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SMARTER SCHOOL NATIONAL PARTNERSHIPS

Improving Teacher Quality
Low SES School Communities

South Australia

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INDEPENDENT
SCHOOLS of SA



Catholic Education
SOUTH AUSTRALIA

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Acknowledgement

The National Partnership Agreements on Literacy and Numeracy, Low Socio-economic Status School Communities (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 – Smarter Schools National Partnerships – Impact

Executive Summary

Smarter Schools National Partnerships Overview

South Australia's Smarter Schools National Partnerships 2012 Annual Report details the progress, impact and outcomes that are being achieved through the implementation of the Improving Teacher Quality National Partnership and the Communities Making a Difference (known nationally as Low Socio-economic Status School Communities) National Partnership. All agreed milestones have been met, and often exceeded, for this reporting period.

The three schooling sectors - Catholic, Government and Independent - continue to pursue ambitious reforms to improve the educational outcomes of South Australia's children and young people. Much of the focus during 2012 has been on consolidating and embedding implementation activity at the local school community level, and, where appropriate, system wide. All three sectors have incorporated a greater emphasis on strengthening parental and family engagement in student learning. As well, exciting and innovative initiatives have commenced, such as the *E-mentoring* of students and *Passport* program.

The 2012 Annual Report has been prepared under the direction of the SA National Partnership Council – Schooling, a Ministerial Advisory Committee with membership of the three schooling sector heads. It should be read in conjunction with the *2012 Progress Report*. This report also includes the Principal Professional Development Report for 2012.

Impact of key reform strategies

In 2012, there were 223 schools participating in the Communities Making a Difference National Partnership (CMaD NP) 'whole of school' interventions across South Australia with a total student enrolment of more than 61,700 students. Of these, 140 schools (62.8%) were designated junior primary/primary, reflecting the important focus on improving learning outcomes in the primary years.

Over 90% of the schools had participated in the CMaD NP since 2011. Just over half the CMaD NP schools were situated in regional South Australia and 54 schools were located in the northern suburbs of metropolitan Adelaide. Nineteen schools (8.5%) were designated as Aboriginal/ Anangu schools and 9 schools (4.0%) designated as Special schools.

As well, during 2012 more than 11,000 students were supported through the Government sector's individualised target support programs and a further 27,000 students were supported through Innovative Community Action Network (ICAN) community partnership grants programs and youth development programs. The educational progress of a total of 8,908 of the 11,000 students has been 'tracked'.

Promising trends in improved NAPLAN results were seen in students' reading (for students in the 'whole school' interventions for more than one year) with a steady shift of students from the lower proficiency bands (those below and at National Minimum Standard) to the middle/ upper proficiency bands from 2010 to 2012. This trend was also seen for Indigenous students' reading results in these schools.

Sixteen of 23 CMaD NP schools with school attendance rates below an average of 85% in 2010 have shown an increase in their attendance rates in 2012, ranging from a 0.1% to 3.7% annual growth rate.

For 58 CMaD NP schools with upper secondary school students potentially completing their South Australian Certificate of Education (SACE) at the end of 2011 (data reported in 2012), the greatest increase in the SACE completion rate over the last two years was for the 37 regional schools, where the SACE completion rate increased by 3.4 percentage points to 86.3%.

The average individual attendance rates of the 'tracked' students, receiving individualised targeted support in the government sector, who had poor attendance (less than 80%) in 2011 also improved in 2012, indicative of increased engagement in learning. Their average attendance rate increased by 34% to an average individual attendance rate of 75%.

NAPLAN results for 'tracked' students in the relevant year levels, who were previously highly disengaged from learning, have also shown strong improvement. More than half of the student whose 2010 NAPLAN reading results were 'below' the National Minimum Standard improved to 'at or above' in 2012 as did more than half of the students whose 2010 NAPLAN numeracy results were 'below' the National Minimum Standard.

As well, from 2011 data reported in 2012, 'tracked' senior secondary students, receiving individualised targeted support in the Government sector, have shown: an increase in their average attendance rate; a decrease in suspensions; and of those undertaking SACE literacy subjects, over 70% successfully completed and of those undertaking SACE numeracy subjects 70% successfully completed.

Other key impacts from the implementation of the Smarter Schools National Partnerships are highlighted below and in the following sections.

Improving Teacher Quality (ITQ NP)

Through the strategic approach adopted by each schooling sector, tailored to their specific contexts and circumstances, the facilitation reform period of the ITQ NP has provided the foundation on which to implement further reform through the reward phase, other national partnerships and initiatives and in the future. Sectors have continued to ensure a seamless connection between both facilitation and reward reforms, particularly at the school level, as well as informing and linking with the CMaD NP and other current educational improvement initiatives.

Schooling sectors' strategies and initiatives have been developed in response to a significant body of research, both internationally and within Australia recognising that student success depends on the quality of the teacher. A strong connection between the quality of teachers, their pre-service teacher professional experiences, and their professional learning beyond graduation has also been identified as a critical factor.

Key achievements and impacts include:

- The extensive Association of Independent Schools of South Australia (AISSA) **Leadership Development** Program with six program strands, which addressed the current educational agenda challenging leaders to focus on improving student and school performance through new ways of thinking and doing. A total of 828 participants attended 26 workshops in 2012.
- The AISSA **Early Career Teacher** Program provided practical classroom support and opportunities for participants to share early career teaching experiences and to establish collegial networks. As well, participants work with a mentor from their school.
- The **Management Improvement** project engaged principals from across the Catholic sector, including new and deputy principals, in professional learning to

explore strategies to build capacity for working with school staff to improve teaching and learning. Professional learning communities were developed both at system and local levels to share ideas and practices between schools.

- The **development of Key Teachers** through the Catholic Education South Australia (CESA) Connected Learning Networks has built capacity in 22 schools to successfully improve teacher quality, through a focus on effective 21st century pedagogy. School Leaders have developed clearer, more specific visions and strategies for leading improvement in their particular school communities.
- The **development of assessment resources** (performance expectations and indicators) by the Catholic sector to assist schools with understanding and using the Achievement Standards within the *Implementation of the Australian Curriculum*. This involved more than 300 teachers from 85 schools.
- Through the **Early Career Teacher Support Program** CESA supported the induction and career formation of approximately 360 early career teachers from 80 schools, as well as the teachers and school leaders who nurture and develop the new teachers. In order to build each school's capacity to support early career teachers, consultants focused in 2012 on the development of in-school mentoring programs.
- **Improved performance and development** through co-ordinated workforce reform in the Government sector with broad stakeholder involvement. This included the review and development of new policy; training leaders and managers in its implementation; and an industrial approach to recognising and rewarding quality teachers with the introduction of a 'Step 9' increment.
- **Performance and development planning and annual review** were embedded for Step 9 teachers along with the development and introduction of an online system for storing and managing annual performance statements. Over 55% of Department for Education and Child Development (DECD) Step 9 teachers now have a performance development plan and annual review stored in the online system. As a result of this successful implementation, the system is being developed further to enable use of on-line performance and development plans and annual review for improving performance by all teachers and school services officers in DECD.
- **Improved in-school support for teachers, school and other site leaders** has been achieved through the targeted and strategic development of DECD school support staff who work in direct contact with students. In 2012, more than 750 school support staff enrolled in a broadened range of courses offered through the government sector Registered Training Organisation, such as *Working with Students with Disabilities* and *Literacy and Numeracy*. This reform informed an industrial initiative designed to reward and recognise school support officers who improve their qualifications and capability to work more effectively in their roles within the school.
- The **School Centres for Excellence** program has attracted high quality final year pre-service teachers to DECD schools that were identified as low socio-economic status schools with a high probability of teaching vacancies becoming available. Feedback from pre-service teachers, mentors and site leaders indicated the success of this program, including the recruitment of high quality graduates to the government sector, with some in 'hard to staff' schools. Importantly, the School Centres for Excellence program has demonstrated to other sites across the DECD system the mutual benefit for students, teacher mentors and the broader system of mentoring quality final year students.

Improved pathways into teaching for Aboriginal students and employees in non-teaching position have been developed by all three schooling sectors including:

- The AISSA *Getting Started* Program, which is providing one-to one mentoring by teachers and school leaders and/or in-school experiences for Indigenous students currently enrolled in a teaching degree.
- The consolidation by the Catholic sector of stronger relationships with tertiary sector providers to develop programs that specifically support Indigenous students who identify early childhood and teaching as career pathways. As well, Aboriginal students have Individual Learning Plans developed from Year 6 to support tertiary education pathways.
- The Government sector *Aboriginal Teaching Scholarships* program, currently provides financial support and potential permanent employment for 24 Indigenous students as they undertake a teacher education program. As well, 10 DECD Aboriginal employees wishing to pursue a career in teaching are enrolled in the new University of South Australia *Pathways into Teaching* degree.

The schooling sectors have continued their involvement in national initiatives. In their implementation work, they referenced the new national frameworks, such as the National Professional Standards for Teachers and the National Professional Standard for Principals.

Sectors have used the opportunities presented by the introduction of the Australian Curriculum to extend, enhance and deepen the professional learning and skills required for quality teaching in the 21st Century classroom.

The three sectors have continued to collaborate through their active participation in the South Australian Teacher Education Taskforce, as well as through their membership of the SA National Partnership Council – Schooling and its associated working groups.

Communities Making a Difference National Partnership (CMaD NP)

Through the 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), and
- through ‘Individualised Targeted Support’ strategies and approaches for students who are disconnected and disengaged from learning and education pathways (Government sector).

In 2012, schools and sectors strengthened and consolidated their implementation activity. The momentum for school improvement and action, generated by the extent and depth of CMaD NP activity, is spreading more broadly across the schooling sectors and, where appropriate, initiatives are becoming embedded and systematised.

Positive trends and impacts are being seen within CMaD NP schools and in their students’ attendance and achievement as a result of the hard and continuous work of implementation. Each sector has developed an approach suitable to the context and needs of their school communities.

Key achievements and impacts in 2012 include:

- Seven schools in the Independent sector have been implementing *their School Improvement Plans*, which were developed as a result of the diagnostic reviews. Support for staff professional learning has been a key aspect of these plans.

- School leaders from the seven independent schools undertook significant professional development focus on leadership and school improvement. The leaders are applying their new knowledge and learning to their own school contexts.
- *In-school Specialist Support* was provided to assist principals, teachers, students and their parents to meet the needs of vulnerable students in the independent sector. Specialist services included psychologists, speech pathologists and an occupational therapist. A total of 40 teachers (classroom teachers, special education teachers and school leaders) and 10 School Support Officers participated in this program from the seven CMaD schools.
- The strategic planning process implemented in the Catholic sector has been beneficial to the participating CMaD Catholic schools and their experience is informing a concurrent sector development of school improvement frameworks.
- All 23 CMaD schools in the Catholic sector engaged with the *Strengthening Family and Community Engagement in Student Learning Resource*, with all schools setting engagement goals in one or more of the six family and community engagement dimensions.
- The Catholic *Principal and Teachers CMaD NP Network* was strengthened, with schools engaging purposefully with the resources of the network.
- *Professional Learning Communities* were established as the strategy for developing social and professional capital in schools in the Catholic sector.
- Ten Catholic schools invited students to evaluate school pedagogy and acted to meaningfully respond to the students' assessment.
- Increased consistency within Catholic schools in the use of assessment data to inform the design of teaching/ learning programs for students, and development of strategies for whole of sector practices in collection and use of non-NAPLAN data.
- Twenty two government schools were involved (including two secondary schools) in the *Teaching for Effective Learning Pedagogy Research Project*. Data collection included 4,040 students completing the Student engagement questionnaire, 399 classroom observations and 281 teacher interviews. Findings informed improved teaching practices and student engagement.
- The *Principal as Literacy Leaders* and *Secondary Principal as Literacy Leader* programs provided principals with strategies for whole school literacy improvement. A number of schools now have in place common agreements, processes and expectations in literacy and customised and highly targeted literacy support.
- A further 28 diagnostic reviews, with a specific focus on improving literacy teaching, were conducted in CMaD government schools by the *Supporting School Improvement and Diagnostic Review* initiative and 12 Regional Leadership Consultants support principals in their region with implementing school improvement strategies.
- Twenty two government schools and pre-schools benefitted from *Recruitment and Selection* strategies to attract and retain teachers and leaders in low socio-economic status schools, including in the three 'hardest to staff' country regions of South Australia.
- *Innovative Community Action Networks (ICAN)* provided intensive support for 5,282 students (554 primary school and 4,728 secondary students) who were enrolled through a Flexible Learning Option in schools across the state. Case management for these young people is provided by professionals.

- In addition, 706 children and young people were provided with a case management service to assist them to stay in mainstream school learning programs and prevent them from 'dropping out'.
- A total of 563 students in Years levels 5 to 7 received mentoring support from 440 community volunteers in 2012.
- A total of 1,589 secondary students received mentoring support. Of the Year 12 students in the program in 2011, 80% completed their SACE.
- Across 67 schools, 1,459 Aboriginal students received mentoring support in 2012. Participation has increased students' organisational skills and preparedness to engage with learning.
- *Learning Together* supported 391 families in their pre-school children's learning and literacy development. Observable, positive interactions between parents and children increased during their participation.
- *Vocational education and training (VET) scholarships* assisting 868 students to undertake higher level VET in 64 different qualifications.

The importance of strengthening family and community voice and involvement in Aboriginal students' schooling has been recognised across the three schooling sectors. In the Government sector, the *Aboriginal Voice* initiative has conducted consultative forums, workshops and professional development days, and the new *Passport* program has been introduced. Other specific strategies and programs for Aboriginal students implemented through the CMaD NP in 2012 included:

- Consideration of the specific priorities and needs of Indigenous students as part of the Independent sector diagnostic review and school improvement planning process, reinforcing high expectations and community involvement.
- Pursuing an agenda of improved wellbeing and learning outcomes for all students, including Indigenous students, through individualised learning plans in the Catholic sector.
- Providing intensive family support and integrated regional service delivery to students through the *Aboriginal Turn Around Team*, including crisis intervention
- Supporting 116 Aboriginal students from remote and isolated communities in far north South Australia who came to Adelaide to continue their schooling through the *Witja* program.
- Providing individualised targeted support through: the ICAN *Flexible Learning Options* enrolments (778 students); community and secondary mentoring (242 students); Aboriginal student mentoring (1,495 students), *Learning Together* (43 people) and VET scholarships (102 students).

A range of strategies and programs for other cohorts of students have been implemented through the CMaD NP, such as support for secondary students who are refugees in the Catholic sector; peer mentoring between 'new arrival' students in primary and secondary school; and the *Multi Lit* program for students refusing to attend school. Students with a disability were also being supported with nine special schools amongst the CMaD NP schools and through individualised support; for example 20% of ICAN FLO enrolled students have a recognised disability.

As a priority during 2012, all sectors worked to ensure the positive impacts from the CMaD NP implementation are sustained. Findings from the review and evaluation of CMaD NP initiatives are informing the ongoing sustainability of reforms to continue to contribute to improving student learning outcomes and achievements into 2013 and beyond.

Section 2 – Improving Teacher Quality

Overview

South Australia has been implementing a strategic approach to improving teacher quality in the three schooling sectors (Catholic, Independent and Government) through the Improving Teacher Quality National Partnership (ITQ NP). The strength of this approach is that it used the facilitation phase (the final year is reported here) to build the groundwork on which to implement further reforms in the reward phase of this NP, other national partnerships and beyond. It has embedded continuous improvement in the professional development of teachers and in the leadership of school planning and review. This section also includes the Principal Professional Development report for 2012.

In their implementation work, the schooling sectors have referenced the new national standards frameworks, introduced since the commencement of the ITQ NP in 2009, such as the National Professional Standards for Teachers and the National Professional Standard for Principals. As well, they have used the opportunities presented by the Australian Curriculum to extend, enhance and deepen the professional learning and skills required for quality teaching in the 21st Century classroom. Each sector has tailored their strategies and initiatives to address the different contexts and school settings across in which school leaders and teachers work across South Australia.

The **Association of Independent Schools of South Australia (AISSA)** conducted another extensive leadership and development program for its member schools in 2012. The program's core purpose was to assist school leaders in the independent sector to build the organisational capacity of their schools in order to deliver high quality education. Feedback from principals and other school leaders indicates the impact of this program has been significant, with leaders reporting increased capacity and confidence to develop and implement school improvement initiatives to improve student's learning.

The program was shaped by the needs of leaders in the independent sector with a number of strands including *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 contents of the program changed and developed over the term of the National Partnership having regard to the developments in the knowledge of school leaders and the identification of different priorities and opportunities. The workshops were designed to ensure a balance between theory and practice.

This program was complementary to other major school improvement programs being implemented by AISSA and consistent with AISSA's approach to continuous improvement. A number of leaders from the CMaD NP schools participated in the program to assist them to introduce changes arising from the CMaD NP initiatives.

Implicit in the AISSA's approach has been the development of models of sustainability. This has been achieved through supporting schools to align their changes with school strategic planning, establishing a range of professional learning communities attached to different strands of the *Leadership Program*, and providing peer coaching to support sustainability and quality controls.

The AISSA *Early Career Teacher Program* 2012 provided practical classroom support and opportunities for participants to share early teaching experiences and to establish collegial

networks. The development of sustained support for new teachers included five workshops and mentoring relationships at the school level.

Within **Catholic Education South Australia** (CESA), initiatives undertaken within the ITQ NP have contributed to increased capacity-building within and across schools in the sector, especially in the areas of change management and the professional learning of teachers and school leaders. Increased in-school capacity is an important factor in developing sustainability beyond the current programs because it values and encourages further development of the expertise of teachers and leaders within the school while reducing the dependence on external expertise.

A significant achievement for 2012 was the development of assessment resources (performance expectations and indicators) to assist schools with understanding and using the Achievement Standards within the *Implementation of the Australian Curriculum* initiative. A 'community of practice' approach included teachers from schools across the sector working with consultants in the development of the resources. Professional learning, trialling and feedback were used to refine the rubrics throughout the year, providing a valuable resource for widespread future use and further developing the capacity for teachers to describe their students' current learning and to plan programs for their students.

The *Managing Improvement* project gathered principals from a range of schools across the sector to raise awareness of the primacy of the principal to lead and support teachers to improve outcomes for every student. The project engaged principals in professional learning that explored strategies to build capacity for working with staff to improve teaching and learning, including:

- twenty five school leaders participated in an eight day Cognitive Coaching Foundation Training Seminar
- seventy three school leaders attended a full day seminar on *Education for Sustainability* with Professor Paul Clarke, an international expert in the field of educational improvement, sustainability programmes and community cohesion from St Mary's University College London
- twenty five recently appointed school leaders involved in leadership formation through the *Deputy Principals Support Program*
- forty five Deputy Principals (R-12) worked with Principals Australia in a program to support best practice and wellbeing.

Professional Learning Communities were developed both at system and local levels to develop thinking and sharing of practices between schools.

School leadership teams from 22 schools participated in *Connected Learning Networks* to undertake professional learning and build capacity to lead improvement in schools. Each school developed a specialist key teacher role, based on the Lead Teacher descriptors of the National Professional Standards for Teachers, to assist with capacity building in areas of school improvement, particularly in relation to developing 21st century pedagogies to meet the needs of students in their school communities.

The *Early Career Teacher Support Program* continued to assist educators in the first and second year of teaching within the Catholic sector. The Catholic Education Office supported approximately 360 early career teachers, as well as the teachers and school leaders who nurture and develop the early career teachers. Induction and ongoing development for graduate teachers involved a number of initiatives to support teachers in the early part of their careers, including more formalised school-based mentoring.

Consultants presented a summary of CESA's *Early Career Teacher Program* at the national conference of the Australian Council for Educational Leaders (ACEEL). This summary was also shared at the SA cross-sector roundtable of the *Early Career Teacher Resilience Research Project* in 2012.

In the area of *Indigenous education pathways*, new partnerships have been formed with all three South Australian university providers to identify, monitor and track Indigenous students who demonstrate an interest and/or capacity in early childhood education or teaching as a career. In addition, the implementation of Individual Learning Plans as significant mechanisms for case management and tracking of CESA Indigenous students has enhanced the capacity to support students from Year levels 6 to 12, whereas previously Year levels 10 to 12 were the focus areas.

There has been strong interest from three university providers in South Australia in working to build partnerships with CESA to support Indigenous students during their tertiary studies, with one university partnership formalised by the end of 2012.

In 2012, **Government sector** work in improving teacher quality culminated in the first stage of the development of the *South Australian Institute for Educational Leadership* and a new enterprise agreement. These have been informed by the enhanced understandings gained from the ITQ NP implementation about workforce reform that promotes teacher quality. The ITQ NP initiatives were central to establishing a new Performance and Development Policy; a system based model for leadership development programs, including the development of an on-line *Leaders' Toolkit* and an interactive *Leaders' Self-Reflection Tool*; and recognition of high quality teachers.

Throughout the life of the ITQ NP, the Government sector has taken a coordinated workforce reform approach to improving teacher quality. The initiatives have added value to and are nested in state priorities. Two policy direction papers, [*A New Relationship with Schools*](#) and [*Supporting our Teachers Recognise, Respect, Value*](#) were instrumental in identifying directions for local site based and system initiatives. These direction papers presented an opportunity to re-energise and renew the teaching workforce and prioritising the development of an education system that is better able to educate young people in the 21st Century.

This included developing teacher and leader practices at strategic points such as pre-service, entry to the workforce, and when moving into leadership. Development programs were designed for these strategic employee cohorts, 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 *School Centres for Excellence* program was expanded to involve 31 school sites and a School Centres for Excellence Cluster for all Government SA Aboriginal Lands schools, and to pilot a new range of strategies to attract pre-service teachers to low socio-economic status and hard-to-staff schools and sites.

The *Teach South Australia* program 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 specialist subject fields vacancies and

'hard to staff' locations. A new *Pathway into Teaching* for Aboriginal employees was developed with university partners and 10 Aboriginal employees enrolled.

The Principal Professional Development Implementation Plan complements and adds to the work being implemented through the ITQ NP facilitation and reward reforms. During 2012, key achievements included:

- a total of 828 participants attended 26 workshops over six program strands of the AISSA Leadership Program for Principals and Emerging Principals, including 7 workshops on *Using the Australian Curriculum as a Vehicle for Change*
- two mentor consultants were appointed and worked with individual principals across most schools in the independent sector on leading the implementation of the Australian Curriculum
- six collaborative learning projects were established with the SA Catholic Primary Principals Association and Association of Principals of Catholic Secondary Schools involving more than 30 principals and school leaders in the Catholic sector
- eighty current and aspiring principals attended a *Building School Improvement Capacity* forum in the Catholic sector. Significant interest and positive feedback from principals has led to a follow-up forum planned for 2013
- five school communities completed Cultural Proficiency Program audits as a component of their participation in the 'Dare to Lead' Snapshots Project in the Catholic sector
- more than 130 aspiring leaders attended workshops which were part of the leadership development programs provided through *QSchool* in the Government sector
- fifty eight new leaders in their first year of school/pre-school leadership in the Government sector participated in the *Leaders Induction Program* of 5 full day face-to-face workshops over six months
- Sixty experienced leaders undertook competency-based mentor training to more effectively mentor less experienced/ aspiring leaders in the Government sector.

Each schooling sector has fulfilled and exceeded its obligations under the facilitation phase of the ITQ NP which has now concluded in 2012. The sectors have taken active steps to embed and ensure the sustainability of the activity to date through this phase of the National Partnership. Achievements relating to the reward reforms are provided separately through the reward reform reporting process.

Sectors have continued to ensure a seamless connection between both facilitation and reward reforms, particularly at the school level, as well as informing and linking with other national partnership initiatives; for example, the professional development of school leaders and teachers in schools participating in the CMaD NP and the collaborative cross sector partnership to consider the feasibility of the establishment of a certification body to recognise highly accomplished and lead teachers as part of the *Rewards for Great Teachers National Partnership*. Along with the reward reform initiatives, these facilitation reforms contributed to working towards ensuring that quality teaching is available to all school students across the state.

2012 Significant Achievements / Highlights

The success and further development of the *Leadership Program* was a highlight for **AISSA**. The program continued to receive strong support from school leaders.

The AISSA has been able to develop and implement a high quality program that has regard to changing needs of school leaders, particularly in leading change and school improvement, the national education agenda and developments, such as the Australian Institute for Teaching and School Leadership (AITSL) publications.

Feedback from principals and other school leaders indicates the important impact of the AISSA *Leadership Program*.

Feedback from principals and other school leaders indicates the impact of this program and its mechanisms for sustainability have been significant with leaders gaining increased capacity and confidence to develop and implement school improvement initiatives and to improve student's learning. The program has been designed to be complementary with other major AISSA school improvement initiatives.

The **CESA** *Community of Practice* approach that engaged teachers in collaborative development of assessment resources, was a highlight for 2012, significant for the ways in which it built on the expertise and continuous improvement of teachers to implement the Australian Curriculum.

Eighty five teachers and curriculum leaders deepened their understanding of standards, referenced assessment within the Australian Curriculum and, in collaboration with Catholic Education Office consultants, developed rubrics to describe levels of achievement in relation to the Achievement Standards in English, Mathematics, History and Science.

A further 60 teachers participated in professional learning and trialling of the rubrics at their schools and provided feedback. Forty four teachers attended a formal feedback session with suggestions for refinement and many of these teachers provided assessment tasks and student work samples.

In the midst of this work, a group of 16 teachers engaged in collecting student work samples in history for feedback to the Australian Curriculum, Assessment and Reporting Authority work sample project. In addition, the Key Literacy Teachers Network and Numeracy Primary and Secondary Teachers Networks engaged in professional learning in relation to assessment and learning.

In total, 329 teachers from 85 Catholic schools attended professional learning sessions regarding assessment and learning in 2012. Other professional learning in subject specific and implementation strategies were held, as well as information sessions for principals and school leaders.

Two significant achievements in the **Government sector** relate to development of leaders and school support staff. The quality of teachers' work is directly affected by the quality of their site leaders and the support staff working with them to achieve improved student learning outcomes. Government sector initiatives focused on improving leadership professional development and expanding the number and the relevance of accredited training options available to support staff. An aging workforce and predicted increases in retirement of the experienced leadership workforce were key considerations in customising leadership programs for both aspiring and beginning leaders to develop skills and capabilities aligned with the *National Professional Standard for Principals* and the work of developing an

education community. In 2010 a Government sector work review of school support staff showed this was a largely unqualified workforce. In order to build capacity within sites and create an interest in accredited training, in 2012 grants were offered to sites that committed to enrolling support staff in the accredited training programs and creating multi-disciplinary teams of teachers and support staff working together to improve student learning outcomes. The significant uptake of relevant accredited training by school support staff has now been further supported in the new enterprise agreement, which provides scope for an additional criteria-based pay increment for school support staff obtaining an accredited certificate/ qualification(s).

Support for Aboriginal and Torres Strait Islander students

The **AISSA** *Indigenous Mentoring Program* provided one-to-one mentoring by teachers and leaders in independent schools and/or in-school experiences and career guidance to assist participants to achieve their professional and personal goals.

In **CESA**, support to schools was provided to case manage Indigenous students and for family consultation and advocacy. Individual Learning Plans 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 students' Individual Learning Plans are retained in a central repository, and are available to families and school communities to assist in times of transition. Student review meetings have been adapted to '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 this process.

The **Government sector** responded to the identified need to increase participation of Aboriginal people in the workplace and the number of Aboriginal employees in teaching by placing the greatest emphasis on accreditation and pathways into teaching for Aboriginal employees. A significant increase in Aboriginal employees undertaking accredited training was initiated with a career intention survey conducted to identify aspirations to enter a teaching career pathway. This resulted in Aboriginal employees being selected to participate in newly designed teacher education programs.

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

24 students are currently in the *Aboriginal Teaching Scholarships* program in the Government sector, which provides financial support and permanent employment as they undertake a teacher education program.

DECD is participating in the *National Alliance Remote Indigenous Schools* (NARIS) initiative which is identifying and targeting high achieving Indigenous students in remote NARIS locations and providing support to undertake tertiary education programs upon completion of their SACE. A range of financial incentives and intensive mentoring support is available to recipients.

Support for other disadvantaged student cohorts

The professional development activities for principals, other school leaders, teachers and school support staff being implemented through the ITQ NP take into consideration the specific contexts, circumstances and needs of schools, including their diverse student cohorts and the impact of disadvantage on educational outcomes. Examples from the three sectors follow:

The purpose of the **CESA** Refugee Task Force is to share information about strategies, programs, projects and resources being implemented in schools for the well-being and education of students with refugee experience. Two priorities for action in 2012 were to identify and share successful practices in:

- subject construction and selection, for teachers of students with refugee experience engaging with the SACE
- schools welcoming and including different cultural groups in the school community and in students' learning.

Among these activities was a workshop conducted in May, in conjunction with the SACE

Team, focused on the flexibilities in the SACE. All secondary schools were surveyed in the second half of Term 2 to identify those schools that have had success in providing subjects that enable students with refugee experience to successfully engage with the SACE. This was followed by a session to share successful practices among schools. Schools that submitted refugee data in 2012 were surveyed to identify successful practices in welcoming and including different cultural groups. A workshop in Term 3 provided opportunity to share success stories and strategies in welcoming and including different cultural groups.

Successful strategies and practices to engage students with refugee experience in the SA Certificate of Education were shared amongst schools in the Catholic sector.

The **AISSA** provides in-school support to assist principals, teachers, students and parents to meet the needs of vulnerable learners and students.

In the **Government** sector, a number of strategies, informed by the work in the ITQ NP, are being implemented through the CMaD NP. These contribute to increasing the capacity of principals, teachers and other school staff to support disadvantaged students cohorts, including younger students who are most 'at risk' of disengaging from school.

All three sectors have implemented strategies which increased the capability of support staff in schools to respond to students experiencing disadvantage through accredited training.

Progress against TQNP facilitation reforms

National Professional Standards for Teachers

Within the **Independent sector** there is a developing confidence and familiarity with the National Professional Standards for Teachers, through the activities of AISSA.

The *AISSA Leadership Program* included a series of six workshops on *Building a Performance and Development Culture in Your School*. The *AISSA Professional Development Program* for teachers in independent schools draws explicit links to the National Professional Standards for Teachers.

In addition, three workshops on the Standards were held for teachers in Independent schools.

The certification of accomplished and lead teachers and the potential implications for schools and teachers were discussed extensively at meetings of AISSA reference groups including primary and secondary principals. The AISSA engaged in extensive collaboration with the other school sectors considering the feasibility of establishing an accreditation body. A funding agreement was signed with the Department of Education, Employment and Workplace Relations regarding funding for the *Rewards for Great Teachers* initiative and a consultant was engaged to explore options for certifying accomplished and lead teachers in accordance with the national arrangements.

