching Framework* by each Key Teacher for their respective independent school has been crucial in supporting their role as coach and in contributing to enhanced teaching practices. The *Effective Teaching Framework* was developed from the work of Shirley Clarke which describes effective *Assessment for Learning* strategies.

Having this framework as a tool and mechanism to work with staff individually or as a whole school, has created opportunities for conversations around teaching practice and effective pedagogies. This framework included an effective lesson structure, as well as the kind of environment required to create a culture of learning. This *Effective Teaching Framework* was developed as part of a two day planning session for key teachers. Principals were also invited to be part of this session, providing an opportunity for key teachers to share and engage Principals with this process. Principals then worked with their key teachers to include this framework into the whole school strategic plan for whole school improvement.

An example of one aspect of these *Effective Teaching Frameworks* that has engaged teachers in reflection about their teaching practice has been the idea of having a clear Learning Intention. The suggestion of placing a short and focussed learning intention on the board for students to see at the outset of a lesson has led teachers to think deeply about the need for clarity around their own teaching focus.

In 2010 there was a focus on assessment and the analysis and use of data in key teacher professional learning days. In 2011 it has become apparent through school visits by AISSA consultants that there is a better balance of assessment, including a greater emphasis on the role of formative assessment. Examples of formative assessment that have been observed in use in schools this year include observations, interviews, weekly reflections, goal setting and use of feedback against shared learning intentions. This has meant that teachers have been more closely tracking student progress using evidence based approaches and data (from formative assessment, NAPLAN and other standardised tests).

Many teachers have noted that student interest and enthusiasm toward their learning have grown. Pedagogical approaches and classroom structures established from the beginning of the year, based on ideas shared through the National Partnership initiative, have been attributed by teachers as a key factor for this increased student engagement.

The majority of schools have indicated that there has been a positive impact on student performance. A wide range of assessment and testing procedures have been used to measure this progress. A number of Numeracy focus National Partnership schools have adopted the *Early Numeracy Interview* as a tool and have found that students have moved up several growth points in each of the four domains: counting, place value, addition and subtraction and multiplication and division. One success story has recorded the progress of a child who was lacking in confidence and was very negative in his attitude to mathematics. His growth points, according to the *Early Numeracy Interview* were well below the desired level for his age. After the full year of being involved with the National Partnership initiative, this child has in the last six months shown enthusiasm and enjoyment in participating in

mathematics tasks and has progressed at least two growth points in each domain; to an above average standard.

Another example presents a Year 2 child showing the following growth across the 4 domains:

| Domain      | Growth Point Term 1 | Growth point Term 4 | Growth | Description of growth   |
|-------------|---------------------|---------------------|--------|---|
| Counting    | 3                   | *5                  | +2     | Moved from <i>counting forwards and backwards from various starting points between 1 and 100, to given a non zero start, can count by 2,5,and 10 to a given target.</i>       |
| Place value | 2                   | *3                  | +1     | Moved from <i>read, write and interpret 2 digit numbers to applying understanding to 3 digit numbers</i>  |
| Add / Sub   | 2                   | *4                  | +2     | Moved from <i>counting on to find a total to using a range of strategies such as doubles, commutativity, adding 10, ten facts to solve addition and subtraction problems.</i> |
| Mult / Div  | 2                   | *3                  | +1     | Moved on from <i>modelling objects to solve multiplication and sharing situations to solving multiplication problems where objects are not all modelled or perceived.</i>     |

\*Above average for year 2

One school has tracked growth in student outcomes through the comparison of data collected in Year 2 from *I Can Do Maths* with Year 3 data obtained through implementation of the Progressive Achievement Test (PAT) mathematics tool. These standardised tests have indicated growth in percentile ranking for a number of the students. For example of four students in year 2 on completion of *I Can Do Maths* testing, two were identified as not falling within the normal range (ie below 20 % - percentile ranking). In Year 3 these same four students now rank 37% - percentile ranking (Progressive Achievement Test). This can also be mapped according to Stanines<sup>2</sup> and can be described as growth from *low* and *very low* (Stanine 1 and 2) to *average* (Stanine 4, 5 and 6). This school has also analysed the information collected through the PAT mathematics test with NAPLAN data. The information gathered has created opportunities for discussion around the types of information gathered through different tools. The very different responses to similar questions in the two very different styles of test have sparked discussions around the power of open ended questions in revealing student understanding as opposed to closed questions which can sometimes give blurred messages.

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<sup>2</sup> Stanine scores, with a range of one to nine, allow comparison of scores from one standardised test to another.

Similarly progress has been noted in a number of Literacy focus National Partnership schools where data has been collected using a spelling scale showing an increase in spelling ability. The ESL Scope and Scales has also been utilised to measure writing progress. One school recorded an improvement of more than 2 scales for one student. This is a significant jump as the scales are designed for students to progress through one scale per year across oral, reading and writing. This student and many others achieving success would now be writing at a much more sophisticated level, utilising a more complex grammatical structure, including confident use of nominal groupings and nominalisation, and a more extensive vocabulary.

A number of schools have made the observation that the spread of abilities has widened even further since the start of the initiative. Although this should not be seen as a negative impact of the focussed reform areas, it does require further attention. The observation has been connected to the greater emphasis on differentiating the curriculum within the classroom and the increased use of formative assessment. Teachers have commented that their better use of data collected through a wider range of assessment tasks has highlighted the range of abilities in their classrooms. Similarly a better understanding, and therefore application of differentiation (based on the formative assessment data) within the classroom has meant that the students are working at their own level within the same learning intention. This differentiated approach enhances the mix and range of abilities within a classroom or specific year level. It should not be seen as a greater gap between higher and lower achieving students but as a reflection of an effective curriculum approach to support, meet and challenge the individual students within a class. (This is in contrast to “planning and teaching to the average” – where the students are seemingly working at the same level).

The reforms based around building the capacity of teachers have also created some stress in schools where extra funding or release time has been required. The difficulty of finding temporary relief teachers in country and remote areas to release class and key teachers to plan collaboratively or/and attend professional learning sessions, has created some problems for schools. However it should be noted that the positive impact of building teacher capacity on educational outcomes and student engagement and achievement far outweighs the negative.

In addition, the key teacher has developed an effective lesson framework that identifies the key elements of a literacy lesson. The key teacher has shared this with staff, and staff are beginning to implement various elements into their literacy lessons. Time has been given to staff to use the framework to evaluate their teaching and to identify elements of the lesson that worked well and to reflect on elements that need work. This has given the staff a common language to talk about literacy instruction, as well as to reflect on areas of teaching that need refinement.

Research has indicated that effective teaching promotes movement from passive to active learning, and from transmissive to connected and challenging teaching (Swan 2005<sup>3</sup>). The development and implementation of this effective lesson framework in both Literacy and Numeracy schools has had an impact on students with some of the implications being:

- that students are clear about the goals and purpose of the teaching and have an understanding of the expectations of the task / lesson and how they will learn.
- that lessons build on prior knowledge and understanding and show connections to the students' context and experiences.
- that a range of tasks, activities and experiences, based on the interests and range of abilities and skills of the students are provided to actively engage students in their learning

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<sup>3</sup> Swan, M (2005) xxxx

- that a culture of open communication and respect, encouraging questioning, sharing, reflection and discussion has been established – therefore allowing for differentiated learning and optimising the potential for problem solving and critical thinking.

In the 21 continuing **Catholic schools** in the Literacy and Numeracy National Partnership, consolidation and refinement of initiatives from 2010 have continued together with new developments which contribute to whole-school engagement and improved outcomes for students.

Schools are consistently using strategic planning and its connection to evidence of success to enact change that improves student outcomes. This has led to a higher profile of Literacy or Numeracy learning, for whole-school communities in those schools involved in the Literacy and Numeracy National Partnership.

All 21 schools submitted detailed strategic plans and published a summary version on their school website by 10 June 2011. Many positive school based activities have been initiated through the strategic plans which are noticeably more specific than in 2010. In particular whole school professional learning communities are emerging as a strong component of effective improvement strategies. Surveys have indicated that development of collaborative learning teams is proving significant in influencing change in 12 of the 21 schools. Parent Education / Involvement programs are much more prevalent in relation to promoting understandings of learning and positive literacy and numeracy practices in at least 14 of the 21 participating schools.

All schools are using the NAPLAN data to analyse, monitor student strengths and challenges and plan more effectively for literacy and numeracy improvement. Consistency of data collection is apparent within schools, in addition to development of a broad range of assessment strategies. These three factors have contributed to improved case study management, and appropriate intervention programs for 'at risk' students, particularly in literacy.

The regular Network Days, held twice a term for Literacy/Numeracy Coaches and once a term for principals with coaches, is proving to be a powerful motivator and support for schools in their school development and professional learning. These professional learning days have included themes of current educational research, whole-school change, evidenced based practice and further insights into coaching strategies.

School-based learning has continued to thrive, evidenced in greater consistency of practice in successful pedagogies, a broader repertoire of strategies used in explicit teaching of reading and an investigative approach to Mathematics, along with consistent classroom structures to support these.

The centrally based Literacy/Numeracy Consultants' strong relationship and mentoring of the coaches includes regularly meeting and working together in classrooms, in team planning sessions and in professional learning for whole staff groups. The coaches' modelling in classrooms, regularly meeting and planning with teachers, observing teachers as they teach and mentoring across the school has contributed to a reflective cycle and substantial changes in teacher practice.

