

Non-Government Reform Support Fund

2021 Workplan

South Australian Commission for Catholic Schools

Summary of Workplan for 2021

The South Australian Commission for Catholic Schools Inc (SACCS) through the Catholic Education Office oversees 102 Catholic schools across two dioceses to deliver a high quality education to approximately 17% of all school students in South Australia.

The Reform Support Fund Strategic Plan 2019-2022 and the 2021 Workplan have been informed by the CESA Mission, Values and Vision Statement, the SACCS Corporate Plan 2020-2024 and the eight National Reforms and National Policy Initiatives as outlined in the National School Reform Agreement 2019 -2023. In addition, the 2021 Workplan provides details of the key system initiatives to be undertaken and implemented in South Australian Catholic schools from 2019-2022 as outlined in the Bilateral Reform Agreement between the Commonwealth and the Government of South Australia.

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

The Strategy for Leading Catholic Schools to New Levels of Excellence presents the key initiatives that SACCS will progressively introduce to strengthen, transform, and promote Catholic education in South Australia. The Strategy will provide all students from all communities with successful pathways and transitions in their learning. This Key Direction also includes the 2021 national school reform priorities of NCCD quality assurance, moderation and support, continued improvement, and the transition of NAPLAN to online delivery as outlined in the 2021 Guidelines.

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

The Living, Learning, Leading Framework together with the Living Learning Leading Standard and the Leadership Standard are part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools with a strong focus on improvement activities that ultimately promote quality leadership, quality teaching and improve the learning outcomes, faith development and life opportunities of all students. This Key Direction also includes the 2021 national school reform priority of improving governance and financial management practices in Catholic schools as outlined in the 2021 Guidelines.

Reform Direction C – Enhancing evidence for improvement

Activities will support the system and schools to systematically collect and use a wide range of school performance data to measure the impact of improvement strategies both in schools and across the system. School and system leaders will be provided with opportunities to develop their capacity and skills to effectively use data and research to inform school and system improvement planning and policy development and implementation.

Catholic Education SA (CESA) is the executive and policy implementation arm of the South Australian Commission for Catholic Schools (SACCS) and its Standing Committees.

The Catholic Education Office has been delegated with authority from SACCS to develop, implement and report on the Non-government Reform Support Fund.

Key Drivers

Education jurisdictions across Australia are responding to current research to lift student engagement and attainment and are supporting schools and systems to achieve improved student outcomes and overall school improvement. Within the South Australian Catholic context, current CESA key drivers include:

- SACCS Corporate Plan 2020-2024
- NCEC Strategic Priorities 2021-2023
- A Blueprint for 'step change' 2020
- Living Learning Leading Framework
- Living Learning Leading Standard
- Living Learning Leading Evidence Guide
- Leadership Standard
- Leadership Evidence Guide
- Strategy for Leading Catholic Schools to New Levels of Excellence
- Continuous Improvement Framework for Catholic Schools
- Key Capabilities Continua
- Statement of Learning Commitment
- National School Reform Agreement 2019-2023

Key Reform Directions

Education sectors across South Australia are undergoing considerable system-wide reform to accelerate student learning and improve outcomes for children and young people. These reforms span the three reform directions outlined in the *National School Reform Agreement 2019-2023*:

- Supporting students, student learning and student achievement
- Supporting teaching, school leadership and school improvement
- Enhancing the national evidence base.

The eight National Reforms in the National School Reform Agreement 2019-2023 are aimed at sustained reform efforts that will drive improved student outcomes and excellence in classrooms. As the National Policy Initiatives (as outlined in Schedule B of the National School Reform Agreement) are agreed, developed and implemented, it is intended that the annual Workplans will reflect these developments where relevant (if they are not already being addressed).

The projects and initiatives outlined in the 2021 Workplan will continue over the life of the Reform Support program. Expected Outcomes will be indicated for each year, whilst the Indicators of Success are targets to be achieved by the end of the Program, namely end of 2022.

