SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

South Australia
Annual Report for 2010
(April 2011)

Table of Contents

Acknowledgement

Section 1 — Smarter Schools Executive Summary

Overview

The 2010 year has been significant and exciting for South Australia's Smarter Schools National Partnerships as the strategies and activities planned in 2009 have been implemented progressively throughout the year.

This year's results indicate that all of the three partnerships on Literacy and Numeracy, Improving Teacher Quality and Communities Making a Difference (CMaD - known nationally as Low Socio-economic Status School Communities) are having a positive impact and further contributing to improving the educational outcomes for young South Australians. The National Partnerships are aligned to the state's reform priorities for schooling as outlined in the Implementation Plans: 'increasing responsiveness to the needs of students; using whole of school approaches for school improvement and improving Literacy and Numeracy performance; and supporting and developing school leaders and teachers'.

South Australia has achieved its agreed milestones for 2010 through the hard work and commitment of the students, teachers, principals, schools, school communities and sectors involved.

The Annual Report for 2010 outlines the progress being made across the diversity of the National Partnerships work, highlighting key aspects and sharing some of the good practice and learning. This report builds on the information already provided in the South Australia 2010 Progress Report and together the reports provide a comprehensive account for the full year.

2010 Key highlights

The diversity of the strategies and activities across the sectors is extensive and the achievements are fostering further development and improvement.

Some of the key highlights for 2010 are:

Improving Teacher Quality

All sectors have provided improved *Professional Learning Programs* for school leaders, including new and aspiring leaders, to build leadership depth and capacity. The Association of Independent Schools South of Australia (AISSA) *Leadership Program 2010* provided a stimulating Program that principals and other leaders in the independent sector have tailored to their own professional development goals and school commitments. The *Deputy Principals Program* and the *Discernment and Foundation Program* are providing emerging school leaders in Catholic Education with opportunities to develop their leadership skills drawing on the knowledge and practical wisdom of more experienced principals and other school leaders. The Department of Education and Children's Services (DECS) Quality Leadership Team is providing ongoing professional development and support to aspiring leaders in a range of roles across government schools.

An important focus of this National Partnership has been ensuring that 'beginning' teachers are well supported in developing their practice skills, which will form the foundation for quality teaching throughout their careers. Each schooling sector has set in place multi-faceted programs for actively engaging and supporting teachers in the early stages of their career, including providing practical and immediate assistance and advice. Over time it is anticipated that these programs will have the twofold long-term impact of retaining more beginning teachers and improving the quality of teaching.

The Catholic Education South Australia (CESA) Early Career Teacher Initiative, for example, is a system-level program that enhances the school level induction and formation programs. The

program supports early career teachers in diverse aspects, including supporting the Catholic ethos, sector policies and procedures, professional standards, wellbeing and individual support. The Consultants provide services to support all early career teachers in Catholic schools in South Australia and to teachers new to Catholic Education. A significant focus of the program is to support those school leaders with responsibility for inducting and mentoring early career teachers.

The AISSA *Down the Track Program* has been designed for beginning teachers and for those teachers further 'down the track' in their careers who would benefit from a reinvigorated approach to curriculum. It has focused on programming and assessment, pedagogy and the development of teacher work plans.

For experienced teachers, the *Advanced Skills Teaching Program* and the newly established Step 9 competency based incremental step in the government school system, are promoting and recognising high quality teaching practices leading to an increased focus on identifying, articulating and assessing these. All sectors have contributed to the consultation process on the development of the National Professional Standards for Teachers. This included a collaborative comprehensive communication strategy led by DECS in partnership with the Teachers Registration Board to take a workshop information series to regional centres and metropolitan locations, thus ensuring that teachers' and leaders' voices informed the consultation submissions to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) from South Australia.

Initiatives to improve performance management and development and promote continuous improvement in schools have been implemented, taking into account the differing structural and organisational arrangements in each of the three schooling sectors. In the Independent sector, the eight schools involved in the *Productive Schools, Productive Teaching Program* have used a planned approach to the use of data for identifying whole-school, specific team and individual learning needs. A Quality Performance Development pilot and the consultation on three draft documents of a new Quality Performance policy suite during 2010, provide the foundation for further development and implementation in 2011 in government schools. A component of the focus on continuous improvement in Catholic schools has been using the draft Australian curriculum to ensure that schools are well supported in implementing this new curriculum.

Communities Making a Difference

A range of initiatives during 2010 are being implemented to address the diversity of needs across the schools and students participating in the Communities Making a Difference National Partnership. In South Australia, these strategies and programs can be clustered into two broad but interrelated categories:

- those where the starting point is the school and school community resulting in whole of school approaches and initiatives
- those where the starting point is the individual student resulting in intensive personalised support for the child/young person and their families.

This provides a powerful combination of initiatives working toward improving the educational outcomes for students, with a specific priority being students experiencing disadvantage and social exclusion.

For the Independent sector, the focus in 2010 was on school review, the development of School Improvement Plans, governance and leadership and the provision of in-school support. All seven eligible schools have been consulted and are accessing support and services.

The development of the AISSA *In-School Specialist Support Program* has led to the provision of high quality advice and support to principals to build staff capacity for developing and implementing inclusive programs to improve the learning outcomes of students, particularly those at risk.

Highlights for the South Australian Catholic school sector in the Communities Making a Difference National Partnership include the professional learning communities' inquiry approach that has provided rigour to professional learning and depth to teachers' professional knowledge. In this model, small groups of teachers take a collaborative inquiry approach to an area of shared professional practice, for the purpose of identifying best practice to improve student learning outcomes in their particular school context. Through developing shared learnings, school leaders and teachers have reported an increase in agreed professional practices and more consistent approaches to teaching and learning across their schools.

Through the whole of school approach initiatives, 65 DECS schools have undertaken a rigorous process of diagnostic reviews and 155 school principals are participating in the 2010-11 *Principal as Literacy Leaders Program*. Both these initiatives are strengthening effective Literacy teaching practices within schools and increasing the use of data at school and classroom level. Other support for principals of DECS schools in developing and promoting leadership in Literacy and Numeracy has been provided through the work of the Regional Leadership Consultants. As well, the *Teaching for Effective Learning project* is investigating and assessing the impact of teacher pedagogy on student engagement and learning outcomes.

An exciting development in the northern Adelaide region of DECS schools has been the Aboriginal Community Voice meetings held in 10 schools and the development of a parent information booklet. Northern Adelaide has also been the location for the establishment of the first Aboriginal Turn Around Team, providing intensive support to young people and their families and bringing together multiple service providers under the *Aboriginal Cultural Model* for services.

In 2010, 3,526 students have been involved in the different programs and activities providing individualised support to engage in learning and accredited learning pathways through the work of the *Innovative Community Action Networks* (ICANS). This major DECS initiative now covers 10 regions in South Australia, involving local communities in driving the planning and implementation. As well, individualised support is being provided through the different student mentoring programs, including the *Aboriginal Student Mentoring Program*.

As a result of a perceived gap in the availability of age and context appropriate Literacy and Numeracy assessment tools to use with young people who have disengaged from school early, the ICAN formed a partnership with the Australian Council for Educational Research (ACER) to develop and trial a new online tool called COMPASS during 2010. This is an Australian 'first' that will be of benefit to education systems and others working with young people across Australia.

Literacy and Numeracy

The Literacy and Numeracy National Partnership implementation intensified during 2010 with the participation of 72 schools from across the three schooling sectors. A further six schools identified by DEEWR also participated from March 2010. Participating schools took up a focus on either Literacy or Numeracy. In some schools the Literacy or Numeracy intervention efforts were directed primarily at students in particular year levels, while other schools adopted a whole of staff professional learning approach. School and individual performance data, collected and assessed through a range of different diagnostic and other tools, were used to drive the local initiatives.

The appointment of a Literacy or Numeracy Key Teacher from within participating Literacy and Numeracy National Partnership schools in the Independent sector has provided the necessary focused leadership needed to support staff in working towards improved student outcomes. Each of the 20 Independent schools in the Literacy and Numeracy Key Teacher Initiative has used NAPLAN and diagnostic data to identify either a Literacy or Numeracy focus for a specific cohort of students. To assist in developing specialised knowledge a *Teaching English as a Second Language Students in Mainstream Classrooms course* was facilitated at four Independent schools. As well, parental engagement strategies have enabled more parents to understand contemporary Numeracy and Literacy teaching practices and support their children's learning.

An important priority has been furthering professional leadership and knowledge by implementing whole-school professional learning, for example, by allocating regular time slots in staff meetings for the sharing of pedagogical practices and content knowledge and professional discussions.

In the Catholic sector more consistent teaching and learning practices have been evident in participating schools, principally due to the influence of a school-based Local Expert Teacher (LET/Coach) for Literacy or Numeracy in each school. In collaboration with their school Leadership Team and a centrally based Consultant, local expert teachers have worked alongside teachers in their classrooms, facilitated professional learning and led their colleagues in using analysis of assessment data to inform teaching strategies for various target groups of students in their schools.

Joint reporting to stakeholders has promoted a shared understanding of the purpose and initiatives of the three Smarter Schools National Partnerships. This along with interaction between the Improving Teacher Quality, Communities Making a Difference National Partnership and the Literacy and Numeracy National Partnership Teams has been mutually beneficial, through cross-fertilisation of ideas and contribution to strategic planning and resolution of issues. While there are different priorities and scope for these National Partnerships, the approaches are providing complementary information in the ongoing quest for more effective models for supporting school improvement across a diverse range of schools.

The networks of school-based Literacy Coaches and Numeracy Coaches established by DECS have been refining their methodologies and interventions to build sustainable practices into the future. Close to 100% of teachers in the selected 31 schools have worked with their Coach in whole-staff professional development activities, and approximately 80% of classroom teachers have received one-on-one support from the Coach. Promoting the use of online materials and resources and making these more accessible to schools has been an important part of this work.

The networks have enabled the identification, documentation and sharing of effective practice amongst school clusters. Schools adopted a series of evidence-based practices and measures to ensure that Literacy and Numeracy improvements were resourced strategically and comprehensively. Two schools with higher than average Aboriginal student enrolment introduced a range of early intervention strategies, including lunchtime activities, homework clubs and specific tracking and monitoring strategies for students needing extra assistance.

A key part of this work has been to commission six case studies of successful schools where students are achieving good results, so that effective strategies can be identified and shared. Early analysis of these six case studies indicates strong support for the coaching model as implemented in these schools and clear demonstrations of a substantial impact on the school, the staff and the students with whom they worked.

Cross sector collaboration

The South Australian National Partnerships Council — Schooling, with an independent chair and membership of the three schooling sectors and central government agencies, is providing leadership to, and monitoring the implementation of, the Smarter Schools National Partnerships. The Council, established as a Ministerial Advisory Committee under the *SA Education Act (1972)* provides strategic advice to the Minister for Education on National Partnership matters. It met regularly throughout 2010 to consider a range of implementation matters and to share information about progress in each sector. The work of the Council is supported by a small Secretariat and Senior Officers' Group and other working groups with active participation and collaboration from the three sectors.

The Literacy and Numeracy Expo, held in August as part of National Literacy and Numeracy week, is a long standing South Australia platform for cross sector sharing. In 2010, 18 of the key teachers/coaches from across the three schooling sectors shared their experiences, achievements and goals for the Literacy and Numeracy National Partnership Initiative over the

two days of the Expo. This enabled those already involved to explore in more depth what others are doing and for a much broader group of educators in South Australia to become familiar with the work of the Partnerships.

The Teacher Education Taskforce referred to within the Improving Teacher Quality section is an example of all three sectors working in partnership with the tertiary providers of South Australia.

In addition to these examples, DECS and AISSA met in 2010 to explore joint organisation and identification of presenters in an International Speakers series.

An aspect of the Smarter Schools National Partnership's work from each sector was featured in the Australian Education Ministers' 2010 Schools Biennial Forum:

- Lessons for Mathematical Growth — presentation Early Career Teachers — vodcast (Independent sector)

- Early Career Teachers — vodcast (Catholic sector)

- Principals as Literacy Leaders — presentation (Government sector)

School Level Plans

School Level Plans for South Australian schools that commenced Smarter Schools National Partnerships activities by the end of 2010 in all three sectors have been published on each school's website. Where a school does not have a website, the School Level Plan is available from the school on request.

Section 2 — Improving Teacher Quality

Overview — 1 January to 31 December 2010

The implementation of the Improving Teacher Quality National Partnership during 2010 has seen major developments in the reform areas of highest priority for South Australia:

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

- recognising and retaining quality teachers

- supporting and developing beginning teachers

- workforce planning including teacher supply and training.

The Government, Catholic and Independent sectors have continued to collaborate through active participation in the SA Teacher Education Taskforce, which also includes nominees of the Vice Chancellors of the three South Australian universities. The Taskforce is developing actions to respond to the changing needs of the education system by providing a multi-sector response to the complex issues of attracting and retaining quality people to the teaching profession in South Australia, including enhancing the practicum placement arrangements.

All sectors have contributed to the consultation process on the development of the National Professional Standards for Teachers. This included a collaborative comprehensive communication strategy led by DECS in partnership with the Teachers Registration Board to take a workshop information series to regional centres and metropolitan locations, thus ensuring that teachers' and leaders' voices informed the consultation submissions to the Ministerial Council for Education, Early Childhood Development and Youth Affairs from South Australia.

The major **AISSA** activities that successfully impacted on the teacher workforce were the AISSA *Early Career Teacher Programs* and the AISSA *Leadership Program.*

Examples of the outstanding feedback from participants in the AISSA *Leadership Program* follow.

- 'The course has given me an increased understanding of effective leadership. This was enormously beneficial.'

- 'I have learnt so much from this series — the quality of the speakers has been outstanding.'

- 'This program has been a life changing experience.'

- 'Much of the content was new in a sense but also incredibly relevant — "light bulb moments" were plentiful.'

Examples of feedback from participants about aspects of the AISSA *Early Career Teachers Programs* follow.

- 'Everything was a benefit.'

- 'This has been a great way to network with other beginning teachers.'

- 'I enjoyed exploring the ideas surrounding professionals/professionalism, etc.; getting to know my mentor; putting a plan in place for professional growth; and being reminded about reflecting on the teaching process.'

- 'The session which enabled me to work and discuss with our mentors was a highly-effective time. I was able to communicate challenges I am facing as well as ways of effectively implementing strategies.'

- 'Input from principals/school leaders was fantastic.'

In the **Catholic school sector**, employment of a second Early Career Teachers Consultant and implementation of a multi-faceted support model have had significant impact in the reform areas of 'Better pathways into teaching' and 'Improved Performance Management and continuous

improvement in schools.' Support for Early Career Teachers and their school leaders substantially increased, in that all beginning teachers in regional areas received at least one visit from a consultant each term. Beginning teachers in metropolitan schools were visited by a consultant at least once each semester. The additional consultant also enabled expansion of services to weekly email contact with all Early Career Teachers and more systematic support of school leaders and school mentors in the induction, formation and career progression of Early Career Teachers in South Australian Catholic schools.

Off-site support included telephone contact and email exchanges or meetings, in addition to school visits and professional learning opportunities. This has developed as the Early Career Teachers have built a relationship with the Early Career Teachers Consultant and has been used most often as a response to a particular acute need identified by the teacher. The presence of an additional consultant has improved the promptness of these interactions, especially in cases of support for 'at risk' teachers or 'at risk' moments for new teachers.

Over 85% of respondents to an online survey indicated that the *Early Career Teachers Program* model has assisted their work as an Early Career Teacher and agreed that it was important that Consultants worked with school leaders and coordinators, as well as the beginning teachers themselves. In addition, 39.1% of respondents reported that consultants have assisted with negotiating transition between different teaching positions. This has included support with building skills in writing applications, interview techniques and sourcing possible school settings.

In relation to the reform areas of 'Improved Performance Management and continuous improvement in schools' and of 'Professional Development and Support for Principals', Catholic Education Office Consultants facilitated over 30 workshops on the draft Australian Curriculum for K-10 English, Mathematics, History and Science. These workshops were designed for principals and curriculum leaders and were conducted in metropolitan and regional locations. In addition, numerous school-based professional learning sessions have been customised to engage school leaders and teachers with the overall features of the draft Australian Curriculum, or in specific learning areas.

Two Science Consultants and one History Consultant were appointed prior to December 2010 to support schools in coming years. Participating principals and school curriculum leaders have expressed strong appreciation for the sector's proactive approach to supporting their strategic and organisational planning for implementation of the Australian Curriculum from 2011.

To build system capacity and responsiveness to mobility in the teaching workforce **DECS** has had a priority to improve and extend data available for workforce planning. Workforce profile data has been compiled on age, qualifications, leadership aspiration and retirement trends through surveys of existing workforce qualifications, skills and employee intentions. This information is primary data in Phase 2, which will see the development of a demand/supply model and will be a key factor in successfully attracting, recruiting and retaining high quality teachers into targeted teacher and leader shortage areas.

A census of the current teaching workforce's qualifications and subjects able to teach, achieved an approximate 90% response rate. The census of workforce qualifications was expanded from its initial phase to include preschool teacher and ancillary workforces.

A report from the 'Over 45 Career Intention' teacher workforce survey was finalised and a draft report for the Employable Teacher Register and Workforce Projections provided to DECS for consideration. Significant progress was made regarding the development of a revised workforce supply and demand forecasting model. A labour market analysis was undertaken with the Australian Bureau of Statistics for the South Australia teacher workforce. Phase 2 of a demand/supply model has been developed by the Australian Institute for Social Research and is awaiting internal finalisation.

DECS provided ongoing representation on the National Teaching Workforce Dataset Working Group and in this way is able to ensure that the development of workforce planning in South

Australia learns from and contributes to national data and initiatives.

Progress against TQNP Facilitation Reforms — 1 January to 31 December 2010

National Professional Standards for Teachers

Throughout 2010, the **AISSA** implemented a range of strategies in this reform area. These have included briefing principals on the draft national teacher standards, hosting a keynote address by the Chair of the Australian Institute for Teaching and School Leadership (AITSL), and school seminars to obtain feedback, which contributed to the development of a submission by AISSA to AITSL on the draft standards. The AISSA also contributed to the Independent Schools Council of Australia (ISCA) submission on the draft standards. Independent schools participated in the AITSL validation process for the draft standards.

In February 2010, all school leaders in the **Catholic school sector** were invited to participate in the consultation on Draft Professional Standards for Teachers. Following several consultation forums with school leaders, parents and Catholic Education Office Consultancy Teams, the sector response to Draft Professional Standards for Teachers was forwarded to AITSL in May 2010.

CESA gave approval to Australian Institute for Teaching and School Leadership to approach South Australian Catholic schools regarding teachers' participation in an online validation survey. In September 2010, all schools were also advised of validation processes conducted by AITSL in October. When the validation process for the national teacher standards has been completed, the Catholic Education Office will advise school leaders and teachers via CESA Online mail.

The draft Professional Standards were incorporated in the sector's *Early Careers Teacher Program* in 2010. This Program will continue to use the professional standards in the Program's professional learning and in work with Early Career Teachers, mentors and school leaders.

The Catholic Education Office Learning and Student Wellbeing Team undertook preliminary planning to incorporate draft Professional Standards for Teachers in the range of professional learning activities across South Australian Catholic schools. Final implementation into ongoing professional learning and into *Induction Programs* for teachers new to Catholic Education SA will be subject to finalisation of the professional standards.

DECS has completed a range of milestones that have promoted teachers' and leaders' understanding of the National Professional Standards for Teachers reform and demonstrated DECS' commitment to improving the number of high quality teachers in government schools in Low Socio-economic Status communities.

As a result of the Enterprise Bargaining Decision handed down in 2010, a new Step 9 competency based incremental step was developed. This promotes and recognises high quality teaching practices. The new Step 9 teacher increment is available to Step 8 teachers who have completed 207 duty days and are assessed in terms of:

- knowledge base of student learning
- high quality instruction
- proficiency in specialised areas of learning
- implementation of targeted teaching strategies and skills
- improved student performance and educational outcomes
- acting as a role model and mentor to less experienced teachers.

Statewide information sessions were run to introduce Step 9. Workshops were attended by over 1,500 teachers and leaders during September, October and November, 2010.

By December 2010, there were 737 high quality Step 9 teachers and 22 Advanced Skills Teachers (ASTs) in Low Socio-economic Status sites (DECS Index of Disadvantage Category 1, 2 and 3). Resources were developed that support teachers to use the National Professional Standards for

Teachers as a tool to prepare for applying for Step 9 accreditation and to gather evidence in e-portfolios aligned with the National Professional Standards for Teachers.

In 2010 DECS initiated the review of the *Advanced Skills Teaching Program* in light of national reforms and research into the impact of reward and recognition on teacher quality. The Advanced Skills Teaching Review commenced in 2010 with three meetings held with the Australian Education Union (AEU, South Australia). Through the Advanced Skills Teaching Review, DECS continues to address accelerated pathways for early career teachers. DECS is also addressing consistent and valid criteria that assess lead teachers.

In recognition of the important role of mentoring which ASTs provide, a full-day mentoring workshop was conducted for 80 current and aspiring Advanced Skills Teachers focusing on how best to build collegiate capacity and develop teaching and learning practices in colleagues.

The Advanced Skills Teaching Review is continuing with an expectation that new agreed criteria and processes which are informed by the National Professional Standards will be completed ready for assessments of Advanced Skills Teachers in Terms 3 and 4, 2011.

The DECS consultation and validation of the National Professional Standards for Teachers have provided fertile ground for the release and take up of National Professional Standards by South Australian teachers and leaders in DECS. Information was disseminated to all Regional Directors, Regional Leadership Coaches and Early Childhood Consultants in the state. Five full-day workshops were held with leaders and teachers from rural/remote and metropolitan sites. Interviews were held with teachers from Low Socio-economic Status sites.

National Certification of Accomplished and Lead Teachers

South Australian sectors are continuing to monitor and engage with this reform area through the Australian Institute of Teaching and School Leadership (AITSL) website, publications and consultative forum. South Australian representatives attended and participated in the AITSL Stakeholder forum in November 2010. This activity is informing the development of sector initiatives, in particular the review and development of Advanced Skills Teacher and Step 9 opportunities for DECS teachers.

Nationally Consistent Registration of Teachers

The Australian Institute of Teachers and School Leaders (AITSL) has responsibility for leading and completing this work. All three South Australian schooling sectors are represented on the local registration authority the South Australian Teachers Registration Board which is a member of Australasian Teacher Regulatory Authorities (ATRA). The SA sectors will continue to communicate with AITSL regarding Registration of Teachers, Accreditation of Pre-service Teacher Education Courses and National Standards, providing feedback at key stages on national developments and proposals.

National Accreditation of Pre-service Teacher Education Courses

The **AISSA** informed independent schools of the key contents of the consultation paper distributed by AITSL and discussed the document with principals. The AISSA provided comments on the consultation paper to the Independent Schools Council of Australia (ISCA) for consideration in the development of the ISCA submission. The AISSA nominee to the SA Teachers Registration Board (TRB) contributed to the Board's submission on the paper. The AISSA participated in a state forum on the consultation paper.

CESA was represented on the SA Teacher Education Taskforce throughout 2010.

DECS communicates with AITSL regarding Registration of Teachers, Accreditation of Pre-service Teacher Education Courses and National Standards providing feedback at key stages on national developments and proposals.

Professional Development and Support for Principals

A major achievement was the successful implementation of the **AISSA** *Leadership Program* 2010. Originally envisioned as having separate strands for various leadership types, it has been designed as one inclusive *Leadership Program*, from which participants select a combination of workshops and presentations that best suit their needs. The Program was designed to build leadership depth and capacity within the sector, with a target audience including new and aspiring leaders, established principals and middle managers. Over the course of this program, 254 leaders attended a total of 770 times at 27 workshops / keynote presentations.

The main Program comprised a nine workshop series which focused on a range of issues including:

- the role of the Independent school principal
- leadership styles
- human resource leadership
- working with the Board
- financial management
- legal issues for schools
- accountability and compliance
- media and schools
- succession planning.

The flexibility of the Program was a highlight. Some leaders attended all workshops in the series while others selected a combination of workshops and presentations. This Program also included an impressive range of keynote speakers. Professor Steve Dinham, Professor Patrick Duignan, Professor Alma Harris and Dr Kathy Lacey were particularly well received.

The research and practical advice around planning a leadership strategy was also a highlight of the Program. The use of a panel of principals from a range of schools at each session grounded the theory presented during the keynote in-school-based practice. Participants consistently commented favourably on the opportunity to reflect on the practical application of the issues presented.

Supporting principals as educational and religious leaders is a central function of the **Catholic Education Office** *Principal Consultant Program*. All 103 CESA schools have regular and on-call contact with a Principal Consultant on all aspects of school leadership.

The *Principal Consultant Program* was externally reviewed in mid-2010. In 2011 the Principal Consultants Team will be refining the professional learning and support offered to principals to closely align each principal's personal learning and their school's strategic improvement plan. The Principal Consultants Team will engage more actively with principals to identify and support emerging school leaders and establish stronger links with the Catholic Education Office Learning and Student Wellbeing Team to provide more targeted and integrated support for school improvement.

