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Improving Teacher Quality Low SES School Communities

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A I S S A



ASSOCIATION of
INDEPENDENT
SCHOOLS of SA



Catholic Education
SOUTH AUSTRALIA

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Introduction

In April 2012, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2011 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2012. The Progress Report focuses on key highlights, case studies as well as milestone activities, as set out in each state and territory Bilateral Agreements/Final Implementation Plans.

The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

Acknowledgement

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

Section 1 – Summary of Progress

The three schooling sectors in South Australia have continued to consolidate their implementation of the wide range of reform strategies and activities through Smarter Schools National Partnerships. All the agreed milestones outlined in this progress report for the period January to June 2012 have been met.

Activity across the **Independent sector** has continued according to each Smarter Schools National Partnership Implementation Plan. This activity is characterised by a cohesive approach to implementation across the Smarter Schools National Partnerships, based on an overall school improvement strategy and responsiveness to the individual needs of the sector. These National Partnerships are linked to other programs and services provided by AISSA.

The 2012 *AISSA Leadership Program* funded through the Improving Teacher Quality National Partnership includes a number of leadership strands. It has been developed in response to feedback from schools. The emphases of this program align with the overarching AISSA strategies to support a continuous improvement approach in schools and to build school and personal capacity. Highlights of this program include:

- a seven workshop series to enhance leaders' knowledge, skills and confidence to effectively lead curriculum change, particularly local implementation of the Australian Curriculum; opportunities to join a facilitated principals' network group to discuss emerging issues and strategic approaches in relation to implementation of the Australian Curriculum, and specialist 'in-school' support on leading the implementation of the Australian Curriculum
- a six workshop series to assist leaders to build a performance and development culture in schools, including use of the Australian Institute for Teaching and School Leadership (AITSL) teacher and principal standards.

All schools in the Communities Making a Difference (CMaD) National Partnership have completed school reviews and developed an action plan. Schools have been supported through: the provision of in-school specialist support to build capacity of teachers to manage students with special learning needs, including challenging behaviours; professional development focusing on curriculum development, pedagogy and assessment; the implementation of the Australian Curriculum and documentation of the remaining Key Learning Areas. One school is using the Strengthening Family and Community Engagement in Student Learning Resource developed as part of the national key reform project on parental engagement led by South Australia.

Catholic sector programs being supported through both the Improving Teacher Quality and CMaD National Partnerships are providing impetus to implementation of a sector-wide review of services undertaken in 2011. Strategies that are consistent across these programs include:

- emphasising and supporting the role of school principals as leaders of learning, such as in CMaD school reform planning, Australian Curriculum implementation, mentoring of early career teachers and throughout various leadership development programs
- developing in-school capacity to identify and use relevant data as the evidence base for school improvement initiatives, especially with respect to student learning outcomes and increasingly for other aspects of school performance.

The **Government sector** has continued to embed the CMaD and Improving Teacher Quality National Partnership initiatives within workforce reforms which collectively move the sector towards teacher quality and improved outcomes for students within their communities. The introduction of the new policies, *Recruitment and Selection Policy* and *Performance and Development Policy*, have been part of a cohesive and orchestrated architecture designed to give authority and capacity for site leaders to select and develop the high quality of teachers in

their site. The Improving Teacher Quality National Partnership programs support leaders to achieve teacher quality at a local level as they implement these policies. This is complemented by the planning and initial establishment processes for the South Australian Institute of Leaders which will bring together and deliver excellence in a suite of leadership development for aspiring and current leaders in the teaching and principal workforces.

The CMaD National Partnership has continued to provide significant support for disengaged students from low socio-economic status schools. The work through this National Partnership aligns strategically with the priorities of the new Department for Education and Child Development (DECD), which are focused around the development and the educational needs of individual children and young people. Integrating services through programs such as the Innovative Community Action Networks (ICANs) enables students, families and communities to work together to achieve the best possible outcomes for students.

All three sectors have continued their involvement in national initiatives such as the promotion of the National Professional Standards for Teachers, which will become the basis for registration of teachers in South Australia in coming years, and the Australian Curriculum.

Support for Aboriginal and Torres Strait Islander students and their families, and as members of the teaching and schooling workforce, remains an important focus and key strategies have included:

- mentoring programs encouraging and supporting Indigenous students' learning achievement and career aspirations, including into higher education pathways
- the development of individual learning plans for Indigenous students and greater involvement of parents and families
- scholarships and other practical support for Indigenous students to remain engaged in their schooling
- supporting Aboriginal teachers and other school employees into teaching pathways.

Nine showcase examples are featured in this report to provide further insights into the progress and impact of implementation:

- Enhancing the Art of Principalship: for recently appointed principals, experienced principals and school leaders, including one deputy principal's reflections (AISSA)
- *Choices for Indigenous Secondary Students Program*, supporting secondary school achievement and higher education pathways (CESA)
- Implementation of *Performance and Development Policy* in the Government sector to foster a quality performance culture (DECD)
- Our Lady of Mt Carmel School – a community with low socio-economic status improving literacy and numeracy outcomes through teachers' collaborative professional learning (CESA)
- Vocational Education and Training Scholarships supporting accredited training and skills development in the seafood industry in a regional area (DECD)
- 'Joshua' – working towards a new future through the Flexible Learning Option (FLO) enrolment (DECD)
- Youth development – strengthening student voice and parent involvement in the transition from primary to high school (DECD)
- Crossways Lutheran School – introducing an effective teaching and learning program as part of their school improvement plan (AISSA)
- 'Oliver' – community mentoring making a difference to future life prospects (DECD).

As well, Section 6 of this report provides 2011 performance information about the South Australian Certificate of Education (SACE) completion rates in CMaD schools with senior secondary students; and the literacy and numeracy completions and potential destination data

for senior secondary students in government schools participating in individualised targeted support programs.

The SACE is undertaken in two stages, Stage 1 (mostly Year 11 students) and Stage 2 (mostly Year 12 students). Students need to obtain 200 credits to achieve the SACE through a mixture of compulsory and free-choice subjects. Students need to achieve a 'C' grade or better for compulsory literacy and numeracy requirements (at least 20 credits of Stage 1 English subjects and 10 credits of Stage 1 mathematics subjects) to be awarded the SACE.¹

CMaD National Partnership regional schools participating in 'whole of school' strategies and approaches for 2011 showed an increase in SACE completion rates from 2010 moving closer to the South Australian average.

Senior secondary students who were being tracked, and who were involved in a range of individual targeted support CMaD National Partnership programs, show the following achievements for 2011:

- A clear improvement in attendance rates, suggesting a higher level of engagement
- An improvement in behaviour, as indicated by a decrease in the number of students receiving suspension(s)
- Over three quarters of Stage 1 students who undertook at least 20 credits of English subjects achieved their SACE literacy requirements, and over two thirds who undertook at least 10 credits of mathematics subjects achieved their SACE numeracy requirements
- A greater proportion of Aboriginal students achieving 'C' grade or better in Stage 2 literacy and numeracy subjects
- An overall greater confidence in continuing at school to work towards achieving their SACE, in particular by Aboriginal students and students with a disability.

The South Australia National Partnerships Council — Schooling, a Ministerial Advisory Committee including membership of the three schooling sector heads and representatives from central State Government agencies, continues to oversee the implementation, reporting and evaluation of the three Smarter Schools National Partnerships. A number of collaborative cross sector working groups contribute to the work of the council, including sharing the learning from each sector's initiatives.

¹ <http://www.sace.sa.edu.au/>. Accessed 3 September 2012.

Section 2 – Improving Teacher Quality

Overview/Highlights – 1 January to 30 June 2012

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 has provided a multi-sector response and productive partnerships between the higher education institutions and the three schooling sectors promoting 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.

In 2012 **AISSA** is conducting another extensive leadership and development program for its member schools. The program's core purpose is to assist school leaders in the Independent sector to build the organisational capacity of their schools in order to deliver high quality education.

The program has been shaped by the needs of leaders in the sector and includes a number of strands: *Using the Australian Curriculum as a Vehicle for Change, Building a Performance and Development Culture in Schools, Building Personal Leadership Capacity, Introduction to Leadership Coaching, Building Leadership Capacity in Early Childhood Services and Women in Leadership*. The workshops have been designed to ensure a balance between theory and practice.

The extensive professional learning on *Leading Curriculum Change* provided during 2011 to Catholic sector school leaders and teachers has enabled the focus for Australian Curriculum implementation to shift in 2012 onto evidence based professional learning regarding assessment types and links with the Australian Curriculum. Expert working groups, including subject leaders, undertook workshops for writing of assessment tools including performance indicators and work samples relating to achievement standards in the phase 1 subjects of the Australian Curriculum.

In the South Australian Catholic sector, development of Individual Learning Plans for Aboriginal students in Year levels 8–12 has involved partnerships between focus teachers, vocational education and key teachers to establish case management procedures at the school level. Apart from closer monitoring of student progress, this process helps to identify students interested in career pathways in teaching or early childhood from Year 8.

Ongoing relationships are being further developed with tertiary sector programs that specifically support Indigenous students who identify early childhood and teaching as career pathways, in enrolment, induction and transition. Partnerships involve:

- Yungorrendi, Flinders University
- TafeSA – Aboriginal Access Units
- Wilto Yerlo, Adelaide University
- Establishing regional support for students in Port Pirie, Port Augusta and Whyalla (currently under construction)

- David Unaipon College of Indigenous Education and Research, University of South Australia. This partnership is particularly significant as conversations are under way with Professor Peter Buckskin to establish ongoing mentoring relationships with campus students and Year levels 8–9 students in Catholic schools.

As well as the **CESA** Early Career Teacher Consultants continuing to provide enhanced support to teachers in their first two years of teaching, increased attention in 2012 has been devoted to in-school support for principals and school leaders responsible for mentoring early career teachers. This mentoring support has been provided via face-to-face workshops and through development of a specific online collaborative space, as well as production of coordinator's guidelines and updating of *Teacher Induction Modules*.

Through the Improving Teacher Quality National Partnership the Government sector in South Australia, continued major development in the reform areas of highest priority included:

- 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.

Throughout the life of this National Partnership the **Government sector** has taken a coordinated workforce reform approach to improving teacher quality. This included developing the workforce and teacher and leader practices at strategic points such as pre-service and entry to the workforce or when moving into leadership. Development programs were designed for strategic cohorts of employees, including improved pathways into teaching for Aboriginal teachers, science and mathematics teachers and improved training and development for the School Services Officer workforce.

The Government sector continued to embed the National Professional Standards for Teachers in all teacher quality programs, in particular, supporting teachers to use the standards as a resource to reflect on practice and plan for professional growth and development.

The Government sector *School Centres for Excellence Program* was expanded to involve more sites and to pilot a new range of strategies to attract pre-service students to the low socio-economic status and hard to staff sites.

The *Teach South Australia Program* has successfully created new career pathways in the Government sector and attracted post graduate candidates with high quality capabilities, experience and knowledge skill sets appropriate for the vacancies, specialist subject fields and hard to staff locations. A new Pathways into Teaching for Aboriginal employees is being developed with university partners.

This section provides a detailed account of progress across the Improving Teacher Quality National Partnership facilitation reforms. It also includes the second report of implementation progress for the new Principal Professional Development Implementation Plan. Further information relating to specific milestones is provided in Section 4 Milestone Reporting Improving Teacher Quality of this report.

Support for Aboriginal and Torres Strait Islander Students

An *Indigenous Mentoring Program* has been established by the **AISSA**. 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. Independent schools are offering to provide a school-based mentoring program to Indigenous students currently enrolled in a teaching degree. The AISSA is further promoting the availability of the program through universities and independent schools.

In the South Australian **Catholic sector**, support to schools has been noticeable in the case management of Indigenous students, family consultation and advocacy. Individual Learning Plans (ILPs) for all Indigenous students are now the cornerstone of the student support program. The construction of the Individual Learning Plans occurs through a form of professional coaching, with Indigenous Education Consultants modelling the process with educational staff in local settings.

Copies of Individual Learning Plans are retained in a central repository, assisting families and school communities in times of transition. Student review meetings have been transformed by 'four way' meetings — consultant, school-based educational staff, parents and students. This process is complemented by whole staff professional learning. The Indigenous Education Team works closely with the Special Education, Behaviour Education and Vocational Education Teams, in order to:

- develop and review Individual Learning Plans in 84 Individual Learning Plan meetings at 11 schools
- explain to schools the 2012 funding arrangements and how the Indigenous Education Team provides support for the schools to develop coordinated case management processes at the school level.

The **Government sector** is committed to the National Alliance Remote Indigenous Schools (NARIS) initiative which is identifying and targeting high achieving Indigenous students in NARIS locations and providing support to undertake tertiary education programs upon completion of their South Australian Certificate of Education.

A range of financial incentives and intensive mentoring support is available to recipients.

The *Aboriginal Teaching Scholarships Program* provides financial support and permanent employment for Indigenous students as they undertake the teacher education program. There are currently 24 students in this program.

Further information about support for Aboriginal and Torres Strait Islander people is provided in this section under the sub-heading *Indigenous Education Workforce Pathways* and the showcase example *Choices for Indigenous Secondary Students Program*.

National professional standards for teachers

The National Professional Standards for Teachers form a key element of the **AISSA Leadership Program**. This includes a six workshop strand for leadership teams to better their understanding of the Australian Institute for Teaching and School Leadership (AITSL) Teacher and Principal Standards and to assist in the creation of a performance development culture in schools. In the period until 30 June 2012 three workshops were held. The first was *Moving Towards a Performance and Development Culture in Schools* presented by Marjery Evans, Chief Executive Officer AITSL. The second workshop, *Using the Teacher and Principal Standards to Build Capacity and Capability* was presented by Dame Patricia Collarbone and the third was *Student Success and the Professionalism of Teaching* presented by Professor Levin of the University of Toronto. Each of these workshops assisted schools and their leaders to develop a professional learning culture which focuses on teacher development. They further provided leaders with an understanding on how to develop teacher performance through the provision of regular, constructive feedback. The workshops emphasised the importance of collaborative cultures and improving practice in order to see improvement in student outcomes.

The National Professional Standards for Teachers have been a focus of discussion at meetings of AISSA reference groups including primary and secondary principals. This has ensured a developing confidence and familiarity with the standards as they are applied in schools. The *AISSA Professional Development Program* draws explicit links to the National Professional Standards for Teachers.

Consultation with school communities in the South Australia **Catholic sector** regarding the Australian Teacher Performance and Development Framework began in June 2012. Sector coordination of this process and planning for the implementation have been transferred to the National Partnership on Rewards for Great Teachers, in order to provide integrated support and consistency of services to schools, with respect to implementing the National Professional Standards for Teachers.

In the **Government sector**, the implementation of National Professional Standards was further supported through professional development and contribution to the AITSL *Illustrations of practice* website.

In 2012 a statewide series of workshops entitled *Professional Conversations and the National Professional Standards for Teachers* are introducing teachers to resources that connect classroom observations and performance and development planning cycles to the National Professional Standards for Teachers.

The Government sector continues to take an integrative approach to the introduction of the National Professional Standards for Teachers. As well as being an explicit framework in the new *Performance and Development Policy and Guidelines*, the standards are central to work in the *Beginning Teacher Programs* and School Centres for Excellence. Online resources and professional communities have been established and supported. The Workforce Development online communication forum supported implementation of National Professional Standards for Teachers by communicating latest developments, and sharing resources and understandings of the standards. The 2012 *South Australian Public Teaching Awards* have been announced and are attracting interest from teachers and leaders in all regions. The National Professional Standards for Teachers will be used as the basis for criteria in judging high quality teachers in pre-school, primary and secondary settings.

National certification of accomplished and lead teachers

Progress in this area is pending national developments and implementation of national certification for highly accomplished and lead teachers.

The national developments in the certification of accomplished and lead teachers and the potential implications for schools and teachers have been discussed extensively at meetings of **AISSA** reference groups including primary and secondary principals. A number of briefings have also been provided which ensure principals give informed feedback from the sector to support discussions at a State and national level.

The AISSA has signed a funding agreement with the Department of Education, Employment and Workplace Relations regarding funding for the Rewards for Great Teachers initiative and has engaged a consultant to explore options for certifying accomplished and lead teachers in accordance with the national arrangements. In addition the AISSA is liaising with Catholic Education South Australia and the Department for Education and Childhood Development (DECD) on options for certification of accomplished and lead teachers in South Australia.

Consultation with school communities in the South Australian **Catholic sector** regarding the draft Australian Teacher Performance and Development Framework began in June 2012. In order to provide integrated support and consistency of services to schools, sector coordination of this process and planning for the implementation have been transferred to the National Partnership on Rewards for Great Teachers.

Government sector representatives participated in the Australian Institute for Teaching and School Leadership stakeholder forum held in Melbourne in February 2012. 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 resources are being used to support the profession to moderate evidence of the national standards of highly accomplished and lead teachers. The Government sector facilitated professional development opportunities for teacher leaders. These include professional development scholarships and twilight seminars based on the National Professional Standards for Teachers and are designed to build the capacity of teachers through professional learning together and sharing the way in which new learning is applied in the classroom.

All jurisdictions are currently considering the national proposals including establishing the jurisdictional body to oversee accreditation of highly accomplished and lead teachers, as part of the Rewards for Great Teachers National Partnership.

Nationally consistent registration of teachers

All jurisdictions have agreed to implement changes 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.

The South Australian **Catholic sector** representative on the Teachers Registration Board of South Australia is providing sector perspectives to the jurisdiction's involvement in national negotiations. In order to provide integrated support and consistency of information to schools, responsibility for coordination of sector deliberations has been transferred to the team involved in the National Partnership on Rewards for Great Teachers.

The **Government sector** representatives on the Teachers Registration Board have contributed to the development of sector appropriate approaches to the development of nationally consistent registration. This work is being further supported by the Government sector partnership with the Australian Institute for Teaching and School Leadership in a pilot to identify the time and resources required for leaders to support early career teachers to move from graduate to proficient standards in their practice.

National consistency in accreditation of pre-service teacher education courses

The Teachers Registration Board of South Australia has formally agreed to adopt the arrangements for the national consistency and accreditation of initial teacher education courses and initial training has occurred. All sectors had representation at the national training for accreditation of initial teacher education courses. The Teachers Registration Board has developed procedures and a policy for its implementation in South Australia.

The document *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 the Independent, Catholic and Government sectors participated in national panel training for the new program accreditation procedures.

The **Government sector** is developing a nationally accredited *Mentor Training Program* for leaders and teachers who are supervising or mentoring aspiring leaders and pre-service teachers.

Professional development and support for principals

The **AISSA 2012 School Leadership Program** builds on the successful program offered in 2011. The program's core purpose is to assist leaders in the Independent sector to build the organisational capacity in their schools to deliver high quality education. The program has been shaped by the needs of leaders in the sector. Principals are keen to learn more about building their school's capacity to manage change especially in relation to the Australian Curriculum and the Australian Institute for Teaching and School Standards and to further develop the skills required for effective leadership. Principals want to focus on building school and personal capacity; particularly in relation to improvement of learning in ways that are linked to schools achievement. Therefore the programs offered in 2012 focus on the skills required for this kind of leadership. Programs include *Using the Australian Curriculum as a Vehicle for Change*; *Building a Performance and Development Culture in Schools*; *Building Personal Leadership Capacity*; *Introduction to Leadership Coaching*; *Building Leadership Capacity in Early Childhood and Women in Leadership*. The program consists of workshops and national and international

speakers who work closely with school leaders during the program. In addition the *Early Childhood Leadership Program* has incorporated an action research element which leaders undertake in order to enhance and develop personal leadership skills. As at 30 June 2012, 13 workshop sessions over six program strands have been delivered as part of the *School Leadership Program*. A total of 475 participants attended these sessions.

The *2012 AISSA School Board Governance Program* also builds on the program provided in previous years. It provides opportunities for participants to explore approaches to governance within an Independent school context. Eleven workshops are being delivered as part of the program over the course of the year.

Catholic Education South Australia

The Leadership Development Team at **CESA** is committed to the ongoing support of leaders in all South Australian Catholic schools. Professional learning opportunities are designed and offered to meet the varying needs of school leadership. These include:

- *Cognitive Coaching* — 21 school leaders are participating in an eight day Foundation Seminar, employing a research based model that capitalises upon and enhances teacher's cognitive processes
- *Education for Sustainability* — 80 CESA leaders participated in a one day workshop with Professor Paul Clarke from the United Kingdom. Leaders worked with Professor Clarke on the design and development of reforms that focused on eco-literacy education programs within each school community
- *Discernment and foundation modules* — this is a two-year program for teachers who wish to discern their capacity for leadership in a Catholic school and/or wish to prepare for a formal acting leadership position. Thirty leaders are currently in their first year of the program, which prepares emerging leaders for an acting leadership position in a school (generally an Acting Deputy Principal or Assistant Principal — Religious Identity and Mission, APRIM).
- *Women in Leadership Program* — this year CESA has continued to offer workshops on various leadership topics and issues, for women leaders and women who aspire to leadership in a Catholic school.
- *Induction Program* — newly-appointed principals, deputy principals, and APRIMs, whether substantive or acting, complete a mandatory Induction Program, which provides information in the areas of financial, legal and personnel management, as well as professional learning opportunities in various domains of leadership.
- *Country School Leaders* — the Catholic Education Office Leadership Development Team continues to be in close relationship with leaders in country schools, with the core foci being on leading the management of the school, leading self and others and engaging and working with the community.

