

National School Reform Agreement

Australian Capital Territory Bilateral Agreement: 2023 Progress Report

National School Reform Agreement – Bilateral Agreement Report – ACT – 2023

Executive Summary

The ACT remains committed to driving reform to improve learning outcomes for all children and young people, as outlined in the ACT Government's *Future of Education Strategy* and *Set Up for Success: An Early Childhood Strategy for the ACT*. These strategies are focused on investing in and providing a system that delivers excellent, inclusive and equitable education that supports children and young people to learn, thrive, have agency, participate and achieve high expectations.

ACT Public Schools, Catholic Education and Independent Schools continue to be driven by the vision of the Alice Springs Mparntwe Declaration 'for a world class education system that encourages and supports every student to be the very best they can be' by ensuring that every child and young person has access to a great education and the life opportunities that this affords them. In 2023, cross-sectoral collaboration to share ideas and best practice was facilitated by the Future of Education Ideas Summit, held on 20 October and attended by participants from all ACT education sectors. This included school leaders and students.

The ACT continues its focus on quality teaching, including in the areas of initial teacher education, curriculum and assessment, cognisant that quality teaching is the most important in-school factor in determining student performance. Initial Teacher Education (ITE) continues to be a high priority of the Teacher Quality Institute (TQI), which engages rigorously in the national ITE standards agenda.

The ACT has a comprehensive approach to teacher professional learning, particularly focused on the Australian Curriculum. This is supported with high quality teacher professional development targeting the interconnectedness between curriculum, assessment and reporting. ACT teachers use formative assessment on a daily/weekly basis to assess student learning and identify required instruction and support. Putting student data at the teachers' fingertips empowers teachers to personalise learning plans and address areas for further growth.

The ACT Board of Secondary Studies (BSSS) also maintains a strong partnership across the three schooling sectors. Through a five-year review cycle, they develop or replace courses to ensure they are contemporary and underpinned by the Australian Curriculum. ACT Public, Catholic and Independent Schools, the BSSS and TQI, are collectively committed to ensuring a world class education for every child and young person in the ACT.

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)
Develop a cross-sectoral implementation plan to underpin the ACT Government's Future of Education Strategy.	All	2019	Completed in 2019. Government • N/A Catholic • N/A Independent • N/A
Implement stage one of the cross-sectoral Future of Education implementation plan.	All	2020	Completed in 2020 Government • N/A

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Catholic • N/A Independent • N/A
Establish a cross-sectoral reform forum to share progress and challenges.	All	2019	Completed in 2019. Government • A cross-sectoral Future of Education Ideas Summit was held in October 2023. Catholic • N/A Independent • N/A
Deliver professional learning on the Australian Curriculum General Capabilities.	All	2019	Completed in 2019.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Government • N/A Catholic • N/A Independent • N/A
Develop and implement academic reporting explicitly aligned to Australian Curriculum achievement standards.	Gov	2019 and ongoing	Completed and ongoing Government From Term 1 2024, all ACT public schools K-10 are teaching to and reporting against the Australian Curriculum V9.0. The following changes to academic reports have also been made: • Where appropriate, learning area reporting statements have been further delineated to subject level statements.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Attitudes to learning statements have been updated to align with the sub-elements from the Personal and Social Capability.
Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to refine ACARA's national learning progressions in literacy and numeracy.	All	2019	Completed in 2019 and ongoing. Government From Term 1 2024, all ACT public schools K-10 are teaching to and reporting against the Australian Curriculum V9.0. The following changes to academic reports have also been made: - Where appropriate, learning area reporting statements have been further delineated to subject level statements. - Attitudes to learning statements have been updated to align with the sub-elements from the Personal and Social Capability.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Catholic - N/A Independent - N/A
Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to develop the digital formative assessment proof of concept.	All	2019	Completed in 2019 Government - N/A Catholic - N/A Independent - N/A
Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in the	All	2020 and ongoing	Completed in 2020.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
development of national learning progressions in general capabilities.			Government • N/A Catholic • N/A Independent • Work has continued in this area through a range of forums: this includes regular engagement with a cross sectoral AC v9 implementation group, it also involves the ACTAIS Teaching and learning subcommittee quarterly meetings, AC Learning Areas communities of practice (cross sectoral).
Play a lead role in the refinement of the digital formative assessment tool, and implement relevant aspects as they become available.	All	2020 and ongoing	Government • In 2023, the ACT continued to support and advocate for delivery of the National Formative Assessment Resource Bank.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Catholic - N/A Independent - N/A
Conduct a cross-sectoral STEM educators forum (STEMEd ACT) in partnership with a range of professional teacher associations and the ACT Board of Senior Secondary Studies.	All	2019	Completed in 2019 Government - N/A Catholic - N/A Independent - N/A
Implement the Cultural Integrity Continuum and Toolkit in all ACT Public Schools.	Gov	2018 Onwards	Implemented in 2018

