

# **National School Reform Agreement**

## **South Australia Bilateral Agreement: 2022 Progress Report**

# National School Reform Agreement – Bilateral Agreement Report – SA – 2022

## Executive Summary

In 2022, South Australia's schooling sectors have continued to work to progress all agreed actions under the bilateral agreement of the National School Reform Agreement. Highlights against the three reform directions of the agreement are noted below.

Reform Direction A: Supporting students, student learning and student achievement

- Continued delivery of the State Government's capital works program providing new and improved learning areas. 32 upgrades completed in 2022, including works at several high schools to ensure readiness for transition of year 7 to high school. Construction commenced on a new secondary school in Rostrevor (Morialta Secondary College) and a major expansion of Adelaide Botanic High School.
- For the Catholic sector, priorities were the ongoing rollout of the Living Learning Leading (LLL) framework in schools, the Blueprint for Step Change, Principal's E-Portfolio, building system, leader and teacher capacity in STEM, continue the development of the Catholic Education South Australia (CESA) Literacy and Numeracy Strategy (finalised and launched in May 2023), and continuing the development of testing options in early years education in the areas of reading and maths.
- In the independent sector a suite of online professional learning used the lens of the Australian Curriculum to develop understandings about learning design, the National Literacy and Numeracy Progressions and the General Capabilities.

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

- For the government sector, in 2022 2,273 leaders and teachers participated in professional learning programs through Orbis - the department's professional learning institute for leaders and teachers. 74% of participants were from metropolitan schools and 26% from country locations. Expanded the suite of professional learning programs with the development and co-design of a Middle Leadership Program and a Graduate Teacher Onboarding Program to support the transition of graduates into the profession. Orbis now provides a comprehensive suite of capability programs for leaders and teachers throughout an educator's career trajectory.
- In the Catholic sector, an ongoing review of the CESA Aboriginal and Torres Strait Islander Education Strategy continued with Aboriginal and Torres Strait Islander

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consultants from University of Adelaide and Flinders University. Recommendations have been received and are being considered with the final review and implementation plan anticipated to be completed by December 2023. CESA created the Entrepreneurial Learning Progression Continuum aligned to each of the CESA Key Capabilities and designed a professional development program to build teacher capacity to lead entrepreneurial learning in schools.

- In the Independent sector, this series focused on deepening governance perspectives about educational trends, compliance and legislative responsibilities and, for those new to governance, induction processes. The use of targeted micro-projects supported early career teachers and their mentors to orientate practice-focused mentoring across critical induction areas aligned to the Australian Professional Standards for Teachers.

### Reform Direction C: Enhancing the national evidence base

- Ongoing effort in the government sector to improve the NCCD on School Students with Disability by providing additional access to support and advice to schools.
- The Catholic sector continued to refine its Business Intelligence tool, enabling the analysis of data to provide valuable insights and support for school improvement activities aligned with strategic priorities.
- School principals and leadership teams in the Independent Sector were assisted with the formulation of strategies that aligned with national priorities including the NCCD, state-based reform initiatives and their contextual school improvement directions.