SUMMARY OF BUDGET – 2021

Project	Activities	Reform support funding	Funding from other sources	Total funding
KEY DIRECTION ONE Supporting students, student learning and student achievement: Improved student learning and wellbeing	I.D.E.A.S.	\$66,000		\$66,000
	NCCD	\$155,000		\$155,000
	CESA STEM & NAPLAN	\$260,000		\$260,000
	Sub total	<i>\$481,000</i>	\$0	<i>\$481,000</i>
KEY DIRECTION TWO Supporting teaching, school leadership and School Improvement: Supporting teaching and school leadership	CESA/NSI Partnership	\$120,000		\$120,000
	Aboriginal Education Strategy	\$140,000		\$140,000
	School leadership & Financial management	\$235,000		\$235,000
	Entrepreneurial Education strategy	\$44,000		\$44,000
	Sub total	<i>\$539,000</i>	\$0	<i>\$539,000</i>
KEY DIRECTION THREE Enhancing evidence for improvement: Effective use of data	Using data for classroom & school improvement	\$90,000		\$90,000
	Living Learning Leading surveys	\$200,000		\$200,000
OTHER	Administration & Operational costs	\$80,000		\$80,000
	Sub total	\$370,000	\$0	\$370,000
	Total funding for 2021	\$1,390,000	\$0	\$1,390,000

The Australian Government understands that these figures provided are indicative and will change throughout the year. See Pages 5, 7, 11, 15. The Annual Report is expected to report on these changes.

Key Direction 1: Supporting students, student learning and student achievement

Project title	Project description and activities	Indicative budget	Expected outcomes / overall achievements 2021	Indicators of success
<p>IMPROVED STUDENT LEARNING AND WELLBEING</p> <p>Relevant national policy reform direction: Reform 1: Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth.</p> <p>State reform initiative: School improvement strategy; Aboriginal Education Strategy; STEM Strategy; Entrepreneurial Education; Literacy and</p>	<p>IDEAS (Innovative Designs for Enhancing Achievements in Schools) This whole school, two-year revitalisation project developed by the Leadership Research International (LRI) located at the University of Southern Queensland. Based on extensive research in school improvement over the last 19 years, IDEAS aim is to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy and attain school alignment. IDEAS has been implemented in schools throughout Australia and internationally. The key features that distinguish IDEAS from most other school improvement approaches are:</p> <ul style="list-style-type: none"> • the Research-Based Framework for Enhancing School Outcomes • the IDEAS process • parallel leadership • three-dimensional pedagogy <p>NCCD- quality assurance, moderation and support for the continued improvement of data on students with a disability will have a strong focus in 2021. Schools will be supported to enter SWD data into the SEQTA Learner Management System. This will provide enhanced data entry and collection summary reports. This initiative was identified as a priority action in the <i>CESA Students with a Disability Review Report 2020</i>.</p> <p>Schools will be trained and supported to use SEQTA to:</p>	<p>Reform support funding: \$481K</p> <p>Other funding: 0</p> <p>(Indicative only \$66K)</p> <p>(Indicative only \$155K)</p>	<ul style="list-style-type: none"> • Three new schools will commence the IDEAS program in 2021 continuing on until the end of 2022 to develop a school-wide pedagogy in partnership with University of Southern Qld. The School-wide Pedagogy will be documented and shared with staff students and school community. • Two schools currently undertaking the program will complete in early 2021. This program was partially deferred in 2020 due to COVID. • Enhanced SWD data and moderation processes at school and system level. • Modules delivered to 10 primary schools and 10 secondary schools. • Professional learning package delivered to 	<p>By 2022</p> <ul style="list-style-type: none"> • 2% increase in students meeting the expected standard in NAPLAN • 99% students completing Year 12 or equivalent • 3% increase in students with a positive opinion about their school's safe and orderly learning environment • 2% increased equity in outcomes for targeted groups