Consultation with school communities in **CESA** regarding the Australian Teacher Performance and Development Framework began in June 2012. Sector coordination of this process and planning for the implementation were 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 a group of ten schools, among the 22 schools involved in the CESA *Connected Learning Network* project, the National Professional Standards were used as a reference for school leadership teams to develop Key Teacher roles focused on specialist teacher leadership of improvement initiatives. Key Teachers used the Lead Teacher descriptors in the *Australian Teacher Performance and Development Framework* and their role statements as a guide to identify priorities for professional learning and capacity building.

In addition, the national professional standards have informed the design of professional learning activities for leaders and teachers, funded through the *Australian Government Quality Teacher Program*.

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

The National Professional Standards for Teachers are identified as a performance expectations framework in the new *Performance and Development Policy and Guidelines*. A review conducted with teachers and leaders indicates wide use of the *National Professional Standards for Teachers* as a reference in the performance and development cycle.

Key Teacher roles focused on specialist teacher leadership of improvement initiatives were developed with the involvement of ten schools in the Catholic sector, with reference to the National Professional Standards for Teachers.

In 2012 a state-wide series of workshops entitled *Professional Conversations and the National Professional Standards for Teachers* were conducted and included classroom observations, performance and development planning cycles and unpacking the Standards.

The Standards have also been consistently integrated into the other teacher quality programs including *Beginning Teacher Programs* and *School Centres for Excellence*. DECD was invited to partner with AITSL in further Standards development. A pilot was conducted to identify the work and resources that enable early career teachers to move from graduate to proficient standards in their practice. Teachers and leaders from 19 metropolitan schools participated in a professional development program and trialed observation and evidence gathering resources. DECD also collaborated with Flinders University of SA to develop an

Unpacking the Graduate Standard module, one of four designed to provide online professional development for teachers supervising professional experiences.

The 2012 SA Public Teaching Awards attracted interest from teachers and leaders in all regions across the Government sector and over 1,700 teachers were nominated.

The 2012 *South Australian Public Teaching Awards* attracted interest from teachers and leaders in all regions and over 1,700 teachers were nominated. The National Professional Standards for Teachers were used to write the criteria in judging high quality teachers in pre-school, primary and secondary settings.

The SA Teachers' Conference held on 17 July 2012 attracted over 300 teachers from across all sectors. The National Professional Standards for Teachers were core material in a number of workshops and the AITSL web resource *Featured* gave participants an opportunity to create professional dialogue about the Standards in practice.

National certification of accomplished and lead teachers

All South Australian sectors considered and signed the *Rewards for Great Teachers National Partnership*. The three sectors collaborated closely on considering the feasibility of the establishment of a certification body to recognise highly accomplished and lead teachers.

Meetings of **AISSA** reference groups discussed the certification of accomplished and lead teachers. These groups included primary and secondary principals and the potential implications for schools and teachers were also explored. A number of briefings were also provided to ensure principals gave informed feedback from the sector to support discussions at a state and national level.

The AISSA signed a funding agreement with the Department of Education, Employment and Workplace Relations regarding funding for the *Rewards for Great Teachers* initiative and engaged a consultant to explore options for certifying accomplished and lead teachers in accordance with the national arrangements.

Consultations with school communities in **CESA** 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 were transferred to the National Partnership on Rewards for Great Teachers. A consultant was engaged to undertake project work on the feasibility and options for certification processes for highly accomplished and lead teacher classifications.

DECD representatives participated in relevant AITSL stakeholder processes including: the Teacher Forum held in Melbourne in February 2012; and the AITSL Certifying Authorities Network and Working Party. DECD played a key role in the development of annotated illustrations of practice designed to support educators' Australia-wide in understanding the descriptors for each stage of the standards. This will be widely used in assessment against the highly accomplished and lead standards.

The Government sector has supported a tri-sector scoping group to consider the feasibility of establishing a certification body to oversee accreditation of highly accomplished and lead teachers. Initial meetings have drafted a Memorandum of Understanding document and budget.

Nationally consistent registration of teachers

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. The Teachers Registration Board of South Australia (TRB of SA) has contributed to the development of sector appropriate approaches to the development of nationally consistent registration. Information on the new requirements to be adopted from 2013 forward has been distributed to all teachers.

All three schooling sectors are represented on the TRB of SA. Each sectors nominees to the TRB of SA provided sector perspectives to the jurisdiction's involvement in national negotiations.

All jurisdictions agreed to implement changes in key areas that do not require legislative change. The TRB of SA 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.

The **CESA** representative on the TRB of SA provides sector perspectives to the jurisdiction's ongoing involvement in national negotiations. In order to provide integrated support and consistency of information to schools, responsibility for coordination of sector deliberations have been transferred to the team involved in the National Partnership on Rewards for Great Teachers.

National consistency in accreditation of pre-service teacher education courses

The TRB of SA 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 TRB of SA has developed procedures and a policy for its implementation in the state.

A tri-sector scoping group has been set up to consider the feasibility of establishing a certification body to oversee accreditation of highly accomplished and lead teachers in South Australia.

The document *Accreditation of Initial Teacher Education Programs in Australia - Standards and Procedures* was released by the AITSL in April 2011. The *National Consistency in Accreditation of Pre-Service Teacher Education* course is being implemented through the TRB of SA, 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 TRB of SA from each of AISSA, CESA and DECD participated in national panel training for the new program accreditation procedures.

Professional development and support for principals

The **AISSA** *Leadership and Development program* provides tailored professional development for principals to strengthen their capacity to lead organisational change and school improvement. More detail about this program is provided in other parts of this section of this report.

The CESA Managing Improvement Project engaged principals in professional learning, to build capacity for working with staff to improve teaching and learning.

To contribute to this reform area, **CESA** implemented a suite of strategies and activities providing professional development and support for principals. Five initiatives are highlighted below: *Managing Improvement Project*; *Connected Learning Networks*; *Australian Curriculum Implementation*; *Indigenous Education*; and *Early Career Teacher Mentoring*.

CESA Managing Improvement Project

The CESA Managing Improvement Project engaged principals in professional learning, to build capacity for working with staff to improve teaching and learning. The project explored the relationship between the leaders' self-knowledge and the potential for success in supporting the professional growth of others.

In the project, a cohort of ten principals from primary, secondary and combined schools across the sector gathered together to raise awareness of the primacy of the principal in leading and supporting teachers to improve outcomes for every student. Professional Learning Communities were developed both at sector and local levels to advance thinking and practice in the following areas:

- Mayer Salovey Caruson Emotional Intelligence Inventory
- Executive Coaching
- Building Professional Learning Communities
- Cognitive Coaching
- Education for Sustainability

Each participant in the project completed the online Mayer Salovey Caruson Emotional Intelligence Inventory. From this ability-based assessment of emotional intelligence, each leader gained a better appreciation of their own capacity for perceiving, using, understanding and managing emotions, both for themselves and others in the contexts of change management and school improvement.

Participants engaged in a series of Executive Coaching services linked to improved levels of emotional intelligence. Executive coaching was future-oriented, with a strong focus on individual growth and development in the context of school improvement. It featured a constructive relationship between the 'coachee' and the coach, and recognised three inter-related elements about the working environment: organisational context; personal capabilities and attributes; and life context.

The Managing Improvement project also included:

- an eight day, research based, foundation training seminar, 'Building the Capacity of Others', capitalised upon and enhanced those cognitive processes which support ongoing improvement and evaluation of professional practice in schools. The course provided 25 school leaders with strategies for ways of thinking and working that have demonstrated potential to improve learning outcomes for all students.
- Twenty principals participated with school leadership teams in a two day learning seminar, 'Professional Learning Communities at work - New Insights for School Improvement'. Richard and Rebecca Dufour, international educational specialists in professional learning communities and leading learning in schools, worked to build principals and leadership teams' knowledge and capacity to support Professional Learning Communities within their schools.
- In a full day seminar with international presenter, Professor Paul Clarke, 72 school leaders considered ways to build a culture of creativity, inquiry and dialogue in 'Education for Sustainability' in CESA. Professor Clarke, from St Mary's University College London, is an international expert in the field of educational improvement, sustainability programmes and community cohesion.

The *Deputy Principal Support Program* continued to support and build capacity for leadership for 45 early career leaders in Catholic schools.

Connected Learning Networks

A range of programs and opportunities were implemented, which included:

- professional learning networks that provided a forum for collaborative, self-determined learning for 17 Principals and two Deputy Principals
- other professional learning networks that provided a forum for collaborative, self-determined learning for 38 key teachers
- a professional learning project, led by Catholic Education Office staff and Mark Treadwell (an independent educational consultant specialising in teaching in the 21st century), which engaged school leadership teams with research, literature and examples in areas of priority for school improvement

"This has been some of the best professional development I have ever engaged with in over 30 years of involvement in educational leadership."
Feedback from a principal in the Catholic sector Connected Learning Networks.

Three study tours were undertaken, which enabled 22 principals and other school leaders to engage with school leaders in New Zealand, New South Wales and regional Victoria to examine and share effective leadership strategies for contemporary learning and teaching.

Feedback from participating school leaders affirmed the quality of the professional learning and pointed to the impact in their schools:

“This project has had a significant impact on differentiating learning for individual students, through providing teachers with high level leadership and coaching in 21st century learning methodologies and contemporary theoretical frameworks.”

“This approach has been very successful and the teaching staff has seen the value of collecting data to support their teaching and learning programs.”

“The capacity of the project to generate collaboration with other schools has been excellent. The benefits in the classrooms have been evident in the short term and the support available to prioritise and optimise our ability to achieve set outcomes in the long term is exciting.”

Australian Curriculum Implementation

Ongoing specific professional development and support to principals and consultation for their advice regarding implementation issues and strategies was organised throughout the year. Feedback from schools at the end of 2011 indicated that school staff wanted assistance with understanding and using the achievement standards.

The Catholic Education Office Australian Curriculum Reference Group met each term and representatives from the Principal and Deputy Principal Associations provided advice regarding focus areas and implementation strategies for the year. Four school leader sessions were held to gather feedback in relation to the draft assessment and learning resources developed in 2012 and provided Australian Curriculum updates to the Deputy Principals Association (DEPSLA), Primary Principals Association (SACPPA) and the Secondary Principals Association (APCSS). The draft assessment resources developed in 2012 will be sent to the principals’ associations early in 2013 for their endorsement.

Indigenous Education

The Indigenous Education team supported principals and schools by providing:

Whole school professional learning of Indigenous perspectives across the curriculum, Indigenous cultural awareness and cultural competency training for leaders was supported in the Catholic sector.

- whole school audits of pedagogies, perspectives and learning (a process which includes leaders, educators, students and parents)
- whole school professional learning of Indigenous perspectives across the curriculum, cultural awareness and cultural competency training for leaders
- professional learning in literacy and/or numeracy for all staff
- precision teaching – teachers explicitly planning for and teaching to students’ strengths and needs
- professional learning in goal setting for literacy and/or numeracy learning developed within Individual Learning Plans
- management structures and tracking mechanisms at the school level, to support sharing of data about student learning, achievement and possible post-school destinations.

Early Career Teacher Mentoring

Supporting school leaders and those with mentoring responsibilities is an ongoing priority in the provision of support for new teachers. During 2012, CESA explored the use of observation and reflection tools based on the *National Professional Standards for Teachers*, to promote learning about practice. Through this pilot, an observation tool was developed which included a three-part process for using the tool. The Early Career Teacher Support

program aimed to support school leaders in developing a culture of reflective practice through the use of this observation tool. Development of mentoring and mentoring programs will further build the capacity of mentors to effectively support the growth of early career teachers.

Professional learning sessions were provided for school leaders, which explored contemporary paradigms and models of mentoring and the implications for supporting early career teachers in CESA schools. Over 90% of respondents to an end of year survey agreed or strongly agreed that the support they received from the *Early Career Teacher Program* had enabled more effective ongoing mentoring of early career teachers.

The **Government sector** implemented an expanded range of programs to enhance educational leadership capabilities for aspiring and current leaders in principal positions and leaders in the school services officer stream.

The *Principals on Assignment* is a model for short-term secondment to central office positions aimed to build capacity across the system by opening up opportunities for aspiring leaders in schools and pre-schools. This model also created opportunities 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* included 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.

The implementation plan for Principal Professional Development has included 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.

Developing the South Australian Institute of Educational Leadership has commenced. Broad stakeholder consultation and three draft Directions Papers have been completed in stage one of establishing the Institute. The Institute programs will address early identification, mentoring and development of aspiring and current leaders and will equip them to lead 21st Century schools and pre-schools, motivated to address the challenges within the most complex schools and communities.

The *Principals on Assignment* initiative provided school leaders with increased knowledge about and insights into the 'corporate' areas of the education system in the Government sector.

Improved performance management and continuous improvement in schools

Continuous quality improvement in schools continued to underpin the **AISSA's** programs and initiatives as outlined in the ITQ NP Implementation Plan.

The **CESA** Australian Curriculum team, through close collaboration with teachers as partners, sought to build greater engagement with the Australian Curriculum during 2012, especially in the interaction between learning and assessment.

Work in 2012 focused on a community of practice approach that identified expert groups of teachers and invited their participation in the development and trialling of resources. The

developed resources were designed to improve understanding of different types of assessment including standards-referenced assessment. A complementary focus area was in using performance expectations and indicators to expand understanding of the cognitive demand, threshold and development within the Australian Curriculum learning areas and to describe levels of achievement in relation to the achievement standards.

This work occurred in Terms 1 and 2, 2012 and further professional learning workshops were held in Terms 3 and 4 (including one workshop in a rural area) engaging a further 60 teachers in the trialling and feedback of draft assessment resources. This work on assessment within the Australian Curriculum engaged 329 teachers from 85 of the 103 schools in the sector. Feedback from participants described the resources as extremely useful and the overall process as having increased their confidence to use the achievement standards reliably and consistently across their schools. More details are provided in the Showcase/ Exemplary Activities section of this report on pages 34-35.

Improving performance and development through co-ordinated workforce reform in the **Government** sector is being undertaken with broad stakeholder involvement. This has included the review and development of new policy; training leaders and managers in its implementation; and an industrial approach to recognising and rewarding quality teachers with the introduction of a 'Step 9' increment. Through the system-wide competency-based process, known as Step 9, teachers are formally recognised as achieving this level and have been assessed by their Principal against specific skills and competencies.

The DECD *Performance and Development Policy* which includes a *Performance and Development Guideline* and a *Managing Unsatisfactory Performance Guideline*, has been implemented. Support to improve performance and development across the organisation has included establishing an expanded Performance and Development Consultants team of four consultants and a comprehensive professional development program for teachers and leaders.

Promoting Performance, an action research oriented professional learning program in the Government sector, has built the capacity of middle managers in the area of performance and development.

This policy initiative was influenced by and complemented national, state and local initiatives and developments. **DECD** contributed to mapping, consultation and the introduction of the *National Performance and Development Framework*, a key document supporting improved performance and development, and implementation of the *Australian Charter for Professional Learning of Teachers and School Leaders* and the *Australian Teacher Performance Framework*. These have value added to the DECD policy and provided a consistent message of the place of performance and development in improving teacher quality.

The delivery of *Performance Counts* workshops, which focus on the skill development of site leaders, was scaled up and delivered in all 12 DECD regions in 2012. A further program, *Promoting Performance*, has been trialled and delivered as an action research oriented professional learning program building capacity of middle managers in the area of performance and development.

Performance and development planning and annual review were embedded for Step 9 teachers along with the development and introduction of an online system for storing and managing annual performance statements. Over 55% of DECD Step 9 teachers now have a performance development plan and annual review stored in the online system.

New pathways into teaching

Early career experiences are recognised as having a lasting effect on the way teachers develop and the skills they bring to teaching. Therefore during 2012 a series of five workshops were held for **Independent sector** primary and secondary school teachers in their first three years of teaching. The purpose of these workshops was for participants to get expert advice and support, learn how to increase student engagement, share early teaching experiences, establish collegial networks, increase confidence and gain greater satisfaction from the classroom experience. Each of the workshops focused on issues of particular importance to early career teachers; behaviour management, communication with parents and colleagues, meeting the needs of students across the ability range, and teacher wellbeing.

A significant aspect of the program has been the mentoring component encouraging new teachers to identify and work with a mentor from their school for the duration of the program. Between workshops both mentor and teacher are encouraged to work collaboratively within their school, on an issue which addresses the needs of the beginning teacher, building a collegial and collaborative model of ongoing, professional support.

The **Catholic Education Office** Early Career Teacher consultants facilitated two workshops in March and June 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 for teachers in the first years of their careers. They also addressed the specific processes and practices for putting together job applications and attending employment interviews in South Australian Catholic Schools.

Individual meetings with CESA consultants have been offered, providing the opportunity for professional and personal reflection, and a chance to debrief. The meetings also offer early career teachers the chance for confidential discussions, of particular value if they do not yet hold a permanent position.

The **Government sector** participated 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 under the following *Better Pathways into Teaching*.

The *School Centres for Excellence* model developed by DECD was expanded and also promotes new approaches to successful pathways into teaching.

Better pathways into teaching

The three sectors continued their participation in the the Australian Research Council funded project *Addressing the Exodus: Enhancing Early Career Teacher Resilience and Retention in Changing Times* that focused on recruiting and retaining early career teachers. A new resource, along with the *Framework of Conditions Supporting Early Career Teacher Resilience*, has been published and is being used by new teachers, leaders and others involved in early career teacher induction, support and development.

In the Independent sector, primary and secondary school teachers in their first three years of teaching attended a series of five workshops to support quality teaching development.

The **AISSA** continues to explore options for better pathways into teaching, particularly in supporting early career teachers. The AISSA nominees to the TRB of SA have given consideration to the Board's consideration of different pathways into teaching.

The **CESA** *Early Career Teacher Support Program* has been designed to explore and develop awareness of contemporary paradigms and models of mentoring, and the implications for supporting early career teachers in Catholic schools and system. Inherent in implementing this approach across schools in the sector has been the design enhancement, through piloting a set of strategies for in-school support of early career teachers. Approximately 360 early career teachers across 80 Catholic schools were being supported.

In 2012, specific professional learning was provided to early career teachers in:

- working with students with Autism Spectrum Disorder (Special Education)
- differentiating curriculum (Special Education)
- learning and behaviour plans (Behaviour Education).

Early career teachers have been assisted with their work, encouraged to engage in professional learning and their wellbeing supported through the Early Career Teacher program in the Catholic sector.

The Early Career Teacher Consultants aligned induction modules for early career teachers with the CESA implementation plan for *National Professional Standards for Teachers* and reviewed a package of initiatives in teacher induction, middle manager support and data collection. The *National Professional Standards* were also used to inform the design of an observation tool to support performance review and feedback to early career teachers.

Surveys of Early Career Teachers and middle managers in schools were undertaken, with respect to on-site/ system level induction programs, and Early Career Teacher Consultancy support for early career teachers and middle managers in schools.

An initial review of the survey data from Early Career Teachers and Coordinators of Early Career Teachers in the Catholic sector has highlighted the following:

- the Early Career Teacher program has assisted teachers in their work, supported engagement in professional learning and supported teacher wellbeing
- both teachers and school leaders identified school visits by consultants, the weekly email and professional learning workshops as the strongest aspects of the Early Career Teacher program to provide support.
- there are diverse practices around mentoring of Early Career Teachers
- Reflection on 2012 and plan for success in 2013 using an Appreciative Inquiry framework.

In the case of principals and mentors of early career teachers, with one third of respondents being from rural schools and two thirds from metropolitan schools, feedback included that:

- all agreed or strongly agreed that school visits by Early Career Teacher Consultants supported their early career teachers
- 97% agreed or strongly agreed that professional learning workshops for ECTs [facilitated by Early Career Teacher Consultants] supported their early career teachers

- 81% agreed or strongly agreed that the weekly email from Early Career Teacher Consultants supported their early career teachers
- 74% agreed or strongly agreed that the wiki for mentors/school leaders supported their early career teachers
- 69% agreed or strongly agreed that the wiki for Early Career Teachers supported their early career teachers
- 63% agreed or strongly agreed that professional learning workshops for ECT coordinators/key contacts (facilitated by Early Career Teacher Consultants) had supported their early career teachers.

Through the Australian Research Council project, *Renewing the Profession in Regional Areas through Community Partnerships*, rural communities, schooling sectors and universities have worked in partnership to orient pre-service teachers to teach in rural locations. This has complemented **Government sector** scholarship programs, including *Country Teaching*, *Professional Experience New Beginnings* and *Aboriginal Teaching*, supporting pre-service teachers to experience better pathways into teaching through financial, professional and employment support.

The *Recruit* strand of the *Teach South Australia* Program has provided pathways into teaching through the recruitment of high calibre career change Science, Technology, Engineering and Mathematics (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.

Improved quality and availability of teacher workforce data

As reported in the 2012 Progress Report, 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. 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 contributed teacher data to the South Australian *Workforce Supply and Demand Modelling Project*, which provided a more fully informed picture of the teaching workforce.

South Australia is an active participant in the national project to create a national teacher workforce data set.

Indigenous education workforce pathways

The **AISSA** *Getting Started Program* is a mentoring program for Indigenous students currently enrolled in a teaching degree. It empowers Indigenous young people undertaking teaching studies to receive career guidance and advice. It also provides the support to ensure they have positive in-school experiences that enable them to maximize their personal and professional potential in order to gain employment as a graduate teacher and become an involved member of a school community. The *Getting Started Program* has

The AISSA *Getting Started Program* is providing one-to-one mentoring by teachers and school leaders and/or in-school experiences for Indigenous students currently enrolled in a teaching degree.

provided 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.

CESA further developed its ongoing relationships with tertiary sector programs that specifically support the enrolment, induction and transition of Indigenous students who identify early childhood and teaching as career pathways. Achievements in this field include:

- a formal partnership with the School of Education and Wilto Yerlo at the University of Adelaide, including negotiations for establishing regional support for students in Port Pirie, Port Augusta and Whyalla
- mentoring arrangements being negotiated with Yunggoendi First Nations Centre at Flinders University; and David Unaipon College of Indigenous Education and Research, University of South Australia, City West Campus
- personalised tours for school students and families through TAFE SA - Aboriginal Access Units
- participation in the More Aboriginal and Torres Strait Islander Teachers Initiative project at state and national levels.

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

Four teachers commenced permanent employment in the Government sector through the *Aboriginal Recruitment Guarantee Scheme* in 2012. As well, the *Aboriginal Pathways into Teaching* degree has been introduced for Aboriginal employees wanting to pursue a career in teaching.

Aboriginal teaching scholarships target pre-service teachers and have provided financial support and opportunities for permanent employment to 24 Aboriginal students 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.

Aboriginal employees aspiring to be classroom teachers have been identified and supported with access to further training. The *Aboriginal Pathways into Teaching Program* aimed to produce a sustainable model of recruitment and support for Aboriginal employees to become quality teachers in government schools and pre-schools. The program identified 18 Aboriginal government sector

employees who completed an education career plan; 10 were selected and enrolled in a tailored teacher education degree program at the University of South Australia while continuing their current employment. These employees receive financial and professional support to undertake the course which 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 and a quality mentor to further support successful academic achievement.

Quality placements

The Teacher Education Taskforce has continued to provide the platform for building a sustained partnership between tertiary providers and the three schooling sectors.

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 has addressed a range of contemporary and emerging workforce issues and entered a new phase. The Minister for Education and Child Development has provided a letter of expectations outlining directions that encompass the challenge of uncapped university places and provision of adequate high quality professional experience places to prepare classroom ready graduates.

School Centres for Excellence

The **DECD** *School Centres for Excellence* program has focused on improving teacher quality, particularly in pre-service and early career stages by raising awareness of the National Professional Standards for Teachers and supporting high quality mentored extended professional experiences. The School Centres for Excellence program has supported pre-service and experienced mentor teachers to use the Standards as a common reference to guide their development and aspirations. The extended school-based experiences to final year pre-service teachers, was experience beyond the required practicum days. Pre-service teachers were mentored by successful and experienced teachers in selected schools. Because development of both pre-service teachers and mentor teachers was a priority, potential teacher mentors and site coordinators were offered opportunities to participate in mentoring and professional development. The quality of the mentor has been shown to have a positive influence on the success of the pre-service teacher beyond graduation.

In 2012, the Schools Centres for Excellence expanded from one to five. The program now comprises 31 school sites, and in addition a School Centres for Excellence Cluster for all DECD Aboriginal Lands schools. Seventy eight pre-service teachers participated in extended practicums. From the 2011 program, 32 pre-service teachers have been recruited to DECD schools, including 15 in rural locations.

The School Centres for Excellence program has supported high quality, extended, school based professional learning experiences for pre-service teachers in the Government sector. This included mentoring by successful and experienced teachers.

The 2012 program included Open Days in specialist schools and clusters; and Introduction Tours to sites where location or complexity makes recruitment opportunities likely.

Progress towards meeting TQNP reward reforms

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

It should be noted that the practical implementation of programs designed to achieve facilitation or reward reforms often means a given program activity with school leaders, teachers and school communities may be achieving aspects of both types of reform simultaneously.

For participating school staff, it is neither practicable nor efficient for the activities to be distinguished as either facilitation or reward reform. Hence, it is likely that some aspects of a given program activity may be included in both reports.

Sustainability

The **AISSA** is seeking to build the capacity of school leaders, particularly to lead school improvement. This is expected to have a long term impact on leaders and independent schools. Some activities included specific change initiatives within schools.

Each principal who took part in the AISSA leadership program committed to developing a project within their school as a means of embedding best practice.

Assisted by the ITQ NP, the AISSA has developed considerable expertise on suitable professional development for school leaders in the independent sector, particularly in leading school improvement. The AISSA has also developed considerable expertise in facilitating school improvement in the independent sector. This expertise is valuable for AISSA and has been used to support independent schools and develop other school improvement initiatives.

The assistance being provided to school leaders in implementing the teacher standards has been well received, and the maximum benefits of the Standards would only be achieved with further support. Given the fundamental changes associated with the standards, the

complexities and time required for schools and teachers to make maximum use of the standards should be recognised.

The AISSA Early Career Teacher Program is also expected to have a long term impact on participating teachers.

The AISSA hopes that further Government funding will become available to enable AISSA to continue to assist school leaders, including future leaders, in these areas.

Implicit in the AISSA's approach to improving teacher quality has been the development of models of sustainability. Alongside developing capacity and capability within schools this has been achieved through supporting schools to align their changes with school strategic planning.

Each principal who took part in the leadership program committed to developing a project within their school as a means of embedding best practice. A Principals' Professional Learning Community was established and peer coaching was designed to follow executive coaching for on-going support. Peer coaches were provided with professional learning in coaching to support sustainability and quality controls.

Likewise the Australian Curriculum workshops encouraged the formation of network groups for both principals and teachers. These networks enabled participants to share practice, provide encouragement to one another and maintain momentum in the implementation of the Australian Curriculum within their schools.

Alongside the rich program of professional learning, a community of practice was established within the early childhood leadership program. Their focus has been on action research as a model of sustainable practice which underpins leadership and quality improvement within schools' services.

All of these groups are designed to be communities of professional practice which will exist beyond the life of the projects.

The **CESA** *Managing Improvement Project* has seeded new opportunities for professional partnerships between principals working in small primary, large secondary or R-12 school environments. Peer interaction, dialogue and learning have been facilitated between principals on issues that affect their work to support school improvement and managing self and others.

The focus on capacity building and developing leadership density and expertise in each school enabled 17 school leadership teams participating in the *CESA Connected Learning Networks* to continue work on improvement priorities beyond the funding period. Each school has documented a vision and strategy for improvement into the future.

The community of practice approach that CESA adopted to professional learning for assessment within the Australian Curriculum was used to establish structures for sustainability. This approach appreciates the combined knowledge of research and practical expertise and has been demonstrated through strong support for school principals and teachers for professional learning and requests for the rubrics that were developed.

The Catholic Education Office Indigenous Team promotes partnerships with families through consultation, development and implementation of school-based *Reconciliation Action Plans*.

CESA has in place a highly successful model of case management and Indigenous student support. One aspect of this process involves regular planning/ review meetings with students and their parents, offering them both a voice and significant input into the achievement of outcomes. At one of these meetings each year, *Individual Learning Plans* are developed in consultation with key stakeholders and connections with community organisations are provided if required.

Individual invitations for parents to attend *Individual Learning Plan* meetings have empowered parents to be active in their children's learning. Parents have been given an opportunity to contribute to goals within the *Individual Learning Plan*. Where relevant, parents have been made aware of support agencies available to them. The *Individual Learning Plan* process has provided parents with an avenue to be part of the decision making in regards to their child's learning. In some instances the

meetings resulted in teachers meeting a student's parent for the first time. For example, one parent when asked to attend an *Individual Learning Plan* meeting only did so when she was informed an Indigenous Education Officer would be present at the meeting, otherwise, she indicated, she would not have attended the meeting otherwise.

In order to build school capacity to support *Early Career Teachers*, consultants have particularly focused on the development of mentoring programs in schools, and during 2012 three workshops were provided for school leaders in this area.

The Catholic Education Office consultants presented a summary of CESA's Early Career Teacher Program at the national conference of the Australian Council for Educational Leaders (ACEL). It was also very well received at the South Australian cross-sector roundtable of the Early Career Teacher Resilience Research Project in 2012.

Parents of Indigenous students in the Catholic sector were part of the decision making about their child's learning through the Individual Learning Plan development process.

Collaboration with stakeholders locally and at a national level has established a strong foundation for ongoing development of teacher quality reforms. The **Government sector** has consistently partnered with other sectors and AITSL in a variety of pilots to support national reforms. As well as contributing to the illustrations of practice that make the National Professional Standards for Teachers explicit, teachers and leaders have been part of the *Demonstrating Graduate to Proficient* pilot and the development of a Module to support supervising teachers in *Unpacking the Graduate Standard*.

An on-line system for easier access, management and storage of performance and development statements, plans and annual reviews is being developed further for DECD staff use.

As a result of the successful implementation of an on-line system for storing and managing annual performance statements for Step 9 teachers, the system is being developed further to enable use of on-line performance and development plans and annual review for improving performance by all teachers and school services officers in DECD.

An external evaluator is currently undertaking an evaluation of both ITQ NP and the CMaD NP for DECD. The key aspect to this evaluation is to provide DECD with strategic information about 'what works best' in what context. This information will be used to guide future resource allocations within the agency. The evaluation report will be finalised in the second half of 2013.

Teacher Quality reforms in the Government sector have been drivers of different practices in schools and pre-schools with a focus on Leaders leading, performance and development and the establishment of the National Professional Standards for Teachers as a performance expectations framework. Ensuring consultation with teachers has influenced design and broad stakeholder involvement has promoted ownership and the continuing development and application of teacher quality reforms in the local context.

