NATIONAL SMARTER SCHOOLS PARTNERSHIPS

SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

LITERACY AND NUMERACY

South Australia
Annual Report for 2011
(1 January-31 December 2011)

Government of South Australia
Department for Education and Child Development

AISSA
AS
ASSOCIATION of INDEPENDENT SCHOOLS of SA

Catholic Education
SOUTH AUSTRALIA

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Section 1 – Overview – Executive Summary

2011 National Partnership overview – 1 January to 31 December 2011

Introduction

This annual report provides a comprehensive account of the implementation in South Australia in 2011 of the Smarter Schools National Partnerships:

- Improving Teacher Quality
- Communities Making a Difference (CMaD, known nationally as Low Socio-economic School Communities)
- Literacy and Numeracy.

The Smarter Schools National Partnerships are seeking to progress performance improvement across schooling to strengthen student learning achievement, particularly for students who may be falling behind.

All agreed milestones have been met, and often exceeded, for this period. In conjunction with the *2011 Progress report*, this report provides examples reflecting the breadth of implementation and local impact on schooling communities – students, teachers, principals, parents, other family members and communities.

The increased Smarter School National Partnership activity in 2011 has occurred within the broader education context in South Australia, including:

- the *Education and Early Childhood Services (Registration and Standards) Act 2011* being passed and *Education and Early Childhood Services (Registration and Standards) Regulations 2011* made
- the appointment of the Hon Grace Portolesi MP as Minister for Education and Child Development in October, leading to the creation of the new portfolio of Education and Child Development which combines government schooling and early years services with key government family, community and health services
- the first cohort of students completing the new South Australian Certificate of Education.

In relation to the schooling sectors, during 2011:

- *The strategic plan 2012-2016 for South Australian public education and care* was released and the new Department for Education and Child Development (DECD) established
- the Catholic Education SA (CESA) review of services was conducted and the Catholic Education Office restructured
- Independent schools have had an increased strategic focus on continuous school improvement approaches to effect organisational change, instructional leadership and the strengthening of teacher quality.

The Smarter Schools National Partnerships implementation activity has progressively incorporated national developments with the release of the National Professional Standards for Teachers, the development of the National Standard for Principals and further work on the Australian Curriculum.

As a result, all three sectors have worked strategically to integrate these and other current policy initiatives to ensure that schools are able to maximise the benefits from all investments in education in South Australia.

Significant highlights/achievements in 2011

As the implementation of the Smarter Schools National Partnerships progresses, sectors are capitalising on the strategic connections between the three National Partnerships. For example, providing high quality and relevant professional development opportunities for principals and aspiring principals to strengthen school leadership capacity to lead educational change has been an important strategy introduced by all three sectors as part of the CMaD National Partnership as well as the Improving Teacher Quality National Partnership.

In 2011, there were 289 participating schools (more than a third of SA schools), with a total student enrolment of more than 83,500 students, in the Smarter Schools National Partnerships. Many more schools across the State were involved through:

- specific targeted support provided to more than 7,000 individual students being tracked;
- targeted student support to more than 6,500 children and young people through ICAN local community grants funded school and community based programs; youth development programs; and *Learning Together* programs; and
- principals, teachers and other school staff undertaking professional development and school capacity building activities.

Achievements of the Improving Teacher Quality National Partnership implementation included:

- the delivery of 28 keynote presentations and workshops as part of the seminal Association of Independent Schools of South Australia **(AISSA)** *School leadership* program attended by 332 school leaders
- nearly 750 teachers and school leaders in the **Catholic** sector undertook professional learning workshops regarding the implementation of the Australian Curriculum in specific learning areas; a coverage of 93% of Catholic schools in South Australia
- the introduction of a new *Performance and development* policy for the **government** education sector, announced by the Minister for Education and Child Development with key stakeholder endorsement, and piloting the supporting *Performance counts* training workshops
- the attendance of more than 500 teachers from the government sector at *Professional conversations* workshops relating to the National Professional Standards for Teachers
- the establishment of School Centres for Excellence involving 21 sites in five clusters in the government sector, providing extended school-based experiences for final year pre-service teachers.

The Communities Making a Difference (CMaD) National Partnership continued to consolidate and expand implementation activity throughout 2011 in all three schooling sectors. School improvement through whole-school review processes, with the goal of sustained improvement in student educational outcomes, is a key feature of CMaD implementation activity. Informed by contemporary academic models and current research, each sector has developed a strategic approach and methodology to best guide and support their school communities in developing and implementing improvement plans. For example:

- seven CMaD independent schools have been developing comprehensive school improvement plans following the AISSA Schools Review and Development team undertaking diagnostic reviews in these schools.
- leadership teams from all 23 Catholic CMaD schools worked with Professor Michael Fullan on managing school reform and planning improvement strategies in their schools
- diagnostic reviews were conducted in a further 63 government CMaD schools with a specific focus on opportunities and strategies for improving literacy teaching and learning – in particular identifying what makes a difference for each school community.

The diversity of activities implemented through the CMaD National Partnership included:

- 44 teachers, schools leaders and school support officers participating in the in-school specialist support in five schools in the Independent sector
- 11 new schools joining 12 schools continuing their participation for the second year in CMaD whole-school strategies in the Catholic sector, with a collective total student enrolment of almost 8,000 students
- the expansion of the Innovative Community Action Network (ICAN) targeted student support model into all of the State's 12 government regions supporting more than 8,000 children and young people through local school – community partnerships with other government, non-government and community agencies
- an additional 182 principals participating in the 14-month *Principal as literacy leaders* program and regional leadership consultant support provided to more than 250 government schools in regional South Australia (including 110 CMaD identified schools)
- school leaders and teachers from CMaD schools participating in professional development opportunities to increase their understanding of the Australian Curriculum and to strengthen their learning and teaching programs.

During the facilitation phase of the Literacy and Numeracy National Partnership, the 78 South Australian schools have focussed on either literacy or numeracy teaching and learning. The majority of students were primary school students (which includes Year 7).

The three schooling sectors each developed a model of in-school literacy or numeracy key teacher or specialist coaching support, tailored to suit the different sector contexts and scale of implementation required. This has provided school-based professional learning which has resulted in:

- increased use of assessment tools and data by teachers, such as the 'early numeracy Interview'
- greater consistency of practice in effective pedagogies
- the adoption of more strategic and whole-school approaches to literacy and/or numeracy improvement.

More than 86% of teacher respondents to a survey conducted by one sector indicated that they had tried new strategies to better meet their students' learning needs as a result of this professional learning.

An important aspect of the Literacy and Numeracy National Partnership implementation has been creating opportunities for principals to strengthen their educational leadership in literacy and numeracy and supporting the development of professional learning networks. Outcomes for students have included increased confidence and enthusiasm for learning, as well as improved results on a range of assessment tools. While more time is needed to maximise the impact of the reforms, there are some promising trends in NAPLAN results for 2011, especially for younger students.

South Australia led the Smarter Schools *National key reform* project on *Parental engagement in schooling in low socio-economic status communities* to a successful conclusion in 2011 with the development of a suite of resources for use by school communities based on the project's findings. This project was one of six national key reform projects agreed by the Ministerial Council for Education, Employment, Training and Youth Affairs in the initial development of the Smarter Schools National Partnerships in 2009. The project focussed on identifying good practice in strengthening parental and community engagement in schools in low socio-economic status communities as a critical factor for improving student attendance, behaviour and learning outcomes.

Sustainability of reforms

With the opportunity presented by the Smarter Schools National Partnerships, the three sectors have taken a more strategic approach to tackling some of the more complex and difficult challenges to implementing effective educational reform leading to improvement in student learning outcomes, particularly for those students experiencing disadvantage or social exclusion. This requires a sustained effort over a longer term to embed changes into policies and ongoing everyday practices at systems and school levels. It also requires persistence, innovation and continuous improvement, supported by monitoring and evaluation. In the Smarter Schools National Partnerships context, it will be only over a sufficiently longer timeframe that the sustainability and success of the implementation can be measured.

As an integral part of implementation, sectors are working towards sustaining the changes being made. For example:

- **AISSA** shaped its Leadership program to the needs of leaders in the sector, with a core purpose to build leadership capacity within independent schools to support ongoing school improvement

- **CESA** provided professional learning to school leaders, to enable them to build their capacity to manage whole-school change and to mentor teachers across the various stages of their career development

- **DECD** developed system-wide approaches and policies and built on programs with a track record of success.

To ensure a sustainable quality teaching workforce into the future, early career teachers have been an important focus for the Improving Teacher Quality National Partnership. All three sectors have developed innovative and systematic ways of effectively supporting teachers in the early years of their teaching career, which included a focus on early-career teacher resilience and those located in rural and remote areas. The Teacher Education Taskforce, with senior representation from the three schooling sectors and the three major South Australian universities, continues to work to further strengthen quality pre-service teaching and practicum arrangements.

The professional development of principals, school leadership teams, teachers and other school staff has been an important part of working towards the ongoing sustainability of reforms in the CMaD National Partnership. The formation of ongoing professional learning communities has been fostered and supported. As well, specific induction and/or training has been provided to various family and community members, groups and organisations taking on diverse role in supporting schools and students, such as:

- training in responsibilities of being a board member of an independent school
- induction and training to take on a student mentoring role
- induction into working in partnerships with schools for community organisations.

The whole-school review processes are also contributing to the potential sustainability of improvements made as school communities work on implementing their school improvement plans.

As a result of the facilitation phase of the Literacy and Numeracy National Partnership, more strategic and whole-school approaches to literacy and/or numeracy improvement were adopted across participating schools. Educational leadership in literacy and numeracy by principals was also strengthened. Improved learning cultures were established across a number of the schools. As well, teachers' confidence in delivering a range of contemporary literacy or

numeracy strategies and in using student achievement data to inform their approaches increased.

In implementing all three National Partnerships, where possible, professional learning communities were established between schools, leaders, teachers and school community members to ensure the learnings are sustained and have a broader influence.

Sectors took up opportunities to share their learning from implementation progress during 2011. These included:

- several presentations featuring aspects of the SA Improving Teacher Quality National Partnership initiatives and programs at the Australian Council for Educational Leadership Conference in October
- teachers from the three schooling sectors in South Australia sharing initiatives and programs at the annual Literacy and Numeracy Expo
- 33 principals, teachers and other staff participating in the National Literacy and Numeracy National Partnership Forum held in Brisbane in November 2011, including providing six presentations
- three vodcasts (available on the DEEWR Smarter Schools website early in 2012), which highlight some of the specific learning and changes in practice that these schools have made as a result of their participation in this National Partnership
- a forum on parental engagement featuring some of the range of strategies and activities to strengthen parental engagement being implemented in Smarter Schools National Partnerships schools in the three schooling sectors.

As well, across the three National Partnerships, sectors supported the participation of teaching colleagues in regional and remote areas of the State through a focus on increasing access through information technology, such as the development of on-line resources and wikis / discussion forums.

Support for specific student cohorts

The sections following in this report provide detailed information about the support provided to specific cohorts of students. Some of the highlights include the following:

- More than 1,100 students were involved in the *Aboriginal student mentoring* program across 54 government schools, including in two new regions both outside the metropolitan area.
- Indigenous education pathways were strengthened, such as career pathway planning in the final years of schooling for Aboriginal students; mentoring Aboriginal university students throughout their tertiary studies in education; and offering structured pathways into teaching for Aboriginal school staff in other positions who aspire to become teachers.
- Targeted support was provided to 724 students with disabilities, through the government sector flexible learning options (FLO) enrolments, to help them stay engaged or to re-engage in learning; others participated in student mentoring programs.
- More than 100 students in care under the Guardianship of the Minister were FLO-enrolled students.
- Students who are refugees benefitted from individualised and mentoring support.
- More than 250 young pregnant women and young parents were supported through the ICAN programs to continue their education and work towards completing the South Australian Certificate of Education.
- More than 800 people (children and family members) participated in the *Learning together* program that supports both children in the early years and their families in their

literacy development and confidence. Most of the families have language backgrounds other than English (LOTE) and/ or are experiencing disadvantage and social exclusion.

- A two-day Statewide Aboriginal Parents and Caregivers conference was held.
- Half of the 78 schools who participated in the Literacy and Numeracy National Partnership facilitation phase were located in regional South Australia.

Student engagement and attendance

The DECD provided a comprehensive suite of individualised support programs to young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning.

In 2011, there were more than 7000 students being tracked, who were involved in a range of individual targeted support programs in the CMaD National Partnership. The following graph demonstrates that from 2010 to 2011, there was a 7 percentage point decrease in the proportion of students with an attendance rate less than 80%. In comparison, there was an 11 percentage point increase in the proportion of students with an attendance rate greater than or equal to 95%.

2011 Students in CMaD NP 'Individual Targeted Support' interventions, by attendance rate category.
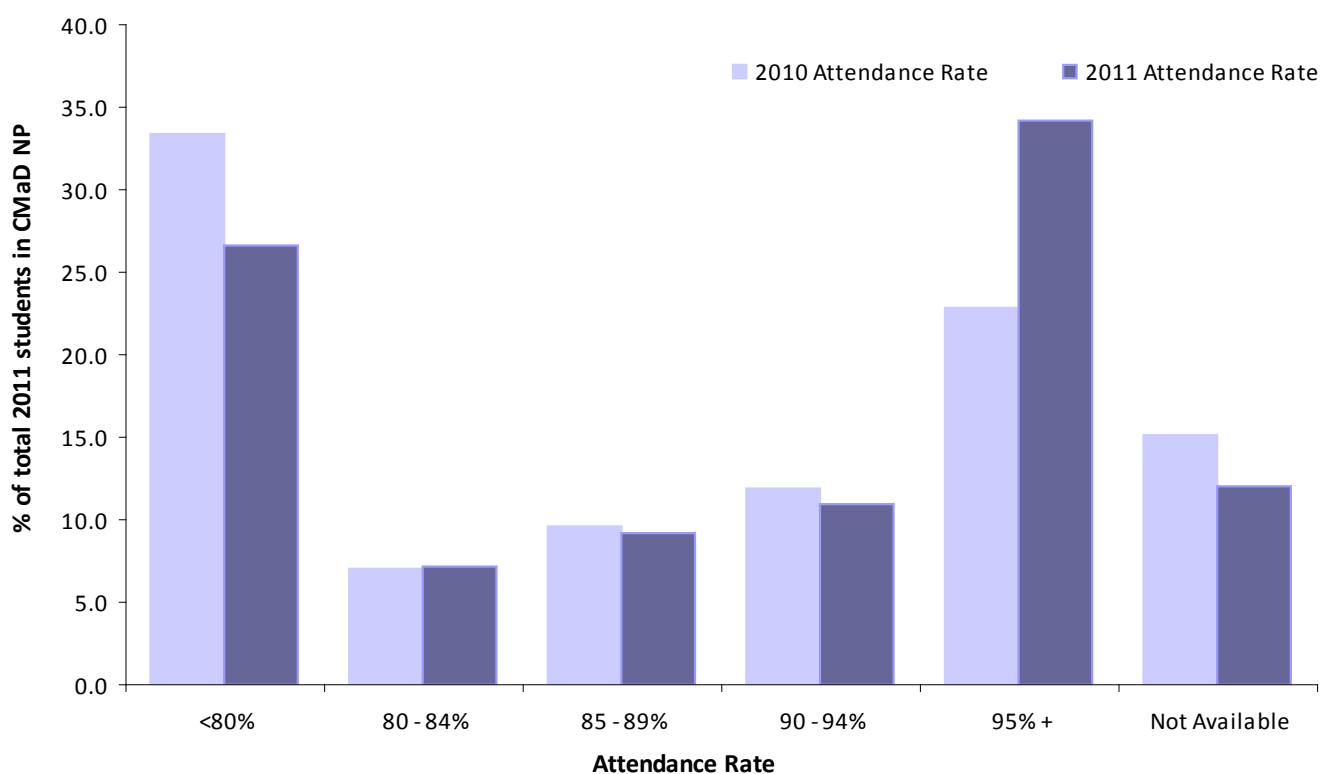
School-level plans

The school plans are available for all schools participating in the Smarter Schools National Partnerships on the school's website or, if no website exists, by written request to the school.

The list of participating schools in South Australia for 2011 is available from:

http://www.smarterschools.gov.au/Pages/default.aspx

Please note that in the government sector several schools participating in 2010 have amalgamated and new schools have been opened in 2011.

Section 2 – Improving Teacher Quality

Overview

The Improving Teacher Quality National Partnership, with the explicit focus on quality teaching, contributed to the implementation of a broad range of reforms in education in South Australia. Throughout 2011, principals and school leadership teams, teachers including pre-service teachers, and other school staff participated in and benefited from this National Partnership.

The three schooling sectors actively progressed the initiatives, strategies and activities as specified in South Australia's implementation plan, meeting and often exceeding the agreed reporting milestones for 2011. This section of the report outlines in detail the progress made in each reform area, including:

- the delivery of 28 keynote presentations and workshops as part of the AISSA *School leadership* program attended by 332 school leaders

- nearly 750 teachers and school leaders in the Catholic sector undertaking professional learning workshops regarding the implementation of the Australian Curriculum in specific learning areas; a coverage of 93% of Catholic schools in South Australia

- the introduction of a new *Performance and development* policy for the government education sector, announced by the Minister for Education and Child Development with key stakeholder endorsement, and piloting the supporting *Performance counts* training workshops.

The National Professional Standards for Teachers (NPST), released in February 2011, was incorporated into a number of activities. For example, a collaborative project was conducted to test the NPST as a resource to promote teachers' self reflection with an emphasis on observation for learning. This collaboration included both the government and Catholic sectors in conjunction with the SA Teachers Registration Board and the SA Primary Principals Association. As well, more than 500 teachers in the government sector attended *Professional conversations* workshops relating to the standards.

Effectively supporting teachers in the early years of their teaching career continues to be a priority for all three sectors to ensure better pathways into teaching. Sectors developed innovative and systematic ways of providing support which includes a focus on early career teacher resilience and those located in rural and remote areas.

Indigenous education pathways were also given priority by sectors. Initiatives include career pathway planning in the final years of schooling for Aboriginal students; mentoring Aboriginal university students throughout their tertiary education studies; and offering structured pathways into teaching for Aboriginal school staff in other positions who aspire to become teachers.

The Teacher Education Taskforce, with senior representation from the three schooling sectors and the three major South Australian universities, worked to further strengthen quality pre-service teaching and practicum arrangements. The establishment of School Centres for Excellence involving 21 sites in five clusters in the government sector, for example, resulted in

Significant achievements/activities/highlights

the opportunity for extended school-based experiences for final year pre-service teachers. Robust workforce supply and demand modelling continues to be critical to ensuring a quality teaching workforce into the future.

The concept of continuous improvement in schools underpinned the **AISSA's** programs and initiatives, outlined in the Improving Teacher Quality National Partnership *SA implementation plan.*

The most significant AISSA activity continued to be the AISSA *Leadership* program, which received enthusiastic support from school leaders. The 2011 program which was designed around the current contemporary leadership agenda for independent schools, incorporated areas nominated by schools and emphasised pedagogical or instructional leadership – the importance of establishing a policy framework and a set of teaching agreements within which to work, the establishment of clear educational goals based on data and ongoing evaluation of teachers' work. The program comprised the following components:

- Enhancing the art of principalship – the essential knowledge
- School improvement – improving teaching and learning at every level
- Mentoring successful leaders
- Building leadership capacity for middle managers
- Women in leadership.

Another significant achievement was the commencement of the *Getting started* program – a mentoring program for Indigenous students currently enrolled in a teaching degree. The program provides one-to-one mentoring by teachers and leaders in independent schools and/or in-school experiences and career guidance to enable the participants to achieve their professional and personal goals. The mentees may also act as mentors to current Indigenous students to promote teaching as a career to them.

In the **Catholic school sector**, employment of a second early career teacher consultant and implementation of a multi-faceted support model had significant impact in the ITQ National Partnership reform areas. Support for early career teachers and their school leaders substantially increased in that all beginning teachers in regional areas received at least one visit from a consultant each term. The additional consultant also enabled expansion of services to weekly email contact with all early career teachers and creation of a dedicated wiki.

The early career teacher consultants provided more systematic support to principals and other school leaders responsible for mentoring and supervision of teachers in their first two years of teaching. This had the effect of increasing the capacity of leaders within schools to manage the complexities of inducting early career teachers into the profession, developing their teaching proficiencies, developing partnerships with parents and maintaining professional identity and personal wellbeing.

CESA is well advanced in implementation of the first phase of the Australian Curriculum, as a major component of continuous improvement in schools and provision of professional learning for principals. Significant professional learning was provided in the four phase one learning areas (English, mathematics, history and science), as well as support for identified specific teaching cohorts from Foundation to Year 10.

The depth and breadth of the professional learning model undertaken provided effective support for schools in rural areas and accommodated the needs of principals, school curriculum leaders and classroom teachers.

This model was developed in response to the surveyed needs of school communities, with particular focus on capacity building for local curriculum leaders. The use of WebEx communication technology has enabled significant professional learning for teachers in regional and rural areas, to maintain currency for these teachers and address the disadvantage of school location.

Through the Improving Teacher Quality National Partnership the **government sector** in South Australia continued major developments in the reform areas of highest priority including:

- school leadership development, including new and aspiring leaders, to build leadership depth and capacity
- recognising and retaining quality teachers
- quality performance development for teachers
- supporting and developing beginning teachers and pre-service teachers
- workforce planning including teacher supply and training.

The Government, Catholic and Independent sectors continued to collaborate through active participation in the South Australian Teacher Education Taskforce, which also included nominees of the Vice Chancellors of the three South Australian universities. The Teacher Education Taskforce provided a multi-sector response and productive partnerships between the higher education institutions and the three schooling sectors to promote coordinated, educationally sound reforms that contribute to improving teacher quality and ensure that students have access to an appropriately qualified and high quality teaching workforce — regardless of geographic location. The taskforce work program included actions to better manage teacher supply and demand, to improve the quality of professional experience for pre-service teachers and to expand pathways into teaching for Aboriginal people.

DECD implemented the National Professional Standards for Teachers with statewide workshops and pilots that engaged teachers and leaders across metropolitan and rural regions and at all levels of schooling. The National Professional Standards for Teachers were introduced as a resource that can enable teachers to reflect on practice and plan for professional growth and development.

Twenty-one sites in five clusters described as low socio-economic status and/or 'hard-to-staff' implemented the DECD School Centres for Excellence. The program uses the National Professional Standards for Teachers as the primary point of reference for both teachers and pre-service teachers. Accredited training in mentoring and coaching developed and delivered through the DECD Registered Training Organisation was offered to all supervising teachers in the Centres for Excellence.

DECD worked to improve the data available for workforce planning through surveys of the existing workforce. Workforce profile data was compiled on teacher age, qualifications, leadership aspiration and retirement trends. The Australian Institute for Social Research is using this data to create a model of workforce supply and demand to inform DECD recruitment and retention policies and planning for the next five years. DECD also participates in a national data working group (the National Teaching Workforce Dataset Working Group) to ensure that South Australian workforce planning is informed by national developments.

Performance development for all DECD employees is significantly supported by the new *Performance and development* policy and guidelines released in September 2011. A trial workshop series *Performance counts* was conducted during 2011 as a forerunner to a Statewide *Performance and development implementation plan* in 2012. The *Performance and development* policy is further supported by programs to broaden the use of e-portfolios, trial observation and classroom review tools and the restructuring of performance management functions within the Human Resource Workforce Development directorate.

Support for Aboriginal and Torres Strait Islander Students

The *Getting started* program is an Indigenous mentoring program established by **AISSA**. The aim of the program is to empower Indigenous young people undertaking teaching studies to receive career guidance and advice and to have positive in-school experiences that enable them to maximize their personal and professional potential and ultimately to gain employment as a graduate teacher and to become an involved member of a school community.

The school-based mentoring program uses experienced teachers as staff mentors who commit to supporting, guiding, and being a friend to a young Indigenous teaching student for a period of time. The time period is negotiated with the school and may be extended or shortened (or terminated) with the agreement of both parties.

This program aims to support Indigenous students through their tertiary teaching studies so that they achieve personal and professional success which results in them gaining employment as teachers on completion of their university studies.

An Indigenous education consultant worked with schools in the **Catholic sector**, and Australian Curriculum consultants to demonstrate and document opportunities for the inclusion of Aboriginal and Torres Strait Islander cultures and history at every year level in the History learning area. This initiative will give opportunity for students and teachers to develop and lead learning of locally and nationally significant Aboriginal and Torres Strait Islander history units of work. Exemplars from strands in the Australian Curriculum: Science was included, with the exemplars disseminated online, for use in schools.

In 2011, Catholic school students in Years 10-12 participated in a range of study/ career decision-making programs that were inclusive of parents and carers. The CESA Indigenous Education Team built relationships with tertiary Indigenous student support units and arranged participation for school students through Flinders University, TAFE SA, job network providers, the *Yellakka Yellakkarri Leadership* program and the South Australian Museum *Indigenous youth* program.

During terms 2-4 of 2011, individual learning plans were developed for Aboriginal students from Reception to Year 12 in consultation with families. These learning plans survey and identify career aspirations and pathways for each student.

The participation of **DECD** Aboriginal community education managers in the *Quality performance development* pilot further increased engagement with Aboriginal people at the regional level. Each of the 12 Aboriginal community education managers led the Aboriginal community education officers in their region. The Aboriginal community education officers worked directly with Aboriginal students and their families in the community to improve attendance and engagement with schooling.

Direct support and relationships were established between teacher quality performance and development consultants and the Aboriginal community education managers resulting in a partnership approach to developing resources to support continuous improvement.

Support for other disadvantaged student cohorts

The **DECD** School Centres for Excellence are all sited in Low SES sites and specifically focused on improving practicum experiences of pre-service teachers working with students who experience disadvantage.

The *QSchool* for school support officers (SSOs) is designed to improve leadership skills of SSOs providing classroom and administrative support in sites. Many of these officers work with students with disabilities. A targeted marketing approach to the *Aspiring leaders QSchools* resulted in three Aboriginal teachers participating in this program.

The DECD registered training organisation is offering more than 300 placements to early childhood workers to assist them in meeting the new 'early years' standards in training requirements.

Progress against Teacher Quality National Partnership facilitation reforms

National Professional Standards for Teachers

AISSA informed schools of national developments regarding the National Professional Standards for Teachers. A range of models of performance management and appraisal were presented to schools, together with the links and potential applications of the National Professional Standards for Teachers to these processes. As well, the AISSA worked with some independent schools on the implementation of the National Professional Standards for Teachers.

The AISSA *Professional learning programs for schools* for 2012 was developed taking into account the National Professional Standards for Teachers, with information provided to all potential participants on the link between the professional learning activities and particular components of the standards. A major program on the professional standards was developed for inclusion in the AISSA *Leadership* program in 2012.

The National Professional Standards for Teachers are being incorporated into professional learning in the **Catholic school sector** through:

- induction modules for early career teachers
- providing a reflective framework for Communities Making a Difference National Partnership schools' professional learning communities
- *Deputy principal support program* forums
- Australian Curriculum implementation planning.

In the **government sector**, a series of introductory workshops delivered in rural, regional and metropolitan locations, provided a foundation to two pilots using the National Professional Standards for Teachers in professional reflection and development. The *Professional conversations using National Professional Standards for Teachers* project aimed to facilitate opportunities for teachers and leaders so that they acquired a strong sense of ownership of the standards. This builds professional capacity by assisting professional conversations regarding teacher practice and assisting teachers and teacher leaders in professional development planning. Twenty nine sites and more than 500 teachers attended National Professional Standards for Teachers and *Professional conversations* workshops before trialling a professional development planning resource.

DECD further trialled the National Professional Standards for Teachers in a collaborative pilot with Catholic Education SA, the Teachers Registration Board and the South Australian Primary Principals Association. The purpose of this SA pilot project study is to investigate the use of the National Professional Standards for Teachers for self-reflection on practice with a focus on early career and experienced teachers to work with their site leaders to test the National Professional Standards for Teachers as a 'resource to promote teachers' self-reflection with an emphasis on observation for learning'. Fifteen sites and more than 50 teachers and leaders trialled the use of an observation tool based on the National Professional Standards for Teachers.

The government sector continued to take an integrative approach to the introduction of the National Professional Standards for Teachers. As well as making them an explicit framework in the new *Performance and development policy and guidelines*, the standards were central to work in the *Beginning teacher* programs and School Centres for Excellence. Online resources and professional communities were established and supported with an online resource linking the National Professional Standards for Teachers to Aboriginal Studies curriculum available on-line and 109 active members of an online professional forum. The Workforce Development *Ning,* an online communication forum supported implementation of National Professional Standards for Teachers by communicating latest developments, and sharing resources and understandings the standards.

National certification of accomplished and lead teacher

Progress in this area is pending national developments.

DECD representatives participated in the Australian Institute for Teaching and School Leadership stakeholder forums held in 2011. DECD also played a key role in the development of annotated illustrations of practice which are designed to support educators Australia-wide in understanding the descriptors for each stage of the standards. These activities are informing the continual review and development of sector initiatives in certification of accomplished and lead teachers. The South Australia Minister for Education and Child Development released a discussion paper titled *Supporting our teachers,* which makes a commitment to adopting the new Professional Standards for Teachers and establishing a new 'outstanding teacher' classification. In addition the government sector has facilitated professional development opportunities for teacher leaders. These have included professional development scholarships and twilight seminars based on the National Professional Standards for Teachers with a theme of mentoring to build the capacity of early career teachers. The SA Public Teaching Awards were held for the first time in 2011 with the presentation of 69 regional awards and seven State awards to recognise leading educators. The National Professional Standards for Teachers were used as the basis for criteria in judging.

Nationally consistent registration for teachers

The Australian Institute for Teaching and School Leadership is overseeing a three-stage process to implement a nationally consistent approach to teacher registration. South Australia participated in two stages in 2011.

All jurisdictions have agreed to implement change in key areas that do not require legislative change. The Teachers Registration Board of South Australia implemented the recommendations around *Qualifications, Suitability, Fitness, English language proficiency*, and the *Facilitation of mutual recognition*. Further work is needed to achieve a nationally consistent approach to criminal record checks and establishing minimum standards of professional proficiency. All three schooling sectors are represented on the Teachers Registration Board of South Australia.

The two pillars of nationally consistent registration, the National Professional Standards for Teachers and the National Accreditation of Pre-service Teacher Education Programs were agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs. South Australia and jurisdictions expect to adopt the National Professional Standards for Teachers as the basis for the registration of teachers from 2012, with a range of transitional arrangements in place. The new *Pre-service* program requirements will be progressively implemented.

National consistency in accreditation of pre-service teacher education courses

The *Accreditation of initial teacher education programs in Australia - Standards and procedures* was released by the Australian Institute for Teaching and School Leadership in April 2011. The national consistency in accreditation of pre-service teacher education course is being implemented through the Teachers Registration Board of South Australia, which includes nominees from the three school sectors.