A total of 36 school leaders from 12 schools participated in three forums on Leading Evidence Based School Improvement, facilitated by Louise Bywaters and a Senior Education Adviser. These forums examined a systemic model of evidence based school improvement, incorporating professional learning and mentoring support for school leaders. Participants also designed school-based professional learning inquiries to examine aspects of whole-school approaches to evidence based improvement. Seventy percent of participating school leaders reported greater understanding of school wide practices, along with increased capacity to lead school wide

evaluation and to use data to inform school improvement.

With respect to support for emerging school leaders, Catholic Education South Australia has implemented a *Deputy Principal Support Program*, for current deputy principals, and a *Discernment and Foundation Program* for teachers considering leadership pathways in the future.

Over 50 deputy principals were paired with an experienced school leader in a coaching relationship focused on their personal and leadership development in their current roles and as they consider opportunities to progress to principalship. The external evaluation report, accepted by CESA senior leadership in June 2010, will be launched publicly in March 2011. Four regional meetings are planned to look at themes arising from coaching sessions, to allow for closer integration between the needs of deputy principals and the professional learning opportunities provided through the Catholic Education Office.

Evaluation of the *Discernment and Foundation Program* in June 2010 led to the introduction of a *Mentor Program* for participants moving into their second year in 2011. Each of the 30 participants has been matched with an experienced deputy principal who will act as mentor throughout 2011. Participants will begin the Program with a three-day residential retreat. Each will spend the equivalent of six hours per term with his/her mentor, either in work shadowing, school visits/observations, or planning and goal-setting meetings.

DECS completed the review of the DECS leadership centre SA Centre for Leaders in Education (SACLE) by consulting company KPMG. Recommendations were adopted regarding role, purpose, governance, management structure, business model and program delivery.

A new range of supports to enhance educational leadership skills has been developed by the Workforce Development Quality Leaders Team, in response to recommendations from the SACLE review and data emerging from *Supporting Improved Literacy Achievement* (SILA) reviews.

- Five successful site leaders were recruited with 12-month contracts as Leadership Consultants to form the Quality Leaders (QL) Team. This model built capacity across the system by opening up opportunity for aspiring leaders in sites and creating opportunity for established leaders to gain insight into corporate DECS, national and international trends in leadership development.

- The Quality Leaders Team:
  - facilitated the final two sessions of the Leadership Program, *QSchool* for 2010 with 65 Aspiring Leaders from 12 regions
  - held the second *QSchool* series of four full-day workshops in July that attracted 130 participants from all regions
  - introduced a new four full-day workshop series of *QSchools* for 46 aspiring Early Years Leaders and Preschool Directors.
  - introduced a series of four-day workshops for 40 regional and corporate personnel who aspire to site leadership, which included a five-day block of work shadowing a site leader
  - conducted a four-day accredited School Support Officer (SSO) *Leadership and Management Program* for 50 participants
  - collaborated with regions in developing *Regional Leaders Learning Programs* as a means of identifying a talent pool of possible site leaders
  - convened an initial consultation on the AITSL National Standard for Principals. Professor Dame Pat Collarbone explained the process of constructing the standard and sought feedback from key stakeholders. The 2011 National Standard trial will create further opportunities for associations to collaborate with DECS.

- One hundred and fifty-four aspiring leaders participated in regionally led two-day sessions to complement the DECS leadership attraction and development strategies of *QSchools* (266 participants), Leaders Induction (50 participants), Leadership Conversations (209

participants) and Seminar Series for Executive Leaders (87 participants).

- Nineteen new leaders joined the Coaching Program *Coach in a Box*

- Seventy-five leaders from across all state regions attended the two-part 'Leaders as Coach' workshops facilitated by Dr Neil Carrington.

- The e-portfolio trial found that take-up of e-portfolios among aspiring leaders was not universal. This innovation is being pursued through the Improved Performance Development and Management and National Professional Standards for Teachers Initiatives.

Improved Performance Management and Continuous Improvement in Schools

The foci of Improved Performance Management and Continuous Improvement in Schools were in the **AISSA** Leadership Program. In addition to the core program, a sub program strand entitled *Productive Schools Productive Teaching Program* was made available to the sector, with eight schools nominating to participate. The group comprising eight school teams met formally together on four occasions spanning July to November. In addition intensive in-school support was provided by external consultants. This school improvement project required teams to develop a focus for change, with each team working towards establishing a policy framework to develop a planned approach to the use of data for identifying whole school, specific team and individual learning needs. Ongoing professional learning and working in a school team modelled and practiced the development of effective professional learning communities.

The **Catholic sector** held a total of 32 introductory and subject-specific workshops on the draft Australian Curriculum in metropolitan and four regional locations during 2010. Over 120 principals and curriculum leaders attended introductory workshops, attendance numbers are in Table 2.1.

Table 2.1 Participants in Australian Curriculum Workshops 2010 — Catholic Education SA

English	60+	Mathematics	73
History	54	Science	46

In addition, Catholic Education Office Consultants incorporated engagement with the draft Australian Curriculum into numerous school-based professional learning sessions.

Three new Consultants were appointed to the Catholic Education Office Learning and Student Wellbeing Team in 2010 to support schools in implementing the Australian Curriculum in Primary Science, Secondary Science and History.

A CESA Australian Curriculum Reference Group was formed in 2010, with representation from schools and the Catholic Education Office. This reference group will meet in early 2011 to identify any necessary realignment in professional learning and consultancy support to schools. In addition, a broader strategy of support for 2011 and professional learning models will be considered.

Employment of an additional Early Career Teacher Consultant to support early career teachers in the Catholic sector has enhanced support for principals and other school personnel responsible for mentoring and supervision of teachers in their first two years of teaching. The Early Career Teacher Consultants provided a wider range of support for the beginning teachers themselves (see New Pathways into Teaching and Better Pathways into Teaching below), and substantially increased the effectiveness of induction and formation of new teachers in SA Catholic schools.

In the **Government sector** an *Improved Performance Management and Continuous Improvement in Schools Program* set out to review the Performance Management policy, develop a new policy suite, align development activities with management initiatives and develop online tools to promote performance development and the National Professional Standards for Teachers.

The 2010 DECS Quality Performance Development Pilot was implemented with three different cohorts of teachers and leaders, including over 100 teachers and leaders from the Barossa

Region, 12 state-wide Aboriginal Community Education Managers and 15 leaders from sites selected for their commitment to working intensively to improve performance development in their site. The pilot included four one-day workshops with all participants, while four intensive skills development workshops were conducted involving 15 leaders and teachers from five sites and 12 statewide Aboriginal Community Education Managers. Dr Neil Carrington, National Director of the Leadership Centre for the Australian Council for Educational Research (ACER) was engaged as a project colleague.

The Quality Performance Development Pilot achieved the following outcomes:

- determined a skills set to promote mutual responsibility for performance management and development

- raised awareness regarding the value of leading and developing, rather than managing performance

- trialled the National Professional Standards for Teachers

- provided professional development in coaching / mentoring to assist with performance development programs

- developed proformas/frameworks and e-portfolios that assist teachers to maintain evidence based portfolio (CV) that provides a continuous record of their performance development

- developed a conceptual framework for performance development and continuous improvement that links to national professional standards.

A statewide consultation was conducted as part of the development of the first three draft documents of a new Quality Performance policy suite: 'Quality Performance Policy; Performance Development and Review Framework; Managing Unsatisfactory Performance Guideline.' The DECS policy suite is planned for release for implementation in 2011 pending further discussions with the Australian Education Union.

Performance development and management training was integrated into related programs such as Step 9, Quality Leader and Regional Leadership Workshops.

A four-week workshop series titled *Why e-portfolios?* resulted in 12 site leaders using online e-portfolios and supporting their site staff to engage with e-portfolios as a career planning evidence repository. This initiative is continuing as an expanded program in 2011.

New Pathways into Teaching

During 2010 the three schooling sectors have collaborated with the tertiary education sector in the SA Teacher Education Taskforce, to explore greater efficiencies and more effective preparation strategies in *Pre-service Teacher Education Programs*. The Taskforce is collecting staffing information from schools to assist in the development of a workforce planning tool and participating in extensive discussions with the universities on enhancing the practicum placement arrangements.

The cross sector Teacher Education Taskforce research will be documented and published as monographs in 2011.

The **AISSA** implemented two complementary programs in support of teachers new to the profession: The AISSA *Beginning Teachers Program* and the *Down the Track Program*. Over 20 teachers, on average, participated in the *Beginning Teachers Program*, with an additional 18 participating in the *Down the Track Program.*

The *Beginning Teachers Program* was designed for teachers in their first three years of teaching. The Program aimed to foster sustained support for new teachers via the development of positive mentoring relationships at the school level. It provided opportunities for participants to share early teaching experiences, focus on behaviour management strategies, and establish collegial networks. Other features of this Program included the foci of teacher resilience, strategies for

communicating with parents, curriculum writing and programming. A Principals Panel was also a strong feature in the Program.

The AISSA *Down the Track Program* focused on programming and assessment, pedagogy and the development of teacher work plans. It was designed for beginning teachers and for those teachers further 'down the track' in their careers who would benefit from a reinvigorated approach to curriculum. The theory on curriculum, assessment and reporting was very well received. It is interesting that teachers often lack confidence about curriculum planning and hence appreciated the opportunity to plan for and critique learning activities.

Highlights included the opportunity to address educational theories and frameworks such as 'Blooms Taxonomy' and 'Multiple Intelligences'; professional learning with a focus on differentiation and how to meet the needs of diverse groups of students; and opportunities to explore innovative approaches to curriculum design and delivery.

The Early Career Teachers Initiative in the **Catholic sector** is discussed in detail under the following Better Pathways into Teaching Reform.

In 2010, **DECS** conducted a stakeholder symposium to review recruitment and attraction programs. This consultation information in addition to the early data collected by the Teacher Education Taskforce was used to inform existing targeted graduate recruitment strategies for identified areas of workforce demand. The focus is on areas of teacher shortage such as Mathematics and Science. Through these reforms DECS will work with the Teachers Registration Board and tertiary providers to further promote pathways programs. These include the Country Teaching Scholarships and the New Beginnings Scholarships, which provide financial support and a guarantee of permanent employment. Over 300 graduates have gained permanent employment with DECS through the scholarship scheme.

These initiatives are interrelated to the *Great Beginning Rewards Program* and strengthen a systemic approach to attraction, induction and retention of high quality teachers in priority workforce areas.

Better Pathways into Teaching

The AISSA, Catholic Education SA, and DECS, with key partners including the University of SA, is continuing to participate in the Australian Research Council project 'Addressing the Exodus: Enhancing Early Career Teacher Resilience and Retention in Changing Times.' This research is investigating how beginning teachers develop resilience and sustain their commitment to teaching. With the aim of identifying which internal strengths and external strategies promote teacher resilience, the research will provide the evidence base for interventions that will increase teacher commitment and reduce teacher attrition.

One outcome of the research is the development of the 'Framework of Conditions Supporting Early Career Teacher Resilience'.

National Partnership funding has enabled the employment of a second Consultant, based at the **Catholic Education Office**, to provide a diverse range of services in support of Early Career Teachers and more experienced teachers in their first year of teaching in SA Catholic schools. Table 2.2 (below) depicts the numbers of schools and teachers supported through the Program during 2010.

Table 2.2 Support for Early Career Teachers & Schools 2010 – Catholic Education SA

	Term 1	Term 2	Term 3	Term 4
Number of Schools	77	79	84	84
1st yr Early Career Teacher	136	148	193	193
2nd yr Early Career Teacher	129	130	131	131

Teacher New to CESA	58	66	67	66

Consultants visited each Early Career Teacher in regional areas at least once per term, while Early Career Teachers in metropolitan Adelaide were visited at least once per semester. The multi-dimensional support model includes a weekly email distribution, telephone contact, off-site meetings, induction modules, Early Career Teacher forums and *Professional Learning Programs*, as well as support for principals and Early Career Teacher mentors/supervisors in schools.

Data collected regarding Early Career Teachers is now compiled from employment and payroll records, rather than relying on self reporting and school leaders' reports once a term. The database can now include Early Career Teacher's start date, tenure, employment status, professional learning and records of visits with Early Career Teacher Consultants. The method more reliably includes all Early Career Teachers and provides accurate information regarding their current employment status.

The register has enabled the Early Career Teacher Consultants to begin tracking career progression and transition of Early Career Teachers between schools. This will contribute to information regarding retention of teachers in the Catholic sector.

An online evaluation survey was distributed to all Early Career Teachers in late November 2010, seeking feedback on aspects of the *Early Career Teacher Program*. In this survey:

- 86.5% of respondents to the survey indicated the Program has assisted their work as an Early Career Teacher

- 87.3% agreed it was important that Consultants worked with school leaders and coordinators as well as Early Career Teachers

- 66.4 % indicated the school has appointed a mentor for them

- 39.1% of respondents reported that Consultants have assisted with negotiating transition between different teaching positions, through support with building skills in writing applications, interview techniques and sourcing possible school settings.

The percentages of respondents who agreed or strongly agreed that particular aspects of the project had assisted them as Early Career Teachers are shown in Table 2.3:

Table 2.3 Percentage (%) of Early Career Teachers in Catholic schools indicating agreement that Program aspects assisted their development (source: 2010 survey)

School visits	85.4%	Weekly email contact	76.6%
Induction module	66.4%	Professional learning	65.8%
Off-site support	54.4%		

Off-site support included telephone contact, email exchanges and/or meetings, in addition to school visits and professional learning opportunities. This has developed as the Early Career Teachers have built a relationship with the Early Career Teacher Consultants and has been used most often as a response to a critical need identified by the teacher. This is included as support for at risk teachers or at risk moments for new teachers.

DECS has participated in and contributed to the Australian Research Council (ARC) project, 'Addressing the Exodus: Enhancing early career teacher resilience and retention in changing times'. Project outcomes to-date include the development of a 'Framework of Conditions Supporting Early Career Teacher Resilience' and a presentation of research on the provision of 0.1 Full-time Equivalent release time for beginning teachers with recommendations for how this time can be used in a positive and productive way.

In 2010 a Beginning Teachers' Conference was attended by over 170 participants. The conference

program supported early career teachers to be connected to DECS directorates and officers, to explore new initiatives, such as the draft National Professional Standards for Teachers and the Australian Curriculum, as well as hearing from the Chief Executive. Participants reported that they gained a new understanding of career opportunities as a teacher in the government system.

These initiatives are interrelated with the *Great Beginning Rewards Program* and strengthen a systemic approach to attraction, induction and retention of high quality teachers in priority workforce areas.

Improved Quality and Availability of Teacher Workforce Data

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

Additionally DECS has completed:

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

Indigenous Education Workforce Pathways

In 2010 the **AISSA** worked with principals to develop a program to assist Indigenous students from their schools who undertake tertiary studies with the intention of becoming teachers. The program will be based on maintaining an ongoing link between the school and the students, with the school providing assistance and support, which the students believe would be valuable. This program will complement the other support available from AISSA and Independent schools for Indigenous students.

Independent schools in regional areas are implementing a program of employment of Indigenous traineeships.

The **Catholic Education Office** Indigenous Education Team continued to provide personalised mentoring support to senior secondary Indigenous students attending Catholic schools and advice to their teachers. Additional Full-time Equivalent allocation was provided for project officer support from 2010, specifically to engage students in considering career pathways in the education and early childhood sectors.

A majority of senior secondary students have participated in ongoing case management and mentoring services, including tours of universities and personalised visits, as applicable. Significant collaboration with the Catholic Education Office Vocational Education Team has supported Indigenous students in career and vocational pathways and decision-making. Support for Indigenous students to explore possible career pathways included using the new South Australian Certificate of Education Personal Learning Plan, ongoing case management and mentoring.

The *Indigenous Education Pathways in **DECS** Program* aims to increase the number of Aboriginal people employed as teachers in DECS and to target and develop pathways for Aboriginal secondary students and Aboriginal DECS employees interested in teaching. The Program aimed to work collaboratively with tertiary institutions in developing a community based *Teacher Education Program* that could provide pre-service Teacher Scholarship packages to Aboriginal

people.

In 2010 it was planned to:

- collaborate with tertiary teacher education providers to implement a pilot project

- develop baseline data from a longitudinal survey that will establish an understanding of career intentions and current levels of skills and/or qualifications and to track progress of career development.

This resulted in the development of the Tertiary Teacher Education Pilot Project Plan. However, information obtained during scoping indicated further options are required. As a result, a proposal, offering a range of options has now been developed and will be submitted for approval in 2011.

Data from the 2009 survey of Aboriginal Community Education Officers was analysed in 2010. Of the 90 responses, 40 Aboriginal Community Education Officers indicated an interest in teaching.

The participation of Aboriginal Community Education Managers in the Quality Performance Development Pilot has increased the sphere of influence with Aboriginal people. Each of the 12 Aboriginal Community Education Managers manages all the Aboriginal Community Education Officers in their region. These people work directly with Aboriginal students and their families in the community to improve attendance and engagement with schooling.

Quality Placements

The Teacher Education Taskforce was established in April 2009 and has met on ten occasions. It includes nominees of the Vice Chancellors of the three South Australian universities and the three schooling sectors. The Taskforce has built the basis for a sustained partnership between tertiary providers and school sectors to address both contemporary and emerging workforce issues. It has been charged with the responsibility of developing actions to respond to the changing needs of the education system by providing a multi-sectoral response to the complex issues of attracting and retaining quality people to the teaching profession in South Australia. The Taskforce has demonstrated a preparedness to enter and advance uncertain territory in order to introduce 'new ways' by investigating approaches that include:

- the need for a more systematic and data-driven approach to planning to assure the continuing supply of appropriately qualified teachers across all sectors of schooling

- investigating more efficient communication systems so that available quality professional experience placements for pre-service teachers are more easily identified

- establishing strategic actions that will improve both the sufficiency and quality of professional experience placements given that they are an essential part of inducting new entrants into the teaching profession.

The Taskforce is currently preparing a report with recommendations for the Minister for Education. The primary objective of the report is to reflect the system level discussions and the subsequent recommendations that have been proposed to address the issues set out in the Terms of Reference. The report has been developed with participation from a large group of skilled educators representing stakeholder viewpoints.

During 2010, the three schooling sectors collaborated with the tertiary education sector and the Teachers Registration Board of SA in the SA Teacher Education Taskforce, to explore greater efficiencies and more effective preparation strategies in *Pre-service Teacher Education Programs*. The Taskforce has undertaken extensive discussions with the universities on enhancing the practicum placement arrangements.

School Centres of Excellence

In 2010 the **AISSA** monitored developments across Australia with a view to present the most appropriate models for SA Independent schools in 2011.

No **SA Catholic** schools requested information during 2010. The Catholic Education Office will provide information to interested schools as part of a revamped information strategy in 2011.

This **DECS** Program set out to involve all education sectors and universities in South Australia in developing strategies and incentives to attract and retain teachers, including the establishment of School Centres of Excellence as a means of improving the capacity of DECS to attract and retain quality pre-service teachers in locations identified as being harder to staff.

The pilot DECS School Centre for Excellence was conducted in the Eyre and Western Regions in Term 4, 2010. This involved a cluster of three schools. Eight final year pre-service teachers and their teacher mentors participated in the pilot project. This student group had representation from all three South Australian universities. These student placement opportunities were referred to as Extended Teaching Experience Scholarships and were in addition to required pre-service experience for graduation. Participants were involved in a series of learning sessions and online community forums led by DECS staff. Focus areas included developing an e-portfolio, introduction to the National Professional Standards for Teachers, the Australian Curriculum and the DECS Pedagogy Framework. The pilot was central to the development of guidelines for the expanded 2011 Program.

Development commenced on the DECS *School Centres for Excellence Mentor Teachers Program*. This Program will address the range of accredited competencies necessary to be an effective mentor.

Progress towards meeting TQNP Reward Reforms

Full details of progress in 2010 in meeting the TQNP reward reforms will be provided in the first South Australian TQ Reward Report to be prepared in 2011.

Challenges to Implementation/Progress — 1 January to 31 December 2010

The most challenging and extensive strategy for **AISSA** was the *Leadership Development Program.* However, there were no challenges that jeopardised the implementation of the Program.

As some of the reforms are dependent on national developments (for example, teacher standards), South Australia has limited influence on the timing of the reform measures.

The number and diversity of initiatives being attempted within this National Partnership across the **Catholic sector** have demanded that strategies be adopted in order to better integrate program activities, or in some cases, to delineate their purposes more clearly. Likewise, the instances and variety of data and reporting requests to schools are being monitored to achieve greater efficiencies and to reduce the administrative burden on school personnel.

In the **Government sector** in 2010 an extensive enterprise bargaining outcome was handed down. This led to the implementation of new workforce conditions and rulings. Many Workforce Development personnel were called on to lead this work and often the same personnel were leading strategies in the Improving Teacher Quality National Partnership.

Support for Aboriginal and Torres Strait Islander Peoples — 1 January to 31 December 2010

See progress outlined under Indigenous Education Workforce Pathways Reform, above.

Support for Other Cohorts (if applicable) — 1 January to 31 December 2010

Early Career Teacher Consultants provide pedagogical support to beginning teachers in **SA Catholic schools**. This includes advice and professional learning opportunities on effective approaches for working with students of diverse backgrounds and needs. Specific workshops were conducted at Early Career Teacher forums in collaboration with the Catholic Education Office Special Education, Languages, Behaviour Education and Indigenous Education Teams.

The **DECS** School Centres for Excellence are primarily sited in the Communities Making a Difference (CMaD) National Partnerships school sites and specifically focused on improving practicum experiences of pre-service teachers working with students who experience disadvantage.

The *QSchool* for School Support Officers is designed to improve leadership skills of School Support Officers providing classroom and administrative support in sites. Many of these officers work with students with disabilities.

The DECS Registered Training Organisation is currently investigating opportunities to improve in-school support for teachers and registered training for School Support Officers and Aboriginal Community Education Officers in working with students.

Showcase — 1 January to 31 December 2010

The **AISSA's** *Leadership Program* has been very successful and received wide spread support from participants and other school leaders. The flexible structure of the Program has been proven to meet the different needs of a wide range of participants. It comprises one inclusive *Leadership Program* covering a wide range of topics, from which participants select a combination of workshops and high quality expert keynote presentations that best suit their needs.

The schools involved in AISSA's *Productive Schools Productive Teaching Program* undertook small school improvement programs. The focus was on establishing a policy framework and a set of teaching agreements within which to work, using data to make informed decisions about learning and developing a strategic leadership approach connected to teachers' daily work. Participants praised the intensive nature of the Program, which incorporated workshops and in-school opportunities for classroom application, collegiate sharing and review.

Participants and principals appreciated AISSA's Programs for Early Career Teachers and particularly the structure of the Programs, including links between the topics when they are most relevant for teachers within their first two years of teaching.

In the **Catholic Education** SA *Early Career Teachers Program* a second Consultant has been appointed. This Consultant provides a program that supports Early Career Teachers in diverse aspects including wellbeing, as professional practitioners, and in adapting to their new community. Together, the Consultants provide services to support all Early Career Teachers in Catholic schools in SA and to teachers new to Catholic Education. The Program also supports those school leaders with responsibility for inducting and mentoring Early Career Teachers.

The Program features personal visits to Early Career Teachers in their schools, mentoring programs, induction programs, networks, and personal professional learning. The draft national professional standards for teachers are promising to provide an effective framework for Early Career Teachers to discuss their ongoing professional development. An emerging element is in assisting Early Career Teachers in their applications for further employment placements.

The Program outcomes suggest that a successful *Early Career Teacher Program* is multifaceted and includes system level support and induction programs and processes for Early Career Teachers and leaders supporting these teachers, and school structures that enhance professional relationships and support teacher wellbeing and individual professional learning.

Two newly developed surveys of Early Career Teachers and leaders will provide rich information

for the Program.

Reforms in the **DECS** *Principal Leadership Programs* have included a new series titled *QSchool*. The Program was designed to prepare and equip aspiring and new leaders with essential school leadership understandings and skills. The Program was aligned with DECS Improvement and Accountability Framework (DIAF). *QSchool Programs* were conducted for aspiring school leaders, aspiring preschool leaders, aspiring school leaders from the corporate and regional sectors and *QSchool* for Beginning Leaders. The success of this model has been acknowledged by participants and many of them have gone on to win leadership positions including principal positions in remote and rural hard-to-staff sites. The model has also been taken up by regions in delivery of localised Leaders Programs.

The *Quality Performance Development* project aimed to incorporate the perspectives of teachers and leaders into the review and re-writing of the DECS Performance Development Policy suite. The policy suite's main features are support for school teachers and leaders to:

- build a repertoire of skills, knowledge and experience to help everyone take responsibility for their own continuous performance management/ development

- emphasise performance development rather than performance management

- engage with the National Professional Standards for Teachers

- develop processes that enable teachers to work towards an integrated advanced skills (Step 9, AST1 and AST2) accreditation through an ongoing performance development process

- explore the role of coaching/mentoring/counselling in performance development

- explore the contribution that supervision of student teachers makes to performance development

- develop proformas/frameworks and e-portfolios that assist teachers to maintain an evidence based portfolio that provides a continuous record of their performance development

- be active participants in the documentation and evaluation of the pilot program.

Sustainability

The strategies adopted by **AISSA** have a direct practical benefit to schools.

The AISSA *Leadership Program* addresses practical issues and develops the skills and knowledge of school leaders.

