

National School Reform Agreement

South Australia Bilateral Agreement: 2019 Progress Report

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Executive Summary

South Australian schooling sectors have successfully worked to progress all agreed actions under the bilateral agreement of the National School Reform Agreement. Highlights against the three reform directions of the agreement are noted below.

Reform Direction A: Supporting students, student learning and student achievement

- For Independent schools, priorities were implementation of the National Literacy and Numeracy Progressions, as well as projects that focussed on designing effective learning and assessment practice, including moderation protocols and practice.
- For the Catholic sector, priorities were the implementation of the Living Learning Leading Framework and the Living Learning Leading Standards, as well as building system, leadership and teacher capacity in STEM with a focus on pedagogy and real-world application.
- \$1.3b is being invested at South Australian government education sites, which includes: 99 projects to improve school facilities across the state, support sustainable enrolment growth, and transition year 7 into high school; a new secondary school in Whyalla to replace 3 ageing secondary schools in the area and; two new birth to year 12 schools located at Aldinga and Angle Vale.

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

- For Independent schools, leadership continued to be enhanced through 2 key strategies – working directly with school leaders and leadership teams and through a professional program that supported instructional leadership, change management and the building of leadership capacity and innovation in education.
- In the Catholic sector, leadership growth and school improvement continued by working directly with school leaders by offering continued support and professional learning opportunities delivered by School Quality and Performance consultants.
- Orbis, the Education Department’s new professional learning institute for leaders and teachers was launched in 2019. Orbis provides a comprehensive program of professional learning to develop teaching expertise and educational leadership.

Reform Direction C: Enhancing the national evidence base

- All Independent schools have been supported with school improvement initiatives, including use of a service delivery model provided through a consultancy team with expertise in the areas of strategic school improvement, change leadership and deep content and pedagogical knowledge.

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- For the Catholic sector work has progressed on the development of a school improvement dashboard built around a Balanced Scorecard which will be built with a 'systemness' approach. Data will be provided to support activities in schools around their school improvement and evidence of it.
- The Education Department collaborated and supported the Australian Government with quality assurance strategies to build a consistent understanding and improve the annual Nationally Consistent Collection of Data on School Students with Disability.

Over the 2019 year, it is evident that significant work to fulfil commitments under the bilateral agreement have been achieved. In addition to sector-specific reforms, the 3 sectors in South Australia have continued to progress collaborative working relationships, including a focus on initial teacher education and national policy initiatives.

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Progress against each reform direction

Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>School Improvement Model</p> <p>All schools are provided a suite of tailored guides to support improvements in literacy and numeracy</p>	Government	2019	<ul style="list-style-type: none"> • Tailored Literacy and Numeracy guides for preschool, primary and secondary schools including an Aboriginal learner achievement leaders' resource have been developed and provided to all sites to support school improvement planning. • The literacy and numeracy guides provide specific ideas and actions for leaders and teachers which aim to improve practice in the classroom and support children at all levels. • A July 2020 survey showed that over 95% of Education Directors reported that the Literacy and Numeracy guides are used frequently in schools and have been helpful in supporting school improvement in sites. <p>Action status: Complete.</p>
<p>STEM</p> <p>Deliver 500 'expert' teachers in primary schools across South Australia, including regional and rural locations</p>	Government	By 2020	<ul style="list-style-type: none"> • The 500 STEM Educators in Primary Schools (STEM 500) initiative is focussed on South Australian government schools with primary enrolments having teachers specialise in STEM by 2020. • The professional learning program develops teachers' pedagogical content knowledge in 1 nominated STEM discipline (science, technology or mathematics) in the following format: <ul style="list-style-type: none"> ○ 6 days of face-to-face workshops specific to the nominated STEM discipline

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			<ul style="list-style-type: none"> ○ 3 professional learning community (PLC) days based on the nominated STEM discipline. ● At December 2019, 789 primary teachers from 411 government primary schools across metropolitan, rural and regional SA have participated in the professional learning program. ● The external evaluation by Monash University found evidence of very positive outcomes for teachers with ‘substantive movement across many of the evaluation measures’. <p>Action status: Complete.</p>
<p>Literacy and numeracy</p> <ul style="list-style-type: none"> ● Deliver phonics-based literacy and numeracy screening for all Year 1 students ● Literacy Guarantee Unit operational 	Government	2019	<ul style="list-style-type: none"> ● The Phonics Screening Check is a short, simple assessment that helps teachers measure how well students are learning to decode and blend letters into sounds. ● 2019 was the second year that the Phonics Screening Check has been implemented across all government schools with Year 1 students enrolled. ● The results from the 2019 Phonic Screening Check show an overall improvement from the previous year, demonstrating that a renewed focus on phonics is lifting literacy outcomes and learning in South Australian government schools. ● Government schools across the state are supported in the teaching of phonics and literacy development through Literacy Coaches who work directly with teachers to ensure high quality teaching of reading. ● The 2019 Phonics Screening Check resources were made available to Catholic Education South Australia (CESA) and the Association of Independent Schools of South Australia (AISSA).