The Australian Curriculum has been incorporated as a common integral framework in the consultants' mentoring processes, towards purposeful teacher engagement in effective planning and programming.

The role of the *Principal as a Leader of Learning*, involved and fully focused on the moral imperative of the school's strategy, has been observed as a strong factor in ensuring success.

In **DECS** the work of the Partnership Coaches in collaboration with school leaders and classroom teachers continues to yield: deeper pedagogical content knowledge for teachers and increased willingness to share and reflect on practice, increased teacher ability to use learner assessments to plan new learning; improved tracking and monitoring of student achievement; improved student engagement and achievement. While the summative evaluation process currently being undertaken by an independent consultancy will be used to verify the perception data about program impacts on individual classroom teacher practice, student learning outcomes and whole-school approaches to Literacy or Numeracy improvement, formative data collected in April 2011 points to the following examples of achievements.

### **Student learning outcomes**

- Increasing Literacy and Numeracy competencies, confidence, engagement and interest in learning.
- Improvement in achievement in diagnostic and achievement testing conducted by the school to supplement NAPLAN testing results.

### **Teacher Development**

- More focused attention to evidence based practice development based on data analysis and interpretation.
- More consistent understandings and approaches to programming and clearer documentation of student learning outcomes through refined assessment practices.
- Greater engagement with collegiate collaborative learning processes leading to improved programming, planning, teaching and assessment practices.

### **Whole-School Approaches**

- Greater adherence to prescribed timetable allocations for certain subjects, such as English and Mathematics.
- More specific and targeted intervention strategies.
- Improved resources for Literacy and Numeracy learning.
- More explicit connectedness between teacher development, teacher performance and school improvement agendas and strategies.

## Support for Aboriginal and Torres Strait Islander Students

The importance of purposeful and contextually relevant investigations has been discussed widely in Independent sector National Partnerships schools as a strategy for engaging all students in learning. Similarly the need to have open-ended questions and tasks and a variety of approaches to develop robust understanding around one concept or learning area has been identified as crucial in supporting the different learning styles of students.

These strategies for engagement, plus a continued focus on differentiation techniques in all schools, are becoming more visible during class observations and in lesson and unit plans. It has been noted that schools that have Indigenous and English as a Second Language students have found this to be particularly helpful in creating the 'hook'.

A number of teachers are still investigating techniques for differentiation and are in need of extra up skilling in this area. The provision of this support will continue to be a focus for **AISSA** advisers and Key Teachers.

The parent engagement planning focus in May and June 2011 has created discussions around how to best suit Indigenous communities. Schools have been making an active attempt at setting realistic outcomes. For example, it is not a realistic goal to expect *all* parents to be able to be more actively involved in their child's education by coming into the school for workshops and/or games sessions. This is particularly the case for remote and farming community schools, schools where most parents work and/or in schools where there are cultural differences in expectations and understanding. Therefore Key Teachers have been engaging their peers and Leadership Teams in discussions around an agreed reasonable outcome for parent engagement. An example of such an outcome is 'to open and encourage communication between school and home.' This allows for teachers to plan parent engagement strategies that do not place stress on themselves, parents or students, but encourage the connection between school and home.

Through the **Catholic Sector** Strategic Plan for Literacy and Numeracy, processes, resources and personnel are directly considered for Indigenous students. Strong collaboration with the sector's Indigenous Education Team is a feature in the consideration of case management, resources, inclusivity and cultural perspectives in Literacy and Numeracy practices.

Indigenous students below the National Minimum Standard in NAPLAN have an Individual Education Plan, negotiated with Indigenous Education Consultants, the coach, specialist support, the parents and the student.

Some schools are using a broader range of strategies to engage students, and capitalising on the use of multi-literacies and culturally inclusive materials to promote engagement.

Across the 37 selected Literacy and Numeracy schools in **DECS**, Aboriginal students make up approximately 4% of total enrolments. During 2011, Partnership Coaches have continued to work to ensure that the learning needs of Aboriginal students are to the fore in their work with classroom teachers, Aboriginal Education Teachers (if applicable) and school leadership.

### Waikerie Lutheran School (AISSA)

In the following example of an **Independent school** demonstrating good practice, the reform activity being showcased involves the model of the Key Teacher working collaboratively to build teacher expertise across the school. This approach has enabled sustainable practices to be implemented that will extend beyond the life of the project. The Key Teacher is working at a whole-school level to ensure that practices and programs implemented are complimentary throughout the school, ensuring continuity and a common language for talking about Literacy. This also involves the Key Teacher leading teachers in deep reflection about Literacy lessons, built around the use of an effective lesson framework that is used school-wide.

The school is an R-7 regional school with an enrolment of about 80 students. The National Partnership initiative has been very well received at this school by the teachers immediately involved. The impact on the whole school is evident as the Key Teacher is working with both an identified cohort as well as all other classroom teachers. The school principal has been very supportive of the project and is actively involved in the improvement of the teaching of Literacy school-wide.

Through the National Partnerships project, the school is addressing issues around the explicit teaching of Reading and Reading comprehension strategies. An audit of Reading instruction was taken at the beginning of the project, which uncovered many misconceptions about the teaching of Reading, and in particular the teaching and assessing of Reading comprehension. The Key Teacher worked collaboratively with all staff members to share latest research about Reading comprehension, and the practices required to teach this effectively. In addition, the Key Teacher works in classrooms modelling best practice as well as helping classroom teachers with planning and programming for Reading across the year.

The school has successfully implemented a sustainable model of whole-school improvement. The Key Teacher has been well supported by the principal to lead whole-school change in the teaching and assessing of Reading. As this has been so successful, the principal and Key Teachers have started to identify other areas of the English curriculum that also need improvement. The teaching of Phonics and Spelling has now also become a priority for this school.

The principal has set aside staff meeting time, as well as student-free days to ensure that time is given to talk about, share ideas and plan for Literacy instruction. Where possible, Temporary Relief Teacher support has been given to allow the Key Teacher to attend professional learning, or be released from classroom teaching, to collaboratively plan with other teachers, or to act as a mentor in other classes.

In addition, the school has released the classroom teacher of the identified cohort to attend Literacy professional learning to support the direction the school is taking.

Once the principal and Key Teacher had determined the direction the initiative would take, data was collected by the Key Teacher to obtain staff knowledge, confidence, and approaches to teaching Reading. This data was analysed and a Literacy strategic plan was developed. The Key Teacher initially worked with the classroom teacher of the identified cohort to support with planning, co-teaching and sharing professional knowledge. As a marked improvement in student progress was noted, the Key Teacher began to share this practice as well as professional knowledge gained from Key Teacher days with the whole staff. As other classroom teachers could see the benefits of this approach, they also requested help with their own teaching and programs. The Key Teacher used this opportunity, together with the data collected from staff, to tailor professional learning opportunities to suit the various Year levels within the school. The Key Teacher has now worked collaboratively with all teachers to ensure



that throughout all the years of schooling, the appropriate Reading comprehension strategies are taught. This has been documented and agreed by all classroom teachers.

In addition, the Key Teacher has developed an effective lesson framework that identifies the key elements of a Literacy lesson. The Key Teacher has shared this with staff, and staff members are beginning to implement various elements into their Literacy lessons. Time has been given to staff to use the framework to evaluate their teaching and to identify elements of the lesson that worked well and to reflect on elements that need work. This has given the staff a common language to talk about Literacy instruction, as well as to reflect on areas of teaching that need refinement.

There are a number of schools in the **Catholic sector** where there appear to have been significant attitudinal and cultural shifts toward learning and improvement. A large proportion of principals have commented on their involvement in the Literacy and Numeracy National Partnership and working closely with the consultant and coach being instrumental to this happening. Another contributing component to a cultural shift has been the de-privatisation of teaching in participating schools. Teachers in the Literacy and Numeracy National Partnership are more willing to have their coach, the consultant and other teachers participate in their classrooms for the purpose of deeper professional learning about the learning of their students.

Models of practice that are successful are increasingly evident across the schools in the quality of student work and consistent assessment. In Numeracy, the lesson structure and inquiry approach and, in Literacy schools, the explicit teaching model are the common contributors to these advances.

Parent involvement across the 21 Literacy and Numeracy National Partnership schools has increased, with receipt of positive parental feedback from information/education sessions in Literacy and Numeracy being held for parents of primary aged students. One example, St Columba Memorial School, Yorketown, has an exciting *Parent and Preschool Program — Ready, Set, Go*. The coach and teacher from this rural school will be presenting this at the state Literacy and Numeracy Expo in Adelaide in late August.

All schools have been accumulating a broad collection of evidence of the Literacy or Numeracy initiatives and their development. This will form the development of *Learning Stories* which will provide a powerful ongoing contribution to the learning culture of the school and make available valid evaluative information to the Network, the Communities Making a Difference National Partnership, the Catholic sector and other schooling sectors.

### St Columba's Memorial School, Yorketown (CESA)

St Columba's Memorial School is a 52-student rural school situated in the southern section of the Yorke Peninsula in South Australia.

Through involvement in the Literacy and Numeracy National Partnership, St Columba's teachers and leaders are addressing their Literacy and Numeracy levels in conjunction with community involvement. A new parent program, *Ready Set Go*, has been developed by an Early Years teacher at St Columba and the National Partnerships Literacy Coach. The *Ready Set Go* initiative is one of the strategies used to highlight the critical importance of Literacy at St Columba's Memorial School.