<p>Numeracy Programs (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)</p>	<ol style="list-style-type: none"> 1. Document the four levels of evidence required for NCCD. 2. Use SEQTA data for quality assurance purposes. 3. Use SEQTA data for moderation at school, cluster and cross-sector levels. <p>State-based Bullying Strategy (cross sector) The following resources developed through the State-based Bullying Strategy will be implemented in schools via CESA's regional cluster model as follows:</p> <ul style="list-style-type: none"> • Bullying and Harassment; Cyberbullying; Image-based abuse; Sex and sexting modules and Teacher Learning Packages all of which are aligned to the Australian Curriculum. • Online professional learning package about bullying prevention for Students with Disabilities will be delivered to specialist teachers in the five Special Education Units across the system. <p>Learning for Wellbeing Initiative - The co-designed Learning for Wellbeing Foundation Paper "LearnWell" was developed in 2020. In 2021 this Paper will become a core part of the work of schools in inspiring and equipping the agency of young people to thrive on their learning journey. The conceptual underpinnings will foster key knowledge, skills, and dispositions with a specific focus on learning for and through wellbeing.</p> <p>The LearnWell Tool Kit will be a structured collection of tools that enhance learning and wellbeing by supporting educators and learners to build on current practice.</p>		<p>teachers in five Special Education Units across the sector.</p> <p>Six LearnWell Workshops conducted to familiarize schools with the LearnWell Paper across six CESA regions.</p> <p>A LearnWell Toolkit developed and used to inform learning design, assessment, moderation and reporting across the system.</p>	
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	<p>Behaviour Coaches - In response to the <i>CESA Students with a Disability Review 2020</i>, Engagement and Wellbeing Advisers will identify regional school-based behaviour coaches across regions to engage in the online training module: <i>Understanding and Supporting Behaviour</i>. Schools will be supported by network meetings, consultants from the Australian Childhood Foundation, Autism SA, Berry Street and the CESA Positive Behaviour Support specialists.</p> <p>The implementation of the CESA STEM Learning Initiative has been designed to extend over the life of the Reform Support Fund program as outlined in the CESA Reform Support Strategic Plan. The projects for 2021 are aligned with the key actions of the CESA STEM Learning Initiative.</p> <p>Key Action 1: Build System Capacity Key Action 2: Build Leader and Teacher Capacity Key Action 3: Build Dynamic and Sustainable Partnerships</p> <p>Lumination STEM Extended Reality – Middle School Focus</p> <ul style="list-style-type: none"> • Groups of students solve real world problems using extended reality technologies. Students build their technology and critical thinking skills to problem solve, ideate, create, communicate and collaborate on their solutions. <p>NoTosh – Primary and Middle School Focus</p> <ul style="list-style-type: none"> • SySTEM Playbook Project -collaborative approaches with schools wanting to embed STEM practice that is as ubiquitous as 	<p>(Indicative only \$260K)</p>	<p>A LearnWell Ambassador Community program established that supports school-based practices to enable wellbeing and effective learning.</p> <p>System Assessment, Moderation and Reporting Policies and Guidelines developed.</p> <p>System-wide Multi-D processes and practices developed for students with complex needs.</p> <p>Greater system capacity to support students with complex needs.</p> <p>Improved teacher understanding of the connection between disability, behaviour and learning.</p> <ul style="list-style-type: none"> • 20 schools, 40 teachers, 1000 – 1500 students participated. • 20 schools, 40 teachers participated. 	
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	<p>technology. Led through a design process by NoTosh, the project will bring together CEO Consultants and experienced STEM educators, to co-design a CESA sySTEM Playbook – Curriculum resources for publication on CESA’s Online Learning Website.</p> <p>Development of new partnership with University of Canberra – Primary and Early Years Focus</p> <ul style="list-style-type: none"> • ELSA – a digital learning program for Reception students to explore STEM practices which encourages students in asking questions, making predictions, experiment and reflecting on learning. • Online professional learning in the program ensures teachers implement the ELSA Program conceptually and with the appropriate pedagogy. <p>The R-12 Literacy and Numeracy Initiative Papers provide the foundation for the development of effective improvement and evidence-based literacy and numeracy strategies by understanding each unique school context, the diversity of students and curriculum priorities.</p> <p>The Strategy, through the Literacy and Numeracy Initiative papers and the resources will guide school leaders and teachers R-12 to develop and implement a whole school approach to curriculum planning, learning and teaching with a strong focus on the explicit teaching of literacy and numeracy across all learning areas.</p> <p>Transition of NAPLAN to online delivery -CESA is committed to the Education Council’s agreement</p>		<ul style="list-style-type: none"> • 10 schools, 30 teachers, 1000 students participated. • Policy and Guidelines to support the Strategy developed. • Communication plan developed. • Workshops within and across the six CESA regions conducted to promote a shared understanding of the Strategy policy and guidelines. • An external “critical friend” engaged to support the system and the School Quality and Performance Teams in the use of data to analyse and evaluate existing strategies to improve literacy and numeracy outcomes for all learners. • Up to 75 system schools, 150 school leaders participated in Student and School Summary Report (SSSR analysis training of student results. 	
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	<p>that all schools will transition from the current paper-based tests to the computer-based assessments, with the aim for all schools to undertake NAPLAN online by 2022.</p> <p>In 2021 the CESA Learning and Wellbeing Team will support school leaders to transition to online delivery of NAPLAN through professional learning focused on:</p> <ul style="list-style-type: none"> • Procedures and activities to conduct tests in the NAPLAN online assessment platform. • Accessibility adjustments available for students. • Guidelines for in-school training of teachers to be Test Administrators. <p>Post-test, NAPLAN Online provides schools with a Student and School Summary Report (SSSR) report, enabling school leaders and teachers to identify areas of strength and development for students and cohorts, linked to the Australian Curriculum</p> <p>Professional Learning will be provided to all NAPLAN Online schools to understand various components of the SSSR for analysis of school and student results.</p>		<ul style="list-style-type: none"> • Increased school capacity to complete technical preparation activities for NAPLAN Online. • Increased school capacity to conduct tests through the NAPLAN Online platform. • Increased school capacity to identify student/cohort strengths and areas for improvement, linked to the Australian Curriculum. 	
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Key Direction 2: Supporting teaching, school leadership and school improvement