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Government N/A
Implement the Aboriginal and Torres Strait Islander histories and cultures enriched elaborations for Science as part of cross-sectoral curriculum effort.	All	2019 and ongoing	Completed in 2019 Government - N/A Catholic - N/A Independent - N/A
Meeting the learning needs of students through more and expanded schools for Canberra's growing suburbs.	Gov	2019 and ongoing	Completed and ongoing. Government Major infrastructure and capital works projects undertaken during 2023 to modernise ACT public school

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			facilities and better meet the learning needs of communities include: • One new school was completed for term 1, 2023. Two new schools commenced construction during 2023, one of which opened for the start of the 2024 school year and the other is planned to open at the start of 2025. A further three new schools were in initial design stages in 2023. • One school expansion was completed in mid-2023 and a further six expansions or modernisations were in various stages of planning. • Four schools had Relocatable Learning Units installed, increasing school capacity by 275 places. • Feasibility studies continued to inform options to expand and modernise other existing schools and identify future new school sites across the ACT region, informed by demographic analysis including population and enrolment projections.

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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)
Actively contribute to the review of senior secondary education including, pathways to work, further education and training and prerequisites for university entry.	All (through the Board of Senior Secondary Studies)	2019	Completed in 2020, with changes to the <i>National School Reform Agreement</i> Milestones. Board of Senior Secondary Studies N/A
Implement relevant findings of the review of senior secondary education.	All (through the Board of Senior Secondary Studies)	2020	Completed 2022 and ongoing All decisions and actions referred to in the 2022 report have been completed or are ongoing. The following are clarifications or additional information of these initiatives: - VET initiatives have been completed with the incorporation of full competency credit to the ACT Senior Secondary Studies. - Discussion and development of the options for learner profiles are ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• Development began of targeted bridging numeracy and literacy courses for those students identified as requiring supported learning opportunities in these key fundamental areas of knowledge, skills and understanding. • The complete range of elements of the ACS phase five development plan were completed prior to final testing and deployment. Phase five streamlines and improves moderation processes to increase the accuracy and reliability of quality assurance systems and outcomes. • In 2023 the curriculum renewal process was completed with the full and updated incorporation of the general capabilities with all courses now reflecting the design specifications that enable schools to adapt to emerging trends in education and subject requirements.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• The Board has maintained and expanded consultation with experts and other stakeholders in the development of contemporary quality curriculum, responding to the needs and interests of students and the expectations of the broader community. • ACT Government Education Directorate, Catholic Education Canberra and Goulburn and the ACTAIS have been engaged in ongoing sharing and work with the BSSS.
Build off the lead role that the ACT Teacher Quality Institute has had in quality Initial Teacher Education regulation to actively contribute to quality assurance improvements in the national consistency and transparency of Initial Teacher Education regulation.	All (through the Teacher Quality Institute)	2019	Completed in 2021 and ongoing. TQI provides training in ITE Program Accreditation for panel members. Ongoing. • The ITE program accreditation guidelines and procedures have been reviewed and updated by AITSL and the Australasian Teacher Regulatory Authorities (ATRA's).

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• The core content recommended by Teacher Education Expert Panel (TEEP) has been included in the ITE program accreditation guidelines and procedures for future processes. ITE preservice teachers are now required to sit Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in the first year of their ITE program with support provided by the university should they be unsuccessful. The TQI Board approved the restricted permit to teach pathway which allows final year ITE students to be employed as teachers up to three days per week under prescribed conditions to continue with ongoing support and monitoring. • Catholic Education, Canberra and Goulburn is represented on the TQI Board and contributes to TQI's work in Initial Teacher Registration.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop cross-sectoral collaboration in school leadership.	All	2020 onwards	Completed in 2020. Activities ongoing. Government • Participation in cross-sectoral Australian Council for Education Leadership (ACEL) Breakfast. Catholic • Participation in ACT cross sectoral leadership conferences/seminars. • Participation on the Executive of the Australian Council of Educational Leadership (ACEL), including cross sectoral awards for leadership in the ACT. Independent • Ongoing - involving the AISACT Annual Colloquium and Leadership Breakfasts where cross sectoral invitations are made.