## 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)
<p><b>School Improvement Model</b></p> <ul style="list-style-type: none"> <li>All schools are provided a suite of tailored guides to support improvements in literacy and numeracy</li> </ul>	Government	2019	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Deliver 500 'expert' teachers in primary schools across South Australia, including regional and rural locations</li> </ul>	Government	2020	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>Literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>Deliver phonics-based literacy and numeracy screening for all Year 1 students</li> <li>Literacy Guarantee Unit operational</li> </ul>	<p>Government</p> <p>Government</p>	<p>2019</p> <p>2019</p>	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><b>Schools Capital Program</b></p> <ul style="list-style-type: none"> <li>A program to revitalise ageing infrastructure and increase capacity</li> </ul>	Government	2022  (Life of Agreement)	<p>Action status: Ongoing</p> <p>The state government continued its significant investment in education capital works, including:</p> <ul style="list-style-type: none"> <li>32 capital works projects were completed, which included the delivery of projects that supported the transition of year 7 into high school from 2022.</li> <li>Construction commenced on a new secondary school in Rostrevor (Morialta Secondary College), which will cater for 1,200 students. Stage 1 is to be completed and opened to year 7 students in early 2023, with the remaining facilities completed for 2024.</li> <li>Construction commenced on a major expansion of Adelaide Botanic High School to cater for an additional 700 students. Construction is to be completed in 2024.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><b>South Australian Government schools’ year 7 transition into high school</b></p> <ul style="list-style-type: none"> <li>Year 7 transition into high school completed</li> </ul>	Government	Life of Agreement	<p>Action status: Completed in 2021</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>Improved Student Learning and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Implement the Living Learning Leading Framework</li> </ul>	Catholic	Life of the Agreement	<p>Action status: Complete</p> <ul style="list-style-type: none"> <li>Launched the Living, Learning, Leading (LLL) Framework and Leadership Standards Principal’s E-Portfolio to enable principals to evidence the impact of their leadership against the profile descriptors in both standards.</li> <li>The LLL Framework and Leadership Standards have now been implemented in all diocesan schools and are a key component underpinning CESA’s strategic and operational intent.</li> </ul>
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Build System Capacity</li> </ul>	Catholic	Life of the Agreement	<p>Action status: Ongoing</p> <p>Build System Capacity</p>

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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"> <li>○ Conduct an annual STEM Forum</li> <li>○ Improve access and equity to quality STEM education for schools and students (particularly girls and ATSI) in low socio-economic areas</li> <li>○ Provide science consultancy to schools</li> <li>● Build Teacher and Leader Capacity               <ul style="list-style-type: none"> <li>○ STEM professional learning for primary and middle years teachers</li> <li>○ Provide high quality STEM professional learning based on real world inquiry and integrated interdisciplinary approach</li> </ul> </li> <li>● Build Dynamic and Sustainable Partnerships               <ul style="list-style-type: none"> <li>○ Develop partnerships and networks with industry, universities and other education providers</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>● A 2022 STEM MAD Forum was held in Term 3. <a href="https://stemnational.cna.catholic.edu.au/">https://stemnational.cna.catholic.edu.au/</a></li> </ul> <p>Build Teacher and Leader Capacity</p> <ul style="list-style-type: none"> <li>● 2022 Girls in STEM program (middle years) drew 48 attendees from 6 Catholic metropolitan and regional schools.</li> </ul> <p>Build Dynamic and Sustainable Partnerships</p> <ul style="list-style-type: none"> <li>● 2022 science consultancy to metropolitan and regional schools was provided via the following projects and partnerships: STEM Punks, CESA Apple Integration Project, Lumination – Bite Size STEM workshops, STEM and Space</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Implement Catholic Education South Australia (CESA) Literacy Learning Strategy               <ul style="list-style-type: none"> <li>○ Deliver phonics screening to Catholic Schools for all Year 1 students</li> </ul> </li> <li>• Implement CESA Numeracy Learning Strategy               <ul style="list-style-type: none"> <li>○ Design and deliver numeracy screening to Catholic Schools for students in the Early Years</li> </ul> </li> </ul>	Catholic	2021	<p>Action status: Implementation Ongoing</p> <ul style="list-style-type: none"> <li>• In 2022, all CESA Diocesan schools participated in a mandated Year 1 Phonics Screening Check.</li> <li>• In 2022, CESA expanded its system licence of ACER Progressive Assessment Tests available to schools to include Early Years tests in Reading and Maths. These tests are designed for students in both Reception and Year 1, providing an overview of school and student general performance, learning growth and identifying areas for improvement.</li> </ul> <p><i>Action status: Implementation Ongoing</i></p> <ul style="list-style-type: none"> <li>• In 2022, work continued on the development of the CESA Literacy and Numeracy Strategy utilising expertise from Flinders University. The strategy is due to be launched in 2023 along with professional development implementation initiatives</li> </ul>