Project title	Project description and activities	Indicative budget	Expected outcomes / overall achievements 2021	Indicators of success
<p>SUPPORTING TEACHING AND SCHOOL LEADERSHIP</p> <p>Relevant National Policy reform direction: Improving governance and financial management practices in non-government schools;</p> <p>State: School improvement strategy; Supporting teacher and leader development (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality</p>	<p>Classroom Climate and Co-construction of Curriculum The CESA/NSI Partnership – Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire (CCQ) will continue in 2021. The CCQ examines students’ perceptions of their learning environment. It is administered twice a year (once as a pre-test and once as a post-test) to one class of students per teacher. Each teacher receives a feedback report that then allows them to reflect, plan an intervention, implement, and then assess impact. Teachers will use the Living Learning Leading Standard and Evidence Guide to focus on co-construction of curriculum and learning and assessment design, and student voice and agency.</p> <p>School Improvement - Schools will be supported to implement the Living Learning Leading Evidence Guide and the Leadership Evidence Guide that were developed in 2020. The Evidence Guides were developed to support principals in making judgements of their performance against the Living Learning Leading Standard and the Leadership Standard.</p> <p>Aboriginal Education Strategy - The CESA partnership with Carclew Arts Program to bring Aboriginal cultural artists into regional Catholic schools will continue in 2021. The program identifies appropriate local community Aboriginal artists to work in schools to bring Aboriginal stories, art and cultural understanding to a school-based program. Carclew Arts Program works with local Aboriginal elders to identify artists and stories that are appropriate and have permission to be included in the program.</p> <p>CESA will commission an external review of its Aboriginal Education Strategy to identify and recommend</p>	<p>Reform support funding: \$539K Other funding: 0</p> <p>(Indicative only \$120K)</p> <p>(Indicative only \$140K)</p>	<ul style="list-style-type: none"> Up to 20 schools and 150 classroom teachers will have participated in the CCQ and received student feedback to improve classroom practice and performance. All schools will have reported performance against the Living Learning Leading Standard using the system portal – the Balanced Score Card. A Review Report including Implementation Plan and Recommendations completed. 	<p>By 2022</p> <ul style="list-style-type: none"> 5% increased staff capacity to use data and feedback effectively 10% increase in staff reporting high levels of collaborative practice 10% increase in number of Principals with greater capacity for financial management 10% increase in number of schools with documented school-wide pedagogy built on evidence-based pedagogical practices