The primary purpose of the *Ready Set Go* initiative is to involve and educate parents from the local community with preschool children. The preschoolers and their parents are involved in Literacy rich activities with teachers and students. These involve activity sessions in the Reception/Year 1 Classroom with teachers and Years 2 to 7 buddies. This is followed by outside supervised play for the preschoolers, whilst a teacher gives a brief informative talk about different aspects of learning and how parents can contribute actively to their child's development. The sessions end with a shared informal morning tea, where existing, new and prospective parents can connect and converse. The whole school is involved, with students acting as guides for parents and leaders, or as play buddies for the preschoolers. The positive relationship building which occurs between parents and teachers, parents themselves and students and parents has obvious benefits for all involved. This program illuminates the research on parent and community involvement (Henderson and Map 2002, Thomson 2005) demonstrating this connection between parents and schools successfully contributes to improving student achievement.

In many ways it also provides a wonderful support for young parents and their families who often struggle with the isolation and hardship issues of a small rural community. As one parent commented; *'...It's just so nice to be able to come to the sessions and share with others in the same situation as me. It's a support and I get good ideas about things I can do to help my son with reading too.'*

### **All Saints Catholic Primary School, Seaford (CESA)**

All Saints is an R–7 Catholic school situated south of Adelaide in Seaford. The school is growing rapidly, with a current enrolment of about 450 students, including eight Indigenous students. All Saints is committed to providing the best possible teaching and learning opportunities for all students. The National Partnership is enabling the school to work towards achieving this vision, by supporting teachers and students to improve teaching and learning within Numeracy.

A Numeracy Coach was appointed from August 2009. The coach was employed three days per week with the role of improving the teaching and learning of Numeracy within the school. The Numeracy Coach is supported by the CESA National Partnership Team through Mentoring and Network days. The Network days provide professional learning where coaches are given support, knowledge and practical ideas to take back into their schools. It is a model that promotes shared practice within the school, utilising the existing expertise and building capacity at All Saints.

The National Partnerships Numeracy Consultant provides professional learning in conjunction with the coach and also works with the coach and with individual teachers where needed. The coach models Numeracy lessons and supports teachers to improve their Numeracy teaching.

Initially the targeted cohort was Year 3 and Year 5, however most teachers are now involved. To ensure the improvements were sustainable, it was more effective for the coach to work with more of the teachers. When the funding ceases, the school should have the expertise to sustain improved Numeracy results.

#### **Progress/Outcomes**

- Improved NAPLAN results from 2009 to 2010 in numeracy across the school with a significant improvement across the cohorts (Years 3 and 5) with whom the coach has been working. In particular, as evident on *My School*, the 2010 Year 5 Numeracy mean score was 485, compared with 446 in 2009 and 456 in 2008.
- Increase in teacher and student motivation.
- Professional learning in numeracy has increased – putting numeracy on the agenda has been welcomed by all staff, parents and students.
- All teachers are ensuring they teach five hours of numeracy each week; whereas this frequency was previously quite variable across classes. All teachers follow a particular lesson structure so that there is consistency throughout the school. Students know what to expect from a mathematics lesson from Reception through to Year 7.
- The model has been extremely successful, with the principal noting that:
  - There are more teachers' professional conversations and sharing of ideas and resources
  - lessons are more conducive to the way students learn through curiosity, exploration and using hands on materials.

### **Reform interventions — Modbury School — Preschool to Year 7 (DECS)**

Modbury School Preschool to Year 7 is located in the metropolitan area north east of Adelaide, with the majority of students coming from the local area. There are 166 students with 27% from non-English speaking backgrounds and 7% Aboriginal students.

In August 2009, a full-time Literacy Coach with specialist teaching knowledge and experience was recruited to work at the school using funding provided from the National Partnership Agreement on Literacy and Numeracy. The coach spends 70% of his/her time in direct one-to-one support of classroom teachers.

Modbury School's major focus on Reading has led to improvement in Reading achievement at all Year levels. The increased attention paid to Literacy development has also resulted in improvements in student writing achievement at all Year levels.

The key strategies used to support Literacy improvement at Modbury School centre around achieving better student outcomes through innovative whole-school approaches and maximising student learning through teachers teaching differently. They include:

- **Building a community of learning teams for the staff**

These teams have encouraged teachers to increase their knowledge and put their learning into practice. Teachers have observed, questioned and challenged practice, undertaken joint planning, and explored whole-school processes to improve Literacy teaching and learning.

- **Teachers reflecting on practice through the learners' lens**

Teachers at the school strive to better understand the impact of what they do, say and imply through their actions to students. The result of this strategy is that every student in the school now has an individualised learning plan.

- **Strengthening data-driven practice through coaching**

Staff members have received coaching in the use of NAPLAN data in relation to student progress and how to draw on this data in their planning and programming. The school has introduced coordinated reports on Year level results and linked these to school and class accountability targets. A range of other data sources have been introduced that strengthen classroom and whole-school decision making.

- **Review and consistent implementation of the school's Literacy policy**

Modbury School now has a set of agreed practices backed up by training and development on specific Literacy intervention and improvement methodologies.

### Dernancourt Primary School (DECS)

Dernancourt Primary School is located north east of the Adelaide CBD and is co-located with Dernancourt Junior Primary School. There are 280 students across the campus with approximately 44% of students from non-English speaking backgrounds.

The Numeracy Coach began work at the school in August 2009 and finished work at the end of Term 1 2011. The Coach's work focused mainly on in-class one-on-one coaching with teachers and using data for planning at the whole-school, Year and class and individual student levels. This shift to using student achievement data in Numeracy has been new and challenging for teachers who have appreciated the support and expertise of the coach to help them improve learning for their students. Prior to working with the coach, most teachers viewed collecting data as something they did to appease the school leaders, they didn't pay attention to the results and there was little impact on teaching programs.

The coach worked with the teachers on detailed analysis of their most recent NAPLAN results which raised some issues that impacted on everyone's work. There was concern about student achievement in the number strand and students' ability to solve multi-step problems. This gave the coach an immediate 'way in' to working with teachers and classes. As well as using NAPLAN data, the coach also introduced the teachers to other Numeracy assessments to gain a richer and more detailed picture to inform teachers' planning. The ACER Online Placement Instrument (OPI) is a similar instrument to NAPLAN, but students seemed more engaged with the online environment and teachers appreciated the immediacy of the results. The coach and teachers compared NAPLAN and Online Placement Instrument achievement and found many similarities but the Online Placement Instrument also highlighted issues with space, money and Mathematical language. To further complete the bigger picture of student achievement, the coach introduced the teachers to diagnostic assessments in numbers that unearthed individual student's misconceptions and provided advice to teachers about further learning to address specific learning needs. The focus on collecting and analysing data was only the first part of the story; the main work of the coach has been guiding, supporting and challenging teachers as they consider what the data tells them about their students' learning needs and the implications for their classroom practice. Having the coach work side-by-side with them in their classroom and to share the successes and failures along the way has made the difference.

The outcomes have been significant:

- a change in culture around data — teachers now have an interest in achievement data and keep extensive files that track progress and guide their programming
- reformed pedagogical approaches
- significant improvement in NAPLAN Numeracy results. (As one teacher commented: *'It was great to get the NAPLAN results. You could see the impact this work has made on student learning outcomes. It has impacted on our learning too. All of us feel really proud and we know how to move forward.'*) A key component of moving forward is a willingness to share and listen to their colleagues' experiences. One teacher for example has been very successful at developing a positive classroom culture in mathematics learning where students talk about their mathematical thinking and support each others learning. This teacher is now sharing strategies with other teachers and supporting them to try a similar approach. Previously he hadn't talked about his practice believing that it was probably the same as everyone else and therefore of little interest.
- improved student engagement and confidence in their Numeracy learning.

## Section 5 – Milestone Reporting

## Improving Teacher Quality National Partnership

## Part 1 – Milestones not reported/not achieved/partially achieved in Annual Report for 2010

| Milestone  | Detail of achievement against milestone<br><i>Quantitative and Qualitative</i>   | If not achieved or partially achieved, reasons why<br><i>Qualitative</i> | Strategies put in place to achieve milestone<br>(including updated timeframe) <i>Quantitative and Qualitative</i> |
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| Provide recommendations to State Minister for Education July 2010 on work and future role of the South Australian Teacher Education Taskforce <b>(ALL)</b>   | COMPLETED.<br>The Minister has received ongoing briefings on the recommendations from the Teacher Education Taskforce working groups. Taskforce Monograph papers document strategy and approaches designed to better manage teacher supply and demand, to improve the quality of professional experience for pre-service teachers and to expand pathways into teaching for Aboriginal people.                    |  |   |
| Develop Leadership Strategy <b>(DECS)</b>  | COMPLETED.<br>Draft Leadership Development Strategy is prepared for Chief Executive approval. The strategy highlights the importance of cohesive succession planning and alignment with the National Professional Standard for Principals.   |  |   |
| Develop targeted recruitment strategies for identified areas of demand following analysis of the data surveys and research arising from the South Australian Teacher Education Taskforce <b>(DECS)</b> | COMPLETED.<br>Recommendations resulting from Teacher Education Taskforce consideration of the data include: <ul style="list-style-type: none"> <li>• cross sector and multiple stakeholder partnerships</li> <li>• targeting pressure areas relating to location, subject level of schooling and gender</li> <li>• marketing the profession</li> <li>• <i>Mentoring Programs</i> to improve retention</li> </ul> |  |   |