The AISSA *Productive Schools Productive Teaching Program* involved a team from each school developing and implementing a school improvement project, whilst acquiring skills and knowledge for application to future continuous improvement activities. Participants reported that they have developed a method to introduce further school improvement activities at the school.

The AISSA *Early Career Teacher Programs* address relevant issues for Early Career Teachers and the *Down the Track Program* includes development of a piece of work for use in the school.

More systematic support of school leaders and school mentors in the induction, formation and career progression of Early Career Teachers in **SA Catholic schools** has been possible through the support of National Partnerships funding. This has the potential to increase the capacity within schools to provide support for Early Career Teachers professionally and personally in this important phase of their teaching careers.

Increasing the sustainability of this initiative will be a particular focus of Early Career Teacher Consultants' support in the near future, by providing opportunities for school leaders and coordinators to develop relevant insights and skills. This will occur initially through external workshops and then working in schools one-to-one with leaders or small groups, especially regarding the distinctions between mentoring and monitoring Early Career Teachers.

The Improving Teacher Quality National Partnership reforms in **DECS** are both ambitious and familiar as long standing directions for supplying improved educational outcomes for students experiencing disadvantage. Limited facilitation funding has meant that DECS has built on programs with a track record of success which have been actively sought by DECS teachers, leaders and school communities. This feature of the Improving Teacher Quality Initiatives has the potential to provide long-term sustainability of the programs and the outcomes achieved.

Section 3 — Communities Making a Difference

Overview — 1 January to 31 December 2010

The Communities Making a Difference (CMaD) National Partnership (known nationally as Low Socio-economic School Communities National Partnership) has focused on improving the educational outcomes for students in two different ways:

- all three schooling sectors are implementing whole of school approaches and initiatives, such as diagnostic reviews, school reform and strategic planning, building teaching and support staff skills and strengthening school leadership. This includes targeted support for specific groups of students or individual students that is provided within a whole of school context

- DECS is also implementing a comprehensive program of individualised support for young people who have become disconnected from school, are at risk of leaving school early and/or who have disengaged from learning. It involves local communities and schools working together to provide learning opportunities for these young people that take into account their circumstances, such as family breakdown, illness or homelessness and responsibilities such as caring for a parent or a child.

The strength of this partnership is the work undertaken by each sector at the school/community level. Features of school-specific plans include strategies to better engage parents and members of the community in students' learning and the life of the school, increased access to specialist services and community programs addressing the needs of students most at risk, as well as targeted professional learning for teachers to improve students' learning outcomes in their specific school communities.

All three schooling sectors have implemented initiatives leading to strategic planning for school reform, based on identification and diagnosis of existing practices, structures and evidence of student learning outcomes.

In the **Independent school sector**, the AISSA School Review and Development Team has undertaken in-depth diagnostic reviews at three schools, at their request, providing a comprehensive report for each school. As well, a comprehensive *School Governance Program* has been developed.

The Independent sector has developed a new way of maximising the impact for students with specialist support provided by psychologists, speech pathologists, occupational therapists and other specialists through its *In-Schools Specialist Support Program*. This Program provides in-class support, professional learning opportunities and advice for staff to increase their understanding and management of student behaviour and wellbeing to improve learning outcomes.

The **Catholic school sector** has used whole of school approaches in all 12 participating schools to develop and implement Strategic Plans for school reform, with a focus on pedagogical reform to achieve improved learning outcomes for all students.

Strategic Plans developed for school improvement include strategies for addressing the needs of students with disabilities, students from non-English speaking backgrounds and students with refugee experience, with all staff involved in setting and working towards achieving school goals.

Schools collaboratively developed, and are now implementing their community-specific plans, with some emerging common features including greater attention to using available data to inform the design of learning programs and a focus on assessment of learning.

Through each school's strategic planning process, professional learning needs were identified to enable teachers to be better equipped to achieve the school goals. These needs are being

addressed in all 12 schools, with most schools opting for a model based on 'professional learning communities'. In this model, small groups of teachers take a collaborative inquiry approach to an area of shared professional practice, for the purpose of identifying best practice to improve student learning outcomes in their particular school context.

A rigorous process of diagnostic reviews for 65 **DECS** schools was undertaken with a specific focus on supporting students in achieving literacy basics, including the use of data at school and classroom level. This process included staff interviews and surveys, student observation, and focus groups with staff, parents and students.

Support for principals of DECS schools participating in CMaD NP was provided through several different programs. The *Principal as Literacy Leaders (PALL) Program* has attracted principals from CMaD schools and from other schools, with 155 school principals undertaking the 2010-11 program that will enable them to develop their capabilities and skills to lead their school in effective Literacy teaching practice. The Regional Leadership Consultants are working with 67 principals of CMaD schools to develop and promote leadership in Literacy and Numeracy. The *Teaching for Effective Learning* project has been gathering baseline data in 10 participating schools that will be used in the development of a framework for assessing the impact of teacher pedagogy on student engagement and learning outcomes.

Exciting developments in the northern Adelaide region of DECS schools have been the Aboriginal Community Voice meetings held in 10 schools and the development of a parent information booklet. Northern Adelaide has also been the location for the establishment of the first Aboriginal Turn Around Team.

The *Innovative Community Action Networks*, a DECS initiative, expanded into six new regions in 2010, bringing the total to 10 regions, which offer individualised support to 3,526 students. Eight teachers are working with local schools, services and communities to ensure that all students' learning is part of an accredited learning pathway. Other individualised support is being provided through the different student mentoring programs, including the *Aboriginal Student Mentoring Program*.

As a result of a perceived gap in the availability of age and context appropriate Literacy and Numeracy assessment tools to use with young people who have disengaged from school early, the ICAN has formed a partnership with the Australian Council for Educational Research to develop and trial a new online tool called COMPASS during 2010.

In recognition of other important influences on educational outcomes for students, such as school readiness and limited financial support, two other programs have been included as part of the DECS suite of programs. These are the early intervention early years *Learning Together Program,* and the offer of financial assistance for selected students to undertake higher level vocational education and training courses through the provision of Vocational Education and Training scholarships.

In developing the CMaD National Partnerships Implementation Plan, all three sectors identified interconnections with the other two Smarter Schools National Partnerships. As implementation is progressing, sectors are finding that these synergies are strengthening the strategies and activities across the three National Partnerships. For example, in DECS the program for attracting and retaining quality teachers in CMaD schools is building from some of the broader Improving Teacher Quality Initiatives.

Significant Achievements of National Partnership reforms — 1 January to 31 December 2010

The elements within this National Partnership for schools in the Independent sector focus on school review, the development of School Improvement Plans, governance and leadership and the provision of in-school support. All seven eligible schools have been consulted and are accessing support and services.

The **Independent sector** has exceeded its projected activity at this stage of the program. The School Review and Development Team, comprising external Consultants, was established early in 2010, and a diagnostic review methodology was developed. This consultative process includes interviews with key stakeholders including leaders, school board members, teachers, parents, students and school congregations. A range of data including school policies, newsletters, school NAPLAN data and other school assessment data is analysed and all classes are visited. Once the review report is prepared it is presented at a public meeting to the school community, including the board, staff and parents.

The School Review and Development Team undertook diagnostic reviews of three schools during 2010 to help them identify areas of improvement. Another three schools are scheduled for 2011. This means that six of the seven eligible Independent schools will have completed school reviews by the end of 2011. This is ahead of projected activity.

A comprehensive *School Governance Program* has been developed and was available for CMaD National Partnership schools and Boards. An AISSA ten-day *Leadership Program* was also developed and offered to principals, along with mentoring and post graduate study opportunities. To-date, one principal from a participating school took part in this AISSA Program.

Three principals and three aspiring principals participated in the Australian College of Educational Leaders (ACEL) *Inspire Leadership Program* in 2010. This Program provides individual coaching and mentoring. Participants have access to world class leadership models. The Program was designed to have minimal disruption to principals' workloads and included face-to-face meetings, tele-classes, self-paced learning and e-learning opportunities. The structure of this Program was particularly suited to the needs of rural schools. Two of the three participating principals were from rural SA Independent schools.

Improved engagement with community has commenced and was centred on the newly developed *In-School Specialist Support Program*. This service provided quality advice and support to build the capacity of staff to develop and implement inclusive and effective learning programs that improved the educational outcomes of identified students. The specialist services included an Occupational Therapist, three Speech Pathologists, a Behaviour Management Adviser, and two Psychologists, who provided specialist support to principals, teachers, students and parents. An AISSA Adviser coordinated the Specialist Services initiative.

In the **Catholic sector**, the professional learning communities' inquiry approach has provided rigour to professional learning and depth to teachers' professional knowledge. Through developing shared learnings, school leaders and teachers have reported an increase in agreed professional practices and more consistent approaches to teaching and learning across their school.

In an online evaluation survey in December 2010, over 80% of respondents reported they had been supported to develop a deeper understanding of Literacy and/or Numeracy and a whole-school focus on Literacy, Numeracy or student wellbeing. More than three quarters of respondents reported that CMaD Consultants had been effective or highly effective in engaging them in professional learning linked to improving learning outcomes for students and greater use of data to inform learning and teaching.

Principals and school leaders worked intensively with Professor Michael Fullan over two days in November. The first day, for school leaders across the sector, focused on applying his principles of 'Motion Leadership' to achieve educational change in their school community context. Then, Professor Fullan worked with individual principals and Leadership Teams from CMaD schools to refocus their strategic planning for 2011.

Professor Michael Fullan's work with school leaders from CMaD schools and from a cross section of other schools has generated considerable interest. A number of schools throughout the South Australian Catholic school sector have adopted new approaches to implementing purposeful strategic action for school improvement from 2011.

The **DECS** CMaD strategic intent focuses on improving outcomes for disadvantaged students by building on and developing effective community partnerships that provide 'wrap around' support for the student in a flexible, tailored, individualised approach. In addition, participating schools are supported to deliver flexible services through investment in quality teaching and building leadership capacity with a clear, focused school improvement strategy. Reforms under this partnership will improve the quality of teaching, and encourage different ways of learning so that individual student needs can be better met.

The DECS approach to CMaD is centred around four main areas:

- targeted support for young people
- whole-school improvement, leadership and effective teaching
- community engagement
- recruitment and selection.

DECS Targeted Support for Young People

Aboriginal Student Mentoring Program

This DECS Program provides tailored mentoring support for individual Aboriginal students across Years 5–9 who might not be reaching their full potential and/or are on the cusp of disengaging. The Program aims to support students with participation and engagement in education, academic progress, transition to secondary school, effective study habits and enhanced social and emotional wellbeing.

- Stage 1 (to June 2010) involved 398 students. Stage 2 commenced in July 2010 and it is anticipated that over 700 students will be involved by June 2011.

- The project aims to have a minimum of 80% Aboriginal mentors supporting students. Each mentor must have empathy and skills to relate to Aboriginal children and young people. Currently there are 80 registered mentors with the majority being Aboriginal people. The recruitment of Aboriginal people from the community and the mentor induction has proven to be a highlight of the Program in 2010, and helps to close the resource gap of a lack of Aboriginal community people to support students and professionals in schools.

- Induction and training is provided to all mentors. A total of 106 mentors have received training and will start work in schools in 2011.

Innovative Community Action Network (ICAN)

ICAN is a student centred and strength-based approach to address the complex life issues that impact upon a student's successful engagement with learning. ICAN focuses on the most significantly disengaged young people, those young people who have left school, sometimes in the primary school years, and those who have not attended school often for some years (despite still being under the age of compulsory education).

In 2010, the ICAN model was expanded through the significant new opportunity provided through the National Partnerships. ICANs are now operational in ten areas of the state, six more than in prior years. In 2010 it was anticipated that up to 3,500 students would be intensively supported through ICAN (up to 525 Indigenous; 875 with a disability; and another 200 with English as a second language/refugee background). Achievements from this Program in 2010 show that more students were supported than originally expected.

- A total of 3,526 students received support through both ICAN school Flexible Learning Option (FLO) enrolments (2,859) category and through ICAN funded case management (667).

- The 2,859 students enrolled as FLO students are connected to accredited learning opportunities in school linked community based learning settings.

- New ICAN funded case management was put in place for CMaD primary school students.

- COMPASS — an ICAN online Literacy and Numeracy assessment instrument increasing Literacy and Numeracy skills for at risk young people was implemented.

- ICAN appointed eight highly skilled teachers as Flexible Learning Project Officers in ICAN regions. These officers have responsibility for ensuring learning is accredited and connected to pathways to further education, training and employment.

- Early interventions occurred at known 'risky' transition points, such as between primary and secondary schooling, using a case management approach.

- The Term 1, 2010, census provided information about destinations for 1,868 (99.6%) of the 2009 FLO enrolled students. A successful re-engagement in learning/further education training or employment was achieved for 70% of these 1,868 students.

A significant role for ICAN is to build school and community capacity to better meet the needs of students at risk of disengaging from school, and to assist them to re-engage successfully in learning. ICAN supported a total of 1,133 teachers and 1,079 community partners (total 2,212) in formalised training activities to build school and community capacity to better meet the needs of students at risk.

Learning Together

Learning Together is an early literacy and learning program for families with children under four years of age in areas of disadvantage. Activities are developed in consultation with local families and services and may include supported playgroups, cooking groups, groups for making books for and about one's own children, and adult credentialed learning (linked to children's learning). The Program engages families with children aged 0–4 years who are at risk of educational disconnection, and sets out to support their involvement with their children's learning, thereby developing a sound foundation prior to school.

During 2010 new *Learning Together Programs* were established in Port Pirie and Millicent. *Outreach Programs*, run by new Learning Together teachers (4.5 Full-time Equivalent) are now operating in 13 additional schools throughout the state. Most of the scheduled Learning Together staff members were appointed from January 2010; however, there were delays in recruiting two of the teachers. An induction process was developed and implemented and a teacher network that meets each term was established.

A total of 220 families with 281 children are enrolled and attending *Learning Together Programs*. Throughout the state, 37 sessions are held per week, and the total number of attendances (adults and children) at these groups has been 7,719.

Table 3.2 provides a breakdown of Learning Together activity.

Table 3.2 Learning Together activity data

Program Element	Number
Learning Together Programs operating	15*
Learning Together sessions held each week	37
Enrolled families (220) and children (281)	501
Aboriginal people enrolled	45
People from ESL backgrounds enrolled	66
Refugees enrolled	5
People with a disability enrolled	60

* Refers to Challenges section.

Student Mentoring and Youth Development

This is a school-based initiative supporting students across Years 5–9 that are at risk of

disengagement from schooling and/or not making a successful transition from primary to secondary school. The purpose of the strategy is to increase student engagement, wellbeing and learning achievement through one-to-one student mentoring and targeted youth development programs. In 2010 the strategy had three program elements: *Community Volunteer Mentoring, Secondary Student Mentoring* and *Youth Development.* The Program targeted 87 DECS metropolitan and regional school sites.

The Community Mentoring element established seven local clusters and networks, each with a Local Community Mentor Coordinator. The Coordinator worked directly with each identified school to develop and establish the *Community Volunteer Mentoring Program.* This included the recruitment, screening and training of volunteer community mentors to build authentic community engagement and quality mentoring relationships.

The *Secondary Student Mentoring* element targeted Secondary and Area schools to support identified at risk students from Years 8 and 9 in each school. Support for students is provided on the basis of individual learning needs, and strategies to improve student wellbeing, learning achievement, and pathways planning. Schools were encouraged to use this resource flexibly to engage trained mentors, youth workers, and/or Student Support Officers, as well as teachers, so that support could be provided to as many young people as possible.

Youth Development Initiatives provided resources to clusters of schools that facilitated school capacity building for meeting the needs of disengaging students. This included developing staff capacity to design and implement individualised learning programs that take into account social and emotional needs. In summary:

- there were 95 training and development events held with 380 school staff and partners participating
- there were 214 trained community volunteer mentors providing support to 227 Community Mentoring students
- there were 1,328 students participating in Secondary Mentoring
- there were 77 Youth Development programs, events and activities delivered to 877 students.

VET Scholarships (Vocational Education and Training)

The Project aims to fund selected senior secondary students from Low Socio-economic Status communities to undertake higher level VET *Training Programs* in industry areas where there are identified regional skills shortages and employment opportunities. A particular focus is to improve the engagement of young people aged 15–24 and to assist with their transition from school to further education, training or employment.

Funds were made available to eligible schools through a regional fund to support the delivery of higher level Certificate III Vocational Education and Training to students. In 2010 the *Vocational Education and Training Scholarships Program* engaged up to 200 students.

DECS Whole-school improvement, leadership and effective teaching

Diagnostic Reviews

Diagnostic reviews provide schools with clear directions and targets for improvement, support the development of an effective improvement plan, identify the need for additional intervention and support actions and support the monitoring of achievement and progress. The review process is inclusive of the voices of staff, parents and students. The focus of the schools reviewed in 2010 was on how they supported, or could support, students in achieving Literacy basics. Many recommendations for future planning focused on the use of high quality performance data at school and classroom level and incorporating teacher and school accountability in improvement planning.

- There were 65 schools reviewed, including six Anangu Pitjantjatjara Yankunytjatjara Lands

schools, two Aboriginal schools and one special school.

- There were 1,450 staff that completed the Supporting School Improvement Supplementary Survey; analysis will provide detailed information for Regions and the Department.

- There were 65 peer principals and 70 staff representatives who participated in review teams (some large high schools had two staff representatives).

- There was 100% agreement from review team members that being on a review team provided valuable professional learning.

- Direct student observations of more than 652 hours were carried out.

- There were 446 one-on-one interviews held with staff.

- There were 395 focus groups conduced with staff, parents and students.

Principal as Literacy Leader (PALL)

The *Principal as Literacy Leader (PALL) Program* is designed to develop the capabilities of primary school principals as 'effective Literacy leaders' and is focused around the need to develop both skills and knowledge in Literacy as well as the ability to provide leadership.

Sixty-one CMaD and 94 non-CMaD school principals are undertaking the 2010-11 *PALL Program*. In 2011–12, another 182 principals will undertake the repeat Program. Outcomes from the PALL project demonstrated in the last 12 months include:

- a major shift in the understanding by principals of leading Literacy teaching and learning

- the establishment of self-sustaining professional learning communities in Literacy leadership

- de-privatisation of classrooms with teachers and leaders actively sharing practice and working together to improve Literacy learning

- an increased use of data to inform and target specific support for those students who are below the National Minimum Standard

- rural schools having access to a high quality long-term *Professional Development Programs* in Literacy leadership

- principals having a common language and deeper understanding of Literacy development so that they can discuss effective practice with teachers and facilitate sharing of best practice amongst staff.

Regional Leadership Consultants

Regional Leadership Consultants work with 117 CMaD school principals, to promote leadership, best practice and local advancement in Literacy and Numeracy.

In 2010 Regional Leadership Consultants directly supported whole-school improvement in 67 of these schools. Consultants meet with site leaders to support, challenge and provide expertise within the leadership coaching role. Major aspects of their work included:

- intensive mentoring and coaching of the principals involved in the 155 *Principal as Literacy Leader* (PALL) schools. Regional Leadership Consultants provide the expert Literacy and Leadership coaching and mentoring that is a key element of this *Professional Development Program*. For each of the five modules making up the *PALL Program*, the Regional Leadership Consultants worked with principals over an extended period to assist them to critically reflect on practice and challenge and guide their Literacy leadership development

- undertaking Supporting School Improvement Diagnostic Reviews and the resulting ongoing implementation of the review recommendations for whole-school improvement. The Regional Leadership Consultants worked closely with principals to develop their leadership skills to effectively implement the recommendations from the reviews

- working with school leaders to equip them with the leadership skills to effectively engage their staff in implementing and evaluating school intervention practices through the use of data

- mentoring newly appointed principals to develop their leadership skills in building a cohesive and positive school culture focused on improvement

- contributing to leadership development opportunities such as *Aspiring Leader's Programs*, site improvement workshops and professional learning communities in leadership.

Teaching for Effective Learning (TfEL)

This project aims to develop a research framework to assess the impact of teacher pedagogy on student engagement and learning outcomes:

- principals' educational leadership capacity to lead whole-school improvement in quality teaching and learning

- teacher capacity for reviewing and developing their pedagogy aligned with the SA Teaching for Effective Learning Framework.

In 2010 the project researcher worked with *Teaching for Effective Learning* Specialist Teachers and the state office team to establish a baseline profile of current teacher practice across the ten participating Phase 1 schools. Baseline data on student engagement and achievement were collected and a *Professional Learning Program* was developed with school leaders to build leadership capacity.

- 1,400 hours of classroom observations were held in the Phase 1 schools to establish the baseline pedagogic profile.

- 297 participating teachers received explicit written feedback to inform their next stage of learning and teaching.

- 1,205 students completed Student Engagement Questionnaires and online Learning Skills Profiles to provide a baseline of student perspectives in the research.

- Phase 1 school leaders operated as a Professional Learning Community to provide challenge and support for leaders in an additional 10 Phase 2 schools in 2011.

- Professional Learning Communities were established in each school where teachers articulate, review and develop new practices to support all students to become successful, confident learners.

DECS Community Engagement

Aboriginal Community Voice

This DECS project aims to increase involvement of Aboriginal parents and carers in Aboriginal children's education and to increase their capacity to support children's learning. Aboriginal parents and community members are engaged in Aboriginal Community Voice forums and groups that are structured to maximise community engagement. This includes formal and informal partnership arrangements between Aboriginal families at state, regional and local levels, with schools and other stakeholders, such as community, government and non-government organisations, industry and local business.

In the Northern Adelaide Region:

- a parent information booklet was developed

- ten schools held Aboriginal Community Voice meetings in Terms 3 and 4, 2010.

- there were 26 parents on School Governing Councils in the Northern Adelaide and Far North Regions.

Aboriginal Turn Around Team

The *Aboriginal Turn Around Team (ATAT) Program* aims to develop cohesive health and education family support approaches for Aboriginal children with additional needs. The purpose is to improve relationships between Aboriginal families and support agencies so that participation in education is enhanced.

Established during 2010, the Northern Adelaide region ATAT currently works with a small caseload of young people and their families with the Social Service Coordinator providing support to referrers by helping to create intervention plans using existing Support Services.

An Aboriginal Cultural Model for services was developed, which has brought more than 15 service providers together to create greater efficiency in the way services are being provided to families.

DECS Recruitment and Selection
Attracting and retaining quality teachers to Low SES schools

This program aims to support the attraction, recruitment, selection and retention of quality staff to Low Socio-economic Status schools.

- In 2010 three programs were designed through a broad consultation process and are ready for implementation in 2011. A governance group oversees this program to ensure that project goals are met.

This Program has resulted in:
- extended practicum placements for final year pre-service teachers

- customised Attraction and Retention Incentives for hard-to-staff positions: Seven schools now have customised incentive packages to attract and retain quality leaders. An additional four Mathematics and Science teachers are now employed in partnership schools

- local Innovation Projects that support new approaches to recruitment and selection have attracted nine proposals from Regions to commence in 2011.

Improving monitoring and reporting of teacher workforce profiles in Low SES schools

This Program aims to contribute to the development of a quality and sustainable teaching workforce to support South Australian educational outcomes. In 2010 business requirements for the enhanced capacity of the Human Resources Management System (HRMS) were scoped and documented to define the development of a Workforce Data Mart. The design phase commenced during December 2010. Business requirements were documented to support the creation of the Employee Information Kiosk. Development of the Employee Information Kiosk commenced in December 2010. Projects included under this strategy are complex and constitute more than 12 months' work.

Challenges to Implementation/Progress — 1 January to 31 December 2010

There were no significant implementation issues for the **Independent sector** for this National Partnership. However, for some Independent schools eligible for participation in the CMaD program, involvement in 2010 was delayed because of other immediate school priorities. Further consultation with school boards is ongoing to maximise the potential for their involvement.

In the **Catholic sector** changes in school leadership personnel have presented challenges for school communities and the Communities Making a Difference Team in maintaining the momentum for educational change. Out of the 12 Catholic CMaD schools, three principals were on leave for one of the terms in 2010 and new principals were appointed at two other schools during the year. A strategy used to mitigate the impact of these challenges was the quick establishment of a one-to-one relationship with incoming leaders to facilitate their understanding of the CMaD National Partnership and their school's priorities and progress. This process has underlined the importance of developing a culture of agreed purpose in relation to each school's goals, so that the

school community owns and collectively values the pursuit of these goals.

In **DECS** challenges to the implementation of some programs in the CMaD program included difficulty in recruiting appropriate staff which delayed the commencement of some programs.

Leadership change in some PALL schools could impact on the ongoing effectiveness of the *Principal as Literacy Leader Program* for these schools. To mitigate this risk, the Regional Leadership Consultant will play a key role in supporting the incoming principal to continue with the changes initiated through PALL. The use of professional learning communities and peer mentoring facilitated by the Consultant will also support this transition. Secondary school principals have expressed a very strong interest in developing and undertaking a secondary *Literacy and Leadership Program*. DECS is currently working with the South Australian Secondary Principals Association to develop this Program.

In the *Learning Together Program* a decision was made to restrict the number of schools offering the Program to those where there was a satisfactory depth of involvement. The reduced number of schools involved has been more than offset by the expanded number of families and children accessing the Program.

