



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

South Australia Annual Report for 2009 (April 2010)



Government
of South Australia

Department of Education
and Children's Services

A I S S A



ASSOCIATION of
INDEPENDENT
SCHOOLS of SA



Catholic Education
SOUTH AUSTRALIA

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Introduction

This is the first annual report by the *SA National Partnerships Council — Schooling* on the Smarter Schools National Partnerships. This report covers the 2009 calendar year activities funded through the Partnerships.

The National Partnership Agreements on Literacy and Numeracy, Low Socio-economic Status School Communities and Improving Teacher Quality are collaborative initiatives supported by funding from the Australian Government, the South Australian Government and the Catholic and Independent school sectors. In South Australia, the National Partnership on Low Socio-economic Status School Communities is known as the National Partnership — Communities Making a Difference.

State implementation plans have been developed under the direction of the *South Australian National Partnerships Council — Schooling* (a Ministerial Advisory Committee constituted under *The Education Act 1972*), which represents the three schooling sectors through:

- the **Association of Independent Schools of South Australia (AISSA)**
- **Catholic Education South Australia (CESA)**
- the **Department of Education and Children’s Services (DECS)**.

The Council will oversee the implementation of the plans and the State-level Evaluation of the Partnerships.

Over the life of the Smarter Schools National Partnerships, it is expected that more than 140,000 South Australian school students in 400 schools will participate in activities supported by the Smarter Schools National Partnerships.

Acknowledgement

The National Partnership Agreements on Literacy and Numeracy, Low Socio-economic Status School Communities and Improving Teacher Quality are collaborative initiatives supported by funding from the Australian Government, the South Australian Government and the Catholic and Independent school sectors.

Section 1

Smarter Schools National Partnerships summary

Highlights from 2009

The extensive collaboration between the three schooling sectors to develop the State plans to implement the Council of Australian Government (COAG) reforms of the Smarter Schools National Partnerships was led by the *SA National Partnerships Council — Schooling*.

During 2009, the work of the Council and the three schooling sectors focused primarily on the development of **State Implementation Plans** for each of the partnerships. Sectors shared priorities and identified opportunities where outcomes would be enhanced by working together.

A **State-level Evaluation Framework** for the Smarter Schools National Partnerships was given in-principle agreement by the schooling sectors.

In April 2009, the **South Australian Teacher Education Task Force** was established and commenced work with tertiary providers to support quality pre-service teacher placements, address the supply of teachers through new and improved pathways into teaching, and enhance Indigenous education pathways.

Detailed sector planning included school selection and engagement, and recruitment, induction and training of staff, for example as literacy or numeracy specialists to support teachers. Where external specialist support was required, such as student mentoring programs, tenders were developed and contracts put in place. Infrastructure for planning, implementation, monitoring, data collection and analysis, reporting and evaluation was established for the State and sectors.

The development of a leadership program will provide significant development opportunities and support to school leaders across the **Independent sector** linking the Improving Teacher Quality National Partnership and the Communities Making a Difference National Partnership. This program will be implemented throughout the life of the National Partnerships. An enhanced service delivery model was developed for country regions and other Communities Making a Difference schools. Additional specialist consultants have been employed to provide greater access to speech pathology, occupational therapy and psychology services.

For the National Partnership — Communities Making a Difference and the National Partnership on Literacy and Numeracy, **Catholic Education Office** staff implemented a very effective process for aligning schools' strategic planning focus on local needs and priorities within the broader National Partnerships program imperatives. This comprised consultation with principals and school leadership teams through a combination of central workshops and in-school follow-up visits.

The **Department of Education and Children's Services (DECS)** established four new *Innovative Community Action Network* (ICAN) regions in areas with high numbers of schools from a Low Socio-economic Status context. Each ICAN region is supported by an ICAN management committee made up of local business and community members, non-government agencies, families, clusters of schools, local government and State and Australian Government agencies. This partnership enables the ICAN to reach and support highly disengaged young people to reconnect with learning through a responsive, community-focused and individualised approach.

To support the **DECS** Student Mentoring Program, seven community partnerships were established in regions with high concentrations of Low-Socio-economic Status schools. Each partnership enables clusters of schools to access a range of youth development programs and tailored volunteer mentoring to improve student engagement, attainment in learning and career aspirations.

Major milestones achieved in our first year

South Australia has met its milestones for 2009.

Jan 09	Formation of SA National Partnerships Council — Schooling, Secretariat, and cross-sector working groups
May 09	Submission of preliminary implementation plans
June 09	First Bilateral Agreement signed
Nov 09	Final implementation plans submitted
Dec 09	Bilateral Agreement signed Formal establishment of Ministerial Advisory Committee
Jan – Dec 09	Sector and school consultation, planning and implementation

Cross-sector collaboration

A Ministerial Advisory Committee, the *South Australian National Partnerships Council — Schooling*, oversees the development and implementation of the Smarter Schools National Partnerships. The Council has an independent Chair and includes the chief executives of the three schooling sectors. It is supported by a Secretariat with representation from each of the sectors.

In 2009, each National Partnership had a dedicated cross-sector working group to support development of the plans, with each sector leading the development of one of the plans. The development of **State Implementation Plans** for each of the partnerships was supported by local planning and consultation in each sector.

Sectors collaborated in the development of a **State-level Evaluation Framework** for the integrated evaluation of the Smarter Schools National Partnerships; including work through a cross-sector Evaluation Working Group.

Stakeholder consultation/engagement

During 2009, each sector commenced consultations with schools participating in the 2009 and 2010 school year. A list of participating schools in the National Partnerships on Literacy and Numeracy and Communities Making a Difference is available on the Smarter Schools website.

The **Association of Independent Schools of SA (AISSA)** undertook consultation with schools across the sector as a key element of the orientation process. Although undertaken at a time when the preliminary implementation plans were still being drafted, introductory sessions provided schools with the most up-to-date information available. It was critical that principals and school governing boards agreed to be involved in the National Partnerships, confident and fully informed of the initiatives' requirements.

Catholic Education SA (CESA) engaged with school communities through forums for leaders of participating schools in the National Partnerships on Literacy and Numeracy, and Communities Making a Difference. The Federation of Catholic School Parent Communities participated in forums and in a national collaborative initiative on parental engagement.

Governance structures implemented in 2009 and revised in 2010 supported consultation in the Catholic schooling sector during planning and early implementation. A reference group comprising senior leaders and principal representation is in place for 2010. Briefing and consultation occurred with teams based at the Catholic Education Office, particularly those specialist staff supporting school communities in literacy and numeracy, beginning teachers, Indigenous students, students with disabilities, refugee experience and students from a non-English speaking background.

The **Department of Education and Children's Services (DECS)** worked closely with regional directors and the principals of participating schools in the Literacy and Numeracy and Communities Making a Difference National Partnerships. Regional directors provided a range of opportunities to engage participating school leaders including forums, workshops and information sessions. School leaders worked with their school community, school clusters and specialist teams from State office to develop and implement community management groups. These groups support key programs, such as student mentoring and the Innovative Community Action Networks (ICANs). Community management groups include membership from local business and community, non-government agencies, families, clusters of schools, local government and State and Australian government agencies.

At the beginning of 2010, **DECS** established a Smarter Schools National Partnerships Reference Group to provide high-level strategic direction and advice to maximise the effectiveness of the National Partnerships for the **Government sector** and support the ongoing implementation of the partnerships in schools and communities. Membership of this group includes representatives from the principal associations, and local leaders' executive groups.