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|  | <ul style="list-style-type: none"> <li>flexible work arrangements.</li> </ul> <p>DECS has implemented recruitment strategies to address pressure points, state-wide multi-media campaign <i>Teaching is Inspiring</i>, implemented a Flexible Work Policy and developed a range of opportunities to build mentoring of early career teachers.</p> |   |  |
| Collaboratively with tertiary providers implement a pilot that is monitored and supported through the establishment of a support group consisting of DECS and tertiary providers <b>(DECS)</b>   | <p>CONTINUING.</p> <p>A pilot project plan has been developed and submitted for approval. Pending approval, the pilot program will be implemented in 2011.</p>  | Consultation and negotiation on the implementation plan for the pilot is underway, including the preparation of tender process. |  |
| <p>AST Review of:</p> <ul style="list-style-type: none"> <li>validity and reliability of assessment processes</li> <li>potential to align National Professional Standards with the AST reward and recognition program</li> <li>access to an accelerated pathway through AST assessment, for highly accomplished and lead teachers new to the profession <b>(DECS)</b></li> </ul> | <p>COMPLETED.</p> <p>A review of the AST has been conducted. The Minister has made a commitment to the development of an Outstanding Teacher classification which is open to all teachers. The following step will be part of the Enterprise Bargain Award to negotiate the implementation.</p>   |   |  |

## Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

| Milestone   | Detail of achievement against milestone<br><i>Quantitative and Qualitative</i>   | If not achieved or partially achieved, reasons why<br><i>Qualitative</i> | Strategies put in place to achieve milestone<br>(including updated timeframe) <i>Quantitative and Qualitative</i> |
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| SA Centre for Leaders Education Review recommendations implemented as New Professional Leadership Programs, incorporating the role of mentors and coaches <b>(DECS)</b> | ON TRACK.<br>New programs for aspiring and beginning leaders in schools, preschools, corporate and school support roles, <i>Leadership Programs</i> for current leaders, and <i>Principal Mentor's Program</i> have been scoped.   |  |   |
| Refinement and increased adoption of e-portfolios as a professional learning and career planning tool <b>(DECS)</b>   | ON TRACK.<br>Development of online guide to establishing and using e-portfolios. Additional introductory workshops conducted.  |  |   |
| Implementation of the <i>Leadership Program</i> , 20 participants <b>(AISSA)</b>  | COMPLETE. TARGET EXCEEDED.<br>Nineteen keynotes and workshops delivered as at 30 June 2011, while 232 school leaders from 67 schools attended.   |  |   |
| Seminar on school governance, 15 participants <b>(AISSA)</b>  | COMPLETE. TARGET EXCEEDED.<br>Six workshops held as at 30 June 2011, with 160 participants.  |  |   |
| Ongoing involvement in relevant ARC research projects <b>(ALL)</b>  | ON TRACK.<br>The AISSA, CESA and DECS have continued to participate in the <i>Early Career Teacher Resilience</i> research project.  |  |   |
| Ongoing cross sector input on new pathways model(s) and strategies development <b>(ALL)</b>   | ON TRACK.<br>The Teacher Education Taskforce continues to meet quarterly and report monographs have been prepared.   |  |   |
| Participate and contribute to the ARC research project (DECS)   | ON TRACK.<br>The <i>Early Career Teacher Resilience Project</i> is in its final year.<br>The Community Partnerships Project Team has met.<br>DECS representatives participated twice in a roundtable reference group to provide feedback for the <i>Behaviour Management Project</i> . |  |   |



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| Pilot pathways model (DECS)  | ON TRACK.<br><i>See Teach Next in the Better Pathways into Teaching Section.</i>   |  |  |
| Implement a Beginning Teachers Program with at least 20 participants (AISSA)   | COMPLETE. TARGET EXCEEDED.<br>The <i>Early Career Teachers Program</i> established and three workshops delivered as at 30 June 2011. Eighty teachers from 23 Independent schools attended the workshops. |  |  |
| Evaluate Beginning Teachers Program (CESA)   | ON TRACK.<br>Evaluation planning underway from May 2011, for completion by December 2011.  |  |  |
| Evaluate APRIM Policy and Procedures (CESA)  | ON TRACK.<br>Evaluation planning underway from June 2011, for completion by December 2011.   |  |  |
| Collaboratively with tertiary institutes evaluate the pilot and implement a program for identified target groups (DECS)                | ON TRACK.<br><i>See the Teach South Australia Program in the Better Pathways into Teaching Section.</i>  |  |  |
| An ongoing collaborative program shows evidence of uptake (DECS)   | ON TRACK.<br>The program has been scoped in collaboration and consultation with the Tertiary providers and tender process about to commence.   |  |  |
| Analysis and evaluation of Longitudinal survey – identifies projects to assist DECS Aboriginal employees into teaching pathways (DECS) | COMPLETED.<br>Forty Aboriginal Community Education Officers have been identified as aspiring to become teachers within DECS.   |  |  |
| Projects developed from analysis and evaluation of Longitudinal survey (DECS)  | ON TRACK.<br>An Aboriginal Pathways into Teaching Strategy has been developed and submitted for approval.  |  |  |
| Go Local collaborative project piloted (DECS)  | ON TRACK.<br>Preliminary project work is being undertaken with local tertiary providers.   |  |  |
| Evaluation of Indigenous Support Program (CESA)  | ON TRACK.<br>Critical evaluation and reform of the student support/review program is ongoing, towards a more   |  |  |

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|  | <p>sustainable model that builds the capacity of teachers and leaders to case manage and to connect with Indigenous parents/ caregivers and Indigenous communities.</p> <p>Key reflections centre on how the Catholic sector can meet accountability requirements and, at the same time, establish positive and productive relationships with school communities, to foster inclusive practices that respect the integrity and dignity of Indigenous students and their parents/ caregivers.</p> <p>A more formal evaluation process is being planned for the second half of 2011.</p>         |  |  |
| Develop ongoing projects based on evaluation <b>(CESA)</b>                                       | <p>ON TRACK.</p> <p>Expansion of the professional learning program with key focus teachers (Indigenous Education) founded on a model of shared practice, inquiry learning and professional coaching/ mentoring.</p> <p>Initiation of the development of a leadership development program: <i>Identity matters: Culturally responsive leadership</i> to support leaders in Catholic schools to be: culturally competent, to establish inclusive and productive relationships with Indigenous parents and caregivers and to develop effective connections with local Indigenous communities.</p> |  |  |
| Regular dissemination and distribution of TQSC minutes and papers to each sector <b>(ALL)</b>    | <p>This milestone no longer applies as the Teacher Quality Steering Committee was disbanded on the establishment of AITSL. All sectors and stakeholders have representation on AITSL.</p>  |  |  |
| Access to AITSL information and papers via Sector or State nominees as appropriate <b>(DECS)</b> | <p>ON TRACK.</p> <p>All sectors and stakeholders have representation on AITSL and distribute information and papers as appropriate.</p>  |  |  |
| AST Review recommendations implemented <b>(DECS)</b>   | <p>ON TRACK AND CONTINUING.</p> <p>The Advanced Skills Teacher (AST) Classification process is an industrial agreement with the Australian Education Union. Negotiations are continuing with an in confidence reviewed guideline document provided to the AEU for discussion.</p>  |  |  |

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| Mentoring and Quality Teacher Professional Development Programs provided for ASTs <b>(DECS)</b>  | <p>ON TRACK AND CONTINUING.</p> <p>Advanced Skills Teachers have been offered quality training and development specific to their needs by way of AST Scholarships and Teacher Leader Twilight sessions.</p> <p>A nationally accredited skill set in mentoring and coaching has been scoped.</p> |  |  |
| Increased numbers of ASTs in Low SES sites <b>(DECS)</b>   | <p>ON TRACK.</p> <p>AST1 was replaced by Step 9 in 2010 as recognition of high quality teachers. The number of high quality teachers recognised at this level is currently approximately 4,000, an increase from approximately 900 in 2010.</p>   |  |  |
| Opportunities to target awards to highest achieving teachers investigated <b>(DECS)</b>  | <p>ONGOING AND ON TRACK.</p> <p>Public Teaching Awards have been announced, nominations called for and the selection process is currently underway. The criteria for selection of teachers are based on the National Professional Standards for Teachers lead level.</p>                        |  |  |
| AST Review recommendations included in new EB or implemented where appropriate <b>(DECS)</b>   | <p>CONTINUING.</p> <p>The new Enterprise Bargaining negotiations will commence in late-2011. Current negotiations with the Australian Education Union will determine DECS capacity to progress this milestone.</p>  |  |  |
| Timely information provided to schools on national developments and opportunities for schools <b>(CESA)</b>                                      | <p>ON TRACK.</p> <p>Circulars have been released regularly to update schools on the implementation of the National Professional Standards for Teachers.</p>   |  |  |
| Consultation with schools and response on the draft national teacher professional standards and provide comments to MCEECDYA/AITSL <b>(CESA)</b> | <p>COMPLETED in 2010.</p> <p>National Professional Standards for Teachers published in February 2011.</p>   |  |  |
| Consider opportunities to adapt CESA's operations, including the professional learning provided to teachers and school leaders following the     | <p>ON TRACK.</p> <p>A number of groups across Catholic Education SA have considered more refined strategies for beginning the implementation of the professional standards</p>  |  |  |