The CESA Early Career Teacher Consultants provide ongoing support and professional development for principals, individually during school visits, and through the maintenance of an online collaborative space — *ectmentor*, that provides resources to support early career teacher development and growth. The consultants facilitated one regional and one metropolitan workshop for school leaders regarding mentoring to support early career teachers. *Guidelines for Early Career Teacher Coordinators* (in schools) have been developed, and a process of reviewing and updating *Online Teacher Induction Modules* has commenced.

The **Government sector** continues to implement programs to enhance educational leadership capabilities for aspiring and current leaders in principal positions and leaders in the School Services Officer stream.

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 pre-schools whilst simultaneously creating opportunity for established leaders to gain

insights into 'corporate' areas of the Government schooling sector, and national and international trends in leadership development. In 2012 principals 'on assignment' includes leaders from the Early Years sector and an experienced principal from the Aboriginal Lands, to work in collaboration with leaders from the central metropolitan area.

An implementation plan for Principal Professional Development describes additional development initiatives for principals including a nationally accredited *Mentor Training Program* for leaders and teachers who are supervising or mentoring aspiring leaders and pre-service teachers.

An implementation plan for Principal Professional Development describes additional development initiatives for principals.

Planning has commenced to develop a Leadership Institute, where the early identification, mentoring and development of aspiring and current leaders will equip them to lead 21st Century schools and pre-schools, motivated to address the challenges within the most complex schools and communities.

Improved performance management and continuous improvement in schools

Improved performance management and continuous improvement in schools is integral to the **AISSA Leadership Program**. The 2012 program includes an extensive workshop series on *Building a Performance and Development Culture in Schools* and an *Introduction to Leadership Coaching*.

A major focus of the South Australian **Catholic sector's** Australian Curriculum professional learning for 2012 has been the collaborative, consultative development of assessment tools for use with Achievement Standards within the Australian Curriculum.

A process for writing and trialling assessment tools, including performance expectations and performance indicators was undertaken during Term 1. Consultation with seven schools provided valuable feedback about the relevance of the initiative and suggestions for the engagement of expert curriculum leaders to progress the work.

Information on engaging students in assessment and learning processes was provided to all school leaders, through four workshops and at Principal and Deputy Principal Association meetings (over 70 participants).

During Term 2 professional learning included:

- evidence based professional learning on assessment types and links with the Australian Curriculum
- expert working groups, consisting of subject leaders who completed the writing of assessment tools, including performance indicators. Eighty five participants from 32 schools attended a two day writing workshop, along with DECD and AISSA personnel, and accepted an invitation to use the assessment tools and provide feedback and student work samples to the Catholic Education Office
- completion of two of three planned workshops to engage more schools and teachers (44 participants) in the use and feedback process associated with the assessment tools.

Twelve Catholic schools (16 teachers) have nominated to participate in the national *F-10 Work Sample Project*, to provide assessment tasks and student work samples to the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Teachers and consultants have participated in ACARA consultations on the draft curricula or shaping papers in health and physical education, civics and citizenship, geography, senior secondary learning areas, and languages.

Over 60 teachers participated in professional learning sessions designed to build teacher confidence and competence in the curricula for English, mathematics, science and history.

The **Government sector** *Performance and Development Policy* including a *Performance and Development Guideline* and a *Managing Unsatisfactory Performance Guideline*, is being implemented. Support for leaders and teachers includes a comprehensive professional development program. A Performance and Development Team was established to provide advice and expertise to leaders in elements of performance and development.

To further support the implementation of the new *Performance and Development Policy* the *Performance Counts* training and development program was scaled up and is being offered in all regions in 2012. *Performance Counts* focuses on the skill development of site leaders and a further program, *Promoting Performance*, is being developed in partnership with the site leaders to provide professional development for middle managers in the area of performance and development.

The Government sector contributed mapping and consultation on the National Performance and Development Framework, a key document supporting the national certification of highly accomplished and lead teachers.

New pathways into teaching

The **CESA** Early Career Teacher Consultants facilitated two workshops for pre-service teachers from the University of South Australia who are studying the undergraduate Catholic Studies sequence. These workshops developed awareness of the *Early Career Teacher Support Program* in CESA, highlighting the importance of ongoing support in the teachers' first few years of their careers in education. They also addressed the specific processes and practices for putting together job applications and attending job interviews in South Australian Catholic schools.

The **Government sector** participates in the national reference group for the *Teach for Australia Program*.

Teach South Australia 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 the Government sector was expanded and also promotes new approaches to successful pathways into teaching.

New pathways into teaching

The **AISSA** *Early Career Teachers Program* provides practical classroom support and enables the establishment of networks as an important aspect of the aim to develop sustained support for new teachers at the school level. The program consists of five full day workshops. Each participant has a school mentor who also attends some of the workshops. Topics explored include *Establishing Effective Mentoring Relationships/Designing the Mentoring Program*, *Curriculum Design and Planning/Using Backwards by Design* and *Behaviour Management Strategies/Communicating with Parents, Colleagues and Students*.

One of the outcomes of the *Early Career Teacher Resilience Project*, funded by the Australian Research Council (ARC) has been the *Framework of Conditions Supporting Early Career Teacher Resilience*. The **CESA** Early Career Teacher Consultants have aligned the 2012 *Early Career Teacher Program* with the framework, using it to shape the professional learning provided for early career teachers and school leaders. Consultants have also used this framework to support coaching and mentoring conversations with school leaders and early career teachers. Catholic Education South Australia has been liaising with, and supporting, the

Catholic Education Office in Perth around early career teacher induction and formation programs using the framework as a guide.

The **Government sector** 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* has been developed and is being used for new teachers, leaders and others involved in early career teacher induction, support and development.

The second Australian Research Council 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.

Government sector scholarship programs, including *Country Teaching*, *Professional Experience New Beginnings* and *Aboriginal Teaching*, support pre-service teachers to experience better pathways into teaching through financial, professional and employment support. In 2012, 33 graduates from one of the scholarship programs commenced permanent employment with the Government sector. Forty seven new scholarships were awarded.

The *Recruit* strand of the *Teach South Australia Program* provides pathways into teaching through the recruitment of high calibre career change Science, Technology, Engineering and Math (STEM) professionals to retrain as mathematics, chemistry physics and science teachers. Components of the program undertaken include a market research project and the development and implementation of a rigorous assessment centre selection process. Twenty successful participants commenced a tailored *Teacher Education Program* while receiving financial and professional support.

As a further strategy to recruit specialist and expert design and technology teachers, the Government sector undertook consultations to determine participation in the Australian Government's *Teach Next Program* through a pilot commencing in late-2012.

Improved quality and availability of teacher workforce data

The South Australian Teacher Education Taskforce was established in June 2009 to examine how to better manage the supply of quality teachers in South Australia. Three monograph papers on the topics of the remit for the taskforce; *Teacher Supply and Demand in South Australia* and *Professional Experiences for Pre-service Teachers* were made available to the public and announced by the Minister to raise awareness of the issues.

The three South Australian schooling sectors have contributed teacher data to the *Workforce Supply and Demand Modelling Project*. Development of the model is ongoing, 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.

Indigenous education workforce pathways

The **AISSA** *Indigenous Mentoring Program* is seeking to empower Indigenous young people undertaking teaching studies to receive career guidance and advice and positive in-school experiences. These enable them to maximize their personal and professional potential in order to gain employment as graduate teachers and become involved members of the school

community. The program has been established and AISSA is seeking to promote the program through universities, interest groups and networks and at Independent schools.

The Indigenous Education and Vocational Education Teams in the South Australian **Catholic sector** have been supporting Indigenous students, their families and relevant school personnel in the area of successful transitions and outcomes for Indigenous students.

Indigenous students from all Catholic secondary schools were invited to participate in tailored workshops organised jointly through the National Partnerships on Improving Teacher Quality and on Youth Attainment and Transitions, to address areas of multiple learning pathways, career development and mentoring. The workshops aim to connect with and build on current school level work in the areas of career education, learning case management, the Personal Learning Plan subject in the South Australian Certificate of Education, Choices for Indigenous Secondary Students — *Yellakka Yellarkarri Leadership Program* and the Australian Government's *Closing the Gap* initiative.

Participating students are accessing up-to-date study, career and post-school information and have had the opportunity to hear and speak to other Indigenous students. In addition, career information resources have been made available. Students' learning from the workshop assists with school career education programs and classroom/subject activities. Vocational Education and Training/Vocational Education Pathways coordinators from individual schools were involved in the delivery of information at the workshops facilitated by the Indigenous and vocational education consultants.

Several initiatives supported Aboriginal people to undertake teacher education programs and gain employment with the **Government sector**.

Aboriginal teaching scholarships target pre-service teachers and provide financial support and opportunities for permanent employment. There are 24 Aboriginal students supported through this program.

The *Aboriginal recruitment guarantee scheme* targets existing and eligible Aboriginal teachers seeking permanent employment. Four teachers commenced permanent employment through the scheme in 2012.

The Government sector developed an online Career Intention Survey for Australian Aboriginal and Torres Strait Islander Government sector employees for implementation in 2012. This survey will identify the career intentions, current qualifications and the career development needs of the department's Aboriginal workforce. Aboriginal employees aspiring to be classroom teachers will be identified and supported with access to further training and/or scholarships.

The *Aboriginal Pathways into Teaching Pilot Program* aims to produce a sustainable model of recruitment and support for Aboriginal employees to become quality teachers in government schools and pre-schools. The program will identify 10 Aboriginal Government sector employees who will be financially and professionally supported to undertake a tailored teacher education program at the University of South Australia while continuing their current employment. The promotion of the pilot program is about to commence, with selection in July 2012.

The program features strong collaboration with the university's Aboriginal support staff for the provision of a rigorous Recognition of Prior Learning process, and access to *Indigenous Tutorial Assistance Scheme* tutors, an online community, a quality mentor and one week annually to further support successful academic achievement.

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.

As previously mentioned the monograph on Professional Experiences for Pre-Service Teachers has been published to raise awareness about the issues facing universities and sectors in the pursuit of high quality professional placements for pre-service teachers entering the profession. The Teacher Education Taskforce is entering a new phase as it engages collaboratively with the challenge of uncapped university places and provision of adequate high quality professional experiences places to prepare classroom ready graduates.

Schools Centres for Excellence

The **DECD** *School Centres for Excellence Program* focused on improving teacher quality, particularly in the pre-service and early career stage by raising awareness of the National Professional Standards for Teachers. Through the *School Centres for Excellence Program* pre-service and experienced mentor teachers are supported to use the standards as a common reference to guide their development and aspirations.

The program provided extended school-based experiences to final year pre-service teachers, beyond the required practicum. Pre-service teachers were mentored by successful and experienced teachers in selected schools. A focus on the mentor teacher is a priority and identified teacher mentors and site coordinators are offered opportunities to participate in mentoring and other professional development opportunities as a priority. The quality of the mentor has been shown to have a positive influence on the success of the pre-service teacher beyond graduation. Early 2012 data indicates successful take up of pre-service teachers in schools seeking quality graduates in contract and permanent vacancies.

The 2012 program was expanded to include more schools and applications from pre-service teachers are being submitted currently. An expansion of the program includes Open Days in specialist schools and clusters, and Introduction Tours to sites where location or complexity makes recruitment opportunities likely.

Enhancing the Art of Principalship: for recently appointed principals, experienced principals and school leaders (AISSA)

During the past 12 months the Association of Independent Schools in South Australia has continued another extensive *Leadership Development Program* for its member schools. The program is in its third year with its core purpose being to assist leaders in the Independent sector to build the organisational capacity of their schools in order to deliver high quality education and sustain effective leadership. It further provides a context for the development of aspiring leaders.

The program has continued to be shaped by principals' feedback that indicated they wanted to focus on supporting student achievement through building school and personal leadership capacity. They sought programs focusing on the development of collaborative cultures in their schools, with a strong focus on improving the pedagogical practice which leads to better learning for students. This case study provides insight into how the experience of engagement with the *AISSA Leadership Program* over the past year has supported one experienced deputy principal in her role as a pedagogical leader.

The person at the centre of this case study is a deputy principal of a co-educational school in the Anglican tradition which caters for children and young people from the Early Learning Centre to Year 12. She has held this position for seven years. Apart from other aspects of her role, the deputy principal is responsible for driving and leading curriculum innovation and change and pedagogical leadership. This is combined with promoting best practice and 21st Century methodologies. She is also responsible for the induction, appraisal and mentoring programs at the school and oversees the Human Resources component of the school. This deputy principal has a Masters Degree in Educational Leadership.

Alongside the opportunities to network and keep abreast of the latest research, she particularly appreciated how the *Leadership Program* provided her with time out to engage in deeper reflection. It reaffirmed her views that effective leadership is underpinned by strong relationships built on trust and shared vision. The deputy principal further sees involvement in the leadership program as aspirational; an aspect of her commitment to life-long learning and 'being the best she can be'. This year it has importantly provided an opportunity to refine and further develop her leadership skills in order to more effectively empower and mentor others in their leadership capacity and drive school improvement and change.

The deputy principal sees pedagogy as core business and pedagogical leadership as essential for achieving best outcomes for children. Through the *Leadership Program*, she has been able to refine the approaches brought by a range of outstanding speakers and align those with the school's existing framework of distributed leadership. The deputy principal recognises the excellent management skills of those teachers who form the middle management level in the school. Through her engagement in the *Leadership Program* she seeks to inspire them to enhance their pedagogical leadership, linking that into the school's vision and direction and the school community's three trademark qualities of integrity, inspiration and innovation.

In response to this, the deputy principal has worked with the school's executive on reshaping the school's strategic directions to reflect this. Working with the leadership team, a revitalised framework for redeveloping the curriculum with a coherent approach from the Early Learning Centre to Year 12 has been developed. This provides teachers with clear guidance for best practice methodology including assessment for learning and teaching and the use of IT and affirms and strengthens the place of pedagogical leadership within a broader leadership approach. An internal program has also been developed for staff members, both those currently in leadership positions and also those

aspiring to such positions. The focus has been middle management, particularly Heads of Faculty in their role as key drivers and leaders for curriculum quality, change and delivery.

The deputy principal highlighted two projects offered through the *Leadership Program* as significant. The first was the *Women in Leadership Program* and involved her working collaboratively with a colleague. Together they chose an aspect of their roles which they wanted to improve or explore more deeply. Performance management approaches were the focus for the deputy principal. The second and continuing program is the *Mentoring Program* which provides an opportunity for aspiring leaders to be matched with experienced principal mentors. The deputy principal's mentor is the principal of a leading Independent girls' school in Victoria. In this project the deputy principal has considered what she aspires to be as a principal. With her mentor she has explored what gender brings to leadership and in particular, principalship. The two have spent time reflecting on leadership styles and the benefits these bring to the school community. She has found this a valuable experience, visiting her mentor's school and learning much from her observations. This relationship has not only reinforced, confirmed and enhanced her understanding of leadership, but has also provided a friend from whom she can seek advice and sometimes 'ask the silly questions'.

The deputy principal strongly recommends the AISSA *Leadership Program* for the high quality of the speakers and as an invaluable opportunity to develop, enhance and challenge school leaders. The program also offered invaluable support, helping aspiring leaders to develop an extensive network of colleagues with whom to share ideas and seek guidance.

Choices for Indigenous Secondary Students Program (CESA)

The *Choices for Indigenous Secondary Students (CISS) Program* is specifically for Indigenous secondary students in Year levels 8–12 in South Australian Catholic schools. The Improving Teacher Quality National Partnership funding provides for an additional 0.1 Full-time Equivalent for the CISS project officer role. To fulfil the objectives of this program, the CISS Project Officer supports and enhances opportunities for Indigenous students to successfully complete their South Australian Certificate of Education (SACE) studies by:

- enabling more accurate and just-in-time school-based identification and tracking of Indigenous students who demonstrate an interest in, or potential for, teaching/early childhood education as a career
- enhancing career development for Indigenous secondary students, with a particular focus on pathways into teaching or early childhood education
- supporting Indigenous students in their pathways beyond school, through the provision of mentoring and support programs
- collaborating with the CESA Vocational Education Training Team, to provide school-based educational staff with resources, information and strategies.

The CISS Project Officer works with teachers and schools, offering opportunities and support for Indigenous students to reach their full potential and make informed decisions about their post-secondary pathways. The focus of the project is to:

- construct Individual Learning Plans for each student
- develop Indigenous secondary students' leadership skills
- introduce Indigenous students to other Indigenous students attending Catholic schools through programs offered
- broaden students' knowledge about the opportunities available for tertiary study, training and employment at the end of their secondary schooling.

All programs were inclusive of parents and carers and included:

- South Australian Certificate of Education (SACE) Aboriginal Students Career Pathways Conference — Flinders University
- TafeSA — Regency School of Hospitality, Adelaide Campus — Tertiary Tours
- Job Network Providers — Traineeships/Apprenticeships (Year levels 9–12)
- *Indigenous Youth Program* — South Australian Museum (Year levels 10–12)
- *Yellakka Yellarkarri Leadership Program* (Year levels 8–12)
- Year levels 9–12 Student Career Pathway Workshop.

Yellakka Yellarkarri is Kurna language meaning 'Today Tomorrow'. Participating students are able to use this learning experience towards a SACE Stage 1 Community Learning unit or SACE Stage 2 Community Studies unit. The three day program provides students with opportunities to embrace their Indigenous background and culture, to consider the complexities of cultural identity in dominant cultural settings, to develop leadership skills and to network with their peers. In partnership with the CESA Indigenous Team, the team from 'Outgrow' and 'Face the World' set out to physically challenge the 40 students who attended. The team facilitated sessions based on self-awareness, aspirations, strategy/problem solving, setting goals, taking risks, seeking advice and learning from others.

Other activities linked Indigenous students with the South Australian Museum Education Officer,

with visits to the Basedow exhibition and the Australian Aboriginal Cultures Gallery. Student evaluations indicated a very positive response to various elements of this program. A few students used this opportunity to actively contact their parents during the day to seek information (some for the first time) about their Aboriginal heritage, while others indicated in a career survey that the visits had prompted interest in the area of science and a number expressed interest in the *Aboriginal Youth Program*.

The *Tertiary and Other Post-Secondary Investigations Tours* are designed for Year levels 10–12 Indigenous students, who meet with university and TAFE representatives and are informed about courses, scholarships, cadetships and support services available to them at the respective tertiary institutions.

Tertiary Sector Partnerships were further developed, in order to develop programs that specifically support Indigenous students with enrolment, induction and transition beyond their school years, via:

- TafeSA — Aboriginal Access Units
- Yungorrendi, Flinders University
- Wilto Yerlo, Adelaide University
- David Unaipon College of Indigenous Education and Research, University of South Australia, City West Campus
- establishing regional support for students in the Port Pirie-Port Augusta-Whyalla region.

Video footage of various activities and interviews is being used to develop a multi-modal educational tool for educators.

As part of the Individual Learning Plan (ILPs) construction process, interviews are conducted with individual students. This process has highlighted a disjunction between data collated from educators and traditional formal career pathway counselling processes. Video footage provides evidence that educators' perceptions of Indigenous students' aspirations for post-school transitions differ from students' articulation in the learning plans. Trends indicate that Indigenous students are more likely to express aspirations to higher education (and teaching) through their learning plan setting and at lower Year levels (Year 8 or younger). Conversely, standard career pathway counselling processes generally begin at Year 10 and current data indicates that Indigenous students' post-Catholic school trajectories are more often linked to employment and training settings rather than higher education, despite the capacity (and potential) of many of these students.

As a consequence, the Indigenous Education Team will continue to work closely with the Vocational Education Team to build the capacity of both Indigenous Education Focus teachers and Career counsellors, to support these educators to develop school-based case management/tracking systems and structures that will increase the incidence of Indigenous students' transitioning to higher education contexts. Professional learning in cultural intelligence will be fundamental to this process.

Implementation of Performance and Development Policy - DECD

The *Performance and Development Policy* was released in September 2011 following a professional development pathway that engaged all stakeholders in reviewing current practice and taking part in a consistent professional development program.

