

National School Reform Agreement

Australian Capital Territory Bilateral Agreement: 2022 Progress Report

National School Reform Agreement – Bilateral Agreement Report – ACT – 2022

Executive Summary

The ACT remains committed to driving reform to improve learning outcomes for all children and young people, as outlined in the ACT Government's *Future of Education Strategy* and *Set Up for Success: An Early Childhood Strategy for the ACT*. These strategies are focused on investing in and providing a system that delivers excellent, inclusive and equitable education that supports children and young people to learn, thrive, have agency, participate and achieve high expectations.

ACT Public Schools, Catholic Education and Independent Schools continue to be driven by the vision of the Alice Springs Mparntwe Declaration 'for a world class education system that encourages and supports every student to be the very best they can be' by ensuring that every child and young person has access to a great education and the life opportunities that this affords them. In 2022, cross-sectoral collaboration to share ideas and strengthen consistency continued through leadership conferences and cross-sectoral NCCD moderation activities.

The ACT continues its focus on quality teaching, including in the areas of initial teacher education, curriculum and assessment, cognisant that quality teaching is the most important in-school factor in determining student performance. Initial Teacher Education (ITE) continues to be a high priority of the Teacher Quality Institute (TQI), which engages rigorously in the national ITE standards agenda. In 2022, TQI continued to actively participate in the national work on accreditation through the Australasian Teacher Regulatory Authorities.

The ACT has a comprehensive approach to teacher professional learning, particularly focused on the Australian Curriculum. This is supported with high quality teacher professional development targeting the interconnectedness between curriculum, assessment and reporting. ACT teachers use formative assessment on a daily/weekly basis to assess student learning and identify required instruction and support. Putting student data at the teachers' fingertips empowers teachers to personalise learning plans and address areas for further growth.

The ACT Board of Secondary Studies (BSSS) also maintains a strong partnership across the three schooling sectors. Through a five-year review cycle, they develop or replace courses to ensure they are contemporary and underpinned by the Australian Curriculum.

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ACT Public, Catholic and Independent Schools, the BSSS and TQI, are collectively committed to ensuring a world class education for every child and young person in the ACT.

Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop a cross-sectoral implementation plan to underpin the ACT Government's Future of Education Strategy.	All	2019	Completed in 2019. Government <ul style="list-style-type: none"> • N/A Catholic <ul style="list-style-type: none"> • N/A Independent <ul style="list-style-type: none"> • N/A
Implement stage one of the cross-sectoral Future of Education implementation plan.	All	2020	Completed in 2020 Government <ul style="list-style-type: none"> • N/A Catholic

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			<ul style="list-style-type: none"> • N/A <p>Independent</p> <ul style="list-style-type: none"> • N/A
Establish a cross-sectoral reform forum to share progress and challenges.	All	2019	<p>Completed in 2019.</p> <p>Government</p> <ul style="list-style-type: none"> • The cross sectoral Future of Education Phase Two Implementation Plan was released in March 2022. <p>Catholic</p> <ul style="list-style-type: none"> • N/A <p>Independent</p> <ul style="list-style-type: none"> • N/A
Deliver professional learning on the Australian Curriculum General Capabilities.	All	2019	<p>Completed in 2019.</p> <p>Government</p>

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			<ul style="list-style-type: none"> • N/A Catholic <ul style="list-style-type: none"> • N/A Independent <ul style="list-style-type: none"> • N/A
Develop and implement academic reporting explicitly aligned to Australian Curriculum achievement standards.	Gov	2019 and ongoing	Completed and ongoing Government <ul style="list-style-type: none"> • N/A
Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to refine ACARA’s national learning progressions in literacy and numeracy.	All	2019	Completed in 2019 and ongoing. Government <ul style="list-style-type: none"> • N/A Catholic <ul style="list-style-type: none"> • N/A

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			Independent <ul style="list-style-type: none"> • N/A
Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to develop the digital formative assessment proof of concept.	All	2019	Completed in 2019 Government <ul style="list-style-type: none"> • N/A Catholic <ul style="list-style-type: none"> • N/A Independent <ul style="list-style-type: none"> • N/A
Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in the development of national learning progressions in general capabilities.	All	2020 and ongoing	Completed in 2020. Government <ul style="list-style-type: none"> • N/A Catholic

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			<ul style="list-style-type: none"> • N/A <p>Independent</p> <ul style="list-style-type: none"> • Work has continued in this area through a range of forums: this includes regular engagement a cross sectoral AC v9 implementation group, it also involves the ACTAIS Teaching and learning subcommittee quarterly meetings, AC Learning Areas communities of practice (cross sectoral)
<p>Play a lead role in the refinement of the digital formative assessment tool, and implement relevant aspects as they become available.</p>	<p>All</p>	<p>2020 and ongoing</p>	<p>Government</p> <ul style="list-style-type: none"> • The ACT was actively involved in progressing the Online Formative Assessment initiative (OFAI) through participation on the cross-jurisdictional OFAI Board. In December 2022, Ministers endorsed and agreed to not progress further with the Online Formative Assessment Initiative (OFAI) at that stage, instead agreeing to leverage and align existing assessment resources from NSW, Victoria,