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| development by AITSL of national professional standards and accreditation arrangements. The timing is dependent on national developments <b>(CESA)</b>  | <p>throughout the sector.</p> <p>The National Professional Standards for Teachers are being incorporated into professional learning such as:</p> <ul style="list-style-type: none"> <li>• induction modules for early career teachers</li> <li>• providing a reflective framework for CMaD National Partnership schools' professional learning communities</li> <li>• Deputy Principal Support Program forums</li> <li>• Australian Curriculum implementation planning.</li> </ul> |  |  |
| Develop sector plan to support school leaders' preparation for implementation of Australian Curriculum in place <b>(CESA)</b>   | <p>ON TRACK.</p> <p>The plan published in 2010 is being adjusted and awaits finer detail regarding national validation of the Achievement Standards, before republication.</p>   |  |  |
| Consultancy support expanded to support school leaders to plan for and implement the Australian Curriculum, including pedagogy, subject content, cross curriculum perspectives, and school structures <b>(CESA)</b> | <p>ON TRACK.</p> <p>Catholic Education SA now has consultants available in History and Science, in addition to pre-existing Literacy / English and Numeracy / Mathematics teams, to support school leaders and teachers in preparing for implementation of the Australian Curriculum.</p> <p>Professional learning, advice and planning support are being provided to school leaders and teachers through metropolitan, regional and school based workshops.</p>                   |  |  |
| Establish four School Centres for Excellence in hard-to-staff sites and regions <b>(DECS)</b>   | <p>COMPLETED. TARGET EXCEEDED.</p> <p>Five DECS School Centres for Excellence have been established for 2011 incorporating 21 schools that have a Low SES and/or 'hard-to-staff' profile.</p>  |  |  |
| Build capacity and create leadership roles for Advance Skills Teachers and Step 9 teachers in School Centres for Excellence <b>(DECS)</b>   | <p>CONTINUING AND ON TRACK.</p> <p>All School Centres for Excellence clusters have taken the opportunity to participate in visits from Workforce Development Teacher Leader officers.</p>  |  |  |
| Data available for National Teacher Workforce Data Set <b>(DECS)</b>  | <p>ONGOING.</p> <p>Phase 2 underway to develop an implementation plan.</p>   |  |  |
| Workforce Reporting Capability commenced <b>(DECS)</b>  | <p>COMPLETED.</p> <p>Workforce surveys, modelling and all planned activities have been finalised.</p>  |  |  |

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| New DECS Performance Management/Development policy launched <b>(DECS)</b>  | ON TRACK.<br>Policy release scheduled for Term 3  |  |  |
| A range of performance development and management resources made available to DECS leaders, teachers and corporate employees <b>(DECS)</b> | ON TRACK.<br>Policy release accompanied by resources available on a new web site with fact sheets, performance planning tool, and online record system.   |  |  |
| Performance Development Pilot Phase 2 implemented <b>(DECS)</b>  | ON TRACK.<br>Policy release accompanied by <i>Performance Counts</i> Workshop series.   |  |  |
| Performance management and continuous improvement included in the AISSA Leadership Program <b>(AISSA)</b>                                  | COMMENCED AND ON TRACK.<br>The six-day <i>School Improvement — Improving Teaching and Learning at Every Level</i> has been developed and is currently being delivered as part of the <i>AISSA Leadership Program</i> . Seven school leadership teams comprising 22 leaders are currently participating in this program. |  |  |

## Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

| Milestone   | Detail of achievement against milestone <i>Quantitative and Qualitative</i>  | If not achieved or partially achieved, reasons why <i>Qualitative</i> | Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i> |
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| List of schools receiving support. This will include reform strategy and scope of approach <b>(All)</b> | <p>The list of schools for all sectors for 2011 is available from the DEEWR web site.<br/> <a href="http://www.smarterschools.gov.au/ParticipatingSchools/Documents/SA/SchoolsListSA.pdf">http://www.smarterschools.gov.au/ParticipatingSchools/Documents/SA/SchoolsListSA.pdf</a></p> <p><b>AISSA</b><br/> SCOPE:</p> <ul style="list-style-type: none"> <li>• School Review</li> <li>• development of School Improvement Plans</li> <li>• Governance and Leadership</li> <li>• the provision of in-school support.</li> </ul> <p>All seven eligible schools are accessing support and services.</p> <p><b>CESA</b><br/> All 23 eligible Catholic schools are now participating in the CMaD National Partnership. Each school receives customised support from the Catholic Education Office CMaD team to establish shared understandings of needs in their community, set agreed priorities for improvement focus and undertake the design and implementation of school improvement strategies.</p> <p>Each school's improvement strategies include specific attention to school-based, collaborative professional learning, informed by research and based on evidence of students' relative strengths and needs in Literacy or Numeracy. Groups of teachers are inquiring into more effective teaching practices for more personalised student learning.</p> <p>Two networks are being established, one for principals and the other for school leaders and teachers. These two networks are supporting participants in CMaD schools to achieve the goals of the partnership, including:</p> |   |  |

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|  | <ul style="list-style-type: none"> <li>• developing a broader reform agenda</li> <li>• analysis of data at a deeper level within the school community</li> <li>• reflecting, evaluating and disseminating CMaD learning experiences.</li> </ul> <p><b>DECS</b></p> <p>There are 193 CMaD schools participating in at least one of the strategies, such as <i>Innovative Community Action Networks</i> and student mentoring within this partnership.</p>  |  |  |
| List of schools who have undergone the CMaD diagnostic review<br><b>(AISSA/DECS)</b> | <p><b>AISSA</b></p> <p>Five schools have undergone the diagnostic review.</p> <ol style="list-style-type: none"> <li>1. Sunrise College Whyalla</li> <li>2. Portside Christian College</li> <li>3. Unity College Murray Bridge</li> <li>4. Crossways Lutheran School</li> <li>5. Mid North Christian College</li> </ol> <p><b>DECS</b></p> <p>In the reporting period 32 schools have undertaken a diagnostic review. They are:</p> <ol style="list-style-type: none"> <li>1. Alberton Primary School</li> <li>2. Bowden Brompton School</li> <li>3. Brompton Primary School</li> <li>4. Cadell Primary School</li> <li>5. Cobdogla Primary School</li> <li>6. Darlington Primary School</li> <li>7. Elizabeth North Primary School</li> <li>8. Elizabeth Park Primary School</li> <li>9. Elizabeth Special School</li> <li>10. Eudunda Area School</li> <li>11. Findon High School</li> <li>12. Gordon Education Centre</li> <li>13. John Pirie Secondary School</li> <li>14. Lake Windemere R-7 School</li> <li>15. Maitland Area School</li> <li>16. Maree Aboriginal School</li> <li>17. Mintabie Area School</li> <li>18. Morgan Primary School</li> <li>19. Morphett Vale Primary School</li> <li>20. Mount Burr Primary School</li> <li>21. Nicholson Junior Primary School</li> <li>22. Ocean View K-12</li> <li>23. Parafield Gardens High School</li> </ol> |  |  |



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|   | 24. Parafield Gardens Primary School<br>25. Point Pearce Aboriginal School<br>26. Port Broughton Area School<br>27. Renmark West Primary School<br>28. Tailem Bend Primary School<br>29. Wallaroo Mines Primary School<br>30. Wandana Primary School<br>31. Warriappendi School<br>32. Woodville High School   |  |  |
| Number of teachers and school leaders participating in professional development as part of the reform strategies. Scope of professional development activities will also be provided <b>(All)</b> | <p><b>AISSA</b></p> <ul style="list-style-type: none"> <li>• A total of 120 staff members participated in professional learning in <i>Assessment for Learning</i>. This is ongoing for 2011.</li> <li>• Thirty staff members have attended professional learning in <i>Providing Meaningful Feedback to Students</i>.</li> <li>• Eight School Support Officers are completing the <i>Certificate III in Education Support</i>.</li> <li>• Six school leaders are participating in the ACEL <i>Emerging Leaders Program</i>.</li> <li>• Fifty staff members have participated in school-based Professional Development for behaviour support, sensory issues and fine motor difficulties.</li> </ul> <p><b>CESA</b></p> <p>Across 23 schools, 45 school leaders, 652 teachers and 339 non-teaching staff have had access to professional learning that has been customised to meet the identified needs of the school community, in the context of the specific school improvement priorities, which includes improved Literacy or Numeracy in all cases.</p> <p>The predominant mode of professional learning is school-based collaborative inquiry into their practice by groups of teachers, informed by academic research and supported by school leaders and the Catholic Education Office CMaD team.</p> <p>Two of the new schools undertook interstate school visits in the First Semester of 2011, to gain insights into ways of implementing school reform and various approaches to restructuring learning environments or enhancing school working relationships.</p> <p>The first network day for CESA CMaD school leaders and key people was held in June, providing school representatives with opportunities for sharing their learning so far and contributing to a sector-wide beginning of evaluative activity for the partnership. Two more network days are programmed for the Second Semester of 2011.</p> |  |  |