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			<p><i>Action status: Complete</i></p> <ul style="list-style-type: none"> • The Literacy Guarantee Unit was fully operational in 2019. The Unit: <ul style="list-style-type: none"> ○ supported the Phonics Screening Check professional learning program ○ provided direct support and advice to over 90 schools ○ presented to teachers in regional SA to complement Specific Learning Difficulties Association of SA parent workshops ○ hosted 3 cross-sector state-wide conferences. <p><i>Action status: Complete.</i></p>
<p>Schools Capital Program</p> <p>A program to revitalise ageing infrastructure and increase capacity</p>	Government	Life of the Agreement	<p>The State government is investing \$1.3 billion into education capital works, including the construction of three brand new schools. Together it comprises the biggest capital investment in education in South Australia’s history. It includes:</p> <p>Capital works</p> <ul style="list-style-type: none"> • 99 projects to improve school facilities across the state, support sustainable enrolment growth, and transition year 7 into high school. These projects are rolling out over a number of years, with priority being given to high schools to support the transition of year 7 to high school in 2022. • In 2019: <ul style="list-style-type: none"> ○ planning continued, with high schools being prioritised to ensure additional capacity is completed for the year 7 transition to high school in 2022 ○ project briefs were completed for 61 schools

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			<ul style="list-style-type: none"> ○ concept designs were completed for 22 schools ○ an accelerated modular education facilities program was established to initially support delivery of 12 projects ○ construction on the first set of schools will commence in 2020. <p>New secondary school in Whyalla</p> <ul style="list-style-type: none"> ● A new secondary school in Whyalla will be built to replace 3 ageing secondary schools in the area. This school will accommodate 1500 students in years 7 to 12 and form part of a world class education hub with links to UniSA and TAFE SA. The contemporary design with an entrepreneurial hub and contemporary STEM facilities, will give students the opportunity to learn skills in innovation, advanced technology and study in areas that have strong links to the local industry. The new school will be completed by 2022. ● In 2019: <ul style="list-style-type: none"> ○ the successful architects, Cox and Thompson Rossi, were selected and announced ○ a tender process was undertaken for the building contractor ○ stakeholder engagement was undertaken with staff and students from the 3 existing secondary schools, the council, TAFE, UniSA, businesses and the community ○ workshops were undertaken with students, resulting in the development of a paper entitled 'Dear Architect', which helped inform the design. ● Construction to commence by mid-2020. <p>New birth to year 12 schools in Angle Vale and Aldinga</p>

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			<ul style="list-style-type: none"> • Two new birth to year 12 schools in Aldinga and Angle Vale will be built to address predicted population growth in the outer northern and outer southern suburbs of the greater metropolitan area. Each school will be constructed under a public private partnership arrangement and provide brand new contemporary learning environments for 1500 reception to year 12 students, 100 inclusive places for students with disability and 75 children’s centre places. The new schools will be completed by 2022. • In 2019: <ul style="list-style-type: none"> ○ an Interactive Tender Process was undertaken, resulting in TESA Education, comprising Tetris Capital, Dutch Infrastructure Fund, Sarah Construction and ISS Services, as the successful proponent ○ the location for each school was announced ○ the project was approved by the Parliament of South Australia’s Public Works Committee in October 2019. • Construction to commence by mid-2020. <p>Action status: Ongoing.</p>
<p>South Australian Government schools’ Year 7 transition into high school</p> <p>Year 7 transition into high school completed</p>	Government	Life of the Agreement	<p>South Australian government schools will be ready to move year 7 to high school in 2022. Planning is well underway to make sure the move of year 7 to high school is well-managed and considered.</p> <p>For 2019 progress included:</p> <ul style="list-style-type: none"> • Approval of \$185 million investment into capital projects to support sustainable enrolment growth in government schools to support move of year 7 to high school, and commencement of capital works program.

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			<ul style="list-style-type: none"> • Three pilot schools (Wirreanda Secondary School, John Pirie Secondary School and Mitcham Girls High School) selected. Enrolments accepted and transition activities undertaken in 2019 in advance of more than 360 students commencing in 2020. • Recruitment for new teaching positions in pilot schools undertaken with 47% vacancies filled by teachers from primary schools. • Intensive stakeholder workshops held to inform workforce recruitment strategy for 2022. • \$13m committed to supporting teachers and principals prepare and \$2.85m for establishment grants for schools to set up new spaces. • Schools provided with an Implementation Tool to support and guide school planning. • A Teaching and Learning Guide produced to provide practical advice to embed teaching and learning practices best suited to early adolescents and provide a summary of evidence for principals and leaders about how to best support year 7s through their early years of secondary schooling. • Regional transitional arrangements provided following extensive community consultation with country schools and families. <p>Action status: Ongoing.</p>
<p>Improved Student Learning and Wellbeing</p> <p>Implement the Living Learning Leading Framework</p>	Catholic	Life of the Agreement	<ul style="list-style-type: none"> • The Living Learning Leading Framework (LLL) and its associated Standards were formally launched at the first Principals gathering for the year on 28 February 2020. • In 2019 the Standards were developed. Standards being used in schools to rate themselves according to the elements of the Standards.