In July 2009, a workshop to identify potential research and evaluation opportunities was jointly sponsored by the **SA National Partnerships Council** and the **SA Research in Education forum (SARIE)** for interested parties from over 20 organisations. These included universities, researchers and non-government organisations. The forum identified, with stakeholders, the opportunities and directions for research and evaluation in the National Partnerships.

School-level plans

Each sector worked with their participating schools to develop school-level plans. Schools participating from 2010 will summarise their detailed school plans using a common template on school websites as they complete their planning and in accordance with their reporting cycles. School plans will include an outline of the planned National Partnership activities the school is undertaking for that year, the resources the school is using in order to participate in the National Partnership, and the amount of Australian Government funding allocated to the school.

Challenges from the first year

The development of the State implementation plans necessitated complex discussion and negotiation between sectors and with State and Australian Governments to finalise plans, performance measures, targets and reporting requirements in ways that meet the needs of all stakeholders. This work required — and is likely to continue to call upon — substantial administrative resources for all sectors.

Sectors have reviewed information and data collection processes, and protocols to better meet accountability requirements. South Australia considers 2010 as an opportunity to fine tune this work to fully implement partnership requirements.

Due to the short duration of the Literacy and Numeracy Partnership, South Australia developed selected initiatives to ensure sustainability, and for their potential to meet targets to achieve rewards.

Section 2 Improving Teacher Quality

Progress statement

South Australia's Improving Teacher Quality implementation plan focuses on building leadership skills, continuous improvement in schools, improving performance management and development, broadening pathways into teaching, and attracting and retaining beginning teachers. The strategies proposed in the Communities Making a Difference plan will broaden opportunities for teacher engagement through professional learning and whole-school approaches to school improvement.

All sectors are represented on the **SA Teacher Education Task Force** established in April 2009. During the year, the Task Force researched issues and exchanged data in preparation for the development of recommendations to be sent to the State Minister for Education and the various sector heads and Vice Chancellors, on the work and future role of the Task Force. Subgroups were established and options were developed for ongoing consultation regarding teacher preparation, Indigenous education pathways and teacher supply and demand.

All sectors are participating in an Australian Research Council (ARC) research project on teacher resilience coordinated by the University of SA (UniSA), and are taking part in discussions with the Teachers Registration Board (TRB).

When the draft national professional standards for teachers are available in 2010, sectors will support the national consultations as appropriate to their sector contexts.

Milestones and performance indicators

All milestones and performance indicators for the reporting period have been reached.

Detailed information for each agreed milestone and performance indicator is listed in Section 5, 2009 Milestones.

Implementation or impact issues

There are no significant issues.

Activities supporting Indigenous students and/or teachers

The **AISSA** undertook preliminary discussions with school principals to identify issues and develop ideas for supporting Indigenous students and/or teachers. The **AISSA** also developed a proposal for the employment of Indigenous trainees in remote schools through discussions with schools. This proposal was submitted to the Australian Government.

Catholic Education's Beginning Teachers and Indigenous Education Team consultants jointly developed and delivered a workshop in 2009 to support teachers of Indigenous students (including any Indigenous beginning teachers). The workshop will be delivered again in 2010.

DECS undertook a survey of Aboriginal employees. This data will inform the development of new and better pathways into teacher education.

Good practice

Catholic Education SA appointed an additional beginning teacher consultant in 2009. The consultants revised the structure and content of the Beginning Teacher Program, which supports early career teachers in Catholic schools. This occurred in consultation with key team leaders in the Learning and Student Wellbeing, Personnel, and Religious Leadership and Culture Teams, and with the Federation of Catholic School Parent Communities. The consultants considered support for early career teachers, and for school leaders in supporting teachers in the early stages of their careers.

Section 3

Communities Making a Difference

Progress statement

In the **Independent school sector**, five schools agreed to participate, subject to final confirmation of their obligations in relation to achieving targets, in evaluation activities, providing data, and overall impact on school resources (both in time and personnel requirements). Two schools will be contacted again early in 2010 to ascertain whether or not they will participate.

It is anticipated that in 2010 three schools will undertake the diagnostic review and develop and document their school plans. This phase of the National Partnerships will be facilitated and led by two experts in the area of school review and improvement. Once the plans have been documented, a range of specialists will be available to work with each school in the specific area/s that they have identified in their plans as the focus for improvement (for example, curriculum, governance and/or parental engagement.) Schools may choose to focus on more than one area of improvement and thus may work with a number of different specialists.

In the **Catholic school sector**, the first 12 schools selected established school committees and undertook a number of consultation and discussion forums that focused on training for all staff in the analysis of National Assessment Program Literacy and Numeracy (NAPLAN) data and the commencement of strategic planning processes. They also continued the case management of 'at-risk' students. The School Strategic Planning Framework at eight schools included a focus on teacher professional practice for improving literacy and numeracy outcomes. A National Partnership Management Group was established in **CESA**, which documented project plans, established accountability procedures, negotiated communication strategies, and developed reporting and data collection processes and protocols.

In the **Government school sector**, 166 schools were invited to participate in the Communities Making a Difference National Partnership. Information was provided to these schools through circulars and regional director information sessions and forums.

Key progress in implementation in the **Government sector** includes:

- establishing four additional ICAN regions
- establishing the Aboriginal student mentoring program
- appointing regional leadership consultants and teacher coaches to regions and schools
- establishing the Vocational Education and Training (VET) Scholarship program in schools
- establishing seven student mentoring community groups
- preparing for diagnostic review of 54 Communities Making a Difference schools to assist them in their improvement planning for 2010
- starting recruitment for an Aboriginal inclusion officer and youth worker for the *Aboriginal Turn Around Program*
- expanding into two regions the *Learning Together Program*, an early literacy and learning program for families with children under four years of age; five new outreach centres were established.

Milestones and measures

Milestones, measures and/or agreed targets for the reporting period have been reached.

Information for each agreed milestone, measure or outcome is listed in Section 5, 2009 Milestones.

Implementation or impact issues

There were no significant issues.

Activities supporting Indigenous students

Sector specific initiatives underway include:

- school improvement plans that will highlight specific strategies to support Indigenous students (**AISSA**)
- case management of Indigenous students (**CESA**)
- recruitment of staff (social services coordinator, Aboriginal inclusion officer and youth worker) for establishment of the *Turnaround Team* (**DECS**) and regional consultations with schools (**DECS**).

Four of the **Independent schools** participating in this National Partnership have significant numbers of Indigenous students. After the completion of the school review, each school will describe in its school improvement plan the strategies to be put in place to improve outcomes for Indigenous students. This may include mentoring programs, career advice, improved transition pathways and the provision of Vocational Education and Training (VET) programs.

In the **Government sector**, the *Aboriginal Student Mentoring Program* is being established in the Northern Adelaide region, with 23 schools accessing the program in 2009. Resources have been allocated in total for 68 identified secondary and primary schools across the State with significant Aboriginal student enrolment in years 5–9. This is based on establishing a cluster group of schools so that all Aboriginal students in years 5–9 have access to mentoring.

A significant aspect of the program will be the employment of Aboriginal people to provide mentoring support for these students. An employment strategy is attached to the program; Aboriginal people employed as mentors comprise a minimum of 80% of program employees.

The *Turnaround Team* will work with schools to facilitate regional service delivery to support crisis intervention for individual students and their enrolled schools in the four identified regions: Northern Adelaide, Western Adelaide, Far North and Eyre Regions.