Showcase/ Exemplary Activities

Early Career Teachers Program (AISSA)

It is well understood that enhancing the early career teachers' initial teaching experience can lead to improved teacher retention. In response to this research the AISSA again facilitated a five workshop program in 2012 designed to support teachers in their early years of teaching. Thirty early career teachers attended the foundation workshop, with 17 teachers participating in the full program.

The AISSA workshops focussed on the issues of greatest importance to early career teachers; namely behaviour management, communication with parents and colleagues, meeting the needs of students across the ability range, and teacher wellbeing.

However, one of the most significant aspects of the program was the mentoring component which encouraged new teachers to identify and work with a mentor from their school for the duration of the program. Both mentor and teacher were encouraged to work collaboratively between workshops, back in school, on an issue which addressed the needs of the early career teacher and in doing so, built a collegial and collaborative model of ongoing, professional support. Both mentors and teachers were provided with the skills required to work together. A significant number of participants commented on the positive and productive relationships they developed with their mentors and the significant support offered by them. In these instances, teachers met regularly with their mentor, the focus was clear, feedback was sought and given, and there was adequate time for reflection. The support and genuine work undertaken with their mentor was reflected in the quality of the presentations in the final workshop.

Ongoing in-school programs have also been undertaken with mentors at school. These included working on curriculum differentiation, behaviour management, planning assessment tasks, working with special needs students, the use of laptops in the classroom, the development of the studies of society and environment (SOSE) and mathematics curriculum. The AISSA program enables participants to establish networks with peers and teachers outside of their school context and the opportunity to share common experiences and to find reassurance.

Feedback from this program has been very positive, with early career teachers particularly appreciative of the workshops and advice received in relation to the development of skills in managing disruptive behaviour. The opportunity to discuss and deconstruct personal behaviour management scenarios and working with a panel of principals to solve them, had a significant impact.

The workshop on differentiation was particularly well received. Several teachers took this aspect of the program and established it as a focus for their work with their mentors. The final project evaluations indicated this workshop had significant impact back in the classroom and provided the opportunity to trial and develop new skills. Participants also indicated the workshop focused on the facilitation of parent interviews and communicating with parents, provided practical advice which could be easily transferred to their own situations.

The power of the AISSA program with its focus on in-school mentoring is that it makes available external sources of expertise and assistance to new teachers in-school. Principals noted that their new teachers had gained from hearing speakers from different schools with differing perspectives, thus broadening their understanding of some of the key issues facing teachers. Some noted that the program supported and complemented school induction programs. The extent to which the program catered for the needs of new teachers, in turn benefitting the children in the classroom, was reported as impressive.

School Services Officer Reform (DECD)

The DECD Registered Training Organisation continued to expand its range of qualifications to provide relevant qualifications to meet support role work force requirements and to increase the capacity of sites to develop multidisciplinary teams to improve the structures and programs potentially benefitting outcomes for students.

During 2012 there was a significant and deliberate focus on the provision of training opportunities for employees in educational support roles. Building the capacity and qualifications of this workforce cohort was identified as a priority in response to two drivers:

- A recommendation of the DECD School Services Officer Review (2011) which identified the need for access to quality and consistent professional learning to build, improve and formally acknowledge the workforce capacity of support personnel in schooling.
- The Early Childhood National Work Reform Agenda presented an expectation that all Early Child Care Workers have a Certificate III level qualification or be working towards one by 1 January 2014.

The training programs offered were selected to build capacity in typical areas of work and specific work roles and responsibilities of school support personnel. The programs were aligned to nationally accredited vocational education and training (VET) qualifications. These included both full certificate and units of competency in:

- Certificate III and Diploma of Children's Services (Certificate III is a pathway to the diploma which is a national work reform requirement if seeking a leadership position in Early Childhood Centres)
- Certificate III in Education Support
- Certificate IV in Accounting
- Certificate IV in Government (Management) and Diploma of Government (Management)
- Skill Set programs focussed on: Disability Support in the Classroom, ICT and Research, Literacy and Numeracy, School Services Officer Leadership, and the EDSAS finance short course.

Delivery of training was typically online, with dedicated DECD specialist staff providing access to specific departmental information, practices and policy embedded within each aspect of the qualification.

The focus on increasing the number of placements available to early childhood workers saw a significant drive by DECD to attract staff to the opportunities available to support them in meeting the new 'early years' standards in training requirements. School support personnel were also encouraged to participate in early childhood training.

An additional 600 places were provided, with more than 750 participants enrolled in 2012. Of these, 100 completions resulted in the achievement of Certificate III, Children's Services. For many staff their training will continue into 2013.

The large number of school support staff participating in this competency based professional learning has provided the opportunity to benchmark standards for required knowledge and skill in key work areas relating to a range of school support roles. This contributed evidence to support the inclusion of qualifications being linked to work roles for school services officers in the DECD Enterprise Agreement for SA school and preschool education staff.

Using the Australian Curriculum as a Vehicle for Change in Independent Schools (AISSA)

The seven workshop series, *Using the Australian Curriculum as a Vehicle for Change* was provided by the AISSA to enhance leaders' knowledge, skills and confidence to effectively lead curriculum change through implementation of the Australian Curriculum. In total 322 participants attended these workshops. This program engaged school leaders in a range of ways, including keynote presentations and workshops, facilitated network groups and opportunities for individual mentoring.

Dr Peter Hill, ACARA provided an overview of the shape and design of the Australian Curriculum with a focus on the on-line approach to the presentation of the Australian Curriculum and how it can be used to construct teacher programs and access curriculum resources. Emeritus Professor Rob Gilbert, University of Queensland, worked with leaders to consider the opportunities for curriculum change that implementation of the new curriculum affords. He worked with participants to design a program for change in their schools and further supported participants to apply change theory to the process of curriculum change and Australian Curriculum implementation in their schools. Dr Julia Atkin and Margot Foster (DECD) investigated the opportunities the Australian Curriculum presents for a renewed focus on pedagogy and leadership for learning. They also explored the Achievement Standards and the link to planning and assessment. Information about the monitoring and collection of data, including student work samples and student reporting further informed this workshop. John Firth, CEO, Victorian Curriculum and Assessment Authority and Board Member, ACARA defined the 'General Capabilities' and 'Cross Curricula Priorities' and the importance of these in overall curriculum design. A further session dealt with issues in the Australian Curriculum related to students with disabilities.

These workshops were very well received with feedback indicating enhanced knowledge and understanding which enabled better informed and more strategic leadership of school teams in planning for and implementing the Australian Curriculum. The opportunities for networking were also greatly appreciated.

Feedback about the workshops was positive. For example, one director of learning in an Early Learning Centre - Year 2 at a large urban school, praised the quality of the speakers and said how beneficial these workshops had been. The time provided to listen and reflect had been valuable in informing her support of others, including developing familiarity with the website and using the videos located there to provide professional development for her team. This director highlighted the usefulness of seeing work samples from other schools which one speaker had provided, and the important insights into differentiation which she gained. As a result of her attendance she had worked with other staff to establish a more 'user-friendly' method for unit planning. This director has drawn her team together to review their current curriculum and map it against the Australian Curriculum, identifying strengths in existing practice and gaps which need to be addressed. The language of reports to parents and others has also now been changed to reflect the content of the new curriculum. In the reception to Year 2 area of the school they have focused their attention on mathematics, science, English and history. They will be extending this to include geography in 2013.

The network groups established alongside this professional learning were also seen as particularly valuable. This director sent members of her team to attend these groups. As a result she had seen increased levels of staff confidence in working with the curriculum. In addition it provided these teachers with opportunities to lead others.

Professional Development for Beginning Leaders 2012 (DECD)

The *Leaders Induction* program is designed to support and build the capacity of pre-school directors and principals in their first year of site leadership. It is conducted over the first six months of the year and consists of five full day, face-to-face workshops with reading, reflection tasks and online discussions in between.

New leaders participating in the program came from all 12 regions across the state in 2012. Just over 40% of the participants were from the preschool sector, 31% primary, 16% secondary and 12% were from combined sites. Overall 78% of participants were women, mostly from preschool and primary school leader groups.

Leaders Induction nurtures and supports new leaders to support their development but also strategically provides opportunities for succession planning that addresses potential future shortages of school and preschool leaders in DECD in a time of an ageing workforce.

Reform activities

The full day workshops focussed on the professional practices of leaders as articulated in the *National Professional Standard for Principals* (the Standard): (1) *Leading Teaching and Learning*; (2) *Developing Self and Others*, (3) *Leading Improvement, Innovation and Change*, (4) *Leading the Management of the School*, and (5) *Engaging and Working with the Community*.

Participants had the opportunity to hear first-hand from experienced site and regional leaders and central office staff on how to address these professional practices. The workshops offered broad content overviews and processes, with time for group reflection and discussion. Between session activities provided further means of learning through reflection and online interaction.

The topics covered over the five days were *Leading the Site*, *Managing the Site*, *Governance*, *Finance*, *NING* (a closed on-line professional community networking site), *Human Resource Management*, *Performance Development*, *Leading the Teaching and Learning*, *Site Improvement*, *Leading Improvement*, *Leading Innovation* and *Leading Change*.

Around two thirds of participants also accessed additional support through the *Coach-In-A-Box* program. This involved five 30 minute individual coaching sessions with a professional leadership coach outside of DECD, and between session reflection and planning activities.

A number of resources were developed that provide support to aspiring, new and current leaders into the future. Video footage of presenters analysing the impact of their context on specific professional practices was produced. An online *Leaders Toolkit* was developed which provides a quick alphabetical reference to important links on the DECD website. As well, an online and interactive *Self-reflection Tool*, aligned to the National Professional Standard for Principals, was created and uploaded to the DECD website. This tool enables new leaders to critically reflect on their practice and to identify areas for further development.

Reflections from participants on how the program supported the development of their leadership capacity, indicated increased confidence and competence, along with the development of a supportive network of colleagues.

“These sessions have been an absolute revelation to my journey as a new leader. I come along with excitement, a sense of belonging and always leave challenged and inspired.”

A Community of Practice Approach to Australian Curriculum Assessment and Learning (CESA)

In consultation with seven school leaders and the CESA Australian Curriculum Reference Group, a community of practice approach was adopted for the work on assessment and learning undertaken in 2012.

The community of practice approach engaged Catholic Education Office Consultants with identified expert teachers in schools, to develop professional learning programs and assessment resources. This approach valued the expertise of both consultants and teachers and modelled a capacity building approach to professional learning that encouraged teachers to take leadership of the work within their school.

The outcomes of this collaboration included:

- increased breadth and depth of engagement of teachers in the implementation of the Australian Curriculum
- development of rubrics to assist in practical descriptions of levels of student achievement.

Feedback from schools has described the usefulness of the resource and the added links to assessment task design, curriculum task design and reporting objectively and accurately to parents on student achievement.

Expert Working Groups, totalling 85 teachers from 32 schools, met on three days throughout the year to develop resources to support teachers' assessment of student learning using the Australian Curriculum achievement standards. With teachers and consultants as co-constructors, these resources describe performance expectations and performance indicators to depict levels of achievement at each year level in relation to the achievement standards.

Teachers from 77 schools trialled the resources and provided feedback and student work samples to articulate the use of these resources in improving teaching and assessment practices. Following further feedback from 40 teachers in 19 schools, the resources were made available online for all teachers.

In addition, sixteen teachers contributed work samples for each year level for the national work sample project in History, managed by the Australian Curriculum, Assessment and Reporting Authority.

In total, 329 teachers from 85 schools were engaged in professional learning on assessment and learning. Included in this school total were 14 of the 18 rural/ remote schools in the Catholic sector and 44 of the 50 lowest socio-economic status school communities.

This professional learning was in addition to a range of subject-specific professional learning relating to the Australian Curriculum and other projects which looked more specifically at a capabilities approach to curriculum design.

Key specialist groups also engaged in professional learning in networks. These groups included Key Literacy Teachers, primary and secondary mathematics network teachers, history and science teachers.

Information and consultation occurred with school leaders through information sessions and at Deputy Principal and Primary and Secondary Principal Associations.

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The depth of engagement with the Australian Curriculum was demonstrated by an invitation from Australian Curriculum Studies Association (ACSA) for Catholic Education Office Consultants and schools to present at their national symposium.

In an evaluation survey at an end of year feedback session, all respondents affirmed the value of the performance expectations and indicators in identifying levels of achievement in relation to the achievement standards. Further, 26 of 27 respondents expressed increased confidence and competence in assessment within the Australian Curriculum, through working with the performance expectations and indicators at their school. This survey is consistent with other forms of feedback, which reinforced the value to be added to teachers' informed judgements through the online publication in 2013 of these CESA assessment resources for all schools.

Principal Professional Development Report for 2012

The South Australian Principal Professional Development Implementation Plan, being implemented over the period January 2012 to June 2013, complements and enhances the work of the ITQ NP facilitation and reward reforms.

The **AISSA** conducted an extensive leadership program for principals in 2012 which addressed the current education agenda challenging leaders to focus on improving student and school performance through new ways of thinking and doing. A range of eminent keynote speakers presented current research and theory while school-based practitioners offered examples of existing practice. Keynote presentations were made available on-line to principals along with leadership resources from the workshops. Principals were invited to be fully funded members of the UK National College for School Leadership, which provided access to on-line professional development for leaders.

In 2012, a total of 828 participants attended 26 workshops, over six program strands, of the AISSA Leadership Program for principals and emerging principals, which included:

- *Using the Australian Curriculum as a Vehicle for Change*; a seven workshop series to enhance leaders' knowledge, skills and confidence to effectively lead curriculum change, particularly local implementation of the Australian Curriculum.
- *Building a Performance and Development Culture in Schools*; a six workshop program to assist leaders to create a school culture focused on teacher development recognising that change is based on creating the conditions to develop the capacity of both organisations and individuals to learn. Leaders focused on the culture of classrooms and schools; which emphasised relationships and values, the development of collaborative cultures and improving practice and student outcomes.
- *Building Personal Leadership Capacity*; a three workshop program focusing on the key skills and personal capacities required for driving change in schools. This program enabled participants to build personal leadership capacity by knowing themselves as a leader, developing skills in dialogue and conflict resolution and in modelling and encouraging others to develop growth mindsets.
- *Introduction to Leadership Coaching*; a two day program focusing on leadership coaching and its impact on building leadership capacity. It provided participants with an understanding of coaching conversations and how to develop a range of coaching skills, tools and techniques that can be used informally and in more formal performance management situations; this included managing challenging and sensitive feedback conversations.
- *Building Leadership Capacity in Early Childhood Services*; a five workshop program for Early Childhood Directors, Principals and leaders to improve the capacity of leaders to shape the direction of early childhood services and to support high quality teaching and learning environments for children. Effective educational leadership underpins the national reforms in early childhood education and care in Australia through the *National Quality Standard* and the *National Quality Framework*.
- *Women in Leadership*; a three day program designed for all women in the sector; aspiring and established women leaders, women in middle management positions, classroom teachers, young women and those with more experience. It aimed to develop skill sets and capacities required for contemporary leadership no matter what their role in the school. The program also sought to establish a vibrant and active network for females in the sector.

The AISSA engaged two consultants specifically to provide individual support to principals in leading the implementation of the Australian Curriculum. Most principals in the independent sector had contact with the consultants. The consultants had discussions with many principals at their schools and assisted principals to develop their understanding of the Australian Curriculum, address key issues and develop implementation plans. The consultants developed support materials to assist the principals and provided assistance to principals in meetings with school leadership teams and in making presentations to all teachers. The consultants undertook research for principals on issues raised by principals, such as implementing the Australian Curriculum in multi-year classes.

The AISSA facilitated discussion groups of principals on specific topics associated with the implementation of the Australian Curriculum. The topics included the Australian Curriculum in International Baccalaureate schools, particular issues for primary schools and the achievement standards.

The AISSA will conduct an extensive leadership development program for independent sector principals during the first half of 2013. It will continue the approach used in 2012, with refinements to the program to address the emerging needs of independent sector principals. Principals will be able to continue to access keynote speaker presentations on-line.

A key element of the 2013 *Leadership Development Program* will be a stream on leading the implementation of the Australian Curriculum. The AISSA will also provide individual support to principals on leading the implementation of the Australian Curriculum through consultants engaged for that purpose by AISSA.

In **CESA**, the Principal Professional Development Project is developing and delivering high quality professional development programs for current and emerging principals that address national and local priorities; and the sharing of best practice programs nationally.

Commencing in June 2012 and running until mid 2013, the parties to this Principal Professional Development Project are the Catholic Education Office, the SA Catholic Primary Principals' Association (SACPPA) and the Association of Principals of Catholic Secondary Schools (APCSS). The Project has four main components:

- Collaborative Learning Projects (CLP)
- Showcase Forum
- Building School Improvement Capacity Forum
- Cultural Proficiency Program.

The Principals' Associations have received funding to develop six Collaborative Learning Projects focussed on 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.

Over 30 principals and school leaders are involved in one or more of the six Collaborative Learning Projects which 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.

A significant success factor of the Collaborative Learning Projects has been the involvement of the Expert Partner who is working with each Collaborative Learning Project to provide expert input, knowledge and advice to ensure that the professional learning is relevant and is based on current research and evidence.

A successful *Building School Improvement Capacity Forum* entitled ‘Leading Learning – How to get there from here?’ was held on 8 November 2012. In response to the significant interest in this Forum and feedback from principals, a follow-up forum has been planned and scheduled for March 2013. This forum will focus on *Theories of Action* that lead to improved teaching and learning.

The March forum will again be led by Vic Zbar, who has extensive consultancy experience and is recognised internationally for his work and writing on education. He co-authored the publication *Better Schools, Better Teachers, Better Results* published by ACER in 2007.

All Collaborative Learning Projects are on track to be completed by mid 2013.

A *Showcase Forum* will provide an opportunity for all Collaborative Learning Projects to share their learning with other Catholic schools and is scheduled for 20 May, 2013. A summary of Showcase presentations will be available online to all principals.

Schools involved in the *Cultural Proficiency Program* completed their audits by the end of the 2012 school year. They will be contacted early in 2013 to contribute to a ‘meta-analysis’ of their reports. The school communities will also be supported to develop strategic action plans for Indigenous Education during 2013.

Out Now

National Professional Standard for Principals

Self-reflection tool

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Government of South Australia
Department for Education and Child Development

In 2012 the **Government sector** strengthened the development of leaders in pre-school and school settings. Programs for aspiring and beginning leaders have been mapped against the National Professional Standard for Principals to ensure alignment with all aspects of a leaders’ work and an interactive *Leaders’ Self-Reflection Tool* has been developed. Consultation with regional and state-wide principals’ and other associations provided the opportunity for review and fine tune the tool to local contexts.

An on-line Leaders Toolkit is also available which provides a quick link to relevant sections of the DECD website.

More than 130 aspiring leaders attended workshops which were part of the leadership development programs provided through DECD QSchool. The QSchool provides a suite of professional development opportunities specifically designed for aspiring leaders.

Fifty eight new leaders, in their first year of school/pre-school leadership in the Government sector, participated in the Leaders Induction Program, conducted over 5 full day face-to-face workshops over six months.

During 2012, a new approach was adopted, increasing the capacity to engage and support DECD Aboriginal teachers and aspiring leaders in professional leadership development programs and consult with established Aboriginal advisory forums/committees. This included establishing a register of teachers and leaders who identify as Aboriginal/Torres Strait Islander, providing information to these aspiring leaders and teachers about professional development opportunities and supporting them to apply for and take up opportunities. As a result, five aspiring leaders participated in programs, including three from remote Aboriginal schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands.

A new mentoring initiative has resulted in forty five experienced leaders being linked with less experienced/ aspiring leaders, whom they are mentoring and hosting for work shadowing. It has extended the scope of available coaching programs and provided recognition, as well as enabling rich reflective practice, for the most experienced Government sector leaders. All 60 experienced leaders participating in the mentoring pilot and program in 2012 received competency-based training in mentoring.

Further detail about each sector's initiatives is in the following 'progress against milestones' column of the following table for the period July – December 2012.

Principal Professional Development

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
<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>At least 6 events</p>	<p>ACHIEVED</p> <p>The <i>AISSA Leadership Program 2012</i> included keynote addresses and workshops. Areas covered included:</p> <ul style="list-style-type: none"> • Using the Australian Curriculum as a Vehicle for Change • Building a Performance and Development Culture in Your School • Building Personal Leadership Capacity • Introduction to Leadership Coaching • Women in Leadership • Building Leadership Capacity in Early Childhood Services. <p>Presenters included: Margery Evans, Dame Patricia Collarbone, Professor Ben Levin, Professor Jan Robertson, Martyn L. Mewman, D. Trinidad Hunt, Carol S. Dweck PhD, Professor Pauline Harris, Jillian Rodd, Kathy Walker and Dr Barbara Watterson.</p> <p>Since July 2012 there have been 13 workshops with a total of 353 participants.</p> <p>Total for year: 26 workshops over six program strands with a total of 828 participants.</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</p>	<p>At least 3 events.</p> <p>Mentoring provided to principals on leading the implementation of the Australian Curriculum.</p>	<p>ACHIEVED</p> <p>The AISSA Leadership Program 2012 included keynote addresses and workshops on <i>Using the Australian Curriculum as a Vehicle for Change</i>, with seven workshops and 276 participants.</p> <p>Areas covered included:</p>

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
<p>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 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 		<ul style="list-style-type: none"> The Shape and Design of the Australian Curriculum — Setting the Change Agenda Using the Australian Curriculum as a Vehicle for Change: Applying what we Know about Change Theory Leadership for Learning and the Australian Curriculum Defining the Capabilities Approach and the Cross Curricula Priorities in the Australian Curriculum — what does this mean for 21st Century learning? Achievement standards and the link to assessment. <p>Two mentors for principals on leading the implementation of the Australian Curriculum were appointed and worked with individual principals. Mentoring was offered to all principals, including the opportunity for 'in school' mentoring.</p> <p>Facilitated small group discussions of principals about the Australian Curriculum also occurred.</p>
<p>Principals to have the opportunity to access professional learning through the use of on-line 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 	<p>Opportunities to access professional learning through the use of on-line technology offered to principals.</p>	<p>ACHIEVED</p> <p>Opportunities to access professional learning through the use of online technology were explored.</p> <p>Access was offered to all principals to the UK National College for School Leadership via information technology. Thirteen school leaders took up the offer and were provided with access.</p> <p>Most of the key note addresses during the <i>AISSA Leadership Program</i> were made available online to principals along with the leadership resources provided at the workshops.</p>

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
<ul style="list-style-type: none"> 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>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 (CESA) Review of Services, namely</p> <ul style="list-style-type: none"> School Improvement and Capacity Building Student Outcomes Religious Identity 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 	<p>Progress report from each Collaborative Learning Project published on-line.</p>	<p>ACHIEVED</p> <p>Six Collaborative Learning Projects (CLPs) were established with the South Australian Catholic Primary Principals Association (SACPPA) and the Association of Principals of Catholic Secondary Schools (APCSS).</p> <p>Twelve primary schools, six secondary schools and twelve R-12 schools in the sector participated in one of the Collaborative Learning Projects. One Special School participated in two projects. Two of the six Collaborative Learning Projects involve a cluster of three regional primary schools and a cluster of four regional R-12 schools.</p> <p>Each Collaborative Learning Project has an expert partner including:</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. Project methodology is based on the <i>Model of Professional Practice</i> from the <i>National Professional Standard for Principals</i>, namely Review, Respond, Plan and Act.</p> <p>The topics address building and sustaining effective leadership teams in rural schools; integration of ICTs to enhance contemporary</p>

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
and Torres Strait Islander communities (1); OR Local priorities (1, 2, 3 & 4)		<p>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 are on track to finish by mid 2013.</p> <p>To offer effective support to the projects, a governance and administrative framework was set in place, including:</p> <ul style="list-style-type: none"> • A formal Memorandum of Understanding between the Catholic Education Office and the Primary and Secondary Principals' Associations (SACPPA and APCSS). • 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. • Agreement on reporting requirements and evaluation activities with the Primary and Secondary Principals' Associations. <p>A Showcase Forum to disseminate the outcomes of the six Collaborative Learning Projects has been scheduled for 20 May 2013. The summaries from each Collaborative Learning Project will be available online to all Principals after the Showcase Forum.</p>
<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.</p>	<p>Leadership consultant facilitates a full day forum</p>	<p>ACHIEVED</p> <p>Eighty principals and aspiring principals attended the <i>Building School Improvement Capacity Forum Building</i> entitled 'Leading Learning – How to get there from here?'</p> <p>Consultation took place with the Primary and Secondary Principals' Associations (SACPPA and APCSS) and other stakeholders to</p>

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
<p>(CESA)</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>discuss the structure and program for the Forum to ensure maximum relevance and benefit for Forum participants.</p> <p>Two leadership consultants were engaged to lead the Forum which was held on 8 November, 2012. Forum leaders were Dr Ben Jensen, Grattan Institute, and Vic Zbar from Zbar Consulting.</p> <p>In response to strong advice and feedback from principals, a second follow-up Forum has been planned for 15 March 2013.</p> <p>This Forum will explore <i>Theories of Action</i> which lead to more effective teaching and a tool for enhancing current strategies around school improvement.</p>
<p>Cultural Proficiency program</p> <p>Expand provision of training through the Dare to Lead program 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>Jan 2012 to Dec 2012:</p> <p>Convene and conduct <i>Dare to Lead</i> program training sessions and follow up</p>	<p>ACHIEVED</p> <p>The five schools involved in the <i>Cultural Proficiency Program</i> all completed their audits before the end of 2012.</p> <p>This program and audit are part of the <i>Dare to Lead School Snapshot Project</i> and these five school communities, with five or less Indigenous enrolments, were identified to participate in this project from the second semester of 2012.</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 were developed in consultation with the school principal, for the purpose of presenting the principal with a snapshot of the school's current practice in Indigenous education.</p> <p>In 2013, 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</p>

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
<p>Establish professional learning programs by project and research for high performing principals</p> <p>PRINCIPLES</p> <ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Share outcomes of collaborative learning online • Local priority • Regional and remote 		<p>by the investigation and mapping of current national and international programs specifically designed for high performing principals undertaken earlier in 2012.</p> <p>In 2013 programs for high performing principals will have increased emphasis on collaborative projects. As well, consultation with principal associations and DECD executives during 2012 identified governance as an area for further development in 2013.</p>
<p>Prioritise the development of Aboriginal leaders</p> <p>Appoint leadership consultant with expertise in working with Aboriginal teachers and leaders to develop resources, materials and workshops. (DECD)</p> <ul style="list-style-type: none"> • Building capacity of Principals to engage with local Aboriginal and Torres Strait Islander communities • Improving development of and support for Aboriginal and Torres Strait Islander principals and emerging principals • Local priority • Regional and remote 	<p>Aboriginal teachers and leaders participate in leadership programs:</p> <p>2 x1 day workshops for aspiring early years leaders</p> <p>4 x1 day workshops for aspiring principals</p>	<p>ACHIEVED.</p> <p>During 2012 a new approach was adopted in the Government sector with the aim of encouraging Aboriginal teachers and aspiring leaders to take up leadership development opportunities. A principal with successful experience in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands, appointed as a leadership consultant, has been building the capacity and supporting career pathways for Aboriginal teachers and school leaders, including aspiring leaders.</p> <p>Part of this role included: establishing a register of teachers and leaders who identify as Aboriginal/Torres Strait Islander; providing information to these leaders and teachers about professional development opportunities; and supporting them to apply for and take up the opportunities.</p> <p>As a result, five Aboriginal aspiring leaders participated in the series of full day workshops, including aspiring leaders from remote Aboriginal schools in the APY lands.</p> <p>The leadership consultant works with the Aboriginal Employment Reference Group and in 2013 will further develop, promote and support professional development opportunities for Aboriginal teachers and school leaders in DECD schools.</p>

Description of Activity (Module)	Milestones July - Dec 2012	Progress against milestones to date
<p>Focus on leading the Teaching and Learning. (DECD)</p> <p>Introduce accredited mentoring program</p> <p>Extend current coaching programs</p> <p>Enhance work shadowing opportunities</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 implemented with one region</p> <p>Coaching Program implemented with 25 principals</p> <p>30 aspiring leaders work shadowing</p>	<p>ACHIEVED.</p> <p>The research mentoring pilot was completed in the June of 2012 with 15 experienced leaders from three regions. This first stage of the program informed the development of the next stage of a larger mentoring-work shadowing program which began in the second half of 2012.</p> <p>Forty five experienced leaders were linked with less experienced/ aspiring leaders, whom they are mentoring and hosting for work shadowing.</p> <p>All 60 experienced leaders participating in the mentoring pilot and program undertook competency-based training in mentoring in 2012.</p> <p>The second group of 45 school leaders participated in a two day face-to-face workshop in preparation for their roles as mentors. Over half elected to also complete assignments to become accredited in the competency-based Australian Quality Training Framework, Advanced Diploma unit entitled <i>Provide Mentoring Support to Colleagues</i>. This program continues in 2013 and participants will report on their learning in May.</p>

Section 3 – Communities Making a Difference

Overview

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), and
- through ‘Individualised Targeted Support’ strategies and approaches for students who are disconnected and disengaged from learning and education pathways (Government sector).

In 2012, there were 223 schools (193 Government, 23 Catholic and 7 Independent schools) participating in CMaD NP ‘whole of school’ interventions across South Australia, with a total student enrolment of 61,726 students.

Almost two thirds (140) were designated junior primary/primary schools, with just under half of the total student enrolments in CMaD NP schools. This reflects the important focus on improving learning outcomes in the primary years. As well, 19 schools (8.5%) were Aboriginal/ Anangu schools and 9 schools (4.0%) Special schools.

Just over half the CMaD NP schools were situated in regional South Australia, with 52.7% of all CMaD NP Indigenous student enrolments in these schools. There were 54 CMaD NP schools in the northern suburbs of metropolitan Adelaide, which includes some of the most disadvantaged areas in the state, with around a third of the total student enrolments in CMaD NP schools. Over 90% of the schools had participated in the CMaD NP since 2011.

Over 11,000 students were supported through DECD individualised target support programs in 2012 and a further 27,000 students were supported through ICAN Community partnership grants programs and youth development programs. A total of 8,908 of the 11,000 students have been tracked.

2012 Significant Achievements/ Highlights

Schools and sectors have strengthened and consolidated their implementation activity. The momentum for school improvement and action, generated by the extent and depth of CMaD NP activity, is spreading more broadly across the schooling sectors and, where appropriate, initiatives are becoming embedded and systematised.

Positive trends and impacts are being seen within CMaD NP schools and in their students’ attendance and achievement as a result of the hard and continuous work of implementation. Each sector has developed an approach suitable to the context and needs of their school communities.

