

APPENDIX 3: BILATERAL AGREEMENT BETWEEN SOUTH AUSTRALIA AND THE COMMONWEALTH ON SCHOOLS REFORM

Preliminaries

1. The State of South Australia (South Australia) and the Commonwealth of Australia (the Commonwealth) acknowledge the Traditional Owners of the lands and waters on which Australians live, learn and work, and pay respects to their Elders past and present.
2. This Bilateral Agreement satisfies the condition in paragraph 22(2)(b) of the *Australian Education Act 2013* (the Act) requiring each state and territory to be party to an agreement with the Commonwealth relating to the implementation of school education reform.
3. Aboriginal and Torres Strait Islander cultures and knowledges are fundamental to shaping and improving education systems and outcomes for South Australia's Aboriginal and Torres Strait Islander students. South Australia and the Commonwealth commit to ensuring that the implementation of this Bilateral Agreement takes this into account and is consistent with the intent of the priority reform areas outlined in the *National Agreement on Closing the Gap*.
4. South Australia and the Commonwealth acknowledge that Australia has a strong education system, but it can be better and fairer. To do that, governments and school systems, in partnership with families and communities, will support every student to succeed so that all students have the knowledge, skills and capabilities they need to become fulfilled individuals, active and compassionate citizens and lifelong learners.
5. South Australia and the Commonwealth reaffirm their commitment to the vision for Australian schooling outlined in the *Alice Springs (Mparntwe) Education Declaration* for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.
6. The *Better and Fairer Schools Agreement – Full and Fair Funding 2025-2034* (Heads of Agreement) sets out the shared intention of the Parties to the Heads of Agreement to work in partnership to improve education outcomes for all Australian students and build on the capability and capacity of the education workforce. This Bilateral Agreement outlines the actions and activities that South Australia will undertake to achieve these shared objectives.
7. This Bilateral Agreement between South Australia and the Commonwealth will commence on signature, with retrospective effect from 1 January 2025 and will expire on 31 December 2034, unless otherwise agreed in accordance with clause 28 of the Heads of Agreement. This Bilateral Agreement is part of the broader replacement of the *Interim School Funding Agreement 2025*, including Schedule D Appendix 3 (Interim Bilateral Agreement 2025).
8. Following the progress review under clause 35 of the Heads of Agreement, South Australia and the Commonwealth may propose amendments to this Bilateral Agreement as per clause 28 of the Heads of Agreement. Any proposed amendments will pertain to additional reform efforts under part 3 of this Bilateral Agreement, from 2030 onward, explicitly excluding changes to the funding shares outlined in Part 2 - Funding. All proposed

amendments must be mutually agreed upon to ensure the continuity of this Bilateral Agreement and its associated funding arrangements.

9. Clause 25 of the Heads of Agreement indicates that, following the expiry of this Bilateral Agreement, a new bilateral agreement will commence from 1 January 2035 by agreement of both parties or as otherwise agreed in accordance with the processes specified in clauses 26 to 29 of the Heads of Agreement.
10. The terms of this Bilateral Agreement do not limit South Australia's and the Commonwealth's ability to agree different terms as part of a future bilateral agreement. Any variations to this Bilateral Agreement will be in accordance with clause 28 of the Heads of Agreement.
11. For the avoidance of doubt, clauses 7 to 10 of this Bilateral Agreement do not limit either Party to pursue variations to, or withdrawal from, either this Bilateral Agreement or the Heads of Agreement in accordance with clauses 26 to 30 of the Heads of Agreement.
12. Should the Commonwealth provide more favourable funding terms to another state or territory (with the exception of the Northern Territory) as part of the Heads of Agreement or a bilateral agreement, then the Commonwealth will offer South Australia those terms as well and, if agreed by South Australia, this Bilateral Agreement will be updated accordingly. For the avoidance of doubt, South Australia will receive an equivalent Commonwealth Schooling Resource Standard (SRS) funding percentage point uplift at least equal to that negotiated with other jurisdictions (with the exception of the Northern Territory).
13. Clause 12 of this Bilateral Agreement also includes but is not limited to:
 - a. an adjustment to the measurement of state and territory funding contribution included in another jurisdiction's bilateral agreement (with the exception of the Northern Territory)
 - b. any agreement the Commonwealth makes with any other state or territory which favourably impacts on that state or territory's financial contributions, reporting arrangements or risk sharing arrangements under the agreement.
14. In either of these cases, these terms will also be made available to South Australia, and this Bilateral Agreement will be updated to take into account the adjustment or material change to circumstance.
15. This Bilateral Agreement may also be updated through written agreement of the Commonwealth Education Minister and the South Australian Education Minister if there is a material change in the State's circumstances, beyond its reasonable control, which will affect South Australia's fiscal position or the recognition of the State's funding contribution, in accordance with the process in clause 28 in the Heads of Agreement.

State Reform context

16. Schools across three sectors in South Australia – government, Catholic and Independent – are committed to supporting young South Australians of all backgrounds to achieve their full educational potential.
17. Under the Department for Education's Strategy for Public Education in South Australia (the Strategy), educators and staff work in partnership with families and communities to nurture, develop and empower our young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