Schools Reform)	<p>improvements to its policies, programs and processes at the school and system levels that strengthen the inclusion, learning and wellbeing of ATSI students.</p> <p>The Review will also include an Implementation Plan and recommendations for the immediate and ongoing improvement of aboriginal education in all schools.</p>			
	<p>School Leadership - Professional development programs and learning opportunities for groups and individuals will be provided at key workforce career stages (early career, proficient teacher, HALT, aspiring leader, principal preparation, early career principal, established principal, executive school leader, system leader) in metropolitan and regional/rural schools. Programs will include:</p> <ul style="list-style-type: none"> - Pathways to School Leadership - Aspiring Leaders Program - Leading with Integrity for Excellence - Onboarding & Induction for new leaders - Principal Preparation Program - A focus on system leadership imperatives including: leading teaching and learning, instructional leadership, identity, community, resource management, effective use of data - Support for individual tailored learning including post graduate study, conference attendance, tailored workshops, cognitive coaching, self-directed learning - up to 30 individuals - Individualised leadership coaching to build self-awareness, leadership capabilities, team formation, strategic planning capacity - Leadership shadowing - New Principals' Network established to provide 'in time' leadership formation, professional support and to address current system priorities. - Women in Leadership - Female teacher leaders, future leaders and current leaders in metropolitan and regional/rural schools will be supported to build capabilities and professional practices in high quality leadership. 	(Indicative only \$235K)	<ul style="list-style-type: none"> • Established clear professional learning continuum that impacts key stages along teacher/leader career progression/ pathways. • Increased number of principal ready, deputy principal ready and assistant principal ready individuals • Increased capacity in the use of the Principal Standard. • All new school leaders effectively onboarded and inducted in school and system leadership requirements and expectations. • All new Principals supported and engaged via New Principals' Network. • Leader workforce capability increased across schools and system. • Improvement evident in strategic, operational, relational and systemic leadership. • Key system targets addressed across leadership development programs and initiatives. 	

	<p>Financial Management for Principals - An identified group of newly appointed principals will work with a Consultant to build their financial knowledge, capacity and confidence to strengthen financial viability, improve strategic decision making and build resilience to mitigate unforeseen circumstances. The areas of work addressed include system imperatives/priorities; annual budgets; staffing; enrolment data; financial statements and projections, including cash flow; and annual /5 year/ Master Plans. Induction session(s) provide overview of key financial management requirements for effective school leadership, and lead into provision of 1:1 consultancy/coaching tailored to each new leader's school context.</p> <p>The CESA R-12 Entrepreneurial Education strategy will be co-constructed with membership from system, school, industry, entrepreneur and tertiary representatives.</p> <p>Associated professional learning resources will be developed.</p>	<p>(Indicative only \$44K)</p>	<ul style="list-style-type: none"> • Increase in number of female principals, deputy principals and assistant principal. • Women leaders' support networks and mentoring partnerships strengthened and expanded. • Profile of women leaders raised across system including profile of women leaders in regional and rural contexts. • 15-20 principals completed the Financial Management program and received 1:1 coaching and support to build their capacity in the financial management of the school. • The Entrepreneurial Education Strategy and associated resources published. • A strategy for embedding Entrepreneurial Education into the roles of all education advisers across each phase of schooling achieved. 	
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Key Direction 3: Enhancing evidence for improvement