In the Independent sector, a strategic approach to CMaD NP reform has been implemented through three key areas:

- School diagnostic reviews and development of implementation plans
In 2012, the AISSA School Review and Development team assisted the seven CMaD NP schools with the implementation of their School Improvement Plans, which were developed as a result of the diagnostic reviews. Support for staff professional learning was a key aspect of these plans.

- School Leadership and governance support and professional development
With a focus on leadership and school improvement, during 2012 school leaders from CMaD schools have undertaken significant professional development. Leaders are now applying their new knowledge and learning to their own school contexts.
- Engagement with community and the provision of in-school support
A key program within CMaD has been the provision of in-school specialist support to assist principals, teachers, students and their parents to meet the needs of vulnerable students. There is an ongoing focus on building the capacity of classroom teachers and schools to provide enhanced learning opportunities for these students. The specialist services include psychologists, speech pathologists and an occupational therapist. In 2012, 40 teachers (classroom and special education teachers and school leaders) and 10 School Support Officers participated in this program from the seven CMaD schools.

During 2012 the network of CMaD schools in the Catholic sector continued to pursue a number of shared objectives which included: developing whole school strategies in building leadership and teacher capacity; developing stronger connections with families and community; and developing whole school practices in the collection and use of data to monitor individual student progress, and informing differentiated learning plans.

The Strategic Planning Process as implemented in the Catholic sector has been beneficial to the participating CMaD Catholic schools and their experience is informing a concurrent sector development of school improvement frameworks.

Highlights of the CMaD NP implementation in the Catholic schools were:

- twenty three schools engaged with the *Strengthening Family and Community Engagement in Student Learning Resource*, with all schools setting engagement goals in one or more of the six family and community engagement dimensions
- the Principal and Teachers CMaD NP Network was strengthened, with schools engaging purposefully with the resources of the network
- CESA's continued association with Professor Michael Fullan (an international expert on strategic school reform and improvement) focussed on conversations about local school improvement strategies and the sustainability of local school initiatives
- Professional Learning Communities were established as the strategy for developing social and professional capital in schools
- Ten schools invited students to evaluate school pedagogy and acted to meaningfully respond to the students' assessment
- increased consistency within schools in the use of assessment data to inform the design of teaching/ learning programs for students, and development of strategies for whole of sector practices in collection and use of non-NAPLAN data.

In the Government sector, a dual approach to system wide reform through the CMaD NP has been implemented through whole-of-school improvement strategies and initiatives and the provision of a comprehensive suite of individualised support programs for young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning.

The whole school improvement strategies and initiatives included:

- The *Teaching for Effective Learning Pedagogy Research Project*, which is investigating the relationship between teachers' pedagogy, learner engagement and learner achievement.
In 2012, 22 schools were involved (including two secondary schools) and extensive data collection included 4,040 students completing the Student engagement questionnaire, 399 classroom observations and 281 teacher interviews. Findings were used to inform improved teaching practices and student engagement.
- The *Principal as Literacy Leaders* program and *Secondary Principal as Literacy Leader* program, provided principals with strategies for whole school literacy improvement. A number of schools now have in place common agreements, processes and expectations in literacy and customised and highly targeted literacy support.
- *The Supporting School Improvement and Diagnostic Review* initiative and *Regional Leadership Consultants*
A further 28 diagnostic reviews were conducted in CMaD schools, with a specific focus on improving literacy teaching. The 12 Regional Leadership Consultants support principals in their region with implementing school improvement strategies.
- A range of *Recruitment and Selection* strategies aimed at attracting and retaining teachers and leaders in low-socio-economic status schools.
In 2012, 22 schools and pre-schools have benefitted from this program including in the three 'hardest to staff' country regions of South Australia.

The individualised targeted support in the Government sector in 2012 included:

- *Innovative Community Action Networks (ICAN)* engaging and re-engaging in learning students experiencing multiple disadvantage and disruption in their lives; students who have become totally disengaged from schooling, often well before the compulsory school leaving age; and students with additional responsibilities, such as caring for a parent or child.
ICAN provided intensive support for 5,282 Low SES students (554 primary and 4,728 secondary students) who were enrolled through a Flexible Learning Option in schools across the state. Case management for these young people is provided by professionals.
Additionally, there were 706 children and young people provided with a case management service to assist them to stay in mainstream school learning programs and prevent them from 'dropping out'.
- *Community mentoring, secondary student mentoring* and *Aboriginal student mentoring* to improve the engagement, learning and wellbeing outcomes students.
A total of 563 students in Year levels 5 to 7 received mentoring support from 440 community volunteers.
A total of 1,589 secondary students received mentoring support. Of the previous year's group (2011), 80% of the Year 12 students in the program completed their SACE.
Across 67 schools, 1,459 Aboriginal students received mentoring support. Participation in this program has increased students' organisational skills and preparedness to engage with learning.

- *Learning Together* supported 391 families with their pre-school children's learning and literacy development.
Observable, positive interactions between parents and children increased during their participation.
- *Vocational education and training (VET) scholarships* assisting 868 students to undertake higher level VET in 64 different qualifications.

All three sectors have taken steps to strengthening parent and community engagement in student learning across their sector during 2012, including participating in an Action Research Project documenting how schools engaged with the new *Strengthening Family and Community Engagement in Student Learning Resource*, which was released in early 2012 and developed through the Smarter Schools National Key Reform project led by South Australia.

Support for Aboriginal and Torres Strait Islander students

The CMaD NP has provided support to Indigenous students throughout 2012. 2012 NAPLAN results for reading for Indigenous students in the 223 CMaD NP schools, revealed a positive trend with a steady shift of students from the lower proficiency bands (those below the National Minimum Standard) into the middle/ upper proficiency bands from 2010 to 2012.

Specific strategies and programs for Indigenous students implemented through the CMaD NP in 2012 included:

- Consideration of the specific priorities and needs of Indigenous students as part of the Independent sector diagnostic review and school improvement planning process, reinforcing high expectations and community involvement.
- Pursuing an agenda of improved wellbeing and learning outcomes for all students, including Indigenous students, through individualised learning plans in the Catholic sector.
- Providing intensive family support and integrated regional service delivery to students through the DECD *Aboriginal Turn Around Team*, including crisis intervention
- Supporting 116 Aboriginal students from remote and isolated communities in far north South Australia who came to Adelaide to continue their schooling through the DECD *Witja* program.
- Providing individualised targeted support through:
 - the ICAN Flexible Learning Options enrolments: 778 students;
 - community and secondary mentoring: 242 students;
 - Aboriginal student mentoring: 1,495 students,
 - Learning Together: 43 people (adults and preschool children), and
 - VET scholarships: 102 students.

The importance of family and community voice and involvement in Aboriginal students' schooling has also been recognised and in DECD this is being strengthened through the *Aboriginal Voice* initiative, which has conducted consultative forums, workshops and professional development days; and the new *Passport* program.

Links are also being made with *Closing the Gap* initiatives. For example, a school in the Catholic sector, involved in both the CMaD NP and *Closing the Gap*, focused its professional learning in literacy on exploring how an individual's identity and literacy are linked. At all year levels, through a variety of experiences with the reading and creation of print, visual and digital texts, students were encouraged to explore and express their identities and were

engaged in dialogue about the important value of their individual identity to the community and to the world. This focus culminated in digital stories and short films being screened at an organised community viewing. Primary school students spoke of appreciating the rigour and creativity of this literacy learning.

Support for other disadvantaged student cohorts

A range of strategies and programs for other cohorts of students have been implemented through the CMaD NP, such as: the AISSA in-school specialist support program; support for secondary students who are refugees in the Catholic sector; peer mentoring between 'new arrival' students in primary and secondary school; and the *Multi Lit* program for students refusing to attend school.

Students with a disability are also being supported with the inclusion of nine special schools amongst the CMaD NP schools and through individualised support, for example, 20% of ICAN FLO enrolled students have a recognised disability.

Evaluation

All three sectors are evaluating aspects of their CMaD NP initiatives and findings available in 2012 are included in the discussion of each of the initiatives in this section. Findings have also been used to inform ongoing implementation and refinement.

As well, a cross sector SA National Partnerships Council - Schooling led evaluation focussed specifically on the school review processes, found that these had added value by assisting schools to focus more clearly on key priorities for immediate action, to better target change strategies and to implement change at a faster rate. Increased use of whole of school approaches, particularly for literacy and numeracy was an important outcome that schools attributed to the review processes.

Sectors have also continued to support initiatives to share learning through professional networks and other forums. One example during 2012, was the forum organised by CESA and attended by 156 delegates from across the three schooling sectors. The Forum, entitled 'Change: Making it happen in your school and system', focussed on learning about school and system reform, exploring how to bring about change in teacher professional practice, examining policy drivers and strategies that work in bringing about sustainable reform of schools and systems.

Sustainability

Consideration of the sustainability of the reforms being implemented through the CMaD NP has been a priority. During 2012, the sectors took active steps to support schools to implement evidence-based strategies to achieve school improvement through structural and cultural change. Particularly important has been establishing collaborative, school-based professional learning communities, focussed on improving teaching and learning and providing targeted professional development, for example in better usage of student data.

School leadership teams in CMaD NP schools were supported through the provision of professional development and expert assistance and advice to enable them to provide effective instructional leadership and lead change in their schools. As well, improved in-school support was provided at multiple levels, including the training and development of school support staff.

Sectors are using the findings from the review and evaluation of initiatives to inform planning for the sustainability of ongoing reform that will continue to improve student learning outcomes and achievements into 2013 and beyond.

Communities Making a Difference (CMaD) Initiatives

School Diagnostic Review and Development of School Improvement Plans (Independent sector)

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 undertook diagnostic reviews in all seven CMaD NP schools to help them identify areas of improvement. Having completed School Improvement Plans, in 2012 the School Review and Development team have assisted schools with the implementation of their comprehensive School Improvement Plans. The emphasis was on high quality student outcomes.

The subsequent strategic action plans provided effective direction and sense of purpose to the school leadership within each school. Staff professional learning has continued through the extensive AISSA leadership program and attendance at significant leadership conferences including the ACER conference on school improvement, the ACEL *Inspire Leadership* program and the *Emerging Leaders* program. Leadership teams in each school are working with the school community to assist in the attainment of improved learning outcomes.

Teachers in CMaD schools were assisted to develop their learning and teaching programs using the *Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning Approach*. Teachers were provided with in-school support to:

- implement the Australian Curriculum
- develop higher order thinking tasks using Bloom's Taxonomy and Gardiners' Multiple Intelligences Framework
- enhance student engagement with learning by utilising inquiry-based learning and authentic assessment tasks
- provide high quality feedback to promote improved achievement
- provide the opportunity for student input in the development of assessment criteria and marking rubrics.

Additionally schools were supported to:

- continue the development and documentation of curriculum scope and sequence Early Learning Centre/Reception – Year 10 (where applicable) through collaboration between the school coordinators and teachers and based on the Australian Curriculum and the Early Years Learning Framework
- continue the implementation of a whole school Assessment and Reporting framework R – 10 based on the curriculum, in accordance with the requirements of A-E grade reporting which is authentic and consistent in the application of assessment criteria and methodology
- use their analysis of NAPLAN, together with school-based literacy and numeracy assessment results, to continue their whole school Literacy and Numeracy Strategy, underpinned by detailed knowledge of effective strategies and collaborative work between the school coordinators and teachers
- continue the development of strategic approaches to the introduction of information and communication technology.

School Boards and principals were supported in their work with the School Review and Development Team to implement changes identified in the *School Improvement Plans* and will do so over the remaining years of the program.

Support for Aboriginal and Torres Strait Islander students

The diagnostic review and school improvement planning process included consideration of the specific priorities for and needs of Indigenous students within each CMaD NP school. This year support has been provided in developing pedagogical practice through high expectations, community involvement and developing students' autonomy and independence in their learning.

Work continued on the cross curriculum priorities and the core learning areas of the Australian Curriculum. Teachers were supported to reflect on their current practice and map this against the requirements of the Australian Curriculum. In relation to the *Individual Learning Plans*, further support focused on embedding the student's learning goals into daily planning and programming.

Sustainability

The seven CMaD NP schools diligently worked to their School Improvement Plan throughout 2012 with a strong focus on improved student learning and achievement. Whole school Literacy and Numeracy program that were developed as a recommendation from the school diagnostic review are being reviewed and refined.

The CMaD NP schools' improvement plans are being internally evaluated by each school with the assistance of an external expert. Schools are referencing the Australian Professional Standards for Teachers, The Performance and Development Framework and the Professional Learning Charter to guide professional learning and teaching practice as they continue to engage in improvement practices.

Developing the effective use of ICT in the school's educational program

As a result of their diagnostic review, Murraylands Christian College, Murray Bridge, has developed an across College philosophy on the purpose and provision of information and communication technology (ICT) in the educational program. The College saw that effective use of the rapidly changing range of technology on offer was critical to improving literacy outcomes in particular.

The staff took a systematic look at all literacy results including a thorough analysis of NAPLAN and other data as the first step in the improvement process. They were able to identify any specific areas in the NAPLAN in which students may have been underperforming. These areas became a major focus for improvement in the strategic plan. This phase was strengthened by further professional development and drawing on AISSA advice and expertise where necessary.

Using assessment for learning and the empowerment of students as an aspect of their development of ICT within the school, handsets were bought for all the students. These mobile devices were loaded with an interactive application which promotes students' autonomous learning and reflective practice. Students can rate their understanding of the learning intentions for each lesson. The teacher uses this data as a formative assessment tool to inform and improve teaching and learning in that area.

These strategies for using ICT more effectively in the College have influenced improved student attendance, engagement and learning outcomes including for Indigenous students and students with learning difficulties.

(Read more about Murraylands Christian College on pages 96-98)

School Leadership and Governance (Independent sector)

Principal Leadership and Aspiring Principals

School leadership teams from five schools participated in professional learning funded by AISSA from Smarter Schools National Partnerships funding. This year the learning has particularly focused on leadership and school improvement. These conferences included the ACER conference on school improvement, the ACEL *Inspire Leadership* program and the *Emerging Leaders* program. Additionally, school leaders participated in the AISSA *Leadership program*. The program assisted school principals and leaders to build the organisational capacity of their schools to deliver high quality education.

The program was shaped by the needs of leaders in the sector, with principals keen to learn more about building their school's capacity to manage change especially in relation to the Australian Curriculum and the AITSL standards and to further develop the skills required for effective, contemporary leadership.

School leaders from one school who attended the ACER conference facilitated a workshop

with middle school teachers. The leaders described the meeting to their colleagues as one which would 'change the way we teach and operate in the Middle School. We will be moving towards collaborative team teaching for core subjects next year. Exciting times!'

"We are changing the way we teach and operate in the Middle school. We will be moving towards collaborative team teaching for core subjects next year".

CMaD NP School
Leadership team

In October 2012 principals and leaders from the five schools were funded to attend the ACEL conference, *An Inquiry Mindset: Unleashing New Ideas for the Conceptual Age*. This conference targeted those who will play a role in shaping the future of their organisations, schools and the wider community. High quality international and national keynote speakers included Daniel Pink, Reverend Tim Costello, and Lee Crockett. In addition a post-conference professional learning resource was made available to these schools. The resource is a tool based on the evolving themes of the conference that participating principals and leaders can use in the context of their own schools for their own professional

learning, and use with teachers, parents and governing bodies.

Feedback from schools described the conference as both inspiring and very practical. One school highlighted the IT workshops as very relevant and in particular the workshop which covered the importance of every school having a "respectful communication policy".

The impact of pedagogical practices on their knowledge and understanding included the importance of questioning, streaming and differentiation in classrooms. Tim Costello's keynote address on global education was praised as a high quality presentation which significantly impacted on those attending. The interactive nature of the workshops was much appreciated and the message that this is how their classrooms should also operate, was not lost on those attending.

School Governance

Schools described participating in an ongoing governance development journey. In one school the processes included:

- a survey of parents, students and staff
- twenty two presentations from senior staff clarifying their roles within the school
- creating school values using evidence from the above
- subsequently designing a student 'Wellbeing Plan' and 'Behaviour Management Plan' around the values
- designing the school's Strategic Plan around the values.

As part of this process the school also developed a 10 year financial plan and a strong strategic planning approach. Professional learning has been provided for the Board so that they could be more effectively involved in planning and developing strategic directions for the school.

High Performing Principals and Teachers

Leadership teams in CMaD NP schools in the independent sector received funding to access programs provided through the ITQ NP. The extensive AISSA leadership program included new approaches to leadership, a focus on teacher development and improved student learning as a means to build school capacity. (See pages 36-37 for further information about this program).

In 2012, principals from six CMaD schools were funded to participate in the AISSA leadership development program including one-to-one mentoring and coaching, and post-graduate study. As well as providing opportunities to debate and discuss contemporary issues impacting on schools, the program provided these school leaders with current thinking and research findings. In addition, their participation provided opportunities to enhance their leadership knowledge, skills and confidence to effectively lead curriculum change, particularly local implementation of the Australian Curriculum.

The program featured presentations and workshops by leading educational scholars and practitioners, including D. Trinidad Hunt on conflict resolution and team building skills, Dr Carol Dweck, Stanford University, on mindsets and differentiation and psychologist Martyn Newmann on Emotional Intelligence. The multiple workshop series are focused on various topics such as: *Building Personal Leadership Capacity*, a three workshop series for leaders keen to better understand the AITSL *Teacher and Principal Standards*; and *Building a Performance and Development Culture in Schools*, a six workshop program to assist in the creation of a performance and development culture in schools.

Participation in the AISSA Leadership programs empowered leaders from CMaD NP schools to re-envision their role and purpose in their school and local community and to build Personal Learning Networks.

This series of programs empowered leaders to re-envision their role and purpose in their school and local community and to build Personal Learning Networks. In this way it supported and linked current educational knowledge and research to the development of their school strategic and improvement plans.

Early intervention

In response to the needs of member schools to support young children in early education, the AISSA developed an early intervention project for three schools. The aims of this project are to provide Early Childhood staff with the early intervention skills and strategies which support young children's speech and language development and enable them to reach their potential. This project is supported by a specialist speech and language pathologist.

The project includes two days of professional learning to implement the Hanen Program. Hanen is an internationally acclaimed program which provides early childhood educators with the knowledge and skills needed to support young children's language development. This includes children with (or at risk of) language delays and those with developmental challenges. An experienced Speech and Language Pathologist who has been trained in delivering the Hanen Program, presented the Hanen program to nominated early childhood educators/ teachers from the Early Learning Centre (ELC) and reception classes from each school.

In addition to the professional learning, a speech pathologist with early childhood experience is supporting each school's Early Learning Centre and Reception class to implement the Hanen principles and support planning and programming for the development of oral language and play skills. This support consists of six hours of support per term for four terms.

Engagement with the community and the provision of in-school support (Independent sector)

Specialist services including an Occupational Therapist, five Speech Pathologists, four Psychologists and a Behaviour consultant provided in-school support during 2012. This specialist support continues to assist principals, teachers, students and parents to meet the needs of vulnerable learners with an ongoing focus on building the capacity of classroom teachers and schools to provide enhanced learning opportunities for these students. Consultation with, and the involvement of parents and carers, is integral to the partnership approach adopted in the delivery of these services.

In-School Specialists work with schools and families in the following ways to:

- develop and assist in the implementation of a range of programs for students identified as 'at risk' by schools
- provide professional learning programs for schools with a focus on the development of strategies and skills in the identification, monitoring, management and referral of students at risk
- provide advice and support in the development of a positive and supportive environment for students at risk in their learning
- work collaboratively with parents to improve the learning outcomes of their child
- establish and maintain links with relevant community support agencies when appropriate to work as part of a trans-disciplinary AISSA Special Learning Needs Team.

Overall 40 classroom teachers, special education teachers and school leaders, and 10 School Support Officers participated in this program from the seven CMA D NP schools.

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

School Support Officers from CMaD schools were funded to gain a Certificate III in Education Support through TAFE SA and other School Support Officers have been accepted into the Certificate IV in Education Support.

AISSA continued to support country schools in particular, to develop community and parent engagement strategies. The community engagement playgroup project which was started in late 2011 in one CMaD school has grown steadily in numbers and developed over 2012. Funding has been provided for further resources including books to enrich literacy development. The venue had to be changed to the school hall due to the growing numbers of families involved. The playgroup continues to provide parent education on a range of topics including nutrition, reading to babies and toddlers and positive play. A number of Indigenous families are involved including one parent who has a leadership role at the playgroup.

The AISSA has a commitment to improving educational outcomes for all students and young people, within the values and underpinning ethos of each school.

Communities Making a Difference National Partnership (CMaD NP) Network of Schools, Principals and Teachers (Catholic sector)

In 2012, 23 **CESA** schools continued their participation in the CMaD NP; this network of schools included four secondary schools, seven non-metropolitan schools and one metropolitan school in which a Special Education Learning Unit is located. Enrolled in these schools were 7,758 students from Reception to Year 12.

The network of CMaD schools, with support from the Catholic Education Office CMaD Team, continued to pursue a number of shared objectives and priorities, including to develop:

- whole school strategies in building leadership and teacher capacity
- stronger connections with families and community
- whole school practices in the collection and use of data to monitor individual student progress, and informing differentiated learning plans.

Self-guided Strategic Planning Processes

In the across sector evaluation of school review processes undertaken by an external contractor in 2012, it was reported that, for the four Catholic schools visited, the self-guided Strategic Planning Process had led to real changes in how they operated and particularly in how educational instruction is delivered. The key changes seen in the Catholic sector involved the development of Professional Learning Communities, the adoption of whole school approaches to teaching, the systematic use of assessment data and the value of peers and networks in effecting change.

There is widespread acceptance among the four Catholic case study schools and their staff of the value of carrying out such a strategic planning process, with specific value in providing direction and an impetus for change leading to improved student learning outcomes. Overall, the Strategic Planning Process as implemented in the Catholic sector has been beneficial to the participating Catholic schools and their experience is informing a concurrent sector development of school improvement frameworks.

Strengthening parental engagement in CMaD NP schools in the Catholic sector

Schools' engagement with parents and the broader community was a particular focus of the CESA CMaD NP network of schools in 2012. The Catholic Education Office CMaD Team worked in partnership with schools to develop connections with the Federation of Catholic School Parent Communities (SA), which 'promotes the various roles of parents and carers as integral members of our Catholic school communities and partners in the education of their children.'

With the involvement of the Federation, all 23 CMaD NP schools engaged with the *Strengthening Family and Community Engagement in Student Learning Resource**, developed by a Smarter Schools National Partnerships national key reform project, and each school set engagement goals in one or more of the six family and community engagement dimensions, first outlined in the *Families – Schools Partnerships Framework: A Guide for Schools and Families* (2008).

Network days for schools participating in the CMaD NP, hosted by the CMaD Team, offered opportunities to more closely examine different aspects, dimensions and elements of effective practice in relation to parental engagement as outlined in the resource. Schools were encouraged that the interconnection of the six dimensions meant that, whilst focussing on one dimension in particular, other dimensions are also being addressed. As a result, the schools have tried out new strategies for strengthening family and community engagement in student learning.

To read how St Gabriel's School and St Brigid's School has gone about this see pages 99-103.

* This resource is available at <http://smarterschools.gov.au/parental-engagement-schooling>

Principals' and Teachers' Professional Learning Communities

2012 saw the strengthening of the Principal and Teachers CMaD Network. The network met formally once each term to engage in professional learning in the area of school reform and in problem-solving discussions relating to issues arising around the pursuit of strategic goals and the implementation of school based programs, and to share initiatives, strategies and school based successes. Each network day was attended by an average of 45 participants: school principals, leaders and teachers.

CESA's association with Professor Michael Fullan, an international expert on strategic school reform and improvement, continued in 2012, involving different groups over the period of 21 – 23 November. On one day, Professor Fullan engaged with the CESA Leadership Team in a day of learning on strategic planning for organisational improvement.

A highlight of the program was a whole day cross-sectoral seminar, organised by the Catholic Education Office CMaD Team. In this seminar, 156 delegates from across the state's three education sectors, CESA, DECD and AISSA, engaged in learning on school and system reform, with particular focus on exploring how to bring about change in teacher professional practice, examining policy drivers and strategies that work in bringing about sustainable reform of schools and systems. There were 72 participants from the 23 CESA CMaD NP schools.

On the third day Professor Fullan worked exclusively with principals, school leaders and teachers from the 23 CESA CMaD NP schools. This day saw the network re-engage with Professor Fullan around their strategic plans and their experiences of change management and school reform resulting from their involvement in the partnership. As the network's relationship has been established over three years, Professor Fullan was able to extend the conversations to address local school issues and the sustainability of local school initiatives, as well as engaging schools with the resources of the network.

Immersion tours continued in 2012, with 76 principals, school leaders and teachers from 13 CMaD NP schools visiting interstate and local schools demonstrating innovative practices in areas of priority. These visits have been a catalyst for change in many CMaD NP schools and an emerging request from the participating schools was for further learning and deeper understanding of contemporary learning theories, to shape and give sharper focus to pedagogical practice.

Professional Learning Communities were further embedded in schools' operations and working cultures. Schools have reformed school timetables and meeting structures to prioritise opportunities for teachers to meet in teams to undertake learning, analyse evidence of student learning and assessment data and plan instruction. Further, Professional Learning Communities have facilitated a deepening of social and professional capital in schools. Professional Learning Communities have been the locations in which professional learning has seen teachers identify quality literacy and numeracy instruction for a school's context and develop consistency of practice in the pedagogical and assessment approaches, which underpin whole school approaches.

Several of the schools have identified an instructional coaching model as an effective strategy to sustain the pedagogical and assessment reforms that have been the outcomes of Professional Learning Communities learning. In 2012 four schools implemented the instructional coaching model, and a number signalled their intentions to develop the coaching role in their school in 2013.

Through the life of the partnership, and particularly in 2012, CMaD NP has seen the identification of teaching professionals who possess both the social capital and professional expertise to lead teachers and other colleagues in school based reforms. Previous to

Students evaluating pedagogy

Ten schools invited students to evaluate school pedagogy and acted to meaningfully respond to the students' assessment.

In one schools students expressed a desire to experience greater opportunities to choose how they represent their knowledge and learning, and the school acted to ensure, across all subject disciplines, that assessments were designed to provide this choice.

In another school, students were surveyed to ascertain how much they enjoyed mathematics, and what would make learning in mathematics engaging. The initial survey revealed that mathematics was the students' least favourite subject across all year levels.

Using Professional Learning Communities, teachers investigated and made changes to mathematics teaching and learning over the course of two years. When resurveyed students shared that mathematics was, across the school, in the top three of most engaging subjects and they reported finding mathematics learning more meaningful and student directed and that they now participated with greater confidence.

schools' involvement in the partnership these professionals were not identified as formal leaders in the schools in which they work; through the initiatives of the CMaD NP these individual practitioners have emerged as instructional and school reform leaders, taking on roles such as CMaD co-ordinators, lead teachers and coaches. These teachers have enhanced both the leadership density and distributive leadership of the schools in which they work, both of which will enhance the sustainability of reforms achieved through the CMaD NP.

Increasing student engagement and attendance

Efforts to increase student engagement in school will continue to be a priority for schools, and many are supporting this by using the *Strengthening Parent and Family Engagement in Student Learning Resource* audit tool with staff, parents and students to set goals and directions.

Students led three way conferences involving their parents, their teachers and themselves to review their learning and set new goals.

A number of schools developed three-way conferences that involved parents, students and teachers discussing student learning as an effective way of engaging parents in their children's learning. Schools that adopted this approach developed processes tailored to their local contexts. All have reported significant increases in parent attendance at these conferences compared with parent attendance at previous parent/ teacher interviews. Schools have also collected data using parent satisfaction surveys, which indicate that parents in these communities appreciate and find value in the three-way conferences.

Enabling students to lead their three-way conferences is an example of the focus a number of the schools have placed on providing opportunities for student voice within the school. Other strategies to encourage student voice have included the development of weekly meetings, in which students are actively encouraged to participate in the decision making processes of a school.

In 2012 a school that was involved in both the CMaD NP and *Closing the Gap* focused its professional learning in literacy on exploring how an individual's identity and literacy are linked. At all year levels, through a variety of experiences with the reading and creation of print, visual and digital texts, students were encouraged to explore and express their identities and were engaged in dialogue about the important value of their individual identity to the community and to the world. This focus culminated in digital stories and short films being screened at an organised community viewing. Primary school students spoke of appreciating the rigour and creativity of this literacy learning.

Student attendance in Catholic sector CMaD NP schools prior to the commencement of the partnership was consistently above 90%. Through the period of 2008-2012 student attendance has remained consistent, and in nine cases attendance improved from 2011 to 2012.

Support for Aboriginal and Torres Strait Islander students

The CESA CMaD Team have worked in partnership with *Closing the Gap* consultants to support schools that have been involved in both the CMaD NP and *Closing the Gap*. The CMaD Team supported these schools to identify, document and action the shared priorities and objectives from both programs in an integrated and cohesive way. The CMaD Team attended *Dare to Lead* workshops, organised by the *Closing the Gap* Team, to further

support schools in pursuing their agenda for improving learning outcomes for Aboriginal and Torres Strait Islanders students.

A focus on literacy in Our Lady of Mount Carmel, Pennington and St Mary Magdalene's School, Elizabeth Grove saw literacy consultants from each team work with staff to explore how identity is constructed in community through language and cultural knowledge, an experience that is diverse for Indigenous people, as it is for all individuals. Teachers were supported to engage with their students' identities in a variety of ways, and to plan learning informed by, and supportive of, their knowledge of their students' identities.

The CMaD Numeracy and Literacy consultants worked with schools to identify literacy and numeracy learning goals for teachers and students, and encouraged teachers and Indigenous Education Focus Teachers to include these individual and specific goals in students' *Individual Learning Plans*.

CESA has pursued an agenda of improved wellbeing and learning outcomes for all children and young people enrolled at CMaD NP schools, and whole school change initiatives have focused on this agenda. The approach, informed by Fullan, Hill and Crevola's 3P change model (personalised learning; precision teaching; and professional learning; underpinned by a moral purpose), is committed to providing personalised and precision teaching for all students. The underpinning philosophy is that such an approach will deliver individualised wellbeing and learning programs to all students, including Aboriginal and Torres Strait Islanders students and the other CMaD NP targeted cohorts. This approach was also chosen recognising that the enrolment numbers of Aboriginal and Torres Strait Islanders students in CESA CMaD NP schools are low, at 3.5% of total student enrolments. Given the statistical limitations of such a small number of students in the total student population, it is more meaningful to monitor the progress of individual students in each school location.

