



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

South Australia Progress Report 2010 (1 January – 30 June 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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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 — Overview/Summary of Progress

Overview

South Australia's Smarter Schools National Partnerships continue to progress across each of the three partnerships on Literacy and Numeracy, Improving Teacher Quality and Communities Making a Difference (referred to nationally as Low Socio-economic Status School Communities).

The undertaking of agreed National Partnership activity, as described in each of the Implementation Plans is overseen by the South Australian National Partnerships Council – Schooling (a Ministerial Advisory Committee constituted under *The Education Act 1972*), comprising an independent chair and the chief executives of the three schooling sectors, and through the efforts of the three schooling sectors:

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

All school sectors have met or exceeded their specific targets for progress in all three Smarter Schools National Partnerships. Activity described includes achievement of cross sector initiatives and sector specific milestones as agreed.



Key Achievements for January – June 2010

Improving Teacher Quality

This National Partnership focuses on building leadership skills, improving performance management and development, broadening pathways into teaching, and attracting and retaining beginning teachers. Improved induction and ongoing support strategies for teachers in their early years of teaching have been implemented in each sector and are receiving favourable response from the teachers and their school leaders. Achievements in each of the sectors feature professional learning programs and enhanced career support for current and aspiring school leaders. Progress described also includes cross sector initiatives, for example the collaborative work undertaken with the tertiary education sector and the Teachers Registration Board of SA in the *SA Teacher Education Taskforce*, to explore enhanced efficiencies and more effective practicum arrangements for pre-service teacher education programs.

In the first five months of 2010, a cross-sector Teacher Quality Working Group revised South Australia's Improving Teacher Quality Implementation Plan to include refinements requested by the Australian Government Minister for Education.

Communities Making a Difference

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

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

Literacy and Numeracy

During this reporting period, all sectors have implemented the activities outlined in the Literacy and Numeracy Implementation Plan and commenced in 2009.

Although there are differences in sector approaches to implementing the Literacy and Numeracy Leader strand, a common characteristic is the development of tailored professional learning programs to support school-based key teachers / coaches. This approach is working effectively, with particular benefits emerging as greater in-school professional collaboration between teachers, and the increased aptitude in teachers' use of assessment data to inform their students' learning.

The Literacy and Numeracy Expo, held in August as part of National Literacy and Numeracy week, is a long standing SA platform for cross sector sharing. Eighteen of the key teachers / coaches from across all sectors shared their experiences, achievements and goals for this National Partnership initiative over these two days.

Issues

The timely receipt of both facilitation and reward funding continues to be significant for the effective implementation of the agreed National Partnerships activities.

Specifically, the timing of reward funding in the Literacy and Numeracy and Improving Teacher Quality National Partnerships is an ongoing, significant risk for the viability of initiatives planned for 2011. The achievement of reward milestones and the timing implications of Council of Australian Governments Reform Council (CRC) processes are crucial to the cash flow required for programs planned for future years.

For all Smarter Schools National Partnerships, the ongoing, high demand for progress reporting involving synthesis from numerous sources has created significant administrative burdens. It is critical that the demands of reporting and the re-presentation of information required by the Department of Education, Employment and Workplace Relations (DEEWR) do not detract from the optimal application of funding towards improved learning outcomes in school communities.

Section 2 — Improving Teacher Quality

Six Month Progress — 1 January 2010 to 30 June 2010.

All sectors have made substantial progress towards meeting or exceeding obligations under the Improving Teacher Quality Implementation Plan (ITQIP).

Several **Whole of State** initiatives complement the programs established by individual sectors to address their sector-specific needs in various reform priority areas.

During the first five months of 2010, a cross-sector Teacher Quality Working Group revised South Australia's ITQIP to include the refinements requested by the Australian Government Minister for Education. All three sectors have taken the opportunity to review and enhance the strategies/initiatives in the State's Implementation Plan, especially in terms of more explicit incorporation of the National Professional Standards for Teachers when they become available.

All three sectors are represented on the *SA Teacher Education Task Force*. Sectors are participating in various Australian Research Council projects and contributing workforce data to the Government sector's development of a revised teacher workforce supply and demand forecasting model.



The **Independent school sector** has successfully implemented a *Leadership Program* facilitated by the Association of Independent Schools of SA (AISSA) consultants with experienced principals involved in delivering the program.

The AISSA established a new *Governance Program* comprising seminars and presentations to enhance the skills of school board members; some elements of this program have been linked to the *Leadership Program 2010*.



In the **Catholic school sector** support for early career teachers has been substantially increased through a multi-dimensional model that provides several points of contact. A new database has enhanced methods for data recording and usage, including start date, service history and professional development needs.

All Indigenous students in Years 10, 11 and 12 in Catholic schools were surveyed in February regarding their career aspirations. Data from these surveys will inform ongoing targeted support for students.

Catholic Education Office consultants facilitated workshops for the draft Australian Curriculum for K–10 English, Mathematics, History and Science. A sector response to the draft curriculum documents was forwarded to the Australian Curriculum, Assessment and Reporting Authority in May 2010.



The **Department of Education and Children's Services (DECS)** has focussed on leadership development, continuous improvement in schools, improving performance management and development, broadening pathways into teaching, and attracting, retaining and rewarding teachers.

A *Career Intentions Survey* conducted with Aboriginal employees during this period will provide data for a longitudinal study facilitating effective workforce planning, recruitment and retention of Aboriginal teachers and consequently improved learning outcomes for Indigenous students.

Significant Achievements/Activities — 1 January 2010 to 30 June 2010.

Whole of State initiatives

New and Better Pathways into Teaching

The three schooling sectors are collaborating with the tertiary education sector and the Teachers Registration Board of SA in the *SA Teacher Education Taskforce*, to explore greater efficiencies and more effective preparation strategies in pre-service teacher education programs. The Taskforce is collecting staffing information from schools to assist in the development of a workforce planning tool and participating in extensive discussions with the universities on enhancing the practicum placement arrangements.

Following a wide consultation in 2009, and subsequent research into issues and data regarding teacher preparation, Indigenous education pathways and teacher supply, a report and recommendations are due to be presented to the State Minister for Education in October 2010.

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

Workforce planning

All three school sectors have contributed preliminary data towards the development of a revised teacher workforce supply and demand forecasting model for the whole of South Australia. Development of the model is ongoing, being based primarily on data relating to gender, age, years of teaching experience, full-time/part-time status and casual/contract/permanent positions held.



The **Independent sector** has met and exceeded its obligations under the Improving Teacher Quality Implementation Plan, with positive feedback from schools regarding each of the programs focussing on leadership, beginning teachers, teacher standards and Indigenous education pathways.

Leadership Program

A major achievement was the successful implementation of the AISSA *Leadership Program 2010*. Originally envisioned as having separate strands for various leadership types, it has been designed as one inclusive leadership program, from which participants select a combination of workshops and presentations that best suit their needs. The program comprises a series of high quality workshops and keynote presentations which provide variety and a range of entry points for school leaders to access new learning. Five workshops and four keynote presentation seminars were held to 30 June 2010. The program included leading international and national presenters and was facilitated by AISSA consultants. Experienced principals were also involved in delivering the program. One strand includes a *Productive Schools Productive Teaching Program*, and combines professional learning opportunities for school leaders with intensive in-school support for leadership teams and aspiring leaders.

Program evaluations completed by participants were very positive and attendance met expectations.

The AISSA has established a new *Governance Program* focussed on the roles and responsibilities of the board and the responsibilities of the principal. This program comprises seminars and presentations to enhance the skills of board members. Some elements of this program have been linked to the *Leadership Program 2010*.

Beginning Teachers Program

The AISSA *Beginning Teachers Program* commenced, with positive feedback from participants. The aim of this project is to establish a new teacher induction program which meets the needs of individual teachers and schools and is supported by positive and sustained mentoring relationships. The program involved a series of workshops facilitated by AISSA consultants, using expert presenters and the involvement of experienced principals. In addition, the AISSA implemented a *Down the Track Program* for beginning teachers, with a focus on curriculum planning.

Professional Standards for Teachers

The AISSA has briefed principals on the draft national teacher standards, hosted a keynote address by the Chair of the Australian Institute for Teaching and School Leadership (AITSL), held seminars to obtain feedback and developed a submission on the draft standards.

Indigenous Education Pathways

The AISSA is developing a program to assist Indigenous students from Independent schools interested in becoming teachers, in addition to the other support available from AISSA and Independent schools for Indigenous students.



The **Catholic sector** has made significant progress on the Improving Teacher Quality Implementation Plan by supporting early career teachers, improving performance management and continuous improvement in schools, workforce planning and targeting support for Indigenous students in Catholic schools. These initiatives have been designed to complement, broaden and enrich the range of existing support services and professional learning programs available to teachers and school leaders in the SA Catholic sector.

New and Better Pathways into Teaching

In 2010, there were 337 early career teachers in 75 Catholic schools, across 82 separate campuses. Beginning teachers were supported through a combination of school visits, induction modules, professional learning forums, weekly email advice/updates and one-to-one meetings with a consultant at the Catholic Education Office. All 90 early career teachers in 12 country schools were initially visited at least once in term 1, with other visits to these and metropolitan schools continuing throughout the year.

From the start of the 2010 school year, the data collected regarding early career teachers in Catholic schools has been incorporated into a new database to include start dates, service needs and professional learning needs. Employment of an additional consultant has enabled support to be extended more widely to the teachers/leaders responsible for mentoring early career teachers, enabling more effective induction, formation and monitoring of beginning teachers and their career progression.

Improved performance management and continuous improvement in schools

An external evaluation of the Catholic sector *Deputy Principal Support Program*, including an online survey, focus groups and individual interviews, was completed in mid-June. The *Discernment and Foundation Program* for prospective leaders in Catholic schools was evaluated during June. Findings from both evaluations will inform planning and interactions between these two programs beyond semester 2, 2010.

Between March and June, Catholic Education Office consultants facilitated a series of eight general introductory workshops (five metropolitan, three country), and six workshops for each of the first four subjects (three metropolitan, three country) for the draft Australian Curriculum for K–10 English, Mathematics, History and Science. A sector response to the draft curriculum documents was forwarded to the Australian Curriculum, Assessment and Reporting Authority (ACARA) at the end of May.

Selection processes for an Australian Curriculum Consultant: Science commenced in late-May, for appointment early in semester 2. This role will support teachers and leaders in all SA Catholic schools to prepare for implementation of the Australian Curriculum: Science from 2011.

Implementing Draft National Professional Standards for Teachers

Consultations on the draft professional standards were conducted for Catholic school leaders and teachers in Adelaide and Mount Gambier, in addition to a metropolitan parent consultation session. A further consultation in April involved all senior leaders, the Learning and Student Wellbeing and the Religious Education teams of the Catholic Education Office. A Catholic sector submission was subsequently forwarded to AITSL as part of the national consultation on the draft *National Professional Standards for Teachers*.

Indigenous Pathways in Education

All Indigenous students in Years 10, 11 and 12 in Catholic schools were surveyed regarding their career aspirations. This data will inform ongoing targeted support of students. In addition to case management of a number of Indigenous students in Catholic schools, time has been allocated for the Indigenous Education team to coordinate and develop high level relationships with universities, schools and Indigenous students. The aim is to establish networks and opportunities for Indigenous students who are looking to teach in a Catholic school or early childhood centre.



The **Government school sector** has made considerable progress on activities from the Improving Teacher Quality Implementation Plan (ITQIP). For example, improvement strategies have commenced that focus on leadership development, continuous improvement in schools, enhanced performance management and development, broadening pathways into teaching, and attracting, retaining and rewarding teachers.