Project title	Project description and activities	Indicative budget	Expected outcomes/overall achievements 2021	Indicators of success
<p>EFFECTIVE USE OF DATA</p> <p>Relevant national policy reform direction: National Reform 8: Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.</p>	<p>Using Data for Classroom and School Improvement The NSI /Curtin University partnership with CESA will continue in 2021. This project offers a practical, evidence-based program for school improvement where schools collect quantitative data from staff, parents/caregivers and students. Schools undertake 3 research and evidence-based surveys:</p> <ul style="list-style-type: none"> • What’s Happening in this School Survey (WHITS) – for students • School Organisational Climate Survey (SOCS) – for staff • Parent and Caregiver Survey (PaCS) – for parents and caregivers <p>The program is supported by 3 days of professional learning led by Associate Professor Jill Aldridge, Curtin University. Schools receive comprehensive reports of all data for analysis and future planning. An aggregated system report is provided to CESA.</p> <p>The Living Learning Leading Surveys (previously referred to as the system-wide tool) commenced development in 2020 in collaboration with Curtin University. In 2021 the 3 surveys will be completed and trialed. In late 2021 all diocesan schools will undertake the Surveys.</p> <p>Results for every school will be uploaded to the system portal – the Balanced Score Card. School and system-wide reports will be produced to enable monitoring of outcomes over time, using measures that cover all aspects of student learning, capabilities, wellbeing, engagement and achievement.</p>	<p>Reform support funding: \$290K Other funding: 0</p> <p>(Indicative only \$90K)</p> <p>(Indicative only \$200K)</p>	<ul style="list-style-type: none"> • Up to 20 schools will continue the second year of this CESA/NSI Partnerships project to collect , analyse and reflect on School Climate data and have used that data to plan future school improvement strategies. • Aggregated system-wide report provided to CESA • Schools will have participated in professional learning focussing on co-construction and student agency. • All schools have a report of their LLL Survey outcomes. • System-wide performance reports generated. 	<p>By 2022</p> <ul style="list-style-type: none"> • 10% increased capacity in schools to use data effectively to identify strengths and areas for improvement • 90% of schools will use the system data tool to measure and report improvement • 5% increase in number of reform initiatives formally evaluated

