

National School Reform Agreement

**South Australia Bilateral Agreement:
2021 Progress Report**

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Executive Summary

In 2020, South Australia's schooling sectors have continued to work to progress all agreed actions under the bilateral agreement of the National School Reform Agreement. Highlights against the three reform directions of the agreement are noted below.

Reform Direction A Supporting students, student learning and student achievement

- Finalised the transition of Year 7 education to a high school setting in the South Australian government sectors, supported by the department's continuing capital works program and a significant investment in workforce support and development.
- For the Catholic sector, a range of activities to support greater engagement with STEM education for both teachers and learners.
- For independent schools, an exploration of how to build capacity and manage complex problems, and to connect with evidence informed learning and wellbeing practices, with a particular focus on the middle years of schooling.

Reform Direction B Support teaching, school leadership and school improvement

- In the government sector, continuing professional development programs through Orbis, the department's Teaching and Leadership Academy, and implementation of business and entrepreneurial education programs at selected high schools.
- In Catholic schools, piloting an entrepreneurial education program aligned to Catholic social teachings and general capabilities.
- In the independent sector, an ongoing focus on early career teacher development including support for developing effective mentoring relationships and how to build positive student relationships and supportive and safe learning environments

Reform Direction C Enhancing the national evidence base

- Ongoing effort in the government sector to improve the Nationally Consistent Collection of Data on School Students with Disability through improved access to professional development opportunities.
- School improvement initiatives in the independent sector that recognise the diverse needs of member schools and their need for bespoke school supports.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Progress Against Each Reform Direction

Reform Direction A – Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<u>School Improvement Model</u> <ul style="list-style-type: none"> All schools are provided a suite of tailored guides to support improvements in literacy and numeracy 	Government	2019	<i>Action status: completed in 2019.</i> <ul style="list-style-type: none"> N/A
<u>STEM</u> <ul style="list-style-type: none"> Deliver 500 'expert' teachers in primary schools across South Australia, including regional and rural locations 	Government	By 2020	<i>Action status: completed in 2019.</i> <ul style="list-style-type: none"> N/A
<u>Literacy and numeracy</u> <ul style="list-style-type: none"> Deliver phonics-based literacy and numeracy screening for all Year 1 students Literacy Guarantee Unit operational 	Government Government	2019 2019	<i>Action status: completed in 2019.</i> <ul style="list-style-type: none"> N/A <i>Action status: completed in 2019.</i> <ul style="list-style-type: none"> N/A