The *Performance and Development Policy* is a principle based policy that reinforces the strengths of collaboration and shared learning as integral to a performance culture. It guides teachers in schools and pre-schools further along the path towards opening their doors and sharing their practice through regular classroom observations and encourages the open and respectful exchange of feedback amongst colleagues.

The new policy suite includes an overarching *Performance and Development Policy* and incorporates a *Performance and Development Guideline* and *Managing Unsatisfactory Performance Guideline*.

The *Performance and Development Guideline* supports all **DECD** employees to participate in a continuous cycle of individual planning, learning, feedback, recognition and accountability that begins with their induction and supports their ongoing development and career aspirations throughout their time with the department.

The *Managing Unsatisfactory Performance Guideline* provides a framework for managing the small number of teachers whose performance does not meet the requirements of their role and/or the expected standards or levels of performance of a public sector employee.

To support the implementation of the new *Performance and Development Policy* a new Performance and Development Team of four performance and development consultants has been established to provide support to allocated regions and corporate portfolios.

In addition, new professional development programs *Performance Counts* and *Promoting Performance* were developed and implemented. The programs will build leaders' skills in a range of areas that support effective performance and development activities. The *Performance Counts Program* is a workshop series that includes:

- performance conversations
- observations and professional conversations
- feedback and documentation
- managing unsatisfactory performance.

Over 500 site leaders completed the four workshop series by June 2012.

Promoting Performance was co-designed with school leaders to provide a *Mentored Professional Learning Program* for middle managers and coordinators in leading performance and development. The program is being piloted with 21 middle managers from secondary settings.

The DECD *Performance and Development Policy* will be reviewed at the end of 2012. This provides an opportunity to identify complimentary elements between the National Performance and Development Framework and the local policy and supports teachers and leaders in aligning the two.

Principal Professional Development

The South Australian Implementation Plan for Principal Professional Development strengthens and complements the reform activities already being implemented by the three schooling sectors through the Improving Teacher Quality National Partnership. This is the second progress report.

The **AISSA Leadership Program** has activities scheduled throughout 2012. In the period until 30 June 2012, 13 workshops were held with 475 participants attending. The program was widely publicised and participants were from a very wide range of Independent schools. The program includes areas such as *Using the Australian Curriculum as a Vehicle for Change*, *Building a Performance and Development Culture in Schools*, *Building Personal Leadership Capacity*, *Introduction to Leadership Coaching*, *Building Leadership Capacity in Early Childhood Services and Women in Leadership*. The program has been developed with regard to the National Professional Standard for principals.

The AISSA has incorporated extensive professional learning on Australian Curriculum into the *AISSA Leadership Program*. Seven workshops have been scheduled to occur during 2012 with three occurring prior to 30 June 2012. These included the *Shape and Design of the Australian Curriculum — Setting the Change Agenda*, with a key note address from Dr Peter Hill, Chief Executive of Australian Curriculum, Assessment and Reporting Authority (ACARA). Workshop 2, *Using the Australian Curriculum as a Vehicle for Change — Applying What we Know about Change Theory* was presented by Emeritus Professor Rob Gilbert of the University of Queensland, who worked with participants to apply change theory and process of curriculum change and the Australian Curriculum in their schools. In workshop 3, *Leadership for Learning and the Australian Curriculum*, Dr Julia Atkin and Margot Foster worked with participants to explore the opportunities the Australian Curriculum presented for new processes in pedagogy and leadership for learning. There were 130 participants who attended these workshops.

The AISSA also engaged two consultants to work on an individual basis with principals on leading the implementation of the Australian Curriculum. Individual mentoring has been available to principals in all areas and has included mentoring in regional areas. As at 30 June 2012 the consultants had met with 29 principals on an individual basis in their schools. The consultants also developed resources for principals to assist in leading the implementation of the Australian Curriculum. Three discussion groups of principals were held to discuss specific Australian Curriculum matters.

The AISSA has provided principals with the opportunity to access professional learning through the use of online technology. In a funded opportunity, all principals were invited to join the National College for School Leadership in the United Kingdom and to engage in online professional learning. Thirteen school leaders have now joined the National College. The AISSA has established a specific website where resources from the *AISSA Leadership Program* can be accessed by principals. These resources include handouts, slideshows, podcasts and videos from many of the presentations.

The **CESA Principal Professional Development Project** has been created subject to the provisions of the National Partnership Agreement on Improving Teacher Quality. The project aims to develop and deliver high quality professional development programs for principals and emerging principals that address national and local priorities; and the sharing of best practice programs nationally.

Commencing in June 2012 and running until April 2013, the parties to this *CESA Principal Professional Development Project* are the Catholic Education Office, the South Australian

Catholic Primary Principals' Association and the Association of Principals of Catholic Secondary Schools.

There is a focus on *Collaborative Learning Projects* and professional inquiry that aligns with the National Professional Standard for Principals. Through this team process, learners support and rely on each other to achieve an agreed common goal, as a result of interaction with their peers.

The principals' associations are receiving funding to develop at least four *Collaborative Learning Projects*, to provide opportunities for current and aspiring leaders to:

- build their capacity to lead and manage change
- collaborate with other principals to contribute to school and system improvement
- use evidence-based methodologies to determine priority areas
- engage in robust inquiry processes
- validate the impact of their leadership on school and system improvement
- review and evaluate project outcomes
- report, showcase and share successes.

All *Collaborative Learning Projects* are designed to:

- have measurable goals
- ideally involve four-to-eight schools as a cluster
- involve external consultants (academics, experts in field of inquiry)
- be accessible to leaders in regional and remote schools
- participate in an external evaluation of the project
- focus on stated National Partnership priority areas with emphasis on increasing capacities to lead learning and school improvement.

More project details are available in the Progress Against Milestones section which follows.

The **Government sector** *Principal Professional Development Programs* are shaped around three modules:

- *Leadership Programs* which cater for the specific needs of the following principal categories: aspiring; new; current; and high performing leaders. These programs:
 - develop resources and facilitate blended professional learning experiences, ie combination of full day face-to-face workshops and online sessions, which are relevant, collaborative, futures focused and sustained
 - develop and introduce leadership programs for experienced principals identified as high performing including researching and mapping current national and international programs. Establish professional learning programs by project and research for high performing principals.
- Prioritise the development of Aboriginal leaders through the appointment of a leadership consultant with expertise in working with Aboriginal teachers and leaders to develop resources, materials and workshops and establish strategies to support participation of Aboriginal teachers and leaders.
- Focus on leading teaching and learning — by introducing an accredited mentoring program and enhancing work shadowing opportunities.

Further information about implementation progress for the period January to June 2012 is outlined in the following table.

Principal Professional Development

Description of Activity (Module)	Milestones Jan – June 2012	Progress against milestones to date Achieved
<p>AISSA Leadership Program for principals and emerging principals</p> <p>The program will be delivered predominantly through keynote addresses and workshops. It is intended that at different stages the program will include, amongst other topics, building personal leadership capacity, leading building school capacity, leading teacher evaluation and development, the role of the school leader in actioning the Australian Curriculum Aboriginal and Torres Strait Islander cross curriculum priority and leading educational practice in early childhood settings. (AISSA)</p> <p>Principles</p> <ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting principals to lead institutional change to enable implementation of Australian Curriculum • Local priority • Regional and remote 	<p>Development of program to commence July 2012</p>	<p>ACHIEVED.</p> <p>The <i>AISSA Leadership Program 2012</i> has been developed and distributed to schools. It includes keynote addresses and workshops to occur between 1 July 2012 and 31 December 2012. Areas to be covered include:</p> <ul style="list-style-type: none"> • <i>Using the Australian Curriculum as a Vehicle for Change</i> • <i>Building a Performance and Development Culture in Your School</i> • <i>Building Personal Leadership Capacity and Building Leadership Capacity in Early Childhood Services.</i> <p>Presenters include: Professor Jan Robertson, D. Trinidad Hunt, Carol S. Dweck PhD, Jillian Rodd, Kathy Walker and Dr Barbara Watterson.</p> <p>All principals have the opportunity to participate in the program and emerging principals may participate if supported by their school.</p>
<p>Professional learning for principals and emerging principals on leading the implementation of the Australian Curriculum, including achievement standards, the incorporation of the general capabilities and the cross curriculum priorities.</p> <p>The program will include keynote presentations, workshops, facilitated discussions with small groups of principals and individual mentoring for principals. The individual mentoring will be available to all principals and will include the opportunity for ‘in-school’ mentoring, including in regional areas. All principals will have the opportunity to attend the keynote presentations and workshops. Emerging</p>	<p>At least three events</p> <p>Individual mentoring on leading the implementation of the Australian Curriculum offered to principals and mentoring commenced.</p>	<p>ACHIEVED.</p> <p>The <i>AISSA Leadership Program 2012</i> includes keynote addresses and workshops on <i>Using the Australian Curriculum as a Vehicle for Change</i>, with seven workshops planned for 2012. Areas to be covered include:</p> <ul style="list-style-type: none"> • <i>The Shape and Design of the Australian Curriculum — Setting the Change Agenda</i> • <i>Using the Australian Curriculum as a Vehicle for Change: Applying What we Know About Change Theory</i> • <i>Leadership for Learning and the Australian Curriculum</i> • <i>Defining the Capabilities Approach and the Cross Curricula Priorities in the Australian Curriculum — what does this mean for 21st Century learning?</i> • <i>Achievement standards and the link to assessment.</i> <p>The first three workshops listed occurred prior to 30 June 2012 with 130 participants. Two mentors for</p>

<p>principals may attend the keynote presentations and workshops if supported by their school. (AISSA)</p> <p>Principles</p> <ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting Principals to lead institutional change to enable implementation of the Australian Curriculum • Local priority • Regional and remote 		<p>principals on leading the implementation of the Australian Curriculum have been appointed and have commenced working with individual principals.</p> <p>Facilitated small group discussions of principals about the Australian Curriculum are occurring with three meetings held prior to 30 June 2012.</p>
<p>Principals to have the opportunity to access professional learning through the use of online technology, including principals in regional areas.</p> <p>A key focus will be on providing opportunities for principals in regional areas to remotely access professional learning provided in Adelaide and possibly elsewhere.(AISSA)</p> <p>Principles</p> <ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting Principals to lead institutional change to enable implementation of the Australian Curriculum • Local priority • Regional and remote • Share outcomes of collaborative learning online 	<p>Opportunities to access professional learning through the use of online technology explored.</p>	<p>ACHIEVED.</p> <p>Opportunities to access professional learning through the use of online technology are being explored. These include access to an international leadership college and opportunities to access some of the keynote addresses in the <i>AISSA Leadership Program 2012</i>. Membership of the UK Leadership College has been arranged for 13 school leaders and AISSA is now recording most key note addresses during the <i>AISSA Leadership Program</i> and making them available online to principals along with the leadership resources.</p>

<p>Collaborative learning projects</p> <p>Collaborative Learning Projects will be framed by the five Professional Practices of the National Professional Standard for Principals as contextualised by the Sector Imperatives arising from the 2011 Catholic Education South Australia Review of Services, namely:</p> <ol style="list-style-type: none"> 1. School Improvement and Capacity Building 2. Student Outcomes 3. Religious Identity 4. Financial Stewardship. <p>Each Collaborative Learning Project will involve a cluster of current and emerging Principals pursuing a negotiated professional inquiry question. (CESA)</p> <p>Principles</p> <p>All Collaborative Learning Projects will:</p> <ul style="list-style-type: none"> • align with National Professional Standard for Principals • share outcomes of collaborative learning online • be accessible to leaders of regional & remote schools • address either Supporting Principals to lead institutional change for implementation of the Australian Curriculum (1, 2); OR Strategies for interacting more productively with local Aboriginal and Torres Strait Islander communities (1); OR Local priorities (1, 2, 3 & 4) 	<p>Collaborative learning projects (CESA)</p> <p>At least four collaborative Learning Project clusters will be established and inquiry questions negotiated.</p>	<p>ACHIEVED.</p> <p>Six Collaborative Learning Projects (CLPs) have been established with Primary and Secondary Principals' Associations (South Australian Catholic Primary Principals Association (SACPPA) and Association of Principals of Catholic Secondary Schools (APCSS)).</p> <p>Sixteen percent of all primary schools and 56% of all secondary schools are participating in the Collaborative Learning Projects. Two of the six Collaborative Learning Projects involve two clusters of rural and regional schools.</p> <p>Each CLP has an expert partner:</p> <ul style="list-style-type: none"> • Professor John Halsey, Flinders University, Sidney Myer Chair of Rural Education • Professor Helen Timperley, University of Auckland • Queensland Education Learning Institute Ltd • Deb Masters, Visible Learning Plus, Cognition Education. <p>The Professional Inquiry questions focus on principals as leaders of learning and address a wide range of topics to support principals in leading change in their schools. The topics address building and sustaining effective leadership teams in rural schools; integration of ICTs to enhance contemporary learning (in a rural context); evaluating school-based professional learning models; creating superb school leadership teams; effective feedback that is received and acted upon by students; and teacher appraisal and feedback strategies that increase teacher effectiveness and student learning outcomes.</p> <p>All projects have commenced activities and will continue throughout 2012 and finish at end of Term 1, 2013.</p> <p>To offer effective support to the projects, a governance and administrative framework has been set in place including:</p> <ul style="list-style-type: none"> • A Memorandum of Understanding between the Catholic Education Office and the Primary and Secondary Principals' Associations (SACPPA and APCSS) which has been formally signed. • The engagement of a Project Coordinator to have oversight of the project and to liaise with the Chairs of the two Principals' Associations. • The finalisation of funding allocations to the Primary and Secondary Principals' Associations (SACPPA and APCSS). Project Briefs and budgets have been completed. • Reporting requirements and evaluation activities have been agreed with the Primary and Secondary Principals' Associations.
<p>Building School Improvement Capacity Forum will provide high quality learning experiences through the services of an internationally recognised expert in school improvement and change management associated with international issues and movements. (CESA)</p>	<p>Engage a Leadership Consultant</p>	<p>ACHIEVED.</p> <p>Two leadership consultants have been engaged from Grattan Institute and Zbar Consulting. These consultants will lead the forum to be held on 8 November. The Forum is entitled <i>Leading Learning — How to get there from here?</i></p> <p>Consultation has taken place with Primary and Secondary Principals' Associations (SACPPA and APCSS)</p>

<p>Principles</p> <ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting Principals to lead institutional change re the Australian Curriculum and more effective pedagogies • Addressing local sector priority of developing a school improvement framework • Accessible to current and emerging Principals in regional and remote schools • Develop tools/resources for national sharing. 		<p>and other stakeholders about the structure and program for the forum to ensure maximum relevance and benefit for forum participants.</p>
<p>Cultural Proficiency program</p> <p>Expand provision of training through the <i>Dare to Lead program</i> to current and emerging Principals in SA Catholic schools. (CESA)</p> <p>Principles</p> <ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting current and emerging Principals to develop strategies for interacting more productively with local Aboriginal and Torres Strait Islander communities • Accessible to current and emerging Principals in regional and remote schools. <p><i>Dare to Lead</i> is a nationally recognised program</p>	<p>Convene and conduct <i>Dare to Lead Program</i> training sessions and follow up.</p>	<p>ACHIEVED.</p> <p>Five school communities that currently have five or less Indigenous enrolments have been identified to participate in a <i>Dare to Lead School Snapshot</i> during second semester.</p> <p>The School Snapshot methodology involves the <i>Dare to Lead</i> professionals interviewing Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, parents, staff and community members. The interview questions are developed in consultation with the school principal. The purpose is to present the principal with a snapshot of the school's current practice in Indigenous education.</p> <p>On completion of the snapshot, the <i>Dare to Lead</i> Team will provide the principal with a comprehensive report that includes a summary of responses from all interviewees, a list of commendations and recommendations, and suggestions for professional development implementation for staff to meet the recommended needs as identified through the snapshot process.</p>
<p>Leadership Programs catering for the specific needs of the following Principal categories:</p> <ul style="list-style-type: none"> • aspiring • new • current • high performing. <p>Develop resources and facilitate blended</p>	<p>Four series of full-day workshops for 170 participants</p> <p><i>Program developed</i></p>	<p>ACHIEVED.</p> <p>Blended professional learning experiences, ie, combination of full day face-to-face workshops and online sessions, have been facilitated to cater for the specific needs of identified principal categories.</p> <p>There were 124 aspiring leaders who participated in the <i>QSchool Programs</i> which target the talent pool from the early years, corporate and schools groups.</p> <p>Fifty eight brand new leaders have participated in each of the first three days of the <i>Leaders Induction Program</i> and been supported by online coaching.</p>

<ul style="list-style-type: none"> • Improving development of and support for Aboriginal and Torres Strait Islander principals and emerging principals • Local priority • Regional and remote 		
<p>Focus on leading the Teaching and Learning</p> <p>Introduce accredited mentoring program</p> <p>Enhance work shadowing opportunities</p> <p>(DECD)</p> <p>Principles</p> <ul style="list-style-type: none"> • Supporting principals to lead institutional change to enable implementation of the Australian Curriculum • Local priority • Regional and remote 	<p>Program trial with 15 mentors and 15 aspiring leaders.</p> <p>Thirty work shadowing hosts identified.</p>	<p>ACHIEVED.</p> <p>A research mentoring pilot has commenced with 17 experienced leaders from three regions.</p> <p>These mentors have participated in a full day face-to-face workshop prior to Centra, online sessions and other individual assignments.</p> <p>Forty six experienced leaders have been linked with aspiring leaders whom they will mentor and host for work shadowing.</p>

Section 3– Communities Making a Difference

Overview/Highlights – 1 January to 30 June 2012

The **AISSA** School Review and Development Team was established early in 2010 and a diagnostic review methodology was developed. The School Review and Development Team has undertaken diagnostic reviews in seven schools to help identify areas of improvement. To-date, all seven of these schools have comprehensive School Improvement Plans agreed and implemented by school boards. The School Review and Development Team worked with the seven school principals and school boards to complete an extensive school audit and review.

All seven schools have developed and are implementing their School Improvement Plans. School boards and principals are working with AISSA and external experts to implement changes identified in the School Improvement Plans. Two schools are at the stage of reviewing their school improvement plans and making further adjustments in line with the progress already made.

All school reviews identified a need to focus on high quality student outcomes by developing a whole school approach to literacy and numeracy. To-date four schools have documented their curriculum with a major emphasis on high academic achievement. In one school, leaders have been appointed at middle school and senior school to manage whole school improvement in literacy. These school leaders have attended professional learning to increase their knowledge and expertise in this field.

Significant support is being provided to assist schools with their whole school numeracy approach. This includes:

- numeracy focus for middle and senior schools
- using the School Measurement and Reporting Tool (SMART) National Assessment Program Literacy and Numeracy (NAPLAN) analysis tool to inform teachers and the curriculum planning process
- the importance of a shared and consistent educational vision for numeracy development
- the importance of a consistent pedagogy and related programming and unit planning strategy as well as policy development in terms of Assessment for Learning to also be shared across sub schools
- the need to consider how teachers have access to the NAPLAN information about numeracy bands for students in their classes and in particular those students identified as needing more support and/or intervention
- shared practice between mathematics ‘specialists’ and middle school teachers so that pedagogy consistency and expectations are understood.

Ongoing workshops on *Assessment for Learning*, along with professional learning for generic programming and unit planning have been conducted in three schools. Two schools received extensive assistance to develop their curriculum in line with the Australian Curriculum and to align their pedagogy to working with the Australian Curriculum Achievement Standards. AISSA Communities Making a Difference (CMaD) support topics included:

- approaches to programming
- unit planning for English, mathematics, science and history
- digital resources diversification — online repositories
- assessment using achievement standards
- local programming template design and pedagogy consistent with the Australian Curriculum
- consistent use of Bloom’s Taxonomy to inform unit and assessment for learning design based on incorporating low order and high order thinking skills and a focus on task

differentiation to support inclusivity

- cross subject mapping with mathematics
- cross subject mapping with art and history through an extra staff member
- use of the Australian Curriculum Achievement Standards to determine student performance.

Another school has made significant progress with its *Learning and Teaching Program*, *Curriculum Review* and *Building Teaching and Learning Capacity with Information and Communications Technology*. In addition it has carried out teacher appraisals using a model developed through CMaD funding.

Workshops for parents on early intervention strategies for at risk students including Indigenous students (eg data analysis; understanding the literacy and numeracy NAPLAN reports) were conducted in two schools during Semester 1 2012.

External specialists including speech pathologists, occupational therapists, psychologists, social workers and behaviour management experts have continued to provide services in country areas. In 2012 the service has concentrated on building the capacity of the wider school community to support students with special learning needs, rather than the capacity of individual teachers at the school. Principals have also been engaged with this process in 2012. Where practicable, schools are encouraged to utilise other facilities in the community to enhance service delivery to students.