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			<ul style="list-style-type: none"> • In 2019 Key Capabilities continued to be developed for students to use to track their progress in the LLL. • The Leadership Standards were also developed during the course of the 2019 and have been incorporated into the 2014 Continuous Improvement Framework. <p>Action status: Implementation – Ongoing.</p>
<p>STEM</p> <ul style="list-style-type: none"> • Build System Capacity <ul style="list-style-type: none"> - Conduct an annual STEM Forum - Improve access and equity to quality STEM education for schools and students (particularly girls and ATSI) in low socio-economic areas - Provide science consultancy to schools • Build Teacher and Leader Capacity <ul style="list-style-type: none"> - STEM professional learning for primary and middle years teachers - Provide high quality STEM professional learning based on real world inquiry and integrated interdisciplinary approach 	Catholic	Life of the Agreement	<p>Build System Capacity</p> <ul style="list-style-type: none"> • 2019 saw promotion of Catholic Education South Australia (CESA) STEM to community stakeholders while progressing intentional collaboration and partnership with industry, universities, and educational service providers. • STEM Forum has been held annually since 2018 to promote and engage students in STEM subjects and associated careers. Raise awareness in the community particularly parents as career partners. • Targeted programs for students in low socio economic areas in partnership with UniSA has resulted in increase in numbers of students enrolled in STEM subjects. <p>Student centred STEM PL</p> <ul style="list-style-type: none"> • System-wide shared and coherent understanding of STEM education, which fosters learner agency and leadership. Activities for 2019 included: <ul style="list-style-type: none"> ○ improved leader and teacher capacity in delivery of STEM education. ○ increased networks of schools that promote STEM education. ○ developed intentional collaboration and partnership with industry and educational service providers.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> • Build Dynamic and Sustainable Partnerships <ul style="list-style-type: none"> - Develop partnerships and networks with industry, universities and other education providers 			<ul style="list-style-type: none"> ○ teachers developed stronger focus on pedagogy for STEM deep learning and real-world application that addresses the CESA Key Capabilities in the Living Learning Leading Framework. <p>Action Status: Ongoing.</p> <p>Build Teacher and Leader Capacity</p> <ul style="list-style-type: none"> • In 2019, teachers developed stronger focus on STEM and pedagogy for deep learning and real-world application that: <ul style="list-style-type: none"> ○ address the CESA Key Capabilities in the Living Learning Leading Framework. ○ increase capacity of schools to deliver STEM projects using a Project Based Learning focus. <p>Action status: Ongoing.</p> <p>Build Dynamic and Sustainable Partnerships</p> <ul style="list-style-type: none"> • 2019 saw promotion of CESA STEM to community stakeholders while progressing intentional collaboration and partnership with industry, universities, and educational service providers. <p>Action Status: Ongoing.</p>
<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Implement Catholic Education South Australia (CESA) Literacy Learning Strategy <ul style="list-style-type: none"> ○ Deliver phonics screening to Catholic Schools for all Year 1 students 	Catholic	2021	<ul style="list-style-type: none"> • In 2019, 1,138 Year 1 students, 73 teachers and 30 primary schools participated in the Catholic Education South Australia (CESA) trial of the Year 1 Phonics Screening Check. • In 2020, an additional 16 schools, 33 teachers are planning to facilitate the Year 1 Screening Check in Term 3 2020. • The Year 1 Phonics Screening Check (PSC) was trialled in CESA schools in 2019. In 2020 the number of schools will be expanded. <p>Action status: Ongoing.</p>

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<ul style="list-style-type: none"> Implement CESA Numeracy Learning Strategy -Design and deliver numeracy screening to Catholic Schools for students in the Early Years 			<ul style="list-style-type: none"> External evaluators, The Australian Industrial Transformation Institute at Flinders University, were contracted to provide an independent review of this PSC assessment framework and as a result CESA has made the following recommendations for the implementation of the PSC in 2020 based on this report. <ol style="list-style-type: none"> CESA to continue the sub licensing agreement with the UK government so that schools can access each year’s tests and resources. It is expected that the use of this test will be for diagnostic purposes as a guide for learning intervention. Schools will use this data alongside other relevant literacy assessment data to inform school improvement goals. CESA will support the implementation of the PSC by providing half day training for Year 1 teachers new to the ‘Check’. <p>Action status: Ongoing.</p>
<p>Catholic Schools transition of Year 7 into secondary school</p> <p>Complete transition of Year 7 into secondary settings</p>	Catholic	2022	<ul style="list-style-type: none"> In 2019, work continued on the transition of Year 7 to secondary with additional announcements on some primary schools in regional South Australia extending to Year 9. CESA has also announced changes to its regional schools from 2022 as: <ul style="list-style-type: none"> nine R-6 schools (all of which will transition from current R-7 structure) five R-9 schools (one currently in Roxby Downs, and four schools (St Joseph’s School Peterborough, Clare and Murray Bridge and St Mary MacKillop Wallaroo expanding to include Year 8 in 2022 and Year 9 in 2023) one new Year 7-12 regional school in the Riverland at Renmark opening in 2022.

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			<ul style="list-style-type: none"> • By the end of 2019, all but four metropolitan primary schools transitioned Year 7 into a secondary setting. One school, Galilee Catholic School, Aldinga, will become a campus of Cardijn College from 2021, with the Galilee primary campus of Cardijn College expanding to include middle years learning in 2022. • All CESA regional primary schools will transition Year 7 out of a primary setting by 2022, as follows: <ul style="list-style-type: none"> ○ four schools will expand to include middle years learning to Year 9 ○ nine schools will become R – Year 6. <p>Action status: Ongoing – Regional Schools.</p>
<p>Improving Student Learning and Achievement</p> <ul style="list-style-type: none"> • Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool • Schools will explore the Australian Curriculum Literacy and Numeracy Learning Progressions as a means 	Independent	<p>Life of the Agreement</p> <p>2019-21</p>	<ul style="list-style-type: none"> • The Association of Independent Schools of South Australia (AISSA) continually seeks ways to support school leaders and teachers with school improvement. Recognising the time constraints for leaders to sift through the many resources available to support them with their school improvement pathway and strategic plans, an online repository, the High Impact School Improvement Tool (HISIT) has been developed. Housed on the AISSA website, the AISSA Educational Team is committed to updating the HISIT annually, endeavouring to ensure that the information provided is relevant and contemporary. • During 2019 each section of the HISIT was reviewed and updated by the AISSA Educational Consultant team. • A new section on Inclusive Education was created to support schools focussing on school improvement initiatives with an inclusion lens.