18. Guided by the Strategy, South Australia strives for excellence and seeks to eliminate barriers to opportunities so that learners from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to access and fully participate in learning experiences.
19. South Australia is committed to delivering an education system where Aboriginal children and young people build on their cultural identity and pride, and develop the knowledge, skills, confidence and resilience needed to achieve their goals and thrive in society. This includes empowering Aboriginal students by increasing opportunities for students to engage with Aboriginal languages, creating learning environments that respond to students' cultural needs, developing detailed individual learning plans for Aboriginal learners, and supporting Aboriginal young people on pathways to success.
20. Implementation of the South Australian Government's education commitments under Closing the Gap is through South Australia's Implementation Plan for the National Agreement on Closing the Gap and the state level Partnership Agreement.
21. Independent schools provide choice, diversity, innovation and excellence in education, educating students from across the range of socio-economic, social and cultural backgrounds. Independent schools are underpinned by a diverse range of religious beliefs and educational philosophies and the sector also includes a number of secular schools, special assistance schools and two specialist schools educating students with disabilities.
22. Catholic Education South Australia (CESA) has a commitment to educational excellence, ensuring quality learning experiences within a Catholic context. These schools collaborate closely with families to educate and nurture the whole person, instilling values that extend beyond the schooling years and remain ingrained for life. CESA recognizes the unique opportunity and responsibility to instil not only academic excellence but also the spiritual and moral values central to the Catholic faith. This holistic approach ensures that every student achieves success aligned with their individual gifts and talents while fostering a deep sense of community and service. By embedding these values in our educational framework, we ensure that our students are equipped with the knowledge, skills, and virtues necessary to make meaningful contributions to society.
23. The activities listed above are provided for context and are not considered part of this Bilateral Agreement for the purposes of paragraphs 22(2)(b) and (c) of the Act.

PART 1 — PURPOSE, OBJECTIVES, OUTCOMES AND IMPROVEMENT MEASURES

24. South Australia and the Commonwealth acknowledge that a high-quality school education is critical to ensuring that South Australia's students will succeed in an increasingly complex world. Australia's future stability and economic prosperity is reliant on a high-quality, equitable and inclusive school system.
25. This Bilateral Agreement sets out the reform activities to be undertaken during its term to give effect to national Objectives, Outcomes and Reforms outlined in the Heads of Agreement.
26. As per clause 65 of the Heads of Agreement, the Parties seek to deliver upon the following Objectives:
 - a. Equity and excellence – schools and education systems are equipped to provide all students with highly effective evidence-based teaching and equitable learning opportunities and support them to maximise their learning.
 - b. Wellbeing for learning and engagement – schools take a structured approach to wellbeing for learning in a way which reflects their school and learning environment, and students have a sense of belonging, safety and engagement with their learning.
 - c. A strong and sustainable workforce – the workforce is respected and continues to grow, and teachers and non-teaching school staff are supported to innovate and be at their best to ensure young Australians thrive in their education. A sustainable workforce means that the Australian community recognises the value teachers and school leaders bring to students, communities and the economy.
27. This Bilateral Agreement also reiterates South Australia's and the Commonwealth's ambition and commitment to work together to contribute, along with other states and territories, to the national achievement of the national Objectives, Outcomes and Improvement Measures specified in the Heads of Agreement. While South Australia and the Commonwealth are committed to this, Commonwealth funding to South Australia under the Act is not conditional on the achievement of the Objectives, Outcomes and Improvement Measures in the Heads of Agreement or this Bilateral Agreement.
28. As per clause 41 of the Heads of Agreement, South Australia and the Commonwealth acknowledge that there are a range of external factors and services outside the scope of this Bilateral Agreement and education settings more generally that may impact schools, students and their learning.

Improvement Measures

29. South Australia commits to:
 - a. the national Improvement Measures outlined in the Heads of Agreement and to pursuing an upward trend of improvement over the term of the Heads of Agreement in these measures in the South Australian context
 - b. tracking and reporting its progress towards the Improvement Measures' national targets in its Annual Implementation Report to the Commonwealth, where the Commonwealth does

not separately have access to the data, consistent with reporting obligations in Part 5 of the Heads of Agreement.

30. Unless otherwise indicated in any guidelines issued for Annual Implementation Reports (see Part 4 of this Bilateral Agreement), the Commonwealth will collect South Australia's data for the purposes of national reporting from existing data collections. Unless explicitly stated otherwise, reporting under this Bilateral Agreement will not impose any additional burden on schools.
31. As per Part 5 of the Heads of Agreement, the Commonwealth will publicly report South Australia's progress on the national Improvement Measures in an education reporting dashboard (noting that the Commonwealth will seek agreement on the format and content of the dashboard from state and territory Education Ministers).

PART 2 — FUNDING

Required funding contributions

32. Under section 22A of the Act, South Australia must meet its funding contributions for the government and non-government sectors as a condition of receiving Commonwealth funding.
33. South Australia's funding contributions for the government and non-government sectors for 2025 onwards must be in accordance with section 22A of the Act and will determine the default requirement if this Bilateral Agreement is terminated by either Party. If this Bilateral Agreement is terminated by either party, and is not replaced by another agreement, the State shares for South Australia will revert to the Shares set out in section 22A of the Act.
34. South Australia's funding contributions for the government and non-government sectors agreed in this Bilateral Agreement are outlined in Table 1 below for each year from 2025 to 2034. The minimum funding contributions are expressed as a percentage of the SRS as defined in Part 3 of the Act.

Table 1. South Australia's agreed minimum funding shares for the government and non-government sectors, 2025 to 2034

Sector	Each year 2025 to 2034 inclusive
Government	75%
Non-government	20%

35. South Australia, on the basis of current state policy setting, may use its needs-based funding model for government schools to direct additional Commonwealth funding towards South Australia's implementation of the National Reform Directions and National Enabling Initiatives (as defined in Part 4 of the Heads of Agreement), achieving the Improvement Measures, and to benefit priority students and schools.
36. South Australia may direct the additional Commonwealth funding provided as part of the Heads of Agreement to schools with the highest levels of need according to South Australia's needs-based funding arrangements (consistent with sub-clause 78d of the Heads of Agreement). For the avoidance of doubt, this may include, but is not limited to, the allocation of funding or resources, or central or regional services or supports or resources provided to schools as part of its local needs-based funding arrangements consistent with the Act.
37. National Enabling Initiatives will be funded through cost share arrangements as outlined in the Heads of Agreement.
38. While minimum required shares are outlined at Table 1, South Australia intends (at its own discretion) to maintain funding of 22 per cent to the non-government sector for the period of this Bilateral Agreement.