Support for other disadvantaged student cohorts

CESA CMaD NP schools have developed whole school processes for the collection and analysis of literacy and numeracy learning data, for the purpose of monitoring student progress and identifying students whose growth in learning indicates their learning is placed 'at risk', in a timely manner so as to provide individualised support and intervention where needed. Schools have worked to develop systems of data collection that are contextually appropriate and sensitive to students' backgrounds and experiences, including cultural backgrounds. Schools are increasingly developing intervention strategies that are informed by data and compliment classroom instruction.

CMAD NP Catholic schools have worked to develop systems of data collection that are contextually appropriate and sensitive to students' backgrounds and experiences, including cultural backgrounds.

At St Patrick's School, Mansfield Park, where a Special Education Unit is located on site, Professional Learning Communities learning has explored and implemented personalised and innovative approaches to literacy and numeracy learning, underpinned by the belief that all students are entitled to and are capable of quality learning.

Evaluation and Research Processes

From December 2011 to the conclusion of 2012, CESA has engaged in several evaluation processes including the across sector evaluation of school review processes commissioned by the SA National Partnerships Council - Schooling and conducted by an external evaluator;

CESA commissioned evaluation, conducted by an external evaluator and including small focus groups of principals and key CMaD personnel; and CESA's CMaD 'Principals and School Leaders' and 'Teachers and Education Support Officers' annual surveys. The CESA surveys focused particularly on gathering evidence of the effectiveness of CMaD NP strategies in the following priority areas:

- building teacher capacity
- building leadership capacity
- whole school approach
- parent engagement.

Findings

Analysis of the findings from the various evaluations has identified six recurring themes:

- whole of school approaches were identified as a critical element for success where the whole community takes ownership of student learning and sets clear vision, strategies and actions to address needs. Adoption of whole of school approaches to teaching, particularly with respect to literacy and numeracy, which provided consistent application of teaching methods, techniques and the use of common language have been effective
 - the establishment of Professional Learning Communities or teams within schools, which offer opportunities for teachers to learn together, share their knowledge and receive feedback have been identified by principals and teachers as important locations of learning and for identifying best practice assessment and pedagogy in context
 - structural changes that allow teams to build professional practice, to use data to identify students' learning needs and plan targeted learning programs have been important to enabling the work of Professional Learning Communities; such structural changes have included the organisation of non-instructional time and the focus on professional learning and/or student learning in regular staff meetings
 - Principals, school leaders and teachers identify that their use of data is key to improving learning outcomes for all students
- involvement in the CMaD NP has led to cultural change in schools, including the building of collaboration, sharing and deprivatisation of teaching and learning that, along with other key learnings, has led to an enhancement of professional capital within schools to improve professional practice.

“The whole school community taking ownership of student learning is a critical element for successful whole of school approaches...”

“Consistent application of teaching methods, techniques and the use of common language have been effective.”

CESA evaluation findings

“In the discussion about the outcomes, the principals all agreed that the creation of learning teams and a culture of the use of data and research to guide practice was a key outcome. Given that the focus was on a whole school approach and that the CMaD NP program was embedded into practice, it was not seen as another thing staff were required to do. They agreed that their staff had developed a critical awareness of the importance of data and were now not shy about using it to guide their practice.” (Principals’ focused interviews, Dec 2011)

Further Findings

Both the evaluation of school review processes and the analysis of the CESA CMaD *Principals and School Leaders* and *Teachers and Education Support Officers* revealed that schools continue to identify that engaging parents and the community in student learning as a high priority. While the engagement of parents is desired, schools continue to find it challenging to identify strategies that effectively and meaningfully engage the parent and family communities.

Common themes that emerged from focus interviews with principals and key school personnel were:

- increased accountability has occurred in terms of 'opening up' classrooms, the necessity to follow school agreed practices and tighter requirements around programming. As one said, *"we now have a day book planning focus with each person's work on line for all to see."*
- leadership responsibility has been delegated, and in most cases principals are seen to be learners along with all others. Along with this, was the observation that principals have become more focused on whole school approaches to many aspects of curriculum planning and classroom delivery.
- one principal identified that he has become a curriculum leader, finding ways to delegate administrative duties to others.

Sustainability

Consistent with the implementation plan developed at the commencement of the CMaD National Partnership in 2009 and the cycle of funding availability, CESA has two groups of schools participating in the CMaD: 12 schools participating from late 2009-2015; and 11 schools participating for a two year period 2011-2012.

During their time in CMaD to date, fourteen of the 23 **CESA** schools have developed school structures that sustain Professional Learning Communities. Identifying that culture change lasts beyond the limited time of an individual initiative, schools have committed resources - time, funding and human resources to learn about the valuing and functioning of Professional Learning Communities, and explored ways to reorganise the way that time is used in schools to allow for members of Professional Learning Communities to meet regularly. All the schools that have pursued this reform strategy have reported a significant increase in both the social and professional capital, which is directly enhancing the learning opportunities for students (CESA NP-Surveys, CESA evaluation focused interviews, external Council-led evaluation report). The involvement of four of these schools in CMaD concluded at the end of 2012; however, all intend to keep in place the structures and resourcing that enables Professional Learning Communities.

Another associated strategy, which has been identified as a key to sustainability, is the identification of teachers who are given the responsibility to support the development of a school's learning and professional capital through supporting Professional Learning Communities and/or acting in a lead teacher/ coaching capacity. Ten of the 14 schools that have developed Professional Learning Communities have appointed a teacher(s) to fulfill this role, and five of the remaining nine CMaD schools have developed the lead teacher/ coaching role. Again, for those schools finishing their involvement in CMaD at the end of 2012, all have continued to commit to this strategy.

Two further strategies that have been pursued to ensure sustainability of changed pedagogical and assessment practices in schools have been the development of whole

school literacy and numeracy assessment practices. These whole school assessment practices have been documented in whole school professional practice agreements, which also include the documentation of whole school literacy and numeracy pedagogical practices. The agreements around assessment and pedagogical practices have been the outcomes of the learning undertaken by teachers within Professional Learning Communities, which have explored inquiry questions in best practice assessment and pedagogy for their schools' contexts.

A CESA National Partnership Wiki has been established. This provides an electronic repository for schools' change stories, and a virtual space for sharing key learnings and strategies and important resources.

For the 11 CMaD schools whose involvement in the partnership concluded at the end of 2012, the Strategic Plans and Implementation Plans that were developed during their participation in the partnership have become tools for sustainability. As their formal involvement was coming to an end, principals and leadership teams of these schools worked with Catholic Education Office CMaD Team members to identify priorities in these plans that would continue to be pursued beyond 2012.

Two key networking strategies CESA has developed during the time of the partnership, as actions of sustainability, have been the development of the Catholic Education Office CMaD Network and the CESA National Partnership Wiki - a repository for schools' change stories, key learnings and strategies and important resources and a virtual space for sharing. These will both continue to be

available to all 23 schools in 2013, and the aspiration is that these networks will continue into the future.

Other challenges identified by the Catholic Education Office National Partnership CMaD Team in 2012 were:

- sustaining school structures that have been developed in schools to support key strategies for developing quality learning and teaching, beyond CMaD
- sustaining the funding of salaries for lead teachers and coaches, who are proving to be instrumental in leading and supporting school improvement initiatives beyond the CMaD National Partnership
- continuing access to high levels of mentoring for Early Career Teachers, emerging school leaders and new principals in schools.

“The direction provided by Professor Michael Fullan assisted participating schools to ensure that the final output of the strategic planning process was a concise plan to which leaders, teachers, parents and other school community members could easily refer and focus upon...”

“As part of the strategic planning process CESA actively supported and fostered the use of NAPLAN and other outcome data within schools in order to help them to identify key areas for improvement. This helped to focus planning on ultimately improve students' outcomes.”

Findings from the Evaluation of School Review Processes – Catholic Sector Report, 2012

Innovative Community Action Networks (ICAN) (Government sector)

During the 2012 school year, 5,282 of the most vulnerable children and young people were supported across 209 government schools by an ICAN Flexible Learning Option (FLO) enrolment, comprising 4,728 secondary and 554 primary students. The ICAN school and community partnership model is now operational state-wide.

Students referred to ICAN are experiencing a range of significant complex life circumstances such as homelessness, justice issues, caring responsibilities for family members, parenting responsibilities, mental health issues or a history of transience due to unstable family life. These factors impact on successful engagement with school. For example in 2012, 70% of ICAN Flexible Learning Option (FLO) primary school students were found to have 10 or more barriers preventing successful attendance, engagement and learning achievement at school.

These young people can be supported through the ICAN program to re-engage in learning and can be enrolled through a DECD FLO enrolment that provides each school with a flexible enrolment fund that is used to broker the services of a qualified case manager, such as a social worker or psychologist, and to provide a customised and flexible accredited learning plan for each student. The learning program may be provided in community connected learning spaces.

As well, there were a total of 706 children and young people, from disadvantaged backgrounds and/or low socio-economic status schools, where additional funding was provided for case management to address the barriers preventing successful engagement in learning at school and assist them to stay in mainstream school learning programs. These students include young parents, those involved in the juvenile justice system, those with significant mental health issues and students under the Guardianship of the Minister. This successful strategy has prevented students from 'dropping out' of mainstream school.

During the 2012-13 funding year, the 13 state-wide ICAN Management Committee community partnership grants are enabling ICAN innovative local school and community flexible engagement and learning programs to support on a broader scale an additional 8,600 students.

Successful outcomes

Destination outcomes for the 4,140 ICAN students supported through CMaD in 2011* indicate that 69.5% of these previously totally disengaged students were successfully re-engaged in a 'learning or earning' outcome.

ICAN students are identified for a FLO enrolment at the point of referral on a scale 1 to 4. The scale identifies the severity of the level of disengagement. Those identified as FLO scale 1 are identified as at being at some risk of early school leaving and their Flexible Learning Option is aimed at fully engaging the student into the full range of learning options available at the school site. Students identified as FLO scale 4 are students who are completely disengaged from schooling, who may be refusing to go to school or chronically truanting, or have significant barriers in student health, wellbeing or may have links with juvenile justice issues. Due to their lack of connection with school based learning for a number of years, students on Flexible Learning Options scales 3 and 4 have extremely poor levels of literacy and numeracy that prevent them undertaking conventional senior secondary studies.

** Due to the timing of data availability and release, similar data for the 2012 ICAN cohort will be provided in the 2013 progress report.*

It is a significant achievement that in 2012, ICAN student learning programs for the previously totally disengaged 2,966 FLO level 3 and 4 students included the following range of accredited learning programs.

Table 1: 2012 Flexible Learning Option enrolment by learning program for FLO scale 3 and scale 4 students

	FLO scale 3	FLO scale 4
Accredited Modules	107	363
Certificate 1	89	76
Certificate 2	22	31
Certificate 3	9	8
Primary School Curriculum	22	18
SA Certificate of Education	582	1,061
Secondary School Curriculum	157	289
Vocational Education & Training	28	104
TOTAL	1,016	1,950

As well, for FLO Scale 4 students (where data was available across Term 1 to Term 4, 2012*):

- 50% had increased their recorded level of engagement
- 77% had had maintained or increased their recorded level of engagement
- The number of suspension days had almost halved.

Support for Aboriginal and Torres Strait Islander students

The ICAN FLO program provided significant support for the 778 Aboriginal students, 15% of the total ICAN FLO enrolment in 2012.

Wellbeing, relationships and involvement in learning

For Aboriginal students supported by FLO enrolment in ICAN in 2012 there was an average 17% increase in student engagement, as measured by the recorded levels in the ICAN Engagement matrix (where data was available across Term 1 to Term 4, 2012*). This matrix provides a measure for wellbeing, relationships and involvement in learning.

Improved Attendance

For Aboriginal students supported by a FLO enrolment in ICAN in 2012, who had recorded unexplained absences in DECD systems records in 2011, prior to a FLO enrolment, there was an average reduction in unexplained absences by an average 11.7 days in 2012 (where data was available for these students*).

Improvement in behaviour

There has been a 50% reduction in the number of days of suspensions and a 63% reduction in the number of days of exclusions in 2012, for Aboriginal students support by FLO enrolment in ICAN (where data was available for these students*).

* As there is a continuing enrolment of FLO students throughout the year, some students will not have data recorded for all terms in any one calendar year, or at the regular school/student data collection dates.

New in 2012, the Passport program

Through the *ICAN Community Grants* program, 15 regional country and remote government schools with high numbers of Aboriginal student enrolments are piloting a new *Passport* program to better support students, their families and communities' engagement in learning at school with a focus on increased attendance leading to better learning attainment.

The program seeks to strengthen the relationship between parents and the school, and to focus on a reciprocal partnership whereby 'reward points' can be earned by students, family and community members in response to provision of support at school and/or for students' regular attendance. Rewards can take the form of covering the costs of school camps, /excursions, or provision of school uniforms or other necessary school items.

Already there were successful outcomes achieved in relation to increased student engagement and attendance. Airdale Primary School, in Port Pirie in regional South Australia, has been implementing this new program – read about their successful outcomes on pages 104-105.

Support for other disadvantaged student cohorts

Children in care under the Guardianship of the Minister

The ICAN FLO program in 2012 provided significant support for 182 students under the Guardianship of the Minister.

For students under the Guardianship of the Minister supported by a FLO enrolment in ICAN in 2012 (where data was available for these students*) there has been a:

- 23% increase in engagement which includes involvement in learning, relationships and wellbeing
- 18% reduction in unexplained absences
- 64% reduction in the numbers of days of suspensions
- 100% reduction in number of days of exclusions.

Regional Country (rural and remote) ICAN students

The ICAN FLO program in 2012 provided significant support for 1,698 students living outside the Adelaide metropolitan area. This was 32% of the total ICAN FLO enrolment.

For students living in regional (country, rural and remote) areas supported by a FLO enrolment (where data was available for these students*) there has been a:

- 21% increase in student in wellbeing, relationships and involvement in learning
- 6% reduction in the number of unexplained days of absence
- 57% reduction in the number of days of suspension
- 59% reduction in the number of days of exclusions.

"My attitude to school has definitely changed. I used to hate school... Now everything is a bit easier for me to do. I can actually get up in the morning and feel good to come to school. It just helps that the whole school and FLO is there for support – it helps a lot."

FLO Enrolled Student, from
ICAN Evaluation Interim
Report, Sept 2012

* As there is a continuing enrolment of FLO students throughout the year, some students will not have data recorded for all terms in any one calendar year, or at regular school/student data collection dates.

Peer mentoring between new arrival students

Mentoring models can be very effective in providing personalised support for students who are new settlers to Australia. One new initiative introduced in 2012, has been a peer mentoring program between Adelaide Secondary School of English and Kilkenny Primary School.

The Adelaide Secondary School of English is a transition site for students from non-English speaking backgrounds moving into mainstream schooling. Kilkenny Primary School has approximately 270 students, with four *Intensive English Learning Centre* classes and two Special classes.

One morning per week across Semester 2, six students provided mentoring support to one of the Intensive English Learning Centre classes and to six students from one of the special classes.

The students chosen from Adelaide Secondary School of English had sound knowledge of English but this opportunity enabled them to share their stories, experience and language with the younger children.

The peer mentors assisted students with their scheduled lessons including literacy and numeracy. During recess shared outdoor activities were enjoyed. A celebration with parents was held at the end of the year with shared food and stories.

The relationships formed have been positive and empowering for all students. Teachers from both sites have seen growth and change, particularly confidence and willingness to engage with learning.

Students refusing to attend school: Intensive literacy programs to address low literacy

The Northern ICAN community identified that there were a number of teenage young people who refused to go to school, mainly due to low literacy levels and consequently low confidence at accessing school based learning. As a whole of community response, a partnership was developed between the local government Councils: City of Salisbury and City of Tea Tree Gully, and two government high schools: Golden Grove High School and Salisbury High School. The aim was to provide access to a program that could assist with the basic skills needed for young people to become functional readers and enable them to return to school and access the school curriculum.

The *Multi Lit* program caters for students who have not acquired the basic skills needed to become functional readers. Children who have failed to learn to read in the first few years of schooling need intensive, systematic reading instruction if they are not to fall further behind or even become complete non-readers. The *Multi Lit* program reflects a contemporary approach to best practice literacy instruction as identified by international reading scientists and as reflected by the reports of the (US) National Reading Panel (2000), the (Australian) National Inquiry into the Teaching of Literacy (2005) and the (UK) Rose Report (2006).

This program is also unique in that it can be facilitated in the community or school space with trained teachers or non-teacher community volunteers.

It was decided that the best starting point for such a program would be in a youth friendly community space/s such as Twelve 25 Youth Centre (Salisbury) and HIVE (Tea Tree Gully). The idea was to get young people to commence the program in the community space and then try and connect them with school staff on a school site.

Eleven community volunteers and 20 school-based staff were trained in the *Multi Lit* tutor and Word Attack programs. A total of 30 students were referred to the program through their FLO case managers and School FLO Coordinators.

The program has proven highly successful with many students completing the program and commencing community or school based learning. The program will be sustainable in 2013, through the support of both Councils and through the provision of the program for all young people and ongoing training for community volunteers.

Case management of primary school students

Professional case management for 554 Year 6 and 7 primary school students was introduced in CMaD schools for the first time in 2012 and was targeted at students most 'at risk' of disengaging from school and/or experiencing disadvantage. This included children who were exposed to high level abuse and neglect, conflict at home, constantly changing family living arrangements and/or family drug and alcohol misuse. As well, children with caring responsibilities for parents and/or siblings who have their own health issue were supported. Some children had become chronically disengaged from school.

2012 Outcomes

Student outcomes have identified that the case management has assisted in:

- improving student engagement
- improving relationships with teachers in supported students
- improving staff morale including a reduction in sick leave
- increasing positive relations with parents and families.

Parent and Community Engagement

The provision of student case management services has increased the engagement of parents with schools in a positive way. Often the parents have had poor experiences of schooling themselves. The case manager is able to work with younger siblings and connects the family with other government and non-government support agencies for relevant services and support.

The role of the case manager is to represent the family with school staff and this has significantly improved relationships and reduced tensions for families and school staff.

Transition support for students moving into secondary school

A total of 266 ICAN primary school students (identified at significant risk of poor transition to secondary school) were transitioning to high school in 2012. They were each provided with case management services to strengthen support for a successful student transition into secondary school. This significant student and family support was provided by trained case managers over the end of year school holiday period as well as during their first full year of high school.

2012 Outcomes

The strategy has produced evidence of significant improvements in student behaviours including increases in attendance, reduced behaviour issues, increase in learning achievement and far stronger connections with family in school life. For example, of the 112 significantly disengaged students in the Northern Area provided with assistance, 85% attended high school in Term 1 2012. Longer term outcomes are currently being tracked.

Flexible Learning Manager positions located in larger CMaD schools

In 2012, there was a significant investment of CMaD NP funding to support eight new Flexible Learning Manager positions across the state. These new teaching coordinator positions were developed in response to the findings from a range of consultations, which identified a need to further strengthen support for schools with large numbers of students with complex needs and requiring more flexible learning provision.

The Flexible Learning Manager supports teachers at the school with professional learning to improve personalised curriculum responses for all students. As well, the Managers monitor that FLO enrolled students are all undertaking quality accredited learning programs that ensure a successful further education, training or employment pathway. The schools where these new positions are located had the highest number of FLO enrolments in the state and were a mix of metropolitan, regional and rural schools.

The Flexible Learning Managers have reported that:

- student learning outcomes from the community learning spaces have been monitored and provided to the school for inclusion into system reporting
- an increased capacity of the schools to meet the needs of the disengaged cohort of students within a framework of positive youth development
- provision of professional development for facilitators and case managers in the collection of evidence of learning and the SACE assessment process.

NOTschool national pilot

In 2011 and 2012, ICAN has led the Australian pilot of a virtual learning environment program *Notschool.com*. This program is an online learning program for severely disengaged learners.

In 2012, 55 ICAN students successfully engaged in this program. Student outcomes include a clear learning path for all 55 students for 2013 including attending TAFE SA, returning to school to complete their SA Certificate of Education, transitioning to either *e-worx@openaccess* or Para West Adult Campus or undertaking on the job certificated training.

ICAN Community Partnership Grants Program

The 13 local ICAN Management Committees all worked successfully in 2012 with community partners in developing their strategic plans and identifying priority areas for action to address local barriers to a successful engagement in learning for the most vulnerable children and young people. A total of \$1.3 million was provided to ICAN school and community partners to support the innovative community led initiatives as determined by the local Committees.

Informed by feedback across communities (which included students, parents and community partners, both government and non-government who support disengaged youth), the primary focus in 2012 was to address issues of social and emotional health and wellbeing as an effective way to address local barriers to successful engagement in learning. A total of 43 innovative school and community partnership programs were funded to support students in this important area.

The second area of most concern for ICANs across the state related to the need to establish independent learning centres. Here disengaged young people can access one-to-one support from a range of professionals in relation to their health and wellbeing, along with a personal accredited learning program that is customised to meet individual learning needs.

Developing local flexible learning programs to successfully engage students is the main activity of all local ICAN Committees. Many of the 5,000 plus FLO enrolled students participate in learning programs held outside of a mainstream school environment. In such a centre, learners are supported to access a range of learning opportunities (often more 'hands on') that build on individual strengths and interests and take into account the individual young person's learning ability, personal circumstances and responsibilities.

Students in the ICAN sponsored independent learning centres attend regularly, speak positively about their individual learning plans, and are able to access accredited learning opportunities (including vocational and SACE accredited programs), through a range of different modes of delivery, including online. The customised programs, developed through the local ICAN Management Committee's call to community partners, are provided by a community based Registered Training Organisation. Local ICAN community grants help establish these independent learning centres and ensure that, as well as FLO enrolled students, other local young people disengaged from learning can access the learning and resources available through the centres. One or more of the independent learning centres have been established in each ICAN area.

Students at the ICAN sponsored independent learning centres attend regularly, speak positively about their individual learning plans and are able to access accredited learning opportunities (including vocational and SACE accredited programs), through a range of different modes of delivery (including online).

The third most important area identified across the state through the ICAN Committees related to barriers to student engagement during the transition from primary to secondary school. ICAN has addressed this issue for the most 'at risk' students in two ways.

The first way is through case management support for FLO enrolled primary school students as they move into their first year of secondary school (see page 68 for further details).

The second way is through the 19 innovative programs across the state funded by local ICANs to support successful transitions for 'at risk' students. These programs are working with clusters of schools to strengthen the transition of their students from year 7 (primary) into year 8 (secondary).

Another area, identified by most ICAN communities, is the need for a specific focus on building the skills in literacy and numeracy for Aboriginal students. In all areas, there is a disproportionate number of Aboriginal students requiring ICAN support. Many of these children and young people have not had successful engagement with preschool and early literacy and numeracy, due sometimes to transience and irregular attendance. As such, a need to redress gaps in skill development in reading and comprehension was identified as a key issue.

During 2012, ICAN grant funding has included whole school and community based programs to address this barrier. The new *Passport Program* outlined on page 68 and pages 104-105 is an example of this.

Cost–benefit analysis of ICAN

In 2012, DECD engaged a national organisation with significant economic analysis expertise to undertake a cost–benefit analysis of ICAN.

This study considered employment benefits and found that the investment in the program made over the years 2007-10 is likely to have yielded an increase in economic value in South Australia in the order of \$7.7 million (in net present terms) over the period to 2016 (equivalent to a benefit to cost ratio of 2.2).

The report points out that this benefit is understated because the analysis does not take into account extra benefits to the community arising from young people staying longer in education or training, which are not easily quantified. These include aspects of health benefits, life satisfaction, avoidance of the criminal justice system and intergenerational benefits.

Evaluation of ICAN

External evaluators are currently evaluating ICAN. Their final report is due in September 2013. The main preliminary findings are:

- Overall, ICAN is being implemented as planned and with significant flexibility to meet the needs of different schools and locations.
 - Analysis of student demographic information, including attendance and behaviour data, indicates that the target group for ICAN is being reached, with priority groups well represented. There has been a rapid increase in the size of the program since 2010 and is close to reaching the 3% of the total school enrolments in CMaD schools that it targets. There has also been rapid take-up of the program by primary schools, which now account for 55% of CMaD NP participating primary schools, although just 10% of FLO enrolments.
 - Key program components are in place and developing to meet the new level of demand. Local ICAN management committees are now established in the thirteen ICAN areas, guiding the selection of community learning programs for schools in their area.
 - Case management is a valued component of the program. Issues of cost, capacity and quality have been identified and are being addressed as the program grows and develops. Different models are in place as different schools explore the model most suited to their needs. The viability and effectiveness of these models needs closer monitoring over time.
-
- A range of flexible learning options has been, and continues to be, developed to meet the needs and interests of young people locally.
 - Stakeholders believe the program is having positive benefits for young people and creating more community-school partnership opportunities that support ICAN students and programs, especially in country areas. Initial feedback from schools and other stakeholders (including a small number of young people), is positive:
 - People working within the program are seeing a range of favourable results in the lives of the young people it supports. These include confidence, self-esteem, motivation, social ability, re-engagement with learning and completion of units of study.
 - The social and emotional support provided to young people is seen as valuable in helping them to re-engage and maintain involvement in learning courses.

- The combination of flexible timetable and learning options with individual case management are both critical components of successful engagement of young people.

The flexibility of the ICAN program which is one of its strengths means that the program looks very different at different locations. More partnerships with local community members and organisations have evolved with the expansion of the ICANs state-wide and through the other personalised support programs. Different schools face different implementation challenges and require different solutions. The program must be well understood in order to appreciate the different contextual possibilities.

In 2012 there were in excess of 200 non-government and community organisations working in partnership to provide more opportunities to improve learning and well-being of children and young people struggling at school, disengaging from school or completely disengaged from learning.

Sustainability

Community Flexible Learning Coordinators

A new ICAN sponsored CMaD NP school cluster (12 or more schools in a local geographical area) based Community Flexible Learning Coordinator role has been established and will begin operating in 2013. This new role is directly linked to sustainability and to embedding some of the learning about flexible learning program provision for disengaged learners. It is designed to ensure a systemic approach for providing quality accredited learning programs in broader community wide learning spaces for students who have disengaged and not likely to complete Year 12 or equivalent qualification in the mainstream school setting.

The position was developed in collaboration with school ICAN coordinators, principals, community partners and ICAN Management Committees who have all expressed a common concern that there is a high level of risk about quality assurance and accredited learning outcomes for DECD students undertaking their learning in a community based setting.

During 2010, 2011 and until the end of 2012, this role has been accommodated by an ICAN team member. Since the CMaD NP mid-term review commenced in August 2012, it became apparent that a role to support schools in managing community based learners was required.

Twelve clusters of CMaD schools have been provided with a once off 12 month grant. One of the outcomes from the grant will be that the schools in a cluster work together to ensure that the positions are sustainable after the grant expires after 12 months - this is an ambitious target but one that is achievable. This focus on sustainability is a key goal of the Memorandum of Understanding that has been developed with schools for the grants. These positions will ensure that the DECD has a system wide approach to ensuring the learning needs of students enrolled in *Flexible Learning Options* are met and that the quality of courses is a consistent standard state wide.

“Since the school has been part of ICAN and other Youth Engagement initiatives there has been a gradual change to the overall culture of the school... Kids appear happier and know there are support mechanisms in place for when the wheels do fall off... There is also a growing ethos of an inclusive culture across the school and of teachers differentiating in their practice to ensure that all our young people have opportunities to learn and be engaged.”

Principal of CMaD NP School, from ICAN Evaluation Interim Report, Sept 2012.

Mentoring for improving engagement, learning and wellbeing outcomes (Government sector)

The CMaD Student Mentoring and Youth Development initiative in DECD schools includes the key programs of:

- community mentoring
- secondary student mentoring
- E-mentoring; and
- youth development.

Community mentoring

In 2012, the Community Mentoring program provided support to students identified at risk of not successfully engaging at school in Years 5 to 7 across identified DECD regions. A local Community Mentor Coordinator was appointed to each cluster to recruit, screen and train the volunteer community mentors.

2012 achievements

In 2012 a total of 563 students received mentoring support from 440 community volunteers.

New community partnerships were established including with community agencies, local industry and business groups and program support was provided from a further 33 community organisations.

Corporate partnerships providing volunteers for community mentoring

The Community Mentoring program has built strong partnerships with a range of business and community organisations including National Bank, the ANZ Bank, Port Power Football Club, Lions and Rotary, SA Police, local government Councils and TAFE SA. Staff and members from these organisations volunteer their time to take on a community mentoring role with students in Years 5 to 7 struggling to stay at school.

All 440 volunteers were screened and completed the Core Mentor Training and training in responding to abuse and neglect. Further professional development opportunities for volunteers included sessions on topics such as: *Understanding the developing brain; Working effectively with young people; Responding to bullying; Incidental learning; Cyber Smart; Media and it's effect on young people.*

Of students referred to the program, 82% indicated that 'having a positive relationship with a significant adult' was the key benefit they expected from participating in the program.

Professional Learning and sharing good practice

State-wide program leadership of the Community Mentoring program provided system wide professional support, guidelines and advice for quality assurance of service provision and monitoring and tracking student progress.

In 2012, 91 school staff attended professional learning events focused on *Mentor induction; Peer mentoring and Mental health support for students.*

In November 2012, the DECD Community Mentoring Team Leaders delivered a presentation at the National Youth Mentoring Conference on *Good Practices for Quality Volunteer*

Mentoring. This session was well attended and further advice and resources have been provided to colleagues interstate. The presentation discussed all the components of community mentoring in DECD schools and emerging issues such as longer term volunteer retention.

Secondary student mentoring

In 2012 a total of 1,589 secondary students received mentoring support.

Increased student learning outcomes

The retention and SACE completion results for senior secondary mentoring students from 2011 indicated very positive outcomes, with 95% of students being retained in 'learning or earning' and over 80% of the Year 12 students in this program completing their SACE.

In June 2012 a survey was conducted and students were randomly selected from eight secondary sites from metropolitan and regional locations – targeting 110 students in total. A response rate of over 54% of the selected cohort was achieved. Key findings and feedback included:

- 66.1% were referred to a mentor for learning support
- 59.3% identified literacy and numeracy as the primary area of support given by the mentor
- 74.6% believed mentoring had helped them
- 84.7% felt they had a say in their mentoring program
- 78% identified 'increased involvement in learning' as the biggest effect of having a mentor.

Support for Aboriginal and Torres Strait Islander students

Community mentoring included 12% Aboriginal students (69 students).

Of the total cohort of students receiving personalised mentoring support in the secondary mentoring program 10.8% (173 students) were Aboriginal or Torres Strait Islanders.

E-mentoring

In 2012, DECD conducted a pilot e-mentoring program for students in Years 5-12 at risk of disengaging from schooling. During this period, 116 volunteer mentors supported 118 students in a total of twelve schools (primary, secondary and reception to Year 12 schools) in rural and remote locations.

E-mentoring uses the same principles of one to one student mentoring and is different only in terms of mode of delivery, with the added benefits of closer monitoring, recording and evaluation within all mentoring events.