SACCS- List of schools by suburb

Aberfoyle Park	School of the Nativity	Morphett Vale	Antonio Catholic School
Adelaide	St Aloysius College	Mount Barker	St Francis de Sales College
Adelaide	St Mary's College	Mount Gambier	Tenison Woods College
Adelaide	Christian Brothers College	Murray Bridge	St Joseph's School
Albert Park	Our Lady Queen of Peace School	Newton	St Francis of Assisi School
Aldinga	Cardijn College – Galilee Campus	Noarlunga	Cardijn College – Cardijn Campus
Andrews Farm	St Columba College	North Adelaide	St Dominic's Priory College
Athelstone	Saint Ignatius' College – Senior Campus	Norwood	St Joseph's Memorial School – Primary Campus
Barmera	St Joseph's School	Norwood	Saint Ignatius' College – Junior Campus
Berri	Our Lady of The River School	OLSH College	St Joseph's Education Centre
Beverley	St Michael's College – Primary Campus	Ottoway	St Joseph's School
Brompton	Immaculate Heart of Mary School	Parafield Gardens	Holy Family Catholic School
Brooklyn Park	St John Bosco School	Parkside	St Raphael's School
Christie Downs	Cardijn College – Marcellin Campus	Payneham	St Joseph's School
Christie Downs	Marcellin Technical College	Pennington	Our Lady of Mount Carmel Parish School
Christies Beach	St John The Apostle Parish School	Penola	Mary Mackillop Memorial School
Clare	St Joseph's School	Peterborough	St Joseph's School
Colonel Light	St Therese Primary School	Plympton	St John The Baptist Catholic School
Craigmore	Catherine McAuley School	Port Augusta	Caritas College
Croydon Park	St Margaret Mary's School	Port Lincoln	St Joseph's School
Cumberland Park	Cabra Dominican College	Port Pirie	St Mark's College
Dulwich	St Patrick's Special School	Prospect	Rosary School
Edinburgh North	St Patrick's Technical College	Prospect	Blackfriars Priory School
Edwardstown	St Anthony's School	Renmark	St Joseph's School
Elizabeth Grove	St Mary Magdalene's School	Richmond	Tenison Woods Catholic Primary School
Elizabeth Park	St Thomas More School	Rosewater	Mount Carmel College
Enfield	Our Lady of The Sacred Heart College	Roxby Downs	St Barbara's Parish School
Enfield	St Gabriel's School	Salisbury	St Augustine's Parish School
Evanston	St Brigid's Catholic School	Salisbury Downs	Thomas More College
Findon	Nazareth Early Childhood Centre	Seacombe	Stella Maris Parish School
Findon/Flinders	Nazareth Catholic College R-12 – Findon Park	Seaford	All Saints Catholic Primary School
Findon/Flinders	Nazareth Catholic Community	Semaphore	Dominican School
Findon/Flinders	Nazareth Catholic College R-12 – Findon Primary	Sheidow Park	St Martin de Porres School
Flinders Park	Our Lady of La Vang School	Somerton Park	Sacred Heart College – Marcellin Campus
Gawler Belt	Xavier College – Gawler Belt	Springfield	Mercedes College
Gilles Plains	St Paul's College	St Marys	St Bernadette's School
Gladstone	St Joseph's Parish School	Stirling	St Catherine's School
Glenelg	St Mary's Memorial School	Taperoo	Our Lady of The Visitation School
Glengowrie	Our Lady of Grace School	Tea Tree Gully	Saint David's Parish School
Golden Grove	Gleeson College	Tranmere	St Joseph's School
Goodwood	St Thomas School and Pre-School	Two Wells	Xavier College – Two Wells
Greenacres	St Martin's Catholic Primary School	Walkerville	St Monica's Parish School
Greenwith	Our Lady of Hope School	Walleroo	St Mary Mackillop School
Hackham West	Fame – Youthplus	Warradale	Christ The King School
Hectorville	St Joseph's School	West Hindmarsh	St Joseph's School
Henley Beach	St Michael College – Secondary Campus	Whyalla	Samaritan College – St Teresa's Campus
Henley Beach	Star of The Sea School	Whyalla	Samaritan College – Saint John's Campus
Holden Hill	Kildare College	Whyalla	Samaritan College – Our Lady Help of Christians
Hove	McAuley Community School	Windsor Gardens	St Pius X School
Jamestown	St James School	Woodcroft	Emmaus Catholic School
Kensington	Mary Mackillop College	Woodforde	Rostrevor College
Kilburn	St Brigid's School	Woodville Park	Whitefriars School
Kingswood	St Joseph's School	Wynn Vale	St Francis Xavier's Regional Catholic School
Lockleys	St Francis School	Yorketown	St Columba's Memorial School
Loxton	St Albert's Catholic School		
Mansfield Park	St Patrick's School		
Marryatville	Loreto College		
Millicent	St Anthony's Catholic Primary School		
Mitchell Park	Sacred Heart College – Champagnat Campus		