Support for Aboriginal and Torres Strait Islander Peoples — 1 January to 31 December 2010

The elements for schools in the **Independent sector** focused on school review, the development of School Improvement Plans, governance and leadership and the provision of in-school specialist support. Where relevant, particularly in the area of in-school support services, Indigenous students were able to access these services.

In the **Catholic sector**, strategic plans for school improvement include strategies for addressing the needs of their Indigenous students. The Communities Making a Difference Team has had ongoing interaction with the Indigenous Education Team in relation to case management of Indigenous students in the 12 Catholic Communities Making a Difference schools.

The **DECS** Aboriginal Community Voice project aims to increase parent and community involvement in Aboriginal children's education and increase the capacity of Aboriginal parents and carers to support children in South Australia via Community Voice groups and the South Australia Aboriginal Education and Training Consultative Board (SAAETCB). The project aims to provide resources to support the Aboriginal Community Voice groups.

In 2010, Aboriginal parents and community members were engaged in the formation of Aboriginal Community Voice forums and groups that seek to maximise community engagement. This includes the development of state, regional and local formal and informal partnership arrangements between Aboriginal families, schools, and centres with a range of stakeholders, including community organisations, government and non-government organisations, industry and local business. Some of the activities in the Northern Adelaide Region were:

- Three Cluster Aboriginal Parent meetings occurred in Terms 2 and 3 in Northern Adelaide with parents represented from the schools involved in the project. Service providers from other government or non-government organisations provided information about the services they offer.
- Ten individual schools have held Aboriginal Community Voice meetings each Term.

Through the Aboriginal Turn Around Team a number of young people have been assisted indirectly to regularly attend school by providing suitable homes for families that were homeless, highly transient or living in unhealthy conditions. Indigenous young people have received significant support with their education through the collaboration of 15 service providers to provide a coordinated response to meet their needs.

Further information about the numbers of Aboriginal students being supported through ICAN and Vocational Education and Training Scholarships is included in the next section.

Support for Other Cohorts (if applicable) — 1 January to 31 December 2010

A key outcome of the School Renewal process in the **Independent sector** is the development of School Improvement Plans which outline the key initiatives and strategies that will be put in place with the support of the CMaD National Partnership. These key initiatives may include focus on enhancing leadership skills, increasing support in the classroom and the provision of specialist support for schools especially those in rural areas.

In the **Catholic Sector** strategic plans for CMaD school improvement include strategies for addressing the needs of students with disabilities, students from a non-English speaking background and students with refugee experience. The Communities Making a Difference Team has had ongoing interaction with the sector's Special Education Team and English as a Second Language Team in relation to addressing the needs of these students and in the interest of developing integrated and efficient support for teachers and the CMaD school communities.

In **DECS** CMaD NP provided 'individualised targeted support' for 5,454 students in 2010, including to students from key diversity groups, for example:

- students who identify as Australian Aboriginal and/or Torres Strait Islander (20% or 1,110 students),
- students from a Language Background Other Than English (LBOTE) (11% or 583 students),
- students eligible for the DECS Disability Support Program. (20% or 1,078 students).

The ICAN programs resulted in positive outcomes in 2010 for Flexible Learning Options (FLO) students who commenced enrolment in 2009:

- Aboriginal and Torres Straits Islander — engaged in learning 67%. In addition, a further 8% are now seeking employment
- rural — 58% of FLO students are now engaged in learning. In addition, a further 13% are seeking employment
- students under the Guardianship of the Minister — 88% are engaged in learning. In addition, a further 2% are now seeking employment
- School Card (*Low Socio-economic Status Assistance Program*) — 76% are engaged in learning. In addition, a further 7% are now seeking employment.

Table 3.3 Analysis of Flexible Learning Option (FLO) enrolled student profiles — up to and including Term 3, 2010

Profile Categories	Number of FLO students* to Term 3, 2010	% of total of 2,355 students* to Term 3, 2010
Aboriginal Students (ATSI)	326	13.8%
School Card	667	28.3%
Students with a Disability	516	21.9%
English as a Second Language (ESL)	125	5.3%
Guardianship of the Minister (GOM)	87	3.6%
Rural	603	25.6%

* Note: A number of the 2,355 students belong to more than one category and numbers of students in each category will add to more than the total number of FLO students.

Showcase — 1 January to 31 December 2010

Across the **Independent sector** the focus of the *In-School Specialist Support Program* was to provide high quality advice and support to principals to build the capacity of their staff to develop and implement inclusive programs to improve the learning outcomes of students, particularly those at risk. This Program is not primarily an assessment service, nor is it intended to be a counselling or one-to-one service. However, there were times when the administration of an individual standardised assessment was deemed to be appropriate. The specialist services included Speech Pathology, Occupational Therapy, Psychology, Student Behaviour, Special Education and Special Learning Needs. This Program was monitored by an external evaluator during 2010. All seven CMaD schools accessed the *In School Specialist Support Program*. Specialists made over 30 visits to these Schools.

The In-School Specialists worked with schools to provide a range of services that included:

- in-class support and advice for students with special needs and learning difficulties
- professional learning opportunities for staff to increase their understanding of the issues relating to student learning and student behaviour
- advice on the implementation of recommendations from special assessment reports within the school setting
- advice on planning, implementing and evaluating appropriate programs to support student learning and wellbeing on either an individual, group or whole-school basis.

The specialist providers also worked with schools to:

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

St Joseph's School, Murray Bridge, is one of 12 **Catholic schools** supported in 2010 by a senior leader, a Numeracy Consultant and a Literacy Consultant to plan for and implement whole-school reform focusing on improved Literacy and Numeracy outcomes. St Joseph's embraced the Program as an opportunity for wider reform, using Professor Michael Fullan's 3 P's model — 'professional learning; precision teaching and personalised learning.' These have been carefully integrated through and within the initiatives undertaken in-school and can be identified in daily practice. They include:

- new school-based mentor: a cognitive behavioural theory model underpinned creation of a new role of school-based mentor to complement the school's counselling service. Key strategies have been parent workshops, a more proactive approach by staff based on case management, a focus on the social, emotional aspects of learning, and high expectations for learning and behaviour
- individual parent conferences replaced the traditional teachers 'meet and greet' sessions. CMaD funding allowed the school to be flexible in arranging appointments before, during and after the school day, resulting in 100% parent attendance. Student-led, three-way conferences were introduced in Term 3, 2010, where each student spoke about their learning, successes and challenges, as well as setting goals for the coming semester. A parent survey supported the school's view that this was a valued initiative in effective

engagement with parents as partners in their child's learning

- assessment for learning, use of data to inform learning, and a case management approach are strategies the school has focused on to meet the learning needs of every student

- professional learning by participating in action based research through the Numeracy Project is having a positive impact on St Joseph's pedagogy. Teachers have undertaken professional learning in the Effective Lifelong Learning Inventory (ELLI) student profile tool to improve the educational outcomes for school aged children with autism spectrum disorders.

DECS Innovative Community Action Network COMPASS online Literacy and Numeracy assessment instrument

The effective assessment of Literacy and Numeracy skills is a key step in planning educational programs and in enhancing employment skills. The majority of *Innovative Community Action Network* (ICAN) participants have poor Literacy and Numeracy skills, largely due to significant periods of school absenteeism. Most of them have also not been formally assessed in Literacy and Numeracy through the National Assessment Program Literacy and Numeracy testing regime.

Under these circumstances it is not easy to formally assess and diagnose an appropriate learning program for older students with limited skills. In response to this significant issue, ICAN has formed a partnership with ACER to develop an engaging new online Literacy and Numeracy assessment tool called COMPASS.

The tool has been designed to reflect the culture and interests of students with a range of abilities and educational experiences from diverse backgrounds. About 1,000 ICAN students, attending schools and community programs from across the state took part in a trial of COMPASS in 2009 and provided feedback on the design and accessibility of the assessment instrument. The final COMPASS Assessment Tool has been trialled in ICAN schools in Term 4, 2010, and will be available across the state for all ICAN schools in 2011.

It is expected that this new ICAN initiated ACER assessment instrument could be used extensively across Australia with cohorts of disengaged young people, and specifically with identified priority groups such as Indigenous young people, those with a disability or learning difficulties, new arrivals and refugees.

Community Mentoring

In order to better meet the needs of students the 2010 Community Mentoring focus was on increasing the knowledge of mentors and schools through the development of a new mentoring website, newsletters, cluster and network meetings and a statewide conference attended by approx 350 participants.

In 2010 networks between schools, local agencies, providers, industry/business groups and community organisations and people were improved. Thirty-two organisations registered to deliver *Student Mentoring and/or Youth Development Programs*. Each of the seven clusters has had a variety of providers present at cluster meetings and 22 sites have participated in *Youth Development Programs*. There were 138 Year 8 and 9 secondary school students who worked with mentors on learning and wellbeing goals. Mentor training was provided through youth development funds for targeted pathways planning and support for students.

There have been many reports from principals, teachers, parents and students regarding the success of the *Community Mentoring Program*. For example, several schools strengthened community partnerships with local industry and councils. Teachers are identifying increased confidence, attendance and engagement from students participating in the Program. Reports from schools will contribute to a formal Program evaluation beginning in 2011.

Sustainability

In the **Independent sector** three of the potential seven schools have completed the School Review process. It is too early to attempt to gauge the effectiveness of the proposed or newly implemented reforms at this stage of the National Partnership.

The CMaD National Partnership is directly linked to and integrated with the Improving Teacher Quality National Partnership in the Independent sector. The strategies have been designed to encompass the diverse range of interest groups within the sector. Sustainability will be achieved in the longer term by the following sector strategies.

- Resources developed and documented through the School Renewal and School Improvement Plans will be available for all schools in the sector.

- The *In-School Support Specialist Program* is specifically designed to build the capacity of school leaders and teachers for the longer term, not just to provide one-off services to students.

A sector-wide review of **Catholic Education Office** services is being undertaken in early 2011. In this context, the approach to supporting school community improvement that has been implemented in the CMaD has been keenly monitored, with a view to informing possible future approaches to the range of support provided to schools, as well as the models and integration of services that will be most likely to improve the quality of teaching and learning in schools.

Coupled with the enthusiasm for renewed approaches to school improvement generated by Professor Michael Fullan's work with schools in late 2010, the work of the CMaD Team potentially could have a profound effect on school improvement strategies, both at the level of the local school community and across the whole SA Catholic school sector.

Sustainability is a key element in the **DECS** CMaD National Partnership strategy. Sustainability is built into Program activity at various levels.

- This includes making professional development activities available, when possible, to schools not necessarily identified as Low Socio-economic Status National Partnerships schools. The *PALL Program* is an example of this, with at least 150 schools participating in the program.

- While they target CMaD schools, the Recruitment and Selection Reform Initiatives will be assessed for their applicability to wider DECS schools.

- Student mentoring and ICANs have intentionally been built around supporting disengaged students. CMAD schools are also able to access support for disengaged young people in other schools using cluster and regional models of support.

Section 4 — Literacy and Numeracy

Overview — 1 January to 31 December 2010

Throughout 2010 the Literacy and Numeracy National Partnership in South Australia made progress in the key reform areas through:

- enhancing professional development for school leaders and teachers

- engaging expert Literacy and Numeracy Key Teachers, Consultants and Coaches

- creating networks to support and share effective practice

- monitoring and reviewing student data and progress to tailor more effective approaches to specific student needs.

Across the state, 72 schools participated in the National Partnership taking up a focus on either Literacy or Numeracy. A further six schools, identified by the Department of Education, Employment and Workplace Relations also participated from March 2010. In some schools the Literacy or Numeracy intervention efforts were directed primarily at students in particular year levels, while other schools adopted a whole-of-staff professional learning approach. School and individual performance data, collected and assessed through a range of different diagnostic and other tools, were used to drive the local initiatives.

An important collaboration between sectors in 2010 was the Literacy and Numeracy Expo, held in August as part of National Literacy and Numeracy Week, which featured 18 of the Key Teachers/Coaches from across the three schooling sectors. The Expo showcased the achievements and goals of the Literacy and Numeracy National Partnership Initiative, as well as sharing the learning about effective practice with a broad group of educators in South Australia.

Each of the 20 **Independent schools** in the Literacy and Numeracy Key Teacher Initiative has used NAPLAN and diagnostic data to identify either a Literacy or Numeracy focus for a specific cohort of students. This provided clear direction for the Initiative from the outset. The resulting appointment of a Literacy or Numeracy Key Teacher from within each school has provided the necessary focused leadership needed to support staff in working towards improved student outcomes. The coaching role of the Key Teacher has supported the identification, collection and use of data as well as class teachers using this information together with formative assessment processes to monitor and track student progress.

The Teaching ESL Students in Mainstream Classrooms (TESMC) course was facilitated at four schools during 2010 and all schools across the Independent sector have been provided with software to enable the analysis of 2010 NAPLAN data. The School Measurement and Reporting Tool (SMART) is a software application that analyses the results of school NAPLAN data, thus allowing schools to more easily interpret and act upon this important testing information. Four schools have participated in a data analysis project that focused on using data to inform teaching and learning. This project aims to support schools to triangulate the wide range of data, including NAPLAN data, collected at the school level and to translate it into priorities, goals and strategies that are clearly linked to whole of school planning and decision making processes. Each school team has developed a school-based plan; involving trialling strategies and implementation using an action research approach. Teams are supported by a consultant who visits schools between workshops to provide ongoing support and advice.

The Literacy and Numeracy National Partnership Team in the **Catholic school sector** has worked with a network of school-based Local Expert Teachers (to be known as Literacy/Numeracy Coaches in 2011) in 13 metropolitan and eight regional Catholic schools to implement school strategic plans for improved Literacy or Numeracy outcomes. Schools were supported through the Literacy and Numeracy National Partnership for a fractional Full-time Equivalent (FTE) salary and on costs between 0.4 and 0.8 FTE, dependent on the size of the school. This support will continue

throughout the 2011 school year.

Ten schools are seeking to improve Literacy outcomes, specifically through developing a repertoire of strategies and contexts to explicitly teach Reading and support students in gaining an increased appreciation of themselves as readers. Across the 11 Catholic Numeracy-focus schools, teachers at all levels have adopted a multi-faceted lesson structure in Mathematics classes, with emphasis on an investigative approach.

Local Expert Teachers have collaborated with their school principal and Literacy or Numeracy Consultant to identify and implement effective strategies for intervention and improvement of all students, but particularly those in target groups. Local Expert Teachers have provided professional learning opportunities for individuals and groups of teachers, which attend to the identified needs of students and supported classroom teachers through in-class observation, mentoring, review and lesson demonstration.

The Literacy and Numeracy Consultants, based in the Catholic Education Office, regularly visited each Local Expert Teacher in-school and worked with them, their principal and their teachers, as well as facilitating the Local Expert Teachers network to provide professional learning in coaching for effective evidence-based pedagogies and assessment practices.

Principals of participating schools have commented particularly on an observed increase in teachers having unprompted professional conversations, as evidence of a shift in culture within their school. They see greater value of the potential for effective professional learning through ongoing collaborative school-based inquiry into teaching practices, rather than one-off external activities. Principals have recognised the influence of the Local Expert Teacher model in opening up teachers to each others' classrooms and practices.

Further, having a shared focus within each school, be it developing explicit teaching of Reading or implementing a common Mathematics lesson structure, has provided a vehicle for teachers to adopt a common vocabulary and focused attention to students' work to inform their planning. One consequence, reported by principals, Local Expert Teachers and teachers alike, has been a greater consistency of approach to teaching and to assessment across year levels within a school.

DECS identified three key reform areas to improve Literacy and Numeracy outcomes for all students in selected schools by:

- enhancing professional development and support for school leaders and teachers
- building and sharing effective practice based on evidence from student achievement data
- creating networks of expert Literacy Partnership Coaches, expert Numeracy Partnership Coaches and coordinating field officers.

Evidence, reported below, indicates that progress has been made across all three key reform areas.

To progress these key reform areas DECS created networks of 14 school-based Literacy Partnership Coaches and 14 school-based Numeracy Partnership Coaches to work in 31 selected schools in the Southern Adelaide, Northern Adelaide, Limestone Coast, Yorke and Mid North and Barossa Regions.

Partnership Coaches have worked on a one-to-one basis with approximately 80% of classroom teachers in the initial 31 selected schools. Coaches have also worked with approximately 60% of teachers in specialist roles (for example, special educators, librarians, teachers of languages other than English) within the selected schools. Close to 100% of teachers in the selected schools have worked with the Coach in whole-staff professional development activities (for example, staff professional development and student-free days). Coaches supported an integrated, continuous and sustained approach to professional learning by modelling pedagogies, trialling resources and collaboratively planning teaching programs. They also supported classroom teachers to analyse and monitor student achievement and implement effective *Student Intervention Programs* targeting specific areas of learning need. Twenty-seven of the 31 selected schools trialled the ACER Online

Placement Instrument (OPI) to provide teachers and students with immediate feedback on each student's performance on particular aspects of English and Mathematics. Teachers also accessed year-level and whole-school OPI reports to inform planning for learning. Many schools reported that Online Placement Instrument data reinforced their analysis of the NAPLAN data.

Coaches assisted schools to develop consistent Literacy and Numeracy practices and worked with other schools in clusters to identify, document and share effective practice. Schools adopted a series of evidence-based practices and measures to ensure that Literacy and Numeracy improvements were resourced more strategically and comprehensively. Examples of agreed practice include: a vision for Literacy/Numeracy improvement; priority timetabling for Literacy/Numeracy learning; classroom programming formats; test administration and data collection schedules for each year of schooling; use of diagnostic tools; scope and sequence for text types across a school; assessment and reporting formats; use of professional development time; the establishment of professional learning communities and the use of ICT in Numeracy learning.

In March 2010, six additional schools identified by the DEEWR (see: DEEWR identified schools) were added to the Program resulting in the recruitment of an additional two Numeracy Coaches and four Literacy Coaches.

In March 2010, an additional two Numeracy and four Literacy Coaches were recruited to schools identified by the DEEWR using the 2009 NAPLAN results published on the Australian Curriculum Assessment and Reporting Authority (ACARA) My School website. Three of these schools were very small. In order to maximise the benefits of the coaching resource, each of the Coaches in these small schools also worked with teachers in neighbouring schools in ways similar to those described in 'Selected Schools' (above). Feedback indicated that teachers were very positive about knowledge capacity building and use of improved data collection and analysis processes. Some schools have planned to set aside funds for ongoing leadership positions in 2011 to keep the focus on literacy or numeracy improvement.

In July 2010, Partnership Coaches from 18 of the initially selected schools commenced a trial to extend the influence of the coaching model by working with small groups of nominated volunteer teachers in a nearby neighbouring school, in both metropolitan and country regions, while still maintaining ongoing work in their selected school. This initiative is known as the Partner School Trial.

Approximately 80 participating teachers were surveyed prior to engaging with a Coach and at the conclusion of their work with the Coach. The three most significant areas of impact on teachers by the Coach were the:

- use of a range of assessment tools and techniques including diagnostic tests to inform programming
- use of assessment data, including the NAPLAN, to identify aspects of student learning that require improvement and to target teaching towards meeting those needs
- use of a wide range of resources to meet student Literacy and Numeracy needs.

Regional networking arrangements were particularly effective in country regions. Partnership Coaches were invited to provide leadership and professional learning through presentations at leaders' meetings and workshops. In one country region the Coaches were pivotal in the planning and delivery of National Literacy and Numeracy Week activities, including holding a regional workshop for leaders and teachers in collaboration with the Regional Leadership Team.

The work of both the Literacy and Numeracy Partnership Coaches led to the development of increased pedagogical knowledge about Literacy and Numeracy learning for many teachers. One case study prepared as part of the evaluation of this National Partnership includes the comment: 'teachers now know what they don't know' (Case Studies December, 2010). The increased knowledge gained by teachers has provided many opportunities to support critically reflective

practice.

In many schools, Coaches also worked effectively with School Services Officers who support classroom teachers by providing specific *Early Intervention Programs* for identified learners experiencing Literacy or Numeracy learning difficulties.

Significant Achievements of National Partnership reforms — 1 January to 31 December 2010

2010 has been significant in seeing each of the participating **Independent schools** working in unique ways to support the individual needs of students, parents and staff. Consistent highlights and features over the 20 schools have been the:

- identification, use and collection of data to inform teaching and learning
- focus on formative assessment through professional learning and collaborative planning sessions
- developing role of the Key Teacher as Coach, including the establishment of strategies to share professional learning and lead pedagogical growth
- Key Teacher developing a parental engagement strategy to inform and involve the whole school community
- growing network of support and communication between participating schools, facilitated through regular cluster meetings and Key Teacher Days arranged by the AISSA Advisory staff
- increased capacity of the Key Teacher as teacher and leader through their participation in professional learning, cluster groups meetings and professional discussions
- growing connection and communication between schools and the AISSA Advisory staff as they support schools in improving student outcomes in Literacy and Numeracy.

Teachers from four schools have enthusiastically embraced the Teaching ESL Students in Mainstream Classrooms (TESMC) course methodologies and completed the course requirements. These schools are now implementing a whole-school approach to the teaching of Literacy and Numeracy utilising explicit teaching methodologies, scaffolding, inclusive curriculum and practices and a shared understanding of the importance of working collaboratively to address the needs of Indigenous and ESL students across the curriculum.

Four schools participated in a data analysis project that focused on using data to inform teaching and learning. School Teams are being supported to examine and collect school data from a range of sources, including NAPLAN data, and to translate this information into priorities, goals and strategies that are clearly linked to whole of school planning and decision making processes. Each School Team has developed a school-based plan; involving trialling strategies and implementation using an action research approach. Teams are supported by a Consultant who visits schools between workshops to provide ongoing support and advice.

Highlights have been:

- Marion Meier's workshop on using the research about how teachers and schools can use data to inform teaching in ways that lead to improvement in student outcomes — insights and ideas about the value of data to inform practice
- data analysis (what does it mean) and planning intervention strategies (what teaching interventions do I need to do?)
- how data can provide explicit information about targeted/specific strategies
- Anne Bayetto's workshop on differentiation and linking data to teaching and learning plans
- case study examples from schools on data collection, storage, analysis and interventions.

The model of a school-based Local Expert Teacher (LET/Coach), supported by centrally-based

Literacy/Numeracy Consultants is an amalgamation and extension of models of teacher professional learning previously implemented in the **SA Catholic school sector**. In collaboration with their School Leadership Team and Consultant, Local Expert Teachers have not only had a greater role working alongside teachers in their classrooms, but have taken on greater responsibility for school-based engagement with the range of assessment data and analysis to inform teaching strategies for various target groups of students in their school.

In an online survey in December 2010, three quarters of respondent teachers indicated that their Local Expert Teacher, to a fair or great extent, had been influential in the teacher addressing the specific needs of a more diverse range of students. More than half of respondent teachers believe they have increased their capacities to track progress of particular groups of students and to use evidence to design intervention strategies for students with particular learning needs. Over 86% have tried new strategies to meet their students' learning needs, while 96% have had more professional conversations with their colleagues aimed at addressing the needs of targeted students.

From the viewpoint of participating principals, this seems to be contributing to a re-envisaging of what constitutes professional learning and strategic approaches to develop a learning culture within a school community. In the context of a sector-wide review of services in 2011, and aligned to observations from the CMaD National Partnership, these developments in the Literacy and Numeracy National Partnership have the potential to substantially influence future models of support and of professional learning across SA Catholic schools.

In the **Government sector:**

- Some Coaches have led awareness raising activities related to the development of the new Australian Curriculum. Some Coaches have supported teachers and leaders to make the connection between Literacy and Numeracy improvement and the South Australian Teaching for Effective Learning Framework and the DECS Improvement and Accountability Framework through the application of School Measurement and Reporting Tools goals and targets.

- Teachers report that side-by-side planning with Coaches has led to improvements in the provision of differentiated curriculum delivery.

- The establishment of peer-teacher observation, learning circles and communities of practice in a number of schools indicates how the National Partnership work is contributing to renewed collaborative energy and the adoption of a range of evidence-based practices.

- There has been significant resource development in all schools to support Literacy and Numeracy improvement, including the consolidated use of a range of diagnostic tools.

From a survey across all sites, teachers report the following positive impacts on practice:

- enhanced dialogue among teachers and improved willingness to share and reflect on practice and the promotion of a collaborative learning culture within the classroom and across the school community

- development (or re-development) of outcome-driven planning and improvement tools and methodologies so that principals feel able to be more effective 'instructional leaders'

- deeper knowledge of pedagogical content and increasing capability to collect and analyse data and other evidence of student achievement leading to improved learning outcomes

- increasing application of data collection and analysis activity to whole-school planning strategies

- improved management of *Differentiated Learning Programs* for students using explicit teaching and learning cycles together with new techniques to plan, manage and deliver Literacy and Numeracy strategies to complex groups of learners

- resource coordination and enablement where Coaches have identified, obtained, created,

organised and introduced relevant appropriate resources.

Teachers variously report the following positive impacts on student learning outcomes:

- improved tracking and monitoring of student progress and achievement
- improved confidence in Reading and Mathematics learning
- improved achievement indicated by NAPLAN results, the ACER Online Placement instrument and a range of diagnostic tools
- improved student engagement, risk-taking and confidence in Literacy and Numeracy activities.