Surveys were constructed by external evaluators. Pre-surveys were conducted for mentored students at the start of the mentoring relationship and then post-surveys were conducted later in the year. Data was analysed for a total of 83 students who completed both surveys. Analysis showed small but statistically significant improvements from pre- to post-surveys:

- in student attitudes to teachers
- in a range of student resilience measures (such as perceptions of success at school, ability to complete tasks, personal satisfaction and control over what happens at school).

Other data showed very positive responses from both students and mentors about the mentoring experience.

E-mentoring has been a joint initiative between DECD and Flinders University in 2012 and will continue in 2013.

Support for other disadvantaged student cohorts

Community mentoring students in 2012 included:

- Three students under the Guardianship of the Minister
- Forty three students with a disability
- Twenty students with English as a Second Language

Senior secondary mentoring students in 2012 included:

- 18% (292) students with a disability
- 12% (187) students with English as a Second Language
- 1.9% (31) students under the Guardianship of the Minister

Evaluation

External evaluators are investigating the impact of mentoring on student engagement and learning achievement. Commenced in 2011, the evaluators will report their findings in relation to Community Mentoring and Secondary Mentoring programs in late 2013.

The main findings of the interim report are as follows:

- teachers and parents/ guardians were supportive of the program. Parents/ guardians were reported to be almost always positive about their child having a mentor
- school staff endorsed the crucial and successful role played by Local Community Mentor Coordinators in providing advice, recruiting and managing mentors
- The unique element in Community Mentoring is also the biggest risk, the use of a volunteer workforce. Volunteers must be attracted, screened, matched and retained. The screening and matching of appropriate volunteers with students has been largely successful.
- The design of the program to include a school liaison person (often a school counsellor) and a meet and greet person (often a member of the school administrative staff) at each school appears to be an important factor in the success of the program. Some concerns have been expressed when these roles are combined into one person. The main risk relates to the sustainability of the program if non-administrative staff take on the day-to-day coordination of the program.

A tailored professional development program has been developed to provide relevant accredited professional learning for staff who are providing personalised support to disengaging adolescent students in CMaD secondary schools in the Government sector.

Sustainability

To support the sustainability of good practice in the community mentoring program a Volunteer Liaison Officers manual has been developed and is being made available to all schools via the student mentoring website.

In the secondary mentoring program, a number of sites have utilised School Services Officers to provide personalised mentoring support. Survey responses from 43 sites in 2012 indicated that 84% of mentor coordinators in these sites identified further

professional development as beneficial to their role as a mentor.

As a result, a tailored professional development program will be available through the Certificate IV in Education Support in 2013. The skill set of competencies associated with this

training will provide relevant accredited professional learning for staff who are providing personalised support to disengaging adolescent students and build the capacity of school staff into the future. This is the first training of this kind available to School Services Officers working in secondary schools within DECD. (See also page 31 for further information about this initiative)

Youth development

The Youth Development through Transitions Project had three focus areas: Youth Voice, Community Involvement and the promotion of strengths-based approaches. Each regional Youth Development Coordinator worked with groups of schools at the local level to promote successful transitions and engagement in learning for all young people in Years 5 to 9.

Schools in 2012 have implemented over 194 Youth Development initiatives that build on existing strengths and priorities, provide professional learning opportunities, strengthen cluster schools' networking and improve outcomes for students and families. Common themes for these Youth Development initiatives are: *Collaborative Transitions, Social and Emotional Learning, Community, and Student Voice.*

2012 achievements

The following has been achieved from January 2012 to December 2012:

A total of 18,744 students participated in initiatives and programs to develop social and emotional competencies and support transitions. (As the project allowed for students to access multiple initiatives, this data reflects student participants rather than individual student numbers.)

There was a significant increase in the number of schools linking as clusters to map their students' transition needs. Fifty three collaborative initiatives involving 115 primary and secondary schools promoted successful transitions of students moving from Year 7 to Year 8. This includes 18 non National Partnership schools with a shared investment in successful transitions for their students.

A total of 1,193 school staff participated in professional learning programs to build practices that support transitions, student engagement and wellbeing for learning. This included: 303 leaders, 729 teachers and 161 ancillary staff.

The *Transitions Rubric* for good practice was used by schools to identify priorities for action. This was utilised as a resource by the state Transitions and Progressions group within DECD.

Evaluation

The Youth Development program has aimed at building school capacity by supporting teachers' professional learning and strengthening school-family partnerships to improve student engagement and wellbeing for learning. All project activity has been in three key focus areas of positive youth development: Youth Voice, Community Involvement and Strengths-based Approaches.

In a survey of DECD schools with a Youth Development program, 59% of respondents considered that Youth Development was assisting in the development of students' social and emotional learning, and 52% of respondents said that Youth Development was improving Year levels 7 to 8 transition at their school.

The program has had a special focus on action to make transitions for all students in the middle years across primary and secondary school settings, more effective.

As part of an evaluation of the program, a total of 103 leaders from Youth Development program schools responded to a survey about the effectiveness of the program in their schools.

Respondents were asked to rate the effect of the Youth Development program on a range of school development activities. The key findings have included:

- 52% of respondents found that Youth Development was improving Years 7 to 8 transition at their school
- 59% of respondents found that Youth Development was assisting in the development of students' social and emotional learning
- 35% of respondents found that Youth Development was improving local school cluster efforts to improve Years 7 to 8 transition
- 38% of respondents found that Youth Development was assisting in the development of authentic student voice.

Sustainability

Emerging themes from Youth Development Coordinators in each region are:

- A need to continue to provide explicit support to schools and families for successful middle years transitions
- Further development of *Student Voice* linked to engagement and participation in learning.

Both focus areas will be strengthened in 2013 through:

- established 'transition clusters' continuing to meet to develop collaborative initiatives
- website resources and tools for good practice for student transitions available.
- The development of a DECD *Child and Youth Voice and Participation Strategy* for schools and communities.

Student Mentoring and Youth Development from 2013

The **DECD** CMaD mid-term review examined ways to provide more flexibility for CMaD NP funding to schools. As a result, from January 2013, all resources identified for the Student Mentoring and Youth Development programs will be distributed across CMaD schools as *Flexible Targeted Student Learning Support* grants. Schools will have a greater degree of flexibility about the type of support they will provide through these funds.

The programmatic approach that has successfully implemented the student mentoring and youth development work in CMaD NP schools in 2010-2012 provides the basis for ensuring that quality service provision of targeted student support will continue in the future.

The professional learning provided to schools by the Student Mentoring and Youth Development programs over the past two years has increased the understanding of school staff of the need to engage appropriate school-based strategies to increase the wellbeing of all students, to strengthen their engagement at school and to better support student learning achievement.

Aboriginal Student Mentoring Program (Government sector)

The Aboriginal Student Mentoring Program provided an added resource and strategy to support the engagement and improvement of Aboriginal students in Year levels 5 to 9. In 2012, funding was provided for 1,459 Indigenous students in Years 5 to 9 across 67 schools.

Data indicated that Aboriginal students identified their needs and areas for support as literacy and numeracy, social and emotional, attendance and behaviour.

The regional data showed that mentoring resources was used differently in regions. For example, in the Northern Adelaide region the focus was on 'academic engagement' i.e. classroom support with literacy and numeracy; while in the Western Adelaide region the majority of mentoring resources provided to schools were used to support students' social and emotional wellbeing.

Outcomes

Outcomes from the program include:

- increase in student engagement and student attendance
- decrease in student suspensions and student behaviour management
- students being mentored across identified needs such as attendance, behavioural, literacy and numeracy; and social and emotional needs
- students requesting mentoring during class time
- students seeking support with academic progress, participation and engagement, social and emotional wellbeing, and transition to high school.
- mentoring programs linked with the student's Individual Learning Plan.

Aboriginal student mentoring making a difference

Schools involved in the Aboriginal student Mentoring Program reported that the participation in the program had assisted the organisational skills of students and the preparedness of students to be able to engage in learning. Other comments from participating schools included:

- students were engaged in learning and seeking support
- the mentors had a positive impact on students within the school
- parent participation in school governance and school had increased
- students asked for the mentors to stay in class with them to support them in class
- there was a reduction in student behaviour management in relation to students and suspensions had decreased
- students benefitted from the program by having mentors supporting the development of positive social and emotional well-being for individual students
- Aboriginal mentors were part of the Aboriginal Education Team and there was greater collaboration between Aboriginal education teachers, Aboriginal secondary education transition officers and mentors about students.

In 2012, 64% of students chose literacy and numeracy as a focus for their mentoring support. Research shows that improved literacy and numeracy for Aboriginal students is a precursor to improved wellbeing as students are able to engage with their peers in the learning program.

Of the students involved in Aboriginal Student Mentoring in Term 1 2012, 44.9% requested mentoring during class time, particularly to support their academic progress.

Research evidence shows that parent engagement in schools improves student education outcomes. Parental engagement has improved in *Aboriginal Student Mentoring Program* schools. At the end of term 4 2011, 82% of Aboriginal student mentoring was linked to the student's Individual Learning Plan, with 72% of these students' parents involved in determining the use of the mentoring resource through the Individual Learning Plan process. In comparison, at the end of term 4 2012, 94% of Aboriginal student mentoring was linked with the student's Individual Learning Plan and parent involvement/ consent had increased to 88%.

Aboriginal Turn Around Team (Government sector)

The Aboriginal Turn Around Team (ATAT) provides crisis intervention and intensive support to Aboriginal young people and their families. An initiative developed through the Aboriginal Education and Employment Services, the Teams respond to the needs of Aboriginal students who are disengaged from education, and require intensive support in relation to educational performance, behaviour, physical, mental and psychological health.

The Aboriginal Turn Around Team has established strong inter-agency collaboration between schools, other agencies and the local community enabling prompt action to be taken to support students and their families, particularly in times of crisis.

The ATAT initiative works with schools in four identified regions to facilitate regional service delivery to support crisis intervention for individual students, their families and their enrolled schools and centres by:

- responding to critical incidents
- co-ordinating community, non-government and government agency groups to provide a single coordinated response to the social and wellbeing needs of Aboriginal children and students.

The four identified regions are Northern Adelaide, Western Adelaide, Far North and APY Lands, Eyre and Western.

The local teams ensure that the student and their family are supported in accessing interventions for education, health, wellbeing, employment, housing and connection to community. The model provides a case management approach whilst working alongside Aboriginal students, their school/ preschool, family and significant others, to identify and respond to circumstances that disrupt their capacity to participate in education.

The Team works with carers to build capacity to affirm the importance of kinship and family life in developing well rounded young Aboriginal people. The Team's staff are drawn from people who are experienced and have a proven record of working in transition, community action and parent/ student support programs. They are required to bring excellent negotiation

skills and the ability to work positively with a diverse range of clients and needs. The teams consist of Aboriginal and non-Aboriginal professionals.

The individually focused intervention support that the Team provides is designed to increase attendance and retention and improve literacy and numeracy, as well as improving the students' wellbeing and strengthening the students' connections with significant others including parents and school.

Outcomes

The Aboriginal Turn Around Team has supported 35 families, 91 students, 40 educational sites and 45 agencies.

They have worked with sites to facilitate regional service delivery to support crisis intervention for individual students, families and their enrolled site in the four identified regions. A strong inter-agency connection has been established with more effective communication between DECD staff and various agencies, which has enabled actions to occur promptly, such as enrolment and program development for the young people and their family. Clear and strong mutual respect between sites and the local teams continues.

Students and their families are demonstrating greater self-reliance and self-determination, improved school attendance, and re-engagement back into education. Some examples of specific successful outcomes addressed through the Teams include:

- engaging a young person and their siblings to attend school four days a week in a language, literacy and numeracy program after being disengaged from school for a long period of time. This intervention resulted in improved school attendance. The Team has also supported the young person in regards to self-esteem and changing their lifestyle and becoming more socially active.
- providing case management, support and a holistic approach to a young man who has now reconnected with learning and continues to attend an off campus alternative learning program via *Youth Connections*. His attendance record for 2012 was 100%. His youth justice issues have been resolved, contributing to his more positive outlook which is enabling him to focus on his learning.

Wiltja program (Government sector)

Wiltja program is for students from the Anangu remote and isolated communities across the Tri-State Western Desert (Northern Territory, South Australia and Western Australia) who come to Adelaide to continue their schooling.

Since 8 October 2012, a newly created position of a Student Pathways and Community Liaison Manager, based at Wiltja has provided strong mentoring and support to the Wiltja students. The Manager reports to the Wiltja Principal and collaborates closely with the Deputy, VET coordinator and the Year 10 teacher. The Manager's work has included:

- Establishing a network of appropriate workplaces/programs to plan extended work experience opportunities for individual students in year 10, and at other levels as required.
- Mentoring Aboriginal students in their work placements.
- Working with SACE teachers facilitate student Personal Learning Plan's (PLP's).
- Designing and implementing ILP's for newly enrolled students.

- Working with Managers of remote programs such as the APY Lands Trade Training Centre and Yulara (Northern Territory) to provide holiday training programs for Wiltja students.

Wiltja scholarships

In 2012, the Wiltja scholarships supported 116 Indigenous students:

- 52 students were completing Bridging Year 7/8
- 54 students were in Year 8, Year 9 or Year 10
- 10 students were in Year 11 or Year 12.

All Year 10, 11 and 12 students are working towards achieving 'Work Readiness' materials and qualifications prior to their completion of their schooling at the Wiltja Secondary Program. These include: Senior First Aid, Driver's License (P plate), Birth Certificate, passport, Tax File Number, two bank accounts and Resume/ CV/ Work Experience reports/ References (as current as possible)

Retaining students through year 10

The Wiltja program made a concerted effort in 2012 to retain students through Year 10.

Students 16 years of age and over started the process of obtaining drivers' licences, undertook meaningful work experience, attended transitional days at the Windsor Gardens Vocation College senior campus, completed several leadership programs (Youth Empowerment and Learning Circles) and planned and attended a Leadership Camp.

The provision of individualised tutoring led to stronger targeted support at all year levels. All students who remained for a full year, improved at least one reading (year) level, even more in several instances. The tutors have also worked to implement Spelling Mastery and targeted mathematics programs for students in bridging and Year 8.

NAPLAN results in 2012 reflected a small improvement in Reading and Language Conventions. The improved numeracy results obtained in 2011 were also maintained in 2012.

Individual Tutoring

From the commencement of the 2012 school year an *Individual Tutoring* (1.5 FTE) program has been in operation. This is equivalent to 50 hours per week, delivering 1,600 hours of tutoring. Individual tutoring has taken place across all year levels and in all subject areas. This has supported improvement in many individual students' literacy and numeracy outcomes. It has encouraged students, who were previously disengaged, with reading and writing experiences. The individualised nature of the delivery of the tutoring program has assisted in meeting the specific learning needs of each student and in engaging the students in the school program. There has been an increase of 5.3% in the rates of attendance from 74.5% to 79.8% from 2011 and 2012. This has also supported a 4.8% increase in the rate of retention of students from Year 8 to Year 12; between 2010 and 2011.

Driver Licence Program (DLP)

Students who are over the age of 16 years participated in the *Driver Licence Program* which provided direct instruction and supported progress towards attaining a P1 (Provisional) South Australian Drivers Licence. In 2012, there were 16 students in Year 10, 11 and 12 participating in the Driver Licence Program.

In 2012, four students have attained a P1 South Australian Drivers Licence. The other 12 students are at various stages of completing the 75 hours of supervised driving required to complete Competency Based Training.

The numerous benefits of a student having a P1 Drivers Licence are improved employment prospects, increased personal and community safety, decrease in traffic related offences (and the subsequent legal impacts) and positive role model to peers.

Accelerated Literacy

All 116 students Wiltja Secondary students received literacy instruction utilising the *Accelerated Literacy* approach; with the support of *South Australian Accelerated Literacy Program*. The Accelerated Literacy approach has been implemented over the past ten years at all school sites on the Anangu Pitjantjatjara Yankunytjatjara Lands, Yalata and Oak Valley. It is an effective approach that provides structured supports to assist students in mastering literacy skills. The Accelerated Literacy resources are shared between the Wiltja Secondary Program and the school sites. As students from the schools sites on the APY Lands, Yalata and Oak Valley move between the Wiltja Secondary Program and their 'community school'; Accelerated Literacy provides a degree of a consistency and continuity in the delivery of literacy.

Sustainability

Continuous South Australian Accelerated literacy program support (mainly through fortnightly planning with the consultant) ensures continuity of methodology, and gives all teachers greater confidence to employ Accelerated Literacy methodology across all Wiltja subjects. One teacher, who acted as an Accelerated Literacy coordinator in 2012, completed Accelerated Literacy accreditation and is planning to begin the Graduate Certificate in 2013.

'Learning Together' (Government sector)

Learning Together is a DECD initiative for families with children aged birth to four. It is based on national and international research affirming the crucial importance of the very early years of life in laying the foundation for children's learning and well-being. The programs focus on the importance of children's oral language development, children being read to at an early age, the development of children's strong dispositions to learning, and the critical role that parents play in supporting their children.

At November 2012, there were 976 people from 391 families with 496 children attending Learning Together programs across 16 sites.

Outcomes from an extensive internal evaluation of the program have shown that it has significant impacts which will support children's learning and literacy development and parent involvement in their children's learning. These impacts included:

- increases in the proportion of families doing literacy related activities with their children. For example, a 74% increase in families borrowing books; 52% increase in families using libraries; a 66% increase in children helping with shopping lists
- parents having more realistic understandings of when to start reading and singing with their child; children's emotional development; and children's cognitive reasoning
- parents have increased understanding of the importance for learning of their involvement with their child in areas of reading, talking, playing and comforting their child
- parents report increasing confidence in their interactions with their children's learning
- parents now have positive interactions with their child in playgroup, and are missing fewer opportunities. For example, responding to non-verbal cues, extending children's social bids, engaging in sustained two-way conversational interactions with their children, providing opportunities for children to make their expressions understood and guiding in a positive rather than negative manner.

Enhanced interaction between parents and children

The 'Learning Together' initiative for families and their pre-school children has monitored the interaction between parents and children attending the programs.

Baseline observations of parent – child interactions indicated that 85% of verbal exchanges were rated 'low' on a scale of 'low', 'medium' and 'high'. The 2012 results showed that 77% of verbal exchanges were now rated 'medium' and a further 11% were rated 'high'. Only 12% of exchanges remained at 'low'.

As well, 2012 results for responsiveness scales showed that 45% of families were responding at a 'high' level and 53% at 'medium' level whereas 58% of interactions were rated 'low' in the baseline observations.

The enhanced interaction between parents and children is likely to have a positive impact on these parents' ability to support their children's learning into the schooling years.

Support for Aboriginal and Torres Strait Islander students

There are currently 43 Aboriginal people involved in *Learning Together* programs across the state. This represents about 5% of all people attending.

A specific Aboriginal playgroup has been established at one school in the northern Adelaide suburbs. This is still in its early stages and involves partnerships with other groups; however attendances have been strong and regular.

Support for other disadvantaged student cohorts

Learning Together has 22% of families who are of culturally and linguistically diverse backgrounds, and these are mainly clustered in the western Adelaide area. Responses to an annual Learning Together family survey showed that since attending the program:

- 76% of families play more with their child
- 65% of families talk more with their child
- 56% of families read more with their child
- 81% of families sing more with their child

- 92% of children communicate better, (and generally mentioned English language use),
- 94% of children are more confident
- 68% of children ask to be read to more often.

Most qualitative responses spoke of opportunities to learn English and to understand children's learning in an Australian context. Bi-lingual workers were employed to undertake the surveying.

Ten percent of families have children who are considered to be 'at risk' of developmental delay. These families are attending across all programs. Data from the evaluation and from the annual family survey both indicate that involvement in *Learning Together* programs is supporting these families to engage more in behaviours that will support their children as learners.

Evaluation

An extensive internal evaluation has been carried out of *Learning Together* over the past three years. The evaluation is looking at outcomes for families, and children and at the two different models being used (base and outreach models).

A series of reports have been published, including a Preliminary Impact report which was produced in April 2012 (some of the preliminary findings are indicated above). The Final Impact report will be completed by March 2013.

Sustainability

Preliminary findings from the internal evaluation have already been influential in several areas including a new project of *Playgroups in Schools* beginning in 2013, which is part of the DECD Numeracy and Literacy Strategy. The findings have also influenced the refocussing of the *Aboriginal Family Literacy Program* (formerly known as the Aboriginal Three year Old' program).

Vocational Education and Training (VET) scholarships (Government sector)

Data captured in Term 4 2012, shows that a total of 868 students were assisted by Vocational Education and Training (VET) scholarship funding to undertake higher level VET training in 64 different Australian Qualifications Framework (AQF) qualifications.

Support for Aboriginal and Torres Strait Islander students

A total of 102 Aboriginal students were enrolled through VET scholarships in training programs (Term 4, 2012 data). These training programs increase the level of engagement by providing students with relevant skills for their specific careers choices.

Support for other disadvantaged student cohorts

Eleven students who are refugees, six students in care under the Guardianship of the Minister, 75 students with disabilities and 54 students with Language backgrounds other than English were supported to undertake VET training through Industry Pathway Programs (Term 4, 2012 data). Many schools have numeracy and literacy support programs associated with their VET training programs to support these students.

Sustainability

The South Australian Government's *Training Guarantee for SACE Students* scheme will fund selected SACE students who are 16 years of age or older to study for qualifications on the *Skills for All* Funded Training List that are designated as being available through the Training Guarantee for SACE Students.

The student must be committed to a vocational pathway and the *Skills for All* Training Provider must guarantee the student a place to finish the VET qualification the year after the student completes their SACE.

Developing Skills for Local Industry in a Rural Community

The township of Ceduna is located on the Eyre Peninsula about 800kms north/ west from Adelaide with a population of 3,797 people (ABS Census 2008). In recent years, the Ceduna district has experienced economic growth through the tourism, aquaculture and mining industries which has created new job opportunities.

Ceduna has been described as having one of the most complex multi-cultural communities in the country (Nicholas Clarke & Associates, May 1996) with many nationalities prominent in the town and immediate region. It has the highest percentage of Aboriginal people of all local government areas in South Australia (25.5% of the population). Students enrolled at Ceduna Area School come from a wide geographic area and varied socio-economic and cultural backgrounds, including 28% who are Aboriginal students, 8% who have identified disabilities and 20% whose families are entitled to the school card (indicating financial disadvantage).

Students in South Australia are able to undertake accredited vocational education and training (VET) as part of their SA Certificate of Education (SACE) program and a significant proportion of students who gain the SACE include VET in their studies. To be able to take advantage of the job opportunities opening up in their local area, young people need appropriate industry skills.

In the Ceduna district, the VET Scholarship funds have assisted with the delivery of two programs specifically tailored to the development of the skills young people need in the growing local tourism and aquaculture industries.

In 2012, 23 students in years 10 and 11 were enrolled in the accredited Certificate I of the Seafood Industries Training Package. Because of Ceduna's more remote location, this training is delivered in partnerships with TAFE SA Regional, based in Port Lincoln (over 400kms away), using a blend of face to face interaction and video conferencing. The teacher in Ceduna used TAFE 'moodle' to deliver and link with the TAFE trainer. Approximately 60% of the students are continuing Certificate II training in 2013.

Ten Year 10 students enrolled in the Certificate III in Customer Contact in 2012 with HETA Incorporated, a non-government Registered Training Organisation specialising in disability employment training assistance. Face to face delivery is at Ceduna Area School within the 'Head Space' class, a hairdressing salon that contextualises customer contact skills. The students (FLO enrolled, young mothers and/or Aboriginal students) will continue their training within the 'Head Space' class in 2013.

Teaching for Effective Learning (Government sector)

In 2012, the South Australian *Teaching for Effective Learning (TfEL) Pedagogy Research Project* continued to attract state, national and international interest as the investigation into the relationship between teachers' pedagogy, learner engagement and learner achievement progresses.

The researchers worked with the TfEL specialist teachers and DECD central office staff to collect data which informs the profile of current teacher pedagogy across the participating National Partnership project sites.

In 2012, the 16 Phase 1 and 2 sites continued, with an additional 6 Phase 3 sites making a total of 22 including two secondary sites. Data was collected from teachers and students in Year 3 through to Year 7 for each of the three phases. In total there were 249 teachers and 5,057 students involved in the study for varying lengths of time over a three year period.

For 2010–2013 data collected and outcomes observed include:

- 399 classroom observations were conducted with written feedback being provided to the teachers informing them of the next stage for teaching and learning. This equated to 5,985 hours of classroom observations (previously 1,584 hours).

Outcome: TfEL observations provided valuable insight into the key drivers of quality practice, including system wide issues requiring a policy response. An example of this is the way/s professional learning is designed for ongoing learning leading to improved pedagogical practice and learning outcomes.

- 7,740 Student Engagement Questionnaires (previously 2,851) were completed by 4,040 students.

Outcome: The Student Engagement Questionnaires provided insight into a deep structure of engagement and the central role of learner dispositions, identity and interest. Research identified '*interest in the learning*' of paramount importance and provides future directions for research and professional development in this area.

- 281 teacher interviews conducted by the interviewer in relation to teaching and learning practices

Outcome: Interview data received in the initial phases has shown three distinct worldviews held by teachers. The worldviews reflect deep assumptions about teaching and learning and show little sensitivity to age, experience or qualification differences. The worldview data is predicting observed practice and highlights the gap between espoused theory and theory in practice.

- 1,300 students completed the Early Lifelong Learning Inventory surveys in 2012. The Early Lifelong Learning Inventory survey measures lifelong learning skills and focusses on the dimensions of learner dispositions and also a link to learner identity.

The South Australian Teaching for Effective Learning (TfEL) Pedagogy Research Project has involved 249 teachers and 5,057 students for varying lengths of time over a three year period. The study is investigating the critical relationship between teachers' pedagogy, learner engagement and learner achievement. The findings are informing current teaching practice.

Outcome: Initial data collection indicates a positive correlation between Early Lifelong Learning Inventory dimension 'Resilience' and NAPLAN. When learners are resilient their performance on NAPLAN is greater.

Educational Positioning System was conducted in all Phase 1 and 2 sites at the beginning and end of the project. Educational Positioning System measures the whole school climate and readiness for change associated with the development of quality practice. Leaders and teachers have valued the information received from the Educational Positioning System and looking at the changes of attitude over time.

Principals Leading Learning (Government sector)

Principal as Literacy Leader Program (PALL)

Principals involved in the Principal as Literacy Leader (PALL) program have made excellent progress in implementing successful student intervention planning and literacy wave approaches, enabling students to receive customised and highly targeted literacy support.

A review of the PALL program has identified the following outcomes:

- schools have developed common agreements, processes and expectations in literacy and in particular reading
- greater use of data to target individual learning support and intervention. Data was also used to analyse the impact of changed whole school literacy approaches
- more focused professional development for teachers and support staff
- explicit teaching of reading and literacy blocks.

'The SPALL program emphasised that the connection between literacy and curriculum needs to be made explicit...

[It was useful] to focus on assessment tasks and making the literacy aspects of these explicit so that students can understand their learning.

SPALL emphasised the importance of everyone being involved in literacy improvement...

The SPALL program was a catalyst for planning to make a long-term difference'.

Principal participating in SPALL

Secondary Principal as Literacy Leader (SPALL)

Principals, through the facilitation of Regional Leadership Consultants, have established professional learning communities to discuss, plan and evaluate approaches to literacy in a secondary student/ school context.

Principals believed that SPALL has been effectively incorporated within the school's existing literacy improvement agenda. They also believed that the core focus of SPALL – the literacy demands of assessment tasks – was fundamental to whole school literacy improvement and that SPALL made critically important connections with the Australian Curriculum. They believed that the importance of their leadership had been highlighted and that staff had responded positively to this involvement.

Evaluation

Both the PALL and the SPALL programs are being evaluated by external evaluators.

Strengthening Parent and Community Engagement in Student Learning (Government sector)

Aboriginal Voice

The community engagement – *Aboriginal Voice* project, aims to increase Aboriginal parent and community involvement in the education of their children. Through the establishment and development of Aboriginal community voice groups the project aims to build the capacity of Aboriginal parents and carers to support the education of their children. School and Community Partnerships Agreements 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.

School and Community Partnerships workshops were held for parents in the Western Adelaide, Southern Adelaide, Eyre and Western, Murray Mallee and Yorke and Mid North regions. The workshops focussed on the roles and responsibilities of leaders, Aboriginal Community Education Officers, and parents and community.

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 Aboriginal parents/ community. Five principals, ten Aboriginal Community Education Officers, 15 parents and the Regional Leadership Consultant were in attendance. Flinders View School and Augusta Park Primary School will be employing additional Aboriginal Community Education Officers to support the development of their school partnership agreement.

A two day school and community partnership facilitator training workshop was held in Port Augusta for four principals/ assistant principals, ten Aboriginal Community Education Officers, five Aboriginal Education Teachers, three Aboriginal Community Education Managers and three Cluster Aboriginal Community Education Officers. The participants were given a resource pack to support them in their work.

The Department of Education, Employment and Workplace Relations Parental and Community

Aboriginal parents and Communities forums

The South Australian Aboriginal Education Training Consultative Body (SAAETCB) and the Aboriginal Education and Employment Services 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.

As well, over 90 parents attended State-wide Parent Conference held on 8 and 9 November 2012. There were two key note speakers: the Minister for Education and Child Development; and Professor Lester-Irabinna Rigney, Dean Indigenous Education, University of Adelaide.

The conference gave the Aboriginal parents and community an opportunity to provide the SAAETCB with feedback about what is working and what needs to change to meet the outcomes of the six domains in the *National Aboriginal Torres Strait Islander Education Action Plan*.

Workshops to develop School and Community Partnership Agreements with Aboriginal parents and communities have also been held around South Australia.

Engagement Project Office from the *Creative Connections Project* in the Southern Adelaide Region has been working collaboratively with principals and Aboriginal Community Education Officers in 15 schools to run activities to engage the Aboriginal parents and community. Some of the activities are a fruit tree garden run by two dads, cooking program and informal morning teas to discuss student learning and the development of *School and Community Partnership* agreements. A steering committee consisting of the DEEWR Parental and Community Engagement Project Officer, Aboriginal Community Education Managers, Aboriginal Community Education Officers and an Aboriginal community representative meet once a term to discuss the progress of the *Creative Connections Project*.

Parental engagement in children's literacy development and learning

Projects to strengthen parental engagement in their children's literacy development and learning were implemented in targeted CMA^D schools in both the western and southern metropolitan suburbs. Research conducted as part of one of these projects confirmed that many parents were keen to do more, but wanted specific direction about 'what' and 'how much... how often' and about contemporary ways of teaching and learning. Understanding how the 'home activity' fitted into the literacy learning and overall curriculum was seen to be important by families. The projects' strategies were designed to increase the level of involvement of parents in their child's learning and school.