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<p>of identifying student learning and achievement to enable teachers to respond appropriately to student learning needs.</p>			<ul style="list-style-type: none"> • The HISIT was promoted to leaders in schools and Early Learning Directors through the Senior Educational Consultants and various AISSA reference groups. • All Independent schools have access to the HISIT via the password protected section of the AISSA website. <p>Action status: Ongoing.</p> <ul style="list-style-type: none"> • Throughout 2019, AISSA Educational Consultants have supported Independent schools to engage with the National Literacy and Numeracy Learning Progressions as a means of identifying student learning and achievement. This project was instrumental in developing understanding of the National Literacy and Numeracy Progressions and how they can be used to intentionally plan for student learning and growth. Schools explored the common pathways or developmental sequences for the acquisition of aspects of literacy and numeracy development as detailed in the Progressions. • Central and bespoke, in-school high quality professional learning was designed and implemented. • In Terms 2, 3, and 4, impact hubs provided a collaborative forum for leaders and teachers to continue professional dialogue. • All participating teachers indicated an increased understanding of literacy and numeracy developmental pathways, as described in the National Literacy and Numeracy Progressions. <p>Action status: Ongoing.</p>
<p>STEM</p> <ul style="list-style-type: none"> • Explore and implement opportunities for STEM Education through the 	Independent	2019-20	<ul style="list-style-type: none"> • The learning areas of Science Technology Engineering and Mathematics (STEM) are widely recognised as crucial for Australia’s long-term future. In 2019 AISSA supported Independent schools to explore opportunities for education, research, and possible approaches to effective STEM leadership, learning development and

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<p>Association of Independent Schools South Australia (AISSA) STEM Task Force</p> <ul style="list-style-type: none"> ○ Audit tool ○ Local and international research bank ○ Industry and tertiary partnerships ○ School-based STEM strategies 			<p>implementation through a number of projects. Based on the national STEM Education Strategy, a key resource has been developed – the STEM Audit Tool. This tool supports schools to audit current practice and identify initiatives in support of meeting the national strategy. Workshops and in-school consultancy provided professional learning opportunities for teachers to create engaging, transdisciplinary units of work that integrated Digital Technologies, Mathematics and Science with rigour.</p> <ul style="list-style-type: none"> ● During 2019, a draft STEM Position Paper that complements the existing AISSA Mathematics and Digital Technologies papers was completed. This paper is due for publication and dissemination to schools in 2020. ● A Project Based Learning (PBL) initiative has provided the participating 21 schools with introductions and links to industry partners – Parramatta Marist High School, University of Technology Sydney (UTS), two STEM experts (Biology and Chemistry) and one Independent primary school. ● Designed to support schools to navigate the myriad of information available for this key area, a comprehensive STEM Newsletter, published at the beginning of each term was introduced. This resource provides Independent schools with links to a wide variety of sources, industry links and resources. ● Bespoke school-based workshops and mentoring of teachers were implemented to support teaching teams to design, implement, evaluate and moderate STEM units of work. These were then formally shared with colleagues. ● All schools in the PBL Network were provided with the opportunity to link with industry experts in each of the project sessions.

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			Action status: Ongoing.
<p>Literacy and numeracy</p> <ul style="list-style-type: none"> • Provide access for all Independent schools to phonics based literacy screening • Implementation of the ReSolve mathematical inquiry project in participating schools 	Independent	<p>2019</p> <p>2019-2020</p>	<ul style="list-style-type: none"> • The Phonics Screening Check, developed by the Department for Education in 2018, comprises a screening check and corresponding resources. This check supports school-wide practice in Phonics teaching, learning and assessment. • Access to the Phonics Screening Check materials, along with the associated provision of advice, supported member schools to implement this relevant and purposeful assessment tool. School staff were supported to consider associated practices in intervention and responses to cohort data. Additionally, schools were provided with advice regarding selection of contextually relevant assessment tools and school-wide approaches to phonics assessment. • All Independent schools have access to the Phonics Screening Check and associated materials hosted on the AISSA website. <p>Action status: The work on this action is now complete. Schools will continue to use this check and AISSA will continue to support them to do so effectively.</p> <ul style="list-style-type: none"> • Workshops offered successfully promoted the reSolve: Mathematics by Inquiry resource and facilitated contextual implementation of the resource by teachers. • The reSolve: Mathematics by Inquiry resource was shared at two information sessions that targeted the primary and secondary years of schooling. These workshops provided schools with a high-level overview of the resource and an opportunity to share their implementation of reSolve resources. The workshops resulted in ongoing networking opportunities for teachers to share quality teacher practice.

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			<ul style="list-style-type: none"> 88% of participating teachers indicated enhanced understanding of this resource. <p>Action status: Ongoing.</p>
<p>Middle Years Schooling Improvements</p> <ul style="list-style-type: none"> The Responding to Early Adolescent Learners Committee will investigate and scale best practice in Middle Schooling, including schools required to transition Year 7 students to secondary contexts 	Independent	2019-2022	<ul style="list-style-type: none"> The Responding to Adolescent Learners (REAL) Committee comprises key leaders from the range of middle school contexts across the Independent sector (primary, middle, secondary and R – 12 schools). This group meets four times a year for collaborative professional learning and to share practices and experiences. They investigate how best practice in Middle Schooling can be implemented and scaled. This is significant activity as schools in South Australia transition Year 7 students to secondary contexts. Topics explored during the year emerged from issues and current, innovative and future approaches for teaching and learning. Focuses included wellbeing, enterprise education, civic engagement and pedagogy for future schooling. Networking between REAL group members enabled the sharing of effective school practice and the deepening of their understanding of contemporary issues in regard to meeting the needs of early adolescent learners. Underpinning the work of the group are the REAL Guiding Principles and the REAL Wheel: Wellbeing, Pedagogy, Curriculum and Assessment. Resources and research are posted on the AISSA REAL webpage. 73% of REAL committee participants reported enhanced understanding about issues pertaining to the education of early adolescent students.