No negative impacts have been identified or highlighted.

A survey of 300 teachers who had worked one-to-one with the Partnership Coaches during 2009–10 was conducted in September/October 2010 in relation to the impact of the Coach on their practice. There was a 65% return on the survey. More than half of the teachers overall who participated in the Coaching experience have had 20 or more years' experience. Approximately half of the teachers have been in their current school for five years or less, while the other half have been there for six years or longer.

- Survey results show 92% agree or strongly agree that the Coach impacted on their use of data to inform practice.
- Results show 95% agree or strongly agree that the Coach impacted on the development of classroom practice to meet diverse needs of students.
- They indicate 99% agree or strongly agree that the Coach impacted on the development of their repertoire of teaching, learning and assessment practices.
- Results indicate 98% agree or strongly agree that the Coach enabled them to use new resources in their classroom.
- They also indicate 94% agree or strongly agree that working with the Coach led to improved learning outcomes for their students.

Challenges to Implementation/Progress — 1 January to 31 December 2010

Across the **Independent sector** implementation issues for the Key Teacher Initiative are varied according to each school. However a common issue includes managing and planning for wider staff collaboration to allow all staff to feel engaged in this Initiative. School leadership, strategic plans and AISSA advisory support, have been instrumental in helping schools work through these natural and expected implementation issues.

As described in the previous section, the Independent sector Key Teacher Initiative focuses on a targeted cohort of students, and has resulted in a range of individualised needs for each school. The advice and professional support of advisory staff has been a key success factor in the development of tailored approaches. Cluster sharing opportunities each term build networks across schools, including the sharing of ideas and expertise. The development of a shared online space Key Teacher Ning has also been integral in fostering professional dialogue across the schools, as well as provide a repository for sharing resources.

One of the challenges for schools in the implementation of the *Teaching ESL Students in Mainstream Classrooms Program* is staff turnover. Most schools generally encounter minor changes; however one school in particular had a change of approximately 40% of their staff during the year. To assist schools to overcome these challenges, there is opportunity provided for new staff to either join a centrally run course, attend sessions missed at another school-based course, or attend 'catch-up' sessions run centrally. This allows new staff to complete the course with minimal disruption and ensures consistency and continuity of approach throughout the school. Schools are also encouraged to mentor new staff in the implementation of the appropriate inclusive strategies.

School teams involved in the data analysis project focusing on using data to inform teaching and learning are involved in ground breaking work. School projects are having a significant impact on the schools involved. All schools are trying to establish processes to collect and store data in a centralised location and to make this accessible to staff. The dilemma is the huge amount of data that exists in schools and deciding what is relevant. These schools will continue to receive targeted support for this project in 2011. The school teams are keen to explore ways in which the culture of privatised classrooms can be opened up and teaching practice critiqued and developed.

In the **Catholic Sector** the short time frame for implementation has made it difficult to build momentum for reform of approaches within and beyond the participating schools. This has been exacerbated by uncertainty associated with the COAG Reform Council assessment processes. Hence, it has not yet been possible to expand the model to a different cohort of students and to a larger number of schools in order to validate aspects of the implementation model and to fine tune the sustainable features of the consultancy services and of the Local Expert Teacher role.

At the school level, provision of release time, specifically to enable teachers and Local Expert Teachers to debrief and plan after classroom visits, has sometimes been difficult, especially in smaller country schools. The establishment of a Literacy/Numeracy Local Expert Teachers Network and sharing of strategies between school leaders are contributing to increased awareness of possible approaches to this important aspect of facilitating constructive professional interactions between teachers.

In the **Government sector** there has been some Partnership Coach turnover in four of the selected schools due to other career opportunities and a range of personal circumstances. In these instances the replacement Coach has needed time to establish working relationships in order to proceed with the work.

Literacy and Numeracy National Partnership project management ensured prompt filling of Partnership Coach vacancies, providing opportunities for appropriately qualified and experienced teachers from within the school to take up the role of Partnership Coach as a career development strategy. New Coaches were thoroughly inducted into the role, networked with existing Coaches and received ongoing support from a coordinating field officer. All Coaches received intensive professional development focused on skills and knowledge for Coaching, data collection and analysis, pedagogical content knowledge specific to Literacy or Numeracy, networking and sharing information about relevant system initiatives.

Support for Aboriginal and Torres Strait Islander Peoples — 1 January to 31 December 2010

In the **Independent sector**, due to low numbers of Indigenous students in all but one of the identified class cohorts involved in the Key Teacher Initiative, an inclusive intervention model has been adopted. This model recognises that all children are individuals and have unique learning styles, interests and are at different stages of readiness. To provide for these students and improve outcomes, teachers need to create a teaching and learning environment that caters for all students.

The principles behind this model include:

- 'ensuring that all children have access to high quality instruction' (The Response to Intervention (RTI))
- the teacher understanding, appreciating, and building upon student differences
- the teacher adjusting content, process, and product in response to students' readiness, interests, and learning profile.

Tailored support for the one National Partnership school with a significant number of Indigenous students has been supplemented by AISSA projects and initiatives and advice from the AISSA Program Adviser Indigenous/ESL.

The *Teaching ESL Students in Mainstream Classrooms Program* provides explicit teaching

methodologies for Indigenous learners including the teaching of language structure, grammatical choices, relevant vocabulary, and specific and appropriate genre across all curriculum areas. This is further supported through inclusive practices at classroom and whole-school level including cultural perspectives embedded in learning across the curriculum. The provision of professional learning in the areas of digital storytelling, clay animation and movie making assists with student engagement and successful multi-modal task completion.

Catholic schools' strategic plans for school improvement include strategies for addressing the needs of their Indigenous students. The Literacy and Numeracy National Partnership Team has had ongoing interaction with the Indigenous Education Team in relation to case management of Indigenous students in the 21 participating schools.

The 31 selected schools in **DECS** within this Program have an average Aboriginal enrolment of 4% in line with the state average. Partnership Coaches have worked with classroom teachers to ensure that the Literacy and Numeracy needs of Aboriginal students are monitored through their Individual Learning Plans where relevant and early intervention measures are planned as appropriate.

Two schools with higher than average Aboriginal enrolment introduced a range of early intervention strategies including lunchtime activities, homework clubs and specific tracking and monitoring strategies for students below the National Minimum Standard.

Support for Other Cohorts (if applicable) – 1 January to 31 December 2010

Two main foci for Professional Learning in 2010 for the **Independent sector** have been Differentiated Learning and Models of Intervention. Practical planning sessions have been provided for teachers to have time to reflect on the individuals in their cohorts and discuss and plan for the students according to intellectual, emotional, social and cultural needs, with plans for differentiated practice described in the schools' strategic plans. Class demonstration days were arranged for Key and Class Teachers to see one model of differentiation in practice.

Teachers are being encouraged and supported to plan and implement effective teaching and learning programs, using planning structures such as Understanding by Design, enabling all children to be catered for in the classroom according to their interest, readiness and individual learning style. Differentiated practice has been modelled by the Key Teacher when co-teaching in the identified cohort class.

Catholic schools' strategic plans for Literacy and Numeracy included strategies for addressing the needs of particular cohorts of students. Catholic Education's Literacy and Numeracy National Partnership Team maintained ongoing interaction with the sector's Special Education Team, English as a Second Language Team and Behavioural Education Team in relation to their work with specific students in the 21 Literacy and Numeracy National Partnership schools. Wherever possible, a common approach to working with individual students is adopted and members of the various teams share their observations following their respective visits to schools and classrooms.

DECS provides updates on relevant Numeracy pedagogy to educators of students with disabilities through the DECS Special Education Resource Unit newsletter.

Partnership Coaches in collaboration with school leadership have used a range of strategies including: school newsletters, parent information sessions and workshops, development of Mathematics games and 'take-home' kits in Reading and Numeracy for parents.

Showcase — 1 January to 31 December 2010

Across the **Independent sector**, classroom observations and regular meetings with Key Teachers have highlighted a number of activities worthy of showcasing. These examples have been categorised thematically.

- Parental Engagement Strategy: The establishment of Numeracy/Literacy focused sessions where children work collaboratively with the class teacher and Key Teacher to engage in Numeracy/Literacy activities. These sessions, allowing for practice, consolidation and explicit teaching, have been showcased to parents through parent games nights, google.doc sites, handouts and take home packs — the latter reflecting new approaches to homework.

- Effective Leadership: The allocation of regular time slots in staff meetings for the sharing of pedagogical practices and content knowledge and professional discussions.

- Using Data to Inform Teaching: The identification and use of effective diagnostic assessment tools, for example, The Early Years Numeracy Interview, in planning and implementing teaching and learning programs — allowing for differentiated learning.

- Whole of School perspective: Furthering professional knowledge by implementing whole-school professional learning.

- Increased Capacity of Teachers: The use of formative assessment, learning intentions and student feedback as a planning tool to engage students and meet their needs in a purposeful and effective way.

The work of the schools involved in the data analysis project, including the identified processes and models for working with data, will be shared with the sector as it expands into its second phase.

In the **SA Catholic sector**, 21 Literacy and Numeracy National Partnerships schools have each appointed a Literacy or Numeracy Local Expert Teacher who is being supported through a system professional learning network and by centrally based Literacy and Numeracy Consultants from the Catholic Education Office. The Local Expert Teacher works with a teacher in his/her classroom, using data to inform learning. The model also includes in-school professional learning. The model has been based on the multi-level strategy developed through Professor Michael Fullan's work in Ontario, Canada.

The role of the Literacy/Numeracy Local Expert Teacher is consistently acknowledged as the most significant factor by teachers and school leaders, who are reporting increased enthusiasm for teaching Reading and Numeracy, as the case may be in each school. This enthusiasm is reflected by principals' observations of increased professional discussion of students' learning and by teachers' perceptions that student achievement is increasing (encouraged by, but not solely due to, generally improved NAPLAN results).

The Literacy/Numeracy Local Expert Teacher working in the classroom with teachers is seen as the key change and pivotal to success, especially when coupled with a shared whole-school focus on some aspect of student learning and commitment to collaborative design and evaluation of *Learning Programs*. A common, practice-based focus in professional learning across the school supports a school culture and basis for teachers to discuss and observe both student learning and each others' practice. Leadership of learning by principals has been evident in their visible and organisational support of their Literacy/Numeracy Local Expert Teacher.

Whitefriars School (Literacy Expert Teacher) and All Saints School (Numeracy Expert Teacher) are examples of where many of these factors are in evidence and where there exist rich documentary and multimedia records of growth.

As required under the Smarter Schools National Partnership Agreement on Literacy and Numeracy (October 2009) **DECS** commissioned six case studies of successful schools where students are

achieving good results so that effective strategies can be identified and shared. These have very recently been received from the reviewers. Early analysis of these six case studies indicates strong support for the coaching model as implemented in these schools and clear demonstrations of a substantial impact on the school, the staff and the students with whom they worked. The coaching model 'produced deep reform of curriculum, resource usage and management, personnel capacity building of all staff, better supervision of the curriculum by the principal and leadership team, and resulted in grass roots classroom focused leadership' (Reviewers, December 2010).

The reviewers highlighted the following as examples of 'good practice in reform activity'.

- Knowledge capacity building for teachers: By seeing and hearing about critical pedagogy in action in the classroom most teachers engaged in applying new strategies and resources in their own programs in more skilful and rigorous ways.

- Participation in Professional Learning Teams and communities: Coaching was a powerful enabler of professional learning in a range of school contexts.

- Data was used to design improvement: Teachers acknowledged that the use of data would make their teaching more targeted and effective and conversely reduce any defensiveness about their teaching practice.

- Coaching was particularly significant to beginning teachers: Some recently graduated teachers and those who had not had ongoing access to professional development increased their knowledge about teaching methodologies.

- Principals expressed strong support for the program in terms of their own re-skilling and professional learning. Many found that the Coaching Initiative has presented a new model of teacher leadership.

Sustainability

Each **Independent school** in the Key Teacher Initiative has developed a Strategic Plan to reflect current and future direction for sustained Literacy/Numeracy growth and improved outcomes for students. Key Teachers and principals meet regularly to discuss and refine these plans reflecting successes, challenges and new initiatives. This plan is a dynamic document, continually refined and added to. It reflects school-based discussions around sustainability and the broadening of the focus from the individual year level class(es) to a whole-school approach. Based on 2010 reviews, schools are also forward planning for infrastructure and specific strategies for actively engaging staff in the continued sharing of pedagogical practices and content knowledge. They are also planning transition processes from one year to another, ensuring the continued effective handover of student data and information.

A review of the Literacy and Numeracy Key Teacher Initiative in 2010 is currently being completed by an external Consultant. This review will provide direction for AISSA advisers in planning and implementing support structures for 2011 and beyond. This 2010 review will be shared with principals and Key Teachers in February 2011. The intention of this session is to stimulate discussions amongst the twenty National Partnership schools about successes and challenges and provide time for the individual schools to plan strategies for moving the initiative into its next year of implementation.

The increased emphasis on the Key Teacher role of Coach is an essential forward direction for 2011 and in working towards sustainability. In 2010 the class cohort focus has enabled the up-skilling of specific staff and the concentrated focus on improving outcomes for the identified cohort of students. The direction for 2011needs to see this focus area of support filtering to other classes and ultimately throughout the whole school. The Key Teacher as Coach and leader plays an essential role in engaging staff through professional discussions, the sharing of professional learning and the modelling of good practice. Support from principals and Leadership Teams are also an essential feature and regular meetings will continue to be held between AISSA advisers, Key Teachers and principals.

Schools involved in the *Teaching ESL Students in Mainstream Classrooms Program* this year have

indicated interest in having their Literacy leaders complete the new 'How Language Works' course as an opportunity to further develop their understandings in preparation for the implementation of the Australian Curriculum. A follow-up session will be offered to all teachers who participated this year to provide participating schools with the opportunity to share success, build on work completed so far and to work with Consultants on developing concepts further.

In 2011 schools will have the opportunity to utilise the School Measurement and Reporting Tool to facilitate the gathering, monitoring, analysis and reporting of data. Schools in the data analysis project will develop a set of guiding principles for data implementation in schools. It is anticipated these will assist schools to engage with data more effectively. Ways to encourage teachers to work together to critique practice will also be explored. The identified processes and models for working with data will be shared with the sector during 2011.

In the **Catholic sector** the model of a school-based Local Expert Teacher (to be known as Literacy/Numeracy Coach), supported by centrally-based Literacy/Numeracy Consultants, gives promise for future implementation, not the least because principals have seen promising initial impacts during 2010. There is considerable interest in the model outside the 21 participating schools.

However, a few of the participating schools have expressed concern about their capacity to manage the staffing requirements if the National Partnership funding was not available. There has also been variation in the capacity of schools to release teachers to debrief/plan with the Local Expert Teacher following work in the classroom. This is particularly a problem for smaller schools, in which there is less flexibility for staffing.

This matter will be explored with participating schools during 2011 in order to develop and share workable strategies for managing school budgets to implement Literacy/Numeracy Coaches.

DECS selected schools are now adopting a range of strategies commensurate with a whole-school approach to Literacy and Numeracy improvement. Examples include:

- the development of processes to establish Literacy or Numeracy targets that cascade from the site improvement plan to teachers' programs and then to students' individual learning plans

- the development of 'core' programs for specific year levels

- programming to differentiate curriculum for all learners is now being comprehensively documented and passed from one teacher to the next

- professional learning conversations about consistent practices at different year levels are being undertaken and documented in the form of protocols for agreed practice and schedules for testing

- the emergence of teacher sharing at the whole-school level and cluster of schools level including the use of online tools such as Wikis

- the development of collegiate mentoring activities particularly for less experienced teachers

- participation by principals in systemic programs such as Principals as Literacy Leaders and the consequential development of instructional leadership actions, such as collaborative participation in professional development activities and explicit connection between performance development activities and reflection on classroom practice

- new school leadership structures and resource allocations (for example, use of non-instructional teaching time) focusing on curriculum improvement especially Literacy and Numeracy.

Some Coaches have had the opportunity to contribute to the implementation of the DECS Primary Mathematics and Science Strategy by developing resource materials.

The *Professional Development Program* for Partnership Coaches in 2010 emphasised the role of

the Coach in working with school leadership to develop sustainable practices.

Section 5 — Research and Evaluation

In December 2010 the SA National Partnerships Council — Schooling endorsed a proposal for a series of evaluations led by Council to be undertaken at strategic points in the SA Smarter Schools National Partnerships implementation cycle.

The Council-led evaluations will relate to the student centred outcomes focus in the five areas outlined, with one evaluation project directed at some critical aspects for each of the areas:

1. Increasing student engagement and attainment through case management, mentoring and other personalised support
2. Achieving better student outcomes through whole of school approaches
3. Lifting whole of school student outcomes through strengthening school leadership
4. Maximising student learning through teachers teaching differently
5. Building connections between students, schools and communities through authentic community engagement.

The development of the key evaluation specifications for each of the five Council-led evaluation projects will be informed by the findings (and experiences) of the sectors' evaluation work and directed at specific strategic aspects where there is a need for further and/or consolidation of findings. Because of this, the first Council-led evaluation projects will not commence until 2012, although preparation for this would need to commence in late-2011.

The Council-led evaluations build on the Framework for a State-level Evaluation that was endorsed by Council in February 2010. In particular, the Framework's student centred outcomes focus in five areas; guiding principles, key questions and methodologies (including data gathering) apply to the Council-led evaluation. However, there is now a greater direct role for sectors in relation to evaluation of the SA Smarter Schools National Partnerships, as they are undertaking and managing the majority of evaluation work within their own sectors.

Because of the delay in commencement of State-level Evaluation activity as originally proposed, each sector has undertaken evaluation activity in 2010 that is described here and elsewhere in this report.

AISSA has used several different methodologies to monitor, review and evaluate their programs. For example, feedback was sought from participants in their *Leadership Program* and the *Early Career Teachers Program* that indicated participants benefitted from their participation, and an action research approach has been adopted by the four school Teams participating in the data analysis project. An external review has been conducted of the *Literacy and Numeracy Key Teacher Initiative,* as outlined in the previous section of this report. AISSA is planning to continue to review and evaluate other National Partnership Programs.

In the **Catholic school sector**, Dr Neville Highett was contracted to provide strategic advice on the design, direction and methodologies for evaluation of initiatives in the three Smarter Schools National Partnerships in the sector. Dr Highett will also provide professional learning to build capacity of National Partnership Team members in evaluation, as required, and ongoing monitoring and review, with a view to informing future planning of programs.

Online surveys were undertaken in December 2010 for the:

- Literacy and Numeracy National Partnership
- Communities Making a Difference National Partnership
- *Early Career Teachers Program* within the Improving Teacher Quality National Partnership.

Three other components of the sector implementation plan for Improving Teacher Quality were reviewed during 2010:

- *Principal Consultant Program*, supporting all 103 principals in the SA Catholic sector
- *Deputy Principal Support Program*
- *Discernment and Foundation Program*, for future and emerging leaders.

DECS has outlined a rigorous evaluation for major approaches used within each National Partnership that will not only assess the effectiveness of approaches used in Partnerships schools, but also provide evidence for decision making on the potential to implement these approaches at a system level.

Within CMaD examples of evaluation activity include:

- a total of five specific program logics, with outcomes and potential performance measures, have been prepared by working groups for major programs in CMaD
- three separate tenders have been planned for 2011: ICAN, Mentoring and Youth Development.

For Literacy and Numeracy evaluation activity included:

- tracking and monitoring the progress of outputs and outcomes for the National Partnership (2009–2011) that demonstrate the impact of the implementation strategy on improving student achievement outcomes (as measured by the NAPLAN tests)
- preparation of rich up-to-date information and feedback about the progress and impact of National Partnership activities from administrators, stakeholders and client groups to inform future policy directions and investment decisions.

Milestones, other than targets, have been designated completed if the milestone as described has been met. In some instance, milestones have also been designated as being completed and ongoing because the milestone activity, as described, has been met for 2010 and is also continuing into subsequent year/s.

Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone *Quantitative and Qualitative*	If not achieved or partially achieved, reasons why *Qualitative*	Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*
Provide feedback to MCEECDYA and AISTL on draft national professional standards for teachers as individual sector responses **(ALL)**	**AISSA** Completed. The AISSA provided feedback, including a submission and contributions to submissions from the Independent Schools Council of Australia in May 2010. **CESA** Completed. Following consultations with school leaders, parents and CESA consultancy teams, the sector response to Draft Professional Standards for Teachers was forwarded to AITSL in May 2010. **DECS** Completed. Statewide consultation on the National Professional Standards for teachers was conducted and a comprehensive report provided to MCEECDYA in May 2010.		
Each sector will consider opportunities to adapt operations, including professional learning, appropriate to each sector **(ALL)**	**AISSA** Completed. Initial discussions have occurred about the potential implications for professional learning provided by AISSA. **CESA** Completed. Incorporated into work with Early Career Teachers, discussed by the		

	Learning and Student Wellbeing Team consultancy, and information from AITSL on professional learning opportunities distributed to appropriate stakeholders. **DECS** Completed. Information from AITSL on professional learning opportunities distributed to appropriate stakeholders.		
Provide recommendations to State Minister for Education July 2010 on work and future role of the SA Teacher Education Taskforce **(ALL)**	Continuing The Minister has been kept informed about the work of the Teacher Education Taskforce. Although the final report from the Teacher Education Taskforce to the Minister, which includes recommendations, has not been finalised, the ground work and analysis are already being used to inform further work in this area.	The complexity of the work being undertaken and the preparedness of the Taskforce to move into 'uncertain' territory in order to introduce 'new ways' and ground breaking approaches has taken longer than originally envisaged.	The final report, with recommendations, is due to go to the Minister in coming months.
Development of future options for continuous consultation on teacher attraction, development and retention (July 2010) **(ALL)**	Completed and ongoing Research and work of the Teacher Education Taskforce has been instrumental in guiding the attraction and retention strategies in the National Partnerships. The **Catholic sector** continues to refine professional development delivery and modes, particularly Induction Models for Early Career Teachers, and attraction of Indigenous people to teaching and early childhood education.		
Sector experiences shared eg through seminar, and reports (ongoing) **(ALL)**	Completed and ongoing Sectors have shared their experiences through both formal and informal mechanisms. Formal mechanisms include: • SA Teacher Education Taskforce and subcommittees • SA National Partnership Council – Schooling sector reports and working groups • consultation processes for the National Standards for Teachers		

	• sectors' Annual Reports and the Smarter Schools reporting processes. An example of an informal mechanism is the meeting held between key personnel in two sectors to investigate opportunities for collaboration in relation to professional development activities.		
Review of SA Centre for Leaders Education **(DECS)**	Completed. Review was completed by KPMG consulting firm. Report was presented to stakeholders. Recommendations implemented include those related to strategic role and purpose, governance and management structure, business model and program delivery.		
Final 2 sessions with 65 Aspiring Leaders from 12 regions participate in Face to Face Program **(DECS)**	Completed. The final two sessions with 65 Aspiring Leaders from 12 regions were completed prior to the second *QSchool* series of four full-day workshops with 130 participants.		
Initial 2 sessions for 45 Aspiring leaders program (*Q*School Pre-School) **(DECS)**	Completed. The four full-day workshop series of *QSchools* was conducted with 46 aspiring Early Years Leaders and Preschool Directors.		
Introduction of programs for Corporate and Regional sites **(DECS)**	Completed. Forty regional and corporate personnel who aspired to site leadership participated in this *QSchool*, which included a five day block of work shadowing a site leader.		
Trial of e-portfolios as a professional learning and career planning tool with 65 leaders **(DECS)**	Trial completed. Those members of the initial group of 65 aspiring leaders who trialled e-portfolios found the proposed system unworkable. The second iteration of e-portfolios has proved to be more successful. This innovation is now being pursued through the Improved Performance Development Management and National Professional Standards for Teachers Initiatives.		
Implement recommendations of SA Centre for Leaders Education Review **(DECS)**	Completed. The review recommendations about strategic role and purpose, governance and management structure, business model and program delivery were foundational to the planning of a suite of new		

	programs that have improved the delivery of *Leadership Programs* to leaders in the field.		
Develop Leadership Strategy **(DECS)**	Continuing. A leadership strategy was drafted in preparation for consultation with stakeholders.	Further refinement of the leadership strategy and opportunities for stakeholders to contribute to this development is essential.	This work is continuing and is being integrated with the development and introduction of the National Principal Standard.
Continued exploration of career planning tools **(DECS)**	Completed. The Quality Leadership Team convened an initial consultation on the AITSL National Principal Standard as a tool for principals to plan and progress career outcomes. Professor Dame Pat Collarbone provided expert input to understanding the process of constructing the standard and gathered feedback from key stakeholders. The 2011 National Principal Standard trial will create further opportunities for SA leaders to collaborate in their exploration of the National Principal Standard.		
Appointment of coaches for Professional Leadership programs for 100 Aspiring Leaders **(DECS)**	Target exceeded. Nineteen new leaders joined the *Coaching Program* 'Coach in a Box'. Workshops were conducted for experienced principals on coaching to support the *Aspiring Leaders Program* in one region. A two-part workshop series titled 'Leaders as Coach' facilitated by Dr Neil Carrington was held for 75 leaders. Dr Neil Carrington also provided a workshop on coaching to the 65 aspiring leaders in *QSchool*.		
Explore opportunities to develop cross sector leadership speaker programs **(DECS)**	Completed. **AISSA** and **DECS** collaborated to plan cross sector engagement in *Leadership Programs*, for the 2011 year.		