The *Turnaround Team* will respond to critical incidents and coordinate community, non-government and government agency groups to provide a single coordinated response to the social and wellbeing needs of Aboriginal children and students. The team will use effective early intervention to meet Aboriginal student individual needs through access to culturally appropriate care, education service provision and crisis intervention.

This holistic pathway will build positive futures and contribute to the creation of a healthier, better-educated Aboriginal community of people proud of their heritage and pursuing a rich and rewarding lifestyle.

Activities supporting Indigenous students progress at this stage:

- recruitment process currently underway
- consultation with the Northern Adelaide regional director
- negotiation regarding accommodation for the team
- development of interagency partnerships.

The *Aboriginal Community Voice* project aims to enhance the education of Aboriginal children and increase the capacity of Aboriginal parents and carers to support children in SA through Community Voice groups and the SA Aboriginal Education and Training Consultative Body (SAAETCB).

The project has devised a roll-out for 2010–12 targeting 31 schools and four regional clusters identified as Low-Socio Economic Status category 1 and 2 schools with significant Aboriginal Student enrolment. Twenty schools will be supported in 2010 in the Northern Adelaide regions, Far North regions and Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. Eleven schools will be supported in 2011 in the Western and Southern Adelaide regions, while in 2012, four regional clusters in Port Pirie, Port Lincoln, Ceduna and Murray Bridge will be supported.

Progress at this stage includes:

- consultation with the Northern Adelaide Regions regional director, assistant regional directors and Aboriginal community education managers (ACEMs)
- the presentation of a project overview to principals and schools in the clusters.

Good practice

Specialists have been employed and/or contracted by **AISSA** to provide services within the Communities Making a Difference schools commencing in February 2010. These include an experienced speech pathologist and an occupational therapist employed by **AISSA**. In addition, two consultant psychologists and two consultant speech pathologists will provide services. All participating Independent sector schools will be able to access these services from February 2010.

A Senior Adviser — School Reform, a literacy consultant and a numeracy consultant were appointed to lead implementation of the Communities Making a Difference National Partnership in supporting school improvement in the selected **Catholic** schools.

In 2009, the team:

- developed an implementation plan for the sector, including accountability procedures, data management and reporting practices
- developed and put into practice a school strategic planning framework, including detailed and public versions of the school action plan
- held consultations and forums with school leaders and school communities
- worked with selected school communities to establish school committees
- developed and implemented professional learning focused on training in NAPLAN data analysis and strategic planning processes for school improvement
- worked with the first group of school communities in developing plans for school improvement.

In the **Government sector** some emerging areas of good practice included:

- the negotiation of a number of community partnerships to provide mentoring support for students
- the successful mediation of case management and curriculum delivery with schools and the community for a number of ICAN students
- the highly successful induction of the new staff for the *Learning Together Program*, with the staff 'work shadowing' prior to working with disadvantaged families
- instructional leadership (where the principal encouraged educational achievement by making instructional quality the top priority of the school and realising that vision) which effectively supported better teacher practice with Aboriginal students
- the building of additional relationships with universities and stakeholder associations, such as the Australian Primary Principals Association, to expand the *Principal as Literacy Leader* program.

Section 4

Literacy and Numeracy

Progress statement

The expected outcomes of the Literacy and Numeracy National Partnership are improvement and excellence in literacy and numeracy achievement for school students, in particular primary students, Indigenous students and those falling behind. Key reform areas address teaching and learning, school leadership and whole-school planning, and monitoring student and school performance.

Schools have become increasingly aware of the potential for using their NAPLAN results as an additional measurement of student achievement and for monitoring the effectiveness of teaching. Schools are developing proficiency in identifying and analysing learner achievement and are keen to identify and implement alternative diagnostic assessment tools to complement their range of focused classroom assessment strategies.

Each sector has put in place additional specialist support for school leaders to support improved literacy and/or numeracy outcomes, as well as specialist support for classroom teachers.

Principals and teachers are very positive about making sure that the National Partnerships will have a long-term effect on the quality of teaching within their school communities and a positive influence on developing sustainable teacher professional learning.

Thirty schools representing all sectors in South Australia were nominated for participation in the Literacy and Numeracy trials of assessment tools in 2010.

Milestones and measures (targets from 2009)

Milestones for the reporting period have been reached.

Information for each milestone is listed in Section 5, 2009 Milestones.

Implementation or impact issues

There are no significant issues to report.

Activities supporting Indigenous students

Sector-specific strategies as outlined in the implementation plans are underway.

The training of an additional two tutors in the Teaching English in the Mainstream Classroom (TESMC) through the *Language in Learning across the Curriculum* program will allow greater access to this program by schools in the **Independent sector**. TESMC will be used to train staff in schools with Indigenous students, with the aim of increasing the identification of practical strategies for classroom teachers to assist Indigenous students to achieve better outcomes.

CESA's Indigenous Education Team has consultancy and support services to schools in place, with strategies to best support identified Indigenous students. The strategies are regularly reviewed from the perspectives of student achievement in learning and aspects of wellbeing and engagement, including close monitoring of attendance. The National Partnership on Literacy and Numeracy has enabled a more focused approach to students' literacy and numeracy needs.

In the **Government sector**, all coaches have identified Indigenous students and are monitoring their progress in relation to individual learning plans to ensure that improved literacy and numeracy learning goals are explicit in these plans. Classroom teachers are planning and implementing interventions to support students' learning goals.

Good practice

The *Key teacher initiative* for schools in the **Independent sector** focused on supporting leadership and organisational change. The main elements introduced were:

- features of high performing schools
- productive teaching
- effective whole of school strategies
- agreements between stakeholders
- assessment processes
- data to inform
- shared understandings of effective pedagogies for literacy and numeracy
- essential understandings that lead to change
- leadership supervision.

Key leadership teams from each school identified and mapped areas of strength and aspects for growth for the key stakeholders in their school communities. Key goals were identified including:

- collegially working with class teachers of target groups to plan and implement learning
- implementing a range of models for support
- developing and refining expertise in content and pedagogical knowledge
- communicating with others in the school community.

In 2009, there was increased interest from schools across the **Independent sector** to undertake the *Teaching English in the Mainstream Classroom* accredited training course as a whole of school professional learning series. This involved a considerable out-of-hours commitment by staff. It allows all teachers within a school to be trained to consistently and collaboratively implement the most appropriate pedagogies and methodologies when working with English as a second language and Indigenous students.

CESA held a valuable information day for principals and key expert teachers. These key participants were informed about their role and the nature of support the National Partnership Team could give them, and undertook documentation of each school's action plan. This will be followed-up with five more workshop days during 2010 with professional learning for expert teachers, and professional sharing and debriefing on any achievements, problems or strategies these teachers may have developed.

Developments in schools that are focusing on numeracy have included:

- undertaking to work towards five hours of mathematics learning per week, as indicated in the 2008 *National Numeracy Review*
- commitment to review pedagogies, the nature of learning activities actually being undertaken during these five hours and implementation of more open investigations
- implementing a consistent lesson structure across mathematics classes involving a warm-up, student activity, sharing and writing
- a consensus that schools will look at how students interpret NAPLAN questions, and exploring how literacy and numeracy are linked
- developing in students the ability to solve problems in a variety of ways, such as a series of problem solving steps and strategies.