The following was provided to those working with special needs students in Communities Making a Difference schools:

- support with applications for student assessment
- support with applications for student verification
- support with writing individual student support plans
- support with enrolment policy/procedures for students with disabilities
- support with post-school transition for students with disabilities
- transition support: pre-school to school, primary to secondary and school to school
- clarification of the *Disability Discrimination Act* guidelines and advice to school principals around students with disabilities, including Indigenous students
- general and specific advice re classroom strategies and curriculum access for students with complex needs
- advice around whole school support for students with disabilities
- liaising with principals and lead teachers re individual students and curriculum issues.

In the South Australian **Catholic sector**, 23 schools are continuing to implement school improvement strategies featuring a whole school approach to reform activities, where analyses and use of data to identify student/school strengths and areas of growth are becoming important in the decision making process.

A continuing focus is the growth of critical awareness by principals and teachers for the importance and the intentional use of a range of data to inform subsequent learning opportunities provided to students.

Increasing engagement with assessment data in CESA Communities Making a Difference (CMaD) schools began with increased detail and profiling of achievement characteristics in NAPLAN, by focusing attention to student groups in various bands and strengths/areas for improvement. These processes have been enhanced in 2012 as all schools have had access to the *Student Monitoring, Assessment and Reporting Toolkit (SMART)*, to support school analyses. In addition to greater use of NAPLAN data, many of the National Partnership CMaD schools are also now making more regular and cyclical use of other non-NAPLAN comparable assessment tools to monitor and describe students' progress in reading and/or numeracy and to design tailored learning and explicit teaching opportunities.

A project has commenced scoping the range of assessment tools/methods being used across National Partnership schools and others in the Catholic sector, with attention not just on which tools, but also the purpose for use, the nature of recording and comparison of results, and whether standardised tools are being re-administered at intervals to gauge progress. Particular schools with a well-developed use of various strategies will be studied in more detail in coming months.

The maintenance and strengthening of in-school Professional Learning Communities continues to be one of the key elements and structures for building teacher capacity. The collaborative approach to learning has allowed teachers to work together to analyse data, to identify students' needs and implement teaching strategies to improve learning outcomes in literacy and numeracy. It has also provided teachers with significant opportunities to develop deep pedagogical content knowledge that is crucial to developing shared beliefs and understandings. The recently developed national *Parental Engagement* resource *Strengthening Family and Community Engagement in Student Learning* has been the focus of network workshops and is now being used by several schools as the basis for improving their strategies to engage parents more purposefully with school staff in their children's learning programs.

The evolving vitality of networks of key teachers/coaches and of school leaders in the CMaD schools is particularly encouraging. These networks are seen as an important component in sustaining the reform efforts beyond the life of the National Partnerships, as they provide a professional collegial resource that can provide ideas and opportunities for exchange of strategies for resolving issues in school reform.

Government Sector

In 2012, case management support is occurring for targeted Government sector primary students as they transition to their first year of high school as a strategy to prevent disengagement.

A new initiative being implemented in 2012 is an innovative student mentoring program known as *e-mentoring* for identified students in Year 9 in rural and remote locations. The Government sector has established a formal partnership with Flinders University and aims to connect up to 250 trained e-mentors from current undergraduate students with 250 Year 9 students from rural and remote schools. This aims to increase the school student aspirations and connections with tertiary pathways.

A total of \$2.2m in local community grants has been distributed through the 13 local Innovative Community Action Network (ICAN) Management Committees to school and community groups to fund a range of innovative programs to strengthen the connection and achievement of the most vulnerable children and young people in learning.

TARGETED STUDENT SUPPORT

These programs focus on improving outcomes for disengaged students in the Government sector who are experiencing disadvantage, by building on and developing effective school and community partnerships that provide support for the student in a flexible, tailored, individualised approach.

Innovative Community Action Networks (ICANs)

The Government sector ICANs is a school and community partnership model that in 2012, for the first time, has been expanded into all 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 ICANs include those identified as chronically non-attending (from Year 6 up until 19 years of age) and that face a range of significant barriers to their engagement in school and community.

In 2012, ICAN supported 11 218 students through re-engagement and flexible learning programs for the most disengaged young people through local school and community partnerships with other government, non-government and community agencies.

ICANs have a local project team and cross agency local ICAN management committees comprising collective membership of 209 people that lead the development of school and community partnerships with all the local schools. Committees develop local strategic plans and are able to provide partnership grants to local community partners who will share responsibility for a whole of community response to re-engaging disenfranchised young people in their own local communities.

Local ICAN management committees foster the development of the community's capacity to provide their responses to a model that is utilised across the State. Each school is connected through the State and local ICAN team with appropriately qualified and trained youth sector services. Accredited community based learning programs are developed to meet the current interests and needs of locally identified Flexible Learning Option (FLO) enrolled students. For example, the development of a service by the local ICAN, along with the key government and non government agencies, to support a successful re-engagement in learning for a large cohort of disengaged young mothers.

ICAN supports individual students in three different ways:

1. Through a government school enrolment strategy, students enrolled as Flexible Learning Option 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. The enrolling school is supported through local ICAN project staff to provide individual student case management services and access to a range of flexible and accredited community based learning options through strong partnerships with youth agencies in the not for profit sector
2. Through school and community partnership activity and innovative programs supporting child and student wellbeing, positive youth development and connection with community and strengthening severely at risk student engagement and achievement in learning.
3. Through provision of targeted student funds to ICAN schools, to broker professional case management services from local non government organisations, to support individual students and their families to retain them in school-based learning options.

In Terms 1 and 2, 2012, the following outcomes were achieved:

- The final stage of expansion of ICANs into three new areas East and Hills, Mid North and Barossa
- There were 4 811 Flexible Learning Option (FLO) students enrolled across 187 schools. 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. Ninety six CMA D schools have been provided with \$3 000 for each of the 496 FLO enrolled primary students.
- There were 6 091 students supported through 13 local ICAN Management Committees endorsed Community Partnership Grants. Community Partnership Grants can include programs or initiatives that target large cohorts of schools, as well as targeted individual student support. For example, the grants provide funds to establish innovative targeted intensive literacy programs, such as intensive literacy for young Aboriginal students in a cluster of schools.
- There were 260 students, who were previously FLO enrolled in 2011, who received exceptional case management services to support their transition from primary to mainstream secondary enrolment. These students have complex family issues which impact significantly on attendance and connection at school. The case management service generally supports the student's family throughout the full year.

- An additional 56 non FLO enrolled primary students also received \$3 000 for the provision of professional case management services.

In Terms 1 and 2, 2012, the 4 811 FLO students had the following profile:

- there were 10% primary school students and 90% secondary school students
- males: 54% and females: 46%
- Aboriginal and Torres Strait Islanders students: 14%
- students in the *School Card Scheme*: 26% (please see page 70 for further information)
- students with a disability: 19%
- students from a language background other than English (LBOTE): 6%
- students in care under the Guardianship of the Minister: 3%.

Measurement of ICAN student and parent feedback

During May 2012, a survey of 450 students and 450 parents were selected at random across the Greater Northern, Southern and Northern ICAN regions from the Term 1, 2012, FLO enrolments. The survey was designed to seek feedback on what has led to the student being FLO enrolled, and how they felt about the case management approach and the programs being offered to them.

There was a 56% response rate of 288 students and 220 parents. Key findings included:

- parents who thought case management had supported their child — 92%
- parents who thought the effect of FLO on their child was that ‘they were happier’ —70%
- students who thought case management had helped them — 92%
- students that believed FLO provided better support than their previous school program — 89%.

ICAN student literacy and numeracy

Young people who are disengaged from schooling may have significant gaps in their learning. The National Assessment Program Literacy and Numeracy (NAPLAN) assessment measures 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.

In Terms 1 and 2, 2012, 1 003 individual young people completed the COMPASS assessment, allowing students, parents, schools, youth workers and service providers to establish informed accredited learning programs and pathways across South Australia.

In 2012, COMPASS shows that across the 57 Greater Northern regional schools, 77% of students who participated in the assessment had a score of three or higher that aligns with the Australian Core Skills Framework. This suggests that these students could participate in learning programs that would prepare them for completion of the South Australian Certificate of Education (SACE) or further education.

Community mentoring

The Government sector *Community Mentoring Program* is focused on building and strengthening engagement of students through school and community partnerships. During 2012, the program is operating in 17 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.

The *e-mentoring Project* trial launched in April 2012 involves 50 government staff as one-to-one online mentors, with up to 50 students from rural and remote schools. The trial will be part of the broader e-mentoring program run by Flinders University called *Inspire*. The *Inspire* Government sector partnership plans to connect up to 250 Flinders University students with 250 Year levels 5–9 students to increase student aspirations and connections with tertiary pathways. Government staff involved in e-mentoring will be released for one hour per week to mentor a student during school hours. This initiative will assist non-teaching government staff in improving their understanding and connection with schools. Longer term, the initiative could be expanded to other government departments and corporate organisations to assist more rural and remote students.

In 2012, community mentoring achievements include:

- having 422 active students in the program including 46 Aboriginal or Torres Strait Islander students
- having 363 active community volunteers working as mentors with young people
- having 16 local community mentor coordinators working across 186 schools and nine DECD regions.

Secondary student mentoring

The *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.

During Terms 1 and 2, 2012, this program supported 67 secondary and area schools to provide trained mentoring support for 1 236 students from Year levels 7–12. These students were identified as at risk of not fully engaging and achieving in school-based learning.

In 2012, the *Secondary Student Mentoring Program* continues to support schools to identify their own model of mentoring support to students, depending on the context of their site and needs of the cohort of students referred for mentoring support. This includes engaging trained mentors, youth workers, and/or trained student services officers, as well as teachers, so that appropriate mentoring support can be provided to identify these young people in need.

Youth development

The Youth Development Strategy provides support for identified cohorts of students in targeted CMaD programs that will strengthen student engagement with learning, wellbeing, improve learning achievement, and develop career aspiration.

The strategy, through the *Transitions Project* is now into its third school term and is on track in achieving its intended short-term outcomes for schools, students and communities. The project 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 as they move from primary to high school.

In October 2011, eight school-based regional Youth Development Coordinators (YDC) commenced implementation of the *Youth Development Strategy* through the *Transitions Project* with 170 identified schools across nine Government sector regions. Each Youth Development Coordinator works with between 11 and 27 schools, configured in local groups. Key activities in 2012 are aimed at:

- supporting improved transition opportunities and prioritising student voice for all students in Year levels 5 to 9
- increasing networking between schools for sharing good practice in positive youth development
- linking cluster groups for developing strong transition processes for all students moving from primary to secondary school
- facilitating the planning and implementation of targeted youth development initiatives in and across school communities.

Youth development initiatives can be supported by grant funding which is allocated to each group of schools. With Youth Development Coordinator support and community networking, many initiatives are also being implemented in schools without the use of specific grant funding. There are 120 youth development school initiatives in various stages of planning, design, funding approval and implementation. Of these, 51 are collaborative projects being developed by groups of primary and high schools. (Thirty three of the Youth Development initiatives have now been approved for grant funding and are currently being implemented in schools).

There are 15 local Youth Development Steering Committees who consider and distribute the National Partnerships grant funding. The membership of the committees includes representatives from local schools, youth, community and local Youth Engagement and Inclusion staff.

The Youth Development Coordinator role is proving to be the catalyst for achieving high level outcomes: The outcomes achieved are:

- coordinators have facilitated 680 meetings with school leaders, key contact people and regional personnel to identify existing good practice in their schools and strengthen it through the principles of positive youth development
- coordinators have represented Youth Development at 61 community based meetings attended by 2 127 community members, youth agencies and community organisations
- across South Australia, 27 additional schools not identified for the *Youth Development Program* are now working collaboratively with program schools in cluster-based transition initiatives.

Vocational Education and Training (VET) scholarships

Vocational Education and Training scholarships have supported students who have not met the eligibility criteria to undertake subsidised VET programs through the *Training Guarantee for SACE Students Scheme* which is part of the Department of Further Education, Employment, Science and Training (DFEEST) *Skills for All* strategy. VET scholarship data from schools, demonstrates that for the Semester 1 period of 2012, the following categories of students were supported to undertake higher level VET training.

- | | |
|--|----|
| • Aboriginal and Torres Strait Islander students | 77 |
| • Students who are refugees | 5 |
| • Students in care under the Guardianship of the Minister | 3 |
| • Students with disabilities | 57 |
| • Students with a Language Background Other Than English (LBOTE) | 35 |

Centrally held data from schools for Semester 1, 2012, records 520 students enrolled as VET Scholarship students resulting in 4 465 different enrolments in 638 units of competency in 51 qualifications.

Learning Together Program

The first half of 2012 has seen *Learning Together* produce a range of reports and resources. The report on the baseline data collection was completed and newsletters were produced that highlighted the findings, research base and rationale of the program. A fourth newsletter has also

been produced that highlights a range of multi-disciplinary partnerships supporting families across the State.

The final wave of data collection for the internal evaluation was completed by June 2012. A *Preliminary Impact Report* has been produced highlighting the initial data that demonstrates the impact the program has had for families. This data has included focus groups, comparison surveys and observations of families in the group setting. Some of these initial findings indicate marked increases in parents' confidence in a range of areas that support children's learning and foster social and emotional development. Other changes include a significant improvement in the proportion of families demonstrating indicators of quality relationships with their children, for example being responsive, having positive interactions, quality verbal exchanges and appropriate interactions in the group setting. See *Learning together: evaluating family learning programs in a changing world* at http://www.aes2012.com.au/cms/wp-content/uploads/2011/08/AES_2012_Abstracts_WEB.pdf

WHOLE SCHOOL IMPROVEMENT, LEADERSHIP DEVELOPMENT AND IMPROVED TEACHER PRACTICE

Teaching for Effective Learning

The South Australian *Teaching for Effective Learning (TfEL) Pedagogy Research Project* has provided significant insights into the pedagogic patterns and issues at the heart of improving teaching and learning in Communities Making a Difference (CMaD) primary schools. These insights have been catalytic in developing approaches for greater systemic coherence and alignment towards a whole of system approach to teaching and learning in South Australia.

All participating schools are continuing to develop a whole school approach to pedagogical improvement through professional learning programs aligned with the State's Framework and leaders and teachers working together in Professional Learning Communities. Some of the school leaders are co-designing with TfEL specialist teachers using the State *Learning Design Process* and modelling teaching and learning in classrooms as part of leading learning in their sites.

The *Teaching for Effective Learning Research Project* has continued to attract international interest from academic researchers for its path finding methodology and scope, and trialling of a robust integration of quantitative and qualitative data sets. Links have been established nationally and internationally with Professor Erica McWilliam, Mr Peter Taylor, Queensland researcher, and Mr Chris Goldspink, National Partnership New Zealand researcher, to build professional learning programs designed to build teacher pedagogical content knowledge.

The South Australian Teaching for Effective Learning pedagogy research project has provided learning programs to 371 teachers across 22 government sites.

Principal as Literacy Leader Program (PALL) and Secondary Principal as Literacy Leader (SPALL)

The *Principal as Literacy Leader (PALL) Program* has continued for the second phase with 59 CMaD and 123 non CMaD schools participating.

Key outcomes from this program as outlined in an evaluation undertaken by Carnegie Mellon University in 2011 have included the following:

- principals were directly involved in developing a shared school moral purpose on improving the literacy learning of their students
- principals have taken a greater and more active role in teacher professional development
- principals have found the professional learning in leadership and literacy relevant and influential in the approach to leading literacy learning.

The *Secondary Principal as Literacy Leader Program* commenced in March 2012 and was offered to all public principals with secondary enrolments in South Australia. Over 120 principals (55 from CMaD schools) were involved in the four day program, which covers the knowledge, insights and skills in relation to both leadership and learning required by principals in their roles.

Leading through learning

This program was developed and implemented in early 2012 to recognise, utilise and build DECD systemic leadership capacity (those who have been leaders for at least three years) through resourcing:

- an online accredited *Mentoring Training Program*
- a pilot of the online program with a group of experienced principals
- a literature review that has informed the development of the initiative
- the establishment of a *Work Shadowing Program* through matching mentors and mentees for 100 participants who will:
 - be matched as mentors/mentees against their nominated areas of expertise and/or need (using the National Standard for Principals as the framework for the matching criteria)
 - undertake an accredited course for mentoring
 - participate in a work shadowing program in the role of mentor/mentee
 - share with each other and contribute to system knowledge as part of the *Mentoring/Work Shadowing Leadership Workshops*
 - inform the development of a quality assured work shadowing and mentoring/mentee model for future programs.

A grant of \$5 000 has been allocated for each mentor and mentee to support their participation in the program. The funding supports release time for both mentors and mentees to effectively participate in the program as outlined above.

Regional Leadership Consultants (RLC)

Now in its third year, the *Regional Leadership Consultants (RLC) Program* was recently evaluated and was found to be positively influencing principal leadership across government schools. In a 2011 evaluation by Carnegie Mellon University of the program, 90% of the principals who responded to the survey had found the Regional Leadership Consultants' support helpful in enhancing their leadership capacity. Forty principals selected at random participated in the survey. The university lead evaluation of the program identified improvement in principal confidence in the following areas:

- vision and values
- knowledge and understanding
- leading, teaching and learning
- developing self and others.

Regional Leadership Consultants continue to work with leaders across schools in a range of ways including:

- coaching, guiding and mentoring leaders from a range of contexts (from new to highly experienced leaders)
- initiating and coordinating leadership programs for school leaders
- identifying and prioritising effective instructional leadership
- diagnosing areas for improvement and supporting leaders to establish ways to bring about the improvement change
- supporting the *Principal As Literacy Leader*.

Diagnostic reviews

The *Supporting School Improvement — Diagnostic Review* initiative aims to improve literacy teaching and learning and reduce the achievement gap for students in Communities Making a Difference (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 June 2012, reviews have been conducted and reports released in 28 CMaD schools, including one school designated as an Aboriginal school and four special education schools. Reviews are still to be scheduled in eight additional schools.

DECD recruitment and selection

The *Recruitment and Selection Project* enables the development and implementation of a range of initiatives across three broad areas that support the attraction and retention of quality teachers and leaders to CMaD schools.

1. The *Local Innovation Project* currently supports five sub projects developed locally in line with local needs and supported centrally. These include:
 - *Emerging and Aspiring Leaders*, where funding is provided to all regions and will be used for a range of purposes including conference and workshop attendance, mentoring and work shadowing
 - *Local Delivery Technology*, a pilot project in the Eyre and Western Region with a specialist coordinator focusing on the use of technology to improve student learning and curriculum options through professional development for teachers and maximising of available resources
 - *Temporary Relief Teacher Pathways into Teaching*, which supports up to eight additional relief teachers (with a focus on graduates) in four identified harder to staff in areas
 - *Early Career and Lead Teacher Mentoring* and *Innovative Professional Experience* projects are being implemented across four regions, with one in the remote Aboriginal Lands which includes seven schools and 19 early career teachers.
2. Customised attraction and retention packages, have enabled 22 leaders and teachers to be attracted to and/or retained in 16 hard to staff CMaD schools. Examples of packages include salary top up, travel and accommodation support, attraction incentives and professional development funds.
3. The *Schools Centres for Excellence Program* targets final year pre-service teachers by providing opportunities to take up extended teaching experiences prior to graduation in select areas where there is a high probability that teaching vacancies will become available in the near future. Twenty-seven schools have been identified to participate in the program for 2012.

Innovative Community Action Networks (ICAN)

Eight new ICAN flexible learning manager leadership positions are being trialled for a minimum 12-month period in eight CMaD secondary metropolitan and regional schools to further improve learning outcomes for students. The positions are being created in CMaD schools with high numbers of students enrolled in Flexible Learning Options, as part of the ICANs strategy.

The new positions are being created to:

- prevent students from disengaging by providing them with a more flexible personalised learning program in-school
- build the school's capacity to introduce greater flexibility in teaching and learning programs for secondary students on the school site
- ensure all students are participating in accredited learning that is delivered in-school or in community based learning spaces
- provide ongoing support to students when they return to a mainstream setting.

In total, \$800 000 in new funding is being provided to schools to assist in establishing these new leadership positions. The positions will be funded for a one year period through the CMaD National Partnership. The intention is for schools to assume responsibility longer term for the positions (depending upon successful outcomes) by pooling student funding for this purpose.

ICAN Community Partnership Grants Program

Through the 13 local ICAN management committees, 63 different projects were funded through the *ICAN Community Partnership Grant (CPG) Program* during Terms 1 and 2, 2012. The grants are 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 school to further education and training to employment).