DECS improvement strategies are interconnected and designed to promote systemic workforce quality. A number of the ITQIP strategies are planned for implementation in the second half of 2010, with plans scoped and resourcing confirmed. Considerable attention has been given to ensure plans are based on evidence from current research. Human resourcing is in place for all initiatives and productive partnerships with the field have been established that include consultation with Leader Associations and other stakeholders. Stakeholder consultation now centres on engaging the field to increase ownership for the outcomes of the Improving Teacher Quality National Partnership and keeping them up-to-date with progress.

Preparation and scoping for School Centres of Excellence is currently being undertaken, ready for a pilot in the last school term of 2010 before expansion of the program in 2011–2013.

DECS is developing close relationships and a joint focus on improvement with the South Australian universities through a number of Australian Research Council (ARC) research projects, such as *Recruiting and Retaining Rural: Transitions from Pre-Service to Professional and Community Participation*. A new ARC research project into *Student Behaviour Management* has also been submitted, in addition to the Early Career Teacher Resilience and Retention research project described above, under whole of state initiatives.

Highlights in the first part of the 2010 year included a strong start to the development of new Indigenous Pathways into Teaching, Performance Management and Development, consultation on the National Professional Standards for Teachers, negotiation and agreement on the introduction of a new recognition and reward salary increment for high quality classroom teachers. Excellent feedback has been received from the field on a new *Leadership Program for Aspiring Leaders* and greatly improved workforce data availability.

Indigenous Pathways into Teaching

Go Local is a community based *Teacher Education Program* for Aboriginal people in SA. The initiative aims to facilitate mutual relationships with South Australian based tertiary institutions and TAFE SA to meet national and state requirements for Aboriginal people's participation in study, as well as increasing the number of Aboriginal people employed as teachers within DECS. The first stage of a *Career Intentions Survey* of DECS Aboriginal employees has been undertaken by Aboriginal Community Education Officers. Twenty seven people indicated an interest in becoming a teacher. The *Career Intentions Survey* will be repeated with other groups of Aboriginal employees to establish career intentions, current skills and qualifications and provide an initial set of data in a longitudinal study.

Improved Performance Management and Development

The Improving Teacher Quality Implementation Plan, which aims to deliver system-wide reform in performance development, has begun with a pilot involving over 100 leaders learning a suite of micro-skills that can be used to develop a 'performance culture' within their site. Dr Neil Carrington, Foundation Director with the Australian Centre for Educational Research has been contracted to lead the professional development. The pilot has spread state-wide and Dr Carrington has been engaged for Leaders Days in regions (as part of regional professional learning programs). The micro-skills and models for performance culture development are informing the review and development of Performance Management Policy and Guidelines.

New Professional Standards to Underpin National Reforms

DECS consultation on the draft *National Professional Standards for Teachers* reached stakeholders across the state. DECS prioritised the participation of advanced skills teachers to give feedback on the standards, which resulted in critical and appreciative responses on how the standards could be improved to provide a reference point for quality at all stages of a teacher's career. DECS anticipates that teachers and leaders will regard the *National Professional Standards* as a reference for quality or performance.

In the most recent Enterprise Bargaining Agreement a new teacher classification and salary level was introduced as a competency based increment. The process for teachers seeking the new incremental Step 9 (which teachers agree with their line manager) includes:

- writing a teaching statement against criteria of high quality classroom teaching
- writing a Professional Development Plan for outcomes to be achieved in the classroom
- undertaking professional development and mentoring.

It is anticipated that Step 9 will give recognition to many more high quality teachers in South Australia as well as strengthening performance development in the workforce.

World Leading Professional Development and Support for Principals

A review by the South Australian Centre for Leaders has confirmed the need for leadership and induction programs for aspiring and beginning leaders. A new program titled QSchool is intentionally designed to equip new leaders with understandings and skills in the essential responsibilities of a school leader. The success of this model has been acknowledged by participants who have completed the first full program.

Improved Mobility of the Australian teaching Workforce: quality and availability of teacher workforce data

A significant effort has been directed towards improving and developing the data systems to report on staff profiles and movement. Projects to improve teacher workforce data and support workforce planning have included an *Over 45 Career Intention* teacher workforce survey and a census (with about 90% response rate) to update current teaching workforce details relating to teachers' qualifications and the subjects they are able to teach.

A labour market analysis of the SA teacher workforce has been undertaken with the Australian Bureau of Statistics, and DECS maintains representation on the National Teaching Workforce Dataset Working Group. In addition, significant progress has been made on the development of a revised teacher workforce supply and demand forecasting model for the SA Government schooling sector.

New Pathways into Teaching: Better Pathways into Teaching

Improved data systems will be valuable resources to inform this work. Exploratory activity in relation to attracting and retaining mathematics and science teachers has resulted in two approaches being explored:

- **Teach SA:** This initiative is being developed by DECS and will contribute to Improved Teacher Quality by attracting teachers into areas of workforce shortage. The program is in scoping stages and focuses on recruitment of new teachers and the up-skilling and retraining of existing teachers in the areas of mathematics and science.
- **Teach for Australia program:** Several meetings/discussions have occurred between DECS, the Teachers Registration Board of SA, the Teach for Australia organisation and DEEWR to discuss participation in the program. Several concepts are currently under discussion and awaiting determination.

Barriers to Progress — 1 January 2010 to 30 June 2010.

For all three schooling sectors, the timing of reward funding in this National Partnership means that achievement of reward milestones and the timing implications of Council of Australian Governments Reform Council (CRC) processes are crucial to the cash flow required for programs planned for future years. Especially pertinent is the expectation to undertake reward reforms in 2010, for which reward funding is not to be paid until 2012. This is an ongoing issue and a significant risk for the viability of the planned initiatives.

General challenges for the **Department of Education and Children's Services** in the initial execution of the Improving Teacher Quality Implementation Plan have included:

- competing attention and establishment activity required in sites for other major initiatives including Building the Education Revolution and the Digital Education Revolution and the effects of the new South Australian Enterprise Agreement
- short tight timelines that have compromised genuine stakeholder consultation
- the extent to which expertise has been relocated from sites as leadership positions in the National Partnership initiatives are filled.

Strategies to mitigate these challenges have included a productive face-to-face meeting with Australian Government representatives, while, within each sector, overarching structures (such as steering committees and reference groups) have been established to facilitate discussion with stakeholders, monitor progress of ITQIP implementation and plan strategically for future initiatives.

Within DECS, delays in the implementation of the teaching workforce census were addressed by renegotiation of timelines to allow successful completion of the modelling

project.

Support for Indigenous Students — 1 January 2010 to 30 June 2010.

Whole of State initiatives

One focus of the Improving Teacher Quality National Partnership is Indigenous education pathways, which is specifically centred on fostering pathways for Indigenous students and employees into teaching. The work of the cross-sector *Teacher Education Taskforce* includes examining pathways for Indigenous employees to move into teaching.

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The **AISSA** is working with a number of school principals to develop a program to assist Indigenous students from their schools who undertake tertiary studies with the intention of becoming teachers. The program will be based on maintaining an ongoing link between the school and the students, with the school providing assistance and support, which the students believe would be valuable.

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All Indigenous students in Years 10, 11 and 12 in **SA Catholic** schools were surveyed in 2009 regarding their career aspirations. This data will inform ongoing targeted support of students. An additional position has been created within the Indigenous Education team to coordinate and develop high level relationships with universities, schools and Indigenous students. The aim is to establish networks and opportunities for Indigenous students who are considering teaching careers in Catholic schools or early childhood centres, complementing the ongoing case management of Indigenous students in SA Catholic schools.

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In **DECS** Aboriginal employment initiatives aim at increasing the number of quality Aboriginal teachers in the workforce who will support ongoing achievement for all students.

A *Career Intentions Survey* was conducted with Aboriginal employees and will provide data for a longitudinal study facilitating effective workforce planning, recruitment and retention of Aboriginal teachers and consequently improved learning outcomes for Indigenous students.

The importance of performance feedback in improving the quality of the workforce was central to selecting all Aboriginal Community Education Managers (ACEMs) as one of the cohorts participating in the Performance Development Pilot. The ACEM's role is to line manage the Aboriginal Community Education Officers who work directly with students and their communities, who therefore have the opportunity to impact significantly on the outcomes for Aboriginal students.

All initiatives undertaken to improve workforce data are designed to be inclusive of all students.

Activities you would like to showcase — 1 January 2010 to 30 June 2010.

The three school sectors in South Australia have a positive working relationship. During the review of the Improving Teacher Quality Implementation Plan, the three sectors met a number of times to develop refinements to the plan. They also met with Department of Education, Employment and Workplace Relations (DEEWR) representatives to share a summary of their progress.

The Catholic and Independent sectors have had ongoing discussions regarding models of implementation for early career teacher support programs.

The *South Australian Teacher Education Task Force* is a unique collaborative initiative to improve pre-service teacher training. Members include university Deans and the three

sector Chief Executives. The Taskforce is working to improve quality pre-service teacher placements, address the supply of teachers through new and improved pathways into teaching, and enhance Indigenous education pathways.



The **AISSA** has discussed the implementation of this National Partnership with Independent School Associations across Australia.

The AISSA believes that the models for the delivery of both the *Leadership Program* and the *Beginning Teachers Programs* may be suitable for use by other organisations. Both programs are receiving excellent feedback from participants.

Building leadership depth and capacity within the Independent sector is valued and acknowledges the importance for leaders to be abreast of current theory and practice.

The Leadership Program comprises four core elements:

- nine workshops that can be undertaken individually or as a set to assist in the development of a professional learning portfolio. They utilise significant involvement of current experienced principals
- eight Keynote presentations that complement these workshops
- three separate presentations by Dr Neil Carrington streamlined to suit leaders of varied experience levels
- a Productive Schools Productive Teaching Program, providing professional learning opportunities with intensive in-school support.

The aim of the *Beginning Teachers Program* is to meet the needs of individual teachers and schools and is supported by positive and sustained mentoring relationships. Over the course of a year teachers address issues including:

- teacher wellbeing
- communication with parents
- curriculum and assessment
- behaviour management including information and support
- classroom management.

In addition, the AISSA has a *Down the Track* program for early career teachers in their second or third year, with a focus on programming and assessment, pedagogy and the development of teacher work plans.



In the **Catholic sector** the enhanced support for early career teachers and their school contact person in Catholic schools, made possible through National Partnership funding, has been offered through a multi-dimensional model that provides several points of contact and enhanced methods for data recording and usage. The extremely positive feedback from beginning teachers and school leaders to this more frequent interaction with early career teachers and their supervisor/mentor in Catholic schools has identified the potential value of a more formal approach to the mentoring of early career teachers. This will be considered further in ongoing program planning.

In the Catholic sector, the *Deputy Principal Support Program* continues to provide a one-to-one coaching program for the great majority of deputy principals, supporting school deputies with advice in their professional roles and in their personal career decision-making. The future areas of focus for Deputies and Senior Leaders Association forums during 2010 have been significantly influenced by the identification of common issues and discussion

items in the deputy principal coaching program.



The **Department of Education and Children's Services** showcase initiatives are the *QSchool for Aspiring Leaders*, and the *New and Better Pathways for Aboriginal Teachers*. The *QSchool for Aspiring Leaders* model provides participants with an overview of the leadership requirements in a school, pre-school or children's centre.