Developments in schools that are focusing on literacy have included:

- widespread interest in extending the expertise in teaching reading strategies to early years students into the primary and middle years
- a program of four two-hour sessions planned for 2010 for local expert teachers and teachers of years 3 to 7 classes in National Partnerships schools, to focus on good literacy practice, and teaching reading strategies
- in-class support being given by local expert teachers, which has been observed as a valuable model by lead teachers in other curriculum areas.

All key teachers and principals have been very positive about these implementations, and the formation of multi-faceted 'lead teams' for literacy or numeracy is proving to be a productive way of supporting the individual needs of students and the professional learning of teachers.

In late 2009, the **Government sector** commissioned an independent formative evaluation of the effectiveness of the coaches' work during the first period of working in schools, and to gain an insight into the ways in which coaches have established their role in schools. The evaluators found that the 28 coaches who commenced work in 31 sites in August 2009 have made significant progress in building effective and productive working relationships with classroom teachers and school leaders, building trust, communicating effectively and dealing with teacher anxiety and reluctance to engage in professional dialogue about their practice.

The pedagogical focus for the initial work of each coach has been tailored in each school, depending on its site priorities.

Coaches have already found a range of ways of engaging classroom teachers in reflective practice about pedagogy. These include:

- working with data to understand testing design and a process to identify areas of concern and further professional learning
- facilitating high quality, targeted professional development and peer support strategies for staff to develop deeper literacy and numeracy content knowledge, and how to apply it
- advising on, and acquiring new resources for, classroom teachers and students
- releasing teachers and creating opportunities to work with teachers outside of the classroom to co-plan and co-assess, and then modelling specific pedagogies in the classroom
- observing in classrooms and giving feedback
- refining communication for teachers and the school community
- prioritising whole-school alignment of literacy and numeracy practices and programs
- networking with other coaches and regional leaders.

DECS has made a significant investment in the development of pedagogical content knowledge of the coaches through a program totalling approximately 30 days from August 2009 to December 2010. Part of this program involves principals and classroom teachers as co-participants.

Section 5 — Other evidence

Part A: Evaluation, scoping, research and case studies

Evaluation

The Smarter Schools National Partnerships represent a significant investment by the Australian and South Australian Governments and the three schooling sectors. The State-level Evaluation will be instrumental in providing the evidence that Government, systems and schools need to make investment decisions, and inform future policies and initiatives to continue to improve young people's educational outcomes across South Australia and potentially across Australia.

During 2009, a *State-level Evaluation Framework* was developed, with evaluation work commencing in 2010. The Framework was developed under the auspice of the *South Australian National Partnership Council — Schooling* (the Council) to ensure it meets the evaluation interests of all three schooling sectors. It comprises key components outlining:

- significant outcome areas and the questions that must be answered. Key questions might be derived from the primary hypotheses for the National Partnerships strategies
- the guiding principles that underpin the approach to the State-level Evaluation including the associated data management
- governance arrangements for overseeing the conduct of the State-level Evaluation for the duration of the implementation plans and ensuring the relevance, transparency and robustness of the evaluation findings
- the scope of the evaluation activity and timeframe for evaluation reporting. The scope encompasses the ability to provide ongoing feedback throughout the process and also considers: the context in which the National Partnerships are being implemented, and the alignment with evaluation work at sector and national levels
- the strategies and processes for the evaluation activity, including data collection and evaluation methodology; and for stakeholder engagement with the evaluation process and communication about the findings.

Research to build the evidence base

A new report titled *Understanding Educational Opportunities and Outcomes: A South Australian Atlas*, funded by the Department of Education and Children's Services was developed during 2009 and launched in January 2010. The report is the first of its kind to map learning and development outcomes in South Australia against social and economic inequalities.

The report highlights large gaps in the learning and development outcomes of children between the most economically and socially disadvantaged and the most advantaged regions, and sets a basis for the future performance measurement of the State's early childhood and education sectors.

It uses a range of population, socio-economic and education participation and outcome indicators, and includes data from the recently produced *Australian Early Development Index* and school literacy and numeracy tests for students in the **Government sector**.

Part B: Data

The following lists the milestones for SA under each of the National Partnerships to which the milestone belongs. Note that some milestones may appear under more than one National Partnership.

Improving Teacher Quality	2009 Milestones
Establishment of SA Teacher Education Task Force and subgroups	<p>The Teacher Education Task Force was established in April 2009 and met six times in 2009. It includes nominees of the Vice Chancellors of the three teaching universities in SA and the three schooling sectors. It has:</p> <ul style="list-style-type: none"> • two working subgroups involving nominees from tertiary providers, school sectors and the Teachers Registration Board, focusing on developing improvements in teacher professional experience (practicum placements) and Indigenous Education Pathways • facilitated collaborative and reciprocal understanding of all sectors' positions on improving the quality of teacher preparation • progressed agreed work priorities on refining the supply of teacher graduates to match recruitment demand (especially in Communities Making a Difference schools) • agreements under development on data exchange between the tertiary providers and school sectors to better inform teacher supply and practicum placements. <p>The Task Force has built the basis for a sustained partnership between tertiary providers and school sectors to address both contemporary and emerging issues by developing outcome based strategies.</p>
Participation and contribution to Teacher Quality Steering Committee (TQSC)	<p>When information is released on the performance standards, sectors will engage in a communications strategy to all relevant stakeholders.</p> <p>There is regular dissemination of outcomes of the Teacher Quality Steering Committee to all sectors.</p> <p>A COAG regional interface officer was appointed to plan and manage State-wide consultation.</p>
Teachers Registration Board (TRB) representative invited to participate on Teacher Quality Standards Committee, Standards sub-committee	<p>The Australian Teacher Registration Associations had a nominee on the National Standards sub-committee which is now in recess due to the establishment of the Australian Institute for Teaching and School Leadership.</p> <p>In South Australia the Teachers Registration Board has a nominee on the practicum working group of the SA Teachers Education Task Force.</p>
Cross-sector review of pre-service teacher placements based on analysis of common data provided by the tertiary providers	<p>This has commenced through the work of the subgroups of the SA Teacher Education Task Force. Reports on the collection and analysis of this data have been presented to the Task Force.</p>
All sectors are participating in an Australian Research Council (ARC) research project on teacher resilience coordinated by UniSA	<p>This project is well supported by the three sectors and is 18 months into a 3.5-year project.</p>
All sectors involved in discussions with Teachers Registration Board (TRB) to facilitate new pathways into teaching	<p>This work has not yet commenced.</p>