All sectors are assessing the implications of implementing these standards and procedures, particularly in relation to partnerships between schools and the providers of pre-service teachers. Nominees to the Teachers Registration Board from each of AISSA, CESA and DECD participated in national panel training for the new program accreditation procedures.

DECD is developing a nationally accredited *Mentor training* program for teachers who are supervising or mentoring pre-service teachers.

Professional development and support for principals

In 2011, the **AISSA** conducted an extensive leadership development program for independent schools in South Australia. The program's core purpose was to build leadership capacity at various levels within each school to support ongoing school improvement.

There was a range of programs from which to choose including:

- School improvement: Improving teaching and learning and every level
- Mentoring successful leaders
- Building leadership capacity for middle managers
- Women in leadership
- a series of standalone workshops titled *The essential knowledge*, which focused on a range of topics about which principals need to know.

The 2011 program was designed around the contemporary leadership agenda for independent schools. There is a growing awareness that 21st Century schools require leadership and management of a different order. The first priority for leaders in the sector will always be to enrich their school's mission and culture and ethos and tradition. At the same time, leaders need to be able to adapt practices to meet changing student needs, government policy, community and educational interests and educational innovation and research. The program was also strongly shaped by leaders in the sector. Principals were keen to learn more about building their school's capacity to manage change and to further develop the skills required for effective, contemporary leadership.

In 2011, 28 keynote presentations and workshop sessions were delivered as part of the *School leadership* program. A total of 332 school leaders attended sessions.

As a response to requests from **Catholic sector** principals for assistance with implementation planning for the Australian Curriculum, a series of workshops for school and curriculum leaders was developed and delivered throughout 2011 in rural and metropolitan locations and via WebEx communication.

More than 100 school and curriculum leaders attended the workshops over seven sessions. A customised version of the workshop was delivered to 30 deputy principals at their Term 3 meeting.

The presentation incorporated general information about the structure of the curriculum, implementation timelines and contextual documents for use in school community discussions, specific implementation planning advice and tools and included consultation with school leaders about further targeted professional learning needs for 2012. The materials were provided online to all schools.

Information from consultation with the school leaders and a survey to schools provided a focus for professional learning for 2012.

These Australian Curriculum implementation planning workshops were funded through the Improving Teacher Quality National Partnership and implemented in the context of increased emphasis across the Catholic sector of the role of the principal as the leader of learning in their school. Professor Michael Fullan conducted full-day workshops in November 2011 with the CESA senior leadership team and with school leaders from schools across the sector, founded on exploring strategies for increasing the efficacy of school principals in leadership of learning.

The ongoing CESA *Principal consultant* program provided for individualised professional learning for principals in this area, while the Catholic Education Office restructure resulting from the 2011 CESA *Review of services* signals its importance by the explicit designation of several senior roles in leading learning.

DECD continued implementing recommendations made in the 2010 KPMG review of the DECD leadership centre and implemented new programs to enhance educational leadership capabilities.

Four experienced site leaders were recruited as leadership consultants to form the Quality Leadership Team. The model of *Principals on assignment* (short-term secondment to Central Office positions) builds capacity across the system by opening up opportunities for aspiring leaders in schools and preschools while simultaneously creating opportunity for established leaders to gain insights into 'corporate' DECD, and national and international trends in leadership development. The principals on assignment were joined by two Central Office leaders.

Achievements in 2011:
- Facilitated the final two sessions of the *Leadership* program, *QSchool for aspiring school leaders* with 130 aspiring leaders from all 12 regions
- Commenced the second series of four full-day workshops for *QSchools* for 37 aspiring early years leaders and preschool directors
- Completed a *QSchool* series of four-day workshops for 34 regional and corporate personnel who aspire to site leadership, which included a five-day block of work shadowing a site leader. A third series has been planned and invitations have been sent to applicants
- Conducted a series of five-day leaders' induction workshops to support 40 new leaders
- Conducted preparation and advertising for a four-day accredited *School support officer (SSO) leadership and management* program for 50 participants. A waiting list of applicants indicates the need identified by the field for this leadership training
- Collaborated with eight regions in developing regional leaders' learning programs as a means of identifying a talent pool of potential site leaders

- Conducted a pilot project testing the authenticity, usefulness and value of the Australian Institute for Teaching and School Leadership's National Professional Standard for Principals. This pilot was conducted in collaboration with the peak principal associations, South Australian Primary Principals Association and South Australian Secondary Principals Association, and included 135 participants in 16 focus groups
- Facilitated executive forums for 60 executive leaders
- Commissioned the *Capacity2 Program*, a three-day intensive workshop for 16 aspiring executives, with the Creating Tomorrow Team from the UK
- Enabled 30 new site leaders and 13 experienced and successful leaders, who were new to their sites, to participate in tailored one-on-one coaching programs through *Coach in a box.*

DECD also supported more than 100 site leaders from the Southern Adelaide region to develop performance cultures within their schools through the *Performance counts workshop series* program which focuses on the micro skills of performance conversations and is based on the new *Performance and development policy.*

Improved performance management and continuous improvement in schools

Continuous improvement is integral to the **AISSA** *Leadership* program. In 2011, the program included a six-day program for leadership teams centring on the development of a school improvement strategy with teaching and learning as the focus. The program emphasised pedagogical leadership, the importance of establishing a policy framework and a set of teaching agreements within which to work, the establishment of clear goals based on data and ongoing evaluation of teacher's work.

The program was designed for a limited number of leadership teams. Seven school teams registered to participate. Throughout the program, school teams worked towards the development of a teaching and learning policy and a strategic leadership approach connected to teachers' daily work. External consultants worked with school teams to develop improvement approaches. At each workshop, teams were given time to develop a school-based project that would further build a teaching and learning culture in the school. Two schools explored using evidence based approaches to inform teaching and learning; three focused on ways to de-privatise practice and develop professional learning communities; and two worked towards developing a shared vision and agreements about effective pedagogical practice.

Four schools participated in the *Innovative designs for enhancing achievements in schools* (IDEAS) program provided by the Leadership Research Institute of the University of Southern Queensland, which commenced in Semester 2, 2011. This is a capacity building school review model.

Four schools participated in a *School self assessment and review* program, a continuous improvement program developed by AISSA in conjunction with external consultants. It guides school leaders through a process of preparing for and undertaking a whole-of-school self review and assessment that is supported by a body of strong evidence. It includes peer-based validation and recommendations for continuous improvement and development.

A seminar with input from the Grattan Institute's Dr Ben Jensen was delivered in August. This seminar focused on effective performance management for schools, and concentrated on effective teaching practices, teacher management, and school leadership to affect school outcomes. The seminar also referenced Dr Jensen's recent paper – *Better teacher appraisal and feedback: Improving performance*.

The 2011 AISSA *Board governance* program built on the 2010 program and provided opportunities for participants to explore approaches to governance, the roles of boards and the context within which independent school boards operate. Eleven workshops were delivered, and topics included financial management, consumer law, school governance, risk management, board evaluation benchmarks, school constitutions, and developing a governance manual.

As described earlier, in the *Significant achievements/activities/highlights* section of this report, significant professional learning was provided to **Catholic** school staff in the four phase one learning areas of the Australian Curriculum (English, mathematics, history and science), as well as support for identified specific teaching cohorts from Foundation to Year 10.

A total of 100 principals and school-based curriculum leaders participated in school implementation sessions with emphasis on using the introduction of the Australian Curriculum to lead improvements in learning in their schools.

Nearly 750 teachers and school leaders from 96 South Australian Catholic schools attended professional learning regarding implementation of the Australian Curriculum in the specific learning areas. This total consisted of 375 primary teachers, 167 secondary or middle school teachers and 205 teachers from R-12 schools.

The new **DECD** *Performance and development* policy includes a *Performance and development guideline* and a *Managing unsatisfactory performance guideline* was announced by the Minister for Education and Early Childhood Development on 29 September 2011 with the endorsement of key stakeholders including the:

- Crown Solicitors Office
- Australian Education Union
- Public Service Association
- South Australian Principals' Associations.

This policy initiative was influenced by and occurred alongside national, state and local initiatives and developments including:

- the COAG National Partnership for Teacher Quality
- the Public Sector Act 2009
- a review of DECD teacher accreditation programs
- a new *Recruitment and selection* policy
- a new *Merit selection* policy
- the National Professional Standard/s for teachers and principals.

A new Performance and Development team was established to provide advice and expertise to leaders in the field around all elements of performance and development. Their role also includes:

- providing ongoing policy and resource development
- promoting the *Performance and development* policy across the department
- providing ongoing training and development
- pursuing new ways of delivering performance and development services to the field
- aligning DECD performance and development activities with national, state and departmental initiatives, policies and programs
- establishing and maintaining key relationships to improve, integrate and streamline performance and development services to the field

- supporting unsatisfactory performance processes including:
    - providing a case management service to leaders
    - seeking, interpreting and applying legal advice
    - assessing and compiling documentation and evidence files
    - drafting, editing and commenting on correspondence
    - evaluating unsatisfactory performance processes prior to referral to the chief executive for determination of dismissal
    - coordinating formal appeal or review processes.

To further support the implementation of the new *Performance and development* policy the *Performance counts* training and development program that has been piloted throughout 2011 is currently being reviewed in preparation for roll out across DECD in 2012.

By taking a new policy position and supporting it with additional training and resources it is expected that there will be more effective Performance and Development programs in sites and work units during 2012.

New pathways into teaching

DECD is represented on the national reference group for the *Teach for Australia* program and remains updated on the progress of this initiative.

Teach SA and *Teach next* as pathways into teaching for mathematics, physics and chemistry teachers are reported on through Better Pathways into Teaching.

The School Centres for Excellence model developed by DECD in 2011 also promotes new approaches to successful pathways into teaching.

Better pathways into teaching

The **AISSA** *Early career teachers* program built on the 2010 *Beginner teacher* program, and was designed for teachers in their first three years of teaching. It aimed to provide practical classroom support through input from external consultants and principals, as well as opportunities for participants to share early teaching experiences and to establish collegial networks. An important aspect of this five-day program was the development of sustained support for new teachers via the development of positive mentoring relationships at the school level. Some of the topics covered included teacher wellbeing, establishing effective mentoring relationships, behaviour management strategies, communicating with parents, colleagues and students, and developing teaching and assessment programs.

As well as being introduced to the notion of a professional portfolio, each teacher was encouraged to develop a professional plan comprising:

- area of challenge
- outcome to be achieved
- questions to be answered
- collaboration with mentor and others
- actions planned
- evidence outcomes been achieved
- a storyboard of progress and pictures.

A second strand of the project was designed for those beginning teachers further 'down the track' in their careers who would benefit from a reinvigorated approach to curriculum. It has focused on:

- programming and assessment
- pedagogy
- developing teacher work plans.

Better pathways into teaching was enhanced by **CESA's** involvement in the *Early career teachers' resilience* project. The early career teacher consultants attended a round-table meeting in November 2011 facilitated by members of the project team from the University of SA. The project is currently at the stage of developing a booklet for graduating teachers, current teachers and school leaders that explains the 18 'conditions' within five 'themes' that promote early career teacher resilience. Participants provided feedback to drafts, a process that was to be replicated with project partners in Western Australia. CESA anticipates that the booklet will be a useful tool for supporting schools and the team.

As described earlier, in the *Significant achievements/activities/highlights* section, employment of a second early career teacher consultant and implementation of a multi-faceted support model have had significant impact in the reform areas, in that:

- all beginning teachers in regional areas received at least one visit from a consultant each term, while all beginning teachers in metropolitan schools were assured of a consultant visit at least once each semester
- support services were expanded to weekly email contact with all early career teachers, along with creation of a wiki
- more systematic support of school leaders and school mentors was provided in the induction, formation and career progression of early career teachers in SA Catholic schools.

Teachers, school leaders and middle managers responsible for mentoring early career teachers in Catholic schools have used the National Professional Standards for Teachers (NPST) to inform the work of an observation tool that was devised as part of the AITSL pilot project. All participants indicated that they found the observation process useful for their professional growth and that it promoted their knowledge of the NPST in practice. The observation tool was discussed and the findings of the project will be shared with participants in the future.

The two consultants presented a session entitled *Sustainable support strategies for early career teachers* at the ACEL conference in October 2011. The presentation provided a brief history of CESA's support for early career teachers and looked at the program's current priorities and processes, and future directions. Interstate attendees indicated interest in forming a national network, which was an unanticipated but exciting outcome.

DECD continued to be involved with two Australian Research Council (ARC) projects that aimed at recruiting and retaining early career teachers. As a result of the project, *Addressing the exodus: Enhancing early career teacher resilience and retention in changing times,* a resource based on the *Framework of conditions supporting early career teacher resilience* is currently being developed and will be available for new teachers, leaders and others involved in early career teacher induction, support and development.

The second ARC project, *Renewing the profession in regional areas through community partnerships* examines how community agencies work together in partnership with schooling sectors and universities to orient pre-service teachers to teach in rural locations by providing community-based induction. The project provides an opportunity for pre-service teachers to

experience a placement in a rural setting early in their teacher education program so that they may consider employment in rural settings when they have graduated.

DECD scholarship programs, including *Country teaching, Professional experience* and *New beginnings,* support pre-service teachers to experience better pathways into teaching through financial, professional and employment support. In 2011, the scholarships awarded included 43 for *Country teaching* and 34 for *Professional experience*.

The new *Teach SA* Program, *Recruit* strand is providing better pathways into teaching through the recruitment of high calibre mathematics, chemistry physics and science teachers. Components of the program undertaken include a market research project and the development and the implementation of a rigorous assessment centre selection process. In 2012, 21 successful participants will commence a tailored *Teacher education* program while receiving financial and professional support.

As a further strategy to recruit specialist and expert mathematics and science teachers, the department is undertaking consultations to determine participation in the Australian Government's Teach next program through a pilot commencing mid-2012.

Improved quality and availability of teacher workforce data

The three South Australian schooling sectors contributed teacher data to the *Workforce supply and demand modelling* project. 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. This will provide a fully informed picture from which to make recommendations for the future.

Additionally **DECD** completed:

- the report from the *Over 45 career intention teacher workforce survey,* which compiled workforce profile data on age, qualifications, leadership aspiration and predicted retirement trends
- a labour market analysis with the Australian Bureau of Statistics for the South Australian teacher workforce that has further enhanced workforce planning
- a survey into the qualifications and teaching subject capabilities of the current workforce including teachers, preschool teachers and ancillary staff.

Indigenous education workforce pathways

The *Getting started* program is an Indigenous mentoring program established by **AISSA**. The aim of the *Getting started* program is to empower Indigenous young people undertaking teaching studies to receive career guidance and advice and to have positive in-school experiences that enable them to maximize their personal and professional potential and ultimately to gain employment as a graduate teacher and to become an involved member of a school community.

Initially, 4-6 independent schools will provide a school-based mentoring program to Indigenous students currently enrolled in a teaching degree. The school-based mentoring program uses experienced teachers as staff mentors who commit to supporting, guiding, and being a friend to a young Indigenous teaching student for a period of time. The time period will be negotiated with the school and may be extended or shortened (or terminated) with the agreement of both parties.

This program aims to support Indigenous students through their tertiary teaching studies so that they achieve personal and professional success which results in them gaining employment as teachers on completion of their university studies. The *Getting started* program is designed to encompass two types of mentoring – a one-to-one mentoring relationship established between

the Indigenous student and the school principal (or other staff member). The other model is a school-based mentoring program that takes place at the school during school hours (or immediately after). The mentee would participate in a range of school-based activities as a volunteer.

Potential mentees were invited to express interest in being involved in the program in Semester 2 of 2011 and/or in 2012. The mentees may also act as mentors to current Indigenous students to promote teaching as a career to them.

The AISSA *Indigenous pathways* program included 106 Indigenous students enrolled in independent schools in Years 10, 11 and 12 who had the opportunity to participate in a *Career pathways* program in Semester 2, 2011. As part of this program, career guidance and information on teaching as a preferred career has been provided. Students visited Adelaide University where staff from the education faculty provided course details on teaching courses offered at the university.

In the **Catholic** sector during 2011, the case management of 87 Aboriginal students in Years 10-12 (and their families) was supported by the ITQ project officer and other Indigenous Education team members, in collaboration with school based educational providers.

The Catholic Education Office supported schools to case manage Year 10-12 Indigenous students through services provided by consultants, the project officer and Indigenous education workers. This case management incorporated:

- support and enhanced opportunities for Indigenous students to successfully complete their SACE studies
- improved school-based identification and tracking mechanisms for more accurate and timely identification of Indigenous students who may have an interest in or demonstrate potential for teaching or early childhood education as a career
- collaboration with the VET team, to provide school based educational staff with resources, information and strategies to:
  - enhance career development for Indigenous secondary students, with a particular focus on pathways into teaching or early childhood education
  - track and support Indigenous students in their pathways beyond school, through the provision of mentoring and support programs.

More than 190 completed individual learning plans (ILPs) from Indigenous students from Reception to Year 12 are now held as electronic resources at local schools and accessible by the Indigenous Education team. These learning plans survey and identify career aspirations and pathways of each student, in consultation with families.

Students who identified teaching or early childhood education as a possible career pathway in their ILP, or were recognised as having potential by educational staff, or by their families, were flagged for particular support in the future.

Focus teachers, vocational education and key teachers case manage students at the school level. In February 2012 secondary consultants will send out requests for career pathway advice from focus teachers to collate career pathway data into a central data base for improved career tracking of all Aboriginal students in Years 8-12 and post school.

A range of initiatives have supported Aboriginal people to undertake teacher education programs and gain employment with **DECD**.

Aboriginal teaching scholarships target pre-service teachers and provide financial support and opportunities for permanent employment. There are 27 Aboriginal students supported through this program.

The *Aboriginal recruitment guarantee scheme* targets existing and eligible Aboriginal teachers seeking permanent employment. In 2012, four teachers will commence permanent employment through the scheme.

There are eight Aboriginal students (majority current DECD employees) supported by the department to complete a teacher education program through Macquarie University or to transition to the University of South Australia to complete the program. All will be eligible for permanent employment as a teacher with DECD.

DECD has undertaken a longitudinal study that targets existing Aboriginal employees to identify the career intentions and current qualifications of Aboriginal community education officers (ACEO) with the aim of assisting them into teaching pathways. Survey findings identified forty ACEO who aspire to become classroom teachers.

Subsequently a *Pathway into teacher education* program has been developed to provide professional and financial support for 10 Aboriginal community education officers.

DECD released a tender to the three South Australian universities to scaffold and provide a career pathway into a teacher education program with delivery commencing in Semester 2, 2012. This pathway into teacher education is based on a flexible community-based teacher training model and includes a foundation program, a recognition of prior learning assessment process and provides for incremental academic achievement with certification. The program features strong collaboration with Aboriginal support staff and access to *Indigenous tutorial assistance scheme* tutors as well as mechanisms and interventions to reduce potential unsuccessful completion of units of study and/or professional experience.

Quality placements

The Teacher Education Taskforce continued to provide the platform for building a sustained partnership between tertiary providers and schooling sectors. This forum addressed a range of contemporary and emerging workforce issues.

One aim of the taskforce was to make recommendations that would address some of the long-standing issues associated with professional experience in teacher education programs. The taskforce focussed its attention on three main issues:

- establishing efficient communication systems so that available quality professional experience placements for pre-service teachers are more easily identified
- investigating the value of initiatives such as scholarships to attract pre-service teachers to take up professional experience placements in rural and remote locations
- identifying actions that will improve the quality of professional experience placements given that they are an essential part of inducting new entrants into the teaching profession.

Findings and recommendations are represented in one of the monographs which were tabled with the Teacher Education Taskforce. Subsequent recommendations proposed to address issues such as attracting and recruiting quality teachers, quality placements for pre-service teachers and pathways into teaching for Aboriginal people will be provided to the Minister for Education and Child Development.

School Centres for Excellence

The **DECD** School Centres for Excellence program included 21 sites across five clusters, all identified as low socio-economic status and/or 'hard-to-staff' due to location, complexity or poor retention of staff. Each site identified mentor teachers who were willing to mentor final year pre-service teachers in extended school based experiences beyond the required university practicum with the intention of providing the pre-service teachers with a bonus opportunity to

extend and consolidate their understandings of the role of the teacher, as a support to their entry into the workforce.

Extended teaching experience scholarships were created and promoted via all SA universities offering funding to final year pre-service teachers to complete 'extended experiences' in these sites. A total of 48 final year pre-service teachers took up scholarship offers, each with a mentor teacher allocated at their assigned site for up to twenty days as negotiated. To build the capacity of mentor and pre-service teachers the program introduced the National Professional Standards for Teachers as the primary point of reference for all participants along with access to online forums and face to face professional development sessions. Mentor teachers have been offered training in a nationally accredited mentoring competency, both in online and face to face modes by the DECD registered training organisation and an accredited trainer, as well as information sessions on accreditation pathways for teachers and the role and benefits of mentoring for their own professional development.

Progress towards meeting Teacher Quality National Partnership reward reforms

South Australia provided detailed information against the reward reforms and related performance benchmarks/ reward milestones through the separate reward reporting process.

However, it should be noted that the practical implementation of programs designed to achieve facilitation or reward reforms often means that a given program activity with school leaders, teachers and school communities may be achieving aspects of both types of reform simultaneously. For the participant school staff, it is neither practicable nor efficient for the activities to be distinguished as either facilitation or reform. Hence, it is likely that some aspects of a given program activity may be included in both reports.

Challenges to implementation/progress

The **AISSA**'s leadership program is its main Teacher Quality National Partnership activity. It will not be able to be sustained beyond the term of the National Partnership without further government funding. However, the feedback from participants is that the professional learnings from the program are expected to have a long-term impact.

In the SA **Catholic sector**, individual programs funded through this National Partnership have featured the provision of additional expertise and professional learning to school leaders and teachers. The challenge in the coming year is to develop purposeful strategies for integration of such services, in order for more likely sustainability in the absence of ITQ funding. This focus coincides with the identification of integrated services as a priority area emerging from the 2011 CESA whole of sector *Review of services*.

In the **government sector** in 2011, review and introduction of new workplace policy and reform has been integrated with the embedding of the reforms designed to lead to improved teacher

Showcase

quality.

> **Enhancing the art of principalship: Rhetoric to reality (AISSA)**
>
> Over the past two years the Association of Independent Schools of South Australia (AISSA) has held an extensive leadership development program for its member schools. The program's core

purpose is to build leadership capacity at various levels within each school, to support on-going school improvement. It is designed for aspiring, beginning and established leaders. Involvement in the AISSA leadership programs has been consistently high. National and international speakers and workshop leaders of the highest quality have been a feature of the programs. The purpose of this case study is to describe the impact of the leadership programs on one principal's practice.

The principal chosen was appointed to her role two years ago. This post was her first principalship. Alongside the roles of leadership and administration, this principal also holds a teaching position. With demanding multiple roles to fulfil, the principal described her initial year as one in which she sometimes felt 'swamped'. She took part in both the 2010 and 2011 leadership programs as a means of developing her capacity and capability to more effectively manage her workload and the leadership of the school.

This principal's leadership context is a small, rural independent school established more than 150 years ago. It is a co-educational systemic primary school, with four classes from Reception to Year 7. The school sits amidst farms in an area somewhat isolated from the nearest small township. The socio-economic status of the school places it in the median range. The current student enrolment is 95. In an isolated, rural environment, sustaining and improving student enrolment in an independent school remains a continual challenge.

As a principal of a small school, attendance at such high quality professional learning would otherwise have been prohibitively expensive. Because the AISSA leadership program was provided free of charge, it has enabled the school to invest significantly in the principal's leadership development through supporting her attendance and associated costs. She is unequivocally enthusiastic about the impact of this professional learning on her leadership capacity and the subsequent and continuing impact on staff and students at the school.

On reflection, the principal sees that the leadership programs have enabled her to 'stand on the balcony' and engage in a reflective process to consider the vision, direction and pathways her school needs to take in supporting children, families and the community they serve. In 2010 she was particularly impressed with and informed by Martin Newman's workshops. She subsequently bought his book and his advice continues to inform her everyday struggles. During 2011 the Trinidad Hunt workshops on women in leadership have had a significant impact on her perception of her role and the strengths she brings to leadership. She is able to articulate her owned philosophy of leadership, who she is and who she aspires to be. Other sessions have provided her with strategies and the confidence to appropriately undertake difficult conversations with staff when necessary.

The leadership programs have impacted on her pedagogical leadership, specifically giving direction to the school improvement strategy. The program provided the principal with a vision of 'mindful' teaching practice. This is described by McDonald and Shirley (2009) as the kind of teaching that is informed by reflective practices and teacher inquiry. Mindful teaching is the goal she has set for her teachers. Dedicated time is provided at staff meetings for mindfulness to be applied in a variety of ways. It has informed their considerations on how to most effectively use NAPLAN data to develop differentiation strategies. The staff team have also used mindfulness in marrying their existing *International Baccalaureate primary years* program to the new Australian Curriculum, considering how accountability links to this. Another outcome of this approach has been teachers' evaluation of their own strengths and areas for development. As a result they are now choosing and shaping their own professional learning directions.

While the workshops and the calibre of speakers have inspired and informed this principal, she cites the mentoring opportunities which have accompanied the leadership program as enabling her to transfer the information and inspiration into more effective practice. An experienced principal from a large Independent school, and outside of her own school's system, was appointed as her mentor. He has encouraged and supported her in drawing up her leadership goals, identifying her strengths, undertaking career planning and enabling her to be specific about her career direction and work/life balance. In her day-to-day professional work, he has given her advice on planning, record keeping and other administrative matters. He has further encouraged her to reflect on the impact of the school's physical environment on children, parents and the community and as a result several significant changes have been made. An opportunity to shadow her mentor using an observational

framework has further provided this new principal with a strong model of capable leadership.

After attending Trinidad Hunt's sessions *Women in leadership*, the principal was linked up in partnership with two other women principals. Initially a little sceptical of the purpose and benefit of this type of collaboration, she has found it a powerful and valuable experience. She continues to have regular contact and together the women have shared their personal philosophies, ideas and professional positions. Their discussions have re-sparked her interest in theory and research and she now regularly exchanges articles and papers of interest.

This principal believes the AISSA leadership programs in 2010 and 2011 have had a significant impact on her practice and leadership, her staff team and the children and families in her school community.

School support of early career teachers (CESA)

Throughout 2011, CESA supported 414 early career teachers in the metropolitan and country areas. In Catholic schools, 176 of these teachers were in their first year of teaching. The consultants continued to visit early career teachers and school leaders at their schools with the provision of a multi-faceted program of induction and formation. This system- level program has enhanced the school level induction and formation programs. The program has supported early career teachers in diverse aspects including upholding the Catholic ethos, sector policies and procedures, professional standards, wellbeing and individual support. A significant focus of the program has been to support those school leaders with responsibility for inducting and mentoring early career teachers.

Professional learning offered included:

- *National safe schools framework/drug education/cyber safety:* Curriculum, trends of technology use and resources for teaching and learning
- *Understanding student behaviour:* Strategies and resources for supporting student engagement
- *Seeking feedback:* Strategies for seeking feedback and engaging in reflective practice that supports ongoing learning
- *National Professional Standards for Teachers:* AITSL pilot project sharing – using an observation for learning tool to support professional learning. This included presentations by early career teachers involved in the project
- *Creating a professional learning plan:* Purpose, process and models for creating a personal professional learning plan
- *Preparing for applications and interviews in Catholic schools:* Information for those seeking ongoing employment in Catholic schools, facilitated in response to feedback that teachers sought support in this area.

The additional consultant enabled the expansion of services to weekly email contact with all early career teachers and more systematic support of school leaders and school mentors in the induction, formation and career progression of early career teachers in SA Catholic schools. It also enabled the creation of a wiki. There are currently 242 members of the wiki for early career teachers and 19 members of the wiki for mentors.

All early career teachers and school leaders with responsibility for early career teacher support were invited to complete a short online survey to provide feedback about the 2011 *Early career teacher support* program. Data gathered will inform the 2012 program and other aspects of the Improving Teacher Quality National Partnership.

An initial review of the findings from this survey has highlighted that mentoring of early career teachers is a high priority and that:

- 81% of early career teacher respondents agreed or strongly agreed that the support they had received from the *Early career teachers* program had assisted their work as an early career teacher in a Catholic school or as a teacher new to Catholic Education SA

- 82.6% of school-based coordinators of early career teachers agreed or strongly agreed that the support they had received from the *Early career teachers* program had assisted them in supporting early career teachers in the school

- early career teachers identified school visits by consultants, the weekly email and professional learning workshops as the strongest aspects of the program that provide support.

Australian Curriculum (CESA)

One of the challenges in implementing the Australian Curriculum is in customising the professional learning for different groups. It is acknowledged that at the beginning of the implementation process general information is required to assist in exploring the structure, nature and access to the Australian Curriculum. The challenge then is to meet the need of particular groups of teachers who may need specific capacity building.

CESA addressed the challenge in 2011 through consultation with the Australian Curriculum Reference group at CESA, through the Cross Sector Australian Curriculum Group and from feedback from school leaders and teachers at professional learning opportunities. Cohorts of teachers or areas of additional interest have been identified. In 2011, orientation to the structure of the Australian Curriculum, transition points in schooling, and specific subject knowledge, understanding and skills were identified to be addressed. These areas were targeted in planned professional learning or were developed as additional professional learning on request. The provision of targeted professional learning for Year 7 teachers of science is a case in point, since the Australian Curriculum for Year 7 is more reflective of Year 7 as a secondary year level, whereas it is most often in a primary school in South Australia.

Schools were surveyed at the end of 2010 and again at the end of 2011 to provide feedback that the professional learning developed is congruent with the needs of schools and to identify points of common interest. This has informed the customisation of professional learning delivered to teachers. Plans for sustainability include repeating orientation workshops in 2012 as well as addressing new issues that focus on implementation rather than initial exploration. These areas include a focus on working with achievement standards, assessment and reporting and pedagogy. Discussions with the SACE Board (responsible for South Australian Certificate of Education curriculum for Years 11 and 12) have informed key messages in these areas and have provided a starting point for professional learning for 2012.

Working with school leaders to develop a longer term implementation plan in 2011 has assisted schools to monitor their progress and plan for professional learning coverage throughout all three phases of implementation.

The School Centres for Excellence program (DECD)

The School Centres for Excellence program has been identified in South Australia's National Partnerships: Improving Teacher Quality Plan and is focused on extending the professional experience (practicum) of pre-service teachers and the provision of professional development for their mentor teachers in schools that typically are looking to recruit to their site and/or area.

This year 21 sites were involved with the program, with school profiles that included one or more of the following:

- low socio-economic status
- 'hard-to-staff' due to complexity or location
- poor retention of staff.

Each site identified teachers who were willing to mentor final year pre-service teachers in extended school based experiences beyond the required university practicum. This year 48 pre-service teachers were selected (via an application process) then offered this opportunity. The intention of providing the pre-service teachers with this bonus opportunity is to extend and consolidate their understandings of the role of the teacher and support their entry into the workforce within the region or like settings – an outcome that has been realised for many 2011 participants.