39. Additional Commonwealth funding in this Bilateral Agreement (and in the Heads of Agreement as it applies to South Australia) is to be interpreted as the additional Commonwealth SRS funding share received by South Australia under this Bilateral Agreement over and above the Commonwealth's baseline share (20 per cent) of the SRS for public government schools in 2024.
40. The Commonwealth's additional funding will be provided through increasing the Commonwealth's share for government schools in South Australia to 25 per cent of the SRS by 2034 from 20 per cent of the SRS in 2024, as detailed in Table 2 below. The Commonwealth's share of the SRS for South Australia's government schools is to be reflected by the Commonwealth in legislation.

Table 2: the Commonwealth's agreed funding shares for South Australia's government sector, 2025 to 2034

Sector	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Government	20.00%	20.37%	20.37%	20.37%	21.25%	22.50%	22.89%	23.15%	23.75%	25.00%

41. Consistent with clauses 44 and 45 of the Heads of Agreement and in the event of a change to the SRS that results in an impact on state contribution requirements, Ministers will agree to vary the contribution shares set out in clause 34 of this Bilateral Agreement to ensure that the state contribution amount is not impacted. The amended amount should represent the funding calculated as if the SRS settings are applied that were in operation at the time the agreement commenced. The Commonwealth will facilitate this process by providing the data required to enable South Australia to calculate the amount of its contribution on an unchanged basis.
42. In December 2023, National Cabinet agreed that funding for foundational supports is to be agreed through new Federal Funding Agreements, with additional costs split between the Commonwealth, states and territories and final details to be settled through the Council of Federal Financial Relations.
43. Reforms to disability supports and services that are not for educational purposes, including foundational supports, may impact South Australia's school education services. Commonwealth funding under the Heads of Agreement and this Bilateral Agreement is not for these purposes. This Bilateral Agreement does not establish any Commonwealth requirements with respect to these reforms.
44. Consistent with current arrangements, clause 43 of this Bilateral Agreement does not preclude South Australia and the State's non-government schools from using Commonwealth funding under the Act to provide and improve education services and supports for students with disability more broadly.

Measurement of contributions

45. For the purpose of this Schedule, South Australia and the Commonwealth have agreed the costs that are measured towards South Australia's funding contribution requirements for the government and non-government sectors. In assessing compliance with section 22A of the Act, the National School Resourcing Board's (the Board) Terms of Reference will direct the Board to use this agreed methodology for measurement of South Australia's contribution, including as set out in clauses 46 and 84 of this Bilateral Agreement.

46. Consistent with the calculation of the SRS, South Australia’s funding contributions will be measured consistent with the existing Australian Curriculum, Assessment and Reporting Authority (ACARA) financial data reporting methodology for state Net Recurrent Income Per Student (NRIPS) for school years Year 1 minus 1 to Year 12, excluding funding for full fee-paying overseas students, along with the following additional funding types:
- a. Up to the agreed percentage of the total SRS, as detailed in Table 3 below, for the government sector each year for costs contributing to the provision of education in government schools for the following:
 - i. capital depreciation.

Table 3: South Australia’s allowable inclusion transition rate for the government sector, 2025 to 2034

	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Allowable inclusions	4.00%	3.27%	3.19%	3.19%	3.19%	3.00%	2.00%	1.69%	1.48%	1.00%	0.00%

- b. Regulatory funding provided by the government for the purposes of the South Australian Certificate of Education Board of South Australia and the Education Standards Board South Australia, with regulatory funding provided for the non-government sector to be phased out and reduced to zero between 2030 and 2034.
- c. Funding for the government sector where the expenditure relates to the provision of education in government schools:
 - i. Up to 1.8 per cent of the total SRS for the government school sector for non-standard inclusions where it directly contributes to educational outcomes in government schools, phased in by 2034. This includes:
 - A capped amount of 0.73 per cent of the SRS each year for South Australia’s mid-year intake of government school reception students program, in recognition of South Australia’s unique schooling environment. Note, if in any year the cost of the mid-year intake of government school reception students program is less than the cap, South Australia can allocate additional non-standard inclusions up to the cap, as set out in the dot point below.
 - With the remaining allowance of 1.07 per cent of the SRS, which includes direct school transport for government school students, to be phased in from 2026 at a rate proportional to the increase in Commonwealth funding. From 2030, this may include South Australia’s mid-year intake program costs if they exceed the capped amount of 0.73 per cent of the SRS.
 - ii. Note that the inclusion of these costs will not result in a reduction in South Australia’s recurrent funding to schools and students when compared to the previous year.
- d. All funding for the purpose of the National Reforms and National Enabling Initiatives outlined in Part 3 of this Bilateral Agreement or Part 4 of the Heads of Agreement.
- e. Any accounting standard changes as agreed between the Commonwealth and state and territory Ministers for Education, that affect the measurement of recurrent funding where the NRIPS methodology has not been adjusted to negate this impact (e.g. AASB 16).

47. Any accounting standard changes as agreed between the Commonwealth and state and territory Ministers for Education, that affect the measurement of recurrent funding where the NRIPS methodology has not been adjusted to negate this impact (e.g. AASB 16). If the reported contribution for South Australia for a year falls short of meeting the required contribution for a sector by an immaterial amount, this will not be considered non-compliant with section 22A of the Act. An immaterial amount is less than or equal to 0.6 per cent of the total SRS for the sector, or another immaterial amount agreed by the Commonwealth Minister for Education for a year, which accounts for the timing constraint of state budget processes being finalised in advance of the year and the required contribution for the year being finalised at the end of the year following the annual School Census.
48. In assessing compliance with this Bilateral Agreement, the Board will take into account mitigating factors that have contributed to non-compliance. This may include, but is not limited to, fluctuations from year-to-year in funding which could be assessed through, for example, the application of a three year rolling average if funding has fallen below the required amount, unintended and unforeseeable budget pressures in the State budget process, financial accounting impacts (e.g. actuarial assessments and timing of expenditures due to reporting dates), and other unforeseeable circumstances (e.g. natural disasters).