Improving Teacher Quality	2009 Milestones
Develop a recently appointed principals leadership program (AISSA)	The Association of Independent Schools of SA (AISSA) completed the development of a recently appointed <i>Principals Leadership Program</i> and invited school leaders to access post-graduate training at the Australian Catholic University.
Hold a seminar for school leaders on an aspect of leadership, 20 participants (AISSA)	The forum led by Dr Neil Carrington engaged 111 participants in an interactive workshop focused on the practice of coaching and the importance of generating a school culture based on continuous, deep and authentic feedback, specifically: <ul style="list-style-type: none"> • developing an evidence base for decision making at the school level • the leadership/management dichotomy • developing school performance culture • mentoring and coaching.
Hold at least one seminar on school governance, 15 participants (AISSA)	Sixty-five participants attended the governance and leadership seminar <i>Responsibilities of school boards for the ongoing financial health of the school</i> presented by Mr Bruce Carter. Work continues on developing the governance skills of board members to support principals in school leadership.
Explore any opportunities for independent schools to participate in the New/Better Pathways program and advise schools of any opportunities to participate (AISSA)	No opportunities were identified as relevant to schools in the Independent sector during 2009.
Develop a <i>Beginning teachers program</i> (AISSA)	AISSA completed the development of a <i>Beginning teachers program</i> to support teachers new to the profession. This will involve ongoing professional learning opportunities and school mentoring.
One session with 58 deputy principals to introduce the Deputy Principal Coaching model (CESA)	This new support program is well underway. The <i>Deputy Principal Coaching model</i> has been introduced to all deputy principals in participating schools.
One session with 56 coaches to introduce the Deputy Principal Coaching model. All coaches have undertaken coaching training (CESA)	This new support program is well underway, with all coaches participating.
Deputy principals and coaches meet for two meetings per term (CESA)	This new support program is well underway. All targets have been achieved.
Evaluation of meetings with both deputy principals and coaches (CESA)	This new support program is well underway. A review of the program will take place in 2010 by an external consultant.
<i>Discernment and foundation program</i> for aspiring leaders (CESA)	Sixty teachers from the Catholic sector took part in 2009. This program will continue in 2010.
Extra beginning teacher consultant employed (CESA)	A second beginning teacher consultant was appointed and commenced in early-October 2009.
Number of schools supported (82) (CESA)	During Term 4, 2009, the beginning teacher consultants visited 55 schools out of the 82 CESA schools with beginning teachers and consulted with 229 teachers out of the 363 teachers currently on the register. These visits included 90 teachers in 15 non-metropolitan schools. Both consultants will attend and support a country area beginning teachers full-day session planned for March 2010.

Improving Teacher Quality	2009 Milestones
Number of teachers supported (403) (CESA)	Consultants provided briefings regarding their role and proposed professional development opportunities to the Deputy Principals and Senior Leaders Association (DEPSLA). The consultants liaised with other consultants in the Catholic Education Office regarding attendance at University Open days, <i>Teaching in the country</i> seminars (organised by the country schools) and supported beginning teachers at a Catholic schools applications and interview skills seminar.
Number of teachers attending professional learning workshops/forums (CESA)	See above
Number of visits to schools by consultants and Senior Advisers (CESA)	See above
Enhanced database of beginning teachers (CESA)	The data set regarding beginning teachers was reviewed and refined, and includes information about consultancy support. Information on the professional development needs of early career teachers is collected and analysed to inform services.
Monitor retention of beginning teachers (CESA)	Work commenced in 2009 for this initiative, including advice to principals and school leaders about the beginning teacher/early career teacher program initiatives which will support retention. This will include consultants working with schools to identify teachers eligible for the program, and possibilities for tracking.
Reduced number of ongoing vacancies in specific areas of need (CESA)	To be addressed from 2010.
Collect more detailed data on retention of beginning teachers (CESA)	The data collected regarding beginning teachers has been refined to include their start date, service and professional development needs, and will be incorporated into a new database in 2010.
Induction packages developed to support beginning teachers and their schools (CESA)	Consultants are working with a specified 'contact person' in each school to up-skill their knowledge and understanding of mentoring and to deliver the induction package offered from CESA , found at the following website: http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/View/Collection-524 The induction package includes professional learning sessions, delivered centrally and in country schools that cannot attend sessions in the city. Consultants supported induction sessions for beginning teachers at a full-day workshop in September and a two-hour legal induction session in November 2009.
New Assistant Principal Religious Identity and Mission (APRIM) classification (CESA)	At the start of the 2010 school year, APRIMs will have been appointed to 21 primary schools, four R–12 schools, one middle school (Y 6–9) and five secondary schools. The focus of the new APRIM position is about values.
Indigenous students surveyed re their career aspirations (CESA)	All Indigenous students in years 10, 11 and 12 in SA Catholic schools were surveyed regarding their career aspirations. This data has been recorded for future reference and used for targeted support of students.
Continued case management of all Indigenous students (CESA)	CESA continues to offer case management to all Indigenous students.

Improving Teacher Quality	2009 Milestones
Supporting Indigenous students to explore possible career pathways by using the new SACE Personal Learning Plan (PLP) and ongoing case management and mentoring (CESA)	CESA is using the new SACE PLP subject as a vehicle for supporting students.
Number of Indigenous employees identified (CESA)	CESA collects and reports data on the numbers of Indigenous teaching and other staff in Catholic Education. In 2009, 14 employees were identified as Indigenous, compared to eight in 2008. The first appointment of an Indigenous principal occurred.
Ongoing review of projects and professional learning (CESA)	Catholic Education's beginning teachers and Indigenous Education Team consultants jointly developed and delivered a workshop in 2009 to support teachers of Indigenous students (including any Indigenous beginning teachers). The workshop will be delivered again in 2010.
Review of consultancy services (CESA)	CESA consultancy services have increased through the appointment of new consultants in the Literacy and Numeracy National Partnership and the Communities Making a Difference National Partnership.
Two sessions with 70 aspiring leaders from 12 regions, participate in QSchool Program, supported with individual mentoring and on line networks (DECS)	The Department of Education and Children's Services ran two seminars and implemented the individual mentoring model and established supportive networks. Two new leadership consultants were appointed to facilitate the QSchool program. The first of two open <i>Leader as Coach</i> sessions facilitated by Dr Neil Carrington was held.
Review of SA Centre for Leaders Education conducted (DECS)	Due to a delay in procurement and tendering processes, the review commenced in December 2009. The report is expected to be delivered in May 2010.
Undertake an investigative evaluation to gauge numbers, locations and current qualifications of DECS Aboriginal employees aspiring to enter teaching pathways (identify target groups such as Aboriginal Community Education Officers (ACEO) and high school students in years 10, 11, 12) (DECS)	An Aboriginal Employees survey was completed and data analysis commenced. Planning is underway for development by mid-2010 of a career intentions survey by DECS which includes Indigenous employees.
Based on evaluation, work collaboratively with tertiary providers, TAFE and TRB to develop a community based pilot for identified target groups (DECS)	Profiles of Aboriginal staff developed from a career intention survey are the basis of discussions with tertiary providers and TAFE. A draft concept of a community based pilot will be developed by Term 4, 2010.
Survey of career intentions of older teachers (DECS)	Survey undertaken, analysis and results by end Term 1, 2010.
Survey of teachers applying for positions (DECS)	Survey undertaken, analysis and results by end Term 1, 2010.

Improving Teacher Quality	2009 Milestones
<p>Report of the Quality Sustainable Teacher Workforce Working Group (QSTWWG) Mapping Performance Management Subgroup informs planning for policy review and <i>Quality performance development pilot</i> (DECS)</p>	<p>Report received and used in planning for the development of the <i>Quality performance development pilot</i>.</p>
<p>AST (Advanced Skill Teacher) review terms of reference and methodology established with participation of stakeholders (DECS)</p>	<p>Development of review terms of reference and methodology commenced, supported by the appointment of a project officer.</p>
<p>Management brief and review of performance management policy prepared (DECS)</p>	<p>This work commenced with a review of the <i>Managing Under-Performance Guidelines</i>.</p>
<p>Project proposal for <i>Quality performance development pilot</i> defined (DECS)</p>	<p>Pilot proposal developed. Dr Neil Carrington was engaged as a critical colleague. Negotiations commenced with regional leaders and Aboriginal community managers to select pilot participation sites.</p>
<p>Redesign and development of DECS Workforce Development website (DECS)</p>	<p>Commenced.</p>