- The program is based on the DECS Improvement Accountability Framework with four modules: Attend to Culture, Strategic Thinking; Achieve Results and Leadership Theories.
- The first series of QSchool for Aspiring Leaders has been completed with excellent feedback from the field. Many participants have submitted applications for leadership positions, and four of the 65 participants have already been successful in merit selection to leadership positions. A number of regions have picked up the model for local programs for aspiring leaders.

New and Better Pathways for Aboriginal Teachers are being developed with initial strategies focused on workforce data.

- A Career Intentions Survey has been undertaken by DECS Aboriginal Community Education Officers (ACEOs), to provide the initial set of data that will form a longitudinal study. The study establishes career intentions, current skills and qualifications and tracks career development progress. From the 90 ACEOs who responded (out of a possible 289 ACEO workforce) 27 people indicated an interest in becoming a teacher.
- Additional one-to-one interviews were undertaken in regions with the 27 survey respondents. These interviews were to assess each individual's level of interest in study, to determine infrastructure support and site support and assist with subsequent project planning.
- Scoping has begun to support the opportunity for Recognised Prior Learning for ACEOs interested in teacher pathways.
- Since the survey an additional 13 ACEOs have signalled interest in a career pathway as a teacher through this program.

Section 3 — Communities Making a Difference

Six Month Progress — 1 January 2010 to 30 June 2010.

Considerable progress has been made across all three sectors on the Communities Making a Difference National Partnership.

In the six months to 30 June, 2010, diagnostic reviews have been undertaken by two schools in the Independent school sector and 22 schools in the Government school sector. The diagnostic reviews have identified school-specific improvement areas for progress within each of the schools.



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

A comprehensive *Governance Program* has been developed and has been made available to all Communities Making a Difference National Partnership schools and boards. An AISSA ten-day *Leadership Program* has been developed and offered to principals, along with mentoring and post graduate study opportunities.

Three principals and three aspiring principals have been funded to participate in the Australian College of Educational Leaders '*Inspire*' *Leadership Program* in 2010.

An AISSA adviser is coordinating the specialist services program which commenced with the engagement of an Occupational Therapist, three Speech Pathologists and two Psychologists. The program also incorporates the services of the Student Behaviour Advisor. Specialist support is provided to principals, teachers, students and parents.



The **Catholic school sector** has worked intensively with all 12 of its participating schools to develop and implement strategic plans for school reform, with a focus on pedagogical reform to achieve improved learning outcomes for all students. A 'whole of school' approach has been taken with all staff involved in setting and working towards achieving school goals.

Strategic Plans developed for school improvement include strategies for addressing the needs of students with disabilities, students from non-English speaking backgrounds and students with refugee experience.

Schools are now implementing their community-specific plans, which include the development of extensive and multi-dimensional student learning profiles to be used as dynamic guides for teachers designing personalised learning programs.

Through each school's strategic planning process, professional learning needs were identified to enable teachers to be better able to achieve school goals. These needs are being addressed in all 12 schools, with most schools opting for a professional learning communities model, to accommodate the range of teachers' professional learning.



In the **Government school sector** Regional Leadership Consultants have worked closely with 117 Communities Making a Difference school principals to promote leadership, best practice and local advancement in Literacy and Numeracy.

Over the six months to 30 June 2010, 445 students were mentored through the expanded *Student Mentoring and Youth Development* strategy. An additional 1,109 students in Years

10–12 were mentored through the established secondary mentoring program. Youth development lead schools have been identified, resources allocated and management groups established. Thirty eight staff members from 22 schools in five regional clusters were trained; while 356 students from 15 schools in six regional clusters participated in youth development activities.

In terms 1 and 2, 2,522 students across 80 schools enrolled in the *Flexible Learning Options* under the *Innovative Community Action Networks (ICAN)* strategy. In some cases schools and students were engaged for more than one term to meet individual student needs. An additional 557 units of support for one term were provided through direct one-to-one case management, with some students requiring more than one term of support. This is indicative of a growing convergence between student needs, flexible learning arrangements and community engagement.

In terms 1 and 2, 366 students in Years 5–9 were supported across 23 schools through Aboriginal student mentoring funding. In addition, 55 mentors completed Mentor Induction.

A number of attraction incentives and professional development initiatives were progressed in the six months to June 2010. Professional development was arranged for five *Career Change* Mathematics and Science Teacher Leaders who participated in a mentoring program provided by Melbourne University — as part of the *Teach for Australia Program*. In addition, four new attraction incentives were created for *Career Change* teachers.

Significant Achievements/Activities — 1 January 2010 to 30 June 2010.

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

The School Review and Development Team has undertaken diagnostic reviews of two schools to help them identify areas of improvement. A further school is scheduled for a diagnostic review in semester 2 of 2010, with another two schools scheduled for term 1 of 2011. The first two schools are now preparing School Improvement Plans.

A comprehensive *School Governance Program* has been developed and is available for Communities Making a Difference National Partnership schools and boards. An AISSA ten-day *Leadership Program* has been developed and offered to principals as well as mentoring and post graduate study opportunities. To-date, one principal from a participating school is funded to participate in this program.

Three principals and two aspiring principals have been funded to participate in the Australian College of Educational Leaders (ACEL) *'Inspire' Leadership Program* in 2010. This program provides individual coaching and mentoring. Participants have access to world class leadership models. The program has been designed to have minimal disruption to principals' workloads and includes face-to-face meetings, tele-classes, self-paced learning and e-learning opportunities.

Improved engagement with community has commenced and is centred on a newly developed In-School Specialist Service. This service aims to provide quality advice and support to build the capacity of staff to develop and implement inclusive learning programs for identified students. The specialist services include an Occupational Therapist, three Speech Pathologists and two Psychologists and provide specialist support to principals, teachers, students and parents. An AISSA Adviser is coordinating the specialist services program.



In the **Catholic sector**, strategic planning workshops in Communities Making a Difference schools have included all employees (except grounds staff) and parent representatives, providing a multi-dimensional formulation of a shared purpose for school reform and the identification of goals for Literacy and Numeracy learning. Schools are now implementing their community-specific plans, which include the development of extensive and multi-dimensional student learning profiles, to be used as dynamic guides by teachers when they design personal learning programs.

The Communities Making a Difference (CMaD) National Partnership team based at the Catholic Education Office has worked intensively with all 12 participating schools to develop and implement strategic plans for school reform, with a focus on pedagogical reform to achieve improved learning outcomes for all students. A summary version of the strategic plan is available on each school's website.

The articulation of an agreed moral purpose in each participating Catholic school community has been fundamental to the initiation of a whole school approach framed in Michael Fullan's 3P model:

- Personalised learning — knowing students better, through collecting and using assessment data to inform engaging, purposeful teaching and learning programs; developing profiles of student learning has been a particular focus across the Communities Making a Difference schools
- Precision teaching — explicitly teaching to individual students' needs, through strong understanding of content and implementing a range of instructional contexts
- Professional learning — opportunities to address any needs arising from the intent to personalise learning and teach more precisely.

A 'whole of school' approach means improved learning outcomes for all students, with all staff (teachers, education support officers, administration) involved in setting and working towards achieving school goals. Professional learning communities have been established in ten schools to accommodate the range of identified professional learning needs, as related to the professional practices of staff.

Full-day staff seminars have been conducted in ten of the twelve schools and the written feedback in relation to these has been positive. In general, feedback has been positive regarding increased awareness of the opportunities that exist for collecting, analysing and using a range of assessment data (including NAPLAN) to inform the design of learning programs. Developing and compiling profiles of student learning has been well-received, but has highlighted the need to purposefully seek useful assessment data and for balancing the amount and quality of quantitative and qualitative data being used.

Participating Catholic schools are eligible for a grant to finance the strategies identified in each school's Strategic Plan. Receipt of a feasible Strategic Plan and related budget was the trigger for the first round of 2010 grants during June. The remaining portion of the direct school grants will be paid in the second semester, while schools have access to the services of the Catholic Education SA CMaD team on an ongoing basis throughout the year.

The Senior Adviser — School Reform, working with participating Catholic schools, and the Department of Education and Children's Services National Partnerships Program Manager have shared progress in each sector's initiatives, arranging to observe specific components of each other's work with school communities.



The **Government sector** has made significant progress across a number of projects.

Targeted support for young people

In terms 1 and 2, 2,522 students across 80 schools were enrolled in *Flexible Learning Options* under the *Innovative Community Action Networks (ICAN)* strategy. Some schools and students were engaged for more than one term to meet individual student needs. An additional 557 units of support for one term were provided through direct one-to-one case management, with some students requiring more than one term of support. This is indicative of a growing convergence between student needs, flexible learning arrangements and community engagement.

Vocational Education and Training (VET) Scholarships

Selected senior secondary students from Low Socio-economic Status communities are funded to undertake higher level VET training programs in industry areas where there are identified regional skill shortages and employment opportunities. At 30 June, 433 students were engaged and the number is growing.

Learning Together Program

This program engages families with children aged 0-4 years who are at risk of educational disconnection. By the end of June 2010, a total of 80 families with 99 children were enrolled and attending programs. These included: 11 children with disabilities; eight children with English as a Second Language; ten Aboriginal children; and two refugee children.

Student Mentoring and Youth Development

This strategy brings young people at risk of leaving school early together with trained mentors and/or with strengths-based programs to develop capacity in themselves and the community. Over the six months to 30 June 2010, there were 445 students involved across 86 schools in seven regional clusters, including 115 young people engaged with 115 volunteer mentors, and 356 students participating in related youth development programs (across 15 schools from six regional clusters). An additional 1,109 students in Years 10–12 at 63 sites participated in the established secondary mentoring program.

Whole School Improvement, Leadership and Effective Teaching

Considerable progress has been made, with 22 Communities Making a Difference schools already undergoing intensive three-day diagnostic reviews. In addition, the *Principal as Literacy Leader (PALL) Program*, focusing on literacy leadership, has been taken up by 61 Communities Making a Difference schools.

Regional Leadership Consultants have worked closely with 117 Communities Making a Difference school principals to promote leadership, best practice and local advancement in Literacy and Numeracy. Regional Leadership Consultants have visited each of their schools five times (on average) during the first half of 2010 (in addition to regular contact by telephone, email etc) primarily using leadership forums, mentoring and coaching sessions to further their objectives.

Diagnostic Schools Review

On-site reviews of literacy were completed at 22 schools (with three days spent at each site). Regional directors were actively involved in the on-site data collection and school observation phase. Review outputs include evidence based diagnostic reports (for each site) with recommendations for progress. Schools reviewed are committed to producing school literacy improvement plans for future implementation where possible.

Teaching for Effective Learning (TfEL)

This initiative has three explicit goals:

- to develop a rigorous research framework to assess the impact of teacher pedagogy on student outcomes
- to develop principals' instructional leadership capacity to lead whole school improvement in quality teaching
- to develop teacher capacity for reviewing and developing their pedagogy aligned with the SA Teaching for Effective Learning Framework.

Recent achievements include:

- the collection of 730 hours of classroom baseline pedagogic data across the ten schools for longitudinal research. Initial findings have been shared with school principals to inform school professional learning priorities. Ultimately this research will provide a detailed evidence base to inform system priorities for professional development and targeting of resources
- the establishment of agreements with the NZ CORE Group for use of the online Educational Positioning System to develop baseline whole school profiles
- the establishment of professional learning communities in each school.

Community Engagement

DECS Innovative Community Action Networks (ICAN), Mentoring and Youth Development Programs have 37 registered providers appointed to a Panel of Preferred Providers from non government organisations, and business and community groups, with a further round of evaluation to follow. The Panel provides case management, learning, mentoring and youth development services to young people through service agreements with schools.