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			<p>and Queensland to establish a national bank of assessments that can be made available to all jurisdictions and sectors on an opt-in basis.</p> <p>Catholic</p> <ul style="list-style-type: none"> • N/A <p>Independent</p> <ul style="list-style-type: none"> • N/A
<p>Conduct a cross-sectoral STEM educators forum (STEMEd ACT) in partnership with a range of professional teacher associations and the ACT Board of Senior Secondary Studies.</p>	<p>All</p>	<p>2019</p>	<p>Completed in 2019</p> <p>Government</p> <ul style="list-style-type: none"> • N/A <p>Catholic</p> <ul style="list-style-type: none"> • N/A <p>Independent</p> <ul style="list-style-type: none"> • N/A

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Implement the Cultural Integrity Continuum and Toolkit in all ACT Public Schools.	Gov	2018 Onwards	Implemented in 2018 Government <ul style="list-style-type: none"> • N/A
Implement the Aboriginal and Torres Strait Islander histories and cultures enriched elaborations for Science as part of cross-sectoral curriculum effort.	All	2019 and ongoing	Completed in 2019 Government <ul style="list-style-type: none"> • N/A Catholic <ul style="list-style-type: none"> • N/A Independent <ul style="list-style-type: none"> • N/A
Meeting the learning needs of students through more and expanded schools for Canberra’s growing suburbs.	Gov	2019 and ongoing	Completed and ongoing. Government

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Major infrastructure and capital works projects undertaken during 2022 to modernise facilities and better meet the learning needs of communities include:</p> <ul style="list-style-type: none"> • A new school opened in early 2022, with another completed during 2022 ready for term 1 2023. One new school was under construction during 2022 and will continue in construction during 2023. Three other new schools were in master planning, design or early construction phases during 2022. • School expansion designs commenced for three schools during 2022, with another school expansion and modernisation design completed. Four schools in the expansion program were completed in 2022, with one school expansion to be completed during 2023. This design and construction work will modernise and increase student capacity by more than 1,600 places.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Eight schools had Relocatable Learning Units (RLUs) placed on site during 2022, increasing student capacity by 550. • In late 2022, preparation for RLU placement began for a further four schools, increasing student capacity by 275 for delivery during 2023. • Feasibility studies are undertaken to inform options to expand and modernise other existing schools and to identify new school sites across the ACT region.

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Reform Direction B – Support teaching, school leadership and school improvement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Actively contribute to the review of senior secondary education including, pathways to work, further education and training and prerequisites for university entry.	All (through the Board of Senior Secondary Studies)	2019	Completed in 2020, with changes to the <i>National School Reform Agreement</i> Milestones. Board of Senior Secondary Studies <ul style="list-style-type: none"> • N/A
Implement relevant findings of the review of senior secondary education.	All (through the Board of Senior Secondary Studies)	2020	Completed 2022 and ongoing Board of Senior Secondary Studies <ul style="list-style-type: none"> • The General Capabilities were embedded in all new and revised Board courses. • The ACT Senior Secondary Certificate has continued the enablement of students through making provision for up to five years to qualify for this Certificate. All ACT colleges are supported with

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>policy that allows the provision of extended packages.</p> <ul style="list-style-type: none"> • The ACT BSSS has further increased the quality assurance and delivery expectations of other education providers such CIT (TAFE) to further support the delivery of other targeted and inclusive options in the context of senior secondary education. • An H course enables senior secondary and University credit simultaneously and is a valuable extension opportunity and support for transition to the tertiary sector. The BSSS continued to work with the university sector through 2022 on the development of additional H courses. • The M classification tailors courses for students with mild to moderate intellectual disability. The BSSS continued to work with the school sector to extend and enhance the opportunities for this student group.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The 2022 development of the BSSS Assessment and Certification System (ACS) added significant functionalities in assessment, moderation and certification operations and technological upgrades. Combined, these developments further support student learning and efficacy. • All courses are established in partnership with schools, external experts, industry, tertiary training, and education sectors to ensure that they are in step with the knowledge, skills and understanding required for successful schooling outcomes, and post school preparation and readiness. The ACT curriculum reform and renewal process was completed in 2022. A new review and refined process was established beginning in 2023 including the phasing out of redundant courses and planning for the introduction of new and contemporary

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>opportunities for learning for ACT senior secondary students.</p> <ul style="list-style-type: none"> As of 2022, following extensive community and industry consultation, the ACT BSSS introduced a new and innovative classification of course allowing school-based RTOs to deliver pure competency only courses to their students with full senior secondary certificate recognition. In addition, students who undertake a school-based apprenticeship and achieve competencies will be able to contribute to the minimum requirements of the ACT Senior Secondary Certificate. Vocational competencies continue to be integrated into a range of accredited ACT BSSS courses. The ACT Senior Secondary Certificate incorporates opportunities for substantial recognition of formal external vocational training including School Based