This project has been developed in response to a significant body of research, both internationally and within Australia recognising that student success depends on the quality of the teacher. A strong connection between the quality of teachers, their pre-service teacher professional experiences, and their professional learning beyond graduation has also been identified as a critical factor. To support the development of teacher quality in the program the following priorities were imbedded into the program activities:

*A focus on pre-service teachers (*extended teaching experience scholarships):

> Funded scholarships were made available to selected pre-service teachers, to support extra 'in school' experiences beyond the requirement of the university program. Scholarship recipients were also provided with professional development sessions and support by a DECD officer throughout the year.

A focus on mentor teachers:

> Quality mentoring of pre-service teachers is regarded as having a significant influence on teacher development beyond graduation so placing pre-service teachers with our best teachers is an important practice in this commitment. This expectation is described within the program standards of the newly released *Initial teacher education program accreditation, Standards and procedures resource* (see AITSL website http://www.aitsl.edu.au/initial-teacher-education-program-accreditation.html) Consequently, teachers who offered to mentor the scholarship recipients in this program were invited to participate in professional development activities including a focus on mentoring. Each school was provided with a grant to support their engagement in these activities.

A focus on the National Professional Standards for Teachers:

> All of the School Centres for Excellence mentor teachers and pre-service scholarship recipients were introduced to the National Professional Standards for Teachers as a resource to guide pre-service teacher mentoring activities and the role of mentor teachers.

Sustainability

AISSA is successfully meeting its commitments under the National Partnership, and in some key areas substantially exceeding the milestones.

The major AISSA activities that successfully impacted on the teacher workforce during 2011 were the AISSA *Leadership* program and the AISSA early career teacher programs. The extensive *Leadership* program's structure of programs, each with a series of high quality keynote addresses and workshops, often with on-going practical components, was strongly supported by school leaders. AISSA has been careful to shape the program based on the needs of leaders in the sector, with a core purpose to build leadership capacity within independent schools to support ongoing school improvement.

The SA **Catholic sector** has been conscious of learning from the models being implemented in all three of the Smarter Schools National Partnerships. In particular, in the case of the Improving Teacher Quality National Partnership, the effectiveness of consultancy support direct to teachers is being enhanced by the provision of professional learning to school leaders, to build their capacity to mentor teachers across the various stages of their career development and to manage whole school change in terms of community engagement and curriculum.

The express requirement for principals' deep engagement in their school community with reform strategies and clearly visible, active leadership of learning are being featured in professional learning for all current and aspiring principals.

Consistent with the sector's long-standing commitment to capacity-building, significant investment of the sector's own resources will need to be directed towards these emerging priorities, just as the historically productive partnership between Australian Government agencies and the SA Catholic sector will continue to be important.

The Improving Teacher Quality National Partnership reforms in the **government sector** are both ambitious and consistent with DECD strategic direction for improving educational outcomes for students experiencing disadvantage. Limited facilitation funding meant that in 2011 DECD built on programs with a track record of success, which have been actively sought out and supported by DECD teachers, leaders and school communities. This feature of the Improving Teacher Quality initiatives has the potential to provide long-term sustainability of the programs and the outcomes achieved.

Sectors have taken up opportunities to share their learning from implementation progress during 2011. For example, several presentations featuring aspects of the SA Improving Teacher Quality initiatives and programs were made at the Australian Council for Educational Leadership Conference in October. As well, sectors have supported the participation of teaching colleagues in regional and remote areas of the state through a focus on increasing access through information technology, such as the development of online resources.

Section 3 – Communities Making a Difference

Overview

The Communities Making a Difference (CMaD) National Partnership (known nationally as Low Socio-economic School Communities National Partnership) continued to consolidate and expand implementation activity throughout 2011 in all three schooling sectors. This included:

- 44 teachers, schools leaders and school support officers participating in the in-school specialist support in five schools in the Independent sector

- 11 new schools joining twelve schools continuing their participation for the second year in CMaD whole-school strategies in the Catholic sector, with a collective total student enrolment of almost 8,000 students

- the expansion of the Innovative Community Action Network (ICAN) targeted student support model into all of the State's 12 government regions supporting more than 8,000 students through local school – community partnerships with other government, non-government and community agencies

- more than 1,100 students involved in the *Aboriginal student mentoring* program across 54 government schools, including in two new regions, both outside the metropolitan area

- an additional 182 principals participating in the 14 month *Principal as literacy leaders* program and regional leadership consultants support provided to more than 250 government schools in regional South Australia (including 110 CMaD identified schools).

School improvement through whole school review processes, with the goal of sustained improvement in student educational outcomes, is a critical feature of implementation activity for this National Partnership in South Australia. Sectors are drawing on academic models and current research to best guide and support schools communities in developing and implementing their improvement plans. Each sector has developed a strategic approach and methodology to support this work specifically tailored to the differing circumstances of schools in their sector. For example:

- Seven CMaD National Partnership independent schools have been developing comprehensive school improvement plans following the AISSA Schools Review and Development team undertaking diagnostic reviews in these schools.

- leadership teams from all 23 Catholic CMaD schools worked with Professor Michael Fullan on managing school reform and planning improvement strategies in their schools. Establishing professional learning communities, visiting other schools and professional networking are also essential elements of supporting school review and improvement

- diagnostic reviews were conducted in a further 63 government CMaD schools with a specific focus on opportunities and strategies for improving literacy teaching and learning – in particular identifying the 'difference that makes a difference' for each school community.

With the introduction of the Australian Curriculum in future years, school leaders and teachers from CMaD schools have been participating in professional development to increase their understanding of the Australian Curriculum and to strengthen their learning and teaching programs. South Australia is also implementing a new SA Certificate of Education for the senior secondary years.

As the implementation of the Smarter Schools National Partnerships progresses, sectors are capitalising on the strategic connections between the three National Partnerships (and with other initiatives). For example, providing high quality and relevant professional development opportunities for principals and aspiring principals to strengthen school leadership capacity to lead educational reforms has been an important strategy introduced by all three sectors as part of the CMaD National Partnership as well as the Improving Teacher Quality National Partnership.

Increasing parent engagement in student learning and building effective school-community partnerships has also received attention with a two day statewide Aboriginal Parent and Caregivers Conference being held and several innovative projects commencing.

The following parts of this section provide further insights and detail into the extensive range of strategies and activities being implemented and the wide reach of this National Partnership across South Australian CMaD school communities.

2011 Significant achievements/activities/highlights

School diagnostic review and development of school improvement plans

The **AISSA** School Review and Development team was established early in 2010 and a diagnostic review methodology was developed. The team conducted diagnostic reviews in all seven schools to help them identify areas of improvement. Six schools completed comprehensive school improvement plans and the seventh will have completed its plan by the beginning of Term 1, 2012. In addition these schools have received on-going support from the School Review and Development team to assist them with the implementation of their plan.

All schools engaged with the initiative showed a commitment to enact the recommendations which arose from their whole school review. The emphasis is on high quality student outcomes.

Four schools documented their curriculum with a major emphasis on high academic achievement. National Partnership schools are being assisted by AISSA to implement the Australian Curriculum. Another school made significant progress with its *Learning and teaching program: curriculum review* and building its teaching and learning with information and communications technology capacity. In addition it has carried out teacher appraisal using a model developed through CMaD funding. This model of staff appraisal is being adapted and used by the other CMaD National Partnership schools.

The CMaD Smarter School's National Partnership school review was a particularly effective approach and schools have engaged with the recommendations in a positive manner, recognising the potential to improve school practices and ultimately student achievement. The subsequent strategic action plan has provided a more effective direction and sense of purpose to the school leadership. With increased emphasis on staff professional learning the leadership team in each school is working with the school community to assist the attainment of improved learning outcomes.

Teachers in CMaD schools were assisted to develop their learning and teaching programs using the *Assessment for learning, assessment as learning* and *assessment of learning approach*. Teachers also attended whole-school professional learning sessions on:

- the Australian Curriculum
- developing 'higher order' thinking tasks using *Bloom's taxonomy and Gardiners' multiple intelligences* framework

- enhancing student engagement with learning by utilising inquiry-based learning and authentic assessment tasks
- providing high quality feedback to promote improved achievement
- providing the opportunity for student input in the development of assessment criteria and marking rubrics.

This is reflected in the case study provided in this report.

Additionally schools were supported to:

- develop and document curriculum scope and sequence Early Learning Centre/Reception – Year 10 (where applicable) through collaboration between the school coordinators and teachers and based on the Australian Curriculum
- implement a whole-school assessment and reporting framework R-10 based on the curriculum, in accordance with the requirements of A-E reporting which is authentic and consistent in the application of assessment criteria and methodology
- conduct a thorough analysis of NAPLAN, together with school-based literacy and numeracy assessment results, as the basis for developing a whole school Literacy and Numeracy Strategy, underpinned by detailed knowledge of effective strategies and collaborative work between the school coordinators and teachers
- develop a strategic approach to the introduction of information and communication technology.

School boards and principals continued to work with the School Review and Development Team to implement changes identified in the school improvement plans and will do so over the remaining years of the program.

Principal leadership and aspiring principals

School leadership teams from four schools participated in professional learning funded by the Smarter Schools National Partnerships including the Australian College of Educational Leaders *Inspire leadership* program and the *Emerging leaders* program. Additionally school leaders participated in the AISSA 10-day *Leadership program*. The program emphasised pedagogical or instructional leadership, the importance of establishing a policy framework and a set of teaching agreements within which to work and the establishment of clear educational goals based on data and ongoing evaluation of teachers' work. Teams are developing a teaching and learning policy and a strategic leadership approach connected to teachers' daily practice. School leaders acknowledge that participation in these leadership programs provided them with the knowledge and determination to place quality teaching and learning as the prime focus for school renewal in 2011.

School governance

A comprehensive school governance program was developed and is available for CMaD National Partnership schools and boards. Governing boards were consulted and are an integral part of the school review and school renewal program.

Engagement with the community and the provision of in-school support

Engagement with the community continued through the services of specialists including an occupational therapist, three speech pathologists, two psychologists and a behaviour consultant. This specialist support was provided to assist principals, teachers, students and parents to meet the needs of vulnerable learners. The focus was on building the capacity of classroom teachers and schools to provide enhanced learning opportunities for these students. In addition, the In-school Specialist Support team conducted family forums to assist parents with managing the educational needs of their students. 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 to work as part of a trans-disciplinary AISSA Special Learning Needs Team.

Overall 27 teachers (classroom teachers and special education teachers, six school leaders and 11 school support officers participated in this project from five of the seven CMaD schools.

Schools were supported to utilise other facilities in the community to enhance service delivery to students.

Thirteen school support officers from CMaD schools were funded to gain a Certificate III in Education Support through TAFE SA and 15 school support officers were accepted into the Certificate IV in Education Support.

In addition community engagement was the focus of one CMaD school in particular that established a playgroup for its largely Indigenous parent cohort. The playgroup incorporates parent education in a range of topics including nutrition, reading to babies and toddlers and positive play.

Workshops for parents on early intervention strategies for at risk students including Indigenous students eg, data analysis; understanding the literacy and numeracy NAPLAN reports continued in three CMaD schools. AISSA continued to support country schools in particular, to develop community and parent engagement strategies.

High performing principals and teachers

Principals from six CMaD schools were funded to participate in the **AISSA** 10-day leadership development program plus one-to-one mentoring and coaching and post-graduate study. Leadership teams accessed programs provided through the ITQ National Partnership. Additionally two principals participated in a workshop provided by AITSL on the National Standard for Principals.

Twenty three South Australian **Catholic schools** participated in the Communities Making a Difference National Partnership throughout 2011. This included 12 schools continuing from 2010 and 11 new schools. Seven of the schools are in non-metropolitan locations, with 19 primary schools, three secondary schools and one with enrolments from Reception to Year 12.

All the schools new to the CMaD partnership in 2011 were inducted into the partnership, with most having undertaken whole-school day workshops to establish shared understandings of needs in their community and priorities for their improvement focus.

The 2011 cohort of CMaD schools became active participants in the program more quickly than the first cohort of schools. This relatively rapid depth of engagement in the program can be attributed to increased emphasis on:

- a stronger sense of purpose, based on the insights gained and shared by the work of schools continuing from 2010
- greater clarity about the goals of the partnership
- the priority given to establishment of professional learning communities in schools
- the existence of professional networks for school leaders and for teachers in CMaD schools engaging with strategic school improvement agenda.

Participating schools are being supported to deliver more flexible and effective services, through a purposeful school improvement strategy that invests in quality teaching and builds leadership capacity in the school community. This includes a focus on improving outcomes for disadvantaged students by building on and developing effective community partnerships that provide integrated 'wrap around' support for students. Individual case management strategies across the Catholic sector are being expanded, especially for students with special learning needs, Indigenous students and students with refugee experience.

These two networks are supporting participants in CMaD schools to achieve the goals of the partnership, including:

- developing a broader reform agenda
- analysis of data at a deeper level within the school community
- reflecting, evaluating and disseminating CMaD learning experiences.

Formation of dynamic networks between schools is important for the long term sustainability of school improvement, especially in terms of the benefits that networks can offer through collegial support of school leaders and efficient access to quality professional learning.

The 23 Catholic CMaD schools participated in three 'network days' during 2011. Country school leaders and teachers were able to access each day's proceedings remotely in real time, using the WebEx web conferencing system. The formation of professional networks is a significant factor in the CMaD partnership, as part of the underpinning strategy to implement Professor Michael Fullan's three level model for action within school, between schools and across the Catholic school sector.

Leadership teams from all participating schools had the opportunity again in November 2011 to work with Professor Michael Fullan to undertake professional learning in managing school reform and to plan for implementing effective strategies to address the issues in their own school context. School leaders that were involved in 2010 were praiseworthy of the fact that this year's workshops built on last year and that they developed deeper capacity for a more multi-dimensional understanding of strategies for improvement in their schools.

In addition, school improvement teams from 10 SA Catholic schools undertook interstate school observation visits, as well as five school teams visiting other SA schools. The main purpose of these visits was to interact with other school leaders and staff that have implemented strategically effective approaches to address local contextual factors, towards improving the quality and outcomes of their students' schooling experience. For the visiting school improvement teams, of generally three or four staff, there was a commitment to identify, implement and monitor some declared changes within their classrooms within two weeks of returning to school. Discussion of these changes then became the focus of inquiry and discourse with their own school-based professional learning communities.

Professional learning communities were established in almost all of the CMaD schools, promoting school improvement through a focus on collaborative, reflective teaching practice. The professional learning communities' inquiry approach has provided rigor to professional learning and depth to teachers' professional knowledge. Informed by shared analyses of

school and student data, school leaders and teachers have reported an increase in agreed professional practices and more consistent approaches to teaching and learning across their school. These are the vehicles driving pedagogical reform in these schools.

SA Catholic CMaD schools are now employing a greater range of assessment instruments to monitor and plan for students' learning. These include more purposeful and consistent strategies for classroom observation of students' learning and of teachers' practice.

The **DECD** used the majority of the Communities Making a Difference (CMaD) resources in two different but connected strategic approaches.

Strategic approach one is to provide school communities and clusters of school communities with flexible resources to target highly disengaged young people. Programs responding to this approach include: *Innovative community action networks* (ICANS), student mentoring and youth development programs, Aboriginal student mentoring, vocational education and training scholarships, Aboriginal Turnaround Team, *the Learning together* program and Wiltja scholarships.

Strategic approach two targets whole school improvement, leadership development and improved teacher practice. Programs for this approach include: *Teaching for effective learning* program, *Principal as literacy leader* program, *Leadership through learning,* regional leadership consultants and diagnostic reviews.

In addition to assist schools build greater school-community partnerships a range of pilot programs have been implemented including: Aboriginal Community Voice and parent engagement initiatives. Strategies are also being developed to attract and retain principals and teachers in low socio-economic school communities.

TARGETED STUDENT SUPPORT

These programs focus on improving outcomes for students experiencing disadvantage by building on and developing effective school and community partnerships that provide holistic support for the student in a flexible, tailored, individualised approach. Section 8 of this Annual Report provides detailed performance information for more than 7,000 of these students who received targeted student support in 2011.

Innovative Community Action Networks (ICANs)

ICANs is a DECD-led whole-of-government school and community partnership model that, through CMaD funding in 2011, expanded into all of the State's 12 government regions. The focus of ICAN work is on supporting a successful re-engagement in learning (in school and community) for those students who have completely disengaged from school. Young people supported by ICAN include young people identified as chronically non-attending (from Year 6 up until 19 years of age) who face a range of significant barriers to their engagement in school and community.

ICAN is currently offering support to 8,079 students through local school – community partnerships with other government, non-government and community agencies.

The ICAN supports students in three different ways:

- Through a school enrolment strategy – flexible learning options (FLO). Students enrolled as FLO are those for whom attendance and participation in mainstream school over the past year has been very minimal (between 0% and 40% of the school year) with little previous success in re-engaging these students back into school

- Through school and community partnership activity and programs supporting positive youth development and engagement in learning

- Through provision of case management services to individual students to retain them in school-based learning options.

For 2011 outcomes as at Term 4 included the following:

- 3,387 students were FLO-enrolled. These students have an allocated individual case manager and a customised flexible learning plan that is strengths-based and focuses on developing and improving skills in literacy, numeracy, employability and transitions. Of these, 188 were primary school students.

- 3,918 students were participating in a range of school and community based programs funded through local ICAN community partnership grants in schools and community. Each local ICAN Committee has an amount of shared funding (on average, $100,000 per annum) to fund innovative local responses to strategically agreed local community priorities to address barriers to engagement in learning at the local level.

- An additional 774 students received case management services to strengthen their engagement in school-based learning programs.

The profile of the 3,387 students enrolled in FLO (as at Term 4, 2011) included:

- Males: 52% and females: 48%

- Aboriginal and Torres Strait Islanders students: 14%

- Students with the School Card: 33%

- Students with disabilities: 21%

- Students from a language background other than English (LBOTE): 5%

- Students in care under the Guardianship of the Minister: 3%.

Measurement of ICAN student engagement

The ICAN developed student engagement matrix was formally assessed and validated through the Australian Council for Educational Research (ACER), and from Term 2 2011, this instrument was used to formally report on ICAN student engagement through the domains of wellbeing, relationships, and involvement in learning. This instrument, developed for use by teachers, mentors, case managers and youth workers and the student, collects data that measures progress for each student from their starting point.

The baseline data collected in 2011 indicates that the significant majority of FLO-enrolled students, at the point of referral to ICAN, were assessed as 'significantly disengaged', 'partially disengaged', 'moderately disengaged' or 'moderately engaged' in the three substantive domains of 'well being', 'relationships' and 'involvement in learning'.

Measuring engagement provides a strong basis to support the development of individual flexible learning plans and case management support services when students, parents and schools are designing student centred learning programs and services.

ICAN student literacy and numeracy

Young people who are disengaged from schooling may have significant gaps in their learning. The National Assessment Program Literacy & Numeracy (NAPLAN) assessment and other developmentally based learning assessments measure student learning achievement along a developmental learning continuum. These assessments measure educational achievement for students who have consistently remained in school.

To support ICAN young people a diagnostic tool was required that could assess their potential and capacity for learning literacy and numeracy. To address this need, ICAN formed a partnership with the Australian Council for Educational Research (ACER) to develop and trial a new online literacy and numeracy assessment tool named 'COMPASS' during 2010.

COMPASS is an innovative assessment tool for young people who have had limited or disrupted exposure to formal education, including experience in testing. The COMPASS test does not provide a measurement of achievement, but is an indicator of student potential.

The first group of FLO students have completed the COMPASS online literacy and numeracy assessment tool.

The early findings from the COMPASS assessments indicate that it is successful in:

- informing the development of appropriate learning plans and pathways

- providing guidance to case managers and flexible learning teachers in relation to the student's potential future educational pathways

- revealing that the majority of ICAN students have the capacity to engage in learning and the potential to successfully complete secondary education (or equivalent), that is Australian Core Skills Framework Level 3 and 4.

Across South Australia in 2011, 955 young people completed the COMPASS assessment allowing students, parents, schools, youth workers and service providers to establish informed accredited learning programs and pathways.

Secondary school aged ICAN students – Employability skills

During 2011, all ICAN students were supported to develop an individual flexible learning and transition plans based on identified strengths and interests and with required focus on skill development in literacy, numeracy and employability. The focus on employability was largely aligned to accredited training in the Introduction to Vocational Education Certificate (IVEC) 1 and 2 course work. ICAN developed a new resource to support the attainment of the nationally accredited Certificate 1 Education and Skills Development and will be implementing this program for FLO-enrolled young people who are identified at Australian Core Skills Framework levels 1 and 2.

Community mentoring

The DECD *Community mentoring* program is focused on building and strengthening engagement of students through school and community partnerships. During 2011, the *Community mentoring* program expanded to a total of 18 clusters involving 186 schools across nine DECD regions. This is building on the previous work in the seven clusters during 2010, which highlighted how quickly productive student-mentor relationships lead to improved student motivation and attitudes towards schooling. Results include increased staff and community awareness of how mentoring supports teachers' work and children's learning. Early evaluation data indicate the outcomes and strength of the community-school partnerships relate directly to clear communication strategies and the authenticity of each school's engagement with their respective communities to welcome and respond to community volunteers at their site.

In 2011, community mentoring achievements included:

- 432 active students in the *Community mentoring* program including 56 Aboriginal or Torres Strait Islander students

- 326 active volunteers working as mentors with young people

- 18 local community mentor coordinators working with 186 schools across nine DECD regions

- working with Flinders University on a successful trial of the e-mentoring strategy, targeting rural and remote students. While initially focused on supporting 25 Year 9 students in rural and remote school locations, the trial has been externally evaluated and recommendations made for the expansion of the program to further schools in 2012 to provide e-mentoring support to many more country students.

Secondary student mentoring

The DECD *Secondary student mentoring* program provides one-to-one mentoring support to identified students. Support for students is provided on the basis of individual learning needs and strategies to improve student wellbeing, learning achievement, and pathways planning.

At Term 3, 2011 this program supported 68 secondary and area schools to provide trained mentoring support for 596 students in Year levels 7 to 9 and 796 students in Year levels 10 to 12 (a further 18 students do not have a designated year level), and included both CMaD National Partnership schools and non-CMaD National Partnership schools. This equates to a total of 1,410 students at risk of not fully engaging and achieving in school-based learning.

In 2011, *Secondary student mentoring* program developments and achievements included:

- schools using resources more flexibly, depending on the context of their site and needs of the cohort of students referred for mentoring support. This included engaging trained mentors, youth workers, and/or trained student support officers, as well as teachers, so that appropriate mentoring support could be provided to identify young people.
- the total of 1,410 students across Year levels 7 to 12 from 68 sites receiving one to one school-based mentoring support for engagement in learning.

Youth development

The *Youth development* strategy has seen significant development in 2011. It has been re-designed for CMaD schools in response to a recognised need in schools in line with the Melbourne Declaration on Educational Goals for Young Australians 2008 – and specifically to the *Commitment to action: Enhancing middle years development.* The *Youth development* initiative is building school capacity by supporting teachers' professional learning and promoting pedagogies and practices to increase student competencies for success in learning and life across year levels 5 to 9.

In 2010, the *Youth development* strategy supported a diverse range of programs in individual schools across Year levels 5 to 9. Schools identified specific programs for staff professional learning as well as for development of student social and emotional wellbeing competencies, all aimed at strengthening student engagement and achievement in school during the middle years. Twenty-one of these initiatives were resourced by the *Youth development* program providing support for 2,425 students in the period January 2010 to June 2011.

In early 2011 a review was completed and as a result there was significant re-design of the program. From July 2011 there was a unifying focus on *Youth development through transitions.* Through the additional CMaD National Partnership funding, the program was significantly expanded to 170 CMaD NP schools, with a total enrolment of 18,555 students in year levels 5-9. The schools are grouped into clusters. The program focuses on strong preventative and proactive strategies designed to enhance effective transitions for all students in the middle years in all CMaD NP primary and secondary school settings. As a result, the *Youth development* program now has a broader impact on whole school culture and practices, focusing on middle years students.

From Term 4 2011, eight cluster-based youth development coordinators have supported schools at the local level. Their appointment (based in a lead school) is in response to widespread consultation and feedback from school leaders who identified the need for human resources to help schools implement the *Youth development* strategy. The youth development coordinators participated in an extensive induction program, with a professional learning focus on youth development – systemic and regional contexts, foundational thinking, research-based practice, student transitions, strategic pedagogy links, and evaluation requirements.

Aboriginal student mentoring

The *Aboriginal student mentoring* program aims to support Indigenous students with participation and engagement in education, academic progress, transition to secondary school, effective study habits and enhanced social and emotional wellbeing.

Outcomes for 2011 included:

- 54 schools and 1,144 students were involved in the program
- the expansion of the program in two new regions in 2011 – Yorke & Mid North (country) and Far North (regional and remote)
- a further 72 people completed mentor induction for the program taking the total to 178 mentors inducted, since the programs inception in 2010
- the contribution and introduction of a new reporting system and training of staff in schools.

Key elements of the program allow for flexible delivery that meets the needs of individual students identified as requiring additional support. Mentoring for students is identified through the individual student learning plans (ILPs) process undertaken by all schools for Aboriginal students. The flexibility of the program model allows for the needs of each individual student to be met. For example, a school may operate in a variety of ways within the *Aboriginal student mentoring* program including:

- one-to-one mentoring support
- group mentoring
- additional in-class support including tutoring
- outside class support
- mentoring through agencies or preferred providers for individual or group support
- a mentor who is able to provide specialised support, such as an Anangu translator liaising with the student
- school homework centre programs.

Vocational education and training (VET) scholarships

A total of 456 students were assisted by VET scholarship funding to undertake higher level VET training. This included the following categories (Term 3, 2011) of students:

- Aboriginal and Torres Strait Islander students   43
- Students who are refugees   4
- Students in care under the Guardianship of the Minister   7
- Students with disabilities   49
- Students with a language background other than English (LBOTE)   55

Learning together program

In 2011, the *Learning together* program consolidated its operations, with all programs having their full capacity of staffing and some programs reaching a constant number of families. There are 320 families (815 people) enrolled and attending programs. A total of 682 families have been enrolled in the program since it started.

Half of the families enrolled in CMaD *Learning together* programs, responded to an annual family survey designed to find changes in families' literacy and learning behaviours, confidence and understandings. The findings indicated that the children are clearly more engaged in a range of behaviours which support literacy and social engagement. The families are also showing an increase in literacy related behaviours, and confidence. The most significant is the very high increase in confidence in talking to their child's educator which is essential for meaningful parent involvement in schools.

WHOLE-SCHOOL IMPROVEMENT, COMMUNICATION, LEADERSHIP DEVELOPMENT AND IMPROVED TEACHER PRACTICE

Teaching for effective learning

In 2011, the South Australian *Teaching for effective learning (TfEL) pedagogy research* project attracted State, national and international interest due to its unique focus on investigating the relationship between teachers' pedagogy, learner engagement and learner achievement.

The contracted researchers worked with the *Teaching for effective learning* specialist teachers and the Central Office team to collect a baseline profile of current teacher pedagogy across the participating 17 Phase 1 and Phase 2 sites. Outcomes for 2011 included:

- completion of 1,584 hours of observations in classrooms and student engagement questionnaires completed by 2851 students informing directions for TfEL Specialist Teacher work in classrooms alongside teachers to improve engagement and achievement for all students
- 132 participating teachers receiving explicit written feedback outlining their next stage of learning and teaching
- 100 teachers interviewed by the project researcher in relation to teaching and learning practices
- completion of the *Educational positioning survey* with all sites to identify the shared values and beliefs of the school community and provide a framework to support strategic planning for whole-school development
- 2,851 students completed the *Effective lifelong learning inventory* online survey tool to assess a learner's 'learning power' informing TfEL specialist teachers and teachers of areas of strength and future development for individual students.

Other significant achievements:

- Developing whole-school approaches to pedagogical improvement through professional learning programs aligned with the South Australian TfEL framework
- Professional learning communities operational in all schools where teachers and leaders review and develop practices to support all students to become successful, confident learners.

Principal as literacy leader program

The *Principal as literacy leader* (PALL) program continued in 2011 with 182 principals (59 CMaD Schools and 123 non-CMaD schools) involved in the program. This is in addition to the 155 principals (61 CMaD schools and 94 non-CMaD schools) supported by the program in 2010.

The PALL program occurs over a 14 month period involving five intensive days of professional development for principals on instructional literacy leadership. Regional leadership consultants provide ongoing leadership coaching and mentoring support between the five days of professional development.

Outcomes for 2011 included:

- schools enhancing specific intervention strategies to support students with low literacy skills
- development of literacy improvement strategies in schools with a particular focus on improving teacher expertise in literacy teaching, assessment and data analysis
- establishment of professional teacher groups that focus on improving literacy for all students

- creating awareness and use of appropriate literacy diagnostic tools for Indigenous leaders
- increased principal leadership and confidence about literacy
- greater discussion in PALL schools of literacy intervention at staff meetings
- greater sharing between PALL principals leading to consistent knowledge and skills in literacy leadership.

Regional leadership consultants

Regional leadership consultants (RLC) worked intensely with 110 CMaD schools and 147 non-CMaD schools throughout 2011. They provided coaching and mentoring support for principals involved in the *Principal as literacy leader* program in addition to supporting school leaders to achieve the following outcomes:

- Undertaking a three-day *Supporting school improvement – diagnostic review*. This review process provided each school with a detailed report outlining commendations and recommendations for achieving student improvement
- The development of a site improvement plan at each school. These plans have changed from previous plans outlining multiple strategies that address a broad range of initiatives to much more focused plans that identify a small number of achievable priorities and strategies
- Coaching/professional learning support for newly appointed principals
- Professional learning programs for aspiring leaders
- Support and advice on designing professional learning using student achievement data as a basis for dialogue and embedding learning into practice and aligned with performance management
- Developing, documenting and enacting whole school agreements including an agreed data map, alignment of the data map with professional learning and performance development
- Changes in site improvement planning in many schools with a much more focussed approach. Fewer priorities and better target setting using the SMART guidelines
- Analysis of data from a range of sources to inform planning with teachers and leaders.

Diagnostic reviews

The *Supporting school improvement – diagnostic review* initiative aims to improve literacy teaching and learning and reduce the achievement gap for students in CMaD schools.

Through the provision of a diagnostic review, each identified school has opportunities for improvements identified in literacy teaching and learning. The diagnostic reviews provide clear directions and targets for improvement, support the development of an effective improvement plan, identify the need for additional intervention and support actions for the monitoring of achievement and progress.

The review process involves a rigorous analysis of school effectiveness in teaching and learning through the examination of a broad range of achievement, perception, demographic and process data. These qualitative and quantitative data are used in the diagnostic processes and development of the report and subsequent commendations and recommendations.

In 2011, reviews were conducted and reports released in 63 CMaD schools including five Anangu Lands schools, four schools designated as Aboriginal schools and three special education schools. In addition there was a review of the Wiltja Program, an urban Aboriginal program, located across five sites.