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><u>Schools Capital Program</u></p> <ul style="list-style-type: none"> A program to revitalise ageing infrastructure and increase capacity 	Government	<p>Year TBC</p> <p>(Life of agreement)</p>	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> The state government continued its significant investment in education capital works. During 2021: <ul style="list-style-type: none"> 48 capital works projects, along with 12 special options classes were completed. Priority was given to delivering additional capacity in readiness for the transition of year 7 into high school from the beginning of 2022. A new secondary school (Whyalla Secondary College) for 1,500 students was completed, allowing 3 ageing schools in Whyalla to close and consolidate onto a single campus. Two new birth to year 12 schools (Aldinga Payinthi College and Riverbank College B-12) were completed, with each accommodating 1,650 students, to address predicted population growth in the outer northern and outer southern suburbs of the greater metropolitan area A new secondary school in Goolwa (Goolwa Secondary College) was completed, which will initially accommodate up to 400 students and form part of an educational hub for the town.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> - Planning commenced for a new secondary school in Rostrevor (Morialta Secondary College) for 1,500 students. Construction is commencing in 2022.
<p><u>South Australian Government schools' Year 7 transition into high school</u></p> <ul style="list-style-type: none"> • Year 7 transition into high school completed 	Government	Life of the agreement	<p><i>Action status: Complete</i></p> <ul style="list-style-type: none"> • Around 13,000 Year 7 public school students have successfully transitioned into high school. • Provided \$3m in double cohort grant funding to support the schools welcoming year 7s for the first time. • Completed the implementation of the regional transitional arrangements and provided approved funding packages to eligible country schools. • Recruited 169 primary teachers into a high school role. • Provided \$2.5m in professional learning funding to support mentoring and preparation for each primary teacher recruited to a high school role. • Distributed \$3m in workforce readiness grants to schools to invest in the readiness of their staff according to their site's needs and priorities.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Completed essential capital works projects in high schools to ensure Year 7 students had access to specialist facilities. Supported schools to prepare new learning spaces for Term 1 2022
<u>Improved Student Learning and Wellbeing</u> <ul style="list-style-type: none"> Implement the Living Learning Leading Framework 	Catholic	Life of the agreement	<p><i>Action status: Implementation ongoing</i></p> <ul style="list-style-type: none"> The Living Learning Leading (LLL) Framework, and two sets of standards – the Leadership Standard and Living Learning Leading Standard, and the Evidence Guides were implemented in all diocesan schools in 2021 with regional workshops held in regions. In addition, in 2021 an LLL Framework and Leadership Standards Principal's E-Portfolio was commissioned, and development commenced ready for launch in Semester 1, 2022. The purpose of the E-Portfolio is to enable principals to evidence the impact of their leadership against the profile descriptors in both standards.
<u>STEM</u> <ul style="list-style-type: none"> Build System Capacity <ul style="list-style-type: none"> Conduct an annual STEM Forum 	Catholic	Life of the agreement	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> A 2021 <u>STEM MAD Forum</u> was held in Term 3.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> - Improve access and equity to quality STEM education for schools and students (particularly girls and ATSI) in low socio-economic areas - Provide science consultancy to schools <ul style="list-style-type: none"> • Build Teacher and Leader Capacity <ul style="list-style-type: none"> - STEM professional learning for primary and middle years teachers - Provide high quality STEM professional learning based on real world inquiry and integrated interdisciplinary approach 	Catholic	Life of the agreement	<ul style="list-style-type: none"> • 2021 Girls in STEM Breakfast with 175 attendees from 30 metropolitan and regional Catholic Schools represented. • 2021 STEM on Tour program with NoTosh was held regionally at St Mark's College Port Pirie with nearby CESA schools invited to attend. <p>Science consultancy from CESA Education Advisors and Coaches needed to be cancelled due to COVID-19 density restrictions. The project was paused and will continue later 2022 as restrictions ease.</p> <p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> • STEM professional learning was provided via NoTosh STEM 2.0 projects with a Primary and Middle School Focus and Lumination STEM Extended Reality – Middle School Focus. • Middle Years Project Based Learning (PBL) professional learning was held throughout 2021 with teachers attending sessions at the Catholic Education Office. A STEM Learning Expo was held at the conclusion of the professional learning cycle in Term 4 for teachers to share their experience and newly gained knowledge.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Build Dynamic and Sustainable Partnerships <ul style="list-style-type: none"> Develop partnerships and networks with industry, universities and other education providers 	Catholic	Life of the agreement	<ul style="list-style-type: none"> Lumination XR Challenge with AR and VR technology sessions were held. These were well attended. Microsoft school transformation programs held in school sites. Apple – Literacy and numeracy with iPad program was held in school sites. <p><i>Action status: In progress</i></p> <p>Partnerships developed in 2021 with:</p> <ul style="list-style-type: none"> <u>Lumination</u> to empower teachers to utilise AR and VR technology <u>NoTosh</u> to build capacity of teachers to design and facilitate STEM learning The University of Melbourne were engaged to assist in building teacher knowledge and capacity through deconstructing STEM and what this means in the Early Years. However, due to ongoing COVID-19 border restrictions the workshops, initially planned for 2021, have been rescheduled to 2022. University of South Australia were engaged in a 3-year program to explore best pedagogical approaches to implementing STEM learning. In 2021 the University finalised the post data surveys and completed a