Communities Making a Difference	2009 Milestones
List of schools receiving support including reform strategy and scope of approach	The South Australian school list has been provided and is available at: http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Documents/SASchoolListNP.pdf
List of schools which have undergone the Communities Making a Difference diagnostic review	<p>Participating schools were prioritised for review in 2009 with commencement of the majority of reviews in 2010. Each sector is developing its own approach.</p> <p>AISSA</p> <ul style="list-style-type: none"> • School Review Team identified and contracted to commence first review in Term 1, 2010. <p>CESA</p> <ul style="list-style-type: none"> • First 12 schools selected in July 2009 and school committees have been established in 11 schools • Senior Adviser has visited 12 schools and outlined the National Partnerships initiatives and reform agenda • Principals and senior staff from all participating schools attended a full-day workshop that included training in NAPLAN data analysis and developing school strategic planning frameworks • The Senior Education Adviser, National Partnerships, in collaboration with the CESA National Partnerships Management Group, documented project plans, established accountability procedures, negotiated communication strategies, developed reporting processes and established data collection procedures and protocols • School strategic planning frameworks in eight schools include a school focus on teacher professional practice as a way of improving literacy and numeracy outcomes for all students. <p>DECS</p> <ul style="list-style-type: none"> • Identified and prioritised Communities Making a Difference schools for diagnostic reviews by the regional directors. Fifty-four Communities Making a Difference schools will be reviewed in 2010 • Term 1, 2010, Communities Making a Difference diagnostic review scheduled, developed and confirmed with regional directors • Aboriginal Lands program negotiated and scheduled • Upgrade of review resource materials underway.
Number of teachers and school leaders participating in professional development as part of the reform strategies as well as the scope of the professional development activities	<p>AISSA</p> <ul style="list-style-type: none"> • The Communities Making a Difference schools were invited to participate in the professional learning offered as part of the Improving Teacher Quality National Partnership. <p>CESA</p> <ul style="list-style-type: none"> • All program strategies have been incorporated in CESA's implementation plan • The Senior Adviser had discussions with school leaders in the 12 schools as a lead-up to the introduction of performance management strategies • The Senior Adviser visited 12 schools and worked with principals and other school leaders to explore their professional learning needs • The Senior Adviser School Reform and the literacy and numeracy consultants supported the 12 schools in development of school improvement plans for implementation from 2010. This included training in using NAPLAN analysis tools

	<ul style="list-style-type: none"> • The Senior Adviser and literacy and numeracy consultants worked with principals and school leaders from 18 schools to provide training in strategic planning and NAPLAN data analysis • A professional learning package was developed with a focus on the use of data as an imperative • CESA worked to support whole of school groups in professional learning and analysis of NAPLAN data, and whole-school strategic planning for teaching and learning • A total of 250 teaching staff and 130 non-teaching staff will be involved in in-school, whole staff, one-day and follow-up visits from February 2010. <p>DECS</p> <p>Leadership in Communities Making a Difference schools</p> <ul style="list-style-type: none"> • Negotiations have occurred with university partners to deliver the <i>Principal as literacy leader</i> (PALL) program to Communities Making a Difference schools • Program for leaders will commence at the start of 2010 • Sixty-eight principals from Communities Making a Difference schools will undertake the program in 2010. <p>Attracting high performing principals and teachers</p> <ul style="list-style-type: none"> • A symposium of key stakeholders has been held • Workforce data has been analysed • A review of the <i>C-Change</i> program is occurring • A range of strategies is being developed. <p>Regional leadership</p> <ul style="list-style-type: none"> • Regional leaders have been appointed • Professional induction program established • Regional National Partnerships forums are planned for the start of 2010. <p>Effective teaching (Teaching for Effective Learning (TfEL))</p> <ul style="list-style-type: none"> • Ten TfEL specialist teachers have been appointed • A project briefing meeting was held for TfEL site leaders — site locations have been established for TfEL specialist teachers • Project infrastructure resources have been ordered (technological, communication).
<p>Number and scope of teachers/school leaders involved in attraction, retention and development reform strategies</p>	<p>CESA</p> <ul style="list-style-type: none"> • A Senior Adviser, School Reform has been appointed • A literacy consultant and a numeracy consultant were appointed • A leader across the three National Partnerships for data and reporting has been appointed • Principals and senior leaders of the first 12 school communities were consulted regarding participation in Communities Making a Difference • The Senior Adviser, School Reform, made regular contact with principals and senior leaders in Communities Making a Difference schools, with their respective principal consultants and with the CESA leadership development sub-team, regarding capacity building and professional learning plans in the area of school reform • Literacy and numeracy consultants negotiated with schools their role and responsibilities for implementing in-class support for teachers to develop high quality inclusive practice from 2010

Communities Making a Difference

2009 Milestones

	<ul style="list-style-type: none"> • This initiative is being pursued in conjunction with the Improving Teacher Quality National Partnership. Implementation of professional teaching standards has been included in the school strategic planning framework. <p>DECS</p> <ul style="list-style-type: none"> • Eight <i>C-Change</i> teacher leaders were provided with attraction incentives and professional development, which included a mentoring program provided for teachers undertaking the <i>Teach for Australia</i> program • Fifty pre-service practicum scholarships were provided for students undertaking practicums in Communities Making a Difference schools • Six practicum grants were provided to country regions to support practicums in Communities Making a Difference schools (accommodation and travel) • There will be an expansion of recruitment opportunities of quality teachers and leaders (the target is 50 teachers and leaders over four years) • Sixty-eight principals were invited to be part of the <i>Principal as literacy leader</i> program.
<p>Number and scope of community groups/business/volunteer/NGOs involved in Communities Making a Difference Plan implementation</p>	<p>CESA Communities Making a Difference school reform management committees were formed in 11 schools during Term 4, 2009; each with a parent/community member. These committees have various representative mixes of school leaders, teaching staff, and parent and community representatives.</p> <p>DECS Four regionally based ICAN management committees have been established comprising local business and community members, non-government agencies, families, clusters of schools, local government and State and Australian government agencies. Seven community partnerships have been established in regions with high concentrations of Communities Making a Difference schools. Each partnership enables clusters of schools to access a range of youth development programs and tailored mentoring to improve student engagement, attainment in learning and career aspirations.</p>
<p>Number of students, including a breakdown by specific cohorts (as per Appendix 5 of the final implementation plan), receiving support through the reform strategies. This will also include the scope of this support</p>	<p>Student participation will be reported from 2010 when baseline data is collected. Activities to the end of 2009 are listed below. Student numbers are included where relevant.</p> <p>AISSA Community engagement/enhanced service delivery:</p> <ul style="list-style-type: none"> • one speech pathologist (1.0 FTE) and an occupational therapist (0.4 FTE) have been employed by AISSA to commence on 11 January 2010 • two psychologists have been engaged to provide consultancy services in country regions and other Communities Making a Difference schools commencing February 2010 • two speech pathologists have been engaged to provide consultancy services in country regions and other

Communities Making a Difference schools commencing February 2010.

CESA

The 12 schools that commenced during Term 4, 2009, included a total enrolment of 2,565 primary school students and 560 secondary students, including (at August 2009 census):

- Indigenous students — 104
- students with refugee experience — 131
- students with a disability — 171
- students with a language background other than English — 810.

Case management has continued for 'at-risk' students including monitoring and reporting as required. The Senior Adviser, School Reform, consulted the **CESA** learning and student wellbeing sub-team to refine, integrate and enhance current strategies for tracking students and sharing information relating to their learning and wellbeing.