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|  | <p><b>DECS</b></p> <p><b><i>Innovative Community Action Networks (ICAN)</i></b></p> <p>State, local school and community based professional learning opportunities have been provided for over 1,500 teachers, case managers, youth workers, DECS state and regional staff as well as key partner agency staff during 2011. These learning opportunities include building capacity of school and community staff members to better engage and support students in flexible and accredited learning pathways. These are built upon a strength based approach that is student centred and is always respectful of the student's voice in all case management and flexible learning program development.</p> <ul style="list-style-type: none"> <li>• Systems support includes training in the new CMaD data collection system (Student Support System); student case management; engagement matrix use as well as <i>Compass</i> Literacy and Numeracy assessment training and support for learning interventions.</li> <li>• At the school level, supporting effective pedagogy through connections with the Teaching for Effective Learning (TfEL) approach has been embedded into our work.</li> <li>• School-based professional learning using the SMARTER strategy (supporting students with abuse related trauma) has also been offered through local ICAN teams.</li> <li>• Ensuring that case managers and school-based staff have shared understanding of good practice approaches to supporting disengaged young people has led to a significant program of teaching the <i>Coaching Young People for Success</i> model.</li> </ul> <p><b>Community Mentoring</b></p> <p>The following is a breakdown of the 80 professional development/training events for community mentoring:</p> <ul style="list-style-type: none"> <li>• orientation sessions</li> <li>• best practices — mentor training</li> <li>• cluster meetings</li> <li>• coaching young people for success</li> <li>• core training</li> <li>• cultural awareness training</li> <li>• grief and loss training</li> <li>• kids matter information sessions</li> <li>• mentor and mentee inductions.</li> </ul> |  |  |
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|   | <p>The following areas were the major focus for events:</p> <table><tr><th>Focus</th><th>Number of Events</th></tr><tr><td>• Capacity Building — Community</td><td>5</td></tr><tr><td>• Capacity Building — Schools</td><td>12</td></tr><tr><td>• Induction</td><td>21</td></tr><tr><td>• Process/System Development</td><td>2</td></tr><tr><td>• Professional Development</td><td>13</td></tr><tr><td>• Public Speaking</td><td>1</td></tr><tr><td>• Responding to Abuse and Neglect (RAN)</td><td>14</td></tr><tr><td>• Training</td><td>12</td></tr></table> <p><b>Student Mentoring and Youth Development</b></p> <p>In 2011 there were 94 Student Mentoring and Youth Development training and development events held, with 479 school staff and partners participating.</p> <p>In the Low Socio Economic Status Diagnostic School Reviews, participation on review teams was undertaken by:</p> <ul style="list-style-type: none"><li>• 32 peer principals</li><li>• 32 staff representatives</li><li>• 32 Regional Directors/Assistant Regional Directors</li><li>• 32 Regional Leadership Consultants</li><li>• 132 regional/central office personnel.</li></ul> <p><b>Principals as Literacy Leaders</b></p> <p>Sixty-one CMaD and 94 non-CMaD school principals are undertaking the 2010–11 <i>Principals as Literacy Leaders Program</i> (PALL).</p> <p>Sixty-six CMaD and 116 non-CMaD school principals are undertaking the 2011–12 <i>PALL Program</i>.</p> <p>Regional Leadership Consultants (RLCs) work with 127 CMaD school principals to promote leadership, best practice and local advancement in Literacy and Numeracy.</p> <p><b>Learning Together</b></p> <p>All eight teachers (five Full-time Equivalent) have participated in:</p> <ul style="list-style-type: none"><li>• three teacher network sessions</li><li>• <i>Circle of security</i> training (four days)</li><li>• <i>Together We Learn</i> conference (two days) Learning Together conference.</li></ul> | Focus | Number of Events | • Capacity Building — Community | 5 | • Capacity Building — Schools | 12 | • Induction | 21 | • Process/System Development | 2 | • Professional Development | 13 | • Public Speaking | 1 | • Responding to Abuse and Neglect (RAN) | 14 | • Training | 12 |  |  |
|---|---|-------|------------------|---------------------------------|---|-------------------------------|----|-------------|----|------------------------------|---|----------------------------|----|-------------------|---|---|----|------------|----|--|--|
| Focus                                   | Number of Events  |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Capacity Building — Community         | 5   |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Capacity Building — Schools           | 12  |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Induction                             | 21  |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Process/System Development            | 2   |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Professional Development              | 13  |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Public Speaking                       | 1   |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Responding to Abuse and Neglect (RAN) | 14  |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |
| • Training                              | 12  |       |                  |                                 |   |                               |    |             |    |                              |   |                            |    |                   |   |   |    |            |    |  |  |

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|  | <p>Two new teachers additionally attended two days of induction.</p> <p>Two Managers have attended:</p> <ul style="list-style-type: none"> <li>• <i>Circle of security</i> training (four days)</li> <li>• <i>Together We Learn</i> conference (two days) Learning Together conference</li> <li>• Manager's networks (total of four days).</li> </ul>  |  |  |
| Number and scope of teachers/leaders involved in attraction, retention and development reform strategies ( <b>DECS</b> )                                   | <p>State, local school and community based professional learning opportunities have been provided for over 1,500 teachers, case managers, youth workers, DECS state and regional staff as well as key partner agency staff during 2011.</p> <p><b>Recruitment and selection</b></p> <p>Local Innovation Projects support Workforce Planning and Development: Funding Local Innovation Projects (12 projects across five regions with over 40 schools involved) to attract high quality teachers and leaders in hard-to-staff locations.</p>  |  |  |
| Number and scope of community groups /business/volunteers/NGOs involved in the CMaD NP Plan implementation ( <b>All</b> )                                  | <p><b>AISSA</b></p> <p>Not applicable at this stage.</p> <p><b>CESA</b></p> <p>Some schools have introduced strategies for improved engagement of parents, while others are exploring increased involvement of community groups and relationships with local businesses.</p> <p><b>DECS</b></p> <p><b>ICAN</b></p> <p>Key service providers support ICAN and <i>Flexible Learning Options</i> young people to engage in meaningful learning pathways within a case management framework.</p> <p>There are 32 preferred providers offering programs to support mentoring and youth development.</p> <p>There are 28 key service providers supporting Student Mentoring and Youth Development for young people to engage in meaningful learning pathways.</p> <p><b>Learning Together</b></p> <p>Groups have 20 partnerships with community and NGO groups including council libraries, The Smith Family, ac.care, Primary Health, TAFE and Community Foodies.</p> |  |  |
| Number of students, including a breakdown by specific cohorts receiving support through the reform strategies. Scope of this support will also be provided | <p><b>AISSA</b></p> <ul style="list-style-type: none"> <li>• There were 45 students who accessed Speech Therapy.</li> <li>• There were 43 students who accessed Occupational Therapy services.</li> <li>• Four students have accessed Psychology services.</li> </ul>  |  |  |

|                               |   |       |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
|-------------------------------|---|-------|-------|-------|---------|-------|-------|-------|-----|-------|--------------|-----|-------|----------------------------|-----|-------|-------------------------------|-----|------|-------------------------------|-----|------|--|--|
| (All)                         | <p><b>CESA</b></p> <p>A total of 7,135 students are enrolled in the three secondary, 19 primary schools and one Reception – Year 12 school participating in the CMaD National Partnership in 2011.</p> <p>Of these students, there are 333 with disabilities and 140 Indigenous students whose teachers receive personalised support from Catholic Education Office Consultants.</p> <p><b>DECS</b></p> <p>Total: 6,007 students</p> <p>The DECS <i>ICAN Program</i> offers individualised case management and flexible learning support. There are currently 3,896 students enrolled in secondary ICAN schools as Flexible Learning Option (FLO) enrolments.</p> <p>In 2011, up until the end of June, 178 primary school students were enrolled as FLO students, and were provided with additional case management support to support the individual student, family and teacher to strengthen their re-engagement in school based learning.</p> <p>A further 153 individual students without FLO enrolment funding are being supported to remain in school through the support of individual case management service provision. Through the 10 local ICAN Management Committees 1,780 students have been supported through targeted Community Partnership Grants (CPG).</p> <p>At the point of time in Term 2 2011, there were 3,366 FLO students enrolled in secondary ICAN schools. Their profile is indicative of the profile of the total 3,896 FLO students for the period January to June 2011 as follows:</p> <table><tr><td>Male:</td><td>1,774</td><td>(53%)</td></tr><tr><td>Female:</td><td>1,592</td><td>(47%)</td></tr><tr><td>ATSI:</td><td>489</td><td>(15%)</td></tr><tr><td>School Card:</td><td>823</td><td>(24%)</td></tr><tr><td>Student with a Disability:</td><td>715</td><td>(21%)</td></tr><tr><td>English as a Second Language:</td><td>207</td><td>(6%)</td></tr><tr><td>Guardianship of the Minister:</td><td>121</td><td>(4%)</td></tr></table> <p><b>Student Mentoring</b><br/><b>Community Mentoring</b></p> <p>Total 349 students</p> <ul style="list-style-type: none"><li>• Males/females — 173 (49%) 176 (51%)</li><li>• School Card (<i>Low Socio-economic Status Assistance Program</i>) — (42%)</li><li>• Students from a Language Background Other than English (LBOTE) — (9%)</li></ul> | Male: | 1,774 | (53%) | Female: | 1,592 | (47%) | ATSI: | 489 | (15%) | School Card: | 823 | (24%) | Student with a Disability: | 715 | (21%) | English as a Second Language: | 207 | (6%) | Guardianship of the Minister: | 121 | (4%) |  |  |
| Male:                         | 1,774   | (53%) |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
| Female:                       | 1,592   | (47%) |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
| ATSI:                         | 489   | (15%) |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
| School Card:                  | 823   | (24%) |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
| Student with a Disability:    | 715   | (21%) |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
| English as a Second Language: | 207   | (6%)  |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |
| Guardianship of the Minister: | 121   | (4%)  |       |       |         |       |       |       |     |       |              |     |       |                            |     |       |                               |     |      |                               |     |      |  |  |