Youth development lead schools have been identified, resources allocated and management groups established. Thirty eight staff members from 22 schools in five regional clusters have been trained and 115 volunteer community mentors have been arranged for 115 students.

Eight regionally based ICAN management committees have been established. The committees explore opportunities for developing new ways of engaging and addressing the life and learning needs of 'at-risk' young people. They comprise a mix of local business and community members, non government organisations, families, clusters of schools, plus local government, and State and Australian Government agencies. Significantly, half the ICAN management committee members originate from organisations outside of DECS.

Teacher Recruitment and Development

A number of attraction incentives and professional development initiatives have been progressed in the six months to June 2010. Professional development was arranged for five *Career Change* Mathematics and Science Teacher Leaders who participated in a mentoring program provided by Melbourne University — as part of the *Teach for Australia Program*. In addition, four new attraction incentives were created for *Career Change* teachers.

Twenty seven pre-service scholarships were provided for students undertaking practicums in Communities Making a Difference schools. A further five grants were provided to country regions to support practicums (in terms of accommodation and travel) in Communities Making a Difference schools.

DECS has recently purchased an advertising package to increase recruitment into 'harder to staff' vacancies.

Barriers to Progress — 1 January 2010 to 30 June 2010.

There have been no significant implementation issues for the Independent or Catholic sectors for this National Partnership.

For the **Government sector**, the high, ongoing demand for progress reporting from a number of different areas has been noted. There has been a concerted effort to coordinate and streamline official reporting obligations, thereby reducing provider load and duplication of effort.

Some project work was more resource intensive than initially envisaged. For example *Teaching for Effective Learning (TfEL)* had a tight data collection phase (only one semester to collect baseline data via classroom observations) which required deployment of extra staff to ensure completion by deadline. Local solutions were developed to address this issue, such as scheduling the professional learning and classroom research observations in blocks and providing the funding earlier to allow relief teachers to be secured well in advance.

Support for Indigenous Students — 1 January 2010 to 30 June 2010.

The elements within this National Partnership for schools in the **Independent sector** focus on School Review, the development of School Improvement Plans, Governance and Leadership and the provision of in-school support. Where relevant, particularly in the area of in-school support services, Indigenous students were able access these services.

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In the **Catholic sector** Strategic Plans for school improvement include strategies for addressing the needs of their Indigenous students. Catholic Education's Communities Making a Difference team has had ongoing interaction with the Indigenous Education team in relation to case management of Indigenous students in the 12 Catholic Communities Making a Difference schools.

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In the **Government sector** 102 Indigenous students had been engaged as at 30 June 2010 with *Vocational Education and Training Scholarships*.

Aboriginal student mentoring started in the Northern Adelaide Region in terms 1 and 2, with 398 students supported across 23 schools through Aboriginal student mentoring funding. In addition, 55 mentors completed Mentor Induction in the Northern Adelaide Region and were employed to work in schools.

As part of *Teaching for Effective Learning (TfEL)*, 378 Aboriginal/Torres Strait Islander students have either participated in research activities or are in classes of teachers who have been involved in aspects of the program.

There is a focus on engaging Indigenous families, particularly through Nunga Playgroups in the *Learning Together Program*. The Port Pirie program has established a Nunga Playgroup in conjunction with Aboriginal Health which is operating effectively with nine families attending. The Millicent *Learning Together Program* has connected with and is supporting a local Indigenous group.

As at term 2, 325 (13.8%) Indigenous students were enrolled in *Flexible Learning Options* under the *Innovative Community Action Networks (ICAN)* strategy.

Over the six months to 30 June 2010, 82 (18.4%) Indigenous students were mentored through the *Student Mentoring and Youth Development* strategy.

Support for other cohorts (if applicable) — 1 January 2010 to 30 June 2010.

The elements within this National Partnership for schools in the **Independent sector** focus on School Review, the development of School Improvement Plans, Governance and Leadership and the provision of in-school support. Where relevant, particularly in the area of in-school support services, students were able access these services.



In the **Catholic Sector** Strategic Plans for CMA^D school improvement include strategies for addressing the needs of students with disabilities, students from a non-English speaking background and students with refugee experience. Catholic Education's Communities Making a Difference team have had ongoing interaction with the sector's Special Education team and English as a Second Language (ESL) team in relation to addressing the needs of these students and developing integrated and efficient support for teachers and the Communities Making a Difference school communities.



In the **Government sector** *Teaching for Effective Learning (TfEL) Program*, 352 students with disabilities and 705 English as a Second Language students have participated in classroom observations and completed engagement surveys using the *TfEL* Review Tools (or they are in classes of teachers who have been involved in related, pedagogical development).

The *Learning Together Program* actively encourages both families and children with disabilities, refugees and new arrivals to participate in reading groups, playgroups and other learning programs. For example, the outreach program at Hampstead Primary has eight children with English as a Second Language and refugee backgrounds (which represents 53% of the 15 children attending), while Port Pirie has seven children with disabilities attending (or 20% of the 35 children attending).

At 30 June, the *Vocational Education and Training Scholarships* program had engaged (i) 65 students with disabilities, (ii) 88 ESL students and (iii) 13 students with refugee backgrounds.

In term 2, 2,340 students, including 573 (24.4%) students from country areas of South Australia, were enrolled in *Flexible Learning Options* under the *Innovative Community Action Networks (ICAN)* strategy. Of these, 524 (22.3%) were students with a disability, 135 (5.7%) were students with English as a Second Language and 72 (3.0%) students were under the Guardianship of the Minister (GOM).

Activities you would like to showcase — 1 January 2010 to 30 June 2010.

Across the **Independent sector** the focus of the In-School Specialist Service is to provide high quality advice and support to principals to build the capacity of their staff to develop and implement inclusive programs that will improve the learning outcomes of students, particularly those at risk. It is not primarily an assessment service, nor is it intended to be a counselling or one-to-one service. However there may be times when the administration of an individual standardised assessment will be appropriate. The specialist services include Speech Pathology, Occupational Therapy, Psychology, Student Behaviour, Special Education and Special Learning Needs.

The In-School Specialists work with schools to:

- develop and assist in the implementation of a range of programs for students identified as 'at risk' by schools
- provide professional learning programs for schools with a focus on the development of strategies and skills in the identification, monitoring, management and referral of students at risk

- provide advice and support in the development of a positive and supportive environment for students at risk in their learning
- work collaboratively with parents to improve the learning outcomes of their child
- establish and maintain links with relevant community support agencies when appropriate
- work as part of a trans-disciplinary AISSA Special Learning Needs Team.



One **Catholic school** community has reviewed its processes and purposes for parent-teacher interviews. As a result, through the use of flexible timing and formats for interviews, nearly 100% of parents participated in the last round of interviews. This consultative and collaborative approach to community engagement, on an issue common to most schools, offers the opportunity to analyse the critical factors to achieving such a notable improvement.



The **Department of Education and Children's Services** *Innovative Community Action Networks (ICANs)* are formalised school and community partnerships, which provide support for significantly disengaged upper primary and secondary students through a focus on one-to-one case management and/or *Flexible Learning Options* enrolment strategies across eight ICAN areas. Flexible student centred learning experiences are devised to support each targeted student, guided by a flexible learning and transition plan. The enrolling school undertakes a critical role, working in partnership with case managers and regional ICAN staff, to ensure that every aspect of learning is valued and measured to support educational development and formal attainment for each young person. Through the regionally based management committees, ICANs continue to innovate in order to meet identified student needs.

The *Learning Together Program* focuses on the importance of children's oral language development, children being read to at an early age, the development of children's strong dispositions to learning, and the critical role that parents play in supporting their children. The program takes account of research highlighting the benefits of a preventative approach towards possible later difficulties for all children in vulnerable communities, rather than an approach where some children and families are targeted for intervention. Learning Together continues to grow with new programs being established in Millicent and Port Pirie during the reporting period.

Section 4 — Literacy and Numeracy

Six Month Progress — 1 January 2010 to 30 June 2010.

Whole of State initiatives

During this period, each sector has continued to build on and expand the activities that commenced in 2009 and as outlined in the Literacy and Numeracy Implementation Plan. The milestone for facilitation activities has been met.

Common to all three sectors is a model for teachers' professional learning that is based on in-class support for teachers, provided by a school-based key teacher/coach. The key teachers, in turn, are being supported through a professional learning network in each sector and access to a team of experienced Literacy/Numeracy field officers. All sectors have drawn on the examples of this model implemented in Victoria and Ontario.

As a result of the ongoing cross-sectoral discussions of progress and approaches implemented in this National Partnership, a Literacy and Numeracy Expo on the theme of *What works and why?* will be held in late August. The Expo will be a key avenue for learning and sharing achievements between National Partnerships schools and others. All three school sectors will provide presenters for the Expo. Much of the preparation for the Expo has occurred within the current reporting period.

Likewise, potential presenters for the Biennial Forum in October 2010 have been identified among Local Expert Teachers in participating schools.



In February 2010, **AISSA** advisory staff met with principals and key teachers from participating schools in the Independent sector to clarify the Literacy and Numeracy initiative, build on the Strategic Plan developed in 2009 and investigate the needs of each Independent school and its identified cohort of students. A model of school support comprising school visits, classroom observation, structured de-brief and planning, and professional learning was implemented. Advisers, key teachers and class teachers worked collaboratively to share, enhance, modify and refine existing programs of teaching and learning for Literacy and Numeracy.

The ten Literacy and ten Numeracy Key Teachers met in term 1, for professional learning. The focus of the first Key Teacher Day was *Response to Intervention*. Participants examined best practice models for support and intervention. The focus of the term 2 Key Teacher Day was *Differentiation and Summative and Formative Assessment, including Backwards by Design*. The focus of these days was on developing good pedagogy. All Key Teachers have nominated to participate in regional clusters and meet each term to participate in after-school hub groups with a specific content focus, tailored to the groups' needs.

The Literacy and Numeracy advisers visit each participating school at least twice per term, and design and facilitate the key teacher professional learning and cluster meetings.



The Literacy and Numeracy National Partnership team in the **Catholic school sector** has worked with all 21 schools on strategic planning for improved Literacy and Numeracy outcomes.

Particular emphases in the professional learning of school-based Local Expert Teachers (LETs) are being directed towards supporting their in-class coaching/mentoring role with teachers, as well as strategies for case managing students most in need, within a whole class context.

Across the Catholic numeracy-focus schools, teachers at all levels have adopted a multi-faceted lesson structure in mathematics classes, with emphasis on an investigative approach. This means that students are more conscious of different ways of learning, representing and communicating mathematics for different purposes. The common focus in Catholic literacy-focus schools has been on increasing teachers' strategies for explicit teaching of reading at all year levels.



In the **Department of Education and Children's Services**, 28 (FTE) school based Literacy and Numeracy Partnership coaches are continuing to lead professional development programs in the 31 selected National Partnerships schools.

Teachers are developing deeper pedagogical content knowledge about Literacy or Numeracy through the use and analysis of diagnostic and achievement data. There is recent evidence that an investment in data analysis makes a significant contribution to the planning by school leaders for whole school improvement approaches. A number of the selected schools are adopting a series of agreed evidence-based practices and measures to ensure that Literacy and Numeracy improvements are resourced more strategically and comprehensively.

In March 2010 an additional six (two Numeracy and four Literacy) coaches were appointed in schools identified by the Department of Education, Employment and Workplace Relations through the 2009 NAPLAN results published on the *My School* website. These six new coaches joined the Literacy and Numeracy National Partnership coaches' professional learning program and connected with existing local and statewide coaching networks.