Implementation of the leadership program, 20 participants **(AISSA)** 15 participants (Jan – Jun) 20 participants (Jul – Dec)	Target exceeded. The AISSA *Leadership Program* was implemented, with 254 leaders attending a total of 770 times at 27 workshops/keynote presentations.		
One seminar on school governance, 15 participants (Jul – Dec) **(AISSA)**	Target exceeded. Two school governance seminars were held, with a total of 53 participants attending.		
Evaluation of Deputy Coaching program by external body **(CESA)**	Completed. Evaluation report, accepted by CESA senior leadership in June 2010, will be launched publicly in March 2011. Four regional meetings are planned to look at themes arising from coaching sessions, to allow for closer integration between needs of Deputy Principals and professional learning opportunities provided through the **Catholic Education Office.**		
Evaluation of Discernment and Foundation Program designed **(CESA)**	Completed. Evaluation of program in June 2010 led to introduction of a *Mentor Program* for participants moving into their second year in 2011. Each of the 30 participants has been matched with an experienced Deputy Principal, who will act as mentor throughout 2011. Participants will begin the Program with a three day live-in retreat. Each will spend the equivalent of six hours per term with his/her mentor, either in work shadowing, school visits/observation, or planning and goal setting meetings.		
One session with Deputy Principals to consolidate the Deputy Coaching model **(CESA)**	Completed. A consolidated session was held in March 2010, attended by 47 of 58 Deputy Principals in the 2009 Program.		

Number of applications for Deputy Principal and Principal positions across the range of schools in the sector. **(CESA)**	Completed. During 2010, 85 applications were received for 14 Principal appointments in the 88 SA Catholic diocesan schools. These schools consisted of: • twelve primary and two secondary schools • nine in metropolitan Adelaide and five in SA regional areas. For the 22 Deputy Principal appointments during 2010 in diocesan schools, 115 applications were received. These schools consisted of: • seventeen primary, four secondary and one middle school Nineteen in metropolitan Adelaide and three in SA regional areas.		
Senior Leader reviewing support for Principals in the CMaD National Partnership **(CESA)**	Completed. The Senior Adviser-School Reform supported 12 CMaD school principals throughout 2010 and undertook preliminary planning with the ten schools beginning in 2011. Principals were supported to develop and implement strategic plans for school reform, with a focus on pedagogical reform to achieve improved learning outcomes for all students. An important aspect of this was providing school-specific strategic advice on managing whole of school approaches to engage all staff in setting and working towards agreed school goals. In November 2010, Professor Michael Fullan worked with individual principals and Leadership Teams from CMaD schools to refocus their strategic planning for 2011.		
Annual report for AGQTP projects **(CESA)**	Completed and submitted December 2010. Seventy Teachers from 30 schools participated in four cross curricular/whole-school projects.		
Number of principals undertaking professional development and receiving support targeted at improving school performance **(CESA)**	Completed and ongoing. All 103 CESA schools have regular and on-call contact with a Principal Consultant. Through the *Principal Consultant Program*, a total of 30 school leaders undertook professional learning in sessions on Mediation Skills for Leaders, Media Training for Principals, The Principal as Leader of Learning, Planning for Non-Government Schools Registration and Focused Observation for Improved Teaching and		

	Learning. In addition, individual Principal Consultants provided professional learning for their cohort of principals according to identified needs. Supporting principals as educational and religious leaders is a central function of the *Principal Consultant Program*. In 2011 the Principal Consultants Team is reviewing the professional learning and support offered to principals, with a view to closer alignment between each principal's personal learning and their school's strategic improvement plan. The Principal Consultants Team will engage more actively with principals to identify and support emerging school leaders and is also establishing stronger links with the Catholic Education Office Learning & Student Wellbeing Team with a view to more targeted and integrated support for school improvement.		
Leadership programs cater for diverse range of leaders' needs **(CESA)**	Completed. A total of 36 school leaders from 12 schools participated in three forums led by Louise Bywaters and a Senior Education Adviser. These forums examined a systemic model of evidence based school improvement, incorporating professional learning and mentoring support for school leaders. In the forums, participants examined a range of practices, questions and issues through input from the facilitators and professional dialogue with peers. Participants also designed school-based professional learning inquiries to examine aspects of whole-school approaches to evidence based improvement. These inquiries were completed by eight schools during the year, with reporting and discussion at the final forum. In their evaluations of the Program: - seventy percent of participating school leaders reported greater understandings of school wide practices of evaluation and how data can be used to inform school improvement - seventy percent reported increased capacity to lead school wide evaluation and the use of data to inform school improvement		

	• sixty percent reported enhanced consistency of their teachers' assessment practices and teaching practices informed by evidence of learning.		
Ongoing involvement in relevant ARC research projects **(ALL)**	Completed and ongoing. The **AISSA**, **CESA**, and **DECS**, with key partners including the University of SA, are participating in the Australian Research Council project 'Addressing the Exodus: Enhancing Early Career Teacher Resilience and Retention in Changing Times.' This research is investigating how beginning teachers develop resilience and sustain their commitment to teaching.		
Ongoing cross sector input on new pathways model(s) and strategies development **(ALL)**	Completed and ongoing. All three sectors have monitored national developments, participated in discussions in South Australia and explored opportunities.		
Develop targeted recruitment strategies for identified areas of demand following analysis of the data surveys and research arising from the SA Teacher Education Taskforce **(DECS)**	Continuing. Although the SA Teacher Education Taskforce Report was delayed, existing targeted graduate recruitment strategies for identified areas of workforce demand have successfully continued, such as the Country Teaching and New Beginnings Scholarships with areas of workforce demand identified through various DECS, state and national workforce planning reports.	Due to the delays in finalising the taskforce report, it has not yet been possible to fully utilise the data from the report.	On completion of the Teacher Education Taskforce Report and collation of all workforce data, recruitment strategies will be further refined. DECS has held a preliminary meeting with Teach for Australia to explore the possibility of a pilot program targeting secondary Mathematics and Science teachers.
Participate and contribute to the ARC research project **(DECS)**	Completed. Participation and contribution to the ARC research project 'Addressing the Exodus: Enhancing early career teacher resilience and retention in changing times.' Project outcomes to-date include the development of the paper 'A Framework of Conditions Supporting Early Career Teacher Resilience' and a presentation on the provision of 0.1 FTE additional release time for teachers with recommendations for how this time can be used most effectively.		

Implement a beginning teachers program with at least 20 participants **(AISSA)**	Target exceeded. The *Beginning Teachers Program* is underway with six workshops held to 30 June 2010, with on average over 20 participants. In addition, the *Down the Track Program* for Beginning Teachers on curriculum planning was implemented with three workshops held by 30 June 2010, with an average of 18 participants.		
Update Database of Beginning Teachers **(CESA)**	Completed. Data collected regarding Beginning Teachers now includes their start date, tenure, employment status, professional learning and records of interactions with Early Career Teacher Consultants. Information is now compiled from employment and payroll records, rather than self reporting and school leaders' reports once a term. The method reliably includes all Early Career Teachers (ECTs) and provides accurate information regarding current employment status of teachers. The table below depicts the numbers of teachers supported through the Program during 2010.		

	Term 1	Term 2	Term 3	Term 4
Schools	77	79	84	84
1st yr ECT	136	148	193	193
2nd yr ECT	129	130	131	131
New to CESA	58	66	67	66

The register has enabled the ECT Consultants to begin tracking career progression and transition of ECTs between schools. This will contribute to information regarding retention of teachers in the Catholic sector.

Consultants visited each Early Career Teacher (ECT) in regional areas at least once per term, while ECTs in metropolitan Adelaide were visited at least once per semester.

Evaluate and review Beginning Teachers program **(CESA)**	Completed.		
	An online evaluation survey was distributed to all ECTs in late November 2010, seeking feedback on aspects of the *ECT Program*. In this survey:		
	86.5% of respondents to the survey indicated the ECT project has assisted their work as an ECT 87.3% agreed that it was important that Consultants worked with school leaders and coordinators as well as ECTs 66.4 % indicated the school has appointed a mentor for them.		
	The percentage of respondents who agreed or strongly agreed that aspects of the project had assisted them as Early Career Teachers were:		
	- School visits 85.4% - Weekly email contact 76.6% - Induction module 66.4% - Professional learning 65.8% - Off site support 54.4%		
	Off site support included telephone contact, email exchanges and/or meetings, in addition to school visits and professional learning opportunities. This has developed as the ECTs have built a relationship with the ECT Consultants and has been used most often as a response to a particular acute need identified by the teacher. This is included as support for 'at risk' teachers or 'at risk' moments for new teachers.		
	In addition, 39.1% of respondents reported that Consultants have assisted with negotiating transition between different teaching positions. This has included support with building skills in writing applications, interview techniques and sourcing possible school settings.		
	In early 2011, this ECT survey will be complemented by a survey of principals and the supervisors/mentors of Early Career Teachers.		

Number of Assistant Principal – Religious Identity and Mission (APRIM) positions **(CESA)**	Completed. During 2010, 33 Assistant Principals – Religious Identity and Mission had commenced in 24 primary schools, five R-12 schools, one middle School (Years 6–9) and three secondary schools. A further 16 APRIMs will commence at the start of the 2011 school year, in 12 primary schools, two R-12 schools, one middle school (Years 6–9) and one secondary school.		
Number of Study Incentive Program applications, and number allocated, including ESOs undertaking teacher/early childhood pre-service qualifications **(CESA)**	Completed. All 345 school-based applicants for Study Incentive Program assistance in eligible activities were provided with assistance towards HECS or course fees during 2010. The table below summarises various categories of applicants and the number who undertook pre-service qualifications in teaching or early childhood education: Two of the 18 employees undertaking pre-service qualifications withdrew during the year.		
Ongoing Cross sector involvement in the **SA Teacher Education Taskforce** and assessment of outcomes of the Teacher Quality Steering Committee Teacher Quality Research Subgroup for possible implementation in SA **(ALL)**	Completed and ongoing. All three sectors contributed to the work of the SA Teacher Education Taskforce, to explore greater efficiencies and more effective preparation strategies in *Pre-service Teacher Education Programs*. The Taskforce is collecting staffing information from schools to assist in the development of a workforce planning tool and participating in extensive discussions with the universities on enhancing the practicum placement arrangements.		

Employed role	Total applicants	Pre-service qualifications in teaching/early childhood education
Education Support Officer	42	9
School Assistant	56	7
Out of School Hours Care Worker	5	2

Collaboratively with tertiary providers implement a pilot that is monitored and supported through the establishment of a support group consisting of DECS and tertiary providers **(DECS)**	Continuing. A pilot project plan has been developed and submitted for approval. A support group has been established to further this work.	A longer timeframe has been taken in this stage of the project to maximise engagement by the tertiary sector and to provide for genuine stakeholder participation.	Pending approval, the *Pilot Program* will be implemented in 2011.
The initial longitudinal survey will develop baseline data that will establish an understanding of career intentions and current levels of skills and or qualifications and track progress of career development **(DECS)**	Completed and ongoing. The first round of the longitudinal survey was conducted with Aboriginal Community Education Officers (ACEOs) in late-2009. Base line data was collected and analysed. Of the 90 responses, 40 ACEOs indicated an interest in upskilling to teaching careers.		
Offer assistance, including mentoring and advice, to any Indigenous student from the independent sector seeking to become a teacher **(AISSA)**	Completed and ongoing. Program concept developed through discussions with principals and experts. Principals advised that assistance is available for Indigenous students seeking to become a teacher. One potential student identified.		
Information on career development pathways provided to schools to provide to Indigenous non-teaching staff **(AISSA)**	Completed. Indigenous traineeships in regional schools implemented. Program established to provide accredited training for non-teaching employees.		
Indigenous students surveyed re their career aspirations **(CESA)**	Completed. All 122 Indigenous students in Years 10, 11 and 12 in Catholic schools were surveyed regarding their career aspirations at the start of the 2010 school year. The survey for 2011 has been developed and will be sent to senior secondary students in February 2011 for return in early March 2011.		
Continued case management of Indigenous senior secondary students **(CESA)**	Completed and ongoing. The Catholic Education Office Indigenous Education Team continues to provide personalised mentoring support to Indigenous senior secondary students in Catholic schools.		

Support for Indigenous students to explore possible career pathways by using the new SACE Personal Learning Plan, ongoing case management and mentoring **(CESA)**	Completed and ongoing. Project Officer (additional 0.1FTE) appointed. Senior secondary Indigenous students have participated in ongoing case management and mentoring services, including tours of universities and personalised visits as applicable. Significant collaboration with the Catholic Education Office Vocational Education Team has supported Indigenous students in career and vocational pathways and decision-making.		
Number of Indigenous employees identified **(CESA)**	Completed. The August 2010 census indicates that there are two full-time and two part-time employees in CESA schools who self identify as being Indigenous. Three of these employees are teachers. Within the Catholic Education Office, there are two full-time and two part-time employees who self identify as being Indigenous.		
Regular dissemination and distribution of Teacher Quality Steering Committee minutes and paper to each sector **(ALL)**	This milestone no longer applies as the Teacher Quality Steering Committee was disbanded on the establishment of AITSL.		
Access to AITSL information and papers via Sector or State nominees as appropriate **(ALL)**	Completed and ongoing. **AISSA**, **CESA** and **DECS** sites participated in the validation of the National Professional Standards for Teachers Access to AITSL information and papers via sector or state nominees as appropriate distributed in all three sectors and Teachers Registration Board. DECS Manager Quality Leadership is a member of the AITSL Expert Steering Group for the Principal Standard. This will inform the continuing development of professional learning for DECS and SA leaders. The AISSA has received reports on AITSL developments and monitored AITSL's website which contains key documents**.** Specific DECS involvement includes: • DECS consultation report on National Professional Standards for Teachers forwarded to MCEECDYA in May 2010		

	• DECS officers participated in the AITSL Stakeholder consultations • DECS officers and teachers participated in focus group session determining the applicability and usefulness of The Standards during the validation phase • support to Beginning and Teachers Returning to Teaching given via two-half day workshops and resources.		
AST Review of: • validity and reliability of assessment processes • potential to align National Professional Standards with the AST reward and recognition program • access to an accelerated pathway through AST assessment, for highly accomplished and lead teachers new to the profession **(DECS)**	Completed and ongoing. The Advanced Skill Teacher (AST) Review was initiated and three meetings held with the Australian Education Union. The review has not been completed and a moratorium was instituted on AST assessments and fifth year AST re-assessments to be completed in 2011. The moratorium will allow time to thoroughly review the AST reassessment process, ensuring a quality process is developed and potentially allows for improved alignment of the criteria with the national Professional Standards for Teachers. DECS has acknowledged the importance of an accelerated pathway for early career, highly accomplished and lead teachers. In principle support is given to addressing this through the AST review.	Due to increased workload resulting from the Enterprise Bargaining Agreement handed down in 2010, partners were unable to meet frequently enough to complete the AST review.	The review is continuing and is due for completion in mid-2011.
Step 9 processes established and disseminated with implementation support for teachers and leaders **(DECS)**	Completed. A new Step 9 competency based remuneration step that recognises and promotes high quality teaching practice was introduced for DECS teachers. The new Step 9 increment will be available to Step 8 teachers who have completed 207 duty days at that level and will recognise high quality classroom teaching, the criteria of which is assessed in terms of: • knowledge base about student learning • high quality instruction • proficiency in specialised areas of learning • implementation of targeted teaching strategies and skills • improved student performance and educational outcomes • acting as a role model and mentor to less experienced teachers.		

	Statewide information sessions and Unpacking Step 9 Criteria workshops were run with over 1,500 teachers and leaders during September, October, and November 2010. Step 9 is an opportunity for an increased number of high quality teachers to receive recognition of excellent practice and high capacity to contribute to improving educational outcomes with their students and colleagues. This process will be grounded in performance management and development practices already in place.		
Data collected on numbers of Advanced Skills Teachers in Low SES sites **(DECS)**	Completed. At 20 December 2010, there were 22 ASTs and 737 Step 9 teachers in Low Socio-economic Status sites (Category 1, 2 and 3 Index of Educational Disadvantage).		
Mentoring and Quality Teacher professional development programs provided for ASTs **(DECS)**	Completed. A full-day mentoring workshop was conducted for 80 current and aspiring ASTs, focusing on building capacity and developing teaching and learning practice.		
Conduct consultation of Draft National Professional Standards for Teachers **(DECS)**	Completed. Consultation on the Draft National Professional Standards for Teachers was conducted and feedback provided to MCEECDYA. The consultation included: • a communication circular to all site leaders elaborating on the background, purpose and potential use of the standards • distribution of research summaries and a flier summarising the National Professional Standards for Teachers to all sites via the Regional Leadership Consultants • five full-day workshops and one online discussion, funded for leaders, ASTs and lead teachers, as nominated by their line managers • focus group interviews with teachers in Low Socio-economic Status schools • the creation of a DECS webpage with copies of the National Professional Standards for Teachers.		
Timely information provided to schools on any national developments and	Completed.		

opportunities for schools. Consult with schools on any draft national professional standards and accreditation arrangements and provide comments to MCEECDYA/AITSL **(AISSA)**	The AISSA distributed information to schools on the draft standards, discussed the draft standards at meetings of principals, held two workshops, attended information sessions, developed a submission and contributed to submissions by Independent Schools Council of Australia and the Teachers Registration Board.		
Consider opportunities to adapt AISSA's operations, including the professional development provided to teachers and school leaders following the development by AITSL of national professional standards and accreditation arrangements. The timing is dependent on national developments **(AISSA)**	Completed and ongoing. Initial consideration given to the potential implications and opportunities for AISSA's operations, including professional development.		
Timely information provided to schools on national developments and opportunities for schools **(CESA)**	Completed and ongoing. Following several consultation forums with school leaders, parents and Catholic Education Office consultancy teams, the sector response to Draft Professional Standards for Teachers was forwarded to AITSL in May 2010.		
Consider opportunities to adapt CESA's operations, including the professional learning provided to teachers and school leaders following the development by AITSL of national professional standards and accreditation arrangements. The timing is dependent on national developments **(CESA)**	Completed and ongoing. The draft Professional Standards were incorporated in the Catholic sector's *Early Careers Teacher Program* in 2010. This Program will continue to use the professional standards in professional learning and in work with Early Career Teachers, mentors and school leaders. The Catholic Education Office Learning and Student Wellbeing Team undertook preliminary planning to incorporate draft Professional Standards for Teachers in its professional learning activities across SA Catholic schools.		
Improved quality pre-service teacher placements ensuring broader exposure to a range of school/centre cultures including hard to staff schools (cross sector) **(DECS)**	Completed and ongoing. The Teacher Education Taskforce researched issues relating to the pre-service practicums for SA pre-service teachers, mentor teachers and tertiary providers. Consultation sessions regarding the concept of, requirements for and intended outcomes of the DECS School Centres for Excellence was conducted with Principals' Associations, Regional Directors and Leadership Teams, HR Reference Group,		

	Workforce Development Reference Group and the DECS National Partnership Reference Group. This wide consultation ensured that the *School Centres for Excellence Program* is relevant to system wide attraction and retention issues for new recruits and the existing workforce in harder to staff Low Socio-economic Status schools.		
Develop policy and selection guidelines for the identification of School Centres of Excellence **(DECS)**	Completed. A governance group was established to oversee DECS Recruitment and Selection projects including the DECS *School Centres for Excellence Program*. An Expression of Interest process and criteria for selection were developed for DECS School Centres of Excellence.		
Pilot one School Centre of Excellence **(DECS)**	Completed. The DECS *School Centres of Excellence Pilot* project was implemented in November 2010 in the Eyre and Western Region after consultation with the Regional Director. This ensured relevance to local issues for attraction and retention in the region and the recruitment potential offered by attracting final year pre-service teachers to schools in that region. The pilot School Centre for Excellence was a grouping of three schools in the town of Port Lincoln and eight final year pre-service teachers and teacher mentors participated.		
Information and assistance provided to schools on establishing School Centres of Excellence **(AISSA)**	Completed. Concept of partnerships with universities being pursued with universities through the SA Teacher Education Taskforce. Initial information provided to schools on establishing a School Centre of Excellence.		
Information and assistance provided to schools on establishing School Centres of Excellence on request **(CESA)**	Not commenced as no schools requested information.		
Workforce data **(ALL)**	Completed and ongoing. All three school sectors have contributed data relating to teachers to the Workforce Supply and Demand Modelling project for the whole of South Australia. Development of the model is ongoing, being based primarily on data relating to gender, age, years of teaching experience, full-time/part-time status and casual/contract/permanent positions held, in order to give a fully		

	informed picture from which to make recommendations for the future.		
Collection of data from existing workforce on qualifications and skill areas **(DECS)**	Completed. A census of the current teaching workforce was undertaken to up-date details relating to qualifications and subjects able to teach. Achieved approximately 90% response rate. Extended the census to update details relating to qualifications and subjects able to teach to include preschool teacher and ancillary workforce.		
Phase 2 of demand/supply model developed **(DECS)**	Completed and ongoing. Significant progress was made regarding the development of a revised workforce supply and demand forecasting model. - Phase 2 of the demand/supply model was developed in collaboration with the Australian Institute for Social Research. - Report from the 'Over 45 Career Intention' teacher workforce survey was finalised. - A labour market analysis was conducted in partnership with the ABS for the SA teacher workforce. - The draft report for the Employable Teacher Register and Workforce Projections was completed.		
Performance Development Pilot implemented **(DECS)**	Completed. A *Quality Performance Development Pilot Program* was implemented with three different cohorts of teachers and leaders including: - over 100 individual leaders and teachers from 33 sites in the Barossa region - fifteen leaders and teachers from five Intensive sites - twelve statewide Aboriginal Community Education Managers. The Program achieved the following outcomes: - determining a recommended skill set to promote mutual responsibility for performance management/development - raised awareness with participants about the value of leading and developing rather than managing performance - trialled National Professional Standards for Teachers		

	• provided professional development in coaching/mentoring in performance development • developed proformas/frameworks and e-portfolios that assist teachers to maintain an evidence based portfolio (Curriculum Vitae) that provides a continuous record of their performance development • developed a conceptual framework for performance development and management and continuous improvement in sites linked to professional learning and national professional standards.		
Quality teacher and leaders trial e-portfolios to collect evidence and demonstrate capabilities against draft national professional standards **(DECS)**	Completed. The introduction of online e-portfolios was picked up by 12 site leaders who participated in a four week workshop series titled 'Why e-portfolios?' Teachers have begun to use e-portfolios to track performance and align skills with the National Professional Standards for Teachers.		
A range of performance development and management training workshops, resources and strategies developed in partnership with stakeholders. resources made available to DECS leaders, teachers and corporate employees **(DECS)**	Completed. Workshops focusing on performance development were integrated with Step 9, Quality Leader and *Regional Leadership Workshop Programs.* Resources were developed and made available via the Teacher Quality website to support teachers and leaders to plan for and to conduct performance discussions.		
Stakeholder participation in review and development of performance development policy and guidelines **(DECS)**	Completed. The review of the DECS Performance Management policy was informed by feedback from the Crown Solicitor's Office and Principals' Associations and participation of leaders in the Performance Development Pilot. Broad consultation on the first three draft documents of a new Quality Performance Policy suite was conducted with teachers and leaders. The suite includes a high level Quality Performance Policy, a Performance Development and Review Framework and guidelines for Managing Unsatisfactory Performance. The policy will apply to all DECS employees and consultation has included unions, employees, teachers, and leaders across DECS. In 2011 it is planned to add guidelines for probation,		

	induction and career planning.		

Performance management and continuous improvement included in the AISSA Leadership Program **(AISSA)**	Completed. Performance management and continuous improvement were covered in various modules of the *AISSA Leadership Program.*		
School leader and teacher forums in metropolitan and rural locations **(CESA)**	Completed. There were 32 introductory and subject specific workshops held in metropolitan and four regional locations. Over 120 principals and curriculum leaders attended introductory workshops. Attendance at Subject workshops were: English – 60+; Mathematics – 73; History – 54; Science – 46. Catholic Education Office Consultants incorporated engagement with the draft Australian Curriculum into numerous school-based professional learning sessions.		
Develop sector plan to support school leaders' preparation for implementation of Australian curriculum in place **(CESA)**	Completed and ongoing. A CESA Australian Curriculum Reference Group was formed in 2010, with representation from schools and the Catholic Education Office. This reference group will meet in early 2011 to identify any necessary realignment in professional learning and consultancy support to schools. In addition, a broader strategy of support for 2011 and professional learning models will be considered.		
Consultancy support expanded to support school leaders to plan for and implement the Australian curriculum, including pedagogy, subject content, cross curriculum perspectives and school structures **(CESA)**	Completed. Three new Consultants were appointed to the Catholic Education Office Learning and Student Wellbeing Team in 2010 to support schools in implementing the Australian Curriculum in primary Science, secondary Science and for History.		

Milestones, other than targets, have been designated completed if the milestone as described has been met. In some instance, milestones have also been designated as being completed and ongoing because the milestone activity, as described, has been met for 2010 and is also continuing into subsequent year/s.

Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone *Quantitative and Qualitative*	If not achieved or partially achieved, reasons why *Qualitative*	Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*
List of schools receiving support including reform strategy and scope of approach **(All)**	Completed. The list of schools for all sectors for 2010 is available from the DEEWR website http://deewr.gov.au/Schooling/Programs/SmarterSchools/Documents/SASchools100610.pdf **AISSA** SCOPE • School Diagnostic Review • Development of School Improvement Plans • School Governance • Principal Leadership • Aspiring Principals • Provision of in-school support. All seven eligible schools have been consulted and are accessing support and services in some of the above areas. **CESA** Whole of school approaches have been negotiated in 12 participating schools to develop and implement Strategic Plans for school reform, with a focus on pedagogical reform to achieve improved learning outcomes for all students.		

	DECS		
	The DECS approach to CMaD is centred around four main areas:		
	• targeted support for young people		
	• whole-school improvement, leadership and effective teaching		
	• community engagement		
	• recruitment and selection.		
	Due to the large number of schools involved and range of programs, please refer to the website below for a school listing and individual school plans on school websites for program scope:		
	http://deewr.gov.au/Schooling/Programs/SmarterSchools/Documents/SASchools100610.pdf		
List of schools that have undergone the CMaD diagnostic review **(AISSA/DECS)**	Completed.		
	AISSA		
	Three schools have undergone the diagnostic review:		
	• Portside Christian College		
	• Sunrise Christian School, Whyalla		
	• Unity College.		
	DECS		
	Sixty-five schools underwent the Low Socio-economic Status diagnostic review in 2010. These were:		
	• Amata Anangu School		
	• Andamooka Primary School		
	• Ascot Park Primary School		
	• Barmera Primary School		
	• Brahma Lodge Primary School		
	• Burton Primary School		
	• Cambrai Area School		
	• Carlton R-9 School		
	• Ceduna Area School		
	• Christies Beach High School and Southern Vocation College		
	• Christies Beach Primary School		
	• Clovelly Park Primary School		
	• Craigmore High School		

	• Craigmore South Primary School • Edithburgh Primary School • Enfield Primary School • Ernabella Anangu School • Evanston Gardens Primary School • Fremont –Elizabeth City High School • Gladstone High School • Gladstone Primary School • Glossop High School • Grant High School • Hackham East Primary School and Hackham East Junior Primary School • Hamley Bridge Primary School • Indulkana Anangu School • Ingle Farm Primary School • Kadina Memorial High School • Kalangadoo Primary School • Keller Road Primary School • Kenmore Park Anangu School • Koonibba Aboriginal School • Lincoln Gardens Primary School • Long Street Primary School • Mannum Community College • Melaleuca Park Primary School and Melaleuca Park Junior Primary School • Meningie Area School • Millicent High School • Murputja Anangu School • Murray Bridge High School • Nangwarry Primary School • Napperby Primary School • Noarlunga Downs Primary School • Paralowie High School • Peterborough High School • Peterborough Primary School • Pipalyatjara Anangu School • Port Augusta Secondary School • Port Augusta West Primary School	

	• Prospect North (formerly Blair Athol) Primary School • Quorn Area School • Renmark High School • Renmark Junior Primary School • Renmark Primary School • Salisbury Downs Primary School • Salisbury High School • Salisbury Primary School • Salisbury Junior Primary School • Seaton Park Primary School • Snowtown Area School • Stuart High School • Swan Reach Area School • Whyalla Special School • Wirreanda High School • Yorketown Area School.		
Number of teachers and school leaders participating in professional development as part of the reform strategies as well as the scope of the professional development activities **(All)**	Completed. **AISSA** Six school leaders attended 'Developing your Leadership Style' and 'Independent School Principal: Role and Expectations' workshops. Six school leaders enrolled in the Australian College of Educational Leaders (ACEL) *Inspire Program* for 2010. One school principal attended the AISSA *Leadership Program.* **CESA** Twelve principals and 250 teachers have participated in the professional learning communities established in 12 participating schools. Professional learning goals have encompassed: • improved skills and understanding in the use of assessment and other student data • the use of assessment evidence to plan *Learning Programs* • using effective pedagogies for improving Reading and/or Numeracy outcomes for students.		

	DECS		
	Sixty one Communities Making a Difference (CMaD) and 94 non-CMaD school principals are undertaking the 2010-11 *PALL Program*.		
	Regional Leadership Consultants (RLCs) work with 117 CMaD school principals to promote leadership, best practice and local advancement in Literacy and Numeracy.		
	In 2010 Regional Leadership Consultants directly supported whole-school improvement in 67 of these schools.		
	There were 297 teachers participating in the Teachers for Effective Learning project received explicit written feedback to inform their next stage of learning and teaching.		
	There were 65 peer principals and 70 staff representatives who participated on review teams, gaining valuable professional learning.		
	There were 95 Student Mentoring and Youth Development training and development events held with 380 school staff and partners participating.		
Number and scope of teachers/school leaders involved in attraction, retention and development reform strategies **(DECS)**	Completed and ongoing. In 2010 three programs were designed through a broad consultation process and are ready for implementation in 2011. Seven schools now have customised incentive packages to attract and retain quality leaders. In addition a further four Mathematics and Science teachers are now employed in partnership schools. Local Innovation projects that support new approaches to recruitment and selection have attracted nine proposals from Regions to commence in 2011. Three schools and eight graduates have participated in extended teaching experience scholarships.		
Number and scope of community groups/business/volunteer/ NGOs involved in CMaD Plan implementation **(All)**	This is not applicable at this stage of the National Partnership Implementation for AISSA and CESA. **DECS** Ten schools have held Aboriginal Community Voice meetings in Terms 3 & 4, 2010.		

	In the *Aboriginal Student Mentoring Program:*		
	• there were 80 registered (mostly Aboriginal) mentors		
	• there were 106 mentors have been training for work in 2011.		
	The *Aboriginal Cultural Model* for services was developed which brought more than 15 service providers together to create more efficiency in the way services are being provided to families.		
	In the *Student Mentoring and Youth Development* initiative, 214 trained community volunteer mentors provided support to students. Approximately 350 people attended the 2010 statewide conference on community mentoring. 32 organisations have registered to deliver student mentoring and/or youth development programs.		
	Innovative Community Action Networks (ICAN) supported 1,079 community partners in formalised training activities to build school and community capacity to better meet the needs of students at risk.		
Number of students, including a breakdown by specific cohorts receiving support through the reform strategies. This will also include the scope of this support **(All)**	Completed and ongoing.		
	Section 3 of this Annual Report provides detailed information about the scope of the strategies and activities being implemented through the CMaD NP.		
	Section 7 and Section 8 of this Annual Report provide performance information, including student numbers for specific cohorts.		
	AISSA		
	All seven CMaD schools accessed the *In-School Specialist Support Program*. Specialist made over 30 visits to these schools.		
	CESA		
	The total number of primary students was 2,459 in 11 schools, with 540 students in the one participating secondary school.		
	In these schools, at the August 2010 census, there were 88 Indigenous students individually case managed by the CEO Indigenous Education Team and 176 students receiving funded special education support.		
	DECS		
	There were 74 schools with 20,139 students participating in the 'whole of school' initiatives which included intensive support to the schools from Regional Leadership Consultants and/or Teaching for Effective Learning.		

	5,454 individual students received 'individualised student support' through their participation in the programs: ICANs, Student Mentoring, Aboriginal Student Mentoring and/or VET scholarships. In 2010, there were 220 families and 281 children who participated in *Learning Together Programs*, an early literacy and learning program for families with children under 4 years of age. In 2010, the Aboriginal Turn Around Team (ATAT) was established and is working with a small caseload of young people and their families. The Social Service Coordinator has provided support to referrers by helping to create plans for intervention by existing Support Services.		
Student performance indicator data provided.	Completed. Refer Section 7 and Section 8 of this Annual Report.		

Milestones, other than targets, have been designated completed if the milestone as described has been met. In some instance, milestones have also been designated as being completed and ongoing because the milestone activity, as described, has been met for 2010 and is also continuing into subsequent year/s.

Milestones for 1 January 2010 to 31 December 2010

Milestone	Detail of achievement against milestone *Quantitative and Qualitative*	If not achieved or partially achieved, reasons why *Qualitative*	Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*
Annual Report to address:			
No. Specialist teachers 2010 **(ALL)**	**AISSA** Ten Literacy and ten Numeracy Key Teachers worked in a total of 19 schools. **CESA**		

CESA

CESA schools		Local Expert Teachers
TOTAL	21	26
LITERACY focus		
Metro	7	8
Regional	3	3
NUMERACY focus		
Metro	6	9
Regional	5	6

DECS
Networks of 14 school-based Literacy Partnership Coaches and 14 school-based Numeracy Partnership Coaches worked in a total of 31 selected schools.

Student cohort 2010 **(ALL)**	The 72 participating Literacy and Numeracy NP schools focused either on Literacy or Numeracy. The additional six schools, identified by DEEWR, participated from March 2010. The majority of schools were primary schools (in SA up to and including Year 7); four schools included Year 8 and Year 9 students. Some schools took a whole-school approach to improving Literacy or Numeracy for their students. As it was not always possible for schools to work with all year levels, each school determined the specific year levels and student cohorts that were the priority for that school. School plans for all participating school are available on each school's website and can be accessed via the links on the Smarter Schools website http://smarterschools.gov.au/ParticipatingSchools/Documents/SA/SchoolsListSA.pdf (Where a school does not have a website the plan is available from the school on request).		
2011 schools list, subject to funding **(ALL)**	The list of schools participating in the Literacy and Numeracy National Partnership for all sectors is available on the Smarter Schools Website. http://smarterschools.gov.au/ParticipatingSchools/Documents/SA/SchoolsListSA.pdf **AISSA** All 2010 schools will continue in to 2011. Additional Independent schools will be consulted as to their participation once funding has been finalised. **CESA** All schools will continue in to 2011. Additional Catholic schools will be consulted as to their participation once funding has been finalised. **DECS** All 2010 schools will continue in to 2011. Additional government schools will be consulted as to their participation once funding has been finalised.		
Baseline data **(ALL)**	The baseline data for the 2010 student cohorts used for the Literacy and Numeracy NP reward measures are reported in the COAG Reform Council's *National Partnership Agreement on Literacy and Numeracy: Performance report for 2010*, 25 March 2011, Chapter 7 Assessment: SA.		

	As NAPLAN testing only occurs in Year levels 3, 5, 7 and 9, the numbers of assessed students included in the measurement cohorts for baseline data for 2010 were: Measure 1 & 2: 5,892 students (includes 89 exempt students) including 144 Indigenous students (includes 1 exempt student). Measure 3: 3,268 students were in the same schooling sector and matched with their 2008 NAPLAN results. Note: For the 1,494 Year Level 3 students who sat the test in 2010 no matching was undertaken as students only sat NAPLAN for the first time. Measure 4: 75 Indigenous students were in the same schooling sector and matched with their 2008 NAPLAN results. Note: For the 39 Year Level 3 students who sat the test in 2010 no matching was undertaken as students only sat NAPLAN for the first time.		
Monitoring and sharing strategy **(ALL)**	Completed and ongoing. • Sharing of practice at the cross sector 2010 Literacy and Numeracy Expo. • The three sectors met twice in 2010 to review progress, share strategies and discuss and share approaches to achieving sustainability. • All sectors shared Literacy and Numeracy National Partnership progress through regular sector reports to the SA National Partnership Council – Schooling. • The SA Independent sector made a presentation at the Australian Education Ministers' 2010 Biennial Forum on Numeracy 'Lessons for mathematical growth.' Refer also to the section below.		

Good practice and professional learning program **(ALL)**	Completed and ongoing.
	
	AISSA
	• Key Teacher Initiative:
	  o Key Teacher Professional Learning days
	  o tailored Cluster Group meetings
	  o ongoing school support visits by AISSA Advisory Team
	  o complementary professional learning according to identified need at the schools level
	  o differentiation of professional learning
	  o sharing of practice at the cross sector Literacy and Numeracy Week Teacher Expo.		

	- Teaching ESL Students in Mainstream Classrooms:
	    o nine Module Program, four programs in total.
	- Using Data:
	    o four professional learning sessions
	    o data triangulation workshop
	    o ongoing. Supporting school visits and professional learning upon request by AISSA Consultancy Team.
	
	CESA
	- Four Local Expert Teachers presented workshops for South Australia's Literacy and Numeracy Expo: 'What Works and Why?' during the 2010 National Literacy and Numeracy Week.
	- The CESA Local Expert Teacher network had six full day workshops during 2010, focussing on sharing and learning strategies for supporting teachers to improve pedagogies in teaching Reading and Numeracy.
	- The Local Expert Teachers and Literacy/Numeracy Consultants provided in-school professional learning customised to the needs of each school community.
	
	DECS
	- Eight Coaches presented workshops for South Australia's Literacy and Numeracy Expo: 'What Works and Why?' during the 2010 National Literacy and Numeracy Week.
	- Seven Coaches, together with a number of regional leaders and teachers, presented workshops in a country region to coincide with National Literacy and Numeracy Week.
	- Sixteen Literacy Coaches and the coordinating field officer attended the 2010 AATE/ALEA National Conference in Perth: 'aWAy with words: Exploring the ambiguities of literacy and English education.' Five of the team presented a workshop on 'What does a literacy Coach actually do?'
	- The Literacy and Numeracy National Partnership Central Team attended the 2010 ACEL/CCEAM international conference in Sydney: 'Hosting and harvesting: Creating the change we wish to see in the world.' They presented a workshop on the topic of 'Literacy and Numeracy Coaching: Going deep to enrich the learning for all.'
	
	As a group, the Coaches continue to participate in an intensive *Professional Development Program* managed by the central team. This Program is focused		

	on skills and knowledge for coaching: data (collection, analysis, implications for developing *Learning Programs*, etc); pedagogical content knowledge (specific to Numeracy and Literacy); networking; sharing information about relevant system priorities and initiatives.		
Evaluation review outcomes **(ALL)**	Completed and ongoing.		
	Refer to Section 5 for further discussion about the State-level Evaluation which did not commence in mid-2010 as originally planned. As a result sectors have undertaken sector specific evaluation as follows:		
	AISSA An external review of the Key Teacher Initiative was undertaken in Term 4, 2010, involving AISSA staff, principals, Key Teachers and class teachers involved in the 2010 Initiative.		
	CESA A preliminary evaluation survey conducted online at the end of December will be used to inform a more comprehensive evaluation during 2011. Three quarters of respondent teachers indicated that their Local Expert Teacher, to a fair or great extent, had been influential in the teacher addressing the specific needs of a more diverse range of students. More than half of respondent teachers believe they have increased their capacities to track progress of particular groups of students and to use evidence to design intervention strategies for students with particular learning needs. Over 86% have tried new strategies to meet their students' learning needs, while 96% have had more professional conversations with their colleagues aimed at addressing the needs of targeted students.		
	DECS There has been ongoing Process Evaluation occurring since the project commenced in the selected schools in August 2009. This Process Evaluation has provided a range of information to stakeholders and governance groups in relation to the introduction of the planned activities and the effect that these have had on the development and support of classroom teachers, students and school leadership. This Process Evaluation has been supplemented by two independent studies: 'an Implementation Evaluation Report' and '6 Case Studies of Successful Schools.'		
	A further Summative Evaluation of the Facilitation phase is currently being designed by Independent Evaluators.		

Section 7: South Australia - Performance Measures   Communities Making a Difference NP

As described in Section 3 – Communities Making a Difference National Partnership (CMaD NP), South Australia is working to achieve improved educational outcomes for students in two different ways:

- through specifically identified schools participating in 'whole of school' strategies and approaches (all three schooling sectors - reported in Section 7 and Section 8), and

- through 'individualised targeted support' strategies and approaches for students who are disconnected and disengaged from learning and education pathways. (Government sector - reported in Section 8).

Section 7 Performance Measures for Identified cohorts - CMaD NP reports NAPLAN information for those students in CMaD NP schools participating in 'whole of school' change strategies and approaches.

In 2010, 91 South Australian schools participated in the CMaD NP 'whole of school' intervention, ranging from Junior Primary to Senior Secondary schools. NAPLAN testing each year includes year levels 3, 5, 7 and 9 and individual students can complete more than one NAPLAN domain. Eight schools in the 2010 CMaD NP 'whole of school' intervention had no students participating in NAPLAN, as they only had junior primary or senior secondary students. The 2010 NAPLAN information provided represents approximately 31% of total student enrolments (24 951) of the 91 CMaD NP schools participating in 'whole of school' interventions.

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

It is important to note that year-on-year the NAPLAN information is for different groups of students within a school. Changes in performance for specific student cohorts should only be considered over a two year period rather than over consecutive years.

The CMaD NP in South Australia commenced early in 2010 with NAPLAN testing held in May. In future years of CMaD NP implementation there will be more opportunity for 'whole of school' change strategies and approaches to impact on NAPLAN results.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for schools participating in 2010 'Whole of School' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN [8] [9]:

Table 1.1 – All Students in CMaD NP 'whole of school' interventions

Description	Year Level	Domain	2009					2010 (baseline)				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
Percentage achievement of **ALL Students** in Low SES Participating Schools	Year 3	Reading	93.7	2.8	9.6	19.4	368.4	90.8	3.2	11.4	19.4	369.5
	Year 5	Reading	94.8	2.7	15.7	21.3	452.1	92.2	2.7	20.0	21.7	445.5
	Year 7	Reading	95.2	2.4	11.6	21.7	508.2	93.7	2.3	9.2	20.8	515.9
	Year 9	Reading	84.1	1.1	16.3	24.6	544.7	80.7	1.2	20.0	31.1	533.6
	Year 3	Numeracy	94.1	2.6	15.4	23.2	349.4	90.6	3.1	10.1	25.4	354.0
	Year 5	Numeracy	95.2	2.7	9.8	28.7	446.6	91.6	2.6	14.9	25.2	442.3
	Year 7	Numeracy	94.6	2.4	9.5	26.9	504.6	92.8	2.3	7.6	24.1	510.7
	Year 9	Numeracy	83.2	1.1	8.3	33.3	542.9	79.1	1.2	16.6	30.2	537.6

Table 1.2 – Indigenous Students in CMaD NP 'whole of school' interventions

Description	Year Level	Domain	2009					2010 (baseline)				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
Percentage of achievement of **Indigenous Students** in Low SES Participating Schools [6]	Year 3	Reading	81.6	2.2	15.9	35.8	321.6	82.0	5.4	20.8	28.6	328.2
	Year 5	Reading	85.0	2.0	34.7	26.5	402.0	87.5	3.4	39.6	26.9	399.0
	Year 7	Reading	86.8	1.1	27.8	38.0	461.2	88.1	5.6	24.4	35.3	469.1
	Year 9	Reading	64.6	1.9	29.3	29.3	509.4	58.8	3.0	36.1	36.1	498.4
	Year 3	Numeracy	83.2	2.2	33.1	28.6	304.3	78.5	5.4	18.0	37.9	316.0
	Year 5	Numeracy	88.5	2.0	23.7	39.5	408.6	87.0	3.4	32.6	34.8	399.9
	Year 7	Numeracy	85.2	1.1	29.7	34.8	461.4	83.6	5.6	19.6	33.8	473.0
	Year 9	Numeracy	61.2	1.9	17.5	51.6	511.8	58.8	3.0	34.0	30.9	503.8

Table 1.3– Language Background Other Than English (LBOTE) Students in CMaD NP 'whole of school' interventions

Description	Year Level	Domain	2009					2010 (baseline)				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
Percentage of achievement of **LBOTE** **Students** in Low SES Participating Schools [7]	Year 3	Reading	91.6	3.7	10.0	17.8	369.7	87.1	5.8	11.8	21.4	361.5
	Year 5	Reading	91.2	6.4	17.0	20.0	443.1	88.1	4.3	24.9	22.4	433.5
	Year 7	Reading	93.9	6.3	14.9	22.7	503.1	92.0	4.2	12.0	21.7	507.5
	Year 9	Reading	81.3	0.5	21.7	26.8	527.0	80.0	2.6	34.2	30.4	511.4
	Year 3	Numeracy	92.3	3.5	14.5	25.2	349.3	87.4	5.8	12.6	28.1	343.1
	Year 5	Numeracy	92.0	6.4	10.2	29.4	452.1	87.7	4.3	19.4	23.9	436.9
	Year 7	Numeracy	93.5	6.3	11.7	18.4	515.4	91.1	4.2	9.3	22.7	515.2
	Year 9	Numeracy	79.3	0.5	13.7	33.3	534.2	80.0	2.6	25.0	31.0	526.4

Footnotes Section 7 - Table 1.1, Table 1.2 and Table 1.3

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 as a percentage of the total number of students within the reporting year level (including absent and withdrawn). Students who sit both the Reading and Numeracy components of the NAPLAN testing may be included more than once.

(2) Includes all assessed and exempt students as a percentage of the total number of students within the reporting year level (including absent and withdrawn).

(3) Proportion of assessed students who achieved the first band of the national minimum standard (NMS) for the selected NAPLAN domains. Excludes exempt students who are reported separately on this table.

(4) Proportion of assessed students who achieved the second band of the national minimum standard (NMS) for the selected NAPLAN domains.

(5) Based on the Weighted Likelihood Estimates (standard scale score) of all students assessed in the NAPLAN. The mean scale scores for exempt students are not included as they do not receive a scale score.

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

(7) Includes all students who identify as having a language background other than English (LBOTE), were either the student, or the student's parents or carers, speaks a language other than English at home. These figures may under represent the true level of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

(8) Current government schooling reform initiatives across South Australia have resulted in the amalgamation of some schools into new schools with different names and campuses. This will impact on the total number of CMaD NP schools participating in 'whole of school' change strategies and approaches across reporting periods. Where possible newly established or created 2010 CMaD NP participating schools NAPLAN results have been historically mapped to their former school(s).

(9) Please note year-on-year the NAPLAN information is for a different group of students within a school. Changes in performance for specific student cohorts should only be considered over a two year period rather than over consecutive years. The CMaD NP in South Australia only commenced early in 2010 with NAPLAN testing held in May of the reporting year.

Section 8: South Australia – State Performance Measures   Communities Making a Difference NP

Section 8 State Performance Measures - CMaD NP is provided in three parts: Part 1 refers to all students in CMaD NP schools participating in 'whole of school' change strategies and approaches; Part 2 refers to those students in the CMaD NP participating in 'individualised targeted support' change strategies and approaches; and Part 3 provides information about the *ICAN Engagement Matrix Trial*.

Section 8 - Part 1 - CMaD NP schools participating in 'whole of school' change strategies and approaches

In 2010, 91 South Australian schools participated in the CMaD NP 'whole of school' intervention, ranging from Junior Primary to Senior Secondary schools. NAPLAN testing each year includes year levels 3, 5, 7 and 9 and individual students can complete more than one NAPLAN domain. Eight schools in the 2010 CMaD NP 'whole of school' intervention had no students participating in NAPLAN, as they only had junior primary or senior secondary students. The 2010 NAPLAN information provided represents approximately 31% of total student enrolments (24 951) of the 91 CMaD NP schools participating in 'whole of school' interventions.

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

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for schools participating in 2010 'Whole of School' strategies and approaches by School Attendance Rates results:

Table 1.1 – All Schools in CMaD NP 'whole of school' interventions

Description	School Attendance Rate (SAR) Categories [1]	2009		2010 (baseline)	
		No. of Schools	% of Total Schools	No. of Schools	% of Total Schools
Number of CMaD NP schools by School Attendance Rate Categories	Category 1 (< 80% SAR)	5	5.5	7	7.7
	Category 2 (80% - 84% SAR)	8	8.8	7	7.7
	Category 3 (85% - 89% SAR)	23	25.3	21	23.1
	Category 4 (90% - 94% SAR)	46	50.5	50	54.9
	Category 5 (95%> SAR)	5	5.5	5	5.5
	Not Available [2]	4	4.4	1	1.1
	Total	**91**	**100.0**	**91**	**100.0**

(1) Includes the total (aggregated) attendance rate for all full-time students enrolled (excluding those studying via distance education) across year levels 1 to 10 for the relevant CMaD NP participating school. Definitions and the method of collection vary across sectors in South Australia. The government sector collects attendance data in Term 3 for the Semester 1 period, while non-government sectors include the last 20 days (4 weeks) in May of the reporting period. Information based on *'My School'* website. Australian Curriculum, Assessment and Reporting Authority (ACARA).

(2) Includes schools that were established after the student attendance reporting period, or schools where no attendance information was available during the reporting period (for example schools with only Years 11 - 12 students or special schools who do not have mainstream year levels).

It is important to note that year-on-year the NAPLAN information is for different groups of students within a school. Changes in performance for specific student cohorts should only be considered over a two year period rather than over consecutive years.