Three examples of projects in 2012 include:

- A \$71 918 grant to Lutheran Community Care for a youth centre at Father's Farm benefiting 400 students. The Farmers Farm is located on a vineyard property in Tanunda. The grant funding will assist in extending a pilot initiative to support disengaged youth in the Barossa Valley, through equipping an existing team of dedicated volunteer mentors for 2012–13. This grant provides youth with access to transport, equipment and courses for training. The project seeks to provide a greater range of learning options and more holistic care for participants. The range of programs will be designed not only to engage young people but also to address areas of interest and skills shortages in the region.
- A \$10 000 grant to Service to Youth Council Inc (SYC) for a *Foundations Wellbeing and Mental Health Program* will benefit 400 students. The council will create 16 primary school and high school classroom sessions for teachers. Teachers will be provided with the information and resources to create confident, resilient young people in their classrooms who have the tools to effectively manage stress and anxiety. Two *Train the Trainer* sessions are to be held in the inner Southern Adelaide Region to equip teachers to confidently teach the wellbeing and mental health curriculum, recognise and respond to mental health issues with young people and promote positive psychology and wellbeing in the classroom.
- A grant of \$38 000 to the Community Development Foundation to establish the School Passport Program in the Mid North and Yorke Peninsula Regions of South Australia which will benefit 988 students. The *School Passport Program* is an incentive-based program with two primary objectives: to increase parent/carer involvement in the school; and to increase regular student attendance.

Under the guidance and consent of the school, parents, carers and community members can participate in this incentive-based program through a range of school activities that support their child's involvement in the school environment, which may include; involvement on the parent committee; helping teachers in the classroom and on excursions; coaching school sporting teams; volunteering at the canteen or uniform shop; mentoring; and assisting with extracurricular literacy and numeracy classes. This program promotes a relationship based on reciprocity. Increased participation by parents,

carers and community members can be redeemed at the school site for items/services such as school uniforms; food and drink at the canteen; stationery; excursions/incursions; and other items such as school photos or swimming lessons.

The *Attendance Program* component of the *School Passport Program* rewards students for reaching attendance milestones. Attendance milestones are determined between the child and the school, and once reached, students are rewarded through a range of community sponsored donated/in-kind items that are closely aligned to their specific interest areas to support their re-engagement in community groups and school. Milestone rewards can range from small token items/service within the school environment for short range attendance, to more substantial items/services for reaching their longer term goals and milestones.

Secondary Mentoring and Community Mentoring Programs

Both the *Secondary Mentoring* and the *Community Mentoring Programs* have levels of engagement with the community.

Secondary mentors are regularly accessing community agencies, services and programs to broker support for their students. In 2012, secondary mentors accessed 33 different government/ community agencies. Examples of agencies accessed by multiple sites include:

- Boystown
- Advance Personal Management
- Mission Australia
- Ice Factor
- Regional Health Services
- Baptist Care
- TAFE
- Youth Opportunities
- Operation Flinders
- Centacare
- Second Story
- CAMHS.

The *Community Mentoring Program* relies on partnerships with community members, organisations, agencies, industry and business to successfully recruit volunteers to provide mentoring support to students. The mentor coordinator promotes the value of volunteering in schools across these local networks.

Any volunteer completing the screening and training process for the program is up-skilled in positive approaches to working with young people and schools, responding to abuse and neglect for volunteers in education and care settings and relevant workshops for skill development. Although the focus of the program outcomes are around student engagement, learning and wellbeing, the training and development component of the program is making a significant contribution to building community capacity to meet the needs of children and young people.

The program has strong relationships with Volunteering South Australia/Northern Territory which provides volunteer referrals and relevant resources and training. It also provides support to applicants who were not successful in their application process for working within a school environment but wish to further explore making a volunteering contribution within their communities.

PARENTAL ENGAGEMENT INITIATIVES

Parental engagement in children's literacy development and learning (Southern Schools)

A parental engagement initiative was trialled in the Swallowcliffe, Prospect North and Hackham East schools to capture strategies and processes that build successful connections between children and young people, schools, pre-schools and communities through authentic community engagement.

The objective of the initiative was to:

- develop educators' capacity to build partnerships with parents/families that explicitly link to literacy learning
- increase the levels of parent/family engagement in their child's literacy learning
- draw on evidence informed research that recognises learners' achievement academically and socially.

The outcomes of the initiative were as follows:

- learning for parents and families, both formal and informal, about their child's programs, pedagogy and progress
- improved relationships developed between parents, families and the school, characterised by a growing, reciprocal trust and confidence
- improved relationships evident between children and their parents as an outcome of shared learning experiences in a safe and stimulating environment
- a set of resource materials was prepared for other schools to use
- Swallowcliffe School held twilight sessions for families and children, encouraging fathers and extended family members to attend and join in outdoor and indoor learning activities. The outdoor play area was modelled as a learning space in the spirit of the Reggio Emilio philosophy
- Prospect North School worked with parents and families to narrow the achievement gap for children from diverse cultural backgrounds. Parents were partners in their child's literacy development as they attended class and became familiar with processes used. They worked together to create learning resource materials for subsequent use at home to strengthen their child's progress
- Hackham East Primary School's DVD used iPhone and android applications to help parents and families stay in touch with their learning activities at school. This use of technology has proven to be an effective way to build connections and promote reciprocal conversations around homework and assessment tasks.

Parental engagement in children's literacy development and learning (Western Schools)

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

The working model of Family Engagement in literacy has emerged out of the work of the four participating schools, and the associated research. This model is guiding the documentation of project activity as well as the generation of relevant school-based resources. The model describes the three domains of:

- **Resources:** developing and providing appropriate literacy resources which families can use at home to build a literacy rich environment: to create a range of appropriate and relevant literacy resources and materials that can be used by families within the home.
- **Knowledge and Strategies:** running activities that raise parents/carers' awareness of literacy learning and strategies to support their child's literacy development: to improve the knowledge of parents of explicit literacy skills and enhance their strategies for facilitating these skills at home.
- **Communication and Confidence:** strengthening the parent/carers' confidence to

engage with teachers about their children's literacy development, whilst opening lines of communication between school and home.

In 2012, the project is being evaluated by Dr Angela Lawless, Deputy Director, South Australian Community Health Research Unit, Flinders University, with the evaluation strategy being developed in conjunction with the project team. The objective is to:

- capture the experiences and perspectives of parents
- map agencies, programs and services that schools have linked with
- document the development and implementation of strategies, resources and activities.

Smarter Schools National Partnerships Key Reform Project Parental Engagement in Low Socio-economic Status School Communities

The findings from and resources developed through the National Key Reform Project *Parental Engagement in Low Socio-economic Status School Communities*, led by South Australia, were featured at the Family-School and Community Partnerships Bureau's inaugural conference *Engaging Parents and Families in Learning and School*, held in Canberra in May 2012.

This conference brought together representatives from the national peak and State parent organisations, government and non government education sector policy officers, principals, teachers and other school staff.

The plenary and workshop presentations from the conference relating to the national project are now available online from the bureau's website.

Support for Aboriginal and Torres Strait Islander Students

AISSA Whole of School Improvement Strategies apply to Indigenous students in Communities Making a Difference (CMA_D) schools. Community engagement projects such as the playgroup parenting initiative at Murraylands Christian College are specifically focusing on Indigenous community engagement as a means to further develop attendance and engagement. A comprehensive school improvement plan is underway at Crossways Lutheran School which is almost entirely Indigenous in its enrolment. This plan includes implementing a whole school approach to literacy, and supporting and building student engagement and wellbeing. This strategy is designed to increase student readiness to learn and student engagement. Progress in this school is outlined in a case study.

The **Catholic sector** CMA_D National Partnership Team continues to integrate its work in schools with that of the CESA Indigenous Education Team. Regular consultation and collaboration are designed to provide consistent support for school leaders and teachers in implementing strategies for improving Indigenous students' literacy and numeracy learning. Student attendance is being closely monitored and, where there are issues of low attendance, strategies include direct contact with family and community members.

Twenty school leaders and key teachers from eight CMA_D schools, which are also participating in the *CESA Closing the Gap* project, attended a two-day workshop based on the nationally accredited *Dare to Lead Program*. The workshop provided knowledge about effective leadership in an Aboriginal and Torres Strait Islander context and participants explored a range of strategies to lead and embed a positive learning culture for Aboriginal students and their communities.

Government Sector

Innovative Community Action Networks (ICANS)

In Terms 1 and 2, 2012 there were 697 ICAN Flexible Learning Option enrolled Aboriginal students. 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*.

Community mentoring

The *Community Mentoring Program* has been supporting 46 Aboriginal and Torres Strait Islander students.

Secondary mentoring

The *Secondary Mentoring Program* has been supporting 115 Aboriginal and Torres Strait Islander students.

Aboriginal student mentoring

The *Aboriginal Student Mentoring Program* aims to support Aboriginal students with participation and engagement in education, academic progress, transition to secondary school, effective study habits, and enhanced social and emotional wellbeing.

Outcomes for Term 1, 2012 include:

- An additional 20 schools and 375 students involved in the program. In total there are 67 schools and 1 459 students being funded for this program
- The program is running across seven regions (Northern Adelaide, Southern Adelaide, Western Adelaide, Far North, Yorke and Mid North, Murray and Mallee), with expansion into the Anangu Pitjantjatjara Yankunytjatjara (APY) lands in Term 2, 2012

- A mentor induction was run in Term 1, 2012, for seven new mentors, and another induction has been planned for Term 3 in the Far North Region.

The program has a flexible delivery to assist schools to meet the needs of individual students. Schools use students' Individual Learning Plans (ILPs) to identify the needs of the student and outline what mentors can address with individual students.

Vocational Education and Training scholarships

In total, 77 Aboriginal students were enrolled through Vocational Education and Training scholarships in training programs.

Learning Together Program

As at the end of Term 1, 2012, there were 795 people participating in the *Learning Together Program*. Of these there were 45 Aboriginal people in 19 families attending groups. This is approximately 6% of the total enrolment. The majority of these families attend the Aboriginal specific group at Lake Windemere School or programs at Airdale Primary School in Port Pirie.

The *Learning Together Program* in Port Pirie is continuing to be used as a sounding board for other service providers, for example, the recent *Aboriginal Community Voice Forum on Closing the Gap* at kindergarten was held on site with families.

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.

The team provides crisis intervention and support to Aboriginal children and young people. The service focuses on a model which responds to educational performance, behaviour, physical, mental and psychological health. The team aims to improve Aboriginal students' engagement with education, schooling and learning so that they may successfully achieve completion of secondary education, further education or employment. The team provides intensive and holistic case management with the needs of the participant, their siblings and family taken into consideration.

During Term 1, 2012, the Turn Around Team has worked alongside and supported 34 families and 85 students across 48 school sites.

Outcomes for the teams so far have included working with schools to facilitate regional service delivery to support crisis intervention for individual students, their families and their enrolled schools and centres in the four identified regions.

Wiltja scholarships

All students in the *Wiltja Scholarships Program* are Anangu from remote and isolated communities across the Tri-State Western Desert Area (Northern Territory, South Australia and Western Australia). 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.

In 2012, the Communities Making a Difference (CMaD) funding enabled the employment of three highly skilled hourly paid instructors to support the 134 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. There are numerous benefits

for students in engaging in the program, both in terms of safety and wellbeing as well as enhanced learning opportunities.

Diagnostic review

In 2012, a CMaD school diagnostic review was undertaken in one designated Aboriginal school — Raukkan Aboriginal School.

Aboriginal voice

The Community engagement — *Aboriginal Voice Project*, will increase Aboriginal parent and community involvement in the education of their children. Through the establishment and development of Aboriginal community voice groups, the project will build the capacity of Aboriginal parents and carers to support the education of their children. School and Community Partnerships Agreements (SCP) are being developed between Aboriginal parents and communities to improve Aboriginal students' educational outcomes and effective working relationships. It is an agreed way of working together to a common purpose, with respectful decision making that produces results. The following schools are in various stages of developing School and Community Partnership Agreements:

- John Hartley Birth to Year 7 School — the school has held four meetings with parents and the leadership team. They are working towards finalising their agreements by the end of Term 3, 2012.
- Swallowcliffe Schools — the Aboriginal Community Education Manager (ACEM) and Aboriginal Community Education Officer (ACEO) have had discussions with the principal and parents regarding starting the agreements process during Term 3, 2012.
- Blair Athol Birth to Year 7 School — the school has worked with parents, students and staff throughout Terms 1 and 2, 2012 on the processes and hope to finalise their partnership agreement by Term 3, 2012.
- Salisbury North Primary School — the school community has met regularly during 2012 to finalise their agreement by the end of Term 3, 2012.
- Port Augusta Schools — the cluster of schools held a professional development day on how to start the partnership agreement process, looking at roles and responsibilities of leaders, Aboriginal Community Education Officers and parents/community. Five principals, 10 education officers, 15 parents and the leadership consultant were in attendance. Flinders View Primary School and Augusta Park Primary School will be employing additional Aboriginal community Education Officers to support the development of their partnership agreement.
- Mannum Community College — the college has started the agreement process and has employed two parents to provide leadership for the community. The college is working towards completing its agreement by the end of Term 3, 2012.

The South Australian Aboriginal Education Training Consultative Body (SAAETCB) and the Aboriginal Education and Employment Services (AEES) held two parent forums in Term 2, 2012, in the Yorke and Mid North Region and at Coober Pedy. The forums introduced the national *Aboriginal and Torres Strait Islander Education Action Plan* and looked at the domains that relate to Aboriginal parents and community and how regional staff can work to support them to participate in their child's education. Regional directors from those regions presented information to Aboriginal parents about how Aboriginal students are progressing.

Parental engagement

Progress of key reform activity to support improved educational outcomes for Aboriginal students included:

- parent forums/community voice: *Relationships Built and Connecting Home and School Learning*
- tutoring in after school 'learning hub' for Aboriginal students
- building parent capacity through learning 'clubs', workshops and curriculum information.

Our Lady of Mt Carmel School (CESA)

Our Lady of Mt Carmel School is situated in the western suburbs of Adelaide, with an enrolment of 305 students representing a wide range of social and cultural backgrounds. Founded by the Sisters of St Joseph, the school community continues to honour the ministry of St Mary of the Cross MacKillop and the commitment of the Sisters to the community.

The school has a strong focus on literacy and numeracy and the development of a relevant and meaningful curriculum, designed to meet the specific needs of its large number of students with special needs, Indigenous students and students who have English as a Second Language.

During 2010, the ambitious goal negotiated by the principal and staff for their strategies in the Communities Making a Difference National Partnership was for increased proportions of students to be at or above the national average in literacy and numeracy, as reported by NAPLAN in 2011. While this goal was not achieved in the intervening twelve months, its existence served to focus attention by teachers and the school leadership team on identifying data that could be used more purposefully in designing students' learning, in order to build on strengths and adopt strategies to address specific areas for improvement.

The strategies implemented were to:

- continue to develop a culture of staff collaborative professional learning
- build capacity of staff to use precision teaching
- develop shared theoretical knowledge of reading acquisition and instruction.

These strategies were founded on the belief in the importance of a balanced reading program to deliver high quality reading instruction, which includes the explicit teaching of reading strategies. All teachers undertook collaborative professional learning in the area of reading acquisition and instruction, and the use of data to inform the planning and delivery of targeted, personalised instruction. A staff survey was conducted in late-2011, to help determine future planning into 2012. Arising from this survey, the teachers' professional learning communities continued a focus on literacy.

Early Years teachers pursued learning to develop consistent practices in the administration and analysis of running records, for the purpose of designing and providing personalised literacy instruction. Other focused professional learning has inquired into the data available from the Early Years Assessment of literacy used in the Catholic sector and the development of a consistent approach across the school to identify students learning needs from Early Years Assessment data. Year levels 2–3 teachers, through a team inquiry question, have been investigating and trialling developmentally appropriate instructional strategies that lead to students developing an awareness of the strategies of effective readers.

Middle primary and upper primary teachers have developed knowledge of the Test of Reading Comprehension (TORCH) as an assessment tool that provides descriptive information about individual student reading. In two collaborative teams, teachers undertook learning in how to use the Test of Reading Comprehension data to plan and deliver targeted instruction, and to monitor student reading growth. As a part of this learning, the teachers have developed student reading surveys, so that information collected from students could inform teachers' knowledge of students' reading and so reading instruction. Year levels 6–7 teachers collaborated to produce a Text Quality Audit Tool, to ensure that texts used in reading instruction are high quality texts. *Planning for Guided Reading* is now increasingly focused on the explicit teaching of reading strategies identified by data to require support.

The collaborative inquiries of the school's four Professional Learning Communities have

culminated in teachers recognising the congruence in their learning, which has led to the development of:

- shared theoretical statements on reading acquisition, intended to inform reading instruction
- shared practice agreements for reading instruction
- shared practice agreements for reading assessment practices.

A further professional learning focus for teachers of students from Year levels 2 to 7 has been learning to use English as a Second Language scaling to assess students' writing; with focus on the use of scaling for the purposes of assessment for learning, targeted teaching and personalised learning. This professional learning has also led to the development of a shared practice agreement in the frequency, administration practice and instruction design for English as a Second Language scaling.

The overall outcome of these foci will be more consistent shared practices at all year levels in the school, in order for students in various target groups to undertake more meaningful and purposeful literacy learning, leading to improved student outcomes.

Vocational Education and Training (VET) Scholarships case study (DECD)

In South Australia's Eyre and Western Region, Ceduna Area School has received Australian Government funds to establish a Trade Training Centre which is equipped to industry standards to deliver Aquaculture and Seafood training to Certificate III level. Ceduna Area School faces issues of isolation and has a Full-time Equivalent enrolment number of about 500 students, of which a quarter are Aboriginal.

In Semester 1, 2012, Ceduna Area School had 20 students enrol in a class which offered a program of study in VET Certificate II Seafood. VET Scholarships funds have been used to deliver Seafood units of competency to Ceduna Area School students. This training is being delivered from Port Lincoln TAFE which is 400kms south of Ceduna and is occurring through a combination of face-to-face lessons and through e-learning technologies with the support of school staff.

This program will position students to become eligible for subsidised training in Certificate II and III Seafood programs in 2013, through the Department of Further Education, Employment, Science and Training's (DFEEST) training guarantee for SACE students scheme.

The SACE Board's VET recognition policy has provided students with the opportunity to undertake a *Seafood Industry Pathway Program* as part of their SACE. National Partnerships has provided Ceduna Area School with the capacity to support their students to achieve nationally recognised VET competencies from a registered training organisation while still at school undertaking their SACE.

Students successfully completing this program at the end of 2013 will be well placed to continue with further training or to gain employment in their local communities in an industry area that is experiencing local skill shortages.

Innovative Community Action Networks (DECD)

Case study on a 15 year-old, Indigenous male who was Flexible Learning Option enrolled

Joshua (name changed) a 15 year-old Indigenous male was Flexible Learning Option enrolled in 2011. Joshua had an extensive history of juvenile justice offences and complex barriers including homelessness, learning difficulties, poor attendance and exclusion from a variety of schools. He had been incarcerated many times for a number of serious offences including assault and on release was under home detention in his father's care.

Joshua's case manager worked with him within the *Restorative Practice Framework* around self-awareness, self-reflection, relationship management and recognising the repercussions of his actions. During his case management, Joshua also did the *Coaching Young People for Success Program*.

His case manager enrolled and supported him to attend a variety of programs including: literacy/numeracy; carpentry and a rock and water program; preparing for his learner's permit; and an art program. In addition, he was referred to external programs including a juvenile justice program for young offenders and counselling.

Initially, he did not engage well in the programs and his case manager continued to pursue ways to engage him positively and presented him with the option to enrol in a Certificate II Retail Course for Indigenous youth. The Retail Course was full-time for 10 weeks, including three week's work experience. Despite this big commitment, Joshua agreed to enrol. His attendance was brilliant and he was highly engaged. During the time of the course, his home detention conditions ended and despite this he continued to attend the course. Joshua graduated from the course in March 2012 and was offered a full-time job with his work experience provider. Feedback from the Retail Course provider included comments like: 'pleasure to have in the class'; 'considerate young man who fits in well with everyone'; 'wish there were more like him'; and 'amazing young man.'

Since his Flexible Learning Option enrolment and the support of the case management service provider, Joshua has gained secure accommodation, formal qualifications, full-time employment, financial independence, and has also re-built relationships with his family. Joshua's story is indicative of the outcomes for other FLO enrolled students.

Youth Development through transitions (DECD)

In the Western Adelaide Region, a high school and local primary school could see that the principles of positive youth development could drive their thinking and practice around transitions. The schools felt that the existing transitions programs (of a one day visit to high school by primary students, open night and talk to primary students by high school students) did not effectively prepare students for their transition. In addition, the schools felt that communication processes needed to be strengthened and that student voice needed to be represented to inform the transition process.

Fortnightly meetings between the schools were organised to improve the transition process for students. Input was sought from parents and staff, and surveys were conducted involving students on both campuses.