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			research report of their findings over the past three years.
<p><u>Literacy and Numeracy</u></p> <ul style="list-style-type: none"> Implement Catholic Education South Australia (CESA) Literacy Learning Strategy <ul style="list-style-type: none"> Deliver phonics screening to Catholic Schools for all Year 1 students Implement CESA Numeracy Learning Strategy <ul style="list-style-type: none"> Design and deliver numeracy screening to Catholic Schools for students in the Early Years 	<p>Catholic</p> <p>Catholic</p>	<p>2021</p> <p>2021</p>	<p><i>Action status: In progress</i></p> <ul style="list-style-type: none"> In 2021, all CESA Diocesan schools participated in a Year 1 Phonics Screening Check (PSC). From 2022 onwards, Phonics Screening Checks are mandated in all Diocesan schools. <p><i>Action status: In progress</i></p> <ul style="list-style-type: none"> With an initial focus on the CESA Literacy Strategy, COVID-19 restrictions and schools operating at a reduced capacity, numeracy screening has been delayed. In 2021, CESA numeracy coaches are currently exploring what possible Early Years assessment tool could be used.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><u>Catholic Schools transition of Year 7 into secondary school</u></p> <ul style="list-style-type: none"> Complete transition of Year 7 into secondary settings 	Catholic	2022	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> The majority of CESA schools transitioned Year 7 into a secondary setting by the end of 2021. One regional school in Yorktown South Australia has received an exemption until 2025 as currently there is currently no Catholic secondary pathway available. The decision was made to support the school's families in their choice of Catholic Education.
<p><u>Improving Student Learning and Achievement</u></p> <ul style="list-style-type: none"> Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool 	Independent	Life of the agreement	<p><i>Action status: Ongoing.</i></p> <ul style="list-style-type: none"> Principals and their leadership teams used the High Impact School Improvement Tool to undertake a structured process of school evaluation and review. School teams completed a reflective self- assessment against one of the Tool's domains, to design and deliver a pathway forward, as well as measure impact. A final workshop and presentation to an evaluation panel will occur in 2022. Due to COVID-19 interruptions the timeline for the program was extended from 12 to 18 months.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Schools will explore the Australian Curriculum Literacy and Numeracy Learning Progressions as a means of identifying student learning and achievement to enable teachers to respond appropriately to student learning needs. 	Independent	2019-21	<p><i>Action status: Ongoing (life of the Agreement)</i></p> <ul style="list-style-type: none"> Leadership teams and teachers were supported to deepen their knowledge of the National Literacy and Numeracy Learning Progressions (the Progressions) as a resource for assessing and monitoring student learning <ul style="list-style-type: none"> identifying student learning needs building student agency, and planning evidence-informed teaching and learning programs. Teachers have grown in capability to use the Progressions to identify students' literacy and numeracy achievements and learning needs, in support of targeted teaching and learning. 85% of participating schools indicate increased knowledge and understanding of the National Literacy and Numeracy Learning Progressions and potential for use in their unique school contexts. In 2022 a number of schools will continue to work together on the Learning Progressions, to foster consistency of practice.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Due to the implementation of the Australian Curriculum v.9, this work will now continue over the life of the Bilateral Agreement.
<u>STEM</u> <ul style="list-style-type: none"> Explore and implement opportunities for STEM Education through the Association of Independent Schools South Australia (AISSA) STEM Task Force <ul style="list-style-type: none"> Audit tool Local and international research bank Industry and tertiary partnerships School-based STEM strategies 	Independent	2019/20	<i>Action status: completed in 2020.</i> <ul style="list-style-type: none"> N/A
<u>Literacy and numeracy</u> <ul style="list-style-type: none"> Provide access for all Independent schools to phonics based literacy screening Implementation of the ReSolve mathematical inquiry project in participating schools 	Independent Independent	2019 2019/20	<i>Action status: completed in 2019.</i> <ul style="list-style-type: none"> N/A <i>Action status: completed in 2020.</i> <ul style="list-style-type: none"> N/A
<u>Middle Years Schooling Improvements</u> <ul style="list-style-type: none"> The Responding to Early Adolescent Learners Committee will investigate and scale best 	Independent	2019-22	<i>Action status: Ongoing</i> <ul style="list-style-type: none"> Addressing the needs of learners across the diversity of the Independent sector's schooling structures for

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>practice in Middle Schooling, including schools required to transition Year 7 students to secondary contexts</p>			<p>middle years students was undertaken by the AISSA Responding to Adolescent Learners (REAL) Group.</p> <ul style="list-style-type: none"> • Leaders from a range of middle schooling contexts explored issues and approaches that centred on this important group of students. • All Middle Years leaders who participated in the REAL reference group indicated the value of both keynote speakers and schools sharing of practice to build capacity to manage complex problems and to connect with evidence informed learning and wellbeing practices.
<p><u>Indigenous Secondary Student Mentoring</u></p> <ul style="list-style-type: none"> • Providing Indigenous secondary students with mentoring support, building cultural connections and educational aspiration 	Independent	2018-19	<p><i>Action status: completed in 2019.</i></p> <ul style="list-style-type: none"> • N/A