The following were achieved in 2012:

- awareness of literature re 'parent engagement in learning' and its impact on student learning outcomes, particularly in low socio-economic status communities
- teacher understanding, capacity to provide outreach strengthened
- relationships between teachers, parents, community volunteers strengthened
- parent capacity built; parents became tutors, completed courses at TAFE SA and joined the Obesity, Prevention and Lifestyle (OPAL) *Foodies* program.

As well, two schools participated in the Parental Engagement Action Research Project that documented the schools' experiences in using the *Strengthening Family and Community Engagement in Student Learning Resource*, developed through the Smarter Schools National Key Reform Project.

Support for other disadvantaged student cohorts

Trialling of Learning Hubs and English as a Second Language Homework centres (of two schools) supported a total of thirty English as a Second Language students, two with learning difficulty, one with a learning disability and eleven Aboriginal and Torres Strait Islander students and their families. Feedback to program coordinators as well as through focus group discussions, was very positive. Links are now being made with *English as an Additional Language or Dialect* and Reading Mentor teachers' roles, Preschool teachers and Playgroup coordinators.

Sustainability

The projects have generated their own tools and resources for use by the schools involved, such as the action planning model of 'Domains for Family Engagement with Children's Literacy' that includes the three domains of: 'Communication and Confidence'- to strengthen families' confidence to support their children's learning; 'Knowledge and Strategies'- to develop parents' knowledge of literacy learning and strategies; and 'Resources'- to support parents in engaging with children's literacy learning.

School Improvement (Government sector)

Diagnostic Reviews

The *Supporting School Improvement – Diagnostic Review* initiative aims to improve literacy teaching and learning and reduce the achievement gap for students in CMaD NP schools.

In 2012, diagnostic reviews were conducted and reports released in 28 CMaD NP schools. This total comprised 17 primary schools, one area school, four secondary schools, four special schools, one Aboriginal school and one junior primary school.

Sixteen of the reviews were follow-ups to reviews which were conducted in these schools during 2007-2009, prior to the CMaD NP. The 2012 reviews in these schools focused on progress made in relation to the recommendations in the original report. DECD has now completed literacy based diagnostic reviews in all CMaD NP schools.

Sustainability

To facilitate sustainability of improvement in reviewed schools the following process occurred:

- Diagnostic review with regional representation on a review panel
- Support negotiated with the Regional Leadership Consultant and other regional support personnel including curriculum consultants
- Ongoing monitoring of implementation of recommendations by line manager
- Regional validation process linked to the diagnostic review process.

Regional Leadership Consultants

Over the last three years of the CMaD National Partnership, Regional Leadership Consultants knowledge of whole school literacy and numeracy improvement, school effectiveness and instructional leadership together with their coaching and mentoring skills have become highly developed. As a result, the 12 Regional Leadership Consultants have impacted significantly on schools and school leaders by supporting principals to:

- make more focussed school priorities, data analysis and implementing a more rigorous monitoring process
- use data and evidence to support decisions making resource allocation and improvement priorities
- make more effective use of tracking and monitoring of individual student literacy and numeracy performance

Action to improve literacy teaching and learning

Through the provision of a diagnostic review, each CMaD school has identified opportunities for improvements 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.

- facilitate teachers working more closely together on assessment targets and teacher pedagogy.

Feedback from principals has reinforced the positive impact Regional Leadership Consultants have had on schools and school leadership particularly for schools in remote and rural settings. As part of the Principal as Literacy Leader program debrief by participating principals the following summary illustrates the impact of the Regional Leadership Consultant:

'The mentor role of the Regional Leadership Consultant was highly regarded by principals at the meeting. They agreed that there were strengths in having Regional Leadership Consultants outside the usual departmental accountability policy and processes. Principals believed that strong relationship ties had developed and these allowed principals to work with Regional Leadership Consultants to 'deconstruct' and apply information from each of the professional learning workshops to their local contexts..... The Regional Leadership Consultants through their follow-up support, helped build the confidence of principals, encouraging them to take ideas and processes related to reading into staff discussion and development.'

DECD recruitment and selection

Throughout 2012 the *Recruitment and Selection Project* has continued to fund a range of initiatives aimed at attracting and retaining teachers and leaders in low socio-economic status schools. This project has been informed by the reform work of ITQ NP. Impact has been both broad in terms of its geographical reach (participation by all country and metropolitan regions in at least one project) and powerful in terms of the benefits to the local school and regional communities, individual teachers and leaders and capacity to inform change at the systems level.

Outcomes already achieved include staffing specific 'hard to staff' schools, increasing the capacity, interest and success of pre-service teachers and aspiring leaders to consider teaching and leadership opportunities in low socio-economic status schools.

Investment has focused on the broad areas of: incentive packages, local innovation, and system development.

Attracting and retaining teachers and leaders through incentive packages

Twenty two schools and pre-schools in the Government sector have been successfully staffed with leaders and teachers as a direct outcome of the incentive packages provided through *Customised Attraction and Retention Packages* and the *C Change Maths and Science Teacher Leader Program*.

The greatest impact has been in the three 'hardest to staff' country regions of South Australia, including Far North and Anangu Pitjantjatjara Yankunytjatjara (APY) Lands, Eyre and Western and Yorke and Mid North, where 15 positions have been filled through these incentive packages.

Local Innovation projects focused on initial 'on location' or 'contextual' experiences developed as local solutions to local issues with wrap around support provided through salary top up for employment, teacher release, mentors, coaches, work shadowing, resource development, professional learning communities, conferences and workshops and the use of technology for both ongoing professional engagement and improved student learning.

The Local innovation projects included:

- *TRT Pathways into Teaching* which has enabled the availability of an additional eight relieving teachers for 2012 to cover teacher absences in the Whyalla, Port Augusta, Port Lincoln and Port Pirie locations, identified because of ongoing staffing difficulties.
- *Emerging and Aspiring Leaders* which has enabled all 12 South Australian regions to participate in leadership initiatives aligned to the *National Professional Standard for Principals*. More than 200 participants have been involved during 2012. Direct recruitment outcomes have already been achieved including four new leaders who commenced appointments in 2012 and five who will commence in 2013.
- *Early Career, Lead Teacher Mentoring and Innovative Professional Experience* projects implemented across four regions including APY Lands schools has enabled 95 pre-service and in-service teachers to participate. This is an increase from 2011.
- *Local Delivery –Technology, Connecting Schools through Local Delivery* a pilot project in the Eyre and Western region has focused on providing additional professional development for 17 teachers in five schools in curriculum delivery via a range of technologies including video conferencing. Nine teachers across four schools delivered a wide range of subjects to students in six receiving schools who would not otherwise have been able to undertake these subjects. Grade results to date for these students using this mode of learning have been in the 'A' and 'B' bands.
- Three *Teacher Leader* positions have continued in 2012. Teacher Leaders provide curriculum leadership to teachers of mathematics and science within the base and surrounding schools.

System Development

An *Employee Information Kiosk* and *Workforce Data Mart* is enabling improved employee data collection and access and availability to a broad range of data to assist in workforce planning, particularly in low socio-economic status schools. A significant number of employees have been granted access to the Employee Information Kiosk to date.

It is intended the all DECD employees will be granted access to the Employee Information Kiosk during 2013.

Evaluation

Participant feedback from the Local Innovation Projects, in particular, has overwhelmingly reported an increase in skills, knowledge, confidence, interest and capacity to be attracted to or remain in low socio-economic status schools as teachers or leaders.

Of significance, was the consistent mention of mentoring as a key factor for positive engagement and professional development.

Sustainability

The sustainability of these initiatives to attract and retain teachers and leaders in low socio-economic status schools/ preschools is supported by building the capacity of pre-service teachers, in-service teachers and leaders through professional development which:

- incorporates the National Professional Standards for Teachers and National Professional Standard for Principals
- focuses on contextual and authentic experiences with mentor support and professional learning communities
- engages technology to maintain and strengthen professional networks
- includes system development for improved workforce planning.

As well, expanding the scope of eligibility for program participation to include teachers and leaders from other 'hard to staff' sites is likely to have a positive influence and impact on the staffing of low socio-economic status schools/ preschools.

Showcase/ Exemplary Activities

Murraylands Christian College Murray Bridge (AISSA)

Murray Bridge Christian College - Murray Bridge (MCC-MB) is one of two campuses which form Murraylands Christian College. The Murray Bridge campus caters for 95 students in Years R–7 with a co-located Early Learning Centre. The College is situated in a rural Low Socio-economic community and is an Indigenous focus primary school, with a quarter of the students identifying as Indigenous.

Following the whole school review undertaken by MCC-MB in 2011, a comprehensive action plan was developed to improve student outcomes, focusing on whole school improvement. During 2012 the college addressed three areas of school reform:

- a staff mentoring program to support curriculum reforms, professional development and staff appraisal
- the establishment of processes to build community relationships and strengthen parent involvement
- the development of more enhanced and effective use of ICT in the school to support teaching and learning.

The mentoring program

The mentoring program is designed to give staff the opportunity to receive support and feedback from the leadership and appropriate others using a partnership approach. The aim of the program is to strengthen professional capacity and assist staff members to build on their own areas of strength, development and leadership. The rationale for the mentoring program acknowledges:

- staff as key in the development of students and the main conduit for connection with parents
- ongoing development is essential for schools to improve standards and maintain pace with current trends
- accountability is an expectation in all areas of work
- raising the quality of education requires raising the quality of the staff
- staff satisfaction is linked to performance being supported, and personal and professional growth
- the need to celebrate success.

The mentoring program begins with a teacher self-assessment and is followed by a meeting between the mentor and mentee to discuss points raised in the self-assessment and undertake a more formal questionnaire. This is designed to foster deeper, more thorough discussion of those points. This is a candid meeting which includes but is not limited to:

- relationships with staff, leadership, students and parents
- communication processes
- clarity and understanding of roles
- where both parties think the mentee 'best fits' according to perceived strengths and abilities
- professional development needs including teaching, administration, OHS&W, and leadership training
- student progress, including NAPLAN and related academic performance, and social-emotional concerns that affect the students' progress.

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Both discuss and agree to implement strategies that lead to strengthening professional practice. Ongoing classroom observations, discussion and feedback culminate in another formal session where goals are assessed, celebrated, redefined and the cycle continued.

An external professional who is also a principal with expertise in the mentoring process, was employed during 2012 to conduct some appraisals of staff, scrutinise and add value to the mentoring program. His report has particularly informed this process with some recommended changes undertaken and others to be implemented from next year. For instance, this year a new policy has been developed around teachers' professional development. When discussion with mentors establishes where professional development needs to take place, a minimum of two teachers attend with a requirement to identify how it can change their practice and how they can use their understandings to influence others. Each teacher is required to do a presentation on this to other staff. This mentoring approach is a key aspect of planning for sustainability.

Parent Involvement

In the survey of parents undertaken as part of their school review process high levels of satisfaction with the College were indicated with strong support for the classroom teachers, the principal and the office staff. However the school acknowledges that a percentage of parents are less likely to engage with the school and it is with these parents that they recognise the need to forge stronger connections. There is a body of evidence that demonstrates that parent involvement and parenting programs are key to promoting the wellbeing of children and preventing the development of later problems.

A playgroup has been established at the College as evidence from the Telethon Institute for Child Health Research indicated that children from disadvantaged backgrounds benefit the most from involvement in playgroups and their readiness for school improved (Buck, 2011). The playgroup is led by the chaplain and a mother from an Aboriginal family. They are also part of the playgroup committee, along with two other mothers. The playgroup now runs every Friday morning and at this early stage attendance is generally between 10-15 parents with their children.

The College has also begun to use the *Strengthening Family and Community Engagement in Student Learning Resource** to support them in addressing challenges and finding strategies which enhance engagement with all families. Challenges include students who are in foster care and others who move between natural parents, grandparents, aunties, uncles and cousins. Some students are caring for younger siblings. The school supports all students through the Parents and Friends Association and the chaplaincy program.

Using the resource the College has identified connecting learning at home and school as a priority with a focus on wellbeing as the foundation of learning. The College has worked through the resource's 'reviewing current practice' proforma with staff, and is collecting data from parents to ensure that parents' views are considered.

This review prompted the College to identify areas to improve their support of students and families and to consider whether the many resources they have for students are being used in the most effective way. As a result, the school has introduced taking a 'team-around-the child' approach. A core team of leadership, teachers and chaplaincy now meet weekly to monitor and address the wellbeing needs of identified students and find ways to make better connections with home.

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* This resource was developed through the Smarter Schools National Key Reform Project led by South Australia on Parental Engagement in Schooling in Low Socio-economic Status Communities. The resource can be accessed via the web link <http://smarterschools.gov.au/parental-engagement-schooling>.

The inclusion of parents as fundamental in these processes strongly supports the school's vision for partnership with parents and their strongly held belief that parents are the children's most significant influence and their first educators.

Developing the effective use of ICT in the school

The review found a real need to develop an across College philosophy on the purpose and provision of ICT in the educational program. Given the rapidity of change in the technology on offer, the school have developed an agreed stance on the use of ICT seeing it as critical to improvement in literacy outcomes in particular. They have taken a systematic look at all literacy results including a thorough analysis of NAPLAN and other data as the first step in the improvement process.

For instance, if the examination of NAPLAN data finds students are underperforming in a particular area, then this becomes a major item for improvement in the strategic plan. Through a further analysis of the results they have found it possible to identify specific items of the test which result in underperformance. This phase is being strengthened by further professional development and the use of AISSA expertise where necessary.

Using assessment for learning and the empowerment of students as an aspect of their development of ICT within the school, handsets were bought for all the students. Students can use these to rate their understanding of the learning intentions for each lesson. The teacher then uses this data as a formative assessment tool to inform and improve teaching and learning in that area.

Outcomes:

As a result of the action taken by the College following the diagnostic review:

- there is evidence of increased confidence in the use of effective teaching strategies from participation in the mentoring program and ongoing adviser support. This is particularly evident in the area of numeracy teaching and learning. Importantly this is demonstrated through improved NAPLAN results in 2012 in years 3, 5 and 7. Ongoing, long term mentoring and support for numeracy teaching methodology has also seen improved NAPLAN results in Years 3, 5 and 7.
- personalised ICT resources with a literacy focus, have influenced improved student attendance, engagement and learning outcomes including for Indigenous students and students with learning difficulties. These improvements have been achieved through student engagement with iPads and an interactive application on a mobile device which promotes students' autonomous learning and reflective practice. This device also provides teachers with data to inform assessment for learning strategies.
- Increasing parent involvement, particularly of families who may be hard to reach, and the establishment of the playgroup are in the early stages of development but there are sound indicators of much stronger parent involvement and attendance across a range of events at the school.

St Gabriel's School, Enfield – Strengthening Parent and Community Engagement (CESA)

St Gabriel's School is a metropolitan Catholic primary school catering for students from Reception – Year 7. It has a school enrolment of 300 students, with almost half speaking English as an Additional Language (EAL). Students are welcomed from over 29 different cultural backgrounds from the local area. The two largest groups are Vietnamese and Indian, but there are also a small number of African and Middle Eastern families with refugee experiences. A Vietnamese Support Officer liaises with home and supports Vietnamese students and their families.

With the diverse nature of St Gabriel's community, priority has been placed on implementing strategies that focus on and stress the importance of parent partnerships in improving student learning outcomes. Acknowledging and valuing the level of engagement families were able to offer to the school, a whole-school commitment was made to research, explore and implement strategies that would strengthen family and community involvement.

Why the need for this program strategy or activity?

The school was aware of the significance of parent and family engagement in improving student learning outcomes and had established regular communications with parents about their children's learning but also recognised that while parents seemed to be engaged in the early years of their child's learning, there was a perception that their involvement was no longer required in the higher year levels.

With low attendance at the 2011 AGM, parent information nights and parent/teacher interviews, the school resolved that strengthening parent and family engagement would be a key program in 2012.

St Gabriel's sought to establish a shared vision about the importance of family engagement in improving student learning outcomes and began to explore strategies that would provide genuine opportunities for engagement between parents, families and the school.

In particular, school staff wished to explore and implement strategies that would engage parents to gain a deeper understanding of how their children learn and how teachers implement learning in the classroom so that parents' capacity to be more deeply engaged in the educational process would increase across the whole school.

Strategies and activities in 2012

Through involvement in the CMaD NP Network, the Principal and key teachers explored the *Strengthening Family and Community Engagement in Student Learning Resource**, which provided the school with the opportunity to establish links with the *Federation of Catholic School Parents and Communities*.

A whole-school commitment was made to further explore this resource, particularly focusing on the dimension entitled, *Connecting Learning at Home and at School*. Surveys provided through the *School Assessment Tool* (Reflection Matrix) were collated and analysed to identify strengths, challenges and future directions. An area for improvement identified in the surveys indicated that parents wished to be involved in opportunities where learning in classrooms was showcased, as their schooling experiences were many and varied.

Parents were invited to an 'Open House' at which their children took them on a tour of the school to demonstrate a 21st century learning environment. 'Open House' is a school

* This resource was developed through the Smarter Schools National Key Reform Project led by South Australia on Parental Engagement in Schooling in Low Socio-economic Status Communities. The resource can be accessed via the web link <http://smarterschools.gov.au/parental-engagement-schooling>.

celebration of learning across the curriculum and across the year levels, making teaching and learning visible to all members of the community. Children then showcased their understanding in an area of their learning and invited their parents to use rubrics developed and modified with their class peers to assess their child's work.

Literacy workshops for parents were also held over the year, focusing on providing parents with strategies to support their children at home. Specialist teachers provided background information on literacy research, conducted literacy activities and demonstrated literacy pedagogy. Thirty-two parents participated in the workshop, an attendance which was higher than expected.

Parent-teacher interviews were extensively revised. Traditionally, parent-teacher interviews were teacher driven; however, with low attendance it was important for the school to initiate other ways to engage parents in discussing their child's learning.

In 2012, parents were invited to lead the discussions, sharing with teachers their child's strengths and challenges; family background; health and preferred learning styles. This was a successful way to develop relationships with parents with over 80% attendance. Teacher driven learning conversations, now occur later in the first term and on request from parents. The most significant and successful change has been the introduction of 'student-led conferences' where the students engage their parents in a conversation about their learning. Students were supported to select pieces of work that demonstrated quality or areas for growth; to create running sheets that identified their criteria for selection and set goals for their continued learning. With the support of their teachers, students then shared their learning with their parents. The evening was very well attended, with rich conversations demonstrating strong parental engagement.

A community room was established to provide parents and families a place to gather for discussions, meetings, social gatherings, learning workshops. The Sacred Heart Community Room is the venue for morning teas to welcome new parents and families. Although numbers are still small and not yet reflective of all the different cultures in the school, parents are beginning to instigate workshops of interest, including craft mornings. The Sacred Heart Community Room gained an award in 2012 in recognition of the school's commitment to develop and strengthen parent and family partnerships to improve student learning outcomes.

The school's website has been reconstructed to improve communication with parents and invite the wider community to learn more about the school. Class blogs have been established that provide parents opportunities to access student learning and communicate with their child's teacher.

How has the school's parental engagement project been supported by the National Partnership?

The *Strengthening Family and Community Engagement in Student Learning Resource*, particularly the School Assessment Tool (Reflection Matrix) and the case studies, have affirmed the school's approach to strengthening parent engagement and overall were considered user-friendly and comprehensive. Network days hosted by the Catholic Education Office National Partnership CMaD Team for schools participating in the CMaD offered opportunities to more closely examine different aspects and dimensions of the resource. The school could see how the interconnection of the dimensions meant that, whilst focusing on one dimension in particular, all others are still being addressed.

The Federation of Catholic School Parent Communities (SA) made a significant contribution to the development of the resource and in promoting its use by school communities. The Catholic Education Office CMaD Team has facilitated engagement with the resource.

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What outcomes have there been in terms of students' wellbeing/ engagement, parental engagement, community participation?

Survey responses indicated that both staff and parents were appreciative of the strong commitment shown by the school to strengthen parent engagement in children's learning and in the life of the school community.

Feedback from parent workshops has been positive. A school board member commented on the clarity and transparency emerging for her:

'It's great to see what teachers are doing, to understand the way they teach and why.'

Another parent, who was keen for further workshops explained:

'I want to put myself into the perspective of my child to see how it would feel if I was not be able to do an activity. It gives me a better understanding of what I can do for my child.'

The school also recognises that sometimes the school must go to the parent rather than expecting the parent to fit in with the school. As the community room is still not well attended, coffee is offered to parents on the veranda at drop-off time. Conversations are beginning in these informal spaces between parents and teachers:

'It's giving parents some power about what they want to see and when', said one teacher.

Staff were invited to contribute supporting comments, such as what was working well, what needed more work and suggestions for improvement. Members of the school board undertook the same process. Both staff and parent responses indicated that many thought the school was in the building and sustaining level of parent engagement. They also indicated their appreciation of the strong commitment shown by the principal to strengthening parent engagement in children's learning and the life of the school community, as evidenced by his establishment of a community room at the school.

Learning that can be shared

A strong whole-school commitment has contributed to the success in building relationships with families and strengthening their engagement to improve student learning outcomes.

With a strong sense of community, particularly amongst Vietnamese and Indian families, the school is poised to build on the existing social capital and strengthen a sense of belonging and opportunity. The *Strengthening Family and Community Engagement in Student Learning Resource* has supported the school to take this one step further so that parents now increasingly understand how they can better support their children in their learning.

Strengthening Connections at Home, School and Community (CESA)

St Brigid's School is a Catholic primary school situated in Kilburn, South Australia. Currently enrolments stand at 234 students, coming from a rich diversity of cultures and religious traditions. Through a collaborative partnership with staff, students, parents and the wider community, the school endeavours to develop each child's individuality, giftedness and talents. The community is focussed on building positive identities in all learners through the relationships built with others in a safe, supportive and challenging environment.

With these aspirations and commitments, St Brigid's School has pursued an array of integrated initiatives focused on meeting the wellbeing and learning goals for all students, which include the development of a school wellbeing framework, the implementation of a multidisciplinary approach to support students and families, and the development of community based activities designed to deeper connect families to the school.

Why the need for this program strategy or activity?

The students and families of St Brigid's Kilburn, come from a variety of cultural communities. The largest cultural representation is the Vietnamese/Khmer community; however, the rich diversity of the community also includes significant numbers from the Philippines, China, Afghanistan, Bhutan, Sudan, Sierra Leone, Liberia, Kenya, Ethiopia, Nepal and India. St Brigid's is an enabling and inclusive community that welcomes new arrival and families with refugee experience. The school's strategies and activities are undertaken to ensure successful transition of all families into the school community, to support families in complex situations and provide every child with every opportunity to learn and be successful at school.

Strategies and activities in 2012

St Brigid's utilises a multidisciplinary approach when supporting students and families that takes into account the whole context of a child and family's life. Core educators, including parents, teachers, Education Support Officers, English as an Additional Language teachers and school leadership, and the school's child therapist work collaboratively to support the educational outcomes of all students. A key element of this teamwork is regular unit meetings also attended by the child therapist to develop, implement and review individualised learning and wellbeing plans that meet the specific needs of targeted students. These plans provide guidance to all staff in contact with a child on how best to support her or him to be successful in all areas of their life as well as identifying additional resources required. The Education Support Officer team includes staff of African and Vietnamese backgrounds who provide culturally responsive guidance and support to the school community.

This multidisciplinary approach extends to St Brigid's accessing external services. The school has established strong partnerships with other agencies, which have delivered a number of programs throughout 2012, including a parenting program (the Incredible Years) with CAMHS; a DRUMBEAT program with STTARS; and a girls' after school group with the YWCA. The school also consults with external services when specific issues are faced by the school community. Several examples have been: the Women's and Children's Child Protection Service; Autism SA; Child and Adolescent Mental Health Service, Occupational Therapists and other schools who work creatively to meet the needs of their students.

St Brigid's School's commitment to recognising and supporting parents and families as the primary caregivers and educators of their children has been demonstrated by the establishment of a school based playgroup, a gardening project, and a weekly breakfast club, and a group of parents have been trained as 'foodies' to support teachers and families

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to learn about healthy eating. Information sessions on the literacy and numeracy curriculum, how children learn, and strategies for supporting their children at home have also been offered to parents and caregivers.

How has the project been supported by the National Partnerships?

The CMA D National Partnership has supported the school to partly fund the employment of a child therapist (with a counselling background) to work with children, families and school staff to identify specific needs of children requiring extra support, implement positive strategies and provide in-class support to children and staff around these strategies.

Structural changes were made to allow for multidisciplinary teams to meet regularly, to discuss student wellbeing and learning, share ideas and plan directions in student learning literacy and numeracy.

What outcomes have there been in terms of students' literacy/ numeracy learning?

Data are central to decisions impacting on student learning outcomes. A range of tools were used, including CESA *Early Years Numeracy Assessment* and previous NAPLAN assessments, to identify school trends in literacy and numeracy, including areas of strength and areas of need. Students at high risk of not achieving the National Minimum Standard in literacy and numeracy, as well as students demonstrating high achievement, were targeted and monitored through a case study approach. Teachers collected and analysed student work samples, observational notes, running records and other classroom assessments to map student learning and plan future directions for these students.

What outcomes have there been in terms of students' wellbeing / engagement, parental engagement, community participation?

By taking a whole school approach to attend to the needs of the community, St Brigid's School has identified and implemented strategies and actions that directly relate to and involves families and the wider community. Their continuing challenge is in collecting evaluation data from their community to improve on strategies implemented. Surveys, interviews and small group discussions have identified the following outcomes:

- higher attendance in activities undertaken by the school or led by the community.
- parents appreciate the opportunity to share their view of their child's abilities and to jointly set goals
- a sense that there is deepened positive community feeling and co-ownership of learning
- workshops held throughout the year have been useful in helping families understand student learning, the culture of schooling in Australia and in building connections and social groups of support.

Learning that can be shared

St Brigid's School, Kilburn has shared its learning with CESA National Partnership CMA D network schools and other CESA schools. Key actions that have led to improved student wellbeing and engagement of parents have been:

- the employment of a child therapist, with a counselling background, focusing on developing a whole school approach to wellbeing, involving students, families and whole staff, in a complex community
- engagement of external agencies to support both student and their families, not at a point of crisis but as proactive, preventative actions
- the development and implementation of a case study approach to monitor student learning and wellbeing.

Passport Program (DECD)

ICAN Committees across the state have identified that engaging with parents and care givers as key stakeholders in supporting student engagement in learning is critical to a young person's learning achievement. For many parents of vulnerable children and young people, their own connection with school based learning was not successful, decreasing the likelihood of these parents working closely with the primary or secondary school that is seeking to engage their children.

In 2012 in the northern regional ICAN areas, a new parent and community engagement program is being piloted with ICAN community grant funding. The *Passport Program* is designed to strengthen the relationship between parents, communities and the school, and to focus on a reciprocal partnership whereby 'reward points' can be earned by students, family and community members by their provision of support at the school and/or for supporting the regular attendance of the student. Rewards can take the form of covering the costs of school camps, excursions or provision of school uniforms, which families can find difficult to fund.

Airdale Primary School

In Term 3 2012, Airdale Primary School implemented the attendance model of the Passport program. The school is located in Port Pirie, approximately 240kms north of Adelaide. Students come from a mix of socio-economic and cultural backgrounds including 21% Aboriginal students, 25% students with disabilities and 23% from non-English speaking backgrounds. Around 80% of students' families are entitled to 'school card' benefits indicative of families experiencing financial disadvantage.

Enrolment numbers have been steadily declining over the past four years; from 187 in 2008 to 138 in 2012. Enrolments numbers fluctuate significantly throughout the year, as many families are transient (approximately 17%) and their children may often re-enrol at the school two or three times during the year.

Data indicated that the attendance level target of 93% for the school was not being met and this was reflected in students' learning achievement data, such as NAPLAN results. The 2011 NAPLAN testing indicated that a number of students were failing to meet the National Minimum Standards for literacy and numeracy for their year level.

Punctuality has also been identified as a major issue which impacted upon students being present for essential literacy and numeracy lessons. As well, many new reception level students have never attended preschool which may impact upon the development and establishment of good attendance habits in the early years of schooling.

Progress Outcomes

Baseline data indicated an attendance rate of approximately 74% for the first five weeks of Term 3 2012.

After the introduction of the Passport Attendance Program in Week 6, attendance increased to 84%, with an overall Term 3 average of 82%.

This increase was maintained in Term 4 with average attendance of 83% and even reaching a high of 91%. This was contrary to previously identified trends within the school where Term 4 attendance significantly decreased.

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Anecdotal accounts also reflected a number of unanticipated positive outcomes including:

- A student who had not attended school all term arrived at school to enquire as to how he could be part of the program.
- Students informing others about the program and encouraging attendance, which has had significant results with increased attendance from some students who had been poorly attending or non-attending.
- Increased, positive student relationships and interactions have been observed where students have shared their Passport 'rewards' with others.
- Teachers have commented that they have noticed improved 'whole of class' levels of engagement, participation and learning and are hopeful this will impact positively on the results of the next round of NAPLAN testing.

Section 4 – Research and Evaluation not reported elsewhere

Research

Much of South Australia's research activity associated with the ITQ NP and CMaD NP has already been reported in the previous sections, including the opportunities for sharing learning through networks, presentations, conferences and websites.

Some additional research activity is highlighted below.

Teaching for Effective Learning

A research summary has been shared with **DECD** regional and site based leaders in ten regions. The summary identified the positive outcomes when staff in research sites focussed on deprivatisation of practice, the establishment of Professional Learning Communities and participating in peer classroom observations. As a result of this, leaders articulated an increase in the willingness of staff to open their classrooms to peers for the purpose of identifying existing strengths in pedagogy and aspects for future development.

Professional Learning Communities (PLCs) have also been established throughout the regions as a response to the research data stating that PLCs are a strong contributor to developing a positive learning culture with a safe and secure environment for staff to critique practice and engage in deep professional dialogue.

The research findings also led to the development of the Online Compass which is designed to support both self-reflection on quality of practice and also captures self-report data, peer and trained observer data and triangulate this against the experience of the students.

School Improvement in the Government sector

Based on feedback from the diagnostic reviews, the **DECD** Quality Improvement Unit/Literacy Secretariat has conducted research and written resources for schools in the following areas:

- Intervention and Support
- Literacy Resource papers

ICAN leading a system wide 'Matched sample'

In 2012, **DECD** commenced a collaborative research study with the Telethon Institute for Child Health Research to investigate the effectiveness of an ICAN intervention.

The research has three stages:

Stage 1: Investigate what data, (held for all students), could be used to predict who might become an ICAN student (i.e. become disengaged from learning and enter the ICAN program). Data held by DECD can be linked to data held by other SA Government agencies, such as Health, which will assist in this research.