As a result of the meetings and consultation, student voice has been strengthened by a Year 7 reunion and by involving students in reflection and feedback on the effectiveness of their previous year's transition process. A Year 8 *Transition Consultation Workshop* is being organised to work with students in monitoring and reviewing their transition to high school and using their feedback to inform future planning. In a Transition Committee, students will voice their concerns and communicate information between teachers, students and parents.

Parent information for transition is commencing much earlier than in previous years and all students will be monitored using the Government sector engagement matrix.

In week 10 of Term 1, 2012, 160 students from Year levels 6 to 8 came together for two days to attend a *Campus Life Program* and a *Taste of High School* day. Students were provided with information, practical 'hands on' experience to intentionally make the beginning of their high school life successful, and opportunities to establish relationships with other staff and students. The collated data and feedback from forums is now being used to further improve the transition program.

Crossways Lutheran School (AISSA)

A Lutheran primary school has existed in Ceduna since 1983. However the Lutheran Church has had schools in the town since the late 19th Century. The current school was renamed Crossways Lutheran School in 1991. The school is an incorporated body and a member of the Lutheran Schools Association. The school is very remote, with an enrolment of 82 students in F-10. Ninety six percent of the enrolment is Indigenous. It has 6.4 Full-time Equivalent teaching staff and 5.6 Full-time Equivalent non-teaching staff.

Many students start their schooling at Crossways without the pre-requisite foundational literacy and school readiness skills. Many have not attended preschool and therefore lack the socialisation, language and conceptual knowledge upon which formal learning is based.

The overall facilities of the school are excellent and they and the spacious grounds are well maintained. The latest additions funded under the Building Education Revolution Australian Government program were opened in May 2011.

Crossways Lutheran School conducted its school review in May, 2011. The school received its review report in July 2011. The school review identified three school improvement foci:

1. *Effective Teaching and Learning Program* by developing the Whole School Curriculum with an aim to:
 - provide rich, broad, whole school curriculum
 - promote quality teaching through becoming more effective teachers and becoming more effective students
2. Growing the school through marketing and increasing enrolments
3. Growing the school engagement with parents/community.

After consultation with the principal it was decided that effective teaching would receive immediate support. The school set as its first priority the goal of creating a learning environment which is engaging, relevant and purposeful. Crossways recognises that to make strong school improvement the school needs quality curriculum frameworks, best pedagogical agreements about how teaching is done in the school, expert supervision and high expectations of teaching, authentic and skilled assessment of all students and a shared commitment to school improvement based on data.

Thus the school has begun to develop an *Effective Teaching and Learning Program* through the three arms of developing a whole school curriculum, becoming more effective teachers and becoming more effective students.

The school is developing its curriculum aligned to the Australian Curriculum and to scope a whole school approach to continuum in literacy and numeracy. It has a commitment to integrated planning, continuous improvement in curriculum planning, continuous improvement in student outcomes and strengthening the learning support program.

The focus on high quality teaching required the following priorities:

- Staff accessing, and taking part in, professional development tailored to underpin literacy and numeracy outcomes improvement as suggested in the recommendations of their school review
- The school developing and documenting a professional development program that addressed the four listed components
- The staff engaging in dialogue to produce an agreed staff appraisal process that provides structured performance feedback at least once per year.

A consultant was contracted by AISSA in 2012 to develop a staff appraisal program for Crossways Lutheran School under the Communities Making a Difference (CMaD) initiative. This is now complete and the school staff will work on the recommendations highlighted in the appraisal process during the second Semester of 2012. National Partnership support will be provided to assist the school with the three priorities outlined.

This was the same approach to teacher appraisal used in a CMaD school in 2011 with very successful outcomes. This approach will be adopted in two further CMaD schools in Semester 2 of 2012 and in 2013.

The school has begun work on establishing effective student learning by requiring students to set individual positive learning goals. The school has received support to promote positive engagement in learning with external expertise to assist the school to improve its behaviour management approach.

Community mentoring case study (DECD)

Oliver (name changed) was under the Guardianship of the Minister (GOM) and was living in a unit with several other boys when he transferred from his former school to his new school due to his exclusion for bad behaviour. Oliver had many different carers that he needed to relate to. Oliver had very limited access to his mother and visits were always supervised but often cancelled at short notice.

The staff at Oliver's new school noticed that behaviour issues arising in the unit considerably affected Oliver's behaviour and concentration at school. He could be violent and would often leave class without permission and speak rudely and disrespectfully. He would frequently lose control and had self-harm issues when he was worked up and could not manage his emotions or behaviour.

He was originally referred into the *Community Mentoring Program* by the principal and was matched with his mentor, William Brown (name changed) in June 2010. At this stage Oliver was in Year 5.

From the outset, William was a very positive and stable person in Oliver's life regularly listening and supporting Oliver at school. Oliver enjoyed the relationship which developed with William. As a result of this and through his case worker Oliver began weekend excursions with William and his family in 2011. At this time the school noticed that his attendance was generally very good and that he never missed a day when his mentor was coming. He was also developing skills to manage his emotions and behaviour.

Although not an intended outcome of the *Community Mentoring Program*, in 2011 William and his partner began the process to become foster parents. Oliver was able to leave care and move permanently into the Brown family in April 2012. He has transferred to a school closer to the Brown family and has had a visit during his transition from his former principal.

Oliver is now part of a stable family, with parents committed to his care and wellbeing. He plans to be a chef and will transfer into secondary school in 2012.

Section 4– Milestone Reporting

Improving Teacher Quality

Part 1 – Milestones in Progress Report – (Achieved 1 January – 30 June 2012)

Milestone	Detail of achievement against milestone
Implementation of the leadership program, 20 participants (AISSA)	TARGET EXCEEDED. Thirteen workshops over six program strands with a total of 475 participants.
Seminar on school governance, 15 participants (AISSA)	TARGET EXCEEDED. Four workshops with a total of 117 participants.
Expand pathways models to facilitate recruitment in areas of need (DECD)	ON TRACK. Expanded through working locally with regional leaders to support innovative programs to attract and recruit high quality teachers and leaders into areas of the highest need.
Develop ongoing projects based on evaluation (DECD)	ON TRACK. Ongoing project is an assessment centre to facilitate quality recruitment. Ongoing trials will continue. An evaluation of targeted recruitment programs is underway to inform future directions.
Implement a beginning teachers program with at least 20 participants (AISSA)	TARGET EXCEEDED. Three workshops held with 28 participants attending the first workshop (which was also provided as a standalone) and 21 participants continuing with the remainder of the program.
Develop ongoing projects based on evaluation findings (CESA)	COMPLETE. Data from surveys conducted in December 2011 were used to review and design early career teacher consultancy support for teacher and school leaders, particularly the content of <i>Teacher Induction Modules</i> and professional learning opportunities provided for teachers and school leaders.
Go Local collaborative project pilot continues (DECD)	ON TRACK. The project is now called <i>Aboriginal Pathways into Teaching Pilot Program</i> . Applications have been called for and a selection assessment panel process established.
Evaluation of program effectiveness for DECD Aboriginal employees (DECD)	ON TRACK. Evaluation will be ongoing over the life of the <i>Pilot Pathways</i> project.
Analysis and evaluation of survey details (DECD)	ON TRACK. The online <i>Career Intention Survey</i> for Aboriginal employees to reflect the expansion of the department to also include additional staff is now complete and will be distributed to all employees in the second half of 2012.

Milestone	Detail of achievement against milestone
Offer assistance, including mentoring and advice, to any Indigenous student from the independent sector seeking to become a teacher (AISSA)	CONTINUING AND ON TRACK. Assistance and advice available to all Indigenous students in the Independent sector with assistance from AISSA.
Information on career development pathways provided to schools to provide to Indigenous non-teaching staff (AISSA)	CONTINUING AND ON TRACK. Information on career development pathways provided with assistance from AISSA. Specific initiatives implemented to provide access to qualifications for non-teachers in schools.
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 Australian Institute of Teaching and School Leadership. 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.
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. Extensive information provided to schools on National Professional Standards and accreditation arrangements including through workshops in the <i>AISSA Leadership Program</i> . This includes presentations by Marjery Evans and Dame Patricia Collarbone, opportunities discussed at AISSA reference groups including meetings of primary and secondary principals briefings issued to all schools
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 has been providing information sessions to principals and teachers on the National Professional Standards including in-school professional development. The <i>AISSA's Professional Development Program</i> for teachers has been explicitly linked to the teacher standards.
Timely information provided to schools on national developments and opportunities for schools. (CESA)	COMPLETE. Schools are being regularly advised of any new developments in implementation of the National Professional Standards for Teachers, through CESA Online and in presentation of professional learning where applicable.
Consultation with schools and response on the draft national teacher professional standards and provide comments to MCEECDYA / AITSL (CESA)	COMPLETE. A sector response is being compiled through consultation with stakeholders from June 2012 on the draft Australian Teacher Performance and Development Framework. This is now being coordinated through the Rewards for Great Teachers National Partnership.
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	COMMENCED AND ON TRACK. The process of updating Induction Modules for early career teachers has commenced. Alignment with the AITSL National Professional Standards for Teachers is being monitored in conjunction with CESA's implementation of the standards. The position descriptions for CESA English as an Additional Language Network Teachers are being differentiated, in line with the National Professional Standards for Teachers, to reflect the variety of roles that schools require from Network

Milestone	Detail of achievement against milestone
developments (CESA)	<p>Teachers.</p> <p>Aspects of the professional standards are being incorporated as lenses on practice in professional learning and consultations in Australian Curriculum subjects.</p>
Improved Workforce Data Analysis Capability (DECD)	<p>COMPLETE.</p> <p>Three monograph papers on the topics of Teacher Supply and Demand in South Australia and Professional Experiences for Pre-service teachers were made available to the public and announced by the Minister to raise awareness of the issues.</p> <p>The three South Australian schooling sectors have also contributed teacher data to the <i>Workforce Supply and Demand Modelling Project</i>.</p>
Performance management and continuous improvement included in the AISSA Leadership Program. Support sector schools (upon request) to undergo an external professional review of the schools performance in educating students (AISSA)	<p>COMMENCED AND ON TRACK.</p> <p>The <i>AISSA Leadership Program</i> has been developed having regard to continuous improvement principles and includes strands such as <i>Building a Performance and Development Culture in Schools</i>. The AISSA has continued to support schools to undertake external reviews through access to programs facilitated by AISSA.</p>

Part 1 – Milestones in Progress Report – (Achieved 1 January – 30 June 2012)

Milestone	Detail of achievement against milestone
<p>List of schools receiving support. This will include reform strategy and scope of approach (All)</p>	<p>The list of schools for all sectors for 2012 is available from the DEEWR website. http://www.smarterschools.gov.au/Pages/default.aspx</p> <p>AISSA</p> <p>SCOPE:</p> <ul style="list-style-type: none"> • School Review completed in all schools • Development of School Improvement Plans completed • Governance and Leadership supported • Teacher Appraisal and provision of significant professional learning • Provision of in-school support. <p>All seven eligible schools are accessing support and services.</p> <p>CESA</p> <p>Improvement strategies in all 23 Catholic 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 are undertaking 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 extensive use of available assessment data, and on more practice-based and purposeful analysis of specific teaching strategies that the literature suggests are more effective in improving students’ reading and numeracy.</p> <p>Following network workshops earlier in the year, several schools are using the recently developed national Parental Engagement resource as the basis for improving their strategies to optimise parents’ contributions to their children’s learning programs.</p> <p>Government sector</p> <p>In 2012, 184 government schools participated in whole of school strategies through CMaD. These schools as well as numerous other government schools across the State were involved through CMaD targeted student support such as the <i>ICANs</i>, <i>Secondary Student Mentoring</i>, <i>Aboriginal Student Mentoring</i>, <i>Youth Development</i> and <i>VET Scholarships</i>.</p>

<p>List of schools who have undergone the CMaD diagnostic review (AISSA/DECD)</p>	<p>AISSA</p> <p>All seven CMaD schools completed a diagnostic review in 2011.</p> <p>Government sector</p> <p>DIAGNOSTIC REVIEW</p> <p>Between January and June 2012, reviews were conducted and reports released in 28 CMaD schools, including one school designated as an Aboriginal school and four special education schools. Reviews are to be scheduled in eight additional schools in 2012.</p> <p>Reviews had been conducted in eight of these schools during 2007 –2009, prior to the CMaD project. The 2012 reviews in these schools focused on progress made in relation to the recommendations in the original report.</p> <p>Reviews have been undertaken in a total of 28 schools in 2012:</p> <ol style="list-style-type: none"> 1. Augusta Park Primary School 2. Adelaide Secondary School of English 3. Berri Primary School 4. Blanchetown Primary School 5. Challa Gardens Primary School 6. Coober Pedy Area School 7. Evanston Primary School 8. Flinders View Primary School 9. Le Fevre High School 10. Mark Oliphant College 11. Millicent North Primary School 12. Moonta Area School 13. Murray Bridge Special School 14. Pennington Junior Primary School 15. Port Augusta Special School 16. Port Germein Primary School 17. Port Vincent Primary School 18. Port Wakefield Primary School 19. Raukkan Aboriginal School 20. Riverland Special School 21. Riverdale R–7 School 22. Roma Mitchell College 23. The Grove Education Centre 24. Virginia Primary School 25. Whyalla Stuart R–7 School 26. Willsden Primary School
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- 27. Woodville Gardens Primary School
- 28. Woodville Primary School

Categories and numbers of DECD schools reviewed in 2012.

Junior Primary	Primary	Area	Anangu	Aboriginal	Special	High	Other
1	16	2	0	1	4	3	1

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

There were 120 staff members who participated in professional learning in *Assessment for Learning*. This builds on professional development in 2011 and is ongoing for 2012.

Thirty five staff attended professional learning in Whole School Improvement through an integrated approach to reform strategies.

Eight School Support Officers (SSOs) are completing the Certificate IV in *Education Support* and seven are completing the Certificate IV in Education Support.

Two school leaders are participating in the Australian College of Educational Leaders *Emerging Leaders Program*.

Forty one teachers, six SSOs, two principals, three special education teachers and 148 students, have been provided with assistance with oral language, speech, language and behaviour, literacy and phonological awareness, listening, hearing and auditory processing, questioning, play, social skills, thinking, visual strategies, vocabulary, fine motor skills, and writing skills, sensory processing, reading and interpreting reports.

Participation by school leaders and teachers in The *AISSA Leadership Program* to-date:

- *Using the Australian Curriculum as a Vehicle for Change* — one teacher and two school leaders
- *Building a Performance and Development Culture in your School* — three principals and six school leaders
- *Building Personal Leadership Capacity and Building Leadership capacity in Early Childhood Services* — two school leaders.

CESA

Across 23 Catholic CMaD National Partnership schools, 45 school leaders, over 600 teachers and 330 non-teaching staff had access to professional learning that was customised to meet the identified needs of each school community, in the context of the specific school improvement priorities, which include 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.

Twelve school leaders and teachers from two schools undertook interstate school visits in the first half of 2012, 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. These workshops included extensive interaction with the national Parental Engagement resource.

Government sector

TEACHING FOR EFFECTIVE LEARNING (TfEL)

Systemic activity undertaken in 2012. The contracted researchers have worked with 371 TfEL Specialist Teachers to collect a baseline profile of current teacher pedagogy across 22 participating schools.

Research conducted to the end of June includes:

- Completion of 876 hours of observations in classrooms to add to the baseline data (existing hours = 2 984)
- 73 participating teachers receiving explicit written feedback informing them of their next stage of teaching and learning
- 73 teachers interviewed by the project researcher in relation to teaching and learning practices
- Student engagement questionnaires completed by 1 663 students to add to the baseline data
- (existing cohort = 4 056 students)
- 1 125 students from the Phase 3 sites completed the Effective lifelong learning inventory (ELLI) online survey tool designed to assess a learner's learning power. Each student receives their own report that represents their learning disposition, strengths and areas for development (existing cohort = 2 851).

ABORIGINAL TURN AROUND TEAM

Aboriginal Turn Around Team (ATAT) professional development for Term 1, 2012, included the following:

- Tracey Westerman: *Suicide Prevention in Aboriginal communities and Mental health Assessment of Aboriginal Clients*
- Social Worker — Supervision Course 1
- Youth first aid (Mental Health)
- Team building mentoring
- *Stronger Smarter Leadership Program*
- The Governor's Leadership Foundation Program (Leaders Institute of South Australia).

PLEASE NOTE: Team members access different training and development and do not all undertake the same courses.

PARENTAL ENGAGEMENT INITIATIVES

Four principals and 15 teachers have been involved in the parental engagement initiative being trialled in three schools. The aim of the initiative is to:

- develop educators' capacity to build partnerships with parents/families that explicitly link to literacy learning
- increase the levels of parent/family engagement in their child's literacy learning
- draw on evidence informed research that recognises learners' achievement academically and socially.

PRINCIPALS AS LITERACY LEADERS (PALL) PROGRAM

A total of 182 principals (from 59 CMA^D schools) participated in a five day professional program delivered over 14 months.

The *Secondary Principals as Literacy Leaders (SPALL)* Program commenced in March 2012 and was offered to all public principals with secondary enrolments in South Australia. Over 120 principals (55 from CMA^D schools) were involved in the four day program.

SPALL covers the knowledge, insights and skills in relation to both leadership and learning that principals require in their role.

REGIONAL LEADERSHIP CONSULTANTS (RLC)

The Regional Leadership Consultants supported the professional development of over 400 principals (All CMA^D schools), through intensive and ongoing mentoring and coaching.

INNOVATIVE COMMUNITY ACTION NETWORKS (ICAN)

During Terms 1 and 2, 2012, local school and community-based professional learning opportunities have been provided for more than 600 teachers, case managers, youth workers, DECD State and regional staff as well as key partner agency staff. 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. Flexible Learning Option cluster meetings per ICAN area, engage all school ICAN coordinators at an operational level.

Systems support includes training in the new CMA^D 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 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 that 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 and regional opportunities for staff and stakeholders to engage in professional development.

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

COMMUNITY MENTORING

During Semester 1, 2012, more than 195 volunteer community mentors participated in 52 professional development/training events:

- 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 4
- core training 1
- induction 16
- process/system development 2
- mentor training 5
- professional development 14
- responding to abuse and neglect (RAN) 12

There were 156 community volunteers who completed the Responding to Abuse and Neglect (RAN) training.

There were 195 community volunteers who completed Core Mentor training.

Both of the above are pre-requisites to being accepted into the program as a community volunteer mentor along with a national police check, referee checks and a face-to-face interview.

SECONDARY MENTORING

- Thirty five school staff completed the Secondary Mentoring Induction workshop

YOUTH DEVELOPMENT

During Semester 1, 2012, more than 330 principals, teachers and ancillary staff participated in 21 professional development/training events.

- Fifteen full-day Mindmatters transitions workshops were held (facilitator Annette Bulling) addressing pedagogies and practices that promote young people's social emotional development, mental health and wellbeing for learning through transitions primary to high school. This involved 56 leaders, 106 teachers, 12 ancillary staff
- Three full-day workshops in the *Play is the Way Program* were held (facilitator Wilson McCaskill) to develop students' social emotional learning and competencies. They involved 18 leaders, 71 teachers, 41 ancillary staff
- One full-day workshop in the *Rock and Water Program* was held (facilitator University of Newcastle) for supporting students' psycho-physical social development. Three leaders, 11 teachers, five ancillary staff were involved
- Two full-day training sessions in the Youth Mental Health First Aid Course (SA Health) were held. Two leaders, three teachers, seven ancillary staff attended.

In addition during Semester 1, 2012, professional learning sessions facilitated and/or supported by the eight Youth Development Coordinators focused on:

- principles of positive youth development informing teachers' practice to increase student engagement in learning
- supporting effective transitions for students and families in the middle years of schooling
- staff collaboration in developing processes/procedures/structures for transitions
- youth voice and adult-student partnerships in decision-making
- information sessions by a broad range of external providers in social emotional learning and youth development: eg Student Leadership, KidsMatter, Ovation, Sammy D Foundation
- involving students/family/community in planning youth development initiatives.

LEARNING TOGETHER

All staff involved in programs, including managers, teachers, and student services officers/early childhood workers are expected to attend the *Learning Together* professional learning clusters consisting of one session (full-day) about Aboriginal cultural competence (held in June 2012)

CMA D staff involved include six teachers (representing 4.0 Full-time Equivalent), two managers, 16 school services officers/early childhood workers, one project officer and one project support officer. Other staff from sites and regional early childhood staff were also invited to attend these sessions.

In addition the teachers and managers participated in a one day professional learning about *Dispositions for Learning* and one day on *Practical Ideas and Strategies for Working with Families*.

All teachers participated in three full-day teacher network sessions, including planning, evaluation and reporting.

Two managers attended Managers networks (total of five days).

Two new staff additionally attended *Circle of Security* training (four days) and received induction to *Learning Together* provided onsite by project staff.