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<p><b>Catholic Schools transition of Year 7 into secondary school</b></p> <ul style="list-style-type: none"> <li>Complete transition of Year 7 into secondary settings</li> </ul>	Catholic	2022	<p>Action status: Complete</p> <ul style="list-style-type: none"> <li>The majority of CESA schools have transitioned Year 7 into a secondary setting.</li> <li>One regional school in Yorketown South Australia has received an exemption until 2025 as currently there is currently no Catholic secondary pathway available.</li> </ul>
<p><b>Improving Student Learning and Achievement</b></p> <ul style="list-style-type: none"> <li>Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool</li> <li>Schools will explore the Australian Curriculum Literacy and Numeracy Learning Progressions as a means of identifying student learning and</li> </ul>	Independent	Life of the Agreement	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>Continuing from 2021, schools were supported to evaluate their practice in one area of the <i>High Impact School Improvement Tool</i>.</li> <li>An external expert reviewed the <i>Inclusive Education</i> domain of the tool, to ensure currency and applicability.</li> <li>A suite of professional learning was offered online and used the lens of the Australian Curriculum to develop understandings about learning design, the</li> </ul>

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achievement to enable teachers to respond appropriately to student learning needs			National Literacy and Numeracy Progressions and the General Capabilities.
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>• Explore and implement opportunities for STEM Education through the Association of Independent Schools South Australia (AISSA) STEM Task Force               <ul style="list-style-type: none"> <li>○ Audit tool</li> <li>○ Local and international research bank</li> <li>○ Industry and tertiary partnerships</li> <li>○ School-based STEM strategies</li> </ul> </li> </ul>	Independent	2019/20	<p>Action status: Completed in 2020</p> <ul style="list-style-type: none"> <li>• STEM activities have continued through an alternative funding source.</li> </ul>

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<p><b>Literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>• Provide access for all Independent schools to phonics based literacy screening</li> <li>• Implementation of the ReSolve mathematical inquiry project in participating schools</li> </ul>	Independent	2019/20	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>• The <i>Phonics Screening Check</i> is available for Independent school use as part of their assessment practices, via the AISSA website.</li> </ul>
<p><b>Middle years Schooling Improvements</b></p> <ul style="list-style-type: none"> <li>• The Responding to Early Adolescent Learners Committee will investigate and scale best practice in Middle Schooling, including schools required to transition Year 7 students to secondary contexts</li> </ul>	Independent	2019/22	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>• Topics covered included: student agency, wellbeing, mental health, vaping, flexible timetabling, innovative learning, curriculum planning, non-attendance and school refusal and supporting gender-diverse students.</li> <li>• Participants indicated enhanced understanding of evidence informed practices to build learning, engagement, wellbeing and transition of early adolescent learners.</li> </ul>

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<p><b>Indigenous Secondary Student Mentoring</b></p> <ul style="list-style-type: none"> <li>• Providing Indigenous secondary students with mentoring support, building cultural connections and educational aspiration</li> </ul>	Independent	2018/19	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>• In 2022 this program has continued through funding from the National Indigenous Australians Agency (NIAA) and saw 129 students from 21 schools engage with individual or small group mentoring provided by an Indigenous mentor.</li> </ul>

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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)
<p><b>Aboriginal Education Strategy</b></p> <ul style="list-style-type: none"> <li>• Release Aboriginal Education Strategy supported by governance arrangements that involve and support transparency to Aboriginal People</li> <li>• Launch of rolling public implementation plan</li> </ul>	Government	2019	Action status: Completed in 2019
<p><b>Supporting teacher development</b></p> <ul style="list-style-type: none"> <li>• Teacher and Leadership Academy is established and delivering high quality professional learning</li> </ul>	Government	Life of the Agreement	<p><i>Action status:</i> Ongoing</p> <p>Orbis, the department’s professional learning institute for leaders and teachers, was launched in April 2019 and provides a comprehensive program of professional learning to develop teaching expertise and educational leadership.</p> <ul style="list-style-type: none"> <li>• In 2022 2,273 leaders and teachers undertook professional learning programs: 74% of participants</li> </ul>