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			Action status: Ongoing.
<p>Indigenous Secondary Student Mentoring</p> <ul style="list-style-type: none"> • Providing Indigenous secondary students with mentoring support, building cultural connections and educational aspiration 	Independent	2018-2019	<ul style="list-style-type: none"> • The Indigenous Secondary Student Mentor Program has provided Indigenous students in SA Independent schools with relevant and engaging mentoring, allowing them to grow and develop as they continue their education. Mentoring was provided by a highly skilled Ngarrindjeri man, with a professional background in education, disability support and youth work. Supporting students from a diverse range of contexts, the mentoring program has contributed to building students’ social and emotional well-being, identity development and support of transitional pathways into further education. Located at students’ schools, mentoring was undertaken either individually or in small groups, depending on the particular needs and wishes of students. • During 2019 the AISSA Indigenous Secondary Student Mentoring Program successfully engaged with 146 students across 25 Independent schools throughout metropolitan, regional and remote South Australia. • Ongoing school-based mentoring has built students’ cultural, academic, social and emotional wellbeing. • Connections have been fostered with external agencies and tertiary institutions including the universities in Adelaide, TafeSA, government agencies that offer traineeships and employment, Maxima, National Australia Bank, Port Adelaide Football Club, South Australian Aboriginal Sports Training Academy, University of Sydney, The Smith Family and Tauondi Aboriginal College to provide opportunities for students seeking post-school learning experiences and scholarships.

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			<ul style="list-style-type: none"> • Students from regional and remote SA have been supported in their transition to boarding schools in Adelaide. • Across 2018 and 2019, 52% of schools with Indigenous secondary students have accessed the AISSA Indigenous Secondary Student Mentoring Program, which will continue in 2020. <p>Action status: The work on this action is now complete. This is an ongoing program.</p>

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Aboriginal Education Strategy</p> <ul style="list-style-type: none"> • Release Aboriginal Education Strategy supported by governance arrangements that involve and support transparency to Aboriginal people • Launch of rolling public implementation plan 	Government	2019	<ul style="list-style-type: none"> • The Department for Education’s Aboriginal Education Strategy was released in December 2018. It is a 10-year strategy developed to lift learning and life outcomes for Aboriginal children and young people through pre-school, school and post high school. • Key areas for change and improvement include: <ul style="list-style-type: none"> ○ teaching practice and curriculum delivery ○ languages ○ engaging families and communities ○ workforce development ○ funding policy ○ Aboriginal governance, service design and delivery. • The strategy was designed in partnership with Professor Peter Buckskin, chairperson of the South Australian Aboriginal Education and Training Consultative Council (SAAETCC) and informed by consultation that included Aboriginal students, families and communities. <p>Action status: Complete.</p> <ul style="list-style-type: none"> • The first 3 year implementation plan, highlighting key initiatives, was launched along with the strategy in December 2018. These initiatives are now underway. • Aboriginal Education Strategy implementation governance includes the Department for Education’s Expert Advisory Panel for the Aboriginal Education Strategy (established in 2019). Panel members are highly respected in their chosen fields of education, child

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			<p>development, culture, community and nation building. Members include:</p> <ul style="list-style-type: none"> - Professor Peter Buckskin PSM FACE, Chairperson - April Lawrie, Commissioner for Aboriginal children and young people - Dr Karen Sinclair, member - Dr Kaye Price AM, member - Professor Chris Matthews, member - Professor Daryle Rigney, member - Annette Williams, member (education representative) - Rueben Burton, member (education representative). <ul style="list-style-type: none"> • The department will engage regularly with the community to review and develop future 3-yearly implementation plans that support and monitor progress of the strategy. • The Department for Education worked in partnership with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC) to engage with parents and other members of Aboriginal communities to inform the development of the Aboriginal Education Strategy. SAAETCC is an elected board of members who represent regions or education sectors in South Australia, including Aboriginal parents (chaired by Professor Peter Buckskin). • The Department for Education’s Aboriginal Education Directorate meets monthly with SAAETCC to discuss progress against the

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			<p>Aboriginal Education Strategy and targeted consultations on specific initiatives.</p> <ul style="list-style-type: none"> The Department for Education will engage with SAAETCC to consult with parents and other members of South Australian Aboriginal communities, to review and inform the development of future implementation strategies. <p>Action status: Complete.</p>
<p>Supporting teacher development</p> <p>Teacher and Leadership Academy is established and delivering high quality professional learning</p>	Government	Life of the Agreement	<ul style="list-style-type: none"> Orbis, the department’s new professional learning institute for leaders and teachers was launched in April 2019. Orbis provides a comprehensive program of professional learning to develop teaching expertise and educational leadership. The initial programs were specifically chosen to ensure that students have strong understanding of literacy and numeracy to confidently engage in the curriculum. The Instructional Leadership program is being delivered by the University of Melbourne and is designed to support leaders, and their teams, to engage with the evidence based research that impacts learning outcomes for students. In addition, a cohort of principals attended Harvard’s Leadership for School Excellence to support their leadership development. During the launch year 162 leaders and teachers participated in an Orbis program. The number of participants for each program is as follows: Instructional Leadership (Leaders) 30, Literacy R-3 (Teachers) 30, Literacy 7-9 (Teachers) 27, Numeracy R-3 (Teachers) 43, Harvard (Leaders) 32. The number of participants will increase in 2020.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)															
			<table border="1"> <thead> <tr> <th data-bbox="1106 325 1767 395">Qualification</th> <th data-bbox="1767 325 2020 395">2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="1106 395 1767 466">Instructional Leadership (Leaders)</td> <td data-bbox="1767 395 2020 466">30</td> </tr> <tr> <td data-bbox="1106 466 1767 536">Literacy R-3 (Teachers)</td> <td data-bbox="1767 466 2020 536">30</td> </tr> <tr> <td data-bbox="1106 536 1767 606">Literacy 7-9 (Teachers)</td> <td data-bbox="1767 536 2020 606">27</td> </tr> <tr> <td data-bbox="1106 606 1767 676">Numeracy R-3 (Teachers)</td> <td data-bbox="1767 606 2020 676">43</td> </tr> <tr> <td data-bbox="1106 676 1767 746">Harvard (Leaders)</td> <td data-bbox="1767 676 2020 746">32</td> </tr> <tr> <td data-bbox="1106 746 1767 817">Total</td> <td data-bbox="1767 746 2020 817">162</td> </tr> </tbody> </table> <p data-bbox="1106 849 1384 880">Action status: Ongoing.</p>		Qualification	2019	Instructional Leadership (Leaders)	30	Literacy R-3 (Teachers)	30	Literacy 7-9 (Teachers)	27	Numeracy R-3 (Teachers)	43	Harvard (Leaders)	32	Total	162
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<p data-bbox="206 919 528 951">Entrepreneurial Education</p> <ul data-bbox="250 975 716 1382" style="list-style-type: none"> • Entrepreneurial specialist programs implemented in 4 high schools (2 in regional/rural areas and 2 in metropolitan areas) • New business and entrepreneurialism focussed SACE subjects developed • Establish a new technical college in the western suburbs of Adelaide to support young South Australians to develop 	Government	<p data-bbox="929 919 994 951">2020</p> <p data-bbox="929 1134 994 1166">2021</p> <p data-bbox="929 1254 994 1286">2021</p>	<ul data-bbox="1151 919 2020 1334" style="list-style-type: none"> • The Entrepreneurial Learning strategy aims to build within public education, a shared understanding of what it means to be entrepreneurial, and develop the knowledge and skills needed to think and work critically and creatively. • In 2019 the strategy was implemented at Banksia Park International, Seaton, Heathfield, Murray Bridge and Mount Gambier High Schools, leading to with 300 enrolments across the 5 schools in semester 1 2020. • In 2019 10 expert staff were engaged at the 5 schools to develop resources across years 7 to 12. These high quality resources will be shared and used across the state. <p data-bbox="1106 1350 1384 1382">Action status: Ongoing.</p>															