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Reform Direction B – Support teaching, school leadership and school improvement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><u>Aboriginal Education Strategy</u></p> <ul style="list-style-type: none"> Release Aboriginal Education Strategy supported by governance arrangements that involve and support transparency to Aboriginal people Launch of rolling public implementation plan 	<p>Government</p> <p>Government</p>	<p>2019</p> <p>2019</p>	<p><i>Action status: completed in 2019.</i></p> <ul style="list-style-type: none"> N/A <p><i>Action status: completed in 2019.</i></p> <ul style="list-style-type: none"> N/A
<p><u>Supporting teacher development</u></p> <ul style="list-style-type: none"> Teacher and Leadership Academy is established and delivering high quality professional learning 	<p>Government</p>	<p>Life of the agreement</p>	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> Orbis, the department's professional learning institute for leaders and teachers, was launched in April 2019 and provides a comprehensive program of professional learning to develop teaching expertise and educational leadership. In 2021 over 1000 educators were enrolled in programs from across 361 schools and preschools. Approximately 74% of participants were from metropolitan schools and 26% from country locations The suite of professional learning programs expanded in 2021 to include English 7-9, Science 7-9, HASS 7-9,

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Specialised Education and Understanding Adolescent Learners.</p> <ul style="list-style-type: none"> In addition to the formal professional learning programs, the Early Career Teacher Development program, National Teacher Certifications program and the New Site Leader program transitioned into Orbis in 2021. Orbis now provides a comprehensive suite of capability programs for leaders and teachers throughout an educator's career trajectory
<p><u>Entrepreneurial Education</u></p> <ul style="list-style-type: none"> Entrepreneurial specialist programs implemented in 4 high schools (2 in regional/rural areas and 2 in metropolitan areas). New business and entrepreneurialism focussed SACE subjects developed 	<p>Government</p> <p>Government</p>	<p>Year TBC (2019)</p> <p>Year TBC (2021)</p>	<p><i>Action status: completed in 2019.</i></p> <ul style="list-style-type: none"> N/A – complete Note (as per previous year's update) that entrepreneurial specialist programs were implemented in 5 schools. Entrepreneurial Specialist Schools are Banksia Park International High School, Seaton High School, Heathfield High School, Murray Bridge High School and Mount Gambier High School <p><i>Action status: Complete</i></p> <ul style="list-style-type: none"> All 5 Entrepreneurial Specialist Schools have developed new business and entrepreneurial focussed SACE subjects. Examples include:

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> - Banksia Park International High School has developed a SACE Stage 2 'Venture Hustle' program, delivered within the Integrated Learning subject framework, that allows students to develop a business idea in a classroom setting, supported by industry mentors and guest speakers, and visits to industry. - Seaton High School has developed 6 new integrated SACE packages (now a total of 10) for students in years 10 to 12. These programs are co-designed and co-delivered with industry partners, providing students with both SACE Stage 1 and 2 credits across a range of subjects, and authentic career exploration and industry immersion opportunities. - Heathfield High School has developed a new Exploring Identities and Futures (new PLP) program which is being trialled through the year 10 Entrepreneurial Specialist Entry Pathway. - All Entrepreneurial Specialist Schools have developed and delivered entrepreneurial learning opportunities through SACE Stage 1 and Stage 2 Business Innovation.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Establish a new technical college in the western suburbs of Adelaide to support young South Australians to develop high level trade, STEM and entrepreneurial skills so they are well equipped for careers in defence, shipbuilding and other maritime industries 	Government	Year TBC (2022)	<ul style="list-style-type: none"> Banksia Park International High School has established links with UniSA's pre-service teacher program to develop entrepreneurial activities and projects with 3rd and 4th year students. To support capacity building and take up of entrepreneurial learning opportunities across other secondary schools, the Entrepreneurial Specialist Schools have collected student data which shows students engaged in entrepreneurial learning programs are benefiting from increased engagement, retention, academic achievement and wellbeing. <p><i>Action status: Complete</i></p> <ul style="list-style-type: none"> Western Technical College (WTC) is a joint investment between the state government and Catholic Education South Australia (CESA) and has been established through an expansion of the Rosewater Trade Training Centre. WTC is a leading provider of vocational education and training (VET) in Adelaide's western suburbs with a renewed focus on defence, shipbuilding and maritime industries. Other industry streams include: <ul style="list-style-type: none"> Automotive Industries Building and Construction