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Apprenticeships to further support students and other training provided by external RTOs.</p> <ul style="list-style-type: none"> In 2022 the ACT BSSS Student Forum provided valued perspective and advice to the Board on a range of topics including communications, assessment relevance and expectations, and transitions. ACT Government Education Directorate, Catholic Education Canberra and Goulburn and the ACTAIS have been engaged in ongoing sharing and work with the BSSS.
<p>Build off the lead role that the ACT Teacher Quality Institute has had in quality Initial Teacher Education regulation to actively contribute to quality assurance improvements in the national consistency and transparency of Initial Teacher Education regulation.</p>	<p>All (through the Teacher Quality Institute)</p>	<p>2019</p>	<p>Completed in 2021 and ongoing. Teacher Quality Institute</p> <ul style="list-style-type: none"> TQI provides training in ITE Program Accreditation for panel members. Ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • TQI actively participates in national review of ITE program accreditation guidelines and procedures. Ongoing through the Australasian Teacher Regulatory Authorities (ATRAs). • In 2022, both ITE providers began the process of moving LANTITE to the first year of the ITE program. • TQI policy was amended in 2022 allowing for final year ITE students to be employed as teachers up to three days per week under prescribed conditions to ensure course completion and graduate preparedness. • TQI in 2022 contributed to Teacher Education Expert Panel (TEEP) Discussion Paper responses with implications of proposed reforms.
Develop cross-sectoral collaboration in school leadership.	All	2020 onwards	Completed in 2020. Activities ongoing. Government

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Participation in cross-sectoral (Australian Council for Education Leadership (ACEL) Breakfast Catholic • Participation in ACT cross sectoral leadership conferences/seminars. <p>Independent</p> <ul style="list-style-type: none"> • Ongoing - involving the AISACT Annual Colloquium and Leadership Breakfasts where cross sectoral invitations are made.

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Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Build upon existing NCCD cross-sectoral moderation activities and strengthen consistency on a year by year basis.	All	2018 onwards	<p>Completed in 2020 and ongoing</p> <p>Government</p> <ul style="list-style-type: none"> • Government representatives in 2022 attended cross-sectoral meetings to strengthen and moderate NCCD levels of adjustment. <p>Catholic</p> <ul style="list-style-type: none"> • Cross sectoral meetings with Gov Officers to strengthen precision of NCCD levels of adjustment. <p>Independent</p> <ul style="list-style-type: none"> • Ongoing. In addition, through the provision of AISACT support person to individual AISACT schools and involvement in various cross sectoral meetings/groups.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Provide national leadership in NAPLAN online by maximising implementation in all ACT schools.	All	2018 onwards	<p>Completed in 2021 and ongoing</p> <p>Government</p> <ul style="list-style-type: none"> All ACT Public schools accessed NAPLAN Online in 2022 <p>Catholic</p> <ul style="list-style-type: none"> All ACT Catholic schools accessed NAPLAN Online in 2022 <p>Independent</p> <ul style="list-style-type: none"> All ACT independent schools accessed NAPLAN Online in 2022
Contribute to the ongoing data collection for the Australian Teacher Workforce Data Strategy including amendment of legislation to allow for sharing of data held by the Teacher Quality Institute.	All (through the Teacher Quality Institute)	2019 onwards	<p>Completed 2021 and ongoing</p> <p>Teacher Quality Institute</p> <ul style="list-style-type: none"> TQI are working with AITSL to increase the response rate of the survey. Ongoing

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Build off the existing ACT cross-sectoral student identifier to actively contribute to the development and implementation of a national Unique Student Identifier.	All	2019 onwards	<p>Completed and ongoing</p> <p>Government</p> <ul style="list-style-type: none"> The ACT continues to actively participate in national discussions to implement the December 2019 Education Council decision to generate and operate a national Unique Student Identifier. <p>Catholic</p> <ul style="list-style-type: none"> N/A <p>Independent</p> <ul style="list-style-type: none"> N/A
Build upon recent ACT performance measures to actively contribute to the development of new measures of performance particularly student learning gain and general capabilities.	All	2018 onwards	<p>Completed and ongoing</p> <p>Government</p> <ul style="list-style-type: none"> The ACT Government made a submission to the Productivity Commission’s review into the National

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>School Reform Agreement, including key performance measures.</p> <p>Catholic</p> <ul style="list-style-type: none"> • Use of progressive achievement testing in literacy and Dynamic Indicators of Basic Early Literacy to track literacy learning gain. <p>Independent</p> <ul style="list-style-type: none"> • N/A
Implement new national measures of performance particularly student learning gain and general capabilities.	Gov	As available	<p>Completed and ongoing</p> <p>Government</p> <ul style="list-style-type: none"> • In 2022, the ACT reported performance against the strategic measures – Equity of outcomes, student learning growth and strength of student engagement and belonging with their school.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none">• Measures of general capability will be added once developed nationally.