PART 3 — NATIONAL REFORMS

49. The National Reform Direction activities agreed in this Bilateral Agreement align with the National Reform Directions of the Heads of Agreement and South Australia commits to supporting and advancing initiatives aligned to each of the National Reform Directions.
50. Approved authorities of non-government schools in South Australia must adhere to their ongoing policy requirements (under subsections 77(2) and (2A) of the Act). As per clauses 56 and 57 of the Heads of Agreement, approved authorities of non-government schools in South Australia are required to cooperate with the South Australian Government in the implementation of this Bilateral Agreement.

National Reform Directions

51. South Australia commits to the following actions to give effect to the National Reform Directions as outlined in the Heads of Agreement.
52. Additional reform actions that will be specifically funded through additional Commonwealth funding as part of this Bilateral Agreement are specified in Table 4.
53. The implementation of additional reform initiatives against the National Reform Directions will be phased, in line with the delivery of additional Commonwealth investment.

Equity and Excellence

54. Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with evidence-based teaching and a 'multi-tiered systems of support' approach. This approach includes:
 - a. Continuing:
 - i. Conduct regular assessment programs, such as literacy and numeracy assessments, to support teachers in monitoring the progress of students' development and identifying learning needs in all school sector and respond on the basis of need, through, for example, small group tutoring and tailored learning initiatives.
 - ii. Review hybrid learning model learning approaches to ensure they effectively meet the diverse needs of public school students and adapt to technological advancements.
 - iii. The CESA to adopt a consistent evidence-based approach to teaching and learning that embeds multi-tiered systems of support. For example, through utilising the data from regular standardised assessments in literacy and numeracy (e.g. PAT-R; PAT-M; PSC; etc.) to ensure early intervention, through, for example, individual intensive tutoring and/or small group tutoring, and continually review data sets as they become available to identify students who require early intervention.
 - iv. South Australian Independent schools will continue to be provided with a range of high-quality professional learning opportunities and advice, with a continued focus placed on school improvement processes and practices including in the areas of governance, leadership, teaching and learning.
 - b. Undertaking the following additional effort:

- i. Provide tailored supports at school level to drive improvements in student outcomes in government schools, through, for example:
 - Improvements in technologically enabled teaching and learning.
 - Introducing new learning methods that foster curiosity and creativity, such as small-group tuition.
 - Giving learners a voice in their education.
55. A Year 1 phonics check and an early years of schooling numeracy check (once available) is made available to schools in Australia to support teachers and school leaders to identify student learning needs early. The key features of this are as follows:
- a. Continuing:
 - i. Conduct phonics screening check for Year 1 students in South Australian government schools.
 - ii. The CESA to continue to mandate Year 1 Phonics Screening Check across CESA schools, with CESA to promote the use of Year 1 Phonics Screening Check in Year 2 for those students who have not reached the required benchmark in Year 1, and implement initiatives to increase participation in the early years of schooling numeracy check (once available).
 - iii. The Association of Independent Schools of South Australia (AISSA) will continue to make available a Year 1 phonics check, and (once available) an early years of schooling numeracy check to South Australian Independent schools. The AISSA will continue to support schools to undertake assessments in the early years of schooling to identify individual student need including in the areas of literacy and numeracy.
 - b. Undertaking the following additional effort:
 - i. Supporting an improved implementation approach to maths assessment in government primary schools, through, for example:
 - the provision of supporting systems and structures to drive improved mathematic outcomes
 - introducing new methods to help all learners achieve academic excellence.
 - ii. Contribute to national work to develop, and make available to government schools a numeracy check in the early years of schooling (once available).
56. Initiatives that encourage student uptake of high-quality science, technology, engineering and mathematics (STEM) education opportunities. The key features of this are as follows:
- a. Continuing:
 - i. Implement STEM school-industry partnerships at both the system and local school level for government schools.

- ii. The CESA to continue to maintain a national presence in STEM MAD – a program of state and national student competitions that encourage students to apply STEM learnings to make a difference.
- iii. The CESA to support teachers in the teaching of mathematics through the provision of unit plans and assessment task exemplars.
- iv. The AISSA will continue to encourage schools to engage in STEM through high quality professional learning opportunities.

Wellbeing for learning and engagement

57. Initiatives that support connections between schools and other non-school services to support students to come to school ready to learn, for example through full-service school models where appropriate. The key features of this are as follows:
- a. Continuing:
 - i. Provide services in public schools, which work in partnership with schools and families to provide support for learners with educational support needs. This may include access to allied health services.
 - ii. The CESA to continue to implement initiatives that connect children with school to ensure successful transition and school readiness ensuring that children come to school ready to learn.
 - iii. The AISSA will continue to facilitate linkages between Independent schools and government and community services which support the strengthening of student centred whole school approaches to student wellbeing, including the early identification of additional student need and early intervention strategies.
58. Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or access to School Counsellors, psychologists, mental health workers and/or youth health nurses. The key features of this are as follows:
- a. Continuing:
 - i. Provide student wellbeing leaders in public schools to promote and safeguard student wellbeing to optimise learning.
 - ii. The CESA to continue work to establish, implement and embed the CESA Improved Learning through Allied Health (CILAH) initiative.
 - iii. The AISSA will continue to support Independent schools to implement evidence-based high efficacy whole school approaches to promoting and supporting student and staff wellbeing within the context of school improvement.
 - b. Undertaking the following additional effort:
 - i. Provide public school students with access to student-centred advice and evidence informed services aimed at supporting wellbeing, through, for example anti-bullying and violence prevention initiatives.

59. Initiatives which support student engagement in learning, for example greater student participation, attendance, inclusion and/or enhanced school-family engagement. The key features of this are as follows:

a. Continuing:

- i. Provide student-centred and evidence-informed services and advice to support all students in all school sectors to access their right to an education. This includes supporting schools with universal, targeted and intensive supports to manage complex barriers to school attendance, via programs that consider inclusive teaching and learning practices.
- ii. The CESA to adopt a consistent evidence-based approach to high impact instruction supported by tools to further develop student agency. For example, Positive Behaviour Intervention Supports implemented across CESA schools.
- iii. The AISSA will continue to provide professional assistance to member schools in their support of students at risk of disengagement. For example, through the provision of policy resources and context-specific advice.

b. Undertaking the following additional effort:

- i. Support Aboriginal Community Controlled Organisations (ACCO) service delivery in government schools to improve Aboriginal student engagement and educational outcomes, coordinated with existing department initiatives and whole-of-government efforts, through, for example:
 - strengthened and reinvigorated learning of Aboriginal languages in schools
 - support for students and their families to transition from school into the workforce or further education and training.