The reports provide the schools with greater organisational coherence and clarity about effective literacy teaching and learning and identify the *difference that makes a difference*. They identify or imply follow-up actions that need to be taken in order to make a change.

The evidenced-based recommendations focused on the:

- promotion of high expectations for all students
- effective, consistent and coherent literacy practices across curriculum areas and year levels
- explicit, rigorous and inclusive teaching of literacy across all curriculum areas and year levels
- student engagement, particularly through relevant and differentiated learning.

Learning through leadership

Learning through leadership is a leadership development pilot that supports principals to become more effective educational leaders through collegiate in-school mentoring and coaching. The program pilot supported three new principals by pairing them with an experienced principal who collaborate together to develop and implement a professional leadership learning program.

Outcomes for 2011 included:

- *Leadership development*

  Whilst the project was set up with a mentor and mentee focus, the collaboration between leaders has supported both leaders to assist each other whilst ensuring each leader can still focus on their own school improvement plans.

- *Teacher mentoring*

  There was sharing of practice between teachers of schools that have been paired. This has occurred through both professional development sessions and sharing of walkthrough processes. Teachers have trialled and implemented new strategies learnt through these processes. Teachers have appreciated being able to collaborate with staff outside of their school and develop new perspectives.

- *Program and practice sharing between schools*

  Developing a culture of shared expectations and performance development of effective learning environments. This involves leadership and staff from paired sites developing shared and agreed criteria of what an effective learning environment would look like.

DECD COMMUNITY ENGAGEMENT

Parental engagement

Four schools have been involved in a pilot program to support parents and caregivers to provide a literacy rich environment at home, these are: Hendon Primary School, Kilkenny Primary School, Allenby Primary School and Pennington Junior Primary School.

Outcomes of the pilot for 2011 included:

- stronger understanding of how schools can 'assertively reach out' to families- through participation, involvement and engagement
- responses by families to preliminary trialling of strategies, resources and approaches
- parent workshops held on supporting literacy rich environments at home
- parent forums with Indigenous families
- 'learning hubs' parents joining in, building parent understanding of 'reading' and spelling strategies through modelling and observation, parents assisting others, and volunteers.

DECD recruitment and selection

The *Recruitment and selection* project enabled CMaD sites to participate in a range of initiatives across three broad areas that support the attraction and retention of quality teachers and leaders to CMaD schools.

Through the *Local innovation* project, 14 locally developed initiatives spanning six regions resulted in the development and implementation of programs which focused on supporting early career teachers and emerging and aspiring leaders. A common theme across all programs was 'making professional connections' through face-to-face and online delivery and through the provision of mentors. Up to 250 graduates, teachers and leaders were directly involved in these programs.

Eighteen leadership and teaching positions were consolidated in 'hard-to-staff' schools. This consolidation enabled experienced and quality leaders to be attracted to and retained in these schools.

This project worked closely with the *School centres for excellence* program, outlined in the Improving Teacher Quality section 2 of this report. The *School centres for excellence* program was established in 21 sites across five clusters and supported 48 pre-service students to undertake an additional practicum over and above tertiary requirements.

Support for Aboriginal and Torres Strait Islander students

The **Independent** sector diagnostic review and school improvement planning process includes consideration of the specific priorities for and needs of Indigenous students within each CMaD school.

The 23 **Catholic** CMaD schools, the CMaD team and Indigenous Education teams are collaborating to integrate literacy and numeracy improvement strategies for Indigenous students. This is particularly apparent (but not only there) in those CMaD schools also participating in the South Australian Catholic *Closing the gap* project, with the respective teams meeting regularly to analyse data, plan learning support and compare developments and issues in schools and for individual students with whom they are each working.

This collaboration has contributed to more consistent and multi-dimensional support for school leaders and teachers in improving the effectiveness of engaging Indigenous students in their learning and interacting with their parents and local communities.

In the **government sector**:

Innovative Community Action Networks (ICANS)

In Term 3, 2011 there were 581 Aboriginal students supported by ICAN FLO-enrolled students and additional case management. Many of these young people are linked to locally initiated programs and have access to a range of programs. Such programs include the *Australian Rules football pathways* program, *Corka readers literacy* program and *Promoting Aboriginal student success* program.

Secondary student mentoring

In Term 3, 2011 there were 176 Aboriginal students participating in the secondary student mentoring from Year levels 7 to 12. Each Aboriginal student from Year levels 10 to 12 within the *Secondary mentoring* program receives a *Student learning support* grant which is an extra allocation of funding for individual student learning needs. In 2011, this included 155 students from 34 schools.

Community mentoring

The community mentoring program has been supporting 56 Aboriginal and Torres Strait Islander students.

Aboriginal student mentoring

The program provides an added resource and strategy to sites in regards to the engagement and improvement of Aboriginal students in Year levels 5 to 9. In total, 1,144 Indigenous students have been involved in the program.

Data shows Indigenous student identified needs were focussed on the following four areas in order of identified need:

- Literacy and numeracy
- Social and emotional
- Attendance
- Behaviour.

Vocational education and training scholarships

In total, 43 Aboriginal students were enrolled through VET scholarships in training programs. These training programs increase the level of engagement by providing students with relevant skills for their specific careers choices.

Aboriginal Turn Around Team

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

Established during 2010, the Northern Adelaide region ATAT currently works with a small group of young people and their families with the Social Service Coordinator providing support to referrers by helping to create intervention plans using existing support services. An Aboriginal cultural model for services was developed, which has brought more than 15 service providers together to create greater efficiency in the way services are being provided to families.

Outcomes for 2011 included:

- four teams operational – North, West, Far North, Eyre & Western regions
- strong inter-agency connections established
- families becoming less reliant and displaying self-determination
- improved school attendance
- effective communication with staff enabled actions to occur quickly, such as enrolment and program development for students' at school
- clear mutual respect between the schools and the ATAT has been established where innovative practices are identified to provide high level service to students and families.

Wiltja scholarships

All students in the *Wiltja scholarships* program are Anangu from remote and isolated communities across the Tri-State Western Desert Area (NT, SA and WA). For the majority of students their first language is Pitjantjatjara. The *Wiltja scholarships* program is located in Adelaide at the school sites of Woodville High School and Windsor Gardens Vocational College.

The CMaD funding enabled the employment of three highly skilled hourly paid instructors to support the 107 students across the *Wiltja secondary* programs.

In addition the *Driver education* program is proving to be a strong positive factor in the attraction and retention of senior secondary students in the *Wiltja secondary* program as well as providing them with a valuable licence for employment purposes.

The first intake of the *Driver education* program has proceeded well, with seven students actively involved. Of these, four students' have completed the learners' permit and have between 25 and 35 hours of driving instruction. The remaining three completed their driving licence requirements in December 2011.

Learning together program

There are now a total of 50 Aboriginal people, adults and children, attending CMaD *Learning together* groups. This is 6% of the total enrolment of 815 people, which is higher than the proportion of Aboriginal people in the South Australian community. The majority of these families attend Aboriginal-specific sessions at the Port Pirie program. The program built strong links with other service providers, such as Aboriginal Health and *Ten for them*. Service providers regularly attend the sessions to build relationships with families and provide additional support. This also led to other agencies using this group as a sounding board to try out new programs, such as *Starting out right* workshops led by DECD and as a reference group to develop other programs for Aboriginal families in the local area.

The Aboriginal families are actively involved in determining the content of the program, including what they want to learn more about. Some families have remained involved even though their children have now started school and are now leading the development of a new group for Aboriginal families connected to the school.

Diagnostic review

In 2011, a CMaD NP (Low SES) school diagnostic review was undertaken in four schools designated as Aboriginal schools – Point Pearce, Marree, Oodnadatta and Warriappendi. Five reviews were conducted on the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands schools – Watarru, Fregon, Mimili, Oak Valley and Yalata and in one Aboriginal urban program located on five mainstream sites (Wiltja Program).

Parental engagement

Progress of key reform activity to support the improved educational outcomes for Aboriginal and Torres Strait Islander students included:

- parent forums/community voice: *Relationships built* and *Connecting home and school learning*
- tutoring in after school 'learning hub' for Indigenous students
- building Indigenous parent capacity through learning 'clubs', workshops, curriculum information.

Aboriginal voice

Aboriginal Education and Employment Services worked in collaboration with the South Australian Aboriginal Education and Training Consultative Body (SAAETCB) on informing 140 Aboriginal parents on the Aboriginal and Torres Strait Islander National Education Plan (ATSI NAEP) at the Northern Adelaide Aboriginal Parent Forum. The forum focused on the ATSI NAEP domains of Engagement, Connections and Attendance.

A parent forum was held in Port Augusta (Far North region) focusing on improving the attendance of Aboriginal students. Feedback from parents from both of the forums provided Aboriginal Education and Employment Services with guidance and key directions to develop the program for the state parent conference.

Aboriginal Education and Employment Services and SAAECTB also worked in collaboration to organise a two-day statewide Aboriginal Parent and Caregivers Conference. Over the two days 95 parents attended. The conference presenters addressed the activities and/or programs related to the six domains in the Aboriginal and Torres Strait Islander National Education Plan. Ten parents were involved in the presentations at the conference.

Key personnel are working with parents from the Port Lincoln cluster of schools to run information workshops and training on *The importance of supporting your child in their early years development*.

Support for other disadvantaged student cohorts

INNOVATIVE COMMUNITY ACTION NETWORKS (ICAN)

Children under the guardianship of the Minister

In Term 4, 2011, there were 104 ICAN FLO-enrolled students who were in care Under the Guardianship of the Minister. These young people being provided with flexible learning program and/or additional case management support through ICAN. Many of these children and young people have experienced significant family and social complexities. Some have experienced multiple foster home and other placements along with changes in schools. Through the ICAN model, children and young people can be supported to maintain their connections with learning and not 'fall through the gaps'.

Students with a disability

In Term 4 2011, 724 students ICAN FLO-enrolled students with a verified disability were supported through all ICAN programs.

Young parents (young mothers)

During 2011, ICAN supported 251 young mothers. Across the State, ICAN provided a range of programs for pregnant young women and young parents with babies. Programs included provision of supportive environments (and case management services) for young mothers to complete their South Australian Certificate of Education.

Young people significantly disengaged and refusing school who study from home (e-learning)

During 2011, ICAN led the national pilot for the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MYCEEDYA) endorsed *Notschool.com project.* This project (a two-year Australian pilot) engaged 50 ICAN students in a flexible delivery e-learning project led by Education Services Australia (ESA).

Support for young people in the juvenile justice system

In 2011, ICAN supported 44 young FLO-enrolled students who were involved with the juvenile justice system custodial care.

Secondary student mentoring

Students at the Adelaide Secondary School of English (ASSoE) transition through their *New arrivals* program into mainstream schools across metropolitan Adelaide. ASSoE utilised the secondary mentoring resources to provide extra support for 15 students at risk of not making a successful transition from their school to a mainstream site.

Community mentoring

The *Community mentoring* program included mentoring to 191 students from disadvantaged backgrounds as evidenced by eligibility for the school card, 110 students with disabilities, 17 students who are refugees, 17 students in care under the Guardianship of the Minister and 64 students with Language backgrounds other than English.

VET scholarships

In Term 3 2011, four students who are refugees, seven students in care under the Guardianship of the Minister, 49 students with disabilities and 55 students with Language backgrounds other than English were supported to undertake VET training through *Industry pathway* programs. Many schools have numeracy and literacy support programs associated with their VET training programs.

Learning together

Of the 815 people currently enrolled in *Learning together* programs, 18% (149) are from culturally and linguistically diverse (CaLD) backgrounds.

One group employed a bilingual/bicultural worker as a response to the need from the high proportion of Vietnamese families and one of the DECD resources was translated into Vietnamese.

Staff involved in programs often reported on the complexities of engaging families with little English and the challenges involved in ensuring that families understand the program and its aims. This was compounded by large numbers of families attending each session at some of the program groups. This was addressed by restructuring and additional groups are now being run with the support of the Children's Centre for Early Childhood Development and Parenting and Playgroups South Australia.

The majority of programs are having success in involving families where the parent has an intellectual disability and even though this is a small proportion of the total number of families, these families are showing increased understanding about their children's development and improvements in their parenting skills.

Many of the programs are also building stronger partnerships with Families SA and this is leading to an increase in families having supervised/ unsupervised access at *Learning together* groups. One school principal recently commented that she can see that this is having very positive effects on the families.

Challenges to implementation/progress

INNOVATIVE COMMUNITY ACTION NETWORKS (ICAN)

The ICAN program has intentionally been built around supporting disengaged students. CMaD participating schools, as well as other schools, are able to access support for disengaged young people using the cluster and regional models of support.

The biggest challenge in terms of sustainability is recognising and responding to the evidence that the most complex students require additional resources to meet the needs to support successful engagement and achievement in learning. This level of support, (one on one case management) as well as provision of a more flexible learning program that is tailored and responsive to individual needs based on individual student strength and interest does require significant resources.

Funding from the CMaD National Partnership has provided an opportunity for schools to meet the needs of the most complex students in a consistently successful way. The associated

investment supporting disengaged students can provide benefits to the individual, the family, local community, and to the productivity agenda of the state and nation far outweighing potential costs in the longer term. For the vast majority of ICAN-supported students, the capacity to successfully engage and achieve in learning and transition to further education and employment would not be realised without this investment.

Community mentoring

In 2012, the program will focus on developing sustainable strategies for maintenance of the program beyond the end of 2012. This will see the transfer of responsibility to support the mentoring relationships to each school site rather than the local community mentor coordinator.

Youth development

The changes made have created more opportunity for sustainable reforms to take place across schools. Professional learning and support through the youth development coordinators will result in a more intentional and strategic impact on schools.

VET scholarships

A number of schools, especially those in remote and isolated regions, find it difficult to access higher-level VET training. DECD and Tertiary and Further Education (TAFE) personnel are investigating e-learning options in a number of *Industry pathway* programs.

Learning together

Sustainability is being built into programs through the ongoing professional learning that is being offered to all staff across the sites. This means that an increasing number of them are building their knowledge about ways to authentically engage with families and around the *Early years learning framework*.

Parents and carers involved in programs are also increasing their skills and confidence and these skills will be transferable. One school principal has already noticed an increase in the number of parents who have attended *Learning together* programs and are interested in joining the school's governing council.

Regional leadership consultants

Supporting principals in small sites where there are no other leadership positions is challenging. In 2011, regional leadership consultants established professional learner communities to assist principals in these sites to address this matter.

Showcase

School renewal: Portside Christian College (AISSA)

Portside Christian College is a co-educational Christian school with a population of approximately 400 students with a large proportion of students from a Language other than English (LOTE) background located in a predominantly low socio-economic area of Adelaide, 16 kilometres from the Adelaide CBD. It is an Early Learning Centre to Year 12 School with a current Indigenous population of 11 enrolled at the school.

In 2010 Portside Christian College undertook a whole-of-school review. Following the review a comprehensive action plan was developed to improve student outcomes, focused on whole-school improvement. In 2011 there was a solid commitment to implement many of the recommendations which emerged from its school review. The school is to be commended for its energetic approach to improvement. This is being driven by the school leadership team and the principal in particular. The school leadership team has participated in professional learning funded by the Smarter Schools National Partnerships including the Australian College of Educational Leaders *Inspire leadership* program and the *Emerging leaders* program. The principal attended the national conference of the Australian Council of Educational Leaders in October 2011. Additionally the school leaders have participated in the AISSA 10-day *Leadership* program. The principal acknowledges that participation in these leadership programs provided him and the leadership team with the knowledge and determination to place quality teaching and learning as the prime focus for school renewal throughout 2011.

The school review identified a need to redefine its strategic direction to permit the required planning to be effective. The school developed a revised school master plan that identifies enrolment targets, the required school facilities, and the associated financial strategies to achieve this vision. With support provided by AISSA through the CMaD National Partnership the school has developed a list of priorities to action the items on its overarching strategic plan.

The school review indicated that to improve whole school performance there needed to be greater focus on teaching methodology. The school was provided with professional learning opportunities and resources to address this need. It is examining a school wide approach to literacy and numeracy to enhance student achievement. Programming, within the curriculum requirements, was chosen as an area that would benefit from greater focus. In addition the effective delivery of the curriculum is being purposively linked to a coordinated school wide professional development program that operates to enhance the ongoing quality of student learning. This professional learning assisted teachers to develop programs in line with the Australian Curriculum (in those learning areas where there is a developed Australian Curriculum, and using the Australian Curriculum model of curriculum organisation for the remaining key learning areas). Teachers also were assisted to develop their learning and teaching programs using the *Assessment for learning, Assessment as learning and Assessment of learning* approach.

Teachers also attended whole school professional learning sessions on:

- the Australian Curriculum
- developing higher order thinking tasks using *Bloom's taxonomy and Gardiners' multiple intelligences framework*
- enhancing student engagement with learning by utilising inquiry-based learning and authentic assessment tasks
- providing high quality feedback to promote improved achievement
- providing the opportunity for student input in the development of assessment criteria and marking rubrics.

Throughout 2011 the school:

- developed and documented (in *Curriculum organiser*) curriculum scope and sequence Early Learning Centre – Year 10 through collaboration between the school coordinators and teachers and based on the Australian Curriculum framework

- identified building teacher capacity as a priority
- focused on explicit teaching for effective learning
- implemented a whole-school assessment and reporting framework R-10 based on the curriculum, which is authentic and consistent in the application of assessment criteria and methodology
- conducted a thorough analysis of NAPLAN, together with school-based literacy and numeracy assessment results, as the basis for developing a whole-school literacy and numeracy strategy, underpinned by detailed knowledge of effective strategies and collaborative work between the school coordinators and teachers
- implemented a literacy block in selected year levels
- acquired appropriate resources throughout the whole school but particularly in the Junior School
- provided teachers with release time to focus on methodology and curriculum delivery as well as time at staff meetings
- released teachers to visit other schools to observe best practice particularly in the area of literacy.

In addition the role of coordinators was reviewed in order to focus more strongly on supporting the improvement of teachers' skills and curriculum development. The school instituted a practice of the coordinators' presence in classroom and regular structured feedback to teachers as a valued part of their role.

The school also recognised the importance of developing a strategic approach to the introduction of information and communication technology and is implementing a systematic rollout of appropriate ICT throughout the school.

NAPLAN and school data indicated that there has been improvement in student outcomes in a number of year levels.

The school also noted increased parent engagement in 2011 with student learning and outcomes.

Building professional capacity through professional learning communities (CESA)

Mount Carmel College is situated in a culturally rich community in the Western suburbs of Adelaide. The college has an enrolment of 540 secondary students (Years 8 -12), with increasing numbers of Indigenous students and students with refugee experience.

In 2010, National Partnership funds provided release time for teachers to engage in learning and to work together as professional learning communities (PLCs).

At Mount Carmel College, establishing PLCs featured:

- a commitment to improving literacy learning outcomes for all students
- inquiry focused on identifying the literacy requirements of each learning area and explicitly teaching these within that subject context
- analysis of student learning, and evaluation of planning and teaching strategies.

Evaluation of the work of PLCs in 2010 identified the need for more structured, systematic use of PLC time and focused learning for all those involved, with reliable assessment data to inform teaching and learning programs across all learning areas in all year levels. In particular, to support students in their transition from primary to secondary schooling, teachers sought access to reliable assessment data for students beginning in Year 8, to ensure curriculum meets student needs.

Based on learning from 2010, CMaD National Partnership funds were used to support the following strategies and activities in 2011:

- four Year 8 PLCs were established around a key teacher, with a total of 16 teachers involved
- a key numeracy teacher provided ongoing professional learning to all PLCs to deepen understanding of numeracy and identify numeracy in a range of learning areas
- the ACER *Middle years assessment test* was administered to all Year 8 students in the first week of school, providing initial assessment data to set goals and actions for 2011
- coaches (English and mathematics) worked in Year 8 and 9 classes, to improve teacher pedagogy and support student learning
- teachers of Year 8 students continued to explore middle years philosophy to support students transitioning from primary to secondary schooling
- extra commitment of funds to release each Year 8 PLC for one lesson per week to engage in inquiry and implement learning.

Learning and outcomes demonstrated by all Year 8 PLCs:

- teachers articulated that numeracy is clearly used across all subject areas and it was everyone's responsibility to be explicit in their learning area
- students using consistent language and strategies cross-curricula increased their abilities to observe, describe and interpret tables, graphs and diagrams
- students' literacy levels impacted on their understanding of numeracy
- student data evinced improved numeracy proficiency across all subjects.

One example of a PLC comprised a key teacher (home group, religion and studies of society and environment) plus a teacher of science, a teacher of mathematics and teacher of English. This PLC set an inquiry into explicitly teaching key strategies that would support students to improve their ability to observe, describe and interpret tables, graphs and diagrams. Through their professional learning inquiry process, this PLC:

- created assessment tasks to identify students' strengths and weaknesses in understanding, constructing, analysing and interpreting tables, graphs and diagrams
- provided many opportunities for students to read tables and diagrams across curriculum areas of English, society and environment, science and religion
- provided ongoing teaching and reinforcement of key strategies across multiple units throughout the year

- created resources to support and scaffold student learning
- sought feedback from students throughout the process on 'what worked' and 'what could change' sticky notes, posters and adapted teaching strategies to further support the learning
- re-assessed students' capabilities and compared the results of both assessments to find that implemented strategies achieved some improvement in students' ability to observe, describe and interpret tables, graphs and diagrams - student feedback also illustrated that strategies implemented scaffolded learning
- collected and analysed post-assessment data and implemented further strategies to support student learning ('What if I get stuck?' strategies).

VET scholarships case study (DECD)

In South Australia's Riverland region three schools offered a regional engineering *Industry pathway* program to students from three CMaD schools:

- Glossop High School 647 FTE (Glossop town pop 652)
- Waikerie High School 415 FTE (Waikerie town pop1,744)
- Renmark High School 551FTE (Renmark town pop 4,339)

(DECD School full time equivalent (FTE) student numbers for 2010 & town population figures from 2007 ABS data)

Students attended Berri TAFE (Berri town pop 1,071) where engineering competencies are delivered by TAFE personnel every Thursday.

Thirty Year 11 students undertook a multi-trade program that provided them with the underpinning skills and knowledge in the automotive, metal fabrication and welding training packages.

Fifteen Year 12 students in their second year of this program opted to undertake specialised programs, which will lead to automotive and engineering qualifications at Certificate III level.

This program also assisted a number of students to gain placement in school-based apprenticeships, arranged through the Riverland *Trade school for the future* located at Berri High School.

The SACE Board's *VET recognition* policy provided students with the opportunity to undertake an engineering *Industry pathway* program while still enrolled at a school completing their SACE Certificate. It provided students with an opportunity to gain industry endorsed competencies that lead to a nationally accredited Certificate III qualification in industry areas that are experiencing local skill shortages.

National Partnerships provided schools with the capacity to support these students achieve VET competencies for their students from a registered training organisation.

Students completing this program at the end of 2011 should be well placed to gain employment in their local communities or to continue with further training.

Thomas More College (CESA)

Thomas More College is a Year 8-12 secondary school of approx 950 students, situated in Salisbury, South Australia. At the start of involvement in the CMaD National Partnership at the beginning of 2011, the college committed itself to focus on raising reading proficiency levels amongst Year 8 and 9 students. The rationales for this focus were:

- school entry data (PAT Reading) revealed that a large number of students enrolling at Thomas More College came to the school reading below their grade level, and the gap was not being significantly remediated in the students' first two years at the school

- it was recognised that low reading proficiency negatively impacted on the students' ability to engage in all learning, and therefore, adversely affected the students' learning outcomes in their senior years of schooling, and their post-school opportunities.

In 2011 the focus on reading instruction was located in the English faculty, and teachers were immersed in the theory of reading acquisition, explicit and effective reading instruction strategies and using data to measure the effectiveness of instruction and students' growth in reading proficiency.

The approach encouraged collaborative professional learning to build a shared knowledge base around reading, developing a repertoire of instructional strategies, developing shared classroom practice through observation, and to develop a collaborative approach to gathering and analysing data.

The school's strategy was to recruit the 2011 Year 8 and 9 English teachers to the moral imperative of improving student reading proficiency, and to the value of collaborative professional learning. It was hoped that recruiting this small but critical mass to these ideas would enable a sharing of the commitment and knowledge to the wider staff, across all year levels and subject disciplines, in 2012. This recruitment was dependent upon the teachers:

- being provided with high quality professional learning that was connected to their classroom practice

- being supported in their endeavours to explore new classroom practices

- experiencing collaboration as a valued, purposeful, supportive and effective way to learn

- seeing that their collective efforts to develop shared knowledge and purpose and consistent practice led to the outcomes they sought – improved reading proficiency for their students.

The CESA National Partnership CMaD Team was responsible for the design, delivery and on-going evaluation of professional learning which achieved these intentions. The school's appointment of a National Partnership CMaD co-ordinator was intrinsic to ensuring that actions were pursued to achieve the desired outcomes.

The desired outcome for the reading initiative, characterised by rigorous, classroom embedded professional learning and changed instruction, was that students demonstrated a significant improvement in reading proficiency by the end of the 2011 school year. The TORCH (*Test of reading comprehension*) was used as the primary measurement tool, with PAT Reading and NAPLAN used as secondary analysis tools. TORCH was administered to Year 8 and 9 students in February, September and December 2011. Between February and December 2011, the Year 8 cohort experienced a mean score improvement of 7.25, from 48.76 in February to 56.01 in December. The mean score improvement represented an effect size of 0.78 as measured by Cohen's d interpreted by Cohen (1988) to be a large effect, that is the Year 8 students had shown a demonstrable improvement in their reading proficiency. The Year 9 cohort also experienced a significantly improved mean score, from 50.96 in February to 56.17 in December: an increase of +5.21. The effect size achieved was 0.5 as measured by Cohen's d, representing a moderate effect, that is the Year 9 students were reading more proficiently.

Recruitment and selection case study (DECD)

The success of the following initiatives resulted in these program models being extended to further support ongoing initiatives through a local and central partnership, to better attract and retain quality teachers and leaders to CMaD school communities.

1. **Early career teachers induction recall program** − **Anangu Pitjantjatjara Yankunytjatjara (APY) Lands**

   This program supported through the National Partnership arose as a retention strategy to support first-year early career teachers in the remote APY Lands with quality lead teachers. Activities undertaken in 2011 included:

   - a face-to-face meeting at Ulara in May 2011 as an initial connection point
   - a learning facilitated conference with follow up video conferencing throughout the year to maintain and consolidate the ongoing mentor/ mentee relationship.

   New teachers considered the program highly successful with the following comments typical of the view of most participants.

   - "The power of connections, nothing better than meeting face-to-face."
   - "It is invaluable to be able to connect with positive people; especially at the time when you need it the most and doubting your capabilities and effort. Collaboration is everything!"

2. **Extended rural practicum**

   This program funded through regional funding grants, was a Murray and Mallee/Flinders University partnership and arose from the strong evidence identifying the need for and value of longer professional experience for pre-service students.

   The program was based on the successful Flinders University model used in the School of Medicine. The nine participating pre-service teacher education students were immersed in a semester long practicum.

   Participant feedback was constructive in identifying opportunities for improvement, and in acknowledging the overall success of the program. The following quotes support the success of the program.

   - "By being in a school for six months I have been able to grow more confident both in teaching the students and liaising with the other staff members. I think this experience has been really valuable and I would not have grown to where I am now with only six weeks in a school."
   - "Being able to experience aspects such as week 'zero', interviews and report writing has allowed me to gain a better understanding of the preparation and time that goes into different aspects of teaching. It has also allowed me to build good relationships with parents, staff members and students not only within my class, but throughout the school."
   - "Participating in the extended rural practicum has given me many opportunities including, training and development days, participating in staff meetings and teaching full-time for eight weeks. Having all of this extra time in the classroom has given me confidence in my ability to teach, and has left me feeling excited and eager to start my career as a teacher."

Community mentoring: Elizabeth Downs Primary School (DECD)

Elizabeth Downs Primary School (EDPS) is a CPC to Year 7, *Category 1 Index of disadvantage* school based in the outer Northern suburbs of Adelaide. EDPS is a changing community with growing cultural diversity and complexity. This change is characterised by a growing cohort of students from non-English speaking backgrounds and increased transience of the student population. The enrolment of 237 students includes: 85% (201) students with school cards, 17% (40) students with disabilities, 7% (16) Aboriginal students and 20% (43) students with a Language background other than English. The following is an example of a school success story:

'Charlie' (name changed) is in Year 5 and EDPS is his fourth school. In the past Charlie has been described as chronically non-attending, often hiding around the school or at times leaving the school grounds to go home. Charlie is unable to express himself or use words to solve problem as his speech and language are immature and he has difficulty retaining and transferring information. Charlie also experiences real difficulties in making appropriate behaviour choices. Constant phone calls home, letters and arranged meetings have occurred to re-engage Charlie back into school.

Charlie was referred to the *Community mentoring* program as another way of addressing his needs. Charlie was matched with his mentor in 2010. The mentor was recruited, screened and trained by the local community mentor coordinator and Charlie began meeting with her each Friday.

During 2011, there was a vast improvement in Charlie's attendance with only four days away from school. The school reports that Charlie's attitude and choices have changed markedly since he has had regular contact with his mentor. He is at school on time and eager to learn. While Charlie still requires structured support and lots of encouragement to complete his work, he is much more engaged in learning and now stays in the room and the majority of the time is 'on task'.

Charlie's parent said, "It's great that Charlie is involved in the program. He loves coming to school to work with his mentor".

Charlie explained, "I love coming to school on Friday because [Mentor] is here."

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The following is an example of a secondary mentoring success story:

'Frank' (name changed) was struggling at school, in particular with the structure and nature of schoolwork. He was not interested in school and therefore did not pay attention or try and soon had fallen behind. He was also a victim of bullying by an older brother as well as from other students at school. Frank felt he was struggling in schoolwork that made no sense to him. He feared he might follow his brother, who left school in Year 10 and is currently unemployed.

Frank's confidence dipped and he withdrew from anything and everything as a way to protect his feelings. When he bottled up his emotions the smallest thing at school would 'set him off'. He would look to get into arguments with teachers and other students as a way of 'feeling alive'. The only satisfaction he had in life was his skill and interest in mechanics.

Frank's mentor provided someone to talk to about how he was feeling, who then helped him take one step at a time to making sense of his life experience. Frank reported that he had never before had anyone who he thought truly believed in him. He took up his mentor's open door policy, learning to contact his mentor if and when he needed support.

Together they established a clear career goal of becoming a diesel mechanic, which provided a focus and purpose for Frank's learning. His mentor offered extra tutoring for maths and science, and arranged time for him to study with support. The mentor is supporting him to gain acceptance into a TAFE course – Certificate 1 and then Certificate 2 in Diesel Mechanics, which will also contribute to the completion of his SA Certificate of Education in the future, an important personal goal.