The CMaD NP in South Australia commenced early in 2010 with NAPLAN testing held in May. In future years of CMaD NP implementation there will be more opportunity for 'whole of school' change strategies and approaches to impact on NAPLAN results.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for schools participating in 2010 'Whole of School' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN [9] [10]:

Table 2.1 – All Students in CMaD NP 'whole of school' interventions

Reporting Period [9] [10]	Year Level	Domain	Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	State Mean Scale Score (All Students) [6]
2009	Year 3	Reading	1829	93.7	2.8	87.4	368.4	401.0
	Year 3	Numeracy	1835	94.1	2.6	81.9	349.4	379.9
	Year 5	Reading	1891	94.8	2.7	81.4	452.1	485.0
	Year 5	Numeracy	1898	95.2	2.7	87.4	446.6	471.4
	Year 7	Reading	2024	95.2	2.4	85.9	508.2	537.6
	Year 7	Numeracy	2012	94.6	2.4	87.9	504.6	533.2
	Year 9	Reading	1677	84.1	1.1	82.3	544.7	579.4
	Year 9	Numeracy	1659	83.2	1.1	90.5	542.9	581.6
2010 (baseline)	Year 3	Reading	1731	90.8	3.2	85.0	369.5	403.5
	Year 3	Numeracy	1727	90.6	3.1	86.5	354.0	381.4
	Year 5	Reading	1748	92.2	2.7	77.1	445.5	477.3
	Year 5	Numeracy	1736	91.6	2.6	82.3	442.3	473.5
	Year 7	Reading	1811	93.7	2.3	88.3	515.9	543.7
	Year 7	Numeracy	1793	92.8	2.3	89.9	510.7	539.3
	Year 9	Reading	1521	80.7	1.2	78.6	533.6	568.8
	Year 9	Numeracy	1491	79.1	1.2	82.0	537.6	575.5

Table 2.2 – Indigenous Students in CMaD NP 'whole of school' interventions

Reporting Period [9] [10]	Year Level	Domain	Indigenous Students in CMaD NP (Low SES) Participating Schools [7]					State Mean Scale Score (Indigenous Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 3	Reading	151	81.6	2.2	81.5	321.6	332.3
	Year 3	Numeracy	154	83.2	2.2	64.3	304.3	313.6
	Year 5	Reading	170	85.0	2.0	62.9	402.0	416.9
	Year 5	Numeracy	177	88.5	2.0	74.0	408.6	416.6
	Year 7	Reading	158	86.8	1.1	70.9	461.2	474.1
	Year 7	Numeracy	155	85.2	1.1	69.0	461.4	469.7
	Year 9	Reading	133	64.6	1.9	67.7	509.4	518.3
	Year 9	Numeracy	126	61.2	1.9	79.4	511.8	522.3
2010 (baseline)	Year 3	Reading	168	82.0	5.4	72.6	328.2	334.0
	Year 3	Numeracy	161	78.5	5.4	75.2	316.0	323.1
	Year 5	Reading	182	87.5	3.4	56.6	399.0	411.3
	Year 5	Numeracy	181	87.0	3.4	63.5	399.9	410.2
	Year 7	Reading	156	88.1	5.6	69.2	469.1	482.3
	Year 7	Numeracy	148	83.6	5.6	73.6	473.0	479.7
	Year 9	Reading	97	58.8	3.0	58.8	498.4	502.1
	Year 9	Numeracy	97	58.8	3.0	60.8	503.8	514.1

Table 2.3– Language Background Other Than English (LBOTE) Students in CMaD NP 'whole of school' interventions

Reporting Period [9] [10]	Year Level	Domain	LBOTE Students in CMaD NP (Low SES) Participating Schools [8]					State Mean Scale Score (LBOTE Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 3	Reading	370	91.6	3.7	85.9	369.7	397.5
	Year 3	Numeracy	373	92.3	3.5	81.8	349.3	377.6
	Year 5	Reading	330	91.2	6.4	76.1	443.1	474.8
	Year 5	Numeracy	333	92.0	6.4	82.9	452.1	472.4
	Year 7	Reading	388	93.9	6.3	78.4	503.1	526.8
	Year 7	Numeracy	386	93.5	6.3	81.6	515.4	536.3
	Year 9	Reading	157	81.3	0.5	77.7	527.0	569.0
	Year 9	Numeracy	153	79.3	0.5	85.6	534.2	593.4
2010 (baseline)	Year 3	Reading	373	87.1	5.8	81.5	361.5	394.5
	Year 3	Numeracy	374	87.4	5.8	80.7	343.1	371.9
	Year 5	Reading	429	88.1	4.3	70.2	433.5	466.6
	Year 5	Numeracy	427	87.7	4.3	75.6	436.9	471.3
	Year 7	Reading	457	92.0	4.2	83.4	507.5	530.2
	Year 7	Numeracy	453	91.1	4.2	86.1	515.2	539.3
	Year 9	Reading	184	80.0	2.6	62.5	511.4	555.3
	Year 9	Numeracy	184	80.0	2.6	71.7	526.4	574.3

Footnotes Section 8(1) - Table 2.1, Table 2.2 and Table 2.3

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 as a percentage of the total number of students within the reporting year level (including absent and withdrawn). Students who sit both the Reading and Numeracy components of the NAPLAN testing may be included more than once.

(2) Includes all assessed and exempt students as a percentage of the total number of students within the reporting year level (including absent and withdrawn).

(3) Includes students with severe intellectual or functional disabilities or from a non-English speaking background who have been learning English in Australia for less than one year, as a proportion of the total number of students in the reporting year level (including absent and withdrawn).

(4) Proportion of assessed students who achieved 'at' or 'above' the national minimum standard (NMS) for the selected NAPLAN domains. 'At' or 'above' is based on the proficiency band specified to an assessed student. Exempt students are deemed not to have met the national minimum standard and are considered 'Below the NMS'.

(5) Based on the Weighted Likelihood Estimates (standard scale score) of all students assessed in the NAPLAN. The mean scale scores for exempt students are not included as they do not receive a scale score.

(6) For comparison purposes the State Mean Scale Scores reported are based on the Weighted Likelihood Estimates (WLE) for all assessed NAPLAN students in South Australia. These results may differ from other reported State Mean Scale Scores, as at national and jurisdictional level reporting Plausible Values are used.

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

(8) Includes all students who identify as having a language background other than English (LBOTE), were either the student, or the student's parents or carers, speaks a language other than English at home. These figures may under represent the true level of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

(9) Current government schooling reform initiatives across South Australia have resulted in the amalgamation of some schools into new schools with different names and campuses. This will impact on the total number of CMaD NP schools participating in 'whole of school' change strategies and approaches across reporting periods. Where possible newly established or created 2010 CMaD NP participating schools NAPLAN results have been historically mapped to their former school(s).

(10) Please note year-on-year the NAPLAN information is for a different group of students within a school. Changes in performance for specific student cohorts should only be considered over a two year period rather than over consecutive years. The CMaD NP in South Australia only commenced early in 2010 with NAPLAN testing held in May of the reporting year.

Section 8 - Part 2 - Students in the CMaD NP who are participating in 'individualised targeted support' strategies and approaches

Section 8 State Performance Measures - CMaD NP (Part 2) provides information for students in the CMaD NP who are participating in 'individualised targeted support' strategies and approaches to engage and keep them engaged in learning and education pathways. These students are enrolled in a large number of schools across the state, but as only a comparatively few students are enrolled in any specific school, it is not appropriate to combine their student information with the information provided in Part 1 of this section (that is student cohorts in CMaD NP schools participating in 'whole school' change strategies and approaches).

In 2010 the SA Department of Education and Children's Services (DECS) implemented a comprehensive suite of programs providing individualised support for 5,454 young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning. These programs included Innovative Community Action Networks (ICAN FLO enrolled students), Student Mentoring, Aboriginal Student Mentoring and Vocational Educational Training (VET) scholarships.

Students from a wide range of age groupings and school year levels participated in these programs. In the following profile and tables each student is only reported once. It should be noted that some students require significant support and may be participating in multiple programs. Therefore, the sum of the student numbers reported for specific programs may vary from the total individual student number in the following tables.

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

In relation to the NAPLAN information, it is important to note that year-on-year the NAPLAN information is for a different group of students. Changes in performance for specific student cohorts should only be considered over a two year period rather than over consecutive years.

The CMaD NP in South Australia commenced early in 2010 with NAPLAN testing held in May. In future years of CMaD NP implementation there will be more opportunity for 'individualised targeted support' strategies and approaches to impact on NAPLAN results.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students participating in 2010 'Individual Targeted Support' strategies and approaches summary information:

| Reporting Period | School Year Level | Students participating in CMaD NP (Low SES) *'Individual Targeted Support'* strategies and approaches [1] | | | |
		No. ALL Students	% Indigenous Students in Year Level [2]	% LBOTE Students in Year Level [3]	% Disability Students in Year Level [4]
2010 (baseline)	Year 3 and below	6	16.7	33.3	0.0
	Year 4	14	14.3	21.4	14.3
	Year 5	100	23.0	24.0	31.0
	Year 6	271	44.3	20.3	28.4
	Year 7	363	34.2	23.7	26.2
	Year 8	246	42.7	15.9	29.3
	Year 9	552	31.2	16.7	21.9
	Year 10	785	25.4	7.4	21.3
	Year 11	1426	13.4	6.0	17.1
	Year 12 / 13	1603	10.5	8.4	14.3
	Special [5]	88	5.7	3.4	45.5
	Total	**5454**	**20.4**	**10.7**	**19.8**

(1) Students who were assessed as Indigenous, Language Background Other Than English (LBOTE), and/or with a Disability may be included in multiple cohorts.

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

(3) Includes all students who identify as having a Language Background Other Than English (LBOTE), were either the student, or the student's parents or carers, speaks a language other than English at home. These figures may under represent the true level of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

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

(5) Includes all primary or secondary students with a disability (physical, intellectual etc) that impacts significantly on his/her access to and participation in schooling, primary or

secondary students in non-special schools with a designated special class or language and communication class and any other students who have had a special class placement negotiated.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for students participating in 2010 'Individual Targeted Support' strategies and approaches by Individual Student Attendance Rates results:

Table 1.1–Students in CMaD NP 'individual targeted support' interventions

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
ALL Students in CMaD NP (Low SES) by Individual Attendance Rate Categories [1]	Category 1 (< 80% IAR)	1900	34.8	1521	27.9
	Category 2 (80% - 84% IAR)	429	7.9	367	6.7
	Category 3 (85% - 89% IAR)	555	10.2	493	9.0
	Category 4 (90% - 94% IAR)	612	11.2	645	11.8
	Category 5 (95%> IAR)	1138	20.9	1775	32.5
	Not Available [2]	820	15.0	653	12.0
	Total	5454	100.0	5454	100.0

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
Indigenous Students in CMaD NP (Low SES) by Individual Attendance Rate Categories [3]	Category 1 (< 80% IAR)	479	43.2	457	41.2
	Category 2 (80% - 84% IAR)	98	8.8	75	6.8
	Category 3 (85% - 89% IAR)	126	11.4	98	8.8
	Category 4 (90% - 94% IAR)	117	10.5	132	11.9
	Category 5 (95%> IAR)	175	15.8	235	21.2
	Not Available [2]	115	10.4	113	10.2
	Total	1110	100.0	1110	100.0

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
LBOTE Students in CMaD NP (Low SES) by Individual Attendance Rate Categories [4]	Category 1 (< 80% IAR)	229	39.3	200	34.3
	Category 2 (80% - 84% IAR)	61	10.5	43	7.4
	Category 3 (85% - 89% IAR)	62	10.6	48	8.2
	Category 4 (90% - 94% IAR)	73	12.5	82	14.1
	Category 5 (95%> IAR)	100	17.2	137	23.5
	Not Available [2]	58	9.9	73	12.5
	Total	**583**	**100.0**	**583**	**100.0**

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
Disability Students in CMaD NP (Low SES) by Individual Attendance Rate Categories [5]	Category 1 (< 80% IAR)	405	37.6	343	31.8
	Category 2 (80% - 84% IAR)	86	8.0	74	6.9
	Category 3 (85% - 89% IAR)	123	11.4	92	8.5
	Category 4 (90% - 94% IAR)	120	11.1	115	10.7
	Category 5 (95%> IAR)	236	21.9	359	33.3
	Not Available [2]	108	10.0	95	8.8
	Total	**1078**	**100.0**	**1078**	**100.0**

(1) Includes the total attendance rate for all CMaD NP students participating and enrolled (excluding those studying via distance education) across all year levels (1 - 12) (rounded to the nearest whole number). The government sector collects attendance data in Term 3 for the Semester 1 period.

(2) Includes all students participating in CMaD NP individual targeted support that started or left school before or after the student attendance collection period.

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

(4) Includes all students who identify as having a language background other than English (LBOTE), were either the student, or the student's parents or carers, speaks a language other than English at home. These figures may under represent the true level of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

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

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for students participating in 2010 'Individual Targeted Support' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN:

Table 2.1– All Students in CMaD NP 'individual targeted support' interventions

Reporting Period [10]	Year Level	Domain	All Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches					State Mean Scale Score (All Students)
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 3	Reading	14	93.3	13.3	57.1	327.4	401.0
	Year 3	Numeracy	13	86.7	13.3	53.8	291.0	379.9
	Year 5	Reading	228	84.4	1.5	61.0	408.6	485.0
	Year 5	Numeracy	224	83.0	1.5	77.2	418.6	471.4
	Year 7	Reading	177	80.1	2.3	71.8	467.4	537.6
	Year 7	Numeracy	182	82.4	1.8	74.7	463.9	533.2
	Year 9	Reading	443	61.2	2.5	69.3	519.4	579.4
	Year 9	Numeracy	435	60.1	2.2	81.8	518.8	581.6
2010 (baseline)	Year 3	Reading	< 5	na	na	na	na	403.5
	Year 3	Numeracy	< 5	na	na	na	na	381.4
	Year 5	Reading	76	78.4	5.2	57.9	413.4	477.3
	Year 5	Numeracy	79	81.4	4.1	68.4	412.7	473.5
	Year 7	Reading	276	78.2	5.1	73.6	482.7	543.7
	Year 7	Numeracy	273	77.3	5.1	80.6	484.5	539.3
	Year 9	Reading	275	51.6	1.5	66.9	507.4	568.8
	Year 9	Numeracy	263	49.3	1.5	72.6	518.0	575.5

Table 2.2– Indigenous Students in CMaD NP 'individual targeted support' interventions

Reporting Period [10]	Year Level	Domain	Indigenous Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches [7]					State Mean Scale Score (Indigenous Students)
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 5	Reading	97	81.5	0.0	57.7	398.6	416.9
	Year 5	Numeracy	93	78.2	0.0	73.1	406.6	416.6
	Year 7	Reading	87	87.0	2.0	63.2	453.2	474.1
	Year 7	Numeracy	89	89.0	2.0	67.4	452.1	469.7
	Year 9	Reading	107	56.3	3.2	67.3	507.8	518.3
	Year 9	Numeracy	107	56.3	3.2	80.4	510.5	522.3
2010 (baseline)	Year 5	Reading	15	71.4	9.5	40.0	379.6	411.3
	Year 5	Numeracy	16	76.2	9.5	37.5	368.9	410.2
	Year 7	Reading	90	77.6	3.4	72.2	474.9	482.3
	Year 7	Numeracy	88	75.9	3.4	76.1	472.0	479.7
	Year 9	Reading	83	49.4	2.4	54.2	480.2	502.1
	Year 9	Numeracy	76	45.2	2.4	59.2	499.2	514.1

Table 2.3– Language Background Other Than English (LBOTE) Students in CMaD NP 'individual targeted support' interventions

			LBOTE Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches [8]					State Mean Scale Score (LBOTE Students)
Reporting Period [10]	Year Level	Domain	Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 5	Reading	39	72.2	0.0	51.3	392.8	474.8
	Year 5	Numeracy	37	68.5	0.0	73.0	412.6	472.4
	Year 7	Reading	27	73.0	2.7	55.6	442.2	526.8
	Year 7	Numeracy	30	81.1	2.7	56.7	441.8	536.3
	Year 9	Reading	36	61.0	6.8	61.1	510.9	569.0
	Year 9	Numeracy	35	59.3	6.8	74.3	520.3	593.4
2010 (baseline)	Year 5	Reading	21	87.5	8.3	52.4	404.1	466.6
	Year 5	Numeracy	22	91.7	8.3	50.0	392.7	471.3
	Year 7	Reading	63	77.8	4.9	66.7	468.4	530.2
	Year 7	Numeracy	63	77.8	4.9	79.4	482.8	539.3
	Year 9	Reading	45	50.0	3.3	51.1	480.0	555.3
	Year 9	Numeracy	37	41.1	3.3	43.2	492.6	574.3

Table 2.4– Disability Students in CMaD NP 'individual targeted support' interventions

			Disability Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches [9]					State Mean Scale Score (Disability Students)
Reporting Period [10]	Year Level	Domain	Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 5	Reading	59	76.6	5.2	44.1	374.5	na
	Year 5	Numeracy	57	74.0	5.2	56.1	390.7	na
	Year 7	Reading	48	67.6	4.2	43.8	427.4	na
	Year 7	Numeracy	51	71.8	4.2	51.0	432.7	na
	Year 9	Reading	74	47.4	7.1	35.1	474.3	na
	Year 9	Numeracy	72	46.2	6.4	52.8	487.0	na
2010 (baseline)	Year 5	Reading	18	60.0	13.3	33.3	385.1	na
	Year 5	Numeracy	19	63.3	10.0	52.6	395.2	na
	Year 7	Reading	63	69.2	14.3	44.4	450.8	na
	Year 7	Numeracy	58	63.7	14.3	51.7	464.0	na
	Year 9	Reading	54	45.4	6.7	25.9	463.4	na
	Year 9	Numeracy	52	43.7	6.7	36.5	473.0	na

Footnotes Section 8(2) - Table 2.1, Table 2.2, Table 2.3 and Table 2.4

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 as a percentage of the total number of students within the reporting year level (including absent and withdrawn). Students who sit both the Reading and Numeracy components of the NAPLAN testing may be included

more than once. Year 3 students have not been included in some cohorts due to the number of students being fewer than five students. The reporting of these results could identify students.

(2) Includes all assessed and exempt students as a percentage of the total number of students within the reporting year level (including absent and withdrawn).

(3) Includes students with severe intellectual or functional disabilities or from a non-English speaking background who have been learning English in Australia for less than one year, as a proportion of the total number of students in the reporting year level (including absent and withdrawn).

(4) Proportion of assessed students who achieved 'at' or 'above' the national minimum standard (NMS) for the selected NAPLAN domains. 'At' or 'above' is based on the proficiency band specified to an assessed student. Exempt students are deemed not to have met the national minimum standard and are considered 'Below the NMS'.

(5) Based on the Weighted Likelihood Estimates (standard scale score) of all students assessed in the NAPLAN. The mean scale scores for exempt students are not included as they do not receive a scale score.

(6) For comparison purposes the State Mean Scale Scores reported are based on the Weighted Likelihood Estimates (WLE) for all assessed NAPLAN students in South Australia. These results may differ from other reported State Mean Scale Scores, as at national and jurisdictional level reporting Plausible Values are used.

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

(8) Includes all students who identify as having a language background other than English (LBOTE), were either the student, or the student's parents or carers, speaks a language other than English at home. These figures may under represent the true level of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

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

(10) Please note year-on-year the NAPLAN results are for a different group of students, cohort changes can only be measured over a two year period, comparisons of results across annual reporting periods should not be made. The CMaD NP in South Australia only commenced early in 2010 with NAPLAN testing held in May of the reporting year.
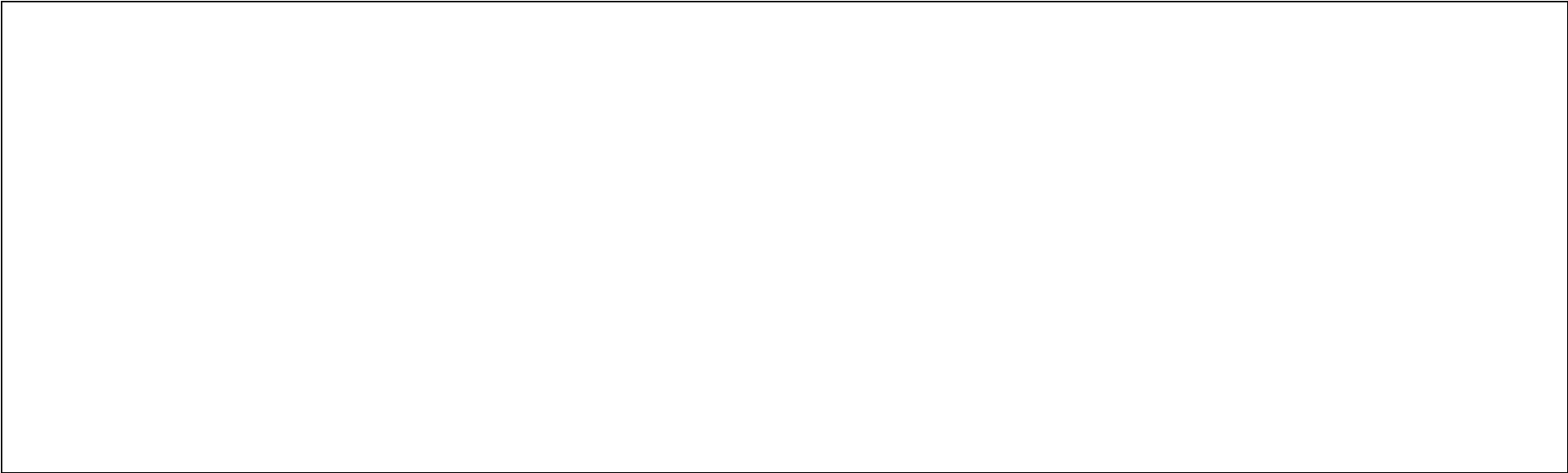
Section 8 - Part 3 - Engagement and Wellbeing

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership - ICAN Engagement Matrix Trial

The ICAN Engagement Matrix is used by individual student case managers and school-based staff to identify student status at points of referral, as well as during case management quarterly reporting, based on each student's individualised flexible learning plan.

The Engagement Matrix was developed internally by the ICAN team when a suitable instrument could not be identified from a review of the national and international literature. The development of the Matrix was informed by the preliminary work by Dr Chris Goldspink on developing an instrument to assess the degree of disengagement by students and the DECS Learner Well Being framework that is used by teachers in schools.

The Engagement Matrix is premised on the theory that student wellbeing is a fundamental precursor to successful engagement in learning. Poor peer, student-teacher and/or young person's family and community relationships can also prevent successful engagement in learning. Attendance or participation data alone does not provide sufficient information to assess the level of engagement that is likely to lead to attainment in learning. The ICAN team maintained that a greater focus was needed in understanding the complexities relating to each student's circumstances which could be used to assist case managers in their work.

The ICAN Engagement Matrix is not designed to provide cohort progression rates, as each ICAN student (FLO enrolled) is supported individually. It provides a snapshot of where a student is 'at' in relation to the three domains of 'wellbeing', 'relationships' and 'involvement in learning' at a particular point in time. The starting point for many FLO enrolled students is that they are assessed as formally 'disengaged' from mainstream school-based learning. Over time, as students become more engaged in learning their assessment on the Matrix will reflect their movement through the stages of being 'disinterested' (or unwilling) in being involved, to 'meeting the requirements' and then on to becoming 'enthusiastic and proactive' in their learning. Students may also move at a different pace in each of the three domains.

In 2010-2011 the ICAN Engagement Matrix is undergoing a rigorous formal analysis exercise (undertaken by Australian Council Educational Research) to determine its validity and reliability as a useful measurement of student engagement. This includes testing and feedback from over 300 teachers and case managers. It is likely that some elements of the Matrix will change following this analysis, particularly relating to terminology. It is anticipated that this work will be completed by mid 2011.

In preparation for the potential future roll-out of the revised Engagement Matrix, a trial was conducted in Term 4 2010 in which ICAN schools were

asked to record FLO enrolled student engagement information in the Government schools data system (EDSAS). The data from this trial is presented in Table 3.1 and provides a snapshot of the ICAN FLO enrolled students at that point in time. As the primary purpose of the trial was to ascertain data systems issues and the training needs of the administrative staff in schools inputting the data, this data may contain data errors from incomplete data and coding errors.

The data in Table 3.1 does reflect the high degree of disconnect and disengagement experienced generally by the FLO enrolled student group, particularly when they first become involved. As there are continuous new enrolments, there will always be a proportion of students who are assessed for each category (e.g. 'disinterested', 'meeting the requirements' or 'enthusiastic'). Individual students progress at their own rate and move across categories, although the proportions of the total population in each category may remain relatively static. Aggregation of student data across categories or comparison of proportions between different time periods should not be made.

Table 3.1 - ICAN Engagement Matrix Trial for 2010 (Term 4)

Note: Data from a total of 590 FLO enrolled students has been included but data for some domains for some students was missing. The data is also a point in time for all students and is not cross referenced with length of time in the program.

The data is not an indicator of progress for the group as a whole, but a point in time indictor of the assessment of individual students' engagement in learning. It is anticipated that individual students will move from being 'disinterested or unwilling' to the next category of 'meeting the requirements' and onto becoming 'enthusiastic and proactive' learners.

Assessment category	Wellbeing	Relationship	Involvement in learning
Disinterested or unwilling	30%	33%	43%
Meeting the requirements	50%	44%	35%
Enthusiastic & proactive	20%	23%	22%

(1) Source: EDSAS FLO student data collection trial 2010 (Term 4)

Acronyms and Abbreviations used in the SA Annual Report 2010

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