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			<p>were from metropolitan schools and 26% from country locations.</p> <ul style="list-style-type: none"> <li>The suite of professional learning programs expanded in 2022, with the development and co-design of a Middle Leadership Program and a Graduate Teacher Onboarding Program to support the transition of graduates into the profession.</li> <li>In addition to the formal professional learning programs, the Future Leaders' program transitioned into Orbis in 2022. Orbis now provides a comprehensive suite of capability programs for leaders and teachers throughout an educator's career trajectory.</li> </ul>
<p><b>Entrepreneurial Education</b></p> <ul style="list-style-type: none"> <li>Entrepreneurial specialist programs implemented in 4 high schools (2 in regional/rural areas and 2 in metropolitan areas)</li> </ul>	Government	Year TBC (2019)	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

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<ul style="list-style-type: none"> <li>• New business and entrepreneurialism focussed SACE subjects developed</li> <li>• Establish a new technical college in the western suburbs of Adelaide to support young South Australians to develop high level trade, STEM and entrepreneurial skills so they are well equipped for careers in defence, shipbuilding and other maritime industries</li> </ul>			
<p><b>Aboriginal and Torres Strait Islander Education Strategy</b></p> <ul style="list-style-type: none"> <li>• Release reviewed CESA Aboriginal and Torres Strait Islander Education Strategy</li> </ul>	Catholic	2020	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>• Continued engagement with Aboriginal and Torres Strait Islander consultants at the University of Adelaide and Flinders University to review the CESA Aboriginal and Torres Strait Islander Education Strategy. Work was delayed by the COVID-19 pandemic, but continued in the latter half</li> </ul>

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			of the year. Recommendations have been handed down and work has commenced to determine an implementation plan. The final review is now anticipated to be completed by December 2023.
<p><b>Continuous Improvement Framework for Catholic Schools</b></p> <ul style="list-style-type: none"> <li>Review the 2014 Continuous Improvement Framework for Catholic Schools to reflect the Living Learning Leading Framework</li> <li>Extend external evaluation process to all catholic schools</li> </ul>	Catholic	<p>2020</p> <p>Life of the agreement</p>	<p>Action status: Completed in 2020</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>Entrepreneurial Education</b></p> <ul style="list-style-type: none"> <li>Initiate and support an Entrepreneurial &amp; Innovation Network of schools to research and</li> </ul>	Catholic	2021	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>In 2022, CESA created the Entrepreneurial Learning Progression Continuum aligned to each CESA Key Capabilities. This tool has been created to allow</li> </ul>



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<p>enact pedagogies which engage students in developing entrepreneurial skills and disposition</p> <ul style="list-style-type: none"> <li>Collaborate with schools to develop and implement a CESA Entrepreneurial Learning Initiative</li> </ul>	Catholic	2020	<p>students to self-assess how they are developing within these capabilities on a developmental taxonomy which increases in cognitive complexity as they engage in entrepreneurial learning.</p> <ul style="list-style-type: none"> <li>In 2022 CESA designed and delivered a digital toolkit along with a glossary of technical terms related to the designing and facilitating of social entrepreneurial learning with curriculum resources to support teachers to design and facilitate entrepreneurial learning.</li> <li>In 2022 CESA’s Social entrepreneurial model called Limitless Possibilities was piloted in 8 schools.</li> <li>In 2022 CESA designed a professional development program to build teachers capacity to lead entrepreneurial learning in their schools.</li> </ul>

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<p><b>Leadership Institute</b></p> <ul style="list-style-type: none"> <li>• The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape               <ul style="list-style-type: none"> <li>○ Governing Council Conference and workshops</li> <li>○ Leadership Legal series</li> <li>○ School Impact Hubs</li> <li>○ Leadership seminars, conferences and in-school development programs</li> </ul> </li> </ul>	Independent	Life of the Agreement	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>• School leadership teams undertook leadership learning, context mapping and analysis to implement and scale a school-based project related to their current role and strategic focus, focused on developing leadership and process capacity. It connected participants to a network of change leaders.</li> <li>• A feature of the <i>Women in Leadership</i> program was the opportunity for each participant to work alongside another experienced leader in the role of critical companion.</li> <li>• The <i>Business of Leadership</i> series addressed topics such as Family Law, Record Keeping and Performance Management.</li> <li>• The <i>Governance Series</i> focused on deepening governance perspectives about educational trends,</li> </ul>