Mentoring provided Frank with someone who would devote one-on-one time to listen to him and not treat him like 'a problem'. His mentor was committed to helping Frank build on his interest in diesel mechanics and to establish a clear career and a future after school that focused on his skills, interest and goal of becoming a diesel mechanic. Frank was able to build trust in someone who did not want anything in return, other than for him to succeed. He felt a burden had been lifted off his shoulders. As a result of his increased confidence and clarity about his goal, Frank was better able to problem solve and find constructive ways to 'deal with all the hard stuff'.

Frank also established a close relationship with his technology teacher, who saw his potential and took an interest in him as a person rather than a student needing extra attention. This teacher gave him time, space, guidance, and challenged and pushed him to achieve beyond what he thought was possible.

Frank now has a network of close friends where he has taken on what he describes as a leadership role – the person his friends look to for direction and support. He has also established a connection with his grandfather through their shared love of mechanics, which has led to a close relationship built on mutual respect and trust. His grandfather has bought an old diesel car they are rebuilding from scratch. This provided a focus where he can talk to and seek counsel from his grandfather, who listens and lets him know he is loved. He wants the best for his grandson and has inspired Frank to respect and honour himself enough to be the best he can be.

When the school arranged a mentor for Frank, it provided him with a glimmer of hope that things 'might be ok' and that he might not have to end up dropping out of school. He found that learning could be positive, rather than as something he had to do, as he gained a clear and meaningful focus for both his in and out of school activities.

Frank says that the one-on-one mentoring support he has received is valuable to him. The individualised approach meant he could focus on what was important and 'not sweat the small stuff'. Frank could also develop and try out new strategies to manage his own behaviour and emotions better, particularly when confronted with people or things he did not particularly like. His mentor was there to support him, even when things still went wrong, and would help him to understand that trying new ways of doing things can be very hard at first and that we don't always get it right. This helped Frank to believe in himself and his abilities.

Sustainability

Whilst the whole-of-school reviews resulted in strategic and action plans for each of the seven CMaD schools over the life of the National Partnership it is the intention of the **AISSA** that actions are sustainable beyond the partnership. Key elements that were the focus of improvement with an intention of sustainability are:

- curriculum design and management (including the Australian Curriculum)
- pedagogy, assessment and reporting
- embedding understanding by design ('backwards mapping') and learning intentions in to a whole-school approach to learning
- continuing focus on 21st Century learning approaches
- strategic approach to the deployment of ICT
- staff professional learning as identified through staff appraisal
- community engagement through the establishment of playgroups incorporating parenting education; initially funded through CMaD funding but then to be maintained by the schools.

The SA **Catholic** sector was conscious of learning from the models being implemented in all three of the Smarter Schools National Partnerships.

In particular, in the case of the National Partnership – Communities Making a Difference, the construction of professional learning into the future was informed by the effectiveness of the professional learning communities approach. The most immediate benefit of this professional learning approach was that groups of teachers undertaking practice-based inquiry were afforded more opportunities for developing shared understandings, and for engaging in professional discourse, about teaching and learning. These contributed to increased capacity of school leaders and teachers to collect and analyse educational data and to make more informed decisions on the implications for, and evaluation of, the learning programs they design for *their* students.

The express requirement for principals' deep engagement in their school community with reform strategies and clearly visible, active leadership of learning are being featured in professional learning for principals and aspiring leaders of CESA CMaD schools.

Consistent with the sector's long-standing commitment to capacity-building, significant investment of the sector's own resources will need to be directed towards these emerging priorities, just as the historically productive partnership between Australian Government agencies and the SA Catholic sector will continue to be important.

Sustainability and capacity building are key elements built into **DECD** CMaD programs. Professional development for leaders, teachers and the school community is an essential part of each relevant program ensuring the skills and knowledge are sustained beyond the life of each program. Where possible professional learning communities have been established between schools, leaders, teachers and school community members to ensure the learnings are sustained and have a wider influence.

A purpose built online student support system enables the ongoing recording, tracking and analysis of the targeted support young people receive as a result of the CMaD National Partnership. This information system not only provides greater accountability on how the CMaD funding is being used to target disengaged young people but also enables schools to determine what targeted support is most effective for each particular student leading to greater tailoring of support and improved educational outcomes for each young person.

Section 4 – Literacy and numeracy

The South Australian Literacy and Numeracy National Partnership (LN NP) has been working towards achieving sustained improvements in literacy and numeracy outcomes for students in participating schools.

During the facilitation phase of this National Partnership, the 78 Literacy and Numeracy National Partnership schools, with a total enrolment of 25,579 students in 2011 including 686 Indigenous students, have focused on either literacy or numeracy teaching and learning. Half of the Literacy and Numeracy National Partnership schools are located in regional South Australia. The majority of students are primary school students (which includes Year 7).

School communities determined the year levels and student cohorts that were the priority for that school. Some schools directed their efforts to specific student cohorts in particular year levels while other schools adopted a whole-of-staff professional learning approach to improvement.

The three schooling sectors, Independent, Catholic and Government, each developed a model of in-school literacy or numeracy key teacher or specialist coaching support, tailored to suit the different sector contexts and scale of implementation required. This provided school-based professional learning which resulted in:

- increased use of assessment tools and data, such as the early numeracy interview

- greater consistency of practice in effective pedagogies

- the adoption of more strategic and whole-school approaches to literacy and/or numeracy improvement.

More than 86% of teacher respondents to a survey conducted by one sector indicated that they had tried new strategies to better meet their students' learning needs as a result of this professional learning.

Identifiable benefits are:

- greater in-school professional collaboration between teachers

- an increased aptitude in teachers' use of data to inform their students' learning

- increased support provided through professional learning networks.

An important aspect of the Literacy and Numeracy National Partnership was to create opportunities for principals to strengthen their educational leadership in literacy and numeracy.

Outcomes for students included increased confidence and enthusiasm for learning, as well as improved results on a range of assessment tools. While more time is needed to maximise the impact of the reforms, there are some promising trends in NAPLAN results for 2011, especially for younger students. These include the following:

- In 'numeracy' schools, Year 3 and Year 5 students' results indicated there was an improved trend from 2008 to 2011. Additional analysis of 2011 results shows more than a third (39%) of Year 3 classes, numeracy means were equal to or greater than the overall South Australia mean, compared to only 25% in 2008.

- 'Literacy' schools also showed a pattern of improvement in Year 3 scores, with almost half (46%) of all Year 3 classes in 2011 having a mean equal or greater than the overall South Australia mean.

- In addition, evidence indicated an improvement in NAPLAN spelling and grammar results across other year levels contributing to improved literacy performance.

- Indigenous students in particular are showing improved outcomes from the partnership, with an increase in the total means across all year levels since 2008, and a steady

movement towards the total mean achieved by all Literacy and Numeracy National Partnership students, and all South Australian students.

- Since 2008, the number of Literacy and Numeracy National Partnership Year 3, 5 and 7 students below national minimum standard has decreased by 19%, from 426 to 347.

Parents' engagement in their children's learning was strengthened through strategies to increase their knowledge and understanding of contemporary approaches to literacy and numeracy teaching and learning.

Throughout the facilitation phase of this National Partnership, the three schooling sectors worked collaboratively under the direction of the South Australian National Partnerships Council - Schooling (a Ministerial advisory committee) on monitoring implementation, meeting the reporting obligations and evaluating the three Smarter Schools National Partnerships.

2011 Significant achievements/activities/highlights

As a result of the 2010 review of the **Independent sector** Literacy and Numeracy National Partnership *Key teacher initiative*, and the consequent sharing of recommendations to the major stakeholders, the project continued to be enacted, aligning with the key reform areas.

Professional learning provided opportunities for pedagogy and content-based input, as well as building the capacity of the key teacher as coach. Classroom demonstrations were also a feature of extending the project to a whole school level. This involved external consultants modelling an effective lesson framework in either literacy or numeracy. Undertaken across various year levels these lessons focused on differentiation as well as productive teaching strategies to support all learners in the classroom inclusive of cultural backgrounds. The key teachers and class teachers were involved in debriefing sessions after the modelling enabling them to ask questions, clarify their thinking and devise action plans to apply in their own context.

This resulted in the profile of literacy and numeracy being raised within schools, with teachers having professional conversations about improvement, as well as the need for consistent programs, approaches, strategies and language across the whole school. Consequently, in-servicing programs within schools are designed to support sustainability, a model that utilises existing school timetables and structures and does not require extra funding. Key teachers and class teachers continued to access related *Targeted programs professional learning* opportunities. These professional learning opportunities complemented the work being undertaken through this initiative.

School visits continued to be undertaken by AISSA advisers to support key teachers in their role. This involved meeting with the key teachers, principals, and observing literacy and numeracy lessons. The effective teaching framework developed by each school in early 2011 was used as a tool to give feedback about learning and student engagement. In many schools, this tool was adopted school-wide as both a reflective and/or evaluative way of sustaining the project, as well as de-privatising classroom practice. This has now become a focus in some schools as a way to view good practice, reflect, and implement effective teaching strategies in the classroom. Teachers were supported to participate in this practice through whole-school re-structuring of timetables.

All participating schools focused on meaningful data and have devised plans for collaborative analysis and use of this data for teaching and learning plans. This involved identification of tools for collecting information about student performance, as well as the targeting of students being a whole-school responsibility. Further to this, schools identified the need for data handling

sessions, including regular collaborative planning sessions between year level and key teachers as well as student data handover sessions at the beginning and end of the school year. This commitment from principals will assist in sustainability of this initiative beyond the facilitation phase.

Throughout 2011, there was more evidence of the in-class coaching model being effectively implemented. The majority of class teachers who were supported by the literacy/numeracy key teachers believe they have become more effective teachers since working in this capacity. Principals also recognised the positive impact this is having, and in many cases, a shift to a whole-school focus rather than a year-level focus has emerged. The notion of effective coaching is one that has continued to be developed throughout the year. Peer sharing between key teachers was a valuable mechanism for growth in applying coaching within an in-class support model.

Succession planning of key teachers was a natural complexity in schools where a new/replacement key teacher had to re-establish credibility and rapport with staff. Inherent in any coaching model are the challenges of working with staff when issues arise, or when younger key teachers are coaching more experienced or mature teachers, especially when working with an in-class model. In these instances, key teachers indicated varying levels of support from their school leadership teams.

Increased parent engagement in either literacy or numeracy is another reform area evident in a number of schools. An example of the commitment of this strategy for sustainability can be seen in one school where the communication strategy was widened to include all curriculum areas. This strategy was created by the whole staff and taken to the parent body and school council. Evidence of the increase in parent involvement includes an increase in parent attendance at school, including engaging parents in feedback, using shared learning intentions through documentation such as portfolios and diaries.

The **CESA** Literacy and Numeracy National Partnership has continued to use a model of extensive school-based learning for literacy and numeracy coaches and staff, supported by a Catholic Education Office consultant. These partnerships have been characterised by a whole-school approach, with all staff involved in setting and working towards achieving school goals for improvement in literacy and numeracy outcomes. The CESA Literacy and Numeracy National Partnership schools are characterised by a belief in the ability to make a difference, high expectations and a shared sense of purpose.

In the range of evaluation data collected, including online surveys, focused interviews, evaluation forms and learning journals, significant insights have been acquired about leading partnerships for sustainable change in schools.

The school-based learning model, with consultants working alongside coaches and teachers, has impacted positively. Through observations and an on-line survey conducted in November 2011, there is evidence of the following benefits:

- The coach's central role as a curriculum leader and reflective practitioner in the school community. Survey results revealed that 91% of teachers and 80% of the principals indicated the coach's work positively influenced effective teaching in the school and the use of evidence as a basis for developing learning programs. 93% of teachers and 99% of principals perceived that the coach, to a great or fair extent, also increased opportunities for professional discussions about students' learning in schools, significantly contributing to the learning culture of the school.
- The positive influence of the coach in the classroom. 87% of teachers indicated that having the coach in their classrooms was influential in their addressing the specific needs of a more diverse range of students to a fair or great extent.

- The coaches' role in developing consistency of data collection within schools and an increased aptitude in teachers' use of assessment data, including NAPLAN to inform their students' learning. These factors contributed to improved case study management, and appropriate intervention programs for 'at risk' students.
- The consistency of literacy or numeracy pedagogy across classes in each school
- a broad repertoire of strategies used in explicit teaching of reading, with 82% of teachers indicating their repertoire of strategies and contexts increased to a great or fair extent.
- An investigative approach to mathematics, with consistent classroom structures, with 73% indicating that using a consistent lesson structure has improved their students' engagement with numeracy learning to a fair or great extent.

CESA Literacy and Numeracy National Partnership schools have improved outcomes for students including increased confidence and enthusiasm for learning, as well as improved results on a range of assessment tools. Changes in teachers' work in these schools have been characterised by a de-privatisation of practice, with an increased openness to sharing best practice amongst practitioners within and across schools. Teachers and coaches from six schools presented their examples of successful practice at the statewide literacy and numeracy Expo and at the national forum.

The principal's role in establishing a strategically focussed learning culture has been an imperative in the CESA Literacy and Numeracy National Partnership schools' development and success. Final survey data of CESA Literacy and Numeracy National Partnership schools revealed that 76% of teachers and 72% of coaches perceived that their school had made progress towards a whole school culture of high performance in literacy or numeracy to a fair or great extent.

Increased opportunities for collaboration and shared practice occurred both within schools and more broadly across schools and sectors. CESA Literacy and Numeracy National Partnership 'Network days' held regularly for coaches and principals, proved to be a powerful motivator and support for school development. All schools were recently involved in a network day that highlighted and celebrated the learning and achievements for 2011. All schools presented a 'learning story', to show their progress over time and the particular contributing factors relevant to that progress. To sustain the networks of schools and coaches, a central Literacy and Numeracy National Partnership Wiki has been established providing information sharing and dialogue among the CESA Literacy and Numeracy National Partnership schools in coaching, pedagogical content and literacy and numeracy resources.

The facilitation phase of the Literacy and Numeracy National Partnership was completed in **DECD** Literacy and Numeracy National Partnership schools at the end of term 1 or 2, 2011, depending on how individual schools allocated the coaching time. As 10 of the 28 coaches left the program at the end of 2010, to take up leadership positions in other schools, the central management team put considerable time into recruitment processes and induction for new coaches at the beginning of the year. The strong collaborative culture established amongst the coaching group was extremely valuable as established coaches supported new coaches to understand the demands of the role and helped them quickly establish effective ways of working with teachers and leaders. Regular school visits from the central team also supported new coaches who were finding their way and developing confidence in a very demanding role. The literacy coach Wiki and numeracy coach Wiki were invaluable in early 2011 as new coaches accessed the resources, shared their experiences and sought ideas and suggestions from their colleagues.

During 2011 KPMG was engaged to evaluate the facilitation phase of the DECD Literacy and Numeracy National Partnership coaching initiative. The final report from this evaluation identifies a range of positive outcomes. The outcomes identified for teachers included:

- de-privatised classrooms with more open communication and resource sharing between teachers
- improved understanding of using diagnostic assessment tools to meet learning needs
- greater teacher confidence to teach literacy or numeracy
- improved teachers' expectations of their own performance
- improved teacher expectations about the potential for all students to achieve.

The last point above is particularly important as it indicates that working with coaches had an impact not just on what teachers did but also what they believed about their students' potential achievement. A teacher having high expectations of student performance is known to be linked to higher achievement. The identified impacts on students included improved student engagement and improved student achievement on a range of assessment tools.

The report also identified a range of factors that influenced the degree to which coaches had impacted on teacher practice and whole school literacy or numeracy improvement practices. These factors were:

- leaders' support and engagement
- coaches' expertise and processes
- parallel whole-school planning and focus
- school culture and teachers' commitment to change.

There were also positive outcomes for the system as the coaching role has developed the leadership capacity of coaches. Over three quarters of the coaches who commenced in August 2009 have won leadership positions in schools or regions.

Considering the strong positive outcomes of the coaching model used in the facilitation phase, planning began to use reward funding to extend the reach of the Literacy and Numeracy National Partnership from five to all 12 DECD regions. The planning took particular account of the factors (outlined above) that influenced the effectiveness of coaches in the facilitation phase coaching initiative. For example, high level support of the coach from school leaders and congruence between the whole-school and coaching foci will be ensured through a close partnership between central officers, regional officers and school leaders. Planning also considered school selection processes that would ensure that participating schools in the reward phase would have the capacity to influence other schools in their cluster and region.

Support for Aboriginal and Torres Strait Islander Students

In the 78 schools that participated in the SA Literacy and Numeracy National Partnership facilitation phase, 2.7% of students were Aboriginal and Torres Strait Islander students. The strategies and activities that worked well for these students included:

- encouraging the greater connection between home and school through open communication
- developing individual education plans for Indigenous students falling behind that are negotiated with Indigenous education specialists, coaches, other specialist support, parents and students
- capitalising on the use of multi-literacies and culturally inclusive materials
- identifying the specific learning priorities and strategies for Aboriginal students and ensuring that all the school community understands these
- providing additional activities, such as lunchtime and homework clubs, that also develop literacy and numeracy skills
- establishing learning communities of Aboriginal students who, supported by a team of adults, meet regularly to participate in maths learning activities.

The **AISSA** parent engagement planning focus has created discussions around how to best suit Indigenous communities. Schools have been taking active steps to set realistic goals. This is particularly the case for remote and farming community schools, schools where most parents work and/or in schools where there are cultural differences in expectations and understanding. Key Teachers have been engaging their peers and Leadership Teams in discussions around agreed reasonable outcomes, for example to open and encourage communication between school and home.

In the **Catholic** sector Literacy and Numeracy National Partnership schools, the Literacy and Numeracy National Partnership team and Indigenous Education teams have been collaborating to integrate literacy and numeracy improvement strategies for Indigenous students. This was particularly apparent (but not only there) in those eight Literacy and Numeracy National Partnership schools also participating in the South Australian Catholic *Closing the gap* project, with the respective teams meeting regularly to analyse data, plan learning support and compare developments and issues in schools and for individual students with whom they are each working.

This collaboration has contributed to more consistent and multi-dimensional support for school leaders and teachers in improving the effectiveness of engaging Indigenous students in their learning and interacting with their parents and local communities.

Across the Literacy and Numeracy schools in **DECD**, Partnership Coaches have worked to

Showcase

ensure that the learning needs of Aboriginal students are to the fore in their work with classroom teachers, Aboriginal Education Teachers (if applicable) and school leadership.

Improving literacy outcomes – A whole school focus (AISSA)

Unity College is a co-educational, Lutheran School located in the rural city of Murray Bridge, population 12,000. Unity has two campuses, a Junior R-Year 5 and Middle/Senior Years 6-12. There are currently more than 900 students enrolled between the two campuses. Murray Bridge is a low socio-economic area, there are currently 38 Indigenous students enrolled at the school.

In 2010 a review process took place at Unity. The review indicated that a key focus area was literacy. An action plan was developed to improve student outcomes and teacher's knowledge and pedagogy around student's literacy development. The school NAPLAN data was used to identify the specific literacy focus. The data indicated that the Year 5 cohort of students were below the benchmark in their reading comprehension achievements. The Year 5 cohort also sat the PAT–R reading comprehension test. This data was used to plan specific learning for the students in this cohort. The R-12 Literacy action plan was launched in 2011. The objectives of the literacy action plan were to: improve the understanding of literacy development, use and analyse data to inform teaching and learning, and improve student outcomes in literacy, and improve teacher capacity in literacy teaching.

In 2011 the focus for literacy was on developing reading comprehension skills. Staff were provided with a variety of professional learning to support and develop their skills in the explicit teaching of reading. Staff also had access to professional readings to support their classroom implementation. The key teacher developed a reading comprehension scope and sequence document that used the Australian Curriculum as a foundation. The two-hour literacy block was also a focus, with the key teacher spending time in all classes observing the literacy block in action. The key teacher identified aspects that were going well as well as areas for continued focus. These observations were shared with the staff. Staff were given release time to plan and reflect on their current practices and develop action plans to continue to develop best practice in literacy.

The National Partnership program was a key driver in the implementation of the literacy focus, and the funding allowed the key teacher to develop the whole-school literacy plan. Part of this was setting up sustainable structures within the school that also developed teacher capacity. Some of these structures included dedicating regular staff meetings to data analysis and developing action plans to implement in the classroom.

The key teacher developed a 'watching others work' project. This allowed teachers to give feedback to others and receive feedback about their practices. The key teacher was also able to work collaboratively with students and teachers from the identified Year 5 cohort. The key teacher provided professional learning opportunities to: explore pedagogy and content in the area of literacy, to develop as a coach, and see best practice in action. The opportunity to have an adviser visit the school and provide support was invaluable.

The 2011 NAPLAN data indicates that there was a significant improvement in the Year 5 cohorts' reading development. The trend data shows the mean score has increased by 20 points and the cohort now sits above the State average. The PAT R data also demonstrated that the strategies and programs being implemented have had a significant impact on the development of students' reading comprehension skills. For example, the shift of 48% of students from 'low average' to 'average' on the PAT R was significant. The data showed that in 2011 there were no longer any students in the 'very low' or 'low' stanines according to the PAT R.

Feedback collected from the staff about their capacity to implement reading comprehension strategies was positive; they are empowered to use these strategies in their classroom. They also reported there was a direct link between their professional learning and their classroom practice and believe it made a difference to the way they teach literacy. The school's leadership team analysed the new data and believe that the outcomes initially planned have been achieved and the classroom practice is sustainable. As a result, there will be a new focus for 2012 on writing to be implemented in a similar way and to increase the focus for classroom teachers on data to continue to grow the developing evidence-based culture.

Teachers from the three schooling sectors in South Australia shared initiatives and programs at the annual Literacy and Numeracy Expo. As well, 33 principals, teachers and other staff participated in the National Literacy and Numeracy National Partnership Forum held in Brisbane in November 2011, including providing six presentations. Three vodcasts available on the DEEWR Smarter Schools website highlight some of the specific learning and changes in practice that these schools have made as a result of their participation in this National Partnership.

Sectors have already outlined the steps they have taken to sustain the learning and outcomes from their investment in the facilitation phase of the Literacy and Numeracy National Partnership in this section of this annual report under: Significant achievements/activities/highlights. The learning and outcomes from this national partnership to date are also being used to inform work in other initiatives and national partnerships, particularly the Communities Making a Difference national partnership.

In summary, moving into the 'reward funding' phase of this National Partnership from July 2011, outcomes from the facilitation phase that will be carried forward into the future include:

- teachers working collaboratively to build teacher expertise across schools enabling sustainable practices to be implemented that extend beyond the life of the Literacy and Numeracy National Partnership

- schools building cultural perspectives into their literacy and numeracy practices and considering the specific learning needs of students whose language at home may not be English

- students engaging more effectively in their own literacy and numeracy learning

- principals using whole-school strategies to improve literacy and numeracy outcomes as part of their school improvement agendas

- school leaders and teachers with greater expertise in data analysis and interpretation, using more consistent approaches to programming and clearer documentation of student learning outcomes through refined assessment practices

- parents better able to actively engage in their children's literacy and numeracy development

- improved resources for literacy and numeracy learning for school communities to use, including online resources

- greater systems support for policies and processes leading to improved programming, planning and assessment practices in literacy and numeracy

- further development of coaching models and coaching practices that support teachers through the change process leading to more effective classroom practices.

Section 5 – Research and Evaluation

This section only reports on research and evaluation initiatives that *have not already been highlighted* in previous sections of this report.

The **AISSA** is developing a comprehensive approach to building and sustaining school improvement across all its services and externally funded programs. A three-phase evaluation will be undertaken over the life of the National Partnerships to measure the impacts of Independent sector specific initiatives and approaches.

The AISSA has engaged Victoria University to undertake the phase one sector evaluation to gather best practice evidence to inform the continuous improvement process, for both the AISSA and participating Independent schools. The evaluation will gather and analyse data from a sample of schools participating across the National Partnerships and will allow for the mapping of relationships between multiple program strategies within and across the three National Partnerships. Inclusive of case studies from three schools, it will inform the theme of the Council-led evaluation relating to *Maximising student learning through teachers teaching differently.*

The respective previous sections of this report refer to the evaluation surveys undertaken during the second half of 2011 in the **Catholic** sector. These surveys were part of an ongoing internal evaluation process that is combining the development of evaluative capacity into the work of CESA advisers, consultants and project officers. During the early months of 2012, these surveys will be triangulated with focus group interviews with school leaders and key teachers in order to establish clearer indications of the most beneficial characteristics of the various implemented models.

DECD engaged the services of an evaluation contractor to develop and design an evaluation plan for implementation in 2012. The design work was extensive, developing an evaluation framework and methodology that captures the full scope of the Smarter Schools National Partnerships programs and initiatives. This work has included the identification of existing data sets and new data sets required and will be used to provide a rich evidence base for the effectiveness of the various programs.

The position to lead the series of evaluations to be undertaken through the SA National Partnerships Council – Schooling was created in 2011, with an appointment made in October. The Council-led evaluations, to commence from 2012 at strategic points in the implementation cycle, will complement and/or build from the three sectors' evaluation work. The Council-led evaluation framework relates to the student-centred outcomes focus in five areas across the three National Partnerships:

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

Parental engagement in schooling in low socio-economic status communities project

South Australia led the Smarter Schools National Key Reform Project on *Parental engagement in schooling in low socio-economic status communities.* This project was one of six national key reform projects developed to support jurisdictions in the implementation of the three Smarter Schools National Partnerships reforms.

The aim of the project was to advance the identification, promotion and implementation of good practice in parental/caregiver engagement in schools in low socio-economic status communities as a critical factor for improving student attendance, behaviour and learning outcomes.

The work and findings arising from the project have been incorporated into a suite of resources for school communities. These resources are:

- three publications from the school case studies project featuring findings, common themes and challenges in parental engagement in 15 schools in low socio-economic status communities around Australia.

- a comprehensive new resource *Strengthening family and community engagement in student learning,* a toolkit of practical resources for school communities. It includes a new school assessment tool (reflection matrix) for school communities to use to assess where they are on a continuum of engagement and to prioritise areas for further action as part of the school planning and improvement cycle. Designed as a user-friendly interactive PDF best viewed electronically, the resource contains embedded proformas and reference documents (for easy access and printing) and hyperlinks to other relevant material.

- two companion documents which provide easy access to key resources and academic references to parental engagement.

Other project outcomes included:

- conducting a workshop involving over 30 key stakeholders to share information, discuss further resources needed and identify other relevant work that could be undertaken to strengthen parental engagement

- making a submission to the consultation on the National Professional Standards for Teachers advocating for greater reference to the role of the teacher in involving parents and families in schooling

- presenting a vodcast at the Australian Education Ministers 2010 Biennial Forum highlighting the importance of parental engagement to improving educational outcomes

- supporting all states/ territories to actively promote parental engagement and the new resources developed by the project.

The project, chaired and managed by the SA Smarter Schools National Partnerships Secretariat, was overseen by the Parental Engagement Taskforce, established in October 2009. Taskforce membership included representatives from parent associations (Federation of Parents & Citizens' Associations of NSW, Council of Catholic School Parents NSW & ACT and the Australian Parents Council (also representing the SA Federation of Catholic School Parent Communities (SA)) as well as from schooling sectors in South Australia, Victoria, New South Wales, Queensland (until May 2010), Western Australia and Northern Territory. The participation of taskforce members from parent organisations, in particular, provided valuable perspectives that may not have been available to the taskforce otherwise, influencing the approach and strengthening the outcomes of the project. The Equity Programs and Distance Education Directorate, NSW Department of Education and Communities, worked with the taskforce to develop the *Strengthening family and community engagement in student learning resource.*

From the findings from the work of the project, the taskforce concluded that there is a need for the development and implementation of a systemic, integrated approach that embeds parent and family

engagement into education policies, structures and practices across Australia. As well, there is a need to create an environment where parental engagement is seen as an integral part of the ongoing educational reform agenda.

Five key themes emerged from the work of the project that would support the development of a comprehensive strategy for enhancing parent and family engagement in education in Australia as a critical factor for improving educational outcomes. These themes are:

- parent and family engagement are included as a core component of any educational reform activities
- existing knowledge, resources and professional development opportunities relating to parental and family engagement are made easily accessible to schools and school communities
- the range of existing resources relating to parental and family engagement is complemented by the development and promotion of additional resources
- a national research agenda is developed to strengthen the Australian research on the benefits of and strategies for effective parental and family engagement in children's learning and schooling
- a broad communications and social marketing strategy is developed targeting parents and families to increase awareness about the importance of parental and family engagement in education.

The South Australian Minister for Education and Child Development provided the final report of the project to the Australian Government Minister for School Education, Early Childhood and Youth in November 2011.

Although the project formally concluded on 30 September 2011, to capitalise on the momentum generated through this project in relation to parental engagement, taskforce members have undertaken and planned promotional and professional development events during the latter part of 2011 and into 2012 to focus attention on the importance of parental engagement and to introduce the resources developed by the project.

In South Australia, the SA National Partnerships Council – Schooling hosted a forum on parental engagement in October 2011. This forum included a series of presentations that highlighted some of the range of strategies and activities that are being undertaken across the Smarter Schools National Partnerships and schooling sectors to strengthen parental engagement.

Section 6 – Milestone Reporting

Milestones not reported/not achieved/partially achieved in progress report for 2011			
Milestone	**Detail of achievement against milestone**		
	None.		

Milestones in Annual Report – (Achieved 1 January to 31 December 2011)

Milestone	Detail of Achievement against milestone *Quantitative and Qualitative*
SA Centre for Leaders education review recommendations implemented as new professional leadership programs, incorporating the role of mentors and coaches. **(DECD)**	COMPLETE. New programs for aspiring and beginning leaders in schools, preschools, corporate and school support roles, *Leadership* programs for current leaders, and *Principal mentor* program implemented.
Refinement and increased adoption of e-portfolios as a professional learning and career planning tool. **(DECD)**	COMPLETE. Development of online guide to establishing and using e-portfolios. Introductory workshops conducted.
Implementation of the leadership program, 20 participants. **(AISSA)**	COMPLETE. TARGET EXCEEDED. 28 keynotes and workshops delivered, and 332 school leaders from 74 schools attended.
Seminar on school governance, 15 participants. **(AISSA)**	COMPLETE. TARGET EXCEEDED. Nine workshops held, with 229 participants.
Ongoing involvement in relevant ARC research projects. **(ALL)**	COMPLETE. The AISSA, CESA and DECD have continued to participate in the *Early career teacher resilience* research project.
Ongoing cross sector input on new pathways model(s) and strategies development. **(ALL)**	COMPLETE. The Teacher Education Taskforce continues to meet quarterly and report monographs have been prepared.
Participate and contribute to the ARC research project. **(DECD)**	COMPLETE. The *Early career teacher resilience* project is in its final year. DECD is also a partner in the *Behaviour in schools study* ARC. The Community Partnerships Project Team met. DECD representatives participated twice in a roundtable reference group to provide feedback for the *Behaviour management* project.
Pilot pathways model. **(DECD)**	COMPLETE. Review of piloted recruitment processes to attract specialist science and mathematics teachers with a view to participation in *Teach next in better pathways into teaching*.
Implement a beginning teachers program with at least 20 participants. **(AISSA)**	COMPLETE. TARGET EXCEEDED. The *Early career teachers* program had 4 workshops with 19 participants and a full day conference with 33 participants. The associated *Down the track* program had five workshops and 16 participants.