DECS

ICAN (Innovative Community Action Network) expansion

- Four additional ICAN regions have been established
- The recruitment process is well underway with:
 - three regional managers and three program managers recruited
 - four seconded teachers (Level 2) recruited
- As of Term 4, in excess of 200 individual students have received case management support.

Student Mentoring

- Seven mentoring regions have been established with structures put in place to support student mentoring commencing at the beginning of 2010.
- Six local community mentor coordinators have been recruited (starting in January 2010) and one is to be re-advertised during Term 1, 2010.

Aboriginal Student Mentoring

- A senior project officer was appointed to coordinate the mentoring program
- A project briefing was held with the Northern Metropolitan Adelaide regional director
- Briefing sessions for regional site leaders were negotiated
- Development of training package to support the needs of potential mentors was undertaken

VET Scholarships

- An implementation manual has been developed
- Schools and funding levels have been identified

Learning Together

- Five new outreach centres have been established
- An operational manual has been developed
- Induction processes have been established
- FTE (2.5) teacher managers have been appointed
- Host sites have been established

Communities Making a Difference**2009 Milestones**

	Turn Around Team <ul style="list-style-type: none">• Recruitment processes are underway and panels in process for the positions of Social Services Coordinator (readvertised), Aboriginal Inclusion Officer, and Youth Worker• Further planning of service delivery processes was conducted with Aboriginal Education and Employment Services staff• A project briefing meeting took place with the Northern Metropolitan Adelaide regional director
Baseline data for student performance indicators as per section 12 of the final implementation plan provided (eg Attendance, NAPLAN etc)	Baseline data requirements are under development for beginning collection on identified student cohorts and individuals.

Literacy and Numeracy

2009 Milestones

Literacy and numeracy specialist teachers in place in additional schools participating 2009–10

AISSA

AISSA identified staff to coordinate the strategy; including senior coordination staff, employment of two literacy and numeracy advisory staff and additional consultants to deliver the *Teaching ESL Students in the Mainstream Classroom* (TESMC) program. Twenty schools identified a key literacy or numeracy teacher and leadership support teams.

Professional learning was undertaken with school coordination teams including:

- leadership training
- development of school audit and action plans
- identification of key priorities.

CESA

Eighteen schools began implementing activities in the National Partnership on Literacy and Numeracy during Term 4, 2009.

These included:

- choosing a focus on either literacy or numeracy, based on NAPLAN and other assessment evidence from 2008 and 2009
- appointing a designated local expert teacher in literacy or numeracy (as applicable)
- analysing NAPLAN and other assessment data to identify specific areas of strength/improvement and students at risk of not progressing successfully in their schooling
- developing an action plan to address the local needs for students 'at risk', for improved learning programs and for whole-school professional learning
- local expert teachers working in various ways in classrooms with particular students and in collaboration with teachers.

Two schools with a numeracy focus and one school with a literacy focus had organisational impediments to starting prior to the commencement of the 2010 school year.

All three schools selected a local expert teacher prior to the end of November 2009 .

DECS

Networks of 14 school-based literacy partnership coaches and 14 school-based numeracy partnership coaches in a total of 31 Low Socio-economic Status (Category 3–6) primary schools have been created in consultation with five regional directors. Performance in the 2008 NAPLAN and State literacy and numeracy testing indicates that there is potential for significant improvement in each of the selected schools.

The coaches are leading the professional development of classroom teachers and support the planning by school leaders for improvement. These coaches are being supported through an intensive professional development program by a central team of a manager and two coordinating field officers.

Professional development program for 2009–10 delivered

AISSA

Teaching ESL Students In Mainstream Classrooms — Language In Learning Across The Curriculum program (TESMC or LILAC):

- strategic planning was completed

Literacy and Numeracy

2009 Milestones

	<ul style="list-style-type: none"> • the identification and training of two tutors was completed. <p>Using data to inform teaching and learning:</p> <ul style="list-style-type: none"> • strategic planning was completed • data protocols were finalised • a NAPLAN analysis tool was received by all participating schools • a professional learning session about the analysis tool was undertaken — 150 participants attended from across the sector. <p>CESA</p> <p>All 21 participating schools were represented at a workshop in November 2009, by the local expert teacher and/or principal and other staff.</p> <p>Schools have been visited at least once by the Senior Education Adviser, National Partnerships, and/or the literacy or numeracy consultants, focussing on:</p> <ul style="list-style-type: none"> • development of strategic action plans, analysis of NAPLAN and other data • updates on the work of the local expert teacher with targeted students and classroom teachers • identifying specific pedagogical needs of teaching staff • professional learning emphases for 2010. <p>Eight schools have planned professional learning workshops involving the CESA National Partnerships consultants in the first weeks of the 2010 school year.</p> <p>Five network days are programmed for local expert teachers from all schools during 2010, with professional sharing in intervening periods to be facilitated by additional after-school sessions and digital networking. These network days will provide professional learning in effective pedagogies for literacy and numeracy, with specific support for local expert teachers in their role as a mentor of co-teachers and facilitator of professional learning.</p> <p>DECS</p> <p>Professional development for teachers was primarily designed and delivered at the local site aligned with school improvement planning priorities and processes. This ensures that professional development is continuous, regular and sustained.</p> <p>A main focus of the professional development was on analysing the available data sets to inquire into the effectiveness of teaching and learning practice. Professional development included preparation and sharing of information about effective practice at the National Literacy and Numeracy Week Expo (September 2009).</p>
<p>Evaluation framework provided</p>	<p>The <i>State-level Evaluation Framework</i> was developed as a draft in consultation with the three sectors in 2009. In July 2009, a forum was held by the SA National Partnerships Council and the SA Research in Education Forum for interested parties from over 20 organisations to discuss the National Partnerships and to workshop with stakeholders the potential opportunities for research and evaluation.</p>
<p>List of participating schools for 2009 and timeframe for participation provided</p>	<p>South Australia has provided a list of all participating schools for 2009, available on the Smarter Schools website: http://www.deewr.gov.au/Schooling/Programs/SmarterSchools</p>

Literacy and Numeracy	2009 Milestones
	/Documents/SASchoolListNP.pdf
Indicative list of participating schools Literacy and Numeracy National Partnership for 2010 is developed (continuing and additional) and provided	South Australia has provided a list of all participating schools for 2010, available on the Smarter Schools website: http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Documents/SASchoolListNP.pdf
Professional learning for teachers — program developed and specialist teachers for 2009–10 participating schools have been inducted	See above against milestone <i>Professional development program for 2009–10</i> delivered.
Parental awareness program(s) established (AISSA)	The AISSA commenced planning to develop an approach for teachers to support improved parental engagement that reflects current evidence based research findings.
Development of framework and mechanism to gather, synthesize and share monitoring and evaluation	A <i>State-level Evaluation Framework</i> covering all three partnerships has been developed for commencement in 2010. The Council has requested development of advice on mechanisms to combine and share monitoring and evaluation throughout the implementation of the National Partnerships.
Number of literacy and numeracy leaders for first group schools in place by December 2009 (two coordinating field officers — DECS ; two advisers — AISSA ; one senior education adviser and two literacy and numeracy consultants — CESA)	See above. AISSA identified staff to coordinate the strategy; including senior coordination staff and the employment of two key literacy and numeracy advisory staff. Professional learning was undertaken with school coordination teams including: <ul style="list-style-type: none"> • leadership training • development of school audit and action plans • identification of key priorities. CESA — One Senior Education Adviser and two literacy and numeracy consultants commenced by August 2009 and were involved in: <ul style="list-style-type: none"> • development of professional learning package • meetings with school leaders • identification of 21 literacy and numeracy expert teachers (as below). DECS After a State-wide selection process, two coordinating field officers were appointed in October 2009.
Number of literacy and numeracy specialist teachers for first group schools in place by December 2009 (14 numeracy & 14 literacy partnership coaches — DECS ; 10 literacy & 10 numeracy leaders — AISSA ; nine numeracy & nine literacy expert teachers — CESA)	AISSA Twenty key teachers were identified. CESA Twenty-one schools had appointed a local expert teacher by November 2009 (11 numeracy, 10 literacy) — 18 schools had commenced activities by the beginning of Term 4. DECS After a State-wide selection process, 14 FTE numeracy and 14 FTE literacy coaches were appointed.
Number of participating SA schools in 2009: approx 66	In total 69 schools commenced activities in 2009. AISSA From July 2009 the AISSA commenced work with 20 schools.