Significant Achievements/Activities — 1 January 2010 to 30 June 2010.

The program design for the *Key Teacher Initiative* comprising school visits, classroom observation, structured de-brief and planning, and professional learning has proved successful for participating schools from the **Independent sector**. In particular, the development of the school Strategic Plan as a dynamic document has been an invaluable tool. As the initiative unfolds new priorities, these are documented and incorporated into the Plan. It has also become a valuable reference point when meeting with school leadership.

Over the six month period noticeable progress has been made by schools in their focus on this planning. Similarly, the impact of Professional Learning sessions provided through Key Teacher Days on the role of assessment has been apparent within classrooms, where a much wider range of assessment tasks have been identified and put into practice. Differentiation within the classroom context is also growing in evidence as teachers are being empowered through a sharing of specific Literacy/Numeracy skills and strategies, which aim at providing open ended and multiple entry tasks.

Principals, key teachers and class teachers are engaging in discussions about future planning to enable this model of intervention to continue. Wider discussions about involving whole school staff and parent communities into the initiative are also occurring.

Initial discussions with principals and school leaders were held in term 1, 2010, regarding the *Teaching English as a Second Language Students in Mainstream Classrooms Program*, with six courses being offered for this year. Facilitators have negotiated dates for the nine modules to be presented to each group and participant materials have been ordered. All courses commenced in term 2 and will conclude in term 4, 2010.

Key Teacher Days

The ten Literacy and ten Numeracy Key Teachers met once in term 1, for professional learning. The focus of the first Key Teacher Day was *Response to Intervention*. Participants were also led through a strategic planning process to support their work over the next two years. The focus of the term 2 Key Teacher Day was *Differentiation and Summative and*

Formative Assessment, including Backwards by Design. The intent of these days was based on developing good pedagogy.

Cluster Groups

Tailored cluster meetings are held once per term for each of the participating Literacy and Numeracy schools. The focus of these meetings was negotiated on an as needs basis, and included discussions about Numeracy and Literacy pedagogy and content, sharing of existing good practice and professional reading.

School Visits

The Literacy and Numeracy advisers visit each participating school at least twice per term. The focus of these visits is strategic planning with the key Literacy/Numeracy Teachers and principals. These visits can also include specific classroom planning, taking into account the range of abilities of the student cohort, and implementation ideas for best practice pedagogy.

Other Professional Learning Opportunities

The key teachers in the participating schools are informed of upcoming professional learning opportunities offered through the *SA Independent Schools Targeted Programs*. They are encouraged to attend sessions that support their work in the National Partnerships.

Planning strategies enabling content to be 'spread' over a year to allow explicit teaching, consolidation, revisiting and exploration have been a topic of conversation for many teachers. Sharing different models of this process would be valuable. Planning for formative assessment and then explicitly showing how it reflects in the *Teaching and Learning Program* would also be a valuable peer group sharing learning experience.



The **Catholic sector** Literacy and Numeracy National Partnership team has worked with all 21 schools on strategic planning for improved Literacy or Numeracy outcomes. Eighteen Catholic schools had submitted their detailed strategic plans and published a public summary version on their school website by 31 May 2010. For three Catholic schools, whose websites were under construction or repair, public plans were made available from the school by email request.

Particular emphases in the professional learning of school-based Local Expert Teachers (LETs) are being directed towards supporting their in-class coaching/mentoring role with teachers, as well as strategies for case managing students most in need, within a whole class context.

Local Expert Teachers were surveyed in April to identify successes in their own work, their teachers' work or student learning, as well as describing the indicators of success. These are being considered for future monitoring and possible development into case studies.

With completion of NAPLAN testing, planning in participating SA Catholic schools has been directed towards achieving strategic goals for the last three terms of this year. In most cases, this involves building on and expanding the focus from earlier in the year. In a few cases, the cohorts are being adjusted to include other than 2010 NAPLAN year levels.

The Catholic sector Literacy and Numeracy Consultants analysed the purposes of their interactions with schools during the first term. On this basis, the team has determined a strategy for moving from being the facilitator of professional learning, or providing demonstration lessons, to greater collaboration with the Local Expert Teachers in supporting the in-class professional learning of teachers.

The Senior Education Adviser — National Partnerships discussed strategies for engaging parents in students' Literacy and Numeracy learning with the Executive Officer, Federation of Catholic School Parent Communities (SA). The Executive Officer will make a presentation to Local Expert Teachers at a network workshop day in the second half of the year.

A number of principals in Catholic Literacy and Numeracy National Partnership schools have commented that they have observed positive changes in the nature of teachers' conversations, with more attention on student learning than behaviour. Likewise, there have been a number of anecdotal reports of improvements in students' engagement and understanding in reading. Across the Catholic numeracy-focus schools, teachers at all levels have adopted a multi-faceted lesson structure in mathematics classes, with emphasis on an investigative approach. This means that students are more conscious of different ways of learning, representing and communicating mathematics for different purposes.



In the **Department of Education and Children's Services** the networks of 14 (FTE) school-based Literacy partnership coaches and 14 (FTE) school-based Numeracy partnership coaches in a total of 31 primary schools have been fully operational during this period.

The 28 (FTE) partnership coaches are continuing to lead significant integrated, continuous and sustained professional development programs for approximately 380 classroom teachers in the 31 selected schools.

Between August 2009 and June 2010 coaches worked on a one-to-one basis with approximately 80% of classroom teachers in the selected schools. In that period coaches also worked with approximately 60% of teachers in specialist roles (for example, special educators, librarians, teachers of languages other than English) within the selected schools. Close to 100% of teachers in the selected schools have worked with the coach in whole staff professional development activities outside of the classroom.

The central Literacy and Numeracy National Partnership (LNNP) team and regional leaders have continued to support leaders and teachers in each of the selected schools to interrogate and analyse NAPLAN data and data from other diagnostic tests to plan approaches for Literacy and Numeracy improvement. 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 focussed classroom assessment strategies. The majority of schools are utilising the Australian Centre for Educational Research (ACER) *Online Performance Instrument* to further enhance their knowledge of student Literacy or Numeracy improvement.

Recent evidence shows that data analysis significantly contributes to the planning by school leaders for whole school improvement approaches. A number of the selected schools are adopting a series of agreed evidence-based practices and measures to ensure that Literacy and Numeracy improvements are resourced more strategically and comprehensively.

The coaches continue to participate in an intensive professional development program managed by a central team of a manager and two coordinating field officers. The Literacy partnership coaches are also participating in a ten module accredited *Language and Literacy Program*. There is growing evidence that networking by the coaches throughout their regions supports the sharing of information and professional learning strategies beyond their own sites.

Three of the six additional schools identified through the *My School* website are small rural schools with three or four classes. In order to maximise the benefits of the coaching resource, each of the coaches in these small schools also work with two neighbouring schools. This has been beneficial by connecting teachers in these schools and enhancing opportunities for professional dialogue with a broader range of colleagues.

The six coaches are driving reforms in teachers' practice by closely analysing student achievement data to determine learning needs. They work in-class supporting teachers as they trial new evidence-based approaches, reflect on what works for their students and then further refine and embed effective teaching practices.

Barriers to Progress — 1 January 2010 to 30 June 2010.

As the Implementation of a dedicated Key Literacy/Numeracy Teacher is a new initiative for a number of participating schools in the **Independent sector**, individual school structures already in place to support change have been a key determinant in the success of the program. The school Strategic Plan has become a valuable reference point for collaboration and discussion with school leaders and the teachers with whom the key teachers collaborate.



The role of principal as the visible leader of learning and/or change is proving crucial in supporting the work of **Catholic sector** Local Expert Teachers with other teachers. Whereas Literacy Local Expert Teachers are working in Catholic school communities with a history and culture of in-school support for teaching of Literacy, a corresponding role in Numeracy has not previously been common.

The focus of activities and the nature of support for the two groups of Local Expert Teachers from the National Partnership team and school leaders are consequently differing, albeit from a shared understanding of principles for effective pedagogies.



In the **Government school sector** proposed industrial action (and related uncertainties) in relation to the administration of the 2010 NAPLAN tests caused some minor disruption in schools in the period leading up to the tests.

Support for Indigenous Students — 1 January 2010 to 30 June 2010.

Professional Learning focusing on differentiation has emphasised the need to consider students' cultural backgrounds and identities involved in learning, the learning environment and the learning content. These aspects have been crucial in assisting teachers from participating schools in the **Independent sector** to differentiate learning for key groups of students in the classroom where required.



Catholic sector schools' Strategic Plans for Literacy and Numeracy include strategies for addressing the needs of their Indigenous students. Catholic Education's Literacy and Numeracy National Partnership team have had ongoing interaction with the sector's Indigenous Education team in relation to case management of Indigenous students in the 21 Literacy and Numeracy National Partnership schools.



In the **Government school sector** Indigenous students comprise approximately 4% of enrolments (2009 DECS Census) in the selected schools. All coaches continued to monitor the progress of identified Indigenous students in relation to individual learning plans to ensure that improved Literacy and Numeracy learning goals were explicit in these plans.

Classroom teachers were supported in planning and implementation interventions to support the learning goals of these students.

Activities you would like to showcase — 1 January 2010 to 30 June 2010.

Whole of State initiatives

A total of 18 teachers across the three sectors will be sharing the practices developed in their Literacy and Numeracy National Partnership (LNNP) schools at the cross-sector Literacy and Numeracy Expo: *What works and why?* to be held in August in Adelaide. This experience will provide an opportunity for professionals to share knowledge and best practice.



The development of the role of the key teacher as a co-teacher and collaborator has been a major achievement of the initiative so far for teachers from the **Independent sector**. This creates an increased capacity for professionals to work together, to support and refine questioning techniques in the classroom.



Catholic school sector Literacy and Numeracy National Partnership schools have demonstrated greater awareness of the potential uses of assessment data to inform the design of learning programs. In a number of schools, this has led to more purposeful teaching of reading skills or adoption of a common structure to mathematics lessons. Teachers are reporting the emergence of increased student use of the language of mathematical thinking associated with reading, or with mathematical thinking resulting from these strategic changes.



In the **Government sector**, most LNNP schools are now using the *Australian Council of Educational Research Online Placement Instrument (OPI)* to provide diagnostic and achievement data to supplement analysis of the NAPLAN. Teachers are using this data to assist in classroom planning and the design of early intervention strategies.

Part 1 — Milestones not reported/not achieved/partially achieved in Annual Report for 2009 — *As Per Revised Implementation Plan Pending Ministerial Approval*

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Develop pathways model in collaboration with tertiary providers (DECS)	Commenced. This initiative is being developed by DECS and while it complements the Improving Teacher Quality National Partnership, it is not funded from that source. The program is in scoping stages and focuses on the recruitment of new teachers and the up-skilling and retraining of existing teachers in the areas of mathematics and science.	This program is subject to internal state consultation, prioritisation and approval processes.	Internal state consultation and approval processes are scheduled.
Review of Consultancy services (<i>Improved performance management and continuous improvement in schools (linked to professional learning and professional standards)</i>) (CESA)	Completed. Reviews of CESA Deputy Principal Support Program and Principal Consultant Program completed in June 2010.		
Redesign and development of Workforce Development website (DECS)	Continuing. Although initially envisaged as a discrete website improvement, the Workforce Development Website is being reviewed as part of a Human Resources and Workforce Development (HRWD) Project: <ul style="list-style-type: none"> • a sample of DECS staff were surveyed in December 2009 on online HRWD information needs • a draft website structure only (not content) was developed and tested with 100 staff in March 2010 • testing indicated that Performance Management and Development 	This initiative has been integrated into a larger project and timelines are continuing. Identifying staff and stakeholder information needs, development and ongoing testing of a new structure have taken longer than anticipated.	<ul style="list-style-type: none"> • HRWD Website project team formed and has been meeting every two weeks. • A Performance Management and Development (PM&D) link has been included in a prominent position on the proposed new website entry page and structure that is still undergoing testing. • Pages within the Workforce Development section of the HRWD website are being developed or updated as the project progresses for transfer to the new website.