Evaluate Beginning teachers program. **(CESA)**	COMPLETE.
	The program was formally evaluated in the last term of 2011, through interviews with school leaders and mentors of early career teachers and using focussed online surveys of early career teachers and their school mentors.
	Over 80% of respondents endorsed the program strategies as providing support, both for early career teachers and for the school-based coordinators responsible for managing their development in the education workforce.
	Detailed feedback with respect to vehicles for communicating with early career teachers and the use of the National Professional Standards for Teachers will be incorporated in planning for 2012.
Evaluate APRIM policy and procedures. **(CESA)**	COMPLETE.
	The role of assistant principal religious identity and mission (APRIM) was implemented in schools across the SA Catholic sector since 2009.
	The policy and procedures associated with the selection, appointment and ongoing professional development of this role and its status as part of school leadership teams was evaluated during the second semester of 2011, in the context of a whole of sector CESA *Review of services*.
	In implementing the recommendations of the review of services, the responsibilities of principals and APRIMs in developing and enhancing the religious identity of Catholic schools emerged as a key priority area, for development and inquiry during 2012.
Collaboratively with tertiary institutes evaluate the pilot and implement a program for identified target groups. **(DECD)**	COMPLETE.
	Teach SA program, elements of the recruit strand piloted. These include market research and the development and implementation of an assessment centre for the selection of candidates.
An ongoing collaborative program shows evidence of uptake. (**DECD)**	COMPLETE.
	A collaborative approach to tendering for delivery of pathways into teaching for Aboriginal employees resulted in a competitive tender process.
Analysis and evaluation of Longitudinal survey – identifies projects to assist DECD Aboriginal employees into teaching pathways. **(DECD)**	COMPLETE.
	40 Aboriginal community education officers were identified as aspiring to become teachers within DECD.
Projects developed from analysis and evaluation of longitudinal survey. **(DECD)**	COMPLETE.
	The Aboriginal pathways into teaching programs were developed in response to the analysis and evaluation of survey data.
Go local collaborative project piloted. **(DECD)**	COMPLETE.
	Preliminary project work is being undertaken with local tertiary providers.
Evaluation of Indigenous support program. **(CESA)**	COMPLETE.
	Ongoing critical evaluation and reform of the student support/review program is a key component of the Indigenous Education team's work with students, their families, school staff and communities. The focus of the evaluation was to identify features of a more sustainable model that builds the capacity of teachers and leaders to case manage and to connect with Indigenous parents/caregivers and Indigenous communities.

	Key reflections centre on how the Catholic sector can meet accountability requirements and, at the same time, establish positive and productive relationships with school communities, to foster inclusive practices that respect the integrity and dignity of Indigenous students and their parents/ caregivers.
	Consequently, one development of the student support program in 2011 was the construction and implementation of individual learning plans, and associated supporting structures and documentation for Aboriginal students in years 8-12.
	A follow-up, formal evaluation process involving focus group interviews with 2011 SACE completers and 2012 senior year students will be undertaken in early 2012.
	That research will build on the previous findings re student support via learning plans and will complement a concurrent evaluation in schools involved in the *Closing the gap* initiative
Develop ongoing projects based on evaluation. **(CESA)**	COMPLETE.
	Evaluation of the support program in late 2010 and early 2011 prompted expansion of the professional learning program with Indigenous Education focus teachers, founded on a more explicit model of shared practice, inquiry learning and professional coaching/mentoring.
	Throughout terms 2 to 4, 2011, Indigenous Education team members collaborated and modelled the individual learning plan (ILP) process with key focus teachers in school communities. Currently 191 ILPs were completed - 30% of the student cohort.
	The Indigenous Education team established a central repository for ILPs, so that ILPs can be tracked with students when they transition to other school communities.
	Focus teachers, vocational education and key teachers were supported to develop case management skills and systems at the local school level.
	A leadership development program: *Identity matters: Culturally responsive leadership w*as initiated to support leaders in Catholic schools to be culturally competent, to establish inclusive and productive relationships with Indigenous parents and caregivers, and to develop effective connections with local Indigenous communities.
Regular dissemination and distribution of TQSC minutes and paper to each sector. **(ALL)**	This milestone no longer applies as the Teacher Quality Steering Committee was disbanded on the establishment of AITSL. All sectors and stakeholders have representation on AITSL.
Access to AITSL information and papers via Sector or State nominees as appropriate. **(ALL)**	COMPLETE.
	All sectors and stakeholders have representation on AITSL and distribute information and papers as appropriate.
AST Review recommendations implemented. **(DECD)**	COMPLETE AND CONTINUING.
	The Advanced Skills Teacher (AST) classification was reviewed and remains unchanged. The AST process is an industrial agreement with the Australian Education Union SA Branch.
Mentoring and Quality Teacher professional development programs provided for ASTs. **(DECD)**	COMPLETE.
	Advanced skills teachers were offered quality training and development specific to their needs by way of AST scholarships and teacher leader twilight sessions.
	A nationally accredited skill set in mentoring and coaching was piloted.

Increased numbers of ASTs in Low SES sites. **(DECD)**	COMPLETE. AST1 was replaced by Step 9 in 2010 as recognition of high quality teachers. The number of high quality teachers recognised at this level is currently approximately 5,000, an increase from approximately 2,800 at the end of the 2010 school year.
Opportunities to target awards to highest achieving teachers investigated. **(DECD)**	COMPLETE. The inaugural Public Teaching Awards were announced in October 2011 with each of the seven winners now planning $20,000 worth of professional development activities. The criteria for selection of teachers are based on the National Professional Standards for Teachers lead level.
AST Review recommendations included in new EB or implemented where appropriate. **(DECD)**	COMPLETE. DECD has commenced planning for the next enterprise bargain and nationally consistent accreditation of highly accomplished and lead teachers, will inform the negotiations.
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)**	COMPLETE. Information provided to schools through briefings and discussions at meetings of principals.
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)**	COMPLETE. The AISSA *Professional learning programs for schools* for 2012 was developed having regard to the National Professional Standards for Teachers, with information provided to all potential participants on the link between the professional learning activities and particular components of the standards.
Timely information provided to schools on national developments and opportunities for schools. (**CESA**)	COMPLETE. Circulars were released regularly to update schools on the implementation of the National Professional Standards for Teachers, complemented by information forums throughout 2011.
Consultation with schools and response on the draft national teacher professional standards and provide comments to MCEECDYA / AITSL. **(CESA)**	COMPLETED in 2010. National Professional Standards for Teachers published in February 2011.
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)**	COMPLETE. The National Professional Standards for Teachers are being incorporated into professional learning such as: • induction modules for early career teachers • providing a reflective framework for CMaD National Partnership schools' professional learning communities • *Deputy principal support* program forums • Australian Curriculum implementation planning.

Establish four School Centres for Excellence in hard to staff sites and regions. **(DECD)**	COMPLETE. TARGET EXCEEDED. Five DECD 'School Centres for Excellence' (incorporating 21 schools that have a Low SES and/or 'hard-to-staff' profile) were established for 2011.
Build capacity and create leadership roles for advanced skills teachers and Step 9 teachers in School Centres for Excellence. **(DECD)**	COMPLETE. All School Centres for Excellence clusters have taken the opportunity to participate in visits from Workforce Development Teacher Leader officers who have workshopped the process for gathering evidence for recognition as a Step 9 or AST 2 teacher leader and promoted the participation by eligible teachers.
Data available for National Teacher Workforce Data Set. **(DECD)**	COMPLETE. DECD contributed to the National Teacher Workforce Data Set and has a nominee on the committee.
Workforce reporting capability commenced.**(DECD)**	COMPLETE. Workforce surveys, modelling and all planned activities have been finalised.
New DECD performance management/development policy launched. **(DECD)**	COMPLETE. Policy released and implementation has commenced.
A range of performance development and management resources made available to DECD leaders, teachers and corporate employees. **(DECD)**	COMPLETE. Policy release accompanied by resources available on a new web site with fact sheets, performance planning tool, and online record system.
Performance development pilot phase 2 implemented. **(DECD)**	COMPLETE. Policy release accompanied by *Performance counts* workshop series.
Performance management and continuous improvement included in the AISSA Leadership Program. Support sector schools (upon request) to undergo an external professional review of the school's performance in educating students. **(AISSA)**	COMMENCED AND ON TRACK. The six-day *School improvement — Improving teaching and learning at every level* was developed and delivered as part of the AISSA *Leadership* program. Seven school leadership teams comprising 22 leaders participated in this program. Four schools commenced participation in the IDEAS program provided by the Leadership Research Institute of the University of Southern Queensland. This is a capacity building school review model. Four schools are participating in a *School self assessment and review* program, with peer assessments, which is a continuous improvement program developed by AISSA in conjunction with external consultants.

Milestones in Annual Report – (Achieved 1 January to 31 December 2011)	
Milestone	**Detail of achievement against milestone** ***Quantitative and qualitative***
List of schools receiving support. This will include reform strategy and scope of approach. **(All)**	The list of schools for all sectors for 2011 is available from the DEEWR website. http://www.smarterschools.gov.au/Pages/default.aspx **AISSA** All seven eligible schools were consulted, have completed their School Review and are accessing support and services in the specified reform areas to varying degrees. Five schools have participated in the *In School Specialist Support Program*. **CESA** 23 Catholic schools participated in the CMaD National Partnership in 2011, with 11 new schools joining the 12 schools involved in 2010. Each school received customised support from the Catholic Education Office CMaD team to establish shared understandings of needs in their community, set agreed priorities for improvement focus and undertake the design and implementation of school improvement strategies. Improvement strategies in all schools featured specific attention to school-based, collaborative professional learning, informed by research and based on evidence of students' relative strengths and needs in literacy or numeracy. Groups of teachers undertook a professional inquiry into more effective teaching practices for more personalised student learning in their school context. The focus in these inquiries is on more practice-based and purposeful analysis of specific teaching strategies that the literature suggests are more effective in improving students' reading and numeracy. Two professional learning networks were established, one for principals and the other for school leaders and teachers. These two networks are supporting participants in CMaD schools to achieve the goals of the partnership, including: • developing a broader reform agenda • analysis of data at a deeper level within the school community • reflecting, evaluating and disseminating CMaD learning experiences. **DECD** In 2011, 175 DECD schools participated in whole-of-school strategies through CMaD. These schools as well as numerous other DECD schools across the state were involved though the DECD CMaD targeted student support such as the *Innovative Community Action Networks, secondary student mentoring, Aboriginal student mentoring, youth development and VET scholarships*.
List of schools who have undergone the CMaD diagnostic	**AISSA**

review. **(AISSA/DECD)**	1. Unity College
	2. Portside Christian School
	3. Sunrise Christian School – Whyalla campus
	4. Islamic College of South Australia
	5. Murraylands Christian College, Murray Bridge
	6. Crossways Lutheran School, Ceduna
	7. Mid North Christian College
	DECD
	A total of 63 schools have undertaken a diagnostic review in 2011:
	1. Alberton Primary School
	2. Ardrossan Area School
	3. Bowden Brompton Community School
	4. Brompton Primary School
	5. Cadell Primary School
	6. Cobdogla Primary School
	7. Darlington Primary School
	8. Edward John Eyre High School
	9. Elizabeth North Primary School
	10. Elizabeth Park Primary School
	11. Elizabeth Special School
	12. Findon High School
	13. Forbes Primary School
	14. Fregon Anangu School
	15. Gilles Plains Primary School
	16. Gordon Education Centre
	17. Hendon Primary School
	18. John Hartley B - 7 School
	19. John Pirie Secondary School
	20. Kilkenny Primary School
	21. Kingston on Murray Primary School
	22. Kirton Point Primary School
	23. Lake Windemere B - 7 School
	24. Le Fevre Peninsula Primary School
	25. Loveday Primary School
	26. Maitland Area School
	27. Marree Aboriginal School
	28. Mimili Anangu School
	29. Mintabie Area School
	30. Morgan Primary School

	31. Morphett Vale Primary School
	32. Mt Burr Primary School
	33. Mt Gambier Nth Primary School
	34. Newbery Park Primary School
	35. Nicolson Avenue Primary School
	36. Nicolson Avenue Junior Primary School
	37. Northfield Primary School
	38. Oak Valley Anangu School
	39. Ocean View P-12 School
	40. Oodnadatta Aboriginal School
	41. Parafield Gardens High School
	42. Parafield Gardens R-7 School
	43. Pennington Primary School
	44. Point Pearce Aboriginal School
	45. Port Broughton Area School
	46. Port Lincoln Special School
	47. Saddleworth Primary School
	48. Salisbury Park Primary School
	49. South Downs Primary School
	50. Tailem Bend Primary School
	51. The Mid North Education Centre
	52. The Pines Junior Primary School
	53. The Pines Primary School
	54. Waikerie High School
	55. Wallaroo Mines Primary School
	56. Wandana Primary School
	57. Warriappendi Secondary School
	58. Watarru Anangu School
	59. Westport Primary School
	60. Whyalla High School
	61. Windsor Gardens Vocational Education
	62. Woodville High School
	63. Yalata Anangu School

	Categories and numbers of DECD schools reviewed in 2011						
	Primary	Area	Anangu	Aboriginal	Special	High	Other
	36	4	5	4	3	8	3

Number of teachers and school leaders participating in professional development as part of the reform strategies. Scope of professional development activities will also be provided. **(All)**	**AISSA** - 3 aspiring principals – ACEL *Inspire leadership* program - 4 principals – AISSA *Leadership* program - 14 aspiring principals and school leaders – AISSA Leadership Program - 30 staff attended professional learning in *Providing meaningful feedback to students* Whole-school staff from four schools (approximately 200 hundred teachers) involved in a structured professional learning program on *Assessment for learning and curriculum planning*. **CESA** Across 23 schools, 45 school leaders, 632 teachers and 343 non-teaching staff had access to professional learning that was customised to meet the identified needs of the school community, in the context of the specific school improvement priorities, which includes improved literacy or numeracy in all cases. The predominant mode of professional learning was school-based collaborative inquiry into their teaching practice by groups of teachers, informed by academic research and supported by school leaders and the Catholic Education Office CMaD team. Forty-two school leaders and teachers from ten schools undertook interstate school visits in 2011, to gain insights into ways of implementing school reform and various approaches to restructuring learning environments or enhancing school working relationships. Three network days for CESA CMaD school leaders and key people provided school representatives with opportunities for sharing their learning so far and contributing to a sector-wide evaluative activity for the partnership. **DECD** **Parental engagement** Four principals, 15 teachers ***Principals As literacy leaders* program** One hundred and eighty two principals (from 59 CMaD schools) participated in a five-day professional program delivered over 14 months. **Regional leadership consultants** The regional leadership consultants supported the professional development of 257 principals (110 CMaD schools and 147 non CMaD schools), through intensive and ongoing mentoring and coaching

COMMUNITY MENTORING

The following is a breakdown of 80 professional development/training events for community mentoring:

- Orientation sessions
- Best practices — mentor training
- Cluster meetings
- Coaching young people for success
- Core training
- Cultural awareness training
- Grief and loss training
- Kids matter information sessions
- Mentor and mentee inductions.

The following areas were the major focus for events:

Focus number of events

Capacity building — Community	5
Capacity building — Schools	12
Induction	21
Process/system development	2
Professional development	13
Public speaking	1
Responding to Abuse and Neglect (RAN)	14
Training	12

Recruitment and selection

Approximately 250 teachers focus on early career teacher induction, leadership development and curriculum leadership through activities including: workshops, mentoring, work shadowing, professional experience, conferences, resource development and acquisition, and videoconferencing.

Teaching for effective learning

Professional learning days to support 20 leaders and 10 TfEL Specialist teachers in using *Teaching for effective learning* (TfEL) in their sites:

- 8 full-day workshops on developing a whole school approach to pedagogical improvement with Dr Julia Atkin
- 2 full-day workshops on ELLI training with Julianne Willis and Marilyn Willis
- 2 full-day workshops on active assessment with Stuart Naylor
- 1 full-day workshop on student engagement with David Price.

Professional learning days for participating sites:

- *Bringing together the Australian Curriculum and pedagogy* (TfEL): A focus on science and maths' with Dr Julia Atkin for 45 leaders and 127 teachers
- *Professional learning communities at work* with Richard and Rebecca DeFour over two days for 60 leaders and 140 teachers
- *Building learning power* with Guy Claxton for 50 leaders and 105 teachers
- *Differentiation in the classroom* with Patti Drapeau for 72 leaders and 99 teachers
- *Low threat, high challenge – the pleasure of the rigour of learning* with Professor Erica McWilliam for 23 leaders and 86 teachers.

INNOVATIVE COMMUNITY ACTION NETWORKS (ICAN)

This year State, local school and community-based professional learning opportunities have been provided for more than 710 teachers, case managers, youth workers, DECD state and regional staff as well as key partner agency staff during 2011. These learning opportunities include building capacity of school and community staff members to better engage and support students in flexible and accredited learning pathways. These are built upon a strength-based approach that is student centred and is always respectful of the student's voice in all case management and flexible learning program development. FLO cluster meetings per ICAN area engage all school ICAN coordinators at an operational level.

Systems support includes training in the new CMaD data collection system (student support system); student case management; engagement matrix use as well as *Compass* literacy and numeracy assessment training and support for learning interventions.

At the school level, supporting effective pedagogy through connections with the *Teaching for effective learning* (TfEL) approach has been embedded into the work.

School-based professional learning using the SMARTER strategy (supporting students with abuse related trauma) has also been offered through local ICAN teams.

Ensuring that case managers and school-based staff have shared understanding of good practice approaches to supporting disengaged young people has led to a significant program of teaching the *Coaching young people for success* model. ICAN Case management minimum standards have been developed collaboratively between schools and service providers.

ICAN community partnership grant funding also facilitates a range of professional development activities regarding best practice in case management and flexible community based learning practices and pedagogies.

ICAN regional managers are part of the departmental strategic leadership groups to ensure ICAN National Partnerships strategies and learning are incorporated in strategic planning and systems.

Regional and Central Office departmental executives and leadership are engaged at the ICAN management Committee level and through the ICAN reference committee which has a statewide scope.

ICAN also facilitates local, regional and opportunities to engage in professional development.

All professional development opportunities are made available to all key partners (service providers, government and NGOs and where appropriate parents and young people).

	WILTJA
	Accelerated literacy professional development has been delivered to all 12 *Wiljta secondary* program teachers and the principal.
	LEARNING TOGETHER
	All staff involved in programs, including managers, teachers, and school support officers/early childhood workers were expected to attend the *Learning together* professional learning clusters. This year this consisted of
	• 2 sessions (full days) around the principles of the *Early years learning framework*
	• *Together we learn* conference (2 days) *Learning together* conference
	CMaD staff involved included:
	• 9 teachers over the year representing 5.0 FTE
	• 2 managers
	• 17 school support officers/early childhood workers
	Other staff from sites and regional early childhood staff were also invited to attend these sessions.
	All teachers participated in:
	• 4 full-day teacher network sessions, including planning and reporting sessions
	• *Circle of security* training (4 days)
	Two new teachers additionally attended:
	• 2 days of induction
	Two managers attended:
	• *Circle of security* training (4 days)
	• Mangers networks (total of 12 days)
	Staff were also involved in professional development offered by their sites.
Number and scope of community groups /business/volunteers/NGOs involved in the CMaD NP Plan implementation. **(All)**	**AISSA** Six volunteers/ casual school assistants involved in community playgroups/early childhood groups in two schools. **CESA** Two schools were involved in the formal trial of the resource package produced in the national collaborative project on parent engagement in low-SES communities. Other schools have introduced strategies for improved engagement of parents, while some are exploring increased involvement of community groups and relationships with local businesses. **DECD** **Parental engagement** A range of NGOs and local councils supported the program.

	Community mentoring
	Three hundred and twenty-six community volunteers successfully completed the training and screening as community mentors to support young people in primary school.
	Innovative Community Action Networks (ICAN) and student mentoring and youth development
	As at December 2011, there were 51 preferred providers (NGOs and community organisations) who provided flexible learning, youth support and mentoring services to young people to assist them to successfully engage in meaningful learning.
	One hundred and ninety-five ICAN management committee members who provide local community governance for the ICAN school-community partnership model across the state. As well, each local ICAN region has its own network of community and business partners who together build the capacity at the local level to deliver services to respond to local need.
	Aboriginal student mentoring
	In 2011 a further 72 people completed the mentor induction program taking the total to 178 mentors inducted since the program's inception in 2010.
	Learning together
	Groups have 14 partnerships with community and NGOs including Council libraries, The Smith Family, AC Care, Primary Health, TAFE and Community Foodies.
Number of students, including a breakdown by specific cohorts receiving support through the reform strategies. Scope of this support will also be provided. **(All)**	**AISSA**
	The *In-school specialist support* program provided specific support to classroom teachers and students in seven schools. Twenty seven classroom and special education teachers, six school leaders and 11 school support officers assisted to build capacity in supporting students with special learning needs. Approximately 50 students directly received support through this program.
	CESA
	As of the August 2011 census, a total of 7,899 students were enrolled in the three secondary, 19 primary schools and one Reception-Year 12 school participating in the CESA CMaD National Partnership during 2011.
	Of these students, there were 377 students with disabilities and 179 Indigenous students, whose teachers receive personalised support from Catholic Education Office consultants.
	Based on the biennial data collection in 2010, enrolments at these schools included 2,189 students for whom English is a second language (ESL), who received ESL learning support according to their assessed English language proficiency. The 290 students in these schools that are on visas (29 full fee paying students) received support for learning English as a second language and other in-school pastoral support, as appropriate to each student's circumstances.

DECD

VET scholarships

A total of 456 students undertook higher level VET training that was funded by VET scholarships. This total includes students from the following categories (as at Term 3, 2011) :

- Aboriginal and Torres Strait Islander students   43
- Students who are refugees   4
- Students in care under the Guardianship of the Minister   7
- Students with a disability   49
- Students from a language background other than English   55

Community mentoring

Student demographic	Number of students	Percentage
Males	225	52%
Females	207	48%
TOTAL	**432**	**100%**

Student demographic	Number of students	Percentage
Students with a School Card	191	44%
Students from a Language background other than English (LBOTE)	64	15%
Students eligible for the DECD *Disability support* program	110	25%
Students in care under the Guardianship of the Minister	17	4%
Aboriginal and Torres Strait Islander students	56	13%
Students who are refugees	17	4%
Students taking on 'carer' duties/roles	4	1%

Note: Students may be in more than one demographic.

Secondary student mentoring years 7 -12 (Term 3, 2011)

Student demographic	Number of students	Percentage
Males	733	52%
Females	677	48%
TOTAL	**1410**	**100%**
Aboriginal and Torres Strait Islander	176	13%

Youth development programs 2011

From January 2010 to June 30 2011 a total of 2,425 students were involved in 21 programs.

From July 2011, 170 CMaD schools with 18,555 students in year levels 5-9 are involved with the *Youth development through transitions* program focussing on strong preventative and proactive strategies designed to enhance effective transitions for all students in the middles years in these schools. (Student enrolment data at Term 3 2011)

Innovative Community Action Networks (ICAN)

In 2011 the DECD ICAN program offered individualised case management and flexible learning support to 8,079 students.

As at Term 4, 2011 there were 3,387 FLO students enrolled in ICAN schools. Their profile is as follows:

Male	1763	(52%)
Female	1624	(48%)
Aboriginal & Torres Strait Islander students	481	(14%)
Students with School Card	111	(33%)
Students with a disability	724	(21%)
Students from language background other than English	185	(5%)
Students in care under the Guardianship of the Minister	104	(3%)

Additional students participated in the program at some stage during 2011, who subsequently left the program. As well, some students left the program and then re-enrolled again. The transient family/life circumstances of FLO young people has been identified as a significant barrier in young people engaging in a school community and has been addressed by ICAN by ensuring the 'funding follows the student'. This means that if a young person moves from the Far North region to the South East region the funding can travel with the young person so there isn't a gap in case management provision. As there is now a statewide network, ICAN staff and services can provide a seamless transition for each young person, their family and the schools.

Of the 3,387 individual FLO students at Term 4, 188 are primary school students, 178 of who were also provided with additional case management support (*Case management supplement* grant funding) to support the individual student, family and teacher to strengthen their re-engagement in school-based learning.

<table>
<tr>
<td></td>
<td>Through the 13 local ICAN management committees 3,918 students have been supported through targeted community partnership grants (CPG) targeting the following priority areas:

- Parents and care givers
- Social and emotional health and wellbeing
- Community learning spaces
- Access to innovative services
- Local community leadership
- Aboriginal literacy and transition
- Transitions (primary to high to further education and training to employment).

A further 774 individual primary students without FLO enrolment funding are being supported to remain in school through the support of intensive individual case management service provision (*Exceptional circumstances case* management grant funding).

Learning together

- The number of families enrolled and currently attending is 320 (682 families have been enrolled in the program since it started).
- A total of 815 people are currently enrolled and attending programs (1,349 people have been enrolled in the program since it started).
- The number of children enrolled and attending at the end of Term 3, 2011 was 420 (709 children have been enrolled in the program since it started).
- The number of Aboriginal people enrolled and attending at the end of Term 3, 2011 was 50.
- The total number of people from Language backgrounds other than English enrolled and currently attending at the end of Term 3, 2011 was 149.
- The total number of people who are refugees enrolled and currently attending at the end of Term 3, 2011 was four. Note: This number has fluctuated greatly over the year.
- There was a total of 69 people with a disability enrolled and currently attending at the end of Term 3 2011.

Wiltja

Wiltja secondary program cohort (all Indigenous students):

Years 6 & 7   2
Year 8   50
Year 9   23
Year 10   19
Year 11   7
Year 12   6
Total   107 students</td>
</tr>
<tr>
<td>Student performance indicator data, as per section 12 of the Low SES FIP (eg Attendance, NAPLAN). **ALL**</td>
<td>Refer to Section 8.</td>
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</table>

Section 7 – South Australia - Performance Measures CMaD NP

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

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

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

Section 7 Performance Measures reports National Assessment Program - Literacy and Numeracy (NAPLAN) information for the 205 CMaD NP schools participating in 'whole of school' change strategies and approaches in 2011, for two groups: those schools in CMaD NP 'whole of school' interventions participating since 2010 (87 CMaD NP schools); those schools in CMaD NP 'whole of school' interventions participating since 2011 (118 CMaD NP schools). As these schools commenced in the CMaD NP in different periods, they are being reported and tracked on separate tables over the life of the partnership.

In 2011, over half of the 205 CMaD NP schools (111 schools) were located in regional South Australia, of which 42% were located in Northern South Australia and the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. Additionally the CMaD NP schools' 2011 profile comprised 18 Aboriginal/Anangu schools (856 total student enrolments), and 6 schools or 2.9% designated as Special schools (358 total student enrolments), 88% of which commenced in CMaD NP from 2011. The majority (64% or 132 schools) of the South Australian CMaD NP schools were Junior Primary/Primary (28 245 or 52% of total student enrolments), while 13% (or 26 schools) were Secondary/High schools (16 476 or 30% of total students enrolments) and the remaining 23% were various combinations of primary and secondary schools, such as Area schools in regional South Australia.

The SA 2011 student measurement cohort includes the NAPLAN results achieved by year levels 3, 5, 7 and 9 in CMaD NP schools (with students sitting both Reading and Numeracy components of NAPLAN testing being included more than once). In 2011, 10 of the 205 CMaD NP schools had no students who participated in NAPLAN, as they only had junior primary or senior secondary students. The SA 2011 student measurement cohort represents approximately 30% of the total 2011 student enrolments (54 850) of the 205 schools who participated in South Australia.

Government schooling reform initiatives across South Australia over the last 3 years have resulted in the amalgamation of some schools into new schools with different names and campuses. This will continue to impact on the total number of CMaD NP schools participating in

'whole of school' interventions across reporting periods. Where possible, for the newly established or created schools participating in the CMaD NP 'whole of school' intervention, NAPLAN results have been historically mapped to their former school(s).

It is important to note that year-on-year the NAPLAN information is for different groups of students within a school, and schools only commenced in the CMaD NP 2010 or 2011, with NAPLAN testing held in May of the reporting year. Any analysis of this CMaD NP schools performance information should take into account the numerous external factors which may have influenced student outcomes. For example, students from special schools contributing to the increase in exempt students.

Some promising trends in NAPLAN can especially be seen in Indigenous Year 5 and Year 7 students, with a steady movement in mean scores towards the total mean achieved by all Australian Indigenous students, and all South Australian students. It is anticipated this trend in CMaD NP schools over time will have a significant impact on the results for all Indigenous students in South Australia, particularly as Indigenous students in the 205 CMaD NP schools (approximately 5600 Indigenous students) represent over a half (58%) of all Indigenous Students (9821 students) across South Australia.[1]

Detailed footnotes regarding all Section 7 tables are available on page 92. Further NAPLAN information regarding these CMaD NP schools is also available in Section 8 – Part 1.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership schools participating in 'Whole of School' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN, 2010 and 2011 [8] [9]:

Table 1.1(a) – All Students in CMaD NP 'whole of school' interventions participating since 2010

Description	Year Level	Domain	2009					2010 (baseline)					2011				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
ALL Students in CMaD NP (Low SES) schools participating since 2010	Year 3	Reading	93.8	2.5	9.6	19.5	368.3	91.1	2.9	11.6	19.4	368.9	89.3	3.5	11.8	20.2	365.3
	Year 5	Reading	94.9	2.4	15.9	21.3	452.0	92.3	2.4	20.1	21.6	445.6	92.8	2.6	17.4	19.7	447.2
	Year 7	Reading	95.3	2.1	11.6	21.8	508.4	93.8	2.1	9.1	20.9	515.6	92.1	2.2	7.6	27.6	505.5
	Year 9	Reading	84.3	1.0	15.9	24.5	545.6	80.8	1.2	19.6	31.2	534.1	82.7	1.3	15.5	32.1	540.4
	Year 3	Numeracy	94.1	2.3	15.4	22.9	349.8	90.8	2.8	10.2	25.7	353.3	88.7	3.5	8.7	26.9	352.7
	Year 5	Numeracy	95.3	2.4	10.0	28.9	446.2	91.6	2.3	14.8	25.2	442.7	92.2	2.6	13.3	22.3	444.4
	Year 7	Numeracy	94.6	2.1	9.4	27.2	504.6	92.8	2.1	7.6	24.6	510.2	91.8	2.2	9.7	27.0	505.5
	Year 9	Numeracy	83.4	1.0	7.7	33.2	543.9	79.2	1.2	16.4	29.8	538.1	82.9	1.4	14.4	38.0	534.3

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[1] The Australian Bureau of Statistics (ABS) - 4221.0 - Schools, Australia, 2011, Released at 11.30am (Canberra time) Friday, 3 February 2012. Pivot table of NSSC Table 42b Full-time and Part-time students - by State and Territories, Affiliation, Sex, Grade, Age, Indigenous Status and Years (2006 to 2011). Sum of All SA FT + PT students by Indigenous status, 2011.