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>high level trade, STEM and entrepreneurial skills so they are well equipped for careers in defence, shipbuilding and other maritime industries</p>			<ul style="list-style-type: none"> Integrated SACE packages have been developed, combining SACE programs with entrepreneurial learning, vocational education and training qualifications, and industry certificates. <p>Action status: Ongoing.</p> <p>Technical College</p> <ul style="list-style-type: none"> A new technical college is being established in Adelaide’s western suburbs, supporting students to pursue trade pathways into high demand jobs such as defence and shipbuilding. The college is being established adjacent to SA’s maritime and defence industries, and will be available to students from government, Catholic and independent schools. In 2019 the application process for the joint project was undertaken, strongly supported by a panel made up of representatives from SAAB Australia, Naval Group and BAE Systems. This led to the establishment of the joint investment between the state government and Catholic Education South Australia in 2020. Work will be completed in time for new enrolments in Semester 2, 2021. <p>Action status: Ongoing.</p>
<p>Aboriginal and Torres Strait Islander Education Strategy</p> <ul style="list-style-type: none"> Release reviewed CESA Aboriginal and Torres Strait Islander Education Strategy 	Catholic	2020	<p>In preparation for the development of the CESA Aboriginal Education Strategy, in 2019 the Aboriginal Education Team undertook:</p> <ul style="list-style-type: none"> Research and compared strategy documentation from National & State bodies and other Catholic Education Sectors. Sought advice from Aboriginal Education researchers and organisations.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Sought consultation from Aboriginal Community stakeholders (across the range of Aboriginal Nations in which our schools are located and our students are drawn from). • Gathered evidence of the efficacy of current CESA Aboriginal Education Programs and Services. <p>The Aboriginal and Torres Strait Islander Education Committee was the formal consultative process – the ATSIEDC met quarterly and included school leaders as well as Aboriginal representatives:</p> <ul style="list-style-type: none"> - Margaret Rouggos Principal, Kildare College, Holden Hill - Trish Jones – Principal, St. Mary Magdalene’s Primary School, Elizabeth Grove - Noel Mifsud – Principal CBC, Adelaide - Simone Ulalka Tur - Pro Vice-Chancellor (Indigenous) Office of Indigenous Strategy and Engagement - Michael Colbung - Lecturer and Interdisciplinary Researcher with the School of Education, Adelaide University - Gabrielle Rigney - Indigenous Support Kildare College - John Lochowiac - National Aboriginal and Torres Strait Islander Catholic Council - Aboriginal and Torres Strait Islander Education Team (Roma Aloisi, Matthew Jolly, John Low). <p>In 2019 the Aboriginal Education Team had discussions with a range of stakeholders focussing on aspects of the proposed update of the CESA</p>

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			<p>Aboriginal Education Strategy including – these discussions were individual meetings and were intended to pre-empt a more formal committee process (expected to be re-established in 2020).</p> <ul style="list-style-type: none"> • Understanding the importance and impact of culture, cultural identity and linguistic background on the education of students from Aboriginal backgrounds. <ul style="list-style-type: none"> - Karl Winda Telfer - Co-Director Yellaka "Old Wisdom - New Ways" - Kira Bain – Kurna Language Consultant Tauondi Aboriginal Community College - Jonathan Lindsay-Tjapaltjarri Hermawan - Chief Operations Officer Red Dust Role Models - Lilla Berry and Kain Sultan Babij – Carclew Youth Arts - Iteka Sanderson-Bromely – Aboriginal Consultant Bookabee Australia. • Post school pathways for Aboriginal students <ul style="list-style-type: none"> - Bill Wilson – Senior Skills Initiatives Officer, Skills Initiatives, Department for Innovation and Skills - Matthew Kauschke - Wirltu Yarlu, Aboriginal Education, The University of Adelaide - Trevor Lovegrove - Senior Program Coordinator - Aboriginal Apprenticeship Initiative - Department for Industry and Skills