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			<p>compliance and legislative responsibilities and, for those new to governance, induction processes. Sessions were delivered via video conference to maximise accessibility and participation for board members.</p> <ul style="list-style-type: none"> <li>• Bespoke support was made available to individual boards as requested by the school and explored effective governance practices, chair and principal relationships, analysis of board composition, operations and contemporary strategic planning processes.</li> </ul>
<p><b>Early Career Teacher Development</b></p> <ul style="list-style-type: none"> <li>• Inducting early career teachers to the profession through the provision of professional learning and mentoring</li> </ul>	Independent	Life of the Agreement	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>• Graduate teachers, together with school-based mentors, were supported through an induction</li> </ul>

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			<p>program aligned to the Australian Professional Standards for Teachers.</p> <ul style="list-style-type: none"> <li>Targeted micro-projects supported early career teachers and their mentors to orientate practice-focused mentoring to critical induction areas including goal setting; establishing supportive and safe learning environments; sequencing learning; and building of cultural capacity and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> </ul>
<p><b>ChallenGE Project</b></p> <ul style="list-style-type: none"> <li>The ChallenGE project uses a Design Thinking methodology to develop context specific responses to the needs of highly able learners. Schools will prototype and scale locally developed initiatives.</li> </ul>	Independent	2019	<p>Action status: Completed in 2019</p> <ul style="list-style-type: none"> <li>This research and the associated resources continue to be available to Independent schools via the AISSA website.</li> </ul>

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<p><b>Centre for Innovation</b></p> <ul style="list-style-type: none"> <li>• The AISSA Centre for Innovation will support schools to implement improvement initiatives through programs including:               <ul style="list-style-type: none"> <li>○ School Impact Hubs</li> <li>○ Learning Design and Moderation</li> </ul> </li> </ul>	Independent	2019/21	<p>Action status: Completed in 2021</p> <ul style="list-style-type: none"> <li>• Building on 2021 initiatives, Impact Hubs saw school teams undertake leadership learning, context mapping and organisational analysis to implement and scale a school-based project related to their current role and strategic focus.</li> <li>• The curation of the work of the 2021 Impact Hubs focusing on researching student agency and meta-praxis was described in a paper published in March 2022 by the Centre for Strategic Education.</li> </ul> <p>A podcast series documenting the work of these projects in collaboration with The Learning Future was also produced and released in 2022.</p>

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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)
<p><b>School Improvement Model</b></p> <ul style="list-style-type: none"> <li>Continue to implement agreed improvements to the Nationally Consistent Collection of Data on School Students with Disability</li> </ul>	All Sectors	Life of agreement	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>The department offered schools access to support and advice on the NCCD and the Disability Standards for Education.</li> <li>Department officers participated in the Student with Disability Loading Review Reference Group that acted upon the recommendations from the National Schools Resourcing Board review of the national disability loadings.</li> </ul>
<p><b>School Improvement Model</b></p> <ul style="list-style-type: none"> <li>School improvement Dashboard developed and provided to schools</li> </ul>	Catholic	2020	<p>Action status: Completed in 2020</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

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<p><b>School Improvement Model</b></p> <ul style="list-style-type: none"> <li>Each independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice</li> </ul>	Independent	Life of agreement	<p>Action status: Ongoing</p> <ul style="list-style-type: none"> <li>The AISSA Education Team has provided advice, consultancy support and access to resources and tools, to scaffold contemporary school improvement initiatives.</li> <li>School principals and leadership teams have been assisted with the formulation of strategies that align with national and state-based reform initiatives and their contextual school improvement directions.</li> <li>AISSA staff have continued to support leaders to enhance the quality of information on the NCCD and to improve the efficiency and integrity of the data collection.</li> </ul>