Table 1.1(b) – All Students in CMaD NP 'whole of school' interventions participating since 2011

Description	Year Level	Domain	2010					2011 (baseline)				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
ALL Students in CMaD NP (Low SES) schools participating since 2011	Year 3	Reading	89.6	4.6	10.0	19.1	371.9	89.4	5.0	10.9	19.8	368.9
	Year 5	Reading	90.7	4.7	18.9	19.4	448.1	91.3	5.1	18.0	19.0	444.4
	Year 7	Reading	91.6	4.0	9.7	21.2	513.4	92.1	4.6	7.8	28.6	503.0
	Year 9	Reading	83.7	1.7	17.9	27.8	539.7	85.7	2.9	13.2	28.0	546.8
	Year 3	Numeracy	89.1	4.5	9.4	24.0	353.4	89.9	4.9	9.7	24.9	351.2
	Year 5	Numeracy	91.2	4.7	13.1	23.0	447.1	90.5	5.0	13.8	21.6	443.7
	Year 7	Numeracy	91.2	4.0	7.8	23.7	509.3	91.5	4.6	9.5	26.4	503.6
	Year 9	Numeracy	83.3	1.7	12.4	27.7	546.9	84.9	2.9	11.5	30.9	544.8

Table 1.2(a) – Indigenous Students in CMaD NP 'whole of school' interventions participating since 2010

Description	Year Level	Domain	2009					2010 (baseline)					2011				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
INDIGENOUS Students in CMaD NP (Low SES) schools participating since 2010 [6]	Year 3	Reading	81.8	2.1	16.3	35.3	320.8	81.1	4.9	20.4	29.3	329.1	82.3	3.6	22.8	29.1	319.3
	Year 5	Reading	85.8	2.0	35.4	25.7	402.4	87.9	2.9	40.1	26.9	398.8	89.4	2.4	32.2	26.3	403.2
	Year 7	Reading	87.2	1.1	27.6	37.8	461.5	88.0	4.6	24.7	36.4	468.2	89.2	5.1	17.8	35.1	473.1
	Year 9	Reading	63.5	2.0	27.6	29.9	511.6	58.8	3.1	35.1	36.2	499.1	61.0	0.0	26.9	44.4	508.6
	Year 3	Numeracy	83.4	2.1	34.6	27.6	303.6	77.7	4.9	18.8	36.9	316.2	80.7	3.6	18.1	40.0	319.9
	Year 5	Numeracy	89.2	2.0	23.6	39.6	408.7	87.0	2.9	32.8	35.6	399.4	87.1	2.4	32.4	23.6	410.5
	Year 7	Numeracy	85.5	1.1	29.4	35.3	461.3	83.4	4.6	19.9	34.9	472.6	88.2	5.1	21.5	34.9	467.9
	Year 9	Numeracy	60.0	2.0	15.0	53.3	513.5	58.1	3.1	34.4	29.0	503.9	59.9	0.0	32.1	50.9	494.9

Table 1.2(b) – Indigenous Students in CMaD NP 'whole of school' interventions participating since 2011

Description	Year Level	Domain	2010					2011 (baseline)				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
INDIGENOUS Students in CMaD NP (Low SES) schools participating since 2011 [6]	Year 3	Reading	79.7	3.9	26.5	31.4	310.6	73.9	5.3	25.4	30.4	313.1
	Year 5	Reading	80.6	2.3	47.6	25.0	385.3	75.4	2.6	45.7	24.6	388.0
	Year 7	Reading	80.5	1.7	32.8	28.0	461.9	83.1	4.1	24.3	39.6	459.4
	Year 9	Reading	64.3	1.6	48.1	27.2	483.2	68.4	2.9	45.4	29.8	482.8
	Year 3	Numeracy	80.6	3.9	25.7	39.6	301.8	75.9	5.3	20.4	38.7	310.4
	Year 5	Numeracy	81.8	2.3	37.0	32.2	389.7	75.4	2.2	35.4	38.9	395.4
	Year 7	Numeracy	81.0	1.7	27.3	32.1	463.1	79.0	4.1	28.6	37.0	456.7
	Year 9	Numeracy	60.3	1.6	36.8	31.6	503.4	75.7	2.9	39.7	36.5	492.8

Table 1.3(a) – Language Background Other Than English (LBOTE) Students in CMaD NP 'whole of school' interventions participating since 2010

Description	Year Level	Domain	2009					2010 (baseline)					2011				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
LBOTE Students in CMaD NP (Low SES) schools participating since 2010 [7]	Year 3	Reading	91.8	3.2	9.7	18.6	368.8	87.7	5.0	12.6	21.8	358.9	88.3	5.6	10.0	17.2	371.6
	Year 5	Reading	91.5	4.4	18.4	20.2	441.8	88.1	3.1	25.4	23.0	433.4	93.6	5.7	16.7	21.7	443.1
	Year 7	Reading	94.1	4.7	15.7	23.0	503.0	92.0	2.7	12.0	22.4	507.2	91.9	2.1	8.3	29.6	503.6
	Year 9	Reading	81.2	0.5	19.9	27.2	529.3	79.9	2.7	33.5	30.7	512.1	89.1	1.6	24.4	33.7	521.9
	Year 3	Numeracy	92.3	3.0	14.5	24.9	349.7	88.0	5.0	13.1	29.2	340.7	87.8	5.6	6.7	23.4	358.6
	Year 5	Numeracy	92.3	4.4	11.3	30.1	450.0	87.5	3.1	19.6	24.3	437.5	93.2	5.7	12.3	20.5	451.1
	Year 7	Numeracy	93.6	4.7	11.5	19.7	515.0	91.2	2.7	9.2	24.4	514.3	92.1	2.1	11.9	22.0	520.8
	Year 9	Numeracy	79.0	0.5	11.6	34.0	537.1	79.9	2.7	24.6	31.3	526.9	91.7	1.6	15.3	41.2	530.8

Table 1.3(b) – Language Background Other Than English (LBOTE) Students in CMaD NP 'whole of school' interventions participating since 2011

Description	Year Level	Domain	2010					2011 (baseline)				
			Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]	Participation Rate (%) [1]	Exempt (%) [2]	Bottom Band (%) [3]	Second Bottom Band (%) [4]	Mean Scale Score [5]
LBOTE Students in CMaD NP (Low SES) schools participating since 2011 [7]	Year 3	Reading	82.3	6.2	11.8	18.0	364.6	87.9	6.5	9.9	18.5	369.8
	Year 5	Reading	86.3	4.5	25.7	18.6	434.9	91.7	7.7	18.0	18.7	443.2
	Year 7	Reading	89.3	4.7	18.1	21.0	502.3	95.9	4.3	11.3	33.4	493.8
	Year 9	Reading	81.1	0.8	29.1	25.6	523.0	89.7	2.0	22.9	26.7	532.5
	Year 3	Numeracy	82.3	6.2	10.6	24.8	344.7	88.4	6.0	13.9	19.7	348.1
	Year 5	Numeracy	87.4	4.5	17.8	23.2	444.0	91.3	7.7	17.9	16.6	446.1
	Year 7	Numeracy	89.5	4.7	12.8	19.3	508.5	95.9	4.3	15.0	26.1	498.7
	Year 9	Numeracy	79.8	0.8	22.2	26.5	535.4	89.5	2.0	16.9	30.3	542.5

Footnotes Section 7 - Table 1.1(a), Table 1.1(b), Table 1.2(a), Table 1.2(b), Table 1.3(a) and Table 1.3(b)

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

(2) Exempt students are defined as those who were not assessed and are deemed not to have met the national minimum standard, as a percentage of the total number of students in the reporting year level (including assessed, absent and withdrawn).

(3) Includes assessed students who achieved the first band of the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt). For this report those students in the first band of NMS excludes exempt students, who are reported separately on this table.

(4) Includes assessed students who achieved the second band of the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt).

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

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

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

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

(9) Please note year-on-year NAPLAN information is for a different group of students within a school. Changes in performance for student cohorts should be considered with caution due to the different students tested each year, all of which have different characteristics, circumstances and abilities. The CMaD NP schools reported in these tables only commenced in 2010 or 2011, with NAPLAN testing held in May of the reporting year.

Section 8: South Australia – State Performance Measures CMaD

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

Part 1 – CMaD NP schools participating in 'Whole of School' change strategies and approaches

Section 8 (Part 1) comprises student results for the 205 South Australian CMaD NP schools participating in 'whole of school' change strategies and approaches, across two school groups: those schools participating since 2010 (87 CMaD NP schools) and those participating since 2011 (118 CMaD NP schools). As these schools commenced in the CMaD NP in different periods, they are being reported and tracked on separate tables over the life of the partnership.

The SA 2011 student measurement cohort for the National Assessment Program - Literacy and Numeracy (NAPLAN) results achieved by year levels 3, 5, 7 and 9 in CMaD NP schools (with students sitting both Reading and Numeracy components of NAPLAN testing being included more than once). In 2011, 10 of the 205 CMaD NP schools had no students who participated in NAPLAN, as they only had junior primary or senior secondary students. The SA 2011 student measurement cohort represents approximately 30% of the total 2011 student enrolments (54 850) of the 205 schools who participated in South Australia.

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

It is important to note that year-on-year the NAPLAN information is for different groups of students within a school, and schools only commenced in the CMaD NP in 2010 or 2011, with NAPLAN testing held in May of the reporting year. Any analysis of performance information for these CMaD NP schools should take into account the short time frame for student improvement and the numerous external factors which may have influenced student outcomes.

Year-on-year the NAPLAN information is not sufficiently sensitive to show a significant change to the overall CMaD NP average in the short time frame from 2010 to 2011. For students who sat the test in both 2009 and 2011, from Year 3 to Year 5 and Year 5 to Year 7, mean scores in reading and numeracy are suggesting an improvement towards the South Australia and national averages.

Detailed footnotes' regarding Section 8 tables follow each group of performance information.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for schools participating in 'Whole of School' strategies and approaches by School Attendance Rates results, 2010 and 2011:

Table 1.1(a) – All Schools in CMaD NP 'whole of school' interventions participating since 2010

Description	School Attendance Rate (SAR) Categories [1]	2009		2010 (baseline)		2011	
		No. of Schools	% of Total Schools	No. of Schools	% of Total Schools	No. of Schools	% of Total Schools
Number of **CMaD NP** schools participating since 2010, by School Attendance Rate Categories [1]	Category 1 (< 80% SAR)	4	4.4	6	6.6	6	6.9
	Category 2 (80% - 84% SAR)	8	8.8	7	7.7	5	5.7
	Category 3 (85% - 89% SAR)	23	25.3	21	23.1	22	25.3
	Category 4 (90% - 94% SAR)	47	51.6	51	56.0	47	54.0
	Category 5 (95%> SAR)	5	5.5	5	5.5	6	6.9
	Not Available [2]	4	4.4	1	1.1	1	1.1
	Total	**91**	**100.0**	**91**	**100.0**	**87**	**100.0**

Table 1.1(b) – All Schools in CMaD NP 'whole of school' interventions participating since 2011

Description	School Attendance Rate (SAR) Categories [1]	2010		2011 (baseline)	
		No. of Schools	% of Total Schools	No. of Schools	% of Total Schools
Number of **CMaD NP** schools participating since 2011, by School Attendance Rate Categories [1]	Category 1 (< 80% SAR)	15	12.4	18	15.3
	Category 2 (80% - 84% SAR)	9	7.4	7	5.9
	Category 3 (85% - 89% SAR)	27	22.3	29	24.6
	Category 4 (90% - 94% SAR)	59	48.8	54	45.8
	Category 5 (95%> SAR)	6	5.0	5	4.2
	Not Available [2]	5	4.1	5	4.2
	Total	**121**	**100.0**	**118**	**100.0**

(1) Includes the total (aggregated) attendance rate for all full-time students enrolled (excluding those studying via distance education) across year levels 1 to 10 for the relevant CMaD NP participating school(s). Definitions and the method of collection vary across sectors in South Australia. The government sector collects attendance data in Term 3 for the Semester 1 period, while non-government sectors include the last 20 days (4 weeks) in May of the reporting period. Information based on the *'My School'* website. Australian Curriculum, Assessment and Reporting Authority (ACARA).
(2) Includes schools that were established after the student attendance reporting period, or schools where no attendance information was available during the reporting period (for example special schools that do not have mainstream year levels).

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership schools participating in 'Whole of School' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN, 2010 and 2011:

Table 2.1(a) – All Students in CMaD NP 'whole of school' interventions participating since 2010

Reporting Period [9] [10]	Year Level	Domain	ALL Students in CMaD NP (Low SES) schools participating since 2010					State Mean Scale Score (All Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 3	Reading	1841	93.8	2.5	87.7	368.3	401.0
	Year 3	Numeracy	1848	94.1	2.3	82.1	349.8	379.9
	Year 5	Reading	1909	94.9	2.4	81.6	452.0	485.0
	Year 5	Numeracy	1916	95.3	2.4	87.5	446.2	471.4
	Year 7	Reading	2038	95.3	2.1	86.2	508.4	537.6
	Year 7	Numeracy	2024	94.6	2.1	88.3	504.6	533.2
	Year 9	Reading	1646	84.3	1.0	82.9	545.6	579.4
	Year 9	Numeracy	1628	83.4	1.0	91.0	543.9	581.6
2010 (baseline)	Year 3	Reading	1738	91.1	2.9	85.2	368.9	403.5
	Year 3	Numeracy	1733	90.8	2.8	86.7	353.3	381.4
	Year 5	Reading	1754	92.3	2.4	77.4	445.6	477.3
	Year 5	Numeracy	1740	91.6	2.3	82.7	442.7	473.5
	Year 7	Reading	1825	93.8	2.1	88.7	515.6	543.7
	Year 7	Numeracy	1806	92.8	2.1	90.1	510.2	539.3
	Year 9	Reading	1498	80.8	1.2	78.9	534.1	568.8
	Year 9	Numeracy	1467	79.2	1.2	82.1	538.1	575.5
2011	Year 3	Reading	1681	89.3	3.5	84.3	365.3	404.0
	Year 3	Numeracy	1669	88.7	3.5	87.4	352.7	381.2
	Year 5	Reading	1813	92.8	2.6	79.8	447.2	479.5
	Year 5	Numeracy	1800	92.2	2.6	83.9	444.4	472.6
	Year 7	Reading	1834	92.1	2.2	90.0	505.5	534.6
	Year 7	Numeracy	1828	91.8	2.2	87.9	505.5	536.5
	Year 9	Reading	1563	82.7	1.3	83.0	540.4	575.1
	Year 9	Numeracy	1567	82.9	1.4	84.0	534.3	575.1

Table 2.1(b) – All Students in CMaD NP 'whole of school' interventions participating since 2011

Reporting Period [9] [10]	Year Level	Domain	ALL Students in CMaD NP (Low SES) schools participating since 2011					State Mean Scale Score (All Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2010	Year 3	Reading	1938	89.6	4.6	84.8	371.9	403.5
	Year 3	Numeracy	1927	89.1	4.5	85.6	353.4	381.4
	Year 5	Reading	2077	90.7	4.7	75.9	448.1	477.3
	Year 5	Numeracy	2089	91.2	4.7	81.8	447.1	473.5
	Year 7	Reading	2029	91.6	4.0	85.9	513.4	543.7
	Year 7	Numeracy	2022	91.2	4.0	87.8	509.3	539.3
	Year 9	Reading	2195	83.7	1.7	80.1	539.7	568.8
	Year 9	Numeracy	2183	83.3	1.7	85.6	546.9	575.5
2011 (baseline)	Year 3	Reading	1868	89.4	5.0	83.5	368.9	404.0
	Year 3	Numeracy	1879	89.9	4.9	84.9	351.2	381.2
	Year 5	Reading	1906	91.3	5.1	76.3	444.4	479.5
	Year 5	Numeracy	1889	90.5	5.0	80.7	443.7	472.6
	Year 7	Reading	2061	92.1	4.6	87.3	503.0	534.6
	Year 7	Numeracy	2047	91.5	4.6	85.5	503.6	536.5
	Year 9	Reading	2095	85.7	2.9	83.4	546.8	575.1
	Year 9	Numeracy	2076	84.9	2.9	85.1	544.8	575.1

Table 2.2(a) – Indigenous Students in CMaD NP 'whole of school' interventions participating since 2010

Reporting Period [9] [10]	Year Level	Domain	Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	State Mean Scale Score (Indigenous Students) [6]
			Indigenous Students in CMaD NP (Low SES) schools participating since 2010 [7]					
2009	Year 3	Reading	153	81.8	2.1	81.0	320.8	332.3
	Year 3	Numeracy	156	83.4	2.1	62.8	303.6	313.6
	Year 5	Reading	175	85.8	2.0	62.3	402.4	416.9
	Year 5	Numeracy	182	89.2	2.0	74.2	408.7	416.6
	Year 7	Reading	156	87.2	1.1	71.2	461.5	474.1
	Year 7	Numeracy	153	85.5	1.1	69.3	461.3	469.7
	Year 9	Reading	127	63.5	2.0	69.3	511.6	518.3
	Year 9	Numeracy	120	60.0	2.0	81.7	513.5	522.3
2010 (baseline)	Year 3	Reading	167	81.1	4.9	73.7	329.1	334.0
	Year 3	Numeracy	160	77.7	4.9	75.0	316.2	323.1
	Year 5	Reading	182	87.9	2.9	56.6	398.8	411.3
	Year 5	Numeracy	180	87.0	2.9	63.9	399.4	410.2
	Year 7	Reading	154	88.0	4.6	70.1	468.2	482.3
	Year 7	Numeracy	146	83.4	4.6	74.7	472.6	479.7
	Year 9	Reading	94	58.8	3.1	59.6	499.1	502.1
	Year 9	Numeracy	93	58.1	3.1	60.2	503.9	514.1
2011	Year 3	Reading	158	82.3	3.6	72.8	319.3	332.0
	Year 3	Numeracy	155	80.7	3.6	77.4	319.9	326.9
	Year 5	Reading	152	89.4	2.4	65.1	403.2	413.9
	Year 5	Numeracy	148	87.1	2.4	64.9	410.5	417.8
	Year 7	Reading	174	89.2	5.1	76.4	473.1	478.8
	Year 7	Numeracy	172	88.2	5.1	72.7	467.9	477.7
	Year 9	Reading	108	61.0	0.0	73.1	508.6	516.7
	Year 9	Numeracy	106	59.9	0.0	67.9	494.9	511.9

Table 2.2(b) – Indigenous Students in CMaD NP 'whole of school' interventions participating since 2011

Reporting Period [9] [10]	Year Level	Domain	Indigenous Students in CMaD NP (Low SES) schools participating since 2011 [7]					State Mean Scale Score (Indigenous Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2010	Year 3	Reading	185	79.7	3.9	68.6	310.6	334.0
	Year 3	Numeracy	187	80.6	3.9	69.5	301.8	323.1
	Year 5	Reading	208	80.6	2.3	49.5	385.3	411.3
	Year 5	Numeracy	211	81.8	2.3	60.2	389.7	410.2
	Year 7	Reading	186	80.5	1.7	65.1	461.9	482.3
	Year 7	Numeracy	187	81.0	1.7	70.6	463.1	479.7
	Year 9	Reading	162	64.3	1.6	49.4	483.2	502.1
	Year 9	Numeracy	152	60.3	1.6	60.5	503.4	514.1
2011 (baseline)	Year 3	Reading	181	73.9	5.3	67.4	313.1	332.0
	Year 3	Numeracy	186	75.9	5.3	72.6	310.4	326.9
	Year 5	Reading	175	75.4	2.6	50.9	388.0	413.9
	Year 5	Numeracy	175	75.4	2.2	61.7	395.4	417.8
	Year 7	Reading	202	83.1	4.1	70.8	459.4	478.8
	Year 7	Numeracy	192	79.0	4.1	66.1	456.7	477.7
	Year 9	Reading	141	68.4	2.9	50.4	482.8	516.7
	Year 9	Numeracy	156	75.7	2.9	56.4	492.8	511.9

Table 2.3(a) – Language Background Other Than English (LBOTE) Students in CMaD NP 'whole of school' interventions participating since 2010

Reporting Period [9][10]	Year Level	Domain	Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	State Mean Scale Score (LBOTE Students) [6]
2010	Year 3	Reading	428	82.3	6.2	80.6	364.6	394.5
	Year 3	Numeracy	423	82.3	6.2	81.8	354.7	371.9
	Year 5	Reading	499	86.3	4.5	69.1	434.9	466.6
2009	Year 3	Reading	371	87.4	3.2	86.2	368.8	405.9
	Year 3	Numeracy	373	87.4	3.2	87.0	404.0	384.0
	Year 5	Reading	491	89.3	4.9	76.0	502.3	476.7
	Year 5	Numeracy	492	89.5	4.7	81.9	508.8	477.3
	Year 7	Reading	338	82.3	4.4	83.8	459.0	528.6
	Year 7	Numeracy	383	81.1	0.8	70.0	523.0	541.2
	Year 9	Reading	499	79.8	0.8	78.8	595.4	564.6
2011 (baseline)	Year 3	Reading	394	87.9	6.5	82.7	369.8	405.9
	Year 3	Numeracy	394	88.4	6.0	79.5	548.3	384.0
	Year 5	Reading	447	79.9	9.5	87.8	537.1	476.7
2010 (baseline)	Year 3	Reading	373	91.3	5.9	81.7	358.9	405.9
	Year 3	Numeracy	373	88.9	5.9	81.2	349.7	384.0
	Year 5	Reading	467	93.9	4.9	84.2	499.8	476.7
	Year 5	Numeracy	467	88.9	4.3	80.5	498.7	477.3
	Year 7	Reading	367	89.7	2.0	74.9	532.5	528.6
	Year 9	Reading	300	89.9	2.0	80.9	542.5	564.6
	Year 7	Numeracy	446	91.2	2.7	87.9	514.3	539.3
	Year 9	Reading	179	79.9	2.7	63.1	512.1	555.3
	Year 9	Numeracy	179	79.9	2.7	72.1	526.9	574.3
2011	Year 3	Reading	361	88.3	5.6	83.7	371.6	405.9
	Year 3	Numeracy	359	87.8	5.6	86.9	358.6	384.0
	Year 5	Reading	442	93.6	5.7	77.1	443.1	476.7
	Year 5	Numeracy	440	93.2	5.7	81.6	451.1	477.3
	Year 7	Reading	385	91.9	2.1	89.4	503.6	528.6
	Year 7	Numeracy	386	92.1	2.1	85.8	520.8	541.2
	Year 9	Reading	172	89.1	1.6	73.8	521.9	564.6
	Year 9	Numeracy	177	91.7	1.6	83.1	530.8	578.8

Table 2.3 (b) – Language Background Other Than English (LBOTE) Students in CMaD NP 'whole of school' interventions participating since 2011

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

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 within the reporting year level for CMaD NP schools. Students who sit both the Reading and Numeracy components of the NAPLAN testing may be included more than once.

(2) Includes all students assessed in NAPLAN or were exempt, in Year levels 3, 5, 7 and 9, as a percentage of the total number of students within the reporting year level (including absent and withdrawn).

(3) Exempt students are defined as those who were not assessed and are deemed not to have met the national minimum standard, as a percentage of the total number of students in the reporting year level (including assessed, absent and withdrawn).

(4) Includes all assessed students who achieved 'At' or 'Above' the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt). 'At' or 'Above' is based on the proficiency band specified to an assessed student. Exempt students are deemed not to have met the national minimum standard and are considered 'Below the NMS'.

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

(6) For comparison purposes the State Mean Scale Scores reported are based on the Weighted Likelihood Estimates (WLE) for all assessed NAPLAN students in South Australia. These results may differ slightly from other State Mean Scale Scores reported nationally.

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

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

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

(10) Please note year-on-year NAPLAN information is for a different group of students within a school. Changes in performance for student cohorts should be considered with caution due to the different students tested each year, all of which have different characteristics, circumstances and abilities. The CMaD NP schools reported in these tables only commenced in 2010 or 2011, with NAPLAN testing held in May of the reporting year.

Part 2 - Students in the CMaD NP participating in 'Individual Targeted Support' strategies and approaches

The South Australian Department for Education and Child Development (**DECD**) provided a comprehensive suite of individualised support programs to young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning. Section 8 State Performance Measures - CMaD NP (Part 2) provides information for 10,092 tracked individual students in the CMaD National Partnership who participated in 'Individual Targeted Support' strategies and approaches in government schools, across two groups: those students participating since 2010 (5454 CMaD NP students) and those participating since 2011 (4638 CMaD NP students). As these students commenced in the CMaD NP at different periods, they are being reported and tracked on separate tables over the life of the partnership. Only students enrolled at a school in the government sector in 2011 and/or in a CMaD NP program for 2011 are included in the reporting analysis. DECD *Targeted student support* programs have also been provided to many more children and young people who are not being tracked here.

This chart outlines how SA CMaD NP 'Individual Targeted Support' students commencing in 2010 or 2011, have been tracked and reported in the following tables in this section.

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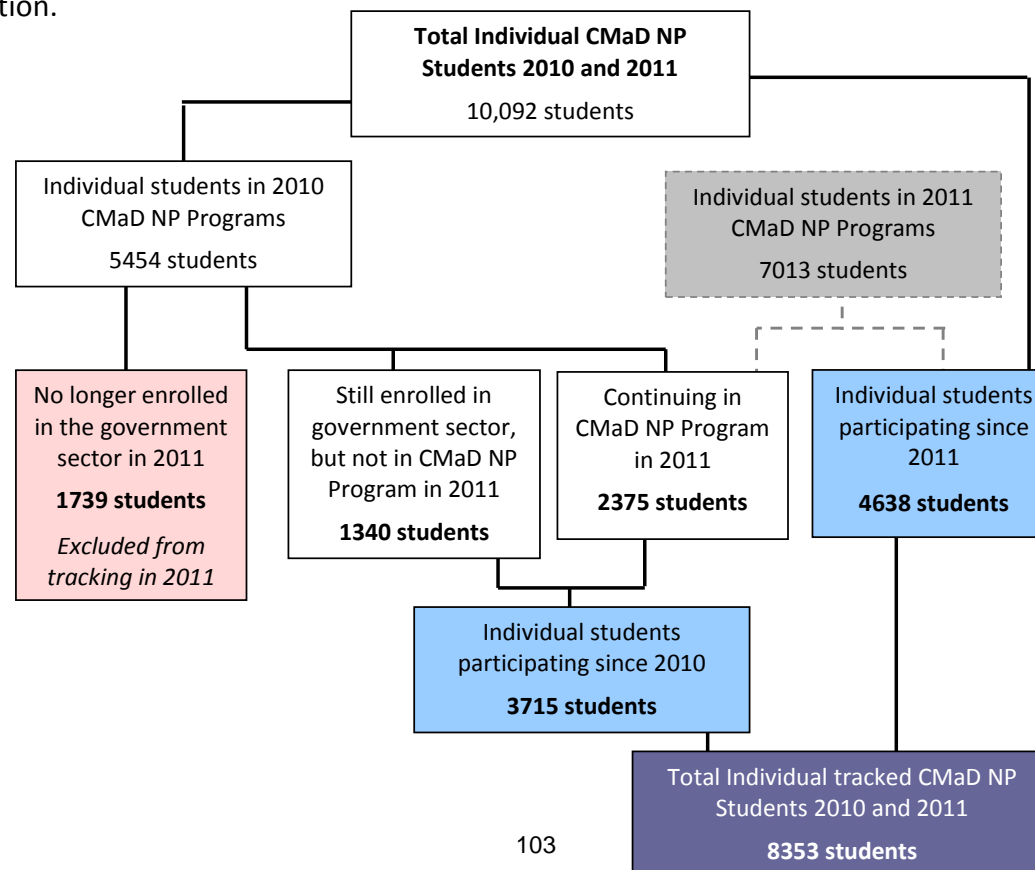
Due to the large number of senior secondary students who leave at the end of each year, there will be a high percentage of students who are no longer included in the next reporting period. In 2011, 1739 (32%) tracked CMaD NP students who participated in 2010 were no longer in the government sector, of these students 60% were enrolled in year level 12/13 in 2010. When a student is no longer in the government sector in the reporting period they are removed from historical tables to ensure a true picture of improvement is provided in a given year.

As well, 1340 tracked students continued their schooling in the government sector but were no longer receiving the individualised targeted support.

In 2011, there were 7013 tracked students involved in a range of programs, including: ICAN (FLO) (59%), Student Mentoring (20%), Aboriginal Student Mentoring (9%), Vocational Educational Training (7%), Community Mentoring (6%), Wiltja scholarships (2%) and in the Aboriginal Turnaround Team (1%).

CMaD NP students (8353) being tracked who participated in individualised support programs in 2010 and 2011 had an average age of 16 years, over half (52%) of all students were male, and 50% (4182) were enrolled in Senior Secondary year levels (11 and 12/13) in 2011. As well, 12% (1011) of CMaD NP students were enrolled in Primary school Year levels (Reception to year level 7) in 2011, and almost half of these primary students (46%) identified as Indigenous, of whom 71% commenced in support programs in 2011.

The *Individual targeted support programs* also focussed on students from key diversity groups, for example: students who identify as Australian Aboriginal and/or Torres Strait Islander represented 22%; students from a language background other than English (LBOTE) represented 12%; and students eligible for the DECD *Disability support program* represented 19% of the total number of students who participated in individualised support programs in 2010 and 2011.

In the following profile and tables each student is only reported once in each category. Some students require significant support and may have participated in more than one program. Only 3% (193) of the 7013 students participating in CMaD NP programs in 2011 were supported by multiple programs. It is important to note students receiving targeted support include those who may:

- have complex life responsibilities and issues that impact upon their successful engagement with learning
- be significantly disengaged from their learning
- have not attended school, often for some years (even though they may be of compulsory school age)

The data in the following tables represents this student group and must be analysed with the numerous external factors, which may have influenced student outcomes, in mind. It is important to note that year-on-year NAPLAN information is for different groups of individual students, and who only commenced in the supported programs from 2010 or 2011.

In 2011, 32% (2688) of all individual CMaD NP students (8353) who participated in supported programs since 2010 and 2011, had an individual attendance rate equal to or greater than 95%. This overall figure represents a 9 percentage point **increase** since 2010. This suggests that more students are becoming more engaged to continue their schooling.

The greatest percentage point improvement (14 percentage points) occurred with senior secondary students (year 11 to 12/13), who increased from 25.2% with an individual attendance rate equal to or greater than 95% in 2010 to 39.6% in 2011. This suggests a high level of engagement in these senior years, which is more likely to lead to successful school completion.