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> - Elliott McNamara – Executive Director Walga (Whyalla). • Effective Literacy and Numeracy Strategies <ul style="list-style-type: none"> - Sharon Cooke - Manager: Indigenous Education K-12, Catholic Schools Office, Diocese of Armidale. • Thriving People - Consultation Forums <ul style="list-style-type: none"> - Aboriginal Students in CESA secondary schools Regional Schools 19th August 2019 (Whyalla), Metropolitan 5th and 10th September 2019 (Adelaide). - 160 Aboriginal students (140 metropolitan and 20 regional) - April Lawrie - South Australia Commissioner for Aboriginal Children and Young People - Jonathan Lindsay-Tjapaltjarri Hermawan - Chief Operations Officer Red Dust Role Models - Karl Winda Telfer - Co-Director Yellaka "Old Wisdom - New Ways". <p>In 2020 expressions of interest were being sought from:</p> <ul style="list-style-type: none"> - April Lawrie - South Australia Commissioner for Aboriginal Children and Young People (parent of graduated student) - Karl Winda Telfer - Co-Director Yellaka "Old Wisdom - New Ways"

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> - John Lochowiac - National Aboriginal and Torres Strait Islander Catholic Council (parent of current student) - Martin Pascoe – South Australian Stolen Generations Survivors Community Leader (uncle of current student) - Gabrielle Rigney - Indigenous Support Kildare College (parent of graduated student) - school leaders – not yet confirmed. <p>Action status: Ongoing.</p>
<p>Continuous Improvement Framework for Catholic Schools</p> <ul style="list-style-type: none"> • Review the 2014 Continuous Improvement Framework for Catholic Schools to reflect the Living Learning Leading Framework • Extend External Evaluation process to all Catholic Schools 	Catholic	<p>2020</p> <p>Life of the Agreement</p>	<ul style="list-style-type: none"> • In 2019, the Living, Learning, Leading Standards were written and launched in early 2020 for implementation. The next stage will see the Learning and Wellbeing framework developed. The Leadership Standards have also been incorporated into the review. <p>Action status: Ongoing.</p>
<p>Entrepreneurial Education</p> <ul style="list-style-type: none"> • Initiate and support an Entrepreneurial & Innovation Network of schools to research and enact pedagogies which engage students in developing entrepreneurial skills and disposition 	Catholic	<p>2021</p> <p>2020</p>	<ul style="list-style-type: none"> • In 2019 the Entrepreneurial Education Network was established and focused on students and teachers working as co-creators, innovators and designers of product-oriented entrepreneurial learning experiences to improve student knowledge, skills, capabilities and to broaden their understanding of the world in which they live. The Entrepreneurial Network explored how social entrepreneurship could be contextualised within different schooling contexts. The

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Collaborate with schools to develop and implement a CESA Entrepreneurial Learning Initiative 			<p>Entrepreneurial Network was unique from its inception because it involved the students attending and participating in each of the network days.</p> <ul style="list-style-type: none"> Overall 52 students and 21 staff members participated in each network day. During the network days teachers were invited to inquire and reflect upon models of Entrepreneurial Education and how this could be actioned within their school. <p>Action status: Ongoing.</p> <ul style="list-style-type: none"> Through engaging with entrepreneurial education, the educators were supported in building transdisciplinary inquiry units which allowed students to be knowledgeable, inquisitive, and innovative. Learner agency was encouraged through co-constructed learning and assessment design opportunities. The Entrepreneurial Network partnered with Distinguished Professor Yong Zhao who is recognised globally for challenging schools to reimagine education. To celebrate each school's learning journey and capture evidence of our capable learners and leaders we captured the learning in film. The films show the impact that entrepreneurial learning had on both teachers and students. A record of the work in 2019 has also been captured in a series of podcasts, you can download the episodes at https://soundcloud.com/schoollifepodcast/sets/educational-entrepreneurship