A strong and sustainable workforce

60. Initiatives to develop, recognise, reward and/or deploy highly expert teachers, particularly in schools which need additional support, for example Highly Accomplished or Lead Teachers or equivalents. The key features of this are as follows:

a. Continuing:

- i. Support our best teachers in government schools to be recognised through national certification at the highly accomplished and lead career stages and create dedicated positions within the system so they can share their expertise with colleagues.
- ii. The AISSA will continue to support initiatives that develop and recognise Independent school teacher expertise. For example, through the cross-sector approach to national certification of Highly Accomplished and Lead Teachers (HALT) and through working with the Government and Catholic school sectors on cross-sector teacher workforce initiatives.
- iii. The CESA will support initiatives related to preservice teacher supply and workload reduction. For example, through collaborating and sharing information about Initial Teacher Education reform between sectors, including 2025 employment-based pathway trials.

- b. Undertaking the following additional effort:
 - i. Reimagining workforce supply pipelines to attract and retain a strong and diverse workforce in public schools, especially for hard to staff schools.
 - ii. Delivering initiatives aimed at improving the attraction and retention of principals, leaders, teachers and/or support staff in hard to staff public schools.
61. Access to high quality and evidence-based professional learning for teachers and school leaders and the provision of quality-assured curriculum resources that have been developed in partnership with the teaching profession. The key features of this are as follows:
- a. Continuing:
 - i. Provide quality curriculum resources for government school teachers and schools.
 - ii. Strengthen civics and citizenship education in South Australian public schools through educational reforms to support teacher specialisation and engage students in the concepts of democracy through civics and citizenship education and immersive experiences.
 - iii. The CESA to continue to establish a pool of expert teachers to collaborate in the development of and quality assurance of curriculum resources.
 - iv. The CESA to continue provision of online, on-demand professional learning resources that are evidence-based and high quality in a range of areas including: Literacy; Numeracy; Gifted Education; Explicit Instruction; English as an Additional Language or Dialect (EALD); Technologies.
 - v. The AISSA will continue to provide high quality and evidence-based professional learning for teachers and school leaders, and where developed, access to quality-assured curriculum resources.
 - b. Undertaking the following additional effort:
 - i. Develop essential public school workforce capability, knowledge and skills through professional learning and resources to support innovation in the use of, and engagement with, emerging technologies.
62. Initiatives to strengthen teacher and school leader wellbeing, for example actions to support safe and respectful schools, strengthen Aboriginal and Torres Strait Islander cultural safety, and reduce teacher and school leader workload. The key features of this are as follows:
- a. Continuing:
 - i. Provide services, programs, initiatives and funding to support public schools to address the issue of bullying and school-based violence.
 - ii. The AISSA will continue to provide high quality professional learning opportunities in the area of wellbeing and will continue to work collaboratively across school sectors to identify opportunities to reduce teacher and school leader workload.

- iii. The CESA is committed to collaborative work across sectors to reduce teacher workload. For example through implementing a pilot project providing an Initial Teacher Education Pathway for School Support staff.
 - b. Undertaking the following additional effort:
 - i. Attract and retain a workforce that reflects the diversity of school communities to create a more inclusive public school environment and support a diverse and future-ready public school workforce.
 - ii. Develop guidance, learning design, and stronger networks and teaching supports to empower educators to design learning that creates classroom level impact.
 - iii. Implement strategies to improve conditions for educators in partnership with peak bodies.
63. Initiatives to increase teacher attraction and retention including those that encourage students to take up a career in teaching and increase the diversity of the teacher workforce, for example initiatives focused on increasing the number of Aboriginal and Torres Strait Islander educators, or through implementing actions under the *National Teacher Workforce Action Plan* and/or recommendations of *Strong Beginnings: Report of the Teacher Education Expert Panel*. This will include:
- a. Continuing:
 - i. Deliver initiatives in all school sectors that attract, develop and support effective teaching and empowered leadership, for example through lead teacher initiatives and professional development opportunities. Teachers will be supported and empowered to innovate and be at their best to ensure our learners thrive.
 - ii. The AISSA will continue to work collaboratively with the Government and Catholic school sectors to progress initiatives arising from the *National Teacher Workforce Action Plan*.
 - iii. CESA to continue to implement initiatives to support rural and remote preservice teachers. For example, through CESA scholarship Initiatives and partnership with Initial Teacher Education providers.
 - iv. CESA to continue to support increase in teacher attraction. For example, through partnership in trial programs to support employment-based pathways.
 - b. Undertaking the following additional effort:
 - i. Aligned to sub-clause 6ob of this Bilateral Agreement, reimagining workforce supply pipelines and expanding initiatives to improve the attraction and retention of a strong and diverse workforce in hard to staff public schools, through, for example, supporting more Aboriginal Peoples to undertake initial teacher education, and providing targeted support for teachers at different stages of their career through training or mentorship opportunities.
 - ii. Supporting an adaptive workforce model that responds to local contexts to better support public schools, and their students, to thrive.

64. Implementation of the reforms outlined above that are described as “additional effort” is outlined further in Table 4.
65. Reporting on the activities undertaken in respect of the above National Reform Directions for government schools will be undertaken through an Annual Implementation Report, as outlined in Part 4. For the avoidance of doubt, reporting on reforms for government schools will be limited to the actions described as “additional effort” and will exclude those described as “continuing”.
66. As detailed in Part 5 of the Heads of Agreement, non-government representative bodies will provide an Annual Implementation Report to the Commonwealth each calendar year, the reporting template for non-government representative bodies is provided at Schedule E to the Heads of Agreement.