Graph 1 illustrates the attendance rates for individual students (3715) in CMaD NP participating since 2010 and still enrolled in the government sector in 2011, the red circles below highlight the marked improvement in attendance 2009 to 2011. At the same time the CMaD NP students who commenced in supported programs from 2011 (4638) average attendance rate increased 7% percentage points, from 74.9% in 2010 to 81.5% in 2011. Consistently high attendance is necessary for improved engagement and achievement outcomes.

Detailed footnotes regarding Section 8 (Part 2) tables and graphs follow each group of performance information.

Graph 1: 2009-2011 Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010, by attendance rate category.
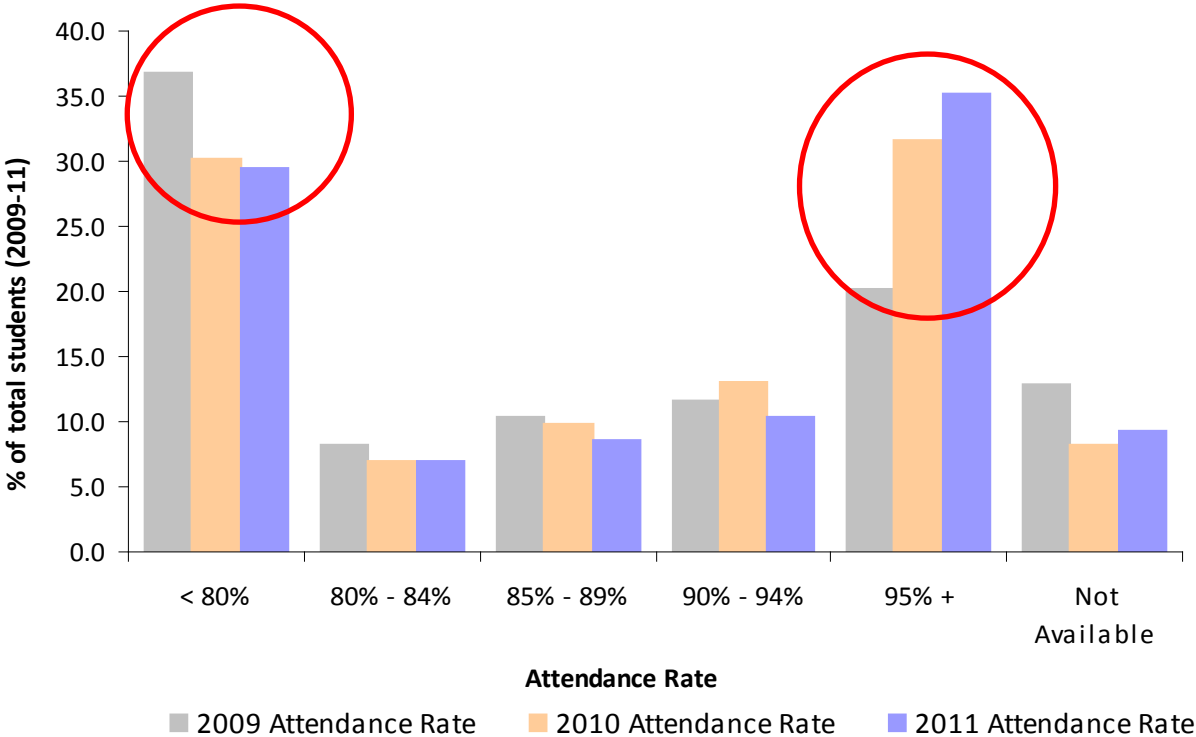
Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students participating in 2010 and 2011 'Individual Targeted Support' strategies and approaches summary information:

Reporting Period	School Year Level	2011 Summary of All 'Individual Targeted Support' Students in CMaD NP (Low SES)			
		No. ALL Students	% Indigenous Students in Year Level [2]	% LBOTE Students in Year Level [3]	% Students with Disabilities in Year Level [4]
All Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies and approaches participating since 2010 [1]	Year 3 and below	2	0.0	0.0	0.0
	Year 4	4	25.0	50.0	25.0
	Year 5	14	14.3	14.3	21.4
	Year 6	96	21.9	25.0	31.3
	Year 7	253	43.1	16.2	29.2
	Year 8	332	35.2	22.3	25.3
	Year 9	246	39.4	8.1	30.9
	Year 10	527	31.3	15.6	22.4
	Year 11	861	22.1	6.2	21.0
	Year 12 / 13	1294	11.6	6.6	17.2
	Special [5]	86	15.1	4.7	34.9
	Total 2009-2011	**3715**	**23.3**	**10.4**	**22.0**
	no longer applicable [6]	1739	14.6	9.6	15.9
All Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies and approaches participating since 2011 [1]	Year 3 and below	25	84.0	28.0	16.0
	Year 4	26	61.5	34.6	15.4
	Year 5	159	67.3	17.0	22.0
	Year 6	222	49.1	35.1	21.6
	Year 7	210	37.1	10.5	27.1
	Year 8	424	39.2	22.6	22.9
	Year 9	609	27.1	10.5	18.7
	Year 10	691	17.5	13.5	17.9
	Year 11	1177	9.7	6.9	13.8
	Year 12 / 13	850	11.3	10.5	13.6
	Special [5]	245	3.7	8.2	13.1
	Total 2010-2011	**4638**	**21.6**	**12.6**	**17.1**

Footnotes summary table

(1) Students who were assessed as Indigenous, LBOTE and/or with a disability may be included in multiple cohorts.

(2) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in 2011. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self-identification.

(3) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home in 2011. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self-identification.

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

(5) Includes all primary or secondary students with a disability (physical, intellectual etc.) that impacts significantly on his/her access to and participation in schooling; primary or secondary students in non-special schools with a designated special class or language and communication class; secondary students who are in ungraded subjects for adult (re-entry) who are not undertaking SACE, VET or UniPAL subjects; and any other students who have had a special class placement negotiated.

(6) Includes all primary or secondary students in CMaD NP (Low SES) participating since 2010, that have no 2011 results in the demographic collection process, and have subsequently been deemed to have left the government schooling sector. Almost two thirds (60%) of these students were in their final year of schooling in 2010 (Year levels 12/13), and would be expected to no longer be included in CMaD NP in 2011.

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students participating in 2010 and 2011 'Individual Targeted Support' strategies and approaches by Individual Student Attendance Rates:

Table 1.1(a) – Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)		2011	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
ALL Students in CMaD NP (Low SES) participating since 2010 by Individual Attendance Rate Categories [1]	Category 1 (< 80% IAR)	1367	36.8	1124	30.3	1097	29.5
	Category 2 (80% - 84% IAR)	305	8.2	258	6.9	257	6.9
	Category 3 (85% - 89% IAR)	387	10.4	366	9.9	320	8.6
	Category 4 (90% - 94% IAR)	431	11.6	486	13.1	386	10.4
	Category 5 (95%> IAR)	748	20.1	1174	31.6	1309	35.2
	Not Available [2]	477	12.8	307	8.3	346	9.3
	Total	**3715**	**100.0**	**3715**	**100.0**	**3715**	**100.0**

Table 1.1(b) – ALL Students in CMaD NP 'Individual Targeted Support' interventions participating since 2011

Description	Individual Attendance Rate (IAR) Categories	2010		2011 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
ALL Students in CMaD NP (Low SES) participating since 2011 by Individual Attendance Rate Categories [1]	Category 1 (< 80% IAR)	1668	36.0	1327	28.6
	Category 2 (80% - 84% IAR)	337	7.3	362	7.8
	Category 3 (85% - 89% IAR)	474	10.2	465	10.0
	Category 4 (90% - 94% IAR)	581	12.5	536	11.6
	Category 5 (95%> IAR)	735	15.8	1379	29.7
	Not Available [2]	843	18.2	569	12.3
	Total	**4638**	**100.0**	**4638**	**100.0**

Table 1.2(a) – Indigenous Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)		2011	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
Indigenous Students in CMaD NP (Low SES) participating since 2010 by Individual Attendance Rate Categories [3]	Category 1 (< 80% IAR)	357	41.3	365	42.2	357	41.3
	Category 2 (80% - 84% IAR)	79	9.1	62	7.2	78	9.0
	Category 3 (85% - 89% IAR)	113	13.1	77	8.9	85	9.8
	Category 4 (90% - 94% IAR)	101	11.7	118	13.6	82	9.5
	Category 5 (95%> IAR)	141	16.3	176	20.3	215	24.9
	Not Available [2]	74	8.6	67	7.7	48	5.5
	Total	**865**	**100.0**	**865**	**100.0**	**865**	**100.0**

Table 1.2(b) – Indigenous Students in CMaD NP 'Individual Targeted Support' interventions participating since 2011

Description	Individual Attendance Rate (IAR) Categories	2010		2011 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
Indigenous Students in CMaD NP (Low SES) participating since 2011 by Individual Attendance Rate Categories [3]	Category 1 (< 80% IAR)	419	41.8	403	40.2
	Category 2 (80% - 84% IAR)	83	8.3	89	8.9
	Category 3 (85% - 89% IAR)	88	8.8	110	11.0
	Category 4 (90% - 94% IAR)	116	11.6	108	10.8
	Category 5 (95%> IAR)	147	14.7	220	22.0
	Not Available [2]	149	14.9	72	7.2
	Total	**1002**	**100.0**	**1002**	**100.0**

Table 1.3(a) – Language Background Other Than English (LBOTE) Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)		2011	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
LBOTE Students in CMaD NP (Low SES) participating since 2010 by Individual Attendance Rate Categories [4]	Category 1 (< 80% IAR)	156	40.2	152	39.2	137	35.3
	Category 2 (80% - 84% IAR)	38	9.8	33	8.5	38	9.8
	Category 3 (85% - 89% IAR)	40	10.3	34	8.8	30	7.7
	Category 4 (90% - 94% IAR)	54	13.9	58	14.9	48	12.4
	Category 5 (95%> IAR)	72	18.6	92	23.7	104	26.8
	Not Available [2]	28	7.2	19	4.9	31	8.0
	Total	**388**	**100.0**	**388**	**100.0**	**388**	**100.0**

Table 1.3(b) – Language Background Other Than English (LBOTE) Students in CMaD NP 'Individual Targeted Support' interventions participating since 2011

Description	Individual Attendance Rate (IAR) Categories	2010		2011 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
LBOTE Students in CMaD NP (Low SES) participating since 2011 by Individual Attendance Rate Categories [4]	Category 1 (< 80% IAR)	220	37.5	223	38.1
	Category 2 (80% - 84% IAR)	43	7.3	39	6.7
	Category 3 (85% - 89% IAR)	61	10.4	60	10.2
	Category 4 (90% - 94% IAR)	71	12.1	72	12.3
	Category 5 (95%> IAR)	120	20.5	147	25.1
	Not Available [2]	71	12.1	45	7.7
	Total	**586**	**100.0**	**586**	**100.0**

Table 1.4(a) – Students with disabilities in CMaD NP 'Individual Targeted Support' interventions participating since 2010

Description	Individual Attendance Rate (IAR) Categories	2009		2010 (baseline)		2011	
		No. of Students	% of Total Students	No. of Students	% of Total Students	No. of Students	% of Total Students
Students with disabilities in CMaD NP (Low SES) participating since 2010 by Individual Attendance Rate Categories [5]	Category 1 (< 80% IAR)	317	38.7	279	34.1	234	28.6
	Category 2 (80% - 84% IAR)	67	8.2	60	7.3	65	7.9
	Category 3 (85% - 89% IAR)	94	11.5	70	8.5	70	8.5
	Category 4 (90% - 94% IAR)	94	11.5	96	11.7	106	12.9
	Category 5 (95%> IAR)	173	21.1	256	31.3	275	33.6
	Not Available [2]	74	9.0	58	7.1	69	8.4
	Total	**819**	**100.0**	**819**	**100.0**	**819**	**100.0**

Table 1.4(b) – Students with disabilities in CMaD NP 'Individual Targeted Support' interventions participating since 2011

Description	Individual Attendance Rate (IAR) Categories	2010		2011 (baseline)	
		No. of Students	% of Total Students	No. of Students	% of Total Students
Students with disabilities in CMaD NP (Low SES) participating since 2011 by Individual Attendance Rate Categories [5]	Category 1 (< 80% IAR)	302	38.1	249	31.4
	Category 2 (80% - 84% IAR)	80	10.1	55	6.9
	Category 3 (85% - 89% IAR)	84	10.6	86	10.8
	Category 4 (90% - 94% IAR)	101	12.7	110	13.9
	Category 5 (95%> IAR)	140	17.7	237	29.9
	Not Available [2]	86	10.8	56	7.1
	Total	**793**	**100.0**	**793**	**100.0**

Footnotes Section 8 (Part 2) – Graph 1, Table 1.1(a), Table 1.1(b), Table 1.2(a), Table 1.2(b), Table 1.3(a), Table 1.3(b), Table 1.4(a) and Table 1.4(b)

(1) Includes the total attendance rate for all CMaD NP students participating and enrolled (excluding those studying via distance education) in the government sector since 2011, across all year levels (1 - 12), rounded to the nearest whole number. The Government sector collects attendance data in Term 3 for the Semester 1 period. Please note: the attendance rate given is the rate for the student for the semester, not at one particular school.

(2) Includes students with zero attendance recorded, or students who started after, or left school before, the student attendance collection period.

(3) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in 2011. These figures may under represent the true number of Indigenous students due to the difficulties associated with collecting data which relies on self identification.

(4) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home in 2011. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

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

Communities Making a Difference (CMaD - Low SES School Communities) National Partnership for all students in 'Individual Targeted Support' strategies and approaches by Reading and Numeracy results for Years 3, 5, 7 and 9 students using NAPLAN, 2010 and 2011:

Table 2.1(a) – All Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010 *

Reporting Period [10]	Year Level	Domain	All Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2010					State Mean Scale Score (All Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 3	Reading	13	100.0	7.7	61.5	327.4	401.0
	Year 3	Numeracy	12	92.3	7.7	58.3	291.0	379.9
	Year 5	Reading	217	84.4	1.2	61.3	408.5	485.0
	Year 5	Numeracy	215	83.7	1.2	77.7	418.6	471.4
	Year 7	Reading	172	80.4	2.3	71.5	467.3	537.6
	Year 7	Numeracy	177	82.7	1.9	74.0	463.1	533.2
	Year 9	Reading	398	62.7	2.7	68.6	519.2	579.4
	Year 9	Numeracy	386	60.8	2.4	81.1	517.9	581.6
2010 (baseline)	Year 3	Reading	< 5	na	na	na	na	403.5
	Year 3	Numeracy	< 5	na	na	na	na	381.4
	Year 5	Reading	73	78.5	5.4	58.9	416.7	477.3
	Year 5	Numeracy	76	81.7	4.3	67.1	412.3	473.5
	Year 7	Reading	254	77.7	5.2	73.2	481.9	543.7
	Year 7	Numeracy	251	76.8	5.2	80.1	482.8	539.3
	Year 9	Reading	264	52.1	1.6	66.7	507.9	568.8
	Year 9	Numeracy	257	50.7	1.6	72.8	518.6	575.5
2011	Year 3	Reading	< 5	na	na	na	na	404.0
	Year 3	Numeracy	< 5	na	na	na	na	381.2
	Year 5	Reading	11	78.6	7.1	54.5	393.6	479.5
	Year 5	Numeracy	11	78.6	7.1	72.7	412.3	472.6
	Year 7	Reading	213	84.5	6.0	73.7	472.0	534.6
	Year 7	Numeracy	211	83.7	5.6	71.1	467.0	536.5
	Year 9	Reading	155	64.3	2.1	69.0	510.0	575.1
	Year 9	Numeracy	155	64.3	2.1	73.5	513.0	575.1

Table 2.1(b) – All Students in CMaD NP 'Individual Targeted Support' interventions participating since 2011

| Reporting Period [10] | Year Level | Domain | All Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2011 | | | | | State Mean Scale Score (All Students) [6] |
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2010	Year 3	Reading	19	79.2	4.2	94.7	349.9	403.5
	Year 3	Numeracy	18	75.0	4.2	88.9	361.2	381.4
	Year 5	Reading	174	81.3	1.4	60.9	408.5	477.3
	Year 5	Numeracy	174	81.3	1.4	65.5	402.1	473.5
	Year 7	Reading	296	84.8	2.6	80.7	484.7	543.7
	Year 7	Numeracy	290	83.1	2.6	82.8	483.1	539.3
	Year 9	Reading	369	62.8	2.7	67.5	511.3	568.8
	Year 9	Numeracy	370	62.9	2.4	72.7	516.3	575.5
2011 (baseline)	Year 3	Reading	6	60.0	10.0	50.0	295.7	404.0
	Year 3	Numeracy	7	70.0	10.0	71.4	298.7	381.2
	Year 5	Reading	131	84.5	3.9	58.8	404.5	479.5
	Year 5	Numeracy	126	81.3	3.2	67.5	411.5	472.6
	Year 7	Reading	174	80.9	4.7	75.3	471.1	534.6
	Year 7	Numeracy	178	82.8	4.2	72.5	465.0	536.5
	Year 9	Reading	333	57.6	1.6	72.1	516.7	575.1
	Year 9	Numeracy	334	57.8	1.6	74.6	513.7	575.1

Table 2.2(a) – Indigenous Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010 *

| Reporting Period [10] | Year Level | Domain | Indigenous Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2010 [7] | | | | | State Mean Scale Score (Indigenous Students) [6] |
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 5	Reading	93	82.3	0.0	58.1	400.6	416.9
	Year 5	Numeracy	91	80.5	0.0	73.6	408.0	416.6
	Year 7	Reading	82	88.2	1.1	63.4	454.6	474.1
	Year 7	Numeracy	84	90.3	1.1	66.7	450.2	469.7
	Year 9	Reading	100	57.8	3.5	66.0	507.5	518.3
	Year 9	Numeracy	98	56.6	3.5	78.6	510.2	522.3
2010 (baseline)	Year 5	Reading	15	75.0	10.0	40.0	379.6	411.3
	Year 5	Numeracy	16	80.0	10.0	37.5	368.9	410.2
	Year 7	Reading	85	75.9	2.7	71.8	474.5	482.3
	Year 7	Numeracy	83	74.1	2.7	75.9	472.9	479.7
	Year 9	Reading	77	49.0	2.5	53.2	481.0	502.1
	Year 9	Numeracy	74	47.1	2.5	58.1	498.5	514.1
2011	Year 7	Reading	90	83.3	8.3	67.8	461.2	478.8
	Year 7	Numeracy	87	80.6	8.3	71.3	460.9	477.7
	Year 9	Reading	64	67.4	1.1	62.5	494.3	516.7
	Year 9	Numeracy	64	67.4	1.1	67.2	500.6	511.9

Table 2.2(b) – Indigenous Students in CMaD NP 'Individual Targeted Support' interventions participating since 2011

Reporting Period [10]	Year Level	Domain	Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	State Mean Scale Score (Indigenous Students) [6]
				Indigenous Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2011 [7]				
2010	Year 3	Reading	10	66.7	0.0	100.0	328.2	334.0
	Year 3	Numeracy	9	60.0	0.0	88.9	344.0	323.1
	Year 5	Reading	85	81.7	1.9	58.8	398.9	411.3
	Year 5	Numeracy	84	80.8	1.9	58.3	392.4	410.2
	Year 7	Reading	87	78.4	2.7	65.5	469.4	482.3
	Year 7	Numeracy	84	75.7	2.7	75.0	472.7	479.7
	Year 9	Reading	59	59.6	2.0	44.1	477.9	502.1
	Year 9	Numeracy	56	56.6	2.0	58.9	498.6	514.1
2011 (baseline)	Year 5	Reading	85	81.7	4.8	57.6	401.9	413.9
	Year 5	Numeracy	81	77.9	3.8	70.4	413.6	417.8
	Year 7	Reading	60	75.0	2.5	73.3	472.4	478.8
	Year 7	Numeracy	60	75.0	2.5	73.3	468.7	477.7
	Year 9	Reading	87	56.9	0.7	62.1	499.8	516.7
	Year 9	Numeracy	91	59.5	0.7	67.0	495.9	511.9

Table 2.3(a) – Language Background Other Than English (LBOTE) Students in CMaD NP 'Individual Targeted Support' interventions participating since 2010 *

Reporting Period [10]	Year Level	Domain	LBOTE Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2010 [8]					State Mean Scale Score (LBOTE Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 5	Reading	32	78.0	0.0	65.6	408.5	474.8
	Year 5	Numeracy	32	78.0	0.0	68.8	416.9	472.4
	Year 7	Reading	16	80.0	5.0	62.5	434.7	526.8
	Year 7	Numeracy	18	90.0	5.0	50.0	433.9	536.3
	Year 9	Reading	31	57.4	5.6	61.3	507.5	569.0
	Year 9	Numeracy	30	55.6	5.6	73.3	519.2	593.4
2010 (baseline)	Year 5	Reading	20	87.0	8.7	55.0	407.3	466.6
	Year 5	Numeracy	21	91.3	8.7	47.6	391.8	471.3
	Year 7	Reading	55	74.3	4.1	63.6	463.9	530.2
	Year 7	Numeracy	55	74.3	4.1	78.2	479.0	539.3
	Year 9	Reading	37	46.8	3.8	45.9	477.2	555.3
	Year 9	Numeracy	34	43.0	3.8	44.1	492.5	574.3
2011	Year 7	Reading	35	85.4	9.8	74.3	480.7	528.6
	Year 7	Numeracy	32	78.0	9.8	65.6	482.4	541.2
	Year 9	Reading	9	50.0	0.0	55.6	483.2	564.6
	Year 9	Numeracy	10	55.6	0.0	60.0	489.9	578.8

Table 2.3(b) – Language Background Other Than English (LBOTE) Students in CMaD NP 'Individual Targeted Support' interventions participating since 2011

| Reporting Period [10] | Year Level | Domain | LBOTE Students in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2011 [8] | | | | | State Mean Scale Score (LBOTE Students) [6] |
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2010	Year 5	Reading	63	82.9	2.6	54.0	393.7	466.6
	Year 5	Numeracy	62	81.6	2.6	62.9	396.5	471.3
	Year 7	Reading	64	82.1	2.6	60.9	450.9	530.2
	Year 7	Numeracy	61	78.2	2.6	68.9	460.3	539.3
	Year 9	Reading	51	59.3	5.8	47.1	490.0	555.3
	Year 9	Numeracy	56	65.1	5.8	58.9	507.8	574.3
2011 (baseline)	Year 5	Reading	17	60.7	7.1	58.8	418.8	476.7
	Year 5	Numeracy	19	67.9	7.1	52.6	400.2	477.3
	Year 7	Reading	19	76.0	4.0	52.6	439.4	528.6
	Year 7	Numeracy	19	76.0	0.0	42.1	433.8	541.2
	Year 9	Reading	35	57.4	6.6	51.4	504.8	564.6
	Year 9	Numeracy	35	57.4	6.6	54.3	509.9	578.8

Table 2.4(a) – Students with disabilities in CMaD NP 'Individual Targeted Support' interventions participating since 2010 *

Reporting Period [10]	Year Level	Domain	Students with disabilities in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2010 [9]					State Mean Scale Score (Disability Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2009	Year 5	Reading	56	74.7	4.0	44.6	374.3	na
	Year 5	Numeracy	55	73.3	4.0	58.2	391.2	na
	Year 7	Reading	48	66.7	4.2	43.8	427.4	na
	Year 7	Numeracy	51	70.8	4.2	51.0	432.7	na
	Year 9	Reading	66	46.8	7.1	33.3	473.1	na
	Year 9	Numeracy	64	45.4	6.4	53.1	485.4	na
2010 (baseline)	Year 5	Reading	19	63.3	13.3	36.8	386.6	na
	Year 5	Numeracy	20	66.7	10.0	55.0	398.8	na
	Year 7	Reading	58	68.2	14.1	44.8	450.7	na
	Year 7	Numeracy	53	62.4	14.1	52.8	464.2	na
	Year 9	Reading	51	44.3	7.0	25.5	464.0	na
	Year 9	Numeracy	50	43.5	7.0	38.0	473.6	na
2011	Year 7	Reading	58	77.3	16.0	48.3	440.7	na
	Year 7	Numeracy	59	78.7	14.7	49.2	441.0	na
	Year 9	Reading	49	62.8	6.4	49.0	484.7	na
	Year 9	Numeracy	47	60.3	6.4	57.4	492.7	na

Table 2.4(b) – Students with disabilities in CMaD NP 'Individual Targeted Support' interventions participating since 2011

Reporting Period [10]	Year Level	Domain	Students with disabilities in CMaD NP (Low SES) 'Individual Targeted Support' strategies/approaches participating since 2011 [9]					State Mean Scale Score (Disability Students) [6]
			Total No. of Assessed Students [1]	Participation Rate (%) [2]	Exempt Students (%) [3]	Students At or Above NMS (%) [4]	NAPLAN Mean Scale Score [5]	
2010	Year 5	Reading	35	71.4	4.1	37.1	383.1	na
	Year 5	Numeracy	37	75.5	4.1	32.4	370.3	na
	Year 7	Reading	59	72.8	6.2	61.0	451.2	na
	Year 7	Numeracy	56	69.1	6.2	64.3	452.4	na
	Year 9	Reading	59	50.0	5.9	27.1	469.7	na
	Year 9	Numeracy	63	53.4	5.9	39.7	482.4	na
2011 (baseline)	Year 5	Reading	26	74.3	8.6	30.8	367.6	na
	Year 5	Numeracy	26	74.3	5.7	50.0	381.4	na
	Year 7	Reading	44	72.1	13.1	50.0	433.1	na
	Year 7	Numeracy	44	72.1	11.5	36.4	427.3	na
	Year 9	Reading	58	53.2	3.7	44.8	476.6	na
	Year 9	Numeracy	58	53.2	3.7	51.7	488.8	na

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

* Includes the NAPLAN results for all CMaD NP students participating since 2010 that were still enrolled (excluding those studying via distance education) in the government sector in 2011. Excludes students in CMaD NP (Low SES) participating since 2010 that subsequently left the government sector in 2011, and are 'no longer applicable' for reporting purposes.

(1) Includes students who sat the National Assessment Program - Literacy and Numeracy (NAPLAN) or were exempt, in Year levels 3, 5, 7 and 9 within the reporting year level. Students who sit both the Reading and Numeracy components of the NAPLAN testing may be included more than once. Students who were assessed as Indigenous, LBOTE and/or with a disability may be included in multiple cohorts. Some Year 3 and Year 5 students have not been included in some cohorts due to the number of students being fewer than five. The reporting of these results could identify students.

(2) Includes all students assessed in NAPLAN or were exempt, in Year levels 3, 5, 7 and 9, as a percentage of the total number of students within the reporting year level (including absent and withdrawn).

(3) Exempt students include those with severe intellectual or functional disabilities or from a non-English speaking background who have been learning English in Australia for less than one year, and are defined as not assessed and deemed not to have met the national minimum standard, as a percentage of the total number of students in the reporting year level (including assessed, absent and withdrawn).

(4) Includes all assessed students who achieved 'At' or 'Above' the national minimum standard (NMS) for the selected NAPLAN domains, as a percentage of the total number of assessed students in the reporting year level (including exempt). 'At' or 'Above' is based on the proficiency band specified to an assessed student. Exempt students are deemed not to have met the national minimum standard and are considered 'Below the NMS'.

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

(6) For comparison purposes the State Mean Scale Scores reported are based on the Weighted Likelihood Estimates (WLE) for all assessed NAPLAN students in South Australia. These results may differ slightly from other State Mean Scale Scores reported nationally. NAPLAN mean scale scores by disability status are not available for all students in South Australia.

(7) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in 2011. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self identification.

(8) Includes all students who identify as having a language background other than English (LBOTE) in 2011, where either the student, or the student's parents or carers, speak a language other than English at home. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self identification.

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

(10) Please note year-on-year the NAPLAN results are for a different group of students, comparisons of results across annual reporting periods should not be made. Additionally the CMaD NP in South Australia only commenced early in 2010 or 2011 (with NAPLAN testing held in May of the reporting year).

Part 3 –Student Engagement and Wellbeing

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

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

The Engagement Matrix is premised on the research that student wellbeing is a fundamental precursor to successful engagement in learning. Poor peer, student-teacher and/or young person's family and community relationships can also prevent successful engagement in learning.

The ICAN developed student engagement matrix has now been formally assessed and validated through a validation exercise conducted by the Australian Council for Educational Research (ACER) and from Term 2, 2011, this instrument is being used to formally report on ICAN student engagement through the domains of wellbeing, relationships, and involvement in learning. This instrument, developed for use by teachers, mentors, case managers and youth workers and the student, collects data which is entered into the DECD departmental data base.

Analysis regarding the baseline engagement levels (at the point of referral) for FLO-enrolled young people for 2011 provides data to show the level of engagement across the three domains and provides a significant opportunity to assess improved engagement for continuing students (from 2011 into 2012). As well this information provides a strong basis to support the development of individual flexible learning plans and case management support services when students, parents and schools are designing student centred learning programs and services.

The following table shows the increased engagement average scores for a sample of ICAN FLO-enrolled students in Semester 2 compared to a sample of students in semester 1 FLO-enrolled students:

	Semester 1	Semester 2	% change
Wellbeing	2.08	2.32	11.54%
Relationships	2.23	2.36	5.83%
Learning	2.18	2.38	9.17%

Student wellbeing is a major area of interest in South Australia and in 2012 all schooling sectors will be participating in the residency of Martin Seligman as Adelaide 'Thinker in Residence'. This residency will advance the understanding and measurement of student wellbeing.

Acronyms and Abbreviations used in the SA Annual Report 2011

ACEL	Australian College of Educational Leaders
ACEO	Aboriginal community education officer
AISSA	Association of Independent Schools of South Australia
AITSL	Australian Institute for Teaching and School Leadership
APY	Anangu Pitjantjatjara Yankunytjatjara
ARC	Australian Research Council
AST	Advanced skills teacher
ATAT	Aboriginal Turn Around Team
ATRA	Australasian Teachers Registration Board
CEO	Catholic Education Office
CESA	Catholic Education SA
CMaD	Communities Making a Difference
CRC	Council of Australian Governments Reform Council
DECD	Department for Education and Child Development
ECT	Early career teacher
ECW	Early childhood worker
ELLI	Effective Lifelong Learning Inventory
ESL	English as a second language
FLO	Flexible learning option
HRMS	Human Resource Management System
ICAN	Innovative Community Action Network
ISCA	Independent Schools Council of Australia
LBOTE	Language background other Than English
LET	Local expert teacher
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
NP	National Partnership
OPI	Online placement instrument
PALL	Principals as literacy leaders
QL	Quality leaders
RLC	Regional leadership consultant
RTI	Response to intervention
SAAETCB	SA Aboriginal Education and Training Consultative Board
SACE	South Australian Certificate of Education
SILA	Supporting improved literacy achievement
SMART	School measurement and reporting tool
SSNPs	Smarter Schools National Partnerships
SSO	School support officer
TESMC	Teaching ESL students in mainstream classrooms
TfEL	Teaching for effective learning
TRB	Teachers Registration Board
VET	Vocational education and training