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|   | <ul style="list-style-type: none"> <li>• Students eligible for the DECS <i>Disability Support Program</i> — (10%)</li> <li>• Students under the Guardianship of the Minister — 4%</li> <li>• ATSI – 13%</li> <li>• Young refugees – 3%</li> <li>• Students taking on ‘carer’ duties/roles – 1%</li> </ul> <p><b>Secondary Student Mentoring Years 8 – 12</b></p> <p>Total: 1209 students</p> <ul style="list-style-type: none"> <li>• Males/Females – 671 (55.50%) and 538 (45%)</li> <li>• Aboriginal and Torres Strait Islander – 182 (15%)</li> </ul> <p><b>Secondary Student Mentoring Years 10-12</b></p> <p>Total: 732 students</p> <ul style="list-style-type: none"> <li>• Males/females — 384 (52%) and 348 (48%)</li> <li>• Aboriginal and Torres Strait Islander – 127 (17%)</li> </ul> <p><b>Secondary Student Mentoring - Year 8 and 9</b></p> <p>Total: 477 students</p> <ul style="list-style-type: none"> <li>• Males /females — 287 (60%) 190 (40%)</li> <li>• Aboriginal and Torres Strait Islander - 55 (11.5%)</li> </ul> <p><b>Youth Development programs 2011</b></p> <p>Total: 2,421 students involved in 21 programs.</p> |  |  |
| Student performance indicator data, as per section 12 of the Low SES FIP (eg Attendance, NAPLAN) <b>ALL</b> | Indicators are reported once a year depending on the timing of data collections. Some indicators are included in the annual report and others in the following year’s Progress Report. Refer Section 6.   |  |  |

## Section 6 - State Performance Measures for 2010 (not reported in the 2010 Annual Report due to timing of data availability (CMaD only)).

Section 6 State Performance Measures — CMaD National Partnership is provided in two parts: Part 1 refers to all students in CMaD National Partnership schools participating in ‘whole of school’ change strategies and approaches and Part 2 refers to those students in the CMaD National Partnership participating in ‘individualised targeted support’ change strategies and approaches. This section will report the performance indicators that were not reported in the preceding National Partnership annual report, due to the timing of data releases and validation processes relating to end of year information. These indicators will report performance indicators relating to the South Australia Certificate of Education (SACE) and the potential destination of senior secondary students.

### Section 6 — Part 1 — CMaD National Partnership schools participating in ‘whole of school’ change strategies and approaches

In 2010, 91 South Australian schools participated in the CMaD National Partnership ‘whole of school’ intervention, ranging from Junior Primary to Senior Secondary schools. Twenty-three CMaD National Partnership schools had students participating in the South Australia Certificate of Education (SACE) stage 1 or stage 2 subjects in 2010.

Current Government schooling reform initiatives across South Australia have resulted in the amalgamation of some schools into new schools with different names and campuses. This will continue to impact on the total number of CMaD National Partnership schools participating in ‘whole of school’ interventions across reporting periods. Where possible, for the newly established or created schools participating in the 2010 CMaD National Partnership ‘whole of school’ intervention, NAPLAN results have been historically mapped to their former school(s).

### Communities Making a Difference (CMaD — Low SES School Communities) National Partnership for students participating in 2010 'Whole of School' strategies and approaches by SACE completions:

Table 3.1 – All Senior Secondary Schools in CMaD National Partnership ‘whole of school’ interventions

| SACE Completion in CMaD NP Schools <sup>(1)</sup>                           | 2009 (baseline) | 2010  |
|---|-----------------|-------|
| Total No. of SACE Completions ( <b>All Students</b> )                       | 736             | 758   |
| SACE Completion Rate (All Students) (%) <sup>(2)</sup>                      | 82.2%           | 78.8% |
| Total No. of SACE Completions ( <b>Indigenous Students</b> ) <sup>(3)</sup> | 23              | 27    |
| SACE Completion Rate Indigenous Students (%) <sup>(2)</sup>                 | 71.9%           | 73.0% |
| Total No. of SACE Completions ( <b>LBOTE Students</b> ) <sup>(4)</sup>      | 48              | 107   |
| SACE Completion Rate LBOTE Students (%) <sup>(2)</sup>                      | 71.6%           | 78.1% |



### Footnotes Section 6 (1) — Table 3.1

(1) Includes all students who have been awarded a South Australia Senior Secondary Certificate of Education (SACE Certificate) in a CMaD National Partnership participating school for the reporting year.

(2) Completion rate is calculated by dividing the total number of SACE completions in a CMaD National Partnership school by the total number of Potential SACE Completions for that school. A student is considered to be a 'Potential Completer' if they attempted to complete the SACE requirements in the given year. These students have at least one enrolment in the given year (in either Stage 1 or Stage 2 subject); have completed at least six units at Stage 2; have undertaken at least 22 SACE units which may include VET, and have not completed the SACE before 1 April of the given year.

(3) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander through the SACE Board of South Australia, and have been confirmed by their school/schooling sector as a student of Aboriginal and/or Torres Strait Islander origin. These figures may under represent the true level of Indigenous students due to the difficulties associated with collecting data which relies on self identification.

(4) Includes all students who identify as having a language background other than English (LBOTE), and who have self-confirmed to the SACE Board that they speak a language other than English at home. Those with a 'null' declaration were assumed to only have English as their primary language.

### Section 6 — Part 2 — Students in the CMaD National Partnership who are participating in 'individualised targeted support' strategies and approaches

Section 6 State Performance Measures — CMaD National Partnership (Part 2) provides information for students in the CMaD National Partnership who are participating in 'individualised targeted support' strategies and approaches to engage and keep them engaged in learning and education pathways. These students are enrolled in a large number of schools across the state, but as only comparatively few students are enrolled in any specific school, it is not appropriate to combine their student information with the information provided in Part 1 of this Section (that is student cohorts in CMaD National Partnership schools participating in 'whole-school' change strategies and approaches).

In 2010 the South Australian Department of Education and Children's Services (**DECS**) implemented a comprehensive suite of programs providing individualised support for 5,454 young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning. These programs included *Innovative Community Action Networks Flexible Learning Options* (ICAN FLO enrolled students), Student Mentoring, Aboriginal Student Mentoring and Vocational Educational Training (VET) scholarships. Students from a wide range of age groupings and school Year levels participated in these programs.

In the following profile and tables each student is only reported once in each category. It should be noted that some students require significant support and may be participating in multiple programs.

The '*Individualised Targeted Support*' Programs have also had a focus on students from key diversity groups, for example: students who identify as Australian Aboriginal and/or Torres Strait Islander; students from a language background other than English (LBOTE); and/or students eligible for the DECS *Disability Support Program*. These groups represented 20%, 11% and 20% respectively of the total number of 'individual targeted support' students in 2010.

Students receiving targeted support include those who:

- have complex life issues that impact upon their successful engagement with learning
- are significantly disengaged
- have not attended school, often for some years (even though they may be of compulsory school age)

The data in the following table represents this group and must be analysed with this student context in mind.

**Communities Making a Difference (CMaD — Low SES School Communities) National Partnership for students participating in 2010 'Individual Targeted Support' strategies and approaches by SACE Literacy and Numeracy Subjects, 'C' Grade and Higher Results:**

**Table 2(b) — Students in CMaD National Partnership 'individual targeted support' interventions**

| Description   | School Year Level  | SACE Results of Students participating in CMaD NP (Low SES) 'Individual Targeted Support' strategies and approaches 2010 |                    |                                  |                    |
|---|--|--|--------------------|----------------------------------|--------------------|
|   |  | Literacy Subjects <sup>(3)</sup>   |                    | Numeracy Subjects <sup>(3)</sup> |                    |
|   |  | Stage 1 Completion   | Stage 2 Completion | Stage 1 Completion               | Stage 2 Completion |
| <b>All Students</b> in CMaD NP (Low SES) by L&N SACE Completion <sup>(1)</sup>        | Total No. of Individual Students Participating               | 1895   | 323                | 1893                             | 161                |
|   | Total No. of Subjects Completed <sup>(2)</sup>               | 3510   | 341                | 2961                             | 193                |
|   | % C Grade or Higher Results in L & N Subjects <sup>(7)</sup> | 69.6%  | 82.7%              | 59.3%                            | 62.2%              |
| <b>Indigenous Students</b> in CMaD NP (Low SES) by L&N SACE Completion <sup>(4)</sup> | Total No. of Individual Students Participating               | 221  | 24                 | 220                              | 6                  |
|   | Total No. of Subjects Completed <sup>(2)</sup>               | 403  | 25                 | 329                              | 6                  |
|   | % C Grade or Higher Results in L & N Subjects <sup>(7)</sup> | 62.3%  | 60.0%              | 52.3%                            | 0.0%               |
| <b>LBOTE Students</b> in CMaD NP (Low SES) by L&N SACE Completion <sup>(5)</sup>      | Total No. of Individual Students Participating               | 171  | 68                 | 166                              | 30                 |
|   | Total No. of Subjects Completed <sup>(2)</sup>               | 343  | 72                 | 304                              | 40                 |
|   | % C Grade or Higher Results in L & N Subjects <sup>(7)</sup> | 76.7%  | 83.3%              | 65.5%                            | 42.5%              |
| <b>Disability Students</b> in CMaD NP (Low SES) by L&N SACE Completion <sup>(6)</sup> | Total No. of Individual Students Participating               | 253  | 7                  | 239                              | 5                  |
|   | Total No. of Subjects Completed <sup>(2)</sup>               | 453  | 7                  | 336                              | 6                  |
|   | % C Grade or Higher Results in L & N Subjects <sup>(7)</sup> | 60.3%  | 100.0%             | 52.7%                            | 66.7%              |

**Footnotes Section 6(2) — Table 2(b)**

(1) Includes all students participating in 'Individual Targeted Support' CMaD National Partnership, who were enrolled and participated in a South Australia Senior Secondary Certificate of Education (SACE) Literacy and/or Numeracy subject across all Year levels. Includes all students who received a SACE result, including those who received a 'N' for requirements not met (2010) and 'RMN' Requirements not met (2009) result.