National Enabling Initiatives

67. South Australia commits to the following actions to give effect to the National Enabling Initiatives as outlined in the Heads of Agreement, and fulfil commitments as per Schedules B and C of the Heads of Agreement:
 - a. Contribute to collective work on the review of the SRS base and loadings calculation methodology.
 - b. Contribute to the implementation of the Unique Student Identifier (USI) for all South Australian school students.
 - c. Contribute to collective work to understand and provide advice to Education Ministers on:
 - i. socioeconomic diversity, its impact on schools and student learning and best practice approaches to addressing these impacts
 - ii. school attendance, its impact on learning and mechanisms to advance evidence-based approaches to addressing non-attendance, including school refusal.
 - d. Contribute to collective work to inform a Review of the Measurement Framework for Schooling in Australia to ensure it remains a relevant tool. This may include student level outcome data, appropriate disaggregated data, and information to inform possible new and updated measures. The Review’s Terms of Reference are to be agreed by Education Ministers Meeting (EMM) and will include consideration of the costs and benefits of:
 - i. a new measure of student engagement
 - ii. a new equity in learning gain measure, to enable measurement of student learning growth
 - iii. national measures of access, participation and outcomes for students with disability to establish a better understanding of the education experiences and outcomes of students with disability
 - iv. extending the Australian Teacher Workforce Dataset to ensure that comprehensive data, based on teacher registration, is collected to better understand workforce trends including on early career retention and diversity, and extending the Australian Teacher Workforce Survey to capture data on out-of-field teaching.

- e. Supporting development of an early years of schooling numeracy check to support teachers to assess their students' numeracy skills and identify and respond to students who need tailored support.
- 68. The direct contributions to educational outcomes that South Australia has identified in sub-clause 45c of this Bilateral Agreement will be considered as part of the National Enabling Initiative to review the SRS base and loadings calculation methodology outlined in the Heads of Agreement.
- 69. As per clause 89 of the Heads of Agreement, South Australia will contribute to the development of a Project Plan for each of the National Enabling Initiatives in clause 88 of the Heads of Agreement.
- 70. The provision of any information by South Australia as part of its contribution to the delivery of the National Enabling Initiatives will be consistent with the Project Plans to be agreed by EMM, the reporting requirements in Parts 4 and 5 of the Heads of Agreement (including clause 98 of the Heads of Agreement, which stipulates that, as far as practical, reporting requirements will leverage existing reporting processes and data sources and, unless explicitly stated otherwise, will not impose any additional burden on schools).
- 71. South Australia will not be penalised in any way for failing to achieve milestone deadlines in relation to the National Enabling Initiatives in the Heads of Agreement or this Bilateral Agreement if such non-achievement was due to delayed or non-achievement of other milestones or dependencies outside of South Australia's control.
- 72. As set out in clause 92 of the Heads of Agreement, the cost of National Enabling Initiatives will be met by Parties according to the cost sharing principles outlined in Schedule C to the Heads of Agreement, unless otherwise agreed by Education Ministers. For joint projects, EMM typically utilises a population-based funding formula to determine jurisdictional funding propositions. For the avoidance of doubt, South Australia will not need to contribute more towards the jurisdictions' share of the national cost of a National Enabling Initiative than is proportional to South Australia's share of the total national school student population, unless otherwise agreed by South Australia's Minister for Education.
- 73. South Australia's obligations with regards to the National Reform Directions and National Enabling Initiatives specified in this Bilateral Agreement and the Heads of Agreement are fully dependent on South Australia receiving the additional Commonwealth funding agreed with the Commonwealth under this Bilateral Agreement.

Implementation

- 74. In committing to the above reforms, South Australia commits to the actions and milestones set out in Table 4.
- 75. The South Australian Government undertakes to co-operate with the non-government school sector in South Australia in the implementation of the reforms outlined in this Bilateral Agreement through regular cross-sector forums comprising education sector heads and senior representatives to discuss key education issues.
- 76. In accordance with subsection 77 (2A) of the Act, non-government approved authorities are required to cooperate with their local state or territory government in the implementation of this Bilateral Agreement.

77. The non-government sector in South Australia, as per clause 57 of the Heads of Agreement, should cooperate with the South Australian Government to implement the National Reform Directions and National Enabling Initiatives. Activities against the National Reform Directions undertaken by the South Australian non-government sector will be included in reports by the non-government representative bodies provided to the Australian Government as set out in Part 5 and Schedule E of the Heads of Agreement.
78. The Commonwealth will not impose financial or other sanctions on South Australia for a failure by South Australia's non-government school sector to cooperate with this Bilateral Agreement. Nor will the Commonwealth impose sanctions on the non-government school sector for a failure of South Australia to cooperate with them in the implementation of this Bilateral Agreement.

National Reform Directions Implementation Milestones

Note: This table only includes the reforms listed as 'additional effort'

Table 4 – South Australia bilateral school reform milestones

Reform and Milestones	Sector	Timing
Reform A – Equity and Excellence		
<u>Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with a 'multi-tiered systems of support' approach.</u>		
Provide tailored supports at school level to drive improvements in student outcomes in government schools, through, for example: <ul style="list-style-type: none"> improvements in technologically enabled teaching and learning introducing new learning methods that foster curiosity and creativity, such as small-group tuition giving learners a voice in their education. 	Government	From 2029
<u>A Year 1 phonics check and an early years of schooling numeracy check (once available) is made available to schools in Australia to support teachers and school leaders to identify student learning needs early.</u>		
Supporting an improved implementation approach to maths assessment in government primary schools, through, for example: <ul style="list-style-type: none"> the provision of supporting systems and structures to drive improved mathematic outcomes introducing new methods to help all learners achieve academic excellence. 	Government	From 2029
Contribute to national work to develop and make available to schools a numeracy check in the early years of schooling (once available).	Government	When the national tool is available
<u>Initiatives that encourage student uptake of high-quality science, technology, engineering and mathematics (STEM) education opportunities.</u>		