Stage 2: If 'becoming' ICAN can be predicted, construct an ICAN intervention group and a matching group of students with similar characteristics, who do not receive the ICAN intervention.

Stage 3: Use outcome measures to examine any differences between the groups.

It is expected that Stage 1 will be completed early in 2013 and the remaining stages by the end of 2013.

Learning Together

Two of the Learning Together team (Hargreaves and Bros) were accepted as presenters to the Australian Evaluation Society National Conference held in Adelaide in August 2012. They discussed the methodology adopted and the challenges in evaluating a program such as Learning Together and included some of the findings. Their presentation is available at <http://www.aes.asn.au/images/stories/files/conferences/2012/presentations/Friday/FriHallC1225Hargreaves.pdf>

Parental engagement

Following the release in early 2012 of the *Strengthening Families and Communities Partnerships in Student Learning* resource (available from the web link <http://smarterschools.gov.au/parental-engagement-schooling>), all three sectors participated in an Action Research Project. The project has been overseen by a small advisory group, led by the Federation of Catholic School Parent Communities (SA).

Recognising that school communities can be at quite different points in their understanding of and taking action to build parental engagement in their schools, the project has documented five CMA^D school communities' experiences in using the resource to support them in strengthening the engagement of parents in student learning and the life of the school.

Interviews and/ or focus groups were conducted with a nominated person or group in each school at two points during 2012 and schools kept a 'journal' of how they have used the resource.

The school case studies provide: insights into how school communities were able to best utilise the resource, including as part of their school's planning and improvement cycle; and further information about how schools have gone about the process of strengthening parental engagement in their schools and some of the challenges they have encountered along the way. The school case studies will be available electronically in early 2013.

Evaluation

Overview of South Australian evaluation activity

The evaluation of Smarter Schools National Partnerships activity in South Australia has two components:

- within sector evaluation, planned and managed by each sector over the life of the three National Partnerships and consistent with each sector's implementation strategies and activities
- Council-led, smaller, time-limited evaluations undertaken on matters of strategic interest at the state level, which involve the participation of all three schooling sectors. These Council-led projects are endorsed by the National Partnerships Council – Schooling, which includes membership of the three South Australian schooling sector heads.

Collectively, the Council-led evaluations and sector led evaluations form the SA Smarter Schools National Partnership Evaluation.

Findings from the sectors' evaluation work have been reported in the relevant previous sections of this report and are not duplicated there.

Council-led evaluations

Evaluation of school review processes

As part of the Smarter Schools National Partnerships, schooling sectors across Australia have implemented school review processes focussed on school improvement opportunities in Low Socio-economic status schools.

In South Australia, the schooling sectors adopted varied approaches that were either externally led or school-led review processes. In order to identify the learning that can be drawn from the experiences across each of the sectors, an evaluation was conducted to examine:

- how school review processes have been implemented and acted upon
- what outcomes have been achieved by schools that can be linked to participation in the school review process
- how schools are addressing various challenges
- where opportunities for improvement may exist.

The evaluation adopted a case study approach with dedicated visits to selected schools that undertook a school review. These involved interviews with school leaders, staff, parents and others in the school community. As well, interviews with key staff in each sector were undertaken, along with the review of relevant documentation.

The evaluation offered guidance for optimising school review processes, the articulation of the outcomes to schools linked to their participation in reviews, challenges to sustainability and potential areas for improvement.

In conducting school reviews, it was critical for the review team to have a good understanding of a school's context for schools to accept the review's findings. This was facilitated by providing the opportunity for a member of the school community to participate in the formulation of findings and recommendations.

Although the engagement of parents was desired and sought as a part of the review process in all sectors, schools mostly found this difficult to achieve. More effective ways to engage parents in school review processes need to be explored.

In the Government sector, the inclusion of peer principals on external review teams provided support to the leadership of the school reviewed and assisted in developing wider sectoral awareness of school reviews and a continuous improvement focus.

Schools were aware of most areas requiring improvement but the reviews assisted them to:

- focus more clearly on the key priorities for immediate action
- better target their strategies for change
- implement change at a faster rate.

The most common outcomes for schools attributed to, in varying degrees, the participation in school review processes included:

- an increased use of whole of school approaches to teaching, particularly for literacy and numeracy with more consistent application of teaching methods and techniques and the use of common language
- professional learning communities being developed in response to review recommendations in many schools. Key characteristics of these groups included

sharing personal practice, increased consistency of practice and fostering general support between staff

- improved use of data in some schools to systematically identify students' needs, tailor teaching methods and monitor learning outcomes.

Evaluation of data literacy and usage to improve student outcomes

Considerable research demonstrates the importance of using data in schools to inform practice and ultimately to improve student learning (Timperley, 2011; Hattie, 2005).

However, a growing body of research highlights that even where considerable data is available, including quality data, teachers and school leaders may not always have the knowledge, skills and/or confidence to be able to analyse and interpret relevant data in order to use this data to effectively inform teaching practice and decision making (Nisbett, 2011; US Department of Education, 2009; Hattie, 2005).

The SA National Partnerships Council – Schooling has endorsed an evaluation analysing the ways in which teachers and school leaders are able to interpret and use data to inform effective teaching practice and decision making. This evaluation is also identifying: examples of good practice; barriers to achieving the effective use of data and possible solutions to these; and where additional assistance may be required.

The external evaluators have commenced survey development in Term 4 2012 and field work is being conducted primarily in Term 1 2013, with reporting in June 2013. The methodology involves an online survey across 100 schools involved in the Smarter Schools National Partnerships, dedicated case studies and school visits to 20 schools featuring interviews with leaders and teachers, and interviews with key stakeholders from each sector office.

Whilst particular sector programs are not the subject of this specific evaluation, in the context of data literacy and usage, this evaluation will consider and reference the role of various Smarter Schools National Partnerships related activities.

Rapid Appraisal of Literacy and Numeracy Achievements

The purpose of the Rapid Appraisal project was to further investigate literacy and numeracy achievements at both a school and wider sector or state level as part of the Literacy and Numeracy National Partnership (LN NP).

NAPLAN testing results have often been the only indicator of achievement reported. The Rapid Appraisal report, whilst still highlighting some NAPLAN results, utilises a range of other data sources, particularly student assessment data, in order to highlight achievements. This is important because improved student outcomes may not always be immediately evident in NAPLAN results.

At an overall State level, some promising trends are apparent from NAPLAN testing in Literacy and Numeracy National Partnership schools from 2008 to 2011, including:

- an 11.9% decrease in the proportion of students below the national minimum standard
- the proportion of Year 5 students with a numeracy mean scale score at or above the South Australian average improved from 39.6% to 44.1%
- Indigenous students achieved a steady movement in mean scale scores towards that achieved by all South Australian students for both literacy and numeracy. In particular, strong trends were observed in Year 5 and 7 numeracy.

There was also evidence of engagement in reading for enjoyment in Literacy National Partnership schools statewide, demonstrated by increased student completion rates for the Premier's Reading Challenge from 2008 to 2011, including:

- students (Reception to Year 9) completing the Challenge in Literacy National Partnership schools increased by 17.2%, exceeding the overall state-wide increase of 11.7%
- Indigenous students completing the Challenge in Literacy National Partnership schools increased by 50.0%, exceeding the 30.3% increase for Indigenous students state-wide.

Sector specific achievements included:

- improvements in Running Records for Year 1 and 2 students in Literacy National Partnership schools from 2009 to 2011 in one sector that centrally records this information. This offers promise for improved NAPLAN reading results for Year 3 students in future
- a survey conducted in one sector demonstrated improvements in Literacy and Numeracy National Partnership schools, beyond other schools, when teachers rated the extent to which their school catered for the needs of students at all ability levels. This suggests an enhanced focus on the full spectrum of students' abilities and needs in Literacy and Numeracy National Partnership schools, with no child overlooked, regardless of their literacy or numeracy standard.

Sectors also provided access to literacy and numeracy assessment data from Literacy and Numeracy National Partnership schools in their sector. The report highlights schools with improved results across various year levels and domains, including reading, writing, spelling and numeracy. Five schools that achieved improvement were specifically prepared as detailed case studies in a supplementary report to the Rapid Appraisal report. Common features identified across the case study schools included the central role of the literacy or numeracy coach (providing regular professional development liaison and support); progress towards a consistent, whole-school approach; adoption of a range of strategies targeting different groups (teachers, students, parents); and the use of assessment data to inform progress.

The ability to demonstrate achievements was sometimes challenged by issues with the availability or quality of assessment data recorded, and the ability to readily extract this for systematic analysis. Although teachers reported an increased confidence and usage of assessment data, there is scope for further improvement in data collection and analysis to enable sectors, schools and teachers to better demonstrate their achievements in improving student outcomes and to better inform teaching practice.

Section 5 – Co-investment Report

In light of recent findings by the Australian National Audit Office, DEEWR requires confirmation that state/territory co-investment obligations under the National Partnerships have been met before Commonwealth payments are made.

Improving Teacher Quality National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	\$0.180m	\$0.468m	\$0.782m	\$0.730m
Actual State/Territory co-investment	\$0.180m	\$0.468m	\$0.782m	\$0.730m

South Australia has met the co-investment obligation for the Improving Teacher Quality National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES NO

Low SES School Communities National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	\$1.198m	\$16.175m	\$21.833m	\$39.938m
Actual State/Territory co-investment	\$1.198m	\$16.175m	\$21.833m	\$39.938m

South Australia has met the co-investment obligation for the Low SES School Communities National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES NO

Section 6 – Milestone Reporting Improving Teacher Quality

Milestones Achieved in Annual Report 1 January 2012 – 31 December 2012

Milestone	Detail of achievement against milestone
Implementation of the leadership program, 20 participants (AISSA)	<p>TARGET EXCEEDED</p> <p>26 workshops over six program strands with a total of 828 participants.</p>
Seminar on school governance, 15 participants (AISSA)	<p>TARGET EXCEEDED</p> <p>Nine workshops were held with a total of 205 participants.</p>
Expand pathways models to facilitate recruitment in areas of need (DECD)	<p>COMPLETE</p> <p>Expanded through local and regional programs to attract and recruit high quality teachers and leaders into areas of the highest need. The identified areas of need in this expansion include the subject areas of mathematics, science (physics and chemistry) and design & technology (wood & metals) with country schools the main focus.</p> <p>Teach SA is a key program recruiting new and up-skilling existing mathematics and science teachers. A total of 114 participants have been involved in the Teach SA program in 2012 which includes 33 new recruits and 81 existing teachers up-skilled.</p> <p>The recruitment of design & technology teachers with a focus in the wood and metals areas has also been a high priority with the successful recruitment of a high quality graduate to Port Augusta Secondary School and an additional six scholarships available in late 2012 for pre service design & technology teachers.</p>
Develop ongoing projects based on evaluation (DECD)	<p>COMPLETE</p> <p>A comprehensive review of targeted recruitment programs including scholarships for aspiring Aboriginal teachers has been conducted and has informed the recruitment strategies to be implemented in 2013 – 2014.</p> <p>The Design & Technology Workforce Planning Strategy is in stage 1 development and includes a model of 'intensive support' with the key design & technology target groups, including SACE students, pre-service teacher education students and existing teachers requiring up-skilling.</p> <p>An assessment centre to facilitate quality recruitment has been trialled and refined for ongoing development.</p>

Milestone	Detail of achievement against milestone
Implement a beginning teachers program with at least 20 participants (AISSA)	TARGET EXCEEDED Five 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)	COMPLETE The project is now called <i>Aboriginal Pathways into Teaching Program</i> . 10 DECD Aboriginal employees are enrolled in the new Aboriginal Pathways into Teaching degree offered by the University of South Australia.
Evaluation of program effectiveness for DECD Aboriginal employees (DECD)	PHASE 1 COMPLETE Evaluation of the design and outcomes of the <i>Aboriginal Pathways into Teaching Program</i> is a collaborative undertaking between DECD and the University of South Australia ongoing over the life of the program.
Analysis and evaluation of survey details (DECD)	COMPLETE The evaluation of recruitment strategies for Aboriginal employees is an integral part of the wider review of recruitment and retention strategies and has been undertaken by the work units leading this initiative in DECD. The data from the initial <i>Career Intention Survey</i> has consistently been used in planning workforce management recruitment and retention programs. The second survey to be conducted in 2013 will be a significant body of work to further inform recruitment strategies for Aboriginal Employees
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. (Ongoing)
Improved Workforce Data Analysis Capability (DECD)	COMPLETE Monograph papers on the topics of <i>Teacher Supply and Demand in South Australia</i> and <i>Professional Experiences for Pre-service Teachers</i> were published as an outcome from the work of the SA Teacher Education Taskforce. The Minister for Education and Child Development released two important policy direction papers <i>A New Relationship with Schools</i> and <i>Supporting our Teachers: Recognise, Respect and Values</i> . The three South Australian schooling sectors also contributed teacher data to the <i>Workforce Supply and Demand Modelling Project</i> .
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)	COMMENCED AND ON TRACK The AISSA <i>Leadership Program</i> was developed having regard to continuous improvement principles and included strands such as <i>Building a Performance and Development Culture in Schools</i> (6 workshops and 272 participants) and <i>Introduction to Leadership Coaching</i> (2 workshops and 46 participants). The AISSA has continued to support schools to undertake external reviews through access to school review programs facilitated by AISSA.

Section 7 – Milestone Reporting Communities Making a Difference

Milestones Achieved in Annual Report 1 January 2012 – 31 December 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>AISSA strategic approach to CMaD National Partnership reform has been implemented through three key areas:</p> <ul style="list-style-type: none"> • School diagnostic reviews and development of school implementation plans • School leadership and governance support and professional development • Engagement with the community and provision of in-school support. <p>More detail about initiatives in these areas is provided in Section 3 of this report. As well, AISSA has strategically linked this work with strategies and activities being implemented through the ITQ NP, other partnerships and major educational reforms.</p> <p>CESA</p> <p>CESA's reform strategy has been to lead each of the twenty-three CMaD schools in a process of auditing school operations in each of the six key reform areas articulated by the partnership agreement. The consultancy team has then worked with principals, school leaders, teachers and school support officers to identify areas of improvement in each key priority area, and, through the development of school strategic plans, committed to improvement actions and desired outcomes. CESA's approach has been to recognise the importance of the unique context of each school, and therefore, the need for individual schools to have agency in school-based reform strategies, with the CESA consultancy team working alongside principals and schools' staff to enact the changes each seeks. A number of reform strategies have proven to be supportive of many schools' endeavours, these include, the formation of <i>Professional Learning Communities</i>, the development of student learning data collection and analysis structures and processes, the appointment of a key pedagogical leader in either numeracy or literacy and the involvement of schools in the CESA National Partnership CMaD Schools' Network.</p> <p>Twenty-three CMaD schools continued their participation in 2012; of these schools 12 schools will continue their involvement in 2013, while 11 schools' involvement concluded at the end of 2012.</p>

	<p>DECD</p> <p>DECD has taken a dual approach to system wide reform through the CMaD National Partnership:</p> <ul style="list-style-type: none"> • Whole-of-school improvement strategies and initiatives, including school diagnostic reviews, teaching for effective learning, principals leading learning and targeted teacher and school leader recruitment and incentive packages. • The provision of a comprehensive suite of individualised support programs to young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning, including the Innovative Community Action Networks, a range of student mentoring programs and the early years 'learning together' program. <p>Strengthening parent and community engagement has featured in both approaches during 2012.</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>DECD</p> <p>In 2012, CMaD diagnostic reviews were undertaken in a total of 37 schools:</p> <ol style="list-style-type: none"> 1. Airdale Primary School * 2. Augusta Park Primary School * 3. Adelaide Secondary School of English 4. Berri Primary School * 5. Blanchetown Primary School 6. Blair Athol North B-7 School 7. Challa Gardens Primary School 8. Coober Pedy Area School 9. Elizabeth South Primary School * 10. Evanston Primary School * 11. Flinders View Primary School * 12. Hackham West R-7 School * 13. Le Fevre High School 14. Mark Oliphant College 15. Millicent North Primary School * 16. Moonta Area School * 17. Murray Bridge Special School

18. Para West Adult Re-entry Campus
19. Pennington Junior Primary School
20. Port Augusta Special School
21. Port Germein Primary School *
22. Port Pirie West Primary School *
23. Port Vincent Primary School
24. Port Wakefield Primary School
25. Raukkan Aboriginal School
26. Riverland Special School
27. Riverdale R-7 School *
28. Roma Mitchell Secondary College
29. Seaton High School
30. Solomontown Primary School *
31. The Grove Education Centre
32. Virginia Primary School
33. Wallaroo Primary School *
34. Whyalla Stuart R-7 School *
35. Willsden Primary School *
36. Woodville Gardens Primary School
37. Woodville Primary School

*schools having follow up reviews to diagnostic reviews conducted prior to the CMaD project.

Categories and number of DECD schools reviewed in 2012

Primary	Area	Anangu	Aboriginal	Special	High	Other
24	1	0	1	4	6	1

Number of teachers and school leaders participating in professional development as part of the reform strategies.

AISSA

- The leadership team of one school involved in the IDEAS Program conducted by Professor Frank Crowther and Dr Dorothy Andrews at University of Southern Queensland
- Thirteen principals, school leaders and aspiring principals attended a range of Australian Council of Educational Research conferences and programs

Scope of professional development activities will also be provided **(All)**

- Eight principals, school leaders and aspiring principals attended the Australian Council of Educational Leadership conference
- Principals, school leaders and aspiring principals participated in the AISSA Leadership Program
 - Australian Curriculum – A vehicle for change 6
 - Building a Performance and Development culture in your school 8
 - Building Personal Leadership Capacity 1
 - Introduction to Leadership Coaching 1
 - Building Leadership Capacity in Early Childhood 3
 - Women in Leadership 1
- Whole school staff from six schools (approximately 240 teachers) participated in a range of professional learning on topics including on Assessment for Learning, Planning, Teaching and Assessing with the Australian Curriculum, supporting boy's education and providing effective feedback.

CESA

- All 23 CMaD schools participated in the CESA CMaD Schools' Network, which involved the participation of all school principals, school leaders and key National Partnership teachers.
- Fifteen CMaD schools have organised Professional Learning Communities as vehicles for teacher professional learning in numeracy, literacy and wellbeing. Other schools have adopted their own models for professional learning, as identified in their school strategic plan. The teacher numbers involved were approximately 325, similar to other years, consistent with natural variations in staffing numbers.
- The CMaD Team again organised for the 23 CMaD schools to work with Professor Michael Fullan. 72 principals, school leaders and key teachers engaged in learning with Professor Fullan.
- Seventy six principals, school leaders and teachers from 13 CMaD schools were involved in immersion experiences during 2012. These visits have been a catalyst for change in many CMaD schools and numbers of teachers and leaders involved increased from previous years.

DECD

Innovative Community Action Networks

During 2012, State, local school and community based professional learning opportunities have been provided for more than 2,000 teachers, case managers, youth workers, DECD state and regional staff as well as key partner agency staff. These opportunities build capacity of school and community staff members to better engage and support students in flexible and accredited learning pathways.

	<p><i>Community Mentoring</i></p> <p>953 participants were involved in core training, professional development, capacity building (Communities), induction training and, appreciation and recognition.</p> <p><i>Secondary Mentoring</i></p> <p>Three peer mentor training days were held with 91 participants</p> <p>1 Professional Learning Day (<i>Sense Ability, Beyond Blue</i>)</p> <p>2 Mentor Induction Days.</p> <p><i>E-Mentoring Core Training</i></p> <p>There were 90 participants in training and inductions.</p> <p><i>Youth Development</i></p> <p>In 2012 there were 1,193 programs by external providers, in-school staff initiatives and professional learning facilitated by Youth Development Coordinators (e.g. Positive Youth Development and Transitions). Increased opportunities for Professional Learning due to the new model of <i>Youth Development</i> program delivery and Youth Development Coordinators human resource. e.g. <i>Student Voice</i> and <i>Social and Emotional Learning</i>.</p> <p><i>Learning Together</i></p> <p>All staff involved in programs, including managers, teachers, and school services officers/early childhood workers were expected to attend the <i>Learning Together</i> professional learning clusters. For 2012, this consisted of:</p> <ul style="list-style-type: none"> • 2 sessions (full days) including Aboriginal Cultural Competence and Family Literacy. • 1 session with Margy Whalley from Pen Green on <i>Engaging Families</i> and Dr Rosie Roberts on <i>Wellbeing in the Early Years</i>. <p>CMaD staff involved included:</p> <ul style="list-style-type: none"> • 6 teachers over the year representing 4.5 FTE • 2 managers • 20 school support officers/early childhood workers <p>Other staff from sites and regional early childhood staff were also invited to attend these sessions.</p> <p>All teachers participated in:</p> <ul style="list-style-type: none"> • 4 full-day teacher network sessions, including planning and reporting sessions <p>Two managers attended:</p>
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	<ul style="list-style-type: none"> • Managers networks (total of 12 days) • National Symposium on the development of the new early childhood professional <p>Staff were also involved in professional development offered by their sites.</p> <p><i>Principals as Literacy Leaders</i></p> <p>183 (59 CMaD NP) primary principals completed the 2011-12 <i>Principals as Literacy Leaders Program</i> over five days. In total 338 principals have participated in the program.</p> <p>Secondary Principals as Literacy Leaders</p> <p>120 (55 CMaD NP) secondary school leaders have participated in a four day professional development program.</p> <p>Regional Leadership Consultants</p> <p>Regional Leadership Consultants supported professional development for over 400 school principals, through intensive and ongoing mentoring and coaching.</p>
<p>Number and scope of teachers/leaders involved in attraction, retention and development reform strategies (DECD)</p>	<p>The range of recruitment and selection programs which have directly or indirectly impacted on teacher and leader recruitment to DECD schools and pre-schools has included:</p> <ul style="list-style-type: none"> • <i>Incentive packages</i> • <i>C Change Maths and Science Teacher Leader Program</i> • Three <i>Teacher Leader</i> positions have continued in 2012 • <i>TRT Pathways into Teaching</i> which has enabled the availability of an additional eight relieving teachers for 2012 to cover teacher absences in 4 regional areas • <i>Emerging and Aspiring Leaders</i> which has enabled all 12 South Australian regions to participate in leadership initiatives aligned to the <i>National Professional Standard for Principals</i>. More than 200 participants have been involved during 2012. Direct recruitment outcomes have already been achieved including four new leaders who commenced appointments in 2012 and five who will commence in 2013. • <i>Early Career, Lead Teacher Mentoring and Innovative Professional Experience</i> projects implemented across four regions including APY Lands schools enabled 95 pre-service and in-service teachers to participate. • <i>Local Delivery –Technology, Connecting Schools through Local Delivery</i> a pilot project in the Eyre and Western region has focused on providing additional professional development for 17 teachers in five schools in curriculum delivery via a range of technologies including video conferencing. Nine teachers across four schools delivered a wide range of subjects to students in six receiving schools who would not otherwise have been able to undertake these subjects. Grade results to date for these students using this mode of learning have been in the ‘A’ and ‘B’ bands.

<p>Number and scope of community groups /business/volunteers/NGOs involved in the CMaD NP Plan implementation (All)</p>	<p>AISSA Six volunteers/ casual School Assistants were involved in Community playgroups/early childhood groups in two schools.</p> <p>CESA Following are some examples of community interactions involving Catholic schools participating in the CmaD National Partnership. Immaculate Heart of Mary School, Brompton, was the recipient of the Autism SA <i>Business Partnership of the Year</i> award in 2012. Links with Autism SA and with Down Syndrome SA, have contributed to development of key personal learning goals, with priorities and actions to support the achievement of these goals informing main stream practices for better student wellbeing within the school community.</p> <p>St Mary Magdalene’s School, Elizabeth Grove has established a working relationship with Playford City Council, with support including erecting street signage, sending the Bus Library when the school library was out of action and collaborating through the OPAL Project, a healthy lifestyle initiative that aims to improve the eating and activity patterns of children through working with families and the whole community.</p> <p>The <i>Elizabeth Community Connections Project</i> operates between three schools in the Elizabeth Catholic Parish, including St Mary Magdalene’s School and St Thomas More School. The community worker provides training for adults, including the schools’ parents, in a wide range of areas.</p> <p>St Brigid’s School, Kilburn is developing strong partnerships with a number of agencies, including a parenting program (the Incredible Years) with Child and Adolescent Mental Health Services (CAMHS); a DRUMBEAT program with the non-government organisation Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS); and an after school girls’ group with the Young Women’s Christian Association (YWCA). The school also consulted with external services when specific issues were faced by the school community. Examples of this have been the Women’s and Children’s Child Protection Service, Autism SA and CAMHS Occupational Therapists.</p> <p>DECD continued to work in partnership with a wide range of government and non-government organisations. The integration of the previous Department of Education and Children’s Services with Families SA and several child health focussed government agencies in late 2011 into the new Department for Education and Child Development, provided the impetus to expand and extend school-community partnerships so that children, young people and their families are provided with seamless services that promote effective development and learning.</p> <p>With the expansion of the ICANs state-wide and through the other personalised support programs, more partnerships with local community members and organisations have evolved and in 2012 there were in excess of 200 non-government and community organisations working to provide more opportunities to improve learning and well-being of children and young people struggling at school, disengaging from school or completely disengaged from learning.</p>
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Number of students, including a breakdown by specific cohorts receiving support through the reform strategies **(All)**

AISSA

2,489 students attended the seven CMaD (1 Reception – Year 9, 2 Reception – Year 7, 4 Reception – Year 12) schools. Of these 139 were Indigenous students and 107 were students with a verified disability.

In addition the *In School Specialist Support Program* has supported 16 classroom teachers, six school leaders, five Special Education teachers, and eight School Support Officers to build capacity in supporting students with special learning needs. Approximately 65 students directly received support through this program.

25 students were assessed by either a psychologist, occupational therapist, speech pathologist or behaviour professional and individual education plans were developed for each student.

CESA

As of the August 2012 census, a total of 7,758 students were enrolled in the three secondary, 19 primary schools and one Reception-Year 12 school participating in the CESA CMaD National Partnership.

Of these students, there were 377 students with disabilities and 195 Indigenous students, whose teachers receive personalised support from Catholic Education Office consultants. There were 1,658 students with English as an Additional Language (EAL), supported through the CESA EAL Teachers Network.

DECD

193 government schools with over 50,000 students were involved in the CMaD whole-of-school initiatives in 2012 (Please note there have been a number of school amalgamations and new school openings across government schools over the life of CMaD.)

Innovative Community Action Networks

	Total	ATSI	Disability	ESL	Juvenile Justice	GOM	Male	Female	Metro	Country
ICAN FLO ENROLMENT	5,282	778	1,045	339	68	182	53%	47%	78%	32%

ICAN Case Management (including Year 8 transition support & exceptional circumstances): 706 children and young people

ICAN Community Partnership Grants funded programs: 8,655 participants

Youth development: 18,744 participants across multiple initiatives in 168 DECD schools

Mentoring for improved engagement, learning and wellbeing

	Total	ATSI	Disability	ESL	Juvenile Justice	GOM	Male	Female	Metro	Country
Community Mentoring	563	69	43	20	-	3	52%	48%	46%	56%
Secondary Mentoring	1,589	173	292	187	-	31	55%	45%	48%	52%
E-Mentoring	118	8	10	2	-	2	36%	64%		

Wiltja

The 2012 student cohort consisted of:

Year level	Number of students
Bridging (Years 7/8)	52
Year 8	15
Year 9	19
Year 10	20
Year 11	6
Year 12	4
TOTAL	116

Learning Together

- The number of children enrolled and attending at the end of November 2012 was 496 (1,075 children have been enrolled in the program since it started).
- The number of families enrolled and attending at the end of November 2012 was 391 (812 families have been enrolled in the program since it started).
- A total of 976 people were enrolled and attending programs at the end of November 2012 (2,083 people have been enrolled in the program since it started).
- The number of Aboriginal people enrolled and attending at the end of November 2012 was 43.

	<ul style="list-style-type: none"> • The total number of people from Language backgrounds other than English enrolled and attending at the end of Term 3, 2012 was 137. • The total number of people who were refugees enrolled and attending at the end of November 2012 was 9. Note: This number has fluctuated over the year. • There were a total of 59 people with a disability enrolled and attending at the end of November 2012. <p><i>VET Scholarships</i></p> <p>At Term 4, 2012 a total of 868 students were assisted by VET scholarships including, 102 Aboriginal students and 75 students with a disability.</p> <p><i>Teaching for Effective Learning</i></p> <p>Ten specialist teachers have worked collaboratively with classroom teachers and school leaders to develop quality teaching and learning.</p> <table data-bbox="542 655 1155 687"> <tr> <td>Total Number of students</td> <td>5,057</td> </tr> </table> <p>The specific cohort of students include:</p> <table data-bbox="542 732 1155 863"> <tr> <td>Non English Speaking Background (NESB)</td> <td>1,316</td> </tr> <tr> <td>Aboriginal and Torres Strait Islanders (ATSI)</td> <td>806</td> </tr> <tr> <td>Students with Disabilities</td> <td>580</td> </tr> <tr> <td>School Card holders</td> <td>2,056</td> </tr> </table>	Total Number of students	5,057	Non English Speaking Background (NESB)	1,316	Aboriginal and Torres Strait Islanders (ATSI)	806	Students with Disabilities	580	School Card holders	2,056
Total Number of students	5,057										
Non English Speaking Background (NESB)	1,316										
Aboriginal and Torres Strait Islanders (ATSI)	806										
Students with Disabilities	580										
School Card holders	2,056										
<p>Student performance indicator data, as per section 12 of the Low SES FIP (eg Attendance, NAPLAN) (All)</p>	<p>See the Appendix to this report which contains South Australia's additional performance information.</p>										

Appendix –Additional Performance Information

Sections 8 and 9 – South Australia – Performance Measures Communities Making a Difference National Partnership

South Australia's additional performance information is provided as a separate **Appendix to** this Annual Report.

GLOSSARY

Acronyms and Abbreviations used in the South Australian 2012 Annual Report

ACEL	Australian Council for Educational Leaders
ACEO	Aboriginal Community Education Officer
ACER	Australian Council for Educational Research
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
ESO	Education Support Officer
FLO	Flexible Learning Option
HRMS	Human Resource Management System
ICAN	Innovative Community Action Network
ISCA	Independent Schools Council of Australia
ITQ	Improving Teacher Quality
LBOTE	Language Background Other Than English
LET	Local Expert Teacher
NP	National Partnership
OPI	Online Placement Instrument
PALL	Principals as Literacy Leaders
PLC	Professional Learning Community
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
TfEL	Teaching for Effective Learning
TRB	Teachers Registration Board
VET	Vocational Education and Training