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> - Electrotechnology - Hair and Beauty Services - Information, Digital Media and Technology - Engineering and Manufacturing • WTC is open to students from government, Catholic and independent school sectors. • Enrolments commenced in semester 2, 2021 and have expanded in semester 1, 2022.
<p><u>Aboriginal and Torres Strait Islander Education Strategy</u></p> <ul style="list-style-type: none"> • Release reviewed CESA Aboriginal and Torres Strait Islander Education Strategy 	Catholic	2020	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> • In late 2021 CESA engaged with Aboriginal and Torres Strait Islander consultants at the University of Adelaide and Flinders University to review the CESA ATSI Education Strategy. The review is continuing in 2022 with release expected in Term 3.
<p><u>Continuous Improvement Framework for Catholic Schools</u></p> <ul style="list-style-type: none"> • Review the 2014 Continuous Improvement Framework for Catholic Schools to reflect the Living Learning Leading Framework 	Catholic	2020	<p><i>Action status: Complete</i></p> <ul style="list-style-type: none"> • This review is now complete. As part of the LLL Standard Evidence Guide. The Continuous Improvement Framework has been subsumed as an operational resource.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Extend External Evaluation process to all Catholic Schools 	Catholic	Life of the agreement	<p><i>Action status: Complete</i></p> <ul style="list-style-type: none"> This action is complete. The trial was conducted and concluded in 2017. Lessons learned have become part of the operational resource for School Performance Leaders engaging with schools.
<p><u>Entrepreneurial Education</u></p> <ul style="list-style-type: none"> Initiate and support an Entrepreneurial & Innovation Network of schools to research and enact pedagogies which engage students in developing entrepreneurial skills and dispositions 	Catholic	2021	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> CESA Education Advisors formed a reference group with students, teachers and critical friend 'A School for Tomorrow' to design a model of social entrepreneurial learning which aligns to Catholic Social Teachings and the general capabilities. Through this group, multiple resources have been developed to create a digital toolkit for schools. <p>This model and resources are being piloted in 12 CESA schools in 2022.</p>
<ul style="list-style-type: none"> Collaborate with schools to develop and implement a CESA Entrepreneurial Learning Initiative 	Catholic	2020	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> In 2021 CESA collaborated with 6 schools, inclusive of educators and students, to form a reference group to review and provide feedback on resources and documentation created last year. Feedback was collated and used to iterate the model ready for pilot