Reform B – Wellbeing for Learning and Engagement		
<u>Initiatives that support connections between schools and other non-school services to support students to come to school ready to learn, for example through full-service school models where appropriate.</u>		
<u>Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or access to School Counsellors, psychologists, mental health workers and/or youth health nurses.</u>		
Provide public school students with access to student-centred advice and evidence informed services aimed at supporting wellbeing, through, for example, anti-bullying and violence prevention initiatives.	Government	From 2028
<u>Initiatives which support student engagement in learning, for example through greater student participation, attendance, inclusion and/or enhanced school-family engagement.</u>		
Support Aboriginal Community Controlled Organisations (ACCO) service delivery in government schools to improve Aboriginal student engagement and educational outcomes, coordinated with existing department initiatives and whole-of-government efforts, through, for example: <ul style="list-style-type: none"> strengthened and reinvigorated learning of Aboriginal languages in schools support for students and their families to transition from school into the workforce or further education and training. 	Government	From 2029
Reform C – A Strong and Sustainable Workforce		
<u>Initiatives to develop, recognise, reward and/or deploy highly expert teachers, especially in schools which need additional support, for example Highly Accomplished or Lead Teachers or equivalents.</u>		
Reimagining workforce supply pipelines to attract and retain a strong and diverse workforce in public schools, especially for hard to staff schools.	Government	From 2029
Delivering initiatives aimed at improving the attraction and retention of principals, leaders, teachers and/or support staff in hard to staff public schools.	Government	From 2026
<u>Access to high-quality and evidence-based professional learning for teachers and school leaders and the provision of quality-assured curriculum resources that have been developed in partnership with the teaching profession.</u>		
Develop essential public school workforce capability, knowledge and skills through professional learning and resources to support innovation in the use of, and engagement with, emerging technologies.	Government	From 2029
<u>Initiatives to strengthen teacher and school leader wellbeing, for example actions to support safe and respectful schools, strengthen Aboriginal and Torres Strait Islander cultural safety, and reduce teacher and school leader workload.</u>		

Attract and retain a workforce that reflects the diversity of school communities to create a more inclusive public school environment and support a diverse and future-ready public school workforce.	Government	From 2029
Develop guidance, learning design, and stronger networks and teaching supports to empower educators to design learning that creates classroom level impact.	Government	From 2027
Implement strategies to improve conditions for educators in partnership with peak bodies.	Government	From 2026
<u>Initiatives to increase teacher attraction and retention, including those that encourage students to take up a career in teaching and increase the diversity of the teacher workforce, especially by increasing the number of First Nations educators, or through implementing actions under the <i>National Teacher Workforce Action Plan</i> and/or recommendations of <i>Strong Beginnings: Report of the Teacher Education Expert Panel</i>.</u>		
Aligned to sub-clause 6ob of this Bilateral Agreement, reimagining workforce supply pipelines and expanding initiatives to improve the attraction and retention of a strong and diverse workforce in hard to staff public schools, through, for example, supporting more Aboriginal Peoples to undertake initial teacher education, and providing targeted support for teachers at different stages of their career through training or mentorship opportunities.	Government	From 2031
Supporting an adaptive workforce model that responds to local contexts to better support public schools, and their students, to thrive.	Government	From 2030

PART 4 — REPORTING REQUIREMENTS

Requirements for annual reporting to the Commonwealth

79. The following clauses set out the annual reporting arrangements for South Australia for a year (Year T).
80. As set out in Part 5, clause 100 of the Heads of Agreement, South Australia will ensure full and accessible information on its needs-based funding arrangement is publicly available, in line with subsection 78(5) of the Act.

Annual Funding Report

81. The Commonwealth will provide South Australia with a Funding Estimation Tool in January Year T+1 prior to South Australia's annual report with the final SRS data for Year T for the purpose of the Board's review of South Australia's compliance with section 22A of the Act.
82. As outlined in Part 5, sub-clause 101e of the Heads of Agreement, the South Australian Minister responsible for school education, or their delegate (i.e. the Director General (or equivalent) of the Department responsible for school education) must provide an Annual Funding Report to the Commonwealth Education Minister, or their delegate such as the Departmental Secretary, on state funding for government and non-government schools for the purposes of assessing compliance with section 22A of the Act, for each calendar year of this Bilateral Agreement.
83. South Australia must provide its Annual Funding Report for Year T to the Commonwealth no later than 30 November Year T+1 (i.e. 30 November of the following year).
84. The Annual Funding Report must set out the following:
 - a. the total amount of funding provided by South Australia for government schools in South Australia for Year T as measured in line with clause 46 of this Bilateral Agreement
 - b. the total amount of funding provided by South Australia for non-government schools in South Australia for Year T as measured in line with clause 46 of this Bilateral Agreement
 - c. total full time equivalent enrolments for Year T, relating to the amounts in (a) and (b) above
 - d. the amount for each funding type set out in clause 46 of this Bilateral Agreement
 - e. the amount of funding consistent with the specified NRIPS methodology.
85. For the avoidance of doubt, each amount included in the Annual Funding Report must have been:
 - a. allocated by the South Australian Government for schools for Year T (including centralised funds expended by the department for schools and funds allocated for schools that are not spent within Year T but are spent within the remainder of the financial year or subsequent years by schools) in accordance with their local financial plans, or approved authorities, or
 - b. allocated to schools or approved authorities for Year T, and