	<p>(PM&D) information and resources needed to be accessible from the website entry page</p> <ul style="list-style-type: none"> • a PM&D link has been included on two entry page website designs that are to be tested with 100 DECS staff in August 2010 before the new website is built • a 'noticeboard' has been included on the entry page for testing. If this feature remains, Teacher Quality National Partnership developments will be communicated and promoted to DECS schooling staff as appropriate. 		
Number of schools supported (82) (CESA)	Completed. Over the whole of 2009, there were beginning teachers in 82 Catholic schools. Each of these schools was supported by a Beginning Teacher consultant, through combinations of school visits, telephone/email support and professional learning workshops.		
Number of teachers supported (403) (CESA)	Completed. Typographic error corrected in revised Implementation Plan. Over the whole of 2009, all 363 beginning teachers in Catholic schools were supported by a consultant. Other forms of support available to all 82 schools, beside school visits, were telephone/email support and professional learning workshops. In 2010, the range of support strategies has been expanded. The figures in the 2009 Annual Report represent those that relate to the period since an additional Beginning Teacher consultant was employed.		
1 session with 56 coaches to introduce	Completed. Training of 56 coaches		

Deputy Coaching model. All coaches have undertaken coaching training (CESA)	completed during term 1, 2010.		
2 sessions with 65 Aspiring Leaders from 12 regions, participate in QSchool Program, supported with individual mentoring and online networks (DECS)	Completed. QSchool with 65 Aspiring Leaders completed. Four leaders already appointed to principal positions.		

Part 2 — Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010) — As Per Revised Implementation Plan Pending Ministerial Approval

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Acceptance of Progress Report			
Review of SA Centre for Leaders Education (DECS)	Review completed. Report presented to Consultative Forum on 3 June 2010. Recommendations for consultation and implementation to be considered by stakeholder groups.		
Final 2 sessions with 65 Aspiring Leaders from 12 regions participate in Face-to-Face Program (DECS)	Completed. QSchool with 65 Aspiring Leaders completed. Four leaders already appointed to principal positions.		
Initial two sessions for 45 Aspiring leaders program (QSchool Pre-School) (DECS)	Completed. 45 aspiring Early Years leaders participated in two sessions.		
Introduction of programs for Corporate and Regional sites (DECS)	Commenced. Planning for a series of workshops is underway. Advertisements for 'calls for interest' have been distributed across corporate sites.	Awaiting responses.	
Trial of e-portfolios as a professional learning and career planning tool with 65 leaders (DECS)	Commenced. E-Portfolios introduced to QSchools and performance development pilots, Centra based training sessions held.	Very limited uptake of the e-portfolio concept by participants.	Alternative training model with three intensive training workshops being explored for implementation in term 3, 2010.
Implementation of the leadership program, 20 participants (AISSA)	Completed with target exceeded. The AISSA Leadership Program 2010 is being implemented with five workshops and four keynote addresses held to 30 June 2010, with the number of participants at each workshop ranging from 18 to 64 and the number of participants at each keynote address ranging from 51 to 83.		

One seminar on school governance, 15 participants (AISSA)	Completed with target exceeded. One seminar on financial governance held, with 34 participants.		
Evaluation of <i>Deputy Coaching Program</i> by external body (CESA)	Completed. Evaluation recommendation report presented in June for acceptance by senior leadership.		
Evaluation of Discernment and Foundation Program designed (CESA)	Commenced and on track. The evaluation was designed and conducted in June 2010. Drafting and approval of report to be finalised in July — August 2010		
One session with Deputy Principals to consolidate the Deputy Coaching model (CESA)	Completed. A consolidated session was held in March 2010, attended by 47 of 58 Deputy Principals in the 2009 program.		
Implement a <i>Beginning Teachers Program</i> with at least 20 participants (AISSA)	Completed with target exceeded. The <i>Beginning Teachers Program</i> underway with six workshops held to 30 June 2010, with on average over 20 participants. In addition, the <i>Down the Track Program</i> for Beginning Teachers on curriculum planning was implemented with three workshops held by 30 June 2010, with an average of 18 participants.		
Update Database of Beginning Teachers (CESA)	Completed. Data collected regarding Beginning Teachers now includes their start date, tenure, service needs, Professional Development needs; record of interactions with Early Career Teacher consultants. Further database improvements will be implemented during 2010.		
Number of Assistant Principal — Religious Identity and Mission (APRIM) positions (CESA)	Completed. February 2010, Assistant Principals — Religious Identity and Mission had been appointed to 21 primary schools, four R–12 schools, one middle school (Y 6–9) and five secondary schools.		

Part 3 — Milestones that will progress through the 2010 calendar year (with no set milestone date) — As Per Revised Implementation Plan Pending Ministerial Approval

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Senior Leader reviewing support for principals in the CMaD (Low SES) NP (CESA)	Continuing and on track. Senior Adviser-School Reform supporting 12 CMaD school principals throughout 2010.	
Ongoing involvement in relevant ARC research projects (All)	Commenced and on track. Cross-sectoral involvement in research into resilience of early career teachers (CESA) . DECS is involved in a number of Australian Research Council (ARC) research projects in collaboration with South Australian universities: <i>Addressing the Exodus: Enhancing Early Career Teacher Resilience and Retention in Changing Times</i> and <i>Recruiting and Retaining Rural: Transitions from Pre-Service to Professional and Community Participation</i> . A new Australian Research Council research project into <i>Student Behaviour Management</i> has been submitted (DECS) .	
Ongoing cross-sector input on new pathways model(s) and strategies development (All)	Continuing and on track. All sectors have held discussions with Teach for Australia. CESA and AISSA have discussed features of respective support models and identified opportunities for cross-sectoral professional learning (CESA) . Recommendations are being developed by subgroups of the <i>Teacher Education Taskforce</i> that will be considered by the Taskforce during early 2011 (DECS) .	
Develop targeted recruitment strategies for identified areas of demand following analysis of the data surveys and research arising from the SA <i>Teacher Education Taskforce</i> (DECS)	Continuing and on track. <i>Teacher Education Taskforce</i> subgroups have identified recommendations for inclusion in the <i>Teacher Education Taskforce Report</i> . Report recommendations due to the Taskforce during the second half of 2010. Investigation/determination of ways forward with recruitment strategies modelled on 'learnings' from Teach for Australia. The life of the <i>Teacher Education Taskforce</i> has been extended to enable due consideration of recommendations and identification of improvement strategies.	

Participate and contribute to ARC research (DECS)	Continuing and on track. DECS is involved in a number of Australian Research Council (ARC) research projects in collaboration with South Australian universities: <i>Addressing the Exodus: Enhancing Early Career Teacher Resilience and Retention in Changing Times</i> and <i>Recruiting and Retaining Rural: Transitions from Pre-Service to Professional and Community Participation</i> . A new Australian Research Council research project into <i>Student Behaviour Management</i> has been submitted.	
Ongoing cross-sector involvement in the <i>SA Teacher Education Taskforce</i> and assessment of outcomes of the Teacher Quality Steering Committee Quality Research Subgroup for possible implementation in SA (All)	Continuing and on track. All sectors are represented on the <i>SA Teacher Education Task Force</i> . Subgroups were established and options were developed for ongoing consultation regarding teacher preparation, Indigenous education pathways and teacher supply and demand. Consultation, research and data gathered during 2009–10 will form the basis of the report and recommendations currently in preparation. Report on the work and future role of the Taskforce due to the State Minister for Education and the various sector heads and Vice Chancellors by the end of October 2010. (DECS)	
Collaboratively with tertiary providers implement a pilot that is monitored and supported through the establishment of a support group consisting of DECS and tertiary providers (DECS)	Continuing and on track. Aboriginal Pathways into Teaching working group. Eight recommendations made to <i>Teacher Education Taskforce</i> . Pilot implementation has been scoped and submitted for approval.	
The initial longitudinal survey will develop baseline data that will establish an understanding of career intentions and current levels of skills and or qualifications and track progress of career development (DECS)	Continuing and on track. Survey conducted and additional one-to-one interviews undertaken in regions with survey respondents indicating an interest in teaching. Level of capacity assessed to determine infrastructure support. Initial targeted group is Aboriginal Community Education officers. Project planning and opportunity for Recognition of Prior Learning are underway.	
Indigenous students surveyed re their career aspirations (CESA)	Completed. All Indigenous students in Years 10, 11 and 12 in Catholic schools surveyed regarding their career aspirations at the start of the 2010 school year.	
Continued case management of Indigenous senior secondary students (CESA)	Continuing and on track by Catholic Indigenous Education Team based at the Catholic Education Office.	
Support for Indigenous students to explore possible career pathways by using the new SACE Personal Learning Plan, ongoing case management and mentoring (CESA)	Commenced and on track. Project Officer appointed.	
Number of Indigenous employees identified (CESA)	Not commenced.	CESA employee survey due August 2010.

<p>Offer assistance, including mentoring and advice, to any Indigenous student from the independent sector seeking to become a teacher (AISSA)</p>	<p>No current Year 12 Indigenous students seeking to become a teacher have been identified through discussions with principals, although some principals anticipate that some current Indigenous students may be interested in pursuing a teaching career.</p> <p>Assistance, including mentoring and advice is offered to all Indigenous students.</p>	<p>Discussions are occurring with principals about the assistance that can be provided and there are plans to develop the basis of a program this year, with assistance from experts in the area.</p>
<p>Information on career development pathways provided to schools to provide to Indigenous non-teaching staff (AISSA)</p>		<p>It is anticipated that further information on possible pathways will be developed through the <i>SA Teacher Education Taskforce</i> and possible collaboration with other school sectors. It will then be provided to schools to provide to relevant employees.</p>
<p>Regular dissemination and distribution of Teacher Quality Steering Committee minutes and paper to each sector (All)</p>	<p>Minutes and papers were distributed by the SA representative to each sector prior to the Teacher Quality Steering Committee being disbanded on the establishment of AITSL.</p>	<p>Minutes and papers of the AITSL National Standards subgroup have been distributed to each sector in a timely fashion throughout 2010.</p>
<p>Access to AITSL information and papers via sector or state nominees as appropriate (All)</p>	<p>Continuing throughout 2010. DECS has executive level representation on the Australian Institute for Teachers and School Leaders. National Catholic Education Commission also has a representative on AITSL.</p> <p>Information is being disseminated as appropriate to each sector. AISSA has provided briefings to schools on the role of AITSL and its activities. The Chair of AITSL addressed a meeting of independent school leaders.</p>	
<p>AST Review of:</p> <ul style="list-style-type: none"> ▪ validity and reliability of assessment processes ▪ potential to align National Professional Standards with the AST reward and recognition program <p>access to an accelerated pathway through AST assessment, for highly accomplished and lead teachers new to the profession (DECS)</p>	<p>Continuing throughout 2010.</p> <p>Review process mapped; review proposal redesigned in the light of the Enterprise Agreement introduction of Step 9. The review is ongoing and expected to be conducted with stakeholders throughout August, September, October and November.</p> <p>Review Steering Committee to be nominated.</p> <p>Terms of reference agreed.</p> <p>Processes and dates for stakeholder consultation to be established.</p>	
<p>Step 9 processes established and disseminated with</p>	<p>Continuing and on track. Agreement on Step 9 processes reached with</p>	