(2) Includes all Stage 1 and Stage 2 SACE Literacy or Numeracy subjects enrolled by students, and is a combination of 'new' SACE and old SACE subjects. Therefore different grades levels are applied to subjects, that is, 'SA' Satisfactory Achievement, 'RA' Recorded Achievement, 'RNM' Requirements not met in 2009, and grades 'A+' to 'E-' and 'N'

(requirements not met) in 2010. Individual subjects may be counted multiple times as the same student may undertake the subject more than once, or over more than one Semester (that is, half-year subjects (10 units). Students can complete a subject but not receive a 'C' grade or higher assessment.

(3) Literacy or Numeracy subjects include all English (Stage 1 and Stage 2 SACE subjects) and all Mathematics (Stage 1 and Stage 2 SACE subjects). Half-year subjects (10 units) and whole-year subjects (20 units) are individually counted.

(4) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander. These figures may under represent the true level of Indigenous students due to the difficulties associated with collecting data which relies on self identification.

(5) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home.

(6) Includes all students who are eligible for the South Australian Department of Education and Children's Services (DECS) *Disability Support Program*. Eligibility for the *Disability Support Program* requires evidence of both impairment as described in DECS' *Disability Support Program 2007 Eligibility Criteria* and the ways in which a student's impairment does, or will, impact significantly on progress in the curriculum and on his/her ability to participate in learning activities and the school community. Please refer to <http://www.decs.sa.gov.au/speced/pages/specialneeds/intro/> for further information.

(7) Calculation includes the total number of Literacy and/or Numeracy subjects where students have met their SACE requirements ('C' grade or higher) divided by the total number of Literacy and Numeracy subjects completed. Includes a combination of 'new' SACE and old SACE subjects, includes any subjects graded 'SA' (Satisfactory Achievement) in 2009 or Grade level 'A', 'B' or 'C' in 2010.

**Communities Making a Difference (CMaD — Low SES School Communities) National Partnership for students (Year 10 and above) participating in 2010 'Individual Targeted Support' strategies and approaches by Potential Destination:**

**Table 3.1 — Students in CMaD National Partnership 'individual targeted support' interventions**

| Description  | Destinations Reason    | 2010 (baseline) |                     |
|--|------------------------|-----------------|---------------------|
|  |                        | No. of Students | % of Total Students |
| <b>ALL Students</b> in CMaD NP (Low SES) by Intended Destination Categories <sup>(1)</sup> | School Enrolment       | 2109            | 55.3                |
|  | Tertiary/TAFE/Training | 145             | 3.8                 |
|  | Employment             | 321             | 8.4                 |
|  | Seeking Employment     | 365             | 9.6                 |
|  | Left South Australia   | 63              | 1.7                 |
|  | Other                  | 201             | 5.3                 |
|  | Unknown                | 610             | 16.0                |
|  | <b>Total</b>           | <b>3814</b>     | <b>100.0</b>        |

| Description   | Destinations Reason    | 2010 (baseline) |                     |
|---|------------------------|-----------------|---------------------|
|   |                        | No. of Students | % of Total Students |
| <b>Indigenous Students</b> in CMaD NP (Low SES) by Intended Destination Categories <sup>(2)</sup> | School Enrolment       | 346             | 62.0                |
|   | Tertiary/TAFE/Training | 23              | 4.1                 |
|   | Employment             | 17              | 3.0                 |
|   | Seeking Employment     | 53              | 9.5                 |
|   | Left South Australia   | 12              | 2.2                 |
|   | Other                  | 30              | 5.4                 |
|   | Unknown                | 77              | 13.8                |
|   | <b>Total</b>           | <b>558</b>      | <b>100.0</b>        |

| Description  | Destinations Reason    | 2010 (baseline) |                     |
|--|------------------------|-----------------|---------------------|
|  |                        | No. of Students | % of Total Students |
| <b>LBOTE Students</b> in CMaD NP (Low SES) by Intended Destination Categories <sup>(3)</sup> | School Enrolment       | 143             | 51.3                |
|  | Tertiary/TAFE/Training | 17              | 6.1                 |
|  | Employment             | 11              | 3.9                 |
|  | Seeking Employment     | 25              | 9.0                 |
|  | Left South Australia   | 5               | 1.8                 |
|  | Other                  | 5               | 1.8                 |
|  | Unknown                | 73              | 26.2                |
|  | <b>Total</b>           | <b>279</b>      | <b>100.0</b>        |

| Description   | Destinations Reason    | 2010 (baseline) |                     |
|---|------------------------|-----------------|---------------------|
|   |                        | No. of Students | % of Total Students |
| <b>Disability Students</b> in CMaD NP (Low SES) by Intended Destination Categories <sup>(4)</sup> | School Enrolment       | 386             | 60.3                |
|   | Tertiary/TAFE/Training | 12              | 1.9                 |
|   | Employment             | 45              | 7.0                 |
|   | Seeking Employment     | 70              | 10.9                |
|   | Left South Australia   | 10              | 1.6                 |
|   | Other                  | 33              | 5.2                 |
|   | Unknown                | 84              | 13.1                |
|   | <b>Total</b>           | <b>640</b>      | <b>100.0</b>        |

### Footnotes Section 6(2) — Table 3.1

(1) The intended destination of CMaD National Partnership students (Year 10 and above) participating in 'Individual Targeted Support' strategies and approaches for the next reporting period. This information should be used with discretion. A follow-up survey such as student intended destination has limitations such as cost, low response rates, and the difficulty of contacting populations who tend to be very mobile.

(2) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander. These figures may under represent the true level of Indigenous students due to the difficulties associated with collecting data which relies on self identification.

(3) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home.

(4) Includes all students who are eligible for the South Australian Department of Education and Children's Services (DECS) *Disability Support Program*. Eligibility for the *Disability Support Program* requires evidence of both impairment as described in DECS' *Disability Support Program* 2007 Eligibility Criteria and the ways in which a student's impairment does, or will, impact significantly on progress in the curriculum and on his/her ability to participate in learning activities and the school community. Please refer to <<http://www.decs.sa.gov.au/speced/pages/specialneeds/intro/>> for further information.

## Acronyms and Abbreviations used in the South Australian 2011 Progress Report

|          |  |
|----------|--|
| ACARA    | Australian Curriculum, Assessment and Reporting Authority                        |
| ACEL     | Australian College of Educational Leaders  |
| ACEO     | Aboriginal Community Education Officer   |
| AISSA    | Association of Independent Schools of South Australia                            |
| AITSL    | Australian Institute for Teaching and School Leadership                          |
| ARC      | Australian Research Council  |
| AST      | Advanced Skills Teacher  |
| ATAT     | Aboriginal Turn Around Team  |
| ATRA     | Australasian Teachers Registration Board   |
| CCEAM    | Commonwealth Council for Educational Administration and Management               |
| CEO      | Catholic Education Office  |
| CESA     | Catholic Education South Australia   |
| CMaD     | Communities Making a Difference  |
| CRC      | Council of Australian Governments Reform Council                                 |
| DECS     | Department of Education and Children's Services                                  |
| ECT      | Early Career Teacher   |
| EIK      | Employee Information Kiosk   |
| ELLI     | Effective Lifelong Learning Inventory  |
| ESL      | English as a Second Language   |
| FLO      | Flexible Learning Option   |
| HRMS     | Human Resource Management System   |
| ICAN     | Innovative Community Action Network  |
| ISCA     | Independent Schools Council of Australia   |
| IVEC     | Introduction Vocational Education Certificate                                    |
| LBOTE    | Language Background Other Than English   |
| LET      | Local Expert Teacher   |
| MCEECDYA | Ministerial Council for Education, Early Childhood Development and Youth Affairs |
| NP       | National Partnership   |
| OPI      | Online Placement Instrument  |
| PALL     | Principals as Literacy Leaders   |
| QL       | Quality Leaders  |
| RLC      | Regional Leadership Consultant   |
| RTI      | Response To Intervention   |
| SAAETCB  | South Australian Aboriginal Education and Training Consultative Board            |
| SAASLA   | South Australian Area School Leaders Association                                 |
| SACE     | South Australian Certificate of Education  |
| SACLE    | South Australian Centre for Leaders Education                                    |
| SACSA    | South Australian Curriculum Standards and Accountability Framework               |
| SAPPA    | South Australian Primary Principals Association                                  |
| SASPA    | South Australian Secondary Principals Association                                |
| SILA     | Supporting Improved Literacy Achievement   |
| SMART    | School Measurement and Reporting Tool  |
| SSNPs    | Smarter Schools National Partnerships  |
| SSO      | School Support Officer   |
| TESMC    | Teaching ESL Students in Mainstream Classrooms                                   |
| TfEL     | Teaching for Effective Learning  |
| TRB      | Teachers Registration Board  |
| VET      | Vocational Education and Training  |