- c. not counted towards another reporting year for the purposes of this Bilateral Agreement, and
 - d. not counted towards another Commonwealth-State agreement, without the explicit consent of the Commonwealth.
86. It should be noted that clause 85 of this Bilateral Agreement does not prevent South Australia from also including budgeted amounts in its report.
87. Each amount included in the report for a sector must have been allocated or expended for that sector. Note: this means South Australia cannot count funding allocated or expended for one sector against the allocation or expenditure of another sector.
88. Each amount included in the report must be net of any Australian Government funding.
89. The Annual Funding Report provides for an optional statement explaining:
- a. any material variances (positive or negative) in the total amount of South Australia's funding contribution that is between Year T and Year T-1 for:
 - i. government schools in South Australia and
 - ii. non-government schools in South Australia
 - b. any adjustments to South Australia's funding contribution (i.e. timing adjustments) outside of the specified NRIPS methodology.
90. For each amount, the report must include evidence that the amount has been certified and is consistent with the agreed methodology in clause 46 of this Bilateral Agreement by one of the following:
- a. the Auditor-General of South Australia or
 - b. an independent qualified accountant or
 - c. an independent qualified accountant engaged by ACARA for NRIPS funding or
 - d. the Director General or equivalent of the education portfolio for the state or territory, but only up to 0.1 per cent of the SRS for South Australia for all reported funding.
91. The Annual Funding Report may also provide an explanation and supporting evidence for the Board's consideration of any material shortfall between the total amount reported for Year T and the agreed funding contributions for Year T in clause 34 of this Bilateral Agreement.
92. The Commonwealth will provide South Australia's Annual Funding Report to the Board for assessment of South Australia's compliance for Year T with section 22A of the Act, including any funding requirements specified in this Bilateral Agreement.

93. The Commonwealth may request additional information from South Australia on behalf of the Board, to be provided within 21 days. If South Australia does not provide information or advice in this timeframe, the Board will make an assessment based on the information and evidence available. Such requests will be consistent with clause 98 of the Heads of Agreement which stipulates that as far as practical, reporting requirements will leverage existing reporting processes and data sources and, unless explicitly stated otherwise, will not impose any additional burden on schools.
94. South Australia will have an opportunity to provide further information for the Board's consideration following its receipt of the Board's draft findings.

Annual Implementation Report

95. As outlined in Part 5, sub-clause 101a of the Heads of Agreement, the Director General or equivalent of the education portfolio for South Australia must provide an Annual Implementation Report, as the approved system authority for government schools, on progress on existing reform activities against the National Reform Directions, as outlined in this Bilateral Agreement and as part of assessing compliance with paragraph 22(2)(c) of the Act.
96. The template for the Annual Implementation Report is found at Attachment A of this Bilateral Agreement.
97. The Annual Implementation Report for a calendar year is required by 30 November Year T+1 (i.e. 30 November of the following year), or a date as agreed by the Commonwealth and South Australia.
98. The Annual Implementation Report must include:
 - a. progress towards agreed reform activity as outlined in Table 4 of this Bilateral Agreement for the National Reform Directions
 - b. how much additional funding from the Commonwealth is to be directed to implement or augment the National Reform Directions
 - c. where applicable, information on how the implementation of each of the National Reform Directions has been targeted to priority equity cohorts (as defined in the Heads of Agreement) and, where relevant, to schools which need additional support
 - d. progress towards Improvement Measures specified, only where not currently reported to the Commonwealth.
99. For the avoidance of doubt, South Australia's Annual Implementation Report should focus on government school implementation and Improvement Measures, noting that, as per clause 104 in the Heads of Agreement, non-government representative bodies will be required to provide an Annual Implementation Report for Year T to the Commonwealth for each calendar year by 30 November Year T + 1.
100. Unless explicitly stated otherwise, South Australia's reporting requirement will leverage existing reporting processes and data sources, as far as practical, and will not impose any additional burdens on schools. Requests to provide data and information to support public reporting will provide reasonable timeframes to respond and ensure accuracy and integrity of data provided.

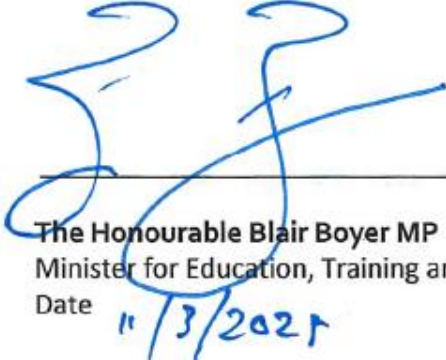
SIGNATURES

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Jason Clare MP
Minister for Education
Date 8/3/21

Signed for and on behalf of South Australia by



The Honourable Blair Boyer MP
Minister for Education, Training and Skills
Date 11/3/2021

ATTACHMENT A: ANNUAL IMPLEMENTATION REPORT TEMPLATE

Purpose of this reporting template

This Annual Implementation Report reporting template contributes to achieving the transparency and accountability commitments under the *Better and Fairer Schools Agreement – Full and Fair Funding 2025-2034*. South Australia will fill in the Annual Implementation Report annually and report it to the Australian Government Department of Education; non-government representative bodies will also be required to fill in their own template (see Schedule E of the Heads of Agreement).

As per clause 98 of the Heads of Agreement, reporting requirements under this Agreement will leverage existing reporting processes and data sources.

National Reform Directions

South Australia is required to fill in the below table outlining its implementation of National Reform Directions (in relation to the government school sector) where there is allocation of additional Commonwealth investment. If work is already underway in South Australia in relation to a National Reform Direction, then South Australia can choose to report qualitative information on the progress of the National Reform Direction.

National Reform Directions	Allocation of additional Commonwealth investment	Description of local implementation	Outline the focus on priority equity cohorts and schools needing additional support (where applicable)	Details of qualitative or quantitative impact
<p>[For example]</p> <p>Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or access to School Counsellors,</p>	<p>How much of the Commonwealth additional investment is being targeted to this work.</p>			<p>For example, ratio of wellbeing functions to students, where applicable.</p>

psychologists, mental health workers and/or youth health nurses.				
[National Reform Direction]				

Specific National Reform Direction Implementation

National Reform Direction	20xx Update	Evidence/Caveats/Background Information
Phonics and early years numeracy check participation rates, including for priority equity cohorts (where data is available)		
Number of Highly Accomplished and Lead Teachers or equivalent		For example, certain percentage being deployed in schools which need additional support.

Improvement Measures

South Australia is required to fill in the following table outlining their progress against identified agreed Improvement Measures, only where data is not available at the Commonwealth level:

Improvement Measure	20xx Update	Evidence/Caveats/Background Information
[Jurisdiction-level Improvement Measure]		
[Identified jurisdictional target, where target already exists (if applicable)]		