Staff members were also involved in professional development offered by their sites.

<p>Number and scope of teachers/leaders involved in attraction, retention and development reform strategies (DECD)</p>	<p>Reforms in the <i>Recruitment and Selection Project</i></p> <p>A new Recruitment and Selection Policy has reformed the autonomy of leaders and the way in which teachers are recruited to sites. Site leaders across the state have participated in locally delivered workshops to introduce the new policy.</p> <p><i>Local Delivery Technology</i>, a pilot project in the Eyre and Western Region with a specialist coordinator focusing on the use of technology to improve student learning and curriculum options through professional development for teachers and maximising available resources.</p>
<p>Number and scope of community groups /business/volunteers/NGOs involved in the CMaD NP Plan implementation (All)</p>	<p>AISSA</p> <p>One school is working directly with a community group that manages a playgroup with an educational focus. Siblings of students at the school participate in the playgroup whilst their parents receive instruction in parenting skills.</p> <p>DECD</p> <p>INNOVATIVE COMMUNITY ACTION NETWORKS (ICAN) AND STUDENT MENTORING AND YOUTH DEVELOPMENT</p> <p>As at June 2012, there are 53 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.</p> <p>There are 209 ICAN management committee members that 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.</p> <p>COMMUNITY MENTORING</p> <p>There were 363 community volunteers who successfully completed core mentoring training and the screening selection process to become community mentors enabling them to support young people in primary school.</p> <p>LEARNING TOGETHER</p> <p>There were 37 groups including supported playgroups, groups for making books for and about one's own children, and adult credentialed learning (linked to children's learning) run with families and their young children in Term 1, 2012. Twenty two of these groups involve partnerships with other agencies and service providers. Of those, 17 were with community groups and non government organisations including council libraries, The Smith Family, AC Care, Primary Health, TAFE and Community Foodies.</p> <p>ABORIGINAL STUDENT MENTORING</p> <p>In Term 1, 2012, a further seven people completed the <i>Aboriginal Student Mentor Induction Program</i> taking the total to 185 mentors inducted since the program's inception in 2010.</p> <p>COMMUNITY ENGAGEMENT — ABORIGINAL VOICE</p> <p>The Northern Adelaide Regional Aboriginal Parent Committee has had three meetings this year and has developed Terms of Reference for the committee. Eight parents and three Aboriginal Community Education Managers (ACEM) are members of the committee.</p> <p>At their next meeting they will be finalising their new membership, nomination and election process and discussing the regional plan and the National Aboriginal and Torres Islander Education Action Plan (NATIEAP) priorities that relate to Aboriginal parents and community. This committee will meet</p>

	<p>with the Regional Director later in the year to provide feedback about the regional plan and how they can work collaboratively to increase the engagement of Aboriginal parents in schools.</p> <p>A Parental and Community Engagement (PaCE) Project Officer is working with parents, Aboriginal Community Education Officers (ACEO), principals and ACEMs from the Port Lincoln cluster of schools to run information workshops and training on <i>The Importance of Supporting your Child in their Early Years Development</i>. A steering committee has been formed with six parents, two DEEWR representatives, PaCE Project Officer, two ACEOs and an ACEM. The steering committee meets twice a term. They have run two workshops this year. Ten parents attended a <i>Writing approach to reading</i> (WRAP) workshop and 10 parents got their Child and safety certificate I. Their next workshop will be about <i>Individual Learning Plans</i> (ILP).</p> <p>PARENTAL ENGAGEMENT INITIATIVES</p> <p>A range of NGOs and local councils supported the <i>Parental Engagement Program</i>.</p> <p>Health Lens Project</p> <p>June 2012 — There was:</p> <ul style="list-style-type: none"> • ongoing consultation with four school groups and Health in all policies unit staff • ongoing analysis • development of description of strategies and program rationale (using existing documentation, literature review and interview data) • ongoing strengthening of relationships with NGOs • evaluation by Dr Angela Lawless, Deputy Director, South Australian Community Health unit, Flinders University • development of a description of strategies and program rationale (using existing documentation, literature review and interview data) • trialling of Smarter Schools National Partnerships resource Strengthening Family and community engagement in Student Learning • A workshop with four schools, group to finalise. <p>Final report including case studies has been completed.</p>
<p>Number of students, including a breakdown by specific cohorts receiving support through the reform strategies. Scope of this support will also be provided (All)</p>	<p>AISSA</p> <p>From the seven CMaD schools who have communicated Indigenous enrolments to AISSA, there were 90 Indigenous enrolments F—12. Indigenous students are benefitting from the initiatives outlined above and in particular please refer to the case study of Crossways Lutheran School.</p> <p>CESA</p> <p>At the February 2012 census, a total of over 7 600 students were enrolled in the three secondary, 19 primary schools and one Reception to Year 12 school participating in the CESA CMaD National Partnership during 2012. Teachers at these schools are undertaking in-school professional learning and external workshops according to the school’s specific priorities for improving literacy or numeracy outcomes</p> <p>Teachers receive personalised support from Catholic Education Office consultants for the 5% of these students with disabilities and the 2% who identify as Indigenous students. Indigenous students and their families also are supported to develop Individual Learning Plans that incorporate processes designed to relate students’ subject choices to their consideration of possible career pathways.</p>

Based on the biennial data collection in 2010, enrolments at these schools include nearly 2 200 students for whom English is an additional language (EAL), who received EAL learning support according to their assessed English language proficiency. The 3.7% of 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

INNOVATIVE COMMUNITY ACTION NETWORKS (ICAN)

As at Term 1 and 2, 2012, there were 4 811 Flexible Learning Option (FLO) students enrolled in ICAN schools. Their profile is as follows:

Male	2 583	(54%)
Female	2 228	(46%)
Aboriginal and Torres Strait Islander students	697	(14%)
Students in the <i>School Card Scheme</i> ¹	1 237	(26%)
Students with a disability	929	(19%)
Students from language background other than English	308	(6%)
Students in care under the Guardianship of the Minister	156	(3%)

Note: Students may be in more than one demographic cohort.

Additional students participated in the program at some stage during 2012, 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 4 811 individual FLO students at Term 2, 496 were primary school students 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.

Through the 13 local ICAN management committees 6 091 students have been supported through 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).

There were 260 students (who were previously FLO enrolled in 2011) who were provided case management funding to support their transition from primary to main stream secondary school, through intensive case management services. An additional 56 primary school students (non FLO enrolled) received funding for the provision of professional management services.

COMMUNITY MENTORING

(Semester 1, 2012 data is sourced from EDSAS)

Student demographic	Number of students matched	Percentage
Males	213	50.47%
Females	209	49.53%
TOTAL	422	100%

Student demographic	Number of students	Percentage
Students in the <i>School Card Scheme</i> ¹	151	35.78%
Students from a Language background other than English (LBOTE)	70	16.59%
Students eligible for the DECD <i>Disability Support Program</i>	99	23.46%
Students in care under the Guardianship of the Minister	13	3.08%
Aboriginal and Torres Strait Islander students	46	10.90%

Note: Students may be in more than one demographic.

SECONDARY STUDENT MENTORING YEAR LEVELS 7–12 (SEMESTER 1, 2012)

(Semester 1, 2012, data is sourced from EDSAS)

Student demographic	Number of students	Percentage
Males	653	53%
Females	583	47%
TOTAL	1 236	100%

Student demographic	Number of students	Percentage
Students in the <i>School Card Scheme</i> ¹	421	34.06%
Students from a Language Background Other Than English (LBOTE)	125	10.11%
Students eligible for the DECD <i>Disability Support Program</i>	205	16.59%
Students in care under the Guardianship of the Minister	31	2.51%
Aboriginal and Torres Strait Islander students	115	9.3%

Note: Students may be in more than one demographic.

ABORIGINAL STUDENT MENTORING

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

In Term 1, 2012, 375 students participated in the mentoring program.

Male 47.8%

Female 52.2%

YOUTH DEVELOPMENT

The Youth development strategy provides support for students in targeted programs to strengthen student engagement with learning, wellbeing, to improve learning achievement, and develop career aspiration. The strategy is on track in achieving its intended short-term outcomes for schools, students and communities.

From January to June 2012, a total of 1 458 students were involved in the 33 Youth Development initiatives which have already received grant funding. Additional Youth Development school initiatives are in various stages of planning, design and implementation.

VOCATIONAL EDUCATION AND TRAINING SCHOLARSHIPS

EDSAS data from schools for Semester 1, 2012, has recorded 520 students enrolled as VET Scholarship students and this has resulted in 4 465 different enrolments in 638 Units of Competency in 51 Qualifications.

Student Demographic	Number of students supported
Aboriginal and Torres Strait Islander students	77
Refugee students	5
Students in care under the Guardianship of the Minister	3
Students eligible for the DECD <i>Disability Support Program</i>	57
Students from a Language Background Other Than English (LBOTE)	35

Note: Students may be in more than one demographic.

VET scholarships have supported students who have not met the eligibility criteria to undertake subsidised VET programs through the *Training Guarantee for SACE Students Scheme* which is part of the Department of Further Education, Employment, Science and Training (DFEEST) Skills for all strategy.

LEARNING TOGETHER

Learning Together engages families with children aged birth to four years who are at risk of educational disconnection, and supports their involvement with their children’s learning, thereby developing a sound foundation prior to school. This is achieved by early childhood educators providing a range of activities, usually in a group setting, that engage families in their children’s learning. Curriculum materials are also being developed to support the educators and the schools in this project.

As at the end of Term 1, 2012:

- The number of families enrolled and currently attending is 324. These families consist of 795 people, including 429 children
- The number of Aboriginal people enrolled and attending was 45
- The total number of people from Language Backgrounds Other Than English enrolled and currently attending was 135
- There were no refugees enrolled and currently attending, however numbers tend to fluctuate over the year
- There were a total of 49 people with a disability enrolled and currently attending.

WILTJA

Wiltja Secondary Program cohort (all Indigenous students):

Year of schooling	Number of students
Year levels 6 and 7	2
Year 8	50
Year 9	23
Year 10	19
Year 11	7
Year 12	6
TOTAL STUDENTS	134

The *Wiltja Scholarships Program* is located in Adelaide at the school sites of Woodville High School and Windsor Gardens Vocational College. The program supports Anangu students from remote and isolated communities.

Additionally, CMaD funding enables the employment of three highly skilled hourly paid instructors to support the 134 students across the *Wiltja Secondary Programs*.

ABORIGINAL TURN AROUND TEAM (ATAT)

The *Aboriginal Turn Around Team Program* aims to develop cohesive health and education family support approaches for Aboriginal children with additional and complex needs.

Sites Term 1, 2012.

Site Category	Number of sites supported
Pre-schools	2
Primary schools	24
High schools	13
Area schools	4
TAFE	1
Community Learning Centres	2
Special schools	1
Special classes	1
TOTAL NUMBER OF SITES SUPPORTED	48

There were 85 young people referred to the team (three students are under the Guardianship of the Minister).

Male 46

Female 39

Number of families 34

- 1 The School Card Scheme offers financial assistance with educational expenses for students attending government and non-government schools. Please refer to http://www.decd.sa.gov.au/goldbook/pages/school_card/ for further information.

Student performance indicator data, as per section 12 of the Low SES FIP (eg Attendance, NAPLAN) **ALL**

Indicators are reported once a year depending on the timing of data collections. Some indicators are included in the annual report and others in the following year's Progress Report. Refer Section 6.

Section 6 – South Australia Performance Measures CMaD National Partnership

Through the 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 6 – Part 1)
- 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 6 – Part 2).

This section will report the performance indicators that were not reported in the South Australian Smarter Schools National Partnership 2011 Annual Report, due to the timing of data releases and validation processes relating to end of year information. These indicators report performance relating to the South Australia Certificate of Education (SACE) and the potential destination of senior secondary students (Year 10 and above).

Section 6 — Part 1 — CMaD National Partnership schools participating in ‘whole of school’ change strategies and approaches

This section reports on the South Australia Certificate of Education (SACE) results of senior secondary students in 58 South Australian CMaD National Partnership schools participating in ‘whole of school’ strategies and approaches, across two groups: schools involved in the CMaD National Partnership since 2010 (21 CMaD NP schools) and schools involved since 2011 (37 CMaD NP schools). As these schools commenced in the CMaD National Partnership in different periods, they are reported and tracked on separate tables over the life of the partnership.

Government schooling reform initiatives across South Australia over the last three 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 National Partnership schools participating in ‘whole of school’ interventions across reporting periods.

Overview

In 2011, there were 205 CMaD National Partnership schools participating in ‘whole of school’ change strategies and approaches across South Australia. Of these, 64.4% (or 132 schools) were designated junior primary/primary, reflecting the important focus on improving learning outcomes in the primary years.

In 2011, 58 schools (or 28.3%) of CMaD National Partnership schools had potential SACE completers (or students eligible to receive a certificate of education). Of these schools, 41.4% (24 schools) were secondary/high schools and 36.2% (21 schools) were schools providing for various combinations of primary and secondary years, such as area schools in regional South Australia. A further 12.1% were Aboriginal/Anangu schools (seven schools), and 10.3% (six schools) were designated as special schools. Almost two thirds (63.8% or 37 schools) of the 58 CMaD National Partnership schools with potential SACE completers, were located in regional South Australia.

Increase in SACE completion rates in regional CMaD National Partnership schools

The greatest increase in SACE completion rates over the last two years in CMaD National Partnership schools was in the 37 regional schools, where the SACE completion rate increased from 82.9% in 2010 to 86.3% in 2011, a 3.4% percentage point increase. This increase shows a steady movement towards the overall South Australian SACE completion rate of 91.6% in 2011.¹

Communities Making a Difference (CMaD — Low Socio-economic Status School Communities) National Partnership for students participating in 'whole of school' strategies and approaches by SACE completions, 2010 and 2011:

Table 3.1(a) – All Senior Secondary Schools participating in CMaD National Partnership ‘whole of school’ since 2010

SACE Completion in CMaD NP (Low SES) schools participating since 2010 ⁽¹⁾	2009 (baseline)	2010	2011	Variance 09-11
Total No. of SACE Completions (All Students)	703	742	676	-27
SACE Completion Rate (All Students) (%) ⁽²⁾	81.9%	78.4%	81.1%	-0.8%
Total No. of SACE Completions (Indigenous Students) ⁽³⁾	18	23	18	0
SACE Completion Rate Indigenous Students (%) ⁽²⁾	66.7%	69.7%	69.2%	2.5%
Total No. of SACE Completions (LBOTE Students) ⁽⁴⁾	43	102	146	103
SACE Completion Rate LBOTE Students (%) ⁽²⁾	69.4%	77.3%	74.1%	4.7%

Table 3.1(b) – All Senior Secondary Schools participating in CMaD National Partnership ‘whole of school’ since 2011

SACE Completion in CMaD NP (Low SES) schools participating since 2011 ⁽¹⁾	2010 (baseline)	2011	Variance 10-11
Total No. of SACE Completions (All Students)	1078	1015	-63
SACE Completion Rate (All Students) (%) ⁽²⁾	86.9%	84.1%	-2.8%
Total No. of SACE Completions (Indigenous Students) ⁽³⁾	24	28	4
SACE Completion Rate Indigenous Students (%) ⁽²⁾	82.8%	82.4%	-0.4%
Total No. of SACE Completions (LBOTE Students) ⁽⁴⁾	183	263	80
SACE Completion Rate LBOTE Students (%) ⁽²⁾	80.6%	82.7%	2.1%

¹ SACE Board of SA. SACE Leaders Forum February 2012. http://www.sace.sa.edu.au/c/document_library/get_file?p_l_id=543475&folderId=528318&name=DLFE-47133.ppt. Accessed August 2012.

Footnotes Section 6 (1) — Table 3.1(a), Table 3.1(b)

(1) Includes all students who have been awarded a South Australia Certificate of Education (SACE Certificate) in a CMaD National Partnership participating school for the reporting year. Data current as at database extract date of end-February for the reporting year. Information may be subject to change due to variations in student school information or student declarations that may affect Aboriginal or Language Background Other Than English (LBOTE) status.

(2) SACE completion rate is calculated by dividing the total number of SACE completions by the total number of potential SACE completions ('Potential Completers'), in CMaD National Partnership schools with potential SACE completers. A student is considered to be a 'Potential Completer' if they attempted to complete the SACE requirements in the given year. These students have at least one enrolment in the given year (in either Stage 1 or Stage 2 subject); have completed at least six units at Stage 2; have undertaken at least 22 SACE units which may include Vocational Education and Training (VET), and have not completed the SACE before **1 April** of the given year.

(3) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander through the SACE Board of South Australia, and have been confirmed by their school/schooling sector as a student of Aboriginal and/or Torres Strait Islander origin. These figures may under represent the true level of Indigenous students due to the technical difficulties associated with data collection and reliance on self-identification. Total numbers are very low so caution should be used when extrapolating from percentages.

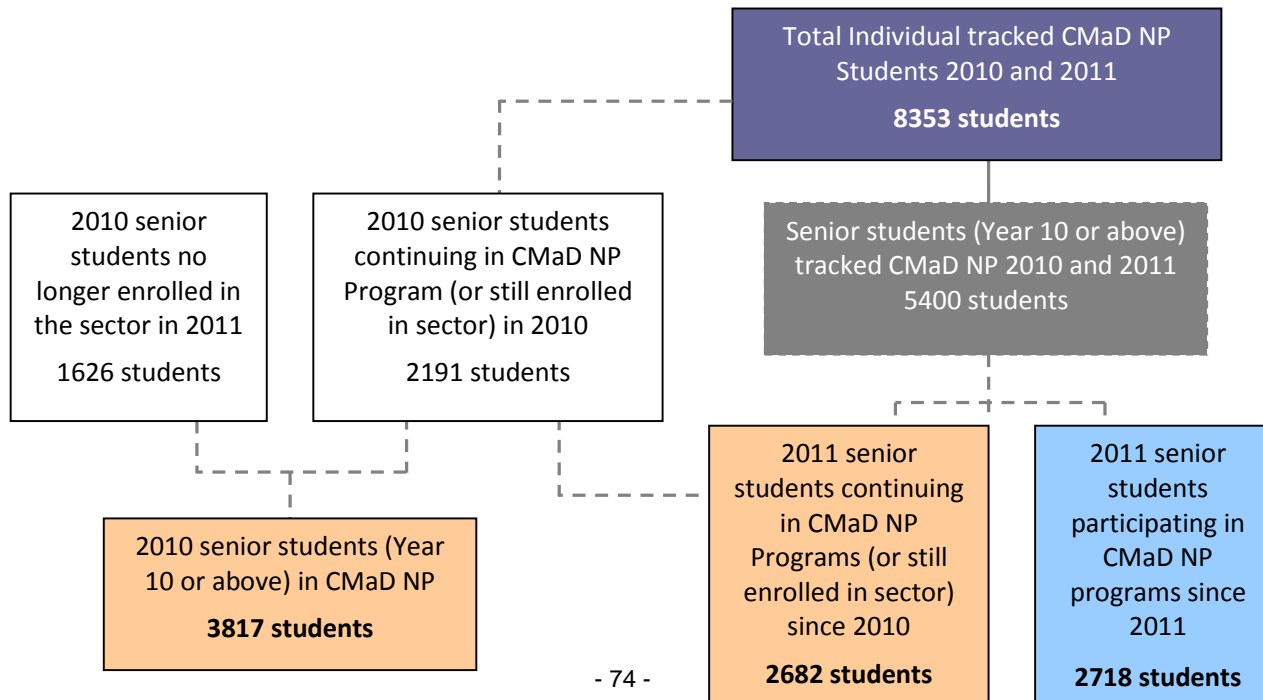
(4) Includes all students who identify as having a Language Background Other Than English (LBOTE), where either the student, or the student's parents or carer's, speak a main language other than English at home, and who have self-confirmed to the SACE Board of South Australia. Those with a 'null' declaration were assumed to only have English as their primary language.

Section 6 — Part 2 — Students in the CMaD National Partnership participating in ‘Individualised Targeted Support’ strategies and approaches

This section reports information for tracked students enrolled in government schools in the CMaD National Partnership participating in ‘Individualised Targeted Support’ strategies and approaches, across two groups: those senior secondary students (Year 10 or above) participating since 2010 and those senior secondary students (Year 10 or above) participating since 2011. As these students commenced in the CMaD National Partnership at different periods, they are reported and tracked on separate tables over the life of the partnership.

It is important to note students participating in ‘Individualised Targeted Support’ include students who: have complex life responsibilities and/or issues that impact upon their successful engagement with learning; may be significantly disengaged from their learning; and may not have been attending school, often for some years (even though they may be of compulsory schooling age). Any analysis should keep in mind these numerous factors, which may impact upon student learning outcomes.