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Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Build upon existing NCCD cross-sectoral moderation activities and strengthen consistency on a year by year basis.	All	2018 onwards	Completed in 2020 and ongoing Government • Government representatives in 2023 attended cross-sectoral meetings to strengthen and moderate NCCD levels of adjustment. • Government schools are also piloting a new approach to improve the quality and consistency of NCCD data. Catholic • Cross sectoral meetings with Gov Officers to strengthen precision of NCCD levels of adjustment. • Cross-sectoral conversations and collaboration with Department of Education colleagues continuing to strengthen the NCCD model.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• Cross-sectoral Moderation meeting between CECG, ACTEDU and AIS staff planned for 2024. Independent • Ongoing. In addition, through the provision of AISACT support person to individual AISACT schools and involvement in various cross sectoral meetings/groups.
Provide national leadership in NAPLAN online by maximising implementation in all ACT schools.	All	2018 onwards	Completed in 2021 and ongoing Government • All ACT Public schools accessed NAPLAN Online in 2022 Catholic • All ACT Catholic schools accessed NAPLAN Online in 2023

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Independent All ACT independent schools accessed NAPLAN Online in 2023
Contribute to the ongoing data collection for the Australian Teacher Workforce Data Strategy including amendment of legislation to allow for sharing of data held by the Teacher Quality Institute.	All (through the Teacher Quality Institute)	2019 onwards	Completed 2021 and ongoing The Teacher Quality Institute (TQI) directly emailed teachers for the first time in 2023 with reminders to complete the survey. The resulting increase in completions provided more data that could be included in the survey. TQI continues to work with AITSL to support the survey in 2024. Ongoing
Build off the existing ACT cross-sectoral student identifier to actively contribute to the development and implementation of a national Unique Student Identifier.	All	2019 onwards	Completed and ongoing Government The ACT continues to engage in national governance to work towards the introduction of USIs for school students, through legislative and data

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			governance reviews, consultation and communication with schools and the community, and working with ICT stakeholders. • Through workshops, the ACT has engaged with relevant areas from ACT Education, VET stakeholders and critical third-party vendors to promote alignment and better understand integration pain points. • The ACT continues to actively prepare to connect with the technical implementation of the USI once it becomes available. Catholic • N/A Independent • N/A

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Build upon recent ACT performance measures to actively contribute to the development of new measures of performance particularly student learning gain and general capabilities.	All	2018 onwards	Completed and ongoing Government - In 2023, the ACT continued to engage through the National Assessment, Data, Analysis, and Reporting Reference Group (NADAR) to provide advice on national performance measurement issues, including discussions on potential new measures. - In 2023, ACT reported against the strategic measure - strength of student engagement and belonging with their school. Catholic - Use of progressive achievement testing in literacy and Dynamic Indicators of Basic Early Literacy to track literacy learning gain.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• Participation rate in DIBELS testing was consistently over 90% in 2023 across all 56 schools, providing a robust baseline for evidenced based claims. • The use of DIBELS results enables us to strengthen literacy interventions and programs. • CECG contributed to ACT Literacy and Numeracy Inquiry and provided access to schools and performance measures to the Expert Panel. Independent • AISACT actively participates in ongoing discussions on new measures of performance and general capabilities and informs Member schools through a variety of committees and networks.
Implement new national measures of performance particularly student learning gain and general capabilities.	Gov	As available	Completed and ongoing

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			Government • In 2023, the ACT continued to engage through the National Assessment, Data, Analysis, and Reporting Reference Group (NADAR) to provide advice on national performance measurement issues, including discussions on potential new measures. • In 2023, the ACT reported against the strategic measure –student engagement and belonging with their school. • Reporting against the Equity of outcomes, and student learning growth strategic measures were in abeyance in 2023 due to the introduction of a new measurement scale for NAPLAN in 2023. Reporting will commence for the equity measure in 2024 and for the learning gain measure after the release of the ACT 2026-27 Budget.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Measures of general capability will be added once developed nationally.