implementation support for teachers and leaders (DECS)	Australian Education Union. Step 9 is due to be implemented across the system from 1 October, 2010. Resources are being developed to support the implementation of Step 9 as a quality process.									
Data collected on numbers of ASTs in low SES sites (DECS)	<p>Completed. Database created allowing for easy collection of Advanced Skills Teacher data.</p> <p>The current distribution of ASTs by disadvantage schools category is shown in the table.</p> <table border="1" data-bbox="952 448 1393 667"> <thead> <tr> <th>Index of Disadvantage</th> <th>Number of ASTs in this school category</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>30</td> </tr> <tr> <td>2</td> <td>121</td> </tr> <tr> <td>3</td> <td>85</td> </tr> </tbody> </table>	Index of Disadvantage	Number of ASTs in this school category	1	30	2	121	3	85	
Index of Disadvantage	Number of ASTs in this school category									
1	30									
2	121									
3	85									
Mentoring and Quality Teacher professional development programmes provided for ASTs (DECS)	Completed. Whole day workshop <i>Mentoring as an Advanced Skills Teacher</i> delivered to 30 teachers on 15 April, 2010. Further mentoring workshops planned for 2010–2011.									
Conduct consultation of Draft National Professional Standards for Teachers (DECS)	Completed. Consultation conducted and report submitted to National Standards Sub Committee 20 May, 2010.									
Timely information provided to schools on any national developments and opportunities for schools. Consult with schools on any draft national professional standards and accreditation arrangements and provide comments to MCEECDYA /AITSL (AISSA)	Continuing throughout 2010. Briefings provided to schools and discussed at meetings of principals. Seminars held on draft professional standards and a submission developed and provided to all schools. Continue to monitor developments, advise schools and respond to proposals from AITSL.									
Consider opportunities to adapt AISSA's operations, including the professional development provided to teachers and school leaders following the development by AITSL of national professional standards and accreditation arrangements. The timing is dependent on national developments (AISSA)	As AITSL has not finalised national professional standards and accreditation arrangements, no action has been taken.	The timing is dependent on national developments.								
Timely information provided to schools on national	Continuing throughout 2010. Circulars distributed to all school leaders inviting submissions and participation in consultation on draft professional									

developments and opportunities for schools (CESA)	standards for teachers.	
Consultation with schools and response on the draft national teacher professional standards and provide comments to MCEECDYA/AITSL (CESA)	Commenced and on track. Sector response to draft professional standards for teachers was forwarded to Australian Institute for Teaching and School Leadership (AITSL) following consultations with school leaders, parents and CESA consultancy teams.	
Consider opportunities to adapt CESA's operations, including the professional learning provided to teachers and school leaders following the development by AITSL of national professional standards and accreditation arrangements. The timing is dependent on national developments (CESA)	Commenced and on track. Preliminary planning underway to incorporate draft professional standards for teachers in the range of professional learning activities across SA Catholic schools. However, final implementation is subject to finalisation of the professional standards.	
Information and assistance provided to schools on establishing School Centres of Excellence (CESA)	Not commenced as no schools requested information.	To be undertaken during second half of year, if schools request information.
Information and assistance provided to schools on establishing School Centres of Excellence (AISSA)	Commenced. Preliminary discussions have occurred with some school principals.	When further information is available on the opportunities to establish School Centres of Excellence, it will be provided to schools.
Improved quality pre-service teacher placements ensuring broader exposure to a range of school/centre cultures including hard to staff schools (cross-sector) (DECS)	Continuing and on track. Report with recommendations is due to the Taskforce during the second half of 2010. The life of the <i>Teacher Education Taskforce</i> has been extended to enable due consideration of recommendations and identification of improvement strategies.	
Develop policy and selection guidelines for the identification of School Centres of Excellence (DECS)	Continuing throughout 2010. Extensive consultation required with all stakeholders. Currently undertaking consultation with stakeholders.	
Pilot one School Centre of Excellence (DECS)	Continuing and on track. School Centre of Excellence pilot is scheduled for the second half of 2010.	
Collection of data from existing workforce on qualifications and skill areas (DECS)	Completed. Initial targeted group of teachers completed. Career Intention survey and Employable Teacher Register completed. Extension of data collection to ancillary and pre-school staff.	
Phase 2 of demand/supply model developed. (DECS)	Continuing and on track. Draft preliminary findings being prepared for presentation to DECS in July.	
A range of performance development and	Continuing and on track. Micro-skills identified from Performance Development Pilot.	

management training workshops, resources and strategies developed in partnership with stakeholders. Resources made available to DECS leaders, teachers and corporate employees (DECS)	Planning for training workshops, resources and strategies has commenced.	
Stakeholder participation in review and development of performance development policy and guidelines (DECS)	Continuing and on track. Stakeholder consultation on Managing Unsatisfactory Performance Guidelines has commenced.	
Number of principals undertaking professional development and receiving support targeted at improving school performance Support leaders to lead professional learning — <i>Principal Consultant Program</i> Number of schools supported (104) (CESA)	Commenced and on track. Annual figures being compiled. Commenced and ongoing throughout 2010. All 104 CESA schools have regular and on-call contact with a Principal Consultant. Principal Consultant Program external review by Dr Neville Highett began in May 2010.	
Leadership programmes catering for diverse range of leader's needs — <i>Leadership for Learning Strategy</i> Number of leaders supported (up to 30) (CESA)	Commenced and on track. Twenty one leaders registered for three forums led by Louise Bywaters (March, June, September), plus eight school-based projects focussed on evidence-based improvement of learning and assessment. Reports and evaluations due in November to December 2010.	

Part 1 — Milestones not reported/not achieved/partially achieved in Annual Report for 2009

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>

Part 2 — Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
List of schools receiving support including reform strategy and scope of approach (All)	<p>Completed. The list of schools has been provided to DEEWR (with accompanying details) on: http://deewr.gov.au/Schooling/Programs/SmarterSchools/Documents/SASchools100610.pdf</p> <p>AISSA SCOPE:</p> <ul style="list-style-type: none"> • School Review • development of School Improvement Plans • Governance and Leadership • the provision of in-school support. <p>All seven eligible schools have been consulted and are accessing support and services.</p> <p>CESA SCOPE:</p>		

	<ul style="list-style-type: none"> • all 12 schools have a School Improvement Team • all 12 schools have set a whole school goal for improved outcomes in literacy and/or numeracy • all 12 schools have established multiple Professional Learning Communities, with most incorporating innovative structures allowing teams to meet regularly. There are 33 inquiry projects (on teacher pedagogy or better use of data) directly linked to school goals in literacy and numeracy, and to Communities Making a Difference goals. <p>DECS The scope can be referenced from the individual school plans.</p>		
<p>List of schools which have undergone the Low SES diagnostic review (AISSA/DECS)</p>	<p>Completed.</p> <p>AISSA</p> <p>Two schools have undergone the diagnostic review:</p> <ul style="list-style-type: none"> • Portside Christian College • Sunrise Christian School, Whyalla. <p>DECS</p> <p>Commenced.</p> <p>2010 progress so far:</p> <ul style="list-style-type: none"> • diagnostic review scheduled and confirmed with regional directors • upgrade of review resource materials underway. <p>These 22 schools have been reviewed at July 2010:</p> <ul style="list-style-type: none"> • Fremont Elizabeth High School • Craigmore High School • Lincoln Gardens Primary School • Evanston Gardens Primary School • Brahma Lodge Primary School • Burton Primary School • Craigmore South Junior and Primary Schools • Enfield Primary School • Gladstone High School 		

	<ul style="list-style-type: none"> • Peterborough Primary School • Peterborough High School • Melaleuca Park Junior and Primary Schools • Long Street Primary School • Stuart High School • Port Augusta West Primary School • Quorn Primary School • Cambrai Primary School • Meningie Area School • Renmark High School • Wirreanda High School • Prospect Nth (formerly Blair Athol) Primary School • Seaton Park Primary School 		
<p>Number of teachers and school leaders participating in professional development as part of the reform strategies as well as the scope of the professional development activities (All)</p>	<p>AISSA Six school leaders attended <i>Developing your Leadership Style</i> and <i>Independent School Principal: Role and Expectations</i> workshops.</p> <p>Five school leaders enrolled in the Australian College of Educational Leaders (ACEL) <i>Inspire</i> program for 2010.</p> <p>Thirty staff have participated in school based Professional Development for behaviour support, sensory issues and fine motor difficulties.</p> <p>CESA Professional learning related to each school's identified strategic plan.</p> <p>All leaders and teachers in 12 Catholic Communities Making a Difference schools are undertaking professional learning related to their schools' identified strategic plan — final numbers will be in 2010 Annual Report.</p> <p>DECS Leadership in Communities Making a Difference Schools — see following summaries for each component program:</p>		

	<p><i>Principals as Literacy Leaders (PALL)</i></p> <p>The 2010 Implementation Plan target of 30 leaders at 30 schools has been met.</p> <p>The PALL program is a long-term professional development program that is supporting principals to lead an effective and accountable whole school literacy reform and improvement program.</p> <p>Some qualitative changes identified by principals to ensure ongoing milestone achievement include:</p> <ul style="list-style-type: none"> (i) Greater motivation to use NAPLAN data for whole school literacy planning and targeting support to particular students and cohorts (ii) Increased focus on evidence based whole of school literacy approaches. 		
	<p><i>Teaching for Effective Learning (TfEL).</i></p> <p>The 2010 Implementation Plan target of ten teachers at ten schools has been met.</p> <p>All staff from the following ten schools have participated in school based professional learning programs conducted by the TfEL specialist teacher and State Office Curriculum Managers:</p> <ul style="list-style-type: none"> • Mark Oliphant College (B–12) — 35 teachers/classroom professional support • Mansfield Park Primary School — 20 teachers • Ascot Park Primary School — 25 teachers • Berri Primary School — 30 teachers • Carlton R–9 School — 15 teachers • Challa Gardens Primary School — 25 teachers • Christies Beach Primary School — 42 teachers • Gladstone Primary School/High School — 35 teachers • Kirton Point Primary School — 36 teachers • Salisbury Primary School — 34 teachers. 		
	<p><i>Regional Leadership Consultants (RLC)</i></p> <p>RLCs are exceeding the Implementation Plan target of 58 schools in 2010 as they are currently working with 117</p>		