Most senior secondary students finish their schooling in Year levels 11 or 12 and year-on-year performance data will comprise a proportion of tracked students at different stages in their studies, as students leave school and others enter their ‘senior’ year levels. Therefore the tables in this section provide some historical information for comparative analysis that includes students who are no longer enrolled in the Government sector in 2011. The following chart outlines how South Australian senior secondary students in CMaD National Partnership targeted programs have been tracked and reported in this section.



Overview

During 2010 and 2011, 8 353 **DECD** students participated in CMaD National Partnership 'Individualised Targeted Support' and were tracked. In 2011, 64.6% (5 400) of these students were enrolled in senior secondary year levels (Year 10 or above). In 2011, 15.5% of these senior secondary students identified as Australian Aboriginal and/or Torres Strait Islander, 9.0% were from a Language Background Other Than English (LBOTE), and 17.1% were students with a disability.

Increased attendance rates

The 2011 senior secondary students increased their average attendance rate by 6.0 percent from 77.8% in 2010 to 82.5% in 2011². This suggests an increase in the level of engagement of students in these senior years, which in turn is more likely to lead to successful school completion and attainment.

Decrease in suspensions

Of the 5 400 tracked senior secondary students in the CMaD National Partnership, there has been a steady overall decrease in the number of students receiving suspension(s) from school, reducing from 736 students in 2009 (13.6% of total) to 188 students (3.5% of total) in 2011. This suggests there has been improvement in behaviour while in school, particularly compared with the years prior to participation in CMaD National Partnership 'Individualised Targeted Support' programs.

As Figure 1 illustrates (over page), senior secondary students participating in CMaD National Partnership 'Individualised Targeted Support' programs since 2010 and since 2011 have both shown a proportional decrease in the number of students receiving suspensions by 11.3 percentage points and 9.1 percentage points respectively.

Successful completion of Literacy and Numeracy SACE Subjects

In 2011, 97.8% of senior secondary students (Year 10 and above) had an active SACE ID. Although Year 10 students may have an active SACE ID most will not have undertaken any literacy or numeracy SACE subjects, as the majority of Stage 1 SACE subjects are studied in Year 11.

In 2011, of the Stage 1 students who undertook at least 20 credits of English subjects, 71.8% achieved a C grade or better, thereby meeting the SACE literacy requirement. Similarly, of those students who undertook at least 10 credits of mathematics subjects, 69.5% achieved a C grade or better, thereby meeting the SACE numeracy requirement.

Although relatively small numbers of Indigenous students in SACE Stage 2 are choosing to study a 20 credit English or mathematics subject (average of 32 students), the proportion of students achieving C grade or better has shown an overall improvement, increasing from 50.0% in 2010 to 73.5% in 2011.

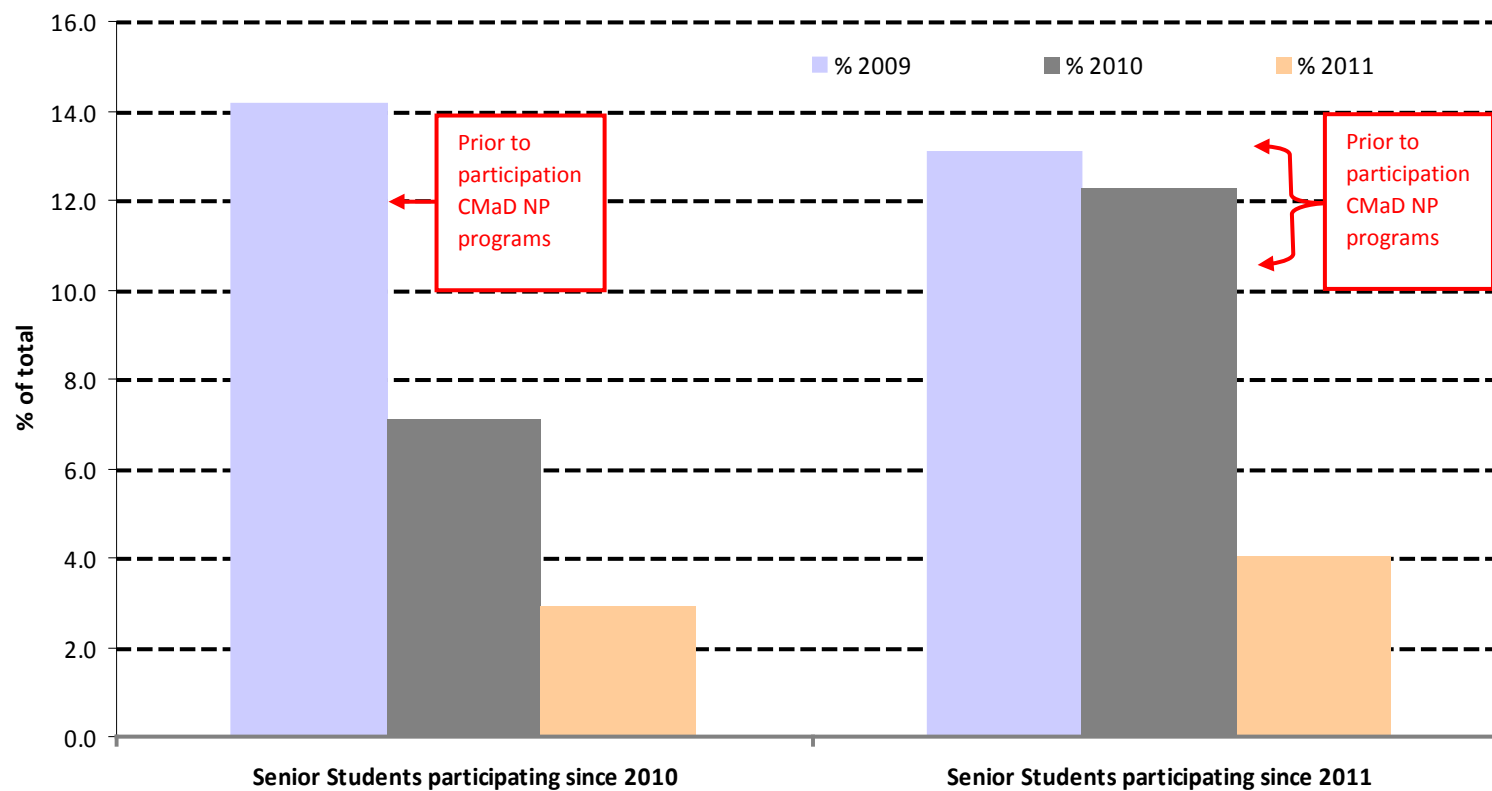
Potential destination of Year levels 12 or 13 Indigenous Students

In 2011, for Indigenous students in their final year(s) of schooling (Year levels 12 or 13) who did not complete their SACE certificate, 46.8% indicated an intention to continue their school enrolment in 2012, in comparison to 36.8% of students in 2010³. This suggests a greater confidence in continuing to work towards the achievement of their certificate of education.

² Average attendance comparisons have been undertaken only for those students in the cohort that had a valid attendance rate for both 2010 and 2011, and represents 79.4% of senior secondary students in 2011.

³ Continuation of 'school enrolment' is based on the assumption that students with an 'active status' are still at school.

Figure 1: Percentage (%) of suspensions of all 2011 senior secondary students (Year 10 or above) participating in CMaD National Partnership 'Individual Targeted Support', 2009 to 2011



SOURCE: DECD Student Census System,
Term 3, 2009-2011

Communities Making a Difference (CMaD — Low Socio-economic Status School Communities) National Partnership students participating since 2010 and 2011 'Individual Targeted Support' strategies and approaches, by SACE Literacy and Numeracy subjects results,

'C' Grade or better:

Table 2(a) — Students participating in CMaD National Partnership 'Individual Targeted Support' since 2010

Description	School Year Level	SACE results achieved by all students in 2010 CMaD NP programs, at the end of 2010 ⁽¹⁾				SACE results achieved by students participating since 2010, at the end of 2011 ⁽²⁾			
		Literacy Subjects ⁽⁵⁾		Numeracy Subjects ⁽⁵⁾		Literacy Subjects ⁽⁵⁾		Numeracy Subjects ⁽⁵⁾	
		Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2
All Students in CMaD NP (Low SES) by L&N SACE Subject ⁽³⁾	No. of students who undertook subject	1895	323	1893	160	1117	142	1157	79
	No. of subject results ⁽⁴⁾	3510	341	2961	193	2062	144	1764	102
	% of results 'C' grade or better ⁽⁹⁾	69.6%	82.7%	59.3%	62.2%	70.0%	83.3%	57.1%	55.9%
Indigenous Students in CMaD NP (Low SES) by L&N SACE Subject ⁽⁶⁾	No. of students who undertook subject	225	24	225	6	166	14	198	7
	No. of subject results ⁽⁴⁾	412	25	334	6	312	14	299	8
	% of results 'C' grade or better ⁽⁹⁾	61.9%	60.0%	52.1%	0.0%	68.3%	78.6%	50.8%	37.5%
LBOTE Students in CMaD NP (Low SES) by L&N SACE Subject ⁽⁷⁾	No. of students who undertook subject	169	68	166	30	84	32	101	20
	No. of subject results ⁽⁴⁾	341	72	304	40	172	32	182	28
	% of results 'C' grade or better ⁽⁹⁾	76.0%	83.3%	64.8%	42.5%	76.7%	90.6%	58.8%	57.1%
Students with a Disability in CMaD NP (Low SES) by L&N SACE Subject ⁽⁸⁾	No. of students who undertook subject	258	7	244	na	164	8	177	na
	No. of subject results ⁽⁴⁾	463	7	342	na	295	8	252	na
	% of results 'C' grade or better ⁽⁹⁾	60.9%	100.0%	52.0%	na	62.7%	87.5%	52.4%	na

Table 2(b) — Students participating in CMaD National Partnership ‘Individual Targeted Support’ since 2011

Description	School Year Level	SACE results achieved by students participating in CMaD NP programs since 2011, at the end of 2011			
		Literacy Subjects ⁽⁵⁾		Numeracy Subjects ⁽⁵⁾	
		Stage 1	Stage 2	Stage 1	Stage 2
All Students in CMaD NP (Low SES) by L&N SACE Subject ⁽³⁾	No. of students who undertook subject	1427	215	1473	122
	No. of subject results ⁽⁴⁾	2686	221	2414	126
	% of results 'C' grade or better ⁽⁹⁾	74.8%	80.5%	61.4%	55.6%
Indigenous Students in CMaD NP (Low SES) by L&N SACE Subject ⁽⁶⁾	No. of students who undertook subject	145	12	151	na
	No. of subject results ⁽⁴⁾	281	13	245	na
	% of results 'C' grade or better ⁽⁹⁾	66.9%	84.6%	54.7%	na
LBOTE Students in CMaD NP (Low SES) by L&N SACE Subject ⁽⁷⁾	No. of students who undertook subject	134	33	137	24
	No. of subject results ⁽⁴⁾	263	35	252	26
	% of results 'C' grade or better ⁽⁷⁾	77.2%	80.0%	65.1%	50.0%
Students with a Disability in CMaD NP (Low SES) by L&N SACE Subject ⁽⁸⁾	No. of students who undertook subject	173	13	168	na
	No. of subject results ⁽⁴⁾	332	13	268	na
	% of results 'C' grade or better ⁽⁹⁾	74.4%	84.6%	65.7%	na

* Please note: Some students have not been reported in some cohorts due to the number of students being fewer than five. The reporting of these results could identify students.

Please refer to Page 5 for further information regarding the SACE Stage 1 and Stage 2.

Footnotes Section 6(2) — Table 2(a) and Table 2(b)

(1) Includes the SACE results achieved by students who participated in 2010 CMaD National Partnership programs reported at the end of 2010. Includes all students who left the Government sector at the end of 2010 and are no longer included in the next reporting period, students who continued to be enrolled at a school in the Government sector in 2011 and/or who remained in CMaD National Partnership 'Individual Targeted Support' for 2011.

(2) Includes all 2010 students who continued to be enrolled at a school in the Government sector in 2011 and/or who remained in CMaD National Partnership 'Individual Targeted Support' for 2011. Exclude all students who left the Government sector at the end of 2010 and are no longer included in the next reporting period

(3) Includes all students participating in 'Individual Targeted Support' CMaD National Partnership, who were enrolled and participated in a South Australia Certificate of Education (SACE) literacy and/or numeracy subject (including those in special year levels). Includes all students who received a SACE result for a literacy and/or numeracy subject, including those who received a 'N' for requirements not met or 'RNM' Requirements not met (prior to 2010) result. Students who were assessed as Indigenous, LBOTE and/or with a disability may be included in multiple cohorts.

(4) Includes all enrolled Stage 1 and Stage 2 SACE literacy or numeracy subjects (10 or 20 credits), and is a combination of 'new' SACE and old SACE subjects. Therefore different grades levels are applied to subjects, that is, 'SA' Satisfactory Achievement, 'RA' Recorded Achievement, 'RNM' Requirements not met prior to 2010, and grades 'A+' to 'E-' and 'N' (requirements not met) from 2010. Individual subjects may be counted multiple times as the same student may undertake the subject more than once, or over more than one Semester (that is, half-year subjects (10 units) or whole year subjects (20 credits)). Students can complete a subject but not receive a 'C' grade or better assessment.

(5) Literacy or numeracy subjects include all English (Stage 1 and Stage 2 SACE subjects) and all mathematics (Stage 1 and Stage 2 SACE subjects). Half-year subjects (10 credits) and whole-year subjects (20 credits) are individually counted.

(6) 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.

(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 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.

(8) Includes all students who are eligible for the South Australian Department for Education and Child Development (DECD) *Disability Support Program* in 2011. 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.

(9) Calculation of percentage is the total number of literacy and/or numeracy subjects (Stage 1 or 2, 10 or 20 credits) where students have met their SACE requirements ('C' grade or better) divided by the total number of literacy and numeracy subjects undertaken (footnote 4). Includes any subjects graded 'SA' (Satisfactory Achievement) prior to 2010, Grade level 'A+' to 'C' Stage 1, and 'A+' to 'C-' Stage 2 from 2010.

**Communities Making a Difference (CMaD — Low Socio-economic Status School Communities) National Partnership students
(Year 10 and above) participating since 2010 and 2011 'Individual Targeted Support' strategies and approaches by Potential Destination:
Table 3.1(a) — ALL Students participating in CMaD National Partnership 'Individual Targeted Support' since 2010**

Description	Destinations Reason	2010 (baseline)		2011	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
ALL Students in CMaD NP (Low SES) participating since 2010 by Intended Destination Categories ⁽¹⁾	School Enrolment	2112	55.3	1508	56.2
	Tertiary/TAFE/Training	145	3.8	70	2.6
	Employment	321	8.4	162	6.0
	Seeking Employment	365	9.6	319	11.9
	Left South Australia	63	1.7	42	1.6
	Other	201	5.3	146	5.4
	Unknown	610	16.0	435	16.2
	Total		3817	100.0	2682

Table 3.1(b) – ALL Students in CMaD National Partnership 'Individual Targeted Support' interventions participating since 2011

Description	Destinations Reason	2011 (baseline)	
		No. of Students	Percentage (%)
ALL Students in CMaD NP (Low SES) participating since 2011 by Intended Destination Categories ⁽¹⁾	School Enrolment	1706	62.8
	Tertiary/TAFE/Training	101	3.7
	Employment	136	5.0
	Seeking Employment	181	6.7
	Left South Australia	52	1.9
	Other	88	3.2
	Unknown	454	16.7
	Total		2718

Table 3.2(a) — Indigenous Students participating in CMA_D National Partnership ‘Individual Targeted Support’ since 2010

Description	Destinations Reason	2010 (baseline)		2011	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
Indigenous Students in CMA _D NP (Low SES) participating since 2010 by Intended Destination Categories ⁽²⁾	School Enrolment	356	62.9	326	64.6
	Tertiary/TAFE/Training	23	4.1	8	1.6
	Employment	17	3.0	15	3.0
	Seeking Employment	53	9.4	51	10.1
	Left South Australia	12	2.1	14	2.8
	Other	29	5.1	19	3.8
	Unknown	76	13.4	72	14.3
	Total		566	100.0	505

Table 3.2(b) — Indigenous Students participating in CMA_D National Partnership ‘Individual Targeted Support’ since 2011

Description	Destinations Reason	2011 (baseline)	
		No. of Students	Percentage (%)
Indigenous Students in CMA _D NP (Low SES) participating since 2011 by Intended Destination Categories ⁽²⁾	School Enrolment	217	65.6
	Tertiary/TAFE/Training	9	2.7
	Employment	8	2.4
	Seeking Employment	18	5.4
	Left South Australia	12	3.6
	Other	10	3.0
	Unknown	57	17.2
	Total		331

Table 3.3(a) — LBOTE Students participating in CMaD National Partnership ‘Individual Targeted Support’ since 2010

Description	Destinations Reason	2010 (baseline)		2011	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
LBOTE Students in CMaD NP (Low SES) participating since 2010 by Intended Destination Categories ⁽³⁾	School Enrolment	141	50.7	126	57.0
	Tertiary/TAFE/Training	18	6.5	14	6.3
	Employment	11	4.0	8	3.6
	Seeking Employment	25	9.0	23	10.4
	Left South Australia	5	1.8	7	3.2
	Other	5	1.8	7	3.2
	Unknown	73	26.3	36	16.3
	Total		278	100.0	221

Table 3.3(b) — LBOTE Students participating in CMaD National Partnership ‘Individual Targeted Support’ since 2011

Description	Destinations Reason	2011 (baseline)	
		No. of Students	Percentage (%)
LBOTE Students in CMaD NP (Low SES) participating since 2011 by Intended Destination Categories ⁽³⁾	School Enrolment	156	59.3
	Tertiary/TAFE/Training	17	6.5
	Employment	10	3.8
	Seeking Employment	12	4.6
	Left South Australia	6	2.3
	Other	3	1.1
	Unknown	59	22.4
	Total		263

Table 3.4(a) —Students with a Disability participating in CMaD National Partnership ‘Individual Targeted Support’ since 2010

Description	Destinations Reason	2010 (baseline)		2011	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
Students with a Disability in CMaD NP (Low SES) participating since 2010 by Intended Destination Categories ⁽⁴⁾	School Enrolment	392	60.4	312	59.9
	Tertiary/TAFE/Training	12	1.8	10	1.9
	Employment	45	6.9	18	3.5
	Seeking Employment	72	11.1	69	13.2
	Left South Australia	10	1.5	10	1.9
	Other	33	5.1	24	4.6
	Unknown	85	13.1	78	15.0
	Total		649	100.0	521

Table 3.4(b) —Students with a Disability participating in CMaD National Partnership ‘Individual Targeted Support’ since 2011

Description	Destinations Reason	2011 (baseline)	
		No. of Students	Percentage (%)
Students with a Disability in CMaD NP (Low SES) participating since 2011 by Intended Destination Categories ⁽⁴⁾	School Enrolment	288	71.6
	Tertiary/TAFE/Training	5	1.2
	Employment	14	3.5
	Seeking Employment	30	7.5
	Left South Australia	5	1.2
	Other	9	2.2
	Unknown	51	12.7
	Total		402

Footnotes Section 6(2) — Table 3.1(a), Table 3.1(b), Table 3.2(a), Table 3.2(b), Table 3.3(a), Table 3.3(b), Table 3.4(a) and Table 3.4(b)

(1) The intended destination of students (Year 10 and above) participating in CMaD National Partnership 'Individual Targeted Support' for subsequent reporting period(s). This information should be used with discretion. A follow up survey such as student intended destination has limitations such as cost, low response rates, and the difficulty of contacting populations who tend to be very mobile. Continuation of 'School Enrolment' is based on the assumption that students with an 'active' status' in the Central EDSAS Data Store (CEDS) are still at school.

(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 South Australian Department for Education and Child Development (DECD) *Disability Support Program* in 2011. 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.

Acronyms and Abbreviations used in the 2012 South Australian Progress Report

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
CEO	Catholic Education Office
CESA	Catholic Education South Australia
CMaD	Communities Making a Difference
CRC	Council of Australian Governments Reform Council
DECD	Department for Education and Child Development
ECT	Early Career Teacher
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
NP	National Partnership
OPI	Online Placement Instrument
PALL	Principals as Literacy Leaders
QL	Quality Leaders
RLC	Regional Leadership Consultant
SAAETCB	South Australian Aboriginal Education and Training Consultative Board
SACE	South Australian Certificate of Education
SACLE	South Australian Centre for Leaders Education
SILA	Supporting Improved Literacy Achievement
SMART	School Measurement and Reporting Tool
SPALL	Secondary Principals as Literacy Leaders
SSNPs	Smarter Schools National Partnerships
SSO	School Services Officer
TESMC	Teaching ESL Students in Mainstream Classrooms
TfEL	Teaching for Effective Learning
TRB	Teachers Registration Board
VET	Vocational Education and Training