Literacy and Numeracy	2009 Milestones
	<p>CESA Eighteen schools began implementing activities in the National Partnership on Literacy and Numeracy during Term 4, 2009. Two schools with a numeracy focus and one school with a literacy focus had organisational impediments to starting prior to commencement of the 2010 school year.</p> <p>DECS DECS commenced its program with 31 schools from August 2009.</p>
Number of participating SA schools in 2009–10 financial year: approx 72	The State is on-track to have 72 schools participating for the 2009–10 financial year.
Anticipated number of additional SA schools for 2010 school year provided	The final school list is available on the Smarter Schools website: http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Documents/SASchoolListNP.pdf
Number of schools with SMART targets by December 2009 (DECS): 31 schools	NAPLAN Analysis tool received by all participating schools (AISSA). A professional learning session about the analysis tool was undertaken — 150 participants attended from across the independent sector (AISSA). (DECS) : 31 schools were set SMART targets in 2009.
SA National Partnerships Council established	First met as an interim Council on 8 January 2009, established formally as a Ministerial Advisory Committee on 1 December 2009.
Literacy and numeracy professional networks established (sector-specific)	A State-wide network has been established which supports coaches in how to work effectively as a coach, sharing literacy and numeracy content and pedagogy and interpreting data for use in improvement (DECS).
Baseline data determined for performance measures where required, including NAPLAN	Baseline data collection requirements were defined. NAPLAN baseline data are in place.
Literacy and numeracy specialist teachers identified for schools participating 2008–09 and 2009–10	Each sector completed the identification and recruitment of staff for the 2009 and 2010 school years.
Ongoing refinement and implementation of the plan	This continued through to the end of 2009 for finalisation of targets, with formal submission of the plans to the Commonwealth in November 2009.
Facilitation initiatives commence, including state and sector strategy components	Facilitation initiatives commenced in 69 schools in 2009. AISSA The induction for schools participating in the <i>Literacy and numeracy leader initiative</i> saw 17 of the 20 schools bring leadership teams and key implementation staff. The remaining three schools, all in regional areas, received individualised support visits. A main focus of the day was for schools to consider their current practice and data sets to be able to map out their proposed initiatives to best meet each school's context. The involvement of the principal on this day was critical to the success of the implementation at the school level. The planning matrices provide useful direction for each school to: <ul style="list-style-type: none"> • map current status as qualitative baseline data • engage school leadership

- identify needs and strengths of the identified student cohort
- identify professional learning needs.

The employment of two additional tutors to undertake school-based professional learning for the *Teaching English in the mainstream classroom through the language in learning across the curriculum* program (TESMC or LILAC) has enabled greater access and planning support for schools with Indigenous students.

CESA

Eighteen schools began implementing the National Partnership on Literacy and Numeracy activities during Term 4, 2009. This included:

- choosing a focus on either literacy or numeracy, based on NAPLAN and other assessment evidence from 2008 and 2009
- appointing a designated local expert teacher in literacy or numeracy (as applicable)
- analysing NAPLAN and other assessment data to identify specific areas of strength/improvement and students at risk of not progressing successfully in their schooling
- developing an action plan to address the local needs for students 'at risk', for improved learning programs and for whole-school professional learning
- local expert teachers working in various ways in classrooms with particular students and in collaboration with teachers.

Two schools with a numeracy focus and one school with a literacy focus had organisational impediments to starting prior to commencement of the 2010 school year.

All three schools had selected a local expert teacher prior to the end of November 2009.

DECS

Thirty-one schools were able to commence implementation in August 2009 with the appointment of the 28 literacy and numeracy partnership coaches.

The key responsibilities of the coaches were to:

- improve teachers' teaching and learning practices in planning, pedagogy and assessment
- work side-by-side with teachers in classrooms to improve outcomes for students, particularly Indigenous students and those not making expected learning progress
- analyse NAPLAN and other assessment data to identify specific areas of strength/improvement and students at risk of not progressing successfully in their schooling
- ensure that teachers are developing skills in the use of diagnostic assessments that lead to differentiated student learning programs
- work with school leadership teams to plan and implement a whole-school approach to improvement, including planning and implementing a professional learning program for each school
- collaborate with teachers to find and/or develop appropriate teaching resources that support teachers to implement new practices
- use evidence for monitoring and planning purposes,

Literacy and Numeracy	2009 Milestones
	<p>manage National Partnerships data collection and evaluation processes and provide data to project management to meet reporting and evaluation requirements</p> <ul style="list-style-type: none"> • undertake intensive and ongoing professional learning to inform their roles.
Specialist teachers in additional participating schools for 2009–10 have been inducted	Each sector inducts specialist staff as they commence.
Model for case management of students 'at risk' developed (CESA)	<p>CESA's National Partnerships Team has incorporated case management of students 'at risk' into the professional learning for expert teachers, and in the team's work with participating schools. The components include:</p> <ul style="list-style-type: none"> • analysing NAPLAN and other assessment data to identify specific areas of strength/improvement and students at risk of not progressing successfully in their schooling • developing an action plan to address the local needs for students 'at risk', for improved learning programs and for whole-school professional learning • local expert teachers working in various ways in classrooms with particular students and in collaboration with teachers' ongoing formative assessment and documentation of progress.
Literacy and numeracy leaders in place for first group schools coordinating field officers (DECS), literacy and numeracy consultants (CESA), literacy and numeracy leader	Staff have been employed, inducted and have commenced development of professional learning programs.
Induction and training for literacy and numeracy specialist teachers developed	Training packages and induction developed, rollout commenced in the last quarter of 2009 and continued into the start of the 2010 school year.
Literacy and Numeracy Week Expo	<p>All sectors participated in the SA 2009 Literacy and Numeracy Week Expo, held over two days in September 2009 at the Education Development Centre, Hindmarsh. The Expo enabled schools to showcase and celebrate their literacy and numeracy initiatives and share their work with parents, cross-sector colleagues and the wider community.</p> <p>The Expo was open to all State, Catholic and Independent school, preschool and childcare educators. In addition to keynote speakers, educators shared exemplary literacy and numeracy practices through interactive workshops, and poster and resource displays. More than 500 educators attended the Expo.</p> <p>Three country regions also hosted National Literacy and Numeracy Week activities in 2009: Eyre and Western; Limestone Coast; and Yorke and Mid-North.</p>
National Partnerships Program coordination established, and staff employed	Fully achieved.
Stage 3 commences — National Partnerships Program coordination established, and staff employed	Underway.