	<p>Communities Making a Difference schools.</p> <p>This initiative focuses on mentoring school leaders and enhancing their leadership capacity in a CMAD school context.</p> <p>RLCs have three main roles:</p> <ul style="list-style-type: none"> • leading and coordinating leadership development programs on behalf of school clusters and the region. The RLC will identify and promote effective instructional leadership practice, particularly in the context of CMaD National Partnership schools, whole school literacy and numeracy improvement • working closely with a number of identified CMaD schools to support school leaders to implement the recommendations outlined in their diagnostic review report • providing regional leadership to identify and promote effective and innovative practice as a result of the work of the National Partnership. 		
<p>Number and scope of teachers/school leaders involved in attraction, retention and development reform strategies (DECS)</p>	<p>Commenced and on track. DECS has updated its Recruitment and Selection Policy. In particular:</p> <ul style="list-style-type: none"> (i) 18-month plan for reform has been developed (ii) risks and benefits documented (iii) Ministerial presentation prepared <p>In addition, 27 pre-service scholarships have been provided for students undertaking practicums in Communities Making a Difference schools. A further five grants were provided to country regions to support practicums (in terms of accommodation and travel costs) in Communities Making a Difference schools.</p>		
	<p>Commenced and on track.</p> <p>The <i>Recruitment and Selection</i> (R &S) Project relating to the recruitment and selection of quality teachers and leaders to Low SES schools incorporates three areas. These include review of the current R&S policy, the development of data systems and the development of attraction and retention initiatives.</p> <p>Four attraction and retention programs, underpinned by a Symposium held by DECS in late 2009 are in the early stages of development in 2010. These include:</p> <ul style="list-style-type: none"> • development of School Centres of Excellence (for targeted 		

	<p>practicum) (Implementation Plan target: pilot one Centre by Dec 2010)</p> <ul style="list-style-type: none"> • scoping of customised attraction and retention incentives (that is, tailored packages to attract/retain quality teachers/leaders, to address student/community needs in Low SES schools) • create four new Mathematics Science teacher leader (C Change) positions to enable skilled recruitment to regional Low SES sites • scoping of innovation packages for locally managed attraction and retention initiatives to procure quality staff (to improve student performance in Low SES sites). 		
	<p>Commenced and on track.</p> <p>Development of DECS (Teacher) Workforce Data Systems, leading to:</p> <ul style="list-style-type: none"> • improved monitoring and reporting of staffing profiles in Low SES schools • completion of a <i>Business Requirements</i> document to support the development of a Workforce Data Mart. Once signed off, design phase will commence. 		
<p>Number and scope of community groups/business/volunteer/NGOs involved in Low SES Plan implementation (All)</p>	<p>AISSA Not applicable at this stage.</p> <p>CESA Commenced and on track. Communities Making a Difference schools each have a community representative on their School Improvement Committee.</p> <p>All 12 Catholic Communities Making a Difference schools are undertaking community involvement initiatives related to their schools' identified strategic plan. Final details will be provided in the 2010 Annual Report.</p> <p>DECS <i>Aboriginal Community Voice</i> project Commenced and on track. This project aims to provide resources to support the increased involvement of parents and carers in Aboriginal children's education and increase their capacity to support their children. The project works in</p>		

	<p>collaboration with the SA Aboriginal Education and Training Consultative Body (SAAETCB).</p> <ul style="list-style-type: none"> In the first half of 2010, the goal was to establish support resources in the Northern Metro Region. <p>Information sessions were held with all key project stakeholders: Regional Director, Assistant Regional Directors, 16 principals of the four clusters of schools, Aboriginal Community Education Managers, Aboriginal Community Education Officers, parents and community members.</p> <p>There are 115 volunteer community mentors for 115 students in years 5–9.</p> <ul style="list-style-type: none"> In addition, there is a preferred panel of 37 registered providers sourced from non government organisations, business and community groups, with a further eight applications currently under evaluation. 		
	<p>Target exceeded.</p> <p><i>Innovative Community Action Network (ICAN).</i></p> <p>ICANs are formalised school and community partnerships, which provide support for significantly disengaged upper primary and secondary students. Eight 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 — 49% of ICAN management committee members represent organisations outside of DECS.</p>		
<p>Number of students, including a breakdown by specific cohorts (as per Appendix A-6 of the Final Implementation Plan), receiving support through the reform strategies. This will also include the scope of this support (All)</p>	<p>AISSA</p> <p>20 students accessed Speech Therapy</p> <p>11 students accessed Occupational Therapy services</p> <p>CESA</p> <p>The 12 schools that commenced during term 4, 2009, included a total enrolment of:</p> <ul style="list-style-type: none"> 2,565 primary school students 560 secondary students. <p>Case management strategies exist in these schools (at August 2009 census) for:</p>		

	<ul style="list-style-type: none"> • 104 Indigenous students • 131 students with refugee experience • 171 students with a disability • 810 students with a language background other than English. <p>TO BE UPDATED following August 2010 Census.</p> <p>DECS</p> <p><i>Teaching for Effective Learning (TfEL):</i></p> <ul style="list-style-type: none"> • 1,000 students have completed the <i>Student Engagement Questionnaires</i> and participated in classroom observations. <p>Across the whole project, 3,000 students are benefiting from teacher professional learning re improved pedagogy.</p>		
	<p>Target exceeded.</p> <p><i>For Vocational Education and Training (VET) Scholarships:</i></p> <p>The project is on track and exceeding the 2010 implementation target of 212 students.</p> <p>The project aims to fund selected senior secondary students from Low SES communities to undertake higher level VET training programs in industry areas where there are identified regional skill shortages and employment opportunities.</p> <p>VET Scholarship funding at June 30 included:</p> <ul style="list-style-type: none"> (i) 102 Indigenous students (ii) 65 students with disabilities (iii) 88 ESL students (iv) 13 students with refugee backgrounds. 		
	<p>The <i>Mentoring and Youth Development</i> strategy intentionally brings young people at risk of leaving school early together with trained mentors and/or with strengths based programs to develop capacity in themselves and the community.</p> <ul style="list-style-type: none"> • Seven regional clusters have been developed. • In seven regional clusters, 445 students were mentored across 86 schools. • Six local community mentor coordinators have been employed to recruit, screen and train volunteers. A seventh community mentor coordinator position will be appointed by 		

	<p>late July, 2010. The position has been reclassified following regional feedback.</p> <ul style="list-style-type: none"> • Further growth in community mentoring volunteers is anticipated for the remainder of 2010. This should, in turn, increase mentee numbers. <p>Secondary staff mentoring:</p> <p>Total Years 8–9: 330</p> <p>Male: 170</p> <p>Female: 160</p> <p>ATSI: 62</p> <p>Years 5–9 community mentoring:</p> <p>115 student – mentor matches</p> <p>Total primary students: 115</p> <p>Male: 61</p> <p>Female: 54</p> <p>ATSI: 20</p> <p>Youth development initiatives target direct student involvement in positive development programs as well as staff development for future program implementation; working together within a cluster.</p> <ul style="list-style-type: none"> • 356 students participating in positive youth development across 15 schools from six regional clusters. • 38 staff trained from 22 schools from five regional clusters. <p>Positive youth development initiatives are planned for both student and staff involvement throughout semester two across all clusters.</p> <p>Lead schools identified, resources allocated, management groups established.</p>		
	<p>Recently established, the <i>Aboriginal Turn Around (ATA) Team</i> aims to provide crisis intervention and support to Aboriginal children and young people.</p> <p>The ATA service will focus on a model which responds to educational performance, behaviour, physical, mental and psychological health, and works with carers to build capacity to affirm the importance of kinship and family life in developing well rounded young Aboriginal people.</p>	<p>The need for a multi-disciplinary, skilled and experienced team has meant that recruiting some of the ‘right’ people has been difficult.</p>	<p>In the remainder of 2010 the Northern Metro Turn Around Team will be established and the Far North Region Aboriginal Turn Around team will be selected.</p>

	<p>In the first half of 2010 the goal was to recruit professionals with the appropriate high levels of skill to the Northern Metro Region team. Recruitment processes were underway for the positions of Social Services Coordinator, Aboriginal Inclusion Officer and Youth Worker.</p>		
	<p><i>Learning Together</i> aims to engage families with children aged 0–4 years who are at risk of educational disconnection.</p> <p>By the end of June 2010 a total of 80 families with 99 children were enrolled and attending programs. These included:</p> <ul style="list-style-type: none"> • 11 children with disability • eight children with ESL • ten Aboriginal children • two refugee children. <p>Special support was given via:</p> <ul style="list-style-type: none"> • Nunga Playgroups (nine Aboriginal families in Port Pirie) • Millicent Learning Together program (Indigenous support) • Hampstead Primary outreach program servicing eight ESL/refugee children • Port Pirie program (seven children with disabilities engaged out of 35 total participants). 		
	<p>Target exceeded.</p> <p><i>Aboriginal Student Mentoring</i> program</p> <p>Implementation Plan target of 362 students in 2010 has been met, and exceeded.</p> <p>Recent progress:</p> <p>Stage 1 roll out:</p> <ul style="list-style-type: none"> • started in the Northern Adelaide Region in terms 1 and 2, 2010, with 398 students supported across 23 schools through Aboriginal student mentoring funding • 55 mentors completed <i>Mentor Induction</i> in the Northern Adelaide Region and were employed to work in schools. 		

	<p>Stage 2 of the roll out:</p> <ul style="list-style-type: none"> commenced in term 2 for a start date in term 4, 2010, in the Western Adelaide, Southern Adelaide, Murray and Mallee and Eyre and Western Regions with 348 students to be supported across 18 schools. <p>Mentor induction training for regions was scheduled for weeks five, seven and ten in term 3 for remaining regions in 2010.</p>														
	<p>Target exceeded.</p> <p><i>Innovative Community Action Network (ICANs)</i> are formalised school and community partnerships, which provide support for significantly disengaged upper primary and secondary students through a focus on one-to-one case management and <i>Flexible Learning Options</i> enrolment strategies across eight ICAN areas.</p> <p>The 2010 Implementation Plan target of 3,501 students (having received support) has been exceeded. Over the 12 months to June 30, ICAN has supported 4,776 students (at some stage during that reporting period).</p> <p>At the end of May 2010, 2,303 students across 72 schools were participating in a <i>Flexible Learning Options</i> enrolment. An additional 396 students were supported by one-to-one case management (funding grant).</p> <p>Innovative local programs have been funded to provide <i>Flexible Learning Options</i> for a further 740 young people in 2010.</p> <p>Other details:</p> <p>ICAN Flexible Learning Options profiles:</p> <table border="0"> <tr> <td>ATSI</td> <td>13.5%</td> </tr> <tr> <td>School Card</td> <td>17.8%</td> </tr> <tr> <td>Disability</td> <td>22.3%</td> </tr> <tr> <td>ESL</td> <td>5.9%</td> </tr> <tr> <td>GOM*</td> <td>3.0%</td> </tr> <tr> <td>Rural</td> <td>26.4%</td> </tr> </table> <p>*Students under the Guardianship of the Minister</p>	ATSI	13.5%	School Card	17.8%	Disability	22.3%	ESL	5.9%	GOM*	3.0%	Rural	26.4%		
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<p>Baseline data for student performance indicators as per section 12 of the Low SES Final Implementation Plan provided (eg</p>	<p>CESA</p> <p>Baseline data for possible appropriate performance indicators are under consideration. Details to be provided in 2010 Annual Report.</p>	<p>Baseline data is yet to be finalised. This will be provided annually. Details will be provided in the 2010 Annual Report.</p>													

Attendance, NAPLAN etc) (All)	DECS Baseline data requirements are being examined to enable start-up of a collection on identified student cohorts of interest. Too early to report as project is in start-up phase.		
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Part 3 — Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>

Section 5 — Milestone Reporting

Literacy and Numeracy National Partnership

Part 1 — Milestones not reported/not achieved/partially achieved in Annual Report for 2009

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>

Part 2— Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Annual report on 2009 published – including addressing numbers of specialist teachers in 2009, student cohort 2009, 2010 schools list, baseline data, sharing of good practice, evaluation framework, professional learning program. (All)	Completed. 2009 Annual Report published by DEEWR. Advice from DEEWR was that baseline data need not be provided.		

Part 3 — Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>