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>schools to utilise in 2022, as aligned to our timeline milestones.</p> <ul style="list-style-type: none"> • CESA Education Advisors facilitated Project Based Learning workshops with Middle Years teachers building their capacity to design learning through Design Thinking framework which promoted Entrepreneurial Learning opportunities for their students.
<p><u>Leadership Institute</u></p> <ul style="list-style-type: none"> • The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape <ul style="list-style-type: none"> - Governing Council Conference and workshops - Leadership Legal series - School Impact Hubs - Leadership seminars, conferences and in-school development programs 	Independent	Life of the agreement	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> • Ongoing support for school leaders and leadership teams was provided through the AISSA Leadership Institute. • Leadership capacity and capability was built through the Leading Change and Innovation program, the Business of Leadership Series and bespoke, in-school support. • The AISSA continued to assist school boards to meet their governance obligations through quality professional learning opportunities, including a conference series that focused on governance considerations that underpin staff and student wellbeing.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Newly appointed principals were able to access a bespoke program that took a holistic approach, inclusive of wellbeing, operational and governance perspectives, and was specifically designed to support leading in an Independent school. Leaders reported that participation in Leadership Institute programs had expanded their capabilities and skills across a range of contemporary leadership strategies, with improved understandings about and confidence to lead schools' operations in a rapidly changing landscape.
<p><u>Early Career Teacher Development</u></p> <ul style="list-style-type: none"> Inducting early career teachers to the profession through the provision of professional learning and mentoring 	Independent	Life of the agreement	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> Intentionally aligned to the Australian Professional Standards for Teachers, this program provided ongoing professional learning, growth and support to early career teachers. Focuses included developing an effective mentoring relationship; goal setting; building positive student relationships; supportive and safe learning environments; assessment and reporting; sequencing learning; and the building of cultural capacity and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • A complementary program strand worked intentionally with each early career teacher's school-based mentor to strengthen and grow capacity in this important role. • 92% of early career teachers reported enhanced understanding and confidence as a beginning teacher. • Mentors indicated that this program provided them with valuable time to reflect, set goals and map out clear directions for working with their graduate teacher.
<p><u>ChallenGE Project</u></p> <ul style="list-style-type: none"> • The ChallenGE project uses a Design Thinking methodology to develop context specific responses to the needs of highly able learners. Schools will prototype and scale locally developed initiatives. 	Independent	2019	<p><i>Action status: completed in 2019.</i></p> <ul style="list-style-type: none"> • N/A
<p><u>Centre for Innovation</u></p> <ul style="list-style-type: none"> • The AISSA Centre for Innovation will support schools to implement improvement initiatives through programs including: <ul style="list-style-type: none"> - School Impact Hubs - Learning Design and Moderation 	Independent	2019-21	<p><i>Action status: Completed</i></p> <ul style="list-style-type: none"> • Completed. While the work of the Centre of Innovation will continue, these improvement initiatives are now complete.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

			<p><i>School Impact Hubs</i></p> <ul style="list-style-type: none"> • Impact hubs have developed skills in adaptive leadership of change initiatives, organisational learning and pedagogy appropriate for the 21st century. • Impact Hubs were central to fostering innovative ways of leading and framing student agency in learning, in addition to supporting schools to establish dynamic and reflexive interdisciplinary practice. • Participants indicated that they valued these as a vehicle for external advice and support, providing connection and insight into other school settings that built links and broadened thinking. • 92% of innovation project and impact hub members report an increased capacity to lead innovation in their context. • A podcast series documenting the work of schools in these projects was produced and outcomes from this work will be shared across a range of forums in 2022. <p><i>Learning Design and Moderation</i></p> <ul style="list-style-type: none"> • The Effective Assessment in an Evolving Curriculum Landscape initiative complemented the AISSA's Learning Design and Moderation projects and saw leadership teams and teachers supported to deepen knowledge and understanding about the principles of learning design and moderation practices.
--	--	--	--

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Collective inquiry within and between workshops facilitated deeper engagement in this work and supported the building of staff capacity and collaborative moderation practices. • 80% of participating schools have implemented learning design principles and collaborative moderation practices.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><u>School Improvement Model</u></p> <ul style="list-style-type: none"> Continue to implement agreed improvements to the Nationally Consistent Collection of Data on School Students with Disability 	Government	Life of the agreement	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> The department worked with schools to access professional development opportunities on the NCCD and the Disability Standards for Education. Department officers participated in the Student with Disability Loading Review Reference Group that acts upon the recommendations from the National Schools Resourcing Board review of the national disability loadings.
<ul style="list-style-type: none"> School Improvement Dashboard developed and provided to schools 	Catholic	2020	<p><i>Action status: Completed in 2020.</i></p> <ul style="list-style-type: none"> N/A
<ul style="list-style-type: none"> Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice 	Independent	Life of the agreement	<p><i>Action status: Ongoing</i></p> <ul style="list-style-type: none"> All Independent schools were supported with school improvement initiatives through the AISSA model of bespoke school support, undertaken by an expert consultancy team. This was especially important for continuity of education during the COVID-19 pandemic as schools balanced education and health guidance and strategic implementation priorities.

National School Reform Agreement – Bilateral Agreement Report – SA – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none">• A deep knowledge of schools, along with well-established relationships, allowed the AISSA team to re-imagine how to meet the diverse needs of member schools, enabling programs and bespoke school support to be provided in a cohesive and creative manner throughout the year.