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Action status: Complete.
<p>Leadership Institute</p> <ul style="list-style-type: none"> • The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape <ul style="list-style-type: none"> ○ Governing Council Conference and workshops ○ Leadership Legal series ○ School Impact Hubs ○ Leadership seminars, conferences and in-school development programs 	Independent	Life of the Agreement	<ul style="list-style-type: none"> • The Leadership Institute has provided leaders with practical support, expert knowledge, access to thought leaders and broader education networks, developing the personal leadership qualities and skills that initiate, drive and lead change in their schools and communities. • A range of activities has contributed to the growth in capacity and capability of AISSA Leaders, including bespoke in-school support for leadership teams focusing on personal leadership development and leading change. • Primary and secondary impact hubs have supported leaders to develop leadership and change management skills to implement a current teaching and learning initiative in their schools. • Eight seminars led by AISSA staff focused on growing understanding and responsiveness to significant HR and Legal issues impacting schools and leaders. In addition, a financial literacy seminar supported leaders with strategies for interpreting and understanding budgets and financial performance indicators. • The AISSA co-hosted a three-day cross sector symposium. The symposium invited leaders from Independent schools to share their design, planning, leading and scaling of entrepreneurial approaches that responded to the local and global needs of the school community. • 90% of participants reported improved understanding of legal and human resource issues. • 89% of participants reported improved understanding of leading innovation and change. <p>Action status: Ongoing.</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Early Career Teacher Development Inducting early career teachers to the profession through the provision of professional learning and mentoring</p>	Independent	Life of the Agreement	<ul style="list-style-type: none"> • The AISSA Early Career Teacher (ECT) program was underpinned by the belief that carefully designed induction processes will support early career teachers to more successfully navigate their first years of teaching. The program scaffolded early career teachers and their mentors through carefully designed learning and relationship building opportunities to foster their professional identity, professional practice and teacher wellbeing. • A five-day professional learning program was designed recognising the key foundational roles of context, culture and relationships. Opportunities were also planned, through the framework of a pedagogical toolbox, to connect theories and learning with practical application. • Intentionally sequenced, the program scope included an initial focus on developing an effective and professional relationship between the ECT and their mentor. Intentional learning encompassed the building of positive learning environments and effective teaching pedagogies. • Advice and support were provided to both build professional networks and transition from Graduate to Proficient career stage (Provisional to Full Registration). • 73% of teachers participating in the Early Career Teacher program reported enhanced understanding and confidence as a beginning teacher. <p>Action status: Ongoing.</p>
<p>ChallenGE Project The ChallenGE project uses a Design Thinking methodology to develop context specific responses to the needs of highly</p>	Independent	2019	<ul style="list-style-type: none"> • The ChallenGE Project was a collaboration between AISSA and Flinders University that used a Design Thinking methodology to assist leaders and teachers to improve outcomes for highly able learners.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>able learners. Schools will prototype and scale locally developed initiatives.</p>			<ul style="list-style-type: none"> • The ChallenGE project provided professional learning to support teachers and leaders from participating schools to address the academic and affective needs of highly able learners. • The methodology for the nine workshops was a design thinking model that enabled each school to design its context specific prototype. • A unique feature was the development of a coaching program to support school ChallenGE teams in their own educational contexts. Moreover, an extensive online repository of ChallenGE resources was created for teachers and schools to use in the future. • Two research papers will be developed arising from this project. The initial research paper has focused on the application of Design Thinking for quality professional learning. A second research paper will share project findings, so as to assist leaders and teachers to improve outcomes for highly able learners. • 85% of participating schools reported increased capacity to better meet the needs of highly able learners. <p>Action status: Complete.</p>
<p>Centre for Innovation</p> <ul style="list-style-type: none"> • The AISSA Centre for Innovation will support schools to implement improvement initiatives through programs including: <ul style="list-style-type: none"> ○ School Impact Hubs ○ Learning Design and Moderation 	Independent	2019-21	<ul style="list-style-type: none"> • The AISSA Centre for Innovation supports schools across the sector to design, implement and scale new futures by connecting school leaders to thought leaders and external partnerships, networks and innovation research, resources and practice. • Leading Innovation and Change Impact Hubs comprised of school leaders across the sector met regularly and participated in professional learning modules - Leading innovation; Organisation change; Organisational culture; Innovation and scaling strategy; Adaptive leadership and Organisational learning.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Leaders accessed 1:1 clinics with experts to support them to undertake leadership learning, context mapping, organisational analysis, visioning, implementation and scaling of their own school based project related to their own current role and strategic focus. • Leaders engaged with the AISSA’s mapping model for leading innovation and change and plotted their impact over the course of the work. • 89% of participants reported improved understanding of leading innovation and change. • The Moderation and Learning Design project focussed on deepening Australian Curriculum knowledge, designing effective learning and teaching, and enriching assessment practice including moderation protocols and practice. Leaders and teachers improved their practice in making consistent judgements about student learning through central workshops and in-school action research. • This work was complemented by cross-school and in-school collaborative moderation practices that supported designing effective learning, teaching and assessment. • A range of resources and tools have been developed to support this learning. Additionally, school-based workshops and hub groups provided ongoing learning and opportunities for teachers to share quality teacher practice. • All participants in the Learning Design and Moderation project indicated improved practice in making consistent judgements about student learning. <p>Action status: Ongoing.</p>

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Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>School Improvement Model</p> <ul style="list-style-type: none"> Continue to implement agreed improvements to the Nationally Consistent Collection of Data on School Students with Disability 	Government	Life of the Agreement	<ul style="list-style-type: none"> Policy officers and educators participated in Australian Government led projects that focused on improvements to the quality of the NCCD. The department encouraged schools to access professional development opportunities on the NCCD and the Disability Standards for Education via the NCCD portal. Department officers participated in the National Schools Resourcing Board review of the national disability loadings. The department undertakes quality assurance strategies to ensure a consistent understanding of the NCCD model across all South Australian schools. Strategies include in-school professional development, a help desk service, cross sector moderations, promotion of the NCCD portal and the importance for all staff to undertake Disability Standards for Education training. We are a responsive service and tailor our support to meet site specific needs. Post collection, the SA data is analysed to address anomalies and to determine gaps in service and future improvement strategies. <p>Action status: Ongoing.</p>
<ul style="list-style-type: none"> School Improvement Dashboard developed and provided to schools 	Catholic	2020	<ul style="list-style-type: none"> In 2019 work progressed on the development of a school improvement dashboard built around a Balanced Scorecard approach to system and school KPIs and a Business Intelligence tool to provide data to support school improvement activities and evidence of improvement. The Balanced Scorecard sets targets (KPIs) for specific learning and wellbeing outcomes, learning growth with respect to the CESA Key

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Capabilities, inclusion, diversity and community engagement and resource allocation.</p> <ul style="list-style-type: none"> Software development commenced in 2019 to provide a readily accessible evidence database to support schools and CESA’s work in school improvement. <p>Action status: Ongoing.</p>
<p>School Improvement Model</p> <ul style="list-style-type: none"> Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice 	Independent	Life of the Agreement	<ul style="list-style-type: none"> SA Independent schools were supported in their school improvement journeys through an approach that connected the expertise of the AISSA Educational Consultancy team with school principals and leadership teams. This has fostered the progression and achievement of strategic school improvement initiatives within localised contexts. The range of improvement strategies available to Independent schools included school visits and meetings between leadership teams and the AISSA educational consultancy staff. Support and advice in the development of overarching strategic intentions, change processes and learning principles was also provided. Additionally, leadership teams were connected with associated AISSA professional learning programs and groups. All Independent schools have been supported with school improvement initiatives. <p>Action status: Ongoing.</p>